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U.S. Department of Education

**27th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2005
Vol. 1**

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27th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2005

Vol. 1

Individuals with Disabilities Education Act.
to ensure the free appropriate public education
of all children with disabilities

Prepared by Westat for the
Office of Special Education and Rehabilitative Services
U.S. Department of Education

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September 2007

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Preface

During the almost three decades that the annual reports to Congress on the implementation of the *Individuals with Disabilities Education Act (IDEA)* have been published, these documents have undergone several minor stylistic changes and one major substantive redesign and refocus. In 1997, the Office of Special Education Programs (OSEP) adopted a policy-oriented approach to the annual report to Congress. The results of this shift were first seen in the 1998 annual report, which used a four-section modular format. The *2002 Annual Report to Congress* was the fifth and last volume to include four sections.

The implementation of the *No Child Left Behind Act* beginning in 2002 amplified the importance of accountability and results in the annual report to Congress. As the President's Commission on Excellence in Special Education¹ pointed out, this emphasis means that Congress and the public must receive assurance that federal funds are well spent.

The *2003 Annual Report to Congress* was redesigned to focus on results and accountability; make the report more useful to Congress, parents, each state and other stakeholders; and use a more readable and user-friendly style. It focused on key state performance data in accordance with the recommendations of the President's Commission.

The *2004 Annual Report to Congress* continued this format. It updated the national picture based on state-reported data and information from OSEP's National Assessment of the Implementation of *IDEA*. The state profiles were revised to reflect OSEP's *Government Performance and Results Act* indicators and to provide a baseline for showing trends in states' data. The report provided rank-order tables used by OSEP's monitoring division and included the state-reported data tables.

The *2005 Annual Report to Congress* also follows this format. **Volume 1** focuses on the children and students being served under *IDEA* and provides profiles of individual states' special education environments. **Volume 2** of the *2005 Annual Report to Congress* contains the state-reported data tables developed from OSEP's Data Analysis System (DANS). OSEP's goal in separating the text of the report from the extensive tables is to make the report usable to all readers. The latest tables are also posted on <http://www.IDEAdata.org>.

¹ U.S. Department of Education, Office of Special Education and Rehabilitative Services, *A New Era: Revitalizing Special Education for Children and Their Families*, Washington, DC, 2002.

Vol. 1 contains the following three sections:

Section 1. The National Picture

Section 1 contains the child/student-focused material, presented in a question-and-answer format. It contains three subsections: infants and toddlers served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; and students ages 6 through 21 served under *IDEA*, Part B. Information available about each group of children/students is presented in the different subsections. To the extent possible, the data are presented through graphics, short tables² and bulleted text.

Section 2. The State Picture

Section 2 of the report contains state-level performance data. These state profiles include number of school districts, public school enrollment, per-pupil expenditures and percentage of children living below the poverty level. For Part B, the profiles also report data for OSEP's performance goals for graduation and dropout. For Part C, the profiles include the lead agency for early intervention services and the number of infants and toddlers receiving early intervention services. The profiles also show the percentage of infants and toddlers served under Part C.

Section 3. Rank-Order Tables

Section 3 presents tables of states rank-ordered by their reported data for exiting, dropout, educational environments, early intervention services and early intervention settings. OSEP uses these tables as part of its monitoring activities.

Please note that throughout this report, the terms *infants and toddlers with disabilities*, *children with disabilities* and *students with disabilities* refer to recipients of services under *IDEA*, Part C or Part B.

² A number of figures and tables refer to data for the outlying areas. These areas are American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands.

Key Findings

The *27th Annual Report to Congress* showcases the data collected from states and some of the national studies that make up the Office of Special Education Programs' (OSEP) National Assessment of the Implementation of *IDEA*. Some key findings about the national picture from the report are presented below.

The National Picture

Infants and Toddlers Served Under *IDEA*, Part C

- In 2003, early intervention services under *IDEA*, Part C were being provided to 272,454 children ages birth through 2. A total of 269,596 children received services in the 50 states and the District of Columbia, representing 2.2 percent of the birth-through-2 population in those jurisdictions. Between 1994 and 2003, the total number of children served under *IDEA*, Part C, grew 64.8 percent. The largest increase in the percentage of infants and toddlers served under *IDEA*, Part C, occurred for 2-year-olds (Pages 10 and 12).
- In 2003, American Indian children were more likely to receive early intervention services than were children of all other racial/ethnic groups combined; the same was true for white (not Hispanic) children (Page 13).
- In 2002, a total of 79.5 percent of infants and toddlers being served under Part C received their early intervention services primarily in the *home*. This is an increase from 1996 of 24.2 percentage points (Page 15).
- In 2002, the largest gain in the percentage of children served in the combined settings of the *home* and *programs for typically developing children* was made for eligible black infants and toddlers. The percentage of black infants and toddlers in these combined settings increased from 63.3 percent in 1998 to 79.5 percent in 2002 (Page 17).
- In 2002-03, about two-thirds of Part C infants and toddlers were determined *eligible for Part B services* when they turned age 3. For every racial/ethnic group, more than 60 percent of children exiting part C at age 3 were *eligible for Part B services*; however, Hispanic and black children were more likely than other racial groups to have their *Part B eligibility undetermined* by their third birthday (Page 17).

Children Ages 3 Through 5 Served Under *IDEA*, Part B

- In 2003, Part B served 680,142 children ages 3 through 5. This is a 38.3 percent growth in the number of children served since 1993. Of these children, 670,750 were served in the 50 states, the District of Columbia and Bureau of Indian Affairs (BIA) schools, representing 5.8 percent of U.S. children ages 3 through 5 (Page 20).
- In 2003, black children ages 3 through 5 were just as likely to be served under Part B as all other racial/ethnic groups combined (Page 23).

- In 2003, more than one-third of children ages 3 through 5 with disabilities received all their special education and related services in *early childhood settings* with nondisabled peers. Almost a third more received all special education and related services in *early childhood special education settings*. White children were more likely to receive special education and related services in the *home* than any other racial/ethnic group (Pages 25-26).

Students Ages 6 Through 21 Served Under *IDEA*, Part B

- In 2003, special education and related services under *IDEA*, Part B were being provided to 6,046,051 students ages 6 through 21. Of these, 5,971,495 were served in the 50 states, the District of Columbia and BIA schools. This number represents 9.1 percent of the U.S. general population ages 6 through 21 (Page 28).
- The percentage of the population receiving special education and related services varies by race/ethnicity. In 2003, the percentage receiving special education (i.e., the risk index) was largest for American Indian/Alaska Native students (13.8 percent), followed by black (12.4 percent), white (8.7 percent), Hispanic (8.2 percent) and Asian/Pacific Islander (4.5 percent) students (Page 38).
- About one in six students who were ages 6 through 12 in school year 1999-2000 and receiving special education services was reported as no longer receiving special education services by the end of school year 2001-02 (Page 41).
- In 2003, almost half of all students with disabilities (49.9 percent) were educated for most of their school day in the regular classroom (Page 43).
- In 2002-03, some 51.9 percent of the students ages 14 and older with disabilities *graduated with a regular high school diploma*, and 33.6 percent exited school by *dropping out* (Page 44). The graduation rate was highest for Asian/Pacific Islander and white students and lowest for black students with disabilities (Pages 50 and 53).
- Secondary students with emotional disturbance are more likely to be male, black and to live in poverty than secondary students in the general student population (Page 55).
- In 2002, finding competitive employment was the most commonly stated primary transition goal for secondary students with emotional disturbance (53 percent); half of secondary students with emotional disturbance had a primary transition goal of living independently (Page 56).

Data Sources Used in This Report

The text and graphics contained in the *27th Annual Report to Congress* were developed primarily from data from the Office of Special Education Programs' (OSEP) Data Analysis System (DANS). DANS is a repository for all the data mandated by the *Individuals with Disabilities Education Act (IDEA)* to be collected from states annually. These data include the number of infants and toddlers being served under Part C of *IDEA* and the settings in which they receive program services as well as their transition at age 3 out of Part C. The states also report early intervention services provided to this population and the personnel who are providing services. For Part B, states report the number of children and students who are being served, the educational environments in which they receive education, disciplinary actions that affect them, information on their exiting the program and the personnel providing educational services to them.

Most of the DANS data presented in vol. 1 are included in the tables in vol. 2. Tables and graphics that display these data include a footnote referencing the source table in vol. 2. Other data in vol. 1 were generated directly from the DANS data repository. These tables and graphics reference DANS and may include certain data not tied to specific vol. 2 table references (e.g., the 1993 data in tables 1-3 and 1-5). DANS data are tabulated from the data collection forms; they are not published reports. All federal data collection forms must be approved by the Office of Management and Budget (OMB). The OMB approval number for each of the forms is provided in the source citation.

A number of titles of figures and tables refer to *fall* of a particular year, and the corresponding source notes indicate that the data were updated as of July 31, 2004 (the same is true for source tables in vol. 2). This is because much of the Part B and Part C data included in this report are from *snapshots* of the database maintained by DANS. OSEP permits states to update data as necessary after original state submissions; however, snapshots are used to prepare analyses for the annual reports to Congress. The use of snapshots ensures that the data are not revised while reports are being produced. It also ensures the accuracy of the presentation and analysis of data for the reports and facilitates the Department of Education review process. Certain other categories of data (e.g., exiting and discipline) are collected over the course of a year. Unless noted otherwise, the year spans in titles of figures and tables refer to school years.

State-reported data from DANS for Part C used in this report consist of the following:

Child Count	Dec. 1, 2003*
Program Settings	Dec. 1, 2002*
Early Intervention Services	Dec. 1, 2002
Exiting	Cumulative, state-determined 12-month reporting period, 2002-03

*Iowa and Maryland used the last Friday in October reporting date for these data.

State-reported data from DANS for Part B used in this report consist of the following:

Child Count	Dec. 1, 2003*
Educational Environments	Dec. 1, 2003*
Exiting	Cumulative, state-determined 12-month reporting period, 2002-03
Discipline	School year 2002-03
Personnel	On or about Dec. 1, 2002

*Alaska, the Bureau of Indian Affairs (BIA) schools, Iowa, Maryland and Texas used the last Friday in October reporting date for these data.

Note to reader: Within these categories of data are various subcategories of data, some of which require detailed descriptors.³ These detailed descriptors are italicized when references are made within text or notes in order to clarify that the reference is to a grouping of data. In table and figure titles, this rule is not followed with one exception: In sets of tables in which the distinguishing factor is a subcategory of data, that subcategory is italicized in order to highlight the variable for the reader. Such sets of tables appear in Section 3 (Rank-Order Tables) of vol. 1 and throughout vol. 2.

In addition to data from DANS, this report presents information from OSEP's National Assessment of the Implementation of *IDEA*, specifically from the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2).⁴ Other data sources used in this annual report to Congress were: the National Center for Education Statistics' (NCES) Common Core of Data (CCD), the U.S. Census Bureau and the National Early Childhood Technical

³ A list of these data categories or subcategories for Part C is also available at the beginning of the Part C Data Notes in appendix A. A list of the data categories or subcategories for Part B is also available at the beginning of the Part B Data Notes in appendix B.

⁴ Data in this report from OSEP studies are based on analyses of information from databases that are not accessible to the general public.

Assistance Center (NECTAC).⁵ Following are brief descriptions of all these data sources. Further general information about each data source can be found through the Web site at the end of the description. Each URL given below was last accessed on July 25, 2007.⁶

Special Education Elementary Longitudinal Study (SEELS)

The Special Education Elementary Longitudinal Study is a study of school-age students receiving special education services and is being conducted for OSEP by SRI International and Westat. From 2000 to 2006, SEELS will document the school experiences of a national sample of students as they move from elementary to middle school and from middle to high school. One important feature of SEELS is that it does not look at students' educational, social, vocational and personal development at a single point in time. Rather, it is designed to assess changes in these areas over time.

SEELS involves a large, nationally representative sample of students in special education who were ages 6 through 12 in 1999. Students were selected randomly from rosters of students in special education provided by local education agencies and state-operated special schools for the deaf and blind that agreed to participate in the study. Statistical summaries generated from SEELS will generalize to special education students nationally as a group, to each of the 13 federal special education disability categories and to each single-year age cohort. Data in this report are from the SEELS 2001 and 2002 Parent Interviews and School Program Questionnaires. Additional information about SEELS can be found at <http://www.seels.net>.

National Longitudinal Transition Study-2 (NLTS2)

The National Longitudinal Transition Study-2 is a follow-up of the original NLTS, conducted from 1985 through 1993. The NLTS2 is being conducted for OSEP by SRI International with assistance from Westat and RTI International. NLTS2 includes 11,276 students nationwide who were ages 13 through 16 and in at least seventh grade at the start of the study in 2000. The study is collecting information over a nine-year period from parents, students and schools and will provide a national picture of the experiences and achievements of young people as they transition into early adulthood. The study will:

⁵ Specific data from non-OSEP sources were primarily used to determine percentages for the *snapshots* of data mentioned earlier and to develop other comparisons and data analyses.

⁶ Please note that when the source for specific data in this report is a Web site, the access date goes back in time to when data were originally gathered for preparing the analyses, figures and tables that appear herein.

- Describe the characteristics of secondary school students in special education and their households;
- Describe the secondary school experiences of students in special education, including their schools, school programs, related services and extracurricular activities;
- Describe the experiences of students once they leave secondary school, including adult programs and services, social activities, etc.;
- Measure the secondary school and postschool outcomes of students in the education, employment, social and residential domains; and
- Identify factors in students' secondary school and postschool experiences that contribute to positive outcomes.

Data in this report are derived from the NLTS2 Wave 1 Parent Interviews, 2001; Wave 1 Student's School Program Survey, 2002; and Regular Education Teacher Survey, 2002. More information can be found at <http://www.nlts2.org>.

National Center for Education Statistics (NCES)

The National Center for Education Statistics is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations. NCES is located within the U.S. Department of Education, Institute of Education Sciences.

NCES fulfills a congressional mandate to collect, collate, analyze and report complete statistics on the condition of American education; conduct research and publish reports; and review and report on education activities internationally. NCES statistics and publications are used by Congress, other federal agencies, state education agencies, educational organizations, the news media, researchers and the public. More information can be found at <http://nces.ed.gov>.

Common Core of Data (CCD)

Additional data come from the NCES Common Core of Data. The CCD is the Department of Education's primary database on public elementary and secondary education in the United States. Updated annually, CCD is a comprehensive, national statistical database of all public elementary and secondary schools and school districts that contains data that are designed to be comparable across all states.

CCD comprises five surveys sent to state education departments. Most of the data are obtained from administrative records maintained by the state education agencies. Statistical information is collected annually from public elementary and secondary schools, public school districts and the 50 states, the District of Columbia, Department of Defense schools, Puerto Rico and the outlying areas. This report uses information from the CCD for 2003-04, as noted in the text. For more information on CCD, see <http://nces.ed.gov/ccd/aboutCCD.asp>.

U.S. Census Bureau

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each state and county. Members of the Armed Forces on active duty stationed outside the United States, military dependents living abroad and other U.S. citizens living abroad are not included in these estimates. These population estimates are produced by age, sex, race and Hispanic origin. The state population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls, and (4) in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for prior years are revised back to the last census. Previously published estimates are superseded and archived. See the Census Bureau's document *Estimates and Projections Area Documentation: State and County Total Population Estimates* for more information about how population estimates are produced. More information can be found at <http://www.census.gov>.

National Early Childhood Technical Assistance Center (NECTAC)

The National Early Childhood Technical Assistance Center supports the implementation of the early childhood provisions of *IDEA*. Its mission is to strengthen service systems to ensure that children ages birth through 5 with disabilities and their families receive and benefit from high-quality, culturally appropriate and family-centered supports and services.

NECTAC works with administrators from all states and other U.S. jurisdictions responsible for planning and implementing services under *IDEA*. It also works collaboratively with states and partners to target long-term systems change and improvement. More information about NECTAC can be found at <http://www.nectac.org>.

Section 1

The National Picture

Infants and Toddlers Served Under *IDEA*, Part C

The *Education of the Handicapped Act Amendments of 1986* established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of *IDEA*. The program assists states in developing and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system to make early intervention services available to all children with disabilities from birth through age 2 and their families.

This program is based on the premise that early intervention in the lives of children with disabilities and their families provides greater opportunities for improving developmental outcomes.

Part C figures and tables present data for the 50 states and the District of Columbia. Bureau of Indian Affairs (BIA) schools do not report Part C data and thus are not included in these counts. However, where indicated in the footnotes, the figures and tables do include data from Puerto Rico and the outlying areas: American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands.

Trends in the Numbers and Percentages of Infants and Toddlers Served Under *IDEA*, Part C

How many infants and toddlers receive early intervention services?

Table 1-1. Number of infants and toddlers receiving early intervention services under *IDEA*, Part C, and the percentage of population served: Fall 1994 through fall 2003

Year	Total served under Part C (birth through 2)		Birth-through-2 population in the 50 states and DC	Percentage ^a of birth-through-2 population receiving services under Part C in the 50 states and DC
	For the 50 states, DC, Puerto Rico and the outlying areas	For the 50 states and DC only		
1994 ^b	165,351	160,889	11,714,659	1.4
1995	177,281	172,234	11,552,698	1.5
1996	186,527	181,504	11,424,715	1.6
1997	196,337	192,469	11,362,331	1.7
1998	187,355	184,362	11,350,630	1.6
1999	206,108	202,718	11,417,776	1.8
2000	232,810	229,150	11,482,486	2.0
2001	245,775	242,255	11,698,804	2.1
2002	268,735	265,549	11,897,408	2.2
2003	272,454	269,596	12,048,310	2.2

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), “OMB #1820-0557: “Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C,” 1994-2003. Data updated as of July 31, 2004. Also tables 6-1, 6-3 and C-2 in vol. 2 of this report. The data for 2002 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*: Thirteen states revised their child count for 2002.

U.S. Bureau of the Census. Population data for 1994 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1994.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aPercentage of population is calculated by dividing the number of children served under *IDEA*, Part C, by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage.

^bPrior to 1994, Part C data were collected differently and, thus, are not comparable.

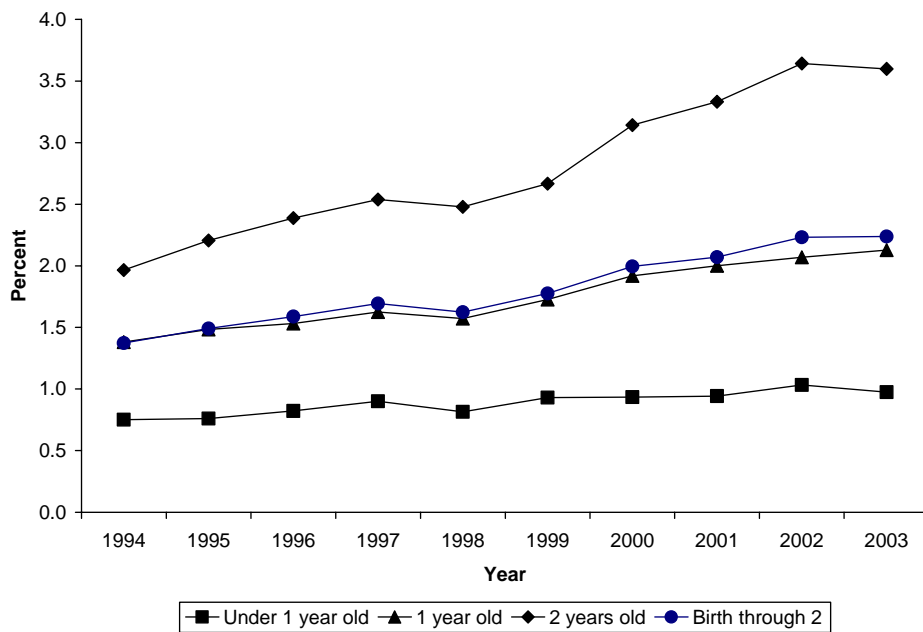
- In 2003, early intervention services under *IDEA*, Part C were being provided to 272,454 children ages birth through 2. Of these, 269,596 received services in the 50 states and the District of Columbia. This number represents 2.2 percent of the birth-through-2 population.
- Twenty-four of 50 states served at *least* 2.2 percent of their individual state’s birth-through-2 population under *IDEA* (see table 6-1 in vol. 2).
- Between 1994 and 2003, the total number of children served under *IDEA*, Part C grew from 165,351 to 272,454. This is an increase of 107,103 children, or 64.8 percent. The apparent decline in the number of children served in 1998 is the result of a data-reporting problem in one state. If this state is removed from the trend data, the number of children receiving early intervention services did not decline during this period.

Has the percentage of the birth-through-2 population served under IDEA, Part C changed over time?

- In the 50 states and the District of Columbia, the percentage of the birth-through-2 population receiving early intervention services under Part C increased between 1994 and 2003 (see note above about the apparent decline in 1998). On Dec. 1, 1994, Part C served 1.4 percent of children ages birth through 2. By 2002, this percentage was up to 2.2 percent and remained at 2.2 percent in 2003.

Does the percentage of the population served under IDEA, Part C vary by child's age?

Figure 1-1. Percentage^a of the population served under IDEA, Part C, by age: Fall 1994^b through fall 2003



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C,” 1994-2003. Data updated as of July 31, 2004. Also tables 6-1, 6-3 and C-2 in vol. 2 of this report. These data are for the 50 states and the District of Columbia.

U.S. Bureau of the Census. Population data for 1994 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1994.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aPercentage of population is calculated by dividing the number of children served under *IDEA*, Part C in the 50 states and District of Columbia, by the general U.S. population estimates for children in their jurisdictions in this age range for that year. The result was multiplied by 100 to produce a percentage.

^bPrior to 1994, Part C data were collected differently and, thus, are not comparable.

- Although the percentage of the general population served under *IDEA* Part C has increased for each of the age years served, the increase was largest for 2-year-olds. In 1994, 2 percent of 2-year-olds were served under Part C. By 2003, 3.6 percent of children this age were served.
- The percentage of 1-year-olds in the general population receiving early intervention services under Part C increased from 1.4 percent in 1994 to 2.1 percent in 2003.
- The percentage of children in the general population under 1 year of age receiving early intervention services under Part C increased from 0.8 percent in 1994 to 1.0 percent in 2003.

For the population of infants and toddlers, what differences exist among racial/ethnic groups with respect to the percentage receiving services under IDEA, Part C?

Risk ratios compare the proportion of a particular racial/ethnic group served under Part C to the proportion so served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2.0 for receipt of early intervention services, that group's likelihood of receiving early intervention services is twice as great as for all the other racial/ethnic groups combined. In the table below, the risk ratio of 0.9 for Hispanic infants and toddlers indicates that Hispanic infants and toddlers are just slightly less likely to receive early intervention services than are their age peers from the other racial/ethnic groups combined.

Table 1-2. Risk ratios for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2003

Race/ethnicity	Child count ^a	U.S. population, birth through 2	Risk index ^b	Risk index for all other ^c	Risk ratio ^d
American Indian/Alaska Native	2,634	106,924	2.5	2.2	1.1
Asian/Pacific Islander	11,657	515,426	2.3	2.2	1.0
Black (not Hispanic)	39,531	1,832,620	2.2	2.2	1.0
Hispanic	51,762	2,597,396	2.0	2.3	0.9
White (not Hispanic)	163,738	6,995,944	2.3	2.1	1.1
Total	269,322 ^e	12,048,310	2.2	N/A	N/A

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2003. Data updated as of July 31, 2004. Also tables 6-7, 6-9 and C-6 in vol. 2 of this report. These data are for the 50 states and the District of Columbia. U.S. Bureau of the Census. Population data for 2000 through 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aChild count is the number of children ages birth through 2 with disabilities in the racial/ethnic group.

^bRisk index was calculated by dividing the child count for the racial/ethnic group by the total number of children ages birth through 2 in the racial/ethnic group in the U.S. population. The result was multiplied by 100 to produce a percentage.

^cRisk index for all other racial/ethnic groups combined was calculated by dividing the child count for all other racial/ethnic groups combined by the total number of children in the other racial/ethnic groups. The result was multiplied by 100 to produce a percentage.

^dRisk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined and rounding the result to one decimal place.

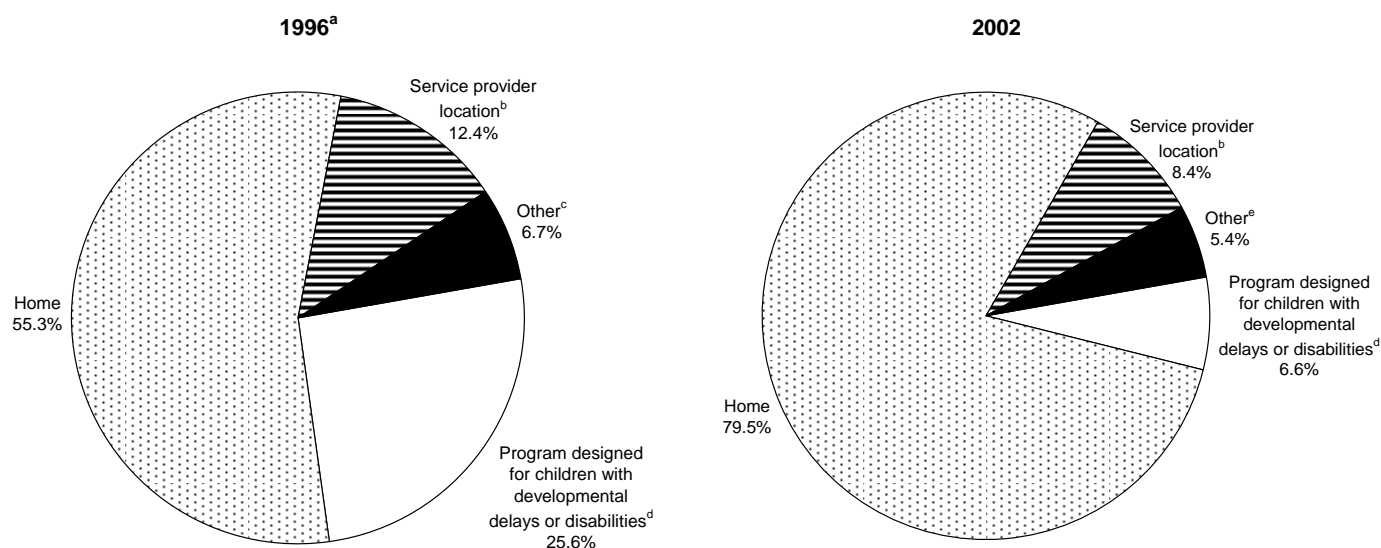
^eThe number of children reported by race/ethnicity does not match the total child count because race/ethnicity data are missing for some children within a few states.

- Asian/Pacific Islander and black (not Hispanic) children have risk ratios of 1.0, indicating these children were about equally as likely to receive early intervention services as children from all other racial/ethnic groups combined.
- Both American Indian/Alaska Native and white (not Hispanic) children have risk ratios somewhat above 1.0 (1.1), indicating that these groups were more likely to receive early intervention services than were children of all other racial/ethnic groups combined.
- Hispanic children have risk ratios somewhat below 1.0 (0.9), indicating that this group was less likely to receive early intervention services than children of all other racial/ethnic groups combined.

The Primary Service Setting of Children Served Under IDEA, Part C

What is the primary service setting of infants and toddlers receiving early intervention services?

Figure 1-2. Percentage of infants and toddlers receiving early intervention services by primary early intervention settings: Fall 1996 and fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1996, 2002. Data updated as of July 31, 2004. Also table 6-4 in vol. 2 of this report. Data are for the 50 states, the District of Columbia, Puerto Rico and the outlying areas.

^aThe percentages for 1996 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*. The change is the result of a difference in the variables used in the calculation. Prior to the current report, the percentage was calculated using the sum of the number of children reported by age and setting. In this report, the percentage was calculated using the total number of children reported by setting. While these data should yield the same percentages, as a result of data reporting error, they do not.

^b*Service provider location* includes an office, clinic or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive early intervention services. These services may be delivered individually or to a small group of children.

^cIn 1996, the category *other* included the following settings that were in use in 2002: *program designed for typically developing children* (2.4 percent), *residential facility* (0.1 percent), *hospital* (0.7 percent), *family child care* (0.6 percent) and *other nonspecified* (2.9 percent).

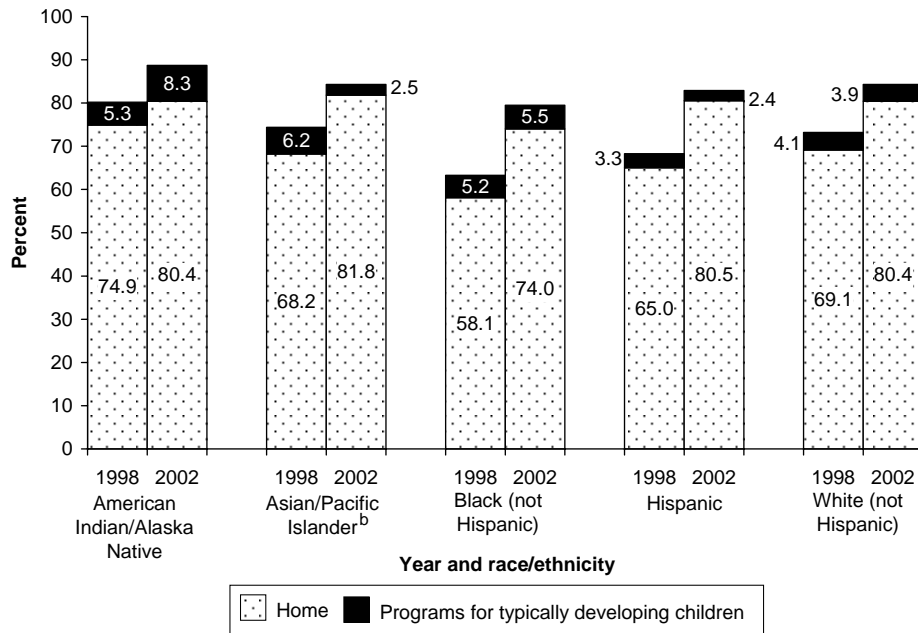
^d*Program designed for children with developmental delays or disabilities* refers to an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child care programs.

^eIn 2002, the category *other* included the following settings: *program designed for typically developing children* (3.8 percent), *residential facility* (0.1 percent), *hospital* (0.1 percent) and *other nonspecified* (1.4 percent).

- In 2002, approximately three-fourths of infants and toddlers being served under Part C received their early intervention services primarily in the *home* (79.5 percent). The next most common setting was *service provider location* (8.4 percent), followed by *programs for children with developmental delays or disabilities* (6.6 percent).
- Between 1996 and 2002, the percentage of infants and toddlers served primarily in the *home* increased from 55.3 percent to 79.5 percent. In the same time period, the percentage of infants and toddlers served primarily in *programs for children with developmental delays or disabilities* decreased from 25.6 percent to 6.6 percent. The percentage of infants and toddlers served primarily in a *service provider location* decreased from 12.4 percent to 8.4 percent.
- Overall, in 2002, a total of 83 percent of infants and toddlers received their early intervention services primarily in natural environments, which are defined as *home* or *programs for typically developing children*. Thirty-eight states and outlying areas met or exceeded this national figure (table 3-12 in vol. 1, Natural Environments).

Do children in early intervention natural settings differ by race/ethnicity?

Figure 1-3. Percentage of infants and toddlers served in the home and in programs designed for typically developing children,^a by race/ethnicity: Fall 1998 and fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C,” 1998, 2002. Data updated as of July 31, 2004. Also tables 6-4a through 6-4e in vol. 2 of this report. Data are for the 50 states, the District of Columbia, Puerto Rico and the outlying areas.

^aPrograms designed for typically developing children include regular nursery schools and child care centers. This setting and the home combine to form what are called natural settings.

^bHawaii’s data for 1998 indicate an unusually large percentage of infants and toddlers in programs for typically developing children. This anomaly affects the national data for Asian/Pacific Islander children. When Hawaii’s data are excluded, in 1998, 70.5 percent of Asian/Pacific Islander children were served in home settings, and 3.6 percent were served in programs for typically developing children. In 2002, these percentages were 81.7 percent and 3.0 percent.

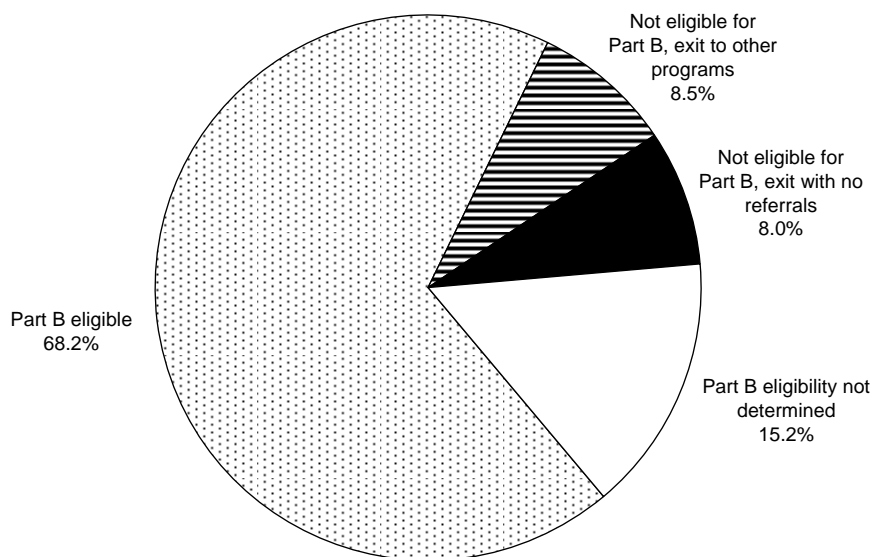
- In 2002, children in all racial/ethnic groups received the majority of their early intervention services in the home. Asian/Pacific Islander children (81.8 percent) were most often served in the home, followed by Hispanic children (80.5 percent) and American Indian/Alaska Native and white children (80.4 percent). Black children (74.0 percent) were the least often served in the home.
- The largest gain in the percentage of children served in the combined settings of the home and programs for typically developing children was made for black infants and toddlers. The percentage of black infants and toddlers in these combined settings increased from 63.3 percent in 1998 to 79.5 percent in 2002.
- Since race/ethnicity data were first collected in 1998, the percentage of infants and toddlers receiving services primarily in the home or in programs for typically developing children has increased for all racial/ethnic groups.

- Since 1998, the percentages of children receiving early intervention services primarily in the combined settings of the *home* and *programs for typically developing children* have become more similar for different racial/ethnic groups. In 1998, there was a 17 percentage point difference between the racial/ethnic group with the highest percentage of children served in these settings (80.2 percent for American Indian/Alaska Native children) and the racial/ethnic group with the lowest percentage (63.3 percent for black children). In 2002, the difference between the highest and lowest percentages was 9.2 percentage points (88.7 percent for American Indian/Alaska Native children compared with 79.5 percent for black children) (see tables 6-4a through 6-4e, vol. 2).

Infants and Toddlers Exiting Part C of IDEA

What are the Part B eligibility statuses of children exiting Part C at age 3?

Figure 1-4. Percentage of children transitioning from Part C at age 3, by Part B eligibility status: 2002-03^{a,b}



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Exiting Part C," 2002-03. Data updated as of July 31, 2004. Also table 6-5 in vol. 2 of this report. These data are for the 50 states, the District of Columbia, Puerto Rico and the outlying areas.

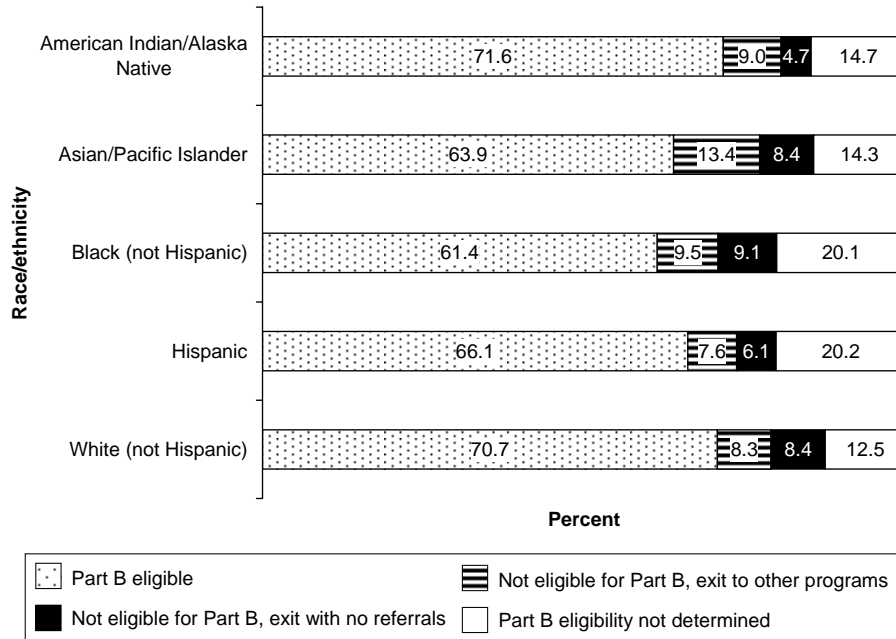
^aDoes not include children who complete their individualized family service plan (IFSP) before age 3.

^bThis is a cumulative 12-month reporting period.

- About two-thirds of Part C infants and toddlers were *eligible for Part B services* when they turned age 3 (68.2 percent). Some children *exited Part C at age 3 without determination of their eligibility* (15.2 percent). Children *ineligible for Part B services* either *exited with a referral to another program* (8.5 percent) or *left with no referral to another program* (8.0 percent).

Do children in different racial/ethnic groups exit Part C with different Part B eligibility statuses?

Figure 1-5. Percentage of children transitioning from Part C of IDEA at age 3, by Part B eligibility status and race/ethnicity: 2002-03^a



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Exiting Part C," 2002-03. Data updated as of July 31, 2004. Also tables 6-5a through 6-5e in vol. 2 of this report. These data are for the 50 states, the District of Columbia, Puerto Rico and the outlying areas.

^aThis is a cumulative 12-month reporting period.

- For every racial/ethnic group, more than 60 percent of children exiting Part C at age 3 were *eligible for Part B services*.
- Hispanic and black children were roughly 50 percent more likely than other racial/ethnic groups to have their *Part B eligibility undetermined* (20.2 percent and 20.1 percent, respectively).

Children Ages 3 Through 5 Served Under *IDEA*, Part B

Part B of *IDEA* provides funds to states to assist them in providing a free appropriate public education (FAPE) to children with disabilities who are in need of special education and related services. To be eligible for funding under the Preschool Grants program (*IDEA*, Section 619) and for children ages 3 through 5 under the Grants to States program (*IDEA*, Section 611), a state must make FAPE available to all disabled children residing in the state, ages 3 through 5. *IDEA* Part B has four primary purposes: to ensure that all children with disabilities have FAPE available to them with special education and related services designed to meet their individual needs; to ensure that the rights of children with disabilities and their families are protected; to assist states and localities to provide for the education for all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities.

For Part B tables and figures, data presented for the 50 states and the District of Columbia include BIA schools. Where indicated in the footnotes, the figures and tables also include data from Puerto Rico and the outlying areas.

Trends in the Numbers and Percentages of 3- Through 5-Year-Olds Served Under *IDEA*, Part B

How has the number of 3- through 5-year-olds receiving special education and related services varied over time?

Table 1-3. Number of children ages 3 through 5 receiving special education and related services under *IDEA*, Part B, and the percentage of population served: Fall 1993 through fall 2003

Year	Total served under Part B (3 through 5)		Population (ages 3 through 5) in the 50 states and DC	Percentage ^a of 3-through 5-year-old population receiving services in the 50 states, DC and BIA schools
	For the 50 states, DC, Puerto Rico and the outlying areas	For the 50 states and DC (including BIA schools) only		
1993	491,663	486,707	11,681,140	4.2
1994	522,699	519,003	11,985,741	4.3
1995	548,588	544,634	12,169,742	4.5
1996	557,063	552,156	12,119,821	4.6
1997	570,312	564,546	11,995,704	4.7
1998	573,640	567,636	11,858,822	4.8
1999	589,122	582,383	11,742,075	5.0
2000	600,573	592,415	11,680,993	5.1
2001	619,751	611,919	11,597,663	5.3
2002	647,984	639,264	11,524,709	5.5
2003	680,142	670,750	11,588,824	5.8

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 1993-2003. Data updated as of July 31, 2004. Also tables 1-2, 1-9 and C-3 in vol. 2 of this report. Data for 2000 were revised since the *24th Annual Report to Congress on the Implementation of IDEA*: Twelve states revised their child count for 2000. The data for 2002 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*: Five states revised their child count for 2002.

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1990.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aPercentage of population is calculated by dividing the number of children served under Part B in the 50 states and DC (including BIA schools) by the general U.S. population estimates for children from these entities in this age range for that year. The result was multiplied by 100 to produce a percentage.

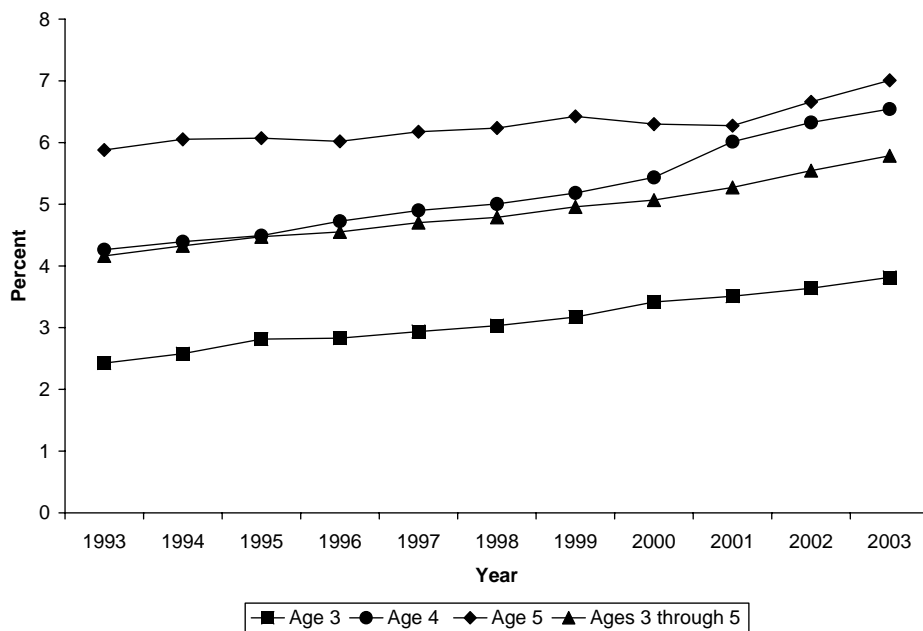
- In 2003, Part B served 680,142 children ages 3 through 5. Of these, 670,750 were served in the 50 states, the District of Columbia and BIA schools. This number represents 5.8 percent of U.S. children ages 3 through 5.
- Since 1993, the number of children ages 3 through 5 receiving special education and related services grew from 491,663 to 680,142. This is an increase of 188,479 children, or a 38.3 percent growth in the number of children served.

Has the percentage of children ages 3 through 5 receiving special education and related services changed over time?

- The percentage of children receiving special education and related services increased during this time. In 1993, Part B served 4.2 percent of children ages 3 through 5 living in the 50 states and the District of Columbia. By 2003, Part B served 5.8 percent.

Does the percentage of children ages 3 through 5 receiving special education and related services vary by child's age?

Figure 1-6. Percentage of children ages 3 through 5 receiving special education and related services, by age: Fall 1993 through fall 2003^{a,b}



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 1993-2003. Data updated as of July 31, 2004. Also tables 1-8, 1-9 and C-3 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools). Data for 2000 were revised since the *24th Annual Report to Congress on the Implementation of IDEA*: Twelve states revised their child count for 2000. The data for 2002 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*: Five states revised their child count for 2002.

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1990.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aChildren served under Chapter 1 of *ESEA* (State-Operated Programs) are included only in the ages 3 through 5 percentage for 1993. Beginning in 1994, all special education and related services to children and students with disabilities were provided only through *IDEA*, Part B.

^bPercentage of population is calculated by dividing the number of children served under Part B in the 50 states and DC (including BIA schools) by the general U.S. population estimates for children of the same age for that year. The result was multiplied by 100 to produce a percentage.

- The percentage of 3-year-olds in the general population who received special education and related services increased from 2.4 percent in 1993 to 3.8 percent in 2003.
- The percentage of 4-year-olds in the general population who received special education and related services increased from 4.3 percent in 1993 to 6.5 percent in 2003.
- The percentage of 5-year-olds in the general population who received special education and related services increased from 5.9 percent in 1993 to 7.0 percent in 2003.

For the population of children ages 3 through 5, what differences exist among racial/ethnic groups with respect to the percentage receiving special education and related services?

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion so served among the other racial/ethnic groups combined. For example, in the table below, the risk ratio of 1.0 for black children indicates that there is no difference in the proportion of black children receiving services under Part B compared to the proportion receiving services under Part B in all other racial/ethnic groups combined.

Table 1-4. Risk ratios for children ages 3 through 5 receiving special education and related services, by race/ethnicity: Fall 2003

Race/ethnicity	Child count ^a	U.S. population, ages 3 through 5	Risk index ^b	Risk index for all other ^c	Risk ratio ^d
American Indian/Alaska Native	8,511	107,348	7.9	5.8	1.4
Asian/Pacific Islander	16,964	474,786	3.6	5.9	0.6
Black (not Hispanic)	100,667	1,695,662	5.9	5.8	1.0
Hispanic	99,297	2,328,787	4.3	6.2	0.7
White (not Hispanic)	444,967	6,982,241	6.4	4.9	1.3
Total	670,406 ^e	11,588,824	5.8	N/A	N/A

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 2003. Data updated as of July 31, 2004. Also tables 1-15a through 1-15m, and C-7 in vol. 2 of this report. These data are for the 50 states and the District of Columbia.

U.S. Bureau of the Census. Population data for 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aChild count is the number of children ages 3 through 5 in the racial/ethnic group.

^bRisk index was calculated by dividing child count for the racial/ethnic group by the total number of children ages 3 through 5 in the racial/ethnic group in the U.S. population. The result was multiplied by 100 to produce a percentage.

^cRisk index for all other racial/ethnic groups combined was calculated by dividing the child count for all other racial/ethnic groups combined by the total number of children ages 3 through 5 in all the racial/ethnic groups in the U.S. population. The result was multiplied by 100 to produce a percentage.

^dRisk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined.

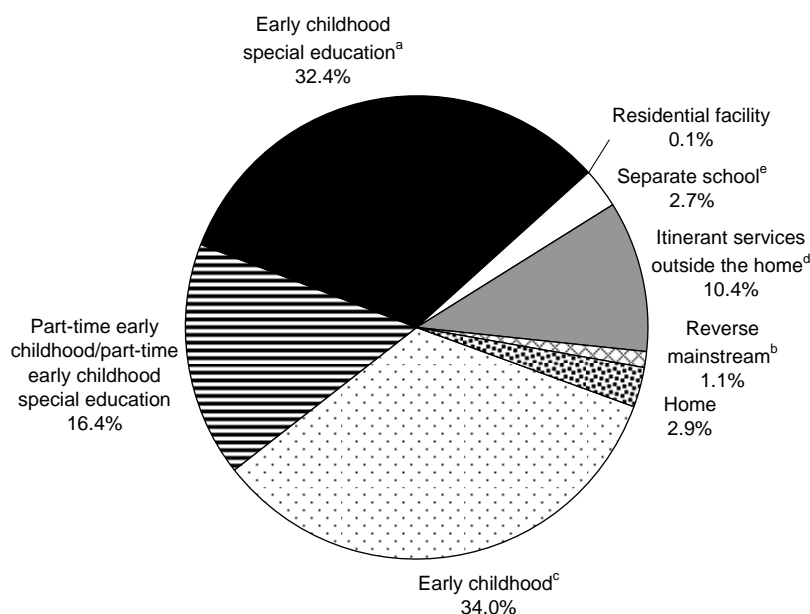
^eThe number of children reported by race/ethnicity does not match the total child count because race/ethnicity data are missing for some children.

- In 2003, American Indian/Alaska Native and white children both had risk ratios above 1.0 (1.4 and 1.3, respectively). This indicates that they were more likely to be served under Part B than were children of all other racial/ethnic groups combined.
- Black children, with a risk ratio of 1.0, were just as likely to be served under Part B as all other racial/ethnic groups combined.
- Asian/Pacific Islander and Hispanic children were less likely to be served under Part B than children of all other racial/ethnic groups combined (0.6 and 0.7, respectively).

Educational Environments for Children Ages 3 Through 5

In what educational environments are children ages 3 through 5 receiving special education and related services?

Figure 1-7. Percentage of children ages 3 through 5 receiving special education and related services, by educational environment: Fall 2003



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004. Also table 2-1 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

^a*Early childhood special education* includes children who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. These children received no special education or related services in early childhood or other settings. This includes children receiving special education and related services in special education classrooms in regular school buildings, special education classrooms in child care facilities, hospital facilities on an outpatient basis or other community-based settings and special education classrooms in trailers or portables outside regular school buildings.

^b*Reverse mainstream* is an optional reporting category. It includes children who received all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

^c*Early childhood* includes children who received all of their special education and related services in educational programs designed primarily for children without disabilities. These children received no special education or related services in separate special education settings. This includes children receiving special education and related services in regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible prekindergarten population by the public school system, home/early childhood combinations, home/Head Start combinations and other combinations of early childhood settings.

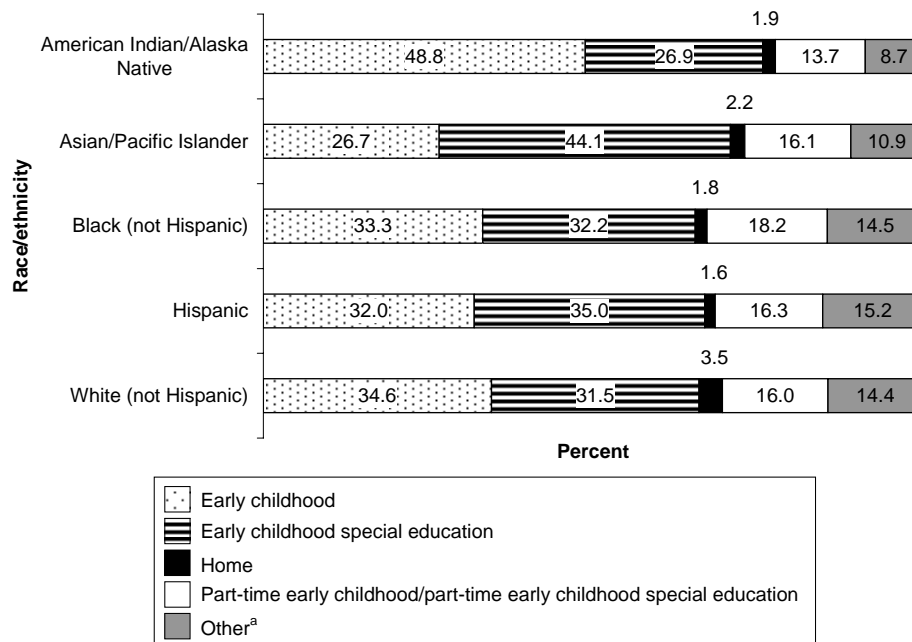
^d*Itinerant services outside the home* includes preschoolers who received all of their special education and related services at a school, hospital facility on an outpatient basis or other location for a short period of time (i.e., no more than three hours per week).

^e*Separate school* includes unduplicated total of preschoolers who received education programs in public or private day schools specifically for children with disabilities.

- In 2003, almost a third of children ages 3 through 5 with disabilities received all special education and related services in *early childhood special education* environments (32.4 percent).
- About 14 percent of children ages 3 through 5 with disabilities received special education and related services in *residential facilities, separate schools, itinerant services outside the home or reverse mainstream* environments.
- Only 2.9 percent of children ages 3 through 5 with disabilities received special education and related services in *home* environments.
- In 2003, more than one-third of children ages 3 through 5 with disabilities received all their special education and related services in *early childhood* environments (34.0 percent).
- About 16 percent of children ages 3 through 5 with disabilities received their special education and related services in *part-time early childhood and part-time early childhood special education* environments.

How do children ages 3 through 5 receiving special education and related services in each educational environment vary by race/ethnicity?

Figure 1-8. Percentage of children ages 3 through 5 receiving special education and related services in each environment, by race/ethnicity: Fall 2003



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004. Also tables 2-1n through 2-1r in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

^aOther includes *residential facilities, separate schools, itinerant service outside the home and reverse mainstream* preschool educational environments.

- In 2003, the *early childhood* environment was the most common environment for receiving special education and related services for American Indian/Alaska Native (48.8 percent), black (33.3 percent) and white (34.6 percent) children.
- The *early childhood special education* environment was the most common environment for receiving special education and related services for Asian/Pacific Islander (44.1 percent) and Hispanic (35.0 percent) children.
- White children were more likely to receive special education and related services in the *home* than any other racial/ethnic group (3.5 percent).

Students Ages 6 Through 21 Served Under *IDEA*, Part B

Since the 1975 passage of the *Education for All Handicapped Children Act* (P.L. 94-142), the Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children with disabilities served under Part B of *IDEA* used nine disability categories. Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13, and revised and new data collections have been required.

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of reporting children ages 6 through 9 under the developmental delay category.

For Part B tables and figures, data presented for the 50 states and the District of Columbia include BIA schools. Where indicated in the footnotes, the figures and tables also include data from Puerto Rico and the outlying areas.

Trends in the Numbers and Percentages of Students Ages 6 Through 21 Served Under IDEA, Part B

How have the numbers and percentages of students ages 6 through 21 served under IDEA changed over time?

Table 1-5. Numbers and percentages of students receiving special education and related services under IDEA, Part B, and percentage of population served: Fall 1993 through fall 2003

Year	Total served under Part B (6 through 21)			Percentage ^a of 6-through-21 population receiving services under Part B in the 50 states and DC
	For the 50 states, DC, Puerto Rico and the outlying areas	For the 50 states and DC (including BIA schools)	6 through 21 population in the 50 states and DC	
1993	4,778,939	4,736,029	58,412,492	8.1
1994	4,907,369	4,866,540	59,116,356	8.2
1995	5,078,841	5,036,139	60,109,523	8.4
1996	5,230,663	5,185,444	61,339,104	8.5
1997	5,396,889	5,347,058	62,552,035	8.5
1998	5,539,688	5,486,630	63,763,580	8.6
1999	5,677,883	5,620,764	64,717,510	8.7
2000	5,773,863	5,711,482	65,322,831	8.7
2001	5,861,370	5,797,931	65,704,342	8.8
2002	5,959,123	5,892,879	65,855,563	8.9
2003	6,046,051	5,971,495	65,865,048	9.1

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 1993-2003. Data updated as of July 31, 2004. Also tables 1-3, 1-9, C-4 and C-5 in vol. 2 of this report. The data for 2001 and 2002 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*: One state revised its child count for 2001, and seven states revised their child count for 2002.

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

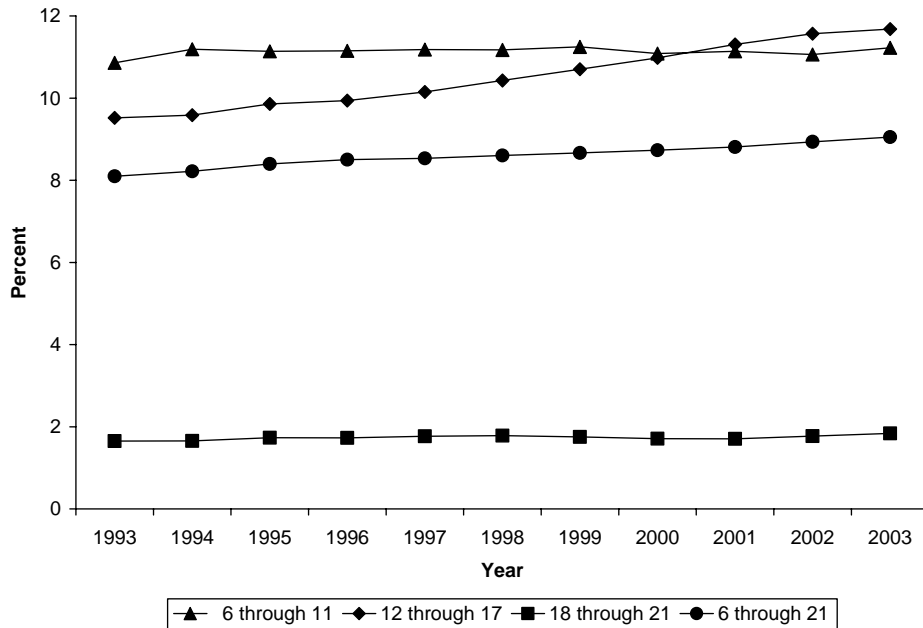
^aPercentage of population is calculated by dividing the number of students served under Part B in the 50 states and the District of Columbia (including BIA schools) by the general U.S. population estimates for this age range for that year. The result was multiplied by 100 to produce a percentage.

- In 2003, special education and related services under *IDEA*, Part B were being provided to 6,046,051 students ages 6 through 21. Of these, 5,971,495 were served in the 50 states, the District of Columbia and BIA schools. This number represents 9.1 percent of the U.S. general population ages 6 through 21.
- Since 1993, the total number of students ages 6 through 21 receiving special education and related services under *IDEA* increased from almost 4.8 million to more than 6 million.

- For the 50 states, the District of Columbia and BIA schools, the percentage of the general population receiving special education and related services increased from 8.1 percent in 1993 to 9.1 percent in 2003.

What are the percentages of students ages 6 through 21 receiving special education and related services under IDEA, Part B, by age group?

Figure 1-9. Percentage^a of the population receiving special education and related services under IDEA, Part B, by age group: Fall 1993 through fall 2003



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 1993-2003. Data updated as of July 31, 2004. Also tables 1-9, C-4 and C-5 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

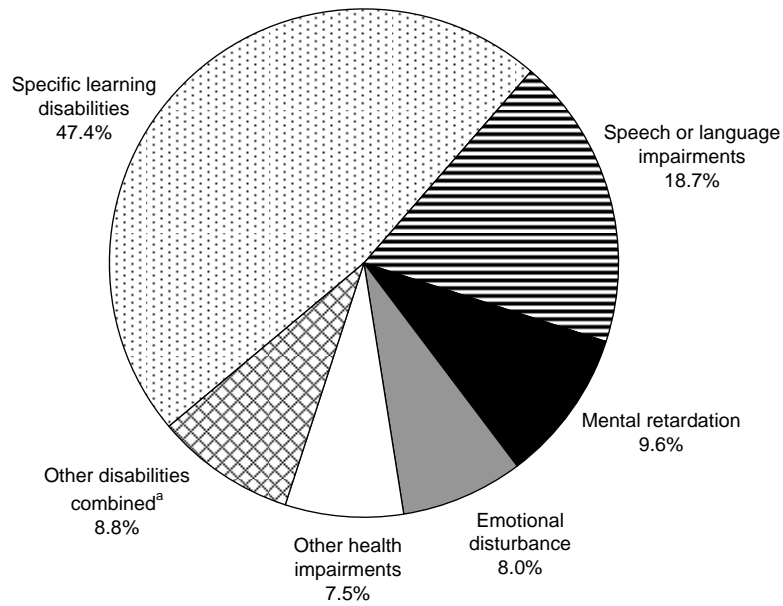
^aPercentage of population is calculated by dividing the number of students receiving special education by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage.

- Although the percentage of the general population receiving special education and related services has increased for all age groups, the increase is largest for the 12-through-17 age group. In 1993, 9.5 percent of the 12-through-17 population received special education and related services. By 2003, 11.7 percent of this age group received special education and related services.

- The increase in the percentage of population receiving special education and related services was much smaller for the 6-through-11 and 18-through-21 age groups. In 1993, 10.9 percent of the 6-through-11 population and 1.6 percent of the 18-through-21 population received special education and related services. By 2003, these percentages were 11.2 and 1.8 percent, respectively.

For what disabilities are students ages 6 through 21 receiving special education and related services?

Figure 1-10. Disability distribution for students ages 6 through 21 receiving special education and related services under IDEA: Fall 2003



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 2003. Data updated as of July 31, 2004. Also table 1-3 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the outlying areas.

^aOther disabilities include multiple disabilities (2.2 percent), hearing impairments (1.2 percent), orthopedic impairments (1.1 percent), visual impairments (0.4 percent), autism (2.3 percent), deaf-blindness (0.03 percent), traumatic brain injury (0.4 percent) and developmental delay (1.1 percent).

- In 2003, the largest disability category was specific learning disabilities (47.4 percent). The next most common disability category was speech or language impairments (18.7 percent) followed by mental retardation (9.6 percent), emotional disturbance (8.0 percent) and *other health impairments* (7.5 percent).

How have the percentages of students receiving special education for various particular disabilities changed over time?

Table 1-6. Percentage^a of the population ages 6 through 21 receiving special education and related services, by disability category: Fall 1993 through fall 2003

Disability	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	Percent										
Specific learning disabilities	4.1	4.2	4.3	4.3	4.4	4.4	4.4	4.4	4.3	4.3	4.3
Speech or language impairments	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.7	1.7
Mental retardation	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Multiple disabilities	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Hearing impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.1	0.2	0.2	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7
Visual impairments	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Autism	◆	◆	◆	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Deaf-blindness	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Traumatic brain injury	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Developmental delay ^b					◆	◆	◆	◆	0.1	0.1	0.1
All disabilities	8.1	8.2	8.4	8.5	8.5	8.6	8.7	8.7	8.8	8.9	9.1

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 1993-2003. Data updated as of July 31, 2004. 2003 data are from table 1-12 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population is calculated by dividing the number of students in the disability category by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage.

^bThis is the percentage of 6- through 21-year-olds with developmental delay. However, the developmental delay category is only available for children under age 10. Figure 1-14 shows the percentage of the 6-through-9 population with this disability.

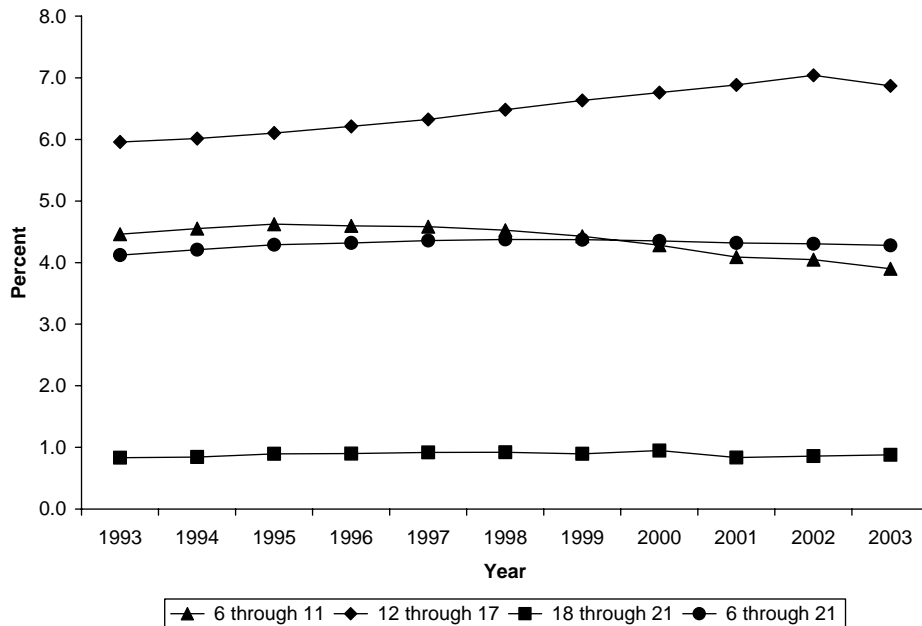
◆ Percentage is <0.05.

■ Data for developmental delay were not collected until 1997.

- For most disability categories, there has been little change in the percentage of the population served.

- For a few disability categories, the percentage of population ages 6 through 21 receiving special education and related services increased between 1993 and 2003. These categories are specific learning disabilities (4.1 percent vs. 4.3 percent), *other health impairments* (0.1 percent vs. 0.7 percent), autism (less than 0.05 percent vs. 0.2 percent), and developmental delay (less than 0.05 percent vs. 0.1 percent) (see figures 1-11 through 1-14).

Figure 1-11. Percentage^a of the population receiving special education and related services because of specific learning disabilities, by age group: Fall 1993 through fall 2003



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 1993-2003. Data updated as of July 31, 2004. Also tables 1-4, 1-5, 1-6, 1-12, C-4 and C-5 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

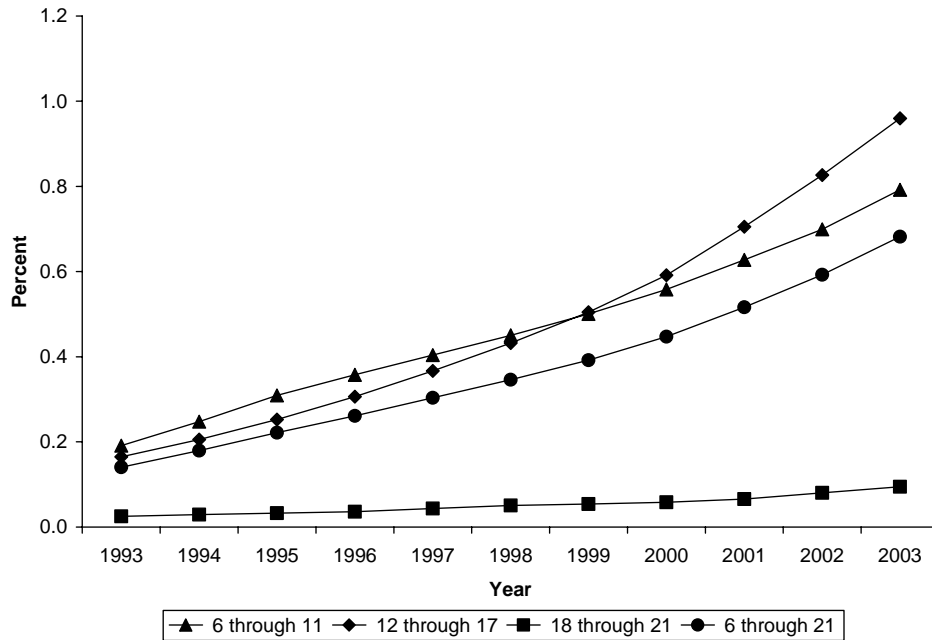
U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population is calculated by dividing the number of students with specific learning disabilities by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage. This graph is scaled to demonstrate the change in the percentage of children with specific learning disabilities. The slope cannot be compared with the slopes of figures 1-12, 1-13 and 1-14.

- In 2003, just over 4 percent of the general population ages 6 through 21 received special education and related services because of specific learning disabilities. This percentage gradually increased from 4.1 percent in 1993 to 4.3 percent in 2003.
- Since 1993, the percentage of students ages 12 through 17 receiving special education and related services because of specific learning disabilities increased from 6.0 percent to 6.9 percent.

- During this same period, the percentage of students ages 6 through 11 receiving special education and related services because of specific learning disabilities decreased from 4.5 percent to 3.9 percent. Some of this decrease may be attributable to the 1997 introduction of the developmental delay category for children ages 3 through 9, which may have drawn some children who previously would have been classified as having specific learning disabilities. However, the extent of such a potential effect cannot be confirmed from these data.

Figure 1-12. Percentage^a of the population receiving special education and related services because of *other health impairments*, by age group: Fall 1993 through fall 2003



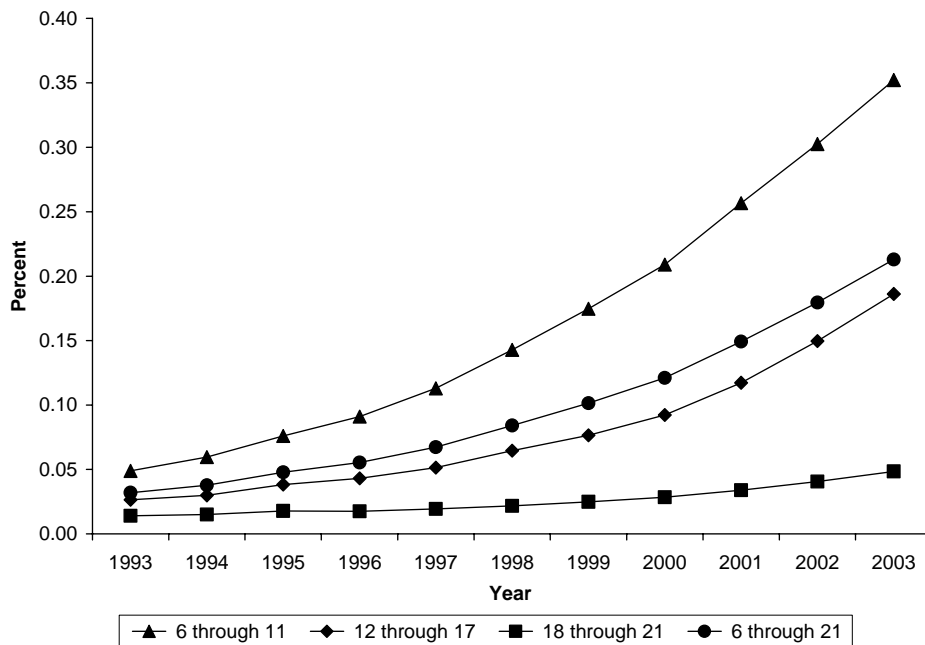
Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 1993-2003. Data updated as of July 31, 2004. Also tables 1-4, 1-5, 1-6, 1-12, C-4 and C-5 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population is calculated by dividing the number of students with *other health impairments* by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage. This graph is scaled to demonstrate the change in the percentage of children with *other health impairments*. The slope cannot be compared with the slopes of figures 1-11, 1-13 and 1-14.

- In 2003, less than 1 percent of the general population ages 6 through 21 received special education and related services because of *other health impairments*. This percentage steadily increased from 0.1 percent in 1993 to 0.7 percent in 2003.

Figure 1-13. Percentage^a of the population receiving special education and related services because of autism, by age group: Fall 1993 through fall 2003



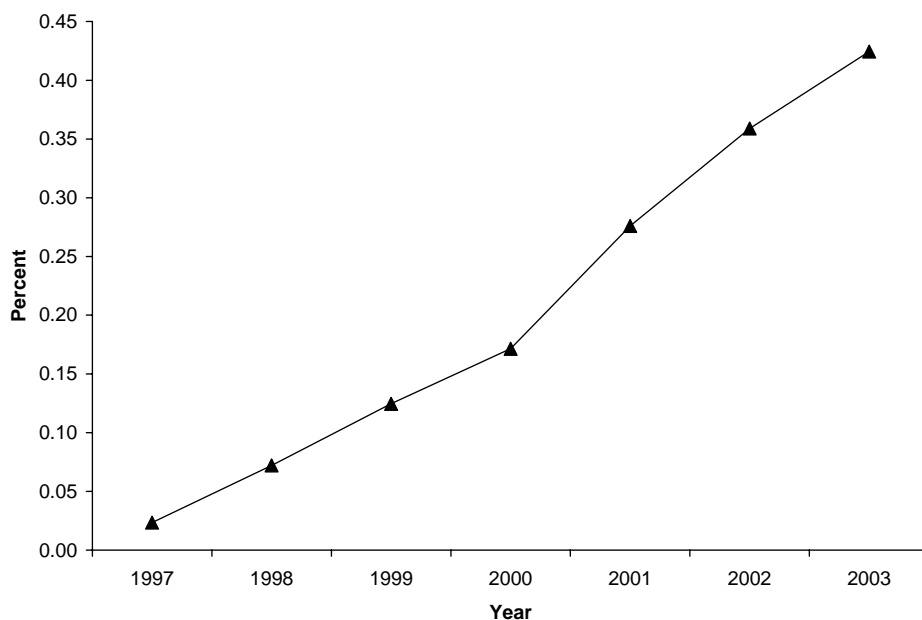
Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 1993-2003. Data updated as of July 31, 2004. Also tables 1-4, 1-5, 1-6, 1-12, C-4 and C-5 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population is calculated by dividing the number of students with autism by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage. This graph is scaled to demonstrate the change in the percentage of children with autism. The slope cannot be compared with the slopes of figures 1-11, 1-12 and 1-14.

- In 2003, less than one-quarter of 1 percent of the general population ages 6 through 21 received special education and related services because of autism; however, that percentage steadily increased from 0.03 percent in 1993 to 0.21 percent in 2003.
- The percentage of the population ages 6 through 21 receiving special education and related services because of autism increased for all age groups. The largest increase was for the 6-through-11 age group (0.05 percent in 1993 and 0.35 percent in 2003).
- When asked to explain the increase in the autism category, some states report an increased awareness and diagnosis of autism (see the Part B Child Count Data Notes in appendix B).

Figure 1-14. Percentage^a of children ages 6 through 9 receiving special education and related services due to developmental delay: Fall 1997 through fall 2003



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 1993-2003. Data updated as of July 31, 2004. Also table 1-4 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 1993 through 1999 accessed April 2005 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1993.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2003 accessed August 2004 from http://www.census.gov/popest/states/files/SC-EST2003-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population is calculated by dividing the number of students with developmental delay by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage. This graph is scaled to demonstrate the change in the percentage of children with developmental delay. The slope cannot be compared with the slopes of figures 1-11, 1-12 and 1-13.

^bDevelopmental delay was added as an optional reporting category in 1997. This category is only available for children under age 10.

- In 2003, less than one-half of 1 percent of the general population ages 6 through 9 received special education and related services because of developmental delay. However, the percentage has steadily increased from 0.02 percent in 1997 to 0.42 percent in 2003.
- The number of states using the optional developmental delay category for students ages 6 through 9 has also steadily increased. In 1997, DANS data showed six states and two outlying areas reported students ages 6 through 9 in this category. In 2003, 27 states, D.C., the Bureau of Indian Affairs and three outlying areas reported students ages 6 through 9 in this category (table 1-4 in vol. 2).

Are students from different racial/ethnic groups receiving special education and related services for similar disabilities?

Table 1-7. Disability distribution, by race/ethnicity, of students ages 6 through 21 receiving special education and related services: Fall 2003

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Percent				
Specific learning disabilities	54.5	39.5	44.9	57.3	45.6
Speech/language impairments	16.0	26.0	14.3	18.3	20.1
Mental retardation	7.5	8.9	16.1	8.1	7.9
Emotional disturbance	8.0	4.6	11.2	4.9	7.9
Multiple disabilities	2.0	2.7	2.2	1.9	2.3
Hearing impairments	1.0	2.8	1.0	1.5	1.1
Orthopedic impairments	0.7	1.7	0.8	1.2	1.2
Other health impairments	5.7	5.3	5.9	4.1	9.1
Visual impairments	0.4	0.8	0.4	0.5	0.4
Autism	1.1	5.7	1.8	1.5	2.7
Deaf-blindness	0.0	0.1	0.0	0.0	0.0
Traumatic brain injury	0.4	0.4	0.3	0.3	0.4
Developmental delay	2.6	1.4	1.2	0.6	1.2
All disabilities ^a	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2003. Data updated as of July 31, 2004. Also tables 1-16a-m in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the outlying areas.

^aTotal may not sum to 100 because of rounding.

- In 2003, for all racial/ethnic groups, the largest disability category was specific learning disabilities.
- Specific learning disabilities, speech or language impairments, mental retardation and *other health impairments* were among the five largest disability categories for all racial/ethnic groups. Emotional disturbance was also among the five largest disabilities for all racial/ethnic groups except Asian/Pacific Islander. Autism appeared in the top five disability categories only for the Asian/Pacific Islander racial/ethnic group.

How does the percentage of the population receiving special education and related services differ by race/ethnicity?

Table 1-8. Percentage (risk index) of and comparison percentage for students ages 6 through 21 receiving special education and related services, by race/ethnicity and disability category: Fall 2003

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Risk index ^a (Risk index for all other racial/ethnic groups combined) ^b				
Specific learning disabilities	7.5 (4.3)	1.7 (4.4)	5.6 (4.1)	4.7 (4.2)	4.0 (4.8)
Speech/language impairments	2.2 (1.7)	1.2 (1.7)	1.8 (1.7)	1.5 (1.7)	1.8 (1.6)
Mental retardation	1.0 (0.9)	0.4 (0.9)	2.0 (0.7)	0.6 (0.9)	0.7 (1.2)
Emotional disturbance	1.1 (0.7)	0.2 (0.8)	1.4 (0.6)	0.4 (0.8)	0.7 (0.8)
Multiple disabilities	0.3 (0.2)	0.1 (0.2)	0.3 (0.2)	0.2 (0.2)	0.2 (0.2)
Hearing impairments	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
Orthopedic impairments	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
Other health impairments	0.8 (0.7)	0.2 (0.7)	0.7 (0.7)	0.3 (0.8)	0.8 (0.5)
Visual impairments	◆	◆	◆	◆	◆
Autism	0.2 (0.2)	0.3 (0.2)	0.2 (0.2)	0.1 (0.2)	0.2 (0.2)
Deaf-blindness	◆	◆	◆	◆	◆
Traumatic brain injury	◆	◆	◆	◆	◆
Developmental delay	0.4 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
All disabilities	13.8 (9.0)	4.5 (9.3)	12.4 (8.5)	8.2 (9.2)	8.7 (9.7)

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2003. Data updated as of July 31, 2004. Also tables 1-12a-e in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aPercentage of the population also can be referred to as the risk index. It was calculated by dividing the number of students with the disability in the racial/ethnic group by the total number of students in the racial/ethnic group in the population. The result was multiplied by 100 to produce a percentage.

- The percentage of the population receiving special education and related services varies by race/ethnicity. In 2003, the percentage receiving special education (i.e., risk index) was largest for American Indian/Alaska Native students (13.8 percent), followed by black (12.4 percent), white (8.7 percent), Hispanic (8.2 percent) and Asian/Pacific Islander (4.5 percent) students.

^bThe risk index for all other racial/ethnic groups combined is presented, in parentheses, below the risk index for the racial/ethnic group. The risk index for all other racial/ethnic groups combined was calculated by dividing the number of 6-through 21-year-old students with the respective disability in all the other racial/ethnic groups combined by the total U.S. population of same-age students in all the other racial/ethnic groups combined. That result was multiplied by 100 to produce a percentage.

◆ Risk index and risk index for all other racial/ethnic groups combined are <0.05.

For each racial/ethnic group, how does the proportion of students receiving special education and related services compare to the proportion of all other students combined?

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion so served among the other racial/ethnic groups combined. For example, in the table below, the risk ratio of 3.0 for black students with mental retardation indicates that black students are three times as likely to receive services for mental retardation under *IDEA* Part B as are their age peers from the other racial/ethnic groups combined.

Table 1-9. Risk ratios for students ages 6 through 21 receiving special education and related services, by race/ethnicity and disability category: Fall 2003^a

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.8	0.4	1.4	1.1	0.8
Speech/language impairments	1.3	0.7	1.1	0.9	1.1
Mental retardation	1.2	0.5	3.0	0.7	0.6
Emotional disturbance	1.5	0.3	2.3	0.5	0.8
Multiple disabilities	1.4	0.6	1.4	0.7	1.0
Hearing impairments	1.3	1.2	1.1	1.2	0.8
Orthopedic impairments	0.9	0.8	1.0	1.0	1.1
Other health impairments	1.2	0.4	1.1	0.4	1.6
Visual impairments	1.3	1.0	1.2	0.9	0.9
Autism	0.7	1.2	1.1	0.5	1.3
Deaf-blindness	2.5	1.2	0.9	1.0	0.9
Traumatic brain injury	1.4	0.6	1.2	0.6	1.2
Developmental delay	3.6	0.6	1.6	0.5	1.0
All disabilities	1.5	0.5	1.5	0.9	0.9

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2003. Data updated as of July 31, 2004. Also tables 1-16 and C-8 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

U.S. Bureau of the Census. Population data for 2003 accessed October 2004 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>.

^aRisk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined and rounding the result to one decimal place. See table 1-8.

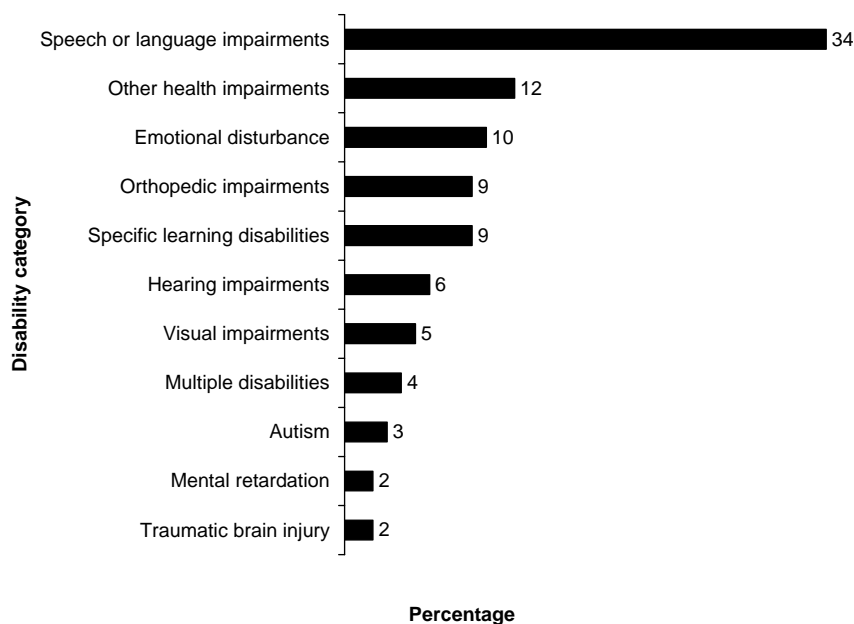
- In 2003, black and American Indian/Alaska Native students were more likely to be served under Part B than all other racial/ethnic groups combined (1.5 times more likely); Asian/Pacific Islander, Hispanic and white students were less likely to be served under Part B than all other racial/ethnic groups combined (0.5, 0.9 and 0.9, respectively).

- American Indian/Alaska Native students were 1.8 times more likely to receive special education and related services for specific learning disabilities and 3.6 times more likely to receive special education and related services for developmental delay than all other racial/ethnic groups combined.
- Asian/Pacific Islander students were 1.2 times more likely to receive special education and related services for hearing impairments, autism and deaf-blindness than all other racial/ethnic groups combined.
- Black students were 3.0 times more likely to receive special education and related services for mental retardation and 2.3 times more likely to receive special education and related services for emotional disturbance than all other racial/ethnic groups combined.
- Hispanic students were 1.2 times more likely to receive special education and related services for hearing impairments and 1.1 times more likely to receive special education and related services for specific learning disabilities than all other racial/ethnic groups combined.
- White (not Hispanic) students were 1.6 times more likely to receive special education and related services for *other health impairments* than all other racial/ethnic groups combined.

Declassification of Elementary Students From Special Education

What percentage of elementary students in each disability category are declassified from special education?

Figure 1-15. Percentage of elementary students declassified from special education, by disability category: December 1999-June 2002^a



Sources: SEELS Waves 1 and 2 Parent Interviews, 2000 and 2002 and Waves 1 and 2 School Program Questionnaires, 2001 and 2002.

^aDisplayed results were collected from 7,123 students who had valid and complete data for instruments and time period specified. The nationwide sample initially comprised 11,000 students ages 6-12 who had IEPs as of Dec. 1, 1999 (the date by which states were required to report to OSEP the number of students receiving special education and related services in school year 1999-2000).

- At its start, the Special Education Elementary Longitudinal Study (SEELS) included more than 11,000 special education students nationwide who were ages 6 through 12 as of Dec. 1, 1999, and in the first grade or beyond. By the end of the 2001-02 school year, about one in every six of those students with disabilities was reported as no longer receiving special education services. Figure 1-15 shows the percentage of those declassifications by disability category.
- Among students with speech or language impairments as their primary disability category, the declassification ratio is dramatically higher than the rest, at about one in every three students (34 percent).

For what reasons are students declassified from special education and their services discontinued?

Table 1-10. Parent-reported reasons for students’ discontinuation of special education services: 2002

Services discontinued because...	Percent
Student no longer needs special education services	82
Other reason (which may or may not involve service need):	
School does not have program needed	7
Child is home schooled by parent	3
Parent does not want child in program	3
Child does not want to be in program	2
Child changed schools and did not request or identify need for special education services	3

Source: SEELS Wave 2 Parent Interview, 2002.

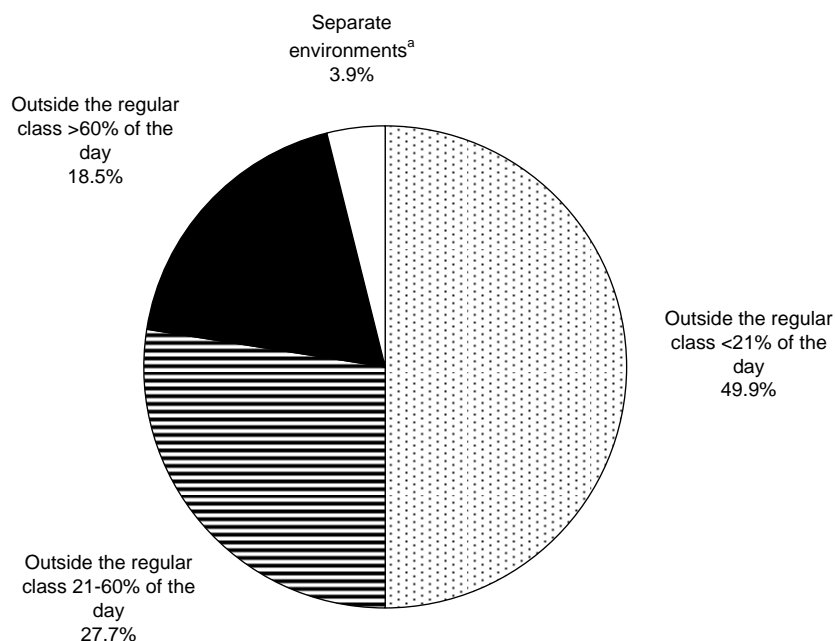
Displayed results were collected from 453 respondents.

- According to their parents, 82 percent of students had their special education services discontinued in 2002 because the need for such services no longer existed. For the remainder, however, the services were discontinued for more personal or circumstantial reasons—reasons that may or may not reflect “need.”

School-Age Educational Environments

To what extent are students with disabilities educated with their nondisabled peers?

Figure 1-16. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 2003



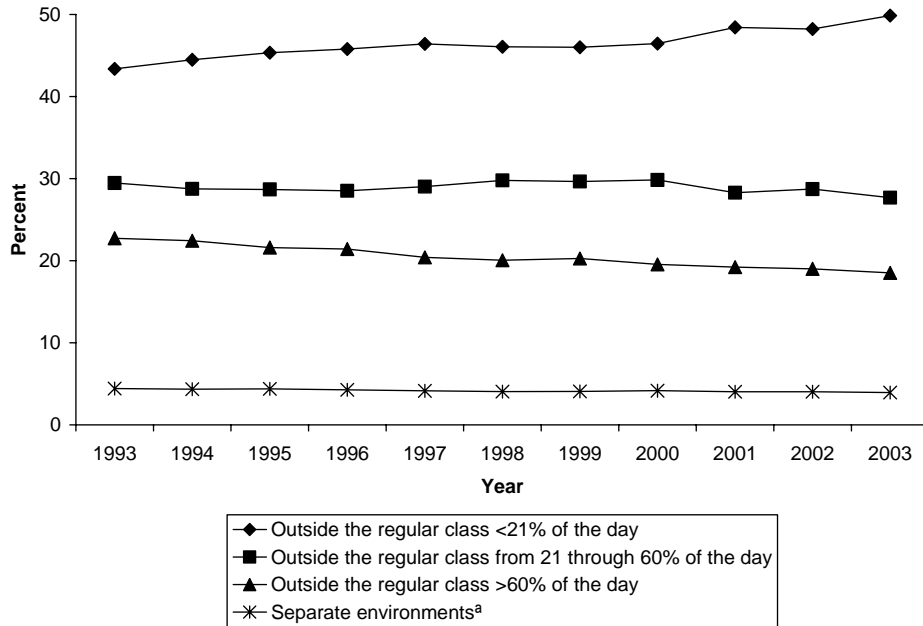
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004. Also table 2-2 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

^aSeparate environments include public and private *residential facilities*, public and private *separate schools* and *homebound/hospital* environments.

- In 2003, 96 percent of students with disabilities were educated in regular school buildings. However, the time they spent in regular classrooms varied.
- Almost half of all students with disabilities (49.9 percent) were educated for most of their school day in the regular classroom; that is, they were *outside the regular classroom for less than 21 percent of the school day*.

How have the educational environments of students with disabilities changed over time?

Figure 1-17. Percentage of students ages 6 through 21 with disabilities receiving special education and related services in different environments: Fall 1993 through fall 2003



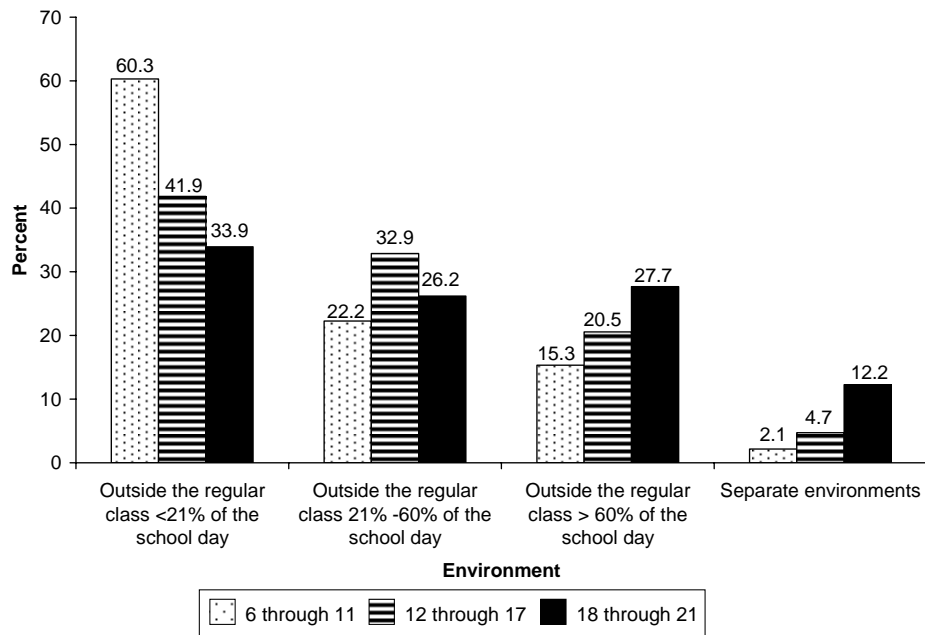
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 1993-2003. Data updated as of July 31, 2004. Also table 2-5 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

^aSeparate environments include public and private *residential facilities*, public and private *separate schools* and *homebound/hospital* environments.

- The percentage of students with disabilities educated in regular classes for most of their school day (that is, those who were *outside the regular classroom for less than 21 percent of the school day*) has increased from 43.4 percent in 1993 to 49.9 percent in 2003.
- The percentages of students with disabilities educated in separate environments and *outside the regular classroom from 21 percent through 60 percent of their school day* remained fairly constant over the period.

How do educational environments differ by age group?

Figure 1-18. Percentage of students ages 6 through 21 with disabilities receiving special education and related services in different environments, by age group: Fall 2003



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004. Also table 2-4 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

^aSeparate environments include public and private *residential facilities*, public and private *separate schools* and *homebound/hospital* environments.

- In 2003, for each age group, the largest proportion of students with disabilities was educated in a regular classroom for most of the school day; that is, they were *outside the regular classroom less than 21 percent of the school day*.
- Older students were less likely than younger students to be educated in the regular classroom for most of the school day. The oldest students served under *IDEA*, ages 18 through 21, were more likely than younger students to be educated in separate environments and *outside the regular classroom more than 60 percent of the school day*.

How do educational environments differ by disability category?

Table 1-11. Percentage of students ages 6 through 21 with disabilities receiving special education and related services in different environments, by disability category: Fall 2003

Disabilities	Time outside the regular class			Separate environments ^a
	<21 percent of the day	21-60 percent of the day	>60 percent of the day	
	Percent			
Specific learning disabilities	48.8	37.3	13.0	0.9
Speech/language impairments	88.2	6.8	4.6	0.4
Mental retardation	11.7	30.2	51.8	6.3
Emotional disturbance	30.3	22.6	30.2	16.9
Multiple disabilities	12.1	17.2	45.8	24.9
Hearing impairments	44.9	19.2	22.2	13.7
Orthopedic impairments	46.7	20.9	26.2	6.2
Other health impairments	51.1	30.5	15.0	3.5
Visual impairments	54.6	16.9	15.6	12.8
Autism	26.8	17.7	43.9	11.6
Deaf-blindness	22.2	13.9	33.6	30.3
Traumatic brain injury	34.6	29.9	27.1	8.4
Developmental delay	51.2	28.2	18.6	2.0
All disabilities	49.9	27.7	18.5	3.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004. Also table 2-2 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

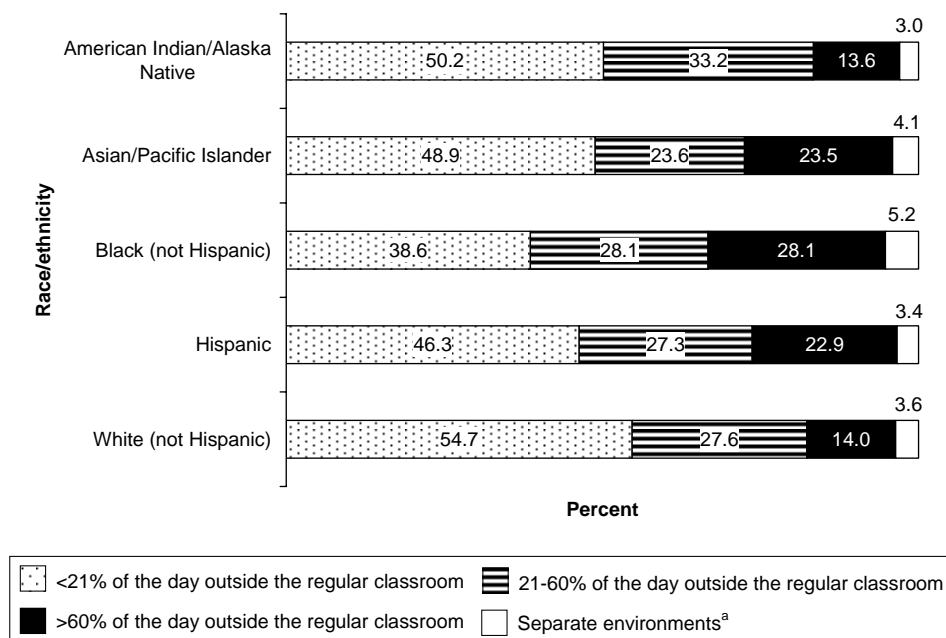
^aSeparate environments include public and private *residential facilities*, public and private *separate schools* and *homebound/hospital* environments.

- The percentage of students with disabilities receiving special education in each environment varied by disability category:
 - Students with speech or language impairments were more likely than students with other disabilities to be educated in regular classes for most of the school day. That is, they were more likely than other students with disabilities to be *outside the regular classroom less than 21 percent of the school day* (88.2 percent). Students with speech or language impairments were least likely to be educated *outside the regular classroom for more than 60 percent of the school day* (4.6 percent) or in *separate environments* (0.4 percent).
 - Students with either mental retardation or multiple disabilities were the least likely to be educated in regular classes for most of the school day. That is, they were less likely than other students with disabilities to be *outside the regular classroom less than 21 percent of the school day* (11.7 percent and 12.1 percent, respectively).

- Students with specific learning disabilities were more likely than students with other disabilities to be educated *outside the regular classroom for from 21 through 60 percent of the school day* (37.3 percent). More than 30 percent of students with *other health impairments* or mental retardation were also educated in this environment.
- Students with mental retardation were more likely than students with other disabilities to be educated *outside the regular classroom for more than 60 percent of the school day* (51.8 percent). Students with either multiple disabilities or autism also were more likely to be educated in this environment (45.8 percent and 43.9 percent, respectively).
- Students with either deaf-blindness or multiple disabilities were more likely than other students with disabilities to be educated in *separate environments* (30.3 percent and 24.9 percent, respectively).

To what extent are students with disabilities of different racial/ethnic groups educated with their peers without disabilities?

Figure 1-19. Percentage of students ages 6 through 21 with disabilities receiving special education and related services in different environments, by race/ethnicity: Fall 2003



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004. Also tables 2-2n through 2-2r in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools and four outlying areas. Puerto Rico did not submit 2003 data on educational environments.

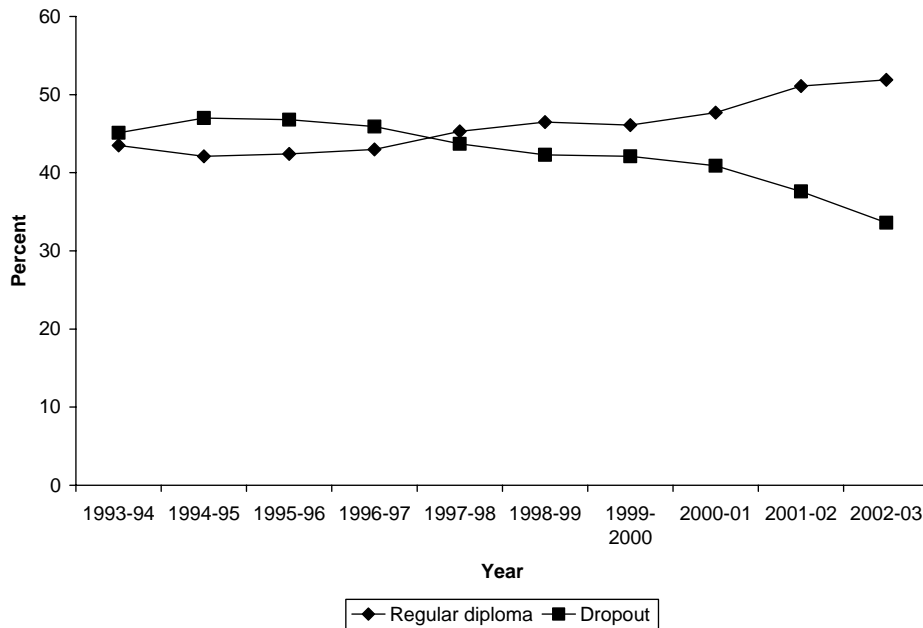
^aSeparate environments include public and private *residential facilities*, public and private *separate schools* and *homebound/hospital* environments.

- In 2003, for all racial/ethnic groups, the largest percentage of students with disabilities were educated in the regular classroom for most of the school day (that is, *outside the regular classroom less than 21 percent of the day*). However, the percentage of students in this environment varied for different racial/ethnic groups.
- Compared to students with disabilities from other racial/ethnic groups, black students with disabilities were the least likely to be educated in the regular classroom for most of the school day (38.6 percent). White students with disabilities were the most likely to be educated in the regular classroom for most of the school day (54.7 percent).
- Black students with disabilities were more likely than students with disabilities from other racial/ethnic groups to be educated *outside the regular classroom more than 60 percent of the day* (28.1 percent). They were also more likely to be educated in *separate environments* (5.2 percent).

Trends in School Exiting and Transition

How have the graduation and dropout rates changed over time for students with disabilities?⁷

Figure 1-20. Students ages 14 and older with disabilities who exited school with a regular diploma or dropped out^a: 1993-94^b through 2002-03^b



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Children with Disabilities Exiting Special Education,” 2002-03. Data updated as of July 31, 2004. Also table 4-3 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the outlying areas. The data for 2000-01 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*: One state revised its exiting count for 2000-01.

^aThe percentage of students with disabilities who *exit school with a regular high school diploma* and the percentage who exit school by *dropping out* are performance indicators used by OSEP to measure progress in improving results for students with disabilities. The appropriate method for calculating graduation and dropout rates depends on the question to be answered and is limited by the data available. For reporting under the *Government Performance and Results Act (GPRA)*, OSEP calculates the graduation rate by dividing the number of students ages 14 and older who *graduated with a regular high school diploma, received a certificate of completion, reached maximum age for services, died, moved* and are *not known to be continuing in an education program or dropped out*). The dropout rate is calculated in the same manner, but with the number of dropouts in the numerator. For the purpose of calculating dropout rates, OSEP counts *moved, not known to be continuing* as dropouts. *Moved, not known to be continuing* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^bThis is a cumulative 12-month reporting period.

⁷ The graduation and dropout rates used in this report are not comparable to the graduation and dropout rates typically used for regular education. The calculation of these rates is quite different. These rates are sometimes referred to as leaver rates. Regular education, on the other hand, more often uses a cohort graduation rate (i.e., percent of 9th graders graduating within four years).

- In 2002-03, a total of 51.9 percent of the students ages 14 and older with disabilities *exited school with a regular high school diploma*, and 33.6 percent exited school by *dropping out* (percentages calculated based on data in table 4-3 in vol. 2).
- From 1993-94 through 2002-03, the percentage of students with disabilities *exiting school with a regular high school diploma* increased from 43.5 percent to 51.9 percent.
- From 1993-94 through 2002-03, the percentage of students with disabilities exiting school by *dropping out* decreased from 45.1 percent to 33.6 percent.
- The change in the graduation rate from 2000-01 to 2001-02 was the largest single-year increase (3.4 percentage points) during this period (from 47.7 percent to 51.1 percent).
- The change in the dropout rate from 2001-02 to 2002-03 represents the largest single-year decrease (4.0 percentage points) during this period (from 37.6 percent to 33.6 percent). Twenty states reduced their dropout rate by at least 4.0 percentage points during this time period. The decline in the dropout rate from 2000-01 to 2001-02 was also notable (3.3 percentage points). Twenty-four states reduced their dropout rate by at least 3.3 percentage points during that time period (see table 3-4 in vol. 1).

How has the graduation rate changed over time for students with different disabilities?⁸

Table 1-12. Students ages 14 and older with disabilities who graduated with a regular diploma: 1993-94^a through 2002-03^a

Disability	1993-94	1994-95	1995-96	1999-96	1997-98	1998-99 ^b	1999-2000	2000-01	2001-02	2002-03
Percent ^c										
Specific learning disabilities	49.1	47.7	48.2	48.8	51.0	51.9	51.6	53.7	56.9	57.4
Speech/language impairments	42.9	41.7	42.2	44.8	48.1	51.2	53.2	52.7	55.7	59.2
Mental retardation	35.0	33.8	34.0	33.0	34.3	36.0	34.4	35.0	37.8	36.9
Emotional disturbance	27.0	26.0	25.1	25.9	27.4	29.2	28.6	29.1	32.1	35.4
Multiple disabilities	36.1	31.4	35.3	35.4	39.0	41.0	42.3	41.5	45.2	45.3
Hearing impairments	61.9	58.2	58.8	61.8	62.3	60.9	61.4	60.4	66.9	66.5
Orthopedic impairments	56.7	54.1	53.6	54.9	57.9	53.9	51.5	57.4	56.4	56.5
Other health impairments	54.6	52.6	53.0	53.1	56.8	55.0	56.5	56.2	59.2	59.0
Visual impairments	63.5	63.7	65.0	64.3	65.1	67.6	66.4	62.9	70.8	68.5
Autism	33.7	35.5	36.4	35.9	38.7	40.5	40.8	42.0	51.1	50.5
Deaf-blindness ^d	34.7	30.0	39.5	39.4	67.7	48.3	37.4	41.5	49.1	53.8
Traumatic brain injury	54.6	51.7	54.0	57.3	58.2	60.6	56.8	57.4	64.4	63.4
All disabilities	43.5	42.1	42.4	43.0	45.3	46.5	46.1	47.7	51.1	51.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2002-03. Data updated as of July 31, 2004. Also tables 4-1 through 4-11 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the outlying areas. The data for 2000-01 were revised since the 26th Annual Report to Congress on the Implementation of IDEA: One state revised its exiting count for 2000-01.

^aThis is a cumulative 12-month reporting period.

^bTwo large states appear to have underreported dropouts in 1998-99. As a result, the graduation rate is somewhat inflated that year.

^cSee note on figure 1-20 as to how this percentage was calculated.

^dPercentages are based on fewer than 200 students exiting school.

- From 1993-94 through 2002-03, there was little change in the relative standing of the graduation rates for the various disability categories.
 - Students with visual impairments and students with hearing impairments consistently had the highest graduation rates.
 - Students with emotional disturbance consistently had the lowest graduation rate.
 - Since 1995-96, students with mental retardation have consistently had the second lowest graduation rate.

⁸ See footnote 7 on page 49.

- From 1993-94 through 2002-03, the graduation rate improved for students in almost all disability categories.
 - The largest gains were made by students with deaf-blindness or autism. Notable gains were also made by students with speech/language impairments or multiple disabilities.

How has the dropout rate changed over time for students with different disabilities?⁹

Table 1-13. Students ages 14 and older with disabilities who dropped out of school: 1993-94^a through 2002-03^a

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 ^b	1999-2000	2000-01	2001-02	2002-03
Percent ^c										
Specific learning disabilities	43.1	44.7	44.4	43.4	41.3	40.2	39.9	38.6	35.4	31.6
Speech/language impairments	49.3	51.4	50.4	48.0	44.5	40.9	39.4	39.3	35.8	31.2
Mental retardation	35.4	37.9	38.0	38.2	36.3	34.9	35.7	34.2	31.2	28.6
Emotional disturbance	67.8	69.2	69.9	69.2	67.2	65.5	65.2	64.9	61.2	55.9
Multiple disabilities	24.6	35.1	27.4	27.7	26.3	28.1	25.8	26.7	25.9	24.2
Hearing impairments	24.3	28.0	28.3	25.6	23.5	24.8	23.7	24.4	21.0	19.0
Orthopedic impairments	25.1	27.9	28.9	27.3	24.3	27.4	30.4	26.9	24.3	22.2
Other health impairments	37.4	38.1	36.8	37.8	34.9	36.3	35.1	36.1	32.7	29.5
Visual impairments	24.5	24.4	22.3	21.4	21.7	20.6	20.3	23.0	17.8	15.4
Autism	25.9	29.5	23.8	24.0	19.2	22.8	23.7	20.6	17.6	15.5
Deaf-blindness ^d	24.5	25.5	12.8	27.3	11.8	25.0	27.0	23.1	27.3	26.5
Traumatic brain injury	28.2	32.9	30.7	29.6	26.1	27.2	28.8	28.6	24.6	22.9
All disabilities	45.1	47.0	46.8	45.9	43.7	42.3	42.1	40.9	37.6	33.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2002-03. Data updated as of July 31, 2004. Also tables 4-1 through 4-11 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the outlying areas. The data for 2000-01 were revised since the *26th Annual Report to Congress on the Implementation of IDEA*: One state revised its exiting count for 2000-01.

^aThis is a cumulative 12-month reporting period.

^bTwo large states appear to have underreported the number of dropouts in 1998-99. As a result, the dropout rate is somewhat understated for that year.

^cSee note on figure 1-20 as to how this percentage was calculated.

^dPercentages are based on fewer than 200 students exiting school.

⁹ See footnote 7 on page 49.

- From 1993-94 through 2002-01, there was little change in the relative standing of the dropout rates for the various disability categories.
 - Students with autism moved from the middle of the distribution to having the second lowest dropout rate.
 - Students with visual impairments and students with hearing impairments were consistently among the students with the lowest dropout rate.
 - Students with emotional disturbance consistently had the highest dropout rates. In every year, the dropout rate for students with emotional disturbance was substantially higher than the dropout rate for the next highest disability category.
- From 1993-94 through 2002-03, the dropout rate declined for students in most disability categories.
 - The improvement was most notable for students with speech/language impairments, visual impairments, specific learning disabilities and autism.
 - The dropout rate increased slightly for students with deaf-blindness.

How do graduation and dropout rates vary for students with disabilities in different racial/ethnic groups?

Table 1-14. Students ages 14 and older with disabilities who graduated or dropped out, by race/ethnicity: 2002-03^a

Race/ethnicity	Graduated with a regular diploma		Dropped out	
	Number	Percentage ^b	Number	Percentage ^b
American Indian/Alaska Native	2,496	43.3	2,791	48.4
Asian/Pacific Islander	3,875	63.6	1,481	24.3
Black (not Hispanic)	28,456	36.2	32,772	41.7
Hispanic	21,995	44.2	19,331	38.9
White (not Hispanic)	137,588	59.1	69,562	29.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Children with Disabilities Exiting Special Education,” 2002-03. Data updated as of July 31, 2004. Also tables 4-1m through 4-1q in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the outlying areas.

^aThis is a cumulative 12-month reporting period.

^bSee note on figure 1-20 as to how this percentage was calculated.

- In 2002-03, the graduation rate was highest for Asian/Pacific Islander (63.6 percent) and white (59.1 percent) students with disabilities. The graduation rate for all students with disabilities was 51.9 percent (see table 1-12).
- The graduation rate was lowest for black students with disabilities (36.2 percent).

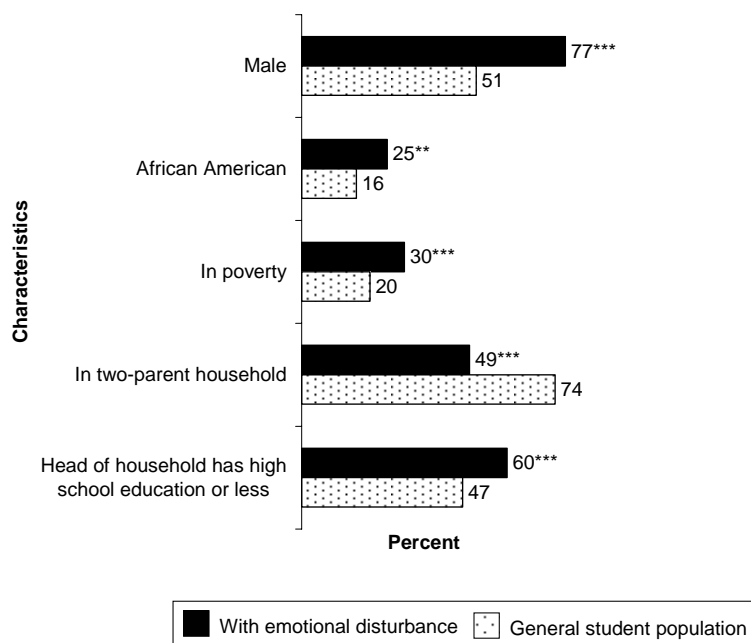
- The dropout rate was lowest for Asian/Pacific Islander (24.3 percent) and white (29.9 percent) students with disabilities. The dropout rate for all students with disabilities was 33.6 percent (see table 1-3).
- The dropout rate was highest for American Indian/Alaska Native students with disabilities (48.4 percent).
- Black (41.7 percent) and Hispanic (38.9 percent) students with disabilities had the second and third highest dropout rates.

Characteristics and Transition Activities of Secondary Students with Emotional Disturbance

Among the multitude of data that emerged from the National Longitudinal Transition Study (NLTS) of youths with disabilities served under *IDEA*, Part B, conducted in the early 1990s, were findings that students with emotional disturbance demonstrated generally poor social adjustment and criminal justice system involvement. Subsequently, there were adjustments to policies and intervention routines designed to improve these students' prospects for a successful transition to adulthood. Several years later, data emerged from the NLTS2 follow-up study of students with disabilities as they prepared to transition from high school; one early examination of data focused on students with emotional disturbance. The next several exhibits highlight some of these findings, including certain characteristics of these teens, as well as some of their post-high school transition activities and goals.

What are general characteristics of secondary students with emotional disturbance?

Figure 1-21. Select characteristics of secondary students with emotional disturbance compared to the general student population^a: 2001 and 1999, respectively



Sources: NLTS2 Wave 1 Parent Interviews, 2001. For the general student population: Data on gender, race/ethnicity, poverty and parent education are calculated for 13- through 17-year-olds from the 1999 National Household Education Survey, National Center for Education Statistics. See <http://nces.ed.gov/NHES/dataproducts.asp#1999dp> (accessed Sept. 11, 2007) for a description of the data. Data on two-parent households are from J.R. Udry, *The National Longitudinal Study of Adolescent Health (Add Health), Waves I and II, 1994-1996 [machine readable data file and documentation]* (Chapel Hill, NC: Carolina Population Center, University of North Carolina at Chapel Hill, 1998).

Displayed results for NLTS2 were collected from 733 to 836 respondents across the five variables.

^aDisplayed results for the general student population were collected from 4,690 to 6,294 secondary school students who responded across the five variables.

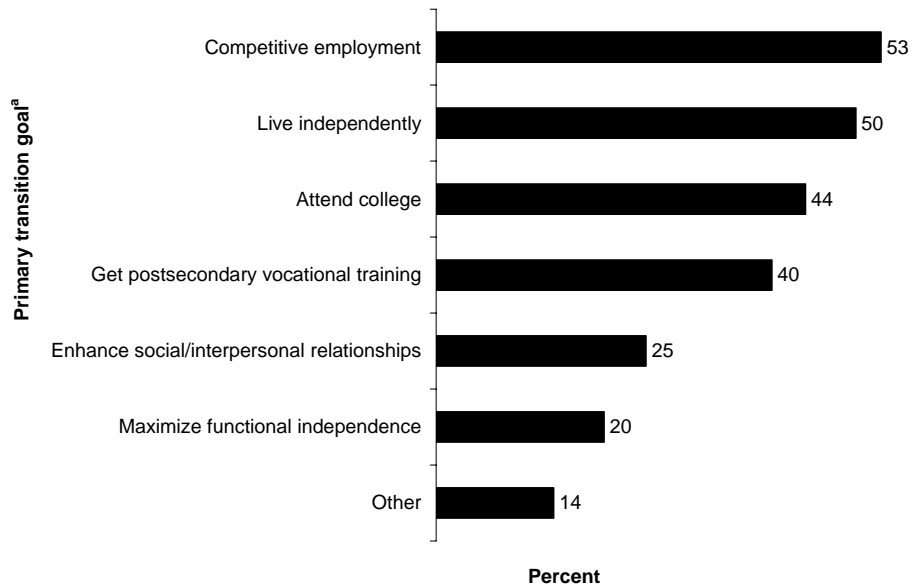
p<.01 *p<.001.

- In 2001, secondary students with emotional disturbance were more likely to be male than secondary students in the general student population in 1999 (77 percent compared to 51 percent).
- African Americans had a higher percentage of secondary students with emotional disturbance than did the general population of secondary students—25 percent compared to 16 percent.
- Secondary students with emotional disturbance were more likely to live in poverty than secondary students in the general population (30 percent compared to 20 percent).
- Secondary students with emotional disturbance were less likely to live in a two-parent household than secondary students in the general population (49 percent compared to 74 percent).

- The percentage of secondary students whose head of household has a high school education or less is higher among secondary students with emotional disturbance compared to the general student population (60 percent compared to 47 percent).

What are the post-high school transition goals of secondary students with emotional disturbance?

Figure 1-22. Primary post-high school transition goals of secondary students with emotional disturbance: 2002



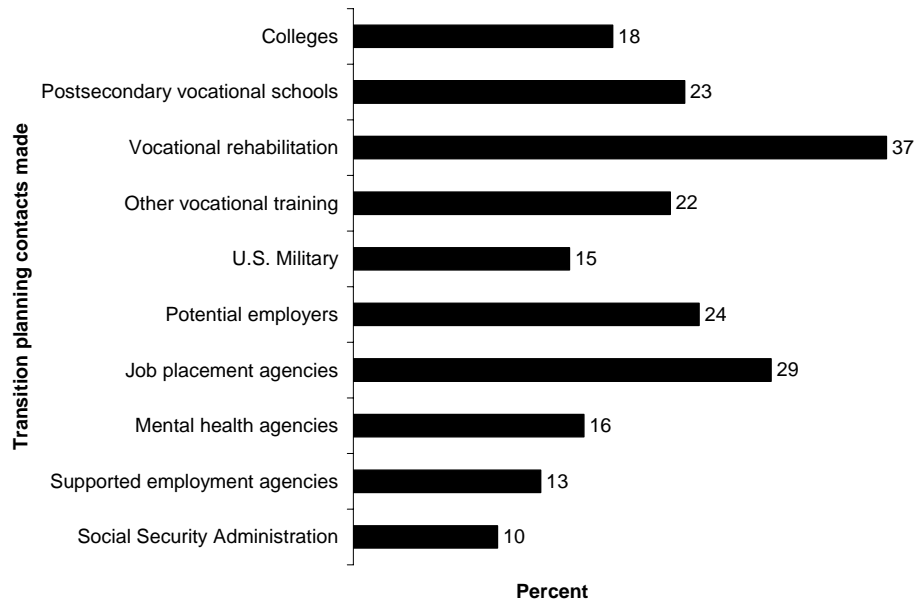
Source: NLTS2 Wave 1 Student’s School Program Survey, 2002.

Displayed results were collected from 270 respondents.

^aThe question to which school staff responded was, “For the period following high school, the primary goal of this student’s education program is to prepare him/her to...” Response categories were those indicated in the figure as well as “get supported employment,” and “get sheltered employment.” The latter two categories had few responses and are included in “other.”

- In 2002, finding competitive employment was the most commonly stated primary transition goal for secondary students with emotional disturbance (53 percent). Half of secondary students with emotional disturbance had a primary transition goal of living independently, and 20 percent were seeking to maximize their functional independence.
- Attending college was a transition goal for 44 percent of secondary students with emotional disturbance.
- Forty percent of secondary students with emotional disturbance had a transition goal of acquiring postsecondary vocational training to enhance their employability.

Figure 1-23. Contacts made by schools regarding post-high school transition programs or services for secondary students with emotional disturbance who are in transition planning: 2002



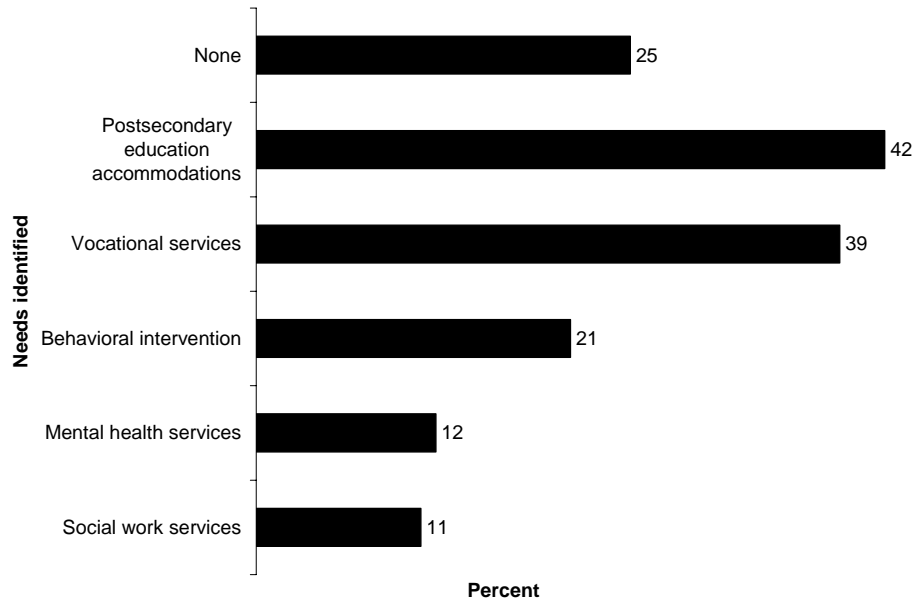
Source: NLTS2 Wave 1 Student's School Program Survey, 2002.

Displayed results were collected from 204 respondents.

- In 2002, the most common agency contacted as part of transition planning for secondary students with emotional disturbance was the state vocational rehabilitation agency (37 percent of students had such contacts made on their behalf). Job placement agencies were contacted on behalf of 29 percent of secondary students with emotional disturbance during transition planning.
- Schools reported contacting postsecondary vocational schools, potential employers and other vocational training options on behalf of about a quarter of secondary students with emotional disturbance during the transition planning process (23 percent, 24 percent and 22 percent, respectively).

What are the post-high school transition needs of students with emotional disturbance?

Figure 1-24. Post-high school service needs identified in transition plans for secondary students with emotional disturbance: 2002



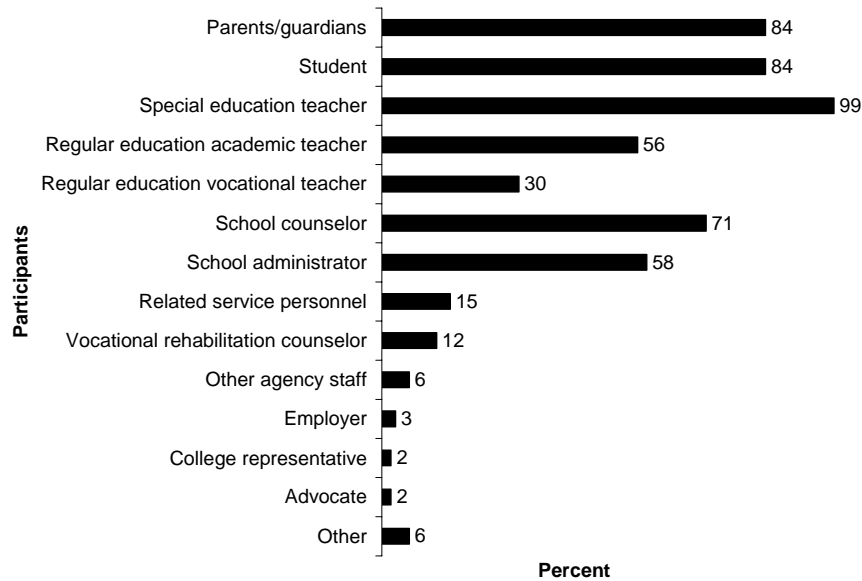
Source: NLTS2 Wave 1 Student's School Program Survey, 2002.

Displayed results were collected from 255 respondents.

- In 2002, approximately four in 10 secondary students with emotional disturbance had postsecondary education accommodations or vocational services identified as needs in a transition plan (42 percent and 39 percent, respectively).
- One in four secondary students with emotional disturbance had no post-school service needs identified in his transition plan.
- From teacher reports, 76 percent of secondary students with emotional disturbance are in school programs "very well suited" or "fairly well suited" to achieving the students' post-high school transition goals (NLTS2 Wave 1 Student's School Program Survey, 2002).

Who participates in transition planning for secondary students with emotional disturbance?

Figure 1-25. Participants in transition planning for secondary students with emotional disturbance: 2002



Source: NLTS2 Wave 1 Student's School Program Survey, 2002.

Displayed results were collected from 275 respondents.

- In 2002, the most common participants in transition planning for secondary students with emotional disturbance were the special education teacher (for 99 percent of students) parents/guardians (for 84 percent of students), the student (for 84 percent of students) and the school counselor (for 71 percent of students).
- School administrators participated in transition planning for more than half of secondary students with emotional disturbance (58 percent) as did regular education academic teachers (56 percent). Regular education vocational teachers participated in transition planning for only 30 percent of secondary students with emotional disturbance.

Section 2

The State Picture

Introduction to State Profiles

This section of the report focuses on the 50 states and the District of Columbia. Most of the data included are available by topic in the tables in vol. 2. In this section, data from a variety of those tables are combined to provide a picture of special education and early intervention services in each state. More general information about the state, such as the size of the public school enrollment and per-pupil expenditures, is also included.

Data are from the following tables in vol. 2 of this report:

Part B

Percentage of students with disabilities ages 6 through 21 educated in regular classrooms at least 80 percent of the school day	2-2
Percentage of students with disabilities ages 14 and older exiting school with a regular high school diploma (graduation rate)	4-1 through 4-3
Percentage of students with disabilities dropping out* (dropout rate)	4-1 through 4-3

Part C

Percentage of infants and toddlers served through Part C	6-1
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities	6-4

In this section, state-reported data for **Part B** include:

Child count data collected annually by all states on Dec. 1 of given years, except Alaska, the Bureau of Indian Affairs (BIA) schools, Iowa, Maryland and Texas, which used the last Friday in October as their reporting date;

Educational environments data collected by all states on Dec. 1 of given years, except for the above four states that used the last Friday in October as their reporting date; and

Exiting data collected cumulatively during a state-determined 12-month reporting period for a given year.

State-reported data for **Part C** include:

Child count data collected annually by all states on Dec. 1 of given years, except Iowa and Maryland, which used the last Friday in October as their reporting date; and

Program settings data collected annually by all states on Dec. 1 of given years.

* In calculating the dropout rate, OSEP defines students “dropping out” as students reported as *dropped out* and *moved, not known to be continuing*.

Alabama

Number of regular school districts ¹	130
Total public school enrollment ²	731,220
Per-pupil expenditures ³	\$6,300
Percentage of population in urban areas ⁴	55.4
Percentage of children under age 18 below poverty level ⁵	20.5

Special Education⁶

	Alabama ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	52	48	45	44	48	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	18	20	20	16	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	48	46	38	40	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

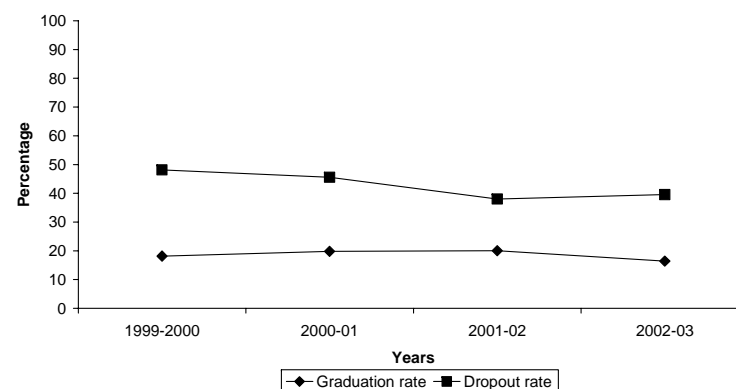
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Alabama (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Alabama Department of Rehabilitation Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,153

	Alabama ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	51	79	82	86	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.0	1.1	1.2	1.2	1.2	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

65

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

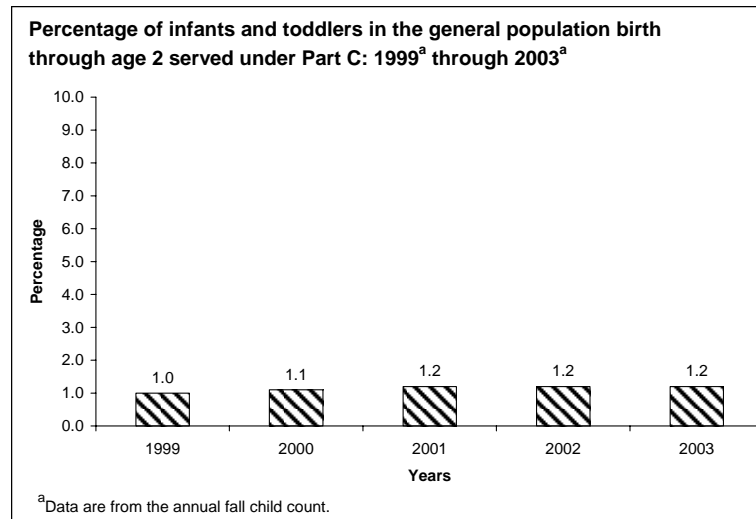
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Alaska

Number of regular school districts ¹	53
Total public school enrollment ²	133,933
Per-pupil expenditures ³	\$9,870
Percentage of population in urban areas ⁴	65.6
Percentage of children under age 18 below poverty level ⁵	11.5

Special Education⁶

	Alaska					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	59	58	57	57	58	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	37	37	38	39	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	60	60	59	59	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

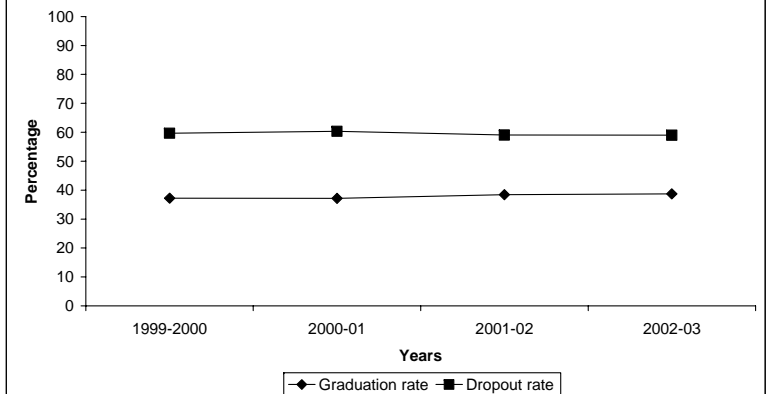
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Alaska (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Alaska Department of Health and Social Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

641

Part C	Alaska ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	95	95	96	91	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.1	2.3	2.2	2.1	2.2	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

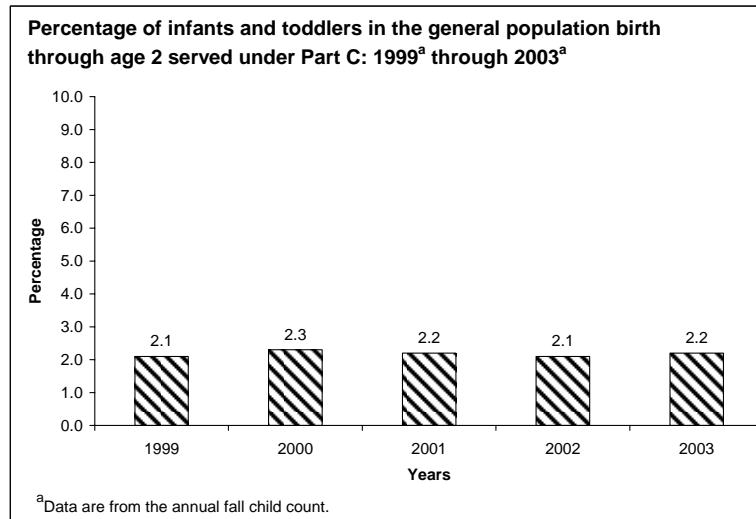
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Arizona

Number of regular school districts ¹	313
Total public school enrollment ²	1,012,068
Per-pupil expenditures ³	\$6,282
Percentage of population in urban areas ⁴	88.2
Percentage of children under age 18 below poverty level ⁵	18.7

Special Education⁶

	Arizona ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	48	48	48	48	48	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	43	42	50	54	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	55	56	47	43	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

^bArizona did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

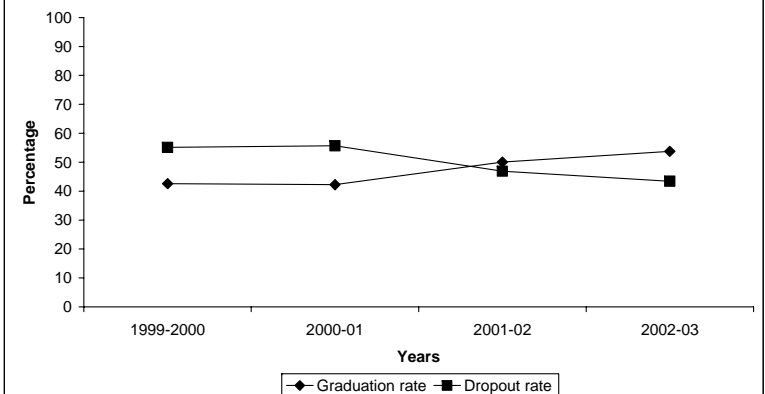
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Arizona (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Arizona Department of Economic Security

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,725

Part C	Arizona ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	64	71	73	85	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.3	1.2	1.3	1.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

69

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

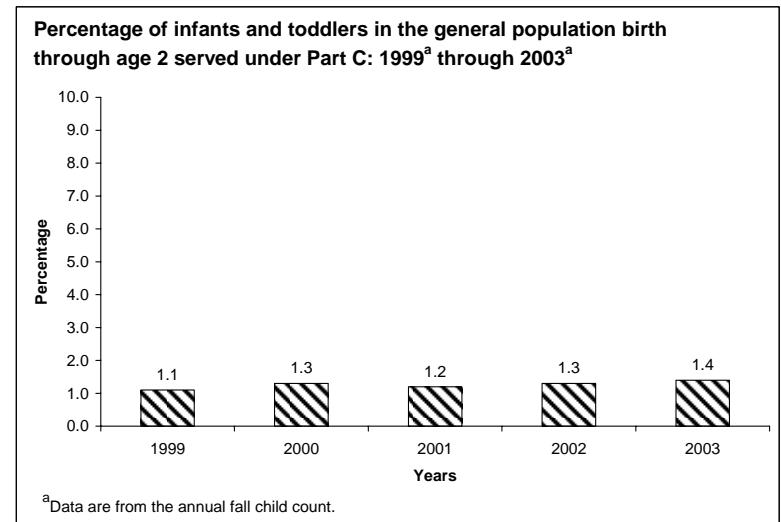
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Arkansas

Number of regular school districts ¹	309
Total public school enrollment ²	454,523
Per-pupil expenditures ³	\$6,482
Percentage of population in urban areas ⁴	52.5
Percentage of children under age 18 below poverty level ⁵	21.8

Special Education⁶

	Arkansas					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	38	38	39	39	41	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	58	57	75	79	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	37	38	21	18	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

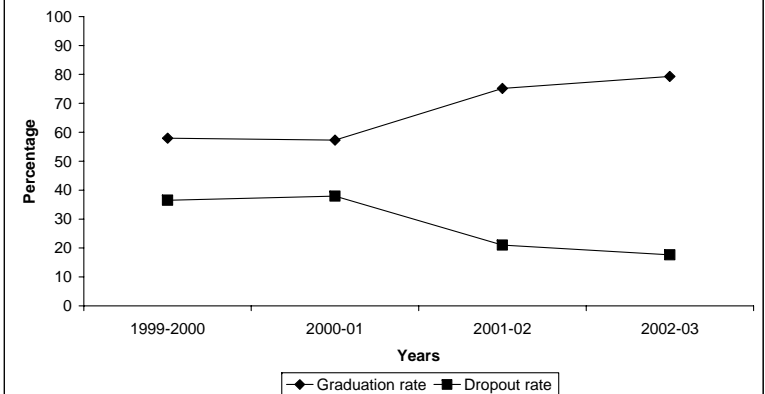
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Arkansas (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Arkansas Department of Health and Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,772

	Arkansas ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	34	58	69	67	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.9	2.1	2.5	2.6	2.5	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

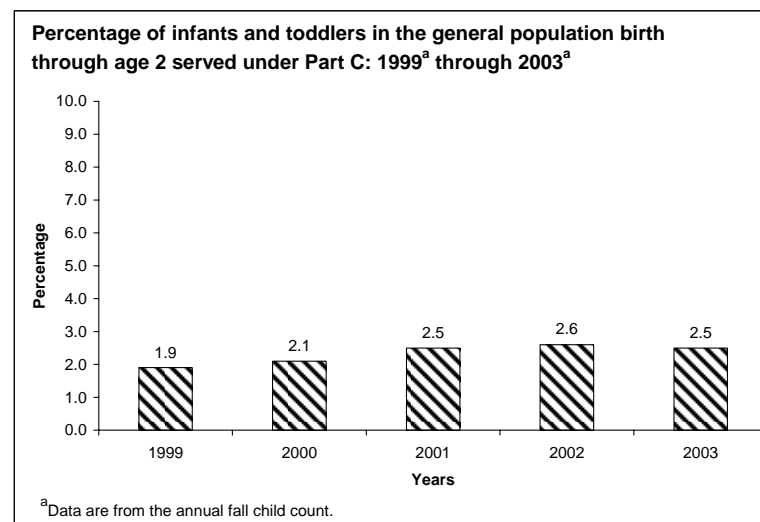
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



California

Number of regular school districts ¹	989
Total public school enrollment ²	6,413,862
Per-pupil expenditures ³	\$7,552
Percentage of population in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	18.5

Special Education⁶

	California					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	49	61	53	50	49	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	34	48	53	56	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	47	39	38	34	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

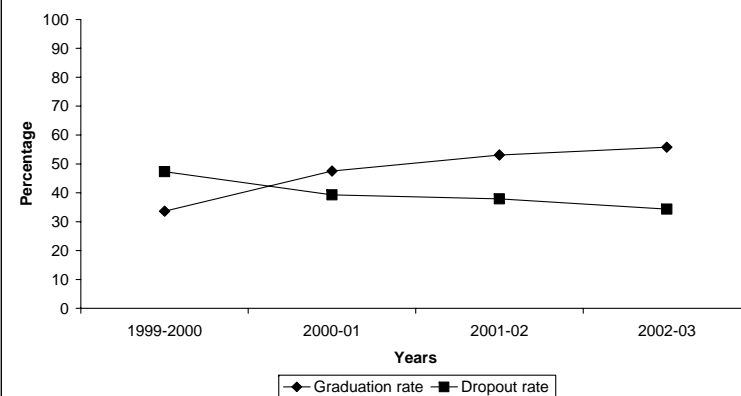
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

California (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

California Department of Developmental Services

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

27,496

	California ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	57	58	73	83	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.5	1.6	1.7	1.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

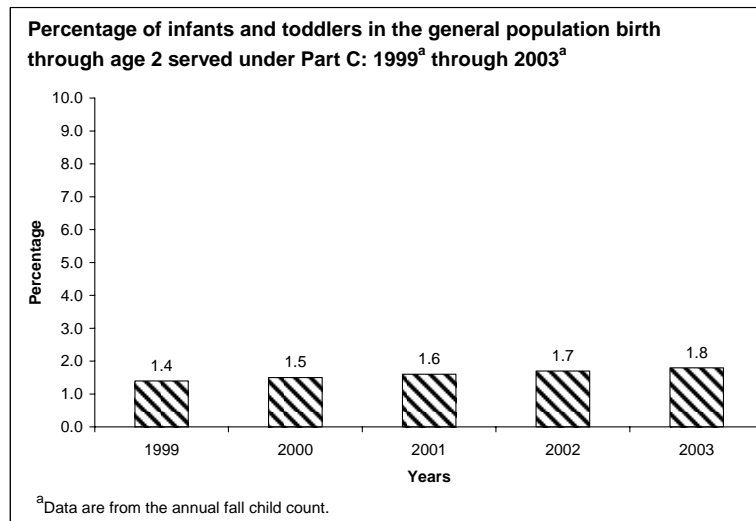
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Colorado

Number of regular school districts ¹	178
Total public school enrollment ²	757,693
Per-pupil expenditures ³	\$7,384
Percentage of population in urban areas ⁴	84.5
Percentage of children under age 18 below poverty level ⁵	12.2

Special Education⁶

	Colorado ^a					50 states, DC and BIA		Range of state percentages		Median [†] state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	71	72	71	69	70	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	50	47	39	52	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	48	54	43	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

[†] Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

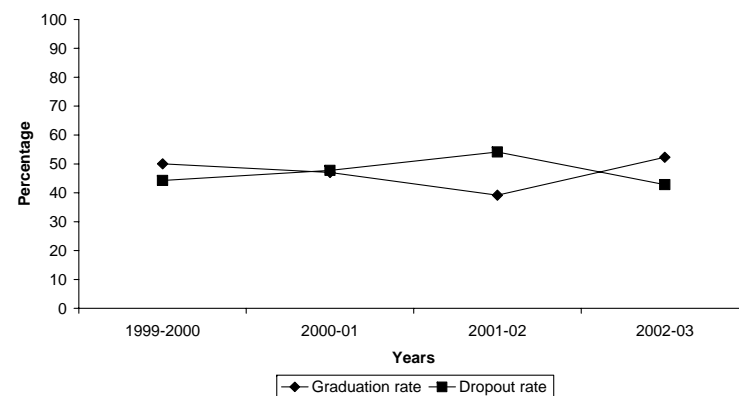
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Colorado (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Colorado Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,148

Part C	Colorado ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	66	68	86	94	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.7	2.3	1.6	1.4	1.6	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

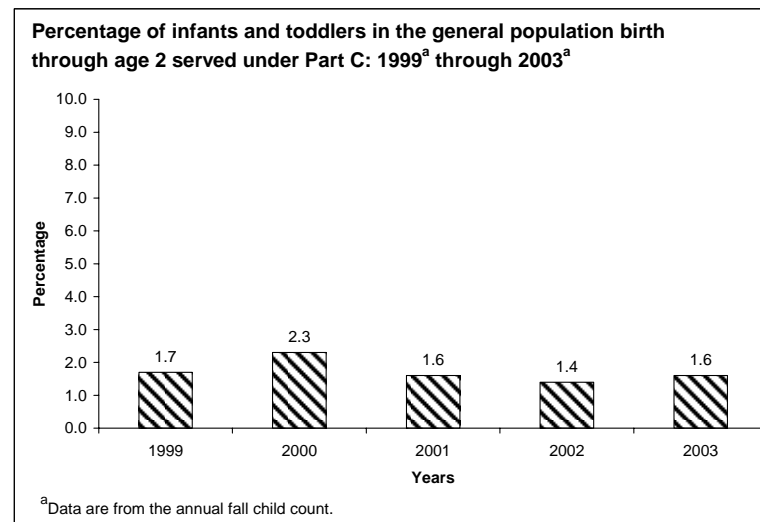
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Connecticut

Number of regular school districts ¹	166
Total public school enrollment ²	577,203
Per-pupil expenditures ³	\$11,057
Percentage of population in urban areas ⁴	87.7
Percentage of children under age 18 below poverty level ⁵	10.1

Special Education⁶

	Connecticut ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	56	55	55	56	57	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	55	50	58	62	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	48	37	35	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

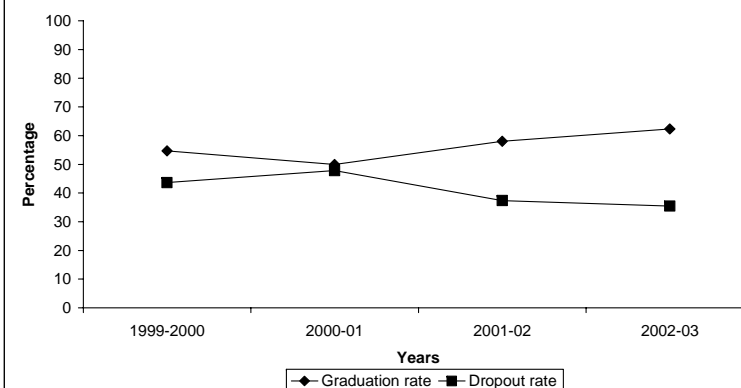
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Connecticut (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Connecticut Department of Mental Retardation

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,701

	Connecticut ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	99	100	100	100	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.6	2.9	3.0	3.2	3.0	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

† Median is the middle percentage in a set of ranked percentages

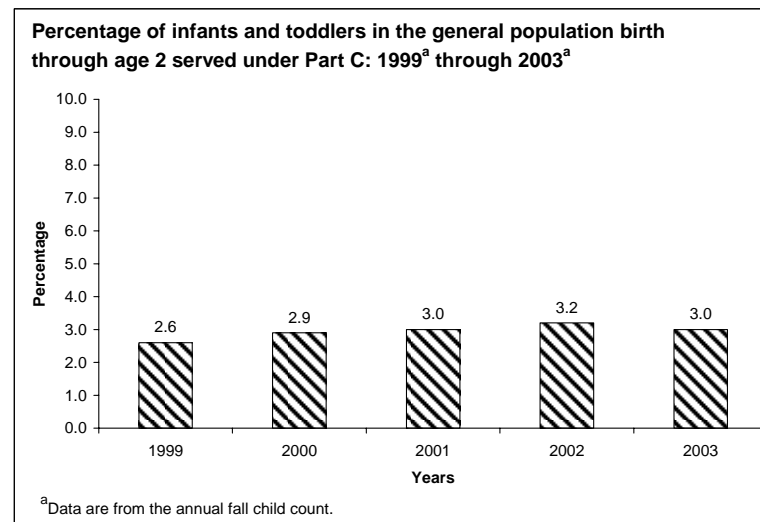
NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).

77



Delaware

Number of regular school districts ¹	19
Total public school enrollment ²	117,668
Per-pupil expenditures ³	\$9,693
Percentage of population in urban areas ⁴	80.1
Percentage of children under age 18 below poverty level ⁵	12.6

Special Education⁶

	Delaware					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	30	32	35	38	40	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	53	55	52	63	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	38	37	40	28	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

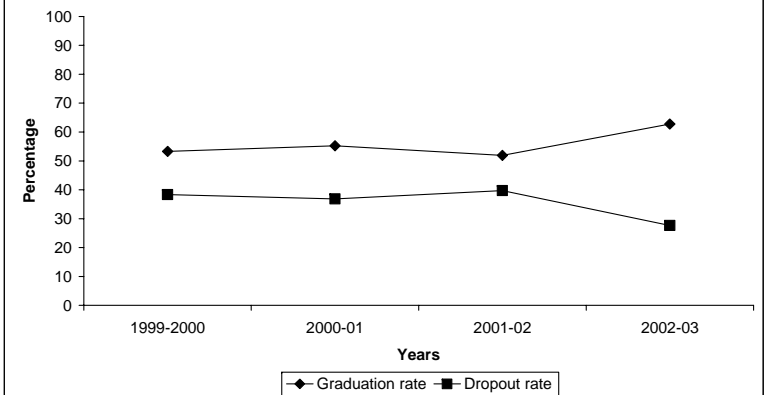
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Delaware (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Delaware Department of Health and Social Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

955

	Delaware ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	38	35	75	72	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	3.0	3.2	2.9	3.2	2.9	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

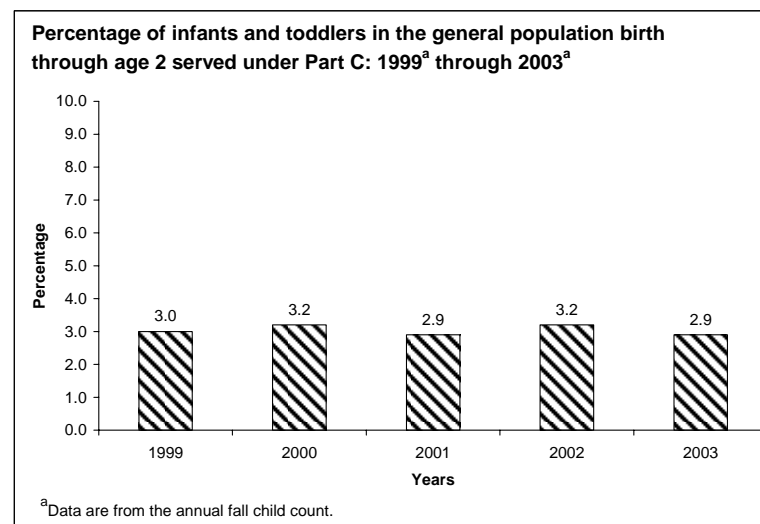
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



District of Columbia

Number of regular school districts ¹	1
Total public school enrollment ²	78,057
Per-pupil expenditures ³	\$11,847
Percentage of population in urban areas ⁴	100.0
Percentage of children under age 18 below poverty level ⁵	26.4

Special Education⁶

	District of Columbia					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	23	4	3	13	14	46	50	14-80	14-78	49	51
	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	2003-04 (%)	1999-2000 (%)	2002-03 (%)	1999-2000 (%)	2002-03 (%)	1999-2000 (%)	2002-03 (%)
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^a	18	21	17	26	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	26	61	63	70	NA	42	34	17-61	12-70	43	35

^aThe District of Columbia did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

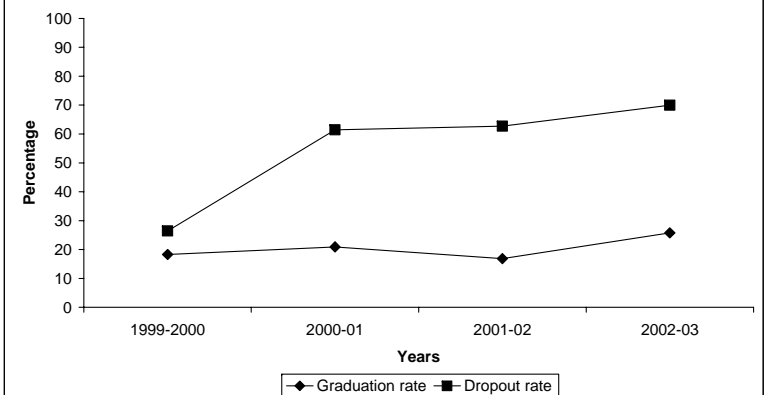
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

District of Columbia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

District of Columbia Department of Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

251

	District of Columbia ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	31	34	57	43	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.1	1.4	1.3	1.1	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

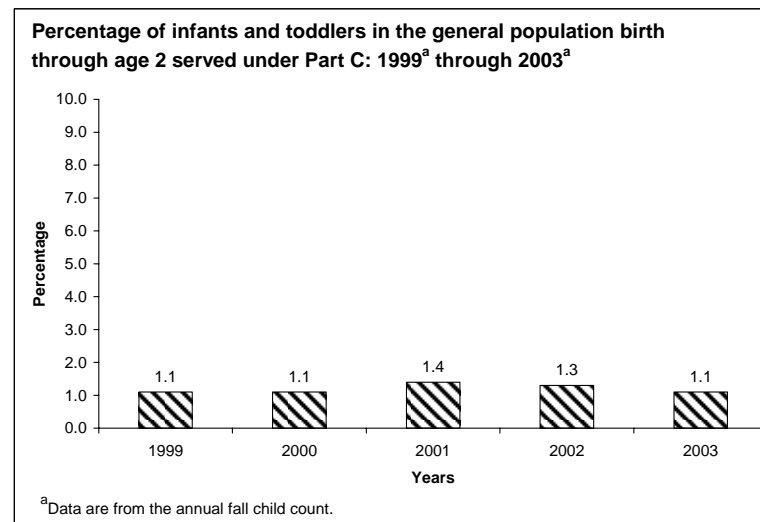
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Florida

Number of regular school districts ¹	67
Total public school enrollment ²	2,587,628
Per-pupil expenditures ³	\$6,439
Percentage of population in urban areas ⁴	89.3
Percentage of children under age 18 below poverty level ⁵	17.7

Special Education⁶

	Florida ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	50	49	49	49	51	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	35	33	34	40	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	38	36	30	28	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

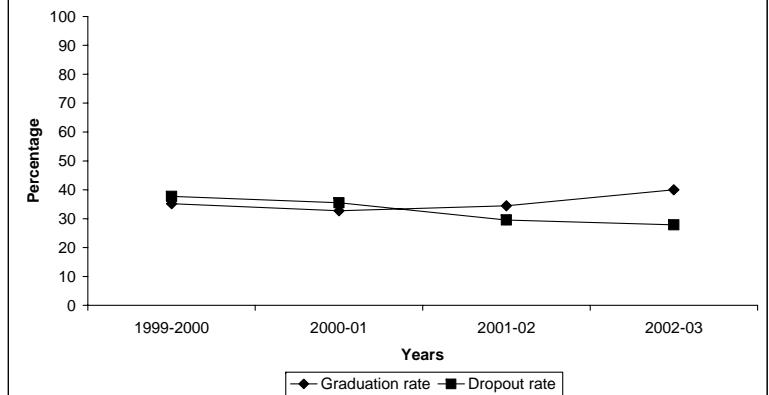
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Florida (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Florida Department of Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

14,719

	Florida ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	57	28	67	35	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.0	2.5	2.4	2.7	2.3	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

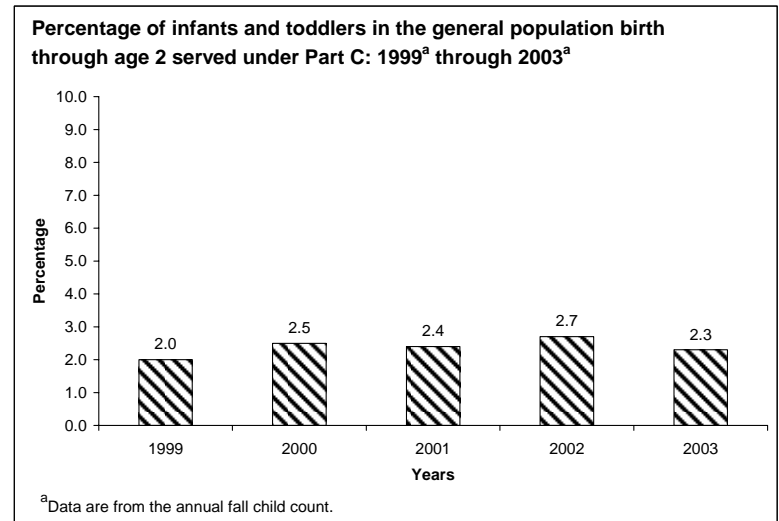
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Georgia

Number of regular school districts ¹	180
Total public school enrollment ²	1,522,611
Per-pupil expenditures ³	\$7,774
Percentage of population in urban areas ⁴	71.6
Percentage of children under age 18 below poverty level ⁵	17.5

Special Education⁶

	Georgia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	35	36	37	43	48	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	19	19	29	27	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	60	57	40	40	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

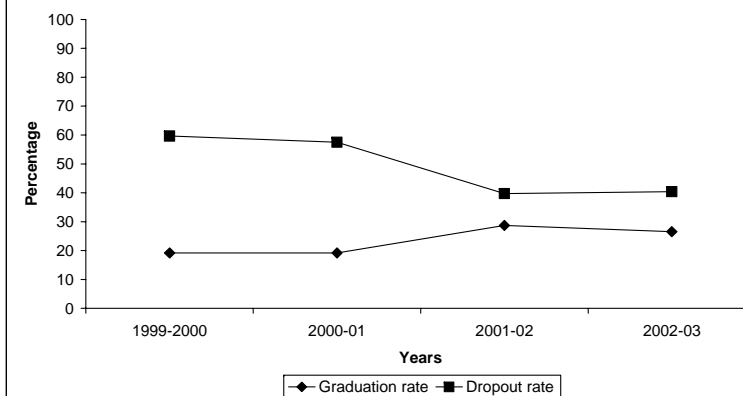
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Georgia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Georgia Department of Human Resources

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

4,840

	Georgia ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	88	82	92	100	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	0.9	1.0	1.0	1.2	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

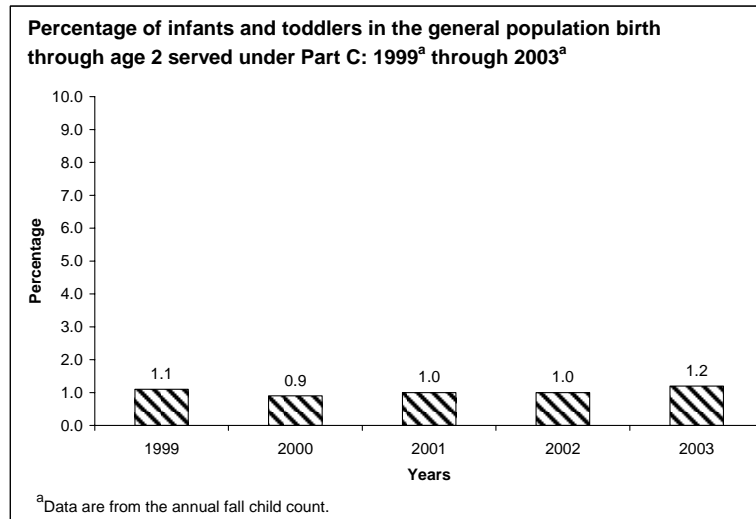
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Hawaii

Number of regular school districts ¹	1
Total public school enrollment ²	183,609
Per-pupil expenditures ³	\$8,100
Percentage of population in urban areas ⁴	91.5
Percentage of children under age 18 below poverty level ⁵	14.3

Special Education⁶

	Hawaii ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	19	45	11	24	24	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	35	58	71	86	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	17	21	25	12	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

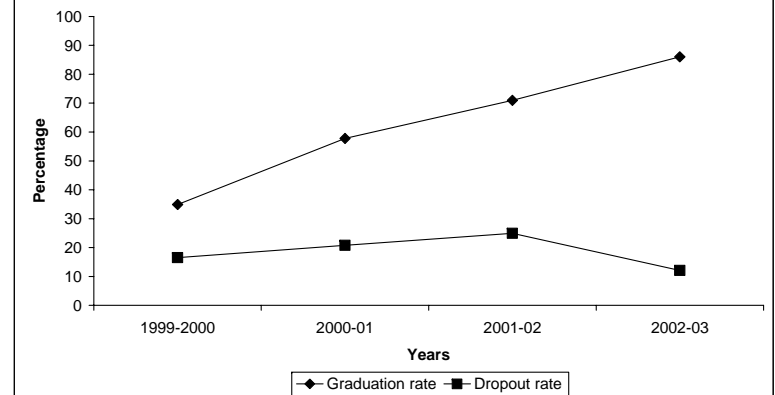
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Hawaii (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Hawaii Department of Health

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

4,178

Part C	Hawaii ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	70	79	83	83	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	6.5	7.6	8.1	9.7	7.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

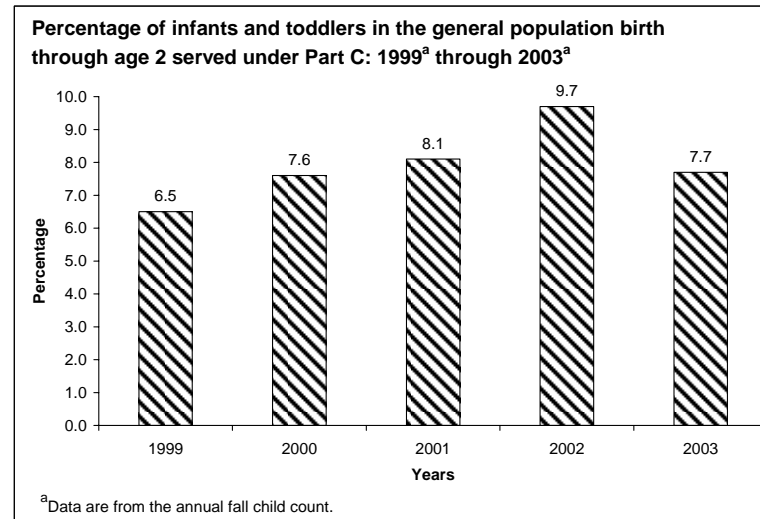
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Idaho

Number of regular school districts ¹	114
Total public school enrollment ²	252,120
Per-pupil expenditures ³	\$6,081
Percentage of population in urban areas ⁴	66.4
Percentage of children under age 18 below poverty level ⁵	15.2

Special Education⁶

	Idaho ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	66	65	65	62	59	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	57	61	62	65	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	40	33	32	29	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

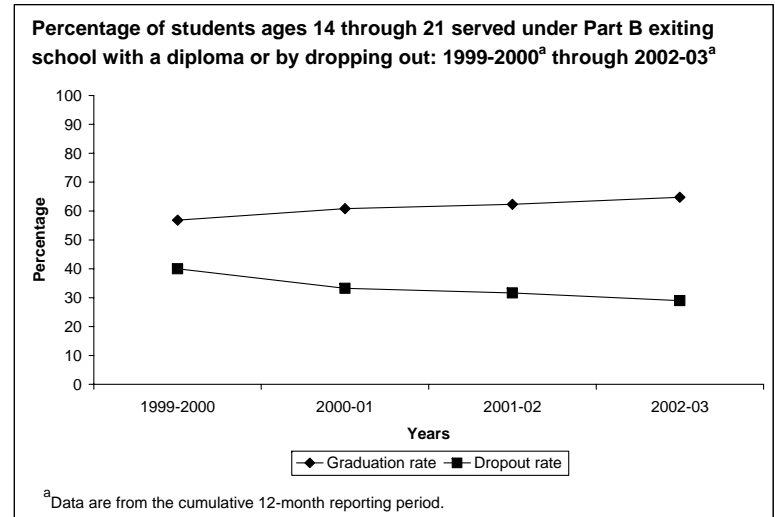
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Idaho (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Idaho Department of Health and Welfare/Developmental Disabilities

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,490

	Idaho ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	72	79	87	88	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.1	2.2	2.1	2.2	2.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

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^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

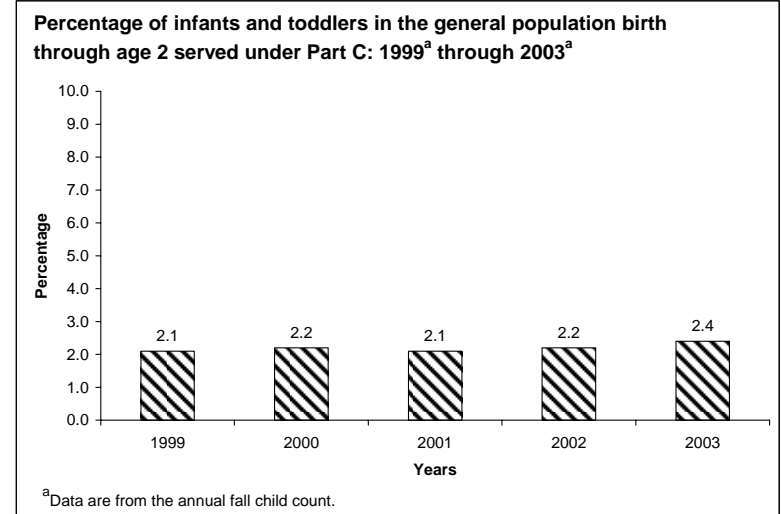
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Illinois

Number of regular school districts ¹	887
Total public school enrollment ²	2,100,961
Per-pupil expenditures ³	\$8,287
Percentage of population in urban areas ⁴	87.8
Percentage of children under age 18 below poverty level ⁵	14.6

Special Education⁶

	Illinois ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	37	36	39	42	43	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	44	55	51	62	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	52	40	45	35	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

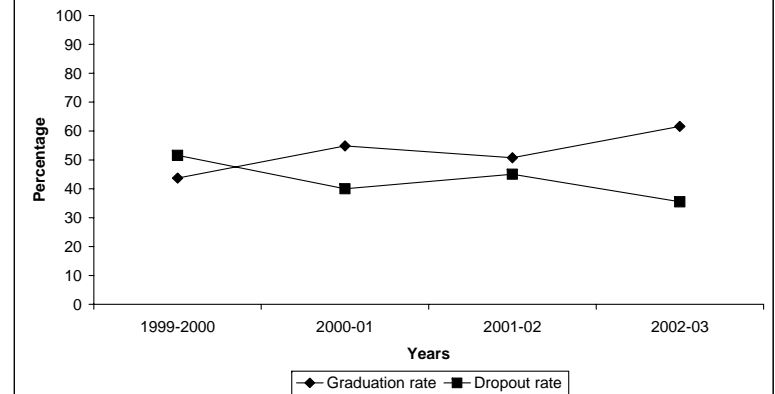
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Illinois (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Illinois Department of Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

13,140

	Illinois ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	47	66	72	78	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	2.2	1.9	2.0	2.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

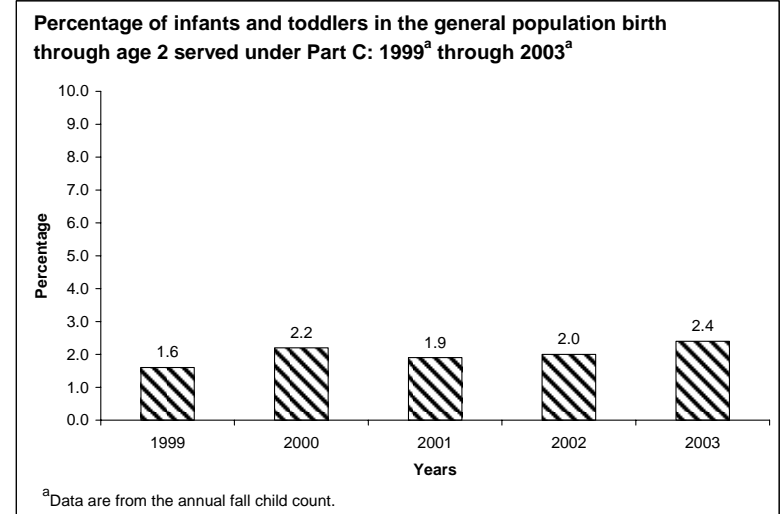
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Indiana

Number of regular school districts ¹	294
Total public school enrollment ²	1,011,130
Per-pupil expenditures ³	\$8,057
Percentage of population in urban areas ⁴	70.8
Percentage of children under age 18 below poverty level ⁵	12.1

Special Education⁶

	Indiana ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	57	58	58	58	58	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	50	42	43	41	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	48	46	46	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

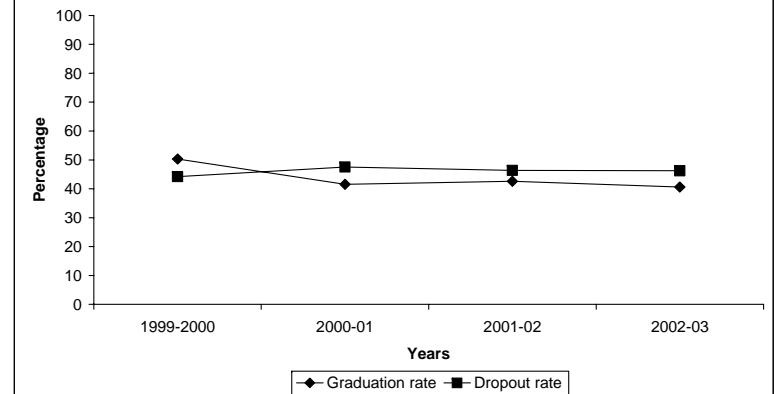
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Indiana (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Indiana Family and Social Services Administration

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

9,270

Part C	Indiana ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	79	87	88	90	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.9	3.2	3.6	3.7	3.6	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

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^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

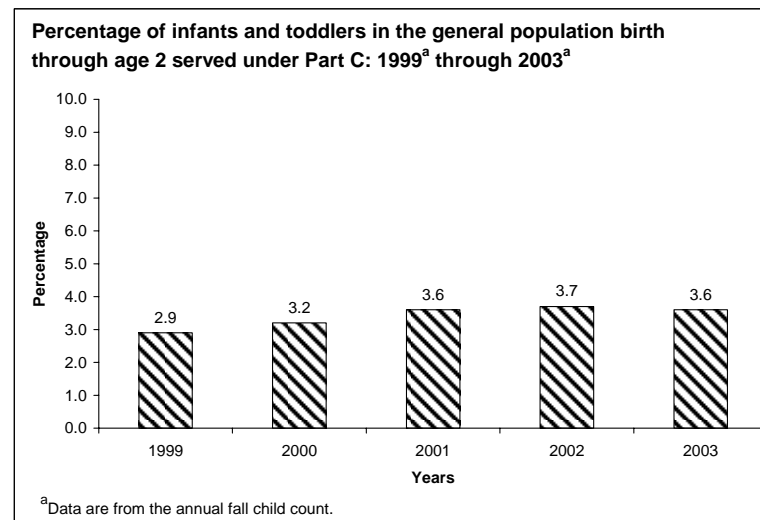
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Iowa

Number of regular school districts ¹	370
Total public school enrollment ²	481,226
Per-pupil expenditures ³	\$7,574
Percentage of population in urban areas ⁴	61.1
Percentage of children under age 18 below poverty level ⁵	10.8

Special Education⁶

	Iowa					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	46	45	44	44	44	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	56	56	64	64	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	42	40	34	30	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

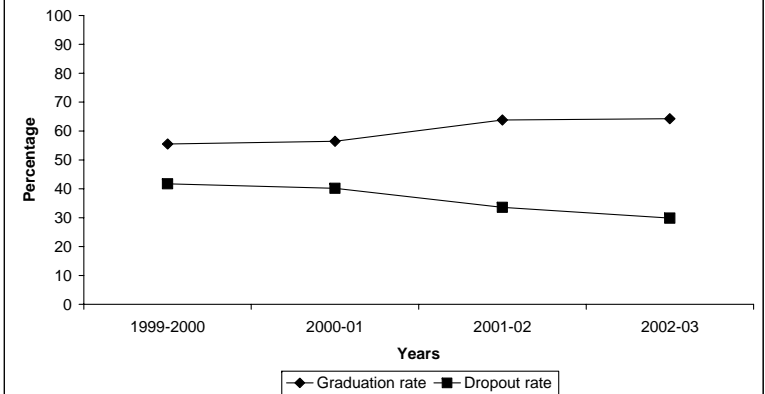
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Iowa (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Iowa Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,136

	Iowa ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	87	90	92	94	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.0	1.3	1.5	1.8	2.0	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

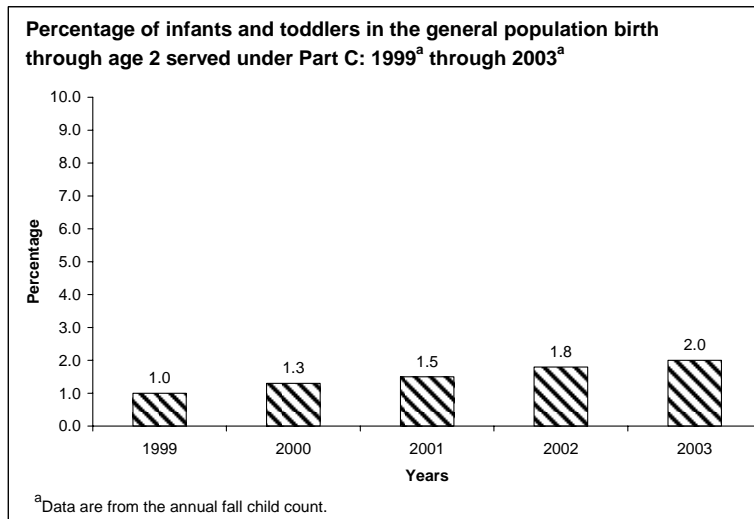
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Kansas

Number of regular school districts ¹	302
Total public school enrollment ²	470,490
Per-pupil expenditures ³	\$7,454
Percentage of population in urban areas ⁴	71.4
Percentage of children under age 18 below poverty level ⁵	11.9

Special Education⁶

	Kansas					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	60	59	58	59	58	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^a	60	64	61	64	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	39	34	38	34	NA	42	34	17-61	12-70	43	35

^aKansas did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

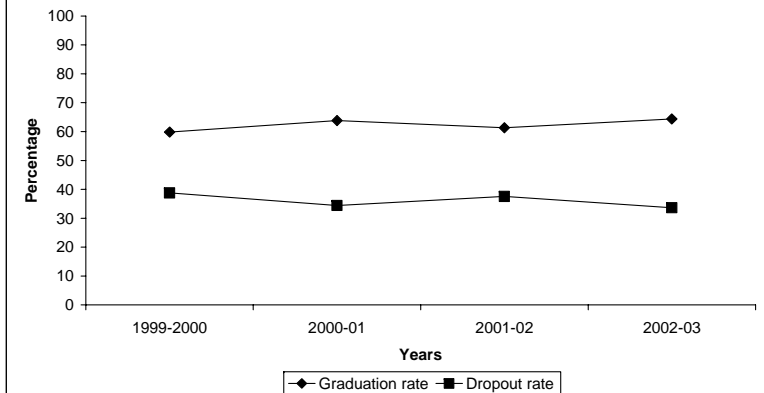
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Kansas (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Kansas Department of Health and Environment

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,749

Part C	Kansas ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	83	88	91	94	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.9	2.2	2.4	2.5	2.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

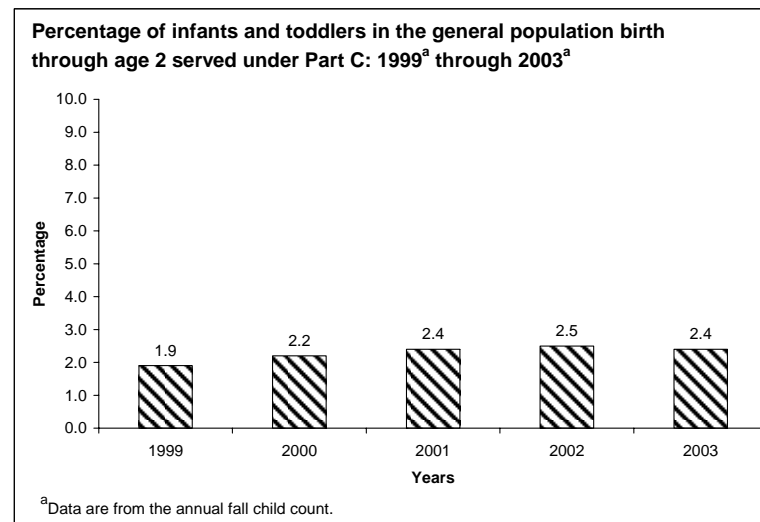
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Kentucky

Number of regular school districts ¹	176
Total public school enrollment ²	663,885
Per-pupil expenditures ³	\$6,661
Percentage of population in urban areas ⁴	55.8
Percentage of children under age 18 below poverty level ⁵	19.3

Special Education⁶

	Kentucky ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	50	51	56	57	59	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	43	46	49	55	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	49	45	42	38	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

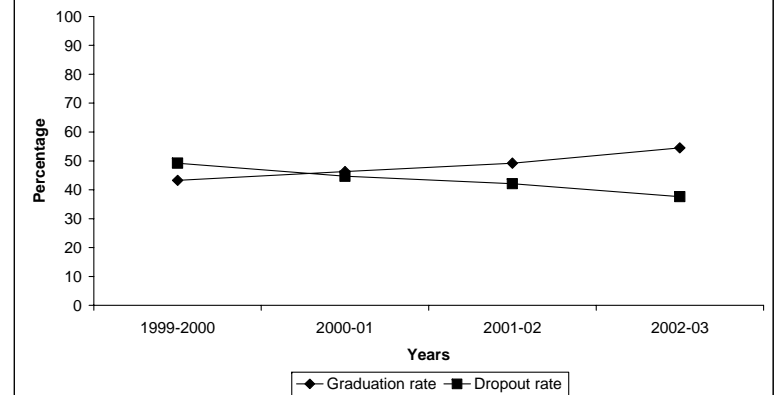
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Kentucky (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Kentucky Department of Health Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,886

	Kentucky ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	78	92	91	93	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	2.2	2.4	2.6	2.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

66

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count. Settings Data Notes in appendix A for information the state submitted to clarify its data submission.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

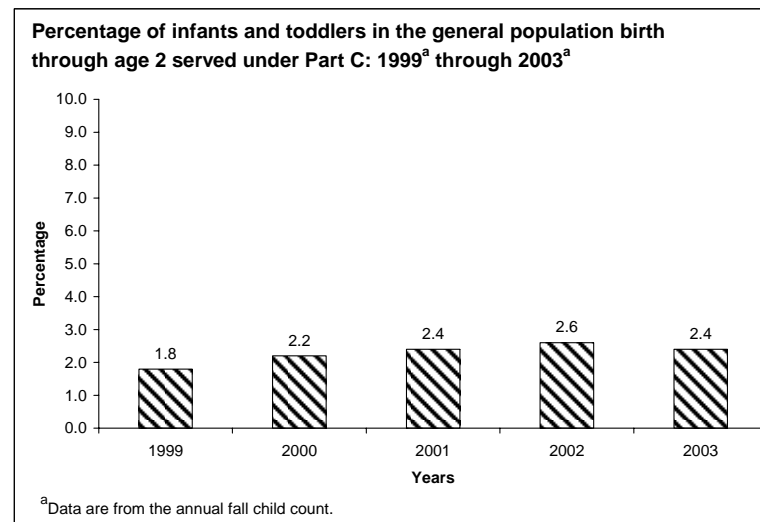
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Louisiana

Number of regular school districts ¹	68
Total public school enrollment ²	727,709
Per-pupil expenditures ³	\$6,922
Percentage of population in urban areas ⁴	72.6
Percentage of children under age 18 below poverty level ⁵	24.4

Special Education⁶

	Louisiana ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	40	44	46	48	50	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	16	17	22	25	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	57	61	54	48	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

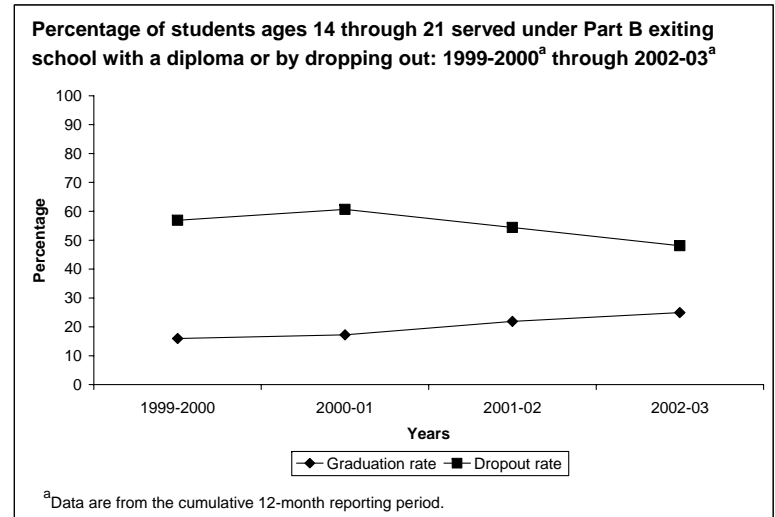
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Louisiana (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Louisiana Department of Health and Hospitals

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,498

	Louisiana ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	76	89	90	91	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.0	1.1	1.2	1.3	1.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

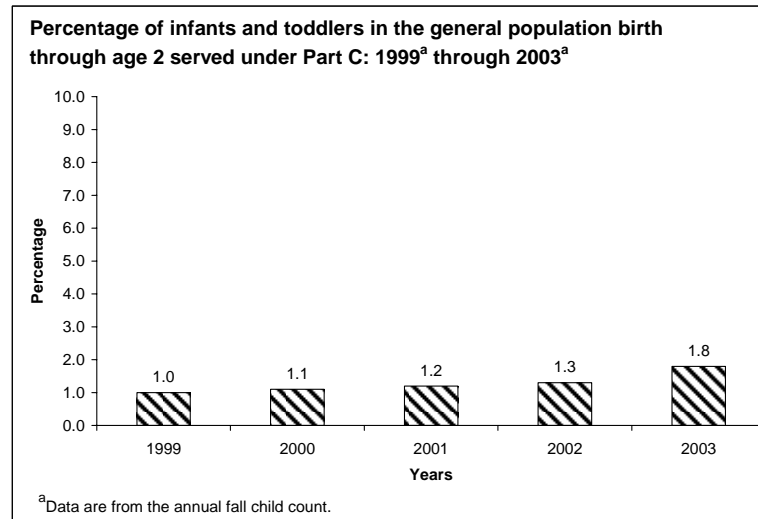
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Maine

Number of regular school districts ¹	283
Total public school enrollment ²	202,084
Per-pupil expenditures ³	\$9,344
Percentage of population in urban areas ⁴	40.2
Percentage of children under age 18 below poverty level ⁵	12.9

Special Education⁶

	Maine ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	51	52	53	53	54	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	59	57	57	60	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	35	38	38	37	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

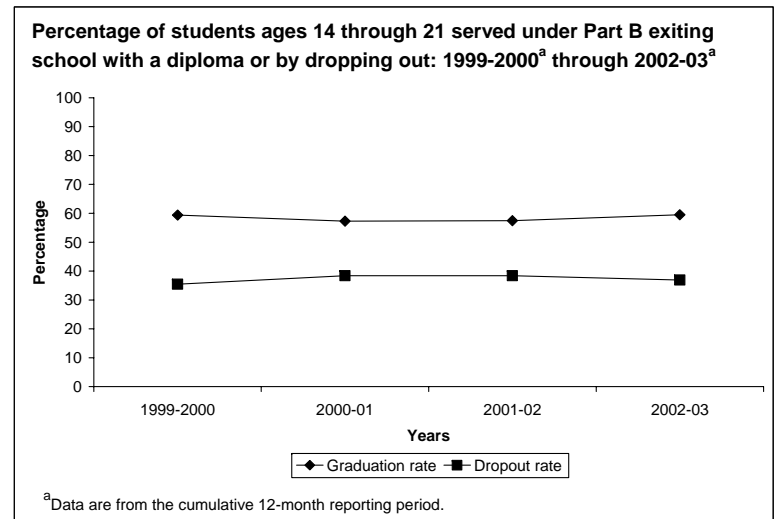
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Maine (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Maine Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,105

	Maine ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	44	46	49	59	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	2.0	2.4	2.7	2.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the fall 2002 count; the percentage served data are from the fall 2003 count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

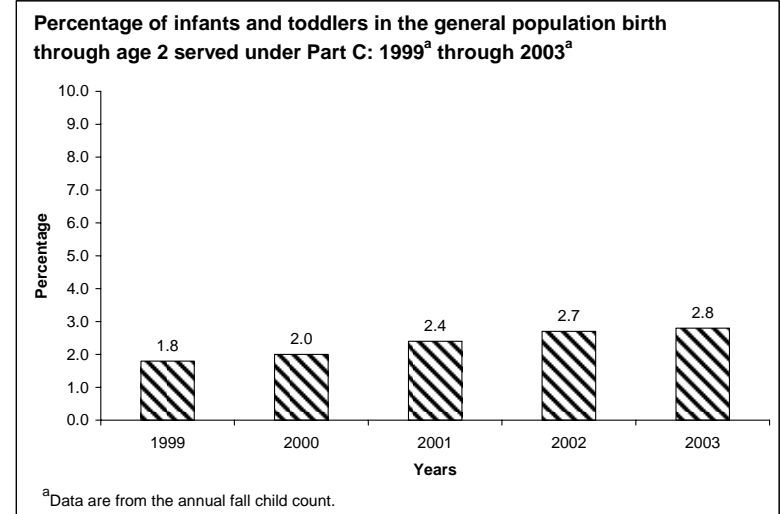
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Maryland

Number of regular school districts ¹	24
Total public school enrollment ²	869,113
Per-pupil expenditures ³	\$9,153
Percentage of population in urban areas ⁴	86.1
Percentage of children under age 18 below poverty level ⁵	10.7

Special Education⁶

	Maryland ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	47	46	49	51	55	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	57	56	60	57	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	33	36	31	32	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

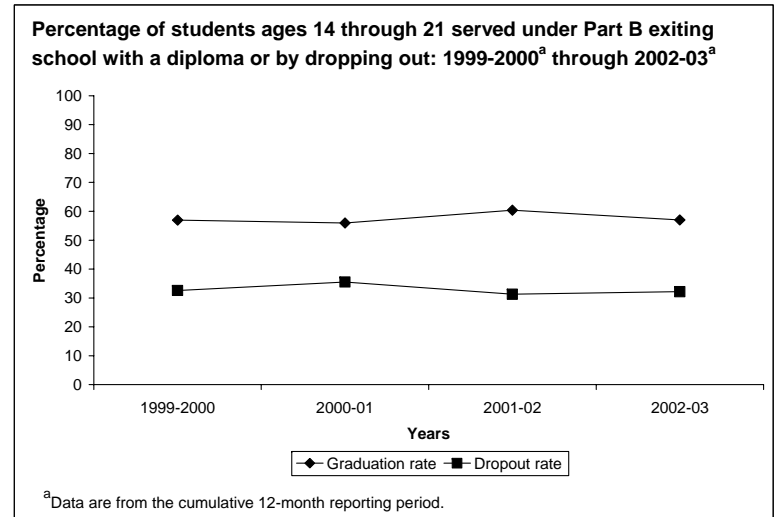
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Maryland (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Maryland State Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

5,774

	Maryland ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	64	73	76	79	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.0	2.3	2.3	2.5	2.6	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

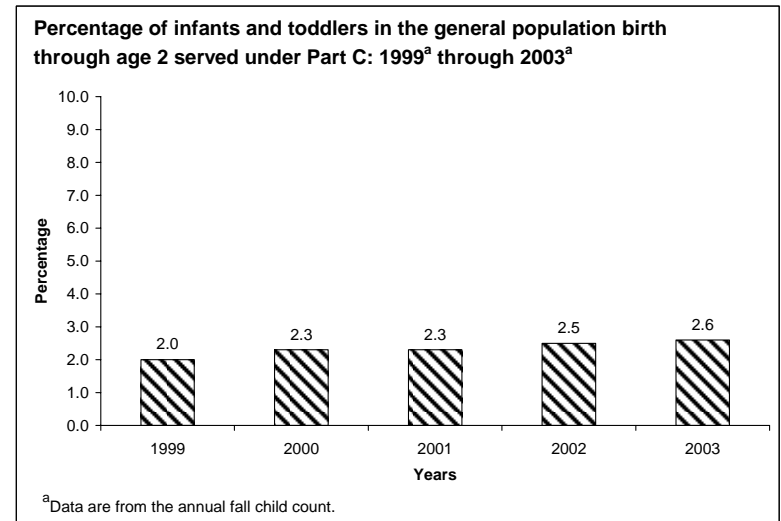
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Massachusetts

Number of regular school districts ¹	350
Total public school enrollment ²	980,459
Per-pupil expenditures ³	\$10,460
Percentage of population in urban areas ⁴	91.4
Percentage of children under age 18 below poverty level ⁵	11.5

Special Education⁶

	Massachusetts ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	14	18	12	12	35	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	60	59	58	56	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	38	38	39	42	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

^bMassachusetts did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

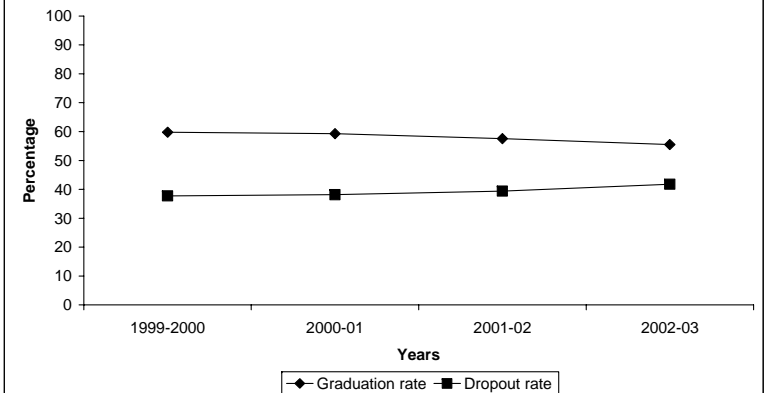
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Massachusetts (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Massachusetts Department of Public Health

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

14,407

Part C	Massachusetts ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	100	100	93	98	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	4.7	5.1	5.5	5.8	5.9	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

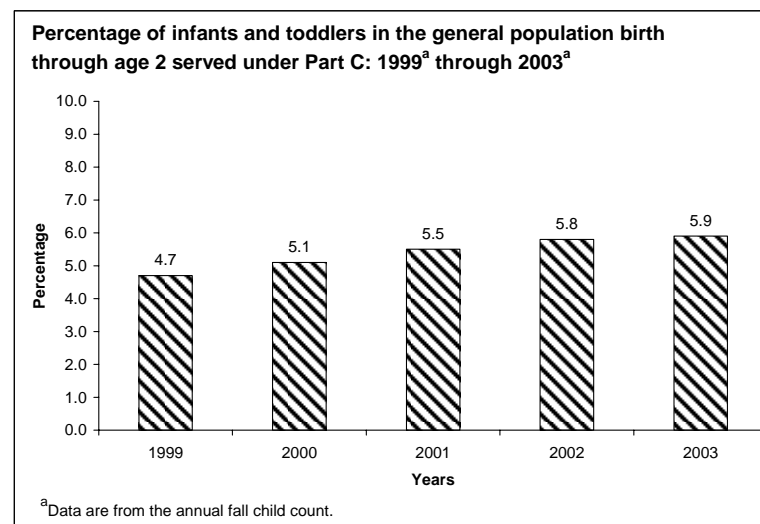
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Michigan

Number of regular school districts ¹	553
Total public school enrollment ²	1,757,604
Per-pupil expenditures ³	\$8,781
Percentage of population in urban areas ⁴	74.7
Percentage of children under age 18 below poverty level ⁵	13.7

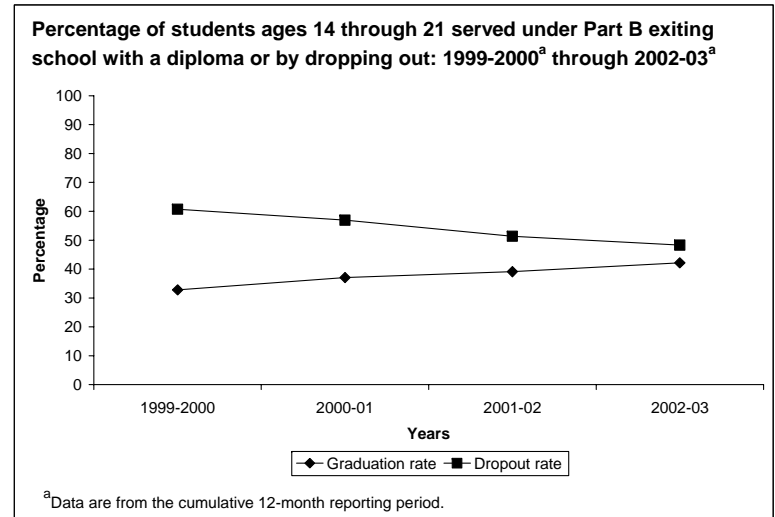
Special Education⁶

	Michigan					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	45	44	44	44	44	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	33	37	39	42	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	61	57	51	48	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages
 NA Data not available at the time this report was produced.

Sources:

- ¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.
- ²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.
- ³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- ⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- ⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).
- ⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Michigan (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Michigan Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

8,210

	Michigan ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	73	77	77	77	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.7	1.8	1.8	1.9	2.1	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

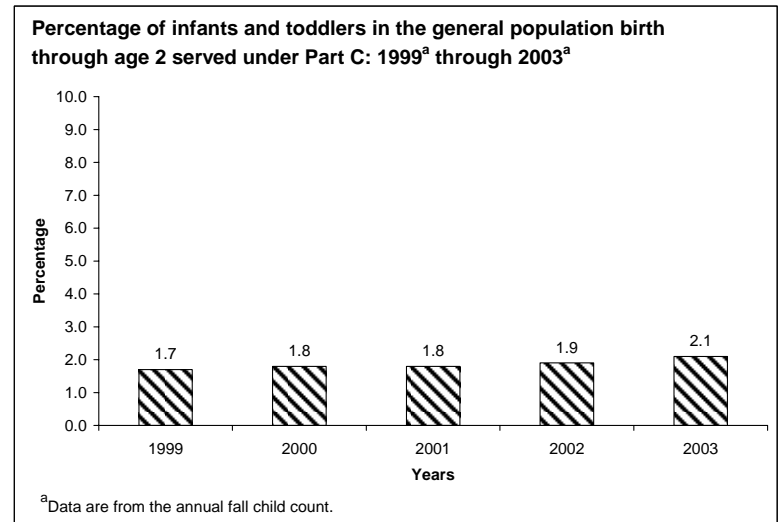
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Minnesota

Number of regular school districts ¹	348
Total public school enrollment ²	842,854
Per-pupil expenditures ³	\$8,109
Percentage of population in urban areas ⁴	70.9
Percentage of children under age 18 below poverty level ⁵	8.7

Special Education⁶

	Minnesota ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	64	64	63	62	61	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	49	48	52	69	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	51	51	47	30	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

^bMinnesota did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

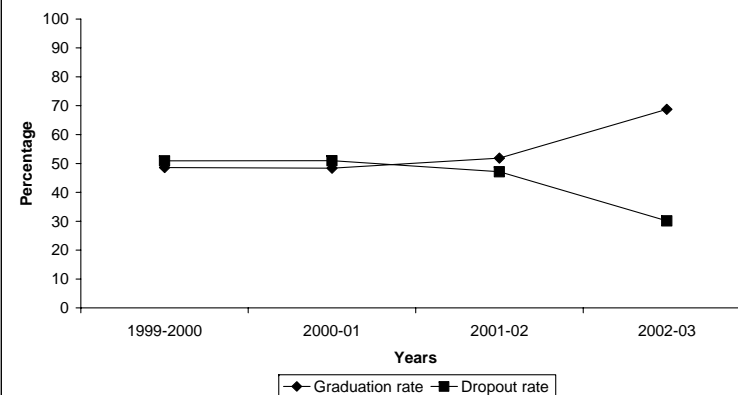
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Minnesota (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Minnesota Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,502

	Minnesota ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	83	82	84	85	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.5	1.5	1.6	1.7	1.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

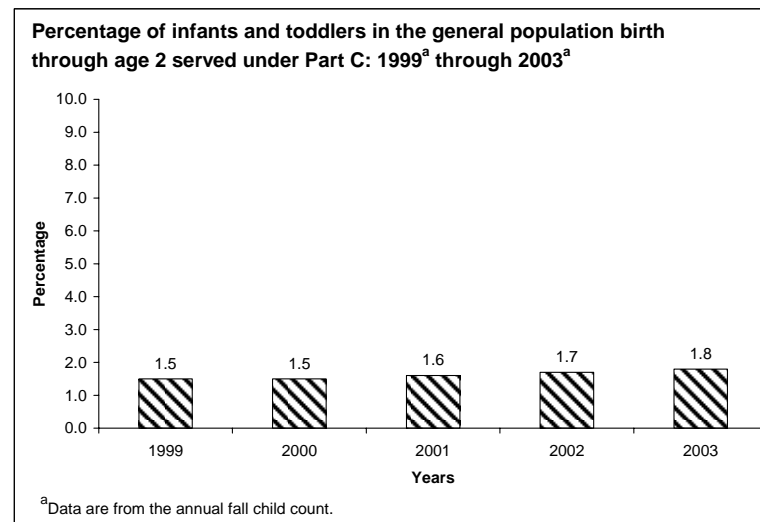
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Mississippi

Number of regular school districts ¹	152
Total public school enrollment ²	493,540
Per-pupil expenditures ³	\$5,792
Percentage of population in urban areas ⁴	48.8
Percentage of children under age 18 below poverty level ⁵	24.9

Special Education⁶

	Mississippi ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	48	47	50	44	53	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	21	22	24	21	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	33	35	32	37	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

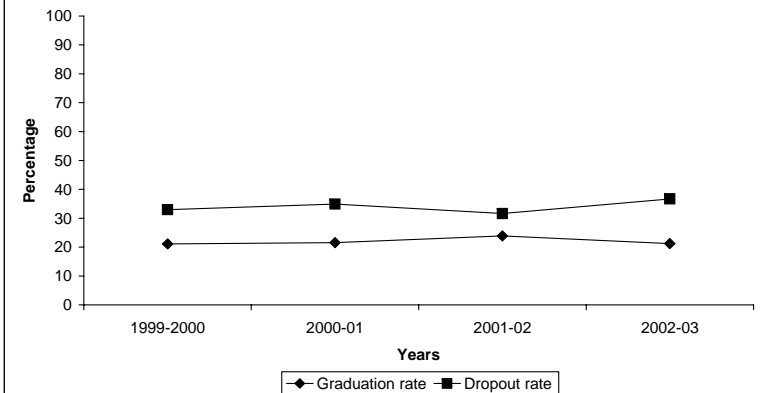
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Mississippi (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Mississippi State Department of Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,975

	Mississippi ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	57	57	57	67	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	2.0	1.6	1.5	1.5	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

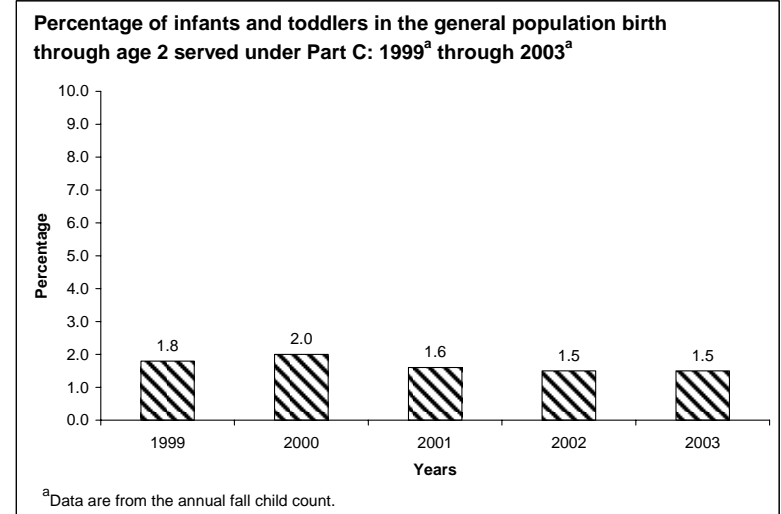
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Missouri

Number of regular school districts ¹	524
Total public school enrollment ²	905,941
Per-pupil expenditures ³	\$7,349
Percentage of population in urban areas ⁴	69.4
Percentage of children under age 18 below poverty level ⁵	14.8

Special Education⁶

	Missouri ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	52	53	54	56	57	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	50	58	61	66	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	37	35	30	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

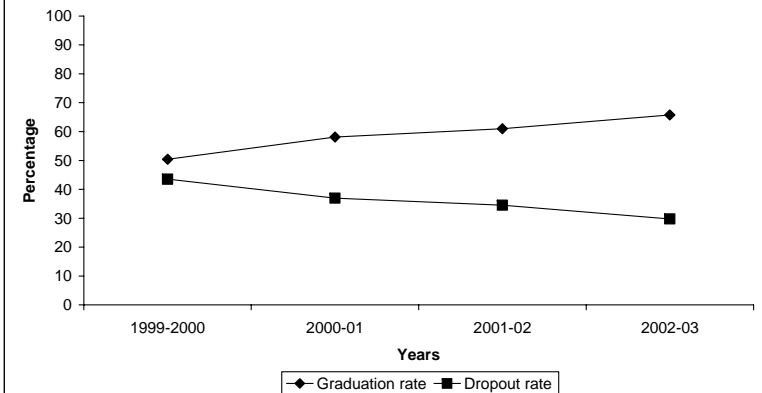
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Missouri (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Missouri Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,423

Part C	Missouri ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	81	87	92	85	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.2	1.4	1.3	1.3	1.5	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

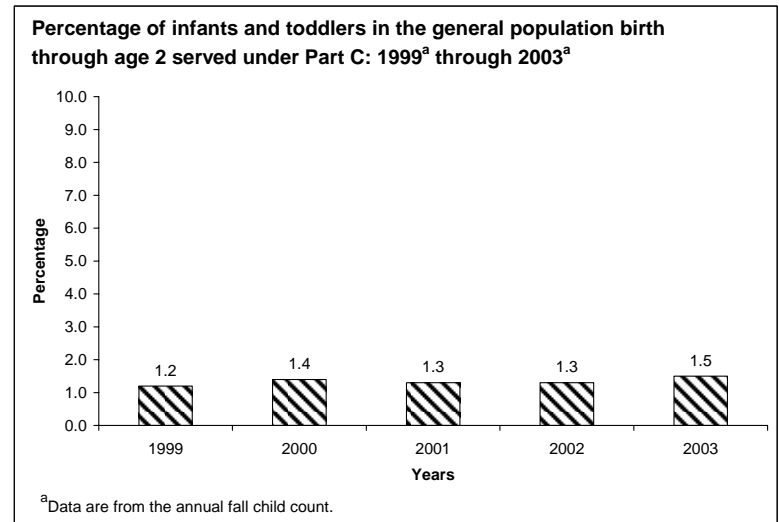
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Montana

Number of regular school districts ¹	438
Total public school enrollment ²	148,356
Per-pupil expenditures ³	\$7,496
Percentage of population in urban areas ⁴	54.1
Percentage of children under age 18 below poverty level ⁵	18.8

Special Education⁶

	Montana					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	55	55	56	55	54	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	52	63	66	64	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	35	32	33	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

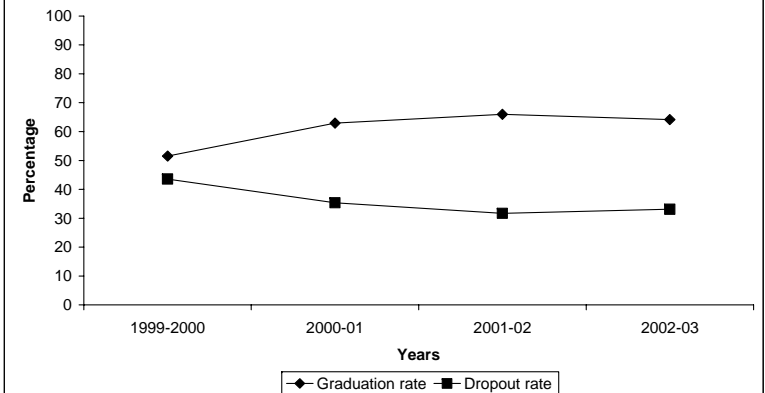
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Montana (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Montana Department of Public Health and Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

628

Part C	Montana ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	97	96	95	95	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.9	1.8	1.9	1.8	1.9	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

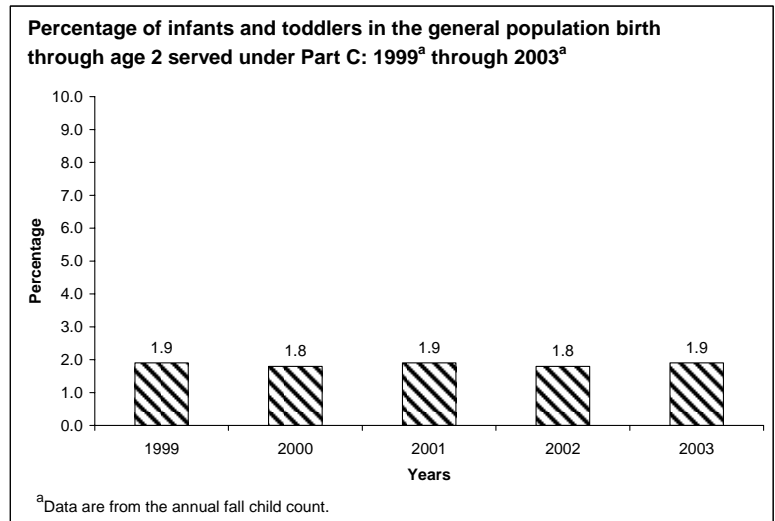
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Nebraska

Number of regular school districts ¹	518
Total public school enrollment ²	285,542
Per-pupil expenditures ³	\$8,074
Percentage of population in urban areas ⁴	69.8
Percentage of children under age 18 below poverty level ⁵	11.9

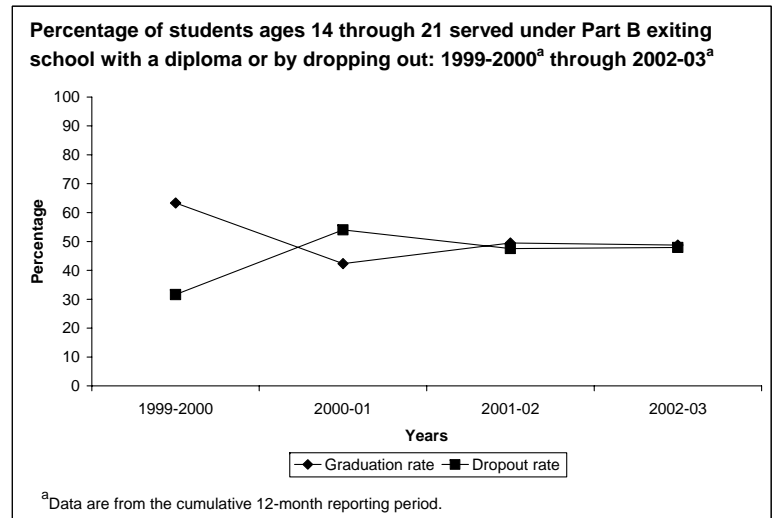
Special Education⁶

	Nebraska					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	56	59	67	58	58	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	63	42	49	49	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	32	54	48	48	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages
 NA Data not available at the time this report was produced.

Sources:

- ¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.
- ²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.
- ³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- ⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- ⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).
- ⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Nebraska (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Nebraska Department of Education and Nebraska Department of Health and Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,260

Part C	Nebraska					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	80	79	84	82	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.7	1.6	1.6	1.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^bSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

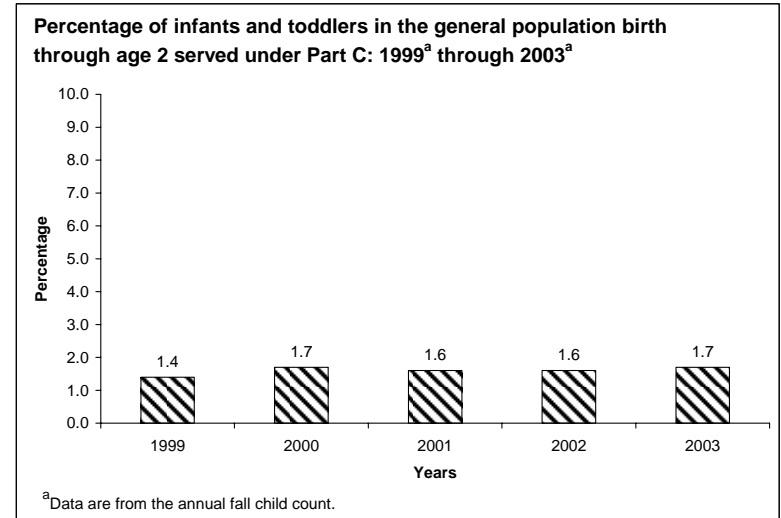
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Nevada

Number of regular school districts ¹	17
Total public school enrollment ²	385,401
Per-pupil expenditures ³	\$6,092
Percentage of population in urban areas ⁴	91.5
Percentage of children under age 18 below poverty level ⁵	13.6

Special Education⁶

	Nevada ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	50	51	51	50	50	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	22	22	24	20	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	46	46	42	31	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

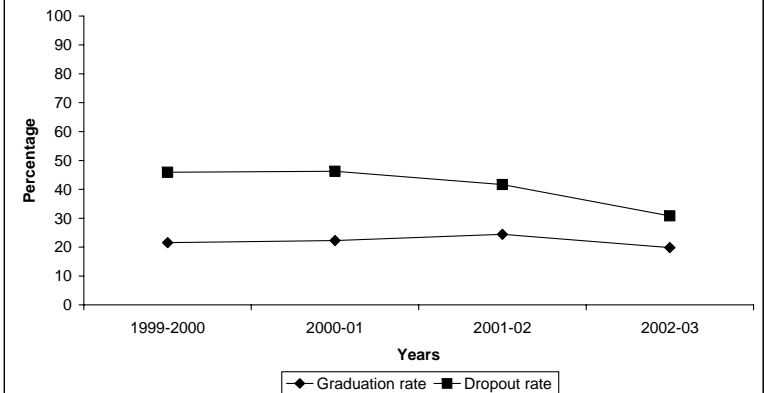
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Nevada (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Nevada Department of Human Resources/Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

930

Part C	Nevada ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	42	49	69	83	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.2	1.1	0.9	0.9	0.9	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

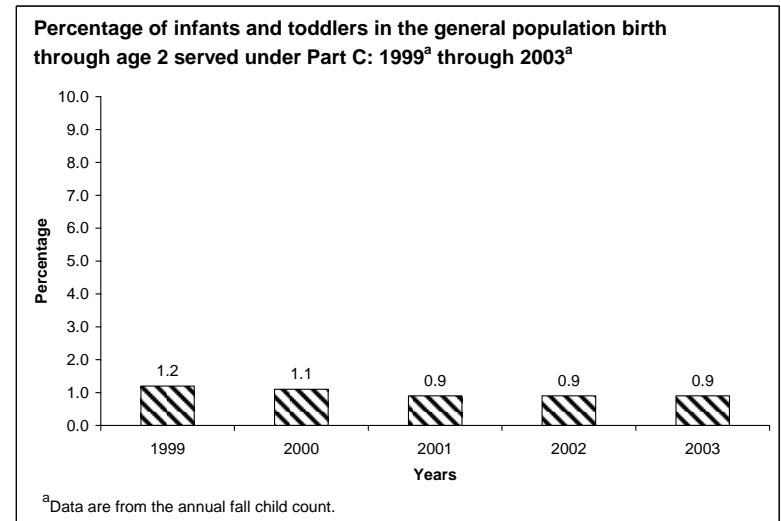
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



New Hampshire

Number of regular school districts ¹	178
Total public school enrollment ²	207,417
Per-pupil expenditures ³	\$8,579
Percentage of population in urban areas ⁴	59.3
Percentage of children under age 18 below poverty level ⁵	6.9

Special Education⁶

	New Hampshire					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	74	74	75	75	75	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	51	49	50	51	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	45	48	48	48	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

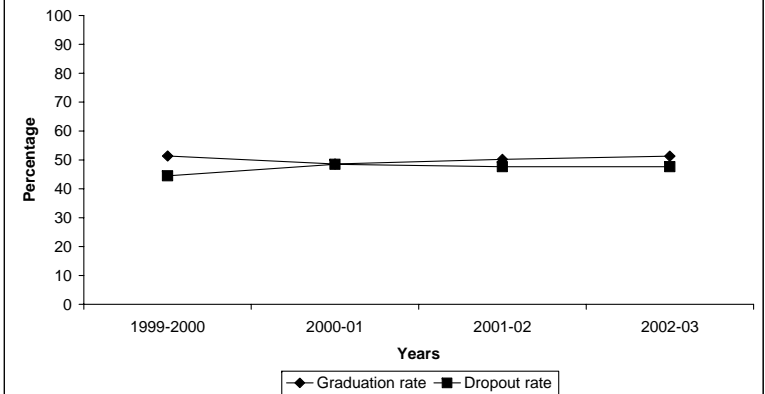
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

New Hampshire (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

New Hampshire Department of Health and Human Services

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

1,146

	New Hampshire ^a					50 states and DC		Range of state percentages		Median [†] state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	99	99	99	100	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.8	2.7	2.8	2.6	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

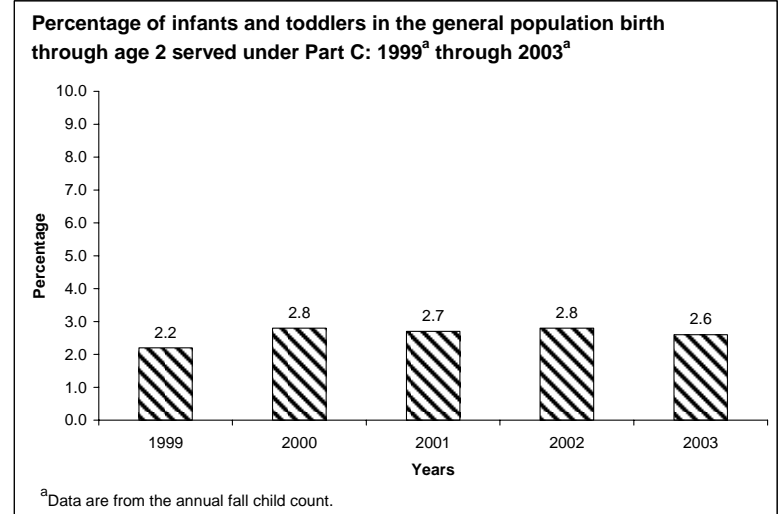
[†] Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



New Jersey

Number of regular school districts ¹	598
Total public school enrollment ²	1,380,753
Per-pupil expenditures ³	\$12,568
Percentage of population in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	10.5

Special Education⁶

	New Jersey ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	45	44	44	45	46	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	66	71	69	72	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	31	27	29	25	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

^bNew Jersey did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

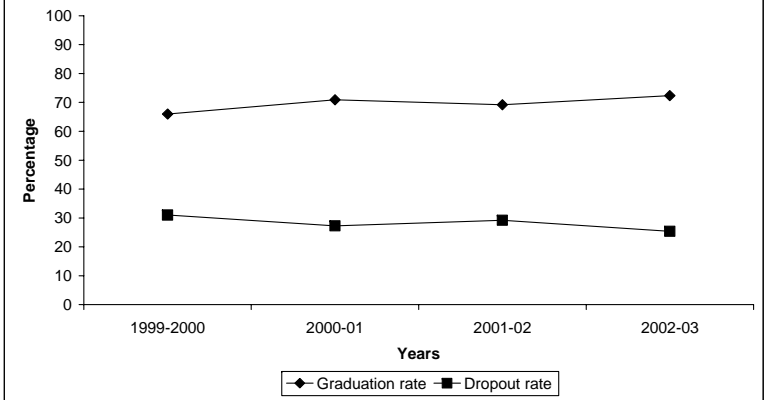
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

New Jersey (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

New Jersey Department of Health and Senior Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

8,091

	New Jersey ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	95	96	98	98	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.6	1.9	2.1	2.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

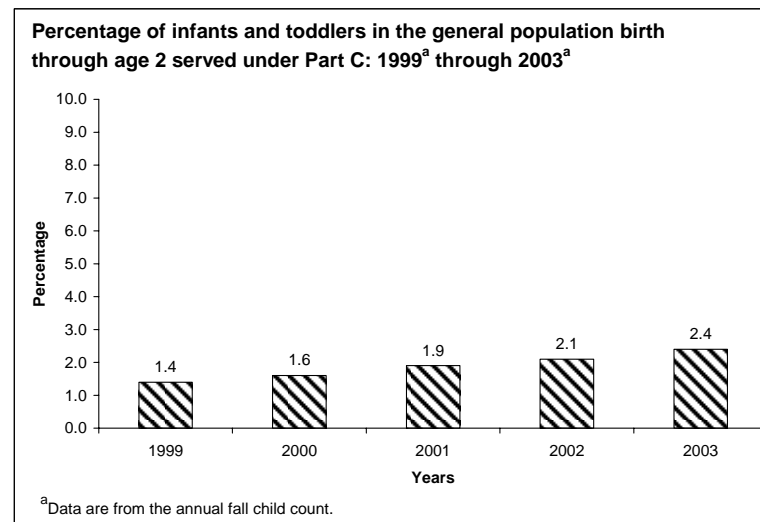
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



New Mexico

Number of regular school districts ¹	89
Total public school enrollment ²	323,066
Per-pupil expenditures ³	\$7,125
Percentage of population in urban areas ⁴	75.0
Percentage of children under age 18 below poverty level ⁵	25.5

Special Education⁶

	New Mexico ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	29	33	34	38	41	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	40	46	46	54	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	58	51	52	26	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

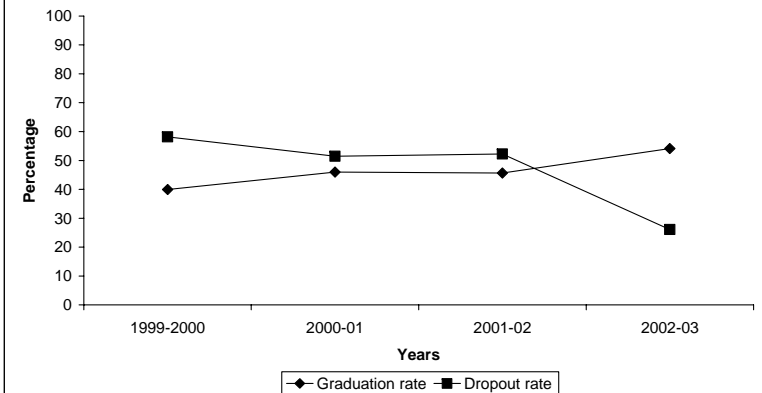
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

New Mexico (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

New Mexico Department of Health

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

2,327

	New Mexico ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	61	66	73	85	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	2.2	2.4	2.6	2.9	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

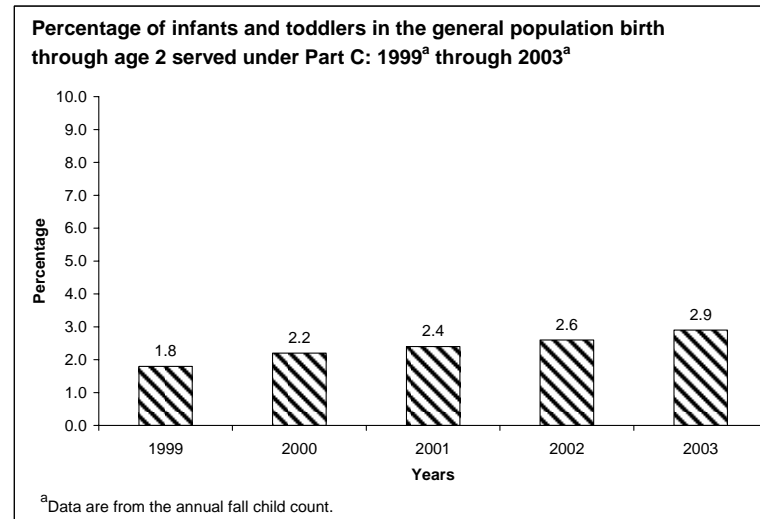
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



New York

Number of regular school districts ¹	726
Total public school enrollment ²	2,864,775
Per-pupil expenditures ³	\$11,961
Percentage of population in urban areas ⁴	87.5
Percentage of children under age 18 below poverty level ⁵	19.1

Special Education⁶

	New York					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	48	50	51	52	53	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	38	37	40	43	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	42	43	40	36	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

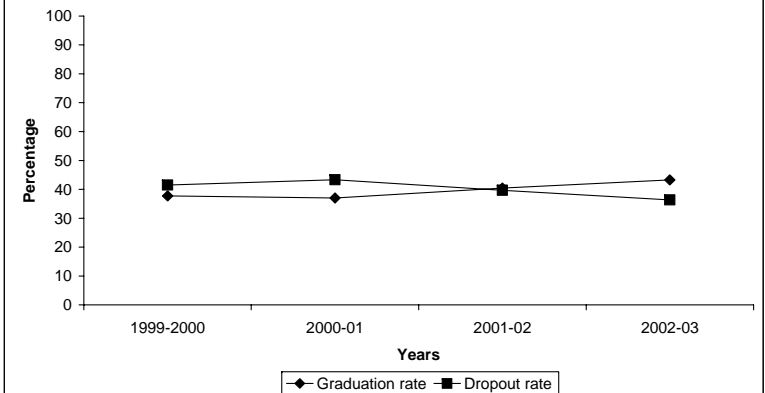
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

New York (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

New York Department of Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

33,026

	New York ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	76	77	81	84	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	3.2	3.7	4.1	4.9	4.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

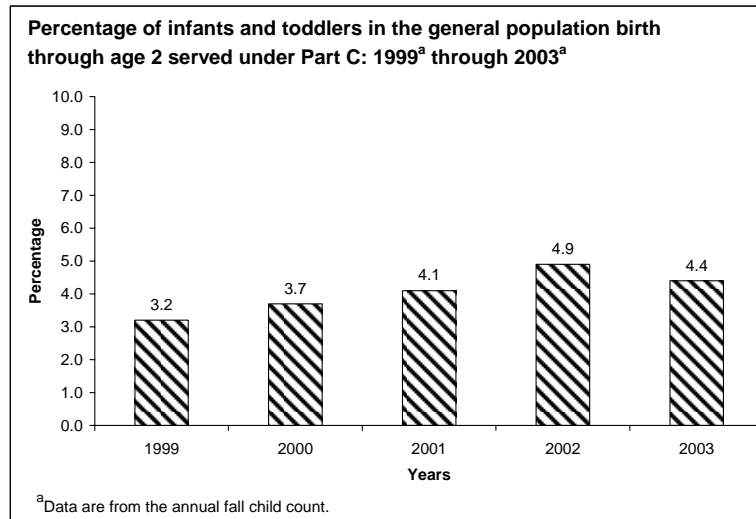
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



North Carolina

Number of regular school districts ¹	117
Total public school enrollment ²	1,360,209
Per-pupil expenditures ³	\$6,562
Percentage of population in urban areas ⁴	60.2
Percentage of children under age 18 below poverty level ⁵	16.5

Special Education⁶

	North Carolina ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	58	58	59	59	60	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	35	34	40	42	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	46	47	43	40	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

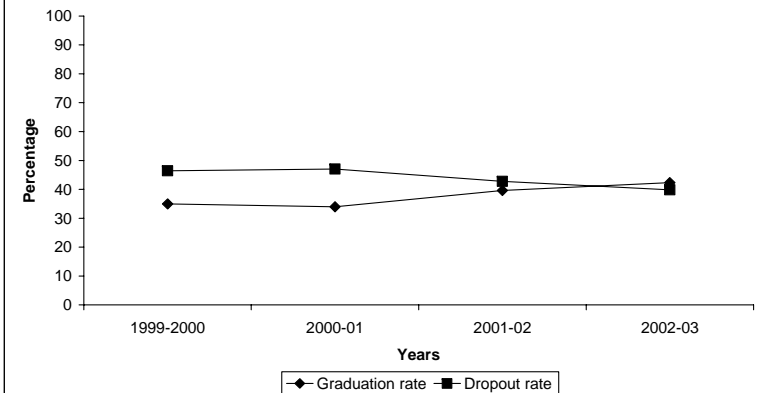
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

North Carolina (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

North Carolina Department of Health and Human Services

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

5,957

	North Carolina ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	95	93	91	94	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.3	1.3	1.6	1.7	1.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

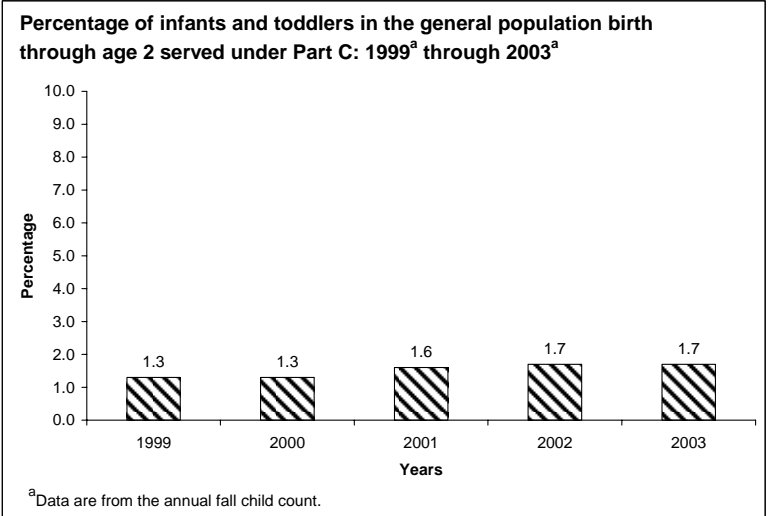
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



North Dakota

Number of regular school districts ¹	213
Total public school enrollment ²	102,233
Per-pupil expenditures ³	\$6,870
Percentage of population in urban areas ⁴	55.9
Percentage of children under age 18 below poverty level ⁵	13.1

Special Education⁶

	North Dakota					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	80	79	79	78	78	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	63	63	66	62	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	35	33	31	35	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages
 NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

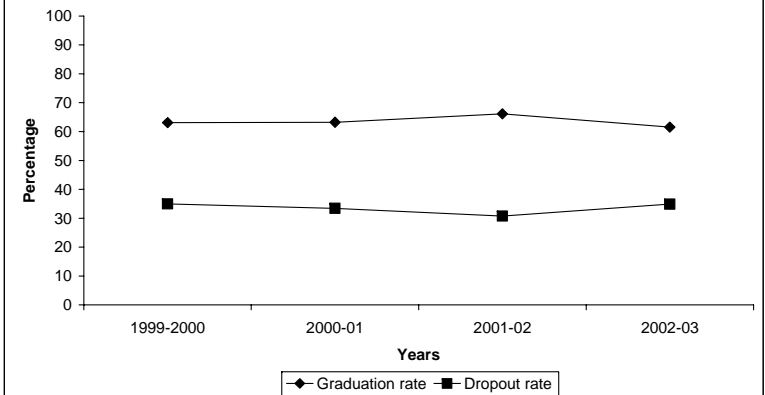
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

North Dakota (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

North Dakota Department of Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

476

Part C	North Dakota					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	94	99	91	97	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.6	1.7	1.9	2.1	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^bSettings typical for children without disabilities include children reported in OSEP's early intervention settings categories: *home* and *programs for typically developing children*.

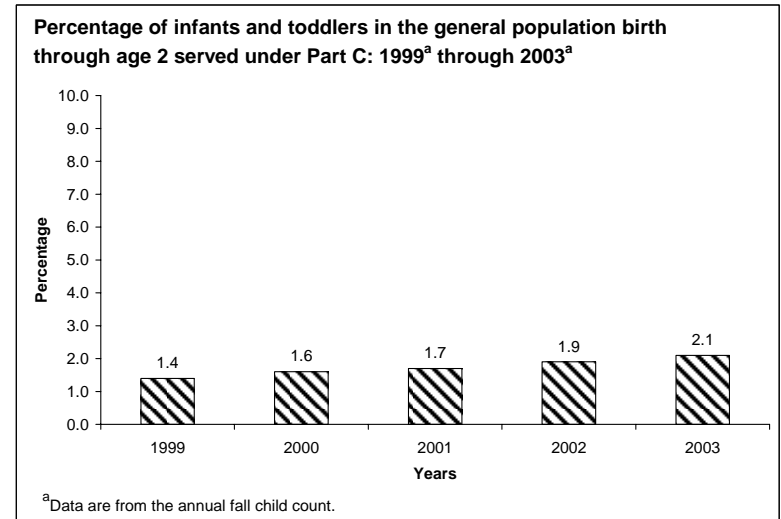
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Ohio

Number of regular school districts ¹	613
Total public school enrollment ²	1,845,428
Per-pupil expenditures ³	\$8,632
Percentage of population in urban areas ⁴	77.4
Percentage of children under age 18 below poverty level ⁵	14.1

Special Education⁶

	Ohio ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	65	41	41	42	46	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	66	69	80	80	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	25	22	18	19	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

^bOhio did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

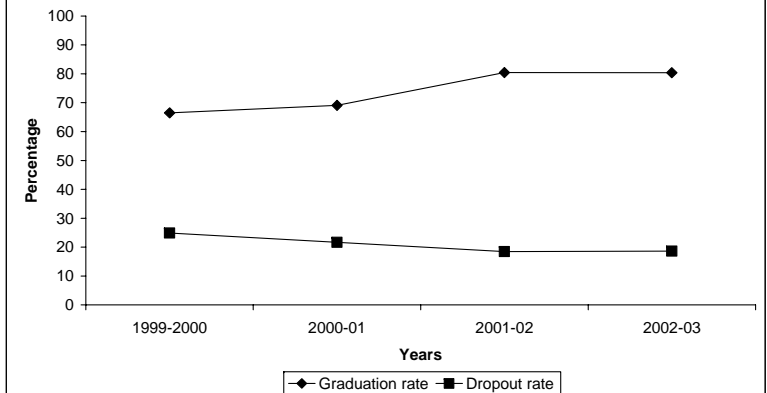
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Ohio (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Ohio Department of Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

8,104

Part C	Ohio ^a					50 states and DC		Range of state percentages		Median [†] state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	54	57	64	64	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	1.8	1.7	1.6	1.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP's early intervention settings categories: *home* and *programs for typically developing children*.

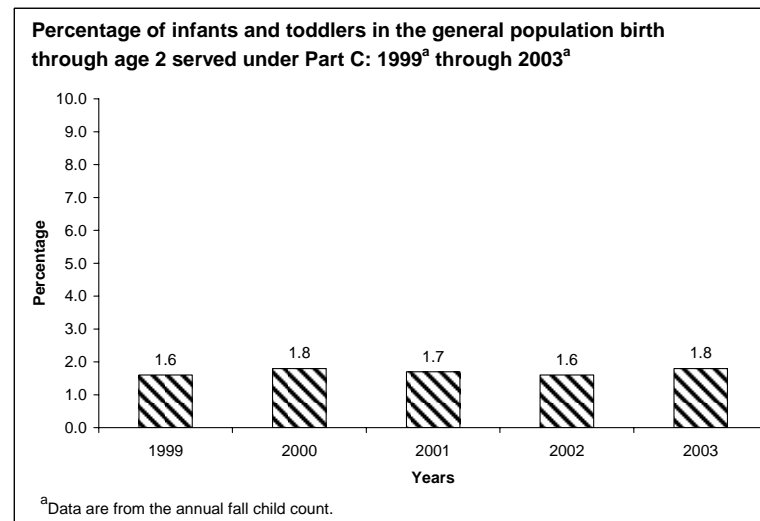
[†] Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Oklahoma

Number of regular school districts ¹	541
Total public school enrollment ²	626,160
Per-pupil expenditures ³	\$6,092
Percentage of population in urban areas ⁴	65.3
Percentage of children under age 18 below poverty level ⁵	20.0

Special Education⁶

	Oklahoma					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	47	47	47	47	47	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^a	62	58	63	65	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	38	41	36	35	NA	42	34	17-61	12-70	43	35

^aOklahoma did not report any students receiving a certificate of completion.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

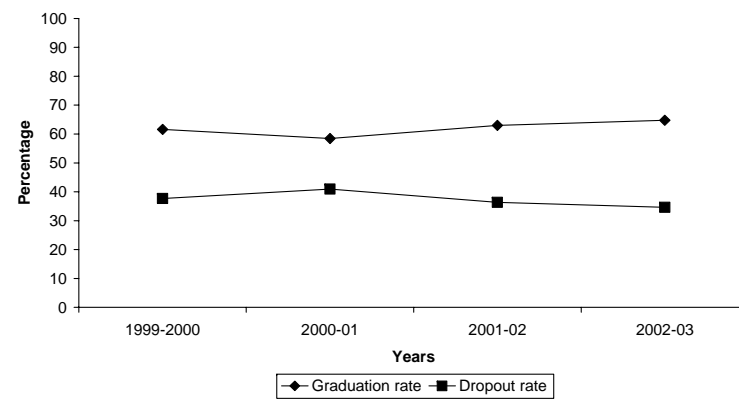
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Oklahoma (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Oklahoma State Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,348

	Oklahoma ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	98	93	93	95	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	1.7	1.8	2.0	2.2	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

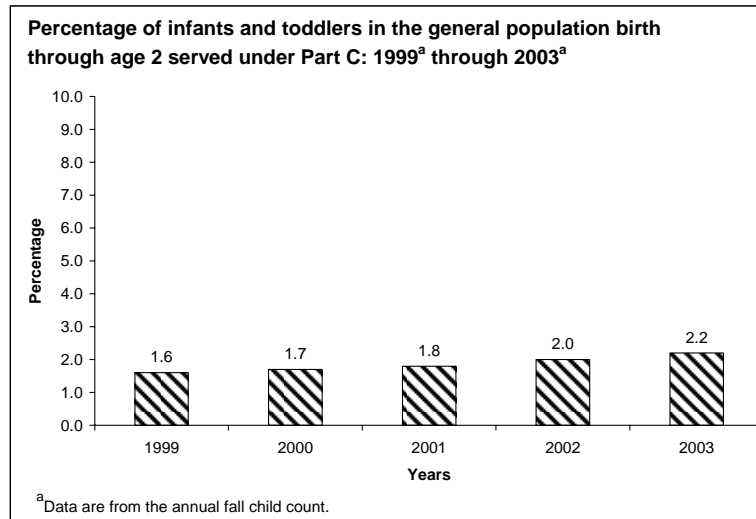
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Oregon

Number of regular school districts ¹	199
Total public school enrollment ²	551,273
Per-pupil expenditures ³	\$7,491
Percentage of population in urban areas ⁴	78.7
Percentage of children under age 18 below poverty level ⁵	15.1

Special Education⁶

	Oregon ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	74	72	71	71	72	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	33	33	40	41	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	56	55	47	42	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

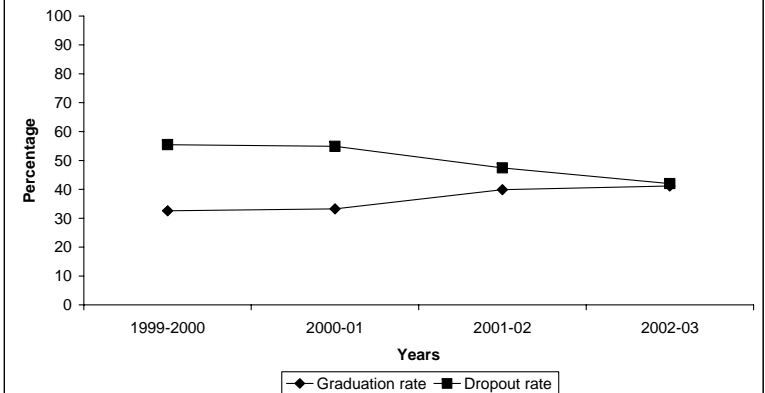
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Oregon (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Oregon Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,838

	Oregon ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	57	58	64	48	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.3	1.4	1.4	1.4	1.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

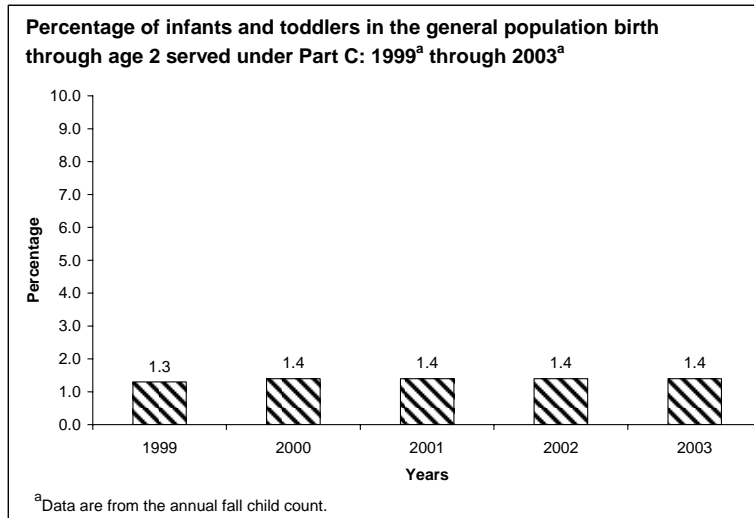
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Pennsylvania

Number of regular school districts ¹	501
Total public school enrollment ²	1,821,146
Per-pupil expenditures ³	\$8,997
Percentage of population in urban areas ⁴	77.1
Percentage of children under age 18 below poverty level ⁵	13.1

Special Education⁶

	Pennsylvania ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	36	41	43	44	43	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	61	59	70	74	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	37	40	28	25	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

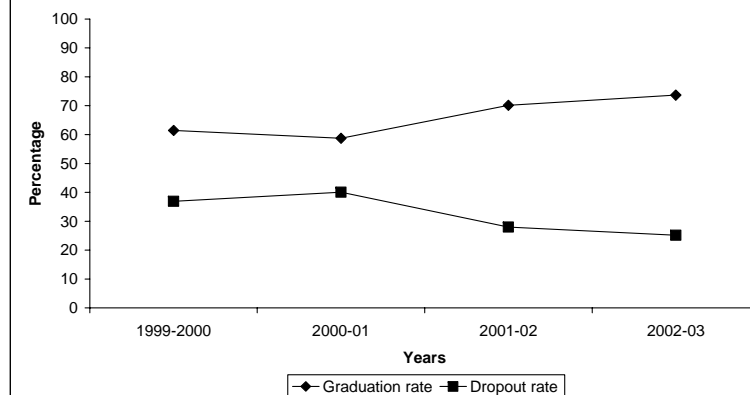
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Pennsylvania (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Pennsylvania Department of Public Welfare

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

12,429

	Pennsylvania ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	82	97	96	99	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.9	2.2	2.4	2.7	2.9	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

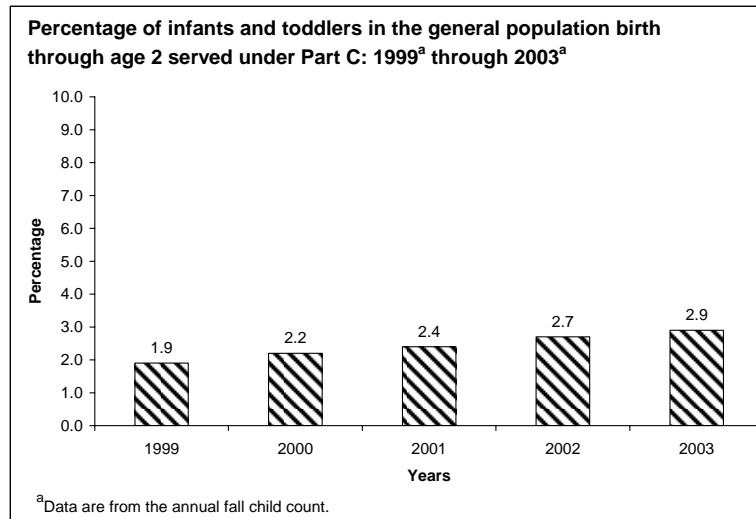
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Rhode Island

Number of regular school districts ¹	38
Total public school enrollment ²	159,375
Per-pupil expenditures ³	\$10,349
Percentage of population in urban areas ⁴	90.9
Percentage of children under age 18 below poverty level ⁵	15.0

Special Education⁶

	Rhode Island ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	48	46	44	43	66	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	66	65	64	70	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	29	29	28	26	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

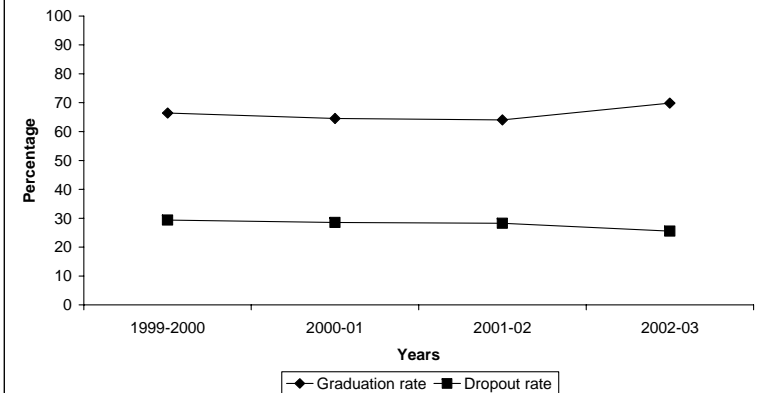
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Rhode Island (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Rhode Island Department of Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,282

	Rhode Island ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	64	70	84	87	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.7	2.5	3.0	3.5	3.5	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

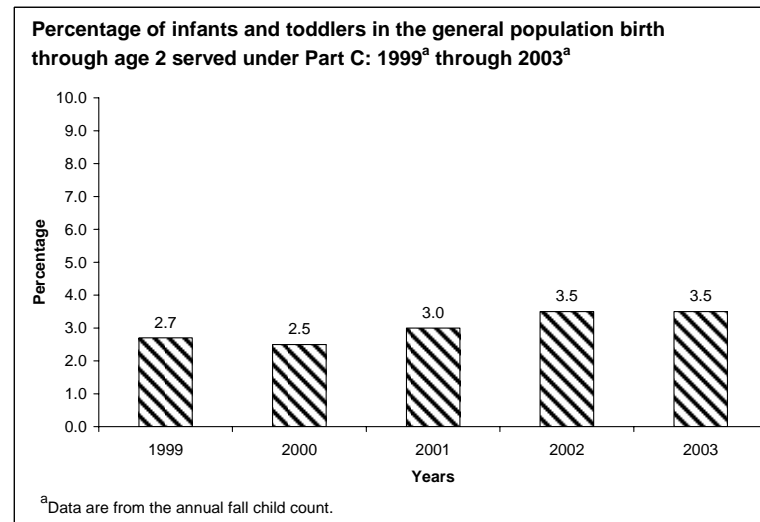
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



South Carolina

Number of regular school districts ¹	89
Total public school enrollment ²	699,198
Per-pupil expenditures ³	\$7,040
Percentage of population in urban areas ⁴	60.5
Percentage of children under age 18 below poverty level ⁵	18.2

Special Education⁶

	South Carolina					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	32	32	39	44	45	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	24	24	24	24	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	49	48	46	46	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

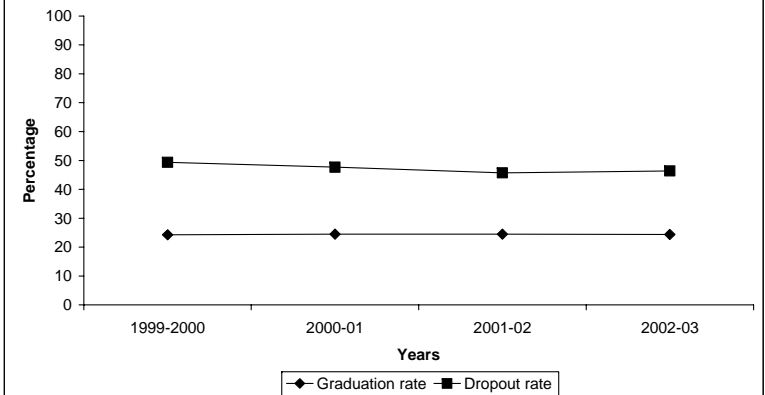
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

South Carolina (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

South Carolina Department of Health and Environmental Control

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,739

Part C	South Carolina					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	68	68	67	67	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.5	1.4	1.3	1.0	1.0	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^bSettings typical for children without disabilities include children reported in OSEP's early intervention settings categories: *home* and *programs for typically developing children*.

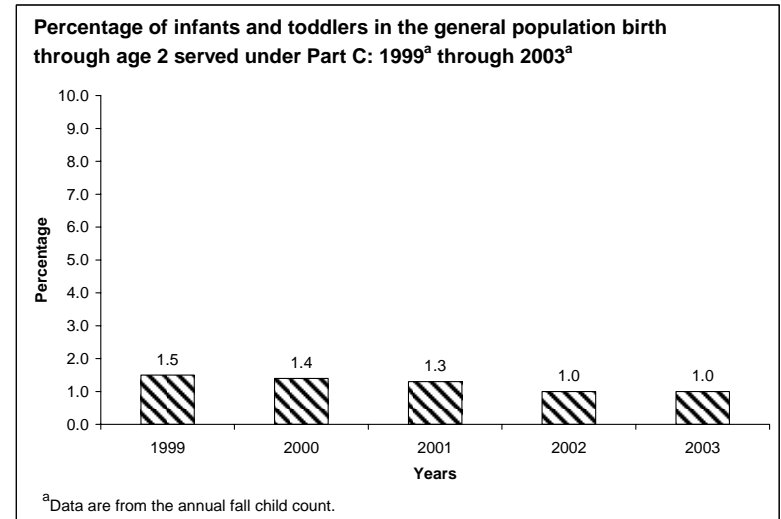
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



South Dakota

Number of regular school districts ¹	172
Total public school enrollment ²	125,537
Per-pupil expenditures ³	\$6,547
Percentage of population in urban areas ⁴	51.9
Percentage of children under age 18 below poverty level ⁵	15.1

Special Education⁶

	South Dakota ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	66	65	64	64	64	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	50	64	67	59	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	45	27	26	32	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

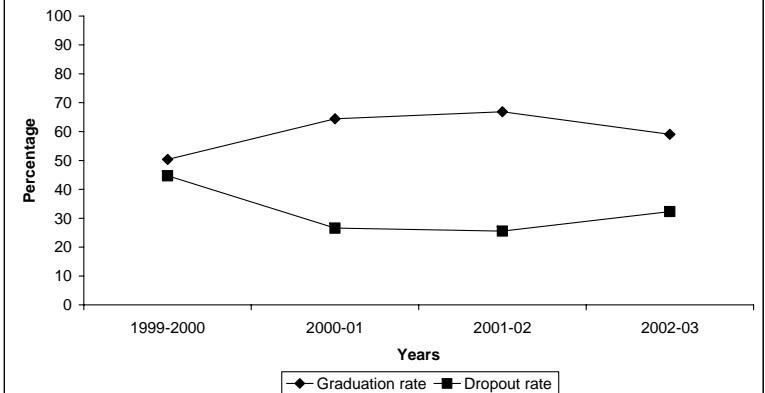
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

South Dakota (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

South Dakota Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

830

	South Dakota ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	91	97	96	96	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.0	2.1	2.1	2.3	2.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

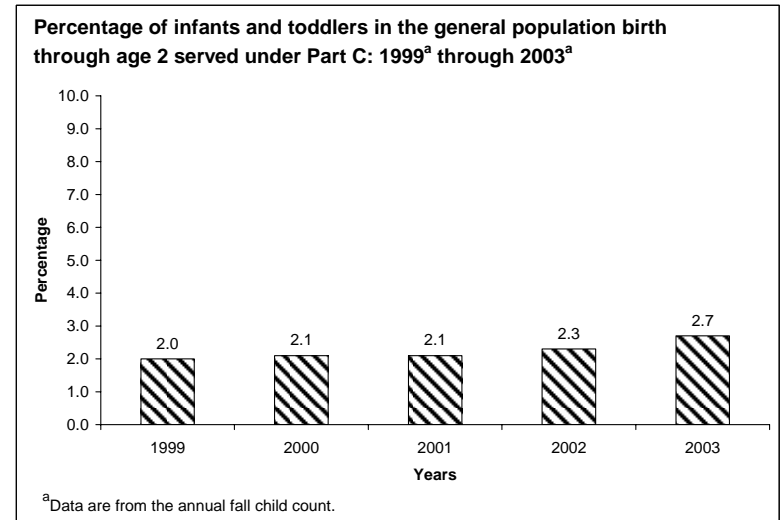
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Tennessee

Number of regular school districts ¹	136
Total public school enrollment ²	936,681
Per-pupil expenditures ³	\$6,118
Percentage of population in urban areas ⁴	63.6
Percentage of children under age 18 below poverty level ⁵	17.8

Special Education⁶

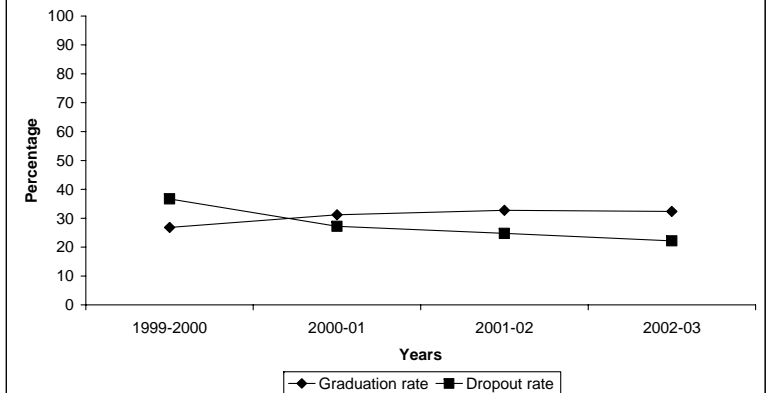
	Tennessee					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	45	45	45	44	44	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	27	31	33	32	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	37	27	25	22	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages
 NA Data not available at the time this report was produced.

Sources:

- ¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.
- ²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.
- ³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- ⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- ⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).
- ⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Tennessee (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Tennessee Department of Education

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

4,215

	Tennessee ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	57	70	70	76	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.7	1.9	2.1	2.4	1.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

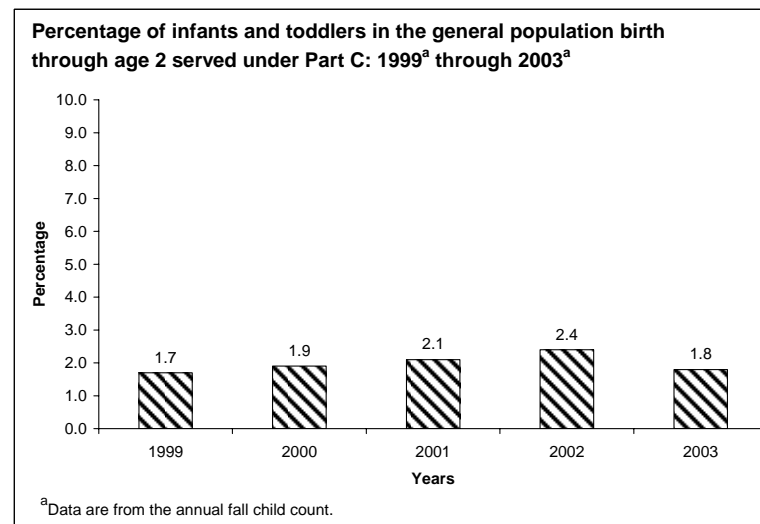
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Texas

Number of regular school districts ¹	1,040
Total public school enrollment ²	4,331,751
Per-pupil expenditures ³	\$7,136
Percentage of population in urban areas ⁴	82.5
Percentage of children under age 18 below poverty level ⁵	20.7

Special Education⁶

	Texas ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	28	29	55	53	53	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	76	69	70	48	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	24	31	30	18	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

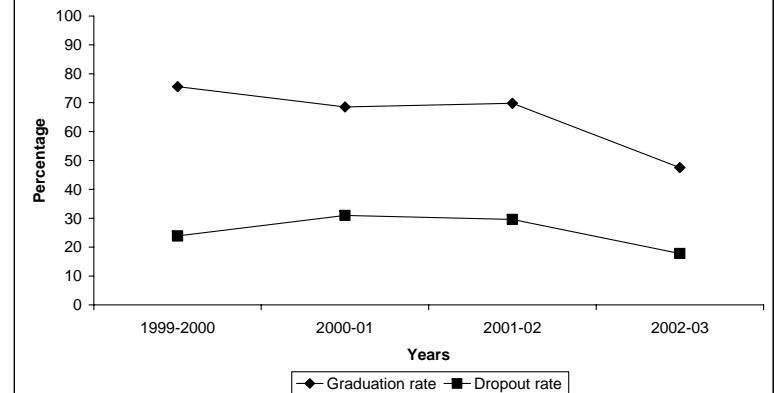
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Texas (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Texas Department of Assistive and Rehabilitative Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

20,235

	Texas ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	98	99	98	99	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.5	1.6	1.7	1.9	1.8	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

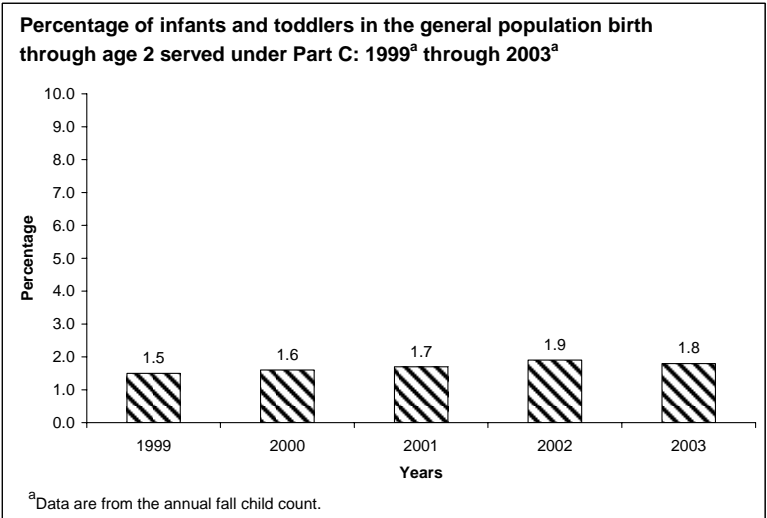
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Utah

Number of regular school districts ¹	40
Total public school enrollment ²	495,981
Per-pupil expenditures ³	\$4,838
Percentage of population in urban areas ⁴	88.2
Percentage of children under age 18 below poverty level ⁵	11.1

Special Education⁶

	Utah					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	44	42	42	41	41	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	50	42	52	58	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	54	39	36	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

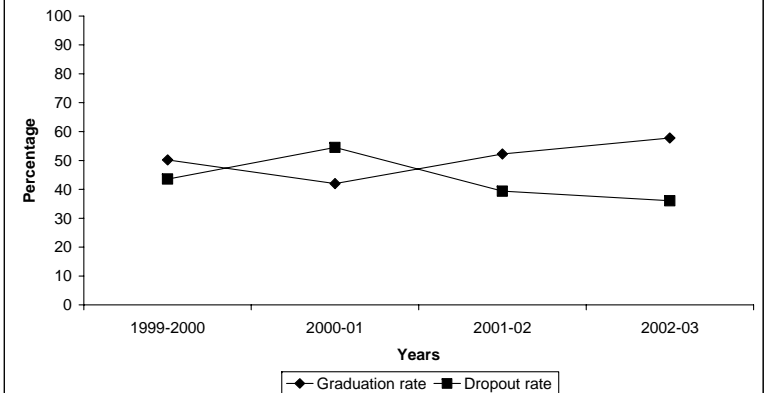
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Utah (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Utah Department of Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,382

Part C	Utah ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	80	78	76	76	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	1.7	1.8	1.8	1.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding child count.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

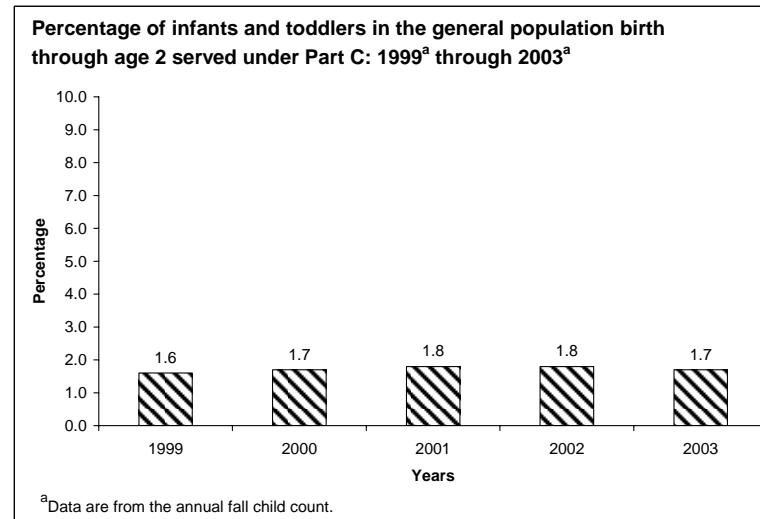
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Vermont

Number of regular school districts ¹	299
Total public school enrollment ²	99,103
Per-pupil expenditures ³	\$10,454
Percentage of population in urban areas ⁴	38.2
Percentage of children under age 18 below poverty level ⁵	11.6

Special Education⁶

	Vermont ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	78	79	77	76	77	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	53	51	56	59	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	43	45	39	37	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

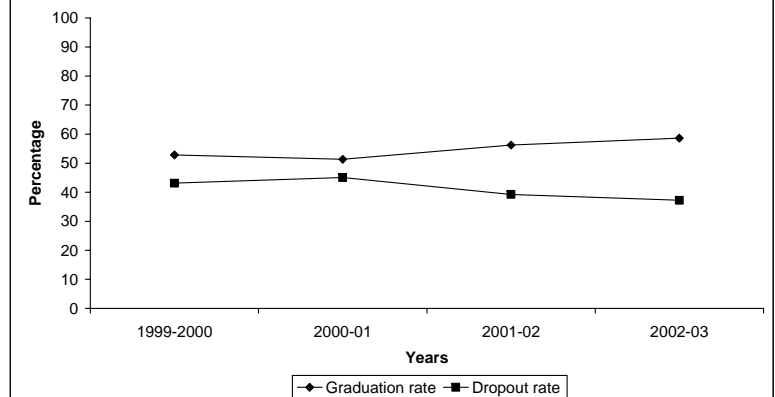
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Vermont (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Vermont Department of Education and Human Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

622

	Vermont ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	98	92	97	90	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.1	2.2	2.5	3.1	3.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

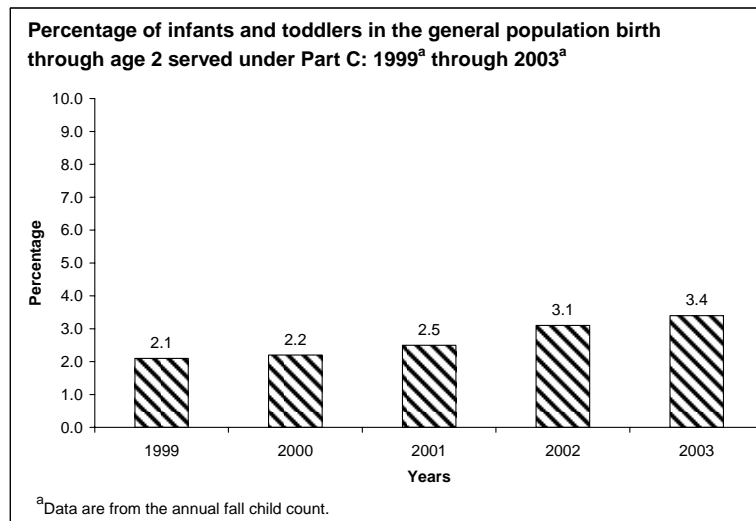
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Virginia

Number of regular school districts ¹	134
Total public school enrollment ²	1,192,092
Per-pupil expenditures ³	\$7,822
Percentage of population in urban areas ⁴	73.0
Percentage of children under age 18 below poverty level ⁵	12.2

Special Education⁶

	Virginia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	38	37	36	36	36	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	49	49	48	44	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	36	32	27	30	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

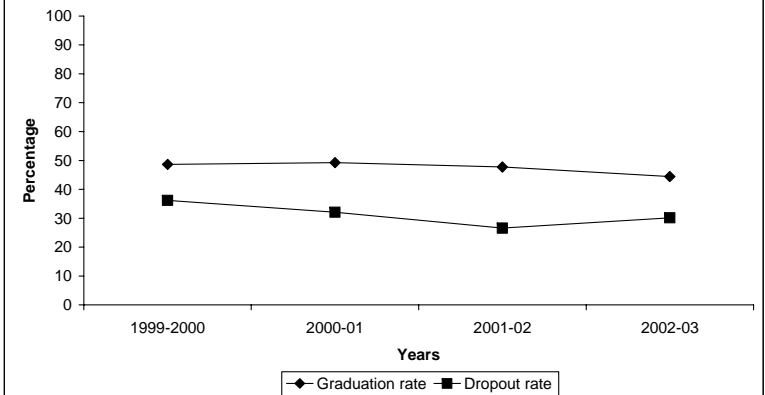
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Virginia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

5,228

Part C	Virginia ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	64	76	84	89	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.1	1.2	1.4	1.4	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

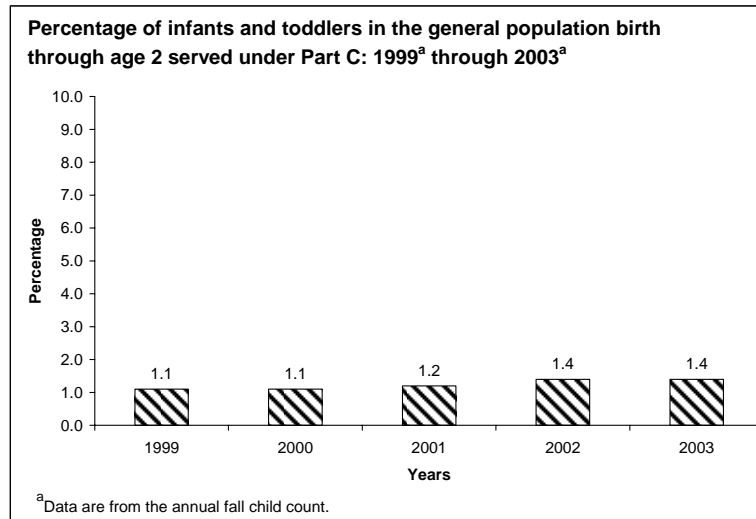
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Washington

Number of regular school districts ¹	296
Total public school enrollment ²	1,021,349
Per-pupil expenditures ³	\$7,252
Percentage of population in urban areas ⁴	82.0
Percentage of children under age 18 below poverty level ⁵	13.2

Special Education⁶

	Washington ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	51	49	48	47	47	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	52	48	52	42	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	41	44	41	52	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding educational environments.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

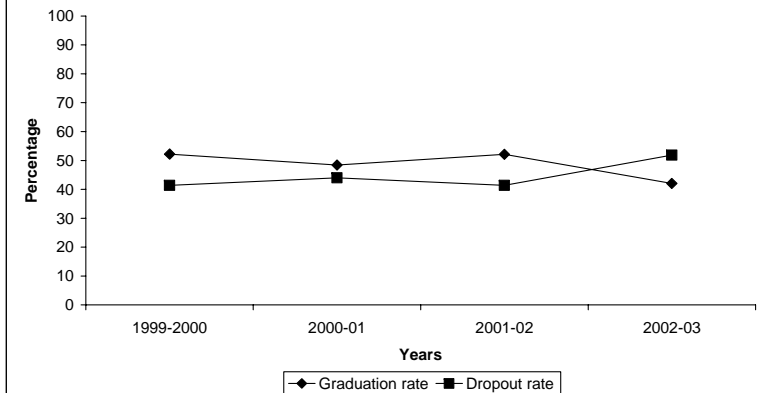
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Washington (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Washington Department of Social and Health Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,627

	Washington ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	35	45	45	75	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.2	1.2	1.3	1.5	1.6	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submissions regarding child count and settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

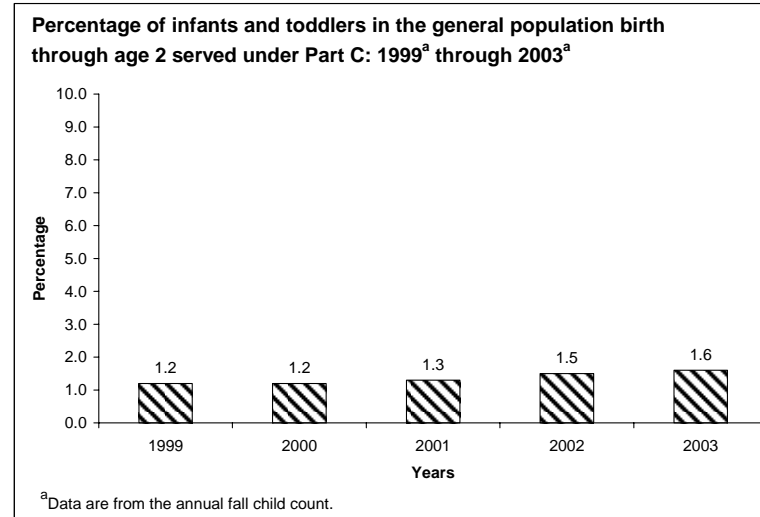
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



West Virginia

Number of regular school districts ¹	55
Total public school enrollment ²	281,215
Per-pupil expenditures ³	\$8,319
Percentage of population in urban areas ⁴	46.1
Percentage of children under age 18 below poverty level ⁵	21.9

Special Education⁶

	West Virginia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	49	49	50	50	51	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	51	49	49	56	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	44	45	46	40	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submission regarding exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

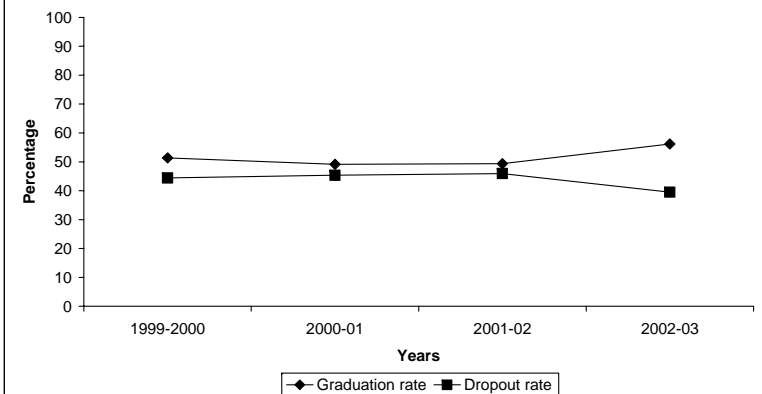
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

West Virginia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

West Virginia Department of Health and Human Resources

Services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

1,667

Part C	West Virginia					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)	1999 (%)	2002/2003 ^a (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	94	97	98	100	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	2.1	2.7	2.7	2.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^bSettings typical for children without disabilities include children reported in OSEP's early intervention settings categories: *home* and *programs for typically developing children*.

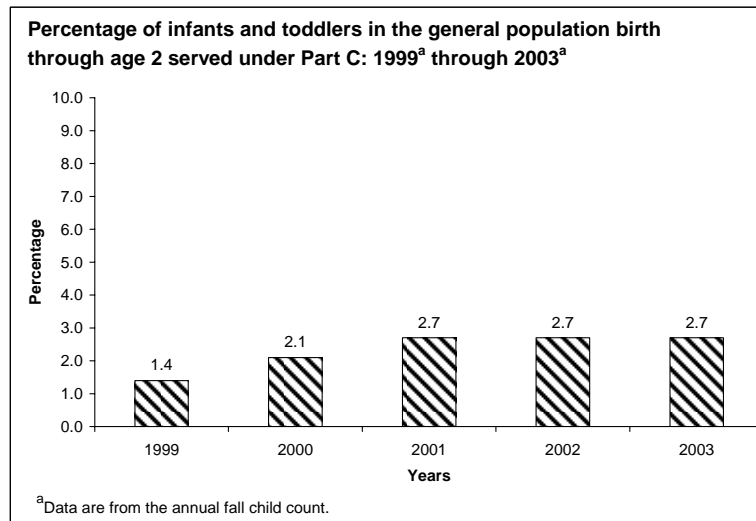
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Wisconsin

Number of regular school districts ¹	437
Total public school enrollment ²	880,031
Per-pupil expenditures ³	\$9,004
Percentage of population in urban areas ⁴	68.3
Percentage of children under age 18 below poverty level ⁵	11.0

Special Education⁶

	Wisconsin ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	41	43	45	45	47	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	59	60	54	59	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	38	37	41	37	NA	42	34	17-61	12-70	43	35

^aPlease see the Data Notes in appendix B for information the state submitted to clarify its data submissions regarding educational environments and exiting.

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2003-04*.

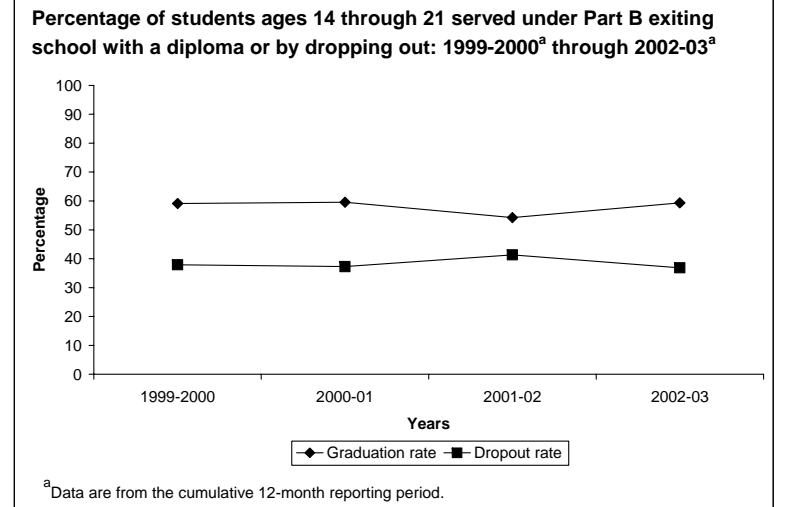
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2003-04*.

³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



Wisconsin (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Wisconsin Department of Health and Family Services

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

5,417

	Wisconsin ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	71	83	91	94	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.3	2.5	2.6	2.6	2.7	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

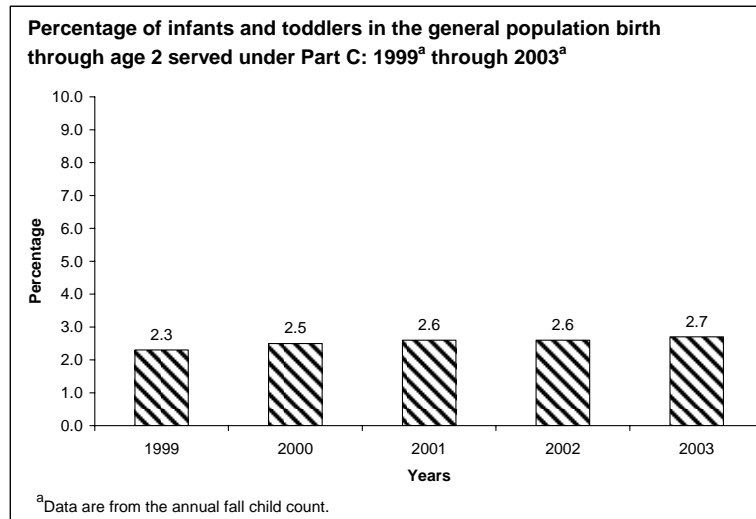
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Wyoming

Number of regular school districts ¹	48
Total public school enrollment ²	87,462
Per-pupil expenditures ³	\$8,985
Percentage of population in urban areas ⁴	65.1
Percentage of children under age 18 below poverty level ⁵	13.9

Special Education⁶

	Wyoming					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)	1999 (%)	2003 (%)
Part B, Ages 6 Through 21											
Percentage of students educated in regular classrooms at least 80 percent of the day	51	52	54	54	54	46	50	14-80	14-78	49	51
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	43	41	42	45	NA	46	52	16-76	16-86	50	56
Percentage of students with disabilities who drop out	53	56	55	51	NA	42	34	17-61	12-70	43	35

† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2003-04.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2003-04.

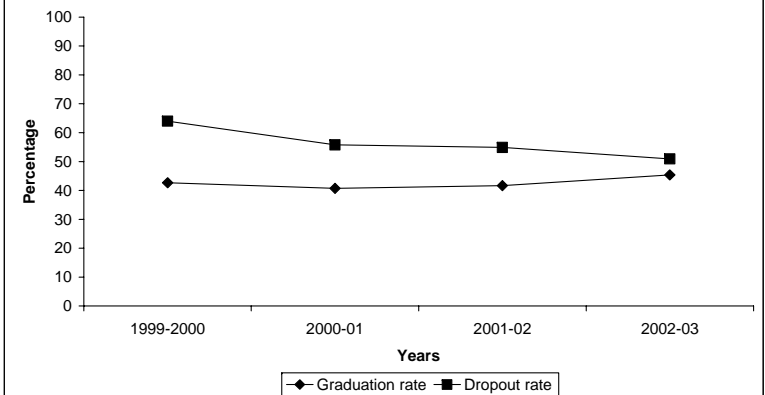
³Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003, <http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2004).

⁶U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1999-2000^a through 2002-03^a



^aData are from the cumulative 12-month reporting period.

Wyoming (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention services²

Wyoming Department of Health

Services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

672

	Wyoming ^a					50 states and DC		Range of state percentages		Median† state percentage	
	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)	1999 (%)	2002/2003 ^b (%)
Part C											
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	89	91	94	95	NA	74	83	31-100	35-100	76	87
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.5	2.9	3.3	3.6	1.8	2.2	1.0-6.5	0.9-7.7	1.7	2.2

^aPlease see the Data Notes in appendix A for information the state submitted to clarify its data submission regarding settings.

^bThe settings data are from the 2002 fall count; the percentage-served data are from the 2003 fall count.

^cSettings typical for children without disabilities include children reported in OSEP’s early intervention settings categories: *home* and *programs for typically developing children*.

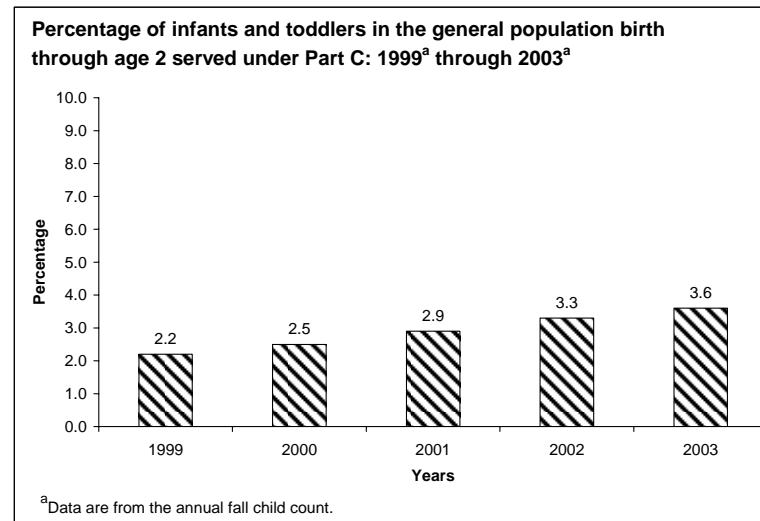
† Median is the middle percentage in a set of ranked percentages

NA Data not available at the time this report was produced.

Sources:

¹U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

²National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2005, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 18, 2005).



Section 3

Rank-Order Tables

Introduction to Rank-Order Tables

On most of these tables, states are ranked on their DIF value. That is, they are ranked according to how different their percentage value is from the percentage value for the nation as a whole.

Some of the tables show state data trends. These tables are ordered by state name. They are not ranked because there is a different value for every year.

Some of the tables include trend data, with states ranked on the percent-change column. Percent change is the percent difference between the current percent value and the percent value in the baseline year. It is measured relative to the size of the baseline year's value.

All of the following tables contain two elements requiring explanation.

- National Baseline row shows the data for the nation as a whole. For this row, the percent value is calculated from the data for all states and outlying areas combined. It is not an average of the state percent values.
- DIF column shows the difference between a state's percent value and the National Baseline percent value.

Note that Section 602 (27) of the 1997 Amendments to *IDEA* (the law under which the data in this report were collected) states, "The term 'State' means each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas." In this annual report to Congress, the term *state* is used for column labels to represent the 50 states, the District of Columbia, the Bureau of Indian Affairs (BIA) schools, Puerto Rico and the outlying areas of American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands. While they are neither states nor U.S. outlying areas, the Marshall Islands, Micronesia and Palau are listed among the rank-order tables because the Monitoring and State Improvement Planning (MSIP) Division of the Office of Special Education Programs (OSEP) uses these tables in its monitoring efforts.

Table 3-1. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school by *graduating with a regular high school diploma*, by state (in descending order of percentage of students graduating with a regular high school diploma): 2002-03^a

State	Number of students receiving diploma	Percent ^b	DIF ^c
Hawaii	1,165	86	34
Ohio	12,343	80	28
Arkansas	2,783	79	27
Pennsylvania	11,828	74	22
New Jersey	10,965	72	20
Rhode Island	1,187	70	18
Minnesota	5,133	69	17
Missouri	5,727	66	14
Oklahoma	3,950	65	13
Idaho	1,116	65	13
Kansas	2,766	64	12
Iowa	3,332	64	12
Montana	769	64	12
Delaware	427	63	11
Connecticut	3,405	62	10
Illinois	8,660	62	10
North Dakota	466	62	10
Maine	1,340	60	8
Wisconsin	5,775	59	7
South Dakota	503	59	7
Vermont	611	59	7
Utah	1,759	58	6
Maryland	3,676	57	5
Guam	83	56	4
West Virginia	1,861	56	4
California	17,650	56	4
Massachusetts	5,690	56	4
Kentucky	2,563	55	3
New Mexico	1,664	54	2
Arizona	3,038	54	2
Colorado	2,680	52	0
New Hampshire	1,405	51	-1
Northern Marianas	10	50	-2
Nebraska	1,518	49	-3
Texas	13,243	48	-4
Wyoming	421	45	-7
Virginia	4,471	44	-8
New York	11,681	43	-9
Bur. of Indian Affairs	198	42	-10
North Carolina	4,137	42	-10
Michigan	5,741	42	-10
Washington	2,003	42	-10
Oregon	1,812	41	-11
Indiana	4,091	41	-11
Florida	8,014	40	-12
Alaska	421	39	-13
American Samoa	13	36	-16
Tennessee	2,299	32	-20
Puerto Rico	768	30	-22
Georgia	2,806	27	-25
District of Columbia	231	26	-26
Louisiana	1,310	25	-27
Micronesia	18	25	-27
South Carolina	1,375	24	-28
Mississippi	709	21	-31
Nevada	430	20	-32
Virgin Islands	18	18	-34
Alabama	1,050	16	-36
Marshall Islands	0	0	-52
Palau	0	0	-52
National Baseline	195,108	52	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2002-03. Data updated as of July 31, 2004.

^aData are from a cumulative 12-month reporting period.

^bPercent = Number of students ages 14 and older *graduating with a regular high school diploma* divided by the number of students in the same age group who are known to have left school (i.e., *graduated with a regular high school diploma; received a certificate; dropped out; died; reached maximum age; or moved, are not known to be continuing* in another educational program). The result is multiplied by 100. This percent is also called a graduation leaver rate. *Moved, not known to be continuing* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from national baseline. This column shows the difference between the graduation rate in the state and the graduation rate in the nation as a whole. A positive DIF value indicates that the state has a higher graduation rate than the nation as a whole. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. Please see the Part B Exiting Data Notes in appendix B for information the states submitted to clarify their data submissions.

Table 3-2. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school by *dropping out*, by state (in order of percentage of students *dropping out*): 2002-03^a

State	Number of students dropping out	Percent ^b	DIF ^c
Hawaii	164	12	-22
Virgin Islands	17	17	-17
Arkansas	620	18	-16
Texas	4,952	18	-16
Ohio	2,859	19	-15
Tennessee	1,574	22	-12
Northern Marianas	5	25	-9
Pennsylvania	4,041	25	-9
New Jersey	3,853	25	-9
Rhode Island	434	26	-8
New Mexico	802	26	-8
Delaware	188	28	-6
Florida	5,584	28	-6
Idaho	500	29	-5
Missouri	2,592	30	-4
Iowa	1,548	30	-4
Minnesota	2,249	30	-4
Virginia	3,035	30	-4
Nevada	667	31	-3
Maryland	2,076	32	-2
South Dakota	275	32	-2
Montana	397	33	-1
Kansas	1,445	34	0
California	10,866	34	0
Oklahoma	2,112	35	1
North Dakota	264	35	1
Connecticut	1,936	35	1
Illinois	4,991	35	1
Utah	1,098	36	2
New York	9,817	36	2
Mississippi	1,225	37	3
Wisconsin	3,587	37	3
Maine	831	37	3
Vermont	388	37	3
Kentucky	1,771	38	4
West Virginia	1,309	40	6
Alabama	2,530	40	6
North Carolina	3,893	40	6
Georgia	4,274	40	6
Guam	61	41	7
Massachusetts	4,280	42	8
Oregon	1,848	42	8
Puerto Rico	1,086	43	9
Colorado	2,195	43	9
Arizona	2,455	43	9
Indiana	4,655	46	12
South Carolina	2,618	46	12
Bur. of Indian Affairs	217	47	13
New Hampshire	1,305	48	14
Nebraska	1,492	48	14
Louisiana	2,528	48	14
Michigan	6,572	48	14
American Samoa	18	50	16
Wyoming	472	51	17
Washington	2,472	52	18
Micronesia	42	58	24
Alaska	641	59	25
District of Columbia	627	70	36
Marshall Islands	74	93	59
Palau	4	100	66
National Baseline	126,431	34	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2002-03. Data updated as of July 31, 2004.

^aData are from a cumulative 12-month reporting period.

^bPercent = Number of students *dropping out* divided by the number exiting, multiplied by 100. Students exiting include those ages 14 and older who *graduated with a regular high school diploma; received a certificate; dropped out; died; reached maximum age; or moved, not known to be continuing*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The *dropout* category includes *dropouts*, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to be continuing as dropouts*. *Moved, not known to be continuing* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from national baseline. This column shows the difference between the dropout rate in the state and the dropout rate in the nation as a whole. A negative DIF value indicates that the state has a lower dropout rate than the nation as a whole. Differences in state dropout rates should be interpreted with caution. Standards for student tracking systems vary widely across states. Please see the Part B Exiting Data Notes in appendix B for information the states submitted to clarify their data submissions.

Table 3-3. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school by *graduating with a regular high school diploma*; and percentage change, by state (in descending order of percentage change): 1998-99^a to 2002-03^a

State	1998-99			1999-2000			2000-01		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
Hawaii	429	34	-13	480	35	-11	1,004	58	-10
Louisiana	1,020	15	-32	1,090	16	-30	1,204	17	-31
California	9,758	34	-13	9,962	34	-12	13,870	48	0
Arkansas	2,253	54	7	2,176	58	12	1,786	57	9
Minnesota	4,053	48	1	4,396	49	3	4,306	48	0
Puerto Rico	462	21	-26	553	24	-22	547	25	-23
Wyoming	332	33	-14	386	43	-3	409	41	-7
Oregon	1,091	30	-17	1,130	33	-13	1,279	33	-15
Pennsylvania	9,324	55	8	6,941	61	15	5,533	59	11
Illinois	7,999	46	-1	7,772	44	-2	9,383	55	7
Tennessee	1,963	25	-22	2,369	27	-19	2,224	31	-17
Connecticut	3,042	48	1	3,223	55	9	2,995	50	2
Missouri	3,977	51	4	4,391	50	4	5,024	58	10
Michigan	4,707	33	-14	5,000	33	-13	5,256	37	-11
Arizona	1,949	42	-5	2,290	43	-3	2,623	42	-6
Florida	4,950	32	-15	5,516	35	-11	5,558	33	-15
Idaho	743	52	5	866	57	11	924	61	13
Bur. of Indian Affairs	131	34	-13	163	34	-12	194	37	-11
Iowa	2,257	52	5	2,501	56	10	2,645	56	8
Kentucky	2,052	44	-3	1,947	43	-3	2,034	46	-2
Vermont	374	48	1	403	53	7	485	51	3
North Carolina	2,734	35	-12	2,988	35	-11	2,896	34	-14
Delaware	304	53	6	267	53	7	364	55	7
Mississippi	690	18	-29	749	21	-25	731	22	-26
South Dakota	332	51	4	409	50	4	439	64	16
New Mexico	1,133	47	0	803	40	-6	2,262	46	-2
Montana	516	57	10	512	52	6	739	63	15
Kansas	2,065	58	11	2,241	60	14	2,370	64	16
North Dakota	380	55	8	532	63	17	516	63	15
Oklahoma	3,036	59	12	3,449	62	16	3,123	58	10
New Jersey	8,778	67	20	9,599	66	20	9,250	71	23
Maryland	2,819	53	6	3,088	57	11	3,353	56	8
Rhode Island	1,016	66	19	899	66	20	1,097	65	17
Alaska	409	37	-10	413	37	-9	437	37	-11
Wisconsin	4,229	56	9	4,666	59	13	4,878	60	12
Utah	1,596	55	8	1,598	50	4	1,077	42	-6
Ohio	8,775	77	30	9,709	66	20	10,225	69	21
West Virginia	1,696	54	7	1,618	51	5	1,621	49	1
Colorado	2,170	51	4	2,348	50	4	2,423	47	-1
Maine	1,048	59	12	1,108	59	13	1,179	57	9
Palau	0	0	-47	2	50	4	0	0	-48
South Carolina	1,093	24	-23	1,033	24	-22	1,120	24	-24
Massachusetts	5,851	59	12	6,164	60	14	5,673	59	11
Nevada	380	21	-26	454	22	-24	492	22	-26
Georgia	1,411	29	-18	1,913	19	-27	2,180	19	-29
Nebraska	724	53	6	1,246	63	17	1,006	42	-6
New York	6,813	48	1	9,749	38	-8	10,301	37	-11
Guam	43	62	15	36	55	9	68	53	5
New Hampshire	1,030	58	11	1,230	51	5	1,150	49	1
Virginia	4,023	52	5	4,218	49	3	4,233	49	1
Northern Marianas	10	59	12	10	38	-8	3	16	-32
Indiana	4,317	49	2	4,539	50	4	4,071	42	-6
Washington	2,702	53	6	2,922	52	6	3,150	48	0
American Samoa	18	47	0	8	22	-24	17	40	-8
Alabama	1,513	24	-23	1,252	18	-28	1,260	20	-28
Texas	13,236	71	24	17,406	76	30	21,166	69	21
Virgin Islands	27	42	-5	22	22	-24	55	68	20
District of Columbia	-	-	-	45	18	-28	152	21	-27
Micronesia	-	-	-	-	-	-	-	-	-
Marshall Islands	-	-	-	-	-	-	-	-	-
National Baseline	149,783	47		162,800	46		174,360	48	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1998-99 through 2002-03. Data updated as of July 31, 2004.

^aData are from a cumulative 12-month reporting period.

^bDIF = Difference from national baseline. These columns show for each year the difference between the graduation rate in the state and the graduation rate in the nation as a whole. A positive DIF value indicates that the state has a higher graduation rate than the nation as a whole. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. Please see the Part B Exiting Data Notes in appendix B for information the states submitted to clarify their data submissions.

= Number of students *graduating with a regular high school diploma*.

% = Percent of students exiting. This is equal to the number of students ages 14 and older *graduating with a regular high school diploma* divided by the number of students in the same age group who are known to have left school (i.e., *graduated with a regular high school diploma; received a certificate; dropped out; died; reached maximum age; or moved, not known to be continuing* in another educational program). The result is multiplied by 100. This percent is also called a graduation leaver rate. *Moved, not known to be continuing* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

- Data not available.

. Percentage cannot be calculated.

Continued on next page

Table 3-3. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school by *graduating with a regular high school diploma*; and percentage change, by state (in descending order of percentage change): 1998-99^a to 2002-03^a (continued)

State	2001-02			2002-03			Percent change ^c 1998-99 to 2002-03
	#	%	DIF ^b	#	%	DIF ^b	
Hawaii	757	71	20	1,165	86	34	152
Louisiana	1,275	22	-29	1,310	25	-27	70
California	18,185	53	2	17,650	56	4	66
Arkansas	1,828	75	24	2,783	79	27	47
Minnesota	4,792	52	1	5,133	69	17	42
Puerto Rico	666	30	-21	768	30	-22	40
Wyoming	425	42	-9	421	45	-7	39
Oregon	1,588	40	-11	1,812	41	-11	36
Pennsylvania	9,671	70	19	11,828	74	22	35
Illinois	9,595	51	0	8,660	62	10	33
Tennessee	2,308	33	-18	2,299	32	-20	31
Connecticut	3,213	58	7	3,405	62	10	29
Missouri	5,166	61	10	5,727	66	14	29
Michigan	5,420	39	-12	5,741	42	-10	28
Arizona	3,093	50	-1	3,038	54	2	28
Florida	6,234	34	-17	8,014	40	-12	27
Idaho	973	62	11	1,116	65	13	26
Bur. of Indian Affairs	224	49	-2	198	42	-10	25
Iowa	2,824	64	13	3,332	64	12	24
Kentucky	2,187	49	-2	2,563	55	3	23
Vermont	586	56	5	611	59	7	22
North Carolina	3,891	40	-11	4,137	42	-10	21
Delaware	358	52	1	427	63	11	19
Mississippi	781	24	-27	709	21	-31	18
South Dakota	458	67	16	503	59	7	16
New Mexico	1,136	46	-5	1,664	54	2	16
Montana	768	66	15	769	64	12	13
Kansas	2,600	61	10	2,766	64	12	12
North Dakota	516	66	15	466	62	10	11
Oklahoma	3,497	63	12	3,950	65	13	10
New Jersey	9,768	69	18	10,965	72	20	7
Maryland	3,780	60	9	3,676	57	5	7
Rhode Island	1,110	64	13	1,187	70	18	7
Alaska	431	38	-13	421	39	-13	6
Wisconsin	5,451	54	3	5,775	59	7	5
Utah	1,719	52	1	1,759	58	6	5
Ohio	11,053	80	29	12,343	80	28	4
West Virginia	1,634	49	-2	1,861	56	4	4
Colorado	1,970	39	-12	2,680	52	0	3
Maine	1,213	57	6	1,340	60	8	0
Palau	0	0	-51	0	0	-52	0
South Carolina	1,119	24	-27	1,375	24	-28	0
Massachusetts	6,078	58	7	5,690	56	4	-6
Nevada	574	24	-27	430	20	-32	-6
Georgia	2,709	29	-22	2,806	27	-25	-7
Nebraska	1,193	49	-2	1,518	49	-3	-8
New York	10,734	40	-11	11,681	43	-9	-9
Guam	73	47	-4	83	56	4	-9
New Hampshire	1,242	50	-1	1,405	51	-1	-11
Virginia	3,979	48	-3	4,471	44	-8	-14
Northern Marianas	3	16	-35	10	50	-2	-15
Indiana	4,073	43	-8	4,091	41	-11	-17
Washington	3,546	52	1	2,003	42	-10	-20
American Samoa	11	25	-26	13	36	-16	-24
Alabama	1,110	20	-31	1,050	16	-36	-31
Texas	21,199	70	19	13,243	48	-4	-33
Virgin Islands	15	17	-34	18	18	-34	-57
District of Columbia	149	17	-34	231	26	-26	.
Micronesia	-	.	.	18	25	-27	.
Marshall Islands	-	.	.	0	0	-52	.
National Baseline	190,951	51		195,108	52		12

^aData are from a cumulative 12-month reporting period.

^bDIF = Difference from national baseline. These columns show for each year the difference between the graduation rate in the state and the graduation rate in the nation as a whole. A positive DIF value indicates that the state has a higher graduation rate than the nation as a whole. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. Please see the Part B Exiting Data Notes in appendix B for information the states submitted to clarify their data submissions.

^cPercent change = 2002-03 graduation rate minus 1998-99 graduation rate divided by the 1998-99 graduation rate, multiplied by 100.

– Data not available.

. Percentage cannot be calculated.

Table 3-4. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school by *dropping out*; and percentage change, by state (in order of percentage change): 1998-99^a to 2002-03^a

State	1998-99			1999-2000			2000-01		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
Arkansas	1,640	39	-3	1,370	37	-5	1,182	38	-3
New Mexico	1,163	48	6	1,170	58	16	2,529	51	10
Tennessee	3,208	40	-2	3,245	37	-5	1,943	27	-14
Pennsylvania	7,547	44	2	4,166	37	-5	3,777	40	-1
Minnesota	4,251	51	9	4,606	51	9	4,533	51	10
Hawaii	254	20	-22	227	17	-25	361	21	-20
Texas	5,220	28	-14	5,494	24	-18	9,562	31	-10
Idaho	654	45	3	610	40	-2	505	33	-8
Florida	6,719	43	1	5,913	38	-4	6,036	36	-5
Iowa	1,965	45	3	1,878	42	0	1,881	40	-1
Delaware	230	40	-2	192	38	-4	243	37	-4
Missouri	3,289	42	0	3,794	44	2	3,195	37	-4
Connecticut	3,132	50	8	2,572	44	2	2,867	48	7
Illinois	8,424	49	7	9,170	52	10	6,855	40	-1
California	13,730	47	5	14,016	47	5	11,457	39	-2
Oregon	2,057	57	15	1,924	56	14	2,109	55	14
Nevada	747	41	-1	965	46	4	1,021	46	5
Vermont	383	49	7	329	43	1	426	45	4
Kentucky	2,278	49	7	2,218	49	7	1,962	45	4
South Dakota	272	42	0	363	45	3	181	27	-14
Arizona	2,568	56	14	2,963	55	13	3,457	56	15
Louisiana	4,271	61	19	3,884	57	15	4,237	61	20
Wyoming	650	64	22	482	53	11	560	56	15
Michigan	8,653	61	19	9,259	61	19	8,072	57	16
Montana	378	41	-1	433	44	2	415	35	-6
Rhode Island	487	31	-11	398	29	-13	485	29	-12
Kansas	1,461	41	-1	1,453	39	-3	1,278	34	-7
New Jersey	3,945	30	-12	4,514	31	-11	3,560	27	-14
North Dakota	283	41	-1	295	35	-7	273	33	-8
Maryland	2,010	38	-4	1,769	33	-9	2,130	36	-5
Puerto Rico	1,071	50	8	1,106	47	5	1,017	46	5
Oklahoma	2,069	40	-2	2,111	38	-4	2,188	41	0
North Carolina	3,543	46	4	3,966	46	4	4,014	47	6
Ohio	2,408	21	-21	3,636	25	-17	3,205	22	-19
Bur. of Indian Affairs	200	52	10	287	60	18	290	55	14
Wisconsin	3,045	41	-1	2,995	38	-4	3,053	37	-4
Virginia	2,549	33	-9	3,135	36	-6	2,755	32	-9
Utah	1,133	39	-3	1,387	44	2	1,397	54	13
Alaska	691	62	20	662	60	18	709	60	19
West Virginia	1,276	41	-1	1,399	44	2	1,497	45	4
South Carolina	2,138	48	6	2,101	49	7	2,182	48	7
Alabama	2,565	40	-2	3,321	48	6	2,901	46	5
Colorado	1,847	43	1	2,079	44	2	2,461	48	7
Indiana	4,083	46	4	3,990	44	2	4,655	48	7
Mississippi	1,369	36	-6	1,169	33	-9	1,182	35	-6
Maine	620	35	-7	661	35	-7	790	38	-3
New York	4,944	34	-8	10,732	42	0	12,066	43	2
Nebraska	603	44	2	622	32	-10	1,284	54	13
Massachusetts	3,814	38	-4	3,890	38	-4	3,651	38	-3
American Samoa	16	42	0	23	62	20	24	56	15
Guam	24	35	-7	30	45	3	56	43	2
Georgia	1,656	34	-8	5,944	60	18	6,526	57	16
Virgin Islands	9	14	-28	44	43	1	18	22	-19
Washington	2,143	42	0	2,314	41	-1	2,863	44	3
New Hampshire	624	35	-7	1,066	45	3	1,148	48	7
Northern Marianas	3	18	-24	12	46	4	8	42	1
Palau	2	40	-2	2	50	8	0	0	-41
District of Columbia	—	.	—	65	26	-16	447	61	20
Micronesia	—	.	—	—	.	—	—	.	—
Marshall Islands	—	.	—	—	.	—	—	.	—
National Baseline	136,314	42		148,421	42		149,479	41	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1998-99 through 2002-03. Data updated as of July 31, 2004.

^aData are from a cumulative 12-month reporting period.

^bDIF = Difference from national baseline. This column shows the difference between the dropout rate in the state and the dropout rate in the nation as a whole. A negative DIF value indicates that the state has a lower dropout rate than the nation as a whole. Differences in state dropout rates should be interpreted with caution. Standards for student tracking systems vary widely across states. Please see the Part B Exiting Data Notes in appendix B for information the states submitted to clarify their data submissions.

= Number of students *dropping out*.

% = Number of students *dropping out* divided by the number exiting, multiplied by 100. Students exiting include those ages 14 and older who *graduated with a regular high school diploma; received a certificate; dropped out; died; reached maximum age; or moved, not known to be continuing*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The *dropout* category includes *dropouts*, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to be continuing as dropouts*. *Moved, not known to be continuing* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

— Data not available.

. Percentage cannot be calculated.

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Table 3-4. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school by *dropping out*; and percentage change, by state (in order of percentage change): 1998-99^a to 2002-03^a (continued)

State	2001-02			2002-03			Percent change ^c 1998-99 to 2002-03
	#	%	DIF ^b	#	%	DIF ^b	
Arkansas	511	21	-17	620	18	-16	-55
New Mexico	1,301	52	14	802	26	-8	-46
Tennessee	1,747	25	-13	1,574	22	-12	-45
Pennsylvania	3,859	28	-10	4,041	25	-9	-43
Minnesota	4,354	47	9	2,249	30	-4	-41
Hawaii	266	25	-13	164	12	-22	-40
Texas	8,993	30	-8	4,952	18	-16	-37
Idaho	494	32	-6	500	29	-5	-36
Florida	5,344	30	-8	5,584	28	-6	-35
Iowa	1,487	34	-4	1,548	30	-4	-34
Delaware	274	40	2	188	28	-6	-31
Missouri	2,922	35	-3	2,592	30	-4	-30
Connecticut	2,070	37	-1	1,936	35	1	-29
Illinois	8,513	45	7	4,991	35	1	-27
California	12,990	38	0	10,866	34	0	-27
Oregon	1,889	47	9	1,848	42	8	-26
Nevada	979	42	4	667	31	-3	-26
Vermont	409	39	1	388	37	3	-25
Kentucky	1,870	42	4	1,771	38	4	-23
South Dakota	175	26	-12	275	32	-2	-23
Arizona	2,897	47	9	2,455	43	9	-22
Louisiana	3,164	54	16	2,528	48	14	-21
Wyoming	560	55	17	472	51	17	-21
Michigan	7,124	51	13	6,572	48	14	-20
Montana	369	32	-6	397	33	-1	-20
Rhode Island	490	28	-10	434	26	-8	-19
Kansas	1,592	38	0	1,445	34	0	-18
New Jersey	4,120	29	-9	3,853	25	-9	-16
North Dakota	240	31	-7	264	35	1	-15
Maryland	1,960	31	-7	2,076	32	-2	-15
Puerto Rico	969	43	5	1,086	43	9	-14
Oklahoma	2,016	36	-2	2,112	35	1	-14
North Carolina	4,204	43	5	3,893	40	6	-12
Ohio	2,537	18	-20	2,859	19	-15	-12
Bur. of Indian Affairs	197	43	5	217	47	13	-10
Wisconsin	4,154	41	3	3,587	37	3	-9
Virginia	2,217	27	-11	3,035	30	-4	-8
Utah	1,295	39	1	1,098	36	2	-7
Alaska	662	59	21	641	59	25	-5
West Virginia	1,522	46	8	1,309	40	6	-3
South Carolina	2,093	46	8	2,618	46	12	-3
Alabama	2,103	38	0	2,530	40	6	-2
Colorado	2,720	54	16	2,195	43	9	-1
Indiana	4,431	46	8	4,655	46	12	0
Mississippi	1,035	32	-6	1,225	37	3	3
Maine	810	38	0	831	37	3	5
New York	10,531	40	2	9,817	36	2	5
Nebraska	1,146	48	10	1,492	48	14	9
Massachusetts	4,162	39	1	4,280	42	8	9
American Samoa	28	64	26	18	50	16	19
Guam	82	53	15	61	41	7	19
Georgia	3,748	40	2	4,274	40	6	20
Virgin Islands	33	38	0	17	17	-17	22
Washington	2,816	41	3	2,472	52	18	24
New Hampshire	1,179	48	10	1,305	48	14	36
Northern Marianas	8	42	4	5	25	-9	42
Palau	0	0	-38	4	100	66	150
District of Columbia	554	63	25	627	70	36	.
Micronesia	-	.	.	42	58	24	.
Marshall Islands	-	.	.	74	93	59	.
National Baseline	140,215	38		126,431	34		-21

^aData are from a cumulative 12-month reporting period.

^bDIF = Difference from national baseline. This column shows the difference between the dropout rate in the state and the dropout rate in the nation as a whole. A negative DIF value indicates that the state has a lower dropout rate than the nation as a whole. Differences in state dropout rates should be interpreted with caution. Standards for student tracking systems vary widely across states. Please see the Part B Exiting Data Notes in appendix B for information the states submitted to clarify their data submissions.

^cPercent change = 2002-03 dropout rate minus 1998-99 dropout rate divided by the 1998-99 dropout rate, multiplied by 100.

– Data not available.

. Percentage cannot be calculated.

Table 3-5. Number, percentage and difference from national baseline of children ages 3 through 5 receiving special education and related services in an *early childhood special education environment*^a under IDEA, Part B, by state (in order of percentage of children served): Fall 2003

State	Number of children	Percent of children served ^b	DIF ^c
American Samoa	0	0	-32
Marshall Islands	0	0	-32
Palau	0	0	-32
Illinois	326	1	-31
Bur. of Indian Affairs	11	3	-29
Virgin Islands	9	5	-27
Northern Marianas	4	6	-26
Arkansas	980	9	-23
District of Columbia	52	11	-21
Massachusetts	1,642	11	-21
Kentucky	2,403	12	-20
Oklahoma	925	12	-20
Maine	582	13	-19
North Carolina	3,107	15	-17
Colorado	1,480	15	-17
South Carolina	2,273	19	-13
Mississippi	1,662	21	-11
Vermont	318	23	-9
West Virginia	1,346	24	-8
Wyoming	561	25	-7
Texas	10,332	25	-7
Maryland	3,099	26	-6
Delaware	529	26	-6
Kansas	2,401	26	-6
Rhode Island	801	27	-5
Pennsylvania	6,957	28	-4
Louisiana	3,313	29	-3
Tennessee	3,236	29	-3
Florida	10,798	31	-1
Montana	558	31	-1
Utah	2,112	31	-1
Connecticut	2,613	32	0
New York	17,984	32	0
Iowa	1,967	33	1
Missouri	5,083	34	2
Guam	68	34	2
North Dakota	517	34	2
Minnesota	4,758	37	5
Alabama	3,007	38	6
California	23,868	39	7
Georgia	7,998	39	7
New Mexico	2,288	40	8
Michigan	9,892	42	10
Wisconsin	6,531	42	10
Virginia	7,237	44	12
Micronesia	168	44	12
New Hampshire	1,203	47	15
South Dakota	1,239	49	17
Arizona	5,906	49	17
New Jersey	9,268	50	18
Idaho	2,020	53	21
Ohio	11,036	56	24
Indiana	10,369	56	24
Washington	7,506	58	26
Alaska	1,143	58	26
Nevada	2,876	58	26
Hawaii	1,399	61	29
Oregon	3,577	68	36
Nebraska	3,506	79	47
Puerto Rico	-	.	.
National Baseline	216,844	32	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004.

^aFor children under age 6, this is the environment where the children receive special education and related services.

^bPercent of children served = Number of children served in the environment divided by the total number of children served in all environments combined, multiplied by 100.

^cDIF = Difference from national baseline. This column shows the difference between the percentage of children served in this environment in the state and the percentage of children served in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

- Data not available.

. Percentage cannot be calculated.

Table 3-6. Number, percentage and difference from national baseline of children ages 3 through 5 receiving special education and related services in an *early childhood special education environment*^a under IDEA, Part B; and percentage change, by state (in order of percentage change): Fall 1999 to fall 2003

State	1999			2000			2001		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
American Samoa	11	20	-14	11	23	-8	4	6	-25
Illinois	7,411	27	-7	7,303	25	-6	230	1	-30
Bur. of Indian Affairs	42	9	-25	15	5	-26	31	6	-25
Virgin Islands	24	14	-20	24	22	-9	13	11	-20
Oklahoma	1,785	29	-5	899	14	-17	945	14	-17
Utah	3,192	54	20	2,955	51	20	2,761	47	16
New Mexico	3,500	68	34	2,767	56	25	2,783	54	23
Maine	818	21	-13	857	22	-9	978	23	-8
Montana	807	50	16	298	18	-13	551	33	2
Arkansas	1,246	14	-20	1,374	15	-16	1,239	13	-18
Kansas	2,845	39	5	2,997	39	8	3,086	38	7
California	29,364	50	16	20,897	36	5	21,835	37	6
Rhode Island	937	35	1	840	32	1	818	30	-1
Tennessee	3,908	37	3	3,849	36	5	3,083	28	-3
Mississippi	1,762	26	-8	1,548	22	-9	1,433	21	-10
Colorado	1,482	18	-16	1,096	13	-18	1,507	18	-13
South Dakota	1,305	58	24	1,216	53	22	1,155	51	20
West Virginia	1,526	28	-6	1,490	27	-4	1,396	26	-5
Hawaii	1,318	71	37	1,279	67	36	1,640	85	54
Louisiana	3,186	33	-1	4,089	41	10	3,821	38	7
Pennsylvania	6,462	32	-2	7,044	33	2	5,264	24	-7
North Carolina	2,852	16	-18	2,731	15	-16	2,914	15	-16
Missouri	3,942	37	3	4,390	39	8	4,790	39	8
Virginia	6,744	48	14	6,496	45	14	6,771	46	15
New Jersey	8,556	53	19	8,556	52	21	8,088	48	17
Wisconsin	6,297	45	11	6,370	44	13	6,375	44	13
Maryland	2,607	27	-7	2,326	23	-8	3,200	30	-1
Georgia	6,460	41	7	7,048	43	12	7,510	42	11
North Dakota	453	35	1	512	41	10	519	40	9
Alabama	2,828	39	5	2,772	37	6	2,895	38	7
Palau	0	0	-34	2	11	-20	6	75	44
Florida	8,916	30	-4	8,799	29	-2	9,421	29	-2
Washington	6,614	57	23	6,790	58	27	6,864	58	27
Nevada	2,065	56	22	2,394	65	34	2,469	62	31
South Carolina	2,027	18	-16	2,449	21	-10	2,120	18	-13
Connecticut	2,151	30	-4	2,358	33	2	2,443	33	2
Vermont	247	21	-13	303	24	-7	364	28	-3
New York	9,678	30	-4	10,434	30	-1	17,077	32	1
Indiana	7,097	49	15	7,850	52	21	8,916	55	24
New Hampshire	854	40	6	1,032	43	12	1,124	46	15
Iowa	1,541	28	-6	1,600	29	-2	1,635	30	-1
Guam	53	27	-7	70	34	3	89	41	10
Minnesota	3,183	28	-6	3,536	31	0	4,346	37	6
Delaware	301	18	-16	339	21	-10	393	21	-10
Alaska	665	41	7	839	51	20	876	52	21
Ohio	7,556	39	5	7,827	42	11	8,364	44	13
Oregon	2,003	45	11	2,374	48	17	2,314	45	14
Arizona	2,817	31	-3	2,962	32	1	3,604	36	5
Michigan	4,464	23	-11	5,395	27	-4	8,419	40	9
Massachusetts	887	6	-28	942	7	-24	471	4	-27
Nebraska	1,396	41	7	2,932	79	48	3,242	81	50
Kentucky	842	5	-29	328	2	-29	432	2	-29
Idaho	598	23	-11	1,595	44	13	1,693	46	15
Wyoming	22	1	-33	133	8	-23	313	17	-14
Northern Marianas	0	0	-34	0	0	-31	0	0	-31
District of Columbia	-	.	.	117	28	-3	170	47	16
Marshall Islands	-	.	.	-	.	.	-	.	.
Micronesia	-	.	.	-	.	.	-	.	.
Puerto Rico	699	11	-23	660	9	-22	393	5	-26
Texas	-	.	.	3,894	11	-20	8,556	23	-8
National Baseline	180,346	34		182,003	31		193,749	31	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 1999 through 2003. Data updated as of July 31, 2004.

^aFor children under age 6, this is the environment where the child receives special education and related services.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of children served in this environment in the state as a whole and the percentage of children served in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

= Number of children served in the environment.

% = Percent of children served = Number of children served in the environment divided by the total number of children served in all environments combined, multiplied by 100.

- Data not available.

. Percentage cannot be calculated.

Continued on next page

Table 3-6. Number, percentage and difference from national baseline of children ages 3 through 5 receiving special education and related services in an *early childhood special education environment*^a under IDEA, Part B; and percentage change, by state (in order of percentage change): Fall 1999 to fall 2003 (continued)

State	2002			2003			Percent change ^c 1999 to 2003
	#	%	DIF ^b	#	%	DIF ^b	
American Samoa	0	0	-32	0	0	-32	-100
Illinois	241	1	-31	326	1	-31	-96
Bur. of Indian Affairs	33	11	-21	11	3	-29	-66
Virgin Islands	12	7	-25	9	5	-27	-65
Oklahoma	758	10	-22	925	12	-20	-59
Utah	2,535	40	8	2,112	31	-1	-42
New Mexico	2,582	50	18	2,288	40	8	-41
Maine	1,155	26	-6	582	13	-19	-40
Montana	526	30	-2	558	31	-1	-38
Arkansas	1,113	11	-21	980	9	-23	-33
Kansas	2,848	33	1	2,401	26	-6	-33
California	22,735	38	6	23,868	39	7	-23
Rhode Island	760	27	-5	801	27	-5	-23
Tennessee	2,710	26	-6	3,236	29	-3	-20
Mississippi	1,450	20	-12	1,662	21	-11	-20
Colorado	1,505	16	-16	1,480	15	-17	-17
South Dakota	1,255	53	21	1,239	49	17	-15
West Virginia	1,418	26	-6	1,346	24	-8	-15
Hawaii	1,427	68	36	1,399	61	29	-14
Louisiana	3,806	35	3	3,313	29	-3	-12
Pennsylvania	6,246	27	-5	6,957	28	-4	-12
North Carolina	3,072	15	-17	3,107	15	-17	-10
Missouri	5,275	38	6	5,083	34	2	-9
Virginia	7,275	46	14	7,237	44	12	-8
New Jersey	8,769	50	18	9,268	50	18	-6
Wisconsin	6,165	42	10	6,531	42	10	-6
Maryland	3,150	27	-5	3,099	26	-6	-4
Georgia	7,768	42	10	7,998	39	7	-3
North Dakota	495	36	4	517	34	2	-2
Alabama	2,994	38	6	3,007	38	6	-1
Palau	0	0	-32	0	0	-32	0
Florida	10,302	30	-2	10,798	31	-1	0
Washington	7,278	58	26	7,506	58	26	1
Nevada	2,640	60	28	2,876	58	26	3
South Carolina	2,447	21	-11	2,273	19	-13	8
Connecticut	2,350	30	-2	2,613	32	0	9
Vermont	299	23	-9	318	23	-9	9
New York	17,739	33	1	17,984	32	0	10
Indiana	9,883	57	25	10,369	56	24	15
New Hampshire	1,209	47	15	1,203	47	15	15
Iowa	1,809	31	-1	1,967	33	1	19
Guam	72	31	-1	68	34	2	25
Minnesota	4,490	36	4	4,758	37	5	31
Delaware	516	28	-4	529	26	-6	42
Alaska	1,006	57	25	1,143	58	26	43
Ohio	9,751	51	19	11,036	56	24	44
Oregon	2,722	52	20	3,577	68	36	52
Arizona	4,690	43	11	5,906	49	17	59
Michigan	8,079	36	4	9,892	42	10	82
Massachusetts	673	5	-27	1,642	11	-21	82
Nebraska	3,412	80	48	3,506	79	47	92
Kentucky	550	3	-29	2,403	12	-20	124
Idaho	1,849	50	18	2,020	53	21	136
Wyoming	393	19	-13	561	25	-7	2101
Northern Marianas	2	4	-28	4	6	-26	.
District of Columbia	11	3	-29	52	11	-21	.
Marshall Islands	2	40	8	0	0	-32	.
Micronesia	212	48	16	168	44	12	.
Puerto Rico	-	.	.	-	.	.	.
Texas	9,887	26	-6	10,332	25	-7	.
National Baseline	204,351	32		216,844	32		-5

^aFor children under age 6, this is the environment where the child receives special education and related services.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of children served in this environment in the state as a whole and the percentage of children served in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

^cPercent change = 2003 percentage minus 1999 percentage divided by 1999 percentage, multiplied by 100.

– Data not available.

. Percentage cannot be calculated.

Table 3-7a. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* under IDEA, Part B, by state (in descending order of percentage of children served): Fall 2003

State	Number of children	Percent of children served ^a	DIF ^b
Micronesia	2,121	96	46
Marshall Islands	648	92	42
American Samoa	907	91	41
North Dakota	9,754	78	28
Vermont	9,519	77	27
New Hampshire	21,553	75	25
Oregon	51,100	72	22
Colorado	50,992	70	20
Northern Marianas	406	68	18
Rhode Island	19,201	66	16
South Dakota	9,690	64	14
Bur. of Indian Affairs	4,924	62	12
Minnesota	62,013	61	11
North Carolina	103,097	60	10
Idaho	14,955	59	9
Kentucky	49,118	59	9
Nebraska	23,464	58	8
Alaska	9,277	58	8
Indiana	88,900	58	8
Kansas	32,273	58	8
Connecticut	37,692	57	7
Missouri	72,900	57	7
Maryland	56,025	55	5
Montana	9,568	54	4
Wyoming	6,045	54	4
Maine	17,813	54	4
New York	206,160	53	3
Mississippi	31,263	53	3
Texas	245,854	53	3
Florida	185,428	51	1
West Virginia	22,966	51	1
Louisiana	45,609	50	0
Nevada	20,282	50	0
California	303,117	49	-1
Georgia	82,066	48	-2
Arizona	48,072	48	-2
Alabama	40,806	48	-2
Wisconsin	53,252	47	-3
Washington	52,150	47	-3
Oklahoma	40,179	47	-3
Ohio	108,084	46	-4
New Jersey	101,550	46	-4
South Carolina	44,324	45	-5
Michigan	95,016	44	-6
Iowa	29,920	44	-6
Tennessee	48,867	44	-6
Illinois	124,102	43	-7
Pennsylvania	107,787	43	-7
New Mexico	19,087	41	-9
Arkansas	23,125	41	-9
Utah	20,829	41	-9
Delaware	6,494	40	-10
Virginia	55,882	36	-14
Massachusetts	50,218	35	-15
Palau	64	35	-15
Guam	753	33	-17
Virgin Islands	488	31	-19
Hawaii	4,943	24	-26
District of Columbia	1,485	14	-36
Puerto Rico	—	.	.
National Baseline	2,984,177	50	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004.

^aPercent of children served = Number of children receiving special education in this environment category divided by the total number of children receiving special education in all environments combined, multiplied by 100.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of children receiving special education in this environment in the state and the percentage of children receiving special education in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

— Data not available.

. Percentage cannot be calculated.

Table 3-7b. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education *outside the regular class more than 60 percent of the school day* under IDEA, Part B, by state (in order of percentage of children served): Fall 2003

State	Number of children	Percent of children served ^a	DIF ^b
Marshall Islands	0	0	-19
Micronesia	23	1	-18
North Dakota	420	3	-16
New Hampshire	963	3	-16
South Dakota	938	6	-13
Northern Marianas	38	6	-13
Bur. of Indian Affairs	566	7	-12
American Samoa	75	8	-11
Colorado	5,610	8	-11
Vermont	968	8	-11
Alabama	7,091	8	-11
Idaho	2,155	9	-10
Minnesota	9,539	9	-10
Wyoming	1,088	10	-9
West Virginia	4,688	10	-9
Oregon	7,450	11	-8
Kansas	5,906	11	-8
Montana	1,923	11	-8
Oklahoma	9,464	11	-8
Missouri	14,658	11	-8
Maine	3,891	12	-7
Nebraska	4,891	12	-7
Alaska	1,965	12	-7
Connecticut	8,384	13	-6
Arkansas	7,177	13	-6
Texas	61,357	13	-6
Kentucky	11,002	13	-6
Iowa	9,939	15	-4
Washington	16,901	15	-4
Indiana	24,031	16	-3
Wisconsin	17,825	16	-3
New Jersey	36,172	16	-3
Massachusetts	23,520	16	-3
Nevada	6,871	17	-2
North Carolina	30,301	18	-1
Arizona	17,827	18	-1
Tennessee	19,931	18	-1
Ohio	41,970	18	-1
Pennsylvania	44,804	18	-1
Maryland	18,418	18	-1
Rhode Island	5,309	18	-1
Palau	37	20	1
Delaware	3,283	20	1
Mississippi	12,376	21	2
District of Columbia	2,288	21	2
Utah	11,034	22	3
Louisiana	19,659	22	3
Michigan	47,344	22	3
Florida	80,391	22	3
Georgia	39,102	23	4
South Carolina	23,901	24	5
California	149,172	24	5
Illinois	69,790	24	5
Virginia	38,474	25	6
New Mexico	11,541	25	6
Guam	605	27	8
New York	104,560	27	8
Hawaii	6,606	31	12
Virgin Islands	508	32	13
Puerto Rico	-	.	.
National Baseline	1,106,720	19	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004.

^aPercent of children served = Number of children receiving special education in this environment category divided by the total number of children receiving special education in all environments combined, multiplied by 100.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of children receiving special education in this environment in the state and the percentage of children receiving special education in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

- Data not available.

. Percentage cannot be calculated.

Table 3-7c. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in *separate public or private schools* under IDEA, Part B, by state (in order of percentage of children served): Fall 2003

State	Number of children	Percent of children served ^a	DIF ^b
Guam	0	0.0	-2.8
Marshall Islands	0	0.0	-2.8
Palau	0	0.0	-2.8
American Samoa	1	0.1	-2.7
West Virginia	57	0.1	-2.7
Bur. of Indian Affairs	17	0.2	-2.6
Micronesia	10	0.5	-2.3
Wyoming	57	0.5	-2.3
Louisiana	464	0.5	-2.3
Texas	2,757	0.6	-2.2
New Mexico	286	0.6	-2.2
Montana	110	0.6	-2.2
North Dakota	83	0.7	-2.1
Washington	736	0.7	-2.1
South Carolina	713	0.7	-2.1
Indiana	1,120	0.7	-2.1
Georgia	1,602	0.9	-1.9
Kentucky	787	0.9	-1.9
Northern Marianas	6	1.0	-1.8
Mississippi	593	1.0	-1.8
Wisconsin	1,134	1.0	-1.8
Idaho	258	1.0	-1.8
Virgin Islands	17	1.1	-1.7
Arkansas	648	1.2	-1.6
Tennessee	1,317	1.2	-1.6
Alabama	1,067	1.3	-1.5
North Carolina	2,204	1.3	-1.5
Oklahoma	1,090	1.3	-1.5
Alaska	208	1.3	-1.5
Oregon	1,047	1.5	-1.3
South Dakota	241	1.6	-1.2
Nevada	654	1.6	-1.2
Hawaii	368	1.8	-1.0
Ohio	4,193	1.8	-1.0
Nebraska	791	2.0	-0.8
Florida	7,640	2.1	-0.7
Colorado	1,536	2.1	-0.7
Kansas	1,286	2.3	-0.5
Arizona	2,335	2.3	-0.5
Iowa	1,636	2.4	-0.4
Virginia	3,850	2.5	-0.3
Maine	832	2.5	-0.3
New Hampshire	787	2.7	-0.1
California	17,927	2.9	0.1
Missouri	3,818	3.0	0.2
Utah	1,652	3.2	0.4
Pennsylvania	8,525	3.4	0.6
Michigan	7,772	3.6	0.8
Minnesota	3,930	3.9	1.1
Rhode Island	1,182	4.0	1.2
Delaware	695	4.2	1.4
Connecticut	3,070	4.7	1.9
Vermont	586	4.8	2.0
Illinois	15,420	5.4	2.6
New York	21,020	5.4	2.6
Massachusetts	8,237	5.7	2.9
Maryland	7,250	7.1	4.3
New Jersey	19,596	8.8	6.0
District of Columbia	2,794	25.8	23.0
Puerto Rico	—	.	.
National Baseline	168,012	2.8	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2003. Data updated as of July 31, 2004.

^aPercent of children served = Number of children receiving special education in this environment subcategory divided by the total number of children receiving special education in all environments combined, multiplied by 100.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of children receiving special education in this environment in the state and the percentage of children receiving special education in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

– Data not available.

. Percentage cannot be calculated.

Table 3-8. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* under IDEA, Part B; and percentage change, by state (in descending order of percentage change): Fall 1999 to fall 2003

State	1999			2000			2001		
	#	%	DIF ^a	#	%	DIF ^a	#	%	DIF ^a
Massachusetts	21,106	14	-32	27,487	18	-28	16,853	12	-36
American Samoa	285	44	-2	371	57	11	478	64	16
Texas	128,404	28	-18	129,886	29	-17	248,948	55	7
New Mexico	13,551	29	-17	15,724	33	-13	16,118	34	-14
South Carolina	29,551	32	-14	30,153	32	-14	38,082	39	-9
Rhode Island	12,962	48	2	12,954	46	0	12,941	44	-4
Georgia	52,095	35	-11	56,011	36	-10	58,608	37	-11
Delaware	4,359	30	-16	4,902	32	-14	5,423	35	-13
Louisiana	34,752	40	-6	39,098	44	-2	41,493	46	-2
Hawaii	3,971	19	-27	9,878	45	-1	2,321	11	-37
Pennsylvania	75,484	36	-10	89,672	41	-5	98,241	43	-5
Maryland	47,282	47	1	47,246	46	0	49,446	49	1
Kentucky	37,741	50	4	39,702	51	5	44,776	56	8
Illinois	97,002	37	-9	97,734	36	-10	108,686	39	-9
Virgin Islands	423	27	-19	355	25	-21	432	29	-19
Guam	591	29	-17	638	31	-15	702	33	-15
Wisconsin	44,517	41	-5	47,951	43	-3	50,405	45	-3
New York	181,896	48	2	192,839	50	4	197,824	51	3
Palau	42	31	-15	48	39	-7	78	49	1
Mississippi	26,618	48	2	25,993	47	1	27,825	50	2
Missouri	64,538	52	6	67,028	53	7	70,028	54	6
Arkansas	19,903	38	-8	20,263	38	-8	21,163	39	-9
Wyoming	6,120	51	5	5,981	52	6	6,134	54	6
Maine	16,048	51	5	16,456	52	6	17,098	53	5
West Virginia	21,796	49	3	22,217	49	3	22,343	50	2
Nebraska	21,713	56	10	23,119	59	13	26,563	67	19
Bur. of Indian Affairs	4,888	59	13	5,296	62	16	4,656	52	4
Florida	162,641	50	4	163,789	49	3	171,177	49	1
North Carolina	90,517	58	12	94,609	58	12	98,584	59	11
Connecticut	38,058	56	10	36,738	55	9	36,595	55	7
Indiana	78,650	57	11	82,168	58	12	83,484	58	10
Nevada	15,987	50	4	17,476	51	5	18,374	51	3
New Jersey	89,991	45	-1	90,688	44	-2	94,322	44	-4
New Hampshire	19,614	74	28	20,472	74	28	20,669	75	27
California	287,925	49	3	356,720	61	15	316,096	53	5
Arizona	40,918	48	2	42,086	48	2	43,380	48	0
Oklahoma	36,540	47	1	37,091	47	1	37,849	47	-1
Vermont	9,512	78	32	9,734	79	33	9,735	77	29
Montana	9,545	55	9	9,723	55	9	9,818	56	8
Alaska	9,333	59	13	9,289	58	12	9,359	57	9
Colorado	48,989	71	25	50,423	72	26	50,625	71	23
Oregon	49,750	74	28	49,740	72	26	50,360	71	23
Michigan	87,947	45	-1	89,374	44	-2	90,553	44	-4
North Dakota	9,826	80	34	9,781	79	33	9,735	79	31
Tennessee	52,189	45	-1	51,901	45	-1	51,276	45	-3
Kansas	31,452	60	14	31,473	59	13	31,290	58	10
Northern Marianas	364	70	24	137	25	-21	173	32	-16
South Dakota	9,263	66	20	9,313	65	19	9,430	64	16
Minnesota	61,932	64	18	62,741	64	18	62,032	63	15
Iowa	30,725	46	0	30,197	45	-1	29,939	44	-4
Virginia	54,029	38	-8	54,441	37	-9	54,573	36	-12
Utah	21,720	44	-2	20,405	42	-4	20,429	42	-6
Washington	53,611	51	5	52,172	49	3	52,501	48	0
Alabama	48,213	52	6	44,104	48	2	40,094	45	-3
Idaho	16,614	66	20	16,518	65	19	16,402	65	17
Ohio	140,615	65	19	89,679	41	-5	90,895	41	-7
District of Columbia	1,553	23	-23	441	4	-42	293	3	-45
Marshall Islands	-	.	.	-	.	.	-	.	.
Micronesia	-	.	.	-	.	.	-	.	.
Puerto Rico	30,468	58	12	25,544	44	-2	41,803	71	23
National Baseline	2,606,129	46		2,687,969	46		2,839,510	48	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 1999 through 2003. Data updated as of July 31, 2004.

^aDIF = Difference from national baseline. This column shows the difference between the percentage of children receiving special education in this environment in the state and the percentage of children receiving special education in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

= Number of children served in the environment.

% = Percent of children served = Number of children receiving special education in this environment divided by the total number of children receiving special education in all environments combined, multiplied by 100.

- Data not available.

. Percentage cannot be calculated.

Continued on next page

Table 3-8. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* under IDEA, Part B; and percentage change, by state (in descending order of percentage change): Fall 1999 to fall 2003 (continued)

State	2002			2003			Percent change ^b 1999 to 2003
	#	%	DIF ^a	#	%	DIF ^a	
Massachusetts	17,265	12	-36	50,218	35	-15	148
American Samoa	661	76	28	907	91	41	107
Texas	243,891	53	5	245,854	53	3	87
New Mexico	17,521	38	-10	19,087	41	-9	44
South Carolina	42,815	44	-4	44,324	45	-5	39
Rhode Island	12,992	43	-5	19,201	66	16	38
Georgia	71,817	43	-5	82,066	48	-2	37
Delaware	6,116	38	-10	6,494	40	-10	33
Louisiana	43,050	48	0	45,609	50	0	26
Hawaii	5,183	24	-24	4,943	24	-26	25
Pennsylvania	104,356	44	-4	107,787	43	-7	21
Maryland	52,233	51	3	56,025	55	5	18
Kentucky	46,228	57	9	49,118	59	9	18
Illinois	116,619	42	-6	124,102	43	-7	16
Virgin Islands	429	29	-19	488	31	-19	15
Guam	746	34	-14	753	33	-17	15
Wisconsin	50,712	45	-3	53,252	47	-3	14
New York	199,522	52	4	206,160	53	3	12
Palau	58	36	-12	64	35	-15	11
Mississippi	24,953	44	-4	31,263	53	3	11
Missouri	72,874	56	8	72,900	57	7	9
Arkansas	21,774	39	-9	23,125	41	-9	7
Wyoming	6,037	54	6	6,045	54	4	5
Maine	17,269	53	5	17,813	54	4	5
West Virginia	22,454	50	2	22,966	51	1	5
Nebraska	22,997	58	10	23,464	58	8	5
Bur. of Indian Affairs	4,235	53	5	4,924	62	12	4
Florida	175,806	49	1	185,428	51	1	3
North Carolina	100,484	59	11	103,097	60	10	3
Connecticut	36,933	56	8	37,692	57	7	1
Indiana	86,590	58	10	88,900	58	8	1
Nevada	19,076	50	2	20,282	50	0	1
New Jersey	97,061	45	-3	101,550	46	-4	1
New Hampshire	21,253	75	27	21,553	75	25	1
California	303,745	50	2	303,117	49	-1	0
Arizona	44,931	48	0	48,072	48	-2	0
Oklahoma	39,011	47	-1	40,179	47	-3	-1
Vermont	9,481	76	28	9,519	77	27	-1
Montana	9,651	55	7	9,568	54	4	-1
Alaska	9,387	57	9	9,277	58	8	-1
Colorado	49,867	69	21	50,992	70	20	-2
Oregon	51,148	71	23	51,100	72	22	-2
Michigan	92,744	44	-4	95,016	44	-6	-2
North Dakota	9,797	78	30	9,754	78	28	-2
Tennessee	50,790	44	-4	48,867	44	-6	-3
Kansas	32,518	59	11	32,273	58	8	-3
Northern Marianas	298	56	8	406	68	18	-4
South Dakota	9,676	64	16	9,690	64	14	-4
Minnesota	61,790	62	14	62,013	61	11	-4
Iowa	29,625	44	-4	29,920	44	-6	-5
Virginia	54,792	36	-12	55,882	36	-14	-5
Utah	20,216	41	-7	20,829	41	-9	-8
Washington	51,780	47	-1	52,150	47	-3	-8
Alabama	38,006	44	-4	40,806	48	-2	-8
Idaho	15,811	62	14	14,955	59	9	-10
Ohio	96,009	42	-6	108,084	46	-4	-29
District of Columbia	1,476	13	-35	1,485	14	-36	-40
Marshall Islands	746	94	46	648	92	42	.
Micronesia	1,842	90	42	2,121	96	46	.
Puerto Rico	-	.	.	-	.	.	.
National Baseline	2,847,147	48		2,984,177	50		8

^aDIF = Difference from national baseline. This column shows the difference between the percentage of children receiving special education in this environment in the state and the percentage of children receiving special education in this environment in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than does the nation as a whole. Please see the Part B Educational Environments Data Notes in appendix B for information the states submitted to clarify their data submissions.

^bPercent change = 2003 percentage minus 1999 percentage divided by the 1999 percentage, multiplied by 100.

- Data not available.

. Percentage cannot be calculated.

Table 3-9. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 (excluding children at risk) receiving early intervention services under IDEA, Part C, by age and state (in descending order of percentage of population): Fall 2003

State	Age			0-2 yrs. total	Population 0-2	Percent of population ^a	DIF ^b
	<1 yr.	1 yr.	2 yrs.				
Massachusetts	2,280	4,413	7,293	13,986	243,241	5.75	3.57
Hawaii	561	816	1,028	2,405	54,256	4.43	2.25
New York	2,640	9,500	20,886	33,026	746,410	4.42	2.24
Wyoming	100	214	358	672	18,826	3.57	1.39
Rhode Island	227	372	683	1,282	36,822	3.48	1.30
Vermont	64	171	387	622	18,161	3.42	1.24
Indiana	1,321	2,745	4,508	8,574	256,084	3.35	1.17
Virgin Islands	48	62	50	160	5,087	3.15	0.97
Connecticut	419	1,088	2,194	3,701	125,072	2.96	0.78
Pennsylvania	2,009	4,000	6,420	12,429	422,550	2.94	0.76
Delaware	192	315	448	955	32,881	2.90	0.72
Maine	98	304	703	1,105	39,831	2.77	0.59
Wisconsin	607	1,554	3,256	5,417	203,426	2.66	0.48
South Dakota	70	270	490	830	31,183	2.66	0.48
Maryland	763	1,851	3,160	5,774	222,035	2.60	0.42
New Hampshire	154	326	662	1,142	43,959	2.60	0.42
West Virginia	270	513	734	1,517	61,008	2.49	0.31
Arkansas	260	846	1,666	2,772	112,886	2.46	0.28
Idaho	272	457	761	1,490	61,149	2.44	0.26
Illinois	1,675	4,055	7,410	13,140	542,634	2.42	0.24
Kansas	413	805	1,531	2,749	114,498	2.40	0.22
Kentucky	320	1,214	2,352	3,886	163,880	2.37	0.19
New Jersey	688	2,382	5,021	8,091	343,154	2.36	0.18
Florida	2,219	4,525	7,975	14,719	644,833	2.28	0.10
Oklahoma	652	1,222	1,474	3,348	149,495	2.24	0.06
Alaska	90	219	332	641	29,588	2.17	-0.01
Michigan	1,320	2,631	4,259	8,210	385,835	2.13	-0.05
North Dakota	86	166	224	476	22,381	2.13	-0.05
Iowa	323	684	1,129	2,136	109,492	1.95	-0.23
Montana	131	219	278	628	32,261	1.95	-0.23
New Mexico	201	498	854	1,553	80,568	1.93	-0.25
Ohio	1,233	2,641	4,230	8,104	446,806	1.81	-0.37
Texas	2,654	6,436	11,145	20,235	1,119,161	1.81	-0.37
Tennessee	552	1,386	2,277	4,215	233,187	1.81	-0.37
Minnesota	472	1,027	2,003	3,502	196,886	1.78	-0.40
Louisiana	460	1,088	1,950	3,498	199,678	1.75	-0.43
Virginia	579	1,561	3,088	5,228	299,461	1.75	-0.43
Nebraska	176	374	710	1,260	74,108	1.70	-0.48
Utah	341	734	1,307	2,382	141,350	1.69	-0.49
California	5,158	8,606	11,723	25,487	1,564,154	1.63	-0.55
Colorado	444	1,034	1,670	3,148	201,711	1.56	-0.62
Washington	349	1,133	2,145	3,627	232,643	1.56	-0.62
Mississippi	1,062	631	282	1,975	129,200	1.53	-0.65
Missouri	465	1,067	1,891	3,423	226,097	1.51	-0.67
Puerto Rico	187	749	1,550	2,486	174,849	1.42	-0.76
North Carolina	501	1,589	2,965	5,055	359,233	1.41	-0.77
Arizona	491	1,266	1,968	3,725	267,139	1.39	-0.79
Oregon	184	591	1,063	1,838	133,203	1.38	-0.80
Alabama	216	730	1,207	2,153	179,557	1.20	-0.98
Georgia	690	1,571	2,579	4,840	407,295	1.19	-0.99
District of Columbia	24	75	152	251	22,234	1.13	-1.05
Northern Marianas	6	10	24	40	3,600	1.11	-1.07
South Carolina	284	570	885	1,739	168,010	1.04	-1.14
Nevada	113	346	471	930	98,798	0.94	-1.24
American Samoa	8	10	13	31	4,856	0.64	-1.54
Guam	0	4	16	20	10,218	0.20	-1.98
National Baseline	37,122	83,666	145,840	266,628	12,246,920	2.18	

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2003. Data updated as of July 31, 2004.

U.S. Bureau of the Census. For the 50 states and D.C., population data accessed August 2004 from <http://www.census.gov/popest/states/files/STCH-6R.CSV>. For American Samoa, Guam, and Northern Marianas, population data are from Census 2000, Summary File 1, Table P7. For Puerto Rico, they are from Census 2000, Summary File 1, Table P14. For Virgin Islands, they are from Census 2000, Summary File 1, Table P9, accessed August 2004 from http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_lang=en.

^aPercent of population = Number of infants and toddlers ages birth through 2 receiving early intervention services divided by the birth through 2 population, multiplied by 100.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of the infant and toddler population served in the state and the percentage served in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of its infant and toddler population than is true for the nation as a whole. Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution. Please see the Part C Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

Table 3-10. Number, percentage and difference from national baseline of infants younger than 1 year of age (excluding infants at risk) receiving early intervention services under IDEA, Part C, by age and state (in descending order of percentage of population): Fall 2003

State	Number of children age <1	Birth population	Percent of population ^a	DIF ^b
Hawaii	561	18,514	3.03	2.12
Virgin Islands	48	1,672	2.87	1.96
Massachusetts	2,280	80,820	2.82	1.91
Mississippi	1,062	43,412	2.45	1.54
Rhode Island	227	12,276	1.85	0.94
Delaware	192	10,786	1.78	0.87
Indiana	1,321	83,919	1.57	0.66
Wyoming	100	6,383	1.57	0.66
Pennsylvania	2,009	139,904	1.44	0.53
Idaho	272	20,089	1.35	0.44
West Virginia	270	20,483	1.32	0.41
Oklahoma	652	50,529	1.29	0.38
Montana	131	10,706	1.22	0.31
North Dakota	86	7,520	1.14	0.23
Vermont	64	5,861	1.09	0.18
Kansas	413	38,402	1.08	0.17
New York	2,640	250,062	1.06	0.15
New Hampshire	154	14,694	1.05	0.14
Florida	2,219	212,065	1.05	0.14
Michigan	1,320	126,553	1.04	0.13
Maryland	763	73,462	1.04	0.13
Connecticut	419	41,305	1.01	0.10
California	5,158	520,867	0.99	0.08
Alaska	90	9,706	0.93	0.02
Illinois	1,675	180,956	0.93	0.02
Wisconsin	607	67,008	0.91	0.00
Iowa	323	36,820	0.88	-0.03
Ohio	1,233	148,494	0.83	-0.08
New Mexico	201	26,589	0.76	-0.15
Maine	98	12,985	0.75	-0.16
Utah	341	47,015	0.73	-0.18
Minnesota	472	65,439	0.72	-0.19
Texas	2,654	373,124	0.71	-0.20
Tennessee	552	78,087	0.71	-0.20
Nebraska	176	24,943	0.71	-0.20
Arkansas	260	38,001	0.68	-0.23
Louisiana	460	68,206	0.67	-0.24
South Dakota	70	10,384	0.67	-0.24
Colorado	444	66,973	0.66	-0.25
Missouri	465	75,697	0.61	-0.30
New Jersey	688	114,052	0.60	-0.31
Virginia	579	99,023	0.58	-0.33
Kentucky	320	54,895	0.58	-0.33
Arizona	491	88,396	0.56	-0.35
South Carolina	284	55,409	0.51	-0.40
Georgia	690	134,733	0.51	-0.40
American Samoa	8	1,726	0.46	-0.45
Northern Marianas	6	1,297	0.46	-0.45
Washington	349	76,522	0.46	-0.45
North Carolina	501	118,339	0.42	-0.49
Oregon	184	43,772	0.42	-0.49
Alabama	216	59,193	0.36	-0.55
Nevada	113	32,539	0.35	-0.56
Puerto Rico	187	58,043	0.32	-0.59
District of Columbia	24	7,694	0.31	-0.60
Guam	0	3,535	0.00	-0.91
National Baseline	37,122	4,069,879	0.91	

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2003. Data updated as of July 31, 2004.

U.S. Bureau of the Census. For the 50 states and D.C., population data accessed August 2004 from <http://www.census.gov/popest/states/files/STCH-6R.CSV>. For American Samoa, Guam and Northern Marianas, population data are from Census 2000, Summary File 1, Table P7. For Puerto Rico, they are from Census 2000, Summary File 1, Table P14. For Virgin Islands, they are from Census 2000, Summary File 1, Table P9, accessed August 2004 from http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_lang=en.

^aPercent of population = Number of infants under 1 year of age receiving early intervention services divided by the population under 1 year of age, multiplied by 100.

^bDIF = Difference from national baseline. This column shows the difference between the percentage of children under 1 year of age served in the state and the percentage served in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of its under age 1 population than is true for the nation as a whole. Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution. Please see the Part C Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

Table 3-11. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 (excluding children at risk) receiving early intervention services under IDEA, Part C; and percentage change, by state (in descending order of percentage change): Fall 1999 to fall 2003

State	1999			2000			2001		
	#	%	DIF ^a	#	%	DIF ^a	#	%	DIF ^a
California	5,784	0.4	-1.23	5,637	0.4	-1.44	24,425	1.6	-0.41
West Virginia	703	1.2	-0.45	1,254	2.1	0.25	1,412	2.3	0.31
Iowa	1,114	1.0	-0.62	1,420	1.3	-0.56	1,637	1.5	-0.54
Virgin Islands	101	1.6	0.02	87	1.7	-0.11	207	4.1	2.04
Louisiana	1,965	1.0	-0.60	2,167	1.1	-0.69	2,311	1.2	-0.83
New Mexico	888	1.1	-0.49	1,052	1.3	-0.48	1,149	1.5	-0.57
Vermont	409	2.1	0.45	438	2.2	0.40	472	2.5	0.48
New Jersey	4,743	1.4	-0.19	5,470	1.6	-0.18	6,434	1.9	-0.12
Wyoming	401	2.2	0.56	457	2.5	0.65	531	2.9	0.88
Illinois	8,104	1.6	-0.07	11,506	2.2	0.38	10,021	1.9	-0.14
Pennsylvania	8,189	1.9	0.28	9,400	2.2	0.37	10,191	2.4	0.37
Maine	748	1.8	0.18	842	2.0	0.21	964	2.4	0.36
North Dakota	328	1.4	-0.22	363	1.6	-0.25	371	1.7	-0.34
Oklahoma	2,218	1.6	-0.07	2,465	1.7	-0.10	2,627	1.8	-0.20
Hawaii	1,464	3.1	1.48	1,630	3.5	1.65	1,690	3.5	1.43
New York	23,499	3.2	1.57	26,934	3.7	1.84	30,417	4.1	2.09
Arkansas	2,020	1.9	0.24	2,337	2.1	0.33	2,774	2.5	0.50
Washington	2,781	1.2	-0.43	2,900	1.2	-0.59	3,119	1.3	-0.70
South Dakota	611	2.0	0.41	645	2.1	0.29	655	2.1	0.11
Kentucky	2,885	1.8	0.20	3,510	2.2	0.37	3,867	2.4	0.38
Rhode Island	1,019	2.7	1.07	951	2.5	0.70	1,089	3.0	0.94
Massachusetts	10,516	4.4	2.83	11,691	4.9	3.11	12,487	5.3	3.30
Maryland	4,285	2.0	0.41	4,815	2.3	0.46	4,897	2.3	0.25
Arizona	2,520	1.1	-0.51	2,941	1.3	-0.55	2,924	1.2	-0.85
Indiana	6,741	2.7	1.06	7,707	3.0	1.21	8,645	3.4	1.33
Missouri	2,666	1.2	-0.41	3,039	1.4	-0.45	2,825	1.3	-0.74
Nebraska	952	1.4	-0.25	1,185	1.7	-0.14	1,115	1.6	-0.46
Kansas	2,187	1.9	0.32	2,485	2.2	0.36	2,738	2.4	0.39
Michigan	6,845	1.7	0.10	7,267	1.8	0.00	7,094	1.8	-0.23
Texas	14,361	1.5	-0.15	16,132	1.6	-0.18	18,171	1.7	-0.29
Virginia	3,943	1.4	-0.19	4,081	1.5	-0.36	4,468	1.6	-0.47
Minnesota	2,852	1.5	-0.15	2,948	1.5	-0.32	3,052	1.6	-0.47
New Hampshire	959	2.2	0.55	1,196	2.7	0.90	1,155	2.7	0.65
North Carolina	3,791	1.2	-0.44	3,731	1.1	-0.69	4,783	1.4	-0.65
Idaho	1,204	2.1	0.46	1,274	2.2	0.33	1,257	2.1	0.05
Alabama	1,825	1.0	-0.59	1,996	1.1	-0.70	2,086	1.2	-0.86
Connecticut	3,354	2.6	0.94	3,794	2.9	1.08	3,879	3.0	0.99
Ohio	7,115	1.6	-0.04	7,973	1.8	-0.05	7,612	1.7	-0.32
Wisconsin	4,629	2.3	0.71	5,157	2.5	0.71	5,212	2.6	0.56
Georgia	3,731	1.1	-0.57	3,427	0.9	-0.87	3,770	1.0	-1.05
Florida	11,546	2.0	0.43	14,247	2.5	0.69	14,443	2.4	0.36
Northern Marianas	40	1.0	-0.62	42	1.2	-0.65	48	1.3	-0.70
Tennessee	3,757	1.7	0.06	4,250	1.9	0.06	4,701	2.1	0.03
Utah	2,013	1.6	-0.04	2,263	1.7	-0.10	2,463	1.8	-0.23
Alaska	585	2.1	0.45	651	2.3	0.48	634	2.2	0.17
District of Columbia	212	1.1	-0.54	206	1.1	-0.76	279	1.4	-0.64
American Samoa	31	0.6	-1.00	67	1.4	-0.44	35	0.7	-1.31
Oregon	1,785	1.3	-0.27	1,833	1.4	-0.45	1,887	1.4	-0.63
Montana	628	1.9	0.33	574	1.8	-0.06	600	1.9	-0.13
Delaware	933	3.0	1.42	1,003	3.2	1.42	907	2.9	0.91
Colorado	2,998	1.7	0.08	4,151	2.3	0.46	3,068	1.6	-0.44
Puerto Rico	2,976	1.6	-0.01	3,230	1.8	0.03	2,983	1.7	-0.32
Mississippi	2,272	1.8	0.23	2,450	2.0	0.17	2,030	1.6	-0.40
Nevada	1,040	1.2	-0.40	947	1.1	-0.74	895	0.9	-1.08
South Carolina	2,404	1.5	-0.10	2,289	1.4	-0.39	2,093	1.3	-0.75
Guam	229	1.8	0.22	226	2.2	0.39	145	1.4	-0.61
National Baseline	187,899	1.6	0.02	212,733	1.8	-0.11	241,744	2.0	2.04

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 1999 through 2003. Data updated as of July 31, 2004.

U.S. Bureau of the Census. For the 50 states and D.C., population data for 1999 through 2003 accessed August 2004 from <http://www.census.gov/popest/states/files/STCH-6R.CSV>. For American Samoa, Guam and Northern Marianas, population data are from Census 2000, Summary File 1, Table P7. For Puerto Rico, they are from Census 2000, Summary File 1, Table P14. For Virgin Islands, they are from Census 2000, Summary File 1, Table P9, accessed August 2004 from http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_lang=en.

^aDIF = Difference from national baseline. This column shows the difference between the percentage of the infant and toddler population served in the state and the percentage served in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of its infant and toddler population than is true for the nation as a whole. Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution. Please see the Part C Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

= Number of infants and toddlers receiving early intervention services.

% = Percentage of population receiving early intervention. This is equal to the total number of infants and toddlers ages birth through 2 receiving early intervention divided by the birth through 2 population, multiplied by 100.

Continued on next page

Table 3-11. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 (excluding children at risk) receiving early intervention services under IDEA, Part C; and percentage change, by state (in descending order of percentage change): Fall 1999 to fall 2003 (continued)

State	2002			2003			Percent change ^b 1999 to 2003
	#	%	DIF ^a	#	%	DIF ^a	
California	24,904	1.6	-0.54	25,487	1.6	-0.55	318
West Virginia	1,332	2.2	0.04	1,517	2.5	0.31	113
Iowa	1,931	1.8	-0.40	2,136	2.0	-0.23	95
Virgin Islands	160	3.1	0.99	160	3.1	0.97	92
Louisiana	2,483	1.3	-0.89	3,498	1.8	-0.43	71
New Mexico	1,290	1.6	-0.55	1,553	1.9	-0.25	71
Vermont	577	3.1	0.97	622	3.4	1.24	66
New Jersey	7,252	2.1	-0.02	8,091	2.4	0.18	65
Wyoming	618	3.3	1.18	672	3.6	1.39	64
Illinois	10,906	2.0	-0.13	13,140	2.4	0.24	56
Pennsylvania	11,274	2.7	0.50	12,429	2.9	0.76	54
Maine	1,078	2.7	0.53	1,105	2.8	0.59	54
North Dakota	411	1.9	-0.31	476	2.1	-0.05	52
Oklahoma	2,935	2.0	-0.16	3,348	2.2	0.06	44
Hawaii	2,002	3.9	1.72	2,405	4.4	2.25	43
New York	35,997	4.9	2.69	33,026	4.4	2.24	39
Arkansas	2,874	2.6	0.42	2,772	2.5	0.28	32
Washington	3,518	1.5	-0.66	3,627	1.6	-0.62	31
South Dakota	704	2.3	0.11	830	2.7	0.48	31
Kentucky	4,176	2.6	0.42	3,886	2.4	0.19	31
Rhode Island	1,263	3.5	1.29	1,282	3.5	1.30	29
Massachusetts	13,372	5.6	3.43	13,986	5.7	3.57	29
Maryland	5,450	2.5	0.33	5,774	2.6	0.42	28
Arizona	3,487	1.3	-0.81	3,725	1.4	-0.79	26
Indiana	8,614	3.3	1.19	8,574	3.3	1.17	25
Missouri	2,942	1.3	-0.84	3,423	1.5	-0.67	25
Nebraska	1,163	1.6	-0.56	1,260	1.7	-0.48	24
Kansas	2,828	2.5	0.32	2,749	2.4	0.22	24
Michigan	7,570	1.9	-0.22	8,210	2.1	-0.05	23
Texas	20,286	1.9	-0.30	20,235	1.8	-0.37	23
Virginia	5,147	1.7	-0.41	5,228	1.7	-0.43	22
Minnesota	3,267	1.7	-0.50	3,502	1.8	-0.40	21
New Hampshire	1,214	2.8	0.65	1,142	2.6	0.42	20
North Carolina	5,012	1.4	-0.75	5,055	1.4	-0.77	19
Idaho	1,340	2.2	0.03	1,490	2.4	0.26	17
Alabama	2,157	1.2	-0.96	2,153	1.2	-0.98	17
Connecticut	4,033	3.2	1.04	3,701	3.0	0.78	16
Ohio	6,943	1.6	-0.60	8,104	1.8	-0.37	15
Wisconsin	5,323	2.6	0.46	5,417	2.7	0.48	14
Georgia	4,061	1.0	-1.14	4,840	1.2	-0.99	13
Florida	16,894	2.7	0.53	14,719	2.3	0.10	11
Northern Marianas	42	1.2	-0.99	40	1.1	-1.07	11
Tennessee	5,426	2.4	0.19	4,215	1.8	-0.37	8
Utah	2,527	1.8	-0.36	2,382	1.7	-0.49	7
Alaska	625	2.1	-0.03	641	2.2	-0.01	5
District of Columbia	283	1.3	-0.83	251	1.1	-1.05	4
American Samoa	42	0.9	-1.30	31	0.6	-1.54	4
Oregon	1,933	1.4	-0.72	1,838	1.4	-0.80	2
Montana	574	1.8	-0.37	628	1.9	-0.23	0
Delaware	1,034	3.2	1.07	955	2.9	0.72	-4
Colorado	2,854	1.4	-0.72	3,148	1.6	-0.62	-8
Puerto Rico	2,778	1.6	-0.57	2,486	1.4	-0.76	-12
Mississippi	1,862	1.5	-0.69	1,975	1.5	-0.65	-17
Nevada	885	0.9	-1.25	930	0.9	-1.24	-23
South Carolina	1,695	1.0	-1.14	1,739	1.0	-1.14	-32
Guam	30	0.3	-1.87	20	0.2	-1.98	-89
National Baseline	261,378	2.2	0.99	266,628	2.2	0.97	35

^aDIF = Difference from national baseline. This column shows the difference between the percentage of the infant and toddler population served in the state and the percentage served in the nation as a whole. A positive DIF value indicates that the state serves a higher percentage of its infant and toddler population than is true for the nation as a whole. Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution. Please see the Part C Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

^bPercent change = 2003 percentage minus 1999 percentage divided by the 1999 percentage, multiplied by 100.

= Number of infants and toddlers receiving early intervention services.

% = Percentage of population receiving early intervention. This is equal to the total number of infants and toddlers ages birth through 2 receiving early intervention divided by the birth through 2 population, multiplied by 100.

Table 3-12. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention services primarily in natural environments^a under IDEA, Part C, by state (in descending order of percentage of children served): Fall 2002

State	Number of children	Percent of children served ^b	DIF ^c
New Hampshire	1,218	100	17
Georgia	4,047	100	17
Connecticut	4,019	100	17
West Virginia	1,606	100	17
Pennsylvania	11,140	99	16
Texas	20,012	99	16
Massachusetts	13,583	98	15
New Jersey	7,089	98	15
Northern Marianas	41	98	15
North Dakota	400	97	14
South Dakota	673	96	13
Wyoming	589	95	12
Montana	547	95	12
Oklahoma	2,777	95	12
Colorado	2,486	94	11
Kansas	2,666	94	11
Wisconsin	5,005	94	11
Iowa	1,814	94	11
North Carolina	5,513	94	11
Kentucky	3,864	93	10
Guam	132	92	9
Alaska	570	91	8
Louisiana	2,249	91	8
Indiana	9,337	90	7
Vermont	517	90	7
Virginia	3,687	89	6
Idaho	1,181	88	5
Rhode Island	1,096	87	4
Alabama	1,861	86	3
Minnesota	2,802	85	2
Missouri	2,504	85	2
Arizona	2,963	85	2
New Mexico	1,765	85	2
New York	30,208	84	1
Hawaii	4,164	83	0
Virgin Islands	133	83	0
Nevada	732	83	0
California	22,188	83	0
Nebraska	952	82	-1
Maryland	4,324	79	-4
Puerto Rico	2,184	79	-4
Illinois	8,493	78	-5
Michigan	5,815	77	-6
Tennessee	4,125	76	-7
Utah	1,915	76	-7
Washington	2,648	75	-8
Delaware	746	72	-11
Mississippi	1,245	67	-16
Arkansas	1,917	67	-16
South Carolina	1,128	67	-16
Ohio	4,449	64	-19
Maine	631	59	-24
Oregon	932	48	-35
District of Columbia	121	43	-40
Florida	5,864	35	-48
American Samoa	0	0	-83
National Baseline	224,667	83	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2002. Data updated as of July 31, 2004.

^aNatural environments is a constructed category that combines the early intervention settings categories *home* and *programs for typically developing children*.

^bPercent of children served = Number of infants and toddlers served primarily in natural environments divided by the total number of infants and toddlers in all settings categories combined, multiplied by 100.

^cDIF = Difference from national baseline. This column shows the difference between the percent served in this setting in the state and the percent served in this setting in the nation as a whole. A positive DIF value indicates that a higher percent of children are served in this environment in the state than is true for the nation as a whole. Please see the Part C Settings Data Notes in appendix A for information the states submitted to clarify their data submissions.

Table 3-13. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention services primarily in natural environments^a under IDEA, Part C; and percentage change, by state (in descending order of percentage change): Fall 1999 to fall 2002

State	1999			2000			2001			2002			Percent change ^c 1999 to 2002
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b	
Puerto Rico	398	13	-60	1,187	37	-39	1,283	43	-39	2,184	79	-4	488
Washington	957	35	-38	1,311	45	-31	1,399	45	-37	2,648	75	-8	113
Nevada	446	42	-31	478	49	-27	620	69	-13	732	83	0	98
Arkansas	687	34	-39	1,347	58	-18	1,925	69	-13	1,917	67	-16	96
Delaware	356	38	-35	353	35	-41	681	75	-7	746	72	-11	91
Alabama	946	51	-22	1,578	79	3	1,714	82	0	1,861	86	3	68
Illinois	3,626	47	-26	7,242	66	-10	7,190	72	-10	8,493	78	-5	67
California	5,021	57	-16	5,709	58	-18	17,757	73	-9	22,188	83	0	46
Colorado	1,213	66	-7	1,411	68	-8	2,236	86	4	2,486	94	11	44
New Mexico	863	61	-12	1,154	66	-10	1,404	73	-9	1,765	85	2	39
Virginia	1,914	64	-9	2,358	76	0	2,949	84	2	3,687	89	6	39
District of Columbia	66	31	-42	70	34	-42	159	57	-25	121	43	-40	37
Rhode Island	642	64	-9	664	70	-6	912	84	2	1,096	87	4	36
Guam	166	69	-4	212	91	15	173	79	-3	132	92	9	35
Tennessee	2,128	57	-16	2,967	70	-6	3,284	70	-12	4,125	76	-7	34
Arizona	1,606	64	-9	2,086	71	-5	2,121	73	-9	2,963	85	2	33
Wisconsin	3,283	71	-2	4,285	83	7	4,752	91	9	5,005	94	11	33
Maine	332	44	-29	390	46	-30	473	49	-33	631	59	-24	32
Virgin Islands	65	64	-9	50	57	-19	66	46	-36	133	83	0	29
Maryland	2,762	64	-9	3,505	73	-3	3,709	76	-6	4,324	79	-4	23
Idaho	865	72	-1	1,006	79	3	1,090	87	5	1,181	88	5	23
Northern Marianas	32	80	7	34	81	5	48	100	18	41	98	15	22
Pennsylvania	6,719	82	9	9,076	97	21	9,747	96	14	11,140	99	16	20
Kentucky	2,514	78	5	2,766	92	16	3,518	91	9	3,864	93	10	19
Louisiana	1,503	76	3	1,927	89	13	2,078	90	8	2,249	91	8	18
Hawaii	2,171	70	-3	2,806	79	3	3,300	83	1	4,164	83	0	18
Ohio	3,537	54	-19	4,111	57	-19	4,050	64	-18	4,449	64	-19	18
Mississippi	1,296	57	-16	1,269	57	-19	1,160	57	-25	1,245	67	-16	17
Indiana	5,684	79	6	7,151	87	11	8,900	88	6	9,337	90	7	13
Kansas	1,825	83	10	2,192	88	12	2,487	91	9	2,666	94	11	13
Georgia	3,210	88	15	3,814	82	6	4,458	92	10	4,047	100	17	13
New York	17,767	76	3	20,742	77	1	24,762	81	-1	30,208	84	1	11
Iowa	964	87	14	1,079	90	14	1,503	92	10	1,814	94	11	9
Wyoming	406	89	16	464	91	15	501	94	12	589	95	12	7
West Virginia	1,206	94	21	1,476	97	21	1,561	98	16	1,606	100	17	6
South Dakota	556	91	18	623	97	21	626	96	14	673	96	13	5
Michigan	5,006	73	0	5,598	77	1	5,428	77	-5	5,815	77	-6	5
Missouri	2,159	81	8	2,637	87	11	2,595	92	10	2,504	85	2	5
North Dakota	309	94	21	359	99	23	337	91	9	400	97	14	3
Minnesota	2,362	83	10	2,418	82	6	2,556	84	2	2,802	85	2	3
New Jersey	4,525	95	22	5,275	96	20	6,316	98	16	7,089	98	15	2
Nebraska	544	80	7	931	79	3	932	84	2	952	82	-1	2
New Hampshire	966	99	26	1,201	99	23	1,157	99	17	1,218	100	17	1
Connecticut	3,314	99	26	3,777	100	24	3,869	100	18	4,019	100	17	1
Texas	14,088	98	25	15,958	99	23	17,886	98	16	20,012	99	16	1
American Samoa	0	0	-73	0	0	-76	0	0	-82	0	0	-83	0
North Carolina	4,121	95	22	4,023	93	17	5,028	91	9	5,513	94	11	-2
Montana	609	97	24	550	96	20	568	95	13	547	95	12	-2
Massachusetts	10,998	100	27	12,145	100	24	12,014	93	11	13,583	98	15	-2
South Carolina	1,630	68	-5	1,557	68	-8	1,395	67	-15	1,128	67	-16	-2
Oklahoma	2,168	98	25	2,297	93	17	2,456	93	11	2,777	95	12	-3
Alaska	554	95	22	616	95	19	606	96	14	570	91	8	-4
Utah	1,605	80	7	1,757	78	2	1,877	76	-6	1,915	76	-7	-5
Vermont	401	98	25	405	92	16	459	97	15	517	90	7	-9
Oregon	1,000	57	-16	1,056	58	-18	1,202	64	-18	932	48	-35	-15
Florida	6,561	57	-16	3,975	28	-48	9,646	67	-15	5,864	35	-48	-39
National Baseline	140,652	73		165,428	76		200,923	82		224,667	83		14

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1999 through 2002. Data updated as of July 31, 2004.

^aNatural environments is a constructed category that combines the early intervention settings *home* and *programs for typically developing children*.

^bDIF = Difference from national baseline. This column shows the difference between the percent served in this setting in the state and the percent served in this setting in the nation as a whole. A positive DIF value indicates that a higher percent of children are served in this environment in the state than is true for the nation as a whole. Please see the Part C Settings Data Notes in appendix A for information the states submitted to clarify their data submissions.

^cPercent change = 2002 percentage minus 1999 percentage divided by 1999 percentage, multiplied by 100.

= Number of children served primarily in natural environments.

% = Percent of children served = Number of children served in natural environments divided by the total number of children served in all environments combined, multiplied by 100.

Appendix A

Part C Data Notes

DATA NOTES FOR *IDEA*, PART C

These data notes contain information provided by the states on the ways in which they collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide a state's explanations in the event of any significant changes in the data from the previous year. The data covered in these notes are:

- 2003 Child Count;
- 2002 Settings;
- 2002-03 Exiting; and
- 2002 Services.

Regarding significant changes from year to year, OSEP asked states to clarify or explain them according to the criteria below, which were developed in November 2000.

Significant Year-to-Year Change Criteria, by Category and Subcategory of Data Required for Infants and Toddlers Ages 0-2

1. Child count data (Part C)	
	Number and percent change¹
Total child count	±100 and ±20%
At risk	±100 and ±20%
Race/ethnicity	
American Indian/Alaska Native	± 25 and ±20%
Asian/Pacific Islander	± 35 and ±20%
Black	±150 and ±20%
Hispanic	±150 and ±20%
White	±500 and ±20%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 100 children in its child count for Part C and the change is 20 percent more or less from the previous year, that is considered a significant change.

2. Program setting	
Location	Number and percent change¹
Total	± 1,000 and ±20%
Programs for developmental delay	± 250 and ±20%
Programs for typically developing children	± 100 and ±20%
Home	± 500 and ±20%
Hospital (inpatient)	± 50 and ±20%
Residential facility	± 25 and ±20%
Service provider location	± 100 and ±20%
Other settings	± 50 and ±20%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 1000 children in total program settings for Part C and the change is 20 percent more or less from the previous year, that is considered a significant change.

3. Basis of exit	
Basis of exit	Number and percent change¹
Total	±775 and ±20%
Complete prior to max age	±100 and ±20%
Part B eligible	±250 and ±20%
Exit to other programs	± 60 and ±20%
Exit no referrals	± 50 and ±20%
Eligibility not determined	± 50 and ±20%
Deceased	± 25 and ±20%
Moved out of state	± 50 and ±20%
Withdrawal by parent	± 60 and ±20%
Unsuccessful contact	± 50 and ±20%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 775 children in the total who exit Part C for various reasons and the change is 20 percent more or less from the previous year, that is considered a significant change.

4. Early intervention services	
Type of services	Number and percent change¹
Family training, counseling, home visits and other support	±500 and ±20%
Medical services	
Occupational therapy	
Physical therapy	
Social work services	
Special instruction	
Speech or language pathology	
Audiology	±250 and ±20%
Health services	
Nursing services	
Nutrition services	
Other early intervention services	
Psychological services	
Transportation	±100 and ±20%
Assistive technology services/devices	
Respite care	
Vision services	

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 500 children who receive *family training, counseling, home visits and other support* under Part C and the change is 20 percent more or less from the previous year, that is considered a significant change.

5. Personnel employed and contracted	
Type of personnel	Number and percent change ¹
Total	±50 and ±20%
Audiologists	±25 and ±20%
Family therapists	
Nurses	
Nutritionists	
Occupational therapists	
Orientation and mobility specialists	
Other professional staff	
Paraprofessionals	
Pediatricians	
Physical therapists	
Physicians, other than pediatricians	
Psychologists	
Social workers	
Special educators	
Speech or language pathologists	

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses a total of 50 employed and contracted personnel for Part C and the change is 20 percent more or less from the previous year, that is considered a significant change.

Tables 6-1 Through 6-3, 6-7 Through 6-9: IDEA Part C Counts of Infants and Toddlers Served, 2003

Alaska—To ensure continuity of services to children while the local education agency (LEA) initiates an individual education program (IEP), Alaska state regulations provide for serving children with Part C funds for up to six months past their third birthday (7AAC23.080(d)). On Dec. 1, 2003, there were 17 children over age 3 enrolled in the Part C program who were awaiting enrollment in Part B services. These children were not included in the child count.

Alaska estimated race/ethnicity for 23 children (4 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities. The state permits families to self-identify as “unknown” or “other” race/ethnicity. As a result, in the state’s database, 20 children were coded as “other,” and three were coded as “unknown” race/ethnicity. The state cannot determine whether those coded as “other” actually had more than one race/ethnicity.

California—California estimates the number of at-risk children it serves. Although the state serves at-risk infants and toddlers, its database cannot always distinguish the at-risk children from other children served by Part C. Some participants enter the program classified as at risk (e.g., referral soon after birth) and later manifest developmental delays. Other participants enter Part C with developmental delays, and risk factors are later identified. This updated information may not be present in the database for several months (up to a year) after the delay is identified. To report the number of at-risk children served, in 2002 the state conducted a cohort analysis to determine the percentage of children it serves who are best described as “solely at-risk.” The state followed up on a 1998 cohort of Part C participants to determine how many entered school-age services because of a diagnosed developmental disability. The remaining children were deduced to be at risk. From this study, the state determined that 8 percent of Early Start

participants are best described as “solely at-risk.” California now applies this percentage to its Early Start child count and reports the result as the number of at-risk children served.

Connecticut—The state attributes the decline in the reported number of children served from 2002 to 2003 to modifications in its eligibility criteria. Due to fiscal exigency, in 2003 Connecticut modified the eligibility criteria for its Part C program. The list of eligible diagnosed conditions was reduced (specifically, torticollis was removed from the list), and the very low birth-weight eligibility criterion was redefined. This change resulted in a reduction of the state’s Part C eligibility rate from 73 percent to 65 percent. In addition, in September of 2003, Connecticut introduced parent fees, which resulted in a large number of families withdrawing from Part C. The lower child count for children under the age of 12 months is a direct result of changes to the eligibility criteria.

Florida—The state attributed the decline in the reported number of children served from 2002 to 2003 to a change in its reporting methodology. Starting in 2003, Florida reported only those children who were under the age of 3 and had an individualized family service plan (IFSP) in place on December 1.

Georgia—Georgia estimated race/ethnicity for 227 children (5 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities.

Hawaii—Changes in contracting agencies for Hawaii’s Part C program resulted in a decrease in the number of at-risk children identified as of Dec. 1, 2003. The Oahu agency that previously handled the early identification (EID) process was not refunded. The newly funded agency required extensive training on how to identify at-risk families immediately following the birth of a child. During this training period, the state observed that fewer at-risk children were identified and served. The state also believes there were fewer referrals for service during the period because the community was confused about where to send referrals for service. Hawaii believes these problems have been resolved. More recent data show that the drop in the count reversed itself, and numbers are increasing.

In addition to the difficulties associated with changed EID agencies, the decrease in the number of at-risk children reported is also the result of a correction to coding procedures. In Hawaii, only children who are environmentally at risk are reported to OSEP as at risk. However, in the past, the branch of the Department of Health that provides service coordination to biologically and environmentally at-risk infants and toddlers mistakenly coded some biologically at-risk infants as environmentally at risk, thus inflating Hawaii’s at-risk count. This problem was corrected for 2003, and as a result, fewer infants were reported as at risk.

Iowa—Since 1999, Iowa became better able to identify children who are eligible for Part C services. As a result, the number of children receiving services increased.

Louisiana—Louisiana estimated race/ethnicity for 41 children who had an unknown race/ethnicity or multiple races/ethnicities.

The state attributes the 41 percent increase in the reported number of children served to a change in lead agencies. On July 1, 2003, Louisiana’s lead agency changed from the state Department of Education to the Department of Health and Hospitals (DHH). DHH implemented a comprehensive and centralized data collection system, resulting in a more efficient child count. DHH also implemented a public awareness campaign that increased child-find activities and resulted in an increase in the number of children eligible for services.

Maryland—The state attributes the increase in the number of Asian and Hispanic children served to changing state demographics, an increase in the total number of children and families served throughout the state and sustained efforts to reach underserved populations. Increasing the number of Asian/Pacific Islander and Hispanic children served by the state’s Part C system was a performance indicator in the State Improvement Plan and State Improvement Grant. Under the improvement plan, local programs must ensure that they are reaching and serving typically underrepresented populations and must compile data to indicate their progress on this goal.

Michigan—Although Michigan’s child count increased less than in recent years, the percentage of children served by Part C increased more than in recent years. This is because the birth through 2 population, that is, the denominator used in this percentage, declined from 2002 to 2003.

Missouri—Missouri’s child count increased by 16.4 percent from 2002 to 2003. This increase is notable for children between the ages of 1 and less than 2. The state reported it redesigned its Part C program in March 2003 and believes that two factors, in addition to the redesigned system, may have contributed to an increase in the child count. One, the state may be doing a better job finding and reporting children. Two, the state believes it determined some children were eligible for services when they actually were not eligible.

Montana—In attempting to explain the increase in the number of American Indian/Alaska Native children reported in its child count, Montana noted that most of the increase came from the eastern part of the state. That part of the state also experienced an increase in the number of referrals, and many of those referrals were for children with low birth weight or drug exposure. The state believes that there may be a connection between these trends. Montana also noted that referrals were going to Part C more consistently from child and family services, foster care services, tribal clinics, social workers and other programs. It believes that because outreach efforts were improving, more people became aware of the availability of early intervention services and their importance to children. Parents were among those more knowledgeable. Last, the state believes that because the services provided by Part C are perceived as positive and helpful, doctors, social workers and parents are likely to use word of mouth to let other parents know about the availability and benefits of the services.

Nevada—In 2001, due to a staff shortage, Nevada was unable to serve all of the children with disabilities that it identified and had to stop serving at-risk children. As a result, its child count declined. In 2002, Nevada state legislators approved additional funds for early intervention. In July 2003, early intervention programs began the process of hiring new staff. Early intervention programs report that it takes up to six months for service coordinators to be fully trained and in turn carry a full caseload of children. The state expects that, in the future, its child count will increase as a result of this added caseload capacity.

New Mexico—New Mexico attributes the increase in its child count to improved management procedures for duplicate records. Duplicate child records occur in the state’s database because multiple providers serve the same child/family, and each provider enters data for the children it serves. In the past, when reporting to the Office of Special Education Programs (OSEP), New Mexico removed all potential duplicates from its count. Starting in 2003, the state manually reviewed every potential duplicate to determine whether there were actual duplicates. Only those deemed probable duplicates were removed from the count. As a result, fewer records were removed from the child count. All other potential duplicates were retained.

The state also attributes the increase in its child count to the inclusion of children who received service coordination from the state-run service coordination agency and early intervention services from outside agencies. Previously, these children were not included in this count.

New York—New York’s Part C program serves children past their third birthday. On Dec. 1, 2003, there were 3,863 children over age 3 enrolled in the New York Early Intervention Program. These children were not included in the child count. The apparent decline in New York’s child count is because, in the past, the state included 3-year-olds in its count. It stopped this practice in 2003 in response to instructions from OSEP.

New York estimated race/ethnicity for 10,544 children (32 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities.

Ohio—Ohio attributes the increase in the number of Asian/Pacific Islander, black or Hispanic children receiving services to a variety of factors. First, the state increased its child-find activities. This resulted in data sharing with the local providers. Second, in 2002, the first year of the state’s current data system, children were incorrectly assigned eligibility statuses. Once the problem was identified, technical assistance and training were provided to local staff, who are now more familiar with the system.

Rhode Island—Rhode Island’s Part C program serves children past their third birthday. On Dec. 1, 2003, there were 14 children over age 3 enrolled in the Part C program. These children were not included in the child count. The apparent decline in Rhode Island’s child count is because, in past years, Rhode Island included 3-year-olds in its count. It stopped this practice in response to instructions from OSEP.

Rhode Island estimated race/ethnicity for 142 children (11 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities.

Tennessee—The state explained the 22 percent decrease in its child count as being the result of training and revisions to data-cleaning procedures. In 2003, Tennessee held training sessions with early intervention providers prior to the December 1 child count. These sessions stressed the importance of verifying that the child has an active IFSP on the December 1 count date. As a result, the state realized that it included in its count some children who were transported to an evaluation for eligibility but did not have an IFSP. These children are no longer included in the child count.

Utah—Utah attributes the increase in the number of black and Hispanic children in its child count to the increasing diversity in the state’s population.

Washington—Because Washington did not estimate race/ethnicity for 274 children (8 percent of the child count) who were coded in the state data system as “other” race/ethnicity, the number of children reported by race/ethnicity is smaller than the number of children reported by age. Of these 274 children, 49 were multiracial, with 12 in the birth-to-less-than-1 age category, 14 in the 1-to-less-than-2 age category, and 23 in the 2-to-3 age category. The remaining 225 children had an “other” race/ethnicity, with 16 children in the birth-to-less-than-1 age category, 75 children in the 1-to-less-than-2 age category, and 134 children in the 2-to-3 age category.

Table 6-4: IDEA Part C Early Intervention Service Settings, 2002

Early intervention service settings as used by OSEP are defined as follows:

<i>Home</i>	The principal residence of the eligible infant’s or toddler’s family or caregivers.
<i>Hospital</i>	A residential medical treatment facility, in which a child receives services on an inpatient basis.

<i>Other setting</i>	Service settings other than a <i>program designed for children with developmental delays or disabilities</i> , a <i>program designed for typically developing children</i> , <i>home</i> , <i>hospital</i> , <i>residential facility</i> , or <i>service provider location</i> .
<i>Program designed for children with developmental delays or disabilities</i>	An organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child care programs.
<i>Program designed for typically developing children</i>	A program or service designed primarily for children without disabilities and regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children served in regular nursery schools and child care centers.
<i>Residential facility</i>	Treatment facility that is not primarily medical in nature where the infant or toddler currently resides and where he receives early intervention services.
<i>Service provider location</i>	Services are provided at an office, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children.

Alabama—Alabama reported 15 infants and toddlers in the *other setting* category. The state does not collect data on the types of settings that are reported in the *other setting* category.

Alaska—Alaska reported five infants and toddlers in the *other setting* category but did not specify what types of settings are counted as other.

Arizona—The children reported in the *other setting* category include children and families receiving early intervention services primarily in parks, libraries and community centers.

Arkansas—The children reported in the *other setting* category include children and families receiving early intervention services primarily in locations with a babysitter or grandparents and the library or church.

California—The state attributed the increase from 2001 to 2002 in the number of children served in the *home* and the decrease in the number of children served in *service provider location* to its efforts to serve children in natural environments. In addition, the state indicated that most of the children contributing to the 10 percent increase in the number of children served by its Part C programs in 2002 were served primarily in the *home*.

The state also explained that the increase in the number of children in *residential facilities* is a data collection artifact and does not reflect a change in the state’s practices. The data for 2002 are the first to include children in *residential facilities*. Prior to 2002, the state did not have complete residential data available. The children reported in this category are primarily those served at specially licensed community care facilities for those with special health care needs.

California explained that its efforts to develop less institutional options (than acute care hospitals) for children with intense medical needs resulted in an increase in the number of children reported in the settings category *program designed for children with developmental delays or disabilities*. Many of the

children reported in this category are served by programs for an individual child's needs and are located in pediatric subacute care and intermediate care/developmentally disabled nursing facilities.

The state reported that children in the *hospital* category are primarily infants and toddlers in neonatal intensive care units.

The state believes that the percentage of infants and toddlers reported in the *residential facilities* and *hospital* categories and, to an extent, the percentage reported in the *program for children with developmental delays or disabilities* category should not be compared across states. Some states do not license acute care hospitals, neonatal intensive care units, skilled nursing facilities or intermediate care facilities for infants and toddlers with disabilities. Other states, like California, have many specialized licensing categories. Licensing rules in California require residential facilities to provide all active treatment; thus, they are responsible for IFSP components. These facilities must provide all services available to the child and family and cannot be replaced by another service provider.

Colorado—The number of children reported by primary setting does not equal the state's 2002 child count because the state served 217 children who had no services listed on their IFSPs. Without services listed, the state could not determine the primary setting, so these children were excluded from the state's settings count. The state identified five reasons children did not have services listed on their IFSPs. First, there was no paid service, other than service coordination, on the IFSP. Second, some families received services, but they were not paid for using *Individuals with Disabilities Education Act (IDEA)* funds. Third, some children previously received services, but then no longer needed them. A service coordinator followed up on these children because their families did not want them to exit Part C before age 3. Fourth, some children went through the evaluation process, established eligibility, may have received services but were receiving only service coordination at the time of data submission. Fifth, the state had data it thought might be incorrect and require recoding. It was examining these data at the time of data collection. If this is the case, the state will send a revision when the data are corrected.

The number of children with no services on the IFSP declined in 2002. The 2001 count had 475 children with no services listed who were, therefore, excluded from the settings count.

Connecticut—The children reported in the *other setting* category include children and families receiving early intervention services primarily in the offices of child protective services.

Delaware—The children reported in the *other setting* category include children and families receiving early intervention services primarily in a childcare facility for medically fragile children.

District of Columbia—The District of Columbia attributes the increase in the number of children reported in the *program designed for developmental delays or disabilities* category and the decrease in the number of children reported in the *program designed for typically developing children* category to a better understanding of the reporting requirements. The District reported that this understanding was a direct result of clarifications provided at OSEP's 2003 data managers' meeting. At the data meeting, OSEP made clear that to count as a *program for typically developing children*, the majority of children enrolled in the program must be children who do not have a disability. Previously, the District used a broader definition. It reported children in the *program designed for typically developing children* category if the child was in a childcare subsidy program that enrolled at least some children who were typically developing. Beginning in 2002, the District reported children in the *program for typically developing children* category only if the majority of the children in the program are typically developing.

Florida—Florida reported 916 infants and toddlers in the *other setting* category, but did not specify what types of settings are counted as *other*.

Georgia—Georgia estimated race/ethnicity for 156 children (4 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities.

Hawaii—The number of children reported by setting increased in 2002 because the number of children eligible for Part C services increased that year. Because Asian/Pacific Islander is the majority race/ethnicity group, the increase in the number of Asian/Pacific Islander children reported by setting is also due to the increase in the child count.

Children reported in the *other setting* category include children and families who received early intervention services primarily at parks, beaches and a grandparent's house. Although OSEP's reporting instructions state that children who primarily receive services in a preschool setting should be reported in the *program designed for typically developing children* category, the state reported children who received services primarily in a preschool in the *other setting* category.

Idaho—The children reported in the *other setting* category include children and families who received early intervention services primarily in a parent's workplace, drug rehabilitation center or informal parent-sponsored community play group for children with disabilities, such as one held in a neighbor's garage.

Illinois—Illinois used payment data, not the IFSP, to determine primary setting.

Illinois reported children served in community centers, YMCAs, park districts, fast food restaurants and other community settings in the *program designed for typically developing children* category. This is inconsistent with OSEP's reporting instructions.

Illinois' early intervention program does not authorize the receipt of services in a *hospital (inpatient)* or *residential facility*. Therefore, no children are reported in these settings. Due to a data error, children were counted in these categories last year.

The children reported in the *other setting* category include those who received only *transportation* services.

Indiana—The children reported in the *other setting* category include children and families who received early intervention services primarily in churches, community centers and restaurants.

Indiana attributes the decrease in the number of children reported in the *other setting* category to coding errors.

Iowa—The children reported in the *other setting* category include children and families who received early intervention services primarily in a neighborhood school and daycare provider's home.

Kansas—The children reported in the *other setting* category include children and families who received early intervention services primarily in daycare settings.

Kentucky—Kentucky's data collection system includes only two types of service setting categories: home/community-based and office/center-based. Of those children reported in the office/center-based category, some actually received services in a *program designed for children with developmental delays or disabilities*, and others received services in a *program designed for typically developing children*. The state explained the decrease in the number of children reported in the *program designed for children with developmental delays or disabilities* category and the increase in the number of children reported in the *service provider location* category to a change in how it reports children classified in the state system as

receiving services in the office/center-based category. In 2001, these children were reported in the OSEP category *program designed for children with developmental delays or disabilities*. In 2002, they are reported in the *service provider location* category.

Louisiana—Louisiana reported 52 infants and toddlers in the *other setting* category, but did not specify what types of settings are counted as *other*.

Maine—Maine reported 60 infants and toddlers in the *other setting* category, but did not specify what types of settings are counted as *other*.

Maryland—Maryland estimated race/ethnicity for 306 children (6 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities. Of these children, 36 were reported in the category *program designed for children with developmental delays or disabilities*; 17 were reported in the category *program designed for typically developing children*; 249 were reported in the *home* category; four were reported in the *service provider location* category.

Massachusetts—The children reported in the *other setting* category include children and families who received early intervention services primarily in parent groups.

Michigan—The children reported in the *other setting* category include children and families who received early intervention services primarily in restaurants and similar locations chosen by the parents.

Minnesota—Minnesota reported seven infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

Mississippi—Mississippi reported 83 infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

In 2001, the state implemented a new, computerized data system. As a result of this new system, for the first time the state reported children in the *program designed for children with developmental delays or disabilities* category. However, due to confusion among service coordinators on who should be reported in this category, the state believes it overreported the number of children who received services in a *program designed for children with developmental delays or disabilities*.

Missouri—Missouri reported 254 children in the *other setting* category. These are children for whom the state could not determine primary setting. Of these 254 children, 151 did not have primary setting information because the information was lost when the state converted to a new system, or the information about services received was unavailable for other reasons. The remaining 103 children received only services such as service coordination or *transportation*. Because Missouri bases primary setting on services received rather than on all early intervention services on the IFSP, there was no setting information for these services. The state suspects that many of the children with an unknown primary service setting actually received services in the *home*, but it cannot confirm this. As of September 2003, the primary setting field in the data system is now a required element, and the state expects fewer unknown settings reported in future data reports.

Montana—The child reported in the *other setting* category includes the child and his family who received early intervention services primarily in a hospital.

Nevada—In 2002, the number of children reported in the *service provider location* category decreased by 92.8 percent. Nevada attributes the decrease in the number of children reported in the *service provider location* category to better data reporting. In 2002, state Part C staff provided technical assistance to local

providers on how to correctly code this data field. The state believes that, prior to the technical assistance, providers used the *service provider location* category incorrectly.

New Hampshire—New Hampshire reported two infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

New Jersey—The children reported in the *other setting* category include children and families who received early intervention services primarily in a parent's workplace.

New Mexico—The children reported in the *other setting* category include children and families who received early intervention services primarily in various locations in the community.

New York—The state attributes the increase in the number of children served to a variety of factors. One, after the Sept. 11, 2001, attack on the World Trade Center, the state underreported the number of children receiving services in 2001 because it was unable to gather these data as a result of fallen data lines. By 2002, the state recovered the data lines and was able to accurately report the number of children with IFSPs. Two, there was a statewide increase in the number of children referred to Part C. Three, there was shortened duration between referral and having an IFSP.

New York's 2002 settings data include 4,013 children over age 3 who were enrolled in the early intervention program.

New York estimated race/ethnicity for 11,697 children (32 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities.

New York reported 1,057 infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

North Carolina—North Carolina does not know what settings are included in the *other setting* category. The state also reported that children enrolled in Head Start are reported in the settings category *program designed for typically developing children*.

Ohio—In 2002, Ohio reported more children in all but three settings categories than were reported in 2001. The increase in the *other setting* category is because 1,297 children reported in the 2001 child count were not reported by setting. In 2002, all children reported in the child count are also reported by setting. Under the current data collection system, setting is now a required data element.

The children reported in the *other setting* category include children and families who received early intervention services primarily in child care centers, child protective services and temporary shelters. This category also includes children who receive any non-early intervention services such as clothing, drug/alcohol counseling, education and employment assistance; financial, housing and legal assistance; rehabilitation services or recreational/social services.

Oklahoma—The children reported in the *other setting* category include children and families who received early intervention services primarily in community centers (six), parent's work (two), daycare/preschool, (52), Head Start (22), churches/synagogues (seven) and other unspecified settings (24). Oklahoma attributes the increase in the number of American Indian/Alaska Native, Asian/Pacific Islander and Hispanic children and families reported by settings to an increase in each group in its child count. The number of children from these racial/ethnic groups who received early intervention services was the result of a statewide public awareness/child find effort that focused on reaching these populations.

This outreach included the development of culturally and linguistically appropriate public awareness materials for these three racial/ethnic communities.

The number of children reported by primary setting does not equal the state's 2002 child count. Oklahoma reported three fewer children by primary setting than were reported in the 2002 child count. The data entry errors may be because the state's database only collects primary setting. This restriction conflicts with the providers' efforts to provide services in the environment appropriate to each goal/outcome. Providers want to report all service settings, which can result in duplicate environments reported.

Oregon—Oregon reported two infants and toddlers in the *other setting* category. The state does not collect data on what types of settings are reported in the *other setting* category.

Pennsylvania—Pennsylvania attributes the decreases in the reported number of children in the *program designed for typically developing children* category and in the *other setting* category to improved opportunities for children and families to receive supports and services in their homes.

The data system includes a limited number of community settings where children and families receive early intervention services. Children and families served in these community settings are reported to OSEP in the *home* category. These community settings include the home of a relative, the neighborhood playground and other community settings.

The state explained the increase in the number of Asian/Pacific Islander children reported to an increase in child-find activities.

Pennsylvania reported seven infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

Rhode Island—The children reported by setting include some children over 3 years of age (2.2 percent of the count). These children were reported in the category of ages 2 to 3 years.

Rhode Island estimated race/ethnicity for 134 infants/toddlers (11 percent of the total) who had an unknown race/ethnicity or multiple races/ethnicities.

In Rhode Island, the IFSP form did not include a place to describe *other setting* locations. However, the services-rendered form (SRF) did include a place to describe *other setting* locations. The SRF is completed by service providers at the time the services are delivered. Unfortunately, the settings codes used on the IFSP and the codes used on the SRF were not parallel, but after 2002, the *other setting* location category will not be available on either form. The *other setting* category was used less in 2002 than in the past. The state believes this decline is because settings categories were more clearly defined for service providers.

Based on the SRF, children reported in the *other setting* category include children and families who received early intervention services primarily in a court, daycare, library, pool, school department, professional office building or similar environment.

South Dakota—The children reported in the *other setting* category include children and families receiving early intervention services primarily in a park or at the YMCA.

South Dakota attributes the increase in the number of American Indian/Alaska Native children in its settings count to improved child-find efforts. Child-find efforts increased as a result of federal monitoring.

Tennessee—Tennessee attributes the increase in the number of black children in its settings count to improved data collection. It attributes the decrease in the number of children reported in the *other setting* category to a more accurate use of all settings categories. It attributes the increase in the number of children reported in the *home* setting category to an increase in the number of personnel providing services in homes.

The children reported in the *other setting* category include children and families who received early intervention services primarily in a room donated by a hospital to limit traveling distance for the child. The children reported in the *other setting* category also include those who received only *transportation* services. In addition, five children were incorrectly reported in this category—one child should have been reported as center-based; one child should have been reported in a *program designed for typically developing children*; two children should have been reported in the *home*; one child should have been reported in a *service provider location*.

Texas—The children reported in the *other setting* category include children and families who received early intervention services primarily in equestrian centers, gymnasiums, churches, libraries, public schools and public parks.

Vermont—The children reported in the *other setting* category include children and families who received early intervention services primarily in playgroups, a program called Gymboree and at the YMCA.

Virginia—Virginia attributes an increase in the number of children reported in the *home* setting to system changes in the state. These system changes are the result of efforts that included presentations by and consultations with national experts, statewide trainings, regional and local trainings, development and dissemination of technical assistance documents, technical assistance and commitment at the local level to do what is best for children and families.

Virginia reported 26 infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

Washington—Washington did not report race/ethnicity for 252 children (7 percent of the child count). Of these children, 46 were being served in a *program designed for children with developmental delays or disabilities*; 12 were being served in a *program designed for typically developing children*; 151 were being served in the *home*; 43 were being served in a *service provider location*.

Washington reported two infants and toddlers in the *other setting* category but did not specify what types of settings are counted as *other*.

Wisconsin—Wisconsin reported 12 children in the *other setting* category but did not specify what types of settings are counted as *other*.

Wyoming—The children reported in the *other setting* category include children and families who received early intervention services primarily in parks or in their grandparent's house.

Table 6-5: IDEA Part C Early Intervention Program Exiting, 2002-03

California—The total number of children reported in California's 2002-03 exit data is higher than in the past because the state is now reporting all Part C exits, not just those served by the Department of Developmental Services (DDS). That is, the data now also include exiting Early Start participants served by the California Department of Education (CDE). CDE serves infants and toddlers with visual, hearing or severe orthopedic impairments, including any combination of these disabilities. Most children served

by CDE are eligible for Part B and, therefore, are reported in the Part B-eligible category when they exit Part C. The inclusion of these CDE children in the exit report significantly increased the number reported in this category.

In addition, the state improved its criteria for matching files from DDS with CDE's files. This resulted in a significantly higher match rate than in the past. In addition to increasing the number of children reported in the *Part B eligible* category, it also resulted in fewer children reported in the category *not eligible for Part B, exit to other programs* category.

The state also increased its efforts to locate children reported in the exit category *attempts to contact unsuccessful*. As a result of these efforts, California was able to recode some of these children into either the category *withdrawal by parent* or the category *moved out of state*. This recoding reduced the number of children reported in the *attempts to contact unsuccessful* category and increased the number reported in the categories *withdrawal by parent* and *moved out of state*. The increase in the number of children reported as *withdrawal by parent* or *moved out of state* also resulted in a decrease in the number of children *completing the IFSP prior to reaching maximum age*.

The state attributes the increase in the number of children reported in the exit category *Part B eligibility not determined* to a change in data reporting. While the 2001-02 reporting period was the first full year of reporting exit data using codes that conform to the OSEP exit categories, the state only reported some children whose *Part B eligibility was not determined* in this category in 2001-02. In 2002-03, the state reported all children whose *Part B eligibility was not determined*, resulting in an increase in the number of children reported in this category.

Colorado—Colorado attributed the increase in the reported number of children exiting Part C to a change in the data it collects. Specifically, the state added a data collection field for the child's exit date. In previous years, the state used the child's age and exit status to identify which children exited. This year, data contractors and the lead agency provided training to local data managers on how to use the new exit data field. The training also emphasized the importance of updating the exit status field. The contractors also provided local data managers with detailed definitions of each exit status.

Georgia—Georgia estimated race/ethnicity for 156 children (4 percent of the total number of children exiting) who had an unknown race/ethnicity or multiple races/ethnicities. Nineteen children did not have an exit reason.

Hawaii—Hawaii attributes the increase in the number of children reported as exiting Part C to an increase in the number of children served by Part C. It attributes the increase in the *attempts to contact unsuccessful* category to the mobility of the at-risk families it serves. Due to their mobility, the state often lacks contact information. The state plans to hold training sessions to try to improve the collection of contact information.

Illinois—Illinois explained that the decline in the reported number of exits was a result of a variety of factors. First, it introduced a new monthly reporting process that provided feedback to service coordination agencies and resulted in more accurate use of the exit codes. Second, there have been improvements in eligibility determination prior to program entry. These improvements reduced the number of children who entered and then quickly exited Part C as a result of *completing their IFSP*. Third, the state is aware that some children in the 2001 exit data were incorrectly counted in the *Part B eligibility not determined* category. The state clarified the appropriate use of this category, and this is not believed to be a problem in the 2002-03 data.

The state attributed increases in the number of children reported in the *Part B eligible* category and the number of children reported as *not Part B eligible, but referred to another program* to the performance incentives awarded to local offices with the best transition planning. These incentives also resulted in a corresponding decrease in the *Part B eligibility not determined* category and the *eligibility not determined, exit with no referral* category.

The state attributed the decrease in the number of exits due to *withdrawal by parent* and *unsuccessful attempts to contact* to the financial incentives awarded to the service coordination agencies that are most successful in limiting the number of families exiting Part C before completing the IFSP.

Indiana—Indiana attributed the 21 percent increase in the number of children reported in the exit category *completion of IFSP prior to reaching maximum age* to an increased emphasis on the timely discharge of children who meet their IFSP goals and are no longer in need of services.

Kentucky—Kentucky attributes the 81 percent decrease in the number of children reported in the *Part B eligibility not determined* category to better exiting data. The state believes the number of children reported in this category is more accurate in 2002-03 than in the past. Kentucky is working on determining whether the children reported in this category are actually *eligible for Part B*, or whether they are *not eligible for Part B, and exit to other programs*.

Maryland—Maryland estimated race/ethnicity distribution for 257 children (6 percent of the total number of children exiting) who had an unknown race/ethnicity or multiple races/ethnicities. Of these children, 45 *completed their IFSP prior to reaching the maximum age*; 124 were *Part B eligible*; four were *not Part B eligible and exited to other programs*; six were *not Part B eligible and exited with no referrals*; 25 *did not have their Part B eligibility determined*; one is *deceased*; 15 *moved out of state*; 34 were *withdrawn by a parent*; three *could not be contacted successfully*.

The state attributes the decrease in the number of children reported in the *not eligible for Part B, exit with no referral* category to technical assistance. In an effort to ensure that children are referred to community-based programs when they transition from Part C, Maryland provided technical assistance to local infant and toddler programs to clarify the requirement that they identify referral programs for children at the time of transition. Maryland also uses the number of children exiting with no referral as part of local monitoring reports.

Massachusetts—Until the 2002-03 data reporting period, Massachusetts' exiting data were for a lagged reporting period. For example, the exiting data it reported for 2001-02 were actually for 2000-01. Massachusetts is now reporting its exit data in cycle. Its 2002-03 exit data are for July 2002-June 2003. As a consequence of this adjustment, Massachusetts did not report exiting data for July 2001 to June 2002.

The state attributes the increase in the number of children reported in the exit categories *attempts to contact unsuccessful*; *completion of IFSP prior to reaching maximum age*; *Part B eligible, exit with no referrals*; and *Part B eligible* categories to a change in the way it reports children whose records indicate they moved or enrolled in another early intervention program. In previous years, Massachusetts did not report as exits any child whose records indicated the child moved or enrolled in another early intervention program. Beginning with the 2002-03 data collection,

- If the state confirms that the child is enrolled in another early intervention program, then the child is not counted as exited.

- If the state cannot confirm that the child is enrolled in another early intervention program, and the child is under age 3 and had a referral at discharge, then the child is counted in the exit category *completion of IFSP prior to reaching maximum age*.
- If the state cannot confirm that the child is enrolled in another early intervention program, and the child is under age 3 and had no referral at discharge, then the state reports the child in the exit category *attempts to contact unsuccessful*.
- If the state cannot confirm that the child is enrolled in another early intervention program, and the child is age 3 and had a referral at discharge, then the child is counted in the exit category *eligible for Part B*.
- If the state cannot confirm that the child is enrolled in another early intervention program, and the child is age 3 and had no referral at discharge, then the child is counted in the exit category *not eligible for Part B, exit with no referral* category.

Massachusetts does not use the *moved out of state* exit category. According to the state, its data system cannot distinguish between moves within the state and moves out of state. As indicated above, children under the age of 3 who move, do not enroll in another early intervention program within the state and did not receive a referral at exit are reported in the *attempts to contact unsuccessful* category. The state plans to begin collecting exit data to distinguish between in-state and out-of-state moves beginning in fiscal year 2005.

Mississippi—The state reported children in its 2002-03 exiting data who actually exited in either 1999-2000 or 2000-01.

Missouri—Due to data collection challenges, the state cannot explain the increase in the number of children reported in the *Part B eligible* and *Part B eligibility not determined* exit categories and the decrease in the number of children reported in the *not eligible for Part B, exit to other programs* category. It is possible these changes are related to the redesign of Missouri's Part C program, including the fact that at the end of Missouri's 12-month reporting period, the state was in the middle of implementing its new system.

Nebraska—Nebraska's data collection system does not include the following three exiting categories: *not eligible for Part B, exit with no referrals*; *moved out of state*; and *attempts to contact unsuccessful*. All children exiting Part C are reported in one of the other categories.

New Hampshire—New Hampshire's data collection does not include an exit category for reporting children who exit Part C, are not eligible for Part B and received no referral. The state plans to add this category to its new data system, currently under development.

New Jersey—In all but one exit category, New Jersey's 2002-03 exit data show significant increases from the 2001-02 data published in the *26th Annual Report to Congress*. Those data were an undercount and included only one region of the state. The state has since revised its 2001-02 data, and the data for 2002-03 are consistent with that revision.

North Carolina—North Carolina reported that children who did not meet eligibility criteria for the state's Part C program are counted in the exit category *completion of IFSP prior to reaching maximum age*. Children who transferred to another county were not included in the exit data.

The state also reported how it crosswalks its state-specific exit categories into the OSEP exit categories. North Carolina crosswalked:

- “Entered into preschool special education program,” “eligible for preschool program” and “family refused services” into the OSEP exit category *Part B eligible*.
- “Not eligible for the preschool program” into the OSEP exit category *not eligible for Part B, exit to other programs*.
- “Other” into the OSEP exit category *Part B eligibility not determined*.
- “Moved, address unknown” and “moved out of state” into the OSEP exit category *moved out of state*.
- “Parent refused enrollment” and “parent discontinued participation” into the OSEP exit category *withdrawal by parent*.
- “Lost to follow-up” into the OSEP category *attempts to contact unsuccessful*.
- “Aged out without a closure report” into the OSEP category *Part B eligibility not determined*.

If a child moves to a county in a different early intervention service area, the child’s record is closed out in the first county, and a new record is opened in the receiving county. The child is not reported in the OSEP exit data because the child did not exit the state’s infant-toddler program.

Ohio—In the beginning of 2002, Ohio implemented a new version of its data collection system. The state detected some problems in how the new system collects and reports information about children leaving services. These data quality issues affect the accuracy of the exit data for both 2001-02 and 2002-03.

The state attributes the decrease in the number of children exiting in 2001-02 to 2002-03 to data reporting errors. The state noted that it only reported as exiting children who had an exit date between Dec. 1, 2001, and Nov. 30, 2002. Children with a blank exit date were not reported in the exit data. Unfortunately, some children who reached the age of 3 during the reporting period did not have an exit date. When the state reviewed its data, it identified 521 children who reached the age of 3, but did not have an exit date. These children were incorrectly excluded from Ohio’s exit data. An additional 693 children, who were under 3 years of age on Dec. 1, 2002, had no new IFSP information for the six months prior to Dec. 1, 2002. It is possible that some of these children exited during the reporting period; however, no data were entered to indicate termination of services.

The state is in the process of developing county-specific reports that will identify children who may have exited and are missing exit data. Through site reviews and increased training to county programs, the state hopes to rectify this reporting problem.

Oklahoma—Oklahoma attributes the increase in the number of children reported in the exit category *completion of IFSP prior to reaching maximum age* to the correction of data coding errors. In the past, many field representatives reported all families who exited Part C before the child’s third birthday as *withdrawal by parent*. As a result, some children who *completed their IFSP prior to maximum age* were incorrectly reported as *withdrawal by parent*.

The state attributed the increase in the *Part B eligibility not determined* category to data reporting errors. The state reported all children who did not have an IEP in place by the child's third birthday in the exit category *Part B eligibility not determined*. This problem was complicated by the fact that field staff did not always know if an IEP meeting took place. Oklahoma plans to continue to train staff on proper documentation and guidelines.

Oregon—OSEP's reporting instructions state that any children determined Part B eligible should be reported in the *Part B eligible* category, regardless of whether the child actually has been present at a Part B program. However, the state reports children as *Part B eligible* only if they are known to have successfully transitioned to the Early Childhood Special Education program. For children to be reported in this category, they must have an eligibility determination and actually must have been present at the Early Childhood Special Education program. Because this definition of *Part B eligible* is more restrictive than OSEP's definition, the state believes it may reduce the number of children reported in this category.

Pennsylvania—Pennsylvania reported that it does not know why it had an increase in the number of children reported in the exit categories *Part B eligibility not determined* and *unsuccessful attempts to contact* or why it had a decrease in the number of children reported in the exit category *completion of IFSP before reaching maximum age*. During the next 12 months, as part of its annual monitoring of local programs, the state will focus on these data.

Rhode Island—Rhode Island estimated the race/ethnicity for 124 children (12 percent of the total number of children exiting) who had an unknown race/ethnicity or multiple races/ethnicities.

The state's exit codes do not match the OSEP exit categories. For example, because state law mandates that all children exiting the system without completing their IFSP goals must be referred, the state does not have separate exit codes for *exit with referral* and *exit with no referral*. As outlined in the state's Continuous Improvement Monitoring Plan, the state is reviewing the transition process and held a training session in 2003. At the same time, new codes were added to better match with OSEP's exiting categories.

Tennessee—The state determined that many children reported in the *attempts to contact unsuccessful* category did not have an IFSP and, therefore, should not have been included in the state's exit data. The state believes this may also be true for other exit categories, for example the *withdrawal by parent* category, and is now working with district offices and providers to correct this problem.

As a result of the state's efforts to remove duplicate counts, the reported number of children exiting Part C declined in 2002-03. As a result of a monitoring visit from OSEP, Tennessee changed how it reports the exiting data. In the past, the state based its exit data directly on information reported by service providers. In these data, some children were counted more than once. Beginning with the 2002-03 data, the state now attempts to remove duplicate exits for the same child.

Utah—The state changed some of its eligibility requirements and strengthened its exit policy. As a result, in 2002-03, there were more children reported in the exit category *completion of IFSP prior to reaching maximum age*. In the past, children may have been kept on an IFSP longer. The state also implemented a standardized eligibility determination form. Local compliance with the use of this standardized form may also have resulted in more children exiting because they reached developmental guidelines.

In 2002-03, fees were implemented for the first time. The state believes this may have caused some families to withdraw in anticipation of the fee and is one reason for the increase in the number of children reported in the exit category *withdrawn by a parent*.

Washington—Washington did not report race/ethnicity for 184 children (6 percent of the total number of children exiting). Of these children, 27 exited in the *completion of IFSP prior to reaching maximum age* category; 89 exited in the *Part B eligible* category; five exited in the *not Part B eligible, exit to other program* category; six exited in the *not Part B eligible, exit with no referral* category; 15 exited in the *Part B eligibility not determined* category; two exited in the *deceased* category; 17 exited in the *moved out of state* category; 15 exited in the *withdrawal by parent* category; eight exited in the *attempts to contact unsuccessful* category.

West Virginia—West Virginia reported 116 children in the *Part B eligibility not determined* category. Of these 116 children, 38 had families who declined to have their eligibility determined; 66 had referrals to Part B, but were awaiting eligibility determination; 12 children were reported in this category with no further explanation given by the state.

Table 6-6: IDEA Part C Early Intervention Services, 2002

Arizona—Arizona's *other services* category includes play groups.

California—California's *other services* category includes daycare; interdisciplinary assessment services; services provided by translators and interpreters; Socialization Training Program services; reimbursement for travel and other purchases and services related to receiving diapers, nutritional supplements and vouchers.

Because California's services data are based on a billing system, changes in the data reported to OSEP often reflect changes in the way services are paid for rather than real changes in services delivered. California has no accurate way of determining the services paid for and provided via generic agencies (not federal Early Start funds) to the infants and toddlers in the Early Start Program. The services data reported to OSEP are an undercount of the actual total services provided because they include only those services purchased by the DDS or the CDE using federal Early Start and State General Fund Early Start monies. They do not include services from generic sources, private insurance or the Departments of Alcohol and Drugs, Social Services, Mental Health or Health Services, including California Child Services.

The *other services* category also grew. In addition to the services listed above, this category includes evaluations and services provided under the new rate exemption. The rate exemption covers rates above Medi-Cal rates if the service would otherwise not be available in a timely manner or otherwise would be provided at a cost to families.

Race/ethnicity data are not captured in the billing data used to report services to OSEP and must be imputed from other information. Changes in the racial/ethnic composition of the reported number of children receiving each service were the result of a change in California's method for imputing this information.

Colorado—Colorado's *other services* category includes developmental monitoring, infant and toddler groups, interpretation services, parent education and services from a feeding clinic.

Colorado attributed the decreases in the reported number of children and families receiving *respite care* and the number reported as receiving *other services* to a clarification of the definition of these services. The state's Department of Education clarified these definitions in writing and also provided training on the use of these categories.

Connecticut—Connecticut’s *other services* category includes applied behavior analysis services from a board-certified behavior analyst.

Georgia—Georgia estimated race/ethnicity for 156 children (4 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities. The state’s other services category includes applied behavior analysis, which is an intervention specifically focused on intensive work with young children with autism spectrum disorders.

Hawaii—The state attributes the increase in the reported number of children and families receiving *family training, counseling and home visits* to an increase in the number of children served. The state believes the decreases in the reported number of children receiving *occupational therapy, psychological services* and *social work services* is the result of inaccurate reporting. The state plans to provide more training in the hope of obtaining more accurate counts.

Idaho—Idaho’s *other services* category includes aquatics therapy, day care, infant massage, intensive behavior intervention, interpreters and translation services, temporary housing-Ronald McDonald House, heating and power bill assistance, and Ages and Stages tracking. Ages and stages is an evaluation tool used in several service areas that has age-specific tests to help determine the child’s status.

Illinois—Illinois attributes the increase in the reported number of children receiving *speech pathology* services to a growth in the number of referrals and new case openings that were disproportionate for older infants and toddlers. Older children are more likely to exhibit speech and language delays than younger children.

Illinois explained the increase in the reported number of children and families who received *family training and counseling* services and *psychological services* to the intervention system’s increased awareness of the social/emotional needs of the child.

Indiana—Indiana’s *other services* category includes interpreter services and applied behavior analysis services.

Kansas—Kansas’ *other services* category includes interpretation services, early childhood special education, Spanish translation, services provided by specific programs such as Early Head Start, Parents As Teachers, Kansas’ Children’s Service League, Teen Pregnancy Case Management and Low Incidence (a program for children with multiple severe disabilities) and services provided by specialists (e.g., mentors for the deaf, teachers of students with hearing impairments and autism consultants/support specialists).

Maryland—Maryland’s *other services* category includes the provision of a signer to communicate with a family while the child is receiving services.

Maryland estimated the race/ethnicity distribution for 306 children (6 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities. Of these children, one received *assistive technology* services; 23 received *audiology* services; 37 received *family training, counseling, home visits and other support*; two received *health services*; two received *medical services*; 22 received *nursing services*; nine received *nutrition services*; 75 received *occupational therapy* services; 132 received *physical therapy* services; nine received *psychological services*; two received *social work* services; 194 received *special instruction*; 138 received *speech language services*; 13 received *transportation*; 21 received *vision services*. Children may have received more than one type of service.

An increase in the reported number of children and families receiving *family training, counseling and home visits* occurred in seven local programs. The state attributed this increase to three factors: an increase in the number of children referred; technical assistance provided to individual local programs on the definition of *family training, counseling and home visits*; and an increase in the number of local programs using family training models to address communication delays in children.

An increase in the reported number of children receiving *speech and language* services occurred in eight local programs. The state attributes this increase to three factors: an increase in the total number of referrals, an increase in the number of children referred with speech and language concerns and the use of more appropriate procedures for serving very young children.

Massachusetts—Massachusetts bases its services data on a report of services received rather than services on the IFSP. In 2001, the reported number of children receiving *respite care, special instruction* and *transportation* services included any child receiving the service during the entire fiscal year. This year's count of children receiving *respite care* and *special instruction* includes those children receiving the services on Dec. 1, 2002. The count of children receiving *transportation* services is an estimated count. To get this count, the state applied the ratio of the child count to the fiscal year count to the fiscal year *transportation* count.

Michigan—Michigan's *other services* category includes playgroups for children, informal support groups, and Ages and Stages (an evaluation tool used in several service areas that has age-specific tests to help determine the child's status). OSEP's reporting instructions specify that service coordination should not be reported as a service; however, the state also included service coordination in the *other services* category.

Minnesota—Minnesota did not report early intervention services by race/ethnicity.

Missouri—Missouri's *other services* category includes bilingual children receiving interpretation and sign interpretation services.

Nebraska—Nebraska's *other services* category includes interpretation and recreation. OSEP's reporting instructions specify that service coordination should not be reported as a service; however, the state also included service coordination in the *other services* category.

Nevada—OSEP's reporting instructions specify that service coordination should not be reported as a service; however, the state included service coordination in the *other services* category.

New Hampshire—New Hampshire's *other services* category includes family support services and transdisciplinary services.

New Mexico—OSEP's reporting instructions specify that service coordination should not be reported as a service; however, the state included service coordination in the *other services* category.

New York—The services data included 4,013 children who were over the age of 3 on Dec. 1, 2002, but were still enrolled in New York's Early Intervention Program.

New York estimated race/ethnicity for 11,697 children (32 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities.

North Carolina—North Carolina’s *other services* category includes children and their families receiving genetic services; financial assistance; Supplemental Security Income; immunizations; well child care; housing assistance and Women’s, Infants’ and Children’s (WIC) services; and services related to hearing translators and interpreters, hearing consultants, vision consultants and non-English translators. The *other services* category also includes services provided by preschool programs, alternative residential placement programs, before- and after-school/summer care programs, child care programs and multidisciplinary evaluation and assessment. The category also includes referrals to Beginnings; the Community Alternatives Program for persons with mental retardation/developmental disabilities; and behavior management and parent skill training.

North Carolina counted family counseling/therapy, parent support programs, and in-home support in the services category *family training, counseling, home visits and other support*. The state counted home and special instruction in the services category *special instruction*.

Northern Marianas—Northern Marianas’ *other services* category includes aquatics therapy, Ages and Stages Questionnaire tracking, day care, infant massage, intensive behavior intervention, interpreters and translation services, temporary housing-Ronald McDonald House, and heating and power bill assistance.

Ohio—Ohio’s *other services* category includes child care, Children's Protective Services, clothing, drug and alcohol counseling, educational services, employment services, financial services, housing services, temporary shelter, legal services, recreational and social services, and rehabilitation services.

Ohio attributes the increase in the number of children receiving *health services* and the decrease in the number of children receiving *nursing services* to clearer definitions of what these services are. Previously, county projects used *health services* and *nursing services* interchangeably. The state is currently working on clarifying its definitions for all service categories to help county programs report more accurately.

The state does not know why there were decreases in the number of children and families reported in the *respite care* and *transportation* services categories, but it suspects that the decreases reflected budgetary constraints at the county level.

Oklahoma—Oklahoma’s *other services* category includes children receiving services related to child development (578), child guidance (33), orientation and mobility (one), family therapy/mental health (one), and services provided by pediatricians and other physicians (one).

Oregon—Oregon’s *other services* category includes an instructional aide, augmentative communication, services for autism spectrum disorder, behavioral consultation, services in Braille, services for English as a second language/migrant families and sign language interpreters.

Tennessee—Tennessee attributes some of the decrease in the number of children receiving *health services, medical services, nursing services* and *vision services* to a change in how services were reported by the state health department. In some cases, the department reported these services as social work services instead of in these specific service categories.

Tennessee counts service provider travel in the *transportation* service category. The state attributes its increase in *transportation* to more services being provided in the *home*; therefore, providers spend more time commuting to the families’ homes.

The increase in the *other services* category is due to an increased demand for interpretation/translation services.

Texas—Texas' *other services* category includes children receiving translation services, interpretation services, behavioral intervention, hippotherapy, sign language education, music therapy, play therapy and aquatic therapy.

Vermont—Vermont's *other services* category includes services provided by personal care assistants.

Washington—Washington did not report race/ethnicity for 10 children (23 percent of its child count) receiving *assistive technology* services, nine children receiving *audiology services*, 59 receiving *family training, counseling and home visits*, 22 receiving *health services*, 57 receiving *medical services*, 23 receiving *nursing services*, 22 receiving *nutrition services*, 108 receiving *occupational therapy*, 127 receiving *physical therapy*, four receiving *psychological services*, 35 receiving *social work services*, 150 receiving *special instruction*, 152 receiving *speech/language pathology* services, 17 receiving *transportation* services, nine receiving *vision services* and two receiving *other services*.

Washington's *other services* category includes feeding therapy/evaluation/consultation, interpretation services, developmental rehabilitation services, oral motor speech therapy, public health nurse/parent support, behavior consultation, applied behavioral analysis therapy, aquatic therapy, case management, case resource management, exploring childcare options, family support, hippotherapy, hydrotherapy, infant massage, kindermusik, lending library, massage therapy, neonatal follow-up, respite and home baby-sitter, childcare search, specialized equipment/supplies, orthopedic evaluation, swimming, therapeutic child care and yoga therapy.

West Virginia—West Virginia's *other services* category includes children receiving interpretation services.

Wisconsin—Wisconsin was unable to report what services were included in the *other services* category.

Appendix B

Part B Data Notes

DATA NOTES FOR *IDEA*, PART B

These data notes contain information provided by the states on the ways in which they collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide a state's explanations in the event of any significant changes in the data from the previous year. The data covered in these notes are:

- 2003 Child Count;
- 2003 Educational Environments;
- 2002 Personnel;
- 2002-03 Exiting; and
- 2002-03 Discipline.

Regarding significant changes from year to year, OSEP asked states to clarify or explain them according to the criteria below, which were developed in October 2001.

Significant Year-to-Year Change Criteria, by Category and Subcategory of Data Required for All Age Groups Served Under Part B of *IDEA*

1. Child count data (Part B)		
Disability conditions	Age group	Number and percent change¹
All disability conditions	3-5	±100 and ±20%
All disability conditions	6-21	±100 and ±20%
Specific learning disabilities	6-21	±250 and ±20%
Speech or language impairments		
Mental retardation		
Emotional disturbance		
Hearing impairments	6-21	±100 and ±20%
Multiple disabilities		
Orthopedic impairments		
Other health impairments		
Visual impairments		
Deaf-blindness		
Autism		
Traumatic brain injury		
Developmental delay (optional reporting category) ²	3-9	

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 100 children ages 3 through 5 in its child count for Part B and the change is 20 percent more or less from the previous year, that is considered a significant change.

²The reporting of data on developmental delay is optional. Only children ages 3 through 9 may be reported in the developmental delay disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social, emotional or adaptive development. States must have defined and established eligibility criteria for developmental delay in order to report children in this category. Although federal law does not require that states and LEAs categorize children according to developmental delay, if this category is required by state law, states are expected to report these children in the developmental delay category.

1. Child count data (Part B) (continued)		
Race/ethnicity (All disability conditions)	Age group	Number and percent change¹
American Indian/Alaska Native	3-5	± 25 and ±20%
Asian/Pacific Islander	3-5	± 40 and ±20%
Black (not Hispanic)	3-5	± 300 and ±20%
Hispanic	3-5	± 250 and ±20%
White (not Hispanic)	3-5	± 1,250 and ±20%
American Indian/Alaska Native	6-21	± 250 and ±20%
Asian/Pacific Islander	6-21	± 350 and ±20%
Black (not Hispanic)	6-21	± 3,500 and ±20%
Hispanic	6-21	± 2,500 and ±20%
White (not Hispanic)	6-21	±10,000 and ±20%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 25 American Indian/Alaska Native children ages 3 through 5 in its child count for Part B and the change is 20 percent more or less from the previous year, that is considered a significant change.

2. Personnel: employed, fully certified; employed, fully certified, and total employed		
Special education teachers	Age group	Number and percent change¹
Total (for ages 3 through 5)	3-5	±500 and ±30%
Total (for ages 6 through 21)	6-21	±500 and ±30%
Other special education and related services personnel (Section C)	Age group	Number and percent change¹
Total Teacher aides	3-21	±500 and ±25%
Supervisors/administrators (LEA) Psychologists Non-professional staff Other professional staff		
Audiologists Counselors Diagnostic and evaluation staff Occupational therapists Physical education teachers Physical therapists Rehabilitation counselors Recreation and therapists School social workers Speech pathologists Supervisors/administrators (SEA) Vocational education teachers Work-study coordinators	3-21	±25 and ±30%
Interpreters		

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 500 special education teachers total for ages 3 through 5 in its personnel data for Part B and the change is 30 percent more or less from the previous year, that is considered a significant change.

3. Educational environments (for all disability conditions)		
Educational environments	Age group	Number and percent changes¹
Early childhood setting	3-5	±500 and ±20%
Early childhood special education setting	3-5	±400 and ±20%
Home	3-5	±100 and ±20%
PT early childhood/PT special education setting	3-5	±200 and ±20%
Residential facility	3-5	± 50 and ±20%)
Separate school	3-5	±100 and ±20%
Itinerant service outside the home	3-5	±100 and ±20%
Reverse mainstream setting	3-5	± 50 and ±20%
Outside regular class < 21% of day	6-21	±2,000 and ±20%
Outside regular class > 21 and ≤60% of day		
Outside regular class > 60% of day		
Public separate facility	6-21	±500 and ±20%
Private separate facility		
Private schools not placed or referred by public agencies	6-21	±250 and ±20%
Public residential facility	6-21	±150 and ±20%
Private residential facility		
Homebound/hospital environment		
Correctional facilities		
Race/ethnicity	Age group	Number and percent change¹
American Indian/Alaska Native	3-5	± 25 and ±20%
Asian/Pacific Islander	3-5	± 40 and ±20%
Black (not Hispanic)	3-5	± 300 and ±20%
Hispanic	3-5	± 250 and ±20%
White (not Hispanic)	3-5	± 1,250 and ±20%
American Indian/Alaska Native	6-21	± 250 and ±20%
Asian/Pacific Islander	6-21	± 350 and ±20%
Black (not Hispanic)	6-21	± 3,500 and ±20%
Hispanic	6-21	± 2,500 and ±20%
White (not Hispanic)	6-21	± 10,000 and ±20%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 500 children ages 3 through 5 whose educational environment is *early childhood setting* for Part B and the change is 20 percent more or less from the previous year, that is considered a significant change.

4. Exiting (for all disability conditions)		
Basis of exit	Age group	Number and percent changes¹
Total exiting special education	14-21	±1,000 and ±20%
Graduated with regular diploma	14-21	±500 and ±20%
Moved, known to be continuing		
Moved, not known to be continuing		
Dropped out	14-21	±250 and ±20%
Returned to regular education	14-21	±250 and ±15%
Received a certificate	14-21	±125 and ±20%
Reached maximum age	14-21	±50 and ±20%
Died	14-21	±50 and ±15%
Graduated with a diploma or received a certificate	14, 15	Flag any in this age group ²
Reached maximum age	14-19	Flag any in this age range ²
Race/ethnicity (total exiting)	Age group	Number and percent changes¹
American Indian/Alaska Native	14-21+	±25 and ±20%
Asian/Pacific Islander		
Black (not Hispanic)	14-21+	± 300 and ±20%
Hispanic	14-21+	± 200 and ±20%
White (not Hispanic)	14-21+	±1,000 and ±20%
5. Discipline (for all disability conditions)		
Disciplinary action	Age group	Number and percent changes¹
Removed to an IAES ³ for drugs or weapons	3-21	± 20 and ±25%
Removed to an IAES by a hearing officer for likely injury	3-21	± 10 and ±25%
Suspended/expelled > 10 days ⁴	3-21	± 100 and ±25%
Short-term multiple suspensions/expulsions that sum > 10 days ⁴	3-21	± 150 and ±25%
Unduplicated count of suspensions/expulsions ⁵	3-21	± 400 and ±25%
Number of acts weapon offenses	3-21	± 30 and ±25%
Number of acts drug offenses	3-21	± 50 and ±25%
Number of acts regarding likely injury	3-21	± 50 and ±25%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a significant change has occurred. For example, if a state gains or loses 1,000 students ages 14-21 in its total exiting special education population for Part B and the change is 20 percent more or less from the previous year, that is considered a significant change.

² For the 27th Annual Report to Congress, the year-to-year change reports would report (i.e., flag) any students reported in these age groups as exiting for these reasons, and states would be required to provide an explanation.

³ IAES is an interim alternative educational setting.

⁴ This may be a duplicated count (i.e., the same student may be counted in both subcategories: suspended/expelled > 10 days and short-term multiple suspensions/expulsions that sum to > 10 days).

⁵ Unduplicated count refers to the number of students who were subject to any suspension or expulsion for more than 10 days during the school year.

The chart below summarizes differences in collecting and reporting data for nine states. These variations affected the way data were reported for the *IDEA*, Part B child count and the educational environments, exiting and discipline collections. Additional notes on how states reported data for specific data collections follow this table.

Table B-1. State reporting patterns for IDEA, Part B child count data and educational environments data: Fall 2003; and for exiting^a and discipline data: 2002-03

States	Differences from OSEP reporting categories ^b		
	Multiple disabilities	Other health impairments	Deaf-blindness
Colorado		O	
Delaware	P	O	
Florida	P		
Georgia	P		
Michigan			H
North Dakota	P		
Oregon	P		
West Virginia	P		
Wisconsin	P		

^aData are from a cumulative 12-month reporting period.

^bStates report according to state law. The U.S. Department of Education does not have authority to override state law.

Tables 1-1 Through 1-16m: IDEA Part B Child Count, 2003

Alabama—The state attributed the increase in the reported number of students ages 6 through 21 with autism to continued extensive statewide training on the autism spectrum. The state reported that this training has resulted in more accurate identification and placement of children with this disability.

Alaska—Alaska reported that it estimated the race/ethnicity of 385 students (2.1 percent of the child count). Of these, 88 were ages 3 through 5, and 297 were ages 6 through 21.

The state attributed the increase in the reported number of students ages 6 through 9 with developmental delay to improvement in district reporting. Alaska has been collecting data on developmental delay for three years. Prior to that, districts reported students with developmental delay in other disability categories. Since school year 1999-2000, districts across the state have been adding a separate category for developmental delay to their data systems, resulting in a gradual increase in the category.

Arizona—The state attributed the increases in the total number of children ages 3 through 5 and students ages 6 through 21 reported on the child count to increased data accuracy. The state reported that 2003 is the second year that Arizona used student detail reporting within its new accountability system.

The state attributed the 22 percent increase in the reported number of students ages 6 through 21 with *other health impairments* to an increase in the number of children identified with attention deficit disorder and attention deficit hyperactivity disorder.

The state attributed the 25 percent increase in the reported number of students ages 6 through 21 with multiple disabilities to better accuracy in diagnosis and evaluation.

The state believes that the 23 percent increase in the number of students ages 6 through 21 reported in the autism category is consistent with the increase in the use of the autism category nationwide.

Colorado—The state does not collect data on *other health impairments*. Children and students with *other health impairments* are reported in the orthopedic impairments category.

The state indicated that the increase in the reported number of American Indian/Alaska Native children ages 3 through 5 in special education was the result of small increases in many districts rather than a significant increase in any one local education agency (LEA). The proportion of students with disabilities who are American Indian/Alaska Native is close to that of the American Indian/Alaska Native portion of students in the total public school membership.

Delaware—The state does not collect data on either the multiple disabilities or *other health impairments* categories and reports zero children and students ages 6 through 21 in these categories. Children and students with multiple disabilities are reported according to their primary disability, and children and students with *other health impairments* are reported in the orthopedic impairments category.

Florida—The state does not collect data on multiple disabilities. Children and students with multiple disabilities are reported according to their primary disability.

Georgia—The state does not collect data on multiple disabilities. Children and students with multiple disabilities are reported according to their primary disability.

Georgia began collecting data on children and students with developmental delay for the 2001 child count. The state attributed the increase in the reported number of children and students in the developmental delay category to the newness of the category. The state reported that districts are increasingly using the developmental delay category for children and students entering special education rather than the mental retardation and emotional disturbance categories.

Georgia attributed the increase in the reported number of Asian or Pacific Islander children ages 3 through 5 served in special education to an increase in the Asian population in the state.

Idaho—The state reported that 312 children (1.1 percent of the child count) with disabilities were identified with noncategorical eligibility. Of these, 15 were ages 3 through 5, and 297 were ages 6 through 21. When reporting to OSEP, the state distributed these children into disability categories based on the disability distribution of students in the same age group and race/ethnicity category whose disability category was known.

Illinois—Illinois attributed the increase in the reported number of students ages 6 through 21 with multiple disabilities to the newness of the category. The 2003 submission is the third year that the state has used the category.

Kentucky—Kentucky attributed the increase in the reported number of American Indian/Alaska Native children ages 3 through 5 in special education to the implementation of a new student-based data system. The new system retrieves the race/ethnicity information from the regular education enrollment database, which includes information on special education students. Prior to 2003, race/ethnicity information for special education students was collected separately using intake interviews conducted by the special education staff. The increase in the number of American Indian/Alaska Native students occurred in the state's largest district, Jefferson County (Louisville). The district reported five students in this category in 2002 and 58 in 2003.

Kentucky does not use the developmental delay category for students who are 9 years old. Only children and students ages 3 through 8 are included in this category.

Louisiana—Louisiana attributed the increase in the reported number of students ages 6 through 11 in the developmental delay category to two factors. First, the state no longer allows noncategorical classification of students, and, as a result, many of the students previously reported with noncategorical disability are now classified with developmental delay. Second, the state believes that districts are more committed to early identification through child-find efforts; thus, there is an increase in identification of students with developmental delay.

Maine—The state attributed the increase in the reported number of students ages 6 through 21 in the autism category to new programs for students with autism and to growing awareness of autism. Maine reported that the increase occurred in two age groups: ages 7 through 11 (roughly second-grade through sixth-grade) and 14 through 16 (roughly freshman through junior year of high school). The state reported that the Maine Autistic Society provides information and training on autism and the autism spectrum. In addition, doctors and professional evaluators are more knowledgeable about this population. Finally, the increase is also attributable to a change in the disability classification of some students. Some students prior to 2003 classified with mental retardation, specific learning disabilities or emotional disturbance are now identified as students with autism.

Maryland—Maryland attributed the large increase in the number of students ages 6 through 9 reported in the developmental delay category to a change in the state definition of this category. The additional attention paid to the definition and the extension of the age range resulted in an increase in the use of this category.

Michigan—The state does not collect data on deaf-blindness. Children and students with deaf-blindness are reported in the hearing impairments category.

The state began reporting children and students in the *other health impairments* and traumatic brain injury categories in the 2002 child count. Prior to 2002, Michigan reported children and students with *other health impairments* in the orthopedic impairments category and reported children and students with traumatic brain injury in other disability categories. The decline in the reported number of children and students in the orthopedic impairments category is the result of removing children and students with *other health impairments* from this category.

The state attributed the increase in the reported number of children and students with developmental delay to new administrative rules that went into effect in 2002. These rules increased the upper age limit for developmental delay from age 5 to age 7. The state reported that as the districts implement this change during the next few years, it expects the number of children and students reported in the developmental delay category to continue to increase.

Minnesota—Minnesota believes that the increase in the number of children and students ages 3 through 21 reported in the autism category is consistent with increases in autism nationwide. The state believes that some of the increase can be attributed to improvements in child find resulting from training initiatives and better and earlier identification processes.

Mississippi—In 2002, the state began reporting children and students in the *other health impairments* and traumatic brain injury categories. These categories were first made available in the data collection system in October 2002; however, 2003 was the first time the schools had full access to these categories. Prior to 2002, Mississippi reported children with *other health impairments* in the orthopedic impairments category and reported children with traumatic brain injury in other disability categories. Mississippi attributed the increase in the reported number of children and students in the *other health impairments* category to the recent implementation of the category. In addition, the decline in the reported number of children and students in the orthopedic impairments category is the result of removing children and students from that category into the *other health impairments* category.

Missouri—The state attributed the increase in the reported number of 3- through 5-year-olds with speech or language impairments to changes in the eligibility criteria for sound system disorders. These changes went into effect in October 2001. The previous criterion was that a child’s sound production level must be one year beyond upper limits of developmental ranges as established by normative data. The current criterion is that a child’s sound production level must be equal to or less than the child’s actual chronological age as established by accepted normative data. This change essentially removed the “one year beyond” requirement and made children eligible for special education if their sound production level is “equal to or less than the child’s chronological age.” The state anticipated that this will increase the number of young children identified with sound system disorders. However, by identifying children at an earlier age when remediation of articulation problems is easier, the state expects that in the long run the number of children with speech or language impairments at older ages will decrease. That is, the distribution across age groups will change, but the number served will not.

Montana—In Montana, a state statute allows school districts to identify a child ages 3 through 5 as a “child with disabilities” without noting a specific disability category. However, Montana encourages schools to use one of the federal disability categories. As a result, districts reported a specific disability for 60 percent of the 3- through 5-year-olds served. The state imputed disability for the remaining 40 percent using the disability distribution for the 3- through 5-year-olds for whom disability data were reported. This is the third year that Montana used this method. Previously, the missing disability data for 3- through 5-year-olds was imputed based on the disability distribution for 6-year-olds.

Nebraska—The state reported that race/ethnicity totals reported on the child count are incorrect. The state was not able to correct this error before these data were finalized for this annual report to Congress. The actual totals for each race/ethnicity category should be as follows:

- American Indian/Alaska Native 1,512;
- Asian/Pacific Islander 416;
- Black (not Hispanic) 3,265;
- Hispanic 3,208; and
- White (not Hispanic) 31,715.

New Jersey—The state attributed the increase in the reported number of children ages 3 through 5 with autism to a general increase in the number of children in this age group who receive special education.

New Jersey attributed the increase in the reported number of children ages 3 through 5 and students ages 6 through 21 with *other health impairments* to districts' increased use of this category for students who do not meet eligibility requirements for the other disability categories.

The state attributed the increase in the reported number of American Indian/Alaska Native students in special education to a growth in the American Indian/Alaska Native population in New Jersey.

New Mexico—New Mexico reported an increase in the number of students ages 6 through 9 with developmental delay. According to the state, anecdotal evidence suggests a slight shift away from using a specific disability label for students in this age range and instead reporting them as having a developmental delay. The developmental delay category entitles a student to eligibility under *IDEA* in New Mexico until age 10. In addition, the state reported that the increase in the number of students ages 6 through 9 with developmental delay is also related to the decrease in the number of students reported in the emotional disturbance and specific learning disabilities categories. It is not the result of an overall increase in the identification rate.

New York—New York collects race/ethnicity for an aggregated count of all school-age students with disabilities (ages 4 through 21). It does not collect a separate count of race/ethnicity for students with disabilities who are ages 6 through 21 or for all children with disabilities who are ages 3 through 5. The reported race/ethnicity for 6- through 21-year-olds was estimated using race/ethnicity data from students with disabilities ages 4 through 21. The race/ethnicity of 4- and 5-year-old children in school-age environments (e.g., kindergarten) is based on the race/ethnicity distribution for 3- through 5-year-olds in preschool educational environments.

New York does not classify preschool children by particular disabilities and reports zero for children ages 3 through 5 in all disability categories except developmental delay. The state reports all children ages 3 through 5 (with any disability) in the developmental delay category.

North Dakota—The state does not collect data on multiple disabilities. Children and students with multiple disabilities are reported according to their primary disability.

Oregon—The state does not collect data on multiple disabilities. Children and students with multiple disabilities are reported according to their primary disability.

Pennsylvania—The state believes that the increases in the reported number of students with autism and the reported number of students ages 6 through 21 with *other health impairments* are accurate. Last school year, the state noticed that every year, the reported number of students with autism and *other health impairments* increased at a rate faster than the other disability categories. As a result, the state conducted a survey to determine if the disability counts were accurate. It also provided statewide training and technical assistance on the use of the disability categories and analyzed disability counts data to determine whether the increases occurred in some areas of Pennsylvania or were statewide. The state determined that the increases were, in fact, statewide.

Rhode Island—The state's definition of developmental delay includes only children ages 3 through 5.

West Virginia—The state does not collect data on multiple disabilities. Children and students with multiple disabilities are reported according to their primary disability.

Washington—The state attributed the increase in the reported number of students ages 6 through 21 with autism to the cumulative effect of small increases in districts across the state. The state reported that, over time, the number of children with autism has steadily increased.

Wisconsin—The state does not collect data on multiple disabilities. Children and students with multiple disabilities are reported according to their primary disability.

Wisconsin indicated that the increase in the reported number of Asian/Pacific Islander children ages 3 through 5 in special education occurred in school districts with high overall Asian/Pacific Islander enrollment.

Tables 2-1 Through 2-5: IDEA Part B Educational Environments, 2003

Educational environments for children ages 3 through 5 are defined as follows:

<i>Early childhood setting</i>	Educational programs designed primarily for children without disabilities. No special education or related services are provided in separate special education settings. This may include, but is not limited to, special education provided in regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible prekindergarten population by the public school system, home/early childhood combinations, home/Head Start combinations and other combinations of early childhood settings.
<i>Early childhood special education setting</i>	Educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in <i>early childhood</i> or other settings. This may include, but is not limited to special education and related services provided in special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities, on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.
<i>Home</i>	The principal residence of the child’s family or caregivers.
<i>Part-time early childhood/part-time early childhood special education setting</i>	Multiple settings: (1) the home, (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities and (5) separate schools. Settings include, but are not limited to: home/early childhood special education combinations; Head Start, child care, nursery school facilities, or other community-based settings; regular kindergarten classes combined with special education provided outside of the regular class; separate school/early childhood combinations; and residential facility/early childhood combinations.
<i>Residential facility</i>	Public or private residential schools or medical facilities where services are provided on an in-patient basis.
<i>Separate school</i>	Facilities that do not house programs for students without disabilities.
<i>Itinerant service outside the home</i>	Special education and related services provided at a school, hospital facility on an outpatient basis or other location for a short period of time (i.e., no more than three hours per week). These services may be provided individually or to a small group of children. Services may include, but are not limited to, speech instruction up to three hours per week in a school, hospital or other community-based setting. This is an optional category.

Reverse mainstream setting Educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities. This is an optional category.

Arizona—The state reported that there is an error in the number of children ages 3 through 5 and students ages 6 through 21 in the *residential facilities* category. The state did not discover the problem until after the data were finalized for this annual report to Congress.

Connecticut—The state attributed changes in its educational environments data to better data verification procedures implemented in 2003, to ongoing state education agency (SEA) leadership and to district implementation of better practices related to placing students in the least restrictive environment. The changes include a decrease in the number of children ages 3 through 5 reported in the *separate schools* category, an increase in the number of children ages 3 through 5 reported in the *reverse mainstream* category and a decrease in the number of students ages 6 through 21 reported in the category *outside the regular classroom greater than 60 percent of the day*. The state also noted that as it makes the connection among policy, practice and reporting, more districts are educating more children in the least restrictive environment.

Delaware—The state does not collect data on either the multiple disabilities or *other health impairments* categories and reports zero children and students in these categories. Children and students with multiple disabilities are reported according to their primary disability, and children and students with *other health impairments* are reported in the orthopedic impairments category.

Georgia—The state attributed the decrease in the number of students reported in the *duplicated count of children in private schools, not placed or referred by a public agency* to technical assistance that the state provided to districts about the definition of this category. Prior to 2002, LEAs incorrectly reported some students in this category. For example, they incorrectly included in the duplicated count children with an individualized education program (IEP) served in private daycare centers or at home.

Guam—Guam attributed changes in its educational environments data to a new database implemented in January 2002. The new database allows Guam to enter, maintain and access more detailed information than the previous database. In addition, it enables agency staff to check the reliability and validity of the data.

Hawaii—The state attributed the increase in the number of children ages 3 through 5 reported in the *part-time early childhood/part-time early childhood special education* category to state efforts to provide more opportunities and choices for families of young children with disabilities. Because the state offers part-time programs, parents are able to keep their children in community preschools and have them receive special education and related services in the state's Department of Education elementary schools. The state reported that without the part-time programs, these children would most likely be in self-contained classrooms with other children with disabilities.

Kentucky—The state attributed the decrease in the number of students ages 6 through 21 reported in *public* and *private residential facility* categories to technical assistance provided to districts about the correct use of these categories. The state instructed districts to report students in the *residential facility* categories only if the facility served solely special education students.

The state attributed the increase in the number of children reported in the *early childhood special education setting* category to technical assistance that the state provided to districts. Specifically, the state emphasized that children ages 3 through 5 should be reported according to where they receive special education and related services, not according to where they receive regular education. Prior to 2003,

districts reported children's environments according to where they spent the entire day, rather than where they received their special education. As a result, many children who should have been reported in the *early childhood special education setting* were reported in the *early childhood setting*.

Kentucky attributed the decrease in the number of children ages 3 through 5 reported in the *separate school* category to a reporting error by one district in 2002. In 2002, one district misreported 111 students enrolled in the *separate school* category, rather than in the *early childhood special education setting* category.

Louisiana—The state attributed the increase in the number of children ages 3 through 5 reported in the *part-time early childhood/part-time early childhood special education* category to a number of factors. First, more children with disabilities were placed in early childhood programs through the LA 4 Program, a program for at-risk 4-year-olds. Second, preschool programs now emphasize placing 3- through 5-year-olds in *early childhood settings*. Finally, some of the increase may be the result of LEAs' misunderstanding of the educational environments categories.

The state attributed the decrease in the duplicated count of students receiving special education in *correctional facilities* to the closure of one of the state's juvenile facilities. When the facility closed, only a small percentage of the students at this facility were sent to other juvenile facilities.

The state attributed the increase in the number of children ages 3 through 5 reported in *reverse mainstream* settings to a major initiative from the Louisiana Department of Education emphasizing that children should be placed in the least restrictive environment. This resulted in an increase in the number of children in *reverse mainstream settings* and *part-time early childhood/part-time early childhood special education settings* and a decrease in the number served in *early childhood special education settings*.

Maine—The state attributed changes in its educational environments data for children ages 3 through 5 to a change in the state's data collection categories. The state reported that prior to Dec. 1, 2003, the state's coordinator of federal programs and the director of the child development system met to discuss aligning the state's environments categories for ages 3 through 5 as closely as possible with the categories for ages 6 through 21. As a result of this alignment, the state's environments categories for children ages 3 through 5 are not consistent with the Office of Special Education Programs' (OSEP's) categories.

Massachusetts—In an effort to make its data more consistent with OSEP's data reporting requirements, Massachusetts revised the way it reports educational environments for children ages 3 through 5. As a result of these changes, Massachusetts' 2003 educational environments data are different from its 2002 data. Fewer children are reported in the *early childhood setting*, and more children are reported in the *early childhood special education setting* category and the *part-time early childhood/part-time early childhood special education* category.

Prior to 2003, Massachusetts incorrectly reported:

- All children ages 3 and 4 in the *early childhood setting* category, unless they were served in the *home*.
- Children age 5 who received regular education in a regular classroom at least 80 percent of the school day in the *early childhood setting* category.
- Children age 5 who received special education in a separate classroom for 20 to 60 percent of the school day in the *part-time early childhood/part-time early childhood special education setting* category.

- Children age 5 who received special education in a separate classroom for 60 percent or more of the school day in the *early childhood special education setting* category.

Beginning in 2003, Massachusetts reported children ages 3 through 5 in the *early childhood setting* only if they received 100 percent of their special education and related services in the regular education environment. It reported children in the *early childhood special education setting* only if they received 100 percent of their special education and related services in a separate classroom and were not educated for any amount of time with peers without disabilities. The state reported children who received regular education in classrooms with peers without disabilities and special education and related services in separate classrooms in the *part-time early childhood/part-time early childhood special education setting* category. Some of these children may not have received any special education while in the regular classroom. Therefore, the children reported in the *part-time early childhood/part-time early childhood special education setting* category may include some children who should have been reported in the *early childhood special education setting*.

In 2003, the number of students in *correctional facilities* increased, and the number in *public residential facilities* decreased. The state attributed the changes to the 2003 data collection to its being the first time the data on *public residential facilities* and *correctional facilities* were collected through the Student Information Management System. Districts were responsible for reporting all of their students in *public residential facilities* as well as those in *correctional facilities* or Division of Youth Services facilities. Prior to 2003, these data were collected through a separate, aggregate report from the Bureau of Institutional Schools.

Minnesota—The state did not submit data for the duplicated counts of children in *correctional facilities* and children who were in *private schools not placed or referred by a public agency*.

The state attributed the increase in the *part-time early childhood/part-time early childhood special education setting* category to corrections the state made to its instructions for reporting 5-year-old kindergartners. Prior to 2003, the state collected environment data for 5-year-olds who were in school using the environments categories for ages 6 through 21 and then crosswalked the data into the categories for children ages 3 through 5 for federal reporting purposes. In 2003, the state collected these data for these children using the categories for ages 3 through 5.

Mississippi—The state reported that 2003 was only the second year the state collected educational environments data from Mississippi schools using the statewide student database (Mississippi Student Information System [MSIS]). MSIS includes a mechanism to check and verify data during data entry and processing.

The state attributed the increase in the number of students reported in the *outside the regular classroom less than 21 percent of the school day* category and the decrease in the number of students reported in the *outside the regular classroom 21 to 60 percent of the day* category to a change in the way it collects these data. 2003 was the first time that the percentage of time outside the regular classroom was calculated based on students' schedules. Prior to 2003, it was based on categorical data reported by the school. After this change, the SEA made unannounced visits to schools to verify that students' schedules in MSIS accurately reflected the environments in which students spent their school days.

The state attributed the increase in the number of children ages 3 through 5 reported in the *home* category and the increase in the number of children reported in the duplicated count of children in *private schools, not placed or referred by public agencies* to schools' having a better understanding of the data reporting requirements. Prior to 2003, many schools did not realize that they needed to report children receiving services at *home* and those attending private schools who were not placed or referred by a public agency.

Missouri—The state attributed the increases in the number of children ages 3 through 5 reported in the *itinerant services outside the home* and the *part-time early childhood/part-time early childhood special education setting* categories to an increase in the total number of children ages 3 through 5 served under IDEA in Missouri. The number of children served in this age group increased by more than 8 percent from 2002 to 2003. Missouri reported that the number of children ages 3 through 5 served in the state has increased for several years and attributed the increases to funding issues and eligibility changes.

Missouri reported that it uses a voluntary survey of nonpublic schools to collect the duplicated count of children in *private schools, not placed or referred by public agencies*. Because the survey is voluntary, year-to-year changes in the numbers reported for this category are common and reflect the number of nonpublic schools that report data. In 2003, the number of students in this category increased. The state believes that this is due to a change in data collection methods, from a paper form to a Web-based data collection. Missouri does not collect data on the race/ethnicity of students in nonpublic schools and estimates race/ethnicity of these students based on the race/ethnicity distribution of students ages 6 through 21 with disabilities.

New Jersey—The state attributed the decrease in the number of children ages 3 through 5 reported in *early childhood settings*, the increase in the number reported in *part-time early childhood/part-time early childhood special education settings* and the increase in the number reported as receiving *itinerant services outside the home* to changes to the definitions of the state's environments categories for ages 3 through 5. The state redefined the categories to align with federal definitions. These changes were reflected in all literature and instructions sent to districts.

New Mexico—The state attributed the increase in the number of children ages 3 through 5 reported in *early childhood settings* to the ongoing technical assistance provided by the New Mexico Public Education Department. The state continues to emphasize to districts that inclusive settings are more advantageous for preschoolers with disabilities than are segregated settings.

The state attributed the increase in the reported number of children ages 3 through 5 in the *home* setting to more accurate data reporting by LEAs. Prior to 2003, many of the students served at *home* were erroneously reported in separate special education settings.

New York—New York does not classify preschool children by particular disabilities and reports zero for all children ages 3 through 5 in all disability categories except developmental delay. The state reports all children ages 3 through 5 (with any disability) in the developmental delay category.

North Carolina—The state did not report race/ethnicity data for students in *private schools, not placed or referred by a public agency* because it does not collect these data.

Ohio—In 2003, Ohio stopped using the optional *reverse mainstream* category for children ages 3 through 5.

Oregon—The state noted that its age ranges are different from the OSEP definitions. Oregon considers children who are 5 years old on or before Sept. 1 to be school age. These 5-year-olds are included in the school-age educational environments with the 6- through 11-year-old age group rather than in the preschool environments with 3- through 5-year-olds.

In 2003, Oregon stopped using the optional *itinerant services outside the home* category for children ages 3 through 5.

Pennsylvania—Pennsylvania Act 212 of 1990 provides the opportunity for parents to continue their child in an early intervention program for an additional year at school-district cost. Because OSEP collects environments data according to the child’s age, 110 of the 6-year-olds with developmental delay actually received special education in preschool environments, but were reported in the environments for ages 6 through 21. In Pennsylvania, the developmental delay category is used only for children in preschool. However, because those 110 children are reported on the school-age form, it appears that developmental delay is a legitimate school-age disability category.

Puerto Rico— Puerto Rico did not submit data on educational environments for 2003.

Rhode Island—Prior to 2003, the state reported students ages 6 through 21 according to the percentage of the school day they spent receiving special education services. In 2003, the state began correctly reporting students according to the percentage of time spent receiving special education services outside the regular classroom. This resulted in a number of changes, including an increase in the number of students reported as receiving *special education outside the regular classroom less than 21 percent of the school day* and decreases in the number of students reported *outside the regular classroom 21 to 60 percent* and *greater than 60 percent of the school day*.

Texas—The state attributed the increase in the reported number of students ages 6 through 21 in *public separate schools* and the decrease in the number reported in *public residential facilities* to the clarifications OSEP made to the reporting instructions in 2003. For the 2003 educational environments data collection, OSEP clarified that students who receive special education at *public residential facilities* but do not live at the facility should be reported in the *public separate school* category.

The state did not report race/ethnicity data for students in *private schools not placed or referred by public agencies* because it does not collect these data.

Virginia—The state reported that data for students ages 6 through 21 are based on the percentage of time they receive special education during a school day, rather than the percentage of time they receive special education *outside the regular classroom*. In 2004, the state plans to collect and use data on time receiving special education *outside the regular classroom*.

Virginia attributed the decrease in the number of students ages 6 through 21 reported in the *public residential facility* category to a change in data collection methods. Prior to 2003, the state reported students in *correctional facilities* in the *public residential facility* category, as well as in the duplicated count of children in *correctional facilities*. In 2003, Virginia began correctly reporting these students in the categories *outside the regular classroom* as well as in the duplicated count of children in *correctional facilities*.

Washington—The state attributed the increase in the number of children ages 3 through 5 reported in the *separate school* category to a new early childhood facility that opened in fall of 2003. The facility is in one of the largest districts in the state. A total of 115 children in this district receive special education at this new facility.

Wisconsin—In 2003, the number of children ages 3 through 5 reported in *early childhood settings* decreased, while the number of children reported in *part-time early childhood/part-time early childhood special education settings* increased. Wisconsin believes that in 2001 and 2002, districts misreported children in these categories. Prior year comparisons show that, with the exception of 2001 and 2002 data, the percentage of children in the *early childhood setting* category and the percentage in the *part-time early childhood/part-time special education setting* category have been fairly consistent. Many of the children in these categories are in kindergarten or kindergarten programs for 4-year-olds. The state

believes that districts were confused about how to report these students when they received special education services in both the general and special education settings. The state reported that it provided training on the use of the preschool environments categories and established an environments workgroup to develop additional training, such as providing clear instructions and examples.

Tables 3-1 Through 3-3: IDEA Part B Personnel, 2002

Alabama—The state attributed the increase in the reported number of speech pathologists and fully qualified speech pathologists to the technical assistance it provided to LEAs on how to report these personnel. In addition, the state provided LEAs with clearer instructions on reporting personnel. The state expects that this will increase the consistency across LEAs in how personnel are reported in the various related services personnel categories.

Alaska—The state attributed the 78 percent decrease in the total number of personnel reported to a change in data collection methods that occurred in 2002. Prior to 2002, the state had a contract with Alaska Teacher Placement at the University of Alaska-Fairbanks to supply the data for the personnel report. In 2002, the state began using data collected by the Alaska Department of Education on certified, paraprofessional and classified staff. The state reported that these data collections provide different information and were designed to analyze different staffing questions.

Arizona—The state reported that 2002 was the first year its data included personnel working in approved private special education facilities. Prior to 2002, personnel in these facilities were excluded from these data. The state attributed the increase in the reported number of fully certified occupational therapists and diagnostic and evaluation staff to the inclusion of the data from these private facilities.

The state reported that it continued to train LEA staff on how to report data on the personnel table. For the 2002 data collection, LEA training emphasized that the table is a count only of those personnel employed or contracted on or about Dec. 1, 2002. The state reported that it also provided training which clarified the definitions of the personnel categories.

The state attributed the decrease in fully certified vocational education teachers to more students with disabilities receiving special education in regular vocational education classrooms.

The state attributed the decrease in the reported number of fully certified *other professional staff* to training provided to public educational agencies (LEAs) on the definition of this category.

The state attributed the decrease in the reported number of not fully certified work-study coordinators, interpreters and *other professional staff* to insufficient funding.

The state attributed other changes in its personnel categories to a change in data collection methods. Prior to 2001, the state required LEAs to submit data at the district level. In 2001, LEAs in Arizona reported personnel data at the school level rather than the district level. The state reported that this confused LEAs, and in 2002, the state went back to collecting data from LEAs at the district level.

Arkansas—The state counted personnel who provided speech services as special education teachers rather than as related-services personnel. Speech is not considered a related service in Arkansas.

Bureau of Indian Affairs—BIA reported that because it does not serve 3- through 5-year-olds in early childhood or preschool programs, it did not report any special education teachers for this age group. BIA reported the teachers who serve 5-year-old kindergartners in the count of teachers who serve children and youth ages 6 through 21.

Colorado—Colorado attributed the increase in the number of not fully certified speech pathologists to the significant shortage of qualified speech pathologists in the state. This is an area that the state will address with efforts funded by its *IDEA* State Improvement Grant.

Connecticut—Connecticut’s personnel data are collected according to the grade level served rather than the age of the children served. The state’s count of special education teachers for ages 3 through 5 includes teachers who work in pre-kindergarten and kindergarten. Special education teachers for ages 6 through 21 include teachers who work in grades 1 through 12.

The state reported that, because it is unable to distinguish between physical education teachers and vocational education teachers who serve special education students from those who serve regular education students, the state did not include these staff in its personnel data.

The state reported that the number of FTEs reported for the categories psychologists and school social workers include staff who serve both regular education and special education students.

The state includes directors of pupil personnel in the personnel category LEA supervisor/administrator.

District of Columbia—The District of Columbia reported that it has two sources of personnel data: the Office of Human Resources and the personnel roster of the Central Office of the Office of Special Education. It reported any personnel working as an administrator or supervisor in the Central Office as an SEA supervisor/administrator. The District of Columbia Public Schools is both an SEA and LEA.

Georgia—The state attributed the increase in the reported number of fully certified diagnostic and evaluation staff to school improvement efforts related to *No Child Left Behind*.

Illinois—Illinois attributed the decrease in the reported number of not fully certified special education teachers for students ages 6 through 21 and the number of not fully certified *other professional staff* to an overall reduction in staff in Chicago Public Schools. The state reported that the reduction in staff is due to budgetary constraints.

Indiana—The state attributed the decrease in the reported number of fully certified social workers and counselors to budget constraints at the local school-district level. Districts were forced to lower costs in order to balance their budgets. This resulted in reductions in certain local staff positions.

Kansas—Kansas attributed the decrease in the reported number of LEA supervisors/administrators to an error on the 2001 personnel report. In 2001, some SEA supervisors/administrators were included in the count of LEA supervisors/administrators. In 2002, the state corrected this error.

Louisiana—The state attributed the increase in the reported number of fully certified speech pathologists to an increase in the number of students in need of speech services and to a change in data collection methods. Prior to 2002, Louisiana reported speech pathologists working in pupil appraisal services only. The 2002 count included speech pathologists working in school settings as well as those working in pupil appraisal.

Maine—The state reported speech pathologists in its count of special education teachers. No speech pathologists were reported in the related services personnel count.

Massachusetts—Prior to the 1999 personnel data collection, Massachusetts collected personnel data using the paper form in use for over 30 years. For the 1999 and 2000 collections, Massachusetts began using an electronic form to collect the data. The electronic form was extremely difficult for districts to use

and may have inadvertently resulted in a decrease in the number of staff reported by districts. For 2001, Massachusetts discontinued use of the electronic form and returned to a paper collection. For 2002, Massachusetts continued to use the paper form to collect staff data but made several changes to it, including:

- Adding interpreters and speech pathologists as reporting categories.
- Collecting separate counts for licensed and not licensed staff. In prior years, the state did not collect data on certification. Prior to 2002-03, Massachusetts assumed licensure and reported all staff as fully certified.

Massachusetts reported school counselors in the school social worker category.

Massachusetts did not report any special education teachers for 3- through 5-year-olds for fall 2002. The state did not provide an explanation.

Minnesota—The state does not collect sufficient information to report the number of special education teachers for children ages 3 through 5. As a result, the state reported no teachers for this age group for the second year in a row.

The state reported that in 2002, it was able to obtain counts of vocational education teachers. These teachers were not included in its 2001 personnel report.

Minnesota does not collect data for work-study coordinators, recreation and therapeutic recreation specialists or rehabilitation counselors.

The state attributed the decrease in the reported number of SEA supervisors/administrators to layoffs. In addition, the state reported that the decrease in the total number of *other professional staff* reported is due to budget cuts.

Mississippi—Mississippi reported that 2002 was the first year that it used data from its new statewide Web-based data collection system. The state will continue to look for improvements in its data accuracy and any significant changes in the numbers and types of personnel reported that may result.

Missouri—The state reported that it is unable to explain the increase in the number of fully certified diagnostic and evaluation staff or the decrease in the number of not fully certified diagnostic and evaluation staff. Missouri did not change certification requirements for these staff.

Nebraska—Nebraska reported that it does not require any formal certification or licensure for educational interpreters, but does require that these staff meet minimum skill standards.

New York—New York reported that it included the following positions in the category special education teachers for ages 3 through 5: preschool teacher of special education; preschool teacher of special education-bilingual; teacher of English as a second language; teacher of the speech and hearing handicapped-certified only; teacher of the speech and hearing handicapped-bilingual, certified only; teacher of the deaf and hearing impaired; teacher of the deaf and hearing impaired-bilingual; teacher of the blind and partially sighted; and teacher of the blind and partially sighted-bilingual.

The state reported that it included the following positions in the category special education teachers for ages 6 through 21: teacher of special education; teacher of special education-bilingual; teacher of English as a second language; teacher of the speech and hearing handicapped, certified only; teacher of the speech

and hearing handicapped-bilingual, certified only; teacher of the deaf and hearing impaired; teacher of the deaf and hearing impaired-bilingual; teacher of the blind and partially sighted; and teacher of the blind and partially sighted-bilingual.

That state reported that it included the following positions in the category *other professional staff*: teacher assistant, teacher assistant-bilingual, physical therapist assistant, physical therapist assistant-bilingual, occupational therapist assistant, occupational therapist assistant-bilingual, orientation and mobility instructor, orientation and mobility instructor-bilingual, registered nurse, registered nurse-bilingual, licensed practical nurse, licensed practical nurse-bilingual and other professional staff.

New York reported that it included the following positions in the nonprofessional staff category: instructional volunteer, instructional volunteer-bilingual and administrative volunteer.

North Carolina—The state reported that its data do not include personnel from four charter schools that failed to report these data.

Pennsylvania—In 2002, there was an increase in the number of vocational education teachers, school social workers, and recreation specialists and a decrease in the number of work-study coordinators. The state reported that activities designed to improve its personnel data may explain changes in the reported number and types of personnel reported. For example, Pennsylvania worked with the statewide data advisory committee to design ways to improve the data collection; conducted statewide trainings at the state, regional and district levels; and improved the data checks and verification process at the state, regional and district levels.

Vermont—Vermont reported that it included behavior specialists in the *other professional staff* category.

Virginia—The state reported speech pathologists and other professional staff who provide services to students with speech/language impairments as special education teachers. No speech pathologists were reported in the related-services personnel count.

Wyoming—Wyoming reported that its personnel data were collected in October 2002 rather than December 2002.

Tables 4-1 Through 4-3: IDEA Part B Exiting, 2002-03

Alabama—According to OSEP's instructions, the exiting data by race/ethnicity should include only children ages 14 through 21. Alabama included 22-year-olds in its exit data by race/ethnicity. Because the state collects aggregate data, it could not remove the 22-year-olds from the totals. The state reported that it is implementing a statewide student information management system that will allow it to correctly report these data in the future.

American Samoa—American Samoa reported that its diploma requirements are the same for students with and without disabilities. There are no proficiency requirements, but completion of certain courses is required. American Samoa also issues certificates of completion.

Arizona—According to OSEP's instructions, the exiting data by race/ethnicity include only children ages 14 through 21. The state incorrectly included 22-year-olds in its exit data by race/ethnicity. Because the state collects aggregate data, it cannot remove the 22-year-olds from the totals this year. The state reported that it will correct this error on next year's report.

Arizona reported that it cannot fully explain the increase in the number of students with specific learning disabilities reported in the *moved, known to be continuing* category. One possible explanation is better tracking and follow-up procedures by LEAs.

Arizona attributed the decrease in the reported number of students who *dropped out* to better tracking and follow-up procedures by LEAs. The state is establishing procedures to improve the accuracy of its dropout data. The state plans to work with LEAs to ensure that students reported as dropouts are not actually continuing in an educational program elsewhere in the state.

Bureau of Indian Affairs—The BIA reported that, in most cases, BIA schools use the graduation standards of the states in which they operate. As a result, BIA does not have data on whether students with disabilities reported as *graduated with a regular high school diploma* met the same criteria for graduation as did their peers without disabilities.

Colorado—Students who received a diploma but did not meet the same graduation standards as their peers without disabilities are reported in the *received-a-certificate* category.

According to the state, the increase in the reported number of Asian/Pacific Islander students who exited special education occurred in LEAs with high mobility rates or a rapidly increasing population.

Data reported for school year 2002-03 are for students exiting between December 2001 and December 2002.

Connecticut—The state attributed the decrease in the number of students reported in the *received-a-certificate* category to inaccurate data for the 2001-02 reporting period. The number of students reported in the *received-a-certificate* category in 2002-03 is consistent with the number reported in 2000-01.

Beginning in 2002-03, all students reported by districts in the *moved, not known to be continuing* category were reported to OSEP in the *dropped out* category. As a result, the number and percentage of students reported in the *dropped out* category significantly increased, and the number reported in the *moved, not known to be continuing* category dropped to zero.

Connecticut's reporting period for the exiting data is from Dec. 1, 2002, to Nov. 30, 2003. Connecticut reported students' ages as of Dec. 1, 2003, rather than Dec. 1, 2002. According to OSEP's instructions, when reporting exiting students by age, states should report according to the students' ages on the Dec. 1 previous to the exit; not the Dec. 1 after the exit.

Florida—Prior to the 2002-03 school year, the state did not report students with disabilities in the *graduated with a regular high school diploma* category unless they passed the state graduation test. As a result of a law passed in 2003, students with disabilities who did not pass the state graduation exam received diplomas if the IEP team determined that the test did not reflect their academic abilities, they had taken the test in both 10th and 11th grades and they had been provided with remediation opportunities. The state reported that this change affects the graduation rate for students with specific learning disabilities more than other groups, and this group represents approximately 45 percent of the total students with disabilities in the state. Due to this policy change, more students with specific learning disabilities received high school diplomas and were reported in the *graduated with a regular high school diploma* category in 2002-03.

Georgia—The state was unable to explain the annual changes in the number of students reported in the *no longer receives special education* category. The state did not change the category definition or the method of collecting the data. However, the state pointed out that the data for 2001-02 were substantially lower than previous years. The data for 2002-03 are more consistent with the data for 2000-01.

Georgia attributed the decrease in the *moved, known to continue* category to efforts to improve data quality. The state believes prior to 2002-03, LEAs used these *moved, known to continue* and *moved, not known to continue* categories as “catch-all” categories.

Hawaii—The state attributed the large decrease in the number of students reported in the *no longer receives special education* category to the use of a different database to report the exit data. The new database uses a different method to identify students who no longer receive special education.

From 2001-02 to 2002-03, the percentage of students ages 14 through 21 served under *IDEA*, Part B in Hawaii who exited school with a diploma increased from 71 to 86. The percentage of students ages 14 through 21 served under *IDEA*, Part B who exited by dropping out decreased from 25 to 12. The state did not provide an explanation for the changes.

Idaho—Students who received a regular diploma but did not meet the same standards for graduation as their peers without disabilities are reported in the *graduated with a regular high school diploma* category. This is inconsistent with the OSEP definition of *graduated with a regular high school diploma*.

Illinois—The state attributed the decrease in the number of students reported in the exit categories *no longer receives special education*; *reached maximum age*; *moved, known to continue*; *moved, not known to continue* and *dropped out* to improved data accuracy. The state believes the data are more accurate because of a change in its data collection methods. In 2002-03, all districts submitted data electronically for the first time. In March of 2003, data processing changed from transaction-based files to replacement files. In addition, in 2002, Illinois discontinued the use of an “other” exit category. The state reported that in 2003-04, it plans to provide guidance to LEAs on the appropriate use of the exit categories. In addition, the state is releasing a request for proposal for bids to enhance its special education record-keeping system.

The state does not know whether students reported in the *graduated with a regular high school diploma* category met the same standards for graduation as their peers without disabilities because it does not collect information about students’ courses of study. Decisions on the issuance of diplomas are made at the local school district levels. Districts issue diplomas when they determine that students have met the requirements for graduation. A certificate-of-completion is also offered in Illinois. Students who received a certificate-of-completion rather than a diploma are the only students reported in the *received-a-certificate* category.

Indiana—In Indiana, students must pass the Indiana Graduation Qualifying Exam to receive a diploma. Students who do not pass the test but complete other requirements receive a certificate instead of a diploma. The state attributed the increase in the number of students reported in the *received-a-certificate* category to this requirement.

Louisiana—The state reported that its definition of *graduated with a regular high school diploma* is consistent with OSEP definitions. The state reports students in this category only if they meet the same standards for graduation as those for students without disabilities.

The state attributed the increase in the number of students reported in the *no longer receives special education* category to a change in reporting practices. Prior to 2002-03, a student who returned to regular education with no disability on his or her last evaluation was not reported on the exiting table. In 2002-03, the state corrected this problem by reporting these students on the exiting table according to their last known disability.

The state attributed the decrease in the number of students reported as *dropped out* to an error in the 2001-02 data. In 2001-02, districts incorrectly used the exit categories. Some students who moved from one district to another were incorrectly reported as *dropped out*. The state provided training to districts on the correct use of the categories, and this resulted in a decrease in the reported number of *dropouts*.

Maine—Maine reported that its exiting data for 2002-03 were actually collected between Dec. 1, 2001, and Nov. 30, 2002.

Maryland—The state attributed the increase in the number of students reported in the *reached maximum age* for services category to the data from one local school district. This district recently provided training to its schools on the use of the categories *reached maximum age* and *received a certificate*.

Massachusetts—The state reported that the 2002-03 school year was the first year that getting a high school diploma required passing a statewide assessment. Students who did not pass the assessment were issued certificates of completion. Prior to 2002-03, diplomas were granted based solely on local criteria, and certificates of completion were not issued in the state. In 2002-03, Massachusetts reported students who met local graduation criteria but did not pass the statewide assessment in the *graduated with a high school diploma* category. It did this because the state could not differentiate between students who passed the state assessment and received diplomas and those who did not pass the assessment and *received a certificate of completion*. This method of reporting is inconsistent with the OSEP definition of *graduated with a regular high school diploma*. In 2003-04, the state plans to report students who received certificates in the *received-a-certificate* category and only report those students who met the same standards for graduation as students without disabilities in the diploma category.

Minnesota—The state reports students who received a regular high school diploma but did not meet the same standards for graduation as their peers without disabilities in the category *graduated with a regular high school diploma*. OSEP defines students who are reported in the exiting category *graduated with a regular high school diploma* as meeting the same requirements as students without disabilities. From 2001-02 to 2002-03, the percentage of students ages 14 through 21 served under *IDEA*, Part B in Minnesota who exited school with a diploma increased from 52 to 69. The state did not provide an explanation for the change.

- Minnesota attributed the increase in the number of children reported in the category *no longer receives special education* to a coding error in previously reported data. Prior to 2002-03, the state reported students who no longer needed special education in the *dropout* category. These students are now, in 2002-03, correctly reported in the *no longer receives special education* category.
- Minnesota attributed the increase in the number of students reported as *moved, known to continue* and the decrease in the number reported as *moved, not known to continue* to training provided to LEAs by the state. The training emphasized that LEAs need to do a better job tracking students who move because, in the future, students who move and are not known to continue will be reported as *dropouts*.

Mississippi—In Mississippi, any student reported as receiving a traditional diploma must have met all of the standards and objectives laid out for that course of study, as well as passed all state tests. This requirement holds for students with disabilities as well as for students without disabilities. Students who received a GED, or who did not meet the state standards or test requirements, were reported in the category *received a certificate*. The state also included in the *received-a-certificate* category those special education students who received a Mississippi Occupational Diploma.

Missouri—The state reported that the *graduated with a regular high school diploma* category includes all students who received a high school diploma, regardless of the standards for graduation met. This category includes both students who obtained the necessary number of credits and students who met the goals and objectives of their IEPs. This is inconsistent with the OSEP definition of *graduated with a regular high school diploma*.

The state attributed the decrease in the number of students reported in the *moved, not known to be continuing* category to better follow-up on the part of districts and to LEA training.

Nevada—Nevada attributed the increase in the reported number of students who *received a certificate* to the introduction of a high-stakes graduation exam.

The state believes that the decrease in the number of students reported in the *dropped out* category may be related to dropout prevention efforts.

New Mexico—The state reported that only students with disabilities who met the same standards for graduation as those for students in regular education are reported in the *graduated with a regular high school diploma* category. Students who graduated through the state's Ability Pathway or the Career Readiness Pathway (a set of curriculum for students with IEPs) are reported in the *received-a-certificate* category. These students received a high school diploma but did not meet the same standards for graduation as students without disabilities. The state also reported that several districts are in the process of building the infrastructure necessary to collect and report data on diploma type. Once implemented, New Mexico anticipates that this infrastructure will improve the accuracy of the exit data.

From 2001-02 to 2002-03, the percentage of students ages 14 through 21 served under *IDEA*, Part B in New Mexico who exited school by dropping out decreased from 52 to 26. The state did not provide an explanation for the change.

Based on a recommendation from the state legislature, New Mexico did not estimate race/ethnicity data for unknown or missing race/ethnicity cases. The state has missing race/ethnicity data for a total of 30 students in the following categories: *no longer receives special education* (two), *graduated with a regular high school diploma* (nine), *received a certificate* (two), *moved, known to be continuing* (four), and *moved, not known to be continuing* (13). The state reported that, starting in 2003-04, race/ethnicity will be required on all student and staff records reported to the New Mexico State Department of Education.

Northern Marianas—Northern Marianas reported that its definition of *graduated with a regular high school diploma* is consistent with OSEP definitions and that students with disabilities must meet the same standards for graduation as those for students without disabilities in order to receive a diploma.

Oregon—Oregon developed new year-to-year comparison reports for districts to check their exit data for possible over- or underreporting of exiting students. Districts were required to review and address these possibilities in their electronic correction process. The state believes that its exit data are improving due to the increased attention paid to the data at the local and state levels.

South Dakota—The state attributed the increase in the number of American Indian/Alaska Native students reported on the exiting table to more accurate data that result from a change in data collection methods. The state switched from a Web-based data collection in which districts entered data one time per year to a Web-based real-time student record system in which districts enter data throughout the school year.

Texas—Each fall, the state collects exiting data for the previous year. Data reported for school year 2002-03 are actually for students exiting between August 2001 and August 2002.

Texas attributed the decrease in the number of students reported in the *graduated with a regular high school diploma* category to OSEP’s clarification of the instructions on how to report students who received a diploma, but did not meet the same graduation criteria as students without disabilities. In 2001-02, Texas reported these students in the category *graduated with a regular high school diploma*, but in 2002-03, it reported them in the *received-a-certificate* category. The year 2002-03 is the first year that Texas used the *received-a-certificate* category.

The state attributed the increase in the number of students reported in the *moved, known to be continuing* category and the decrease in the number reported in the *moved, not known to be continuing* category to a change in the state’s exit categories. The state eliminated three exit codes about students’ “intent” to enroll in a Texas public school, a private school or a school outside of Texas. Prior to 2002-03, these students were reported as *moved, not known to be continuing*.

The state attributed the increase in the number of students reported in the *dropped out* category to the addition of four new state exit categories that districts use to report student exits. All students reported by districts in these four categories are reported to OSEP as *dropped out*. These categories include:

(1) “failed exit-level Texas Assessment of Academic Skills but met all other graduation requirements”; (2) “expelled under the provisions of TEC 37.007 and cannot return to school”; (3) “withdrew from/left school to enroll in an alternative program (High School Equivalency Program (HSEP), Job Corps trade school, etc.), is in compliance with compulsory attendance laws (TEC 25.085-25.086), and is working toward the completion of a high school diploma or Certificate of High School Equivalency, but the attendance file shows the student did not complete the school year”; and (4) “completed HSEP and has not returned to school, and the attendance file shows that the student did not complete the school year.”

In calculating dropout rates, OSEP defines students “dropping out” as students reported as *dropped out* and *moved, not known to be continuing*. The changes in the state’s exit codes related to these categories are largely responsible for the decrease in the percentage of dropouts reflected in Rank-Order Tables and State Profile.

Texas reported that it imputed disability information for 1,359 students (7.8 percent of the child count for students ages 14 through 21). The state imputed disability for these students based on the distribution and the disabilities for the remaining students. The state estimated disability data in the following categories: *graduated with a regular diploma* (386); *received-a-certificate* (106); *reached maximum age* (one); *died* (seven); *moved, known to continue* (586); *moved, not known to continue* (31); and *dropped out* (242).

Vermont—Data reported for school year 2002-03 are actually data for students exiting between December 2001 and December 2002.

The Vermont Department of Education recognizes the diploma as the only legal exit document in the state. All students in the state are expected to exit high school with a diploma. The diploma is earned through the accrual of credits. Each district determines the number of credits that all students need to

accrue in order to receive a diploma. Students with disabilities, through their IEPs, often take an alternative route to credit accrual.

West Virginia—The state reported that, as required by state policy, all students with disabilities who received a regular diploma met the same graduation requirements as students without disabilities. The state reported those students with disabilities who received a modified diploma in the *received-a-certificate* category.

Wisconsin—Data reported for school year 2002-03 are actually data for students exiting between December 2001 and December 2002.

Tables 5-1 Through 5-2r: IDEA Part B Discipline, 2002-03

Alabama—The state attributed the increase in the reported number of students with *multiple short-term suspensions* to improvements in the state's data reporting. These improvements include the establishment of a team at the state level that queries and analyzes discipline data.

Alaska—The state attributed the decreases in the reported number of students in all discipline categories to problems at two of the state's largest districts. The largest district in the state experienced technical problems and was unable to double-check numbers from the 2002-03 school year. In addition, the state's second largest district began using a new reporting system in 2002-03 and encountered technical difficulties during the transition that may have resulted in underreporting of discipline data.

Colorado—The state attributed the decreases in the number of students reported in some of the categories on the discipline table to a change in the suspension/expulsion policy of one of the state's largest LEAs.

Delaware—The state indicated the decreases in the number of students reported in various discipline categories may be due to inconsistent data reporting by districts and confusion about regulations for reporting student conduct, suspensions and expulsions. Delaware indicated that it continues to work with districts to improve the accuracy of their discipline data.

Georgia—Georgia reported that it changed its methods for collecting data about the number of students who were *unilaterally removed by school personnel for drug or weapon offenses* and students who were *removed by a hearing officer*. For the first time in 2002-03, these data were submitted to the state electronically through the state student information system. After this change, the number of students reported in the category *unilaterally removed by school personnel for drug or weapon offenses* decreased significantly.

The state attributed the increase in the number of students with *multiple short-term suspensions* to better data reporting by districts. The Georgia Department of Education worked with local school systems to help them maintain consistent data across student databases. Over the years, the state has emphasized to local school systems that they are responsible for accurate student discipline data.

Illinois—Illinois attributed the decreases in the number of students reported in various discipline categories to several factors. First, the Illinois State Board of Education (ISBE) convened a meeting of local directors of special education to discuss the accuracy of the discipline data. This meeting was convened as a result of concerns about the accuracy of the 2001-02 data. Several suggestions for improving communication resulted from this meeting. During 2002-03, all local directors received notice of the discipline data collection, and many were involved in the correction of local data. Data accuracy was also discussed at every statewide conference of the Illinois Alliance for Administrators in Special Education (quarterly meetings) and at the annual directors' conference and other events sponsored by

ISBE. In addition, through a grant from the U.S. Department of Education, ISBE conducted an analysis of the quality of all special education data. A report from this study (available on the ISBE Web site at www.isbe.net) included specific recommendations for improving the quality of the suspension data. These recommendations were being implemented in 2002-03. Finally, because there were many questions about suspensions and expulsions, ISBE special education monitors received training on the state and federal regulations governing suspensions and expulsions as part of their professional development.

Kentucky—The state attributed the decrease in the reported number of students *removed by school personnel to an interim alternative educational setting (IAES) for drug or weapon offenses* to one district that now has a better understanding of state law. The state reported that state law is more restrictive than federal law on the authority of school personnel to remove students to an IAES for drug or weapon offenses. Under state law, a student can only be sent to an IAES for 10 days at a time, no matter what the reason for the removal was. In order for a student to be removed for more than 10 days (and thus be reported on the federal discipline table), the student would have to commit multiple offenses.

The state reported that the 2002-03 school year was the first year that districts and schools used the statewide student-level tracking system for reporting students in special education.

Massachusetts—In 2001-02, Massachusetts reported the number of children with single *suspensions/expulsions greater than 10 days*, rather than the number of single *suspensions/expulsions greater than 10 days* as instructed by OSEP. In 2002-03, Massachusetts collected and reported data using OSEP categories and definitions.

In 2001-02, Massachusetts did not collect data on the *unduplicated count of children with suspensions/expulsions greater than 10 days* and, with permission from OSEP, generated this count by adding the number of children with *multiple short-term suspensions* and the number of children with *single suspensions greater than 10 days*. In 2002-03, Massachusetts collected data from districts on the *unduplicated count of children with suspensions/expulsions*. The state attributes the decrease in this category to the change in reporting methods.

Massachusetts reported that some districts were unsure of the terminology “unduplicated count” and often reported students twice for the same offense (once in the *unduplicated count of children unilaterally removed by school personnel* and once in the *unduplicated count of children with suspensions/expulsions greater than 10 days*).

The state attributed the decrease in the reported number of children *unilaterally removed by school personnel for drugs/weapons* to better understanding of this category by districts.

Massachusetts attributed the decrease in the number of children *removed by a hearing officer* to technical assistance that the state provided to districts. Prior to 2002-03, some districts had difficulty understanding the meaning of the term *hearing officer* and, as a result, misreported students who were removed by the IEP team. In 2002-03, the state verified district data and more clearly defined the term *hearing officer*.

Michigan—The state reported that since the inception of the discipline data collection, agencies in Michigan have discussed the issue of who has the authority to collect this information. These discussions have caused inconsistency in the data over the years. The discipline counts are low in 2002-03 because of a jurisdictional disagreement about this data collection. In 2003-04, the state began using a new system for collecting discipline data. It expects this change to result in a more accurate count.

Minnesota—Minnesota attributed the increase in the reported number of students with *multiple suspensions summing to greater than 10 days* to more accurate data. The state believes that the 2001-02 data were underreported by school districts. In addition, the 2001-02 data did not include suspension data from the two largest districts in the state. In 2002-03, Minnesota's data collection system was in transition and, as a result, the SEA collected much of the data through calls to individual districts. As a result of the additional SEA staff attention to the data collection, the state was able to achieve full participation from the largest school districts in Minnesota.

Mississippi—Mississippi reported that 2002-03 is the first year that it used data from its new statewide Web-based data collection system. The state believes that this system will greatly improve data accuracy, but may result in changes in the number of students and events reported.

Missouri—The state believes that the increase in the reported number of single *suspension/expulsions greater than 10 days* may be due to better data reporting by districts. The 2002-03 school year was the third year the state used a Web-based system to collect discipline data on students with and without disabilities. The state reported an overall increase in the number of reported incidents and suspensions/expulsions for students with and without disabilities.

Montana—The state attributed the increases in the reported number of students in the category *unilaterally removed by school personnel for drug and weapon offenses* and the number reported as *suspended/expelled for more than 10 days* to improvements to the state's new data collection system. Because of the confusing format of the old data collection instrument and the resulting assumptions made about that data, the reported number of students removed to an IAES was not accurate. The new system addresses all of the discipline data requirements, is less confusing for school districts and provides sufficient detail to eliminate the need for assumptions.

Nevada—The state attributed the increase in the number of students reported as *suspended/expelled for more than 10 days* to a continuing and heightened emphasis on school safety. This emphasis has led to more suspensions and/or expulsions for students whose behavior is considered unacceptable. Within the context of students with disabilities, districts feel increasingly competent to make those suspensions or expulsions within the procedural requirements of *IDEA*.

New Jersey—New Jersey attributed the increase in the number of students with *multiple short-term suspensions* to an increase in the number of districts reporting suspension data to the SEA. The state is in the process of improving its reporting system to better capture discipline data from all districts.

Northern Marianas—Northern Marianas reported that only one student was removed for a drug offense. All other students received suspensions of less than 10 days and, therefore, were not reported on the discipline table.

Pennsylvania—The state reported that the increase in the number of students *unilaterally removed by school personnel for drugs or weapons* is the result of the trainings it conducted. The state believes that these trainings at the regional and district level improved data accuracy.

Texas—Texas reported that it allows removals of students for more than 45 days. In 2001-02, the state reported students removed for greater than 45 days in the category *suspension/expulsions greater than 10 days*. The state used this category because the definition of IAES specifies that the removal is for 45 days or less. In 2002-03, based on input from OSEP and Westat, Texas reported removals more than 45 days based on the method of removal (by *school personnel for drugs/weapons* or by a *hearing officer*). As a result, the number of students in the categories *removed by school personnel for drugs or weapons* and

removed by a hearing officer increased, and the number of *suspensions/expulsions greater than 10 days* decreased.

Washington—The state attributed the decrease in the number of students reported in the *removal by a hearing officer* category to its providing clarifying instructions to districts on the definition of hearing officer and to the technical assistance provided to districts on the definition. The state believes that districts are now using this category more appropriately.

Washington reported that it will begin using a Web application to collect discipline data starting next year (2003-04 school year).

West Virginia—The state reported that nine of the students reported in the *suspensions greater than 10 days* category were removals for drug or weapon offenses. They were reported as suspensions because the districts did not specify that the students were removed to an IAES. Seven of the nine were removals for more than 10 days for drug violations, and the remaining two were removals for more than 10 days for weapons violations.

Wisconsin—Wisconsin reported that it made several resources available to local school districts to help them understand discipline for children with disabilities and collect the discipline data. First, the state disseminated two bulletins discussing the legal requirements for disciplining children with disabilities and addressing their behavioral needs. Second, it funded a statewide discretionary grant on behavioral assessments and programming directed at increasing the understanding and implementation of the functional behavioral analysis/behavior intervention plan. Third, the state developed an interactive Web-based application for school personnel that provides immediate feedback on disciplinary actions required under *IDEA*. Finally, IAES data are now posted on the state's Web site for public viewing. Wisconsin believes that public access to these data resulted in more accurate data reporting by districts.

The state reported that it will change its data collection method in school year 2003-04. It will no longer collect aggregate data on discipline from districts and will incorporate the data collection into two newly developed student-level electronic submissions called Violence or Drug-Related Incidents and Student Discipline Records. This change will allow the state to compare various aspects of the suspensions/expulsions of both students with disabilities and regular education students utilizing the same data source. In addition, the state will be able to link the data to the state's individual student database to verify data.

