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U.S. Department of Education

**28th Annual Report to Congress on the
Implementation of the
*Individuals with Disabilities Education Act, 2006***

Vol. 1

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28th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2006

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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Preface

During the 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 Education 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 and 2005 annual reports to Congress continued the format of the 2003 report and its focus on results and accountability. They 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.

On Dec. 3, 2004, President George W. Bush signed into law the reauthorized *IDEA* (P.L. 108-446). The provisions of the act became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a "highly qualified teacher" that took effect upon the signing of the act. With reauthorization of *IDEA*, the nation reaffirmed its commitment to improving educational results for children and youth with disabilities. The *30th Annual Report to Congress* will begin to present

* The year in the title represents the year this annual report was due to Congress.

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

some of the data collected under the reauthorized act. In the meantime, the 28th and 29th reports are based on data collected under the *IDEA* reauthorized in 1997 (P.L. 105-17).

The 2006 or *28th Annual Report to Congress* follows the 2005 or *27th Annual Report to Congress* in sequence, and it follows the format of the 2004 and 2005 reports. **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 *2006 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>.

Vol. 1 contains three sections.

Section I. The National Picture

Section I contains the child- and student-focused material, presented in a question-and-answer format. It contains three subsections: (1) infants and toddlers served under *IDEA*, Part C; (2) children ages 3 through 5 served under *IDEA*, Part B; and (3) students ages 6 through 21 served under *IDEA*, Part B. Information available about each group of children or students is presented in the different subsections. Section I also incorporates information from ongoing national studies described in Data Sources Used in This Report, which begins on Page 1. To the extent possible, the data are presented through figures, short tables and bulleted text. Data are included for the 50 states, the District of Columbia, Puerto Rico and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands). In addition, data are presented on Bureau of Indian Affairs (BIA) schools for special education and related services provided under *IDEA*, Part B.

Section II. The State Picture

Section II of the report contains state-level performance data for the 50 states and the District of Columbia. 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 data. 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 III. Rank-Order Tables

Section III 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. In addition to data from all of the entities mentioned above for Section I, the Rank-Order tables include data for Marshall Islands, Micronesia and Palau.

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 B.

Key Findings

The *28th Annual Report to Congress* reports on the data collected from states, along with some data from the national studies included in the Office of Special Education Programs' (OSEP) National Assessment of the Implementation of *IDEA*. Data are also included from studies and databases of the National Center for Education Statistics and the U.S. Census Bureau. Some key findings about the national picture from the report follow.

Infants and Toddlers Served Under *IDEA*, Part C

- In 2004, under *IDEA*, Part C, 282,733 children birth through age 2 received early intervention services. Of these, 279,154 received services in the 50 states and the District of Columbia, which represents 2.3 percent of the birth-through-2 population in those jurisdictions (Page 12).
- Although the percentage of the general population served under *IDEA*, Part C increased from 1995 through 2004 for each of the age years served, the increase was the largest for 2-year-olds. In 1995, 2.2 percent of 2-year-olds were served under Part C. By 2004, there were 3.7 percent of children this age served (Page 13).
- American Indian/Alaska Native children and white (not Hispanic) children had a risk ratio of 1.1 in 2004, indicating that these children were somewhat more likely to receive early intervention services than were children of all other racial/ethnic groups combined (Page 15).
- Overall, in 2003, 85 percent of infants and toddlers received their early intervention services primarily in natural environments, which are defined as *home* (80.7 percent) or a *program for typically developing children* such as regular nursery schools or child care centers (4.2 percent) (Page 16 and table 6-4 in vol. 2). Thirty-five states and outlying areas met or exceeded this national figure (table 3-12 of vol. 1).
- Since 1998, the percentages of children receiving early intervention services primarily in the combined settings of the *home* and *program 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 and lowest percentages of children served in these settings (80.2 percent for American Indian/Alaska Native children compared with 63.3 percent for black [not Hispanic] children). In 2003, the percentage point difference between the groups with highest and lowest percentages of children served in these settings (89.1 percent for American Indian/Alaska Native children compared with 81.8 percent for black [not Hispanic] children) had narrowed to 7.3 percentage points (see tables 6-10a through 6-10e, vol. 2) (Page 18).
- From 2001 through 2005, parents of public school kindergarten children who had received early intervention services reported that 58 percent had a disability and were receiving special education and related services (Page 26).

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

- In 2004, Part B served 701,949 children ages 3 through 5. Of these, 693,245 were served in the 50 states, the District of Columbia and Bureau of Indian Affairs (BIA) schools, which represents 5.9 percent of the U.S. preschool population (Page 29).
- In 2004, American Indian/Alaska Native children and white (not Hispanic) children both had risk ratios above 1.0 (1.5 and 1.3, respectively). This indicates that they were more likely to be served under Part B preschool programs than were children 3 to 5 years of age in all other racial/ethnic groups combined (Page 33).
- In 2004, black (not Hispanic) children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as were children 3 to 5 years of age in all other racial/ethnic groups combined. Asian/Pacific Islander children 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) (Page 34).
- In 2004, about one-third (33.1 percent) of children ages 3 through 5 with disabilities received all of their special education and related services in *early childhood environments* with peers without disabilities (Page 36).

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

- In 2004, special education and related services under *IDEA*, Part B were being received by 6,118,437 students ages 6 through 21. Of these, 6,033,425 were served in the 50 states, the District of Columbia and BIA schools, which represents 9.2 percent of the U.S. general population ages 6 through 21 (Page 39).
- In 2004, the percentage of the population receiving special education and related services varied by race/ethnicity. The percentage receiving special education and related services (i.e., risk index) was largest for American Indian/Alaska Native students (13.7 percent), followed by black, not Hispanic students (12.4 percent); white, not Hispanic students (8.7 percent); Hispanic students (8.3 percent); and Asian/Pacific Islander students (4.6 percent) (Page 48).
- In 2004, American Indian/Alaska Native students and black, not Hispanic 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 students, Hispanic students and white, not Hispanic 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) (Page 50).
- In 2001, according to teachers or other school staff reports, 40 percent of students ages 6 through 12 with disabilities receiving special education and related services had at least one additional (nonprimary) disability. While the majority of those students (29 percent) had only one additional disability, 10 percent were reported to have two or three additional disabilities. Relatively few had four or more additional school-reported disabilities (Pages 66-67).
- While 44 percent of students with autism received high self-care ratings by parents, 86 percent of students with learning disabilities and 85 percent of students with speech or language impairments received high self-care parent ratings. Students with mental retardation

also received more high self-care ratings (63 percent) from parents than students with autism (Page 78).

- In 2003-04, a total of 54.5 percent of the students ages 14 through 21 with disabilities who exited school *graduated with a regular high school diploma*, and 31.1 percent *dropped out*. The remaining 14.4 percent comprised students in other categories, such as *received a certificate of completion, reached maximum age or died* (table 4-3 in vol. 2) (Page 91).

Data Sources Used in This Report

The text and graphics contained in the *28th Annual Report to Congress* were developed primarily from data in the Office of Special Education Programs (OSEP) Data Analysis System (DANS). DANS is a repository for all of 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. 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 of 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 a specific vol. 2 table reference. 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 30, 2005 (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, thereby ensuring consistency of data in presentations and analyses throughout each report. Use of data snapshots also facilitates the Department of Education review process. Certain other categories of data (e.g., Part B 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:

Data category	Collection date	Date due to OSEP
Child Count	Dec. 1, 2004*	Feb. 1, 2005
Program Settings	Dec. 1, 2003	Nov. 1, 2004
Early Intervention Services	Dec. 1, 2003	Nov. 1, 2004
Exiting	Cumulative, state-determined 12-month reporting period, 2003-04	Nov. 1, 2004

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

State-reported data¹ from DANS for Part B used in this report consist of the following:

Data category	Collection date	Date due to OSEP
Child Count	Dec. 1, 2004*	Feb. 1, 2005
Educational Environments	Dec. 1, 2004*	Feb. 1, 2005
Exiting	Cumulative, state-determined 12-month reporting period, 2003-04	Nov. 1, 2004
Discipline	School year 2003-04	Nov. 1, 2004
Personnel	On or about Dec. 1, 2003	Nov. 1, 2004

*Alaska, the Bureau of Indian Affairs (BIA) schools, Iowa, Maryland, Palau 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.² 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 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 III (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 National Early Intervention Longitudinal Study (NEILS), the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2).³ Other data sources used in this annual report to Congress were the National Center for Education Statistics' (NCES) Common Core of Data (CCD), the

¹ The U.S. Department of the Interior reports data for Bureau of Indian Affairs (BIA) schools.

² This list of data categories and subcategories for Part C is also found at the beginning of the Part C Data Notes (appendix A); the list for Part B is also found at the beginning of the Part B Data Notes (appendix B).

³ Data in this report from OSEP studies are based on analyses of information from databases that are not accessible to the general public.

Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), the U.S. Census Bureau and the National Early Childhood Technical Assistance Center (NECTAC).⁴ Below 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. Unless otherwise specified, each URL given below was last accessed on July 23, 2007.

National Early Intervention Longitudinal Study (NEILS)

The National Early Intervention Longitudinal Study was a 10-year study funded by OSEP in 1995. NEILS was conducted by SRI International, the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, Research Triangle Institute and the American Institutes for Research.

NEILS addressed the following questions:

- Who are the children and families receiving early intervention services?
- What early intervention services do participating children and families receive, and how are services delivered?
- What are the costs of services?
- What outcomes do participating children and families experience?
- How do outcomes relate to variations in child and family characteristics and services provided?

NEILS findings are based on a nationally representative sample of 3,338 children younger than 31 months of age and their families who began early intervention services for the first time between September 1997 and November 1998. The sampled families were recruited from three to seven counties in each of 20 states.

More information about NEILS can be found at <http://www.sri.com/neils>.

⁴ 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. When the source for such specific data 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.

Special Education Elementary Longitudinal Study (SEELS)

The Special Education Elementary Longitudinal Study collected data about school-age students receiving special education services and was conducted for OSEP by SRI International and Westat. From 2000 to 2006, SEELS documented the school experiences of a national sample of students as they moved from elementary to middle school and from middle to high school. One important feature of SEELS longitudinal research is that, rather than providing a picture of students' educational, social, vocational and personal development at a single point in time, the study was designed to assess changes in these areas over time.

SEELS involved a 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 had agreed to participate in the study. Statistical summaries generated from SEELS generalize to special education students nationally as a group, as well as to relevant federal special education disability categories and to each single-year age cohort. 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 (2000-01 to 2009-10) 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:

- 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.

NLTS2 data in this report focus on students with autism and are derived from the NLTS2 Wave 1 Student School Program Survey, 2002, and General Education Teacher Survey, 2002. More information about NLTS2 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; to conduct and publish reports; and to 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 (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands). This report uses information from the CCD for 2004-05. For more information on CCD, see <http://nces.ed.gov/ccd/aboutccd.asp>.

Early Childhood Longitudinal Study-Kindergarten (ECLS-K)

The Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) is an ongoing study that focuses on children's early school experiences beginning with kindergarten and following children through 12th grade. ECLS-K provides descriptive information on children's status at entry into school, their transition into school, and their progression through school to the end of 12th grade. The longitudinal nature of the ECLS-K enables researchers to study how a wide range of family, school, community and individual factors are associated with school performance. ECLS-K is designed to address a vast array of research issues. In general, the study focuses on three broad themes: (1) schooling and performance; (2) status and transitions; and (3) the interaction of school, family and community. This report contains information from the first-grade through the fifth-grade data files. For more information, see <http://nces.ed.gov/ecls/kindergarten.asp>.

Data in this annual report were also derived from an issue brief entitled "Demographic and School Characteristics of Students Receiving Special Education in the Elementary Grades," which was based on data drawn from ECLS-K (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005>, last accessed on Feb. 18, 2008).

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 (http://www.census.gov/popest/topics/methodology/2005_st_co_meth.html). More information about the U.S. Census Bureau can be found at <http://www.census.gov>.

National Early Childhood Technical Assistance Center (NECTAC)

The National Early Childhood Technical Assistance Center is funded by OSEP to support the implementation of the early childhood provisions of *IDEA*. Its mission is to strengthen service systems to ensure that children birth through age 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 support long-term systems change and improvement. More information about NECTAC can be found at <http://www.nectac.org>.

Section I

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 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. Early intervention services are designed to identify and meet children's needs in five developmental areas: physical development, cognitive development, communication, social or emotional development, and adaptive development. The program assists states in developing and implementing a statewide, comprehensive, coordinated, multidisciplinary interagency system to make early intervention services available to all children birth through age 2 with disabilities and their families.

The Part C figures and tables that follow present data for the infants and toddlers served in the 50 states and the District of Columbia. States have authority to define their Part C eligibility criteria, which explains some of the variability in state-by-state comparisons. In addition, where indicated in the footnotes, the figures and tables include data from Puerto Rico and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands). Data about Bureau of Indian Affairs (BIA) schools, required to be reported under Part C by the Department of the Interior, are not represented in these figures and tables.

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

How many infants and toddlers receive early intervention services and how has the percentage of children birth through age 2 served under IDEA, Part C changed over time?

Table 1-1. Number of infants and toddlers receiving early intervention services under IDEA, Part C, and the percentage of population served: Fall 1995 through fall 2004

Year	Total served under Part C (birth through 2)			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 four outlying areas	For the 50 states and DC only	Birth-through-2 population in the 50 states and DC	
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	11,470,707	2.0
2001	245,775	242,255	11,708,141	2.1
2002	268,735	265,549	11,897,329	2.2
2003	274,747	271,889	12,062,200	2.3
2004	282,733	279,154	12,113,299	2.3

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," 1995-2004. Data updated as of July 30, 2005. Also tables 6-1, 6-3 and C-2 in vol. 2 of this report. The data for 2003 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: Twenty states revised their child count for 2003.

U.S. Bureau of the Census. Population data for 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

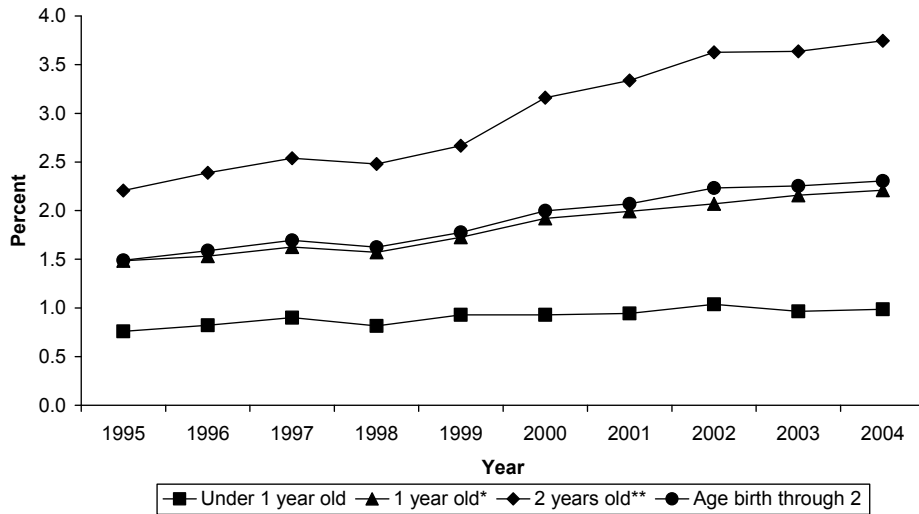
^aPercentage of population was calculated by dividing the number of children served under *IDEA*, Part C, by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage.

- In 2004, under *IDEA*, Part C, 282,733 children birth through age 2 received early intervention services. Of these, 279,154 received services in the 50 states and the District of Columbia, which represents 2.3 percent of the birth-through-2 population in those jurisdictions.
- Twenty-six states served at least 2.2 percent of their state birth-through-2 population under *IDEA* (see table 6-1 in vol. 2).
- Between 1995 and 2004, the total number of children served under *IDEA*, Part C grew from 177,281 to 282,733, an increase of 59.5 percent.

- 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 1995 and 2004 by 53.3 percent. In 1995, Part C served 1.5 percent of children ages birth through 2. By 2003, this percentage was up to 2.3 percent and remained at 2.3 percent in 2004.

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

Figure 1-1. Percentage^a of the population birth through age 2 served under IDEA, Part C, by age: Fall 1995 through fall 2004



*1-year-olds are those children between 1 year old and 2 years old.
 **2-year-olds are those children between 2 years old and 3 years old.

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,” 1995-2004. Data updated as of July 30, 2005. 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. The data for 2003 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: Twenty states revised their child count for 2003.

U.S. Bureau of the Census. Population data for 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population was calculated by dividing the number of children served under *IDEA*, Part C 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.

- Although the percentage of the general population served under *IDEA*, Part C increased from 1995 through 2004 for each of the age years served, the increase was the largest for 2-year-olds. In 1995, 2.2 percent of 2-year-olds were served under Part C. By 2004, there were 3.7 percent of children this age served.

- The percentage of 1-year-olds in the general population receiving early intervention services under Part C increased from 1.5 percent in 1995 to 2.2 percent in 2004.
- 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 1995 to 1.0 percent in 2004.

For infants and toddlers, how does the proportion of a particular racial/ethnic group served under IDEA, Part C, compare to that for all other infants and toddlers combined?

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 of the other racial/ethnic groups combined.

Table 1-2. Risk ratios for infants and toddlers served under IDEA, Part C, by race/ethnicity: Fall 2004

Race/ethnicity	Child count ^a	U.S. birth-through-2 population	Risk index ^b	Risk index for all other ^c	Risk ratio ^d
American Indian/Alaska Native	2,764	108,387	2.6	2.3	1.1
Asian/Pacific Islander	11,785	540,738	2.2	2.3	0.9
Black (not Hispanic)	40,131	1,812,074	2.2	2.3	1.0
Hispanic	54,877	2,692,536	2.0	2.4	0.9
White (not Hispanic)	169,241	6,959,565	2.4	2.1	1.1
Total	278,798 ^e	12,113,300	2.3	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," 2004. Data updated as of July 30, 2005. Also tables 6-7 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 2004 accessed August 2005 from http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aChild count is the number of children birth through age 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 birth through age 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 was calculated by dividing the combined child count for all racial/ethnic groups except the one under consideration by the total U.S. population of children in all racial/ethnic groups other than the one under consideration. 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.

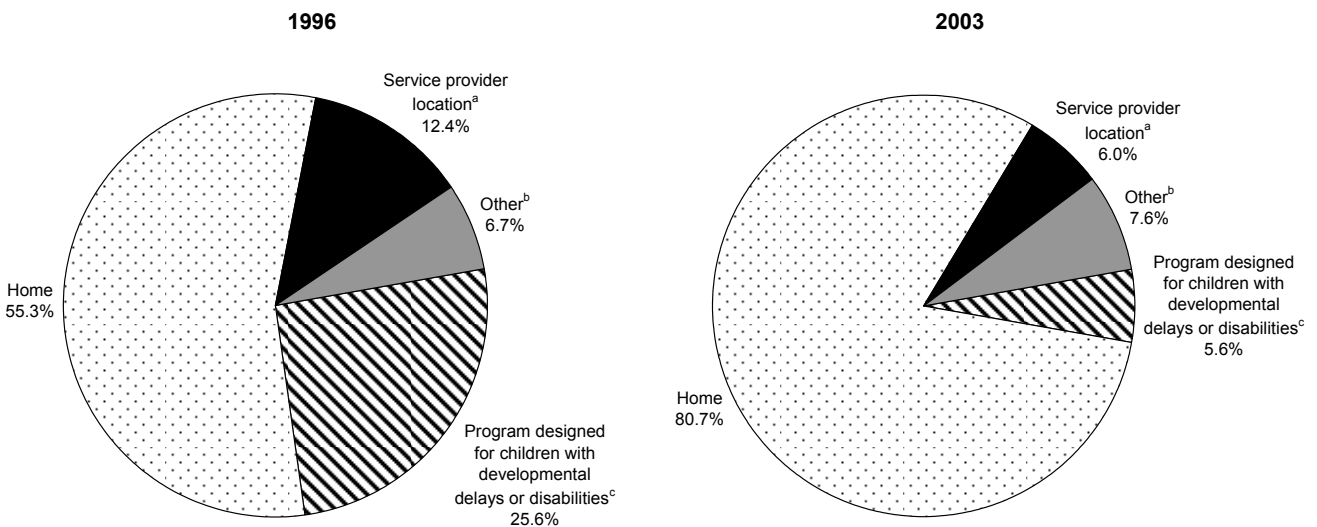
- Black (not Hispanic) children have a risk ratio of 1.0, indicating that these children were as likely as children in all other racial/ethnic groups combined to receive early intervention services.

- American Indian/Alaska Native children and white (not Hispanic) children had a risk ratio of 1.1, indicating that these children were somewhat more likely to receive early intervention services than were children of all other racial/ethnic groups combined.
- Asian/Pacific Islander children and Hispanic children each have a risk ratio of 0.9, indicating that these children were less likely to receive early intervention services than children of all other racial/ethnic groups combined.

The Primary Service Setting of Children with Disabilities 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 under *IDEA*, Part C, by primary early intervention settings: Fall 1996 and fall 2003



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, 2003. Data updated as of July 30, 2005. Also table 6-4 in vol. 2 of this report. Data are for the 50 states, the District of Columbia, Puerto Rico and the four outlying areas.

^a*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.

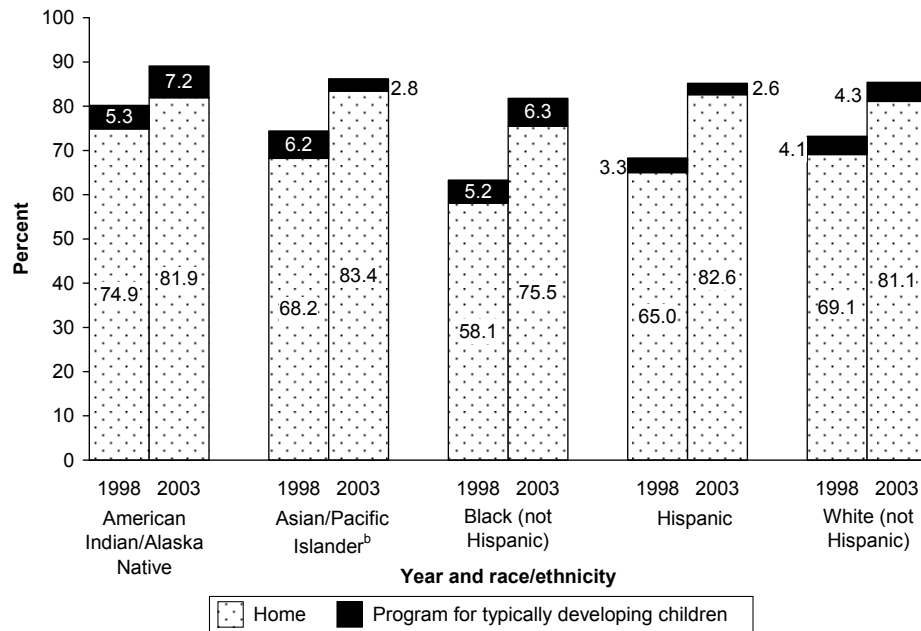
^bIn 1996, *other* included the settings *program designed for typically developing children* (2.4 percent), *residential facility* (0.1 percent), *hospital* (0.7 percent), *family child care* (0.6 percent) and *other nonspecified* (2.9 percent). In 2003, *other* included the settings *program designed for typically developing children* (4.2 percent), *residential facility* (<0.1 percent), *hospital* (0.1 percent) and *other nonspecified* (3.3 percent). Family child care was not a service setting category in 2003 and therefore does not appear in the 2003 chart.

^c*Program designed for children with developmental delay 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.

- In 2003, approximately four-fifths of infants and toddlers being served under Part C received their early intervention services primarily in the *home* (80.7 percent). The next most common setting category was *other* (7.6 percent), followed by *service provider location* (6.0 percent) and *program for children with developmental delays or disabilities* (5.6 percent).
- Since 1996, the percentage of infants and toddlers served primarily in the *home* increased from 55.3 percent to 80.7 percent. In the same time period, the percentage of infants and toddlers served primarily in a *program for children with developmental delays or disabilities* decreased from 25.6 percent to 5.6 percent. The percentage of infants and toddlers served primarily in a *service provider location* decreased from 12.4 percent to 6.0 percent.
- Overall, in 2003, 85 percent of infants and toddlers received their early intervention services primarily in natural environments, which are defined as *home* (80.7 percent) or a *program for typically developing children* such as regular nursery schools or child care centers (4.2 percent) (see table 6-4 in vol. 2). Thirty-five states and outlying areas met or exceeded this national figure (table 3-12 of vol. 1).

How do children in early intervention natural settings (the home and program designed for typically developing children) differ by race/ethnicity?

Figure 1-3. Percentage of infants and toddlers served in the home and in program designed for typically developing children,^a by race/ethnicity: Fall 1998 and fall 2003



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, 2003. Data updated as of July 30, 2005. Also tables 6-10a through 6-10e in vol. 2 of this report. Data are for the 50 states, the District of Columbia, Puerto Rico and the four outlying areas.

^aProgram designed for typically developing children includes regular nursery schools and child care centers. For purposes of this data collection, this setting and the home combine to form what are called natural environments.

^bHawaii’s data for 1998 indicate an unusually large percentage of infants and toddlers in a program 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 a program for typically developing children. In 2003, these percentages were 82.3 percent and 3.0 percent.

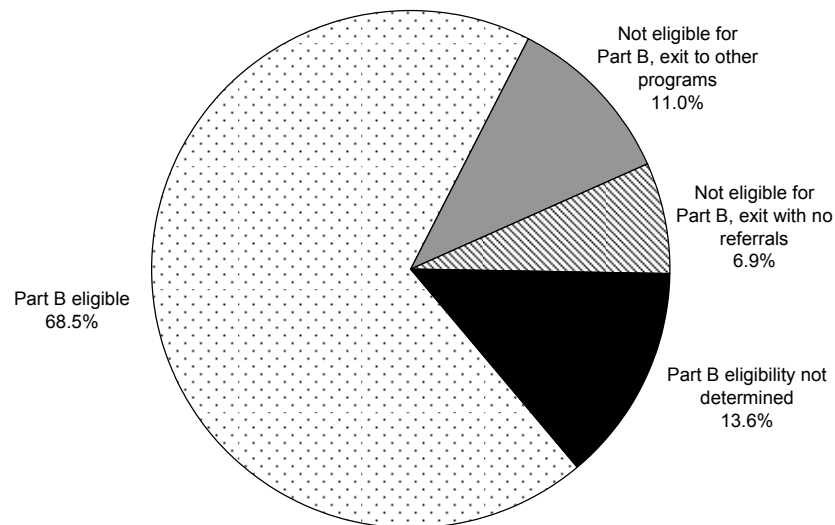
- In 2003, children in all racial/ethnic groups received the majority of their early intervention services in the home. More than 80 percent of Asian/Pacific Islander children (83.4 percent), Hispanic children (82.6 percent), American Indian/Alaska Native (81.9 percent) and white (not Hispanic) children (81.1 percent) were most often served in the home. Black (not Hispanic) children (75.5 percent) were somewhat less often served in the home.
- Since race/ethnicity data were first collected in 1998, the percentages of infants and toddlers receiving services primarily in the combined settings of the home and programs for typically developing children have increased for all racial/ethnic groups. In 2003, 8.9 percent more American Indian/Alaska Native children, 11.8 percent more Asian/Pacific Islander children, 12.2 percent more white children and 16.9 percent more Hispanic children were served in the combined settings of the home and programs for typically developing children than in 1998.

- The largest gain in the percentage of children served in the combined settings of the *home* and *program for typically developing children* was made for eligible black (not Hispanic) infants and toddlers. The percentage of black (not Hispanic) infants and toddlers in these combined settings increased from 63.3 percent in 1998 to 81.8 percent in 2003, an 18.5 percentage point increase.
- Since 1998, the percentages of children receiving early intervention services primarily in the combined settings of the *home* and *program 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 and lowest percentages of children served in these settings (80.2 percent for American Indian/Alaska Native children compared with 63.3 percent for black [not Hispanic] children). In 2003, the percentage point difference between the groups with highest and lowest percentages of children served in these settings (89.1 percent for American Indian/Alaska Native children compared with 81.8 percent for black [not Hispanic] children) had narrowed to 7.3 percentage points (see tables 6-10a through 6-10e, 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 exiting Part C at age 3, by Part B eligibility status: 2003-04^{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,” 2003-04. Data updated as of July 30, 2005. 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 four outlying areas.

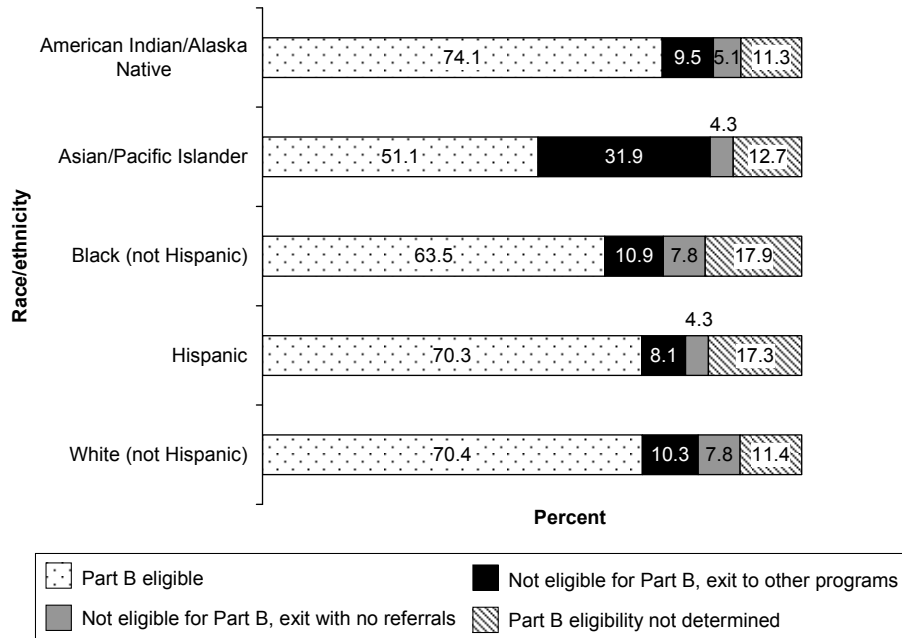
^aDoes not include children in the following exiting categories: *completion of individualized family service plan (IFSP) prior to reaching maximum age for Part C, deceased, moved out of state, withdrawal by parent (or guardian) and for whom attempts to contact unsuccessful.*

^bData are from a cumulative 12-month reporting period.

- In 2003-04, about two-thirds (68.5 percent) of Part C infants and toddlers were determined to be *Part B eligible* when they turned age 3. Some children exited Part C at age 3 with their *Part B eligibility not determined* (13.6 percent). Some children were determined to be *not eligible for Part B, exit to other programs* (11.0 percent) or *not eligible for Part B, exit with no referrals* (6.9 percent).
- The 68.5 percent reported to be *eligible for Part B services* in 2003-04 was a slight increase from the 66.0 percent with Part B eligibility determined in 2001-02 and the 68.2 percent with Part B eligibility determined in 2002-03. The percentage exiting with *Part B eligibility not determined* decreased slightly over the same time period from 16.0 percent in 2001-02, to 15.2 percent in 2002-03, to the 13.6 percent reported in 2003-04. (2001-02 data from *26th Annual Report to Congress [ARC]*, vol. 2, table 6-5; 2002-03 data from *28th ARC*, vol. 2, table 6-5.)
- The 11.0 percent of children exiting Part C determined to be *not eligible for Part B, exit to other programs*, was an increase from the 9.1 percent reported in 2001-02 and the 8.5 percent reported in 2002-03. Over the same time period, the percentage exiting Part C who were determined to be *not eligible for Part B, exited with no referrals* to other programs decreased from 8.9 percent in 2001-02, to 8.0 percent in 2002-03, to the 6.9 percent reported in 2003-04. (2001-02 data from *26th Annual Report to Congress [ARC]*, vol. 2, table 6-5; 2002-03 data from *27th ARC*, vol. 2, table 6-5).

How does Part B eligibility status of 3-year-olds exiting from Part C differ by race/ethnicity?

Figure 1-5. Percentage of children exiting Part C at age 3, by Part B eligibility status and race/ethnicity: 2003-04^{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," 2003-04. Data updated as of July 30, 2005. Also table 6-11 in vol. 2 of this report. These data are for the 50 states, the District of Columbia, Puerto Rico and the four outlying areas.

^aDoes not include children in the following exiting categories: *completion of individualized family service plan (IFSP) prior to reaching maximum age for Part C, deceased, moved out of state, withdrawal by parent (or guardian) and for whom attempts to contact unsuccessful.*

^bData are from a cumulative 12-month reporting period.

- In 2003-04, for every racial/ethnic group, more than 50 percent of children exiting Part C at age 3 were eligible for Part B services.
- Black (not Hispanic) children and Hispanic children were more likely than children in other racial/ethnic groups to have undetermined Part B eligibility (17.9 percent and 17.3 percent, respectively).
- A larger percentage of Asian/Pacific Islander children (31.9 percent) were found not eligible for Part B and exited to other programs than children in any other racial/ethnic group.

National Early Intervention Longitudinal Study (NEILS)

NEILS is one of several longitudinal studies funded by the U.S. Department of Education. NEILS followed children into kindergarten who were identified before they were 3 years old as meeting their state's eligibility criteria for early intervention services and whose families subsequently received those services. NEILS began in 1996 with a design phase; data collection began the following year.

NEILS findings are based on a nationally representative sample of 3,338 children who entered early intervention services for the first time between September 1997 and November 1998. Families were recruited through early intervention programs located in 93 counties in 20 states. Local program providers explained the study to families at or near the time each family's individualized family service plan (IFSP) was developed. During the enrollment period, IFSPs were developed for 5,668 families new to early intervention services. Programs invited the 4,653 families who met the study's eligibility criteria to participate in NEILS, and 3,338 (71 percent) agreed to do so. Thus, entry into the study for these children coincides with their entry into early intervention services.

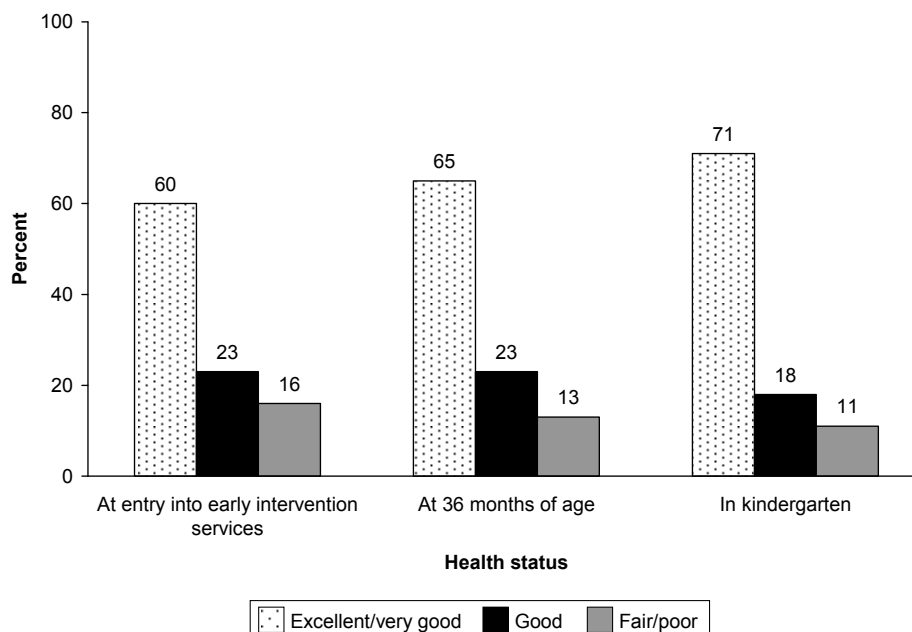
NEILS data collection instruments consisted of Family Interview, Service Record, Service Provider Survey, Program Director Survey, and Kindergarten Teacher Survey. The figures and tables that follow present data from the Family Interview data collections. NEILS staff conducted telephone interviews with the families of children enrolled in the study at three points in time: within 16 weeks of their enrollment or entry into early intervention services, around the time the child turned 36 months of age and when the child entered kindergarten. Interviewees were the persons best able to answer questions about the child and the child's program. Most respondents were the children's mothers.

Because of the nature of the sample selection procedures NEILS used and the weights applied to the data, NEILS data represent national estimates.

Outcomes at Kindergarten for Children Receiving Early Intervention Services

For early intervention participants, how did parents' reporting of their children's health status change as the children have aged?

Figure 1-6. Health status of children who had received early intervention services, at time of entry into early intervention services, at 36 months of age and in kindergarten, as reported by parents: 1998-2005^a



Source: NEILS Family Interview. NEILS findings are based on a nationally representative sample of 3,338 children younger than 31 months of age who entered early intervention services for the first time between September 1997 and November 1998. Family interview data for these children were collected within 16 weeks of their entry into early intervention services. Family Interview data for children at 36 months of age were collected between 1998 and 2001. Family Interview data for children in kindergarten were collected between 2001 and 2005.

Note: Displayed results were collected from 3,037 respondents at entry in early intervention services, 2,752 respondents at 36 months of age and 2,279 respondents in kindergarten. The sum of percentages may not total 100 due to rounding.

^aRefers to the years during which all of the data were collected.

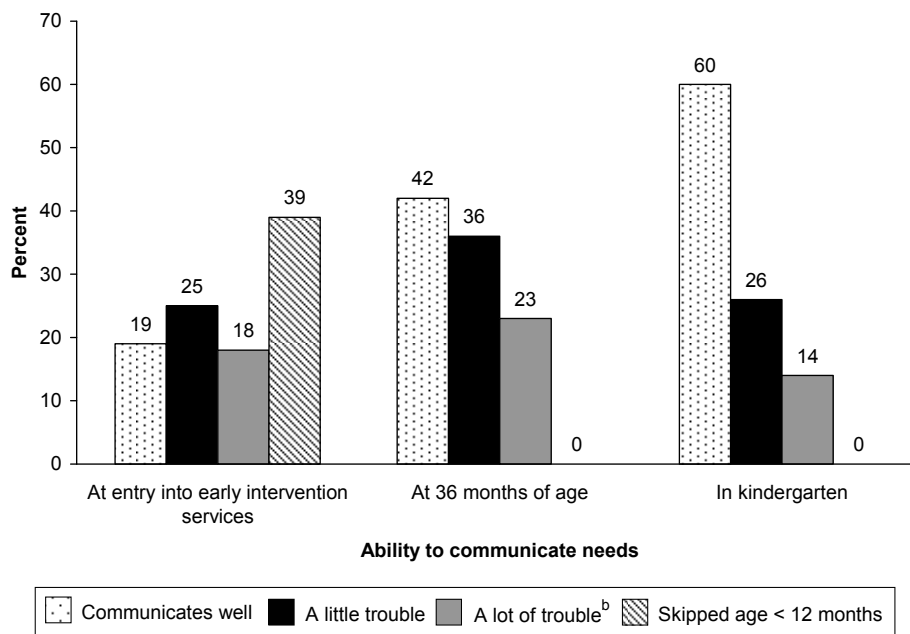
- From 2001 through 2005, the majority of parents reported that children who had received early intervention services were in good health in kindergarten. Almost three-quarters of parents (71 percent) reported that their children had excellent or very good health. Another 18 percent reported that their children were in good health. Just over one in 10 (11 percent) reported that their children were in fair or poor health.
- The health status of children in the study improved between the time of their entry into early intervention services and when they were 36 months of age, and between 36 months of age and when they were in kindergarten. According to parent reports, 60 percent of children had excellent health at the time of their entry in early intervention services. That percentage

improved to 65 percent of the children at 36 months of age. Between time of entry into early intervention services and kindergarten, the percentage of children with excellent or very good health increased from 60 percent to 71 percent, an 18.3 percent increase as reported by parents.

- The percentage of children with fair or poor health decreased from 16 percent at time of entry into early intervention services to 11 percent in kindergarten, a 31.3 percent decrease.

How has their ability to communicate their needs changed as children who received early intervention services have aged?

Figure 1-7. How well children who had received early intervention services made their needs known, at time of entry into early intervention services, at 36 months and in kindergarten, as reported by parents: 1998-2005^a



Source: NEILS Family Interview. NEILS findings are based on a nationally representative sample of 3,338 children younger than 31 months of who entered early intervention services for the first time between September 1997 and November 1998. Family interview data for these children were collected within 16 weeks of their entry into early intervention services. Family Interview data for children at 36 months of age were collected between 1998 and 2001. Family Interview data for children in kindergarten were collected between 2001 and 2005.

Note: Displayed results were collected from 2,952 respondents at entry in early intervention services, 2,670 respondents at 36 months and 2,290 respondents in kindergarten. The sum of percentages may not total 100 due to rounding.

^aRefers to the years during which all data were collected.

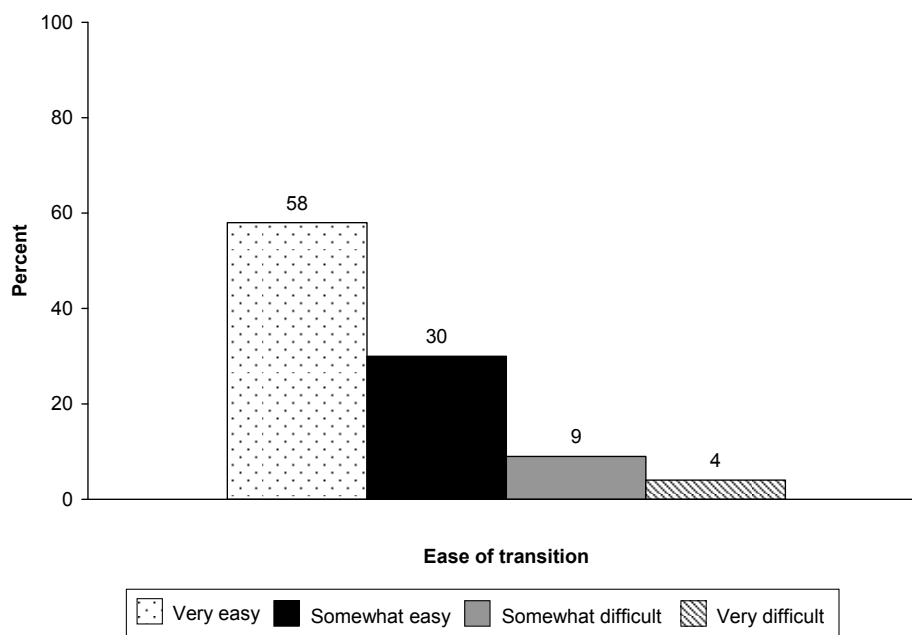
^bCategory “A lot of trouble” includes children who do not communicate at all.

- From 2001 through 2005, parents reported that in kindergarten, six out of 10 children (60 percent) who had received early intervention services communicated their needs well. Less than a third (26 percent) had a little trouble communicating their needs, and 14 percent had a lot of trouble communicating their needs.
- At time of entry into early intervention services, fewer than two in 10 children who had received early intervention services (19 percent) communicated their needs well, while 25 percent communicated their needs with a little trouble, and 18 percent communicated their needs with a lot of trouble. Parents skipped this question for 39 percent of children because the children were less than 12 months old.
- By the age of 36 months, children who had received early intervention services were more than twice as likely to communicate their needs well (42 percent of children up from 19 percent), according to parents. Between the time the children were 36 months of age and in kindergarten, that percentage increased another 18 percentage points, according to parent reports. The percentage of children who communicated their needs with a lot of trouble decreased from 23 percent at 36 months to 14 percent in kindergarten.

Kindergarten Experiences of Children Who Had Received Early Intervention Services

How well do children who had received early intervention services transition to kindergarten?

Figure 1-8. Transition to kindergarten by children who had received early intervention services, as reported by parents: 2001-2005^a



Source: NEILS Family Interview. NEILS findings are based on a nationally representative sample of 3,338 children younger than 31 months of age who entered early intervention services for the first time between September 1997 and November 1998. Family Interview data for children in kindergarten were collected between 2001 and 2005.

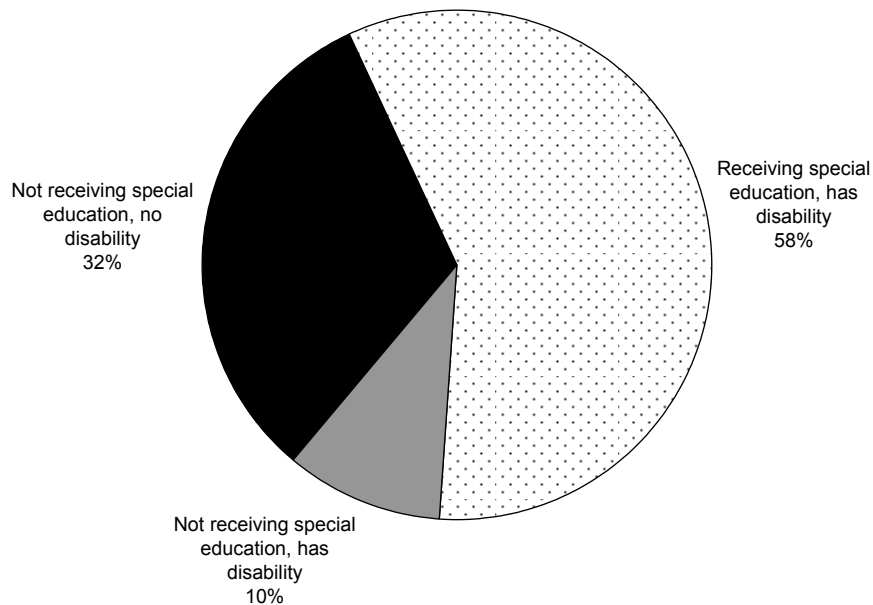
Note: Displayed results were collected from 2,233 respondents who had valid and complete data for the time period specified and were included in the analyses. The sum of percentages may not total 100 due to rounding.

^aRefers to the years during which all of the data were collected.

- From 2001 through 2005, parents reported that more than half of the children who had received early intervention services (58 percent) had a very easy transition to kindergarten. For 30 percent of children, the transition was somewhat easy.
- A relatively small number of children who had received early intervention services (9 percent) had a somewhat difficult transition to kindergarten. Parents reported that for 4 percent of children who had received early intervention services, the transition was very difficult.

What percentage of kindergarten children who previously received early intervention services are receiving special education and related services through the public schools?

Figure 1-9. Among public school kindergarten children^a who had received early intervention services, the percentage receiving and the percentages not receiving special education and related services under IDEA, Part B, by presence of identified disability: 2001-2005^b



Source: NEILS Family Interview. NEILS findings are based on a nationally representative sample of 3,338 children younger than 31 months of age who entered early intervention services for the first time between September 1997 and November 1998. Family Interview data for children in kindergarten were collected between 2001 and 2005.

Note: Displayed results were collected from 1,580 respondents who had valid and complete data for the time period specified and were included in the analyses.

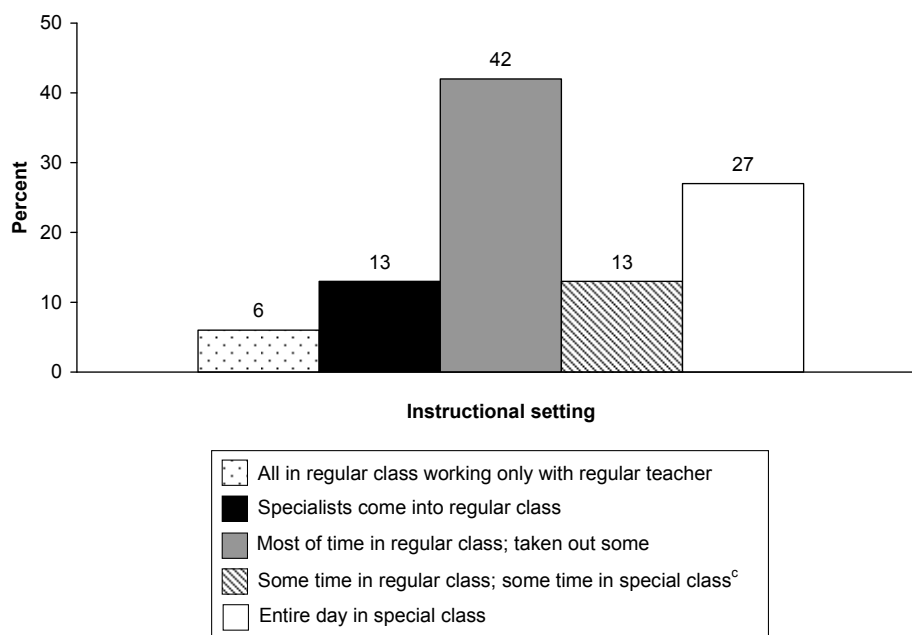
^aDoes not include children in private school kindergarten classes.

^bRefers to the years during which all of the kindergarten data were collected.

- From 2001 through 2005, parents of public school kindergarten children who had received early intervention services reported that 58 percent had a disability and were receiving special education and related services.
- Almost a third of public school kindergarten children (32 percent) who had received early intervention services were reported by their parents as not having a disability and not receiving special education and related services.
- Ten percent of public school kindergarten children who had received early intervention and related services were reported by their parents as having a disability but not receiving special education and related services.

In what instructional settings are kindergarten children who received early intervention services receiving special education and related services?

Figure 1-10. Instructional settings for public school kindergarten children^a receiving special education and related services under IDEA, Part B who had previously received early intervention services: 1998-2005^b



Source: NEILS Family Interview. NEILS findings are based on a nationally representative sample of 3,338 children younger than 31 months of age who entered early intervention services for the first time between September 1997 and November 1998. Family Interview data for children in kindergarten were collected between 2001 and 2005.

Note: Displayed results were collected from 1,163 respondents who had valid and complete data for the time period specified and were included in the analyses.

^aDoes not include children in private school kindergarten classes.

^bRefers to the years during which all of the data were collected.

^cRefers to a class or group consisting only of children with disabilities.

- From 2001 through 2005, parents reported that more than four in 10 kindergarten children receiving special education (42 percent) spent most of their time in a regular class. Less than one-third (27 percent) spent their entire day in a special education class.
- Thirteen percent of these kindergarten children spent some time in a regular class and some time in a special education class, according to parents. For another 13 percent of kindergarten children receiving special education, specialists came into the regular class.
- Just 6 percent of these kindergarten children receiving special education spent all of their time in school in a regular class working only with a regular teacher.

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 ages 3 through 21 with disabilities who are in need of special education and related services. The Preschool Grants program (*IDEA*, Section 619) supplements funding available for children ages 3 through 5 under the Grants to States program (*IDEA*, Section 611). To be eligible for funding under the Preschool Grants program and for children ages 3 through 5 under the Grants to States program, a state must make FAPE available to all children ages 3 through 5 with disabilities residing in the state. Part B of *IDEA* 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 of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities.

For Part B figures and tables, data presented for the 50 states and the District of Columbia also include Bureau of Indian Affairs (BIA) schools. In addition, where indicated in the footnotes, the figures and tables 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 3- Through 5-Year-Olds Served Under *IDEA*, Part B

How have the number and percentage 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 1995 through fall 2004

Year	Total served under Part B (3 through 5)			Percentage ^a of 3-through 5-year-old population receiving services in the 50 states, DC and BIA schools
	For the 50 states, DC, BIA schools, Puerto Rico and the four outlying areas	For the 50 states, BIA schools and DC only	3-through-5 population in the 50 states and DC	
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	11,687,417	5.1
2001	619,751	611,919	11,563,686	5.3
2002	647,984	639,264	11,505,190	5.6
2003	680,971	671,579	11,574,297	5.8
2004	701,949	693,245	11,809,727	5.9

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*,” 1995-2004. Data updated as of July 30, 2005. Also tables 1-9 and C-3 in vol. 2 of this report. The data for 2001 through 2003 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: Five states revised their child count for 2003; one state revised its 2001 and 2002 child count data.

U.S. Bureau of the Census. Population data for 1995 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 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

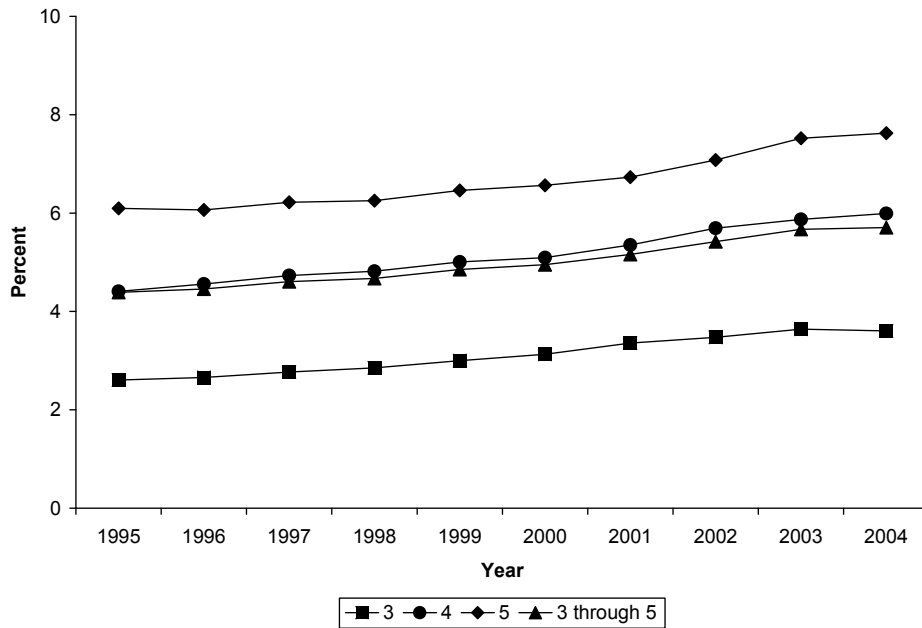
^aPercentage of population was calculated by dividing the number of children served under Part B in the 50 states and DC (including BIA schools) by the general U.S. population estimates for children from these entities in this age range for that year. The result was multiplied by 100 to produce a percentage.

- In 2004, Part B served 701,949 children ages 3 through 5. Of these, 693,245 were served in the 50 states, the District of Columbia and Bureau of Indian Affairs (BIA) schools, which represents 5.9 percent of the U.S. preschool population.
- Since 1995, the number of children ages 3 through 5 receiving special education and related services grew from 548,588 to 701,949. This is an increase of 153,361 children, or 28.0 percent growth in the number of children served.

- The percentage of children receiving special education and related services increased from 1995 to 2004. In 1995, Part B served 4.5 percent of children ages 3 through 5 living in the 50 states and the District of Columbia, including those in the BIA schools. By 2004, this percentage rose to 5.9 percent an increase of 31.1 percent.

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

Figure 1-11. Percentage^a of children ages 3 through 5 receiving special education and related services under IDEA, Part B, by age: Fall 1995 through fall 2004



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*,” 1995-2004. Data updated as of July 30, 2005. Also tables 1-8, 1-9 and C-3 in vol. 2 of this report. These data are for 49 states and the District of Columbia (including BIA schools). As a result of data-reporting anomalies in the age year counts, these data exclude New York. The data for 2001 through 2003 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: Five states revised their child count for 2003; one state revised its 2001 and 2002 child count data.

U.S. Bureau of the Census. Population data for 1995 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 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

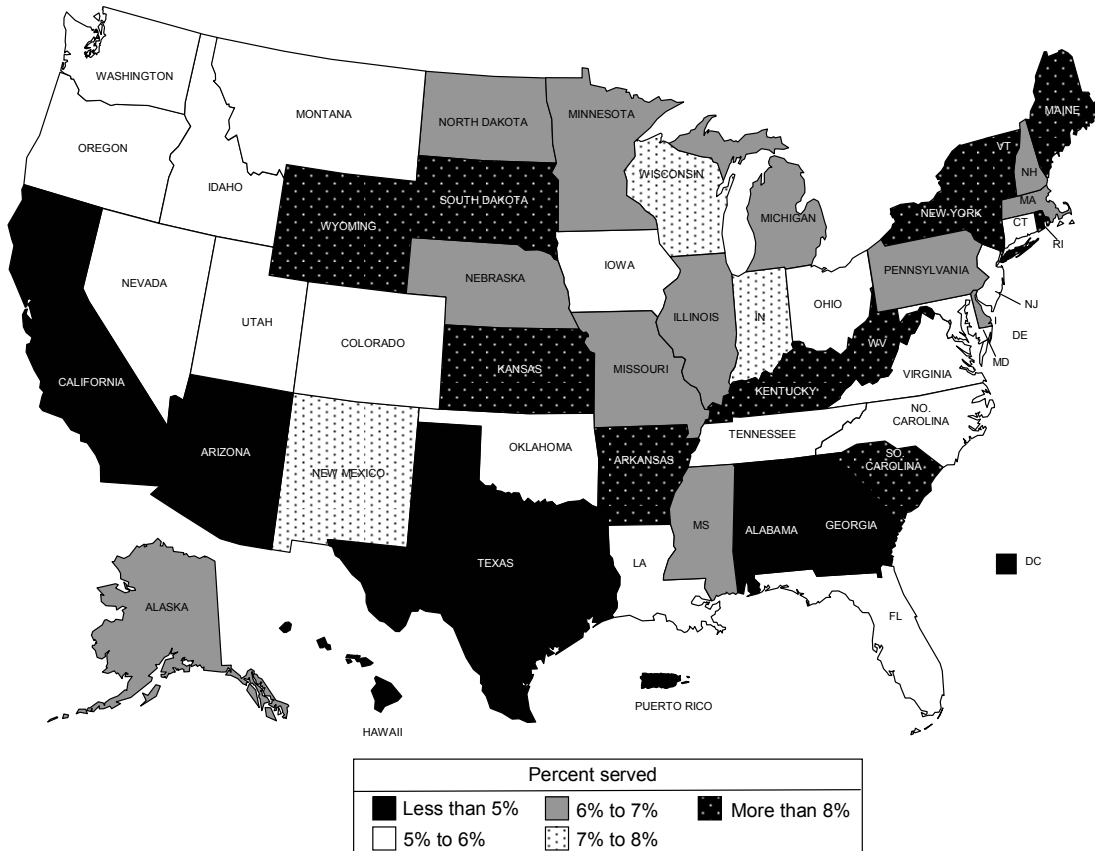
^aPercentage of population was calculated by dividing the number of children ages 3 through 5 receiving special education by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage.

- Over the 10-year period between 1995 and 2004, the percentage of children ages 3 through 5 receiving special education and related services increased for each age group (3-year-olds, 4-year-olds and 5-year-olds).

- The percentage of 3-year-olds in the general population who received special education and related services increased from 2.6 percent in 1995 to 3.6 percent in 2004.
- The percentage of 4-year-olds in the general population who received special education and related services increased from 4.4 percent in 1995 to 6 percent in 2004.
- The percentage of 5-year-olds in the general population who received special education and related services increased from 6.1 percent in 1995 to 7.6 percent in 2004.

How do the percentages of children ages 3 through 5 served under IDEA, Part B, compare across states?

Figure 1-12. Percentage^a (based on population) of children ages 3 through 5 served under IDEA, Part B: Fall 2004



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*,” 2004. Data updated as of July 30, 2005. Also table 1-11 in vol. 2 of this report.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv.

^aPercentage of population was calculated by dividing the number of children ages 3 through 5 receiving services under *IDEA*, Part B, by the population of children in this age range for that state and year. The result was multiplied by 100 to produce a percentage.

- In 2004, the largest number of states (18) served between 5 and 6 percent of their children ages 3 through 5 under *IDEA*, Part B. The smallest number of states (three) served between 7 and 8 percent of their 3- through 5-year old population.
- Twelve states served between 6 and 7 percent of their children ages 3 through 5 under *IDEA*, Part B.
- Six states, the District of Columbia and Puerto Rico served less than 5 percent of their 3- through 5-year-old population under *IDEA*, Part B, and 11 states served more than 8 percent of their children ages 3 through 5.

For the population of children ages 3 through 5, how does the proportion of a particular racial/ethnic group served under IDEA, Part B compare to the proportion served for all other racial/ethnic groups 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 1.5 for American Indian/Alaska Native children indicates that these children are 1.5 times more likely to receive special education 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 under IDEA, Part B, by race/ethnicity: Fall 2004

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	9,181	107,244	8.6	5.8	1.5
Asian/Pacific Islander	19,014	499,156	3.8	6.0	0.6
Black (not Hispanic)	103,332	1,748,971	5.9	5.9	1.0
Hispanic	107,080	2,454,152	4.4	6.3	0.7
White (not Hispanic)	454,638	7,000,208	6.5	5.0	1.3
Total	693,245 ^e	11,809,731	5.9	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*,” 2004. Data updated as of July 30, 2005. Also tables 1-15, 1-17a through 1-17e and C-7 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 2004 accessed August 2005 from http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aChild count is the number of children ages 3 through 5 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 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 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 of 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 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.

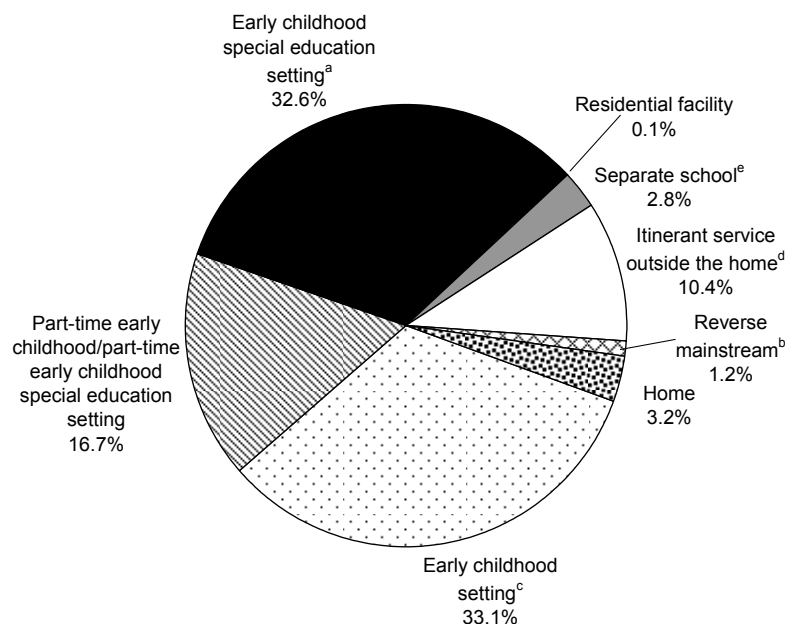
- In 2004, American Indian/Alaska Native children and white (not Hispanic) children both had risk ratios above 1.0 (1.5 and 1.3, respectively). This indicates that they were more likely to be served under Part B preschool programs than were children 3 to 5 years of age in all other racial/ethnic groups combined.

- In 2004, black (not Hispanic) children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as were children 3 to 5 years of age in all other racial/ethnic groups combined.
- Asian/Pacific Islander children 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 1-13. Distribution of educational environments where children ages 3 through 5 are receiving special education and related services under IDEA, Part B: Fall 2004



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," 2004. Data updated as of July 30, 2005. Also table 2-1 in vol. 2 of this report. Data are for the 50 states, the District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

Note: The sum of percentages may not total 100 due to rounding.

^a*Early childhood special education setting* 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 an early childhood setting or other settings. *Early childhood special education setting* includes 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. The term applies to settings in which preschool children ages 3 through 5 receive all of their special education and related services in educational programs that are designed primarily for children with disabilities but include 50 percent or more children without disabilities.

^c*Early childhood setting* 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. *Early childhood setting* includes special education and related services 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.

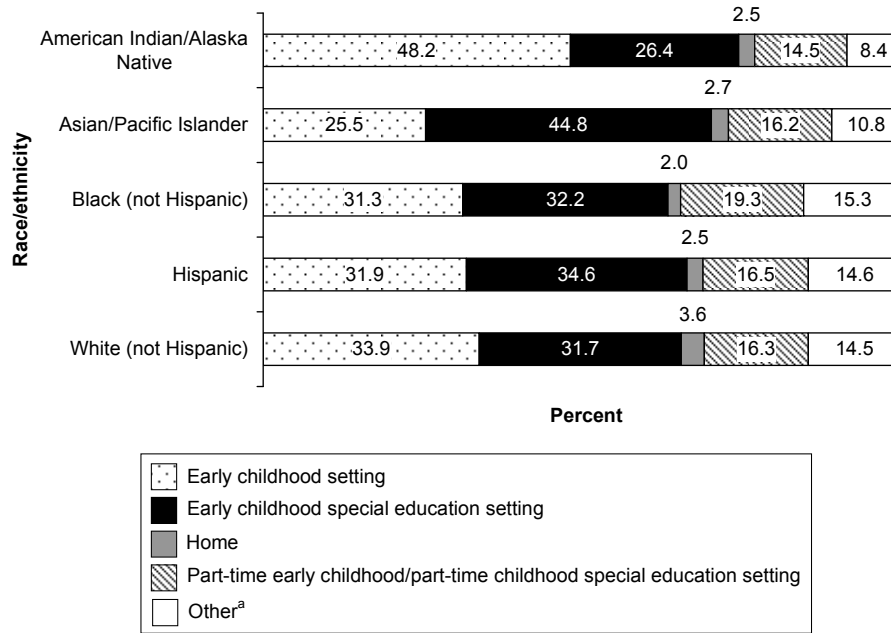
^d*Itinerant service outside the home* is an optional reporting category. It includes children who received all of their special education and related services at a school or hospital facility on an outpatient basis or other location for a short period of time (i.e., no more than three hours per week).

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

- In 2004, about one-third (33.1 percent) of children ages 3 through 5 with disabilities received all of their special education and related services in *early childhood environments* with peers without disabilities.
- Almost a third (32.6 percent) of children ages 3 through 5 with disabilities received all special education and related services in *early childhood special education* environments.
- About 15 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* and *reverse mainstream* environments.
- Only 3.2 percent of children ages 3 through 5 with disabilities received special education and related services in *home* environments.
- Fewer than one in five children ages 3 through 5 with disabilities (16.7 percent) received their special education and related services in *part-time early childhood/part-time early childhood special education* environments.

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

Figure 1-14. Percentage of children ages 3 through 5 receiving special education and related services under IDEA, Part B, in each environment, by race/ethnicity: Fall 2004



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," 2004. Data updated as of July 30, 2005. Also tables 2-6a through 2-6e in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

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

- In 2004, the *early childhood setting* was the most common environment for receiving special education and related services for American Indian/Alaska Native children ages 3 through 5 (48.2 percent) and white (not Hispanic) children of the same age (33.9 percent).
- The *early childhood special education setting* was the most common environment for receiving special education and related services for Asian/Pacific Islander children ages 3 through 5 (44.8 percent) and was slightly more common than other environments for Hispanic children of the same age (34.6 percent).
- White children ages 3 through 5 (3.6 percent) were more likely to receive special education and related services in the *home* than any other racial/ethnic group of the same age.

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* focused on 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 using the developmental delay category for children ages 6 through 9 (for more information on this category, see table B-2 in appendix B).

For Part B figures and tables, 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 (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands).

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. Number of students ages 6 through 21 receiving special education and related services under IDEA, Part B, and percentage of population served: Fall 1995 through fall 2004

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, DC and BIA schools
	For the 50 states, DC, BIA schools, Puerto Rico and the four outlying areas	For the 50 states, BIA schools and DC	6-through-21 population in the 50 states and DC	
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	65,383,159	8.7
2001	5,861,369	5,797,930	65,790,897	8.8
2002	5,959,122	5,892,878	65,896,444	8.9
2003	6,045,053	5,970,497	65,885,462	9.1
2004	6,118,437	6,033,425	65,871,265	9.2

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*," 1995-2004. Data updated as of July 30, 2005. Also tables 1-3, 1-9, C-4 and C-5 in vol. 2 of this report. The data for 2001, 2002 and 2003 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: One state revised its child count for 2001; one state revised its child count for 2002; five states revised their child counts for 2003.

U.S. Bureau of the Census. Population data for 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

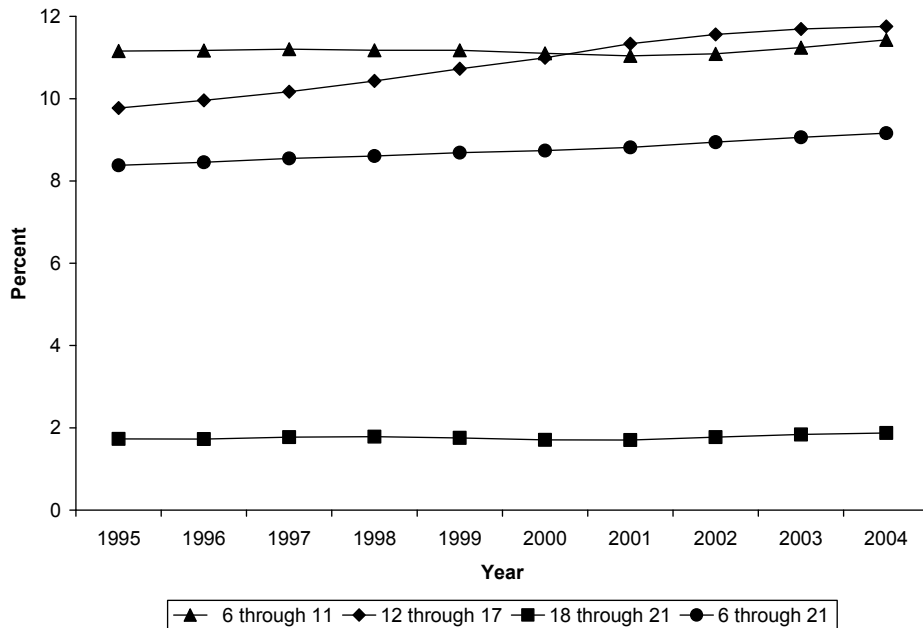
^aPercentage of population was calculated by dividing the number of students served under Part B in the 50 states and the District of Columbia (including BIA schools) by the general U.S. population estimates for this age range for that year. The result was multiplied by 100 to produce a percentage.

- In 2004, special education and related services under *IDEA*, Part B were being received by 6,118,437 students ages 6 through 21. Of these, 6,033,425 were served in the 50 states, the District of Columbia and BIA schools, which represents 9.2 percent of the U.S. general population ages 6 through 21.
- From 1995 through 2004, the total number of students ages 6 through 21 receiving special education and related services under *IDEA* increased from almost 5.1 million to more than 6.1 million.

- For the 50 states, the District of Columbia and BIA schools, the percentage of the general population ages 6 through 21 receiving special education and related services increased from 8.4 percent in 1995 to 9.2 percent in 2004.

How does the percentage of students ages 6 through 21 receiving special education and related services under IDEA, Part B, vary by student's age group?

Figure 1-15. Percentage^a of the population ages 6 through 21 receiving special education and related services under IDEA, Part B, by age group: Fall 1995 through fall 2004



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*,” 1995-2004. Data updated as of July 30, 2005. Also tables 1-9, 1-10, 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 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

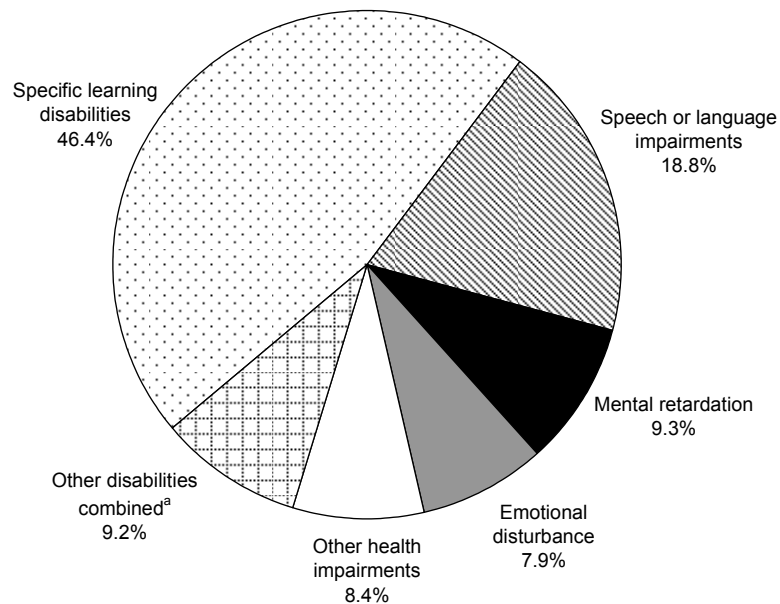
^aPercentage of population was calculated by dividing the number of students receiving special education by the general U.S. population estimates for children in this age range for that year. The result was multiplied by 100 to produce a percentage.

- Among the age groups displayed, the largest increase in percentage of the general population receiving special education and related services occurred for the 12-through-17 age group. In 1995, a total of 9.8 percent of the 12-through-17 population received special education and related services. By 2004, 11.8 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 1995, 11.2 percent of the 6-through-11 population and 1.7 percent of the 18-through-21 population received special education and related services. By 2004, these percentages were 11.4 and 1.9 percent, respectively.

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

Figure 1-16. Disability distribution for students ages 6 through 21 receiving special education and related services under IDEA, Part B: Fall 2004



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*,” 2004. Data updated as of July 30, 2005. 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 four outlying areas.

^a“Other disabilities combined” includes multiple disabilities (2.2 percent), hearing impairments (1.2 percent), orthopedic impairments (1.1 percent), visual impairments (0.4 percent), autism (2.7 percent), deaf-blindness (0.03 percent), traumatic brain injury (0.4 percent) and developmental delay (1.2 percent).

- In 2004, the largest disability category was specific learning disabilities (46.4 percent). The next most common disability category was speech/language impairments (18.8 percent), followed by mental retardation (9.3 percent), *other health impairments* (8.4 percent) and emotional disturbance (7.9 percent).

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

Table 1-6. Percentage^a of the population ages 6 through 21 receiving special education and related services under IDEA, Part B, by disability category: Fall 1995 through fall 2004

Disability ^b	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	Percent									
Specific learning disabilities	4.3	4.3	4.4	4.4	4.4	4.4	4.3	4.3	4.3	4.2
Speech or language impairments	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.7	1.7	1.7
Mental retardation	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.8
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Multiple disabilities	0.2	0.2	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
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	0.2	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
Visual impairments	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Autism	◆	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3
Deaf-blindness	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Traumatic brain injury	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
All disabilities above	8.4	8.5	8.5	8.6	8.7	8.7	8.7	8.9	9.0	9.0

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*," 1995-2004. Data updated as of July 30, 2005. 2004 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 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1990.txt> through <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt>. Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population was 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.

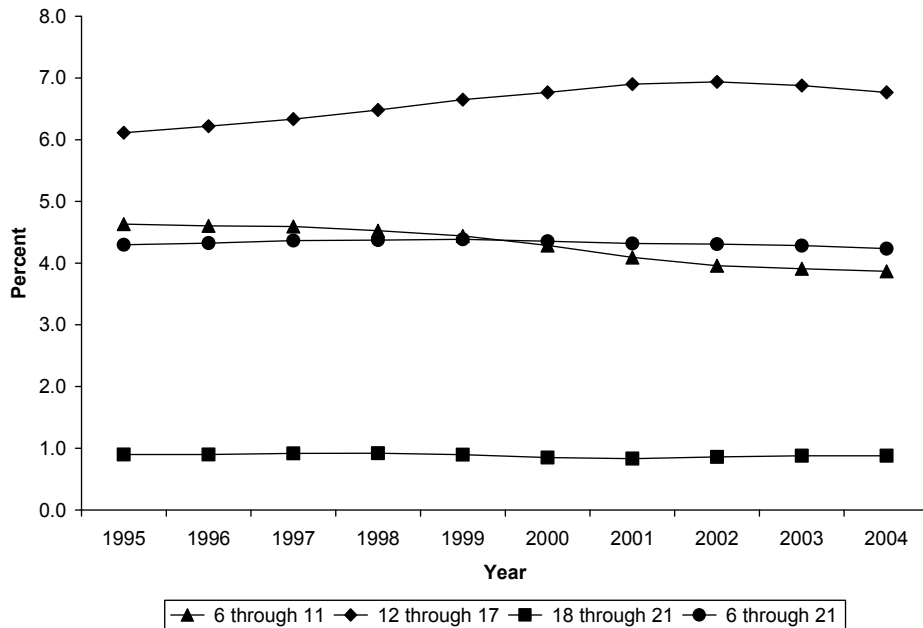
^bStates' use of the developmental delay category is optional for children between ages 6 and 9 and is not applicable to children older than 9 years of age. Since application of the developmental delay label is restricted with respect to age, and optional by state, that category is not listed in table 1-6. For more information on the category and states with differences in developmental delay reporting practices, see table B-2 in appendix B.

◆ Percentage is <0.05.

- For most disability categories, annual change in the percentage of the population served was negligible over the decade from 1995 through 2004.

- For two disability categories, the percentage of population ages 6 through 21 receiving special education and related services increased between 1995 and 2004. These categories are *other health impairments* (0.2 percent vs. 0.8 percent) and autism (<0.05 percent vs. 0.3 percent) (see also figures 1-18 and 1-19).

Figure 1-17. Percentage^a of the population ages 6 through 21 receiving special education and related services under IDEA, Part B because of specific learning disabilities, by age group: Fall 1995 through fall 2004



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*,” 1995-2004. Data updated as of July 30, 2005. 2004 data are from tables 1-3, 1-4, 1-5 and 1-6 in vol. 2 of this report. These data are for the 50 states and the District of Columbia (including BIA schools).

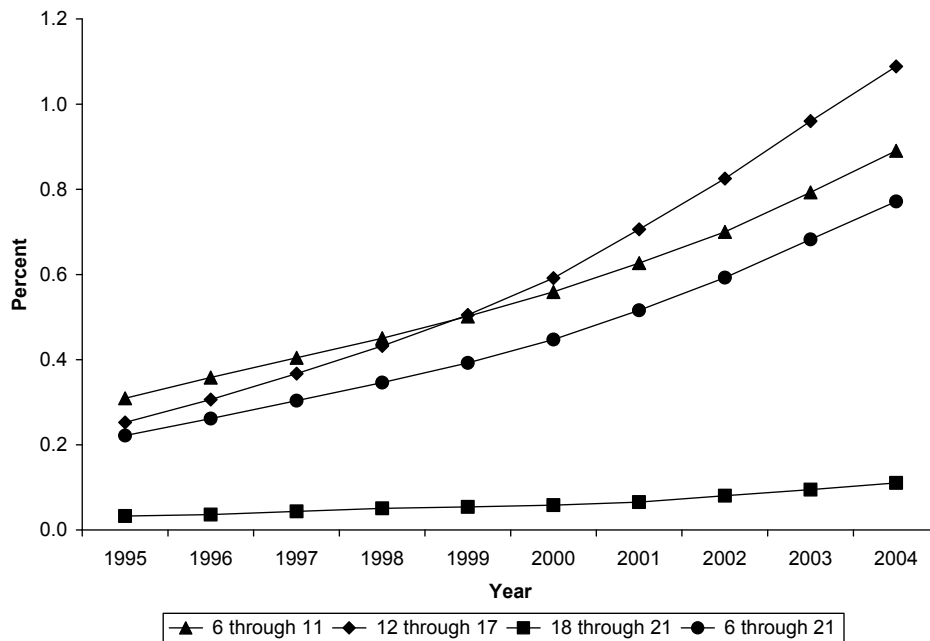
U.S. Bureau of the Census. Population data for 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population was 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 1-18 and 1-19.

- In 2004, just over 4 percent of the general population ages 6 through 21 received special education and related services because of specific learning disabilities. That percentage, starting at 4.3 percent in 1995, rose to 4.4 percent in 1997 and decreased to 4.2 percent in 2004.

- From 1995 through 2004, the percentage of students ages 12 through 17 receiving special education and related services because of specific learning disabilities increased from 6.1 percent to 6.8 percent. Between 1998 and 2002, the percentage of students ages 12 through 17 increased while the percentage served in the other age groups decreased. Since 2002, there has been a slight decrease in the percentage of students ages 6 through 17 served.
- From 1995 through 2004, the percentage of students ages 6 through 11 receiving special education and related services because of specific learning disabilities decreased from 4.6 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 children who previously would have been classified as having specific learning disabilities.

Figure 1-18. Percentage^a of the population ages 6 through 21 receiving special education and related services under IDEA, Part B because of *other health impairments*, by age group: Fall 1995 through fall 2004



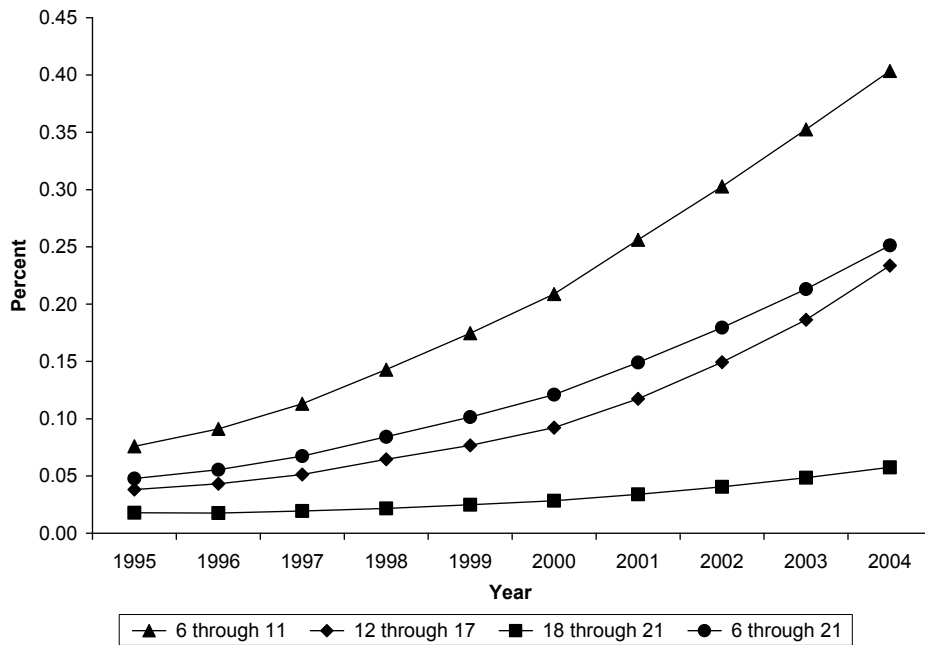
Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*,” 1995-2004. Data updated as of July 30, 2005. 2004 data are from tables 1-3, 1-4, 1-5 and 1-6 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 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population was 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 1-17 and 1-19.

- In 2004, less than 1 percent of the general population ages 6 through 21 received special education and related services because of *other health impairments*; however, that percentage had steadily increased from 0.2 percent in 1995 to 0.8 percent in 2004.

Figure 1-19. Percentage^a of the population ages 6 through 21 receiving special education and related services under IDEA, Part B because of autism, by age group: Fall 1995 through fall 2004



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*,” 1995-2004. Data updated as of July 30, 2005. 2004 data are from tables 1-3, 1-4, 1-5 and 1-6 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 1995 through 1999 accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1995.txt> through [STCH-ICEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1999.txt). Population data for 2000 through 2004 accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv. These data are now archived at <http://www.census.gov/popest/archives>.

^aPercentage of population was 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 1-17 and 1-18.

- In 2004, only one-quarter of 1 percent (0.25 percent) of the general population ages 6 through 21 received special education and related services because of autism; however, that percentage had steadily increased from just under 0.05 percent in 1995.
- 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 (0.08 percent in 1995 and 0.4 percent in 2004).

- To explain the increase in the autism category, some states reported an increased awareness and diagnosis of autism and expansion of state definitions of autism to include other pervasive developmental disorders (e.g., Asperger syndrome, Rett syndrome, and Childhood Disintegrative Disorder) (see the Part B Child Count Data Notes in appendix B of this report).

What is the disability distribution among students of various races or ethnicities who are receiving special education and related services?

Table 1-7. Disability distribution of students ages 6 through 21 receiving special education and related services under IDEA, Part B, by race/ethnicity: Fall 2004

Disability	American	Asian/	Black	Hispanic	White
	Indian/ Alaska Native	Pacific Islander	(not Hispanic)		(not Hispanic)
Percent					
Specific learning disabilities	53.3	38.4	44.8	56.6	44.1
Speech or language impairments	16.3	26.2	14.4	18.6	20.2
Mental retardation	7.4	8.6	14.9	7.6	7.9
Emotional disturbance	8.0	4.4	11.0	4.9	7.9
Multiple disabilities	2.0	2.7	2.2	1.7	2.3
Hearing impairments	1.0	2.8	0.9	1.5	1.1
Orthopedic impairments	0.7	1.6	0.8	1.2	1.1
Other health impairments	6.4	5.8	6.9	4.7	10.1
Visual impairments	0.3	0.8	0.4	0.5	0.4
Autism	1.3	6.6	2.0	1.7	3.1
Deaf-blindness	◆	0.1	◆	◆	◆
Traumatic brain injury	0.4	0.4	0.3	0.3	0.4
Developmental delay	3.0	1.5	1.3	0.6	1.3
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*," 2004. Data updated as of July 30, 2005. Also table 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 four outlying areas.

^aTotal may not sum to 100 because of rounding.

◆ Percentage is <0.05.

- In 2004, 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.

groups except Asian/Pacific Islander. Autism appears 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 students ages 6 through 21 receiving special education and related services for a given primary disability category under IDEA, Part B, and comparison percentages, by race/ethnicity: Fall 2004

Disability ^a	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Risk index ^b (Risk index for all other racial/ethnic groups combined) ^c				
Specific learning disabilities	7.50 (4.20)	1.73 (4.34)	5.65 (3.98)	4.74 (4.13)	3.86 (4.85)
Speech or language impairments	2.29 (1.72)	1.24 (1.75)	1.82 (1.71)	1.58 (1.76)	1.77 (1.66)
Mental retardation	1.04 (0.84)	0.41 (0.86)	1.87 (0.66)	0.59 (0.90)	0.69 (1.09)
Emotional disturbance	1.13 (0.73)	0.21 (0.76)	1.38 (0.62)	0.43 (0.80)	0.69 (0.81)
Multiple disabilities	0.28 (0.20)	0.12 (0.20)	0.28 (0.19)	0.14 (0.21)	0.20 (0.20)
Hearing impairments	0.14 (0.11)	0.13 (0.11)	0.12 (0.11)	0.13 (0.10)	0.10 (0.13)
Orthopedic impairments	0.10 (0.10)	0.08 (0.10)	0.10 (0.10)	0.10 (0.10)	0.10 (0.10)
Other health impairments	0.91 (0.77)	0.27 (0.79)	0.87 (0.75)	0.40 (0.85)	0.89 (0.58)
Visual impairments	0.05 (0.04)	0.04 (0.04)	0.05 (0.04)	0.04 (0.04)	0.04 (0.04)
Autism	0.18 (0.25)	0.31 (0.25)	0.26 (0.25)	0.15 (0.27)	0.28 (0.21)
Deaf-blindness	0.00 ^d (0.00) ^d	0.00 ^d (0.00) ^d	0.00 ^d (0.00) ^d	0.00 ^d (0.00) ^d	0.00 ^d (0.00) ^d
Traumatic brain injury	0.05 (0.04)	0.02 (0.04)	0.04 (0.03)	0.02 (0.04)	0.04 (0.03)
All disabilities above	13.67 (9.00)	4.57 (9.24)	12.44 (8.44)	8.33 (9.20)	8.65 (9.70)

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*," 2004. Data updated as of July 30, 2005. Also tables 1-16 and 1-16a through 1-16m 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 2004 accessed August 2005 from http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv.

^aStates' use of the developmental delay category is optional for children between ages 6 and 9 and is not applicable to children older than 9 years of age. Since application of the developmental delay label is restricted with respect to age, and optional by state, that category is not listed in table 1-8. For more information on the category and states with differences in developmental delay reporting practices, see table B-2 in appendix B.

- In 2004, the percentage of the population receiving special education and related services varied by race/ethnicity. The percentage receiving special education and related services (i.e., risk index) was largest for American Indian/Alaska Native students (13.67 percent), followed by black, not Hispanic students (12.44 percent); white, not Hispanic students (8.65 percent); Hispanic students (8.33 percent); and Asian/Pacific Islander students (4.57 percent).

^bPercentage 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.

^cThe risk index for all other students (i.e., students who are not of the racial/ethnic group of interest) is presented in parentheses below the risk index for the racial/ethnic group. The risk index for all other students was calculated by dividing the number of students ages 6 through 21 with the disability for all of the other racial/ethnic groups combined by the total number of students in the U.S. population ages 6 through 21 in all of the other racial/ethnic groups combined. The result was multiplied by 100 to produce a percentage.

^dThe risk index was non-zero, but <0.005 ; thus, the risk index rounded to 0.00.

For students ages 6 through 21, how does the proportion of a particular racial/ethnic group served under IDEA, Part B, compare to the proportion served of all of the same age students in all other racial groups 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. In the table below, the risk ratio of 1.79 for American Indian/Alaska Native children with specific learning disabilities indicates that these children were 1.79 times more likely to receive special education services under IDEA, Part B, than were their age peers from the other racial/ethnic groups combined.

Table 1-9. Risk ratios^a for students ages 6 through 21 receiving special education and related services for a given primary disability category under IDEA, Part B, by race/ethnicity: Fall 2004

Disability ^b	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.79	0.40	1.42	1.15	0.80
Speech or language impairments	1.33	0.71	1.06	0.90	1.07
Mental retardation	1.24	0.47	2.83	0.66	0.63
Emotional disturbance	1.55	0.28	2.24	0.54	0.85
Multiple disabilities	1.38	0.61	1.50	0.67	1.02
Hearing impairments	1.31	1.22	1.12	1.24	0.78
Orthopedic impairments	0.97	0.77	0.99	1.08	1.00
Other health impairments	1.18	0.35	1.15	0.46	1.52
Visual impairments	1.27	1.00	1.24	0.94	0.91
Autism	0.71	1.26	1.03	0.55	1.30
Deaf-blindness	1.73	1.14	0.87	1.08	0.97
Traumatic brain injury	1.46	0.59	1.17	0.66	1.21
All disabilities above	1.52	0.49	1.47	0.90	0.89

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*," 2004. Data updated as of July 30, 2005. Also tables 1-16a through 1-16m 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 2004 accessed August 2005 from http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.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. See table 1-8.

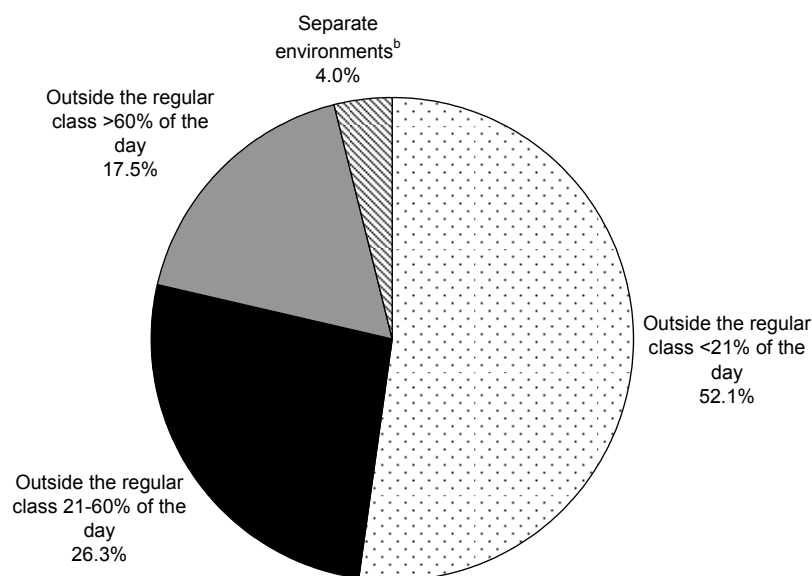
^bStates' use of the developmental delay category is optional for children between ages 6 and 9 and is not applicable to children older than 9 years of age. Since application of the developmental delay label is restricted with respect to age, and optional by state, that category is not listed in table 1-9. For more information on the category and states with differences in developmental delay reporting practices, see table B-2 in appendix B.

- In 2004, American Indian/Alaska Native students and black, not Hispanic students were more likely to be served under Part B than all other racial/ethnic groups combined (1.52 and 1.47 times more likely, respectively); Asian/Pacific Islander students, Hispanic students and white, not Hispanic students were less likely to be served under Part B than all other racial/ethnic groups combined (0.49, 0.90 and 0.89, respectively).
- For American Indian/Alaska Native students, the largest risk ratio was for specific learning disabilities (1.79 times more likely to receive special education and related services than all other racial/ethnic groups combined) and deaf-blindness (1.73 times more likely).
- For Asian/Pacific Islander students, the largest risk ratios were for autism (1.26 times more likely to receive special education and related services than all other racial/ethnic groups combined) and hearing impairments (1.22 times more likely).
- For black students, the largest risk ratios were for mental retardation (2.83 times more likely to receive special education and related services than all other racial/ethnic groups combined) and emotional disturbance (2.24 times more likely).
- For Hispanic students, the largest risk ratios were for hearing impairments (1.24 times more likely to receive special education and related services than all other racial/ethnic groups combined) and specific learning disabilities (1.15 times more likely).
- White (not Hispanic) students were 1.52 times more likely to receive special education and related services for *other health impairments* than all other racial/ethnic groups combined, 1.30 times more likely to receive special education and related services for autism and 1.21 times more likely to receive special education and related services for traumatic brain injury.

School-Age Educational Environments

To what extent are students with disabilities educated with their peers without disabilities?

Figure 1-20. Percentage^a of students ages 6 through 21 with disabilities receiving special education and related services under IDEA, Part B, by educational environment: Fall 2004



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," 2004. Data updated as of July 30, 2005. Also table 2-2 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

Note: The sum of percentages may not total 100 due to rounding.

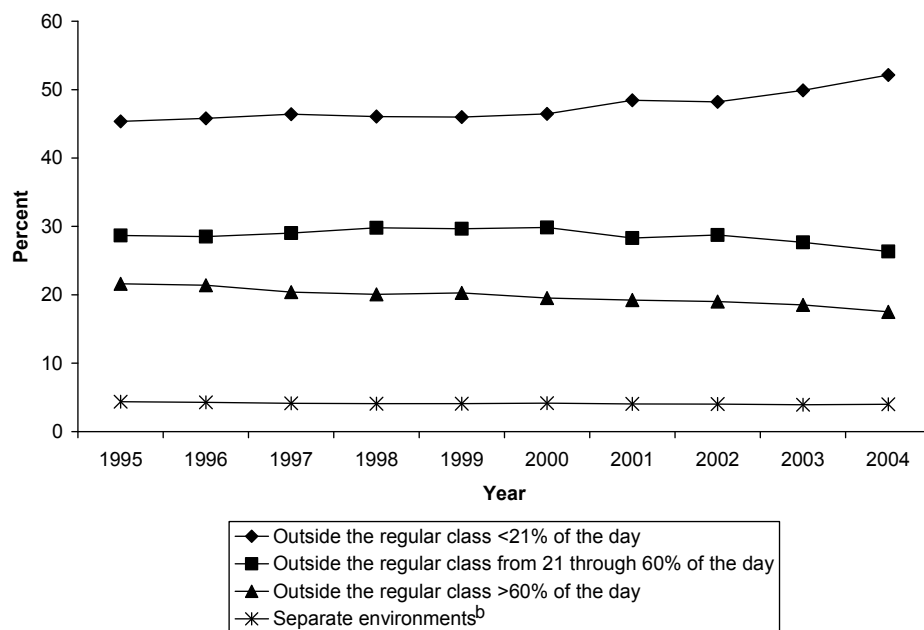
^aPercentage was calculated by dividing the number of students ages 6 through 21 with disabilities in the educational environment by the number of students ages 6 through 21 with disabilities in all environments. The result was multiplied by 100 to produce a percentage.

^bThe category of separate environments includes public and private *residential facilities*, public and private *separate schools* and *homebound/hospital environments*.

- In 2004, a total of 96.0 percent of students with disabilities were educated in regular school buildings. However, the time they spent in regular classrooms varied.
- More than half of all students with disabilities (52.1 percent) were educated for most of the school day inside the regular class; that is, they were *outside the regular class for less than 21 percent of the day*.

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

Figure 1-21. Percentage^a of students ages 6 through 21 with disabilities receiving special education and related services under IDEA, Part B, by educational environment: Fall 1995 through 2004



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," 1995-2004. Data updated as of July 30, 2005. Also table 2-5 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

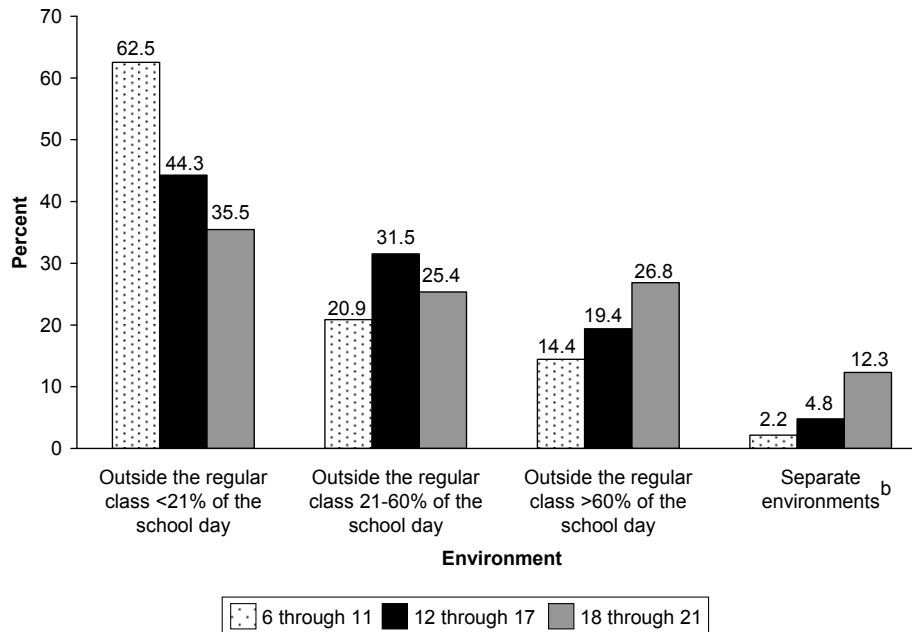
^aPercentage was calculated by dividing the number of students ages 6 through 21 with disabilities in the educational environment by the number of students ages 6 through 21 with disabilities in all environments. The result was multiplied by 100 to produce a percentage.

^bThe category of separate environments includes public and private *residential facilities*, *public and private separate schools* and *homebound/hospital environments*.

- Between 1995 and 2004, the percentage of students with disabilities educated in regular classes for most of the day (that is, *outside the regular class for less than 21 percent of the day*) increased from 45.3 percent in 1995 to 52.1 percent in 2004, an increase of 6.8 percentage points.
- The percentage of students with disabilities educated *outside the regular class from 21 percent through 60 percent of the day* decreased from 28.7 percent in 1995 to 26.3 percent in 2004, a decrease of 2.4 percentage points from 1995 to 2004.
- The percentage of students educated in separate environments remained fairly constant between 1995 (4.4 percent) and 2004 (4.0 percent).

How do educational environments differ by age group?

Figure 1-22. Percentage^a of students ages 6 through 21 receiving special education and related services under IDEA, Part B, in each educational environment, by age group: Fall 2004



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," 2004. Data updated as of July 30, 2005. Also tables 2-2, 2-3 and 2-4 in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

Note: The sum of the percentages may not total 100 due to rounding.

^aPercentage was calculated by dividing the number of students ages 6 through 21 with disabilities in the educational environment by the number of students ages 6 through 21 with disabilities in all educational environments. The result was multiplied by 100 to produce a percentage.

^bThe category of separate environments includes *public* and *private residential facilities*, *public* and *private separate schools* and *homebound/hospital environments*.

- In 2004, 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 class less than 21 percent of the 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*, students ages 18 through 21, were more likely than younger students to be educated in separate environments and *outside the regular class more than 60 percent of the day*.

How do educational environments differ by disability category?

Table 1-10. Percentage of students ages 6 through 21 with disabilities receiving special education and related services under IDEA, Part B, in each educational environment, by disability category: Fall 2004

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 (%)	
Specific learning disabilities	51.6	35.4	12.0	1.0
Speech or language impairments	88.3	6.6	4.7	0.5
Mental retardation	13.8	29.3	50.5	6.4
Emotional disturbance	32.4	22.0	28.4	17.2
Multiple disabilities	13.0	16.8	45.1	25.0
Hearing impairments	47.1	18.7	20.9	13.4
Orthopedic impairments	48.5	19.4	25.6	6.5
Other health impairments	53.9	29.2	13.6	3.3
Visual impairments	56.8	16.0	14.7	12.5
Autism	29.1	17.7	41.8	11.3
Deaf-blindness	18.8	15.1	35.3	30.8
Traumatic brain injury	37.6	28.4	25.9	8.1
Developmental delay	56.8	25.2	16.7	1.2
All disabilities	52.1	26.3	17.5	4.0

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," 2004. Data updated as of July 30, 2005. Also tables 2-2 and 2-2a through 2-2m in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

Note: The sum of the percentages may not total 100 due to rounding.

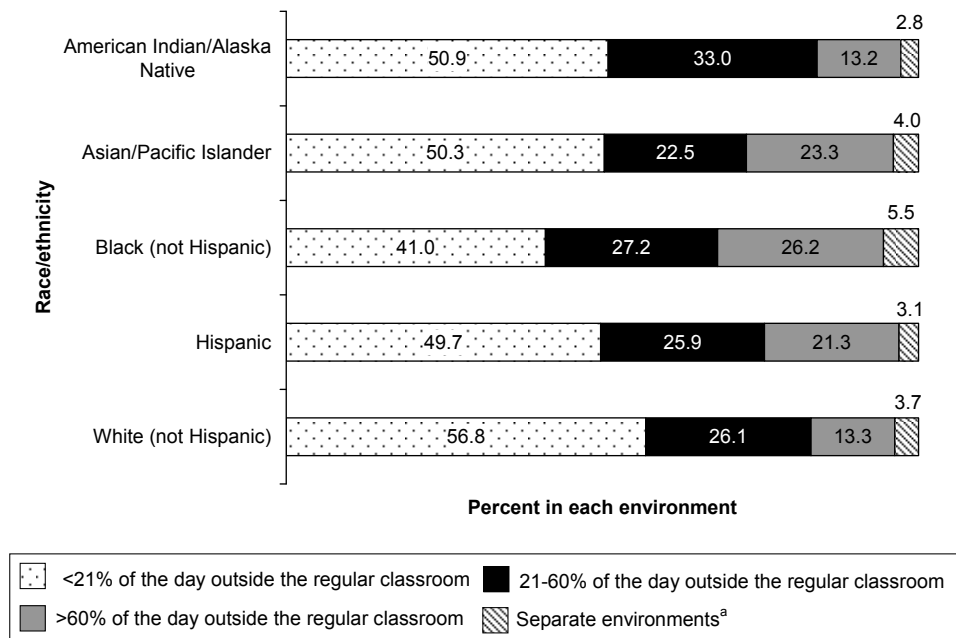
^aThe category of separate environments includes public and private *residential facilities*, public and private *separate schools* and *homebound/hospital environments*.

- In 2004, the percentage of students with disabilities receiving special education in each environment varied by disability category.
- Most students with speech or language impairments (88.3 percent) were educated in regular classes for most of the school day (that is, *outside the regular class less than 21 percent of the day*). Only 4.7 percent of students with speech or language impairments were educated *outside the regular class for more than 60 percent of the day*. Less than 1 percent (0.5 percent) were educated in separate environments.
- Only 13.8 percent of students with mental retardation and 13.0 percent of students with multiple disabilities were educated inside the regular classroom for most of the day (that is, *outside the regular classroom less than 21 percent of the day*).

- Over one-third of students with specific learning disabilities (35.4 percent) were educated *outside the regular classroom for 21 through 60 percent of the day*. More than 29 percent of students with *other health impairments* or mental retardation were also educated *outside the regular class for 21 through 60 percent of the day*.
- Half (50.5 percent) of students with mental retardation were educated *outside the regular class for more than 60 percent of the day*. A little less than half of students with multiple disabilities (45.1 percent) or autism (41.8 percent) were also educated *outside the regular class for more than 60 percent of the day*.
- A larger percentage of students with deaf-blindness (30.8 percent) or multiple disabilities (25.0 percent) were educated in *separate environments* than other students with disabilities.

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

Figure 1-23. Percentage of students ages 6 through 21 with disabilities receiving special education and related services under IDEA, Part B, in each educational environment, by race/ethnicity: Fall 2004



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," 2004. Data updated as of July 30, 2005. Also tables 2-7a through 2-7e in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

^aThe category of separate environments includes *public and private residential facilities, public and private separate schools and homebound/hospital environments*.

- In 2004, for all racial/ethnic groups, the largest percentage of students with disabilities were educated in the regular class for most—80 percent or more—of the school day (that is, *outside the regular class 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 least likely to be educated in the regular class for most—80 percent or more—of the school day (41.0 percent of black students). White students with disabilities were most likely to be educated in the regular class for most of the school day (56.8 percent of white students).
- Black students with disabilities were more likely than students with disabilities from other racial/ethnic groups to be educated in regular classes less than 40 percent of their school day (that is, *outside the regular class more than 60 percent of the day*) (26.2 percent). They were also more likely to be educated in separate environments (5.5 percent).

Early Childhood Longitudinal Study – Kindergarten Cohort (ECLS-K)

ECLS-K is an ongoing longitudinal study funded through the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. The ECLS-K study reports on school experiences of a sample of students enrolled in kindergarten in 1998-99, following them through 2003-04, when most of the students were in fifth grade. The study collected data on students in schools across the United States, including the District of Columbia and Bureau of Indian Affairs (BIA) schools.

The original ECLS-K sample cohort included 21,260 students enrolled in kindergarten in spring 1999; 16,636 in first grade in spring 2000; 14,393 in third grade in spring 2002; and 11,820 students in fifth grade in spring 2004. In that cohort, the number of students receiving special education and related services generally increased as the children aged through the data collection years and as increasing numbers of students in the cohort were identified as having disabilities. Special education data were not collected while the students were enrolled in second and fourth grade.

Tables in this section present data weighted to represent numbers and percentages of students nationally within respective grades. In the ECLS-K material that follows, references to students with IEPs and students receiving special education and related services under *IDEA*, Part B are interchangeable.

How does prevalence of the various primary disabilities change as students advance from kindergarten through fifth grade?

Table 1-11. Of the kindergarten class of 1998-99, the percentage who are receiving special education and related services under IDEA, Part B, for various primary disability classifications at kindergarten and first, third and fifth grades, by disability category: 1998-99 through 2003-04

Primary disability ^a	Kindergarten %	Grade 1 %	Grade 3 %	Grade 5 %
Autism	0.06!	0.07!	0.11	0.16!
Blind/visual impairment	◆	◆	◆	◆
Deaf/blind	◆	◆	◆	◆
Deaf/hard of hearing	0.03!	0.02	0.06!	0.04!
Developmental delay	0.33	0.46	0.14	◆
Health impairment	0.09	0.11	0.39	0.88
Specific learning disability	0.48	1.22	3.26	6.49
Mental retardation	0.12	0.35	0.41	0.94
Multiple impairments	0.07!	0.06!	0.11!	0.07!
Physical impairment	0.08!	0.10!	0.09!	0.19!
Serious emotional disturbance	0.06!	0.14	0.33	0.73
Speech or language impairments	2.27	1.80	1.42	1.35
Traumatic brain injury	◆	◆	◆	◆
Missing primary disability	0.55	1.01	2.98	0.85
All disabilities	4.14	5.36	9.36	11.89

Sources: NCES ECLS-K Kindergarten Class of 1998-99. Special Education Teacher (SET) Questionnaire, spring 1999, spring 2000, spring 2002 and spring 2004. See also Herring, W., McGrath, D., & Buckley, J. (July 2007). *Demographic and School Characteristics of Students Receiving Special Education in the Elementary Grades*. U.S. Department of Education, National Center for Education Statistics, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005>. Accessed Feb. 18, 2008.

Notes: Detail may not sum to totals for all disabilities because of rounding. Not all apparent differences in this table are statistically significant. Standard errors are available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005> (last accessed on April 3, 2008).

Displayed results were collected about 757 students in kindergarten, 778 students in first grade, 1,144 students in third grade and 1,020 students in fifth grade.

The denominator for each column is the total unweighted number of students in the grade (kindergarten, grade 1, grade 3 and grade 5). The numerator is the number of students who were identified as having the specific disability (e.g., autism, traumatic brain injury). Unweighted ratios were then weighted.

^aPrimary disability classifications in table 1-11 are those listed in the ECLS-K questionnaire and do not exactly match OSEP's 13 disability categories used elsewhere in this *28th Annual Report to Congress* and listed on www.ideadata.org.

◆ These numbers rounded to zero but were non-zero numbers.

! Interpret data with caution. Standard error is more than one-third as large as the estimate.

- During the 1998-99 school year, 4.14 percent of all kindergartners in the sample cohort received special education and related services. The percentage of the sample cohort receiving special education and related services increased in each subsequent grade analyzed;

5.36 percent of students in first grade received special education and related services, 9.36 percent of students in third grade and 11.89 percent of students in fifth grade.

- In kindergarten and first grade, the most commonly identified primary disabilities were speech or language impairments (2.27 percent and 1.8 percent, respectively) and specific learning disabilities (.48 percent and 1.22 percent, respectively). In third and fifth grades, the most commonly identified primary disability was specific learning disabilities (3.26 percent and 6.49 percent, respectively). The percentage with a specific learning disability as a primary disability increased across each grade from .48 percent in kindergarten to 6.49 percent in fifth grade.
- Except for speech or language impairments or specific learning disabilities, no other disability had a prevalence of more than 1 percent in any grade. However, some other disabilities did show changes in prevalence over time. The percentages of students with an identified health impairment, mental retardation or emotional disturbance were greater in fifth grade than in kindergarten.

How does prevalence of students with IEPs among various demographic subgroups change as the students advance from kindergarten through fifth grade?

Table 1-12. Prevalence of students receiving special education and related services under IDEA, Part B, among various demographic subgroups^a of the kindergarten class of 1998-1999, at their kindergarten and first, third and fifth grades: 1998-99 through 2003-04

Student or school characteristic	All disabilities			
	Kindergarten %	Grade 1 %	Grade 3 %	Grade 5 %
Student characteristics				
Sex				
Male	5.29	6.60	12.62	14.82
Female	2.90	4.05	5.88	8.75
Race/ethnicity				
White, non-Hispanic	4.60	5.83	9.64	12.45
Black, non-Hispanic	4.21	5.46	9.31	11.94
Hispanic	3.26	3.98	8.66	11.35
Other/more than one race, non-Hispanic	2.79	4.72	9.19	9.35
Poverty ^b				
Poor	5.82	6.96	13.14	18.26
Nonpoor	3.71	4.85	8.01	9.60
School characteristics				
School control				
Public	4.62	5.94	10.21	12.89
Private	1.35	1.38	2.53	4.65!
Urbanicity				
Central city	2.97	3.12	8.25	10.47
Urban fringe/large town	4.77	5.52	9.77	11.07
Small town/rural	5.01	8.83	10.75	14.65
Region				
Northeast	6.19	5.56	11.15	12.68
Midwest	2.62	4.61	8.82	12.74
South	5.34	7.51	10.69	11.90
West	1.97	2.24	6.26	10.81
Poverty concentration ^c				
Higher poverty	5.62	7.00	10.23	12.21
Lower poverty	3.86	5.91	8.36	12.77
All students	4.14	5.36	9.36	11.89

Source: NCES ECLS-K Kindergarten Class of 1998-99. Special Education Teacher (SET) Questionnaire, spring 1999, spring 2000, spring 2002 and spring 2004. See also Herring, W., McGrath, D., & Buckley, J. (July 2007). *Demographic and School Characteristics of Students Receiving Special Education in the Elementary Grades*. U.S. Department of Education, National Center for Education Statistics, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005>. Accessed Apr. 3, 2008.

Notes: Not all apparent differences in this table are statistically significant. Standard errors are available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007005> (last accessed on Feb. 14, 2008).

Displayed results were collected about 757 students in kindergarten, 778 students in first grade, 1,144 students in third grade and 1,020 students in fifth grade.

The denominator for each column is the total number of students in the grade (kindergarten, grade 1, grade 3 and grade 5). The numerator is the number of students with any disability that fall under the various characteristics (e.g., male, female).

^aVarious demographics subgroups refer to the student and school characteristics identified in table 1-12.

- Among the kindergarten class of 1998-99, the percentage of boys receiving special education and related services (5.29 percent) was greater than that of girls (2.9 percent). The percentage of boys receiving special education and related services was also greater than that of girls in each of the other grades sampled.
- The percentage of students receiving special education showed little variation across racial/ethnic categories. However, the percentage of white, non-Hispanic students receiving special education and related services in kindergarten (4.6 percent) was greater than the percentage of black, not Hispanic students (4.21 percent), Hispanic students (3.26 percent) or students in the other/more than one race category, not Hispanic (2.79 percent). This pattern persisted in first, third and fifth grades.
- In each grade, the percentage of poor students receiving special education and related services was greater than that of nonpoor students.
- Central city schools reported lower percentages of students receiving special education and related services in kindergarten (2.97 percent), first grade (3.12 percent), third grade (8.25 percent) and fifth grade (10.47 percent) than urban fringe/large town schools (4.77 percent in kindergarten, 5.52 percent in first grade, 9.77 percent in third grade and 11.07 percent in fifth grade). Small town/rural schools reported the highest percentages in all grades (5.01 percent in kindergarten, 8.83 percent in first grade, 10.75 percent in third grade and 14.65 percent in fifth grade).

^bFor the ECLS-K, children in families whose incomes were at or below the poverty threshold were classified as poor; those in families with incomes above the poverty threshold were classified as nonpoor.

^cFor the ECLS-K, higher poverty schools were those with 50 percent or more students eligible for the National School Lunch Program; lower poverty schools were those with fewer than 50 percent of students eligible.

! Interpret data with caution. Standard error is more than one-third as large as the estimate.

How many elementary school children with IEPs retain the same disability classification as they move from kindergarten through third grade?

Table 1-13. Number and percentage^a distribution of early elementary school children whose primary disability classification did not change with time or across grade levels, by grade-level grouping and primary disability classification: 2001-04^b

Primary disability classification ^d	Grade-level groupings ^c of children with IEPs							
	Kindergarten and first grade		Kindergarten and third grade		First and third grades		Kindergarten, first and third grades	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	7,035	14.1	5,144	30.7	20,617	41.4	5,789	14.3
Speech or language impairments	37,708	75.4	9,909	59.1	20,200	40.5	24,576	60.5
Mental retardation	1,767	3.5	957	5.7	2,804	5.6	2,113	5.2
Emotional disturbance	1,187	2.4	0	0.0	1,128	2.3	4,003	9.9
Multiple impairments	351	0.7	0	0.0	0	0.0	174	0.4
Hearing impairments (deaf)	169	0.3	0	0.0	247	0.5	716	1.8
Physically impaired	140	0.3	743	4.4	963	1.9	553	1.4
Health impaired	159	0.3	0	0.0	2,109	4.2	356	0.9
Visual impairments (blind)	0	0.0	0	0.0	846	1.7	0	0.0
Autism	0	0.0	0	0.0	221	0.4	1,532	3.8
Deaf and blind	0	0.0	0	0.0	0	0.0	0	0.0
Traumatic brain injury	0	0.0	0	0.0	0	0.0	0	0.0
Developmental delay	1,489	3.0	0	0.0	689	1.4	781	1.9
Total^e	50,005	100%	16,753	100%	49,824	100%	40,593	100%

Sources: NCES ECLS-K Kindergarten Class of 1998-99. Student Record Abstract (SRA) Form and Special Education Teacher (SET) Questionnaire, 1999-2000 data files, 2001 and NCES ECLS-K 2002 data files, 2004. See also *ECLS-K Longitudinal Kindergarten – Third Grade Public Use Data File and Electronic Code Book*. See <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004089> for ordering information.

Note: Displayed results were collected about 757 students in kindergarten, 778 students in first grade and 1,144 students in third grade. The SRA form asked if the student had an IEP on record for the school year and, if so, the disability classification. The SET questionnaire addressed topics such as the student's disability, IEP goals, services provided and communication with parents and general education teachers.

^aPercentage is calculated by dividing the number of students with IEPs with a specific primary disability classification in a specific grade-level grouping by the total number of students with IEPs in that specific grade-level grouping. The result was multiplied by 100 to produce a percentage.

^bData released by NCES.

^cGrade-level groupings represent students with IEPs in only one of three grades (i.e., kindergarten, first or third grade—not shown in table 1-15) or in one of four different combinations of grades (i.e., kindergarten and first grade; kindergarten and third grade; first and third grades; or kindergarten, first and third grades). Data were not collected in the second grade year.

- From 2001 through 2004, the most common primary disability classifications for early elementary school children were speech or language impairment and specific learning disabilities. Three-quarters (75.4 percent) of the children with IEPs whose primary disability classification did not change between kindergarten and first grade had speech or language impairments as their primary disability classification.
- Speech or language impairments was also the primary disability classification of almost 60 percent of the children with IEPs in kindergarten and third grades whose primary disability classification did not change between kindergarten and third grade. This was also true of children with IEPs in kindergarten, first and third grades (60.5 percent) whose primary disability classification did not change.
- Of the children with IEPs in first and third grades whose primary disability classification did not change between first and third grade, almost 41 percent had speech or language impairments as their primary disability classification, and a little more than 41 percent had specific learning disabilities as their primary disability classification.

^dPrimary disability classifications in table 1-15 are those listed in ECLS-K questionnaires and do not exactly match OSEP's 13 disability categories used elsewhere in this *28th Annual Report to Congress* and listed on www.ideadata.org.

^eThe sum of the percentages may not total 100 due to rounding.

Special Education Elementary Longitudinal Study (SEELS)

SEELS, one of the national evaluation studies that resulted from provisions in the 1997 reauthorization of *IDEA*, was conducted for OSEP between 2000 and 2006. Collecting information about students with disabilities three times over a 5-year period, SEELS generated information about the characteristics, experiences, programs and outcomes of elementary and middle school students with disabilities during years in which they were going through important changes in their physical, emotional and cognitive development. SEELS included a nationally representative sample of more than 11,000 elementary-school age students (ages 6 through 12) who were receiving special education services in grades 1 through 6 on Sept. 1, 1999. Though a small percentage of SEELS students were in early middle school at the start of the study, the majority of students were elementary school students.

SEELS collected information in three waves: Wave 1 from summer 2000 into spring 2001, Wave 2 in spring 2002 and Wave 3 in spring 2004. Researchers collected information from parents regarding students' functioning, out of school supports, expectations and school experiences. Teachers reported on students' overall school programs, instructional settings, participation in accountability systems, accommodations, classroom activities and performance. SEELS researchers did not collect or inspect students' individualized education programs (IEPs). Researchers determined students' disability categories through district rosters at the time of sampling. In addition, throughout the study, researchers asked parents and teachers to report on students' disability categories. Not all disability categories are represented in the SEELS figures and tables that follow.

Face-to-face direct assessments of students measured their academic performance in reading and mathematics and in academic problem-solving, and student interviews focused on their self-concept and attitudes toward school. Direct assessments of students included:

- Assessments of phonological awareness from the Comprehensive Test of Phonological Processing;⁵
- Reading and mathematics from the Woodcock-Johnson III⁶ and Woodcock-Johnson Tests of Academic Achievement – Research edition. Itasca, Ill: Riverside Publishing;
- Self-concept from the Student Self-Concept Scale;⁷ and

⁵ Wagner, R., Torgeson, J., & Rashotte, C. (1999). *Comprehensive Test of Phonological Processing*. Austin, TX: Pro-Ed.

⁶ Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *Woodcock-Johnson III*. Itasca, Ill: Riverside Publishing.

⁷ Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *Woodcock-Johnson Tests of Academic Achievement – Research edition*. Itasca, Ill: Riverside Publishing.

- School Attitude Measure.^{8,9}

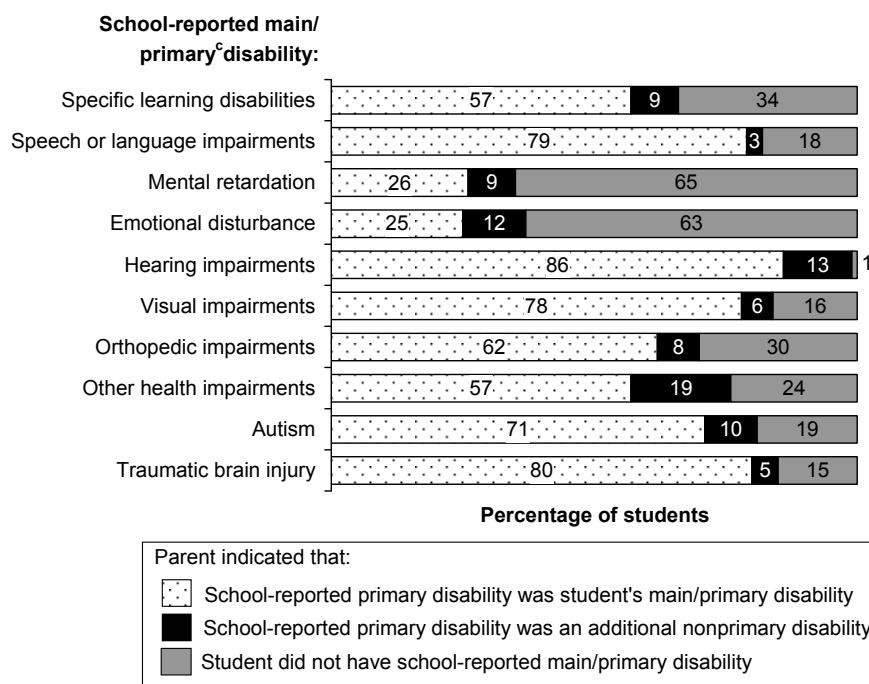
When their parents were first interviewed in summer 2000 (Wave 1), students were ages 6 through 13. Information about students was obtained from staff in the students' schools in spring 2001, when students were ages 7 through 14 and in first through ninth grades (or in ungraded programs). Also in 2001, direct assessments of students' reading and mathematics abilities and interviews were conducted with SEELS students. The second wave of SEELS data collection occurred in spring 2002. Students were ages 8 through 15 in Wave 2. The third and final wave of SEELS data collection occurred in spring 2004, when students were ages 10 through 17.

⁸ Cameto, R., Sanford, C., & Blackorby, J. (December 2006). *Alternate Assessment Results for Students with Disabilities in Elementary and Middle School: A Special Topic Report from the Special Education Elementary Longitudinal Study*. Menlo Park, Calif.: SRI International.

⁹ Gresham, F. M., & Elliot, S. N. (1990b). *Student Self Concept Scale*. Circle Pines, Minn: American Guidance Service.

To what extent do parents agree with the schools' reporting of their child's primary disability?

Figure 1-24. Agreement of parent report^a with school report of main/primary disability of students ages 6 through 12^b receiving special education and related services under IDEA, Part B: 2000-01



Sources: SEELS Wave 1 School Program Survey, 2001. Wave 1 Parent Interview, 2000.

Note: Displayed results were collected about 4,022 students for whom both school- and parent-reported data were available.

^aParents were asked to enumerate all of their child's disabilities and then were asked to indicate which was the main disability. Thus, the federal disability category of multiple disabilities does not appear in figure 1-24. Other categories not applicable or with insufficient number of cases do not appear in figure 1-24.

^bSee SEELS introduction Page 62.

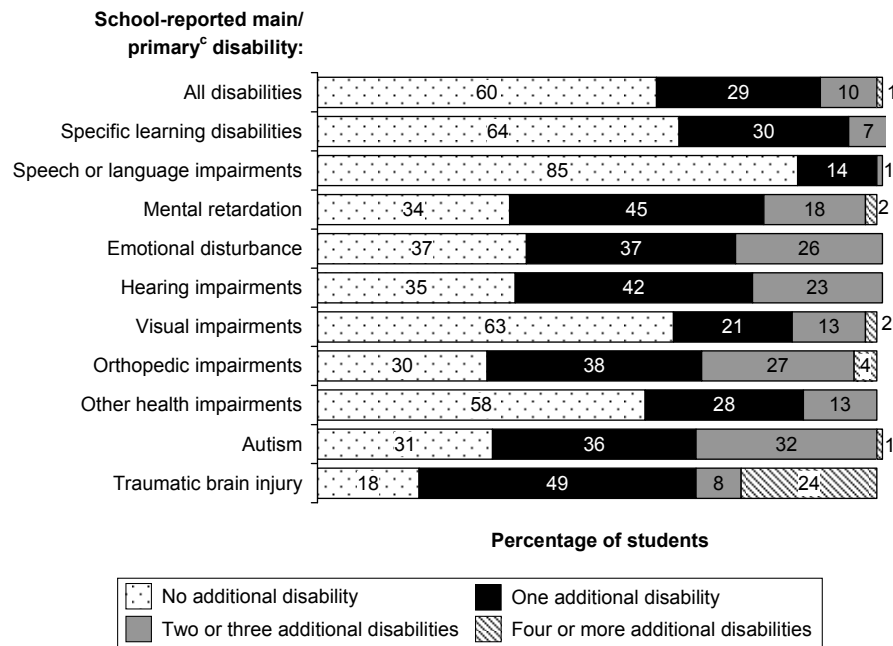
^cThe primary disability reported by the school staff member is not necessarily the official disability classification identified as primary on the IEP.

- In the 2000-01 school year, for the school-reported student primary disabilities of visual impairments, speech or language impairments, traumatic brain injury and hearing impairments, from 78 to 86 percent of the parents of students ages 6 through 12 agreed with the primary disability that had been identified by students' respective school sources.
- Parents reported that their children had a primary disability of autism for almost three-fourths (71 percent) of students for whom schools also reported autism as the student's primary disability. On the other hand, where the school source reported the student's primary disability as mental retardation or emotional disturbance, only about one-fourth of parents (26 percent and 25 percent, respectively) agreed with the school's designation of the student's primary disability.

- Parents reported speech or language impairments as an additional or nonprimary disability for only 3 percent of students for whom schools reported speech or language impairments as a primary disability. Similarly, parents reported visual impairments and traumatic brain injury as additional or nonprimary impairments for 6 percent of students for whom schools reported visual impairments as the primary disability and 5 percent of students for whom schools reported traumatic brain injury as a primary disability.

What percentage of students with disabilities have another disability or other disabilities in addition to their primary disability?

Figure 1-25. Percentages of students ages 6 through 12^a receiving special education and related services under IDEA, Part B, who have additional (non-primary) disabilities, by type of main/primary disability:^b Spring 2001



Sources: SEELS Wave 1 School Program Survey, 2001.

Notes: Percentage <1 not displayed.

Displayed results were collected about 5,190 students. Respondents were teachers or other school staff “with the greatest knowledge about the student.” The sum of the percentages may not total 100 due to rounding.

^aSee SEELS introduction Page 62.

^bNot all federal disability categories appear in figure. Categories not applicable or with insufficient number of cases do not appear.

^cThe primary disability reported by the school staff member is not necessarily the disability category identified as primary on the IEP.

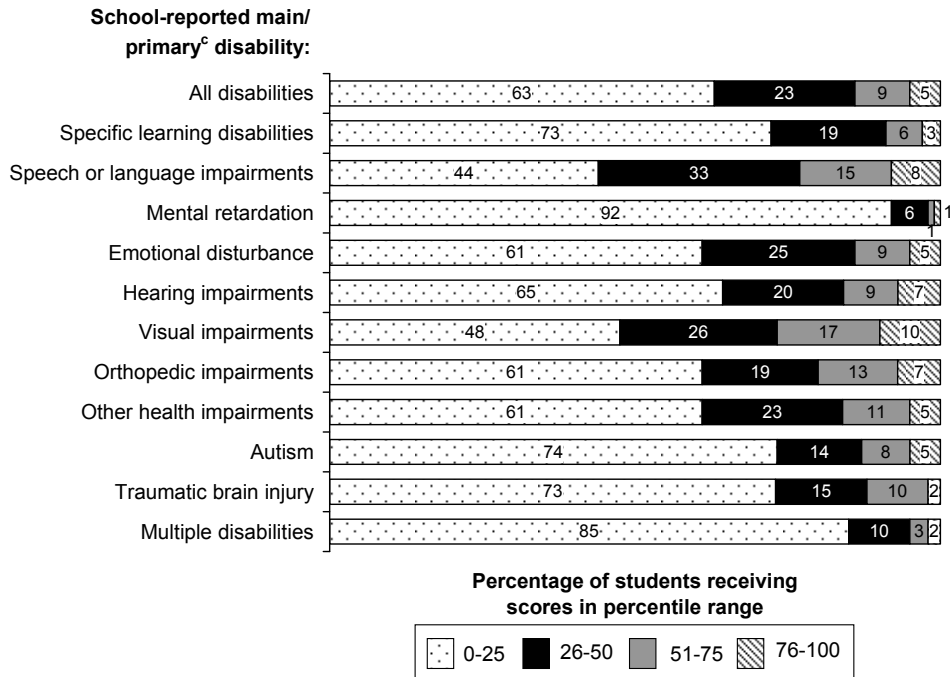
- In 2001, according to teachers or other school staff reports, 40 percent of students ages 6 through 12 with disabilities receiving special education and related services had at least one additional (nonprimary) disability. While the majority of those students (29 percent) had only

one additional disability, 10 percent were reported to have two or three additional disabilities. Relatively few had four or more additional school-reported disabilities.

- Teachers or other school staff reported that students with speech or language impairments as their primary disability category were most likely to have no additional school-reported disability (85 percent). In contrast, only 18 percent of students with traumatic brain injury had no additional school-reported disability.
- According to teachers or other school staff, 64 percent of students with specific learning disabilities and 63 percent of students with visual impairments had no additional school-reported disability. Within these two primary disability categories, 7 percent and 15 percent of the students, respectively, were reported to have more than one additional disability. Only 1 percent of students with speech or language impairments had more than one additional school-reported disability.

How does the performance of students with disabilities on standardized assessments of reading vary by type of disability?

Figure 1-26. Percentile results from the Woodcock-Johnson III passage comprehension subtest^a taken by students ages 6 through 12^b receiving special education and related services under IDEA, Part B, by main/primary disability category: 2001



Source: SEELS (2008). *Findings from the Special Education Elementary Longitudinal Study, Executive Summary, 2000-2004*. Menlo Park, Calif.: SRI International.

Notes: Displayed results were collected about 3,834 students. The sum of percentages may not total 100 due to rounding.

^aThrough SEELS, face-to-face assessments of students' reading comprehension skills were conducted using the research edition of Woodcock-Johnson III passage comprehension subtest. Students whose score on the passage comprehension subtest was above the 50th percentile (i.e., performance above the median for students in the general population) could be considered to be proficient readers.

^bSee SEELS introduction Page 62.

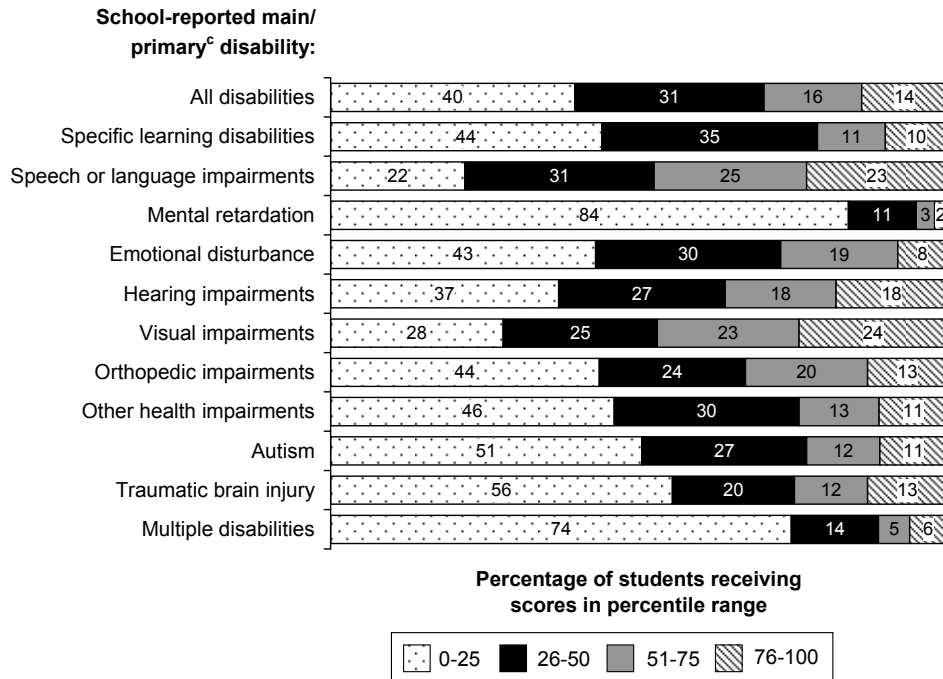
^cNot all federal disability categories appear in figure. Categories not applicable or with insufficient number of cases do not appear.

- In 2001, results from the reading skill assessment (i.e., passage comprehension subtest) revealed that 14 percent of students ages 6 through 12 with disabilities scored above the 50th percentile in passage comprehension. However, nearly two-thirds scored below the 25th percentile (i.e., the lowest performing quarter of students in the general population).
- Within each disability category, a greater percentage of students' passage comprehension subtest results fell into the bottom quartile (0-25th percentile) than in any of the other three quartiles.

- More than four-fifths of students classified as having mental retardation (92 percent) or multiple disabilities (85 percent) performed in the bottom quartile on the passage comprehension subtest. Almost three-fourths of students with specific learning disabilities (73 percent), autism (74 percent) and traumatic brain injury (73 percent) scored in the lowest percentile range.
- Despite the large proportion of students ages 6 through 12 with disabilities performing poorly on the passage comprehension subtest, there is some level of student representation within each of the performance quartiles.
- Students with speech or language impairments or visual impairments had higher scores than their peers in other disability categories, with fewer than half of the students with speech or language impairments (44 percent) and visual impairments (48 percent) scoring in the lowest percentile range.

How does the performance of students with disabilities on standardized assessments of mathematics calculation vary by type of disability?

Figure 1-27. Percentile results from the Woodcock-Johnson III mathematics calculation subtest^a taken by students ages 6 through 12^b receiving special education and related services under IDEA, Part B, by main/primary disability category: 2001



Source: SEELS (2008). *Findings from the Special Education Elementary Longitudinal Study, Executive Summary, 2000-2004*. Menlo Park, Calif.: SRI International.

Notes: Displayed results were collected about 3,568 students. The sum of the percentages may not total 100 due to rounding.

^aThrough SEELS, face-to-face assessments of students' mathematics calculation were conducted using the research edition of Woodcock-Johnson III mathematics calculation subtest, which measures students' computation skills along a continuum ranging in difficulty from elementary (e.g., simple addition) to advanced (e.g., integrating a function).

^bSee SEELS introduction Page 62.

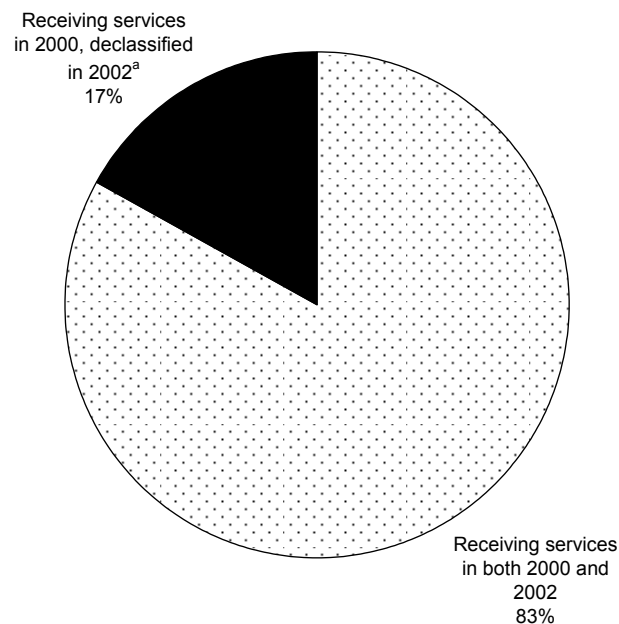
^cNot all federal disability categories appear in figure. Categories not applicable or with insufficient number of cases do not appear.

- In 2001, on the mathematics calculation subtest taken by elementary school-age students with disabilities, overall performance was better than it was on the Woodcock-Johnson III passage comprehension subtest (see figure 1-27). Compared to 63 percent of students with disabilities scoring in the 0-25 percentile on the passage comprehension subtest, 40 percent as a group scored in the 0-25 percentile on the mathematics calculation subtest. Compared to only 14 percent of students with disabilities scoring above the 50th percentile on the passage comprehension subtest, 30 percent scored above the 50th percentile on the mathematics calculation subtest.

- The pattern of results for the mathematics calculation subtest across disability categories was similar to that for the passage comprehension subtest. Larger percentages of students with speech or language impairments (48 percent) and visual impairments (47 percent) scored above the 50th percentile on the mathematics calculation subtest than students with other disabilities.
- However, with the exception of students with speech or language impairments, the same pattern of the largest group of students being in the lowest percentile range is evident across all disability categories with regard to the mathematics calculation subtest as it was for the passage comprehension subtest.

To what extent do students with disabilities continue in special education?

Figure 1-28. Among students who were receiving special education and related services under IDEA, Part B, in spring 2000, at ages 6 through 12,^a the percentage declassified^b from special education versus not declassified two years later: 2000-2002



Source: SEELS Waves 1 and 2 Parents Interview, 2000, 2001 and School Program Survey, 2001, 2002. See also SEELS (September 2005). *Declassification: Students Who Leave Special Education. A Special Topic Report From the Special Education Elementary Longitudinal Study.* Menlo Park, Calif.: SRI International.

Notes: Displayed results were collected about 7,123 students who had complete and valid data for the time specified and were included in the analyses.

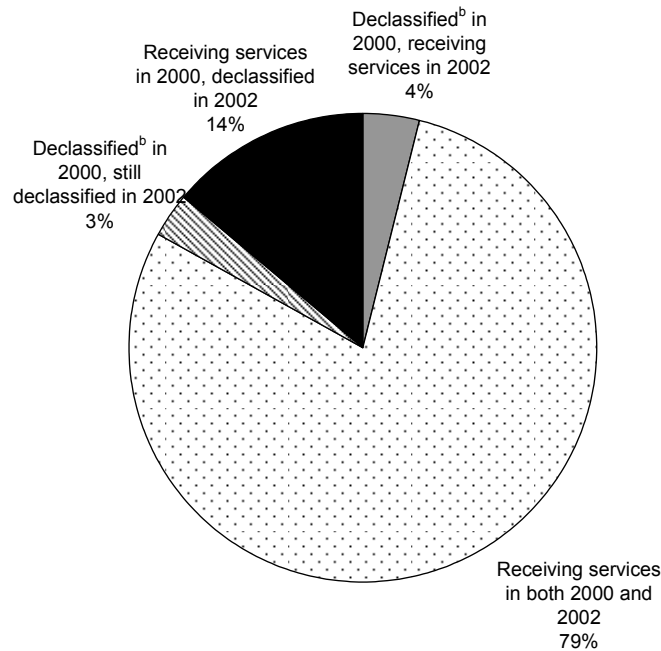
^aSee SEELS introduction Page 62.

^bDeclassified is defined as no longer receives special education services through an IEP (i.e., exited special education) according to either school staff or families. The term applies to students in the SEELS sample who received special education services in elementary school during the 1999-2000 school year and discontinued those services sometime before spring 2002.

- By the end of the 2001-2002 school year, the number of students with disabilities who were reported as declassified—that is, no longer receiving special education services—was one out of every six students or 17 percent of students with disabilities who previously received services. Eighty-three percent continued to receive special education services.

To what extent do students continue in special education over time?

Figure 1-29. Percentage of students receiving special education and related services under IDEA, Part B, at ages 6 through 12^a in spring 2000, by classification status two years later: 2000-02



Source: SEELS Waves 1 and 2 Parent Interview, 2000, 2001 and School Program Survey, 2001, 2002. See also SEELS (September 2005). *Declassification: Students Who Leave Special Education. A Special Topic Report From the Special Education Elementary Longitudinal Study.* Menlo Park, Calif.: SRI International.

Note: Displayed results were collected for 7,123 students who had valid and complete data for the time specified and were included in the analyses.

^aSee SEELS introduction Page 62.

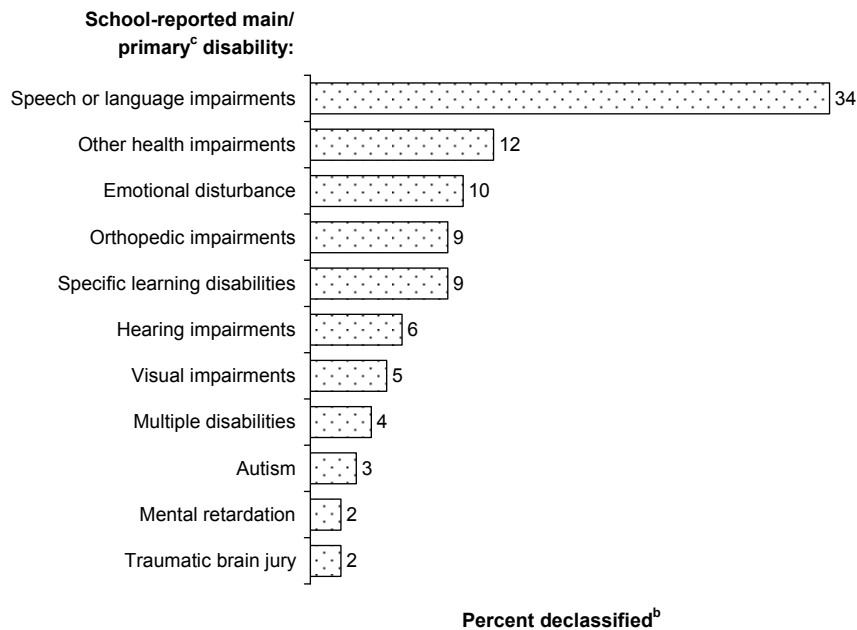
^bDeclassified is defined as no longer receives special education and related services through an IEP (i.e., exited special education) according to either school staff or families. The term applies to students in the SEELS sample who received special education services in elementary school during the 1999-2000 school year and discontinued these services sometime before spring 2002.

- The majority of students who were receiving special education and related services in 1999-2000 continued to do so in spring 2002 (79 percent).
- About 14 percent of students who were receiving special education and related services in 1999-2000 were identified as declassified—i.e., no longer receiving services—two years later in spring 2002.

- About 3 percent of students who were identified as declassified in 1999-2000 continued to be reported as declassified as of spring 2002.
- However, 4 percent of students who were reported as declassified in 1999-2000 were receiving special education programs and services two years later as of spring 2002.

How do special education declassification percentages differ by disability category?

Figure 1-30. Students who were receiving special education and related services under IDEA, Part B, at ages 6 through 12^a in spring 2000, but were declassified^b from special education by spring 2002, as distributed by main/primary disability category: 2000-2002



Source: SEELS Waves 1 and 2 Parent Interview, 2000, 2001 and School Program Survey, 2001, 2002. See also SEELS (September 2005). *Declassification: Students Who Leave Special Education. A Special Topic Report From the Special Education Elementary Longitudinal Study.* Menlo Park, Calif.: SRI International.

Note: Displayed results were collected for 7,123 students who had complete and valid data for the time specified and were included in the analyses.

^aSee SEELS introduction Page 62.

^bDeclassified is defined as no longer receives special education and related services through an IEP (i.e., exited special education) according to either school staff or families. The term applies to students in the SEELS sample who received special education and related services in elementary school during the 1999-2000 school year and discontinued those services sometime before spring 2002.

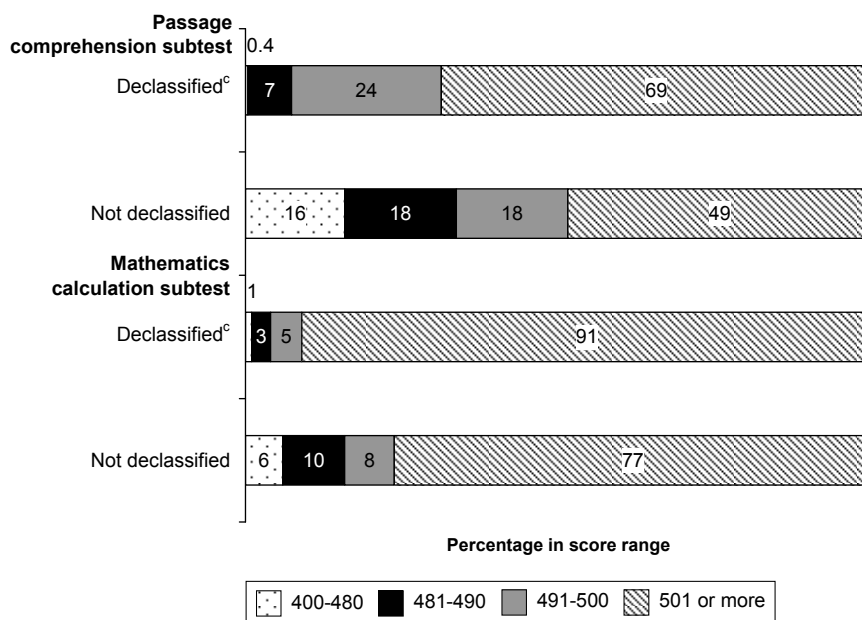
^cNot all federal disability categories appear in figure. Categories that do not apply or with insufficient number of cases do not appear.

- Some students in every disability category who were receiving special education and related services in 1999-2000 were declassified from (left) special education by spring 2002. However, the proportions of students who left special education differed among the various

disability categories. Speech or language impairments had the largest proportion of students leave special education (34 percent) and traumatic brain injury the smallest proportion (2 percent).

How does the academic performance of students with disabilities who are declassified from special education compare to the performance of students who are not declassified and continue to receive special education programs and services?

Figure 1-31. Passage comprehension and mathematics calculation performance (W-score)^a of students ages 10 through 17,^b by special education (de)classification status: 2000-2004



Source: SEELS Wave 3 Direct Assessment, 2004. SEELS Wave 1 Parent Interview, 2000. SEELS Waves 1 and 2 School Program Survey, 2001, 2002.

Notes: Displayed results for the passage comprehension subtest for students who were declassified were collected from 261 respondents. Displayed results for the passage comprehension subtest for students who were not declassified were collected from 3,373 respondents. The declassification variable includes parent interviews and teacher reports from 2001 and 2002. Test scores are from 2004.

Displayed results for the mathematics calculation subtest for students who were declassified were collected from 262 respondents. Displayed results for the mathematics calculation subtest for students who were not declassified were from 3,474 respondents. The declassification variable includes parent interviews and teacher reports from 2001 and 2002. Test scores are from 2004.

^aW-score, Woodcock-Johnson III. Through SEELS, face-to-face assessments of students' passage comprehension and mathematics comprehension skills were conducted using the research edition of Woodcock-Johnson III passage comprehension and mathematics calculation subtests. The W-score metric is an equal-interval scale, with increase in score signaling increase in assessed skill. For rough reference purposes, a median score of 500 is approximately equal to the performance of a fourth-grade student in the general population.

^bSee SEELS introduction Page 62.

^cDeclassified is defined as no longer receives special education and related services through an IEP (i.e., exited special education) according to either school staff or families. The term applies to students in the SEELS sample who received special education and related services in elementary school during the 1999-2000 school year and discontinued receiving those services before spring 2002.

- In 2004, elementary- and middle-school age students who were declassified from special education had better academic outcomes in both reading (i.e., passage comprehension) and math (i.e., mathematics calculation) on standardized assessments than their peers who were not declassified. On the passage comprehension subtest of the Woodcock-Johnson III, 69 percent of declassified students scored in the highest score range, compared to 49 percent of students who were not declassified. On the mathematics calculation subtest, 91 percent of declassified students scored in the highest score range, compared to 77 percent of those who were not declassified.

Students Ages 10 Through 18 with Autism

Autism is a complex developmental disability that affects individuals in the areas of communication and social interaction. Autism is a “spectrum disorder,” and the classification of autism can include students with autistic disorder, pervasive developmental disorder—not otherwise specified (PDD-NOS, including atypical autism) and Asperger disorder.

The number of students identified as having autism and receiving special education and related services under *IDEA*, Part B has been increasing steadily since the incidence of autism was first reported in 1993 in the *15th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (see table AA4). According to the *15th Annual Report to Congress*, as of Oct. 1, 1992, there were 5,208 students ages 6 through 21 reported to have autism. By 2004, the number had increased to 166,424 (see table 1-9 in vol. 2 of this report). Autism Spectrum Disorders are now estimated to occur in two to six out of every 1,000 children.¹⁰ Two recent estimates provided by the Centers for Disease Control and Prevention (CDC) found rates of three to six per 1,000 children, between the ages of 3 to 10.¹¹

The following section provides another national picture of the classroom experiences of students with autism from the Special Education Elementary Longitudinal Study (SEELS), described on Pages 3 and 65 of this report, and the National Longitudinal Transition Study-2 (NLTS2), described on Page 4. SEELS collected information from parents regarding students’ functioning both in and out of school. Teachers reported on students’ instructional settings, and direct assessments of students measured their academic performance in reading, mathematics and academic problem-solving.

¹⁰ Autism Information Center. Frequently Asked Questions-Prevalance. Department of Health and Human Services. Centers for Disease Control and Prevention. Accessed Feb. 8, 2008, from <http://www.cdc.gov/ncbddd/autism/faq.htm>.

¹¹ *Prevalence of the Autism Spectrum Disorders in Multiple Areas of the United States, Surveillance Years 2000 and 2002*; A Report from the Autism and Developmental Disabilities Monitoring (ADDM) Network. Accessed Feb. 8, 2008, from <http://www.cdc.gov/ncbddd/dd/addmprevalence.htm>.

Data from the NLTS2 provide a national perspective on the secondary school experiences of students with autism who received special education services from or through their school districts. Approximately 1,000 youth with autism are included in the NLTS2 sample of 11,276 students with disabilities nationwide. The NLTS2 addressed the pattern of course-taking of secondary-school-age students with autism; the settings in which courses were taken; the characteristics of classroom instruction provided to students with autism; and how these characteristics differ in regular and special education classes and in nonacademic and vocational education classes. The study also examined the curriculum modifications, accommodations, services and learning supports provided to students with autism.

Additional information pertaining to students with autism related to instructional settings (see tables 2-1j, 2-2j, 2-5), disciplinary actions such as suspensions and expulsions (see tables 5-1j and 5-2j), and reasons for exiting school (see tables 4-1j and 4-2j) can be found in vol. 2 of this report.

How do parent reports of the functional skills of students with autism compare to parent reports of the functional skills of students with other disabilities?

Table 1-14. Percentage of students ages 10 through 17 with autism reported by parents to have low, medium or high functional skills^a compared to parent reports for students with other disabilities, by type of skill: 2004

Type of skills	Percentage of students with low, medium or high functional skill rating			
	Autism	Specific learning disabilities	Speech or language impairments	Mental retardation
Overall communication skills				
Low	16	0.4	0.4	4
Medium	55	12	14	61
High	29	88	86	53
Cognitive skills				
Low	31	2	2	29
Medium	50	43	28	52
High	18	55	70	19
Social skills				
Low	60	25	20	45
Medium	36	63	64	50
High	4	12	16	5
Self-care skills				
Low	5	0.1	0.6	7
Medium	51	14	15	30
High	44	86	85	63

Source: SEELS Wave 3 Parent Interview, 2004.

Displayed results were collected from 532 respondents for students with speech or language impairments, 632 for students with specific learning disabilities, 514 for students with mental retardation and 829 for students with autism.

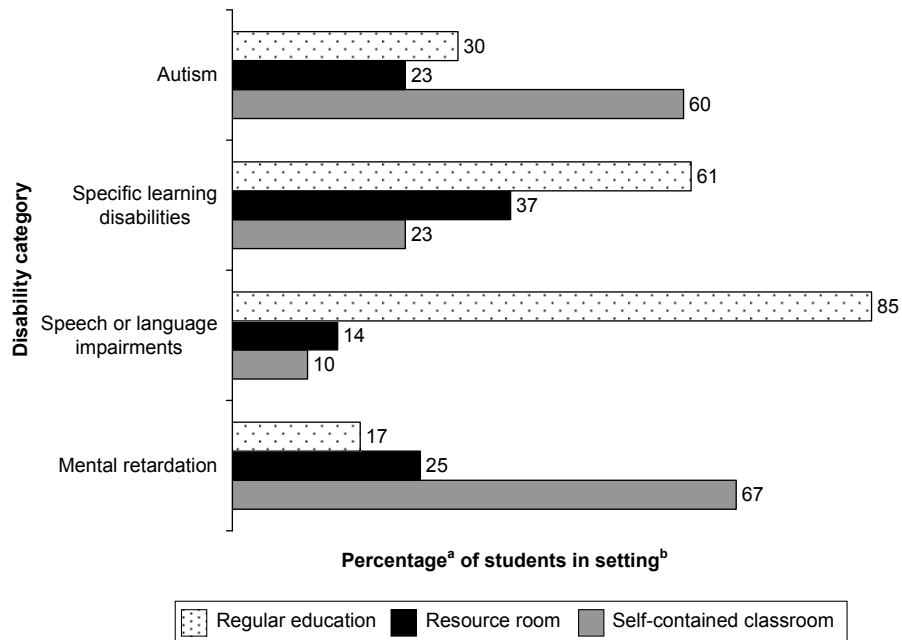
^aTo assess the abilities of students with disabilities to care for their basic needs, parents were asked to rate how well students were able to feed and dress themselves without help. Abilities were measured on a 4-point scale: “very well,” “pretty well,” “not very well,” “not at all well.” These responses were summed into a scale and categorized as high (8), medium (5 to 7) and low (2 to 4). Parents were asked to report their children’s ability to communicate—compared with their perceptions of the abilities of other children of the same age. “Low” was categorized as “had a lot of trouble of communicating” or “did not communicate at all.” “Medium” was categorized as “had a little trouble communicating.” “High” was categorized as communicating “as well as others his/her age.”

- According to parent reports, 16 percent of students with autism have low communication skills. Parents of students with learning disabilities or speech or language impairments reported that less than 1 percent of the students have low communication skills. Parents of students with mental retardation reported that 4 percent of the students have low communication skills.

- According to parent reports, only 29 percent of students with autism were reported to have high communication skills. However, according to parent reports, 88 percent of students with learning disabilities, 86 percent with speech or language impairments and 53 percent with mental retardation have high communication skills.
- Almost one-third of students with autism (31 percent) were rated by parents as having low functional cognitive skills. According to parent reports, only 2 percent of students with learning disabilities or students with speech or language impairments have low functional cognitive skills.
- About one-fifth of students with autism (18 percent) were rated by parents as having high functional cognitive skills, compared with 55 percent of students with learning disabilities and 70 percent of students with speech or language impairments.
- Across the cognitive skills scale, parent ratings of students with autism (low: 31 percent, medium: 50 percent, high: 18 percent) were similar to parent ratings of students with mental retardation (low: 29 percent, medium: 52 percent, high: 19 percent).
- More than half the students with autism (60 percent) have low social skills, according to parents. About one-third receive ratings in the medium range (36 percent), and only 4 percent are reported to have high social skills.
- Students with autism are more than twice as likely (60 percent) to have low social skills scores than are students with learning disabilities (25 percent) and students with speech or language impairments (20 percent) according to reports by parents of students in the three disability categories.
- While the parent high social skills ratings of students with autism (4 percent) are similar to parent ratings of students with mental retardation (5 percent), there is a greater difference in the low and medium social skills ratings of students with autism (low: 60 percent, medium: 36 percent) compared to those of students with mental retardation (low: 45, medium: 50).
- According to parent reports, more than half of the students with autism (56 percent) were reported by parents to have low (5 percent) or medium (51 percent) self-care skills, compared to parent reports for students with learning disabilities (low: <1 percent, medium: 14 percent) and students with speech or language impairments (low: <1 percent, medium: 15 percent).
- While 44 percent of students with autism received high self-care ratings by parents, 86 percent of students with learning disabilities and 85 percent of students with speech or language impairments received high self-care parent ratings. Students with mental retardation also received more high self-care ratings (63 percent) from parents than students with autism.

How do the settings in which students with autism receive language arts and mathematics instruction differ from those of students with other disabilities?

Figure 1-32. Percentage of students ages 10 through 17 with autism receiving language arts instruction compared to students with other disabilities, by classroom setting: 2004



Source: SEELS Wave 3 School Program Survey, 2004.

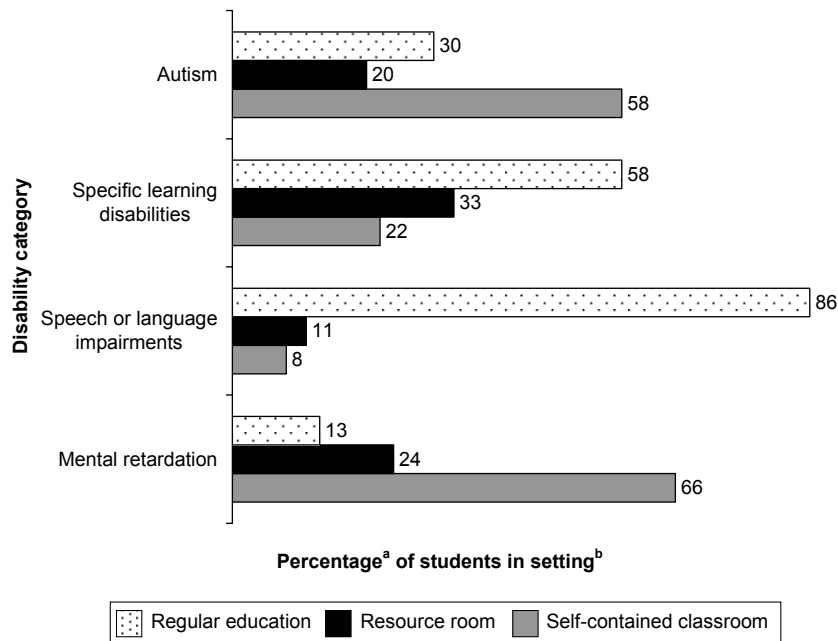
Notes: Displayed results were collected from 316 respondents for speech or language impairments, 414 for specific learning disabilities, 324 for mental retardation and 560 for autism.

See bulleted discussion following figure 1-33.

^aPercentages may total more than 100 percent because students may receive instruction in multiple settings.

^bSEELS defined self-contained classrooms as settings in which most or all of the students have a disability. Resource rooms serve as pull-out programs for students with disabilities—that is, students are pulled out of regular classrooms to receive special education programs and services. These settings do not exactly match OSEP’s educational environments for students ages 10 through 17 used elsewhere in this *28th Annual Report to Congress* and listed on www.ideadata.org.

Figure 1-33. Percentage of students ages 10 through 17 with autism receiving mathematics instruction compared to students with other disabilities, by classroom setting: 2004



Source: SEELS Wave 3 School Program Survey, 2004.

Note: Displayed results were collected from 314 respondents for speech or language impairments, 408 for specific learning disabilities, 315 for mental retardation and 548 for autism.

^aPercentages may total more than 100 percent because students may receive instruction in multiple settings.

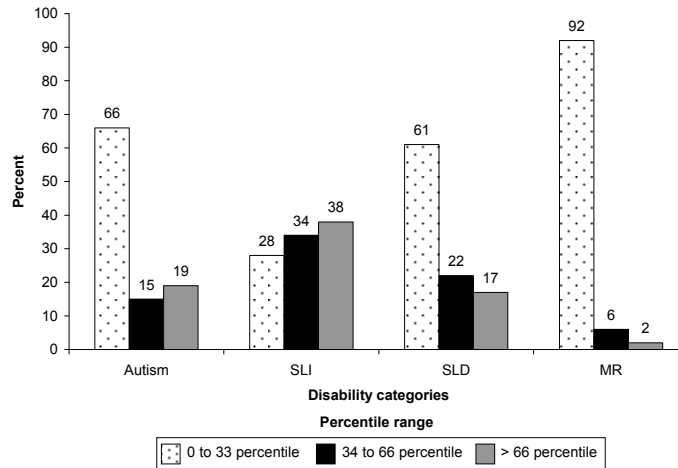
^bSEELS defined self-contained classrooms as settings in which most or all of the students have a disability. Resource rooms serve as pull-out programs for students with disabilities—that is, students are pulled out of regular classrooms to receive special education programs and services. These settings do not exactly match OSEP’s educational environments for students ages 10 through 17 used elsewhere in this *28th Annual Report to Congress* and listed on www.ideadata.org.

- In 2004, six out of 10 SEELS students ages 10 through 17 with autism (60 percent) received language arts instruction in a self-contained classroom. This was slightly lower than the percentage of students with mental retardation (67 percent) who received language arts instruction in a self-contained classroom but was higher than the percentage of students with specific learning disabilities or speech or language impairments (23 and 10 percent, respectively).
- Students with autism were about half as likely as students with specific learning disabilities to receive language arts instruction in regular education classrooms (30 percent and 61 percent, respectively), a little less than twice as likely as students with mental retardation (17 percent) and about one-third as likely as students with speech or language impairments (85 percent).
- A similar pattern existed related to mathematics instruction. Students with autism were about half as likely as students with learning disabilities to receive mathematics instruction in regular education classrooms (30 percent and 58 percent, respectively), a little more than twice as likely as students with mental retardation (13 percent) and about one-third as likely as students with speech or language impairments (86 percent).

- For both language arts and mathematics, the profile of instructional setting for students with autism most closely paralleled that of peers with mental retardation, for which self-contained classrooms were the instructional setting for about two-thirds of students. Although variation was found across all groups, students with specific learning disabilities or speech or language impairments exhibited the opposite pattern, receiving most of their instruction in regular education settings.

How do the math calculation and reading comprehension scores of students with autism compare to those of students with other disabilities?

Figure 1-34. Percentage of students ages 10 through 17 with autism scoring in the highest, middle and lowest percentiles on math calculation on the SEELS Direct Assessment^a compared to students with other disabilities: 2004



Source: SEELS Wave 3 Direct Assessment, 2004.

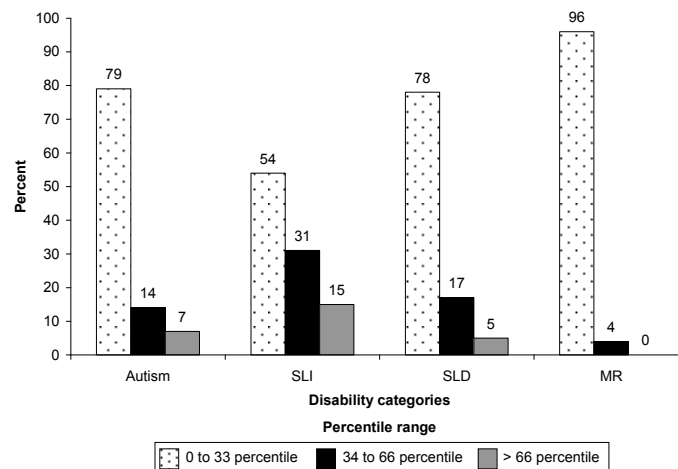
Notes: Displayed results were collected from 313 respondents for SLI, 372 for SLD, 266 for MR, and 368 for autism.

See bulleted discussion following figure 1-35.

^aSee SEELS introduction on Page 62.

SLI = speech or language impairments; SLD = specific learning disabilities; MR = mental retardation.

Figure 1-35. Percentage of students ages 10 through 17 with autism scoring in the highest, middle and lowest percentiles on reading comprehension on the SEELS Direct Assessment^a compared to students with other disabilities: 2004



Source: SEELS Wave 3 Direct Assessment, 2004.

Note: Displayed results were collected from 320 respondents for SLI, 381 for SLD, 284 for MR and 382 for autism.

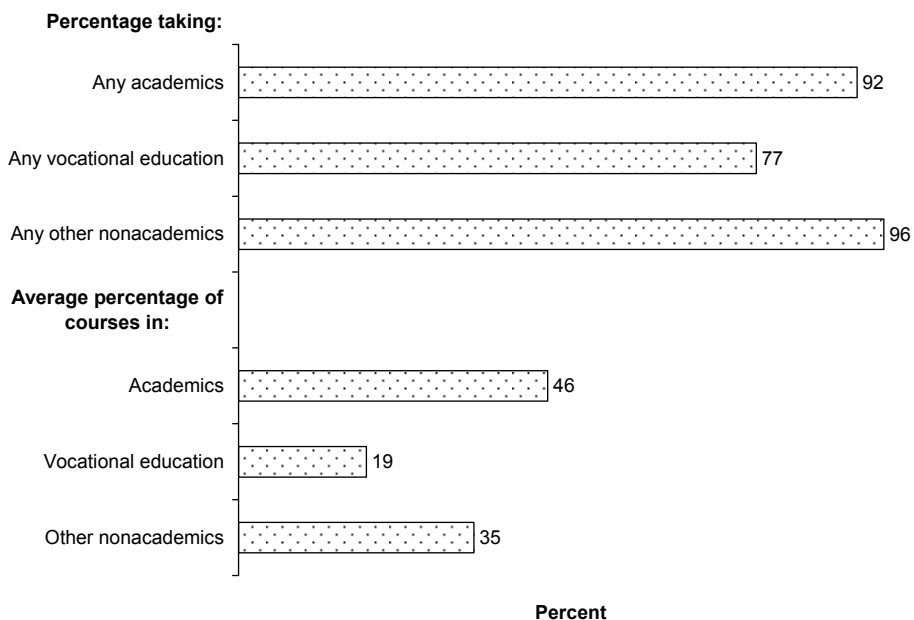
^aSee SEELS introduction on Page 62.

SLI = speech or language impairments; SLD = specific learning disabilities; MR = mental retardation.

- In 2004, the majority of students with autism scored in the lowest percentile (0–33) on both math calculation (66 percent) and reading comprehension (79 percent). While 19 percent scored in the highest percentile on math calculation (>66), only 7 percent scored in the highest percentile on reading (>66).
- On the whole, score distributions for students with autism were comparable to score distributions of students with specific learning disabilities on both math calculation and reading.
- Based on their percentile rankings, students with autism ranked higher than students with mental retardation on both math calculation and reading, but lower on both than students with speech or language impairments.

What kind of courses do secondary school students with autism take?

Figure 1-36. Percentage^a of secondary school students with autism taking courses in a semester, by type of course: 2002



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

Note: Displayed results were collected from 580 respondents. Respondents were school staff who were knowledgeable about students' overall school programs and about their special and vocational education courses.

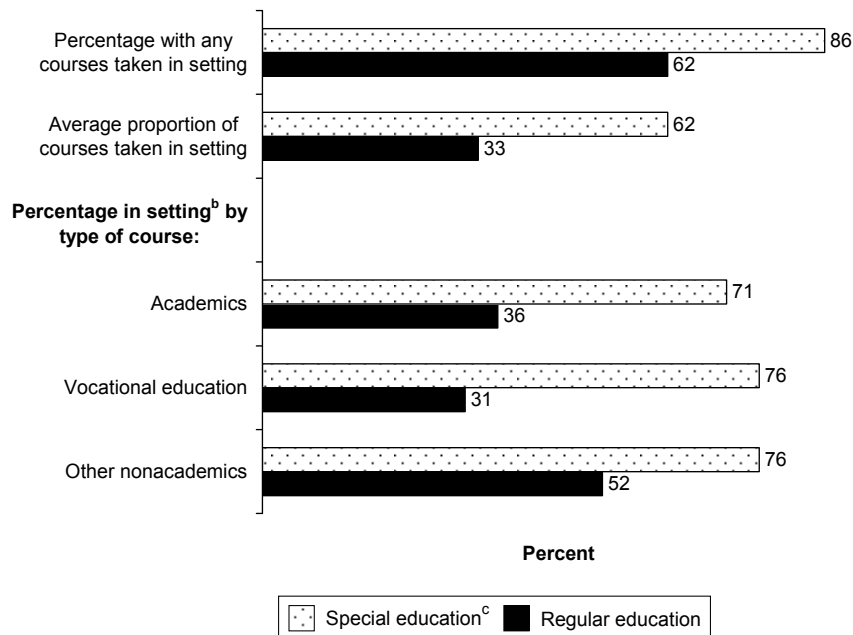
^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted "N."

- In 2002, more than nine out of 10 secondary school students with autism (92 percent) took at least one academic subject in a given semester.

- Most secondary school students with autism took language arts (89 percent) and mathematics (90 percent).
- Somewhat fewer secondary school students with autism took social studies (69 percent) or science (67 percent).
- Secondary school students with autism took a foreign language less often than other kinds of academic courses, with 12 percent enrolled in a foreign language course.
- Academic courses accounted for almost half (46 percent) of the courses secondary school students with autism took in a given semester, on average.

In what instructional settings do secondary school students with autism take their courses?

Figure 1-37. Percentage^a of secondary school students with autism taking courses in a semester, by instructional setting: 2002



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

Note: Displayed results were collected from 580 respondents. Respondents were school staff who were knowledgeable about students' overall school programs and about their special and vocational education courses.

^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted "N."

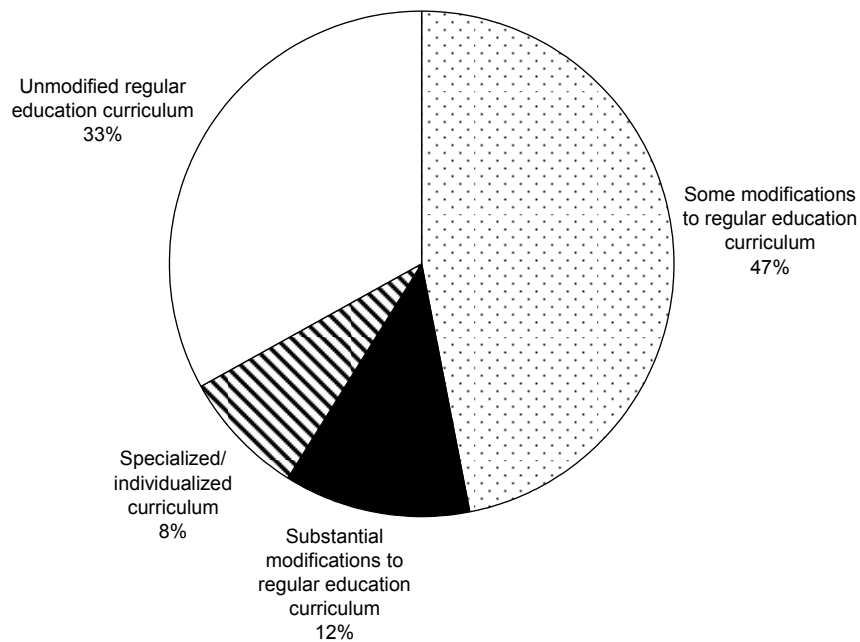
^bIncludes only students with autism taking the kind of course specified.

^cDoes not include students attending charter, magnet, alternative, hospital or home schools.

- In 2002, 62 percent of secondary school students with autism took at least one course in a regular education setting in a given semester, whereas 86 percent took at least one course in a special education setting.
- On average, courses in regular education settings made up one-third of the courses secondary school students with autism took, and courses in special education settings comprised 62 percent.
- Secondary school students with autism were more likely to take nonacademic courses other than vocational education (e.g., physical education, study skills) in a regular education setting (52 percent) than academic (36 percent) or vocational courses (31 percent) in a regular education setting.

To what extent do schools modify curricula for secondary school students with autism in regular education classes?

Figure 1-38. Percentage^a of secondary school students with autism receiving modifications to the regular education curriculum in at least one regular education academic class: 2002



Source: NLTS2 Wave 1 General Education Teacher Survey, 2002.

Note: Displayed results were collected from 180 respondents. For students enrolled in at least one general education academic class, respondents were teachers of the first such class in each student's school week.

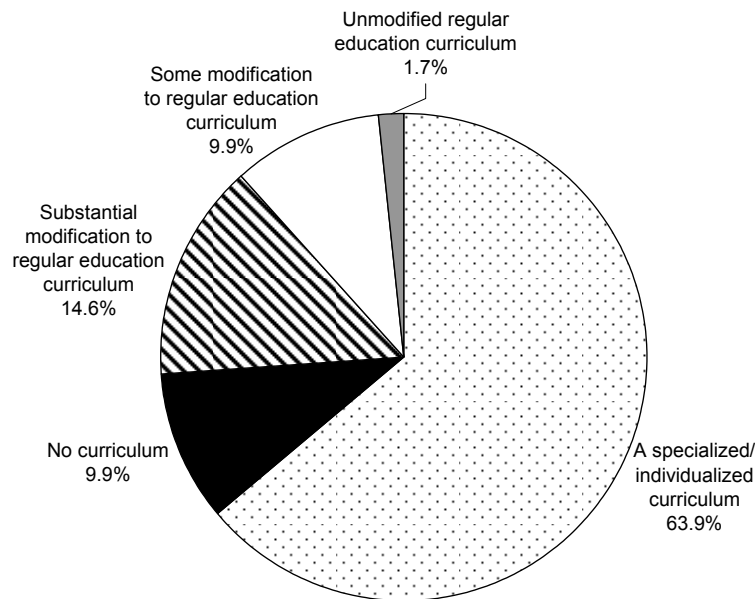
^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted "N."

- In 2002, overall, one-third (33 percent) of secondary school students with autism received the standard regular education grade-level curriculum used for other students in their regular education academic classes.

- Almost half of secondary school students with autism (47 percent) had teachers who reported making “some modifications” to the regular education curriculum in at least one regular education academic class.
- For another 12 percent of secondary school students with autism, “substantial modifications” were made to the regular education curriculum they received in at least one regular education academic class.
- Eight percent of secondary school students with autism received a specialized or individualized curriculum in at least one regular education academic class.

To what extent do schools modify curricula for secondary school students with autism in nonvocational special education classes?

Figure 1-39. Percentage^a of secondary school students with autism receiving modifications to the regular education curriculum in at least one nonvocational special education class^b: 2002



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

Note: Displayed results were collected from 430 respondents. Respondents were school staff who were knowledgeable about students’ overall school programs and about their special and vocational education courses.

^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted “N.”

^bIncludes all academic and nonacademic classes other than vocational education classes taken in a special education classroom setting.

- In 2002, the use of a regular education curriculum without modification was rare in nonvocational special education classes, with 1.7 percent of secondary school students with autism in such classes receiving an unmodified regular education curriculum.

- Almost 10 percent of secondary school students with autism were reported to have a regular education curriculum with “some modification” in at least one nonvocational special education class.
- Almost 15 percent of secondary school students with autism had a “substantially modified” curriculum in at least one nonvocational special education class.
- Almost two-thirds (63.9 percent) of secondary school students with autism received a specialized or individualized curriculum in at least one nonvocational special education class.
- A total of 9.9 percent of secondary school students with autism had no curriculum in at least one nonvocational special education class.

What kinds of accommodations and modifications do schools provide for secondary school students with autism?

Table 1-15. Percentage^a of secondary school students with autism receiving accommodations and modifications in school: 2002

Accommodation	Percent
Any type of accommodation or support ^b	91
Additional time to complete assignments	52
More time in taking tests	52
Alternative tests or assessments	49
Slower paced instruction	41
Shorter or different assignments	38
Modified tests	33
Modified grading standards	30
Tests read to student	25
Modifications to physical aspects of the classroom	16

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

Note: Displayed results were collected from 570 respondents, rounded to the nearest 10. Respondents were school staff who were knowledgeable about students’ overall school programs and about their special and vocational education courses.

^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted “N.”

^bThis includes receipt of any of the accommodations and other learning supports listed here and in tables 1-18 and 1-19. Students may receive more than one kind of accommodation or learning support.

- In 2002, more than nine out of 10 secondary school students with autism (91 percent) received accommodations and modifications.
- Additional time to complete assignments (52 percent) and tests (52 percent) were among the most frequent types of accommodations for secondary school students with autism.
- Almost half (49 percent) of secondary school students with autism received alternative tests.
- One-third (33 percent) of secondary school students with autism received modified tests.

- One-fourth (25 percent) of secondary school students with autism had tests read to them.
- Almost two out of five (38 percent) of secondary school students with autism received shorter or different assignments than the rest of the class, and 41 percent received slower paced instruction.
- Almost one-third (30 percent) of secondary school students with autism had teachers who modified grading criteria.
- Physical aspects of the classroom were modified for 16 percent of secondary school students with autism.

What kinds of learning supports do schools provide for secondary school students with autism?

Table 1-16. Percentage^a of secondary school students with autism receiving learning supports in school: 2002

Learning support	Percent
Some type of learning support	81
Monitoring of progress by special education teacher	57
A teacher's aide, instructional assistant or other personal aide	55
More frequent feedback from teachers	32
Learning strategies/study skills assistance	22
A peer tutor	14
Self-advocacy training	13
Tutoring by an adult	9
A reader or interpreter	6

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

Note: Displayed results were collected from 570 respondents. Respondents were school staff who were knowledgeable about students' overall school programs and about their special and vocational education courses.

^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted "N."

- In 2002, more than 80 percent of secondary school students with autism received some type of learning support or assistance.
- Fifty-seven percent of secondary school students with autism received the support of having special education teachers monitor their progress.
- More than half (55 percent) of secondary school students with autism received help from teacher aides, instructional assistants or personal aides.
- Approximately one-third (32 percent) of secondary school students with autism received more frequent feedback from teachers.
- Twenty-two percent of secondary school students with autism received help with learning strategies or study skills.

- Less than 15 percent of secondary school students with autism received assistance from peer tutors (14 percent), self-advocacy training (13 percent), tutoring help from an adult (9 percent) or support from readers or interpreters (6 percent).

What kinds of technology aids do schools provide for secondary school students with autism?

Table 1-17. Percentage^a of secondary school students with autism receiving technology aids in school: 2002

Technology aid	Percent
Some type of technology aid	57
A calculator for activities not allowed other students	28
Computer software designed for students with disabilities	23
A computer for activities not allowed other students	16
Communication aids	16
Computer hardware adapted for special needs	8
Books on tape	8

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

Note: Displayed results were collected from 570 respondents. Respondents were school staff who were knowledgeable about students' overall school program and about their special and vocational education courses.

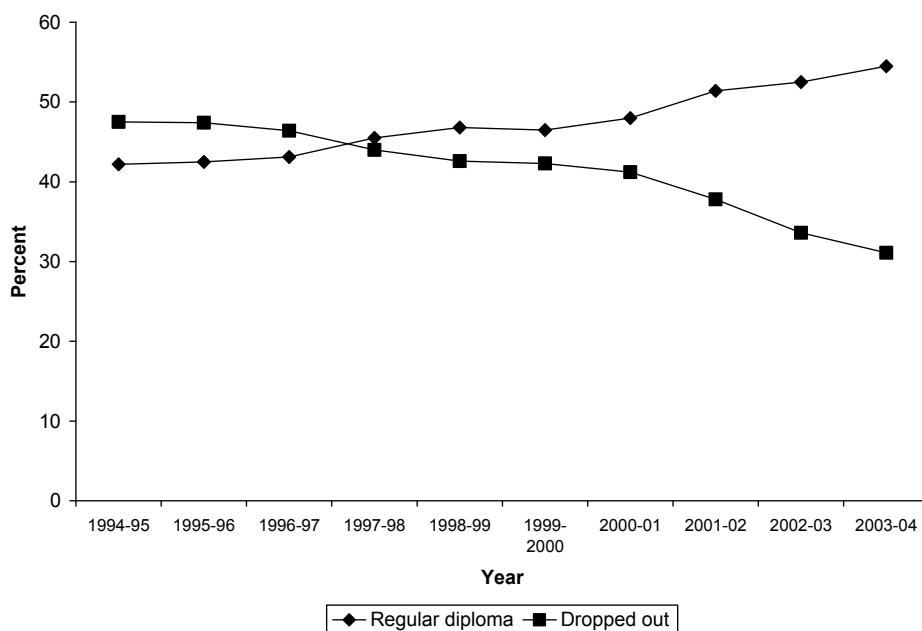
^aPercentages are weighted to represent students with autism nationally in the NLTS2 age range and are not direct percentages of the unweighted "N."

- In 2002, schools provided technology aids to 57 percent of secondary school students with autism.
- More than one-quarter (28 percent) of secondary school students with autism used a calculator in the classroom when other students were not permitted to use one.
- Sixteen percent of secondary school students with autism used a computer for activities for which one was not allowed for other students.
- Approximately one out of four (23 percent) of secondary school students with autism used computer software specifically designed for students with disabilities.
- Sixteen percent of secondary school students with autism used communication aids.
- Eight percent of secondary school students with autism used books on tape and specialized computer hardware.

Trends in School Exiting and Transition

How have the graduation and dropout rates changed over time for students with disabilities?¹²

Figure 1-40. Percentage of students ages 14 through 21 with disabilities who graduated with a regular high school diploma^a or dropped out^b: 1994-95 through 2003-04^c



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Children with Disabilities Exiting Special Education,” 1994-95 through 2003-04. Data updated as of July 30, 2005. 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 four outlying areas. The data for 2002-03 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: Two states revised their exiting count for 2002-03.

^aThe graduation rate is calculated by dividing the number of students ages 14 through 21 with disabilities who *graduated with a regular high school diploma* by the number of students in the same age group with disabilities who are known to have left school (i.e., *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*).

^bThe dropout rate is calculated by dividing the number of students with disabilities who were reported to have *dropped out* by the number of students ages 14 through 21 with disabilities who were known to have left school for any of the other reasons mentioned in footnote a. *Dropped out* is defined as the total who were enrolled at some point in the reporting year but were not enrolled at the end of the reporting year and did not exit through any other bases described (*transferred to regular education; graduated with a regular high school diploma; received a certificate; reached maximum age; died; or moved, known to be continuing*). The *dropout* category includes *dropouts, runaways, GED recipients, expulsions, status unknown* and other exiters. *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. For the purpose of calculating dropout rates, OSEP counts *moved, not known to be continuing* as *dropouts*.

^cData are from cumulative 12-month reporting periods.

¹² The graduation and dropout rates used in this report are not comparable to the graduation and dropout rates typically used for regular education, which often uses a cohort graduation rate (i.e., percent of ninth-graders graduating within four years). Graduation and dropout rates for students with disabilities (sometimes referred to as leaver rates) are calculating quite differently. The percentage of students with disabilities who *graduated with a regular high school diploma* and the percentage who *dropped out* are performance indicators used by OSEP to measure progress in improving results for students with disabilities. As such, OSEP reports the graduation and dropout rates under the *Government Performance and Results Act (GPR)* and calculates the rates as described in table notes a and b of figure 1-40.

- In 2003-04, a total of 54.5 percent of the students ages 14 through 21 with disabilities who exited school *graduated with a regular high school diploma*, and 31.1 percent *dropped out*. The remaining 14.4 percent comprised students in other categories, such as *received a certificate of completion*, *reached maximum age* or *died* (table 4-3 in vol. 2).
- From 1994-95 through 2003-04, the percentage of students with disabilities who *graduated with a regular high school diploma* increased from 42.2 percent to 54.5 percent.
- From 1994-95 through 2003-04, the percentage of students with disabilities exiting school by *dropping out* decreased from 47.5 percent to 31.1 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 48.0 percent to 51.4 percent).
- The change in the dropout rate from 2001-02 to 2002-03 was the largest single year decrease (4.2 percentage points) during this period (from 37.8 percent to 33.6 percent).

How has the graduation rate changed over time for students with different disabilities?¹³

Table 1-18. Students ages 14 through 21 with disabilities who graduated with a regular high school diploma, by disability category: 1994-95^a through 2003-04^a

Disability	1994-95	1995-96	1996-97	1997-98	1998-99 ^b	1999-2000	2000-01	2001-02	2002-03	2003-04
	Percent ^c									
Specific learning disabilities	47.7	48.2	48.8	51.1	52.0	51.8	53.8	57.0	57.7	59.6
Speech or language impairments	41.8	42.3	44.9	48.3	51.4	53.5	52.9	56.0	59.6	61.3
Mental retardation	33.7	33.8	33.0	35.0	36.8	35.2	35.6	38.5	37.8	39.0
Emotional disturbance	26.0	25.1	25.8	27.5	29.3	28.7	29.1	32.2	35.6	38.4
Multiple disabilities	30.3	34.0	35.0	40.3	43.1	43.3	43.0	45.7	46.6	48.1
Hearing impairments	58.4	58.9	62.0	62.5	61.2	61.8	60.6	67.1	67.1	67.6
Orthopedic impairments	55.4	54.9	56.2	59.6	55.9	52.8	58.4	57.4	57.7	62.7
Other health impairments	52.4	53.1	53.0	57.0	55.3	56.7	56.3	59.3	60.0	60.5
Visual impairments	64.6	66.3	64.9	65.8	68.2	66.9	63.4	71.5	69.5	73.4
Autism	35.3	38.5	38.2	41.3	43.9	44.4	44.3	54.0	54.0	58.5
Deaf-blindness ^d	30.1	45.8	41.4	72.5	53.4	40.4	42.7	49.7	57.7	51.6
Traumatic brain injury	52.1	54.9	57.4	58.7	60.7	57.2	57.8	65.0	64.2	61.9
All disabilities	42.2	42.5	43.1	45.5	46.8	46.5	48.0	51.4	52.5	54.5

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1994-95 through 2003-04. Data updated as of July 30, 2005. Also table 4-1 in vol. 2 (2003-04 only) of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas. The data for 2002-03 were revised since the 27th Annual Report to Congress on the Implementation of IDEA: Two states revised their exiting count for 2002-03.

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

^bTwo large states appear to have underreported dropouts in 1998-99. This was a factor in national trends reflected in table 1-20 for 1998-99.

^cSee note a on figure 1-40 as to how this percentage was calculated.

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

- From 1994-95 through 2003-04, the graduation rate improved for students in all disability categories. The largest gains were made by students with autism or deaf-blindness. Notable gains were also made by students with speech or language impairments or those with multiple disabilities.
- From 1994-95 through 2003-04, 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.

¹³ See footnote 12 on p. 90.

- Since 1995-96, students with mental retardation have consistently had the second lowest graduation rate.

How has the dropout rate changed over time for students with different disabilities?¹⁴

Table 1-19. Students ages 14 through 21 with disabilities who dropped out of school, by disability category: 1994-95^a through 2003-04^a

Disability	1994-95	1995-96	1996-97	1997-98	1998-99 ^b	1999-2000	2000-01	2001-02	2002-03	2003-04
Percent ^c										
Specific learning disabilities	44.7	44.5	43.4	41.3	40.2	39.9	38.6	35.4	31.4	29.1
Speech or language impairments	51.6	50.5	48.1	44.6	40.9	39.2	39.4	35.9	31.0	29.4
Mental retardation	40.0	40.2	40.0	37.6	36.0	36.8	35.2	32.2	29.3	27.6
Emotional disturbance	69.3	70.1	69.3	67.3	65.6	65.3	65.0	61.3	55.9	52.3
Multiple disabilities	40.2	31.9	32.0	29.0	29.8	27.8	27.8	27.3	24.9	22.2
Hearing impairments	28.3	28.5	25.9	23.7	24.9	23.8	24.6	21.2	18.8	16.7
Orthopedic impairments	28.8	30.0	28.5	25.2	28.3	31.5	27.3	24.8	22.4	16.5
Other health impairments	38.7	37.3	38.2	35.0	36.5	35.3	36.2	32.8	28.9	27.8
Visual impairments	24.7	22.8	22.0	22.2	20.9	20.6	23.3	17.8	15.5	12.7
Autism	33.6	30.5	29.1	21.0	25.4	25.6	22.2	18.7	16.1	13.2
Deaf-blindness ^d	27.2	15.3	28.7	12.9	26.2	29.8	24.2	28.7	27.6	17.5
Traumatic brain injury	33.6	31.3	30.4	26.6	27.7	29.2	28.8	24.8	22.8	23.0
All disabilities	47.5	47.4	46.4	44.0	42.6	42.3	41.2	37.8	33.6	31.1

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Children with Disabilities Exiting Special Education,” 1994-95 through 2003-04. Data updated as of July 30, 2005. Also table 4-1 in vol. 2 (2003-04 only) of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas. The data for 2002-03 were revised since the *27th Annual Report to Congress on the Implementation of IDEA*: Two states revised their exiting count for 2002-03.

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

^bTwo large states appear to have underreported the number of dropouts in 1998-99. This was a factor in national trends reflected in table 1-21 for 1998-99.

^cSee note b on figure 1-40 as to how this percentage was calculated.

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

- From 1994-95 through 2003-04, the dropout rate declined for students in all disability categories. Improvements were most notable for students with speech or language impairments, autism, multiple disabilities and emotional disturbance.

¹⁴ See footnote 12 on p. 90.

- From 1994-95 through 2003-04, there was little change in the relative standing of the dropout rates for the various disability categories. 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.
- Students with autism moved from the middle of the distribution to having one of the lowest dropout rates, while students with deaf-blindness moved from having one of the lowest dropout rates to the middle of the distribution.

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

Table 1-20. Students ages 14 through 21 with disabilities who graduated or dropped out, by race/ethnicity: 2003-04^a

Race/ethnicity	Graduated with a regular diploma		Dropped out	
	Number	Percentage ^b	Number	Percentage ^c
American Indian/Alaska Native	3,052	47.8	2,850	44.6
Asian/Pacific Islander	4,297	63.5	1,486	22.0
Black (not Hispanic)	32,507	39.1	31,843	38.3
Hispanic	25,925	47.6	19,438	35.7
White (not Hispanic)	148,291	61.3	66,444	27.5

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Children with Disabilities Exiting Special Education,” 2003-04. Data updated as of July 30, 2005. Also tables 4-4a through 4-4e in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

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

^bSee note a on figure 1-40 as to how this percentage was calculated.

^cSee note b on figure 1-40 as to how this percentage was calculated.

- In 2003-04, the graduation rate was highest for Asian/Pacific Islander (63.5 percent) and white (61.3 percent) students with disabilities. The graduation rate for all students ages 14 through 21 with disabilities was 54.5 percent (see table 1-18).
- The graduation rate was lowest for black students with disabilities (39.1 percent).
- The dropout rate was lowest for Asian/Pacific Islander (22.0 percent) and white (27.5 percent) students with disabilities. The dropout rate for all students ages 14 through 21 with disabilities was 31.1 percent (see table 1-19).
- The dropout rate was highest for American Indian/Alaska Native students with disabilities (44.6 percent).
- Hispanic (35.7 percent) and black (38.3 percent) students with disabilities had similar dropout rates.

Section II

The State Picture

Introduction to State Profiles

This section focuses on the 50 states and the District of Columbia. Most of the data are available in the tables in vol. 2. This section combines data from those tables to provide a picture of special education and early intervention services in each state. This section also includes information about the state’s public school enrollment, per-pupil expenditures and whether the state provides early intervention services to children under age 3 at risk of experiencing a substantial developmental delay if they do not receive services. Data are taken from the DANS database, including data in the following vol. 2 tables:

Part B

Percentage of students ages 6 through 21 with disabilities educated in regular classrooms at least 80 percent of the school day	2-2
Percentage of students ages 14 through 21 with disabilities exiting school with a regular high school diploma (graduation rate) ¹⁵	4-1 through 4-3
Percentage of students ages 14 through 21 with disabilities who dropped out (dropout rate) ¹⁵	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 as of Dec. 1, except Alaska, 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 as of Dec. 1 of given years, except for the above four states and BIA schools 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 year.

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

Child count data collected annually by all states as of 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 as of Dec. 1 of given years.

Profiles on infants and toddlers receiving early intervention services may contain cells that do not display percentages. Corresponding footnotes indicate these figures “cannot be displayed due to cell suppression.” Cell suppression was instituted with the *28th Annual Report to Congress* to protect the identity of children in accordance with the Department’s privacy policy. Further information about cell suppression can be found in “Notes Concerning the Data Tables That Follow,” items 6 and 7, in vol. 2.

¹⁵ See footnotes a and b to figure 1-40 in Section I of this report for information on how the graduation and dropout rates (percentages) are calculated.

Alabama

Number of regular school districts ¹	131
Total public school enrollment ²	730,140
Per-pupil expenditures ³	\$6,581
Percentage of population residing in urban areas ⁴	55.4
Percentage of children under age 18 below poverty level ⁵	22.3

Special Education⁶

	Alabama ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	48	45	44	48	56	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	20	20	17	18	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	46	38	40	38	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

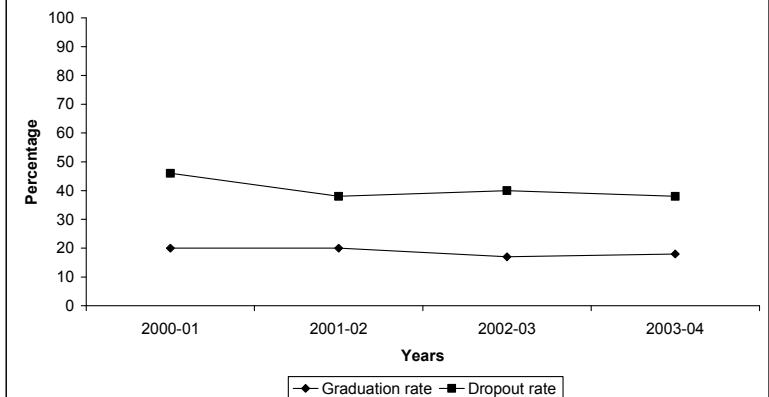
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Alabama (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Alabama Department of Rehabilitation Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,261

Part C	Alabama					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.2	1.2	1.2	1.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	79	82	86	91	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

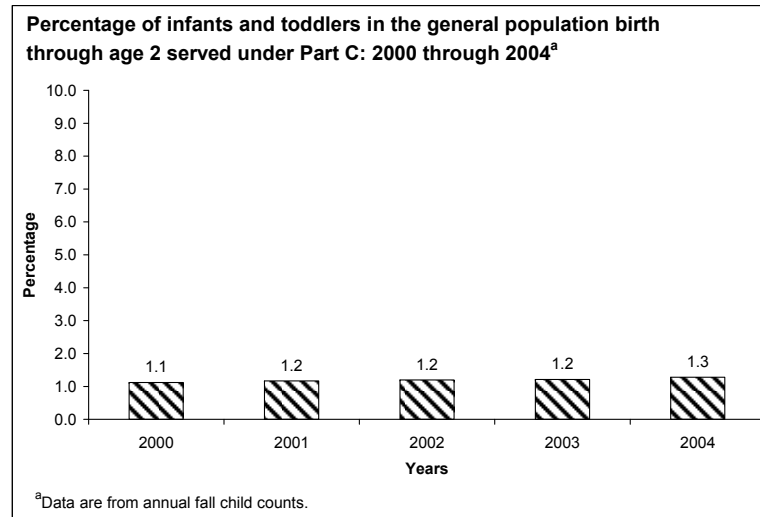
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Alaska

Number of regular school districts ¹	54
Total public school enrollment ²	132,970
Per-pupil expenditures ³	\$10,116
Percentage of population residing in urban areas ⁴	65.6
Percentage of children under age 18 below poverty level ⁵	12.5

Special Education⁶

	Alaska ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	58	57	57	58	58	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	36	38	39	56	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	62	60	59	40	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

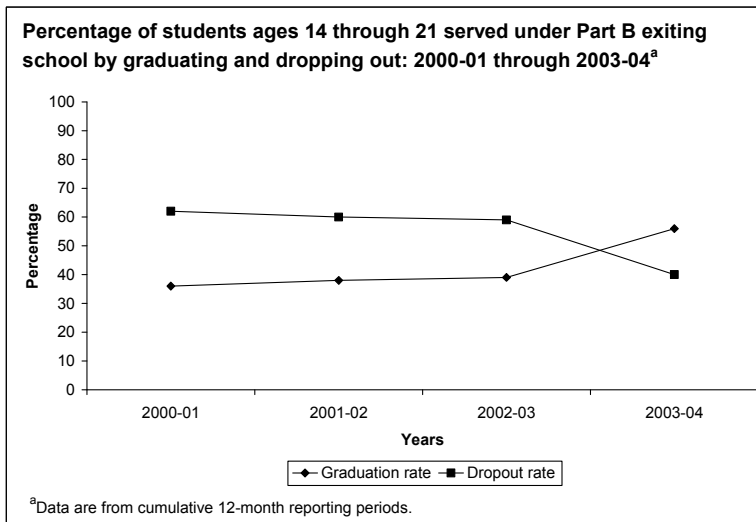
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF) 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saipe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saipe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Alaska (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Alaska Department of Health and Social Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

610

Part C	Alaska ^a					50 states and DC		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.3	2.2	2.1	2.1	2.0	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	95	96	91	94	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

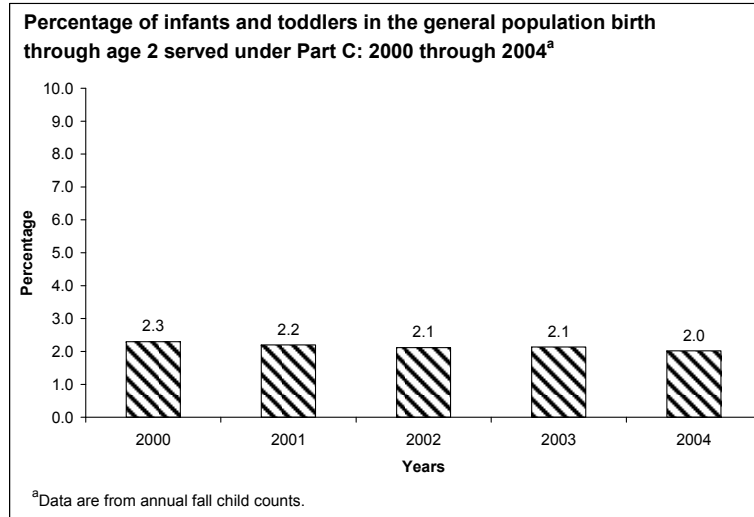
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Arizona

Number of regular school districts ¹	218
Total public school enrollment ²	1,043,298
Per-pupil expenditures ³	\$5,991
Percentage of population residing in urban areas ⁴	88.2
Percentage of children under age 18 below poverty level ⁵	20.7

Special Education⁶

	Arizona ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	48	48	48	48	49	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	43	50	54	53	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	57	48	44	44	NA	41	31	21-64	16-81	41	32

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

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

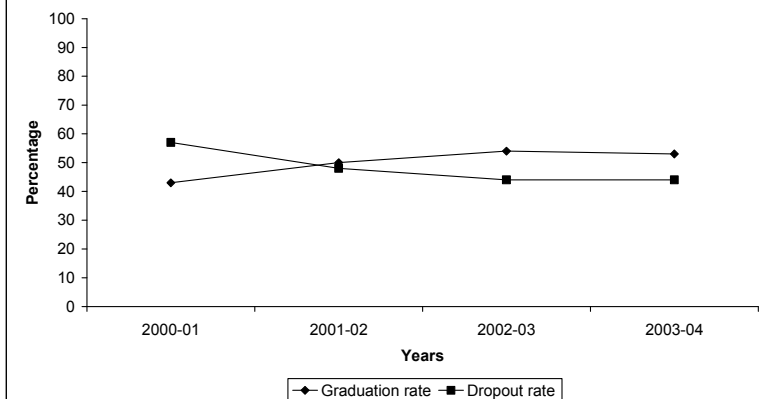
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Arizona (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Arizona Department of Economic Security

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

4,196

Part C	Arizona ^a					50 states and DC		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.3	1.2	1.3	1.4	1.5	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	71	73	85	.	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

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

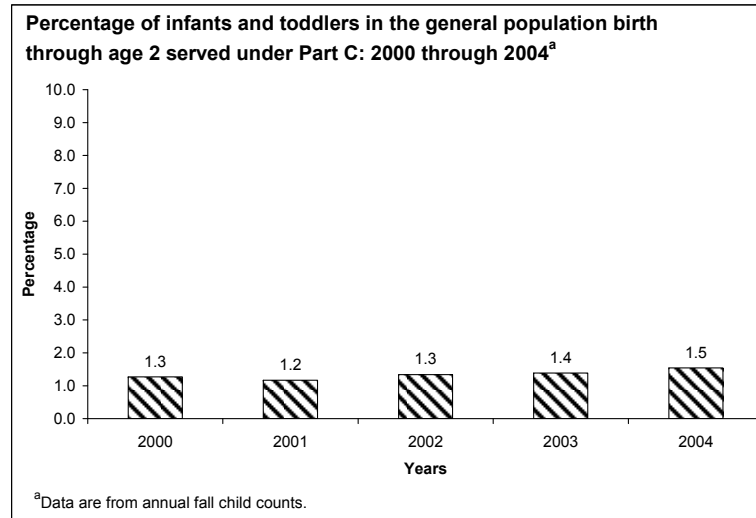
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NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Arkansas

Number of regular school districts ¹	254
Total public school enrollment ²	463,115
Per-pupil expenditures ³	\$6,842
Percentage of population residing in urban areas ⁴	52.5
Percentage of children under age 18 below poverty level ⁵	23.5

Special Education⁶

	Arkansas ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	38	39	39	41	44	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	57	75	79	81	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	38	21	18	16	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

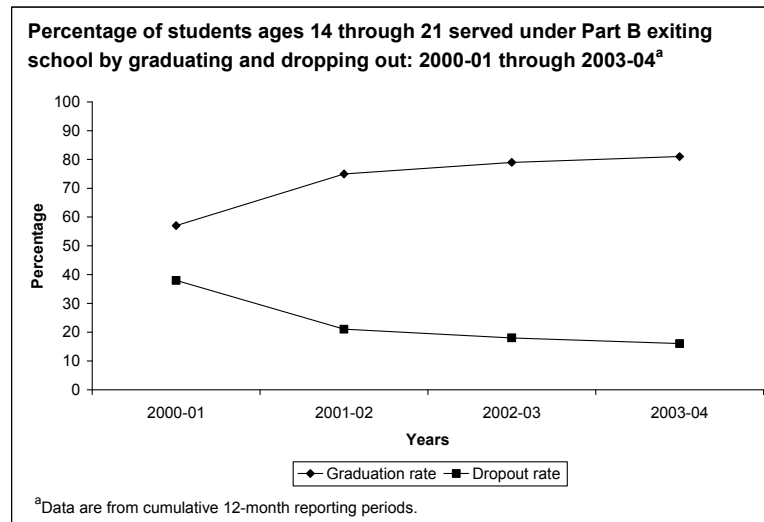
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Arkansas (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Arkansas Department of Human Services/Developmental Disabilities

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,283

	Arkansas					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Part C											
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.5	2.6	2.5	2.9	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	58	69	67	72	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

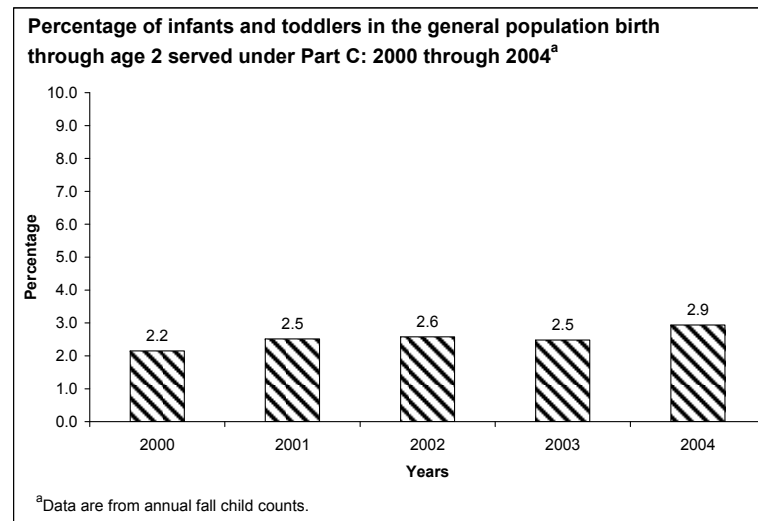
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



California

Number of regular school districts ¹	985
Total public school enrollment ²	6,441,557
Per-pupil expenditures ³	\$7,673
Percentage of population residing in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	19.6

Special Education⁶

	California					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	61	53	50	49	49	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	48	54	57	63	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	40	38	35	30	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

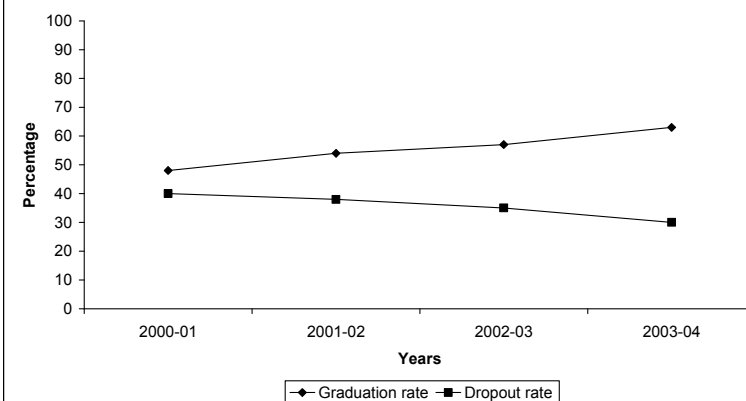
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

California (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

California Department of Developmental Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

28,781

	California ^a					50 states and DC		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
Part C											
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.5	1.6	1.8	1.7	1.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	58	73	83	.	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

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

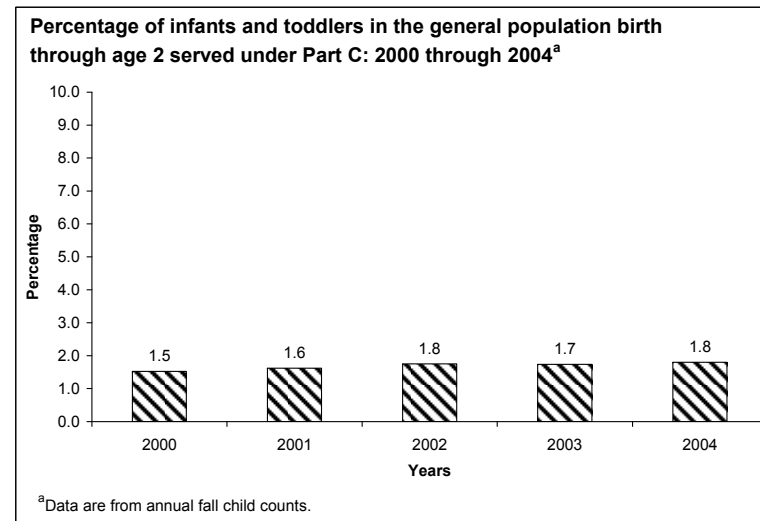
. Cannot be displayed due to cell suppression.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Colorado

Number of regular school districts ¹	178
Total public school enrollment ²	765,976
Per-pupil expenditures ³	\$7,478
Percentage of population residing in urban areas ⁴	84.5
Percentage of children under age 18 below poverty level ⁵	12.8

Special Education⁶

	Colorado ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	72	71	69	70	70	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	47	39	52	57	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	48	55	43	38	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

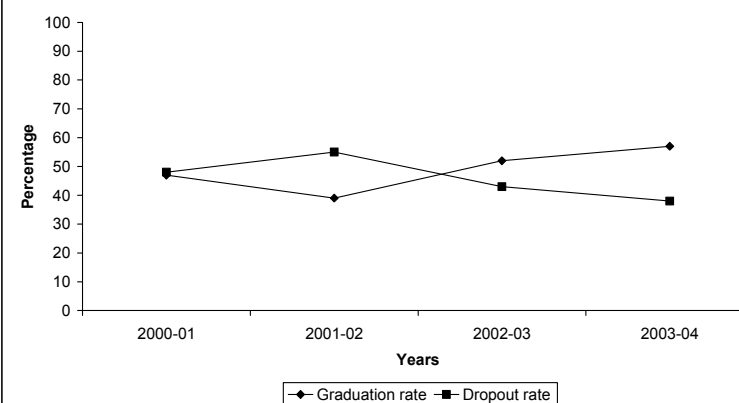
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Colorado (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Colorado Department of Human Services/Developmental Disabilities

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,484

Part C	Colorado ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.3	1.6	1.4	1.6	1.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	68	86	94	97	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home and program for typically developing children*.

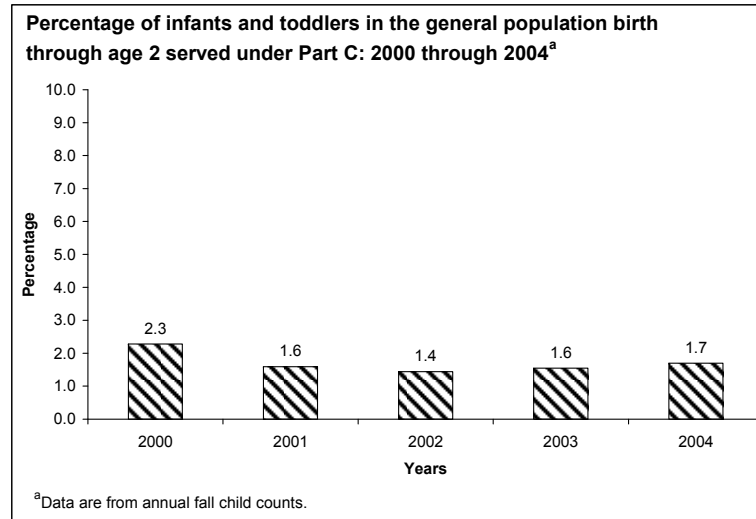
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Connecticut

Number of regular school districts ¹	166
Total public school enrollment ²	577,390
Per-pupil expenditures ³	\$11,436
Percentage of population residing in urban areas ⁴	87.7
Percentage of children under age 18 below poverty level ⁵	10.5

Special Education⁶

	Connecticut					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	55	55	56	57	61	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	50	58	63	66	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	48	38	36	31	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

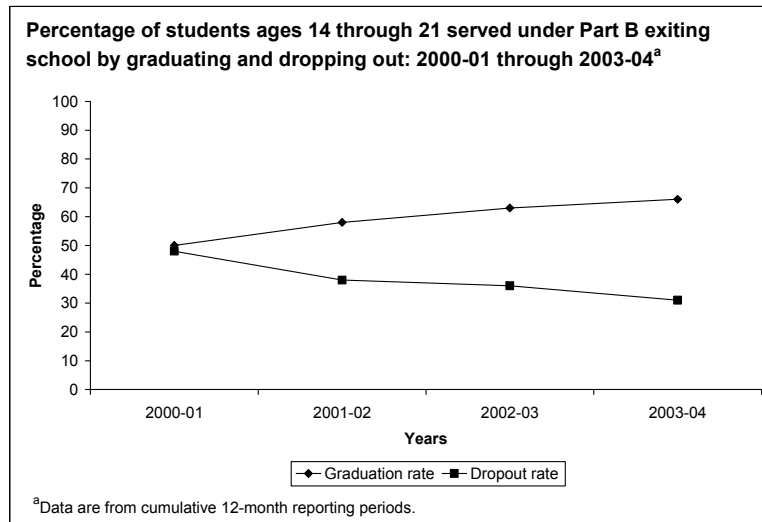
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Connecticut (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Connecticut Department of Mental Retardation

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,948

Part C	Connecticut ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.9	3.0	3.2	2.9	3.1	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	100	100	100	100	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home and program for typically developing children*.

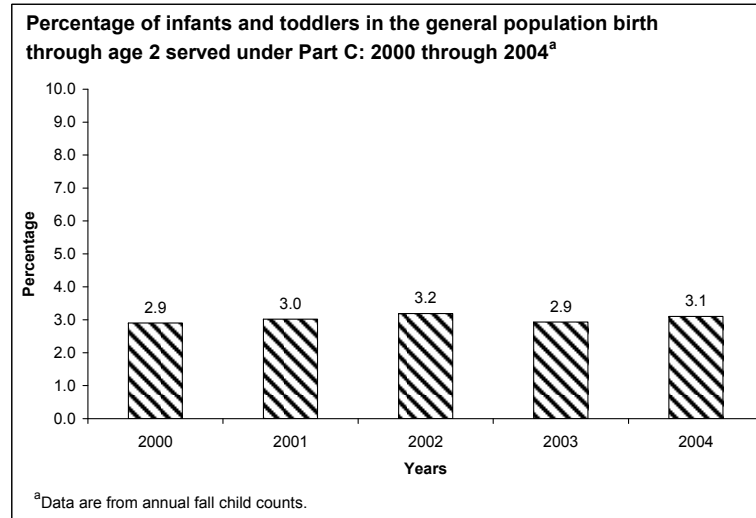
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Delaware

Number of regular school districts ¹	19
Total public school enrollment ²	119,091
Per-pupil expenditures ³	\$10,212
Percentage of population residing in urban areas ⁴	80.1
Percentage of children under age 18 below poverty level ⁵	13.0

Special Education⁶

	Delaware					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	32	35	38	40	45	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	55	52	63	63	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	37	40	28	29	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

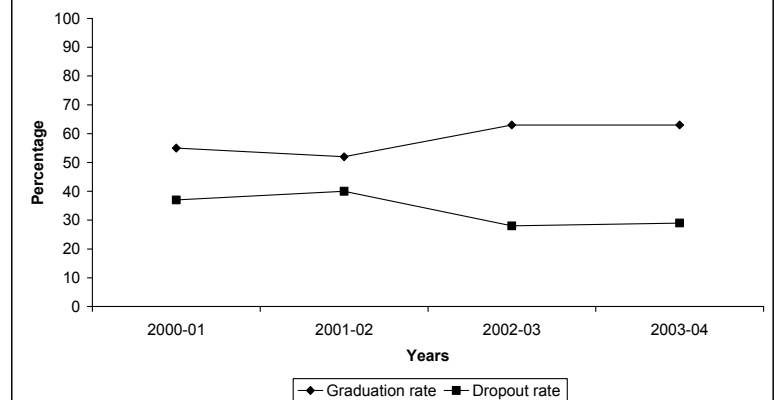
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Delaware (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Delaware Department of Health and Social Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,006

Part C	Delaware ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	3.2	2.9	3.2	2.9	3.1	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	35	75	72	76	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home and program for typically developing children*.

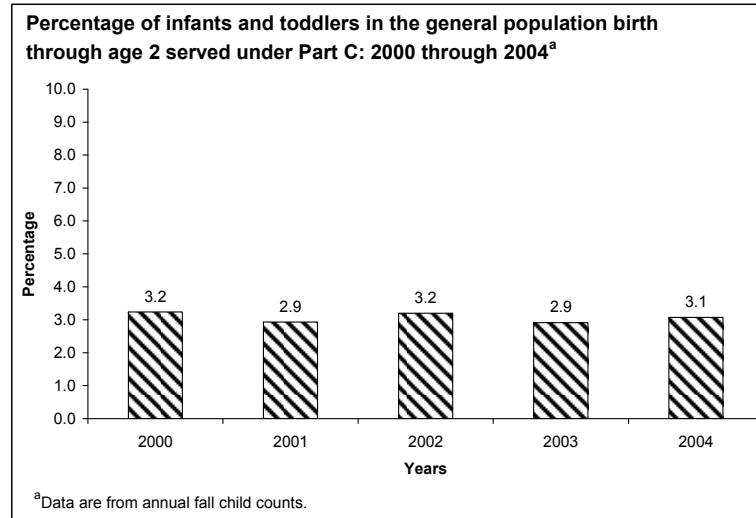
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



District of Columbia

Number of regular school districts ¹	1
Total public school enrollment ²	76,714
Per-pupil expenditures ³	\$12,959
Percentage of population residing in urban areas ⁴	100.0
Percentage of children under age 18 below poverty level ⁵	29.6

Special Education⁶

	District of Columbia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	4	3	13	14	12	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	22	17	26	20	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	64	65	71	67	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

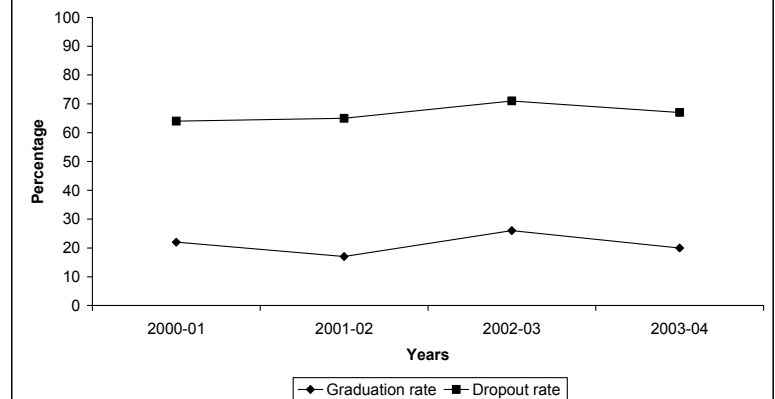
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

District of Columbia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

District of Columbia Department of Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

288

Part C	District of Columbia					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.4	1.3	1.1	1.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	34	57	43	49	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

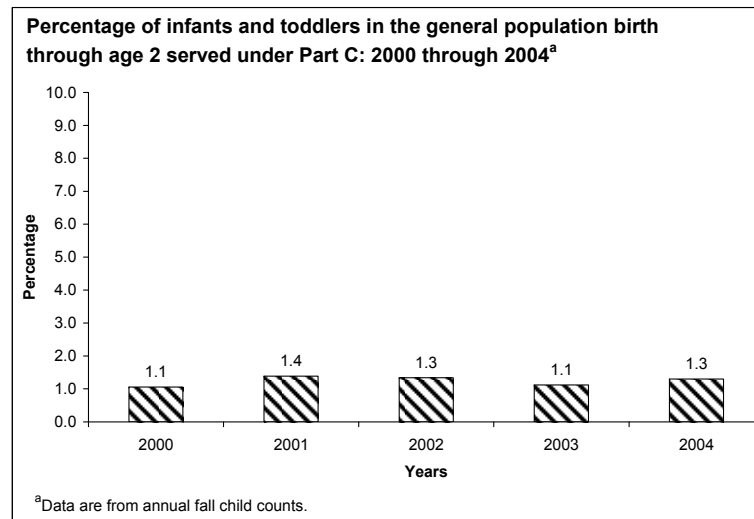
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Florida

Number of regular school districts ¹	67
Total public school enrollment ²	2,639,336
Per-pupil expenditures ³	\$6,793
Percentage of population residing in urban areas ⁴	89.3
Percentage of children under age 18 below poverty level ⁵	19.3

Special Education⁶

	Florida ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	49	49	49	51	56	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	33	35	41	41	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	36	30	28	29	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

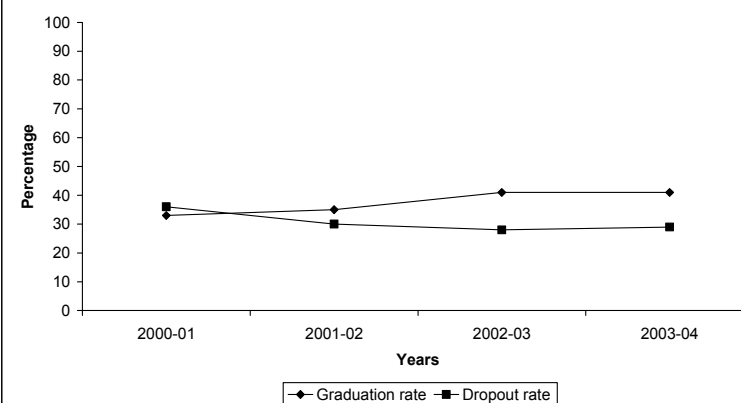
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Florida (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Florida Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

12,214

Part C	Florida ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.5	2.4	2.7	2.3	1.9	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	28	67	35	26	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

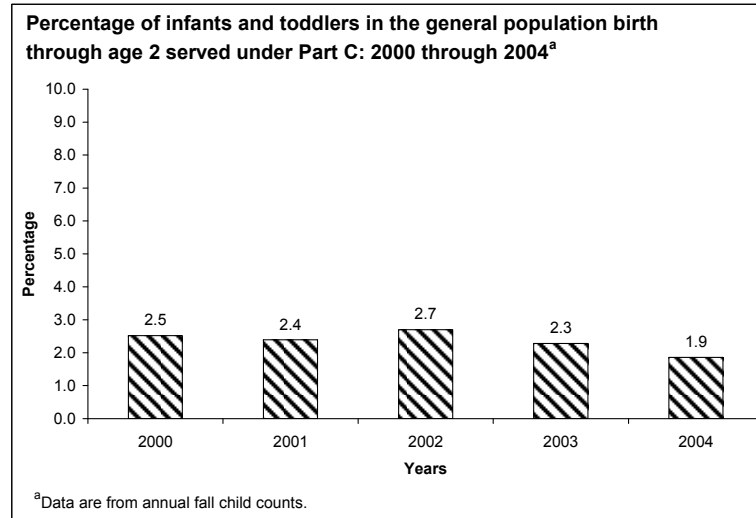
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Georgia

Number of regular school districts ¹	180
Total public school enrollment ²	1,553,437
Per-pupil expenditures ³	\$7,742
Percentage of population residing in urban areas ⁴	71.6
Percentage of children under age 18 below poverty level ⁵	19.1

Special Education⁶

	Georgia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	36	37	43	48	51	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	19	29	27	32	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	58	40	40	27	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

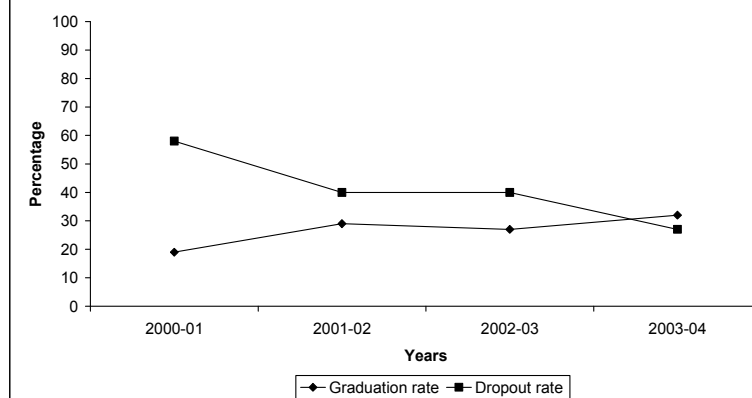
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Georgia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Georgia Department of Human Resources/Division of Public Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

5,450

Part C	Georgia ^a					50 states and DC		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.0	1.0	1.0	1.2	1.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	82	92	100	100	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

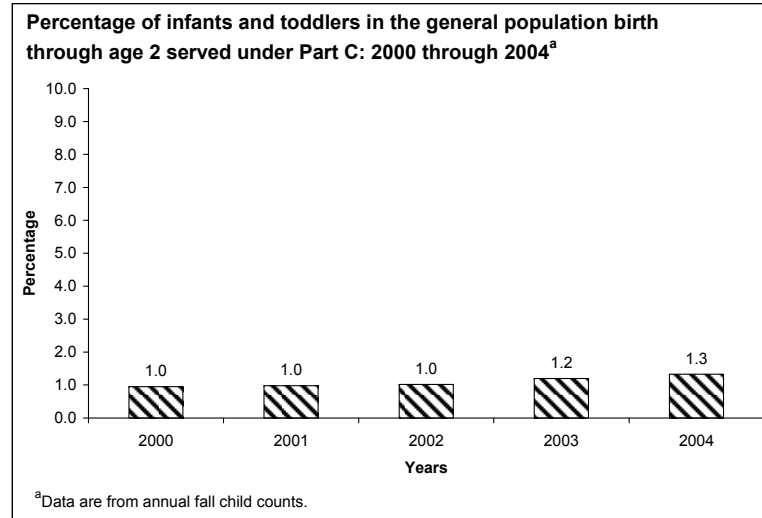
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



Hawaii

Number of regular school districts ¹	1
Total public school enrollment ²	183,185
Per-pupil expenditures ³	\$8,533
Percentage of population residing in urban areas ⁴	91.5
Percentage of children under age 18 below poverty level ⁵	14.7

Special Education⁶

	Hawaii ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	45	11	24	24	24	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	58	71	86	67	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	21	25	12	18	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

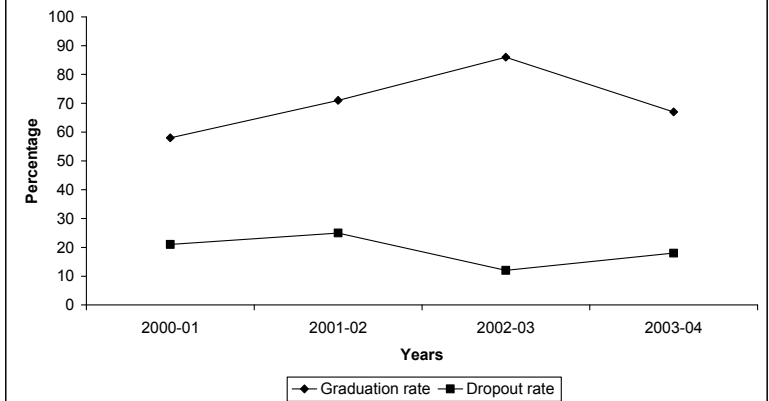
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Hawaii (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Hawaii Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

3,936

Part C	Hawaii ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	7.6	8.1	9.7	7.7	7.1	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	79	83	83	88	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

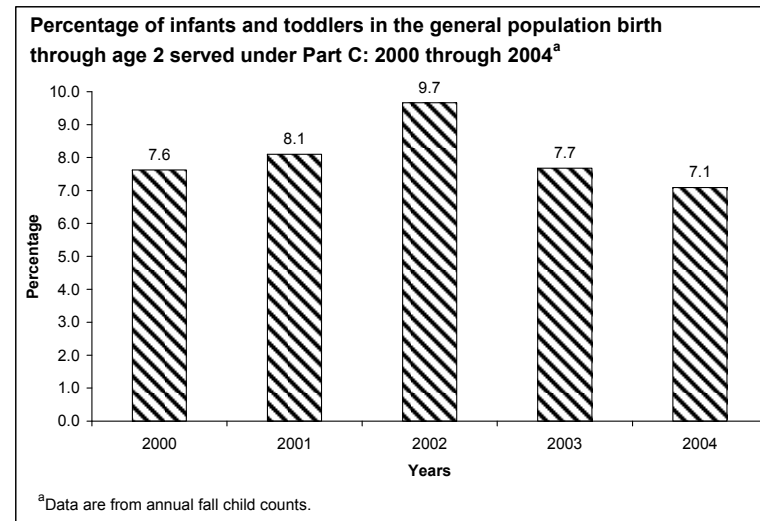
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



Idaho

Number of regular school districts ¹	114
Total public school enrollment ²	256,084
Per-pupil expenditures ³	\$6,168
Percentage of population residing in urban areas ⁴	66.4
Percentage of children under age 18 below poverty level ⁵	16.0

Special Education⁶

	Idaho ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	65	65	62	59	59	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	61	63	65	65	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	33	32	29	32	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

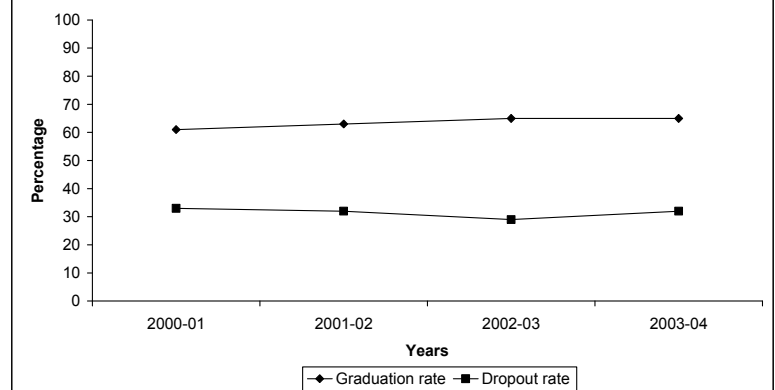
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Idaho (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Idaho Department of Health and Welfare/Developmental Disabilities

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,706

Part C	Idaho					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.1	2.2	2.4	2.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	79	87	88	88	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

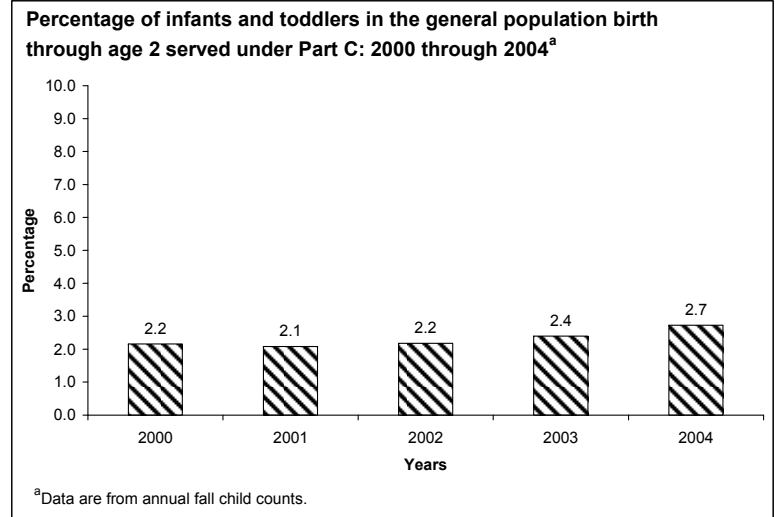
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Illinois

Number of regular school districts ¹	880
Total public school enrollment ²	2,097,503
Per-pupil expenditures ³	\$8,606
Percentage of population residing in urban areas ⁴	87.8
Percentage of children under age 18 below poverty level ⁵	15.6

Special Education⁶

	Illinois ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	36	39	42	44	47	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	55	51	62	71	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	40	46	35	27	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

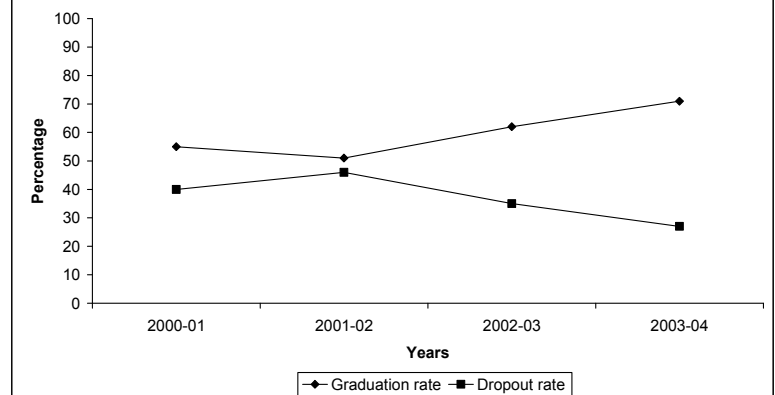
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Illinois (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Illinois Department of Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

15,318

Part C	Illinois ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	1.9	2.0	2.5	2.9	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	66	78	80	82	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

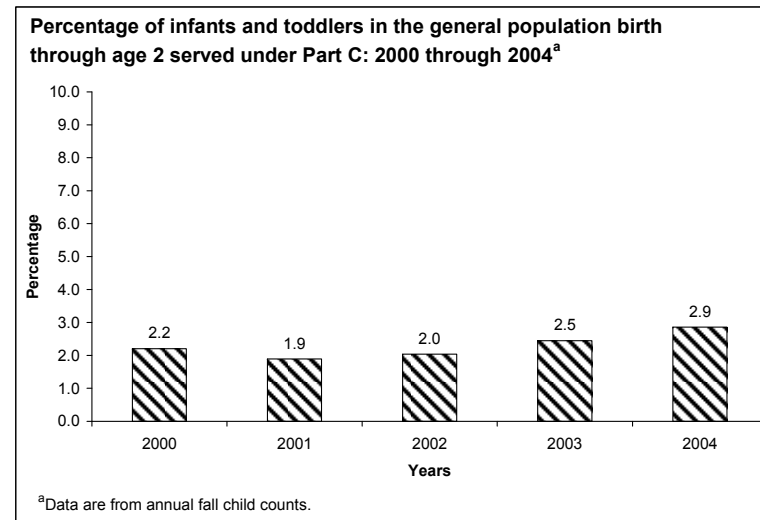
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Indiana

Number of regular school districts ¹	294
Total public school enrollment ²	1,021,348
Per-pupil expenditures ³	\$8,431
Percentage of population residing in urban areas ⁴	70.8
Percentage of children under age 18 below poverty level ⁵	13.7

Special Education⁶

	Indiana ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	58	58	58	58	60	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	42	43	41	39	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	48	46	46	50	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Indiana (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Indiana Family and Social Services Administration

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

10,738

Part C	Indiana ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	3.3	3.6	3.7	4.0	4.2	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	87	88	90	90	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

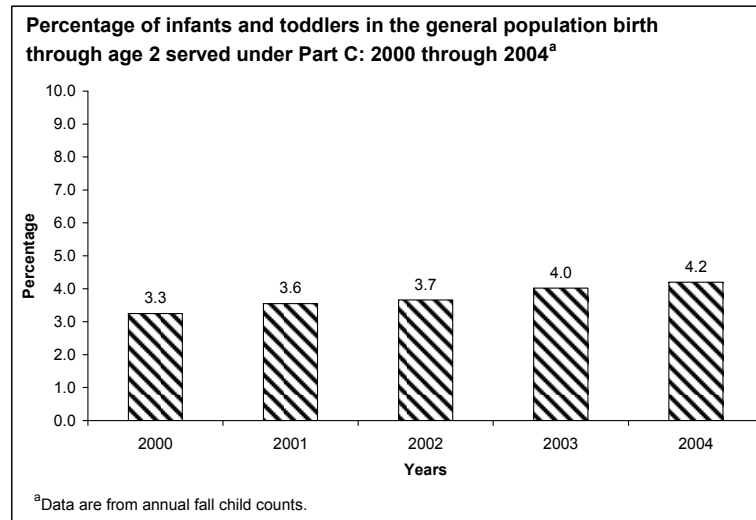
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Iowa

Number of regular school districts ¹	367
Total public school enrollment ²	478,319
Per-pupil expenditures ³	\$7,626
Percentage of population residing in urban areas ⁴	61.1
Percentage of children under age 18 below poverty level ⁵	12.3

Special Education⁶

	Iowa ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	45	44	44	44	44	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	57	64	64	67	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	40	34	30	28	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

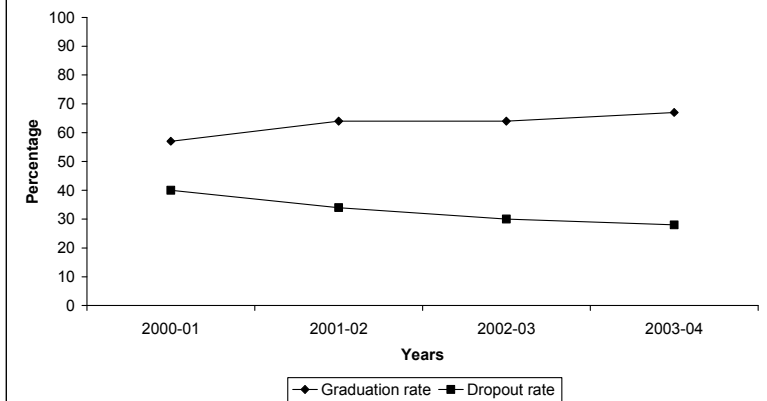
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Iowa (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Iowa Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,331

	Iowa					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Part C											
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.3	1.5	1.8	2.0	2.1	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	90	92	94	95	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

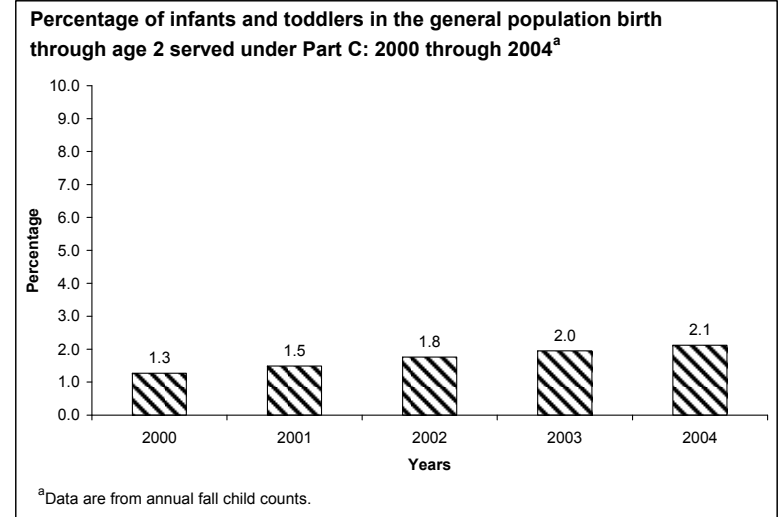
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Kansas

Number of regular school districts ¹	301
Total public school enrollment ²	469,136
Per-pupil expenditures ³	\$7,776
Percentage of population residing in urban areas ⁴	71.4
Percentage of children under age 18 below poverty level ⁵	13.8

Special Education⁶

	Kansas ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	59	58	59	58	56	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	64	61	64	67	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	34	37	34	32	NA	41	31	21-64	16-81	41	32

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

^bKansas 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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

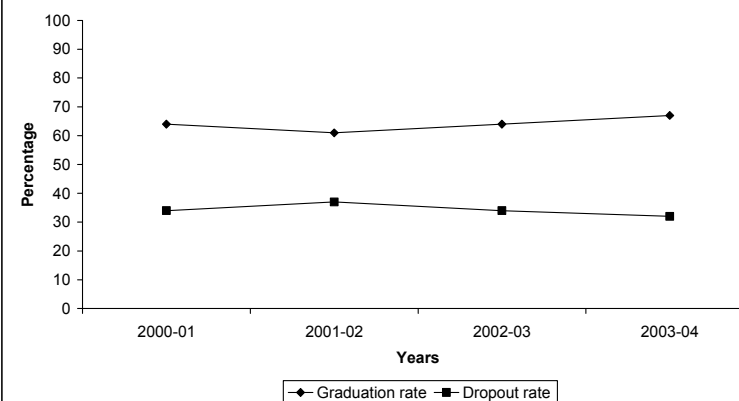
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Kansas (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Kansas Department of Health and Environment

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,947

Part C	Kansas ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.4	2.5	2.4	2.6	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	88	91	94	94	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

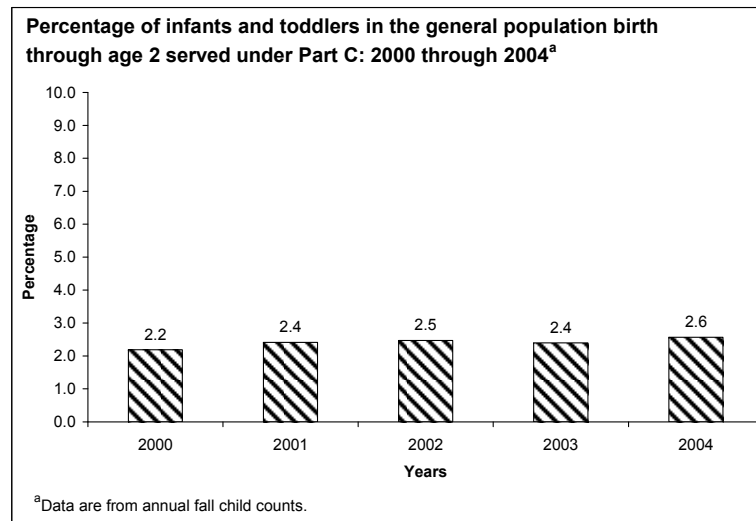
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Kentucky

Number of regular school districts ¹	176
Total public school enrollment ²	674,796
Per-pupil expenditures ³	\$6,861
Percentage of population residing in urban areas ⁴	55.8
Percentage of children under age 18 below poverty level ⁵	21.1

Special Education⁶

	Kentucky ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	51	56	57	59	62	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	47	49	55	57	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	45	42	38	36	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

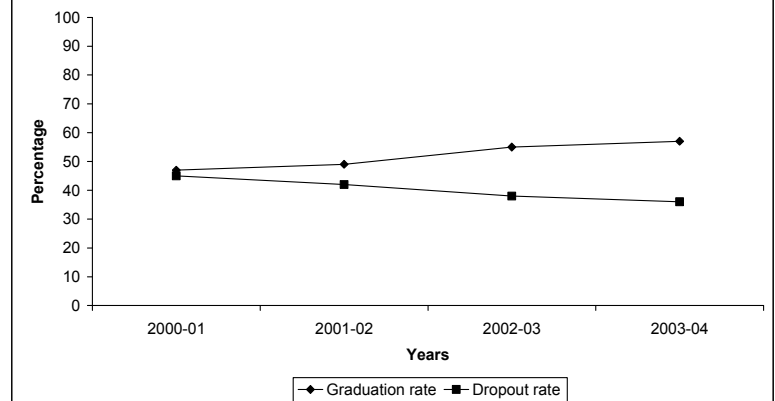
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Kentucky (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Kentucky Department of Health Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,666

Part C	Kentucky ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.4	2.6	2.4	2.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	92	91	93	.	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

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

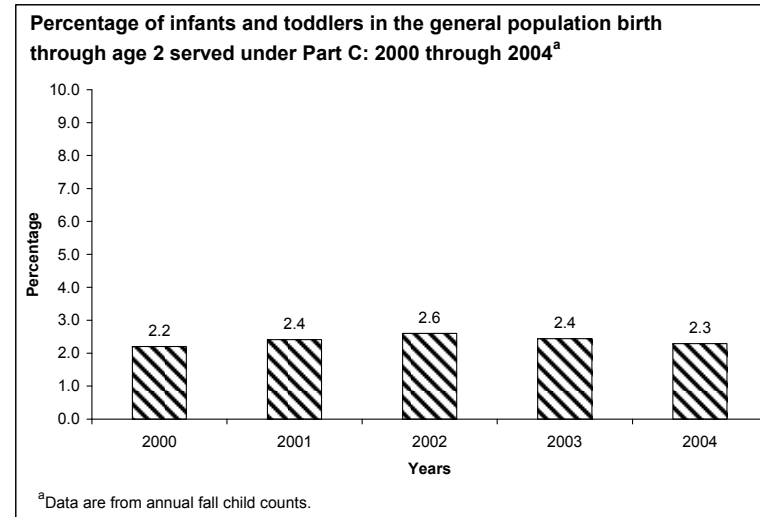
. Cannot be displayed due to cell suppression.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Louisiana

Number of regular school districts ¹	68
Total public school enrollment ²	724,281
Per-pupil expenditures ³	\$7,271
Percentage of population residing in urban areas ⁴	72.6
Percentage of children under age 18 below poverty level ⁵	26.6

Special Education⁶

	Louisiana ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	44	46	48	50	53	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	18	22	26	23	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	62	56	50	54	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

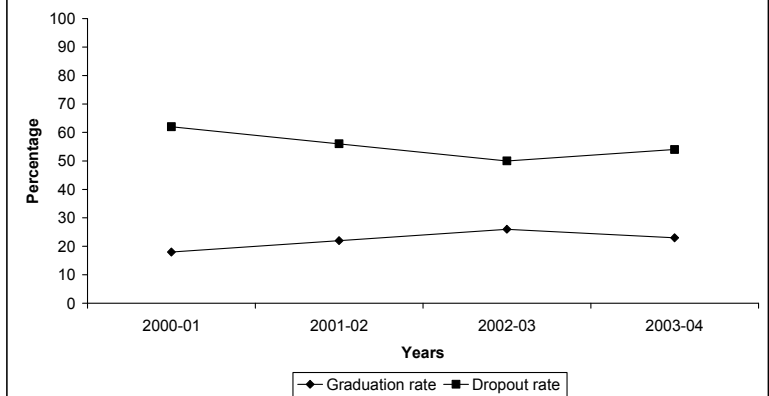
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Louisiana (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Louisiana Department of Health and Hospitals

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

4,522

Part C	Louisiana ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.2	1.3	1.8	2.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	89	90	91	89	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

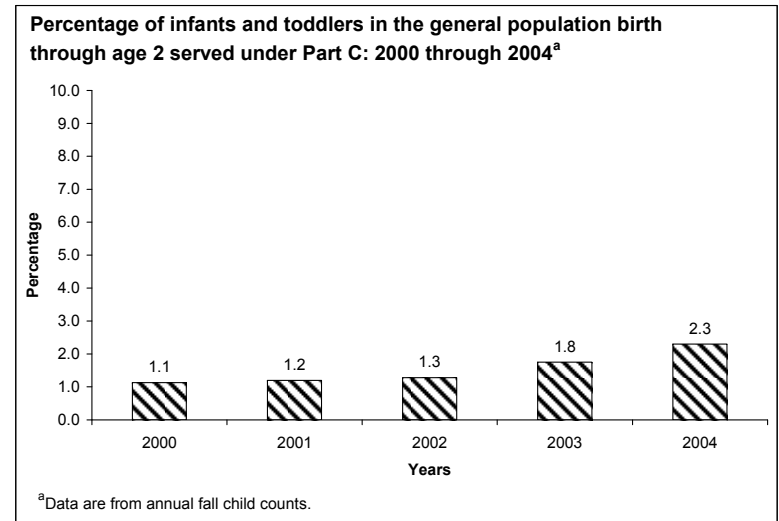
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Maine

Number of regular school districts ¹	283
Total public school enrollment ²	198,820
Per-pupil expenditures ³	\$9,746
Percentage of population residing in urban areas ⁴	40.2
Percentage of children under age 18 below poverty level ⁵	14.3

Special Education⁶

	Maine ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	52	53	53	54	55	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	57	57	60	65	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	38	38	37	31	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

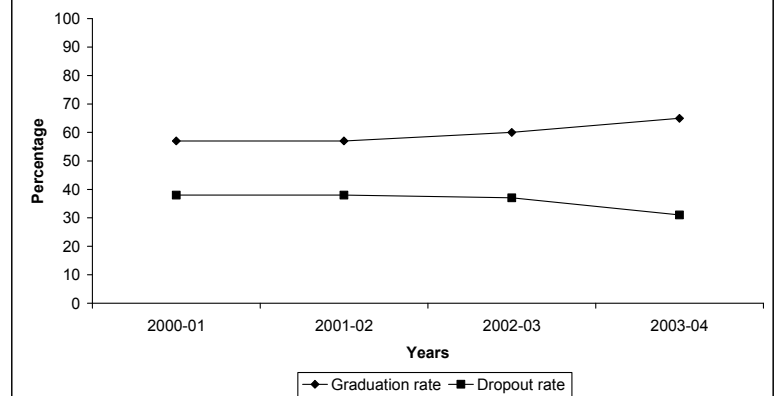
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Maine (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Maine Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,169

Part C	Maine ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.0	2.4	2.7	2.7	2.9	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	46	49	59	69	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

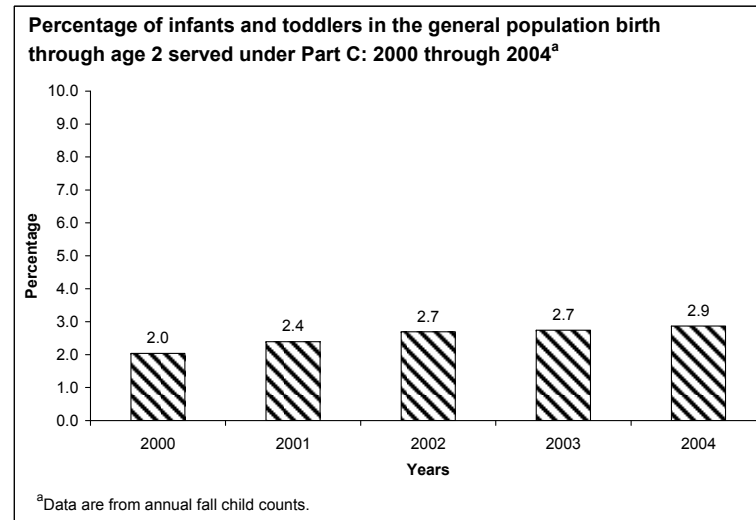
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Maryland

Number of regular school districts ¹	24
Total public school enrollment ²	865,561
Per-pupil expenditures ³	\$9,433
Percentage of population residing in urban areas ⁴	86.1
Percentage of children under age 18 below poverty level ⁵	11.5

Special Education⁶

	Maryland					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	46	49	51	55	57	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	56	60	57	60	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	36	31	32	29	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

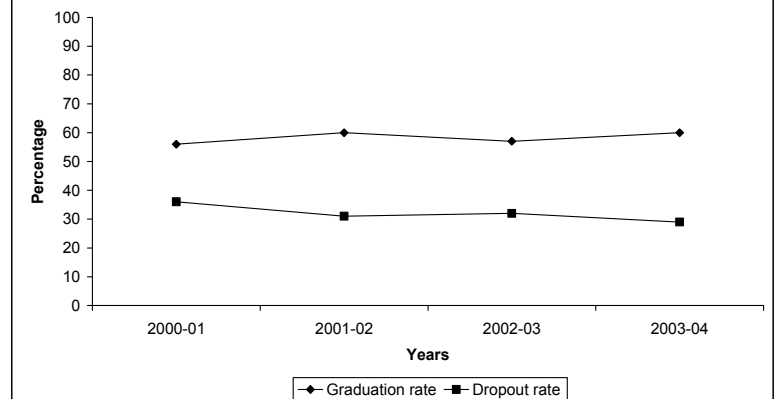
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Maryland (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Maryland State Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

6,276

Part C	Maryland ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.3	2.3	2.5	2.5	2.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	73	76	79	81	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

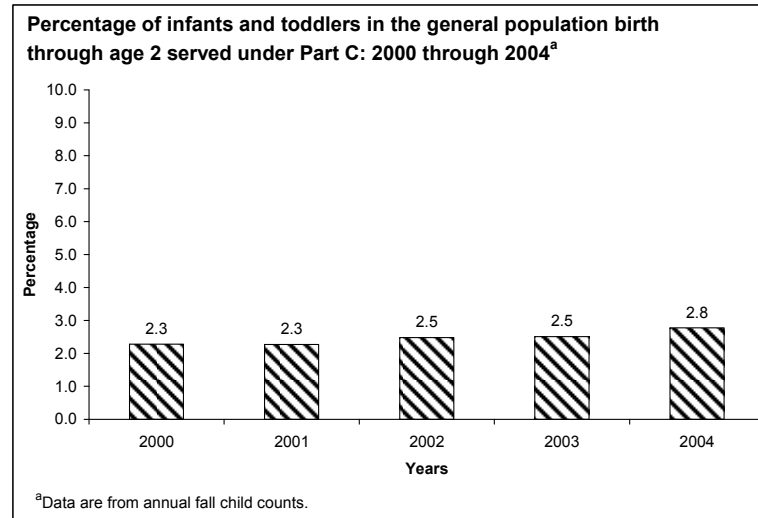
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Massachusetts

Number of regular school districts ¹	350
Total public school enrollment ²	975,574
Per-pupil expenditures ³	\$11,015
Percentage of population residing in urban areas ⁴	91.4
Percentage of children under age 18 below poverty level ⁵	11.9

Special Education⁶

	Massachusetts ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	18	12	12	35	44	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	59	58	56	48	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	38	39	42	48	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

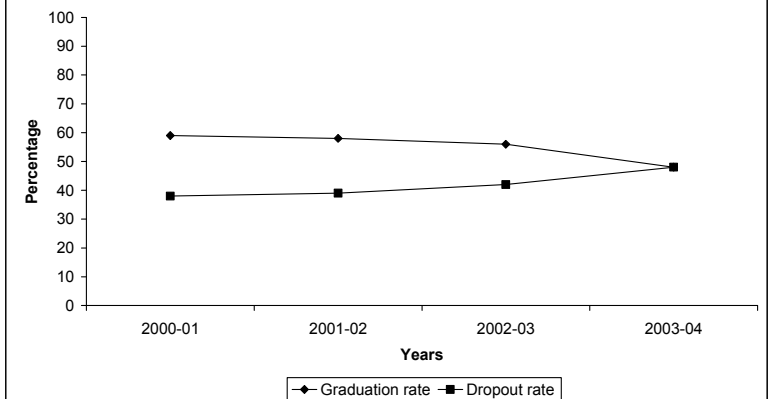
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Massachusetts (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Massachusetts Department of Public Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

13,757

Part C	Massachusetts					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	5.1	5.5	5.8	6.0	5.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	100	93	98	98	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

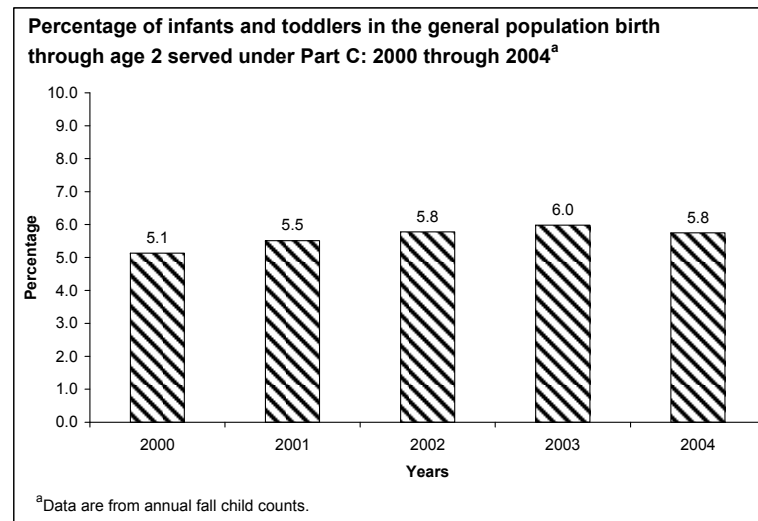
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Michigan

Number of regular school districts ¹	552
Total public school enrollment ²	1,750,919
Per-pupil expenditures ³	\$9,094
Percentage of population residing in urban areas ⁴	74.7
Percentage of children under age 18 below poverty level ⁵	15.0

Special Education⁶

	Michigan ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	44	44	44	44	45	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	38	40	43	54	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	58	52	49	40	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

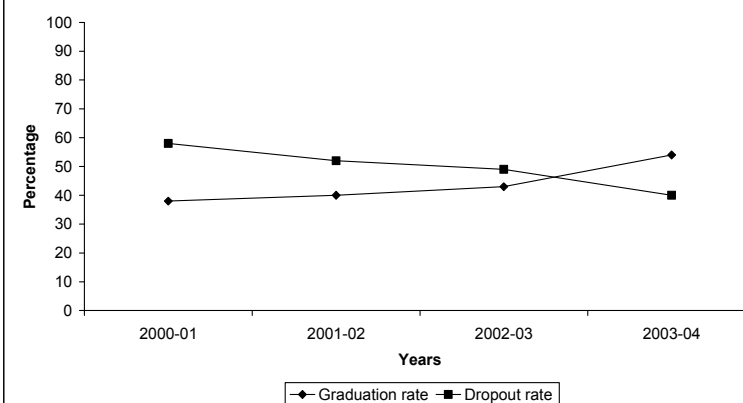
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Michigan (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Michigan Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

8,350

Part C	Michigan ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	1.8	1.9	2.1	2.2	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	77	77	77	77	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

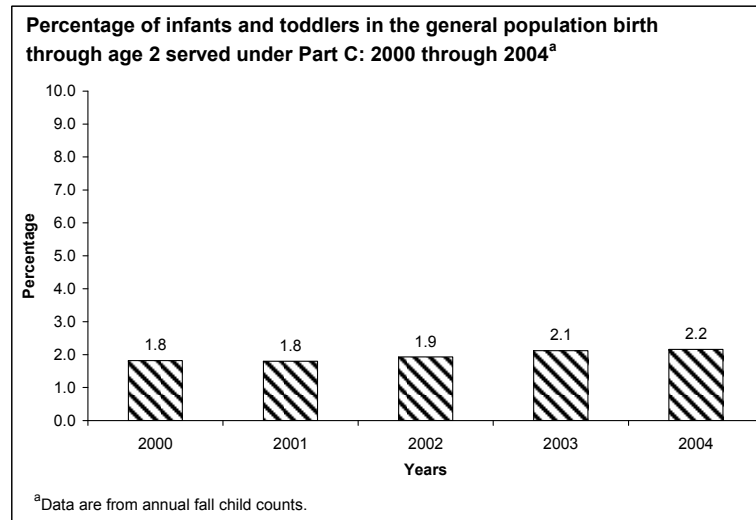
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



Minnesota

Number of regular school districts ¹	343
Total public school enrollment ²	838,503
Per-pupil expenditures ³	\$8,405
Percentage of population residing in urban areas ⁴	70.9
Percentage of children under age 18 below poverty level ⁵	10.2

Special Education⁶

	Minnesota ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	64	63	62	61	60	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	48	52	69	71	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	51	47	30	29	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

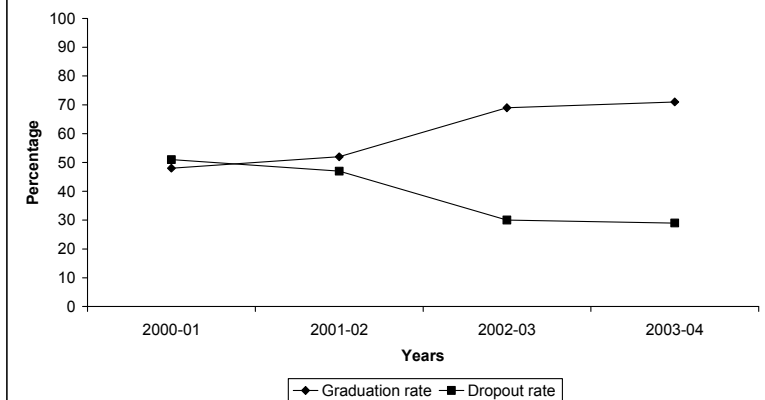
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Minnesota (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Minnesota Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,039

Part C	Minnesota ^a					50 states and DC		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.5	1.6	1.7	1.8	1.5	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	82	84	85	83	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

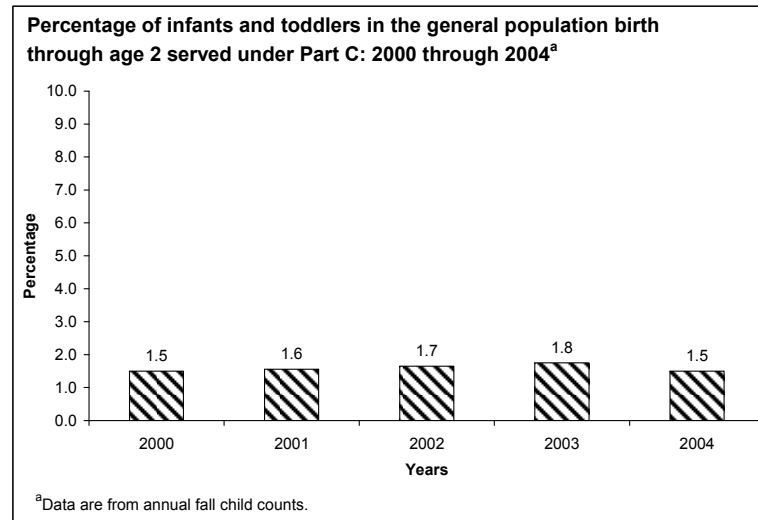
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Mississippi

Number of regular school districts ¹	152
Total public school enrollment ²	495,376
Per-pupil expenditures ³	\$6,199
Percentage of population residing in urban areas ⁴	48.8
Percentage of children under age 18 below poverty level ⁵	26.8

Special Education⁶

	Mississippi ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	47	50	44	53	50	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	22	24	21	21	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	35	32	37	37	NA	41	31	21-64	16-81	41	32

^aPlease see the Data Notes in appendix B for information the state submitted regarding educational environments.

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

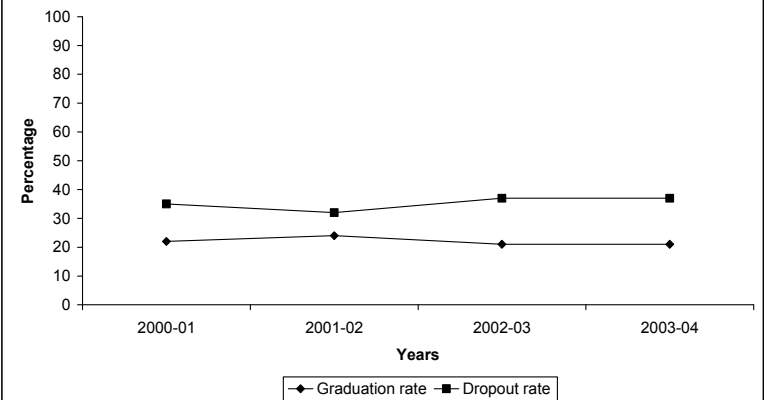
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Mississippi (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Mississippi State Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,126

	Mississippi					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Part C											
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.0	1.6	1.5	1.6	1.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	57	57	67	63	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

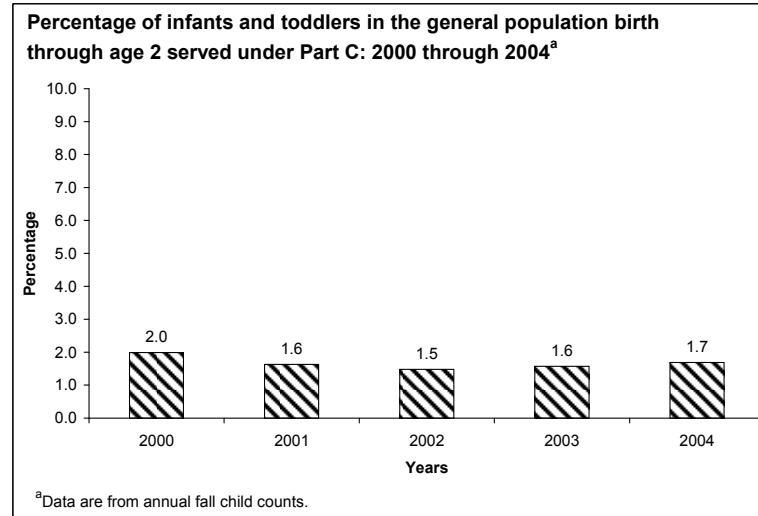
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Missouri

Number of regular school districts ¹	524
Total public school enrollment ²	905,449
Per-pupil expenditures ³	\$7,542
Percentage of population residing in urban areas ⁴	69.4
Percentage of children under age 18 below poverty level ⁵	16.5

Special Education⁶

	Missouri ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	53	54	56	57	57	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	59	61	67	66	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	38	35	30	32	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

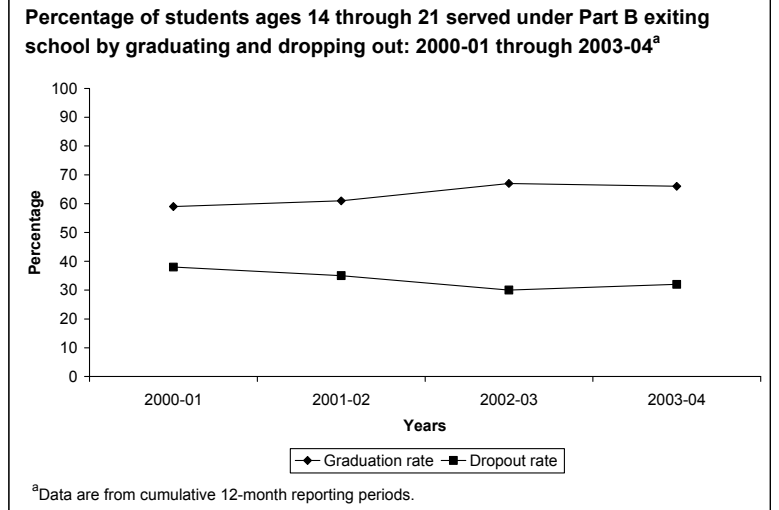
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Missouri (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Missouri Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,445

Part C	Missouri ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.3	1.3	1.5	1.5	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	87	92	85	96	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

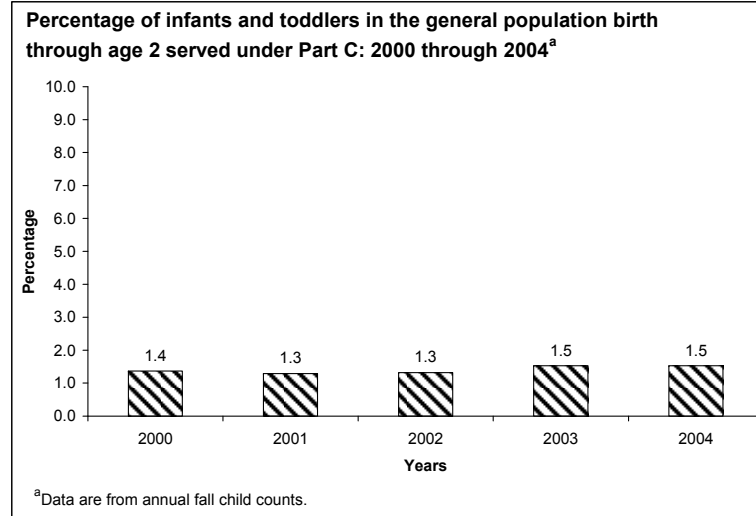
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Montana

Number of regular school districts ¹	436
Total public school enrollment ²	146,705
Per-pupil expenditures ³	\$7,825
Percentage of population residing in urban areas ⁴	54.1
Percentage of children under age 18 below poverty level ⁵	19.9

Special Education⁶

	Montana ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	55	56	55	54	52	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	63	66	64	63	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	35	32	33	34	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

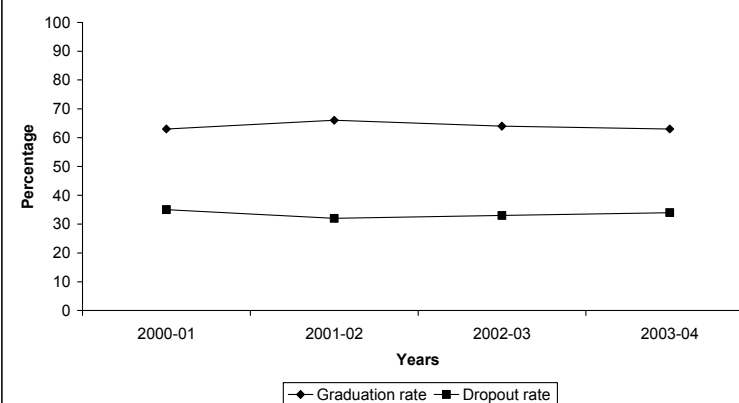
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Montana (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Montana Department of Public Health and Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

677

Part C	Montana ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	1.9	1.8	2.0	2.1	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	96	95	95	92	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

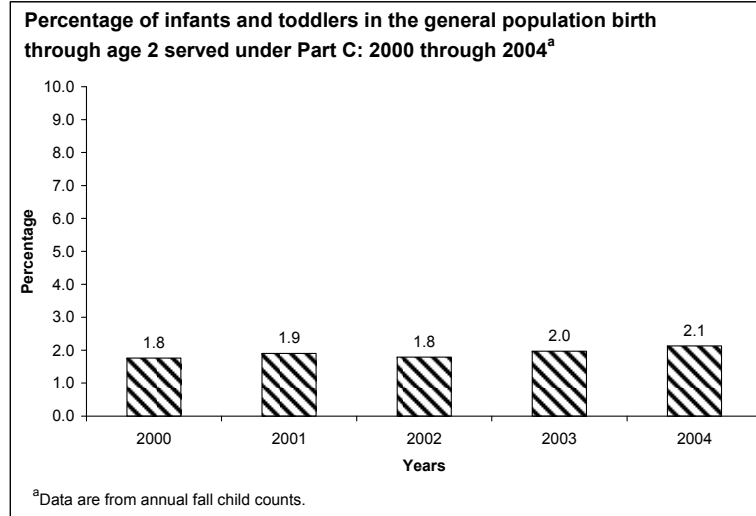
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Nebraska

Number of regular school districts ¹	503
Total public school enrollment ²	285,761
Per-pupil expenditures ³	\$8,452
Percentage of population residing in urban areas ⁴	69.8
Percentage of children under age 18 below poverty level ⁵	12.9

Special Education⁶

	Nebraska ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	59	67	58	58	59	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	42	49	49	18	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	55	48	48	81	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

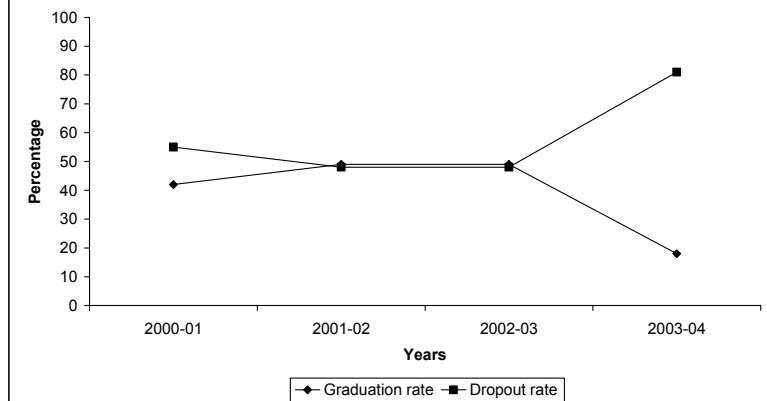
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Nebraska (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Nebraska Department of Education and Nebraska Department of Health and Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,303

Part C	Nebraska					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.7	1.6	1.6	1.7	1.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	79	84	82	83	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

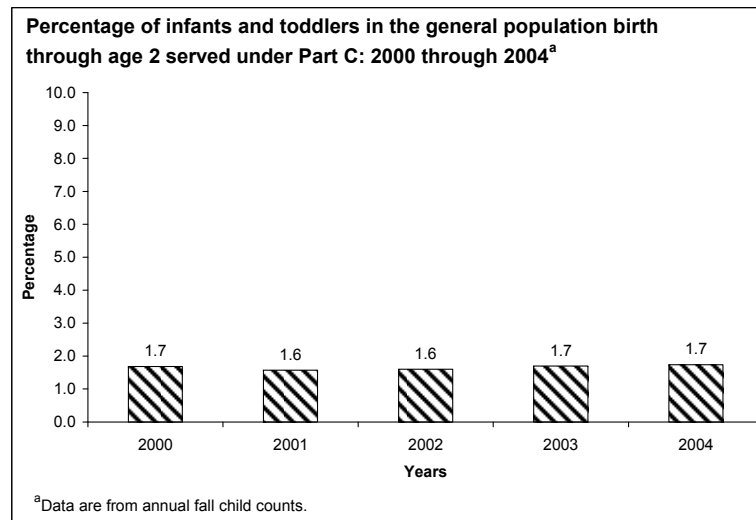
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Nevada

Number of regular school districts ¹	17
Total public school enrollment ²	400,083
Per-pupil expenditures ³	\$6,410
Percentage of population residing in urban areas ⁴	91.5
Percentage of children under age 18 below poverty level ⁵	15.3

Special Education⁶

	Nevada					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	51	51	50	50	53	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	22	25	20	19	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	46	42	31	34	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

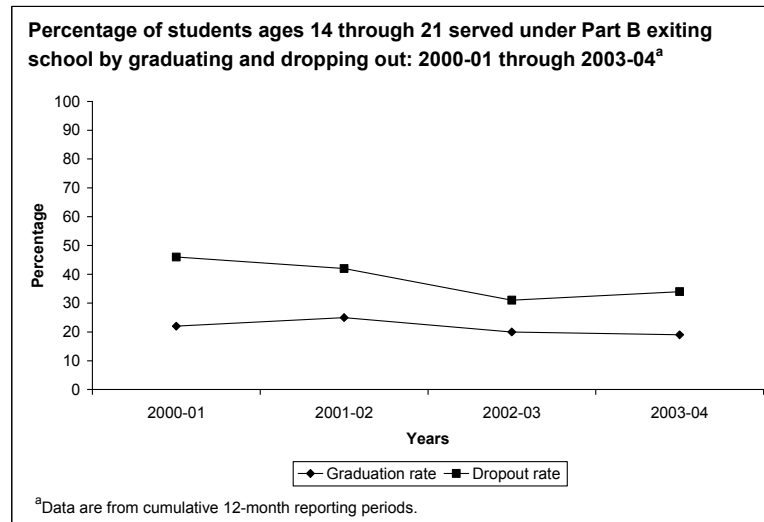
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Nevada (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Nevada Department of Human Resources/Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,308

Part C	Nevada ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.0	0.9	0.9	1.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	49	69	83	93	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

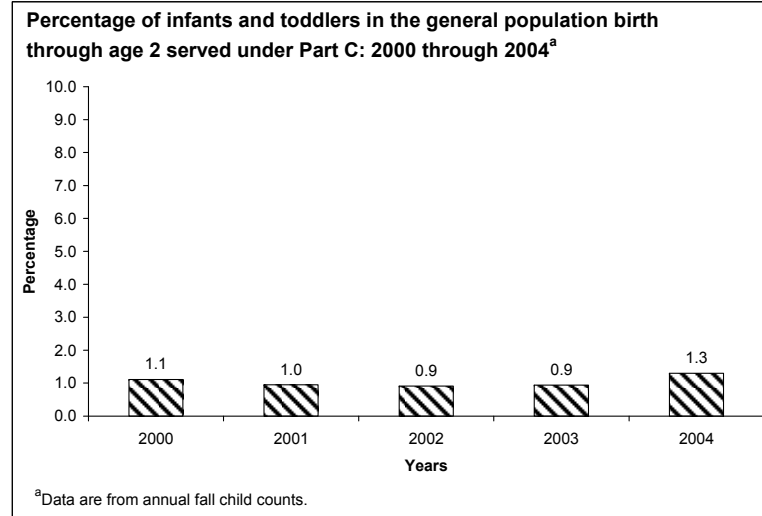
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



New Hampshire

Number of regular school districts ¹	179
Total public school enrollment ²	206,852
Per-pupil expenditures ³	\$9,161
Percentage of population residing in urban areas ⁴	59.3
Percentage of children under age 18 below poverty level ⁵	7.8

Special Education⁶

	New Hampshire ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	74	75	75	75	76	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	49	50	51	52	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	49	48	48	47	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

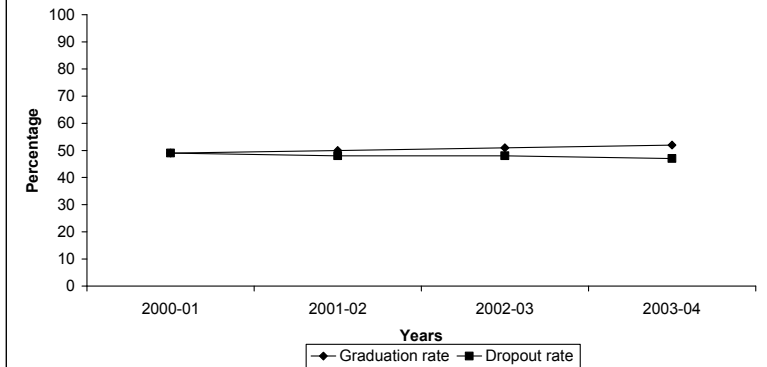
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

New Hampshire (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

New Hampshire Department of Health and Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

1,164

Part C	New Hampshire					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.8	2.7	2.8	2.7	2.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	99	99	100	100	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

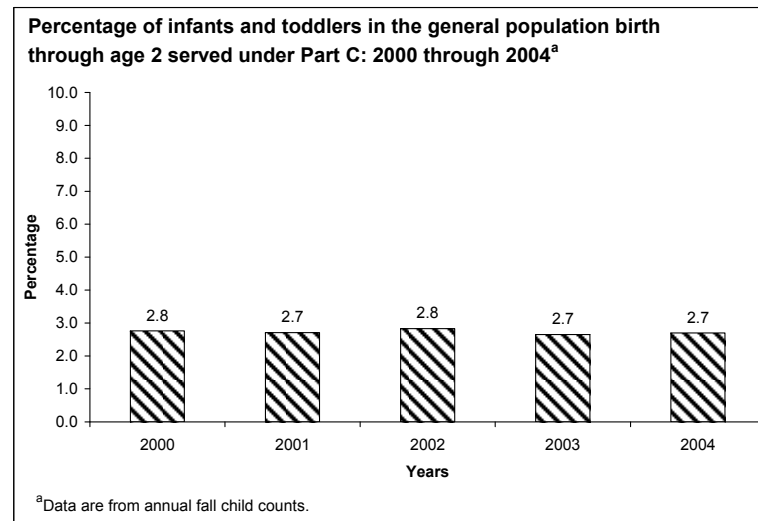
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



New Jersey

Number of regular school districts ¹	616
Total public school enrollment ²	1,393,347
Per-pupil expenditures ³	\$13,338
Percentage of population residing in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	11.8

Special Education⁶

	New Jersey ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	44	44	45	46	46	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	71	69	72	74	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	27	29	25	24	NA	41	31	21-64	16-81	41	32

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

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

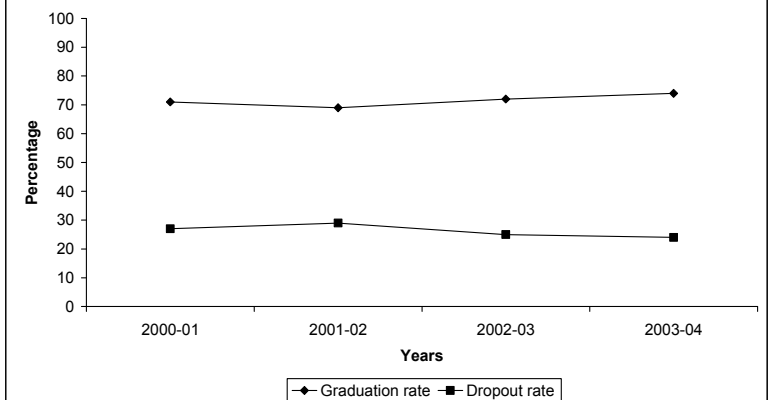
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

New Jersey (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

New Jersey Department of Health and Senior Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

7,790

Part C	New Jersey ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	1.9	2.1	2.3	2.2	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	96	98	98	98	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

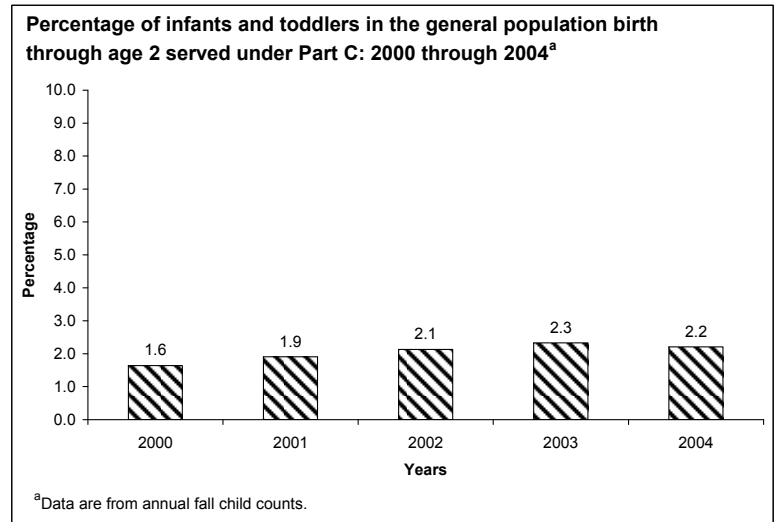
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



New Mexico

Number of regular school districts ¹	89
Total public school enrollment ²	326,102
Per-pupil expenditures ³	\$7,572
Percentage of population residing in urban areas ⁴	75.0
Percentage of children under age 18 below poverty level ⁵	25.9

Special Education⁶

	New Mexico ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	33	34	38	41	46	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	46	46	54	48	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	52	53	27	28	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

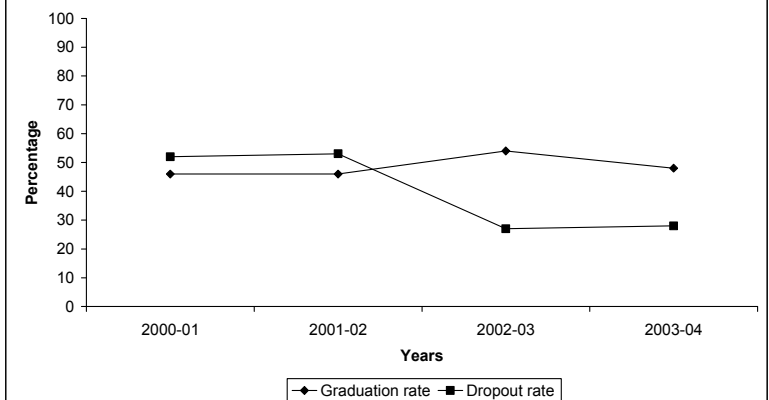
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

New Mexico (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

New Mexico Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

2,760

Part C	New Mexico ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.4	2.6	2.9	3.4	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	66	73	85	92	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

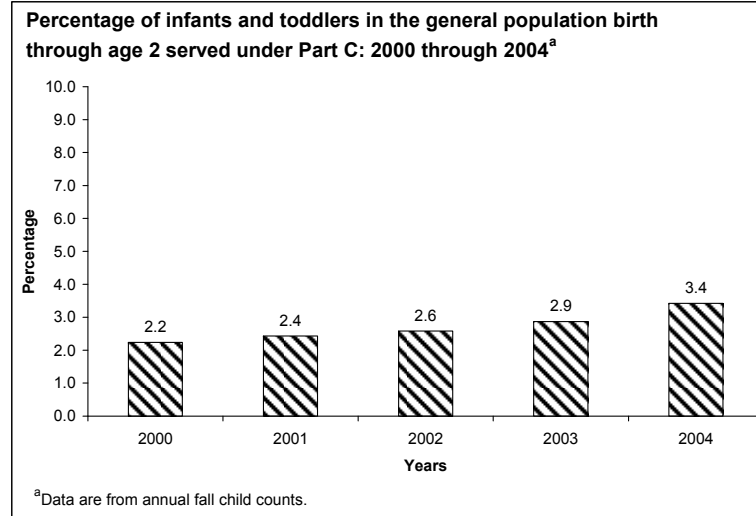
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



New York

Number of regular school districts ¹	733
Total public school enrollment ²	2,836,337
Per-pupil expenditures ³	\$12,638
Percentage of population residing in urban areas ⁴	87.5
Percentage of children under age 18 below poverty level ⁵	20.2

Special Education⁶

	New York ^a					50 states, DC and BIA		Range of state percentages		Median [†] state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	50	51	52	53	54	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	37	40	43	48	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	43	40	36	30	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

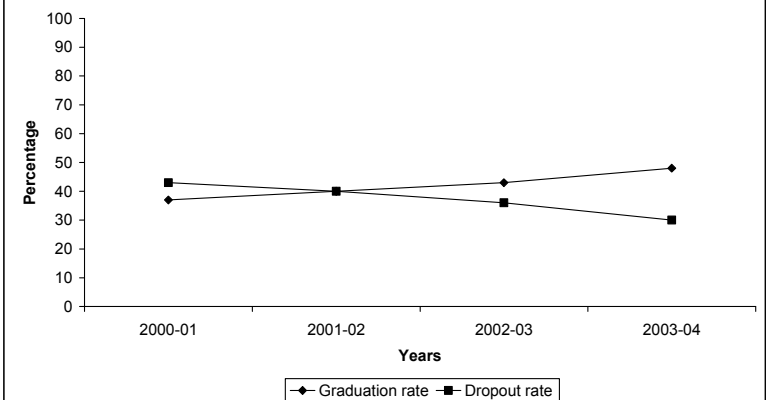
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

New York (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

New York Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

32,232

Part C	New York ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	3.7	4.1	4.8	4.4	4.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	77	81	84	87	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

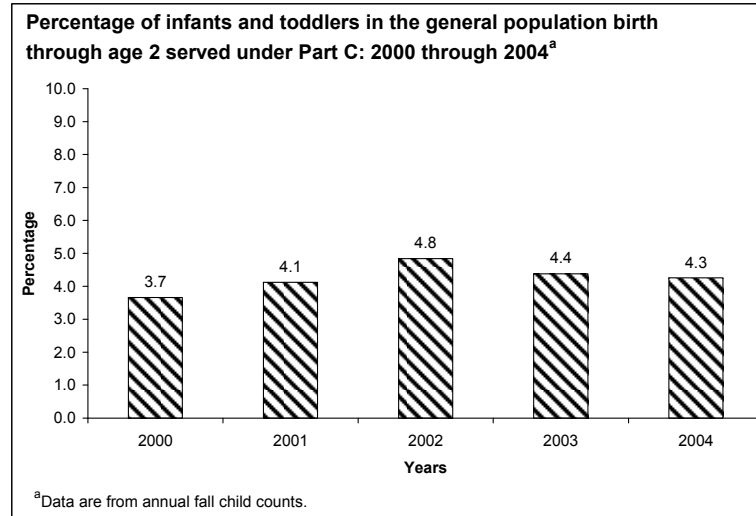
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



North Carolina

Number of regular school districts ¹	115
Total public school enrollment ²	1,385,754
Per-pupil expenditures ³	\$6,613
Percentage of population residing in urban areas ⁴	60.2
Percentage of children under age 18 below poverty level ⁵	19.1

Special Education⁶

	North Carolina ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	58	59	59	60	61	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	34	40	42	47	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	47	43	40	41	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

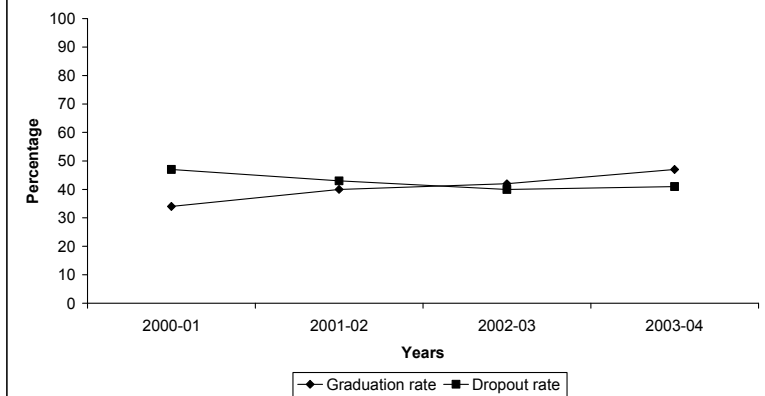
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

North Carolina (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

North Carolina Department of Health and Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

6,123

Part C	North Carolina					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.3	1.6	1.7	1.7	1.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	93	91	94	96	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

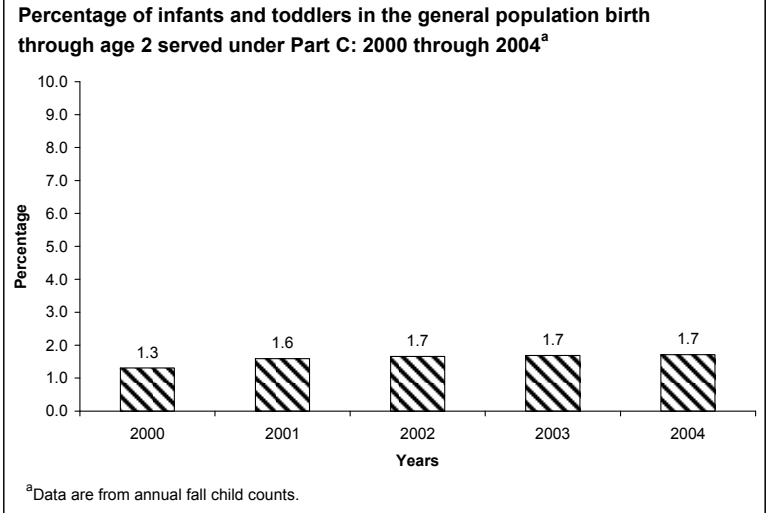
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



North Dakota

Number of regular school districts ¹	210
Total public school enrollment ²	100,513
Per-pupil expenditures ³	\$7,297
Percentage of population residing in urban areas ⁴	55.9
Percentage of children under age 18 below poverty level ⁵	13.5

Special Education⁶

	North Dakota ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	79	79	78	78	78	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	63	66	62	69	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	33	31	35	27	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

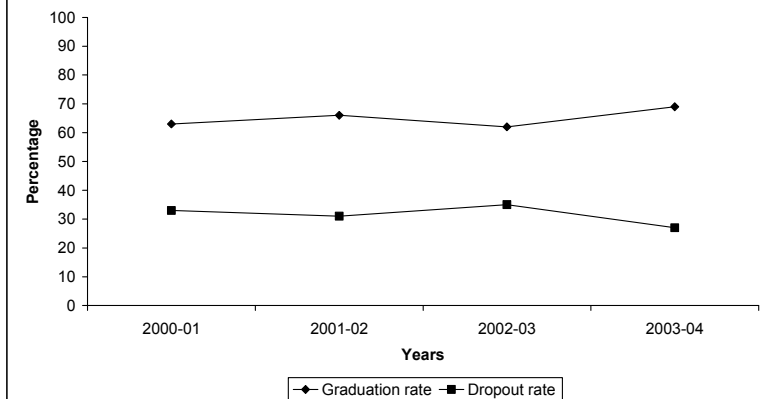
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

North Dakota (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

North Dakota Department of Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

611

Part C	North Dakota					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	1.7	1.9	2.2	2.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	99	91	97	98	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

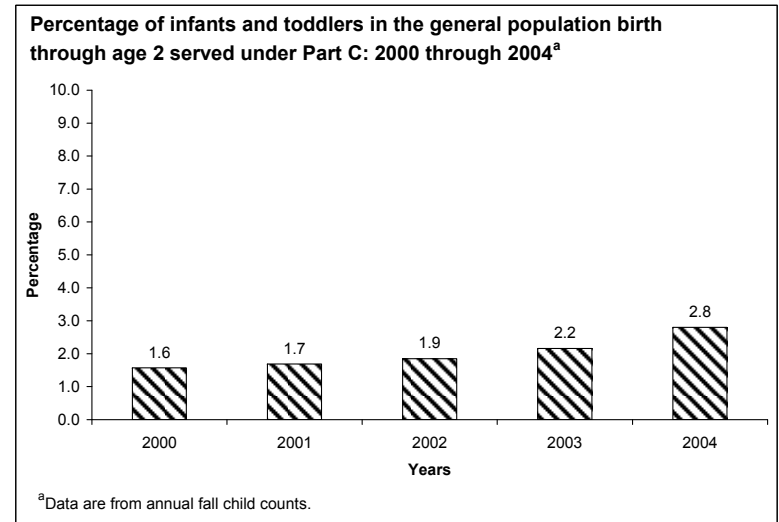
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



Ohio

Number of regular school districts ¹	614
Total public school enrollment ²	1,840,032
Per-pupil expenditures ³	\$9,029
Percentage of population residing in urban areas ⁴	77.4
Percentage of children under age 18 below poverty level ⁵	15.3

Special Education⁶

	Ohio ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	41	41	42	46	46	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	69	80	80	82	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	22	19	19	17	NA	41	31	21-64	16-81	41	32

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

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

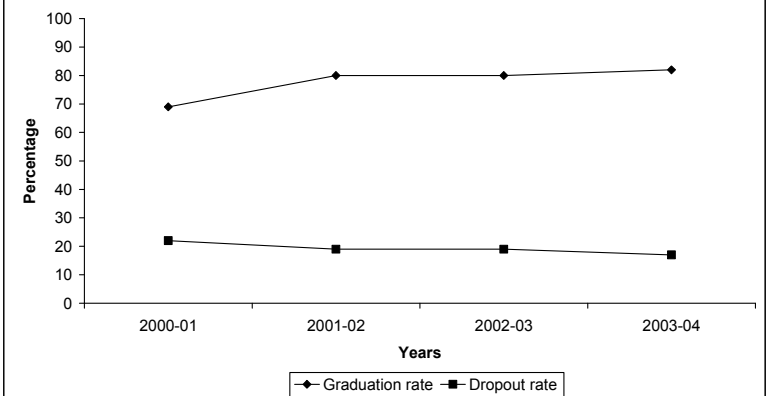
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Ohio (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Ohio Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

7,991

Part C	Ohio					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.8	1.7	1.6	1.9	1.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	57	64	64	68	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

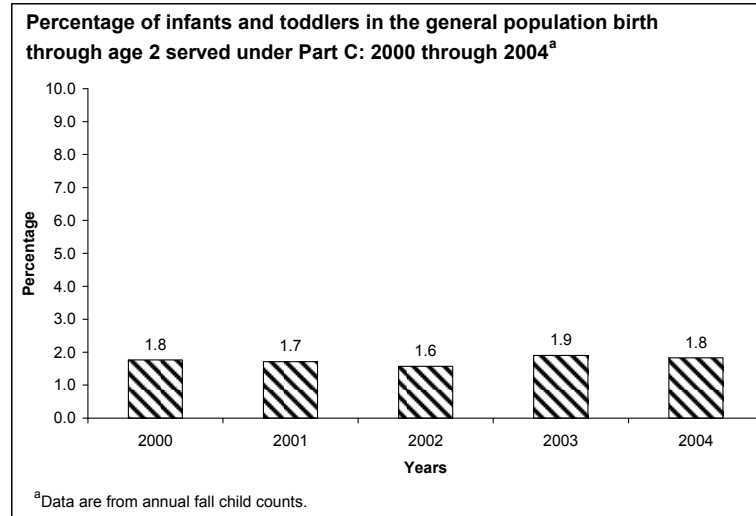
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Oklahoma

Number of regular school districts ¹	540
Total public school enrollment ²	629,476
Per-pupil expenditures ³	\$6,154
Percentage of population residing in urban areas ⁴	65.3
Percentage of children under age 18 below poverty level ⁵	21.1

Special Education⁶

	Oklahoma ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	47	47	47	47	48	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma ^b	58	63	65	68	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	41	36	35	31	NA	41	31	21-64	16-81	41	32

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

^bOklahoma 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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

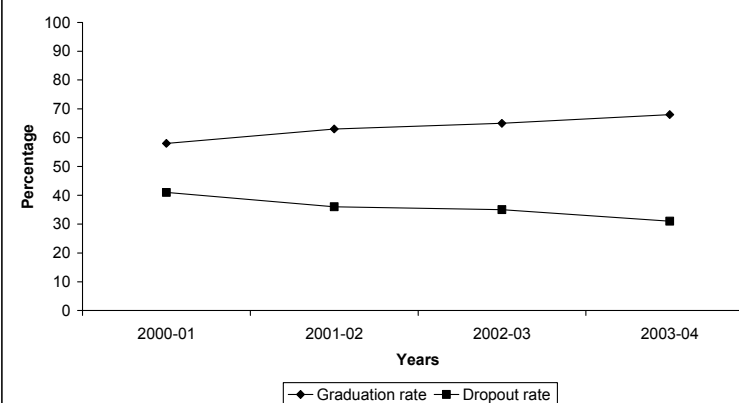
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Oklahoma (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Oklahoma State Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,013

Part C	Oklahoma ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.7	1.8	2.0	2.3	2.0	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	93	93	95	93	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

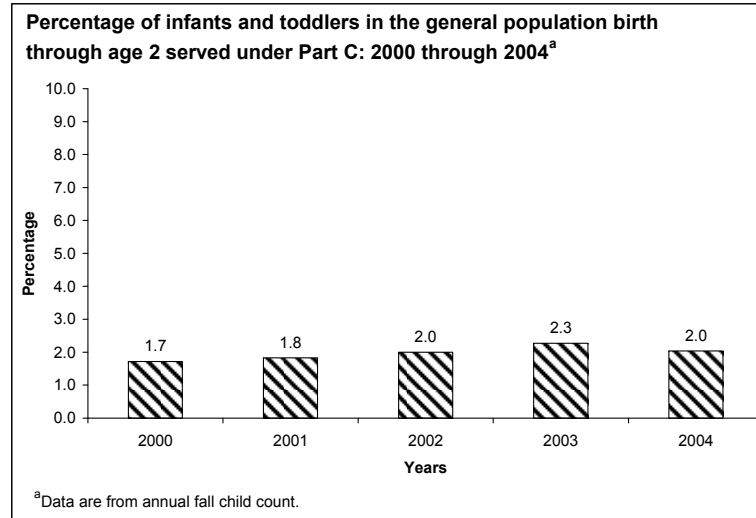
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Oregon

Number of regular school districts ¹	198
Total public school enrollment ²	552,322
Per-pupil expenditures ³	\$7,618
Percentage of population residing in urban areas ⁴	78.7
Percentage of children under age 18 below poverty level ⁵	17.4

Special Education⁶

	Oregon ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	72	71	71	72	72	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	33	40	41	43	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	55	47	42	41	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

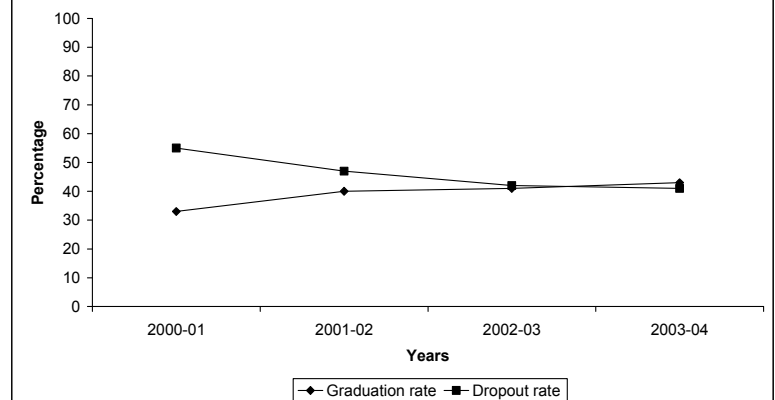
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Oregon (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Oregon Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,081

Part C	Oregon					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.4	1.4	1.4	1.6	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	58	64	48	51	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

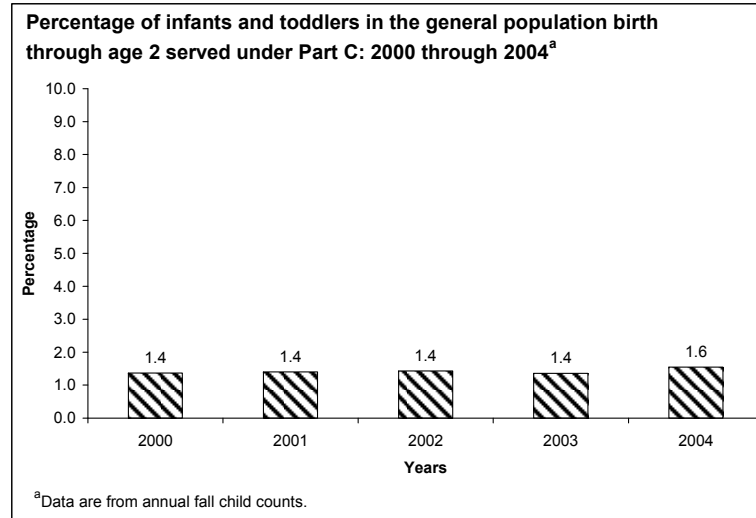
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Pennsylvania

Number of regular school districts ¹	501
Total public school enrollment ²	1,828,089
Per-pupil expenditures ³	\$9,708
Percentage of population residing in urban areas ⁴	77.1
Percentage of children under age 18 below poverty level ⁵	14.9

Special Education⁶

	Pennsylvania					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	41	43	44	43	44	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	59	70	74	79	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	40	28	25	20	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

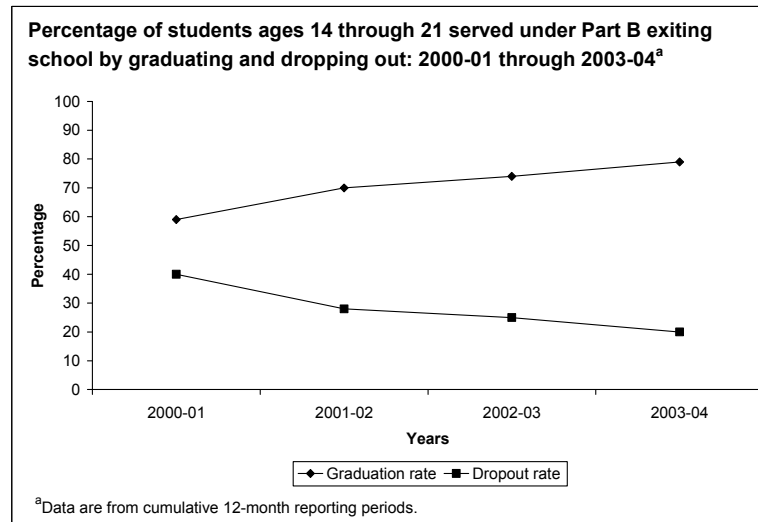
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Pennsylvania (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Pennsylvania Department of Public Welfare

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

13,297

Part C	Pennsylvania					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.4	2.7	2.9	3.1	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	97	96	99	99	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

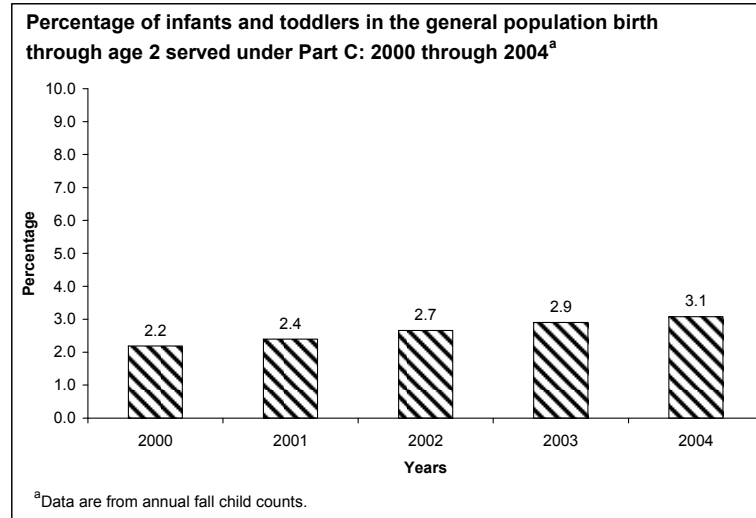
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Rhode Island

Number of regular school districts ¹	32
Total public school enrollment ²	156,498
Per-pupil expenditures ³	\$11,078
Percentage of population residing in urban areas ⁴	90.9
Percentage of children under age 18 below poverty level ⁵	16.6

Special Education⁶

	Rhode Island ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	46	44	43	66	63	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	64	64	70	72	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	29	29	26	25	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

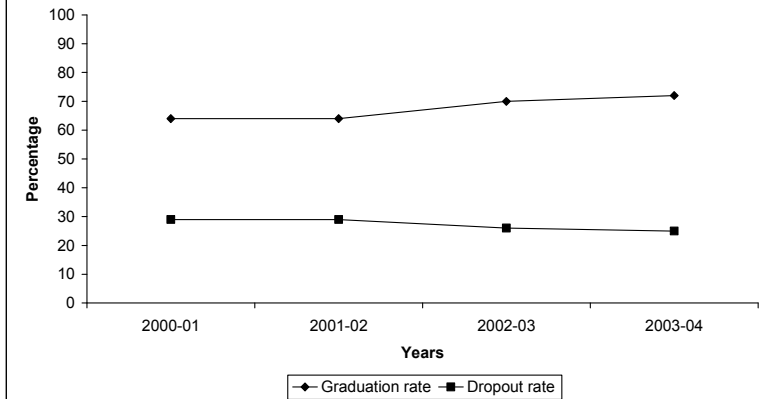
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Rhode Island (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Rhode Island Department of Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

1,314

Part C	Rhode Island ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.5	3.0	3.4	3.5	3.6	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	70	84	87	93	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

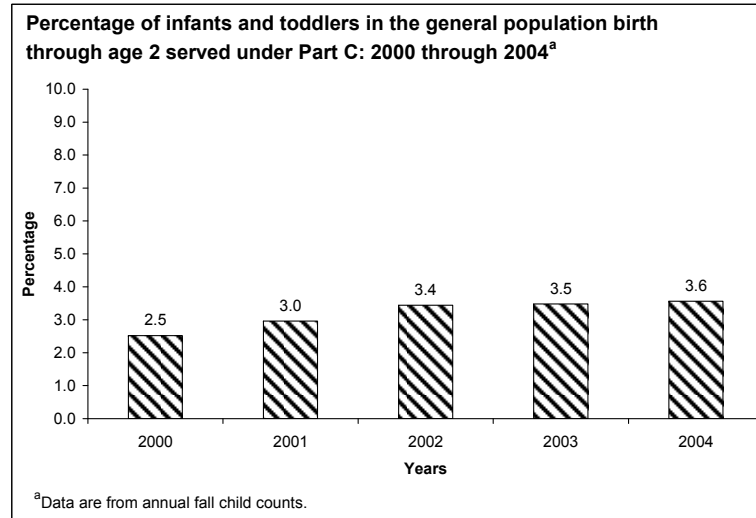
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



South Carolina

Number of regular school districts ¹	85
Total public school enrollment ²	703,736
Per-pupil expenditures ³	\$7,177
Percentage of population residing in urban areas ⁴	60.5
Percentage of children under age 18 below poverty level ⁵	19.8

Special Education⁶

	South Carolina					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	32	39	44	45	49	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	24	24	24	24	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	48	46	46	48	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

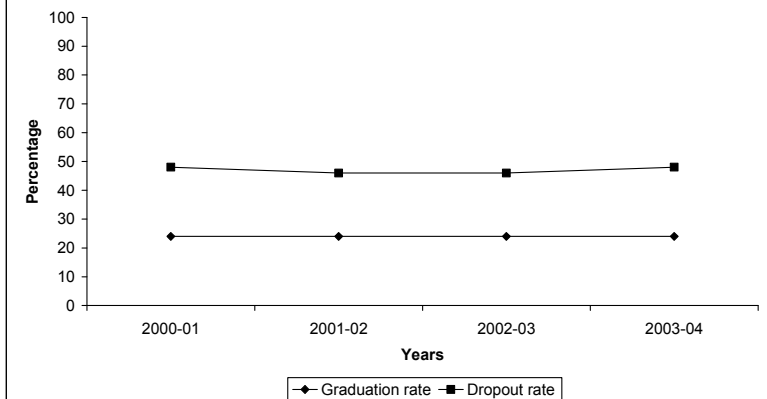
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

South Carolina (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

South Carolina Department of Health and Environmental Control

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,289

Part C	South Carolina ^a					50 states and DC		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.4	1.3	1.0	1.0	1.4	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	68	67	67	91	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

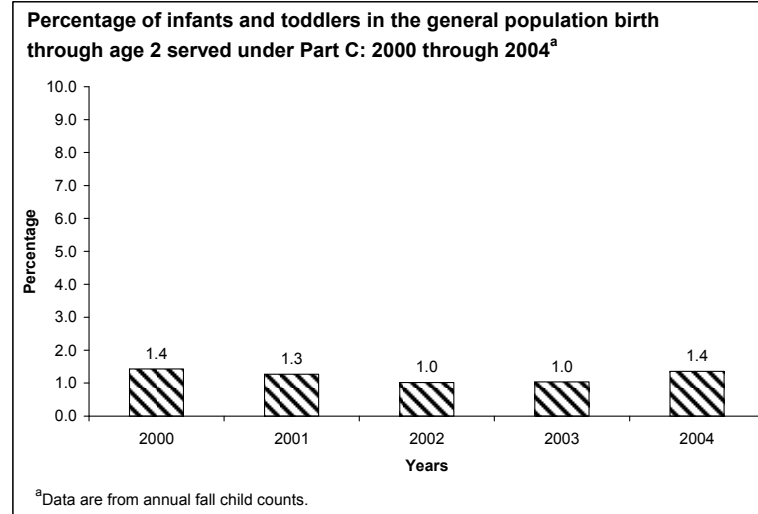
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



South Dakota

Number of regular school districts ¹	168
Total public school enrollment ²	122,798
Per-pupil expenditures ³	\$7,068
Percentage of population residing in urban areas ⁴	51.9
Percentage of children under age 18 below poverty level ⁵	16.6

Special Education⁶

	South Dakota					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	65	64	64	64	64	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	64	67	59	65	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	27	26	32	25	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

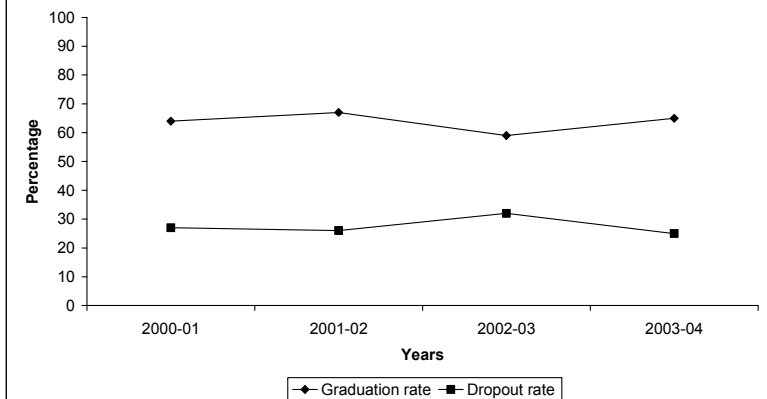
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

South Dakota (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

South Dakota Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

897

Part C	South Dakota ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.1	2.1	2.3	2.7	2.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	97	96	96	96	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

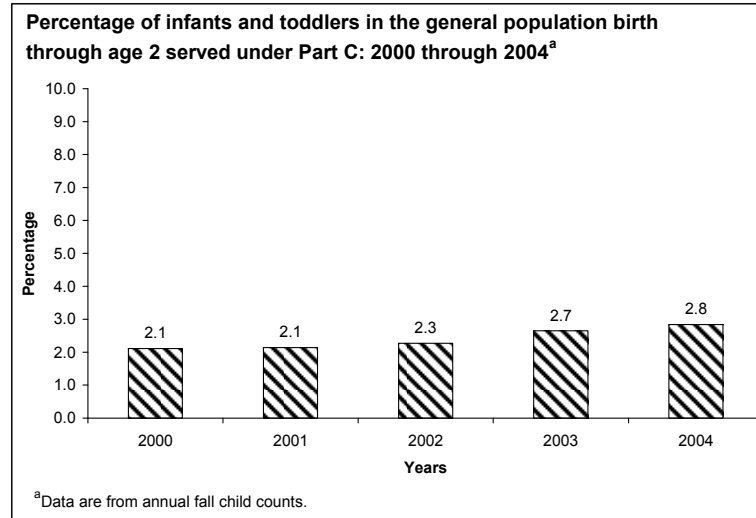
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



Tennessee

Number of regular school districts ¹	136
Total public school enrollment ²	941,091
Per-pupil expenditures ³	\$6,466
Percentage of population residing in urban areas ⁴	63.6
Percentage of children under age 18 below poverty level ⁵	19.2

Special Education⁶

	Tennessee					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	45	45	44	44	45	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	32	34	33	30	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	28	25	22	33	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

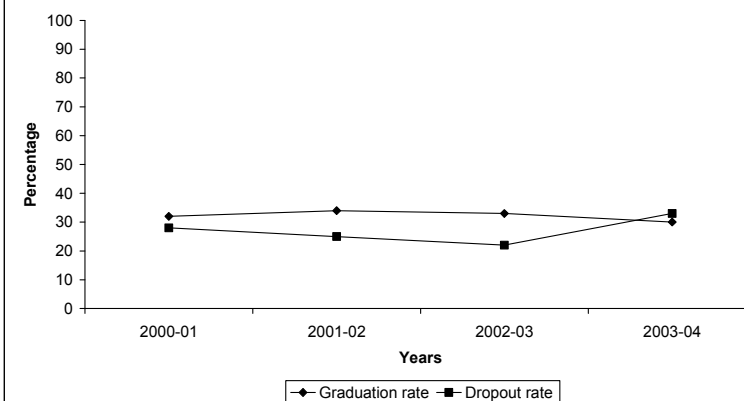
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Tennessee (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Tennessee Department of Education

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,973

Part C	Tennessee ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.9	2.1	2.4	1.8	1.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	70	70	76	75	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

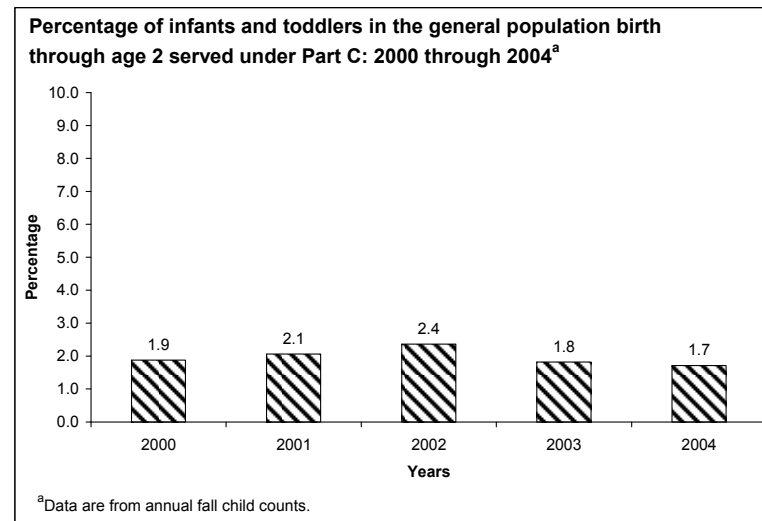
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Texas

Number of regular school districts ¹	1,038
Total public school enrollment ²	4,405,215
Per-pupil expenditures ³	\$7,151
Percentage of population residing in urban areas ⁴	82.5
Percentage of children under age 18 below poverty level ⁵	22.8

Special Education⁶

	Texas ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	29	55	53	53	53	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	69	70	48	46	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	31	30	18	17	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

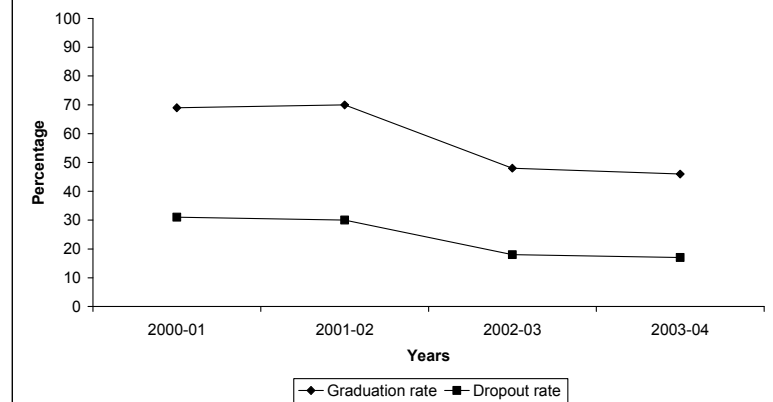
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Texas (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Texas Department of Assistive and Rehabilitative Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

20,641

Part C	Texas ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.6	1.7	1.9	1.8	1.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	99	98	99	98	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

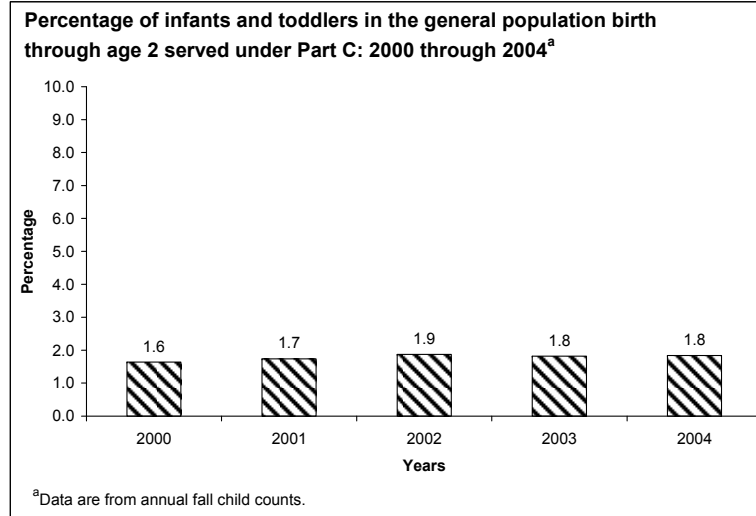
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Utah

Number of regular school districts ¹	40
Total public school enrollment ²	503,607
Per-pupil expenditures ³	\$4,991
Percentage of population residing in urban areas ⁴	88.2
Percentage of children under age 18 below poverty level ⁵	12.5

Special Education⁶

	Utah					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	42	42	41	41	42	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	42	53	59	62	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	55	40	37	33	NA	41	31	21-64	16-81	41	32

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

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saie/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Utah (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Utah Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

2,515

Part C	Utah ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.7	1.8	1.8	1.7	1.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	78	76	76	81	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

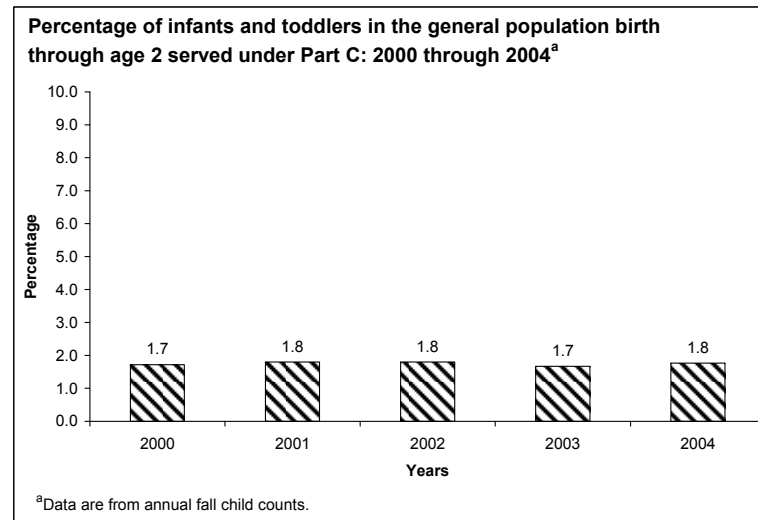
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Vermont

Number of regular school districts ¹	302
Total public school enrollment ²	98,352
Per-pupil expenditures ³	\$11,211
Percentage of population residing in urban areas ⁴	38.2
Percentage of children under age 18 below poverty level ⁵	11.9

Special Education⁶

	Vermont ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	79	77	76	77	77	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	52	57	59	60	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	46	41	39	38	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

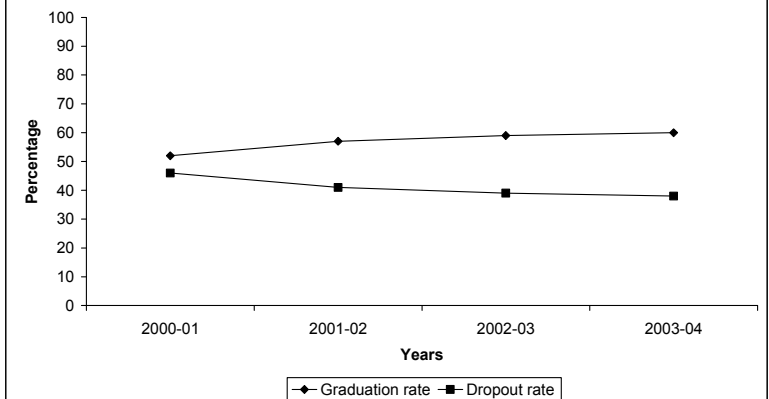
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Vermont (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Vermont Department of Health and Vermont Department of Human Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

600

Part C	Vermont					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.2	2.5	3.1	3.3	3.2	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	92	97	90	96	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

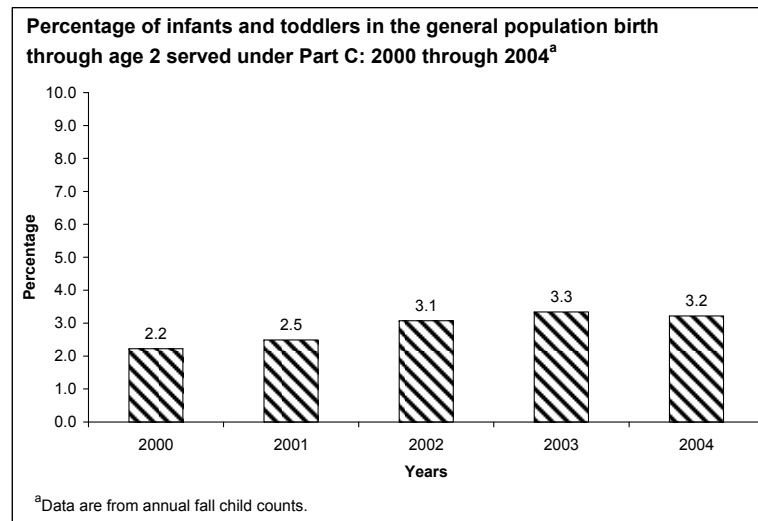
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Virginia

Number of regular school districts ¹	134
Total public school enrollment ²	1,204,739
Per-pupil expenditures ³	\$8,219
Percentage of population residing in urban areas ⁴	73.0
Percentage of children under age 18 below poverty level ⁵	13.5

Special Education⁶

	Virginia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	37	36	36	36	56	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	49	48	45	35	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	32	27	30	27	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

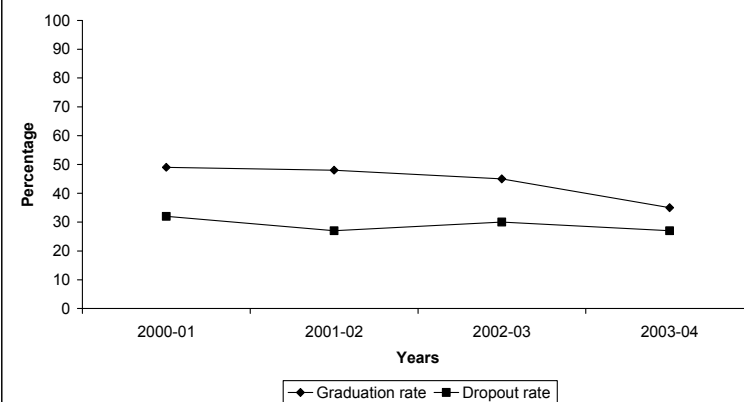
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Virginia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

5,369

Part C	Virginia ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.1	1.2	1.4	1.8	1.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	76	84	89	80	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

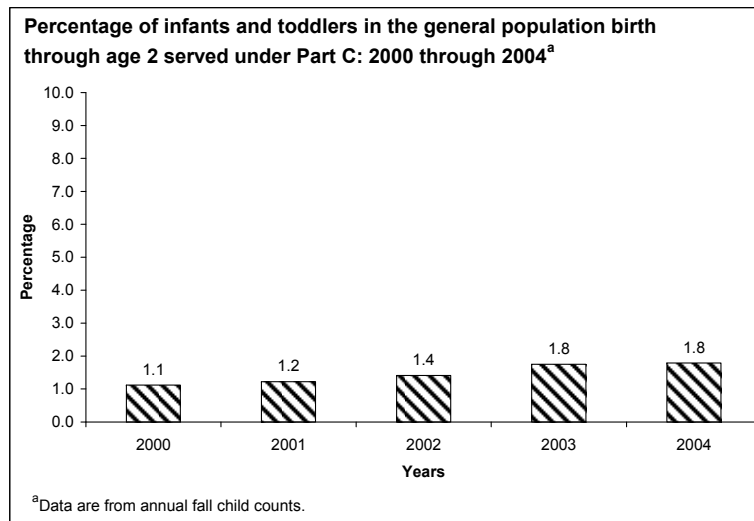
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Washington

Number of regular school districts ¹	296
Total public school enrollment ²	1,020,005
Per-pupil expenditures ³	\$7,391
Percentage of population residing in urban areas ⁴	82.0
Percentage of children under age 18 below poverty level ⁵	15.3

Special Education⁶

	Washington ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	49	48	47	47	48	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	48	52	62	57	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	44	41	34	38	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

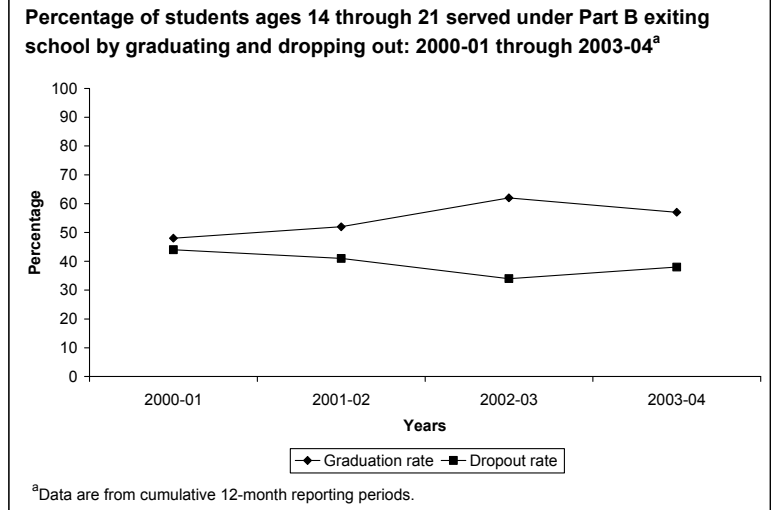
²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). 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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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



Washington (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Washington Department of Social and Health Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

3,859

Part C	Washington ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	1.2	1.3	1.5	1.6	1.7	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	45	45	75	65	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

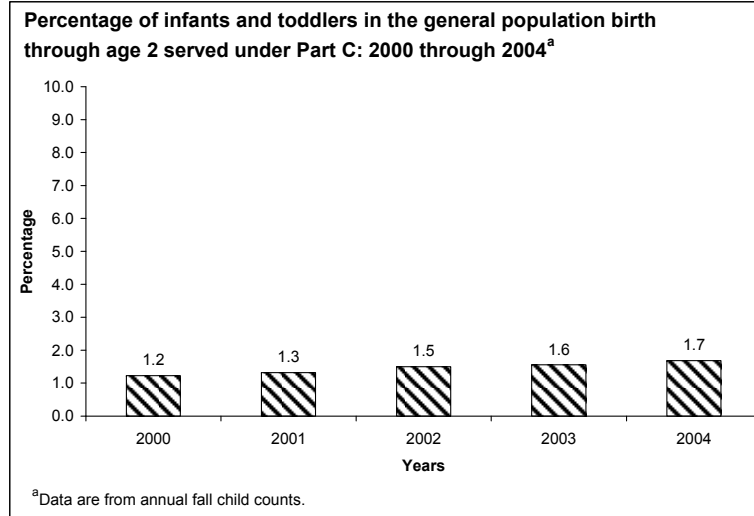
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



West Virginia

Number of regular school districts ¹	55
Total public school enrollment ²	280,129
Per-pupil expenditures ³	\$8,588
Percentage of population residing in urban areas ⁴	46.1
Percentage of children under age 18 below poverty level ⁵	24.4

Special Education⁶

	West Virginia ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	49	50	50	51	56	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	49	49	56	62	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	45	46	40	32	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

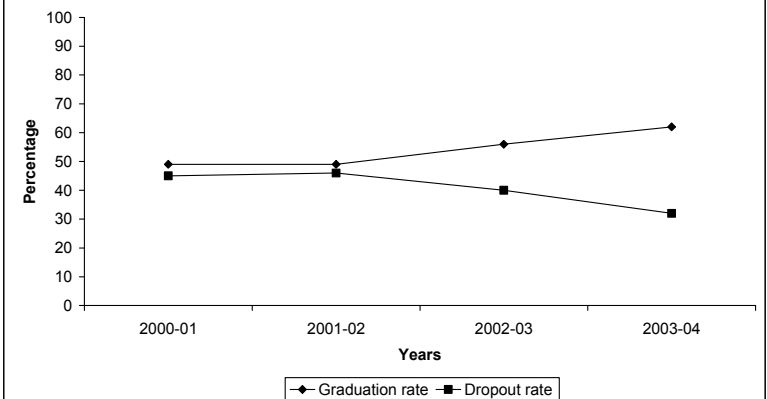
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

West Virginia (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

West Virginia Department of Health and Human Resources

Are early intervention services provided to infants and toddlers at risk of developmental delay?

Yes

Number of infants and toddlers receiving early intervention services

1,985

Part C	West Virginia					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.1	2.7	2.7	2.7	3.3	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	97	98	100	100	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

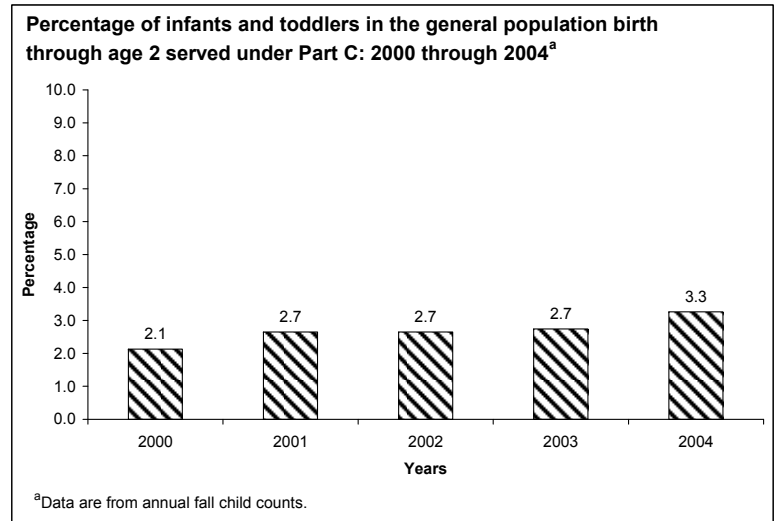
† Median is the middle percentage in a set of ranked percentages.

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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 Sept. 2006).



Wisconsin

Number of regular school districts ¹	438
Total public school enrollment ²	864,757
Per-pupil expenditures ³	\$9,240
Percentage of population residing in urban areas ⁴	68.3
Percentage of children under age 18 below poverty level ⁵	12.4

Special Education⁶

	Wisconsin ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	43	45	45	47	49	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	60	54	59	74	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	37	41	37	22	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

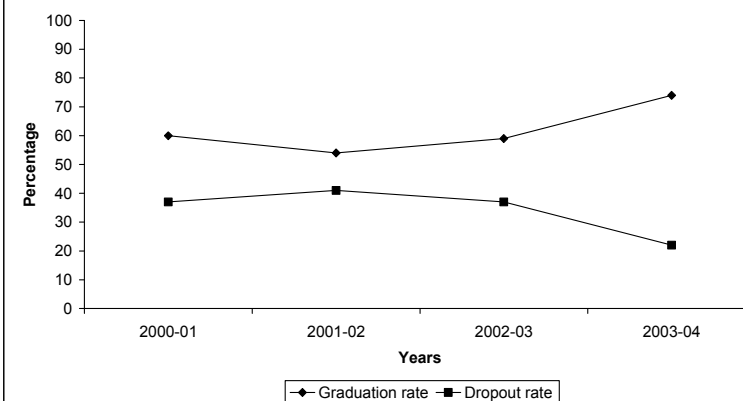
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Wisconsin (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Wisconsin Department of Health and Family Services

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

5,756

Part C	Wisconsin					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)	2000 (%)	2003/2004 ^a (%)
Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.5	2.6	2.6	2.7	2.8	2.0	2.3	1.0-7.6	1.3-7.1	2.0	2.2
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	83	91	94	94	NA	77	85	28-100	35-100	79	91

^aThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^bSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

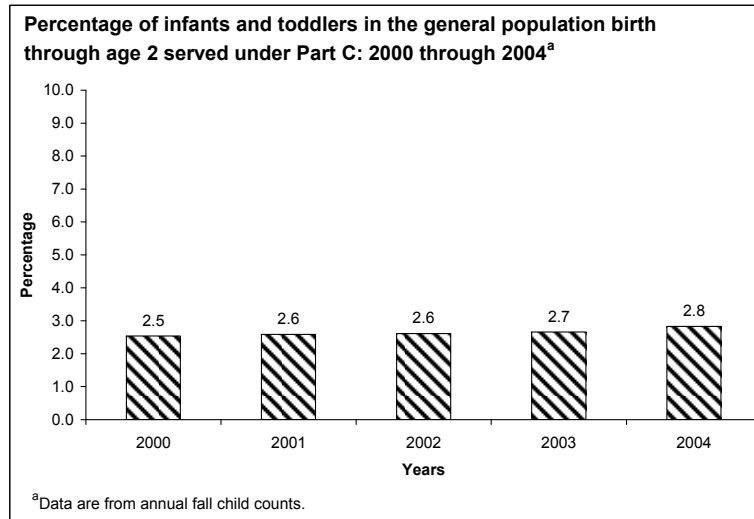
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Wyoming

Number of regular school districts ¹	48
Total public school enrollment ²	84,733
Per-pupil expenditures ³	\$9,308
Percentage of population residing in urban areas ⁴	65.1
Percentage of children under age 18 below poverty level ⁵	14.6

Special Education⁶

	Wyoming ^a					50 states, DC and BIA		Range of state percentages		Median† state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)	2000 (%)	2004 (%)
Part B, Ages 6 Through 21											
Percentage of children educated in regular classrooms at least 80 percent of the day	52	54	54	54	55	46	52	4-79	12-78	48	53
Part B, Ages 14 Through 21											
Percentage of students with disabilities exiting school with a regular high school diploma	41	42	45	48	NA	48	55	18-71	18-82	48	57
Percentage of students with disabilities who dropped out	56	55	51	48	NA	41	31	21-64	16-81	41	32

^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 the data snapshot (see Page 1) for this report was taken.

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2004-05.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2004-05.

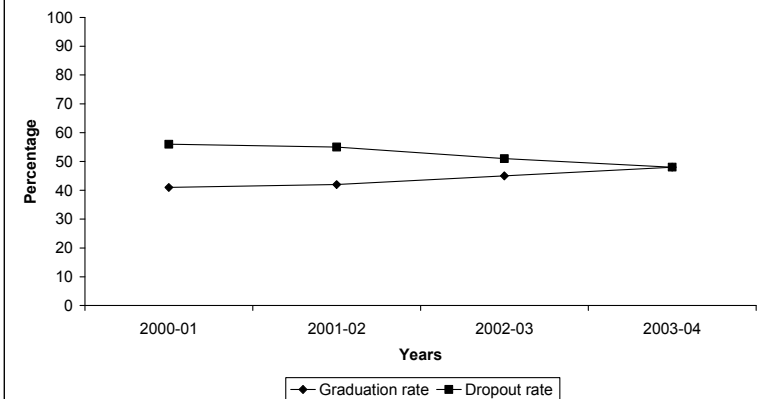
³Johnson, F. (2006). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2003-04* (NCES 2006-352). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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., 2003*, Oct. 2003, [http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&\[Tab\]scii=#SA31](http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2003&[Tab]scii=#SA31) (accessed Sept. 2006).

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 by graduating and dropping out: 2000-01 through 2003-04^a



^aData are from cumulative 12-month reporting periods.

Wyoming (continued)

Early Intervention Services for Infants and Toddlers¹

Lead agency for early intervention (Part C) services²

Wyoming Department of Health

Are early intervention services provided to infants and toddlers at risk of developmental delay?

No

Number of infants and toddlers receiving early intervention services

759

Part C	Wyoming ^a					50 states and DC		Range of state percentages		Median † state percentage	
	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)	2000 (%)	2003/2004 ^b (%)
	Percentage of infants and toddlers in the general population, birth through age 2, served through Part C	2.5	2.9	3.3	3.6	4.0	2.0	2.3	1.0-7.6	1.3-7.1	2.0
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	91	94	95	91	NA	77	85	28-100	35-100	79	91

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

^bThe percentage-served data are from the 2004 fall count; the settings data are from the 2003 fall count.

^cSettings typical for children without disabilities include OSEP's early intervention settings categories *home* and *program for typically developing children*.

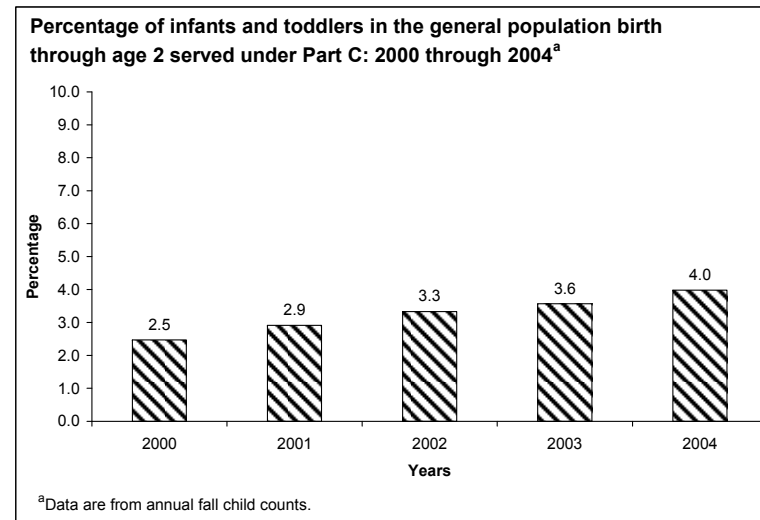
† Median is the middle percentage in a set of ranked percentages.

NA Data not available at the time the data snapshot (see Page 1) for this report was taken.

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 Sept. 2006).



Section III

Rank-Order Tables

Introduction to Rank-Order Tables

The tables presented in this section rank states in order of various percentages that were calculated with state-reported data in the following categories: school exiting and settings for students served under *IDEA*, Part B; and child counts and natural environments for infants and toddlers served under *IDEA*, Part C. For a description of the specific state-reported data from the Office of Special Education Programs (OSEP) Data Analysis System (DANS) used in this section, see Pages 1-2 of this report.

The following tables contain two elements requiring explanation.

- National Baseline row shows the data for the nation as a whole. For this row, the percentage value is calculated from the data for all states and outlying areas combined. It is not an average of the state percentage values.
- DIF column shows the difference between a state's percentage value and the National Baseline percentage value.

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 U.S. and outlying areas as a whole. A footnote to each table explains what a positive or negative DIF value indicates with regard to the specific data within that table.

Some of the tables show state data trends. These tables are ordered by state name. They are ranked according to the percent change over a period of time. In this case, percent change is the difference between the current percentage value and the percentage value in the baseline year.

Many of these tables contain cells in which percentages are not displayed and the corresponding footnotes indicate they "cannot be displayed due to cell suppression." Cell suppression is new to the *28th Annual Report to Congress* (2003-04 data). It was instituted to protect the identify of children and students in accordance with the U.S. Department of Education's privacy policy. Data used to prepare the rank-order tables were derived from state-reported data presented in vol. 2 of this report, and there is further information about cell suppression in that volume (Pages 5-6) in "Notes Concerning the Data Tables That Follow," items 6 and 7. Please note that where percentages are not displayed due to cell suppression, the rank order of the percentages—and therefore the states—is still correct.

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 through 21 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*): 2003-04^a

State	Number of students receiving diploma	Percent ^b	DIF ^c
Ohio	12,678	82	27
Arkansas	2,900	81	26
Pennsylvania	12,344	79	24
New Jersey	11,876	74	19
Wisconsin	6,440	74	19
Rhode Island	1,375	72	17
Illinois	11,676	71	16
Minnesota	5,577	71	16
North Dakota	668	69	14
Oklahoma	4,231	68	13
Iowa	3,665	67	12
Hawaii	1,190	67	12
Kansas	2,867	67	12
Connecticut	3,405	66	11
Missouri	5,830	66	11
Idaho	1,097	65	10
South Dakota	430	65	10
Maine	1,495	65	10
Delaware	561	63	8
California	20,595	63	8
Montana	811	63	8
West Virginia	1,978	62	7
Utah	2,033	62	7
Vermont	599	60	5
Maryland	4,400	60	5
Guam	70	58	3
Kentucky	2,708	57	2
Washington	3,991	57	2
Micronesia	30	57	2
Colorado	2,754	57	2
Alaska	442	56	1
Michigan	6,907	54	-1
American Samoa	23	53	-2
Arizona	3,689	53	-2
New Hampshire	1,496	52	-3
Northern Marianas	x	.	.
Bur. of Indian Affairs	286	51	-4
Massachusetts	6,270	48	-7
New York	12,762	48	-7
Wyoming	489	48	-7
New Mexico	1,709	48	-7
North Carolina	5,219	47	-8
Texas	13,642	46	-9
Oregon	2,255	43	-12
Florida	8,865	41	-14
Indiana	4,153	39	-16
Puerto Rico	786	39	-16
Virginia	3,813	35	-20
Georgia	3,108	32	-23
Tennessee	2,325	30	-25
South Carolina	1,542	24	-31
Louisiana	1,176	23	-32
Mississippi	730	21	-34
District of Columbia	215	20	-35
Nevada	508	19	-36
Nebraska	283	18	-37
Alabama	1,105	18	-37
Virgin Islands	x	.	.
Palau	x	.	.
Marshall Islands	x	.	.
National Baseline	214,102	55	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2003-04. Data updated as of July 30, 2005.

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

^bPercent = Number of students ages 14 through 21 with disabilities *graduating with a regular high school diploma* divided by the number of students in the same age group with disabilities 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* and 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 = The state's percentage of students ages 14 through 21 with disabilities exiting school by *graduating with a regular high school diploma* minus the national baseline. This column shows the difference between the graduation rate in the state and the graduation rate in the U.S. and outlying areas as a whole. A positive DIF value indicates that the state has a higher graduation rate than the U.S. and outlying areas 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 Data Notes in appendix B for information the states submitted to clarify their data submissions regarding exiting.

x Data suppressed to limit disclosure.

. Cannot be displayed due to cell suppression.

Table 3-2. Number, percentage and difference from national baseline of students ages 14 through 21 with disabilities exiting school by *dropping out*, by state (in ascending order of percentage of students *dropping out*): 2003-04^a

State	Number of students dropping out	Percent ^b	DIF ^c
American Samoa	x	.	.
Micronesia	8	15	-16
Arkansas	577	16	-15
Texas	4,915	17	-14
Ohio	2,585	17	-14
Hawaii	314	18	-13
Pennsylvania	3,050	20	-11
Wisconsin	1,912	22	-9
New Jersey	3,882	24	-7
Rhode Island	483	25	-6
South Dakota	169	25	-6
Virginia	2,909	27	-4
Georgia	2,553	27	-4
Illinois	4,405	27	-4
North Dakota	260	27	-4
New Mexico	992	28	-3
Iowa	1,539	28	-3
Minnesota	2,283	29	-2
Florida	6,336	29	-2
Delaware	259	29	-2
Maryland	2,153	29	-2
California	9,736	30	-1
New York	7,894	30	-1
Connecticut	1,606	31	0
Maine	716	31	0
Oklahoma	1,955	31	0
Kansas	1,358	32	1
Idaho	533	32	1
West Virginia	1,020	32	1
Missouri	2,879	32	1
Tennessee	2,567	33	2
Utah	1,102	33	2
Montana	444	34	3
Nevada	914	34	3
Kentucky	1,681	36	5
Mississippi	1,292	37	6
Northern Marianas	x	.	.
Virgin Islands	39	38	7
Colorado	1,859	38	7
Vermont	380	38	7
Washington	2,665	38	7
Alabama	2,335	38	7
Michigan	5,078	40	9
Alaska	317	40	9
Guam	49	41	10
North Carolina	4,569	41	10
Oregon	2,170	41	10
Bur. of Indian Affairs	247	44	13
Arizona	3,080	44	13
Puerto Rico	905	45	14
New Hampshire	1,346	47	16
Massachusetts	6,181	48	17
Wyoming	490	48	17
South Carolina	3,067	48	17
Indiana	5,257	50	19
Louisiana	2,784	54	23
District of Columbia	705	67	36
Palau	19	76	45
Nebraska	1,250	81	50
Marshall Islands	9	90	59
National Baseline	122,096	31	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2003-04. Data updated as of July 30, 2005.

^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 through 21 with disabilities who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved*, and are *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 = The state's percentage of students ages 14 through 21 with disabilities exiting school by *dropping out* minus the national baseline. This column shows the difference between the dropout rate in the state and the dropout rate in the U.S. and outlying areas as a whole. A negative DIF value indicates that the state has a lower dropout rate than the U.S. and outlying areas 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 Data Notes in appendix B for information the states submitted to clarify their data submissions regarding exiting.

x Data suppressed to limit disclosure.

. Cannot be displayed due to cell suppression.

Table 3-3. Number, percentage and difference from national baseline of students ages 14 through 21 with disabilities exiting school by *graduating with a regular high school diploma*; and percentage point change, by state (in descending order of percentage point change): 1999-2000^a to 2003-04^a

State	1999-2000			2000-01			2001-02		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
Hawaii	480	35	-11	1,004	58	10	757	71	20
American Samoa	8	22	-24	17	40	-8	11	25	-26
California	9,900	34	-12	13,832	48	0	18,151	54	3
Illinois	7,772	44	-2	9,383	55	7	9,453	51	0
Arkansas	2,175	58	12	1,786	57	9	1,828	75	24
Minnesota	4,395	49	3	4,306	48	0	4,792	52	1
Michigan	4,906	34	-12	5,109	38	-10	5,332	40	-11
Alaska	408	37	-9	417	36	-12	424	38	-13
Pennsylvania	6,866	61	15	5,520	59	11	9,660	70	19
Bur. of Indian Affairs	162	34	-12	194	37	-11	224	50	-1
Ohio	9,591	66	20	10,225	69	21	10,878	80	29
Wisconsin	4,666	59	13	4,878	60	12	5,451	54	3
South Dakota	409	50	4	439	64	16	458	67	16
Missouri	4,380	51	5	5,016	59	11	5,166	61	10
Kentucky	1,945	43	-3	2,031	47	-1	2,186	49	-2
Georgia	1,905	19	-27	2,165	19	-29	2,709	29	-22
Puerto Rico	531	26	-20	539	27	-21	654	32	-19
Iowa	2,498	56	10	2,645	57	9	2,821	64	13
Northern Marianas	10	40	-6	3	16	-32	3	16	-35
North Carolina	2,986	35	-11	2,896	34	-14	3,889	40	-11
Montana	512	52	6	738	63	15	768	66	15
Utah	1,529	51	5	1,077	42	-6	1,685	53	2
Connecticut	3,182	55	9	2,958	50	2	3,172	58	7
West Virginia	1,618	51	5	1,621	49	1	1,634	49	-2
New York	9,749	38	-8	10,301	37	-11	10,734	40	-11
Arizona	2,259	43	-3	2,589	43	-5	3,038	50	-1
Delaware	267	53	7	364	55	7	358	52	1
Oregon	1,125	33	-13	1,279	33	-15	1,588	40	-11
New Mexico	759	39	-7	2,210	46	-2	1,120	46	-5
Idaho	862	57	11	917	61	13	971	63	12
New Jersey	9,599	66	20	9,250	71	23	9,768	69	18
Vermont	389	53	7	476	52	4	568	57	6
Kansas	2,232	60	14	2,369	64	16	2,599	61	10
Louisiana	1,073	16	-30	1,191	18	-30	1,256	22	-29
Oklahoma	3,437	62	16	3,117	58	10	3,484	63	12
Colorado	2,330	50	4	2,404	47	-1	1,957	39	-12
North Dakota	532	63	17	516	63	15	516	66	15
Rhode Island	888	66	20	1,074	64	16	1,088	64	13
Florida	5,504	35	-11	5,546	33	-15	6,218	35	-16
Washington	2,856	52	6	3,084	48	0	3,546	52	1
Maine	1,108	59	13	1,179	57	9	1,212	57	6
Wyoming	386	43	-3	409	41	-7	425	42	-9
Guam	36	55	9	67	52	4	68	45	-6
Maryland	3,088	57	11	3,353	56	8	3,780	60	9
District of Columbia	42	18	-28	150	22	-26	143	17	-34
Tennessee	2,344	29	-17	2,221	32	-16	2,307	34	-17
New Hampshire	1,230	52	6	1,149	49	1	1,242	50	-1
South Carolina	1,033	24	-22	1,120	24	-24	1,119	24	-27
Alabama	1,252	18	-28	1,260	20	-28	1,109	20	-31
Mississippi	749	21	-25	731	22	-26	781	24	-27
Nevada	454	22	-24	490	22	-26	574	25	-26
Virgin Islands	22	22	-24	55	68	20	15	18	-33
Indiana	4,538	50	4	4,070	42	-6	4,066	43	-8
Massachusetts	6,164	60	14	5,673	59	11	6,078	58	7
Virginia	4,206	49	3	4,230	49	1	3,977	48	-3
Texas	17,393	76	30	21,147	69	21	21,184	70	19
Palau ^c	-	-	-	-	-	-	-	-	-
Nebraska	1,235	64	18	963	42	-6	1,179	49	-2
Micronesia ^c	-	-	-	-	-	-	-	-	-
Marshall Islands ^c	-	-	-	-	-	-	-	-	-
National Baseline	161,977	46		173,753	48		190,174	51	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1999-2000 through 2003-04. Data updated as of July 30, 2005.

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

^bDIF = The state's percentage of students ages 14 through 21 with disabilities exiting school by *graduating with a regular high school diploma* minus the national baseline. These columns show for each year the difference between the graduation rate in the state and the graduation rate in the U.S. and outlying areas as a whole. A positive DIF value indicates that the state has a higher graduation rate than the U.S. and outlying areas 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 Data Notes in appendix B for information the states submitted to clarify their data submissions regarding exiting.

^cDEA did not require that these entities submit data for this collection prior to 2002-03.

= Number of students *graduating with a regular high school diploma*.

% = Percent of students exiting. This is equal to the number of students ages 14 through 21 with disabilities *graduating with a regular high school diploma* divided by the number of students in the same age group with disabilities 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* and 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.

- Data not available.

Continued on next page

Table 3-3. Number, percentage and difference from national baseline of students ages 14 through 21 with disabilities exiting school by *graduating with a regular high school diploma*; and percentage point change, by state (in descending order of percentage point change): 1999-2000^a to 2003-04^a (continued)

State	2002-03			2003-04			Change in percent ^c 1999-2000 to 2003-04
	#	%	DIF ^b	#	%	DIF ^b	
Hawaii	1,165	86	34	1,190	67	12	32
American Samoa	13	36	-16	23	53	-2	32
California	17,634	57	5	20,595	63	8	29
Illinois	8,660	62	10	11,676	71	16	27
Arkansas	2,783	79	27	2,900	81	26	23
Minnesota	5,133	69	17	5,577	71	16	22
Michigan	5,587	43	-9	6,907	54	-1	20
Alaska	420	39	-13	442	56	1	18
Pennsylvania	11,814	74	22	12,344	79	24	18
Bur. of Indian Affairs	198	42	-10	286	51	-4	17
Ohio	12,163	80	28	12,678	82	27	16
Wisconsin	5,775	59	7	6,440	74	19	14
South Dakota	503	59	7	430	65	10	14
Missouri	5,716	67	15	5,830	66	11	14
Kentucky	2,576	55	3	2,708	57	2	14
Georgia	2,806	27	-25	3,108	32	-23	13
Puerto Rico	760	33	-19	786	39	-16	13
Iowa	3,332	64	12	3,665	67	12	12
Northern Marianas	10	50	-2	x	.	.	.
North Carolina	4,137	42	-10	5,219	47	-8	12
Montana	769	64	12	811	63	8	11
Utah	1,735	59	7	2,033	62	7	11
Connecticut	3,353	63	11	3,405	66	11	11
West Virginia	1,861	56	4	1,978	62	7	11
New York	11,681	43	-9	12,762	48	-7	11
Arizona	2,998	54	2	3,689	53	-2	10
Delaware	427	63	11	561	63	8	10
Oregon	1,812	41	-11	2,255	43	-12	10
New Mexico	1,590	54	2	1,709	48	-7	9
Idaho	1,108	65	13	1,097	65	10	8
New Jersey	10,965	72	20	11,876	74	19	8
Vermont	593	59	7	599	60	5	7
Kansas	2,765	64	12	2,867	67	12	7
Louisiana	1,299	26	-26	1,176	23	-32	7
Oklahoma	3,948	65	13	4,231	68	13	6
Colorado	2,680	52	0	2,754	57	2	6
North Dakota	466	62	10	668	69	14	6
Rhode Island	1,177	70	18	1,375	72	17	6
Florida	7,996	41	-11	8,865	41	-14	5
Washington	3,806	62	10	3,991	57	2	5
Maine	1,340	60	8	1,495	65	10	5
Wyoming	421	45	-7	489	48	-7	5
Guam	83	57	5	70	58	3	4
Maryland	3,676	57	5	4,400	60	5	3
District of Columbia	230	26	-26	215	20	-35	2
Tennessee	2,296	33	-19	2,325	30	-25	1
New Hampshire	1,405	51	-1	1,496	52	-3	0
South Carolina	1,375	24	-28	1,542	24	-31	0
Alabama	1,049	17	-35	1,105	18	-37	0
Mississippi	709	21	-31	730	21	-34	0
Nevada	430	20	-32	508	19	-36	-3
Virgin Islands	18	18	-34	x	.	.	.
Indiana	4,091	41	-11	4,153	39	-16	-11
Massachusetts	5,690	56	4	6,270	48	-7	-11
Virginia	4,470	45	-7	3,813	35	-20	-14
Texas	13,197	48	-4	13,642	46	-9	-30
Palau ^d				x	.	.	.
Nebraska	1,501	49	-3	283	18	-37	-45
Micronesia	18	25	-27	30	57	2	.
Marshall Islands ^d				x	.	.	.
National Baseline	196,213	52		214,102	55		8

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

^bDIF = The state's percentage of students ages 14 through 21 with disabilities exiting school by *graduating with a regular high school diploma* minus the national baseline. These columns show for each year the difference between the graduation rate in the state and the graduation rate in the U.S. and outlying areas as a whole. A positive DIF value indicates that the state has a higher graduation rate than the U.S. and outlying areas 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 Data Notes in appendix B for information the states submitted to clarify their data submissions regarding exiting.

^cChange in percent = 2003-04 graduation rate minus 1999-2000 graduation rate.

^dData for this entity not ranked because cell size was less than 10.

x Data suppressed to limit disclosure.

. Cannot be displayed due to cell suppression.

Table 3-4. Number, percentage and difference from national baseline of students ages 14 through 21 with disabilities exiting school by *dropping out*; and percentage point change, by state (in ascending order of percentage point change): 1999-2000^a to 2003-04^a

State	1999-2000			2000-2001			2001-2002		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
American Samoa	23	62	20	24	56	15	28	64	26
Georgia	5,944	60	18	6,526	58	17	3,748	40	2
New Mexico	1,154	59	17	2,513	52	11	1,290	53	15
Illinois	9,170	52	10	6,855	40	-1	8,507	46	8
Michigan	9,111	63	21	7,940	58	17	7,011	52	14
Minnesota	4,606	51	9	4,533	51	10	4,354	47	9
Alaska	658	60	18	709	62	21	661	60	22
Arkansas	1,369	37	-5	1,182	38	-3	511	21	-17
South Dakota	363	45	3	181	27	-14	175	26	-12
California	13,958	48	6	11,420	40	-1	12,967	38	0
Pennsylvania	4,160	37	-5	3,777	40	-1	3,859	28	-10
Wisconsin	2,995	38	-4	3,053	37	-4	4,154	41	3
Bur. of Indian Affairs	284	60	18	290	55	14	195	43	5
Oregon	1,919	56	14	2,109	55	14	1,889	47	9
Kentucky	2,217	49	7	1,961	45	4	1,869	42	4
Iowa	1,877	42	0	1,881	40	-1	1,487	34	-4
Connecticut	2,550	44	2	2,843	48	7	2,046	38	0
West Virginia	1,399	44	2	1,497	45	4	1,522	46	8
Missouri	3,791	45	3	3,179	38	-3	2,922	35	-3
Utah	1,374	46	4	1,397	55	14	1,278	40	2
Arizona	2,959	56	14	3,442	57	16	2,881	48	10
New York	10,732	42	0	12,066	43	2	10,531	40	2
Nevada	955	46	4	1,005	46	5	977	42	4
Alabama	3,320	49	7	2,895	46	5	2,102	38	0
Virginia	3,113	36	-6	2,755	32	-9	2,214	27	-11
Montana	433	44	2	415	35	-6	369	32	-6
Delaware	192	38	-4	243	37	-4	274	40	2
Florida	5,905	38	-4	6,026	36	-5	5,327	30	-8
Puerto Rico	1,102	54	12	999	50	9	955	47	9
Idaho	610	40	-2	504	33	-8	494	32	-6
Ohio	3,623	25	-17	3,205	22	-19	2,528	19	-19
North Dakota	295	35	-7	273	33	-8	240	31	-7
Texas	5,484	24	-18	9,555	31	-10	8,976	30	-8
Kansas	1,437	39	-3	1,275	34	-7	1,587	37	-1
Northern Marianas	11	44	2	8	42	1	8	42	4
New Jersey	4,514	31	-11	3,560	27	-14	4,120	29	-9
Colorado	2,078	45	3	2,458	48	7	2,718	55	17
Vermont	329	45	3	426	46	5	408	41	3
Oklahoma	2,109	38	-4	2,188	41	0	2,015	36	-2
North Carolina	3,965	47	5	4,014	47	6	4,203	43	5
Virgin Islands	44	43	1	18	22	-19	33	39	1
Wyoming	482	53	11	559	56	15	560	55	17
Louisiana	3,868	59	17	4,213	62	21	3,154	56	18
Guam	30	45	3	56	44	3	82	54	16
Maine	661	35	-7	790	38	-3	810	38	0
Rhode Island	398	30	-12	483	29	-12	488	29	-9
Washington	2,283	42	0	2,847	44	3	2,810	41	3
Maryland	1,769	33	-9	2,130	36	-5	1,960	31	-7
Tennessee	2,778	34	-8	1,914	28	-13	1,723	25	-13
South Carolina	2,101	49	7	2,182	48	7	2,093	46	8
Hawaii	227	17	-25	361	21	-20	266	25	-13
New Hampshire	1,065	45	3	1,148	49	8	1,179	48	10
Mississippi	1,169	33	-9	1,182	35	-6	1,035	32	-6
Indiana	3,987	44	2	4,643	48	7	4,425	46	8
Massachusetts	3,890	38	-4	3,651	38	-3	4,162	39	1
Palau	0	0	-42	0	0	-41	NS	NS	NS
District of Columbia	65	28	-14	446	64	23	547	65	27
Nebraska	621	32	-10	1,270	55	14	1,145	48	10
Micronesia ^c	-	-	-	-	-	-	-	-	-
Marshall Islands ^c	-	-	-	-	-	-	-	-	-
National Baseline	147,528	42		149,075	41		139,872	38	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1999-2000 through 2003-04. Data updated as of July 30, 2005.

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

^bDIF = The state's percentage of students ages 14 through 21 with disabilities exiting school by *dropping out* minus the national baseline. This column shows the difference between the dropout rate in the state and the dropout rate in the U.S. and outlying areas as a whole. A negative DIF value indicates that the state has a lower dropout rate than the U.S. and outlying areas 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 Data Notes in appendix B for information the states submitted to clarify their data submissions regarding exiting.

^cIDEA did not require that these entities submit data for this collection prior to 2002-03.

= Number of students *dropping out*.

% = Number of students *dropping out* divided by the number exiting, multiplied by 100. Students exiting include those ages 14 through 21 with disabilities who *graduated with a regular high school diploma, received a certificate, dropped out, died, reached maximum age, or moved* and are *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.

NS Data not submitted.

- Data not available.

Continued on next page

Table 3-4. Number, percentage and difference from national baseline of students ages 14 through 21 with disabilities exiting school by *dropping out*; and percentage point change, by state (in ascending order of percentage point change): 1999-2000^a to 2003-04^a (continued)

State	2002-03			2003-04			Change in percent ^c 1999-2000 to 2003-04
	#	%	DIF ^b	#	%	DIF ^b	
American Samoa	18	50	16	x	.	.	.
Georgia	4,273	40	6	2,553	27	-4	-34
New Mexico	791	27	-7	992	28	-3	-31
Illinois	4,991	35	1	4,405	27	-4	-25
Michigan	6,453	49	15	5,078	40	9	-23
Minnesota	2,249	30	-4	2,283	29	-2	-22
Alaska	639	59	25	317	40	9	-20
Arkansas	620	18	-16	577	16	-15	-20
South Dakota	275	32	-2	169	25	-6	-19
California	10,820	35	1	9,736	30	-1	-19
Pennsylvania	4,039	25	-9	3,050	20	-11	-18
Wisconsin	3,587	37	3	1,912	22	-9	-16
Bur. of Indian Affairs	217	47	13	247	44	13	-16
Oregon	1,848	42	8	2,170	41	10	-15
Kentucky	1,782	38	4	1,681	36	5	-14
Iowa	1,547	30	-4	1,539	28	-3	-13
Connecticut	1,901	36	2	1,606	31	0	-13
West Virginia	1,309	40	6	1,020	32	1	-12
Missouri	2,591	30	-4	2,879	32	1	-12
Utah	1,090	37	3	1,102	33	2	-12
Arizona	2,453	44	10	3,080	44	13	-12
New York	9,817	36	2	7,894	30	-1	-12
Nevada	666	31	-3	914	34	3	-12
Alabama	2,526	40	6	2,335	38	7	-10
Virginia	3,024	30	-4	2,909	27	-4	-10
Montana	397	33	-1	444	34	3	-9
Delaware	188	28	-6	259	29	-2	-9
Florida	5,553	28	-6	6,336	29	-2	-9
Puerto Rico	1,074	46	12	905	45	14	-9
Idaho	500	29	-5	533	32	1	-9
Ohio	2,845	19	-15	2,585	17	-14	-8
North Dakota	264	35	1	260	27	-4	-8
Texas	4,947	18	-16	4,915	17	-14	-7
Kansas	1,441	34	0	1,358	32	1	-7
Northern Marianas	5	25	-9	x	.	.	.
New Jersey	3,853	25	-9	3,882	24	-7	-7
Colorado	2,195	43	9	1,859	38	7	-7
Vermont	388	39	5	380	38	7	-7
Oklahoma	2,111	35	1	1,955	31	0	-6
North Carolina	3,893	40	6	4,569	41	10	-6
Virgin Islands	17	17	-17	39	38	7	-6
Wyoming	472	51	17	490	48	17	-5
Louisiana	2,516	50	16	2,784	54	23	-5
Guam	61	42	8	49	41	10	-5
Maine	831	37	3	716	31	0	-5
Rhode Island	432	26	-8	483	25	-6	-4
Washington	2,064	34	0	2,665	38	7	-3
Maryland	2,076	32	-2	2,153	29	-2	-3
Tennessee	1,551	22	-12	2,567	33	2	-1
South Carolina	2,618	46	12	3,067	48	17	-1
Hawaii	164	12	-22	314	18	-13	1
New Hampshire	1,305	48	14	1,346	47	16	2
Mississippi	1,225	37	3	1,292	37	6	4
Indiana	4,655	46	12	5,257	50	19	5
Massachusetts	4,280	42	8	6,181	48	17	10
Palau ^d				19	76	45	26
District of Columbia	621	71	37	705	67	36	39
Nebraska	1,480	48	14	1,250	81	50	49
Micronesia ^e	42	58	24	8	15	-16	
Marshall Islands ^e	73	97	63	9	90	59	
National Baseline	125,667	34		122,096	31		-11

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

^bDIF = The state's percentage of students ages 14 through 21 with disabilities exiting school by *dropping out* minus the national baseline. This column shows the difference between the dropout rate in the state and the dropout rate in the U.S. and outlying areas as a whole. A negative DIF value indicates that the state has a lower dropout rate than the U.S. and outlying areas 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 Data Notes in appendix B for information the states submitted to clarify their data submissions regarding exiting.

^cChange in percent = 2003-04 dropout rate minus 1999-2000 dropout rate.

^dData for this entity not ranked because cell size was less than 10.

^eChange in percent cannot be calculated because *IDEA* did not require that these entities submit data for this collection prior to 2002-03.

x Data suppressed to limit disclosure.

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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 setting*^a under IDEA, Part B, by state (in descending order of percentage of children served): Fall 2004

State	Number of children	Percent of children served ^b	DIF ^c
American Samoa	97	99	66
Bur. of Indian Affairs	239	93	60
Micronesia	x	.	.
Virgin Islands	144	86	53
Northern Marianas	64	78	45
Rhode Island	2,108	72	39
Colorado	7,159	69	36
Maine	3,271	68	35
Wyoming	1,460	63	30
North Carolina	12,647	63	30
Puerto Rico	5,122	63	30
Vermont	936	62	29
Illinois	19,291	56	23
New Mexico	3,334	54	21
Delaware	1,047	53	20
New Hampshire	1,310	48	15
Pennsylvania	12,296	48	15
Oklahoma	3,873	48	15
Michigan	11,477	48	15
Kentucky	9,341	45	12
Georgia	9,341	45	12
District of Columbia	257	44	11
New York	26,482	44	11
Mississippi	3,558	43	10
North Dakota	630	41	8
Utah	2,967	41	8
Massachusetts	6,000	40	7
Guam	65	38	5
Minnesota	4,625	36	3
Tennessee	4,161	36	3
Arizona	4,675	35	2
Missouri	4,927	33	0
California	20,588	33	0
Montana	595	32	-1
Oregon	1,600	28	-5
Ohio	5,452	26	-7
West Virginia	1,440	25	-8
Idaho	974	25	-8
Louisiana	2,938	25	-8
Iowa	1,399	23	-10
Indiana	4,358	23	-10
Alabama	1,890	23	-10
Alaska	445	22	-11
Connecticut	1,765	22	-11
Maryland	2,401	20	-13
Arkansas	2,242	19	-14
Nevada	903	17	-16
Kansas	1,598	17	-16
Washington	2,268	17	-16
South Carolina	2,015	17	-16
South Dakota	445	16	-17
Virginia	2,693	16	-17
Wisconsin	2,526	16	-17
New Jersey	2,982	16	-17
Hawaii	229	10	-23
Florida	2,813	8	-25
Texas	2,117	5	-28
Nebraska	167	4	-29
Palau	x	.	.
Marshall Islands	x	.	.
National Baseline	231,992	33	

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," 2004. Data updated as of July 30, 2005.

^aFor children under age 6, the category *early childhood setting* refers to educational programs designed primarily for children without disabilities.

^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 = The state's percentage of children ages 3 through 5 receiving special education and related services in an *early childhood setting* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

x Data suppressed to limit disclosure.

. Cannot be displayed due to cell suppression.

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 setting*^a under IDEA, Part B; and percentage point change, by state (in descending order of percentage point change): Fall 2000 to fall 2004

State	2000			2001			2002		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
Guam	0	0	-36	2	1	-36	18	8	-27
Bur. of Indian Affairs	188	61	25	326	68	31	193	62	27
District of Columbia	65	15	-21	43	12	-25	314	79	44
Wyoming	623	37	1	1,260	68	31	1,286	63	28
Utah	913	16	-20	1,169	20	-17	2,058	32	-3
American Samoa	37	77	41	60	94	57	100	98	63
Maine	2,072	52	16	2,453	58	21	2,643	59	24
New Mexico	2,048	41	5	2,205	43	6	2,436	47	12
Michigan	7,247	36	0	8,104	39	2	9,390	42	7
Vermont	635	51	15	649	50	13	689	53	18
Virgin Islands	81	76	40	104	87	50	155	88	53
North Dakota	407	33	-3	474	37	0	576	41	6
Idaho	621	17	-19	547	15	-22	1,102	30	-5
Nevada	370	10	-26	408	10	-27	593	13	-22
Ohio	3,780	20	-16	3,809	20	-17	4,291	22	-13
Rhode Island	1,738	66	30	1,839	68	31	2,046	72	37
New York	13,217	38	2	20,508	38	1	21,541	40	5
Hawaii	93	5	-31	111	6	-31	275	13	-22
Connecticut	1,238	17	-19	1,186	16	-21	1,194	15	-20
Oklahoma	2,885	45	9	3,031	45	8	3,360	45	10
Nebraska	37	1	-35	45	1	-36	108	3	-32
Illinois	15,372	53	17	16,066	54	17	17,192	55	20
Oregon	1,305	26	-10	1,722	33	-4	1,223	23	-12
Georgia	7,283	44	8	7,938	45	8	8,879	48	13
Alaska	351	21	-15	265	16	-21	274	15	-20
Iowa	1,263	23	-13	1,349	25	-12	1,391	24	-11
Pennsylvania	10,198	48	12	11,312	52	15	11,495	49	14
Texas	1,820	5	-31	2,102	6	-31	2,231	6	-29
Tennessee	3,808	36	0	5,102	46	9	5,490	53	18
Puerto Rico	4,903	63	27	6,451	87	50	NS	NS	NS
Arkansas	1,910	20	-16	2,012	21	-16	2,085	21	-14
Florida	2,929	10	-26	3,196	10	-27	3,369	10	-25
South Dakota	411	18	-18	443	20	-17	455	19	-16
Northern Marianas	32	80	44	36	69	32	40	77	42
Kansas	1,516	20	-16	1,698	21	-16	1,750	20	-15
New Hampshire	1,214	51	15	1,146	47	10	1,187	46	11
Colorado	5,917	72	36	5,828	68	31	6,370	69	34
Mississippi	3,197	46	10	3,360	49	12	3,511	48	13
Arizona	3,491	38	2	3,639	37	0	3,894	36	1
North Carolina	11,906	66	30	12,445	65	28	13,018	65	30
Wisconsin	2,847	20	-16	4,074	28	-9	4,041	27	-8
Washington	2,552	22	-14	2,444	21	-16	2,386	19	-16
Alabama	2,069	27	-9	2,299	31	-6	2,141	27	-8
Virginia	3,100	21	-15	3,244	22	-15	2,715	17	-18
New Jersey	3,649	22	-14	3,942	24	-13	4,298	25	-10
Minnesota	4,956	43	7	4,976	42	5	5,267	43	8
Missouri	4,481	40	4	4,276	35	-2	4,967	36	1
Delaware	1,009	61	25	1,167	62	25	1,052	57	22
Maryland	2,958	30	-6	3,267	31	-6	3,229	28	-7
California	24,916	43	7	24,908	43	6	25,876	43	8
South Carolina	3,386	29	-7	3,557	30	-7	3,635	30	-5
West Virginia	2,121	39	3	1,988	37	0	2,131	39	4
Indiana	5,532	37	1	4,920	30	-7	3,772	22	-13
Kentucky	10,668	65	29	11,527	65	28	8,620	46	11
Louisiana	5,557	56	20	5,936	59	22	2,559	24	-11
Montana	1,097	67	31	640	38	1	591	34	-1
Massachusetts	10,348	76	40	10,381	79	42	10,322	74	39
Palau	14	74	38	-	-	-	-	-	-
Micronesia ^c	-	-	-	-	-	-	136	31	-4
Marshall Islands ^c	-	-	-	-	-	-	-	-	-
National Baseline	208,381	36		227,989	37		225,960	35	

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," 2000 through 2004. Data updated as of July 30, 2005.

^aFor children under age 6, the category *early childhood setting* refers to educational programs designed primarily for children without disabilities.

^bDIF = The state's percentage of children ages 3 through 5 receiving special education and related services in an *early childhood setting* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

^cIDEA did not require that these entities submit data for this collection prior to 2002-03.

NS Data not submitted.

= 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.

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 setting*^a under IDEA, Part B; and percentage point change, by state (in descending order of percentage point change): Fall 2000 to fall 2004 (continued)

State	2003			2004			Change in percent ^c 2000 to 2004
	#	%	DIF ^b	#	%	DIF ^b	
Guam	72	36	2	65	38	5	38
Bur. of Indian Affairs	236	69	35	239	93	60	33
District of Columbia	226	46	12	257	44	11	29
Wyoming	1,381	62	28	1,460	63	30	26
Utah	2,606	39	5	2,967	41	8	25
American Samoa	138	100	66	97	99	66	22
Maine	3,132	67	33	3,271	68	35	16
New Mexico	3,032	54	20	3,334	54	21	13
Michigan	11,287	48	14	11,477	48	15	11
Vermont	829	60	26	936	62	29	11
Virgin Islands	162	91	57	144	86	53	11
North Dakota	644	43	9	630	41	8	9
Idaho	1,114	29	-5	974	25	-8	8
Nevada	937	19	-15	903	17	-16	7
Ohio	5,053	26	-8	5,452	26	-7	6
Rhode Island	2,107	72	38	2,108	72	39	5
New York	22,606	41	7	26,482	44	11	5
Hawaii	253	11	-23	229	10	-23	5
Connecticut	1,202	15	-19	1,765	22	-11	5
Oklahoma	3,610	46	12	3,873	48	15	3
Nebraska	150	3	-31	167	4	-29	3
Illinois	18,705	56	22	19,291	56	23	2
Oregon	1,235	23	-11	1,600	28	-5	2
Georgia	10,177	50	16	9,341	45	12	1
Alaska	387	20	-14	445	22	-11	1
Iowa	1,380	23	-11	1,399	23	-10	0
Pennsylvania	11,935	49	15	12,296	48	15	0
Texas	2,016	5	-29	2,117	5	-28	0
Tennessee	4,828	43	9	4,161	36	3	0
Puerto Rico	NS	NS	NS	5,122	63	30	-1
Arkansas	2,269	21	-13	2,242	19	-14	-1
Florida	2,721	8	-26	2,813	8	-25	-2
South Dakota	533	21	-13	445	16	-17	-2
Northern Marianas	31	45	11	64	78	45	-2
Kansas	1,764	19	-15	1,598	17	-16	-2
New Hampshire	1,228	47	13	1,310	48	15	-3
Colorado	6,772	70	36	7,159	69	36	-3
Mississippi	3,722	47	13	3,558	43	10	-4
Arizona	4,084	34	0	4,675	35	2	-4
North Carolina	13,643	65	31	12,647	63	30	-4
Wisconsin	2,528	16	-18	2,526	16	-17	-4
Washington	2,476	19	-15	2,268	17	-16	-4
Alabama	1,899	24	-10	1,890	23	-10	-5
Virginia	2,864	17	-17	2,693	16	-17	-6
New Jersey	2,658	14	-20	2,982	16	-17	-7
Minnesota	5,168	40	6	4,625	36	3	-7
Missouri	5,343	35	1	4,927	33	0	-7
Delaware	1,200	59	25	1,047	53	20	-8
Maryland	3,168	26	-8	2,401	20	-13	-10
California	25,500	41	7	20,588	33	0	-11
South Carolina	2,449	21	-13	2,015	17	-16	-12
West Virginia	2,388	43	9	1,440	25	-8	-14
Indiana	4,019	22	-12	4,358	23	-10	-14
Kentucky	8,067	40	6	9,341	45	12	-20
Louisiana	2,857	25	-9	2,938	25	-8	-31
Montana	704	39	5	595	32	-1	-35
Massachusetts	6,281	42	8	6,000	40	7	-36
Palau ^d				x	.	.	.
Micronesia	121	32	-2	x	.	.	.
Marshall Islands ^d				x	.	.	.
National Baseline	227,897	34		231,992	33		-3

^aFor children under age 6, the category *early childhood setting* refers to educational programs designed primarily for children without disabilities.

^bDIF = The state's percentage of children ages 3 through 5 receiving special education and related services in an *early childhood setting* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

^cChange in percent = 2004 percentage minus 2000 percentage.

^dData for this entity not ranked in 2003 because cell size was less than 10.

NS Data not submitted.

x Data suppressed to limit disclosure.

. Cannot be displayed due to cell suppression.

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 2004

State	Number of children	Percent of children served ^a	DIF ^b
Marshall Islands	x	.	.
Micronesia	1,978	97	45
American Samoa	1,077	94	42
North Dakota	10,216	78	26
Vermont	9,477	77	25
New Hampshire	21,875	76	24
Puerto Rico	57,857	73	21
Oregon	51,405	72	20
Colorado	51,282	70	18
Northern Marianas	454	68	16
South Dakota	9,687	64	12
Rhode Island	17,948	63	11
Kentucky	53,146	62	10
North Carolina	105,117	61	9
Connecticut	39,469	61	9
Minnesota	61,957	60	8
Indiana	93,616	60	8
Idaho	14,650	59	7
Nebraska	23,986	58	6
Alaska	9,321	58	6
Missouri	73,319	57	5
Maryland	57,363	57	5
Bur. of Indian Affairs	4,415	57	5
Alabama	48,005	56	4
Virginia	88,120	56	4
Florida	204,016	56	4
Kansas	31,197	56	4
West Virginia	24,830	56	4
Maine	18,145	55	3
Wyoming	6,171	55	3
New York	210,074	54	2
Texas	252,110	53	1
Louisiana	48,131	53	1
Nevada	22,208	53	1
Montana	9,087	52	0
Georgia	89,476	51	-1
Mississippi	30,203	50	-2
Wisconsin	55,990	49	-3
South Carolina	49,234	49	-3
California	301,473	49	-3
Arizona	52,238	49	-3
Washington	53,552	48	-4
Oklahoma	41,764	48	-4
Illinois	134,778	47	-5
Ohio	111,417	46	-6
New Jersey	104,098	46	-6
New Mexico	20,719	46	-6
Delaware	7,601	45	-7
Michigan	97,853	45	-7
Tennessee	49,386	45	-7
Arkansas	25,055	44	-8
Iowa	29,976	44	-8
Massachusetts	65,087	44	-8
Pennsylvania	112,014	44	-8
Utah	22,174	42	-10
Guam	784	34	-18
Virgin Islands	527	33	-19
Palau	x	.	.
Hawaii	4,797	24	-28
District of Columbia	1,531	12	-40
National Baseline	3,194,193	52	

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," 2004. Data updated as of July 30, 2005.

^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 = The state's percentage of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

x Data suppressed to limit disclosure.

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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 ascending order of percentage of children served): Fall 2004

State	Number of children	Percent of children served ^a	DIF ^b
Marshall Islands	x	.	.
Micronesia	x	.	.
New Hampshire	963	3	-15
North Dakota	557	4	-14
Northern Marianas	x	.	.
American Samoa	x	.	.
South Dakota	942	6	-12
Alabama	6,227	7	-11
Colorado	5,719	8	-10
Vermont	1,082	9	-9
Idaho	2,225	9	-9
Minnesota	9,837	10	-8
West Virginia	4,290	10	-8
Wyoming	1,098	10	-8
Bur. of Indian Affairs	779	10	-8
Oregon	7,339	10	-8
Connecticut	6,698	10	-8
Oklahoma	9,076	10	-8
Kansas	5,899	11	-7
Puerto Rico	8,572	11	-7
Missouri	14,325	11	-7
Montana	2,003	11	-7
Maine	3,829	12	-6
Kentucky	10,080	12	-6
Wisconsin	13,813	12	-6
Nebraska	5,009	12	-6
Arkansas	7,073	13	-5
Alaska	2,079	13	-5
Texas	61,098	13	-5
Iowa	9,195	14	-4
Virginia	22,761	14	-4
Palau	x	.	.
Washington	16,730	15	-3
Ohio	36,282	15	-3
Indiana	23,767	15	-3
District of Columbia	1,981	15	-3
Nevada	6,598	16	-2
Massachusetts	23,703	16	-2
Pennsylvania	41,624	16	-2
New Jersey	37,769	17	-1
North Carolina	29,868	17	-1
Arizona	18,505	17	-1
Maryland	17,740	18	0
Tennessee	19,924	18	0
Rhode Island	5,347	19	1
Louisiana	17,476	19	1
Florida	74,144	20	2
Delaware	3,462	21	3
Utah	11,289	21	3
Georgia	37,700	22	4
New Mexico	9,746	22	4
Illinois	63,028	22	4
Michigan	47,884	22	4
South Carolina	23,177	23	5
California	150,885	25	7
Mississippi	15,752	26	8
New York	106,983	27	9
Virgin Islands	456	29	11
Guam	671	29	11
Hawaii	6,583	32	14
National Baseline	1,071,768	18	

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," 2004. Data updated as of July 30, 2005.

^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 = The state's percentage of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

x Data suppressed to limit disclosure.

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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 ascending order of percentage of children served): Fall 2004

State	Number of children	Percent of children served ^a	DIF ^b
American Samoa	x	.	.
Marshall Islands	x	.	.
Guam	x	.	.
West Virginia	67	0.1	-2.9
Bur. of Indian Affairs	x	.	.
Montana	86	0.5	-2.5
Louisiana	x	.	.
Texas	2,613	0.6	-2.4
Oklahoma	542	0.6	-2.4
New Mexico	302	0.7	-2.3
Washington	764	0.7	-2.3
Indiana	1,121	0.7	-2.3
Wyoming	81	0.7	-2.3
South Carolina	830	0.8	-2.2
Georgia	1,521	0.9	-2.1
Kentucky	785	0.9	-2.1
Mississippi	561	0.9	-2.1
Idaho	234	0.9	-2.1
Wisconsin	1,165	1.0	-2.0
North Dakota	140	1.1	-1.9
Virgin Islands	x	.	.
Arkansas	622	1.1	-1.9
Puerto Rico	944	1.2	-1.8
North Carolina	2,115	1.2	-1.8
Tennessee	1,374	1.2	-1.8
Alabama	1,123	1.3	-1.7
Alaska	x	.	.
Nevada	x	.	.
South Dakota	244	1.6	-1.4
Oregon	1,157	1.6	-1.4
Hawaii	335	1.6	-1.4
Micronesia	x	.	.
Northern Marianas	x	.	.
Florida	7,370	2.0	-1.0
Nebraska	885	2.2	-0.8
Colorado	1,582	2.2	-0.8
Arizona	2,368	2.2	-0.8
Kansas	1,301	2.3	-0.7
Virginia	3,964	2.5	-0.5
New Hampshire	766	2.6	-0.4
Maine	889	2.7	-0.3
Iowa	x	.	.
Utah	x	.	.
Missouri	4,012	3.1	0.1
Rhode Island	x	.	.
California	20,804	3.4	0.4
Pennsylvania	8,977	3.5	0.5
Michigan	x	.	.
Delaware	652	3.9	0.9
Palau	x	.	.
Minnesota	4,242	4.1	1.1
Connecticut	2,900	4.5	1.5
Vermont	649	5.2	2.2
New York	20,798	5.3	2.3
Ohio	12,764	5.3	2.3
Illinois	15,468	5.4	2.4
Massachusetts	8,264	5.6	2.6
Maryland	7,274	7.3	4.3
New Jersey	20,260	8.9	5.9
District of Columbia	3,249	25.3	22.3
National Baseline	181,925	3.0	

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," 2004. Data updated as of July 30, 2005.

^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 = The state's percentage of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

x Data suppressed to limit disclosure.

. Cannot be displayed due to cell suppression.

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 point change, by state (in descending order of percentage point change): Fall 2000 to fall 2004

State	2000			2001			2002		
	#	%	DIF ^a	#	%	DIF ^a	#	%	DIF ^a
Northern Marianas	137	25	-21	173	32	-16	298	56	8
American Samoa	371	57	11	478	64	16	661	76	28
Puerto Rico	25,544	44	-2	41,803	71	23	NS	NS	NS
Massachusetts	27,487	18	-28	16,853	12	-36	17,265	12	-36
Texas	129,886	29	-17	248,948	55	7	243,891	53	5
Virginia	54,441	37	-9	54,573	36	-12	54,792	36	-12
South Carolina	30,153	32	-14	38,082	39	-9	42,815	44	-4
Rhode Island	12,954	46	0	12,941	44	-4	12,992	43	-5
Georgia	56,011	36	-10	58,608	37	-11	71,817	43	-5
Delaware	4,902	32	-14	5,423	35	-13	6,116	38	-10
New Mexico	15,724	33	-13	16,118	34	-14	17,521	38	-10
Kentucky	39,702	51	5	44,776	56	8	46,228	57	9
Maryland	47,246	46	0	49,446	49	1	52,233	51	3
Illinois	97,734	36	-10	108,686	39	-9	116,619	42	-6
Louisiana	39,098	44	-2	41,493	46	-2	43,050	48	0
Alabama	44,104	48	2	40,094	45	-3	38,006	44	-4
Virgin Islands	355	25	-21	432	29	-19	429	29	-19
District of Columbia	441	4	-42	293	3	-45	1,476	13	-35
Florida	163,789	49	3	171,177	49	1	175,806	49	1
Wisconsin	47,951	43	-3	50,405	45	-3	50,712	45	-3
Arkansas	20,263	38	-8	21,163	39	-9	21,774	39	-9
West Virginia	22,217	49	3	22,343	50	2	22,454	50	2
Connecticut	36,738	55	9	36,595	55	7	36,933	56	8
Ohio	89,679	41	-5	90,895	41	-7	96,009	42	-6
Missouri	67,028	53	7	70,028	54	6	72,874	56	8
New York	192,839	50	4	197,824	51	3	199,522	52	4
Maine	16,456	52	6	17,098	53	5	17,269	53	5
Pennsylvania	89,672	41	-5	98,241	43	-5	104,356	44	-4
Mississippi	25,993	47	1	27,825	50	2	24,953	44	-4
Guam	638	31	-15	702	33	-15	746	34	-14
Wyoming	5,981	52	6	6,134	54	6	6,037	54	6
Nevada	17,476	51	5	18,374	51	3	19,076	50	2
North Carolina	94,609	58	12	98,584	59	11	100,484	59	11
Indiana	82,168	58	12	83,484	58	10	86,590	58	10
New Jersey	90,688	44	-2	94,322	44	-4	97,061	45	-3
New Hampshire	20,472	74	28	20,669	75	27	21,253	75	27
Oklahoma	37,091	47	1	37,849	47	-1	39,011	47	-1
Arizona	42,086	48	2	43,380	48	0	44,931	48	0
Michigan	89,374	44	-2	90,553	44	-4	92,744	44	-4
Oregon	49,740	72	26	50,360	71	23	51,148	71	23
Alaska	9,289	58	12	9,359	57	9	9,387	57	9
Utah	20,405	42	-4	20,429	42	-6	20,216	41	-7
Washington	52,172	49	3	52,501	48	0	51,780	47	-1
Tennessee	51,901	45	-1	51,276	45	-3	50,790	44	-4
Nebraska	23,119	59	13	26,563	67	19	22,997	58	10
Iowa	30,197	45	-1	29,939	44	-4	29,625	44	-4
South Dakota	9,313	65	19	9,430	64	16	9,676	64	16
North Dakota	9,781	79	33	9,735	79	31	9,797	78	30
Colorado	50,423	72	26	50,625	71	23	49,867	69	21
Vermont	9,734	79	33	9,735	77	29	9,481	76	28
Kansas	31,473	59	13	31,290	58	10	32,518	59	11
Minnesota	62,741	64	18	62,031	63	15	61,789	62	14
Montana	9,723	55	9	9,818	56	8	9,651	55	7
Bur. of Indian Affairs	5,296	62	16	4,656	52	4	4,235	53	5
Idaho	16,518	65	19	16,402	65	17	15,811	62	14
Palau	48	39	-7	78	49	1	58	36	-12
California	356,720	61	15	316,096	53	5	303,745	50	2
Hawaii	9,878	45	-1	2,321	11	-37	5,183	24	-24
Marshall Islands ^b	-	-	-	-	-	-	746	94	46
Micronesia ^b	-	-	-	-	-	-	1,842	90	42
National Baseline	2,687,969	46		2,839,509	48		2,847,146	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," 2000 through 2004. Data updated as of July 30, 2005.

^aDIF = The state's percentage of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

^bIDEA did not require that these entities submit data for this collection prior to 2002-03.
 - Data not available.

NS Data not submitted.

= 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.

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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 point change, by state (in descending order of percentage point change): Fall 2000 to fall 2004 (continued)

State	2003			2004			Change in percent ^b 2000 to 2004
	#	%	DIF ^a	#	%	DIF ^a	
Northern Marianas	406	68	18	454	68	16	43
American Samoa	907	91	41	1,077	94	42	37
Puerto Rico	NS	NS	NS	57,857	73	21	29
Massachusetts	50,218	35	-15	65,087	44	-8	26
Texas	245,854	53	3	252,110	53	1	25
Virginia	55,882	36	-14	88,120	56	4	19
South Carolina	44,324	45	-5	49,234	49	-3	18
Rhode Island	19,201	66	16	17,948	63	11	17
Georgia	82,066	48	-2	89,476	51	-1	15
Delaware	6,494	40	-10	7,601	45	-7	13
New Mexico	19,087	41	-9	20,719	46	-6	13
Kentucky	49,118	59	9	53,146	62	10	11
Maryland	56,025	55	5	57,363	57	5	11
Illinois	123,641	44	-6	134,778	47	-5	10
Louisiana	45,609	50	0	48,131	53	1	9
Alabama	40,806	48	-2	48,005	56	4	9
Virgin Islands	488	31	-19	527	33	-19	8
District Of Columbia	1,485	14	-36	1,531	12	-40	8
Florida	185,428	51	1	204,016	56	4	7
Wisconsin	53,252	47	-3	55,990	49	-3	6
Arkansas	23,125	41	-9	25,055	44	-8	6
West Virginia	22,966	51	1	24,830	56	4	6
Connecticut	37,692	57	7	39,469	61	9	6
Ohio	108,084	46	-4	111,417	46	-6	6
Missouri	72,900	57	7	73,319	57	5	4
New York	206,160	53	3	210,074	54	2	4
Maine	17,813	54	4	18,145	55	3	3
Pennsylvania	107,787	43	-7	112,014	44	-8	3
Mississippi	31,263	53	3	30,203	50	-2	3
Guam	753	33	-17	784	34	-18	3
Wyoming	6,045	54	4	6,171	55	3	3
Nevada	20,282	50	0	22,208	53	1	2
North Carolina	103,097	60	10	105,117	61	9	2
Indiana	88,900	58	8	93,616	60	8	2
New Jersey	101,550	46	-4	104,098	46	-6	2
New Hampshire	21,553	75	25	21,875	76	24	2
Oklahoma	40,179	47	-3	41,764	48	-4	1
Arizona	48,388	48	-2	52,238	49	-3	1
Michigan	95,016	44	-6	97,853	45	-7	1
Oregon	51,100	72	22	51,405	72	20	0
Alaska	9,277	58	8	9,321	58	6	0
Utah	20,829	41	-9	22,174	42	-10	0
Washington	52,150	47	-3	53,552	48	-4	0
Tennessee	48,867	44	-6	49,386	45	-7	-1
Nebraska	23,464	58	8	23,986	58	6	-1
Iowa	29,920	44	-6	29,976	44	-8	-1
South Dakota	9,688	64	14	9,687	64	12	-1
North Dakota	9,754	78	28	10,216	78	26	-1
Colorado	50,992	70	20	51,282	70	18	-1
Vermont	9,519	77	27	9,477	77	25	-2
Kansas	32,273	58	8	31,197	56	4	-3
Minnesota	61,998	61	11	61,957	60	8	-3
Montana	9,588	54	4	9,087	52	0	-4
Bur. Of Indian Affairs	4,924	62	12	4,415	57	5	-5
Idaho	14,955	59	9	14,650	59	7	-7
Palau	64	35	-15	x	.	.	.
California	303,117	49	-1	301,473	49	-3	-11
Hawaii	4,943	24	-26	4,797	24	-28	-21
Marshall Islands	648	92	42	x	.	.	.
Micronesia	2,121	96	46	1,978	97	45	.
National Baseline	2,984,035	50		3,194,193	52		6

^aDIF = The state's percentage of students ages 6 through 21 receiving special education *outside the regular class less than 21 percent of the school day* minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of children in this environment than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix B for information the states submitted to clarify their data submissions regarding educational environments.

^bChange in percent = 2004 percentage minus 2000 percentage.

NS Data not submitted.

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Table 3-9. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 (excluding children at risk^a) receiving early intervention services under IDEA, Part C, by age and state (in descending order of percentage of population): Fall 2004

State	Birth through 2	Population 0 through 2	Percent of population ^b	DIF ^c
Massachusetts	13,166	239,325	5.50	3.26
Hawaii	2,389	55,480	4.31	2.07
New York	32,232	756,205	4.26	2.02
Wyoming	759	19,081	3.98	1.74
Indiana	10,067	255,744	3.94	1.70
Rhode Island	1,314	36,866	3.56	1.32
Virgin Islands	178	5,087	3.50	1.26
Vermont	600	18,606	3.22	0.98
Connecticut	3,948	127,491	3.10	0.86
Pennsylvania	13,297	432,315	3.08	0.84
Delaware	1,006	32,810	3.07	0.83
Arkansas	3,283	111,706	2.94	0.70
Maine	1,169	40,683	2.87	0.63
Illinois	15,318	535,294	2.86	0.62
West Virginia	1,735	60,914	2.85	0.61
South Dakota	897	31,624	2.84	0.60
Wisconsin	5,756	203,618	2.83	0.59
North Dakota	611	21,842	2.80	0.56
Maryland	6,276	225,878	2.78	0.54
Idaho	1,706	62,502	2.73	0.49
New Hampshire	x	43,104	.	.
Kansas	2,947	114,457	2.57	0.33
Louisiana	4,522	196,629	2.30	0.06
Kentucky	3,666	159,785	2.29	0.05
New Mexico	1,819	80,714	2.25	0.01
New Jersey	7,790	352,327	2.21	-0.03
Michigan	8,350	386,170	2.16	-0.08
Montana	677	31,787	2.13	-0.11
Iowa	2,331	109,781	2.12	-0.12
Oklahoma	3,013	147,755	2.04	-0.20
Alaska	610	30,150	2.02	-0.22
Florida	12,214	655,203	1.86	-0.38
Texas	20,641	1,121,408	1.84	-0.40
Ohio	7,991	435,667	1.83	-0.41
Puerto Rico	3,139	174,849	1.80	-0.44
Virginia	5,369	299,736	1.79	-0.45
Utah	2,515	141,906	1.77	-0.47
Nebraska	1,303	75,083	1.74	-0.50
Tennessee	3,973	232,302	1.71	-0.53
Colorado	3,484	204,418	1.70	-0.54
Mississippi	2,126	125,719	1.69	-0.55
Washington	3,859	230,108	1.68	-0.56
California	26,669	1,600,314	1.67	-0.57
Oregon	2,081	134,621	1.55	-0.69
Arizona	4,196	272,730	1.54	-0.70
Missouri	3,445	225,324	1.53	-0.71
Minnesota	3,039	202,070	1.50	-0.74
North Carolina	5,120	357,551	1.43	-0.81
South Carolina	2,289	167,751	1.36	-0.88
Georgia	5,450	411,041	1.33	-0.91
Northern Marianas	47	3,600	1.31	-0.93
District of Columbia	288	22,101	1.30	-0.94
Nevada	1,308	100,764	1.30	-0.94
American Samoa	63	4,856	1.30	-0.94
Alabama	2,261	176,839	1.28	-0.96
Guam	x	10,218	.	.
National baseline	275,484	12,311,909	2.24	

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," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. For the 50 states and D.C., population data accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.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.

^aChildren who are at risk of experiencing a substantial developmental delay if they do not receive early intervention services.

^bPercent of population = Number of infants and toddlers birth through age 2 receiving early intervention services divided by the birth through 2 population, multiplied by 100.

^cDIF = The state's percentage of infants and toddlers birth through age 2 (excluding children at risk) receiving early intervention services minus the national baseline. This column shows the difference between the percentage of children birth through age 2 (excluding children at risk) served in the state and the percentage served in the U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of its infant and toddler population than the U.S. and outlying areas 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 Data Notes in appendix A for information the states submitted to clarify their data submissions regarding child count.

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Table 3-10. Number, percentage and difference from national baseline of infants younger than 1 year of age (excluding infants at risk^a) receiving early intervention services under IDEA, Part C, by age and state (in descending order of percentage of population): Fall 2004

State	Number of children age <1	Birth population	Percent of population ^b	DIF ^c
Hawaii	539	18,956	2.84	1.92
Virgin Islands	42	1,672	2.51	1.59
Massachusetts	1,956	80,202	2.44	1.52
Rhode Island	214	12,240	1.75	0.83
Wyoming	114	6,600	1.73	0.81
North Dakota	129	7,488	1.72	0.80
Indiana	1,456	86,163	1.69	0.77
Idaho	349	21,032	1.66	0.74
Louisiana	1,110	67,320	1.65	0.73
Montana	170	10,738	1.58	0.66
Pennsylvania	2,113	145,759	1.45	0.53
West Virginia	289	20,649	1.40	0.48
Delaware	148	11,139	1.33	0.41
American Samoa	22	1,726	1.27	0.35
Kansas	479	38,945	1.23	0.31
Maryland	926	75,601	1.22	0.30
Oklahoma	617	50,398	1.22	0.30
New Hampshire	x	14,193	.	.
Wisconsin	782	68,647	1.14	0.22
Iowa	420	37,571	1.12	0.20
New York	2,793	254,293	1.10	0.18
Illinois	1,954	179,455	1.09	0.17
Michigan	1,396	128,830	1.08	0.16
Connecticut	441	42,876	1.03	0.11
California	5,233	537,777	0.97	0.05
South Dakota	97	10,855	0.89	-0.03
Vermont	54	6,199	0.87	-0.05
New Mexico	225	27,176	0.83	-0.09
Arkansas	311	37,667	0.83	-0.09
Alaska	83	10,150	0.82	-0.10
Texas	3,054	378,946	0.81	-0.11
Ohio	1,154	146,646	0.79	-0.13
Northern Marianas	10	1,297	0.77	-0.15
Utah	365	48,004	0.76	-0.16
Nebraska	192	25,787	0.74	-0.18
Colorado	505	67,840	0.74	-0.18
Mississippi	318	42,880	0.74	-0.18
Maine	98	13,848	0.71	-0.21
Tennessee	528	78,752	0.67	-0.25
Missouri	514	76,771	0.67	-0.25
South Carolina	374	56,452	0.66	-0.26
Florida	1,441	219,312	0.66	-0.26
Arizona	561	92,222	0.61	-0.31
Nevada	193	33,226	0.58	-0.34
Virginia	578	100,219	0.58	-0.34
District of Columbia	43	7,497	0.57	-0.35
Georgia	754	138,108	0.55	-0.37
New Jersey	629	118,575	0.53	-0.39
Oregon	229	44,962	0.51	-0.41
Washington	389	76,487	0.51	-0.41
North Carolina	600	118,874	0.50	-0.42
Alabama	291	59,756	0.49	-0.43
Kentucky	251	54,312	0.46	-0.46
Minnesota	282	68,793	0.41	-0.51
Puerto Rico	213	58,043	0.37	-0.55
Guam	x	3,535	.	.
National baseline	38,192	4,143,461	0.92	

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," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. For the 50 states and D.C., population data accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.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.

^aChildren who are at risk of experiencing a substantial developmental delay if they do not receive early intervention services.

^bPercent 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.

^cDIF = The state's percentage of infants younger than 1 year of age (excluding infants at risk) receiving early intervention services minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of its under age 1 population than the U.S. and outlying areas 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 Data Notes in appendix A for information the states submitted to clarify their data submissions regarding child count.

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Table 3-11. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 (excluding children at risk^a) receiving early intervention services under IDEA, Part C; and percentage point change, by state (in descending order of percentage point change): Fall 2000 to fall 2004

State	2000			2001			2002		
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b
Virgin Islands	87	1.7	-0.11	207	4.1	2.04	160	3.1	0.99
Wyoming	457	2.5	0.65	531	2.9	0.88	618	3.3	1.17
California	5,637	0.4	-1.44	24,425	1.6	-0.41	24,904	1.6	-0.54
North Dakota	363	1.6	-0.25	371	1.7	-0.34	411	1.8	-0.31
Louisiana	2,167	1.1	-0.69	2,311	1.2	-0.83	2,483	1.3	-0.88
Rhode Island	951	2.5	0.70	1,089	3.0	0.93	1,263	3.4	1.28
Vermont	438	2.2	0.40	472	2.5	0.46	577	3.1	0.91
New Mexico	1,052	1.3	-0.48	1,149	1.5	-0.58	1,290	1.6	-0.56
Indiana	7,707	3.0	1.22	8,645	3.4	1.32	8,614	3.3	1.18
Pennsylvania	9,400	2.2	0.37	10,191	2.4	0.37	11,274	2.7	0.50
Iowa	1,420	1.3	-0.55	1,637	1.5	-0.54	1,931	1.8	-0.40
Maine	842	2.0	0.22	964	2.4	0.36	1,078	2.7	0.53
Hawaii	1,630	3.5	1.66	1,690	3.5	1.42	2,002	3.9	1.71
Arkansas	2,337	2.1	0.33	2,774	2.5	0.49	2,874	2.6	0.42
West Virginia	1,254	2.1	0.26	1,412	2.3	0.31	1,332	2.2	0.03
South Dakota	645	2.1	0.29	655	2.1	0.11	704	2.3	0.11
Illinois	11,506	2.2	0.38	10,021	1.9	-0.14	10,906	2.0	-0.12
New York	26,934	3.7	1.84	30,417	4.1	2.09	35,997	4.8	2.68
Idaho	1,274	2.2	0.34	1,257	2.1	0.05	1,340	2.2	0.02
New Jersey	5,470	1.6	-0.18	6,434	1.9	-0.12	7,252	2.1	-0.03
Massachusetts	11,691	4.9	3.12	12,487	5.3	3.30	13,372	5.6	3.43
Maryland	4,815	2.3	0.46	4,897	2.3	0.24	5,450	2.5	0.32
Washington	2,900	1.2	-0.59	3,119	1.3	-0.71	3,518	1.5	-0.66
Kansas	2,485	2.2	0.37	2,738	2.4	0.38	2,828	2.5	0.31
Georgia	3,427	0.9	-0.87	3,770	1.0	-1.05	4,061	1.0	-1.14
Montana	574	1.8	-0.06	600	1.9	-0.13	574	1.8	-0.37
Michigan	7,267	1.8	0.00	7,094	1.8	-0.23	7,570	1.9	-0.23
Virginia	4,081	1.5	-0.35	4,468	1.6	-0.48	5,147	1.7	-0.42
Oklahoma	2,465	1.7	-0.10	2,627	1.8	-0.20	2,935	2.0	-0.16
North Carolina	3,731	1.1	-0.69	4,783	1.4	-0.65	5,012	1.4	-0.75
Wisconsin	5,157	2.5	0.72	5,212	2.6	0.56	5,323	2.6	0.45
Arizona	2,941	1.3	-0.55	2,924	1.2	-0.86	3,487	1.3	-0.82
District of Columbia	206	1.1	-0.76	279	1.4	-0.64	283	1.3	-0.82
Nevada	947	1.1	-0.74	895	0.9	-1.08	885	0.9	-1.25
Texas	16,132	1.6	-0.18	18,171	1.7	-0.29	20,286	1.9	-0.29
Connecticut	3,794	2.9	1.08	3,879	3.0	0.99	4,033	3.2	1.03
Oregon	1,833	1.4	-0.45	1,887	1.4	-0.63	1,933	1.4	-0.73
Missouri	3,039	1.4	-0.45	2,825	1.3	-0.74	2,942	1.3	-0.84
Alabama	1,996	1.1	-0.70	2,086	1.2	-0.86	2,157	1.2	-0.96
Northern Marianas	42	1.2	-0.65	48	1.3	-0.70	42	1.2	-0.99
Kentucky	3,510	2.2	0.38	3,867	2.4	0.38	4,176	2.6	0.44
Ohio	7,973	1.8	-0.05	7,612	1.7	-0.32	6,943	1.6	-0.59
Nebraska	1,185	1.7	-0.14	1,115	1.6	-0.46	1,163	1.6	-0.56
Utah	2,263	1.7	-0.10	2,463	1.8	-0.23	2,527	1.8	-0.36
Minnesota	2,948	1.5	-0.32	3,052	1.6	-0.47	3,267	1.7	-0.51
New Hampshire	1,196	2.7	0.90	1,155	2.7	0.64	1,214	2.8	0.66
Puerto Rico	3,230	1.8	0.03	2,983	1.7	-0.32	2,778	1.6	-0.57
South Carolina	2,289	1.4	-0.39	2,093	1.3	-0.76	1,695	1.0	-1.14
American Samoa	67	1.4	-0.44	35	0.7	-1.31	42	0.9	-1.30
Tennessee	4,250	1.9	0.06	4,701	2.1	0.03	5,426	2.4	0.20
Delaware	1,003	3.2	1.42	907	2.9	0.90	1,034	3.2	1.04
Alaska	651	2.3	0.48	634	2.2	0.17	625	2.1	-0.04
Mississippi	2,450	2.0	0.17	2,030	1.6	-0.40	1,862	1.5	-0.68
Colorado	4,151	2.3	0.46	3,068	1.6	-0.44	2,854	1.4	-0.72
Florida	14,247	2.5	0.70	14,443	2.4	0.36	16,894	2.7	0.54
Guam	226	2.2	0.39	145	1.4	-0.61	30	0.3	-1.87
National baseline	212,733	1.8		241,744	2.0		261,378	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," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. For the 50 states and D.C., population data accessed August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.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.

^aChildren who are at risk of experiencing a substantial developmental delay if they do not receive early intervention services.

^bDIF = The state's percentage of infants and toddlers birth through age 2 (excluding children at risk) receiving early intervention services minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of its infant and toddler population than the U.S. and outlying areas 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 Data Notes in appendix A for information the states submitted to clarify their data submissions regarding child count.

= Number of infants and toddlers receiving early intervention services.

% = Percentage of population receiving early intervention. This is equal to the number of infants and toddlers birth through age 2 receiving early intervention services divided by the birth through 2 population, multiplied by 100.

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Table 3-11. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 (excluding children at risk^a) receiving early intervention services under IDEA, Part C; and percentage point change, by state (in descending order of percentage point change): Fall 2000 to fall 2004 (continued)

State	2003			2004			Change in percent ^c 2000 to 2004
	#	%	DIF ^b	#	%	DIF ^b	
Virgin Islands	160	3.1	0.97	178	3.5	1.26	1.8
Wyoming	671	3.6	1.39	759	4.0	1.74	1.5
California	25,487	1.6	-0.57	26,669	1.7	-0.57	1.3
North Dakota	476	2.2	-0.02	611	2.8	0.56	1.2
Louisiana	3,440	1.8	-0.43	4,522	2.3	0.06	1.2
Rhode Island	1,282	3.5	1.30	1,314	3.6	1.32	1.0
Vermont	625	3.3	1.16	600	3.2	0.98	1.0
New Mexico	1,553	1.9	-0.26	1,819	2.3	0.01	0.9
Indiana	9,543	3.7	1.54	10,067	3.9	1.70	0.9
Pennsylvania	12,429	2.9	0.72	13,297	3.1	0.84	0.9
Iowa	2,136	2.0	-0.23	2,331	2.1	-0.12	0.9
Maine	1,105	2.7	0.56	1,169	2.9	0.63	0.8
Hawaii	2,405	4.4	2.24	2,389	4.3	2.07	0.8
Arkansas	2,772	2.5	0.30	3,283	2.9	0.70	0.8
West Virginia	1,517	2.5	0.32	1,735	2.8	0.61	0.8
South Dakota	830	2.7	0.47	897	2.8	0.60	0.7
Illinois	13,140	2.4	0.27	15,318	2.9	0.62	0.7
New York	33,026	4.4	2.20	32,232	4.3	2.02	0.6
Idaho	1,490	2.4	0.22	1,706	2.7	0.49	0.6
New Jersey	8,085	2.3	0.15	7,790	2.2	-0.03	0.6
Massachusetts	13,986	5.8	3.63	13,166	5.5	3.26	0.6
Maryland	5,621	2.5	0.33	6,276	2.8	0.54	0.5
Washington	3,627	1.6	-0.62	3,859	1.7	-0.56	0.4
Kansas	2,749	2.4	0.22	2,947	2.6	0.33	0.4
Georgia	4,907	1.2	-0.98	5,450	1.3	-0.91	0.4
Montana	628	2.0	-0.21	677	2.1	-0.11	0.4
Michigan	8,229	2.1	-0.06	8,350	2.2	-0.08	0.3
Virginia	5,228	1.7	-0.43	5,369	1.8	-0.45	0.3
Oklahoma	3,348	2.3	0.09	3,013	2.0	-0.20	0.3
North Carolina	5,071	1.4	-0.77	5,120	1.4	-0.81	0.3
Wisconsin	5,417	2.7	0.48	5,756	2.8	0.59	0.3
Arizona	3,725	1.4	-0.79	4,196	1.5	-0.70	0.3
District of Columbia	247	1.1	-1.06	288	1.3	-0.94	0.2
Nevada	930	0.9	-1.24	1,308	1.3	-0.94	0.2
Texas	20,233	1.8	-0.36	20,641	1.8	-0.40	0.2
Connecticut	3,701	2.9	0.75	3,948	3.1	0.86	0.2
Oregon	1,838	1.4	-0.82	2,081	1.5	-0.69	0.2
Missouri	3,423	1.5	-0.65	3,445	1.5	-0.71	0.2
Alabama	2,159	1.2	-0.97	2,261	1.3	-0.96	0.2
Northern Marianas	40	1.1	-1.07	47	1.3	-0.93	0.1
Kentucky	3,903	2.4	0.26	3,666	2.3	0.05	0.1
Ohio	8,339	1.9	-0.28	7,991	1.8	-0.41	0.1
Nebraska	1,260	1.7	-0.48	1,303	1.7	-0.50	0.1
Utah	2,382	1.7	-0.51	2,515	1.8	-0.47	0.0
Minnesota	3,502	1.8	-0.43	3,039	1.5	-0.74	0.0
New Hampshire	1,142	2.6	0.46	x	.	.	.
Puerto Rico	2,486	1.4	-0.76	3,139	1.8	-0.44	-0.1
South Carolina	1,739	1.0	-1.14	2,289	1.4	-0.88	-0.1
American Samoa	31	0.6	-1.54	63	1.3	-0.94	-0.1
Tennessee	4,215	1.8	-0.36	3,973	1.7	-0.53	-0.2
Delaware	953	2.9	0.73	1,006	3.1	0.83	-0.2
Alaska	641	2.1	-0.04	610	2.0	-0.22	-0.3
Mississippi	1,975	1.6	-0.61	2,126	1.7	-0.55	-0.3
Colorado	3,148	1.5	-0.63	3,484	1.7	-0.54	-0.6
Florida	14,719	2.3	0.10	12,214	1.9	-0.38	-0.7
Guam	20	0.2	-1.98	x	.	.	.
National baseline	267,734	2.2		275,484	2.2		0.4

^aChildren who are at risk of experiencing a substantial developmental delay if they do not receive early intervention services.

^bDIF = The state's percentage of infants and toddlers birth through age 2 (excluding children at risk) receiving early intervention services minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that the state serves a higher percentage of its infant and toddler population than the U.S. and outlying areas 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 Data Notes in appendix A for information the states submitted to clarify their data submissions regarding child count.

^cChange in percent = 2004 percentage minus 2000 percentage.

= Number of infants and toddlers receiving early intervention services.

% = Percentage of population receiving early intervention. This is equal to the number of infants and toddlers birth through age 2 receiving early intervention services divided by the birth through 2 population, multiplied by 100.

x Data suppressed to limit disclosure.

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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 2003

State	Number of children	Percent of children served ^b	DIF ^c
Georgia	4,901	100	15
New Hampshire	1,144	100	15
West Virginia	1,664	100	15
Connecticut	3,687	100	15
Pennsylvania	12,311	99	14
Guam	139	99	14
Texas	19,885	98	13
Massachusetts	14,149	98	13
New Jersey	7,940	98	13
North Dakota	465	98	13
Colorado	3,048	97	12
Vermont	603	96	11
South Dakota	795	96	11
North Carolina	5,796	96	11
Missouri	3,270	96	11
Iowa	2,026	95	10
Kansas	2,595	94	9
Wisconsin	5,112	94	9
Kentucky	x	.	.
Puerto Rico	2,339	94	9
Alaska	601	94	9
Rhode Island	1,190	93	8
Oklahoma	3,106	93	8
Nevada	862	93	8
Northern Marianas	x	x	x
New Mexico	2,133	92	7
Montana	575	92	7
South Carolina	1,580	91	6
Alabama	1,959	91	6
Wyoming	608	91	6
Indiana	9,273	90	5
Louisiana	2,773	89	4
Idaho	1,318	88	3
Hawaii	3,656	88	3
New York	28,779	87	2
Arizona	x	.	.
California	x	.	.
Nebraska	1,049	83	-2
Minnesota	2,920	83	-2
Illinois	10,777	82	-3
Utah	1,940	81	-4
Maryland	4,568	81	-4
Virginia	4,179	80	-5
Michigan	6,374	77	-8
Delaware	724	76	-9
Tennessee	3,146	75	-10
Arkansas	2,436	72	-13
Virgin Islands	x	.	.
Maine	765	69	-16
Ohio	5,670	68	-17
Washington	2,346	65	-20
Mississippi	1,254	63	-22
Oregon	946	51	-34
District of Columbia	121	49	-36
Florida	3,886	26	-59
American Samoa	x	.	.
National Baseline	233,608	85	

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," 2003. Data updated as of July 30, 2005.

^aNatural environments is a constructed category that combines the early intervention settings categories *home* and *program* 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 setting categories combined, multiplied by 100.

^cDIF = The state's percentage of infants and toddlers birth through age 2 receiving early intervention services primarily in natural environments minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that a higher percentage of children are served in this environment in the state than the U.S. and outlying areas as a whole. Please see the Data Notes in appendix A for information the states submitted to clarify their data submissions regarding settings.

x Data suppressed to limit disclosure.

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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 point change, by state (in descending order of percentage point change): Fall 2000 to fall 2003

State	2000			2001			2002			2003			Change in percent ^c 2000 to 2003
	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b	#	%	DIF ^b	
Puerto Rico	1,187	37	-39	1,283	43	-39	2,184	79	-4	2,339	94	9	57
Nevada	478	49	-27	620	69	-13	732	83	0	862	93	8	44
Delaware	353	35	-41	681	75	-7	746	72	-11	724	76	-9	41
Colorado	1,411	68	-8	2,236	86	4	2,486	94	11	3,048	97	12	29
New Mexico	1,154	66	-10	1,404	73	-9	1,765	85	2	2,133	92	7	26
California	5,709	58	-18	17,757	73	-9	22,188	83	0	x	.	.	x
Rhode Island	664	70	-6	912	84	2	1,096	87	4	1,190	93	8	23
Maine	390	46	-30	473	49	-33	631	59	-24	765	69	-16	23
South Carolina	1,557	68	-8	1,395	67	-15	1,128	67	-16	1,580	91	6	23
Washington	1,311	45	-31	1,399	45	-37	2,648	75	-8	2,346	65	-20	19
Georgia	3,814	82	6	4,458	92	10	4,047	100	17	4,901	100	15	18
Illinois	7,242	66	-10	7,814	78	-4	8,703	80	-3	10,777	82	-3	16
Arizona	2,086	71	-5	2,121	73	-9	2,963	85	2	x	.	.	x
District of Columbia	70	34	-42	159	57	-25	121	43	-40	121	49	-36	15
Arkansas	1,347	58	-18	1,925	69	-13	1,917	67	-16	2,436	72	-13	15
Virgin Islands	50	57	-19	66	46	-36	133	83	0	x	.	.	x
Alabama	1,578	79	3	1,714	82	0	1,861	86	3	1,959	91	6	12
Northern Marianas	34	81	5	48	100	18	41	98	15	37	93	8	12
Wisconsin	4,285	83	7	4,752	91	9	5,005	94	11	5,112	94	9	11
Ohio	4,111	57	-19	4,050	64	-18	4,449	64	-19	5,670	68	-17	11
New York	20,742	77	1	24,762	81	-1	30,208	84	1	28,779	87	2	10
Idaho	1,006	79	3	1,090	87	5	1,181	88	5	1,318	88	3	9
Hawaii	2,806	79	3	3,300	83	1	4,164	83	0	3,656	88	3	9
Missouri	2,637	87	11	2,595	92	10	2,504	85	2	3,270	96	11	9
Maryland	3,505	73	-3	3,709	76	-6	4,324	79	-4	4,568	81	-4	8
Guam	212	91	15	173	79	-3	132	92	9	139	99	14	8
Mississippi	1,269	57	-19	1,160	57	-25	1,245	67	-16	1,254	63	-22	6
Kansas	2,192	88	12	2,487	91	9	2,666	94	11	2,595	94	9	6
Tennessee	2,967	70	-6	3,284	70	-12	4,125	76	-7	3,146	75	-10	5
Iowa	1,079	90	14	1,503	92	10	1,814	94	11	2,026	95	10	5
Nebraska	931	79	3	932	84	2	952	82	-1	1,049	83	-2	5
Vermont	405	92	16	459	97	15	517	90	7	603	96	11	4
Virginia	2,358	76	0	2,949	84	2	3,687	89	6	4,179	80	-5	4
Utah	1,757	78	2	1,877	76	-6	1,915	76	-7	1,940	81	-4	4
West Virginia	1,476	97	21	1,561	98	16	1,606	100	17	1,664	100	15	3
Indiana	7,151	87	11	8,900	88	6	9,337	90	7	9,273	90	5	3
Pennsylvania	9,076	97	21	9,747	96	14	11,140	99	16	12,311	99	14	2
North Carolina	4,023	93	17	5,028	91	9	5,513	94	11	5,796	96	11	2
Kentucky	2,766	92	16	3,518	91	9	3,864	93	10	x	.	.	x
New Jersey	5,275	96	20	6,316	98	16	7,089	98	15	7,940	98	13	2
New Hampshire	1,201	99	23	1,157	99	17	1,218	100	17	1,144	100	15	1
Minnesota	2,418	82	-6	2,556	84	2	2,802	85	2	2,920	83	-2	1
Louisiana	1,927	89	13	2,078	90	8	2,249	91	8	2,773	89	4	0
Michigan	5,598	77	1	5,428	77	-5	5,815	77	-6	6,374	77	-8	0
Connecticut	3,777	100	24	3,869	100	18	4,019	100	17	3,687	100	15	0
American Samoa ^d										x	.	.	.
Wyoming	464	91	15	501	94	12	589	95	12	608	91	6	0
Oklahoma	2,297	93	17	2,456	93	11	2,777	95	12	3,106	93	8	0
Texas	15,958	99	23	17,886	98	16	20,012	99	16	19,885	98	13	-1
South Dakota	623	97	21	626	96	14	673	96	13	795	96	11	-1
Alaska	616	95	19	606	96	14	570	91	8	601	94	9	-1
North Dakota	359	99	23	337	91	9	400	97	14	465	98	13	-1
Florida	3,975	28	-48	9,646	67	-15	5,864	35	-48	3,886	26	-59	-1
Massachusetts	12,145	100	24	12,014	93	11	13,583	98	15	14,149	98	13	-2
Montana	550	96	20	568	95	13	547	95	12	575	92	7	-4
Oregon	1,056	58	-18	1,202	64	-18	932	48	-35	946	51	-34	-6
National Baseline	165,428	76		201,547	82		224,877	83		233,608	85		9

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," 2000 through 2003. Data updated as of July 30, 2005.

^aNatural environments is a constructed category that combines the early intervention settings *home* and *program for typically developing children*.

^bDIF = The state's percentage of infants and toddlers birth through age 2 receiving early intervention services primarily in natural environments minus the 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 U.S. and outlying areas as a whole. A positive DIF value indicates that a higher percentage of children are served in this environment in the state than is true for the U.S. and outlying areas as a whole. Please see the Data Notes in appendix A for information the states submitted to clarify their data submissions regarding settings.

^cChange in percent = 2003 percentage minus 2000 percentage.

^dData for this entity not ranked because cell size was less than 10.

= 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.

x Data suppressed to limit disclosure.

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Appendix A

Data Notes for *IDEA*, Part C

DATA NOTES FOR *IDEA*, PART C

Year-to-Year Substantial Change Criteria for Parts B and C, November 2005

These data notes provide information provided by the states on the ways in which they collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the notes contain a state's explanation(s) in the event of any substantial change(s) in the data from the previous year. The data covered in these data notes are:

- 2004 Child Count
- 2003 Settings
- 2003-04 Exiting
- 2003 Services

OSEP asked states to clarify or explain substantial changes in their data from year to year according to the criteria that follow, which were developed in October 2001. OSEP asked states to explain if these substantial changes were indicative of a change in policy, a change in reporting practices, a change in practices in the field or a data validity problem.

Year-to-Year Substantial Change Criteria, by Category and Subcategory of Data Required for Infants and Toddlers Birth Through Age 2 Served Under *IDEA*, Part C

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 or Pacific Islander	±35 and ±20%
Black (not Hispanic)	±150 and ±20%
Hispanic	±150 and ±20%
White (not Hispanic)	±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 substantial 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 substantial change.

2. Program setting	
Location	Number and percent change¹
Total	±1,000 and ±20%
Program designed for children with developmental delay or disabilities	±250 and ±20%
Program designed 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 setting	±50 and ±20%

NOTE: References in this annual report to natural settings refer to a category that collapses *home* and *program for typically developing children*.

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a substantial change has occurred. For example, if a state gains or loses 1,000 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 substantial change.

3. Basis of exit	
Basis of exit	Number and percent change¹
Total	±775 and ±20%
Completion of IFSP prior to reaching maximum age for Part C	±100 and ±20%
Part B eligible	±250 and ±20%
Not eligible for Part B, exit to other programs	±60 and ±20%
Not eligible for Part B, exit with no referrals	±50 and ±20%
Part B eligibility not determined	±50 and ±20%
Deceased	±25 and ±20%
Moved out of state	±50 and ±20%
Withdrawal by parent (or guardian)	±60 and ±20%
Attempts to contact unsuccessful	±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 substantial change has occurred. For example, if a state gains or loses 775 children in 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 substantial change.

4. Early intervention services	
Type of services	Number and percent change ¹
Family training, counseling, home visits and other support	±500 and ±20%
Medical services	
Occupational therapy	
Physical therapy	
Social work services	
Special instruction	
Speech-language pathology services	±250 and ±20%
Audiology	
Health services	
Nursing services	
Nutrition services	
Other early intervention services	
Psychological services	±100 and ±20%
Transportation and related costs	
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 substantial change has occurred. For example, if a state gains or loses 500 children who received *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 substantial change.

Tables 6-1 Through 6-3, 6-7 Through 6-9: IDEA Part C Count of Infants and Toddlers Served, 2004

Alaska—Alaska estimated race/ethnicity for 28 children who had an unknown race/ethnicity or multiple races/ethnicities.

California—California estimated the number of at-risk children it served. Although the state serves at-risk infants and toddlers, its database cannot always distinguish the at-risk children from other Early Start participants. Early Start is California’s Part C program. Some participants enter the program classified as at risk (e.g., referral soon after birth) and later manifest developmental delays. Other participants enter Early Start 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. In order to report the number of at-risk children served, in 2002, the state conducted a cohort analysis to determine the percentage of children it served who were best described as “solely at risk.” The state followed up on a 1998 cohort of regional center Early Start 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 were 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.

The state attributed the decrease in the number of black children reported in its 2004 child count to the effect of a decline in the number of live births to black mothers from 2002 to 2003.

The state attributed the increase in the number of American Indian/Alaska Native children receiving early intervention services to an overall increase in the state's child count and to improved race/ethnicity coding among regional centers that serve communities with a significant number of Native Americans, reservations or rancherias.

Colorado—The state attributed the increase in the percentage of children receiving early intervention services who are Hispanic to an increase in the percentage of the total population who are Hispanic.

Connecticut—Connecticut estimated race/ethnicity for 95 children who had an unknown race/ethnicity or multiple races/ethnicities.

Delaware—Delaware estimated race/ethnicity for 102 children who had an unknown race/ethnicity or multiple races/ethnicities.

Georgia—Georgia estimated race/ethnicity for 321 children who had an unknown race/ethnicity or multiple races/ethnicities.

Illinois—The state attributed the increase in the total number of children receiving early intervention services to a continued increase in referrals to Part C and to the state's policy of performance contracting used to fund service coordination agencies. The state believes this system promotes aggressive child-find activities and creates an incentive for service coordination agencies to keep families happy and engaged and, therefore, more likely to remain in Part C.

The state attributed the increase in the number of Hispanic children receiving early intervention services to an increase in the number of the total population in the state who are Hispanic.

Maryland—For the 2004 data collection, Maryland began using the last Friday in October as its data collection date for Part C. Although this has not been a data collection option for Part C historically, Maryland's Part C program is run by the State's Department of Education. Maryland's Part B program recently switched to an October count date.

Minnesota—Minnesota's child count appeared to have declined in 2004, but that decline was an artifact of a correction to the state's reporting procedures. Prior to the 2004 count, Minnesota included in its child count any child who had an active individualized family service plan (IFSP) in place at any time during Sept. 1 through Dec. 1. In 2004, Minnesota corrected this reporting practice and now includes only children who had an active IFSP in place on Dec. 1.

Nevada—Nevada attributed the increase in the total number of children receiving Part C services to a \$3.5 million increase in funds during the state's 2004-05 fiscal year. As a result of this funding increase, the state was able to increase the number of direct service personnel providing early intervention services. This increase in personnel allowed the state to serve more children and reduce its waiting list.

New Mexico—The state attributed the increase in the number of Hispanic children receiving early intervention services to an increase in the population who are Hispanic in the state.

The state attributed the increase in the number of at-risk children it served to changes to the *Child Abuse Protection and Treatment Act (CAPTA)*. As of 2004, *CAPTA* mandates the referral of children, ages birth through 2, to early intervention services when there is a substantiated case of abuse or neglect. As a consequence, more at-risk children were referred to Part C.

New York—New York’s Part C program serves children past their third birthday. On Dec. 1, 2004, there were 1,097 children over age 3 enrolled in Part C. These children were not included in the child count.

New York estimated race/ethnicity for 9,973 children (30.9 percent of the child count) who had an unknown race/ethnicity or multiple races/ethnicities. Of these 9,973 children, 8,774 (88.0 percent) resided in New York City. The state used the demographics of the local early intervention program to estimate race/ethnicity for these children. The Department of Health continues to monitor and work with the state to improve its race/ethnicity data.

Rhode Island—Rhode Island estimated race/ethnicity for 152 children who had an unknown race/ethnicity or multiple races/ethnicities.

South Carolina—The state attributed the increase in the total number of children and in the number of black children receiving early intervention services to implementation of a statewide child-find plan. This statewide plan is required under South Carolina’s Compliance Agreement with OSEP.

Virginia—Virginia’s 2004 child count included 1,075 infants and toddlers receiving services through Part B. 2004 was the first year that the state included these children in its Part C child count. These children, all of whom are under the age of 3, were served using local, not Part B, funds.

Washington—Because Washington did not estimate race/ethnicity for 356 children who had missing or multiple races/ethnicities, the number of children reported by race/ethnicity was smaller than the number of children reported by age. These children were reported by districts as multiracial or other race and those who did not provide race/ethnicity information.

Tables 6-4 and 6-10: IDEA Part C Early Intervention Service Settings, 2003

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 (inpatient)</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 delay 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 delay 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.

Arizona—The children reported in the *other setting* category included children and families receiving early intervention services at parks, libraries and community centers.

California—The number of children reported in the *home* category continued to increase. At the time of the 2002 data collection, the state had a nursing shortage. In the year that followed, the state implemented a number of successful initiatives to address this shortage. These initiatives included education incentives provided to people from other countries who agree to work in California for a specific amount of time. Initiatives also included incentives provided to people who worked for public agencies in the areas with the worst shortages, such as rural areas and the inner city. As a result of these initiatives, in 2003, more nursing staff were available to provide nursing services in the homes of Early Start participants (Early Start is California’s Part C program). Providing nursing services to children in the home resulted in fewer children receiving services in the hospital (inpatient) or residential facilities.

The numbers of children receiving early intervention services primarily in the categories of *program designed for children with developmental delay or disabilities*, *hospital*¹⁶ and *residential facility* continue to decline. These declines are partly the result of developing less-institutional options (than acute-care hospitals) for children with intense medical needs. The children now reported in these categories can be described as follows:

- Most children who received services primarily in a *program designed for children with developmental delay or disabilities* were participants in the California Department of Education (CDE) programs.
- Children in the *program designed for children with developmental delay or disabilities* category included those served in pediatric subacute care facilities and in Intermediate Care Facility for the Developmentally Disabled (ICF/DD) nursing facilities. These programs are individually designed for these children. This category also included 14 children under the age of 1 who received services in a health facility.
- Children in the *hospital* category were primarily infants and toddlers in neonatal intensive care units.
- Children reported in the *residential facility* category primarily received early intervention services at specially licensed community care facilities for children with special health care needs. The decline in the number of children reported in this category was partly the result of a focus by the Early Start program on deinstitutionalization. This decline was also consistent with the increase in the number of children reported in the *home* setting (described above) and the increase in the number of children reported in the *health services* category of the early intervention services data collection.

¹⁶ Data subcategories may be mentioned in shortened or slightly altered forms in the data notes and still be italicized.

Colorado—The state was unable to determine what settings were included in the *other setting* category.

The state attributed the increase in the number of children reported in the *home* category to the state's emphasis on serving children in natural environments and to an increase in the total number of children receiving Part C services. The state trained service coordinators, service providers and administrators on the requirement in the *Federal Regulations* to provide services in a natural environment unless the IFSP had an appropriate justification for services to be provided elsewhere. The state also attributed the increase in the number of children reported in the *home* category to training that resulted in a better understanding at the local level on how to determine primary setting.

Delaware—The children reported in the *other setting* category included children and families receiving early intervention services primarily in pediatric, prescribed, extended care facilities for children who are medically fragile.

Florida—The decline in the total number of children reported by setting was the result of a correction to the state's reporting methodology, not due to an actual change in the state's enrollment or eligibility requirements. In the past, Florida incorrectly included some children who did not have an IFSP in place on Dec. 1. This error was corrected for the 2003 data submission.

The state reported that the 2003 distribution of children across the settings categories was different from the 2002 distribution because of a change in the data source Florida uses to derive primary setting and a change in how it reports children whose primary setting cannot be determined. In the past, the state based primary setting on records of services provided and paid for by Part C. For the 2003 data collection, the state began using Family Support Plan Service Authorization (FSPSA) records to derive primary setting. FSPSA records are intended to be a record of all services recommended in the family support plan and, therefore, should better represent the services listed on a child's IFSP. However, at the time of the 2003 settings data collection, even these records did not include all services planned. The state is working with local providers to improve the quality of these data and expects that, over time, these data will include all services listed on the IFSP.

As a result of technical assistance from OSEP, the state also changed how it reports children whose primary setting cannot be determined. This change resulted in a notable increase in the number of children reported in the *other setting* category. In the past, when there was no record of services provided and paid for by Part C and primary setting could not be derived, the state proportionally distributed these children into settings based on the distribution of children whose primary setting could be derived. Beginning with the 2003 data, the state assigned all 5,833 children who had no FSPSA records to the *other setting* category.

In 2003, Florida also changed how it reports race/ethnicity and age in the settings data collection. In the past, the state applied the racial/ethnic distribution of the child count to the children reported in each of the settings categories. Beginning in 2003, the state used demographic records to report the actual race/ethnicity and age of the children in each setting.

In addition to children whose primary setting could not be determined, 338 children were reported in the *other setting* category. These children and their families received early intervention services primarily in grocery stores, churches and other public places.

For 2004, the state revised the IFSP form to make it easier for local providers to transfer information from the IFSP into the codes used for FSPSA records. As a result, the state hopes that the FSPSA data will include more of the early intervention services listed on the IFSP. In addition, the state added a new settings code to both the IFSP and FSPSA records to indicate that the service was provided in a public

place, such as a grocery store or park. The state believes that, as a result, in the future, fewer children will have a primary setting that cannot be determined.

Georgia—Georgia estimated race/ethnicity for 36 children who had an unknown race/ethnicity or multiple races/ethnicities.

Hawaii—Hawaii attributed the decrease in the number of children reported in the *program designed for children with developmental delay or disabilities* category to a decrease in the total number of children receiving Part C services. The decrease in the number of children receiving services in 2003 was the result of a transition to a new contracting agency for the Healthy Start program. The state also attributed the decrease in the number of children reported in the *program designed for children with developmental delay or disabilities* category to an emphasis by the state's early intervention program on providing services in natural environments. Over the last few years, the state trained service providers on what constitutes a natural environment and the importance of providing services in these environments. The state's emphasis on providing services in natural environments is ongoing and is resulting in the state's moving away from providing services in center-based settings.

Illinois—The 2003 settings data, as well as recently revised data for 2001 and 2002, were based on the early intervention services identified on the child's IFSP and excluded evaluation, assessments and IFSP development costs. In the past, the state based its reporting of primary setting on services paid for by the state.

Illinois' early intervention program does not provide early intervention services in a *hospital* (in-patient) or a *residential facility*; therefore, no children were reported in these settings.

Children reported in the setting category *program designed for typically developing children* included those who received services in daycare settings and may also have included children who received services in community settings such as YMCAs, park districts, restaurants and community centers.

The state reported that the number of children served in the *home* or in a *program designed for typically developing children* increased by a combined total of 23.8 percent from 2002 to 2003, and the total number of children receiving early intervention services increased at a similar rate. The state increased efforts to emphasize the importance of serving children in the *home* and in a *program designed for typically developing children* in three ways. First, in a monthly state report, it reported the percentage of paid services that were delivered in natural settings. Second, the state made the percentage of paid services delivered in natural settings part of the state's funding incentive program. Each quarter, the state ranks service coordination agencies according to the percentage of children they serve in natural environments. If a service coordination agency ranks in the top 12 of the 25 agencies statewide, it receives an additional 1 percent of its base grant. Third, in quarterly reports to the General Assembly, the state published the percentage of paid services that each service coordination agency delivered in natural settings. Despite these efforts, in 2003, there was only a 3 percent increase in the proportion of the caseload served in the *home* category and *program designed for typically developing children* category.

Indiana—The children reported in the *other setting* category included children and families who received early intervention services primarily in churches, community centers and restaurants.

The state attributed the decrease in the number of children reported in the *service provider location* category to efforts by the state to raise awareness of the importance and value of serving children in natural environments. While no new policies are in effect, the state believes the training it provided to service providers helped them see the benefit of serving children in natural environments and, as a result, they changed their practices.

The state attributed the increase in the number of children reported in the *other setting* category to a change in the way the state determines primary setting. In previous years, Indiana did not report settings data for any child whose service provider did not submit a claim for the delivery of an IFSP service. Beginning with the 2003 data, the state now reports these children in the *other setting* category.

Kansas—The children reported in the *other setting* category included children and families who received early intervention services primarily in foster care and foster homes.

Kentucky—Kentucky’s data collection system includes only two types of service setting categories: home/community-based and office/center-based. Children in the home/community-based setting category are reported to OSEP in the *home* category, and children in the office/center-based category are reported to OSEP in the *service provider location* category. In practice, some of the children reported in the office/center-based category actually received services in a *program designed for children with developmental delay or disabilities*, while others received services in a *program designed for typically developing children*.

Louisiana—Louisiana estimated race/ethnicity for 37 children who had an unknown race/ethnicity or multiple races/ethnicities.

The children reported in the *other setting* category included children and families who received early intervention services in an unknown setting.

Maine—The state attributed the 100 percent decrease in the number of children reported in the *other setting* category to training of Child Development Services staff on the correct use of the settings categories.

Maryland—Maryland estimated race/ethnicity for 214 children who had an unknown race/ethnicity or multiple races/ethnicities.

The children reported in the *other setting* category included children and families who received early intervention services at a parent’s place of employment or shelter.

Michigan—The state investigated the 51 percent increase in the number of children reported in the *program designed for typically developing children* category and determined that no single intermediate school district was responsible for the change. Rather, the increase was distributed across 11 intermediate school districts. The state believes the increase was the result of emphasizing to district personnel the importance of serving children in natural environments.

The children reported in the *other setting* category included children and families who received early intervention services primarily in playgroups and restaurants.

Missouri—The state attributed the decrease in the number of children reported in the *other setting* category to a change in its data system. In the past, some children had an unknown primary service setting because this data field was not required and was sometimes left blank. For the children who had a blank primary setting field, the setting was derived from service location data. Children for whom service location data were not available were reported in the *other setting* category. In fall 2003, Missouri made the primary setting field required (blank was not permitted). As a result, no children have an unknown primary setting. The choices for children’s primary setting are the OSEP settings categories.

The state attributed the increase in the number of children reported in the *home* category to an increase in the total number of children served, a decrease in the number of children reported in the *other setting* category and a continued focus on serving infants and toddlers in natural environments. Service providers and coordinators attend training modules that emphasize the state's goal of serving children in natural environments.

Montana—The children reported in the *other setting* category included children and families who received services in a Child and Family Protection Services office and children receiving services in Mountain Homes, a home for teenage mothers.

Nevada—The children reported in the *other setting* category included children and families who received early intervention services at Early Head Start or daycare.

New Jersey—The *other setting* category included 25 families for which no early intervention services were delivered to a child.

New Mexico—New Mexico attributed the increase in the number of children reported in the *program designed for typically developing children* category and the decrease in the number of children reported in the *program designed for children with developmental delay or disabilities* category to the efforts of service providers to convert their facilities from centers that serve the population with developmental delay exclusively to child care centers open to all children in the community. In addition, the state used financial incentives to encourage providers to serve more children in the *home* and in community settings.

The children reported in the *other setting* category included children and families receiving early intervention services primarily in community centers, churches and at therapy pools.

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 Part C. These children were not included in this count.

New York estimated race/ethnicity for 10,544 children (32 percent of its child count) who had an unknown race/ethnicity or multiple races/ethnicities.

The children reported in the *other setting* category included children and families who received services at a child care center or at a community recreation site.

Oklahoma—The children reported in the *other setting* category included children and families who received early intervention services at parks or playgrounds, stores or restaurants or whose setting was unknown.

Rhode Island—Rhode Island estimated race/ethnicity for 142 children who had an unknown race/ethnicity or multiple races/ethnicities.

In Rhode Island, the IFSP screen had no place for providers to describe *other setting* locations. However, when a service was to be provided in an *other setting*, a memo field in the services rendered form (SRF) listed what that *other setting* was. This system was updated in 2004, and in the future, the IFSP will have a field to describe *other setting* locations. Based on the SRF, the children reported in the *other setting* category included children and families receiving early intervention services primarily in daycare, play groups, libraries, pools, schools, professional office buildings and other similar environments.

South Carolina—The children reported in the *other setting* category included children and families who received early intervention services primarily in family child care locations and community activity centers.

South Dakota—The children reported in the *other setting* category included children and families receiving early intervention services primarily at a grandparent’s home, in playgroups, at a park or at a church.

Tennessee—The state attributed the 22 percent decrease in the total number of children reported by setting to two changes to Tennessee’s data. First, the state provided training to service providers that stressed the importance of verifying that a child had an active IFSP on Dec. 1 and required service providers to submit the date of a child’s most recent IFSP to the State Department of Education. Prior to 2003, the state assumed that service providers were only reporting children with an active IFSP on Dec. 1 and had no way to confirm if an IFSP was in place on Dec. 1.

Second, the state identified a number of infants and toddlers who received only transportation services. The state determined that most of these children received transportation for an eligibility evaluation and did not have active IFSPs. As a result of these investigations, the state now excludes from its child count any children who receive only transportation services. In the past, these children were reported in the *other setting* category.

The state attributed the increase in the number of children reported in the *program designed for typically developing children* category to training given to service providers on the importance of serving children in an integrated child care setting.

Texas—The children reported in the *other setting* category included children and families who received early intervention services primarily in public parks, schools, playgrounds, gymnasiums and equestrian centers.

Utah—The children reported in the *other setting* category included children and families who, due to parent fees, declined IFSP services after the IFSP was in place and received only evaluations, assessments and service coordination.

The state attributed the increase in the number of children reported in the *program designed for typically developing children* category and the decrease in number of children reported in the *service provider location* category to two factors. First, the state has emphasized to service providers the importance of serving children in the *home* or in a *program designed for typically developing children*. Second, in 2002, the state inaccurately reported some children in the *service provider location* category who should have been reported in either *program designed for children with developmental delay or disabilities* or *program designed for typically developing children* categories.

Virginia—The state attributed the decrease in the number of children reported in the *service provider location* category to the availability of technical assistance documents and training that focus on serving children in the *home* and in natural settings, rather than in a *service provider location*.

Virginia’s 2003 settings count included 1,075 infants and toddlers receiving services through Part B. This was the first year that the state included these children in its Part C settings count. These children, all of whom were under the age of 3, were served using local, not Part B, funds. They were also reported on Virginia’s 2003 child count.

Washington—Race could not be determined for 274 children who were reported by districts as multiracial, other race, other unknown race and those who did not provide race information.

Wyoming—The children reported in the *other setting* category included children and families who received early intervention services primarily in Early Head Start and daycare centers.

Tables 6-5 and 6-11: IDEA Part C Early Intervention Program Exiting, 2003-04

Alabama—The state attributed the decrease in the number of children reported in the *Part B eligibility not determined* category to its efforts to work closely with the State Department of Education in training early intervention and local education agency (LEA) personnel and families about appropriate transition procedures.

California—California's exit data showed a substantial increase in the number of children exiting Part C in 2003-04. The state explained that much of this increase was the result of the new definition of developmental disability in the *Lanterman Developmental Disabilities Services Act*, the law that gives children with developmental disabilities the right to the services and supports they need. For children under 10, the definition of developmental disability changed from a substantial handicap to a substantial developmental delay. As a result of this change, many children who met the old definition do not meet the new definition and are not eligible for Part B when they reach age 3. For example, a child with Down Syndrome who, at age 3, is developmentally at age level does not meet the new definition and is no longer eligible for Part B because he is not currently demonstrating a delay and does not have one of the disabling conditions or medical disabilities explicitly mentioned in the Part B eligibility criteria for children ages 3 through 5. However, the state expects that many of these children will eventually enter Part B, when they demonstrate a moderate or significant delay (e.g., when they enter kindergarten).

In addition to increasing the number of children determined to be not eligible for Part B, the state believes that the change to the *Lanterman Act* also resulted in some families choosing to leave Part C services because they believed their child would not be eligible for continuing services under the new eligibility provisions. These exits were reflected in the increase in the number of children in the *withdrawal by parent or guardian* category and in the category *attempts to contact unsuccessful*.

The state believes that the increase in the *Part B eligible* category likely reflected the improved criteria for matching child data from Department of Developmental Services (DDS) with data from the California Department of Education (CDE). This matching exercise identifies the children served by DDS who are eligible for Part B.

The 6.5 percent increase in the number of children reported in the *deceased* category was likely the result of an increase in the total number of children receiving Part C services and the state's new death reporting system. In the past, deaths were underreported because it sometimes took more than a year for a death to appear in the system. The new system is more timely.

Colorado—The state attributed the decreases in the number of children reported in the *Part B eligibility not determined* and in the *moved out of state* categories to the training it provided to local early intervention personnel that explained how to use the exit categories. As a result of this training, the state believes local personnel are doing a better job of assigning the correct exiting codes.

Connecticut—The state attributed the increase in the number of children reported in the *withdrawal by parent or guardian* category to the introduction of parent fees in September of 2003. This resulted in a large number of families withdrawing from the Birth to Three program.

Delaware—The state attributed the decrease in the number of children reported in the *not eligible for Part B, exit with no referrals* category and the increase in the number of children reported in the *withdrawal by parent or guardian* category to better data reporting. This better data reporting was the result of revising the form used in closing a case in the data system, training service coordinators on closure reasons and running data queries against the entire database to look at closure reasons allowing comparisons to be made to the data reported to OSEP. As a result of these efforts, the state believes that, in the past, some children were reported in the *not eligible for Part B, exit with no referral* category when they should have been reported in the *withdrawal by parent or guardian* category.

Florida—As a result of data reporting errors, Florida’s exit data for 2003-04 were dramatically different from its data for 2002-03. The total number of children reported as exiting Part C declined by more than 50 percent, and the distribution of children across exit categories was also significantly different. For example, in 2002-03, a third (35.5 percent) of all children who exited were *Part B eligible*. In 2003-04, less than 1 percent (0.45) of all children exiting were *Part B eligible*.

In the past, the state’s exit data included children who did not have an IFSP in place during the reporting period. The state corrected this problem but introduced new errors. The state excluded all children who were still receiving Part C services when they reached age 3. Many of these children were eligible for Part B and were awaiting an opening in that program. As a result of technical assistance provided by OSEP, the state is aware of its data reporting errors and plans to revise its 2002-03 and 2003-04 exit data. Children who exited Part C on their third birthday will be included in the exit data. However, for children remaining in Part C past their third birthday, the state does not believe it can distinguish between those awaiting eligibility determination and those who are eligible for Part B and awaiting an opening in that program.

In 2003-04, Florida also changed how it reports race/ethnicity in the exiting data collection. In the past, the state applied the racial/ethnic distribution of the child count to the children reported in each exit category. Beginning in 2003, the state used demographic records to report the actual race/ethnicity and age of the children in each exit category.

Georgia—Georgia estimated race/ethnicity for 223 children who had an unknown race/ethnicity or multiple races/ethnicities.

Due to a database problem, 35 children who exited Part C in 2003-04 had an unknown exit reason. The state proportionally distributed these 35 children into exit categories based on the distribution of children whose exit reasons were known.

Hawaii—The state attributed the decrease in the number of children reported in the *completion of IFSP prior to reaching maximum age* category to a decrease in the total number of children exiting Part C. It may also have been due to an increase in the number of children with significant delays who received Part C services. Children with significant delays take longer to complete their IFSPs than children with less significant delays. In some cases, these children never complete their IFSPs.

The state attributed the decrease in the number of children reported in the *not eligible for Part B, exit to other programs* and *not eligible for Part B, exit with no referrals* categories to a decrease in the total number of children exiting. The state also attributed these decreases to an increased understanding by Healthy Start, Hawaii’s Early Intervention Program for environmentally at-risk children, that only children evaluated for Part B eligibility can be reported in these categories. In prior years, the state incorrectly reported children in these categories who had not been evaluated for Part B eligibility by the State Department of Education, left Healthy Start at age 3 and did not go to any other program. These

children were reported in the *Part B eligibility not determined* category, resulting in an increase in the number of children reported in this category.

Illinois—The state attributed the decreases in the number of children reported in the *withdrawal by parent or guardian* and the *attempts to contact unsuccessful* categories to its policy of performance contracting. Under performance contracting, the state pays service coordination agencies based on the number of IFSPs they have. The state believes this system creates an incentive for service coordination agencies to keep families happy and engaged. The system provides additional incentives to agencies with the lowest percentage of cases closed for family reasons.

Performance contracting is also why the state believes the number of children reported in the *Part B eligible* category increased, and the number of children reported in the *not eligible for Part B, exit with no referrals* and the *Part B eligibility not determined* categories decreased. The incentives under performance contracting reward service coordination agencies for keeping families in Part C until the child completes his plan of care or reaches age 3. Performance contracting provides additional financial incentives to the agencies with the best record for completing “positive transitions” to special education.

Between 2001 and 2003, there was a decrease in the number of children reported in the *withdrawal by parent or guardian* and *attempts to contact unsuccessful* categories. The state reported that while there were declines in both categories, service coordination agencies have been more successful in reducing the number of parent withdrawals than in reducing the number of families they are unable to contact. Historically, the state observed parent withdrawal is more often the exit reason for white families, and the inability to contact is more often the exit reason for black and Hispanic families. However, despite the difference in exit reasons, in Illinois, a higher percentage of Part C comprises black children and families than is true for the under 3 population. The Hispanic caseload has also grown rapidly.

Kentucky—The state believes that in past years it underreported the number of children exiting Part C. The state recently introduced a new data collection form. The new form collects a date of discharge, rather than asking whether there was a change in status, and is easier for field personnel to understand. As a result of this new form, Kentucky’s exit data for 2003-04 were different from the data submitted for previous years. In particular, these data showed significant increases in the number of children reported in the exit categories *Part B eligible; not eligible for Part B, exit to other programs; not eligible for Part B, exit with no referrals; Part B eligibility not determined; and withdrawal by parent or guardian*.

Louisiana—Louisiana changed its 12-month exit reporting period. In 2003-04, the state used October 2003 through October 2004, and in 2002-03, the state used July 2002 through June 2003.

Maryland—Maryland estimated race/ethnicity for 234 children who had an unknown race/ethnicity or multiple races/ethnicities.

Massachusetts—The state attributed the increase in the number of children reported in the *withdrawal by parent or guardian* category and a decrease in the number of children reported in the *attempts to contact unsuccessful* category to better data reporting. In the past, some children were incorrectly reported in the *attempts to contact unsuccessful* category who should have been reported in the *withdrawal by parent or guardian* category.

Michigan—Michigan reported that unless the child reenrolls in early intervention services somewhere else in Michigan, when a child moves, the state cannot tell whether the child moved out of state or within state. When a child moves out of one district and later receives services in a different district in Michigan, this child is not included in the data as an exit. All other moves are reported in the *moved out of state* category.

As a result of improvements to Michigan's child tracking system (EETRK), the state believed children were more likely to be reported in the correct exit category in 2003 than in the past. In previous years, EETRK did not require data for three exit fields—exit reason, eligibility at exit or exit disposition field—when an exit status was entered. The state also did not ensure an exit status was entered. As a result, at the end of any given year, many children who exited Part C did not have an exit reason or did not have a valid eligibility at exit field code. The new EETRK requires data for these three exit fields whenever an exit status is entered.

Oregon—The children reported in the *Part B eligible* category included only those determined to be eligible for Part B who successfully transitioned to the state's Early Childhood Special Education Program. Any children found eligible for Part B who did not subsequently enroll in Part B were not reported in the *Part B eligible* category, but were reported in the *deceased, moved out of state, withdrawal by parent or guardian or attempts to contact unsuccessful* categories, as appropriate.

New York—New York estimated race/ethnicity for 9,774 children (31 percent of the total number of children exiting) who had an unknown race/ethnicity or multiple races/ethnicities.

New York's Part C program serves children past their third birthday. During the July 1, 2003, to June 30, 2004, reporting period, there were 10,965 children over the age of 3 enrolled in Part C. These children were not included in this count when they exited Part C.

In the past, the state reported children who reached their third birthdays, but who continued to receive Part C services in the *Part B eligibility not determined* category. In 2003, as the result of technical assistance from OSEP, the state reported these children in the *Part B eligible* category because these children had to be eligible for Part B in order to be continuing in Part C past their third birthday. As a result, the number of children reported in the *Part B eligible* category increased, and the number of children reported in the *Part B eligibility not determined* category decreased.

The state also previously reported all children who moved in the *moved out of state* category. It did not try to determine whether the child reenrolled in a different county within the state. Beginning in 2003, the state matched the moved children's records against the records of all children enrolled in early intervention in the entire state, as well as the records of any children who exited Part C during the program year. Of the 1,052 children who moved:

- 463 were found to be enrolled in early intervention in another New York county. These children were not reported as exits.
- 519 children under the age of 3 who were known to have moved within the state did not reenroll in early intervention somewhere else in the state. These children were reported in the *attempts to contact unsuccessful* category.
- 70 children over the age of 3 who were known to have moved within the state did not reenroll in early intervention. These children were reported in the *Part B eligibility not determined* category.

Rhode Island—Rhode Island estimated race/ethnicity for 128 children who had an unknown race/ethnicity or multiple races/ethnicities.

As a result of computer system updates in late 2002, the state was able to identify children who completed IFSP goals before age 3. As a result, the state reported an increase in the number of children reported in the *completion of IFSP prior to reaching maximum age* category.

Because Rhode Island state law mandates that, whenever possible, all children exiting Part C without completing their IFSP goals must be referred, the state did not report any infants and toddlers in the *not eligible for Part B, exit with no referrals* category. In the past, the state reported children in this category.

As outlined in the state's improvement plan, the state is reviewing the Part C to Part B transition process and trained early intervention providers on the appropriate use of the exit categories and the guidelines to determine whether a child should be reported as an exit. As a result of this training, the state's exit data may look different from past years' data.

In 2003, the state also made code changes and expects future data collected about transition from Part C to be clearer. Prior to 2003, the state had an exit code for a child who no longer needed early intervention services. Now, the state records the reason why a child no longer needs services and crosswalks the reason into one of OSEP's exit categories.

Vermont—Vermont changed its 12-month exit reporting period. In 2003-04, the state used December 2003 through December 2004, and in 2002-03, the state used December 2001 through December 2002.

Virgin Islands—The Virgin Islands changed its 12-month exit reporting period. In 2003-04, the state used October 2003 through October 2004, and in 2002-03, the state used October 2001 through September 2002.

Washington—Washington did not report race/ethnicity for 224 children. Of these children, 16 exited in the *completion of IFSP prior to reaching maximum age* category; 128 exited in the *Part B eligible* category; 17 exited in the *not eligible for Part B, exit to other programs* category; nine exited in the *not eligible for Part B, exit with no referrals* category; 21 exited in the *Part B eligibility not determined* category; 11 exited in the *moved out of state* category; eight exited in the *withdrawal by parent or guardian* category; and 12 exited in the *attempts to contact unsuccessful* category. These children were reported as multiracial, other, unknown race or did not provide information.

Tables 6-6 and 6-12: IDEA Part C Early Intervention Services, 2003

Arizona—Arizona's *other early intervention services* category includes services provided by playgroups.

California—California's *other early intervention services* category includes daycare; interdisciplinary assessment services; services provided by translators and interpreters; Socialization Training Program services; and reimbursement for travel and other purchases and services related to receiving diapers, nutritional supplements and vouchers.

The services data reported to OSEP were an undercount of the actual total services provided because they included only those services purchased by DDS or the CDE using federal Early Start and State General Fund Early Start monies. California has no accurate way of reporting the services paid for and provided by generic agencies (not federal Early Start funds) to the infants and toddlers in the Early Start Program. The services reported to OSEP did not include services paid for by generic sources or private insurance or provided by the Departments of Alcohol and Drugs, Social Services, Mental Health and California Department of Health (including California Child Services [CCS], Medi-Cal [the state's Medicaid program], Child Health Disability Prevention [CHDP], Medically Vulnerable Infant Program [MVIP], Early and Periodic Screening Diagnosis and Treatment [EPSDT] Program, and Early Head Start). Because the 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.

The state attributed the increase in the number of children reported in the receiving *speech-language pathology services* category to training initiatives related to autism spectrum disorders.

The children reported in the *health services* category included those who received services in the home as a result of initiatives by the state to address a nursing shortage. These initiatives made *nursing services* available to children in the home.

The decrease in the number of children reported as receiving *physical therapy* and *special instruction* and a slowed growth in the number of children reported as receiving *occupational therapy* was an artifact of a change in payment sources for these services. That is, they reflected the increased use of Medi-Cal to provide specialized therapies. As indicated above, services paid for by Medi-Cal are not included in the database of services purchased by DDS and CDE.

Colorado—Colorado’s *other early intervention services* category includes services provided by a nurse.

Connecticut—Connecticut’s *other early intervention services* category includes applied behavioral analysis.

Delaware—Delaware’s *other early intervention services* category includes developmental assessments.

Florida—Florida explained that its services data for 2003 were different from its 2002 data because of two changes in the way the data were aggregated. First, the total number of children reported in any service category declined because the state included only the services to children who had an active IFSP in place on Dec. 1. Prior to the 2003 data collection, the state reported services delivered to all children, not just the children reported in the child count for the same year.

Second, the distribution of children across service categories was different because the state changed the data source for these data. Beginning with the 2003 data collection, the state used FSPSA records as its data source rather than records of services delivered and paid for by Part C. The FSPSA are a record of the services recommended in the family support plan, and, therefore, the state believes these data better represent the services listed on a child’s IFSP.

Florida’s *other early intervention services* category includes daycare, subsidized daycare and multidisciplinary evaluations. It also includes providing general equipment and services provided by Head Start. General equipment includes supplies, materials and medical equipment such as prosthetics, orthotics and tracheotomy tubes.

Georgia—Georgia estimated race/ethnicity for 36 children who had an unknown race/ethnicity or multiple races/ethnicities.

Georgia’s *other early intervention services* category includes applied behavioral analysis.

Guam—Guam’s *other early intervention services* category includes evaluations by ophthalmologists.

Hawaii—The state attributed the decrease in the number of children reported in the category *family training, counseling, home visits and other support* to better data reporting. In prior years, regardless of the actual services provided, children who received services in their home from occupational therapists, physical therapists and speech-language pathologists were reported in the *family training, counseling, home visits and other support* service category. In 2003, the state began reporting these children according to the specific services they receive.

The state attributed the decrease in the number of children reported in the *other early intervention services* category to better data reporting. In past years, the state incorrectly included non-early intervention services in their data. These non-early intervention services were all reported in the *other early intervention services* category. The state no longer reports non-early intervention services.

The state attributed the decrease in the number of children reported in the *nutrition services* category to a change in the way the service is delivered. Because of a high number of children referred for nutritional services and the state having only one Part C public health nutritionist position, there has been a need to reduce the caseload to ensure that all children who need nutritional services receive them. In 2003, to reduce the caseload for this nutritionist, children enrolled in the Women, Infants, and Children (WIC) Program or children who could receive nutrition services from their primary care physician (such as children in military families) received nutritional services from these resources. These services were not included in these data.

Idaho—Idaho’s *other early intervention services* category includes translation and interpretation services, infant massage, kindermusik, developmental monitoring, intensive behavioral intervention, cancer therapy and credit counseling.

Illinois—The 2003 data, as well as recently revised data for 2001 and 2002, were based on the early intervention services identified on the child’s IFSP and exclude evaluation, assessments and IFSP development costs. In the past, the state reported services data based on the services paid for by the state.

The services most commonly found on IFSPs continued to be *occupational therapy, physical therapy, speech-language pathology* services and *special instruction*. Of these four service categories, all but the *special instruction* category increased in proportion to the increase in the number of children in Part C. The state was not sure why the number of children receiving *special instruction* grew less than the child count.

The state attributed decreases in the number of children reported as receiving health and nursing services to changes in funding policy. Illinois now requires the use of insurance when available. For children covered by Medicaid, needed health and nursing services are already available, so it is less likely for these services to be identified on the child’s IFSP. Therefore, it was possible that the decrease in the number of children reported in the *health services* and *nursing services* categories was the result of the increase in Medicaid-eligible children in Part C.

The state attributed the increase in the number of children reported as receiving *assistive technology services/devices* to the effect of providing these services to children with a wide range of disabilities. The state attributed the increase in the number of children reported in the *family training, counseling, home visits and other support* category to an increase in the Hispanic caseload. Interpreter services are reported in this category, and Hispanic families are more likely than other families to need interpreters.

The increase in the number of children reported as receiving *speech-language pathology* services was the result of the successful use of these services with younger children. In the past, these services were believed to be effective only for older children. While *nutrition services* continue to be used by a small percentage of children in early intervention, this percentage has been growing, and this was reflected in the data. Like use of assistive technology, this increase reflected a growing understanding of these services and their value in addressing developmental delay needs.

Indiana—Indiana’s *other early intervention services* category includes applied behavior analysis and services provided by an interpreter.

Iowa—The state attributed the increase in the number of children receiving *special instruction* to an increase in the child count as a result of effective child-find activities.

Iowa's *other early intervention services* category includes consultations, services provided by interpreters for deaf children, services provided by paraprofessionals and services related to treating autism.

Kansas—Kansas' *other early intervention services* category includes motor therapy, Spanish translation and services provided by autism consultants, sign language interpreters and mobility specialists. This category also includes services provided by Early Head Start and Parents as Teachers. Parents as Teachers is a primary prevention program in Kansas designed to maximize children's overall development during the first three years of life.

Louisiana—Louisiana estimated race/ethnicity for 199 children who had an unknown race/ethnicity or multiple races/ethnicities.

Louisiana's *other early intervention services* category includes services provided by bilingual and sign language interpreters.

Maryland—Maryland estimated race/ethnicity for 483 children who had an unknown race/ethnicity or multiple races/ethnicities.

Maryland's *other early intervention services* category includes interpreter services, behavior modification and specialized child care.

Massachusetts—The state attributed the increase in the number of children reported in the *respite care* category to growing awareness by clinicians and parents of the state's new *respite care* program.

As in the past, children reported in the *special instruction* category included those who received intensive home-based services for autism and Pervasive Developmental Disorder (PDD).

Michigan—The state attributed the decrease in the number of children in the *psychological services* category to the data reported by a single district. Similarly, the state attributed the increase in the number of children receiving *respite care* to the data reported by a single, different district. The state is working to determine whether these changes were errors or reflected actual service changes.

Michigan's *other early intervention services* category includes services provided by informal support groups, playgroups and Ages and Stages. Ages and Stages is an evaluation tool used in several service areas that has age-specific tests to help determine the child's development status.

Minnesota—Minnesota does not report early intervention services by race/ethnicity. The state is implementing a Web-based data collection system to collect early intervention services data. Because this new system will be child based, it will include information about the child's race/ethnicity. The new system will also allow the state to collect instructional settings, a service category not currently included in the state's data collection.

Missouri—The state attributed the decrease in the number of children in the *assistive technology services/devices* category to improvements in the availability of information needed to make appropriate decisions about assistive technology purchases. These improvements were the result of the Missouri Department of Special Education working with interagency partners and other service coordinators to clarify the difference between assistive technology devices needed for early intervention services and

assistive technology services needed for medical purposes. Because the majority of assistive technology services are purchases for assistive technology devices, this distinction is important.

Missouri's *other early intervention services* category includes services provided by interpreters.

Montana—Montana's *other early intervention services* category includes an interpreter for the deaf, travel assistance to medical appointments, massage, early Head Start, respite services and services provided by deaf educators, swim instructors, transporters, personnel at the Montana School for the Deaf and Blind and those provided by habilitation trainers who follow through on the family support specialist recommendations in the IFSP.

Nebraska—Nebraska's *other early intervention services* category includes interpretation services and recreational services such as play therapy, music therapy and hippotherapy.

Nevada—Nevada's *other early intervention services* category includes service coordination.

New Hampshire—New Hampshire's *other early intervention services* category includes family support and transdisciplinary services.

New Jersey—New Jersey's *other early intervention services* category includes those services provided only to families.

New Mexico—New Mexico's *other early intervention services* category includes service coordination.

North Dakota—North Dakota's *other early intervention services* category includes services provided by infant/parent programs through the North Dakota School for the Deaf and the North Dakota School for the Blind, tribal tracking programs, music programs and family subsidy.

Northern Marianas—Northern Marianas' *other early intervention services* category includes services provided by the Shriner's Clinic. The Shriner's Clinic provides orthopedic and assistive services, such as providing braces.

Ohio—Ohio's *other early intervention 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.

Oklahoma—Oklahoma's *other early intervention services* category includes child development services and services provided by orientation mobility specialists, family therapists and child guidance specialists. The *other early intervention services* category also includes 28 children with unknown services.

Oregon—Oregon's *other early intervention services* category includes augmentative communication, behavioral consultations and autism, Braille, English as a second language (ESL)/migrant, sign language, parental language/interpreter and transition services.

Puerto Rico—Most children receive *medical services*, *nursing services* and *social work services* as part of the evaluation and assessment activities for eligibility determination and IFSP planning. All of these services were included in Puerto Rico's services data. However, services routinely provided to all children are no longer included in these data. As a result of this change, there was a decrease in the number of children reported in these three service categories. Puerto Rico attributed the decline in the

number of children reported in the *nutrition services* and *social work services* categories to a shortage in the number of personnel available to provide these services.

Puerto Rico attributed the decrease in the number of children reported in the *family training, counseling, home visits and other support* category to a correction to its data reporting practices. In the past, some services provided in the home were double counted. For example, *occupational therapy* services provided at home were reported in both the *occupational therapy* category and the *family training, counseling, home visits and other support* category.

The state also attributed the decrease in the number of children reported in the *special instruction* category to a correction of data reporting procedures. In the past, when personnel provided general information available to all families, it was reported in the *special instruction* category. Puerto Rico corrected this error and no longer includes providing general information in the services data.

Puerto Rico's services data include only services provided. They do not include all early intervention services on the IFSP. As a result, children with active IFSPs who had not yet received services were not represented in these data.

Rhode Island—Rhode Island estimated race/ethnicity for 512 children who had an unknown race/ethnicity or multiple races/ethnicities.

All children received service coordination, but this service was not reported in these data.

Rhode Island's *other early intervention services* category includes developmental monitoring, interpretation and transition planning.

South Carolina—South Carolina's *other early intervention services* category includes autism and interpretation services.

Tennessee—Tennessee attributed the decrease in the number of children reported in the *transportation and related costs* category to better data reporting. The state investigated the infants and toddlers who received only transportation services. It found that most of these children received transportation for an eligibility evaluation and did not have active IFSPs. The state no longer includes children without active IFSPs in its services data.

The state attributed the decline in the number of children in the *social work services* category to a correction in how the data are reported. Prior to 2003, the data included children who received social work services from the Department of Health but were not enrolled in Part C. Children's Special Services (CSS) regional offices reported data for all children served, not just children receiving Part C services. Beginning in 2003, the data included only *social work services* provided to Part C children.

Some children with an active IFSP did not have any services reported. The state identified the services these children received and included those services in the data reported to OSEP. The state also determined what types of services were reported in the *other early intervention services* category. The state used information given by service providers to report these services in the appropriate OSEP service category rather than in the *other early intervention services* category. As a result of these efforts, fewer children were reported in the *other early intervention services* category.

Texas—Texas' *other early intervention services* category includes behavioral intervention, translation and interpretation, hippotherapy, sign language education, music therapy and aqua therapy.

Utah—Utah’s *other early intervention services* category includes services to families who, due to parent fees, declined IFSP services and only received evaluation, assessment and service coordination.

The decrease in the number of children reported in the *transportation and related costs* category may have reflected changes in service provider location. Specifically, more children received services in their *home*, and fewer children received services at a *service provider location*. These changes suggest that fewer children and families required transportation to receive services.

Vermont—Vermont’s *other early intervention services* category includes services provided by personal care assistants and child care aides.

Washington—Washington did not report race/ethnicity for 66 children in the *family training, counseling, home visits and other support* category; 17 children in the *health services* category; 45 children in the *medical services* category; 21 children in the *nursing services* category; 25 children in the *nutrition services* category; 120 children in the *occupational therapy* category; 135 children in the *physical therapy* category; 33 in the *social work services* category; 187 children in the *special instruction* category; 171 children in the *speech-language pathology* category; and 16 children in the *transportation and related costs* category. Race/ethnicity was not reported for some children in the categories for *assistive technology services/devices, psychological services, audiology services, and vision services*.

West Virginia—West Virginia’s *other early intervention services* category includes children receiving services provided by interpreters.

Wyoming—Wyoming’s *other early intervention services* category includes services provided by interpreters and private contractors.

Appendix B

Data Notes for *IDEA*, Part B

DATA NOTES FOR *IDEA*, PART B

Year-to-Year Substantial Change Criteria for Parts B and C, November 2005

These data notes provide information provided by the states on the ways in which they collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the notes contain a state's explanation(s) in the event of any substantial change(s) in the data from the previous year. The data covered in these data notes are:

- 2004 Child Count
- 2004 Educational Environments
- 2003 Personnel
- 2003-04 Exiting
- 2003-04 Discipline

OSEP asked states to clarify or explain substantial changes in their data from year to year according to the criteria that follow, which were developed in October 2001. OSEP asked states to explain if these substantial changes were indicative of a change in policy, a change in reporting practices, a change in practices in the field or a data validity problem.

Year-to-Year Substantial 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	3-9	
Developmental delay (optional reporting category) ²		
Race/ethnicity (All disability conditions)	Age group	Number and percent change³
American Indian/Alaska Native	3-5	±25 and ±20%
Asian or 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 or 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 substantial 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 substantial change.

²*IDEA* allows states flexibility in the use of the developmental delay category. Per statute, use of the category 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.

³OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a substantial 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 substantial change.

2. Personnel: employed, fully certified; employed, not 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	3-21	±500 and ±25%
Teacher aides		
Supervisors/administrators (LEA)	3-21	±50 and ±25%
Psychologists		
Non-professional staff		
Other professional staff		
Audiologists	3-21	±25 and ±30%
Counselors		
Diagnostic and evaluation staff		
Occupational therapists		
Physical education teachers		
Physical therapists		
Rehabilitation counselors		
Recreation and therapeutic recreation specialists		
School social workers		
Speech pathologists		
Supervisors/administrators (SEA)		
Vocational educational teachers		
Work-study coordinators		
Interpreters	3-21	±25 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 substantial 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 substantial change.

3. Educational environments (for all disability conditions)		
Educational environments	Age group	Number and percent change¹
Early childhood setting	3-5	±500 and ±20%
Early childhood special education setting	3-5	±400 and ±20%
Home	3-5	±100 and ±20%
Part-time early childhood/part-time 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 (optional)	3-5	±100 and ±20%
Reverse mainstream setting (optional)	3-5	±50 and ±20%
Special education outside regular class < 21% of day	6-21	±2,000 and ±20%
Special education outside regular class ≥ 21 and ≤ 60% of day		
Special education outside regular class > 60% of day		
Public separate school	6-21	±500 and ±20%
Private separate school		
Served in 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 facility		
Race/ethnicity	Age group	Number and percent change¹
American Indian/Alaska Native	3-5	±25 and ±20%
Asian or 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 or 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 substantial 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 substantial change.

4. Exiting (for all disability conditions)		
Basis of exit	Age group	Number and percent change¹
Total exiting special education	14-21	±1,000 and ±20%
Graduated with a diploma	14-21	±500 and ±20%
Moved, known to be continuing		
Moved, not known to be continuing		
Dropped out	14-21	±250 and ±20%
No longer receives special 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%
Race/ethnicity (total exiting)	Age group	Number and percent change¹
American Indian/Alaska Native	14-21+	±25 and ±20%
Asian or 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%

¹OSEP asks states to consider both a number change and a percent change in their data from year to year to determine if a substantial 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 substantial change.

5. Discipline (for all disability conditions)		
Disciplinary action	Age group	Number and percent change¹
Unduplicated count ² of children removed to an IAES ³ by school personnel for drugs and weapons	3-21	±20 and ±25%
Number of unilateral removals ⁴ by school personnel for drug offenses	3-21	±50 and ±25%
Number of unilateral removals by school personnel for weapons offenses	3-21	±30 and ±25%
Unduplicated count of children removed to an IAES based on a hearing officer determination regarding likely injury	3-21	±10 and ±25%
Unduplicated count of children suspended or expelled for more than 10 days	3-21	±100 and ±25%
Number of single suspensions or expulsions ⁵ for more than 10 days	3-21	±400 and ±25%
Number of children with multiple short-term suspensions ⁶ summing to more than 10 days	3-21	±150 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 substantial change has occurred. For example, if a state gains or loses 20 students ages 3-21 in its total unduplicated count of students removed to an interim alternative education setting for Part B and the change is 25 percent more or less from the previous year, that is considered a substantial change.

²Unduplicated count means a child may be counted only once within a given category.

³IAES is an interim alternative education setting.

⁴Unilateral removals refers to the number of acts and may be a duplicated count. The same child may be counted in both subcategories (i.e., removals for drug offenses and removals for weapons offenses) and may be counted more than once in each category).

⁵Single suspensions or expulsions refers to the number of acts and may be a duplicated count (i.e., the same child may be counted more than once).

⁶The same child may be counted only once in the number of children with multiple short-term suspensions or expulsions summing to more than 10 days. However, this same child may be counted here, and the number of times the child was subject to single suspensions or expulsions for more than 10 days may be counted in that category as well.

Table B-1 summarizes how nine states reported students with deaf-blindness, *other health impairments* and multiple disabilities in different disability categories for child count and educational environments data collections in 2004 and for exiting and discipline data collections in school year 2003-04. In particular, Michigan reported students with deaf-blindness in the hearing impairments category, while Colorado and Delaware reported students with *other health impairments* in the orthopedic impairments category. Seven states reported students who had multiple disabilities in the primary disability category listed on their individualized education program (IEP).

Table B-1. States that reported students with *deaf-blindness, other health impairments* and *multiple disabilities* in different disability categories for IDEA, Part B child count and educational environments data collections: 2004; and exiting and discipline data collections: 2003-04

State	IDEA disability categories ^a		
	Deaf-blindness	Other health impairments	Multiple disabilities
Colorado		O	
Delaware		O	P
Florida			P
Georgia			P
Michigan	H		
North Dakota			P
Oregon			P
West Virginia			P
Wisconsin			P

<p>H = Reported students with deaf-blindness in hearing impairments category. O = Reported students with other health impairments in orthopedic impairments category. P = Reported students with multiple impairments in primary disability category identified on IEP.</p>

^aStates report data according to state law. States do not uniformly categorize children with disabilities according to *IDEA* disability categories as defined for purposes of these data collections.

Table B-2 summarizes differences in collecting and reporting data for the developmental delay category for 23 states. These variations affected the way these 23 states collected and reported data for the *IDEA*, Part B child count and educational environments data collections, as well as exiting and discipline since data are cross-tabulated by discipline and disability category.

Additional notes on how states reported data for specific data collections follow these tables.

Table B-2. States with different practices in reporting children with developmental delay^a receiving services under IDEA, Part B, by state: 2004

	Does not use developmental delay category	Uses developmental delay category for children under age 6 only	Uses only developmental delay category and no other for children under age 6
Arizona		X	
Arkansas		X	
California	X		
Colorado		X	
Connecticut		X	
Delaware		X	
Florida		X	
Illinois		X	
Indiana		X	
Iowa	X		
Maine		X	
Montana	X		
Nevada		X	
New Jersey		X	
New York		X	X
Ohio	X		
Oregon		X	
Rhode Island		X	
South Carolina		X	
South Dakota		X	
Texas	X		
West Virginia		X	
Wyoming		X	

^a*IDEA* allows states flexibility in the use of the developmental delay category. Per statute, use of the category is optional. Only children 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 local education agencies (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.

Tables 1-1 Through 1-18: IDEA Part B Child Count, 2004

Alaska—Alaska began reporting data on students with developmental delay in 2000. Although the state definition applies to children ages 3 through 9, in the first year the state used the category, the vast majority of students identified with this disability were ages 3 through 5. The state reported that as these children aged, there was a concomitant increase in the number of children ages 6 through 9 reported with developmental delay.

Colorado—Colorado does not collect data on children with developmental delay. Children reported to OSEP in the developmental delay category were those who were reported by districts in Colorado's category of preschooler with a disability.

Colorado reported that one of its state disability categories is physical disability. The state reported these students to OSEP in the orthopedic impairments category. The state does not collect data on other health impairments.

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.

Florida—The state does not collect data on multiple disabilities and reports zero children and students in this category. Children with multiple disabilities are reported according to their primary disability.

Georgia—The state does not collect data on multiple disabilities and reports zero children and students in this category. Children with multiple disabilities are reported according to their primary disability.

Idaho—The state reported that 381 children with disabilities were identified with noncategorical eligibility. Of these, 10 were ages 3 through 5, and 371 were ages 6 through 21. When reporting to OSEP, the state proportionately 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.

The state attributed the increase in the number of children ages 6 through 21 reported with autism to a change in the state's definition of that disability category. In the 2002-03 school year, the state changed its definition of autism to include all pervasive developmental disorders listed in the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*. These include: Childhood Disintegrative Disorder, Autistic Disorder, Asperger's Syndrome, or Pervasive Developmental Disorder: Not Otherwise Specified. These specific developmental disorders were not mentioned in the state's previous definition of autism.

Maine—The state attributed the increase in the number of students ages 6 through 21 reported with autism to several factors. First, more staff were available to diagnose children with autism. Second, as these staff became better at identifying children with autism, some children previously identified under another disability were relabeled as children with autism. Third, public awareness about this disability resulted in more referrals under this disability category. Finally, public schools are more becoming more comfortable than they were in the past with identifying and serving students with autism.

Michigan—The state does not collect data on deaf-blindness and reports zero children and students in this category. Children with deaf-blindness are reported in the hearing impairments category.

Micronesia—Micronesia attributed the decrease in its child count data of more than 100 children ages 3 through 5 to two factors. First, a typhoon in Yap State prevented Micronesia from accurately counting students with disabilities in this region. There were 60 fewer students reported in Yap State in 2004 than in 2003. Second, the national government in Micronesia added a staff position to oversee data collection and reporting from the four states of Micronesia. As a result, Micronesia believes more accurate data are being reported and verified.

Minnesota—The state attributed the increase in the number of children ages 3 through 5 reported with autism to improved child-find efforts and an improved identification process. The state is attempting to identify children with autism at younger ages.

The state attributed the increase in the number of 6-year-olds reported with developmental delay to a change in how students' ages are calculated. In 2004, the state began correctly calculating students' ages as of Dec. 1. In prior years, student age was calculated as of Sept. 1. As a result, students whose sixth birthday fell between Sept. 1 and Dec. 1 are now reported as age 6, rather than age 5. Minnesota uses the developmental delay category only for children ages 3 through 6.

Mississippi—The numbers the state reported for children ages 3 through 5 and 6 through 21 in all environments were discrepant with the numbers reported for total 3- through 5-year-old and 6- through 21-year-old child counts. The state did not provide an explanation for the discrepancies.

Missouri—Missouri attributed the increase in the number of 6-year-olds reported with developmental delay to a change in the state's definition of that disability category. Prior to the 2001-02 school year, the state's definition of developmental delay included only children who had not yet entered kindergarten. Beginning in 2001-02, students in kindergarten could also be included in the developmental delay category. The state reported that more children are retaining the developmental delay label as they enter kindergarten.

Montana—In Montana, a state statute allows school districts to identify a child ages 3 through 5 as a child with disabilities without specifying 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 57 percent of the 3- through 5-year-olds served. The state imputed disability for the remaining 43 percent using the disability distribution for the 3- through 5-year-olds for whom disability data were reported. 2004 was the fourth 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.

New York—New York collects race/ethnicity data 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 data for students with disabilities who are ages 6 through 21 or for all students 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 ages 4 through 21 with disabilities. The race/ethnicity of 4- and 5-year-old children in school-age environments (e.g., kindergarten) was 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 disability category.

The state reported 4- and 5-year-old children who attended kindergarten and received special education services as age 5 on both the child count and the educational environments data.

North Dakota—The state does not collect data on multiple disabilities and reports zero children and students in this category. Children with multiple disabilities are reported according to their primary disability.

North Dakota attributed the increase in the number of children ages 6 through 9 reported with developmental delay to a statewide increase in the upper age limit for this disability from age 5 to age 9. In 1998, five of the 31 units in the state began using the increased upper age limit as a pilot project. In 2004, the new age limit was implemented throughout the state.

Oregon—The state does not collect data on multiple disabilities and reports zero children and students in this category. Children with multiple disabilities are reported according to their primary disability. The state uses the developmental delay category for children under age 6 only. With the exception of deaf-blindness and developmental delay, numbers the state reported for children ages 3 through 5 with specific disabilities in all environments were discrepant with the numbers reported for child counts. The numbers the state reported for students ages 6 through 21 with specific disabilities in all environments were discrepant with the numbers reported for 6- through 21-year-old child counts.

South Carolina—South Carolina has a disability category called preschool child with a disability. The state reported that this category meets its defined and established eligibility criteria for developmental delay. As a result, in 2004, the state reported the children in this category in the developmental delay category. In previous years, South Carolina reported these children in the *other health impairments* category.

West Virginia—The state does not collect data on multiple disabilities and reports zero children and students in this category. Children with multiple disabilities are reported according to their primary disability.

Wisconsin—The state does not collect data on multiple disabilities and reports zero children and students in this category. Children with multiple disabilities are reported according to their primary disability.

Tables 2-1 Through 2-17e: IDEA Part B Educational Environments, 2004

Educational environments for children ages 3 through 5 are defined as follows:

Early childhood setting Educational programs designed primarily for children without disabilities. No special education or related services are provided in separate special education settings. This setting includes, 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.

Early childhood special education setting 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 *early childhood* 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 <i>home</i> , (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) <i>residential facilities</i> ¹⁷ and (5) <i>separate schools</i> . Settings may 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.
<i>Reverse mainstream setting</i>	Educational programs that are designed primarily for children with disabilities but include 50 percent or more children without disabilities. This is an optional category.

Alaska—The state attributed the decrease in the number of children ages 3 through 5 in the *early childhood special education setting* category and the increase in the number of children in the *part-time early childhood/part-time early childhood special education setting* category to a program change in the largest district in the state. The district began providing some services in an *early childhood setting* rather than providing all services in self-contained special education preschool classrooms. Because this district serves 40 percent of Alaska’s 3- through 5-year-olds, this program change affected state totals.

Arkansas—Arkansas attributed the increase in the duplicated count of children in the *correctional facilities* category to more complete data reporting. In prior years, the Department of Corrections provided the state with data only on students who were receiving special education in one of the state’s prisons. In 2004, the state received data for students receiving special education in all of the facilities in the Department of Corrections.

The state reported that its count of children ages 3 through 5 in the *separate school* category was an overcount. Some early childhood programs in the state are run by the Department of Human Services Division of Disability Services (DDS). At the time the interagency agreement was developed with DDS, DDS programs were all operated as separate schools. However, over the years, some of the programs have evolved to include reverse mainstream preschools and Arkansas Better Chance for Success preschools. Despite these changes, because the interagency agreement requires that schools operated by DDS be classified as separate schools, all DDS early childhood programs continue to be reported in the *separate school* category. Currently, the interagency agreement is being reviewed.

¹⁷ Data subcategories may be mentioned in shortened or slightly altered forms in the Data Notes and still be italicized.

Georgia—The state attributed the increase in the number of children ages 3 through 5 in the *home* category to an increase in the number of children transitioning from Part C services to Part B whose IEPs recommended they continue to receive services in the home.

Guam—Guam’s 2004 educational environments data contained errors for students ages 6 through 21 who were in the *outside the regular class less than 21 percent of the day* category and students who were in the *outside the regular class for more than 60 percent of the day* category. For these two categories, the number of students reported by disability was not equal to the number reported by race/ethnicity. In addition, the total number of students reported in the duplicated count of children in the *private schools not placed or referred by public agencies* category did not match the total number reported in this category by race/ethnicity.

Illinois—The state reported that districts had the option of reporting 3- through 5-year-olds in either the preschool or school-age educational environments, and most of these students were reported by the districts in the school-age categories. The state crosswalked these students into the preschool categories for federal reporting purposes. Students reported as *outside the regular class less than 20 percent of the day* were crosswalked into the *early childhood setting* category. Students reported as *outside the regular class at least 21 percent of the day but no more than 60 percent of the day* and *outside the regular class more than 60 percent of the day* were crosswalked into the *part-time early childhood/part-time early childhood special education* category.

Iowa—Iowa attributed the decrease in the number of children ages 3 through 5 in the *reverse mainstream setting* category to a change in reporting practices. In prior years, the state reported students in the *reverse mainstream setting* category if they spent any amount of time in a reverse mainstream environment. In 2004, the state reported students in the *reverse mainstream setting* category only if they received all of their special education in that environment.

The state attributed the 55 percent increase in the number of children reported in the *private schools not placed a referred by public agencies* category to an error in the 2003 data. In 2003, the state included in this category those private school students who received their IEP services at the private school, but failed to include private school students who received their IEP services at a public school. In 2004, the state included all private school students receiving IEP services.

Kentucky—The state reported that the increase in the number of children ages 6 through 21 reported as *outside the regular class less than 21 percent of the day* was due to state efforts to emphasize collaboration between general education and special education and to provide special education services in the regular classroom.

The state attributed the increase in the number of students ages 6 through 21 reported in the *homebound/hospital* category to a change in the classification of two facilities in the largest district in the state. Previously, the facilities were considered a school-operated program, and the students in these facilities were reported according to the percentage of time they spent with peers without disabilities. In 2004, these facilities were reclassified, and students in these facilities were reported in the *homebound/hospital* category.

Louisiana—The state attributed the increase in the number of children ages 3 through 5 in the *reverse mainstream setting* category to an increase in the availability of reverse mainstream classes in the state. Because there were more reverse mainstream classes available, more children were placed in this environment.

Louisiana attributed the decrease in the number of children in the *correctional facilities* category to efforts by the Louisiana Office of Youth Development (OYD) to develop and implement community-based treatment and rehabilitation programs for young offenders. These programs provide an alternative to incarceration.

The state attributed the decrease in the number of children ages 18 through 21 reported in the *public separate school* category to the closure of the E.C. Hayes School, a public separate school for children with disabilities. Children who attended this school now attend regular public schools and receive education and special education in separate classrooms.

Maine—Children who receive special education and related services in correctional facilities should be reported in duplicated count of children in *correctional facilities* as well as in one of the categories for the percent of time spent outside the regular classroom. Maine reported children in *correctional facilities* in the *public residential facility* category.

The state did not report any children in the duplicated count of children in the *private schools not placed or referred by public agencies* category; however, there were children in the state who were placed by their parents in private schools. Maine reported all of these parentally placed children in either the *private separate school* or the *private residential facility* category.

The state attributed the decrease in the number of children ages 3 through 5 reported in the *home* category to more accurate reporting by local education agencies (LEAs). In prior years, some students receiving services in an *early childhood setting* were mistakenly reported as receiving services in the *home* category. In 2004, these students were being reported in the *early childhood setting* category.

Massachusetts—Massachusetts attributed the increase in the number of students reported in the category *outside the regular class less than 21 percent of the day* and the decrease in the number of students in the category *outside the regular class at least 21 percent of the day but no more than 60 percent of the day* to a change in the categories the state uses to collect these data. Massachusetts reported that prior to 2000, some of its definitions did not match federal definitions for time outside the regular classroom. The state tracked time outside the classroom in four categories: 100 percent of the day in the regular classroom, from 1 to 25 percent of the school day outside the regular classroom, from 26-60 percent outside the regular classroom and greater than 60 percent outside the regular classroom. When reporting to OSEP, the state reported students who spent 100 percent of the school day in a regular classroom in the category *outside the regular class less than 21 percent of the day*. The state reported students who spent between 1 and 60 percent of the day in a regular classroom in the category *outside the regular class at least 21 percent of the day but no more than 60 percent of the day*. The state accurately reported students who spent greater than 60 percent of the school day outside the regular classroom. As a result of this method of reporting, the state believes that the number of students *outside the regular class less than 21 percent of the day* was underreported in the past. In 2000, the state began using the OSEP categories for time outside the regular classroom. Massachusetts reported that it has taken districts a few years to implement the new definitions for these categories.

Prior to 2003, Massachusetts reported all children ages 3 through 5 in either the *early childhood setting* category or the *home* category. Beginning in 2003, Massachusetts began using all required educational environment reporting categories for this age group. The state collects data on children ages 3 through 5 according to the percentage of time they are in inclusive environments with peers without disabilities, rather than according to the environment in which they receive special education and related services. This is inconsistent with OSEP reporting instructions. Children ages 3 through 5 were reported by Massachusetts as follows:

- The state reported children in the *early childhood setting* category if they attended an early childhood program that was fully inclusive and were removed from the early childhood program for 20 percent or less of their time to receive special education and related services. These children may have received special education or related services during the early childhood program hours and may have received additional services from the school in addition to the hours in the early childhood program.
- The state reported children in the *early childhood special education setting* category if they did not participate in an inclusive early childhood program or if they participated in an inclusive early childhood program but were removed from this environment for more than 80 percent of their time to receive special education and related services.
- The state reported children in the *part-time early childhood/part-time early childhood special education setting* category if they received special education and related services in some combination of an inclusive early childhood program, a partial inclusion setting or a separate setting and if the children were removed from the inclusive early childhood setting to receive special education and related services for more than 20 percent of their time.

Michigan—The state does not collect data on deaf-blindness. Children with deaf-blindness are reported in the hearing impairments category. Thirty-one students, ages 6 through 11 who received special education *outside the regular classroom 21 to 60 percent of the day*, were erroneously reported as deaf-blind. These students should have been reported as having multiple disabilities. The state was not able to correct this error before these data were finalized for the *28th Annual Report to Congress*.

Minnesota—Minnesota reported students in the duplicated count of students in the *correctional facilities* category for the first time in 2004. Previously, the state did not report any students in this category. In 2004, in addition to reporting these students in the duplicated count, the state also incorrectly reported them in the *public separate school* category. These students should be reported in one of the categories for the percent of time they spent outside the regular classroom. The state plans to correct this error in 2005.

Minnesota did not submit a duplicated count of children in the *private schools not placed or referred by public agencies* category. Although the state collected these data through the student information system, the unit in the state education agency (SEA) that reports the data did not have access to the information. Students in private schools were reported according to the percentage of time they spent receiving special education outside the regular classroom. The state planned to report a duplicated count of children in private schools in 2005.

Mississippi—The numbers the state reported for children ages 3 through 5 and 6 through 21 in all environments were discrepant with the numbers reported for total 3- through 5-year-old and 6- through 21-year-old child counts. The state did not provide an explanation for the discrepancies.

New Mexico—The state attributed the increase in the number of children ages 3 through 4 reported in the *home* category to instructions provided to LEAs in September of 2003. The state instructed LEAs to report children ages 3 and 4 in the *home* category if they received therapy services and were not served in a center-based program.

New York—New York collects race/ethnicity data 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 students 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

ages 4 through 21 with disabilities. 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 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 disability category.

The state reported 4- and 5-year-old children who attend kindergarten and receive special education services as age 5 on both the child count and the educational environments data.

North Carolina—North Carolina did not report race/ethnicity data for students in the *private schools not placed or referred by public agencies* category because it does not collect these data. The state plans to report these data in 2005, when it begins collecting data using its new Comprehensive Exceptional Children Accountability System (CECAS).

Oklahoma—The state attributed the decrease in the number of students ages 6 through 21 reported in the *private separate school* category to technical assistance provided to LEAs. The state believed that the number of students reported in the *private separate school* category in 2003 may have included students who were home schooled. In 2004, the state provided technical assistance to LEAs that home-schooled children should be reported according to the percentage of time they receive special education outside the regular classroom and should not be included in the *private separate school* category.

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 September 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.

The state reports children with multiple disabilities according to their primary disability. With the exception of deaf-blindness, the numbers the state reported for children ages 3 through 5 with specific disabilities in all environments were discrepant with numbers reported for child counts. The numbers the state reported for students ages 6 through 21 with specific disabilities in all environments were discrepant with the numbers reported for 6- through 21-year-old child counts.

Rhode Island—The state attributed the 100 percent decrease in the number of students ages 6 through 21 reported in the *public residential facility* category to a change in data collection methods. In prior years, the state incorrectly reported students in correctional facilities in the *public residential facility* category, as well as in the duplicated count of children in the *correctional facilities* category. In 2004, Rhode Island began correctly reporting these students according to the percentage of time the student received special education outside the regular classroom as well as in the duplicated count of children in the *correctional facilities* category.

Texas—The state did not report race/ethnicity data for students in the *private schools not placed or referred by public agencies* category because it does not collect these data.

Virginia—The state attributed the increase in the number of students ages 6 through 21 reported in the category *outside the regular class less than 21 percent of the day* and the decrease in the number of children reported in the categories *outside the regular class at least 21 percent of the day but no more than 60 percent of the day* and *outside the regular class more than 60 percent of the day* to a correction of how the state operationalized these categories. In prior years, Virginia reported the percentage of the school day that special education was delivered, rather than the percentage of time spent outside the

regular classroom receiving special education. In 2004, the state began correctly collecting and reporting data on the percentage of time students receive special education outside the regular classroom.

West Virginia—West Virginia attributed the decrease in the number of children ages 3 through 5 reported in the *early childhood setting* category and the increase in the number of children reported in the *itinerant service outside the home* and *part-time early childhood/part-time early childhood special education setting* categories to training provided to districts about the definitions of these categories. Previously, children who attended a regular preschool or kindergarten class and received speech services outside of that classroom were erroneously reported in the *early childhood setting* category. In 2004, most of these children were reported in the *itinerant service outside the home* category. Students who received speech services in addition to consultation within their early childhood classrooms were reported in the *part-time early childhood/part-time early childhood special education setting* category.

Wisconsin—The state attributed the decrease in the number of children ages 6 through 21 reported in the *outside the regular class for more than 60 percent of the day* category to training provided to LEAs on how to report educational environments data. During statewide training in fall 2004, the SEA learned that some districts based the educational environments of students ages 6 through 21 on the percentage of time the students received special education rather than the percentage of time outside the regular class. The state instructed the LEAs to report students according to time spent outside the regular classroom for the 2004 environments report.

Tables 3-1 Through 3-3: IDEA Part B Personnel, 2003

Alabama—The state attributed the increase in the reported number of fully certified speech pathologists to additional technical assistance provided by Alabama Special Education Services to LEAs. Through this technical assistance, the state provided more clearly defined instructions.

Alaska—Alaska did not report data on vocational education teachers, work-study coordinators, teacher aides and counselors. The state reported zero in these categories because it was not able to identify staff in these positions who were employed and contracted specifically to work with special education students. The state reported that it modified its 2004 personnel data collection to provide this information in 2005.

Arizona—Arizona does not have a standard state certification requirement for teachers' aides; therefore, all of these personnel were reported as fully certified. Previously, some teachers' aides were incorrectly reported as not fully certified.

The state reported that 2003 was the first year that public education agencies (PEAs) were able to submit full-time equivalency (FTE) data on special education personnel using up to three decimal places. In prior years, PEAs were limited to two decimal places when reporting data to the state.

Arizona reported that the decrease in the number of diagnostic and evaluation staff may have been due to districts reporting these personnel in other personnel categories.

The state reported that the decrease in not fully certified non-professional staff may have been due to staff seeking and obtaining the required credentials, certification and/or licensure.

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.

The state reported that most of the teacher aides reported as not fully certified worked in the Department of Human Services (DHS), Division of Disability program centers. The state is working with DHS to provide the three-module core training required for certification to all of these teachers' aides.

Colorado—Prior to 2003, Colorado did not have certification requirements for interpreters; therefore, all interpreters were reported to OSEP as fully certified. In 2003, the state implemented state certification requirements for interpreters, and only those interpreters who met the new requirements were considered by the state to be fully licensed. As a result, the data showed a decrease in the number of fully certified interpreters.

Connecticut—Connecticut's personnel data are collected by grade level rather than by the age of the children served. The state's count of special education teachers for ages 3 through 5 includes teachers who worked in prekindergarten and kindergarten. Special education teachers for ages 6 through 21 include teachers who worked in grades 1 through 12.

The state reported that, because it is unable to distinguish physical education and vocational education teachers who serve special education students from those who serve general education students, the state did not include these staff in its personnel data.

The state-reported data for the psychologists and school social workers categories included staff who served both general education and special education students.

District of Columbia—The District of Columbia did not include contracted personnel on its 2003 personnel report. No physical therapists were reported because the District did not directly employ any physical therapists; it contracted with personnel to provide these services.

The District of Columbia provides bus transportation to special education students and students receiving services under Section 504. It does not provide bus transportation to other students. Bus drivers and bus attendants were included in the count of nonprofessional staff.

Directors and supervisors in the central office of the District of Columbia public schools were reported as SEA supervisors/administrators. Principals and supervisors at the school level were reported as LEA supervisors/administrators.

Georgia—The state attributed the decrease in the reported number of fully certified interpreters to a state rule implemented in the 2003-04 school year that provides stricter guidelines about certification requirements for interpreters.

The state reported that in a joint meeting between the Georgia Professional Standards Commission, Information Technology and the Division for Exceptional Students, the groups determined that in previous years, some fully certified paraprofessionals were incorrectly reported as not fully certified. In 2003, all paraprofessionals have paraprofessional certification based upon state guidelines and were reported as fully certified teachers' aides.

Georgia reported that in 2002, the state incorrectly reported data for special education teachers for ages 6 through 21 based on the number of people employed. In 2003, it correctly reported these data in FTEs.

Iowa—The state attributed the 4 percent increase in the total number of special education and related services personnel to a steady increase in the number of children eligible for Part B and the subsequent need to hire more service providers.

Maine—The state reported speech pathologists and other personnel who provided services to students ages 5 through 20 with speech or language impairments as special education teachers for ages 6 through 21. Speech pathologists who served children ages 3 and 4 were reported as speech pathologists in the related-services personnel count.

The state attributed the decrease in the reported number of SEA supervisors/administrators to an error on the 2002 report. In 2002, the state reported 155.81 personnel in this category because some LEA supervisors/administrators were mistakenly included. The actual number of SEA supervisors/administrators that should have been reported for 2002 and 2003 was 16.

Massachusetts—Over the past several years, Massachusetts changed its method for collecting personnel data several times. These changes may have affected the number and type of personnel reported over time. Prior to the 1999 personnel data collection, Massachusetts collected personnel data using a 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 and 2002, Massachusetts discontinued use of the electronic form and returned to a paper collection. For the 2003 personnel data collection, the state used an updated electronic data collection tool. In addition, for 2003, districts were required to report data at the school level, rather than at the district level as they had reported data previously.

The 2003 personnel data collection was the second year that the state collected and reported data on personnel certification status. 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.

The state reported that its new data collection system did not collect data on special education teachers according to the ages they serve. As a result, all special education teachers were reported to OSEP as special education teachers for ages 6 through 21. This count included teachers who worked with children ages 3 through 5. Zero special education teachers were reported to OSEP for ages 3 through 5.

The state began collecting data on personnel in the following categories in 2003: work study coordinators, audiologists, recreation specialists, diagnostic and evaluation staff and counselors.

The state attributed the decrease in the number of school social workers to a change in the state's data collection categories. In 2003, the state began collecting data on school adjustment counselors and reporting them in the counselors category. Previously, these personnel were reported in the social workers category. The social workers category now includes only those personnel who work as special education social workers.

Minnesota—In 2001 and 2002, Minnesota included special education teachers who served children ages 3 through 5 in the count of teachers serving ages 6 through 21. In 2003, the state was able to separately report teachers for ages 3 through 5 and 6 through 21.

Minnesota does not collect data for recreation and therapeutic recreation specialists or rehabilitation counselors.

Missouri—Missouri attributed the decrease in the reported number of school social workers and other support/ancillary staff positions to LEA budget cuts.

Montana—Montana reported that its special education teachers frequently teach students of all ages. In order to report data to OSEP, the number of teachers for children ages 3 through 5 and the number of teachers for students ages 6 through 21 were estimated from the total based on the percentage of special education students in each age group.

Montana attributed the increase in the number of nonprofessional staff to a change in the way the state collects personnel data. In 2003, the state revised its data collection and added seven new categories of special education aides or assistants. These new categories were reported to OSEP in the nonprofessional staff category. The state emphasized the reporting of these nonprofessional special education staff during trainings conducted throughout the state prior to the data collection. The state believed that the change in the data collection and increased awareness of nonprofessional staff categories led LEAs to report staff that they failed to report in previous years.

New Hampshire—New Hampshire did not submit 2003 personnel data.

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 6-21: 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, teacher of the blind and partially sighted-bilingual.

New York included teachers of English as a second language (ESL) in its counts of special education teachers. For ages 6 through 21, 428 ESL teachers were reported as special education teachers (in FTEs). Although these teachers worked with children ages 6 through 21 with disabilities, they did not provide special education and related services and should not be included in the count of special education teachers.

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*.

In prior years, the state included instructional volunteers and administrative volunteers in its count of nonprofessional staff. In 2003, the state stopped collecting data for these types of nonprofessional staff since these staff are not employed or contracted by the school districts or other service providers.

North Carolina—The state reported that its personnel counts did not include personnel from two charter schools. These schools failed to report 2003 personnel data, even though they served children with disabilities in the 2003-04 school year.

South Dakota—The state attributed the 99 percent decrease in the number of fully certified teachers' aides to a change in the certification requirements for paraprofessionals. South Dakota's count of teachers' aides includes only those paraprofessionals working in a Title I program. According to the new certification requirements, paraprofessionals working in a program supported by Title I Part A funds must be qualified under the provisions of the *No Child Left Behind Act* by Jan. 8, 2006. They can meet this requirement in one of three ways:

- Earning an associate's or higher degree;
- Earning a minimum of 48 college credits; or
- Passing the designated state test.

The South Dakota Department of Education will grant certificates to paraprofessionals once they have met the appropriate requirements.

Texas—Texas reported that there is no state certification requirement for substitute teachers in Texas. The state reports all substitute personnel as fully certified.

In 2003, Texas began collecting and reporting data on the certification status of interpreters. In prior years, the state reported all interpreters as fully certified.

In Texas, educational aides and interpreters are considered nonprofessional staff. However, these personnel are reported to OSEP in the teachers' aides and interpreters personnel categories.

Vermont—The state reported that it includes behavior specialists in the *other professional staff* category.

Virginia—The state reported speech pathologists and other personnel who provide services to students with speech or language impairments as special education teachers. No speech pathologists were reported in the related-services personnel count.

Wyoming—The state reported that it includes special education clerks, job coaches and related-service aides in the nonprofessional staff category. It includes psychological therapists, case managers and school nurses in the *other professional staff* category.

Tables 4-1 Through 4-4e: IDEA Part B Exiting, 2003-04

Alabama—The state attributed the decrease in the number of students reported in the *reached maximum age* category to the effect of diploma options that the state began offering to students in 1997 and 2000. The diploma options, such as the Alabama Occupational Diploma (first available to students in 1997) and the Alabama Adult High School Diploma (first available to students in 2000), prepare students for postsecondary employment. As more students obtain these diplomas, fewer students are remaining in school until they reach maximum age. Specifically, more students with specific learning disabilities, emotional disturbance and mental retardation are exiting with an Alabama Occupational Diploma or the Alabama Adult High School Diploma and then entering the work force.

Alaska—Alaska attributed the 25 percent decrease in the total number of students reported as exiting special education to a change in data collection methods. In the 2003-04 school year, the state began collecting exiting data using a new, end-of-year student-level data collection that includes both special education and general education students who were enrolled at any time during the school year. In prior years, districts submitted aggregate data to the SEA. The state believes that districts were not accurately

unduplicating counts of exiting students. Much of the decrease in the number of reported exits occurred in those categories most likely to be duplicated, such as dropouts and students who move out of a district. The state reported that these counts were significantly lower now that the data were unduplicated by the SEA. The state reported that it expects that its exiting data will fluctuate for the next few years as it trains districts on the use of the new data collection method.

In 2003-04, the state's percentage of students ages 14 through 21 served under *IDEA*, Part B who *graduated with a regular high school diploma* was 56 percent compared to 39 percent in 2002-03. The change reflected a decrease in the state's total number of students with disabilities leaving school. When the total number of secondary school students with disabilities exiting education programs changes without a proportionate change in the number of students with disabilities *graduating with a regular high school diploma*, there will necessarily be a change in the percentage of students with disabilities *graduating with a regular high school diploma*.

The state reported that it estimated race/ethnicity data for 15 students.

American Samoa—American Samoa's requirements for graduation with a standard diploma are the same for students with and without disabilities. Students with disabilities who cannot meet standard graduation requirements are issued certificates of completion.

Arizona—Arizona does not issue certificates of completion. Students who received a regular diploma but did not meet the same standards for graduation as students without disabilities are reported in the *graduated with a regular high school diploma* category. This is inconsistent with the OSEP definition of the *graduated with a high school diploma* category.

The state no longer reports 22-year-old exiters. Reporting 22-year-olds on the exit table is optional.

Arizona attributed the increase in the number of students with specific learning disabilities reported in the *moved, known to be continuing* category to better tracking and follow-up procedures by PEAs.

The state attributed the increase in the number of students with specific learning disabilities who were reported in the *dropped out* category to a new focus on Arizona academic standards rather than electives (i.e., vocational education courses). This change may have led some students with disabilities to drop out of school.

Bureau of Indian Affairs—When reporting exits according to students' age year, the Bureau of Indian Affairs (BIA) had errors in the number of students in the *moved, not known to be continuing* category, the number in the *dropped out* category and the total number of students who exited. The total number of children (all disabilities combined) reported in each exit category and by each age (e.g., 14, 15, 16) should equal the sum of the number of children reported in these categories by age and disability type (e.g., specific learning disabilities, mental retardation). BIA's data did not pass this edit, and BIA did not correct these errors before data were finalized for the *28th Annual Report to Congress*. As a result, BIA's data should not be analyzed according to individual age year for the categories *moved, not known to be continuing*; *dropped out*; and the total number of students who exited. However, no errors were detected in the data for the age group 14 through 21.

The Bureau of Indian Affairs 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 in the *graduating with a regular high school diploma* category met the same criteria for graduation as students without disabilities.

Colorado—Data reported for school year 2003-04 were for students exiting between December 2002 and December 2003.

Colorado attributed the increase in the number of students reported in the *no longer receives special education* category to LEAs that reviewed their processes for identifying students for special education. The majority of the students who no longer received special education were in the specific learning disabilities category. In 2002-03, LEAs with identification rates above the state average for specific learning disabilities reviewed their identification processes. Some students who received special education returned to regular education when identification processes were modified as a result of these reviews.

District of Columbia—When reporting exits according to students' age, the District of Columbia had errors in the number of students in the *moved, not known to be continuing* category, the *dropped out* category and the *graduated with a regular high school diploma* category and in the total number of students who exited special education. The total number of children (all disabilities combined) reported in each exit category and by each age (e.g., 14, 15, 16) should equal the sum of the number of children reported in these categories by age and disability type (e.g., specific learning disabilities, mental retardation). The District's data did not pass this edit, and it did not correct these errors before data were finalized for the *28th Annual Report to Congress*. As a result, the District's data should not be analyzed according to individual age for the categories *moved, not known to be continuing*; *dropped out*; *graduated with a regular high school diploma*; and the total number of students who exited. However, no errors were detected in the data for the age group 14 through 21.

In 2003-04, the District of Columbia's percentage of students ages 14 through 21 served under *IDEA*, Part B who *graduated with a regular high school diploma* was 20 percent compared to 26 percent in 2002-03. The change was a reflection of an increase in the District's total number of students with disabilities leaving school. When the total number of secondary school students with disabilities exiting education programs changes without a proportionate change in the number of students with disabilities *graduating with a regular high school diploma*, there will necessarily be a change in the percentage of students with disabilities *graduating with a regular high school diploma*.

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 met all graduation requirements except for passing the state graduation exam received a regular high school diploma 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. These students were reported in the *graduated with a regular high school diploma* category.

Georgia—The state reported that several LEAs allowed students who had not yet met graduation requirements to participate in graduation activities with their age appropriate class but return to school. These students were not reported as exiting until they actually graduated or reached maximum age.

The state attributed the increase in the number of students reported in the category *moved, known to be continuing* and the decrease in the number of students reported in the category *moved, not known to be continuing* to an error in prior years' data. In prior years, a student who transferred to another district was reported in the *moved, not known to be continuing* category unless there was evidence the student was continuing in special education. In 2003-04, students who transferred to another district and were known to be continuing in an educational program were correctly reported in the *moved, known to be continuing* category, regardless of whether they were known to continue in special education. This is consistent with OSEP's definition of this category.

Georgia attributed the increase in the number of students in the *no longer receive special education* category to an increased emphasis on collaborative and co-taught classes, in an effort to serve students in the least restrictive environment. The state believed that the increased access to the general curriculum provided in these classes facilitated the return to general education for more students.

The state attributed the increase in the number of students with specific learning disabilities in the *received-a-certificate* category to more rigorous graduation requirements that went into effect during the 2005-06 school year. Graduates in Georgia are required to complete a high school program of study of a minimum of 22 Carnegie Units and pass four subject areas (English, mathematics, science and social studies) of the Georgia High School Graduation Test and the Georgia High School Writing Test. In addition, students must complete a prescribed endorsement program in either or both College Prep or Vocational. In 2003-04, in preparation for the implementation of these requirements, students receiving Carnegie Units had to take an end-of-course exam, and as a result, the rigor of many classes increased. The state reported that many students with learning disabilities had difficulty achieving success on all components of the enhanced requirements and exited high school with a special education diploma. Those students receiving a modified diploma were reported in the *received-a-certificate* category.

Guam—Guam does not issue certificates of completion. Students with disabilities must meet the same graduation criteria as students without disabilities.

Hawaii—In 2003-04, the state's percentage of students ages 14 through 21 served under *IDEA*, Part B who *graduated with a regular high school diploma* was 67 percent compared to 86 percent in 2002-03. The percentage who *dropped out* was 18 percent in 2003-04, compared to 12 percent in 2002-03. The state did not provide an explanation for these changes.

Idaho—Students who received a regular diploma but did not meet the same standards for graduation as students without disabilities were reported in the *graduated with a regular high school diploma* category. This is inconsistent with the OSEP definition of the *graduated with a regular high school diploma* category.

Illinois—The state did not know whether students reported in the *graduated with a regular high school diploma* category met the same standards for graduation as students 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 level. 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 were 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 and are reported in the *received-a-certificate* category.

Kansas—Kansas does not issue certificates of completion. All students in the state must meet the same standards for graduation in order to receive a diploma. Students with disabilities who do not receive a diploma are reported in the *reached maximum age for services* category if they continue to receive services until age 21. If these students exit prior to reaching maximum age, they are reported in the *dropped out* category.

Kentucky—The state attributed the increase in the number of children reported in the *moved, known to be continuing* category to a change in data collection methods. In 2003-04, the state began using a student-level tracking system that allowed districts to better notify one another when a student enrolled in a new district after moving out of another district.

Maine—Maine reported that its exiting data for 2003-04 were for the period from Dec. 1, 2002, through Nov. 30, 2003.

Massachusetts—Massachusetts attributed the large changes in the disabilities of students reported as exiting special education to a change in data reporting methods. The 2003-04 school year was the first that the state used student-level data to report students by disability on the exit report. In prior years, the state estimated the disability distribution for exiting students by applying the proportion of students in each disability category among the student population to each of the exiting categories. In 2003-04, all exiting students were reported according to their identified disabilities, with the exception of students reported in the *dropped out* category. The state continued to estimate disability for approximately 25 percent of students in the *dropped out* category for whom disability data were unavailable. Massachusetts planned to report actual disability data for all exiting students in its 2004-05 data.

The state reported that the 2002-03 school year was the first year that students had to pass a statewide assessment to receive a high school diploma. Students who did not pass the assessment were issued certificates of attainment. Prior to 2002-03, diplomas were granted based solely on local criteria, and certificates of attainment 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 regular 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. In 2003-04, the state reported students who received certificates of attainment in the *received-a-certificate* category. Prior to 2003-04, the state did not report any students in the *received-a-certificate* category. In 2003-04, students reported in the *graduated with a regular high school diploma* category were only those students who met the same standards for graduation as students without disabilities.

Michigan—Michigan reported that in December 2001, it implemented a new statewide electronic data collection system, the Michigan Compliance Information System (MI-CIS). This system allows the state to track student exits from special education more effectively. Because LEAs use a wide variety of codes to report exiters, the SEA revised its technical manual to list all acceptable exit codes and how each is reported to OSEP. The revised manual was made available to LEAs prior to the December 2003 collection. The state provided feedback to LEAs and Intermediate School Districts (ISDs) on how their data look when reported to OSEP and ranked districts according to their dropout rates. The state also conducted error checks to ensure that all students are reported as either active or exited. As a result of these activities, districts are paying more attention to the codes they use to report exiting students.

The state attributed changes in its exiting data to districts that changed their data collection and reporting practices to match the technical manual definitions and paid more attention to their comparative performance within the state. The state believed that increased SEA attention to exiting data provided an incentive for LEAs to examine their data and report accurately.

Minnesota—School districts in Minnesota do not issue certificates of completion. Students who receive a regular diploma, but do not meet the same standards for graduation as students without disabilities, are reported in the *graduated with a regular high school diploma* category. This is inconsistent with the OSEP definition of the *graduated with a regular high school diploma* category. The state reported that in

2004-05, it planned to report these students in the *received-a-certificate* category rather than the *graduated with a regular high school diploma* category.

Missouri—The state reports students who received a regular high school diploma, but did not meet the same standards for graduation as students without disabilities in the category *graduated with a regular high school diploma*. As a result, the *graduated with a regular high school diploma* category includes graduates who obtained the necessary number of credits as well as graduates who met the goals and objectives of their IEPs. The state data collection cannot currently differentiate between the two groups. This is inconsistent with the OSEP definition of the *graduated with a regular high school diploma* category.

The state reported that it awards a certificate of attendance to students who have reached maximum age, but who have not met graduation requirements. These students are reported in the *received-a-certificate* category.

Montana—The state reported that the 21 percent (60 student) increase in the total number of American Indian/Alaska Native students who exited special education reflected the cumulative effect of small changes throughout the state. A review of state data indicated that the change was not due to an increase in the number of American Indian/Alaska Native students served in special education nor to an increase in enrollment of American Indian/Alaska Native students in the state. A review of district-level data showed no significant changes between 2002-03 and 2003-04. The largest district in the state reported the largest change—an increase of nine American Indian/Alaska Native students who were reported in the *graduating with a regular high school diploma* category.

The state reported that because it does not have an individual student-level data collection system, a student may be reported in a different race/ethnicity category from one year to the next. This variation in reporting could result in the American Indian/Alaska Native exit data changes observed in 2003-04. In addition, in the last couple of years, Montana has implemented several programs that target American Indian students in an effort to increase graduation rates and decrease dropout rates.

Nebraska—In 2003-04, the state's percentage of students ages 14 through 21 served under Part B who exited school by *graduating with a regular high school diploma* was 18 percent compared to 49 percent for 2002-03. The percentage who *dropped out* was 81 percent in 2003-04, compared to 48 percent in 2002-03. The state did not provide an explanation for these changes.

New Hampshire—When reporting exits according to students' age, New Hampshire had errors in the number of students who moved and were known to continue and students who moved and were not known to continue. The total number of children (all disabilities combined) reported in each exit category and by each age (e.g., 14, 15, 16) should equal the sum of the number of children reported in these categories by age and disability type (e.g., specific learning disabilities, mental retardation). New Hampshire's data did not pass this edit, and the state did not correct these errors before data were finalized for the *28th Annual Report to Congress*. As a result, New Hampshire's data should not be analyzed according to individual age for the categories *moved, known to be continuing* and *moved, not known to be continuing*. However, no errors were detected in the data for the age group 14 through 21.

New Jersey—New Jersey does not award certificates of completion. Students with disabilities who complete their IEPs are awarded diplomas and are included in the *graduated with a regular high school diploma* category. The state data collection cannot differentiate between graduates who met the goals and objectives of their IEPs and students who met the same graduation criteria as students without disabilities. This is inconsistent with the OSEP definition of the *graduated with a regular high school diploma* category.

New Mexico—The state attributed the decrease in the number of students reported in the *graduated with a regular high school diploma* category to the state’s use of this category as a focused monitoring indicator. As a result, districts are reporting more accurate data. Students who received a career diploma or an ability diploma were reported in the category *received-a-certificate*.

New York—The state reported that students who are deaf were not included in the 2003-04 exiting data, but children with other types of hearing impairments were included. After the data were finalized for the *28th Annual Report to Congress*, the state submitted a revision of its exiting data that included deaf students.

North Carolina—The state reported that its exit data did not include exiting students from two charter schools. These schools failed to report 2003-04 exiting data, even though they served children with disabilities during the 2003-04 school year.

The state incorrectly included 22-year-olds in its exit data by race/ethnicity. The exit data by race/ethnicity should only include exiting students ages 14 through 21. Because the state collected aggregate data, it cannot remove the 22-year-olds from the totals in 2003-04. The state reported that it corrected the problem for the 2004-05 data, which were collected using CECAS. The new system includes individual student records rather than aggregate counts of students.

North Dakota—The state reported that the increase in the total number of American Indian/Alaska Native exiters from 2002-03 to 2003-04 was primarily due to an increase in the number of American Indian/Alaska Native students in the *moved, known to be continuing* category. From 2002-03 to 2003-04, the number of these students in the *moved, known to be continuing* category increased from 81 to 118. The state reported that although moving may lead to academic and social disruptions for students, this does not represent a negative outcome because these students are known to be continuing in an educational program. The state reported that the increase in American Indian/Alaska Native exiters can also be partially attributed to smaller increases in the number of these students who returned to regular education (an increase of 16 students) and who moved and were not known to continue (an increase of 12 students). The Standing Rock Indian Reservation is located within North Dakota and South Dakota. The state reports students who move from one state to another within the reservation in the *moved, not known to be continuing* category if it is unable to confirm that they are continuing in an educational program.

Ohio—Ohio requires students to pass a “high stakes” exam to receive a high school diploma. However, students with disabilities may be excused from the consequences of this exam by their IEP teams and, therefore, may receive a high school diploma without passing the exam. In addition, 1 percent of students with the most severe cognitive disabilities may take an alternate exam to receive a high school diploma. Both of these groups of students were reported in the *graduated with a regular high school diploma* category, although they did not meet the same standards for graduation as students without disabilities. Ohio did not report students in the *received-a-certificate* category.

Oklahoma—The state did not report students in the *received-a-certificate* category. Oklahoma state law prohibits graduation with certifications other than a high school diploma. All special education students who graduated were reported in the *graduated with a regular high school diploma* category, regardless of whether they met the same criteria for graduation as students without disabilities.

The state incorrectly included 22-year-olds in its exit data by race/ethnicity. The exit data by race/ethnicity should only include exiting students ages 14-21. Because the state collects aggregate data, it cannot remove the 22-year-olds from the totals for 2003-04.

The state attributed the 22 percent decrease in the number of children reported as dropouts to collaboration between the special education and alternative education sections in the state. Although the state did not make any specific policy changes that affected these sections, the two groups have worked together with educators in the state to help keep students in school.

Oregon—Data reported for school year 2003-04 were for the period from December 2002 to December 2003.

The state reported that for the current data, students' ages were reported according to their age as of the child count prior to their exit. This is consistent with OSEP reporting instructions. In prior years, the state reported students according to their age as of the child count after their exit.

In prior years, some students who were not yet age 14 on the date of child count prior to their exits were mistakenly included in the state's exiting data. In addition, some students who were age 21 at the date of the child count prior to their exits but were age 22 on the child count following their exit were mistakenly excluded from the data. The state indicated that the change in the date used to report age affected the data for three reporting categories:

- The state reported that younger students were more likely to return to regular education. Because the state's previous method of reporting student exits included a younger population of students, the number of children who returned to regular education was higher in prior years.
- The state reported that a large number of young students fell into the *moved, known to be continuing* category. Because the state's previous method of reporting student exits included a younger population of students, the number of children in the *moved, known to be continuing* category was higher in prior years.
- The state attributed the increase in the number of students in the *reached maximum age* category to the inclusion of older students in the 2003-04 exiting data. Prior to 2003-04, students were not included in the report if they were age 21 on the child count date prior to their exits but were age 22 on the child count following their exits.

Oregon reported that this was the second year that the state required LEAs to account for all students previously reported as eligible for special education. In prior years, some LEAs failed to report some of their students. As a result, the number of students reported as exiting increased slightly.

Oregon attributed the 53 percent increase in the number of students reported in the *moved, not known to be continuing* category to a large district in the state that was unable to track a large portion of students who exited. The problem of tracking exiting students was due to new staff and the district's conversion to a new data system. The district reported approximately 300 of these "unknown" exiters in the *moved, not known to be continuing* category. The state reported that this problem has been corrected for future data submissions.

Tennessee—In 2003-04, the state's percentage of students ages 14 through 21 served under *IDEA*, Part B who *dropped out* of school was 33 percent, compared to 22 percent in 2002-03. The state did not provide an explanation for this change.

Texas—Data reported for school year 2003-04 were for the period from August 2002 to August 2003.

Texas reports students who graduated and did not meet the same graduation criteria as regular education students in the exit category *received-a-certificate*.

Texas reported that it imputed disability information for 1,021 students reported on the exiting tables. The state imputed disability for these students based on the distribution of the disabilities of students with the same exit reason whose disabilities were known. The state estimated disability data in the following categories: *graduated with a regular high school diploma*; *received a certificate*; *died*; *moved, known to be continuing*; *moved, not known to be continuing*; and *dropped out*.

Vermont—Data reported for school year 2003-04 were for the period from December 2002 to December 2003.

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.

Virginia—Virginia reported that the large number of students reported in the *moved, not known to be continuing* category was partly the result of the large number of transient military families in many LEAs. The state also reported that it has difficulty tracking students who move and continue in education because several large urban LEAs are close to large LEAs in neighboring states. The state reported that it believes that many of the students currently reported in the *moved, not known to be continuing* category are likely continuing in education elsewhere.

Washington—The state reported that it was in the process of implementing a new data collection system. In 2003-04, as a result of these changes, no data were collected on students who returned to regular education. As a result, zero students were reported in that category; the actual number of students who returned to regular education in Washington in 2003-04 was unknown.

The state reported that it implemented a new data collection system, the Core Student Record System (CSRS), at the beginning of the 2002-03 school year. At that time, the system collected student demographic, enrollment status and exiting information. Additional categories were added in the 2003-04 school year to fulfill most reporting requirements for adequate yearly progress and the *No Child Left Behind Act*. This system includes built-in edits of the exiting data, including verification of grade; checks for missing data elements and duplicate records; verification of correct exit dates (e.g., exit date must fall within the current reporting period); and checks for appropriate enrollment, ethnicity, gender, disability, limited English proficiency status and socioeconomic variables. In addition, the system checks to ensure that data are reasonable, based on each grade level (e.g., in grade 12, there should be more completers than students continuing in school). Finally, it compares the current data to the previous year's data at both the building and district levels. If any anomalies are identified, the entire school or district is reviewed for data consistency and quality. The state then contacts the school or district in an effort to review and resolve the data issues identified. The state reported that this new process resulted in more accurate data.

West Virginia—The state reported that some students who received a GED may have been included in the *received-a-certificate* category. According to OSEP's reporting instructions, these students should have been reported in the *dropped out* category.

Wisconsin—Data reported for school year 2003-04 were for the period from December 2002 to December 2003.

In 2002-03, the state's percentage of students ages 14 through 21 served under *IDEA*, Part B who *graduated with a regular high school diploma* was 74 percent compared to 59 percent in 2002-03. The change was a reflection of an increase in the state's total number of students with disabilities leaving school. When the total number of secondary school students with disabilities exiting education programs changes without a proportionate change in the number of students with disabilities *graduating with a regular high school diploma*, there will necessarily be a change in the percentage of students with disabilities *graduating with a regular high school diploma*. In 2003-04, the state's percentage of students ages 14 through 21 served under *IDEA*, Part B who *dropped out* was 22 percent compared to 37 percent in 2002-03. The state did not provide an explanation for the decrease.

Wyoming—Wyoming believed that there was some duplication of students reported as exits. The state reported that districts have two options for creating student identifiers. They can either create district-level student identification numbers for their students or use students' Social Security numbers. Because districts across the state use different methods for creating identification numbers, the state cannot completely unduplicate student exit data if the student exits from more than one district. For example, students who move more than once in a school year may be reported more than once in the *moved, known to be continuing* category. Wyoming was in the process of updating all of its record systems, and it planned to begin assigning student identification numbers at the state level. Under the new system, a student's ID number will remain the same as long as he attends a Wyoming school. The Wyoming Department of Education anticipated that this will provide a more accurate count of students who move or exit special education.

The state reported that it experienced an increase in the number of American Indian/Alaska Native students in the categories *dropped out*; *moved, known to be continuing*; and *graduated with a regular high school diploma*. As a result, the total number of American Indian/Alaska Native students exiting special education increased. The state provided the following information about these increases:

- The number of American Indian/Alaska Native students who dropped out increased from 12 in 2002-03 to 24 in 2003-04. In response to an increase in the number of American Indian/Alaska Native students who dropped out of school, the Wyoming Department of Education and the schools serving Native American students in the state worked to develop programs to keep these students in school. In the 2004-05 school year, the state implemented virtual high schools on the reservations. This program targets students who have dropped out of school and allows them to come back to school, on their own time, to graduate at their own pace through online course completion. The state and the reservation schools hope that this program will help to lower the number of dropouts.
- The increase in the number of American Indian/Alaska Native students who graduated from 11 in 2002-03 to 21 in 2003-04 was attributed to programs implemented on or near the Wind River Indian Reservation. These programs are intended to help American Indian/Alaska Native students complete high school.
- The increase in the number of American Indian/Alaska Native students in the *moved, known to be continuing* category from 10 in 2002-03 to 27 in 2003-04 was attributed to the students on one reservation. Students living on or near the Wind River Indian Reservation frequently move between the schools on the reservation and those in the surrounding towns. As a result of the student identifier issue described above, some of these students may be reported in the exit data more than once. The state believes that when new state-level student identification numbers are implemented, the Wyoming Department of Education will better be able to track these students as they move and ensure that they continue to receive needed services.

Tables 5-1 Through 5-4e: IDEA Part B Discipline, 2003-04

Alaska—Alaska reported that it changed the method it uses to collect discipline data from LEAs. In 2003-04, it implemented a new incident-level, online reporting tool. In prior years, districts reported aggregate data to the SEA, which did not allow the state to conduct many edit checks on the data. The state cautioned that the data collected in the new system were not yet reliable. It worked to redesign the online form to require LEAs to submit more complete data. It also worked on improving communication and data exchange between general education and special education departments within districts. The state believed that these efforts would lead to more reliable discipline data for the 2004-05 school year.

Colorado—The state attributed the decrease in the number of children reported to be *unilaterally removed by school personnel for drug or weapon offenses* to efforts by LEA special education directors to convene the IEP team when one of these offenses was committed. The IEP team, rather than a single person at the LEA, makes a decision regarding the student's removal.

The state attributed the increase in the number of children in the *multiple short-term suspensions summing to greater than 10 days* category to improved data collection systems at the school level. Most LEAs in the state do not have automated systems in place to capture these data.

Connecticut—In 2003-04, the state stopped collecting data on certain offenses that result in out-of-school suspensions, such as skipping class, chewing gum and talking back. This resulted in an undercount of suspensions and a decrease in the total number of students reported with suspensions. The state planned to collect data on these offenses again in 2004-05, at which time it expected the number of children reported with suspensions to increase.

District of Columbia—The 2003-04 discipline data submitted by the District of Columbia contained significant errors; therefore, these data are not included in the *28th Annual Report to Congress*. The District did not correct these errors until after data were finalized for the *28th Annual Report to Congress*.

Iowa—The state attributed the decrease in the number of students reported in the *removed to an interim alternative education setting by school personnel for drug or weapons offenses* category to an error in the 2002-03 data. Prior to 2003-04, Iowa reported all removals for drugs or weapons in this category, regardless of the duration of the removal. Beginning in 2003-04, the state only reports students in this category if they were removed for more than 10 days.

Maine—Maine attributed the increase in the number of children with *other health impairments* and specific learning disabilities who were reported with removals for discipline offenses to an increase in the population of students with these disabilities.

The state reported that there was a decline in the number of children with emotional disturbance in the state who were reported with removals for discipline offenses.

Massachusetts—The state reported that it changed its method of collecting discipline data in 2003-04. The state now collects student-level data for discipline events. In prior years, the state collected aggregate counts from LEAs.

Massachusetts reported that, due to concerns about the validity of LEAs' discipline data, it was providing training to LEAs on how to report students in the categories *removed by a hearing officer for likely injury* and *removed by school personnel for drug or weapon offenses*.

Michigan—Michigan reported that for the first time in 2003-04, it used one system to collect discipline data for students in special education, rather than using multiple systems. The number of students reported for discipline offenses increased in every category. The state attributed these increases to the use of a single system to collect the data and increased LEA awareness of the importance of the data. The state reported that in the next several years, it expected the number of children reported for discipline offenses to continue to increase.

Montana—The 2003-04 data collection year was the second year Montana used its data collection system for collecting the number of students who were suspended or expelled from school. The system includes both students with and without disabilities. The state reported that it made one change to its data collection for 2003-04 that may have affected the state's discipline data. The weapon offenses included possessing a handgun, shotgun/rifle, other firearms, knife (blade 2.5 inches or greater) or dangerous weapon. In 2002-03, this category also included other weapons. This year, the state eliminated other weapons because it believed the removals included did not meet the definition of dangerous weapon.

Nevada—The state attributed the increase in the number of children in the *multiple short-term suspensions* category to LEAs' better understanding of the legal requirements governing suspension of children with disabilities and to the implementation of zero-tolerance policies for misconduct. The state reported that in previous years, many districts hesitated to suspend students with disabilities because of the complicated legal rules governing the suspension of students in this group. However, districts have become more confident in their ability to navigate the legal framework and are less hesitant to suspend children with disabilities. In addition, the state reported that zero-tolerance policies for misconduct (codified in state as well as federal law) resulted in an increase in suspensions for students with and without disabilities.

New Mexico—The state reported that its data were showing an increase in discipline events for both students with and without disabilities, but there were no policy changes or changes in data collection procedures that might explain the change.

New York—The state reported that students who are deaf were not included in the 2003-04 discipline data, but children with other types of hearing impairments were included. After the data were finalized for the *28th Annual Report to Congress*, the state submitted a revision of its discipline data that included deaf students.

North Carolina—The state reported that its discipline data did not include discipline data from two charter schools. These schools failed to report discipline data even though they served children with disabilities in the 2003-04 school year.

Oregon—The state attributed the decrease in the number of children reported in the *unilaterally removed by school personnel for drug or weapon offenses* category to the effect of new edit checks implemented for the 2003-04 data. LEAs submitted aggregate discipline data to the SEA using a web-based system. The new edit checks helped prevent single students from being reported multiple times in an unduplicated count and provided warnings when data entered may have had errors in the unduplicated count of children reported.

Texas—Texas reported that it no longer includes students who are removed to disciplinary alternative education programs (DAEPs) on its discipline report. Some DAEPs are on campus, and some are off-campus, and the state's database cannot differentiate between the two. The state believes that removals to on-campus DAEPs are similar to in-school suspensions, which are not included on the discipline report. Because it cannot differentiate between on and off campus DAEPs, the state did not report any students

removed to these programs. The state only reported expulsions and out-of-school suspensions in the suspension/expulsion categories.

West Virginia—West Virginia reported that its data collection system was revised to more accurately record whether days of removal were cumulative or concurrent when two removal actions were recorded on the same date.



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