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## ABSTRACT

The 18th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) describes the Department of Education's efforts to work with the States to maximize results for students with disabilities and to assess the impact and effectiveness of the Act. Current and historical service patterns for school-age students with disabilities are discussed in chapter 1, including national statistics, analyses generated from State-reported data to the Office of Special Education Programs (OSEP), and analysis of federal funding patterns. Chapter 2 reviews the implementation of the Preschool Grants Program (included in Part B of IDEA), the Early Intervention Program for Infants and Toddlers with Disabilities (Part H of IDEA), and other OSEP-funded projects for infants and young children with disabilities. Chapter 3 describes the progress made toward achieving full participation of students with disabilities in their schools and communities, analyzing educational placements and systems change. Chapter 4 outlines the challenges to providing special education services to students from culturally and linguistically diverse backgrounds, particularly in urban settings, and describes services and programs found to be effective in serving these populations. Chapter 5 focuses on OSEP's efforts to ensure continuous progress in achieving educational results for children with disabilities while maintaining procedural compliance with IDEA. Extensive data tables are appended, dealing with child count, educational environments, personnel, exiting, population and enrollment, financing, and early intervention. Other appendices present summaries and abstracts of the State Agency/Federal Evaluation Studies Program, listings of activities of the Regional Resource Centers and recipients of State Transition Grants, and a description of the methodology used to project personnel needs. (Individual chapters contain references.)

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# ***TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES***

*Individuals with Disabilities Education Act, Section 618*

Eighteenth Annual Report to Congress  
on the Implementation of  
The Individuals with Disabilities Education Act

LC-305235

U.S. Department of Education

1996

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***TO ASSURE THE  
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on the Implementation of  
The Individuals with Disabilities Education Act

**U.S. Department of Education**

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**1996**

## PREFACE

This *Annual Report to Congress* marks the 20th anniversary of the passage of P.L. 94-142. Since 1975, educational services for students with disabilities have changed dramatically as a result of this legislation. Substantial progress has been made toward meeting the Individuals with Disabilities Education Act's (IDEA's) goal of providing a free appropriate public education for all children with disabilities. But access to a free appropriate public education and procedural safeguards do not guarantee positive educational results. The Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the Improving America's Schools Act, and the Department of Education's proposal for the reauthorization of IDEA focus on improving educational results for all students, including students with disabilities. A major goal during IDEA's third decade will be to build upon the successes of the past 20 years and to achieve improved educational results for students with disabilities.

Before IDEA was enacted, one million children with disabilities were excluded from school, and many others were housed in institutions that did not address their educational needs. Today, one of the basic goals of the law--ensuring that children with disabilities are not excluded from school--has been largely achieved. Almost 5.5 million children and youth with disabilities are currently receiving special education services. All States and jurisdictions now provide services to preschoolers with disabilities, and all States and jurisdictions now assure full implementation of the Part H program for infants and toddlers with disabilities. During the past 20 years, results for children with disabilities have improved dramatically. Graduation rates are higher. More students are going to college. Today, half of all adults with a disability have completed some college or received a degree, compared with only 30 percent in 1986. More than half of all youth with disabilities (56 percent) are competitively employed within 5 years of leaving school. The number of children served in costly State institutions has declined significantly; today, just over 1 percent of all children with disabilities live in institutions.

Research and understanding of how to improve educational results for children with disabilities have also improved significantly. As a result of more than 20 years of research, demonstration projects, information dissemination, and technical assistance, an important knowledge base exists on effective teaching and learning strategies for children with disabilities. For example, as described in Chapter 3 of this *Annual Report*, the Department of Education recently sponsored 5-year grants in 16 States to increase the physical, social, and academic inclusion of students with severe disabilities. Other States, school districts, and schools are also translating the accumulated knowledge base into improved practice and improved results for students with disabilities.

While significant progress has been made toward providing a free appropriate public education to students with disabilities and improving results for those students, several challenges remain. Two of these challenges are highlighted in this report--inclusion in regular education settings and providing services to students from culturally and linguistically diverse backgrounds in urban areas.

First, a central purpose of IDEA is to ensure an effective and individualized education designed to address each child's unique needs in the least restrictive environment. IDEA requires that students with disabilities be educated in the regular classroom with appropriate aids and services, with their nondisabled peers in the school they would attend if not disabled, unless the nature or severity of the disability is such that education in regular classes with use of supplemental aids and services cannot be achieved satisfactorily. States and school districts have made and continue to make progress in meeting this goal. States report that an increasing proportion of students are served in regular classes. Where students with disabilities are appropriately educated in inclusive environments, research shows that students--both those with disabilities and those without disabilities--benefit academically and socially.

Second, significant challenges exist to providing special education services to students from culturally and linguistically diverse backgrounds, particularly in urban settings. These students are often inappropriately identified and served. Patterns of disproportionate representation--overidentification of some groups and underidentification of others--have been observed in some States and school districts. These issues are currently a focus of Federal and State efforts to ensure that these students are identified and placed appropriately.

This year's *Annual Report* describes the Department of Education's efforts to work in partnership with States to maximize results for students with disabilities. These efforts include monitoring and technical assistance activities which are tailored to individual State needs. The *Annual Report* consists of five chapters. Current and historical service patterns for school-age students with disabilities are discussed in Chapter 1 and for infants, toddlers, and preschoolers in Chapter 2. Chapter 3 describes the progress made toward achieving full participation of students with disabilities in their schools and communities and the results achieved by these students. Chapter 4 outlines the challenges to providing special education services to students from culturally and linguistically diverse backgrounds, particularly in urban settings, and provides information on some services and programs found to be effective in serving these populations. Finally, Chapter 5 focuses on OSEP's efforts to ensure continuous progress in achieving educational results for children with disabilities while maintaining procedural compliance with IDEA.

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## LIST OF ABBREVIATIONS AND ACRONYMS

BIA	Bureau of Indian Affairs
CAP	corrective action plan
CCD	Common Core of Data
CPS	Current Population Survey
DANS	Data Analysis System
DID	Division of Innovation and Development
DPP	Division of Personnel Preparation
EEPCD	Early Education Program for Children with Disabilities
EHA	Education of the Handicapped Act
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ESEA	Elementary and Secondary Education Act
FAPE	free appropriate public education
FTE	full-time equivalent
GLARRC	Great Lakes Area Regional Resource Center
HCEEP	Handicapped Children's Early Education Program
IASA	Improving America's Schools Act
ICC	interagency coordinating council
IDEA	Individuals with Disabilities Education Act
IEP	individualized education plan
IEU	intermediate educational unit
IFSP	individualized family service plan
LEA	local educational agency
LEP	limited English proficient
LRE	least restrictive environment
MPRRC	Mountain Plains Regional Resource Center
MSRRC	Mid South Regional Resource Center
NASDSE	National Association of State Directors of Special Education
NCES	National Center for Education Statistics
NEC*TAS	National Early Childhood Technical Assistance System
NERRC	Northeast Regional Resource Center
NHES	National Household Education Survey
NLTS	National Longitudinal Transition Study of Special Education Students
NTN	National Transition Network
OCR	Office for Civil Rights
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
PASS	Performance Assessment for Self-Sufficiency
SAFES	State Agency/Federal Evaluations Studies
SARRC	South Atlantic Regional Resource Center
SASS	Schools and Staffing Survey
SEA	State educational agency
WRRC	Western Regional Resource Center

# EXECUTIVE SUMMARY

The *Eighteenth Annual Report to Congress* examines the progress being made toward implementing the requirements of the Individuals with Disabilities Education Act (IDEA). The purposes of the Act are summarized below.

- (1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities.
- (2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected.
- (3) To assist States and localities to provide for early intervention services and the education of all children with disabilities.
- (4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This report provides a detailed description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the report.

## **CHAPTER 1: SCHOOL-AGE STUDENTS WITH DISABILITIES SERVED, EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES**

National statistics and analyses generated from State-reported data submitted annually to the Office of Special Education Programs (OSEP) are provided. A brief retrospective analysis of Federal funding patterns for special education is also included.

- The Improving America's Schools Act of 1994 (IASA) amended the Elementary and Secondary Education Act of 1965 (ESEA) by eliminating the Chapter 1 Handicapped Program and including funding for all eligible children and youth with disabilities under IDEA. The adjustment affects the way the numbers of students served are reported.
- Funds appropriated in 1995 for IDEA, Part B increased by 8 percent, from \$2,149,686,000 in 1994 to \$2,322,915,000 in 1995. This includes \$82,878,000 in appropriations from the Chapter 1 Handicapped Program. However, the total increase was not solely attributable to the merger of these two programs. The per child allocation rose from \$413 in 1994 to \$418 in 1995.

- A total of 5,439,626 children and youth ages 3-21 were served under IDEA, Part B during the 1994-95 school year. This figure represents an increase of 3.2 percent from the previous year.
- Children ages 3-5 had the largest growth rate (6.7 percent) in 1994-95, followed by students ages 12-17 (3.6 percent). The number of students ages 18-21 decreased by 1.2 percent. The number of students ages 6-11 showed a moderate increase of 2.5 percent.
- The percentage of students with learning disabilities remained level for a second year in a row at 51.1 percent. Students with speech or language impairments (20.8 percent), mental retardation (11.6 percent), and serious emotional disturbance (8.7 percent) made up an additional 41.1 percent of all students with disabilities ages 6-21.
- A review of 5-year trends shows that from 1990-91 through 1994-95, the number of students served under IDEA, Part B increased by 12.7 percent. The largest increase occurred in the number of students with other health impairments. Much of the increase in this category may be related to an increased number of students diagnosed with attention deficit disorder.
- During the past 5 years, the percentage of students with disabilities ages 14 and older graduating with a certificate or diploma has remained fairly stable. Of all students ages 14-21 in special education in 1993-94, the students most likely to graduate with a diploma were those with visual impairments, hearing impairments, orthopedic impairments, and traumatic brain injury. Students with mental retardation and deaf-blindness were most likely to graduate with a certificate of completion or modified diploma.
- Data from the second PASS (Performance Assessment for Self-Sufficiency) field test (PASS is designed to measure services anticipated to be needed by exiting students with disabilities) was conducted in 8 States for over 2,200 students exiting the educational system. The results of the second field test were similar to the results of the first field test. The most prevalent primary need was case management (80 percent of the total sample), followed by alternative education (51 percent), and services to support postsecondary education (49 percent).
- The number of personnel needed to serve students with disabilities has grown along with the increase in the number of children with disabilities served. During the 1993-94 school year, the number of teachers employed to serve children ages 6-21 increased 6.5 percent to 331,392, and the number of teachers needed (employed-not fully certified and vacant) declined 4.4 percent to 24,697. The two largest categories of special education teachers employed were specific

learning disabilities and cross-categorical, and the largest number of vacant positions were in the speech or language impairments, specific learning disabilities, and cross-categorical categories.

## **CHAPTER 2: MEETING THE NEEDS OF PRESCHOOL CHILDREN AND INFANTS AND TODDLERS WITH DISABILITIES**

This chapter provides an update on the implementation of the Preschool Grants Program (Section 619 of Part B) and the Early Intervention Program for Infants and Toddlers with Disabilities (Part H). It includes a detailed analysis of the State-reported data and OSEP-funded projects related to serving children with disabilities from birth through age 5.

- In FY 1995, Congress appropriated \$360,265,000 for the Preschool Grants Program, 6.2 percent more than the \$339,257,000 appropriated in FY 1994. However, the number of 3- through 5-year-olds served increased 6.7 percent from 491,685 to 524,458 in FY 1995. This figure includes more than 16,000 children who would have been served under the Chapter 1 Handicapped Program in FY 1994.
- During the 1993-94 school year, more than 22,000 FTE special education teachers were employed to serve students ages 3-5 with disabilities, almost 19 percent more than in 1992-93. Slightly over 2 percent of the funded positions were vacant, and an additional 8.5 percent of the positions were filled by teachers not fully certified. Almost 85 percent of the fully certified teachers were retained from the previous year, and more than 66 percent of the teachers not fully certified were retained from 1992-93.
- In 1993-94, 48 percent of preschoolers were served in regular classes, 31 percent in separate classes, 9 percent in separate schools, and the remaining 2.3 percent in residential facilities and home/hospital programs.
- To help promote smooth, effective transitions for children and their families, as reported in the *Section 619 Profile*, 25 States and Outlying Areas have developed or are developing policies that allow the use of Section 619 funds for children before their third birthday. Also, 23 States and Outlying Areas have a policy that allows Part H funds to be used past a child's third birthday. Coordination is also achieved through the Part H Interagency Coordinating Councils (ICCs). Fourteen States and Outlying Areas have ICCs that focus on the birth through age 5 populations. Additionally, many States reported their State educational agencies (SEAs) have developed interagency agreements with other agencies in an effort to reduce duplication of efforts and maximize scarce resources.

- In FY 1995, \$315,632,000 was appropriated for the Part H program, including \$34,000,000 to compensate for the addition of children served under the Chapter 1 Handicapped Program prior to FY 1995. This is almost a 25 percent increase over the \$253,152,000 appropriated in FY 1994.
- On December 1, 1994, the number of infants and toddlers receiving early intervention services increased to a total of 165,253 (1.4 percent of the entire birth through age 2 population). This total included infants and toddlers with an Individualized Family Service Plan (IFSP) who would have been eligible under the Chapter 1 Handicapped Program and those who received early intervention services through other programs.
- The majority of all infants and toddlers continue to receive most of their services in one of three settings: home (47 percent), early intervention classrooms (30 percent), and outpatient service facilities (16 percent). The five most commonly provided services for eligible infants and toddlers were: (1) special instruction; (2) family training, counseling, and home visits; (3) speech and language pathology; (4) physical therapy; and (5) occupational therapy.
- Among the 15 reporting categories for personnel employed and needed to provide early intervention services to infants and toddlers with disabilities and their families, the three categories with the largest number of personnel were special educators, paraprofessionals, and speech and language pathologists.
- States are engaged in efforts to improve the capacity of their statewide systems to deliver early intervention services, including setting up ICCs at the local level (41 States). Also, States are exploring a variety of ways to increase the number of qualified personnel.
- Innovative projects continue to be supported by OSEP. During FY 1995, the Early Education Program for Children with Disabilities supported 125 projects: 41 demonstration projects, 47 outreach projects, 27 inservice projects, 4 research institutes, 5 statewide data systems projects, and 1 national technical assistance center.

### **CHAPTER 3: PROGRESS IN ACHIEVING THE FULL PARTICIPATION OF STUDENTS WITH DISABILITIES IN THEIR SCHOOLS AND COMMUNITIES: FEDERAL INITIATIVES**

This chapter highlights the progress made toward full participation by students with disabilities as a result of the implementation of the Act. It includes data from several sources that highlight the postschool results for students with disabilities, and the State-

reported school placement data for students ages 6-21. A summary of findings from site visits to five States that had OSEP-sponsored statewide systems change grants is also included.

- During the 1993-94 school year, approximately 12 percent of elementary and secondary students received special education services (a 44 percent increase since the beginning of the program in 1975), and 95 percent of those students are served in regular school buildings. Overall, educational levels have risen for individuals with disabilities, and the percentage of college freshmen reporting disabilities has tripled from 2.6 percent in 1978 to 8.8 percent in 1991. Also, in the years since the implementation of IDEA, employment rates for individuals with disabilities have improved.
- Time in regular education and vocational classes for secondary education students was associated with positive school results, according to results from the National Longitudinal Transition Study of Special Education students (NLTS). For example, secondary education students who succeeded in regular education had higher employment, independent living, and community participation rates.
- Quality education and proper supports are essential components of successful school experiences. Also, there is no single special education policy that benefits all students. A range of options, tailored to meet the individual needs of all students, continues to be the most effective approach.
- Data for students with disabilities ages 6-21 show that during the past several years, the percentage of students with disabilities served in regular classes has increased, while the percentage of students in resource rooms has decreased. Other placement percentages have remained stable.
- States report a tendency to serve a larger percentage of students with disabilities ages 6-11 in regular classrooms; that percentage decreases for students ages 12-17 and 18-21. This pattern holds across all disability groups except specific learning disabilities. The percentage of 18- through 21-year-olds with learning disabilities in regular classes was larger than the percentage of 12- through 17-year-olds in regular classes.
- Placement patterns vary by disability. The majority of students with speech and language impairments are served in regular classes. Students with learning disabilities, orthopedic impairments, serious emotional disturbance, and traumatic brain injury are generally placed in regular school buildings, but are then spread across regular classes, resource rooms, and separate classes. Separate classroom placements are most prevalent for students with mental

retardation, autism, and multiple disabilities. However, resource room placements are also commonly used to serve students with mental retardation and multiple disabilities.

- Between 1987 and 1990, 16 States received 5-year statewide systems change grants to increase the physical, social, and academic integration of students with severe disabilities; increase the capacity of State and local education agencies to provide effective services to students with severe disabilities; empower parents; and promote collaboration among parents, students, and service providers.
- Site visits in five States that were awarded statewide systems change grants--Colorado, Michigan, Pennsylvania, Vermont, and Washington--were conducted. Contextual factors such as stakeholder support, relationships among key individuals, the presence of necessary preconditions for change, and local culture affected the extent and type of change achieved.
- The level of SEA support for change was a critical factor in understanding statewide systems change. Some of the indicators of State support for inclusive programming included: a strong association between the systems change project and the SEA; proactive statewide policies; the presence of State-level reform efforts that are compatible with systems change; State efforts to close separate schools and/or regional centers and transition students back to their home schools; and the availability of State funds to supplement the Federal systems change grant.
- The States visited conducted relatively similar project activities. However, different States chose to emphasize different avenues to systems change. States developed or adapted frameworks for best practices, provided technical assistance to selected schools or school districts to facilitate inclusive programming, promoted awareness of systems change efforts through inservice training and other dissemination strategies, and reformed preservice training.
- The nature of systems change also varied by State. Colorado and Vermont were particularly successful in changing State policy to promote inclusion of students with disabilities. Pennsylvania changed the role of its intermediate units from providing direct services to providing technical support and moving students from regional programs to local ones. Washington and Pennsylvania were particularly successful in leveraging State funds to expand technical assistance. Vermont, Pennsylvania, and Michigan reported moving sizable numbers of students to more inclusive settings during the grant period, and Vermont reduced its special education child count through enhanced general education services. All five States enhanced statewide awareness of inclusion.

- Challenging issues for most or all States included: spreading change from the target site to other locations; institutionalizing change at the secondary level; meeting the needs of students with emotional impairments in inclusive settings; and defining appropriate roles for paraprofessionals.

#### **CHAPTER 4: MEETING THE NEEDS OF STUDENTS WITH DISABILITIES IN THE INNER CITIES**

This chapter explores the unique challenges of special education programs in inner cities. The chapter synthesizes information from a variety of sources to provide a profile of special education in the nation's inner cities.

- Inner-city and non-inner-city areas appear to have similar percentages of students in special education--10.4 percent and 10.8 percent, respectively. Little variation exists between the two types of areas by disability.
- Thirty percent of all inner-city students live in poverty, compared to 18 percent of students living outside inner cities. Data from the NLTS on secondary education students indicate that families of students with disabilities in urban areas are more likely to live in poverty than families of students with disabilities in suburban or rural areas.
- Inner-city districts enroll a greater percentage of limited English proficient students than non-inner-city districts, and data suggests that 5 percent of special education students in inner-city districts have limited English proficiency, compared to 1 percent in non-inner-city districts.
- Public schools in inner cities enroll almost twice as many African American and Hispanic students as do non-inner-city schools. The percentage of African American students enrolled in special education is generally high relative to their representation in the general student population. In some individual States and in some disability categories, Hispanics are over and underrepresented relative to their proportion of the total population. In general, Asian American students are represented in special education at a lower rate proportional to the general population.
- Although a large number of African American and Hispanic students attend inner-city schools and are reportedly over-represented in special education, two types of areas apparently enroll virtually the same percentage of students in special education. According to an analysis of NLTS data, the disproportionate representation of African Americans in special education is a



function of relatively low income and the disabilities associated with poverty. When income is accounted for, disproportionate representation remains in the categories of speech or language impairments, visual impairments, and mental retardation.

- IDEA and its implementing regulations require that the special education assessment process be conducted in a nondiscriminatory manner. However, in inner-city schools and school districts, identification and assessment of students for special education is complicated by the effects of poverty, race/ethnicity, and limited English proficiency. A central concern over the disproportionate representation of minority students in special education is the role of intelligence tests in identifying students with disabilities.
- Current research suggests that for limited English proficient students, it is very difficult to distinguish between the effect of a disability on the student's achievement and the student's failure to understand the majority language and culture. This difficulty is a serious impediment to accurately assessing the student's disability.
- Data from the Office of Civil Rights suggest that students with disabilities living in inner cities are more likely to be placed in restrictive environments. NLTS data confirm that urban secondary students with disabilities spend less time in regular education classrooms than students living in nonurban areas.
- NLTS data indicate that secondary students with disabilities in urban areas spend a slightly higher percentage of their class time in academic subjects than students with disabilities in rural or suburban schools.
- Special education teachers are in particularly short supply in inner-city areas. Also, schools have failed to attract a sufficiently diverse work force, and over the past 20 years the proportion of African American college graduates entering teaching has declined to a lower level than that of whites.
- Two national datasets on parental reports of disability among their children provide inconsistent results. In the Current Population Survey data, which includes families of children ages 5-17, white families reported that their children had a disability at a higher rate (5.6 percent) than African American families (4.6 percent) or Hispanic families (2.7 percent). In the National Household Education Survey data, which includes families of children age 3 through grade 2, white and African American parents reported prevalence rates of 12.4 and 12.1 percent respectively, while Hispanics reported a prevalence rate of 14.4 percent. In both sets of data, reports of

disability diminish as income increases, and rates by race/ethnicity become more similar in the higher income ranges.

- According to NLTS data, youth in urban areas were less likely than their peers in suburban and rural areas to graduate from high school and were more likely to drop out of school. Suburban youth with disabilities who were out of secondary school two years or more reported taking any postsecondary courses in the past year at a slightly higher rate (17 percent) than urban youth with disabilities (14 percent) or rural youth with disabilities (12 percent).
- Employed youth with disabilities in urban areas earned slightly more than youth in suburban or rural areas. A sizeable proportion of youth in urban, suburban, and rural areas were employed in manual labor and restaurant work.

## **CHAPTER 5: ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES**

This chapter describes the efforts OSEP undertakes to assist State and local educational agencies in educating all children and youth with disabilities, and the refinements OSEP has made to its monitoring systems.

- OSEP works in partnership with States, institutions of higher education, students with disabilities and their families, advocacy groups, and others to ensure positive educational results for children. OSEP also recognizes the critical importance of its monitoring responsibility and activities to ensure compliance with Congress' mandates.
- OSEP has determined that the requirements with the strongest links to results and general supervision include: (1) access to the full range of programs and services, with proper supports as determined through an Individualized Educational Program (IEP), available to nondisabled children; (2) statements of needed transition services for students with disabilities no later than age 16; and (3) education in the least restrictive environment (LRE).
- During the past 3 years, OSEP has worked intensively to reorient and strengthen its monitoring system so that it will--in conjunction with research, innovation, and technical assistance efforts--support systematic reform that produces better results for students with disabilities and ensures compliance.

- OSEP uses research, dissemination, demonstration, systems change, and other technical assistance strategies to provide State and local educational agencies with tools to assist them in improving teaching and learning.
- To ensure a strong accountability system, OSEP has placed emphasis on customer input in the monitoring process, the requirements that relate most directly to continuous improvement in learner results, prompt identification and correction of deficiencies, and corrective action requirements and strategies that yield improved access and results for students with disabilities.
- During the 1994-95 school year, OSEP conducted comprehensive monitoring visits to 14 States, Puerto Rico, and the Pre-College Programs of Gallaudet University. OSEP is conducting comprehensive monitoring visits to 11 States during the 1995-96 school year.
- During FY 1995, OSEP issued 21 final monitoring reports that concentrated in the areas of student access to instruction and vocational preparation, procedural safeguards for children with disabilities and their parents, and the SEA's exercise of its general supervision responsibility.

## SCHOOL-AGE STUDENTS WITH DISABILITIES SERVED, EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

The Individuals with Disabilities Education Act (IDEA) requires that all children and youth with disabilities have access to a free appropriate public education (FAPE) that is determined on an individual basis and designed to meet their unique needs. This education must be provided in the least restrictive environment (LRE), and the rights of the child and family are protected through procedural safeguards.

IDEA also requires the Secretary of Education to determine how well the States are fulfilling these requirements. To determine how well the States are providing FAPE to students with disabilities, several data sources are used. One of those sources is the State-reported data required under Section 618(b) of IDEA. States provide annual data to the Office of Special Education Programs (OSEP) on the number of children and youth with disabilities served under Part B of IDEA. States also provide data on educational placements (which are included in Chapter 3 of this report), the exiting status for students with disabilities, and the number of personnel employed and needed to serve these students. Information on monitoring, compliance, and procedural safeguards is reported in Chapter 5.

This chapter consists of the five main sections described below.

- *Formula Grant Program* describes the financial assistance provided to States in educating children and youth with disabilities under IDEA, Part B.
- *Number and Disabilities of Children and Youth Served Under IDEA, Part B* reports the number of children and youth with disabilities ages 3-21 receiving services under IDEA, Part B during the 1994-95 school year, and describes trends over time in the number of children served.
- *Students with Disabilities Exiting Special Education* reports the status of students ages 14-21 who exited special education programs in 1993-94.
- *Services Anticipated to Be Needed by Exiting Students with Disabilities: Results of the Second PASS Field Test* reports the results of the second field test of the Performance Assessment for Self-Sufficiency (PASS) instrument and expert system for reporting data on anticipated service needs.

- *Personnel Serving Students with Disabilities* reports the number of teachers and other personnel employed and needed to serve students with disabilities during the 1993-94 school year. Revisions to the collection of data on personnel employed and needed are discussed.

## FORMULA GRANT PROGRAM

The funding structure of the IDEA, Part B State Grant Program, which provides States and Outlying Areas with financial assistance to educate children and youth with disabilities, is reviewed in this section. Two other formula grant programs authorized under IDEA--the Early Intervention Program for Infants and Toddlers (Part H), and the Part B, Section 619 Preschool Grants Program--are described in Chapter 2.<sup>1</sup>

The IDEA, Part B program distributes funds to the States and Outlying Areas based on the total number of students with disabilities ages 3-21 reported by the States and Outlying Areas as receiving special education and related services. To obtain this count, each State education agency (SEA) conducts a child count on December 1 of each year and submits it to OSEP. The State's IDEA, Part B grant for the next fiscal year is based on that count.

The Improving America's Schools Act of 1994 amended IDEA in a number of ways:

On October 20, 1994, the Improving America's Schools Act of 1994 (IASA) was enacted. This Act reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). However, the Chapter 1 Handicapped program,<sup>2</sup> Subpart 2 of Part D of Chapter 1 of Title I of the ESEA, was not reauthorized. Beginning with the fiscal year 1995 appropriation, all children with disabilities are to be served under programs authorized by Part B and Part H of the Individuals with Disabilities Education Act (IDEA). The IASA included a number of amendments to the IDEA to provide for a smooth transition to serving all children under IDEA programs.

The IASA made a number of changes to facilitate the merger of the Chapter 1 Handicapped program with the Grants to States program under Part B of the IDEA. The major change is a hold-harmless provision under which no State may receive an allocation of less than the total it received from the fiscal year 1994 appropriation for children with disabilities aged 3 through 21 years old under the Grants to States and Chapter 1 Handicapped programs. In fiscal years 1998 or 1999, if the number of children with disabilities aged

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<sup>1</sup> These two programs will be referred to as Part H and the Preschool Grants Program throughout this Report.

<sup>2</sup> This program will be referred to as the Chapter 1 Handicapped Program throughout this Report.

3 through 21 years old served by a State declines below the total number of such children counted under the Grants to States and Chapter 1 Handicapped programs for that State for allocating the fiscal year 1994 appropriation (December 1, 1993 count), the hold-harmless amount would be reduced by the same percentage by which the number of children declined below the number in 1994. (OSEP, 1995)

The provisions of this merger that pertain to infants and toddlers are discussed in Chapter 2 of this Report.

The IASA also made changes to the cap in IDEA that are described below.

The IASA changed the cap in the IDEA pertaining to the Grants to States program which specified that children with disabilities aged 3 through 17 in excess of 12 percent of the number of all children in the State in that age range cannot be counted for the distribution of funds. The cap has been changed to the greater of 12 percent or the combined percentage of children counted for the purpose of making fiscal year 1994 allocations under the Grants to States and Chapter 1 Handicapped programs. (OSEP, 1995)

Table 1.1 summarizes the amount of IDEA, Part B funding appropriated to States and Outlying Areas for FY 1977 through FY 1995. Funds appropriated under IDEA, Part B have increased steadily from \$251,770,000 in 1977 to \$2,322,915,000 in 1995. During the same period, the average per child IDEA, Part B allocation increased from \$71 to \$418.

At least 75 percent of a State's IDEA, Part B funds must be distributed to local educational agencies (LEAs) to assist in the education of students with disabilities [34 CFR §300.706]. The LEAs are required to ensure that these funds do not supplant State and local funds, and that they are used for the excess costs of providing special education and related services to students with disabilities. SEAs are permitted to set aside up to 25 percent of the IDEA, Part B funds for State use. Of these set-aside funds, States may use up to 5 percent of the grant, or \$450,000, whichever is greater, for administrative costs. States may use the remaining State set-aside funds for two purposes: providing direct and support services for children and youth with disabilities or paying the administrative costs for monitoring and compliance investigations, to the extent that such administrative costs exceed the costs for such activities during FY 1985.

## **NUMBER AND DISABILITIES OF CHILDREN AND YOUTH SERVED UNDER IDEA, PART B**

### **Total Number of Children and Youth Served**

In 1994, IASA amended the ESEA by eliminating the Chapter 1 Handicapped Program and including funding for all eligible children and youth with disabilities under IDEA.

**Table 1.1 IDEA, Part B State Grant Program:  
Funds Appropriated, 1977-95**

Appropriation Year	IDEA, Part B State Grants <sup>a/</sup>	Per Child Allocation <sup>b/</sup>
1977	\$ 251,770,000	\$ 71
1978	566,030,000	156
1979	804,000,000	215
1980	874,190,000	227
1981	874,500,000	219
1982	931,008,000	230
1983	1,017,900,000	248
1984	1,068,875,000	258
1985	1,135,145,000	272
1986	1,163,282,000	279
1987	1,338,000,000	316
1988	1,431,737,000	332
1989	1,475,449,000	336
1990	1,542,610,000	343
1991	1,854,186,000	400
1992	1,976,095,000	410
1993	2,052,730,000	411
1994	2,149,686,000	413
1995	2,322,915,000 <sup>c/</sup>	418

<sup>a/</sup> The figures from 1977 through 1994 include amounts appropriated to the Federated States of Micronesia and the Republic of the Marshall Islands. In 1995, those entities received no appropriations.

<sup>b/</sup> The per child allocation excludes children and funds for the Outlying Areas and BIA and is based on the child count information available as of July 1 of the fiscal year.

<sup>c/</sup> This amount includes \$82,878,000 added to the Grants to States appropriation because of the elimination of the Chapter 1 Handicapped Program.

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

This adjustment affects the way data on students served are reported. Prior to 1994-95, infants and toddlers served through Chapter 1 Handicapped Program funds were reported under both the Chapter 1 Handicapped Program count, which was combined with the IDEA, Part B count for reporting purposes, and the Part H count. As of December 1, 1994, more than 100,000 infants and toddlers who would have been served under Chapter 1 Handicapped Program were reported exclusively under Part H. Therefore, this section will only discuss data on children and youth with disabilities ages 3-21 served under the IDEA, Part B program.

**Table 1.2 Students Ages 3-21 Served:<sup>a/</sup>  
Number and Percentage Change,  
School Years 1987-88 through 1994-  
95**

School Year	Change in Total Number Served from Previous Year (%)	Total Served <sup>c/</sup>
1987-88 <sup>b/</sup>	--	4,455,985
1988-89	1.7	4,533,793
1989-90	2.3	4,638,605
1990-91	2.5	4,756,517
1991-92	3.4	4,920,227
1992-93	3.3	5,081,023
1993-94	3.8	5,271,847
1994-95	3.2	5,439,626

<sup>a/</sup> The data for 1987-88 through 1993-94 include children 3 through 21 years of age served under IDEA, Part B and Chapter 1 of ESEA (SOP). For 1994-95 all children ages 3-21 are served under Part B, which includes children previously counted under the Chapter 1 Handicapped Program.

<sup>b/</sup> The number of children with disabilities reported for the most recent year reflects revisions to State data received by the Office of Special Education Programs between the July 1 of the fiscal year and the following October 1. Updates received from States for previous years are included, so totals may not match those reported in previous Annual Reports to Congress.

<sup>c/</sup> Although States must make FAPE available to all eligible children with disabilities as reported here, funds are based only on the number of children with disabilities served for up to 12 percent of the State's total school population. This is commonly referred to as "the 12 percent cap."

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

Table 1.2 shows the number and percent change of children and youth with disabilities provided special education under Part B and the Chapter 1 Handicapped Program from 1987-88 through 1994-95.<sup>3</sup> A total of 5,439,626 children and youth with disabilities ages 3-21 were served under IDEA, Part B during the 1994-95 school year, an increase of 167,779 (3.2 percent) from the previous year (see table 1.3). While this increase was somewhat less than in the previous year, the rate of growth in the number of students receiving special education continues to exceed the rate of growth in the ages 3-21

<sup>3</sup> From 1987-1994, these counts reflected the number of students with disabilities served under IDEA, Part B and the Chapter 1 Handicapped Program. These counts are now combined under IDEA, Part B. The 1987-88 school year was the first year that data were available for the 3-21 age group served under the Chapter 1 Handicapped Program.



**Table 1.3 Number of Children Served by Age Group: School Years 1993-94 through 1994-95**

Age	Number of Children		Change		Percentage of Total 3 through 21
	1993-94	1994-95	Number	Percentage	
3-5	491,685	524,458	32,773	6.7	9.6
6-11	2,458,924	2,520,863	61,939	2.5	46.3
12-17	2,079,094	2,154,963	75,869	3.6	39.6
18-21	242,144	239,342	-2,802	-1.2	4.4
3-21	5,271,847	5,439,626	167,779	3.2	100.0

Note: For 1993-94, funding for children and youth with disabilities includes children counted under IDEA, Part B and the Chapter 1 Handicapped Program. For 1994-95, all children and youth ages 3 through 21 with disabilities are included under IDEA, Part B.

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

resident population (which increased by 793,570, or 1.1 percent, in 1994-95) and the rate of growth in the number of children enrolled in school (which increased by 671,161, or 1.5 percent, in 1994-95). In the resident population, the percentage of children ages 3-21 served under IDEA, Part B increased from 7.5 percent in 1993-94 to 7.7 percent in 1994-95.

### Age Groups of Students Served under IDEA, Part B

The two largest age groups served under IDEA, Part B in 1994-95 were ages 6-11 (2,520,863) and 12-17 (2,154,963) (see table 1.3). The remaining age groups, ages 3-5 (524,458) and 18-21 (239,342) comprised less than 15 percent of all students served under IDEA, Part B. Analyzing the growth in the number of children by age range provides some insights into the dynamics of the 3.2 percent increase (from 5,271,847 to 5,439,626) in the number of children ages 3-21 served under IDEA, Part B. Students ages 6-21 comprised about 90 percent of the special education population. However, they accounted for only 80 percent of the increase in total number of children served. Preschool children ages 3-5, who were only 9.6 percent of all children receiving special education, accounted for about 20 percent of the growth in the number of students served. Preschool children also had the largest growth rate of all age groups served with a 6.7 percent increase (from 491,685 to 524,458), followed by students ages 12-17 with a 3.6 percent increase (from 2,079,094 to 2,154,963). The number of students ages 18-21 served decreased by 1.2 percent (from 242,144 to 239,342). This decrease may be attributable to the 1.8 percent decrease in the 18-21 resident population between 1993-94 and 1994-95.

**Table 1.4 Number and Percentage Change of Students Ages 6-21 Served: School Years 1993-94 through 1994-95**

Disability	Total		Change		Percent of Total 6-21
	1993-94	1994-95	Number	Percent	
Specific learning disabilities	2,428,062	2,513,977	85,915	3.5	51.1
Speech or language impairments	1,018,208	1,023,665	5,457	0.5	20.8
Mental retardation	553,869	570,855	16,986	3.1	11.6
Serious emotional disturbance	415,071	428,168	13,097	3.2	8.7
Multiple disabilities	109,730	89,646	-20,084	-18.3	-1.8
Hearing impairments	64,667	65,568	901	1.4	1.3
Orthopedic impairments	56,842	60,604	3,762	6.6	1.2
Other health impairments	83,080	106,509	23,429	28.2	2.2
Visual impairments	24,813	24,877	64	0.3	0.5
Autism	19,058	22,780	3,722	19.5	0.5
Deaf-blindness	1,367	1,331	-36	-2.6	0.0
Traumatic brain injury	5,395	7,188	1,793	33.2	0.1
All disabilities	4,780,162	4,915,168	135,006	2.8	100.0

Note: For 1993-94, funding for children and youth with disabilities included children counted under IDEA, Part B and the Chapter 1 Handicapped Program. For 1994-95, all children were counted under IDEA, Part B.

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

### Disabilities of Students Served Under IDEA, Part B

IDEA, Part B served 4,915,168 students ages 6-21 during the 1994-95 school year. The number of students in each disability category is reported in table 1.4.<sup>4</sup> The information in this section refers only to children ages 6-21 because the 1986 Amendments to EHA, P.L. 99-457 (now IDEA) ended the practice of collecting disability category data on children less than 6 years old.

Students with specific learning disabilities continue to account for more than half of all students with disabilities (51.1 percent). During the 1994-95 school year, 2,513,977 students with specific learning disabilities were served under IDEA, Part B, 3.5 percent (85,915) more than in 1993-94 under the Part B and Chapter 1 Handicapped Programs. However, the 1994-95 percentage of students with learning disabilities in the resident population ages 6-21 is identical to the 1993-94 percentage. Students with speech or language impairments (20.8 percent), mental retardation (11.6 percent), and serious

<sup>4</sup> Students are reported by the following disability categories: specific learning disabilities, speech or language impairments, mental retardation, serious emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, and traumatic brain injury.

emotional disturbance (8.7 percent) made up an additional 41.1 percent of all students ages 6-21 with disabilities. Again, these percentage distributions are similar to the 1993-94 distributions.

The increases within several disability categories were proportionately greater than the 2.8 percent increase across all categories (see table 1.4). The largest increase occurred in the traumatic brain injury category, which increased by 33.2 percent (from 5,395 to 7,188). Significant increases also occurred in the categories of other health impairments (28.2 percent from 83,080 to 106,509) and autism (19.5 percent from 19,058 to 22,780). There was a significant decrease in the category of students with multiple disabilities (from 109,730 to 89,646, or -18.3 percent).

The increases in the number of students with autism and traumatic brain injury are probably due to the relative newness of those reporting categories. The 1994-95 school year was the third year States were required to report the number of students in those categories (reporting was optional for those categories in 1991-92). Many States attributed these increases to the provision of technical assistance to districts on the identification and evaluation of students with autism and traumatic brain injury. States also indicated that during triennial review and evaluations, these relatively new categories were likely used for students who previously were reported under other disability categories.

The increase in the number of students with other health impairments appears to be the result of an expansion of the service population. Many States indicated that the increase was primarily due to increased service provision to students with attention deficit disorder. This is the third year several States have reported increases in the number of students identified as having other health impairments because of increased services to students with attention deficit disorder. The decrease in the number of students with multiple disabilities was primarily due to Wisconsin's decision to stop using the category and report all students under their primary disability condition. In 1993-94, over 20 percent of all students with multiple disabilities were served in Wisconsin.

## Five-Year Trends in Number of Students Served

The number of students ages 6-21 served increased by 12.7 percent (553,417) from 1990-91 through 1994-95 (see table 1.5). The increases within several disability categories were proportionately greater than the 12.7 percent increase across all categories. The largest increase occurred in the number of students with other health impairments, which increased by 89 percent (from 56,349 to 106,509). As noted earlier, much of the increase may be related to students with attention deficit disorder. A large increase also occurred in the category of students with orthopedic impairments (22.8 percent from 49,340 to 60,604). The increase in the percentage of students with orthopedic impairments and other health impairments is partly related to the relatively small number of students served in these categories. For a number of years, Michigan has combined the orthopedic impairments category with the other health impairments

**Table 1.5 Number of Students Ages 6-21 Served<sup>a/</sup> During the 1990-91 Through 1994-95 School Years**

Disability Condition	School Year					Change from 1990-91 through 1994-95	
	1990-91	1991-92	1992-93	1993-94	1994-95	Number	Percent
Specific learning disabilities	2,144,017	2,247,004	2,366,487	2,428,112	2,513,977	369,960	17.3
Speech or language impairments	987,778	998,904	998,049	1,018,208	1,023,665	35,887	3.6
Mental retardation	551,457	553,262	532,362	553,869	570,855	19,398	3.5
Serious emotional disturbance	390,764	400,211	401,652	415,071	428,168	37,404	9.6
Multiple disabilities	97,629	98,408	103,279	109,730	89,646	-7,983	-8.2
Hearing impairments	59,211	60,727	60,616	64,667	65,568	6,357	10.7
Orthopedic impairments	49,340	51,389	52,588	56,842	60,604	11,264	22.8
Other health impairments	56,349	58,749	66,063	83,080	106,509	50,160	89.0
Visual impairments	23,682	24,083	23,544	24,813	24,877	1,195	5.0
Autism	NA	5,415	15,580	19,058	22,780	22,780	--
Deaf-blindness	1,524	1,427	1,394	1,367	1,331	-193	-12.7
Traumatic brain injury	NA	245	3,960	5,395	7,188	7,188	--
All disabilities	4,361,751	4,499,824	4,625,574	4,780,212	4,915,168	553,417	12.7

a/ The data for 1990-91 through 1993-94 include children 6 through 21 years of age served under IDEA, Part B and Chapter 1 Handicapped Program. For 1994-95 all children ages 6-21 are served under Part B, which includes children previously counted under the Chapter 1 Handicapped Program. Autism and traumatic brain injury were introduced as separate reporting categories in the 1991-92 school year as a result of P.L. 101-476, the 1990 Amendments to IDEA.

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

category. Students in both of these categories are reported under students with orthopedic impairments. Specific learning disabilities increased by 17.3 percent (from 2,144,017 to 2,513,977). There were also increases in the new categories of autism over a 4-year period (from 5,415 to 22,780) and traumatic brain injury<sup>5</sup> (from 245 to 7,188). Two categories have decreased since 1990-91: deaf-blindness (-12.7 percent from 1,524 to 1,331) and multiple disabilities (-8.2 percent from 97,629 to 89,646). The decrease in the multiple disability category occurred in 1994-95 as a result of a decision by the Wisconsin SEA to report all students by their primary disability condition.

## STUDENTS WITH DISABILITIES EXITING SPECIAL EDUCATION

Research indicates that the school exit status of students with disabilities is an important predictor of postschool success. High school graduates with disabilities are significantly more likely to be engaged in productive activities outside the home, such as employment, postsecondary education, or volunteer work, than high school dropouts (Wagner et al., 1991). Due to requirements in IDEA, OSEP has been collecting these data since 1984-85. However, the data have changed somewhat over the years, and 1993-94 was the first year for which all States reported data on students exiting special education using revised OSEP data categories. These exit categories include:

- graduated with diploma,
- graduated with certificate,
- reached the maximum age for services,
- returned to regular education,
- died,
- moved, known to be continuing,
- moved, not known to be continuing, and
- dropped out.

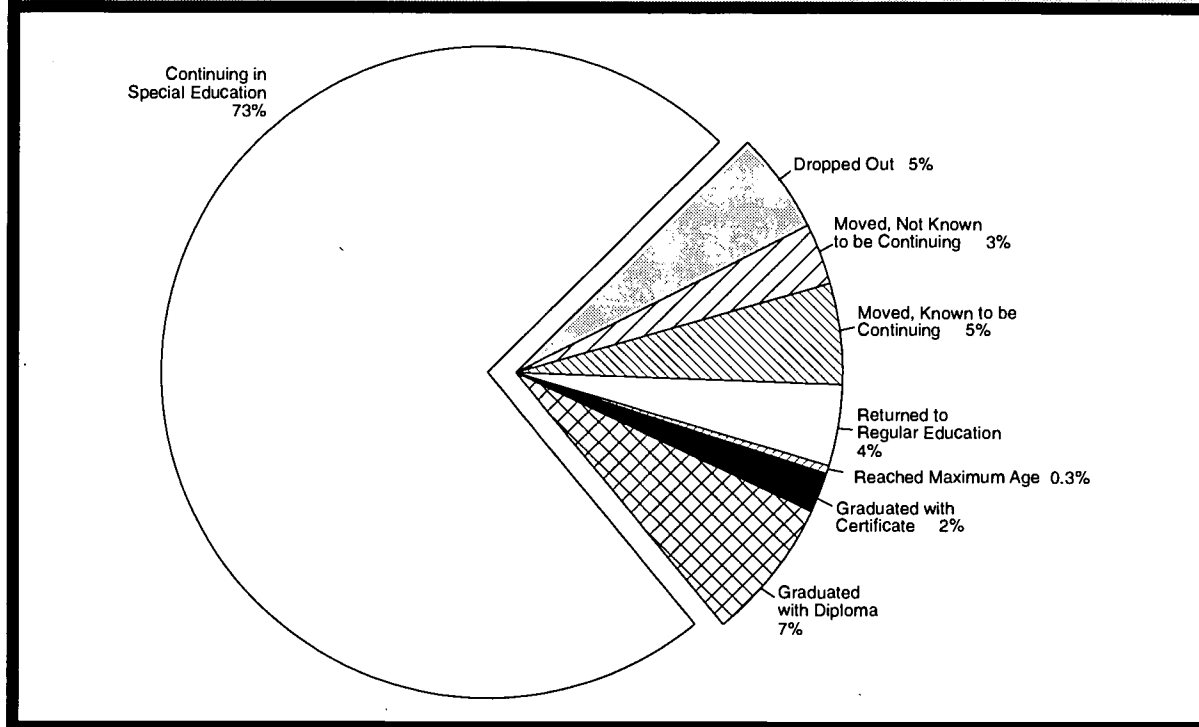
In addition to collecting data in new exit categories, the method of analyzing these data has also changed. Rather than calculating percentages based on the number of total exiters with disabilities as in the past, percentages are now calculated based on total child count for students ages 14 and older. This revision was made primarily to make OSEP dropout rates comparable with rates used by other Federal agencies. Readers must keep in mind that not all students ages 14-21 will exit special education each year, and, as a consequence, percentages of exiting students will not sum to 100 percent.<sup>6</sup> The new rates, as shown in figure 1.1, indicate the annual rate at which students with disabilities 14 and older continue to be enrolled in and exit special education through the various bases.

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<sup>5</sup> Autism and traumatic brain injury were introduced as separate reporting categories in the 1991-92 school year as a result of P.L. 101-476, the 1990 Amendments to IDEA.

<sup>6</sup> For individual States, percentages of students exiting in low incidence disability categories may sum to over 100 percent. This is due to the fact that exit data are collected over a 12-month period, while child count data are collected for a single day, December 1. As a result, students ages 14-21 who enter special education after December 1, and exit prior to December 1, may appear in the numerator (exiters), but not in the denominator (child count).

**Figure 1.1 Enrollment and Exit Status of Students with Disabilities  
Ages 14-21: 1993-94**



Note: The figure does not include students who died (.1 percent).

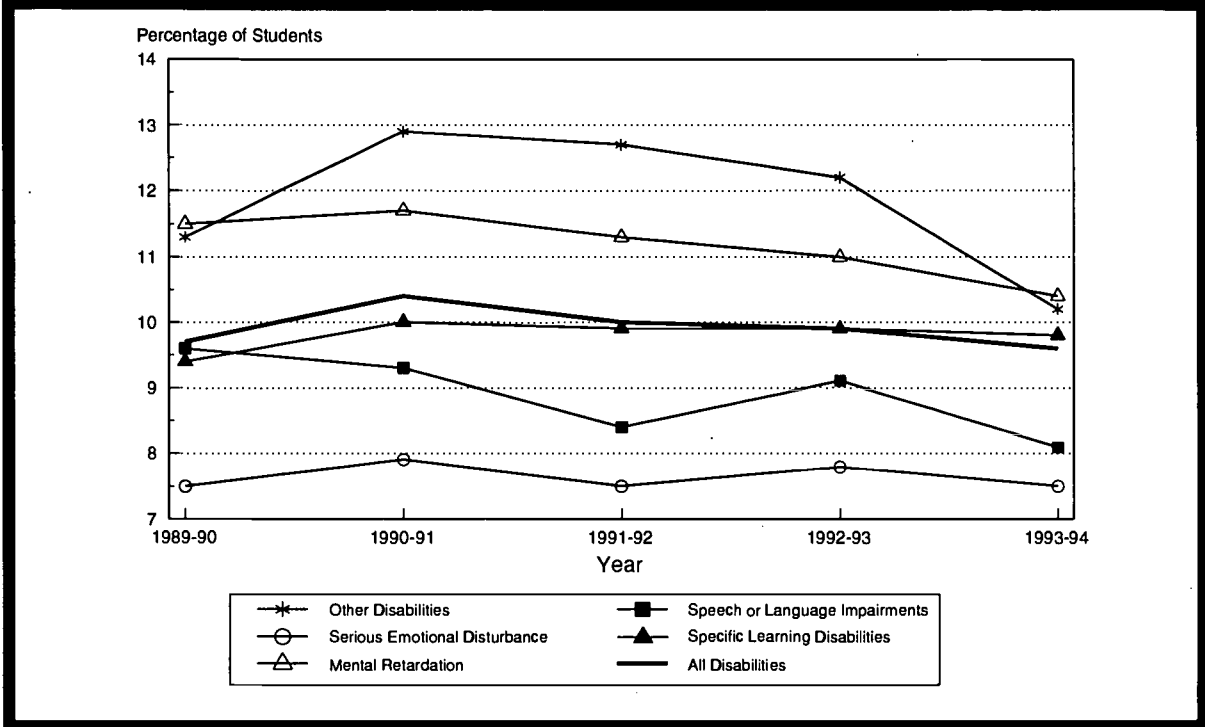
Source: Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

### Students Who Graduated with a Diploma or Certificate

Graduation with a standard high school diploma was the most common basis of exit for students with disabilities; 7.5 percent of all students ages 14-21 graduated with a diploma. That graduation rate varied by disability category. Of all students ages 14-21 in special education in 1993-94, the students most likely to graduate with a diploma were those with visual impairments (10.3 percent of all students with visual impairments ages 14-21), hearing impairments (9.7 percent), orthopedic impairments (9.0 percent), and traumatic brain injury (9.5 percent). Those students least likely to graduate with a diploma were those with multiple disabilities (3.2 percent) and autism (2.9 percent).

Among the 1.6 percent of students who graduated with a certificate of completion or modified diploma, students with mental retardation (3.8 percent of all students with mental retardation ages 14-21) and deaf-blindness (4.6 percent) were most likely to graduate in this manner. Graduation with a certificate of completion or modified diploma was also common for students beyond the typical age for secondary school

**Figure 1.2 Percentage of Students with Disabilities Ages 14 and Older Graduating with a Diploma or Certificate: School Years 1989-90 to 1993-94**



a/ California reported an inaccuracy in their number of students with speech and language impairments graduating with a diploma or certificate in 1990-91. For the purpose of this analysis, we interpolated from the 1989-90 and 1991-92 data.

b/ Percentages are based on IDEA, Part B child count for students ages 14 and older.

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

students; during the year, almost one-fourth of all students ages 21 and older received a certificate or modified diploma.

During the past 5 years, the percentage of all students with disabilities ages 14 and older graduating with a diploma or certificate has remained fairly constant, although the percentage decreased slightly in 1993-94, as shown in figure 1.2. The decline in the percentage of students graduating in 1993-94 reflects a smaller proportion of students receiving certificates of completion and modified diplomas. Some of this decline may be accounted for by policy changes in the States. For example, Texas no longer offers students with disabilities a modified diploma.

## Students Who Returned to General Education

States reported that 4 percent of students with disabilities ages 14-21 returned to general education programs in 1993-94 (see table 1.6). This was true for a large percentage of students with other health impairments (18 percent of students in this category) and those with speech and language impairments (17 percent). The nature of the disabilities for students with other health impairments (e.g., asthma, and other chronic or acute health conditions) may result in a relatively short-term need for special education services, followed by a return to general education programs. In addition, States reported similar percentages of students with disabilities returning to general education programs across the secondary age range.

Because this was the first year data were required on students returning to general education, the percentage reported as returning is expected to increase over the next few years as States continue to modify their data collection systems. There were a small number of States and Outlying Areas that did not report any students returning to regular education, presumably because their State and local data systems were not prepared to process these data. Because percentages are based on the national child count for students 14 and older, nonreporting tends to lower national estimates slightly.

In a recent Michigan study, the authors analyzed data on the number and characteristics of students ages 6-26 who had returned to general education through declassification, and the results of a one-year followup of declassified students. Figure 1.3 shows the number of students declassified in Michigan by age and disability.

The largest numbers of students who were declassified were in the upper elementary age ranges, although declassification continued through early adulthood. The students declassified at younger ages were more likely to have speech or language impairments. Students declassified in secondary school were more likely to have learning disabilities or serious emotional disturbance (Carlson & Parshall, 1995).

Michigan teachers and school counselors reported generally positive academic, social, and behavioral adjustments for declassified students who returned to general education programs. However, teachers and counselors of 11 percent of declassified students indicated that, in their opinion, the students continued to require special education services. Students with serious emotional disturbance were most likely to be perceived as in need of additional special education support (Carlson & Parshall, in press).

## Students Who Died

During the 1993-94 school year, very few students with disabilities ages 14 and older died (0.1 percent) (see table 1.6). The highest annual death rates were reported for students with deaf-blindness (1.1 percent of all students ages 14-21 in this category), orthopedic impairments (0.5 percent), other health impairments (0.4 percent), and multiple disabilities (0.3 percent). The percentage of student deaths increased with student age.

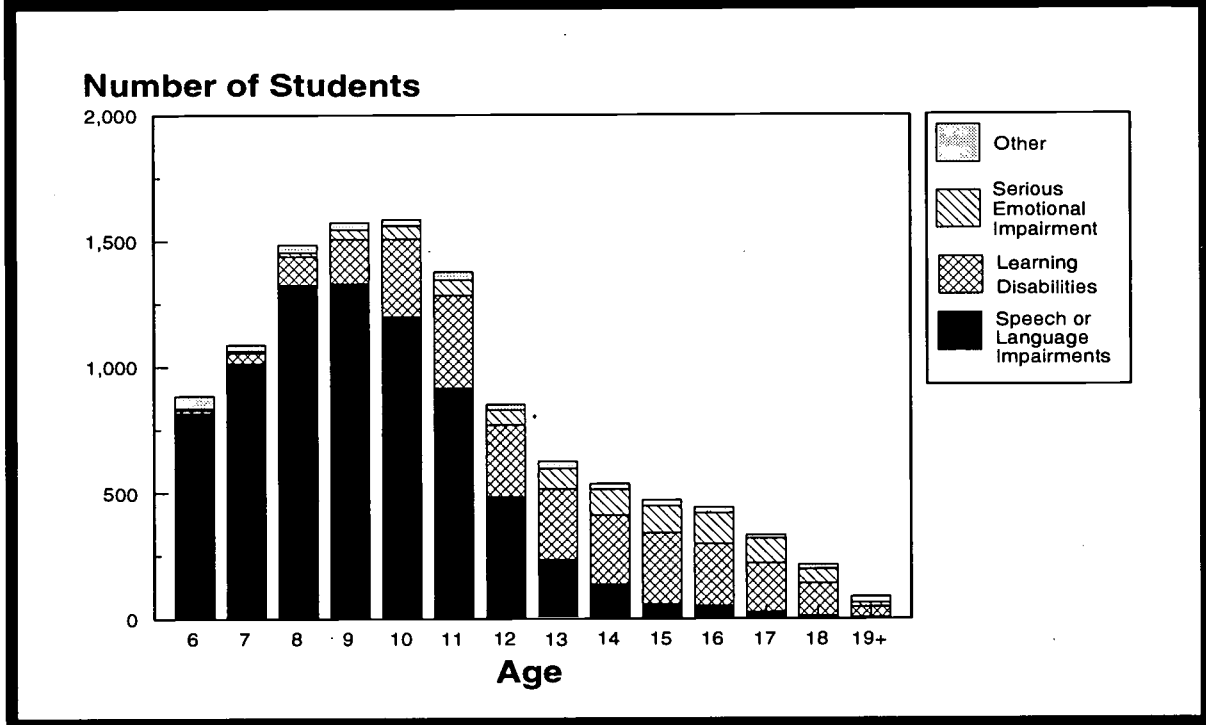


**Table 1.6 Number and Percentage of Students with Disabilities 14 and Older Exiting Special Education by Disability and Basis of Exit: 1993-94**

	Graduated with Diploma	Graduated with Certificate	Reached Maximum Age	Returned to Regular Education	Moved, Not Known to Be Continuing	Moved, Not Known to Be Continuing	Died	Dropped Out	Total
Specific learning disabilities	76,735 8.4	10,871 1.2	891 0.1	34,229 3.8	45,447 5.0	22,944 2.5	438 0.1	44,244 4.9	235,799 25.9%
Speech or language impairments	3,423 7.0	473 1.0	121 0.2	8,358 17.0	2,377 4.9	2,059 4.2	31 0.1	1,875 3.8	18,717 38.2%
Mental retardation	13,900 5.8	9,117 3.8	2,307 1.0	2,273 0.9	9,899 4.1	4,739 2.0	361 0.2	10,270 4.2	52,866 21.9%
Serious emotional disturbance	11,251 6.0	1,649 0.9	331 0.2	8,041 4.3	20,170 10.7	10,905 5.8	184 0.1	17,370 9.2	69,901 37.0%
Multiple disabilities	1,254 3.2	675 1.7	553 1.4	330 0.8	1,192 3.1	324 0.8	133 0.3	531 1.4	4,992 12.8%
Hearing impairments	2,209 9.7	391 1.7	48 0.2	518 2.3	896 3.9	370 1.6	11 0.1	570 2.5	5,013 22.0%
Orthopedic impairments	1,557 9.0	285 1.7	133 0.8	1,259 7.3	635 3.7	280 1.6	82 0.5	412 2.4	4,643 26.9%
Other health impairments	2,250 8.5	191 0.7	44 0.2	4,733 17.9	1,528 5.8	536 2.0	97 0.4	1,005 3.8	10,384 39.8%
Visual impairments	931 10.3	105 1.2	53 0.6	218 2.4	324 3.6	164 1.8	19 0.2	195 2.2	2,009 22.2%
Autism	169 2.9	120 2.1	80 1.4	51 0.9	148 2.6	75 1.3	3 0.1	55 1.0	701 12.1%
Deaf-blindness	34 6.0	26 4.6	8 1.4	11 1.9	32 5.6	17 3.0	6 1.1	8 1.4	142 24.9%
Traumatic brain injury	232 9.5	45 1.8	25 1.0	73 3.0	157 6.4	47 1.9	3 0.1	73 3.0	655 26.7%
All disabilities	113,945 7.5	23,948 1.6	4,594 0.3	60,094 4.0	82,805 5.5	42,460 2.8	1,368 0.1	76,608 5.1	405,822 26.8%

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

**Figure 1.3 Number of Students Returning to General Education in Michigan, by Disability and by Age: 1993**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

### Students Who Moved

The effects of mobility on student performance are well documented. According to a 1994 study by the General Accounting Office, of the third graders who changed schools frequently, 41 percent achieved below grade level in reading, compared to 26 percent of third graders who had never changed schools. Students who changed schools four or more times by eighth grade were four times more likely to drop out than those who remained in the same school.

In the course of the year, 8.3 percent of all students with disabilities ages 14-21 moved to another district or State (see table 1.6). Of that 8.3 percent, 5.5 percent were known to be continuing their education in another district or State. There was insufficient information to determine whether the other 2.8 percent were enrolled in another district or State.

By far, students with serious emotional disturbances moved most often. Annually, 16.4 percent of all students ages 14-21 with serious emotional disturbance move, almost twice the rate of any other disability group. It is not clear if this rate occurs because

students with serious emotional disturbance move in search of special education services, or for some other reason.

## Students Who Dropped Out

The annual dropout rate for students with disabilities ages 14-21 was 5.1 percent (see table 1.6). Students with serious emotional impairments dropped out at higher rates than any other students with disabilities (9.2 percent of all students ages 14-21 in this category). Those with the lowest dropout rates included students with autism (1.0 percent), multiple disabilities (1.4 percent), and deaf-blindness (1.4 percent). Nineteen- and 20-year-olds were most likely to drop out (17.4 percent and 14.7 percent respectively), but a sizeable proportion of younger students also dropped out of school.

The annual dropout rate for students with disabilities at each individual age can be combined to estimate a cohort dropout rate. The cohort dropout rate estimates the percentage of students who will drop out over the course of their entire high school careers. Given current trends, approximately 26 percent of students with disabilities will drop out of school.<sup>7</sup>

The U.S. Bureau of the Census (1995) collects data on annual and cohort dropout rates for students nationwide. The Census Bureau reports an annual dropout rate of 5 percent for students in grades 10-12, the same as the rate for students with disabilities ages 14-21, and a cohort rate of 13.3 percent for persons ages 14-24. The discrepancy in cohort rates may be a result of differences in dropout recovery rates among students with (26 percent) and without (13.3 percent) disabilities, which directly influence the cohort dropout rate, but not the annual rate. Data suggest that dropouts with disabilities are far less likely than dropouts without disabilities to eventually earn their high school diploma.

## SERVICES ANTICIPATED TO BE NEEDED BY EXITING STUDENTS WITH DISABILITIES: RESULTS OF THE SECOND PASS FIELD TEST

IDEA requires that the Secretary of Education collect data on those services anticipated to be needed for students ages 12-21 exiting the educational system. In the past, anticipated services data were collected annually. Because of changes in the law, these data are now collected every 3 years. Data on anticipated services are intended to improve transition planning by informing State agencies, such as Vocational Rehabilitation and Developmental Disabilities, of the service needs of students exiting the education system. Initially, OSEP collected the data from States on an aggregate basis. However, at least two problems with these data were identified. In some cases,

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<sup>7</sup> Based on 1993-94 data presented above, annual event dropout rates for ages 14-17 and 18-21 are 0.9 percent, 1.8 percent, 5.2 percent, 7.8 percent, and 13.2 percent, respectively. If one begins with a group of 1,000 14-year-olds, 0.9 percent (9) drop out at age 14 and 991 remain. Of those remaining, 1.8 percent (18) drop out at age 15; 973 remain. At age 16, 5.2 percent (51) drop out, leaving 922. At age 17, 7.8 percent (72) drop out and 850 remain. From ages 18-21, 13.2 percent (112) drop out, leaving 738. The cumulative dropout rate is  $(9 + 18 + 51 + 72 + 112)/1,000 = 26.2$  percent.

State personnel based service needs estimates on the student's disability classification. In other cases, data were gathered by school and district personnel who may have been inexperienced in judging the adult service needs of students leaving the educational system.

In order to address these problems, OSEP developed the PASS (Performance Assessment for Self-Sufficiency) system in conjunction with transition experts and State and local administrators and practitioners in special education and adult services. PASS instruments, which capture information about the functional performance of students, are completed by teachers on the basis of their knowledge of their students. This information is then fed into an expert system that translates the teachers' assessments into useful information that special education and adult services agencies at all levels can use to anticipate service needs, and to plan services for young adults with disabilities.

## Results of the Second Field Test

The PASS instrument collects data on individual students. Because of the technical complexity of the data collection, OSEP elected to conduct a second field test of the PASS. (The *Seventeenth Annual Report to Congress* reported on the first PASS field test.) The primary goals of this second field test were to determine the administrative feasibility of conducting a student-level data collection, to provide checks on the decision rule base of the expert system, and to collect anticipated services data as required by law.

Eight States were involved in the second field test: Arizona, Minnesota, Mississippi, Nebraska, Nevada, North Carolina, North Dakota, and West Virginia. Four of these States--Minnesota, Mississippi, North Carolina, and North Dakota--participated in the original field test as well.

In the second field test, 2,206 assessments were completed for students exiting the educational system. This sample was more than twice as large as that of the first field test. Additionally, two States--Nebraska and West Virginia--completed assessments for nonexiting students. In Nebraska a sample of students with disabilities who returned to regular education (n=171) was assessed. In West Virginia, PASS instruments were completed for 755 nonexiting students with disabilities for use in transition planning.

Overall, the adult service needs projected from the second field test were similar to findings from the earlier test.<sup>8</sup> Table 1.7 shows the percentage of exiting students with disabilities having primary needs in the 16 adult service categories. Primary needs are defined as those needs judged to be essential for the student. The most prevalent primary need was case management (80 percent of the total sample). The majority of all exiting students in all eight States were considered to require this service. The

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<sup>8</sup> The discussion below is based only on assessments completed for students exiting the educational system.

**Table 1.7 Percentage of Students with Disabilities Exiting the Educational System in the 1994-95 School Year Anticipated to Have a Primary Need for Services Beyond High School**

Anticipated Services	Arizona (n=272)	Minnesota (n=116)	Mississippi (n=98)	Nebraska* (n=593)	Nevada (n=433)	North Carolina (n=234)	North Dakota (n=178)	West Virginia (n=282)	Total (2,206)
Mobility	21%	11%	28%	8%	15%	20%	23%	17%	15%
Specialized transportation	8%	3%	13%	2%	8%	7%	8%	6%	6%
Technological aids	28%	22%	20%	23%	33%	45%	35%	14%	28%
Medical and medically-related	18%	29%	16%	10%	15%	23%	24%	15%	17%
Communication	41%	48%	32%	30%	26%	47%	60%	22%	35%
Independent living	31%	24%	48%	22%	22%	25%	22%	31%	26%
Residential living	8%	16%	8%	10%	9%	25%	22%	31%	26%
Social skills training	26%	22%	36%	33%	26%	21%	30%	31%	29%
Mental health	18%	21%	14%	24%	17%	26%	21%	18%	20%
Vocational training and job placement	3%	0%	1%	4%	9%	3%	2%	1%	4%
Ongoing employment-related	22%	16%	26%	27%	23%	15%	25%	18%	22%
Alternative education	59%	59%	59%	55%	39%	45%	53%	49%	51%
Services to support postsecondary education	51%	67%	24%	53%	46%	59%	68%	28%	49%
Recreation and leisure	42%	45%	44%	48%	32%	42%	43%	35%	41%
Family services	15%	5%	22%	14%	9%	15%	6%	9%	12%
Case management	91%	93%	89%	67%	83%	91%	91%	68%	80%
No goods or services anticipated	6%	3%	4%	4%	6%	3%	1%	16%	6%

\* Students assessed in Nebraska exited the school system in the 1993-94 school year.

Note: The numbers in parentheses indicate the sample size in each State.

Source: U.S. Department of Education, Office of Special Education Programs (OSEP).

percentage of students requiring this service ranged from 67 percent of exiting students with disabilities in Nebraska to 93 percent of the exiting students with disabilities in Minnesota.

In Arizona, Mississippi, Nebraska, and West Virginia, alternative education, which includes programs for continuing adult education, Adult Basic Education (ABE), General Educational Development (GED), adult high school diploma, and adult compensatory or special education, was the next most common primary need found among the sampled students. In Minnesota, Nevada, North Carolina, and North Dakota, services to support postsecondary education were considered a primary need for the majority of students assessed. Communication services--assistance and training related to the act of communication, including speech/language therapy, interpreter services, reader services, braille training, and tactile interpreting services--were considered primary needs for over a third of the total sample. However, in North Dakota 60 percent of the exiting students with disabilities were projected to require this service from adult service providers. Vocational training and job placement were reported as a primary need for relatively low percentages of students. In no State were as many as 10 percent of the students considered to have this need.

These percentages are comparable to those in the first field test. However, these percentages seem lower than those that might be expected, given the anecdotal information provided by the States. During the next year, OSEP will review the data on which these projections were based to identify any problems in the decision rules or the assessment items that might be affecting the projection of vocational service needs.

In the total sample, only 6 percent of the students had no anticipated services. This percentage varied across States. West Virginia reported the largest percentage (16 percent) of students projected as not needing adult services. In North Dakota only 1 percent of the sample had no adult service needs.

Few students with disabilities were projected as having secondary needs for adult services. Secondary needs are defined as those needs considered warranted, but which experts felt were not critical. No exiting students with disabilities were identified as having secondary needs in the areas of mobility, specialized transportation, medical services, and recreation and leisure services. The most common secondary need was for services to support postsecondary education. Again, these findings are consistent with those of the first field test.

## OSEP Activities on Anticipated Services Data

OSEP provided funding to the National Association of State Directors of Special Education (NASDSE) to query States not participating in the PASS field test to identify alternative methods used to collect anticipated services data that would meet the IDEA data requirement, as well as provide useful information to adult service providers. Nine States--Arkansas, California, Iowa, Kansas, Kentucky, Massachusetts, Michigan,

New Jersey, and Vermont--provided information to NASDSE concerning these alternative methods.

Seven of the States use monies from transition system change grants to address the issue of anticipated services for a sample of students. The types of activities pursued in these system change projects include case studies, follow-up surveys to assess post-school functioning, and school district self-evaluations. Vermont currently collects anticipated services data for all students with disabilities. Teachers complete a one-page form and indicate the services that will be needed upon exit from school. The five areas of need used by Vermont are living arrangements, employment, postsecondary education, community participation, and other.

In Kentucky, a "Student Career/Transition Plan" is completed for all students (those with disabilities and those without) in the ninth grade and above. A checklist of needed services is composed of 15 items, including additional vocational assessment, career counseling, social skills, community skills, continuing education support, vocational rehabilitation, job placement, employability skills, work-based learning, self-sufficiency, representative postsecondary education, community college/university, employment services, ongoing job support, and other. The plan for students with disabilities includes an additional list of services, such as domestic or community skills instruction, family support, medical needs/therapies, residential services, assistive technology, and case management.

OSEP will continue to develop the PASS system as a resource for States and school districts to use. OSEP will also continue its investigations into other States' model programs in an effort to provide information to adult service providers that will enhance the seamless transition of students with disabilities into the adult world.

## **PERSONNEL SERVING STUDENTS WITH DISABILITIES**

To ensure that all students with disabilities have access to a free appropriate public education, there must be an adequate supply of teachers and other instructional and noninstructional staff with appropriate training or certification. Each year, States report to OSEP the number of special education teachers and other personnel employed to provide services to students with disabilities. They also report the number of additional staff needed due to staff vacancies or instances when positions are filled by staff members who are not fully trained or certified for their position. Data are not collected on the number of regular education teachers who work with students with disabilities.

In 1993-94, the data collection formats were changed for these personnel data. The revised formats were necessary to meet the changes mandated in the 1990 Amendments to IDEA (P.L. 101-476) to provide 5-year projections of personnel demand. A task force was convened to identify the best method to collect data and to review models that could be adopted for this purpose. See Appendix G for a discussion on the methodology that was used. The new categories designed to capture data about personnel employed and needed to serve students with disabilities are discussed below.

- **Employed/Fully Certified or Licensed.** The number of FTE personnel employed or contracted who had appropriate State certification or licensure for the position held.
- **Employed/Not Fully Certified.** The number of FTE personnel employed or contracted who were employed in an emergency, provisional, or other basis if they did not hold standard State certification or licensure for the position to which they were assigned.
- **Vacant Positions.** The number of unfilled vacancies in funded positions that existed at the time the count was taken.
- **Retained/Fully Certified or Licensed.** The number of fully certified teachers retained from the previous year. That is, the number of employed or contracted personnel providing special education and related services, who had appropriate State certification or licensure for the position held, and who were employed in the same school district in the same position during the previous year.
- **Retained/Not Fully Certified.** The number of teachers not fully certified, retained from the previous year. This includes personnel employed on an emergency, temporary, or other basis and who were employed by the same school district in the same position during the previous year under the same circumstances.

This section presents the first year of data for which States used these new categories. In addition, States were allowed to report these counts either by the Federal disability categories or by some other classification scheme used in the State, such as assignments/placement categories or staff certification. Personnel data for both teachers and related services personnel are reported by the States in full-time equivalents (FTE).

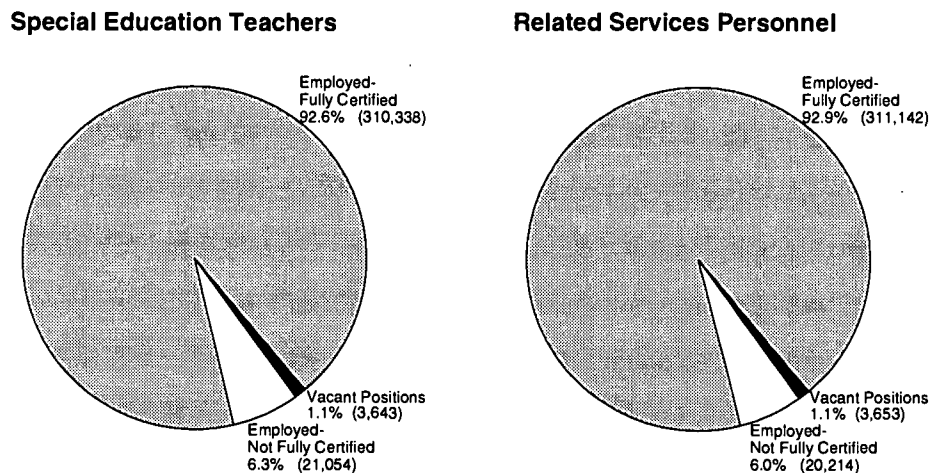
## Special Education Teachers Serving Students with Disabilities

Each year States allocate resources for a specific number of positions for teachers who will provide special education to students with disabilities. Those positions can be filled by teachers that are fully certified (i.e., have appropriate State certification or licensure for the position held) or by teachers who are not fully certified (i.e., were employed on an emergency, provisional, or other basis and did not hold State certification or licensure for the position to which they were assigned). The latter group of teachers includes those teachers seeking certification but who must teach a specified number of hours in their area of specialization prior to receiving certification. In some cases, positions remain vacant because schools are unable to find appropriate personnel.

Figure 1.4 shows the configuration of special education teachers employment for 1993-94. Over 90 percent of the special education positions are held by fully certified teachers. Only 1 percent of the positions were vacant as of December 1, 1993.



**Figure 1.4 Percentage of Special Education Teachers' Positions (Funded to Serve Students with Disabilities Ages 6-21) and Related Services Personnel Positions (Funded to Serve Students with Disabilities Ages 3-21) by Employment Classification During School Year 1993-94**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

Approximately 6 percent of the teachers were employed on a provisional or emergency basis. This same employment pattern (92 percent fully certified, 6 percent not fully certified, and 1 percent vacant) holds for personnel supplying related services.

During the 1993-94 school year, 331,392 special education teachers were employed (fully certified and not fully certified) to work with students ages 6-21, 6.5 percent more than in 1992-93.<sup>9</sup> In 1993-94, the number of teachers needed (employed not fully certified and vacant positions) was 24,697, a 4.4 percent decline from the previous year.

The majority of States and Outlying Areas reported data using the Federal disability categories, which includes a category for teachers providing services across disability categories. Five States and Outlying Areas--Oregon, Pennsylvania, South Dakota, Palau, and the Commonwealth of the Northern Mariana Islands--used taxonomies other

<sup>9</sup> This comparison to the number employed in the previous year may be slightly inflated due to the changes in data collection categories.

**Table 1.8 Teacher Classification Schemes Used by States Electing Not to Use Federal Disability Categories**

State	Classifications Used to Report Special Education Teachers
Oregon	Modified Student Disabilities: Handicapped Learner Hearing-impaired Visually impaired Speech-impaired Speech/language therapist Other Total
Pennsylvania	Staff Certification: Special Education-Comprehensive Speech/language Deaf/Hearing impaired Blind/visually impaired
South Dakota	Staff Certification Speech therapists Total special education teachers
Palau	Total special education teachers
Commonwealth of the Northern Mariana Islands	Staff Certification Elementary teachers of exceptional students Secondary teachers of exceptional students Resource teachers Teachers of students with severe disabilities Teachers of the hearing impaired Teachers of the seriously emotionally disturbed Consultant teachers

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

than the Federal disability categories. Table 1.8 shows how each of these five jurisdictions reported special education teachers.

The largest category of special education teachers employed in school year 1993-94 was teachers of students with specific learning disabilities; they accounted for 85,853 FTE (27.6 percent) of all employed fully certified teachers and 6,897 FTE (32.7 percent) of employed not fully certified teachers (see table 1.9). The next largest category of special education teachers employed (84,534 FTE or 27.2 percent for fully certified and 4,501 FTE or 21.4 percent of not fully certified) taught students in cross-categorical classes. Cross-categorical classes are defined as classes in which students with several

**Table 1.9 Special Education Teacher Positions Funded to Serve Students Ages 6-21 Under IDEA, Part B by Employment Classification: School Year 1993-94**

Disability/Other Classification	FTE Employed		Vacant Positions	Total Positions
	Fully Certified	Not Fully Certified		
Specific learning disabilities	85,853	6,897	771	93,522
Speech or language impairments	36,807	1,655	1,097	39,559
Mental retardation	39,342	2,530	353	42,225
Serious emotional disturbance	26,171	3,608	373	30,151
Multiple disabilities	7,118	520	67	7,705
Hearing impairments	5,738	285	84	6,107
Orthopedic impairments	2,684	239	126	3,049
Other health impairments	2,065	239	43	2,347
Visual impairments	2,433	1,439	68	2,640
Autism	1,418	285	24	1,727
Deaf-blindness	102	13	3	118
Traumatic brain injury	110	23	2	136
Cross-categorical <sup>a/</sup>	84,534	4,501	559	89,594
Other classification <sup>b/</sup>	15,962	119	74	16,155
<b>Total</b>	<b>310,338</b>	<b>21,054</b>	<b>3,643</b>	<b>335,035</b>

<sup>a/</sup> Three States, Idaho, Massachusetts, and Texas, report all special education teachers as cross-categorical.

<sup>b/</sup> Includes counts of special education teachers for the five jurisdictions--Oregon, Pennsylvania, South Dakota, Palau, and the Commonwealth of the Northern Mariana Islands--not using Federal disability categories.

Note: The total FTE shown in both the row and column totals may not equal the sum of the individual States and Outlying Areas because of rounding.

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

disabilities are served. In part, this category is large because Idaho, Massachusetts, and Texas report all special education teachers as cross-categorical. An additional 11 States report 50 percent or more of their special education teachers in this category. Due to changes in report formats, i.e., States being allowed to use other reporting categories, comparisons to this year's teacher classification data to that of previous years would be misleading.

The largest number of vacant positions was in the area of speech or language impairments (1,097 FTE or 30.1 percent of all vacant positions), followed by specific learning disabilities (771 FTE or 21.2 percent), and cross-categorical (559 FTE or 15.3 percent). The number of teachers needed (employed-not fully certified and vacant positions) declined for the second year; 4.4 percent fewer teachers were reported being needed in 1993-94 than in 1992-93.

The 1993-94 school year was the first year that data were collected on the number of personnel retained from the previous year. This category represents a subset of the total number of personnel employed. In 1993-94, States reported that 270,027 (87 percent) of the employed-fully certified teachers were retained from the previous year. Additionally, States reported that 13,169 (62.5 percent) of the teachers not fully certified were retained from the previous year.

### Related Services Personnel Serving Students with Disabilities

For the 1993-94 data collection, in addition to the changes mentioned above, the formats for collecting related services personnel data were expanded to include the two new personnel categories described below.

- **Rehabilitation counselor:** A qualified professional who provides services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- **Interpreters:** A qualified professional who provides translation between spoken and manual (sign language) communication.

In 1993-94, 331,356 personnel other than special education teachers were employed to work with students with disabilities ages 3-21 (see table 1.10). Teacher aides accounted for three-fifths of all positions for staff other than special education teachers, representing 60.7 percent of those employed-fully certified, 64.2 percent of those employed-not fully certified, and 35.2 percent of the vacant positions. In addition, psychologists (20,104 FTE or 6.5 percent), nonprofessional staff (18,844 FTE or 6.1 percent), and other professional staff (18,053 FTE or 5.8 percent) were the next largest numbers of related services personnel employed-fully certified by the States. Twenty-two percent of personnel employed-not fully certified were in the categories of other professional and nonprofessional staff. Nearly one-third of all reported vacancies were in positions requiring occupational therapists, physical therapists, and psychologists. Year-to-year variations in the number of related services personnel needed tend to be greater than the year-to-year variations in the number of special education teachers needed to serve students with disabilities ages 6-21. However, in 1993-94 the increase in the number of related services personnel needed was significantly greater than the changes that occurred in the last 5 years: 9,394 more related services personnel (67.5 percent) were reported as needed in 1993-94 over the previous year. This national

**Table 1.10 Special Education Personnel Positions Other Than Teachers Funded to Serve Students with Disabilities Ages 3-21 Under IDEA, Part B by Employment Classification: School Year 1993-94**

Type of Personnel	FTE Employed		Vacant Positions	Total Positions
	Fully Certified	Not Fully Certified		
School social workers	11,026	463	106	11,595
Occupational therapists	5,331	207	459	5,997
Recreational & therapeutic recreational therapists	256	61	8	325
Physical therapists	3,536	131	390	4,057
Teacher aides	189,011	12,968	1,286	203,265
Physical education teachers	4,971	251	60	5,282
Supervisors/administrators (LEA)	14,502	344	161	15,007
Other professional staff	18,053	3,002	139	21,194
Psychologists	20,104	424	336	20,864
Diagnostic & evaluation staff	8,464	76	167	8,707
Audiologists	836	22	22	880
Work study coordinators	1,407	85	42	1,534
Vocational education teachers	4,123	115	97	4,335
Counselors	7,269	127	108	7,504
Supervisors/administrators (SEA)	1,021	10	39	1,070
Rehabilitation counselors	179	6	8	193
Interpreters	2,209	470	60	2,739
Nonprofessional staff	18,844	1,452	165	20,461
<b>Total</b>	<b>311,142</b>	<b>20,214</b>	<b>3,653</b>	<b>335,009</b>

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

increase can be attributed primarily to increases reported by California and Texas. California reported an increase of 5,124 (545 percent) in staff other than special education teachers needed; Texas showed an increase of 3,035 (699 percent).

## SUMMARY AND IMPLICATIONS

IDEA continues to ensure that all children with disabilities have access to a free appropriate public education. In an effort to ensure implementation of IDEA, OSEP continues to work closely with States through monitoring and technical assistance activities. The intent of these activities is to improve compliance and maximize results for students with disabilities. In particular, OSEP focuses its compliance efforts on those requirements that effect students with disabilities and their families.

Each year since 1977, the total amount appropriated to the IDEA, Part B State Grants Program has increased. Funds appropriated in 1995 for IDEA, Part B increased by 8 percent, from \$2,149,686,000 in 1994 to \$2,322,915,000 in 1995. Although the FY 1995 appropriations included \$82,878,000 from the elimination of the Chapter 1 Handicapped Program, the total increase was not solely attributable to the merger of these two programs. The per child allocation rose from \$413 in FY 1994 to \$418 in FY 1995.

The total number of children and youth with disabilities served also continues to increase. During the 1994-95 school year, a total of 5,439,626 children and youth with disabilities ages 3-21 were served, an increase of 167,779 or 3.2 percent. Students ages 6-21 comprised about 90 percent of the special education population, but accounted for only 80 percent of the increase in the total number served. Furthermore, children ages 3-5 had the largest growth rate (6.7 percent), followed by students ages 12-17 (3.6 percent) and students ages 6-11 (2.5 percent). The number of students ages 18-21 decreased by 1.2 percent.

Overall, there is relatively little change from the 1993-94 school year to the 1994-95 school year in the percentage of students served with each disability category ages 6-21. During 1994-95, the percentage of all students served with specific learning disabilities continued to be slightly above 50 percent. The percentages of all students served with mental retardation and serious emotional disturbance also remained the same as during the 1993-94 school year. The percentage of students with speech or language impairments served dropped slightly in 1994-95. However, during the last 5 years, from 1990-91 to 1994-95, the number of students with disabilities served increased by 12.7 percent (553,417). The number of students with other health impairments, orthopedic impairments, and specific learning disabilities rose at proportionately higher rates than the number of students in other disability categories. The number of students in the two new categories, autism and traumatic brain injury, which were established during this 5-year period, have also increased rapidly. The number of students with deaf-blindness has decreased steadily since 1990-91.

The data on students ages 14 and older show that the vast majority stay in school. During the 1993-94 school year, 73 percent of students with disabilities 14 and older continued to receive special education services. The other 27 percent of students with disabilities 14 and older were in the following categories: 7 percent graduated with a diploma; 5 percent moved and continued school; 3 percent moved and it is not known if they continued school; 5 percent dropped out; 4 percent returned to regular education; 2 percent graduated with a certificate; 0.3 percent reached maximum age;

and 0.1 percent died. Students with serious emotional disturbance moved and dropped out at higher rates than students in any other disability category. During the past 5 years, the percentage of all students with disabilities ages 14 and older graduating with a diploma or certificate has remained fairly stable.

The number of personnel needed to serve students with disabilities has grown along with the increase in the number of children with disabilities served. During the 1993-94 school year the number of special education teachers employed to serve children ages 6-21 increased 6.5 percent to 331,392, and the number of teachers needed (employed-not fully certified and vacant) declined 4.4 percent to 24,697. The two largest categories of special education teachers employed were specific learning disabilities and cross-categorical. The largest numbers of vacant positions were in the categories of speech or language impairments, specific learning disabilities, and cross-categorical. In 1993-94, the number of personnel other than special education teachers employed increased by 3 percent to 331,356. Teacher aides were the largest category of these personnel.

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## MEETING THE NEEDS OF PRESCHOOL CHILDREN AND INFANTS AND TODDLERS WITH DISABILITIES

Congress, as it wrote the Individuals with Disabilities Education Act (IDEA), understood that early intervention is effective for young children with disabilities, and through IDEA authorized several programs to establish a coordinated service delivery system for children with disabilities from birth through age 5. The Preschool Grants Program is authorized under Section 619 of Part B and requires that States and Outlying Areas provide services to children with disabilities ages 3-5. The Early Intervention Program for Infants and Toddlers with Disabilities (hereafter called Part H) promotes a comprehensive approach to meeting the needs of children with disabilities from birth through age 2. Also, a variety of discretionary programs, including the Early Education Program for Children with Disabilities (EPCD) (Section 623 or Part C), support projects that finance activities such as personnel preparation and research endeavors.

The Preschool Grants Program requires States and Outlying Areas to make available a free appropriate public education (FAPE) to all eligible children with disabilities ages 3-5. Federal requirements governing the Part B program also apply to the Preschool Grants Program.

The Part H program was created by the passage of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986, and was amended by P.L. 102-119. Part H provides funds to States and Outlying Areas to address the needs of children with disabilities from birth through age 2 and their families through "a statewide system of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all infants and toddlers with disabilities and their families, including Indian infants and toddlers with disabilities on reservations" (20 U.S.C. §1476(a)). At the State's option, infants and toddlers who are at risk of having a substantial developmental delay if early intervention services are not provided may be served through the program.

This chapter is divided into the three main sections described below.

- *Implementation of the Preschool Grants Program* reports the amount of the FY 1994 per child allocation, the number of children ages 3-5 served, the number of personnel serving young children with disabilities, and the settings in which services are provided. Preschool Grants Program implementation issues are also discussed.

- *Implementation of the Part H Program* summarizes the program's development and explains the "hold harmless" provision affecting the funds that were formerly available under Chapter 1 Handicapped Program.<sup>1</sup> The number of infants and toddlers with disabilities served, the types of services provided, the number of personnel employed and needed, and the settings in which the services are provided are also reported.
- *Other OSEP Programs Benefitting Young Children with Disabilities* describes other programs OSEP sponsors that serve young children, such as the EEPCD.

## IMPLEMENTATION OF THE PRESCHOOL GRANTS PROGRAM

Since FY 1992, in order to be eligible for Preschool Grants Program funds States and Outlying Areas must make FAPE available to all 3- through 5-year-old children with disabilities. As shown in table 2.1, 10 States and Outlying Areas provide FAPE from birth, while Virginia does so at age 2. All other States and Outlying Areas begin to assure FAPE at age 3. The table also shows the school year in which States and Outlying Areas assured FAPE for all children with disabilities. About half the States and Outlying Areas had mandates in place prior to FY 1992.

States and Outlying Areas are awarded Preschool Grants Program funds based on the number of 3- through 5-year-old children with disabilities receiving special education and related services on December 1 of the previous year. Congress appropriated \$360,265,000 in FY 1995 for the Preschool Grants Program, 6.2 percent more than the \$339,257,000 appropriated in FY 1994. However, the number of children served grew from 491,685 in FY 1994 to 524,458 during FY 1995, an increase of 32,773 or 6.7 percent. The FY 1994 figure includes 16,246 children with disabilities who previously were served under the Chapter 1 Handicapped Program. Thus, in spite of the 6.2 percent increase in funding, the actual amount per child in FY 1995 dropped by \$26 (a 3.7 percent decrease) per child from \$709 to \$683. States and Outlying Areas are not required to use their Part B State Grant funds generated under Section 611 for the preschool population and, in fact, many States and Outlying Areas do not. Section 619 of Part B is the only Federal grant program that requires States and Outlying Areas to provide FAPE to children with disabilities ages 3-5. Grant awards made to each State in FY 1995 are shown in table AG1 in Appendix A.

### State-reported Data on the Preschool Grants Program

The next three sections describe the three types of data collected from States and Outlying Areas about the Preschool Grants Program. These data include the:

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<sup>1</sup> Chapter 1 was officially called Chapter 1 State Operated or Supported Programs for Handicapped Children Program (Chapter 1 Handicapped Program).

**Table 2.1 Age at which Children Are Eligible for FAPE, and the Legislative Year in which States and Outlying Areas Assured FAPE**

State	Year FAPE Was Assured	Age at which Children Are Eligible for FAPE	State	Year FAPE Was Assured	Age at which Children Are Eligible for FAPE
Alabama	1991-92	3	New Jersey	1983-84	3
Alaska	1974-75	3	New Mexico	1991-92	3
Arizona	1991-92	3	New York	1991-92	3
Arkansas	1991-92	3	North Carolina	1991-92	3
California	1991-92	3	North Dakota	1985-86	3
Colorado	1991-92	3	Ohio	1991-92	3
Connecticut	1991-92	3	Oklahoma	1991-92	3
Delaware	1991-92	3	Oregon	1992-93	3
District of Columbia	1983-84	3	Pennsylvania	1991-92	3
Florida	1991-92	3	Rhode Island	1976-77	3
Georgia	1991-92	3	South Carolina	1991-92	3
Hawaii	1980-81	3	South Dakota	1976-77	3
Idaho	1989-90	3	Tennessee	1991-92	3
Illinois	1973-74	3	Texas	1974-75	3
Indiana	1991-92	3	Utah	1988-89	3
Iowa	1975-76	Birth	Vermont	1991-92	3
Kansas	1991-92	3	Virginia	1975-76	2
Kentucky	1991-92	3	Virgin Islands	1981-82	3
Louisiana	1977-78	3	Washington	1985-86	3
Maine	1991-92	3	West Virginia	1991-92	3
Maryland	1978-79	Birth	Wisconsin	1973-74	3
Massachusetts	1976-77	3	Wyoming	1990-91	3
Michigan	1973-74	Birth	American Samoa	1977-78	Birth
Minnesota	1986-87	Birth	Federated States of Micronesia	1992-93	Birth
Mississippi	1991-92	3	Guam	1981-82	Birth
Missouri	1991-92	3	Marshall Islands	1992-93	3
Montana	1990-91	3	Palau	1989-90	Birth
Nebraska	1977-78	Birth	Puerto Rico	1985-86	Birth
Nevada	1990-91	3	Northern Mariana Islands	1990-91	3
New Hampshire	1977-78	3			

Note: The Bureau of Indian Affairs is not included in this table.

Source: U.S. Department of Education, Office of Special Education Programs (OSEP).

(1) number of children with disabilities ages 3-5 who are served; (2) number of teachers serving preschoolers with disabilities;<sup>2</sup> and (3) settings in which services are provided.

### *Number of Preschoolers with Disabilities Served*

Based on the December 1, 1994, child count, the number of children ages 3-5 served under Section 619, IDEA, Part B was 524,458. This was 32,773 (6.7 percent) more than the number served on December 1, 1993, and represents 4.4 percent of the total population of 3- through 5- year-olds, as compared to 4.2 percent on December 1, 1993. As seen in table AA10 in Appendix A, the percentage of the total preschool population served varied across States and Outlying Areas, from a low of 1.4 percent in the District of Columbia to a high of 8.9 percent in Kentucky.<sup>3</sup> Thirty-two States and Outlying Areas provided special education services to 3 to 5 percent of their ages 3-5 resident population. This distribution is similar to the distribution based on the December 1, 1993 count.

Five-year-olds constituted 45.8 percent of the preschoolers receiving special education and related services under IDEA, Part B. Four-year-olds constituted 34.3 percent, and 3-year-olds constituted 19.9 percent, of the preschoolers served in 1994-95. In 1990-91, 5-year-olds constituted 49.8 percent, 4-year-olds 28.1 percent, and 3-year-olds 14.8 percent of the total number of 3- through 5-year-olds served. The 5-year trends show that the greatest increase was for 3-year-olds (78.7 percent), followed by a 62.4 percent increase for 4-year-olds, and 22 percent for 5-year-olds.

### *Teachers Serving Preschoolers with Disabilities*

Access to FAPE depends on an adequate supply of teachers to meet the needs of preschool children ages 3-5 with disabilities. Each year, States and Outlying Areas report to OSEP the number of teachers employed to provide special education and related services to preschoolers ages 3-5 with disabilities (see table 2.2). They also report the number of additional teachers needed due to staff vacancies and instances when positions are filled by teachers who are not fully certified or trained for their position. In the past, teachers who are not fully certified or trained have been reported under both the categories of employed and needed (employed-not fully certified and vacant positions). Data are not collected for the number of regular education teachers working with preschoolers with disabilities who are served in regular education settings. Data reports used for the 1993-94 school year were changed so that OSEP could capture information that would permit 5-year projections of personnel demand,

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<sup>2</sup> There is no separate report of personnel other than teachers serving preschool students with disabilities. States report numbers of personnel other than teachers providing related services to preschoolers combined with the data for such personnel serving school-age children. A discussion of the number of personnel other than teachers providing services for the population of students with disabilities ages 3-21 was provided in Chapter 1 of this report.

<sup>3</sup> Child count figures discussed in this report include all upward and downward adjustments submitted by the States. Child count figures used by the Department of Education for allocation purposes reflect upward and downward adjustments received prior to making awards on July 1, and subsequent downward adjustments for making reallocations.

**Table 2.2 Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5, During the 1993-94 School Year**

State	FTE Employed		Vacant Positions	Total Positions
	Fully Certified	Not Fully Certified		
Alabama	248	53	45	346
Alaska	70	6	1	77
Arizona	200	58	5	263
Arkansas	82	97	26	205
California	1,599	117	6	1,722
Colorado	196	7	2	205
Connecticut	.	.	.	.
Delaware	124	18	4	145
District of Columbia	61	4	4	69
Florida	1,290	58	24	1,372
Georgia	594	11	9	614
Hawaii	205	23	1	229
Idaho	143	2	12	157
Illinois	698	32	17	746
Indiana	367	35	4	406
Iowa	395	31	2	428
Kansas	271	.	6	277
Kentucky	326	38	15	379
Louisiana	389	321	9	718
Maine	192	8	2	201
Maryland	368	37	7	411
Massachusetts	446	.	4	450
Michigan	1,130	40	2	1,172
Minnesota	592	80	4	676
Mississippi	201	21	18	240
Missouri	321	57	4	382
Montana	95	4	4	103
Nebraska	96	0	2	98
Nevada	129	10	1	140
New Hampshire	97	8	0	105

**Table 2.2 (cont'd)**

State	FTE Employed		Vacant Positions	Total Positions
	Fully Certified	Not Fully Certified		
New Jersey	1,009	0	7	1,016
New Mexico	164	10	5	179
New York	853	105	.	958
North Carolina	611	144	34	789
North Dakota	110	10	4	124
Ohio	1,265	0	108	1,373
Oklahoma	345	22	4	371
Oregon	104	.	4	108
Pennsylvania	1,033	0	2	1,035
Puerto Rico	105	0	0	105
Rhode Island	115	4	0	119
South Carolina	255	19	11	285
South Dakota	149	6	1	156
Tennessee	302	12	0	314
Texas	.	.	.	.
Utah	71	26	4	100
Vermont	110	2	3	115
Virginia	1,428	210	11	1,649
Washington	437	84	9	529
West Virginia	159	34	6	198
Wisconsin	787	83	3	874
Wyoming	59	0	0	59
American Samoa	6	8	0	14
Guam	133	0	20	153
Northern Mariana Islands	1	0	1	2
Palau	.	.	.	.
Virgin Islands	12	.	1	13
Bureau of Indian Affairs	.	.	.	.
U.S. and Outlying Areas	20,548	1,954	473	22,975
50 States, D.C., & P.R.	20,396	1,946	451	22,793

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

as required by the 1990 IDEA amendments. (For a complete discussion of the changes and the model selected to project personnel demand, see Appendix G.)

During the 1993-94 school year, more than 22,000 FTE<sup>4</sup> special education teachers were employed to serve students ages 3-5 with disabilities, 18.5 percent more than in 1992-93.<sup>5</sup> The rate of increase in the number of FTE special education teachers was greater than the rate of increase in the number of preschoolers with disabilities over the same time period (the number of preschoolers with disabilities served increased by 6.7 percent between 1992-93 and 1993-94). Of the 22,975 positions funded to serve this population of students, 89.4 percent were filled by fully certified teachers, 8.5 percent by teachers not fully certified (i.e. holding a provisional, temporary, or emergency permit to provide services), and 2.1 percent of the positions were vacant in December 1993. The number of teachers needed (employed-not fully certified and vacant positions) increased 9.9 percent in 1993-94 over the previous year. The number of teachers needed to serve preschool children with disabilities had declined for 3 years prior to 1993-94. Several States attributed these variations to improvements in reporting.

While the revised personnel forms provide more accurate data on personnel shortages by quantifying need in terms of vacancies and personnel employed but not fully certified, the data do not provide information on the quality of the personnel employed to serve the preschool population or on the factors that inhibit the projection of personnel demand. Professionals providing early intervention and special education may have received little training specific to the needs of preschoolers, even though they meet state licensing requirements (Hebbler, 1994). This is particularly true in the area of related services personnel, who receive certification based on the standards of the discipline regardless of the target population. Alternatively, individuals, particularly paraprofessionals, who have experience working with young children, may not meet state licensing requirements.

Hebbler (1994) gives two other factors that may inhibit the projection of personnel demand. First, States may not have funded vacancies. One scenario in which this may occur is the following. Vacancies are measured by the number of funded positions that remain vacant. Since personnel shortages tend to drive the cost of personnel up, States may find themselves using most of their staffing dollars on an increasingly smaller number of personnel. This is particularly true of contracted personnel. The second factor given by Hebbler is that the identification of service needs on an IEP or IFSP is often adapted to personnel available. Services may be provided by paraprofessionals, by contracted personnel, or possibly not identified because there is no one to provide the service. Researchers and policymakers should be aware of these two possible data limitations.

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<sup>4</sup> The number of FTE for the nation excludes data from Connecticut and Texas. Those States were unable to provide counts of the number of special education teachers serving 3- through 5-year-olds.

<sup>5</sup> The percentage increase may in part be attributed to the change in the data collection form. The 1993-94 data collection was the first time teachers and related services personnel were reported separately on the basis of certification.

The 1993-94 school year was the first time that data were collected on the number of teachers retained from the previous year. States reported that 84.6 percent of fully certified teachers were retained from the previous year; 66.4 percent of the teachers not fully certified were retained from 1992-93.

### *Educational Placements of Preschoolers with Disabilities*

Each year, States and Outlying Areas report to OSEP the number of preschoolers with disabilities served in each of eight educational settings: regular classes, resource rooms, separate classes, separate schools (public and private), residential facilities (public and private), and home/hospital placements. OSEP has been working with States and Outlying Areas to develop placement categories specific to preschoolers, because the school-based placement categories in which the data are currently reported may not adequately reflect the types of service delivery models used to meet the needs of preschoolers with disabilities. In the interim, OSEP provides specific instructions to States and Outlying Areas for reporting counts of preschoolers in each of the placement categories. Table 2.3 includes a definition of each placement category as it applies to preschoolers with disabilities. In 1993-94, States and Outlying Areas reported 48 percent of preschoolers were served in regular classes, 9 percent in resource rooms, 31 percent in separate classes, 9 percent in separate schools, 0.3 percent in residential facilities, and 2 percent in home/hospital programs.

### Preschool Implementation Issues

How to create a seamless system of services for children with disabilities ages 3-5 in the most cost-effective manner is one of the most challenging issues that the Preschool Grants Program faces. This section reviews that issue by examining States' usage of some of the services provided under the Preschool Grants Program. It is based on information from the National Early Childhood Technical Assistance System (NEC\*TAS) document entitled *Section 619 Profile: Sixth edition* (Heekin & Ward-Newton, 1995). The profile draws information about the program from the 50 States, the District of Columbia, and 8 Outlying Areas.

### *Administering and Funding the Preschool Grants Program*

States and Outlying Areas use several methods to administer preschool special education programs. Most States and Outlying Areas, 40 of 52 that responded to this item, administer their programs through the special education unit of the SEA. Among the other 12 States and Outlying Areas, 5 administer it within the early childhood unit but not within special education, and 7 split the responsibility between 2 or more units.

The *Section 619 Profile* provides information on how States and Outlying Areas use Preschool Grants Program funds (see table 2.4). Under IDEA, States and Outlying Areas have options regarding how they may use up to 25 percent of the Preschool



## Table 2.3 Educational Environments for Preschoolers with Disabilities

Regular class includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate room for less than 21 percent of the time receiving services. This may include, but is not limited to, Head Start centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in a general education setting).

Resource room includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start centers, public or private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.

Separate class includes children who receive services in a separate program for 61 to 100 percent of the time receiving services. It does not include children who received education programs in public or private separate day or residential facilities.

Separate school includes children who are served in publicly or privately operated programs, set up primarily to serve children with disabilities, that are NOT housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public separate day school for greater than 50 percent of the time receiving services.

Residential facility includes children who are served in publicly or privately operated programs in which children receive care for 24 hours a day. This could include placement in public nursing home care facilities or public or private residential schools.

Homebound/hospital includes children who are served in either a home or hospital setting, including those receiving special education or related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis (e.g., a child development worker or speech services provided in the child's home). It also includes children 3-5 years old receiving special education and related services in a hospital setting on an inpatient or outpatient basis. However, children receiving services in a group program that is housed at a hospital should be reported in the separate school category. For children served in both a home/hospital setting and in a school/community setting, report the child in the placement that comprises the larger percentage of time receiving services.

Source: OSEP Data Dictionary, Office of Special Education Programs, U.S. Department of Education.

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Table 2.4 State Use of the 20 Percent of Section 619 Discretionary Funds

State	Pilot Programs	Training	Technical Assistance	Materials	Local ICCs	State ICC	Planning/Coordinator	Direct Service	Central Directory
Alabama	√ <sup>2</sup>	√	√	√		√		√	
Alaska		√	√	√				√	
Arizona	√	√	√	√	√		√	√	
Arkansas		√	√	√				√	
California		√	√	√	√		√	√	
Colorado <sup>6</sup>	√ <sup>1,3</sup>	√	√	√	√		√	√	√
Connecticut <sup>6</sup>		√	√	√			√	√	
Delaware		√	√	√			√	√	
District of Columbia	√ <sup>1</sup>	√	√	√			√	√	
Florida		√	√	√			√	√	
Georgia		√	√	√			√	√	
Hawaii		√	√	√			√	√	
Idaho	√ <sup>2,3</sup>	√	√	√			√	√	
Illinois	√ <sup>2</sup>	√	√	√	√	√	√	√	
Indiana	√ <sup>2</sup>	√	√	√			√	√	√
Iowa <sup>7</sup>	√ <sup>2</sup>	√ <sup>5</sup>	√	√			√	√	√
Kansas <sup>6</sup>	√ <sup>1,2,3,4</sup>	√	√	√	√	√	√	√	
Kentucky	√ <sup>2,3</sup>	√	√	√	√	√	√	√	
Louisiana	√ <sup>1,2</sup>	√	√	√	√	√	√	√	
Maine		√	√	√	√	√	√	√	√
Maryland <sup>7</sup>	√ <sup>1,2,3</sup>	√	√	√			√	√	
Massachusetts <sup>6</sup>	√ <sup>1,2,3</sup>	√	√	√			√	√	
Michigan				Did not respond to survey question		Did not respond to survey question			
Minnesota	√ <sup>1,3</sup>	√	√	√	√	√			√
Mississippi				Did not respond to survey question		Did not respond to survey question			
Missouri				Did not respond to survey question		Did not respond to survey question			
Montana				Did not respond to survey question		Did not respond to survey question			
Nebraska		√	√	√			√	√	
Nevada	√ <sup>2</sup>	√	√	√			√	√	
New Hampshire	√	√	√	√	√		√	√	√

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Table 2.4 (cont'd)

State	Pilot Programs	Training	Technical Assistance	Materials	Local ICCs	State ICC	Planning/Coordinator	Direct Service	Central Directory
New Jersey	√ <sup>4</sup>	√	√	√					
New Mexico	√ <sup>1,2,3,4</sup>	√	√	√			√		√
New York	√ <sup>2</sup>	√	√		√		√	√	√
North Carolina	√	√	√			√			
North Dakota	√ <sup>1,2,3</sup>	√	√	√					
Marshall Islands	√ <sup>2,3</sup>								
Ohio	√	√	√	√					
Oklahoma	√ <sup>2</sup>	√	√	√					
Oregon		√			√			√	
Pennsylvania	√ <sup>2</sup>	√	√	√					
Puerto Rico	√ <sup>1,2</sup>	√						√	
Rhode Island <sup>6</sup>		√	√	√				√	
South Carolina		√			√				
South Dakota	√	√		√			√		
Tennessee		√	√	√		√			
Texas		√	√	√			√	√	
Utah		√	√	√	√		√	√	
Vermont		√	√	√			√		√
Virginia		√	√	√			√		
Washington	√ <sup>1,2</sup>	√	√	√			√	√	
West Virginia		√	√		√				
Wisconsin	√ <sup>2,3</sup>	√	√	√	√			√	√
Wyoming		√							

1 Gather data.  
 2 Develop/field test model programs.  
 3 Develop interagency linkages.  
 4 Other.  
 5 Some of these funds support the statewide Parent Education Connection Project.  
 6 Some discretionary funds are used for community program participation in NAEYC accreditation.  
 7 Some discretionary funds are used for complaint investigations, monitoring, and evaluation.

Source: Section 619 Profile, 6th Edition, NEC\*TAS.

Grants. Five percent of the funding may be set aside for administration of the preschool program. Of the 52 States and Outlying Areas that responded to this item, 44 used the full 5 percent, 5 used between 1 and 3 percent, and 3 used none.

States and Outlying Areas may set aside up to 20 percent of Preschool Grants Program funding for State-level discretionary activities. This highly flexible use of funds allows States to meet individual needs regarding implementation of preschool FAPE. Allowable activities include planning and developing a statewide comprehensive service delivery system for children with disabilities from birth through age 5; providing direct and support services for children with disabilities ages 3-5; and, at the State's discretion, providing FAPE to 2-year-old children with disabilities who will reach age 3 during the school year. The *Profile* shows that the most common uses of the set-aside funds were personnel training, technical assistance, and purchasing materials. Again, 52 States and Outlying Areas responded to this item. Almost half (24) of the SEAs used the full 20 percent. Five SEAs used none of these funds available to them.

In addition to the Preschool Grants Program funds, 18 different sources were used to finance preschool special education services. All 59 States and Outlying Areas used Federal Head Start funds. According to the *Profile*, the five most commonly used sources after Federal Head Start funds were State special education funds (46 States and Outlying Areas), Medicaid (38 States and Outlying Areas), Early Periodic Screening, Diagnosis, and Treatment (EPSDT) funds (35 States and Outlying Areas), local funds (35 States and Outlying Areas), and Section 611 (Part B) funds (33 States and Outlying Areas).

### *Transition: Coordinating Preschool Programs with Other Programs*

For many children with disabilities ages 3-5 and their families, there are two sets of transitions that occur in relatively rapid succession. Families with children who are between 2 and a half and 3 years of age are thinking about the transition to preschool, and 2 to 3 years later they are working toward a smooth transition to kindergarten or first grade. SEAs have taken the following steps to create seamless systems that can facilitate these transitions.

IDEA and its regulations have several provisions that promote smooth, effective transitions for children with disabilities and their families. One such provision requires "If the State Educational Agency which is responsible for administering preschool programs under Part B of the Act, is not the lead agency under this part (Part H), an interagency agreement between the two agencies to ensure coordination on transition matters" (CFR §303.148(c)). Another provision grants States and Outlying Areas flexibility in using Part H and Section 619 funds for children above or below age 3 during the transition to preschool. States may also use their discretionary funds to plan and develop a birth through age 5 service delivery system. This is achieved through collaboration with the Part H lead agency and other relevant agencies. According to the *Profile*, 25 States and Outlying Areas have developed or are developing policies that allow using Section 619 funds for children before their third birthday. Also, 23 States

and Outlying Areas have a policy that allows Part H funds to be used past a child's third birthday.

Coordination is also achieved through the Part H Interagency Coordinating Councils (ICCs). Among the many functions and options related to ICCs stated in IDEA, an ICC has the option of concentrating its efforts on the coordination of activities for the birth through age 2 population or birth through age 5 population of children with disabilities and their families. Fourteen of the 52 States and Outlying Areas responding to this item stated that their ICC focuses on the birth through age 5 population. Also, the Part H lead agency is required to have a representative from the SEA on the State ICC.

IDEA also allows States and Outlying Areas the flexibility to develop either an IFSP or an IEP to specify the special education and related services a child needs in order to constitute FAPE. "If FAPE is provided to a child with a disability in the age range of three through five in accordance with an IFSP, rather than an IEP, the Part H requirements for the contents of the IFSP apply, rather than the Part B requirements for the contents of an IEP" (OSEP, 1993, p. 6). Three States and Outlying Areas have developed a statewide policy of using IFSPs for all preschool services, while 19 allow local discretion in using IFSPs for preschool services. Another five States and Outlying Areas are collecting data about using IFSPs or IEPs to specify preschool services. States are interested in using IFSPs to provide FAPE, and continue to pursue development policies to do so.

States and Outlying Areas are also working toward creating a seamless system that facilitates transition from preschool to kindergarten or first grade. To achieve this goal, 22 States and Outlying Areas have developed or are developing agreements for transitions from preschool to kindergarten or from Head Start to kindergarten to first grade.

### *Interagency Coordination*

Interagency coordination enables SEAs to combine the efforts of a variety of agencies to meet the diverse needs of preschool children with disabilities and their families. Interagency coordination helps reduce duplication of efforts and maximizes scarce resources. States and Outlying Areas report interagency agreements with Departments of Developmental Disabilities (15 States and Outlying Areas), Health (24), Human and/or Social Services (26), Health and Human Services (23), Mental Health (12) and other agencies (12). In addition, States and Outlying Areas are involved with initiatives that support comprehensive, coordinated services for young children. For example, the *Profile* reports that States and Outlying Areas are involved in planning activities with Head Start (38 States and Outlying Areas), general early childhood initiatives (35), at-risk initiatives (23) and Child Care Developmental Block Grant programs (21). Much attention has been paid to interagency collaboration, not only because of national, State, and local fiscal problems, but also to improve service delivery systems and to ensure parental involvement.

## IMPLEMENTATION OF THE PART H PROGRAM

All States and Outlying Areas assured full implementation of the Part H program by the end of FY 1993 on September 30, 1994. That date marked the end of the two 1-year extended participation options that followed the 5-year phase-in of Part H. Therefore, all States and Outlying Areas have now been in full participation in the program for several years. To support the implementation of the Part H program during FY 1995, Congress appropriated \$315,632,000 including \$34,000,000 to compensate for the funds that would have been received under Chapter 1 Handicapped Program prior to FY 1995,<sup>6</sup> 24.7 percent more than the \$253,152,000 appropriated in FY 1994. Table 2.5 reports the FY 1995 Part H grant amount for each State and Outlying Area.<sup>7</sup>

Table 2.6 reports the number of infants and toddlers birth through age 2 who were counted under Chapter 1 Handicapped Program on December 1, 1993, and those counted on December 1, 1994, who would have been eligible to be counted under the Chapter 1 Handicapped Program if it had continued to exist. These numbers were used to allocate the \$34,000,000 added to compensate for the addition of children formally served under the Chapter 1 Handicapped Program. By far the largest change from those served on December 1, 1993, to those counted on December 1, 1994, occurred in California. The State reported it would have served 5,525 more children (590 percent). Palau reported that its percentage served would have increased by 580 percent. However, the change in the number of children in Palau was small (29). Overall, 41 States and Outlying Areas reported an increase, 11 reported a decrease, and 5 had reported serving no children in the Chapter 1 Handicapped Program on December 1, 1993.

### State-reported Data on the Part H Program

States report to OSEP four types of information about infants and toddlers with disabilities who receive early intervention services from the States and Outlying Areas: (1) the number served; (2) the settings in which the services are provided; (3) the types of services provided; and (4) the number of personnel employed and needed. The ability of States and Outlying Areas to report complete and accurate information has improved as the implementation of the Part H program has progressed, and as data management systems continue to improve. However, certain issues continue to be problematic for many States and Outlying Areas. In some cases, obtaining data from

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<sup>6</sup> The Improving America's Schools Act (IASA) of 1994 merged the Chapter 1 Handicapped Program with Parts B and H of IDEA. While the majority of Chapter 1 Handicapped Program funds was rolled into Part B, the IASA included a number of provisions to ensure that eligible children under Part H would not be adversely affected. The hold harmless provision was the most significant one. The hold harmless provision states that for FY 1995-1997, no State may receive less than the combined total it received for infants and toddlers birth through age 2 under the Chapter 1 Handicapped Program and Part H programs in fiscal year 1994. However, in fiscal years 1998 or 1999, if the total number of infants and toddlers birth through age 2 in a State declines below the number reported for fiscal year 1994, the hold harmless amount would be reduced by the same percentage. For 1995, \$34,000,000 of the Part H appropriation was distributed based on the count of infants and toddlers birth through age 2 on December 1, 1994, who would have been eligible to participate under the Chapter 1 Handicapped Program.

<sup>7</sup> Under the Part H regulations, the Federated States of Micronesia and the Republic of the Marshall Islands are not eligible to receive Part H Program or Preschool Grants Program funds. Therefore, they are not in some of the tables in this chapter.

**Table 2.5 Grant Awards Under Part H Appropriation Year 1995,  
Allocation Year 1995-96**

State	Part H	State	Part H
Alabama	\$ 4,367,917	New Hampshire	1,522,232
Alaska	1,524,910	New Jersey	8,552,266
Arizona	5,040,920	New Mexico	1,890,168
Arkansas	2,511,863	New York	21,361,708
California	40,347,086	North Carolina	6,809,052
Colorado	3,893,981	North Dakota	1,374,985
Connecticut	4,095,944	Ohio	10,460,369
Delaware	1,374,985	Oklahoma	3,722,478
District of Columbia	1,383,883	Oregon	3,142,903
Florida	15,212,617	Pennsylvania	12,590,173
Georgia	7,438,660	Puerto Rico	4,107,217
Hawaii	1,590,820	Rhode Island	1,564,797
Idaho	1,479,484	South Carolina	4,103,199
Illinois	13,736,885	South Dakota	1,374,985
Indiana	6,442,058	Tennessee	5,624,612
Iowa	2,809,586	Texas	24,258,785
Kansas	2,802,012	Utah	2,826,559
Kentucky	3,928,148	Vermont	1,374,985
Louisiana	5,275,752	Virginia	7,329,204
Maine	1,374,985	Washington	5,946,345
Maryland	6,239,596	West Virginia	1,878,151
Massachusetts	8,492,708	Wisconsin	5,649,829
Michigan	10,176,247	Wyoming	1,423,267
Minnesota	5,094,610	American Samoa	514,726
Mississippi	2,836,013	Guam	1,139,887
Missouri	5,724,039	Northern Mariana Islands	342,601
Montana	1,395,819	Palau	104,018
Nebraska	1,758,114	Virgin Islands	671,387
Nevada	1,759,009	Bureau of Indian Affairs	3,862,461
		U.S. and Outlying Areas	\$315,632,000
		50 States, D.C. & P.R.	\$308,996,920

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

**Table 2.6 Comparison of Infants and Toddlers Served Under Chapter 1 Handicapped Program of ESEA (SOP) on December 1, 1993 and Those Counted on December 1, 1994**

State	Number of Children		Change from Previous Year	
	December 1, 1993	December 1, 1994	Number	Percent
Alabama	780	904	124	15.9
Alaska	605	376	-229	-37.9
Arizona	998	1,303	305	30.6
Arkansas	1,160	713	-447	-38.5
California	936	6,461	5,525	590.3
Colorado	947	938	-9	-1.0
Connecticut	1,266	1,994	728	57.5
Delaware	40	70	30	75.0
District of Columbia	308	204	-104	-33.8
Florida	8,619	7,696	-923	-10.7
Georgia	189	214	25	13.2
Hawaii	793	957	164	20.7
Idaho	764	869	105	13.7
Illinois	4,154	4,250	96	2.3
Indiana	2,763	3,071	308	11.1
Iowa	969	1,006	37	3.8
Kansas	887	1,106	219	24.7
Kentucky	978	1,354	376	38.4
Louisiana	2,078	2,251	173	8.3
Maine	0	0	0	0
Maryland	3,356	3,794	438	13.1
Massachusetts	7,197	8,114	917	12.7
Michigan	3,004	3,084	80	2.7
Minnesota	2,436	2,567	131	5.4
Mississippi	80	81	1	1.3
Missouri	2,087	2,322	235	11.3
Montana	402	480	78	19.4
Nebraska	722	736	14	1.9
Nevada	596	728	132	22.1
New Hampshire	661	767	106	16.0
New Jersey	2,369	2,696	327	13.8
New Mexico	67	47	-20	-29.9

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Table 2.6 (cont'd)

State	Number of Children		Change from Previous Year	
	December 1, 1993	December 1, 1994	Number	Percent
New York	5,914	8,635	2,721	46.0
North Carolina	874	0	-874	-100.0
North Dakota	195	208	13	6.7
Ohio	0	0	0	0
Oklahoma	1,460	1,687	227	15.5
Oregon	1,271	1,256	-15	-1.2
Pennsylvania	6,227	6,349	122	2.0
Puerto Rico	0	0	0	0
Rhode Island	672	798	126	18.8
South Carolina	1,399	1,350	-49	-3.5
South Dakota	286	356	70	24.5
Tennessee	2,059	2,312	253	12.3
Texas	8,676	9,691	1,015	11.7
Utah	1,106	1,209	103	9.3
Vermont	160	313	153	95.6
Virginia	2,334	2,818	484	20.7
Washington	2,226	2,242	16	0.7
West Virginia	1,307	1,377	70	5.4
Wisconsin	2,998	3,321	323	10.8
Wyoming	427	432	5	1.2
American Samoa	0	0	0	0
Guam	18	0	-18	-100.0
Northern Mariana Islands	44	31	-13	-29.5
Palau	5	34	29	580.0
Virgin Islands	0	0	0	0
U.S. & Outlying Areas	91,869	105,572	13,703	14.9
50 States, D.C., & P.R.	91,802	105,507	13,705	14.9

Source: Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

all entities that serve infants and toddlers continues to be problematic. In other cases, producing unduplicated counts remains challenging. OSEP has been working with and will continue to work with States and Outlying Areas to improve the quality of the data.

## *Number of Infants and Toddlers Being Served*

States and Outlying Areas were instructed to report the total number of infants and toddlers birth through age 2 receiving early intervention services according to an individualized family service plan (IFSP) on December 1, 1994. This total included infants and toddlers who would have been eligible under the Chapter 1 Handicapped Program, and those who received early intervention services through other programs. States and Outlying Areas reported to OSEP that on December 1, 1994, a total of 165,253 infants and toddlers with disabilities (1.4 percent of the entire birth through age 2 population) received early intervention services (see table 2.7). The States serving the largest percentages of infants and toddlers with disabilities in their resident population were Hawaii (6.78 percent), Delaware (4.29 percent), Ohio (3.47 percent), and Massachusetts (3.28 percent). However, 13 States served less than 1 percent of their infants and toddlers with disabilities.

Figure 2.1 shows two distinct trends in the number of infants and toddlers served during the last 5 years. During 1990, 1991, and 1992, the total number of infants and toddlers served decreased. This decrease is probably an artifact of the data collection practices used during the early years of the program. States had difficulty obtaining unduplicated child counts, and some children who received services without the benefit of an IFSP were counted. The 1994 count represents the first time that all States were in the implementation phase. For the second year in a row since 1992, the total number of infants and toddlers with disabilities served has increased. It is likely that this increase represents the expansion of child find and public awareness efforts.

## *Settings and Services*

The settings in which infants and toddlers with disabilities and their families are served are divided into eight reporting categories. The categories are based on the location of services provided to infants and toddlers with disabilities on December 1, 1993 (see figure 2.2). If the eligible child and family receives services in more than one setting, then the setting in which the child and family receive most of their services is the one that is counted. Although the information concerning settings provided by States and Outlying Areas is improving, several entities had difficulty responding completely. However, the majority (93 percent) of all infants and toddlers continue to receive most of their services in one of three settings: home, early intervention classrooms, or outpatient service facilities. In 1993, most services were delivered at home (66,547 children or 47 percent), followed by early intervention classrooms (43,535 children or 30 percent) and outpatient service facilities (23,302 or 16 percent), while the services offered in the remaining settings totaled to approximately 7 percent.

The pattern of the settings used is the same for infants and toddlers ages 1 to 2 and 2 to 3, and only varies slightly for the birth to 1 population (see figure 2.3). At all age levels, home is the most frequently used setting. Then, for infants and toddlers ages birth to 1, the outpatient service facility is the second and the early intervention classroom is the third most common setting used. For infants and toddlers ages 1 to

**Table 2.7 Number of Infants and Toddlers Receiving Early Intervention Services: December 1, 1994**

State	Birth through Age 2 Total	Resident Population	Percentage of Population
Alabama	1,302	180,511	0.72
Alaska	390	32,368	1.20
Arizona	1,471	205,039	0.72
Arkansas	1,642	101,298	1.62
California	19,471	1,695,405	1.15
Colorado	3,459	159,325	2.17
Connecticut	1,903	135,500	1.40
Delaware	1,277	29,742	4.29
District of Columbia	204	25,881	0.79
Florida	7,115	567,277	1.25
Georgia	3,239	325,946	0.99
Hawaii	3,883	57,239	6.78
Idaho	869	51,843	1.68
Illinois	7,937	549,180	1.45
Indiana	4,138	242,796	1.70
Iowa	1,006	110,452	0.91
Kansas	1,200	108,749	1.10
Kentucky	1,334	155,144	0.86
Louisiana	2,633	202,451	1.30
Maine	475	44,433	1.07
Maryland	3,794	223,953	1.69
Massachusetts	8,114	247,643	3.28
Michigan	3,598	407,712	0.88
Minnesota	2,567	190,119	1.35
Mississippi	422	124,276	0.34
Missouri	2,322	221,299	1.05
Montana	482	34,218	1.41
Nebraska	736	67,659	1.09
Nevada	728	67,808	1.07
New Hampshire	792	46,419	1.71
New Jersey	3,010	341,222	0.88
New Mexico	1,480	82,924	1.78
New York	9,461	826,290	1.14
North Carolina	5,997	301,038	1.99
North Dakota	210	25,071	0.84
Ohio	16,056	462,468	3.47
Oklahoma	1,687	141,495	1.19

Table 2.7 (cont'd)			
State	Birth through Age 2 Total	Resident Population	Percentage of Population
Oregon	1,256	121,768	1.03
Pennsylvania	6,349	467,630	1.36
Puerto Rico	4,183	.	.
Rhode Island	801	41,973	1.91
South Carolina	1,591	162,938	0.98
South Dakota	359	31,879	1.13
Tennessee	3,156	217,040	1.45
Texas	9,470	939,926	1.01
Utah	1,560	108,425	1.44
Vermont	314	21,732	1.44
Virginia	2,086	279,008	0.75
Washington	2,242	232,222	0.97
West Virginia	1,538	64,196	2.40
Wisconsin	3,321	204,350	1.63
Wyoming	423	19,230	2.20
American Samoa	35	.	.
Guam	134	.	.
Northern Mariana Islands	31	.	.
U.S. and Outlying Areas	165,253	11,704,510	1.41
50 States, D.C., & P.R.	165,053	11,704,510	1.41

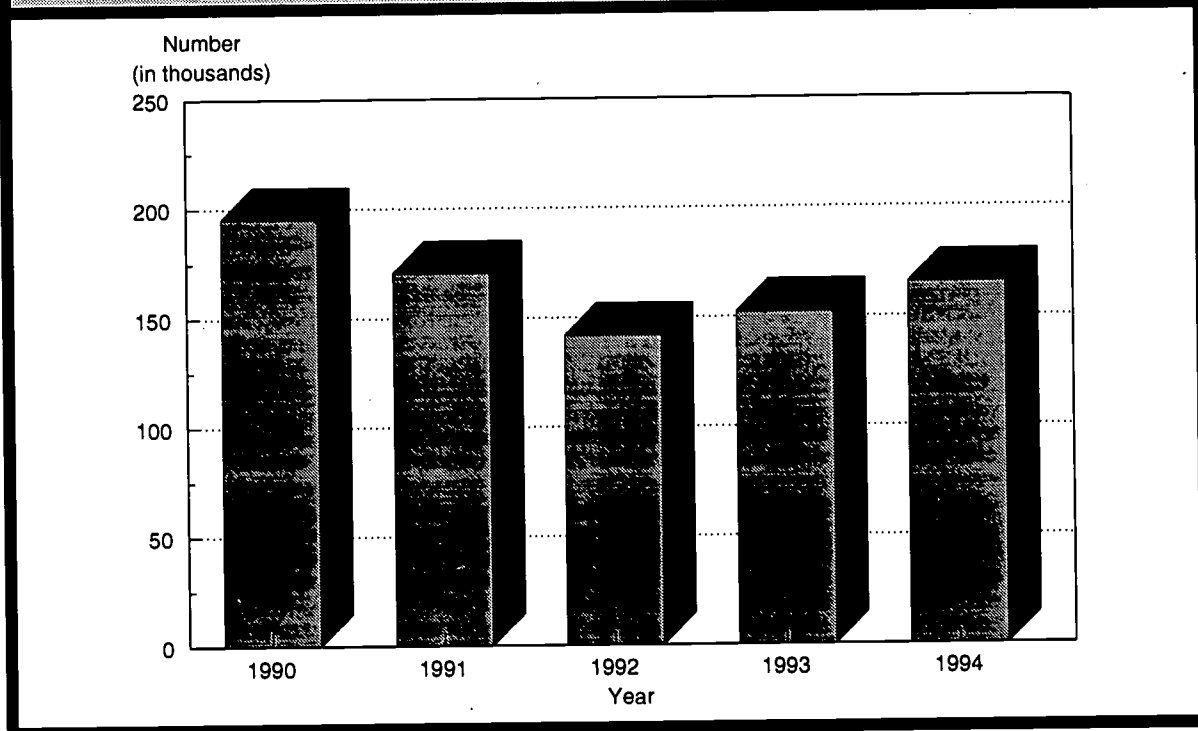
Note: No Census data are available for the Outlying Areas.

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

2 and 2 to 3, the early intervention classroom is the second and the outpatient service facility is the third most common setting.

States and Outlying Areas also continue to improve data collection methods employed to tabulate the services provided to infants and toddlers and their families. However, three entities did not provide information about the services provided. Figure 2.4 shows the number of infants and toddlers who received each service offered. The five most commonly provided services are: (1) special instruction (69,580 infants and toddlers), which includes designing appropriate learning environments and activities, curriculum planning, and providing families with information, skills, and support; (2) family training, counseling, and home visits (49,231), which are designed to assist the family in understanding the needs of the child; (3) speech language pathology (42,137); (4) physical therapy (35,810); and (5) occupational therapy (32,212).

**Figure 2.1 Number of Infants and Toddlers (Birth-2 Years) Who Received Early Intervention Services From December 1, 1990 through December 1, 1994**



Note: The totals from 1990 through 1993 represent combined totals of children served through Chapter 1 Handicapped Programs and all other programs. Starting in 1994, the programs were combined and all children birth through age 2 are now served under one program.

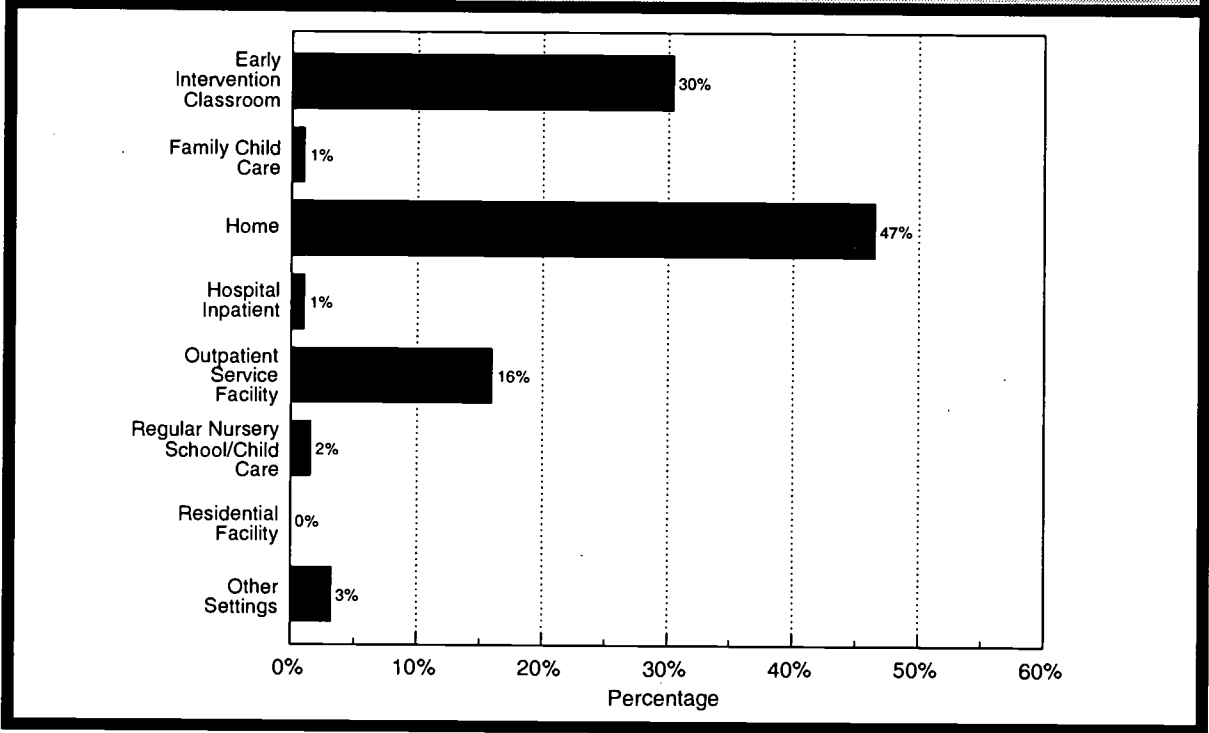
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

### Personnel Serving Infants and Toddlers with Disabilities

There are 15 reporting categories for personnel employed and needed to provide early intervention services to infants and toddlers with disabilities and their families. Two States did not provide data on personnel, and an additional 21 States did not report on one or more of the categories (see Appendix AH3). The three categories with the largest number of personnel employed to serve infants and toddlers were special educators, paraprofessionals, and speech and language pathologists. (Because of the disproportionately large number of nurses reported employed by one State, that category is not included among the highest number of personnel employed within the Part H program.) The three categories with the smallest number of personnel employed were orientation and mobility specialists, family therapists, and nutritionists.

To address the problems related to the personnel data collection, OSEP convened a task force in February 1994 to review the Part H personnel form, with the goals of improving usefulness of the data collection to States and improving the quality of the

**Figure 2.2 Percentage of Infants and Toddlers Receiving Services in Different Early Intervention Settings: December 1, 1993**



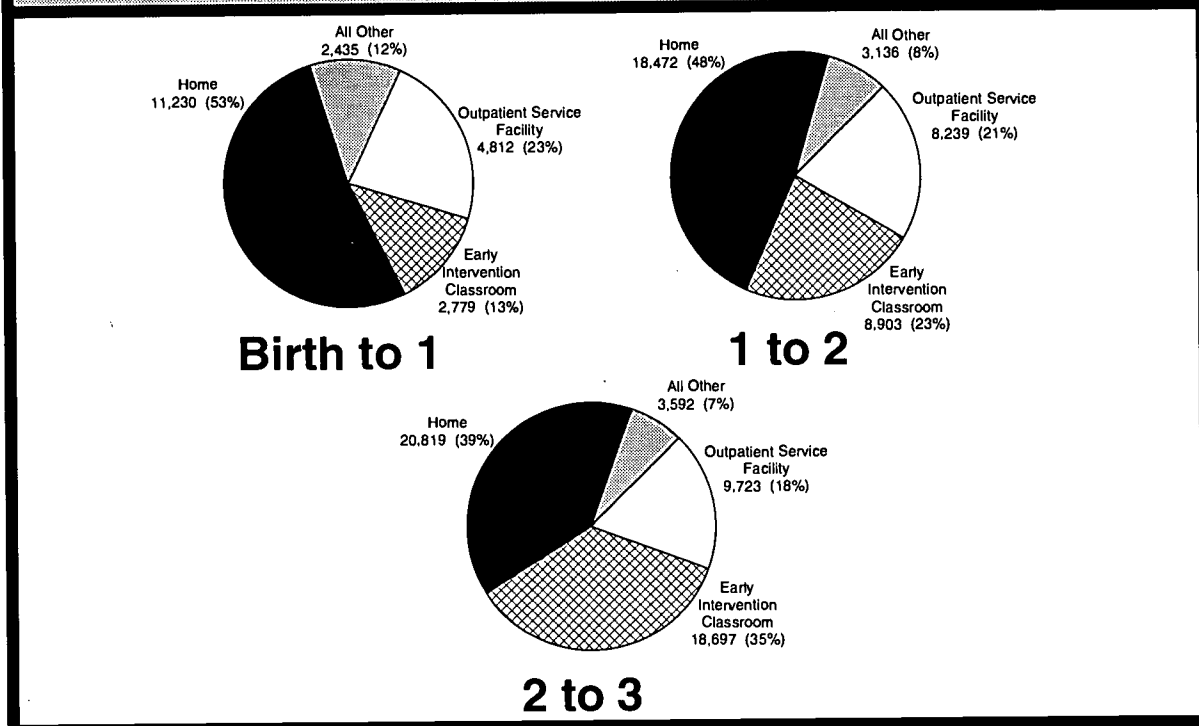
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

data. The members represented a diverse group of experts, including selected Part H data managers, Part H coordinators, Interagency Coordinating Council (ICC) members, parents, researchers in the area of special education, personnel serving infants and toddlers, and representatives from the National Association of State Directors of Special Education (NASDSE). The task force recommended several major changes to the data collection form. In the field test, a form that expanded the number of personnel categories and categorized employment status in a different way was used. Feedback from field test participants indicated that the revised, field-tested form was too complex. Further development of personnel issues will be reexamined after reauthorization of IDEA. OSEP continues to work closely with the States on this issue.

### Part H Implementation Issues

Overall, States and Outlying Areas continue to make progress in the development and implementation of their statewide systems of early intervention. However, several issues continue to challenge many Part H programs. Two areas that many States and Outlying Areas are working to remediate are discussed in this section: establishing a

**Figure 2.3 Settings in Which Early Intervention Services Are Delivered, by Age Group, 1993-94**



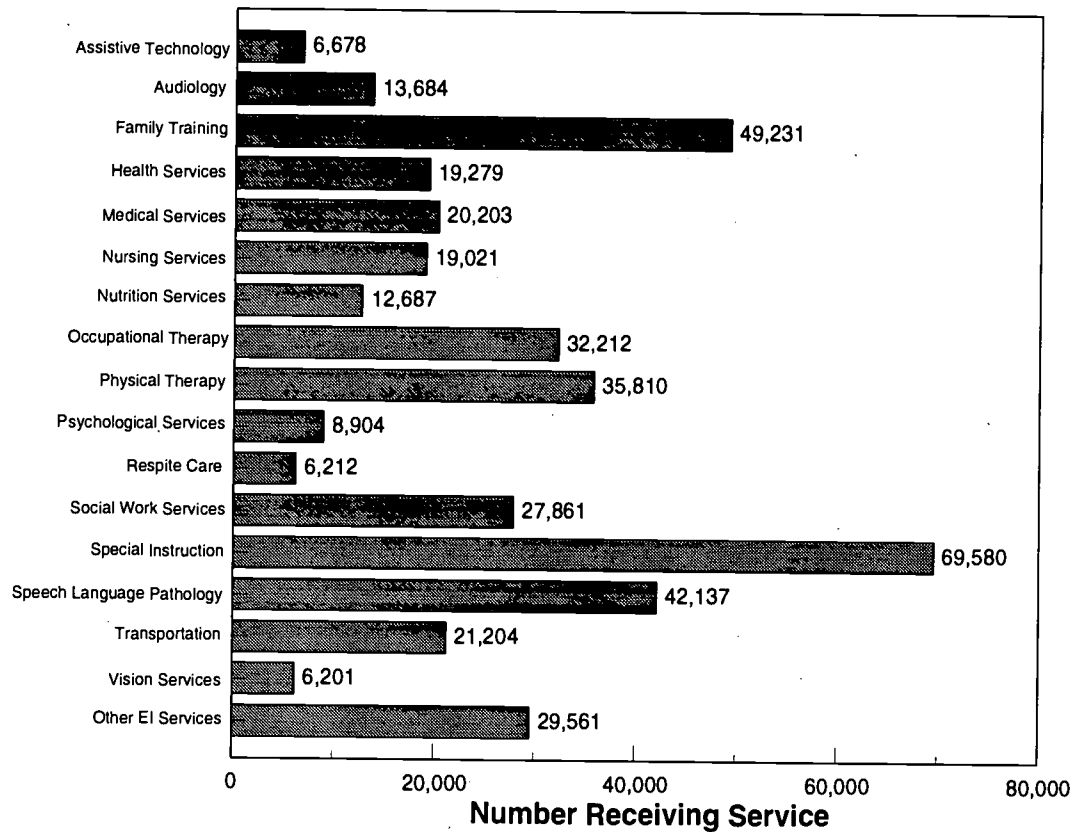
Note: Due to rounding, the percentages may not add to 100 percent.

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

collaborative infrastructure for administering Part H programs, and finding ways to increase the number of personnel qualified to provide Part H services.

To coordinate the multiple Part H funding mechanisms, disciplines, and resources, a collaborative infrastructure is necessary. The Part H legislation requires ICCs at the Federal and State levels to facilitate collaboration. Recognizing that much of the implementation of Part H occurs at the local level, 41 States have established local ICCs as an integral factor of their Part H systems (NEC\*TAS, 1995). Through the ongoing activities of these local councils, a wide range of community agencies work together to build local service systems to deliver services that comply with the Part H program requirements. Some achievements of local ICCs listed in a report submitted to the Federal ICC (NEC\*TAS, 1995) included: (1) developing service systems that are easily accessible and culturally sensitive; (2) expanding outreach, child find, and public awareness activities; (3) developing options that include both home-based and community-based service delivery models; (4) maximizing community resources by building on existing resources; and (5) diversifying the overall service provider base and coordinating the services provided to a broad range of participants.

**Figure 2.4 Number of Infants and Toddlers and Their Families Receiving Early Intervention Services in Accord with Part H: December 1, 1993**



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

A second area of concern challenging many States is the shortage of personnel qualified to work with infants and toddlers and their families. The Part H legislation requires States to develop a comprehensive system of personnel development (CSPD) that is consistent with Part B of IDEA. States have identified a variety of other CSPD activities and strategies to address personnel shortages, including: (1) collaborating with institutions of higher learning to offer preservice training and recruitment incentives; (2) establishing a competency-based system for awarding credentials and certification to ensure that the highest personnel standards are met; (3) developing creative, collaborative training and technical assistance opportunities for parents and for personnel who provide early intervention services; and (4) involving parents in developing and implementing personnel training (NEC\*TAS, 1995).



To further address personnel shortages, States have diversified the strategies they use to obtain qualified personnel to meet the demands of providing early intervention services. Specifically, Striffler (1995) reports four different strategies that are currently being used by States. Nine States have developed procedures for recruiting and employing representative numbers of personnel who share the ethnic and cultural backgrounds of the various families in their State. Twelve States have developed procedures for recruiting and employing personnel to work in traditionally underserved areas. In addition, 18 States have developed service delivery models that have successfully placed personnel in previously underserved areas. Finally, 15 States have worked with junior and senior high schools to promote careers in early intervention.

## **OTHER OSEP PROGRAMS AND PROJECTS BENEFITING YOUNG CHILDREN WITH DISABILITIES**

OSEP continues to support a number of projects designed to promote innovative strategies for the delivery of services to young children with disabilities and their families. Priorities include development of more effective practices, development of region-specific or population-specific program models, enhancing training for existing personnel and preservice training, and identification of strategies to recruit individuals into relevant fields of study.

### **The Early Education Program for Children with Disabilities**

The Early Education Program for Children with Disabilities (EEPCD), originally named the Handicapped Children's Early Education Program (HCEEP), has been operating for the past 26 years. Its original mission was to establish model demonstration projects for the delivery of special education and related services to young children with disabilities from birth through age 8. The program has evolved as State and local early intervention systems have matured. EEPCD presently supports States and Outlying Areas in two ways: first, by developing programs that assist in the provision of comprehensive services for infants and toddlers with disabilities from birth through age 2 and their families; and second, by expanding services for children with disabilities ages 3-8 and their families. During FY 1995, EEPCD supported 125 projects: 41 demonstration projects, 47 outreach projects, 27 inservice training projects, 4 research institutes, 5 statewide data systems projects and 1 national technical assistance center.

#### *Demonstration Projects*

EEPCD's demonstration projects address a variety of topics. They include the following:

- the unique needs of children with low-incidence disabilities, such as deaf-blindness;

- the use of technology to enhance services for young children with disabilities;
- multidisciplinary intervention services for children and families;
- interagency collaboration in the provision of services;
- family and professional collaboration;
- an examination of differing service delivery models;
- coordination between public and private agencies;
- curriculum and materials development; and
- services for infants with special health needs.

### *Outreach Projects*

Outreach projects have two goals. The first is to increase the availability of high-quality services to young children with disabilities. The second is to promote replication of innovative models or components of models that were developed under the demonstration or inservice components of EEPD or that have been developed with other funding. All of the 47 projects receiving outreach funding have a multistate or national focus and are funded for 3 years. Outreach efforts focus on improving training and services, as well as on interagency and interstate collaboration. All outreach efforts are required to coordinate their dissemination and replication activities with the State lead agencies under Part H and/or the Preschool Grants Program.

### *Inservice Training Projects*

Projects in this priority area develop and evaluate inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During FY 1995, 10 new projects were funded for a total of 27 projects.

### *Research Institutes*

Four research institutes are supported. These institutes investigate:

- interventions for children affected by parental substance abuse;

- influences on service patterns and utilization in early intervention and preschool programs;
- barriers to inclusion in educational, cultural, and community contexts; and
- successful early intervention practices adopted and adapted for early primary grades.

### *Statewide Data Systems Projects*

Statewide data systems projects expand States' capabilities for tracking data about services for children with disabilities and those at risk for developing disabilities, and their families, and for using that information to facilitate linking those services. During FY 1995, the following five projects were in their fifth and final year of funding:

- District of Columbia Department of Human Services: Statewide Data System for Birth through Eight-Year-Olds At-risk for Developmental Disabilities;
- Georgia Department of Human Resources: STREAM: Strengthening the Early Assistance Model through the Refinement, Enhancement, and Further Implications for High Priority Children;
- Florida Department of Education: Identification and Tracking System for Florida's At-risk Preschool Children;
- North Dakota Department of Public Instruction: A Statewide Data Management System for At-risk Children in North Dakota; and
- Ohio Department of Health: Linking Interagency Networks for Comprehensive Computer Systems.

## **SUMMARY AND IMPLICATIONS**

As the implementation of Part H and Section 619 of Part B programs continues to expand, the concept of a seamless system that provides services to infants, toddlers, children, and youth with disabilities birth through age 21 is closer to becoming a reality. OSEP continues to work closely with the States by providing ongoing technical assistance on a variety of issues, recognizing the individuality of each State. This can be seen through the wide variety of ways that States implement their Preschool Grants and Part H Programs.

Passage of The Improving the America's Schools Act (IASA) of 1994 required that the Chapter 1 Handicapped Program funds be merged with IDEA (Parts B and H). IASA added a "hold harmless" provision to ensure that in Fiscal Years 1995-98 no State receives fewer Part H funds than the aggregated Part H and Chapter 1 funds it received to serve children with disabilities aged birth through 2 in FY 1994.

In FY 1995, Congress appropriated \$360,265,000 for the Preschool Grants Program, which serves all eligible children with disabilities ages 3-5. This is a 6.2 percent increase over the \$339,257,000 appropriated in FY 1994. During the 1994-95 school year, 524,458 preschoolers were served, an increase of 6.7 percent. This represents 4.4 percent of the total population of 3- through 5-year-olds. However, the percentages of preschoolers served varied widely, from a high of 8.9 percent in Kentucky to a low of 1.4 percent in the District of Columbia.

Access to the Preschool Grants Program depends on an adequate supply of personnel to meet the needs of preschoolers with disabilities. This chapter reported on the number of FTE special education teachers employed and needed to serve preschoolers with disabilities. During 1993-94, the total number of teachers employed rose to 22,975.

OSEP is continuing to work with States to develop placement categories that are specific to preschoolers, because the school-based placement categories in which the data are currently reported may not adequately reflect the types of service delivery models used to meet the needs of preschoolers with disabilities. Using the current categories, which were supplemented with special instructions, States reported that almost half (48 percent) of all preschoolers with disabilities were served in regular classrooms. An additional 40 percent were served in regular school buildings in either resource rooms (9 percent) or separate classes (31 percent).

States continue to look for ways to improve the implementation of the Preschool Grants Program. For example, States are using a variety of funding sources to finance preschool special education services. Also, many States have provisions which allow flexibility in using Part H and Section 619 funds during transition to preschool and use of Section 619 funds when making the transition from preschool to either kindergarten or first grade. In addition, some States are taking advantage of an IDEA provision that allows them to use either IEPs or IFSPs to specify needed preschool services. Finally, OSEP continues to support a number of projects that are designed to promote innovative strategies for the delivery of services to young children with disabilities and their families.

To support the implementation of the Part H program, Congress appropriated \$315,632,000 for FY 1995, 24.7 percent more than the \$253,152,000 appropriated for FY 1994. The number of infants and toddlers reported served through the Part H program increased for the second year in a row. It is likely that this increase represents the expansion of child find and public awareness efforts and that service delivery agencies have become more visible to families. Also, the data systems have become more accurate. Seven States served between 2 percent and 6.7 percent of their total birth through age 2 population. However, 13 States served less than 1 percent, and the

remaining States served between 1 and 2 percent of their total birth through age 2 population.

The majority (95 percent) of infants and toddlers with disabilities and their families continue to receive most of their services at home (47 percent), in early intervention classrooms (31 percent), or in outpatient service facilities (17 percent). In these and other settings, a wide variety of services are being provided. The five most commonly used services are special instruction, family training counseling and home visits, speech and language pathology, physical therapy, and occupational therapy. Although data are collected on the number of personnel employed and needed to serve infants and toddlers with disabilities, these data, as in past years, remain incomplete. However, it appears that the three largest categories of personnel employed to serve infants and toddlers were special educators, paraprofessionals, and speech and language pathologists.

States are engaged in efforts to improve the capacity of their statewide systems to deliver early intervention services. For example, to enhance Part H infrastructures, 41 States have set up ICCs at the local level to address a broad range of issues. Many States are exploring ways to increase the number of qualified personnel to work with infants and toddlers and their families. States' solutions have involved collaborative efforts with institutions of higher learning, credentialing boards, personnel who provide early intervention, and parents.

Finally, innovative projects continue to be supported by OSEP. The priorities for these projects focus on the development of more effective practices, region-specific or population-specific programs, preservice and inservice training, and the identification of new recruiting strategies into particular fields of study. During FY 1995, EEPCD supported 125 projects: 41 demonstration projects, 47 outreach projects, 27 inservice training projects, 4 research institutes, 5 statewide data systems projects, and 1 national technical assistance center.

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**PROGRESS IN ACHIEVING THE FULL PARTICIPATION OF STUDENTS WITH DISABILITIES  
IN THEIR SCHOOLS AND COMMUNITIES: FEDERAL INITIATIVES**

In 1975, when Congress enacted P.L. 94-142, the Education for All Handicapped Children Act (subsequently superseded by the Individuals with Disabilities Education Act), it released a set of findings supporting the need for the Act. Congress found that there were more than eight million children with disabilities in the United States and the special educational needs of these children were not being fully met. More than half of the children with disabilities in the United States did not receive appropriate educational services that would enable them to have full equality of opportunity. One million of the children with disabilities were entirely excluded from the public school system. Many of the children participating in regular school programs, moreover, had disabilities that prevented them from having a successful educational experience because their disabilities were undetected. Because of the lack of adequate services within the public school system, families were often forced to find services outside the public school system, often at great distance from their homes and at their own expense (20 U.S.C. §1400 (b)(1)-(6)). Congress also recognized that "it is in the national interest that the Federal government assist State and local efforts to provide programs that meet the educational needs of children with disabilities in order to assure equal protection under the law" (20 U.S.C. §1400 (b)(9)).

Since 1975, the Act has been amended several times. However, the purposes of IDEA have not changed; these are: "[1] to assure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs; [2] to assure that the rights of children with disabilities and their parents or guardians are protected; [3] to assist States and localities to provide for the education of all children with disabilities; and [4] assess and assure the effectiveness of efforts to educate children with disabilities" (20 U.S.C. §1400 (c)).

These four purposes have provided a solid foundation for the delivery of educational services to students with disabilities since 1975. Consequently, significant progress has been made in achieving the full participation of students with disabilities in their schools and communities. Opportunities now exist for these students that were not available in the past, and results for students with disabilities have improved. One way to measure progress toward full participation by students with disabilities in their schools and communities is to examine data that reveal the changes that have occurred as a result of the Act.

Results achieved by students with disabilities are important to evaluate as they empower individuals with disabilities to maximize their employment, economic self-sufficiency, independence, and integration into society. Positive results for students

with disabilities are realized through the provision of a free appropriate education to students with disabilities in a continuum of educational placements. Moreover, these positive results and educational placement opportunities are possible as a result of the commitment of resources to implement innovative practices. This chapter examines data related to results for students with disabilities; the educational placements of students with disabilities; and the Federal government's commitment of resources to foster inclusion for students with disabilities. The three sections of the chapter include:

- *What the Data Show: The Positive Results of IDEA* examines the effectiveness of efforts to provide educational services to students with disabilities. Data from the National Longitudinal Transition Study of Special Education Students (NLTS) and other sources are presented to highlight the impact of Federal, State and local efforts to improve results for students with disabilities.
- *Educational Placements for Students with Disabilities* highlights the progress in providing a free appropriate public education (FAPE) to students with disabilities in the least restrictive environment by reporting the placement patterns for students with disabilities during the 1993-94 school year.
- *Statewide Systems Change for Students with Severe Disabilities* highlights one of the Department's efforts to provide assistance to States and localities to educate all students and to ensure the effectiveness of efforts to educate children with disabilities. Although reports from the field indicated that systems change projects produced very positive results, very little information that systematically assessed the efficacy of OSEP's statewide systems change grants existed. This section presents findings from a study that was designed to help OSEP assess the progress made by five States that received statewide systems change grants for students with severe disabilities.

## WHAT THE DATA SHOW: THE POSITIVE RESULTS OF IDEA<sup>1</sup>

Because of IDEA, results for students with disabilities have improved dramatically during the past 20 years. One of the basic goals of the Act was that children with disabilities should not be excluded from school. This has been largely achieved. During the 1993-94 school year approximately 12 percent of elementary and secondary students received special education services (a 44 percent increase since the beginning of program). Moreover, as discussed in the next section of this chapter, over 95 percent

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<sup>1</sup> Portions of this section are excerpted from *Individuals with Disabilities Education Act Amendments of 1995: Reauthorization of the Individuals with Disabilities Education Act (IDEA)* (U.S. Department of Education, 1995).



of these students received services in regular school buildings, and many are educated in regular classrooms.

A central purpose of IDEA is to ensure an effective and individualized education designed to address each child's particular needs in the least restrictive environment (LRE). Today, a continuum of placement options is being used in schools to provide special education services to students with disabilities. This practice fosters the achievement of social and academic goals by each individual child (Schnorr, 1990). A study by Evans, Salisbury, Palombaro, Berryman, & Hollywood (1992) found that social acceptance and opportunity for interaction are not uniquely associated with a child's cognitive functioning. Rather, the achievement of these social goals is affected by the environment in which services are received. The following example, described by a parent, illustrates how placement options are being used to accommodate the social and academic needs of students with disabilities (National Council on Disability, 1994, p. 10).

My own daughter was born to Dave and [me] on March 3, 1980, with Down Syndrome and congenital heart disease. She was lucky to be born in the early 1980s because she is the first product of infant stimulation and early intervention programs. It is Vicki's generation of students with disabilities who will be the benchmark for how successful good quality education can and should be.

When she was seven years old, Vicki was socially integrated into kindergarten, yet based in a special education classroom. For the past six years, Vicki has been a regular education student using special education supports. The success of this venture shows in Vicki's strong social skills and in her academic needs continually being challenged and met. She is going into the sixth grade this fall with the same students who have known her since first grade. She is part of their class and they are part of her class.

...Vicki's academic and personal needs have the same value as every other student enrolled in the school. The integrated educational opportunities that she experiences today will lead to Vicki being included in an integrated community for the rest of her life. (Carol Reedstrom, witness at the Chicago Hearing on Inclusionary Education, August 4-5, 1993.)

This quote highlights the types of placements and supports given to one child. In addition, it reveals a parent's commitment to inclusive settings based on the positive educational results for her child.

Equally important as individually tailored options are the settings in which students are served. Although challenges remain, IDEA has positively affected social and independent living results and educational attainment and employment for students

**Table 3.1 Percentage Distribution of Educational Attainment of Persons by Disability Status, 1986 and 1994**

Educational Attainment	With Disabilities		Without Disabilities	
	1986	1994	1986	1994
Less than high school	40	25	15	12
High school graduate	31	30	37	41
Some college	15	28	25	26
Four-year college graduate or more	14	16	23	21
Total	100	100	100	100

Note: Due to rounding, data may not sum to 100 percent.

Note: With Disabilities column is based on individuals ages 16 and over. Without Disabilities column is based on individuals ages 18 and older.

Source: Louis Harris and Associates, Inc., 1994.

with disabilities. Some of these positive results are described below, as well as factors associated with these results.

### Educational Attainment and Employment

There has been a substantial increase in the educational levels of individuals with disabilities. The percentage of individuals who do not finish high school has decreased, while the percentage who complete some college or a 4-year college or more has increased (see table 3.1). Also, the percentage of college freshmen reporting disabilities has more than tripled since 1978; in 1978, 2.6 percent of full-time freshmen reported disabilities, and in 1991, 8.8 percent reported disabilities (American Council on Education, 1992).

In the years since the implementation of IDEA, rates of work force participation also have improved for individuals with disabilities. The percentage of youth with disabilities ages 16 to 24 employed (62 percent) is double that of individuals with disabilities ages 16 to 64 (31 percent) (Harris Survey, 1994; SRI, 1993). These data suggest that in recent years more individuals with disabilities are entering the work force after leaving school than was the case in previous decades. This trend may be even stronger than the data suggest because many youth ages 16 to 24 are enrolled in secondary school or postsecondary programs, and therefore may delay entry into the work force while they continue their education.

## Social Skills

Social interactions serve as the basis for the acquisition of a range of important developmental skills (Hartup, 1983). According to Odem & Brown (1993), participation in socially active environments affects acquisition of peer social interaction skills most directly. The acquisition of these skills is important because they create the foundation for the development of positive social relationships within a peer group. In schools, a variety of conditions from environmental arrangements (Sainato & Carta, 1992; Twardosz, 1984; Spiegel-McGill, Bamabara, Shores, & Fox, 1984) to teacher strategies (Salisbury, Gallucci, Polombaro, & Peck, 1995; DeKlyen & Odem, 1989) have been developed to promote social skills. Post-school results show that most youth with disabilities (93 percent) who were out of school 3 to 5 years were not socially isolated. The longer youth were out of school, the less frequently they reported seeing friends; however, more than one-third still reported seeing friends 4 or more days per week. The rate of marriages or living with a member of the opposite sex was not significantly different from youth in the general population (SRI, 1993).

## Factors Associated with Positive Results<sup>2</sup>

Data from the National Longitudinal Transition Study (NLTS) provide insights on those factors associated with positive results for students with disabilities. Many features of secondary school programs, including time in regular education or taking vocational courses, are associated with a number of positive postschool results, according to NLTS data. Youth with disabilities who took vocational education courses were more likely to be employed in the first 3 years after high school than those who took no courses at all. Youth who took a concentration of courses in a particular area, instead of one or more unrelated survey vocational classes, had a higher annual income. But time in regular education does not guarantee positive postschool results unless appropriate services are provided. According to the NLTS, many students in regular education have had high failure rates, particularly in the 9th and 10th grades. However, students who spent more time in regular education and succeeded had higher employment, independent living, and community participation rates. Further study is needed to determine whether the data indicate that: (1) the traits that enabled the most competent students to enroll in more regular education classes also served those youth well when they left school; or that (2) time in regular education enhanced overall intellectual and social competence by providing better preparation for adulthood; or that (3) these students' successes are a result of a combination of time in regular education and competency.

The NLTS data raise two important issues. First, receiving quality instruction and proper support are important factors of successful school experiences. Second, there is no single special education policy or instructional strategy that benefits all students.

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<sup>2</sup> The information in this section summarizes the findings from the National Longitudinal Transition Study (NLTS) of Special Education Students that are described in Chapter 3 of the *Seventeenth Annual Report to Congress* (U.S. Department of Education, 1995). These findings are based on data from more than 8,000 youth who were aged 13 to 21 and in special education in secondary schools (grades 7 through 12) or ungraded programs in 1985-86. Data were also collected in 1990 for youth who had been out of school 3 to 5 years.

In shaping policy and programs for students with disabilities, a range of options, tailored to meet the individual needs of students, continues to be the most effective approach to meeting a wide range of needs, preferences, and abilities of students who participate in special education.

Equally important as quality instruction, proper support, and individually tailored options, are the settings in which students are served. The next section presents a national picture of how the full continuum of placement options is being used to provide a free appropriate public education to students with disabilities in the least restrictive environment.

## EDUCATIONAL PLACEMENTS FOR STUDENTS WITH DISABILITIES

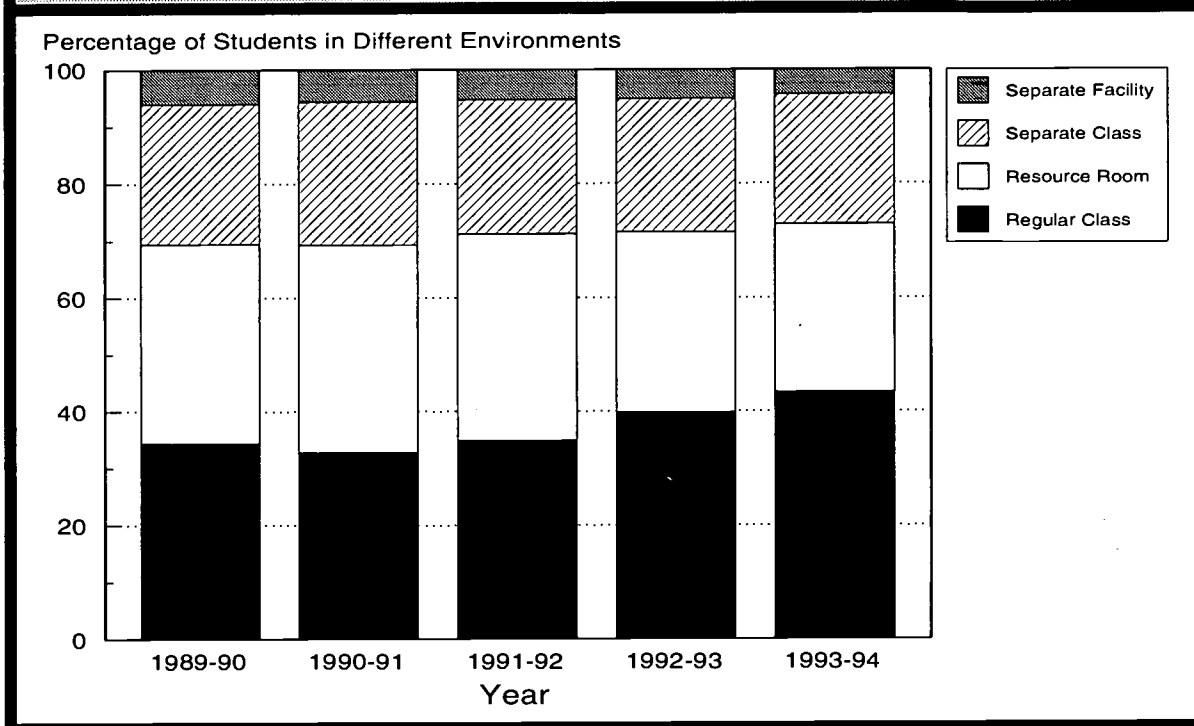
OSEP uses several approaches to promote appropriate placements for students with disabilities in the least restrictive environment, including funded research, technical assistance, targeted grant awards for statewide systems change, and compliance monitoring. To examine State and national trends in educational placements for students with disabilities, each year OSEP collects data from States and Outlying Areas on the number of students with disabilities served in each of six different educational environments: regular class, resource room, separate class, public or private separate school, public or private residential facility, and homebound/hospital placements. The data are collected by age group for students ages 3-21. Data for students ages 6-21 are collected by disability.

The purpose of this data collection is to describe how States and the nation are meeting the LRE mandate as expressed in IDEA and its implementing regulations. During the past several years, the percentage of students with disabilities served in regular classes has increased considerably, while the percentage of students in resource rooms has gradually decreased (see figure 3.1). Other placement percentages have remained stable. During the past 5 years, not only have States and local school districts worked to meet the needs of students with disabilities within the general education classroom, but they have also improved their data collection and reporting procedures. As a result, for 1993-94, States reported serving 43.4 percent of students with disabilities ages 6-21 in regular classroom placements, 29.5 percent in resource rooms, 22.7 percent in separate classes, 3.1 percent in separate schools, 0.7 percent in residential facilities, and 0.6 percent in homebound/hospital placements.

### Placement Patterns by Age

States report a tendency to serve a larger percentage of students with disabilities ages 6-11 in regular classrooms; that percentage decreases for students ages 12-17 and 18-21 (see table 3.2 for the percentage in regular classrooms and table 3.3 for the continuum of educational placements). This pattern holds across the disability groups. The only exception is for students with learning disabilities. In that case, the percentage of students ages 18-21 in regular class placements is larger than the percentage of students

**Figure 3.1 Percentage of Students with Disabilities Ages 6-21 Served in Different Educational Environments: 1989-90 to 1993-94**



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

ages 12-17 in regular class placements. Field-based research confirms that efforts to integrate younger students have generally been more successful than efforts with older students. This may be attributed, in part, to the departmentalized structure of secondary schools, the academic demands of the secondary curriculum, or the competitive culture that exists in many secondary schools. Furthermore, a substantial proportion of elementary school students with disabilities have speech or language impairments, which are often addressed in regular classes or resource rooms; many of these students do not require special education and related services in secondary school.

A relatively large percentage of students ages 18-21 are served in separate classes and schools (see table 3.4). Because general education students typically graduate at age 18, students with disabilities ages 18-21 who are still in school do not have same-age peers with whom to interact. Some educators assert that the most natural environments for these students are colleges and universities, work sites, postsecondary vocational training programs, or community-based instructional settings other than secondary schools.

**Table 3.2 Percentage of Children in Regular Class Settings Under IDEA, Part B, and Chapter 1 of ESEA, During the 1993-94 School Year by Age Group**

Disability	Regular Class Settings		
	6-11	12-17	18-21
Specific learning disabilities	40.88	37.98	40.29
Speech or language impairments	89.01	77.20	65.35
Mental retardation	10.75	7.35	6.14
Serious emotional disturbance	21.98	19.65	19.42
Multiple disabilities	11.35	7.49	4.06
Hearing impairments	32.56	30.30	19.08
Orthopedic impairments	39.30	37.49	21.94
Other health impairments	42.93	37.84	26.45
Visual impairments	47.00	45.77	28.44
Autism	10.85	9.12	4.18
Deaf-blindness	11.24	7.13	1.98
Traumatic brain injury	23.68	22.51	17.52
<b>Total</b>	<b>48.78</b>	<b>33.29</b>	<b>26.59</b>

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

### Placement Patterns by Disability

Placement patterns also vary considerably by disability (see table 3.5). The majority of students with speech and language impairments (87.5 percent) are served in regular classes, and an additional 7.6 percent are served in resource rooms. Students with speech and language impairments are more likely than students with any other disability to spend the majority of their day with peers who do not have disabilities.

Students with learning disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, and traumatic brain injury are generally placed within the regular school building, but then students are spread across regular classes, resource rooms, and separate classes. It is likely that many of these students spend a portion of their day in classes with peers who do not have disabilities, but are "pulled out" for extended resource room support or alternative academic courses.

### Table 3.3 Educational Environments for Students with Disabilities

Regular class includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day.

Resource room includes students who receive special education and related services outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day.

Separate class includes students who receive special education and related services outside the regular class for more than 60 percent of the school day.

Separate school includes students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day.

Residential facility includes students who receive special education in a public or private residential facility, at public expense, for more than 50 percent of the school day.

Homebound/hospital environment includes students placed in and receiving special education in a hospital or homebound program.

Source: OSEP Data Dictionary, Office of Special Education Programs, U.S. Department of Education.

Separate classroom placements are most prevalent for students with mental retardation (57.0 percent), autism (54.5 percent), and multiple disabilities (44.1 percent), although resource room placements are also commonly used to serve students with mental retardation and multiple disabilities. By definition, those in separate classroom placements may spend up to 40 percent of the school day in a regular classroom.

This section has presented data on educational placements for students with disabilities. The percentage of students with disabilities served in regular classes has increased considerably over the past 5 years, although, on a national level, regular classroom placements are still primarily used with elementary-aged students and those with speech or language impairments and learning disabilities. The next section of this chapter examines one of OSEP's efforts to promote the placement of students with severe disabilities in inclusive settings.

### STATEWIDE SYSTEMS CHANGE FOR STUDENTS WITH SEVERE DISABILITIES

This section highlights one of OSEP's efforts to provide assistance to States and localities to educate all students and to ensure the effectiveness of these efforts. The

**Table 3.4 Percentage of Students with Disabilities Served in Different Educational Environments by Age Group: 1993-94**

Educational Environments	Age Group		
	6-11	12-17	18-21
Regular class	53.5	33.3	26.6
Resource room	24.8	35.1	28.1
Separate class	19.3	25.9	30.8
Separate school	1.9	3.7	10.3
Residential facility	0.3	1.1	2.9
Homebound/hospital	0.3	0.8	1.3

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

statewide systems change grant program described in this section exemplifies the opportunities OSEP has provided to States to explore innovative inclusion practices and promote better results for students with disabilities.

As part of its effort to ensure appropriate services for students with severe disabilities and to facilitate greater inclusion of students with disabilities in general education classes and schools, OSEP provides grants to State educational agencies (SEAs) under its statewide systems change priority. Between 1987 and 1990, 16 States received 5-year statewide systems change grants to increase the physical, social, and academic integration of students with severe disabilities; increase the capacity of State and local education agencies to provide effective services to students with severe disabilities; empower parents to become actively involved in their child's education; and promote collaboration among parents, students, and service providers. Grants were in the amount of approximately \$250,000 per year.

To describe statewide systems change at the State and local levels, and to identify factors that facilitate or impede systems change, Westat, Inc., under contract with OSEP, conducted 1-week site visits to five States that received statewide systems change grants between 1987 and 1990--Colorado, Michigan, Pennsylvania, Vermont, and Washington. This section summarizes the findings from those site visits.

### Contextual Factors Affecting Systems Change

As described by Hasazi et al. (1994), the context in which systems change was introduced was extremely important to the success of the projects. As with any reform initiative, stakeholder support, relationships among key actors, the presence of



**Table 3.5 Percentage of Students with Disabilities Ages 6-21 Served in Different Educational Environments, by Disability: School Year 1993-94**

Disability	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Home-bound/Hospital
Specific learning disabilities	39.3	41.0	18.8	0.6	0.1	0.1
Speech or language impairments	87.5	7.6	4.5	0.3	0.04	0.05
Mental retardation	8.6	26.1	57.0	7.0	0.7	0.5
Serious emotional disturbance	20.5	25.8	35.3	13.4	3.2	1.8
Multiple disabilities	9.1	19.8	44.1	21.8	3.2	2.0
Hearing impairments	30.6	20.0	30.6	7.0	11.6	0.2
Orthopedic impairments	37.4	20.7	33.3	5.3	0.5	2.9
Other health impairments	40.0	27.0	21.3	1.8	0.4	9.4
Visual impairments	45.2	21.3	18.3	4.1	10.6	0.5
Autism	9.6	8.1	54.5	23.4	3.9	0.5
Deaf-blindness	7.7	8.0	34.6	24.3	23.2	2.2
Traumatic brain injury	22.3	23.5	30.2	18.3	2.6	3.0
U.S. and Outlying Areas	43.4	29.5	22.7	3.1	0.7	0.6
50 States, D.C., & P.R.	43.4	29.4	22.7	3.1	0.7	0.6

Source: Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

necessary preconditions for change, and the local culture all affected the extent and type of change achieved. For example, when the grant was awarded to Colorado in 1987, the SEA was promoting needs-based programming, which was student-centered and stressed creative problem solving and encouraged services based on individual need and not on any disability category. The SEA had been working with local high schools in conjunction with university faculty on inclusion through another Federal grant, and Colorado was already serving many students with disabilities in regular schools and classes. When the OSEP systems change grant was awarded, the State had already taken preliminary steps toward inclusive programming for students with disabilities.

Likewise, when Vermont was awarded its 1988 systems change grant, the State had been working on systems change for several years through previous Federal grants and related State initiatives. Consequently, the activities undertaken through this grant supplemented work already conducted, including efforts to build consensus among stakeholders on necessary changes to special education service delivery and a vision for best practices. In addition, a consulting teacher model was the predominant method of staffing special education, and as a result, many special education teachers were accustomed to working collaboratively with general educators. These factors existed at the outset of the 1988 to 1993 systems change project.

The local context also shaped the nature of services for students with disabilities, and the ability to change the nature of those services. In one rural intermediate unit in Michigan, a few parents of students with disabilities were dissatisfied with sending their students to a regional program, in part because of the long bus ride. District administrators were concerned about the expense of busing students long distances, and the intermediate unit was losing the lease on one of its schools. These factors all came together to facilitate changing the role of the intermediate unit from providing direct services to providing technical and programmatic support, and moving students previously served in the intermediate unit back to their local school districts.

One contextual factor that seemed particularly critical in understanding statewide systems change was the level of State agency support for systems change. Some indicators of State support for inclusive programming and systems change include:

- a strong association between the systems change project and the SEA;
- State policies, such as a placement-neutral special education finance formula; noncategorical personnel certification, or certification standards requiring classes in inclusion or collaboration; and the nature of the statewide testing programs;
- the presence of other State-level reform efforts that are compatible with systems change (e.g., prereferral, site-based management, needs-based programming);
- State efforts to close separate schools and/or regional special education programs and transition students back to their home districts; and
- the availability of State funds to supplement the Federal systems change grant.

**Table 3.6 Amount of Emphasis Placed on Various Aspects of Systems Change**

	Develop and Disseminate Best Practices Framework	Intensive Technical Assistance in Selected Sites	Widespread Inservice Training	Statewide Awareness-level Training	Reform Pre-service Training
Colorado	High	High	Moderate	High	Low
Michigan	High	High	High	High	High
Pennsylvania	High	High	High	High	Low
Vermont	High	High	High	High	High*
Washington	Moderate	High	Moderate	Moderate	Moderate

\* In Vermont, many necessary changes in preservice training were made prior to the grant described here.

Source: Descriptions developed based on site visits with State and local project staff and verified by State project personnel.

### Project Emphasis on Various Aspects of Systems Change

The statewide systems change projects that Westat visited conducted relatively similar project activities, although (as shown in table 3.6) different projects chose to emphasize different avenues to systems change. Most projects developed and disseminated frameworks for best practices or adapted products developed in other States, and provided technical assistance to selected schools or school districts to facilitate inclusive programming for students with severe disabilities and to test the processes described in the best practices documents. They provided widespread inservice training across their States, promoted awareness of systems change, and undertook efforts to reform preservice training.

Typically, a project staff member was assigned to work with each local site. States worked with four or five new sites per year, and assistance was provided for up to 3 years. Over the projects' 5-year existence, intensive assistance was provided to 15 to 20 sites per State. The technical assistance providers spent several days a month at each local site. In most cases, personnel at local sites, along with their technical assistance provider, completed a needs assessment, which was used to determine which activities should be carried out during the coming year. Project staff then provided inservice training on issues such as systems change, inclusion, and collaboration, and helped plan services for individual students. Projects also offered summer institutes, which provided week-long intensive training on systems change. Districts were encouraged to send teams composed of regular and special education teachers and administrators to the summer institutes.

Efforts were also made to conduct training to raise the awareness of local educational personnel concerning systems change across the States, rather than restricting such training solely to project sites. Project staff conducted inservice workshops, made conference presentations, and wrote newsletters to draw attention to the issues of systems change. System changes project staff in Michigan worked in some capacity with 72 percent of that State's local school districts.

While projects proposed working with faculties from various universities to reform preservice training for general and special education personnel, those efforts had limited success. In Michigan, preservice training curriculum was closely tied to State certification requirements, and most universities were reluctant to revise their preservice training curriculum until certification requirements changed. Many projects used changes to inservice training as an alternative to preservice reform. In Vermont, service providers (in both general and special education) were trained through inservice workshops to work in inclusive classrooms. The retraining of teachers to work in a collaborative, inclusive model continues to be a major challenge for project staff.

### Nature and Amount of Systems Change

Just as the context for systems change within each State differed, the extent and nature of change also differed. Some States, such as Colorado and Vermont, were particularly successful in changing State policy to promote inclusion of students with disabilities. Others, such as Pennsylvania, changed the role of intermediate units from providing direct services to providing technical support, and moved students from regional programs back to their local schools and school districts. Washington and Pennsylvania were particularly successful in leveraging State funds to expand technical assistance activities beyond what was possible through the OSEP grant, while all five States enhanced statewide awareness of inclusion through conference presentations, inservice training, and publications. Vermont, Pennsylvania, and Michigan reported moving sizable numbers of students to more inclusive settings during the grant period, and Vermont reduced its special education child count through enhanced general education services. These results are presented in table 3.7.

### Challenges to Systems Change

Several areas presented difficulties for most or all of the systems change projects either at the State level or for local sites. These areas include spreading change from target schools to other locations, institutionalizing change at the secondary level, meeting the needs of students with emotional impairments in inclusive settings, and defining appropriate roles for paraprofessionals.

Many projects focused on school-level change, and careful planning was required to facilitate the spread of systems change from one school to another. In one district in Pennsylvania, systems change efforts were targeted at a particular elementary school, with little district involvement. Although schoolwide efforts were extremely successful,

**Table 3.7 Relative Amount and Nature of Change Observed in Each State**

	Revise State Education Policies	Change Intermediate Units from Direct Services to Technical Support	Leverage State Funds	Revise Pre-service Training	Enhance Awareness of Inclusion	Move Students to More Inclusive Settings	Reduction in Child Count
Colorado	High	NA	Low	Low	High	Moderate	Low
Michigan	*	Low	Low	Low	High	High	Low
Pennsylvania	Moderate	High	High	Low	High	High	Low
Vermont	High	NA	Low	Moderate	High	High	High
Washington	Low	NA	High	Low	High	Low	Low

\* The Michigan legislature is currently considering policy changes that facilitate inclusive programming for students with disabilities.

Source: Descriptions developed based on site visits with State and local project staff and verified by State project personnel.

when students left the elementary school for the middle school, there was no inclusive programming available and no systematic plan for adopting inclusive programming.

In general, statewide systems change projects had more success in bringing about change in elementary schools than in secondary schools. In one district well-known for its inclusive practices, secondary school teachers expressed frustration with the lack of training and information on how to implement inclusive programming at the secondary level. Teachers were uncomfortable with parental expectations for class credits and diplomas. Grading was an issue, and secondary school teachers were seen as excessively committed to their academic discipline rather than their students. Some parents were as dissatisfied as teachers with secondary programming, reporting that some teachers took responsibility for students with disabilities in their classes, but others relied on paraprofessionals to adapt curriculum and instruction. Several parents reported that nondisabled students in middle and high school were less accepting of students with disabilities than they were at the elementary level. In a few cases, parents who had insisted on inclusive programming for their children at the elementary level placed their children in separate facilities in middle school.

Of all the disability groups, students with emotional impairments remained the most difficult to accommodate. From a local perspective, these challenges were tied to the disruptive behavior displayed by many students with emotional impairments. From a broader perspective, limitations in success were tied to the scope of training and resources for meeting student needs.

Another difficult issue in several States related to the role of paraprofessionals in modifying and adapting curriculum and instruction, and the expense associated with hiring these additional staff members. In general, local personnel seemed uncertain about the appropriate role of paraprofessionals in meeting the needs of students with disabilities in general education settings.

## Discussion of Systems Change

As State and local systems change projects work to improve services for students with severe disabilities, they are faced with diminishing funds and growing needs for educational programming. The climate of fiscal austerity challenges the ability of many schools and school districts to garner the resources necessary to support systems change.

In Colorado and Vermont, a wide range of State policies and practices supported local school districts in adopting inclusive practices. The administrators created what Fullan (1995) described as "incentives and conditions for change." At the time of the systems change grant, change in Michigan was primarily driven from the bottom up, although since that time the State has become far more involved in policy change to support and promote inclusion. In Michigan, parents demanded inclusive placements for their children with severe disabilities, and local school divisions worked to provide appropriate programming. The local school districts gained the advantage of being able to take credit for initiating change at the local level and establishing a sense of local ownership of policies. While they continued to face difficulties in implementing change, local staff seemed to take responsibility for those difficulties and for finding appropriate solutions. The primary limitation with locally-initiated change that was not initially supported by compatible State policy was that there were pockets of reform surrounded by areas where the status quo prevailed.

The picture that emerges from these site visits is complex. No single factor or group of factors accounted for all of the change that occurred. In most cases, long-lasting reform occurred when a system was given time to adjust to successive changes. In States such as Vermont, where reform has been taking place over a long period of time, administrators and university personnel acknowledged the difficulties they experienced and the new ones they anticipated. They advised States just beginning the systems change process to acknowledge that change takes time. The systems change grants are designed to stimulate change--specifically, as noted at the beginning of this discussion, to increase the physical, social, and academic integration of students with severe disabilities; increase the capacity of State and local educational agencies to provide effective services to students with severe disabilities; empower parents to become actively involved in their child's education; and promote collaboration among parents, students, and service providers. To a large extent, the systems change grant projects did stimulate change in those areas.

## SUMMARY AND IMPLICATIONS

Significant progress has been made in achieving the full participation of students with disabilities in their schools and communities since the passage of IDEA. IDEA has dramatically improved results for students with disabilities. Levels of education and employment rates are higher, and students with disabilities are acquiring social skills. State-reported data show that students with disabilities are being served in less restrictive placements. However, as shown by the experience of the States that received OSEP system change grants, achieving full participation of students with disabilities in their schools and communities is an incremental process, not a sudden singular event. Furthermore, promoting full participation does not take place in a vacuum. Context, history, and values are critical to the form and shape any change eventually takes. Because of the complexity of the educational system, fiscal policy, organizational structures, advocacy, preservice and inservice training, curriculum and instruction, monitoring, and evaluation are critical elements in promoting full participation for students with disabilities in their schools and communities. OSEP will continue to work in partnership with State and local educational agencies to achieve this goal.

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**MEETING THE NEEDS OF STUDENTS WITH DISABILITIES IN THE INNER CITIES**

Anecdotal information suggests that special education programs in inner cities face unique challenges, and differ from nationally representative data on special education students, personnel, and services. Despite a keen interest in exploring issues of inner city needs and services, due to the scarcity of data, OSEP must rely on information collected by the Office for Civil Rights (OCR), the National Longitudinal Transition Study of Special Education Students (NLTS), and secondary data sources. This chapter synthesizes information from a variety of those sources to provide a profile of special education in the nation's inner cities. The chapter addresses the following specific questions.

- What are the characteristics and needs of inner city students with disabilities as compared to students with disabilities in suburban and rural areas?
- How do special education services in inner city areas compare to special education in suburban and rural areas?
- How do poverty and race/ethnicity affect the need for and the nature of special education services in inner cities?
- How do outcomes for youth with disabilities in urban areas compare with outcomes for youth in suburban and rural areas?

Special education takes place within a community, a school district, and a school building. It is nested within a broader educational environment, and this educational environment naturally affects the need for special education services and the ability of the system to meet those needs. An example of the conditions in New York City illustrates some of the many challenges faced by inner city schools.

In New York City, poor and minority children are increasing as a percentage of total student growth. The social welfare index for children continues to decline; children are currently about 42 percent worse off than they were in 1974, and their welfare is likely to get even worse in the next five years. Unemployment, poverty, and child abuse are reaching epidemic proportions in New York City....[D]iseases, like AIDS and drug abuse, whose rapid growth are associated with poverty, are increasing at an explosive rate. It is reasonable to conclude that a growing percentage of the educational budget will be needed to service the increasing number of at-risk

students. Trend discrepancies in incidence rates of at-risk students and the funding allocated for services indicate that the New York City school system will most likely be unable to provide the necessary services for students in need (Richards, 1992).

Similar trends have been documented in smaller cities, such as Denver, Colorado. In recent years, Denver has seen an increase in infant mortality, youth unemployment, and deaths due to child abuse. In one area, almost half the households live at or below the poverty level, compared to 16 percent of all households in the State. The city's schools serve students from a variety of racial and ethnic backgrounds, who may speak one of 89 different languages. Finally, several Denver schools report student turnover of 75 percent in a given academic year (Kozleski et al., 1993). All these factors are common to inner cities and affect the needs of students with disabilities and the ability of schools to meet those needs.

This chapter consists of the three sections summarized below.

- *Number and Characteristics of Students with Disabilities in Inner-City Districts* compares and contrasts inner-city students with students in suburban and rural areas in terms of disability, socioeconomic status, language proficiency, and racial/ethnic identity.
- *Factors Associated with the Provision of Special Education to Students with Disabilities in Inner Cities* discusses factors affecting *identification and assessment* of racial and ethnic minorities and limited English proficient students in the inner city; and factors affecting special education *service delivery*, including educational placements for students with disabilities, efforts to employ qualified personnel, and efforts to maintain active parent involvement. This section also includes a description of services for students with disabilities in inner-city districts.
- *Outcomes for Youth with Disabilities in Urban Areas* describes outcomes for youth such as dropout rate, postsecondary enrollment, employment, and wages.

In this chapter, the terms inner city and urban are used differently, with the latter term being more general and including urban fringe areas. Footnotes are used throughout the chapter to inform the reader of the definitional issues specific to various data sets.

## NUMBER AND CHARACTERISTICS OF STUDENTS WITH DISABILITIES IN INNER-CITY DISTRICTS

This section compares and contrasts inner-city students with students in suburban and rural areas in terms of disability, socioeconomic status, language proficiency, and racial/ethnic identity, using data from OCR, the Common Core of Data Public School Universe File (CCD), and other sources. For these analyses, 8 percent of all school districts in the U.S. were classified as inner-city districts. Although this is a small percentage of all districts, inner-city districts enroll 26 percent of all students, according to OCR district student counts. This reflects the large populations of students in inner-city schools and school districts, compared to those of rural or suburban districts.<sup>1</sup>

### Disabilities

Table 4.1 shows the percentage of students with disabilities in inner-city and non-inner-city areas by disability based on analysis of OCR<sup>2</sup> and CCD<sup>3</sup> data. The data suggest that inner-city and non-inner-city areas have similar percentages of students with disabilities--10.4 percent and 10.8 percent, respectively. The data also suggest little variation between the two types of areas by type of disability, although non-inner-city areas appear to report slightly higher percentages of students with speech or language impairments (2.7 percent versus 2.1 percent) and a higher percentage of students with specific learning disabilities (5.4 percent versus 5.1) than inner-city areas.

### Socioeconomic Status

Many people in America's cities live in poverty. Based on the eligibility criteria for the free lunch program, OCR data indicate that 30 percent of all inner-city students live in poverty, compared to 18 percent of students living outside the inner cities. Many of those living in poverty are also members of racial or ethnic minorities. One study of special education students in a poor region of a large urban school system found that 90 percent of the students receive some form of public assistance, 95 percent belong to a minority group, and only 10 to 25 percent live with two parents (Gottlieb et al., 1994).

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<sup>1</sup> To describe the population of students with disabilities in inner-city school districts, data from the Common Core of Data (CCD) Public School Universe File, used to designate districts as inner-city or non-inner-city, were merged with data from the 1992 Office for Civil Rights Elementary and Secondary School Survey.

<sup>2</sup> The Office for Civil Rights (OCR) Elementary and Secondary School Survey collects data on the characteristics of students enrolled in public schools across the country primarily to monitor compliance with civil rights laws. From one portion of the survey, data from public school districts and the schools within those districts are used to generate State and national estimates of the number of students identified as having speech impairments, visual impairments, specific learning disabilities, mental retardation, serious emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, deaf-blindness, and multiple disabilities. Other student characteristics, such as ethnicity, gender, and English language proficiency are also included in the file. The 1992 survey included approximately 4,700 districts representing 43,000 schools (NCES, 1994b).

<sup>3</sup> The Common Core of Data (CCD) survey collects information on elementary and secondary public education in the U.S. Data are collected annually from the 50 states, the District of Columbia, and U.S. Outlying Areas. A total of 57 State-level educational agencies report information on staff and students for approximately 85,000 public schools and about 15,400 local educational agencies. Information about revenues and expenditures is also collected at the State level (NCES, 1994a).

**Table 4.1 Estimated Number and Percentage of Students with Disabilities in Inner-City and Non-Inner-City School Districts in the 1992-93 School Year**

Disability	Inner-City		Non-inner-city	
	Number	Percent <sup>a/</sup>	Number	Percent <sup>a/</sup>
Specific learning disabilities	554,044	5.1%	1,684,256	5.4%
Speech or language impairments	232,949	2.1	847,552	2.7
Mental retardation	147,819	1.4	403,450	1.3
Serious emotional disturbance	89,342	0.8	205,314	0.7
Multiple impairments	29,625	0.3	45,570	0.2
Hearing impairments	16,209	0.2	36,614	0.1
Orthopedic impairments	13,964	0.1	27,768	0.1
Other health impairments	23,268	0.2	58,041	0.2
Visual impairments	6,135	0.1	15,118	0.1
Autism	7,001	0.1	8,202	0.0
Deaf-blindness	713	0.0	1,115	0.0
Traumatic brain injury	463	0.0	2,661	0.0
<b>All disabilities</b>	<b>1,121,532</b>	<b>10.4%</b>	<b>3,335,661</b>	<b>10.8%</b>

a/ Percentage in "All disabilities" row may not equal sum of other rows due to rounding.

Source: The 1992 Office for Civil Rights Elementary and Secondary School Survey and the 1992 Common Core of Data Public School Universe File.

Because socioeconomic status, educational levels, and family structure are related to academic achievement (Laosa; Brown; Carter & Segura; Duran; Henderson; Lambert; NCES; Rosenthal, Baker, & Ginsburg as cited in Hopstock et al., 1986), poverty levels may affect the need for educational services, in general, and special education, in particular.

Data from the NLTS,<sup>4</sup> which included a nationally representative sample of secondary school students, indicate that families of students with disabilities in urban areas are

<sup>4</sup> The NLTS, which began in 1987, was a 5-year national longitudinal study of secondary special education students to determine how they fare in terms of education, employment, and independent living. NLTS involved a nationally representative sample of more than 8,000 secondary-age youth with disabilities (NCES, 1994a). NLTS used codes for urban, suburban, and rural districts generated by the U.S. Bureau of the Census. Consequently, the schools classified as urban in this data set may include urban fringe areas as well as inner cities, which makes them different from inner-city schools in OCR/CCD.

more likely to live in poverty than families of students in suburban or rural areas. At the time of the study, 47 percent of urban youth with disabilities lived in households with an annual income of less than \$12,000 in 1986 dollars, compared to 34 percent of rural and 19 percent of suburban youth with disabilities (Valdés et al., 1990).

## Limited English Proficiency

Between 1980 and 1990, the number of limited English proficient school-age children increased by 27 percent, from 1.9 million to 2.4 million (U.S. Department of Commerce, 1980, 1990). The majority of limited English proficient students live in three states--California, Texas, and New York. In California, 15 percent of all 5- to 17-year-olds are limited English proficient students.

Urban districts in general, and inner-city districts in particular, enroll a greater percentage of limited English proficient students than nonurban schools, and some large urban centers have very high concentrations of limited English proficient students. OCR data suggest that 5 percent of special education students in inner-city districts have limited English proficiency, compared to 1 percent in non-inner-city districts. In addition, NLTS data suggest that 4 percent of secondary school students with disabilities in urban areas speak another language at home, compared to 2 percent in nonurban areas (Valdés et al., 1990).

## Racial/Ethnic Identity

Public schools located in inner cities enroll almost twice as many African American and Hispanic students as do non-inner-city schools (U.S. Department of Commerce, 1992). Historically, nonwhite students have been disproportionately represented in special education. Although this issue has received significant attention over the past 25 years, there is evidence that the problem of disproportionate representation continues (Harry, 1992).

Harry (1992) used OCR data to analyze the special education enrollment rate, by race/ethnicity, for the nation as a whole and in selected States. She reports that placement of African American students in special education is generally high relative to their representation in the general student population. Harry found that 16 percent of all students in the nation are African Americans, but they account for 35 percent of the students with educable mental retardation, 27 percent of the students with trainable mental retardation, and 27 percent of the students with serious emotional disturbance.<sup>5</sup> In examining special education placements for Hispanic students, Harry found that in some individual States and in some disability categories, Hispanics are over and underrepresented relative to their proportion of the total population. However, Hispanic students account for 10 percent of all students in the nation and for 5 to 10

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<sup>5</sup> Data from OCR on race/ethnicity by disability are only collected for the following disability categories: mental retardation, learning disability, speech impairments, and serious emotional disturbance.

percent of those in the four disability categories, indicating no disproportionate representation nationwide. According to Harry's analysis, Asian students are generally represented in special education at a rate lower than their proportion in the population. Nationwide, Asians account for 3 percent of the student body and 0-2 percent of those in the four disability categories on which OCR collects race/ethnicity data. OCR data suggest that white students are consistently placed in programs for students with learning disabilities at a rate higher than their proportion in the population (Harry, 1992).

NLTS data (in Harry, 1994) are consistent with OCR data in suggesting that African American youth are placed in programs for students with mental retardation and serious emotional disturbance at a rate higher than their proportion in the population. In addition, the NLTS data suggest that disproportionate representation of racial or ethnic minorities occurs not only in the disability categories that require professionals to make judgments about placements, such as mental retardation. Overrepresentation also occurs in categories in which professionals are supposed to be able to place students using objective criteria, such as deaf/blindness, visual impairments, orthopedic impairments, and other health impairments. According to Wagner (1995), this suggests that factors other than racial discrimination contribute to the disproportionate representation of particular groups.

As the OCR data in table 4.2 indicate, non-inner-city districts have higher percentages of African American and Hispanic students in some disability categories than inner-city districts. A higher percentage of African American students in non-inner-city districts (2.8 percent) are reported to have mental retardation, compared to inner-city districts (2.0 percent). Higher percentages of both African American and Hispanic students in non-inner-city areas are reported as having specific learning disabilities compared to students in inner-city districts. However, this disproportion does not hold across disabilities. Despite the fact that a large number of African American and Hispanic students attend inner-city schools and are reportedly overrepresented in special education, data from OCR, as shown in table 4.2, suggest that inner-city and non-inner-city districts enroll virtually the same percentage of students in special education.

Wagner (1995) suggests that poverty, and not race or ethnicity, is the important factor influencing the disproportionate representation of minority groups in special education. Using NLTS data, Wagner compared the distribution of white, African American, and Hispanic secondary school-age students with that of the general population within each of three income groups. Table 4.3 shows that after accounting for differences in income, the disproportionate representation of African American students decreases considerably. According to the analysis, the disproportionate representation of African Americans in special education is a function of relatively low income and the disabilities associated with poverty. Only in the lowest income category is the difference in African American representation between students in special education and the general population (44.4 percent and 37.4 percent, respectively) statistically significant. When income is accounted for, disproportionate representation remains in three disability categories--speech impairments, visual impairments, and mental retardation.

**Table 4.2 Estimated Number and Percentage of Students in Special Education in Inner-City and Non-Inner-City School Districts, by Ethnicity and Disability, 1992-93 School Year**

Race and Disability Category	Inner-City		Non-Inner-City		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
<b>White, non-Hispanic</b>						
Mental retardation	58,772	1.3	269,010	1.1	327,782	1.1
Serious emotional disturbance	40,409	.9	157,934	.7	198,343	.7
Specific learning disability	241,678	5.2	1,280,875	5.4	1,522,553	5.3
<b>African American, non-Hispanic</b>						
Mental retardation	65,535	2.0	103,947	2.8	169,482	2.5
Serious emotional disturbance	35,433	1.1	34,645	.9	70,078	1.0
Specific learning disability	176,107	5.5	222,730	6.1	398,837	5.8
<b>Hispanic</b>						
Mental retardation	20,339	.8	20,278	.8	40,617	.8
Serious emotional disturbance	12,362	.5	8,043	.3	20,405	.4
Specific learning disability	124,042	5.0	138,289	5.5	262,331	5.3
<b>Total<sup>a/</sup></b>						
Mental retardation	147,820	1.4	403,451	1.3	551,271	1.3
Serious emotional disturbance	89,342	.8	205,314	.7	294,656	.7
Specific learning disability	554,045	5.1	1,684,257	5.4	2,238,302	5.3
<b>All Students with Disabilities<sup>b/</sup></b>	1,121,532	10.3	3,335,661	10.6	4,457,193	10.5

a/ Also includes Asian and American Indian students (not shown).

b/ Consists of all students with an IEP.

Source: The 1992 Office for Civil Rights Elementary and Secondary School Survey and the 1992 Common Core of Data Public School Universe File.



Table 4.3 Ethnic Distribution, by Income Category, of Secondary School-Age Students with Disabilities and Those in the General Population			
Income Category and Ethnic Distribution	Students with Disabilities <sup>a/</sup>	General Student Population <sup>b/</sup>	Adjusted Population of Students with Disabilities <sup>c/</sup>
<b>Lowest Income Category</b> Percentage who were:			
African American	39.6	37.4	44.4
Hispanic	10.9	16.9	--
White	47.0	58.6	54.4
<b>Middle Income Category</b> Percentage who were:			
African American	21.5	20.5	23.7
Hispanic	9.4	13.8	--
White	66.8	75.5	73.7
<b>Highest Income Category</b> Percentage who were:			
African American	10.4	9.2	10.7
Hispanic	2.7	6.8	--
White	83.5	87.5	86.4

a/ Income categories differ somewhat for the two populations. NLTS categories are: <\$12,000, \$12,000 to \$24,999, and greater than or equal to \$25,000. Census categories are: <\$10,000, \$10,000 to \$24,999, and greater than or equal to \$25,000. Thus, the highest income category is the most directly comparable. Students in the NLTS "other" ethnic category are not reported here because there are no corresponding figures for them, by income category, in Census data.

b/ Data are from the U.S. Bureau of the Census (1990) Money Income of Households, Families and Persons in the United States, 1988 and 1989. *Current Population Reports, Consumer Incomes, Series P-60, No. 172.* Data are for families with one or more related children between the ages of 6 and 17.

c/ Because individuals in the Census category "Hispanic" may be of any race, NLTS ethnic distributions are adjusted in this column to apportion the Hispanic population in each income category among the other categories in proportions equal to their representation in the population.

Source: Wagner, Mary (1995). *The Contributions of Poverty and Ethnic Background to the Participation of Secondary School Students in Special Education.* Washington, DC: U.S. Department of Education.

This section described the population of students with disabilities in inner cities. Data suggest that inner-city districts serve similar percentages of students in special education as suburban and rural districts, but inner-city districts enroll a larger percentage of students living in poverty, a larger percentage of students with limited English proficiency, and a larger percentage of students from racial/ethnic minority groups. Data from OCR and NLTS confirm that minority students are disproportionately represented in special education, but the data suggest that over-representation may, in part, be a function of higher rates of poverty among minorities.

## FACTORS ASSOCIATED WITH THE PROVISION OF SPECIAL EDUCATION TO STUDENTS WITH DISABILITIES IN INNER CITIES

The interrelationships among socioeconomic status, language proficiency, and race and ethnicity in the U.S. make it difficult to determine how any one of them affects students' educational achievement. It is generally recognized that poverty (or at least extreme poverty) may place a child at greater risk of poor school performance. However, the range of performance within socioeconomic levels is fairly large, and considerable overlap in distributions is typical (Reschly, 1982).

Poverty is an underlying condition for many students with disabilities. For example, mild mental retardation is consistently reported to be associated with low socioeconomic status, and race is highly correlated with socioeconomic status (Broman et al.; Drillien et al.; Stein & Susser; Lewis; Birch et al.; Kuschlick & Blunden; Kiely; Bayley; Munro as cited in Yeargin-Allsopp et al., 1995). A recent study (Yeargin-Allsopp et al., 1995) suggests that socioeconomic status is related to the prevalence of mild mental retardation and may account for some of the disproportionate representation of African American children in that category. The disproportionate representation of African American children in the mild mental retardation category was reduced by nearly half after controlling for sex, maternal age at delivery, birth order, maternal education, and economic status. The researchers suggest that the remaining disparity might be reduced further if other confounding factors, such as maternal intelligence and housing density, were controlled. The researchers cite previous studies demonstrating that less advantaged African American children who receive early, structured, and intensive social, medical, and educational interventions score higher, on average, on tests of cognitive ability than African American children from similar backgrounds who have not received these interventions (Wasik et al.; Martin et al.; Zigler et al.; Weikart et al. as cited in Yeargin-Allsopp, 1995).

This section describes factors associated with providing special education services in inner-city districts. First, it examines factors related to identification and assessment. Second, it describes services for students with disabilities in urban areas (including placing students in the least restrictive environment, recruiting and retaining personnel, and maintaining parent involvement) and compares them with services for students in suburban and rural areas.

### Factors Affecting Identification and Assessment in Inner Cities

In inner-city schools and school districts, identification and assessment of students for special education is complicated by the effects of poverty, race/ethnicity, and limited English proficiency. IDEA and its implementing regulations require that the special education assessment process be conducted in a nondiscriminatory fashion. Assessment must be multidisciplinary, and use instruments that do not discriminate on the basis of race or culture [34 CFR §300.530(b) and §300.532].

In practice, lower parent education levels in inner-city areas have specific implications for special education, because a mother's education level is a significant predictor of a child's age at the time special education needs are identified. Children with mothers who have completed college are identified as needing special education two years earlier on average than comparable children whose mothers only completed eighth grade (Palfrey et al., 1987). A study by Peng (1992) suggests that parent education levels are generally lower in the inner city, where 22 percent of parents have not graduated from high school, compared to 8 percent in other urban areas.

### *Factors Affecting Identification and Assessment of Racial and Ethnic Minorities*

Despite efforts to ensure objective assessment of student abilities and disabilities, disproportionate representation of minorities in special education continues. At the center of concern over the disproportionate representation of minority students in special education is the role of intelligence tests in identifying students with disabilities. Those who are critical of using IQ tests for this purpose argue that IQ tests are culturally loaded (Cummins, 1984), reflect a stylistic mismatch between students and schools (Hilliard, 1992), are standardized on a sample of American students that does not sufficiently represent minority students and what they know (Kaufman, 1975), and do not inform teaching and learning (Hilliard, 1987). Those defending the use of IQ tests for identifying students with disabilities agree that while they may not measure the learning potential of minority students, they may accurately predict the academic performance of students in a mainstream setting, and consequently have predictive validity (Jenson; Mercer as cited in Hamayan & Damico, 1991).

IQ tests were originally designed to predict school performance (Binet as cited in Cummins, 1984) and continue to carry out this function fairly well (Clarizio as cited in Cummins, 1984). The premise of the IQ test is that previous learning of academically-related knowledge and skills is a good predictor of future learning. Intelligence tests attempt to sample from the range of what is assumed to be academically relevant knowledge and skills to which children have generally been exposed.

Because learning takes place within a cultural context, some researchers consider intelligence tests to be culturally loaded (Kaufman as cited in Cummins, 1984). The extent of this cultural loading will tend to vary among different minority groups. This variation depends on the extent to which the socialization and learning experiences of the minority groups differ from the majority's, and the degree of emphasis placed on acculturation to the mainstream majority within different minority groups (Cummins, 1984).

When cultural groups differ with respect to behavioral style, the misunderstanding of cultural behavioral style can lead to errors in estimating a student's (or group's) intellectual potential, abilities, or achievement (Hilliard, 1992). Hilliard describes the situation as a stylistic mismatch between students and schools. The stylistic mismatch is viewed in terms of student deficiency, when perhaps it is the schools that ought to change. Hilliard finds that what in some cases may appear to be deficient functions are merely alternative styles of processing information which have value in certain settings.

Hilliard also argues that the IQ test does not provide sufficient information to inform teaching and learning, and suggests other methods and techniques that might be used to assess students (Hilliard, 1987).

Some educators argue that IQ tests cannot assess the intelligence of minority students because standardization of IQ tests is based on a representative sample of American students. IQ tests, therefore, measure only those skills and knowledge that are regarded as indicators of intelligence in the majority culture. Any of the skills and knowledge that minority children learn that are specific to their culture will not be tested. In other words, for minority children, the IQ test as a measure of previous learning has no construct validity (Kaufman, 1975) because the children's previous learning experiences have not been adequately tested by the instrument (Cummins, 1984).

However, other educators argue that although intelligence tests may not measure the learning potential of minority students, they may accurately predict the academic performance of students in a mainstream environment and therefore have predictive validity (Jenson; Mercer as cited in Hamayan & Damico, 1991). Several studies have shown that the WISC-R scores for Hispanic students are acceptable predictors of ITBS and CAT scores. Those studies did not address the influence of English language proficiency on test reliability and validity (Dean; Oakland as cited in Hamayan & Damico, 1991). The predictive validity concept is further discounted by Travers (in Harry, 1994), who argues that to justify the use of IQ tests because they have predictive value is to assume that the prediction about a child's future performance is a valid reason for removing the child from the mainstream. This clearly conflicts with the IDEA requirement that no single procedure be used as the sole criterion for determining an appropriate educational program for a child.

Critics of intelligence testing and those concerned with disproportionate representation of minorities in special education have argued that multiple criteria should be used to assess students with mild mental retardation, with particular emphasis on assessing adaptive behavior. IDEA defines mental retardation as:

Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance [CFR §300.5(4)].

Educators who advocate using adaptive behavior as part of the assessment process suggest doing so in four or five key dimensions, including independent functioning, social functioning, functional cognitive skills, vocational/occupational skills, and motor/mobility/travel skills (McGrew & Bruininks; Reschly as cited in Reschly & Ward, 1991).

Controversy over the relative weights awarded to intellectual functioning and adaptive behavior during the assessment process continues. Recent research suggests that IQ continues to be emphasized more than adaptive behavior when students are assessed. Zeigler et al. (as cited in Reschly & Ward, 1991) suggest abandoning adaptive behavior

measures because they are poorly conceptualized and psychometrically inadequate. Others have suggested that classification for educational purposes should be based entirely on adaptive behavior and achievement (Reschly as cited in Reschly & Ward, 1991).

### *Factors Affecting Identification and Assessment of Limited English Proficient Students*

Many of the same factors that affect identification and assessment of minority students for special education affect limited English proficient students. Current research suggests it is very difficult to distinguish between the effect of a disability on a student's achievement and that student's failure to understand the majority language and culture. This difficulty is a serious impediment to accurately assessing the student's disability. Teachers unfamiliar with the effect of language development on student achievement may refer students for special education assessment (Cegelka et al., 1986). Behaviors children normally exhibit while learning a second language--poor comprehension, limited vocabulary, or grammatical errors--may be erroneously interpreted as symptomatic of a learning disability or other disability.

Further complicating the assessment process is the fact that young students rapidly learn the social language of English, but not the academic language of English used in classrooms and on assessments. Therefore, students may appear proficient in English because of their ability to function in social situations when, in fact, they have not developed the language skills necessary for academic success. Typically, among children learning a second language, social language is developed in about 3 years, and school language in about 5 to 7 years (interview with Baca, 1988). Special education assessment personnel must understand the second language acquisition process in order to consider the effects of language on student behavior and learning.

Because language skills can have such a profound effect on assessment results, IDEA requires that "Such materials [tests] or procedures shall be provided and administered in the child's native language...unless it is clearly not feasible to do so..." (Sec. 612 (5) (c)). However, data show that testing of limited English proficient students is still performed primarily in English (Figueroa; Ortiz; Reuda, Figueroa, Mercado, & Cardoza as cited in Figueroa, 1989).

Efforts to make assessments more functional for limited English proficient students can take several forms: (1) translating psychometric tests into the student's primary language; (2) using an interpreter during assessment; (3) using norm-referenced tests developed in the student's primary language; (4) using a bilingual psychologist (Figueroa, 1989); and (5) using nonverbal intelligence tests. These approaches also have their shortcomings. Some researchers stress the importance of using multiple criteria, as required by IDEA, when assessing limited English proficient students for special education, because any one assessment tool will be inadequate.<sup>6</sup>

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<sup>6</sup> For a more thorough discussion of special education for limited English proficient students, see the *Fifteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 1993*.

## Factors Affecting Special Education Service Delivery in Inner Cities

Once students in inner-city areas are identified as requiring special education services, schools and school districts must provide them with a free appropriate public education in the least restrictive environment. The provision of appropriate services rests in part on the districts' ability to obtain an adequate supply of qualified personnel, to select appropriate curriculum and instructional methods, and to maintain active parent involvement. This section describes educational placements for students with disabilities in inner-city school districts, the nature of courses taken and services received by urban students with disabilities, and the efforts of inner-city school districts to employ qualified personnel and maintain active parent involvement.

### *Providing Services in the Least Restrictive Environment*

IDEA legislation and regulations require that to the maximum extent appropriate students with disabilities must be educated with their nondisabled peers. However, data from OCR suggest that students with disabilities living in inner cities are more likely to be placed in restrictive learning environments. As shown in table 4.4, in inner cities, 41.3 percent of students with disabilities are enrolled in full-time programs that remove students from regular classes for 50 percent or more of the school day, compared to 23.4 percent in non-inner-city areas.

NLTS data confirm that urban secondary students with disabilities spend less time in regular education classrooms than students living in nonurban areas. The average percentage of time spent in regular education classes was 41 percent for urban students with disabilities, compared to 56 percent for suburban students, and 59 percent for rural students. A higher percentage of urban students with disabilities are also placed in separate special education schools and classes. In urban areas, 11 percent of students with disabilities attend special schools, compared to 8 percent in suburban and 3 percent in rural areas. Of urban students with disabilities, 16 percent attend regular schools but not regular education classes, compared to 8 percent of suburban and 11 percent of rural students.

### *Services for Students with Disabilities in Urban Schools*

Data from the NLTS describe the range of services provided to secondary school-age students with disabilities in urban and nonurban schools. NLTS data indicate that students with disabilities in urban secondary schools spend an average of 57 percent of class time on academic subjects, such as English/language arts, mathematics, science, social science, and foreign language. This is slightly higher than the percentage for students with disabilities in rural or suburban schools (52 and 51 percent respectively). Table 4.5 shows that the percentage of students enrolled in each academic course is slightly higher in urban than in nonurban schools, implying a somewhat greater emphasis on academics for students with disabilities in urban schools compared to suburban and rural schools.

**Table 4.4 Estimated Percentage of Students with Disabilities in Full-Time and Part-Time Special Education Placements for Inner-City and Non-Inner-City Districts, 1992-93 School Year**

Disability	Inner-City		Non-inner-city	
	Part-Time	Full-Time	Part-Time	Full-Time
Specific learning disabilities	64.3%	36.4%	81.2%	19.0%
Speech or language impairments	86.2	13.8	93.9	6.2
Mental retardation	19.9	81.5	39.0	60.9
Serious emotional disturbance	33.0	67.7	57.9	42.1
Multiple impairments	40.0	60.0	32.9	67.2
Hearing impairments	48.2	51.8	71.5	28.5
Orthopedic impairments	43.2	57.1	66.1	33.9
Other health impairments	66.3	33.7	73.4	26.6
Visual impairments	57.4	42.5	81.0	19.0
Autism	18.1	82.0	25.9	74.2
Deaf-blindness	27.6	72.4	49.5	50.5
Traumatic brain injury	40.7	58.9	58.1	42.1
All disabilities	58.7%	41.3%	76.6%	23.4%

Source: The 1992 Office for Civil Rights Elementary and Secondary School Survey and the 1992 Common Core of Data Public School Universe File.

As shown in table 4.6, students with disabilities in secondary schools receive a variety of special education and related services in order to meet educational needs stemming from a disability. While urban students with disabilities are more likely to receive job training than any other service (50.6 percent), they are less likely to receive job training than students living in other areas. However, urban secondary school students with disabilities are more likely to receive personal counseling or transportation assistance than their peers living in suburban and rural areas.

#### *Recruiting and Retaining Qualified Personnel*

Recruiting and retaining qualified teachers and related service providers is critical to meeting students' educational needs. Although special education teachers are in short supply in many places, the shortages are particularly severe in inner-city areas. Thirty-eight percent of all public schools had teaching vacancies in special education in 1990-91, ranging from 35 percent in rural communities to 42 percent in inner cities. Public

**Table 4.5 Courses Taken by Students with Disabilities in Urban, Rural, and Suburban Schools During Their Most Recent Year in Secondary School**

Academic Courses Taken	Urban	Rural	Suburban
Percentage taking English/language arts classes	93.3% (1.6)	90.6% (1.5)	89.6% (1.7)
Percentage taking mathematics classes	78.2 (2.6)	72.2 (2.3)	74.1 (2.4)
Percentage taking science classes	55.8 (3.2)	55.0 (2.6)	54.3 (2.7)
Percentage taking other academic classes	76.1 (2.7)	70.2 (2.4)	69.5 (2.5)
Percentage taking nonacademic classes	84.0 (2.3)	86.1 (1.8)	88.7 (1.7)
Percentage taking non-subject-specific special education classes	9.8 (1.9)	8.1 (1.4)	10.3 (1.7)

Standard errors are in parentheses.

Note: Academic courses include English/language arts, mathematics, science, social science, and a foreign language. Other courses are considered nonacademic. Data is for students ages 13-21.

Source: National Longitudinal Transition Study, SRI International.

school administrators said that vacancies in special education were among the most difficult to fill, with 26 percent of schools finding them very difficult or impossible to fill. Furthermore, administrators in schools with populations composed of 20 percent or more minority students, which are likely to be urban, were more likely than those in public schools with smaller minority enrollments to find it very difficult or impossible to fill their vacancies (NCES, 1993). In general, inner-city schools seem to have greater difficulty recruiting teachers than schools in other areas.

Schools have also failed to attract a sufficiently diverse workforce. Several authors recommend that schools increase the number of minority teachers they employ (Ornstein & Levine, 1989; Boyer, 1988). Several studies cite a mismatch between the racial composition of the current teaching force, which is predominately white (86 percent) and female (68 percent), and the current school population, which is 29 percent nonwhite (Grant & Secada, 1990). Over the past 20 years, the proportion of African American college graduates entering teaching has declined to a level lower than that of whites. High turnover in urban districts, where many of the older, more experienced



**Table 4.6 Services Received by Youth with Disabilities in Urban, Rural, and Suburban Schools During Their Most Recent Year in Secondary School**

Services Received	Urban	Rural	Suburban
Job training	50.6% (2.9)	53.5% (2.6)	61.3% (2.6)
Occupational therapy/life skills training	25.1 (2.5)	28.3 (2.3)	27.9 (2.4)
Speech/language therapy	21.2 (2.4)	17.5 (2.0)	20.3 (2.1)
Personal counseling/therapy	23.1 (2.5)	14.6 (1.8)	14.8 (1.9)
A tutor, reader, or interpreter	17.1 (2.2)	14.1 (1.8)	15.1 (1.9)
Help with transportation because of disability	13.5 (2.0)	7.8 (1.4)	11.2 (1.7)
Physical therapy/mobility training	6.3 (1.4)	6.5 (1.3)	3.5 (1.0)

Standard errors are in parentheses.

Note: Data is for students ages 13-21.

Source: National Longitudinal Transition Study, SRI International.

African American teachers are concentrated, will necessitate hiring from a pool of new teachers that is increasingly white (Murnane et al., 1991).

The National Association of State Directors of Special Education (NASDSE) surveyed special education directors in eight States regarding special education in urban areas (Ahearn, 1995). The directors identified personnel issues such as recruitment, retention, and staff development as their most critical concerns in urban special education. When asked for a single recommendation for improving special education in urban areas, directors recommended enhanced teacher preparation, inservice programs, and mandated staff development. Another NASDSE study examined the issues behind teacher job satisfaction in urban schools. The report highlighted the need for improved communication and exchange of information between administrators and teachers, and increased opportunities for teacher decision making and collaboration (NASDSE, 1995).

## *Maintaining Active Parent Involvement*

Parental involvement in the education of their children improves the well-being of families, enhances parenting skills, and improves educational results for children. As such, IDEA requires parental participation in identification and assessment processes. Parents must be provided with information, to ensure that they understand the special education placement proceedings and decisions. While all parents of children with disabilities may face some barriers to parental involvement, inner-city parents of children with disabilities may face obstacles to involvement in their child's education due to limited English proficiency, cultural factors, or the effects of poverty. For example, many parents of limited English proficient students do not speak English fluently and may not understand technical terms used during special educational assessments and individualized education plan (IEP) meetings. Some parents have feelings of inadequacy when speaking to special education or school personnel, partly due to their inability to speak English (Santos & Santos, 1984).

IDEA requires that local educational agencies (LEAs) provide written prior notice in the parent's native language in matters related to identification, evaluation, and placement of students with disabilities. In addition, an interpreter must be provided at all meetings if the parents cannot communicate in English. Parental consent forms must describe evaluations, tests, records, or other reports used to make educational decisions.

Ortiz and Yates (1983) suggest that lack of parental involvement may occur not because of a lack of interest on the part of parents, but due to conflicting values or limited opportunities for participation. For example, parents with lower socioeconomic status may have priorities that take precedence over their child's education, such as providing adequate housing, nutrition, and health care. While parents may wish to participate in IEP meetings, school conferences, and so forth, work schedules or difficulties with child care or transportation may make such participation difficult (Ortiz & Yates, 1983).

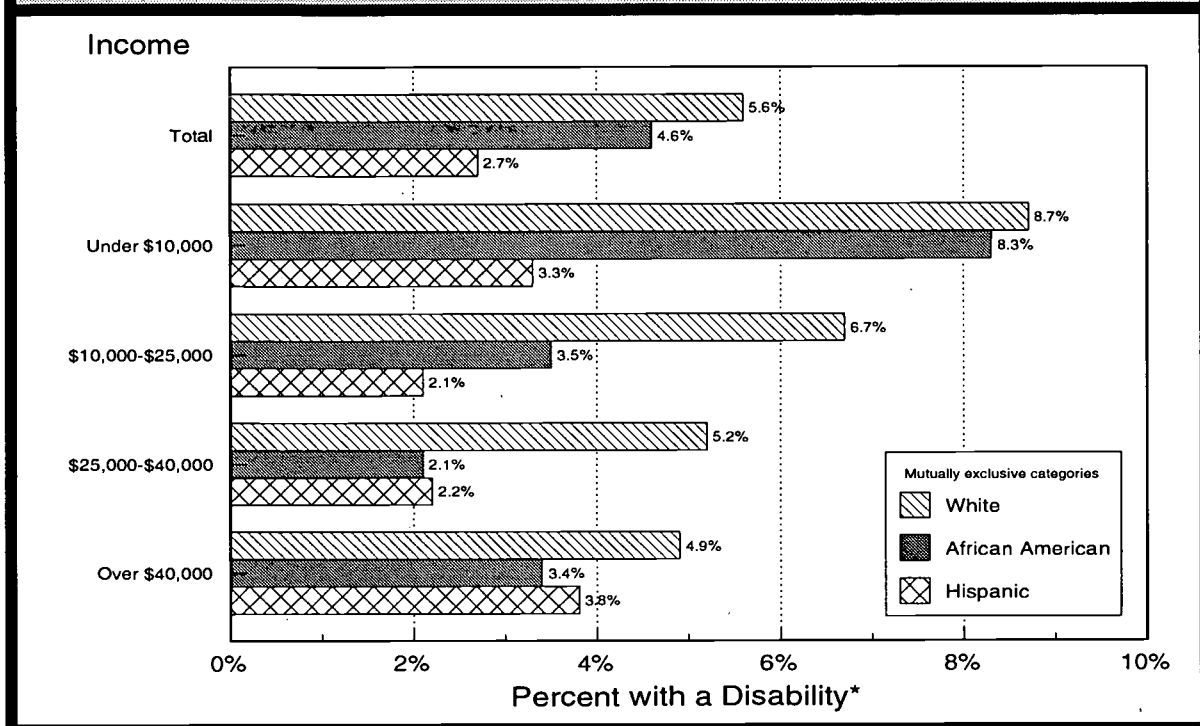
Parents' involvement in education, familiarity with normal child development, and perceptions of disability may affect the rate at which parents report childhood disability or pursue special education services, and complicate attempts to understand the relationships among race/ethnicity, income, and disability. Furthermore, while there are several sources of data available for analyzing these relationships, they do not provide altogether consistent results. In part, this may be attributed to differences in the ages of children and youth targeted by the two sources described here, 1) the Current Population Survey (CPS),<sup>7</sup> which includes families of children ages 5 through 17, and 2) the National Household Education Survey (NHES),<sup>8</sup> which includes families

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<sup>7</sup> The October supplement of the CPS is a nationally representative survey of U.S. households in which parents are asked whether the children in the family ages 5 to 17 ever had a physical, mental, or other health condition that adversely affected their ability to learn. These data are based on parental reports of disability and, consequently, do not necessarily correspond with special education enrollment figures, since an impairment noted by parents may be insufficient to warrant eligibility for special education services under State and Federal criteria.

<sup>8</sup> The NHES uses an interview technique similar to that of the CPS to collect information from U.S. families on the status of their children age 3 through grade 2. Parents are asked whether their child has any of the following conditions: mental retardation, serious emotional disturbance, learning disability, or vision, orthopedic, or other health impairments.

**Figure 4.1 Parental Reports of Disability Prevalence Rate Differences by Race/Ethnicity and Income for Children Ages 5-17, 1992**



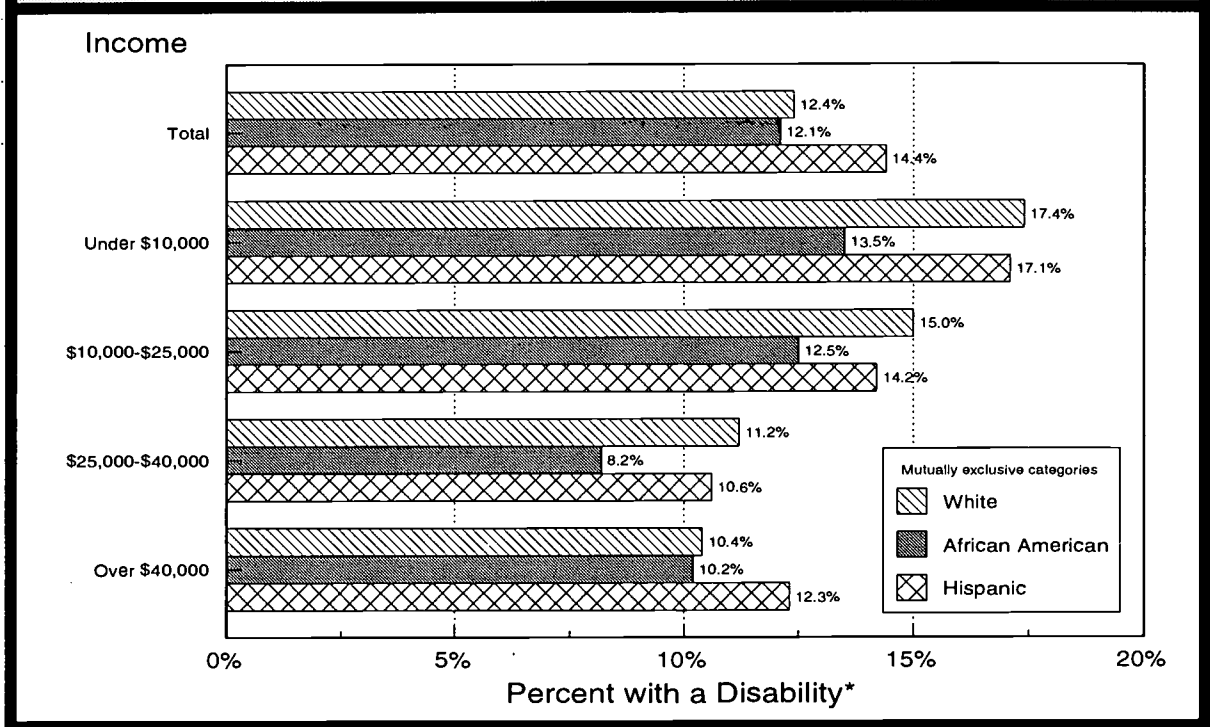
\* Any physical, mental, or other health condition adversely affecting the child's ability to learn.

Source: 1992 CPS October Supplement on School Enrollment; original tabulations from public use files.

of children age 3 through grade 2. Differences in the wording of interview questions may also account for conflicting results.

Ficke (1995) analyzed the CPS data by income and race/ethnicity as shown in figure 4.1. The data indicate that 5.6 percent of white parents reported that their children had a disability, compared to 4.6 percent of African American families and 2.7 percent of Hispanic families. Reports of disability diminish as income increases, and rates by race/ethnicity become more similar in the higher income ranges. For families with annual incomes less than \$10,000, white and African American families reported similar rates of disability (8.7 and 8.3 percent, respectively), while Hispanic families reported far lower disability rates (3.3 percent). For families with annual incomes from \$10,000 to \$25,000, 6.7 percent of white families reported that their children had a disability compared to 3.5 percent of African American families and 2.1 percent of Hispanic families. At the \$25,000 to \$40,000 income level, white families reported disability rates of 5.2 percent, while African American and Hispanic families reported rates of 2.1 and 2.2 percent, respectively. For families with incomes of more than

**Figure 4.2 Parental Reports of Disability Prevalence Rate Differences by Race/Ethnicity and Income for Children Age 3 through Second Grade, 1993**



\* Child currently has any of the following conditions: mental retardation, serious emotional disturbance, learning disability, or vision, orthopedic, or other health impairments.

Source: 1993 National Household Education Survey; original tabulations from public use files.

\$40,000, reports\* of disability are more similar: 4.9 percent for whites, 3.4 percent for African Americans, and 3.8 percent for Hispanics.

Ficke (1995) also analyzed NHES data by race/ethnicity and income level. As shown in figure 4.2, overall, white and African American parents reported prevalence rates of 12.4 and 12.1 percent, respectively, while Hispanics reported a prevalence rate of 14.4 percent. When the data are analyzed by income, they show, as did the CPS data, that prevalence rates decrease as the income level increases, and differences by race/ethnicity also diminish as income increases. Compared to the CPS data, the NHES reports relatively higher rates of disability among Hispanic families.

Table 4.7 shows parent reports of disability from the CPS by disability category. When the CPS data are analyzed by disability, they suggest that differences in parent reports of disability prevalence apply not only to so-called judgmental categories, such as learning disability, mental retardation, and emotional disturbance, but also to so-called

**Table 4.7 Parental Reports of Disability Status of Children by Race and Hispanic Origin: 1992**

	White Non-Hispanic		Black Non-Hispanic		Hispanic <sup>a/</sup>		Other		Total	
	Number	Percent Distribution	Number	Percent Distribution	Number	Percent Distribution	Number	Percent Distribution	Number	Percent Distribution
<b>Current Population Survey: Ages 5 to 17</b>										
Learning disability	3,606,564	11.1%	635,115	8.6%	304,928	5.7%	105,592	5.2%	4,651,740	9.9%
Mental retardation	1,568,023	4.8	305,832	4.2	111,043	2.1	38,619	1.9	2,023,046	4.3
Speech impairment	235,296	0.7	58,957	0.8	29,857	0.6	7,631	0.4	331,270	0.7
Serious emotional disturbance	912,231	2.8	185,312	2.5	61,615	1.2	27,387	1.4	1,186,074	2.5
Deafness	328,719	1.0	71,376	1.0	35,280	0.7	6,894	0.3	441,798	0.9
Other hearing impairment	130,082	0.4	34,867	0.5	12,934	0.2	3,117	0.2	180,529	0.4
Blindness	449,921	1.4	64,312	0.9	38,486	0.7	15,898	0.8	568,146	1.2
Other visual impairment	87,743	0.3	26,302	0.4	7,376	0.1	157	0.0	121,107	0.3
Orthopedic impairment	654,257	2.0	114,751	1.6	68,986	1.3	14,082	0.7	851,605	1.8
Other health impairment	343,199	1.1	55,886	0.8	37,142	0.7	15,143	0.7	450,899	1.0
Total	1,818,532	5.6% •	341,534	4.6%	139,378	2.6%	72,612	3.6%	2,371,585	5.0%

a/ Hispanics can be of any race.

Source: Current Population Survey, 1992 Supplement on School Enrollment.

objective categories, such as hearing impairments, visual impairments, and other health impairments. Data from the NHES confirm this finding (Ficke, 1995).

In working to enhance parental involvement in special education, educators must be sensitive to what may be different perspectives on disability within racial/ethnic groups and income groups. Given the importance of early identification of disabilities and parental involvement in their children's education, it is crucial to inform parents about normal child development, disability, and their role in the education of their children.

## **OUTCOMES FOR YOUTH WITH DISABILITIES IN URBAN AREAS**

In many regards, the transition from secondary school to postsecondary roles appears more difficult for youth with disabilities in urban areas compared to youth in suburban and rural areas. NLTS data indicate that urban youth with disabilities are less likely to graduate from high school, less likely to enroll in postsecondary education, and less likely to be employed in the years immediately after high school. This section compares and contrasts outcomes for youth with disabilities in urban, suburban, and rural areas using data from the NLTS.

### **Secondary School Completion**

Youth with disabilities in urban areas were less likely than their peers in suburban and rural areas to graduate from high school, and were more likely to drop out of school. As shown in table 4.8, 50.8 percent of youth with disabilities in urban areas graduated from high school, compared to 66.9 percent of youth in suburban areas and 60.8 percent of youth in rural areas. The relatively low rate of graduation for urban youth corresponds with a higher dropout rate; 36.6 percent compared to 24.6 percent for suburban youth and 31.4 percent for rural youth. Research consistently shows that high school graduation is an important predictor of postsecondary success for youth with disabilities (Edgar, 1987; Hasazi, Gordon, & Roe, 1985; Porter, 1982; Wagner, Blackorby, Cameto, & Newman, 1993; Zigmond & Thornton, 1985). As such, the fact that urban youth are less likely to complete high school is a legitimate concern.

### **Postsecondary Education and Employment**

Given the relatively high dropout rate for urban youth with disabilities, it is not surprising that few enrolled in postsecondary education or training. Analysis of NLTS data (Valdés, 1990) shows that of those urban youth with disabilities who were out of secondary school for up to two years, 14 percent reported having taken any postsecondary course in the past year. The figure for suburban youth was slightly higher (17 percent). The figure for rural youth was lower than for urban or suburban youth (12 percent).

**Table 4.8 Secondary School Completion for Youth with Disabilities, by Community Type**

	Urban	Suburban	Rural
Graduated	50.8 (4.3)	66.9 (3.6)	60.8 (3.5)
Dropped Out	36.6 (4.2)	24.6 (3.3)	31.4 (3.4)
Suspended/Expelled	5.5 (2.0)	3.4 (1.4)	3.0 (1.2)
Reached Maximum Age	7.1 (2.2)	5.1 (1.7)	4.9 (1.6)

Note: Standard errors are in parenthesis.

Source: Valdés, K. A., Williamson, C. L., & Wagner, M. (1990). *The National Longitudinal Transition Study of Special Education Students. Statistical Almanac, Volume 1*. Menlo Park, CA: SRI International.

Urban youth with disabilities were also less likely than suburban or rural youth to have been employed in the past year (50 percent for urban youth, 68 percent for suburban, and 65 percent for rural youth). Some of these youth were still enrolled in secondary school (56 percent) which accounts, in part, for the relatively low rates of employment.

Employed youth in urban areas earned slightly higher wages, on average, than youth in suburban or rural areas. The mean wage for employed youth in urban areas was \$4.10 per hour, compared to \$4.00 per hour for youth in suburban areas and \$3.60 per hour for youth in rural areas. Table 4.9 shows the types of jobs youth with disabilities held in the years immediately after leaving school. A sizeable percentage of youth in urban, suburban, and rural area were employed in manual labor and restaurant work. Youth in rural areas were more likely than those in urban areas to work in lawn care or agriculture. The percentage of youth in urban areas employed in a skilled trade was quite low (6.4 percent).

Overall, youth with disabilities in urban areas appear to have some difficulty in adjusting to postsecondary roles. Their relatively low high school graduation rates leave them ill-prepared for many employment opportunities. As a result, their earnings potential is severely limited. While this was also typical of many suburban and rural youth with disabilities, data on urban youth with disabilities suggest particularly difficult postschool adjustments.

**Table 4.9 Percentage of Youth with Disabilities Employed in Various Types of Jobs, by Community Type**

	Urban	Suburban	Rural
Lawn care or odd jobs	9.8 (3.3)	12.0 (2.8)	17.4 (3.1)
Waiter/Waitress, Busboy, Cook	20.8 (4.5)	16.8 (3.2)	13.0 (2.8)
Babysitting/Child Care	11.7 (3.6)	8.8 (2.4)	7.5 (2.2)
Farm/Agricultural	0.1 (0.3)	4.2 (1.7)	16.8 (3.1)
Factory Work	3.1 (1.9)	5.7 (2.0)	4.5 (1.7)
Skilled Trade	6.4 (2.7)	11.8 (2.8)	12.6 (2.7)
Other Manual Labor	30.8 (5.1)	33.2 (4.0)	27.5 (3.7)
Sales, Store Clerk, Cashier	2.9 (1.9)	6.2 (2.1)	4.1 (1.6)
Office/Clerical	4.9 (2.4)	2.7 (1.4)	2.2 (1.2)
Hospital Work/Health Care	1.4 (1.3)	0.1 (0.3)	1.6 (1.0)
Other	15.3 (4.0)	9.0 (2.4)	8.7 (2.3)

Note: Standard errors are in parenthesis.

Source: Valdés, K. A., Williamson, C. L., & Wagner, M. (1990). *The National Longitudinal Transition Study of Special Education Students. Statistical Almanac, Volume 1.* Menlo Park, CA: SRI International.



## SUMMARY AND IMPLICATIONS

Analysis of available data results in a complex picture of students with disabilities in inner cities. The interrelationships among urbanicity, race/ethnicity, and socioeconomic status and their impact on placement in special education are difficult to untangle.

Several findings from the data analyses are clear, however. Students in inner cities are identified as eligible for special education at approximately the same rate as non-inner-city students. A larger percentage of families living in the inner cities live in poverty, and this pattern applies to families of students with disabilities as well. Furthermore, public schools in the inner cities enroll large percentages of students from racial and ethnic minority groups. Less clear are the relative influences of poverty and race/ethnicity on the disproportionate representation of racial and ethnic minorities in special education. Disability rates reported by parents differ by income and race, and also differ from disability rates reported by schools and school districts. Why this occurs is not clear.

Data on special education services for secondary students with disabilities in inner cities and other areas indicate similar course-taking and service patterns, with some exceptions. Fewer secondary students with disabilities in inner cities are enrolled in vocational education classes compared to students in rural and suburban areas. Data also suggest that students with disabilities in inner cities are more likely than students in non-inner-city districts to be placed in more restrictive learning environments.

Data from the NLTS suggest that urban youth with disabilities have a particularly difficult time adjusting to postsecondary roles. High dropout rates, low levels of enrollment in postsecondary education, and high rates of unemployment are indicative of the problems experienced by many of these youth.

In response to perceived needs, OSEP recently established a priority to train scholars in historically black colleges and universities (HBCUs) and other minority institutions (OMIs) to conduct research in special education and urban issues. This will help focus attention on a much-needed area of study. OSEP also uses its compliance monitoring to ensure that all students with disabilities, including those in inner cities, are receiving a free appropriate public education as guaranteed under IDEA. OSEP is committed to working with States and local education agencies continuously to improve programs and meet the changing needs of inner-city students.

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**ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES**

The Individuals with Disabilities Education Act (IDEA) directs the Department of Education to assess the impact and effectiveness of State and local efforts to provide a free appropriate public education (FAPE) to children and youth with disabilities. Primarily through the Office of Special Education Programs (OSEP), the Department assists State educational agencies and local school districts in implementing Federal special education mandates by making grants pursuant to Congressional appropriations and providing technical assistance, policy support, and monitoring oversight.

As discussed throughout this report, OSEP works in partnership with States, institutions of higher education, students with disabilities and their families, advocacy groups, and others to ensure positive educational results for students with disabilities. OSEP uses research, dissemination, demonstration, systems change, and other technical assistance strategies to provide State and local educational agencies with tools to assist them in improving teaching and learning.

OSEP also recognizes, however, the critical importance of its compliance monitoring responsibility and activities to ensure compliance with Congress' mandates. OSEP places the highest priority on compliance with those IDEA requirements that have the strongest relationship with improved services and results for students with disabilities and their families, and tailors its monitoring and technical assistance activities in each State to maximize positive impact on educational services and results for students in that State.

Based in large part on the results of the National Longitudinal Transition Study<sup>1</sup>, OSEP has determined that the requirements with the strongest links to results and general supervision include those addressing:

- access to the full range of programs and services available to nondisabled children (and the supports and services that they need to learn effectively in those programs, as determined through the development of an individualized education plan (IEP)), including regular and vocational education programs and curricula and work experience programs;

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<sup>1</sup> The National Longitudinal Transition Study identified several factors as strong predictors of postschool success in living independently, obtaining employment, and earning higher wages for youth with disabilities, including: high school completion, participation in regular education with appropriate supplementary aids and services, and access to secondary vocational education, including work experience.

- statements of needed transition services for students with disabilities beginning no later than age 16 (and younger if determined appropriate); and
- education in the least restrictive environment (LRE).

Because each State has the primary responsibility for the administration of educational programs for its children with disabilities, OSEP focuses its monitoring activities on each State's systems for general supervision for ensuring that all public agencies comply with the requirements of Part B, including those emphasized above, in providing services to students with disabilities. These systems include the State's procedures for monitoring public agencies and ensuring that they correct any deficiencies, its complaint management and due process hearing systems, and its procedures for ensuring that special education programs administered by State agencies other than the State educational agency meet State standards and Part B requirements.

OSEP's State improvement procedures emphasize partnerships and technical assistance, as well as a strong accountability system to ensure compliance. OSEP works with States, Regional Resource Centers, and others to identify systemic strengths and weaknesses and to develop strategies for systemic reform and improvement. OSEP also provides and brokers technical assistance to States on an ongoing basis regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress in educational results for students with disabilities. OSEP uses these strategies for State improvement in conjunction with a multifaceted compliance review process that, in tandem with ongoing technical assistance, includes: review and approval of State Plans; on-site compliance reviews; procedures to ensure the effective and timely implementation of corrective action plans; and discretionary review of final State decisions on Part B complaints.

Over the past three years, OSEP has worked intensively to reorient and strengthen its monitoring system so that it will--in conjunction with research, innovation, and technical assistance efforts--support systemic reform that produces better results for students with disabilities, and ensure compliance. To ensure a strong accountability system, OSEP has emphasized: strong and diverse customer input in the monitoring process; effective methods for ensuring compliance with Part B, with strongest emphasis on requirements that relate most directly to continuous improvement in learner results; prompt identification and correction of deficiencies; and corrective action requirements and strategies that yield improved access and results for students.

During the 1994-95 school year, OSEP conducted comprehensive monitoring visits to 14 States, Puerto Rico, and the Pre-College Programs of Gallaudet University. OSEP is conducting comprehensive monitoring visits to 11 States during the 1995-96 school year (see table 5.1 for the schedule of these reviews). Table 5.2 summarizes in general the procedures typically used by OSEP to plan and implement on-site reviews. However, OSEP tailors its monitoring and technical assistance activities to those that are needed in specific States. Thus, some States (for example, States with relatively few findings in their last review or with findings of a technical nature, and with good demonstrable success in correcting deficiencies) may require only a more narrow,

focused review, while others will continue to require frequent OSEP comprehensive and follow-up monitoring visits.

As shown in table 5.4, the findings in the 21 final monitoring reports that OSEP issued during fiscal year 1995 concentrated in areas directly related to:

- student access to instruction and vocational preparation (e.g., transition, placement in the least restrictive environment, and the provision of a free appropriate public education<sup>2</sup>);
- procedural safeguards for children with disabilities and their parents; and
- the State educational agency's exercise of its general supervision responsibility (e.g., monitoring, complaint management, responsibility for special education programs administered by other State agencies, and review of approval of local policies and procedures).

Earlier OSEP reports consisted largely of detailed and technical findings regarding the content of local educational agency applications, local educational policies and procedures, and explanations of procedural safeguards. OSEP now collects data and writes reports to stress findings and corrective actions that more closely affect student results. Thus, for example, data collection and reports include a strong focus on State and local policies, procedures, and practices relating to transition and placement in the least restrictive environment.

The nature of OSEP's findings in areas such as placement in the least restrictive environment and monitoring have evolved over time. For example, while in the past placement findings often focused largely on the procedural issue of when agencies made placement decisions, findings now focus on the range of placement options available to students with disabilities (including students with more severe disabilities) and the consideration of appropriate supplementary aids and services as part of any decision to remove a student from the regular education environment for any portion of the day. Further, while in the past OSEP focused its review of placement practices largely on students who were completely segregated from students without disabilities in institutions and other separate school settings, OSEP now focuses its reviews largely on placement practices for students who attend regular school buildings but who are removed from the regular education program for a portion of the school day. This change in the nature of placement-related findings reflects a decrease nationally in separate school placements.

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<sup>2</sup> OSEP also made findings regarding requirements related to evaluation of students with disabilities and the development of IEPs. Both sets of requirements and OSEP's findings relate directly to the provision of a free appropriate public education; evaluations serve as a critical source of information for making individualized determinations regarding the program and placement that each student needs, and Congress has mandated the development of an IEP as the mechanism for making such determinations.



In the past, many OSEP reports included long lists of Part B requirements for which States had no method for determining compliance. As reflected in more recent reports, most States have now developed a method to examine compliance regarding all or nearly all requirements. Recent OSEP reports have focused more on the effectiveness of States' procedures for identifying and correcting deficiencies. For example, a recent report showed that one State had a method to address all but five Part B requirements, and focused on the ineffectiveness of some of the State's monitoring procedures in identifying deficiencies relating to transition, placement in the least restrictive environment, and the provision of a free appropriate public education. The report further addressed problems that the State was experiencing in ensuring the correction of identified deficiencies.

Prior to the 1994-95 school year, each OSEP monitoring report included a corrective action plan developed by OSEP with limited dialogue with the State. Often States implemented the required procedures with little verifiable impact on services and results for students with disabilities. OSEP found that to better ensure that corrective actions positively affect student results in a State, it is important to include the State in the development of the corrective action requirements and to integrate technical assistance with the development, implementation, and evaluation of the corrective actions. OSEP found that although some States had completed all required corrective actions, many of the same deficiencies would be noted as part of the next OSEP review of the State. Accordingly, OSEP revised its corrective action procedures during the 1994-95 and 1995-96 school years to emphasize joint development of corrective action plans and to provide for "follow-up" visits. (See table 5.5 for a description of these revised corrective action procedures.) As noted in table 5.1, OSEP conducted three follow-up visits during the 1994-95 school year, and will conduct three follow-up visits during the 1995-96 school year to determine the extent to which the State has effectively implemented selected components of the agreed-upon corrective action plan, and to work with them to develop any further corrective actions and provide technical assistance needed to ensure full and effective correction.

As noted above, OSEP has used technical assistance, research, and dissemination strategies in tandem with its accountability system to support State efforts to improve teaching, learning, and student results. One strong example is the Office of Special Education and Rehabilitative Services (OSERS) Transition Initiative. Since 1984, 393 model demonstration projects have developed a wide range of service delivery models that have facilitated the transition of youths and adults with disabilities from secondary special education to a number of postsecondary environments, including higher education, employment, and community integration. In 1983, Congress mandated that the Department commission a national study of the transition experiences of youth with disabilities in secondary school and beyond. Under contract to OSEP, SRI International conducted the National Longitudinal Transition Study of Special Education Students (NLTS), which included more than 8,000 youth with disabilities. OSEP has also funded Transition Systems Change Grants in 34 States, and will be funding grants in additional States during fiscal year 1996. OSEP has used the results of the NLTS and information gained from other discretionary projects to focus its monitoring activities and technical assistance efforts, and to inform Federal, State, and local policy and instructional design decisions.

Similarly, in 1986, OSERS proposed the Regular Education Initiative. OSEP recognized that building the capacity of schools to serve students in the least restrictive environment could be conceptualized as an issue of enforcement of the least restrictive environment provisions of IDEA and as an issue of implementing best practice, and has employed both monitoring and discretionary program activities. Since 1987, 26 States have received systems change awards from OSEP to encourage large-scale adoptions of effective educational practices across State systems, and to increase the movement of students with disabilities from segregated to integrated to inclusive school campuses. Also since 1987, OSEP has supported three 5-year Institutes to address inclusion issues. OSEP has also funded 3-year research and demonstration projects to examine the academic and social inclusion of students with severe disabilities in general education classes. As with the Transition Initiative, OSEP has used information gained from all of these discretionary projects to focus its monitoring activities and technical assistance efforts, and to inform Federal, State, and local policy and instructional design decisions.

## **SUMMARY AND IMPLICATIONS**

OSEP recognizes that it is important to focus on both student results and compliance, and uses a broad range of technical assistance, partnership, and accountability strategies to ensure compliance, especially with those requirements that relate most strongly to learning opportunities and results for students with disabilities. OSEP tailors its technical assistance and monitoring activities in each State to the needs and strengths of that State, and OSEP's revised monitoring procedures have resulted in monitoring reports and corrective actions that ensure compliance while supporting State reform efforts and improved teaching and learning.

**Table 5.1 Schedule of On-Site Monitoring Reviews**

<b>1994-95 Reviews<sup>a/</sup></b>	<b>1995-96 Reviews</b>
Idaho (9/94) Minnesota (9/94) Ohio (9/94) Arkansas (10/94) Massachusetts (10/94) Delaware (12/94) Hawaii (1/95) California (1/95) Louisiana (3/95) Puerto Rico (3/95) South Carolina (3/95) North Carolina (5/95) Virginia (5/95) Maryland (5/95) Illinois (5/95)	Alabama (9/95) Indiana (9/95) Vermont (9/95) Kentucky (9/95) Nevada (10/95) Rhode Island (1/96) Tennessee (1/96) Kansas (3/96) Colorado (5/96) Georgia (5/96) Oklahoma (5/96)
<b>1994-95 Follow-Up Reviews</b>	<b>1995-96 Follow-Up Reviews</b>
Florida (3/95) District of Columbia (3/95) West Virginia (5/95)	Pennsylvania (12/95) New Jersey (12/95) New York (12/95)

<sup>a/</sup> As directed by the Congress in the Education of the Deaf Act, OSEP also conducted a special monitoring review of the Pre-College Programs of Gallaudet University in May 1995.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.

**Table 5.2 Typical Steps in On-Site Monitoring Reviews**

Step	Specific Activities
<p><b>Step 1:</b> Select/inform States OSEP will monitor following school year</p>	<p>Select States that OSEP will monitor during the following school year.</p> <p>In the spring, inform States that will be monitored the following school year.</p>
<p><b>Step 2:</b> Conduct monitoring academy and arrange visit dates</p>	<p>Conduct spring monitoring academy for States OSEP will monitor the following year. State educational agency staff and representatives from Parent Training and Information Projects are invited to participate.</p> <p>At the time of the academy or shortly thereafter, arrange dates with each State for public meeting/pre-site visit and on-site visit.</p> <p>Disseminate to national organizations schedule of public meetings and on-site visits.</p>
<p><b>Step 3:</b> Conduct public meeting/pre-site visit</p>	<p>Send notice to State educational agency, State and national advocacy organizations, and parents to inform them of upcoming compliance review and the purpose, schedule, and location of public meetings, and to invite their oral or written comments.</p> <p>Conduct public meetings to gather input regarding appropriate issues and geographical focuses of visit.</p> <p>Meet with State educational agency officials to plan on-site visit, to collect data regarding State systems for general supervision, and to collect other information to assist in identifying appropriate issues and geographical focuses for OSEP compliance review.</p>
<p><b>Step 4:</b> Plan on-site data collection procedures</p>	<p>After pre-site visit, continue to receive (and, if appropriate, solicit) comments to assist in identifying appropriate issues and geographical focuses for OSEP compliance review.</p> <p>Analyze and synthesize information from: public meetings and other comment sources; pre-site meetings with State educational agency; State educational agency documents (including State plan, monitoring and local educational agency application review documents, placement data, funding formulas, etc.); previous OSEP monitoring report(s) and related corrective action documents; and other relevant information.</p> <p>Use information from public input, preliminary interviews of State officials, and review of State Plan and other documents to determine appropriate focuses for compliance review, to design data collection and verification strategies and forms, and to select State agencies and local educational agencies to be visited to collect data regarding the effectiveness of State educational agency's systems for general supervision.</p>

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**Table 5.2 (cont'd)**

Step	Specific Activities
<p><b>Step 5:</b> Conduct on-site review</p>	<p>Interview State educational agency officials and review State educational agency documents to complete collection of data regarding State educational agency's systems for general supervision.</p> <p>Interview officials from other State agencies that provide educational and/or residential services to students with disabilities, to determine whether the educational programs for such students are under the general supervision of the State educational agency and meet its standards.</p> <p>Collect data in a number of public agencies, including local educational agencies, to determine effectiveness of State educational agency's systems for general supervision. (Data collection methods include reviewing student records and interviewing agency administrators, teachers, related service providers, and parents.)</p> <p>Note exemplary programs and practices.</p> <p>Summarize preliminary findings in exit conference with State educational agency officials.</p>
<p><b>Step 6:</b> Prepare and disseminate report</p>	<p>Analyze and synthesize data collected from all sources to determine areas of noncompliance.</p> <p>Prepare report that includes commendations and findings of noncompliance, data that support each finding, and results expected from the corrective actions.</p> <p>Issue report to the State educational agency and to the public. (If State concludes that evidence of noncompliance is significantly inaccurate and one or more findings incorrect, it may request--within 15 calendar days--reconsideration of the finding. If OSEP agrees facts in Report are insufficient to support finding, it will issue letter informing State the finding has been revised or withdrawn.)</p>
<p><b>Step 7:</b> Develop and implement corrective action plan</p>	<p>Work with State to develop corrective action plan (CAP).</p> <p>Agree on a CAP, including activities, timelines and needed resources, using the State's preliminary CAP as the basis. This is done in a meeting or conference call with representatives from the State educational agency, the State Advisory Panel, and OSEP staff.</p>

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.

**Table 5.3 Monitoring Reports Issued During Fiscal Year 1995**

Montana (10/94)	Arizona (2/95)	Washington (3/95)
New Hampshire (11/94)	Connecticut (3/95)	Wyoming (3/95)
Utah (11/94)	Delaware (3/95)	Massachusetts (5/95)
Minnesota (12/94)	Hawaii (3/95)	South Carolina (8/95)
Wisconsin (12/94)	Iowa (3/95)	North Carolina (9/95)
Arkansas (1/95)	Michigan (3/95)	Puerto Rico (9/95)
Idaho (1/95)	New Mexico (3/95)	Virginia (9/95)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.

**Table 5.4 Summary of Findings in 21 Fiscal Year 1995 Monitoring Reports**

**NUMBER OF REPORTS WITH FINDINGS OF NONCOMPLIANCE REGARDING INDICATED REQUIREMENTS**

TRANSITION	12	Student and representatives of other agencies invited to IEP meeting
	4	If student doesn't attend meeting, agency takes steps to consider preferences/interests
	12	Content of meeting notice
	14	Statement of needed transition services
	1	If agreed upon services not provided, meeting convened to identify alternative strategies
LEAST RESTRICTIVE ENVIRONMENT	12	Removed from regular education only if education cannot be achieved satisfactorily in regular classes with supplementary aids and services
	3	Placement determined at least annually
	7	Placement decision based on IEP
	8	Continuum of alternative placements
	2	Student attends school would attend if nondisabled unless IEP requires other arrangement
	12	Student participates with nondisabled students in extracurricular/nonacademic
FREE APPROPRIATE PUBLIC EDUCATION	14	Extended school year
	15	Services provided in conformity with IEP
	2	Length of school day consistent with State standard
	3	Initial evaluation meets State timelines
	2	Services continue if suspended long-term or expelled
PROCEDURAL SAFEGUARDS	4	Agencies establish safeguards
	6	Prior notice or proposed/refused actions provided to parents
	7	Prior notice includes full explanation of procedural safeguards
	10	Prior notice includes other required content
	11	Hearing and review timelines
MONITORING	17	Procedures to identify deficiencies
	14	Procedures to correct deficiencies

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**Table 5.4 (cont'd)**

NUMBER OF REPORTS WITH FINDINGS OF NONCOMPLIANCE REGARDING INDICATED REQUIREMENTS		
COMPLAINTS	3	All complaints resolved
	11	Complaints resolved within 60 days
GENERAL SUPERVISION	8	Programs administered by State agency other than SEA meet SEA standards and Part B requirements
LEA APPLICATIONS	9	Incomplete State procedures/guidance
	10	SEA approval of applications although they do not meet Federal requirements
IEP	1	IEP developed/reviewed in meeting
	5	Agency representative participates in IEP meeting
	12	IEP content
EVALUATION	5	Students reevaluated at least once every 3 years
	2	Written report for learning disabilities evaluation
CHILD COUNT	3	SEA ensures accuracy of Part B child count
PERSONNEL STANDARDS	1	Personnel meet highest requirements

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.



**Table 5.5 Corrective Action Procedures**

PHASE	ACTIONS TAKEN
MONITORING VISIT	Throughout on-site process, OSEP discusses preliminary findings and possible strategies for corrective action with the State educational agency.
MONITORING REPORT	<p>Each monitoring report sets forth parameters for the development of a corrective action plan, specifying expected results of corrective action for each finding. The extent to which each report prescribes the specific steps that the State must follow to ensure correction and specific timelines for each step depends upon a configuration of factors, including the severity of the findings and the persistence of the identified noncompliance (including whether the same violations were identified in a previous monitoring report).</p> <p>The cover letter to each report invites the State to meet with OSEP (in Washington or through a conference telephone conversation) to establish more specific steps and timelines for the corrective action plan. OSEP also invites a representative of the State's Special Education Advisory Panel to participate in the meeting or conference call, and encourages the State to invite additional resource people, such as Regional Resource Center staff, who could assist in the development of the corrective action plan.</p> <p>The cover letter to the report also informs the State that the corrective action plan must be developed within 45 days of the State's receipt of the report, and that a if corrective action plan is not jointly developed within 45 days, OSEP will unilaterally develop a detailed corrective action plan for the State.</p>
DEVELOPMENT AND APPROVAL OF CORRECTIVE ACTION PLAN	<p>State develops preliminary proposals for corrective actions.</p> <p>OSEP monitoring staff consult with other OSEP staff, as appropriate, who are knowledgeable about technical assistance resources, including systems change initiatives, research and dissemination projects, Regional Resource Centers and other technical assistance centers, etc.</p> <p>OSEP meets--in person or by teleconference--with the State educational agency, a representative of the State's Special Education Advisory Panel, and any additional resource people invited by the State educational agency. In the meeting, the participants discuss strategies, resources, and specific action steps for the development and implementation of a corrective action plan that will ensure compliance and support systemic reform resulting in improved student results. The participants work toward--and as much as possible reach--agreement on the specific results, steps, resources, documentation procedures and timelines for corrective action.</p> <p>Having determined that the State's proposal includes actions and timelines to ensure effective, timely, verifiable correction of all deficiencies, OSEP approves the State's corrective action plan.</p>
DOCUMENTATION OF CORRECTIVE ACTION	<p>The State educational agency submits, and OSEP approves, information to document the effective completion of all corrective actions.</p> <p>Having determined that the submitted information documents the effective completion of all corrective actions, OSEP approves the completed corrective actions.</p>
ON-SITE VERIFICATION OF CORRECTIVE ACTION	<p>When determined appropriate, OSEP conducts an on-site follow-up review to verify effective completion of one or more corrective actions.</p>

## **DATA TABLES**

This Appendix includes a compilation and analysis of data gathered on children served under Part B and Chapter 1 of ESEA (SOP) and Part H of IDEA. As required by IDEA, the data tables cover four broad areas: (1) child count, (2) placement, (3) personnel, and (4) exiting. Child count data is based on the December 1 count for the 1994-95 school year. The other counts required by IDEA are based on data collected during the 1993-94 school year.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group  
During the 1994-95 School Year

STATE	AGE GROUP					
	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	8,498	43,025	42,500	85,525	5,148	99,171
ALASKA	2,068	8,461	6,423	14,884	600	17,552
ARIZONA	7,277	35,348	27,011	62,359	2,826	72,462
ARKANSAS	6,901	21,037	22,468	43,505	2,231	52,637
CALIFORNIA	52,023	267,327	204,498	471,825	20,575	544,423
COLORADO	6,760	31,029	27,618	58,647	2,751	68,158
CONNECTICUT	6,963	32,763	30,628	63,391	3,444	73,798
DELAWARE	2,010	7,602	5,206	12,808	606	15,424
DISTRICT OF COLUMBIA	338	2,695	3,099	5,794	495	6,627
FLORIDA	25,177	147,565	111,289	258,854	10,577	294,608
GEORGIA	12,791	65,811	46,161	111,972	4,459	129,222
HAWAII	1,199	7,220	6,221	13,441	497	15,137
IDAHO	2,980	11,254	7,922	19,176	712	22,868
ILLINOIS	25,018	117,269	98,669	215,938	10,478	251,434
INDIANA	11,065	63,058	48,492	111,550	5,961	128,576
IOWA	5,673	27,877	27,475	55,352	3,003	64,028
KANSAS	5,856	24,463	19,358	43,821	1,984	51,661
KENTUCKY	14,009	35,161	28,445	63,606	3,144	80,759
LOUISIANA	9,658	37,236	37,441	74,677	4,376	88,711
MAINE	3,268	13,740	12,296	26,036	1,309	30,613
MARYLAND	9,052	45,766	38,285	84,051	3,668	96,771
MASSACHUSETTS	14,267	68,780	65,663	134,443	7,960	156,670
MICHIGAN	17,672	83,877	72,553	156,430	8,801	182,903
MINNESOTA	10,758	41,853	37,882	79,735	3,482	93,975
MISSISSIPPI	6,451	29,980	26,418	56,398	2,697	65,546
MISSOURI	7,975	54,590	49,505	104,095	4,756	116,826
MONTANA	1,635	8,391	6,946	15,337	707	17,679
NEBRASKA	3,313	19,054	14,250	33,304	1,439	38,056
NEVADA	2,900	12,843	9,754	22,597	866	26,363
NEW HAMPSHIRE	1,996	10,174	10,454	20,628	1,130	23,754
NEW JERSEY	15,942	92,949	74,600	167,549	8,421	191,912
NEW MEXICO	4,116	20,262	19,332	39,594	1,654	45,364
NEW YORK	45,009	151,076	157,646	308,722	20,630	374,361
NORTH CAROLINA	15,141	71,008	49,013	120,021	4,398	139,560
NORTH DAKOTA	1,119	5,552	4,880	10,432	625	12,176
OHIO	18,193	104,884	89,185	194,069	11,378	223,640
OKLAHOMA	4,970	33,154	29,586	62,740	3,099	70,809
OREGON	5,648	32,763	25,847	58,610	2,686	66,944
PENNSYLVANIA	19,715	91,294	85,997	177,291	10,430	207,436
PUERTO RICO	3,331	15,288	18,505	33,793	3,386	40,510
RHODE ISLAND	2,131	10,800	9,709	20,509	1,053	23,693
SOUTH CAROLINA	9,904	40,896	28,869	69,765	2,957	82,626
SOUTH DAKOTA	2,227	7,844	5,064	12,908	620	15,755
TENNESSEE	9,825	56,784	51,133	107,917	6,011	123,753
TEXAS	30,647	191,115	177,441	368,556	21,337	420,540
UTAH	4,568	25,663	19,346	45,009	1,641	51,218
VERMONT	1,184	4,411	4,628	9,039	497	10,720
VIRGINIA	12,746	64,507	53,245	117,752	5,668	136,166
WASHINGTON	12,830	49,588	37,782	87,370	4,283	104,483
WEST VIRGINIA	4,461	20,630	18,036	38,666	2,191	45,318
WISCONSIN	13,072	43,871	40,724	84,595	4,570	102,237
WYOMING	1,495	5,555	4,638	10,193	462	12,150
AMERICAN SAMOA	52	208	167	375	17	444
GUAM	173	729	766	1,495	107	1,775
NORTHERN MARIANAS	22	91	99	190	13	225
PALAU	10	75	55	130	12	152
VIRGIN ISLANDS	118	539	753	1,292	161	1,571
BUR. OF INDIAN AFFAIRS	258	4,078	2,987	7,065	353	7,676
U.S. AND OUTLYING AREAS	524,458	2,520,863	2,154,963	4,675,826	239,342	5,439,626
50 STATES, D.C. & P.R.	523,825	2,515,143	2,150,136	4,665,279	238,679	5,427,783

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

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Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	90,673	38,418	16,898	25,075	5,521
ALASKA	15,484	9,660	3,078	640	765
ARIZONA	65,185	38,443	11,971	5,880	4,233
ARKANSAS	45,736	23,543	7,165	11,093	388
CALIFORNIA	492,400	301,374	106,740	27,406	16,393
COLORADO	61,398	33,680	9,522	2,859	8,555
CONNECTICUT	66,835	34,864	11,165	3,782	11,291
DELAWARE	13,414	8,479	1,534	1,761	793
DISTRICT OF COLUMBIA	6,289	3,760	383	996	835
FLORIDA	269,431	112,903	81,200	31,949	31,953
GEORGIA	116,431	37,703	24,848	26,109	22,013
HAWAII	13,938	7,291	2,348	1,864	1,330
IDAHO	19,888	11,724	3,315	2,814	495
ILLINOIS	226,416	114,684	51,947	23,778	26,931
INDIANA	117,511	50,016	34,344	19,883	7,774
IOWA	58,355	27,454	8,342	11,862	7,790
KANSAS	45,805	20,550	10,461	5,325	4,707
KENTUCKY	66,750	22,219	17,869	18,063	4,430
LOUISIANA	79,053	35,969	16,539	12,410	5,717
MAINE	27,345	12,378	6,223	1,385	4,292
MARYLAND	87,719	44,270	23,234	5,299	5,586
MASSACHUSETTS	142,403	87,038	21,871	13,852	12,207
MICHIGAN	165,231	79,807	34,619	19,701	17,023
MINNESOTA	83,217	36,370	14,029	9,904	16,235
MISSISSIPPI	59,095	30,858	17,921	7,633	266
MISSOURI	108,851	58,852	23,143	12,129	9,424
MONTANA	16,044	9,324	3,243	1,075	1,007
NEBRASKA	34,743	15,193	8,702	5,166	2,763
NEVADA	23,463	15,086	4,193	1,558	1,276
NEW HAMPSHIRE	21,758	11,756	4,737	880	1,967
NEW JERSEY	175,970	96,918	46,512	4,509	13,677
NEW MEXICO	41,248	23,281	9,717	1,950	3,332
NEW YORK	329,352	194,930	38,114	17,095	44,892
NORTH CAROLINA	124,419	54,675	25,429	24,087	9,633
NORTH DAKOTA	11,057	5,540	3,080	1,264	611
OHIO	205,447	78,087	49,825	47,221	10,946
OKLAHOMA	65,839	34,618	14,075	11,240	2,308
OREGON	61,296	32,805	14,192	4,352	4,001
PENNSYLVANIA	187,721	92,120	40,429	28,219	17,567
PUERTO RICO	37,179	14,718	2,891	14,215	874
RHODE ISLAND	21,562	13,299	4,036	1,030	1,862
SOUTH CAROLINA	72,722	31,354	17,426	15,388	4,992
SOUTH DAKOTA	13,528	6,938	3,427	1,483	614
TENNESSEE	113,928	58,878	25,410	14,452	3,639
TEXAS	389,893	234,032	63,981	24,123	32,828
UTAH	46,650	26,664	7,837	3,483	5,279
VERMONT	9,536	4,442	1,652	1,381	1,269
VIRGINIA	123,420	63,613	25,485	13,876	11,127
WASHINGTON	91,653	42,249	16,201	7,847	5,657
WEST VIRGINIA	40,857	18,464	11,221	7,704	1,954
WISCONSIN	89,165	40,922	16,229	11,858	15,741
WYOMING	10,655	5,507	2,815	625	810
AMERICAN SAMOA	392	293	35	30	3
GUAM	1,602	1,128	158	156	16
NORTHERN MARIANAS	203	120	5	23	1
PALAU	142	95	8	5	4
VIRGIN ISLANDS	1,453	516	125	648	55
BUR. OF INDIAN AFFAIRS	7,418	4,105	1,766	460	516
U.S. AND OUTLYING AREAS	4,915,168	2,513,977	1,023,665	570,855	428,168
50 STATES, D.C. & P.R.	4,903,958	2,507,720	1,021,568	569,533	427,573

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES.	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,311	970	487	1,199	420
ALASKA	463	227	88	422	43
ARIZONA	1,295	1,267	720	502	466
ARKANSAS	795	520	131	1,684	179
CALIFORNIA	5,188	8,206	9,908	10,808	3,271
COLORADO	2,834	984	2,414	0	315
CONNECTICUT	1,620	722	261	2,261	498
DELAWARE	0	186	407	0	83
DISTRICT OF COLUMBIA	8	24	80	128	31
FLORIDA	0	2,361	4,918	1,964	966
GEORGIA	0	1,267	837	2,570	495
HAWAII	200	286	147	305	72
IDAHO	356	294	147	479	83
ILLINOIS	0	2,949	2,463	1,718	1,116
INDIANA	733	1,372	757	905	668
IOWA	502	793	1,041	3	177
KANSAS	1,514	562	481	1,580	203
KENTUCKY	1,255	778	438	999	449
LOUISIANA	904	1,389	1,258	3,667	479
MAINE	1,651	271	122	756	104
MARYLAND	4,513	1,153	498	2,282	390
MASSACHUSETTS	2,593	1,344	863	1,147	597
MICHIGAN	2,221	2,595	6,893	0	816
MINNESOTA	0	1,607	1,335	2,752	364
MISSISSIPPI	377	547	1,159	0	212
MISSOURI	613	1,100	786	1,698	387
MONTANA	484	210	81	428	68
NEBRASKA	399	595	525	1,025	207
NEVADA	357	231	185	386	96
NEW HAMPSHIRE	335	238	168	1,557	111
NEW JERSEY	10,607	1,314	612	606	343
NEW MEXICO	922	443	396	861	163
NEW YORK	14,900	4,713	2,518	8,038	1,462
NORTH CAROLINA	1,177	1,919	937	4,740	591
NORTH DAKOTA	0	93	114	197	52
OHIO	10,943	2,338	2,349	2,468	1,006
OKLAHOMA	1,407	697	346	563	300
OREGON	0	1,326	941	1,908	473
PENNSYLVANIA	1,257	2,940	1,222	252	1,311
PUERTO RICO	1,292	827	595	792	548
RHODE ISLAND	186	186	157	654	72
SOUTH CAROLINA	444	959	777	752	398
SOUTH DAKOTA	471	164	125	158	62
TENNESSEE	1,864	1,324	1,146	5,659	928
TEXAS	3,137	5,002	4,846	17,648	1,988
UTAH	1,443	569	181	542	227
VERMONT	81	148	82	396	31
VIRGINIA	3,173	1,205	773	2,782	524
WASHINGTON	3,319	2,501	1,131	12,137	352
WEST VIRGINIA	0	378	260	478	197
WISCONSIN	0	1,166	1,296	1,054	376
WYOMING	0	174	150	437	57
AMERICAN SAMOA	13	9	1	1	3
GUAM	40	29	21	31	16
NORTHERN MARIANAS	35	9	5	1	0
PALAU	5	9	5	2	5
VIRGIN ISLANDS	25	31	8	24	11
BUR. OF INDIAN AFFAIRS	384	47	12	103	15
U.S. AND OUTLYING AREAS	89,646	65,568	60,604	106,509	24,877
50 STATES, D.C. & P.R.	89,144	65,434	60,552	106,347	24,827

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA2

## Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	216	12	146
ALASKA	37	18	43
ARIZONA	293	71	44
ARKANSAS	152	8	78
CALIFORNIA	2,416	154	536
COLORADO	58	63	114
CONNECTICUT	305	24	42
DELAWARE	132	34	5
DISTRICT OF COLUMBIA	27	13	4
FLORIDA	1,116	24	77
GEORGIA	429	26	134
HAWAII	71	3	21
IDAHO	79	7	95
ILLINOIS	624	30	176
INDIANA	733	76	250
IOWA	248	35	108
KANSAS	185	24	213
KENTUCKY	142	10	98
LOUISIANA	591	13	117
MAINE	95	8	60
MARYLAND	311	42	141
MASSACHUSETTS	560	46	285
MICHIGAN	1,556	0	0
MINNESOTA	493	19	109
MISSISSIPPI	77	13	32
MISSOURI	496	53	170
MONTANA	55	19	50
NEBRASKA	69	4	95
NEVADA	64	3	28
NEW HAMPSHIRE	5	4	0
NEW JERSEY	796	37	39
NEW MEXICO	56	6	121
NEW YORK	2,224	36	430
NORTH CAROLINA	1,056	13	162
NORTH DAKOTA	35	48	23
OHIO	145	14	105
OKLAHOMA	146	36	103
OREGON	1,088	14	196
PENNSYLVANIA	1,030	7	1,367
PUERTO RICO	323	56	48
RHODE ISLAND	47	4	29
SOUTH CAROLINA	164	25	43
SOUTH DAKOTA	51	4	31
TENNESSEE	439	12	177
TEXAS	2,018	54	236
UTAH	165	33	227
VERMONT	31	1	22
VIRGINIA	716	1	145
WASHINGTON	113	29	117
WEST VIRGINIA	111	22	68
WISCONSIN	352	7	164
WYOMING	27	0	53
AMERICAN SAMOA	0	3	1
GUAM	3	1	3
NORTHERN MARIANAS	4	0	0
PALAU	0	4	0
VIRGIN ISLANDS	3	7	0
BUR. OF INDIAN AFFAIRS	2	1	7
U.S. AND OUTLYING AREAS	22,780	1,331	7,188
50 STATES, D.C. & P.R.	22,768	1,315	7,177

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

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Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	43,025	13,909	16,015	8,604	2,118
ALASKA	8,461	4,536	2,714	300	241
ARIZONA	35,348	17,794	10,977	2,620	1,545
ARKANSAS	21,037	8,237	6,632	4,105	144
CALIFORNIA	267,327	137,968	92,053	11,522	4,763
COLORADO	31,029	15,208	7,854	1,063	3,079
CONNECTICUT	32,763	15,634	9,461	1,474	3,046
DELAWARE	7,602	4,587	1,442	846	256
DISTRICT OF COLUMBIA	2,695	1,533	335	399	260
FLORIDA	147,565	44,783	69,917	14,307	12,822
GEORGIA	65,811	17,995	23,155	10,965	10,465
HAWAII	7,220	3,224	2,149	841	444
IDAHO	11,254	6,118	2,995	1,198	166
ILLINOIS	117,269	48,727	46,649	9,549	7,805
INDIANA	63,058	17,502	31,995	8,399	2,420
IOWA	27,877	11,068	7,510	5,311	2,579
KANSAS	24,463	8,511	9,712	2,216	1,606
KENTUCKY	35,161	7,713	16,710	7,060	1,595
LOUISIANA	37,236	11,714	14,482	4,908	1,823
MAINE	13,740	5,122	4,957	447	1,615
MARYLAND	45,766	17,800	18,879	2,370	1,769
MASSACHUSETTS	68,780	39,302	16,438	5,381	4,357
MICHIGAN	83,877	32,001	30,975	8,150	5,605
MINNESOTA	41,853	16,515	12,224	4,109	5,425
MISSISSIPPI	29,980	10,049	16,635	2,176	88
MISSOURI	54,590	23,301	20,308	4,856	3,332
MONTANA	8,391	4,059	2,999	474	244
NEBRASKA	19,054	6,850	7,295	2,308	1,070
NEVADA	12,843	7,114	3,892	692	456
NEW HAMPSHIRE	10,174	4,581	3,444	283	534
NEW JERSEY	92,949	39,173	42,342	1,544	2,646
NEW MEXICO	20,262	9,892	6,842	718	1,210
NEW YORK	151,076	78,839	32,386	6,109	15,215
NORTH CAROLINA	71,008	26,556	24,005	10,991	3,832
NORTH DAKOTA	5,552	2,036	2,566	477	173
OHIO	104,884	28,464	45,937	18,942	3,305
OKLAHOMA	33,154	12,988	12,959	4,568	802
OREGON	32,763	14,691	11,877	1,735	1,414
PENNSYLVANIA	91,294	33,257	37,223	11,042	5,033
PUERTO RICO	15,288	5,758	2,403	4,472	440
RHODE ISLAND	10,800	5,673	3,473	423	510
SOUTH CAROLINA	40,896	14,117	16,618	6,433	1,839
SOUTH DAKOTA	7,844	3,249	3,208	606	234
TENNESSEE	56,784	22,857	21,933	5,234	993
TEXAS	191,115	94,714	58,677	9,381	10,885
UTAH	25,663	13,417	6,933	1,443	2,372
VERMONT	4,411	1,839	1,180	576	404
VIRGINIA	64,507	26,266	23,194	5,396	3,663
WASHINGTON	49,588	18,450	14,860	3,634	2,186
WEST VIRGINIA	20,630	6,078	10,363	2,889	515
WISCONSIN	43,871	16,944	14,233	5,163	5,101
WYOMING	5,555	2,259	2,365	243	224
AMERICAN SAMOA	208	153	30	11	1
GUAM	729	468	138	51	4
NORTHERN MARIANAS	91	40	3	18	0
PALAU	75	53	6	0	4
VIRGIN ISLANDS	539	194	99	170	17
BUR. OF INDIAN AFFAIRS	4,078	1,920	1,417	223	191
U.S. AND OUTLYING AREAS	2,520,863	1,043,800	908,073	229,425	144,885
50 STATES, D.C. & P.R.	2,515,143	1,040,972	906,380	228,952	144,668

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEdic IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	653	421	289	631	185
ALASKA	230	151	56	145	29
ARIZONA	633	652	405	260	224
ARKANSAS	426	237	74	956	77
CALIFORNIA	2,339	4,099	5,190	6,100	1,569
COLORADO	1,523	509	1,547	0	147
CONNECTICUT	847	355	168	1,295	250
DELAWARE	0	91	236	0	53
DISTRICT OF COLUMBIA	1	12	41	77	11
FLORIDA	0	1,140	2,854	548	441
GEORGIA	0	611	494	1,554	241
HAWAII	99	145	63	174	28
IDAHO	189	148	84	232	43
ILLINOIS	0	1,373	1,384	735	568
INDIANA	327	654	422	510	296
IOWA	209	374	558	1	75
KANSAS	677	230	312	882	103
KENTUCKY	578	318	231	631	179
LOUISIANA	377	609	707	1,978	215
MAINE	880	129	73	381	45
MARYLAND	2,204	551	324	1,408	175
MASSACHUSETTS	964	606	495	536	302
MICHIGAN	1,062	1,255	3,610	0	370
MINNESOTA	0	865	738	1,461	160
MISSISSIPPI	136	226	526	0	82
MISSOURI	314	530	433	942	176
MONTANA	213	99	38	163	27
NEBRASKA	193	310	321	535	89
NEVADA	169	120	96	210	52
NEW HAMPSHIRE	166	134	100	879	50
NEW JERSEY	5,403	622	323	195	157
NEW MEXICO	478	216	209	534	80
NEW YORK	7,925	2,087	1,633	4,751	694
NORTH CAROLINA	580	903	524	2,619	279
NORTH DAKOTA	0	45	77	113	20
OHIO	4,643	1,107	1,218	688	454
OKLAHOMA	694	313	217	294	155
OREGON	0	601	491	940	245
PENNSYLVANIA	599	1,456	605	156	628
PUERTO RICO	577	384	326	470	247
RHODE ISLAND	117	100	103	318	38
SOUTH CAROLINA	192	463	421	510	193
SOUTH DAKOTA	231	82	70	95	25
TENNESSEE	775	592	584	3,046	446
TEXAS	1,343	2,388	2,595	8,917	939
UTAH	560	284	96	254	113
VERMONT	28	73	44	226	11
VIRGINIA	2,615	579	485	1,584	241
WASHINGTON	1,486	1,442	689	6,526	149
WEST VIRGINIA	0	145	157	290	95
WISCONSIN	0	584	799	590	171
WYOMING	0	94	88	224	26
AMERICAN SAMOA	8	1	1	1	0
GUAM	18	14	10	14	9
NORTHERN MARIANAS	17	7	4	0	0
PALAU	1	1	3	1	2
VIRGIN ISLANDS	8	16	5	14	9
BUR. OF INDIAN AFFAIRS	188	30	11	80	11
U.S. AND OUTLYING AREAS	43,895	31,583	33,657	56,674	11,699
50 STATES, D.C. & P.R.	43,655	31,514	33,623	56,564	11,668

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.



Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability  
 During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	138	2	60
ALASKA	29	11	19
ARIZONA	177	34	27
ARKANSAS	118	3	28
CALIFORNIA	1,465	59	200
COLORADO	28	26	45
CONNECTICUT	207	14	12
DELAWARE	77	13	1
DISTRICT OF COLUMBIA	18	5	3
FLORIDA	707	11	35
GEORGIA	268	7	56
HAWAII	45	0	8
IDAHO	45	4	32
ILLINOIS	386	9	84
INDIANA	416	25	92
IOWA	132	18	42
KANSAS	118	11	85
KENTUCKY	106	2	38
LOUISIANA	362	3	58
MAINE	67	1	23
MARYLAND	207	15	64
MASSACHUSETTS	302	14	83
MICHIGAN	849	0	0
MINNESOTA	310	9	37
MISSISSIPPI	51	5	6
MISSOURI	304	24	70
MONTANA	41	11	23
NEBRASKA	44	2	37
NEVADA	33	0	9
NEW HAMPSHIRE	2	1	0
NEW JERSEY	507	24	13
NEW MEXICO	30	2	51
NEW YORK	1,244	13	180
NORTH CAROLINA	643	3	73
NORTH DAKOTA	23	19	3
OHIO	98	5	23
OKLAHOMA	110	16	38
OREGON	682	7	80
PENNSYLVANIA	742	1	552
PUERTO RICO	171	15	25
RHODE ISLAND	31	1	13
SOUTH CAROLINA	95	8	7
SOUTH DAKOTA	29	1	14
TENNESSEE	244	9	71
TEXAS	1,170	15	91
UTAH	85	14	92
VERMONT	23	0	7
VIRGINIA	435	0	49
WASHINGTON	87	10	69
WEST VIRGINIA	57	10	31
WISCONSIN	216	1	69
WYOMING	17	0	15
AMERICAN SAMOA	0	2	0
GUAM	2	0	1
NORTHERN MARIANAS	2	0	0
PALAU	0	4	0
VIRGIN ISLANDS	3	4	0
BUR. OF INDIAN AFFAIRS	1	1	5
U.S. AND OUTLYING AREAS	13,799	524	2,849
50 STATES, D.C. & P.R.	13,791	513	2,843

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 PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	42,500	22,191	857	14,214	3,215
ALASKA	6,423	4,737	356	252	485
ARIZONA	27,011	19,157	974	2,551	2,501
ARKANSAS	22,468	13,967	519	6,254	236
CALIFORNIA	204,498	152,429	13,955	11,385	10,546
COLORADO	27,618	17,037	1,600	1,414	5,073
CONNECTICUT	30,628	17,634	1,639	1,774	7,331
DELAWARE	5,206	3,623	92	775	399
DISTRICT OF COLUMBIA	3,099	2,019	48	417	512
FLORIDA	111,289	63,100	10,892	14,615	17,723
GEORGIA	46,161	18,382	1,673	12,854	11,029
HAWAII	6,221	3,824	198	893	826
IDAHO	7,922	5,250	312	1,376	310
ILLINOIS	98,669	61,072	5,154	11,255	17,280
INDIANA	48,492	29,333	2,304	9,588	4,979
IOWA	27,475	14,967	797	5,612	4,794
KANSAS	19,358	11,084	733	2,598	2,879
KENTUCKY	28,445	13,207	1,144	9,581	2,724
LOUISIANA	37,441	22,028	1,972	6,186	3,688
MAINE	12,296	6,585	1,198	757	2,488
MARYLAND	38,285	24,610	4,187	2,325	3,501
MASSACHUSETTS	65,663	43,917	5,062	6,750	6,823
MICHIGAN	72,553	43,754	3,557	8,915	10,583
MINNESOTA	37,882	18,610	1,751	4,489	10,198
MISSISSIPPI	26,418	19,001	1,250	4,818	167
MISSOURI	49,505	32,768	2,775	6,004	5,762
MONTANA	6,946	4,809	235	492	712
NEBRASKA	14,250	7,740	1,365	2,363	1,584
NEVADA	9,754	7,463	293	688	768
NEW HAMPSHIRE	10,454	6,512	1,218	450	1,296
NEW JERSEY	74,600	53,014	3,926	2,107	9,750
NEW MEXICO	19,332	12,494	2,701	959	2,024
NEW YORK	157,646	104,263	5,522	8,048	26,837
NORTH CAROLINA	49,013	26,306	1,387	11,413	5,504
NORTH DAKOTA	4,880	3,179	490	573	408
OHIO	89,185	44,970	3,816	24,789	7,168
OKLAHOMA	29,586	19,703	1,100	5,927	1,393
OREGON	25,847	16,865	2,195	1,891	2,334
PENNSYLVANIA	85,997	53,581	3,142	14,054	11,415
PUERTO RICO	18,505	8,134	452	7,771	389
RHODE ISLAND	9,709	7,065	554	438	1,105
SOUTH CAROLINA	28,869	16,028	782	7,661	2,975
SOUTH DAKOTA	5,064	3,370	211	701	359
TENNESSEE	51,133	32,846	3,284	7,572	2,454
TEXAS	177,441	125,902	5,189	10,934	20,410
UTAH	19,346	12,625	887	1,554	2,787
VERMONT	4,628	2,415	439	657	793
VIRGINIA	53,245	34,413	2,240	6,826	6,875
WASHINGTON	37,782	21,661	1,315	3,409	3,207
WEST VIRGINIA	18,036	11,133	846	4,081	1,328
WISCONSIN	40,724	21,880	1,921	5,385	9,789
WYOMING	4,638	3,000	428	281	535
AMERICAN SAMOA	167	133	5	13	1
GUAM	766	589	19	81	10
NORTHERN MARIANAS	99	69	2	5	1
PALAU	55	37	0	4	0
VIRGIN ISLANDS	753	275	21	395	26
BUR. OF INDIAN AFFAIRS	2,987	1,957	337	197	290
U.S. AND OUTLYING AREAS	2,154,963	1,348,717	111,321	279,371	260,579
50 STATES, D.C. & P.R.	2,150,136	1,345,657	110,937	278,676	260,251

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	512	477	174	522	206
ALASKA	186	66	28	267	13
ARIZONA	486	534	258	223	202
ARKANSAS	321	256	53	702	84
CALIFORNIA	2,053	3,610	3,746	4,287	1,465
COLORADO	1,008	437	796	0	149
CONNECTICUT	617	317	87	915	213
DELAWARE	0	86	142	0	28
DISTRICT OF COLUMBIA	4	10	29	36	11
FLORIDA	0	1,052	1,821	1,254	475
GEORGIA	0	562	291	957	215
HAWAII	80	134	72	119	41
IDAHO	134	132	57	225	38
ILLINOIS	0	1,395	880	883	472
INDIANA	247	653	299	352	326
IOWA	232	378	442	2	89
KANSAS	700	298	156	643	93
KENTUCKY	537	391	190	352	232
LOUISIANA	406	687	457	1,573	219
MAINE	637	124	45	344	54
MARYLAND	1,805	530	155	830	180
MASSACHUSETTS	1,111	623	308	478	249
MICHIGAN	773	1,172	2,940	0	379
MINNESOTA	0	686	536	1,214	177
MISSISSIPPI	180	281	556	0	116
MISSOURI	246	501	307	698	183
MONTANA	229	101	36	251	38
NEBRASKA	150	253	181	443	103
NEVADA	123	96	84	161	38
NEW HAMPSHIRE	129	91	60	634	58
NEW JERSEY	4,200	583	247	362	172
NEW MEXICO	366	197	163	288	71
NEW YORK	5,324	2,160	779	3,097	688
NORTH CAROLINA	461	935	372	1,961	267
NORTH DAKOTA	0	42	34	77	28
OHIO	4,264	1,081	960	1,550	476
OKLAHOMA	532	332	118	242	132
OREGON	0	654	386	876	206
PENNSYLVANIA	474	1,329	457	94	588
PUERTO RICO	475	371	229	276	254
RHODE ISLAND	58	72	47	314	30
SOUTH CAROLINA	187	440	296	231	179
SOUTH DAKOTA	185	68	49	62	30
TENNESSEE	816	623	474	2,412	421
TEXAS	1,290	2,225	1,922	7,882	907
UTAH	613	262	71	262	104
VERMONT	40	61	31	157	17
VIRGINIA	419	551	241	1,133	246
WASHINGTON	1,409	966	391	5,173	174
WEST VIRGINIA	0	204	92	182	88
WISCONSIN	0	536	431	425	179
WYOMING	0	72	56	197	28
AMERICAN SAMOA	4	7	0	0	3
GUAM	18	14	10	16	6
NORTHERN MARIANAS	16	2	1	1	0
PALAU	1	8	2	1	2
VIRGIN ISLANDS	13	9	3	6	2
BUR. OF INDIAN AFFAIRS	165	17	0	19	3
U.S. AND OUTLYING AREAS	34,236	29,754	23,048	45,661	11,447
50 STATES, D.C. & P.R.	34,019	29,697	23,032	45,618	11,431

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA4

## Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	60	4	68
ALASKA	7	7	19
ARIZONA	82	29	14
ARKANSAS	31	3	42
CALIFORNIA	696	64	262
COLORADO	20	28	56
CONNECTICUT	68	6	27
DELAWARE	40	19	2
DISTRICT OF COLUMBIA	6	6	1
FLORIDA	316	7	34
GEORGIA	119	12	67
HAWAII	20	2	12
IDAHO	28	3	57
ILLINOIS	197	12	69
INDIANA	250	38	123
IOWA	99	10	53
KANSAS	57	9	108
KENTUCKY	29	7	51
LOUISIANA	166	8	51
MAINE	24	7	33
MARYLAND	81	19	62
MASSACHUSETTS	171	27	144
MICHIGAN	480	0	0
MINNESOTA	151	9	61
MISSISSIPPI	23	4	22
MISSOURI	160	26	75
MONTANA	13	6	24
NEBRASKA	20	2	46
NEVADA	24	3	13
NEW HAMPSHIRE	3	3	0
NEW JERSEY	213	10	16
NEW MEXICO	17	2	50
NEW YORK	704	18	206
NORTH CAROLINA	328	9	70
NORTH DAKOTA	10	25	14
OHIO	41	5	65
OKLAHOMA	33	18	56
OREGON	338	6	96
PENNSYLVANIA	238	6	619
PUERTO RICO	109	25	20
RHODE ISLAND	11	2	13
SOUTH CAROLINA	46	15	29
SOUTH DAKOTA	16	1	12
TENNESSEE	141	2	88
TEXAS	648	26	106
UTAH	56	17	108
VERMONT	5	0	13
VIRGINIA	216	1	84
WASHINGTON	24	13	40
WEST VIRGINIA	42	8	32
WISCONSIN	99	6	73
WYOMING	9	0	32
AMERICAN SAMOA	0	1	0
GUAM	1	0	2
NORTHERN MARIANAS	2	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	3	0
BUR. OF INDIAN AFFAIRS	1	0	1
U.S. AND OUTLYING AREAS	6,789	599	3,441
50 STATES, D.C. & P.R.	6,785	595	3,438

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	5,148	2,318	26	2,257	188
ALASKA	600	387	8	88	39
ARIZONA	2,826	1,492	20	709	187
ARKANSAS	2,231	1,339	14	734	8
CALIFORNIA	20,575	10,977	732	4,499	1,084
COLORADO	2,751	1,435	68	382	403
CONNECTICUT	3,444	1,596	65	534	914
DELAWARE	606	269	0	140	138
DISTRICT OF COLUMBIA	495	208	0	180	63
FLORIDA	10,577	5,020	391	3,027	1,408
GEORGIA	4,459	1,326	20	2,290	519
HAWAII	497	243	1	130	60
IDAHO	712	356	8	240	19
ILLINOIS	10,478	4,885	144	2,974	1,846
INDIANA	5,961	3,181	45	1,896	375
IOWA	3,003	1,419	35	939	417
KANSAS	1,984	955	16	511	222
KENTUCKY	3,144	1,299	15	1,422	111
LOUISIANA	4,376	2,227	85	1,316	206
MAINE	1,309	671	68	181	189
MARYLAND	3,668	1,860	168	604	316
MASSACHUSETTS	7,960	3,819	371	1,721	1,027
MICHIGAN	8,801	4,052	87	2,636	835
MINNESOTA	3,482	1,245	54	1,306	612
MISSISSIPPI	2,697	1,808	36	639	11
MISSOURI	4,756	2,783	60	1,269	330
MONTANA	707	456	9	109	51
NEBRASKA	1,439	603	42	495	109
NEVADA	866	509	8	178	52
NEW HAMPSHIRE	1,130	663	75	147	137
NEW JERSEY	8,421	4,731	244	858	1,281
NEW MEXICO	1,654	895	174	273	98
NEW YORK	20,630	11,828	206	2,938	2,840
NORTH CAROLINA	4,398	1,813	37	1,683	297
NORTH DAKOTA	625	325	24	214	30
OHIO	11,378	4,653	72	3,490	473
OKLAHOMA	3,099	1,927	16	745	113
OREGON	2,686	1,249	120	726	253
PENNSYLVANIA	10,430	5,282	64	3,123	1,119
PUERTO RICO	3,386	826	36	1,972	45
RHODE ISLAND	1,053	561	9	169	247
SOUTH CAROLINA	2,957	1,209	26	1,294	178
SOUTH DAKOTA	620	319	8	176	21
TENNESSEE	6,011	3,175	193	1,646	192
TEXAS	21,337	13,416	115	3,808	1,533
UTAH	1,641	622	17	486	120
VERMONT	497	188	33	148	72
VIRGINIA	5,668	2,934	51	1,654	589
WASHINGTON	4,283	2,138	26	804	264
WEST VIRGINIA	2,191	1,253	12	734	111
WISCONSIN	4,570	2,098	75	1,310	851
WYOMING	462	248	22	101	51
AMERICAN SAMOA	17	7	0	6	1
GUAM	107	71	1	24	2
NORTHERN MARIANAS	13	11	0	0	0
PALAU	12	5	2	1	0
VIRGIN ISLANDS	161	47	5	83	12
BUR. OF INDIAN AFFAIRS	353	228	12	40	35
U.S. AND OUTLYING AREAS	239,342	121,460	4,271	62,059	22,704
50 STATES, D.C. & P.R.	238,679	121,091	4,251	61,905	22,654

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	146	72	24	46	29
ALASKA	47	10	4	10	1
ARIZONA	176	81	57	19	40
ARKANSAS	48	27	4	26	18
CALIFORNIA	796	497	972	421	237
COLORADO	303	38	71	0	19
CONNECTICUT	156	50	6	51	35
DELAWARE	0	9	29	0	2
DISTRICT OF COLUMBIA	3	2	10	15	9
FLORIDA	0	169	243	162	50
GEORGIA	0	94	52	59	39
HAWAII	21	7	12	12	3
IDAHO	33	14	6	22	2
ILLINOIS	0	181	199	100	76
INDIANA	159	65	36	43	46
IOWA	61	41	41	0	13
KANSAS	137	34	13	55	7
KENTUCKY	140	69	17	16	38
LOUISIANA	121	93	94	116	45
MAINE	134	18	4	31	5
MARYLAND	504	72	19	44	35
MASSACHUSETTS	518	115	60	133	46
MICHIGAN	386	168	343	0	67
MINNESOTA	0	56	61	77	27
MISSISSIPPI	61	40	77	0	14
MISSOURI	53	69	46	58	28
MONTANA	42	10	7	14	3
NEBRASKA	56	32	23	47	15
NEVADA	65	15	5	15	6
NEW HAMPSHIRE	40	13	8	44	3
NEW JERSEY	1,004	109	42	49	14
NEW MEXICO	78	30	24	39	12
NEW YORK	1,651	466	106	190	80
NORTH CAROLINA	136	81	41	160	45
NORTH DAKOTA	0	6	3	7	4
OHIO	2,036	150	171	230	76
OKLAHOMA	181	52	11	27	13
OREGON	0	71	64	92	22
PENNSYLVANIA	184	155	160	2	95
PUERTO RICO	240	72	40	46	47
RHODE ISLAND	11	14	7	22	4
SOUTH CAROLINA	65	56	60	11	26
SOUTH DAKOTA	55	14	6	1	7
TENNESSEE	273	109	88	201	61
TEXAS	504	389	329	849	142
UTAH	270	23	14	26	10
VERMONT	13	14	7	13	3
VIRGINIA	139	75	47	65	37
WASHINGTON	424	93	51	438	29
WEST VIRGINIA	0	29	11	6	14
WISCONSIN	0	46	66	39	26
WYOMING	0	8	6	16	3
AMERICAN SAMOA	1	1	0	0	0
GUAM	4	1	1	1	1
NORTHERN MARIANAS	2	0	0	0	0
PALAU	3	0	0	0	1
VIRGIN ISLANDS	4	6	0	4	0
BUR. OF INDIAN AFFAIRS	31	0	1	4	1
U.S. AND OUTLYING AREAS	11,515	4,231	3,899	4,174	1,731
50 STATES, D.C. & P.R.	11,470	4,223	3,897	4,165	1,728

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	18	6	18
ALASKA	1	0	5
ARIZONA	34	8	3
ARKANSAS	3	2	8
CALIFORNIA	255	31	74
COLORADO	10	9	13
CONNECTICUT	30	4	3
DELAWARE	15	2	2
DISTRICT OF COLUMBIA	3	2	0
FLORIDA	93	6	8
GEORGIA	42	7	11
HAWAII	6	1	1
IDAHO	6	0	6
ILLINOIS	41	9	23
INDIANA	67	13	35
IOWA	17	7	13
KANSAS	10	4	20
KENTUCKY	7	1	9
LOUISIANA	63	2	8
MAINE	4	0	4
MARYLAND	23	8	15
MASSACHUSETTS	87	5	58
MICHIGAN	227	0	0
MINNESOTA	32	1	11
MISSISSIPPI	3	4	4
MISSOURI	32	3	25
MONTANA	1	2	3
NEBRASKA	5	0	12
NEVADA	7	0	6
NEW HAMPSHIRE	0	0	0
NEW JERSEY	76	3	10
NEW MEXICO	9	2	20
NEW YORK	276	5	44
NORTH CAROLINA	85	1	19
NORTH DAKOTA	2	4	6
OHIO	6	4	17
OKLAHOMA	3	2	9
OREGON	68	1	20
PENNSYLVANIA	50	0	196
PUERTO RICO	43	16	3
RHODE ISLAND	5	1	3
SOUTH CAROLINA	23	2	7
SOUTH DAKOTA	6	2	5
TENNESSEE	54	1	18
TEXAS	200	13	39
UTAH	24	2	27
VERMONT	3	1	2
VIRGINIA	65	0	12
WASHINGTON	2	6	8
WEST VIRGINIA	12	4	5
WISCONSIN	37	0	22
WYOMING	1	0	6
AMERICAN SAMOA	0	0	1
GUAM	0	1	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	1
U.S. AND OUTLYING AREAS	2,192	208	898
50 STATES, D.C. & P.R.	2,192	207	896

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA6

## Number of Children Served Under IDEA, Part B by Disability and Age

During the 1994-95 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	37,597	91,900	164,566	225,877
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	202,405	202,310	183,680	146,648
MENTAL RETARDATION	.	.	.	23,057	31,419	39,574	43,688
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	8,706	15,352	22,332	28,537
MULTIPLE DISABILITIES	.	.	.	7,939	7,335	7,222	7,438
HEARING IMPAIRMENTS	.	.	.	4,354	5,035	5,472	5,599
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,798	5,678	5,881	5,905
OTHER HEALTH IMPAIRMENTS	.	.	.	6,590	8,620	10,484	10,865
VISUAL IMPAIRMENTS	.	.	.	1,589	1,821	1,967	2,004
AUTISM	.	.	.	2,739	2,453	2,436	2,307
DEAF-BLINDNESS	.	.	.	88	91	84	88
TRAUMATIC BRAIN INJURY	.	.	.	296	395	471	537
ALL DISABILITIES	104,619	179,825	240,014	301,158	372,409	444,169	479,493

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	255,871	267,989	266,914	256,789	245,355	225,892	192,816
SPEECH OR LANGUAGE IMPAIRMENTS	104,697	68,333	40,464	26,462	17,462	12,071	8,526
MENTAL RETARDATION	45,085	46,602	48,830	48,747	49,875	48,595	43,785
SERIOUS EMOTIONAL DISTURBANCE	32,983	36,975	41,696	45,489	49,641	48,960	42,523
MULTIPLE DISABILITIES	7,034	6,927	6,296	6,047	5,833	5,805	5,380
HEARING IMPAIRMENTS	5,502	5,621	5,555	5,320	5,274	4,866	4,529
ORTHOPEDIC IMPAIRMENTS	5,315	5,080	4,614	4,251	4,021	3,737	3,438
OTHER HEALTH IMPAIRMENTS	10,378	9,737	8,840	8,258	8,367	7,713	6,766
VISUAL IMPAIRMENTS	2,142	2,176	2,087	1,955	1,995	1,924	1,834
AUTISM	1,972	1,892	1,443	1,308	1,171	1,088	955
DEAF-BLINDNESS	81	92	110	100	125	92	80
TRAUMATIC BRAIN INJURY	571	579	567	536	586	566	588
ALL DISABILITIES	471,631	452,003	427,416	405,262	389,705	361,309	311,220

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	160,951	91,454	23,383	5,156	1,467	144
SPEECH OR LANGUAGE IMPAIRMENTS	6,336	3,056	817	290	108	37
MENTAL RETARDATION	39,539	29,383	16,439	10,707	5,530	2,323
SERIOUS EMOTIONAL DISTURBANCE	32,270	15,091	4,957	2,048	608	112
MULTIPLE DISABILITIES	4,875	4,090	3,200	2,661	1,564	407
HEARING IMPAIRMENTS	4,210	2,587	1,064	405	175	24
ORTHOPEDIC IMPAIRMENTS	2,987	1,978	971	624	326	149
OTHER HEALTH IMPAIRMENTS	5,717	2,725	905	379	165	15
VISUAL IMPAIRMENTS	1,652	988	411	227	105	36
AUTISM	824	785	621	508	278	190
DEAF-BLINDNESS	92	56	59	66	27	1
TRAUMATIC BRAIN INJURY	598	452	233	152	61	4
ALL DISABILITIES	260,051	152,645	53,060	23,223	10,414	3,442

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

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Table AA7

## Number of Children Served Under IDEA, Part B by Age

During the 1994-95 School Year

ALL DISABILITIES						
STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,038	2,466	4,994	6,157	6,629	7,252
ALASKA	396	667	1,005	924	1,282	1,536
ARIZONA	1,468	2,822	2,987	3,799	5,032	6,200
ARKANSAS	1,738	2,847	2,316	2,674	3,000	3,386
CALIFORNIA	10,582	19,688	21,753	27,216	36,828	47,148
COLORADO	1,483	2,546	2,731	3,212	4,227	5,285
CONNECTICUT	1,510	2,460	2,993	3,601	4,705	5,857
DELAWARE	384	647	979	1,161	1,364	1,354
DISTRICT OF COLUMBIA	53	127	158	163	288	421
FLORIDA	4,988	7,542	12,647	17,963	22,287	25,946
GEORGIA	2,367	4,101	6,323	8,486	10,236	11,920
HAWAII	240	399	560	772	902	1,327
IDAHO	695	1,112	1,173	1,290	1,780	2,123
ILLINOIS	4,534	8,353	12,131	15,082	18,838	21,695
INDIANA	2,028	3,433	5,604	8,103	10,442	11,994
IOWA	1,131	1,856	2,686	3,209	3,846	4,862
KANSAS	1,190	2,093	2,573	2,743	3,351	4,585
KENTUCKY	2,608	5,222	6,179	5,665	6,046	6,296
LOUISIANA	1,664	3,461	4,533	4,906	5,740	6,229
MAINE	699	1,350	1,219	1,389	1,904	2,362
MARYLAND	1,817	3,079	4,156	5,049	6,420	7,922
MASSACHUSETTS	3,112	5,128	6,027	8,051	10,377	12,116
MICHIGAN	3,594	5,891	8,187	9,609	12,074	14,483
MINNESOTA	2,453	3,844	4,461	4,813	5,728	7,348
MISSISSIPPI	727	1,530	4,194	5,390	5,186	4,861
MISSOURI	1,529	2,739	3,707	4,963	7,325	9,824
MONTANA	299	536	800	1,016	1,257	1,487
NEBRASKA	783	1,097	1,433	1,835	2,698	3,544
NEVADA	537	1,040	1,323	1,301	1,667	2,286
NEW HAMPSHIRE	429	718	849	975	1,246	1,829
NEW JERSEY	2,640	3,713	9,589	14,531	16,811	16,916
NEW MEXICO	977	1,640	1,499	1,840	2,593	3,457
NEW YORK	12,708	17,960	14,341	16,257	17,668	23,842
NORTH CAROLINA	2,645	4,939	7,557	9,890	11,420	12,529
NORTH DAKOTA	177	404	538	709	795	977
OHIO	2,966	5,031	10,196	13,043	16,348	19,197
OKLAHOMA	809	1,639	2,522	3,704	4,608	5,741
OREGON	1,276	2,126	2,246	2,982	4,270	6,021
PENNSYLVANIA	4,578	7,388	7,749	9,960	13,259	17,116
PUERTO RICO	677	1,200	1,454	1,599	2,046	2,521
RHODE ISLAND	385	716	1,030	1,384	1,707	1,869
SOUTH CAROLINA	1,208	3,281	5,415	6,497	7,363	7,445
SOUTH DAKOTA	380	749	1,098	1,147	1,393	1,500
TENNESSEE	1,410	2,738	5,677	7,815	9,046	10,019
TEXAS	5,368	10,135	15,144	20,975	27,455	32,795
UTAH	1,010	1,657	1,901	2,757	3,942	4,832
VERMONT	253	448	483	444	581	761
VIRGINIA	2,687	4,185	5,874	8,055	9,668	11,139
WASHINGTON	2,582	4,363	5,885	5,679	6,858	8,709
WEST VIRGINIA	616	1,394	2,451	2,858	3,457	3,792
WISCONSIN	2,720	4,580	5,772	6,230	6,827	7,474
WYOMING	370	600	525	651	838	1,033
AMERICAN SAMOA	4	24	24	10	19	37
GUAM	50	54	69	66	57	125
NORTHERN MARIANAS	9	8	5	10	9	10
PALAU	3	2	5	1	7	12
VIRGIN ISLANDS	35	57	26	41	57	82
BUR. OF INDIAN AFFAIRS	0	0	258	506	602	740
U.S. AND OUTLYING AREAS	104,619	179,825	240,014	301,158	372,409	444,169
50 STATES, D.C. & P.R.	104,518	179,680	239,627	300,524	371,658	443,163

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA7

## Number of Children Served Under IDEA, Part B by Age

During the 1994-95 School Year

STATE	ALL DISABILITIES					
	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	7,540	7,689	7,758	7,726	7,690	7,897
ALASKA	1,612	1,580	1,527	1,372	1,220	1,190
ARIZONA	6,986	6,853	6,478	5,933	5,550	5,109
ARKANSAS	3,893	4,031	4,053	4,173	4,060	4,082
CALIFORNIA	52,856	53,286	49,993	45,486	40,768	35,911
COLORADO	5,908	6,282	6,115	5,796	5,561	5,019
CONNECTICUT	6,506	6,225	5,869	5,681	5,449	5,382
DELAWARE	1,295	1,230	1,198	1,056	1,002	931
DISTRICT OF COLUMBIA	528	612	683	611	668	549
FLORIDA	27,905	27,401	26,063	24,114	22,234	20,427
GEORGIA	12,417	11,825	10,927	10,161	9,561	8,815
HAWAII	1,346	1,405	1,468	1,269	1,132	1,031
IDAHO	2,171	2,044	1,846	1,655	1,583	1,498
ILLINOIS	21,538	20,429	19,687	19,117	19,269	17,847
INDIANA	12,059	10,716	9,744	9,276	8,812	8,781
IOWA	5,430	5,415	5,115	5,062	5,028	4,996
KANSAS	4,934	4,606	4,244	3,956	3,566	3,503
KENTUCKY	6,092	5,793	5,269	5,355	5,155	5,363
LOUISIANA	6,546	6,828	6,987	7,145	7,124	7,062
MAINE	2,702	2,754	2,629	2,408	2,321	2,205
MARYLAND	9,078	8,927	8,370	7,927	7,381	6,949
MASSACHUSETTS	13,057	12,701	12,478	11,858	11,756	11,660
MICHIGAN	16,503	16,200	15,008	14,214	13,522	13,140
MINNESOTA	8,381	8,034	7,549	7,266	6,905	6,885
MISSISSIPPI	4,989	4,805	4,749	4,768	4,830	4,987
MISSOURI	11,162	10,826	10,490	10,035	9,461	9,287
MONTANA	1,632	1,539	1,460	1,381	1,281	1,225
NEBRASKA	3,876	3,647	3,454	3,187	2,804	2,584
NEVADA	2,635	2,535	2,419	2,174	1,987	1,726
NEW HAMPSHIRE	2,070	2,035	2,019	2,049	1,969	1,877
NEW JERSEY	16,012	14,780	13,899	13,474	13,086	13,084
NEW MEXICO	3,977	4,162	4,233	4,073	3,872	3,685
NEW YORK	29,988	30,960	32,361	28,290	27,560	27,615
NORTH CAROLINA	12,965	12,637	11,567	10,877	9,926	9,167
NORTH DAKOTA	1,105	992	974	923	910	851
OHIO	19,990	18,878	17,428	16,872	15,954	15,922
OKLAHOMA	6,304	6,485	6,312	5,964	5,652	5,344
OREGON	6,770	6,671	6,049	5,407	4,950	4,724
PENNSYLVANIA	17,726	17,073	16,160	15,428	15,183	15,150
PUERTO RICO	2,775	3,076	3,271	3,425	3,492	3,595
RHODE ISLAND	2,043	1,944	1,853	1,765	1,791	1,691
SOUTH CAROLINA	6,915	6,455	6,221	5,950	5,583	5,333
SOUTH DAKOTA	1,401	1,313	1,090	1,030	967	925
TENNESSEE	10,399	9,934	9,571	9,585	8,976	9,096
TEXAS	35,841	37,097	36,952	35,526	33,375	32,882
UTAH	4,858	4,744	4,530	4,252	3,695	3,559
VERMONT	803	933	889	914	869	878
VIRGINIA	12,086	12,327	11,232	10,729	10,162	9,414
WASHINGTON	9,924	9,536	8,882	8,128	7,471	6,876
WEST VIRGINIA	3,745	3,443	3,335	3,194	3,172	3,296
WISCONSIN	8,039	7,823	7,478	7,399	7,129	7,000
WYOMING	1,080	1,016	937	941	879	824
AMERICAN SAMOA	39	35	68	42	42	21
GUAM	141	169	171	166	135	127
NORTHERN MARIANAS	22	25	15	10	13	21
PALAU	21	18	16	20	9	10
VIRGIN ISLANDS	96	123	140	155	151	117
BUR. OF INDIAN AFFAIRS	781	729	720	666	609	580
U.S. AND OUTLYING AREAS	479,493	471,631	452,003	427,416	405,262	389,705
50 STATES, D.C. & P.R.	478,393	470,532	450,873	426,357	404,303	388,829

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA7

Number of Children Served Under IDEA, Part B by Age  
During the 1994-95 School Year

STATE	ALL DISABILITIES					
	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,642	6,228	5,317	3,431	1,286	376
ALASKA	1,034	921	686	407	122	43
ARIZONA	4,140	3,480	2,799	1,692	656	303
ARKANSAS	3,768	3,494	2,891	1,684	430	117
CALIFORNIA	31,761	27,036	23,536	13,043	3,898	2,127
COLORADO	4,504	3,715	3,023	1,803	651	237
CONNECTICUT	5,420	4,755	3,941	2,241	704	412
DELAWARE	926	671	620	327	145	120
DISTRICT OF COLUMBIA	498	408	365	247	140	64
FLORIDA	18,325	14,577	11,612	6,739	2,399	1,008
GEORGIA	7,491	5,681	4,452	2,732	1,095	449
HAWAII	964	991	834	349	117	31
IDAHO	1,312	1,016	858	503	146	58
ILLINOIS	16,216	14,553	11,667	6,940	2,235	1,090
INDIANA	8,512	7,023	6,088	3,863	1,274	473
IOWA	4,805	4,053	3,531	2,016	684	244
KANSAS	3,254	2,770	2,309	1,387	428	117
KENTUCKY	4,995	4,148	3,429	2,037	776	269
LOUISIANA	6,503	5,384	4,223	2,570	1,063	468
MAINE	2,041	1,861	1,460	951	294	62
MARYLAND	6,279	5,296	4,453	2,344	758	444
MASSACHUSETTS	11,384	10,228	8,777	4,871	1,683	845
MICHIGAN	12,573	10,469	8,635	5,259	1,794	946
MINNESOTA	6,457	5,747	4,622	2,160	740	473
MISSISSIPPI	4,585	3,912	3,336	1,905	588	164
MISSOURI	8,528	6,816	5,378	3,117	1,072	431
MONTANA	1,227	1,025	807	544	124	24
NEBRASKA	2,252	1,858	1,565	954	307	145
NEVADA	1,520	1,333	1,014	583	168	63
NEW HAMPSHIRE	1,722	1,520	1,317	812	234	84
NEW JERSEY	12,924	11,545	10,487	5,555	1,711	815
NEW MEXICO	3,087	2,612	2,003	1,141	344	136
NEW YORK	27,599	26,470	20,112	12,323	5,350	2,419
NORTH CAROLINA	8,014	6,080	4,949	2,996	962	355
NORTH DAKOTA	873	708	615	427	135	54
OHIO	14,931	13,349	12,157	7,357	2,422	925
OKLAHOMA	4,848	4,145	3,633	2,270	632	135
OREGON	4,298	3,629	2,839	1,666	592	347
PENNSYLVANIA	15,034	13,395	11,807	6,977	2,261	937
PUERTO RICO	3,193	2,786	2,014	1,381	885	679
RHODE ISLAND	1,645	1,447	1,370	670	224	146
SOUTH CAROLINA	4,909	4,029	3,065	1,798	741	340
SOUTH DAKOTA	851	693	598	405	125	65
TENNESSEE	8,698	7,918	6,860	3,712	1,390	520
TEXAS	29,398	25,484	20,776	13,319	5,075	1,835
UTAH	3,049	2,552	2,239	898	315	213
VERMONT	789	643	535	328	104	37
VIRGINIA	8,741	7,545	6,654	3,703	1,139	492
WASHINGTON	6,006	4,895	4,406	2,759	994	452
WEST VIRGINIA	3,186	2,713	2,475	1,507	497	146
WISCONSIN	7,105	6,318	5,773	3,233	887	361
WYOMING	766	663	565	328	95	39
AMERICAN SAMOA	31	21	10	9	5	2
GUAM	123	106	109	49	35	18
NORTHERN MARIANAS	17	17	21	7	3	3
PALAU	10	5	1	7	3	2
VIRGIN ISLANDS	131	108	91	90	41	25
BUR. OF INDIAN AFFAIRS	415	375	342	219	82	38
U. S. AND OUTLYING AREAS	361,309	311,220	260,051	152,645	53,060	23,223
50 STATES, D.C. & P.R.	360,582	310,588	259,477	152,264	52,891	23,135

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA7

## Number of Children Served Under IDEA, Part B by Age

During the 1994-95 School Year

ALL DISABILITIES		
STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	55	0
ALASKA	28	0
ARIZONA	175	0
ARKANSAS	0	0
CALIFORNIA	1,507	268
COLORADO	60	0
CONNECTICUT	87	0
DELAWARE	14	2
DISTRICT OF COLUMBIA	44	5
FLORIDA	431	104
GEORGIA	183	0
HAWAII	0	0
IDAHO	5	0
ILLINOIS	213	0
INDIANA	351	0
IOWA	59	5
KANSAS	52	1
KENTUCKY	62	3
LOUISIANA	275	63
MAINE	2	0
MARYLAND	122	0
MASSACHUSETTS	561	0
MICHIGAN	802	2,720
MINNESOTA	109	1
MISSISSIPPI	40	0
MISSOURI	136	10
MONTANA	15	0
NEBRASKA	33	0
NEVADA	52	0
NEW HAMPSHIRE	0	0
NEW JERSEY	340	0
NEW MEXICO	33	0
NEW YORK	538	0
NORTH CAROLINA	85	8
NORTH DAKOTA	9	2
OHIO	674	0
OKLAHOMA	62	17
OREGON	81	0
PENNSYLVANIA	255	0
PUERTO RICO	441	99
RHODE ISLAND	13	0
SOUTH CAROLINA	78	1
SOUTH DAKOTA	25	0
TENNESSEE	389	12
TEXAS	1,108	0
UTAH	215	61
VERMONT	28	0
VIRGINIA	334	48
WASHINGTON	78	0
WEST VIRGINIA	41	11
WISCONSIN	89	0
WYOMING	0	0
AMERICAN SAMOA	1	0
GUAM	5	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	5	1
BUR. OF INDIAN AFFAIRS	14	0
U.S. AND OUTLYING AREAS	10,414	3,442
50 STATES, D.C. & P.R.	10,389	3,441

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 PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AA8

## Number and Change in Number of Children Served Under IDEA, Part B

ALL DISABILITIES

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE	
	1976-77	1993-94	1994-95	1976-77	1993-94	1976-77	1993-94
				1994-95	1994-95	1994-95	1994-95
ALABAMA	53,987	99,760	99,171	45,184	-589	83.69	-0.59
ALASKA	9,597	18,006	17,552	7,955	-454	82.89	-2.52
ARIZONA	43,045	69,530	72,462	29,417	2,932	68.34	4.22
ARKANSAS	28,487	53,187	52,637	24,150	-550	84.78	-1.03
CALIFORNIA	332,291	533,807	544,423	212,132	10,616	63.84	1.99
COLORADO	47,943	66,343	68,158	20,215	1,815	42.16	2.74
CONNECTICUT	62,085	71,863	73,798	11,713	1,935	18.87	2.69
DELAWARE	14,307	15,196	15,424	1,117	228	7.81	1.50
DISTRICT OF COLUMBIA	9,261	6,994	6,627	-2,634	-367	-28.44	-5.25
FLORIDA	117,257	286,772	294,608	177,351	7,836	151.25	2.73
GEORGIA	85,209	123,143	129,222	44,013	6,079	51.65	4.94
HAWAII	10,544	15,248	15,137	4,593	-111	43.56	-0.73
IDAHO	14,573	23,571	22,868	8,295	-703	56.92	-2.98
ILLINOIS	229,797	250,929	251,434	21,637	505	9.42	0.20
INDIANA	87,644	127,961	128,576	40,932	615	46.70	0.48
IOWA	51,055	63,373	64,028	12,973	655	25.41	1.03
KANSAS	37,623	50,438	51,661	14,038	1,223	37.31	2.42
KENTUCKY	57,057	80,539	80,759	23,702	220	41.54	0.27
LOUISIANA	86,989	86,931	88,711	1,722	1,780	1.98	2.05
MAINE	23,701	29,350	30,613	6,912	1,263	29.16	4.30
MARYLAND	84,184	97,998	96,771	12,587	-1,227	14.95	-1.25
MASSACHUSETTS	131,992	160,275	156,670	24,678	-3,605	18.70	-2.25
MICHIGAN	153,113	181,251	182,903	29,790	1,652	19.46	0.91
MINNESOTA	72,136	90,850	93,975	21,839	3,125	30.27	3.44
MISSISSIPPI	29,219	64,153	65,546	36,327	1,393	124.33	2.17
MISSOURI	94,387	114,008	116,826	22,439	2,818	23.77	2.47
MONTANA	8,610	18,401	17,679	9,069	-722	105.33	-3.92
NEBRASKA	25,270	37,203	38,056	12,786	853	50.60	2.29
NEVADA	11,133	25,242	26,363	15,230	1,121	136.80	4.44
NEW HAMPSHIRE	9,916	23,354	23,754	13,838	400	139.55	1.71
NEW JERSEY	145,077	190,003	191,912	46,835	1,909	32.28	1.00
NEW MEXICO	15,149	43,474	45,364	30,215	1,890	199.45	4.35
NEW YORK	240,250	365,697	374,361	134,111	8,664	55.82	2.37
NORTH CAROLINA	98,035	136,513	139,560	41,525	3,047	42.36	2.23
NORTH DAKOTA	8,976	12,440	12,176	3,200	-264	35.65	-2.12
OHIO	168,314	219,875	223,640	55,326	3,765	32.87	1.71
OKLAHOMA	44,181	73,130	70,809	26,628	-2,321	60.27	-3.17
OREGON	37,258	63,212	66,944	29,686	3,732	79.68	5.90
PENNSYLVANIA	206,792	211,422	207,436	644	-3,986	0.31	-1.89
PUERTO RICO	11,200	43,780	40,510	29,310	-3,270	261.70	-7.47
RHODE ISLAND	15,971	23,582	23,693	7,722	111	48.35	0.47
SOUTH CAROLINA	72,357	81,930	82,626	10,269	696	14.19	0.85
SOUTH DAKOTA	9,936	15,907	15,755	5,819	-152	58.56	-0.96
TENNESSEE	99,251	119,146	123,753	24,502	4,607	24.69	3.87
TEXAS	233,552	411,917	420,540	186,988	8,623	80.06	2.09
UTAH	37,204	51,950	51,218	14,014	-732	37.67	-1.41
VERMONT	6,382	10,513	10,720	4,338	207	67.97	1.97
VIRGINIA	77,616	131,599	136,166	58,550	4,567	75.44	3.47
WASHINGTON	57,705	101,254	104,483	46,778	3,229	81.06	3.19
WEST VIRGINIA	30,135	44,528	45,318	15,183	790	50.38	1.77
WISCONSIN	58,019	102,412	102,237	44,218	-175	76.21	-0.17
WYOMING	7,261	12,480	12,150	4,889	-330	67.33	-2.64
AMERICAN SAMOA	139	418	444	305	26	219.42	6.22
GUAM	2,597	1,782	1,775	-822	-7	-31.65	-0.39
NORTHERN MARIANAS	0	452	225	225	-227	100.00	-50.22
PALAU	1,120	447	152	-968	-295	-86.43	-66.00
VIRGIN ISLANDS	1,712	1,446	1,571	-141	125	-8.24	8.64
BUR. OF INDIAN AFFAIRS	0	6,731	7,676	7,676	945	100.00	14.04
U.S. AND OUTLYING AREAS	3,708,601	5,363,716	5,439,626	1,731,025	75,910	46.68	1.42
50 STATES, D.C. & P.R.	3,703,033	5,352,440	5,427,783	1,724,750	75,343	46.58	1.41

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

Prior to October 1994, children and youth with disabilities were served under the Individuals with Disabilities Education Act, Part B, and Chapter 1 of ESEA (SOP). In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994 include children served under Chapter 1 (SOP).

DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### ALL DISABILITIES

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	88,136	90,599	90,673	2,537	74	2.88	0.08
ALASKA	10,927	15,373	15,484	4,557	111	41.70	0.72
ARIZONA	50,499	61,845	65,185	14,686	3,340	29.08	5.40
ARKANSAS	43,293	46,215	45,736	2,443	-479	5.64	-1.04
CALIFORNIA	380,796	481,746	492,400	111,604	10,654	29.31	2.21
COLORADO	48,153	59,358	61,398	13,245	2,040	27.51	3.44
CONNECTICUT	58,957	63,988	66,835	7,878	2,847	13.36	4.45
DELAWARE	13,042	13,243	13,414	372	171	2.85	1.29
DISTRICT OF COLUMBIA	6,571	6,394	6,289	-282	-105	-4.29	-1.64
FLORIDA	180,731	256,893	269,431	88,700	12,538	49.08	4.88
GEORGIA	86,956	111,274	116,431	29,475	5,157	33.90	4.63
HAWAII	11,195	13,358	13,938	2,743	580	24.50	4.34
IDAHO	18,079	19,914	19,888	1,809	-26	10.01	-0.13
ILLINOIS	218,194	222,944	226,416	8,222	3,472	3.77	1.56
INDIANA	98,993	115,087	117,511	18,518	2,424	18.71	2.11
IOWA	51,323	56,740	58,355	7,032	1,615	13.70	2.85
KANSAS	39,157	44,017	45,805	6,648	1,788	16.98	4.06
KENTUCKY	68,152	66,871	66,750	-1,402	-121	-2.06	-0.18
LOUISIANA	62,355	75,848	79,053	16,698	3,205	26.78	4.23
MAINE	25,298	26,477	27,345	2,047	868	8.09	3.28
MARYLAND	83,693	85,980	87,719	4,026	1,739	4.81	2.02
MASSACHUSETTS	131,729	139,112	142,403	10,674	3,291	8.10	2.37
MICHIGAN	147,108	161,503	165,231	18,123	3,728	12.32	2.31
MINNESOTA	73,891	78,125	83,217	9,326	5,092	12.62	6.52
MISSISSIPPI	53,491	58,257	59,095	5,604	838	10.48	1.44
MISSOURI	94,792	104,900	108,851	14,059	3,951	14.83	3.77
MONTANA	13,547	16,270	16,044	2,497	-226	18.43	-1.39
NEBRASKA	27,775	33,475	34,743	6,968	1,268	25.09	3.79
NEVADA	13,702	22,027	23,463	9,761	1,436	71.24	6.52
NEW HAMPSHIRE	15,571	20,793	21,758	6,187	965	39.73	4.64
NEW JERSEY	157,332	171,978	175,970	18,638	3,992	11.85	2.32
NEW MEXICO	29,950	39,843	41,248	11,298	1,405	37.72	3.53
NEW YORK	266,216	319,454	329,352	63,136	9,898	23.72	3.10
NORTH CAROLINA	102,619	121,471	124,419	21,800	2,948	21.24	2.43
NORTH DAKOTA	11,066	11,104	11,057	-9	-47	-0.08	-0.42
OHIO	190,312	203,528	205,447	15,135	1,919	7.95	0.94
OKLAHOMA	58,378	66,503	65,839	7,461	-664	12.78	-1.00
OREGON	45,342	57,353	61,296	15,954	3,943	35.19	6.87
PENNSYLVANIA	190,023	187,110	187,721	-2,302	611	-1.21	0.33
PUERTO RICO	34,760	39,196	37,179	2,419	-2,017	6.96	-5.15
RHODE ISLAND	17,986	20,784	21,562	3,576	778	19.88	3.74
SOUTH CAROLINA	67,993	71,359	72,722	4,729	1,363	6.96	1.91
SOUTH DAKOTA	12,524	13,389	13,528	1,004	139	8.02	1.04
TENNESSEE	91,643	107,347	113,928	22,285	6,581	24.32	6.13
TEXAS	285,775	373,858	389,893	104,118	16,035	36.43	4.29
UTAH	41,591	46,694	46,650	5,059	-44	12.16	-0.09
VERMONT	10,940	9,281	9,536	-1,404	255	-12.83	2.75
VIRGINIA	96,444	117,328	123,420	26,976	6,092	27.97	5.19
WASHINGTON	64,469	86,862	91,653	27,184	4,791	42.17	5.52
WEST VIRGINIA	42,783	39,230	40,857	-1,926	1,627	-4.50	4.15
WISCONSIN	67,054	86,764	89,165	22,111	2,401	32.97	2.77
WYOMING	9,384	10,569	10,655	1,271	86	13.54	0.81
AMERICAN SAMOA	220	386	392	172	6	78.18	1.55
GUAM	1,680	1,591	1,602	-78	11	-4.64	0.69
NORTHERN MARIANAS	631	362	203	-428	-159	-67.83	-43.92
PALAU	0	420	142	142	-278	100.00	-66.19
VIRGIN ISLANDS	1,326	1,325	1,453	127	128	9.58	9.66
BUR. OF INDIAN AFFAIRS	5,667	6,447	7,418	1,751	971	30.90	15.06
U.S. AND OUTLYING AREAS	4,120,214	4,780,162	4,915,168	794,954	135,006	19.29	2.82
50 STATES, D.C. & P.R.	4,110,690	4,769,631	4,903,958	793,268	134,327	19.30	2.82

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

Prior to October 1994, children and youth with disabilities were served under the Individuals with Disabilities Education Act, Part B, and Chapter 1 of ESEA (SOP). In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994 include children served under Chapter 1 (SOP).

DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

STATE	SPECIFIC LEARNING DISABILITIES					PERCENTAGE CHANGE	
	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		-IN NUMBER	SERVED-
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	29,713	38,230	38,418	8,705	188	29.30	0.49
ALASKA	6,809	9,638	9,660	2,851	22	41.87	0.23
ARIZONA	28,300	36,222	38,443	10,143	2,221	35.84	6.13
ARKANSAS	22,823	25,818	23,543	720	-2,275	3.15	-8.81
CALIFORNIA	225,883	294,554	301,374	75,491	6,820	33.42	2.32
COLORADO	23,281	33,285	33,680	10,399	395	44.67	1.19
CONNECTICUT	30,681	33,775	34,864	4,183	1,089	13.63	3.22
DELAWARE	7,224	8,291	8,479	1,255	188	17.37	2.27
DISTRICT OF COLUMBIA	3,116	3,802	3,760	644	-42	20.67	-1.10
FLORIDA	75,546	105,251	112,903	37,357	7,652	49.45	7.27
GEORGIA	25,482	36,126	37,703	12,221	1,577	47.96	4.37
HAWAII	6,483	7,276	7,291	808	15	12.46	0.21
IDAHO	10,122	11,893	11,724	1,602	-169	15.83	-1.42
ILLINOIS	101,775	112,910	114,684	12,909	1,774	12.68	1.57
INDIANA	36,545	49,068	50,016	13,471	948	36.86	1.93
IOWA	22,353	26,682	27,454	5,101	772	22.82	2.89
KANSAS	16,748	19,740	20,550	3,802	810	22.70	4.10
KENTUCKY	21,480	22,927	22,219	739	-708	3.44	-3.09
LOUISIANA	25,097	34,467	35,969	10,872	1,502	43.32	4.36
MAINE	10,449	12,283	12,378	1,929	95	18.46	0.77
MARYLAND	44,310	42,903	44,270	-40	1,367	-0.09	3.19
MASSACHUSETTS	48,232	85,103	87,038	38,806	1,935	80.46	2.27
MICHIGAN	65,099	78,069	79,807	14,708	1,738	22.59	2.23
MINNESOTA	35,695	34,138	36,370	675	2,232	1.89	6.54
MISSISSIPPI	25,935	30,958	30,858	4,923	-100	18.98	-0.32
MISSOURI	43,009	56,106	58,852	15,843	2,746	36.84	4.89
MONTANA	7,560	9,900	9,324	1,764	-576	23.33	-5.82
NEBRASKA	12,206	14,895	15,193	2,987	298	24.47	2.00
NEVADA	8,414	13,774	15,086	6,672	1,312	79.30	9.53
NEW HAMPSHIRE	9,566	11,653	11,756	2,190	103	22.89	0.88
NEW JERSEY	77,703	93,566	96,918	19,215	3,352	24.73	3.58
NEW MEXICO	13,563	20,287	23,281	9,718	2,994	71.65	14.76
NEW YORK	153,671	187,210	194,930	41,259	7,720	26.85	4.12
NORTH CAROLINA	43,466	54,971	54,675	11,209	-296	25.79	-0.54
NORTH DAKOTA	5,279	5,616	5,540	261	-76	4.94	-1.35
OHIO	74,270	77,875	78,087	3,817	212	5.14	0.27
OKLAHOMA	27,250	34,826	34,618	7,368	-208	27.04	-0.60
OREGON	24,541	30,270	32,805	8,264	2,535	33.67	8.37
PENNSYLVANIA	78,687	88,671	92,120	13,433	3,449	17.07	3.89
PUERTO RICO	9,372	14,477	14,718	5,346	241	57.04	1.66
RHODE ISLAND	12,183	13,148	13,299	1,116	151	9.16	1.15
SOUTH CAROLINA	25,965	30,691	31,354	5,389	663	20.75	2.16
SOUTH DAKOTA	5,517	6,809	6,938	1,421	129	25.76	1.89
TENNESSEE	43,471	56,896	58,878	15,407	1,982	35.44	3.48
TEXAS	160,792	222,432	234,032	73,240	11,600	45.55	5.22
UTAH	17,284	26,324	26,664	9,380	340	54.27	1.29
VERMONT	4,949	4,364	4,442	-507	78	-10.24	1.79
VIRGINIA	48,331	60,652	63,613	15,282	2,961	31.62	4.88
WASHINGTON	33,945	41,126	42,249	8,304	1,123	24.46	2.73
WEST VIRGINIA	19,546	17,977	18,464	-1,082	487	-5.54	2.71
WISCONSIN	23,016	28,718	40,922	17,906	12,204	77.80	42.50
WYOMING	5,090	5,546	5,507	417	-39	8.19	-0.70
AMERICAN SAMOA	0	113	293	293	180	100.00	159.29
GUAM	755	1,055	1,128	373	73	49.40	6.92
NORTHERN MARIANAS	108	218	120	12	-98	11.11	-44.95
PALAU	0	265	95	95	-170	100.00	-64.15
VIRGIN ISLANDS	276	435	516	240	81	86.96	18.62
BUR. OF INDIAN AFFAIRS	3,338	3,787	4,105	767	318	22.98	8.40
U.S. AND OUTLYING AREAS	1,942,304	2,428,062	2,513,977	571,673	85,915	29.43	3.54
50 STATES, D.C. & P.R.	1,937,827	2,422,189	2,507,720	569,893	85,531	29.41	3.53

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	-IN NUMBER 1987-88 1994-95	SERVED- 1993-94 1994-95
ALABAMA	18,517	17,438	16,898	-1,619	-540	-8.74	-3.10
ALASKA	2,535	3,251	3,078	543	-173	21.42	-5.32
ARIZONA	10,343	11,681	11,971	1,628	290	15.74	2.48
ARKANSAS	6,745	6,718	7,165	420	447	6.23	6.65
CALIFORNIA	87,088	105,924	106,740	19,652	816	22.57	0.77
COLORADO	7,737	8,767	9,522	1,785	755	23.07	8.61
CONNECTICUT	9,685	10,536	11,165	1,480	629	15.28	5.97
DELAWARE	1,502	1,587	1,534	32	-53	2.13	-3.34
DISTRICT OF COLUMBIA	1,145	353	383	-762	30	-66.55	8.50
FLORIDA	53,818	81,574	81,200	27,382	-374	50.88	-0.46
GEORGIA	18,712	24,021	24,848	6,136	827	32.79	3.44
HAWAII	1,964	2,186	2,348	384	162	19.55	7.41
IDAHO	3,232	3,430	3,315	83	-115	2.57	-3.35
ILLINOIS	54,534	51,131	51,947	-2,587	816	-4.74	1.60
INDIANA	34,970	34,453	34,344	-626	-109	-1.79	-0.32
IOWA	9,639	8,585	8,342	-1,297	-243	-13.46	-2.83
KANSAS	10,417	10,332	10,461	44	129	0.42	1.25
KENTUCKY	22,392	18,348	17,869	-4,523	-479	-20.20	-2.61
LOUISIANA	18,330	16,788	16,539	-1,791	-249	-9.77	-1.48
MAINE	5,203	6,012	6,223	1,020	211	19.60	3.51
MARYLAND	23,594	23,377	23,234	-360	-143	-1.53	-0.61
MASSACHUSETTS	28,244	21,412	21,871	-6,373	459	-22.56	2.14
MICHIGAN	32,784	34,249	34,619	1,835	370	5.60	1.08
MINNESOTA	13,963	13,485	14,029	66	544	0.47	4.03
MISSISSIPPI	16,388	17,490	17,921	1,533	431	9.35	2.46
MISSOURI	25,575	23,148	23,143	-2,432	-5	-9.51	-0.02
MONTANA	3,399	3,159	3,243	-156	84	-4.59	2.66
NEBRASKA	7,308	8,466	8,702	1,394	236	19.07	2.79
NEVADA	2,636	4,286	4,193	1,557	-93	59.07	-2.17
NEW HAMPSHIRE	2,490	4,385	4,737	2,247	352	90.24	8.03
NEW JERSEY	49,983	47,005	46,512	-3,471	-493	-6.94	-1.05
NEW MEXICO	9,531	11,535	9,717	186	-1,818	1.95	-15.76
NEW YORK	23,975	35,039	38,114	14,139	3,075	58.97	8.78
NORTH CAROLINA	22,885	25,252	25,429	2,544	177	11.12	0.70
NORTH DAKOTA	3,421	3,150	3,080	-341	-70	-9.97	-2.22
OHIO	49,038	50,885	49,825	787	-1,060	1.60	-2.08
OKLAHOMA	15,946	14,232	14,075	-1,871	-157	-11.73	-1.10
OREGON	11,407	13,213	14,192	2,785	979	24.41	7.41
PENNSYLVANIA	52,248	43,132	40,429	-11,819	-2,703	-22.62	-6.27
PUERTO RICO	1,345	2,885	2,891	1,546	6	114.94	0.21
RHODE ISLAND	2,772	3,716	4,036	1,264	320	45.60	8.61
SOUTH CAROLINA	17,067	17,823	17,426	359	-397	2.10	-2.23
SOUTH DAKOTA	3,824	3,519	3,427	-397	-92	-10.38	-2.61
TENNESSEE	25,406	24,396	25,410	4	1,014	0.02	4.16
TEXAS	56,281	64,330	63,981	7,700	-349	13.68	-0.54
UTAH	8,169	7,582	7,837	-332	255	-4.06	3.36
VERMONT	3,015	1,835	1,652	-1,363	-183	-45.21	-9.97
VIRGINIA	23,199	24,994	25,485	2,286	491	9.85	1.96
WASHINGTON	11,823	15,801	16,201	4,378	400	37.03	2.53
WEST VIRGINIA	10,577	10,640	11,221	644	581	6.09	5.46
WISCONSIN	12,256	16,009	16,229	3,973	220	32.42	1.37
WYOMING	2,455	2,859	2,815	360	-44	14.66	-1.54
AMERICAN SAMOA	95	132	35	-60	-97	-63.16	-73.48
GUAM	144	212	158	14	-54	9.72	-25.47
NORTHERN MARIANAS	220	24	5	-215	-19	-97.73	-79.17
PALAU	0	15	8	8	-7	100.00	-46.67
VIRGIN ISLANDS	222	134	125	-97	-9	-43.69	-6.72
BUR. OF INDIAN AFFAIRS	1,375	1,287	1,766	391	479	28.44	37.22
U.S. AND OUTLYING AREAS	953,568	1,018,208	1,023,665	70,097	5,457	7.35	0.54
50 STATES, D.C. & P.R.	951,512	1,016,404	1,021,568	70,056	5,164	7.36	0.51

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DATA AS OF OCTOBER 1, 1995.



Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

STATE	MENTAL RETARDATION			PERCENTAGE CHANGE			
	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		-IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	30,172	24,849	25,075	-5,097	226	-16.89	0.91
ALASKA	410	613	640	230	27	56.10	4.40
ARIZONA	5,030	5,594	5,880	850	286	16.90	5.11
ARKANSAS	11,739	10,447	11,093	-646	646	-5.50	6.18
CALIFORNIA	24,348	26,554	27,406	3,058	852	12.56	3.21
COLORADO	3,570	2,736	2,859	-711	123	-19.92	4.50
CONNECTICUT	3,905	4,011	3,782	-123	-229	-3.15	-5.71
DELAWARE	1,346	1,634	1,761	415	127	-30.83	7.77
DISTRICT OF COLUMBIA	1,126	1,172	996	-130	-176	-11.55	-15.02
FLORIDA	23,932	29,809	31,949	8,017	2,140	33.50	7.18
GEORGIA	23,418	24,999	26,109	2,691	1,110	11.49	4.44
HAWAII	1,213	1,563	1,864	651	301	53.67	19.26
IDAHO	2,802	2,788	2,814	12	26	0.43	0.93
ILLINOIS	24,567	23,412	23,778	-789	366	-3.21	1.56
INDIANA	19,911	19,636	19,883	-28	247	-0.14	1.26
IOWA	10,654	11,220	11,862	1,208	642	11.34	5.72
KANSAS	5,781	5,264	5,325	-456	61	-7.89	1.16
KENTUCKY	18,373	18,132	18,063	-310	-69	-1.69	-0.38
LOUISIANA	10,571	11,948	12,410	1,839	462	17.40	3.87
LOUISIANA	3,391	1,466	1,385	-2,006	-81	-59.16	-5.53
MAINE	5,906	5,455	5,299	-607	-156	-10.28	-2.86
MARYLAND	28,531	13,572	13,852	-14,679	280	-51.45	2.06
MASSACHUSETTS	20,180	19,057	19,701	-479	644	-2.37	3.38
MICHIGAN	10,840	9,722	9,904	-936	182	-8.63	1.87
MINNESOTA	9,362	7,277	7,633	-1,729	356	-18.47	4.89
MISSISSIPPI	15,678	12,303	12,129	-3,549	-174	-22.64	-1.41
MISSOURI	1,124	1,196	1,075	-49	-121	-4.36	-10.12
MONTANA	4,293	4,828	5,166	873	338	20.34	7.00
NEBRASKA	1,019	1,405	1,558	539	153	52.89	10.89
NEVADA	989	846	880	-109	34	-11.02	4.02
NEW HAMPSHIRE	6,704	4,638	4,509	-2,195	-129	-32.74	-2.78
NEW JERSEY	2,093	1,895	1,950	-143	55	-6.83	2.90
NEW MEXICO	24,586	19,227	17,095	-7,491	-2,132	-30.47	-11.09
NEW YORK	21,593	22,401	24,087	2,494	1,686	11.55	7.53
NORTH CAROLINA	1,524	1,253	1,264	-260	11	-17.06	0.88
NORTH DAKOTA	48,832	45,617	47,221	-1,611	1,604	-3.30	3.52
OHIO	11,223	11,873	11,240	17	-633	0.15	-5.33
OKLAHOMA	3,614	4,388	4,352	738	-36	20.42	-0.82
OREGON	35,684	29,171	28,219	-7,465	-952	-20.92	-3.26
PENNSYLVANIA	17,795	16,287	14,215	-3,580	-2,072	-20.12	-12.72
PUERTO RICO	1,028	1,044	1,030	2	-14	0.19	-1.34
RHODE ISLAND	16,156	14,780	15,388	-768	608	-4.75	4.11
SOUTH CAROLINA	1,567	1,408	1,483	-84	75	-5.36	5.33
SOUTH DAKOTA	14,380	13,170	14,452	72	1,282	0.50	9.73
TENNESSEE	25,430	24,034	24,123	-1,307	89	-5.14	0.37
TEXAS	3,306	3,342	3,483	177	141	5.35	4.22
UTAH	1,706	1,270	1,381	-325	111	-19.05	8.74
VERMONT	13,132	13,166	13,876	744	710	5.67	5.39
VIRGINIA	7,541	7,610	7,847	306	237	4.06	3.11
WASHINGTON	9,055	7,280	7,704	-1,351	424	-14.92	5.82
WEST VIRGINIA	5,146	4,582	11,858	6,712	7,276	130.43	158.80
WISCONSIN	652	636	625	-27	-11	-4.14	-1.73
WYOMING	101	88	30	-71	-58	-70.30	-65.91
AMERICAN SAMOA	580	164	156	-424	-8	-73.10	-4.88
GUAM	88	14	23	-65	9	-73.86	64.29
NORTHERN MARIANAS	0	26	5	5	-21	100.00	-80.77
PALAU	658	608	648	-10	40	-1.52	6.58
VIRGIN ISLANDS	415	389	460	45	71	10.84	18.25
BUR. OF INDIAN AFFAIRS							
U.S. AND OUTLYING AREAS	598,770	553,869	570,855	-27,915	16,986	-4.66	3.07
50 STATES, D.C. & P.R.	596,928	552,580	569,533	-27,395	16,953	-4.59	3.07

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE	
	1987-88	1993-94	1994-95	1987-88	1993-94	-IN NUMBER SERVED-	1993-94
				1994-95	1994-95	1994-95	1994-95
ALABAMA	6,180	5,614	5,521	-659	-93	-10.66	-1.66
ALASKA	482	801	765	283	-36	58.71	-4.49
ARIZONA	3,521	4,022	4,233	712	211	20.22	5.25
ARKANSAS	415	355	388	-27	33	-6.51	9.30
CALIFORNIA	10,891	15,636	16,393	5,502	757	50.52	4.84
COLORADO	8,920	8,428	8,555	-365	127	-4.09	1.51
CONNECTICUT	12,219	11,068	11,291	-928	223	-7.59	2.01
DELAWARE	2,254	903	793	-1,461	-110	-64.82	-12.18
DISTRICT OF COLUMBIA	781	762	835	54	73	6.91	9.58
FLORIDA	20,883	29,964	31,953	11,070	1,989	53.01	6.64
GEORGIA	16,652	21,568	22,013	5,361	445	32.19	2.06
HAWAII	655	1,257	1,330	675	73	103.05	5.81
IDAHO	517	422	495	-22	73	-4.26	17.30
ILLINOIS	26,178	26,548	26,931	753	383	2.88	1.44
INDIANA	4,224	7,179	7,774	3,550	595	84.04	8.29
IOWA	6,205	7,447	7,790	1,585	343	25.54	4.61
KANSAS	4,257	4,590	4,707	450	117	10.57	2.55
KENTUCKY	2,871	3,957	4,430	1,559	473	54.30	11.95
LOUISIANA	3,794	5,313	5,717	1,923	404	50.69	7.60
MAINE	4,164	4,096	4,292	128	196	3.07	4.79
MARYLAND	3,979	5,594	5,586	1,607	-8	40.39	-0.14
MASSACHUSETTS	18,625	11,857	12,207	-6,418	350	-34.46	2.95
MICHIGAN	20,710	17,336	17,023	-3,687	-313	-17.80	-1.81
MINNESOTA	10,306	15,217	16,235	5,929	1,018	57.53	6.69
MISSISSIPPI	247	251	266	19	15	7.69	5.98
MISSOURI	7,892	9,085	9,424	1,532	339	19.41	3.73
MONTANA	610	976	1,007	397	31	65.08	3.18
NEBRASKA	2,365	2,699	2,763	398	64	16.83	2.37
NEVADA	896	1,237	1,276	380	39	42.41	3.15
NEW HAMPSHIRE	1,531	1,937	1,967	436	30	28.48	1.55
NEW JERSEY	14,200	13,818	13,677	-523	-141	-3.68	-1.02
NEW MEXICO	3,014	3,444	3,332	318	-112	10.55	-3.25
NEW YORK	44,637	44,098	44,892	255	794	0.57	1.80
NORTH CAROLINA	8,354	9,697	9,633	1,279	-64	15.31	-0.66
NORTH DAKOTA	457	554	611	154	57	33.70	10.29
OHIO	7,454	10,579	10,946	3,492	367	46.85	3.47
OKLAHOMA	1,334	2,265	2,308	974	43	73.01	1.90
OREGON	2,543	3,687	4,001	1,458	314	57.33	8.52
PENNSYLVANIA	17,534	17,634	17,567	33	-67	0.19	-0.38
PUERTO RICO	1,092	976	874	-218	-102	-19.96	-10.45
RHODE ISLAND	1,367	1,790	1,862	495	72	36.21	4.02
SOUTH CAROLINA	6,220	5,048	4,992	-1,228	-56	-19.74	-1.11
SOUTH DAKOTA	585	604	614	29	10	4.96	1.66
TENNESSEE	2,297	3,370	3,639	1,342	269	58.42	7.98
TEXAS	22,655	32,129	32,828	10,173	699	44.90	2.18
UTAH	10,134	5,958	5,279	-4,855	-679	-47.91	-11.40
VERMONT	655	1,116	1,269	614	153	93.74	13.71
VIRGINIA	7,536	10,669	11,127	3,591	458	47.65	4.29
WASHINGTON	4,084	5,535	5,657	1,573	122	38.52	2.20
WEST VIRGINIA	2,466	2,015	1,954	-512	-61	-20.76	-3.03
WISCONSIN	9,706	12,643	15,741	6,035	3,098	62.18	24.50
WYOMING	500	735	810	310	75	62.00	10.20
AMERICAN SAMOA	0	21	3	3	-18	100.00	-85.71
GUAM	42	20	16	-26	-4	-61.90	-20.00
NORTHERN MARIANAS	2	6	1	-1	-5	-50.00	-83.33
PALAU	0	31	4	4	-27	100.00	-87.10
VIRGIN ISLANDS	76	26	55	-21	29	-27.63	111.54
BUR. OF INDIAN AFFAIRS	212	484	516	304	32	143.40	6.61
U.S. AND OUTLYING AREAS	372,380	415,071	428,168	55,788	13,097	14.98	3.16
50 STATES, D.C. & P.R.	372,048	414,483	427,573	55,525	13,090	14.92	3.16

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### MULTIPLE DISABILITIES

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-			PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88	1993-94	1987-88	1993-94	
				1994-95	1994-95	1994-95	1994-95	
ALABAMA	999	1,310	1,311	312	1	31.23	0.08	
ALASKA	291	470	463	172	-7	59.11	-1.49	
ARIZONA	1,193	1,237	1,295	102	58	8.55	4.69	
ARKANSAS	522	788	795	273	7	52.30	0.89	
CALIFORNIA	5,184	5,407	5,188	4	-219	0.08	-4.05	
COLORADO	2,801	3,062	2,834	33	-228	1.18	-7.45	
CONNECTICUT	802	1,473	1,620	818	147	102.00	9.98	
DELAWARE	69	0	0	-69	0	-100.00	100.00	
DISTRICT OF COLUMBIA	164	10	8	-156	-2	-95.12	-20.00	
FLORIDA	0	0	0	0	0	100.00	100.00	
GEORGIA	0	0	0	0	0	100.00	100.00	
HAWAII	201	209	200	-1	-9	-0.50	-4.31	
IDAHO	204	331	356	152	25	74.51	7.55	
ILLINOIS	1,893	0	0	-1,893	0	-100.00	100.00	
INDIANA	932	848	733	-199	-115	-21.35	-13.56	
IOWA	602	593	502	-100	-91	-16.61	-15.35	
KANSAS	545	1,529	1,514	969	-15	177.80	-0.98	
KENTUCKY	1,041	1,178	1,255	214	77	20.56	6.54	
LOUISIANA	839	862	904	65	42	7.75	4.87	
MAINE	1,013	1,419	1,651	638	232	62.98	16.35	
MARYLAND	2,816	4,426	4,513	1,697	87	60.26	1.97	
MASSACHUSETTS	2,800	2,423	2,593	-207	170	-7.39	7.02	
MICHIGAN	1,536	2,149	2,221	685	72	44.60	3.35	
MINNESOTA	3	0	0	-3	0	-100.00	100.00	
MISSISSIPPI	249	368	377	128	9	51.41	2.45	
MISSOURI	433	539	613	180	74	41.57	13.73	
MISSOURI	247	224	484	237	260	95.95	116.07	
MONTANA	386	378	399	13	21	3.37	5.56	
NEBRASKA	314	327	357	43	30	13.69	9.17	
NEVADA	256	321	335	79	14	30.86	4.36	
NEW HAMPSHIRE	5,757	9,521	10,607	4,850	1,086	84.25	11.41	
NEW JERSEY	633	908	922	289	14	45.66	1.54	
NEW MEXICO	8,931	15,198	14,900	5,969	-298	66.83	-1.96	
NEW YORK	1,307	1,321	1,177	-130	-144	-9.95	-10.90	
NORTH CAROLINA	0	0	0	0	0	100.00	100.00	
NORTH DAKOTA	4,046	10,677	10,943	6,897	266	170.46	2.49	
OHIO	1,252	1,391	1,407	155	16	12.38	1.15	
OKLAHOMA	0	0	0	0	0	100.00	100.00	
OREGON	0	805	1,257	1,257	452	100.00	56.15	
PENNSYLVANIA	1,924	1,276	1,292	-632	16	-32.85	1.25	
PUERTO RICO	58	164	186	128	22	220.69	13.41	
RHODE ISLAND	402	334	444	42	110	10.45	32.93	
SOUTH CAROLINA	390	472	471	81	-1	20.77	-0.21	
SOUTH DAKOTA	1,351	1,764	1,864	513	100	37.97	5.67	
TENNESSEE	3,557	3,016	3,137	-420	121	-11.81	4.01	
TEXAS	1,306	1,440	1,443	137	3	10.49	0.21	
UTAH	147	94	81	-66	-13	-44.90	-13.83	
VERMONT	1,393	2,944	3,173	1,780	229	127.78	7.78	
VIRGINIA	1,800	3,037	3,319	1,519	282	84.39	9.29	
WASHINGTON	1	0	0	-1	0	-100.00	100.00	
WEST VIRGINIA	15,929	22,944	0	-15,929	-22,944	-100.00	-100.00	
WISCONSIN	69	0	0	-69	0	-100.00	100.00	
WYOMING	5	13	13	8	0	160.00	100.00	
AMERICAN SAMOA	86	36	40	-46	4	-53.49	11.11	
GUAM	76	62	35	-41	-27	-53.95	-43.55	
NORTHERN MARIANAS	0	4	5	5	1	100.00	25.00	
PALAU	35	42	25	-10	-17	-28.57	-40.48	
VIRGIN ISLANDS	233	386	384	151	-2	64.81	-0.52	
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	79,023	109,730	89,646	10,623	-20,084	13.44	-18.30	
50 STATES, D.C. & P.R.	78,588	109,187	89,144	10,556	-20,043	13.43	-18.36	

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### HEARING IMPAIRMENTS

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	952	949	970	18	21	1.89	2.21
ALASKA	147	185	227	80	42	54.42	22.70
ARIZONA	904	1,178	1,267	363	89	40.15	7.56
ARKANSAS	523	527	520	-3	-7	-0.57	-1.33
CALIFORNIA	6,679	7,860	8,206	1,527	346	22.86	4.40
COLORADO	741	912	984	243	72	32.79	7.89
CONNECTICUT	650	723	722	72	-1	11.08	-0.14
DELAWARE	209	189	186	-23	-3	-11.00	-1.59
DISTRICT OF COLUMBIA	48	27	24	-24	-3	-50.00	-11.11
FLORIDA	1,563	2,215	2,361	798	146	51.06	6.59
GEORGIA	1,254	1,247	1,267	13	20	1.04	1.60
HAWAII	213	302	286	73	-16	34.27	-5.30
IDAHO	331	299	294	-37	-5	-11.18	-1.67
ILLINOIS	3,013	2,905	2,949	-64	44	-2.12	1.51
INDIANA	1,115	1,341	1,372	257	31	23.05	2.31
IOWA	717	788	793	76	5	10.60	0.63
KANSAS	583	550	562	-21	12	-3.60	2.18
KENTUCKY	802	793	778	-24	-15	-2.99	-1.89
LOUISIANA	1,285	1,335	1,389	104	54	8.09	4.04
MAINE	316	263	271	-45	8	-14.24	3.04
MARYLAND	1,179	1,152	1,153	-26	1	-2.21	0.09
MASSACHUSETTS	1,670	1,315	1,344	-326	29	-19.52	2.21
MICHIGAN	2,390	2,551	2,595	205	44	8.58	1.72
MINNESOTA	1,268	1,577	1,607	339	30	26.74	1.90
MISSISSIPPI	494	546	547	53	1	10.73	0.18
MISSOURI	822	1,039	1,100	278	61	33.82	5.87
MONTANA	190	231	210	20	-21	10.53	-9.09
NEBRASKA	416	588	595	179	7	43.03	1.19
NEVADA	134	215	231	97	16	72.39	7.44
NEW HAMPSHIRE	219	229	238	19	9	8.68	3.93
NEW JERSEY	1,301	1,263	1,314	13	51	1.00	4.04
NEW MEXICO	409	419	443	34	24	8.31	5.73
NEW YORK	3,775	5,641	4,713	938	-928	24.85	-16.45
NORTH CAROLINA	1,744	1,868	1,919	175	51	10.03	2.73
NORTH DAKOTA	144	107	93	-51	-14	-35.42	-13.08
OHIO	2,117	2,280	2,338	221	58	10.44	2.54
OKLAHOMA	685	699	697	12	-2	1.75	-0.29
OREGON	937	1,537	1,326	389	-211	41.52	-13.73
PENNSYLVANIA	2,969	2,888	2,940	-29	52	-0.98	1.80
PUERTO RICO	1,143	900	827	-316	-73	-27.65	-8.11
RHODE ISLAND	170	153	186	16	33	9.41	21.57
SOUTH CAROLINA	939	942	959	20	17	2.13	1.80
SOUTH DAKOTA	311	168	164	-147	-4	-47.27	-2.38
TENNESSEE	1,316	1,320	1,324	8	4	0.61	0.30
TEXAS	3,945	5,015	5,002	1,057	-13	26.79	-0.26
UTAH	590	654	569	-21	-85	-3.56	-13.00
VERMONT	189	144	148	-41	4	-21.69	2.78
VIRGINIA	1,105	1,202	1,205	100	3	9.05	0.25
WASHINGTON	1,322	2,404	2,501	1,179	97	89.18	4.03
WEST VIRGINIA	403	374	378	-25	4	-6.20	1.07
WISCONSIN	193	359	1,166	973	807	504.15	224.79
WYOMING	208	160	174	-34	14	-16.35	8.75
AMERICAN SAMOA	13	11	9	-4	-2	-30.77	-18.18
GUAM	23	33	29	6	-4	26.09	-12.12
NORTHERN MARIANAS	29	8	9	-20	1	-68.97	12.50
PALAU	0	34	9	9	-25	100.00	-73.53
VIRGIN ISLANDS	27	17	31	4	14	14.81	82.35
BUR. OF INDIAN AFFAIRS	38	36	47	9	11	23.68	30.56
U.S. AND OUTLYING AREAS	56,872	64,667	65,568	8,696	901	15.29	1.39
50 STATES, D.C. & P.R.	56,742	64,528	65,434	8,692	906	15.32	1.40

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### ORTHOPEDIC IMPAIRMENTS

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	481	471	487	6	16	1.25	3.40
ALASKA	111	96	88	-23	-8	-20.72	-8.33
ARIZONA	509	748	720	211	-28	41.45	-3.74
ARKANSAS	141	160	131	-10	-29	-7.09	-18.13
CALIFORNIA	6,273	9,406	9,908	3,635	502	57.95	5.34
COLORADO	740	1,694	2,414	1,674	720	226.22	42.50
CONNECTICUT	234	249	261	27	12	11.54	4.82
DELAWARE	228	332	407	179	75	78.51	22.59
DISTRICT OF COLUMBIA	71	72	80	9	8	12.68	11.11
FLORIDA	1,932	4,704	4,918	2,986	214	154.55	4.55
GEORGIA	695	753	837	142	84	20.43	11.16
HAWAII	299	157	147	-152	-10	-50.84	-6.37
IDAHO	329	156	147	-182	-9	-55.32	-5.77
ILLINOIS	3,247	2,425	2,463	-784	38	-24.15	1.57
INDIANA	604	768	757	153	-11	25.33	-1.43
IOWA	927	983	1,041	114	58	12.30	5.90
KANSAS	387	468	481	94	13	24.29	2.78
KENTUCKY	421	399	438	17	39	4.04	9.77
LOUISIANA	833	1,204	1,258	425	54	51.02	4.49
MAINE	324	138	122	-202	-16	-62.35	-11.59
MARYLAND	558	533	498	-60	-35	-10.75	-6.57
MASSACHUSETTS	1,125	849	863	-262	14	-23.29	1.65
MICHIGAN	3,491	5,885	6,893	3,402	1,008	97.45	17.13
MINNESOTA	1,094	1,242	1,335	241	93	22.03	7.49
MISSISSIPPI	632	1,115	1,159	527	44	83.39	3.95
MISSOURI	776	704	786	10	82	1.29	11.65
MONTANA	124	68	81	-43	13	-34.68	19.12
NEBRASKA	642	498	525	-117	27	-18.22	5.42
NEVADA	119	166	185	66	19	55.46	11.45
NEW HAMPSHIRE	135	163	168	33	5	24.44	3.07
NEW JERSEY	674	503	612	-62	109	-9.20	21.67
NEW MEXICO	460	481	396	-64	-85	-13.91	-17.67
NEW YORK	1,968	3,031	2,518	550	-513	27.95	-16.93
NORTH CAROLINA	864	926	937	73	11	8.45	1.19
NORTH DAKOTA	96	107	114	18	7	18.75	6.54
OHIO	3,607	2,258	2,349	-1,258	91	-34.88	4.03
OKLAHOMA	271	327	346	75	19	27.68	5.81
OREGON	1,079	1,055	941	-138	-114	-12.79	-10.81
PENNSYLVANIA	1,568	1,194	1,222	-346	28	-22.07	2.35
PUERTO RICO	552	586	595	43	9	7.79	1.54
RHODE ISLAND	158	177	157	-1	-20	-0.63	-11.30
SOUTH CAROLINA	704	731	777	73	46	10.37	6.29
SOUTH DAKOTA	169	128	125	-44	-3	-26.04	-2.34
TENNESSEE	885	1,091	1,146	261	55	29.49	5.04
TEXAS	3,494	4,301	4,846	1,352	545	38.69	12.67
UTAH	239	203	181	-58	-22	-24.27	-10.84
VERMONT	103	85	82	-21	-3	-20.39	-3.53
VIRGINIA	620	750	773	153	23	24.68	3.07
WASHINGTON	888	1,167	1,131	243	-36	27.36	-3.08
WEST VIRGINIA	396	263	260	-136	-3	-34.34	-1.14
WISCONSIN	416	645	1,296	880	651	211.54	100.93
WYOMING	144	166	150	6	-16	4.17	-9.64
AMERICAN SAMOA	1	2	1	0	-1	100.00	-50.00
GUAM	24	20	21	-3	1	-12.50	5.00
NORTHERN MARIANAS	79	20	5	-74	-15	-93.67	-75.00
PALAU	0	11	5	5	-6	100.00	-54.55
VIRGIN ISLANDS	4	1	8	4	7	100.00	700.00
BUR. OF INDIAN AFFAIRS	21	7	12	-9	5	-42.86	71.43
U.S. AND OUTLYING AREAS	46,966	56,842	60,604	13,638	3,762	29.04	6.62
50 STATES, D.C. & P.R.	46,837	56,781	60,552	13,715	3,771	29.28	6.64

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DATA AS OF OCTOBER 1, 1995.

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Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### OTHER HEALTH IMPAIRMENTS

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	-IN NUMBER 1994-95	SERVED- 1994-95
ALABAMA	662	1,000	1,199	537	199	81.12	19.90
ALASKA	116	204	422	306	218	263.79	106.86
ARIZONA	355	395	502	147	107	41.41	27.09
ARKANSAS	194	1,057	1,684	1,490	627	768.04	59.32
CALIFORNIA	11,961	10,836	10,808	-1,153	-28	-9.64	-0.26
COLORADO	0	0	0	0	0	100.00	100.00
CONNECTICUT	326	1,372	2,261	1,935	889	593.56	64.80
DELAWARE	119	0	0	-119	0	-100.00	100.00
DISTRICT OF COLUMBIA	89	100	128	39	28	43.82	28.00
FLORIDA	2,289	1,449	1,964	-325	515	-14.20	35.54
GEORGIA	258	1,665	2,570	2,312	905	896.12	54.35
HAWAII	87	273	305	218	32	250.57	11.72
IDAHO	472	368	479	7	111	1.48	30.16
ILLINOIS	1,709	1,691	1,718	9	27	0.53	1.60
INDIANA	90	496	905	815	409	905.56	82.46
IOWA	2	1	3	1	2	50.00	200.00
KANSAS	171	1,038	1,580	1,409	542	823.98	52.22
KENTUCKY	278	506	999	721	493	259.35	97.43
LOUISIANA	1,162	2,871	3,667	2,505	796	215.58	27.73
MAINE	329	571	756	427	185	129.79	32.40
MARYLAND	758	1,736	2,282	1,524	546	201.06	31.45
MASSACHUSETTS	1,609	1,125	1,147	-462	22	-28.71	1.96
MICHIGAN	157	0	0	-157	0	-100.00	100.00
MINNESOTA	403	1,894	2,752	2,349	858	582.88	45.30
MISSISSIPPI	0	0	0	0	0	100.00	100.00
MISSOURI	266	995	1,698	1,432	703	538.35	70.65
MONTANA	156	321	428	272	107	174.36	33.33
NEBRASKA	0	811	1,025	1,025	214	100.00	26.39
NEVADA	98	464	386	288	-78	293.88	-16.81
NEW HAMPSHIRE	279	1,164	1,557	1,278	393	458.06	33.76
NEW JERSEY	482	586	606	124	20	25.73	3.41
NEW MEXICO	85	592	861	776	269	912.94	45.44
NEW YORK	3,270	5,764	8,038	4,768	2,274	145.81	39.45
NORTH CAROLINA	1,809	3,415	4,740	2,931	1,325	162.02	38.80
NORTH DAKOTA	74	169	197	123	28	166.22	16.57
OHIO	0	2,158	2,468	2,468	310	100.00	14.37
OKLAHOMA	141	402	563	422	161	299.29	40.05
OREGON	868	1,462	1,908	1,040	446	119.82	30.51
PENNSYLVANIA	0	169	252	252	83	100.00	49.11
PUERTO RICO	774	783	792	18	9	2.33	1.15
RHODE ISLAND	181	458	654	473	196	261.33	42.79
SOUTH CAROLINA	137	419	752	615	333	448.91	79.47
SOUTH DAKOTA	83	131	158	75	27	90.36	20.61
TENNESSEE	1,740	3,989	5,659	3,919	1,670	225.23	41.87
TEXAS	7,806	14,700	17,648	9,842	2,948	126.08	20.05
UTAH	303	488	542	239	54	78.88	11.07
VERMONT	126	293	396	270	103	214.29	35.15
VIRGINIA	486	1,738	2,782	2,296	1,044	472.43	60.07
WASHINGTON	2,780	9,742	12,137	9,357	2,395	336.58	24.58
WEST VIRGINIA	88	225	478	390	253	443.18	112.44
WISCONSIN	168	534	1,054	886	520	527.38	97.38
WYOMING	217	359	437	220	78	101.38	21.73
AMERICAN SAMOA	1	0	1	0	1	100.00	100.00
GUAM	9	29	31	22	2	244.44	6.90
NORTHERN MARIANAS	9	2	1	-8	-1	-88.89	-50.00
PALAU	0	5	2	2	-3	100.00	-60.00
VIRGIN ISLANDS	7	14	24	17	10	242.86	71.43
BUR. OF INDIAN AFFAIRS	17	51	103	86	52	505.88	101.96
U.S. AND OUTLYING AREAS	46,056	83,080	106,509	60,453	23,429	131.26	28.20
50 STATES, D.C. & P.R.	46,013	82,979	106,347	60,334	23,368	131.12	28.16

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### VISUAL IMPAIRMENTS

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	431	436	420	-11	-16	-2.55	-3.67
ALASKA	26	43	43	17	0	65.38	100.00
ARIZONA	344	408	466	122	58	35.47	14.22
ARKANSAS	186	181	179	-7	-2	-3.76	-1.10
CALIFORNIA	2,334	3,129	3,271	937	142	40.15	4.54
COLORADO	284	304	315	31	11	10.92	3.62
CONNECTICUT	428	464	498	70	34	16.36	7.33
DELAWARE	63	92	83	20	-9	31.75	-9.78
DISTRICT OF COLUMBIA	18	39	31	13	-8	72.22	-20.51
FLORIDA	736	969	966	230	-3	31.25	-0.31
GEORGIA	450	513	495	45	-18	10.00	-3.51
HAWAII	72	64	72	0	8	100.00	12.50
IDAHO	70	80	83	13	3	18.57	3.75
ILLINOIS	1,224	1,101	1,116	-108	15	-8.82	1.36
INDIANA	565	592	668	103	76	18.23	12.84
IOWA	184	184	177	-7	-7	-3.80	-3.80
KANSAS	221	193	203	-18	10	-8.14	5.18
KENTUCKY	470	481	449	-21	-32	-4.47	-6.65
LOUISIANA	432	461	479	47	18	10.88	3.90
MAINE	102	91	104	2	13	1.96	14.29
MARYLAND	530	469	390	-140	-79	-26.42	-16.84
MASSACHUSETTS	830	588	597	-233	9	-28.07	1.53
MICHIGAN	761	819	816	55	-3	7.23	-0.37
MINNESOTA	294	352	364	70	12	23.81	3.41
MISSISSIPPI	172	214	212	40	-2	23.26	-0.93
MISSOURI	278	369	387	109	18	39.21	4.88
MONTANA	126	80	68	-58	-12	-46.03	-15.00
NEBRASKA	159	210	207	48	-3	30.19	-1.43
NEVADA	67	90	96	29	6	43.28	6.67
NEW HAMPSHIRE	98	91	111	13	20	13.27	21.98
NEW JERSEY	489	346	343	-146	-3	-29.86	-0.87
NEW MEXICO	136	146	163	27	17	19.85	11.64
NEW YORK	1,346	1,651	1,462	116	-189	8.62	-11.45
NORTH CAROLINA	581	611	591	10	-20	1.72	-3.27
NORTH DAKOTA	55	54	52	-3	-2	-5.45	-3.70
OHIO	943	978	1,006	63	28	6.68	2.86
OKLAHOMA	245	294	300	55	6	22.45	2.04
OREGON	335	542	473	138	-69	41.19	-12.73
PENNSYLVANIA	1,328	1,324	1,311	-17	-13	-1.28	-0.98
PUERTO RICO	663	619	548	-115	-71	-17.35	-11.47
RHODE ISLAND	65	78	72	7	-6	10.77	-7.69
SOUTH CAROLINA	395	384	398	3	14	0.76	3.65
SOUTH DAKOTA	53	67	62	9	-5	16.98	-7.46
TENNESSEE	776	849	928	152	79	19.59	9.31
TEXAS	1,748	1,959	1,988	240	29	13.73	1.48
UTAH	233	332	227	-6	-105	-2.58	-31.63
VERMONT	39	36	31	-8	-5	-20.51	-13.89
VIRGINIA	635	501	524	-111	23	-17.48	4.59
WASHINGTON	256	327	352	96	25	37.50	7.65
WEST VIRGINIA	234	223	197	-37	-26	-15.81	-11.66
WISCONSIN	213	272	376	163	104	76.53	38.24
WYOMING	46	51	57	11	6	23.91	11.76
AMERICAN SAMOA	2	2	3	1	1	50.00	50.00
GUAM	11	15	16	5	1	45.45	6.67
NORTHERN MARIANAS	6	0	0	-6	0	-100.00	100.00
PALAU	0	26	5	5	-21	100.00	-80.77
VIRGIN ISLANDS	15	2	11	-4	9	-26.67	450.00
BUR. OF INDIAN AFFAIRS	18	17	15	-3	-2	-16.67	-11.76
U.S. AND OUTLYING AREAS	22,821	24,813	24,877	2,056	64	9.01	0.26
50 STATES, D.C. & P.R.	22,769	24,751	24,827	2,058	76	9.04	0.31

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DATA AS OF OCTOBER 1, 1995.

Table AA9

Number and Change in Number of Children Ages 6-21 Served  
Under IDEA, Part B

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	.	169	216	.	47	.	27.81
ALASKA	.	28	37	.	9	.	32.14
ARIZONA	.	249	293	.	44	.	17.67
ARKANSAS	.	88	152	.	64	.	72.73
CALIFORNIA	.	1,912	2,416	.	504	.	26.36
COLORADO	.	32	58	.	26	.	81.25
CONNECTICUT	.	236	305	.	69	.	29.24
DELAWARE	.	135	132	.	-3	.	-2.22
DISTRICT OF COLUMBIA	.	46	27	.	-19	.	-41.30
FLORIDA	.	914	1,116	.	202	.	22.10
GEORGIA	.	266	429	.	163	.	61.28
HAWAII	.	64	71	.	7	.	10.94
IDAHO	.	61	79	.	18	.	29.51
ILLINOIS	.	615	624	.	9	.	1.46
INDIANA	.	453	733	.	280	.	61.81
IOWA	.	162	248	.	86	.	53.09
KANSAS	.	147	185	.	38	.	25.85
KENTUCKY	.	75	142	.	67	.	89.33
LOUISIANA	.	527	591	.	64	.	12.14
MAINE	.	80	95	.	15	.	18.75
MARYLAND	.	191	311	.	120	.	62.83
MASSACHUSETTS	.	550	560	.	10	.	1.82
MICHIGAN	.	1,388	1,556	.	168	.	12.10
MINNESOTA	.	399	493	.	94	.	23.56
MISSISSIPPI	.	16	77	.	61	.	381.25
MISSOURI	.	399	496	.	97	.	24.31
MONTANA	.	41	55	.	14	.	34.15
NEBRASKA	.	37	69	.	32	.	86.49
NEVADA	.	42	64	.	22	.	52.38
NEW HAMPSHIRE	.	0	5	.	5	.	100.00
NEW JERSEY	.	659	796	.	137	.	20.79
NEW MEXICO	.	39	56	.	17	.	43.59
NEW YORK	.	2,248	2,224	.	-24	.	-1.07
NORTH CAROLINA	.	917	1,056	.	139	.	15.16
NORTH DAKOTA	.	27	35	.	8	.	29.63
OHIO	.	136	145	.	9	.	6.62
OKLAHOMA	.	89	146	.	57	.	64.04
OREGON	.	1,051	1,088	.	37	.	3.52
PENNSYLVANIA	.	815	1,030	.	215	.	26.38
PUERTO RICO	.	353	323	.	-30	.	-8.50
RHODE ISLAND	.	28	47	.	19	.	67.86
SOUTH CAROLINA	.	155	164	.	9	.	5.81
SOUTH DAKOTA	.	43	51	.	8	.	18.60
TENNESSEE	.	374	439	.	65	.	17.38
TEXAS	.	1,750	2,018	.	268	.	15.31
UTAH	.	139	165	.	26	.	18.71
VERMONT	.	28	31	.	3	.	10.71
VIRGINIA	.	629	716	.	87	.	13.83
WASHINGTON	.	51	113	.	62	.	121.57
WEST VIRGINIA	.	155	111	.	-44	.	-28.39
WISCONSIN	.	23	352	.	329	.	1,430.43
WYOMING	.	17	27	.	10	.	58.82
AMERICAN SAMOA	.	0	0	.	0	.	100.00
GUAM	.	2	3	.	1	.	50.00
NORTHERN MARIANAS	.	6	4	.	-2	.	-33.33
PALAU	.	0	0	.	0	.	100.00
VIRGIN ISLANDS	.	1	3	.	2	.	200.00
BUR. OF INDIAN AFFAIRS	.	1	2	.	1	.	100.00
U.S. AND OUTLYING AREAS	.	19,058	22,780	.	3,722	.	19.53
50 STATES, D.C. & P.R.	.	19,048	22,768	.	3,720	.	19.53

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DATA AS OF OCTOBER 1, 1995.



Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### DEAF-BLINDNESS

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	29	12	12	-17	0	-58.62	100.00
ALASKA	0	14	18	18	4	100.00	28.57
ARIZONA	0	9	71	71	62	100.00	688.89
ARKANSAS	5	7	8	3	1	60.00	14.29
CALIFORNIA	155	157	154	-1	-3	-0.65	-1.91
COLORADO	79	60	63	-16	3	-20.25	5.00
CONNECTICUT	27	26	24	-3	-2	-11.11	-7.69
DELAWARE	28	75	34	6	-41	21.43	-54.67
DISTRICT OF COLUMBIA	13	10	13	0	3	100.00	30.00
FLORIDA	32	24	24	-8	0	-25.00	100.00
GEORGIA	35	30	26	-9	-4	-25.71	-13.33
HAWAII	8	1	3	-5	2	-62.50	200.00
IDAHO	0	8	7	7	-1	100.00	-12.50
ILLINOIS	54	30	30	-24	0	-44.44	100.00
INDIANA	37	61	76	39	15	105.41	24.59
IOWA	40	38	35	-5	-3	-12.50	-7.89
KANSAS	47	7	24	-23	17	-48.94	242.86
KENTUCKY	24	4	10	-14	6	-58.33	150.00
LOUISIANA	12	11	13	1	2	8.33	18.18
MAINE	7	7	8	1	1	14.29	14.29
MARYLAND	63	38	42	-21	4	-33.33	10.53
MASSACHUSETTS	63	38	46	-17	8	-26.98	21.05
MICHIGAN	0	0	0	0	0	100.00	100.00
MINNESOTA	25	23	19	-6	-4	-24.00	-17.39
MISSISSIPPI	12	14	13	1	-1	8.33	-7.14
MISSOURI	63	77	53	-10	-24	-15.87	-31.17
MONTANA	11	23	19	8	-4	72.73	-17.39
NEBRASKA	0	3	4	4	1	100.00	33.33
NEVADA	5	0	3	-2	3	-40.00	100.00
NEW HAMPSHIRE	8	4	4	-4	0	-50.00	100.00
NEW JERSEY	39	36	37	-2	1	-5.13	2.78
NEW MEXICO	26	12	6	-20	-6	-76.92	-50.00
NEW YORK	57	71	36	-21	-35	-36.84	-49.30
NORTH CAROLINA	16	14	13	-3	-1	-18.75	-7.14
NORTH DAKOTA	16	50	48	32	-2	200.00	-4.00
OHIO	5	16	14	9	-2	180.00	-12.50
OKLAHOMA	31	30	36	5	6	16.13	20.00
OREGON	18	16	14	-4	-2	-22.22	-12.50
PENNSYLVANIA	5	2	7	2	5	40.00	250.00
PUERTO RICO	100	37	56	-44	19	-44.00	51.35
RHODE ISLAND	4	5	4	0	-1	100.00	-20.00
SOUTH CAROLINA	8	20	25	17	5	212.50	25.00
SOUTH DAKOTA	25	9	4	-21	-5	-84.00	-55.56
TENNESSEE	21	14	12	-9	-2	-42.86	-14.29
TEXAS	67	62	54	-13	-8	-19.40	-12.90
UTAH	27	49	33	6	-16	22.22	-32.65
VERMONT	11	1	1	-10	0	-90.91	100.00
VIRGINIA	7	1	1	-6	0	-85.71	100.00
WASHINGTON	30	26	29	-1	3	-3.33	11.54
WEST VIRGINIA	17	24	22	5	-2	29.41	-8.33
WISCONSIN	11	4	7	-4	3	-36.36	75.00
WYOMING	3	0	0	-3	0	-100.00	100.00
AMERICAN SAMOA	2	3	3	1	0	50.00	100.00
GUAM	6	3	1	-5	-2	-83.33	-66.67
NORTHERN MARIANAS	14	2	0	-14	-2	-100.00	-100.00
PALAU	0	3	4	4	1	100.00	33.33
VIRGIN ISLANDS	6	45	7	1	-38	16.67	-84.44
BUR. OF INDIAN AFFAIRS	0	1	1	1	0	100.00	100.00
U.S. AND OUTLYING AREAS	1,454	1,367	1,331	-123	-36	-8.46	-2.63
50 STATES, D.C. & P.R.	1,426	1,310	1,315	-111	5	-7.78	0.38

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DATA AS OF OCTOBER 1, 1995.

Table AA9

## Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

### TRAUMATIC BRAIN INJURY

STATE	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED-		PERCENTAGE CHANGE -IN NUMBER SERVED-	
	1987-88	1993-94	1994-95	1987-88 1994-95	1993-94 1994-95	1987-88 1994-95	1993-94 1994-95
ALABAMA	.	121	146	.	25	.	20.66
ALASKA	.	30	43	.	13	.	43.33
ARIZONA	.	102	44	.	-58	.	-56.86
ARKANSAS	.	69	78	.	9	.	13.04
CALIFORNIA	.	371	536	.	165	.	44.47
COLORADO	.	78	114	.	36	.	46.15
CONNECTICUT	.	55	42	.	-13	.	-23.64
DELAWARE	.	5	5	.	0	.	100.00
DISTRICT OF COLUMBIA	.	1	4	.	3	.	300.00
FLORIDA	.	20	77	.	57	.	285.00
GEORGIA	.	86	134	.	48	.	55.81
HAWAII	.	6	21	.	15	.	250.00
IDAHO	.	78	95	.	17	.	21.79
ILLINOIS	.	176	176	.	0	.	100.00
INDIANA	.	192	250	.	58	.	30.21
IOWA	.	57	108	.	51	.	89.47
KANSAS	.	159	213	.	54	.	33.96
KENTUCKY	.	71	98	.	27	.	38.03
LOUISIANA	.	61	117	.	56	.	91.80
MAINE	.	51	60	.	9	.	17.65
MARYLAND	.	106	141	.	35	.	33.02
MASSACHUSETTS	.	280	285	.	5	.	1.79
MICHIGAN	.	0	0	.	0	.	100.00
MINNESOTA	.	76	109	.	33	.	43.42
MISSISSIPPI	.	8	32	.	24	.	300.00
MISSOURI	.	136	170	.	34	.	25.00
MONTANA	.	51	50	.	-1	.	-1.96
NEBRASKA	.	62	95	.	33	.	53.23
NEVADA	.	21	28	.	7	.	33.33
NEW HAMPSHIRE	.	0	0	.	0	.	100.00
NEW JERSEY	.	37	39	.	2	.	5.41
NEW MEXICO	.	85	121	.	36	.	42.35
NEW YORK	.	276	430	.	154	.	55.80
NORTH CAROLINA	.	78	162	.	84	.	107.69
NORTH DAKOTA	.	17	23	.	6	.	35.29
OHIO	.	69	105	.	36	.	52.17
OKLAHOMA	.	75	103	.	28	.	37.33
OREGON	.	132	196	.	64	.	48.48
PENNSYLVANIA	.	1,305	1,367	.	62	.	4.75
PUERTO RICO	.	17	48	.	31	.	182.35
RHODE ISLAND	.	23	29	.	6	.	26.09
SOUTH CAROLINA	.	32	43	.	11	.	34.38
SOUTH DAKOTA	.	31	31	.	0	.	100.00
TENNESSEE	.	114	177	.	63	.	55.26
TEXAS	.	130	236	.	106	.	81.54
UTAH	.	183	227	.	44	.	24.04
VERMONT	.	15	22	.	7	.	46.67
VIRGINIA	.	82	145	.	63	.	76.83
WASHINGTON	.	36	117	.	81	.	225.00
WEST VIRGINIA	.	54	68	.	14	.	25.93
WISCONSIN	.	31	164	.	133	.	429.03
WYOMING	.	40	53	.	13	.	32.50
AMERICAN SAMOA	.	1	1	.	0	.	100.00
GUAM	.	2	3	.	1	.	50.00
NORTHERN MARIANAS	.	0	0	.	0	.	100.00
PALAU	.	0	0	.	0	.	100.00
VIRGIN ISLANDS	.	0	0	.	0	.	100.00
BUR. OF INDIAN AFFAIRS	.	1	7	.	6	.	600.00
U.S. AND OUTLYING AREAS	.	5,395	7,188	.	1,793	.	33.23
50 STATES, D.C. & P.R.	.	5,391	7,177	.	1,786	.	33.13

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DATA AS OF OCTOBER 1, 1995.

Table AA10

Percentage (Based on Estimated Resident Population) of Children  
Served Under IDEA, Part B by Age Group  
During the 1994-95 School Year

STATE	ALL DISABILITIES				
	-----AGE GROUP-----				
	3-5	6-17	18-21	3-17	3-21
ALABAMA	4.72	11.89	2.07	10.46	8.64
ALASKA	5.94	11.99	1.61	10.66	8.94
ARIZONA	3.55	8.56	1.31	7.46	6.30
ARKANSAS	6.54	10.03	1.56	9.35	7.72
CALIFORNIA	3.15	8.85	1.24	7.50	6.30
COLORADO	4.08	9.09	1.43	8.07	6.80
CONNECTICUT	4.83	12.46	2.28	10.78	9.18
DELAWARE	6.38	11.28	1.74	10.22	8.57
DISTRICT OF COLUMBIA	1.40	8.46	2.06	6.62	5.68
FLORIDA	4.29	12.27	1.64	10.54	8.82
GEORGIA	3.86	9.07	1.11	7.97	6.57
HAWAII	2.17	7.02	0.73	5.93	4.81
IDAHO	5.59	8.19	0.99	7.71	6.36
ILLINOIS	4.63	10.83	1.68	9.51	7.96
INDIANA	4.51	11.32	1.83	9.96	8.26
IOWA	4.88	11.02	1.97	9.87	8.31
KANSAS	5.13	9.37	1.43	8.53	7.17
KENTUCKY	8.90	9.68	1.39	9.53	7.77
LOUISIANA	4.79	8.99	1.67	8.17	6.85
MAINE	6.48	12.35	2.03	11.22	9.39
MARYLAND	3.93	10.40	1.53	8.96	7.57
MASSACHUSETTS	5.45	14.70	2.82	12.64	10.74
MICHIGAN	4.03	9.32	1.70	8.22	6.94
MINNESOTA	5.20	9.45	1.50	8.62	7.32
MISSISSIPPI	5.24	11.09	1.58	9.95	8.17
MISSOURI	3.45	11.24	1.71	9.68	8.14
MONTANA	4.39	9.24	1.46	8.35	7.02
NEBRASKA	4.58	11.04	1.58	9.79	8.19
NEVADA	4.20	9.46	1.27	8.28	7.01
NEW HAMPSHIRE	3.91	10.63	2.15	9.23	7.98
NEW JERSEY	4.52	13.55	2.19	11.55	9.72
NEW MEXICO	4.90	11.98	1.72	10.55	8.88
NEW YORK	5.48	10.78	2.26	9.60	8.14
NORTH CAROLINA	4.87	10.49	1.13	9.29	7.57
NORTH DAKOTA	4.15	8.73	1.68	7.89	6.63
OHIO	3.78	10.16	1.90	8.87	7.48
OKLAHOMA	3.47	10.54	1.66	9.17	7.65
OREGON	4.33	11.05	1.69	9.73	8.17
PENNSYLVANIA	3.97	9.17	1.75	8.11	6.85
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	4.94	13.26	2.23	11.44	9.67
SOUTH CAROLINA	6.01	11.17	1.37	10.09	8.22
SOUTH DAKOTA	6.64	9.03	1.50	8.57	7.23
TENNESSEE	4.45	12.57	2.11	10.91	9.07
TEXAS	3.35	10.69	1.97	9.15	7.72
UTAH	4.19	9.90	1.20	8.80	7.31
VERMONT	4.80	9.11	1.70	8.26	7.00
VIRGINIA	4.50	11.31	1.57	9.86	8.08
WASHINGTON	5.31	9.36	1.55	8.52	7.19
WEST VIRGINIA	6.80	12.90	2.01	11.81	9.56
WISCONSIN	5.95	9.17	1.69	8.55	7.24
WYOMING	7.16	10.47	1.56	9.89	8.23
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	4.37	10.43	1.69	9.15	7.67

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION,  
BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.

Table AA11

Percentage (Based on Estimated Resident Population) of Children  
Ages 6-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	9.37	3.97	1.75	2.59	0.57
ALASKA	9.59	5.98	1.91	0.40	0.47
ARIZONA	6.90	4.07	1.27	0.62	0.45
ARKANSAS	7.94	4.09	1.24	1.93	0.07
CALIFORNIA	7.05	4.32	1.53	0.39	0.23
COLORADO	7.34	4.02	1.14	0.34	1.02
CONNECTICUT	10.13	5.29	1.69	0.57	1.71
DELAWARE	9.04	5.71	1.03	1.19	0.53
DISTRICT OF COLUMBIA	6.79	4.06	0.41	1.08	0.90
FLORIDA	9.78	4.10	2.95	1.16	1.16
GEORGIA	7.12	2.31	1.52	1.60	1.35
HAWAII	5.37	2.81	0.90	0.72	0.51
IDAHO	6.50	3.83	1.08	0.92	0.16
ILLINOIS	8.65	4.38	1.98	0.91	1.03
INDIANA	8.97	3.82	2.62	1.52	0.59
IOWA	8.92	4.20	1.27	1.81	1.19
KANSAS	7.55	3.39	1.72	0.88	0.78
KENTUCKY	7.56	2.52	2.02	2.05	0.50
LOUISIANA	7.23	3.29	1.51	1.13	0.52
MAINE	9.93	4.49	2.26	0.50	1.56
MARYLAND	8.37	4.22	2.22	0.51	0.53
MASSACHUSETTS	11.90	7.27	1.83	1.16	1.02
MICHIGAN	7.52	3.63	1.58	0.90	0.77
MINNESOTA	7.73	3.38	1.30	0.92	1.51
MISSISSIPPI	8.69	4.54	2.64	1.12	0.04
MISSOURI	9.04	4.89	1.92	1.01	0.78
MONTANA	7.48	4.35	1.51	0.50	0.47
NEBRASKA	8.85	3.87	2.22	1.32	0.70
NEVADA	7.64	4.91	1.37	0.51	0.42
NEW HAMPSHIRE	8.82	4.76	1.92	0.36	0.80
NEW JERSEY	10.85	5.97	2.87	0.28	0.84
NEW MEXICO	9.67	5.46	2.28	0.46	0.78
NEW YORK	8.72	5.16	1.01	0.45	1.19
NORTH CAROLINA	8.12	3.57	1.66	1.57	0.63
NORTH DAKOTA	7.06	3.54	1.97	0.81	0.39
OHIO	8.19	3.11	1.99	1.88	0.44
OKLAHOMA	8.42	4.43	1.80	1.44	0.30
OREGON	8.90	4.76	2.06	0.63	0.58
PENNSYLVANIA	7.42	3.64	1.60	1.12	0.69
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	10.68	6.59	2.00	0.51	0.92
SOUTH CAROLINA	8.66	3.73	2.07	1.83	0.59
SOUTH DAKOTA	7.34	3.77	1.86	0.80	0.33
TENNESSEE	9.96	5.15	2.22	1.26	0.32
TEXAS	8.61	5.17	1.41	0.53	0.72
UTAH	7.88	4.51	1.32	0.59	0.89
VERMONT	7.42	3.46	1.29	1.08	0.99
VIRGINIA	8.81	4.54	1.82	0.99	0.79
WASHINGTON	7.57	3.49	1.34	0.65	0.47
WEST VIRGINIA	10.00	4.52	2.75	1.89	0.48
WISCONSIN	7.47	3.43	1.36	0.99	1.32
WYOMING	8.40	4.34	2.22	0.49	0.64
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.35	4.28	1.75	0.95	0.73

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.

Table AA11

Percentage (Based on Estimated Resident Population) of Children  
Ages 6-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.14	0.10	0.05	0.12	0.04
ALASKA	0.29	0.14	0.05	0.26	0.03
ARIZONA	0.14	0.13	0.08	0.05	0.05
ARKANSAS	0.14	0.09	0.02	0.29	0.03
CALIFORNIA	0.07	0.12	0.14	0.15	0.05
COLORADO	0.34	0.12	0.29	0.00	0.04
CONNECTICUT	0.25	0.11	0.04	0.34	0.08
DELAWARE	0.00	0.13	0.27	0.00	0.06
DISTRICT OF COLUMBIA	0.01	0.03	0.09	0.14	0.03
FLORIDA	0.00	0.09	0.18	0.07	0.04
GEORGIA	0.00	0.08	0.05	0.16	0.03
HAWAII	0.08	0.11	0.06	0.12	0.03
IDAHO	0.12	0.10	0.05	0.16	0.03
ILLINOIS	0.00	0.11	0.09	0.07	0.04
INDIANA	0.06	0.10	0.06	0.07	0.05
IOWA	0.08	0.12	0.16	0.00	0.03
KANSAS	0.25	0.09	0.08	0.26	0.03
KENTUCKY	0.14	0.09	0.05	0.11	0.05
LOUISIANA	0.08	0.13	0.12	0.34	0.04
MAINE	0.60	0.10	0.04	0.27	0.04
MARYLAND	0.43	0.11	0.05	0.22	0.04
MASSACHUSETTS	0.22	0.11	0.07	0.10	0.05
MICHIGAN	0.10	0.12	0.31	0.00	0.04
MINNESOTA	0.00	0.15	0.12	0.26	0.03
MISSISSIPPI	0.06	0.08	0.17	0.00	0.03
MISSOURI	0.05	0.09	0.07	0.14	0.03
MONTANA	0.23	0.10	0.04	0.20	0.03
NEBRASKA	0.10	0.15	0.13	0.26	0.05
NEVADA	0.12	0.08	0.06	0.13	0.03
NEW HAMPSHIRE	0.14	0.10	0.07	0.63	0.04
NEW JERSEY	0.65	0.08	0.04	0.04	0.02
NEW MEXICO	0.22	0.10	0.09	0.20	0.04
NEW YORK	0.39	0.12	0.07	0.21	0.04
NORTH CAROLINA	0.08	0.13	0.06	0.31	0.04
NORTH DAKOTA	0.00	0.06	0.07	0.13	0.03
OHIO	0.44	0.09	0.09	0.10	0.04
OKLAHOMA	0.18	0.09	0.04	0.07	0.04
OREGON	0.00	0.19	0.14	0.28	0.07
PENNSYLVANIA	0.05	0.12	0.05	0.01	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.09	0.09	0.08	0.32	0.04
SOUTH CAROLINA	0.05	0.11	0.09	0.09	0.05
SOUTH DAKOTA	0.26	0.09	0.07	0.09	0.03
TENNESSEE	0.16	0.12	0.10	0.49	0.08
TEXAS	0.07	0.11	0.11	0.39	0.04
UTAH	0.24	0.10	0.03	0.09	0.04
VERMONT	0.06	0.12	0.06	0.31	0.02
VIRGINIA	0.23	0.09	0.06	0.20	0.04
WASHINGTON	0.27	0.21	0.09	1.00	0.03
WEST VIRGINIA	0.00	0.09	0.06	0.12	0.05
WISCONSIN	0.00	0.10	0.11	0.09	0.03
WYOMING	0.00	0.14	0.12	0.34	0.04
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.15	0.11	0.10	0.18	0.04

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PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.

Table AA11

Percentage (Based on Estimated Resident Population) of Children  
Ages 6-21 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.02	0.00	0.02
ALASKA	0.02	0.01	0.03
ARIZONA	0.03	0.01	0.00
ARKANSAS	0.03	0.00	0.01
CALIFORNIA	0.03	0.00	0.01
COLORADO	0.01	0.01	0.01
CONNECTICUT	0.05	0.00	0.01
DELAWARE	0.09	0.02	0.00
DISTRICT OF COLUMBIA	0.03	0.01	0.00
FLORIDA	0.04	0.00	0.00
GEORGIA	0.03	0.00	0.01
HAWAII	0.03	0.00	0.01
IDAHO	0.03	0.00	0.03
ILLINOIS	0.02	0.00	0.01
INDIANA	0.06	0.01	0.02
IOWA	0.04	0.01	0.02
KANSAS	0.03	0.00	0.04
KENTUCKY	0.02	0.00	0.01
LOUISIANA	0.05	0.00	0.01
MAINE	0.03	0.00	0.02
MARYLAND	0.03	0.00	0.01
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.07	0.00	0.00
MINNESOTA	0.05	0.00	0.01
MISSISSIPPI	0.01	0.00	0.00
MISSOURI	0.04	0.00	0.01
MONTANA	0.03	0.01	0.02
NEBRASKA	0.02	0.00	0.02
NEVADA	0.02	0.00	0.01
NEW HAMPSHIRE	0.00	0.00	0.00
NEW JERSEY	0.05	0.00	0.00
NEW MEXICO	0.01	0.00	0.03
NEW YORK	0.06	0.00	0.01
NORTH CAROLINA	0.07	0.00	0.01
NORTH DAKOTA	0.02	0.03	0.01
OHIO	0.01	0.00	0.00
OKLAHOMA	0.02	0.00	0.01
OREGON	0.16	0.00	0.03
PENNSYLVANIA	0.04	0.00	0.05
PUERTO RICO	.	.	.
RHODE ISLAND	0.02	0.00	0.01
SOUTH CAROLINA	0.02	0.00	0.01
SOUTH DAKOTA	0.03	0.00	0.02
TENNESSEE	0.04	0.00	0.02
TEXAS	0.04	0.00	0.01
UTAH	0.03	0.01	0.04
VERMONT	0.02	0.00	0.02
VIRGINIA	0.05	0.00	0.01
WASHINGTON	0.01	0.00	0.01
WEST VIRGINIA	0.03	0.01	0.02
WISCONSIN	0.03	0.00	0.01
WYOMING	0.02	0.00	0.04
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	0.04	0.00	0.01

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RESIDENT POPULATION, BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.

Table AA12

Percentage (Based on Estimated Resident Population) of Children  
Ages 6-17 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	11.89	5.02	2.35	3.17	0.74
ALASKA	11.99	7.47	2.47	0.44	0.58
ARIZONA	8.56	5.07	1.64	0.71	0.56
ARKANSAS	10.03	5.12	1.65	2.39	0.09
CALIFORNIA	8.85	5.45	1.99	0.43	0.29
COLORADO	9.09	5.00	1.47	0.38	1.26
CONNECTICUT	12.46	6.54	2.18	0.64	2.04
DELAWARE	11.28	7.23	1.35	1.43	0.58
DISTRICT OF COLUMBIA	8.46	5.18	0.56	1.19	1.13
FLORIDA	12.27	5.12	3.83	1.37	1.45
GEORGIA	9.07	2.95	2.01	1.93	1.74
HAWAII	7.02	3.68	1.23	0.91	0.66
IDAHO	8.19	4.86	1.41	1.10	0.20
ILLINOIS	10.83	5.51	2.60	1.04	1.26
INDIANA	11.32	4.75	3.48	1.83	0.75
IOWA	11.02	5.18	1.65	2.17	1.47
KANSAS	9.37	4.19	2.23	1.03	0.96
KENTUCKY	9.68	3.18	2.72	2.53	0.66
LOUISIANA	8.99	4.06	1.98	1.33	0.66
MAINE	12.35	5.55	2.92	0.57	1.95
MARYLAND	10.40	5.25	2.85	0.58	0.65
MASSACHUSETTS	14.70	9.10	2.35	1.33	1.22
MICHIGAN	9.32	4.51	2.06	1.02	0.96
MINNESOTA	9.45	4.16	1.66	1.02	1.85
MISSISSIPPI	11.09	5.71	3.52	1.37	0.05
MISSOURI	11.24	6.05	2.49	1.17	0.98
MONTANA	9.24	5.34	1.95	0.58	0.58
NEBRASKA	11.04	4.84	2.87	1.55	0.88
NEVADA	9.46	6.10	1.75	0.58	0.51
NEW HAMPSHIRE	10.63	5.72	2.40	0.38	0.94
NEW JERSEY	13.55	7.45	3.74	0.30	1.00
NEW MEXICO	11.98	6.78	2.89	0.51	0.98
NEW YORK	10.78	6.39	1.32	0.49	1.47
NORTH CAROLINA	10.49	4.62	2.22	1.96	0.82
NORTH DAKOTA	8.73	4.36	2.56	0.88	0.49
OHIO	10.16	3.84	2.60	2.29	0.55
OKLAHOMA	10.54	5.49	2.36	1.76	0.37
OREGON	11.05	5.95	2.65	0.68	0.71
PENNSYLVANIA	9.17	4.49	2.09	1.30	0.85
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	13.26	8.23	2.60	0.56	1.04
SOUTH CAROLINA	11.17	4.83	2.79	2.26	0.77
SOUTH DAKOTA	9.03	4.63	2.39	0.91	0.41
TENNESSEE	12.57	6.49	2.94	1.49	0.40
TEXAS	10.69	6.40	1.85	0.59	0.91
UTAH	9.90	5.73	1.72	0.66	1.14
VERMONT	9.11	4.29	1.63	1.24	1.21
VIRGINIA	11.31	5.83	2.44	1.17	1.01
WASHINGTON	9.36	4.29	1.73	0.75	0.58
WEST VIRGINIA	12.90	5.74	3.74	2.33	0.62
WISCONSIN	9.17	4.21	1.75	1.14	1.61
WYOMING	10.47	5.40	2.87	0.54	0.78
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	10.43	5.34	2.28	1.12	0.91

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PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.

Table AA12

Percentage (Based on Estimated Resident Population) of Children  
Ages 6-17 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.06	0.16	0.05
ALASKA	0.34	0.17	0.07	0.33	0.03
ARIZONA	0.15	0.16	0.09	0.07	0.06
ARKANSAS	0.17	0.11	0.03	0.38	0.04
CALIFORNIA	0.08	0.14	0.17	0.19	0.06
COLORADO	0.39	0.15	0.36	0.00	0.05
CONNECTICUT	0.29	0.13	0.05	0.43	0.09
DELAWARE	0.00	0.16	0.33	0.00	0.07
DISTRICT OF COLUMBIA	0.01	0.03	0.10	0.16	0.03
FLORIDA	0.00	0.10	0.22	0.09	0.04
GEORGIA	0.00	0.09	0.06	0.20	0.04
HAWAII	0.09	0.15	0.07	0.15	0.04
IDAHO	0.14	0.12	0.06	0.20	0.03
ILLINOIS	0.00	0.14	0.11	0.08	0.05
INDIANA	0.06	0.13	0.07	0.09	0.06
IOWA	0.09	0.15	0.20	0.00	0.03
KANSAS	0.29	0.11	0.10	0.33	0.04
KENTUCKY	0.17	0.11	0.06	0.15	0.06
LOUISIANA	0.09	0.16	0.14	0.43	0.05
MAINE	0.72	0.12	0.06	0.34	0.05
MARYLAND	0.50	0.13	0.06	0.28	0.04
MASSACHUSETTS	0.23	0.13	0.09	0.11	0.06
MICHIGAN	0.11	0.14	0.39	0.00	0.04
MINNESOTA	0.00	0.18	0.15	0.32	0.04
MISSISSIPPI	0.06	0.10	0.21	0.00	0.04
MISSOURI	0.06	0.11	0.08	0.18	0.04
MONTANA	0.27	0.12	0.04	0.25	0.04
NEBRASKA	0.11	0.19	0.17	0.32	0.06
NEVADA	0.12	0.09	0.08	0.16	0.04
NEW HAMPSHIRE	0.15	0.12	0.08	0.78	0.06
NEW JERSEY	0.78	0.10	0.05	0.05	0.03
NEW MEXICO	0.26	0.13	0.11	0.25	0.05
NEW YORK	0.46	0.15	0.08	0.27	0.05
NORTH CAROLINA	0.09	0.16	0.08	0.40	0.05
NORTH DAKOTA	0.00	0.07	0.09	0.16	0.04
OHIO	0.47	0.11	0.11	0.12	0.05
OKLAHOMA	0.21	0.11	0.06	0.09	0.05
OREGON	0.00	0.24	0.17	0.34	0.09
PENNSYLVANIA	0.06	0.14	0.05	0.01	0.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.11	0.11	0.10	0.41	0.04
SOUTH CAROLINA	0.06	0.14	0.11	0.12	0.06
SOUTH DAKOTA	0.29	0.10	0.08	0.11	0.04
TENNESSEE	0.19	0.14	0.12	0.64	0.10
TEXAS	0.08	0.13	0.13	0.49	0.05
UTAH	0.26	0.12	0.04	0.11	0.05
VERMONT	0.07	0.14	0.08	0.39	0.03
VIRGINIA	0.29	0.11	0.07	0.26	0.05
WASHINGTON	0.31	0.26	0.12	1.25	0.03
WEST VIRGINIA	0.00	0.12	0.08	0.16	0.06
WISCONSIN	0.00	0.12	0.13	0.11	0.04
WYOMING	0.00	0.17	0.15	0.43	0.06
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.17	0.14	0.13	0.23	0.05

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.



Table AA12

Percentage (Based on Estimated Resident Population) of Children  
Ages 6-17 Served Under IDEA, Part B by Disability  
During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.03	0.00	0.02
ALASKA	0.03	0.01	0.03
ARIZONA	0.04	0.01	0.01
ARKANSAS	0.03	0.00	0.02
CALIFORNIA	0.04	0.00	0.01
COLORADO	0.01	0.01	0.02
CONNECTICUT	0.05	0.00	0.01
DELAWARE	0.10	0.03	0.00
DISTRICT OF COLUMBIA	0.04	0.02	0.01
FLORIDA	0.05	0.00	0.00
GEORGIA	0.03	0.00	0.01
HAWAII	0.03	0.00	0.01
IDAHO	0.03	0.00	0.04
ILLINOIS	0.03	0.00	0.01
INDIANA	0.07	0.01	0.02
IOWA	0.05	0.01	0.02
KANSAS	0.04	0.00	0.04
KENTUCKY	0.02	0.00	0.01
LOUISIANA	0.06	0.00	0.01
MAINE	0.04	0.00	0.03
MARYLAND	0.04	0.00	0.02
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.08	0.00	0.00
MINNESOTA	0.05	0.00	0.01
MISSISSIPPI	0.01	0.00	0.01
MISSOURI	0.05	0.01	0.02
MONTANA	0.03	0.01	0.03
NEBRASKA	0.02	0.00	0.03
NEVADA	0.02	0.00	0.01
NEW HAMPSHIRE	0.00	0.00	0.00
NEW JERSEY	0.06	0.00	0.00
NEW MEXICO	0.01	0.00	0.03
NEW YORK	0.07	0.00	0.01
NORTH CAROLINA	0.08	0.00	0.01
NORTH DAKOTA	0.03	0.04	0.01
OHIO	0.01	0.00	0.00
OKLAHOMA	0.02	0.01	0.02
OREGON	0.19	0.00	0.03
PENNSYLVANIA	0.05	0.00	0.06
PUERTO RICO	.	.	.
RHODE ISLAND	0.03	0.00	0.02
SOUTH CAROLINA	0.02	0.00	0.01
SOUTH DAKOTA	0.03	0.00	0.02
TENNESSEE	0.04	0.00	0.02
TEXAS	0.05	0.00	0.01
UTAH	0.03	0.01	0.04
VERMONT	0.03	0.00	0.02
VIRGINIA	0.06	0.00	0.01
WASHINGTON	0.01	0.00	0.01
WEST VIRGINIA	0.03	0.01	0.02
WISCONSIN	0.03	0.00	0.02
WYOMING	0.03	0.00	0.05
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	0.05	0.00	0.01

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY 1994.

DATA AS OF OCTOBER 1, 1995.

**BEST COPY AVAILABLE**

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1994-95 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	11.66	4.92	2.30	3.11	0.73
ALASKA	12.15	7.57	2.51	0.45	0.59
ARIZONA	7.88	4.67	1.51	0.65	0.51
ARKANSAS	10.06	5.14	1.65	2.40	0.09
CALIFORNIA	8.84	5.44	1.99	0.43	0.29
COLORADO	9.16	5.03	1.48	0.39	1.27
CONNECTICUT	12.60	6.61	2.21	0.65	2.06
DELAWARE	11.99	7.69	1.44	1.52	0.61
DISTRICT OF COLUMBIA	7.20	4.42	0.48	1.01	0.96
FLORIDA	12.27	5.12	3.83	1.37	1.45
GEORGIA	8.81	2.86	1.95	1.87	1.69
HAWAII	7.34	3.85	1.28	0.95	0.69
IDAHO	7.98	4.73	1.38	1.07	0.20
ILLINOIS	11.25	5.72	2.70	1.08	1.31
INDIANA	11.47	4.82	3.53	1.85	0.76
IOWA	11.10	5.22	1.67	2.19	1.48
KANSAS	9.51	4.25	2.27	1.04	0.97
KENTUCKY	9.70	3.19	2.72	2.54	0.66
LOUISIANA	9.55	4.32	2.10	1.42	0.70
MAINE	12.08	5.43	2.86	0.56	1.90
MARYLAND	10.63	5.36	2.92	0.59	0.67
MASSACHUSETTS	14.98	9.27	2.39	1.35	1.25
MICHIGAN	9.76	4.72	2.15	1.06	1.01
MINNESOTA	9.65	4.25	1.69	1.04	1.89
MISSISSIPPI	11.21	5.77	3.55	1.39	0.05
MISSOURI	12.08	6.51	2.68	1.26	1.06
MONTANA	9.34	5.40	1.97	0.59	0.58
NEBRASKA	11.63	5.09	3.02	1.63	0.93
NEVADA	9.01	5.81	1.67	0.55	0.49
NEW HAMPSHIRE	11.07	5.95	2.50	0.39	0.98
NEW JERSEY	14.27	7.85	3.94	0.31	1.06
NEW MEXICO	12.54	7.09	3.02	0.53	1.02
NEW YORK	11.06	6.56	1.36	0.51	1.51
NORTH CAROLINA	10.47	4.61	2.21	1.95	0.81
NORTH DAKOTA	8.75	4.37	2.56	0.88	0.49
OHIO	10.63	4.02	2.73	2.40	0.57
OKLAHOMA	10.27	5.35	2.30	1.72	0.36
OREGON	11.23	6.05	2.70	0.69	0.72
PENNSYLVANIA	9.96	4.88	2.27	1.41	0.92
PUERTO RICO	5.43	2.23	0.46	1.97	0.13
RHODE ISLAND	13.91	8.64	2.73	0.58	1.09
SOUTH CAROLINA	10.87	4.70	2.71	2.20	0.75
SOUTH DAKOTA	9.00	4.62	2.38	0.91	0.41
TENNESSEE	12.47	6.43	2.91	1.48	0.40
TEXAS	10.01	5.99	1.74	0.55	0.85
UTAH	9.54	5.52	1.66	0.64	1.09
VERMONT	8.44	3.97	1.51	1.15	1.12
VIRGINIA	11.12	5.73	2.40	1.15	0.99
WASHINGTON	9.35	4.29	1.73	0.75	0.58
WEST VIRGINIA	12.48	5.55	3.62	2.25	0.59
WISCONSIN	9.87	4.53	1.89	1.23	1.74
WYOMING	10.04	5.18	2.75	0.52	0.75
AMERICAN SAMOA	2.61	1.99	0.24	0.17	0.01
GUAM	4.71	3.33	0.50	0.42	0.04
NORTHERN MARIANAS	2.29	1.31	0.06	0.28	0.01
PALAU					
VIRGIN ISLANDS	5.53	2.01	0.51	2.42	0.18
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	10.45	5.35	2.28	1.14	0.91
50 STATES, D.C. & P.R.	10.45	5.34	2.28	1.14	0.91

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PERCENTAGE OF CHILDREN SERVED IS BASED ON 1994-1995 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1995.

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1994-95 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.06	0.16	0.05
ALASKA	0.34	0.18	0.07	0.34	0.03
ARIZONA	0.14	0.15	0.08	0.06	0.05
ARKANSAS	0.17	0.11	0.03	0.38	0.04
CALIFORNIA	0.08	0.14	0.17	0.19	0.06
COLORADO	0.40	0.15	0.37	0.00	0.05
CONNECTICUT	0.29	0.13	0.05	0.44	0.09
DELAWARE	0.00	0.17	0.35	0.00	0.08
DISTRICT OF COLUMBIA	0.01	0.03	0.09	0.14	0.03
FLORIDA	0.00	0.10	0.22	0.09	0.04
GEORGIA	0.00	0.09	0.06	0.20	0.04
HAWAII	0.10	0.15	0.07	0.16	0.04
IDAHO	0.13	0.12	0.06	0.19	0.03
ILLINOIS	0.00	0.14	0.12	0.08	0.05
INDIANA	0.06	0.13	0.07	0.09	0.06
IOWA	0.09	0.15	0.20	0.00	0.03
KANSAS	0.30	0.11	0.10	0.33	0.04
KENTUCKY	0.17	0.11	0.06	0.15	0.06
LOUISIANA	0.10	0.17	0.15	0.45	0.06
MAINE	0.70	0.12	0.05	0.34	0.05
MARYLAND	0.51	0.14	0.06	0.28	0.04
MASSACHUSETTS	0.23	0.14	0.09	0.11	0.06
MICHIGAN	0.11	0.15	0.41	0.00	0.05
MINNESOTA	0.00	0.19	0.15	0.32	0.04
MISSISSIPPI	0.06	0.10	0.21	0.00	0.04
MISSOURI	0.06	0.12	0.09	0.19	0.04
MONTANA	0.27	0.12	0.05	0.25	0.04
NEBRASKA	0.12	0.20	0.18	0.34	0.07
NEVADA	0.12	0.09	0.07	0.15	0.04
NEW HAMPSHIRE	0.16	0.12	0.09	0.81	0.06
NEW JERSEY	0.82	0.10	0.05	0.05	0.03
NEW MEXICO	0.27	0.13	0.12	0.26	0.05
NEW YORK	0.47	0.15	0.09	0.28	0.05
NORTH CAROLINA	0.09	0.16	0.08	0.40	0.05
NORTH DAKOTA	0.00	0.07	0.09	0.16	0.04
OHIO	0.49	0.12	0.12	0.12	0.05
OKLAHOMA	0.20	0.11	0.05	0.09	0.05
OREGON	0.00	0.24	0.17	0.35	0.09
PENNSYLVANIA	0.06	0.16	0.06	0.01	0.07
PUERTO RICO	0.17	0.12	0.09	0.12	0.08
RHODE ISLAND	0.12	0.12	0.10	0.43	0.05
SOUTH CAROLINA	0.06	0.14	0.11	0.12	0.06
SOUTH DAKOTA	0.29	0.10	0.08	0.11	0.04
TENNESSEE	0.18	0.14	0.12	0.63	0.10
TEXAS	0.07	0.13	0.12	0.46	0.05
UTAH	0.25	0.12	0.04	0.11	0.05
VERMONT	0.06	0.13	0.07	0.36	0.03
VIRGINIA	0.29	0.11	0.07	0.26	0.05
WASHINGTON	0.31	0.26	0.12	1.25	0.03
WEST VIRGINIA	0.00	0.11	0.08	0.15	0.06
WISCONSIN	0.00	0.13	0.14	0.12	0.04
WYOMING	0.00	0.16	0.14	0.41	0.05
AMERICAN SAMOA	0.08	0.06	0.01	0.01	0.02
GUAM	0.11	0.09	0.06	0.09	0.05
NORTHERN MARIANAS	0.40	0.11	0.06	0.01	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.09	0.11	0.03	0.09	0.05
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.17	0.14	0.13	0.23	0.05
50 STATES, D.C. & P.R.	0.17	0.14	0.13	0.23	0.05

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1994-1995 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1995.

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1994-95 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.03	0.00	0.02
ALASKA	0.03	0.01	0.03
ARIZONA	0.03	0.01	0.01
ARKANSAS	0.03	0.00	0.02
CALIFORNIA	0.04	0.00	0.01
COLORADO	0.01	0.01	0.02
CONNECTICUT	0.05	0.00	0.01
DELAWARE	0.11	0.03	0.00
DISTRICT OF COLUMBIA	0.03	0.01	0.00
FLORIDA	0.05	0.00	0.00
GEORGIA	0.03	0.00	0.01
HAWAII	0.04	0.00	0.01
IDAHO	0.03	0.00	0.04
ILLINOIS	0.03	0.00	0.01
INDIANA	0.07	0.01	0.02
IOWA	0.05	0.01	0.02
KANSAS	0.04	0.00	0.04
KENTUCKY	0.02	0.00	0.01
LOUISIANA	0.07	0.00	0.01
MAINE	0.04	0.00	0.03
MARYLAND	0.04	0.00	0.02
MASSACHUSETTS	0.05	0.00	0.03
MICHIGAN	0.08	0.00	0.00
MINNESOTA	0.06	0.00	0.01
MISSISSIPPI	0.01	0.00	0.01
MISSOURI	0.05	0.01	0.02
MONTANA	0.03	0.01	0.03
NEBRASKA	0.02	0.00	0.03
NEVADA	0.02	0.00	0.01
NEW HAMPSHIRE	0.00	0.00	0.00
NEW JERSEY	0.06	0.00	0.00
NEW MEXICO	0.01	0.00	0.03
NEW YORK	0.07	0.00	0.01
NORTH CAROLINA	0.08	0.00	0.01
NORTH DAKOTA	0.03	0.04	0.01
OHIO	0.01	0.00	0.00
OKLAHOMA	0.02	0.01	0.02
OREGON	0.20	0.00	0.03
PENNSYLVANIA	0.06	0.00	0.07
PUERTO RICO	0.05	0.01	0.01
RHODE ISLAND	0.03	0.00	0.02
SOUTH CAROLINA	0.02	0.00	0.01
SOUTH DAKOTA	0.03	0.00	0.02
TENNESSEE	0.04	0.00	0.02
TEXAS	0.05	0.00	0.01
UTAH	0.03	0.01	0.04
VERMONT	0.03	0.00	0.02
VIRGINIA	0.06	0.00	0.01
WASHINGTON	0.01	0.00	0.01
WEST VIRGINIA	0.03	0.01	0.02
WISCONSIN	0.04	0.00	0.02
WYOMING	0.03	0.00	0.05
AMERICAN SAMOA	0.00	0.02	0.00
GUAM	0.01	0.00	0.01
NORTHERN MARIANAS	0.05	0.00	0.00
PALAU	.	.	.
VIRGIN ISLANDS	0.01	0.03	0.00
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	0.05	0.00	0.01
50 STATES, D.C. & P.R.	0.05	0.00	0.01

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1994-1995 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1995.

Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	43,583	35,127	16,924	1,462	371	704	289	310
ALASKA	8,949	4,771	1,749	4	34	5	34	10
ARIZONA	20,905	31,247	14,235	1,173	605	180	318	158
ARKANSAS	21,193	20,721	7,657	165	1,227	778	219	787
CALIFORNIA	269,758	114,123	132,430	5,388	6,198	1,088	1,013	2,873
COLORADO	17,461	35,918	9,260	1,276	92	449	571	369
CONNECTICUT	39,743	13,005	13,923	1,167	1,692	36	735	289
DELAWARE	4,066	7,853	2,104	898	11	137	6	96
DISTRICT OF COLUMBIA	852	1,188	2,660	708	581	2	78	32
FLORIDA	112,768	60,916	79,253	7,151	1,322	834	0	2,115
GEORGIA	52,508	38,397	29,619	1,290	110	325	88	692
HAWAII	5,660	4,859	3,812	45	11	0	7	93
IDAHO	14,424	5,406	2,269	350	34	19	22	76
ILLINOIS	67,583	83,501	77,370	10,274	5,427	1,090	736	794
INDIANA	76,495	14,213	30,907	2,234	120	683	163	382
IOWA	40,621	13,499	6,267	1,063	0	526	210	218
KANSAS	25,080	14,892	7,323	874	305	635	93	324
KENTUCKY	39,716	28,607	9,372	634	184	641	25	351
LOUISIANA	30,372	14,843	36,485	1,431	46	1,182	60	435
MAINE	14,837	9,802	3,255	237	641	18	213	347
MARYLAND	46,383	17,824	23,258	3,949	1,707	692	710	304
MASSACHUSETTS	100,059	21,191	23,062	2,550	4,386	.	785	1,045
MICHIGAN	84,922	43,818	40,557	7,561	.	391	262	736
MINNESOTA	51,539	21,247	9,510	4,066	360	925	231	604
MISSISSIPPI	23,651	23,834	16,838	731	0	209	27	375
MISSOURI	52,531	35,136	26,031	4,224	772	275	172	297
MONTANA	11,697	4,888	1,300	41	0	45	28	0
NEBRASKA	20,990	8,776	5,075	890	93	140	28	489
NEVADA	7,690	11,119	4,360	1,238	8	0	15	216
NEW HAMPSHIRE	11,782	5,123	4,281	618	307	54	351	168
NEW JERSEY	86,920	25,302	56,133	6,555	10,072	1,497	116	973
NEW MEXICO	15,690	12,250	14,757	1	7	501	7	117
NEW YORK	129,240	49,575	121,047	28,343	20,387	624	1,890	2,372
NORTH CAROLINA	78,679	28,634	23,437	2,312	791	891	349	578
NORTH DAKOTA	9,153	1,397	1,263	193	23	88	67	50
OHIO	119,219	56,372	33,330	7,721	0	723	0	2,801
OKLAHOMA	35,490	22,936	11,792	651	80	328	153	240
OREGON	38,904	11,890	4,899	555	780	147	169	436
PENNSYLVANIA	77,197	55,903	61,209	3,830	3,303	1,237	576	1,931
PUERTO RICO	3,910	20,356	15,371	1,301	768	187	82	1,776
RHODE ISLAND	11,710	4,011	5,789	273	667	0	303	145
SOUTH CAROLINA	30,194	28,944	19,249	1,104	161	469	21	243
SOUTH DAKOTA	9,545	3,682	1,764	106	96	122	266	40
TENNESSEE	64,555	29,594	18,641	1,083	815	586	577	1,255
TEXAS	95,678	189,353	103,161	2,638	182	1,867	47	5,367
UTAH	22,637	14,892	11,033	1,445	0	1,126	0	181
VERMONT	8,683	450	553	108	111	10	135	242
VIRGINIA	49,447	40,331	34,507	1,488	908	923	394	1,267
WASHINGTON	47,674	29,618	19,375	832	686	327	19	531
WEST VIRGINIA	3,331	27,813	8,341	230	19	291	4	181
WISCONSIN	36,378	38,705	22,796	992	23	335	17	161
WYOMING	5,735	3,927	910	43	23	133	73	24
AMERICAN SAMOA	325	27	66	0	0	0	0	0
GUAM	677	586	480	25	4	0	1	0
NORTHERN MARIANAS	171	42	0	0	0	0	0	2
PALAU	218	30	36	0	1	0	0	28
VIRGIN ISLANDS	198	114	559	29	0	0	19	10
BUR. OF INDIAN AFFAIRS	1,580	2,947	668	1	10	37	13	3
U.S. AND OUTLYING AREAS	2,300,956	1,445,525	1,232,312	125,551	66,561	24,512	12,787	35,939
50 STATES, D.C. & P.R.	2,297,787	1,441,779	1,230,503	125,496	66,546	24,475	12,754	35,896

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT  
DATA AS OF OCTOBER 1, 1995.

Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

ALL DISABILITIES		
-----NUMBER-----		
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	10	20
ALASKA	1,923	29
ARIZONA	178	440
ARKANSAS	24	25
CALIFORNIA	2,372	0
COLORADO	244	0
CONNECTICUT	177	978
DELAWARE	132	.
DISTRICT OF COLUMBIA	45	0
FLORIDA	777	1,084
GEORGIA	119	323
HAWAII	55	16
IDAHO	1	105
ILLINOIS	613	2,734
INDIANA	173	3,459
IOWA	201	1,067
KANSAS	126	734
KENTUCKY	54	491
LOUISIANA	188	1,207
MAINE	105	0
MARYLAND	742	1,200
MASSACHUSETTS	206	.
MICHIGAN	199	2,773
MINNESOTA	217	.
MISSISSIPPI	4	85
MISSOURI	328	560
MONTANA	0	.
NEBRASKA	61	1,204
NEVADA	145	45
NEW HAMPSHIRE	34	45
NEW JERSEY	243	12,224
NEW MEXICO	43	124
NEW YORK	869	7,054
NORTH CAROLINA	180	700
NORTH DAKOTA	5	0
OHIO	481	14,146
OKLAHOMA	0	0
OREGON	412	.
PENNSYLVANIA	359	2,075
PUERTO RICO	29	0
RHODE ISLAND	155	405
SOUTH CAROLINA	144	98
SOUTH DAKOTA	0	0
TENNESSEE	212	155
TEXAS	76	289
UTAH	7	0
VERMONT	10	52
VIRGINIA	1,213	1,253
WASHINGTON	148	518
WEST VIRGINIA	45	48
WISCONSIN	299	1,406
WYOMING	.	.
AMERICAN SAMOA	0	0
GUAM	1	0
NORTHERN MARIANAS	0	10
PALAU	0	1
VIRGIN ISLANDS	8	40
BUR. OF INDIAN AFFAIRS	10	14
U.S. AND OUTLYING AREAS	14,402	59,236
50 STATES, D.C. & P.R.	14,383	59,171

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB1

Percentage of Children Ages 3-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## ALL DISABILITIES

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.13	35.56	17.13	1.48	0.38	0.71	0.29	0.31
ALASKA	57.53	30.67	11.24	0.03	0.22	0.03	0.22	0.06
ARIZONA	30.38	45.40	20.68	1.70	0.88	0.26	0.46	0.23
ARKANSAS	40.18	39.28	14.52	0.31	2.33	1.47	0.42	1.49
CALIFORNIA	50.62	21.42	24.85	1.01	1.16	0.20	0.19	0.54
COLORADO	26.70	54.92	14.16	1.95	0.14	0.69	0.87	0.56
CONNECTICUT	56.30	18.42	19.72	1.65	2.40	0.05	1.04	0.41
DELAWARE	26.80	51.76	13.87	5.92	0.07	0.90	0.04	0.63
DISTRICT OF COLUMBIA	13.96	19.47	43.60	11.60	9.52	0.03	1.28	0.52
FLORIDA	42.66	23.04	29.98	2.71	0.50	0.32	0.00	0.80
GEORGIA	42.68	31.21	24.07	1.05	0.09	0.26	0.07	0.56
HAWAII	39.07	33.54	26.31	0.31	0.08	0.00	0.05	0.64
IDAHO	63.82	23.92	10.04	1.55	0.15	0.08	0.10	0.34
ILLINOIS	27.39	33.84	31.35	4.16	2.20	0.44	0.30	0.32
INDIANA	61.10	11.35	24.69	1.78	0.10	0.55	0.13	0.31
IOWA	65.09	21.63	10.04	1.70	0.00	0.84	0.34	0.35
KANSAS	50.64	30.07	14.79	1.76	0.62	1.28	0.19	0.65
KENTUCKY	49.94	35.97	11.78	0.80	0.23	0.81	0.03	0.44
LOUISIANA	35.79	17.49	43.00	1.69	0.05	1.39	0.07	0.51
MAINE	50.55	33.40	11.09	0.81	2.18	0.06	0.73	1.18
MARYLAND	48.91	18.80	24.53	4.16	1.80	0.73	0.75	0.32
MASSACHUSETTS	65.36	13.84	15.07	1.67	2.87	.	0.51	0.68
MICHIGAN	47.64	24.58	22.75	4.24	.	0.22	0.15	0.41
MINNESOTA	58.25	24.01	10.75	4.60	0.41	1.05	0.26	0.68
MISSISSIPPI	36.02	36.30	25.64	1.11	0.00	0.32	0.04	0.57
MISSOURI	43.98	29.42	21.79	3.54	0.65	0.23	0.14	0.25
MONTANA	64.99	27.16	7.22	0.23	0.00	0.25	0.16	0.00
NEBRASKA	57.54	24.06	13.91	2.44	0.25	0.38	0.08	1.34
NEVADA	31.20	45.11	17.69	5.02	0.03	0.00	0.06	0.88
NEW HAMPSHIRE	51.94	22.58	18.87	2.72	1.35	0.24	1.55	0.74
NEW JERSEY	46.34	13.49	29.93	3.49	5.37	0.80	0.06	0.52
NEW MEXICO	36.21	28.27	34.06	0.00	0.02	1.16	0.02	0.27
NEW YORK	36.56	14.02	34.24	8.02	5.77	0.18	0.53	0.67
NORTH CAROLINA	57.99	21.11	17.27	1.70	0.58	0.66	0.26	0.43
NORTH DAKOTA	74.82	11.42	10.32	1.58	0.19	0.72	0.55	0.41
OHIO	54.15	25.60	15.14	3.51	0.00	0.33	0.00	1.27
OKLAHOMA	49.52	32.00	16.45	0.91	0.11	0.46	0.21	0.33
OREGON	67.33	20.58	8.48	0.96	1.35	0.25	0.29	0.75
PENNSYLVANIA	37.62	27.25	29.83	1.87	1.61	0.60	0.28	0.94
PUERTO RICO	8.94	46.53	35.13	2.97	1.76	0.43	0.19	4.06
RHODE ISLAND	51.14	17.52	25.28	1.19	2.91	0.00	1.32	0.63
SOUTH CAROLINA	37.56	36.01	23.95	1.37	0.20	0.58	0.03	0.30
SOUTH DAKOTA	61.10	23.57	11.29	0.68	0.61	0.78	1.70	0.26
TENNESSEE	55.13	25.27	15.92	0.92	0.70	0.50	0.49	1.07
TEXAS	24.02	47.54	25.90	0.66	0.05	0.47	0.01	1.35
UTAH	44.11	29.02	21.50	2.82	0.00	2.19	0.00	0.35
VERMONT	84.37	4.37	5.37	1.05	1.08	0.10	1.31	2.35
VIRGINIA	38.25	31.20	26.69	1.15	0.70	0.71	0.30	0.98
WASHINGTON	48.13	29.90	19.56	0.84	0.69	0.33	0.02	0.54
WEST VIRGINIA	8.28	69.17	20.74	0.57	0.05	0.72	0.01	0.45
WISCONSIN	36.60	38.94	22.93	1.00	0.02	0.34	0.02	0.16
WYOMING	52.77	36.13	8.37	0.40	0.21	1.22	0.67	0.22
AMERICAN SAMOA	77.75	6.46	15.79	0.00	0.00	0.00	0.00	0.00
GUAM	38.18	33.05	27.07	1.41	0.23	0.00	0.06	0.00
NORTHERN MARIANAS	79.53	19.53	0.00	0.00	0.00	0.00	0.00	0.93
PALAU	69.65	9.58	11.50	0.00	0.32	0.00	0.00	8.95
VIRGIN ISLANDS	21.31	12.27	60.17	3.12	0.00	0.00	2.05	1.08
BUR. OF INDIAN AFFAIRS	30.04	56.04	12.70	0.02	0.19	0.70	0.25	0.06
U.S. AND OUTLYING AREAS	43.88	27.56	23.50	2.39	1.27	0.47	0.24	0.69
50 STATES, D.C. & P.R.	43.89	27.54	23.50	2.40	1.27	0.47	0.24	0.69

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES								HOME HOSP ENVIR
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP	
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL				
ALABAMA	36,888	34,374	16,373	1,279	313	668	275	250	
ALASKA	8,286	4,652	1,694	0	14	5	34	10	
ARIZONA	18,738	28,817	12,324	1,072	579	180	299	141	
ARKANSAS	18,114	20,115	6,624	142	283	738	219	208	
CALIFORNIA	244,543	110,792	112,168	4,022	5,989	1,032	1,005	2,195	
COLORADO	15,051	34,930	7,447	537	59	438	568	328	
CONNECTICUT	36,552	12,354	11,391	1,073	1,587	35	732	258	
DELAWARE	3,307	7,315	1,626	783	11	137	6	86	
DISTRICT OF COLUMBIA	682	1,125	2,660	660	575	2	78	32	
FLORIDA	102,578	59,941	71,672	6,568	346	828	0	1,802	
GEORGIA	46,697	35,251	27,534	799	35	313	70	501	
HAWAII	5,381	4,743	3,098	37	9	0	7	91	
IDAHO	13,253	4,743	1,556	134	18	16	20	41	
ILLINOIS	56,927	82,890	67,378	8,126	5,173	1,069	736	645	
INDIANA	69,553	14,134	28,697	1,644	13	611	146	288	
IOWA	37,633	13,314	4,043	942	0	505	177	126	
KANSAS	22,879	12,469	7,088	610	120	626	91	112	
KENTUCKY	28,400	27,871	9,152	429	58	640	15	275	
LOUISIANA	26,486	14,456	32,132	1,088	44	1,172	59	412	
MAINE	13,026	9,736	3,064	164	171	17	211	88	
MARYLAND	41,447	15,275	22,756	3,676	1,393	674	710	234	
MASSACHUSETTS	87,819	20,926	21,856	2,530	4,186	.	783	1,012	
MICHIGAN	77,376	43,268	33,775	6,149	.	377	261	297	
MINNESOTA	47,707	20,095	6,054	2,638	338	912	219	230	
MISSISSIPPI	19,918	23,092	15,479	579	0	207	27	324	
MISSOURI	50,810	33,752	23,312	3,897	706	257	172	289	
MONTANA	10,404	4,615	1,142	36	0	45	28	0	
NEBRASKA	19,841	8,429	4,435	342	78	140	28	182	
NEVADA	7,088	10,922	2,929	896	1	0	15	176	
NEW HAMPSHIRE	10,852	4,987	3,691	504	274	54	344	83	
NEW JERSEY	80,034	25,173	49,501	5,474	9,188	1,425	116	929	
NEW MEXICO	14,730	12,090	12,491	1	1	498	7	76	
NEW YORK	119,679	46,238	112,998	23,328	6,342	533	1,615	1,843	
NORTH CAROLINA	68,546	28,000	21,183	1,769	451	877	299	346	
NORTH DAKOTA	8,646	1,333	888	48	13	76	66	23	
OHIO	109,464	55,940	27,936	6,920	0	723	0	2,767	
OKLAHOMA	32,319	22,690	10,357	413	78	306	139	201	
OREGON	36,366	11,734	4,204	370	582	142	157	241	
PENNSYLVANIA	70,320	54,453	53,321	3,737	2,920	1,204	555	591	
PUERTO RICO	2,318	20,063	13,196	1,238	672	173	79	1,428	
RHODE ISLAND	10,693	3,748	5,088	251	540	0	302	144	
SOUTH CAROLINA	23,262	28,251	17,995	953	68	460	21	204	
SOUTH DAKOTA	8,560	3,385	891	74	86	118	256	19	
TENNESSEE	57,373	28,824	17,284	865	686	563	577	1,194	
TEXAS	81,530	188,040	91,084	2,351	172	1,832	45	5,116	
UTAH	21,710	13,446	9,549	1,445	0	887	0	144	
VERMONT	8,097	440	327	67	89	10	130	60	
VIRGINIA	44,468	39,612	29,927	941	818	907	394	261	
WASHINGTON	43,850	28,043	13,425	476	450	325	18	281	
WEST VIRGINIA	3,151	25,501	7,328	206	10	260	4	99	
WISCONSIN	31,671	37,332	16,520	734	20	322	14	144	
WYOMING	5,489	3,905	895	43	21	133	73	24	
AMERICAN SAMOA	295	27	64	0	0	0	0	0	
GUAM	553	576	444	8	4	0	1	0	
NORTHERN MARIANAS	148	42	0	0	0	0	0	2	
PALAU	210	30	36	0	1	0	0	10	
VIRGIN ISLANDS	188	104	474	29	0	0	19	10	
BUR. OF INDIAN AFFAIRS	1,580	2,947	668	1	10	37	13	3	
U.S. AND OUTLYING AREAS	2,063,486	1,401,350	1,081,224	103,098	45,595	23,509	12,235	26,876	
50 STATES, D.C. & P.R.	2,060,512	1,397,624	1,079,538	103,060	45,580	23,472	12,202	26,851	

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.



Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.80	38.02	18.11	1.41	0.35	0.74	0.30	0.28
ALASKA	56.39	31.66	11.53	0.00	0.10	0.03	0.23	0.07
ARIZONA	30.15	46.37	19.83	1.72	0.93	0.29	0.48	0.23
ARKANSAS	39.00	43.31	14.26	0.31	0.61	1.59	0.47	0.45
CALIFORNIA	50.76	23.00	23.28	0.83	1.24	0.21	0.21	0.46
COLORADO	25.36	58.85	12.55	0.90	0.10	0.74	0.96	0.55
CONNECTICUT	57.13	19.31	17.80	1.68	2.48	0.05	1.14	0.40
DELAWARE	24.92	55.12	12.25	5.90	0.08	1.03	0.05	0.65
DISTRICT OF COLUMBIA	11.73	19.35	45.75	11.35	9.89	0.03	1.34	0.55
FLORIDA	42.09	24.59	29.41	2.69	0.14	0.34	0.00	0.74
GEORGIA	41.99	31.70	24.76	0.72	0.03	0.28	0.06	0.45
HAWAII	40.26	35.49	23.18	0.28	0.07	0.00	0.05	0.68
IDAHO	67.00	23.98	7.87	0.68	0.09	0.08	0.10	0.21
ILLINOIS	25.53	37.18	30.22	3.64	2.32	0.48	0.33	0.29
INDIANA	60.44	12.28	24.94	1.43	0.01	0.53	0.13	0.25
IOWA	66.33	23.46	7.13	1.66	0.00	0.89	0.31	0.22
KANSAS	52.00	28.34	16.11	1.39	0.27	1.42	0.21	0.25
KENTUCKY	42.49	41.70	13.69	0.64	0.09	0.96	0.02	0.41
LOUISIANA	34.92	19.06	42.36	1.43	0.06	1.55	0.08	0.54
MAINE	49.20	36.77	11.57	0.62	0.65	0.06	0.80	0.33
MARYLAND	48.10	17.73	26.41	4.27	1.62	0.78	0.82	0.27
MASSACHUSETTS	63.13	15.04	15.71	1.82	3.01	.	0.56	0.73
MICHIGAN	47.91	26.79	20.91	3.81	.	0.23	0.16	0.18
MINNESOTA	61.01	25.70	7.74	3.37	0.43	1.17	0.28	0.29
MISSISSIPPI	33.40	38.73	25.96	0.97	0.00	0.35	0.05	0.54
MISSOURI	44.89	29.82	20.59	3.44	0.62	0.23	0.15	0.26
MONTANA	63.95	28.37	7.02	0.22	0.00	0.28	0.17	0.00
NEBRASKA	59.27	25.18	13.25	1.02	0.23	0.42	0.08	0.54
NEVADA	32.18	49.58	13.30	4.07	0.00	0.00	0.07	0.80
NEW HAMPSHIRE	52.20	23.99	17.75	2.42	1.32	0.26	1.65	0.40
NEW JERSEY	46.57	14.65	28.81	3.19	5.35	0.83	0.07	0.54
NEW MEXICO	36.92	30.31	31.31	0.00	0.00	1.25	0.02	0.19
NEW YORK	38.29	14.79	36.15	7.46	2.03	0.17	0.52	0.59
NORTH CAROLINA	56.43	23.05	17.44	1.46	0.37	0.72	0.25	0.28
NORTH DAKOTA	77.94	12.02	8.01	0.43	0.12	0.69	0.59	0.21
OHIO	53.72	27.46	13.71	3.40	0.00	0.35	0.00	1.36
OKLAHOMA	48.60	34.12	15.57	0.62	0.12	0.46	0.21	0.30
OREGON	67.60	21.81	7.81	0.69	1.08	0.26	0.29	0.45
PENNSYLVANIA	37.58	29.10	28.50	2.00	1.56	0.64	0.30	0.32
PUERTO RICO	5.92	51.22	33.69	3.16	1.72	0.44	0.20	3.65
RHODE ISLAND	51.49	18.05	24.50	1.21	2.60	0.00	1.45	0.69
SOUTH CAROLINA	32.66	39.67	25.27	1.34	0.10	0.65	0.03	0.29
SOUTH DAKOTA	63.93	25.28	6.65	0.55	0.64	0.88	1.91	0.14
TENNESSEE	53.44	26.85	16.10	0.81	0.64	0.52	0.54	1.11
TEXAS	22.03	50.80	24.61	0.64	0.05	0.49	0.01	1.38
UTAH	46.01	28.50	20.24	3.06	0.00	1.88	0.00	0.31
VERMONT	87.82	4.77	3.55	0.73	0.97	0.11	1.41	0.65
VIRGINIA	37.90	33.76	25.51	0.80	0.70	0.77	0.34	0.22
WASHINGTON	50.48	32.28	15.45	0.55	0.52	0.37	0.02	0.32
WEST VIRGINIA	8.62	69.75	20.04	0.56	0.03	0.71	0.01	0.27
WISCONSIN	36.51	43.03	19.04	0.85	0.02	0.37	0.02	0.17
WYOMING	51.87	36.90	8.46	0.41	0.20	1.26	0.69	0.23
AMERICAN SAMOA	76.42	6.99	16.58	0.00	0.00	0.00	0.00	0.00
GUAM	34.87	36.32	27.99	0.50	0.25	0.00	0.06	0.00
NORTHERN MARIANAS	77.08	21.88	0.00	0.00	0.00	0.00	0.00	1.04
PALAU	73.17	10.45	12.54	0.00	0.35	0.00	0.00	3.48
VIRGIN ISLANDS	22.82	12.62	57.52	3.52	0.00	0.00	2.31	1.21
BUR. OF INDIAN AFFAIRS	30.04	56.04	12.70	0.02	0.19	0.70	0.25	0.06
U.S. AND OUTLYING AREAS	43.37	29.46	22.73	2.17	0.96	0.49	0.26	0.56
50 STATES, D.C. & P.R.	43.39	29.43	22.73	2.17	0.96	0.49	0.26	0.57

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,414	20,662	1,856	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	8	17	40
ALASKA	5,158	3,590	483	0	3	0	16	1
ARIZONA	9,709	21,268	5,150	34	37	10	14	21
ARKANSAS	10,108	13,977	1,604	7	16	0	12	101
CALIFORNIA	135,727	97,968	58,637	208	1,281	0	79	654
COLORADO	6,506	24,941	1,579	32	6	121	66	34
CONNECTICUT	20,914	8,283	4,388	100	290	6	66	47
DELAWARE	1,825	5,309	925	155	1	32	0	9
DISTRICT OF COLUMBIA	541	990	1,607	79	287	0	0	0
FLORIDA	34,556	49,948	31,290	131	105	97	0	104
GEORGIA	16,876	14,764	4,427	18	6	4	1	12
HAWAII	2,446	3,464	865	0	0	0	0	24
IDAHO	8,453	3,171	258	22	4	1	5	4
ILLINOIS	5,929	72,446	33,703	469	207	119	10	27
INDIANA	29,069	11,459	8,343	49	0	60	3	86
IOWA	16,659	7,599	2,312	17	0	62	12	21
KANSAS	9,687	8,497	1,486	15	1	26	7	15
KENTUCKY	6,593	14,601	1,544	73	9	41	4	64
LOUISIANA	8,304	11,265	14,600	39	15	122	2	120
MAINE	5,766	5,909	571	16	4	0	5	12
MARYLAND	19,728	11,306	11,390	229	135	42	26	51
MASSACHUSETTS	60,221	14,981	8,206	424	566	.	80	56
MICHIGAN	32,700	31,414	13,737	119	.	20	33	46
MINNESOTA	23,085	9,996	806	167	24	49	14	24
MISSISSIPPI	6,540	17,666	8,899	52	0	0	3	85
MISSOURI	25,874	24,337	7,971	34	63	2	8	44
MONTANA	5,690	3,854	340	5	0	7	4	0
NEBRASKA	8,836	5,117	855	15	3	39	13	17
NEVADA	2,645	9,504	1,236	370	0	5	0	17
NEW HAMPSHIRE	6,632	2,998	1,832	14	77	10	65	20
NEW JERSEY	32,611	22,696	35,173	937	1,563	214	12	223
NEW MEXICO	6,696	8,039	5,471	0	0	25	1	10
NEW YORK	88,709	30,080	67,216	2,429	839	16	177	254
NORTH CAROLINA	34,150	16,466	4,270	32	5	14	0	34
NORTH DAKOTA	4,932	601	56	10	1	2	5	4
OHIO	54,019	17,633	5,450	38	0	111	0	630
OKLAHOMA	16,262	16,892	1,551	29	17	22	16	35
OREGON	20,262	8,583	511	58	128	8	9	44
PENNSYLVANIA	23,830	40,625	23,683	286	0	224	0	23
PUERTO RICO	768	10,775	2,292	222	76	21	8	69
RHODE ISLAND	6,850	2,970	3,142	135	66	0	47	22
SOUTH CAROLINA	4,746	20,057	5,742	19	12	2	1	55
SOUTH DAKOTA	4,471	2,234	92	3	2	2	3	2
TENNESSEE	27,963	21,650	6,790	118	140	24	112	100
TEXAS	19,027	157,522	40,034	88	2	183	0	347
UTAH	11,808	10,444	3,867	121	0	6	0	34
VERMONT	4,088	155	37	5	24	1	19	9
VIRGINIA	19,316	28,421	12,513	31	159	141	35	36
WASHINGTON	19,905	17,433	3,762	21	27	26	0	28
WEST VIRGINIA	2,313	12,059	2,334	11	4	50	1	25
WISCONSIN	8,722	18,216	1,744	21	2	3	0	9
WYOMING	2,647	2,616	237	1	4	18	16	7
AMERICAN SAMOA	103	10	0	0	0	0	0	0
GUAM	315	495	312	0	0	0	0	0
NORTHERN MARIANAS	89	25	0	0	0	0	0	0
PALAU	189	13	9	0	0	0	0	0
VIRGIN ISLANDS	99	99	30	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	689	2,047	404	0	0	3	0	1
U.S. AND OUTLYING AREAS	957,770	1,000,140	457,622	7,625	6,268	1,994	1,027	3,757
50 STATES, D.C. & P.R.	956,286	997,451	456,867	7,623	6,268	1,991	1,027	3,756

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	40.38	54.13	4.86	0.30	0.15	0.02	0.04	0.10
ALASKA	55.76	38.81	5.22	0.00	0.03	0.00	0.17	0.01
ARIZONA	26.79	58.68	14.21	0.09	0.10	0.03	0.04	0.06
ARKANSAS	39.14	54.12	6.21	0.03	0.06	0.00	0.05	0.39
CALIFORNIA	46.08	33.26	19.91	0.07	0.43	0.00	0.03	0.22
COLORADO	19.55	74.93	4.74	0.10	0.02	0.36	0.20	0.10
CONNECTICUT	61.34	24.29	12.87	0.29	0.85	0.02	0.19	0.14
DELAWARE	22.11	64.30	11.20	1.88	0.01	0.39	0.00	0.11
DISTRICT OF COLUMBIA	15.44	28.25	45.86	2.25	8.19	0.00	0.00	0.00
FLORIDA	29.73	42.97	26.92	0.11	0.09	0.08	0.00	0.09
GEORGIA	46.74	40.89	12.26	0.05	0.02	0.01	0.00	0.03
HAWAII	35.98	50.95	12.72	0.00	0.00	0.00	0.00	0.35
IDAHO	70.93	26.61	2.16	0.18	0.03	0.01	0.04	0.03
ILLINOIS	5.25	64.16	29.85	0.42	0.18	0.11	0.01	0.02
INDIANA	59.24	23.35	17.00	0.10	0.00	0.12	0.01	0.18
IOWA	62.44	28.48	8.67	0.06	0.00	0.23	0.04	0.08
KANSAS	49.09	43.06	7.53	0.08	0.01	0.13	0.04	0.08
KENTUCKY	28.75	63.68	6.73	0.32	0.04	0.18	0.02	0.28
LOUISIANA	24.09	32.68	42.36	0.11	0.04	0.35	0.01	0.35
MAINE	46.94	48.11	4.65	0.13	0.03	0.00	0.04	0.10
MARYLAND	45.98	26.35	26.55	0.53	0.31	0.10	0.06	0.12
MASSACHUSETTS	71.24	17.72	9.71	0.50	0.67		0.09	0.07
MICHIGAN	41.89	40.24	17.60	0.15		0.03	0.04	0.06
MINNESOTA	67.57	29.26	2.36	0.49	0.07	0.14	0.04	0.07
MISSISSIPPI	19.67	53.14	26.77	0.16	0.00	0.00	0.01	0.26
MISSOURI	44.36	41.72	13.66	0.06	0.11	0.00	0.01	0.08
MONTANA	57.47	38.93	3.43	0.05	0.00	0.07	0.04	0.00
NEBRASKA	59.32	34.35	5.74	0.10	0.02	0.26	0.09	0.11
NEVADA	19.21	69.01	8.97	2.69	0.00	0.00	0.00	0.12
NEW HAMPSHIRE	56.94	25.74	15.73	0.12	0.66	0.09	0.56	0.17
NEW JERSEY	34.90	24.29	37.65	1.00	1.67	0.23	0.01	0.24
NEW MEXICO	33.08	39.71	27.03	0.00	0.00	0.12	0.00	0.05
NEW YORK	46.76	15.85	35.43	1.28	0.44	0.01	0.09	0.13
NORTH CAROLINA	62.12	29.95	7.77	0.06	0.01	0.03	0.00	0.06
NORTH DAKOTA	87.90	10.71	1.00	0.18	0.02	0.04	0.09	0.07
OHIO	69.36	22.64	7.00	0.05	0.00	0.14	0.00	0.81
OKLAHOMA	46.70	48.51	4.45	0.08	0.05	0.06	0.05	0.10
OREGON	68.45	28.99	1.73	0.20	0.43	0.03	0.03	0.15
PENNSYLVANIA	26.87	45.82	26.71	0.32	0.00	0.25	0.00	0.03
PUERTO RICO	5.40	75.71	16.11	1.56	0.53	0.15	0.06	0.48
RHODE ISLAND	51.77	22.45	23.75	1.02	0.50	0.00	0.36	0.17
SOUTH CAROLINA	15.49	65.47	18.74	0.06	0.04	0.01	0.00	0.18
SOUTH DAKOTA	65.66	32.81	1.35	0.04	0.03	0.03	0.04	0.03
TENNESSEE	49.15	38.05	11.93	0.21	0.25	0.04	0.20	0.18
TEXAS	8.76	72.52	18.43	0.04	0.00	0.08	0.00	0.16
UTAH	44.93	39.74	14.71	0.46	0.00	0.02	0.00	0.13
VERMONT	94.24	3.57	0.85	0.12	0.55	0.02	0.44	0.21
VIRGINIA	31.85	46.86	20.63	0.05	0.26	0.23	0.06	0.06
WASHINGTON	48.31	42.31	9.13	0.05	0.07	0.06	0.00	0.07
WEST VIRGINIA	13.77	71.79	13.90	0.07	0.02	0.30	0.01	0.15
WISCONSIN	30.37	63.43	6.07	0.07	0.01	0.01	0.00	0.03
WYOMING	47.73	47.17	4.27	0.02	0.07	0.32	0.29	0.13
AMERICAN SAMOA	91.15	8.85	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	28.07	44.12	27.81	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	78.07	21.93	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	89.57	6.16	4.27	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	43.04	43.04	13.04	0.87	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	21.91	65.11	12.85	0.00	0.00	0.10	0.00	0.03
U.S. AND OUTLYING AREAS	39.31	41.05	18.78	0.31	0.26	0.08	0.04	0.15
50 STATES, D.C. & P.R.	39.33	41.03	18.79	0.31	0.26	0.08	0.04	0.15

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	16,812	225	368	6	1	5	2	1
ALASKA	2,617	357	73	0	11	2	1	0
ARIZONA	7,163	4,277	243	3	4	0	0	2
ARKANSAS	6,280	321	124	1	2	0	0	1
CALIFORNIA	94,423	4,064	7,312	23	70	0	1	31
COLORADO	5,261	3,125	357	5	4	0	10	5
CONNECTICUT	9,014	883	581	14	26	0	11	6
DELAWARE	1,135	448	4	0	0	0	0	0
DISTRICT OF COLUMBIA	94	44	182	0	3	0	0	0
FLORIDA	62,829	1,575	3,469	33	1	11	0	20
GEORGIA	19,081	4,761	157	0	12	4	0	6
HAWAII	2,084	126	54	0	0	0	0	2
IDAHO	3,257	126	15	1	0	0	0	1
ILLINOIS	48,344	949	1,719	100	9	3	1	6
INDIANA	34,438	0	0	6	0	9	0	0
IOWA	8,541	41	0	2	0	1	0	0
KANSAS	10,083	152	75	5	0	5	0	5
KENTUCKY	16,850	1,455	18	0	17	1	0	2
LOUISIANA	15,648	281	842	1	7	4	0	3
MAINE	4,809	991	204	1	3	0	0	4
MARYLAND	17,908	2,127	3,093	204	18	1	1	24
MASSACHUSETTS	20,391	1,393	1,704	43	110	.	32	47
MICHIGAN	32,555	977	585	63	.	6	15	48
MINNESOTA	12,211	1,121	121	12	0	1	23	4
MISSISSIPPI	12,645	2,959	807	104	0	0	0	17
MISSOURI	21,019	2,287	893	160	39	7	0	0
MONTANA	3,074	61	18	4	0	1	1	0
NEBRASKA	7,828	370	183	46	1	20	0	18
NEVADA	4,034	36	205	10	0	0	0	1
NEW HAMPSHIRE	2,419	1,070	809	45	12	0	8	7
NEW JERSEY	44,195	380	2,253	43	301	1	0	6
NEW MEXICO	5,991	2,516	2,961	0	0	3	0	3
NEW YORK	16,142	7,436	10,146	483	223	2	32	15
NORTH CAROLINA	24,776	233	224	5	11	0	0	3
NORTH DAKOTA	2,879	154	91	18	4	0	2	0
OHIO	50,881	0	0	0	0	16	0	0
OKLAHOMA	13,706	416	77	21	15	44	0	2
OREGON	11,412	1,017	281	15	43	0	1	14
PENNSYLVANIA	40,719	1,967	392	40	0	2	0	12
PUERTO RICO	603	1,767	243	19	25	2	1	27
RHODE ISLAND	3,162	284	259	2	6	0	3	0
SOUTH CAROLINA	16,492	993	357	0	0	0	1	1
SOUTH DAKOTA	3,333	154	31	0	2	0	0	1
TENNESSEE	20,989	2,299	1,044	15	15	0	8	26
TEXAS	57,542	2,901	916	10	0	3	0	11
UTAH	6,355	772	499	0	0	0	0	2
VERMONT	1,688	71	30	6	3	0	3	15
VIRGINIA	20,544	3,908	279	13	214	4	3	29
WASHINGTON	14,117	1,181	498	0	2	5	2	35
WEST VIRGINIA	199	9,673	9	0	0	0	0	0
WISCONSIN	15,184	465	347	5	5	0	2	1
WYOMING	2,178	592	69	1	12	3	3	1
AMERICAN SAMOA	132	0	0	0	0	0	0	0
GUAM	146	7	2	1	0	0	0	0
NORTHERN MARIANAS	7	0	0	0	0	0	0	0
PALAU	4	4	5	0	1	0	0	6
VIRGIN ISLANDS	86	2	0	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	698	366	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	877,007	76,160	45,228	1,590	1,232	166	167	471
50 STATES, D.C. & P.R.	875,934	75,781	45,221	1,588	1,231	166	167	465

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	96.51	1.29	2.11	0.03	0.01	0.03	0.01	0.01
ALASKA	85.49	11.66	2.38	0.00	0.36	0.07	0.03	0.00
ARIZONA	61.26	36.58	2.08	0.03	0.03	0.00	0.00	0.02
ARKANSAS	93.33	4.77	1.84	0.01	0.03	0.00	0.00	0.01
CALIFORNIA	89.14	3.84	6.90	0.02	0.07	0.00	0.00	0.03
COLORADO	60.01	35.65	4.07	0.06	0.05	0.00	0.11	0.06
CONNECTICUT	85.56	8.38	5.51	0.13	0.25	0.00	0.10	0.06
DELAWARE	71.52	28.23	0.25	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	29.10	13.62	56.35	0.00	0.93	0.00	0.00	0.00
FLORIDA	92.48	2.32	5.11	0.05	0.00	0.02	0.00	0.03
GEORGIA	79.43	19.82	0.65	0.00	0.05	0.02	0.00	0.02
HAWAII	91.97	5.56	2.38	0.00	0.00	0.00	0.00	0.09
IDAHO	95.79	3.71	0.44	0.03	0.00	0.00	0.00	0.03
ILLINOIS	94.55	1.86	3.36	0.20	0.02	0.01	0.00	0.01
INDIANA	99.96	0.00	0.00	0.02	0.00	0.03	0.00	0.00
IOWA	99.49	0.48	0.00	0.02	0.00	0.01	0.00	0.00
KANSAS	97.66	1.47	0.73	0.05	0.00	0.05	0.00	0.05
KENTUCKY	91.86	7.93	0.10	0.00	0.09	0.01	0.00	0.01
LOUISIANA	93.22	1.67	5.02	0.01	0.04	0.02	0.00	0.02
MAINE	79.99	16.48	3.39	0.02	0.05	0.00	0.00	0.07
MARYLAND	76.61	9.10	13.23	0.87	0.08	0.00	0.00	0.10
MASSACHUSETTS	85.97	5.87	7.18	0.18	0.46		0.13	0.20
MICHIGAN	95.05	2.85	1.71	0.18		0.02	0.04	0.14
MINNESOTA	90.50	8.31	0.90	0.09	0.00	0.01	0.17	0.03
MISSISSIPPI	76.49	17.90	4.88	0.63	0.00	0.00	0.00	0.10
MISSOURI	86.13	9.37	3.66	0.66	0.16	0.03	0.00	0.00
MONTANA	97.31	1.93	0.57	0.13	0.00	0.03	0.03	0.00
NEBRASKA	92.46	4.37	2.16	0.54	0.01	0.24	0.00	0.21
NEVADA	94.12	0.84	4.78	0.23	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	55.35	24.49	18.51	1.03	0.27	0.00	0.18	0.16
NEW JERSEY	93.68	0.81	4.78	0.09	0.64	0.00	0.00	0.01
NEW MEXICO	52.21	21.93	25.81	0.00	0.00	0.03	0.00	0.03
NEW YORK	46.82	21.57	29.43	1.40	0.65	0.01	0.09	0.04
NORTH CAROLINA	98.12	0.92	0.89	0.02	0.04	0.00	0.00	0.01
NORTH DAKOTA	91.45	4.89	2.89	0.57	0.13	0.00	0.06	0.00
OHIO	99.97	0.00	0.00	0.00	0.00	0.03	0.00	0.00
OKLAHOMA	95.97	2.91	0.54	0.15	0.11	0.31	0.00	0.01
OREGON	89.27	7.96	2.20	0.12	0.34	0.00	0.01	0.11
PENNSYLVANIA	94.41	4.56	0.91	0.09	0.00	0.00	0.00	0.03
PUERTO RICO	22.44	65.76	9.04	0.71	0.93	0.07	0.04	1.00
RHODE ISLAND	85.09	7.64	6.97	0.05	0.16	0.00	0.08	0.00
SOUTH CAROLINA	92.42	5.56	2.00	0.00	0.00	0.00	0.01	0.01
SOUTH DAKOTA	94.66	4.37	0.88	0.00	0.06	0.00	0.00	0.03
TENNESSEE	86.03	9.42	4.28	0.06	0.06	0.00	0.03	0.11
TEXAS	93.74	4.73	1.49	0.02	0.00	0.00	0.00	0.02
UTAH	83.31	10.12	6.54	0.00	0.00	0.00	0.00	0.03
VERMONT	92.95	3.91	1.65	0.33	0.17	0.00	0.17	0.83
VIRGINIA	82.20	15.64	1.12	0.05	0.86	0.02	0.01	0.12
WASHINGTON	89.12	7.46	3.14	0.00	0.01	0.03	0.01	0.22
WEST VIRGINIA	2.01	97.89	0.09	0.00	0.00	0.00	0.00	0.00
WISCONSIN	94.85	2.90	2.17	0.03	0.03	0.00	0.01	0.01
WYOMING	76.18	20.71	2.41	0.03	0.42	0.10	0.10	0.03
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	93.59	4.49	1.28	0.64	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	20.00	20.00	25.00	0.00	5.00	0.00	0.00	30.00
VIRGIN ISLANDS	96.63	2.25	0.00	1.12	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	65.60	34.40	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	87.52	7.60	4.51	0.16	0.12	0.02	0.02	0.05
50 STATES, D.C. & P.R.	87.54	7.57	4.52	0.16	0.12	0.02	0.02	0.05

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,262	10,757	11,727	689	200	88	33	44
ALASKA	65	165	347	0	0	0	0	1
ARIZONA	181	939	4,192	258	115	1	2	14
ARKANSAS	1,013	4,877	3,962	46	184	302	78	57
CALIFORNIA	770	2,594	20,276	1,688	352	0	12	862
COLORADO	173	1,054	1,477	10	3	4	4	11
CONNECTICUT	283	648	2,435	181	109	2	25	7
DELAWARE	87	824	433	282	0	1	2	4
DISTRICT OF COLUMBIA	5	49	473	342	131	2	4	0
FLORIDA	640	1,548	22,906	3,752	24	28	0	128
GEORGIA	1,939	6,702	15,755	268	14	25	7	221
HAWAII	75	495	1,037	2	0	0	0	7
IDAHO	768	1,056	886	63	5	5	0	3
ILLINOIS	258	1,090	17,756	2,328	1,715	46	199	20
INDIANA	1,879	1,759	14,963	863	1	36	35	54
IOWA	6,829	3,115	949	283	0	19	13	12
KANSAS	327	1,405	3,295	122	49	27	30	8
KENTUCKY	3,430	9,571	4,863	100	10	27	2	102
LOUISIANA	228	840	9,859	515	3	413	20	72
MAINE	107	524	775	15	37	0	4	4
MARYLAND	352	511	3,339	1,103	97	12	50	9
MASSACHUSETTS	2,757	2,795	6,203	200	399	.	101	42
MICHIGAN	1,565	3,696	10,947	2,792	.	10	14	33
MINNESOTA	1,990	3,984	2,954	644	57	49	19	31
MISSISSIPPI	407	1,827	4,775	173	0	44	8	44
MISSOURI	1,083	1,074	8,666	2,530	69	12	10	81
MONTANA	550	307	335	1	0	1	2	0
NEBRASKA	925	1,815	1,898	115	19	30	5	21
NEVADA	38	361	743	255	0	0	3	5
NEW HAMPSHIRE	169	194	386	52	24	0	15	4
NEW JERSEY	53	72	2,645	962	719	117	16	37
NEW MEXICO	354	293	1,239	0	0	0	0	6
NEW YORK	1,127	1,142	9,941	4,873	423	17	93	32
NORTH CAROLINA	2,665	7,448	10,760	989	293	70	128	48
NORTH DAKOTA	260	355	592	7	4	10	17	8
OHIO	1,038	29,797	14,023	544	0	178	0	63
OKLAHOMA	1,240	4,431	6,049	100	6	5	8	34
OREGON	847	894	1,849	36	13	7	15	23
PENNSYLVANIA	1,100	6,686	19,265	1,796	119	69	58	78
PUERTO RICO	422	5,652	8,820	834	181	72	56	319
RHODE ISLAND	19	59	807	6	141	0	24	1
SOUTH CAROLINA	726	4,360	8,853	573	56	137	3	57
SOUTH DAKOTA	190	641	459	12	32	22	51	1
TENNESSEE	3,444	2,847	6,222	248	189	162	21	47
TEXAS	136	2,870	21,316	888	59	519	7	218
UTAH	370	335	2,448	211	0	1	0	9
VERMONT	961	121	150	10	16	1	8	4
VIRGINIA	369	2,878	9,343	325	29	125	33	64
WASHINGTON	1,319	2,566	3,577	57	48	31	1	8
WEST VIRGINIA	137	2,361	4,113	123	1	8	1	39
WISCONSIN	237	1,446	2,721	164	0	7	1	6
WYOMING	35	252	268	8	4	51	15	3
AMERICAN SAMOA	45	13	30	0	0	0	0	0
GUAM	14	46	91	3	0	0	0	0
NORTHERN MARIANAS	11	4	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	2
VIRGIN ISLANDS	0	3	371	13	0	0	3	5
BUR. OF INDIAN AFFAIRS	43	149	96	0	3	0	0	0
U.S. AND OUTLYING AREAS	47,317	144,298	314,669	32,454	5,953	2,793	1,256	3,013
50 STATES, D.C. & P.R.	47,204	144,082	314,072	32,438	5,950	2,793	1,253	3,006

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	5.09	43.38	47.29	2.78	0.81	0.35	0.13	0.18
ALASKA	11.25	28.55	60.03	0.00	0.00	0.00	0.00	0.17
ARIZONA	3.17	16.47	73.52	4.52	2.02	0.02	0.04	0.25
ARKANSAS	9.63	46.36	37.67	0.44	1.75	2.87	0.74	0.54
CALIFORNIA	2.90	9.77	76.36	6.36	1.33	0.00	0.05	3.25
COLORADO	6.32	38.52	53.98	0.37	0.11	0.15	0.15	0.40
CONNECTICUT	7.67	17.56	65.99	4.91	2.95	0.05	0.68	0.19
DELAWARE	5.33	50.46	26.52	17.27	0.00	0.06	0.12	0.24
DISTRICT OF COLUMBIA	0.50	4.87	47.02	34.00	13.02	0.20	0.40	0.00
FLORIDA	2.20	5.33	78.92	12.93	0.08	0.10	0.00	0.44
GEORGIA	7.78	26.88	63.19	1.07	0.06	0.10	0.03	0.89
HAWAII	4.64	30.63	64.17	0.12	0.00	0.00	0.00	0.43
IDAHO	27.57	37.90	31.80	2.26	0.18	0.18	0.00	0.11
ILLINOIS	1.10	4.66	75.84	9.94	7.33	0.20	0.85	0.09
INDIANA	9.59	8.98	76.38	4.41	0.01	0.18	0.18	0.28
IOWA	60.86	27.76	8.46	2.52	0.00	0.17	0.12	0.11
KANSAS	6.21	26.70	62.61	2.32	0.93	0.51	0.57	0.15
KENTUCKY	18.95	52.86	26.86	0.55	0.06	0.15	0.01	0.56
LOUISIANA	1.91	7.03	82.50	4.31	0.03	3.46	0.17	0.60
MAINE	7.30	35.74	52.86	1.02	2.52	0.00	0.27	0.27
MARYLAND	6.43	9.34	61.01	20.15	1.77	0.22	0.91	0.16
MASSACHUSETTS	22.06	22.37	49.64	1.60	3.19	.	0.81	0.34
MICHIGAN	8.21	19.39	57.44	14.65	.	0.05	0.07	0.17
MINNESOTA	20.46	40.95	30.37	6.62	0.59	0.50	0.20	0.32
MISSISSIPPI	5.59	25.10	65.61	2.38	0.00	0.60	0.11	0.60
MISSOURI	8.01	7.94	64.07	18.71	0.51	0.09	0.07	0.60
MONTANA	45.99	25.67	28.01	0.08	0.00	0.08	0.17	0.00
NEBRASKA	19.16	37.59	39.31	2.38	0.39	0.62	0.10	0.43
NEVADA	2.70	25.69	52.88	18.15	0.00	0.00	0.21	0.36
NEW HAMPSHIRE	20.02	22.99	45.73	6.16	2.84	0.00	1.78	0.47
NEW JERSEY	1.15	1.56	57.24	20.82	15.56	2.53	0.35	0.80
NEW MEXICO	18.71	15.49	65.49	0.00	0.00	0.00	0.00	0.32
NEW YORK	6.39	6.47	56.33	27.61	2.40	0.10	0.53	0.18
NORTH CAROLINA	11.90	33.25	48.03	4.41	1.31	0.31	0.57	0.21
NORTH DAKOTA	20.75	28.33	47.25	0.56	0.32	0.80	1.36	0.64
OHIO	2.27	65.28	30.72	1.19	0.00	0.39	0.00	0.14
OKLAHOMA	10.44	37.32	50.95	0.84	0.05	0.04	0.07	0.29
OREGON	22.99	24.27	50.19	0.98	0.35	0.19	0.41	0.62
PENNSYLVANIA	3.77	22.92	66.04	6.16	0.41	0.24	0.20	0.27
PUERTO RICO	2.58	34.56	53.93	5.10	1.11	0.44	0.34	1.95
RHODE ISLAND	1.80	5.58	76.35	0.57	13.34	0.00	2.27	0.09
SOUTH CAROLINA	4.92	29.53	59.96	3.88	0.38	0.93	0.02	0.39
SOUTH DAKOTA	13.49	45.53	32.60	0.85	2.27	1.56	3.62	0.07
TENNESSEE	26.13	21.60	47.21	1.88	1.43	1.23	0.16	0.36
TEXAS	0.52	11.03	81.94	3.41	0.23	2.00	0.03	0.84
UTAH	10.97	9.93	72.55	6.25	0.00	0.03	0.00	0.27
VERMONT	75.61	9.52	11.80	0.79	1.26	0.08	0.63	0.31
VIRGINIA	2.80	21.86	70.96	2.47	0.22	0.95	0.25	0.49
WASHINGTON	17.34	33.73	47.02	0.75	0.63	0.41	0.01	0.11
WEST VIRGINIA	2.02	34.81	60.64	1.81	0.01	0.12	0.01	0.57
WISCONSIN	5.17	31.56	59.38	3.58	0.00	0.15	0.02	0.13
WYOMING	5.50	39.62	42.14	1.26	0.63	8.02	2.36	0.47
AMERICAN SAMOA	51.14	14.77	34.09	0.00	0.00	0.00	0.00	0.00
GUAM	9.09	29.87	59.09	1.95	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	73.33	26.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	8.33	75.00	0.00	0.00	0.00	0.00	16.67
VIRGIN ISLANDS	0.00	0.76	93.92	3.29	0.00	0.00	0.76	1.27
BUR. OF INDIAN AFFAIRS	14.78	51.20	32.99	0.00	1.03	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.58	26.15	57.03	5.88	1.08	0.51	0.23	0.55
50 STATES, D.C. & P.R.	8.57	26.16	57.02	5.89	1.08	0.51	0.23	0.55

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2,060	1,978	1,053	113	27	100	143	89
ALASKA	156	265	267	0	0	0	17	3
ARIZONA	603	1,111	1,463	325	291	32	184	46
ARKANSAS	51	90	135	8	8	0	53	9
CALIFORNIA	1,428	1,474	7,135	840	3,606	0	859	294
COLORADO	1,669	3,765	1,922	234	32	115	468	223
CONNECTICUT	4,288	1,890	2,944	408	869	20	507	140
DELAWARE	84	440	139	111	1	103	2	14
DISTRICT OF COLUMBIA	18	37	302	87	137	0	69	32
FLORIDA	1,921	5,786	9,989	1,974	169	213	0	160
GEORGIA	7,408	7,638	5,819	342	0	28	60	241
HAWAII	414	418	505	1	9	0	7	38
IDAHO	155	98	96	30	9	8	15	10
ILLINOIS	858	6,405	10,794	4,413	3,035	478	500	65
INDIANA	2,239	646	3,685	303	12	118	60	115
IOWA	4,119	1,879	572	508	0	181	118	70
KANSAS	1,376	1,433	1,076	274	34	318	44	31
KENTUCKY	412	1,466	1,617	211	18	181	7	45
LOUISIANA	535	613	3,459	366	11	212	22	93
MAINE	1,479	1,483	751	84	106	2	156	35
MARYLAND	1,058	509	2,060	693	732	176	400	67
MASSACHUSETTS	2,301	1,044	3,678	1,576	2,243	.	188	135
MICHIGAN	5,626	5,031	4,899	1,378	.	170	195	37
MINNESOTA	7,034	3,746	1,731	1,679	238	521	147	139
MISSISSIPPI	18	52	89	19	0	0	9	13
MISSOURI	495	4,695	4,025	672	431	29	139	80
MONTANA	439	215	247	18	0	36	21	0
NEBRASKA	1,032	671	828	77	45	5	5	36
NEVADA	168	580	399	75	0	0	8	9
NEW HAMPSHIRE	830	384	347	13	118	43	189	36
NEW JERSEY	1,727	1,372	4,773	1,322	3,487	464	29	409
NEW MEXICO	890	741	1,689	0	1	157	6	20
NEW YORK	6,513	3,811	17,091	9,232	1,987	86	665	1,215
NORTH CAROLINA	3,137	2,277	3,575	347	77	110	7	167
NORTH DAKOTA	263	150	91	5	0	15	23	3
OHIO	901	4,315	3,379	1,676	0	176	0	152
OKLAHOMA	297	492	1,239	54	35	5	89	49
OREGON	1,462	620	672	214	337	1	95	67
PENNSYLVANIA	2,058	4,339	7,190	1,097	1,459	895	157	432
PUERTO RICO	59	351	476	17	7	6	0	55
RHODE ISLAND	330	270	614	14	207	0	202	18
SOUTH CAROLINA	551	1,848	2,156	263	0	60	15	69
SOUTH DAKOTA	207	134	105	14	30	10	102	2
TENNESSEE	927	628	891	185	158	66	385	131
TEXAS	1,972	12,959	13,372	676	32	263	22	1,899
UTAH	2,445	1,483	1,552	342	0	72	0	50
VERMONT	818	60	66	41	34	8	59	17
VIRGINIA	1,843	2,768	4,687	382	345	312	262	70
WASHINGTON	1,499	1,816	1,552	282	240	24	10	124
WEST VIRGINIA	259	857	664	24	2	49	1	17
WISCONSIN	3,217	5,776	3,383	155	6	52	4	45
WYOMING	237	214	192	11	0	43	34	9
AMERICAN SAMOA	15	4	2	0	0	0	0	0
GUAM	6	2	3	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	4	1	2	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	4	0	0	7	0
BUR. OF INDIAN AFFAIRS	63	191	72	0	3	11	4	0
U.S. AND OUTLYING AREAS	81,975	103,321	141,519	33,189	20,628	5,974	6,770	7,325
50 STATES, D.C. & P.R.	81,886	103,123	141,435	33,185	20,625	5,963	6,759	7,325

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DATA AS OF OCTOBER 1, 1995.



Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				SEPAR FACIL	SEPAR FACIL			
ALABAMA	37.03	35.56	18.93	2.03	0.49	1.80	2.57	1.60
ALASKA	22.03	37.43	37.71	0.00	0.00	0.00	2.40	0.42
ARIZONA	14.87	27.40	36.08	8.01	7.18	0.79	4.54	1.13
ARKANSAS	14.41	25.42	38.14	2.26	2.26	0.00	14.97	2.54
CALIFORNIA	9.13	9.43	45.63	5.37	23.06	0.00	5.49	1.88
COLORADO	19.80	44.67	22.80	2.78	0.38	1.36	5.55	2.65
CONNECTICUT	38.75	17.08	26.60	3.69	7.85	0.18	4.58	1.27
DELAWARE	9.40	49.22	15.55	12.42	0.11	11.52	0.22	1.57
DISTRICT OF COLUMBIA	2.64	5.43	44.28	12.76	20.09	0.00	10.12	4.69
FLORIDA	9.50	28.63	49.42	9.77	0.84	1.05	0.00	0.79
GEORGIA	34.40	35.47	27.02	1.59	0.00	0.13	0.28	1.12
HAWAII	29.74	30.03	36.28	0.07	0.65	0.00	0.50	2.73
IDAHO	36.82	23.28	22.80	7.13	2.14	1.90	3.56	2.38
ILLINOIS	3.23	24.13	40.66	16.62	11.43	1.80	1.88	0.24
INDIANA	31.19	9.00	51.34	4.22	0.17	1.64	0.84	1.60
IOWA	55.31	25.23	7.68	6.82	0.00	2.43	1.58	0.94
KANSAS	30.00	31.25	23.46	5.97	0.74	6.93	0.96	0.68
KENTUCKY	10.41	37.05	40.86	5.33	0.45	4.57	0.18	1.14
LOUISIANA	10.07	11.54	65.13	6.89	0.21	3.99	0.41	1.75
MAINE	36.11	36.21	18.33	2.05	2.59	0.05	3.81	0.85
MARYLAND	18.58	8.94	36.17	12.17	12.85	3.09	7.02	1.18
MASSACHUSETTS	20.61	9.35	32.94	14.12	20.09		1.68	1.21
MICHIGAN	32.45	29.02	28.26	7.95		0.98	1.12	0.21
MINNESOTA	46.17	24.59	11.36	11.02	1.56	3.42	0.96	0.91
MISSISSIPPI	9.00	26.00	44.50	9.50	0.00	0.00	4.50	6.50
MISSOURI	4.68	44.43	38.09	6.36	4.08	0.27	1.32	0.76
MONTANA	44.98	22.03	25.31	1.84	0.00	3.69	2.15	0.00
NEBRASKA	38.24	24.86	30.68	2.85	1.67	0.19	0.19	1.33
NEVADA	13.56	46.81	32.20	6.05	0.00	0.00	0.65	0.73
NEW HAMPSHIRE	42.35	19.59	17.70	0.66	6.02	2.19	9.64	1.84
NEW JERSEY	12.71	10.10	35.14	9.73	25.67	3.42	0.21	3.01
NEW MEXICO	25.40	21.15	48.20	0.00	0.03	4.48	0.17	0.57
NEW YORK	16.04	9.39	42.10	22.74	4.89	0.21	1.64	2.99
NORTH CAROLINA	32.35	23.48	36.87	3.58	0.79	1.13	0.07	1.72
NORTH DAKOTA	47.82	27.27	16.55	0.91	0.00	2.73	4.18	0.55
OHIO	8.50	40.71	31.88	15.81	0.00	1.66	0.00	1.43
OKLAHOMA	13.14	21.77	54.82	2.39	1.55	0.22	3.94	2.17
OREGON	42.16	17.88	19.38	6.17	9.72	0.03	2.74	1.93
PENNSYLVANIA	11.68	24.62	40.79	6.22	8.28	5.08	0.89	2.45
PUERTO RICO	6.08	36.15	49.02	1.75	0.72	0.62	0.00	5.66
RHODE ISLAND	19.94	16.31	37.10	0.85	12.51	0.00	12.21	1.09
SOUTH CAROLINA	11.10	37.24	43.45	5.30	0.00	1.21	0.30	1.39
SOUTH DAKOTA	34.27	22.19	17.38	2.32	4.97	1.66	16.89	0.33
TENNESSEE	27.50	18.63	26.43	5.49	4.69	1.96	11.42	3.89
TEXAS	6.32	41.54	42.87	2.17	0.10	0.84	0.07	6.09
UTAH	41.13	24.95	26.11	5.75	0.00	1.21	0.00	0.84
VERMONT	74.16	5.44	5.98	3.72	3.08	0.73	5.35	1.54
VIRGINIA	17.27	25.94	43.93	3.58	3.23	2.92	2.46	0.66
WASHINGTON	27.02	32.74	27.98	5.08	4.33	0.43	0.18	2.24
WEST VIRGINIA	13.83	45.76	35.45	1.28	0.11	2.62	0.05	0.91
WISCONSIN	25.45	45.70	26.77	1.23	0.05	0.41	0.03	0.36
WYOMING	32.03	28.92	25.95	1.49	0.00	5.81	4.59	1.22
AMERICAN SAMOA	71.43	19.05	9.52	0.00	0.00	0.00	0.00	0.00
GUAM	54.55	18.18	27.27	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	57.14	14.29	28.57	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	31.25	25.00	0.00	0.00	43.75	0.00
BUR. OF INDIAN AFFAIRS	18.31	55.52	20.93	0.00	0.87	3.20	1.16	0.00
U.S. AND OUTLYING AREAS	20.46	25.79	35.32	8.28	5.15	1.49	1.69	1.83
50 STATES, D.C. & P.R.	20.46	25.76	35.33	8.29	5.15	1.49	1.69	1.83

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DATA AS OF OCTOBER 1, 1995.

**BEST COPY AVAILABLE**

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	30	76	775	215	20	148	12	34
ALASKA	57	115	289	0	0	2	0	3
ARIZONA	127	349	589	108	58	32	29	7
ARKANSAS	31	102	451	18	42	22	45	17
CALIFORNIA	203	413	3,782	419	279	0	25	85
COLORADO	194	886	1,674	227	12	32	17	20
CONNECTICUT	256	211	629	213	110	4	31	18
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	9	0	0	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	2	256	3	0	0	0	10
IDAHO	51	55	184	12	0	1	0	8
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	18	11	534	203	0	74	29	8
IOWA	265	120	36	98	0	47	25	2
KANSAS	261	383	586	166	16	80	6	28
KENTUCKY	88	171	840	28	2	11	1	29
LOUISIANA	11	8	617	90	1	85	13	38
MAINE	230	471	628	25	15	3	37	10
MARYLAND	563	304	1,795	1,216	351	33	176	35
MASSACHUSETTS	298	299	944	162	289	.	142	135
MICHIGAN	68	50	717	1,227	.	19	0	68
MINNESOTA	0	0	0	0	0	5	0	0
MISSISSIPPI	43	15	179	70	0	3	2	23
MISSOURI	24	142	360	101	38	2	2	13
MONTANA	141	16	67	0	0	0	0	0
NEBRASKA	11	31	254	50	6	9	4	13
NEVADA	9	62	89	156	0	0	2	9
NEW HAMPSHIRE	52	31	61	120	23	0	27	7
NEW JERSEY	534	400	3,785	1,921	2,473	299	46	104
NEW MEXICO	118	96	597	1	0	98	0	25
NEW YORK	929	1,024	4,480	4,266	1,609	100	414	208
NORTH CAROLINA	54	70	654	197	38	128	162	18
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	133	2,505	3,671	4,491	0	0	0	19
OKLAHOMA	62	95	958	129	1	71	22	45
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	9	8	523	236	0	13	1	15
PUERTO RICO	21	74	431	57	27	10	3	668
RHODE ISLAND	1	10	90	0	70	0	6	0
SOUTH CAROLINA	6	7	176	27	0	106	0	3
SOUTH DAKOTA	35	117	158	12	17	36	77	10
TENNESSEE	307	84	953	92	154	89	32	59
TEXAS	80	585	3,237	431	37	165	3	237
UTAH	44	22	670	693	0	32	0	16
VERMONT	48	9	26	1	4	0	3	3
VIRGINIA	488	522	1,648	92	37	98	24	35
WASHINGTON	854	385	1,552	57	23	24	0	41
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	3,059	11,052	7,937	353	7	196	5	49
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	13	0	0	0	0	0
GUAM	6	16	9	4	3	0	1	0
NORTHERN MARIANAS	20	13	0	0	0	0	0	2
PALAU	0	0	2	0	0	0	0	2
VIRGIN ISLANDS	0	0	44	8	0	0	5	2
BUR. OF INDIAN AFFAIRS	34	136	84	0	4	17	9	1
U.S. AND OUTLYING AREAS	9,873	21,553	48,034	18,004	5,766	2,094	1,439	2,182
50 STATES, D.C. & P.R.	9,813	21,388	47,882	17,992	5,759	2,077	1,424	2,175

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	2.29	5.80	59.16	16.41	1.53	11.30	0.92	2.60
ALASKA	12.23	24.68	62.02	0.00	0.00	0.43	0.00	0.64
ARIZONA	9.78	26.87	45.34	8.31	4.46	2.46	2.23	0.54
ARKANSAS	4.26	14.01	61.95	2.47	5.77	3.02	6.18	2.34
CALIFORNIA	3.90	7.93	72.65	8.05	5.36	0.00	0.48	1.63
COLORADO	6.34	28.94	54.67	7.41	0.39	1.05	0.56	0.65
CONNECTICUT	17.39	14.33	42.73	14.47	7.47	0.27	2.11	1.22
DELAWARE								
DISTRICT OF COLUMBIA	0.00	0.00	0.00	90.00	0.00	0.00	10.00	0.00
FLORIDA								
GEORGIA								
HAWAII	0.00	0.74	94.46	1.11	0.00	0.00	0.00	3.69
IDAHO	16.40	17.68	59.16	3.86	0.00	0.32	0.00	2.57
ILLINOIS								
INDIANA	2.05	1.25	60.89	23.15	0.00	8.44	3.31	0.91
IOWA	44.69	20.24	6.07	16.53	0.00	7.93	4.22	0.34
KANSAS	17.10	25.10	38.40	10.88	1.05	5.24	0.39	1.83
KENTUCKY	7.52	14.62	71.79	2.39	0.17	0.94	0.09	2.48
LOUISIANA	1.27	0.93	71.49	10.43	0.12	9.85	1.51	4.40
MAINE	16.21	33.19	44.26	1.76	1.06	0.21	2.61	0.70
MARYLAND	12.59	6.80	40.13	27.19	7.85	0.74	3.93	0.78
MASSACHUSETTS	13.13	13.18	41.60	7.14	12.74		6.26	5.95
MICHIGAN	3.16	2.33	33.36	57.10		0.88	0.00	3.16
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	12.84	4.48	53.43	20.90	0.00	0.90	0.60	6.87
MISSOURI	3.52	20.82	52.79	14.81	5.57	0.29	0.29	1.91
MONTANA	62.95	7.14	29.91	0.00	0.00	0.00	0.00	0.00
NEBRASKA	2.91	8.20	67.20	13.23	1.59	2.38	1.06	3.44
NEVADA	2.75	18.96	27.22	47.71	0.00	0.00	0.61	2.75
NEW HAMPSHIRE	16.20	9.66	19.00	37.38	7.17	0.00	8.41	2.18
NEW JERSEY	5.58	4.18	39.58	20.09	25.86	3.13	0.48	1.09
NEW MEXICO	12.62	10.27	63.85	0.11	0.00	10.48	0.00	2.67
NEW YORK	7.13	7.86	34.38	32.74	12.35	0.77	3.18	1.60
NORTH CAROLINA	4.09	5.30	49.51	14.91	2.88	9.69	12.26	1.36
NORTH DAKOTA								
OHIO	1.23	23.15	33.93	41.51	0.00	0.00	0.00	0.18
OKLAHOMA	4.48	6.87	69.27	9.33	0.07	5.13	1.59	3.25
OREGON								
PENNSYLVANIA	1.12	0.99	64.97	29.32	0.00	1.61	0.12	1.86
PUERTO RICO	1.63	5.73	33.38	4.42	2.09	0.77	0.23	51.74
RHODE ISLAND	0.56	5.65	50.85	0.00	39.55	0.00	3.39	0.00
SOUTH CAROLINA	1.85	2.15	54.15	8.31	0.00	32.62	0.00	0.92
SOUTH DAKOTA	7.58	25.32	34.20	2.60	3.68	7.79	16.67	2.16
TENNESSEE	17.34	4.75	53.84	5.20	8.70	5.03	1.81	3.33
TEXAS	1.68	12.25	67.79	9.03	0.77	3.46	0.06	4.96
UTAH	2.98	1.49	45.36	46.92	0.00	2.17	0.00	1.08
VERMONT	51.06	9.57	27.66	1.06	4.26	0.00	3.19	3.19
VIRGINIA	16.58	17.73	55.98	3.13	1.26	3.33	0.82	1.19
WASHINGTON	29.09	13.11	52.86	1.94	0.78	0.82	0.00	1.40
WEST VIRGINIA								
WISCONSIN	13.50	48.78	35.03	1.56	0.03	0.87	0.02	0.22
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	15.38	41.03	23.08	10.26	7.69	0.00	2.56	0.00
NORTHERN MARIANAS	57.14	37.14	0.00	0.00	0.00	0.00	0.00	5.71
PALAU	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	0.00	0.00	74.58	13.56	0.00	0.00	8.47	3.39
BUR. OF INDIAN AFFAIRS	11.93	47.72	29.47	0.00	1.40	5.96	3.16	0.35
U.S. AND OUTLYING AREAS	9.06	19.78	44.09	16.53	5.29	1.92	1.32	2.00
50 STATES, D.C. & P.R.	9.04	19.71	44.13	16.58	5.31	1.91	1.31	2.00

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	321	230	141	35	6	209	7	0
ALASKA	50	36	43	0	0	0	0	0
ARIZONA	309	318	184	282	0	75	55	0
ARKANSAS	176	116	65	48	7	232	0	1
CALIFORNIA	1,900	1,248	3,773	52	72	798	8	9
COLORADO	318	272	189	2	0	127	1	3
CONNECTICUT	338	104	76	64	91	0	48	2
DELAWARE	22	94	17	98	0	0	1	1
DISTRICT OF COLUMBIA	6	5	15	0	0	0	0	0
FLORIDA	367	297	977	192	0	351	0	1
GEORGIA	335	272	423	127	2	126	0	1
HAWAII	129	106	98	29	0	0	0	1
IDAHO	133	50	17	0	0	1	0	0
ILLINOIS	410	676	1,456	69	16	267	11	0
INDIANA	606	111	348	130	0	153	5	1
IOWA	406	186	57	0	0	136	2	1
KANSAS	149	101	152	8	0	137	1	1
KENTUCKY	245	179	88	12	2	266	0	1
LOUISIANA	338	287	473	1	4	229	0	3
MAINE	143	61	23	22	1	12	1	0
MARYLAND	479	110	233	60	1	267	0	2
MASSACHUSETTS	516	106	374	36	253	0	65	5
MICHIGAN	1,164	450	781	14	0	136	1	5
MINNESOTA	901	261	136	52	11	214	1	1
MISSISSIPPI	102	205	181	56	0	99	0	5
MISSOURI	385	279	332	64	27	164	10	4
MONTANA	140	27	57	7	0	0	0	0
NEBRASKA	343	95	105	15	2	24	1	3
NEVADA	55	31	124	3	0	0	0	2
NEW HAMPSHIRE	34	12	11	150	6	0	16	0
NEW JERSEY	285	77	545	99	124	186	3	5
NEW MEXICO	171	77	81	0	0	163	0	0
NEW YORK	1,437	679	1,323	528	756	220	107	20
NORTH CAROLINA	810	321	257	9	3	467	0	2
NORTH DAKOTA	75	21	7	3	0	0	1	0
OHIO	619	924	570	37	0	133	0	2
OKLAHOMA	206	125	172	46	2	97	1	1
OREGON	685	100	162	6	25	83	0	13
PENNSYLVANIA	1,470	428	516	9	315	1	138	11
PUERTO RICO	71	337	359	11	150	5	1	5
RHODE ISLAND	33	16	11	90	3	0	1	0
SOUTH CAROLINA	285	291	217	26	0	121	1	1
SOUTH DAKOTA	85	22	3	27	0	29	2	0
TENNESSEE	664	164	272	86	1	129	0	5
TEXAS	442	1,990	3,810	36	6	456	0	17
UTAH	246	65	49	1	0	579	0	1
VERMONT	95	6	4	0	2	0	37	0
VIRGINIA	403	250	382	1	4	159	2	1
WASHINGTON	997	730	446	7	72	165	0	8
WEST VIRGINIA	30	190	41	23	2	81	0	1
WISCONSIN	224	33	50	8	0	43	0	1
WYOMING	79	40	25	20	0	3	2	0
AMERICAN SAMOA	0	0	11	0	0	0	0	0
GUAM	9	1	18	0	0	0	0	0
NORTHERN MARIANAS	9	0	0	0	0	0	0	0
PALAU	5	4	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	11	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	10	14	3	0	0	3	0	0
U.S. AND OUTLYING AREAS	20,266	13,230	20,295	2,701	1,966	7,146	530	147
50 STATES, D.C. & P.R.	20,232	13,211	20,251	2,701	1,966	7,143	530	147

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Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	33.83	24.24	14.86	3.69	0.63	22.02	0.74	0.00
ALASKA	38.76	27.91	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.27	26.00	15.04	23.06	0.00	6.13	4.50	0.00
ARKANSAS	27.29	17.98	10.08	7.44	1.09	35.97	0.00	0.16
CALIFORNIA	24.17	15.88	48.00	0.66	0.92	10.15	0.10	0.11
COLORADO	34.87	29.82	20.72	0.22	0.00	13.93	0.11	0.33
CONNECTICUT	46.75	14.38	10.51	8.85	12.59	0.00	6.64	0.28
DELAWARE	9.44	40.34	7.30	42.06	0.00	0.00	0.43	0.43
DISTRICT OF COLUMBIA	23.08	19.23	57.69	0.00	0.00	0.00	0.00	0.00
FLORIDA	16.80	13.59	44.71	8.79	0.00	16.06	0.00	0.05
GEORGIA	26.05	21.15	32.89	9.88	0.16	9.80	0.00	0.08
HAWAII	35.54	29.20	27.00	7.99	0.00	0.00	0.00	0.28
IDAHO	66.17	24.88	8.46	0.00	0.00	0.50	0.00	0.00
ILLINOIS	14.11	23.27	50.12	2.38	0.55	9.19	0.38	0.00
INDIANA	44.76	8.20	25.70	9.60	0.00	11.30	0.37	0.07
IOWA	51.52	23.60	7.23	0.00	0.00	17.26	0.25	0.13
KANSAS	27.14	18.40	27.69	1.46	0.00	24.95	0.18	0.18
KENTUCKY	30.90	22.57	11.10	1.51	0.25	33.54	.	0.13
LOUISIANA	25.32	21.50	35.43	0.07	0.30	17.15	0.00	0.22
MAINE	54.37	23.19	8.75	8.37	0.38	4.56	0.38	0.00
MARYLAND	41.58	9.55	20.23	5.21	0.09	23.18	0.00	0.17
MASSACHUSETTS	38.08	7.82	27.60	2.66	18.67	.	4.80	0.37
MICHIGAN	45.63	17.64	30.62	0.55	.	5.33	0.04	0.20
MINNESOTA	57.13	16.55	8.62	3.30	0.70	13.57	0.06	0.06
MISSISSIPPI	15.74	31.64	27.93	8.64	0.00	15.28	0.00	0.77
MISSOURI	30.43	22.06	26.25	5.06	2.13	12.96	0.79	0.32
MONTANA	60.61	11.69	24.68	3.03	0.00	0.00	0.00	0.00
NEBRASKA	58.33	16.16	17.86	2.55	0.34	4.08	0.17	0.51
NEVADA	25.58	14.42	57.67	1.40	0.00	0.00	0.00	0.93
NEW HAMPSHIRE	14.85	5.24	4.80	65.50	2.62	0.00	6.99	0.00
NEW JERSEY	21.53	5.82	41.16	7.48	9.37	14.05	0.23	0.38
NEW MEXICO	34.76	15.65	16.46	0.00	0.00	33.13	0.00	0.00
NEW YORK	28.34	13.39	26.09	10.41	14.91	4.34	2.11	0.39
NORTH CAROLINA	43.34	17.17	13.75	0.48	0.16	24.99	0.00	0.11
NORTH DAKOTA	70.09	19.63	6.54	2.80	0.00	0.00	0.93	0.00
OHIO	27.09	40.44	24.95	1.62	0.00	5.82	0.00	0.09
OKLAHOMA	31.69	19.23	26.46	7.08	0.31	14.92	0.15	0.15
OREGON	63.78	9.31	15.08	0.56	2.33	7.73	0.00	1.21
PENNSYLVANIA	50.90	14.82	17.87	0.31	10.91	0.03	4.78	0.38
PUERTO RICO	7.56	35.89	38.23	1.17	15.97	0.53	0.11	0.53
RHODE ISLAND	21.43	10.39	7.14	58.44	1.95	0.00	0.65	0.00
SOUTH CAROLINA	30.25	30.89	23.04	2.76	0.00	12.85	0.11	0.11
SOUTH DAKOTA	50.60	13.10	1.79	16.07	0.00	17.26	1.19	0.00
TENNESSEE	50.26	12.41	20.59	6.51	0.08	9.77	0.00	0.38
TEXAS	6.54	29.45	56.39	0.53	0.09	6.75	0.00	0.25
UTAH	26.14	6.91	5.21	0.11	0.00	61.53	0.00	0.11
VERMONT	65.97	4.17	2.78	0.00	1.39	0.00	25.69	0.00
VIRGINIA	33.53	20.80	31.78	0.08	0.33	13.23	0.17	0.08
WASHINGTON	41.11	30.10	18.39	0.29	2.97	6.80	0.00	0.33
WEST VIRGINIA	8.15	51.63	11.14	6.25	0.54	22.01	0.00	0.27
WISCONSIN	62.40	9.19	13.93	2.23	0.00	11.98	0.00	0.28
WYOMING	46.75	23.67	14.79	11.83	0.00	1.78	1.18	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	32.14	3.57	64.29	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	40.00	10.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	8.33	0.00	91.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	33.33	46.67	10.00	0.00	0.00	10.00	0.00	0.00
U.S. AND OUTLYING AREAS	30.58	19.96	30.62	4.08	2.97	10.78	0.80	0.22
50 STATES, D.C. & P.R.	30.57	19.96	30.60	4.08	2.97	10.79	0.80	0.22

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	215	102	141	5	0	1	0	7
ALASKA	43	20	12	0	0	0	0	0
ARIZONA	306	222	218	1	3	0	0	11
ARKANSAS	56	62	34	0	3	0	3	0
CALIFORNIA	2,500	1,062	5,258	478	23	0	0	85
COLORADO	722	746	188	10	0	2	2	24
CONNECTICUT	189	23	23	4	5	1	4	0
DELAWARE	39	127	90	15	1	1	1	58
DISTRICT OF COLUMBIA	9	0	15	46	0	0	0	0
FLORIDA	1,769	605	2,148	195	47	0	0	129
GEORGIA	205	263	277	7	0	0	0	3
HAWAII	94	31	83	0	0	0	0	5
IDAHO	96	42	17	0	0	0	0	1
ILLINOIS	525	391	954	481	15	42	2	15
INDIANA	494	28	232	15	0	2	0	6
IOWA	598	274	84	2	0	0	5	20
KANSAS	311	56	78	0	18	1	0	4
KENTUCKY	217	102	76	1	1	1	0	3
LOUISIANA	319	273	562	13	1	21	0	17
MAINE	98	30	8	0	0	0	0	2
MARYLAND	238	72	191	18	13	0	0	1
MASSACHUSETTS	580	62	173	6	65	0	6	33
MICHIGAN	2,988	1,381	1,354	107	1	1	1	53
MINNESOTA	800	352	54	25	2	2	4	6
MISSISSIPPI	126	295	441	72	0	0	4	122
MISSOURI	361	174	285	160	8	0	0	5
MONTANA	56	10	2	0	0	0	0	0
NEBRASKA	320	73	77	4	0	0	0	24
NEVADA	32	113	14	7	0	0	0	0
NEW HAMPSHIRE	81	41	28	10	0	0	1	1
NEW JERSEY	159	47	122	21	80	66	1	7
NEW MEXICO	185	111	178	0	0	0	0	5
NEW YORK	1,085	527	602	90	117	10	4	12
NORTH CAROLINA	546	166	186	25	1	0	0	2
NORTH DAKOTA	61	16	21	0	1	1	6	1
OHIO	905	369	451	80	0	0	0	461
OKLAHOMA	200	43	79	5	0	0	0	2
OREGON	451	130	164	12	2	1	1	12
PENNSYLVANIA	159	97	645	162	100	0	23	8
PUERTO RICO	168	268	118	15	192	5	6	107
RHODE ISLAND	57	56	46	0	15	0	3	4
SOUTH CAROLINA	194	250	259	17	0	1	0	4
SOUTH DAKOTA	87	23	15	1	1	1	9	1
TENNESSEE	426	162	329	65	5	0	1	103
TEXAS	554	1,780	1,977	58	3	11	0	264
UTAH	84	34	67	4	0	0	0	21
VERMONT	79	2	2	0	1	0	0	1
VIRGINIA	289	173	259	14	8	0	2	5
WASHINGTON	643	300	197	9	10	0	0	7
WEST VIRGINIA	84	77	80	0	1	0	0	4
WISCONSIN	461	104	70	3	0	0	0	7
WYOMING	95	40	28	0	0	2	0	7
AMERICAN SAMOA	0	0	2	0	0	0	0	1
GUAM	20	1	1	0	0	0	0	0
NORTHERN MARIANAS	5	0	0	0	0	0	0	0
PALAU	5	1	3	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	8	10	0	1	0	0	0	0
U.S. AND OUTLYING AREAS	21,397	11,819	19,018	2,264	741	172	89	1,674
50 STATES, D.C. & P.R.	21,359	11,807	19,012	2,263	741	172	89	1,674

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	45.65	21.66	29.94	1.06	0.00	0.21	0.00	1.49
ALASKA	57.33	26.67	16.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	40.21	29.17	28.65	0.13	0.39	0.00	0.00	1.45
ARKANSAS	35.44	39.24	21.52	0.00	1.90	0.00	1.90	0.00
CALIFORNIA	26.58	11.29	55.90	5.08	0.24	0.00	0.00	0.90
COLORADO	42.62	44.04	11.10	0.59	0.00	0.12	0.12	1.42
CONNECTICUT	75.90	9.24	9.24	1.61	2.01	0.40	1.61	0.00
DELAWARE	11.75	38.25	27.11	4.52	0.30	0.30	0.30	17.47
DISTRICT OF COLUMBIA	12.86	0.00	21.43	65.71	0.00	0.00	0.00	0.00
FLORIDA	36.15	12.36	43.90	3.99	0.96	0.00	0.00	2.64
GEORGIA	27.15	34.83	36.69	0.93	0.00	0.00	0.00	0.40
HAWAII	44.13	14.55	38.97	0.00	0.00	0.00	0.00	2.35
IDAHO	61.54	26.92	10.90	0.00	0.00	0.00	0.00	0.64
ILLINOIS	21.65	16.12	39.34	19.84	0.62	1.73	0.08	0.62
INDIANA	63.58	3.60	29.86	1.93	0.00	0.26	0.00	0.77
IOWA	60.83	27.87	8.55	0.20	0.00	0.00	0.51	2.03
KANSAS	66.45	11.97	16.67	0.00	3.85	0.21	0.00	0.85
KENTUCKY	54.39	25.56	19.05	0.25	.	.	.	0.75
LOUISIANA	26.45	22.64	46.60	1.08	0.08	1.74	0.00	1.41
MAINE	71.01	21.74	5.80	0.00	0.00	0.00	0.00	1.45
MARYLAND	44.65	13.51	35.83	3.38	2.44	0.00	0.00	0.19
MASSACHUSETTS	62.70	6.70	18.70	0.65	7.03	.	0.65	3.57
MICHIGAN	50.77	23.47	23.01	1.82	.	0.02	0.02	0.90
MINNESOTA	64.26	28.27	4.34	2.01	0.16	0.16	0.32	0.48
MISSISSIPPI	11.89	27.83	41.60	6.79	0.00	0.00	0.38	11.51
MISSOURI	36.35	17.52	28.70	16.11	0.81	0.00	0.00	0.50
MONTANA	82.35	14.71	2.94	0.00	0.00	0.00	0.00	0.00
NEBRASKA	64.26	14.66	15.46	0.80	0.00	0.00	0.00	4.82
NEVADA	19.28	68.07	8.43	4.22	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	25.31	17.28	6.17	0.00	0.00	0.62	0.62
NEW JERSEY	31.61	9.34	24.25	4.17	15.90	13.12	0.20	1.39
NEW MEXICO	38.62	23.17	37.16	0.00	0.00	0.00	0.00	1.04
NEW YORK	44.34	21.54	24.60	3.68	4.78	0.41	0.16	0.49
NORTH CAROLINA	58.96	17.93	20.09	2.70	0.11	0.00	0.00	0.22
NORTH DAKOTA	57.01	14.95	19.63	0.00	0.93	0.93	5.61	0.93
OHIO	39.94	16.28	19.90	3.53	0.00	0.00	0.00	20.34
OKLAHOMA	60.79	13.07	24.01	1.52	0.00	0.00	0.00	0.61
OREGON	58.34	16.82	21.22	1.55	0.26	0.13	0.13	1.55
PENNSYLVANIA	13.32	8.12	54.02	13.57	8.38	0.00	1.93	0.67
PUERTO RICO	19.11	30.49	13.42	1.71	21.84	0.57	0.68	12.17
RHODE ISLAND	31.49	30.94	25.41	0.00	8.29	0.00	1.66	2.21
SOUTH CAROLINA	26.76	34.48	35.72	2.34	0.00	0.14	0.00	0.55
SOUTH DAKOTA	63.04	16.67	10.87	0.72	0.72	0.72	6.52	0.72
TENNESSEE	39.05	14.85	30.16	5.96	0.46	0.00	0.09	9.44
TEXAS	11.92	38.30	42.54	1.25	0.06	0.24	0.00	5.68
UTAH	40.00	16.19	31.90	1.90	0.00	0.00	0.00	10.00
VERMONT	92.94	2.35	2.35	0.00	1.18	0.00	0.00	1.18
VIRGINIA	38.53	23.07	34.53	1.87	1.07	0.00	0.27	0.67
WASHINGTON	55.15	25.73	16.90	0.77	0.86	0.00	0.00	0.60
WEST VIRGINIA	34.15	31.30	32.52	0.00	0.41	0.00	0.00	1.63
WISCONSIN	71.47	16.12	10.85	0.47	0.00	0.00	0.00	1.09
WYOMING	57.23	24.10	16.87	0.00	0.00	1.20	0.00	0.60
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.91	4.55	4.55	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	55.56	11.11	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	42.11	52.63	0.00	5.26	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	37.42	20.67	33.26	3.96	1.30	0.30	0.16	2.93
50 STATES, D.C. & P.R.	37.40	20.67	33.29	3.96	1.30	0.30	0.16	2.93

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	520	221	205	26	1	2	1	24
ALASKA	107	71	40	0	0	1	0	1
ARIZONA	137	177	44	4	0	0	0	36
ARKANSAS	341	505	164	7	14	0	4	17
CALIFORNIA	5,987	1,181	3,283	109	128	0	6	142
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	981	201	110	7	32	0	16	25
DELAWARE	52	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	6	0	18	77	2	0	0	0
FLORIDA	0	0	0	0	0	0	0	1,250
GEORGIA	567	687	387	5	0	0	2	15
HAWAII	98	86	109	0	0	0	0	3
IDAHO	227	94	32	1	0	0	0	13
ILLINOIS	246	431	346	141	13	2	2	510
INDIANA	274	69	132	8	0	0	3	7
IOWA	0	0	0	0	0	1	0	0
KANSAS	485	341	185	5	1	4	2	15
KENTUCKY	252	192	39	0	.	5	.	18
LOUISIANA	896	789	1,091	21	2	10	1	62
MAINE	286	204	60	1	1	0	1	18
MARYLAND	845	266	449	80	35	0	30	38
MASSACHUSETTS	325	114	127	13	45	.	17	533
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,307	466	70	18	2	3	7	22
MISSISSIPPI	0	.	.	.	.	.	.	0
MISSOURI	1,237	513	278	38	4	0	1	52
MONTANA	208	91	22	0	0	0	0	0
NEBRASKA	374	182	193	14	1	2	0	45
NEVADA	84	214	24	11	0	0	1	130
NEW HAMPSHIRE	620	252	215	30	14	1	20	8
NEW JERSEY	253	87	80	28	10	0	0	129
NEW MEXICO	225	171	189	0	0	0	0	6
NEW YORK	2,889	1,232	1,588	174	55	6	16	68
NORTH CAROLINA	1,913	859	558	13	5	2	0	65
NORTH DAKOTA	114	23	17	2	1	2	4	6
OHIO	573	69	71	23	0	0	0	1,422
OKLAHOMA	177	118	87	5	0	1	0	14
OREGON	756	253	177	14	25	4	35	41
PENNSYLVANIA	95	45	27	0	0	0	0	2
PUERTO RICO	116	399	94	9	6	1	0	141
RHODE ISLAND	196	62	86	1	10	0	5	98
SOUTH CAROLINA	71	288	50	1	0	1	0	11
SOUTH DAKOTA	85	28	11	0	1	0	3	1
TENNESSEE	1,932	821	454	43	9	1	16	713
TEXAS	1,350	6,207	4,316	58	12	32	2	2,079
UTAH	190	133	140	16	0	0	0	10
VERMONT	256	13	7	2	3	0	0	8
VIRGINIA	848	515	347	3	2	8	1	14
WASHINGTON	4,352	3,489	1,761	35	26	5	5	28
WEST VIRGINIA	59	146	13	2	0	0	0	12
WISCONSIN	327	127	50	3	0	0	1	26
WYOMING	173	118	54	1	1	8	2	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	24	2	5	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	2	2	0	0	0	0	0
VIRGIN ISLANDS	1	0	3	0	0	0	3	3
BUR. OF INDIAN AFFAIRS	30	27	8	0	0	0	0	1
U.S. AND OUTLYING AREAS	33,469	22,581	17,818	1,049	461	102	207	7,884
50 STATES, D.C. & P.R.	33,412	22,550	17,800	1,049	461	102	204	7,880

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DATA AS OF OCTOBER 1, 1995.



Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				SEPAR FACIL	SEPAR FACIL			
ALABAMA	52.00	22.10	20.50	2.60	0.10	0.20	0.10	2.40
ALASKA	48.64	32.27	18.18	0.00	0.00	0.45	0.00	0.45
ARIZONA	34.42	44.47	11.06	1.01	0.00	0.00	0.00	9.05
ARKANSAS	32.41	48.00	15.59	0.67	1.33	0.00	0.38	1.62
CALIFORNIA	55.25	10.90	30.30	1.01	1.18	0.00	0.06	1.31
COLORADO								
CONNECTICUT	71.50	14.65	8.02	0.51	2.33	0.00	1.17	1.82
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	5.83	0.00	17.48	74.76	1.94	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
GEORGIA	34.10	41.31	23.27	0.30	0.00	0.00	0.12	0.90
HAWAII	33.11	29.05	36.82	0.00	0.00	0.00	0.00	1.01
IDAHO	61.85	25.61	8.72	0.27	0.00	0.00	0.00	3.54
ILLINOIS	14.55	25.49	20.46	8.34	0.77	0.12	0.12	30.16
INDIANA	55.58	14.00	26.77	1.62	0.00	0.00	0.61	1.42
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	46.72	32.85	17.82	0.48	0.10	0.39	0.19	1.45
KENTUCKY	49.80	37.94	7.71	0.00		0.99		3.56
LOUISIANA	31.20	27.47	37.99	0.73	0.07	0.35	0.03	2.16
MAINE	50.09	35.73	10.51	0.18	0.18	0.00	0.18	3.15
MARYLAND	48.48	15.26	25.76	4.59	2.01	0.00	1.72	2.18
MASSACHUSETTS	27.68	9.71	10.82	1.11	3.83		1.45	45.40
MICHIGAN								
MINNESOTA	68.97	24.59	3.69	0.95	0.11	0.16	0.37	1.16
MISSISSIPPI								
MISSOURI	58.27	24.16	13.09	1.79	0.19	0.00	0.05	2.45
MONTANA	64.80	28.35	6.85	0.00	0.00	0.00	0.00	0.00
NEBRASKA	46.12	22.44	23.80	1.73	0.12	0.25	0.00	5.55
NEVADA	18.10	46.12	5.17	2.37	0.00	0.00	0.22	28.02
NEW HAMPSHIRE	53.45	21.72	18.53	2.59	1.21	0.09	1.72	0.69
NEW JERSEY	43.10	14.82	13.63	4.77	1.70	0.00	0.00	21.98
NEW MEXICO	38.07	28.93	31.98	0.00	0.00	0.00	0.00	1.02
NEW YORK	47.93	20.44	26.34	2.89	0.91	0.10	0.27	1.13
NORTH CAROLINA	56.02	25.15	16.34	0.38	0.15	0.06	0.00	1.90
NORTH DAKOTA	67.46	13.61	10.06	1.18	0.59	1.18	2.37	3.55
OHIO	26.55	3.20	3.29	1.07	0.00	0.00	0.00	65.89
OKLAHOMA	44.03	29.35	21.64	1.24	0.00	0.25	0.00	3.48
OREGON	57.93	19.39	13.56	1.07	1.92	0.31	2.68	3.14
PENNSYLVANIA	56.21	26.63	15.98	0.00	0.00	0.00	0.00	1.18
PUERTO RICO	15.14	52.09	12.27	1.17	0.78	0.13	0.00	18.41
RHODE ISLAND	42.79	13.54	18.78	0.22	2.18	0.00	1.09	21.40
SOUTH CAROLINA	16.82	68.25	11.85	0.24	0.00	0.24	0.00	2.61
SOUTH DAKOTA	65.89	21.71	8.53	0.00	0.78	0.00	2.33	0.78
TENNESSEE	48.43	20.58	11.38	1.08	0.23	0.03	0.40	17.87
TEXAS	9.60	44.16	30.71	0.41	0.09	0.23	0.01	14.79
UTAH	38.85	27.20	28.63	3.27	0.00	0.00	0.00	2.04
VERMONT	88.58	4.50	2.42	0.69	1.04	0.00	0.00	2.77
VIRGINIA	48.79	29.63	19.97	0.17	0.12	0.46	0.06	0.81
WASHINGTON	44.86	35.97	18.15	0.36	0.27	0.05	0.05	0.29
WEST VIRGINIA	25.43	62.93	5.60	0.86	0.00	0.00	0.00	5.17
WISCONSIN	61.24	23.78	9.36	0.56	0.00	0.00	0.19	4.87
WYOMING	48.19	32.87	15.04	0.28	0.28	2.23	0.56	0.56
AMERICAN SAMOA								
GUAM	77.42	6.45	16.13	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	10.00	0.00	30.00	0.00	0.00	0.00	30.00	30.00
BUR. OF INDIAN AFFAIRS	45.45	40.91	12.12	0.00	0.00	0.00	0.00	1.52
U.S. AND OUTLYING AREAS	40.05	27.02	21.32	1.26	0.55	0.12	0.25	9.43
50 STATES, D.C. & P.R.	40.03	27.02	21.33	1.26	0.55	0.12	0.24	9.44

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	208	65	29	35	0	97	0	2
ALASKA	19	14	116	0	0	0	0	0
ARIZONA	170	108	47	40	0	30	15	2
ARKANSAS	39	36	15	0	0	182	0	0
CALIFORNIA	1,326	562	1,112	84	15	17	4	9
COLORADO	185	77	8	0	0	31	0	3
CONNECTICUT	223	63	107	33	20	1	9	8
DELAWARE	58	33	9	3	8	0	0	0
DISTRICT OF COLUMBIA	3	0	31	1	0	0	4	0
FLORIDA	461	156	196	44	0	127	0	8
GEORGIA	240	106	46	7	0	120	0	0
HAWAII	38	5	24	2	0	0	0	0
IDAHO	56	17	2	0	0	0	0	0
ILLINOIS	316	428	251	11	3	91	0	1
INDIANA	356	16	53	7	0	156	0	0
IOWA	84	40	13	0	0	45	2	0
KANSAS	130	26	12	0	0	24	0	1
KENTUCKY	277	83	8	1	.	107	1	4
LOUISIANA	184	79	146	4	0	48	0	0
MAINE	64	21	6	0	0	0	0	0
MARYLAND	221	49	48	33	0	118	2	0
MASSACHUSETTS	360	100	93	6	25	.	18	3
MICHIGAN	514	129	153	4	.	14	1	4
MINNESOTA	225	53	10	1	0	61	1	1
MISSISSIPPI	35	68	97	30	0	61	0	9
MISSOURI	200	116	58	31	6	41	0	0
MONTANA	42	13	25	0	0	0	0	0
NEBRASKA	142	44	9	3	0	11	0	1
NEVADA	19	10	58	2	0	0	0	1
NEW HAMPSHIRE	15	5	2	67	0	0	2	0
NEW JERSEY	207	32	25	3	21	14	0	0
NEW MEXICO	60	18	26	0	0	41	0	0
NEW YORK	645	200	296	44	131	67	3	4
NORTH CAROLINA	370	105	51	2	1	77	0	5
NORTH DAKOTA	45	2	5	2	0	0	0	0
OHIO	381	249	234	8	0	109	0	0
OKLAHOMA	140	33	51	12	2	56	0	5
OREGON	220	25	59	3	3	34	1	14
PENNSYLVANIA	816	115	132	12	148	0	100	1
PUERTO RICO	82	419	64	5	5	51	4	7
RHODE ISLAND	41	16	15	1	3	0	4	0
SOUTH CAROLINA	179	127	44	14	0	24	0	0
SOUTH DAKOTA	41	9	2	3	0	11	1	0
TENNESSEE	552	129	66	7	3	87	0	5
TEXAS	390	909	605	28	3	171	0	31
UTAH	105	34	25	2	0	164	0	0
VERMONT	29	2	1	0	1	0	1	2
VIRGINIA	335	95	13	1	4	50	1	2
WASHINGTON	121	125	32	8	2	40	0	1
WEST VIRGINIA	37	81	4	15	0	57	0	0
WISCONSIN	195	25	23	10	0	18	0	0
WYOMING	29	15	5	1	0	1	0	0
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	12	3	1	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	2	4	2	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	5	0	0	0	3	0	0
U.S. AND OUTLYING AREAS	11,252	5,299	4,567	630	404	2,457	174	134
50 STATES, D.C. & P.R.	11,230	5,287	4,562	630	404	2,454	174	134

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	47.71	14.91	6.65	8.03	0.00	22.25	0.00	0.46
ALASKA	12.75	9.40	77.85	0.00	0.00	0.00	0.00	0.00
ARIZONA	41.26	26.21	11.41	9.71	0.00	7.28	3.64	0.49
ARKANSAS	14.34	13.24	5.51	0.00	0.00	66.91	0.00	0.00
CALIFORNIA	42.38	17.96	35.54	2.68	0.48	0.54	0.13	0.29
COLORADO	60.86	25.33	2.63	0.00	0.00	10.20	0.00	0.99
CONNECTICUT	48.06	13.58	23.06	7.11	4.31	0.22	1.94	1.72
DELAWARE	52.25	29.73	8.11	2.70	7.21	0.00	0.00	0.00
DISTRICT OF COLUMBIA	7.69	0.00	79.49	2.56	0.00	0.00	10.26	0.00
FLORIDA	46.47	15.73	19.76	4.44	0.00	12.80	0.00	0.81
GEORGIA	46.24	20.42	8.86	1.35	0.00	23.12	0.00	0.00
HAWAII	55.07	7.25	34.78	2.90	0.00	0.00	0.00	0.00
IDAHO	74.67	22.67	2.67	0.00	0.00	0.00	0.00	0.00
ILLINOIS	28.70	38.87	22.80	1.00	0.27	8.27	0.00	0.09
INDIANA	60.54	2.72	9.01	1.19	0.00	26.53	0.00	0.00
IOWA	45.65	21.74	7.07	0.00	0.00	24.46	1.09	0.00
KANSAS	67.36	13.47	6.22	0.00	0.00	12.44	0.00	0.52
KENTUCKY	57.59	17.26	1.66	0.21	.	22.25	0.21	0.83
LOUISIANA	39.91	17.14	31.67	0.87	0.00	10.41	0.00	0.00
MAINE	70.33	23.08	6.59	0.00	0.00	0.00	0.00	0.00
MARYLAND	46.92	10.40	10.19	7.01	0.00	25.05	0.42	0.00
MASSACHUSETTS	59.50	16.53	15.37	0.99	4.13	.	2.98	0.50
MICHIGAN	62.76	15.75	18.68	0.49	.	1.71	0.12	0.49
MINNESOTA	63.92	15.06	2.84	0.28	0.00	17.33	0.28	0.28
MISSISSIPPI	11.67	22.67	32.33	10.00	0.00	20.33	0.00	3.00
MISSOURI	44.25	25.66	12.83	6.86	1.33	9.07	0.00	0.00
MONTANA	52.50	16.25	31.25	0.00	0.00	0.00	0.00	0.00
NEBRASKA	67.62	20.95	4.29	1.43	0.00	5.24	0.00	0.48
NEVADA	21.11	11.11	64.44	2.22	0.00	0.00	0.00	1.11
NEW HAMPSHIRE	16.48	5.49	2.20	73.63	0.00	0.00	2.20	0.00
NEW JERSEY	68.54	10.60	8.28	0.99	6.95	4.64	0.00	0.00
NEW MEXICO	41.38	12.41	17.93	0.00	0.00	28.28	0.00	0.00
NEW YORK	46.40	14.39	21.29	3.17	9.42	4.82	0.22	0.29
NORTH CAROLINA	60.56	17.18	8.35	0.33	0.16	12.60	0.00	0.82
NORTH DAKOTA	83.33	3.70	9.26	3.70	0.00	0.00	0.00	0.00
OHIO	38.84	25.38	23.85	0.82	0.00	11.11	0.00	0.00
OKLAHOMA	46.82	11.04	17.06	4.01	0.67	18.73	0.00	1.67
OREGON	61.28	6.96	16.43	0.84	0.84	9.47	0.28	3.90
PENNSYLVANIA	61.63	8.69	9.97	0.91	11.18	0.00	7.55	0.08
PUERTO RICO	12.87	65.78	10.05	0.78	0.78	8.01	0.63	1.10
RHODE ISLAND	51.25	20.00	18.75	1.25	3.75	0.00	5.00	0.00
SOUTH CAROLINA	46.13	32.73	11.34	3.61	0.00	6.19	0.00	0.00
SOUTH DAKOTA	61.19	13.43	2.99	4.48	0.00	16.42	1.49	0.00
TENNESSEE	65.02	15.19	7.77	0.82	0.35	10.25	0.00	0.59
TEXAS	18.25	42.54	28.31	1.31	0.14	8.00	0.00	1.45
UTAH	31.82	10.30	7.58	0.61	0.00	49.70	0.00	0.00
VERMONT	80.56	5.56	2.78	0.00	2.78	0.00	2.78	5.56
VIRGINIA	66.87	18.96	2.59	0.20	0.80	9.98	0.20	0.40
WASHINGTON	36.78	37.99	9.73	2.43	0.61	12.16	0.00	0.30
WEST VIRGINIA	19.07	41.75	2.06	7.73	0.00	29.38	0.00	0.00
WISCONSIN	71.96	9.23	8.49	3.69	0.00	6.64	0.00	0.00
WYOMING	56.86	29.41	9.80	1.96	0.00	1.96	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	75.00	18.75	6.25	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	38.46	38.46	0.00	0.00	0.00	23.08	0.00	0.00
U.S. AND OUTLYING AREAS	45.16	21.27	18.33	2.53	1.62	9.86	0.70	0.54
50 STATES, D.C. & P.R.	45.15	21.25	18.34	2.53	1.62	9.87	0.70	0.54

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	11	11	48	37	0	3	59	0
ALASKA	1	5	13	0	0	0	0	0
ARIZONA	10	11	158	6	69	0	0	0
ARKANSAS	10	16	52	0	7	0	0	0
CALIFORNIA	173	125	1,348	102	148	201	8	8
COLORADO	2	9	19	0	1	1	0	0
CONNECTICUT	40	33	81	45	25	0	12	0
DELAWARE	0	35	5	95	0	0	0	0
DISTRICT OF COLUMBIA	0	0	17	0	15	0	0	0
FLORIDA	27	18	680	234	0	0	0	2
GEORGIA	20	24	211	10	0	0	0	1
HAWAII	3	5	64	0	0	0	0	1
IDAHO	14	10	33	4	0	0	0	0
ILLINOIS	22	21	318	87	155	1	11	0
INDIANA	98	13	297	41	0	0	4	2
IOWA	97	44	14	7	0	0	0	0
KANSAS	21	25	87	10	1	1	1	1
KENTUCKY	16	20	42	3	.	.	.	1
LOUISIANA	10	7	449	35	0	21	1	1
MAINE	20	23	28	0	4	0	4	1
MARYLAND	19	5	120	27	6	0	20	0
MASSACHUSETTS	26	5	252	40	130	.	107	5
MICHIGAN	196	140	602	445	.	1	1	3
MINNESOTA	115	91	152	34	3	4	2	0
MISSISSIPPI	1	2	4	0	0	0	1	5
MISSOURI	79	90	320	70	16	0	1	3
MONTANA	27	5	9	0	0	0	0	0
NEBRASKA	6	10	20	0	0	0	0	1
NEVADA	2	0	34	5	1	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	0	73	135	375	49	7	6
NEW MEXICO	9	4	26	0	0	0	0	0
NEW YORK	125	58	248	1,190	190	6	97	5
NORTH CAROLINA	89	35	632	145	16	0	0	0
NORTH DAKOTA	6	4	7	1	2	1	6	0
OHIO	0	46	65	23	0	0	0	2
OKLAHOMA	7	12	58	5	0	5	1	1
OREGON	211	81	310	10	5	2	0	5
PENNSYLVANIA	28	37	618	89	33	0	9	1
PUERTO RICO	5	11	287	24	3	0	0	25
RHODE ISLAND	0	1	10	0	10	0	5	1
SOUTH CAROLINA	7	15	125	8	0	0	0	1
SOUTH DAKOTA	9	12	12	0	0	1	8	1
TENNESSEE	119	12	220	5	12	1	2	3
TEXAS	28	246	1,361	74	15	5	11	4
UTAH	15	5	80	30	0	7	0	0
VERMONT	20	1	4	2	0	0	0	1
VIRGINIA	8	54	433	77	15	10	30	2
WASHINGTON	15	10	28	0	0	0	0	0
WEST VIRGINIA	15	26	65	2	0	0	0	0
WISCONSIN	24	53	156	12	0	2	1	0
WYOMING	2	3	10	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	2	1	0	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,813	1,531	10,309	3,169	1,257	324	410	93
50 STATES, D.C. & P.R.	1,810	1,529	10,305	3,169	1,257	324	409	93

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.51	6.51	28.40	21.89	0.00	1.78	34.91	0.00
ALASKA	5.26	26.32	68.42	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.94	4.33	62.20	2.36	27.17	0.00	0.00	0.00
ARKANSAS	11.76	18.82	61.18	0.00	8.24	0.00	0.00	0.00
CALIFORNIA	8.19	5.92	63.80	4.83	7.00	9.51	0.38	0.38
COLORADO	6.25	28.13	59.38	0.00	3.13	3.13	0.00	0.00
CONNECTICUT	16.95	13.98	34.32	19.07	10.59	0.00	5.08	0.00
DELAWARE	0.00	25.93	3.70	70.37	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	53.13	0.00	46.88	0.00	0.00	0.00
FLORIDA	2.81	1.87	70.76	24.35	0.00	0.00	0.00	0.21
GEORGIA	7.52	9.02	79.32	3.76	0.00	0.00	0.00	0.38
HAWAII	4.11	6.85	87.67	0.00	0.00	0.00	0.00	1.37
IDAHO	22.95	16.39	54.10	6.56	0.00	0.00	0.00	0.00
ILLINOIS	3.58	3.41	51.71	14.15	25.20	0.16	1.79	0.00
INDIANA	21.54	2.86	65.27	9.01	0.00	0.00	0.88	0.44
IOWA	59.88	27.16	8.64	4.32	0.00	0.00	0.00	0.00
KANSAS	14.29	17.01	59.18	6.80	0.68	0.68	0.68	0.68
KENTUCKY	19.51	24.39	51.22	3.66	.	.	.	1.22
LOUISIANA	1.91	1.34	85.69	6.68	0.00	4.01	0.19	0.19
MAINE	25.00	28.75	35.00	0.00	5.00	0.00	5.00	1.25
MARYLAND	9.64	2.54	60.91	13.71	3.05	0.00	10.15	0.00
MASSACHUSETTS	4.60	0.88	44.60	7.08	23.01	.	18.94	0.88
MICHIGAN	14.12	10.09	43.37	32.06	.	0.07	0.07	0.22
MINNESOTA	28.68	22.69	37.91	8.48	0.75	1.00	0.50	0.00
MISSISSIPPI	7.69	15.38	30.77	0.00	0.00	0.00	7.69	38.46
MISSOURI	13.64	15.54	55.27	12.09	2.76	0.00	0.17	0.52
MONTANA	65.85	12.20	21.95	0.00	0.00	0.00	0.00	0.00
NEBRASKA	16.22	27.03	54.05	0.00	0.00	0.00	0.00	2.70
NEVADA	4.76	0.00	80.95	11.90	2.38	0.00	0.00	0.00
NEW HAMPSHIRE	.	0.00	11.28	20.87	57.96	7.57	1.08	0.93
NEW JERSEY	0.31	0.00	66.67	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	23.08	10.26	62.01	9.90	0.31	5.05	0.26	0.26
NEW YORK	6.51	3.02	68.92	15.81	1.74	0.00	0.00	0.00
NORTH CAROLINA	9.71	3.82	68.92	15.81	1.74	0.00	0.00	0.00
NORTH DAKOTA	22.22	14.81	25.93	3.70	7.41	3.70	22.22	0.00
OHIO	0.00	33.82	47.79	16.91	0.00	0.00	0.00	1.47
OKLAHOMA	7.87	13.48	65.17	5.62	0.00	5.62	1.12	1.12
OREGON	33.81	12.98	49.68	1.60	0.80	0.32	0.00	0.80
PENNSYLVANIA	3.44	4.54	75.83	10.92	4.05	0.00	1.10	0.12
PUERTO RICO	1.41	3.10	80.85	6.76	0.85	0.00	0.00	7.04
RHODE ISLAND	0.00	3.70	37.04	0.00	37.04	0.00	18.52	3.70
SOUTH CAROLINA	4.49	9.62	80.13	5.13	0.00	0.00	0.00	0.64
SOUTH DAKOTA	20.93	27.91	27.91	0.00	0.00	2.33	18.60	2.33
TENNESSEE	31.82	3.21	58.82	1.34	3.21	0.27	0.53	0.80
TEXAS	1.61	14.11	78.04	4.24	0.86	0.29	0.63	0.23
UTAH	10.95	3.65	58.39	21.90	0.00	5.11	0.00	0.00
VERMONT	71.43	3.57	14.29	7.14	0.00	0.00	0.00	3.57
VIRGINIA	1.27	8.59	68.84	12.24	2.38	1.59	4.77	0.32
WASHINGTON	28.30	18.87	52.83	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	13.89	24.07	60.19	1.85	0.00	0.00	0.00	0.00
WISCONSIN	9.68	21.37	62.90	4.84	0.00	0.81	0.40	0.00
WYOMING	11.76	17.65	58.82	0.00	0.00	11.76	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	9.59	8.10	54.53	16.76	6.65	1.71	2.17	0.49
50 STATES, D.C. & P.R.	9.58	8.09	54.54	16.77	6.65	1.71	2.16	0.49

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	4	1	0	7	0	0
ALASKA	4	0	7	0	0	0	0	0
ARIZONA	.	.	0	9	0	0	0	0
ARKANSAS	0	0	0	7	0	0	0	0
CALIFORNIA	17	17	86	12	7	16	0	2
COLORADO	8	9	22	17	0	4	0	0
CONNECTICUT	3	6	6	2	4	1	3	1
DELAWARE	3	3	4	23	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	18	0	0	0	0
FLORIDA	0	0	12	13	0	1	0	0
GEORGIA	2	3	3	14	0	6	0	0
HAWAII	0	1	1	0	0	0	0	0
IDAHO	4	2	1	0	0	0	0	0
ILLINOIS	2	3	7	2	0	16	0	0
INDIANA	2	1	38	9	0	3	5	3
IOWA	0	0	0	25	0	13	0	0
KANSAS	0	1	5	0	0	0	0	1
KENTUCKY	.	.	3	0	.	1	.	.
LOUISIANA	0	0	4	0	0	7	0	0
MAINE	2	2	0	0	0	0	3	0
MARYLAND	3	1	0	8	0	25	1	0
MASSACHUSETTS	.	.	13	2	14	.	11	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	7	4	4	3	0	3	0	0
MISSISSIPPI	0	2	2	3	0	0	0	0
MISSOURI	1	1	50	22	4	0	0	5
MONTANA	8	3	11	1	0	0	0	0
NEBRASKA	0	1	2	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	3	0	0	1	0
NEW JERSEY	2	1	1	0	24	15	2	0
NEW MEXICO	0	0	5	0	0	11	0	0
NEW YORK	8	4	4	4	7	1	1	0
NORTH CAROLINA	1	0	1	0	1	9	1	0
NORTH DAKOTA	1	3	0	0	0	45	1	0
OHIO	0	6	10	0	0	0	0	0
OKLAHOMA	1	5	15	4	0	0	2	11
OREGON	2	0	7	0	0	2	0	0
PENNSYLVANIA	0	2	0	0	0	0	0	0
PUERTO RICO	0	3	6	25	0	0	0	4
RHODE ISLAND	0	0	1	1	3	0	1	0
SOUTH CAROLINA	0	0	6	5	0	8	0	0
SOUTH DAKOTA	1	0	0	2	0	6	0	0
TENNESSEE	8	0	2	0	0	4	0	0
TEXAS	3	16	81	3	2	24	0	2
UTAH	2	0	10	10	0	26	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	3	4	12	0	0	5	0	0
WEST VIRGINIA	3	0	1	6	0	15	0	0
WISCONSIN	0	0	0	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	0	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	7	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	102	106	459	255	67	275	32	29
50 STATES, D.C. & P.R.	102	104	448	254	66	275	32	29

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## DEAF-BLINDNESS

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	33.33	8.33	0.00	58.33	0.00	0.00
ALASKA	36.36	0.00	63.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	0.00	100.00	0.00	0.00	.	0.00
ARKANSAS	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	10.83	10.83	54.78	7.64	4.46	10.19	0.00	1.27
COLORADO	13.33	15.00	36.67	28.33	0.00	6.67	0.00	0.00
CONNECTICUT	11.54	23.08	23.08	7.69	15.38	3.85	11.54	3.85
DELAWARE	9.09	9.09	12.12	69.70	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	46.15	50.00	0.00	3.85	0.00	0.00
GEORGIA	7.14	10.71	10.71	50.00	0.00	21.43	0.00	0.00
HAWAII	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
IDAHO	57.14	28.57	14.29	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.67	10.00	23.33	6.67	0.00	53.33	0.00	0.00
INDIANA	3.28	1.64	62.30	14.75	0.00	4.92	8.20	4.92
IOWA	0.00	0.00	0.00	65.79	0.00	34.21	0.00	0.00
KANSAS	0.00	14.29	71.43	0.00	0.00	0.00	0.00	14.29
KENTUCKY	.	.	75.00	0.00	.	25.00	.	.
LOUISIANA	0.00	0.00	36.36	0.00	0.00	63.64	0.00	0.00
MAINE	28.57	28.57	0.00	0.00	0.00	0.00	42.86	0.00
MARYLAND	7.89	2.63	0.00	21.05	0.00	65.79	2.63	0.00
MASSACHUSETTS	.	.	32.50	5.00	35.00	.	27.50	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	33.33	19.05	19.05	14.29	0.00	14.29	0.00	0.00
MISSISSIPPI	0.00	28.57	28.57	42.86	0.00	0.00	0.00	0.00
MISSOURI	1.20	1.20	60.24	26.51	4.82	0.00	0.00	6.02
MONTANA	34.78	13.04	47.83	4.35	0.00	0.00	0.00	0.00
NEBRASKA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	75.00	0.00	0.00	25.00	0.00
NEW JERSEY	4.44	2.22	2.22	0.00	53.33	33.33	4.44	0.00
NEW MEXICO	0.00	0.00	31.25	0.00	0.00	68.75	0.00	0.00
NEW YORK	27.59	13.79	13.79	13.79	24.14	3.45	3.45	0.00
NORTH CAROLINA	7.69	0.00	7.69	0.00	7.69	69.23	7.69	0.00
NORTH DAKOTA	2.00	6.00	0.00	0.00	0.00	90.00	2.00	0.00
OHIO	0.00	37.50	62.50	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	2.63	13.16	39.47	10.53	0.00	0.00	5.26	28.95
OREGON	18.18	0.00	63.64	0.00	0.00	18.18	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	7.89	15.79	65.79	0.00	0.00	0.00	10.53
RHODE ISLAND	0.00	0.00	16.67	16.67	50.00	0.00	16.67	0.00
SOUTH CAROLINA	0.00	0.00	31.58	26.32	0.00	42.11	0.00	0.00
SOUTH DAKOTA	11.11	0.00	0.00	22.22	0.00	66.67	0.00	0.00
TENNESSEE	57.14	0.00	14.29	0.00	0.00	28.57	0.00	0.00
TEXAS	2.29	12.21	61.83	2.29	1.53	18.32	0.00	1.53
UTAH	4.17	0.00	20.83	20.83	0.00	54.17	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	12.50	16.67	50.00	0.00	0.00	20.83	0.00	0.00
SOUTH DAKOTA	12.00	0.00	4.00	24.00	0.00	60.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	87.50	12.50	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	7.70	8.00	34.64	19.25	5.06	20.75	2.42	2.19
50 STATES, D.C. & P.R.	7.79	7.94	34.20	19.39	5.04	20.99	2.44	2.21

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DATA AS OF OCTOBER 1, 1995.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## TRAUMATIC BRAIN INJURY

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	35	47	26	2	1	0	1	9
ALASKA	9	14	4	0	0	0	0	1
ARIZONA	23	37	36	2	2	0	0	2
ARKANSAS	9	13	18	0	0	0	24	5
CALIFORNIA	89	84	166	7	8	0	3	14
COLORADO	13	46	12	0	1	1	0	5
CONNECTICUT	23	9	11	2	6	0	0	4
DELAWARE	2	2	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	8	8	5	0	0	0	0	0
GEORGIA	24	31	29	1	1	0	0	1
HAWAII	0	4	2	0	0	0	0	0
IDAHO	39	22	15	1	0	0	0	1
ILLINOIS	17	50	74	25	5	4	0	1
INDIANA	80	21	72	10	0	0	2	6
IOWA	35	16	6	0	0	0	0	0
KANSAS	49	49	51	5	0	3	0	2
KENTUCKY	20	31	14	.	.	.	.	6
LOUISIANA	13	14	30	3	0	0	0	3
MAINE	22	17	10	0	0	0	0	2
MARYLAND	33	15	38	5	5	0	4	7
MASSACHUSETTS	44	27	89	22	47	.	16	18
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	32	21	16	3	1	0	1	2
MISSISSIPPI	1	1	5	0	0	0	0	1
MISSOURI	52	44	74	15	1	0	1	2
MONTANA	29	13	9	0	0	0	0	0
NEBRASKA	24	20	11	3	1	0	0	3
NEVADA	2	11	3	2	0	0	1	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	6	9	26	3	11	0	0	3
NEW MEXICO	31	24	29	0	0	0	0	1
NEW YORK	70	45	63	15	5	2	6	10
NORTH CAROLINA	35	20	15	5	0	0	1	2
NORTH DAKOTA	10	4	1	0	0	0	1	1
OHIO	14	27	12	0	0	0	0	16
OKLAHOMA	21	28	21	3	0	0	0	2
OREGON	58	31	12	2	1	0	0	8
PENNSYLVANIA	36	104	330	10	746	0	69	8
PUERTO RICO	3	7	6	0	0	0	0	1
RHODE ISLAND	4	4	7	1	6	0	1	0
SOUTH CAROLINA	5	15	10	0	0	0	0	2
SOUTH DAKOTA	16	11	3	0	1	0	0	0
TENNESSEE	42	28	41	1	0	0	0	2
TEXAS	6	55	59	1	1	0	0	7
UTAH	46	119	142	15	0	0	0	1
VERMONT	14	0	0	0	1	0	0	0
VIRGINIA	25	28	22	2	1	0	1	3
WASHINGTON	25	4	8	0	0	0	0	1
WEST VIRGINIA	15	31	4	0	0	0	1	1
WISCONSIN	21	35	39	0	0	0	0	0
WYOMING	14	15	7	0	0	2	1	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,245	1,312	1,686	168	852	12	134	167
50 STATES, D.C. & P.R.	1,244	1,311	1,683	168	852	12	134	167

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DATA AS OF OCTOBER 1, 1995.



Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	28.93	38.84	21.49	1.65	0.83	0.00	0.83	7.44
ALASKA	32.14	50.00	14.29	0.00	0.00	0.00	0.00	3.57
ARIZONA	22.55	36.27	35.29	1.96	1.96	0.00	0.00	1.96
ARKANSAS	13.04	18.84	26.09	0.00	0.00	0.00	34.78	7.25
CALIFORNIA	23.99	22.64	44.74	1.89	2.16	0.00	0.81	3.77
COLORADO	16.67	58.97	15.38	0.00	1.28	1.28	0.00	6.41
CONNECTICUT	41.82	16.36	20.00	3.64	10.91	0.00	0.00	7.27
DELAWARE	40.00	40.00	0.00	20.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	38.10	38.10	23.81	0.00	0.00	0.00	0.00	0.00
GEORGIA	27.59	35.63	33.33	1.15	1.15	0.00	0.00	1.15
HAWAII	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
IDAHO	50.00	28.21	19.23	1.28	0.00	0.00	0.00	1.28
ILLINOIS	9.66	28.41	42.05	14.20	2.84	2.27	0.00	0.57
INDIANA	41.88	10.99	37.70	5.24	0.00	0.00	1.05	3.14
IOWA	61.40	28.07	10.53	0.00	0.00	0.00	0.00	0.00
KANSAS	30.82	30.82	32.08	3.14	0.00	1.89	0.00	1.26
KENTUCKY	28.17	43.66	19.72	.	.	.	.	8.45
LOUISIANA	20.63	22.22	47.62	4.76	0.00	0.00	0.00	4.76
MAINE	43.14	33.33	19.61	0.00	0.00	0.00	0.00	3.92
MARYLAND	30.84	14.02	35.51	4.67	4.67	0.00	3.74	6.54
MASSACHUSETTS	16.73	10.27	33.84	8.37	17.87	.	6.08	6.84
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	42.11	27.63	21.05	3.95	1.32	0.00	1.32	2.63
MISSISSIPPI	12.50	12.50	62.50	0.00	0.00	0.00	0.00	12.50
MISSOURI	27.51	23.28	39.15	7.94	0.53	0.00	0.53	1.06
MONTANA	56.86	25.49	17.65	0.00	0.00	0.00	0.00	0.00
NEBRASKA	38.71	32.26	17.74	4.84	1.61	0.00	0.00	4.84
NEVADA	9.52	52.38	14.29	9.52	0.00	0.00	4.76	9.52
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	10.34	15.52	44.83	5.17	18.97	0.00	0.00	5.17
NEW MEXICO	36.47	28.24	34.12	0.00	0.00	0.00	0.00	1.18
NEW YORK	32.41	20.83	29.17	6.94	2.31	0.93	2.78	4.63
NORTH CAROLINA	44.87	25.64	19.23	6.41	0.00	0.00	1.28	2.56
NORTH DAKOTA	58.82	23.53	5.88	0.00	0.00	0.00	5.88	5.88
OHIO	20.29	39.13	17.39	0.00	0.00	0.00	0.00	23.19
OKLAHOMA	28.00	37.33	28.00	4.00	0.00	0.00	0.00	2.67
OREGON	51.79	27.68	10.71	1.79	0.89	0.00	0.00	7.14
PENNSYLVANIA	2.76	7.98	25.33	0.77	57.25	0.00	5.30	0.61
PUERTO RICO	17.65	41.18	35.29	0.00	0.00	0.00	0.00	5.88
RHODE ISLAND	17.39	17.39	30.43	4.35	26.09	0.00	4.35	0.00
SOUTH CAROLINA	15.63	46.88	31.25	0.00	0.00	0.00	0.00	6.25
SOUTH DAKOTA	51.61	35.48	9.68	0.00	3.23	0.00	0.00	0.00
TENNESSEE	36.84	24.56	35.96	0.88	0.00	0.00	0.00	1.75
TEXAS	4.65	42.64	45.74	0.78	0.78	0.00	0.00	5.43
UTAH	14.24	36.84	43.96	4.64	0.00	0.00	0.00	0.31
VERMONT	93.33	0.00	0.00	0.00	6.67	0.00	0.00	0.00
VIRGINIA	30.49	34.15	26.83	2.44	1.22	0.00	1.22	3.66
WASHINGTON	65.79	10.53	21.05	0.00	0.00	0.00	0.00	2.63
WEST VIRGINIA	28.85	59.62	7.69	0.00	0.00	0.00	1.92	1.92
WISCONSIN	22.11	36.84	41.05	0.00	0.00	0.00	0.00	0.00
WYOMING	35.00	37.50	17.50	0.00	0.00	5.00	2.50	2.50
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
U. S. AND OUTLYING AREAS	22.33	23.53	30.24	3.01	15.28	0.22	2.40	2.99
50 STATES, D. C. & P. R.	22.33	23.53	30.21	3.02	15.29	0.22	2.41	3.00

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB3

Number of Children Ages 3-5 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6,695	753	551	183	58	36	14	60
ALASKA	663	119	55	4	20	0	0	0
ARIZONA	2,167	2,430	1,911	101	26	0	19	17
ARKANSAS	3,079	606	1,033	23	944	40	0	579
CALIFORNIA	25,215	3,331	20,262	1,366	209	56	8	678
COLORADO	2,410	988	1,813	739	33	11	3	41
CONNECTICUT	3,191	651	2,532	94	105	1	3	31
DELAWARE	759	538	478	115	0	0	.	10
DISTRICT OF COLUMBIA	170	63	0	48	6	0	0	0
FLORIDA	10,190	975	7,581	583	976	6	0	313
GEORGIA	5,811	3,146	2,085	491	75	12	18	191
HAWAII	279	116	714	8	2	0	0	2
IDAHO	1,171	663	713	216	16	3	2	35
ILLINOIS	10,656	611	9,992	2,148	254	21	0	149
INDIANA	6,942	79	2,210	590	107	72	17	94
IOWA	2,988	185	2,224	121	0	21	33	92
KANSAS	2,201	2,423	235	264	185	9	2	212
KENTUCKY	11,316	736	220	205	126	1	10	76
LOUISIANA	3,886	387	4,353	343	2	10	1	23
MAINE	1,811	66	191	73	470	1	2	259
MARYLAND	4,936	2,549	502	273	314	18	0	70
MASSACHUSETTS	12,240	265	1,206	20	200	.	2	33
MICHIGAN	7,546	550	6,782	1,412	.	14	1	439
MINNESOTA	3,832	1,152	3,456	1,428	22	13	12	374
MISSISSIPPI	3,733	742	1,359	152	0	2	0	51
MISSOURI	1,721	1,384	2,719	327	66	18	0	8
MONTANA	1,293	273	158	5	0	0	0	0
NEBRASKA	1,149	347	640	548	15	0	0	307
NEVADA	602	197	1,431	342	7	0	0	40
NEW HAMPSHIRE	930	136	590	114	33	0	7	85
NEW JERSEY	6,886	129	6,632	1,081	884	72	0	44
NEW MEXICO	960	160	2,266	0	6	3	0	41
NEW YORK	9,561	3,337	8,049	5,015	14,045	91	275	529
NORTH CAROLINA	10,133	634	2,254	543	340	14	50	232
NORTH DAKOTA	507	64	375	145	10	12	1	27
OHIO	9,755	432	5,394	801	0	0	0	34
OKLAHOMA	3,171	246	1,435	238	2	22	14	39
OREGON	2,538	156	695	185	198	5	12	195
PENNSYLVANIA	6,877	1,450	7,888	93	383	33	21	1,340
PUERTO RICO	1,592	293	2,175	63	96	14	3	348
RHODE ISLAND	1,017	263	701	22	127	0	1	1
SOUTH CAROLINA	6,932	693	1,254	151	93	9	0	39
SOUTH DAKOTA	985	297	873	32	10	4	10	21
TENNESSEE	7,182	770	1,357	218	129	23	0	61
TEXAS	14,148	1,313	12,077	287	10	35	2	251
UTAH	927	1,446	1,484	0	0	239	0	37
VERMONT	586	10	226	41	22	0	5	182
VIRGINIA	4,979	719	4,580	547	90	16	0	1,006
WASHINGTON	3,824	1,575	5,950	356	236	2	1	250
WEST VIRGINIA	180	2,312	1,013	24	9	31	0	82
WISCONSIN	4,707	1,373	6,276	258	3	13	3	17
WYOMING	246	22	15	0	2	0	0	0
AMERICAN SAMOA	30	0	2	0	0	0	0	0
GUAM	124	10	36	17	0	0	0	0
NORTHERN MARIANAS	23	0	0	0	0	0	0	0
PALAU	8	0	0	0	0	0	0	18
VIRGIN ISLANDS	10	10	85	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	237,470	44,175	151,088	22,453	20,966	1,003	552	9,063
50 STATES, D.C. & P.R.	237,275	44,155	150,965	22,436	20,966	1,003	552	9,045

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB3

Percentage of Children Ages 3-5 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	80.18	9.02	6.60	2.19	0.69	0.43	0.17	0.72
ALASKA	77.00	13.82	6.39	0.46	2.32	0.00	0.00	0.00
ARIZONA	32.48	36.43	28.65	1.51	0.39	0.00	0.28	0.25
ARKANSAS	48.84	9.61	16.39	0.36	14.97	0.63	0.00	9.18
CALIFORNIA	49.32	6.52	39.63	2.67	0.41	0.11	0.02	1.33
COLORADO	39.91	16.36	30.03	12.24	0.55	0.18	0.05	0.68
CONNECTICUT	48.29	9.85	38.32	1.42	1.59	0.02	0.05	0.47
DELAWARE	39.95	28.32	25.16	6.05	0.00	0.00	.	0.53
DISTRICT OF COLUMBIA	59.23	21.95	0.00	16.72	2.09	0.00	0.00	0.00
FLORIDA	49.41	4.73	36.76	2.83	4.73	0.03	0.00	1.52
GEORGIA	49.13	26.60	17.63	4.15	0.63	0.10	0.15	1.61
HAWAII	24.89	10.35	63.69	0.71	0.18	0.00	0.00	0.18
IDAHO	41.54	23.52	25.29	7.66	0.57	0.11	0.07	1.24
ILLINOIS	44.71	2.56	41.93	9.01	1.07	0.09	0.00	0.63
INDIANA	68.66	0.78	21.86	5.84	1.06	0.71	0.17	0.93
IOWA	52.75	3.27	39.27	2.14	0.00	0.37	0.58	1.62
KANSAS	39.79	43.81	4.25	4.77	3.34	0.16	0.04	3.83
KENTUCKY	89.17	5.80	1.73	1.62	0.99	0.01	0.08	0.60
LOUISIANA	43.15	4.30	48.34	3.81	0.02	0.11	0.01	0.26
MAINE	63.04	2.30	6.65	2.54	16.36	0.03	0.07	9.01
MARYLAND	56.98	29.43	5.80	3.15	3.63	0.21	0.00	0.81
MASSACHUSETTS	87.64	1.90	8.64	0.14	1.43	.	0.01	0.24
MICHIGAN	45.07	3.28	40.50	8.43	.	0.08	0.01	2.62
MINNESOTA	37.24	11.20	33.59	13.88	0.21	0.13	0.12	3.63
MISSISSIPPI	61.81	12.29	22.50	2.52	0.00	0.03	0.00	0.84
MISSOURI	27.57	22.17	43.55	5.24	1.06	0.29	0.00	0.13
MONTANA	74.78	15.79	9.14	0.29	0.00	0.00	0.00	0.00
NEBRASKA	38.22	11.54	21.29	18.23	0.50	0.00	0.00	10.21
NEVADA	22.99	7.52	54.64	13.06	0.27	0.00	0.00	1.53
NEW HAMPSHIRE	49.08	7.18	31.13	6.02	1.74	0.00	0.37	4.49
NEW JERSEY	43.78	0.82	42.17	6.87	5.62	0.46	0.00	0.28
NEW MEXICO	27.94	4.66	65.95	0.00	0.17	0.09	0.00	1.19
NEW YORK	23.38	8.16	19.68	12.26	34.34	0.22	0.67	1.29
NORTH CAROLINA	71.36	4.46	15.87	3.82	2.39	0.10	0.35	1.63
NORTH DAKOTA	44.43	5.61	32.87	12.71	0.88	1.05	0.09	2.37
OHIO	59.42	2.63	32.86	4.88	0.00	0.00	0.00	0.21
OKLAHOMA	61.37	4.76	27.77	4.61	0.04	0.43	0.27	0.75
OREGON	63.70	3.92	17.44	4.64	4.97	0.13	0.30	4.89
PENNSYLVANIA	38.03	8.02	43.62	0.51	2.12	0.18	0.12	7.41
PUERTO RICO	34.73	6.39	47.45	1.37	2.09	0.31	0.07	7.59
RHODE ISLAND	47.70	12.34	32.88	1.03	5.96	0.00	0.05	0.05
SOUTH CAROLINA	75.59	7.56	13.67	1.65	1.01	0.10	0.00	0.43
SOUTH DAKOTA	44.13	13.31	39.11	1.43	0.45	0.18	0.45	0.94
TENNESSEE	73.74	7.91	13.93	2.24	1.32	0.24	0.00	0.63
TEXAS	50.31	4.67	42.94	1.02	0.04	0.12	0.01	0.89
UTAH	22.43	34.99	35.91	0.00	0.00	5.78	0.00	0.90
VERMONT	54.66	0.93	21.08	3.82	2.05	0.00	0.47	16.98
VIRGINIA	41.71	6.02	38.37	4.58	0.75	0.13	0.00	8.43
WASHINGTON	31.36	12.92	48.79	2.92	1.94	0.02	0.01	2.05
WEST VIRGINIA	4.93	63.33	27.75	0.66	0.25	0.85	0.00	2.25
WISCONSIN	37.21	10.85	49.61	2.04	0.02	0.10	0.02	0.13
WYOMING	86.32	7.72	5.26	0.00	0.70	0.00	0.00	0.00
AMERICAN SAMOA	93.75	0.00	6.25	0.00	0.00	0.00	0.00	0.00
GUAM	66.31	5.35	19.25	9.09	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	30.77	0.00	0.00	0.00	0.00	0.00	0.00	69.23
VIRGIN ISLANDS	9.52	9.52	80.95	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	48.78	9.08	31.04	4.61	4.31	0.21	0.11	1.86
50 STATES, D.C. & P.R.	48.78	9.08	31.04	4.61	4.31	0.21	0.11	1.86

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## ALL DISABILITIES

STATE	-----NUMBER-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVR
ALABAMA	24,117	11,598	6,883	388	91	222	49	38
ALASKA	5,567	2,072	618	0	14	4	8	5
ARIZONA	12,670	15,308	5,029	404	209	41	73	25
ARKANSAS	10,893	7,475	2,582	46	113	222	52	27
CALIFORNIA	162,830	41,943	55,907	1,382	1,475	274	200	438
COLORADO	9,113	17,721	3,149	144	15	61	173	75
CONNECTICUT	20,378	4,819	5,099	348	430	1	89	60
DELAWARE	2,542	3,842	825	335	8	0	1	28
DISTRICT OF COLUMBIA	218	340	1,581	331	204	1	23	9
FLORIDA	71,509	32,336	34,366	2,169	69	118	0	442
GEORGIA	31,477	18,097	12,500	225	15	73	6	89
HAWAII	3,046	2,141	1,127	9	4	0	0	22
IDAHO	8,932	1,891	589	45	7	1	0	13
ILLINOIS	47,943	34,454	29,294	2,017	1,463	87	93	93
INDIANA	44,903	4,735	11,650	277	1	161	27	54
IOWA	19,735	5,531	1,675	206	0	114	17	36
KANSAS	15,401	5,024	3,182	149	33	126	11	37
KENTUCKY	21,084	10,784	3,215	76	32	125	10	75
LOUISIANA	17,422	6,047	12,269	354	17	197	7	84
MAINE	7,521	4,354	1,288	43	48	6	37	23
MARYLAND	25,065	7,825	10,160	1,517	465	137	74	73
MASSACHUSETTS	46,160	8,498	10,874	427	997	.	122	206
MICHIGAN	48,788	16,824	13,907	1,878	.	95	26	140
MINNESOTA	28,262	8,349	2,077	475	72	120	50	38
MISSISSIPPI	13,395	8,841	6,428	250	0	68	5	81
MISSOURI	29,257	14,353	10,434	1,329	213	57	76	90
MONTANA	6,401	1,932	322	11	0	13	1	0
NEBRASKA	12,525	3,668	2,090	172	15	23	3	78
NEVADA	5,417	5,153	1,391	294	0	0	1	31
NEW HAMPSHIRE	5,099	2,451	1,758	295	51	1	62	14
NEW JERSEY	54,475	9,283	21,979	1,876	3,132	213	8	153
NEW MEXICO	9,099	5,074	5,476	0	0	81	7	17
NEW YORK	55,429	22,089	49,697	8,736	2,638	149	301	377
NORTH CAROLINA	47,162	11,411	9,137	543	233	257	114	98
NORTH DAKOTA	4,680	513	349	39	7	25	14	10
OHIO	68,501	22,020	11,196	2,417	0	41	0	891
OKLAHOMA	20,340	9,236	4,817	136	32	90	54	44
OREGON	21,567	4,864	1,780	165	220	40	67	84
PENNSYLVANIA	44,567	18,744	24,948	1,094	922	204	145	135
PUERTO RICO	1,318	8,075	3,933	133	228	42	5	412
RHODE ISLAND	6,153	1,436	2,518	46	165	0	36	18
SOUTH CAROLINA	18,680	12,820	8,178	322	9	98	4	28
SOUTH DAKOTA	5,699	1,555	403	29	18	21	98	11
TENNESSEE	35,462	11,576	6,447	289	150	138	46	254
TEXAS	61,332	89,608	34,500	558	31	179	6	1,122
UTAH	14,500	7,056	4,156	381	0	281	0	38
VERMONT	4,204	119	43	10	28	0	28	34
VIRGINIA	28,069	17,703	14,790	318	384	109	34	103
WASHINGTON	28,453	13,093	5,651	146	107	71	7	100
WEST VIRGINIA	1,031	14,242	2,660	30	1	37	0	17
WISCONSIN	19,660	16,160	7,134	225	9	75	3	39
WYOMING	3,355	1,838	281	22	19	19	11	4
AMERICAN SAMOA	168	0	31	0	0	0	0	0
GUAM	280	357	78	0	1	0	0	0
NORTHERN MARIANAS	75	5	0	0	0	0	0	0
PALAU	74	7	13	0	1	0	0	6
VIRGIN ISLANDS	158	34	150	1	0	0	1	3
BUR. OF INDIAN AFFAIRS	928	1,452	285	0	1	9	9	1
U.S. AND OUTLYING AREAS	1,313,089	608,776	472,899	33,112	14,397	4,527	2,294	6,423
50 STATES, D.C. & P.R.	1,311,406	606,921	472,342	33,111	14,394	4,518	2,284	6,413

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DATA AS OF OCTOBER 1, 1995.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVR
ALABAMA	55.59	26.73	15.86	0.89	0.21	0.51	0.11	0.09
ALASKA	67.17	25.00	7.46	0.00	0.17	0.05	0.10	0.06
ARIZONA	37.53	45.34	14.90	1.20	0.62	0.12	0.22	0.07
ARKANSAS	50.88	34.91	12.06	0.21	0.53	1.04	0.24	0.13
CALIFORNIA	61.57	15.86	21.14	0.52	0.56	0.10	0.08	0.17
COLORADO	29.93	58.20	10.34	0.47	0.05	0.20	0.57	0.25
CONNECTICUT	65.26	15.43	16.33	1.11	1.38	0.00	0.29	0.19
DELAWARE	33.53	50.68	10.88	4.42	0.11	0.00	0.01	0.37
DISTRICT OF COLUMBIA	8.05	12.56	58.40	12.23	7.54	0.04	0.85	0.33
FLORIDA	50.71	22.93	24.37	1.54	0.05	0.08	0.00	0.31
GEORGIA	50.38	28.96	20.01	0.36	0.02	0.12	0.01	0.14
HAWAII	47.98	33.72	17.75	0.14	0.06	0.00	0.00	0.35
IDAHO	77.82	16.47	5.13	0.39	0.06	0.01	0.00	0.11
ILLINOIS	41.53	29.84	25.38	1.75	1.27	0.08	0.08	0.08
INDIANA	72.65	7.66	18.85	0.45	0.00	0.26	0.04	0.09
IOWA	72.25	20.25	6.13	0.75	0.00	0.42	0.06	0.13
KANSAS	64.27	20.97	13.28	0.62	0.14	0.53	0.05	0.15
KENTUCKY	59.56	30.46	9.08	0.21	0.09	0.35	0.03	0.21
LOUISIANA	47.87	16.61	33.71	0.97	0.05	0.54	0.02	0.23
MAINE	56.46	32.69	9.67	0.32	0.36	0.05	0.28	0.17
MARYLAND	55.31	17.27	22.42	3.35	1.03	0.30	0.16	0.16
MASSACHUSETTS	68.60	12.63	16.16	0.63	1.48	.	0.18	0.31
MICHIGAN	59.75	20.60	17.03	2.30	.	0.12	0.03	0.17
MINNESOTA	71.65	21.17	5.27	1.20	0.18	0.30	0.13	0.10
MISSISSIPPI	46.08	30.41	22.11	0.86	0.00	0.23	0.02	0.28
MISSOURI	52.42	25.72	18.70	2.38	0.38	0.10	0.14	0.16
MONTANA	73.74	22.26	3.71	0.13	0.00	0.15	0.01	0.00
NEBRASKA	67.43	19.75	11.25	0.93	0.08	0.12	0.02	0.42
NEVADA	44.09	41.94	11.32	2.39	0.00	0.00	0.01	0.25
NEW HAMPSHIRE	52.40	25.19	18.07	3.03	0.52	0.01	0.64	0.14
NEW JERSEY	59.78	10.19	24.12	2.06	3.44	0.23	0.01	0.17
NEW MEXICO	46.06	25.69	27.72	0.00	0.00	0.41	0.04	0.09
NEW YORK	39.76	15.84	35.65	6.27	1.89	0.11	0.22	0.27
NORTH CAROLINA	68.40	16.55	13.25	0.79	0.34	0.37	0.17	0.14
NORTH DAKOTA	83.02	9.10	6.19	0.69	0.12	0.44	0.25	0.18
OHIO	65.20	20.96	10.66	2.30	0.00	0.04	0.00	0.85
OKLAHOMA	58.53	26.58	13.86	0.39	0.09	0.26	0.16	0.13
OREGON	74.92	16.90	6.18	0.57	0.76	0.14	0.23	0.29
PENNSYLVANIA	49.10	20.65	27.49	1.21	1.02	0.22	0.16	0.15
PUERTO RICO	9.32	57.08	27.80	0.94	1.61	0.30	0.04	2.91
RHODE ISLAND	59.32	13.84	24.28	0.44	1.59	0.00	0.35	0.17
SOUTH CAROLINA	46.54	31.94	20.37	0.80	0.02	0.24	0.01	0.07
SOUTH DAKOTA	72.75	19.85	5.14	0.37	0.23	0.27	1.25	0.14
TENNESSEE	65.23	21.29	11.86	0.53	0.28	0.25	0.08	0.47
TEXAS	32.74	47.83	18.42	0.30	0.02	0.10	0.00	0.60
UTAH	54.90	26.72	15.74	1.44	0.00	1.06	0.00	0.14
VERMONT	94.13	2.66	0.96	0.22	0.63	0.00	0.63	0.76
VIRGINIA	45.63	28.78	24.04	0.52	0.62	0.18	0.06	0.17
WASHINGTON	59.74	27.49	11.86	0.31	0.22	0.15	0.01	0.21
WEST VIRGINIA	5.72	79.04	14.76	0.17	0.01	0.21	0.00	0.09
WISCONSIN	45.40	37.32	16.47	0.52	0.02	0.17	0.01	0.09
WYOMING	60.46	33.12	5.06	0.40	0.34	0.34	0.20	0.07
AMERICAN SAMOA	84.42	0.00	15.58	0.00	0.00	0.00	0.00	0.00
GUAM	39.11	49.86	10.89	0.00	0.14	0.00	0.00	0.00
NORTHERN MARIANAS	93.75	6.25	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	73.27	6.93	12.87	0.00	0.99	0.00	0.00	5.94
VIRGIN ISLANDS	45.53	9.80	43.23	0.29	0.00	0.00	0.29	0.86
BUR. OF INDIAN AFFAIRS	34.56	54.08	10.61	0.00	0.04	0.34	0.34	0.04
U.S. AND OUTLYING AREAS	53.48	24.79	19.26	1.35	0.59	0.18	0.09	0.26
50 STATES, D.C. & P.R.	53.50	24.76	19.27	1.35	0.59	0.18	0.09	0.26

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6,153	7,318	643	20	12	2	1	2
ALASKA	2,955	1,421	59	0	3	0	3	1
ARIZONA	4,923	9,898	1,777	1	13	0	1	1
ARKANSAS	4,088	5,026	436	2	1	0	4	5
CALIFORNIA	72,252	36,558	28,090	80	285	0	22	74
COLORADO	2,766	12,289	529	11	1	0	14	3
CONNECTICUT	9,726	3,305	2,070	43	79	0	6	10
DELAWARE	1,249	2,696	441	58	0	0	0	0
DISTRICT OF COLUMBIA	122	280	951	62	131	0	0	0
FLORIDA	12,808	27,671	10,583	20	20	0	0	19
GEORGIA	8,345	6,452	2,106	0	1	4	0	2
HAWAII	809	1,557	231	0	0	0	0	3
IDAHO	4,993	1,209	86	6	0	0	0	0
ILLINOIS	2,807	30,450	14,494	179	34	0	0	3
INDIANA	10,198	3,846	3,024	3	0	1	0	11
IOWA	6,728	3,069	934	3	0	0	0	4
KANSAS	4,376	3,438	604	5	0	4	0	2
KENTUCKY	2,551	5,082	387	6	0	0	3	8
LOUISIANA	2,219	4,458	4,622	3	0	5	0	10
MAINE	2,403	2,439	207	1	0	0	0	1
MARYLAND	7,797	5,389	4,075	95	33	4	0	9
MASSACHUSETTS	31,653	6,084	4,084	72	135	.	13	12
MICHIGAN	13,817	12,284	4,794	42	.	3	2	17
MINNESOTA	11,146	3,981	249	26	8	2	1	2
MISSISSIPPI	1,409	5,438	3,533	13	0	0	0	7
MISSOURI	9,942	9,888	3,295	0	2	0	0	13
MONTANA	2,841	1,608	71	2	0	1	0	0
NEBRASKA	4,124	2,145	427	13	1	2	1	5
NEVADA	1,434	4,501	557	105	0	0	0	1
NEW HAMPSHIRE	2,462	1,347	756	6	6	0	7	4
NEW JERSEY	13,026	8,572	15,399	260	516	16	0	27
NEW MEXICO	3,238	3,183	2,097	0	0	0	1	2
NEW YORK	35,063	12,269	25,825	480	370	1	58	25
NORTH CAROLINA	18,544	6,513	1,637	4	3	2	0	6
NORTH DAKOTA	1,858	195	33	8	1	0	1	3
OHIO	20,090	6,596	2,026	14	0	0	0	234
OKLAHOMA	6,512	6,824	597	5	5	1	5	4
OREGON	9,660	3,454	125	12	23	0	2	11
PENNSYLVANIA	5,985	14,106	11,333	94	0	7	0	6
PUERTO RICO	352	3,867	502	6	20	0	0	10
RHODE ISLAND	3,069	1,069	1,524	1	11	0	4	1
SOUTH CAROLINA	2,185	9,042	2,500	15	4	0	0	6
SOUTH DAKOTA	2,150	964	38	0	1	0	0	0
TENNESSEE	12,206	8,200	1,949	33	10	4	3	13
TEXAS	5,854	74,068	12,235	21	0	0	0	46
UTAH	6,644	5,554	1,525	21	0	0	0	3
VERMONT	1,755	32	3	0	5	0	0	4
VIRGINIA	6,881	12,156	5,995	8	84	2	1	6
WASHINGTON	9,528	7,399	1,261	1	2	0	0	1
WEST VIRGINIA	600	4,086	666	0	0	0	0	1
WISCONSIN	2,610	7,093	454	1	1	0	0	1
WYOMING	1,114	1,113	53	0	4	1	2	0
AMERICAN SAMOA	55	0	0	0	0	0	0	0
GUAM	109	303	49	0	0	0	0	0
NORTHERN MARIANAS	36	1	0	0	0	0	0	0
PALAU	59	3	2	0	0	0	0	0
VIRGIN ISLANDS	81	29	27	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	253	907	161	0	0	0	0	0
U.S. AND OUTLYING AREAS	418,613	418,725	182,131	1,861	1,825	62	155	639
50 STATES, D.C. & P.R.	418,020	417,482	181,892	1,861	1,825	62	155	639

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				SEPAR FACIL	SEPAR FACIL			
ALABAMA	43.48	51.71	4.54	0.14	0.08	0.01	0.01	0.01
ALASKA	66.52	31.99	1.33	0.00	0.07	0.00	0.07	0.02
ARIZONA	29.63	59.58	10.70	0.01	0.08	0.00	0.01	0.01
ARKANSAS	42.75	52.56	4.56	0.02	0.01	0.00	0.04	0.05
CALIFORNIA	52.60	26.61	20.45	0.06	0.21	0.00	0.02	0.05
COLORADO	17.72	78.71	3.39	0.07	0.01	0.00	0.09	0.02
CONNECTICUT	63.82	21.69	13.58	0.28	0.52	0.00	0.04	0.07
DELAWARE	28.11	60.67	9.92	1.31	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	7.89	18.11	61.51	4.01	8.47	0.00	0.00	0.00
FLORIDA	25.05	54.13	20.70	0.04	0.04	0.00	0.00	0.04
GEORGIA	49.35	38.15	12.45	0.00	0.01	0.02	0.00	0.01
HAWAII	31.12	59.88	8.88	0.00	0.00	0.00	0.00	0.12
IDAHO	79.33	19.21	1.37	0.10	0.00	0.00	0.00	0.00
ILLINOIS	5.85	63.48	30.22	0.37	0.07	0.00	0.00	0.01
INDIANA	59.70	22.51	17.70	0.02	0.00	0.01	0.00	0.06
IOWA	62.66	28.58	8.70	0.03	0.00	0.00	0.00	0.04
KANSAS	51.92	40.79	7.17	0.06	0.00	0.05	0.00	0.02
KENTUCKY	31.74	63.23	4.82	0.07	0.00	0.00	0.04	0.10
LOUISIANA	19.61	39.39	40.84	0.03	0.00	0.04	0.00	0.09
MAINE	47.57	48.29	4.10	0.02	0.00	0.00	0.00	0.02
MARYLAND	44.81	30.97	23.42	0.55	0.19	0.02	0.00	0.05
MASSACHUSETTS	75.27	14.47	9.71	0.17	0.32		0.03	0.03
MICHIGAN	44.63	39.68	15.48	0.14		0.01	0.01	0.05
MINNESOTA	72.31	25.83	1.62	0.17	0.05	0.01	0.01	0.01
MISSISSIPPI	13.55	52.29	33.97	0.13	0.00	0.00	0.00	0.07
MISSOURI	42.96	42.73	14.24	0.00	0.01	0.00	0.00	0.06
MONTANA	62.81	35.55	1.57	0.04	0.00	0.02	0.00	0.00
NEBRASKA	61.39	31.93	6.36	0.19	0.01	0.03	0.01	0.07
NEVADA	21.73	68.22	8.44	1.59	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	53.66	29.36	16.48	0.13	0.13	0.00	0.15	0.09
NEW JERSEY	34.45	22.67	40.72	0.69	1.36	0.04	0.00	0.07
NEW MEXICO	38.00	37.35	24.61	0.00	0.00	0.00	0.01	0.02
NEW YORK	47.32	16.56	34.86	0.65	0.50	0.00	0.08	0.03
NORTH CAROLINA	69.43	24.39	6.13	0.01	0.01	0.01	0.00	0.02
NORTH DAKOTA	88.52	9.29	1.57	0.38	0.05	0.00	0.05	0.14
OHIO	69.37	22.78	7.00	0.05	0.00	0.00	0.00	0.81
OKLAHOMA	46.67	48.91	4.28	0.04	0.04	0.01	0.04	0.03
OREGON	72.70	26.00	0.94	0.09	0.17	0.00	0.02	0.08
PENNSYLVANIA	18.98	44.74	35.94	0.30	0.00	0.02	0.00	0.02
PUERTO RICO	7.40	81.29	10.55	0.13	0.42	0.00	0.00	0.21
RHODE ISLAND	54.04	18.82	26.84	0.02	0.19	0.00	0.07	0.02
SOUTH CAROLINA	15.89	65.75	18.18	0.11	0.03	0.00	0.00	0.04
SOUTH DAKOTA	68.19	30.57	1.21	0.00	0.03	0.00	0.00	0.00
TENNESSEE	54.45	36.58	8.69	0.15	0.04	0.02	0.01	0.06
TEXAS	6.35	80.31	13.27	0.02	0.00	0.00	0.00	0.05
UTAH	48.33	40.40	11.09	0.15	0.00	0.00	0.00	0.02
VERMONT	97.55	1.78	0.17	0.00	0.28	0.00	0.00	0.22
VIRGINIA	27.38	48.37	23.85	0.03	0.33	0.01	0.00	0.02
WASHINGTON	52.37	40.67	6.93	0.01	0.01	0.00	0.00	0.01
WEST VIRGINIA	11.21	76.33	12.44	0.00	0.00	0.00	0.00	0.02
WISCONSIN	25.69	69.81	4.47	0.01	0.01	0.00	0.00	0.01
WYOMING	48.71	48.67	2.32	0.00	0.17	0.04	0.09	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	23.64	65.73	10.63	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	97.30	2.70	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	92.19	4.69	3.13	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	59.12	21.17	19.71	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	19.15	68.66	12.19	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	40.88	40.89	17.79	0.18	0.18	0.01	0.02	0.06
50 STATES, D.C. & P.R.	40.90	40.85	17.80	0.18	0.18	0.01	0.02	0.06

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	-NUMBER-		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	15,903	196	341	6	1	5	2	1
ALASKA	2,368	303	46	0	11	2	0	0
ARIZONA	6,671	3,967	210	2	4	0	0	1
ARKANSAS	5,914	229	79	0	2	0	0	0
CALIFORNIA	83,265	2,245	5,461	16	35	0	0	18
COLORADO	4,556	2,395	282	2	2	0	2	2
CONNECTICUT	7,935	600	430	7	13	0	1	3
DELAWARE	1,072	438	4	0	0	0	0	0
DISTRICT OF COLUMBIA	84	36	150	0	2	0	0	0
FLORIDA	55,359	1,158	2,613	33	0	0	0	10
GEORGIA	17,576	4,501	145	0	12	3	0	5
HAWAII	1,873	105	46	0	0	0	0	1
IDAHO	3,044	98	11	1	0	0	0	1
ILLINOIS	43,671	767	1,385	84	4	0	0	5
INDIANA	31,940	0	0	0	0	0	0	0
IOWA	7,683	33	0	0	0	0	0	0
KANSAS	9,432	131	51	5	0	3	0	4
KENTUCKY	15,787	1,366	10	0	17	0	0	0
LOUISIANA	14,004	192	496	1	6	2	0	1
MAINE	4,027	697	141	1	2	0	0	2
MARYLAND	15,480	1,585	1,887	145	13	0	0	13
MASSACHUSETTS	10,718	566	847	7	26	0	5	9
MICHIGAN	29,509	660	469	57	0	5	13	45
MINNESOTA	10,784	872	101	9	0	1	23	2
MISSISSIPPI	11,763	2,688	712	84	0	0	0	15
MISSOURI	17,378	1,984	752	96	21	0	0	0
MONTANA	2,866	47	13	2	0	1	0	0
NEBRASKA	6,762	260	143	46	1	2	0	17
NEVADA	3,778	32	173	8	0	0	0	0
NEW HAMPSHIRE	1,888	746	541	34	3	0	2	6
NEW JERSEY	40,446	227	1,638	32	160	0	0	1
NEW MEXICO	4,918	1,307	1,604	0	0	0	0	0
NEW YORK	14,097	6,228	8,072	363	186	2	16	7
NORTH CAROLINA	23,236	192	180	5	11	0	0	2
NORTH DAKOTA	2,417	126	89	18	3	0	2	0
OHIO	46,506	0	0	0	0	0	0	0
OKLAHOMA	12,724	383	72	21	12	43	0	2
OREGON	9,837	618	198	8	33	0	1	10
PENNSYLVANIA	36,419	1,857	342	40	0	1	0	12
PUERTO RICO	525	1,401	170	10	17	2	1	20
RHODE ISLAND	2,796	193	202	2	4	0	0	0
SOUTH CAROLINA	15,621	943	313	0	0	0	1	1
SOUTH DAKOTA	3,145	128	29	0	1	0	0	1
TENNESSEE	19,333	1,304	631	8	4	0	2	16
TEXAS	53,283	2,346	783	5	0	0	0	10
UTAH	5,922	556	356	0	0	0	0	0
VERMONT	1,331	42	17	4	3	0	1	13
VIRGINIA	19,072	3,286	244	12	196	0	3	28
WASHINGTON	13,286	1,041	464	0	1	3	2	32
WEST VIRGINIA	151	8,899	9	0	0	0	0	0
WISCONSIN	13,383	413	334	4	4	0	1	1
WYOMING	1,937	410	31	1	12	0	0	1
AMERICAN SAMOA	73	0	0	0	0	0	0	0
GUAM	129	6	1	0	0	0	0	0
NORTHERN MARIANAS	5	0	0	0	0	0	0	0
PALAU	3	3	3	0	1	0	0	5
VIRGIN ISLANDS	77	2	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	567	268	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	784,329	61,076	33,321	1,179	823	75	78	323
50 STATES, D.C. & P.R.	783,475	60,797	33,317	1,179	822	75	78	318

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DATA AS OF OCTOBER 1, 1995.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	96.65	1.19	2.07	0.04	0.01	0.03	0.01	0.01
ALASKA	86.74	11.10	1.68	0.00	0.40	0.07	0.00	0.00
ARIZONA	61.46	36.55	1.93	0.02	0.04	0.00	0.00	0.01
ARKANSAS	95.02	3.68	1.27	0.00	0.03	0.00	0.00	0.00
CALIFORNIA	91.46	2.47	6.00	0.02	0.04	0.00	0.00	0.02
COLORADO	62.92	33.08	3.89	0.03	0.03	0.00	0.03	0.03
CONNECTICUT	88.27	6.67	4.78	0.08	0.14	0.00	0.01	0.03
DELAWARE	70.81	28.93	0.26	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	30.88	13.24	55.15	0.00	0.74	0.00	0.00	0.00
FLORIDA	93.55	1.96	4.42	0.06	0.00	0.00	0.00	0.02
GEORGIA	79.02	20.24	0.65	0.00	0.05	0.01	0.00	0.02
HAWAII	92.49	5.19	2.27	0.00	0.00	0.00	0.00	0.05
IDAHO	96.48	3.11	0.35	0.03	0.00	0.00	0.00	0.03
ILLINOIS	95.11	1.67	3.02	0.18	0.01	0.00	0.00	0.01
INDIANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	99.57	0.43	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	97.98	1.36	0.53	0.05	0.00	0.03	0.00	0.04
KENTUCKY	91.89	7.95	0.06	0.00	0.10	0.00	0.00	0.00
LOUISIANA	95.25	1.31	3.37	0.01	0.04	0.01	0.00	0.01
MAINE	82.69	14.31	2.90	0.02	0.04	0.00	0.00	0.04
MARYLAND	80.95	8.29	9.87	0.76	0.07	0.00	0.00	0.07
MASSACHUSETTS	88.01	4.65	6.96	0.06	0.21		0.04	0.07
MICHIGAN	95.94	2.15	1.52	0.19		0.02	0.04	0.15
MINNESOTA	91.45	7.39	0.86	0.08	0.00	0.01	0.20	0.02
MISSISSIPPI	77.07	17.61	4.67	0.55	0.00	0.00	0.00	0.10
MISSOURI	85.90	9.81	3.72	0.47	0.10	0.00	0.00	0.00
MONTANA	97.85	1.60	0.44	0.07	0.00	0.03	0.00	0.00
NEBRASKA	93.51	3.60	1.98	0.64	0.01	0.03	0.00	0.24
NEVADA	94.66	0.80	4.33	0.20	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	58.63	23.17	16.80	1.06	0.09	0.00	0.06	0.19
NEW JERSEY	95.16	0.53	3.85	0.08	0.38	0.00	0.00	0.00
NEW MEXICO	62.82	16.69	20.49	0.00	0.00	0.00	0.00	0.00
NEW YORK	48.66	21.50	27.86	1.25	0.64	0.01	0.06	0.02
NORTH CAROLINA	98.35	0.81	0.76	0.02	0.05	0.00	0.00	0.01
NORTH DAKOTA	91.04	4.75	3.35	0.68	0.11	0.00	0.08	0.00
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	95.98	2.89	0.54	0.16	0.09	0.32	0.00	0.02
OREGON	91.89	5.77	1.85	0.07	0.31	0.00	0.01	0.09
PENNSYLVANIA	94.18	4.80	0.88	0.10	0.00	0.00	0.00	0.03
PUERTO RICO	24.46	65.28	7.92	0.47	0.79	0.09	0.05	0.93
RHODE ISLAND	87.46	6.04	6.32	0.06	0.13	0.00	0.00	0.01
SOUTH CAROLINA	92.55	5.59	1.85	0.00	0.00	0.00	0.01	0.03
SOUTH DAKOTA	95.19	3.87	0.88	0.00	0.03	0.00	0.00	0.03
TENNESSEE	90.77	6.12	2.96	0.04	0.02	0.00	0.01	0.08
TEXAS	94.43	4.16	1.39	0.01	0.00	0.00	0.00	0.02
UTAH	86.65	8.14	5.21	0.00	0.00	0.00	0.00	0.00
VERMONT	94.33	2.98	1.20	0.28	0.21	0.00	0.07	0.92
VIRGINIA	83.50	14.39	1.07	0.05	0.86	0.00	0.01	0.12
WASHINGTON	89.59	7.02	3.13	0.00	0.01	0.02	0.01	0.22
WEST VIRGINIA	1.67	98.23	0.10	0.00	0.00	0.00	0.00	0.00
WISCONSIN	94.65	2.92	2.36	0.03	0.03	0.00	0.01	0.01
WYOMING	80.98	17.14	1.30	0.04	0.50	0.00	0.00	0.04
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	94.85	4.41	0.74	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	20.00	20.00	20.00	0.00	6.67	0.00	0.00	33.33
VIRGIN ISLANDS	97.47	2.53	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	67.90	32.10	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	89.01	6.93	3.78	0.13	0.09	0.01	0.01	0.04
50 STATES, D.C. & P.R.	89.03	6.91	3.79	0.13	0.09~	0.01	0.01	0.04

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	481	3,025	4,702	158	58	24	6	4
ALASKA	33	96	130	0	0	0	0	0
ARIZONA	116	455	1,827	106	42	0	1	1
ARKANSAS	482	1,728	1,548	10	67	38	14	4
CALIFORNIA	481	892	9,120	395	69	0	0	183
COLORADO	88	460	472	1	0	0	0	1
CONNECTICUT	161	185	1,012	33	16	0	1	2
DELAWARE	75	385	245	109	0	0	0	0
DISTRICT OF COLUMBIA	2	16	260	124	40	1	0	0
FLORIDA	349	608	10,914	1,176	0	0	0	54
GEORGIA	974	2,877	6,584	72	0	13	1	46
HAWAII	10	229	396	1	0	0	0	1
IDAHO	468	434	304	23	0	0	0	0
ILLINOIS	175	419	7,480	645	631	1	42	9
INDIANA	1,065	622	6,307	103	1	6	12	18
IOWA	3,083	1,406	428	62	0	0	0	5
KANSAS	199	582	1,439	25	9	1	1	2
KENTUCKY	1,926	3,463	1,590	24	0	0	2	28
LOUISIANA	136	392	4,048	172	2	55	2	14
MAINE	53	186	239	4	8	0	0	0
MARYLAND	161	236	1,656	347	24	1	1	2
MASSACHUSETTS	1,449	1,135	3,086	32	95	.	16	8
MICHIGAN	919	1,615	4,597	698	.	2	0	14
MINNESOTA	1,246	1,894	834	109	7	2	4	13
MISSISSIPPI	107	418	1,678	56	0	17	3	6
MISSOURI	477	315	3,630	819	19	2	6	25
MONTANA	270	136	111	0	0	1	1	0
NEBRASKA	533	812	796	40	3	6	0	10
NEVADA	32	170	329	97	0	0	0	0
NEW HAMPSHIRE	58	64	142	25	3	0	2	0
NEW JERSEY	26	16	941	267	237	14	1	10
NEW MEXICO	111	126	475	0	0	0	0	1
NEW YORK	474	392	4,151	1,034	163	0	6	7
NORTH CAROLINA	1,788	3,187	4,515	296	132	4	36	16
NORTH DAKOTA	152	125	149	6	2	4	1	2
OHIO	418	11,999	5,714	152	0	0	0	25
OKLAHOMA	558	1,719	2,749	20	2	0	3	3
OREGON	495	347	653	15	7	3	11	11
PENNSYLVANIA	395	1,674	8,511	513	20	19	11	36
PUERTO RICO	166	1,880	2,327	78	10	0	3	48
RHODE ISLAND	7	18	341	1	41	0	5	0
SOUTH CAROLINA	248	1,651	4,000	194	5	23	0	9
SOUTH DAKOTA	90	293	171	5	2	2	1	0
TENNESSEE	1,380	1,120	2,353	31	47	22	2	9
TEXAS	55	1,594	8,512	206	3	5	2	76
UTAH	189	162	1,077	33	0	0	0	0
VERMONT	477	26	5	1	3	0	1	3
VIRGINIA	107	546	4,265	124	6	3	4	26
WASHINGTON	787	1,274	1,446	7	3	0	0	3
WEST VIRGINIA	60	745	1,629	14	0	0	0	11
WISCONSIN	79	389	784	45	0	1	0	1
WYOMING	22	129	81	0	2	8	0	0
AMERICAN SAMOA	27	0	16	0	0	0	0	0
GUAM	5	30	14	0	0	0	0	0
NORTHERN MARIANAS	8	2	0	0	0	0	0	0
PALAU	0	0	3	0	0	0	0	0
VIRGIN ISLANDS	0	3	80	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	23	78	39	0	0	0	0	0
U.S. AND OUTLYING AREAS	23,756	54,780	130,905	8,508	1,779	278	202	748
50 STATES, D.C. & P.R.	23,693	54,667	130,753	8,508	1,779	278	202	747

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.69	35.76	55.59	1.87	0.69	0.28	0.07	0.05
ALASKA	12.74	37.07	50.19	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.55	17.86	71.70	4.16	1.65	0.00	0.04	0.04
ARKANSAS	12.39	44.41	39.78	0.26	1.72	0.98	0.36	0.10
CALIFORNIA	4.32	8.01	81.87	3.55	0.62	0.00	0.00	1.64
COLORADO	8.61	45.01	46.18	0.10	0.00	0.00	0.00	0.10
CONNECTICUT	11.42	13.12	71.77	2.34	1.13	0.00	0.07	0.14
DELAWARE	9.21	47.30	30.10	13.39	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.45	3.61	58.69	27.99	9.03	0.23	0.00	0.00
FLORIDA	2.66	4.64	83.31	8.98	0.00	0.00	0.00	0.41
GEORGIA	9.22	27.23	62.31	0.68	0.00	0.12	0.01	0.44
HAWAII	1.57	35.95	62.17	0.16	0.00	0.00	0.00	0.16
IDAHO	38.08	35.31	24.74	1.87	0.00	0.00	0.00	0.00
ILLINOIS	1.86	4.46	79.56	6.86	6.71	0.01	0.45	0.10
INDIANA	13.09	7.65	77.54	1.27	0.01	0.07	0.15	0.22
IOWA	61.86	28.21	8.59	1.24	0.00	0.00	0.00	0.10
KANSAS	8.81	25.78	63.73	1.11	0.40	0.04	0.04	0.09
KENTUCKY	27.39	49.24	22.61	0.34	0.00	0.00	0.03	0.40
LOUISIANA	2.82	8.13	83.97	3.57	0.04	1.14	0.04	0.29
MAINE	10.82	37.96	48.78	0.82	1.63	0.00	0.00	0.00
MARYLAND	6.63	9.72	68.20	14.29	0.99	0.04	0.04	0.08
MASSACHUSETTS	24.89	19.50	53.01	0.55	1.63		0.27	0.14
MICHIGAN	11.71	20.59	58.60	8.90		0.03	0.00	0.18
MINNESOTA	30.32	46.09	20.30	2.65	0.17	0.05	0.10	0.32
MISSISSIPPI	4.68	18.29	73.44	2.45	0.00	0.74	0.13	0.26
MISSOURI	9.01	5.95	68.58	15.47	0.36	0.04	0.11	0.47
MONTANA	52.02	26.20	21.39	0.00	0.00	0.19	0.19	0.00
NEBRASKA	24.23	36.91	36.18	1.82	0.14	0.27	0.00	0.45
NEVADA	5.10	27.07	52.39	15.45	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	19.73	21.77	48.30	8.50	1.02	0.00	0.68	0.00
NEW JERSEY	1.72	1.06	62.24	17.66	15.67	0.93	0.07	0.66
NEW MEXICO	15.57	17.67	66.62	0.00	0.00	0.00	0.00	0.14
NEW YORK	7.61	6.30	66.66	16.61	2.62	0.00	0.10	0.11
NORTH CAROLINA	17.93	31.95	45.27	2.97	1.32	0.04	0.36	0.16
NORTH DAKOTA	34.47	28.34	33.79	1.36	0.45	0.91	0.23	0.45
OHIO	2.28	65.54	31.21	0.83	0.00	0.00	0.00	0.14
OKLAHOMA	11.04	34.01	54.39	0.40	0.04	0.00	0.06	0.06
OREGON	32.10	22.50	42.35	0.97	0.45	0.19	0.71	0.71
PENNSYLVANIA	3.53	14.97	76.13	4.59	0.18	0.17	0.10	0.32
PUERTO RICO	3.68	41.67	51.57	1.73	0.22	0.00	0.07	1.06
RHODE ISLAND	1.69	4.36	82.57	0.24	9.93	0.00	1.21	0.00
SOUTH CAROLINA	4.05	26.93	65.25	3.16	0.08	0.38	0.00	0.15
SOUTH DAKOTA	15.96	51.95	30.32	0.89	0.35	0.35	0.18	0.00
TENNESSEE	27.80	22.56	47.40	0.62	0.95	0.44	0.04	0.18
TEXAS	0.53	15.25	81.43	1.97	0.03	0.05	0.02	0.73
UTAH	12.94	11.09	73.72	2.26	0.00	0.00	0.00	0.00
VERMONT	92.44	5.04	0.97	0.19	0.58	0.00	0.19	0.58
VIRGINIA	2.11	10.75	83.94	2.44	0.12	0.06	0.08	0.51
WASHINGTON	22.36	36.19	41.08	0.20	0.09	0.00	0.00	0.09
WEST VIRGINIA	2.44	30.30	66.25	0.57	0.00	0.00	0.00	0.45
WISCONSIN	6.08	29.95	60.35	3.46	0.00	0.08	0.00	0.08
WYOMING	9.09	53.31	33.47	0.00	0.83	3.31	0.00	0.00
AMERICAN SAMOA	62.79	0.00	37.21	0.00	0.00	0.00	0.00	0.00
GUAM	10.20	61.22	28.57	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	3.57	95.24	0.00	0.00	0.00	0.00	1.19
BUR. OF INDIAN AFFAIRS	16.43	55.71	27.86	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	10.75	24.79	59.24	3.85	0.81	0.13	0.09	0.34
50 STATES, D.C. & P.R.	10.74	24.78	59.26	3.86	0.81	0.13	0.09	0.34

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
			SEPAR FACIL	PRIVATE SEPAR FACIL				
ALABAMA	880	687	461	39	9	20	15	4
ALASKA	35	99	82	0	0	0	5	0
ARIZONA	309	349	546	109	89	0	27	8
ARKANSAS	20	24	71	3	1	0	0	3
CALIFORNIA	253	305	2,781	328	876	0	169	44
COLORADO	795	1,364	727	25	12	0	150	49
CONNECTICUT	1,288	398	1,008	89	207	0	58	25
DELAWARE	44	139	49	36	0	0	0	11
DISTRICT OF COLUMBIA	2	5	146	64	27	0	22	9
FLORIDA	1,493	2,334	7,814	678	26	5	0	23
GEORGIA	3,820	3,516	2,815	83	0	2	4	28
HAWAII	170	130	159	0	4	0	0	10
IDAHO	68	18	33	11	7	1	0	1
ILLINOIS	372	1,799	4,093	666	695	5	49	8
INDIANA	677	143	1,328	64	0	5	5	15
IOWA	1,467	669	204	94	0	30	8	15
KANSAS	540	390	499	41	5	62	9	6
KENTUCKY	173	461	682	26	14	28	5	8
LOUISIANA	133	196	1,309	90	3	36	0	11
MAINE	560	583	301	12	34	1	27	6
MARYLAND	300	153	844	202	205	1	46	10
MASSACHUSETTS	1,209	424	1,830	268	535	.	28	28
MICHIGAN	1,932	1,342	2,028	318	.	53	9	6
MINNESOTA	3,129	922	660	272	47	45	17	12
MISSISSIPPI	7	12	61	4	0	0	1	2
MISSOURI	153	1,624	1,670	192	124	0	63	22
MONTANA	111	65	50	4	0	10	0	0
NEBRASKA	411	222	389	21	9	1	1	1
NEVADA	67	201	153	9	0	0	1	0
NEW HAMPSHIRE	255	97	141	1	22	1	28	1
NEW JERSEY	286	203	1,235	259	704	30	0	21
NEW MEXICO	358	217	692	0	0	27	6	2
NEW YORK	1,719	1,077	6,613	3,603	687	13	104	226
NORTH CAROLINA	1,430	784	1,497	47	41	18	4	33
NORTH DAKOTA	76	31	35	1	0	6	2	0
OHIO	318	1,436	1,063	532	0	0	0	7
OKLAHOMA	96	98	597	6	11	1	31	9
OREGON	384	160	307	98	129	0	25	10
PENNSYLVANIA	438	722	3,061	243	326	173	42	52
PUERTO RICO	31	160	217	0	1	2	0	11
RHODE ISLAND	87	51	272	0	52	0	21	2
SOUTH CAROLINA	201	669	879	59	0	4	3	9
SOUTH DAKOTA	89	35	50	1	10	1	66	0
TENNESSEE	308	193	339	69	17	7	34	26
TEXAS	660	4,894	4,708	107	8	10	2	314
UTAH	1,377	618	620	77	0	16	0	13
VERMONT	308	9	6	3	11	0	12	4
VIRGINIA	510	661	2,117	61	68	20	17	5
WASHINGTON	518	808	664	87	12	0	3	24
WEST VIRGINIA	79	226	240	0	0	0	0	0
WISCONSIN	877	1,553	1,183	13	0	9	2	4
WYOMING	67	60	52	1	0	5	8	0
AMERICAN SAMOA	13	0	0	0	0	0	0	0
GUAM	0	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	3	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	31	74	27	0	0	1	0	0
U.S. AND OUTLYING AREAS	30,937	33,410	59,412	9,016	5,028	649	1,129	1,138
50 STATES, D.C. & P.R.	30,890	33,336	59,381	9,016	5,028	648	1,129	1,138

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.61	32.48	21.80	1.84	0.43	0.95	0.71	0.19
ALASKA	15.84	44.80	37.10	0.00	0.00	0.00	2.26	0.00
ARIZONA	21.50	24.29	38.00	7.59	6.19	0.00	1.88	0.56
ARKANSAS	16.39	19.67	58.20	2.46	0.82	0.00	0.00	2.46
CALIFORNIA	5.32	6.41	58.47	6.90	18.42	0.00	3.55	0.93
COLORADO	25.46	43.69	23.29	0.80	0.38	0.00	4.80	1.57
CONNECTICUT	41.91	12.95	32.80	2.90	6.74	0.00	1.89	0.81
DELAWARE	15.77	49.82	17.56	12.90	0.00	0.00	0.00	3.94
DISTRICT OF COLUMBIA	0.73	1.82	53.09	23.27	9.82	0.00	8.00	3.27
FLORIDA	12.07	18.86	63.15	5.48	0.21	0.04	0.00	0.19
GEORGIA	37.20	34.24	27.42	0.81	0.00	0.02	0.04	0.27
HAWAII	35.94	27.48	33.62	0.00	0.85	0.00	0.00	2.11
IDAHO	48.92	12.95	23.74	7.91	5.04	0.72	0.00	0.72
ILLINOIS	4.84	23.40	53.25	8.66	9.04	0.07	0.64	0.10
INDIANA	30.26	6.39	59.37	2.86	0.00	0.22	0.22	0.67
IOWA	58.99	26.90	8.20	3.78	0.00	1.21	0.32	0.60
KANSAS	34.79	25.13	32.15	2.64	0.32	3.99	0.58	0.39
KENTUCKY	12.38	33.00	48.82	1.86	1.00	2.00	0.36	0.57
LOUISIANA	7.48	11.02	73.62	5.06	0.17	2.02	0.00	0.62
MAINE	36.75	38.25	19.75	0.79	2.23	0.07	1.77	0.39
MARYLAND	17.04	8.69	47.93	11.47	11.64	0.06	2.61	0.57
MASSACHUSETTS	27.97	9.81	42.34	6.20	12.38	.	0.65	0.65
MICHIGAN	33.97	23.59	35.65	5.59	.	0.93	0.16	0.11
MINNESOTA	61.30	18.06	12.93	5.33	0.92	0.88	0.33	0.24
MISSISSIPPI	8.05	13.79	70.11	4.60	0.00	0.00	1.15	2.30
MISSOURI	3.98	42.20	43.40	4.99	3.22	0.00	1.64	0.57
MONTANA	46.25	27.08	20.83	1.67	0.00	4.17	0.00	0.00
NEBRASKA	38.96	21.04	36.87	1.99	0.85	0.09	0.09	0.09
NEVADA	15.55	46.64	35.50	2.09	0.00	0.00	0.23	0.00
NEW HAMPSHIRE	46.70	17.77	25.82	0.18	4.03	1.18	5.13	0.18
NEW JERSEY	10.45	7.41	45.11	9.46	25.71	1.10	0.00	0.77
NEW MEXICO	27.50	16.67	53.15	0.00	0.00	2.07	0.46	0.15
NEW YORK	12.24	7.67	47.09	25.66	4.89	0.09	0.74	1.61
NORTH CAROLINA	37.10	20.34	38.84	1.22	1.06	0.47	0.10	0.86
NORTH DAKOTA	50.33	20.53	23.18	0.66	0.00	3.97	1.32	0.00
OHIO	9.48	42.79	31.67	15.85	0.00	0.00	0.00	0.21
OKLAHOMA	11.31	11.54	70.32	0.71	1.30	0.12	3.65	1.06
OREGON	34.50	14.38	27.58	8.81	11.59	0.00	2.25	0.90
PENNSYLVANIA	8.66	14.28	60.53	4.81	6.45	3.42	0.83	1.03
PUERTO RICO	7.35	37.91	51.42	0.00	0.24	0.47	0.00	2.61
RHODE ISLAND	17.94	10.52	56.08	0.00	10.72	0.00	4.33	0.41
SOUTH CAROLINA	11.02	36.68	48.19	3.23	0.00	0.22	0.16	0.49
SOUTH DAKOTA	35.32	13.89	19.84	0.40	3.97	0.40	26.19	0.00
TENNESSEE	31.02	19.44	34.14	6.95	1.71	0.70	3.42	2.62
TEXAS	6.17	45.73	43.99	1.00	0.07	0.09	0.02	2.93
UTAH	50.61	22.71	22.79	2.83	0.00	0.59	0.00	0.48
VERMONT	87.25	2.55	1.70	0.85	3.12	0.00	3.40	1.13
VIRGINIA	14.74	19.11	61.20	1.76	1.97	0.58	0.49	0.14
WASHINGTON	24.48	38.19	31.38	4.11	0.57	0.00	0.14	1.13
WEST VIRGINIA	14.50	41.47	44.04	0.00	0.00	0.00	0.00	0.00
WISCONSIN	24.09	42.65	32.49	0.36	0.00	0.25	0.05	0.11
WYOMING	34.72	31.09	26.94	0.52	0.00	2.59	4.15	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	23.31	55.64	20.30	0.00	0.00	0.75	0.00	0.00
U.S. AND OUTLYING AREAS	21.98	23.74	42.22	6.41	3.57	0.46	0.80	0.81
50 STATES, D.C. & P.R.	21.98	23.72	42.24	6.41	3.58	0.46	0.80	0.81

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	17	43	418	103	7	72	1	15
ALASKA	38	56	124	0	0	1	0	3
ARIZONA	93	192	279	33	30	13	7	3
ARKANSAS	25	66	253	6	23	8	25	7
CALIFORNIA	127	150	1,802	137	70	0	4	35
COLORADO	106	537	871	92	0	10	6	10
CONNECTICUT	166	123	342	95	52	1	6	11
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	4	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	0	.	.
HAWAII	0	2	124	1	0	0	0	3
IDAHO	39	29	94	3	0	0	0	6
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	12	1	300	34	0	35	8	2
IOWA	122	55	17	27	0	3	7	1
KANSAS	173	154	261	62	6	2	0	12
KENTUCKY	61	112	405	11	0	0	0	19
LOUISIANA	2	2	273	44	1	17	4	14
MAINE	129	262	323	10	3	1	6	6
MARYLAND	320	164	983	567	160	5	20	15
MASSACHUSETTS	157	121	470	27	69	.	22	28
MICHIGAN	39	26	366	526	.	2	0	35
MINNESOTA	0	0	0	0	0	1	0	0
MISSISSIPPI	1	7	77	30	0	2	0	4
MISSOURI	13	38	231	64	19	0	2	1
MONTANA	67	9	30	0	0	0	0	0
NEBRASKA	6	22	125	28	0	5	1	10
NEVADA	7	36	43	64	0	0	0	6
NEW HAMPSHIRE	21	19	29	75	9	0	9	1
NEW JERSEY	270	159	2,319	895	1,150	48	3	42
NEW MEXICO	67	51	327	0	0	15	0	10
NEW YORK	570	576	2,687	2,186	693	27	78	88
NORTH CAROLINA	40	37	328	99	28	29	73	9
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	61	1,168	1,698	1,635	0	0	0	7
OKLAHOMA	45	49	505	45	1	19	14	17
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4	5	268	96	0	3	1	11
PUERTO RICO	12	51	249	24	13	2	1	218
RHODE ISLAND	0	7	69	0	41	0	3	0
SOUTH CAROLINA	3	2	80	17	0	34	0	2
SOUTH DAKOTA	24	81	90	6	3	10	23	8
TENNESSEE	131	47	426	20	55	31	1	21
TEXAS	26	372	1,507	139	5	5	0	102
UTAH	27	16	311	230	0	2	0	7
VERMONT	24	3	5	1	3	0	1	1
VIRGINIA	473	457	1,235	57	13	21	2	29
WASHINGTON	695	139	423	24	5	3	0	19
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	2,013	6,521	4,200	146	4	47	0	19
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	8	0	0	0	0	0
GUAM	4	9	3	0	1	0	0	0
NORTHERN MARIANAS	14	2	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	1
VIRGIN ISLANDS	0	0	27	1	0	0	0	1
BUR. OF INDIAN AFFAIRS	19	85	47	0	1	2	9	0
U.S. AND OUTLYING AREAS	6,263	12,063	25,053	7,664	2,465	476	337	859
50 STATES, D.C. & P.R.	6,226	11,967	24,967	7,663	2,463	474	328	857

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2.51	6.36	61.83	15.24	1.04	10.65	0.15	2.22
ALASKA	17.12	25.23	55.86	0.00	0.00	0.45	0.00	1.35
ARIZONA	14.31	29.54	42.92	5.08	4.62	2.00	1.08	0.46
ARKANSAS	6.05	15.98	61.26	1.45	5.57	1.94	6.05	1.69
CALIFORNIA	5.46	6.45	77.51	5.89	3.01	0.00	0.17	1.51
COLORADO	6.50	32.90	53.37	5.64	0.00	0.61	0.37	0.61
CONNECTICUT	20.85	15.45	42.96	11.93	6.53	0.13	0.75	1.38
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	1.54	95.38	0.77	0.00	0.00	0.00	2.31
IDAHO	22.81	16.96	54.97	1.75	0.00	0.00	0.00	3.51
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	3.06	0.26	76.53	8.67	0.00	8.93	2.04	0.51
IOWA	52.59	23.71	7.33	11.64	0.00	1.29	3.02	0.43
KANSAS	25.82	22.99	38.96	9.25	0.90	0.30	0.00	1.79
KENTUCKY	10.03	18.42	66.61	1.81	0.00	0.00	0.00	3.13
LOUISIANA	0.56	0.56	76.47	12.32	0.28	4.76	1.12	3.92
MAINE	17.43	35.41	43.65	1.35	0.41	0.14	0.81	0.81
MARYLAND	14.32	7.34	44.00	25.38	7.16	0.22	0.90	0.67
MASSACHUSETTS	17.56	13.53	52.57	3.02	7.72	.	2.46	3.13
MICHIGAN	3.92	2.62	36.82	52.92	.	0.20	0.00	3.52
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	0.83	5.79	63.64	24.79	0.00	1.65	0.00	3.31
MISSOURI	3.53	10.33	62.77	17.39	5.16	0.00	0.54	0.27
MONTANA	63.21	8.49	28.30	0.00	0.00	0.00	0.00	0.00
NEBRASKA	3.05	11.17	63.45	14.21	0.00	2.54	0.51	5.08
NEVADA	4.49	23.08	27.56	41.03	0.00	0.00	0.00	3.85
NEW HAMPSHIRE	12.88	11.66	17.79	46.01	5.52	0.00	5.52	0.61
NEW JERSEY	5.53	3.25	47.46	18.32	23.54	0.98	0.06	0.86
NEW MEXICO	14.26	10.85	69.57	0.00	0.00	3.19	0.00	2.13
NEW YORK	8.25	8.34	38.91	31.66	10.04	0.39	1.13	1.27
NORTH CAROLINA	6.22	5.75	51.01	15.40	4.35	4.51	11.35	1.40
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.34	25.56	37.16	35.78	0.00	0.00	0.00	0.15
OKLAHOMA	6.47	7.05	72.66	6.47	0.14	2.73	2.01	2.45
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	1.03	1.29	69.07	24.74	0.00	0.77	0.26	2.84
PUERTO RICO	2.11	8.95	43.68	4.21	2.28	0.35	0.18	38.25
RHODE ISLAND	0.00	5.83	57.50	0.00	34.17	0.00	2.50	0.00
SOUTH CAROLINA	2.17	1.45	57.97	12.32	0.00	24.64	0.00	1.45
SOUTH DAKOTA	9.80	33.06	36.73	2.45	1.22	4.08	9.39	3.27
TENNESSEE	17.90	6.42	58.20	2.73	7.51	4.23	0.14	2.87
TEXAS	1.21	17.25	69.90	6.45	0.23	0.23	0.00	4.73
UTAH	4.55	2.70	52.45	38.79	0.00	0.34	0.00	1.18
VERMONT	63.16	7.89	13.16	2.63	7.89	0.00	2.63	2.63
VIRGINIA	20.68	19.98	54.00	2.49	0.57	0.92	0.09	1.27
WASHINGTON	53.13	10.63	32.34	1.83	0.38	0.23	0.00	1.45
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	15.54	50.36	32.43	1.13	0.03	0.36	0.00	0.15
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	23.53	52.94	17.65	0.00	5.88	0.00	0.00	0.00
NORTHERN MARIANAS	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	0.00	0.00	93.10	3.45	0.00	0.00	0.00	3.45
BUR. OF INDIAN AFFAIRS	11.66	52.15	28.83	0.00	0.61	1.23	5.52	0.00
U.S. AND OUTLYING AREAS	11.35	21.86	45.40	13.89	4.47	0.86	0.61	1.56
50 STATES, D.C. & P.R.	11.33	21.78	45.44	13.95	4.48	0.86	0.60	1.56

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	146	97	73	17	3	62	0	0
ALASKA	37	25	18	0	0	0	0	0
ARIZONA	167	163	113	139	0	20	30	0
ARKANSAS	101	47	30	20	3	104	0	1
CALIFORNIA	1,047	450	2,189	21	30	221	1	3
COLORADO	195	131	122	1	0	40	0	0
CONNECTICUT	201	52	41	37	31	0	12	0
DELAWARE	11	73	11	49	0	0	0	1
DISTRICT OF COLUMBIA	0	3	15	0	0	0	0	0
FLORIDA	199	111	588	69	0	100	0	0
GEORGIA	149	124	272	59	2	20	0	1
HAWAII	69	46	59	7	0	0	0	0
IDAHO	87	31	11	0	0	0	0	0
ILLINOIS	193	324	739	42	4	51	0	0
INDIANA	292	52	197	51	0	55	1	0
IOWA	199	91	28	0	0	61	0	0
KANSAS	70	55	78	5	0	43	0	0
KENTUCKY	134	79	48	6	1	73	0	0
LOUISIANA	166	131	248	0	4	58	0	0
MAINE	77	20	15	15	0	4	1	0
MARYLAND	225	57	139	51	0	81	0	1
MASSACHUSETTS	272	43	186	6	60	0	10	1
MICHIGAN	596	154	431	4	0	30	1	2
MINNESOTA	502	148	90	27	7	49	0	0
MISSISSIPPI	30	96	86	20	0	30	0	0
MISSOURI	160	92	237	32	9	48	4	2
MONTANA	76	12	20	3	0	0	0	0
NEBRASKA	180	45	56	8	1	6	0	2
NEVADA	29	19	73	1	0	0	0	1
NEW HAMPSHIRE	12	4	3	88	3	0	5	0
NEW JERSEY	152	35	274	62	49	52	2	1
NEW MEXICO	98	33	37	0	0	29	0	0
NEW YORK	681	347	574	217	315	67	12	3
NORTH CAROLINA	410	142	145	2	2	183	0	1
NORTH DAKOTA	35	8	4	2	0	0	1	0
OHIO	302	453	279	18	0	21	0	1
OKLAHOMA	110	47	95	19	0	1	0	1
OREGON	310	43	102	2	17	22	0	8
PENNSYLVANIA	726	190	328	3	168	1	36	10
PUERTO RICO	36	153	166	1	74	0	0	1
RHODE ISLAND	25	7	5	41	0	0	0	0
SOUTH CAROLINA	155	134	128	17	0	33	0	0
SOUTH DAKOTA	49	10	1	15	0	6	0	0
TENNESSEE	315	63	125	62	1	32	0	1
TEXAS	235	923	2,115	15	6	102	0	8
UTAH	121	32	17	0	0	157	0	1
VERMONT	62	2	2	0	1	0	13	0
VIRGINIA	170	109	241	1	0	49	1	1
WASHINGTON	615	372	289	3	65	53	0	6
WEST VIRGINIA	16	86	22	11	1	18	0	1
WISCONSIN	92	13	16	2	0	11	0	0
WYOMING	42	26	12	20	0	0	1	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	6	0	8	0	0	0	0	0
NORTHERN MARIANAS	7	0	0	0	0	0	0	0
PALAU	4	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	9	2	0	0	3	0	0
U.S. AND OUTLYING AREAS	10,405	6,012	11,210	1,291	857	1,996	131	59
50 STATES, D.C. & P.R.	10,379	6,003	11,193	1,291	857	1,993	131	59

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.



Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	36.68	24.37	18.34	4.27	0.75	15.58	0.00	0.00
ALASKA	46.25	31.25	22.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	26.42	25.79	17.88	21.99	0.00	3.16	4.75	0.00
ARKANSAS	33.01	15.36	9.80	6.54	0.98	33.99	0.00	0.33
CALIFORNIA	26.43	11.36	55.25	0.53	0.76	5.58	0.03	0.08
COLORADO	39.88	26.79	24.95	0.20	0.00	8.18	0.00	0.00
CONNECTICUT	53.74	13.90	10.96	9.89	8.29	0.00	3.21	0.00
DELAWARE	7.59	50.34	7.59	33.79	0.00	0.00	0.00	0.69
DISTRICT OF COLUMBIA	0.00	16.67	83.33	0.00	0.00	0.00	0.00	0.00
FLORIDA	18.65	10.40	55.11	6.47	0.00	9.37	0.00	0.00
GEORGIA	23.76	19.78	43.38	9.41	0.32	3.19	0.00	0.16
HAWAII	38.12	25.41	32.60	3.87	0.00	0.00	0.00	0.00
IDAHO	67.44	24.03	8.53	0.00	0.00	0.00	0.00	0.00
ILLINOIS	14.26	23.95	54.62	3.10	0.30	3.77	0.00	0.00
INDIANA	45.06	8.02	30.40	7.87	0.00	8.49	0.15	0.00
IOWA	52.51	24.01	7.39	0.00	0.00	16.09	0.00	0.00
KANSAS	27.89	21.91	31.08	1.99	0.00	17.13	0.00	0.00
KENTUCKY	39.30	23.17	14.08	1.76	0.29	21.41	0.00	0.00
LOUISIANA	27.35	21.58	40.86	0.00	0.66	9.56	0.00	0.00
MAINE	58.33	15.15	11.36	11.36	0.00	3.03	0.76	0.00
MARYLAND	40.61	10.29	25.09	9.21	0.00	14.62	0.00	0.18
MASSACHUSETTS	47.06	7.44	32.18	1.04	10.38	0.00	1.73	0.17
MICHIGAN	48.93	12.64	35.39	0.33	0.00	2.46	0.08	0.16
MINNESOTA	61.00	17.98	10.94	3.28	0.85	5.95	0.00	0.00
MISSISSIPPI	11.45	36.64	32.82	7.63	0.00	11.45	0.00	0.00
MISSOURI	27.40	15.75	40.58	5.48	1.54	8.22	0.68	0.34
MONTANA	68.47	10.81	18.02	2.70	0.00	0.00	0.00	0.00
NEBRASKA	60.40	15.10	18.79	2.68	0.34	2.01	0.00	0.67
NEVADA	23.58	15.45	59.35	0.81	0.00	0.00	0.00	0.81
NEW HAMPSHIRE	10.43	3.48	2.61	76.52	2.61	0.00	4.35	0.00
NEW JERSEY	24.24	5.58	43.70	9.89	7.81	8.29	0.32	0.16
NEW MEXICO	49.75	16.75	18.78	0.00	0.00	14.72	0.00	0.00
NEW YORK	30.73	15.66	25.90	9.79	14.21	3.02	0.54	0.14
NORTH CAROLINA	46.33	16.05	16.38	0.23	0.23	20.68	0.00	0.11
NORTH DAKOTA	70.00	16.00	8.00	4.00	0.00	0.00	2.00	0.00
OHIO	28.12	42.18	25.98	1.68	0.00	1.96	0.00	0.09
OKLAHOMA	40.29	17.22	34.80	6.96	0.00	0.37	0.00	0.37
OREGON	61.51	8.53	20.24	0.40	3.37	4.37	0.00	1.59
PENNSYLVANIA	49.66	13.00	22.44	0.21	11.49	0.07	2.46	0.68
PUERTO RICO	8.35	35.50	38.52	0.23	17.17	0.00	0.00	0.23
RHODE ISLAND	32.05	8.97	6.41	52.56	0.00	0.00	0.00	0.00
SOUTH CAROLINA	33.19	28.69	27.41	3.64	0.00	7.07	0.00	0.00
SOUTH DAKOTA	60.49	12.35	1.23	18.52	0.00	7.41	0.00	0.00
TENNESSEE	52.59	10.52	20.87	10.35	0.17	5.34	0.00	0.17
TEXAS	6.90	27.12	62.13	0.44	0.18	3.00	0.00	0.24
UTAH	36.89	9.76	5.18	0.00	0.00	47.87	0.00	0.30
VERMONT	77.50	2.50	2.50	0.00	1.25	0.00	16.25	0.00
VIRGINIA	29.72	19.06	42.13	0.17	0.00	8.57	0.17	0.17
WASHINGTON	43.83	26.51	20.60	0.21	4.63	3.78	0.00	0.43
WEST VIRGINIA	10.32	55.48	14.19	7.10	0.65	11.61	0.00	0.65
WISCONSIN	68.66	9.70	11.94	1.49	0.00	8.21	0.00	0.00
WYOMING	41.58	25.74	11.88	19.80	0.00	0.00	0.99	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	42.86	0.00	57.14	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	39.13	39.13	8.70	0.00	0.00	13.04	0.00	0.00
U.S. AND OUTLYING AREAS	32.56	18.81	35.07	4.04	2.68	6.25	0.41	0.18
50 STATES, D.C. & P.R.	32.53	18.81	35.08	4.05	2.69	6.25	0.41	0.18

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ORTHOPEdic IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	131	60	63	3	0	1	0	4
ALASKA	27	11	8	0	0	0	0	0
ARIZONA	189	118	121	1	1	0	0	2
ARKANSAS	37	35	24	0	3	0	2	0
CALIFORNIA	1,244	502	2,823	261	12	0	0	27
COLORADO	507	484	118	7	0	0	1	7
CONNECTICUT	141	13	19	0	0	0	1	0
DELAWARE	31	65	63	11	0	0	1	16
DISTRICT OF COLUMBIA	6	0	15	23	0	0	0	0
FLORIDA	1,035	353	1,294	51	23	0	0	29
GEORGIA	131	155	168	0	0	0	0	0
HAWAII	46	11	14	0	0	0	0	2
IDAHO	61	17	10	0	0	0	0	0
ILLINOIS	355	200	531	257	6	9	1	4
INDIANA	301	11	147	2	0	1	0	3
IOWA	339	155	47	2	0	0	1	11
KANSAS	226	32	46	0	13	0	0	3
KENTUCKY	130	49	30	0	.	.	.	1
LOUISIANA	200	165	294	10	1	7	0	5
MAINE	66	18	3	0	0	0	0	1
MARYLAND	143	41	133	12	11	0	0	0
MASSACHUSETTS	305	25	86	1	15	.	1	7
MICHIGAN	1,605	607	798	57	.	0	0	17
MINNESOTA	481	201	21	8	0	0	0	3
MISSISSIPPI	59	158	232	31	0	0	1	39
MISSOURI	199	90	192	64	0	0	0	2
MONTANA	28	4	1	0	0	0	0	0
NEBRASKA	204	43	34	4	0	0	0	16
NEVADA	21	61	4	5	0	0	0	0
NEW HAMPSHIRE	54	23	17	7	0	0	0	0
NEW JERSEY	92	22	62	13	32	40	0	5
NEW MEXICO	118	47	84	0	0	0	0	1
NEW YORK	685	354	398	35	51	3	1	3
NORTH CAROLINA	346	81	99	14	1	0	0	0
NORTH DAKOTA	40	10	16	0	0	0	1	1
OHIO	479	196	239	43	0	0	0	246
OKLAHOMA	132	24	48	0	0	0	0	0
OREGON	228	60	91	12	2	0	1	9
PENNSYLVANIA	93	48	326	55	72	0	7	4
PUERTO RICO	84	163	63	4	85	3	0	38
RHODE ISLAND	40	41	25	0	5	0	0	1
SOUTH CAROLINA	126	122	140	5	0	0	0	0
SOUTH DAKOTA	54	13	3	0	1	0	5	1
TENNESSEE	221	98	201	34	3	0	0	33
TEXAS	321	1,070	1,053	15	1	0	0	106
UTAH	47	20	42	0	0	0	0	10
VERMONT	48	0	1	0	1	0	0	0
VIRGINIA	189	111	158	9	7	0	0	1
WASHINGTON	428	185	104	4	2	0	0	6
WEST VIRGINIA	44	46	49	0	0	0	0	0
WISCONSIN	285	59	40	1	0	0	0	0
WYOMING	61	25	16	0	0	0	0	1
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	10	1	0	0	0	0	0	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	4	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	8	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	12,486	6,511	10,616	1,061	348	64	24	665
50 STATES, D.C. & P.R.	12,463	6,502	10,614	1,061	348	64	24	665

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ORTHOPEDIC IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	50.00	22.90	24.05	1.15	0.00	0.38	0.00	1.53
ALASKA	58.70	23.91	17.39	0.00	0.00	0.00	0.00	0.00
ARIZONA	43.75	27.31	28.01	0.23	0.23	0.00	0.00	0.46
ARKANSAS	36.63	34.65	23.76	0.00	2.97	0.00	1.98	0.00
CALIFORNIA	25.55	10.31	57.98	5.36	0.25	0.00	0.00	0.55
COLORADO	45.11	43.06	10.50	0.62	0.00	0.00	0.09	0.62
CONNECTICUT	81.03	7.47	10.92	0.00	0.00	0.00	0.57	0.00
DELAWARE	16.58	34.76	33.69	5.88	0.00	0.00	0.53	8.56
DISTRICT OF COLUMBIA	13.64	0.00	34.09	52.27	0.00	0.00	0.00	0.00
FLORIDA	37.16	12.68	46.46	1.83	0.83	0.00	0.00	1.04
GEORGIA	28.85	34.14	37.00	0.00	0.00	0.00	0.00	0.00
HAWAII	63.01	15.07	19.18	0.00	0.00	0.00	0.00	2.74
IDAHO	69.32	19.32	11.36	0.00	0.00	0.00	0.00	0.00
ILLINOIS	26.05	14.67	38.96	18.86	0.44	0.66	0.07	0.29
INDIANA	64.73	2.37	31.61	0.43	0.00	0.22	0.00	0.65
IOWA	61.08	27.93	8.47	0.36	0.00	0.00	0.18	1.98
KANSAS	70.63	10.00	14.38	0.00	4.06	0.00	0.00	0.94
KENTUCKY	61.90	23.33	14.29	0.00	.	.	.	0.48
LOUISIANA	29.33	24.19	43.11	1.47	0.15	1.03	0.00	0.73
MAINE	75.00	20.45	3.41	0.00	0.00	0.00	0.00	1.14
MARYLAND	42.06	12.06	39.12	3.53	3.24	0.00	0.00	0.00
MASSACHUSETTS	69.32	5.68	19.55	0.23	3.41	.	0.23	1.59
MICHIGAN	52.04	19.68	25.88	1.85	.	0.00	0.00	0.55
MINNESOTA	67.37	28.15	2.94	1.12	0.00	0.00	0.00	0.42
MISSISSIPPI	11.35	30.38	44.62	5.96	0.00	0.00	0.00	0.00
MISSOURI	36.38	16.45	35.10	11.70	0.00	0.00	0.00	0.37
MONTANA	84.85	12.12	3.03	0.00	0.00	0.00	0.00	0.00
NEBRASKA	67.77	14.29	11.30	1.33	0.00	0.00	0.00	5.32
NEVADA	23.08	67.03	4.40	5.49	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	53.47	22.77	16.83	6.93	0.00	0.00	0.00	0.00
NEW JERSEY	34.59	8.27	23.31	4.89	12.03	15.04	0.00	1.88
NEW MEXICO	47.20	18.80	33.60	0.00	0.00	0.00	0.00	0.40
NEW YORK	44.77	23.14	26.01	2.29	3.33	0.20	0.07	0.20
NORTH CAROLINA	63.96	14.97	18.30	2.59	0.18	0.00	0.00	0.00
NORTH DAKOTA	58.82	14.71	23.53	0.00	0.00	0.00	1.47	1.47
OHIO	39.82	16.29	19.87	3.57	0.00	0.00	0.00	20.45
OKLAHOMA	64.71	11.76	23.53	0.00	0.00	0.00	0.00	0.00
OREGON	56.58	14.89	22.58	2.98	0.50	0.00	0.25	2.23
PENNSYLVANIA	15.37	7.93	53.88	9.09	11.90	0.00	1.16	0.66
PUERTO RICO	19.09	37.05	14.32	0.91	19.32	0.68	0.00	8.64
RHODE ISLAND	35.71	36.61	22.32	0.00	4.46	0.00	0.00	0.89
SOUTH CAROLINA	32.06	31.04	35.62	1.27	0.00	0.00	0.00	0.00
SOUTH DAKOTA	70.13	16.88	3.90	0.00	1.30	0.00	6.49	1.30
TENNESSEE	37.46	16.61	34.07	5.76	0.51	0.00	0.00	5.59
TEXAS	12.51	41.70	41.04	0.58	0.04	0.00	0.00	4.13
UTAH	39.50	16.81	35.29	0.00	0.00	0.00	0.00	8.40
VERMONT	96.00	0.00	2.00	0.00	2.00	0.00	0.00	0.00
VIRGINIA	39.79	23.37	33.26	1.89	1.47	0.00	0.00	0.21
WASHINGTON	58.71	25.38	14.27	0.55	0.27	0.00	0.00	0.82
WEST VIRGINIA	31.65	33.09	35.25	0.00	0.00	0.00	0.00	0.00
WISCONSIN	74.03	15.32	10.39	0.26	0.00	0.00	0.00	0.00
WYOMING	59.22	24.27	15.53	0.00	0.00	0.00	0.00	0.97
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	38.46	61.54	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	39.30	20.49	33.41	3.34	1.10	0.20	0.08	2.09
50 STATES, D.C. & P.R.	39.26	20.48	33.44	3.34	1.10	0.20	0.08	2.10

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Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER PUBLIC SEPAR FACIL PRIVATE SEPAR FACIL		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	289	113	115	7	0	1	1	8
ALASKA	53	45	25	0	0	1	0	1
ARIZONA	90	80	26	2	0	0	0	8
ARKANSAS	201	285	88	2	7	0	0	6
CALIFORNIA	3,395	490	2,060	57	39	0	0	38
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	587	91	65	2	5	0	1	1
DELAWARE	30	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	17	48	1	0	0	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	350	391	245	3	0	0	1	302
HAWAII	53	53	58	0	0	0	0	6
IDAHO	114	33	18	0	0	0	0	2
ILLINOIS	166	220	195	75	4	0	0	4
INDIANA	148	32	86	1	0	0	0	63
IOWA	0	0	0	0	0	0	0	4
KANSAS	275	200	119	1	0	0	1	0
KENTUCKY	163	108	22	0	0	1	0	4
LOUISIANA	475	461	602	7	0	0	0	9
MAINE	149	111	32	0	0	2	0	27
MARYLAND	501	164	306	55	15	0	0	6
MASSACHUSETTS	171	46	63	2	11	0	2	21
MICHIGAN	0	0	0	0	0	0	3	108
MINNESOTA	741	242	28	7	0	1	3	6
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	791	220	111	8	2	0	0	22
MONTANA	86	38	5	0	0	0	0	0
NEBRASKA	223	79	100	10	0	0	0	0
NEVADA	34	122	11	3	0	0	0	15
NEW HAMPSHIRE	341	150	128	20	5	0	9	23
NEW JERSEY	70	38	33	2	5	0	0	2
NEW MEXICO	147	92	113	0	0	0	0	43
NEW YORK	1,684	705	1,057	105	18	4	5	1
NORTH CAROLINA	1,128	383	311	5	4	2	0	14
NORTH DAKOTA	70	11	17	2	1	1	2	28
OHIO	146	18	18	6	0	0	0	4
OKLAHOMA	74	54	59	4	0	0	0	364
OREGON	370	121	86	8	5	1	0	6
PENNSYLVANIA	49	27	23	0	0	0	27	9
PUERTO RICO	64	224	55	5	5	1	0	1
RHODE ISLAND	106	39	61	0	3	0	0	54
SOUTH CAROLINA	42	184	39	1	0	0	2	14
SOUTH DAKOTA	61	15	11	0	0	0	0	1
TENNESSEE	1,198	482	241	26	6	0	3	0
TEXAS	695	3,665	2,389	26	5	8	0	133
UTAH	98	64	73	3	0	0	0	441
VERMONT	162	4	2	0	0	0	0	4
VIRGINIA	484	287	226	0	1	0	0	7
WASHINGTON	2,517	1,800	962	13	16	2	0	3
WEST VIRGINIA	39	86	7	0	0	0	2	8
WISCONSIN	197	62	21	1	0	0	0	4
WYOMING	94	63	24	0	1	4	0	13
AMERICAN SAMOA	0	0	0	0	0	0	0	1
GUAM	12	2	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	18	20	8	0	0	0	0	1
U.S. AND OUTLYING AREAS	18,953	12,220	10,365	517	159	31	62	1,841
50 STATES, D.C. & P.R.	18,923	12,198	10,353	517	159	31	62	1,839

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Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	54.12	21.16	21.54	1.31	0.00	0.19	0.19	1.50
ALASKA	42.40	36.00	20.00	0.00	0.00	0.80	0.00	0.80
ARIZONA	43.69	38.83	12.62	0.97	0.00	0.00	0.00	3.88
ARKANSAS	34.13	48.39	14.94	0.34	1.19	0.00	0.00	1.02
CALIFORNIA	55.85	8.06	33.89	0.94	0.64	0.00	0.00	0.63
COLORADO								
CONNECTICUT	78.06	12.10	8.64	0.27	0.66	0.00	0.13	0.13
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	2.94	0.00	25.00	70.59	1.47	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
GEORGIA	35.14	39.26	24.60	0.30	0.00	0.00	0.10	0.60
HAWAII	31.93	31.93	34.94	0.00	0.00	0.00	0.00	1.20
IDAHO	67.46	19.53	10.65	0.00	0.00	0.00	0.00	2.37
ILLINOIS	22.96	30.43	26.97	10.37	0.55	0.00	0.00	8.71
INDIANA	54.61	11.81	31.73	0.37	0.00	0.00	0.00	1.48
IOWA								
KANSAS	45.83	33.33	19.83	0.17	0.00	0.00	0.17	0.67
KENTUCKY	53.80	35.64	7.26	0.00		0.33		2.97
LOUISIANA	30.18	29.29	38.25	0.44	0.00	0.13	0.00	1.72
MAINE	50.00	37.25	10.74	0.00	0.00	0.00	0.00	2.01
MARYLAND	47.09	15.41	28.76	5.17	1.41	0.00	0.19	1.97
MASSACHUSETTS	42.33	11.39	15.59	0.50	2.72		0.74	26.73
MICHIGAN								
MINNESOTA	72.08	23.54	2.72	0.68	0.00	0.10	0.29	0.58
MISSISSIPPI								
MISSOURI	68.54	19.06	9.62	0.69	0.17	0.00	0.00	1.91
MONTANA	66.67	29.46	3.88	0.00	0.00	0.00	0.00	0.00
NEBRASKA	52.22	18.50	23.42	2.34	0.00	0.00	0.00	3.51
NEVADA	17.62	63.21	5.70	1.55	0.00	0.00	0.00	11.92
NEW HAMPSHIRE	52.06	22.90	19.54	3.05	0.76	0.00	1.37	0.31
NEW JERSEY	36.65	19.90	17.28	1.05	2.62	0.00	0.00	22.51
NEW MEXICO	41.64	26.06	32.01	0.00	0.00	0.00	0.00	0.28
NEW YORK	46.88	19.63	29.43	2.92	0.50	0.11	0.14	0.39
NORTH CAROLINA	60.61	20.58	16.71	0.27	0.21	0.11	0.00	1.50
NORTH DAKOTA	64.81	10.19	15.74	1.85	0.93	0.93	1.85	3.70
OHIO	26.45	3.26	3.26	1.09	0.00	0.00	0.00	65.94
OKLAHOMA	37.56	27.41	29.95	2.03	0.00	0.00	0.00	3.05
OREGON	59.01	19.30	13.72	1.28	0.80	0.16	4.31	1.44
PENNSYLVANIA	49.00	27.00	23.00	0.00	0.00	0.00	0.00	1.00
PUERTO RICO	15.69	54.90	13.48	1.23	1.23	0.25	0.00	13.24
RHODE ISLAND	47.11	17.33	27.11	0.00	1.33	0.00	0.89	6.22
SOUTH CAROLINA	15.73	68.91	14.61	0.37	0.00	0.00	0.00	0.37
SOUTH DAKOTA	70.11	17.24	12.64	0.00	0.00	0.00	0.00	0.00
TENNESSEE	57.35	23.07	11.54	1.24	0.29	0.00	0.14	6.37
TEXAS	9.61	50.70	33.05	0.36	0.07	0.11	0.00	6.10
UTAH	40.50	26.45	30.17	1.24	0.00	0.00	0.00	1.65
VERMONT	92.57	2.29	1.14	0.00	0.00	0.00	0.00	4.00
VIRGINIA	48.26	28.61	22.53	0.00	0.10	0.20	0.00	0.30
WASHINGTON	47.31	33.83	18.08	0.24	0.30	0.04	0.04	0.15
WEST VIRGINIA	28.68	63.24	5.15	0.00	0.00	0.00	0.00	2.94
WISCONSIN	67.01	21.09	7.14	0.34	0.00	0.00	0.00	4.42
WYOMING	50.27	33.69	12.83	0.00	0.53	2.14	0.00	0.53
AMERICAN SAMOA								
GUAM	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	75.00	0.00	0.00	0.00	0.00	25.00
BUR. OF INDIAN AFFAIRS	38.30	42.55	17.02	0.00	0.00	0.00	0.00	2.13
U. S. AND OUTLYING AREAS	42.93	27.68	23.48	1.17	0.36	0.07	0.14	4.17
50 STATES, D.C. & P.R.	42.93	27.67	23.49	1.17	0.36	0.07	0.14	4.17

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## VISUAL IMPAIRMENTS

STATE	-----NUMBER-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	96	31	14	12	0	31	0	0
ALASKA	14	8	112	0	0	0	0	0
ARIZONA	94	59	19	5	0	8	7	1
ARKANSAS	18	17	7	0	0	72	0	0
CALIFORNIA	655	249	606	32	8	3	0	8
COLORADO	90	32	5	0	0	9	0	0
CONNECTICUT	122	28	55	11	9	0	1	6
DELAWARE	30	23	7	3	8	0	0	0
DISTRICT OF COLUMBIA	0	0	10	1	0	0	1	0
FLORIDA	242	85	115	27	0	12	0	5
GEORGIA	113	51	31	4	0	31	0	0
HAWAII	13	2	7	0	0	0	0	0
IDAHO	30	6	1	0	0	0	0	0
ILLINOIS	171	232	131	8	1	17	0	0
INDIANA	174	6	28	0	0	58	0	0
IOWA	40	19	6	0	0	16	1	0
KANSAS	67	13	8	0	0	11	0	1
KENTUCKY	134	41	2	1	0	23	0	0
LOUISIANA	77	39	78	3	0	9	0	0
MAINE	31	11	4	0	0	0	0	0
MARYLAND	108	27	21	18	0	39	2	0
MASSACHUSETTS	189	41	46	1	6	0	3	1
MICHIGAN	246	58	78	3	0	0	0	2
MINNESOTA	114	19	7	0	0	16	0	0
MISSISSIPPI	17	21	43	11	0	19	0	3
MISSOURI	93	49	35	12	6	7	0	0
MONTANA	24	5	11	0	0	0	0	0
NEBRASKA	65	21	5	2	0	1	0	1
NEVADA	12	8	30	0	0	0	0	0
NEW HAMPSHIRE	8	1	1	37	0	0	0	0
NEW JERSEY	101	11	8	2	6	4	0	0
NEW MEXICO	34	9	17	0	0	7	0	0
NEW YORK	334	85	160	16	46	26	1	3
NORTH CAROLINA	166	65	21	2	1	18	0	2
NORTH DAKOTA	21	1	2	2	0	0	0	0
OHIO	176	116	109	4	0	20	0	0
OKLAHOMA	72	15	29	10	1	20	0	0
OREGON	106	11	35	2	2	12	0	12
PENNSYLVANIA	421	36	95	4	63	0	36	1
PUERTO RICO	43	162	30	0	2	32	0	1
RHODE ISLAND	21	8	6	0	3	0	0	0
SOUTH CAROLINA	90	58	29	8	0	3	0	0
SOUTH DAKOTA	23	3	1	1	0	1	1	0
TENNESSEE	277	53	29	3	2	41	0	2
TEXAS	180	468	352	10	1	45	0	17
UTAH	52	16	9	0	0	93	0	0
VERMONT	15	0	0	0	1	0	0	1
VIRGINIA	169	45	10	0	3	12	0	2
WASHINGTON	55	65	12	7	1	8	0	1
WEST VIRGINIA	20	39	1	4	0	13	0	0
WISCONSIN	94	8	12	4	0	6	0	0
WYOMING	13	6	3	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	3	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	1	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	3	0	0	0	3	0	0
U.S. AND OUTLYING AREAS	5,579	2,489	2,494	270	170	746	53	70
50 STATES, D.C. & P.R.	5,570	2,482	2,493	270	170	743	53	70

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	52.17	16.85	7.61	6.52	0.00	16.85	0.00	0.00
ALASKA	10.45	5.97	83.58	0.00	0.00	0.00	0.00	0.00
ARIZONA	48.70	30.57	9.84	2.59	0.00	4.15	3.63	0.52
ARKANSAS	15.79	14.91	6.14	0.00	0.00	63.16	0.00	0.00
CALIFORNIA	41.96	15.95	38.82	2.05	0.51	0.19	0.00	0.51
COLORADO	66.18	23.53	3.68	0.00	0.00	6.62	0.00	0.00
CONNECTICUT	52.59	12.07	23.71	4.74	3.88	0.00	0.43	2.59
DELAWARE	42.25	32.39	9.86	4.23	11.27	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	83.33	8.33	0.00	0.00	8.33	0.00
FLORIDA	49.79	17.49	23.66	5.56	0.00	2.47	0.00	1.03
GEORGIA	49.13	22.17	13.48	1.74	0.00	13.48	0.00	0.00
HAWAII	59.09	9.09	31.82	0.00	0.00	0.00	0.00	0.00
IDAHO	81.08	16.22	2.70	0.00	0.00	0.00	0.00	0.00
ILLINOIS	30.54	41.43	23.39	1.43	0.18	3.04	0.00	0.00
INDIANA	65.41	2.26	10.53	0.00	0.00	21.80	0.00	0.00
IOWA	48.78	23.17	7.32	0.00	0.00	19.51	1.22	0.00
KANSAS	67.00	13.00	8.00	0.00	0.00	11.00	0.00	1.00
KENTUCKY	66.67	20.40	1.00	0.50	.	11.44	0.00	0.00
LOUISIANA	37.38	18.93	37.86	1.46	0.00	4.37	0.00	0.00
MAINE	67.39	23.91	8.70	0.00	0.00	0.00	0.00	0.00
MARYLAND	50.23	12.56	9.77	8.37	0.00	18.14	0.93	0.00
MASSACHUSETTS	65.85	14.29	16.03	0.35	2.09	.	1.05	0.35
MICHIGAN	63.57	14.99	20.16	0.78	.	0.00	0.00	0.52
MINNESOTA	73.08	12.18	4.49	0.00	0.00	10.26	0.00	0.00
MISSISSIPPI	14.91	18.42	37.72	9.65	0.00	16.67	0.00	2.63
MISSOURI	46.04	24.26	17.33	5.94	2.97	3.47	0.00	0.00
MONTANA	60.00	12.50	27.50	0.00	0.00	0.00	0.00	0.00
NEBRASKA	68.42	22.11	5.26	2.11	0.00	1.05	0.00	1.05
NEVADA	24.00	16.00	60.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	17.02	2.13	2.13	78.72	0.00	0.00	0.00	0.00
NEW JERSEY	76.52	8.33	6.06	1.52	4.55	3.03	0.00	0.00
NEW MEXICO	50.75	13.43	25.37	0.00	0.00	10.45	0.00	0.00
NEW YORK	49.78	12.67	23.85	2.38	6.86	3.87	0.15	0.45
NORTH CAROLINA	60.36	23.64	7.64	0.73	0.36	6.55	0.00	0.73
NORTH DAKOTA	80.77	3.85	7.69	7.69	0.00	0.00	0.00	0.00
OHIO	41.41	27.29	25.65	0.94	0.00	4.71	0.00	0.00
OKLAHOMA	48.98	10.20	19.73	6.80	0.68	13.61	0.00	0.00
OREGON	58.89	6.11	19.44	1.11	1.11	6.67	0.00	6.67
PENNSYLVANIA	64.18	5.49	14.48	0.61	9.60	0.00	5.49	0.15
PUERTO RICO	15.93	60.00	11.11	0.00	0.74	11.85	0.00	0.37
RHODE ISLAND	55.26	21.05	15.79	0.00	0.00	7.89	0.00	0.00
SOUTH CAROLINA	47.87	30.85	15.43	4.26	0.00	1.60	0.00	0.00
SOUTH DAKOTA	76.67	10.00	3.33	3.33	0.00	3.33	3.33	0.00
TENNESSEE	68.06	13.02	7.13	0.74	0.49	10.07	0.00	0.49
TEXAS	16.78	43.62	32.81	0.93	0.09	4.19	0.00	1.58
UTAH	30.59	9.41	5.29	0.00	0.00	54.71	0.00	0.00
VERMONT	88.24	0.00	0.00	0.00	5.88	0.00	0.00	5.88
VIRGINIA	70.12	18.67	4.15	0.00	1.24	4.98	0.00	0.83
WASHINGTON	36.91	43.62	8.05	4.70	0.67	5.37	0.00	0.67
WEST VIRGINIA	25.97	50.65	1.30	5.19	0.00	16.88	0.00	0.00
WISCONSIN	75.81	6.45	9.68	3.23	0.00	4.84	0.00	0.00
WYOMING	59.09	27.27	13.64	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	55.56	33.33	11.11	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	33.33	0.00	0.00	0.00	33.33	0.00	0.00
U.S. AND OUTLYING AREAS	47.00	20.97	21.01	2.27	1.43	6.28	0.45	0.59
50 STATES, D.C. & P.R.	47.00	20.94	21.04	2.28	1.43	6.27	0.45	0.59

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8	10	35	23	0	3	23	0
ALASKA	0	4	10	0	0	0	0	0
ARIZONA	6	10	98	2	29	0	0	0
ARKANSAS	6	12	35	0	6	0	0	0
CALIFORNIA	67	64	884	49	50	48	4	5
COLORADO	1	3	12	0	0	0	0	0
CONNECTICUT	37	18	49	30	14	0	2	0
DELAWARE	0	22	3	58	0	0	0	0
DISTRICT OF COLUMBIA	0	0	17	0	3	0	0	0
FLORIDA	19	12	439	111	0	0	0	0
GEORGIA	8	16	123	0	0	0	0	1
HAWAII	3	5	32	0	0	0	0	0
IDAHO	10	6	18	1	0	0	0	0
ILLINOIS	21	14	205	54	84	1	1	0
INDIANA	66	10	181	17	0	0	0	0
IOWA	56	25	8	5	0	0	0	0
KANSAS	18	11	55	3	0	0	0	1
KENTUCKY	14	12	34	2	.	.	.	0
LOUISIANA	8	2	286	22	0	6	1	1
MAINE	16	19	20	0	1	0	1	1
MARYLAND	16	4	94	16	2	0	2	0
MASSACHUSETTS	14	2	125	7	31	.	17	1
MICHIGAN	125	78	346	173	.	0	1	2
MINNESOTA	100	63	79	15	2	1	2	0
MISSISSIPPI	1	0	1	0	0	0	0	4
MISSOURI	36	40	211	32	9	0	1	1
MONTANA	17	4	4	0	0	0	0	0
NEBRASKA	6	9	11	0	0	0	0	1
NEVADA	2	0	17	2	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	0	64	83	257	6	1	2
NEW MEXICO	1	3	15	0	0	0	0	0
NEW YORK	88	36	136	692	104	5	19	1
NORTH CAROLINA	58	21	397	68	9	0	0	0
NORTH DAKOTA	6	3	4	0	0	0	3	0
OHIO	0	28	41	13	0	0	0	2
OKLAHOMA	7	7	46	4	0	5	0	0
OREGON	143	38	176	7	2	1	0	3
PENNSYLVANIA	21	24	457	43	28	0	4	0
PUERTO RICO	3	9	151	2	1	0	0	9
RHODE ISLAND	0	1	8	0	4	0	1	0
SOUTH CAROLINA	6	12	61	4	0	0	0	0
SOUTH DAKOTA	7	5	7	0	0	0	2	1
TENNESSEE	69	9	135	3	5	0	1	0
TEXAS	18	179	787	13	2	0	2	1
UTAH	9	1	46	8	0	2	0	0
VERMONT	18	1	2	1	0	0	0	1
VIRGINIA	7	33	290	45	6	0	6	1
WASHINGTON	14	5	18	0	0	0	0	0
WEST VIRGINIA	14	12	35	0	0	0	0	0
WISCONSIN	21	35	78	8	0	1	0	0
WYOMING	1	3	7	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	2	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,195	942	6,396	1,616	649	79	95	39
50 STATES, D.C. & P.R.	1,194	940	6,393	1,616	649	79	94	39

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DATA AS OF OCTOBER 1, 1995.



Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7.84	9.80	34.31	22.55	0.00	2.94	22.55	0.00
ALASKA	0.00	28.57	71.43	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.14	6.90	67.59	1.38	20.00	0.00	0.00	0.00
ARKANSAS	10.17	20.34	59.32	0.00	10.17	0.00	0.00	0.00
CALIFORNIA	5.72	5.47	75.49	4.18	4.27	4.10	0.34	0.43
COLORADO	6.25	18.75	75.00	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	24.67	12.00	32.67	20.00	9.33	0.00	1.33	0.00
DELAWARE	0.00	26.51	3.61	69.88	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	85.00	0.00	15.00	0.00	0.00	0.00
FLORIDA	3.27	2.07	75.56	19.10	0.00	0.00	0.00	0.00
GEORGIA	5.41	10.81	83.11	0.00	0.00	0.00	0.00	0.68
HAWAII	7.50	12.50	80.00	0.00	0.00	0.00	0.00	0.00
IDAHO	28.57	17.14	51.43	2.86	0.00	0.00	0.00	0.00
ILLINOIS	5.53	3.68	53.95	14.21	22.11	0.26	0.26	0.00
INDIANA	24.09	3.65	66.06	6.20	0.00	0.00	0.00	0.00
IOWA	59.57	26.60	8.51	5.32	0.00	0.00	0.00	0.00
KANSAS	20.45	12.50	62.50	3.41	0.00	0.00	0.00	1.14
KENTUCKY	22.58	19.35	54.84	3.23	.	.	.	0.00
LOUISIANA	2.45	0.61	87.73	6.75	0.00	1.84	0.31	0.31
MAINE	27.59	32.76	34.48	0.00	1.72	0.00	1.72	1.72
MARYLAND	11.94	2.99	70.15	11.94	1.49	0.00	1.49	0.00
MASSACHUSETTS	7.11	1.02	63.45	3.55	15.74	.	8.63	0.51
MICHIGAN	17.24	10.76	47.72	23.86	.	0.00	0.14	0.28
MINNESOTA	38.17	24.05	30.15	5.73	0.76	0.38	0.76	0.00
MISSISSIPPI	16.67	0.00	16.67	0.00	0.00	0.00	0.00	66.67
MISSOURI	10.91	12.12	63.94	9.70	2.73	0.00	0.30	0.30
MONTANA	68.00	16.00	16.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	22.22	33.33	40.74	0.00	0.00	0.00	0.00	3.70
NEVADA	9.52	0.00	80.95	9.52	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.48	0.00	15.42	20.00	61.93	1.45	0.24	0.48
NEW MEXICO	5.26	15.79	78.95	0.00	0.00	0.00	0.00	0.00
NEW YORK	8.14	3.33	12.58	64.01	9.62	0.46	1.76	0.09
NORTH CAROLINA	10.49	3.80	71.79	12.30	1.63	0.00	0.00	0.00
NORTH DAKOTA	37.50	18.75	25.00	0.00	0.00	0.00	18.75	0.00
OHIO	0.00	33.33	48.81	15.48	0.00	0.00	0.00	2.38
OKLAHOMA	10.14	10.14	66.67	5.80	0.00	7.25	0.00	0.00
OREGON	38.65	10.27	47.57	1.89	0.54	0.27	0.00	0.81
PENNSYLVANIA	3.64	4.16	79.20	7.45	4.85	0.00	0.69	0.00
PUERTO RICO	1.71	5.14	86.29	1.14	0.57	0.00	0.00	5.14
RHODE ISLAND	0.00	7.14	57.14	0.00	28.57	0.00	7.14	0.00
SOUTH CAROLINA	7.23	14.46	73.49	4.82	0.00	0.00	0.00	0.00
SOUTH DAKOTA	31.82	22.73	31.82	0.00	0.00	0.00	9.09	4.55
TENNESSEE	31.08	4.05	60.81	1.35	2.25	0.00	0.45	0.00
TEXAS	1.80	17.86	78.54	1.30	0.20	0.00	0.20	0.10
UTAH	13.64	1.52	69.70	12.12	0.00	3.03	0.00	0.00
VERMONT	78.26	4.35	8.70	4.35	0.00	0.00	0.00	4.35
VIRGINIA	1.80	8.51	74.74	11.60	1.55	0.00	1.55	0.26
WASHINGTON	37.84	13.51	48.65	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	22.95	19.67	57.38	0.00	0.00	0.00	0.00	0.00
WISCONSIN	14.69	24.48	54.55	5.59	0.00	0.70	0.00	0.00
WYOMING	9.09	27.27	63.64	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.85	8.56	58.09	14.68	5.89	0.72	0.86	0.35
50 STATES, D.C. & P.R.	10.85	8.54	58.10	14.69	5.90	0.72	0.85	0.35

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	DEAF-BLINDNESS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	3	0	0	1	0	0
ALASKA	3	0	3	0	0	0	0	0
ARIZONA	.	.	0	4	0	0	.	0
ARKANSAS	0	0	0	3	0	0	0	0
CALIFORNIA	9	8	29	3	0	2	0	0
COLORADO	4	4	10	5	0	2	0	0
CONNECTICUT	2	4	3	1	2	0	0	0
DELAWARE	0	1	2	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	0	6	4	0	1	0	0
GEORGIA	2	3	1	3	0	0	0	0
HAWAII	0	1	0	0	0	0	0	0
IDAHO	2	2	1	0	0	0	0	0
ILLINOIS	2	2	2	0	0	3	0	0
INDIANA	1	1	20	1	0	0	1	1
IOWA	0	0	0	13	0	4	0	0
KANSAS	0	1	1	0	0	0	0	0
KENTUCKY	.	.	2	0	.	0	.	0
LOUISIANA	0	0	3	0	0	0	0	0
MAINE	1	0	0	0	0	2	0	0
MARYLAND	0	0	0	6	0	6	0	0
MASSACHUSETTS	.	.	7	0	3	.	2	.
MICHIGAN	.	.	7	.	.	.	.	.
MINNESOTA	5	0	3	2	0	2	0	0
MISSISSIPPI	0	2	1	1	0	0	0	0
MISSOURI	0	0	29	6	2	0	0	2
MONTANA	5	1	5	0	0	0	0	0
NEBRASKA	0	1	1	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	0	0
NEW JERSEY	1	0	0	0	12	3	1	0
NEW MEXICO	0	0	3	0	0	3	0	0
NEW YORK	1	3	1	1	3	0	1	0
NORTH CAROLINA	0	0	0	0	1	1	1	0
NORTH DAKOTA	0	3	0	0	0	14	1	0
OHIO	0	0	4	0	0	0	0	0
OKLAHOMA	1	3	6	1	0	0	1	2
OREGON	2	0	1	0	0	1	0	0
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	0	0	0	3	0	0	0	1
RHODE ISLAND	0	0	0	1	0	0	0	0
SOUTH CAROLINA	0	0	2	2	0	1	0	0
SOUTH DAKOTA	1	0	0	1	0	1	0	0
TENNESSEE	8	0	2	0	0	1	0	0
TEXAS	1	6	33	1	4	0	0	1
UTAH	1	0	3	2	0	11	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	2	2	4	0	0	2	0	0
WEST VIRGINIA	2	0	1	1	0	6	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	56	49	201	83	23	69	10	7
50 STATES, D.C. & P.R.	56	49	192	83	23	69	10	7

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## DEAF-BLINDNESS

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	75.00	0.00	0.00	25.00	0.00	0.00
ALASKA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	0.00	100.00	0.00	0.00	.	0.00
ARKANSAS	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	17.65	15.69	56.86	5.88	0.00	3.92	0.00	0.00
COLORADO	16.00	16.00	40.00	20.00	0.00	8.00	0.00	0.00
CONNECTICUT	16.67	33.33	25.00	8.33	16.67	0.00	0.00	0.00
DELAWARE	0.00	7.14	14.29	78.57	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	54.55	36.36	0.00	9.09	0.00	0.00
GEORGIA	22.22	33.33	11.11	33.33	0.00	0.00	0.00	0.00
HAWAII	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	22.22	22.22	22.22	0.00	0.00	33.33	0.00	0.00
INDIANA	4.00	4.00	80.00	4.00	0.00	0.00	4.00	4.00
IOWA	0.00	0.00	0.00	76.47	0.00	23.53	0.00	0.00
KANSAS	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	.	.	100.00	0.00	.	0.00	.	.
LOUISIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MAINE	33.33	0.00	0.00	0.00	0.00	0.00	66.67	0.00
MARYLAND	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
MASSACHUSETTS	.	.	58.33	0.00	25.00	.	16.67	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	41.67	0.00	25.00	16.67	0.00	16.67	0.00	0.00
MISSISSIPPI	0.00	50.00	25.00	25.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	74.36	15.38	5.13	0.00	0.00	5.13
MONTANA	45.45	9.09	45.45	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	5.88	0.00	0.00	0.00	70.59	17.65	5.88	0.00
NEW MEXICO	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
NEW YORK	10.00	30.00	10.00	10.00	30.00	0.00	10.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	33.33	33.33	33.33	0.00
NORTH DAKOTA	0.00	16.67	0.00	0.00	0.00	77.78	5.56	0.00
OHIO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	7.14	21.43	42.86	7.14	0.00	0.00	7.14	14.29
OREGON	50.00	0.00	25.00	0.00	0.00	25.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	75.00	0.00	0.00	0.00	25.00
RHODE ISLAND	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	40.00	40.00	0.00	20.00	0.00	0.00
SOUTH DAKOTA	33.33	0.00	0.00	33.33	0.00	33.33	0.00	0.00
TENNESSEE	72.73	0.00	18.18	0.00	0.00	9.09	0.00	0.00
TEXAS	2.17	13.04	71.74	2.17	0.00	8.70	0.00	2.17
UTAH	5.88	0.00	17.65	11.76	0.00	64.71	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	20.00	20.00	40.00	0.00	0.00	20.00	0.00	0.00
WEST VIRGINIA	20.00	0.00	10.00	10.00	0.00	60.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11.24	9.84	40.36	16.67	4.62	13.86	2.01	1.41
50 STATES, D.C. & P.R.	11.45	10.02	39.26	16.97	4.70	14.11	2.04	1.43

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	13	18	15	0	1	0	0	0
ALASKA	4	4	1	0	0	0	0	0
ARIZONA	12	17	13	0	1	0	0	0
ARKANSAS	1	6	11	0	0	0	7	1
CALIFORNIA	35	30	62	3	1	0	0	3
COLORADO	5	22	1	0	0	0	0	3
CONNECTICUT	12	2	5	0	2	0	0	2
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	5	4	0	0	0	0	0	0
GEORGIA	9	11	10	1	0	0	0	0
HAWAII	0	0	1	0	0	0	0	0
IDAHO	16	8	2	0	0	0	0	1
ILLINOIS	10	27	39	7	0	0	0	1
INDIANA	29	11	32	1	0	0	0	0
IOWA	18	9	3	0	0	0	0	0
KANSAS	25	17	21	2	0	0	0	2
KENTUCKY	11	11	3	.	.	.	.	2
LOUISIANA	2	9	10	2	0	0	0	1
MAINE	9	8	3	0	0	0	0	0
MARYLAND	14	5	22	3	2	0	1	2
MASSACHUSETTS	23	11	44	4	11	.	2	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	14	7	5	0	1	0	0	0
MISSISSIPPI	1	1	4	0	0	0	0	1
MISSOURI	15	13	41	4	0	0	0	0
MONTANA	10	3	1	0	0	0	0	0
NEBRASKA	11	9	3	0	0	0	0	0
NEVADA	1	3	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	3	0	6	1	4	0	0	1
NEW MEXICO	9	6	12	0	0	0	0	0
NEW YORK	33	17	23	4	2	1	0	0
NORTH CAROLINA	16	6	7	1	0	0	0	1
NORTH DAKOTA	5	0	0	0	0	0	0	0
OHIO	5	10	5	0	0	0	0	5
OKLAHOMA	9	13	14	1	0	0	0	0
OREGON	32	12	6	1	0	0	0	1
PENNSYLVANIA	16	54	204	3	245	0	8	2
PUERTO RICO	2	5	3	0	0	0	0	1
RHODE ISLAND	2	2	5	0	1	0	0	0
SOUTH CAROLINA	3	3	7	0	0	0	0	0
SOUTH DAKOTA	6	3	2	0	0	0	0	0
TENNESSEE	16	7	16	0	0	0	0	0
TEXAS	4	23	26	0	0	0	0	0
UTAH	13	17	77	7	0	0	0	0
VERMONT	4	0	0	0	0	0	0	0
VIRGINIA	7	12	9	1	0	0	0	1
WASHINGTON	8	3	4	0	0	0	0	0
WEST VIRGINIA	6	17	1	0	0	0	0	0
WISCONSIN	9	14	12	0	0	0	0	0
WYOMING	4	3	2	0	0	1	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	517	499	795	46	271	2	18	35
50 STATES, D.C. & P.R.	517	498	794	46	271	2	18	35

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DATA AS OF OCTOBER 1, 1995.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	27.66	38.30	31.91	0.00	2.13	0.00	0.00	0.00
ALASKA	44.44	44.44	11.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	27.91	39.53	30.23	0.00	2.33	0.00	0.00	0.00
ARKANSAS	3.85	23.08	42.31	0.00	0.00	0.00	26.92	3.85
CALIFORNIA	26.12	22.39	46.27	2.24	0.75	0.00	0.00	2.24
COLORADO	16.13	70.97	3.23	0.00	0.00	0.00	0.00	9.68
CONNECTICUT	52.17	8.70	21.74	0.00	8.70	0.00	0.00	8.70
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	55.56	44.44	0.00	0.00	0.00	0.00	0.00	0.00
GEORGIA	29.03	35.48	32.26	3.23	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	59.26	29.63	7.41	0.00	0.00	0.00	0.00	3.70
ILLINOIS	11.90	32.14	46.43	8.33	0.00	0.00	0.00	1.19
INDIANA	39.73	15.07	43.84	1.37	0.00	0.00	0.00	0.00
IOWA	60.00	30.00	10.00	0.00	0.00	0.00	0.00	0.00
KANSAS	37.31	25.37	31.34	2.99	0.00	0.00	0.00	2.99
KENTUCKY	40.74	40.74	11.11	.	.	.	.	7.41
LOUISIANA	8.33	37.50	41.67	8.33	0.00	0.00	0.00	4.17
MAINE	45.00	40.00	15.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	28.57	10.20	44.90	6.12	4.08	0.00	2.04	4.08
MASSACHUSETTS	23.47	11.22	44.90	4.08	11.22	.	2.04	3.06
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	51.85	25.93	18.52	0.00	3.70	0.00	0.00	0.00
MISSISSIPPI	14.29	14.29	57.14	0.00	0.00	0.00	0.00	14.29
MISSOURI	20.55	17.81	56.16	5.48	0.00	0.00	0.00	0.00
MONTANA	71.43	21.43	7.14	0.00	0.00	0.00	0.00	0.00
NEBRASKA	47.83	39.13	13.04	0.00	0.00	0.00	0.00	0.00
NEVADA	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	20.00	0.00	40.00	6.67	26.67	0.00	0.00	6.67
NEW MEXICO	33.33	22.22	44.44	0.00	0.00	0.00	0.00	0.00
NEW YORK	41.25	21.25	28.75	5.00	2.50	1.25	0.00	0.00
NORTH CAROLINA	51.61	19.35	22.58	3.23	0.00	0.00	0.00	3.23
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	20.00	40.00	20.00	0.00	0.00	0.00	0.00	20.00
OKLAHOMA	24.32	35.14	37.84	2.70	0.00	0.00	0.00	0.00
OREGON	61.54	23.08	11.54	1.92	0.00	0.00	0.00	1.92
PENNSYLVANIA	3.01	10.15	38.35	0.56	46.05	0.00	1.50	0.38
PUERTO RICO	18.18	45.45	27.27	0.00	0.00	0.00	0.00	9.09
RHODE ISLAND	20.00	20.00	50.00	0.00	10.00	0.00	0.00	0.00
SOUTH CAROLINA	23.08	23.08	53.85	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	37.50	50.00	12.50	0.00	0.00	0.00	0.00	0.00
TENNESSEE	41.03	17.95	41.03	0.00	0.00	0.00	0.00	0.00
TEXAS	7.55	43.40	49.06	0.00	0.00	0.00	0.00	0.00
UTAH	11.40	14.91	67.54	6.14	0.00	0.00	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	23.33	40.00	30.00	3.33	0.00	0.00	0.00	3.33
WASHINGTON	53.33	20.00	26.67	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	25.00	70.83	4.17	0.00	0.00	0.00	0.00	0.00
WISCONSIN	25.71	40.00	34.29	0.00	0.00	0.00	0.00	0.00
WYOMING	36.36	27.27	18.18	0.00	0.00	9.09	0.00	9.09
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
U. S. AND OUTLYING AREAS	23.68	22.86	36.42	2.11	12.41	0.09	0.82	1.60
50 STATES, D. C. & P. R.	23.70	22.83	36.41	2.11	12.43	0.09	0.83	1.60

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES								
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	
ALABAMA	11,583	20,384	8,260	701	196	356	194	163	
ALASKA	2,513	2,309	912	0	0	1	26	5	
ARIZONA	5,739	12,454	6,143	520	302	113	210	94	
ARKANSAS	6,542	11,538	3,687	86	147	400	160	163	
CALIFORNIA	76,663	62,941	49,174	1,738	3,958	590	723	1,259	
COLORADO	5,552	15,917	3,537	283	41	235	386	228	
CONNECTICUT	14,834	6,787	5,459	556	967	29	569	168	
DELAWARE	729	3,187	703	380	3	5	1	47	
DISTRICT OF COLUMBIA	381	651	993	219	304	1	42	22	
FLORIDA	28,623	25,674	33,636	3,262	247	637	0	1,206	
GEORGIA	14,238	15,880	13,253	407	13	179	60	328	
HAWAII	2,222	2,455	1,652	23	4	0	5	55	
IDAHO	4,075	2,606	795	63	5	11	20	26	
ILLINOIS	8,537	44,638	34,502	4,951	2,891	645	521	488	
INDIANA	22,259	8,291	15,241	519	12	393	91	209	
IOWA	16,099	6,983	2,123	592	0	305	142	86	
KANSAS	6,890	6,834	3,401	373	70	407	69	65	
KENTUCKY	6,708	15,448	5,167	265	18	446	4	168	
LOUISIANA	7,970	7,772	17,835	578	27	705	39	285	
MAINE	5,031	4,867	1,561	104	106	9	162	55	
MARYLAND	15,170	6,791	11,706	1,539	775	437	456	149	
MASSACHUSETTS	38,213	11,315	9,271	1,700	2,552	.	434	645	
MICHIGAN	25,949	23,832	17,645	2,633	.	228	232	118	
MINNESOTA	18,371	10,822	3,280	1,569	232	688	156	171	
MISSISSIPPI	6,100	12,879	8,286	268	0	111	17	220	
MISSOURI	19,365	17,647	11,827	1,896	418	146	90	158	
MONTANA	3,590	2,468	739	21	0	32	24	0	
NEBRASKA	6,771	4,348	1,908	127	45	85	19	93	
NEVADA	1,594	5,364	1,371	482	1	0	12	132	
NEW HAMPSHIRE	5,120	2,276	1,746	176	183	51	249	58	
NEW JERSEY	23,578	14,636	24,892	2,965	5,031	716	67	680	
NEW MEXICO	5,170	6,491	6,458	1	1	199	0	43	
NEW YORK	57,260	21,839	55,396	11,073	2,924	268	961	1,220	
NORTH CAROLINA	19,898	15,170	10,988	884	192	487	116	216	
NORTH DAKOTA	3,647	723	391	7	5	40	34	9	
OHIO	37,272	29,915	14,632	3,067	0	441	0	1,633	
OKLAHOMA	10,828	12,269	5,029	197	44	181	85	131	
OREGON	13,755	6,295	1,888	173	326	80	87	136	
PENNSYLVANIA	23,079	32,126	25,270	1,980	1,566	931	288	407	
PUERTO RICO	873	10,942	7,340	561	283	94	29	595	
RHODE ISLAND	4,199	2,089	2,298	168	265	0	234	109	
SOUTH CAROLINA	4,201	14,148	8,817	477	16	274	15	160	
SOUTH DAKOTA	2,593	1,661	416	35	33	68	95	6	
TENNESSEE	19,577	15,866	9,569	418	397	305	505	825	
TEXAS	18,532	93,040	46,897	1,231	83	1,035	32	3,681	
UTAH	6,869	6,153	4,840	590	0	274	0	90	
VERMONT	3,586	287	195	48	49	9	90	20	
VIRGINIA	14,784	19,928	13,529	514	379	552	286	123	
WASHINGTON	14,017	13,684	6,617	264	269	175	11	160	
WEST VIRGINIA	1,908	9,986	4,150	131	9	183	3	64	
WISCONSIN	10,834	19,418	8,012	392	11	194	10	83	
WYOMING	1,963	1,867	515	16	0	94	50	18	
AMERICAN SAMOA	120	20	24	0	0	0	0	0	
GUAM	246	198	315	6	2	0	0	0	
NORTHERN MARIANAS	65	36	0	0	0	0	0	1	
PALAU	136	15	20	0	0	0	0	4	
VIRGIN ISLANDS	29	65	298	17	0	0	13	6	
BUR. OF INDIAN AFFAIRS	554	1,347	322	0	4	18	3	2	
U.S. AND OUTLYING AREAS	687,004	725,572	534,931	51,246	25,406	13,863	8,127	17,286	
50 STATES, D.C. & P.R.	685,854	723,891	533,952	51,223	25,400	13,845	8,111	17,273	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
			SEPAR SEPAR FACIL	PRIVATE SEPAR FACIL				
ALABAMA	27.69	48.72	19.74	1.68	0.47	0.85	0.46	0.39
ALASKA	43.58	40.05	15.82	0.00	0.00	0.02	0.45	0.09
ARIZONA	22.44	48.70	24.02	2.03	1.18	0.44	0.82	0.37
ARKANSAS	28.79	50.78	16.23	0.38	0.65	1.76	0.70	0.72
CALIFORNIA	38.91	31.94	24.96	0.88	2.01	0.30	0.37	0.64
COLORADO	21.21	60.80	13.51	1.08	0.16	0.90	1.47	0.87
CONNECTICUT	50.51	23.11	18.59	1.89	3.29	0.10	1.94	0.57
DELAWARE	14.42	63.05	13.91	7.52	0.06	0.10	0.02	0.93
DISTRICT OF COLUMBIA	14.58	24.91	38.00	8.38	11.63	0.04	1.61	0.84
FLORIDA	30.68	27.52	36.06	3.50	0.26	0.68	0.00	1.29
GEORGIA	32.10	35.80	29.88	0.92	0.03	0.40	0.14	0.74
HAWAII	34.63	38.26	25.75	0.36	0.06	0.00	0.08	0.86
IDAHO	53.61	34.28	10.46	0.83	0.07	0.14	0.26	0.34
ILLINOIS	8.79	45.94	35.51	5.10	2.98	0.66	0.54	0.50
INDIANA	47.34	17.63	32.42	1.10	0.03	0.84	0.19	0.44
IOWA	61.14	26.52	8.06	2.25	0.00	1.16	0.54	0.33
KANSAS	38.05	37.74	18.78	2.06	0.39	2.25	0.38	0.36
KENTUCKY	23.77	54.73	18.31	0.94	0.06	1.58	0.01	0.60
LOUISIANA	22.63	22.07	50.65	1.64	0.08	2.00	0.11	0.81
MAINE	42.30	40.92	13.12	0.87	0.89	0.08	1.36	0.46
MARYLAND	40.97	18.34	31.62	4.16	2.09	1.18	1.23	0.40
MASSACHUSETTS	59.59	17.64	14.46	2.65	3.98		0.68	1.01
MICHIGAN	36.74	33.74	24.98	3.73		0.32	0.33	0.17
MINNESOTA	52.06	30.67	9.29	4.45	0.66	1.95	0.44	0.48
MISSISSIPPI	21.88	46.19	29.72	0.96	0.00	0.40	0.06	0.79
MISSOURI	37.57	34.23	22.94	3.68	0.81	0.28	0.17	0.31
MONTANA	52.23	35.90	10.75	0.31	0.00	0.47	0.35	0.00
NEBRASKA	50.54	32.46	14.24	0.95	0.34	0.63	0.14	0.69
NEVADA	17.80	59.89	15.31	5.38	0.01	0.00	0.13	1.47
NEW HAMPSHIRE	51.93	23.09	17.71	1.79	1.86	0.52	2.53	0.59
NEW JERSEY	32.49	20.17	34.30	4.09	6.93	0.99	0.09	0.94
NEW MEXICO	28.15	35.35	35.17	0.01	0.01	1.08	0.00	0.23
NEW YORK	37.94	14.47	36.70	7.34	1.94	0.18	0.64	0.81
NORTH CAROLINA	41.50	31.64	22.92	1.84	0.40	1.02	0.24	0.45
NORTH DAKOTA	75.10	14.89	8.05	0.14	0.10	0.82	0.70	0.19
OHIO	42.86	34.40	16.83	3.53	0.00	0.51	0.00	1.88
OKLAHOMA	37.64	42.65	17.48	0.68	0.15	0.63	0.30	0.46
OREGON	60.49	27.68	8.30	0.76	1.43	0.35	0.38	0.60
PENNSYLVANIA	26.95	37.51	29.50	2.31	1.83	1.09	0.34	0.48
PUERTO RICO	4.21	52.82	35.43	2.71	1.37	0.45	0.14	2.87
RHODE ISLAND	44.85	22.31	24.55	1.79	2.83	0.00	2.50	1.16
SOUTH CAROLINA	14.95	50.33	31.37	1.70	0.06	0.97	0.05	0.57
SOUTH DAKOTA	52.84	33.85	8.48	0.71	0.67	1.39	1.94	0.12
TENNESSEE	41.25	33.43	20.16	0.88	0.84	0.64	1.06	1.74
TEXAS	11.26	56.55	28.50	0.75	0.05	0.63	0.02	2.24
UTAH	36.51	32.70	25.72	3.14	0.00	1.46	0.00	0.48
VERMONT	83.71	6.70	4.55	1.12	1.14	0.21	2.10	0.47
VIRGINIA	29.51	39.78	27.01	1.03	0.76	1.10	0.57	0.25
WASHINGTON	39.82	38.88	18.80	0.75	0.76	0.50	0.03	0.45
WEST VIRGINIA	11.61	60.76	25.25	0.80	0.05	1.11	0.02	0.39
WISCONSIN	27.81	49.85	20.57	1.01	0.03	0.50	0.03	0.21
WYOMING	43.40	41.28	11.39	0.35	0.00	2.08	1.11	0.40
AMERICAN SAMOA	73.17	12.20	14.63	0.00	0.00	0.00	0.00	0.00
GUAM	32.07	25.81	41.07	0.78	0.26	0.00	0.00	0.00
NORTHERN MARIANAS	63.73	35.29	0.00	0.00	0.00	0.00	0.00	0.98
PALAU	77.71	8.57	11.43	0.00	0.00	0.00	0.00	2.29
VIRGIN ISLANDS	6.78	15.19	69.63	3.97	0.00	0.00	3.04	1.40
BUR. OF INDIAN AFFAIRS	24.62	59.87	14.31	0.00	0.18	0.80	0.13	0.09
U.S. AND OUTLYING AREAS	33.29	35.16	25.92	2.48	1.23	0.67	0.39	0.84
50 STATES, D.C. & P.R.	33.30	35.15	25.93	2.49	1.23	0.67	0.39	0.84

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8,338	12,118	1,103	85	42	6	15	35
ALASKA	2,028	1,941	395	0	0	0	13	0
ARIZONA	4,525	10,535	2,973	31	24	10	13	15
ARKANSAS	5,459	8,222	1,076	3	15	0	8	88
CALIFORNIA	59,462	56,697	28,838	118	905	0	52	498
COLORADO	3,474	11,745	921	18	5	46	50	28
CONNECTICUT	10,252	4,548	2,138	43	169	6	58	32
DELAWARE	548	2,409	430	94	1	1	0	7
DISTRICT OF COLUMBIA	345	585	631	17	139	0	0	0
FLORIDA	19,914	20,859	19,325	90	77	96	0	73
GEORGIA	7,933	7,749	2,204	11	5	0	1	10
HAWAII	1,561	1,807	562	0	0	0	0	17
IDAHO	3,253	1,791	153	15	2	1	5	3
ILLINOIS	2,890	38,738	18,003	259	143	70	9	18
INDIANA	16,883	6,803	5,035	3	0	57	3	70
IOWA	9,039	4,123	1,254	14	0	18	11	16
KANSAS	4,845	4,679	815	10	1	14	7	12
KENTUCKY	3,659	8,659	1,111	36	9	39	1	49
LOUISIANA	5,155	6,338	9,299	32	15	106	2	100
MAINE	3,042	3,152	343	14	3	0	4	10
MARYLAND	11,025	5,437	6,895	86	95	28	20	38
MASSACHUSETTS	26,204	8,098	3,482	284	345		44	35
MICHIGAN	16,928	17,427	8,345	47		16	29	22
MINNESOTA	11,238	5,617	499	75	15	37	13	21
MISSISSIPPI	4,798	11,066	5,006	34	0	0	3	76
MISSOURI	14,104	13,103	4,433	34	29	2	8	24
MONTANA	2,559	2,069	246	3	0	6	3	0
NEBRASKA	4,324	2,734	372	2	2	36	12	12
NEVADA	1,151	4,675	637	243	0	0	0	14
NEW HAMPSHIRE	3,690	1,491	1,004	7	61	10	49	15
NEW JERSEY	18,027	13,085	18,211	605	879	113	8	168
NEW MEXICO	3,190	4,484	3,174	0	0	24	0	6
NEW YORK	47,735	16,192	36,308	1,366	412	9	104	192
NORTH CAROLINA	14,565	9,245	2,539	27	2	12	0	25
NORTH DAKOTA	2,805	371	18	2	0	2	2	1
OHIO	30,699	10,018	3,098	22	0	68	0	358
OKLAHOMA	8,784	9,306	882	19	11	21	11	31
OREGON	9,930	4,760	333	40	95	8	7	31
PENNSYLVANIA	15,719	24,204	11,544	163	0	186	0	15
PUERTO RICO	371	6,340	1,523	119	41	14	4	53
RHODE ISLAND	3,483	1,717	1,522	109	38	0	36	19
SOUTH CAROLINA	2,357	10,217	3,090	4	8	2	1	47
SOUTH DAKOTA	2,101	1,153	49	2	1	2	1	1
TENNESSEE	14,150	12,427	4,531	79	111	19	108	74
TEXAS	11,825	78,949	23,540	54	2	178	0	275
UTAH	4,930	4,722	2,176	50	0	1	0	30
VERMONT	2,186	117	33	3	18	1	15	5
VIRGINIA	11,107	15,058	6,184	18	63	88	28	27
WASHINGTON	9,357	9,208	2,292	19	19	21	0	21
WEST VIRGINIA	1,540	7,052	1,544	11	4	42	1	20
WISCONSIN	5,379	10,194	1,121	19	1	3	0	6
WYOMING	1,415	1,376	170	1	0	16	12	6
AMERICAN SAMOA	44	6	0	0	0	0	0	0
GUAM	185	177	231	0	0	0	0	0
NORTHERN MARIANAS	46	23	0	0	0	0	0	0
PALAU	130	6	7	0	0	0	0	0
VIRGIN ISLANDS	18	65	0	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	370	1,020	202	0	0	3	0	1
U.S. AND OUTLYING AREAS	491,074	536,707	251,850	4,442	3,807	1,438	771	2,750
50 STATES, D.C. & P.R.	490,281	535,410	251,410	4,440	3,807	1,435	771	2,749

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DATA AS OF OCTOBER 1, 1995.



Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
			SEPAR FACIL	SEPAR FACIL				
ALABAMA	38.35	55.74	5.07	0.39	0.19	0.03	0.07	0.16
ALASKA	46.33	44.35	9.02	0.00	0.00	0.00	0.30	0.00
ARIZONA	24.96	58.12	16.40	0.17	0.13	0.06	0.07	0.08
ARKANSAS	36.71	55.29	7.24	0.02	0.10	0.00	0.05	0.59
CALIFORNIA	40.57	38.68	19.68	0.08	0.62	0.00	0.04	0.34
COLORADO	21.33	72.11	5.65	0.11	0.03	0.28	0.31	0.17
CONNECTICUT	59.45	26.37	12.40	0.25	0.98	0.03	0.34	0.19
DELAWARE	15.70	69.03	12.32	2.69	0.03	0.03	0.00	0.20
DISTRICT OF COLUMBIA	20.09	34.07	36.75	0.99	8.10	0.00	0.00	0.00
FLORIDA	32.95	34.52	31.98	0.15	0.13	0.16	0.00	0.12
GEORGIA	44.29	43.26	12.30	0.06	0.03	0.00	0.01	0.06
HAWAII	39.55	45.78	14.24	0.00	0.00	0.00	0.00	0.43
IDAHO	62.28	34.29	2.93	0.29	0.04	0.02	0.10	0.06
ILLINOIS	4.81	64.42	29.94	0.43	0.24	0.12	0.01	0.03
INDIANA	58.51	23.58	17.45	0.01	0.00	0.20	0.01	0.24
IOWA	62.45	28.48	8.66	0.10	0.00	0.12	0.08	0.11
KANSAS	46.66	45.06	7.85	0.10	0.01	0.13	0.07	0.12
KENTUCKY	26.98	63.84	8.19	0.27	0.07	0.29	0.01	0.36
LOUISIANA	24.49	30.11	44.18	0.15	0.07	0.50	0.01	0.48
MAINE	46.32	47.99	5.22	0.21	0.05	0.00	0.06	0.15
MARYLAND	46.67	23.01	29.19	0.36	0.40	0.12	0.08	0.16
MASSACHUSETTS	68.08	21.04	9.05	0.74	0.90		0.11	0.09
MICHIGAN	39.54	40.70	19.49	0.11		0.04	0.07	0.05
MINNESOTA	64.16	32.07	2.85	0.43	0.09	0.21	0.07	0.12
MISSISSIPPI	22.87	52.74	23.86	0.16	0.00	0.00	0.01	0.36
MISSOURI	44.44	41.29	13.97	0.11	0.09	0.01	0.03	0.08
MONTANA	52.37	42.35	5.03	0.06	0.00	0.12	0.06	0.00
NEBRASKA	57.70	36.48	4.96	0.03	0.03	0.48	0.16	0.16
NEVADA	17.13	69.57	9.48	3.62	0.00	0.00	0.00	0.21
NEW HAMPSHIRE	58.32	23.57	15.87	0.11	0.96	0.16	0.77	0.24
NEW JERSEY	35.28	25.61	35.64	1.18	1.72	0.22	0.02	0.33
NEW MEXICO	29.33	41.22	29.18	0.00	0.00	0.22	0.00	0.06
NEW YORK	46.65	15.83	35.49	1.34	0.40	0.01	0.10	0.19
NORTH CAROLINA	55.14	35.00	9.61	0.10	0.01	0.05	0.00	0.09
NORTH DAKOTA	87.63	11.59	0.56	0.06	0.00	0.06	0.06	0.03
OHIO	69.36	22.63	7.00	0.05	0.00	0.15	0.00	0.81
OKLAHOMA	46.07	48.81	4.63	0.10	0.06	0.11	0.06	0.16
OREGON	65.31	31.31	2.19	0.26	0.62	0.05	0.05	0.20
PENNSYLVANIA	30.33	46.70	22.27	0.31	0.00	0.36	0.00	0.03
PUERTO RICO	4.38	74.90	17.99	1.41	0.48	0.17	0.05	0.63
RHODE ISLAND	50.30	24.80	21.98	1.57	0.55	0.00	0.52	0.27
SOUTH CAROLINA	14.99	64.97	19.65	0.03	0.05	0.01	0.01	0.30
SOUTH DAKOTA	63.47	34.83	1.48	0.06	0.03	0.06	0.03	0.03
TENNESSEE	44.92	39.45	14.38	0.25	0.35	0.06	0.34	0.23
TEXAS	10.30	68.76	20.50	0.05	0.00	0.16	0.00	0.24
UTAH	41.40	39.65	18.27	0.42	0.00	0.01	0.00	0.25
VERMONT	91.93	4.92	1.39	0.13	0.76	0.04	0.63	0.21
VIRGINIA	34.10	46.23	18.99	0.06	0.19	0.27	0.09	0.08
WASHINGTON	44.69	43.98	10.95	0.09	0.09	0.10	0.00	0.10
WEST VIRGINIA	15.08	69.04	15.12	0.11	0.04	0.41	0.01	0.20
WISCONSIN	32.17	60.96	6.70	0.11	0.01	0.02	0.00	0.04
WYOMING	47.23	45.93	5.67	0.03	0.00	0.53	0.40	0.20
AMERICAN SAMOA	88.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	31.20	29.85	38.95	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	90.91	4.20	4.90	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	21.18	76.47	0.00	2.35	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	23.18	63.91	12.66	0.00	0.00	0.19	0.00	0.06
U.S. AND OUTLYING AREAS	37.98	41.51	19.48	0.34	0.29	0.11	0.06	0.21
50 STATES, D.C. & P.R.	38.00	41.49	19.48	0.34	0.30	0.11	0.06	0.21

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL				
ALABAMA	896	25	25	0	0	0	0	0
ALASKA	244	54	26	0	0	0	1	0
ARIZONA	484	303	29	0	0	0	0	0
ARKANSAS	357	91	44	1	0	0	0	0
CALIFORNIA	10,739	1,653	1,733	6	30	0	1	10
COLORADO	683	695	74	3	2	0	8	3
CONNECTICUT	1,043	269	146	6	12	0	7	2
DELAWARE	63	10	0	0	0	0	0	0
DISTRICT OF COLUMBIA	10	8	31	0	1	0	0	0
FLORIDA	7,274	388	834	0	1	11	0	10
GEORGIA	1,479	255	12	0	0	1	0	1
HAWAII	208	21	8	0	0	0	0	1
IDAHO	209	28	4	0	0	0	0	0
ILLINOIS	4,565	174	316	11	4	2	1	0
INDIANA	2,445	0	0	0	0	8	0	0
IOWA	809	8	0	2	0	0	0	0
KANSAS	648	20	18	0	0	1	0	1
KENTUCKY	1,049	88	7	0	0	1	0	1
LOUISIANA	1,600	83	319	0	1	2	0	2
MAINE	755	277	61	0	1	0	0	2
MARYLAND	2,351	520	1,164	47	4	1	1	11
MASSACHUSETTS	8,872	753	723	29	67	.	18	30
MICHIGAN	2,996	297	112	3	.	1	2	3
MINNESOTA	1,394	239	20	2	0	0	0	2
MISSISSIPPI	853	258	84	17	0	0	0	2
MISSOURI	3,547	291	140	64	9	2	0	0
MONTANA	201	14	4	2	0	0	0	0
NEBRASKA	1,045	106	37	0	0	14	0	1
NEVADA	253	4	31	2	0	0	0	1
NEW HAMPSHIRE	496	300	252	10	8	0	6	0
NEW JERSEY	3,559	147	583	10	118	0	0	3
NEW MEXICO	1,032	1,139	1,289	0	0	2	0	3
NEW YORK	1,977	1,163	1,981	102	35	0	16	6
NORTH CAROLINA	1,492	39	41	0	0	0	0	1
NORTH DAKOTA	439	28	2	0	1	0	0	0
OHIO	4,232	0	0	0	0	15	0	0
OKLAHOMA	968	33	4	0	3	1	0	0
OREGON	1,502	371	70	7	8	0	0	2
PENNSYLVANIA	4,200	110	49	0	0	0	0	0
PUERTO RICO	70	348	57	3	3	0	0	5
RHODE ISLAND	358	87	57	0	1	0	3	0
SOUTH CAROLINA	846	49	43	0	0	0	0	0
SOUTH DAKOTA	181	26	2	0	1	0	0	0
TENNESSEE	1,573	930	387	7	10	0	6	8
TEXAS	4,178	524	118	2	0	3	0	1
UTAH	421	211	140	0	0	0	0	2
VERMONT	332	29	11	2	0	0	2	2
VIRGINIA	1,437	587	34	1	18	3	0	0
WASHINGTON	823	134	33	0	1	0	0	3
WEST VIRGINIA	48	762	0	0	0	0	0	0
WISCONSIN	1,741	50	12	0	1	0	1	0
WYOMING	230	165	32	0	0	3	3	0
AMERICAN SAMOA	56	0	0	0	0	0	0	0
GUAM	16	1	1	1	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	1	0	1	0	0	0	0	1
VIRGIN ISLANDS	9	0	0	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	111	88	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	89,402	14,253	11,201	341	340	71	76	120
50 STATES, D.C. & P.R.	89,207	14,164	11,199	339	340	71	76	119

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	94.71	2.64	2.64	0.00	0.00	0.00	0.00	0.00
ALASKA	75.08	16.62	8.00	0.00	0.00	0.00	0.31	0.00
ARIZONA	59.31	37.13	3.55	0.00	0.00	0.00	0.00	0.00
ARKANSAS	72.41	18.46	8.92	0.20	0.00	0.00	0.00	0.00
CALIFORNIA	75.78	11.66	12.23	0.04	0.21	0.00	0.01	0.07
COLORADO	46.53	47.34	5.04	0.20	0.14	0.00	0.54	0.20
CONNECTICUT	70.24	18.11	9.83	0.40	0.81	0.00	0.47	0.13
DELAWARE	86.30	13.70	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	20.00	16.00	62.00	0.00	2.00	0.00	0.00	0.00
FLORIDA	85.40	4.56	9.79	0.00	0.01	0.13	0.00	0.12
GEORGIA	84.61	14.59	0.69	0.00	0.00	0.06	0.00	0.06
HAWAII	87.39	8.82	3.36	0.00	0.00	0.00	0.00	0.42
IDAHO	86.72	11.62	1.66	0.00	0.00	0.00	0.00	0.00
ILLINOIS	89.99	3.43	6.23	0.22	0.08	0.04	0.02	0.00
INDIANA	99.67	0.00	0.00	0.00	0.00	0.33	0.00	0.00
IOWA	98.78	0.98	0.00	0.24	0.00	0.00	0.00	0.00
KANSAS	94.19	2.91	2.62	0.00	0.00	0.15	0.00	0.15
KENTUCKY	91.54	7.68	0.61	0.00	0.00	0.09	0.00	0.09
LOUISIANA	79.72	4.14	15.89	0.00	0.05	0.10	0.00	0.10
MAINE	68.89	25.27	5.57	0.00	0.09	0.00	0.00	0.18
MARYLAND	57.36	12.69	28.40	1.15	0.10	0.02	0.02	0.27
MASSACHUSETTS	84.56	7.18	6.89	0.28	0.64		0.17	0.29
MICHIGAN	87.76	8.70	3.28	0.09		0.03	0.06	0.09
MINNESOTA	84.13	14.42	1.21	0.12	0.00	0.00	0.00	0.12
MISSISSIPPI	70.26	21.25	6.92	1.40	0.00	0.00	0.00	0.16
MISSOURI	87.52	7.18	3.45	1.58	0.22	0.05	0.00	0.00
MONTANA	90.95	6.33	1.81	0.90	0.00	0.00	0.00	0.00
NEBRASKA	86.87	8.81	3.08	0.00	0.00	1.16	0.00	0.08
NEVADA	86.94	1.37	10.65	0.69	0.00	0.00	0.00	0.34
NEW HAMPSHIRE	46.27	27.99	23.51	0.93	0.75	0.00	0.56	0.00
NEW JERSEY	80.52	3.33	13.19	0.23	2.67	0.00	0.00	0.07
NEW MEXICO	29.78	32.87	37.20	0.00	0.00	0.06	0.00	0.09
NEW YORK	37.44	22.03	37.52	1.93	0.66	0.00	0.30	0.11
NORTH CAROLINA	94.85	2.48	2.61	0.00	0.00	0.00	0.00	0.06
NORTH DAKOTA	93.40	5.96	0.43	0.00	0.21	0.00	0.00	0.00
OHIO	99.65	0.00	0.00	0.00	0.00	0.35	0.00	0.00
OKLAHOMA	95.94	3.27	0.40	0.00	0.30	0.10	0.00	0.00
OREGON	76.63	18.93	3.57	0.36	0.41	0.00	0.00	0.10
PENNSYLVANIA	96.35	2.52	1.12	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	14.40	71.60	11.73	0.62	0.62	0.00	0.00	1.03
RHODE ISLAND	70.75	17.19	11.26	0.00	0.20	0.00	0.59	0.00
SOUTH CAROLINA	90.19	5.22	4.58	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	86.19	12.38	0.95	0.00	0.48	0.00	0.00	0.00
TENNESSEE	53.85	31.84	13.25	0.24	0.34	0.00	0.21	0.27
TEXAS	86.57	10.86	2.45	0.04	0.00	0.06	0.00	0.02
UTAH	54.39	27.26	18.09	0.00	0.00	0.00	0.00	0.26
VERMONT	87.83	7.67	2.91	0.53	0.00	0.00	0.53	0.53
VIRGINIA	69.09	28.22	1.63	0.05	0.87	0.14	0.00	0.00
WASHINGTON	82.80	13.48	3.32	0.00	0.10	0.00	0.00	0.30
WEST VIRGINIA	5.93	94.07	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	96.45	2.77	0.66	0.00	0.06	0.00	0.06	0.00
WYOMING	53.12	38.11	7.39	0.00	0.00	0.69	0.69	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	84.21	5.26	5.26	5.26	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	0.00	33.33	0.00	0.00	0.00	0.00	33.33
VIRGIN ISLANDS	90.00	0.00	0.00	10.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	55.78	44.22	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	77.20	12.31	9.67	0.29	0.29	0.06	0.07	0.10
50 STATES, D.C. & P.R.	77.23	12.26	9.69	0.29	0.29	0.06	0.07	0.10

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	658	6,703	6,062	397	124	45	19	34
ALASKA	29	52	149	0	0	0	0	1
ARIZONA	59	388	1,843	95	38	1	0	8
ARKANSAS	455	2,817	2,187	29	97	172	61	47
CALIFORNIA	185	1,251	8,190	679	192	0	9	367
COLORADO	71	500	730	4	2	3	4	9
CONNECTICUT	101	352	1,083	83	51	1	17	3
DELAWARE	11	392	158	139	0	0	0	2
DISTRICT OF COLUMBIA	3	29	176	141	59	1	3	0
FLORIDA	245	739	10,331	1,673	12	27	0	57
GEORGIA	807	3,417	7,704	102	8	9	3	94
HAWAII	55	247	518	1	0	0	0	2
IDAHO	282	560	471	25	1	3	0	3
ILLINOIS	71	542	8,643	1,010	692	26	90	7
INDIANA	689	910	7,399	170	0	25	19	32
IOWA	3,196	1,458	444	133	0	5	10	7
KANSAS	100	713	1,554	55	27	15	18	3
KENTUCKY	1,336	5,416	2,696	42	2	26	0	61
LOUISIANA	75	379	4,853	222	1	214	8	40
MAINE	37	285	430	7	20	0	4	2
MARYLAND	142	202	1,453	466	44	9	24	5
MASSACHUSETTS	1,200	1,512	2,631	136	243	.	56	27
MICHIGAN	513	1,674	5,204	1,035	.	3	14	7
MINNESOTA	656	1,792	1,598	223	28	24	12	14
MISSISSIPPI	254	1,243	2,792	96	0	22	5	34
MISSOURI	525	645	4,405	1,113	41	5	4	41
MONTANA	214	148	187	1	0	0	1	0
NEBRASKA	352	899	817	42	8	12	2	6
NEVADA	5	164	323	105	0	0	3	3
NEW HAMPSHIRE	78	102	182	19	14	0	8	3
NEW JERSEY	20	44	1,237	491	306	34	5	22
NEW MEXICO	154	146	618	0	0	0	0	3
NEW YORK	513	531	4,623	2,323	179	9	51	15
NORTH CAROLINA	733	3,731	5,467	425	143	51	43	26
NORTH DAKOTA	95	185	308	1	1	4	9	3
OHIO	537	15,407	7,271	201	0	78	0	33
OKLAHOMA	566	2,368	2,998	63	4	5	5	28
OREGON	263	436	824	12	4	3	2	8
PENNSYLVANIA	531	4,140	8,941	843	59	33	23	33
PUERTO RICO	218	3,416	5,022	371	75	51	16	136
RHODE ISLAND	11	31	340	4	61	0	10	0
SOUTH CAROLINA	384	2,347	4,155	240	8	73	2	44
SOUTH DAKOTA	82	307	237	3	7	9	17	0
TENNESSEE	1,706	1,512	3,173	109	78	75	15	32
TEXAS	45	1,118	9,518	358	23	177	4	107
UTAH	145	148	1,154	13	0	0	0	4
VERMONT	415	74	83	7	6	1	6	0
VIRGINIA	191	1,819	4,131	128	15	72	16	26
WASHINGTON	445	1,145	1,634	13	3	13	1	4
WEST VIRGINIA	66	1,365	2,139	75	1	5	1	21
WISCONSIN	120	845	1,545	73	0	4	0	3
WYOMING	10	98	137	4	0	27	9	3
AMERICAN SAMOA	18	10	8	0	0	0	0	0
GUAM	7	11	60	3	0	0	0	0
NORTHERN MARIANAS	3	2	0	0	0	0	0	0
PALAU	0	0	5	0	0	0	0	2
VIRGIN ISLANDS	0	0	275	5	0	0	2	3
BUR. OF INDIAN AFFAIRS	13	66	48	0	3	0	0	0
U.S. AND OUTLYING AREAS	19,695	76,833	151,164	14,008	2,680	1,372	631	1,475
50 STATES, D.C. & P.R.	19,654	76,744	150,768	14,000	2,677	1,372	629	1,470

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL				
ALABAMA	4.69	47.74	43.17	2.83	0.88	0.32	0.14	0.24
ALASKA	12.55	22.51	64.50	0.00	0.00	0.00	0.00	0.43
ARIZONA	2.43	15.95	75.78	3.91	1.56	0.04	0.00	0.33
ARKANSAS	7.76	48.03	37.29	0.49	1.65	2.93	1.04	0.80
CALIFORNIA	1.70	11.51	75.32	6.24	1.77	0.00	0.08	3.38
COLORADO	5.37	37.79	55.18	0.30	0.15	0.23	0.30	0.68
CONNECTICUT	5.97	20.82	64.04	4.91	3.02	0.06	1.01	0.18
DELAWARE	1.57	55.84	22.51	19.80	0.00	0.00	0.00	0.28
DISTRICT OF COLUMBIA	0.73	7.04	42.72	34.22	14.32	0.24	0.73	0.00
FLORIDA	1.87	5.65	78.96	12.79	0.09	0.21	0.00	0.44
GEORGIA	6.65	28.14	63.44	0.84	0.07	0.07	0.02	0.77
HAWAII	6.68	30.01	62.94	0.12	0.00	0.00	0.00	0.24
IDAHO	20.97	41.64	35.02	1.86	0.07	0.22	0.00	0.22
ILLINOIS	0.64	4.89	78.00	9.11	6.24	0.23	0.81	0.06
INDIANA	7.45	9.84	80.04	1.84	0.00	0.27	0.21	0.35
IOWA	60.84	27.76	8.45	2.53	0.00	0.10	0.19	0.13
KANSAS	4.02	28.69	62.54	2.21	1.09	0.60	0.72	0.12
KENTUCKY	13.95	56.54	28.14	0.44	0.02	0.27	0.00	0.64
LOUISIANA	1.29	6.54	83.79	3.83	0.02	3.69	0.14	0.69
MAINE	4.71	36.31	54.78	0.89	2.55	0.00	0.51	0.25
MARYLAND	6.06	8.61	61.96	19.87	1.88	0.38	1.02	0.21
MASSACHUSETTS	20.67	26.05	45.32	2.34	4.19		0.96	0.47
MICHIGAN	6.07	19.81	61.59	12.25		0.04	0.17	0.08
MINNESOTA	15.09	41.22	36.76	5.13	0.64	0.55	0.28	0.32
MISSISSIPPI	5.71	27.96	62.80	2.16	0.00	0.49	0.11	0.76
MISSOURI	7.74	9.51	64.98	16.42	0.60	0.07	0.06	0.60
MONTANA	38.84	26.86	33.94	0.18	0.00	0.00	0.18	0.00
NEBRASKA	16.46	42.05	38.21	1.96	0.37	0.56	0.09	0.28
NEVADA	0.83	27.20	53.57	17.41	0.00	0.00	0.50	0.50
NEW HAMPSHIRE	19.21	25.12	44.83	4.68	3.45	0.00	1.97	0.74
NEW JERSEY	0.93	2.04	57.30	22.74	14.17	1.57	0.23	1.02
NEW MEXICO	16.72	15.85	67.10	0.00	0.00	0.00	0.00	0.33
NEW YORK	6.22	6.44	56.08	28.18	2.17	0.11	0.62	0.18
NORTH CAROLINA	6.90	35.14	51.48	4.00	1.35	0.48	0.40	0.24
NORTH DAKOTA	15.68	30.53	50.83	0.17	0.66	0.66	1.49	0.50
OHIO	2.28	65.49	30.90	0.85	0.00	0.33	0.00	0.14
OKLAHOMA	9.38	39.22	49.66	1.04	0.07	0.08	0.08	0.46
OREGON	16.95	28.09	53.09	0.77	0.26	0.19	0.13	0.52
PENNSYLVANIA	3.64	28.35	61.23	5.77	0.40	0.23	0.16	0.23
PUERTO RICO	2.34	36.71	53.97	3.99	0.81	0.55	0.17	1.46
RHODE ISLAND	2.41	6.78	74.40	0.88	13.35	0.00	2.19	0.00
SOUTH CAROLINA	5.29	32.36	57.29	3.31	0.11	1.01	0.03	0.61
SOUTH DAKOTA	12.39	46.37	35.80	0.45	1.06	1.36	2.57	0.00
TENNESSEE	25.46	22.57	47.36	1.63	1.16	1.12	0.22	0.48
TEXAS	0.40	9.85	83.86	3.15	0.20	1.56	0.04	0.94
UTAH	9.90	10.11	78.83	0.89	0.00	0.00	0.00	0.27
VERMONT	70.10	12.50	14.02	1.18	1.01	0.17	1.01	0.00
VIRGINIA	2.99	28.43	64.57	2.00	0.23	1.13	0.25	0.41
WASHINGTON	13.66	35.14	50.15	0.40	0.09	0.40	0.03	0.12
WEST VIRGINIA	1.80	37.16	58.24	2.04	0.03	0.14	0.03	0.57
WISCONSIN	4.63	32.63	59.65	2.82	0.00	0.15	0.00	0.12
WYOMING	3.47	34.03	47.57	1.39	0.00	9.38	3.13	1.04
AMERICAN SAMOA	50.00	27.78	22.22	0.00	0.00	0.00	0.00	0.00
GUAM	8.64	13.58	74.07	3.70	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	71.43	0.00	0.00	0.00	0.00	28.57
VIRGIN ISLANDS	0.00	0.00	96.49	1.75	0.00	0.00	0.70	1.05
BUR. OF INDIAN AFFAIRS	10.00	50.77	36.92	0.00	2.31	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	7.35	28.68	56.43	5.23	1.00	0.51	0.24	0.55
50 STATES, D.C. & P.R.	7.35	28.71	56.40	5.24	1.00	0.51	0.24	0.55

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	-NUMBER-		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,110	1,202	566	68	18	80	123	62
ALASKA	108	155	174	0	0	0	12	3
ARIZONA	276	689	848	205	197	32	155	34
ARKANSAS	26	62	59	5	7	0	52	5
CALIFORNIA	1,091	1,039	3,842	486	2,505	0	632	196
COLORADO	829	2,234	1,060	165	20	80	313	164
CONNECTICUT	2,702	1,336	1,718	276	600	20	423	99
DELAWARE	37	282	83	69	1	3	0	3
DISTRICT OF COLUMBIA	11	27	140	20	95	0	36	22
FLORIDA	197	3,233	1,822	1,188	134	199	0	124
GEORGIA	3,451	3,889	2,881	223	0	22	55	211
HAWAII	235	276	323	1	4	0	5	28
IDAHO	86	77	58	15	2	7	15	9
ILLINOIS	443	4,296	6,202	3,388	1,970	290	401	49
INDIANA	1,429	444	2,199	200	12	105	47	92
IOWA	2,436	1,111	338	389	0	146	104	53
KANSAS	785	961	545	216	26	231	35	24
KENTUCKY	234	956	900	170	4	149	2	35
LOUISIANA	361	392	2,049	265	8	155	22	78
MAINE	846	823	428	68	69	1	124	24
MARYLAND	681	325	1,171	438	461	154	281	54
MASSACHUSETTS	1,001	564	1,560	1,058	1,368	.	105	86
MICHIGAN	3,406	3,384	2,704	935	.	108	185	27
MINNESOTA	3,736	2,650	1,002	1,234	183	447	122	118
MISSISSIPPI	11	37	22	12	0	0	5	11
MISSOURI	314	2,876	2,277	448	293	28	74	52
MONTANA	309	139	193	14	0	26	20	0
NEBRASKA	575	414	405	55	31	4	4	31
NEVADA	98	352	230	59	0	0	7	8
NEW HAMPSHIRE	513	256	186	11	81	40	153	30
NEW JERSEY	1,286	1,029	3,192	944	2,474	297	25	354
NEW MEXICO	503	489	945	0	1	64	0	16
NEW YORK	4,170	2,451	9,524	5,048	1,131	66	458	850
NORTH CAROLINA	1,596	1,400	2,029	281	35	92	3	120
NORTH DAKOTA	179	112	52	4	0	8	15	3
OHIO	543	2,729	2,174	1,060	0	139	0	135
OKLAHOMA	183	348	617	45	23	4	58	40
OREGON	984	431	342	105	190	1	70	51
PENNSYLVANIA	1,442	3,279	3,877	752	934	706	95	347
PUERTO RICO	24	180	226	3	5	4	0	25
RHODE ISLAND	214	198	304	13	123	0	171	15
SOUTH CAROLINA	331	1,102	1,219	199	0	55	11	55
SOUTH DAKOTA	106	95	51	12	17	8	32	2
TENNESSEE	559	403	518	113	129	53	343	101
TEXAS	1,235	7,730	7,911	528	24	248	18	1,559
UTAH	1,032	834	872	224	0	55	0	35
VERMONT	467	49	51	34	21	7	45	9
VIRGINIA	1,230	1,931	2,438	301	249	224	215	53
WASHINGTON	893	931	828	190	220	15	7	96
WEST VIRGINIA	163	570	391	24	2	47	0	14
WISCONSIN	2,120	3,907	2,013	126	6	34	2	32
WYOMING	147	136	126	10	0	36	24	8
AMERICAN SAMOA	2	4	1	0	0	0	0	0
GUAM	6	1	1	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	4	0	0	5	0
BUR. OF INDIAN AFFAIRS	29	108	38	0	0	8	3	0
U.S. AND OUTLYING AREAS	46,783	64,929	75,729	21,701	13,673	4,498	5,112	5,652
50 STATES, D.C. & P.R.	46,744	64,815	75,685	21,697	13,673	4,490	5,104	5,652

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE								
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	
ALABAMA	34.38	37.23	17.53	2.11	0.56	2.48	3.81	1.92	
ALASKA	23.89	34.29	38.50	0.00	0.00	0.00	2.65	0.66	
ARIZONA	11.33	28.28	34.81	8.42	8.09	1.31	6.36	1.40	
ARKANSAS	12.04	28.70	27.31	2.31	3.24	0.00	24.07	2.31	
CALIFORNIA	11.14	10.61	39.24	4.96	25.58	0.00	6.45	2.00	
COLORADO	17.04	45.92	21.79	3.39	0.41	1.64	6.43	3.37	
CONNECTICUT	37.66	18.62	23.95	3.85	8.36	0.28	5.90	1.38	
DELAWARE	7.74	59.00	17.36	14.44	0.21	0.63	0.00	0.63	
DISTRICT OF COLUMBIA	3.13	7.69	39.89	5.70	27.07	0.00	10.26	6.27	
FLORIDA	2.86	46.88	26.42	17.22	1.94	2.89	0.00	1.80	
GEORGIA	32.16	36.24	26.84	2.08	0.00	0.20	0.51	1.97	
HAWAII	26.95	31.65	37.04	0.11	0.46	0.00	0.57	3.21	
IDAHO	31.97	28.62	21.56	5.58	0.74	2.60	5.58	3.35	
ILLINOIS	2.60	25.21	36.40	19.88	11.56	1.70	2.35	0.29	
INDIANA	31.56	9.81	48.56	4.42	0.27	2.32	1.04	2.03	
IOWA	53.22	24.27	7.38	8.50	0.00	3.19	2.27	1.16	
KANSAS	27.81	34.04	19.31	7.65	0.92	8.18	1.24	0.85	
KENTUCKY	9.55	39.02	36.73	6.94	0.16	6.08	0.08	1.43	
LOUISIANA	10.84	11.77	61.53	7.96	0.24	4.65	0.66	2.34	
MAINE	35.50	34.54	17.96	2.85	2.90	0.04	5.20	1.01	
MARYLAND	19.10	9.12	32.85	12.29	12.93	4.32	7.88	1.51	
MASSACHUSETTS	17.43	9.82	27.17	18.43	23.82	.	1.83	1.50	
MICHIGAN	31.69	31.48	25.16	8.70	.	1.00	1.72	0.25	
MINNESOTA	39.36	27.92	10.56	13.00	1.93	4.71	1.29	1.24	
MISSISSIPPI	11.22	37.76	22.45	12.24	0.00	0.00	5.10	11.22	
MISSOURI	4.94	45.21	35.79	7.04	4.61	0.44	1.16	0.82	
MONTANA	44.08	19.83	27.53	2.00	0.00	3.71	2.85	0.00	
NEBRASKA	37.85	27.25	26.66	3.62	2.04	0.26	0.26	2.04	
NEVADA	13.00	46.68	30.50	7.82	0.00	0.00	0.93	1.06	
NEW HAMPSHIRE	40.39	20.16	14.65	0.87	6.38	3.15	12.05	2.36	
NEW JERSEY	13.39	10.72	33.25	9.83	25.77	3.09	0.26	3.69	
NEW MEXICO	24.93	24.23	46.83	0.00	0.05	3.17	0.00	0.79	
NEW YORK	17.60	10.34	40.19	21.30	4.77	0.28	1.93	3.59	
NORTH CAROLINA	28.73	25.20	36.52	5.06	0.63	1.66	0.05	2.16	
NORTH DAKOTA	47.99	30.03	13.94	1.07	0.00	2.14	4.02	0.80	
OHIO	8.01	40.25	32.06	15.63	0.00	2.05	0.00	1.99	
OKLAHOMA	13.88	26.40	46.81	3.41	1.75	0.30	4.40	3.03	
OREGON	45.26	19.83	15.73	4.83	8.74	0.05	3.22	2.35	
PENNSYLVANIA	12.61	28.68	33.91	6.58	8.17	6.18	0.83	3.04	
PUERTO RICO	5.14	38.54	48.39	0.64	1.07	0.86	0.00	5.35	
RHODE ISLAND	20.62	19.08	29.29	1.25	11.85	0.00	16.47	1.45	
SOUTH CAROLINA	11.14	37.08	41.02	6.70	0.00	1.85	0.37	1.85	
SOUTH DAKOTA	32.82	29.41	15.79	3.72	5.26	2.48	9.91	0.62	
TENNESSEE	25.19	18.16	23.34	5.09	5.81	2.39	15.46	4.55	
TEXAS	6.41	40.15	41.09	2.74	0.12	1.29	0.09	8.10	
UTAH	33.81	27.33	28.57	7.34	0.00	1.80	0.00	1.15	
VERMONT	68.37	7.17	7.47	4.98	3.07	1.02	6.59	1.32	
VIRGINIA	18.52	29.08	36.71	4.53	3.75	3.37	3.24	0.80	
WASHINGTON	28.08	29.28	26.04	5.97	6.92	0.47	0.22	3.02	
WEST VIRGINIA	13.46	47.07	32.29	1.98	0.17	3.88	0.00	1.16	
WISCONSIN	25.73	47.42	24.43	1.53	0.07	0.41	0.02	0.39	
WYOMING	30.18	27.93	25.87	2.05	0.00	7.39	4.93	1.64	
AMERICAN SAMOA	28.57	57.14	14.29	0.00	0.00	0.00	0.00	0.00	
GUAM	75.00	12.50	12.50	0.00	0.00	0.00	0.00	0.00	
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
PALAU	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	
VIRGIN ISLANDS	0.00	0.00	30.77	30.77	0.00	0.00	38.46	0.00	
BUR. OF INDIAN AFFAIRS	15.59	58.06	20.43	0.00	0.00	4.30	1.61	0.00	
U.S. AND OUTLYING AREAS	19.65	27.27	31.81	9.12	5.74	1.89	2.15	2.37	
50 STATES, D.C. & P.R.	19.65	27.25	31.82	9.12	5.75	1.89	2.15	2.38	

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## MULTIPLE DISABILITIES

STATE	-----NUMBER-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	10	23	269	83	9	57	10	12
ALASKA	16	51	125	0	0	1	0	0
ARIZONA	29	150	216	39	10	15	11	4
ARKANSAS	5	33	178	11	16	14	20	10
CALIFORNIA	61	187	1,444	150	146	0	10	40
COLORADO	72	304	614	80	10	16	9	3
CONNECTICUT	83	79	220	86	39	2	11	7
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	86	2	0	0	0	3
IDAHO	11	26	66	7	0	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	5	9	184	57	0	38	10	6
IOWA	111	50	15	46	0	44	11	1
KANSAS	79	210	264	80	10	48	6	12
KENTUCKY	27	59	341	12	2	7	0	6
LOUISIANA	8	5	262	37	0	46	6	21
MAINE	86	174	250	7	8	2	25	3
MARYLAND	208	117	684	458	146	19	98	19
MASSACHUSETTS	130	162	400	109	176	.	79	86
MICHIGAN	25	21	253	423	.	11	0	24
MINNESOTA	0	0	0	0	0	3	0	0
MISSISSIPPI	40	7	83	29	0	1	2	17
MISSOURI	11	96	106	32	18	2	0	6
MONTANA	61	6	32	0	0	0	0	0
NEBRASKA	4	8	99	17	2	3	0	3
NEVADA	1	21	39	58	0	0	1	1
NEW HAMPSHIRE	25	9	22	34	10	0	12	4
NEW JERSEY	231	206	1,302	821	1,057	112	22	49
NEW MEXICO	45	41	218	1	0	35	0	8
NEW YORK	305	405	1,435	1,530	612	42	210	83
NORTH CAROLINA	11	28	278	74	7	49	70	8
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	52	989	1,461	1,711	0	0	0	10
OKLAHOMA	15	39	355	37	0	37	8	23
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2	3	183	101	0	6	0	1
PUERTO RICO	8	21	141	25	13	4	2	265
RHODE ISLAND	0	3	18	0	20	0	3	0
SOUTH CAROLINA	3	4	69	9	0	49	0	1
SOUTH DAKOTA	9	32	68	3	6	16	34	2
TENNESSEE	124	30	420	46	61	42	19	28
TEXAS	38	202	1,238	180	18	49	3	96
UTAH	10	5	294	278	0	11	0	6
VERMONT	18	3	12	0	1	0	2	1
VIRGINIA	12	59	291	28	21	49	12	3
WASHINGTON	136	207	873	16	1	11	0	14
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	966	4,251	3,166	159	3	115	5	25
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	4	0	0	0	0	0
GUAM	1	7	6	2	2	0	0	0
NORTHERN MARIANAS	5	11	0	0	0	0	0	1
PALAU	0	0	1	0	0	0	0	1
VIRGIN ISLANDS	0	0	13	5	0	0	5	1
BUR. OF INDIAN AFFAIRS	15	50	33	0	1	7	0	1
U.S. AND OUTLYING AREAS	3,114	8,403	18,131	6,886	2,425	963	716	917
50 STATES, D.C. & P.R.	3,093	8,335	18,074	6,879	2,422	956	711	913

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2.11	4.86	56.87	17.55	1.90	12.05	2.11	2.54
ALASKA	8.29	26.42	64.77	0.00	0.00	0.52	0.00	0.00
ARIZONA	6.12	31.65	45.57	8.23	2.11	3.16	2.32	0.84
ARKANSAS	1.74	11.50	62.02	3.83	5.57	4.88	6.97	3.48
CALIFORNIA	2.99	9.18	70.85	7.36	7.16	0.00	0.49	1.96
COLORADO	6.50	27.44	55.42	7.22	0.90	1.44	0.81	0.27
CONNECTICUT	15.75	14.99	41.75	16.32	7.40	0.38	2.09	1.33
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	94.51	2.20	0.00	0.00	0.00	3.30
IDAHO	9.82	23.21	58.93	6.25	0.00	0.00	0.00	1.79
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.62	2.91	59.55	18.45	0.00	12.30	3.24	1.94
IOWA	39.93	17.99	5.40	16.55	0.00	15.83	3.96	0.36
KANSAS	11.14	29.62	37.24	11.28	1.41	6.77	0.85	1.69
KENTUCKY	5.95	13.00	75.11	2.64	0.44	1.54	0.00	1.32
LOUISIANA	2.08	1.30	68.05	9.61	0.00	11.95	1.56	5.45
MAINE	15.50	31.35	45.05	1.26	1.44	0.36	4.50	0.54
MARYLAND	11.89	6.69	39.11	26.19	8.35	1.09	5.60	1.09
MASSACHUSETTS	11.38	14.19	35.03	9.54	15.41	.	6.92	7.53
MICHIGAN	3.30	2.77	33.42	55.88	.	1.45	0.00	3.17
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	22.35	3.91	46.37	16.20	0.00	0.56	1.12	9.50
MISSOURI	4.06	35.42	39.11	11.81	6.64	0.74	0.00	2.21
MONTANA	61.62	6.06	32.32	0.00	0.00	0.00	0.00	0.00
NEBRASKA	2.94	5.88	72.79	12.50	1.47	2.21	0.00	2.21
NEVADA	0.83	17.36	32.23	47.93	0.00	0.00	0.83	0.83
NEW HAMPSHIRE	21.55	7.76	18.97	29.31	8.62	0.00	10.34	3.45
NEW JERSEY	6.08	5.42	34.26	21.61	27.82	2.95	0.58	1.29
NEW MEXICO	12.93	11.78	62.64	0.29	0.00	10.06	0.00	2.30
NEW YORK	6.60	8.76	31.05	33.10	13.24	0.91	4.54	1.80
NORTH CAROLINA	2.10	5.33	52.95	14.10	1.33	9.33	13.33	1.52
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.23	23.42	34.60	40.52	0.00	0.00	0.00	0.24
OKLAHOMA	2.92	7.59	69.07	7.20	0.00	7.20	1.56	4.47
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.68	1.01	61.82	34.12	0.00	2.03	0.00	0.34
PUERTO RICO	1.67	4.38	29.44	5.22	2.71	0.84	0.42	55.32
RHODE ISLAND	0.00	6.82	40.91	0.00	45.45	0.00	6.82	0.00
SOUTH CAROLINA	2.22	2.96	51.11	6.67	0.00	36.30	0.00	0.74
SOUTH DAKOTA	5.29	18.82	40.00	1.76	3.53	9.41	20.00	1.18
TENNESSEE	16.10	3.90	54.55	5.97	7.92	5.45	2.47	3.64
TEXAS	2.08	11.07	67.87	9.87	0.99	2.69	0.16	5.26
UTAH	1.66	0.83	48.68	46.03	0.00	1.82	0.00	0.99
VERMONT	48.65	8.11	32.43	0.00	2.70	0.00	5.41	2.70
VIRGINIA	2.53	12.42	61.26	5.89	4.42	10.32	2.53	0.63
WASHINGTON	10.81	16.45	69.40	1.27	0.08	0.87	0.00	1.11
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	11.12	48.92	36.43	1.83	0.03	1.32	0.06	0.29
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	5.56	38.89	33.33	11.11	11.11	0.00	0.00	0.00
NORTHERN MARIANAS	29.41	64.71	0.00	0.00	0.00	0.00	0.00	5.88
PALAU	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	0.00	0.00	54.17	20.83	0.00	0.00	20.83	4.17
BUR. OF INDIAN AFFAIRS	14.02	46.73	30.84	0.00	0.93	6.54	0.00	0.93
U.S. AND OUTLYING AREAS	7.49	20.22	43.63	16.57	5.84	2.32	1.72	2.21
50 STATES, D.C. & P.R.	7.47	20.14	43.67	16.62	5.85	2.31	1.72	2.21

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS								HOME HOSP ENVIR
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL		
ALABAMA	158	119	62	18	2	116	6	0	
ALASKA	13	11	17	0	0	0	0	0	
ARIZONA	139	144	57	115	0	39	24	0	
ARKANSAS	64	59	32	28	4	120	0	0	
CALIFORNIA	781	691	1,395	21	31	463	6	6	
COLORADO	115	123	63	1	0	70	1	3	
CONNECTICUT	128	45	33	21	47	0	25	2	
DELAWARE	10	19	6	40	0	0	1	0	
DISTRICT OF COLUMBIA	6	2	0	0	0	0	0	0	
FLORIDA	143	159	341	103	0	202	0	0	
GEORGIA	168	129	135	52	0	78	0	0	
HAWAII	53	51	34	18	0	0	0	1	
IDAHO	43	17	6	0	0	0	0	0	
ILLINOIS	200	324	633	22	9	175	11	0	
INDIANA	286	53	142	70	0	70	3	0	
IOWA	188	86	26	0	0	63	2	1	
KANSAS	71	40	64	3	0	83	1	1	
KENTUCKY	100	95	35	4	1	156	.	1	
LOUISIANA	161	134	197	1	0	133	0	3	
MAINE	59	35	7	7	1	6	0	0	
MARYLAND	231	46	87	5	1	154	0	1	
MASSACHUSETTS	225	58	158	24	154	:	36	3	
MICHIGAN	513	244	308	7	.	82	0	2	
MINNESOTA	367	104	35	13	4	142	0	0	
MISSISSIPPI	72	98	86	30	0	55	0	4	
MISSOURI	137	177	87	32	9	91	2	2	
MONTANA	61	14	28	0	0	0	0	0	
NEBRASKA	151	45	43	5	1	11	1	1	
NEVADA	23	11	47	2	0	0	0	1	
NEW HAMPSHIRE	19	7	7	57	3	0	8	0	
NEW JERSEY	128	39	231	31	51	103	1	4	
NEW MEXICO	68	42	34	0	0	46	0	0	
NEW YORK	688	298	631	231	346	109	58	10	
NORTH CAROLINA	370	163	107	6	1	234	0	1	
NORTH DAKOTA	38	11	2	0	0	0	0	0	
OHIO	288	427	264	17	0	81	0	1	
OKLAHOMA	85	67	71	22	2	83	1	0	
OREGON	345	48	53	3	7	49	0	2	
PENNSYLVANIA	695	203	169	3	128	0	84	1	
PUERTO RICO	26	150	147	4	56	1	1	1	
RHODE ISLAND	7	8	6	39	3	0	1	0	
SOUTH CAROLINA	122	143	79	8	0	72	1	1	
SOUTH DAKOTA	35	11	2	11	0	20	1	0	
TENNESSEE	302	86	127	19	0	73	0	3	
TEXAS	189	979	1,499	14	0	253	0	9	
UTAH	117	31	27	0	0	127	0	0	
VERMONT	29	4	1	0	0	0	20	0	
VIRGINIA	209	124	126	0	3	84	1	0	
WASHINGTON	350	335	144	4	7	89	0	2	
WEST VIRGINIA	13	88	18	11	1	54	0	0	
WISCONSIN	119	15	29	6	0	27	0	0	
WYOMING	33	13	10	0	0	3	0	0	
AMERICAN SAMOA	0	0	8	0	0	0	0	0	
GUAM	3	1	9	0	0	0	0	0	
NORTHERN MARIANAS	2	0	0	0	0	0	0	0	
PALAU	1	4	1	0	0	0	0	0	
VIRGIN ISLANDS	0	0	6	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	1	5	1	0	0	0	0	0	
U.S. AND OUTLYING AREAS	8,948	6,435	7,973	1,128	872	3,817	296	67	
50 STATES, D.C. & P.R.	8,941	6,425	7,948	1,128	872	3,817	296	67	

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	32.85	24.74	12.89	3.74	0.42	24.12	1.25	0.00
ALASKA	31.71	26.83	41.46	0.00	0.00	0.00	0.00	0.00
ARIZONA	26.83	27.80	11.00	22.20	0.00	7.53	4.63	0.00
ARKANSAS	20.85	19.22	10.42	9.12	1.30	39.09	0.00	0.00
CALIFORNIA	23.01	20.36	41.10	0.62	0.91	13.64	0.18	0.18
COLORADO	30.59	32.71	16.76	0.27	0.00	18.62	0.27	0.80
CONNECTICUT	42.52	14.95	10.96	6.98	15.61	0.00	8.31	0.66
DELAWARE	13.16	25.00	7.89	52.63	0.00	0.00	1.32	0.00
DISTRICT OF COLUMBIA	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	15.08	16.77	35.97	10.86	0.00	21.31	0.00	0.00
GEORGIA	29.89	22.95	24.02	9.25	0.00	13.88	0.00	0.00
HAWAII	33.76	32.48	21.66	11.46	0.00	0.00	0.00	0.64
IDAHO	65.15	25.76	9.09	0.00	0.00	0.00	0.00	0.00
ILLINOIS	14.56	23.58	46.07	1.60	0.66	12.74	0.80	0.00
INDIANA	45.83	8.49	22.76	11.22	0.00	11.22	0.48	0.00
IOWA	51.37	23.50	7.10	0.00	0.00	17.21	0.55	0.27
KANSAS	27.00	15.21	24.33	1.14	0.00	31.56	0.38	0.38
KENTUCKY	25.51	24.23	8.93	1.02	0.26	39.80	.	0.26
LOUISIANA	25.60	21.30	31.32	0.16	0.00	21.14	0.00	0.48
MAINE	51.30	30.43	6.09	6.09	0.87	5.22	0.00	0.00
MARYLAND	44.00	8.76	16.57	0.95	0.19	29.33	0.00	0.19
MASSACHUSETTS	34.19	8.81	24.01	3.65	23.40	.	5.47	0.46
MICHIGAN	44.38	21.11	26.64	0.61	.	7.09	0.00	0.17
MINNESOTA	55.19	15.64	5.26	1.95	0.60	21.35	0.00	0.00
MISSISSIPPI	20.87	28.41	24.93	8.70	0.00	15.94	0.00	1.16
MISSOURI	25.51	32.96	16.20	5.96	1.68	16.95	0.37	0.37
MONTANA	59.22	13.59	27.18	0.00	0.00	0.00	0.00	0.00
NEBRASKA	58.53	17.44	16.67	1.94	0.39	4.26	0.39	0.39
NEVADA	27.38	13.10	55.95	2.38	0.00	0.00	0.00	1.19
NEW HAMPSHIRE	18.81	6.93	6.93	56.44	2.97	0.00	7.92	0.00
NEW JERSEY	21.77	6.63	39.29	5.27	8.67	17.52	0.17	0.68
NEW MEXICO	35.79	22.11	17.89	0.00	0.00	24.21	0.00	0.00
NEW YORK	29.02	12.57	26.61	9.74	14.59	4.60	2.45	0.42
NORTH CAROLINA	41.95	18.48	12.13	0.68	0.11	26.53	0.00	0.11
NORTH DAKOTA	74.51	21.57	3.92	0.00	0.00	0.00	0.00	0.00
OHIO	26.72	39.61	24.49	1.58	0.00	7.51	0.00	0.09
OKLAHOMA	25.68	20.24	21.45	6.65	0.60	25.08	0.30	0.00
OREGON	68.05	9.47	10.45	0.59	1.38	9.66	0.00	0.39
PENNSYLVANIA	54.17	15.82	13.17	0.23	9.98	0.00	6.55	0.08
PUERTO RICO	6.74	38.86	38.08	1.04	14.51	0.26	0.26	0.26
RHODE ISLAND	10.94	12.50	9.38	60.94	4.69	0.00	1.56	0.00
SOUTH CAROLINA	28.64	33.57	18.54	1.88	0.00	16.90	0.23	0.23
SOUTH DAKOTA	43.75	13.75	2.50	13.75	0.00	25.00	1.25	0.00
TENNESSEE	49.51	14.10	20.82	3.11	0.00	11.97	0.00	0.49
TEXAS	6.42	33.27	50.93	0.48	0.00	8.60	0.00	0.31
UTAH	38.74	10.26	8.94	0.00	0.00	42.05	0.00	0.00
VERMONT	53.70	7.41	1.85	0.00	0.00	0.00	37.04	0.00
VIRGINIA	38.21	22.67	23.03	0.00	0.55	15.36	0.18	0.00
WASHINGTON	37.59	35.98	15.47	0.43	0.75	9.56	0.00	0.21
WEST VIRGINIA	7.03	47.57	9.73	5.95	0.54	29.19	0.00	0.00
WISCONSIN	60.71	7.65	14.80	3.06	0.00	13.78	0.00	0.00
WYOMING	55.93	22.03	16.95	0.00	0.00	5.08	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	23.08	7.69	69.23	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	16.67	66.67	16.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	14.29	71.43	14.29	0.00	0.00	0.00	0.00	0.00
U. S. AND OUTLYING AREAS	30.30	21.79	26.99	3.82	2.95	12.92	1.00	0.23
50 STATES, D. C. & P. R.	30.31	21.78	26.95	3.82	2.96	12.94	1.00	0.23

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	NUMBER								
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	
ALABAMA	78	36	58	2	0	0	0	1	
ALASKA	14	7	3	0	0	0	0	0	
ARIZONA	102	88	71	0	1	0	0	8	
ARKANSAS	19	22	8	0	0	0	1	0	
CALIFORNIA	1,167	435	1,802	164	10	0	0	43	
COLORADO	204	250	51	3	0	0	1	15	
CONNECTICUT	41	10	3	4	3	0	1	0	
DELAWARE	8	52	20	3	1	1	0	35	
DISTRICT OF COLUMBIA	3	0	0	18	0	0	0	0	
FLORIDA	636	223	731	109	23	0	0	88	
GEORGIA	64	97	91	0	0	0	0	3	
HAWAII	43	17	43	0	0	0	0	2	
IDAHO	33	22	4	0	0	0	0	1	
ILLINOIS	159	163	337	169	6	21	1	10	
INDIANA	165	17	78	0	0	1	0	1	
IOWA	234	107	33	0	0	0	3	8	
KANSAS	81	22	27	0	4	0	0	0	
KENTUCKY	78	45	40	1	.	.	.	1	
LOUISIANA	110	94	204	3	0	4	0	8	
MAINE	29	10	4	0	0	0	0	1	
MARYLAND	87	25	48	3	2	0	0	1	
MASSACHUSETTS	252	34	73	4	40	.	3	21	
MICHIGAN	1,274	675	472	26	.	1	1	30	
MINNESOTA	297	139	21	6	1	0	3	3	
MISSISSIPPI	57	125	166	34	0	0	1	69	
MISSOURI	140	77	76	96	8	0	0	3	
MONTANA	25	6	1	0	0	0	0	0	
NEBRASKA	101	29	32	0	0	0	0	8	
NEVADA	11	47	9	2	0	0	0	0	
NEW HAMPSHIRE	25	14	10	2	0	0	0	0	
NEW JERSEY	56	21	54	6	31	22	1	2	
NEW MEXICO	60	58	78	0	0	0	0	2	
NEW YORK	367	154	177	40	48	5	1	6	
NORTH CAROLINA	179	76	75	7	0	0	0	0	
NORTH DAKOTA	20	4	2	0	1	1	4	0	
OHIO	359	147	179	31	0	0	0	181	
OKLAHOMA	64	18	30	3	0	0	0	0	
OREGON	200	65	60	0	0	1	0	3	
PENNSYLVANIA	53	41	236	72	21	0	9	2	
PUERTO RICO	73	90	48	7	85	2	2	40	
RHODE ISLAND	17	14	16	0	5	0	1	3	
SOUTH CAROLINA	55	111	88	9	0	1	0	3	
SOUTH DAKOTA	31	10	2	1	0	1	2	0	
TENNESSEE	179	61	102	23	2	0	1	58	
TEXAS	206	646	732	31	2	3	0	139	
UTAH	36	14	19	1	0	0	0	7	
VERMONT	29	2	0	0	0	0	0	1	
VIRGINIA	86	58	78	5	1	0	2	4	
WASHINGTON	202	105	76	3	8	0	0	1	
WEST VIRGINIA	37	30	26	0	1	0	0	4	
WISCONSIN	160	43	26	2	0	0	0	5	
WYOMING	29	13	11	0	0	2	0	0	
AMERICAN SAMOA	0	0	0	0	0	0	0	0	
GUAM	10	0	0	0	0	0	0	0	
NORTHERN MARIANAS	1	0	0	0	0	0	0	0	
PALAU	1	1	3	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	3	1	0	0	0	0	0	0	
U.S. AND OUTLYING AREAS	8,050	4,671	6,634	890	304	66	38	821	
50 STATES, D.C. & P.R.	8,035	4,669	6,631	890	304	66	38	821	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ORTHOPEDIC IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.57	20.57	33.14	1.14	0.00	0.00	0.00	0.57
ALASKA	58.33	29.17	12.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	37.78	32.59	26.30	0.00	0.37	0.00	0.00	2.96
ARKANSAS	38.00	44.00	16.00	0.00	0.00	0.00	2.00	0.00
CALIFORNIA	32.23	12.01	49.77	4.53	0.28	0.00	0.00	1.19
COLORADO	38.93	47.71	9.73	0.57	0.00	0.00	0.19	2.86
CONNECTICUT	66.13	16.13	4.84	6.45	4.84	0.00	1.61	0.00
DELAWARE	6.67	43.33	16.67	2.50	0.83	0.83	0.00	29.17
DISTRICT OF COLUMBIA	14.29	0.00	0.00	85.71	0.00	0.00	0.00	0.00
FLORIDA	35.14	12.32	40.39	6.02	1.27	0.00	0.00	4.86
GEORGIA	25.10	38.04	35.69	0.00	0.00	0.00	0.00	1.18
HAWAII	40.95	16.19	40.95	0.00	0.00	0.00	0.00	1.90
IDAHO	55.00	36.67	6.67	0.00	0.00	0.00	0.00	1.67
ILLINOIS	18.36	18.82	38.91	19.52	0.69	2.42	0.12	1.15
INDIANA	62.98	6.49	29.77	0.00	0.00	0.38	0.00	0.38
IOWA	60.78	27.79	8.57	0.00	0.00	0.00	0.78	2.08
KANSAS	60.45	16.42	20.15	0.00	2.99	0.00	0.00	0.00
KENTUCKY	47.27	27.27	24.24	0.61	.	.	.	0.61
LOUISIANA	26.00	22.22	48.23	0.71	0.00	0.95	0.00	1.89
MAINE	65.91	22.73	9.09	0.00	0.00	0.00	0.00	2.27
MARYLAND	52.41	15.06	28.92	1.81	1.20	0.00	0.00	0.60
MASSACHUSETTS	59.02	7.96	17.10	0.94	9.37	.	0.70	4.92
MICHIGAN	51.39	27.23	19.04	1.05	.	0.04	0.04	1.21
MINNESOTA	63.19	29.57	4.47	1.28	0.21	0.00	0.64	0.64
MISSISSIPPI	12.61	27.65	36.73	7.52	0.00	0.00	0.22	15.27
MISSOURI	35.00	19.25	19.00	24.00	2.00	0.00	0.00	0.75
MONTANA	78.13	18.75	3.13	0.00	0.00	0.00	0.00	0.00
NEBRASKA	59.41	17.06	18.82	0.00	0.00	0.00	0.00	4.71
NEVADA	15.94	68.12	13.04	2.90	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	49.02	27.45	19.61	3.92	0.00	0.00	0.00	0.00
NEW JERSEY	29.02	10.88	27.98	3.11	16.06	11.40	0.52	1.04
NEW MEXICO	30.30	29.29	39.39	0.00	0.00	0.00	0.00	1.01
NEW YORK	45.99	19.30	22.18	5.01	6.02	0.63	0.13	0.75
NORTH CAROLINA	53.12	22.55	22.26	2.08	0.00	0.00	0.00	0.00
NORTH DAKOTA	62.50	12.50	6.25	0.00	3.13	3.13	12.50	0.00
OHIO	40.02	16.39	19.96	3.46	0.00	0.00	0.00	20.18
OKLAHOMA	55.65	15.65	26.09	2.61	0.00	0.00	0.00	0.00
OREGON	60.79	19.76	18.24	0.00	0.00	0.30	0.00	0.91
PENNSYLVANIA	12.21	9.45	54.38	16.59	4.84	0.00	2.07	0.46
PUERTO RICO	21.04	25.94	13.83	2.02	24.50	0.58	0.58	11.53
RHODE ISLAND	30.36	25.00	28.57	0.00	8.93	0.00	1.79	5.36
SOUTH CAROLINA	20.60	41.57	32.96	3.37	0.00	0.37	0.00	1.12
SOUTH DAKOTA	65.96	21.28	4.26	2.13	0.00	2.13	4.26	0.00
TENNESSEE	42.02	14.32	23.94	5.40	0.47	0.00	0.23	13.62
TEXAS	11.71	36.73	41.61	1.76	0.11	0.17	0.00	7.90
UTAH	46.75	18.18	24.68	1.30	0.00	0.00	0.00	9.09
VERMONT	90.63	6.25	0.00	0.00	0.00	0.00	0.00	3.13
VIRGINIA	36.75	24.79	33.33	2.14	0.43	0.00	0.85	1.71
WASHINGTON	51.14	26.58	19.24	0.76	2.03	0.00	0.00	0.25
WEST VIRGINIA	37.76	30.61	26.53	0.00	1.02	0.00	0.00	4.08
WISCONSIN	67.80	18.22	11.02	0.85	0.00	0.00	0.00	2.12
WYOMING	52.73	23.64	20.00	0.00	0.00	3.64	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	37.49	21.75	30.89	4.14	1.42	0.31	0.18	3.82
50 STATES, D.C. & P.R.	37.45	21.76	30.91	4.15	1.42	0.31	0.18	3.83

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	216	102	82	14	1	1	0	12
ALASKA	49	22	13	0	0	0	0	0
ARIZONA	43	94	17	2	0	0	0	24
ARKANSAS	131	206	74	5	7	0	4	10
CALIFORNIA	2,422	616	1,068	40	66	0	6	90
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	378	100	44	5	25	0	15	20
DELAWARE	21	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	1	15	1	0	0	0
FLORIDA	0	0	0	0	0	0	0	849
GEORGIA	200	272	130	2	0	0	1	9
HAWAII	42	31	44	0	0	0	0	1
IDAHO	109	57	10	1	0	0	0	8
ILLINOIS	73	198	131	53	8	2	1	403
INDIANA	116	33	43	1	0	0	2	2
IOWA	0	0	0	0	0	1	0	0
KANSAS	198	136	56	3	1	1	1	11
KENTUCKY	86	78	16	0	.	4	.	8
LOUISIANA	393	304	451	9	2	6	1	31
MAINE	129	87	25	1	1	0	1	11
MARYLAND	320	91	139	14	15	0	22	15
MASSACHUSETTS	142	62	54	9	27	.	9	340
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	544	208	36	2	0	1	4	13
MISSISSIPPI	0	.	.	.	.	.	.	0
MISSOURI	428	271	148	15	2	0	1	26
MONTANA	114	52	16	0	0	0	0	0
NEBRASKA	142	88	87	3	0	1	0	28
NEVADA	44	81	13	7	0	0	1	101
NEW HAMPSHIRE	267	94	83	7	6	1	10	6
NEW JERSEY	169	42	43	19	5	0	0	75
NEW MEXICO	73	72	72	0	0	0	0	4
NEW YORK	1,148	501	476	61	32	2	10	46
NORTH CAROLINA	725	431	230	8	1	0	0	32
NORTH DAKOTA	42	9	0	0	0	1	2	2
OHIO	367	44	46	15	0	0	0	908
OKLAHOMA	94	56	28	1	0	1	0	6
OREGON	356	124	67	5	18	2	7	29
PENNSYLVANIA	45	18	4	0	0	0	0	1
PUERTO RICO	43	155	33	2	1	0	0	57
RHODE ISLAND	88	23	24	1	5	0	3	71
SOUTH CAROLINA	25	103	11	0	0	1	0	8
SOUTH DAKOTA	23	13	0	0	0	0	3	1
TENNESSEE	678	326	192	16	3	1	13	515
TEXAS	606	2,384	1,643	20	6	18	2	1,472
UTAH	89	66	60	3	0	0	0	5
VERMONT	85	7	3	2	3	0	0	1
VIRGINIA	340	216	115	3	1	3	1	8
WASHINGTON	1,735	1,563	703	18	9	3	3	18
WEST VIRGINIA	20	57	4	1	0	0	0	4
WISCONSIN	122	64	23	0	0	0	1	12
WYOMING	74	48	23	1	0	3	1	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	11	0	5	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	1	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	1	2
BUR. OF INDIAN AFFAIRS	10	6	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	13,580	9,612	6,587	384	246	53	126	5,296
50 STATES, D.C. & P.R.	13,556	9,605	6,581	384	246	53	125	5,294

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	50.47	23.83	19.16	3.27	0.23	0.23	0.00	2.80
ALASKA	58.33	26.19	15.48	0.00	0.00	0.00	0.00	0.00
ARIZONA	23.89	52.22	9.44	1.11	0.00	0.00	0.00	13.33
ARKANSAS	29.98	47.14	16.93	1.14	1.60	0.00	0.92	2.29
CALIFORNIA	56.22	14.30	24.79	0.93	1.53	0.00	0.14	2.09
COLORADO								
CONNECTICUT	64.40	17.04	7.50	0.85	4.26	0.00	2.56	3.41
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	10.53	0.00	5.26	78.95	5.26	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
GEORGIA	32.57	44.30	21.17	0.33	0.00	0.00	0.16	1.47
HAWAII	35.59	26.27	37.29	0.00	0.00	0.00	0.00	0.85
IDAHO	58.92	30.81	5.41	0.54	0.00	0.00	0.00	4.32
ILLINOIS	8.40	22.78	15.07	6.10	0.92	0.23	0.12	46.38
INDIANA	58.88	16.75	21.83	0.51	0.00	0.00	1.02	1.02
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	48.65	33.42	13.76	0.74	0.25	0.25	0.25	2.70
KENTUCKY	44.79	40.63	8.33	0.00		2.08		4.17
LOUISIANA	32.83	25.40	37.68	0.75	0.17	0.50	0.08	2.59
MAINE	50.59	34.12	9.80	0.39	0.39	0.00	0.39	4.31
MARYLAND	51.95	14.77	22.56	2.27	2.44	0.00	3.57	2.44
MASSACHUSETTS	22.08	9.64	8.40	1.40	4.20		1.40	52.88
MICHIGAN								
MINNESOTA	67.33	25.74	4.46	0.25	0.00	0.12	0.50	1.61
MISSISSIPPI								
MISSOURI	48.04	30.42	16.61	1.68	0.22	0.00	0.11	2.92
MONTANA	62.64	28.57	8.79	0.00	0.00	0.00	0.00	0.00
NEBRASKA	40.69	25.21	24.93	0.86	0.00	0.29	0.00	8.02
NEVADA	17.81	32.79	5.26	2.83	0.00	0.00	0.40	40.89
NEW HAMPSHIRE	56.33	19.83	17.51	1.48	1.27	0.21	2.11	1.27
NEW JERSEY	47.88	11.90	12.18	5.38	1.42	0.00	0.00	21.25
NEW MEXICO	33.03	32.58	32.58	0.00	0.00	0.00	0.00	1.81
NEW YORK	50.44	22.01	20.91	2.68	1.41	0.09	0.44	2.02
NORTH CAROLINA	50.81	30.20	16.12	0.56	0.07	0.00	0.00	2.24
NORTH DAKOTA	75.00	16.07	0.00	0.00	0.00	1.79	3.57	3.57
OHIO	26.59	3.19	3.33	1.09	0.00	0.00	0.00	65.80
OKLAHOMA	50.54	30.11	15.05	0.54	0.00	0.54	0.00	3.23
OREGON	58.55	20.39	11.02	0.82	2.96	0.33	1.15	4.77
PENNSYLVANIA	66.18	26.47	5.88	0.00	0.00	0.00	0.00	1.47
PUERTO RICO	14.78	53.26	11.34	0.69	0.34	0.00	0.00	19.59
RHODE ISLAND	40.93	10.70	11.16	0.47	2.33	0.00	1.40	33.02
SOUTH CAROLINA	16.89	69.59	7.43	0.00	0.00	0.68	0.00	5.41
SOUTH DAKOTA	57.50	32.50	0.00	0.00	0.00	0.00	7.50	2.50
TENNESSEE	38.88	18.69	11.01	0.92	0.17	0.06	0.75	29.53
TEXAS	9.85	38.76	26.71	0.33	0.10	0.29	0.03	23.93
UTAH	39.91	29.60	26.91	1.35	0.00	0.00	0.00	2.24
VERMONT	84.16	6.93	2.97	1.98	2.97	0.00	0.00	0.99
VIRGINIA	49.49	31.44	16.74	0.44	0.15	0.44	0.15	1.16
WASHINGTON	42.82	38.57	17.35	0.44	0.22	0.07	0.07	0.44
WEST VIRGINIA	23.26	66.28	4.65	1.16	0.00	0.00	0.00	4.65
WISCONSIN	54.95	28.83	10.36	0.00	0.00	0.00	0.45	5.41
WYOMING	49.01	31.79	15.23	0.66	0.00	1.99	0.66	0.66
AMERICAN SAMOA								
GUAM	68.75	0.00	31.25	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	25.00	0.00	0.00	0.00	0.00	0.00	25.00	50.00
BUR. OF INDIAN AFFAIRS	62.50	37.50	0.00	0.00	0.00	0.00	0.00	0.00
U. S. AND OUTLYING AREAS	37.84	26.79	18.36	1.07	0.69	0.15	0.35	14.76
50 STATES, D. C. & P. R.	37.82	26.80	18.36	1.07	0.69	0.15	0.35	14.77

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## VISUAL IMPAIRMENTS

STATE	-----NUMBER-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98	31	13	21	0	51	0	1
ALASKA	5	6	3	0	0	0	0	0
ARIZONA	69	43	22	26	0	16	7	1
ARKANSAS	16	16	8	0	0	94	0	0
CALIFORNIA	595	269	417	37	6	8	1	1
COLORADO	92	41	3	0	0	16	0	3
CONNECTICUT	94	30	44	17	9	0	3	0
DELAWARE	26	9	2	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	14	0	0	0	3	0
FLORIDA	203	65	66	12	0	102	0	3
GEORGIA	117	48	12	2	0	67	0	0
HAWAII	25	3	15	1	0	0	0	0
IDAHO	23	11	1	0	0	0	0	0
ILLINOIS	130	175	104	2	1	53	0	1
INDIANA	168	9	23	1	0	87	0	0
IOWA	40	19	6	0	0	22	1	0
KANSAS	60	12	4	0	0	11	0	0
KENTUCKY	130	41	4	0	0	63	1	3
LOUISIANA	94	36	59	0	0	23	0	0
MAINE	32	9	2	0	0	0	0	0
MARYLAND	105	19	26	11	0	59	0	0
MASSACHUSETTS	157	54	40	4	15	0	10	2
MICHIGAN	238	62	55	1	0	5	1	2
MINNESOTA	107	33	3	1	0	32	1	0
MISSISSIPPI	15	44	42	16	0	33	0	6
MISSOURI	93	66	23	19	0	16	0	0
MONTANA	17	8	14	0	0	0	0	0
NEBRASKA	67	18	4	1	0	4	0	0
NEVADA	7	2	25	2	0	0	0	1
NEW HAMPSHIRE	7	3	0	28	0	0	2	0
NEW JERSEY	99	17	12	1	9	7	0	0
NEW MEXICO	26	8	7	0	0	27	0	0
NEW YORK	288	104	124	21	66	26	1	1
NORTH CAROLINA	187	34	26	0	0	43	0	2
NORTH DAKOTA	23	0	3	0	0	0	0	0
OHIO	187	121	114	3	0	60	0	0
OKLAHOMA	60	17	19	2	1	29	0	0
OREGON	102	13	23	0	1	14	1	2
PENNSYLVANIA	369	73	35	4	52	0	33	0
PUERTO RICO	37	236	27	2	2	18	4	3
RHODE ISLAND	19	6	8	1	0	0	2	0
SOUTH CAROLINA	77	58	13	4	0	16	0	0
SOUTH DAKOTA	15	6	1	2	0	9	0	0
TENNESSEE	249	70	37	4	0	40	0	3
TEXAS	197	409	207	12	2	91	0	13
UTAH	52	18	13	0	0	63	0	0
VERMONT	14	2	1	0	0	0	0	1
VIRGINIA	155	47	3	1	1	23	0	0
WASHINGTON	60	49	17	1	1	23	0	0
WEST VIRGINIA	13	39	3	6	0	29	0	0
WISCONSIN	96	15	6	5	0	9	0	0
WYOMING	15	8	2	0	0	1	0	0
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	6	0	0	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	1	2	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,183	2,535	1,758	271	166	1,290	71	49
50 STATES, D.C. & P.R.	5,171	2,532	1,755	271	166	1,290	71	49

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	45.58	14.42	6.05	9.77	0.00	23.72	0.00	0.47
ALASKA	35.71	42.86	21.43	0.00	0.00	0.00	0.00	0.00
ARIZONA	37.50	23.37	11.96	14.13	0.00	8.70	3.80	0.54
ARKANSAS	11.94	11.94	5.97	0.00	0.00	70.15	0.00	0.00
CALIFORNIA	44.60	20.16	31.26	2.77	0.45	0.60	0.07	0.07
COLORADO	59.35	26.45	1.94	0.00	0.00	10.32	0.00	1.94
CONNECTICUT	47.72	15.23	22.34	8.63	4.57	0.00	1.52	0.00
DELAWARE	70.27	24.32	5.41	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	5.56	0.00	77.78	0.00	0.00	0.00	16.67	0.00
FLORIDA	45.01	14.41	14.63	2.66	0.00	22.62	0.00	0.67
GEORGIA	47.56	19.51	4.88	0.81	0.00	27.24	0.00	0.00
HAWAII	56.82	6.82	34.09	2.27	0.00	0.00	0.00	0.00
IDAHO	65.71	31.43	2.86	0.00	0.00	0.00	0.00	0.00
ILLINOIS	27.90	37.55	22.32	0.43	0.21	11.37	0.00	0.21
INDIANA	58.33	3.13	7.99	0.35	0.00	30.21	0.00	0.00
IOWA	45.45	21.59	6.82	0.00	0.00	25.00	1.14	0.00
KANSAS	68.97	13.79	4.60	0.00	0.00	12.64	0.00	0.00
KENTUCKY	53.72	16.94	1.65	0.00	.	26.03	0.41	1.24
LOUISIANA	44.34	16.98	27.83	0.00	0.00	10.85	0.00	0.00
MAINE	74.42	20.93	4.65	0.00	0.00	0.00	0.00	0.00
MARYLAND	47.73	8.64	11.82	5.00	0.00	26.82	0.00	0.00
MASSACHUSETTS	55.67	19.15	14.18	1.42	5.32	.	3.55	0.71
MICHIGAN	65.38	17.03	15.11	0.27	.	1.37	0.27	0.55
MINNESOTA	60.45	18.64	1.69	0.56	0.00	18.08	0.56	0.00
MISSISSIPPI	9.62	28.21	26.92	10.26	0.00	21.15	0.00	3.85
MISSOURI	42.86	30.41	10.60	8.76	0.00	7.37	0.00	0.00
MONTANA	43.59	20.51	35.90	0.00	0.00	0.00	0.00	0.00
NEBRASKA	71.28	19.15	4.26	1.06	0.00	4.26	0.00	0.00
NEVADA	18.92	5.41	67.57	5.41	0.00	0.00	0.00	2.70
NEW HAMPSHIRE	17.50	7.50	0.00	70.00	0.00	0.00	5.00	0.00
NEW JERSEY	68.28	11.72	8.28	0.69	6.21	4.83	0.00	0.00
NEW MEXICO	38.24	11.76	10.29	0.00	0.00	39.71	0.00	0.00
NEW YORK	45.64	16.48	19.65	3.33	10.46	4.12	0.16	0.16
NORTH CAROLINA	64.04	11.64	8.90	0.00	0.00	14.73	0.00	0.68
NORTH DAKOTA	88.46	0.00	11.54	0.00	0.00	0.00	0.00	0.00
OHIO	38.56	24.95	23.51	0.62	0.00	12.37	0.00	0.00
OKLAHOMA	46.88	13.28	14.84	1.56	0.78	22.66	0.00	0.00
OREGON	65.38	8.33	14.74	0.00	0.64	8.97	0.64	1.28
PENNSYLVANIA	65.19	12.90	6.18	0.71	9.19	0.00	5.83	0.00
PUERTO RICO	11.25	71.73	8.21	0.61	0.61	5.47	1.22	0.91
RHODE ISLAND	52.78	16.67	22.22	2.78	0.00	0.00	5.56	0.00
SOUTH CAROLINA	45.83	34.52	7.74	2.38	0.00	9.52	0.00	0.00
SOUTH DAKOTA	45.45	18.18	3.03	6.06	0.00	27.27	0.00	0.00
TENNESSEE	61.79	17.37	9.18	0.99	0.00	9.93	0.00	0.74
TEXAS	21.16	43.93	22.23	1.29	0.21	9.77	0.00	1.40
UTAH	35.62	12.33	8.90	0.00	0.00	43.15	0.00	0.00
VERMONT	77.78	11.11	5.56	0.00	0.00	0.00	0.00	5.56
VIRGINIA	67.39	20.43	1.30	0.43	0.43	10.00	0.00	0.00
WASHINGTON	39.74	32.45	11.26	0.66	0.66	15.23	0.00	0.00
WEST VIRGINIA	14.44	43.33	3.33	6.67	0.00	32.22	0.00	0.00
WISCONSIN	73.28	11.45	4.58	3.82	0.00	6.87	0.00	0.00
WYOMING	57.69	30.77	7.69	0.00	0.00	3.85	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	45.77	22.39	15.53	2.39	1.47	11.39	0.63	0.43
50 STATES, D.C. & P.R.	45.74	22.40	15.52	2.40	1.47	11.41	0.63	0.43

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM								
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	
ALABAMA	3	1	10	13	0	0	21	0	
ALASKA	1	1	2	0	0	0	0	0	
ARIZONA	3	1	50	3	31	0	0	0	
ARKANSAS	3	4	15	0	1	0	0	0	
CALIFORNIA	105	46	338	30	58	110	3	3	
COLORADO	1	3	6	0	1	1	0	0	
CONNECTICUT	3	10	22	12	8	0	7	0	
DELAWARE	0	11	2	26	0	0	0	0	
DISTRICT OF COLUMBIA	0	0	0	0	9	0	0	0	
FLORIDA	8	4	178	85	0	0	0	0	
GEORGIA	7	7	67	8	0	0	0	2	
HAWAII	0	0	18	0	0	0	0	0	
IDAHO	3	4	12	0	0	0	0	0	
ILLINOIS	1	7	99	24	56	0	7	0	
INDIANA	31	3	96	8	0	0	2	1	
IOWA	34	16	5	1	0	0	0	0	
KANSAS	2	11	27	3	1	1	1	0	
KENTUCKY	2	1	8	0	0	0	0	0	
LOUISIANA	2	2	124	8	0	12	0	0	
MAINE	4	4	6	0	3	0	3	0	
MARYLAND	2	1	23	8	4	0	8	0	
MASSACHUSETTS	11	3	107	27	79	0	59	3	
MICHIGAN	56	48	192	156	0	1	0	1	
MINNESOTA	14	25	57	12	1	2	0	0	
MISSISSIPPI	0	1	3	0	0	0	1	1	
MISSOURI	42	17	89	24	6	0	0	1	
MONTANA	9	1	5	0	0	0	0	0	
NEBRASKA	0	0	5	0	0	0	0	0	
NEVADA	0	0	15	1	1	0	0	0	
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	
NEW JERSEY	0	0	8	36	88	22	4	3	
NEW MEXICO	5	1	8	0	0	0	0	0	
NEW YORK	32	18	83	341	59	0	48	3	
NORTH CAROLINA	26	12	187	53	3	0	0	0	
NORTH DAKOTA	0	1	3	0	2	1	2	0	
OHIO	0	15	15	7	0	0	0	0	
OKLAHOMA	0	5	10	1	0	0	1	1	
OREGON	50	31	106	1	2	1	0	2	
PENNSYLVANIA	7	12	128	36	3	0	5	1	
PUERTO RICO	2	1	107	11	2	0	0	9	
RHODE ISLAND	0	0	1	0	5	0	3	1	
SOUTH CAROLINA	0	3	44	1	0	0	0	1	
SOUTH DAKOTA	2	5	3	0	0	0	5	0	
TENNESSEE	37	3	61	1	3	0	0	2	
TEXAS	9	64	428	30	6	1	5	3	
UTAH	4	4	29	11	0	5	0	0	
VERMONT	2	0	0	0	0	0	0	0	
VIRGINIA	1	14	117	29	6	6	11	1	
WASHINGTON	1	4	7	0	0	0	0	0	
WEST VIRGINIA	1	12	22	1	0	0	0	0	
WISCONSIN	3	15	51	2	0	1	1	0	
WYOMING	1	0	2	0	0	2	0	0	
AMERICAN SAMOA	0	0	0	0	0	0	0	0	
GUAM	0	0	1	0	0	0	0	0	
NORTHERN MARIANAS	2	0	0	0	0	0	0	0	
PALAU	0	0	0	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	
U.S. AND OUTLYING AREAS	532	452	3,002	1,010	438	166	197	39	
50 STATES, D.C. & P.R.	530	452	3,001	1,010	438	166	197	39	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	6.25	2.08	20.83	27.08	0.00	0.00	43.75	0.00
ALASKA	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.41	1.14	56.82	3.41	35.23	0.00	0.00	0.00
ARKANSAS	13.04	17.39	65.22	0.00	4.35	0.00	0.00	0.00
CALIFORNIA	15.15	6.64	48.77	4.33	8.37	15.87	0.43	0.43
COLORADO	8.33	25.00	50.00	0.00	8.33	8.33	0.00	0.00
CONNECTICUT	4.84	16.13	35.48	19.35	12.90	0.00	11.29	0.00
DELAWARE	0.00	28.21	5.13	66.67	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	2.89	1.44	64.26	30.69	0.00	0.00	0.00	0.72
GEORGIA	7.87	7.87	75.28	8.99	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	15.79	21.05	63.16	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.52	3.61	51.03	12.37	28.87	0.00	3.61	0.00
INDIANA	21.99	2.13	68.09	5.67	0.00	0.00	1.42	0.71
IOWA	60.71	28.57	8.93	1.79	0.00	0.00	0.00	0.00
KANSAS	4.35	23.91	58.70	6.52	2.17	2.17	2.17	0.00
KENTUCKY	18.18	9.09	72.73	0.00	.	.	.	0.00
LOUISIANA	1.35	1.35	83.78	5.41	0.00	8.11	0.00	0.00
MAINE	20.00	20.00	30.00	0.00	15.00	0.00	15.00	0.00
MARYLAND	4.35	2.17	50.00	17.39	8.70	0.00	17.39	0.00
MASSACHUSETTS	3.81	1.04	37.02	9.34	27.34	.	20.42	1.04
MICHIGAN	12.33	10.57	42.29	34.36	.	0.22	0.00	0.22
MINNESOTA	12.61	22.52	51.35	10.81	0.90	1.80	0.00	0.00
MISSISSIPPI	0.00	16.67	50.00	0.00	0.00	0.00	16.67	16.67
MISSOURI	23.46	9.50	49.72	13.41	3.35	0.00	0.00	0.56
MONTANA	60.00	6.67	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	88.24	5.88	5.88	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	4.97	22.36	54.66	13.66	2.48	1.86
NEW MEXICO	35.71	7.14	57.14	0.00	0.00	0.00	0.00	0.00
NEW YORK	5.48	3.08	14.21	58.39	10.10	0.00	8.22	0.51
NORTH CAROLINA	9.25	4.27	66.55	18.86	1.07	0.00	0.00	0.00
NORTH DAKOTA	0.00	11.11	33.33	0.00	22.22	11.11	22.22	0.00
OHIO	0.00	40.54	40.54	18.92	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	27.78	55.56	5.56	0.00	0.00	5.56	5.56
OREGON	25.91	16.06	54.92	0.52	1.04	0.52	0.00	1.04
PENNSYLVANIA	3.65	6.25	66.67	18.75	1.56	0.00	2.60	0.52
PUERTO RICO	1.52	0.76	81.06	8.33	1.52	0.00	0.00	6.82
RHODE ISLAND	0.00	0.00	10.00	0.00	50.00	0.00	30.00	10.00
SOUTH CAROLINA	0.00	6.12	89.80	2.04	0.00	0.00	0.00	2.04
SOUTH DAKOTA	13.33	33.33	20.00	0.00	0.00	0.00	33.33	0.00
TENNESSEE	34.58	2.80	57.01	0.93	2.80	0.00	0.00	1.87
TEXAS	1.65	11.72	78.39	5.49	1.10	0.18	0.92	0.55
UTAH	7.55	7.55	54.72	20.75	0.00	9.43	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.54	7.57	63.24	15.68	3.24	3.24	5.95	0.54
WASHINGTON	8.33	33.33	58.33	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	2.78	33.33	61.11	2.78	0.00	0.00	0.00	0.00
WISCONSIN	4.11	20.55	69.86	2.74	0.00	1.37	1.37	0.00
WYOMING	20.00	0.00	40.00	0.00	0.00	40.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	9.12	7.75	51.44	17.31	7.51	2.84	3.38	0.67
50 STATES, D.C. & P.R.	9.09	7.75	51.45	17.32	7.51	2.85	3.38	0.67

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DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	1	0	0	0	0	0
ALASKA	1	0	3	0	0	0	0	0
ARIZONA	.	.	0	4	0	0	.	0
ARKANSAS	0	0	0	4	0	0	0	0
CALIFORNIA	8	8	41	6	3	9	0	1
COLORADO	3	3	9	9	0	2	0	0
CONNECTICUT	1	1	3	1	2	0	2	1
DELAWARE	3	2	2	8	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	4	0	0	0	0
FLORIDA	0	0	4	2	0	2	0	0
GEORGIA	0	0	2	7	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	2	0	0	0	0	0	0	0
ILLINOIS	0	1	4	2	0	5	0	0
INDIANA	1	0	15	8	0	2	3	1
IOWA	0	0	0	7	0	6	0	0
KANSAS	0	0	4	0	0	0	0	1
KENTUCKY	.	.	0	0	.	1	.	.
LOUISIANA	0	0	1	0	0	4	0	0
MAINE	0	2	0	0	0	0	1	0
MARYLAND	2	1	0	1	0	13	0	0
MASSACHUSETTS	.	.	5	2	9	.	6	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	4	1	0	0	0	0	0
MISSISSIPPI	0	0	1	0	0	0	0	0
MISSOURI	1	1	19	11	2	0	0	2
MONTANA	2	2	6	1	0	0	0	0
NEBRASKA	0	0	1	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	1	0
NEW JERSEY	1	0	1	0	9	6	1	0
NEW MEXICO	0	0	1	0	0	1	0	0
NEW YORK	7	1	2	0	2	0	0	0
NORTH CAROLINA	0	0	1	0	0	6	0	0
NORTH DAKOTA	1	0	0	0	0	23	0	0
OHIO	0	3	4	0	0	0	0	0
OKLAHOMA	0	1	8	2	0	0	1	1
OREGON	0	0	4	0	0	1	0	0
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	0	3	6	14	0	0	0	1
RHODE ISLAND	0	0	1	0	1	0	1	0
SOUTH CAROLINA	0	0	4	3	0	5	0	0
SOUTH DAKOTA	0	0	0	1	0	3	0	0
TENNESSEE	0	0	0	0	0	2	0	0
TEXAS	2	9	37	1	0	14	0	1
UTAH	1	0	3	7	0	12	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	1	2	6	0	0	0	0	0
WEST VIRGINIA	1	0	0	2	0	6	0	0
WISCONSIN	0	0	0	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	41	47	202	108	28	124	16	9
50 STATES, D.C. & P.R.	41	45	201	108	28	124	16	9

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	DEAF-BLINDNESS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ALASKA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
ARIZONA			0.00	100.00	0.00	0.00		0.00
ARKANSAS	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	10.53	10.53	53.95	7.89	3.95	11.84	0.00	1.32
COLORADO	11.54	11.54	34.62	34.62	0.00	7.69	0.00	0.00
CONNECTICUT	9.09	9.09	27.27	9.09	18.18	0.00	18.18	9.09
DELAWARE	20.00	13.33	13.33	53.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	18.18	63.64	0.00	18.18	0.00	0.00
HAWAII								
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	8.33	33.33	16.67	0.00	41.67	0.00	0.00
INDIANA	3.33	0.00	50.00	26.67	0.00	6.67	10.00	3.33
IOWA	0.00	0.00	0.00	53.85	0.00	46.15	0.00	0.00
KANSAS	0.00	0.00	80.00	0.00	0.00	0.00	0.00	20.00
KENTUCKY			0.00	0.00		100.00		
LOUISIANA	0.00	0.00	20.00	0.00	0.00	80.00	0.00	0.00
MAINE	0.00	66.67	0.00	0.00	0.00	0.00	33.33	0.00
MARYLAND	11.76	5.88	0.00	5.88	0.00	76.47	0.00	0.00
MASSACHUSETTS			22.73	9.09	40.91		27.27	
MICHIGAN								
MINNESOTA	28.57	57.14	14.29	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	2.78	2.78	52.78	30.56	5.56	0.00	0.00	5.56
MONTANA	18.18	18.18	54.55	9.09	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA								
NEW HAMPSHIRE	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
NEW JERSEY	5.56	0.00	5.56	0.00	50.00	33.33	5.56	0.00
NEW MEXICO	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
NEW YORK	58.33	8.33	16.67	0.00	16.67	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	14.29	0.00	0.00	85.71	0.00	0.00
NORTH DAKOTA	4.17	0.00	0.00	0.00	0.00	95.83	0.00	0.00
OHIO	0.00	42.86	57.14	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	7.69	61.54	15.38	0.00	0.00	7.69	7.69
OREGON	0.00	0.00	80.00	0.00	0.00	20.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	12.50	25.00	58.33	0.00	0.00	0.00	4.17
RHODE ISLAND	0.00	0.00	33.33	0.00	33.33	0.00	33.33	0.00
SOUTH CAROLINA	0.00	0.00	33.33	25.00	0.00	41.67	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TEXAS	3.13	14.06	57.81	1.56	0.00	21.88	0.00	1.56
UTAH	4.35	0.00	13.04	30.43	0.00	52.17	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	11.11	22.22	66.67	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	11.11	0.00	0.00	22.22	0.00	66.67	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM								
NORTHERN MARIANAS								
PALAU								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	7.13	8.17	35.13	18.78	4.87	21.57	2.78	1.57
50 STATES, D.C. & P.R.	7.17	7.87	35.14	18.88	4.90	21.68	2.80	1.57

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	18	24	9	0	0	0	0	6
ALASKA	5	9	2	0	0	0	0	1
ARIZONA	10	19	17	0	1	0	0	0
ARKANSAS	7	6	6	0	0	0	14	3
CALIFORNIA	47	49	66	1	6	0	3	4
COLORADO	8	19	6	0	1	1	0	0
CONNECTICUT	8	7	5	2	2	0	0	2
DELAWARE	2	1	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	3	4	4	0	0	0	0	0
GEORGIA	12	17	15	0	0	0	0	0
HAWAII	0	2	1	0	0	0	0	0
IDAHO	21	13	10	0	0	0	0	0
ILLINOIS	5	20	30	11	2	1	0	0
INDIANA	41	10	27	1	0	0	2	4
IOWA	12	5	2	0	0	0	0	0
KANSAS	21	30	23	3	0	2	0	0
KENTUCKY	7	10	9	.	.	.	.	0
LOUISIANA	11	5	17	1	0	0	0	3
MAINE	12	9	5	0	0	0	0	2
MARYLAND	16	7	16	2	3	0	2	5
MASSACHUSETTS	19	15	38	14	29	.	9	12
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	16	11	8	1	0	0	1	0
MISSISSIPPI	0	0	1	0	0	0	0	0
MISSOURI	23	27	24	8	1	0	1	1
MONTANA	18	9	7	0	0	0	0	0
NEBRASKA	10	7	6	2	1	0	0	3
NEVADA	1	7	2	1	0	0	0	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	6	18	1	4	0	0	0
NEW MEXICO	14	11	14	0	0	0	0	1
NEW YORK	30	21	32	10	2	0	4	8
NORTH CAROLINA	14	11	8	3	0	0	0	1
NORTH DAKOTA	5	2	1	0	0	0	0	0
OHIO	8	15	6	0	0	0	0	7
OKLAHOMA	9	11	7	2	0	0	0	1
OREGON	23	16	6	0	1	0	0	6
PENNSYLVANIA	16	42	104	6	369	0	39	6
PUERTO RICO	1	2	3	0	0	0	0	0
RHODE ISLAND	2	2	1	1	3	0	0	0
SOUTH CAROLINA	1	11	2	0	0	0	0	0
SOUTH DAKOTA	8	3	1	0	1	0	0	0
TENNESSEE	20	18	21	1	0	0	0	1
TEXAS	2	26	26	1	0	0	0	6
UTAH	32	100	53	3	0	0	0	1
VERMONT	8	0	0	0	0	0	0	0
VIRGINIA	-16	15	11	0	1	0	0	1
WASHINGTON	14	1	4	0	0	0	0	1
WEST VIRGINIA	6	11	3	0	0	0	1	1
WISCONSIN	8	19	20	0	0	0	0	0
WYOMING	9	10	2	0	0	1	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	602	695	700	77	427	5	77	91
50 STATES, D.C. & P.R.	601	695	699	77	427	5	77	91

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	31.58	42.11	15.79	0.00	0.00	0.00	0.00	10.53
ALASKA	29.41	52.94	11.76	0.00	0.00	0.00	0.00	5.88
ARIZONA	21.28	40.43	36.17	0.00	2.13	0.00	0.00	0.00
ARKANSAS	19.44	16.67	16.67	0.00	0.00	0.00	38.89	8.33
CALIFORNIA	26.70	27.84	37.50	0.57	3.41	0.00	1.70	2.27
COLORADO	22.86	54.29	17.14	0.00	2.86	2.86	0.00	0.00
CONNECTICUT	30.77	26.92	19.23	7.69	7.69	0.00	0.00	7.69
DELAWARE	50.00	25.00	0.00	25.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	27.27	36.36	36.36	0.00	0.00	0.00	0.00	0.00
GEORGIA	27.27	38.64	34.09	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
IDAHO	47.73	29.55	22.73	0.00	0.00	0.00	0.00	0.00
ILLINOIS	7.25	28.99	43.48	15.94	2.90	1.45	0.00	0.00
INDIANA	48.24	11.76	31.76	1.18	0.00	0.00	2.35	4.71
IOWA	63.16	26.32	10.53	0.00	0.00	0.00	0.00	0.00
KANSAS	26.58	37.97	29.11	3.80	0.00	2.53	0.00	0.00
KENTUCKY	24.14	34.48	31.03	.	.	.	.	10.34
LOUISIANA	30.56	13.89	47.22	2.78	0.00	0.00	0.00	5.56
MAINE	42.86	32.14	17.86	0.00	0.00	0.00	0.00	7.14
MARYLAND	31.37	13.73	31.37	3.92	5.88	0.00	3.92	9.80
MASSACHUSETTS	13.97	11.03	27.94	10.32	21.32	.	6.62	8.82
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	43.24	29.73	21.62	2.70	0.00	0.00	2.70	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	27.06	31.76	28.24	9.41	1.18	0.00	1.18	1.18
MONTANA	52.94	26.47	20.59	0.00	0.00	0.00	0.00	0.00
NEBRASKA	34.48	24.14	20.69	6.90	3.45	0.00	0.00	10.34
NEVADA	7.69	53.85	15.38	7.69	0.00	0.00	0.00	15.38
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	6.45	19.35	58.06	3.23	12.90	0.00	0.00	0.00
NEW MEXICO	35.00	27.50	35.00	0.00	0.00	0.00	0.00	2.50
NEW YORK	28.04	19.63	29.91	9.35	1.87	0.00	3.74	7.48
NORTH CAROLINA	37.84	29.73	21.62	8.11	0.00	0.00	0.00	2.70
NORTH DAKOTA	62.50	25.00	12.50	0.00	0.00	0.00	0.00	0.00
OHIO	22.22	41.67	16.67	0.00	0.00	0.00	0.00	19.44
OKLAHOMA	30.00	36.67	23.33	6.67	0.00	0.00	0.00	3.33
OREGON	44.23	30.77	11.54	0.00	1.92	0.00	0.00	11.54
PENNSYLVANIA	2.75	7.22	17.87	1.03	63.40	0.00	6.70	1.03
PUERTO RICO	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	22.22	22.22	11.11	11.11	33.33	0.00	0.00	0.00
SOUTH CAROLINA	7.14	78.57	14.29	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	61.54	23.08	7.69	0.00	7.69	0.00	0.00	0.00
TENNESSEE	32.79	29.51	34.43	1.64	0.00	0.00	0.00	1.64
TEXAS	3.28	42.62	42.62	1.64	0.00	0.00	0.00	9.84
UTAH	16.93	52.91	28.04	1.59	0.00	0.00	0.00	0.53
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	36.36	34.09	25.00	0.00	2.27	0.00	0.00	2.27
WASHINGTON	70.00	5.00	20.00	0.00	0.00	0.00	0.00	5.00
WEST VIRGINIA	27.27	50.00	13.64	0.00	0.00	0.00	4.55	4.55
WISCONSIN	17.02	40.43	42.55	0.00	0.00	0.00	0.00	0.00
WYOMING	39.13	43.48	8.70	0.00	0.00	4.35	4.35	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	22.51	25.99	26.18	2.88	15.97	0.19	2.88	3.40
50 STATES, D.C. & P.R.	22.49	26.01	26.16	2.88	15.98	0.19	2.88	3.41

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

ALL DISABILITIES

STATE	-NUMBER-							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,188	2,392	1,230	190	26	90	32	49
ALASKA	206	271	164	0	0	0	0	0
ARIZONA	329	1,055	1,152	148	68	26	16	22
ARKANSAS	679	1,102	355	10	23	116	7	18
CALIFORNIA	5,050	5,908	7,087	902	556	168	82	498
COLORADO	386	1,292	761	110	3	142	9	25
CONNECTICUT	1,340	748	833	169	190	5	74	30
DELAWARE	36	286	98	68	0	132	4	11
DISTRICT OF COLUMBIA	83	134	86	110	67	0	13	1
FLORIDA	2,446	1,931	3,670	1,137	30	73	0	154
GEORGIA	982	1,274	1,781	167	7	61	4	84
HAWAII	113	147	319	5	1	0	2	14
IDAHO	246	246	172	26	6	4	0	2
ILLINOIS	447	3,798	3,582	1,158	819	337	122	64
INDIANA	2,391	1,108	1,806	848	0	57	28	25
IOWA	1,799	800	245	144	0	86	18	4
KANSAS	588	611	505	88	17	93	11	10
KENTUCKY	608	1,639	770	88	8	69	1	32
LOUISIANA	1,094	637	2,028	156	0	270	13	43
MAINE	474	515	215	17	17	2	12	10
MARYLAND	1,212	659	890	620	153	100	180	12
MASSACHUSETTS	3,446	1,113	1,711	403	637	.	227	161
MICHIGAN	2,639	2,612	2,223	1,638	.	54	3	39
MINNESOTA	1,074	924	697	594	34	104	13	21
MISSISSIPPI	423	1,372	765	61	0	28	5	23
MISSOURI	2,188	1,752	1,051	672	75	54	6	41
MONTANA	413	215	81	4	0	0	3	0
NEBRASKA	545	413	437	43	18	32	6	11
NEVADA	77	405	167	120	0	0	2	13
NEW HAMPSHIRE	633	260	187	33	40	2	33	11
NEW JERSEY	1,981	1,254	2,630	633	1,025	496	41	96
NEW MEXICO	461	525	557	0	0	218	0	16
NEW YORK	6,990	2,310	7,905	3,519	780	116	353	246
NORTH CAROLINA	1,486	1,419	1,058	342	26	133	69	32
NORTH DAKOTA	319	97	148	2	1	11	18	4
OHIO	3,691	4,005	2,108	1,436	0	241	0	243
OKLAHOMA	1,151	1,185	511	80	2	35	0	26
OREGON	1,044	575	536	32	36	22	3	21
PENNSYLVANIA	2,674	3,583	3,103	663	432	69	122	49
PUERTO RICO	127	1,046	1,923	544	161	37	45	421
RHODE ISLAND	341	223	272	37	110	0	32	17
SOUTH CAROLINA	381	1,283	1,000	154	43	88	2	16
SOUTH DAKOTA	268	169	72	10	35	29	63	2
TENNESSEE	2,334	1,382	1,268	158	139	120	26	115
TEXAS	1,666	5,392	9,687	562	58	618	7	313
UTAH	341	237	553	474	0	332	0	16
VERMONT	307	34	89	9	12	1	12	6
VIRGINIA	1,615	1,981	1,608	109	55	246	74	35
WASHINGTON	1,380	1,266	1,157	66	74	79	0	21
WEST VIRGINIA	212	1,273	518	45	0	40	1	18
WISCONSIN	1,177	1,754	1,374	117	0	53	1	22
WYOMING	171	200	99	5	2	20	12	2
AMERICAN SAMOA	7	7	9	0	0	0	0	0
GUAM	27	21	51	2	1	0	1	0
NORTHERN MARIANAS	8	1	0	0	0	0	0	1
PALAU	0	8	3	0	0	0	0	0
VIRGIN ISLANDS	1	5	26	11	0	0	5	1
BUR. OF INDIAN AFFAIRS	98	148	61	1	5	10	1	0
U.S. AND OUTLYING AREAS	63,393	67,002	73,394	18,740	5,792	5,119	1,814	3,167
50 STATES, D.C. & P.R.	63,252	66,812	73,244	18,726	5,786	5,109	1,807	3,165

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DATA AS OF OCTOBER 1, 1995.



Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	ALL DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22.86	46.03	23.67	3.66	0.50	1.73	0.62	0.94
ALASKA	32.14	42.28	25.59	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.68	37.46	40.91	5.26	2.41	0.92	0.57	0.78
ARKANSAS	29.39	47.71	15.37	0.43	1.00	5.02	0.30	0.78
CALIFORNIA	24.94	29.17	35.00	4.45	2.75	0.83	0.40	2.46
COLORADO	14.15	47.36	27.90	4.03	0.11	5.21	0.33	0.92
CONNECTICUT	39.54	22.07	24.58	4.99	5.61	0.15	2.18	0.89
DELAWARE	5.67	45.04	15.43	10.71	0.00	20.79	0.63	1.73
DISTRICT OF COLUMBIA	16.80	27.13	17.41	22.27	13.56	0.00	2.63	0.20
FLORIDA	25.91	20.45	38.87	12.04	0.32	0.77	0.00	1.63
GEORGIA	22.52	29.22	40.85	3.83	0.16	1.40	0.09	1.93
HAWAII	18.80	24.46	53.08	0.83	0.17	0.00	0.33	2.33
IDAHO	35.04	35.04	24.50	3.70	0.85	0.57	0.00	0.28
ILLINOIS	4.33	36.78	34.69	11.21	7.93	3.26	1.18	0.62
INDIANA	38.18	17.69	28.84	13.54	0.00	0.91	0.45	0.40
IOWA	58.11	25.84	7.91	4.65	0.00	2.78	0.58	0.13
KANSAS	30.58	31.77	26.26	4.58	0.88	4.84	0.57	0.52
KENTUCKY	18.91	50.98	23.95	2.74	0.25	2.15	0.03	1.00
LOUISIANA	25.80	15.02	47.82	3.68	0.00	6.37	0.31	1.01
MAINE	37.56	40.81	17.04	1.35	1.35	0.16	0.95	0.79
MARYLAND	31.68	17.22	23.26	16.20	4.00	2.61	4.70	0.31
MASSACHUSETTS	44.76	14.46	22.23	5.24	8.27	.	2.95	2.09
MICHIGAN	28.66	28.37	24.14	17.79	.	0.59	0.03	0.42
MINNESOTA	31.03	26.70	20.14	17.16	0.98	3.00	0.38	0.61
MISSISSIPPI	15.80	51.25	28.58	2.28	0.00	1.05	0.19	0.86
MISSOURI	37.47	30.01	18.00	11.51	1.28	0.92	0.10	0.70
MONTANA	57.68	30.03	11.31	0.56	0.00	0.00	0.42	0.00
NEBRASKA	36.21	27.44	29.04	2.86	1.20	2.13	0.40	0.73
NEVADA	9.82	51.66	21.30	15.31	0.00	0.00	0.26	1.66
NEW HAMPSHIRE	52.79	21.68	15.60	2.75	3.34	0.17	2.75	0.92
NEW JERSEY	24.29	15.38	32.25	7.76	12.57	6.08	0.50	1.18
NEW MEXICO	25.94	29.54	31.34	0.00	0.00	12.27	0.00	0.90
NEW YORK	31.46	10.40	35.58	15.84	3.51	0.52	1.59	1.11
NORTH CAROLINA	32.55	31.08	23.18	7.49	0.57	2.91	1.51	0.70
NORTH DAKOTA	53.17	16.17	24.67	0.33	0.17	1.83	3.00	0.67
OHIO	31.48	34.16	17.98	12.25	0.00	2.06	0.00	2.07
OKLAHOMA	38.49	39.63	17.09	2.68	0.07	1.17	0.00	0.87
OREGON	46.01	25.34	23.62	1.41	1.59	0.97	0.13	0.93
PENNSYLVANIA	25.00	33.50	29.01	6.20	4.04	0.65	1.14	0.46
PUERTO RICO	2.95	24.30	44.68	12.64	3.74	0.86	1.05	9.78
RHODE ISLAND	33.04	21.61	26.36	3.59	10.66	0.00	3.10	1.65
SOUTH CAROLINA	12.84	43.24	33.70	5.19	1.45	2.97	0.07	0.54
SOUTH DAKOTA	41.36	26.08	11.11	1.54	5.40	4.48	9.72	0.31
TENNESSEE	42.11	24.94	22.88	2.85	2.51	2.17	0.47	2.08
TEXAS	9.10	29.46	52.93	3.07	0.32	3.38	0.04	1.71
UTAH	17.46	12.14	28.32	24.27	0.00	17.00	0.00	0.82
VERMONT	65.32	7.23	18.94	1.91	2.55	0.21	2.55	1.28
VIRGINIA	28.22	34.61	28.10	1.90	0.96	4.30	1.29	0.61
WASHINGTON	34.13	31.31	28.62	1.63	1.83	1.95	0.00	0.52
WEST VIRGINIA	10.06	60.42	24.58	2.14	0.00	1.90	0.05	0.85
WISCONSIN	26.17	39.00	30.55	2.60	0.00	1.18	0.02	0.49
WYOMING	33.46	39.14	19.37	0.98	0.39	3.91	2.35	0.39
AMERICAN SAMOA	30.43	30.43	39.13	0.00	0.00	0.00	0.00	0.00
GUAM	26.21	20.39	49.51	1.94	0.97	0.00	0.97	0.00
NORTHERN MARIANAS	80.00	10.00	0.00	0.00	0.00	0.00	0.00	10.00
PALAU	0.00	72.73	27.27	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	2.04	10.20	53.06	22.45	0.00	0.00	10.20	2.04
BUR. OF INDIAN AFFAIRS	30.25	45.68	18.83	0.31	1.54	3.09	0.31	0.00
U.S. AND OUTLYING AREAS	26.59	28.10	30.78	7.86	2.43	2.15	0.76	1.33
50 STATES, D.C. & P.R.	26.59	28.08	30.79	7.87	2.43	2.15	0.76	1.33

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DATA AS OF OCTOBER 1, 1995.

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES								HOME HOSP
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	ENVIR	
ALABAMA	923	1,226	110	10	3	0	1	3	
ALASKA	175	228	29	0	0	0	0	0	
ARIZONA	261	835	400	2	0	0	0	5	
ARKANSAS	561	729	92	2	0	0	0	8	
CALIFORNIA	4,013	4,713	1,709	10	91	0	5	82	
COLORADO	266	907	129	3	0	75	2	3	
CONNECTICUT	936	430	180	14	42	0	2	5	
DELAWARE	28	204	54	3	0	31	0	2	
DISTRICT OF COLUMBIA	74	125	25	0	17	0	0	0	
FLORIDA	1,834	1,418	1,382	21	8	1	0	12	
GEORGIA	598	563	117	7	0	0	0	0	
HAWAII	76	100	72	0	0	0	0	4	
IDAHO	207	171	19	1	2	0	0	1	
ILLINOIS	232	3,258	1,206	31	30	49	1	6	
INDIANA	1,988	810	284	43	0	2	0	5	
IOWA	892	407	124	0	0	44	1	1	
KANSAS	466	380	67	0	0	8	0	1	
KENTUCKY	383	860	46	31	0	2	0	7	
LOUISIANA	930	469	679	4	0	11	0	10	
MAINE	321	318	21	1	1	0	1	1	
MARYLAND	906	480	420	48	7	10	6	4	
MASSACHUSETTS	2,364	799	640	68	86	.	23	9	
MICHIGAN	1,955	1,703	598	30	.	.	2	7	
MINNESOTA	701	398	58	66	1	10	0	1	
MISSISSIPPI	333	1,162	360	5	0	0	0	2	
MISSOURI	1,828	1,346	243	0	32	0	0	7	
MONTANA	290	177	23	0	0	0	0	0	
NEBRASKA	388	238	56	0	0	0	1	0	
NEVADA	60	328	42	22	0	0	0	2	
NEW HAMPSHIRE	480	160	72	1	10	0	9	1	
NEW JERSEY	1,558	1,039	1,563	72	168	85	4	28	
NEW MEXICO	268	372	200	0	0	1	0	2	
NEW YORK	5,911	1,619	5,083	583	57	6	15	37	
NORTH CAROLINA	1,041	708	94	1	0	0	0	3	
NORTH DAKOTA	269	35	5	0	0	0	2	0	
OHIO	3,230	1,019	326	2	0	43	0	38	
OKLAHOMA	966	762	72	5	1	0	0	0	
OREGON	672	369	53	6	10	0	0	2	
PENNSYLVANIA	2,126	2,315	806	29	0	31	0	2	
PUERTO RICO	45	568	267	97	15	7	4	6	
RHODE ISLAND	298	184	96	25	17	0	7	2	
SOUTH CAROLINA	204	798	152	0	0	0	0	2	
SOUTH DAKOTA	220	117	5	1	0	0	2	1	
TENNESSEE	1,607	1,023	310	6	19	1	1	13	
TEXAS	1,348	4,505	4,259	13	0	5	0	26	
UTAH	234	168	166	50	0	5	0	1	
VERMONT	147	6	1	2	1	0	4	0	
VIRGINIA	1,328	1,207	334	5	12	51	6	3	
WASHINGTON	1,020	826	209	1	6	5	0	6	
WEST VIRGINIA	173	921	124	0	0	8	0	4	
WISCONSIN	733	929	169	1	0	0	0	2	
WYOMING	118	127	14	0	0	1	2	1	
AMERICAN SAMOA	4	4	0	0	0	0	0	0	
GUAM	21	15	32	0	0	0	0	0	
NORTHERN MARIANAS	7	1	0	0	0	0	0	0	
PALAU	0	4	0	0	0	0	0	0	
VIRGIN ISLANDS	0	5	3	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	66	120	41	0	0	0	0	0	
U.S. AND OUTLYING AREAS	48,083	44,708	23,641	1,322	636	494	101	368	
50 STATES, D.C. & P.R.	47,985	44,559	23,565	1,322	636	494	101	368	

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DATA AS OF OCTOBER 1, 1995.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.55	53.87	4.83	0.44	0.13	0.00	0.04	0.13
ALASKA	40.51	52.78	6.71	0.00	0.00	0.00	0.00	0.00
ARIZONA	17.37	55.56	26.61	0.13	0.00	0.00	0.00	0.33
ARKANSAS	40.30	52.37	6.61	0.14	0.00	0.00	0.00	0.57
CALIFORNIA	37.78	44.37	16.09	0.09	0.86	0.00	0.05	0.77
COLORADO	19.21	65.49	9.31	0.22	0.00	5.42	0.14	0.22
CONNECTICUT	58.17	26.72	11.19	0.87	2.61	0.00	0.12	0.31
DELAWARE	8.70	63.35	16.77	0.93	0.00	9.63	0.00	0.62
DISTRICT OF COLUMBIA	30.71	51.87	10.37	0.00	7.05	0.00	0.00	0.00
FLORIDA	39.22	30.33	29.56	0.45	0.17	0.02	0.00	0.26
GEORGIA	46.54	43.81	9.11	0.54	0.00	0.00	0.00	0.00
HAWAII	30.16	39.68	28.57	0.00	0.00	0.00	0.00	1.59
IDAHO	51.62	42.64	4.74	0.25	0.50	0.00	0.00	0.25
ILLINOIS	4.82	67.69	25.06	0.64	0.62	1.02	0.02	0.12
INDIANA	63.47	25.86	9.07	1.37	0.00	0.06	0.00	0.16
IOWA	60.72	27.71	8.44	0.00	0.00	3.00	0.07	0.07
KANSAS	50.54	41.21	7.27	0.00	0.00	0.87	0.00	0.11
KENTUCKY	28.82	64.71	3.46	2.33	0.00	0.15	0.00	0.53
LOUISIANA	44.22	22.30	32.29	0.19	0.00	0.52	0.00	0.48
MAINE	48.34	47.89	3.16	0.15	0.15	0.00	0.15	0.15
MARYLAND	48.17	25.52	22.33	2.55	0.37	0.53	0.32	0.21
MASSACHUSETTS	59.26	20.03	16.04	1.70	2.16		0.58	0.23
MICHIGAN	45.51	39.64	13.92	0.70		0.02	0.05	0.16
MINNESOTA	56.76	32.23	4.70	5.34	0.08	0.81	0.00	0.08
MISSISSIPPI	17.88	62.41	19.33	0.27	0.00	0.00	0.00	0.11
MISSOURI	52.89	38.95	7.03	0.00	0.93	0.00	0.00	0.20
MONTANA	59.06	36.05	4.68	0.00	0.00	0.00	0.20	0.00
NEBRASKA	56.81	34.85	8.20	0.00	0.00	0.15	0.00	0.00
NEVADA	13.22	72.25	9.25	4.85	0.00	0.00	0.00	0.44
NEW HAMPSHIRE	65.48	21.83	9.82	0.14	1.36	0.00	1.23	0.14
NEW JERSEY	34.49	23.00	34.60	1.59	3.72	1.88	0.09	0.62
NEW MEXICO	31.79	44.13	23.72	0.00	0.00	0.12	0.00	0.24
NEW YORK	44.41	12.16	38.19	4.38	0.43	0.05	0.11	0.28
NORTH CAROLINA	56.36	38.33	5.09	0.05	0.00	0.00	0.00	0.16
NORTH DAKOTA	86.50	11.25	1.61	0.00	0.00	0.00	0.64	0.00
OHIO	69.34	21.88	7.00	0.04	0.00	0.92	0.00	0.82
OKLAHOMA	53.49	42.19	3.99	0.28	0.06	0.00	0.00	0.00
OREGON	60.43	33.18	4.77	0.54	0.90	0.00	0.00	0.18
PENNSYLVANIA	40.05	43.61	15.18	0.55	0.00	0.58	0.00	0.04
PUERTO RICO	4.46	56.29	26.46	9.61	1.49	0.69	0.40	0.59
RHODE ISLAND	47.38	29.25	15.26	3.97	2.70	0.00	1.11	0.32
SOUTH CAROLINA	17.65	69.03	13.15	0.00	0.00	0.00	0.00	0.17
SOUTH DAKOTA	63.58	33.82	1.45	0.29	0.00	0.00	0.58	0.29
TENNESSEE	53.93	34.33	10.40	0.20	0.64	0.03	0.03	0.44
TEXAS	13.27	44.36	41.94	0.13	0.00	0.05	0.00	0.26
UTAH	37.50	26.92	26.60	8.01	0.00	0.80	0.00	0.16
VERMONT	91.30	3.73	0.62	1.24	0.62	0.00	2.48	0.00
VIRGINIA	45.08	40.97	11.34	0.17	0.41	1.73	0.20	0.10
WASHINGTON	49.20	39.85	10.08	0.05	0.29	0.24	0.00	0.29
WEST VIRGINIA	14.07	74.88	10.08	0.00	0.00	0.65	0.00	0.33
WISCONSIN	39.97	50.65	9.21	0.05	0.00	0.00	0.00	0.11
WYOMING	44.87	48.29	5.32	0.00	0.00	0.38	0.76	0.38
AMERICAN SAMOA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	30.88	22.06	47.06	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	62.50	37.50	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	29.07	52.86	18.06	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	40.29	37.46	19.81	1.11	0.53	0.41	0.08	0.31
50 STATES, D.C. & P.R.	40.31	37.44	19.80	1.11	0.53	0.42	0.08	0.31

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Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	-NUMBER-		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	13	4	2	0	0	0	0	0
ALASKA	5	0	1	0	0	0	0	0
ARIZONA	8	7	4	1	0	0	0	1
ARKANSAS	9	1	1	0	0	0	0	1
CALIFORNIA	419	166	118	1	5	0	0	3
COLORADO	22	35	1	0	0	0	0	0
CONNECTICUT	36	14	5	1	1	0	3	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	0	0	0
FLORIDA	196	29	22	0	0	0	0	0
GEORGIA	26	5	0	0	0	0	0	0
HAWAII	3	0	0	0	0	0	0	0
IDAHO	4	0	0	0	0	0	0	0
ILLINOIS	108	8	18	5	1	1	0	1
INDIANA	53	0	0	6	0	1	0	0
IOWA	49	0	0	0	0	1	0	0
KANSAS	3	1	6	0	0	1	0	0
KENTUCKY	14	1	1	0	0	0	0	1
LOUISIANA	44	6	27	0	0	0	0	0
MAINE	27	17	2	0	0	0	0	0
MARYLAND	77	22	42	12	1	0	0	0
MASSACHUSETTS	801	74	134	7	17	9	8	0
MICHIGAN	50	20	4	3	0	0	0	0
MINNESOTA	33	10	0	1	0	0	0	0
MISSISSIPPI	29	13	11	3	0	0	0	0
MISSOURI	94	12	1	0	9	5	0	0
MONTANA	7	0	1	0	0	0	1	0
NEBRASKA	21	4	3	0	0	4	0	0
NEVADA	3	0	1	0	0	0	0	0
NEW HAMPSHIRE	35	24	16	1	1	0	0	1
NEW JERSEY	190	6	32	1	23	1	0	2
NEW MEXICO	41	70	68	0	0	1	0	0
NEW YORK	68	45	93	18	2	0	0	2
NORTH CAROLINA	48	2	3	0	0	0	0	0
NORTH DAKOTA	23	0	0	0	0	0	0	0
OHIO	143	0	0	0	0	1	0	0
OKLAHOMA	14	0	1	0	0	0	0	0
OREGON	73	28	13	0	2	0	0	2
PENNSYLVANIA	100	0	1	0	0	1	0	0
PUERTO RICO	8	18	16	6	5	0	0	2
RHODE ISLAND	8	4	0	0	1	0	0	0
SOUTH CAROLINA	25	1	1	0	0	0	0	0
SOUTH DAKOTA	7	0	0	0	0	0	0	0
TENNESSEE	83	65	26	0	1	0	0	2
TEXAS	81	31	15	3	0	0	0	0
UTAH	12	5	3	0	0	0	0	0
VERMONT	25	0	2	0	0	0	0	0
VIRGINIA	35	35	1	0	0	1	0	1
WASHINGTON	8	6	1	0	0	2	0	0
WEST VIRGINIA	0	12	0	0	0	0	0	0
WISCONSIN	60	2	1	1	0	0	0	0
WYOMING	11	17	6	0	0	0	0	0
AMERICAN SAMOA	3	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	20	10	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,276	831	706	70	69	20	13	28
50 STATES, D.C. & P.R.	3,252	820	705	70	69	20	13	28

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Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	68.42	21.05	10.53	0.00	0.00	0.00	0.00	0.00
ALASKA	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	38.10	33.33	19.05	4.76	0.00	0.00	0.00	4.76
ARKANSAS	75.00	8.33	8.33	0.00	0.00	0.00	0.00	8.33
CALIFORNIA	58.85	23.31	16.57	0.14	0.70	0.00	0.00	0.42
COLORADO	37.93	60.34	1.72	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	59.02	22.95	8.20	1.64	1.64	0.00	4.92	1.64
DELAWARE								
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	79.35	11.74	8.91	0.00	0.00	0.00	0.00	0.00
GEORGIA	83.87	16.13	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	76.06	5.63	12.68	3.52	0.70	0.70	0.00	0.70
INDIANA	88.33	0.00	0.00	10.00	0.00	1.67	0.00	0.00
IOWA	98.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00
KANSAS	27.27	9.09	54.55	0.00	0.00	9.09	0.00	0.00
KENTUCKY	82.35	5.88	5.88	0.00	0.00	0.00	0.00	5.88
LOUISIANA	57.14	7.79	35.06	0.00	0.00	0.00	0.00	0.00
MAINE	58.70	36.96	4.35	0.00	0.00	0.00	0.00	0.00
MARYLAND	50.00	14.29	27.27	7.79	0.65	0.00	0.00	0.00
MASSACHUSETTS	76.29	7.05	12.76	0.67	1.62		0.86	0.76
MICHIGAN	64.94	25.97	5.19	3.90		0.00	0.00	0.00
MINNESOTA	75.00	22.73	0.00	2.27	0.00	0.00	0.00	0.00
MISSISSIPPI	51.79	23.21	19.64	5.36	0.00	0.00	0.00	0.00
MISSOURI	77.69	9.92	0.83	0.00	7.44	4.13	0.00	0.00
MONTANA	77.78	0.00	11.11	0.00	0.00	0.00	11.11	0.00
NEBRASKA	65.63	12.50	9.38	0.00	0.00	12.50	0.00	0.00
NEVADA	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	44.87	30.77	20.51	1.28	1.28	0.00	0.00	1.28
NEW JERSEY	74.51	2.35	12.55	0.39	9.02	0.39	0.00	0.78
NEW MEXICO	22.78	38.89	37.78	0.00	0.00	0.56	0.00	0.00
NEW YORK	29.82	19.74	40.79	7.89	0.88	0.00	0.00	0.88
NORTH CAROLINA	90.57	3.77	5.66	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	99.31	0.00	0.00	0.00	0.00	0.69	0.00	0.00
OKLAHOMA	93.33	0.00	6.67	0.00	0.00	0.00	0.00	0.00
OREGON	61.86	23.73	11.02	0.00	1.69	0.00	0.00	1.69
PENNSYLVANIA	98.04	0.00	0.98	0.00	0.00	0.98	0.00	0.00
PUERTO RICO	14.55	32.73	29.09	10.91	9.09	0.00	0.00	3.64
RHODE ISLAND	61.54	30.77	0.00	0.00	7.69	0.00	0.00	0.00
SOUTH CAROLINA	92.59	3.70	3.70	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	46.89	36.72	14.69	0.00	0.56	0.00	0.00	1.13
TEXAS	62.31	23.85	11.54	2.31	0.00	0.00	0.00	0.00
UTAH	60.00	25.00	15.00	0.00	0.00	0.00	0.00	0.00
VERMONT	92.59	0.00	7.41	0.00	0.00	0.00	0.00	0.00
VIRGINIA	47.95	47.95	1.37	0.00	0.00	1.37	0.00	1.37
WASHINGTON	47.06	35.29	5.88	0.00	0.00	11.76	0.00	0.00
WEST VIRGINIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	93.75	3.13	1.56	1.56	0.00	0.00	0.00	0.00
WYOMING	32.35	50.00	17.65	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	65.35	16.58	14.08	1.40	1.38	0.40	0.26	0.56
50 STATES, D.C. & P.R.	65.34	16.48	14.17	1.41	1.39	0.40	0.26	0.56

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	123	1,029	963	134	18	19	8	6
ALASKA	3	17	68	0	0	0	0	0
ARIZONA	6	96	522	57	35	0	1	5
ARKANSAS	76	332	227	7	20	92	3	6
CALIFORNIA	104	451	2,966	614	91	0	3	312
COLORADO	14	94	275	5	1	1	0	1
CONNECTICUT	21	111	340	65	42	1	7	2
DELAWARE	1	47	30	34	0	1	2	2
DISTRICT OF COLUMBIA	0	4	37	77	32	0	1	0
FLORIDA	46	201	1,661	903	12	1	0	17
GEORGIA	158	408	1,467	94	6	3	3	81
HAWAII	10	19	123	0	0	0	0	4
IDAHO	18	62	111	15	4	2	0	0
ILLINOIS	12	129	1,633	673	392	19	67	4
INDIANA	125	227	1,257	590	0	5	4	4
IOWA	550	251	77	88	0	14	3	0
KANSAS	28	110	302	42	13	11	11	3
KENTUCKY	168	692	577	34	8	1	0	13
LOUISIANA	17	69	958	121	0	144	10	18
MAINE	17	53	106	4	9	0	0	2
MARYLAND	49	73	230	290	29	2	25	2
MASSACHUSETTS	108	148	486	32	61	.	29	7
MICHIGAN	133	407	1,146	1,059	.	5	0	12
MINNESOTA	88	298	522	312	22	23	3	4
MISSISSIPPI	46	166	305	21	0	5	0	4
MISSOURI	81	114	631	598	9	5	0	15
MONTANA	66	23	37	0	0	0	0	0
NEBRASKA	40	104	285	33	8	12	3	5
NEVADA	1	27	91	53	0	0	0	2
NEW HAMPSHIRE	33	28	62	8	7	0	5	1
NEW JERSEY	7	12	467	204	176	69	10	5
NEW MEXICO	89	21	146	0	0	0	0	2
NEW YORK	140	219	1,167	1,516	81	8	36	10
NORTH CAROLINA	144	530	778	268	18	15	49	6
NORTH DAKOTA	13	45	135	0	1	2	7	3
OHIO	83	2,391	1,038	191	0	100	0	5
OKLAHOMA	116	344	302	17	0	0	0	3
OREGON	89	111	372	9	2	1	2	4
PENNSYLVANIA	174	872	1,813	440	40	17	24	9
PUERTO RICO	38	356	1,471	385	96	21	37	135
RHODE ISLAND	1	10	126	1	39	0	9	1
SOUTH CAROLINA	94	362	698	139	43	41	1	4
SOUTH DAKOTA	18	41	51	4	23	11	33	1
TENNESSEE	358	215	696	108	64	65	4	6
TEXAS	36	158	3,286	324	33	337	1	35
UTAH	36	25	217	165	0	1	0	5
VERMONT	69	21	62	2	7	0	1	1
VIRGINIA	71	513	947	73	8	50	13	12
WASHINGTON	87	147	497	37	42	18	0	1
WEST VIRGINIA	11	251	345	34	0	3	0	7
WISCONSIN	38	212	392	46	0	2	1	2
WYOMING	3	25	50	4	2	16	6	0
AMERICAN SAMOA	0	3	6	0	0	0	0	0
GUAM	2	5	17	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	16	8	0	0	1	1
BUR. OF INDIAN AFFAIRS	7	5	9	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,866	12,685	32,600	9,938	1,494	1,143	423	790
50 STATES, D.C. & P.R.	3,857	12,671	32,551	9,930	1,494	1,143	422	789

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DATA AS OF OCTOBER 1, 1995.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MENTAL RETARDATION							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.35	44.74	41.87	5.83	0.78	0.83	0.35	0.26
ALASKA	3.41	19.32	77.27	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.83	13.30	72.30	7.89	4.85	0.00	0.14	0.69
ARKANSAS	9.96	43.51	29.75	0.92	2.62	12.06	0.39	0.79
CALIFORNIA	2.29	9.93	65.32	13.52	2.00	0.00	0.07	6.87
COLORADO	3.58	24.04	70.33	1.28	0.26	0.26	0.00	0.26
CONNECTICUT	3.57	18.85	57.72	11.04	7.13	0.17	1.19	0.34
DELAWARE	0.85	40.17	25.64	29.06	0.00	0.85	1.71	1.71
DISTRICT OF COLUMBIA	0.00	2.65	24.50	50.99	21.19	0.00	0.66	0.00
FLORIDA	1.62	7.07	58.47	31.78	0.42	0.04	0.00	0.60
GEORGIA	7.12	18.38	66.08	4.23	0.27	0.14	0.14	3.65
HAWAII	6.41	12.18	78.85	0.00	0.00	0.00	0.00	2.56
IDAHO	8.49	29.25	52.36	7.08	1.89	0.94	0.00	0.00
ILLINOIS	0.41	4.40	55.75	22.98	13.38	0.65	2.29	0.14
INDIANA	5.65	10.26	56.83	26.67	0.00	0.23	0.18	0.18
IOWA	55.95	25.53	7.83	8.95	0.00	1.42	0.31	0.00
KANSAS	5.38	21.15	58.08	8.08	0.00	2.12	2.12	0.58
KENTUCKY	11.25	46.35	38.65	2.28	0.54	0.07	0.00	0.87
LOUISIANA	1.27	5.16	71.65	9.05	0.00	10.77	0.75	1.35
MAINE	8.90	27.75	55.50	2.09	4.71	0.00	0.00	1.05
MARYLAND	7.00	10.43	32.86	41.43	4.14	0.29	3.57	0.29
MASSACHUSETTS	12.40	16.99	55.80	3.67	7.00	.	3.33	0.80
MICHIGAN	4.82	14.74	41.49	38.34	.	0.18	0.00	0.43
MINNESOTA	6.92	23.43	41.04	24.53	1.73	1.81	0.24	0.31
MISSISSIPPI	8.41	30.35	55.76	3.84	0.00	0.91	0.00	0.73
MISSOURI	5.57	7.85	43.43	41.16	0.62	0.34	0.00	1.03
MONTANA	52.38	18.25	29.37	0.00	0.00	0.00	0.00	0.00
NEBRASKA	8.16	21.22	58.16	6.73	1.63	2.45	0.61	1.02
NEVADA	0.57	15.52	52.30	30.46	0.00	0.00	0.00	1.15
NEW HAMPSHIRE	22.92	19.44	43.06	5.56	4.86	0.00	3.47	0.69
NEW JERSEY	0.74	1.26	49.16	21.47	18.53	7.26	1.05	0.53
NEW MEXICO	34.50	8.14	56.59	0.00	0.00	0.00	0.00	0.78
NEW YORK	4.41	6.89	36.73	47.72	2.55	0.25	1.13	0.31
NORTH CAROLINA	7.96	29.31	43.03	14.82	1.00	0.83	2.71	0.33
NORTH DAKOTA	6.31	21.84	65.53	0.00	0.49	0.97	3.40	1.46
OHIO	2.18	62.79	27.26	5.02	0.00	2.63	0.00	0.13
OKLAHOMA	14.83	43.99	38.62	2.17	0.00	0.00	0.00	0.38
OREGON	15.08	18.81	63.05	1.53	0.34	0.17	0.34	0.68
PENNSYLVANIA	5.13	25.73	53.50	12.98	1.18	0.50	0.71	0.27
PUERTO RICO	1.50	14.02	57.94	15.16	3.78	0.83	1.46	5.32
RHODE ISLAND	0.53	5.35	67.38	0.53	20.86	0.00	4.81	0.53
SOUTH CAROLINA	6.80	26.19	50.51	10.06	3.11	2.97	0.07	0.29
SOUTH DAKOTA	9.89	22.53	28.02	2.20	12.64	6.04	18.13	0.55
TENNESSEE	23.61	14.18	45.91	7.12	4.22	4.29	0.26	0.40
TEXAS	0.86	3.75	78.05	7.70	0.78	8.00	0.02	0.83
UTAH	8.02	5.57	48.33	36.75	0.00	0.22	0.00	1.11
VERMONT	42.33	12.88	38.04	1.23	4.29	0.00	0.61	0.61
VIRGINIA	4.21	30.41	56.14	4.33	0.47	2.96	0.77	0.71
WASHINGTON	10.49	17.73	59.95	4.46	5.07	2.17	0.00	0.12
WEST VIRGINIA	1.69	38.56	53.00	5.22	0.00	0.46	0.00	1.08
WISCONSIN	5.48	30.59	56.57	6.64	0.00	0.29	0.14	0.29
WYOMING	2.83	23.58	47.17	3.77	1.89	15.09	5.66	0.00
AMERICAN SAMOA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	8.33	20.83	70.83	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	61.54	30.77	0.00	0.00	3.85	3.85
BUR. OF INDIAN AFFAIRS	33.33	23.81	42.86	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	6.14	20.15	51.80	15.79	2.37	1.82	0.67	1.26
50 STATES, D.C. & P.R.	6.14	20.16	51.79	15.80	2.38	1.82	0.67	1.26

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DATA AS OF OCTOBER 1, 1995.

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	NUMBER		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	70	89	26	6	0	0	5	23
ALASKA	13	11	11	0	0	0	0	0
ARIZONA	18	73	69	11	5	0	2	4
ARKANSAS	5	4	5	0	0	0	1	1
CALIFORNIA	84	130	512	26	225	0	58	54
COLORADO	45	167	135	44	0	35	5	10
CONNECTICUT	298	156	218	43	62	0	26	16
DELAWARE	3	19	7	6	0	100	2	0
DISTRICT OF COLUMBIA	5	5	16	3	15	0	11	1
FLORIDA	231	219	353	108	9	9	0	13
GEORGIA	137	233	123	36	0	4	1	2
HAWAII	9	12	23	0	1	0	2	0
IDAHO	1	3	5	4	0	0	0	0
ILLINOIS	43	310	499	359	370	183	50	8
INDIANA	133	59	158	39	0	8	8	8
IOWA	216	99	30	25	0	5	6	2
KANSAS	51	82	32	17	3	25	0	1
KENTUCKY	5	49	35	15	0	4	0	2
LOUISIANA	41	25	101	11	0	21	0	4
MAINE	73	77	22	4	3	0	5	5
MARYLAND	77	31	45	53	66	21	73	3
MASSACHUSETTS	91	56	288	250	340	.	55	21
MICHIGAN	288	305	167	125	.	9	1	4
MINNESOTA	169	174	69	173	8	29	8	9
MISSISSIPPI	0	3	6	3	0	0	3	0
MISSOURI	28	195	78	32	14	1	2	6
MONTANA	19	11	4	0	0	0	1	0
NEBRASKA	46	35	34	1	5	0	0	4
NEVADA	3	27	16	7	0	0	0	1
NEW HAMPSHIRE	62	31	20	1	15	2	8	5
NEW JERSEY	155	140	346	119	309	137	4	34
NEW MEXICO	29	35	52	0	0	66	0	2
NEW YORK	624	283	954	581	169	7	103	139
NORTH CAROLINA	111	93	49	19	1	0	0	14
NORTH DAKOTA	8	7	4	0	0	1	6	0
OHIO	40	150	142	84	0	37	0	10
OKLAHOMA	18	46	25	3	1	0	0	0
OREGON	94	29	23	11	18	0	0	6
PENNSYLVANIA	178	338	252	102	199	16	20	33
PUERTO RICO	4	11	33	14	1	0	0	19
RHODE ISLAND	29	21	38	1	32	0	10	1
SOUTH CAROLINA	19	77	58	5	0	1	1	5
SOUTH DAKOTA	12	4	4	1	3	1	4	0
TENNESSEE	60	32	34	3	12	6	8	4
TEXAS	77	335	753	41	0	5	2	26
UTAH	36	31	60	41	0	1	0	2
VERMONT	43	2	9	4	2	1	2	4
VIRGINIA	103	176	132	20	28	68	30	12
WASHINGTON	88	77	60	5	8	9	0	4
WEST VIRGINIA	17	61	33	0	0	2	1	3
WISCONSIN	220	316	187	16	0	9	0	9
WYOMING	23	18	14	0	0	2	2	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	3	9	7	0	3	2	1	0
U.S. AND OUTLYING AREAS	4,255	4,982	6,378	2,472	1,927	827	529	535
50 STATES, D.C. & P.R.	4,252	4,972	6,369	2,472	1,924	825	526	535

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DATA AS OF OCTOBER 1, 1995.



Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	-PERCENTAGE-		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	31.96	40.64	11.87	2.74	0.00	0.00	2.28	10.50
ALASKA	37.14	31.43	31.43	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.89	40.11	37.91	6.04	2.75	0.00	1.10	2.20
ARKANSAS	31.25	25.00	31.25	0.00	0.00	0.00	6.25	6.25
CALIFORNIA	7.71	11.94	47.02	2.39	20.66	0.00	5.33	4.96
COLORADO	10.20	37.87	30.61	9.98	0.00	7.94	1.13	2.27
CONNECTICUT	36.39	19.05	26.62	5.25	7.57	0.00	3.17	1.95
DELAWARE	2.19	13.87	5.11	4.38	0.00	72.99	1.46	0.00
DISTRICT OF COLUMBIA	8.93	8.93	28.57	5.36	26.79	0.00	19.64	1.79
FLORIDA	24.52	23.25	37.47	11.46	0.96	0.96	0.00	1.38
GEORGIA	25.56	43.47	22.95	6.72	0.00	0.75	0.19	0.37
HAWAII	19.15	25.53	48.94	0.00	2.13	0.00	4.26	0.00
IDAHO	7.69	23.08	38.46	30.77	0.00	0.00	0.00	0.00
ILLINOIS	2.36	17.01	27.39	19.70	20.31	10.04	2.74	0.44
INDIANA	32.20	14.29	38.26	9.44	0.00	1.94	1.94	1.94
IOWA	56.40	25.85	7.83	6.53	0.00	1.31	1.57	0.52
KANSAS	24.17	38.86	15.17	8.06	1.42	11.85	0.00	0.47
KENTUCKY	4.55	44.55	31.82	13.64	0.00	3.64	0.00	1.82
LOUISIANA	20.20	12.32	49.75	5.42	0.00	10.34	0.00	1.97
MAINE	38.62	40.74	11.64	2.12	1.59	0.00	2.65	2.65
MARYLAND	20.87	8.40	12.20	14.36	17.89	5.69	19.78	0.81
MASSACHUSETTS	8.27	5.09	26.16	22.71	30.88	.	5.00	1.91
MICHIGAN	32.04	33.93	18.58	13.90	.	1.00	0.11	0.44
MINNESOTA	26.45	27.23	10.80	27.07	1.25	4.54	1.25	1.41
MISSISSIPPI	0.00	20.00	40.00	20.00	0.00	0.00	20.00	0.00
MISSOURI	7.87	54.78	21.91	8.99	3.93	0.28	0.56	1.69
MONTANA	54.29	31.43	11.43	0.00	0.00	0.00	2.86	0.00
NEBRASKA	36.80	28.00	27.20	0.80	4.00	0.00	0.00	3.20
NEVADA	5.56	50.00	29.63	12.96	0.00	0.00	0.00	1.85
NEW HAMPSHIRE	43.06	21.53	13.89	0.69	10.42	1.39	5.56	3.47
NEW JERSEY	12.46	11.25	27.81	9.57	24.84	11.01	0.32	2.73
NEW MEXICO	15.76	19.02	28.26	0.00	0.00	35.87	0.00	1.09
NEW YORK	21.82	9.90	33.36	20.31	5.91	0.24	3.60	4.86
NORTH CAROLINA	38.68	32.40	17.07	6.62	0.35	0.00	0.00	4.88
NORTH DAKOTA	30.77	26.92	15.38	0.00	0.00	3.85	23.08	0.00
OHIO	8.64	32.40	30.67	18.14	0.00	7.99	0.00	2.16
OKLAHOMA	19.35	49.46	26.88	3.23	1.08	0.00	0.00	0.00
OREGON	51.93	16.02	12.71	6.08	9.94	0.00	0.00	3.31
PENNSYLVANIA	15.64	29.70	22.14	8.96	17.49	1.41	1.76	2.90
PUERTO RICO	4.88	13.41	40.24	17.07	1.22	0.00	0.00	23.17
RHODE ISLAND	21.97	15.91	28.79	0.76	24.24	0.00	7.58	0.76
SOUTH CAROLINA	11.45	46.39	34.94	3.01	0.00	0.60	0.60	3.01
SOUTH DAKOTA	41.38	13.79	13.79	3.45	10.34	3.45	13.79	0.00
TENNESSEE	37.74	20.13	21.38	1.89	7.55	3.77	5.03	2.52
TEXAS	6.21	27.04	60.77	3.31	0.00	0.40	0.16	2.10
UTAH	21.05	18.13	35.09	23.98	0.00	0.58	0.00	1.17
VERMONT	64.18	2.99	13.43	5.97	2.99	1.49	2.99	5.97
VIRGINIA	18.10	30.93	23.20	3.51	4.92	11.95	5.27	2.11
WASHINGTON	35.06	30.68	23.90	1.99	3.19	3.59	0.00	1.59
WEST VIRGINIA	14.53	52.14	28.21	0.00	0.00	1.71	0.85	2.56
WISCONSIN	29.06	41.74	24.70	2.11	0.00	1.19	0.00	1.19
WYOMING	38.33	30.00	23.33	0.00	0.00	3.33	3.33	1.67
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	33.33	0.00	0.00	0.00	66.67	0.00
BUR. OF INDIAN AFFAIRS	12.00	36.00	28.00	0.00	12.00	8.00	4.00	0.00
U.S. AND OUTLYING AREAS	19.42	22.74	29.12	11.29	8.80	3.78	2.41	2.44
50 STATES, D.C. & P.R.	19.44	22.73	29.12	11.30	8.80	3.77	2.40	2.45

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## MULTIPLE DISABILITIES

STATE	-----NUMBER-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3	10	88	29	4	19	1	7
ALASKA	3	8	40	0	0	0	0	0
ARIZONA	5	7	94	36	18	4	11	0
ARKANSAS	1	3	20	1	3	0	0	0
CALIFORNIA	15	76	536	132	63	0	11	10
COLORADO	16	45	189	55	2	6	2	7
CONNECTICUT	7	9	67	32	19	1	14	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	0	.	.
HAWAII	0	0	46	0	0	0	0	4
IDAHO	1	0	24	2	0	1	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1	1	50	112	0	1	11	0
IOWA	32	15	4	25	0	0	7	0
KANSAS	9	19	61	24	0	30	0	4
KENTUCKY	0	0	94	5	0	4	1	4
LOUISIANA	1	1	82	9	0	22	3	3
MAINE	15	35	55	8	4	0	6	1
MARYLAND	35	23	128	191	45	9	58	1
MASSACHUSETTS	11	16	74	26	44	.	41	21
MICHIGAN	4	3	98	278	.	6	0	9
MINNESOTA	0	0	0	0	0	1	0	0
MISSISSIPPI	2	1	19	11	0	0	0	2
MISSOURI	0	8	23	5	1	0	0	6
MONTANA	13	1	5	0	0	0	0	0
NEBRASKA	1	1	30	5	4	1	3	0
NEVADA	1	5	7	34	0	0	1	2
NEW HAMPSHIRE	6	3	10	11	4	0	6	2
NEW JERSEY	33	35	164	205	266	139	21	13
NEW MEXICO	6	4	52	0	0	48	0	7
NEW YORK	54	43	358	550	304	31	126	37
NORTH CAROLINA	3	5	48	24	3	50	19	1
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	20	348	512	1,145	0	0	0	2
OKLAHOMA	2	7	98	47	0	15	0	5
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	3	0	72	39	0	4	0	3
PUERTO RICO	1	2	41	8	1	4	0	185
RHODE ISLAND	1	0	3	0	9	0	0	0
SOUTH CAROLINA	0	1	27	1	0	23	0	0
SOUTH DAKOTA	2	4	0	3	8	10	20	0
TENNESSEE	52	7	107	26	38	16	12	10
TEXAS	16	11	492	112	14	111	0	39
UTAH	7	1	65	185	0	19	0	3
VERMONT	6	3	9	0	0	0	0	1
VIRGINIA	3	6	122	7	3	28	10	3
WASHINGTON	23	39	256	17	17	10	0	8
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	80	280	571	48	0	34	0	5
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	0	0	2	0	0	1	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	1
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	4	0	2	8	0	0
U.S. AND OUTLYING AREAS	496	1,087	4,850	3,454	876	655	386	406
50 STATES, D.C. & P.R.	494	1,086	4,841	3,450	874	647	385	405

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	1.86	6.21	54.66	18.01	2.48	11.80	0.62	4.35
ALASKA	5.88	15.69	78.43	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.86	4.00	53.71	20.57	10.29	2.29	6.29	0.00
ARKANSAS	3.57	10.71	71.43	3.57	10.71	0.00	0.00	0.00
CALIFORNIA	1.78	9.02	63.58	15.66	7.47	0.00	1.30	1.19
COLORADO	4.97	13.98	58.70	17.08	0.62	1.86	0.62	2.17
CONNECTICUT	4.70	6.04	44.97	21.48	12.75	0.67	9.40	0.00
DELAWARE								
DISTRICT OF COLUMBIA	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
FLORIDA								
GEORGIA								
HAWAII	0.00	0.00	92.00	0.00	0.00	0.00	0.00	8.00
IDAHO	3.57	0.00	85.71	7.14	0.00	3.57	0.00	0.00
ILLINOIS								
INDIANA	0.57	0.57	28.41	63.64	0.00	0.57	6.25	0.00
IOWA	38.55	18.07	4.82	30.12	0.00	0.00	8.43	0.00
KANSAS	6.12	12.93	41.50	16.33	0.00	20.41	0.00	2.72
KENTUCKY	0.00	0.00	87.04	4.63	0.00	3.70	0.93	3.70
LOUISIANA	0.83	0.83	67.77	7.44	0.00	18.18	2.48	2.48
MAINE	12.10	28.23	44.35	6.45	3.23	0.00	4.84	0.81
MARYLAND	7.14	4.69	26.12	38.98	9.18	1.84	11.84	0.20
MASSACHUSETTS	4.72	6.87	31.76	11.16	18.88		17.60	9.01
MICHIGAN	1.01	0.75	24.62	69.85		1.51	0.00	2.26
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	5.71	2.86	54.29	31.43	0.00	0.00	0.00	5.71
MISSOURI	0.00	18.60	53.49	11.63	2.33	0.00	0.00	13.95
MONTANA	68.42	5.26	26.32	0.00	0.00	0.00	0.00	0.00
NEBRASKA	2.22	2.22	66.67	11.11	8.89	2.22	6.67	0.00
NEVADA	2.00	10.00	14.00	68.00	0.00	0.00	2.00	4.00
NEW HAMPSHIRE	14.29	7.14	23.81	26.19	9.52	0.00	14.29	4.76
NEW JERSEY	3.77	4.00	18.72	23.40	30.37	15.87	2.40	1.48
NEW MEXICO	5.13	3.42	44.44	0.00	0.00	41.03	0.00	5.98
NEW YORK	3.59	2.86	23.82	36.59	20.23	2.06	8.38	2.46
NORTH CAROLINA	1.96	3.27	31.37	15.69	1.96	32.68	12.42	0.65
NORTH DAKOTA								
OHIO	0.99	17.17	25.26	56.49	0.00	0.00	0.00	0.10
OKLAHOMA	1.15	4.02	56.32	27.01	0.00	8.62	0.00	2.87
OREGON								
PENNSYLVANIA	2.48	0.00	59.50	32.23	0.00	3.31	0.00	2.48
PUERTO RICO	0.41	0.83	16.94	3.31	0.41	1.65	0.00	76.45
RHODE ISLAND	7.69	0.00	23.08	0.00	69.23	0.00	0.00	0.00
SOUTH CAROLINA	0.00	1.92	51.92	1.92	0.00	44.23	0.00	0.00
SOUTH DAKOTA	4.26	8.51	0.00	6.38	17.02	21.28	42.55	0.00
TENNESSEE	19.40	2.61	39.93	9.70	14.18	5.97	4.48	3.73
TEXAS	2.01	1.38	61.89	14.09	1.76	13.96	0.00	4.91
UTAH	2.50	0.36	23.21	66.07	0.00	6.79	0.00	1.07
VERMONT	31.58	15.79	47.37	0.00	0.00	0.00	0.00	5.26
VIRGINIA	1.65	3.30	67.03	3.85	1.65	15.38	5.49	1.65
WASHINGTON	6.22	10.54	69.19	4.59	4.59	2.70	0.00	2.16
WEST VIRGINIA								
WISCONSIN	7.86	27.50	56.09	4.72	0.00	3.34	0.00	0.49
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	25.00	0.00	0.00	50.00	0.00	0.00	25.00	0.00
NORTHERN MARIANAS	50.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00
PALAU								
VIRGIN ISLANDS	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	6.67	26.67	0.00	13.33	53.33	0.00	0.00
U.S. AND OUTLYING AREAS	4.06	8.90	39.72	28.29	7.17	5.36	3.16	3.33
50 STATES, D.C. & P.R.	4.06	8.91	39.74	28.32	7.17	5.31	3.16	3.32

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DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	17	14	6	0	1	31	1	0
ALASKA	0	0	8	0	0	0	0	0
ARIZONA	3	11	14	28	0	16	1	0
ARKANSAS	11	10	3	0	0	8	0	0
CALIFORNIA	72	107	189	10	11	114	1	0
COLORADO	8	18	4	0	0	17	0	0
CONNECTICUT	9	7	2	6	13	0	11	0
DELAWARE	1	2	0	9	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	25	27	48	20	0	49	0	1
GEORGIA	18	19	16	16	0	28	0	0
HAWAII	7	9	5	4	0	0	0	0
IDAHO	3	2	0	0	0	1	0	0
ILLINOIS	17	28	84	5	3	41	0	0
INDIANA	28	6	9	9	0	28	1	1
IOWA	19	9	3	0	0	12	0	0
KANSAS	8	6	10	0	0	11	0	0
KENTUCKY	11	5	5	2	0	37	0	0
LOUISIANA	11	22	28	0	0	38	0	0
MAINE	7	6	1	0	0	2	0	0
MARYLAND	23	7	7	4	0	32	0	0
MASSACHUSETTS	19	5	30	6	39	0	19	1
MICHIGAN	55	52	42	3	0	24	0	1
MINNESOTA	32	9	11	12	0	23	1	1
MISSISSIPPI	0	11	9	6	0	14	0	1
MISSOURI	88	10	8	0	9	25	4	0
MONTANA	3	1	9	4	0	0	0	0
NEBRASKA	12	5	6	2	0	7	0	0
NEVADA	3	1	4	0	0	0	0	0
NEW HAMPSHIRE	3	1	1	5	0	0	3	0
NEW JERSEY	5	3	40	6	24	31	0	0
NEW MEXICO	5	2	10	0	0	88	0	0
NEW YORK	68	34	118	80	95	44	37	7
NORTH CAROLINA	30	16	5	1	0	50	0	0
NORTH DAKOTA	2	2	1	1	0	0	0	0
OHIO	29	44	27	2	0	31	0	0
OKLAHOMA	11	11	6	5	0	13	0	0
OREGON	30	9	7	1	1	12	0	3
PENNSYLVANIA	49	35	19	3	19	0	18	0
PUERTO RICO	9	34	46	6	20	4	0	3
RHODE ISLAND	1	1	0	10	0	0	0	0
SOUTH CAROLINA	8	14	10	1	0	16	0	0
SOUTH DAKOTA	1	1	0	1	0	3	1	0
TENNESSEE	47	15	20	5	0	24	0	1
TEXAS	18	88	196	7	0	101	0	0
UTAH	8	2	5	1	0	295	0	0
VERMONT	4	0	1	0	1	0	4	0
VIRGINIA	24	17	15	0	1	26	0	0
WASHINGTON	32	23	13	0	0	23	0	0
WEST VIRGINIA	1	16	1	1	0	9	0	0
WISCONSIN	13	5	5	0	0	5	0	1
WYOMING	4	1	3	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	913	783	1,112	282	237	1,333	103	21
50 STATES, D.C. & P.R.	912	783	1,110	282	237	1,333	103	21

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DATA AS OF OCTOBER 1, 1995.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	24.29	20.00	8.57	0.00	1.43	44.29	1.43	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.11	15.07	19.18	38.36	0.00	21.92	1.37	0.00
ARKANSAS	34.38	31.25	9.38	0.00	0.00	25.00	0.00	0.00
CALIFORNIA	14.29	21.23	37.50	1.98	2.18	22.62	0.20	0.00
COLORADO	17.02	38.30	8.51	0.00	0.00	36.17	0.00	0.00
CONNECTICUT	18.75	14.58	4.17	12.50	27.08	0.00	22.92	0.00
DELAWARE	8.33	16.67	0.00	75.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	14.71	15.88	28.24	11.76	0.00	28.82	0.00	0.59
GEORGIA	18.56	19.59	16.49	16.49	0.00	28.87	0.00	0.00
HAWAII	28.00	36.00	20.00	16.00	0.00	0.00	0.00	0.00
IDAHO	50.00	33.33	0.00	0.00	0.00	16.67	0.00	0.00
ILLINOIS	9.55	15.73	47.19	2.81	1.69	23.03	0.00	0.00
INDIANA	34.15	7.32	10.98	10.98	0.00	34.15	1.22	1.22
IOWA	44.19	20.93	6.98	0.00	0.00	27.91	0.00	0.00
KANSAS	22.86	17.14	28.57	0.00	0.00	31.43	0.00	0.00
KENTUCKY	18.33	8.33	8.33	3.33	0.00	61.67	.	0.00
LOUISIANA	11.11	22.22	28.28	0.00	0.00	38.38	0.00	0.00
MAINE	43.75	37.50	6.25	0.00	0.00	12.50	0.00	0.00
MARYLAND	31.51	9.59	9.59	5.48	0.00	43.84	0.00	0.00
MASSACHUSETTS	15.97	4.20	25.21	5.04	32.77	.	15.97	0.84
MICHIGAN	31.07	29.38	23.73	1.69	.	13.56	0.00	0.56
MINNESOTA	35.96	10.11	12.36	13.48	0.00	25.84	1.12	1.12
MISSISSIPPI	0.00	26.83	21.95	14.63	0.00	34.15	0.00	2.44
MISSOURI	61.11	6.94	5.56	0.00	6.25	17.36	2.78	0.00
MONTANA	17.65	5.88	52.94	23.53	0.00	0.00	0.00	0.00
NEBRASKA	37.50	15.63	18.75	6.25	0.00	21.88	0.00	0.00
NEVADA	37.50	12.50	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	23.08	7.69	7.69	38.46	0.00	0.00	23.08	0.00
NEW JERSEY	4.59	2.75	36.70	5.50	22.02	28.44	0.00	0.00
NEW MEXICO	4.76	1.90	9.52	0.00	0.00	83.81	0.00	0.00
NEW YORK	14.08	7.04	24.43	16.56	19.67	9.11	7.66	1.45
NORTH CAROLINA	29.41	15.69	4.90	0.98	0.00	49.02	0.00	0.00
NORTH DAKOTA	33.33	33.33	16.67	16.67	0.00	0.00	0.00	0.00
OHIO	21.80	33.08	20.30	1.50	0.00	23.31	0.00	0.00
OKLAHOMA	23.91	23.91	13.04	10.87	0.00	28.26	0.00	0.00
OREGON	47.62	14.29	11.11	1.59	1.59	19.05	0.00	4.76
PENNSYLVANIA	34.27	24.48	13.29	2.10	13.29	0.00	12.59	0.00
PUERTO RICO	7.38	27.87	37.70	4.92	16.39	3.28	0.00	2.46
RHODE ISLAND	8.33	8.33	0.00	83.33	0.00	0.00	0.00	0.00
SOUTH CAROLINA	16.33	28.57	20.41	2.04	0.00	32.65	0.00	0.00
SOUTH DAKOTA	14.29	14.29	0.00	14.29	0.00	42.86	14.29	0.00
TENNESSEE	41.96	13.39	17.86	4.46	0.00	21.43	0.00	0.89
TEXAS	4.39	21.46	47.80	1.71	0.00	24.63	0.00	0.00
UTAH	2.57	0.64	1.61	0.32	0.00	94.86	0.00	0.00
VERMONT	40.00	0.00	10.00	0.00	10.00	0.00	40.00	0.00
VIRGINIA	28.92	20.48	18.07	0.00	1.20	31.33	0.00	0.00
WASHINGTON	35.16	25.27	14.29	0.00	0.00	25.27	0.00	0.00
WEST VIRGINIA	3.57	57.14	3.57	3.57	0.00	32.14	0.00	0.00
WISCONSIN	44.83	17.24	17.24	0.00	0.00	17.24	0.00	3.45
WYOMING	44.44	11.11	33.33	0.00	0.00	0.00	11.11	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	19.08	16.37	23.24	5.89	4.95	27.86	2.15	0.44
50 STATES, D.C. & P.R.	19.08	16.38	23.22	5.90	4.96	27.88	2.15	0.44

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

BEST COPY AVAILABLE

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	NUMBER								HOME HOSP ENVIR
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL		
ALABAMA	6	6	20	0	0	0	0	0	2
ALASKA	2	2	1	0	0	0	0	0	0
ARIZONA	15	16	26	0	1	0	0	0	1
ARKANSAS	0	5	2	0	0	0	0	0	0
CALIFORNIA	89	125	633	53	1	0	0	0	15
COLORADO	11	12	19	0	0	2	0	0	2
CONNECTICUT	7	0	1	0	2	1	2	0	0
DELAWARE	0	10	7	1	0	0	0	0	7
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0	0
FLORIDA	98	29	123	35	1	0	0	0	12
GEORGIA	10	11	18	7	0	0	0	0	0
HAWAII	5	3	26	0	0	0	0	0	1
IDAHO	2	3	3	0	0	0	0	0	0
ILLINOIS	11	28	86	55	3	12	0	0	1
INDIANA	28	0	7	13	0	0	0	0	2
IOWA	25	12	4	0	0	0	1	1	1
KANSAS	4	2	5	0	1	1	0	0	1
KENTUCKY	9	8	6	0	0	0	0	0	1
LOUISIANA	9	14	64	0	0	10	0	0	4
MAINE	3	2	1	0	0	0	0	0	0
MARYLAND	8	6	10	3	0	0	0	0	0
MASSACHUSETTS	23	3	14	1	10	0	2	0	5
MICHIGAN	109	99	84	24	0	0	0	0	6
MINNESOTA	22	12	12	11	1	2	1	0	0
MISSISSIPPI	10	12	43	7	0	0	2	0	14
MISSOURI	22	7	17	0	0	0	0	0	0
MONTANA	3	0	0	0	0	0	0	0	0
NEBRASKA	15	1	11	0	0	0	0	0	0
NEVADA	0	5	1	0	0	0	0	0	0
NEW HAMPSHIRE	2	4	1	1	0	0	1	0	1
NEW JERSEY	11	4	6	2	17	4	0	0	0
NEW MEXICO	7	6	16	0	0	0	0	0	2
NEW YORK	33	19	27	15	18	2	2	0	3
NORTH CAROLINA	21	9	12	4	0	0	0	0	2
NORTH DAKOTA	1	2	3	0	0	0	1	0	0
OHIO	67	26	33	6	0	0	0	0	34
OKLAHOMA	4	1	1	2	0	0	0	0	2
OREGON	23	5	13	0	0	0	0	0	0
PENNSYLVANIA	13	8	83	35	7	0	7	0	2
PUERTO RICO	11	15	7	4	22	0	4	0	29
RHODE ISLAND	0	1	5	0	5	0	2	0	0
SOUTH CAROLINA	13	17	31	3	0	0	0	0	1
SOUTH DAKOTA	2	0	10	0	0	0	2	0	0
TENNESSEE	26	3	26	8	0	0	0	0	12
TEXAS	27	64	192	12	0	8	0	0	19
UTAH	1	0	6	3	0	0	0	0	4
VERMONT	2	0	1	0	0	0	0	0	0
VIRGINIA	14	4	23	0	0	0	0	0	0
WASHINGTON	13	10	17	2	0	0	0	0	0
WEST VIRGINIA	3	1	5	0	0	0	0	0	0
WISCONSIN	16	2	4	0	0	0	0	0	2
WYOMING	5	2	1	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	861	637	1,768	313	89	42	27	0	188
50 STATES, D.C. & P.R.	861	636	1,767	312	89	42	27	0	188

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	-----PERCENTAGE-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	17.65	17.65	58.82	0.00	0.00	0.00	0.00	5.88
ALASKA	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.42	27.12	44.07	0.00	1.69	0.00	0.00	1.69
ARKANSAS	0.00	71.43	28.57	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	9.72	13.65	69.10	5.79	0.11	0.00	0.00	1.64
COLORADO	23.91	26.09	41.30	0.00	0.00	4.35	0.00	4.35
CONNECTICUT	53.85	0.00	7.69	0.00	15.38	7.69	15.38	0.00
DELAWARE	0.00	40.00	28.00	4.00	0.00	0.00	0.00	28.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	32.89	9.73	41.28	11.74	0.34	0.00	0.00	4.03
GEORGIA	21.74	23.91	39.13	15.22	0.00	0.00	0.00	0.00
HAWAII	14.29	8.57	74.29	0.00	0.00	0.00	0.00	2.86
IDAHO	25.00	37.50	37.50	0.00	0.00	0.00	0.00	0.00
ILLINOIS	5.61	14.29	43.88	28.06	1.53	6.12	0.00	0.51
INDIANA	56.00	0.00	14.00	26.00	0.00	0.00	0.00	4.00
IOWA	58.14	27.91	9.30	0.00	0.00	0.00	2.33	2.33
KANSAS	28.57	14.29	35.71	0.00	7.14	7.14	0.00	7.14
KENTUCKY	37.50	33.33	25.00	0.00	.	.	.	4.17
LOUISIANA	8.91	13.86	63.37	0.00	0.00	9.90	0.00	3.96
LOUISIANA	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
MAINE	29.63	22.22	37.04	11.11	0.00	0.00	0.00	0.00
MARYLAND	39.66	5.17	24.14	1.72	17.24	.	3.45	8.62
MASSACHUSETTS	33.85	30.75	26.09	7.45	.	0.00	0.00	1.86
MICHIGAN	36.07	19.67	19.67	18.03	1.64	3.28	1.64	0.00
MINNESOTA	11.36	13.64	48.86	7.95	0.00	0.00	2.27	15.91
MISSISSIPPI	47.83	15.22	36.96	0.00	0.00	0.00	0.00	0.00
MISSOURI	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MONTANA	55.56	3.70	40.74	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	83.33	16.67	0.00	0.00	0.00	0.00	0.00
NEVADA	20.00	40.00	10.00	10.00	0.00	0.00	10.00	10.00
NEW HAMPSHIRE	25.00	9.09	13.64	4.55	38.64	9.09	0.00	0.00
NEW JERSEY	22.58	19.35	51.61	0.00	0.00	0.00	0.00	6.45
NEW MEXICO	27.73	15.97	22.69	12.61	15.13	1.68	1.68	2.52
NEW YORK	43.75	18.75	25.00	8.33	0.00	0.00	0.00	4.17
NORTH CAROLINA	14.29	28.57	42.86	0.00	0.00	0.00	14.29	0.00
NORTH DAKOTA	40.36	15.66	19.88	3.61	0.00	0.00	0.00	20.48
OHIO	40.00	10.00	10.00	20.00	0.00	0.00	0.00	20.00
OKLAHOMA	56.10	12.20	31.71	0.00	0.00	0.00	0.00	0.00
OREGON	8.39	5.16	53.55	22.58	4.52	0.00	4.52	1.29
PENNSYLVANIA	11.96	16.30	7.61	4.35	23.91	0.00	4.35	31.52
PUERTO RICO	0.00	7.69	38.46	0.00	38.46	0.00	15.38	0.00
RHODE ISLAND	20.00	26.15	47.69	4.62	0.00	0.00	0.00	1.54
SOUTH CAROLINA	14.29	0.00	71.43	0.00	0.00	0.00	14.29	0.00
SOUTH DAKOTA	34.67	4.00	34.67	10.67	0.00	0.00	0.00	16.00
TENNESSEE	8.39	19.88	59.63	3.73	0.00	2.48	0.00	5.90
TEXAS	7.14	0.00	42.86	21.43	0.00	0.00	0.00	28.57
UTAH	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VERMONT	34.15	9.76	56.10	0.00	0.00	0.00	0.00	0.00
VIRGINIA	30.95	23.81	40.48	4.76	0.00	0.00	0.00	0.00
WASHINGTON	33.33	11.11	55.56	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	66.67	8.33	16.67	0.00	0.00	0.00	0.00	8.33
WISCONSIN	62.50	25.00	12.50	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	21.94	16.23	45.04	7.97	2.27	1.07	0.69	4.79
50 STATES, D.C. & P.R.	21.95	16.22	45.05	7.96	2.27	1.07	0.69	4.79

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DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15	6	8	5	0	0	0	4
ALASKA	5	4	2	0	0	0	0	0
ARIZONA	4	3	1	0	0	0	0	4
ARKANSAS	9	14	2	0	0	0	0	1
CALIFORNIA	170	75	155	12	23	0	0	14
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	16	10	1	0	2	0	0	4
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	0	14	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	99
GEORGIA	17	24	12	0	0	0	0	0
HAWAII	3	2	7	0	0	0	0	0
IDAHO	4	4	4	0	0	0	0	1
ILLINOIS	7	13	20	13	1	0	1	44
INDIANA	10	4	3	6	0	0	1	1
IOWA	0	0	0	0	0	0	0	0
KANSAS	12	5	10	1	0	3	0	0
KENTUCKY	3	6	1	0	.	.	.	1
LOUISIANA	28	24	38	5	0	2	0	4
MAINE	8	6	3	0	0	0	0	1
MARYLAND	24	11	4	11	5	0	6	2
MASSACHUSETTS	12	6	10	2	7	.	5	85
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	22	16	6	9	2	1	0	3
MISSISSIPPI	0	.	.	.	.	.	.	0
MISSOURI	18	22	19	15	0	0	0	4
MONTANA	8	1	1	0	0	0	0	0
NEBRASKA	9	15	6	1	1	1	0	2
NEVADA	6	11	0	1	0	0	0	6
NEW HAMPSHIRE	12	8	4	3	3	0	1	0
NEW JERSEY	14	7	4	7	0	0	0	11
NEW MEXICO	5	7	4	0	0	0	0	1
NEW YORK	57	26	55	8	5	0	1	8
NORTH CAROLINA	60	45	17	0	0	0	0	5
NORTH DAKOTA	2	3	0	0	0	0	0	0
OHIO	60	7	7	2	0	0	0	150
OKLAHOMA	9	8	0	0	0	0	0	2
OREGON	30	8	24	1	2	1	1	3
PENNSYLVANIA	1	0	0	0	0	0	0	0
PUERTO RICO	9	20	6	2	0	0	0	30
RHODE ISLAND	2	0	1	0	2	0	0	13
SOUTH CAROLINA	4	1	0	0	0	0	0	2
SOUTH DAKOTA	1	0	0	0	1	0	0	0
TENNESSEE	56	13	21	1	0	0	0	65
TEXAS	49	158	284	12	1	6	0	166
UTAH	3	3	7	10	0	0	0	1
VERMONT	9	2	2	0	0	0	0	0
VIRGINIA	24	12	6	0	0	3	0	3
WASHINGTON	100	126	96	4	1	0	0	2
WEST VIRGINIA	0	3	2	1	0	0	0	4
WISCONSIN	8	1	6	2	0	0	0	1
WYOMING	5	7	7	0	0	1	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	2	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	936	749	866	148	56	18	19	747
50 STATES, D.C. & P.R.	933	747	866	148	56	18	17	747

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DATA AS OF OCTOBER 1, 1995.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39.47	15.79	21.05	13.16	0.00	0.00	0.00	10.53
ALASKA	45.45	36.36	18.18	0.00	0.00	0.00	0.00	0.00
ARIZONA	33.33	25.00	8.33	0.00	0.00	0.00	0.00	33.33
ARKANSAS	34.62	53.85	7.69	0.00	0.00	0.00	0.00	3.85
CALIFORNIA	37.86	16.70	34.52	2.67	5.12	0.00	0.00	3.12
COLORADO								
CONNECTICUT	48.48	30.30	3.03	0.00	6.06	0.00	0.00	12.12
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	12.50	0.00	0.00	87.50	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
GEORGIA	32.08	45.28	22.64	0.00	0.00	0.00	0.00	0.00
HAWAII	25.00	16.67	58.33	0.00	0.00	0.00	0.00	0.00
IDAHO	30.77	30.77	30.77	0.00	0.00	0.00	0.00	7.69
ILLINOIS	7.07	13.13	20.20	13.13	1.01	0.00	1.01	44.44
INDIANA	40.00	16.00	12.00	24.00	0.00	0.00	0.00	4.00
IOWA								
KANSAS	38.71	16.13	32.26	3.23	0.00	9.68	0.00	0.00
KENTUCKY	27.27	54.55	9.09	0.00		0.00		9.09
LOUISIANA	27.72	23.76	37.62	4.95	0.00	1.98	0.00	3.96
MAINE	44.44	33.33	16.67	0.00	0.00	0.00	0.00	5.56
MARYLAND	38.10	17.46	6.35	17.46	7.94	0.00	9.52	3.17
MASSACHUSETTS	9.45	4.72	7.87	1.57	5.51		3.94	66.93
MICHIGAN								
MINNESOTA	37.29	27.12	10.17	15.25	3.39	1.69	0.00	5.08
MISSISSIPPI								
MISSOURI	23.08	28.21	24.36	19.23	0.00	0.00	0.00	5.13
MONTANA	80.00	10.00	10.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	25.71	42.86	17.14	2.86	2.86	2.86	0.00	5.71
NEVADA	25.00	45.83	0.00	4.17	0.00	0.00	0.00	25.00
NEW HAMPSHIRE	38.71	25.81	12.90	9.68	9.68	0.00	3.23	0.00
NEW JERSEY	32.56	16.28	9.30	16.28	0.00	0.00	0.00	25.58
NEW MEXICO	29.41	41.18	23.53	0.00	0.00	0.00	0.00	5.88
NEW YORK	35.63	16.25	34.38	5.00	3.13	0.00	0.63	5.00
NORTH CAROLINA	47.24	35.43	13.39	0.00	0.00	0.00	0.00	3.94
NORTH DAKOTA	40.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	26.55	3.10	3.10	0.88	0.00	0.00	0.00	66.37
OKLAHOMA	47.37	42.11	0.00	0.00	0.00	0.00	0.00	10.53
OREGON	42.86	11.43	34.29	1.43	2.86	1.43	1.43	4.29
PENNSYLVANIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	13.43	29.85	8.96	2.99	0.00	0.00	0.00	44.78
RHODE ISLAND	11.11	0.00	5.56	0.00	11.11	0.00	0.00	72.22
SOUTH CAROLINA	57.14	14.29	0.00	0.00	0.00	0.00	0.00	28.57
SOUTH DAKOTA	50.00	0.00	0.00	0.00	50.00	0.00	0.00	0.00
TENNESSEE	35.90	8.33	13.46	0.64	0.00	0.00	0.00	41.67
TEXAS	7.25	23.37	42.01	1.78	0.15	0.89	0.00	24.56
UTAH	12.50	12.50	29.17	41.67	0.00	0.00	0.00	4.17
VERMONT	69.23	15.38	15.38	0.00	0.00	0.00	0.00	0.00
VIRGINIA	50.00	25.00	12.50	0.00	0.00	6.25	0.00	6.25
WASHINGTON	30.40	38.30	29.18	1.22	0.30	0.00	0.00	0.61
WEST VIRGINIA	0.00	30.00	20.00	10.00	0.00	0.00	0.00	40.00
WISCONSIN	44.44	5.56	33.33	11.11	0.00	0.00	0.00	5.56
WYOMING	23.81	33.33	33.33	0.00	0.00	4.76	4.76	0.00
AMERICAN SAMOA								
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	26.45	21.16	24.47	4.18	1.58	0.51	0.54	21.11
50 STATES, D.C. & P.R.	26.42	21.15	24.52	4.19	1.59	0.51	0.48	21.15

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS								
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	
ALABAMA	14	3	2	2	0	15	0	1	
ALASKA	0	0	1	0	0	0	0	0	
ARIZONA	7	6	6	9	0	6	1	0	
ARKANSAS	5	3	0	0	0	16	0	0	
CALIFORNIA	76	44	89	15	1	6	3	0	
COLORADO	3	4	0	0	0	6	0	0	
CONNECTICUT	7	5	8	5	2	1	5	2	
DELAWARE	2	1	0	0	0	0	0	0	
DISTRICT OF COLUMBIA	2	0	7	0	0	0	0	0	
FLORIDA	16	6	15	5	0	13	0	0	
GEORGIA	10	7	3	1	0	22	0	0	
HAWAII	0	0	2	1	0	0	0	0	
IDAHO	3	0	0	0	0	0	0	0	
ILLINOIS	15	21	16	1	1	21	0	0	
INDIANA	14	1	2	6	0	11	0	0	
IOWA	4	2	1	0	0	7	0	0	
KANSAS	3	1	0	0	0	2	0	0	
KENTUCKY	13	1	2	0	0	21	0	1	
LOUISIANA	13	4	9	1	0	16	0	0	
MAINE	1	1	0	0	0	0	0	0	
MARYLAND	8	3	1	4	0	20	0	0	
MASSACHUSETTS	14	5	7	1	4	0	5	0	
MICHIGAN	30	9	20	0	0	9	0	0	
MINNESOTA	4	1	0	0	0	13	0	1	
MISSISSIPPI	3	3	12	3	0	9	0	0	
MISSOURI	14	1	0	0	0	18	0	0	
MONTANA	1	0	0	0	0	0	0	0	
NEBRASKA	10	5	0	0	0	6	0	0	
NEVADA	0	0	3	0	0	0	0	0	
NEW HAMPSHIRE	0	1	1	2	0	0	0	0	
NEW JERSEY	7	4	5	0	6	3	0	0	
NEW MEXICO	0	1	2	0	0	7	0	0	
NEW YORK	23	11	12	7	19	15	1	0	
NORTH CAROLINA	17	6	4	0	0	16	0	1	
NORTH DAKOTA	1	1	0	0	0	0	0	0	
OHIO	18	12	11	1	0	29	0	0	
OKLAHOMA	8	1	3	0	0	7	0	5	
OREGON	12	1	1	1	0	8	0	0	
PENNSYLVANIA	26	6	2	4	33	0	31	0	
PUERTO RICO	2	21	7	3	1	1	0	3	
RHODE ISLAND	1	2	1	0	0	0	2	0	
SOUTH CAROLINA	12	11	2	2	0	5	0	0	
SOUTH DAKOTA	3	0	0	0	0	1	0	0	
TENNESSEE	26	6	0	0	1	6	0	0	
TEXAS	13	32	46	6	0	35	0	1	
UTAH	1	0	3	2	0	8	0	0	
VERMONT	0	0	0	0	0	0	1	0	
VIRGINIA	11	3	0	0	0	15	1	0	
WASHINGTON	6	11	3	0	0	9	0	0	
WEST VIRGINIA	4	3	0	5	0	15	0	0	
WISCONSIN	5	2	5	1	0	3	0	0	
WYOMING	1	1	0	1	0	0	0	0	
AMERICAN SAMOA	0	0	0	0	0	0	0	0	
GUAM	1	0	0	0	0	0	0	0	
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	
PALAU	0	1	1	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	0	0	
U.S. AND OUTLYING AREAS	490	275	315	89	68	421	50	15	
50 STATES, D.C. & P.R.	489	273	314	89	68	421	50	15	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PERCENTAGE		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
				PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	37.84	8.11	5.41	5.41	0.00	40.54	0.00	2.70
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	20.00	17.14	17.14	25.71	0.00	17.14	2.86	0.00
ARKANSAS	20.83	12.50	0.00	0.00	0.00	66.67	0.00	0.00
CALIFORNIA	32.48	18.80	38.03	6.41	0.43	2.56	1.28	0.00
COLORADO	23.08	30.77	0.00	0.00	0.00	46.15	0.00	0.00
CONNECTICUT	20.00	14.29	22.86	14.29	5.71	2.86	14.29	5.71
DELAWARE	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	22.22	0.00	77.78	0.00	0.00	0.00	0.00	0.00
FLORIDA	29.09	10.91	27.27	9.09	0.00	23.64	0.00	0.00
GEORGIA	23.26	16.28	6.98	2.33	0.00	51.16	0.00	0.00
HAWAII	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	20.00	28.00	21.33	1.33	1.33	28.00	0.00	0.00
INDIANA	41.18	2.94	5.88	17.65	0.00	32.35	0.00	0.00
IOWA	28.57	14.29	7.14	0.00	0.00	50.00	0.00	0.00
KANSAS	50.00	16.67	0.00	0.00	0.00	33.33	0.00	0.00
KENTUCKY	34.21	2.63	5.26	0.00	0.00	55.26	0.00	2.63
LOUISIANA	30.23	9.30	20.93	2.33	0.00	37.21	0.00	0.00
MAINE	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	22.22	8.33	2.78	11.11	0.00	55.56	0.00	0.00
MASSACHUSETTS	38.89	13.89	19.44	2.78	11.11	0.00	13.89	0.00
MICHIGAN	44.12	13.24	29.41	0.00	0.00	13.24	0.00	0.00
MINNESOTA	21.05	5.26	0.00	0.00	0.00	68.42	0.00	5.26
MISSISSIPPI	10.00	10.00	40.00	10.00	0.00	30.00	0.00	0.00
MISSOURI	42.42	3.03	0.00	0.00	0.00	54.55	0.00	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	47.62	23.81	0.00	0.00	0.00	28.57	0.00	0.00
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	25.00	25.00	50.00	0.00	0.00	0.00	0.00
NEW JERSEY	28.00	16.00	20.00	0.00	24.00	12.00	0.00	0.00
NEW MEXICO	0.00	10.00	20.00	0.00	0.00	70.00	0.00	0.00
NEW YORK	26.14	12.50	13.64	7.95	21.59	17.05	1.14	0.00
NORTH CAROLINA	38.64	13.64	9.09	0.00	0.00	36.36	0.00	2.27
NORTH DAKOTA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	25.35	16.90	15.49	1.41	0.00	40.85	0.00	0.00
OKLAHOMA	33.33	4.17	12.50	0.00	0.00	29.17	0.00	20.83
OREGON	52.17	4.35	4.35	4.35	0.00	34.78	0.00	0.00
PENNSYLVANIA	25.49	5.88	1.96	3.92	32.35	0.00	30.39	0.00
PUERTO RICO	5.26	55.26	18.42	7.89	2.63	2.63	0.00	7.89
RHODE ISLAND	16.67	33.33	16.67	0.00	0.00	0.00	33.33	0.00
SOUTH CAROLINA	37.50	34.38	6.25	6.25	0.00	15.63	0.00	0.00
SOUTH DAKOTA	75.00	0.00	0.00	0.00	0.00	25.00	0.00	0.00
TENNESSEE	66.67	15.38	0.00	0.00	2.56	15.38	0.00	0.00
TEXAS	9.77	24.06	34.59	4.51	0.00	26.32	0.00	0.75
UTAH	7.14	0.00	21.43	14.29	0.00	57.14	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
VIRGINIA	36.67	10.00	0.00	0.00	0.00	50.00	3.33	0.00
WASHINGTON	20.69	37.93	10.34	0.00	0.00	31.03	0.00	0.00
WEST VIRGINIA	14.81	11.11	0.00	18.52	0.00	55.56	0.00	0.00
WISCONSIN	31.25	12.50	31.25	6.25	0.00	18.75	0.00	0.00
WYOMING	33.33	33.33	0.00	33.33	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	28.44	15.96	18.28	5.17	3.95	24.43	2.90	0.87
50 STATES, D.C. & P.R.	28.45	15.88	18.27	5.18	3.96	24.49	2.91	0.87

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DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	3	1	0	0	15	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	1	0	10	1	9	0	0	0
ARKANSAS	1	0	2	0	0	0	0	0
CALIFORNIA	1	15	126	23	40	43	1	0
COLORADO	0	3	1	0	0	0	0	0
CONNECTICUT	0	5	10	3	3	0	3	0
DELAWARE	0	2	0	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	3	0	0	0
FLORIDA	0	2	63	38	0	0	0	0
GEORGIA	5	1	21	2	0	0	0	0
HAWAII	0	0	14	0	0	0	0	1
IDAHO	1	0	3	3	0	0	0	0
ILLINOIS	0	0	14	9	15	0	3	0
INDIANA	1	0	20	16	0	0	2	1
IOWA	7	3	1	1	0	0	0	0
KANSAS	1	3	5	4	0	0	0	0
KENTUCKY	0	7	0	1	.	.	.	1
LOUISIANA	0	3	39	5	0	3	0	0
MAINE	0	0	2	0	0	0	0	0
MARYLAND	1	0	3	3	0	0	10	0
MASSACHUSETTS	1	0	20	6	20	.	31	1
MICHIGAN	15	14	64	116	.	0	0	0
MINNESOTA	1	3	16	7	0	1	0	0
MISSISSIPPI	0	1	0	0	0	0	0	0
MISSOURI	1	33	20	14	1	0	0	1
MONTANA	1	0	0	0	0	0	0	0
NEBRASKA	0	1	4	0	0	0	0	0
NEVADA	0	0	2	2	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	1	16	30	21	2	1
NEW MEXICO	3	0	3	0	0	0	0	0
NEW YORK	5	4	29	157	27	1	30	1
NORTH CAROLINA	5	2	48	24	4	0	0	0
NORTH DAKOTA	0	0	0	1	0	0	1	0
OHIO	0	3	9	3	0	0	0	0
OKLAHOMA	0	0	2	0	0	0	0	0
OREGON	18	12	28	2	1	0	0	0
PENNSYLVANIA	0	1	33	10	2	0	0	0
PUERTO RICO	0	1	29	11	0	0	0	7
RHODE ISLAND	0	0	1	0	1	0	1	0
SOUTH CAROLINA	1	0	20	3	0	0	0	0
SOUTH DAKOTA	0	2	2	0	0	1	1	0
TENNESSEE	13	0	24	1	4	1	1	1
TEXAS	1	3	146	31	7	4	4	0
UTAH	2	0	5	11	0	0	0	0
VERMONT	0	0	2	1	0	0	0	0
VIRGINIA	0	7	26	3	3	4	13	0
WASHINGTON	0	1	3	0	0	0	0	0
WEST VIRGINIA	0	2	8	1	0	0	0	0
WISCONSIN	0	3	27	2	0	0	0	0
WYOMING	0	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	86	137	911	543	170	79	118	15
50 STATES, D.C. & P.R.	86	137	911	543	170	79	118	15

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DATA AS OF OCTOBER 1, 1995.

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	AUTISM							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	15.79	5.26	0.00	0.00	78.95	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.76	0.00	47.62	4.76	42.86	0.00	0.00	0.00
ARKANSAS	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.40	6.02	50.60	9.24	16.06	17.27	0.40	0.00
COLORADO	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	20.83	41.67	12.50	12.50	0.00	12.50	0.00
DELAWARE	0.00	15.38	0.00	84.62	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	0.00	1.94	61.17	36.89	0.00	0.00	0.00	0.00
GEORGIA	17.24	3.45	72.41	6.90	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	93.33	0.00	0.00	0.00	0.00	6.67
IDAHO	14.29	0.00	42.86	42.86	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	34.15	21.95	36.59	0.00	7.32	0.00
INDIANA	2.50	0.00	50.00	40.00	0.00	0.00	5.00	2.50
IOWA	58.33	25.00	8.33	8.33	0.00	0.00	0.00	0.00
KANSAS	7.69	23.08	38.46	30.77	0.00	0.00	0.00	0.00
KENTUCKY	0.00	77.78	0.00	11.11	.	.	.	11.11
LOUISIANA	0.00	6.00	78.00	10.00	0.00	6.00	0.00	0.00
MAINE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	5.88	0.00	17.65	17.65	0.00	0.00	58.82	0.00
MASSACHUSETTS	1.27	0.00	25.32	7.59	25.32	.	39.24	1.27
MICHIGAN	7.18	6.70	30.62	55.50	.	0.00	0.00	0.00
MINNESOTA	3.57	10.71	57.14	25.00	0.00	3.57	0.00	0.00
MISSISSIPPI	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	1.43	47.14	28.57	20.00	1.43	0.00	0.00	1.43
MONTANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	1.41	22.54	42.25	29.58	2.82	1.41
NEW MEXICO	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	1.97	1.57	11.42	61.81	10.63	0.39	11.81	0.39
NORTH CAROLINA	6.02	2.41	57.83	28.92	4.82	0.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
OHIO	0.00	20.00	60.00	20.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
OREGON	29.51	19.67	45.90	3.28	1.64	0.00	0.00	0.00
PENNSYLVANIA	0.00	2.17	71.74	21.74	4.35	0.00	0.00	0.00
PUERTO RICO	0.00	2.08	60.42	22.92	0.00	0.00	0.00	14.58
RHODE ISLAND	0.00	0.00	33.33	0.00	33.33	0.00	33.33	0.00
SOUTH CAROLINA	4.17	0.00	83.33	12.50	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	33.33	33.33	0.00	0.00	16.67	16.67	0.00
TENNESSEE	28.89	0.00	53.33	2.22	8.89	2.22	2.22	2.22
TEXAS	0.51	1.53	74.49	15.82	3.57	2.04	2.04	0.00
UTAH	11.11	0.00	27.78	61.11	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
VIRGINIA	0.00	12.50	46.43	5.36	5.36	7.14	23.21	0.00
WASHINGTON	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	18.18	72.73	9.09	0.00	0.00	0.00	0.00
WISCONSIN	0.00	9.38	84.38	6.25	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.18	6.65	44.24	26.37	8.26	3.84	5.73	0.73
50 STATES, D.C. & P.R.	4.18	6.65	44.24	26.37	8.26	3.84	5.73	0.73

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

BEST COPY AVAILABLE

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	0	1	0	6	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	0	0	0	1	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	0	1	16	3	4	5	0	0
COLORADO	1	2	3	3	0	0	0	1
CONNECTICUT	0	1	0	0	0	1	1	0
DELAWARE	0	0	0	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	9	0	0	0	0
FLORIDA	0	0	2	7	0	0	0	0
GEORGIA	0	0	0	4	0	4	0	0
HAWAII	0	0	1	0	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	1	0	0	8	0	0
INDIANA	0	0	3	0	0	1	1	1
IOWA	0	0	0	5	0	3	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	0	0	1	0	0	0	0	0
LOUISIANA	0	0	0	0	0	3	0	0
MAINE	1	0	0	0	0	0	0	0
MARYLAND	1	0	0	1	0	6	1	0
MASSACHUSETTS	0	0	1	0	2	0	3	0
MICHIGAN	0	0	0	0	0	0	0	0
MINNESOTA	0	0	0	1	0	1	0	0
MISSISSIPPI	0	0	0	2	0	0	0	0
MISSOURI	0	0	2	5	0	0	0	1
MONTANA	1	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	1	0	0	3	6	0	0
NEW MEXICO	0	0	1	0	0	7	0	0
NEW YORK	0	0	1	3	2	1	0	0
NORTH CAROLINA	1	0	0	0	0	2	0	0
NORTH DAKOTA	0	0	0	0	0	8	0	0
OHIO	0	3	2	0	0	0	0	0
OKLAHOMA	0	1	1	1	0	0	0	8
OREGON	0	0	2	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	8	0	0	0	2
RHODE ISLAND	0	0	0	0	2	0	0	0
SOUTH CAROLINA	0	0	0	0	0	2	0	0
SOUTH DAKOTA	0	0	0	0	0	2	0	0
TENNESSEE	0	0	0	0	0	1	0	0
TEXAS	0	1	11	1	2	6	0	0
UTAH	0	0	4	1	0	3	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	0	2	0	0	3	0	0
WEST VIRGINIA	0	0	0	3	0	3	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5	10	56	64	16	82	6	13
50 STATES, D.C. & P.R.	5	10	55	63	15	82	6	13

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

## DEAF-BLINDNESS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	0.00	14.29	0.00	85.71	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	0.00	100.00	0.00	0.00	.	0.00
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	0.00	3.33	53.33	10.00	13.33	16.67	0.00	3.33
COLORADO	11.11	22.22	33.33	33.33	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	33.33	0.00	0.00	0.00	33.33	33.33	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	22.22	77.78	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	11.11	0.00	0.00	88.89	0.00	0.00
INDIANA	0.00	0.00	50.00	0.00	0.00	16.67	16.67	16.67
IOWA	0.00	0.00	0.00	62.50	0.00	37.50	0.00	0.00
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	.	.	100.00	0.00	.	0.00	.	.
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	11.11	0.00	0.00	11.11	0.00	66.67	11.11	0.00
MASSACHUSETTS	.	.	16.67	0.00	33.33	.	50.00	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	25.00	62.50	0.00	0.00	0.00	12.50
MONTANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	10.00	0.00	0.00	30.00	60.00	0.00	0.00
NEW MEXICO	0.00	0.00	12.50	0.00	0.00	87.50	0.00	0.00
NEW YORK	0.00	0.00	14.29	42.86	28.57	14.29	0.00	0.00
NORTH CAROLINA	33.33	0.00	0.00	0.00	0.00	66.67	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
OHIO	0.00	60.00	40.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	9.09	9.09	9.09	0.00	0.00	0.00	72.73
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	80.00	0.00	0.00	0.00	20.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TEXAS	0.00	4.76	52.38	4.76	9.52	28.57	0.00	0.00
UTAH	0.00	0.00	50.00	12.50	0.00	37.50	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	0.00	0.00	40.00	0.00	0.00	60.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.98	3.97	22.22	25.40	6.35	32.54	2.38	5.16
50 STATES, D.C. & P.R.	2.01	4.02	22.09	25.30	6.02	32.93	2.41	5.22

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DATA AS OF OCTOBER 1, 1995.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	-----NUMBER-----							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4	5	2	2	0	0	1	3
ALASKA	0	1	1	0	0	0	0	0
ARIZONA	1	1	6	2	0	0	0	2
ARKANSAS	1	1	1	0	0	0	3	1
CALIFORNIA	7	5	38	3	1	0	0	7
COLORADO	0	5	5	0	0	0	0	2
CONNECTICUT	3	0	1	0	2	0	0	0
DELAWARE	0	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	0	1	0	0	0	0	0
GEORGIA	3	3	4	0	1	0	0	1
HAWAII	0	2	0	0	0	0	0	0
IDAHO	2	1	3	1	0	0	0	0
ILLINOIS	2	3	5	7	3	3	0	0
INDIANA	10	0	13	8	0	0	0	2
IOWA	5	2	1	0	0	0	0	0
KANSAS	3	2	7	0	0	0	0	0
KENTUCKY	2	10	2	.	.	1	0	0
LOUISIANA	0	0	3	0	0	0	0	1
MAINE	1	0	2	0	0	0	0	0
MARYLAND	3	3	0	0	0	0	1	0
MASSACHUSETTS	2	1	7	4	7	.	5	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	3	3	2	0	0	0	2
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	14	4	9	3	0	0	0	1
MONTANA	1	1	1	0	0	0	0	0
NEBRASKA	3	4	2	1	0	0	0	0
NEVADA	0	1	0	1	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	1	0
NEW JERSEY	1	3	2	1	3	0	0	0
NEW MEXICO	8	7	3	0	0	0	0	2
NEW YORK	7	7	8	1	1	1	2	2
NORTH CAROLINA	5	3	0	1	0	0	1	0
NORTH DAKOTA	0	2	0	0	0	0	1	1
OHIO	1	2	1	0	0	0	0	4
OKLAHOMA	3	4	0	0	0	0	0	1
OREGON	3	3	0	1	0	0	0	1
PENNSYLVANIA	4	8	22	1	132	0	22	0
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	1	0	2	0	1	0
SOUTH CAROLINA	1	1	1	0	0	0	0	2
SOUTH DAKOTA	2	0	0	0	0	0	0	0
TENNESSEE	6	3	4	0	0	0	0	1
TEXAS	0	6	7	0	1	0	0	1
UTAH	1	2	12	5	0	0	0	0
VERMONT	2	0	0	0	1	0	0	0
VIRGINIA	2	1	2	1	0	0	1	1
WASHINGTON	3	0	0	0	0	0	0	0
WEST VIRGINIA	3	3	0	0	0	0	0	0
WISCONSIN	4	2	7	0	0	0	0	0
WYOMING	1	2	3	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	126	118	191	45	154	5	39	41
50 STATES, D.C. & P.R.	126	118	190	45	154	5	39	41

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DATA AS OF OCTOBER 1, 1995.



Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments  
Under IDEA, Part B and Chapter 1 of ESEA (SOP), During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	23.53	29.41	11.76	11.76	0.00	0.00	5.88	17.65
ALASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	8.33	8.33	50.00	16.67	0.00	0.00	0.00	16.67
ARKANSAS	14.29	14.29	14.29	0.00	0.00	0.00	42.86	14.29
CALIFORNIA	11.48	8.20	62.30	4.92	1.64	0.00	0.00	11.48
COLORADO	0.00	41.67	41.67	0.00	0.00	0.00	0.00	16.67
CONNECTICUT	50.00	0.00	16.67	0.00	33.33	0.00	0.00	0.00
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GEORGIA	25.00	25.00	33.33	0.00	8.33	0.00	0.00	8.33
HAWAII	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	28.57	14.29	42.86	14.29	0.00	0.00	0.00	0.00
ILLINOIS	8.70	13.04	21.74	30.43	13.04	13.04	0.00	0.00
INDIANA	30.30	0.00	39.39	24.24	0.00	0.00	0.00	6.06
IOWA	62.50	25.00	12.50	0.00	0.00	0.00	0.00	0.00
KANSAS	23.08	15.38	53.85	0.00	0.00	7.69	0.00	0.00
KENTUCKY	13.33	66.67	13.33					6.67
LOUISIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MAINE	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
MARYLAND	42.86	42.86	0.00	0.00	0.00	0.00	14.29	0.00
MASSACHUSETTS	6.90	3.45	24.14	13.79	24.14		17.24	10.34
MICHIGAN								
MINNESOTA	16.67	25.00	25.00	16.67	0.00	0.00	0.00	16.67
MISSISSIPPI								
MISSOURI	45.16	12.90	29.03	9.68	0.00	0.00	0.00	3.23
MONTANA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	30.00	40.00	20.00	10.00	0.00	0.00	0.00	0.00
NEVADA	0.00	33.33	0.00	33.33	0.00	0.00	33.33	0.00
NEW HAMPSHIRE								
NEW JERSEY	8.33	25.00	16.67	8.33	25.00	0.00	0.00	16.67
NEW MEXICO	44.44	38.89	16.67	0.00	0.00	0.00	0.00	0.00
NEW YORK	24.14	24.14	27.59	3.45	3.45	3.45	6.90	6.90
NORTH CAROLINA	50.00	30.00	0.00	10.00	0.00	0.00	10.00	0.00
NORTH DAKOTA	0.00	50.00	0.00	0.00	0.00	0.00	25.00	25.00
OHIO	12.50	25.00	12.50	0.00	0.00	0.00	0.00	50.00
OKLAHOMA	37.50	50.00	0.00	0.00	0.00	0.00	0.00	12.50
OREGON	37.50	37.50	0.00	12.50	0.00	0.00	0.00	12.50
PENNSYLVANIA	2.12	4.23	11.64	0.53	69.84	0.00	11.64	0.00
PUERTO RICO								
RHODE ISLAND	0.00	0.00	25.00	0.00	50.00	0.00	25.00	0.00
SOUTH CAROLINA	20.00	20.00	20.00	0.00	0.00	0.00	0.00	40.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	42.86	21.43	28.57	0.00	0.00	0.00	0.00	7.14
TEXAS	0.00	40.00	46.67	0.00	6.67	0.00	0.00	6.67
UTAH	5.00	10.00	60.00	25.00	0.00	0.00	0.00	0.00
VERMONT	66.67	0.00	0.00	0.00	33.33	0.00	0.00	0.00
VIRGINIA	25.00	12.50	25.00	12.50	0.00	0.00	12.50	12.50
WASHINGTON	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	30.77	15.38	53.85	0.00	0.00	0.00	0.00	0.00
WYOMING	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM								
NORTHERN MARIANAS								
PALAU								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	17.52	16.41	26.56	6.26	21.42	0.70	5.42	5.70
50 STATES, D.C. & P.R.	17.55	16.43	26.46	6.27	21.45	0.70	5.43	5.71

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

DATA AS OF OCTOBER 1, 1995.

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Table AC1

Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5 During the 1993-94 School Year

STATE	-----EMPLOYED-----		VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--	
	FULLY CERTIFIED	NOT FULLY CERTIFIED			FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	248	53	45	346	248	42
ALASKA	70	6	1	77	61	1
ARIZONA	200	58	5	263	179	49
ARKANSAS	82	97	26	205	43	59
CALIFORNIA	1,599	117	6	1,722	1,548	39
COLORADO	196	7	2	205	148	2
CONNECTICUT	.	.	.	.	.	.
DELAWARE	124	18	4	145	115	9
DISTRICT OF COLUMBIA	61	4	4	69	61	3
FLORIDA	1,290	58	24	1,372	1,100	24
GEORGIA	594	11	9	614	495	6
HAWAII	205	23	1	229	173	11
IDAHO	143	2	12	157	136	2
ILLINOIS	698	32	17	746	599	19
INDIANA	367	35	4	406	318	27
IOWA	395	31	2	428	348	30
KANSAS	271	.	6	277	231	.
KENTUCKY	326	38	15	379	274	27
LOUISIANA	389	321	9	718	356	211
MAINE	192	8	2	201	171	4
MARYLAND	368	37	7	411	332	25
MASSACHUSETTS	446	.	4	450	417	.
MICHIGAN	1,130	40	2	1,172	1,112	40
MINNESOTA	592	80	4	676	565	40
MISSISSIPPI	201	21	18	240	163	15
MISSOURI	321	57	4	382	288	38
MONTANA	95	4	4	103	6	0
NEBRASKA	96	0	2	98	22	0
NEVADA	129	10	1	140	100	6
NEW HAMPSHIRE	97	8	0	105	84	7
NEW JERSEY	1,009	0	7	1,016	919	0
NEW MEXICO	164	10	5	179	129	0
NEW YORK	853	105	.	958	649	73
NORTH CAROLINA	611	144	34	789	448	104
NORTH DAKOTA	110	10	4	124	57	34
OHIO	1,265	0	108	1,373	832	0
OKLAHOMA	345	22	4	371	315	18
OREGON	104	.	4	108	.	.
PENNSYLVANIA	1,033	0	2	1,035	909	0
PUERTO RICO	105	0	0	105	0	0
RHODE ISLAND	115	4	0	119	111	1
SOUTH CAROLINA	255	19	11	285	209	11
SOUTH DAKOTA	149	6	1	156	131	3
TENNESSEE	302	12	0	314	300	12
TEXAS	.	.	.	.	.	.
UTAH	71	26	4	100	65	17
VERMONT	110	2	3	115	96	2
VIRGINIA	1,428	210	11	1,649	1,353	143
WASHINGTON	437	84	9	529	311	54
WEST VIRGINIA	159	34	6	198	145	23
WISCONSIN	787	83	3	874	587	62
WYOMING	59	.	0	59	.	.
AMERICAN SAMOA	6	8	0	14	6	4
GUAM	133	0	20	153	128	0
NORTHERN MARIANAS	1	0	1	2	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	12	.	1	13	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	20,548	1,954	473	22,975	17,388	1,298
50 STATES, D.C. & P.R.	20,396	1,946	451	22,793	17,254	1,294

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1995.

Table AC2

**Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time  
Equivalency), and Number of Teachers Retained to Provide Special Education  
and Related Services for Children and Youth with Disabilities, Ages 6-21  
During the 1993-94 School Year**

STATE	-----EMPLOYED-----		VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--	
	FULLY CERTIFIED	NOT FULLY CERTIFIED			FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	4,865	174	69	5,108	3,981	99
ALASKA	1,109	49	12	1,170	1,018	45
ARIZONA	3,601	835	67	4,502	3,362	285
ARKANSAS	2,768	178	80	3,027	2,310	78
CALIFORNIA	23,356	2,860	235	26,451	21,966	1,456
COLORADO	3,487	181	12	3,679	2,765	85
CONNECTICUT	4,322	0	0	4,322	4,005	0
DELAWARE	1,168	190	0	1,358	1,085	181
DISTRICT OF COLUMBIA	767	14	56	837	767	12
FLORIDA	13,532	1,313	325	15,170	12,058	878
GEORGIA	8,234	350	112	8,695	7,065	257
HAWAII	1,086	222	14	1,322	698	149
IDAHO	1,191	13	26	1,229	1,071	10
ILLINOIS	17,224	247	529	17,999	14,016	146
INDIANA	5,446	621	20	6,086	4,851	503
IOWA	4,046	464	6	4,515	3,551	408
KANSAS	3,446	.	109	3,554	2,517	.
KENTUCKY	4,478	270	81	4,829	4,043	171
LOUISIANA	5,048	1,981	137	7,166	4,597	1,214
MAINE	1,803	87	20	1,910	1,683	46
MARYLAND	6,432	381	113	6,926	5,138	248
MASSACHUSETTS	8,111	.	54	8,165	7,839	.
MICHIGAN	12,235	355	10	12,600	11,813	324
MINNESOTA	6,870	499	36	7,405	6,468	363
MISSISSIPPI	4,500	415	148	5,064	3,958	200
MISSOURI	7,349	774	34	8,157	5,090	548
MONTANA	880	39	89	1,007	56	1
NEBRASKA	2,146	209	28	2,383	1,887	169
NEVADA	1,515	45	9	1,570	1,383	33
NEW HAMPSHIRE	1,585	212	15	1,811	1,442	186
NEW JERSEY	14,789	0	113	14,902	13,840	0
NEW MEXICO	3,525	355	60	3,940	3,192	93
NEW YORK	23,804	2,006	.	25,810	20,675	1,473
NORTH CAROLINA	6,360	755	215	7,330	5,523	493
NORTH DAKOTA	867	43	26	936	762	85
OHIO	12,361	164	195	12,719	11,317	0
OKLAHOMA	4,042	93	36	4,170	3,696	51
OREGON	2,491	73	58	2,622	2,255	47
PENNSYLVANIA	12,462	8	4	12,474	11,697	8
PUERTO RICO	2,661	0	20	2,681	0	0
RHODE ISLAND	1,391	8	5	1,404	1,282	1
SOUTH CAROLINA	3,925	320	102	4,347	3,456	162
SOUTH DAKOTA	959	24	3	986	846	12
TENNESSEE	4,096	124	77	4,297	4,011	70
TEXAS	27,056	1,963	.	29,019	23,419	1,078
UTAH	2,037	70	32	2,138	1,339	39
VERMONT	838	4	4	847	766	4
VIRGINIA	7,907	831	60	8,798	7,316	486
WASHINGTON	4,361	228	60	4,649	3,439	190
WEST VIRGINIA	2,659	308	20	2,987	2,561	259
WISCONSIN	7,683	616	31	8,330	5,758	478
WYOMING	839	0	9	848	.	.
AMERICAN SAMOA	21	30	0	51	18	17
GUAM	160	0	26	186	149	0
NORTHERN MARIANAS	39	0	8	47	0	0
PALAU	11	14	1	26	11	9
VIRGIN ISLANDS	72	.	10	82	.	.
BUR. OF INDIAN AFFAIRS	326	42	25	393	218	21
U.S. AND OUTLYING AREAS	310,338	21,054	3,643	335,035	270,027	13,169
50 STATES, D.C. & P.R.	309,709	20,968	3,573	334,251	269,632	13,122

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1995.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES			SPEECH OR LANGUAGE IMPAIRMENTS		
	EMPLOYED		VACANT POSITIONS	EMPLOYED		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED		FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	1,680	65	20	587	8	10
ALASKA	192	16	0	160	0	3
ARIZONA	729	594	8	494	25	35
ARKANSAS	1,506	107	12	384	6	51
CALIFORNIA	14,280	1,749	144	5,135	629	52
COLORADO	1,628	103	0	524	11	8
CONNECTICUT	2,101	0	0	615	0	0
DELAWARE	0	0	0	82	15	0
DISTRICT OF COLUMBIA	356	7	24	123	1	15
FLORIDA	2,927	222	54	1,982	66	89
GEORGIA	2,122	110	9	906	9	57
HAWAII	397	117	0	111	0	13
IDAHO	0	0	0	0	0	0
ILLINOIS	5,108	66	159	2,436	73	81
INDIANA	2,110	176	2	737	10	0
IOWA	272	41	0	376	8	1
KANSAS	473	.	4	529	.	38
KENTUCKY	1,269	72	11	524	5	46
LOUISIANA	1,558	911	6	936	17	87
MAINE	729	31	3	334	8	11
MARYLAND	878	52	4	576	25	13
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	2,802	132	1	1,358	12	1
MINNESOTA	2,324	95	2	1,273	2	8
MISSISSIPPI	3,172	191	53	624	51	57
MISSOURI	3,485	277	6	1,185	26	22
MONTANA	462	19	54	272	14	17
NEBRASKA	890	89	1	529	31	18
NEVADA	918	29	3	196	2	2
NEW HAMPSHIRE	635	78	4	496	29	6
NEW JERSEY	4,632	0	20	2,183	0	27
NEW MEXICO	.	.	.	453	46	25
NEW YORK	6,054	413	.	2,511	204	.
NORTH CAROLINA	2,354	200	23	818	74	70
NORTH DAKOTA	320	23	4	206	8	10
OHIO	3,737	57	59	1,296	10	42
OKLAHOMA	1,704	29	5	536	18	20
PUERTO RICO	218	0	1	17	0	0
RHODE ISLAND	415	0	1	149	0	2
SOUTH CAROLINA	1,520	126	13	595	6	48
TENNESSEE	2,045	54	23	480	9	13
TEXAS	.	.	.	.	.	.
UTAH	193	7	5	248	2	8
VERMONT	332	1	0	194	3	4
VIRGINIA	3,762	360	17	953	102	22
WASHINGTON	.	.	.	684	33	32
WEST VIRGINIA	1,013	127	3	362	29	9
WISCONSIN	2,460	144	9	1,426	21	8
WYOMING	.	.	.	138	0	1
AMERICAN SAMOA	0	0	0	2	3	0
GUAM	0	0	0	15	0	6
VIRGIN ISLANDS	7	.	0	8	.	5
BUR. OF INDIAN AFFAIRS	84	10	7	49	6	6

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

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Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	MENTAL RETARDATION			SERIOUS EMOTIONAL DISTURBANCE		
	EMPLOYED		VACANT POSITIONS	EMPLOYED		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED		FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	1,838	42	15	455	51	15
ALASKA	37	0	0	62	0	4
ARIZONA	421	48	0	201	44	2
ARKANSAS	616	52	13	22	1	0
CALIFORNIA	1,287	158	13	758	93	8
COLORADO	248	11	2	517	35	2
CONNECTICUT	563	0	0	677	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	100	3	0	87	1	15
FLORIDA	1,862	124	43	1,946	493	64
GEORGIA	2,696	89	24	1,942	128	11
HAWAII	118	11	0	57	28	0
IDAHO	0	0	0	0	0	0
ILLINOIS	2,139	20	30	2,274	53	53
INDIANA	1,586	171	4	571	130	2
IOWA	519	46	0	455	82	4
KANSAS	247	1	1	338	.	8
KENTUCKY	1,338	99	8	278	27	7
LOUISIANA	1,018	403	9	444	319	8
MAINE	186	7	1	306	16	1
MARYLAND	436	17	2	485	82	13
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	2,662	57	0	2,022	57	1
MINNESOTA	1,580	63	2	1,335	300	14
MISSISSIPPI	529	126	32	17	3	1
MISSOURI	1,453	220	3	863	231	3
MONTANA	56	2	7	45	2	5
NEBRASKA	353	46	2	217	18	5
NEVADA	103	3	1	87	5	1
NEW HAMPSHIRE	117	21	0	150	61	5
NEW JERSEY	580	0	4	1,274	0	16
NEW MEXICO	.	.	.	.	.	.
NEW YORK	1,317	117	.	2,565	438	.
NORTH CAROLINA	1,659	149	25	741	209	20
NORTH DAKOTA	189	1	0	56	6	12
OHIO	3,860	26	57	1,269	26	14
OKLAHOMA	1,087	17	3	283	12	7
PUERTO RICO	672	0	7	56	0	1
RHODE ISLAND	78	0	1	60	0	0
SOUTH CAROLINA	1,040	109	18	366	47	14
TENNESSEE	760	27	17	188	19	9
TEXAS	.	.	.	.	.	.
UTAH	148	9	1	92	6	1
VERMONT	114	0	0	101	0	0
VIRGINIA	1,336	118	5	926	152	10
WASHINGTON	.	.	.	.	.	.
WEST VIRGINIA	831	68	4	240	53	3
WISCONSIN	1,539	46	1	1,316	372	12
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	2	2	0	0	0	0
GUAM	0	0	0	5	0	0
VIRGIN ISLANDS	4	.	0	1	.	1
BUR. OF INDIAN AFFAIRS	21	3	0	21	8	5

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DATA AS OF OCTOBER 1, 1995.

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Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	-----MULTIPLE DISABILITIES-----			-----HEARING IMPAIRMENTS-----		
	-----EMPLOYED-----		VACANT POSITIONS	-----EMPLOYED-----		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED		FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	130	5	1	93	1	3
ALASKA	59	0	1	27	1	0
ARIZONA	59	8	1	78	5	3
ARKANSAS	60	4	0	63	2	0
CALIFORNIA	262	32	3	381	47	4
COLORADO	312	11	0	101	3	0
CONNECTICUT	.	.	.	56	0	0
DELAWARE	0	0	0	34	9	0
DISTRICT OF COLUMBIA	65	0	0	0	2	2
FLORIDA	.	.	.	288	31	1
GEORGIA	.	.	.	253	2	8
HAWAII	23	1	0	30	2	0
IDAHO	0	0	0	0	0	0
ILLINOIS	193	0	0	659	15	5
INDIANA	96	11	1	186	2	10
IOWA	100	0	0	99	11	1
KANSAS	78	.	5	73	.	5
KENTUCKY	123	4	0	129	2	2
LOUISIANA	92	51	1	181	27	7
MAINE	149	19	2	34	1	0
MARYLAND	186	12	0	141	1	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	237	2	0	335	1	1
MINNESOTA	.	.	.	210	7	3
MISSISSIPPI	24	16	2	43	10	1
MISSOURI	40	.	.	126	9	.
MONTANA	10	0	1	8	0	1
NEBRASKA	34	13	0	22	9	0
NEVADA	75	3	0	30	1	2
NEW HAMPSHIRE	63	10	0	22	1	0
NEW JERSEY	1,099	0	13	118	0	4
NEW MEXICO	.	.	.	.	.	.
NEW YORK	715	144	.	414	40	.
NORTH CAROLINA	159	72	6	248	8	9
NORTH DAKOTA	29	1	0	32	2	1
OHIO	1,602	35	18	251	2	2
OKLAHOMA	239	7	0	99	0	1
PUERTO RICO	141	0	0	59	0	0
RHODE ISLAND	12	0	0	29	0	0
SOUTH CAROLINA	12	3	1	114	1	2
TENNESSEE	151	7	5	141	0	1
TEXAS	.	.	.	.	.	.
UTAH	140	8	6	21	2	0
VERMONT	26	0	0	13	0	1
VIRGINIA	313	40	0	176	6	3
WASHINGTON	.	.	.	.	.	.
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	.	.	.	82	10	0
WYOMING	.	.	.	224	11	0
AMERICAN SAMOA	2	0	0	3	2	0
GUAM	0	0	0	6	0	0
VIRGIN ISLANDS	5	.	1	4	.	1
BUR. OF INDIAN AFFAIRS	5	1	0	2	1	0

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DATA AS OF OCTOBER 1, 1995.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	ORTHOPEDIC IMPAIRMENTS			OTHER HEALTH IMPAIRMENTS		
	EMPLOYED		VACANT POSITIONS	EMPLOYED		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED		FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	54	1	0	0	0	0
ALASKA	2	0	0	2	0	0
ARIZONA	36	0	0	7	0	0
ARKANSAS	10	1	0	67	5	0
CALIFORNIA	456	56	5	525	64	5
COLORADO	106	4	0	0	0	0
CONNECTICUT	34	0	0	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	0	0	8	0	0
FLORIDA	208	19	7	372	10	4
GEORGIA	108	7	1	60	4	1
HAWAII	21	1	0	6	0	0
IDAHO	0	0	0	0	0	0
ILLINOIS	297	17	71	.	.	.
INDIANA	62	4	0	0	29	0
IOWA	7	1	0	.	.	.
KANSAS	8	.	3	12	.	0
KENTUCKY	23	1	2	19	1	.
LOUISIANA	85	28	0	146	66	0
MAINE	6	0	1	28	2	0
MARYLAND	17	2	0	24	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	210	1	0	.	.	.
MINNESOTA	38	26	1	12	0	4
MISSISSIPPI	79	18	0	.	.	.
MISSOURI	90	8	.	.	.	.
MONTANA	3	0	0	15	1	2
NEBRASKA	24	2	0	44	0	0
NEVADA	13	0	0	6	1	0
NEW HAMPSHIRE	20	1	0	62	10	0
NEW JERSEY	39	0	2	30	0	0
NEW MEXICO	.	.	.	.	.	.
NEW YORK	51	2	.	89	19	.
NORTH CAROLINA	54	7	27	110	10	25
NORTH DAKOTA	2	0	0	1	0	0
OHIO	206	6	2	0	0	0
OKLAHOMA	24	0	0	5	4	0
PUERTO RICO	20	0	0	5	0	0
RHODE ISLAND	3	0	0	9	0	0
SOUTH CAROLINA	72	7	1	7	0	0
TENNESSEE	60	3	4	143	3	2
TEXAS	.	.	.	.	.	.
UTAH	11	0	0	5	1	0
VERMONT	10	0	0	20	0	0
VIRGINIA	66	9	0	40	6	0
WASHINGTON	.	.	.	.	.	.
WEST VIRGINIA	26	5	0	18	0	0
WISCONSIN	20	1	0	166	4	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	0	0	1	0	0

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

STATES WERE ALLOWED TO USE THEIR OWN CLASSIFICATION SCHEME IN IDENTIFYING SPECIAL EDUCATION TEACHERS. FIVE STATES USED SCHEMES OTHER THAN THE FEDERAL DISABILITY CATEGORIES. THESE STATES AND OUTLYING AREAS ARE: OREGON, PENNSYLVANIA, SOUTH DAKOTA, NORTHERN MARIANAS, AND PALAU. FOR MORE INFORMATION ON THE CLASSIFICATION SCHEME USED, SEE THE DATA NOTES AT THE END OF THESE TABLES.

DATA AS OF OCTOBER 1, 1995.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	VISUAL -----IMPAIRMENTS-----			-----AUTISM-----		
	-----EMPLOYED-----		VACANT POSITIONS	-----EMPLOYED-----		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED		FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	28	1	1	0	0	0
ALASKA	14	0	0	1	0	0
ARIZONA	48	6	0	7	2	0
ARKANSAS	32	0	3	5	0	0
CALIFORNIA	152	19	2	93	11	1
COLORADO	35	1	0	4	0	0
CONNECTICUT	15	0	0	.	.	.
DELAWARE	7	3	0	22	3	0
DISTRICT OF COLUMBIA	13	0	0	10	0	0
FLORIDA	169	8	4	110	10	2
GEORGIA	119	1	2	22	0	0
HAWAII	12	0	1	3	0	0
IDAHO	0	0	0	0	0	0
ILLINOIS	228	3	13	27	0	0
INDIANA	95	2	1	2	65	0
IOWA	29	3	0	9	0	0
KANSAS	29	.	8	.	.	.
KENTUCKY	52	4	4	5	0	0
LOUISIANA	68	22	2	108	38	11
MAINE	8	2	0	11	1	0
MARYLAND	98	6	2	54	3	2
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	113	1	0	106	24	1
MINNESOTA	65	6	2	28	0	1
MISSISSIPPI	7	2	2	2	0	0
MISSOURI	53	3	.	44	.	.
MONTANA	3	0	0	2	0	0
NEBRASKA	24	1	1	3	0	0
NEVADA	15	0	0	2	0	0
NEW HAMPSHIRE	15	0	0	3	1	0
NEW JERSEY	31	0	4	86	0	1
NEW MEXICO	.	.	.	.	.	.
NEW YORK	207	15	.	271	82	.
NORTH CAROLINA	85	5	6	125	22	3
NORTH DAKOTA	18	0	1	3	1	0
OHIO	63	2	2	0	0	0
OKLAHOMA	45	3	0	12	1	0
PUERTO RICO	44	0	0	52	0	0
RHODE ISLAND	8	0	0	1	0	0
SOUTH CAROLINA	58	4	1	14	2	0
TENNESSEE	70	0	4	48	1	0
TEXAS	.	.	.	.	.	.
UTAH	13	0	0	20	0	1
VERMONT	4	0	0	10	0	0
VIRGINIA	99	7	1	68	6	0
WASHINGTON	.	.	.	.	.	.
WEST VIRGINIA	54	6	1	24	9	1
WISCONSIN	87	4	1	0	0	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	0
VIRGIN ISLANDS	2	.	0	0	.	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0

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STATES WERE ALLOWED TO USE THEIR OWN CLASSIFICATION SCHEME IN IDENTIFYING SPECIAL EDUCATION TEACHERS. FIVE STATES USED SCHEMES OTHER THAN THE FEDERAL DISABILITY CATEGORIES. THESE STATES AND OUTLYING AREAS ARE: OREGON, PENNSYLVANIA, SOUTH DAKOTA, NORTHERN MARIANAS, AND PALAU. FOR MORE INFORMATION ON THE CLASSIFICATION SCHEME USED, SEE THE DATA NOTES AT THE END OF THESE TABLES.

DATA AS OF OCTOBER 1, 1995.



Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	DEAF- BLINDNESS			TRAUMATIC BRAIN INJURY		
	EMPLOYED		VACANT POSITIONS	EMPLOYED		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED		FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	2	0	0	0	0	0
ALASKA	10	0	0	0	0	0
ARIZONA	.	.	.	2	0	0
ARKANSAS	0	0	0	2	0	0
CALIFORNIA	8	1	0	18	2	0
COLORADO	4	0	0	6	0	0
CONNECTICUT	0	0	0	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	0	0	0	0
FLORIDA	7	0	0	1	0	0
GEORGIA	1	0	0	6	0	0
HAWAII	1	0	0	0	0	0
IDAHO	0	0	0	0	0	0
ILLINOIS	.	.	.	0	0	0
INDIANA	0	9	0	0	13	0
IOWA	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.
KENTUCKY	0	0	0	2	0	0
LOUISIANA	3	1	0	4	1	0
MAINE	4	0	0	7	0	0
MARYLAND	3	2	0	3	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	.	.	.	5	0	0
MISSISSIPPI	0	0	0	2	0	0
MISSOURI	11	.	.	.	.	.
MONTANA	1	0	0	2	0	0
NEBRASKA	0	0	1	5	0	0
NEVADA	0	0	0	3	0	0
NEW HAMPSHIRE	3	0	0	2	0	0
NEW JERSEY	5	0	1	3	0	0
NEW MEXICO	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.
NORTH CAROLINA	3	0	0	3	1	2
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	6	0	0	3	2	0
PUERTO RICO	11	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	2	0	0
TENNESSEE	2	0	0	9	1	0
TEXAS	.	.	.	.	.	.
UTAH	1	0	0	7	2	0
VERMONT	6	0	0	4	0	0
VIRGINIA	3	0	0	5	0	0
WASHINGTON	.	.	.	.	.	.
WEST VIRGINIA	4	1	0	5	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	1	0	0	0	0	0
GUAM	0	0	0	0	0	0
VIRGIN ISLANDS	0	.	1	0	.	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0

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DATA AS OF OCTOBER 1, 1995.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1993-94 School Year

STATE	CROSS CATEGORICAL		
	EMPLOYED		VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED	
ALABAMA	0	0	4
ALASKA	544	32	4
ARIZONA	1,518	103	18
ARKANSAS	0	0	0
CALIFORNIA	0	0	0
COLORADO	0	0	0
CONNECTICUT	261	0	0
DELAWARE	1,023	160	0
DISTRICT OF COLUMBIA	0	0	0
FLORIDA	3,661	330	58
GEORGIA	.	.	.
HAWAII	307	62	0
IDAHO	1,191	13	26
ILLINOIS	3,864	0	118
INDIANA	0	0	0
IOWA	2,180	272	0
KANSAS	1,659	.	37
KENTUCKY	716	54	1
LOUISIANA	404	97	5
MAINE	.	.	.
MARYLAND	3,532	180	77
MASSACHUSETTS	8,111	.	54
MICHIGAN	2,390	68	5
MINNESOTA	.	.	.
MISSISSIPPI	.	.	.
MISSOURI	.	.	.
MONTANA	0	0	0
NEBRASKA	0	0	1
NEVADA	68	2	0
NEW HAMPSHIRE	0	0	0
NEW JERSEY	4,709	0	22
NEW MEXICO	3,071	309	36
NEW YORK	9,610	532	.
NORTH CAROLINA	0	0	0
NORTH DAKOTA	11	0	0
OHIO	78	0	0
OKLAHOMA	0	0	0
PUERTO RICO	1,366	0	11
RHODE ISLAND	627	8	1
SOUTH CAROLINA	125	13	6
TENNESSEE	0	0	0
TEXAS	27,056	1,963	.
UTAH	1,138	33	10
VERMONT	6	0	0
VIRGINIA	160	25	2
WASHINGTON	3,677	195	28
WEST VIRGINIA	.	.	.
WISCONSIN	445	13	0
WYOMING	701	0	8
AMERICAN SAMOA	12	23	0
GUAM	133	0	20
VIRGIN ISLANDS	41	.	1
BUR. OF INDIAN AFFAIRS	140	13	8

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DATA AS OF OCTOBER 1, 1995.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	SCHOOL SOCIAL WORKERS			OCCUPATIONAL THERAPISTS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	8	0	0	41	1	5
ALASKA	0	1	0	31	0	0
ARIZONA	83	2	1	47	2	17
ARKANSAS	5	2	1	23	0	17
CALIFORNIA	49	4	1	53	3	3
COLORADO	273	13	1	146	10	3
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	3	0	0
DISTRICT OF COLUMBIA	64	1	5	28	0	2
FLORIDA	310	1	2	227	0	54
GEORGIA	149	6	3	116	0	22
HAWAII	39	0	0	16	0	5
IDAHO	53	0	0	32	0	5
ILLINOIS	1,835	157	11	414	0	27
INDIANA	58	1	2	96	4	7
IOWA	203	1	0	54	0	0
KANSAS	188	.	2	75	.	14
KENTUCKY	27	.	.	47	.	8
LOUISIANA	259	5	7	104	1	15
MAINE	109	1	1	76	1	6
MARYLAND	183	16	8	128	0	11
MASSACHUSETTS	605	.	8	198	.	9
MICHIGAN	1,000	112	2	381	1	2
MINNESOTA	569	0	1	269	0	6
MISSISSIPPI	16	0	1	14	0	1
MISSOURI	64	.	.	95	.	.
MONTANA	7	3	1	14	2	2
NEBRASKA	21	0	1	25	0	4
NEVADA	4	0	0	11	0	0
NEW HAMPSHIRE	33	11	0	105	0	2
NEW JERSEY	1,441	0	18	218	0	18
NEW MEXICO	39	1	5	124	2	18
NEW YORK	1,750	57	.	397	.	.
NORTH CAROLINA	149	16	8	117	0	23
NORTH DAKOTA	41	0	0	25	2	1
OHIO	0	0	0	275	10	40
OKLAHOMA	6	1	0	51	2	1
OREGON	25	2	1	61	0	2
PENNSYLVANIA	147	1	1	179	0	3
PUERTO RICO	111	0	2	17	0	5
RHODE ISLAND	102	0	0	41	0	1
SOUTH CAROLINA	54	9	6	41	1	9
SOUTH DAKOTA	7	1	0	34	0	3
TENNESSEE	20	1	0	50	0	15
TEXAS	.	.	.	8	158	.
UTAH	15	2	0	24	0	5
VERMONT	11	0	1	16	1	0
VIRGINIA	367	28	1	174	2	27
WASHINGTON	89	0	1	281	4	25
WEST VIRGINIA	12	0	0	15	0	6
WISCONSIN	338	6	1	264	1	2
WYOMING	68	.	0	39	0	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	5	0	1	2	0	2
NORTHERN MARIANAS	0	1	0	0	0	5
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	7	.	0	1	.	0
BUR. OF INDIAN AFFAIRS	9	1	3	8	0	2
U.S. AND OUTLYING AREAS	11,026	463	106	5,331	207	459
50 STATES, D.C. & P.R.	11,006	461	102	5,320	207	450

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.  
DATA AS OF OCTOBER 1, 1995.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	RECREATION AND THERAPEUTIC -----RECREATION SPECIALISTS----- -----EMPLOYED-----			PHYSICAL -----THERAPISTS----- -----EMPLOYED-----			VACANT POSITIONS
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	
	ALABAMA	2	0	0	33	2	
ALASKA	0	0	0	13	1	0	
ARIZONA	8	0	1	20	0	11	
ARKANSAS	1	0	0	30	0	8	
CALIFORNIA	2	0	0	16	3	2	
COLORADO	4	0	0	40	3	4	
CONNECTICUT	.	.	.	.	.	.	
DELAWARE	0	0	0	4	0	0	
DISTRICT OF COLUMBIA	12	0	1	11	0	1	
FLORIDA	13	0	0	141	0	32	
GEORGIA	21	3	0	116	0	10	
HAWAII	2	0	0	21	1	5	
IDAHO	0	0	0	25	0	3	
ILLINOIS	12	0	0	240	0	25	
INDIANA	17	3	0	88	2	2	
IOWA	9	0	0	31	0	5	
KANSAS	0	.	0	43	.	14	
KENTUCKY	2	.	.	41	.	10	
LOUISIANA	1	0	0	66	0	20	
MAINE	3	0	0	42	1	5	
MARYLAND	30	15	2	93	0	20	
MASSACHUSETTS	.	.	.	108	.	4	
MICHIGAN	3	0	0	225	1	0	
MINNESOTA	.	.	.	114	0	5	
MISSISSIPPI	2	0	0	17	1	4	
MISSOURI	.	.	.	49	.	.	
MONTANA	1	0	0	12	2	0	
NEBRASKA	.	.	.	21	0	4	
NEVADA	6	0	0	10	0	1	
NEW HAMPSHIRE	7	2	0	43	0	0	
NEW JERSEY	9	0	1	171	0	17	
NEW MEXICO	2	0	1	63	0	10	
NEW YORK	16	.	.	265	.	.	
NORTH CAROLINA	32	3	0	89	0	22	
NORTH DAKOTA	2	0	0	21	0	2	
OHIO	0	0	0	242	12	35	
OKLAHOMA	5	2	0	70	3	7	
OREGON	1	1	0	47	1	2	
PENNSYLVANIA	8	2	1	146	0	2	
PUERTO RICO	0	0	0	7	0	1	
RHODE ISLAND	0	0	0	31	0	0	
SOUTH CAROLINA	0	0	0	40	3	10	
SOUTH DAKOTA	2	0	0	27	2	5	
TENNESSEE	3	0	0	52	0	7	
TEXAS	7	0	.	7	86	.	
UTAH	1	30	1	18	3	6	
VERMONT	0	0	0	12	0	0	
VIRGINIA	5	0	0	136	0	18	
WASHINGTON	0	0	0	140	2	27	
WEST VIRGINIA	0	0	0	24	0	3	
WISCONSIN	0	0	0	185	1	9	
WYOMING	.	.	.	20	0	0	
AMERICAN SAMOA	0	0	0	0	0	0	
GUAM	3	0	0	1	0	3	
NORTHERN MARIANAS	1	0	0	1	0	2	
PALAU	0	0	0	1	0	1	
VIRGIN ISLANDS	1	.	0	2	.	1	
BUR. OF INDIAN AFFAIRS	0	0	0	4	1	5	
U.S. AND OUTLYING AREAS	256	61	8	3,536	131	390	
50 STATES, D.C. & P.R.	251	61	8	3,526	130	378	

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THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.  
DATA AS OF OCTOBER 1, 1995.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	TEACHER AIDES			PHYSICAL EDUCATION TEACHERS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	1,575	92	19	69	1	0
ALASKA	101	572	0	16	0	1
ARIZONA	1,459	1,564	42	64	6	0
ARKANSAS	1,092	0	26	15	1	1
CALIFORNIA	22,000	5,115	267	747	33	2
COLORADO	2,599	0	8	58	1	0
CONNECTICUT	3,434	.	.	.	.	.
DELAWARE	300	0	0	0	0	0
DISTRICT OF COLUMBIA	327	0	66	45	1	5
FLORIDA	7,989	65	93	407	6	0
GEORGIA	4,403	57	24	58	1	1
HAWAII	619	35	4	6	0	0
IDAHO	1,486	0	24	23	0	2
ILLINOIS	13,274	0	3	137	0	1
INDIANA	3,749	0	11	30	1	0
IOWA	2,834	0	0	25	0	1
KANSAS	4,770	.	11	44	.	0
KENTUCKY	1,896	342	21	148	.	.
LOUISIANA	5,643	2	11	363	65	1
MAINE	1,704	120	4	15	2	0
MARYLAND	2,850	0	29	113	6	1
MASSACHUSETTS	6,002	.	.	128	.	0
MICHIGAN	2,641	4	0	90	6	0
MINNESOTA	6,319	0	0	250	58	5
MISSISSIPPI	750	0	13	8	0	0
MISSOURI	3,898	.	.	27	.	.
MONTANA	1,615	0	6	13	0	0
NEBRASKA	1,783	.	6	0	0	0
NEVADA	651	0	2	29	0	0
NEW HAMPSHIRE	1,747	628	31	17	4	0
NEW JERSEY	7,200	0	67	307	0	31
NEW MEXICO	1,600	0	1	.	.	.
NEW YORK	13,289	.	.	538	31	.
NORTH CAROLINA	4,575	78	60	33	3	4
NORTH DAKOTA	815	0	2	17	1	0
OHIO	3,192	56	106	134	0	0
OKLAHOMA	1,255	309	1	27	0	1
OREGON	1,662	907	75	98	1	0
PENNSYLVANIA	5,586	0	1	70	1	0
PUERTO RICO	3	0	0	113	0	1
RHODE ISLAND	796	0	0	101	0	0
SOUTH CAROLINA	1,542	539	19	49	0	0
SOUTH DAKOTA	752	0	0	19	0	0
TENNESSEE	2,662	0	68	23	0	0
TEXAS	17,163	986	.	.	.	.
UTAH	800	516	11	17	11	1
VERMONT	1,917	0	13	15	0	0
VIRGINIA	4,580	234	23	102	0	0
WASHINGTON	3,515	370	84	39	7	0
WEST VIRGINIA	1,192	0	4	17	0	0
WISCONSIN	4,402	0	4	276	2	1
WYOMING	783	0	0	16	0	0
AMERICAN SAMOA	3	0	0	0	0	0
GUAM	0	188	12	0	0	0
NORTHERN MARIANAS	0	54	1	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	96	.	5	2	.	1
BUR. OF INDIAN AFFAIRS	122	135	10	13	1	0
U.S. AND OUTLYING AREAS	189,011	12,968	1,286	4,971	251	60
50 STATES, D.C. & P.R.	188,790	12,590	1,258	4,956	250	59

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.  
DATA AS OF OCTOBER 1, 1995.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	SUPERVISORS/ ADMINISTRATORS			OTHER PROFESSIONAL STAFF		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	163	0	2	90	12	2
ALASKA	52	0	0	87	13	0
ARIZONA	144	5	4	109	2	2
ARKANSAS	170	9	0	69	0	1
CALIFORNIA	795	2	2	2,738	165	42
COLORADO	134	4	0	182	39	3
CONNECTICUT	94	0	0	.	.	.
DELAWARE	9	0	0	0	0	0
DISTRICT OF COLUMBIA	113	0	5	111	0	0
FLORIDA	388	0	3	1,173	3	6
GEORGIA	366	4	3	261	4	1
HAWAII	19	0	0	75	0	1
IDAHO	82	0	0	0	0	0
ILLINOIS	773	7	3	921	0	3
INDIANA	273	17	7	1,301	20	2
IOWA	152	4	0	338	22	1
KANSAS	54	.	0	138	.	2
KENTUCKY	209	2	2	108	1	1
LOUISIANA	222	0	3	254	17	3
MAINE	143	2	4	69	10	0
MARYLAND	316	12	5	554	13	4
MASSACHUSETTS	335	.	1	1,645	.	6
MICHIGAN	486	78	0	353	0	0
MINNESOTA	146	0	0	234	0	0
MISSISSIPPI	153	1	3	88	21	1
MISSOURI	283	.	.	152	.	.
MONTANA	36	1	1	5	3	3
NEBRASKA	62	0	0	64	0	1
NEVADA	89	0	4	7	0	0
NEW HAMPSHIRE	172	9	2	244	8	2
NEW JERSEY	974	0	40	0	0	0
NEW MEXICO	94	1	0	33	0	2
NEW YORK	2,875	72	.	2,071	259	.
NORTH CAROLINA	226	9	7	303	23	16
NORTH DAKOTA	48	3	0	21	3	0
OHIO	545	4	21	0	0	0
OKLAHOMA	187	3	2	172	34	1
OREGON	219	12	5	200	32	4
PENNSYLVANIA	1,211	18	3	1,073	25	2
PUERTO RICO	94	0	10	56	0	6
RHODE ISLAND	57	1	2	123	4	3
SOUTH CAROLINA	158	10	5	161	11	2
SOUTH DAKOTA	73	1	1	71	1	0
TENNESSEE	131	3	0	309	9	9
TEXAS	.	.	.	1,324	2,229	.
UTAH	88	10	1	18	4	1
VERMONT	61	3	0	40	1	1
VIRGINIA	346	8	0	187	1	0
WASHINGTON	246	7	7	235	8	6
WEST VIRGINIA	87	5	1	127	0	0
WISCONSIN	230	15	0	.	.	.
WYOMING	74	0	0	51	0	0
AMERICAN SAMOA	2	0	0	1	0	0
GUAM	2	0	0	45	0	0
NORTHERN MARIANAS	0	0	0	1	0	0
PALAU	.	.	.	0	0	0
VIRGIN ISLANDS	12	.	1	30	.	1
BUR. OF INDIAN AFFAIRS	30	3	3	31	6	1
U.S. AND OUTLYING AREAS	14,502	344	161	18,053	3,002	139
50 STATES, D.C. & P.R.	14,457	340	158	17,945	2,996	137

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THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.  
DATA AS OF OCTOBER 1, 1995.

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	-----PSYCHOLOGISTS-----			DIAGNOSTIC AND EVALUATION		
	-----EMPLOYED-----			-----STAFF-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	47	0	1	129	0	4
ALASKA	77	0	2	64	4	0
ARIZONA	416	6	19	49	1	1
ARKANSAS	11	0	0	105	2	4
CALIFORNIA	2,200	10	19	231	3	0
COLORADO	372	14	3	2	0	0
CONNECTICUT	600	0	0	.	.	.
DELAWARE	83	7	0	0	0	0
DISTRICT OF COLUMBIA	100	1	24	20	0	2
FLORIDA	600	0	9	157	0	0
GEORGIA	511	1	6	139	1	2
HAWAII	15	1	1	121	0	5
IDAHO	112	4	5	6	0	0
ILLINOIS	1,362	118	33	37	0	0
INDIANA	382	9	1	43	1	1
IOWA	302	23	0	25	0	0
KANSAS	398	.	8	12	.	0
KENTUCKY	164	6	10	95	.	4
LOUISIANA	276	11	20	413	2	17
MAINE	81	2	0	54	4	2
MARYLAND	255	3	4	205	1	14
MASSACHUSETTS	534	.	5	.	.	.
MICHIGAN	837	42	0	.	.	.
MINNESOTA	449	17	3	202	0	0
MISSISSIPPI	45	0	3	94	9	5
MISSOURI	12	.	.	482	13	.
MONTANA	96	3	1	0	1	0
NEBRASKA	149	0	3	5	0	0
NEVADA	136	0	2	62	0	0
NEW HAMPSHIRE	102	4	0	79	0	1
NEW JERSEY	1,193	0	33	4,109	0	73
NEW MEXICO	53	16	2	163	0	9
NEW YORK	2,890	48	.	.	.	.
NORTH CAROLINA	377	18	22	146	1	13
NORTH DAKOTA	31	1	5	7	3	0
OHIO	949	8	17	136	0	1
OKLAHOMA	95	1	1	65	0	1
OREGON	174	2	6	71	12	2
PENNSYLVANIA	775	0	1	18	1	0
PUERTO RICO	8	0	0	43	0	5
RHODE ISLAND	138	1	0	107	3	0
SOUTH CAROLINA	268	8	8	25	0	1
SOUTH DAKOTA	43	3	1	17	0	0
TENNESSEE	227	0	9	55	0	0
TEXAS	.	.	.	.	.	.
UTAH	162	15	7	11	1	0
VERMONT	35	0	1	18	0	0
VIRGINIA	480	8	2	84	0	0
WASHINGTON	685	8	24	0	0	0
WEST VIRGINIA	104	3	5	94	1	0
WISCONSIN	613	3	2	353	1	0
WYOMING	50	0	0	64	0	0
AMERICAN SAMOA	0	0	0	2	4	0
GUAM	9	0	2	18	6	0
NORTHERN MARIANAS	0	0	2	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	5	.	1	14	.	3
BUR. OF INDIAN AFFAIRS	17	1	6	18	2	0
U.S. AND OUTLYING AREAS	20,104	424	336	8,464	76	167
50 STATES, D.C. & P.R.	20,073	423	325	8,412	64	164

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DATA AS OF OCTOBER 1, 1995.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	-----AUDIOLOGISTS-----			WORK-STUDY -----COORDINATORS-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	10	0	0	14	2	0
ALASKA	5	0	0	5	0	0
ARIZONA	11	0	0	46	5	1
ARKANSAS	4	0	0	3	0	0
CALIFORNIA	46	1	0	61	1	0
COLORADO	34	1	0	0	0	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	4	0	0	15	0	0
FLORIDA	39	0	1	81	1	0
GEORGIA	59	0	1	23	2	0
HAWAII	6	4	1	16	0	0
IDAHO	11	0	3	19	0	0
ILLINOIS	43	0	0	.	.	.
INDIANA	15	0	0	27	21	0
IOWA	54	1	0	66	1	1
KANSAS	20	.	1	29	.	0
KENTUCKY	4	6	.	15	2	3
LOUISIANA	15	1	1	23	1	0
MAINE	11	0	0	2	0	1
MARYLAND	29	0	0	80	3	1
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	24	0	0	62	0	0
MINNESOTA	40	0	0	169	0	6
MISSISSIPPI	9	0	1	4	1	0
MISSOURI	11	.	.	10	.	.
MONTANA	1	0	0	3	0	0
NEBRASKA	7	0	0	30	0	0
NEVADA	4	1	0	7	0	0
NEW HAMPSHIRE	2	0	0	12	5	0
NEW JERSEY	40	0	0	48	0	1
NEW MEXICO	25	0	1	.	.	.
NEW YORK	7	.	.	.	.	.
NORTH CAROLINA	33	0	3	46	2	9
NORTH DAKOTA	4	0	0	8	2	1
OHIO	28	0	2	234	0	13
OKLAHOMA	4	0	0	49	4	1
OREGON	11	0	0	23	5	1
PENNSYLVANIA	19	0	0	21	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	2	0	0	12	1	0
SOUTH CAROLINA	18	0	1	13	17	1
SOUTH DAKOTA	3	0	0	9	0	0
TENNESSEE	25	0	0	10	1	0
TEXAS	.	.	.	.	.	.
UTAH	9	5	1	3	2	0
VERMONT	1	0	0	1	0	0
VIRGINIA	30	0	0	26	0	1
WASHINGTON	35	2	1	61	5	2
WEST VIRGINIA	6	1	0	20	0	1
WISCONSIN	6	0	0	0	0	0
WYOMING	7	0	0	.	.	.
AMERICAN SAMOA	0	0	0	0	3	0
GUAM	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	2	1	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	4	0	0	3	.	0
BUR. OF INDIAN AFFAIRS	3	0	3	0	0	0
U.S. AND OUTLYING AREAS	836	22	22	1,407	85	42
50 STATES, D.C. & P.R.	828	22	17	1,403	82	42

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DATA AS OF OCTOBER 1, 1995.



Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	VOCATIONAL EDUCATION			COUNSELORS		
	TEACHERS			EMPLOYED		
	FULLY EMPLOYED CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY EMPLOYED CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	131	0	2	112	0	2
ALASKA	23	0	0	33	0	0
ARIZONA	24	4	0	149	3	1
ARKANSAS	19	3	0	13	0	0
CALIFORNIA	224	7	0	318	2	7
COLORADO	7	0	1	2	0	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	38	1	3	37	0	3
FLORIDA	330	13	1	1,057	5	10
GEORGIA	125	4	0	110	1	1
HAWAII	32	0	0	323	13	0
IDAHO	42	0	4	37	10	10
ILLINOIS	164	0	2	809	1	0
INDIANA	56	7	0	11	0	3
IOWA	29	0	0	3	0	0
KANSAS	57	.	0	25	.	1
KENTUCKY	78	2	.	171	0	3
LOUISIANA	89	10	4	9	1	0
MAINE	11	0	0	25	1	1
MARYLAND	187	27	4	142	12	12
MASSACHUSETTS	53	.	2	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	160	0	0	7	0	1
MISSISSIPPI	22	0	0	12	0	4
MISSOURI	9	.	.	69	.	.
MONTANA	13	0	0	5	1	1
NEBRASKA	0	0	0	1	0	0
NEVADA	6	2	0	155	1	0
NEW HAMPSHIRE	34	6	0	140	7	1
NEW JERSEY	549	0	31	625	0	17
NEW MEXICO	.	.	.	28	4	1
NEW YORK	.	.	.	.	.	.
NORTH CAROLINA	6	0	2	398	3	2
NORTH DAKOTA	17	3	1	3	8	1
OHIO	149	4	10	0	0	0
OKLAHOMA	38	1	1	110	10	0
OREGON	66	1	1	305	6	8
PENNSYLVANIA	35	1	1	263	1	2
PUERTO RICO	91	0	7	11	0	0
RHODE ISLAND	14	0	0	75	0	1
SOUTH CAROLINA	70	1	11	46	0	1
SOUTH DAKOTA	38	0	0	16	0	0
TENNESSEE	14	0	0	77	1	0
TEXAS	172	1	.	.	.	.
UTAH	12	1	0	17	5	0
VERMONT	18	2	2	34	0	0
VIRGINIA	252	3	0	636	1	0
WASHINGTON	424	3	6	550	23	6
WEST VIRGINIA	46	3	0	28	1	0
WISCONSIN	143	1	2	140	3	0
WYOMING	.	.	.	41	0	0
AMERICAN SAMOA	0	2	0	0	0	0
GUAM	1	0	0	4	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	.	0	75	.	1
BUR. OF INDIAN AFFAIRS	6	3	2	14	4	7
U.S. AND OUTLYING AREAS	4,123	115	97	7,269	127	108
50 STATES, D.C. & P.R.	4,115	110	95	7,176	123	100

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	REHABILITATION -----COUNSELORS-----			-----INTERPRETERS-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	8	0	1	41	16	1
ALASKA	0	0	0	10	0	0
ARIZONA	5	0	0	28	32	3
ARKANSAS	0	0	1	0	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	1	0	0	121	0	1
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	17	2	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	.	.	.	229	5	0
GEORGIA	7	0	0	104	14	2
HAWAII	10	0	0	10	3	0
IDAHO	16	0	0	28	0	0
ILLINOIS	.	.	.	106	0	0
INDIANA	13	1	0	25	3	1
IOWA	0	0	0	3	0	0
KANSAS	0	.	0	.	.	.
KENTUCKY	7	.	1	23	7	3
LOUISIANA	0	0	0	70	7	5
MAINE	0	0	0	27	16	0
MARYLAND	8	0	0	36	16	0
MASSACHUSETTS	24	.	.	.	.	.
MICHIGAN	.	.	.	66	4	0
MINNESOTA	.	.	.	209	0	0
MISSISSIPPI	4	0	0	4	4	3
MISSOURI	.	.	.	57	129	.
MONTANA	0	0	0	53	0	0
NEBRASKA	.	.	0	.	.	0
NEVADA	0	0	0	28	2	2
NEW HAMPSHIRE	34	0	2	30	2	0
NEW JERSEY	.	.	.	.	.	.
NEW MEXICO	.	.	.	34	11	0
NEW YORK	.	.	.	.	.	.
NORTH CAROLINA	12	0	2	143	6	3
NORTH DAKOTA	1	0	0	11	3	1
OHIO	0	0	0	0	0	0
OKLAHOMA	6	1	0	34	13	1
OREGON	2	0	0	113	9	4
PENNSYLVANIA	16	4	0	80	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	5	0	0
SOUTH CAROLINA	2	0	0	41	10	3
SOUTH DAKOTA	1	0	0	17	6	2
TENNESSEE	0	0	0	26	0	4
TEXAS	.	.	.	93	9	.
UTAH	1	0	0	10	5	3
VERMONT	1	0	0	17	0	3
VIRGINIA	1	0	0	75	99	7
WASHINGTON	1	0	1	154	24	6
WEST VIRGINIA	0	0	0	32	5	3
WISCONSIN	0	0	0	.	.	.
WYOMING	.	.	.	0	5	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	6	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	1	1	1
U.S. AND OUTLYING AREAS	179	6	8	2,209	470	60
50 STATES, D.C. & P.R.	178	6	8	2,208	463	60

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Number and Type of Other Personnel Employed and Vacant Funded Positions  
(In Full-Time Equivalency) to Provide Special Education and Related Services  
for Children and Youth with Disabilities, Ages 3-21, by Personnel Category  
During the 1993-94 School Year

STATE	SUPERVISORS/ADMINISTRATORS (SEA)			NON-PROFESSIONAL STAFF		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	27	0	0	229	23	4
ALASKA	4	0	0	12	0	0
ARIZONA	28	0	2	191	81	6
ARKANSAS	22	0	4	229	0	1
CALIFORNIA	59	0	1	1,159	367	6
COLORADO	6	0	0	213	0	1
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	0	116	0	6
FLORIDA	41	0	0	2,629	35	8
GEORGIA	.	.	.	727	68	20
HAWAII	6	0	2	17	0	0
IDAHO	6	0	0	0	0	0
ILLINOIS	76	0	7	3,045	0	0
INDIANA	0	0	0	0	0	0
IOWA	25	0	0	266	0	0
KANSAS	100	.	5	0	.	0
KENTUCKY	24	0	.	481	44	1
LOUISIANA	59	0	0	1,127	3	6
MAINE	15	0	0	96	6	0
MARYLAND	0	0	0	913	0	6
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	26	0	0	.	.	.
MINNESOTA	27	0	0	477	0	0
MISSISSIPPI	23	0	5	0	142	3
MISSOURI	27	.	.	.	.	.
MONTANA	0	0	0	0	1	1
NEBRASKA	19	0	0	4	0	0
NEVADA	0	0	0	1	34	0
NEW HAMPSHIRE	11	0	1	0	368	1
NEW JERSEY	90	0	0	338	0	8
NEW MEXICO	.	.	.	1,075	0	0
NEW YORK	1	0	.	.	.	.
NORTH CAROLINA	33	0	1	378	10	12
NORTH DAKOTA	19	3	0	69	16	0
OHIO	0	0	0	0	0	0
OKLAHOMA	46	0	0	250	22	1
OREGON	8	6	1	151	117	12
PENNSYLVANIA	26	0	0	1,061	0	4
PUERTO RICO	34	0	5	1,342	0	29
RHODE ISLAND	11	0	1	82	0	0
SOUTH CAROLINA	8	0	0	239	27	2
SOUTH DAKOTA	7	0	1	66	0	0
TENNESSEE	23	0	0	567	0	0
TEXAS	.	.	.	.	.	.
UTAH	11	0	0	12	1	1
VERMONT	0	0	0	19	4	0
VIRGINIA	0	0	0	671	22	0
WASHINGTON	12	0	0	92	6	27
WEST VIRGINIA	.	.	.	420	2	0
WISCONSIN	36	0	0	0	0	0
WYOMING	6	0	1	32	0	0
AMERICAN SAMOA	1	0	0	9	0	0
GUAM	2	0	0	0	32	0
NORTHERN MARIANAS	3	0	1	0	17	1
PALAU	1	0	1	3	0	0
VIRGIN ISLANDS	5	.	0	22	.	1
BUR. OF INDIAN AFFAIRS	6	1	0	14	5	0
U.S. AND OUTLYING AREAS	1,021	10	39	18,844	1,452	165
50 STATES, D.C. & P.R.	1,003	9	37	18,795	1,398	163

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

### Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	ALL DISABILITIES				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,074	2,125	80	541	28
ALASKA	317	9	13	242	1
ARIZONA	1,363	86	111	419	8
ARKANSAS	1,680	223	31	820	46
CALIFORNIA	6,366	2,790	648	7,243	143
COLORADO	1,376	66	48	448	17
CONNECTICUT	1,889	56	56	530	17
DELAWARE	112	48	0	117	0
DISTRICT OF COLUMBIA	69	44	6	11	4
FLORIDA	3,729	1,998	2	6,291	71
GEORGIA	1,260	1,602	24	1,565	33
HAWAII	380	255	14	175	7
IDAHO	103	27	6	348	11
ILLINOIS	7,132	363	266	3,130	97
INDIANA	3,112	393	191	810	36
IOWA	1,783	93	18	904	7
KANSAS	1,206	.	19	670	21
KENTUCKY	1,673	200	28	745	17
LOUISIANA	602	1,014	34	386	55
MAINE	858	59	20	649	11
MARYLAND	1,745	464	71	2,144	22
MASSACHUSETTS	4,972	.	386	2,944	41
MICHIGAN	4,217	384	254	3,268	14
MINNESOTA	2,932	10	125	292	23
MISSISSIPPI	336	1,714	44	295	14
MISSOURI	1,807	1,019	59	1,179	46
MONTANA	269	14	2	83	0
NEBRASKA	897	53	24	672	12
NEVADA	259	249	53	42	4
NEW HAMPSHIRE	874	197	71	0	0
NEW JERSEY	7,623	.	142	745	51
NEW MEXICO	560	77	14	303	10
NEW YORK	7,636	3,525	318	5,200	94
NORTH CAROLINA	2,180	877	175	2,513	43
NORTH DAKOTA	301	25	4	2	4
OHIO	6,057	242	116	2,021	55
OKLAHOMA	2,077	0	7	609	27
OREGON	704	147	50	747	25
PENNSYLVANIA	7,268	.	332	2,434	46
PUERTO RICO	238	338	293	185	29
RHODE ISLAND	731	31	25	486	9
SOUTH CAROLINA	534	812	127	716	13
SOUTH DAKOTA	346	22	50	374	7
TENNESSEE	1,766	1,056	57	2,048	26
TEXAS	11,765	0	0	.	.
UTAH	447	85	23	1,127	12
VERMONT	357	20	14	402	5
VIRGINIA	2,874	765	55	1,026	31
WASHINGTON	1,045	72	0	0	5
WEST VIRGINIA	1,620	124	18	98	10
WISCONSIN	2,787	122	40	1,763	43
WYOMING	312	13	19	210	5
AMERICAN SAMOA	9	10	0	26	0
GUAM	63	0	0	4	1
NORTHERN MARIANAS	2	4	0	0	0
PALAU	83	0	2	12	0
VIRGIN ISLANDS	34	14	2	0	3
BUR. OF INDIAN AFFAIRS	134	12	7	80	8
U.S. AND OUTLYING AREAS	113,945	23,948	4,594	60,094	1,368
50 STATES, D.C. & P.R.	113,620	23,908	4,583	59,972	1,356

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	ALL DISABILITIES			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	1,233	561	1,766	7,408
ALASKA	206	198	392	1,378
ARIZONA	1,248	445	869	4,549
ARKANSAS	1,673	425	945	5,843
CALIFORNIA	11,899	6,459	8,938	44,486
COLORADO	1,165	270	654	4,044
CONNECTICUT	703	376	657	4,284
DELAWARE	89	5	41	412
DISTRICT OF COLUMBIA	28	29	31	222
FLORIDA	6,849	805	3,103	22,848
GEORGIA	2,379	739	2,267	9,869
HAWAII	99	13	73	1,016
IDAHO	454	138	170	1,257
ILLINOIS	4,073	2,202	4,169	21,432
INDIANA	2,029	1,075	2,027	9,673
IOWA	200	366	759	4,130
KANSAS	1,741	291	652	4,600
KENTUCKY	1,134	392	1,387	5,576
LOUISIANA	0	1,695	1,682	5,468
MAINE	751	166	390	2,904
MARYLAND	1,325	28	1,005	6,804
MASSACHUSETTS	1,579	2,425	2,057	14,404
MICHIGAN	3,117	3,441	3,186	17,881
MINNESOTA	597	2,056	1,518	7,553
MISSISSIPPI	798	208	1,136	4,545
MISSOURI	1,383	1,524	2,141	9,158
MONTANA	232	88	130	818
NEBRASKA	1,026	196	335	3,215
NEVADA	139	68	172	986
NEW HAMPSHIRE	0	0	1,025	2,167
NEW JERSEY	4,458	699	3,733	17,451
NEW MEXICO	801	642	551	2,958
NEW YORK	7,730	1,457	6,527	32,487
NORTH CAROLINA	1,873	523	2,835	11,019
NORTH DAKOTA	83	94	92	605
OHIO	2,412	1,057	1,570	13,530
OKLAHOMA	1,239	583	1,003	5,545
OREGON	.	1,350	422	3,445
PENNSYLVANIA	2,307	4,477	1,562	18,426
PUERTO RICO	318	274	751	2,426
RHODE ISLAND	1,051	49	504	2,886
SOUTH CAROLINA	1,026	535	1,124	4,887
SOUTH DAKOTA	226	188	148	1,361
TENNESSEE	3,014	817	1,498	10,282
TEXAS	.	.	3,706	15,471
UTAH	855	728	447	3,724
VERMONT	282	72	185	1,337
VIRGINIA	2,204	129	1,940	9,024
WASHINGTON	1,117	689	458	3,386
WEST VIRGINIA	586	264	928	3,648
WISCONSIN	2,531	1,036	2,456	10,778
WYOMING	293	.	294	1,146
AMERICAN SAMOA	0	7	10	62
GUAM	15	6	14	103
NORTHERN MARIANAS	0	0	0	6
PALAU	2	7	12	118
VIRGIN ISLANDS	8	2	14	77
BUR. OF INDIAN AFFAIRS	225	91	147	704
U.S. AND OUTLYING AREAS	82,805	42,460	76,608	405,822
50 STATES, D.C. & P.R.	82,555	42,347	76,411	404,752

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	ALL DISABILITIES				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	3.40	6.73	0.25	1.71	0.09
ALASKA	7.50	0.21	0.31	5.73	0.02
ARIZONA	7.89	0.50	0.64	2.42	0.05
ARKANSAS	10.18	1.35	0.19	4.97	0.28
CALIFORNIA	4.75	2.08	0.48	5.40	0.11
COLORADO	7.61	0.37	0.27	2.48	0.09
CONNECTICUT	8.55	0.25	0.25	2.40	0.08
DELAWARE	3.02	1.30	0.00	3.16	0.00
DISTRICT OF COLUMBIA	2.92	1.86	0.25	0.47	0.17
FLORIDA	5.31	2.85	0.00	8.96	0.10
GEORGIA	4.26	5.42	0.08	5.29	0.11
HAWAII	9.17	6.15	0.34	4.22	0.17
IDAHO	1.97	0.52	0.11	6.65	0.21
ILLINOIS	10.23	0.52	0.38	4.49	0.14
INDIANA	8.79	1.11	0.54	2.29	0.10
IOWA	9.10	0.47	0.09	4.61	0.04
KANSAS	9.33	.	0.15	5.19	0.16
KENTUCKY	8.05	0.96	0.13	3.59	0.08
LOUISIANA	2.34	3.93	0.13	1.50	0.21
MAINE	10.06	0.69	0.23	7.61	0.13
MARYLAND	6.76	1.80	0.28	8.31	0.09
MASSACHUSETTS	10.27	.	0.80	6.08	0.08
MICHIGAN	7.55	0.69	0.45	5.85	0.03
MINNESOTA	11.54	0.04	0.49	1.15	0.09
MISSISSIPPI	1.76	8.97	0.23	1.54	0.07
MISSOURI	5.36	3.02	0.18	3.50	0.14
MONTANA	5.41	0.28	0.04	1.67	0.00
NEBRASKA	9.70	0.57	0.26	7.26	0.13
NEVADA	4.36	4.19	0.89	0.71	0.07
NEW HAMPSHIRE	12.00	2.70	0.97	0.00	0.00
NEW JERSEY	14.02	.	0.26	1.37	0.09
NEW MEXICO	4.56	0.63	0.11	2.47	0.08
NEW YORK	6.22	2.87	0.26	4.23	0.08
NORTH CAROLINA	6.79	2.73	0.55	7.83	0.13
NORTH DAKOTA	8.33	0.69	0.11	0.06	0.11
OHIO	9.23	0.37	0.18	3.08	0.08
OKLAHOMA	10.28	0.00	0.03	3.02	0.13
OREGON	4.17	0.87	0.30	4.43	0.15
PENNSYLVANIA	11.15	.	0.51	3.74	0.07
PUERTO RICO	1.30	1.85	1.60	1.01	0.16
RHODE ISLAND	10.53	0.45	0.36	7.00	0.13
SOUTH CAROLINA	2.69	4.08	0.64	3.60	0.07
SOUTH DAKOTA	9.55	0.61	1.38	10.32	0.19
TENNESSEE	4.98	2.98	0.16	5.78	0.07
TEXAS	9.64	0.00	0.00	.	.
UTAH	3.55	0.67	0.18	8.95	0.10
VERMONT	11.69	0.65	0.46	13.16	0.16
VIRGINIA	7.95	2.12	0.15	2.84	0.09
WASHINGTON	4.23	0.29	0.00	0.00	0.02
WEST VIRGINIA	11.88	0.91	0.13	0.72	0.07
WISCONSIN	9.48	0.41	0.14	5.99	0.15
WYOMING	9.56	0.40	0.58	6.43	0.15
AMERICAN SAMOA	7.69	8.55	0.00	22.22	0.00
GUAM	10.61	0.00	0.00	0.67	0.17
NORTHERN MARIANAS	1.27	2.53	0.00	0.00	0.00
PALAU	39.15	0.00	0.94	5.66	0.00
VIRGIN ISLANDS	6.48	2.67	0.38	0.00	0.57
BUR. OF INDIAN AFFAIRS	7.04	0.63	0.37	4.20	0.42
U.S. AND OUTLYING AREAS	7.53	1.58	0.30	3.97	0.09
50 STATES, D.C. & P.R.	7.53	1.58	0.30	3.97	0.09

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THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	ALL DISABILITIES			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	3.91	1.78	5.60	23.47
ALASKA	4.87	4.68	9.27	32.60
ARIZONA	7.22	2.57	5.03	26.32
ARKANSAS	10.14	2.57	5.72	35.40
CALIFORNIA	8.88	4.82	6.67	33.19
COLORADO	6.44	1.49	3.62	22.36
CONNECTICUT	3.18	1.70	2.97	19.39
DELAWARE	2.40	0.13	1.11	11.12
DISTRICT OF COLUMBIA	1.19	1.23	1.31	9.40
FLORIDA	9.76	1.15	4.42	32.55
GEORGIA	8.05	2.50	7.67	33.38
HAWAII	2.39	0.31	1.76	24.52
IDAHO	8.67	2.64	3.25	24.01
ILLINOIS	5.84	3.16	5.98	30.75
INDIANA	5.73	3.04	5.73	27.33
IOWA	1.02	1.87	3.87	21.08
KANSAS	13.47	2.25	5.05	35.60
KENTUCKY	5.46	1.89	6.68	26.84
LOUISIANA	0.00	6.58	6.53	21.22
MAINE	8.81	1.95	4.57	34.06
MARYLAND	5.14	0.11	3.90	26.37
MASSACHUSETTS	3.26	5.01	4.25	29.75
MICHIGAN	5.58	6.16	5.70	32.02
MINNESOTA	2.35	8.09	5.98	29.74
MISSISSIPPI	4.18	1.09	5.94	23.78
MISSOURI	4.10	4.52	6.35	27.16
MONTANA	4.67	1.77	2.61	16.45
NEBRASKA	11.09	2.12	3.62	34.76
NEVADA	2.34	1.15	2.90	16.61
NEW HAMPSHIRE	0.00	0.00	14.07	29.74
NEW JERSEY	8.20	1.29	6.87	32.10
NEW MEXICO	6.52	5.22	4.48	24.07
NEW YORK	6.30	1.19	5.32	26.46
NORTH CAROLINA	5.83	1.63	8.83	34.32
NORTH DAKOTA	2.30	2.60	2.55	16.74
OHIO	3.68	1.61	2.39	20.62
OKLAHOMA	6.14	2.89	4.97	27.46
OREGON	.	8.00	2.50	20.41
PENNSYLVANIA	3.54	6.87	2.40	28.28
PUERTO RICO	1.74	1.50	4.11	13.28
RHODE ISLAND	15.14	0.71	7.26	41.57
SOUTH CAROLINA	5.16	2.69	5.65	24.58
SOUTH DAKOTA	6.24	5.19	4.08	37.56
TENNESSEE	8.50	2.30	4.23	29.00
TEXAS	.	.	3.04	12.68
UTAH	6.79	5.78	3.55	29.56
VERMONT	9.23	2.36	6.06	43.78
VIRGINIA	6.10	0.36	5.37	24.97
WASHINGTON	4.52	2.79	1.85	13.70
WEST VIRGINIA	4.30	1.94	6.80	26.75
WISCONSIN	8.61	3.52	8.35	36.65
WYOMING	8.98	.	9.01	35.11
AMERICAN SAMOA	0.00	5.98	8.55	52.99
GUAM	2.53	1.01	2.36	17.34
NORTHERN MARIANAS	0.00	0.00	0.00	3.80
PALAU	0.94	3.30	5.66	55.66
VIRGIN ISLANDS	1.52	0.38	2.67	14.67
BUR. OF INDIAN AFFAIRS	11.82	4.78	7.72	36.99
U.S. AND OUTLYING AREAS	5.47	2.81	5.06	26.82
50 STATES, D.C. & P.R.	5.47	2.81	5.06	26.82

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THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	827	669	9	289	12	
ALASKA	244	1	0	193	0	
ARIZONA	1,003	28	1	331	1	
ARKANSAS	1,150	64	11	662	27	
CALIFORNIA	4,919	2,053	35	5,233	42	
COLORADO	917	20	8	289	5	
CONNECTICUT	1,217	14	12	307	1	
DELAWARE	95	4	0	101	0	
DISTRICT OF COLUMBIA	48	13	0	8	0	
FLORIDA	2,365	667	0	1,601	20	
GEORGIA	778	335	0	675	5	
HAWAII	298	88	2	160	1	
IDAHO	76	5	0	287	6	
ILLINOIS	4,553	35	18	1,750	32	
INDIANA	2,097	56	38	413	14	
IOWA	966	29	5	478	0	
KANSAS	714	.	1	353	10	
KENTUCKY	863	4	2	331	3	
LOUISIANA	417	521	0	133	18	
MAINE	503	13	3	391	2	
MARYLAND	1,283	164	33	1,260	6	
MASSACHUSETTS	2,920	.	226	1,731	26	
MICHIGAN	2,897	165	12	1,765	3	
MINNESOTA	1,560	3	13	136	2	
MISSISSIPPI	295	1,238	16	255	6	
MISSOURI	1,192	673	4	512	14	
MONTANA	210	5	1	64	0	
NEBRASKA	522	19	0	438	2	
NEVADA	216	169	0	34	3	
NEW HAMPSHIRE	620	115	25	0	0	
NEW JERSEY	5,660	.	40	622	17	
NEW MEXICO	322	29	1	181	2	
NEW YORK	5,981	2,076	153	3,994	27	
NORTH CAROLINA	1,415	135	27	1,737	13	
NORTH DAKOTA	210	11	0	0	2	
OHIO	3,276	65	0	741	15	
OKLAHOMA	1,338	0	0	423	9	
OREGON	518	61	8	442	8	
PENNSYLVANIA	4,525	.	86	1,169	14	
PUERTO RICO	144	116	33	109	9	
RHODE ISLAND	571	2	4	211	5	
SOUTH CAROLINA	412	258	14	511	2	
SOUTH DAKOTA	270	13	2	272	3	
TENNESSEE	1,374	512	26	988	13	
TEXAS	8,335	0	0	.	.	
UTAH	271	40	12	763	1	
VERMONT	176	9	1	291	0	
VIRGINIA	2,283	240	2	629	11	
WASHINGTON	651	37	0	0	3	
WEST VIRGINIA	1,118	51	0	53	3	
WISCONSIN	1,693	33	2	698	13	
WYOMING	203	5	1	143	2	
AMERICAN SAMOA	6	4	0	10	0	
GUAM	36	0	0	3	1	
NORTHERN MARIANAS	2	0	0	0	0	
PALAU	77	0	1	10	0	
VIRGIN ISLANDS	6	0	0	0	0	
BUR. OF INDIAN AFFAIRS	97	4	3	49	4	
U.S. AND OUTLYING AREAS	76,735	10,871	891	34,229	438	
50 STATES, D.C. & P.R.	76,511	10,863	887	34,157	433	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.



Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	609	226	832	3,473
ALASKA	153	129	311	1,031
ARIZONA	847	315	592	3,118
ARKANSAS	1,159	292	626	3,991
CALIFORNIA	8,638	4,484	6,746	32,150
COLORADO	620	163	393	2,415
CONNECTICUT	346	109	267	2,273
DELAWARE	59	3	31	293
DISTRICT OF COLUMBIA	17	21	30	137
FLORIDA	3,166	400	1,617	9,836
GEORGIA	842	300	798	3,733
HAWAII	53	4	32	638
IDAHO	319	97	131	921
ILLINOIS	1,977	989	2,167	11,521
INDIANA	1,077	622	1,118	5,435
IOWA	10	159	327	1,974
KANSAS	786	107	332	2,303
KENTUCKY	514	143	606	2,466
LOUISIANA	0	1,065	1,064	3,218
MAINE	314	58	178	1,462
MARYLAND	811	21	682	4,260
MASSACHUSETTS	928	1,426	1,208	8,465
MICHIGAN	1,358	1,791	1,678	9,669
MINNESOTA	115	791	510	3,130
MISSISSIPPI	657	148	954	3,569
MISSOURI	674	887	1,206	5,162
MONTANA	155	64	94	593
NEBRASKA	562	94	182	1,819
NEVADA	92	53	131	698
NEW HAMPSHIRE	0	0	577	1,337
NEW JERSEY	2,577	430	2,184	11,530
NEW MEXICO	422	410	334	1,701
NEW YORK	4,389	750	4,237	21,607
NORTH CAROLINA	818	235	1,347	5,727
NORTH DAKOTA	56	69	54	402
OHIO	947	426	638	6,108
OKLAHOMA	778	370	632	3,550
OREGON	.	879	329	2,245
PENNSYLVANIA	1,081	1,746	835	9,456
PUERTO RICO	137	110	314	972
RHODE ISLAND	709	35	373	1,910
SOUTH CAROLINA	478	296	590	2,561
SOUTH DAKOTA	139	131	101	931
TENNESSEE	2,113	505	1,122	6,653
TEXAS	.	.	2,587	10,922
UTAH	483	453	242	2,265
VERMONT	133	30	64	704
VIRGINIA	1,182	68	1,094	5,509
WASHINGTON	662	410	288	2,051
WEST VIRGINIA	305	135	554	2,219
WISCONSIN	830	434	562	4,265
WYOMING	184	.	197	735
AMERICAN SAMOA	0	3	4	27
GUAM	11	4	14	69
NORTHERN MARIANAS	0	0	0	2
PALAU	0	2	8	98
VIRGIN ISLANDS	3	0	6	15
BUR. OF INDIAN AFFAIRS	152	52	114	475
U.S. AND OUTLYING AREAS	45,447	22,944	44,244	235,799
50 STATES, D.C. & P.R.	45,281	22,883	44,098	235,113

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	5.27	4.26	0.06	1.84	0.08
ALASKA	7.83	0.03	0.00	6.19	0.00
ARIZONA	8.59	0.24	0.01	2.83	0.01
ARKANSAS	10.62	0.59	0.10	6.11	0.25
CALIFORNIA	5.18	2.16	0.04	5.52	0.04
COLORADO	8.49	0.19	0.07	2.68	0.05
CONNECTICUT	9.90	0.11	0.10	2.50	0.01
DELAWARE	3.90	0.16	0.00	4.15	0.00
DISTRICT OF COLUMBIA	3.48	0.94	0.00	0.58	0.00
FLORIDA	6.10	1.72	0.00	4.13	0.05
GEORGIA	6.88	2.96	0.00	5.97	0.04
HAWAII	11.76	3.47	0.08	6.31	0.04
IDAHO	2.20	0.14	0.00	8.29	0.17
ILLINOIS	11.13	0.09	0.04	4.28	0.08
INDIANA	9.81	0.26	0.18	1.93	0.07
IOWA	9.29	0.28	0.05	4.60	0.00
KANSAS	9.84	.	0.01	4.87	0.14
KENTUCKY	8.77	0.04	0.02	3.36	0.03
LOUISIANA	2.74	3.42	0.00	0.87	0.12
MAINE	10.86	0.28	0.06	8.44	0.04
MARYLAND	7.99	1.02	0.21	7.85	0.04
MASSACHUSETTS	9.43	.	0.73	5.59	0.08
MICHIGAN	9.31	0.53	0.04	5.67	0.01
MINNESOTA	13.06	0.03	0.11	1.14	0.02
MISSISSIPPI	2.11	8.85	0.11	1.82	0.04
MISSOURI	5.37	3.03	0.02	2.31	0.06
MONTANA	5.99	0.14	0.03	1.83	0.00
NEBRASKA	10.28	0.37	0.00	8.63	0.04
NEVADA	5.00	3.91	0.00	0.79	0.07
NEW HAMPSHIRE	13.25	2.46	0.53	0.00	0.00
NEW JERSEY	15.33	.	0.11	1.69	0.05
NEW MEXICO	4.45	0.40	0.01	2.50	0.03
NEW YORK	7.81	2.71	0.20	5.21	0.04
NORTH CAROLINA	8.57	0.82	0.16	10.52	0.08
NORTH DAKOTA	9.02	0.47	0.00	0.00	0.09
OHIO	10.20	0.20	0.00	2.31	0.05
OKLAHOMA	10.03	0.00	0.00	3.17	0.07
OREGON	5.02	0.59	0.08	4.29	0.08
PENNSYLVANIA	11.72	.	0.22	3.03	0.04
PUERTO RICO	2.22	1.79	0.51	1.68	0.14
RHODE ISLAND	11.74	0.04	0.08	4.34	0.10
SOUTH CAROLINA	3.95	2.47	0.13	4.90	0.02
SOUTH DAKOTA	11.28	0.54	0.08	11.36	0.13
TENNESSEE	6.03	2.25	0.11	4.34	0.06
TEXAS	9.91	0.00	0.00	.	.
UTAH	3.63	0.54	0.16	10.21	0.01
VERMONT	11.38	0.58	0.06	18.82	0.00
VIRGINIA	10.14	1.07	0.01	2.79	0.05
WASHINGTON	4.45	0.25	0.00	0.00	0.02
WEST VIRGINIA	13.18	0.60	0.00	0.62	0.04
WISCONSIN	13.20	0.26	0.02	5.44	0.10
WYOMING	9.62	0.24	0.05	6.78	0.09
AMERICAN SAMOA	15.79	10.53	0.00	26.32	0.00
GUAM	8.45	0.00	0.00	0.70	0.23
NORTHERN MARIANAS	1.75	0.00	0.00	0.00	0.00
PALAU	57.89	0.00	0.75	7.52	0.00
VIRGIN ISLANDS	4.11	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	7.23	0.30	0.22	3.65	0.30
U.S. AND OUTLYING AREAS	8.44	1.20	0.10	3.76	0.05
50 STATES, D.C. & P.R.	8.43	1.20	0.10	3.76	0.05

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14  
and Older Exiting Special Education, During the 1993-94 School Year

STATE	SPECIFIC LEARNING DISABILITIES			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	3.88	1.44	5.30	22.12
ALASKA	4.91	4.14	9.98	33.08
ARIZONA	7.25	2.70	5.07	26.69
ARKANSAS	10.70	2.70	5.78	36.85
CALIFORNIA	9.10	4.73	7.11	33.89
COLORADO	5.74	1.51	3.64	22.35
CONNECTICUT	2.81	0.89	2.17	18.49
DELAWARE	2.42	0.12	1.27	12.03
DISTRICT OF COLUMBIA	1.23	1.52	2.17	9.93
FLORIDA	8.16	1.03	4.17	25.35
GEORGIA	7.45	2.65	7.06	33.03
HAWAII	2.09	0.16	1.26	25.18
IDAHO	9.22	2.80	3.79	26.61
ILLINOIS	4.83	2.42	5.30	28.17
INDIANA	5.04	2.91	5.23	25.42
IOWA	0.10	1.53	3.15	18.99
KANSAS	10.83	1.47	4.58	31.74
KENTUCKY	5.22	1.45	6.16	25.05
LOUISIANA	0.00	7.00	6.99	21.14
MAINE	6.78	1.25	3.84	31.56
MARYLAND	5.05	0.13	4.25	26.54
MASSACHUSETTS	3.00	4.61	3.90	27.34
MICHIGAN	4.37	5.76	5.39	31.08
MINNESOTA	0.96	6.62	4.27	26.20
MISSISSIPPI	4.70	1.06	6.82	25.52
MISSOURI	3.04	4.00	5.43	23.25
MONTANA	4.42	1.83	2.68	16.91
NEBRASKA	11.07	1.85	3.58	35.82
NEVADA	2.13	1.23	3.03	16.16
NEW HAMPSHIRE	0.00	0.00	12.33	28.56
NEW JERSEY	6.98	1.16	5.92	31.24
NEW MEXICO	5.84	5.67	4.62	23.53
NEW YORK	5.73	0.98	5.53	28.20
NORTH CAROLINA	4.95	1.42	8.16	34.68
NORTH DAKOTA	2.40	2.96	2.32	17.26
OHIO	2.95	1.33	1.99	19.03
OKLAHOMA	5.83	2.77	4.74	26.60
OREGON	.	8.52	3.19	21.77
PENNSYLVANIA	2.80	4.52	2.16	24.49
PUERTO RICO	2.11	1.70	4.84	14.99
RHODE ISLAND	14.58	0.72	7.67	39.27
SOUTH CAROLINA	4.59	2.84	5.66	24.57
SOUTH DAKOTA	5.81	5.47	4.22	38.89
TENNESSEE	9.27	2.22	4.92	29.19
TEXAS	.	.	3.08	12.99
UTAH	6.47	6.06	3.24	30.32
VERMONT	8.60	1.94	4.14	45.54
VIRGINIA	5.25	0.30	4.86	24.47
WASHINGTON	4.52	2.80	1.97	14.02
WEST VIRGINIA	3.60	1.59	6.53	26.16
WISCONSIN	6.47	3.38	4.38	33.25
WYOMING	8.72	.	9.34	34.83
AMERICAN SAMOA	0.00	7.89	10.53	71.05
GUAM	2.58	0.94	3.29	16.20
NORTHERN MARIANAS	0.00	0.00	0.00	1.75
PALAU	0.00	1.50	6.02	73.68
VIRGIN ISLANDS	2.05	0.00	4.11	10.27
BUR. OF INDIAN AFFAIRS	11.33	3.88	8.50	35.42
U.S. AND OUTLYING AREAS	5.00	2.52	4.86	25.93
50 STATES, D.C. & P.R.	4.99	2.52	4.86	25.91

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	30	20	2	116	0	
ALASKA	6	0	0	22	0	
ARIZONA	27	8	9	40	0	
ARKANSAS	9	7	0	67	1	
CALIFORNIA	403	130	6	1,070	4	
COLORADO	33	0	0	41	0	
CONNECTICUT	43	3	0	26	0	
DELAWARE	0	0	0	1	0	
DISTRICT OF COLUMBIA	0	1	0	0	0	
FLORIDA	191	17	0	753	2	
GEORGIA	33	22	0	222	2	
HAWAII	6	0	0	2	0	
IDAHO	1	0	0	22	1	
ILLINOIS	173	0	4	383	0	
INDIANA	29	0	0	229	0	
IOWA	26	0	0	75	0	
KANSAS	4	.	1	76	0	
KENTUCKY	23	.	.	220	1	
LOUISIANA	21	26	0	208	1	
MAINE	39	1	0	90	0	
MARYLAND	97	42	3	265	1	
MASSACHUSETTS	885	.	69	524	8	
MICHIGAN	94	28	0	434	0	
MINNESOTA	76	1	1	46	1	
MISSISSIPPI	14	9	1	36	0	
MISSOURI	33	48	1	536	1	
MONTANA	1	0	0	1	0	
NEBRASKA	22	1	0	128	1	
NEVADA	8	3	0	0	0	
NEW HAMPSHIRE	52	17	0	0	0	
NEW JERSEY	48	.	0	4	2	
NEW MEXICO	94	8	0	68	0	
NEW YORK	145	41	0	306	1	
NORTH CAROLINA	58	4	1	248	0	
NORTH DAKOTA	13	0	0	0	0	
OHIO	97	0	2	311	0	
OKLAHOMA	19	0	1	100	1	
OREGON	22	5	0	232	2	
PENNSYLVANIA	113	.	9	431	0	
PUERTO RICO	11	4	8	16	0	
RHODE ISLAND	11	0	0	55	0	
SOUTH CAROLINA	11	3	1	63	0	
SOUTH DAKOTA	2	2	0	43	0	
TENNESSEE	70	16	2	130	0	
TEXAS	106	0	0	.	.	
UTAH	9	2	0	68	0	
VERMONT	24	0	0	56	0	
VIRGINIA	46	1	0	180	0	
WASHINGTON	43	0	0	0	0	
WEST VIRGINIA	13	2	0	12	0	
WISCONSIN	50	0	0	349	0	
WYOMING	22	1	0	31	1	
AMERICAN SAMOA	3	0	0	16	0	
GUAM	0	0	0	0	0	
NORTHERN MARIANAS	0	0	0	0	0	
PALAU	1	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	13	0	0	6	0	
U.S. AND OUTLYING AREAS	3,423	473	121	8,358	31	
50 STATES, D.C. & P.R.	3,406	473	121	8,336	31	

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Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	10	15	7	200
ALASKA	3	6	12	49
ARIZONA	18	9	12	123
ARKANSAS	18	2	10	114
CALIFORNIA	451	490	369	2,923
COLORADO	27	4	14	119
CONNECTICUT	28	12	10	122
DELAWARE	1	0	0	2
DISTRICT OF COLUMBIA	0	1	0	2
FLORIDA	256	64	130	1,413
GEORGIA	53	10	29	371
HAWAII	0	0	0	8
IDAHO	8	5	1	38
ILLINOIS	64	59	42	725
INDIANA	43	37	8	346
IOWA	0	3	10	114
KANSAS	24	3	4	112
KENTUCKY	27	16	22	309
LOUISIANA	0	101	66	423
MAINE	34	3	12	179
MARYLAND	79	0	86	573
MASSACHUSETTS	281	433	367	2,567
MICHIGAN	44	71	27	698
MINNESOTA	5	74	17	221
MISSISSIPPI	20	6	15	101
MISSOURI	34	115	59	827
MONTANA	0	0	1	3
NEBRASKA	70	24	6	252
NEVADA	1	2	0	14
NEW HAMPSHIRE	0	0	67	136
NEW JERSEY	43	2	12	111
NEW MEXICO	86	65	68	389
NEW YORK	136	19	62	710
NORTH CAROLINA	31	13	34	389
NORTH DAKOTA	0	9	2	24
OHIO	66	42	10	528
OKLAHOMA	17	9	10	157
OREGON	.	72	14	347
PENNSYLVANIA	37	87	6	683
PUERTO RICO	7	9	20	75
RHODE ISLAND	18	0	3	87
SOUTH CAROLINA	9	1	6	94
SOUTH DAKOTA	4	2	2	55
TENNESSEE	116	46	59	439
TEXAS	.	.	44	150
UTAH	11	11	8	109
VERMONT	15	8	9	112
VIRGINIA	36	3	28	294
WASHINGTON	31	44	17	135
WEST VIRGINIA	9	4	8	48
WISCONSIN	53	29	28	509
WYOMING	15	.	17	87
AMERICAN SAMOA	0	3	1	23
GUAM	1	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	1	0	2
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	37	15	4	75
U.S. AND OUTLYING AREAS	2,377	2,059	1,875	18,717
50 STATES, D.C. & P.R.	2,339	2,040	1,870	18,616

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STATE	SPEECH OR LANGUAGE IMPAIRMENTS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	8.57	5.71	0.57	33.14	0.00
ALASKA	3.80	0.00	0.00	13.92	0.00
ARIZONA	11.74	3.48	3.91	17.39	0.00
ARKANSAS	4.84	3.76	0.00	36.02	0.54
CALIFORNIA	6.22	2.01	0.09	16.53	0.06
COLORADO	5.07	0.00	0.00	6.30	0.00
CONNECTICUT	6.10	0.43	0.00	3.69	0.00
DELAWARE	0.00	0.00	0.00	6.67	0.00
DISTRICT OF COLUMBIA	0.00	4.55	0.00	0.00	0.00
FLORIDA	3.87	0.34	0.00	15.25	0.04
GEORGIA	5.63	3.75	0.00	37.88	0.34
HAWAII	9.68	0.00	0.00	3.23	0.00
IDAHO	1.20	0.00	0.00	26.51	1.20
ILLINOIS	8.88	0.00	0.21	19.65	0.00
INDIANA	3.95	0.00	0.00	31.16	0.00
IOWA	6.93	0.00	0.00	20.00	0.00
KANSAS	1.98	.	0.50	37.62	0.00
KENTUCKY	6.89	.	.	65.87	0.30
LOUISIANA	2.54	3.15	0.00	25.18	0.12
MAINE	7.17	0.18	0.00	16.54	0.00
MARYLAND	4.67	2.02	0.14	12.77	0.05
MASSACHUSETTS	25.19	.	1.96	14.92	0.23
MICHIGAN	7.59	.	0.00	35.03	0.00
MINNESOTA	11.21	0.15	0.15	6.78	0.15
MISSISSIPPI	2.87	1.85	0.21	7.39	0.00
MISSOURI	3.38	4.92	0.10	54.92	0.10
MONTANA	1.25	0.00	0.00	1.25	0.00
NEBRASKA	4.45	0.20	0.00	25.91	0.20
NEVADA	7.84	2.94	0.00	0.00	0.00
NEW HAMPSHIRE	8.75	2.86	0.00	0.00	0.00
NEW JERSEY	2.62	.	0.00	0.22	0.11
NEW MEXICO	4.73	0.40	0.00	3.42	0.00
NEW YORK	5.28	1.49	0.00	11.14	0.04
NORTH CAROLINA	10.18	0.70	0.18	43.51	0.00
NORTH DAKOTA	5.58	0.00	0.00	0.00	0.00
OHIO	6.20	0.00	0.13	19.88	0.00
OKLAHOMA	6.81	0.00	0.36	35.84	0.36
OREGON	2.25	0.51	0.00	23.70	0.20
PENNSYLVANIA	7.78	.	0.62	29.68	0.00
PUERTO RICO	3.77	1.37	2.74	5.48	0.00
RHODE ISLAND	5.12	0.00	0.00	25.58	0.00
SOUTH CAROLINA	3.41	0.93	0.31	19.50	0.00
SOUTH DAKOTA	2.53	2.53	0.00	54.43	0.00
TENNESSEE	4.34	0.99	0.12	8.05	0.00
TEXAS	5.27	0.00	0.00	.	.
UTAH	2.86	0.63	0.00	21.59	0.00
VERMONT	11.27	0.00	0.00	26.29	0.00
VIRGINIA	5.67	0.12	0.00	22.17	0.00
WASHINGTON	17.13	0.00	0.00	0.00	0.00
WEST VIRGINIA	3.92	0.60	0.00	3.61	0.00
WISCONSIN	5.69	0.00	0.00	39.75	0.00
WYOMING	9.32	0.42	0.00	13.14	0.42
AMERICAN SAMOA	8.82	0.00	0.00	47.06	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	10.32	0.00	0.00	4.76	0.00
U.S. AND OUTLYING AREAS.	6.98	0.96	0.25	17.04	0.06
50 STATES, D.C. & P.R.	6.97	0.97	0.25	17.05	0.06

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	2.86	4.29	2.00	57.14
ALASKA	1.90	3.80	7.59	31.01
ARIZONA	7.83	3.91	5.22	53.48
ARKANSAS	9.68	1.08	5.38	61.29
CALIFORNIA	6.97	7.57	5.70	45.15
COLORADO	4.15	0.61	2.15	18.28
CONNECTICUT	3.97	1.70	1.42	17.30
DELAWARE	6.67	0.00	0.00	13.33
DISTRICT OF COLUMBIA	0.00	4.55	0.00	9.09
FLORIDA	5.19	1.30	2.63	28.62
GEORGIA	9.04	1.71	4.95	63.31
HAWAII	0.00	0.00	0.00	12.90
IDAHO	9.64	6.02	1.20	45.78
ILLINOIS	3.28	3.03	2.15	37.20
INDIANA	5.85	5.03	1.09	47.07
IOWA	0.00	0.80	2.67	30.40
KANSAS	11.88	1.49	1.98	55.45
KENTUCKY	8.08	4.79	6.59	92.51
LOUISIANA	0.00	12.23	7.99	51.21
MAINE	6.25	0.55	2.21	32.90
MARYLAND	3.81	0.00	4.14	27.61
MASSACHUSETTS	8.00	12.33	10.45	73.07
MICHIGAN	3.55	5.73	2.18	56.34
MINNESOTA	0.74	10.91	2.51	32.60
MISSISSIPPI	4.11	1.23	3.08	20.74
MISSOURI	3.48	11.78	6.05	84.73
MONTANA	0.00	0.00	1.25	3.75
NEBRASKA	14.17	4.86	1.21	51.01
NEVADA	0.98	1.96	0.00	13.73
NEW HAMPSHIRE	0.00	0.00	11.28	22.90
NEW JERSEY	2.35	0.11	0.65	6.06
NEW MEXICO	4.33	3.27	3.42	19.58
NEW YORK	4.95	0.69	2.26	25.85
NORTH CAROLINA	5.44	2.28	5.96	68.25
NORTH DAKOTA	0.00	3.86	0.86	10.30
OHIO	4.22	2.69	0.64	33.76
OKLAHOMA	6.09	3.23	3.58	56.27
OREGON	.	7.35	1.43	35.44
PENNSYLVANIA	2.55	5.99	0.41	47.04
PUERTO RICO	2.40	3.08	6.85	25.68
RHODE ISLAND	8.37	0.00	1.40	40.47
SOUTH CAROLINA	2.79	0.31	1.86	29.10
SOUTH DAKOTA	5.06	2.53	2.53	69.62
TENNESSEE	7.19	2.85	3.66	27.20
TEXAS	.	.	2.19	7.45
UTAH	3.49	3.49	2.54	34.60
VERMONT	7.04	3.76	4.23	52.58
VIRGINIA	4.43	0.37	3.45	36.21
WASHINGTON	12.35	17.53	6.77	53.78
WEST VIRGINIA	2.71	1.20	2.41	14.46
WISCONSIN	6.04	3.30	3.19	57.97
WYOMING	6.36	.	7.20	36.86
AMERICAN SAMOA	0.00	8.82	2.94	67.65
GUAM	20.00	0.00	0.00	20.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	25.00	0.00	50.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	29.37	11.90	3.17	59.52
U.S. AND OUTLYING AREAS	4.85	4.20	3.82	38.15
50 STATES, D.C. & P.R.	4.79	4.17	3.83	38.09

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	MENTAL RETARDATION				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	81	1,303	43	47	8
ALASKA	17	1	12	0	0
ARIZONA	168	18	65	9	1
ARKANSAS	401	128	16	58	11
CALIFORNIA	145	268	422	61	34
COLORADO	110	27	15	2	2
CONNECTICUT	100	25	23	5	2
DELAWARE	3	35	0	0	0
DISTRICT OF COLUMBIA	8	23	1	0	2
FLORIDA	224	953	1	316	21
GEORGIA	94	994	22	99	17
HAWAII	10	110	0	0	5
IDAHO	10	19	5	17	2
ILLINOIS	915	209	178	35	33
INDIANA	656	286	122	56	16
IOWA	440	38	7	45	2
KANSAS	258	.	8	28	2
KENTUCKY	612	167	19	122	8
LOUISIANA	50	333	27	4	17
MAINE	94	27	11	13	1
MARYLAND	65	167	19	152	3
MASSACHUSETTS	478	.	37	283	4
MICHIGAN	412	89	185	124	2
MINNESOTA	562	2	87	7	10
MISSISSIPPI	8	403	19	1	3
MISSOURI	388	158	44	14	14
MONTANA	17	9	0	7	0
NEBRASKA	175	24	16	14	0
NEVADA	1	45	48	0	0
NEW HAMPSHIRE	28	25	17	0	0
NEW JERSEY	248	.	29	16	15
NEW MEXICO	43	24	9	2	1
NEW YORK	65	737	40	14	9
NORTH CAROLINA	249	626	102	168	18
NORTH DAKOTA	47	12	1	1	0
OHIO	1,836	89	11	124	9
OKLAHOMA	548	0	2	33	8
OREGON	27	53	28	1	5
PENNSYLVANIA	1,553	.	169	95	13
PUERTO RICO	36	190	183	49	7
RHODE ISLAND	24	20	13	16	2
SOUTH CAROLINA	35	457	94	52	8
SOUTH DAKOTA	52	4	24	12	2
TENNESSEE	60	419	17	41	3
TEXAS	1,295	0	0	.	.
UTAH	67	15	9	32	2
VERMONT	79	9	5	17	3
VIRGINIA	156	432	40	17	10
WASHINGTON	130	16	0	0	0
WEST VIRGINIA	357	49	16	14	6
WISCONSIN	397	54	29	50	15
WYOMING	19	5	14	0	1
AMERICAN SAMOA	0	6	0	0	0
GUAM	17	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	1	0	0
VIRGIN ISLANDS	23	10	1	0	3
BUR. OF INDIAN AFFAIRS	7	4	1	0	1
U.S. AND OUTLYING AREAS	13,900	9,117	2,307	2,273	361
50 STATES, D.C. & P.R.	13,853	9,097	2,304	2,273	357

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DATA AS OF OCTOBER 1, 1995.



Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	MENTAL RETARDATION			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	350	217	724	2,773
ALASKA	8	8	6	52
ARIZONA	109	21	49	440
ARKANSAS	414	113	274	1,415
CALIFORNIA	670	270	343	2,213
COLORADO	52	5	16	229
CONNECTICUT	31	23	21	230
DELAWARE	12	1	5	56
DISTRICT OF COLUMBIA	4	1	0	39
FLORIDA	780	92	368	2,755
GEORGIA	458	164	541	2,389
HAWAII	18	6	10	159
IDAHO	67	11	21	152
ILLINOIS	484	208	382	2,444
INDIANA	367	219	414	2,136
IOWA	9	64	111	716
KANSAS	217	34	65	612
KENTUCKY	343	155	469	1,895
LOUISIANA	0	185	209	825
MAINE	57	14	34	251
MARYLAND	136	0	43	585
MASSACHUSETTS	152	231	198	1,383
MICHIGAN	417	320	303	1,852
MINNESOTA	48	96	94	906
MISSISSIPPI	82	43	150	709
MISSOURI	207	93	381	1,299
MONTANA	10	2	8	53
NEBRASKA	128	19	44	420
NEVADA	18	1	11	124
NEW HAMPSHIRE	0	0	16	86
NEW JERSEY	214	33	122	677
NEW MEXICO	38	36	23	176
NEW YORK	446	119	291	1,721
NORTH CAROLINA	375	109	603	2,250
NORTH DAKOTA	8	4	4	77
OHIO	816	376	589	3,850
OKLAHOMA	266	143	236	1,236
OREGON	.	78	12	204
PENNSYLVANIA	411	527	282	3,050
PUERTO RICO	125	122	364	1,076
RHODE ISLAND	69	5	17	166
SOUTH CAROLINA	198	128	308	1,280
SOUTH DAKOTA	23	20	16	153
TENNESSEE	344	102	184	1,170
TEXAS	.	.	239	1,534
UTAH	69	52	39	285
VERMONT	41	8	35	197
VIRGINIA	271	17	259	1,202
WASHINGTON	112	58	43	359
WEST VIRGINIA	118	71	220	851
WISCONSIN	274	109	1,051	1,979
WYOMING	21	.	7	67
AMERICAN SAMOA	0	0	4	10
GUAM	1	2	0	20
NORTHERN MARIANAS	0	0	0	0
PALAU	0	1	1	3
VIRGIN ISLANDS	5	2	8	52
BUR. OF INDIAN AFFAIRS	6	1	3	23
U.S. AND OUTLYING AREAS	9,899	4,739	10,270	52,866
50 STATES, D.C. & P.R.	9,887	4,733	10,254	52,758

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	MENTAL RETARDATION				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0.69	11.09	0.37	0.40	0.07
ALASKA	6.94	0.41	4.90	0.00	0.00
ARIZONA	7.52	0.81	2.91	0.40	0.04
ARKANSAS	8.88	2.83	0.35	1.28	0.24
CALIFORNIA	1.24	2.30	3.61	0.52	0.29
COLORADO	8.70	2.14	1.19	0.16	0.16
CONNECTICUT	5.87	1.47	1.35	0.29	0.12
DELAWARE	0.55	6.39	0.00	0.00	0.00
DISTRICT OF COLUMBIA	1.48	4.27	0.19	0.00	0.37
FLORIDA	1.96	8.36	0.01	2.77	0.18
GEORGIA	0.95	10.02	0.22	1.00	0.17
HAWAII	1.65	18.15	0.00	0.00	0.83
IDAHO	0.96	1.82	0.48	1.63	0.19
ILLINOIS	9.06	2.07	1.76	0.35	0.33
INDIANA	7.91	3.45	1.47	0.68	0.19
IOWA	10.17	0.88	0.16	1.04	0.05
KANSAS	12.32	.	0.38	1.34	0.10
KENTUCKY	7.96	2.17	0.25	1.59	0.10
LOUISIANA	0.99	6.58	0.53	0.08	0.34
MAINE	12.53	3.60	1.47	1.73	0.13
MARYLAND	2.97	7.64	0.87	6.95	0.14
MASSACHUSETTS	8.12	.	0.63	4.81	0.07
MICHIGAN	4.04	0.87	1.81	1.22	0.02
MINNESOTA	13.73	0.05	2.13	0.17	0.24
MISSISSIPPI	0.22	11.00	0.52	0.03	0.08
MISSOURI	7.14	2.91	0.81	0.26	0.26
MONTANA	3.51	1.86	0.00	1.44	0.00
NEBRASKA	9.67	1.33	0.88	0.77	0.00
NEVADA	0.19	8.33	8.89	0.00	0.00
NEW HAMPSHIRE	6.97	6.22	4.23	0.00	0.00
NEW JERSEY	10.18	.	1.19	0.66	0.62
NEW MEXICO	5.00	2.79	1.05	0.23	0.12
NEW YORK	0.65	7.41	0.40	0.14	0.09
NORTH CAROLINA	2.93	7.36	1.20	1.97	0.21
NORTH DAKOTA	7.76	1.98	0.17	0.17	0.00
OHIO	9.70	0.47	0.06	0.66	0.05
OKLAHOMA	11.96	0.00	0.04	0.72	0.17
OREGON	1.40	2.76	1.46	0.05	0.26
PENNSYLVANIA	11.86	.	1.29	0.73	0.10
PUERTO RICO	0.39	2.06	1.98	0.53	0.08
RHODE ISLAND	4.94	4.12	2.67	3.29	0.41
SOUTH CAROLINA	0.57	7.47	1.54	0.85	0.13
SOUTH DAKOTA	8.47	0.65	3.91	1.95	0.33
TENNESSEE	1.01	7.03	0.29	0.69	0.05
TEXAS	12.03	0.00	0.00	.	.
UTAH	4.72	1.06	0.63	2.26	0.14
VERMONT	14.47	1.65	0.92	3.11	0.55
VIRGINIA	2.65	7.34	0.68	0.29	0.17
WASHINGTON	4.59	0.57	0.00	0.00	0.00
WEST VIRGINIA	10.69	1.47	0.48	0.42	0.18
WISCONSIN	15.96	2.17	1.17	2.01	0.60
WYOMING	6.51	1.71	4.79	0.00	0.34
AMERICAN SAMOA	0.00	20.00	0.00	0.00	0.00
GUAM	17.71	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	6.67	0.00	0.00
VIRGIN ISLANDS	7.40	3.22	0.32	0.00	0.96
BUR. OF INDIAN AFFAIRS	5.15	2.94	0.74	0.00	0.74
U.S. AND OUTLYING AREAS	5.75	3.77	0.95	0.94	0.15
50 STATES, D.C. & P.R.	5.74	3.77	0.95	0.94	0.15

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	MENTAL RETARDATION			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	2.98	1.85	6.16	23.60
ALASKA	3.27	3.27	2.45	21.22
ARIZONA	4.88	0.94	2.19	19.70
ARKANSAS	9.17	2.50	6.07	31.33
CALIFORNIA	5.74	2.31	2.94	18.96
COLORADO	4.11	0.40	1.27	18.12
CONNECTICUT	1.82	1.35	1.23	13.50
DELAWARE	2.19	0.18	0.91	10.22
DISTRICT OF COLUMBIA	0.74	0.19	0.00	7.24
FLORIDA	6.84	0.81	3.23	24.16
GEORGIA	4.62	1.65	5.45	24.09
HAWAII	2.97	0.99	1.65	26.24
IDAHO	6.42	1.05	2.01	14.56
ILLINOIS	4.79	2.06	3.78	24.21
INDIANA	4.43	2.64	4.99	25.76
IOWA	0.21	1.48	2.57	16.55
KANSAS	10.36	1.62	3.10	29.23
KENTUCKY	4.46	2.02	6.10	24.66
LOUISIANA	0.00	3.65	4.13	16.29
MAINE	7.60	1.87	4.53	33.47
MARYLAND	6.22	0.00	1.97	26.75
MASSACHUSETTS	2.58	3.92	3.36	23.49
MICHIGAN	4.09	3.14	2.97	18.16
MINNESOTA	1.17	2.34	2.30	22.13
MISSISSIPPI	2.24	1.17	4.10	19.36
MISSOURI	3.81	1.71	7.01	23.90
MONTANA	2.06	0.41	1.65	10.93
NEBRASKA	7.08	1.05	2.43	23.22
NEVADA	3.33	0.19	2.04	22.96
NEW HAMPSHIRE	0.00	0.00	3.98	21.39
NEW JERSEY	8.78	1.35	5.01	27.79
NEW MEXICO	4.42	4.19	2.67	20.47
NEW YORK	4.48	1.20	2.92	17.29
NORTH CAROLINA	4.41	1.28	7.09	26.44
NORTH DAKOTA	1.32	0.66	0.66	12.71
OHIO	4.31	1.99	3.11	20.34
OKLAHOMA	5.80	3.12	5.15	26.97
OREGON	.	4.06	0.62	10.61
PENNSYLVANIA	3.14	4.03	2.15	23.30
PUERTO RICO	1.36	1.32	3.95	11.67
RHODE ISLAND	14.20	1.03	3.50	34.16
SOUTH CAROLINA	3.24	2.09	5.04	20.93
SOUTH DAKOTA	3.75	3.26	2.61	24.92
TENNESSEE	5.77	1.71	3.09	19.64
TEXAS	.	.	2.22	14.25
UTAH	4.86	3.66	2.75	20.08
VERMONT	7.51	1.47	6.41	36.08
VIRGINIA	4.60	0.29	4.40	20.41
WASHINGTON	3.96	2.05	1.52	12.68
WEST VIRGINIA	3.53	2.13	6.59	25.48
WISCONSIN	11.02	4.38	42.26	79.57
WYOMING	7.19	.	2.40	22.95
AMERICAN SAMOA	0.00	0.00	13.33	33.33
GUAM	1.04	2.08	0.00	20.83
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	6.67	6.67	20.00
VIRGIN ISLANDS	1.61	0.64	2.57	16.72
BUR. OF INDIAN AFFAIRS	4.41	0.74	2.21	16.91
U.S. AND OUTLYING AREAS	4.09	1.96	4.25	21.86
50 STATES, D.C. & P.R.	4.10	1.96	4.25	21.86

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	71	62	3	70	4
ALASKA	24	0	0	16	0
ARIZONA	76	8	1	21	2
ARKANSAS	6	1	0	8	3
CALIFORNIA	293	106	24	324	6
COLORADO	203	6	2	88	3
CONNECTICUT	412	8	5	161	9
DELAWARE	12	1	0	15	0
DISTRICT OF COLUMBIA	12	1	1	3	0
FLORIDA	373	203	0	786	9
GEORGIA	257	161	1	521	7
HAWAII	40	27	0	12	0
IDAHO	2	0	0	8	0
ILLINOIS	1,079	114	55	517	21
INDIANA	181	11	2	95	2
IOWA	224	16	3	203	1
KANSAS	151	.	1	193	3
KENTUCKY	79	1	1	54	.
LOUISIANA	20	48	2	19	6
MAINE	143	4	1	130	5
MARYLAND	157	17	2	235	5
MASSACHUSETTS	403	.	31	240	3
MICHIGAN	487	69	2	780	4
MINNESOTA	515	4	11	86	3
MISSISSIPPI	0	10	0	1	0
MISSOURI	124	102	3	107	12
MONTANA	8	0	0	4	0
NEBRASKA	106	6	0	48	0
NEVADA	18	24	1	5	0
NEW HAMPSHIRE	125	31	8	0	0
NEW JERSEY	1,104	.	11	79	4
NEW MEXICO	41	4	0	39	0
NEW YORK	980	346	65	733	23
NORTH CAROLINA	189	32	14	244	4
NORTH DAKOTA	15	1	2	0	0
OHIO	241	9	1	231	4
OKLAHOMA	44	0	0	21	3
OREGON	38	9	3	19	1
PENNSYLVANIA	742	.	42	688	6
PUERTO RICO	2	2	16	2	1
RHODE ISLAND	74	1	5	34	1
SOUTH CAROLINA	34	44	2	71	0
SOUTH DAKOTA	6	2	1	29	1
TENNESSEE	55	20	2	44	0
TEXAS	1,013	0	0	.	.
UTAH	67	28	0	234	6
VERMONT	53	2	1	24	0
VIRGINIA	258	49	2	148	8
WASHINGTON	51	13	0	0	0
WEST VIRGINIA	72	10	0	17	1
WISCONSIN	522	29	3	608	10
WYOMING	34	1	1	16	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	2	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	4	4	0	0	0
BUR. OF INDIAN AFFAIRS	9	2	0	10	3
U.S. AND OUTLYING AREAS	11,251	1,649	331	8,041	184
50 STATES, D.C. & P.R.	11,236	1,643	331	8,031	181

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	233	101	183	727
ALASKA	31	44	50	165
ARIZONA	219	81	138	546
ARKANSAS	29	7	11	65
CALIFORNIA	1,330	929	1,007	4,019
COLORADO	386	78	211	977
CONNECTICUT	254	219	338	1,406
DELAWARE	14	1	5	48
DISTRICT OF COLUMBIA	7	1	1	26
FLORIDA	1,771	156	801	4,099
GEORGIA	958	241	842	2,988
HAWAII	24	3	25	131
IDAHO	31	10	10	61
ILLINOIS	1,450	862	1,459	5,557
INDIANA	470	178	448	1,387
IOWA	173	131	293	1,044
KANSAS	646	136	235	1,365
KENTUCKY	215	68	253	671
LOUISIANA	0	251	258	604
MAINE	296	85	154	818
MARYLAND	187	3	138	744
MASSACHUSETTS	128	196	166	1,167
MICHIGAN	1,131	1,133	1,035	4,641
MINNESOTA	404	1,011	866	2,900
MISSISSIPPI	17	4	9	41
MISSOURI	432	403	468	1,651
MONTANA	56	19	20	107
NEBRASKA	213	49	90	512
NEVADA	18	10	24	100
NEW HAMPSHIRE	0	0	319	483
NEW JERSEY	1,259	194	1,216	3,867
NEW MEXICO	202	105	105	496
NEW YORK	2,359	484	1,795	6,785
NORTH CAROLINA	547	148	769	1,947
NORTH DAKOTA	17	12	32	79
OHIO	378	152	250	1,266
OKLAHOMA	104	48	104	324
OREGON	.	259	53	382
PENNSYLVANIA	742	1,993	420	4,633
PUERTO RICO	11	12	19	65
RHODE ISLAND	189	7	98	409
SOUTH CAROLINA	310	101	201	763
SOUTH DAKOTA	44	28	25	136
TENNESSEE	247	109	79	556
TEXAS	.	.	619	1,632
UTAH	237	194	145	911
VERMONT	80	26	75	261
VIRGINIA	617	35	517	1,634
WASHINGTON	162	92	63	381
WEST VIRGINIA	138	50	135	423
WISCONSIN	1,327	427	709	3,635
WYOMING	55	.	60	167
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	1	1
VIRGIN ISLANDS	0	0	0	8
BUR. OF INDIAN AFFAIRS	22	19	23	88
U.S. AND OUTLYING AREAS	20,170	10,905	17,370	69,901
50 STATES, D.C. & P.R.	20,148	10,886	17,346	69,802

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	3.22	2.81	0.14	3.17	0.18	
ALASKA	6.50	0.00	0.00	4.34	0.00	
ARIZONA	4.44	0.47	0.06	1.23	0.12	
ARKANSAS	4.05	0.68	0.00	5.41	2.03	
CALIFORNIA	3.72	1.35	0.30	4.11	0.08	
COLORADO	5.71	0.17	0.06	2.47	0.08	
CONNECTICUT	6.93	0.13	0.08	2.71	0.15	
DELAWARE	2.58	0.21	0.00	3.22	0.00	
DISTRICT OF COLUMBIA	3.72	0.31	0.31	0.93	0.00	
FLORIDA	3.29	1.79	0.00	6.92	0.08	
GEORGIA	4.03	2.52	0.02	8.16	0.11	
HAWAII	7.12	4.80	0.00	2.14	0.00	
IDAHO	1.10	0.00	0.00	4.42	0.00	
ILLINOIS	7.92	0.84	0.40	3.79	0.15	
INDIANA	5.30	0.32	0.06	2.78	0.06	
IOWA	6.33	0.45	0.08	5.74	0.03	
KANSAS	7.35		0.05	9.40	0.15	
KENTUCKY	4.63	0.06	0.06	3.17		
LOUISIANA	0.87	2.09	0.09	0.83	0.26	
MAINE	8.06	0.23	0.06	7.33	0.28	
MARYLAND	5.73	0.62	0.07	8.57	0.18	
MASSACHUSETTS	7.76		0.60	4.62	0.06	
MICHIGAN	5.91	0.84	0.02	9.47	0.05	
MINNESOTA	7.32	0.06	0.16	1.22	0.04	
MISSISSIPPI	0.00	8.33	0.00	0.83	0.00	
MISSOURI	3.32	2.73	0.08	2.87	0.32	
MONTANA	1.53	0.00	0.00	0.76	0.00	
NEBRASKA	9.93	0.56	0.00	4.50	0.00	
NEVADA	3.50	4.66	0.19	0.97	0.00	
NEW HAMPSHIRE	11.95	2.96	0.76	0.00	0.00	
NEW JERSEY	12.82		0.13	0.92	0.05	
NEW MEXICO	3.06	0.30	0.00	2.91	0.00	
NEW YORK	4.67	1.65	0.31	3.49	0.11	
NORTH CAROLINA	5.18	0.88	0.38	6.69	0.11	
NORTH DAKOTA	5.30	0.35	0.71	0.00	0.00	
OHIO	4.93	0.18	0.02	4.72	0.08	
OKLAHOMA	4.98	0.00	0.00	2.38	0.34	
OREGON	2.16	0.51	0.17	1.08	0.06	
PENNSYLVANIA	8.14		0.46	7.55	0.07	
PUERTO RICO	0.55	0.55	4.40	0.55	0.27	
RHODE ISLAND	7.26	0.10	0.49	3.34	0.10	
SOUTH CAROLINA	1.69	2.19	0.10	3.54	0.00	
SOUTH DAKOTA	2.80	0.93	0.47	13.55	0.47	
TENNESSEE	3.23	1.17	0.12	2.58	0.00	
TEXAS	6.99	0.00	0.00			
UTAH	3.30	1.38	0.00	11.52	0.30	
VERMONT	9.78	0.37	0.18	4.43	0.00	
VIRGINIA	5.14	0.98	0.04	2.95	0.16	
WASHINGTON	2.32	0.59	0.00	0.00	0.00	
WEST VIRGINIA	6.96	0.97	0.00	1.64	0.10	
WISCONSIN	7.86	0.44	0.05	9.16	0.15	
WYOMING	9.16	0.27	0.27	4.31	0.00	
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	
GUAM	16.67	0.00	0.00	0.00	0.00	
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	
PALAU	0.00	0.00	0.00	0.00	0.00	
VIRGIN ISLANDS	25.00	25.00	0.00	0.00	0.00	
BUR. OF INDIAN AFFAIRS	5.20	1.16	0.00	5.78	1.73	
U.S. AND OUTLYING AREAS	5.95	0.87	0.18	4.25	0.10	
50 STATES, D.C. & P.R.	5.95	0.87	0.18	4.25	0.10	

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	SERIOUS EMOTIONAL DISTURBANCE			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	10.55	4.57	8.29	32.93
ALASKA	8.40	11.92	13.55	44.72
ARIZONA	12.80	4.73	8.07	31.91
ARKANSAS	19.59	4.73	7.43	43.92
CALIFORNIA	16.89	11.80	12.79	51.03
COLORADO	10.85	2.19	5.93	27.47
CONNECTICUT	4.27	3.68	5.68	23.65
DELAWARE	3.00	0.21	1.07	10.30
DISTRICT OF COLUMBIA	2.17	0.31	0.31	8.05
FLORIDA	15.60	1.37	7.05	36.10
GEORGIA	15.01	3.78	13.19	46.82
HAWAII	4.27	0.53	4.45	23.31
IDAHO	17.13	5.52	5.52	33.70
ILLINOIS	10.64	6.32	10.70	40.76
INDIANA	13.77	5.21	13.12	40.63
IOWA	4.89	3.70	8.28	29.52
KANSAS	31.45	6.62	11.44	66.46
KENTUCKY	12.61	3.99	14.84	39.35
LOUISIANA	0.00	10.92	11.23	26.28
MAINE	16.69	4.79	8.68	46.11
MARYLAND	6.82	0.11	5.03	27.14
MASSACHUSETTS	2.46	3.77	3.20	22.47
MICHIGAN	13.73	13.75	12.56	56.33
MINNESOTA	5.74	14.36	12.30	41.20
MISSISSIPPI	14.17	3.33	7.50	34.17
MISSOURI	11.58	10.80	12.55	44.26
MONTANA	10.71	3.63	3.82	20.46
NEBRASKA	19.96	4.59	8.43	47.99
NEVADA	3.50	1.94	4.66	19.42
NEW HAMPSHIRE	0.00	0.00	30.50	46.18
NEW JERSEY	14.62	2.25	14.12	44.90
NEW MEXICO	15.10	7.85	7.85	37.07
NEW YORK	11.24	2.31	8.55	32.33
NORTH CAROLINA	15.00	4.06	21.09	53.40
NORTH DAKOTA	6.01	4.24	11.31	27.92
OHIO	7.73	3.11	5.11	25.89
OKLAHOMA	11.76	5.43	11.76	36.65
OREGON	.	14.75	3.02	21.75
PENNSYLVANIA	8.14	21.87	4.61	50.83
PUERTO RICO	3.02	3.30	5.22	17.86
RHODE ISLAND	18.55	0.69	9.62	40.14
SOUTH CAROLINA	15.45	5.03	10.02	38.04
SOUTH DAKOTA	20.56	13.08	11.68	63.55
TENNESSEE	14.50	6.40	4.64	32.65
TEXAS	.	.	4.27	11.26
UTAH	11.66	9.55	7.14	44.83
VERMONT	14.76	4.80	13.84	48.15
VIRGINIA	12.30	0.70	10.31	32.58
WASHINGTON	7.38	4.19	2.87	17.36
WEST VIRGINIA	13.33	4.83	13.04	40.87
WISCONSIN	19.99	6.43	10.68	54.75
WYOMING	14.82	.	16.17	45.01
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	16.67
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	6.67	6.67
VIRGIN ISLANDS	0.00	0.00	0.00	50.00
BUR. OF INDIAN AFFAIRS	12.72	10.98	13.29	50.87
U.S. AND OUTLYING AREAS	10.67	5.77	9.19	36.97
50 STATES, D.C. & P.R.	10.67	5.76	9.19	36.96

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1	38	17	0	2
ALASKA	8	7	1	0	1
ARIZONA	19	11	17	6	0
ARKANSAS	10	14	2	2	2
CALIFORNIA	32	40	57	19	12
COLORADO	42	9	20	5	5
CONNECTICUT	15	3	10	1	3
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	0	0	0
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0	5	12	0	0
IDAHO	0	0	0	5	1
ILLINOIS	.	.	.	.	.
INDIANA	1	22	18	1	1
IOWA	26	4	3	1	1
KANSAS	12	.	8	4	4
KENTUCKY	23	19	6	2	4
LOUISIANA	2	2	2	1	4
MAINE	33	15	4	7	3
MARYLAND	32	12	4	7	2
MASSACHUSETTS	32	59	11	147	7
MICHIGAN	98	.	8	57	.
MINNESOTA	8	7	29	20	3
MISSISSIPPI	.	.	.	.	.
MISSOURI	3	7	7	0	1
MISSOURI	1	1	1	0	1
MONTANA	5	0	1	0	0
NEBRASKA	2	2	4	0	1
NEVADA	1	0	4	0	0
NEW HAMPSHIRE	2	5	17	0	0
NEW JERSEY	253	.	50	4	11
NEW MEXICO	15	7	4	0	4
NEW YORK	57	229	52	13	21
NORTH CAROLINA	4	29	14	5	3
NORTH DAKOTA	0	0	0	0	0
OHIO	265	60	95	10	16
OKLAHOMA	36	0	4	11	6
OREGON	.	.	.	.	.
PENNSYLVANIA	37	.	6	0	4
PUERTO RICO	2	5	24	0	7
RHODE ISLAND	2	0	2	1	0
SOUTH CAROLINA	1	7	2	0	2
SOUTH DAKOTA	3	0	17	1	1
TENNESSEE	3	34	8	1	2
TEXAS	142	0	0	.	.
UTAH	11	0	1	3	1
VERMONT	5	0	6	0	0
VIRGINIA	8	14	8	3	0
WASHINGTON	27	2	0	0	1
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	2	0	0	0	0
NORTHERN MARIANAS	0	4	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	1	1	0	0
U.S. AND OUTLYING AREAS	1,254	675	553	330	133
50 STATES, D.C. & P.R.	1,247	670	552	330	133

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	8	0	4	70
ALASKA	3	4	6	30
ARIZONA	15	2	6	76
ARKANSAS	13	1	1	45
CALIFORNIA	124	40	57	381
COLORADO	34	13	13	141
CONNECTICUT	18	2	7	59
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	2	0	0	19
IDAHO	7	4	1	18
ILLINOIS	.	.	.	.
INDIANA	7	3	5	58
IOWA	0	0	0	35
KANSAS	8	2	0	38
KENTUCKY	10	.	4	68
LOUISIANA	0	12	4	39
MAINE	32	5	5	100
MARYLAND	59	1	38	354
MASSACHUSETTS	31	47	40	281
MICHIGAN	30	16	30	143
MINNESOTA	.	.	.	.
MISSISSIPPI	5	0	1	24
MISSOURI	4	2	2	12
MONTANA	3	1	2	12
NEBRASKA	5	0	0	14
NEVADA	2	1	0	8
NEW HAMPSHIRE	0	0	0	24
NEW JERSEY	278	34	150	780
NEW MEXICO	14	10	6	60
NEW YORK	196	40	50	658
NORTH CAROLINA	10	2	10	77
NORTH DAKOTA	0	0	0	0
OHIO	82	33	24	585
OKLAHOMA	51	3	1	112
OREGON	.	.	.	.
PENNSYLVANIA	4	8	1	60
PUERTO RICO	6	4	7	55
RHODE ISLAND	13	0	0	18
SOUTH CAROLINA	0	0	0	12
SOUTH DAKOTA	8	3	3	36
TENNESSEE	28	6	5	87
TEXAS	.	.	25	167
UTAH	15	4	3	38
VERMONT	4	0	0	15
VIRGINIA	19	2	12	66
WASHINGTON	39	16	6	91
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0	0	1	1
GUAM	0	0	0	2
NORTHERN MARIANAS	0	0	0	4
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	3	1	16
U.S. AND OUTLYING AREAS	1,192	324	531	4,992
50 STATES, D.C. & P.R.	1,187	321	529	4,969

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0.22	8.26	3.70	0.00	0.43
ALASKA	4.65	4.07	0.58	0.00	0.58
ARIZONA	4.35	2.52	3.89	1.37	0.00
ARKANSAS	4.35	6.09	0.87	0.87	0.87
CALIFORNIA	1.39	1.74	2.48	0.83	0.52
COLORADO	4.26	0.91	2.03	0.51	0.51
CONNECTICUT	3.18	0.64	2.12	0.21	0.64
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	50.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0.00	6.10	14.63	0.00	0.00
IDAHO	0.00	0.00	0.00	5.32	1.06
ILLINOIS	.	.	.	.	.
INDIANA	0.28	6.25	5.11	0.28	0.28
IOWA	9.52	1.47	1.10	0.37	0.37
KANSAS	2.13	.	1.42	0.71	0.71
KENTUCKY	5.79	4.79	1.51	0.50	1.01
LOUISIANA	0.56	4.19	0.56	0.28	0.84
MAINE	7.19	2.61	0.87	1.53	0.44
MARYLAND	2.04	3.76	0.70	9.36	0.45
MASSACHUSETTS	8.80	.	0.72	5.12	.
MICHIGAN	0.67	0.59	2.44	1.68	0.25
MINNESOTA	.	.	.	.	.
MISSISSIPPI	1.81	4.22	4.22	0.00	0.60
MISSOURI	0.64	0.64	0.64	0.00	0.64
MONTANA	6.25	0.00	1.25	0.00	0.00
NEBRASKA	1.45	1.45	2.90	0.00	0.72
NEVADA	0.85	0.00	3.39	0.00	0.00
NEW HAMPSHIRE	1.74	4.35	14.78	0.00	0.00
NEW JERSEY	7.74	.	1.53	0.12	0.34
NEW MEXICO	5.17	2.41	1.38	0.00	1.38
NEW YORK	0.98	3.94	0.89	0.22	0.36
NORTH CAROLINA	0.82	5.95	2.87	1.03	0.62
NORTH DAKOTA	.	.	.	.	.
OHIO	5.59	1.27	2.00	0.21	0.34
OKLAHOMA	7.06	0.00	0.78	2.16	1.18
OREGON	.	.	.	.	.
PENNSYLVANIA	11.71	.	1.90	0.00	1.27
PUERTO RICO	0.35	0.88	4.23	0.00	1.23
RHODE ISLAND	6.06	0.00	6.06	3.03	0.00
SOUTH CAROLINA	0.71	5.00	1.43	0.00	1.43
SOUTH DAKOTA	1.89	0.00	10.69	0.63	0.63
TENNESSEE	0.40	4.52	1.06	0.13	0.27
TEXAS	11.42	0.00	0.00	.	.
UTAH	1.67	0.00	0.15	0.46	0.15
VERMONT	11.63	0.00	13.95	0.00	0.00
VIRGINIA	1.65	2.88	1.65	0.62	0.00
WASHINGTON	2.28	0.17	0.00	0.00	0.08
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	11.76	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	15.38	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	4.59	0.92	0.92	0.00	0.00
U.S. AND OUTLYING AREAS	3.21	1.73	1.41	0.84	0.34
50 STATES, D.C. & P.R.	3.20	1.72	1.42	0.85	0.34

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	MULTIPLE DISABILITIES			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	1.74	0.00	0.87	15.22
ALASKA	1.74	2.33	3.49	17.44
ARIZONA	3.43	0.46	1.37	17.39
ARKANSAS	5.65	0.43	0.43	19.57
CALIFORNIA	5.40	1.74	2.48	16.60
COLORADO	3.44	1.32	1.32	14.29
CONNECTICUT	3.82	0.42	1.49	12.53
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	50.00
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	2.44	0.00	0.00	23.17
IDAHO	7.45	4.26	1.06	19.15
ILLINOIS	.	.	.	.
INDIANA	1.99	0.85	1.42	16.48
IOWA	0.00	0.00	0.00	12.82
KANSAS	1.42	0.35	0.00	6.74
KENTUCKY	2.52	.	1.01	17.13
LOUISIANA	0.00	3.35	1.12	10.89
MAINE	6.97	1.09	1.09	21.79
MARYLAND	3.76	0.06	2.42	22.53
MASSACHUSETTS	2.78	4.22	3.59	25.22
MICHIGAN	2.52	1.34	2.52	12.02
MINNESOTA	.	.	.	.
MISSISSIPPI	3.01	0.00	0.60	14.46
MISSOURI	2.56	1.28	1.28	7.69
MONTANA	3.75	1.25	2.50	15.00
NEBRASKA	3.62	0.00	0.00	10.14
NEVADA	1.69	0.85	0.00	6.78
NEW HAMPSHIRE	0.00	0.00	0.00	20.87
NEW JERSEY	8.51	1.04	4.59	23.88
NEW MEXICO	4.83	3.45	2.07	20.69
NEW YORK	3.37	0.69	0.86	11.32
NORTH CAROLINA	2.05	0.41	2.05	15.81
NORTH DAKOTA	.	.	.	.
OHIO	1.73	0.70	0.51	12.34
OKLAHOMA	10.00	0.59	0.20	21.96
OREGON	.	.	.	.
PENNSYLVANIA	1.27	2.53	0.32	18.99
PUERTO RICO	1.06	0.71	1.23	9.70
RHODE ISLAND	39.39	0.00	0.00	54.55
SOUTH CAROLINA	0.00	0.00	0.00	8.57
SOUTH DAKOTA	5.03	1.89	1.89	22.64
TENNESSEE	3.72	0.80	0.66	11.55
TEXAS	.	.	2.01	13.44
UTAH	2.28	0.61	0.46	5.77
VERMONT	9.30	0.00	0.00	34.88
VIRGINIA	3.91	0.41	2.47	13.58
WASHINGTON	3.29	1.35	0.51	7.67
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0.00	0.00	20.00	20.00
GUAM	0.00	0.00	0.00	11.76
NORTHERN MARIANAS	0.00	0.00	0.00	15.38
PALAU	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	4.59	2.75	0.92	14.68
U.S. AND OUTLYING AREAS	3.05	0.83	1.36	12.76
50 STATES, D.C. & P.R.	3.05	0.82	1.36	12.76

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	22	8	1	5	0	
ALASKA	1	0	0	0	0	
ARIZONA	22	2	0	1	0	
ARKANSAS	41	4	0	6	0	
CALIFORNIA	194	69	9	50	2	
COLORADO	39	0	0	4	0	
CONNECTICUT	31	0	0	4	0	
DELAWARE	2	0	0	0	0	
DISTRICT OF COLUMBIA	0	1	1	0	1	
FLORIDA	61	65	0	15	2	
GEORGIA	29	39	0	28	0	
HAWAII	12	8	0	0	0	
IDAHO	5	1	1	1	0	
ILLINOIS	138	0	0	21	0	
INDIANA	87	6	3	7	0	
IOWA	49	0	0	66	0	
KANSAS	29	.	0	0	0	
KENTUCKY	19	1	.	4	1	
LOUISIANA	37	35	0	2	1	
MAINE	13	1	0	2	0	
MARYLAND	47	1	2	12	0	
MASSACHUSETTS	50	.	4	28	.	
MICHIGAN	118	7	0	41	0	
MINNESOTA	68	0	7	2	0	
MISSISSIPPI	4	10	0	0	0	
MISSOURI	18	16	0	4	0	
MONTANA	9	0	0	2	0	
NEBRASKA	21	0	1	5	0	
NEVADA	3	1	0	1	0	
NEW HAMPSHIRE	11	2	0	0	0	
NEW JERSEY	71	.	0	2	0	
NEW MEXICO	24	0	0	5	0	
NEW YORK	158	24	4	42	2	
NORTH CAROLINA	82	17	0	22	0	
NORTH DAKOTA	6	0	0	0	0	
OHIO	82	8	1	8	1	
OKLAHOMA	32	0	0	4	0	
OREGON	39	4	0	1	0	
PENNSYLVANIA	131	.	1	24	1	
PUERTO RICO	14	9	9	2	0	
RHODE ISLAND	10	3	0	1	0	
SOUTH CAROLINA	7	7	2	10	0	
SOUTH DAKOTA	7	0	0	5	0	
TENNESSEE	46	20	0	7	0	
TEXAS	168	0	0	.	.	
UTAH	7	0	0	9	0	
VERMONT	8	0	0	8	0	
VIRGINIA	33	12	0	20	0	
WASHINGTON	30	0	0	0	0	
WEST VIRGINIA	14	7	0	0	0	
WISCONSIN	44	3	0	9	0	
WYOMING	7	0	0	11	0	
AMERICAN SAMOA	0	0	0	0	0	
GUAM	3	0	0	1	0	
NORTHERN MARIANAS	0	0	0	0	0	
PALAU	5	0	0	1	0	
VIRGIN ISLANDS	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	1	0	2	15	0	
U. S. AND OUTLYING AREAS	2,209	391	48	518	11	
50 STATES, D.C. & P.R.	2,200	391	46	501	11	

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	11	1	7	55
ALASKA	0	0	0	1
ARIZONA	17	1	15	58
ARKANSAS	11	3	9	74
CALIFORNIA	186	49	90	649
COLORADO	16	3	2	64
CONNECTICUT	11	0	1	47
DELAWARE	0	0	0	2
DISTRICT OF COLUMBIA	0	1	0	4
FLORIDA	45	4	9	201
GEORGIA	23	12	23	154
HAWAII	0	0	0	20
IDAHO	4	2	1	15
ILLINOIS	32	27	19	237
INDIANA	44	9	20	176
IOWA	1	6	12	134
KANSAS	22	1	3	55
KENTUCKY	4	1	9	39
LOUISIANA	0	15	15	105
MAINE	7	0	4	27
MARYLAND	19	0	5	86
MASSACHUSETTS	17	26	21	146
MICHIGAN	30	28	20	244
MINNESOTA	7	18	7	109
MISSISSIPPI	2	4	0	20
MISSOURI	7	12	4	61
MONTANA	3	1	1	16
NEBRASKA	20	1	1	49
NEVADA	1	0	0	6
NEW HAMPSHIRE	0	0	8	21
NEW JERSEY	34	0	6	113
NEW MEXICO	12	4	6	51
NEW YORK	71	11	33	345
NORTH CAROLINA	29	6	18	174
NORTH DAKOTA	0	0	0	6
OHIO	43	5	9	157
OKLAHOMA	10	2	5	53
OREGON	.	11	2	57
PENNSYLVANIA	9	65	7	238
PUERTO RICO	8	5	8	55
RHODE ISLAND	11	0	1	26
SOUTH CAROLINA	10	4	6	46
SOUTH DAKOTA	4	1	0	17
TENNESSEE	27	3	14	117
TEXAS	.	.	26	194
UTAH	4	1	2	23
VERMONT	1	0	2	19
VIRGINIA	32	2	10	109
WASHINGTON	23	10	9	72
WEST VIRGINIA	3	1	3	28
WISCONSIN	18	11	92	177
WYOMING	3	.	4	25
AMERICAN SAMOA	0	1	0	1
GUAM	1	0	0	5
NORTHERN MARIANAS	0	0	0	0
PALAU	1	2	0	9
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	0	1	21
U.S. AND OUTLYING AREAS	896	370	570	5,013
50 STATES, D.C. & P.R.	892	367	569	4,977

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	5.87	2.13	0.27	1.33	0.00
ALASKA	2.04	0.00	0.00	0.00	0.00
ARIZONA	5.88	0.53	0.00	0.27	0.00
ARKANSAS	23.30	2.27	0.00	3.41	0.00
CALIFORNIA	7.61	2.71	0.35	1.96	0.08
COLORADO	13.31	0.00	0.00	1.37	0.00
CONNECTICUT	12.81	0.00	0.00	1.65	0.00
DELAWARE	3.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	14.29	14.29	0.00	14.29
FLORIDA	7.54	8.03	0.00	1.85	0.25
GEORGIA	6.36	8.55	0.00	6.14	0.00
HAWAII	12.77	8.51	0.00	0.00	0.00
IDAHO	4.72	0.94	0.94	0.94	0.00
ILLINOIS	13.01	0.00	0.00	1.98	0.00
INDIANA	19.12	1.32	0.66	1.54	0.00
IOWA	19.22	0.00	0.00	25.88	0.00
KANSAS	14.29	.	0.00	0.00	0.00
KENTUCKY	5.97	0.31	.	1.26	0.31
LOUISIANA	7.03	6.65	0.00	0.38	0.19
MAINE	14.29	1.10	0.00	2.20	0.00
MARYLAND	12.27	0.26	0.52	3.13	0.00
MASSACHUSETTS	10.02	.	0.80	5.61	.
MICHIGAN	12.61	0.75	0.00	4.38	0.00
MINNESOTA	13.85	0.00	1.43	0.41	0.00
MISSISSIPPI	1.94	4.85	0.00	0.00	0.00
MISSOURI	5.03	4.47	0.00	1.12	0.00
MONTANA	11.39	0.00	0.00	2.53	0.00
NEBRASKA	11.11	0.00	0.53	2.65	0.00
NEVADA	5.88	1.96	0.00	1.96	0.00
NEW HAMPSHIRE	14.67	2.67	0.00	0.00	0.00
NEW JERSEY	15.07	.	0.00	0.42	0.00
NEW MEXICO	16.11	0.00	0.00	3.36	0.00
NEW YORK	6.63	1.01	0.17	1.76	0.08
NORTH CAROLINA	12.89	2.67	0.00	3.46	0.00
NORTH DAKOTA	13.64	0.00	0.00	0.00	0.00
OHIO	9.84	0.96	0.12	0.96	0.12
OKLAHOMA	12.85	0.00	0.00	1.61	0.00
OREGON	7.28	0.75	0.00	0.19	0.00
PENNSYLVANIA	14.24	.	0.11	2.61	0.11
PUERTO RICO	3.56	2.29	2.29	0.51	0.00
RHODE ISLAND	17.86	5.36	0.00	1.79	0.00
SOUTH CAROLINA	2.25	2.25	0.64	3.22	0.00
SOUTH DAKOTA	14.00	0.00	0.00	10.00	0.00
TENNESSEE	9.07	3.94	0.00	1.38	0.00
TEXAS	9.64	0.00	0.00	.	.
UTAH	3.23	0.00	0.00	4.15	0.00
VERMONT	18.18	0.00	0.00	18.18	0.00
VIRGINIA	7.75	2.82	0.00	4.69	0.00
WASHINGTON	4.89	0.00	0.00	0.00	0.00
WEST VIRGINIA	9.27	4.64	0.00	0.00	0.00
WISCONSIN	29.53	2.01	0.00	6.04	0.00
WYOMING	13.46	0.00	0.00	21.15	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	30.00	0.00	0.00	10.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	29.41	0.00	0.00	5.88	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	25.00	0.00	50.00	375.00	0.00
U.S. AND OUTLYING AREAS	9.71	1.72	0.21	2.28	0.05
50 STATES, D.C. & P.R.	9.69	1.72	0.20	2.21	0.05

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	HEARING IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	2.93	0.27	1.87	14.67
ALASKA	0.00	0.00	0.00	2.04
ARIZONA	4.55	0.27	4.01	15.51
ARKANSAS	6.25	1.70	5.11	42.05
CALIFORNIA	7.29	1.92	3.53	25.45
COLORADO	5.46	1.02	0.68	21.84
CONNECTICUT	4.55	0.00	0.41	19.42
DELAWARE	0.00	0.00	0.00	3.33
DISTRICT OF COLUMBIA	0.00	14.29	0.00	57.14
FLORIDA	5.56	0.49	1.11	24.85
GEORGIA	5.04	2.63	5.04	33.77
HAWAII	0.00	0.00	0.00	21.28
IDAHO	3.77	1.89	0.94	14.15
ILLINOIS	3.02	2.54	1.79	22.34
INDIANA	9.67	1.98	4.40	38.68
IOWA	0.39	2.35	4.71	52.55
KANSAS	10.84	0.49	1.48	27.09
KENTUCKY	1.26	0.31	2.83	12.26
LOUISIANA	0.00	2.85	2.85	19.96
MAINE	7.69	0.00	4.40	29.67
MARYLAND	4.96	0.00	1.31	22.45
MASSACHUSETTS	3.41	5.21	4.21	29.26
MICHIGAN	3.21	2.99	2.14	26.07
MINNESOTA	1.43	3.67	1.43	22.20
MISSISSIPPI	0.97	1.94	0.00	9.71
MISSOURI	1.96	3.35	1.12	17.04
MONTANA	3.80	1.27	1.27	20.25
NEBRASKA	10.58	0.53	0.53	25.93
NEVADA	1.96	0.00	0.00	11.76
NEW HAMPSHIRE	0.00	0.00	10.67	28.00
NEW JERSEY	7.22	0.00	1.27	23.99
NEW MEXICO	8.05	2.68	4.03	34.23
NEW YORK	2.98	0.46	1.38	14.48
NORTH CAROLINA	4.56	0.94	2.83	27.36
NORTH DAKOTA	0.00	0.00	0.00	13.64
OHIO	5.16	0.60	1.08	18.85
OKLAHOMA	4.02	0.80	2.01	21.29
OREGON	.	2.05	0.37	10.63
PENNSYLVANIA	0.98	7.07	0.76	25.87
PUERTO RICO	2.04	1.27	2.04	13.99
RHODE ISLAND	19.64	0.00	1.79	46.43
SOUTH CAROLINA	3.22	1.29	1.93	14.79
SOUTH DAKOTA	8.00	2.00	0.00	34.00
TENNESSEE	5.33	0.59	2.76	23.08
TEXAS	.	.	1.49	11.14
UTAH	1.84	0.46	0.92	10.60
VERMONT	2.27	0.00	4.55	43.18
VIRGINIA	7.51	0.47	2.35	25.59
WASHINGTON	3.75	1.63	1.47	11.75
WEST VIRGINIA	1.99	0.66	1.99	18.54
WISCONSIN	12.08	7.38	61.74	118.79
WYOMING	5.77	.	7.69	48.08
AMERICAN SAMOA	0.00	33.33	0.00	33.33
GUAM	10.00	0.00	0.00	50.00
NORTHERN MARIANAS	.	.	.	.
PALAU	5.88	11.76	0.00	52.94
VIRGIN ISLANDS	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	50.00	0.00	25.00	525.00
U.S. AND OUTLYING AREAS	3.94	1.63	2.51	22.04
50 STATES, D.C. & P.R.	3.93	1.62	2.51	21.93

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.



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Table AD1

**Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year**

STATE	ORTHOPEDIC IMPAIRMENTS					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	6	11	5	1	1	
ALASKA	5	0	0	2	0	
ARIZONA	14	2	9	6	2	
ARKANSAS	5	0	0	0	0	
CALIFORNIA	110	60	50	79	18	
COLORADO	19	1	2	16	2	
CONNECTICUT	7	1	0	0	0	
DELAWARE	0	5	0	0	0	
DISTRICT OF COLUMBIA	1	0	0	0	0	
FLORIDA	117	47	0	128	5	
GEORGIA	17	14	0	0	1	
HAWAII	8	3	0	1	1	
IDAHO	3	1	0	1	0	
ILLINOIS	124	4	3	50	6	
INDIANA	27	1	1	5	1	
IOWA	37	0	0	34	3	
KANSAS	12	.	0	3	0	
KENTUCKY	19	3	.	3	.	
LOUISIANA	11	7	1	2	4	
MAINE	7	0	0	3	0	
MARYLAND	14	2	0	5	0	
MASSACHUSETTS	35	.	3	20	.	
MICHIGAN	162	17	12	80	2	
MINNESOTA	40	0	4	2	0	
MISSISSIPPI	7	28	1	1	4	
MISSOURI	13	7	2	4	2	
MONTANA	1	0	0	1	0	
NEBRASKA	11	1	0	16	1	
NEVADA	1	3	0	0	0	
NEW HAMPSHIRE	4	0	1	0	0	
NEW JERSEY	45	.	4	2	0	
NEW MEXICO	7	1	0	4	2	
NEW YORK	56	13	1	28	3	
NORTH CAROLINA	16	2	0	13	0	
NORTH DAKOTA	7	0	1	0	1	
OHIO	203	8	2	561	10	
OKLAHOMA	8	0	0	3	0	
OREGON	16	1	2	20	3	
PENNSYLVANIA	61	.	8	6	5	
PUERTO RICO	8	2	10	1	1	
RHODE ISLAND	9	5	0	0	0	
SOUTH CAROLINA	17	14	6	5	1	
SOUTH DAKOTA	3	0	0	6	0	
TENNESSEE	33	14	1	118	1	
TEXAS	139	0	0	.	.	
UTAH	4	0	0	3	0	
VERMONT	1	0	0	2	0	
VIRGINIA	25	4	0	14	0	
WASHINGTON	18	0	0	0	0	
WEST VIRGINIA	10	2	0	0	0	
WISCONSIN	28	1	2	8	2	
WYOMING	5	0	2	2	0	
AMERICAN SAMOA	0	0	0	0	0	
GUAM	0	0	0	0	0	
NORTHERN MARIANAS	0	0	0	0	0	
PALAU	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	
U. S. AND OUTLYING AREAS	1,557	285	133	1,259	82	
50 STATES, D. C. & P. R.	1,556	285	133	1,259	82	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	ORTHOPEDIC IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	1	0	0	25
ALASKA	1	0	0	8
ARIZONA	2	1	1	37
ARKANSAS	1	0	0	6
CALIFORNIA	150	61	105	633
COLORADO	19	4	4	67
CONNECTICUT	1	0	0	9
DELAWARE	3	0	0	8
DISTRICT OF COLUMBIA	0	0	0	1
FLORIDA	152	12	30	491
GEORGIA	7	2	8	49
HAWAII	0	0	6	19
IDAHO	3	1	1	10
ILLINOIS	17	17	19	240
INDIANA	6	2	0	43
IOWA	0	2	4	80
KANSAS	4	2	1	22
KENTUCKY	3	.	2	30
LOUISIANA	0	10	10	45
MAINE	0	1	1	12
MARYLAND	1	0	0	22
MASSACHUSETTS	12	17	14	101
MICHIGAN	75	64	82	494
MINNESOTA	4	12	7	69
MISSISSIPPI	9	3	4	57
MISSOURI	0	0	0	28
MONTANA	1	0	0	3
NEBRASKA	6	3	0	38
NEVADA	1	0	0	5
NEW HAMPSHIRE	0	0	1	6
NEW JERSEY	4	2	4	61
NEW MEXICO	8	5	2	29
NEW YORK	14	4	5	124
NORTH CAROLINA	7	2	4	44
NORTH DAKOTA	0	0	0	9
OHIO	49	16	32	881
OKLAHOMA	1	0	1	13
OREGON	.	4	3	49
PENNSYLVANIA	4	14	1	99
PUERTO RICO	6	2	3	33
RHODE ISLAND	11	1	0	26
SOUTH CAROLINA	9	2	6	60
SOUTH DAKOTA	1	1	0	11
TENNESSEE	16	3	6	192
TEXAS	.	.	29	168
UTAH	1	0	2	10
VERMONT	0	0	0	3
VIRGINIA	5	0	3	51
WASHINGTON	5	1	2	26
WEST VIRGINIA	2	1	1	16
WISCONSIN	10	7	6	64
WYOMING	2	.	1	12
AMERICAN SAMOA	0	0	0	0
GUAM	1	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	1	1	2
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1
U.S. AND OUTLYING AREAS	635	280	412	4,643
50 STATES, D.C. & P.R.	634	279	411	4,639

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	ORTHOPEDIC IMPAIRMENTS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	4.65	8.53	3.88	0.78	0.78
ALASKA	18.52	0.00	0.00	7.41	0.00
ARIZONA	6.33	0.90	4.07	2.71	0.90
ARKANSAS	16.67	0.00	0.00	0.00	0.00
CALIFORNIA	3.43	1.87	1.56	2.47	0.56
COLORADO	5.48	0.29	0.58	4.61	0.58
CONNECTICUT	13.21	1.89	0.00	0.00	0.00
DELAWARE	0.00	4.76	0.00	0.00	0.00
DISTRICT OF COLUMBIA	4.55	0.00	0.00	0.00	0.00
FLORIDA	8.67	3.48	0.00	9.48	0.37
GEORGIA	8.25	6.80	0.00	0.00	0.49
HAWAII	11.76	4.41	0.00	1.47	1.47
IDAHO	6.52	2.17	0.00	2.17	0.00
ILLINOIS	16.85	0.54	0.41	6.79	0.82
INDIANA	13.78	0.51	0.51	2.55	0.51
IOWA	13.86	0.00	0.00	12.73	1.12
KANSAS	11.43		0.00	2.86	0.00
KENTUCKY	16.10	2.54		2.54	
LOUISIANA	3.01	1.91	0.27	0.55	1.09
MAINE	25.00	0.00	0.00	10.71	0.00
MARYLAND	11.29	1.61	0.00	4.03	0.00
MASSACHUSETTS	13.89		1.19	7.94	
MICHIGAN	8.20	0.86	0.61	4.05	0.10
MINNESOTA	12.01	0.00	1.20	0.60	0.00
MISSISSIPPI	1.88	7.51	0.27	0.27	1.07
MISSOURI	5.51	2.97	0.85	1.69	0.85
MONTANA	4.35	0.00	0.00	4.35	0.00
NEBRASKA	9.17	0.83	0.00	13.33	0.83
NEVADA	2.13	6.38	0.00	0.00	0.00
NEW HAMPSHIRE	11.11	0.00	2.78	0.00	0.00
NEW JERSEY	28.85		2.56	1.28	0.00
NEW MEXICO	4.32	0.62	0.00	2.47	1.23
NEW YORK	6.08	1.41	0.11	3.04	0.33
NORTH CAROLINA	6.50	0.81	0.00	5.28	0.00
NORTH DAKOTA	25.93	0.00	3.70	0.00	3.70
OHIO	26.78	1.06	0.26	74.01	1.32
OKLAHOMA	11.27	0.00	0.00	4.23	0.00
OREGON	4.68	0.29	0.58	5.85	0.88
PENNSYLVANIA	13.93		1.83	1.37	1.14
PUERTO RICO	3.48	0.87	4.35	0.43	0.43
RHODE ISLAND	18.75	10.42	0.00	0.00	0.00
SOUTH CAROLINA	7.11	5.86	2.51	2.09	0.42
SOUTH DAKOTA	11.54	0.00	0.00	23.08	0.00
TENNESSEE	8.92	3.78	0.27	31.89	0.27
TEXAS	11.01	0.00	0.00		
UTAH	6.90	0.00	0.00	5.17	0.00
VERMONT	4.35	0.00	0.00	8.70	0.00
VIRGINIA	13.51	2.16	0.00	7.57	0.00
WASHINGTON	6.52	0.00	0.00	0.00	0.00
WEST VIRGINIA	15.38	3.08	0.00	0.00	0.00
WISCONSIN	16.28	0.58	1.16	4.65	1.16
WYOMING	12.20	0.00	4.88	4.88	0.00
AMERICAN SAMOA					
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS					
BUR. OF INDIAN AFFAIRS	50.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	9.01	1.65	0.77	7.29	0.47
50 STATES, D.C. & P.R.	9.02	1.65	0.77	7.30	0.48

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	ORTHOPEdic IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	0.78	0.00	0.00	19.38
ALASKA	3.70	0.00	0.00	29.63
ARIZONA	0.90	0.45	0.45	16.74
ARKANSAS	3.33	0.00	0.00	20.00
CALIFORNIA	4.68	1.90	3.28	19.76
COLORADO	5.48	1.15	1.15	19.31
CONNECTICUT	1.89	0.00	0.00	16.98
DELAWARE	2.86	0.00	0.00	7.62
DISTRICT OF COLUMBIA	0.00	0.00	0.00	4.55
FLORIDA	11.26	0.89	2.22	36.37
GEORGIA	3.40	0.97	3.88	23.79
HAWAII	0.00	0.00	8.82	27.94
IDAHO	6.52	2.17	2.17	21.74
ILLINOIS	2.31	2.31	2.58	32.61
INDIANA	3.06	1.02	0.00	21.94
IOWA	0.00	0.75	1.50	29.96
KANSAS	3.81	1.90	0.95	20.95
KENTUCKY	2.54	.	1.69	25.42
LOUISIANA	0.00	2.73	2.73	12.30
MAINE	0.00	3.57	3.57	42.86
MARYLAND	0.81	0.00	0.00	17.74
MASSACHUSETTS	4.76	6.75	5.56	40.08
MICHIGAN	3.80	3.24	4.15	25.01
MINNESOTA	1.20	3.60	2.10	20.72
MISSISSIPPI	2.41	0.80	1.07	15.28
MISSOURI	0.00	0.00	0.00	11.86
MONTANA	4.35	0.00	0.00	13.04
NEBRASKA	5.00	2.50	0.00	31.67
NEVADA	2.13	0.00	0.00	10.64
NEW HAMPSHIRE	0.00	0.00	2.78	16.67
NEW JERSEY	2.56	1.28	2.56	39.10
NEW MEXICO	4.94	3.09	1.23	17.90
NEW YORK	1.52	0.43	0.54	13.46
NORTH CAROLINA	2.85	0.81	1.63	17.89
NORTH DAKOTA	0.00	0.00	0.00	33.33
OHIO	6.46	2.11	4.22	116.23
OKLAHOMA	1.41	0.00	1.41	18.31
OREGON	.	1.17	0.88	14.33
PENNSYLVANIA	0.91	3.20	0.23	22.60
PUERTO RICO	2.61	0.87	1.30	14.35
RHODE ISLAND	22.92	2.08	0.00	54.17
SOUTH CAROLINA	3.77	0.84	2.51	25.10
SOUTH DAKOTA	3.85	3.85	0.00	42.31
TENNESSEE	4.32	0.81	1.62	51.89
TEXAS	.	.	2.30	13.31
UTAH	1.72	0.00	3.45	17.24
VERMONT	0.00	0.00	0.00	13.04
VIRGINIA	2.70	0.00	1.62	27.57
WASHINGTON	1.81	0.36	0.72	9.42
WEST VIRGINIA	3.08	1.54	1.54	24.62
WISCONSIN	5.81	4.07	3.49	37.21
WYOMING	4.88	.	2.44	29.27
AMERICAN SAMOA	.	.	.	.
GUAM	12.50	0.00	0.00	12.50
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	20.00	20.00	40.00
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	50.00
U.S. AND OUTLYING AREAS	3.67	1.62	2.38	26.87
50 STATES, D.C. & P.R.	3.67	1.62	2.38	26.88

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	19	10	0	9	0	
ALASKA	11	0	0	6	0	
ARIZONA	14	7	1	3	1	
ARKANSAS	28	3	0	12	2	
CALIFORNIA	165	31	13	369	18	
COLORADO	0	0	0	0	0	
CONNECTICUT	44	0	0	26	0	
DELAWARE	0	0	0	0	0	
DISTRICT OF COLUMBIA	0	0	0	0	1	
FLORIDA	347	21	0	2,674	12	
GEORGIA	28	15	0	8	0	
HAWAII	5	3	0	0	0	
IDAHO	3	0	0	6	1	
ILLINOIS	89	0	3	360	3	
INDIANA	3	1	1	1	0	
IOWA	0	0	0	0	0	
KANSAS	23	.	0	12	2	
KENTUCKY	12	1	.	1	.	
LOUISIANA	31	19	0	17	4	
MAINE	15	0	0	10	1	
MARYLAND	31	4	0	54	0	
MASSACHUSETTS	42	.	3	25	.	
MICHIGAN	.	.	.	.	.	
MINNESOTA	73	0	2	11	6	
MISSISSIPPI	.	.	.	.	.	
MISSOURI	11	3	0	0	2	
MONTANA	10	0	0	3	0	
NEBRASKA	26	0	1	23	5	
NEVADA	7	2	0	1	1	
NEW HAMPSHIRE	26	1	2	0	0	
NEW JERSEY	146	.	2	14	2	
NEW MEXICO	6	2	0	2	0	
NEW YORK	124	21	1	53	7	
NORTH CAROLINA	116	9	4	59	4	
NORTH DAKOTA	1	0	0	1	1	
OHIO	.	.	.	.	.	
OKLAHOMA	25	0	0	2	0	
OREGON	24	7	2	32	6	
PENNSYLVANIA	0	.	1	0	0	
PUERTO RICO	7	7	3	4	3	
RHODE ISLAND	25	0	0	166	1	
SOUTH CAROLINA	8	1	0	4	0	
SOUTH DAKOTA	1	0	0	1	0	
TENNESSEE	84	12	1	709	7	
TEXAS	440	0	0	.	.	
UTAH	3	0	0	8	0	
VERMONT	9	0	1	3	2	
VIRGINIA	36	5	2	7	2	
WASHINGTON	86	4	0	0	0	
WEST VIRGINIA	6	0	0	0	0	
WISCONSIN	22	1	0	33	2	
WYOMING	17	0	1	4	1	
AMERICAN SAMOA	0	0	0	0	0	
GUAM	0	0	0	0	0	
NORTHERN MARIANAS	0	0	0	0	0	
PALAU	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	1	1	0	0	0	
U.S. AND OUTLYING AREAS	2,250	191	44	4,733	97	
50 STATES, D.C. & P.R.	2,249	190	44	4,733	97	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	6	1	6	51
ALASKA	5	6	4	32
ARIZONA	12	13	54	105
ARKANSAS	24	6	9	84
CALIFORNIA	232	75	157	1,060
COLORADO	0	0	0	0
CONNECTICUT	9	7	12	98
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1
FLORIDA	637	74	143	3,908
GEORGIA	16	8	12	87
HAWAII	0	0	0	8
IDAHO	11	5	4	30
ILLINOIS	32	26	67	580
INDIANA	2	0	6	14
IOWA	6	0	0	6
KANSAS	28	6	12	83
KENTUCKY	10	3	12	39
LOUISIANA	0	50	46	167
MAINE	4	0	2	32
MARYLAND	13	3	9	114
MASSACHUSETTS	14	21	19	124
MICHIGAN	.	.	.	.
MINNESOTA	14	46	15	167
MISSISSIPPI	.	.	.	.
MISSOURI	10	4	9	39
MONTANA	0	1	4	18
NEBRASKA	18	5	12	90
NEVADA	3	0	6	20
NEW HAMPSHIRE	0	0	36	65
NEW JERSEY	12	2	20	198
NEW MEXICO	8	2	3	23
NEW YORK	67	21	34	328
NORTH CAROLINA	34	5	44	275
NORTH DAKOTA	0	0	0	3
OHIO	.	.	.	.
OKLAHOMA	4	4	10	45
OREGON	.	26	8	105
PENNSYLVANIA	0	3	0	4
PUERTO RICO	10	3	9	46
RHODE ISLAND	25	0	12	229
SOUTH CAROLINA	7	0	5	25
SOUTH DAKOTA	2	1	1	6
TENNESSEE	96	36	23	968
TEXAS	.	.	121	561
UTAH	23	7	1	42
VERMONT	4	0	0	19
VIRGINIA	27	2	14	95
WASHINGTON	81	54	29	254
WEST VIRGINIA	1	0	2	9
WISCONSIN	12	10	4	84
WYOMING	8	.	7	38
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	1	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	1	4
U.S. AND OUTLYING AREAS	1,528	536	1,005	10,384
50 STATES, D.C. & P.R.	1,527	536	1,003	10,379

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	6.46	3.40	0.00	3.06	0.00
ALASKA	17.46	0.00	0.00	9.52	0.00
ARIZONA	10.85	5.43	0.78	2.33	0.78
ARKANSAS	10.65	1.14	0.00	4.56	0.76
CALIFORNIA	5.20	0.98	0.41	11.63	0.57
COLORADO					
CONNECTICUT	10.48	0.00	0.00	6.19	0.00
DELAWARE					
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	5.56
FLORIDA	38.73	2.34	0.00	298.44	1.34
GEORGIA	7.33	3.93	0.00	2.09	0.00
HAWAII	5.75	3.45	0.00	0.00	0.00
IDAHO	2.33	0.00	0.00	4.65	0.78
ILLINOIS	12.23	0.00	0.41	49.45	0.41
INDIANA	2.59	0.86	0.86	0.86	0.00
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	8.27		0.00	4.32	0.72
KENTUCKY	9.45	0.79		0.79	
LOUISIANA	4.05	2.48	0.00	2.22	0.52
MAINE	8.47	0.00	0.00	5.65	0.56
MARYLAND	7.67	0.99	0.00	13.37	0.00
MASSACHUSETTS	9.81		0.70	5.84	
MICHIGAN					
MINNESOTA	13.25	0.00	0.36	2.00	1.09
MISSISSIPPI					
MISSOURI	3.69	1.01	0.00	0.00	0.67
MONTANA	7.52	0.00	0.00	2.26	0.00
NEBRASKA	10.88	0.00	0.42	9.62	2.09
NEVADA	3.66	1.05	0.00	0.52	0.52
NEW HAMPSHIRE	8.39	0.32	0.65	0.00	0.00
NEW JERSEY	45.91		0.63	4.40	0.63
NEW MEXICO	4.20	1.40	0.00	1.40	0.00
NEW YORK	6.97	1.18	0.06	2.98	0.39
NORTH CAROLINA	12.11	0.94	0.42	6.16	0.42
NORTH DAKOTA	2.63	0.00	0.00	2.63	2.63
OHIO					
OKLAHOMA	18.94	0.00	0.00	1.52	0.00
OREGON	4.74	1.38	0.40	6.32	1.19
PENNSYLVANIA	0.00		2.27	0.00	0.00
PUERTO RICO	2.55	2.55	1.09	1.46	1.09
RHODE ISLAND	15.06	0.00	0.00	100.00	0.60
SOUTH CAROLINA	8.89	1.11	0.00	4.44	0.00
SOUTH DAKOTA	3.33	0.00	0.00	3.33	0.00
TENNESSEE	6.55	0.94	0.08	55.26	0.55
TEXAS	8.59	0.00	0.00		
UTAH	1.96	0.00	0.00	5.23	0.00
VERMONT	12.33	0.00	1.37	4.11	2.74
VIRGINIA	8.29	1.15	0.46	1.61	0.46
WASHINGTON	3.35	0.16	0.00	0.00	0.00
WEST VIRGINIA	11.76	0.00	0.00	0.00	0.00
WISCONSIN	14.01	0.64	0.00	21.02	1.27
WYOMING	14.91	0.00	0.88	3.51	0.88
AMERICAN SAMOA					
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	14.29	14.29	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.52	0.72	0.17	17.93	0.37
50 STATES, D.C. & P.R.	8.53	0.72	0.17	17.95	0.37

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	2.04	0.34	2.04	17.35
ALASKA	7.94	9.52	6.35	50.79
ARIZONA	9.30	10.08	41.86	81.40
ARKANSAS	9.13	2.28	3.42	31.94
CALIFORNIA	7.31	2.36	4.95	33.40
COLORADO	.	.	.	.
CONNECTICUT	2.14	1.67	2.86	23.33
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	5.56
FLORIDA	71.09	8.26	15.96	436.16
GEORGIA	4.19	2.09	3.14	22.77
HAWAII	0.00	0.00	0.00	9.20
IDAHO	8.53	3.88	3.10	23.26
ILLINOIS	4.40	3.57	9.20	79.67
INDIANA	1.72	0.00	5.17	12.07
IOWA	600.00	0.00	0.00	600.00
KANSAS	10.07	2.16	4.32	29.86
KENTUCKY	7.87	2.36	9.45	30.71
LOUISIANA	0.00	6.53	6.01	21.80
MAINE	2.26	0.00	1.13	18.08
MARYLAND	3.22	0.74	2.23	28.22
MASSACHUSETTS	3.27	4.91	4.44	28.97
MICHIGAN	.	.	.	.
MINNESOTA	2.54	8.35	2.72	30.31
MISSISSIPPI	.	.	.	.
MISSOURI	3.36	1.34	3.02	13.09
MONTANA	0.00	0.75	3.01	13.53
NEBRASKA	7.53	2.09	5.02	37.66
NEVADA	1.57	0.00	3.14	10.47
NEW HAMPSHIRE	0.00	0.00	11.61	20.97
NEW JERSEY	3.77	0.63	6.29	62.26
NEW MEXICO	5.59	1.40	2.10	16.08
NEW YORK	3.77	1.18	1.91	18.45
NORTH CAROLINA	3.55	0.52	4.59	28.71
NORTH DAKOTA	0.00	0.00	0.00	7.89
OHIO	.	.	.	.
OKLAHOMA	3.03	3.03	7.58	34.09
OREGON	.	5.14	1.58	20.75
PENNSYLVANIA	0.00	6.82	0.00	9.09
PUERTO RICO	3.65	1.09	3.28	16.79
RHODE ISLAND	15.06	0.00	7.23	137.95
SOUTH CAROLINA	7.78	0.00	5.56	27.78
SOUTH DAKOTA	6.67	3.33	3.33	20.00
TENNESSEE	7.48	2.81	1.79	75.45
TEXAS	.	.	2.36	10.95
UTAH	15.03	4.58	0.65	27.45
VERMONT	5.48	0.00	0.00	26.03
VIRGINIA	6.22	0.46	3.23	21.89
WASHINGTON	3.15	2.10	1.13	9.88
WEST VIRGINIA	1.96	0.00	3.92	17.65
WISCONSIN	7.64	6.37	2.55	53.50
WYOMING	7.02	.	6.14	33.33
AMERICAN SAMOA	.	.	.	.
GUAM	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	50.00	50.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	14.29	0.00	14.29	57.14
U. S. AND OUTLYING AREAS	5.79	2.03	3.81	39.34
50 STATES, D.C. & P.R.	5.79	2.03	3.80	39.36

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	13	1	0	3	1	
ALASKA	0	0	0	2	0	
ARIZONA	12	0	5	2	1	
ARKANSAS	22	1	0	3	0	
CALIFORNIA	79	22	13	23	6	
COLORADO	11	0	1	2	0	
CONNECTICUT	10	1	3	0	1	
DELAWARE	0	0	0	0	0	
DISTRICT OF COLUMBIA	0	0	0	0	0	
FLORIDA	43	6	0	9	0	
GEORGIA	23	9	0	12	1	
HAWAII	1	0	0	0	0	
IDAHO	2	0	0	0	0	
ILLINOIS	48	0	0	13	0	
INDIANA	21	0	0	1	0	
IOWA	11	3	0	2	0	
KANSAS	3	.	0	1	0	
KENTUCKY	12	1	3	3	.	
LOUISIANA	12	3	0	0	1	
MAINE	5	0	0	0	0	
MARYLAND	15	7	0	4	0	
MASSACHUSETTS	22	.	2	13	.	
MICHIGAN	34	1	0	14	0	
MINNESOTA	15	0	0	2	0	
MISSISSIPPI	5	7	0	1	0	
MISSOURI	18	4	0	0	0	
MONTANA	2	0	0	0	0	
NEBRASKA	11	0	2	0	1	
NEVADA	3	1	0	1	0	
NEW HAMPSHIRE	6	1	1	0	0	
NEW JERSEY	32	.	0	2	0	
NEW MEXICO	8	1	0	1	0	
NEW YORK	53	6	0	15	1	
NORTH CAROLINA	40	4	2	16	0	
NORTH DAKOTA	2	0	0	0	0	
OHIO	46	3	0	19	0	
OKLAHOMA	18	0	0	10	0	
OREGON	13	2	6	0	0	
PENNSYLVANIA	56	.	6	13	3	
PUERTO RICO	14	2	6	1	1	
RHODE ISLAND	5	0	0	2	0	
SOUTH CAROLINA	8	11	4	0	0	
SOUTH DAKOTA	2	1	1	1	0	
TENNESSEE	28	2	0	8	0	
TEXAS	75	0	0	.	.	
UTAH	4	0	0	4	0	
VERMONT	1	0	0	0	0	
VIRGINIA	21	5	0	8	0	
WASHINGTON	5	0	0	0	1	
WEST VIRGINIA	24	0	0	2	0	
WISCONSIN	15	0	1	3	1	
WYOMING	2	0	0	1	0	
AMERICAN SAMOA	0	0	0	0	0	
GUAM	0	0	0	0	0	
NORTHERN MARIANAS	0	0	0	0	0	
PALAU	0	0	0	1	0	
VIRGIN ISLANDS	0	0	0	0	0	
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	
U.S. AND OUTLYING AREAS	931	105	53	218	19	
50 STATES, D.C. & P.R.	931	105	53	217	19	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.



Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	2	0	1	21
ALASKA	0	0	2	4
ARIZONA	6	1	1	28
ARKANSAS	1	1	4	32
CALIFORNIA	61	39	37	280
COLORADO	7	0	1	22
CONNECTICUT	3	2	0	20
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	25	0	4	87
GEORGIA	15	1	9	70
HAWAII	0	0	0	1
IDAHO	2	2	0	6
ILLINOIS	10	13	11	95
INDIANA	6	2	4	34
IOWA	1	0	2	19
KANSAS	4	0	0	8
KENTUCKY	6	2	5	29
LOUISIANA	0	5	7	28
MAINE	2	0	0	7
MARYLAND	13	0	1	40
MASSACHUSETTS	7	10	9	63
MICHIGAN	10	6	7	72
MINNESOTA	0	3	2	22
MISSISSIPPI	4	0	3	20
MISSOURI	9	4	11	46
MONTANA	3	0	0	5
NEBRASKA	2	0	0	16
NEVADA	2	0	0	7
NEW HAMPSHIRE	0	0	1	9
NEW JERSEY	4	2	2	42
NEW MEXICO	5	3	1	19
NEW YORK	22	6	13	116
NORTH CAROLINA	7	2	5	76
NORTH DAKOTA	0	0	0	2
OHIO	13	4	8	93
OKLAHOMA	3	3	3	37
OREGON	.	6	0	27
PENNSYLVANIA	8	23	7	116
PUERTO RICO	4	7	7	42
RHODE ISLAND	2	0	0	9
SOUTH CAROLINA	3	3	2	31
SOUTH DAKOTA	1	1	0	7
TENNESSEE	18	5	2	63
TEXAS	.	.	13	88
UTAH	6	1	2	17
VERMONT	1	0	0	2
VIRGINIA	13	0	2	49
WASHINGTON	2	2	1	11
WEST VIRGINIA	8	1	4	39
WISCONSIN	2	3	1	26
WYOMING	0	.	0	3
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	1	0	0	2
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	1
U.S. AND OUTLYING AREAS	324	164	195	2,009
50 STATES, D.C. & P.R.	323	163	195	2,006

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	7.14	0.55	0.00	1.65	0.55
ALASKA	0.00	0.00	0.00	22.22	0.00
ARIZONA	8.33	0.00	3.47	1.39	0.69
ARKANSAS	30.14	1.37	0.00	4.11	0.00
CALIFORNIA	7.38	2.05	1.21	2.15	0.56
COLORADO	9.91	0.00	0.90	1.80	0.00
CONNECTICUT	6.21	0.62	1.86	0.00	0.62
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	11.72	1.63	0.00	2.45	0.00
GEORGIA	11.62	4.55	0.00	6.06	0.51
HAWAII	3.70	0.00	0.00	0.00	0.00
IDAHO	5.41	0.00	0.00	0.00	0.00
ILLINOIS	12.77	0.00	0.00	3.46	0.00
INDIANA	9.59	0.00	0.00	0.46	0.00
IOWA	13.75	3.75	0.00	2.50	0.00
KANSAS	4.69	.	0.00	1.56	0.00
KENTUCKY	5.94	0.50	.	1.49	.
LOUISIANA	6.67	1.67	0.00	0.00	0.56
MAINE	16.67	0.00	0.00	0.00	0.00
MARYLAND	9.15	4.27	0.00	2.44	0.00
MASSACHUSETTS	10.84	.	0.99	6.40	.
MICHIGAN	10.40	0.31	0.00	4.28	0.00
MINNESOTA	11.45	0.00	0.00	1.53	0.00
MISSISSIPPI	5.26	7.37	0.00	1.05	0.00
MISSOURI	13.14	2.92	0.00	0.00	0.00
MONTANA	8.70	0.00	0.00	0.00	0.00
NEBRASKA	14.47	0.00	2.63	0.00	1.32
NEVADA	12.50	4.17	0.00	4.17	0.00
NEW HAMPSHIRE	22.22	3.70	3.70	0.00	0.00
NEW JERSEY	23.70	.	0.00	1.48	0.00
NEW MEXICO	14.04	1.75	0.00	1.75	0.00
NEW YORK	8.60	0.97	0.00	2.44	0.16
NORTH CAROLINA	16.60	1.66	0.83	6.64	0.00
NORTH DAKOTA	10.53	0.00	0.00	0.00	0.00
OHIO	12.30	0.80	0.00	5.08	0.00
OKLAHOMA	18.95	0.00	0.00	10.53	0.00
OREGON	6.95	1.07	3.21	0.00	0.00
PENNSYLVANIA	12.67	.	1.36	2.94	0.68
PUERTO RICO	5.34	0.76	2.29	0.38	0.38
RHODE ISLAND	15.63	0.00	0.00	6.25	0.00
SOUTH CAROLINA	5.52	7.59	2.76	0.00	0.00
SOUTH DAKOTA	7.41	3.70	3.70	3.70	0.00
TENNESSEE	9.30	0.66	0.00	2.66	0.00
TEXAS	10.81	0.00	0.00	.	.
UTAH	3.57	0.00	0.00	3.57	0.00
VERMONT	9.09	0.00	0.00	0.00	0.00
VIRGINIA	11.93	2.84	0.00	4.55	0.00
WASHINGTON	4.20	0.00	0.00	0.00	0.84
WEST VIRGINIA	26.97	0.00	0.00	2.25	0.00
WISCONSIN	14.56	0.00	0.97	2.91	0.97
WYOMING	10.53	0.00	0.00	5.26	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	0.00	0.00	5.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	10.26	1.16	0.58	2.40	0.21
50 STATES, D.C. & P.R.	10.30	1.16	0.59	2.40	0.21

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	VISUAL IMPAIRMENTS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	1.10	0.00	0.55	11.54
ALASKA	0.00	0.00	22.22	44.44
ARIZONA	4.17	0.69	0.69	19.44
ARKANSAS	1.37	1.37	5.48	43.84
CALIFORNIA	5.70	3.64	3.45	26.14
COLORADO	6.31	0.00	0.90	19.82
CONNECTICUT	1.86	1.24	0.00	12.42
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	6.81	0.00	1.09	23.71
GEORGIA	7.58	0.51	4.55	35.35
HAWAII	0.00	0.00	0.00	3.70
IDAHO	5.41	5.41	0.00	16.22
ILLINOIS	2.66	3.46	2.93	25.27
INDIANA	2.74	0.91	1.83	15.53
IOWA	1.25	0.00	2.50	23.75
KANSAS	6.25	0.00	0.00	12.50
KENTUCKY	2.97	0.99	2.48	14.36
LOUISIANA	0.00	2.78	3.89	15.56
MAINE	6.67	0.00	0.00	23.33
MARYLAND	7.93	0.00	0.61	24.39
MASSACHUSETTS	3.45	4.93	4.43	31.03
MICHIGAN	3.06	1.83	2.14	22.02
MINNESOTA	0.00	2.29	1.53	16.79
MISSISSIPPI	4.21	0.00	3.16	21.05
MISSOURI	6.57	2.92	8.03	33.58
MONTANA	13.04	0.00	0.00	21.74
NEBRASKA	2.63	0.00	0.00	21.05
NEVADA	8.33	0.00	0.00	29.17
NEW HAMPSHIRE	0.00	0.00	3.70	33.33
NEW JERSEY	2.96	1.48	1.48	31.11
NEW MEXICO	8.77	5.26	1.75	33.33
NEW YORK	3.57	0.97	2.11	18.83
NORTH CAROLINA	2.90	0.83	2.07	31.54
NORTH DAKOTA	0.00	0.00	0.00	10.53
OHIO	3.48	1.07	2.14	24.87
OKLAHOMA	3.16	3.16	3.16	38.95
OREGON	.	3.21	0.00	14.44
PENNSYLVANIA	1.81	5.20	1.58	26.24
PUERTO RICO	1.53	2.67	2.67	16.03
RHODE ISLAND	6.25	0.00	0.00	28.13
SOUTH CAROLINA	2.07	2.07	1.38	21.38
SOUTH DAKOTA	3.70	3.70	0.00	25.93
TENNESSEE	5.98	1.66	0.66	20.93
TEXAS	.	.	1.87	12.68
UTAH	5.36	0.89	1.79	15.18
VERMONT	9.09	0.00	0.00	18.18
VIRGINIA	7.39	0.00	1.14	27.84
WASHINGTON	1.68	1.68	0.84	9.24
WEST VIRGINIA	8.99	1.12	4.49	43.82
WISCONSIN	1.94	2.91	0.97	25.24
WYOMING	0.00	.	0.00	15.79
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.
PALAU	5.00	0.00	0.00	10.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	25.00	0.00	25.00
U.S. AND OUTLYING AREAS	3.57	1.81	2.15	22.15
50 STATES, D.C. & P.R.	3.57	1.80	2.16	22.19

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	AUTISM					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0
ARIZONA	2	1	1	0	0	0
ARKANSAS	3	0	0	0	0	0
CALIFORNIA	10	8	15	8	1	1
COLORADO	0	0	0	0	0	0
CONNECTICUT	3	0	2	0	1	1
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	3	0	0	0
FLORIDA	8	16	0	2	0	0
GEORGIA	0	6	1	0	0	0
HAWAII	0	9	0	0	0	0
IDAHO	0	0	0	1	0	0
ILLINOIS	6	0	4	0	0	0
INDIANA	5	7	5	0	0	0
IOWA	1	1	0	0	0	0
KANSAS	0	.	0	0	0	0
KENTUCKY	.	1	.	.	.	.
LOUISIANA	1	6	2	0	0	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	28	.	2	18	6	0
MICHIGAN	5	1	14	10	0	0
MINNESOTA	13	0	0	0	0	0
MISSISSIPPI	0	1	0	0	0	0
MISSOURI	1	0	3	0	0	0
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	1	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	8	.	2	0	0	0
NEW MEXICO	0	0	0	0	0	0
NEW YORK	3	20	2	1	0	0
NORTH CAROLINA	5	17	11	1	1	1
NORTH DAKOTA	0	0	0	0	0	0
OHIO	3	0	0	0	0	0
OKLAHOMA	1	0	0	0	0	0
OREGON	4	4	1	0	0	0
PENNSYLVANIA	5	.	1	2	0	0
PUERTO RICO	0	1	1	1	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	1	8	2	0	0	0
SOUTH DAKOTA	0	0	5	0	0	0
TENNESSEE	0	4	0	0	0	0
TEXAS	43	0	0	.	.	.
UTAH	1	0	0	1	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	1	3	1	0	0	0
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	0	2	0	0	0	0
WISCONSIN	8	1	1	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	169	120	80	51	3	
50 STATES, D.C. & P.R.	169	120	79	51	3	

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	AUTISM			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	0	0	0	0
ALASKA	0	0	0	0
ARIZONA	1	0	0	5
ARKANSAS	1	0	0	4
CALIFORNIA	33	12	18	105
COLORADO	0	0	0	0
CONNECTICUT	1	1	0	8
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	4	0	9
FLORIDA	13	3	1	43
GEORGIA	3	0	0	10
HAWAII	2	0	0	11
IDAHO	0	0	0	1
ILLINOIS	4	1	1	16
INDIANA	5	2	1	25
IOWA	0	0	0	2
KANSAS	0	0	0	0
KENTUCKY	1	.	.	2
LOUISIANA	0	1	3	13
MAINE	1	0	0	1
MARYLAND	1	0	2	9
MASSACHUSETTS	8	13	11	80
MICHIGAN	22	12	4	68
MINNESOTA	0	2	0	15
MISSISSIPPI	1	0	0	2
MISSOURI	0	0	0	4
MONTANA	0	0	0	0
NEBRASKA	0	0	0	0
NEVADA	0	0	0	1
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	2	0	0	12
NEW MEXICO	2	1	0	3
NEW YORK	17	0	4	47
NORTH CAROLINA	9	1	1	46
NORTH DAKOTA	2	0	0	2
OHIO	0	1	0	4
OKLAHOMA	1	0	0	2
OREGON	.	11	1	21
PENNSYLVANIA	1	4	0	13
PUERTO RICO	3	0	0	6
RHODE ISLAND	0	1	0	1
SOUTH CAROLINA	2	0	0	13
SOUTH DAKOTA	0	0	0	5
TENNESSEE	4	0	1	9
TEXAS	.	.	3	46
UTAH	1	0	1	4
VERMONT	3	0	0	3
VIRGINIA	0	0	1	6
WASHINGTON	0	0	0	0
WEST VIRGINIA	1	0	0	3
WISCONSIN	3	5	2	20
WYOMING	0	.	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	148	75	55	701
50 STATES, D.C. & P.R.	148	75	55	700

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	AUTISM					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	0.00	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.63	1.32	1.32	0.00	0.00	0.00
ARKANSAS	18.75	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	1.76	1.41	2.65	1.41	0.00	0.18
COLORADO	0.00	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	4.48	0.00	2.99	0.00	0.00	1.49
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	10.53	15.79	0.00	0.00	0.00
FLORIDA	3.13	6.25	0.00	0.78	0.00	0.00
GEORGIA	0.00	7.32	1.22	0.00	0.00	0.00
HAWAII	0.00	47.37	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	0.00	5.88	0.00	0.00
ILLINOIS	4.38	0.00	2.92	0.00	0.00	0.00
INDIANA	4.10	5.74	4.10	0.00	0.00	0.00
IOWA	2.33	2.33	0.00	0.00	0.00	0.00
KANSAS	0.00	.	0.00	0.00	0.00	0.00
KENTUCKY	.	14.29	.	.	.	.
LOUISIANA	0.73	4.38	1.46	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	15.79	0.00	0.00
MASSACHUSETTS	14.43	.	1.03	9.28	.	.
MICHIGAN	0.78	0.16	2.18	1.56	0.00	0.00
MINNESOTA	13.40	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	50.00	0.00	0.00	0.00	0.00
MISSOURI	0.98	0.00	2.94	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	6.67	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.
NEW JERSEY	4.44	.	1.11	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.34	2.28	0.23	0.11	0.00	0.00
NORTH CAROLINA	1.98	6.75	4.37	0.40	0.00	0.40
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	7.69	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	9.09	0.00	0.00	0.00	0.00	0.00
OREGON	1.42	1.42	0.36	0.00	0.00	0.00
PENNSYLVANIA	3.29	.	0.66	1.32	0.00	0.00
PUERTO RICO	0.00	0.72	0.72	0.72	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	1.72	13.79	3.45	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	33.33	0.00	0.00	0.00
TENNESSEE	0.00	3.48	0.00	0.00	0.00	0.00
TEXAS	8.17	0.00	0.00	.	.	.
UTAH	2.17	0.00	0.00	2.17	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.60	1.80	0.60	0.00	0.00	0.00
WASHINGTON	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	3.45	0.00	0.00	0.00	0.00
WISCONSIN	61.54	7.69	7.69	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2.91	2.07	1.38	0.88	0.05	0.05
50 STATES, D.C. & P.R.	2.91	2.07	1.36	0.88	0.05	0.05

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THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14  
and Older Exiting Special Education, During the 1993-94 School Year

STATE	AUTISM			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	0.00	0.00	0.00	0.00
ALASKA	0.00	0.00	0.00	0.00
ARIZONA	1.32	0.00	0.00	6.58
ARKANSAS	6.25	0.00	0.00	25.00
CALIFORNIA	5.82	2.12	3.17	18.52
COLORADO	0.00	0.00	0.00	0.00
CONNECTICUT	1.49	1.49	0.00	11.94
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	21.05	0.00	47.37
FLORIDA	5.08	1.17	0.39	16.80
GEORGIA	3.66	0.00	0.00	12.20
HAWAII	10.53	0.00	0.00	57.89
IDAHO	0.00	0.00	0.00	5.88
ILLINOIS	2.92	0.73	0.73	11.68
INDIANA	4.10	1.64	0.82	20.49
IOWA	0.00	0.00	0.00	4.65
KANSAS	0.00	0.00	0.00	0.00
KENTUCKY	14.29	.	.	28.57
LOUISIANA	0.00	0.73	2.19	9.49
MAINE	6.25	0.00	0.00	6.25
MARYLAND	2.63	0.00	5.26	23.68
MASSACHUSETTS	4.12	6.70	5.67	41.24
MICHIGAN	3.43	1.87	0.62	10.61
MINNESOTA	0.00	2.06	0.00	15.46
MISSISSIPPI	50.00	0.00	0.00	100.00
MISSOURI	0.00	0.00	0.00	3.92
MONTANA	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	6.67
NEW HAMPSHIRE	.	.	.	.
NEW JERSEY	1.11	0.00	0.00	6.67
NEW MEXICO	12.50	6.25	0.00	18.75
NEW YORK	1.94	0.00	0.46	5.35
NORTH CAROLINA	3.57	0.40	0.40	18.25
NORTH DAKOTA	33.33	0.00	0.00	33.33
OHIO	0.00	2.56	0.00	10.26
OKLAHOMA	9.09	0.00	0.00	18.18
OREGON	.	3.91	0.36	7.47
PENNSYLVANIA	0.66	2.63	0.00	8.55
PUERTO RICO	2.17	0.00	0.00	4.35
RHODE ISLAND	0.00	10.00	0.00	10.00
SOUTH CAROLINA	3.45	0.00	0.00	22.41
SOUTH DAKOTA	0.00	0.00	0.00	33.33
TENNESSEE	3.48	0.00	0.87	7.83
TEXAS	.	.	0.57	8.75
UTAH	2.17	0.00	2.17	8.70
VERMONT	100.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	0.60	3.59
WASHINGTON	0.00	0.00	0.00	0.00
WEST VIRGINIA	1.72	0.00	0.00	5.17
WISCONSIN	23.08	38.46	15.38	153.85
WYOMING	0.00	.	0.00	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	2.55	1.29	0.95	12.08
50 STATES, D.C. & P.R.	2.55	1.29	0.95	12.07

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	DEAF-BLINDNESS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1	0	0	1	0
ALASKA	0	0	0	0	0
ARIZONA	.	.	.	.	.
ARKANSAS	0	0	0	0	0
CALIFORNIA	2	1	2	2	0
COLORADO	0	1	0	0	0
CONNECTICUT	1	0	0	0	0
DELAWARE	0	3	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	2	0	0	0
GEORGIA	0	4	0	0	0
HAWAII	0	1	0	0	0
IDAHO	1	0	0	0	0
ILLINOIS	3	0	0	0	1
INDIANA	0	2	0	0	2
IOWA	0	1	0	0	0
KANSAS	0	.	0	0	0
KENTUCKY	1	1	.	.	.
LOUISIANA	0	1	0	0	0
MAINE	0	0	0	0	0
MARYLAND	0	1	0	1	0
MASSACHUSETTS	1	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	0	0	0	0	0
MISSISSIPPI	0	0	0	0	0
MISSOURI	4	7	1	2	0
MONTANA	0	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	2	.	0	0	0
NEW MEXICO	0	1	0	0	0
NEW YORK	0	0	0	0	1
NORTH CAROLINA	1	0	0	0	0
NORTH DAKOTA	0	0	0	0	0
OHIO	1	0	2	2	0
OKLAHOMA	1	0	0	2	0
OREGON	0	0	0	0	0
PENNSYLVANIA	0	.	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	0	1	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	0	0	0
TEXAS	7	0	0	.	.
UTAH	0	0	0	0	2
VERMONT	0	0	0	1	0
VIRGINIA	0	0	0	0	0
WASHINGTON	4	0	0	0	0
WEST VIRGINIA	1	0	2	0	0
WISCONSIN	0	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	3	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	34	26	8	11	6
50 STATES, D.C. & P.R.	31	26	8	11	6

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	DEAF-BLINDNESS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	0	0	0	2
ALASKA	0	1	0	1
ARIZONA	.	.	.	.
ARKANSAS	0	0	0	0
CALIFORNIA	7	2	0	16
COLORADO	1	0	0	2
CONNECTICUT	0	0	0	1
DELAWARE	0	0	0	3
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	1	0	0	3
GEORGIA	1	1	4	10
HAWAII	0	0	0	1
IDAHO	0	0	0	1
ILLINOIS	1	0	1	6
INDIANA	0	1	0	5
IOWA	0	0	0	1
KANSAS	2	0	0	2
KENTUCKY	.	1	.	3
LOUISIANA	0	0	0	1
MAINE	0	0	0	0
MARYLAND	2	0	0	4
MASSACHUSETTS	.	.	.	1
MICHIGAN	.	.	.	.
MINNESOTA	0	1	0	1
MISSISSIPPI	0	0	0	0
MISSOURI	4	4	1	23
MONTANA	0	0	0	0
NEBRASKA	1	0	0	1
NEVADA	0	0	0	0
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	0	0	0	2
NEW MEXICO	0	0	0	2
NEW YORK	4	1	0	5
NORTH CAROLINA	2	0	0	3
NORTH DAKOTA	0	0	0	0
OHIO	1	0	0	6
OKLAHOMA	2	0	1	6
OREGON	.	1	0	1
PENNSYLVANIA	0	0	0	0
PUERTO RICO	1	0	0	1
RHODE ISLAND	0	0	0	1
SOUTH CAROLINA	0	0	0	0
SOUTH DAKOTA	0	0	0	0
TENNESSEE	1	0	0	1
TEXAS	.	.	0	7
UTAH	0	1	0	3
VERMONT	0	0	0	1
VIRGINIA	0	0	0	0
WASHINGTON	0	2	0	6
WEST VIRGINIA	1	1	0	5
WISCONSIN	0	0	1	1
WYOMING	0	.	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	3
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	32	17	8	142
50 STATES, D.C. & P.R.	32	17	8	139

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	DEAF-BLINDNESS				
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	12.50	0.00	0.00	12.50	0.00
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	2.38	1.19	2.38	2.38	0.00
COLORADO	0.00	3.70	0.00	0.00	0.00
CONNECTICUT	10.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	30.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	20.00	0.00	0.00	0.00
GEORGIA	0.00	26.67	0.00	0.00	0.00
HAWAII	.	.	.	.	.
IDAHO	50.00	0.00	0.00	0.00	0.00
ILLINOIS	17.65	0.00	0.00	0.00	5.88
INDIANA	0.00	7.41	0.00	0.00	7.41
IOWA	0.00	5.88	0.00	0.00	0.00
KANSAS	0.00	.	0.00	0.00	0.00
KENTUCKY	50.00	50.00	.	.	.
LOUISIANA	0.00	20.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	5.56	0.00	5.56	0.00
MASSACHUSETTS	5.26	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	21.05	36.84	5.26	10.53	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	12.50	.	0.00	0.00	0.00
NEW MEXICO	0.00	16.67	0.00	0.00	16.67
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	12.50	0.00	0.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	9.09	0.00	18.18	18.18	0.00
OKLAHOMA	14.29	0.00	0.00	28.57	0.00
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	.	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	25.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00
TEXAS	17.95	0.00	0.00	.	.
UTAH	0.00	0.00	0.00	0.00	10.00
VERMONT	0.00	0.00	0.00	100.00	0.00
VIRGINIA	.	.	.	.	.
WASHINGTON	44.44	0.00	0.00	0.00	0.00
WEST VIRGINIA	7.14	0.00	14.29	0.00	0.00
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	5.95	4.55	1.40	1.93	1.05
50 STATES, D.C. & P.R.	5.61	4.70	1.45	1.99	1.08

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THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	DEAF-BLINDNESS			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	0.00	0.00	0.00	25.00
ALASKA	0.00	100.00	0.00	100.00
ARIZONA	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00
CALIFORNIA	8.33	2.38	0.00	19.05
COLORADO	3.70	0.00	0.00	7.41
CONNECTICUT	0.00	0.00	0.00	10.00
DELAWARE	0.00	0.00	0.00	30.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	10.00	0.00	0.00	30.00
GEORGIA	6.67	6.67	26.67	66.67
HAWAII	.	.	.	.
IDAHO	0.00	0.00	0.00	50.00
ILLINOIS	5.88	0.00	5.88	35.29
INDIANA	0.00	3.70	0.00	18.52
IOWA	0.00	0.00	0.00	5.88
KANSAS	66.67	0.00	0.00	66.67
KENTUCKY	.	50.00	.	150.00
LOUISIANA	0.00	0.00	0.00	20.00
MAINE	0.00	0.00	0.00	0.00
MARYLAND	11.11	0.00	0.00	22.22
MASSACHUSETTS	.	.	.	5.26
MICHIGAN	.	.	.	.
MINNESOTA	0.00	20.00	0.00	20.00
MISSISSIPPI	0.00	0.00	0.00	0.00
MISSOURI	21.05	21.05	5.26	121.05
MONTANA	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.
NEVADA	.	.	.	.
NEW HAMPSHIRE	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	12.50
NEW MEXICO	0.00	0.00	0.00	33.33
NEW YORK	30.77	7.69	0.00	38.46
NORTH CAROLINA	25.00	0.00	0.00	37.50
NORTH DAKOTA	0.00	0.00	0.00	0.00
OHIO	9.09	0.00	0.00	54.55
OKLAHOMA	28.57	0.00	14.29	85.71
OREGON	.	20.00	0.00	20.00
PENNSYLVANIA	0.00	0.00	0.00	0.00
PUERTO RICO	2.94	0.00	0.00	2.94
RHODE ISLAND	0.00	0.00	0.00	25.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00
TENNESSEE	50.00	0.00	0.00	50.00
TEXAS	.	.	.	17.95
UTAH	0.00	5.00	0.00	15.00
VERMONT	0.00	0.00	0.00	100.00
VIRGINIA	.	.	.	.
WASHINGTON	0.00	22.22	0.00	66.67
WEST VIRGINIA	7.14	7.14	0.00	35.71
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	5.60	2.98	1.40	24.87
50 STATES, D.C. & P.R.	5.79	3.07	1.45	25.14

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

Table AD1

Number of Students Ages 14 and Older Exiting Special Education  
During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	3	3	0	0	0	0
ALASKA	1	0	0	1	0	0
ARIZONA	6	1	2	0	0	0
ARKANSAS	5	1	2	2	0	0
CALIFORNIA	14	2	2	5	0	0
COLORADO	2	2	0	1	0	0
CONNECTICUT	6	1	1	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	1	1	7	0	0
GEORGIA	1	3	0	0	0	0
HAWAII	0	1	0	0	0	0
IDAHO	0	1	0	0	0	0
ILLINOIS	4	1	1	1	1	1
INDIANA	5	1	1	2	0	0
IOWA	3	1	0	0	0	0
KANSAS	0	.	0	0	0	0
KENTUCKY	10	1	.	5	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	6	1	1	3	0	0
MARYLAND	4	0	1	3	0	0
MASSACHUSETTS	10	.	1	5	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	10	0	0	0	0	1
MISSISSIPPI	0	1	0	0	0	0
MISSOURI	4	0	0	0	0	0
MONTANA	6	0	0	1	0	0
NEBRASKA	1	0	0	0	0	1
NEVADA	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	6	.	4	0	0	0
NEW MEXICO	0	0	0	1	0	0
NEW YORK	14	12	0	1	0	0
NORTH CAROLINA	5	2	0	0	0	0
NORTH DAKOTA	0	1	0	0	0	0
OHIO	7	0	2	14	0	0
OKLAHOMA	7	0	0	0	0	0
OREGON	3	1	0	0	0	0
PENNSYLVANIA	45	.	3	6	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	2	0	0	0	0
SOUTH DAKOTA	0	0	0	4	0	0
TENNESSEE	13	3	0	2	0	0
TEXAS	2	0	0	.	.	.
UTAH	3	0	1	2	0	0
VERMONT	1	0	0	0	0	0
VIRGINIA	7	0	0	0	0	0
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	5	1	0	0	0	0
WISCONSIN	8	0	2	5	0	0
WYOMING	3	1	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	232	45	25	73	3	3
50 STATES, D.C. & P.R.	231	45	25	73	3	3

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.  
DATA AS OF OCTOBER 1, 1995.

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Table AD1

## Number of Students Ages 14 and Older Exiting Special Education During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	3	0	2	11
ALASKA	2	0	1	5
ARIZONA	2	1	1	13
ARKANSAS	2	0	1	13
CALIFORNIA	17	8	9	57
COLORADO	3	0	0	8
CONNECTICUT	1	1	1	11
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	3	0	0	12
GEORGIA	3	0	1	8
HAWAII	0	0	0	1
IDAHO	2	1	0	4
ILLINOIS	2	0	1	11
INDIANA	2	0	3	14
IOWA	0	1	0	5
KANSAS	0	0	0	0
KENTUCKY	1	3	5	25
LOUISIANA	0	0	0	0
MAINE	4	0	0	15
MARYLAND	4	0	1	13
MASSACHUSETTS	1	5	4	26
MICHIGAN	0	0	0	0
MINNESOTA	0	2	0	13
MISSISSIPPI	1	0	0	2
MISSOURI	2	0	0	6
MONTANA	1	0	0	8
NEBRASKA	1	1	0	4
NEVADA	1	1	0	3
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	31	0	17	58
NEW MEXICO	4	1	3	9
NEW YORK	9	2	3	41
NORTH CAROLINA	4	0	0	11
NORTH DAKOTA	0	0	0	1
OHIO	17	2	10	52
OKLAHOMA	2	1	0	10
OREGON	0	3	0	7
PENNSYLVANIA	10	7	3	74
PUERTO RICO	0	0	0	0
RHODE ISLAND	4	0	0	4
SOUTH CAROLINA	0	0	0	2
SOUTH DAKOTA	0	0	0	4
TENNESSEE	4	2	3	27
TEXAS	0	0	0	2
UTAH	5	4	2	17
VERMONT	0	0	0	1
VIRGINIA	2	0	0	9
WASHINGTON	0	0	0	0
WEST VIRGINIA	0	0	1	7
WISCONSIN	2	1	0	18
WYOMING	5	0	1	12
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	157	47	73	655
50 STATES, D.C. & P.R.	157	47	73	654

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DATA AS OF OCTOBER 1, 1995.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY					DIED
	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION		
ALABAMA	5.56	5.56	0.00	0.00	0.00	0.00
ALASKA	7.69	0.00	0.00	7.69	0.00	0.00
ARIZONA	14.29	2.38	4.76	0.00	0.00	0.00
ARKANSAS	14.29	2.86	5.71	5.71	0.00	0.00
CALIFORNIA	8.09	1.16	1.16	2.89	0.00	0.00
COLORADO	6.25	6.25	0.00	3.13	0.00	0.00
CONNECTICUT	25.00	4.17	4.17	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	12.50	12.50	87.50	0.00	0.00
GEORGIA	2.86	8.57	0.00	0.00	0.00	0.00
HAWAII	0.00	50.00	0.00	0.00	0.00	0.00
IDAHO	0.00	2.86	0.00	0.00	0.00	0.00
ILLINOIS	5.56	1.39	1.39	1.39	0.00	0.00
INDIANA	5.43	1.09	1.09	2.17	0.00	1.39
IOWA	15.79	5.26	0.00	0.00	0.00	0.00
KANSAS	0.00		0.00	0.00	0.00	0.00
KENTUCKY	29.41	2.94		14.71		
LOUISIANA	0.00	0.00	0.00	0.00	0.00	0.00
MAINE	28.57	4.76	4.76	14.29	0.00	0.00
MARYLAND	10.26	0.00	2.56	7.69	0.00	0.00
MASSACHUSETTS	6.80		0.68	3.40		
MICHIGAN						
MINNESOTA	28.57	0.00	0.00	0.00	0.00	2.86
MISSISSIPPI	0.00	20.00	0.00	0.00	0.00	0.00
MISSOURI	6.15	0.00	0.00	0.00	0.00	0.00
MONTANA	25.00	0.00	0.00	4.17	0.00	0.00
NEBRASKA	3.03	0.00	0.00	0.00	0.00	3.03
NEVADA	7.14	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE						
NEW JERSEY	27.27		18.18	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	1.85	0.00	0.00
NEW YORK	15.73	13.48	0.00	1.12	0.00	0.00
NORTH CAROLINA	14.29	5.71	0.00	0.00	0.00	0.00
NORTH DAKOTA	0.00	10.00	0.00	0.00	0.00	0.00
OHIO	18.42	0.00	5.26	36.84	0.00	0.00
OKLAHOMA	25.00	0.00	0.00	0.00	0.00	0.00
OREGON	5.88	1.96	0.00	0.00	0.00	0.00
PENNSYLVANIA	7.68		0.51	1.02	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	13.33	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	33.33	0.00	0.00
TENNESSEE	22.41	5.17	0.00	3.45	0.00	0.00
TEXAS	3.03	0.00	0.00	0.00	0.00	0.00
UTAH	3.16	0.00	1.05	2.11	0.00	0.00
VERMONT	11.11	0.00	0.00	0.00	0.00	0.00
VIRGINIA	17.07	0.00	0.00	0.00	0.00	0.00
WASHINGTON	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	23.81	4.76	0.00	0.00	0.00	0.00
WISCONSIN	38.10	0.00	9.52	23.81	0.00	0.00
WYOMING	11.54	3.85	0.00	7.69	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS						
PALAU						
VIRGIN ISLANDS						
BUR. OF INDIAN AFFAIRS						
U.S. AND OUTLYING AREAS	9.45	1.83	1.02	2.97	0.12	0.12
50 STATES, D.C. & P.R.	9.42	1.83	1.02	2.98	0.12	0.12

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DATA AS OF OCTOBER 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Ages 14 and Older Exiting Special Education, During the 1993-94 School Year

STATE	TRAUMATIC BRAIN INJURY			TOTAL EXITING SPECIAL EDUCATION
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	5.56	0.00	3.70	20.37
ALASKA	15.38	0.00	7.69	38.46
ARIZONA	4.76	2.38	2.38	30.95
ARKANSAS	5.71	0.00	2.86	37.14
CALIFORNIA	9.83	4.62	5.20	32.95
COLORADO	9.38	0.00	0.00	25.00
CONNECTICUT	4.17	4.17	4.17	45.83
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	37.50	0.00	0.00	150.00
GEORGIA	8.57	0.00	2.86	22.86
HAWAII	0.00	0.00	0.00	50.00
IDAHO	5.71	2.86	0.00	11.43
ILLINOIS	2.78	0.00	1.39	15.28
INDIANA	2.17	0.00	3.26	15.22
IOWA	0.00	5.26	0.00	26.32
KANSAS	0.00	0.00	0.00	0.00
KENTUCKY	2.94	8.82	14.71	73.53
LOUISIANA	0.00	0.00	0.00	0.00
MAINE	19.05	0.00	0.00	71.43
MARYLAND	10.26	0.00	2.56	33.33
MASSACHUSETTS	0.68	3.40	2.72	17.69
MICHIGAN	.	.	.	.
MINNESOTA	0.00	5.71	0.00	37.14
MISSISSIPPI	20.00	0.00	0.00	40.00
MISSOURI	3.08	0.00	0.00	9.23
MONTANA	4.17	0.00	0.00	33.33
NEBRASKA	3.03	3.03	0.00	12.12
NEVADA	7.14	7.14	0.00	21.43
NEW HAMPSHIRE	.	.	.	.
NEW JERSEY	140.91	0.00	77.27	263.64
NEW MEXICO	7.41	1.85	5.56	16.67
NEW YORK	10.11	2.25	3.37	46.07
NORTH CAROLINA	11.43	0.00	0.00	31.43
NORTH DAKOTA	0.00	0.00	0.00	10.00
OHIO	44.74	5.26	26.32	136.84
OKLAHOMA	7.14	3.57	0.00	35.71
OREGON	.	5.88	0.00	13.73
PENNSYLVANIA	1.71	1.19	0.51	12.63
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	44.44	0.00	0.00	44.44
SOUTH CAROLINA	0.00	0.00	0.00	13.33
SOUTH DAKOTA	0.00	0.00	0.00	33.33
TENNESSEE	6.90	3.45	5.17	46.55
TEXAS	.	.	0.00	3.03
UTAH	5.26	4.21	2.11	17.89
VERMONT	0.00	0.00	0.00	11.11
VIRGINIA	4.88	0.00	0.00	21.95
WASHINGTON	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	4.76	33.33
WISCONSIN	9.52	4.76	0.00	85.71
WYOMING	19.23	.	3.85	46.15
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	6.40	1.91	2.97	26.68
50 STATES, D.C. & P.R.	6.40	1.92	2.98	26.66

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DATA AS OF OCTOBER 1, 1995.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students  
with Disabilities Exiting Special Education  
During the 1993-94 School Year

## ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	91	0.02	130	0.03	7	0.00	14,547	3.87	191	0.05
15	169	0.05	71	0.02	9	0.00	13,102	3.85	200	0.06
16	532	0.17	178	0.06	39	0.01	12,496	4.08	233	0.08
17	15,417	6.33	2,016	0.83	106	0.04	10,464	4.30	239	0.10
18	47,854	31.13	7,759	5.05	110	0.07	6,187	4.02	190	0.12
19	35,735	65.90	6,996	12.90	91	0.17	2,164	3.99	97	0.18
20	9,371	39.76	3,398	14.42	525	2.23	620	2.63	49	0.21
21+	4,776	32.80	3,400	23.35	3,707	25.46	514	3.53	169	1.16
14-21	113,945	7.53	23,948	1.58	4,594	0.30	60,094	3.97	1,368	0.09

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	20,800	5.53	8,129	2.16	3,258	0.87	47,153	12.54
15	19,691	5.78	8,599	2.52	6,182	1.81	48,023	14.10
16	17,496	5.71	8,646	2.82	15,986	5.21	55,606	18.14
17	12,980	5.33	7,776	3.19	19,059	7.83	68,057	27.95
18	7,316	4.76	5,285	3.44	17,536	11.41	92,237	60.01
19	2,868	5.29	2,409	4.44	9,442	17.41	59,802	110.3
20	1,056	4.48	1,031	4.37	3,463	14.69	19,513	82.79
21+	598	4.11	585	4.02	1,682	11.55	15,431	106.0
14-21	82,805	5.47	42,460	2.81	76,608	5.06	405,822	26.82

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DATA AS OF OCTOBER 1, 1995.



Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	49	0.02	69	0.03	1	0.00	7,773	3.28	60	0.03
15	108	0.05	39	0.02	4	0.00	7,303	3.44	72	0.03
16	305	0.16	84	0.04	17	0.01	7,213	3.81	82	0.04
17	10,434	6.99	1,057	0.71	57	0.04	6,159	4.12	76	0.05
18	33,744	37.03	4,289	4.71	63	0.07	3,819	4.19	70	0.08
19	25,342	107.4	3,659	15.51	39	0.17	1,350	5.72	26	0.11
20	5,488	106.0	1,207	23.32	65	1.26	358	6.92	5	0.10
21+	1,265	68.19	467	25.18	645	34.77	254	13.69	47	2.53
14-21	76,735	8.44	10,871	1.20	891	0.10	34,229	3.76	438	0.05

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	11,941	5.04	4,624	1.95	1,980	0.84	26,497	11.18
15	10,799	5.09	4,732	2.23	3,521	1.66	26,578	12.52
16	9,456	5.00	4,595	2.43	8,963	4.74	30,715	16.24
17	7,203	4.82	4,175	2.80	10,939	7.32	40,100	26.85
18	3,966	4.35	2,806	3.08	10,420	11.44	59,177	64.95
19	1,476	6.26	1,306	5.54	5,632	23.87	38,830	164.6
20	437	8.44	483	9.33	2,024	39.10	10,067	194.5
21+	169	9.11	223	12.02	765	41.24	3,835	206.7
14-21	45,447	5.00	22,944	2.52	44,244	4.86	235,799	25.93

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DATA AS OF OCTOBER 1, 1995.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students  
with Disabilities Exiting Special Education  
During the 1993-94 School Year

## SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH ---DIPLOMA---		GRADUATED WITH ---CERTIFICATE---		REACHED MAXIMUM ---AGE---		RETURNED TO REGULAR ---EDUCATION---		---DIED---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	14	0.08	38	0.21	0	0.00	3,421	19.26	6	0.03
15	14	0.12	9	0.08	0	0.00	2,137	18.09	3	0.03
16	33	0.37	11	0.12	0	0.00	1,328	15.09	5	0.06
17	583	9.40	47	0.76	3	0.05	863	13.92	7	0.11
18	1,635	52.69	146	4.71	3	0.10	416	13.41	2	0.06
19	846	93.69	115	12.74	4	0.44	136	15.06	3	0.33
20	196	64.05	62	20.26	7	2.29	37	12.09	1	0.33
21+	102	60.00	45	26.47	104	61.18	20	11.76	4	2.35
14-21	3,423	6.98	473	0.96	121	0.25	8,358	17.04	31	0.06

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---		MOVED, NOT KNOWN TO ---CONTINUE---		DROPPED ---OUT---		TOTAL EXITING SPECIAL ---EDUCATION---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	845	4.76	599	3.37	212	1.19	5,135	28.92
15	570	4.83	473	4.00	213	1.80	3,419	28.94
16	369	4.19	352	4.00	407	4.62	2,505	28.46
17	269	4.34	264	4.26	419	6.76	2,455	39.60
18	170	5.48	204	6.57	361	11.63	2,937	94.65
19	87	9.63	104	11.52	168	18.60	1,463	162.0
20	39	12.75	44	14.38	56	18.30	442	144.4
21+	28	16.47	19	11.18	39	22.94	361	212.4
14-21	2,377	4.85	2,059	4.20	1,875	3.82	18,717	38.15

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DATA AS OF OCTOBER 1, 1995.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students  
with Disabilities Exiting Special Education  
During the 1993-94 School Year

## MENTAL RETARDATION

AGE GROUP	GRADUATED WITH ---DIPLOMA---		GRADUATED WITH --CERTIFICATE--		REACHED MAXIMUM ---AGE---		RETURNED TO REGULAR ---EDUCATION---		---DIED---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	11	0.02	9	0.02	1	0.00	434	0.90	45	0.09
15	10	0.02	6	0.01	1	0.00	388	0.85	46	0.10
16	32	0.07	27	0.06	14	0.03	397	0.91	53	0.12
17	861	2.27	576	1.52	24	0.06	388	1.03	52	0.14
18	4,388	14.48	2,342	7.73	22	0.07	321	1.06	55	0.18
19	4,491	26.39	2,397	14.09	27	0.16	169	0.99	37	0.22
20	1,991	17.77	1,559	13.92	302	2.70	74	0.66	23	0.21
21+	2,116	25.85	2,201	26.89	1,916	23.41	102	1.25	50	0.61
14-21	13,900	5.75	9,117	3.77	2,307	0.95	2,273	0.94	361	0.15

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---		MOVED, NOT KNOWN TO ---CONTINUE---		DROPPED ---OUT---		TOTAL EXITING SPECIAL ---EDUCATION---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2,105	4.38	684	1.42	311	0.65	3,600	7.49
15	2,142	4.69	813	1.78	631	1.38	4,037	8.83
16	1,878	4.31	883	2.03	1,877	4.31	5,161	11.84
17	1,526	4.03	837	2.21	2,312	6.11	6,576	17.37
18	1,168	3.85	709	2.34	2,336	7.71	11,341	37.42
19	572	3.36	406	2.39	1,580	9.28	9,679	56.88
20	295	2.63	230	2.05	671	5.99	5,145	45.93
21+	213	2.60	177	2.16	552	6.74	7,327	89.51
14-21	9,899	4.09	4,739	1.96	10,270	4.25	52,866	21.86

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

DATA AS OF OCTOBER 1, 1995.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students  
with Disabilities Exiting Special Education  
During the 1993-94 School Year

## SERIOUS EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	8	0.02	10	0.02	3	0.01	1,607	3.39	26	0.05
15	27	0.06	12	0.03	4	0.01	1,709	3.67	35	0.08
16	112	0.27	49	0.12	8	0.02	1,912	4.55	37	0.09
17	2,282	7.57	243	0.81	16	0.05	1,562	5.18	51	0.17
18	4,775	31.02	603	3.92	15	0.10	845	5.49	19	0.12
19	2,911	58.93	435	8.81	13	0.26	269	5.45	9	0.18
20	843	45.74	194	10.53	68	3.69	83	4.50	1	0.05
21+	293	35.56	103	12.50	204	24.76	54	6.55	6	0.73
14-21	11,251	5.95	1,649	0.87	331	0.18	8,041	4.25	184	0.10

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4,760	10.05	1,895	4.00	615	1.30	8,924	18.85
15	5,121	11.01	2,241	4.82	1,606	3.45	10,755	23.12
16	4,791	11.40	2,494	5.93	4,207	10.01	13,610	32.39
17	3,261	10.81	2,210	7.33	4,760	15.78	14,385	47.69
18	1,537	9.98	1,342	8.72	3,791	24.62	12,927	83.97
19	483	9.78	454	9.19	1,687	34.15	6,261	126.7
20	131	7.11	180	9.77	525	28.49	2,025	109.9
21+	86	10.44	89	10.80	179	21.72	1,014	123.1
14-21	20,170	10.67	10,905	5.77	17,370	9.19	69,901	36.97

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DATA AS OF OCTOBER 1, 1995.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	2	0.03	0	0.00	46	0.63	19	0.26
15	2	0.03	3	0.04	0	0.00	61	0.89	15	0.22
16	1	0.02	3	0.05	0	0.00	67	1.04	12	0.19
17	77	1.38	28	0.50	0	0.00	55	0.99	18	0.32
18	294	6.35	85	1.83	2	0.04	37	0.80	10	0.22
19	222	6.28	70	1.98	3	0.08	22	0.62	10	0.28
20	165	5.83	161	5.69	52	1.84	6	0.21	8	0.28
21+	493	24.90	323	16.31	496	25.05	36	1.82	41	2.07
14-21	1,254	3.21	675	1.73	553	1.41	330	0.84	133	0.34

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	245	3.37	52	0.72	22	0.30	386	5.31
15	212	3.11	58	0.85	32	0.47	383	5.61
16	220	3.40	58	0.90	103	1.59	464	7.17
17	165	2.96	40	0.72	120	2.15	503	9.02
18	138	2.98	38	0.82	87	1.88	691	14.91
19	98	2.77	24	0.68	72	2.04	521	14.75
20	59	2.08	28	0.99	42	1.48	521	18.41
21+	55	2.78	26	1.31	53	2.68	1,523	76.92
14-21	1,192	3.05	324	0.83	531	1.36	4,992	12.76

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DATA AS OF OCTOBER 1, 1995.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	0.08	1	0.02	2	0.04	106	2.14	1	0.02
15	3	0.06	0	0.00	0	0.00	89	1.85	0	0.00
16	12	0.27	1	0.02	0	0.00	106	2.37	1	0.02
17	309	7.71	14	0.35	1	0.02	68	1.70	3	0.07
18	889	32.11	110	3.97	0	0.00	81	2.93	2	0.07
19	662	62.39	128	12.06	2	0.19	38	3.58	1	0.09
20	228	51.12	86	19.28	7	1.57	16	3.59	1	0.22
21+	102	49.51	51	24.76	36	17.48	14	6.80	2	0.97
14-21	2,209	9.71	391	1.72	48	0.21	518	2.28	11	0.05

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	231	4.65	78	1.57	22	0.44	445	8.97
15	194	4.03	79	1.64	41	0.85	406	8.43
16	174	3.89	60	1.34	86	1.92	440	9.84
17	128	3.19	55	1.37	100	2.49	678	16.91
18	98	3.54	45	1.63	159	5.74	1,384	49.98
19	40	3.77	31	2.92	93	8.77	995	93.78
20	22	4.93	15	3.36	40	8.97	415	93.05
21+	9	4.37	7	3.40	29	14.08	250	121.4
14-21	896	3.94	370	1.63	570	2.51	5,013	22.04

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DATA AS OF OCTOBER 1, 1995.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	0.11	1	0.03	0	0.00	210	5.60	13	0.35
15	1	0.03	1	0.03	0	0.00	222	6.40	7	0.20
16	8	0.25	0	0.00	0	0.00	269	8.31	17	0.53
17	206	7.38	13	0.47	0	0.00	356	12.76	14	0.50
18	564	30.18	66	3.53	1	0.05	149	7.97	16	0.86
19	412	39.77	79	7.63	1	0.10	38	3.67	6	0.58
20	191	32.71	47	8.05	10	1.71	9	1.54	4	0.68
21+	171	31.67	78	14.44	121	22.41	6	1.11	5	0.93
14-21	1,557	9.01	285	1.65	133	0.77	1,259	7.29	82	0.47

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	162	4.32	45	1.20	28	0.75	463	12.34
15	143	4.12	58	1.67	24	0.69	456	13.14
16	122	3.77	44	1.36	68	2.10	528	16.31
17	86	3.08	49	1.76	70	2.51	794	28.46
18	49	2.62	33	1.77	94	5.03	972	52.01
19	36	3.47	13	1.25	56	5.41	641	61.87
20	29	4.97	18	3.08	39	6.68	347	59.42
21+	8	1.48	20	3.70	33	6.11	442	81.85
14-21	635	3.67	280	1.62	412	2.38	4,643	26.87

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DATA AS OF OCTOBER 1, 1995.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	892	13.90	18	0.28
15	4	0.07	0	0.00	0	0.00	1,118	19.06	16	0.27
16	17	0.30	2	0.03	0	0.00	1,135	19.70	19	0.33
17	456	9.84	22	0.47	2	0.04	960	20.71	15	0.32
18	1,019	43.55	67	2.86	2	0.09	474	20.26	14	0.60
19	524	62.53	52	6.21	1	0.12	116	13.84	3	0.36
20	148	41.00	25	6.93	5	1.39	27	7.48	2	0.55
21+	82	47.13	23	13.22	34	19.54	11	6.32	10	5.75
14-21	2,250	8.52	191	0.72	44	0.17	4,733	17.93	97	0.37

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	381	5.94	96	1.50	44	0.69	1,431	22.29
15	383	6.53	97	1.65	89	1.52	1,707	29.10
16	347	6.02	112	1.94	228	3.96	1,860	32.29
17	237	5.11	94	2.03	267	5.76	2,053	44.28
18	113	4.83	66	2.82	215	9.19	1,970	84.19
19	39	4.65	43	5.13	107	12.77	885	105.6
20	17	4.71	20	5.54	35	9.70	279	77.29
21+	11	6.32	8	4.60	20	11.49	199	114.4
14-21	1,528	5.79	536	2.03	1,005	3.81	10,384	39.34

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DATA AS OF OCTOBER 1, 1995.



Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH ---DIPLOMA---		GRADUATED WITH ---CERTIFICATE---		REACHED MAXIMUM ---AGE---		RETURNED TO REGULAR ---EDUCATION---		---DIED---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	45	2.27	2	0.10
15	0	0.00	1	0.05	0	0.00	48	2.54	4	0.21
16	7	0.39	1	0.06	0	0.00	50	2.77	4	0.22
17	157	9.54	9	0.55	3	0.18	31	1.88	1	0.06
18	417	43.03	26	2.68	2	0.21	24	2.48	1	0.10
19	224	52.83	28	6.60	0	0.00	7	1.65	0	0.00
20	71	29.83	12	5.04	1	0.42	7	2.94	3	1.26
21+	55	44.35	28	22.58	47	37.90	6	4.84	4	3.23
14-21	931	10.26	105	1.16	53	0.58	218	2.40	19	0.21

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---		MOVED, NOT KNOWN TO ---CONTINUE---		DROPPED ---OUT---		TOTAL EXITING SPECIAL ---EDUCATION---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	66	3.33	31	1.57	13	0.66	157	7.93
15	72	3.82	30	1.59	14	0.74	169	8.96
16	74	4.10	23	1.28	33	1.83	192	10.65
17	50	3.04	29	1.76	33	2.00	313	19.02
18	39	4.02	22	2.27	50	5.16	581	59.96
19	15	3.54	16	3.77	31	7.31	321	75.71
20	6	2.52	7	2.94	16	6.72	123	51.68
21+	2	1.61	6	4.84	5	4.03	153	123.4
14-21	324	3.57	164	1.81	195	2.15	2,009	22.15

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DATA AS OF OCTOBER 1, 1995.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	5	0.47	0	0.00
15	0	0.00	0	0.00	0	0.00	11	1.17	0	0.00
16	3	0.37	0	0.00	0	0.00	9	1.10	1	0.12
17	15	1.99	4	0.53	0	0.00	9	1.20	0	0.00
18	33	4.32	8	1.05	0	0.00	5	0.65	1	0.13
19	30	4.89	21	3.42	0	0.00	4	0.65	0	0.00
20	23	5.32	21	4.86	7	1.62	0	0.00	1	0.23
21+	65	15.37	66	15.60	73	17.26	8	1.89	0	0.00
14-21	169	2.91	120	2.07	80	1.38	51	0.88	3	0.05

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	26	2.46	14	1.33	8	0.76	53	5.02
15	15	1.59	9	0.96	4	0.43	39	4.14
16	23	2.80	14	1.71	4	0.49	54	6.59
17	23	3.06	14	1.86	10	1.33	75	9.97
18	16	2.09	8	1.05	7	0.92	78	10.21
19	16	2.61	6	0.98	5	0.81	82	13.36
20	14	3.24	2	0.46	11	2.55	79	18.29
21+	15	3.55	8	1.89	6	1.42	241	56.97
14-21	148	2.55	75	1.29	55	0.95	701	12.08

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DATA AS OF OCTOBER 1, 1995.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students  
with Disabilities Exiting Special Education  
During the 1993-94 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH ---DIPLOMA---		GRADUATED WITH ---CERTIFICATE---		REACHED MAXIMUM ---AGE---		RETURNED TO REGULAR ---EDUCATION---		-----DIED-----	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	0	0.00	1	1.04
15	0	0.00	0	0.00	0	0.00	4	4.44	0	0.00
16	0	0.00	0	0.00	0	0.00	1	1.08	1	1.08
17	3	4.35	1	1.45	0	0.00	0	0.00	2	2.90
18	8	11.43	4	5.71	0	0.00	1	1.43	0	0.00
19	8	10.53	4	5.26	0	0.00	4	5.26	2	2.63
20	9	19.15	6	12.77	0	0.00	0	0.00	0	0.00
21+	6	20.00	11	36.67	8	26.67	1	3.33	0	0.00
14-21	34	5.95	26	4.55	8	1.40	11	1.93	6	1.05

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---		MOVED, NOT KNOWN TO ---CONTINUE---		DROPPED ---OUT---		TOTAL EXITING SPECIAL ---EDUCATION---	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	7	7.29	2	2.08	1	1.04	11	11.46
15	7	7.78	1	1.11	1	1.11	13	14.44
16	6	6.45	4	4.30	1	1.08	13	13.98
17	6	8.70	4	5.80	3	4.35	19	27.54
18	3	4.29	3	4.29	1	1.43	20	28.57
19	1	1.32	2	2.63	1	1.32	22	28.95
20	1	2.13	0	0.00	0	0.00	16	34.04
21+	1	3.33	1	3.33	0	0.00	28	93.33
14-21	32	5.60	17	2.98	8	1.40	142	24.87

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

DATA AS OF OCTOBER 1, 1995.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1993-94 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	1	0.25	0	0.00	0	0.00	8	1.99	0	0.00
15	0	0.00	0	0.00	0	0.00	12	2.77	2	0.46
16	2	0.44	0	0.00	0	0.00	9	2.00	1	0.22
17	34	7.67	2	0.45	0	0.00	13	2.93	0	0.00
18	88	23.34	13	3.45	0	0.00	15	3.98	0	0.00
19	63	32.31	8	4.10	1	0.51	11	5.64	0	0.00
20	18	17.48	18	17.48	1	0.97	3	2.91	0	0.00
21+	26	52.00	4	8.00	23	46.00	2	4.00	0	0.00
14-21	232	9.45	45	1.83	25	1.02	73	2.97	3	0.12

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	31	7.69	9	2.23	2	0.50	51	12.66
15	33	7.62	8	1.85	6	1.39	61	14.09
16	36	7.98	7	1.55	9	2.00	64	14.19
17	26	5.87	5	1.13	26	5.87	106	23.93
18	19	5.04	9	2.39	15	3.98	159	42.18
19	5	2.56	4	2.05	10	5.13	102	52.31
20	6	5.83	4	3.88	4	3.88	54	52.43
21+	1	2.00	1	2.00	1	2.00	58	116.0
14-21	157	6.40	47	1.91	73	2.97	655	26.68

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE DEFINITION FOR DROPPED OUT DIFFERS FROM EARLIER DEFINITIONS. IN THIS CONTEXT, "DROPPED OUT" IS DEFINED AS THE TOTAL NUMBER OF STUDENTS 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. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

DATA AS OF OCTOBER 1, 1995.

Table AF1

## Estimated Resident Population for Children Ages 3-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1993-94	1994-95	1994-95 LESS 1976-77	1994-95 LESS 1993-94	1994-95 LESS 1976-77	1994-95 LESS 1993-94
ALABAMA	1,276,000	1,150,796	1,147,774	-128,226	-3,022	-10.05	-0.26
ALASKA	171,000	190,048	196,246	25,246	6,198	14.76	3.26
ARIZONA	788,000	1,087,540	1,149,878	361,878	62,338	45.92	5.73
ARKANSAS	704,000	676,241	681,675	-22,325	5,434	-3.17	0.80
CALIFORNIA	7,092,000	8,494,967	8,636,387	1,544,387	141,420	21.78	1.66
COLORADO	900,000	968,237	1,002,729	102,729	34,492	11.41	3.56
CONNECTICUT	1,021,000	793,603	803,692	-217,308	10,089	-21.28	1.27
DELAWARE	205,000	179,541	179,965	-25,035	424	-12.21	0.24
DISTRICT OF COLUMBIA	227,000	119,587	116,691	-110,309	-2,896	-48.59	-2.42
FLORIDA	2,525,000	3,245,308	3,340,790	815,790	95,482	32.31	2.94
GEORGIA	1,778,000	1,927,741	1,966,654	188,654	38,913	10.61	2.02
HAWAII	321,000	308,221	314,878	-6,122	6,657	-1.91	2.16
IDAHO	297,000	350,546	359,396	62,396	8,850	21.01	2.52
ILLINOIS	3,802,000	3,151,782	3,158,497	-643,503	6,715	-16.93	0.21
INDIANA	1,854,000	1,564,553	1,556,021	-297,979	-8,532	-16.07	-0.55
IOWA	970,000	776,089	770,653	-199,347	-5,436	-20.55	-0.70
KANSAS	763,000	713,268	720,891	-42,109	7,623	-5.52	1.07
KENTUCKY	1,181,000	1,044,565	1,039,886	-141,114	-4,679	-11.95	-0.45
LOUISIANA	1,444,000	1,297,078	1,295,074	-148,926	-2,004	-10.31	-0.15
MAINE	368,000	328,943	325,871	-42,129	-3,072	-11.45	-0.93
MARYLAND	1,437,000	1,263,030	1,278,717	-158,283	15,687	-11.01	1.24
MASSACHUSETTS	1,930,000	1,442,646	1,458,454	-471,546	15,808	-24.43	1.10
MICHIGAN	3,267,000	2,634,648	2,635,451	-631,549	803	-19.33	0.03
MINNESOTA	1,393,000	1,267,385	1,283,088	-109,912	15,703	-7.89	1.24
MISSISSIPPI	882,000	806,963	802,742	-79,258	-4,221	-8.99	-0.52
MISSOURI	1,587,000	1,424,982	1,435,144	-151,856	10,162	-9.57	0.71
MONTANA	265,000	244,597	251,716	-13,284	7,119	-5.01	2.91
NEBRASKA	528,000	462,186	464,793	-63,207	2,607	-11.97	0.56
NEVADA	211,000	351,039	376,296	165,296	25,257	78.34	7.19
NEW HAMPSHIRE	281,000	295,373	297,830	16,830	2,457	5.99	0.83
NEW JERSEY	2,398,000	1,938,259	1,974,563	-423,437	36,304	-17.66	1.87
NEW MEXICO	447,000	491,856	510,677	63,677	18,821	14.25	3.83
NEW YORK	5,814,000	4,579,146	4,598,337	-1,215,663	19,191	-20.91	0.42
NORTH CAROLINA	1,883,000	1,807,451	1,843,471	-39,529	36,020	-2.10	1.99
NORTH DAKOTA	230,000	183,212	183,594	-46,406	382	-20.18	0.21
OHIO	3,687,000	2,992,418	2,990,217	-696,783	-2,201	-18.90	-0.07
OKLAHOMA	906,000	918,744	925,173	19,173	6,429	2.12	0.70
OREGON	752,000	813,502	819,309	67,309	5,807	8.95	0.71
PENNSYLVANIA	3,793,000	3,017,814	3,027,072	-765,928	9,258	-20.19	0.31
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	244,380	245,070	-62,930	690	-20.43	0.28
SOUTH CAROLINA	1,035,000	1,012,933	1,004,822	-30,178	-8,111	-2.92	-0.80
SOUTH DAKOTA	241,000	216,254	217,813	-23,187	1,559	-9.62	0.72
TENNESSEE	1,413,000	1,346,819	1,364,312	-48,688	17,493	-3.45	1.30
TEXAS	4,446,000	5,315,955	5,444,425	998,425	128,470	22.46	2.42
UTAH	481,000	690,260	700,715	219,715	10,455	45.68	1.51
VERMONT	168,000	154,007	153,095	-14,905	-912	-8.87	-0.59
VIRGINIA	1,754,000	1,674,928	1,684,446	-69,554	9,518	-3.97	0.57
WASHINGTON	1,217,000	1,431,406	1,452,352	235,352	20,946	19.34	1.46
WEST VIRGINIA	592,000	482,975	474,060	-117,940	-8,915	-19.92	-1.85
WISCONSIN	1,613,000	1,407,063	1,412,965	-200,035	5,902	-12.40	0.42
WYOMING	136,000	147,632	147,720	11,720	88	8.62	0.06
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	72,782,000	69,428,517	70,222,087	-2,559,913	793,570	-3.52	1.14

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS. THE ESTIMATES ARE FROM THE SAME YEAR AS THE CHILD COUNT.

DATA AS OF OCTOBER 1, 1995.

Table AF2

## Estimated Resident Population for Children Birth Through Age 2

STATE	-----NUMBER-----			CHANGE IN		PERCENTAGE	
	1976-77	1993-94	1994-95	NUMBER		CHANGE	
				1994-95 LESS 1976-77	1994-95 LESS 1993-94	1994-95 LESS 1976-77	1994-95 LESS 1993-94
ALABAMA	168,571	181,899	180,511	11,940	-1,388	7.08	-0.76
ALASKA	22,985	33,995	32,368	9,383	-1,627	40.82	-4.79
ARIZONA	119,758	196,188	205,039	85,281	8,851	71.21	4.51
ARKANSAS	101,600	102,777	101,298	-302	-1,479	-0.30	-1.44
CALIFORNIA	905,356	1,750,520	1,695,405	790,049	-55,115	87.26	-3.15
COLORADO	119,945	160,460	159,325	39,380	-1,135	32.83	-0.71
CONNECTICUT	107,425	137,767	135,500	28,075	-2,267	26.13	-1.65
DELAWARE	24,031	31,924	29,742	5,711	-2,182	23.77	-6.83
DISTRICT OF COLUMBIA	21,879	24,195	25,881	4,002	1,686	18.29	6.97
FLORIDA	326,497	569,524	567,277	240,780	-2,247	73.75	-0.39
GEORGIA	238,240	325,338	325,946	87,706	608	36.81	0.19
HAWAII	44,038	57,865	57,239	13,201	-626	29.98	-1.08
IDAHO	48,199	51,318	51,843	3,644	525	7.56	1.02
ILLINOIS	480,209	555,545	549,180	68,971	-6,365	14.36	-1.15
INDIANA	241,571	242,863	242,796	1,225	-67	0.51	-0.03
IOWA	120,258	111,648	110,452	-9,806	-1,196	-8.15	-1.07
KANSAS	97,703	109,060	108,749	11,046	-311	-11.31	-0.29
KENTUCKY	159,859	156,966	155,144	-4,715	-1,822	-2.95	-1.16
LOUISIANA	191,706	206,617	202,451	10,745	-4,166	5.60	-2.02
MAINE	45,342	46,520	44,433	-909	-2,087	-2.00	-4.49
MARYLAND	151,497	224,834	223,953	72,456	-881	47.83	-0.39
MASSACHUSETTS	199,539	254,606	247,643	48,104	-6,963	24.11	-2.73
MICHIGAN	398,356	411,802	407,712	9,356	-4,090	2.35	-0.99
MINNESOTA	168,494	193,956	190,119	21,625	-3,837	12.83	-1.98
MISSISSIPPI	124,496	126,082	124,276	-220	-1,806	-0.18	-1.43
MISSOURI	199,462	222,191	221,299	21,837	-892	10.95	-0.40
MONTANA	35,337	34,437	34,218	-1,119	-219	-3.17	-0.64
NEBRASKA	68,482	67,649	67,659	-823	10	-1.20	0.01
NEVADA	27,087	66,064	67,808	40,721	1,744	150.33	2.64
NEW HAMPSHIRE	34,650	46,280	46,419	11,769	139	33.97	0.30
NEW JERSEY	274,354	349,884	341,222	66,868	-8,662	24.37	-2.48
NEW MEXICO	62,481	82,771	82,924	20,443	153	32.72	0.18
NEW YORK	671,964	832,200	826,290	154,326	-5,910	22.97	-0.71
NORTH CAROLINA	241,141	301,792	301,038	59,897	-754	24.84	-0.25
NORTH DAKOTA	29,281	25,659	25,071	-4,210	-588	-14.38	-2.29
OHIO	455,603	485,629	462,468	6,865	-23,161	1.51	-4.77
OKLAHOMA	126,448	140,632	141,495	15,047	863	11.90	0.61
OREGON	102,271	124,222	121,768	19,497	-2,454	19.06	-1.98
PENNSYLVANIA	436,681	481,857	467,630	30,949	-14,227	7.09	-2.95
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	31,948	42,930	41,973	10,025	-957	31.38	-2.23
SOUTH CAROLINA	137,829	164,877	162,938	25,109	-1,939	18.22	-1.18
SOUTH DAKOTA	32,129	32,922	31,879	-250	-1,043	-0.78	-3.17
TENNESSEE	186,466	217,389	217,040	30,574	-349	16.40	-0.16
TEXAS	625,199	941,199	939,926	314,727	-1,273	50.34	-0.14
UTAH	92,796	108,073	108,425	15,629	352	16.84	0.33
VERMONT	20,577	22,333	21,732	1,155	-601	5.61	-2.69
VIRGINIA	210,395	283,114	279,008	68,613	-4,106	32.61	-1.45
WASHINGTON	153,444	235,308	232,222	78,778	-3,086	51.34	-1.31
WEST VIRGINIA	82,782	64,625	64,196	-18,586	-429	-22.45	-0.66
WISCONSIN	193,983	206,904	204,350	10,367	-2,554	5.34	-1.23
WYOMING	20,624	19,959	19,230	-1,394	-729	-6.76	-3.65
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,180,968	11,865,169	11,704,510	2,523,542	-160,659	27.49	-1.35

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS. THE ESTIMATES ARE FROM THE SAME YEAR AS THE CHILD COUNT.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1995.

Table AF3

## Estimated Resident Population for Children Ages 3-5

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1993-94	1994-95	1994-95	1994-95	1994-95	1994-95
				LESS	LESS	LESS	LESS
				1976-77	1993-94	1976-77	1993-94
ALABAMA	175,341	176,153	180,072	4,731	3,919	2.70	2.22
ALASKA	24,068	34,667	34,806	10,738	139	44.61	0.40
ARIZONA	120,127	189,989	204,945	84,818	14,956	70.61	7.87
ARKANSAS	101,569	102,887	105,472	3,903	2,585	3.84	2.51
CALIFORNIA	909,219	1,579,447	1,652,508	743,289	73,061	81.75	4.63
COLORADO	120,145	160,349	165,835	45,690	5,486	38.03	3.42
CONNECTICUT	113,358	142,652	144,038	30,680	1,386	27.07	0.97
DELAWARE	25,241	30,981	31,518	6,277	537	24.87	1.73
DISTRICT OF COLUMBIA	27,938	22,661	24,083	-3,855	1,422	-13.80	6.28
FLORIDA	344,352	566,314	586,689	242,337	20,375	70.37	3.60
GEORGIA	249,132	319,629	331,178	82,046	11,549	32.93	3.61
HAWAII	45,097	52,881	55,291	10,194	2,410	22.60	4.56
IDAHO	44,631	51,719	53,333	8,702	1,614	19.50	3.12
ILLINOIS	499,178	529,609	540,676	41,498	11,067	8.31	2.09
INDIANA	246,507	242,472	245,247	-1,260	2,775	-0.51	1.14
IOWA	118,766	117,880	116,235	-2,531	-1,645	-2.13	-1.40
KANSAS	96,784	114,520	114,242	17,458	-278	18.04	-0.24
KENTUCKY	162,249	155,560	157,432	-4,817	1,872	-2.97	1.20
LOUISIANA	198,917	201,583	201,632	2,715	49	1.36	0.02
MAINE	47,644	51,283	50,413	2,769	-870	5.81	-1.70
MARYLAND	164,831	227,130	230,622	65,791	3,492	39.91	1.54
MASSACHUSETTS	213,304	256,127	261,631	48,327	5,504	22.66	2.15
MICHIGAN	413,467	434,764	438,134	24,667	3,370	5.97	0.78
MINNESOTA	166,645	208,138	206,729	40,084	-1,409	24.05	-0.68
MISSISSIPPI	130,900	121,109	123,065	-7,835	1,956	-5.99	1.62
MISSOURI	205,393	228,248	231,406	26,013	3,158	12.66	1.38
MONTANA	35,214	36,759	37,248	2,034	489	5.78	1.33
NEBRASKA	69,511	72,910	72,369	2,858	-541	4.11	-0.74
NEVADA	27,838	64,268	69,118	41,280	4,850	148.28	7.55
NEW HAMPSHIRE	34,881	51,202	51,078	16,197	-124	46.44	-0.24
NEW JERSEY	290,746	341,450	352,361	61,615	10,911	21.19	3.20
NEW MEXICO	64,122	80,173	83,991	19,869	3,818	30.99	4.76
NEW YORK	702,865	801,059	821,344	118,479	20,285	16.86	2.53
NORTH CAROLINA	252,156	298,012	311,056	58,900	13,044	23.36	4.38
NORTH DAKOTA	30,231	27,653	26,971	-3,260	-682	-10.78	-2.47
OHIO	470,129	478,521	481,093	10,964	2,572	2.33	0.54
OKLAHOMA	126,173	140,896	143,313	17,140	2,417	13.58	1.72
OREGON	98,561	130,424	130,496	31,935	72	32.40	0.06
PENNSYLVANIA	460,377	492,035	496,978	36,601	4,943	7.95	1.00
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	41,996	43,156	7,794	1,160	22.04	2.76
SOUTH CAROLINA	144,888	162,733	164,895	20,007	2,162	13.81	1.33
SOUTH DAKOTA	32,481	33,832	33,538	1,057	-294	3.25	-0.87
TENNESSEE	192,024	212,220	220,888	28,864	8,668	15.03	4.08
TEXAS	634,321	881,619	914,778	280,457	33,159	44.21	3.76
UTAH	81,356	106,856	109,065	27,709	2,209	34.06	2.07
VERMONT	20,524	24,798	24,648	4,124	-150	20.10	-0.60
VIRGINIA	216,877	279,482	283,047	66,170	3,565	30.51	1.28
WASHINGTON	147,905	238,995	241,503	93,598	2,508	63.28	1.05
WEST VIRGINIA	84,025	64,930	65,568	-18,457	638	-21.97	0.98
WISCONSIN	192,191	221,971	219,715	27,524	-2,256	14.32	-1.02
WYOMING	19,946	21,162	20,874	928	-288	4.65	-1.36
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,429,510	11,624,708	11,906,323	2,476,813	281,615	26.27	2.42

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS. THE ESTIMATES ARE FROM THE SAME YEAR AS THE CHILD COUNT.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1995.

Table AF4

## Estimated Resident Population for Children Ages 6-17

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1993-94	1994-95	1994-95 LESS 1976-77	1994-95 LESS 1993-94	1994-95 LESS 1976-77	1994-95 LESS 1993-94
ALABAMA	812,953	718,221	719,134	-93,819	913	-11.54	0.13
ALASKA	102,411	120,532	124,151	21,740	3,619	21.23	3.00
ARIZONA	490,548	683,516	728,847	238,299	45,331	48.58	6.63
ARKANSAS	450,431	429,013	433,627	-16,804	4,614	-3.73	1.08
CALIFORNIA	4,446,498	5,263,177	5,329,457	882,959	66,280	19.86	1.26
COLORADO	551,093	617,334	644,889	93,796	27,555	17.02	4.46
CONNECTICUT	671,319	494,174	508,582	-162,737	14,408	-24.24	2.92
DELAWARE	128,764	112,207	113,540	-15,224	1,333	-11.82	1.19
DISTRICT OF COLUMBIA	136,585	68,145	68,525	-68,060	380	-49.83	0.56
FLORIDA	1,586,530	2,033,404	2,108,793	522,263	75,389	32.92	3.71
GEORGIA	1,120,109	1,195,702	1,235,126	115,017	39,424	10.27	3.30
HAWAII	191,110	188,289	191,584	474	3,295	0.25	1.75
IDAHO	186,590	229,411	234,127	47,537	4,716	25.48	2.06
ILLINOIS	2,429,966	1,982,615	1,993,438	-436,528	10,823	-17.96	0.55
INDIANA	1,182,681	983,816	985,364	-197,317	1,548	-16.68	0.16
IOWA	632,399	504,600	502,296	-130,103	-2,304	-20.57	-0.46
KANSAS	473,180	460,207	467,914	-5,266	7,707	-1.11	1.67
KENTUCKY	746,989	658,835	656,964	-90,025	-1,871	-12.05	-0.28
LOUISIANA	923,076	834,814	831,079	-91,997	-3,735	-9.97	-0.45
MAINE	237,130	209,127	210,841	-26,289	1,714	-11.09	0.82
MARYLAND	928,271	788,580	808,357	-119,914	19,777	-12.92	2.51
MASSACHUSETTS	1,242,391	882,172	914,491	-327,900	32,319	-26.39	3.66
MICHIGAN	2,095,777	1,659,693	1,678,950	-416,827	19,257	-19.89	1.16
MINNESOTA	898,231	825,704	843,494	-54,737	17,790	-6.09	2.15
MISSISSIPPI	562,604	510,625	508,686	-53,918	-1,939	-9.58	-0.38
MISSOURI	1,003,075	912,828	926,419	-76,656	13,591	-7.64	1.49
MONTANA	169,330	160,743	165,982	-3,348	5,239	-1.98	3.26
NEBRASKA	332,339	298,574	301,596	-30,743	3,022	-9.25	1.01
NEVADA	135,073	221,786	238,822	103,749	17,036	76.81	7.68
NEW HAMPSHIRE	183,785	186,383	194,084	10,299	7,701	5.60	4.13
NEW JERSEY	1,587,994	1,205,058	1,236,908	-351,086	31,850	-22.11	2.64
NEW MEXICO	280,878	317,146	330,381	49,503	13,235	17.62	4.17
NEW YORK	3,793,733	2,834,121	2,863,457	-930,276	29,336	-24.52	1.04
NORTH CAROLINA	1,181,836	1,104,161	1,143,865	-37,971	39,704	-3.21	3.60
NORTH DAKOTA	144,042	118,796	119,518	-24,524	722	-17.03	0.61
OHIO	2,355,041	1,895,330	1,910,651	-444,390	15,321	-18.87	0.81
OKLAHOMA	564,589	587,918	595,110	30,521	7,192	5.41	1.22
OREGON	478,903	526,532	530,192	51,289	3,660	10.71	0.70
PENNSYLVANIA	2,454,642	1,897,720	1,932,949	-521,693	35,229	-21.25	1.86
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	150,231	154,689	-44,518	4,458	-22.35	2.97
SOUTH CAROLINA	645,989	624,605	624,443	-21,546	-162	-3.34	-0.03
SOUTH DAKOTA	151,333	141,920	142,983	-8,350	1,063	-5.52	0.75
TENNESSEE	899,154	838,595	858,412	-40,742	19,817	-4.53	2.36
TEXAS	2,779,661	3,360,563	3,446,717	667,056	86,154	24.00	2.56
UTAH	286,294	450,035	454,456	168,162	4,421	58.74	0.98
VERMONT	108,007	96,834	99,182	-8,825	2,348	-8.17	2.42
VIRGINIA	1,090,502	1,025,195	1,040,937	-49,565	15,742	-4.55	1.54
WASHINGTON	776,411	918,572	933,924	157,513	15,352	20.29	1.67
WEST VIRGINIA	380,112	304,758	299,654	-80,458	-5,104	-21.17	-1.67
WISCONSIN	1,043,493	912,672	922,379	-121,114	9,707	-11.61	1.06
WYOMING	84,744	97,359	97,313	12,569	-46	14.83	-0.05
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	46,337,802	43,642,348	44,407,279	-1,930,523	764,931	-4.17	1.75

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS. THE ESTIMATES ARE FROM THE SAME YEAR AS THE CHILD COUNT.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1995.



Table AF5

## Estimated Resident Population for Children Ages 18-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1993-94	1994-95	1994-95 LESS 1976-77	1994-95 LESS 1993-94	1994-95 LESS 1976-77	1994-95 LESS 1993-94
	ALABAMA	287,706	256,422	248,568	-39,138	-7,854	-13.60
ALASKA	44,521	34,849	37,289	-7,232	2,440	-16.24	7.00
ARIZONA	177,325	214,035	216,086	38,761	2,051	21.86	0.96
ARKANSAS	152,000	144,341	142,576	-9,424	-1,765	-6.20	-1.22
CALIFORNIA	1,736,283	1,652,343	1,654,422	-81,861	2,079	-4.71	0.13
COLORADO	228,763	190,554	192,005	-36,758	1,451	-16.07	0.76
CONNECTICUT	236,324	156,777	151,072	-85,252	-5,705	-36.07	-3.64
DELAWARE	50,995	36,353	34,907	-16,088	-1,446	-31.55	-3.98
DISTRICT OF COLUMBIA	62,477	28,781	24,083	-38,394	-4,698	-61.45	-16.32
FLORIDA	594,118	645,590	645,308	51,190	-282	8.62	-0.04
GEORGIA	408,759	412,410	400,350	-8,409	-12,060	-2.06	-2.92
HAWAII	84,792	67,051	68,003	-16,789	952	-19.80	1.42
IDAHO	65,779	69,416	71,936	6,157	2,520	9.36	3.63
ILLINOIS	872,856	639,558	624,383	-248,473	-15,175	-28.47	-2.37
INDIANA	424,812	338,265	325,410	-99,402	-12,855	-23.40	-3.80
IOWA	218,835	153,609	152,122	-66,713	-1,487	-30.49	-0.97
KANSAS	193,036	138,541	138,735	-54,301	194	-28.13	0.14
KENTUCKY	271,761	230,170	225,490	-46,271	-4,680	-17.03	-2.03
LOUISIANA	322,007	260,681	262,363	-59,644	1,682	-18.52	0.65
MAINE	83,226	68,533	64,617	-18,609	-3,916	-22.36	-5.71
MARYLAND	343,897	247,320	239,738	-104,159	-7,582	-30.29	-3.07
MASSACHUSETTS	474,305	304,347	282,332	-191,973	-22,015	-40.47	-7.23
MICHIGAN	757,757	540,191	518,367	-239,390	-21,824	-31.59	-4.04
MINNESOTA	328,124	233,543	232,865	-95,259	-678	-29.03	-0.29
MISSISSIPPI	188,496	175,229	170,991	-17,505	-4,238	-9.29	-2.42
MISSOURI	378,532	283,906	277,319	-101,213	-6,587	-26.74	-2.32
MONTANA	60,456	47,095	48,486	-11,970	1,391	-19.80	2.95
NEBRASKA	126,150	90,702	90,828	-35,322	126	-28.00	0.14
NEVADA	48,088	64,985	68,356	20,268	3,371	42.15	5.19
NEW HAMPSHIRE	62,335	57,788	52,668	-9,667	-5,120	-15.51	-8.86
NEW JERSEY	519,260	391,751	385,294	-133,966	-6,457	-25.80	-1.65
NEW MEXICO	102,000	94,537	96,305	-5,695	1,768	-5.58	1.87
NEW YORK	1,317,403	943,966	913,536	-403,867	-30,430	-30.66	-3.22
NORTH CAROLINA	449,008	405,278	388,550	-60,458	-16,728	-13.46	-4.13
NORTH DAKOTA	55,727	36,763	37,105	-18,622	342	-33.42	0.93
OHIO	861,830	618,567	598,473	-263,357	-20,094	-30.56	-3.25
OKLAHOMA	215,238	189,930	186,750	-28,488	-3,180	-13.24	-1.67
OREGON	174,536	156,546	158,621	-15,915	2,075	-9.12	1.33
PENNSYLVANIA	877,981	628,059	597,145	-280,836	-30,914	-31.99	-4.92
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	52,153	47,225	-26,205	-4,928	-35.69	-9.45
SOUTH CAROLINA	244,123	225,595	215,484	-28,639	-10,111	-11.73	-4.48
SOUTH DAKOTA	57,186	40,502	41,292	-15,894	790	-27.79	1.95
TENNESSEE	321,822	296,004	285,012	-36,810	-10,992	-11.44	-3.71
TEXAS	1,032,018	1,073,773	1,082,930	50,912	9,157	4.93	0.85
UTAH	113,350	133,369	137,194	23,844	3,825	21.04	2.87
VERMONT	39,470	32,375	29,265	-10,205	-3,110	-25.85	-9.61
VIRGINIA	446,620	370,251	360,462	-86,158	-9,789	-19.29	-2.64
WASHINGTON	292,683	273,839	276,925	-15,758	3,086	-5.38	1.13
WEST VIRGINIA	127,864	113,287	108,838	-19,026	-4,449	-14.88	-3.93
WISCONSIN	377,316	272,420	270,871	-106,445	-1,549	-28.21	-0.57
WYOMING	31,309	29,111	29,533	-1,776	422	-5.67	1.45
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	17,014,688	14,161,461	13,908,485	-3,106,203	-252,976	-18.26	-1.79

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS. THE ESTIMATES ARE FROM THE SAME YEAR AS THE CHILD COUNT.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1995.

BEST COPY AVAILABLE

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Table AF6

## Enrollment for Students in Grades Pre-Kindergarten Through Twelve

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1993-94	1994-95	1994-95	1994-95	1994-95	1994-95
				LESS	LESS	LESS	LESS
			1976-77	1993-94	1976-77	1993-94	
ALABAMA	752,507	730,509	733,458	-19,049	2,949	-2.53	0.40
ALASKA	91,190	125,564	122,494	31,304	-3,070	34.33	-2.44
ARIZONA	502,817	669,459	791,689	288,872	122,230	57.45	18.26
ARKANSAS	460,593	450,672	432,317	-28,276	-18,355	-6.14	-4.07
CALIFORNIA	4,380,300	5,285,000	5,340,000	959,700	55,000	21.91	1.04
COLORADO	570,000	625,062	640,521	70,521	15,459	12.37	2.47
CONNECTICUT	635,000	493,500	503,216	-131,784	9,716	-20.75	1.97
DELAWARE	122,273	105,547	106,813	-15,460	1,266	-12.64	1.20
DISTRICT OF COLUMBIA	125,848	80,678	80,420	-45,428	-258	-36.10	-0.32
FLORIDA	1,537,336	2,039,385	2,108,978	571,642	69,593	37.18	3.41
GEORGIA	1,095,142	1,235,304	1,270,948	175,806	35,644	16.05	2.89
HAWAII	174,943	179,876	183,164	8,221	3,288	4.70	1.83
IDAHO	200,005	236,774	240,448	40,443	3,674	20.22	1.55
ILLINOIS	2,238,129	1,886,947	1,919,226	-318,903	32,279	-14.25	1.71
INDIANA	1,163,179	961,534	972,521	-190,658	10,987	-16.39	1.14
IOWA	605,127	497,912	498,837	-106,290	925	-17.56	0.19
KANSAS	436,526	458,538	460,905	24,379	2,367	5.58	0.52
KENTUCKY	694,000	639,200	655,489	-38,511	16,289	-5.55	2.55
LOUISIANA	839,499	799,917	781,857	-57,642	-18,060	-6.87	-2.26
MAINE	248,822	212,245	215,517	-33,305	3,272	-13.39	1.54
MARYLAND	860,929	772,638	790,935	-69,994	18,297	-8.13	2.37
MASSACHUSETTS	1,172,000	878,734	897,705	-274,295	18,971	-23.40	2.16
MICHIGAN	2,035,703	1,613,700	1,603,535	-432,168	-10,165	-21.23	-0.63
MINNESOTA	862,591	807,760	826,600	-35,991	18,840	-4.17	2.33
MISSISSIPPI	510,209	503,374	503,301	-6,908	-73	-1.35	-0.01
MISSOURI	950,142	870,086	861,542	-88,600	-8,544	-9.32	-0.98
MONTANA	170,552	162,891	164,295	-6,257	1,404	-3.67	0.86
NEBRASKA	312,024	284,458	286,405	-25,619	1,947	-8.21	0.68
NEVADA	141,791	235,800	250,747	108,956	14,947	76.84	6.34
NEW HAMPSHIRE	175,496	182,385	186,398	10,902	4,013	6.21	2.20
NEW JERSEY	1,427,000	1,152,205	1,174,545	-252,455	22,340	-17.69	1.94
NEW MEXICO	284,719	321,164	315,730	31,011	-5,434	10.89	-1.69
NEW YORK	3,378,997	2,746,200	2,790,700	-588,297	44,500	-17.41	1.62
NORTH CAROLINA	1,191,316	1,123,636	1,146,639	-44,677	23,003	-3.75	2.05
NORTH DAKOTA	129,106	118,500	119,288	-9,818	788	-7.60	0.66
OHIO	2,249,440	1,812,300	1,825,410	-424,030	13,110	-18.85	0.72
OKLAHOMA	597,665	598,000	611,138	13,473	13,138	2.25	2.20
OREGON	474,707	516,610	521,945	47,238	5,335	9.95	1.03
PENNSYLVANIA	2,193,673	1,745,230	1,779,790	-413,883	34,560	-18.87	1.98
PUERTO RICO	688,592	631,721	621,895	-66,697	-9,826	-9.69	-1.56
RHODE ISLAND	172,373	145,676	147,490	-24,883	1,814	-14.44	1.25
SOUTH CAROLINA	620,711	636,297	641,820	21,109	5,523	3.40	0.87
SOUTH DAKOTA	148,080	151,073	143,411	-4,669	-7,662	-3.15	-5.07
TENNESSEE	841,974	857,051	865,729	23,755	8,678	2.82	1.01
TEXAS	2,822,754	3,616,457	3,680,271	857,517	63,814	30.38	1.76
UTAH	314,471	468,675	471,557	157,086	2,882	49.95	0.61
VERMONT	104,356	100,000	107,131	2,775	7,131	2.66	7.13
VIRGINIA	1,100,723	1,045,472	1,059,195	-41,528	13,723	-3.77	1.31
WASHINGTON	780,730	916,928	934,309	153,579	17,381	19.67	1.90
WEST VIRGINIA	404,771	313,750	309,888	-94,883	-3,862	-23.44	-1.23
WISCONSIN	945,337	841,856	856,661	-88,676	14,805	-9.38	1.76
WYOMING	90,587	100,899	101,488	10,901	589	12.03	0.58
AMERICAN SAMOA	9,950	14,653	14,345	4,395	-308	44.17	-2.10
GUAM	28,570	31,986	31,711	3,141	-275	10.99	-0.86
NORTHERN MARIANAS	.	8,154	8,291	.	137	.	1.68
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	22,908	23,353	-1,673	445	-6.69	1.94
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	45,090,301	44,062,850	44,734,011	-356,290	671,161	-0.79	1.52
50 STATES, D.C. & P.R.	45,026,755	43,985,149	44,656,311	-370,444	671,162	-0.82	1.53

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 ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES IN THE SAME YEAR AS THE OSEP CHILD COUNT.

DATA FOR SCHOOL YEARS 1993-94 AND 1994-95 ARE ESTIMATES FROM NCES.

DATA AS OF OCTOBER 1, 1995.

Table AG1

## State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part H

APPROPRIATION YEAR 1995  
ALLOCATION YEAR 1995-1996

STATE	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART H
ALABAMA	41,465,434	5,820,469	4,367,917
ALASKA	7,374,055	1,411,602	1,524,910
ARIZONA	30,289,610	4,977,467	5,040,920
ARKANSAS	22,008,625	4,739,242	2,511,863
CALIFORNIA	235,715,125	36,991,756	40,347,086
COLORADO	28,442,621	4,614,328	3,893,981
CONNECTICUT	32,112,395	4,961,085	4,095,944
DELAWARE	6,436,500	1,372,012	1,374,985
DISTRICT OF COLUMBIA	3,047,513	230,716	1,383,883
FLORIDA	123,452,777	17,597,926	15,212,617
GEORGIA	53,924,886	8,731,045	7,438,660
HAWAII	6,316,734	818,429	1,590,820
IDAHO	9,537,071	2,030,031	1,479,484
ILLINOIS	104,924,470	17,077,108	13,736,885
INDIANA	53,655,308	7,552,890	6,442,058
IOWA	26,719,155	3,872,349	2,809,586
KANSAS	21,558,353	3,997,264	2,802,012
KENTUCKY	33,701,072	9,562,443	3,928,148
LOUISIANA	37,019,475	6,592,482	5,275,752
MAINE	12,959,800	2,230,713	1,374,985
MARYLAND	40,386,285	6,178,831	6,239,596
MASSACHUSETTS	65,379,053	9,738,552	8,492,708
MICHIGAN	76,326,194	12,062,781	10,176,247
MINNESOTA	39,216,164	7,343,334	5,094,610
MISSISSIPPI	27,352,623	4,403,407	2,836,013
MISSOURI	48,751,983	5,443,678	5,724,039
MONTANA	7,730,834	1,174,742	1,395,819
NEBRASKA	15,880,929	2,261,430	1,758,114
NEVADA	11,001,391	1,979,519	1,759,009
NEW HAMPSHIRE	9,912,644	1,362,455	1,522,232
NEW JERSEY	80,086,523	10,883,943	8,552,266
NEW MEXICO	18,930,589	2,809,552	1,890,168
NEW YORK	156,222,426	30,722,822	21,361,708
NORTH CAROLINA	58,238,977	10,335,138	6,809,052
NORTH DAKOTA	5,081,096	763,821	1,374,985
OHIO	93,325,916	12,418,412	10,460,369
OKLAHOMA	29,548,895	3,392,486	3,722,478
OREGON	27,936,014	3,855,284	3,142,903
PENNSYLVANIA	86,333,149	13,488,035	12,590,173
PUERTO RICO	18,077,191	2,273,717	4,107,217
RHODE ISLAND	9,887,189	1,454,605	1,564,797
SOUTH CAROLINA	34,482,265	6,760,400	4,103,199
SOUTH DAKOTA	6,574,628	1,520,134	1,374,985
TENNESSEE	51,642,649	6,706,475	5,624,612
TEXAS	175,493,118	20,919,424	24,258,785
UTAH	21,373,488	3,118,084	2,826,559
VERMONT	4,776,464	890,784	1,374,985
VIRGINIA	57,496,176	8,819,782	7,329,204
WASHINGTON	43,601,197	8,757,666	5,946,345
WEST VIRGINIA	18,916,400	3,045,047	1,878,151
WISCONSIN	42,663,932	8,922,854	5,649,829
WYOMING	5,070,246	1,020,476	1,423,267
AMERICAN SAMOA	2,616,028	35,495	514,726
GUAM	6,320,281	118,089	1,139,887
NORTHERN MARIANAS	1,613,239	15,017	342,601
PALAU	736,669	6,826	104,018
VIRGIN ISLANDS	4,791,706	80,546	671,387
BUR. OF INDIAN AFFAIRS	28,479,470	.	3,862,461
U.S. AND OUTLYING AREAS	2,322,915,000	360,265,000	315,632,000
50 STATES, D.C. & P.R.	2,278,357,607	360,009,027	308,996,920

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STATE GRANT AWARDS ARE INITIAL ALLOCATIONS FOR THE 1995 APPROPRIATION.

DATA AS OF OCTOBER 1, 1995.

Table AH1

Number of Infants and Toddlers Receiving Early Intervention Services  
December 1, 1994

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION	PERCENTAGE OF POPULATION
ALABAMA	147	435	720	1,302	180,511	0.72
ALASKA	67	121	202	390	32,368	1.20
ARIZONA	225	557	689	1,471	205,039	0.72
ARKANSAS	355	595	692	1,642	101,298	1.62
CALIFORNIA	4,122	6,834	8,515	19,471	1,695,405	1.15
COLORADO	780	1,054	1,625	3,459	159,325	2.17
CONNECTICUT	237	606	1,060	1,903	135,500	1.40
DELAWARE	315	448	514	1,277	29,742	4.29
DISTRICT OF COLUMBIA	35	67	102	204	25,881	0.79
FLORIDA	1,424	2,592	3,099	7,115	567,277	1.25
GEORGIA	598	1,122	1,519	3,239	325,946	0.99
HAWAII	1,407	1,259	1,217	3,883	57,239	6.78
IDAHO	157	302	410	869	51,843	1.68
ILLINOIS	985	2,952	4,000	7,937	549,180	1.45
INDIANA	1,004	1,469	1,665	4,138	242,796	1.70
IOWA	92	345	569	1,006	110,452	0.91
KANSAS	171	375	654	1,200	108,749	1.10
KENTUCKY	206	487	641	1,334	155,144	0.86
LOUISIANA	368	901	1,364	2,633	202,451	1.30
MAINE	39	147	289	475	44,433	1.07
MARYLAND	538	1,152	2,104	3,794	223,953	1.69
MASSACHUSETTS	1,653	2,569	3,892	8,114	247,643	3.28
MICHIGAN	599	1,208	1,791	3,598	407,712	0.88
MINNESOTA	392	732	1,443	2,567	190,119	1.35
MISSISSIPPI	47	143	232	422	124,276	0.34
MISSOURI	516	874	932	2,322	221,299	1.05
MONTANA	91	150	241	482	34,218	1.41
NEBRASKA	70	239	427	736	67,659	1.09
NEVADA	134	268	326	728	67,808	1.07
NEW HAMPSHIRE	118	263	411	792	46,419	1.71
NEW JERSEY	332	1,095	1,583	3,010	341,222	0.88
NEW MEXICO	227	500	753	1,480	82,924	1.78
NEW YORK	824	2,583	6,054	9,461	826,290	1.14
NORTH CAROLINA	474	1,316	4,207	5,997	301,038	1.99
NORTH DAKOTA	35	86	89	210	25,071	0.84
OHIO	3,245	5,034	7,777	16,056	462,468	3.47
OKLAHOMA	309	613	765	1,687	141,495	1.19
OREGON	167	411	678	1,256	121,768	1.03
PENNSYLVANIA	984	2,274	3,091	6,349	467,630	1.36
PUERTO RICO	715	1,401	2,067	4,183	.	.
RHODE ISLAND	121	252	428	801	41,973	1.91
SOUTH CAROLINA	233	585	773	1,591	162,938	0.98
SOUTH DAKOTA	46	98	215	359	31,879	1.13
TENNESSEE	1,527	1,001	628	3,156	217,040	1.45
TEXAS	1,515	3,353	4,602	9,470	939,926	1.01
UTAH	383	585	592	1,560	108,425	1.44
VERMONT	33	102	179	314	21,732	1.44
VIRGINIA	480	1,185	421	2,086	279,008	0.75
WASHINGTON	227	693	1,322	2,242	232,222	0.97
WEST VIRGINIA	337	562	639	1,538	64,196	2.40
WISCONSIN	367	1,069	1,885	3,321	204,350	1.63
WYOMING	57	140	226	423	19,230	2.20
AMERICAN SAMOA	9	16	10	35	.	.
GUAM	19	29	86	134	.	.
NORTHERN MARIANAS	2	9	20	31	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	29,560	55,258	80,435	165,253	11,704,510	1.41
50 STATES, D.C. & P.R.	29,530	55,204	80,319	165,053	11,704,510	1.41

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

POPULATION FIGURES ARE JULY ESTIMATES FROM THE BUREAU OF THE CENSUS. THE ESTIMATES ARE FROM THE SAME YEAR AS THE CHILD COUNT.

NO CENSUS DATA ARE AVAILABLE FOR OUTLYING AREAS.

DATA AS OF OCTOBER 1, 1995.

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Table AH2

Early Intervention Services on IFSPs Provided to  
 Infants, Toddlers, and Their Families in Accord With Part H  
 December 1, 1993

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	61	87	250	33	76	110
ALASKA	.	76	5	68	96	42
ARIZONA	43	457	384	2	0	0
ARKANSAS	135	102	360	105	342	100
CALIFORNIA	128	144	441	2,115	194	0
COLORADO	1,737	1,162	1,765	2,518	2,518	2,518
CONNECTICUT	27	32	31	0	7	165
DELAWARE	44	17	392	46	648	441
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0	763	5,722	18	1,172	0
GEORGIA	.	437	1,131	295	462	190
HAWAII	110	200	2,479	278	177	280
IDAHO	0	21	20	34	158	122
ILLINOIS	237	595	1,473	234	256	755
INDIANA	113	332	1,888	561	550	283
IOWA	0	73	28	9	0	37
KANSAS	157	352	266	117	108	187
KENTUCKY	127	45	100	0	5	0
LOUISIANA	58	209	500	321	272	81
MAINE	26	9	136	41	72	105
MARYLAND	2	600	242	29	40	469
MASSACHUSETTS	.	332	7,059	7,059	0	600
MICHIGAN	22	181	897	297	324	201
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	80	89	316	71	199	101
MISSOURI	7	32	598	1	245	78
MONTANA	54	96	402	83	150	23
NEBRASKA	89	43	55	4	11	4
NEVADA	22	103	598	155	499	0
NEW HAMPSHIRE	.	16	596	4	2	39
NEW JERSEY	410	302	1,932	209	109	1,091
NEW MEXICO	174	497	1,054	697	1,039	288
NEW YORK	339	676	1,383	371	652	411
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	43	54	129	18	70	46
OHIO	93	198	1,995	372	724	654
OKLAHOMA	1	31	461	590	668	243
OREGON	291	79	500	40	.	.
PENNSYLVANIA	204	236	2,173	60	103	718
PUERTO RICO	1	835	613	513	4,207	4,224
RHODE ISLAND	17	348	750	73	20	132
SOUTH CAROLINA	4	78	161	229	621	64
SOUTH DAKOTA	22	34	60	26	44	22
TENNESSEE	310	951	1,421	285	1,454	1,132
TEXAS	903	1,763	4,870	409	1,106	1,396
UTAH	3	121	1,044	382	18	799
VERMONT	5	9	118	0	17	5
VIRGINIA	127	276	429	159	304	185
WASHINGTON	2	2	2	2	1	4
WEST VIRGINIA	265	236	582	161	254	109
WISCONSIN	168	207	1,019	68	101	462
WYOMING	6	93	246	101	83	72
AMERICAN SAMOA	3	1	34	7	16	14
GUAM	8	52	86	9	8	19
NORTHERN MARIANAS	0	0	35	0	1	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,678	13,684	49,231	19,279	20,203	19,021
50 STATES, D.C. & P.R.	6,667	13,631	49,076	19,263	20,178	18,988

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 PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

BEST COPY AVAILABLE

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Table AH2

Early Intervention Services on IFSPs Provided to  
 Infants, Toddlers, and Their Families in Accord With Part H  
 December 1, 1993

STATE	NUTRITION SERVICES	OCCUPA- TIONAL THERAPY	PHYSICAL THERAPY	PSYCHO- LOGICAL SERVICES	RESPIRE CARE	SOCIAL WORK SERVICES
ALABAMA	130	207	366	69	0	144
ALASKA	56	60	64	2	39	13
ARIZONA	22	1,005	1,064	5	340	239
ARKANSAS	128	256	356	104	63	194
CALIFORNIA	183	238	154	691	1,285	1
COLORADO	1,211	2,404	2,415	713	1,081	3,083
CONNECTICUT	6	413	539	0	0	15
DELAWARE	599	176	161	145	58	430
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	2	294	295	897	.	2,837
GEORGIA	417	995	1,246	387	346	395
HAWAII	304	436	446	171	378	431
IDAHO	114	217	85	35	7	172
ILLINOIS	250	746	787	323	198	992
INDIANA	1,194	1,068	1,099	132	116	1,099
IOWA	18	229	376	0	0	37
KANSAS	256	426	417	188	190	354
KENTUCKY	5	427	500	0	45	45
LOUISIANA	240	353	438	7	17	95
MAINE	5	53	91	5	201	43
MARYLAND	16	955	1,465	80	25	101
MASSACHUSETTS	345	713	698	402	0	918
MICHIGAN	117	1,076	1,000	177	80	532
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	131	106	120	173	8	191
MISSOURI	1	580	732	2	.	2
MONTANA	111	129	129	13	244	98
NEBRASKA	.	328	354	32	.	31
NEVADA	87	151	218	487	2	487
NEW HAMPSHIRE	7	601	485	0	21	148
NEW JERSEY	330	1,473	1,523	266	35	2,091
NEW MEXICO	469	466	607	111	239	504
NEW YORK	310	2,482	2,682	1,023	98	1,435
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	102	68	47	36	47	68
OHIO	698	1,568	1,570	94	205	755
OKLAHOMA	100	326	607	21	1	13
OREGON	.	315	348	38	.	21
PENNSYLVANIA	120	2,313	2,537	530	19	1,843
PUERTO RICO	597	778	863	438	3	1,429
RHODE ISLAND	30	181	288	40	1	281
SOUTH CAROLINA	431	166	252	5	28	28
SOUTH DAKOTA	34	155	170	7	18	34
TENNESSEE	1,022	702	1,237	330	76	1,611
TEXAS	1,676	3,047	3,099	272	319	2,647
UTAH	152	443	393	75	3	51
VERMONT	5	50	83	4	40	3
VIRGINIA	246	776	1,087	57	217	298
WASHINGTON	4	87	56	.	1	3
WEST VIRGINIA	102	256	594	228	65	577
WISCONSIN	215	1,669	1,428	56	.	903
WYOMING	69	201	193	27	49	110
AMERICAN SAMOA	8	16	16	0	0	2
GUAM	12	29	29	6	4	25
NORTHERN MARIANAS	0	3	1	0	.	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,687	32,212	35,810	8,904	6,212	27,861
50 STATES, D.C. & P.R.	12,667	32,164	35,764	8,898	6,208	27,832

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 PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AH2

Early Intervention Services on IFSPs Provided to  
Infants, Toddlers, and Their Families in Accord With Part H  
December 1, 1993

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPOR- TATION	VISION SERVICES	OTHER EARLY INTERVEN- TION SERVICES
ALABAMA	456	404	41	155	.
ALASKA	244	53	1	0	0
ARIZONA	211	987	92	395	31
ARKANSAS	466	600	408	163	41
CALIFORNIA	17,285	939	1,495	108	3,241
COLORADO	1,828	1,186	3,474	286	4,323
CONNECTICUT	780	539	29	19	.
DELAWARE	171	276	106	12	355
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	795	407	0	1	10,008
GEORGIA	1,380	1,247	839	.	647
HAWAII	1,120	588	535	26	373
IDAHO	348	268	19	13	141
ILLINOIS	1,773	1,140	446	264	362
INDIANA	3,142	1,386	926	175	316
IOWA	926	37	9	0	0
KANSAS	815	661	165	328	112
KENTUCKY	877	504	250	0	1,554
LOUISIANA	972	381	78	147	464
MAINE	297	132	27	10	269
MARYLAND	1,970	1,688	685	112	124
MASSACHUSETTS	1,489	769	1,835	607	0
MICHIGAN	1,604	902	386	82	580
MINNESOTA	.	.	.	.	.
MISSISSIPPI	178	113	232	50	13
MISSOURI	512	617	95	72	.
MONTANA	84	146	35	38	402
NEBRASKA	410	445	87	11	37
NEVADA	598	270	1	18	0
NEW HAMPSHIRE	439	517	34	81	687
NEW JERSEY	2,615	2,130	357	107	109
NEW MEXICO	694	604	257	290	443
NEW YORK	3,904	4,449	1,886	380	760
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	152	85	5	82	29
OHIO	1,496	1,830	425	65	2,265
OKLAHOMA	628	666	11	11	43
OREGON	638	369	85	27	177
PENNSYLVANIA	4,587	3,221	1,060	264	587
PUERTO RICO	76	305	2	267	.
RHODE ISLAND	376	282	114	4	80
SOUTH CAROLINA	44	127	86	14	302
SOUTH DAKOTA	191	204	127	19	20
TENNESSEE	1,399	1,435	511	524	121
TEXAS	5,851	4,205	1,728	427	307
UTAH	744	504	308	120	.
VERMONT	119	77	5	4	0
VIRGINIA	1,115	996	225	154	177
WASHINGTON	123	86	.	1	12
WEST VIRGINIA	1,007	702	288	165	0
WISCONSIN	2,263	2,303	1,181	86	.
WYOMING	272	301	169	6	49
AMERICAN SAMOA	34	18	34	5	.
GUAM	62	36	10	6	0
NORTHERN MARIANAS	20	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	69,580	42,137	21,204	6,201	29,561
50 STATES, D.C. & P.R.	69,464	42,083	21,160	6,190	29,561

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1995.

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families  
December 1, 1993

	-----ALL STAFF-----		-----AUDIOLOGISTS-----		-----FAMILY THERAPISTS-----	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	120	55	1	1	1	1
ALASKA	43	42	0	0	0	0
ARIZONA	157	49	3	2	12	4
ARKANSAS	399	40	0	0	4	1
CALIFORNIA	.	.	.	.	.	.
COLORADO	66	8	1	0	0	1
CONNECTICUT	322	54	7	2	2	0
DELAWARE	155	10	3	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	186	.	10	.	12	.
GEORGIA	666	310	14	8	9	11
HAWAII	318	80	1	.	2	0
IDAHO	128	145	1	5	0	.
ILLINOIS	256	198	3	2	3	3
INDIANA	642	136	6	3	36	7
IOWA	1,425	.	57	.	.	.
KANSAS	208	111	4	7	1	6
KENTUCKY	53	.	.	.	.	.
LOUISIANA	303	111	1	3	2	0
MAINE	421	.	50	.	10	.
MARYLAND	350	20	6	0	0	0
MASSACHUSETTS	718	855	0	0	0	0
MICHIGAN	497	2	5	.	9	.
MINNESOTA	1,094	.	5	.	25	.
MISSISSIPPI	79	25	4	1	2	3
MISSOURI	138	.	0	.	.	.
MONTANA	87	8	0	0	5	0
NEBRASKA	166	1	1	0	0	0
NEVADA	72	3	1	0	0	0
NEW HAMPSHIRE	76	.	0	.	0	.
NEW JERSEY	315	23	2	0	0	0
NEW MEXICO	190	.	2	.	5	.
NEW YORK	8,118	763	123	14	.	.
NORTH CAROLINA	1,097	221	4	2	16	14
NORTH DAKOTA	28	0	.	.	.	.
OHIO	9,337	.	105	.	106	.
OKLAHOMA	143	23	2	.	0	.
OREGON	114	24	0	0	1	0
PENNSYLVANIA	1,071	188	7	2	17	3
PUERTO RICO	62	44	1	0	0	0
RHODE ISLAND	60	29	0	0	1	0
SOUTH CAROLINA	215	.	2	.	0	.
SOUTH DAKOTA	151	9	2	0	2	0
TENNESSEE	714	93	13	1	5	0
TEXAS	1,089	76	1	1	0	0
UTAH	85	6	2	.	0	.
VERMONT	37	15	0	0	0	0
VIRGINIA	267	22	2	0	2	0
WASHINGTON	.	527	.	6	.	.
WEST VIRGINIA	200	75	1	2	6	3
WISCONSIN	410	.	1	.	4	.
WYOMING	134	100	2	1	0	0
AMERICAN SAMOA	33	.	1	.	1	.
GUAM	19	3	1	0	0	0
NORTHERN MARIANAS	6	11	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U. S. AND OUTLYING AREAS	33,040	4,516	455	63	300	58
50 STATES, D. C. & P. R.	32,982	4,502	453	62	299	58

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE PERSONNEL CATEGORIES BECAUSE SOME STATES COULD NOT PROVIDE PERSONNEL DATA BY CATEGORY.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1995.

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families  
December 1, 1993

	-----NURSES-----		-----NUTRITIONISTS-----		-----OCCUPATIONAL THERAPISTS-----	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	8	5	2	1	3	3
ALASKA	1	.	0	.	9	5
ARIZONA	6	1	0	0	11	5
ARKANSAS	10	2	1	1	52	6
CALIFORNIA	.	.	.	.	.	.
COLORADO	1	0	0	0	10	1
CONNECTICUT	11	2	1	2	32	9
DELAWARE	52	2	2	0	9	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	33	.	1	.	1	.
GEORGIA	55	30	9	7	65	26
HAWAII	3	1	1	0	9	5
IDAHO	12	8	1	4	10	16
ILLINOIS	18	12	1	2	19	17
INDIANA	56	4	16	5	31	9
IOWA	20	.	0	.	53	.
KANSAS	12	5	3	6	13	9
KENTUCKY	.	.	.	.	5	.
LOUISIANA	6	6	0	2	13	12
MAINE	55	.	6	.	16	.
MARYLAND	25	1	2	0	23	3
MASSACHUSETTS	61	73	8	10	73	87
MICHIGAN	34	0	1	.	54	1
MINNESOTA	.	.	15	.	18	.
MISSISSIPPI	3	1	2	0	1	4
MISSOURI	4	.	0	.	17	.
MONTANA	2	3	0	0	5	0
NEBRASKA	0	0	0	0	4	0
NEVADA	1	0	2	0	3	0
NEW HAMPSHIRE	1	.	1	.	15	.
NEW JERSEY	39	4	0	0	37	1
NEW MEXICO	16	.	0	.	11	.
NEW YORK	1,293	33	96	11	824	106
NORTH CAROLINA	122	52	41	6	39	10
NORTH DAKOTA	1	.	0	.	6	0
OHIO	3,525	.	108	.	211	.
OKLAHOMA	14	2	1	.	12	.
OREGON	1	1	0	0	10	2
PENNSYLVANIA	17	4	0	3	85	25
PUERTO RICO	17	2	2	1	2	4
RHODE ISLAND	5	3	1	0	2	2
SOUTH CAROLINA	14	.	1	.	7	.
SOUTH DAKOTA	18	1	5	0	10	2
TENNESSEE	107	5	4	2	24	9
TEXAS	52	5	7	1	74	6
UTAH	20	.	0	.	4	0
VERMONT	12	0	1	2	3	2
VIRGINIA	15	0	2	0	21	5
WASHINGTON	.	71	.	6	.	24
WEST VIRGINIA	7	5	0	2	3	10
WISCONSIN	10	.	1	.	67	.
WYOMING	10	5	2	3	11	8
AMERICAN SAMOA	1	.	1	.	1	.
GUAM	3	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,809	349	348	77	2,037	435
50 STATES, D.C. & P.R.	5,805	349	347	77	2,036	434

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1995.

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families  
December 1, 1993

	ORIENTATION AND MOBILITY SPECIALISTS		PARAPROFESSIONALS		PEDIATRICIANS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	0	0	30	20	0	0
ALASKA	0	.	8	20	0	.
ARIZONA	2	1	42	11	1	1
ARKANSAS	0	0	154	12	0	0
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	0	14	1	0	0
CONNECTICUT	0	0	17	2	6	1
DELAWARE	0	0	15	0	15	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0	.	10	.	10	.
GEORGIA	5	8	112	37	45	25
HAWAII	.	.	150	23	.	1
IDAHO	0	.	16	60	0	.
ILLINOIS	1	1	27	16	8	2
INDIANA	0	1	116	26	16	2
IOWA	0	.	0	.	0	.
KANSAS	0	6	49	9	6	8
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	1	71	10	0	0
MAINE	2	.	26	.	14	.
MARYLAND	4	1	46	3	1	0
MASSACHUSETTS	0	0	75	89	1	1
MICHIGAN	1	.	26	.	3	.
MINNESOTA	.	.	500	.	.	.
MISSISSIPPI	4	1	10	1	0	1
MISSOURI	.	.	.	.	0	.
MONTANA	0	0	12	1	1	0
NEBRASKA	0	0	63	1	0	0
NEVADA	1	0	9	0	2	0
NEW HAMPSHIRE	0	.	11	.	0	.
NEW JERSEY	0	0	33	1	0	0
NEW MEXICO	0	.	37	.	0	.
NEW YORK	24	6	350	63	.	.
NORTH CAROLINA	1	3	169	14	21	3
NORTH DAKOTA	.	.	1	.	.	.
OHIO	9	.	547	.	760	.
OKLAHOMA	0	.	0	.	0	.
OREGON	0	0	26	3	0	0
PENNSYLVANIA	6	2	138	20	1	1
PUERTO RICO	0	0	21	21	4	0
RHODE ISLAND	0	0	10	9	0	0
SOUTH CAROLINA	0	.	26	.	1	.
SOUTH DAKOTA	0	0	33	2	15	0
TENNESSEE	0	0	155	9	14	1
TEXAS	0	0	272	10	4	0
UTAH	0	.	33	.	0	.
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	40	0	4	0
WASHINGTON	.	.	.	71	.	.
WEST VIRGINIA	0	3	46	7	1	1
WISCONSIN	0	.	62	.	0	.
WYOMING	9	7	10	14	0	0
AMERICAN SAMOA	0	.	1	.	4	.
GUAM	0	0	3	0	0	1
NORTHERN MARIANAS	0	0	4	5	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	69	40	3,625	589	956	49
50 STATES, D.C. & P.R.	69	40	3,617	584	952	49

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DATA AS OF OCTOBER 1, 1995.

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families  
December 1, 1993

	PHYSICAL THERAPISTS		PHYSICIANS, OTHER THAN PEDIATRICIANS		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	6	5	0	0	1	0
ALASKA	4	5	0	0	0	0
ARIZONA	12	4	0	0	1	0
ARKANSAS	53	3	0	0	1	0
CALIFORNIA	.	.	.	.	.	.
COLORADO	3	1	0	0	2	1
CONNECTICUT	42	10	0	1	1	1
DELAWARE	25	1	0	0	4	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	4	.	1	.	20	.
GEORGIA	80	36	26	24	19	14
HAWAII	5	5	.	.	1	2
IDAHO	6	20	2	.	4	5
ILLINOIS	18	21	0	0	3	3
INDIANA	44	13	30	5	7	1
IOWA	35	.	0	.	325	.
KANSAS	11	8	2	8	5	6
KENTUCKY	5	.	.	.	.	.
LOUISIANA	10	11	0	2	10	6
MAINE	28	.	7	.	6	0
MARYLAND	32	3	1	0	7	0
MASSACHUSETTS	71	85	0	0	41	49
MICHIGAN	45	.	5	.	18	.
MINNESOTA	25	.	.	.	16	.
MISSISSIPPI	5	3	0	1	2	1
MISSOURI	20	.	1	.	.	.
MONTANA	4	0	1	0	0	0
NEBRASKA	3	0	0	0	0	0
NEVADA	4	0	0	0	5	0
NEW HAMPSHIRE	9	.	0	.	0	.
NEW JERSEY	31	3	0	0	5	1
NEW MEXICO	6	.	0	.	1	.
NEW YORK	893	114	260	13	474	66
NORTH CAROLINA	31	7	5	1	58	6
NORTH DAKOTA	1	0	.	.	0	.
OHIO	216	.	1,315	.	310	.
OKLAHOMA	18	6	0	.	3	.
OREGON	8	2	0	0	0	0
PENNSYLVANIA	88	24	1	0	9	3
PUERTO RICO	2	4	0	0	2	1
RHODE ISLAND	6	4	0	0	1	0
SOUTH CAROLINA	11	.	0	.	1	.
SOUTH DAKOTA	8	1	7	0	2	0
TENNESSEE	38	12	7	1	4	0
TEXAS	52	9	.	.	9	0
UTAH	3	1	0	.	0	1
VERMONT	4	2	0	0	0	0
VIRGINIA	24	5	1	0	2	0
WASHINGTON	.	59	.	24	.	6
WEST VIRGINIA	9	9	1	0	3	1
WISCONSIN	54	.	0	.	1	.
WYOMING	0	0	4	2	3	4
AMERICAN SAMOA	2	.	3	.	1	.
GUAM	0	1	0	0	1	0
NORTHERN MARIANAS	0	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,110	494	1,680	82	1,388	177
50 STATES, D.C. & P.R.	2,108	492	1,677	82	1,386	177

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DATA AS OF OCTOBER 1, 1995.

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families  
December 1, 1993

	-----SOCIAL WORKERS-----		----SPECIAL EDUCATORS-----		LANGUAGE -----PATHOLOGISTS-----	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	12	8	24	4	9	3
ALASKA	0	2	15	5	5	5
ARIZONA	7	4	32	8	13	4
ARKANSAS	0	1	29	6	73	7
CALIFORNIA	.	.	.	.	.	.
COLORADO	2	1	19	0	9	.
CONNECTICUT	8	2	134	2	44	10
DELAWARE	9	0	7	0	10	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	29	.	11	.	7	.
GEORGIA	52	14	59	26	80	26
HAWAII	36	10	13	7	5	6
IDAHO	13	0	34	17	13	12
ILLINOIS	18	18	78	52	27	18
INDIANA	35	8	152	27	46	11
IOWA	282	.	67	.	490	.
KANSAS	13	8	54	8	24	10
KENTUCKY	37	.	7	.	.	.
LOUISIANA	15	11	113	21	23	19
MAINE	73	.	5	.	42	.
MARYLAND	21	1	134	1	49	8
MASSACHUSETTS	94	112	152	181	79	94
MICHIGAN	43	.	160	0	59	.
MINNESOTA	200	.	100	.	180	.
MISSISSIPPI	7	1	31	2	7	6
MISSOURI	.	.	43	.	18	.
MONTANA	0	0	0	0	5	0
NEBRASKA	0	0	73	0	24	0
NEVADA	6	0	18	2	10	0
NEW HAMPSHIRE	4	.	20	.	14	.
NEW JERSEY	44	10	74	2	48	2
NEW MEXICO	26	.	64	.	18	.
NEW YORK	805	85	1,872	121	1,106	132
NORTH CAROLINA	126	34	208	19	70	13
NORTH DAKOTA	2	.	8	.	5	.
OHIO	688	.	196	.	288	.
OKLAHOMA	0	.	6	.	41	9
OREGON	2	2	32	3	15	5
PENNSYLVANIA	51	9	371	53	142	28
PUERTO RICO	3	5	0	0	5	3
RHODE ISLAND	5	2	11	3	6	3
SOUTH CAROLINA	1	.	146	.	6	.
SOUTH DAKOTA	7	1	29	1	8	1
TENNESSEE	55	5	95	10	53	10
TEXAS	79	6	107	6	107	10
UTAH	3	1	9	1	6	1
VERMONT	1	1	5	6	4	2
VIRGINIA	19	2	53	3	35	7
WASHINGTON	.	12	.	71	.	71
WEST VIRGINIA	24	12	64	7	15	12
WISCONSIN	15	.	99	.	94	.
WYOMING	10	4	37	20	25	20
AMERICAN SAMOA	4	.	9	.	4	.
GUAM	3	0	5	0	2	1
NORTHERN MARIANAS	1	1	1	1	0	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,988	391	5,084	694	3,467	573
50 STATES, D.C. & P.R.	2,980	390	5,069	693	3,461	571

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DATA AS OF OCTOBER 1, 1995.

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families  
December 1, 1993

	OTHER ----PROFESSIONAL STAFF----	
	EMPLOYED	NEEDED
ALABAMA	23	5
ALASKA	1	.
ARIZONA	16	6
ARKANSAS	22	1
CALIFORNIA	.	.
COLORADO	6	1
CONNECTICUT	17	11
DELAWARE	4	7
DISTRICT OF COLUMBIA	.	.
FLORIDA	37	.
GEORGIA	35	20
HAWAII	91	21
IDAHO	16	0
ILLINOIS	31	31
INDIANA	51	14
IOWA	97	.
KANSAS	11	5
KENTUCKY	.	.
LOUISIANA	39	8
MAINE	81	.
MARYLAND	0	0
MASSACHUSETTS	63	74
MICHIGAN	36	1
MINNESOTA	10	.
MISSISSIPPI	2	0
MISSOURI	35	.
MONTANA	51	4
NEBRASKA	0	0
NEVADA	10	0
NEW HAMPSHIRE	2	.
NEW JERSEY	2	0
NEW MEXICO	4	.
NEW YORK	.	.
NORTH CAROLINA	188	36
NORTH DAKOTA	3	.
OHIO	953	.
OKLAHOMA	45	6
OREGON	18	5
PENNSYLVANIA	137	12
PUERTO RICO	3	3
RHODE ISLAND	12	4
SOUTH CAROLINA	0	.
SOUTH DAKOTA	4	0
TENNESSEE	139	28
TEXAS	324	23
UTAH	5	.
VERMONT	8	1
VIRGINIA	50	1
WASHINGTON	.	106
WEST VIRGINIA	22	2
WISCONSIN	2	.
WYOMING	13	12
AMERICAN SAMOA	0	.
GUAM	.	.
NORTHERN MARIANAS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	2,722	445
50 STATES, D.C. & P.R.	2,722	445

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DATA AS OF OCTOBER 1, 1995.

Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different  
Early Intervention Settings Under Part H

December 1, 1993

STATE	EARLY INTERVENTION CLASSROOM	FAMILY CHILD CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY
ALABAMA	262	0	74	1	16
ALASKA	60	1	550	1	1
ARIZONA	1,010	0	325	0	0
ARKANSAS	456	13	319	11	113
CALIFORNIA	10,687	.	12,177	.	.
COLORADO	119	.	1,642	.	2,658
CONNECTICUT	90	7	686	1	30
DELAWARE	210	5	967	5	2,658
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	13	15	296	777	6,603
GEORGIA	526	93	802	57	942
HAWAII	869	22	2,535	0	48
IDAHO	293	0	412	4	33
ILLINOIS	2,095	28	3,024	7	78
INDIANA	1,198	135	1,832	61	256
IOWA	64	0	872	0	27
KANSAS	192	44	559	.	119
KENTUCKY	512	7	714	.	.
LOUISIANA	377	11	1,329	22	412
MAINE	429	89	525	21	338
MARYLAND	1,425	22	1,367	8	415
MASSACHUSETTS	.	.	7,059	.	.
MICHIGAN	952	24	1,542	1	31
MINNESOTA	539	.	1,778	.	.
MISSISSIPPI	274	.	272	4	16
MISSOURI	564	2	913	44	356
MONTANA	12	4	355	3	19
NEBRASKA	178	0	517	6	13
NEVADA	507	.	85	3	.
NEW HAMPSHIRE	183	2	473	0	0
NEW JERSEY	2,322	12	367	18	27
NEW MEXICO	446	42	933	44	30
NEW YORK	2,585	185	2,401	29	231
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	6	7	187	0	14
OHIO	2,935	5	3,065	45	177
OKLAHOMA	62	13	1,112	31	89
OREGON	173	12	574	0	17
PENNSYLVANIA	2,320	37	3,140	71	339
PUERTO RICO	.	.	.	.	4,183
RHODE ISLAND	480	8	574	1	131
SOUTH CAROLINA	51	2	987	22	284
SOUTH DAKOTA	117	6	103	1	43
TENNESSEE	868	5	748	86	1,591
TEXAS	3,914	111	4,035	7	11
UTAH	643	4	825	0	1
VERMONT	18	8	130	0	4
VIRGINIA	656	7	934	12	239
WASHINGTON	99	12	139	10	13
WEST VIRGINIA	257	12	971	2	152
WISCONSIN	1,370	22	1,032	7	528
WYOMING	84	11	188	8	8
AMERICAN SAMOA	12	.	.	9	8
GUAM	15	4	63	.	.
NORTHERN MARIANAS	6	0	38	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	43,535	1,049	66,547	1,440	23,302
50 STATES, D.C. & P.R.	43,502	1,045	66,446	1,431	23,294

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE INDIVIDUAL AGE-YEAR DATA MAY NOT EQUAL TOTAL SETTINGS DATA BECAUSE SOME STATES COULD NOT PROVIDE AGE-YEAR DATA.

DATA AS OF OCTOBER 1, 1995.

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Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different  
Early Intervention Settings Under Part H

December 1, 1993

STATE	REGULAR NURSERY SCHOOL/ CHILD CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	3	0	.	356
ALASKA	8	1	10	632
ARIZONA	0	0	73	1,408
ARKANSAS	55	2	16	985
CALIFORNIA	.	.	.	22,864
COLORADO	.	.	.	4,419
CONNECTICUT	37	0	52	903
DELAWARE	19	1	212	4,077
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	22	1	1,414	9,141
GEORGIA	246	1	36	2,703
HAWAII	59	1	101	3,635
IDAHO	4	0	18	764
ILLINOIS	89	0	1,024	6,345
INDIANA	113	1	52	3,648
IOWA	0	0	0	963
KANSAS	33	1	22	970
KENTUCKY	.	.	.	1,233
LOUISIANA	52	3	177	2,383
MAINE	101	10	.	1,513
MARYLAND	24	1	94	3,356
MASSACHUSETTS	.	.	.	7,059
MICHIGAN	4	0	134	2,688
MINNESOTA	105	14	.	2,436
MISSISSIPPI	70	3	32	671
MISSOURI	8	1	199	2,087
MONTANA	4	0	5	402
NEBRASKA	8	0	0	722
NEVADA	3	.	.	598
NEW HAMPSHIRE	2	0	20	680
NEW JERSEY	32	13	6	2,797
NEW MEXICO	25	4	11	1,535
NEW YORK	150	2	116	5,699
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	4	0	0	218
OHIO	16	6	269	6,518
OKLAHOMA	28	1	124	1,460
OREGON	57	1	108	942
PENNSYLVANIA	108	5	23	6,043
PUERTO RICO	.	.	.	4,183
RHODE ISLAND	76	0	21	1,291
SOUTH CAROLINA	20	0	25	1,391
SOUTH DAKOTA	29	1	2	302
TENNESSEE	70	0	67	3,435
TEXAS	418	8	48	8,552
UTAH	4	0	17	1,494
VERMONT	13	0	0	173
VIRGINIA	11	0	6	1,865
WASHINGTON	7	.	.	280
WEST VIRGINIA	51	0	4	1,449
WISCONSIN	32	.	6	2,997
WYOMING	19	0	8	326
AMERICAN SAMOA	0	.	5	34
GUAM	2	.	2	86
NORTHERN MARIANAS	0	0	0	44
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	2,241	82	4,559	142,755
50 STATES, D.C. & P.R.	2,239	82	4,552	142,591

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE SUM OF THE INDIVIDUAL AGE-YEAR DATA MAY NOT EQUAL TOTAL SETTINGS DATA  
BECAUSE SOME STATES COULD NOT PROVIDE AGE-YEAR DATA.

DATA AS OF OCTOBER 1, 1995.

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## NOTES FOR APPENDIX A

Notes to the tables found in Appendix A contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for **nine** States. These variations affected the way data were reported for the IDEA, Part B child count, and the educational environment, personnel employed and needed, and exiting collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A.1 State Reporting Patterns Child Count Data 1994-95, Other Data 1993-94				
States	Differences from OSEP Reporting Categories			
	Multiple Disabilities	Other Health Impairments	Deaf- Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P			
Florida	P <sup>1</sup>			
Georgia	P			
Michigan		O	H	R
Mississippi		O		
Oregon	P			
West Virginia	P			
Wyoming	P <sup>2</sup>	P		

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Florida reported counts of teachers employed and needed for students with multiple disabilities under the count for cross-categorical teachers.

Wyoming reported in this fashion for all tables except in the tables for the number of special education teachers employed and needed. In these tables, teachers were reported only in two categories: speech and language impairments and cross-categorical.



## Tables AA1-AA27: Child Count

### *IDEA, Part B*

Alabama -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to children with attention deficit disorder.

Arizona -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to more students with attention deficit disorder being served in this category.

Arkansas -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit disorder.

California -- The State indicated that the increase in the number of students with autism and traumatic brain injury from 1993-94 to 1994-95 was partially due to the relative newness of the categories. Two factors contributed to this increase, namely, an increased awareness of the need to report students with these disabilities separately, and the reclassification of students into these categories as they went through their periodic review and evaluation.

Colorado -- The State did not report counts of students with other health impairments. These students were included in the count of students with orthopedic impairments. Colorado indicated that the primary reason for the increase in the number of students with orthopedic impairments from 1993-94 to 1994-95 was an increase in the number of students with attention deficit disorder and attention deficit hyperactivity disorders. Prior to 1992, parents and school personnel were relatively uneducated as to the symptoms and impact of these disorders. To remedy this situation, the State developed service guidelines and provided extensive inservice training. These factors and the general dissemination of information on these conditions have resulted in an increase in the number of referrals for attention-related school difficulties. The majority of the students with attention deficit disorder were identified under Colorado's definitions as having a physical disability. Another reason for the increase in the number of students with orthopedic disabilities was the State's redefinition of multiple disabilities in 1992 to require a cognitive delay. As students were re-evaluated, many students previously reported under multiple disabilities were identified as having physical impairments. Finally, there has been a large influx of people from California and Texas. A disproportionate number of the incoming students have already been identified for special education and have existing IEPs. These students have had a noticeable effect on the smaller disability categories.

Connecticut -- The State suspected that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit disorder.

Florida -- The State suspected that the increase in the number of students with autism from 1993-94 to 1994-95 was due to better reporting as a result of the recent establishment of autism centers to assist districts with the correct identification of students with autism. Most of these centers are based at local universities.

Georgia -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to the increased eligibility of students with attention deficit disorder and attention deficit hyperactivity disorder. Georgia indicated that the growth in the number of students with autism was a result of amended state rules (February 1993) that clarified eligibility criteria. In addition, the SEA sent a memorandum to local school districts prior to the December 1, 1994 child count that requested that districts pay attention to establishing eligibility for students with autism.

Idaho -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to the increased identification of students with attention deficit, hyperactivity disorder. The majority of these students are classified under other health impairments since they do not meet the criteria for learning disability or serious emotional disturbance.

Illinois -- The State did not report counts of students with multiple disabilities. These students were counted in their primary disability category. The State indicated that the increase in the number of students with autism from 1993-94 to 1994-95 was because autism, still a relatively new category, was becoming more widely used.

Indiana -- The State said that the increase in the number of students with autism and other health impairments from 1993-94 to 1994-95 were a result of continuing improvements in the procedures to identify, evaluate, and count students with these disabilities.

Kansas -- The State indicated that only a small portion of the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to the identification of children with attention deficit disorder or attention deficit hyperactivity disorder. Most of the increase was due to a general statewide increase in the identification of students with other health impairments.

Kentucky -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to the revision of the identification criteria for students with disabilities. This change was also responsible for the decrease in the number of students with specific learning disabilities.

Louisiana -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to the increased identification and service provision to students with attention deficit disorder.

Maine -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was probably due to increased services to students with attention deficit disorder or attention deficit hyperactivity disorder.

Maryland -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit hyperactivity disorder, and that the increase in the number of students with autism was due to better identification of students with this disability.

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Minnesota -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to the increased identification of students with attention deficit disorder.

Missouri -- The State suspects that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit disorder or attention deficit hyperactivity disorder.

Montana -- The State suspects that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to an increased reporting of students with attention deficit disorder under other health impairments rather than under specific learning disabilities. Montana indicated that there were no definitive reason for the increase in the number of students with multiple disabilities. The State noted that multiple disabilities data is not collected at the district level, rather students are assigned to this category by the data system. This characteristic has resulted in the multiple disability counts being rather unstable from year to year.

Nebraska -- The State indicated that the increase in other health impairments from 1993-94 to 1994-95 was due to increased services to students with attention deficit disorder or attention deficit hyperactivity disorder.

New Hampshire -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was a continuation of a two-year trend of an increasing number of students being identified with attention deficit disorder or attention deficit hyperactivity disorder and being assigned to the other health impairment category.

New Jersey -- The State indicated that the increase in the number of students with autism from 1993-94 to 1994-95 can be attributed to the relative newness of the category. Students with autism that had been previously classified under different categories were reevaluated and reclassified as autistic. In addition, greater sophistication in identification procedures in the field may have resulted in more students with lower degrees of autistic-like behaviors being identified as autistic.

New Mexico -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was probably due to increased services to students with attention deficit hyperactivity disorder, and a drop in the practice of identifying these students as having learning disabilities.

New York -- The State thought that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was primarily due to increased services to students with attention deficit disorder. The increase in the number of students with traumatic brain injury from 1993-94 to 1994-95 was attributed to the reclassification of students during their triennial evaluation.

North Carolina -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service provision to students with attention deficit disorder/attention deficit hyperactivity disorder. North Carolina noted that the increase in the number of students with traumatic brain injury was due to the reclassification of students into this category when they were re-evaluated (re-evaluations are done every three years).

Oklahoma -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was a result of statewide training in the area of attention deficit disorder or attention deficit hyperactivity disorder. Students with these conditions are most often served in the other health impairment category.

Oregon -- The State indicated that the increase in the number of children ages 3-5 from 1993-94 to 1994-95 was due to an increase in early intervention identification.

Pennsylvania -- The State noted that it does not identify students by disability category on their IEPs. Rather, students are identified according to their needs. Students are only assigned to a disability category at the district level for purposes of Federal reporting. Hence, the State thinks that the changes in the disability categories were more reflective of variations in local reporting practices than the nature of the population being served.

Rhode Island -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit disorder/attention deficit hyperactivity disorder.

South Carolina -- The State indicated that the increase in the number of students with other health impairments and multiple disabilities from 1993-94 to 1994-95 was due to improved reporting. The other health impairments and multiple disabilities are only used for Federal reporting and the districts are beginning to report more accurate data in these categories. South Carolina indicated that the increase in the number of students with other health impairments was also partially due to increased service to students with attention deficit disorder.

Tennessee -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit disorder.

Vermont -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to an increase in the number of students that were identified as attention deficit disorder or attention deficit hyperactivity disorder.

Virginia -- The State thought that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was primarily due to the addition of attention deficit hyperactivity disorder to the definition of other health impairments in Virginia's special education regulations.

Washington -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased service to students with attention deficit disorder or attention deficit hyperactivity disorder.

West Virginia -- The State indicated that the increase in the number of students with other health impairments from 1993-94 to 1994-95 was due to increased services to students with attention deficit disorder or attention deficit hyperactivity disorder.

Wisconsin -- The State indicated that differences between the 1993-94 and 1994-95 child count data were primarily due to a change to reporting students exclusively by their primary disability condition. In prior years, students were reported either by their primary disability condition or in the multiple disability category.

#### Tables AB1-AB24: Educational Environments

Alabama -- The State indicated that the changes in the placement data from 1992-93 to 1993-94 were due to changes in state placement categories.

Alaska -- The State indicated that the increase in the number of students served in correctional facilities from 1992-93 to 1993-94 was primarily due to improved reporting. The improvement in reporting can be attributed to Alaska being under a corrective action from OSEP for underserving the correctional special education population. Alaska noted that an increase in the juvenile correctional population has also contributed to the increase.

California -- The State indicated that the decrease in private residential facility placements from 1992-93 to 1993-94 was due to an effort by the state to serve residential students in public facilities.

Colorado -- The State indicated that the increase in public separate school facility placements was primarily due to an increase in the number of 3-5 year old children served in this setting. The increase in preschool placements was a result of Colorado's 1992 preschool mandate. The 1992-93 was the first data collection under the mandate and districts were still implementing data collection and reporting procedures. In 1993-94, districts were able to more accurately report preschool placements.

Connecticut -- The State indicated that 1993-94 was the first year of implementation of Connecticut's revised LRE calculation model which was developed with assistance from the U.S. Department of Education, Office of Special Education Programs.

Delaware -- The State thought that the increase in resource room placements from 1992-93 to 1993-94 was due to a movement of students from separate class and regular room placements into resource room placements.

District of Columbia -- The State indicated that the decrease in the private residential facility placements from 1992-93 to 1993-94 was due to the declassification of students who were determined to need treatment for addiction and not special education.

Florida -- The State indicated that the decrease in public separate school facility placements from 1992-93 to 1993-94 was due to the closing of facilities and the reassignment of affected students to their home schools. Florida indicated that the increase in private separate school facility placements from 1992-93 to 1993-94 was primarily due to a growth in the age 3-5 population.

Georgia -- The State indicated that the decrease in public residential facility placements from 1992-93 to 1993-94 was due to increased reintegration of students into local school system programs. Georgia indicated that the increase in the number of hospital/homebound placements from 1992-93 to 1993-94 was due to increased demands on school systems to implement alternative service delivery models.

Illinois -- The State did not report counts of students with multiple disabilities. The students were counted in their primary disability category.

Indiana -- The State indicated that the increase in homebound/hospital placements from 1992-93 to 1993-94 was due to an increase in the number of students who were expelled from school but who continued to receive services at home.

Iowa -- The State indicated that the changes in the placement data from 1992-93 to 1993-94 were the result of a re-examination of how Iowa crosswalked its data into the Federal reporting categories.

Kentucky -- The decrease in homebound/hospital placement from 1992-93 to 1993-94 was a result of efforts to more accurately report data in this category.

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Michigan -- The State indicated that the increase in homebound/hospital placements from 1992-93 to 1993-94 was due to the reporting of preschool children in this category; in 1992-93 preschool children were reported under separate class.

Minnesota -- The State indicated that the increase in the regular class placements and the decrease in resource room placements from 1992-93 to 1993-94 was due to Minnesota's efforts to serve more students in regular education settings. Minnesota said that the increase in homebound/hospital settings from 1992-93 to 1993-94 was due to an increase in the number of students in treatment centers and in the number of students with emotional or behavioral problems that were served at home or in hospital settings.

Missouri -- The State indicated that the changes in placement data from 1992-93 to 1993-94 were due to the use of an alternative data collection methodology because of difficulties with its new diskette collection system. Missouri also noted that it uses different placement definitions than those on the Federal data collection forms and that its data has to be adjusted to fit the Federal categories.

New Jersey -- The State indicated that the increase in regular class placements and the decrease in resource room placements from 1992-93 to 1993-94 was due to a redefinition of the resource room placement category to bring it in line with the Federal definitions. New Jersey's resource room category was split into the following three categories: 1) in-class resource room; 2) resource room less than 21 percent of the time; and 3) resource room greater than 21 percent of the time. The first two groups were reported under regular class and only the third was reported under resource room.

New York -- The State indicated that the changes in placement data from 1992-93 to 1993-94 could generally be attributed to a concerted effort to serve more students in less restrictive settings and to improvements in data collection and reporting.

Ohio -- The State indicated that it has restructured the way it provides educational services to a more inclusive model. Funds that were previously only used for special classes and schools were made available to provide services in regular classes and regular school buildings. Ohio indicated that data previously reported in private separate school facility was deemed to be more appropriately reported in regular class and resource room settings since these students were served in chartered nonpublic schools in regular education settings. Ohio also reported a duplicated count of these students under parent-initiated placements.

Pennsylvania -- The State indicated that the increase in homebound/hospital placements from 1992-93 to 1993-94 was due to increased service to 3- through 5-year-old children.

Rhode Island -- The State provided corrected data.

Texas -- The State indicated that the Texas Education Agency decided to report all data tables from its individual student data base (PEIMS) and to provide aggregate reporting capabilities for all programs that are not currently part of PEIMS. This decision is a step toward using PEIMS to collect the December 1 count. The decision to use PEIMS has resulted in the exclusion of all non-PEIMS programs from Texas's LRE reports. The State indicated that the decrease in placement categories across all laws from 1992-93 to 1993-94 were primarily due to the exclusion of non-PEIMS districts from the report. The increase in parent-initiated private school placements from 1992-93 to 1993-94 was a result of a change in State law to allow private schools to use public schools for special education services. Public schools began reporting these students in the 1993-94 school year.

Washington -- The State thought that the increase in homebound/hospital placements from 1992-93 to 1993-94 might be due to the increased use of home services for students with severe behavioral problems.

## Tables AC1-AC3: Personnel

### *Personnel Employed and Needed*

Alabama -- The State indicated that the increase in the number of other diagnostic staff employed from 1992-93 to 1993-94 was a result of an increased emphasis on providing more timely diagnosis. The decrease in the number of other professional staff from 1992-93 to 1993-94 was due to fiscal constraints that prevented the replacement of staff that left.

Alaska -- The State indicated that the increase in the full-time equivalency of counselors from 1992-93 to 1993-94 was due more to an increase in the amount of time counselors were spending with students than to an increase in the number of counselors employed. Alaska suspected that the increase in the time counselors were spending with students was a result of the increased concern in the State over school violence. The State thinks that the increase in the number of other diagnostic staff from 1992-93 to 1993-94 was due to the increased use of alternative diagnostic personnel to perform evaluations. This trend is particularly prevalent in rural areas where there are a dearth of psychologists. The State indicated that the increase in the number of teacher aides needed from 1992-93 to 1993-94 was due to a pressing need in the State to provide assistance to teachers. The State attributed the increase in total demand from 1992-93 to 1993-94 to the use of less than fully certified personnel as a result of the difficulty of maintaining the certification of rural paraprofessionals.

Arizona -- The State indicated that the decrease in the number of supervisors/administrators and nonprofessional staff employed from 1992-93 to 1993-94 was a result of budget cuts. The increase in the number of interpreters employed from 1992-93 to 1993-94 was probably due to serving more children with disabilities in regular classrooms. The State thought that the increase in the total number of teachers needed from 1992-93 to 1993-94 was because of an increase in the number of teachers in rural areas with temporary certification.

California -- The State suspected that the increase in the total number of personnel employed from 1992-93 to 1993-94 was due to the increase in the child count. The State suspects that the increase in the total number of personnel needed from 1992-93 to 1993-94 was due to the change in the reporting format (i.e., the introduction of the new personnel data collection instrument).

Colorado -- The State indicated that the decrease in the number of work-study coordinators from 1992-93 to 1993-94 was because most of the personnel reported in 1992-93 as work-study coordinators were teachers who provided work-study coordination services and who were reported in the teacher category in 1993-94. Colorado indicated that the decrease in the nonprofessional staff category from 1992-93 to 1993-94 was due to the first-time separate reporting of interpreters.



Connecticut -- Connecticut indicated that the 1993-94 school year was the first year that the Connecticut State Department of Education (CSDE) collected personnel employed and needed data electronically. The State thought that the following factors were crucial to understanding the meaning and limitations of the data collection. 1) Connecticut noted that because its principal special education certification is a comprehensive, multicategorical endorsement and many teachers serve a heterogeneous special education population, several personnel categories should be considered as 'soft', or subject to local interpretation in the data collection. 2) The CSDE did not collect information on staff it did not certify; these personnel categories included teacher aides, occupational therapists, and physical therapists. 3) The CSDE changed how it collects its certified staff data for the 1993-94 school year. The reporting procedure was converted from a central office report to a self-report by staff members. The State used only the first assignment reported by staff. The State has not assessed the full impact of this change on its historical data base. 4) The State indicated that it could not determine the special education full-time equivalency in many personnel categories where certified staff members serve both regular and special education student populations. The CSDE was therefore unable to report FTE for personnel such as social workers, physical education staff, etc. 5) The State reported pupil personnel directors under the supervisors/administration category.

Georgia -- The State indicated that the increase in the number of occupational therapists, audiologists, physical therapists, and counselors employed from 1992-93 to 1993-94 was due to increased demand for these services. The increase in the number of other diagnostic staff from 1992-93 to 1993-94 was due to an increased demand for on-going evaluation and assessment of students' educational needs. The decrease in the number of other professional and nonprofessional staff employed from 1992-93 to 1993-94 was due to the reallocation of funds from other professional staff to other specialized related services, such as physical and occupational therapies. The increase in the number of nonprofessional staff needed from 1992-93 to 1993-94 was due to the continuing need for nonprofessional staff in spite of the reallocation of funds to the more specialized therapies.

Idaho -- The State indicated that the increase in the number of teacher aides from 1992-93 to 1993-94 was probably due to better tracking of paraprofessionals who were paid with Federal flow-through dollars. Another factor that may have contributed to the increase is that parents have been requesting more one-on-one services from aides. Idaho noted that the other professional staff category had previously been used to report consulting teachers whose duties included teaching, managing, and training. These teachers were reported as cross-categorical in 1993-94. In the past interpreters were reported in the nonprofessional category whereas in 1993-94 they were reported in their own category. Another factor that contributed to the decrease in the number of nonprofessional staff was the discontinuation of the practice of using aides to assist in the provision of specialized therapy services in rural areas.

Illinois -- The State provided several comments on the collection of their 1993-94 personnel data collection. 1) Illinois did not collect personnel data by ages served. As a result, Illinois was unable to report the number of home-hospital and speech/language personnel serving ages 3-5. All speech/language personnel were

included in the count for 6-21-year-olds. 2) Illinois did not collect full-time equivalency data for home-hospital personnel, nor was the data collected by disability served. As a result, these personnel were omitted from the table. There were 4,237 staff members that provided services in home-hospital settings in 1993-94. 3) All nonprofessionals were included in the column for fully certified since there were no credential requirements for these positions. 4) Illinois has no computerized data regarding staff providing services in nonpublic schools. These positions were not included in the data reported. 5) Illinois did not collect student data in the category of multiple disabilities. However, since the students who are reported as severe/profound were likely to have multiple disabilities, Illinois included those students in the multiple disability category on the report. 6) All students with autism were reported in the correct category; however, they may have been served by teachers in the area of mental retardation or serious emotional disturbance dependent upon their presenting characteristics. 7) Illinois said that although it had students in the deaf-blindness, other health impairments and traumatic brain injury categories, there were no matching teacher certification categories. Hence, these students were served by professional staff in the areas that most closely represent the presenting characteristics of the students. The State indicated that increase in the number of personnel needed from 1992-93 to 1993-94 was because the 1992-93 personnel needed data included only vacancies whereas the 1993-94 data included both vacancies and less than fully qualified personnel.

Iowa -- The State indicated that the decrease in the number of other professional staff employed from 1992-93 to 1993-94 was due to the clarification of the job responsibilities of certain staff positions and their subsequent recategorization.

Kansas -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities and presented the data under the multiple disabilities category. The State indicated that the increase in the number of teacher aides from 1992-93 to 1993-94 was probably a result of the integration of special education students into regular classrooms. The increased integration of students has resulted in greater use of paraprofessionals in the classroom.

Kentucky -- The State indicated that the increase in the full-time equivalency of physical education teachers from 1992-93 to 1993-94 was due to a larger number of special education students receiving adaptive physical education instruction in regular physical education classes. Kentucky noted that although the actual number of physical education teachers may not have increased, there has been an increase in the percentage of time they devote to implementing IEP objectives. The State indicated that the increase in the number of other diagnostic staff, counselors, supervisors/administrators employed from 1992-93 to 1993-94 was a result of the creation of School Based Councils. These councils, which are comprised of local stakeholders, make most of the decisions regarding their schools including staffing needs. These councils have identified a greater need for staff to provide specially designed instruction. Kentucky indicated that the decrease in the number of other professional staff from 1992-93 to 1993-94 was due to identifying professionals under different professions than in the previous year. The increase in the number of teacher aides needed from 1992-93 to 1993-94 was attributed to the greater use of inclusionary models; these models require the presence of more instructional aides in the classrooms.

Louisiana -- The State indicated that the increase in the number of personnel needed from 1992-93 to 1993-94 was due to the increasing difficulties the State has had finding and employing certified personnel.

Maine -- The State indicated that some private institutions used to report aides, particularly those with postsecondary degrees providing some counseling services, in the counselors personnel category. Maine has taken steps to discourage this practice and the decrease in the number of counselors from 1992-93 to 1993-94 was a result of those efforts. Maine suspects that the reduction in the number of nonprofessional staff from 1992-93 to 1993-94 was a result of a statewide reduction in the special education budget.

Maryland -- The State indicated that the increase in the number of teachers needed to serve students ages 6-21 from 1992-93 to 1993-94 was the result of one jurisdiction using long-term substitute teachers.

Massachusetts -- The State is prohibited by State law from collecting data by disability condition. The State reported all teachers as serving students in cross-categorical classrooms.

Minnesota -- The State did not report teachers of students with multiple disabilities because students with multiple disabilities were reported under the students' primary disabilities. The State indicated that the decrease in the number of supervisors/administrators employed from 1992-93 to 1993-94 was due to efforts by the school districts to reduce costs without reducing direct service. Minnesota noted that the decrease in other professional staff and the increase in interpreters from 1992-93 to 1993-94 was due to creation of a separate category for interpreters in 1993-94; interpreters were previously reported in the other professional staff category.

Mississippi -- The State indicated that most of the changes from 1992-93 to 1993-94 were due to improved data collection and reporting. Mississippi now has a data division which works full time on the collection of accurate and complete data.

Montana -- The State indicated that since all special education classrooms in Montana are cross-categorical, the full-time equivalencies of the teachers employed to serve students with each disability condition are an estimate based on contact hours per week. The State indicated that the increase in the number of teacher aides from 1992-93 to 1993-94 was due to a change in the collection methodology. The 1992-93 data only reported the number of classroom and speech aides, whereas the 1993-94 data also included mobility, transportation, medical, and behavior aides.

Nevada -- The State indicated that the increase in the total number of school staff other than special education teachers employed from 1992-93 to 1993-94 was due to an increase in the number of teacher aides. Nevada thought that districts are hiring more aides to facilitate the participation of more special education students in regular education classrooms.

New Jersey -- The State indicated that its personnel data collection method changed from compiling summary reports submitted by each LEA to the use of a centralized certificated staff database. This change created some problems because the certificated data base was not differentiated to the degree needed to insure stable reporting. Furthermore, the data were not differentiated by FTE according to the type of students served (regular or special education). This lack of differentiation is particularly problematic for personnel that serve both regular and special education students. The State noted that the other professional staff were incorporated into the other diagnostic staff category.

New York -- The State combined counts of teachers employed to serve students with deaf-blindness with teachers of students with multiple disabilities. The data were presented under the multiple disabilities category.

North Carolina -- The State indicated that the decrease in the number of supervisors/administrators was because some of these personnel were reported in other categories, particularly, other professional staff. North Carolina noted that the decrease in the number of other professional staff from 1992-93 to 1993-94 was due to the first-time separate reporting of interpreters in their own category. The State thought that the decrease in the total number of needed personnel from 1992-93 to 1993-94 was due to the change in the Federal data collection format to one that determined need based on vacancies and staff certification. North Carolina indicated that although many districts had personnel needs, these needs were not always reflected in the number of vacancies because contracted personnel were used to fulfill these needs on an interim basis.

Ohio -- The State did not report counts of teachers employed to serve students with other health impairments. Students with other health impairments were reported in the orthopedic impairment category. The State indicated that the increase in the number of teachers employed to serve children age 3 through 5 was a result of the preschool mandate that was passed several years ago. The Ohio legislature had mandated services and provided funding for services for preschool children and provided more funding for services. Ohio indicated that they maintain a ratio between the number of personnel and the number of supervisors, hence the large growth in preschool teachers coupled with an overall increase in the number of personnel has resulted in an increase in the number of supervisors/administrators.

Oklahoma -- The State indicated that the increase in the number of counselors employed from 1992-93 to 1993-94 was due to counselors being used to provide case manager type responsibilities such as coordinating evaluations, placement meetings, IEP meetings, etc. Ohio noted that the increase in the number of teacher aides from 1992-93 to 1993-94 was a result of attempts by local school districts to provide more special education services in general education classrooms.

Oregon -- The State indicated that its personnel data collection system was modified from individual teacher reporting to district-level summary reporting. The State thinks that all changes from 1992-93 to 1993-94 were due to this change in data collection methodology.

Pennsylvania -- The State indicated that the increase in the number of teachers employed to serve 3- to 5-year-old children from 1992-93 to 1993-94 was due to an expansion of preschool programs. Pennsylvania noted that the increase in the number of supervisors/administrators from 1992-93 to 1993-94 was due to the devolvement of funding authority from intermediate units to the district level. The districts have had to use more staff to manage the monies and the programs they fund. The other changes in personnel counts from 1992-93 to 1993-94 were attributed to the varying application of personnel definitions across districts.

Puerto Rico -- The State indicated that the decrease in the number of vocational educational teachers employed from 1992-93 to 1993-94 was because many vocational education teachers were reported as special education teachers. Puerto Rico indicated that the increase in the number of physical education teachers was due to their efforts to assign physical education teachers to those school districts that had vacancies in these positions. The increase in the number of nonprofessional staff and the decrease in the number of paraprofessionals was due to creation of a subcategory of paraprofessionals called child care attendants that was reported in the nonprofessional staff category.

South Dakota -- The State reported all teachers as serving students in two categories: speech or language impairments and cross-categorical programs. The State indicated that the decrease in the number of other diagnostic staff employed from 1992-93 to 1993-94 was a result of improvements in data collection.

Tennessee -- The State indicated that the increase in the number of counselors and other professional staff employed from 1992-93 to 1993-94 was due to an increase in funding. The State thought that the decrease in the number of nonprofessional staff from 1992-93 to 1993-94 was a result of variations in local reporting practices, that is, districts do not have a consistent methodology for reporting nonprofessional staff.

Texas -- The State reported all teachers as serving students in cross-categorical classrooms. The State said that its personnel data system does not correlate teacher to students and that all teacher counts are cumulative across age groups. Hence, it is unable to provide teacher data by age group. Texas indicated that many of the professionals (e.g. psychologists, psychiatrists, audiologists, social workers, etc.) that provide special services are contracted by the school districts and are not part of the school districts' personnel rosters. Texas said that it did not have a way of collecting these services either by individuals or full-time equivalency. School districts report only those professionals that were certified or under a temporary permit. The State indicated that it could not provide the number of vacancies and that the number of needed personnel only reflected the number of less than fully certified teachers. Texas noted that it is conducting a supply and demand study with the Southern Regional Education Board and will be able to provide more information in the future.

Virginia -- The State indicated that the increase in the number of preschool teachers employed from 1992-93 to 1993-94 was in response to an increase in preschool children. Virginia also provided the following explanations: the decrease in the number of vocational education teachers employed from 1992-93 to 1993-94 was because more

children with disabilities were served in regular vocational education classes; the decrease in the number of physical therapists employed from 1992-93 to 1993-94 was probably due to some districts wrongly not reporting the number of contracted physical therapists; and the decrease in the number of other professional staff from 1992-93 to 1993-94 was correct and probably due to the first-time separate reporting of interpreters.

Washington -- The State reported all teachers as serving students in two categories: speech or language impairments and cross-categorical programs.

West Virginia -- The State indicated that the 1992-93 data for nonprofessional staff represented only the number of vacancies, whereas the 1993-94 data included both vacancies and the number of less than fully certified employed personnel.

Wisconsin -- The State combined the counts of teachers of students with other health impairments with teachers of students with orthopedic impairments. The data were presented under the orthopedic impairments category. Wisconsin reported the count of teachers of students with multiple disabilities under the count of teachers of students in cross-categorical programs. The State indicated that the decrease in the number of vocational education teachers from 1992-93 to 1993-94 was due to the rigorous application of the definition (based on OSEP's Data Dictionary) of this category, and that the increase in the number of other diagnostic staff from 1992-93 to 1993-94 was due to the reallocation of personnel from other categories into this one.

Wyoming -- The State did not report counts of teachers employed to serve students by individual disability, except for speech or language impairments, because teachers in Wyoming serve in a cross-categorical system.

#### Table AD1 and AD2: Exiting

For individual States, percentages of students exiting in low incidence disability categories may sum to over 100 percent. This is due to the fact that exit data are collected over a 12-month period, while child count data are collected for a single day, December 1. As a result, students ages 14-21 who enter special education after December 1, and exit prior to December 1, may appear in the numerator (exiters), but not in the denominator (child count).

Florida -- The State indicated that the high percentage of students with other health impairments returning to regular education was due to the nature of the disabilities of the students in this category. Most of the children reported in the other health impairments category are categorized in Florida as having a homebound/hospital disability. In Florida, homebound/hospital is used to describe both a placement and a disability category. The State indicated that a large percentage of the children with homebound/hospital disabilities have "intermittent" (e.g., like asthma) or short-term disabilities and are declassified when the disabilities go into remission or are treated.

Illinois -- The State did not report exiting data for students with multiple disabilities. The data were presented under the students' primary disabilities.

Iowa -- The State suspects that many of the students with hearing impairments that returned to regular education were only in special education to receive hearing aids and therapy and were able to return to regular education after the fulfillment of their IEP.

Massachusetts -- The State did not collect data for "graduation through certificate or completion of IEP requirement" because all students graduate with diplomas. Massachusetts is prohibited by State law from collecting data by disability. Assignment to disabilities categories is based on a formula.

Mississippi -- The State indicated that the 1992-93 exiting data were probably underreported. Mississippi suspects that the improvement in reporting was a result of having instituted a State report card that includes graduation with a certificate as one of its fields. Districts became more conscientious in their reporting when they discovered that the data were being published.

Missouri -- The State indicated that it is in the process of eliminating the graduating with a certificate basis of exit and that this policy has already been implemented in many districts.

New Jersey -- The State did not report exiting data for 14- and 15-year-old students because State law mandates that students cannot leave the educational system until they are 16 years old. New Jersey did not collect data for "graduation through certification or completion/fulfillment of IEP requirement" since all students who graduate receive a diploma. The State indicated that exiting data represented a weighted sample comprised of half of the school districts in the State. Each school district reports exiting data every other year, except for the three largest districts which report exiting data every year. The State indicated that the increase in the number of students with speech or language impairments that graduated with a diploma was due to the success of the State's efforts to improve educational standards through its testing program. New Jersey thought that the improvements in LEA record keeping and student tracking may have also contributed to the increase. The State noted that the exiting data are based on a stratified sample of 50 percent of the districts. The sample is stratified by size with the three largest districts reporting every year.

New York -- The State indicated that only total data were provided for the students who died basis of exit because age data were optional. New York noted that these data could be reported in the age 22 category but that this assignment should be documented in the data notes.

Ohio -- The State combined exiting data for the other health impairments and orthopedic impairments categories. The data were presented under the orthopedic impairments category. The State indicated that the orthopedic impairments population is very transient. Most students with orthopedic impairments are in special education to receive occupational or physical therapy and are able to return to regular education after the fulfillment of their IEPs.

Oregon -- The State indicated that students with multiple disabilities were reported under their primary disability conditions. The multiple disability category was used to report students that exited special education but did not have a valid disability code.

Pennsylvania -- The State indicated that graduation with a certificate was not a valid basis of exit in the State.

Tennessee -- The State indicated that the increase in the number of students that exited with a certificate was due to better reporting; districts are providing better data on the number of students who graduated with a special education diploma. Tennessee provided corrected data on the number of students that exited in 1992-93 through reaching maximum age for services. This correction resolved the comparison error.

Texas -- The State indicated that the increase in number of students who graduated with a diploma and the decrease in the number of students that graduated with a certificate was due to the fact that graduation with a certificate is no longer a valid basis of exit in Texas; all students must graduate with a diploma.



## NOTES FOR IDEA, PART H DATA

Notes for State data on infants and toddlers served under the Part H program (as reported in Chapter 2 and in Tables AH1 and AH2) contain information on the ways States collected and reported data differently from the OSEP data collection formats and instructions.

### Counts of Infants and Toddlers Served (1994-95)

Alaska -- The State indicated that the increase in the number of infants and toddlers served from 1993-94 to 1994-95 was probably a result of 1993-94 being the first year of full implementation and not all eligible infants and toddlers had IFSPs. By December 1, 1994 all infants and toddlers that had previously been served in State programs and were eligible for Part H had been given IFSPs and were included in the 1994 report.

Arkansas -- The State indicated that the increase in the number of infants and toddlers served from 1993-94 to 1994-95 was probably due to the success of the State's Awareness Programs.

California -- The State indicated that three factors contributed to the increase from 1993-94 to 1994-95 in the number of infants and toddlers that received early intervention services. First, the California Early Intervention Services Act (CEISA) establishing the Early Start Program (ESP) was passed in October of 1993 and moved California from the planning into the implementation phase of Part H. The passage of CEISA changed existing legislation, increased the eligible population, and resulted in escalating case loads for local agencies. Second, the CEISA extended eligibility for services to a new population of children, namely, children with speech delays. Prior to the enactment of CEISA, children with speech delays were not served by the Department of Developmental Services, California's Part H lead agency. Third, California experienced a 20 percent increase in the eligible population during the first year of full implementation within the California Department of Education, a major implementing agency. This increase was due to the recent mandate that schools serve all children with low incidence disabilities. Previously, children with low incidence disabilities were only served up to the limit of funded capacities. Also, California had no previous requirement that all school districts provide programs for children with low incidence disabilities.

Connecticut -- The State indicated that in 1993-94, its statewide early intervention database was just being populated and did not include data on children served by private vendors. By 1994-95, the database was fully populated and the State was able to report more accurate data. Connecticut noted that although there was some increase in the number of children receiving early intervention services, most of the increase can be attributed to improved reporting.

Delaware -- The State indicated that the increase in the number of infants and toddlers from 1993-94 to 1994-95 was a result of the Part H program going statewide.

Florida -- The State indicated that the decrease in the number of children served over the past two years was due to the exclusion of high risk/at-risk children who are not eligible to receive Part H services in Florida.

Illinois -- The State thought that the increase in the number of infants and toddlers served from 1993-94 to 1994-95 was probably due to improvements in reporting and to expansion of services.

Kentucky -- The State thought that the increase in the number of infants and toddlers from 1993-94 to 1994-95 was due to greater public awareness and to the availability of funding. Kentucky began providing full services in the fall of 1994. The State noted that outreach/child find efforts have steadily increased over the past several years.

Maine -- The State verified the 1994-95 data and indicated that the previous data represented extrapolated counts. The current data was taken from the Child Link data system and was verified with each regional child development services (CDS) site.

Michigan -- The State indicated that the increase in the number of infants and toddlers served from 1993-94 to 1994-95 was due to more eligible infants and toddlers receiving IFSPs and to an increase in the number of eligible infants and toddlers as a result of a growth in the number of agencies other than Education that provided Part H services.

Mississippi -- The State indicated that the increase in the number of children served was due to the hiring of approximately 25 additional service coordination staff statewide during the latter half of 1994. This increase in service coordination staff enabled the state to serve more infants.

Nevada -- The State indicated that the increase in the number of infants and toddlers from 1993-94 to 1994-95 was due to the rapid increase in Nevada's population which has increased the number of infants and toddlers eligible for Part H services.

New Mexico -- The State suspects that the increase in the number of infants and toddlers served from 1993-94 to 1994-95 was due to increased funding as a result of the implementation of a new Medicaid program for Developmental Services. New Mexico thinks that the additional funding led to an increase in child find activities.

New York -- The State indicated that the increase from 1993-94 to 1994-95 in the number of infants and toddlers served was due to efforts by the Department of Health to expand early intervention service provision. New York noted that December 1, 1993 was the first child count collected under full implementation. The increase in the December 1, 1994 child count was a reflection of the maturation of the program.

Rhode Island -- The State indicated that the increase in the number of infants and toddlers served from 1993-94 to 1994-95 was due to efforts to increase public awareness of programs which has resulted in an increase in the number of screenings. There has also been an increase in the number of referrals from providers.

Vermont -- The State indicated that the increase in the number of infants and toddlers that received Part H services from 1993-94 to 1994-95 was a result of Vermont going into full implementation of Part H on October 1, 1993.

### Early Intervention Services (1993-94)

Arizona -- The State indicated that the increase in the number of infants and toddlers that received audiology services from 1992-93 to 1993-94 was a result of the decision by the School of Deaf and Blind to evaluate all infants and toddlers that failed screening. Arizona noted that most special instruction services were provided in the home and hence these data are sometimes reported under family training, counseling, and home visits. The increase in the number of infants and toddlers that received vision services from 1992-93 to 1993-94 was due to a change in reporting practices at the School of the Deaf and Blind. In previous years the school only reported counts of services provided to infants and toddlers for whom they were the sole provider. In 1993-94 all services data, including support services provided to infants and toddlers from other agencies, were reported.

California -- The State indicated that the changes in the number of children receiving various early intervention services from 1992-93 to 1993-94 were due to the refinement and improvement of the data system. California indicated that a reorganization of reporting codes and categories have resulted in most of the data being reported in the special instruction category; some of the health related data (i.e., physical therapy, audiology, etc.) were reported under health services. The State noted that the increase in transportation services from 1992-93 to 1993-94 was a result of the increase in the number of children that received services.

Colorado -- The State indicated that the decrease in the number of infants and toddlers that received nutrition, respite care, and transportation services from 1992-93 to 1993-94 was due to a change in collection methodology. In 1993-94, Colorado changed from using an out-of-state contractor, to contracting with the University of Colorado Health Sciences Center. This change was accompanied by a refinement of the data collection and the addition of a local reporting component. Colorado noted that accurate data for these categories have been difficult to collect but feels that the current data are more accurate than that reported in previous years.

Delaware -- The increase in the number of infants and toddlers that received nutrition services from 1992-93 to 1993-94 was due to a change in data collection methodology. In the past, the number of infants and toddlers that received nutrition services was provided by the WIC programs. The Part H lead agency thought that these data were being underreported and on December 1, 1993 instituted a new data collection

procedure. The number of infants and toddlers that received nutrition services are now determined by comparing a WIC provided list of infants and toddlers that received food services with a list of infants and toddlers that received Part H services.

Florida -- The State indicated that the changes in the total number of infants and toddlers receiving services from 1992-93 to 1993-94 were due to improved reporting.

Georgia -- The State indicated that there has been a major restructuring of its early intervention program which has resulted in clearer policies, better oversight, and increased awareness among the eligible population of the available services. These factors have contributed to the general increase in the number of infants and toddlers that received services from 1992-93 to 1993-94. The increase in the number of infants and toddlers that received transportation services from 1992-93 to 1993-94 was a result of having to transport more clients to hospitals and other outpatient facilities because therapists in some regions were not willing to travel long distances.

Indiana -- The State indicated that the increase in the number of infants and toddlers that received health and nutrition services from 1992-93 to 1993-94 was due to better reporting. In the past, many vendors only reported infants and toddlers served through a few of the funding streams, particularly day services and supplemental services dollars. The decrease in the number of infants and toddlers that received respite care from 1992-93 to 1993-94 was a result of vendors limiting themselves to the provision of only required services. The increase in the number of infants and toddlers that received special instruction from 1992-93 to 1993-94 was a result of the increase in the early intervention child count.

Kansas -- The State verified the increase from 1992-93 to 1993-94 in the number of infants and toddlers that received respite and vision services. Kansas noted that although respite care is not a required Part H service in the state, it is commonly requested by families and is included on their IFSPs. The Kansas Department of Social and Rehabilitation Services has increased funding for family support and family subsidy programs. These monies are handled at the local level by community mental retardation centers and are commonly used to provide respite care. The State suspects that the numerous training sessions it has held for vision training workshops may have contributed to bringing potential vision problems to the attention of early intervention providers. The Part H lead agency has also been working closely with the State's Deaf-Blind Project which is administered by the Department of Education and provides services to all infants and toddlers with vision and hearing impairments.

Louisiana -- The State indicated that data changes between 1992-93 to 1993-94 were a result of the switch from an aggregate data collection system to an individual record system. Louisiana feels that the current data are more accurate.

Michigan -- The State indicated that there was a general increase between 1992-93 to 1993-94 in the number of services identified on IFSPs as a result of the improvement in the implementation of Part H. Michigan noted that the increase in other services from 1992-93 to 1993-94 was due to the broad range of services being offered, some of which did not fit neatly into the established categories.

Nevada -- The State indicated that the decrease in the number of infants and toddlers that received audiology services from 1992-93 to 1993-94 was due to a procedural change. In the past, all infants and toddlers who entered the system from the neonatal care units of Nevada's hospitals were given speech/language and audiological evaluations. Starting in 1994, these infants and toddlers were first screened to determine if they needed audiological evaluations (i.e., audiological services).

New Hampshire -- The State indicated that the other early intervention services category was used to report data on transdisciplinary services. New Hampshire thinks that the increase from 1992-93 to 1993-94 was a result of State-sponsored training on transdisciplinary service provision over the past three years.

New Mexico -- The State indicated that the increase in the number of children that received assistive technology or devices from 1992-93 to 1993-94 was due to the receipt of a Part H grant which allowed it to identify and provide services to infants and toddlers that needed assistive technology services/devices.

New York -- The State indicated that the changes in services data were due to the 1992-93 data being based on a survey whereas the 1993-94 data were collected through its data system.

Ohio -- The State indicated that the changes in the number of infants and toddlers receiving the various early intervention services from 1992-93 to 1993-94 were due to the fact that it does not currently have the means to collect and report primary data on the number of services that were received by children through the various public and private agencies in the State.

Oklahoma -- The State indicated that the increase in the number of infants and toddlers that received health and medical services from 1992-93 to 1993-94 was due to a variety of factors including statewide improvement in service provision, more appropriate use of services, increased service provision in rural areas, and an increase in the child count.

Pennsylvania -- The State indicated that changes in the data from 1992-93 to 1993-94 were partially due to changes in the method of data collection. Pennsylvania has been in transition from a manual to a computerized data collection.

Puerto Rico -- Puerto Rico indicated that the decrease in the number of infants and toddlers that received health services from 1992-93 to 1993-94 was due to the uneven application of the definition of this category across providers. It indicated that the decrease in the number of infants and toddlers that received nutrition and social services from 1992-93 to 1993-94 was due to the attrition of personnel in these fields as a result of low salaries and the shortage of qualified personnel. Puerto Rico noted that the 1992-93 data included infants and toddlers served by both the Department of Health and the Department of Education whereas the 1993-94 data included only infants and toddlers served by the Department of Education.

Rhode Island -- The State indicated that the increase in the number of infants and toddlers that received audiology services from 1992-93 to 1993-94 was a result of the State's decision to screen all infants and toddlers born in Rhode Island hospitals. The expansion in screening resulted in identification of more infants and toddlers that need audiological services.

Texas -- The State indicated that the increase in assistive technology services or devices from 1992-93 to 1993-94 was a result of increased reporting of this relatively new service; that the decrease in health services from 1992-93 to 1993-94 occurred because special efforts had been taken during the 1992-93 year to ensure that all infants and toddlers received a physical exam; and that the decrease in audiological, nutrition, and vision services was due to a change in the interpretation of reportable services.

Utah -- The State indicated that the increase in the number of infants and toddlers that received family training, counseling, and home services from 1992-93 to 1993-94 was due to an emphasis on providing more services in home rather than in centers; that the increase in the number of infants and toddlers that received nursing services from 1992-93 to 1993-94 was because the service model used for the past few years has encouraged the use of nurses; and that the decrease in the number of infants and toddlers that received vision services from 1992-93 to 1993-94 was a result of the implementation of a more accurate data collection system.

#### Personnel Employed and Needed (1993-94)

Arkansas -- The State indicated that the increase in the number of occupational therapists, physical therapists, and speech and language pathologists from 1992-93 to 1993-94 was the result of a concerted effort to provide more specialized therapies services. Much of the effort was directed toward providing services in the home. Arkansas stated that monies had been allocated for the training of paraprofessionals to provide home based services.

California -- The State indicated that personnel data were not available.

Florida -- The State indicated that changes in personnel data from 1992-93 to 1993-94 were due to the shift in responsibility from the Department of Education to the Children's Medical Services, Early Intervention Program, which is a comprehensive, interagency, multidisciplinary, community-based, family focused program.

Georgia -- The State indicated that the increase in the number of personnel employed and needed from 1992-93 to 1993-94 was a result of local programs adding more staff and service providers in order to meet the needs of clients.

Idaho -- The State indicated that the decrease in the number of paraprofessionals needed from 1992-93 to 1993-94 was due to more accurate reporting.

Indiana -- The State indicated that the increase in the number of early intervention personnel from 1992-93 to 1993-94 was due to a change toward more community-based services and toward serving infants and toddlers in more natural environments. This system change has resulted in a broadening of the provider base and in the use of multiple providers.

Massachusetts -- The State indicated that the increase in the total number of personnel employed from 1992-93 to 1993-94 was a result of the growth in the number of families served.

New Mexico -- The State indicated that the increase in the number of special educators employed from 1992-93 to 1993-94 was probably related to the increase in center and home-based services.

New York -- The State indicated that the changes in personnel data from 1992-93 to 1993-94 were due to the 1992-93 data being based on a survey whereas the 1993-94 data were compiled from data reported on provider applications. New York now requires providers to supply personnel information.

Ohio -- The State indicated that the data changes from 1992-93 to 1993-94 were due to the nature of their data collection. Ohio noted that its computerized data collection system only contains data on a portion of the infants and toddlers served. The remaining data are collected through secondary sources in other state agencies. The varying amounts of cooperation from these agencies result in variations in the data collected from year to year. Ohio noted that personnel data collection started in 1990 with a comprehensive survey of providers. Subsequent personnel data were collected through telephone surveys of 16 counties and combined with information gathered from grant applications.

Oklahoma -- The State indicated that the changes in the data from 1992-93 to 1993-94 were due to improvements in reporting.

Pennsylvania -- The State indicated that changes in the data from 1992-93 to 1993-94 were partially due to changes in the method of data collection. Pennsylvania has been in transition from a manual to a computerized data collection.

South Carolina -- The State indicated that the increase in the number of special educators employed from 1992-93 to 1993-94 was due to increased funding from the State government

Tennessee -- The State indicated that the increase in the number of personnel employed from 1992-93 to 1993-94 was a result of the increase in the number of infants and toddlers being served. The lead agency has expanded the number of children being served through the Department of Mental Retardation (DMR). The DMR which requires that a core set of family-centered services be provided; the personnel employed to provide these services were primarily reported in the social worker and other professional staff categories.

Virginia -- The State indicated that the changes in the personnel data from 1992-93 to 1993-94 were due to a change in data collection methodology.

West Virginia -- The State indicated that the increase in the number of personnel employed and needed from 1992-93 to 1993-94 was due to an increase in the number of infants and toddlers being served and to efforts by contracted local providers to come into compliance with caseload standards.

Wisconsin -- The State indicated that the 1993-94 data represents a more accurate reflection of the personnel directly involved in service provision than the 1992-93 data. In 1992, Wisconsin included personnel from local public health agencies because they were providing some early intervention services. In 1993 only those personnel directly involved in service provision were counted.

### Service Settings (1993-94)

Arizona -- The State indicated that the increase in the number of children served in early intervention classroom/center from 1992-93 to 1993-94 was a result of the State assigning all infants and toddlers to the two most common settings in the State (i.e., early intervention centers and home) because of data collection difficulties.

California -- The State indicated that the changes in settings from 1992-93 to 1993-94 were the result of improvements in reporting.

Delaware -- The State indicated that the increase in the number of infants and toddlers served in outpatient service facilities from 1992-93 to 1993-94 was due to the Alfred I. Dupont Institute, a infants and toddlers's hospital specializing in infants and toddlers with special needs, deciding to participate more fully in the Part H data collection. Delaware attributed the increase in the number of infants and toddlers served in other settings to the increase in the child count and the increased participation of public school programs that served infants and toddlers primarily in these settings.

Florida -- The State indicated that the decrease in the number of children served in various settings was because the 1992-93 data included all children served by the early intervention program whereas the 1993-94 data excluded high risk/at-risk children who were not eligible to receive Part H services in Florida.

Georgia -- The State indicated that the changes in settings from 1992-93 to 1993-94 were a result of the major restructuring of its early intervention program. Georgia noted that more infants were served in hospitals and other outpatient facilities because therapists in some regions were not willing to travel long distances.

Hawaii -- The State indicated that the increase in the number of infants and toddlers served in various settings from 1992-93 to 1993-94 was due to improved data collection among public service nurses who serve a significant number of the birth through 3-year-old eligible infants and toddlers.



Indiana -- The State indicated that the increase in the number of infants and toddlers that received services in family child care settings from 1992-93 to 1993-94 was due to an emphasis on providing services in natural settings.

Louisiana -- The State indicated that data changes from 1992-93 to 1993-94 were a result of the switch from an aggregate data collection system to an individual record system.

Michigan -- The State indicated that the increase in home settings and the decrease in classroom/center settings from 1992-93 to 1993-94 was due to an effort to provide services in more inclusive settings. Michigan indicated that the increase in other settings from 1992-93 to 1993-94 was due to an increase in the number of infants and toddlers served either in educational settings that were not classrooms or in settings selected by parents that was not a home (e.g., church, ARC office).

Minnesota -- The State indicated that school districts report children by eligibility category rather than by setting. Hence, the settings data reflect the best guess of districts as to the service settings of children.

Missouri -- The State thought that the increase in other settings from 1992-93 to 1993-94 was due to an increased number of infants and toddlers that received either occupational or physical therapy in private therapy settings, families that received counseling in mental health centers, or families who received service coordination services only.

New Mexico -- The State indicated that the increase in the number of children served in classroom/center and family child care settings from 1992-93 to 1993-94 was due to an overall increase in the number of infants and toddlers served.

New York -- The State indicated that the changes in settings data from 1992-93 to 1993-94 were due to the 1992-93 data being based on a survey whereas the 1993-94 data were collected through its data system.

Ohio -- The State indicated that the data changes were due to the nature of their data collection. Ohio noted that its computerized data collection system only contains data on a portion of the infants and toddlers served. The remaining data are collected through secondary sources in other state agencies. The varying amounts of cooperation from these agencies result in variations in the data collected from year to year. Specifically, the State indicated that the changes in settings were primarily due to the prior year's report including data from the Bureau of Early Intervention computerized data system and from other public agencies, whereas the 1993-94 report did not include data from other public agencies.

Oregon -- The State indicated that the decrease in the number of infants and toddlers in other settings from 1992-93 to 1993-94 was due to a more stringent application of the settings definitions.

Pennsylvania -- The State indicated that changes in the data from 1992-93 to 1993-94 were partially due to changes in the method of data collection. Pennsylvania has been in transition from a manual to a computerized data collection.

Rhode Island -- The State indicated that the increase in total settings from 1992-93 to 1993-94 was a result of an increase in child count.

South Carolina -- The State indicated that the increase in outpatient service facility settings from 1992-93 to 1993-94 was a result of improvements in data collection. The State noted that the majority of their infants and toddlers were served in home or outpatients settings.

Texas -- The State indicated the increase in family child care and home settings from 1992-93 to 1993-94 was due to an increased emphasis on serving infants and toddlers in inclusive or natural environments.

Wisconsin -- The State indicated that age-specific settings data were not available.

## **SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM**

The State Agency/Federal Evaluation Studies (SAFES) program was established with the passage of the EHA (now IDEA) Amendments of 1983 (P.L. 98-199). Section 618(d) authorized the Secretary of Education to provide matching funds to State educational agencies (SEAs) to evaluate the impact and effectiveness of programs for students with disabilities. In authorizing this program, Congress intended to promote an evaluation effort that would be beneficial at the Federal, State, and local levels. Only minor changes have been made in the program over the years. The 1986 Amendments (P.L. 99-457) expanded eligibility under this program to other State agencies that administer early intervention programs for infants and toddlers with disabilities under Part H of the Act. The 1990 Amendments (P.L. 101-476) more clearly focused the intent of the studies to generate supporting data and information for program improvement.

This Appendix contains summaries of four SAFES studies. Two of the summaries were feasibility studies, and two were evaluation studies. Appendix C contains abstracts of the SAFES studies that were funded in FY 1995.

## A FEASIBILITY STUDY OF OUTCOMES ASSESSMENT FOR KANSAS STUDENTS WITH DISABILITIES

Kansas State Board of Education, FY 1993

In recent years, the Kansas State Board of Education (KSBE) has initiated reforms in public education. In 1991, KSBE adopted the Quality Performance Accreditation (QPA) system to help carry out the reforms. To assess the effect of reforms, the Kansas Assessment Program (KAP) measures students' problem-solving and higher-order thinking skills. The KAP is an accountability measure of students' outcome performance.

Although all students are supposed to participate in the KAP, students with disabilities may be excluded by local staff. Students with disabilities may be excluded if their instructional level, as opposed to grade level, does not match the grade level of the assessment, or if the student will not benefit from the content area assessment. The KSBE became concerned because local district data indicated that the vast majority of students with disabilities are placed in regular classrooms for well over half the school day, but are being withheld disproportionately from the KAP. The KSBE felt that school and district accountability measures based on students' educational outcomes could not be obtained without baseline data on these students' achievement. Because of this lack of data, and because the State's intention is to implement a single system of education for all students, KSBE conducted a feasibility study to determine what modifications in the KAP were needed to assure that students with disabilities participate and that the resulting data were used for related purposes. The three research questions are detailed below.

- (1) Does the State-mandated assessment system currently in place to measure world-class standards for general education students have the potential to produce information that is valid (appropriate, meaningful, and useful) for meeting the programmatic needs of students with disabilities?
- (2) If found valid for specific purposes, what system policy and procedure modifications are necessary, if any, to maximize the validity (appropriateness, meaningfulness, and usefulness) of the assessment information for these students and their program needs?
- (3) Are the test question response formats that rely on open-ended, performance assessment and multiple correct items valid methods to capture accountability data on populations for students with disabilities?

## Procedures

The research questions were addressed through a literature review, focus group meetings, and a statewide survey. The presentation of the results of these activities is organized below into four parts: (1) the literature review, (2) the first focus group meeting, (3) the survey construction and sampling plan, and (4) the survey results and second focus group meeting and comments. This last part is discussed in a separate Findings section.

*The literature review.* The review resulted in a packet of reading materials that was distributed to focus group members, who stated that the materials helped broaden their understanding of the issues confronted by KSBE and local districts.

*First focus group meeting.* There were two regional focus groups, consisting of a total of 26 staff, two parents, and two Board of Education members from the eastern and western regions of the State. The purpose of the focus groups was to obtain reactions of local school district stakeholders regarding the use of the KAP with students with disabilities. Based on the results of those discussions, project staff designed a survey for practitioners across the State. Participants agreed on the following: (1) districts should be accountable for all students; (2) for some students with disabilities the KAP was inappropriate; and (3) education about the KAP as a policy and practice is needed beyond that given superintendents and district-level coordinators.

*State survey.* The survey was designed to elicit brief answers to the most critical issues generated by the focus groups. Those issues were the purpose of the KAP, use of the KAP results, relevance of the KAP to students with disabilities, and decisions regarding which students with disabilities should participate. The survey used an open-ended format to elicit a variety of opinions regarding the issues. The survey was distributed by mail to 325 school superintendents, 100 directors of special education, and 1550 building level administrators. The building level administrators were asked to select a special education staff member (not necessarily a teacher) and a regular education teacher to complete the survey. No follow-up contact was made. Almost half the special education directors responded. Only 20 percent of the building administrators, and 30 percent of the superintendents, responded. While the response rate was less than optimal, the results are believed to represent accurately the prevailing knowledge and opinions regarding the KAP.

## Findings

This section consists of the survey findings and comments made concerning them by focus group members during a second meeting.

*Appropriateness of the State's curricular standards.* Thirty-five percent of the regular education teachers responding indicated they were sufficiently knowledgeable about the standards; 55 percent of the regular education administrators, and 37 percent of the special education staff, indicated they were knowledgeable. The focus groups felt the

low percentages indicated that communication about the standards with local staff needed to be improved. Also, special education directors did not believe they routinely received the standards, and that special education staff did not reference the standards when considering students' IEP goals.

The majority of the respondents did not feel the standards were appropriate for students with educable or trainable mental retardation, severe multiple disabilities, severe learning disabilities, severe behavior disorders, or severe impairments. Higher percentages of the respondents felt that the standards were appropriate for students with mild or moderate impairments or disabilities. The focus groups were impressed by the respondents' high level of agreement.

*Assessing students with disabilities.* Forty-nine percent of the regular education teachers responding indicated that the decision to include students with disabilities in the KAP should be made by the classroom teacher and special education staff working with the student. Most of the regular education administrators and special education staff indicated that the decision should be left to the multidisciplinary or school team of special educators and include the parents. The consensus of the focus groups was that the decision should be made by a school-based, multidisciplinary team.

Of eight guidelines accompanying the question, basing exclusion decisions on a student's achievement level, particularly reading skills, was selected most often. The focus groups, however, felt differently. Because a student may never have an instructional level corresponding to the test's intended level, some students might never be tested. The focus groups felt that students should be tested if they were in an age group that was intended to be tested. The focus groups believed that a different curricular standard should be set for students with severe disabilities.

*Accommodations for testing students with disabilities.* Having the staff assist with the administration of the assessment or assist the student were commonly cited KAP accommodations. For particular disability categories, individual accommodations were used. One director of special education noted that providing assessments was often counter to the instructions accompanying most assessments, which emphasize that the test must be administered to each student exactly as described.

Fifty-nine percent of the respondents felt that accommodations should be individualized according to the needs of the individual student. Thirty-five percent felt that the IEP team should decide. The focus groups suggested that a list of common accommodations should be available prior to the assessments and the accommodations should be individually determined.

*Participation of students with disabilities.* The three most frequently cited reasons for the non-participation of students with disabilities in the KAP were: (1) students were below the testing level for their group; (2) the district's scores would be lowered; and (3) students' resistance to the testing. The focus groups felt staff would benefit from better information explaining the appropriateness of providing accommodations and that test scores were not included in district averages.

## Summary

Information from the focus group participants and surveys suggested that the KAP is valid for the vast majority of students in special education, and they should be included in the assessment. The KAP may not be appropriate for students with severe disabilities, even if accommodations are provided. For these students, a different curricular standard or performance level may be more appropriate.

As a result of the study, the KSBE special education and curriculum sections are working to integrate the State's curricular standards into the educational programs for students with disabilities. Also, special education teachers will be trained on how to integrate the standards. In addition, in Fall 1994, students with disabilities began to be assessed under different KAP guidelines than previously. Instead of taking the KAP at the instructional level unless specifically exempted in the IEP, students with disabilities may be treated as if they were regular education students and be tested at grade level.

## **BARRIERS AND RESOURCES UNDERLYING PART H IMPLEMENTATION: A UTILIZATION-FOCUSED EVALUATION STUDY**

Michigan Department of Education, FY 1991

### The Policy Context

Part H of IDEA authorizes grants to States to develop statewide comprehensive, multidisciplinary, interagency, coordinated systems to provide early intervention services to infants and toddlers with disabilities and their families. Implementation of Part H presents a complex challenge to State human service delivery systems, requiring major shifts in the operation of human services, funding streams, agency relationship structures, and practitioner styles. Identification of obstacles impeding the success of this reform and development of strategies for their resolution can assist States in moving closer to their vision of a comprehensive interagency system of early intervention services. With this aim in mind, this study, carried out by the Michigan Department of Education in conjunction with the Merrill-Palmer Institute at Wayne State University, examined the barriers to full implementation of Part H in Michigan, identified resources that could be used in addressing these obstacles, and developed recommendations on alternative strategies that might be pursued to overcome these barriers.

### Study Design and Methods

This 2-year study employed a multi-phase, multi-method stakeholder-based approach. Stakeholders, including representatives of State and local government, local service providers, and families, were involved in each of four phases of the study: survey development, survey dissemination and analysis, stakeholder work groups, and formulation of policy recommendations. During the first phase, a core stakeholder advisory group of 30 members assisted in the design of a survey instrument assessing perceptions of barriers to implementation and development of a sampling plan. Mail surveys were sent to a statewide sample of 700 service professionals and administrators and 100 parents of children with disabilities representing local interagency coordinating council (LICC) members, consumer parents, and key local agency personnel from the four public agencies involved in delivery of Part H services (Education--lead agency, Mental Health, Public Health, and Social Services). The response rate was 78 percent. During the second study phase, the core stakeholder group assisted project staff in interpreting the survey results and helped formulate the process for addressing priority problems.

During the third study phase, core advisory group members participated in four stakeholder work groups formed to discuss the survey results and identify critical obstacles to Part H implementation. Fifty-eight stakeholders, including parents, service providers, and State and local administrators, were involved in these groups, which also generated ideas on resources that could be used to overcome barriers. The final



study phase involved developing, revising, and supporting policy recommendations designed to resolve many of the identified barriers to Part H implementation.

## Findings

Survey respondents perceived the greatest barriers in two (of six) major areas: program service delivery in local communities and interagency coordination functions. Half or more of the respondents across the range of agencies identified the following specific factors as impediments to implementation: 1) inadequate numbers of program staff; 2) insufficient funds to support needed services; 3) lack of readily available bilingual information; and 4) inadequate coordination of programs within each of the State agencies. Variations in the degree to which respondents perceived barriers or were unaware of aspects of services were often related to the respondent's agency, length of employment, primary role (service provider administrator, active LICC parent, or current consumer parent) and residence in a metropolitan or rural area. Service providers and administrators from the lead agency (Education) tended to perceive fewer barriers to Part H implementation and to give fewer "don't know" responses.

The core advisory group categorized perceived barriers into four broad thematic areas: Family-Centered Services, System Coordination, Funding/Staffing, and Cultural Diversity. In addition to those described above, critical obstacles to implementation identified by the four stakeholder work groups were: failure to match family goals to the number and type of services provided; excessive paperwork burden on families receiving services from multiple agencies; insufficient funds for service coordination; lack of clear policy direction from State offices to local agencies, as well as differences across agencies in how Part H regulations are interpreted; and State level Part H policymakers' failure to give sufficient consideration to issues of cultural diversity.

## Policy Recommendations

Stakeholders formulated three broad policy recommendations which, if carried out, would pave the way toward overcoming many of the barriers to Part H implementation identified from the surveys and work groups:

1. The Special Education rules should be changed to promote greater compatibility with Part H practices, operations, and eligibility criteria.
2. A transagency early intervention work structure should be formed at both the State and local levels that would focus on promoting family driven, culturally responsive policies and practices.
3. A statewide study group should be convened to develop a strategy for creating the legislative basis for a transagency Family Centered System of Early Intervention Care. This process might result in the development of an entirely new

Transagency Family Centered Care Act, or in changing specific provisions of existing legislation that conflict with Part H philosophy and practice.

## FEASIBILITY OF EVALUATION OF THE OREGON COMPREHENSIVE PLAN FOR SUPPORTED EDUCATION

Oregon Department of Education, FY 1991

The Oregon Comprehensive Program Plan for Supported Education requires that local educational agencies (LEAs) support the full integration of students with disabilities in general education. Currently, 30 LEAs participate in the Oregon Department of Education's (ODE) Supported Education Project. As part of the plan, the ODE is required to systematically evaluate the success of school integration efforts. This study addressed the feasibility of conducting a statewide evaluation that would enable the ODE to assess the effectiveness of State and local education reform policies and practices and their impact on the outcomes of special education restructuring. The feasibility study was conducted with the following goals.

- Verify the conceptual framework, evaluation design, and measurement instruments.
- Conduct a pilot test of the evaluation study to:
  - describe and analyze the effects of the Comprehensive Plan on LEA policy, service delivery systems, participant attitudes, and student outcomes;
  - identify barriers to supported education in each LEA and develop strategies to overcome these barriers; and
  - produce a report providing a complete description of the results of the pilot test.
- Determine the feasibility of a statewide study of the Plan for Supported Education in three areas:
  - technical feasibility;
  - usefulness of information; and
  - financial and political feasibility.

Along with conducting a literature review and developing the conceptual framework, feasibility project activities included a series of meetings of the project's Advisory Group (which includes the ODE Project Director, ODE Supported Education Specialists, Portland State University (PSU) Project Coordinator, and PSU Evaluation Specialists), to develop a set of specific evaluation questions for use in the pilot study. The

following evaluation questions for the pilot study were agreed to by the Advisory Group:

- What are the differences between LEA and ODE written policies and procedures for special education, as they relate to supported education?
- Did ODE activities result in LEA supported education action?
- What level of supported education is occurring in each LEA?
- What perceived benefits/negative outcomes for students with and without disabilities result from supported education?
- What are the perceived effects of integration/supported education on teachers' instructional style when working with students with and without IEPs?
- What are the barriers to supported education and what strategies can be used to overcome the barriers?

Two sites were selected for the pilot study--a high school in a large, suburban district, and an elementary school in a small, rural district. Six respondent groups were surveyed: all parents of students with IEPs; a random sample of 25 parents of students without IEPs; a random sample of 25 regular education teachers; all special education teachers; all related services/support staff; and all building administrators, as well as administrators of an intermediate education agency (Education Service District [ESD]) who were members of the LEA supported education team.

In addition, ten randomly selected regular education teachers, two special education teachers, two related services staff, and one administrator were interviewed at each school site. Seventeen students with various disabilities were randomly selected and observed for one hour in a variety of classrooms at the high school site; 13 similarly selected students with disabilities were observed at the elementary site.

The data were synthesized into descriptive reports on each site and a summary analysis was developed for both sites that provided the ODE an opportunity to see the overall progress of the LEAs. Barriers to change as well as strategies to overcome these barriers were summarized for both sites. Due to the size of the sample and the fact that this was a feasibility study, no statistical tests were conducted on this data. Overall, the ODE Advisory Group decided that the pilot study was successfully accomplished and a larger, statewide evaluation was politically and financially feasible.

Major recommendations from the pilot study for the statewide evaluation included the following.

- Maintain the current conceptual framework and evaluation questions.
- Evaluate changes in the impact of the ODE Plan for Supported Education over time.
- Add a survey of students with and without IEPs.
- Use statistical analysis to test for differences between respondent groups.

# SPECIAL EDUCATION PROGRAM STANDARDS STUDY OF CLASS SIZE AND COMBINING STUDENTS WITH VARIOUS DISABILITIES

Virginia Department of Education, FY 1991

## The Policy Context

Virginia's Special Education Program Standards define the maximum caseloads special education teachers can carry and the conditions under which students with different disabilities can be instructed together. Virginia's special education delivery system is based on the categorical placement of students with disabilities who receive special education services for 50 percent or more of the day. As of 1992, when this study was initiated, special education class size and class mix standards in the State had not changed since the 1970s. Evidence of the need to evaluate these standards in light of changing practices included: 1) an increase in the number and types of waivers requested by local school divisions; 2) an increase in parent and advocate complaints about approved waivers; and 3) a consensus of key stakeholders that the standards might have become too rigid for determining appropriate programs for individual students.

## The Research Questions

The study, conducted by The Virginia Department of Education (VDOE) in conjunction with researchers from the Virginia Polytechnic University and the University of Virginia, gathered information designed to enable the Superintendent of Schools and State Board of Education to determine those areas in which the special education standards are successful or need improvement. The project team examined two primary research questions:

1. What are the effects on student achievement of varying class sizes and mixing students with different disabilities?
2. How do the special education program standards inhibit or facilitate effective service delivery?

## Methods

Investigators took a stakeholder-based approach to answering the research questions. Stakeholders were chosen to represent diverse constituencies with disparate views on the key issues and high stakes in the outcome of the program standards study. The composition of the stakeholder group was carefully balanced with the aim of promoting a common framework for understanding the issues involved in analyzing and developing policy. The larger stakeholder group of 73 members included local school

board members; principals; directors of special education; general, vocational, and special education teachers; parents; students; and VDOE staff. This group provided input concerning all aspects of the study. Seventeen representatives of the larger group formed the stakeholder steering team, which was actively involved in designing the instruments, collecting data, and formulating recommendations.

Study activities were carried out in three phases. During Phase I (Spring 1992), determinations were made about which issues warranted full-scale study and the best methods for collecting statewide data from multiple sources. This phase included a literature review on the effects of varying class size and class mix, and site visits to three school divisions to gather in-depth information through interviews, document reviews, observations, and surveys. During Phase II (Fall 1992-Spring 1993), broad-based, statewide information was collected, primarily through administration of mail surveys to:

- all special education directors in the State (80 percent responded);
- 1,000 randomly selected special education teachers of students with high incidence disabilities--educable mental retardation, emotional disabilities, and learning disabilities (85 percent responded); and
- more than 3,000 other special educators serving students with low incidence, moderate and severe disabilities such as hearing and vision impairments, speech-language impairments, and preschoolers with disabilities (45 percent responded).

Opinions on the program standards for students with disabilities were also solicited from persons attending statewide public hearings. Twenty-five attendees at three hearings provided public testimony. In addition, 255 written comments were received during the public comment period.

During Phase III (Fall 1993-Spring 1994), recommended revisions to the program standards for students with disabilities were formulated. The recommendations were based on information gathered during Phases I and II, on studies of class size and funding policies in other States, and on prior studies of special education in Virginia. During this phase, the information was collected during monthly stakeholder steering team meetings; quarterly focus group meetings with the broader stakeholder groups; presentations to the Virginia Department of Education management and the Board of Education; and meetings on selected topics held with various advisory councils, faculty at institutions of higher education, and advocacy groups.

## Findings

The major study findings are described below.

- Many administrators, as well as some teachers and parents, perceive the program standards as too rigid for determining appropriate programs for individual students.
- On the whole, students achieve at lower levels in larger classes, while other areas (social and affective indicators, as well as teaching methods) are unaffected by class size.
- Teachers and administrators agreed on some aspects of class size standards and disagreed on others. Both groups consistently recommended smaller resource classes. However, teachers judged size standards for most self-contained and departmentalized classes as high, while administrators regarded most as manageable.
- Neither student achievement nor social and affective indicators (e.g., motivation, self-concept, work habits, etc.) appear to be discernibly affected when students with educable mental retardation, emotional disturbances, and learning disabilities are instructed together. Teachers in mixed classrooms used significantly fewer methods of instruction, as well as more large group instruction, than those in classrooms where students with only one type of disability were taught.
- Unlike special education directors, teachers in all categories oppose the practice of mixing students with educable mental retardation, emotional disturbances, and learning disabilities.
- In general, class size and class mix standards for students with low incidence disabilities are seen as less problematic than those for students with emotional disturbances, educable mental retardation, and learning disabilities. However, there are a few exceptions, most notably caseload sizes for early childhood special education and speech-language impairment.

Another of the study's significant accomplishments, as documented by an external process evaluation by the Evaluation Center of the University of Virginia, was its successful implementation of a complex, participatory stakeholder-based design, that incorporated stakeholder input into the study process and formulation of findings.



## Recommendations

The study resulted in nine recommendations that have been or will be used to develop new statewide standards for students with disabilities in Virginia. The major recommendations to the State Board of Education are described below.

- The caseload for students with educable mental retardation and speech or language impairments should be reduced. On the strength of this recommendation, the State Board of Education requested additional funds in their 1994 budget to support the State's share of costs for reducing class sizes for students with educable mental retardation and speech or language impairments. Study personnel further recommended that this budget request be approved by the General Assembly for implementation in the 1994-1995 school year.
- Current teacher caseloads should be preserved when students with disabilities are integrated in general education settings.
- New standards should not require that students with disabilities be grouped exclusively by disability category. Placement should be decided by a student's individualized education program (IEP) committee based on appraisal of each student's needs.
- New standards should permit exceptions to be made to State regulations for innovative programs that are locally planned with stakeholder and local school board involvement, provided such programs do not override students' IEPs or violate Federal regulations.

Additional recommendations call for conducting further studies in several areas, including investigating the impact of inclusion.

**ABSTRACTS OF STATE AGENCY/FEDERAL  
EVALUATION STUDIES PROGRAM**

The State Agency/Federal Evaluation Studies Program is described at the beginning of Appendix B. This section contains abstracts of the three SAFES studies that were funded in FY 1995. All three of the studies were feasibility studies.

## ALABAMA DEPARTMENT OF EDUCATION

"In-School/Post-School Tracking System for Secondary Students with Disabilities"

**Project Co-Directors:** Bill East  
Mabrey Whetsone

**Cost:** Federal Share = \$49,969

Agency Share = \$42,497

Total = \$92,466

**Project Period:** October 1, 1995 - September 30, 1996

### **Abstract:**

The Alabama Department of Education will conduct a study to evaluate the feasibility of implementing a statewide student tracking system for Alabama's secondary students and young adults with disabilities. Since the early 1980s, the assessment of postsecondary outcomes for students with disabilities has been a growing national issue. A 1989 report by the National Council on Disability stated that rather than only examining the processes and procedures for assuring access to a public education, serious attention should be directed to assessing the nature and quality of the students' postsecondary outcomes. In other words, the issue not only is transition services themselves and whether or not the students receive them as needed, but also their effectiveness in terms of the students' outcome performance. In order to assess outcome performance, student tracking systems that provide data on those outcomes are needed. The Alabama Transition Task Force found that the need for a student tracking system continues to be critical in the State.

The major goals of this study are to test the feasibility of developing a student tracking system that would: improve the transition planning process and related service programs at the local level; serve as an accountability index for the State department regarding the performance (in-school and post-school) of its youth and young adults with disabilities; and create bridges between the data collection systems currently being utilized by a variety of agencies. The project objectives are described below.

- To assemble a Project Task Force that will serve as a decision making body for steering and guiding this feasibility project, as well as translating its outcomes into a set of recommendations for policy formulation concerning the statewide adoption and implementation of the student tracking system.
- To revise, pilot test, and adapt two data collection instruments for student tracking from school to work and community.

- To field test the post-school questionnaire, and the in-school questionnaire.
- To pilot test the implementation of the student tracking system.
- To evaluate the feasibility of the data gathering systems, and the utility of the information reporting systems for decision making and program improvement at the local level.

The feasibility study will collect information on students with disabilities who are 17 years of age, and on postsecondary students with disabilities who exited during the 1994-95 school year. The sample will be drawn from high schools in Lee and Jefferson counties. Alabama's *Post-School Indicators Follow-Up Questionnaire* will be administered to a sample of postsecondary students with disabilities who exited school during the 1994-95 school year. A parallel form of the instrument will also be developed and administered to a sample of secondary students with disabilities who are 17 years of age. Teachers will be trained to administer the questionnaires.

The findings of this study will enable the Alabama SEA to determine the usefulness of the student tracking system for the purposes of transition planning at the local level, and as an accountability index for the State department regarding the performances of its youth and young adults with disabilities. The findings will also enable the Task Force to make policy recommendations regarding the statewide adoption of the tracking system.

## COLORADO DEPARTMENT OF EDUCATION

"Feasibility of Using the Social Tasks Inventory (STI) as a Measure of Student Outcomes for Integration into the State Compliance Monitoring Process"

**Project Director:** Sue Bechard

**Cost:** Federal Share = \$49,784

Agency Share = \$34,373

Total = \$84,157

**Project Period:** October 1, 1995 - September 30, 1996

### **Abstract:**

The Colorado Department of Education will conduct a one-year study to determine if it is feasible to develop a system for collecting student outcome data that can be integrated into the current state compliance monitoring process. Historically, special education effectiveness has been provided by monitoring compliance with State and Federal statutes. While this approach has provided a wealth of information on the identification and planning process for students, it has provided little information on student results. Thus, little is known about the effects of special education services. In addition, at a time when there is a need for more information on student outcomes, resources are declining at both the State and Federal level, resulting in fewer people to collect and analyze data. Therefore, techniques and tools to collect needed information must be efficient and effective. One way to accomplish this is to design a system that allows the State agency to coordinate compliance monitoring with the collection of student outcome data. Such a system would also enable individual districts to monitor program effectiveness and make decisions about staff development, resource allocation, and new program development.

The study will attempt to answer three evaluation questions: 1) Is it feasible to use the Social Tasks Inventory (STI) instrument as a measure of student outcomes?; 2) Is it feasible to integrate STI data into the State education agency's (SEA's) monitoring system?; and 3) What is the utility of integrating STI data into the SEA's monitoring system for the purposes of program evaluation and program improvement? The study will have the four objectives described below.

- Identify student outcome data needed to assess the impact and effectiveness of special education programs for students with serious emotional disturbance at the middle school level.
- Identify currently available student outcome data and procedures for data collection.

- Identify and pilot test data collection instruments and procedures for additional student outcome data.
- Design and pilot test a system to collect student outcome data concurrently with State compliance monitoring activities so data can be stored, retrieved, aggregated, and analyzed.

A literature search will be performed to identify a variety of outcomes. The outcome variables will be further defined by grouping them into long- and short-term outcome categories and sorting the outcomes into a matrix. The matrix will be presented to focus groups, who will identify the outcomes they deem most useful. Three homogeneous groups will be convened, comprised of special education administrators, service providers, and consumers of special programs and services. After the focus groups have been conducted, the core research team will conduct a search of instruments presently available to measure the outcomes the groups select. In addition, the likely sources of outcome data and the procedures for collection will be identified. Also, student outcome data on functional life competencies will likely be needed, and the available measurement tools to assess these competencies will be adapted for use in this study.

One outcome of the project will be the testing of a comprehensive data system that could enable the SEA to measure program effectiveness by combining data on student outcomes with monitoring and compliance information. Other possible outcomes of the project are that it can: integrate a number of seemingly disparate initiatives into a coherent whole; provide data to assist the SEA in policy decisions and in determining needs for staff development, resource allocation, and new programming development; and contribute knowledge about measuring outcomes for students with serious emotional disturbance that will contribute to OSEP's National Agenda.

## RHODE ISLAND DEPARTMENT OF EDUCATION

"School Support System"

Project Director: Anne DeFanti

Cost: Federal Share = \$49,920

Agency Share = \$35,000

Total = \$84,920

Project Period: October 1, 1995 - September 30, 1996

### Abstract:

The Rhode Island Department of Education will conduct a one-year study to determine the feasibility of implementing an enhanced system of State education agency (SEA) monitoring of local education agency (LEA) compliance with the Individuals with Disabilities Education Act (IDEA). The goal of the system is to assess the effectiveness of special education and, ultimately, improved services to and enhanced performance of students with disabilities. Stakeholders are increasingly interested in examining the effectiveness of those services. However, most evaluation efforts have focused on LEA compliance with Federal and State regulations and statutes. Although those types of evaluations do provide useful information, they do not provide useful data about the effectiveness of services or the extent to which students benefit.

The purpose of this project is to determine the feasibility of implementing a "School Support System" that continues to examine compliance with regulatory requirements, but also evaluates the effectiveness of special education programs and services and identifies the need for, and provides, technical assistance and support. The system is designed to evaluate special education services in a broader school context, particularly in light of reform and restructuring initiatives. It emphasizes collaboration among special and general educators and encourages a partnership between the SEA and LEA to improve services to students with disabilities. A "Critical Issues Committee" composed of representatives from the SEA, LEAs, and State Special Education Advisory Committee proposed the system after a year's consideration. The project's major goals are:

- 1) To assess the feasibility of evaluating the effectiveness of special education programs and services as part of the School Support System; and
- 2) To assess the feasibility of incorporating technical assistance and support into the School Support System.

The study sample will consist of eight LEAs. The sample will be representative of the diversity of the State's population and LEAs. One of the LEAs will be urban, five suburban, and two rural districts. LEAs will be selected in each category that are involved in some level of school restructuring or educational reform initiatives. The SEA currently conducts monitoring visits to six LEAs each year. Thus, one measure of the feasibility of implementing a revised monitoring system will be the ability to maintain at least the prior level of monitoring activity.

There will be two levels of instrumentation. The first level will be a transition from existing survey, questionnaires, and recording instruments that are presently used in monitoring activities to a set of newly designed survey instruments. The second level of instrumentation will be designed to evaluate the extent to which the revised monitoring process is successful in accomplishing its goals and objectives. The development of those instruments will be accomplished in the initial stages of the project.

If the proposed School Support System proves to be feasible, it will provide a contribution to current knowledge and practice by establishing a new standard for monitoring and evaluation. The emphasis would shift to meeting the intent of IDEA while maintaining regulatory compliance. The new system would provide the opportunity to more carefully assess the effects of special education, and provide opportunities to improve services to students with disabilities. If the project demonstrates that it is feasible to incorporate a mechanism to assess needs and provide technical assistance and support, it may encourage greater participation and support from practitioners.



## PROFILES OF THE PROGRAM AGENDA

This appendix contains the OSEP program agendas for the: (1) Technology, Educational Media, and Materials Program; (2) Special Studies Program; (3) Program for Children and Youth with Serious Emotional Disturbance; (4) National Personnel Agenda; and (5) Program for Children with Severe Disabilities. For each agenda, community members from the respective fields were asked define a mission statement, current program goals, and future goals.

**TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS PROGRAM**  
Division of Innovation and Development  
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Technology, Educational Media, and Materials Program, community members were asked to identify the advances needed for improving the quality, use, and access of technology, educational media, and materials to achieve better results for children and youth with disabilities.

II. Components of the Agenda

Program Mission

To improve results for individuals with disabilities by advancing the creation, evaluation, and use of tools that enable students with disabilities for life-long learning, inclusion, and productivity.

Targets for the Program

Enable the Learner. The Program will foster the creation of state-of-the-art instructional environments, both in and out of school. Technology, educational media, and materials will be used to enable students with disabilities to access knowledge, develop skills and problem-solving strategies, and to engage in educational experiences necessary for them to participate fully and successfully in our society.

Promote Effective Policy. The Program will promote supportive policy making at all levels in government, schools, and business. Such policies should ensure accessibility, availability, effective application, and consistent use of appropriate technology, media, and materials. The policies will recognize that these tools are essential to achieving better lifelong results for individuals with disabilities.

Improve Use Through Professional Development. The Program will encourage investigation of approaches and strategies for training and supporting teachers, administrators, parents, and related service personnel on the uses of instructional and assistive technologies. This broad group of consumers needs to know what is available and how it can best be used for individuals with disabilities. Acting on such knowledge, they can increase productive use of instructional time; prepare students with disabilities for employment and citizenship; and promote their intellectual, ethical, cultural, and physical growth.

Create Innovative Tools. The program will encourage and support development of varied and integrated technologies, media, and materials which open up and expand the lives of those with disabilities. This can be accomplished by individuals, corporations, or agencies dedicated to improving the educational, social, occupational, and cultural opportunities for all students. Their work should enable individuals with disabilities to achieve the results expected of all students--independence, self-determination, and a quality of life that is productive and personally satisfying.

**SPECIAL STUDIES PROGRAM**  
Division of Innovation and Development  
Office of Special Education Programs

I. Context for Agenda Process

To set forth an agenda for the Special Studies Program, community members were asked to identify the information needed to support broad systemic change for achieving better results for students with disabilities.

II. Components of the Agenda

Program Mission

To contribute to the creation of a comprehensive educational and support system in which there is a collective responsibility for providing inclusive programs and individually determined services as a means of meeting unique and diverse needs and ensuring successful results for all children.

Program Information Needs

Management and Regulatory Flexibility. In order to stimulate the integration and participation of children with disabilities in a full variety of regular education settings, promote continuity of services, serve a wider range of children at risk of educational failure, and realize better results for all children, management and regulatory flexibility are needed.

Accountability for Results. To enable the tracking of student progress and the generating of feedback for ongoing system improvement, we need to instill into educational systems accountability for the results of each child's schooling and for use of a comprehensive, community based, family oriented system of education and support.

Community Supported Schools. To meet the complex and varied needs of students and their families, we need community supported schools that will become the focal point for family participation in activities and services that foster the development of all children.

School Oriented Personnel Development Environment and Strategies. To expand the capacity of schools to respond to the diversity of student characteristics and learning requirements, we need to reconfigure the relationships and responsibilities of staff and create an environment of continued professional development capable of improving the learning of all children.

Interagency Collaboration. Families need to be able to enter a comprehensive system of services at any point rather than separately access programs and services from several agencies. In order to reduce gaps in services and realize the full use of existing resources, we need to expand system capacity through interagency collaboration.

Technological Capacity. In order to meet the challenge of remaining current related to an expanding professional knowledge base, developing professional networks, tracking tasks and performance, and increasing responsiveness to informational requests, we need to develop strategies that utilize the existing and emerging technological capacity to obtain, store, analyze and generate knowledge bases.

# PROGRAM FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Division of Innovation and Development  
Office of Special Education Programs

## I. Context for the Agenda Process

In 1990, Congress authorized a new program for children and youth with serious emotional disturbance (SED) under Part C (Section 627) of the Individuals with Disabilities Education Act (IDEA). IDEA also mandated a participatory planning process, involving multiple stakeholders in the development of program goals, objectives, strategies, and priorities for all programs administered by the Office of Special Education Programs (OSEP), including the new program for children and youth with serious emotional disturbance. Since 1990, OSEP's Division of Innovation and Development (DID) has sponsored numerous meetings and discussions, including teleconferences and focus groups, to implement this planning process and to develop, evaluate, and disseminate a national agenda for achieving better results for children and youth with serious emotional disturbance.

## II. Components of the National Agenda

### Mission and Vision

The Mission is: *Achieving better results for students with serious emotional disturbance.* The Vision is: *A reorientation and national preparedness to foster the emotional development and adjustment of children and youth with or at risk of developing serious emotional disturbance, as the critical foundation for realizing their potential at school, work, and in the community.*

### Program Targets

- (1) Expand Positive Learning Opportunities and Results. To foster the provision of engaging, useful and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with serious emotional disturbance.
- (2) Strengthen School and Community Capacity. To foster initiatives that strengthen the capacity of schools and communities to serve students with serious emotional disturbance in the least restrictive environments appropriate.

- (3) Identify and Address Diverse Needs. To encourage culturally and linguistically appropriate exchanges and collaborations among families, professionals, students, and communities. These collaborations should foster positive results for all students and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.
- (4) Collaborate with Families. To foster collaborations that fully include family members on the team of service providers that implements family focused services to improve educational results. Services should be open, helpful, culturally competent, accessible to families, and school- as well as community-based.
- (5) Promote Appropriate Assessment. To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with serious emotional disturbance. These practices should be culturally appropriate, ethical, and functional.
- (6) Provide Ongoing Skill Development and Support. To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth with and at risk of developing serious emotional disturbance. Support and development should be ongoing and aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve results for children and youth with serious emotional disturbance.
- (7) Create Comprehensive and Collaborative Systems. To promote systems change resulting in the development of coherent services built around the individual needs of children and youth with and at risk of developing serious emotional disturbance. These services should be family-centered, community-based, and appropriately funded.

**NATIONAL PERSONNEL AGENDA**  
Division of Personnel Development  
Office of Special Education Programs

I. Context for the Agenda

To set forth an agenda for the Personnel Preparation Program, community members were asked to identify the needs, goals and objectives for achieving a pool of qualified, diverse, and flexible personnel for serving children and youth with disabilities.

II. Components of the Agenda

Program Targets

Recruitment and Retention. To make sure that the special education and related professions recruit and retain enough people of sufficient quality and diversity to meet the needs of children with disabilities, and of their families.

Professional Preparation. To guide a profession in which each succeeding generation of professionals has been rigorously and appropriately prepared, and is committed to the highest quality of special education and other services for children with disabilities for their families.

Professional Development. To foster efforts of continuing professional development that respond to both emerging needs and new knowledge, and to make appropriate professional development opportunities available to all who need them.

Leadership. To mobilize a system of resources and incentives, and the diverse, versatile leaders needed to prepare and support those who are directly involved in educating children with disabilities and their families.

Objectives to Achieve Goals

The objectives set forth the actions for leading to the achievement of one or more of the program goals. Because of the mutual reinforcement of goals and objectives in this agenda, the objectives are not necessarily tied directly to a single, individual target. Many of them apply across the program targets.



### Recruitment and Retention

Expand and maintain a valid, comprehensive body of knowledge on effective recruitment and retention strategies.

Create outreach and information services that will encourage persons with ability and commitment to explore and prepare for careers in special education, related services, and early intervention. In particular, these information services should give attention to culturally and linguistically diverse persons, and individuals with disabilities.

Identify and implement incentives for qualified persons to enter and persist in careers in special education, related services, and early intervention.

Identify and implement strategies to recruit and retain qualified personnel in a wide range of difficult-to-fill positions.

### Professional Development and Continuing Preparation

Expand and maintain a comprehensive knowledge base that describes the personnel needs of the profession, guides the tasks of preparing the next generation of leaders and direct service providers, and shapes continuing professional development.

Increase the capabilities of professional preparation programs and systems to prepare personnel and provide for continuing professional development beyond initial preparation.

Assure that the content of programs of professional preparation and continuing professional development is responsive to both the merging knowledge base of the field and its anticipated needs, especially the needs of changing and diverse populations.

Design and deliver innovative, rigorous professional preparation and continuing professional development programs.

Provide incentives for continuing professional development and effective practice.

Prepare all school personnel to provide appropriate services to students with disabilities.

Develop consortia to plan and offer programs of professional preparation and continuing professional development.

### Standards for Professional Preparation and Certification

Adopt rigorous national standards for awarding professional credentials.

Develop credential levels that promote career ladders and professional growth.

Adopt national accreditation standards for programs of personnel preparation that encourage flexibility in design.

Strengthening the Link between Knowledge and Practice

Generate new knowledge that contributes to advance in practice and appropriately serves the distinct needs of diverse populations.

Translate new knowledge into effective applications and apply new knowledge and technologies in advancing professional practice.

Ensure that advances in practice are responsive to existing and newly identified populations and that they incorporate innovative service delivery models.

Ensure that educators and related professionals have the knowledge and skills necessary for effective coordination and collaboration at the classroom level.

# PROGRAM FOR CHILDREN WITH SEVERE DISABILITIES

Division of Educational Services  
Office of Special Education Programs

## I. Context for the Agenda Process

To set forth an agenda for the Program for Children with Severe Disabilities, program staff solicited input from the community members to refine the vision and conceptualization of an integrated lifestyle for individuals with severe disabilities.

## II. Components of the Agenda

### Mission

The mission for the Program is to improve results for individuals with severe disabilities as measured by an integrated lifestyle.

In order for the Program for Children with Severe Disabilities to achieve this mission, an operational definition of an integrated lifestyle was formed by program staff. Community members who serve children with severe disabilities were asked to further refine the definition. The operational definition of an integrated lifestyle includes aspects and indicators.

### Targets

Seven aspects define an integrated lifestyle. These aspects are: education; employment; social relationships; self-determination; recreation and leisure; neighborhood and community; and home. While the aspects serve to bind the concepts of an integrated lifestyle, indicators operationalize the definition. See table F.1 for the aspects and indicators of an integrated lifestyle for children with severe disabilities.

**Table D.1 Framework for the Program for Children with Severe Disabilities**

Program Targets	
Aspect	Indicators of an Integrated Lifestyle
Education	<ul style="list-style-type: none"> <li>■ Home school placement</li> <li>■ Inclusion in regular age appropriate classes and activities</li> <li>■ Functional curriculum</li> <li>■ Community referenced training</li> <li>■ Individuals and their families integral members of the IEP planning process</li> </ul>
Employment	<ul style="list-style-type: none"> <li>■ Individual receives transition services and has employment experiences prior to graduation</li> <li>■ Individual engages in real work in real workplace settings</li> <li>■ Individual receives support in the work environment</li> <li>■ Natural proportions of individuals with and without disabilities are employed at the work site</li> <li>■ Individual receives wages and benefits appropriate to skills and qualifications</li> <li>■ Individual communicates with peers in the work environment</li> <li>■ Individual has transportation to and from work</li> </ul>
Social Relationships	<ul style="list-style-type: none"> <li>■ Individuals has friends in the community</li> <li>■ Individual is included in after school and out of school activities with peers</li> <li>■ Individual has informal support network of family and friends</li> <li>■ Individual has long term, intimate relationships</li> <li>■ Individual has support in developing social relationships</li> </ul>
Self-determination	<ul style="list-style-type: none"> <li>■ Individual has opportunities to make real lifestyle choices</li> <li>■ Individual preferences are valued and acted on in lifestyle decisions</li> <li>■ Individual is involved in all aspects of lifestyle planning</li> <li>■ Individual is supported during decision-making processes</li> <li>■ Individual has ability to affect lifestyle changes</li> </ul>

Table D.1 (cont'd)

Program Targets	
Aspect	Indicators of an Integrated Lifestyle
Recreation and Leisure	<ul style="list-style-type: none"> <li>■ Individual has choices about recreation and leisure activities</li> <li>■ Individual participates in leisure and recreation activities in the community</li> <li>■ Individual is a contributing member of clubs and groups of their choice in the community</li> </ul>
Neighborhood and Community	<ul style="list-style-type: none"> <li>■ Individual uses neighborhood and community services on a regular basis</li> <li>■ Individual participates in neighborhood recreation and leisure activities</li> <li>■ Individual Education Plans include use of neighborhood and community services</li> </ul>
Home	<ul style="list-style-type: none"> <li>■ Participates in the selection of a place to live</li> <li>■ Individual selected a place to live among a range of options</li> <li>■ Individual selects roommates (if roommates were desired)</li> <li>■ Necessary supports were individually determined</li> <li>■ Individual is pleased with living arrangements</li> <li>■ Family is pleased with living arrangements</li> <li>■ Transition planning efforts address where a person will live</li> <li>■ Choices and desires at home are valued and respected</li> <li>■ Individual makes decisions about all aspects of home routines (decorating, meal times, vacations)</li> </ul>

## ACTIVITIES OF THE REGIONAL RESOURCE CENTERS

The Regional Resource and Federal Center Program assists State educational agencies (SEAs) in building their capacity to improve services for infants, toddlers, children, and youth with disabilities. The role of the six Regional Resource Centers (RRCs) is to provide advice and technical assistance to administrators and educators in SEAs, local educational agencies, and other appropriate public agencies. Information related to the activities conducted by the RRCs is included on an annual basis.

## THE REGIONAL RESOURCE AND FEDERAL CENTER PROGRAM

The Regional Resource and Federal Centers (RRFC) Program is authorized under Part C of the Individuals with Disabilities Education Act (IDEA). The Program funds a network of six regional resource centers (RRCs) and a Federal Center (FRC). It is currently funded at \$7.2 million.

The Program's mission is to assist State educational agencies (SEAs) in improving programs for infants, toddlers, children, and youth with disabilities and their families, especially programs related to IDEA. The RRCs help SEAs improve special education and related services by training SEA staff and by providing technical assistance in the area of program development. State staff, local agency personnel, and families help clarify State needs and plan RRC services. Technical assistance strategies include individual consultation, training, information dissemination, model development and replication, product development, linkage between States and other resources, and apprising them of successful practices from other States.

The RRCs and the Federal Resource Center collaborate to address needs common to States and regions, using multistate technical assistance strategies to ensure efficient and effective use of limited resources. Working with other technical assistance projects in the field, each RRC maintains current information on the States it serves, and on various important topics in the field of special education. Through its RRC, each State has ready access to a wide range of information on research, policies, procedures, and practices concerning programs for infants, toddlers, children, and youth with disabilities and their families.

The FRC operates under a set of Federal mandates described in 34 CFR, Part 305.11, as described below.

"The Federal Center shall:

- (a) Provide a national perspective for establishing technical assistance activities within and across regions by identifying and synthesizing emerging issues and trends and establishing a panel to interpret this information;
- (b) Assist in linking and coordinating the Regional Resource Centers with each other and with other technical assistance providers, including health-related entities as well as organizations representing persons with disabilities, professional organizations, and parent projects;
- (c) Provide information to, and training for, agencies, institutions, and organizations regarding techniques and approaches for submitting applications for grants, contracts, and cooperative agreements;

- (d) Give priority to providing technical assistance concerning the education of children with disabilities from minority backgrounds and exchanging information with and, if appropriate, cooperating with other centers addressing the needs of these children; and
- (e) Provide technical assistance to State educational agencies, through Regional Resource Centers, for the training of hearing officers."

## **TECHNICAL ASSISTANCE ACTIVITIES**

Examples of technical assistance given by each of the RRCs to States or regions are described below. Following the examples is a list of the RRCs, contact information, and the States and jurisdictions served by each RRC.



## TECHNICAL ASSISTANCE ACTIVITIES

### Northeast Regional Resource Center: Statewide Assessment Planning with the Rhode Island SEA

In the fall of 1993, the Office of Outcomes and Assessment of the Rhode Island SEA was beginning to develop a draft revision of its Statewide Assessment Plan. At that time, the State's Special Education Unit was not part of the draft revision process. However, as the SEA was moving ahead with common core curriculum development, revising the statewide assessment system, and generally promoting a climate of change and access, the Special Education Unit personnel felt they could find a way to participate.

NERRC's earliest assistance to the Special Education Unit consisted of providing an "Outcomes-Based Accountability Desk Reference." The Reference is an array of materials that Special Education Unit personnel could use to keep abreast of the latest practices and attitudes regarding large-scale assessments. NERRC also began discussions with Special Education Unit representatives regarding both assessment system characteristics and potential ways that Unit representatives might be able to participate in assessment planning and development.

The SEA developed a draft of a Rhode Island Statewide Assessment Program (RISAP). Eventually, the Special Education Unit was able to position itself to take initiative within the SEA and arrange the first-ever collaborative meeting with colleagues from Special Services (Special Education), Curriculum (General Education), and Outcomes and Accountability (General Education) in June 1994. NERRC's role at this meeting was to help develop an agenda, provide information about assessment philosophies, frameworks, and development modes, and facilitate the discussion. The goals for the meeting were to develop common language concerning assessment and accountability; to review the progress made to date; to begin to form a shared vision of the Rhode Island Student Learning Goals and the statewide assessment system; and to define and clarify the roles and responsibilities of special and general education personnel in a potential collaborative effort.

In the weeks after the meeting, the Special Education Unit quietly promoted collaboration between general and special education personnel concerning the revision of the statewide assessment system. Basic philosophies became more apparent, and conversations began to be based on new assumptions about accountability and responsibility for all students. Eventually NERRC convened a working conference, at which external consultants worked directly with SEA personnel to design their statewide assessment system revision proposal. The working conference became a collaborative effort involving SEA representatives from several divisions, the consultant team, and NERRC.

After this conference, the SEA further revised RISAP, drafted policies and guidelines, and developed a field test of the new assessment system for fourth graders in health and mathematics. The SEA piloted the field test in the spring of 1995 embracing a "no

exemptions" approach: all children are expected to participate in the assessments in one manner or another. A letter from the director of the Rhode Island SEA Office of Outcomes and Assessment states that NERRC "helped us to think about it more systemically,"..."challenged our commitment to the 'all kids' agenda,...and put us in contact with other States who...are also struggling mightily with this issue." The letter further states that the SEA "returned to the drawing board, did some research and...opened up the policy to apply to any child who will perform better with an accommodation of some kind" and that the "inclusive and performance-based approach of the field test have already begun to influence planning at the district level."

### Mid-South Regional Resource Center: Interstate Visually Impaired Distance Training

The jurisdictions in Mid-South RRC (MSRRC) (District of Columbia, Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) have been concerned for a number of years about special education personnel shortages. Of particular concern were personnel who could serve children who had low incidence disabilities--in particular, those who had visual impairments. In May 1994 the MSRRC convened a multistate work group to examine this problem. The work group members decided the logical solution to addressing the shortages was to explore development of a regional approach to providing additional special training to special education teachers. An interstate distance education training approach was to be used. Through use of satellite transmission and downlink site technology, master's degree training, and eventually add-on certification, were to be provided.

After the work group meeting, MSRRC developed a position paper for the use of the multistate work group of comprehensive system of personnel development (CPSD) coordinators and other SEA contacts. The paper contained information concerning the existing needs, rationale, and support for developing a regional approach to low incidence distance training. The paper was intended to communicate the regional need and to create awareness of and commitment to pursuing a regional approach. The paper was disseminated within the nine States to SEAs, LEAs, State school and institution of higher education (IHE) staff.

The paper reached the superintendent of the Governor Morehead School in North Carolina (which is that State's school for students with visual impairments). The superintendent, a long-time supporter of regional approaches to personnel training, promptly provided the paper to several State legislators. In July 1995 the North Carolina legislature passed legislation containing language from the original position paper, directing the Board of Governors of the University of North Carolina to establish an interstate consortium to develop and implement a regional visually impaired distance training program that will offer a master's degree, as well as add-on certification.

With this support, the MSRRC regional work group received the impetus necessary to move forward. CSPD coordinators formed in-State stakeholder teams and are exploring recommendations and concerns regarding training program content, delivery, licensure, and certification. The formation of in-State teams has resulted in new relationships within States. These relationships, formed among State school for the blind superintendents, State certification office staff, State visually impaired content staff, Part B CSPD coordinators, higher education teacher training faculty, distance education experts, and others have resulted in ongoing communication about unique needs that can be addressed through shared commitment. The MSRRC has served and continues to fulfill a unique role as facilitator for the Region 2 States' work group, individual State teams, and the North Carolina program developers.

The long-term result of this activity will be the creation of a regional training program, developed and managed by a consortia of IHE teacher training programs, SEAs, State offices of certification, and State schools for the blind. The effort will produce personnel with credentials that are valid in each of the participating States. Currently, it is estimated that a shortage of 92 teachers of the visually impaired exists in Region 2 States. This shortage is expected to decrease as the interstate distance training program is implemented, thus improving the availability and quality of instruction to students with visual impairments. As far as the MSRRC staff has been able to determine, this is the only interstate low incidence distance training program currently in development in the United States.

#### The South Atlantic Regional Resource Center--Systems Change: Promoting and Enhancing Family Involvement and Community Partnerships

It takes a whole community to raise a child--or as they say in New Mexico "Para educar al niño se necesita todo el pueblo." Research clearly demonstrates that family and community involvement in the educational process results in the improvement of children's performance in school. The South Atlantic Regional Resource Center (SARRC) assisted a task force of representative stakeholders from New Mexico in a statewide planning process that resulted in the development of a long-range action plan and process for achieving family-school-community partnerships called the *New Mexico Connection: Family-School-Community Partnerships*. Crucial to the success of the action plan and integral to the process was the commitment to involve stakeholders who were representative of the cultural diversity of New Mexico as true partners in planning and decision making. While this project began as a special education family involvement initiative, it evolved to become a community partnerships initiative to assist schools, families, and communities meet the needs of all children. As a result of SARRC's services, systems changes have included incorporating the principles of family involvement in educational programs and converting from monitoring of local special education by State special education staff to using a broad team of educators providing assistance to local districts as they develop long-range action plans for student success.

The incorporation of community partnerships concepts has resulted in a New Mexico State Department of Education accreditation procedure for local school district improvement, and in school districts involving the local community as they develop long range action plans for student success. The SEA accreditation team is composed of State personnel from various divisions including instruction, vocational education, Federal programs, special education, and accreditation, as well as of representatives of groups that have traditionally been underrepresented. While accreditation evaluates compliance with State and Federal laws and regulations, the accreditation focus is now on technical assistance rather than on regulation. As part of the accreditation process, each district involves the community to develop a long-range action plan for the success of all students. The *New Mexico Connection* has fostered systems change and has resulted in family-school-community partnerships, which are essential to effective schools and to challenging all students to reach their potential.

The participants in the initial State-level planning process represented families and service providers from throughout the State, as well as the cultural and linguistic diversity of New Mexico. Replication of this model for representative planning and decision making is now underway at the local and community level.

#### The Great Lakes Area Regional Resource Center: Systems Affecting Systems Change for Infants, Toddlers, and Young Children, their Families and Communities in Pennsylvania

Pennsylvania's Family Focused Early Intervention System (FFEIS) is recognized as one of this country's model early intervention training and technical assistance systems. Funded under Pennsylvania's Early Intervention Services System Act (Act 212), FFEIS is an interagency venture under the Pennsylvania Departments of Education, Health, and Public Welfare. The goal of FFEIS is the implementation, throughout the State, of comprehensive early intervention services based on three principles: (1) family-centered early intervention, (2) inclusion, and (3) best practices in early intervention.

The Great Lakes Area Regional Resource Center (GLARRC) has been closely involved in the design, interagency collaboration, stakeholder involvement, implementation, evaluation, and continual renewal of FFEIS since its inception. In 1991, GLARRC provided consultation and facilitation services to the key representatives of the Departments of Education, Health, and Public Welfare who were involved in the original planning of FFEIS. In early 1992, GLARRC invited FFEIS leaders to Ohio State University to examine the Early Intervention Training Project, an EEPD project that served as a model for the design of FFEIS. GLARRC designed a needs assessment module for the Pennsylvania system and recommended consultants to develop other training modules. GLARRC encouraged the project director to appoint an evaluation coordinator to whom GLARRC has provided ongoing consultation in the design of an evaluation system and instruments. During 1993-94, GLARRC helped FFEIS develop its services in relation to the State and local Interagency Coordinating Councils (ICCs). Technical assistance included consultation, information dissemination, and facilitation of a local ICC conference. The conference included a goal-setting session for

representatives from local ICCs that focused on ways to improve functioning of the local councils. At the beginning of the 1994-95 and 1995-96 academic years, GLARRC facilitated refocusing sessions in which stakeholders (i.e., family members; local, intermediate and State education and welfare members; State and local ICC members; and others) validated their mission and guiding principles and developed action plans to direct FFEIS activities. Also, GLARRC provided facilitation services on a regular basis as FFEIS interacted with the Statewide Support Initiative of Pennsylvania, the broader technical assistance system of the Department of Education. GLARRC also provided facilitation services to the Cross Department Training Committee, which was overseeing the adoption of the FFEIS model by six agencies across the State to assure family centeredness, inclusion, and best practices in early intervention are standards for early intervention in Pennsylvania. It is through this type of ongoing and intensive involvement with a system that the GLARRC positively affects systems change.

Results have been reported in Pennsylvania for the following three legislative findings for early intervention in Act 212. Highlighting the relationship of FFEIS to these successes, a recent evaluation of all parent participants, all past and current local ICC chairpersons, and a random sample of professional participants (4,086 surveys mailed with a return rate of 51 percent) revealed that FFEIS:

1. Increased opportunity for the development of infants, toddlers, and eligible young children who have disabilities in order to minimize their potential for developmental delay.
  - Eighty-six percent of the parents and professionals thought that participation in FFEIS activities helped improve their knowledge and implementation of best practices in early intervention.
  - Of the professionals, 82 percent rated their participation in FFEIS's activities as being helpful in assisting their organization to implement best practices in early intervention.
2. Reduced the number of individuals with disabilities being placed in institutions and enhanced their potential for independent living in society.
  - Seventy-four percent of the families surveyed rated FFEIS activities as helpful in increasing their family's access to community events, activities, and resources. Twenty-three percent of that group rated participation in FFEIS as extremely helpful.

- Of the parents and professionals surveyed, 70 percent thought that their participation in FFEIS activities helped their communities develop and increase opportunities for inclusion.
3. Assisted the families of infants and toddlers with disabilities to meet their children's special needs.
- Eighty-eight percent of the parents thought that their participation in FFEIS activities increased their ability to meet the developmental needs of their child. Of that group, 34 percent thought FFEIS was extremely helpful.
  - Both parents and professionals rated FFEIS activities as helpful in gaining information in specific areas (88 percent), increasing access to information (83 percent), and in understanding the early intervention system (82 percent).
  - Eighty-two percent of parents and professionals thought that participation in FFEIS activities helped them increase their collaboration with families and professionals. Seventy-three percent thought that participation in FFEIS activities helped their community increase opportunities for parent/professional collaboration.

Act 212 also provides for the establishment and maintenance of local ICCs. One of the primary goals of FFEIS is to assist in the formation of the local ICCs and in the coordination of local training efforts through the local ICCs. Results of the evaluation survey concerning the effectiveness of FFEIS activities in assisting local ICCs are described below.

- Eighty-eight percent of the local ICC survey participants rated FFEIS activities as helpful in organizing and establishing the local ICCs. Thirty-six percent of that group rated FFEIS activities as extremely helpful. FFEIS activities, such as setting meeting formats and agendas, were rated as helpful by 80 percent of the local ICC chairpersons.
- As the local ICCs were forming, one of their first activities was to develop mission statements and set goals for the group. Local

ICC chairpersons rated FFEIS activities as helpful in both developing (91 percent) and in implementing (89 percent) mission statements and goals.

- Ninety-two percent of the local ICC chairpersons surveyed rated FFEIS activities as helpful in increasing their access to information concerning the activities of the State departments and the State ICC. Of that group, 35 percent rated FFEIS activities as extremely helpful. Eighty-nine percent rated FFEIS activities as helpful in increasing local ICC access to statewide resources.
- Eighty-seven percent of the local ICCs rated FFEIS activities as helpful in improving collaboration among community agencies in providing services to young children with special needs and their families.

### Mountain Plains Regional Resource Center -- Technical Assistance Impact: The Relationship Between Section 504 and Individuals with Disabilities Education Act (IDEA)

Section 504 of the Rehabilitation Act and special education regulations were both implemented in the 1970s and early 1980s. Today over 5.5 million students are being served in special education; by comparison, very few are being served under Section 504. A great deal of confusion still exists regarding similarities and differences between Section 504 and IDEA. Some students served through IDEA might be more appropriately served under Section 504.

Since 1992, the Mountain Plains Regional Resource Center (MPRRC) has provided technical assistance regarding Section 504 to the following:

- Bureau of Indian Affairs
- Montana
- Utah
- Colorado
- South Dakota
- North Dakota
- Kansas

Guidelines regarding the similarities and differences between Section 504 and IDEA were developed for each of these States and the BIA. More than 30 comprehensive workshops were conducted to educate school personnel and parent groups about Section 504 and IDEA.

1. School districts from the States where training took place have now assigned at least 400 Section 504 Coordinators to ensure compliance with the law.
2. These school districts are implementing Section 504 procedural requirements.
3. An increased number of students with disabilities are being placed by Section 504 Committees and are receiving the necessary instructional accommodations to help them benefit from their education.
4. University teacher preparation programs in each State sent representatives to the Section 504 workshops and are now using the materials developed by the MPRRC to educate new teachers regarding Section 504.
5. Materials and training provided in the workshops addressed discrimination and individuals with disabilities. Educators and administrators should now be more sensitive to this issue.
6. Because more students are now being served under Section 504, it is expected that there will be a decrease in referrals for services under IDEA.

#### Western Regional Resource Center: Technical Assistance Provided to the Pacific Basin

Western Regional Resource Center (WRRC) technical assistance in the Pacific often affects the lives of administrators, teachers, and children with disabilities and their families more directly and immediately than similar assistance rendered at the State level. The small sizes of the Pacific islands, and the nature of their governance structures, facilitate more immediate results from introducing innovative practices and advancing staff skills. Although these Pacific communities particularly for those most in need, traditionally have taken a different approach toward education, programs that address the needs of all children and youth have been implemented in recent years. WRRCs work in the Pacific is characterized by intensive SEA staff training, hands-on assistance to teachers and at the classroom level, and increasing connections between special and general education that benefit all students.

Recent WRRC activities to enhance the capacity of States and territories to serve children and youth with disabilities (changes in policies, programs or personnel) are described below.



### *Changes in Leadership Skills*

**Activities:** In the Republic of Palau, the Federated States of Micronesia (FSM), and American Samoa, WRRC has worked toward increasing the capacity of consulting staff to work with teachers. WRRC staff worked with SEA specialists to plan and deliver training, taking care to model good training techniques while focusing on content. WRRC support enabled cadres of district administrators and specialists from the Republic of the Marshall Islands (RMI) to observe programs and consult with staff in selected Hawaii schools. Increased responsibility and autonomy has been given to SEA staff, resulting in an expansion in a repertoire of skills and abilities and a reduction in the need for outside experts.

**Outcomes:** Because of increased local ongoing support to teachers, the school staff has increased capacity to meet a broader array of learning needs in the regular classroom.

In American Samoa, demonstration programs in model classrooms and buildings have encouraged other programs to increase access and modify classroom practices.

In the Republic of Palau the consulting teachers have gradually assumed more responsibility for designing and conducting inservice training for both general and special education personnel.

In the RMI, several local building programs have been redesigned so both general and special educators successfully support students with diverse learning needs in the regular classroom. The staff from these schools serve as a resource network for other schools adopting similar inclusion practices.

### *Changes in Staff Skills Directly Affecting Students*

**Activity:** Two teachers from American Samoa, six from the FSM and Micronesia, and one from the Republic of Palau were supported by their home jurisdiction to travel to Oregon or Arizona for 3 to 4 months to learn teaching and training in an immersion setting. The teachers learned Braille, sign language, curriculum modification, assistive technology, and participated in academic, home, and job skill training.

**Outcomes:**

- The Palau teacher consults with new teachers from outer islands and villages who teach students with visual impairments about teaching materials and techniques. One of her former students has gone on to high school and shares her own knowledge and experience with the high school staff who teach her.

- The Kosrae (FSM) teacher returned home and taught family and community members sign language. In this traditional storytelling culture, sign language is thought to be beautifully expressive, making communication that much easier for students who are deaf.
- A teacher from Pohnpei (FSM) learned to work with students with multiple disabilities during his practicum in Oregon. This additional experience has enabled him to convince families to allow the most severely disabled students in Pohnpei to come to school--because now there is someone who can teach them.
- A student with visual impairments in American Samoa is now fully included in kindergarten. The teacher, who spent time at the Oregon School for the Blind, consults with the student's kindergarten teacher and teaches the student Braille skills.

**Activities:** A team of regular and special educators was designated for training by each of the governments of the Commonwealth of the Northern Mariana Islands (CNMI), Guam, and the Republic of Palau. A consultant worked with these teams, training them in "Skills for School Success," a commercial program intended to ensure the successful inclusion of students with disabilities at the high school level. Initial training focused on the training process itself, using a single module. Subsequent training expanded the teams' skill base through additional modules.

**Outcomes:** In Palau, the "Skills for School Success" program was expanded to include the entire high school. Demonstration of the program skills at private and public elementary schools has led to requests from these schools for local training. Follow-up training is anticipated in summer 1996.

In Guam, several schools have adopted the "Skills for School Success" program schoolwide. Follow-up training is planned for summer 1996.

In the CNMI, the teams have adopted building strategies for student success, one of which is a component on student organizational and study skills that was developed collaboratively.

### *Changes in State Policies/Procedures*

**Activities:** In the CNMI, an extensive needs assessment and status review of staff capacity yielded a report with a series of recommendations for the CNMI Board. The report identified the circumstances for staff hiring and retention that are unique to the CNMI, and included recommendations designed to reduce the effort and cost of depending heavily on off-island recruits while systematically increasing the capacity of local personnel and maintaining current staff levels.

**Outcomes:** The CNMI Board used the study recommendations and additional information on current practices in other jurisdictions and States to locally determine and establish:

- basic competencies and certification standards for related services aides, educational interpreters and special education teachers; and
- course offerings for a BA in special education.

**Activity:** The annual Pacific Basin Interagency Leadership Conference hosts interdisciplinary community teams of professionals from each of the Pacific jurisdictions. Each team represents the fields of education, health, social, and community services such as parent groups and the Head Start program. The teams convene to share information on common issues and effective practices, to assess the progress of their own island communities in interagency collaboration, and to plan ongoing interagency activities, all to support improved community programs and services to children and youth with disabilities and their families.

**Outcomes:** An indication of the importance, ownership, and impact of this annual activity is the increasing leadership of the jurisdictions accompanied by a commensurate reduction in the direct involvement of technical assistance agency staffs. This year all planning, development, and a major portion of the conference expenses are being assumed by the Pacific jurisdictions.

**Table E.1 Regional Resource Centers (RRC) and Federal Resource Center (FRC) Programs**

	States Served
<p><u>Region 1: H028A30002</u></p> <p><b>Edith Beatty</b>  <b>Northeast RRC (NERRC)</b>                      Trinity College                      Colchester Avenue                      Burlington, VT 05401                      Telephone: (802) 658-5036                      FAX: (802) 658-7435</p>	<p>Connecticut, Maine, Massachusetts,                      New Hampshire, New Jersey, New York,                      Rhode Island, Vermont</p>
<p><u>Region 2: H028A30008</u></p> <p><b>Kenneth Olsen, Director</b>  <b>Midsouth RRC (MSRRC)</b>                      University of Kentucky                      126 Mineral Industries Building                      Lexington, KY 40506-0051                      Telephone: (606) 257-4921                      FAX: (606) 258-1901</p>	<p>Delaware, District of Columbia,                      Kentucky, Maryland, North Carolina,                      South Carolina, Tennessee, Virginia,                      West Virginia</p>
<p><u>Region 3: H028A30005</u></p> <p><b>Timothy Kelly, Director</b>  <b>South Atlantic RRC (SARRC)</b>                      Florida Atlantic University                      1236 North University Drive                      Plantation, FL 33322                      Telephone: (305) 473-6106-6611                      FAX: (305) 424-4309</p>	<p>Alabama, Arkansas, Florida, Georgia,                      Louisiana, Mississippi, New Mexico,                      Oklahoma, Texas, Puerto Rico,                      Virgin Islands</p>
<p><u>Region 4: H028A30004</u></p> <p><b>Larry Magliocca, Director</b>  <b>Great Lakes Area RRC (GLARRC)</b>                      The Ohio State University                      700 Ackerman Road, Suite 440                      Columbus, OH 43202                      Telephone: (614) 447-0844                      FAX: (614) 447-9043</p>	<p>Illinois, Indiana, Michigan, Minnesota,                      Ohio, Pennsylvania, Wisconsin</p>

**Table E.1 (cont'd)**

	States Served
<p><u>Region 5: H028A30009</u></p> <p><b>John Copenhagen, Director</b>  <b>Mountain Plains RRC (MPRRC)</b>            Utah State University            1780 North Research Parkway            Suite 112            Logan, UT 84321            Telephone: (801) 752-0238            FAX: (801) 753-9750</p>	<p>Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming, Bureau of Indian Affairs</p>
<p><u>Region 6: H028A30003</u></p> <p><b>Richard Zeller, Director</b>  <b>Western RRC (WRRC)</b>            University of Oregon            College of Education            Eugene, OR 97403            Telephone: (503) 346-5641            FAX: (503) 346-5639</p>	<p>Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau</p>
<p style="text-align: center;"><u>Federal Resource Center: HS93033001</u></p> <p style="text-align: center;"><b>Carl Valdivieso, Director</b>  <b>Federal Resource Center</b>            Academy for Educational Development            1975 Connecticut Avenue, N.W., Suite 800            Washington, D.C. 20009-1202            Telephone: (202) 884-8204            FAX: (202) 884-8443</p>	

## ACTIVITIES AND RESULTS OF THE STATE TRANSITION GRANTS

A 5-year cooperative agreement was awarded to the National Transition Network to evaluate and document the approaches and outcomes of the State educational agency/vocational rehabilitation grants. The purpose of the cooperative agreement is to develop, implement, and improve systems that provide transition services for youth with disabilities. This Appendix contains information about the activities developed in selected States to improve transition services.

## OVERVIEW OF THE NATIONAL TRANSITION NETWORK (NTN)

### Historical Background

In 1983, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) identified the transition from school to work as one of the major Federal priorities of special education programs across the nation. The decision to develop this Federal school-to-work transition initiative was prompted by numerous studies and reports conducted during the early 1980s, which unilaterally found high levels of unemployment, economic instability and dependence, and social isolation among young adults with disabilities. Since 1983, significant research and demonstration activities have ensued for the explicit purpose of improving the transition of youth with disabilities from school to work, postsecondary education, and community living. Throughout the 1980s, school-to-work transition services for youth with disabilities expanded, principally emphasizing: (1) State and local efforts to improve the high school curriculum to address students' development of functional skills for work and community living; (2) opportunities for students to learn in "real-world" contexts, i.e., work sites and other community-based settings; (3) increased student and family participation in the development of transition plans focused on a range of postschool outcomes in the areas of employment, postsecondary education, and community living; and (4) concerted efforts to increase the level and intensity of interagency cooperation among educators, employers, and community-service agencies in addressing the transition needs of secondary students with disabilities.

In 1991 OSERS, as authorized under Section 626(e) of the Individuals with Disabilities Education Act of 1990, initiated a special grants program making available Federal funds to support a series of 5-year State systems change projects on transition. By the fall of 1993, a total of 30 States (12 States in 1991, 12 in 1992, and 6 States in 1993) entered into cooperative agreements with OSERS to undertake systems change projects. In 1994 no new States were funded. However, in 1995 an additional four States were funded. Specific goals of these systems change grants are described below.

- To increase the availability, access, and quality of transition assistance for youth with disabilities.
- To improve the ability of professionals, parents, and advocates to work with youth with disabilities in ways that promote the understanding of and the capability to successfully make the transition from student to adult.
- To improve working relationships among those who are, or should be, involved in the delivery of transition services, in order to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth with disabilities.

- To create an incentive for accessing and using the existing, or developing, expertise and resources of programs, projects, and activities related to transition.

In 1992, OSERS finalized a cooperative agreement with the University of Minnesota to establish the National Transition Network. The Network was established for the purpose of providing technical assistance and evaluation services to States implementing these statewide systems change projects on transition. More specifically, the role of the National Transition Network is to strengthen the capacity of individual States to effectively improve school-to-work transition policies, programs, and practices by providing technical assistance and consultation in essential areas of State project implementation. Further, the Network operates to generate and disseminate policy-relevant information for the purpose of improving State and local policy and program structures and achieve higher levels of intergovernmental cooperation to benefit individuals with disabilities and their families as they make the transition from school to work and community living.

### Description of the NTN and its Tasks

The Institute on Community Integration at the University of Minnesota serves as the headquarters of the National Transition Network. Drs. David R. Johnson and Robert H. Bruininks are Co-Principal Investigators, with Dr. Johnson serving as the Project Director. Drs. Johnson, Barbara Guy (Associate Project Director), and Teri Wallace are primary liaisons between six Network collaborators, individual State project directors, and OSERS. The six Network collaborators are universities and nationally-based parent and consumer organizations that assist in the Network's technical assistance and evaluation activities. They include:

- **University of Vermont, Center for Technical Assistance in Transition and Supported Employment - Dr. Susan Hasazi;**
- **University of Illinois, Urbana-Champaign, Department of Educational Psychology - Dr. Lizanne DeStefano;**
- **Colorado State University, School of Occupational and Educational Studies - Dr. Brian Cobb;**
- **University of Arkansas, Arkansas Research & Training Center in Vocational Rehabilitation - Dr. Kay Schriener;**
- **Technical Assistance for Parent Programs (TAPP) of Boston, Massachusetts - Janet Vohs; and**
- **PACER Center of Minneapolis, Minnesota (Parent Advocacy Coalition for Educational Rights) - Marge Goldberg.**



## STATE-LEVEL TECHNICAL ASSISTANCE

The National Transition Network establishes with each State grantee an annual technical assistance plan detailing strategies and activities to improve the availability, access, and quality of State-level transition policies, programs, and practices for youth with disabilities. Technical assistance plans are based on each State's assessment of current transition-related policies, administrative practices, interagency approaches, and service delivery strategies. Each State's technical assistance plan identifies relevant audiences to receive technical assistance, their specific needs, conditions for providing the technical assistance, and the resources required.

The network uses a variety of technical assistance strategies, including an annual on-site visit by network staff, teleconferencing, and information dissemination via written correspondence, telephone, and electronic mail. In addition, the network promotes the sharing of information and ideas between States through regional meetings, an annual project directors meeting, and exchange of information. Another important aspect of the network's technical assistance activities is the establishment of collaborative working relationships with OSEP's Regional Resource Centers and other organizations (i.e., RTCs, UAPs, Transition Institute of Illinois, and State and national parent and consumer organizations). Through these collaborative relationships, the Network helps to maximize opportunities for individual States to have ready access to, and use of, the best possible resources and information on transition.

Responsibilities for establishing technical assistance plans with individual State projects is shared among primary collaborators. Listed below are the member universities and key contact persons of the National Transition Network that assume direct responsibility for initiating and planning technical assistance with individual States. The list identifies the States to be served by each university collaborator.

- **University of Minnesota** (Drs. David R. Johnson and Barbara Guy, Teri Wallace) - *States served:* Arkansas, Colorado, Florida, Hawaii, Iowa, Michigan, Nebraska, New Jersey, North Dakota, Ohio, Oregon, Texas, Washington, and Wisconsin.
- **University of Vermont** (Dr. Susan Hasazi) - *States served:* Maine, Massachusetts, Minnesota, and New York.
- **University of Illinois, Urbana-Champaign** (Dr. Lizanne DeStefano) - *States served:* Connecticut, Kentucky, New Hampshire, and Vermont.
- **Colorado State University** (Dr. Brian Cobb) - *States served:* California, Indiana, Kansas, and Utah.
- **University of Arkansas** (Dr. Kay Schriener) - *States served:* North Carolina, New Mexico, Virginia, and West Virginia.

## EVALUATION SERVICES

The National Transition Network works cooperatively with each State to evaluate the outcomes and impact of efforts to improve transition policies and programs resulting from the activities of State systems projects. This includes providing assistance to States in the design of meaningful project evaluation methods and procedures, reviewing current procedures for determining State-level transition needs and activities, assisting States in evaluating and documenting the extent to which Federal and State laws create disincentives to cooperation and coordination, and helping States evaluate the impact of the requirement to include a statement of needed transition services in students' Individualized Educational Programs (IEPs). The Network will, based on the nature and comprehensiveness of individual State evaluation activities, compile reports and make recommendations on the manner in which the program under Section 626(e) of the IDEA can be improved.

## RELATED SUPPORT ACTIVITIES

In addition to these technical assistance and evaluation activities, the National Transition Network engages in several related support functions intended to assist States in the successful implementation of their cooperative projects. Related support activities are described below.

- **Assisting OSERS in analyzing and disseminating relevant information on changes in Federal policies and laws affecting the transition of youth with disabilities from school to work and community living.**
- **Conducting an annual project director's meeting in Washington, D.C., for the purpose of promoting communications and effective networking among State project staff.**
- **Organizing and conducting an annual working conference in Washington, D.C., to present evaluation results and encourage the exchange of information among policy makers and representatives from key Federal agencies and organizations.**
- **Widely disseminating information that Federal and State policy makers and professionals, consumers, and families can use in the planning and implementation of strategies to improve transition services.**

- **Making available advanced graduate training** in the areas of evaluation and technical assistance. A special emphasis on graduate training is placed on recruitment of minority students and persons with disabilities. Up to three individuals are provided graduate assistantships annually.

## **STATE SYSTEMS CHANGE PROJECTS ON TRANSITION SUMMARY OF PROJECT ACTIVITIES**

### Improve Knowledge and Skills

Thirty-four States have received funding to develop, implement, and improve systems to provide transition services for youth with disabilities from age 14 through the age they exit school. Funding for the first 12 States began October 1, 1991 (Arkansas, California, Colorado, Iowa, Maine, Minnesota, Nebraska, New Hampshire, New York, Texas, Utah, and Vermont). Connecticut, Hawaii, Kansas, Kentucky, Massachusetts, New Mexico, North Carolina, North Dakota, Oregon, Virginia, Washington, and West Virginia were funded in 1992. Six States (Florida, Indiana, Michigan, New Jersey, Ohio, and Wisconsin) were funded in 1993, no States were funded in 1994, and an additional four were funded in 1995 (Maryland, Montana, South Dakota, and Tennessee). The results of a content analysis of activities across all 34 currently funded projects is listed below. Further evaluation data will be available at the completion of the projects. A complete listing of States and their key contacts follows the list of activities.

### Improve Knowledge and Skills

- Conduct assessments of transition needs, training needs, barriers to success, and employers' knowledge of transition.
- Design/deliver training to State agency staff, providers, employers, advocates, transition teams, and others.
- Deliver technical assistance to agency staff, service providers, LEA staff, employers, advocates, and transition teams.
- Organize/participate in interagency conferences aimed at State agency staff, providers, LEA staff, and families/youth.
- Provide training for families/youth in transition planning.
- Establish/expand family and youth involvement in transition planning through provision of training in:
  - Self empowerment/determination/advocacy;

- Consumer case management;
  - Personal futures planning; and
  - Peer supports/natural supports.
- Encourage family involvement in support groups and advocacy organizations.
  - Conduct public forums/community meetings on transition issues and transition policy; obtain consumer input regarding methods for publicizing transition best-practice strategies.
  - Develop/update resource directories of providers, best-practice sites, examples of successful collaboration; develop clearinghouse for information/referral/dissemination.
  - Infuse transition-related training into college/university level undergraduate and graduate level courses.
  - Increase families' knowledge of transition by publicizing information about project activities and available resources.
  - Increase involvement of minority families through targeted mailings, outreach activities, training modules modified for cultural diversity.

#### Improve Working Relationships

- Clarify/develop interagency agreements regarding agencies' roles and responsibilities; establish formal and informal relationships with key organizations, committees, post-secondary institutions, and legislators.
- Establish focus groups, transition teams, governing boards, and advocacy committees; ensure broad representation and cultural diversity.
- Disperse project staff across State agency offices; encourage dialogue with State-level staff, providers, and employers; pair staff from various agencies as project co-directors.
- Assist in local interagency planning and collaboration; ensure equal involvement of participating agencies, promote information sharing and use of fiscal and personnel resources.

- Ensure linkages between project activities and existing State/Federal transition projects; collaborate with education and adult service agencies on transition planning issues.

### Promote Systems Change

- Review and analyze State and Federal transition policy; identify and enact needed legislation to change policy.
- Establish consensus at local levels regarding transition planning procedures (e.g., transition team responsibilities, single planning documents, reciprocal assessment, use of transition case managers, work training programs).
- Identify critical issues, duplication of services, service gaps, and barriers to access; develop/recommend policy and procedure changes to address problem areas.
- Support State task force activities, demonstration projects, and transition team activities; assist in identification of strategies for pooling resources and expanding preservice transition-related training.
- Provide various incentives to stakeholders to increase sense of ownership and support of projects' efforts.
- Establish one agency as point of entry into transition planning.
- Establish multiple sites throughout State for coordination of transition planning.

### Demonstrations/Innovations

- Conduct/support development of statewide surveys of transition needs.
- Participate in development of State/local systems for collection of follow-along/follow-up data.
- Assist in development/utilization of State agency databases for use in transition planning.
- Conduct follow-up studies/outcome evaluations.

- Conduct cost-benefit analyses for students who participated in transition planning.
- Conduct surveys/collect data to assess impact/effectiveness of project activities, policy change, and procedural change.
- Assist local school districts/agencies/communities to develop model programs; provide stipends and/or on-site training and technical assistance for implementation.
- Develop guidelines for provision of rehabilitation counseling as a related service; pilot test feasibility of providing rehabilitation counseling during transition planning process.
- Develop videotapes dealing with transition planning.
- Develop transition-focused core components and content for secondary school curricula.

**STATE SYSTEMS CHANGE PROJECTS ON TRANSITION**  
State Primary Contact Listing

<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Clements	Virginia	Division of Special Education #4 State Capitol Mall, Room 105C Little Rock, AR 72203 (501) 682-4297 (501) 682-4313, FAX
Dougan	Patricia	CA Department of Education/Special Education Division Transition Services and Work Ability 515 L Street, Room 270/Downtown Plaza Sacramento, CA 95814 (916) 327-4214 (916) 445-4643 (916) 327-3516, FAX
Reichle	Judy	California School to Work Interagency Transition Partnership 717 K Street, Suite 400 Sacramento, CA 95814 (916) 443-8693 (916) 443-3289, FAX
McAlonan	Susan	Colorado Department of Education Colorado Systems Change Transition Project 201 East Colfax Avenue Denver, CO 80203 (303) 866-6715 (303) 830-0793, FAX
Thomson	Sandy	Rocky Mountain RTI 1391 N Speer Boulevard Suite 350 Denver, CO 80204 (303) 534-1027 (303) 534-1075, FAX

<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Palma-Halliday	Karen	Connecticut State Department of Education Division of Educational Support Services 25 Industrial Park Road Middletown, CT 06457 (203) 638-4242 (203) 638-4231, FAX
Chandler	Shirley	Florida Blueprint for School to Community Transition 114J Stone Building FSU - Center for Policy Studies in Education Tallahassee, FL 32306 (904) 644-1307 (904) 644-5122, FAX
Van Geldern	Lu	Hawaii Department of Education Special Education Section 3430 Leahi Avenue Honolulu, HI 96815 (808) 733-4839 (808) 733-4841, FAX
Ginavan	Roberta	Iowa Department of Education Division of Vocational Rehabilitation Services 510 East 12th Street Des Moines, IA 50319-0146 (515) 281-4144 (515) 281-4150, FAX
Ames	Terry	Indiana Transition Initiative 902 W. New York Street Indianapolis, IN 46202-5155 (317) 274-6701 (317) 274-6864, FAX
Sweeney	Pat	Kansas Transition Systems Change Project 120 SE 10th Avenue Topeka, KS 66612-1185 (913) 296-6054 (913) 296-7933, FAX



<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Fleming	Barney	Kentucky Systems Transition Project IHDI-University of Kentucky 102 Mineral Industries Building Lexington, KY 40506-0051 (606) 257-4408 (606) 323-1901, FAX
Harrison	Ron	Human Development Institute 110 Mineral Industries Building University of Kentucky Lexington, KY 40506-0051 (800) 288-0961 (606) 333-1901, FAX
Mullins	Jeanna	Human Development Institute 110 Mineral Industries Building University of Kentucky - IHDI Lexington, KY 40506-0051 (800) 288-0961 (606) 333-1901, FAX
Lindahl	Marie	Massachusetts Department of Education 350 Main Street Malden, MA 02148-5023 (617) 388-3300 (617) 388-3394, FAX
Glantz	Larry	University of South Maine Transition Project Muskie Institute 145 Newbury Street Portland, ME 04101 (207) 874-6538 (207) 874-6529
Winans	Amy	MI School to Work/Transition Initiative Victor Center, 1st Floor 201 N. Washington Square Lansing, MI 48913 (517) 373-9388 (517) 373-8179, FAX

<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Thompson	Sandy	Minnesota Department of Education 828 Capitol Square Building 550 Cedar Street St. Paul, MN 55101 (612) 296-2965 (612) 297-7368, FAX
Lee	Freda	North Carolina Department of Public Instruction Division of Exceptional Children's Services 301 North Wilmington, Education Building Raleigh, NC 27601-2825 (919) 715-2003 (919) 715-1569, FAX
Fischer	Valerie	ND Transition Project Minot State University 500 University Avenue West Mino, ND 58707-0208 (701) 857-3167 (701) 839-6933, FAX
Schliesser	Barbara	Nebraska Department of Education PO Box 94987 Lincoln, NE 68509 (402) 471-4324 (402) 471-2701, FAX
Shepard	Jack	Vocational Rehabilitation Services Suite 470, Landmark Center 2727 West Second Hastings, NE 68901 (402) 462-4478 (402) 462-5889, FAX
Nisbet	Jan	University of New Hampshire Institute of Disabilities 312 Morrill Hall Durham, NH 03821 (603) 862-4320 (603) 862-1034, FAX

<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Haugh	Bob	NJ Department of Education Office of Special Education Programs CN - 500 Trenton, NJ 08625-0500 (609) 292-4462 (609) 292-5558, FAX
Winnegar	Andy	New Mexico State Department of Education Division of Vocational Rehabilitation 435 St. Michaels Drive, Building D Santa Fe, NM 87505 (800) 866-2253 (505) 827-3746, FAX
Davis	Kelly	Division of Vocational Rehabilitation 435 St. Michael's Drive, Building D Santa Fe, NM 87505 (800) 866-2253 (505) 827-3523 (505) 827-3746, FAX
Colley	Debra	New York State Education Department Technical Assistance and Support Services One Commerce Plaza, Room 1613 Albany, NY 12234 (518) 473-4381 (518) 473-6073, FAX
Gloeckler	Lawrence	New York STSYD Program c/o NYS VESID One Commerce Plaza - Room 1613 Albany, NY 12234 (518) 474-3060 (518) 473-6073, FAX
Dennis	Lawrence	Department of Special Education 933 High Street Worthington, OH 43085 (614) 466-2650 (614) 752-1622, FAX

<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Flannery	Brigid	Oregon Department of Education Public Service Building 255 Capitol Street, N.E. Salem, OR 97310-0203 (503) 378-3598 (503) 346-5818, FAX
Walls	Linda	Texas Collaborative Transition Project Texas Education Agency 1701 N. Congress Avenue Austin, TX 78701 (512) 463-9414 (512) 475-3575, FAX
Suter	Donna	STUDY Project 350 East 500 South, Suite 202 Salt Lake City, UT 84111 (801) 533-6264 (801) 533-6279, FAX
de Fur	Sharon	Virginia Department of Education Office of Special Education Services PO Box 2120 Richmond, VA 23216 (804) 225-2702 (804) 371-8796, FAX
Sugarman	William	University of Vermont Center for Transition & Employment 499B Waterman Building Burlington, VT 05401 (802) 656-2936 (802) 656-1357, FAX
Edgar	Eugene	Center for Change in Transition Services Experimental Education Unit WJ-10 University of Washington Seattle, WA 98195 (206) 543-4011 (206) 543-8480, FAX

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<u>Last Name</u>	<u>First Name</u>	<u>Address/Telephone/FAX</u>
Elliot	Sue	ARC of Washington 1703 State Avenue, NE Olympia, WA 98505 (206) 685-9665 (206) 543-8480, FAX
Rich	Jim	State of Washington Superintendent of Public Instruction Old Capitol Building, FG-11 PO Box 4720 Olympia, WA 98504-7200 (206) 753-6733 (206) 586-0247, FAX
Kellogg	Ann	DPI/BEC 4th Floor 125 South Webster Street PO Box 7841 Madison, WI 53707-7841 (608) 267-3748 (608) 267-1052, FAX
Lee	Ghaski	West Virginia Department of Education Special Education and Program Assurances 1900 E Kanawha Boulevard, Room B304 Charleston, WV 25311 (304) 558-2696 (304) 558-0048, FAX

## **METHODOLOGY USED TO PROJECT PERSONNEL NEEDS OVER A FIVE-YEAR PERIOD**

In response to the changes mandated in the 1990 Amendments to IDEA (P.L. 101-476) a task force was convened to identify the best method to collect data and to review models that could project the number of special education teachers and aides needed to serve students with disabilities ages 3-21. This Appendix contains the methodology used to project the number of personnel needed.

The method used to project special education personnel is taken from work completed by Jim Wilson (1991). This methodology was selected because it is a simple model that required data on few new variables to be collected by States, yet is expected to yield accurate projections at the State level. The projection model adopted by OSEP to project personnel demand is:

$$H = (E / S) - R$$

where

- H = the number of teachers (or related services personnel) needed to be hired,
- E = the enrollment of students for the current year,
- S = the student teacher (or related services personnel) ratio for the previous year, and
- R = the number of teachers (or related services personnel) retained from the previous year.

The purpose of the model is to enable States and OSEP to predict the number of new teachers that will be needed to be hired to fill vacant positions and those not fully certified. These new hires may come from the new university graduates, from the pool of teachers who have temporarily left the school systems, or from regular education teachers who become certified for special education. The model uses three basic data elements to project the number of these individuals: student enrollment, retained personnel, and student/personnel ratio.

Five-year projections of the number of students enrolled, the student/teacher ratio, and the number of teachers retained each year have been entered into the model. These projections are based on historical data for each of these elements. The 1993-94 school year was the first year that data were collected on the number of personnel retained

from the previous year. This category represents a subset of the total number of personnel employed. In 1993-94, States reported that 270,027 (87 percent) of the employed, fully certified teachers were retained from the previous year. Additionally, States reported that 13,169 (62.5 percent) of the teachers not fully certified were retained from the previous year.

States found it difficult to provide the number of retained teachers during this first year of data collection. The majority of States initially reported, for at least one category of personnel, greater numbers of retained than employed personnel. Corrected data were later provided by those States. Projections using the number of personnel retained will have to be delayed until a second year of data have been received.

## REFERENCES

Wilson, J. (1991, March). *Projection of Personnel Needs*. Presentation at the Fifth Annual Conference on the Management of Federal/State Data Systems.