

ED 444 333

EC 308 248

TITLE To Assure the Free Appropriate Public Education of All Children with Disabilities (Individuals with Disabilities Education Act, Section 618). Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. 2000.

INSTITUTION Department of Education, Washington, DC.

PUB DATE 2000-00-00

NOTE 567p.; For the 21st Annual Report, see ED 436 071.

AVAILABLE FROM ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Tel: 877-576-7734 (TDD).

PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Numerical/Quantitative Data (110)

EDRS PRICE MF02/PC23 Plus Postage.

DESCRIPTORS Access to Education; Compliance (Legal); *Disabilities; Early Intervention; *Educational Change; Educational History; *Educational Legislation; Educational Technology; Elementary Secondary Education; *Federal Legislation; Fetal Alcohol Syndrome; Higher Education; Inclusive Schools; Infants; Minority Groups; Multiple Disabilities; Outcomes of Education; Prenatal Drug Exposure; Preschool Education; Smoking; *Special Education; Special Education Teachers; *Student Characteristics; Student Placement; Teacher Education Programs; Teacher Recruitment; Tobacco; Toddlers; Undergraduate Study; Universities

IDENTIFIERS *Individuals with Disabilities Educ Act Amend 1997

ABSTRACT

This 22nd annual report to Congress on the implementation of the Individuals with Disabilities Education Act 1997 (IDEA) begins with a special preface reflecting on the progress made in the 25 years since the initial passage of the law. Following the preface, Section 1 examines contextual and environmental factors such as the role of minority institutions of higher education in recruiting and training minority educators and the implications of fetal alcohol and nicotine exposure for special education. Section 2, which discusses student characteristics, includes information on state reported data for infants and toddlers, preschoolers, and students ages 6-21, as well as papers on students with orthopedic impairments and students with co-occurring disabilities. Section 3, which focuses on school programs and services looks at positive behavioral interventions and support, assistive and instructional technologies, and the state reported educational environments data. The final section includes initial findings from the National Early Intervention Longitudinal Study and information on high school graduation and state improvement and monitoring activities. Extensive appendices provide data tables on child count, placement, personnel, graduation rates, population and enrollment, and early intervention. Activities of the Regional Resource Centers are also summarized. (Individual sections contain references.) (CR)

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Individuals with Disabilities Education Act, Section 618

Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

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**Twenty-second Annual Report to Congress
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Implementation of the
Individuals with Disabilities Education Act**

U.S. Department of Education

2000

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Preface¹

This *Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)* marks the 25th anniversary of the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975. The annual reports published since that time have informed Congress and the public of the steady progress made in implementing the Act and reflect a history of persistent commitment and efforts to expand educational opportunities for children with disabilities. The 25th anniversary of IDEA offers an opportunity to consider this important law and its history, to acknowledge the progress that has been made, and to look forward to the challenges ahead.

The terms used in the Act, and indeed the title of the law itself, reflect the nation's changing attitudes over the past 25 years toward persons with disabilities. For the first 15 years of its history, the Act referred to "handicapped children." A decade ago, however, Congress made significant changes in the title and wording of the law. The Education of the Handicapped Act Amendments of 1990 (P.L. 101-476) renamed the statute the Individuals with Disabilities Education Act (IDEA), and throughout the text, references to "handicapped children" were amended to read "children with disabilities." These changes reflected both the activism of persons with disabilities and their advocates and an increasing public awareness that "disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society" (U.S. Department of Education, 1995a, p. 5). Throughout this preface, quotations from the different versions of the law will reflect the language used in the law at that time.

Prior to the 1970s, millions of children with disabilities received inadequate or inappropriate special education services from the public schools; another 1 million children were excluded from school altogether (U.S. Department of Education, 1995a). In fact, for much of the history of American public schools, services to children with disabilities "were minimal and were provided at the discretion of local school districts" (Martin, Martin, & Terman, 1996, p. 26). Many States had laws that specifically excluded certain children, such as those who were deaf or blind, those with emotional or behavioral problems, and those who were "feeble-minded" (Weintraub, Abeson, & Braddock, as cited in U.S. Department of Education, 1995a). As Martin, Martin, and Terman (1996) report, "Only after Public Law 94-142 became effective in 1978 and, in several States, after Federal and State court cases, did 'education for all' policies become a fact" (p. 26).

¹ This preface was prepared by Westat with the assistance of Dr. Thomas Hehir, former director of the Office of Special Education Programs, who is now at Harvard University.

Background and History

In the 1960s, advocates sought a Federal role in providing leadership and funding for efforts to provide a free appropriate public education, or FAPE, to children with disabilities. Congress took a step toward this in 1966 when it established the Bureau for Education of the Handicapped under Title VI of the Elementary and Secondary Schools Act (ESEA). Subsequently, a number of initiatives earmarked small amounts of Federal funds for serving children with disabilities. As these programs proliferated, the Bureau recommended that they be codified under a single law (Martin, Martin, & Terman, 1996). The resulting Education of the Handicapped Act, P.L. 91-230, was passed in 1970.

During the same period--the 1960s and early 1970s--parents began to pursue State laws that would require local education agencies (LEAs) to offer special education services to students with disabilities and that would provide partial funding for those services. Despite the passage of such laws in a number of States and the provision of some Federal funding through P.L. 91-230, "many children with disabilities remained unserved or underserved by public schools" (Martin, Martin, & Terman, 1996, p. 28). It was clear that further Federal legislation would be required in order to ensure that students with disabilities were provided FAPE.

Two landmark Federal court decisions, *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* in 1971 and *Mills v. Board of Education of the District of Columbia* the following year, established that "the responsibility of States and local school districts to educate individuals with disabilities is derived from the equal protection clause of the Fourteenth Amendment of the United States Constitution" (U.S. Department of Education, 1995a, p. 1). These decisions set the stage for the enactment of a major new law, and ". . . States joined advocates in seeking the passage of Federal legislation to provide consistency, Federal leadership, and Federal subsidy of the costs of special education" (Martin, Martin, & Terman, 1996, p. 29).

By 1975, Congress had determined that millions of American children with disabilities were still not receiving an appropriate education, finding that "More than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity" (Education for All Handicapped Children Act (EAHCA), §3(b)(3)). Public Law 94-142 was enacted to remedy this situation by requiring that all students with disabilities receive FAPE and by providing a funding mechanism to help defray the costs of special education programs (Martin, Martin, & Terman, 1996).

Today, IDEA includes broad mandates for the provision of services to all children with disabilities, from the first grader with a speech impairment to the junior high

student with a history of emotional and behavior difficulties and the college-bound high school student who uses a wheelchair (Martin, Martin, & Terman, 1996). Despite the challenges involved in serving such a heterogeneous group, the key tenets of IDEA have remained intact since 1975 (U.S. Department of Education, 1998). Although provisions have been added or amended in order to expand the provision of services to younger groups of children with disabilities, or to improve the quality of the services provided under the law, the four purposes of IDEA have remained essentially the same: “to ensure 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 particular needs; to ensure that the rights of children with disabilities and their parents or guardians are protected; to assist States and localities to provide for the education of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities” (U.S. Department of Education, 1995a, p. 1).

Key Components of IDEA

The next section of this preface discusses some of the key components of IDEA. This discussion necessarily involves comparisons between different versions of the law and allows for reflection on the progress made in the 25 years since P.L. 94-142 was first enacted. Many of these constructs were included in the 1975 statute and have evolved over time. Other components were added as new challenges were identified.

Identification of Children with Disabilities

When P.L. 94-142 was first passed, Congress was especially concerned that many children with disabilities were not succeeding in school because their disabilities had not been identified (Martin, Martin, & Terman, 1996). The emphasis on identifying children with disabilities, or child find, was a hallmark of the 1975 statute and of subsequent amendments. In addition, one of the basic purposes of IDEA has always been to ensure that children with disabilities are not excluded from school. The most recent data available suggest that the goal of seeing that children with disabilities are not excluded from school is being met: More than 11 percent of students ages 6 through 17 received special education and related services during the 1998-99 school year.

Funding Formula

Because of the importance of child find efforts, the initial funding formula for P.L. 94-142 based allocations on the number of children with disabilities receiving special

education and related services in each State (Martin, Martin, & Terman, 1996). This funding mechanism remained essentially unchanged until 1997, although the amounts of the grants to States rose considerably in the intervening years.

Under the 1997 amendments, grants to States continued to be based on child counts. Starting in Federal Fiscal Year (FFY) 2000, with allocations made available beginning July 1, 2000, the year in which the Federal appropriation for Part B, Section 611 exceeded approximately \$4.9 billion, the funding formula changed. States now receive a base allocation consisting of the amount of Section 611 funds that the State received in FFY 1999. Eighty-five percent of the remaining funds after base allocations are made are distributed to States based on the relative populations of children ages 3 through 21 who are of the same age as children with disabilities for whom the State ensures the availability of FAPE under IDEA. Fifteen percent of the remaining funds are distributed to States based on the relative populations of children that fall within the age range for which the State ensures the availability of FAPE under IDEA who are living in poverty.

Service Provision in the Least Restrictive Environment

Prior to the passage of P.L. 94-142, the educational prospects for children with disabilities were bleak. This was particularly true for children with mental retardation and other severe developmental disabilities, many of whom were institutionalized. Today most of those children can expect to live at home, and many receive special education and related services in regular schools. For example, by 1997-98, just 8 percent of children with significant developmental disabilities² were served in separate schools or in residential facilities.

IDEA has long included provisions to ensure that students with disabilities are educated in the least restrictive environment possible, with a continuum of placements designed to meet the individual needs of each student with a disability (S. Rep. No. 105-17, 1997). Seventy-five percent of the more than 5.5 million 6- through 21-year-olds with disabilities served under IDEA in 1997-98 were educated in regular classrooms, with their nondisabled peers.³

² This figure includes students with mental retardation, autism, multiple disabilities, orthopedic impairments, and deaf blindness.

³ This figure includes students who spent 60 percent or less of their time outside the regular classroom.

Services to Infants, Toddlers, and Preschoolers

As the importance of early identification and service provision has become apparent, Congress has acted to expand IDEA's support for services to younger groups of children with disabilities. The EHA Amendments of 1986 established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of IDEA. The program was created in response to congressional findings of "an urgent and substantial need" to provide early intervention services to infants and toddlers with disabilities (EHA Amendments of 1986, §101(a)). By September 30, 1994, all States and jurisdictions had ensured full implementation of the Early Intervention Program (U.S. Department of Education, 1995b). Full implementation has made a substantial difference in the number of young children served. In 1991-92, 145,313 infants and toddlers were served under Part C, while nearly 189,000 children ages birth through 2, along with their families, were served under Part C in 1998-99.⁴ The Early Intervention Program provides the supports necessary to help families meet their young children's special needs.

In the EHA Amendments of 1986, Congress emphasized the importance of the preschool years by amending Section 619 of IDEA to replace the Incentive Grants Program with a new Preschool Grants for Children with Disabilities Program. In order to continue their eligibility to receive funding under this program, States were required to make FAPE available to all children ages 3 through 5 with disabilities by the 1991-92 school year. Today more than 573,000 3- through 5-year-olds with disabilities are served in preschool programs that help prepare them to be successful in school.

Parent Support

Having a child with a disability means that parents must develop an understanding of how the disability influences development; it also means that parents need to become familiar with their rights under IDEA in order to ensure that their children receive appropriate services. To this end, in 1986 Congress required that awards for Parent Training and Information Centers (PTIs) to support parents be made in every State. Now there are 94 PTIs across the country, plus a Technical Assistance Alliance. In addition, 13 Community Parent Resource Centers work to meet the needs of racially and ethnically diverse communities.

⁴ Infants and toddlers were first under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are generally included in totals only from 1991-92 forward.

Improving Results

The IDEA Amendments of 1997 reaffirmed the strong Federal commitment to the education of children with disabilities and did so within the context of education reform. Acknowledging that the nation had made great progress in expanding educational opportunities for children with disabilities, the Senate committee report that accompanied the 1997 amendments attested to congressional intent to place greater emphasis on improving educational results, moving away from the low expectations that have often plagued students with disabilities, and seeking expanded opportunities necessary for students with disabilities to prosper in the 21st century.

Section 612 of the 1997 amendments contained several new provisions that aligned IDEA with general education reform efforts. One of the most notable additions was the requirement that children with disabilities be included in State- and districtwide assessments, with or without accommodations as appropriate for each individual child. Alternate assessments must be developed for students who cannot participate in regular assessments. The law further stipulated that assessment reports were to include disaggregated data on children with disabilities. And Congress made a further effort to include students with disabilities in accountability programs by requiring each State to establish performance goals and indicators for children with disabilities.

The 1997 amendments also made some changes to the individualized education program (IEP), long a cornerstone of IDEA, in order to align the statute with general education reform. One purpose of the amendments was to ensure that students with disabilities would have access to the general education curriculum. The Senate Committee on Labor and Human Resources wrote, "The majority of children identified as eligible for special education and related services are capable of participating in the general education curriculum to varying degrees with some adaptations and modifications. This provision is intended to ensure that children's special education and related services are in addition to and are affected by the general education curriculum, not separate from it" (S. Rep. No. 105-17, 1997, p. 20). To this end, the 1997 amendments required that the IEP address how a student with disabilities will access the general education curriculum. Similarly, the IEP must include a statement of any individual accommodations or modifications a student requires in order to participate in State- and districtwide assessments.

Congress also sought to make IDEA a part of overall education reform efforts by allowing IDEA funds to be used in conjunction with other Federal funds to assist in the development of schoolwide programs under Title I of the Elementary and Secondary Education Act and by establishing new State Improvement Grants (SIGs) to assist States in their efforts to improve education for students with disabilities. The purpose of the SIG program is to assist State education agencies and their

partners in engaging in comprehensive reform and improvement of their efforts to provide services to children with disabilities.

Personnel

A comprehensive system of personnel development has always been an integral part of IDEA. With each set of amendments to the law, Congress has encouraged the expansion of the professional workforce to support the millions of children served under IDEA. When data were first reported in 1976-77, there were 331,453 teachers and related services personnel providing services to children with disabilities; today there are more than 800,000. Personnel preparation efforts supported under IDEA have helped States staff their classrooms with teachers and paraprofessionals trained in special education and related services fields and have promoted innovation in teacher preparation. Recent IDEA-funded projects have focused on using the Internet to provide distance education for teachers of the visually impaired in rural areas, developing effective models of in-service training for veteran teachers, and integrating the preparation of general and special educators.

Transition

By 1990, researchers and practitioners had recognized the importance of careful planning to help students with disabilities move from school to adult life. The inclusion of transition planning in the EHA Amendments of 1990 “occurred in the context of at least a decade of attention to the need to develop transition policies, programs, and services for youth with disabilities that would allow them to make successful transitions. . . .” (U.S. Department of Education, 1999, p. IV-53). The 1997 amendments reinforced the importance of transition planning by requiring that IEPs for students age 14 and older include a statement of the student’s transition service needs; this statement must be updated annually. In addition, beginning at the age of 16 (or younger if appropriate), the IEP must include a statement of needed transition services for the student, including interagency responsibilities and necessary linkages. According to the U.S. Department of Education (1999), “These transition statements are designed to provide instruction, related services, and community experiences that lead to positive postschool results in postsecondary education and training, employment, adult services, independent living, and community participation” (p. IV-53).

Through IDEA, Congress has funded systems change grants to the States in order to help States develop the capacities and collaborations necessary to ensure successful transitions. Congress also funded State- and local-level implementation studies of Federal transition policies to determine progress in meeting IDEA’s transition mandates (U.S. Department of Education, 1999). To further bolster transition

efforts, the Office of Special Education Programs (OSEP) funded a series of projects in the area of self-determination. These projects have demonstrated to educators, parents, and young people with disabilities how students can take a substantive role in planning for their own future. Rising rates of employment and postsecondary enrollment among students with disabilities suggest the importance of transition planning and services for these students.

Research

Early versions of IDEA authorized discretionary grants for research related to the education of children with disabilities, including studies designed to increase the special education knowledge base and improve the educational services provided to children with disabilities. But the EHA Amendments of 1986 brought an increased focus on research in the special education field, as Congress authorized several specific studies designed to provide more information about children with disabilities. For example, the 1986 amendments called for a major longitudinal study of the educational and occupational results experienced by students with disabilities. The National Longitudinal Transition Study (NLTS) examined the educational progress of a sample of students in special education, then followed those students to determine their educational, occupational, and independent living status after their exit from special education. The 1986 amendments also included a mandate for a study of special education expenditures, as well as a series of studies of special populations of children with disabilities. Special populations specifically mentioned in the amendments included American Indian children with disabilities, Native Hawaiian and other native Pacific basin children with disabilities, migrant children with disabilities, children with disabilities living in rural areas, and children with disabilities who had limited English proficiency (EHA Amendments of 1986, §406).

More recent amendments to IDEA have also emphasized the importance of conducting and disseminating research to add to the knowledge base and improve results for students with disabilities. In the 1990 amendments, for example, Congress authorized "the establishment of a center or centers designed to organize, synthesize, and disseminate current knowledge relating to children with attention deficit disorder. . . ." (EHA Amendments of 1990, §501). Another example is an investigation of the early reading problems of students with learning disabilities. This work pointed out the importance of early attention to phonemic awareness and is now used throughout the country to improve reading instruction for students both with and without disabilities.

Section 674(b) of the IDEA Amendments of 1997 authorized a full national assessment of activities carried out under the Act, including a series of research studies. Four of the studies will be child-based. The first of these, the National Early

Intervention Longitudinal Study (NEILS), will follow children entering early intervention services. Preliminary findings from NEILS are included in this *Annual Report to Congress*. Another project, the Pre-Elementary Education Longitudinal Study (PEELS), will involve a nationally representative sample of 3- through 5-year-olds with disabilities. The study will follow the children through their experiences in preschool and into early elementary school.

The Special Education Elementary Longitudinal Study (SEELS) will follow a cohort of students in special education who are 6 through 12 years old at the beginning of the study. SEELS will focus on these students' school experiences during the elementary and middle school years and as they transition from elementary to middle school and from middle to high school. The second National Longitudinal Transition Study (NLTS-2) is a 10-year project that will follow a sample of 13- to 17-year-old students receiving special education until the oldest reach age 25.

Three of the National Assessment studies are policy based. The Study of Personnel Needs in Special Education (SPeNSE) was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. SPeNSE will provide information on the quality of the special education workforce nationally, within each geographic region, and within and across personnel categories. In addition, researchers will explore ways to assess the quality of the workforce based on State and local policies, preservice education, continuing professional development, and working conditions.

Another study, State and Local Implementation of IDEA (SLIDEA), will examine how the IDEA Amendments of 1997 are being implemented by States, school districts, and schools. In particular, the project will address issues focused on student performance, access to the curriculum, behavioral supports, parental involvement, and transitions for young children to school and youth to adult life. Finally, the Special Education Expenditure Project (SEEP) will be the first comprehensive look at special education expenditures in 15 years.

The group of studies that constitute the national assessment represent important investments in research designed to address particular areas of concern within the special education field. Findings from these studies will be reported in the *Twenty-third Annual Report to Congress on the Implementation of IDEA* and in subsequent annual reports.

Conclusions

Although some of the emphases of IDEA have changed since P.L. 94-142 was first passed in 1975, the central tenets and purposes of the law have remained the same. In the intervening 25 years, Congress has repeatedly acted to strengthen IDEA, to further align the law with movements in general education, and to address emerging needs among the population of students with disabilities.

As we look to the next 25 years, the nation will need to address many critical issues if the progress begun under IDEA is to continue. The special education knowledge base and the data presented in this report suggest a number of questions: How will we as a nation address the growing shortage of qualified special education teachers and related services personnel, particularly those from culturally and linguistically diverse backgrounds? How will we ensure that special education personnel have the skills they need to effectively serve students with disabilities? What strategies are most effective in helping students with disabilities to meet higher educational standards? What are the most effective models for serving infants and toddlers and their families in natural environments? How can our school systems best respond to the needs of language minority children? What are the best approaches for increasing the involvement of parents from racial/ethnic minority groups in the education of their children with disabilities? How can school districts use assessment data to improve educational opportunities for students with disabilities? How can the Federal government ensure that all school systems properly implement IDEA?

Our response to these and many of the other challenges facing the field of special education will depend on the same stakeholders that have helped achieve the progress made thus far--parents, teachers, researchers, and advocates--working in partnership with the States and the Federal government to develop innovative methods of addressing those challenges. As it has been for the past 25 years, IDEA, with its guarantee of a free appropriate public education for all children, backed by Federal monitoring and guided by vigorous support for research, technical assistance, parent training, personnel development, and technological innovation, is the foundation upon which future progress depends.

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Executive Summary

Section I

Context/Environment: This section contains background information on the setting within which special education services are provided to children and youth with disabilities. The first module in this section describes the importance of minority institutions of higher education in the preparation of special education personnel. It also discusses some of the OSEP-sponsored programs at minority institutions that are anticipated to improve the quality of the workforce teaching children and students with disabilities.

The second module discusses prenatal exposure to alcohol and nicotine and its implications for special education. Prevalence of use and effects, service delivery for prenatally exposed children, and OSEP research initiatives are also discussed.

The Importance of Minority Institutions of Higher Education in the Preparation of Special Education Personnel

- The need for personnel who are trained to work with minority students with disabilities is most acute in rural, remote, and urban districts. There is also a high demand for male practitioners.
- The supply of culturally and linguistically diverse related services personnel is not adequate.
- Programs in speech-language pathology or communication disorders are the most prevalent Minority Institution of Higher Education (MIHE) personnel programs in related services.
- MIHE graduates may expedite progress in educating culturally and linguistically diverse students with disabilities and contribute to the development of greater cultural competence among their colleagues. Collectively, they represent 24 percent of the nation's special education personnel preparation programs.

Prenatal Exposure to Alcohol and Nicotine: Implications for Special Education

- Prenatal exposure to alcohol or nicotine can result in significant and far-ranging intellectual, behavioral, and emotional effects and thus have particular implications for special education.
- It is apparent that significant numbers of children prenatally exposed to alcohol and nicotine will require special education and related services.
- OSEP currently funds several research and personnel preparation projects intended to improve results for this population.

SECTION II

Student Characteristics: This section contains five modules related to the characteristics of students served under IDEA and the Federal funding that States receive to serve these students. The modules on infants and toddlers, preschoolers, and students ages 6 through 21 served under IDEA summarize State-reported data. The fourth module describes a special population of children--those with co-occurring disabilities. This module presents a review of the literature, findings from the National Health Interview Survey-Disability Supplement (NHIS-D), and recommendations drawn from the literature. The final module, children with orthopedic impairments, describes this population, provides prevalence data, and discusses special education issues, personnel serving this population, and educational results for these children.

Infants and Toddlers Served Under IDEA

- Comparisons of the children served under Part C with the general population of infants and toddlers by race/ethnicity showed a generally comparable distribution. However, race/ethnicity data were a new component of the 1998 data collection and should be interpreted cautiously.
- States continue to emphasize the home setting as a natural environment in providing services to infants and toddlers with disabilities.

Preschoolers Served Under IDEA

- Over the past 7 years, the number of 3- and 4-year-old children being served grew at a faster rate than that of 5-year-old children, suggesting that children with disabilities are being identified and served at an earlier age.
- Race/ethnicity data suggest that minority enrollment in special education was similar in 1998-99 to the resident population of 3- through 5-year-olds.
- The majority of 3- through 5-year-olds served under IDEA received services in regular education classrooms with their nondisabled peers for 80 percent of the school day.

Students Ages 6 Through 21 Served Under IDEA

- The number of students with disabilities served under IDEA continues to grow at a greater rate than both the resident population and school enrollment. State-reported reasons for this continued increase include better diagnoses and identification.
- In the 6 through 21 age group, Asian and white students were underrepresented in the special education population.
- Black students were overrepresented and Native American students were slightly overrepresented in the special education population.

Meeting the Needs of Students with Co-occurring Disabilities

- One-third of students with disabilities who received special education and related services had co-occurring disabilities. The most common combinations were learning disability and speech/language impairment and learning disability with emotional disturbance.
- Caregivers of children with co-occurring disabilities requested services more often than caregivers whose children had only one disability and were less likely to report that they were satisfied with services provided to their children.

- OSEP is designing or completing a series of child-based studies that may be used to confirm or refute the findings of the NHIS-D related to the prevalence of co-occurring disabilities, demographic factors associated with co-occurring disabilities, services provided to this group of students, and education outcomes.

Students with Orthopedic Impairments

- In 1997-98, 94 percent of students with orthopedic impairments attended schools with their nondisabled peers, and 47 percent of these students received special education and related services outside the regular classroom for less than 21 percent of the school day.
- In 1997-98, 72.4 percent of students ages 17 and older with orthopedic impairments graduated with a diploma. Another 12.8 percent received a certificate of completion. Data also indicate that students with orthopedic impairments have high rates of postsecondary enrollment.

SECTION III

School Programs and Services: The three modules in this section examine some of the programs and services available within schools for children and youth with disabilities and their families. The module on educational settings for students with disabilities presents State-reported data on serving students in least restrictive environments. Applying positive behavioral support (PBS) in schools, the second module, describes the context in which PBS and functional behavioral assessment exist, features of the concepts, and their application to the school environment. The final module in this section, considering assistive and instructional technology for students with disabilities, provides a brief review of how past Federal investments in technology for special education have been instrumental in improving the lives of children with disabilities.

Educational Environments for Students with Disabilities

- Over the past 10 years, the percentage of students with disabilities served in schools and classes with their nondisabled peers has gradually increased.

- The environments in which students receive special education and related services vary by student age and disability. More elementary-aged than secondary-aged students with disabilities are served in schools with their nondisabled peers across all disability categories.
- OSEP currently funds a significant number of grants that target placement issues, primarily inclusion.

Applying Positive Behavioral Support in Schools

- PBS represents an important approach to identifying and organizing effective school practices, especially for students who present significant problem behaviors.
- PBS emphasizes teaching as a central behavior change tool and focuses on replacing coercion with environmental redesign to achieve durable and meaningful change in the behavior of students.
- PBS implementations consider community, family, district, school, classroom, nonclassroom, and individual contexts.

Office of Special Education Programs Technology and Media Services Program: A Focus on Implementation and Utilization

- Beginning in the mid-1980s, OSEP focused resources on programs that would study pertinent issues about the use of technology in achieving educational results for students with disabilities.
- The overarching goals of the OSEP national technology program are: fostering lifelong learning; encouraging participation in diverse educational, domestic, work, and community environments; promoting equity in opportunity for individuals with disabilities; and enabling individuals with disabilities to be productive and independent.
- With OSEP's support, appropriate technology and media continue to be researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and other personnel who provide services to children with disabilities.

SECTION IV

Results: There are three modules in this section. The first module provides a description of the characteristics of children and families entering early intervention. The module on high school graduation presents State-reported data on the graduation rates of students with disabilities by disability and by State. The third module, state improvement and monitoring, discusses OSEP's monitoring system and areas of compliance and noncompliance for both Parts B and C.

Characteristics of Children and Families Entering Early Intervention

- Preliminary data from the National Early Intervention Longitudinal Study (NEILS) indicate that most children are eligible for early intervention because of a developmental delay, and these children are likely to enter early intervention later than children with a diagnosed condition or a risk condition.
- Data also indicate that there are more males in early intervention than are represented in the general birth-through-3 population and that families in early intervention are more likely to be receiving public assistance.
- Future analyses of NEILS data will provide information about the location, amount, and nature of services provided to children with disabilities; types of programs serving young children and their families; and the costs of early intervention relative to the benefits achieved.

High School Graduation

- In 1997-98, 25.5 percent of students ages 17 and older with disabilities graduated from high school with a standard diploma.
- High school graduation rates for students with disabilities vary considerably by disability. Among those least likely to graduate were students with mental retardation, multiple disabilities, and autism.
- The percentage of students with disabilities graduating with a standard diploma varied considerably by State, ranging from a low of 6.8 to a high of 45.4.

- OSEP's efforts to understand factors influencing graduation rates for students with disabilities include funding for a second national longitudinal transition study, which will provide information on associations among high school completion, student characteristics, and educational services.

State Improvement and Monitoring

- OSEP uses research, technical assistance, dissemination, demonstration, systems change, and other strategies to provide State and local early intervention providers and education agencies with tools to assist them in improving results for children with disabilities.
- OSEP's Continuous Improvement Monitoring Process is built around continuity, partnership with stakeholders, State accountability, State self-assessment, data, public process, and the provision of technical assistance.
- In States where there is evidence of substantial compliance with IDEA requirements, OSEP's focus is on the identification and implementation of best practices; in States not demonstrating compliance, OSEP works with the State to develop improvement strategies.

Introduction

The landmark Education for All Handicapped Children Act was passed in 1975 as a reflection of congressional determination that all children with disabilities be offered a free appropriate public education, or FAPE (U.S. Department of Education, 1981). The annual report to Congress on the implementation of IDEA dates back to 1979, when *Progress Toward a Free Appropriate Public Education: A Report to Congress on the Implementation of Public Law 94-142* was published by the U.S. Department of Health, Education and Welfare. By the time the second annual report was published in 1980, the Department of Education had been established and responsibility for the report had passed to that agency.

The primary purpose of the report to Congress has always been to examine progress in the implementation of the nation's special education law. Early reports looked at who was being served under the law and in what settings those services were provided. Those publications included State-reported data in an appendix, a feature that is still seen in today's annual report. However, the body of the report has been organized in a number of different ways over the past 22 years.

The first two annual reports were organized around six questions that constituted the evaluation plan for the Act, with a focus on data and administrative issues (U.S. Department of Education, 1981). The publication of the third annual report in 1981 saw the introduction of a number of lengthy chapters describing the State-reported data, State and local accomplishments and challenges in implementing the Act, and administrative strategies for implementation. Subsequent reports in the 1980s examined the impact of the Act and its implementing regulations (e.g., see U.S. Department of Education, 1983).

The *Sixth Annual Report to Congress*, published in 1984, began to shift the emphasis from the procedures of implementation to the quality of educational programs for children with disabilities (U.S. Department of Education, 1985). This trend continues today. Changes to the annual report have also resulted from changes to the law. For example, the *Ninth Annual Report to Congress* incorporated changes resulting from the EHA Amendments of 1983 (U.S. Department of Education, 1987). Specific changes included a more detailed statistical description of the children receiving services, a description of monitoring activities, and more information on discretionary programs. The ninth annual report was organized around four lengthy chapters based on the four purposes of the Act: to assure that all children with disabilities received a free appropriate public education, to assure that the rights of children with disabilities and their families were protected, to assist State education agencies

(SEAs) and local education agencies (LEAs) in their efforts to provide FAPE to children with disabilities, and to assure the effectiveness of efforts to educate children with disabilities (U.S. Department of Education, 1987).

The report format that was introduced in 1987 was in use for the next 9 years. In addition, the 1992 publication of the fourteenth annual report saw the introduction of a series of papers on special populations of students with disabilities, mandated by the EHA Amendments of 1986. The 1992 report included an appendix on two special populations, migrant students with disabilities and Native Pacific Basin and Native Hawaiian students with disabilities. Limited English proficient students with disabilities were studied as the special populations topic for the fifteenth annual report.

In 1994, the special populations study, this time on Native American students with disabilities, was moved to the main body of the report. The *Seventeenth Annual Report to Congress*, published in 1995, included a special populations report on serving students with disabilities in rural areas, and the eighteenth report looked at the needs of students with disabilities in the inner cities.

The *Nineteenth Annual Report to Congress* introduced a new format based on a conceptual framework that was designed to aid in the understanding of the different factors that affect educational results for students with disabilities. The 1997 report was divided into four sections: Context/Environment, Student Characteristics, Programs and Services, and Results. The issues discussed in the first three sections were envisioned as influencing the results described in the fourth section. Each section contained several individual modules on different topics of interest in the special education field. Taken together, the sections provided an overview of important issues affecting the education of students with disabilities (U.S. Department of Education, 1997).

The first section describes societal and educational forces that have an impact on the education of children with disabilities. The nineteenth annual report included modules on topics such as general education reform, poverty among children, and the disproportionate representation of racial/ethnic minorities in special education. The Student Characteristics section focuses on the population of students receiving services under IDEA, with individual modules on infants and toddlers, preschoolers, and students ages 6 through 21. The nineteenth report also included a module on students with attention deficit/hyperactivity disorder in the Student Characteristics section. The third section looks at school programs and services, and presents data on educational environments, as well as other topics. In the 1997 report, modules on promising classroom interventions, conflict resolution, and the inclusion of students with disabilities in statewide assessments appeared in the Programs and Services

section. Finally, the Results section of the nineteenth annual report highlighted State-reported exiting data and OSEP monitoring efforts and also included a module on the Part H Longitudinal Study. This four-section format is the one in current use for the annual report, and the data-based modules, monitoring module, and State-reported data tables are included in the report each year. Modules are typically written by staff members from OSEP-funded research centers and technical assistance projects and by Westat staff members; the monitoring module is traditionally written by OSEP staff.

The 1998 report was the second to rely on the modular format. The Context/Environment section included an overview of the IDEA Amendments of 1997 and a module on State accountability systems and students with disabilities. In addition to the data-based modules, the Student Characteristics section also presented a paper on gender as a factor in special education, which was the 1997 special populations topic. Under Programs and Services, there were modules on using individualized family service plans (IFSPs) with preschoolers and on national trends in the demand for and shortage of special education teachers. The Results section included papers on standards-based reform and students with disabilities and developing alternate assessments for students with disabilities.

The *Twenty-first Annual Report to Congress*, published in 1999, included modules on parent involvement in educating children with disabilities, developing a highly trained teacher workforce, school discipline and students with disabilities, paraprofessionals in the education workforce, and a special populations study on special education in correctional facilities. Modules in the Results section included an interim report from the National Assessment and a look at progress in implementing IDEA's transition requirements.

This volume of the annual report to Congress, the twenty-second, examines contextual and environmental factors such as the role of minority institutions of higher education in recruiting and training minority educators, and the implications of fetal alcohol and nicotine exposure for special education. In the Student Characteristics section, readers will find modules based on the State-reported data for infants and toddlers, preschoolers, and students ages 6 through 21, as well as papers on students with orthopedic impairments and students with co-occurring disabilities. School Programs and Services looks at positive behavioral interventions and supports, assistive and instructional technologies, and the State-reported educational environments data. In addition to the exiting and monitoring modules, the Results section also includes initial findings from the National Early Intervention Longitudinal Study (NEILS). The *Twenty-second Annual Report to Congress* also includes a special preface reflecting on the progress made in the 25 years since the initial passage of the Education for All Handicapped Children Act. Modules were written by staff from OSEP-funded research, training, and technical assistance projects, as

well as by OSEP staff, outside consultants, and Westat staff. The report was reviewed at multiple levels within the Department of Education. This report was produced by Westat under contract with the U.S. Department of Education and under the direction of the Office of Special Education Programs.

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I. CONTEXT/ENVIRONMENT

**The Importance of Minority Institutions of Higher Education in
the Preparation of Special Education Personnel**

**Prenatal Exposure to Alcohol and Nicotine: Implications for
Special Education**

The Importance of Minority Institutions of Higher Education in the Preparation of Special Education Personnel¹

The U.S. teaching force is “at a demographic crossroads.” From the late 1990s to 2008, more than 2.2 million more teachers will be needed, simply as a result of increasing enrollments and a wave of retirements; long-standing shortages in several subjects and specialties will expand the need, as will attrition (Recruiting New Teachers, Inc., 1999, p. 1). Special education already has a considerable quality shortage (of teachers qualified for their positions) and quantity shortage (of teachers to fill vacancies) (U.S. Department of Education, 1998).

In 1996, 35.8 percent of students enrolled in public elementary and secondary schools were black, Hispanic, Asian/Pacific Islander, or American Indian/Alaskan Native, 12 percent more than in 1976 (National Center for Education Statistics, 1999).² The proportion of such students, including new immigrants, continues to increase rapidly (table I-1) but, as reported in 1998, “only 20 percent of undergraduates in teacher education are minority-group members” (Olson & Jerald, 1998, p. 16). By 2009, if trends continue, 40 percent of students but only about 12 percent of the teaching force will be from minority backgrounds (Olson, 2000).

Although ideally all education personnel would be competent to instruct the growing numbers of students from diverse backgrounds, a number of factors impede efforts to provide personnel with the requisite skills and knowledge to work effectively with these students. These factors include lack of consensus on appropriate preparation in this arena; instruction that overviews race, gender, language, and social class in isolation from their relationships to the teaching/learning processes; and a degree of trainee resistance (Artiles & Trent, 1997). Coupled with current and impending shortages and demographic imbalances, this makes it necessary both to recruit culturally/linguistically diverse individuals and to increase the numbers of practitioners who are culturally competent (Ishii-Jordan, 1997). Personnel from minority backgrounds “(a) will enhance the capacity of schools to provide appropriate instruction and will contribute, by their presence and participation, to greater cultural competence among all personnel; (b) will bring essential

¹ This module was developed by the Alliance Project under Grant No. H929T1000F between Peabody College/Vanderbilt University and OSEP, U.S. Department of Education.

² The 1996 figures were taken from the Common Core of Data survey and reported in table 46-1 of the *Condition of Education 1999*, by NCES.

Table I-1
Changes in the U.S. Population Under Age 18: 1980-2005

	1980	1990	1995	Projection 2005	Percent Change 1995-2005
White	50,085,021	47,628,229	45,732,900	44,208,100	-3
African American	9,395,912	9,584,415	10,178,500	11,013,000	+8
Hispanic/Latino	5,627,956	7,757,500	9,599,700	12,466,800	+30
Asian/Pacific Islander	1,044,601	2,083,387	2,555,600	3,563,000	+39
Native American	555,735	696,967	673,300	713,000	+6
Other nonwhite	2,673,692	3,611,434	---	---	---

Source: Annie E. Casey Foundation, 1992, 1997.

understandings to the task of restructuring schools where all students can succeed; (and some) (c) will become part of the cadre that completes the doctorate and subsequently influences preservice preparation, where changes must occur so that future teachers will be culturally competent” (Smith-Davis, 2000, p. 2).

Minority institutions of higher education (MIHEs) and other institutions of higher education (IHEs) with substantial minority student enrollments are an important source of these solutions.³ This chapter presents data on these institutions’ programs, overviews selected efforts in some high-demand areas, and summarizes Federal initiatives.

Minority Institutions of Higher Education

The Office of Special Education (OSEP) awards grants for preparation of personnel in minority institutions to IHEs with minority student enrollments of at least 25 percent (U.S. Department of Education, 2000). Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), Tribal colleges, and Hispanic/Latino-serving institutions are among the IHEs that are eligible to receive these grant awards.

³ For the purposes of this module, IHEs with minority student enrollments of 25 percent or more will be referred to as MIHEs.

Table I-2

Minority Institutions of Higher Education and Their Preservice Programs

Institution Type	Total MIHEs	Special Education Preparation			Number with Related-Services Programs	Number with >1 Related-Services Program
		Number with Programs	In Number of Jurisdictions ^{a/}	Largest Clusters		
HBCU ^{sb/}	104	52	19	NC, TX	32	16
PBIs ^{c/}	259	12	5	NY	23	7
Hispanic/Latino	133	16	4	TX	19	8
Tribal	32	12	4	MT, ND, SD, WA	0	0
Asian	52	11	4	CA	11	6
Dual	25	5	3	CA, NY, TX	4	2
Multiple	378	62	17	CA, NY	47	30
Totals	983	170			136	69

- Notes: ^{a/} The 50 States, the District of Columbia, and Outlying Areas.
^{b/} Historically Black Colleges and Universities.
^{c/} Predominantly Black Institutions.

Source: The Alliance Project, 2000.

MIHEs' Preservice Programs in Special Education and Related Services

Table I-2 shows data on MIHEs, by type, with details on those that prepare special educators or paraprofessionals. The right-hand columns add data on MIHE related-services programs in speech-language pathology, audiology, occupational therapy, physical therapy, and school psychology. Gallaudet University, which is designated as an MIHE because its enrollment comprises students with disabilities, is not included.

Eight States have no MIHEs: Idaho, Maine, New Hampshire, Oregon, Rhode Island, Utah, Vermont, and Wyoming. Thirteen others have none that prepare special education teachers: Alaska, Arizona, Colorado, Connecticut, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, Nebraska, Nevada, Wisconsin, and West Virginia.

Preparation for High-Demand Positions

Demand for special education personnel involves general personnel shortages and deployment barriers, as well as the need for personnel with particular competencies. The need for personnel who are trained to work with minority students with disabilities is most acute in rural, remote, and urban districts. Across geographic settings, however, there are striking needs for special educators and related-service personnel who are qualified to work with minority students. There is also a high demand for male practitioners. OSEP grants to MIHEs have been supporting various efforts to meet these needs, a few of which are profiled in this section. (Unless otherwise indicated, abstracts of OSEP personnel preparation grants are the source of project summaries in this section. Recent abstracts are also published in Orkwis, DeCarme, & Glover, 1998.)

Rural and Remote Areas

Isolation makes recruitment and retention a substantial problem for many rural and remote districts, particularly for Bureau of Indian Affairs schools and Tribal schools (Pavel, Curtin, Christenson, & Rudes, 1995). In addressing these shortages, it appears more effective to provide a Tribal member with teacher training than to teach the Tribal culture and, in some cases, language to an outsider (U.S. Department of Education, 1994). Moreover, career ladders, uses of technology, and regional support groups show promise of improving the supply of personnel in remote districts (National Association of State Directors of Special Education, 1996). The 13 OSEP personnel preparation grants awarded to Tribal colleges since 1992 have incorporated one or more of these strategies. For example:

A consortium of Tribal colleges in North Dakota received an OSEP grant for an associate degree program for paraprofessionals. The project joined Cankdeska Cikana Community College, as fiscal agent, with Turtle Mountain Community College and Fort Berthold Community College. Minot State University, which is not an MIHE, acted as a subcontractor. Curricula were examined, new courses were developed where necessary, and faculty have mentored and consulted with new course instructors. The colleges had already integrated cultural elements into their overall curricula, and these have been extended to special education training. Fort Berthold hired faculty who lived in the remote sites where teacher aides are already working, so that college courses can be offered at their work sites (Green, 2000).

Career ladder programming is a feature of Fort Peck Community College's comprehensive effort to improve education on its Montana reservation. Since 1995, Fort Peck has offered special education professional development to Native Americans on the reservation to encourage opportunities to earn degrees and to

employ more Native American special educators and paraprofessionals in the reservation's schools. In 1997, the college started its special education program for teacher aides and substitutes, and, in 1998, it finalized an agreement with Montana State University-Billings for delivery of the endorsement program in special education. The Tribal Education Department provides incentives for Tribal members, including monetary awards for milestones, such as high school diploma, GED, and 1-year certificates (Belvin, 1999).

Distance learning technologies are used by Montana's Little Big Horn College to deliver special education training for aides at a remote reservation site. Little Big Horn also trains paraprofessionals on campus and coordinates distance learning from Montana State University-Billings, which awards bachelor's and master's degrees in special education to those who complete the program. In all, 24 Native Americans have recently completed training at one of these three levels (Belvin, 1999).

Urban/Inner City Schools

Approximately 43 percent of cultural or language minority public school students live in urban areas, and "most of them attend schools in which more than half the students are poor and that are predominantly, often completely, minority" (Edwards, 1998, p. 6). Urban districts have difficulty filling vacancies, especially in undersupplied fields (Olson & Jerald, 1998), are twice as likely as others to hire teachers who hold emergency license or no license (Edwards, 1998), and have high rates of disengagement and attrition among teachers (Van Horn, 1999). In addition, "high turnover in urban districts, where many of the older, more experienced African American teachers are concentrated, will necessitate hiring from a pool of new teachers that is increasingly white" (Murnane et al., 1991, as cited in U.S. Department of Education, 1996, pp. 95-96). Various MIHEs are endeavoring to improve these conditions.

Full qualifications and career ladders. Coppin State College in Maryland trains annual cohorts of 65 long-term substitutes, provisionally certified teachers, teachers in surplus disciplines, and teacher aides for special education positions in the Baltimore City Public Schools. Personnel are trained with concentrations in mild/moderate disabilities, severe disabilities, or speech and hearing. The improved curriculum is relevant to special education for a predominantly inner-city population of African Americans and smaller numbers of other minority students.

Victims of substance abuse. At Hampton University in Virginia, minority students receive training to provide speech, language, and hearing services for infants, toddlers, and preschool children, with a special focus on children affected by

substance abuse and on African American children in inner cities. The project supports seven graduate students per year over 4 years.

Incarcerated youth. Hunter College, City University of New York is preparing 30 individuals to educate incarcerated minority youth who have emotional and behavioral disorders. Because New York City area correctional facilities are seriously deficient in teachers trained to work with disabled juvenile offenders, this project is expected to have a decisive impact.

Technologies for delivery of training. The goal of DIALS (Distance Instruction for All Learners) is to increase the number of inner city and rural special educators who are qualified in high-incidence disabilities. Developed by a partnership of three University of South Florida campuses and a consortium of school districts, DIALS uses synchronous two-way interactive video and audio in real time, with remote-site mentors and Internet and email support. Many participants are from minority populations and/or are working in high-poverty areas.

Doctoral concentration. Preparing Urban Leaders in Special Education (PULSE) at the University of San Francisco provides doctoral preparation in research and college teaching, with an emphasis on urban, multicultural special education and recruitment of candidates from diverse and bilingual populations. Up to 12 individuals are expected to complete the doctorate, and 10 are expected to earn master's degrees in teaching culturally diverse children with mild/moderate disabilities.

Linguistic Diversity

Between 1990 and 1997, "the number of students with limited English proficiency (LEP) . . . increased by an estimated 57 percent--to approximately 3.5 million. These children are among the most educationally disadvantaged of all populations" (Johnson & Vanderlinde, 1999, p. 1). "About one-third of school-age Hispanics are new immigrants, a demographic group that typically does not do well in school" (Blair, 2000, p. 6). Linguistic diversity is increasing as a result of immigration. Some large districts have students from more than 150 countries of origin who speak 130 or more languages and dialects; many small districts are also experiencing the impact of immigration (Smith-Davis, 1999). The need for personnel who speak the languages of LEP students is clear. Equally important are personnel who can distinguish between language limitations and disabilities in working with students who have limited proficiency in English.

About 80 percent of districts report “some” to “a lot of” difficulty recruiting bilingual teachers, and 53 percent report difficulties in recruiting English-as-a-second language (ESL) teachers (Johnson & Vanderlinde, 1999). Since it is still more difficult to hire special education personnel with these linguistic competencies, affected districts must often rely on bilingual aides to mediate instruction in languages that other personnel do not understand (Smith-Davis, 1999). Although relatively few IHEs have programs in linguistic diversity, MIHEs are fairly well represented.

Cross-cultural special education. Loyola Marymount University in California has expanded its Cross-Cultural Special Education Program for greater emphasis on urban education in a service area that includes 80 language groups. The project is preparing 60 candidates to educate LEP and bilingual students with disabilities, a large proportion of whom are minority students.

Trainees of Haitian origin. The University of Miami has enrolled 38 students, mainly from the Haitian community, to complete a master’s program in both early childhood special education and teaching ESL. Since only one early childhood special education teacher in Dade County is a primary speaker of Haitian Creole, there is a great demand for these graduates.

Linguistic diversity and hearing impairment. New Mexico State University offers interdisciplinary master’s degree preparation for racially and linguistically diverse trainees in the education of students with deafness and hearing impairments and with an emphasis on bilingual education and ESL. Recruitment is conducted in cooperation with IHEs in New Mexico and South Texas. The goal is to improve the supply of personnel to work with the Southwest’s tricultural/trilingual population.

Master teachers with cultural/linguistic competence. The University of Texas-El Paso trains master teachers to assist diagnosticians and school psychologists in differentiating between disabilities and cultural/linguistic differences and in identifying LEP children who have special needs. Thirty educators from nine local districts and two Apache reservations are enrolled in the program. Summer institutes near the Apache reservations and in El Paso provide experience in teaching strategies that are effective with specific cultural and language characteristics, as well as those that are generally useful with diverse children.

Doctoral preparation. Over a 5-year period at California State University-Fresno, 15 Spanish-speaking and/or culturally diverse participants are expected to receive a doctorate in educational leadership, and 22 are expected to earn master’s degrees, both with a specialization in minority special education. Collaboration involves four University of California campuses, local school districts, and the California Department of Education.

Related Services

The supply of culturally and linguistically diverse related-services personnel is not adequate. For example, only 7.3 percent of members of the American Speech-Language-Hearing Association (ASHA) are from minority backgrounds (ASHA, 1998, as cited by Guillory, in press) while, at the same time, the numbers of minority-group members with speech and language problems are increasing (Guillory, in press). Among members of the National Association of School Psychologists (NASP), 8 percent are from minority populations (NASP, 1999). Programs in speech-language pathology or communication disorders are the most prevalent MIHE preservice programs in related services, but school psychology, occupational and physical therapy, and other disciplines are also represented.

Communication disorders and cultural/linguistic diversity. At Louisiana's Southern University, Project Access addresses the underrepresentation of speech pathologists and audiologists competent to work with culturally diverse children and youth. Undergraduate and graduate programs emphasize recruitment of students from underrepresented groups, particularly African Americans. Up to 8 undergraduate and 16 master's students are expected to complete this program (Guillory, in press). The University of the District of Columbia prepares Spanish/English bilingual trainees to become speech-language pathologists to serve Hispanic infants, toddlers, children, and youth. The curriculum includes courses and practica on bilingualism, language acquisition in bilingual children, and assessment and treatment of bilingual and LEP students. At Howard University in the District of Columbia, preservice speech-language pathologists learn to provide quality services for minority nonspeaking children who use augmentative and alternative communication (AAC) and are developing literacy skills. Eighteen individuals are gaining competencies in the range of AAC services, with emphasis on literacy acquisition and development of culturally diverse children and youth.

School psychology. The Multicultural/Cross-Cultural School Psychology Project at San Diego State University supports the preparation of 39 school psychology trainees to work with ethnolinguistically diverse students with disabilities and their families and teachers. The project has revised the school psychology program and created new partnerships with school districts.

School counselors. At Florida International University, culturally and linguistically diverse graduate students in school counseling gain competencies for working with students who have disabilities. Each year, 10 trainees enter the specialization track in exceptional student education of the master's program in school counseling, which emphasizes collaboration among students, faculty, families, schools, and the community, as well as clinical field experiences in culturally diverse urban schools.

Male Practitioners

Among the most distressing shortages is the declining proportion of males in the teaching force. For example, African American males comprise only 0.4 percent of elementary special education teachers and 2.2 percent at the secondary level (Townsend, Thomas, Witty, & Lee, as cited by Voltz, 1998). Absence of males of all races is a particular loss for economically disadvantaged children in inner cities, many of whom need positive male role models in their lives.

Male-targeted projects. The University of South Florida's Chrysalis Project is collaborating with county agencies to train, support, and provide teaching positions for African American, Hispanic, and white men to teach urban children with disabilities. Over a 3-year period, 60 males will be enrolled. Bethune Cookman College in Florida prepares African American men to teach and serve as role models for preschoolers with disabilities. The training model emphasizes competencies in providing culturally and linguistically relevant education to young children with disabilities.

Partnerships

Partnerships between MIHEs and other institutions, local education agencies, and State education agencies (SEAs) are enabling factors in capacity building, and many MIHE's have been creating and extending these connections. Partnerships of selected institutions have been mentioned in the foregoing profiles. Others are described below.

MIHE and non-MIHE partnership. Tuskegee University in Alabama has formed a partnership with Auburn University to prepare students from minority backgrounds for special education and for faculty teaching exchanges. Through this agreement, Auburn also recruits Tuskegee University graduates to enroll in its advanced preparation programs.

MIHE school district partnerships. In partnership with three urban, multi-ethnic districts, Kean College of New Jersey is developing a collaborative model for successful identification, recruitment, retention, and preparation of culturally and linguistically diverse trainees for special education careers. North Carolina Central University is increasing the number of licensed special educators in emotional/behavioral disabilities, including those from minority populations. The program is based on a model for providing school-wide services to racially and culturally diverse students who have emotional/behavioral disabilities that was developed in partnership with the Wright School Re-Ed Center and Durham Public Schools. The

partnership includes development of demonstration programs in five Durham schools. At South Carolina State University, the Department of Educational Administration and Special Education Program have joined with public schools in South Carolina, North Carolina, and Georgia to increase the number of minority school leaders in rural areas with minority populations and to improve the multicultural competencies of currently employed administrators. Fifteen participants of each type are recruited annually (Monteith, in press).

Although many more examples of institutional cooperation and public school partnerships could be cited, it generally appears that MIHEs' relationships with SEAs are neither as numerous nor as strong. Interest and cooperation by the National Association of State Directors of Special Education shows promise of incorporating the talents of MIHE faculty members, and the values of their personnel preparation programs, into comprehensive systems of personnel development, planning and implementation of State Improvement Grants, and other initiatives of greater numbers of SEAs in the future.

Federal Initiatives

The role of MIHEs in preparing personnel for special education has been enhanced by efforts of MIHE faculty members and administrators and by the stimulus from OSEP. OSEP originated a priority on "preparation of personnel for minority handicapped children" in fiscal 1987. Although the terminology of the priority has changed over time, and is now the Minority Institutions priority, its intent has been to advance the preparation of greater numbers of qualified personnel from historically underrepresented populations. The current Minority Institutions priority encompasses all categories of personnel preparation at all degree levels, but MIHEs are able to submit applications under any other OSEP personnel preparation priority for which postsecondary institutions are eligible.

The IDEA Amendments of 1990 (Public Law 101-476) required the Secretary of Education to develop and implement a plan to provide outreach services to minority entities to assist them in participating more fully in the discretionary programs under the Act (Section 610(j)). Under a subsequent OSEP priority to implement this requirement, the first grant for the Alliance Project was awarded in 1991 for the purpose of supporting MIHE efforts to participate more fully in OSEP's personnel preparation program. This intent of Public Law 101-476 was restated in the 1997 amendments (Public Law 105-17). Section 661(d)(2) of the 1997 amendments emphasized the role of HBCUs and other MIHEs in improving results for students with disabilities. The Alliance Project's current cycle is scheduled to continue until 2002.

The Alliance Project provides grant-writing workshops, individual mentoring, seminars, other professional development activities, and information services to MIHEs that prepare special education teachers, administrators, and related-services personnel or have underpinnings to initiate or expand such offerings. Between 1992 and 1999, 1,253 faculty members from 261 MIHEs participated in Alliance activities.

Collectively, MIHEs represent 24 percent of the nation's special education personnel preparation programs. In 1991, 19.6 percent of OSEP's personnel preparation projects were located at MIHEs (176 of a total of 897 projects). In 1999, 30.6 percent of OSEP's projects were located at MIHEs (184 of a total of 602). MIHE grants have increasingly been awarded not only under the Minority Institutions priority but also in response to all of OSEP's other personnel preparation priorities (Alliance Project, 1999). The level of MIHE participation in OSEP-funded personnel preparation is a promising indicator of OSEP and MIHE efforts to improve results for children with disabilities.

Conclusion

MIHEs' programs in special education and related services are serving their communities and States well, and some are providing personnel and/or training models at the regional and national level. Many of these programs use innovative and successful practices for recruiting, retaining, preparing, and inspiring trainees to make a difference in the lives of children. MIHE graduates may aid progress in educating culturally and linguistically diverse students with disabilities and contribute to the development of greater cultural competence among their colleagues. Some alumni are already having a positive impact on the preparation of future personnel and on local, State, and national policy. Colleagues in other preservice programs, local districts, and SEAs can learn from the MIHE experience and can benefit through new relationships with MIHEs to advance the education of students with disabilities in America's valuable multicultural communities.

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Prenatal Exposure to Alcohol and Nicotine: Implications for Special Education

In the past decade, a great deal of media attention has been focused on women who use illicit drugs during pregnancy; this has been particularly true of crack cocaine. However, research suggests that rates of alcohol and tobacco use during pregnancy are far higher than those of cocaine or other illegal drugs (e.g., see Brady, Posner, Lang, & Rosati, 1994; Mathias, 1995; Slotkin, 1998). The literature on maternal alcohol and tobacco use during pregnancy clearly delineates the harmful effects these substances may have on the developing fetus and on the child's subsequent academic, behavioral, social, and emotional development. Accordingly, this module will focus on the substantial body of research regarding prenatal exposure to alcohol and nicotine and on the implications of such exposure for special education.

Prenatal substance exposure has proven to be a complicated issue for researchers and educators alike. For a number of reasons, it is often difficult to determine whether a child has been prenatally exposed to alcohol, nicotine, illegal drugs, or a combination of these substances. For example, women may underreport their use of alcohol and other substances during pregnancy (Ventura, Martin, Curtin, & Mathews, 1997), and there is no single biological marker for fetal exposure to alcohol (Bagheri, Burd, Martsolf, & Klug, 1998; Wekselman, Spiering, Hetteberg, Kenner, & Flandermeyer, 1995). In addition, there is evidence that the effects of prenatal alcohol exposure on infants are underrecognized by physicians, even among infants born to women with a history of alcohol abuse. Stoler and Holmes (1999) note that this underrecognition may be due to doctors' reluctance to label women as substance users or to a lack of training in making such diagnoses. In many instances, it is also difficult to separate the effects of a single substance such as alcohol from those of polydrug use, which may include tobacco and illegal drugs (Brady et al., 1994), or from other prenatal conditions that may increase the negative effects of prenatal exposure to alcohol, such as maternal undernutrition (Abel, 1998) or lack of prenatal care (Day, Cottreau, & Richardson, 1993). Finally, it is difficult to separate the effects of prenatal exposure to a given substance from the effects of a child's postnatal environment (Brady et al., 1994; Roebuck, Mattson, & Riley, 1999; Weinberg, 1997).

Prenatal Exposure to Alcohol

A report on a joint project of the U.S. Department of Health and Human Services and the U.S. Department of Education notes that "although prenatal [illicit] drug exposure has captured a great deal of public attention, prenatal exposure to alcohol is

more widespread and has perhaps an even more serious impact” (Brady et al., 1994, p. 1). Research on the level of alcohol exposure needed to cause significant impairment has yielded varying results, but the U.S. Centers for Disease Control and Prevention (CDC) note that “even low to moderate alcohol use has been shown to negatively impact birth outcome, independent of other risk factors” (Ventura et al., 1997, p. 12). There is no known safe level of alcohol consumption during pregnancy (Bagheri et al., 1998; Bauer, 1999). It has been estimated that more than 2.6 million infants are prenatally exposed to alcohol each year in the United States (Gomby & Shiono, 1991). This section of the module reviews a number of large studies that have attempted to estimate the national prevalence of alcohol exposure during pregnancy.

Prevalence of Alcohol Use During Pregnancy

Brady and her colleagues (1994) note that prevalence studies of maternal drinking during pregnancy are subject to a number of limitations. Most hospitals lack protocols for screening pregnant women for alcohol and drug use. Where protocols do exist, they tend to rely on pregnant women’s self-reports regarding their alcohol and drug use. Such protocols are of limited use because women are reluctant to admit using alcohol or drugs during pregnancy. In addition to the problems posed by self-report, relatively few researchers have used population-based samples (Mayes, Bornstein, & Zuckerman, as cited in Brady et al., 1994). The studies reported here have generally been population-based and have relied on self-reported data.

The 1988 National Maternal and Infant Health Survey (NMIHS) studied 9,953 women who had given birth to a live infant in 1988. Overall, 45.4 percent of respondents reported drinking alcohol during the 3 months prior to learning they were pregnant, and 20.7 percent reported continuing to drink after learning they were pregnant. In addition, 16.8 percent reported having three or fewer drinks per month during pregnancy, and 0.6 percent reported that they consumed six or more drinks per week during pregnancy (CDC, 1995).

Respondents who reported drinking at any time during pregnancy were categorized as “prenatal drinkers,” while those who reported consuming six or more drinks per week during pregnancy were categorized as “frequent drinkers.” The likelihood of drinking during pregnancy increased directly with age and was highest among white, non-Hispanic women. In addition, likelihood of prenatal drinking was higher among women with 16 or more years of education and those with annual household incomes of \$40,000 or more. Prenatal drinking was reported by 38.2 percent of women who smoked more than 10 cigarettes per day, compared with 17.2 percent of women who were nonsmokers. In contrast, “frequent drinking” was more likely among women age 35 or older, those who were members of racial/ethnic minority

groups, and those whose household incomes were \$10,000 or less. The likelihood of frequent drinking increased as smoking levels increased and was more than three times higher among women who received no prenatal care than among those who did receive prenatal care (CDC, 1995).

Floyd, Decoufle, and Hungerford (1999) used the 1988 NMIHS data set to study women's reported alcohol use during the 3 months prior to learning they were pregnant. Overall, 45 percent of participants reported drinking during that period, and 5 percent reported consuming six or more drinks per week. In addition, 60 percent of the women who drank reported that they did not learn they were pregnant until after the fourth week of gestation. Once participants realized they were pregnant, many of them stopped drinking altogether; those who continued to drink reported significant reductions in the amount of alcohol they consumed. For example, prior to pregnancy recognition, 56 percent of the women who used alcohol reported consuming less than one drink per week; after pregnancy recognition, 81 percent of drinkers fell into this category. Five percent of all women reported having six or more drinks per week prior to pregnancy recognition, but fewer than 1 percent continued to drink at this level after realizing they were pregnant. Overall, alcohol use dropped from a prevalence rate of 45 percent during the 3 months prior to pregnancy recognition to 21 percent following pregnancy recognition (Floyd et al., 1999). These findings suggest that drinking during the earliest stages of pregnancy is more common than drinking after pregnancy recognition. Since half of all pregnancies in the United States are unplanned (Forrest, as cited in CDC, 1997), the NMIHS data raise questions about the number of women who consume moderate or even heavy amounts of alcohol during the early stages of an unrecognized pregnancy.

More recently, the National Institute on Drug Abuse (NIDA) studied 2,613 women who gave birth in 1992 for the National Pregnancy and Health Survey and found that 18.8 percent of participants consumed alcohol at some point during their pregnancy. Nearly 23 percent of white women reported drinking during pregnancy, compared with 15.8 percent of African American women and 8.7 percent of Hispanic women (Mathias, 1995).

The CDC compared 1991 and 1995 data from the Behavioral Risk Factor Surveillance System (BRFSS), an ongoing, State-based, random-dialed telephone survey of the U.S. population, to determine trends in the prevalence of alcohol use during pregnancy. In 1995, 33,585 women between the ages of 18 and 44 were interviewed by telephone about their alcohol consumption during the previous month; 1,053 respondents, or 4.7 percent, reported being pregnant at the time of the interview. Pregnant women who reported consuming at least one alcoholic drink during the preceding month were categorized as "any drinking," and those who

reported consuming an average of seven or more drinks per week or five or more drinks on at least one occasion were classed as "frequent drinking" (CDC, 1997).

In 1995, 16.3 percent of pregnant women reported "any drinking" during the previous month, compared with 12.4 percent in 1991. "Frequent drinking" was approximately four times more common in 1995 than in 1991 (3.5 percent versus 0.8 percent). This difference in the rate of frequent drinking persisted after the researchers controlled for age, race, household income, marital status, employment status, education level, and smoking status (CDC, 1997):

It should be noted that many of the studies described above relied on self-reported data that may be subject to both recall and reporting bias. Despite these limitations, researchers have learned a great deal about alcohol consumption during pregnancy. Studies examining data collected over the past 12 years have suggested that anywhere from 16.3 percent to 45.4 percent of women drink alcohol during pregnancy (CDC, 1995, 1997). In the latter study, 20.7 percent of women reported that they continued to drink after learning they were pregnant. Variation in reported rates of maternal drinking does not obscure the fact that a significant number of infants are prenatally exposed to alcohol each year. The next section of this module examines the potential effects of alcohol on the developing fetus, with a particular focus on the implications of such exposure for the field of special education.

Effects of Alcohol Use During Pregnancy

It is well-documented that alcohol is teratogenic, or toxic, to a developing fetus, and the effects of maternal alcohol consumption during pregnancy are "potentially devastating" (Wekselman et al., 1995, p. 296). Possible consequences of alcohol consumption during pregnancy include physical birth defects, cognitive or learning problems, attention deficits, behavioral and emotional problems, growth retardation, and the triad of anomalies that comprise fetal alcohol syndrome (FAS). Specific abnormalities are linked to alcohol use at particular times during pregnancy (National Institute on Alcohol Abuse and Alcoholism (NIAAA), 1997). For example, physical birth defects are more likely when alcohol is used during the first trimester, while growth restriction is associated with alcohol use late in pregnancy (Bauer, 1999).

Fetal Alcohol Syndrome and Fetal Alcohol Effects

In 1973, two University of Washington researchers described a condition marked by the co-occurrence of three primary characteristics: growth deficiency, a distinctive pattern of abnormalities primarily observable in the face, and central nervous system (CNS) dysfunction. The researchers named this condition fetal alcohol syndrome

(Streissguth et al., 1997). Children who manifest some but not all of the characteristics of FAS, and who were exposed prenatally to alcohol, may be referred to as exhibiting fetal alcohol effects (FAE). FAEs represent the “partial or incomplete expression of alcohol’s teratogenic influence on the developing fetus” (Bauer, 1999, p. 97). The full spectrum of characteristics resulting from fetal alcohol exposure may also be referred to as alcohol-related neurodevelopmental disorders (ARND) (Institute of Medicine, 1996). The characteristics associated with fetal alcohol exposure are most often observed along a continuum ranging from milder effects to full fetal alcohol syndrome (NIAAA, 1997).

A 1996 Institute of Medicine report estimates the incidence of full FAS at 0.5 to 3 births per 1,000, with higher rates in some populations. Among heavy drinkers, the rate of FAS occurrence has been placed at 4.3 percent (Abel, 1998). If FAEs are considered, the incidence is much greater. A recent study concluded that the incidence of FAS and other alcohol-related neurodevelopmental disabilities reached almost 1 in 100 live births (Sampson et al., as cited in Streissguth, Barr, Bookstein, Sampson, & Olson, 1999). In the United States, the incidence of FAS is higher among African Americans and American Indians (CDC, 1996; NIAAA, 1994), in lower socioeconomic classes (NIAAA, 1994), and among women who have previously given birth to a child with FAS (NIAAA, 1997).

Cognitive impairment is one characteristic of FAS. FAS is the leading known cause of mental retardation in the United States (Bagheri et al., 1998; Streissguth et al., 1999; Weinberg, 1997). Among all the major causes of mental retardation, FAS alone is completely preventable (Bauer, 1999). In addition to cognitive deficits, FAS and FAE are associated with a number of secondary conditions that are related to fetal alcohol exposure. Streissguth and her colleagues (1997) sought to determine the prevalence and range of these conditions in persons diagnosed with FAS or FAE.¹ The researchers defined primary conditions as “functional deficits that reflect the central nervous system (CNS) dysfunctions inherent in the FAS or FAE diagnosis” (i.e., those that result directly from the teratogenic effects of alcohol on the developing fetus), while secondary conditions were defined as “those that arise after birth and presumably could be ameliorated through better understanding and appropriate interventions” (p. 27). Primary conditions were measured through the use of intelligence, achievement, and adaptive behavior tests; secondary conditions were assessed using a life history questionnaire.

¹ Streissguth and her colleagues (1997) referred to these conditions as “primary and secondary disabilities.” To avoid confusion with the term “disabilities” as defined under IDEA, the word “conditions” is used here instead.

Primary Conditions

Of the 473 participants who were assessed for primary conditions, 178 had a diagnosis of FAS, and 295 had a diagnosis of FAE.

The 178 participants with a FAS diagnosis had an average IQ of 79 and an average adaptive behavior score standard score of 61.² On the achievement tests, the average reading score was 78, the average spelling score was 75, and the average mathematics score was 70. The 295 participants with a FAE diagnosis had an average IQ of 90, with a VABS score of 67. Their achievement test scores averaged 84 on reading, 81 on spelling, and 76 on mathematics.

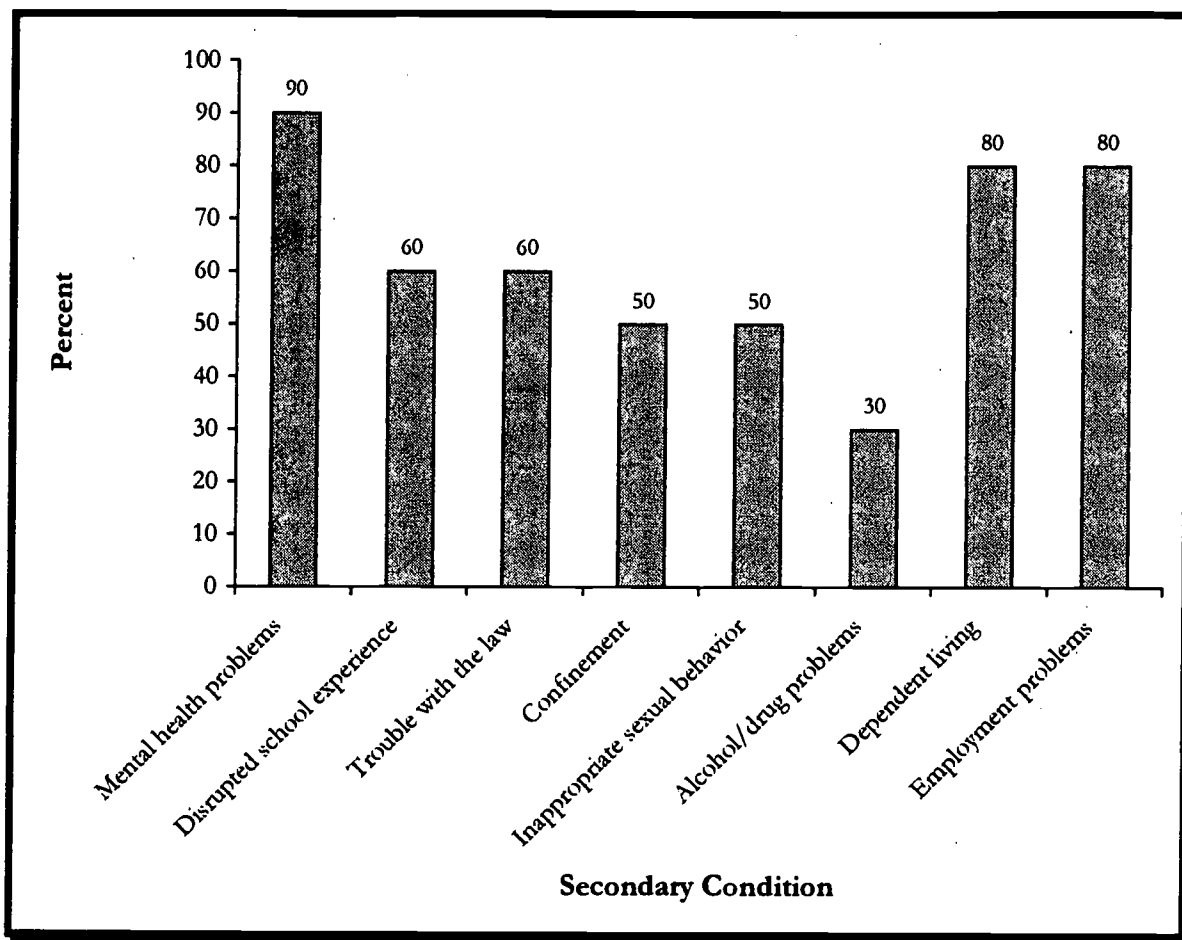
Secondary Conditions

Secondary conditions related to fetal alcohol exposure were assessed in 415 participants with FAS or FAE who ranged in age from 6 to 51. Six main secondary conditions were studied (see figure I-1):

- *Mental health problems*, defined as having any one of a list of mental health problems or as ever having gone to a psychotherapist or counselor for a mental health problem.
- *Disrupted school experience*, defined as having been suspended or expelled from school or having dropped out of school.
- *Trouble with the law* was defined as ever having been in trouble with the authorities, charged, or convicted of a crime.
- *Confinement*, including inpatient treatment for mental health, alcohol, or drug problems, or ever having been incarcerated for a crime.
- *Inappropriate sexual behavior* was defined as having had repeated problems with one or more of 10 inappropriate sexual behaviors or ever having been sentenced to a sexual offenders' treatment program.
- *Alcohol/drug problems* was defined as having ever been in treatment for an alcohol or drug problem or as having an alcohol or drug problem.

² Participants were given an age-appropriate IQ test and the Wide Range Achievement Test-Revised (WRAT-R). The Vineland Adaptive Behavior Scale (VABS) was administered to a caregiver or other person who knew the participant well. For both IQ and adaptive behavior, a score of 100 is normal.

Figure I-1
Secondary Conditions Among Persons with FAS or FAE



Note: N = 415.

Source: Streissguth et al., 1997.

Male participants had higher rates of disrupted school experience, trouble with the law, and confinement than did female participants. Rates of other secondary conditions generally did not differ significantly by sex (Streissguth et al., 1997).

Finally, to determine how many persons with FAS or FAE were living independent lives as adults, the researchers evaluated two additional secondary conditions for the 90 participants who were 21 or older. Eighty-three percent of those participants were in dependent living situations, and 79 percent reported problems with employment. Only 7 of the 90 participants age 21 or older were living independently and did not have employment problems (Streissguth et al., 1997).

An important finding of this study was that although participants with FAE had less cognitive impairment than those with FAS, they actually had more secondary

conditions related to fetal alcohol exposure than did the FAS group. The authors suggest that this difference is partly due to the fact that the FAE group tended to be diagnosed later than the participants who had FAS; early diagnosis appeared to protect participants against the development of secondary conditions. Overall, the authors found that “people with FAS and FAE have an unacceptable level of secondary [conditions] that severely impairs their quality of life and is extremely costly to society” (Streissguth et al., 1997, p. 38).

Weinberg (1997) recommended systematic study of the prevalence of persons with FAS and FAE in specialized settings. The findings of Streissguth and her colleagues (1997) suggested that disproportionate numbers of alcohol-affected individuals have problems with the law. Accordingly, Fast, Conry, and Looock (1999) studied the prevalence of FAS and FAE among youth between the ages of 12 and 18 who had pleaded guilty to or been found guilty of committing a criminal offense and had subsequently been remanded for a forensic psychiatric/psychological assessment. Of the 287 young people remanded for evaluation, 67 (23.3 percent) had an alcohol-related diagnosis. The majority ($n = 64$) were diagnosed with FAE, and three had a diagnosis of FAS. In this sample, the occurrence of FAS was 3 to 10 times the accepted worldwide rate, which the authors cite as 1 to 3 per 1,000 births; the occurrence of FAE was 10 to 40 times the accepted worldwide incidence. The researchers noted that only 3 of the 67 youth with an alcohol-related diagnosis had received such a diagnosis prior to this special assessment, which resulted from an encounter with the juvenile justice system (Fast et al., 1999).

Other Effects of Prenatal Alcohol Exposure

FAS represents the most extreme end of a spectrum of negative effects resulting from prenatal exposure to alcohol (Stoler & Holmes, 1999). The NIAAA reports that “outcome is a function of prenatal dose” (1997, p. 9). Carmichael Olson and her colleagues (1997) note that “effects of lower levels (‘doses’) of alcohol exposure most often emerge as problems in behavior and adaptive function” (p. 1187). For example, a team of researchers from San Diego State University found that children who were prenatally exposed to alcohol are likely to exhibit many psychosocial and behavioral problems, even if they do not meet criteria for a diagnosis of FAS (Roebuck et al., 1999).

Similarly, in their long-term follow-up study of a birth cohort of approximately 500 children through age 14,³ Streissguth and her colleagues (1999) found attention, memory, and information processing deficits in the alcohol-exposed children that

³ The cohort was composed of children whose mothers reported a range of prenatal drinking patterns, including abstinence.

persisted over time. In addition, the researchers reported antisocial and delinquent behaviors, as well as difficulties with classroom learning and behaviors, from school age through age 14. Using the same sample, Carmichael Olson et al. (1997) found a correlation between greater reported prenatal alcohol use and increased behavior and learning difficulties during early adolescence. In addition, two maternal drinking patterns--"binge" drinking and alcohol exposure early in pregnancy--were associated with greater risk of adolescent behavior and learning problems.

Over the past 25 years, a substantial body of multidisciplinary research has emerged to suggest that prenatal alcohol exposure can have significant physical, behavioral, intellectual, and emotional effects. Many of these effects, particularly mental retardation and behavioral and social deficits such as poor judgment, impulsivity, hyperactivity, and poor social skills, manifest themselves in the classroom and may involve the provision of special education and related services (Thompson & Thompson, 1998).

Prenatal Exposure to Nicotine

"The effect of cigarette exposure on the developing fetus may be the most underrated, at least in public opinion," Eyler and Behnke (1999) note. Tobacco is used worldwide by people of all socioeconomic classes; it is perhaps for this reason that "tobacco use prenatally does not receive the press that crack smoking does" (p. 108). This section of the module discusses prevalence studies of maternal smoking during pregnancy and describes the effects of prenatal nicotine exposure.

Prevalence of Tobacco Use During Pregnancy

The same caveats that apply to prevalence studies of maternal drinking during pregnancy must also be considered in relation to studies of tobacco use. Relatively few studies have attempted to determine the prevalence of this behavior. NIDA's 1992 National Pregnancy and Health Survey reported that 20.4 percent of women smoked during pregnancy. Tobacco use was reported by 24.4 percent of white participants, compared with 19.8 percent of African American women and 5.8 percent of Hispanic women (Mathias, 1995).

Table I-3
Percentage of Women Who Smoked During Pregnancy by Race, Hispanic Origin, and Age

Race/Hispanic Origin	Mother's Age								
	< 15	15-17	18-19	20-24	25-29	30-34	35-39	40-49	All Ages
Hispanic	3.3	4.5	4.8	4.5	3.8	4.2	5.0	4.0	4.3
White, non-Hispanic	21.5	27.3	28.6	23.9	14.8	12.0	12.4	10.6	17.1
Black, non-Hispanic	2.4	4.3	5.9	8.8	12.6	16.2	18.2	14.8	10.6

Notes: Data collected from birth certificates in 46 States, the District of Columbia, and New York City in 1995, and analyzed by CDC/NCHS.

Source: Ventura et al., 1997.

A CDC analysis of data reported on the birth certificates of the 3.9 million births that occurred in 1995 found that smoking during pregnancy was reported by 13.9 percent of women giving birth that year.⁴ Patterns of tobacco use during pregnancy differed by race and ethnicity, with non-Hispanic white women ages 18-19 years having the highest rate (29 percent). Under the age of 30, smoking rates were considerably higher for non-Hispanic white women than for non-Hispanic black or Hispanic women. However, smoking rates for women age 30 or older were highest for non-Hispanic black women. Hispanic women, regardless of age, had consistently low smoking rates of 3 percent to 5 percent (Ventura et al., 1997). Table I-3 illustrates differences in smoking rates by race, Hispanic origin, and age.

Other publications have noted higher smoking rates; for example, Slotkin (1998) reported that 25 percent of all pregnant women in the United States who smoke continue to smoke after they learn they are pregnant. National Center for Health Statistics data cited in Chomitz, Cheung, and Lieberman (1995) suggest that 20 to 25 percent of American women smoke during pregnancy. The U.S. Department of Health and Human Services (DHHS, 1990) reported that about one-quarter of women who smoke prior to pregnancy stop smoking when they learn they are pregnant; another third reduce their smoking level upon learning they are pregnant. However, as Eyler and Behnke (1999) note, "Most women who smoke have difficulty and rarely accomplish abstaining from tobacco use throughout pregnancy" (p. 108).

⁴ In 1995, tobacco use during pregnancy was reported on birth certificates in 46 States, the District of Columbia, and New York City, comprising 80 percent of U.S. births during the year.

Effects of Tobacco Use During Pregnancy

A number of studies related to prenatal alcohol or illegal drug exposure have used maternal smoking as a covariate and reported significant results related to smoking. Animal studies have also demonstrated the teratogenic effects of nicotine (Slotkin, 1998). It is difficult to separate the effects of prenatal exposure from those of postnatal exposure to secondhand smoke, since, as Eyler and Behnke (1999) state, "It is likely that, when born to a smoking mother, a child will also be reared within a home filled with smoke" (p. 108). Nonetheless, research does suggest that a number of adverse effects are associated with prenatal exposure to nicotine.

Low birth weight, a condition that is responsible for approximately half of all infant deaths, is a characteristic of prenatal nicotine exposure (Bauer, 1999). Chomitz and her colleagues (1995) note that approximately one-fifth of all low birth weight cases could be prevented if women did not smoke during pregnancy. In 1995, 12.2 percent of infants born to women who smoked during pregnancy weighed less than 2,500 grams (5 lb. 8 oz.), compared with 6.8 percent of births to nonsmokers. The risk of low birth weight associated with maternal smoking increases with maternal age. Among women age 30 and older, the low birth weight rate for births to women who smoked was at least 2.3 times that for births to nonsmokers. The risk of low birth weight also increases with the number of cigarettes smoked (Ventura et al., 1997). Other possible physical effects of maternal smoking during pregnancy include preterm delivery (Kramer, 1991), perinatal mortality (Slotkin, 1998), increased risk of Sudden Infant Death Syndrome (Schoendorf & Kiely, 1992), and childhood asthma (Weitzman, Gortmaker, Walker, & Sobol, 1990).

Aside from these physical problems, children whose mothers smoke during pregnancy may also develop a number of learning and behavioral problems, many of which may not appear until childhood and adolescence (Slotkin, 1998). For example, Wakschlag and her colleagues (1997) conducted a 6-year longitudinal study on the relationship between maternal smoking during pregnancy and conduct disorder. Participants included 177 boys who were ages 7 to 12 at the time of the first assessment. The researchers found that women who smoked were significantly more likely to have a child with conduct disorder than women who did not smoke during pregnancy. Subsequent logistic regression analyses found that smoking more than half a pack of cigarettes daily during pregnancy remained a significant predictor of conduct disorder even after controlling for socioeconomic status, parental psychopathology, other pregnancy risk factors, and parenting risk factors.

Milberger and her colleagues have published two studies examining a hypothesized link between maternal smoking during pregnancy and attention deficit hyperactivity disorder (ADHD). The first study compared 140 children with a diagnosis of

ADHD to 120 children without an attention deficit diagnosis. All participants were white, non-Hispanic boys between the ages of 6 and 17. Twenty-two percent of the boys with ADHD had a history of maternal smoking during pregnancy, compared with 8 percent of the control group. The correlation remained statistically significant after controlling for socioeconomic status, maternal IQ, maternal ADHD, paternal IQ, and paternal ADHD (Milberger, Biederman, Faraone, Chen, & Jones, 1996).

In the second study, Milberger and her colleagues sought to determine whether the association between ADHD and maternal smoking in pregnancy previously seen in boys with ADHD would hold true for their high-risk siblings⁵. The researchers compared high-risk siblings with siblings of a non-ADHD control group. Fifty-one percent of the siblings in this study were boys ($n = 158$), 57 percent were siblings of children with ADHD ($n = 171$), and 13 percent had ADHD themselves ($n = 38$). The researchers found that 47 percent of the high-risk siblings with ADHD had a history of maternal smoking during pregnancy ($n = 15$), compared with 24 percent of the siblings without ADHD ($n = 33$). This relationship remained significant after controlling for socioeconomic status, parental IQ, and parental ADHD (Milberger, Biederman, Faraone, & Jones, 1998).

The effects of prenatal nicotine exposure on long-term cognitive development are still unclear. Lassen and Oei (1998) reviewed 16 longitudinal studies that looked at the cognitive effects of prenatal nicotine exposure. Twelve of those studies reported significant cognitive deficiencies in children whose mothers smoked during pregnancy. Of the four studies that found no significant cognitive deficits, the pattern of results “reflected subtle deficits in the intellectual function of children associated with maternal smoking during pregnancy” (p. 650). The authors concluded that the long-term effects of prenatal smoking on children’s intellectual functioning are difficult to isolate because the majority of studies to date have not controlled for the postnatal effects of passive smoking.

The studies summarized above describe a number of physical and behavioral effects that result from tobacco use during pregnancy. These effects, together with those related to maternal alcohol use during pregnancy, may pose challenges for regular and special educators alike. The next section of this module describes some of the research on service delivery for prenatally exposed children and discusses barriers to effective service provision.

⁵ In this study, siblings of children with ADHD were referred to as “high risk” because they have been shown to be at high risk for ADHD, comorbid psychiatric disorders, and cognitive impairments (Milberger et al., 1998).

Effective Service Delivery for Prenatally Exposed Children

Sinclair (1998) notes that “each [prenatally exposed] child must be assessed and educated with particular attention to his or her individual strengths and vulnerabilities” (p. 125). Individualized assessment is one of the practices that practitioners have found helpful in working with exposed children.

Although there is no “typical profile” of a prenatally exposed child, researchers have described several specific behaviors and psychosocial impairments frequently exhibited by these children in the classroom, including:

- difficulty forming attachments,
- impulsivity,
- impaired social skills,
- extremes of classroom aggression or introversion,
- inability to handle multiple stimuli, and
- inability to recognize verbal cues (Sinclair, 1998; Sluder, Kinnison & Cates, 1996/1997).

These special needs and behaviors suggest a number of particular classroom practices that may be useful. For example, researchers have determined that these children need a small, individual workspace that remains unchanged from day to day (Meyer & Morris, 1994; Sluder et al. 1996/1997). Adherence to a routine is also important for many children (Thompson & Thompson, 1998). Smooth transitions between activities allow children to stay focused and reduce the likelihood of extreme mood and behavior swings; thus, practitioners suggest announcing that an activity will end in a specific amount of time so that the children are prepared for the change (Sluder et al., 1996/1997; Thompson & Thompson, 1998).

OSEP Research Initiatives

In response to the challenges of providing effective special education services to prenatally exposed children, the Office of Special Education Programs (OSEP) currently funds several research and personnel preparation projects intended to improve results for this population. Researchers at the University of Kansas, the University of Minnesota, and the University of South Dakota are collaborating on a longitudinal study of the early elementary school experiences and developmental

outcomes of children prenatally exposed to alcohol and drugs. The researchers hypothesized that the effects of prenatal exposure are compounded by environmental risk factors. Accordingly, the study has focused on five such factors: poverty, limited parental education, large family size, minority status, and single parent status. Initial analyses have confirmed that exposure to a greater number of environmental risk factors has increasingly negative effects on developmental age and growth rate. Results from the study will be incorporated into preservice training in graduate coursework and disseminated through publications and conference presentations.

Another OSEP-funded project will provide master's-level preparation to 48 students to serve infants and toddlers with low-incidence disabilities, including FAS, in rural Alaska. The 36-credit, competency-based program will include a two-course distance learning sequence; a summer intensive clinical course and practicum; a six-semester clinical study in autism, FAS/FAE, and severe disabilities; and leadership activities in the areas of care coordination, consultation, and in-service training.

The Alaska Early Childhood High Incidence Master's Training Program will prepare rural special educators and related services personnel to serve children ages 3 through 6 with disabilities and their families. The program will recruit rural underrepresented Alaskan natives and train 48 students, plus an additional 16 who will graduate after the grant period ends, with the skills necessary to provide effective early childhood services. An intensive clinical study and practicum in FAS and FAE is a major component of the program.

In addition to these research efforts, OSEP funded the National Early Childhood Technical Assistance System (NECTAS) through a cooperative agreement to produce and distribute a publication entitled *Resources Related to Children and Their Families Affected by Alcohol and Other Drugs* (3rd Edition). This publication includes national training and information resources, state programs and agencies, and Federal and private funding sources and is available from NECTAS (<http://www.nectas.unc.edu/pubs/pubslst2.html#resor>).

Department of Education Participation in Other Federal Initiatives

A representative of the Office of Special Education and Rehabilitative Services (OSERS) serves as the chairperson of a Fetal Alcohol Syndrome/Alcohol-Related Neurodevelopmental Disorders (FAS/ARND) Work Group. The purpose of this group is to improve educational interventions and services for children ages birth through 8 with FAS/ARND and their families. The work group reports to the Federal Interagency Coordinating Council and the Interagency Coordinating

Committee on Fetal Alcohol Syndrome (ICCFAS) of the NIAAA and the National Institutes of Health (NIH).

The goals of the FAS/ARND Work Group include the following:

- develop methods for the early screening, referral and diagnosis of children with FAS/ARND;
- clarify the ethical and confidentiality issues involved with screening and assessment in schools and early intervention settings;
- identify and refine appropriate intervention strategies to effectively serve children with FAS/ARND and their families and to prevent secondary conditions related to fetal alcohol exposure; and
- collaborate to provide intensive, effective, and on-going training and technical assistance.

The work group comprises representatives from a number of Federal agencies, including NIAAA, the Department of Education, the CDC, NIH, the Substance Abuse and Mental Health Services Administration, Head Start, the Bureau of Indian Affairs, the Indian Health Service, and the Office of Juvenile Justice and Delinquency Prevention. It also includes parents, educational practitioners from the field, and representatives of different advocacy and health groups. Medical and research personnel from the University of Washington, Emory University School of Medicine, and UCLA Neuropsychiatric Institute and Hospital are also members of the work group.

In addition to chairing the FAS/ARND Work Group, OSERS has appointed a representative to the ICCFAS. This committee coordinates the efforts of government agencies to address FAS, FAE, ARND, and alcohol-related birth defects. Its mission is to facilitate communication and cooperation among the different disciplines and organizations that address the health, education, developmental disabilities, and social service issues related to these disorders.

Summary

Although the deleterious effects of both alcohol and nicotine on developing fetuses have long been recognized and documented, high numbers of children continue to be prenatally exposed to alcohol and nicotine--often before their mothers realize they are pregnant. Prenatal exposure to both of these legal substances can result in

significant and far-ranging intellectual, behavioral, and emotional effects and thus have particular implications for special education. A 1996 Institute of Medicine report on FAS pointed out the need for research related to early identification and concomitant early intervention services and to the provision of special education and related services. Although it is unclear how many children are prenatally exposed to alcohol and nicotine each year, it is apparent that significant numbers of these children will continue to require special education and related services. Further efforts are necessary in order to better understand the prevalence and scope of the problem, to develop improved assessment and identification methods, and to determine the most effective academic and behavioral interventions for this population of students.

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II. STUDENT CHARACTERISTICS

Infants and Toddlers Served Under IDEA

Preschoolers Served Under IDEA

Students Ages 6 Through 21 Served Under IDEA

Meeting the Needs of Students with Co-occurring Disabilities

Students with Orthopedic Impairments

Infants and Toddlers Served Under IDEA¹

In 1986, the Infants and Toddlers Program was added as Part H of the Individuals with Disabilities Education Act (IDEA), with the goal of encouraging development or expansion of statewide early intervention services for children ages birth through 2 with disabilities and their families. By September 30, 1994, all States had ensured full implementation of Part H. Under the reauthorization of IDEA, the IDEA Amendments of 1997, Part H was renamed Part C.

The Number of Children Served Under IDEA, Part C

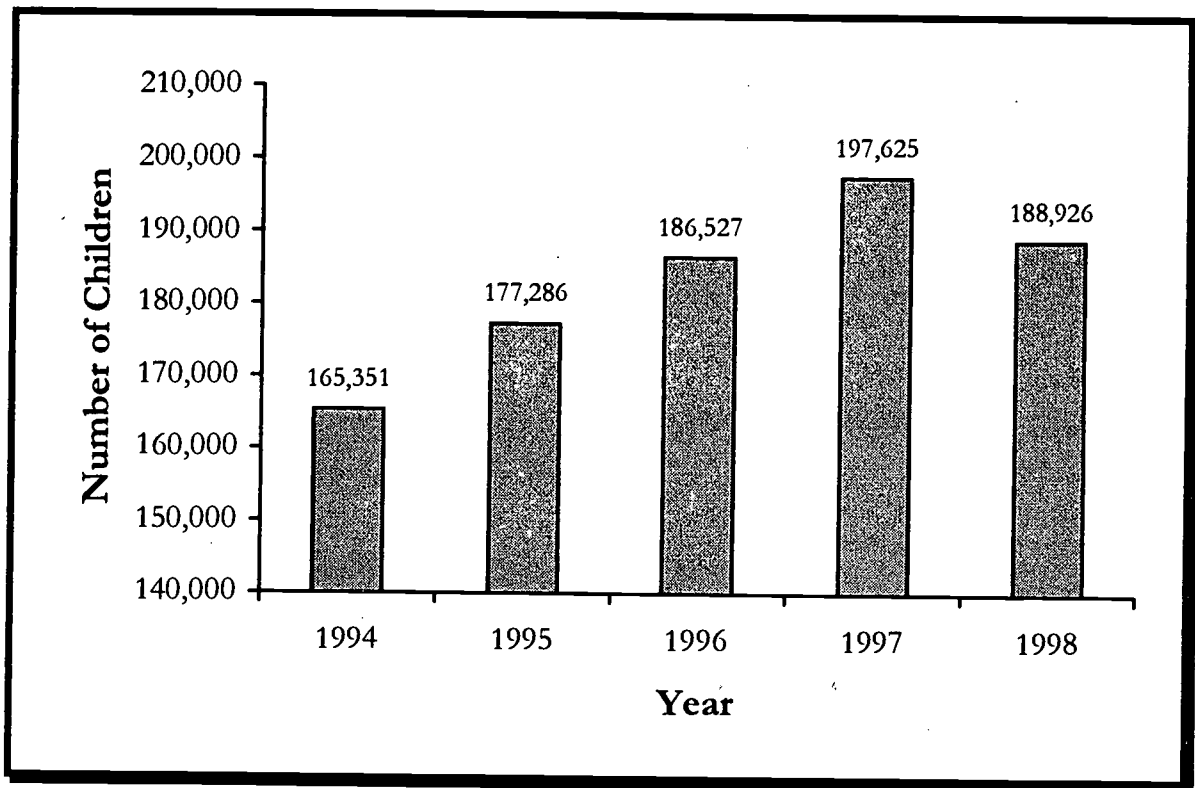
It is most useful to evaluate the number of children served under Part C of IDEA beginning with the data reported in December 1994 because it was in this fiscal year that all States reported that they had fully implemented Part C (see figure II-1). In 1994, 165,351 children were reported served under Part C. By 1997, 197,625 infants and toddlers were reported as receiving services. Anecdotal reports from the States attributed this steady increase to better child-find efforts and more efficient tracking and reporting methods. Surprisingly, however, the number of children served under Part C has declined since 1997: In 1998, the number of children reported as receiving services under Part C decreased by 4.4 percent, to 188,926. Two States, Ohio and Illinois, accounted for 82.4 percent of the decline. These two States reported changes in administrative data collection procedures that may provide some explanation for the change.

In 1997, Ohio reported 22,917 infants and toddlers served under Part C, compared with 5,161 in 1998 (see table AH1). The State reported that this decrease resulted from the use of a new data collection system, Early Track, that was first implemented in 1998. Ohio's data managers believe that this system is more reliable and will eliminate potential duplication of child count that may have contributed to the higher counts reported in the past. The State expects data collection to improve as personnel become more familiar with the new tracking system.

Illinois reported a less striking but still significantly lower number of children served in 1998: The 1997 figure of 7,758 dropped to 4,849 in 1998. Illinois noted that this decrease was likely the result of a change in the Part C lead agency; responsibility for Part C passed from the Department of Education to the Department of Human

¹ This annual report includes child count data for 1998-99 and non-child count data for 1997-98.

Figure II-1
Number of Infants and Toddlers Served Under IDEA, Part C,
1994 Through 1998



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

Services in January 1998. A change in lead agency can affect child count data, as different agencies often have different counting systems and different priorities. Together, Ohio and Illinois reported serving 20,665 fewer children under Part C in 1998 than in 1997. Finally, Puerto Rico reported serving 4,773 children in 1997 and 2,592 in 1998 a decline of 2,181. Puerto Rico did not provide an explanation for the decline.

In contrast, 20 States and Outlying Areas reported minimal or no declines in their 1998 Part C child counts, and 36 States and Outlying Areas reported increases. The most significant increases were reported by California (16,696 in 1997 to 19,421 in 1998) and New York (17,950 in 1997 to 20,592 in 1998). Texas also reported a significant increase, serving 12,877 children in 1998 and 11,861 in 1997. Reasons for increases in the number of infants and toddlers served under Part C varied. For instance, Kentucky attributed its increase in the number of children served in 1998 to a more accurate count as a result of its new electronic counting system and general growth in the system. South Dakota noted that its increase was the result of increased child find efforts, an explanation given by a number of States.

The IDEA Amendments of 1997 encouraged all States to develop methods of identifying, evaluating, and serving at-risk children. This was also the first year that States which report that they serve at-risk children were required to separately report the number of at-risk children served. Currently, eight States and one Outlying Area serve at-risk populations under Part C (California, Guam, Hawaii, Indiana, Massachusetts, New Hampshire, New Mexico, North Carolina, and West Virginia).² Although the criteria for defining an at-risk child vary by State, in general, an at-risk child is one who would be at risk of experiencing a substantial developmental delay if early intervention services are not provided. According to the *Part C Data Dictionary*, States may consider prominent biological and environmental factors that can have a derogatory effect on development, including low birth weight, respiratory difficulties in newborns, infection, malnutrition, and a history of abuse and neglect (Westat, 2000).

Of the States that serve at-risk children, two reported more than half of their Part C population in that category. California reported 13,737 children at risk, or 70.7 percent of its Part C population, and Hawaii reported 1,976 children at risk, or 63.4 percent of its Part C population. The other States that serve these children reported much smaller proportions of their Part C children as being at risk (see table AH2).

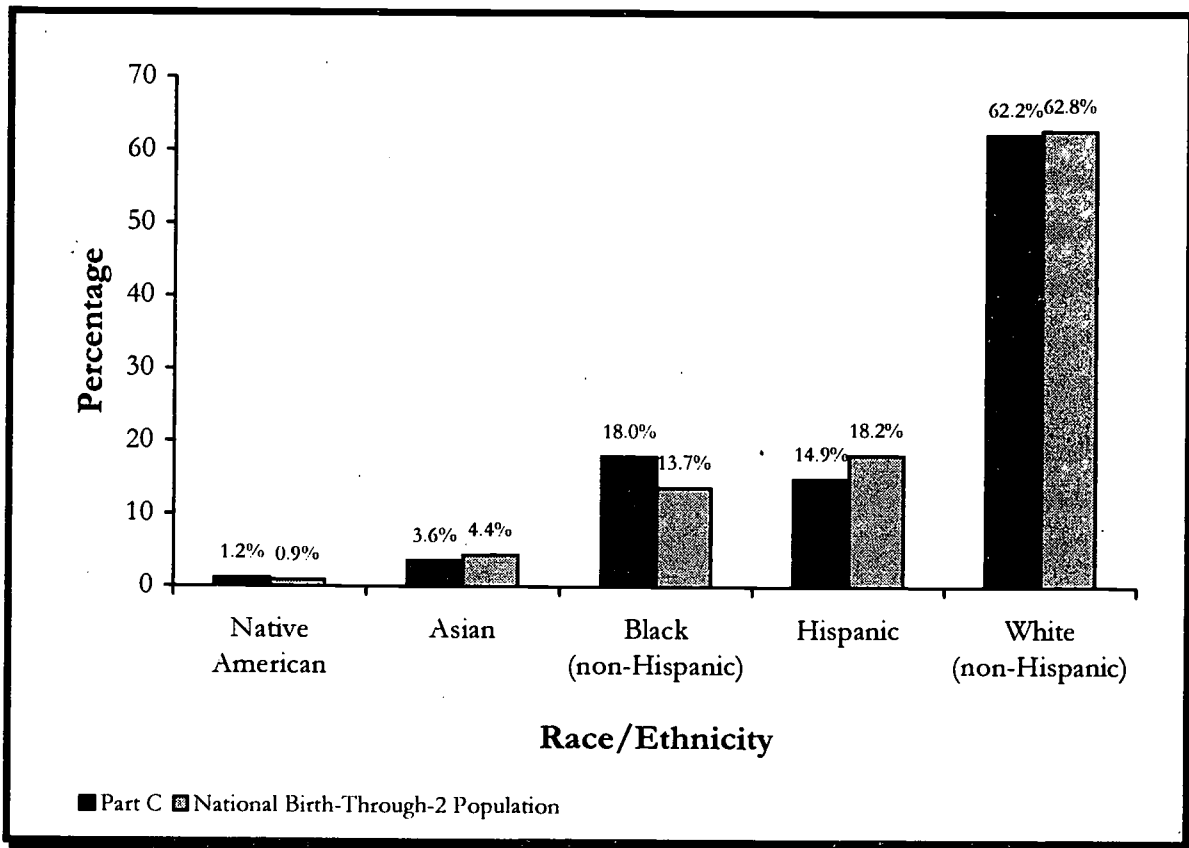
Race/Ethnicity of Infants and Toddlers Served

A new component of the 1998 child count for all programs under IDEA was the collection of race/ethnicity data. This collection is intended to provide more information on the issue of potential minority overrepresentation among children receiving special education services. Since race/ethnicity was a new component of the 1998 data collection, the race/ethnicity data should be interpreted cautiously. Comparisons of the children served under Part C with the general population of infants and toddlers by race/ethnicity are shown in figure II-2.³ The racial/ethnic distribution was generally comparable for the two groups. It was reported that 62.2 percent of the children served under Part C were white (non-Hispanic), compared with 62.8 percent of the birth-through-2 population nationally. Eighteen percent of the children served under Part C were black (non-Hispanic), compared with the national figure of 13.7 percent. The Hispanic population accounted for 14.9 percent of the children served under Part C vs. 18.2 percent of birth through 2-year-olds

² Two States--Massachusetts and New Mexico--did not separately report the number of at-risk infants and toddlers served on the data form.

³ Census figures, which are included in DANS, are from July 1998 estimates by the U.S. Bureau of the Census.

Figure II-2
Race/Ethnicity: National Versus Part C Percentages



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

nationally.⁴ Asian children comprised 3.6 percent of the children served under Part C vs. 4.4 percent nationwide. Finally, 1.2 percent of the children served under Part C were American Indian, which was comparable to the national average of 0.9 percent for birth through 2-year-olds (see tables AH3 and AF6).

Also reported on the basis of race/ethnicity were data describing the at-risk populations of the States and Outlying Areas that serve them. Of the eight States that serve at-risk children under Part C, six reported race/ethnicity data for those children. The racial/ethnic population of California's at-risk population was comparable to all infants and toddlers served under Part C in that State. In both cases, the percentage of Hispanics served under Part C, whether as at risk (13.2 percent) or under the general Part C criteria (12.0), was double the percentage of

⁴ For this analysis, we excluded the infants and toddlers served in Puerto Rico and the Outlying Areas. Puerto Rico classified its children as nearly 100 percent Hispanic. Including those children increases the percentage of Hispanic children served under Part C of IDEA to 16.2 percent.

Hispanics in California's resident population (5.6 percent). In Indiana, the percentage of at-risk children served in each race/ethnicity category was comparable to both the general Part C and resident populations. The racial/ethnic composition of the at-risk children in North Carolina was almost identical to the general Part C service population. In both these populations, the percentage of black infants and toddlers served (40.0 percent) was greater than in the general population (23.9 percent), while the percentage of white children (52.0 percent in the Part C population) was less than the general population (68.2 percent). Hawaii reported a slightly higher percentage of its Asian population served to be at risk (89.7 percent) than that which was represented in its total Part C population (83.9 percent) or the general population (64.6 percent). Hawaii reported only half the percentage of white, non-Hispanic children as at risk (5.8 percent vs. 10.7 percent of the total Part C population). New Hampshire reported higher numbers of American Indian and Hispanic children as being at risk than occurred in the population: American Indians comprised 0.8 percent of New Hampshire's Part C population, but 5.3 percent of the State's at-risk population, and Hispanics comprised 1.9 percent of New Hampshire's Part C population, but 10.5 percent of the at-risk population. Finally, West Virginia reported a higher percentage of black (non-Hispanic) children at risk (6.5 percent) than that of the total Part C population (1.8 percent) (see table AH3).

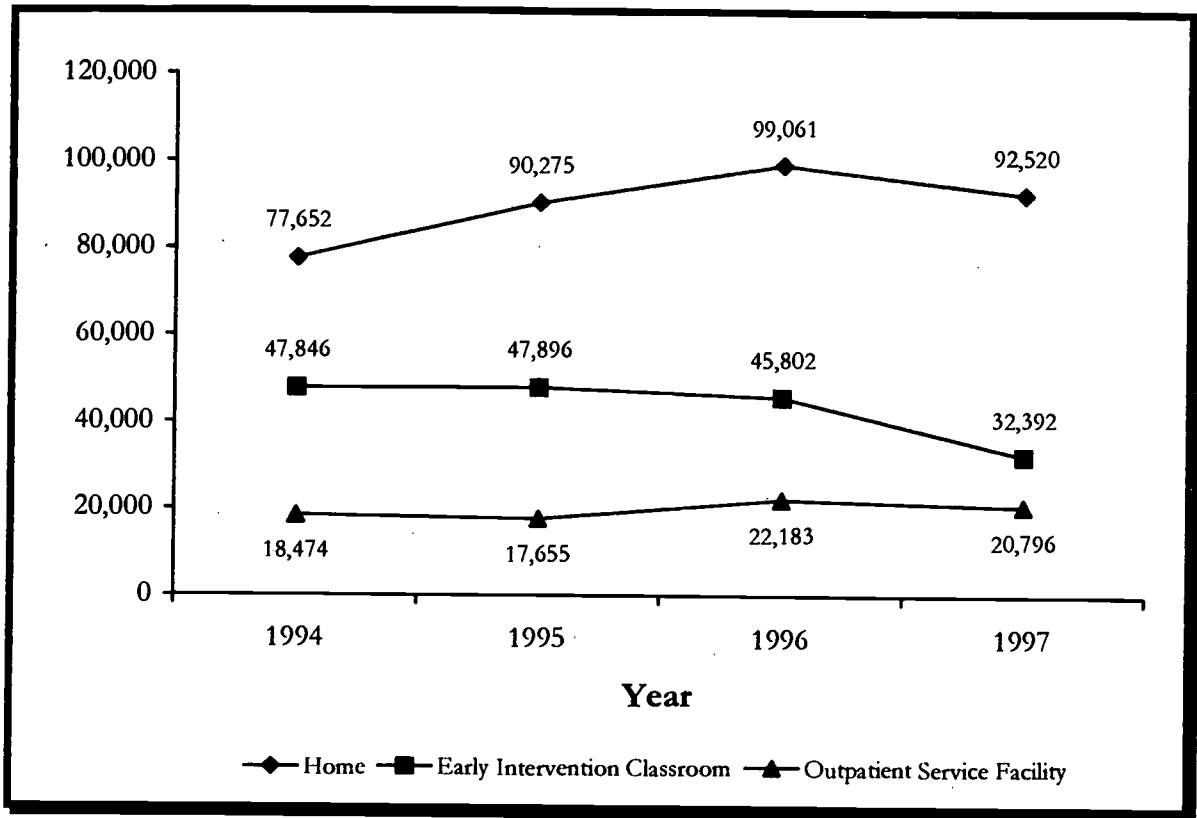
Early Intervention Service Settings for Infants and Toddlers with Disabilities

Since 1990, birth through 2-year-olds with disabilities have been served in one of the following eight reported setting categories: early intervention classroom, family child care, home, hospital (inpatient), outpatient service facility,⁵ regular nursery school/child care, residential facility, and other.⁶ The IDEA Amendments of 1997 placed greater emphasis on encouraging States to provide services in natural environments; for infants and toddlers, this is the home. In 1997, all but 10 States and Outlying Areas reported serving children in all eight categories. Alaska, Iowa, Maine, and American Samoa used seven settings categories; Minnesota and Vermont used five; the District of Columbia and Massachusetts used four; Connecticut used three; Puerto Rico used only the outpatient service facility category, and

⁵ Outpatient service facility refers to an office, clinic, or hospital where an infant or toddler receives services for a short period of time; services may be offered individually or in small groups.

⁶ States report on only the primary setting, or the setting in which the child receives the most hours of early intervention services.

Figure II-3
Part C Settings



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

Massachusetts used only the home category. California⁷ and Kentucky⁸ did not report any settings data.

The variation in the use of service setting categories makes it difficult to analyze the data and discern trends. However, since 1994, the most commonly reported settings have consistently been home, early intervention classroom, and outpatient service facility (see figure II-3). In 1997, this trend continued: 58.3 percent of infants and toddlers were reported served in the home, 20.4 percent were served in early intervention classrooms, and 13.1 percent were served in an outpatient service facility (see table AH7).

⁷ California noted that it did not have reliable data to report.

⁸ Kentucky said that it could not provide the information in the format requested because its data collection system could only collect data in two categories: home or community-based and office- or center-based settings.

The structure of the Part C program varies by State. The service delivery models operating in the State affect the emphasis in services, personnel, and settings. For example, Connecticut noted that its decrease in the number of infants and toddlers served in outpatient service facilities was a result of its attempt to provide services in more natural environments. Delaware, while reporting increases in other settings, reported a decrease in outpatient service facilities, which was also related to an attempt to serve children in more natural environments. Colorado noted that its increases in the home and early intervention classroom settings and decrease in other settings were largely due to more accurate reporting and categorization methods. Colorado also pointed out that it has made a concerted effort to provide more services in the home. In 1997, Colorado almost doubled the percentage of children who received the majority of early intervention services in the home (50.3 percent, vs. 28.7 percent in 1996). Other reasons given by States for year-to-year changes in the use of different service environments include a focus on serving children in natural environments; increased use of managed care, which requires that services be provided in a clinical setting; and improved reporting and categorization methods.

Summary

In 1998, for the first time since the full implementation of Part C of IDEA in 1994, the States and Outlying Areas reported a slight decline in the number of infants and toddlers served. This decline was largely the result of changes in data collection procedures in a few States. In addition, 1998 saw the first race/ethnicity data reported on birth through 2-year-olds. Most State-reported data showed no significant minority overrepresentation among the infants and toddlers served under Part C, with the exception of some States that serve the at-risk population. States continued to emphasize the home setting as a natural environment in providing services to infants and toddlers with disabilities and their families.

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Preschoolers Served Under IDEA^{1,2}

The 1986 Amendments to the Education for All Handicapped Children Act (EHA)³ changed the Preschool Grants Program for Children with Disabilities from an incentive program to a mandated program. In order to be eligible for funding under this program, funds attributable to this age under the Grants to States Program, or IDEA discretionary grants targeted to 3- through 5-year-olds, States were required to serve all eligible 3- through 5-year-olds by fiscal year 1991. States are required to have in effect policies and procedures that assure the provision of a free appropriate public education (FAPE) for all 3- through 5-year-olds with disabilities, and, at the State's discretion, to 2-year-old children with disabilities who will turn 3 during the school year.

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 revised the formula for allocating funds under the Preschool Grants for Children with Disabilities Program. Under the revised formula, each State is first allocated an amount equal to the amount it received in fiscal year 1997. For any year in which the appropriation is greater than the prior year level, 85 percent of the funds above the 1997 level are distributed based on the State's relative percentage of the total number of children ages 3 through 5 in the general population. The other 15 percent is distributed based on the relative percentage of children ages 3 through 5 in each State who are living in poverty. In addition, the IDEA Amendments of 1997 provided for situations in which the program appropriation decreases, as well as several minimums and maximums regarding the amount a State can receive during any year. These formula changes went into effect in Federal fiscal year 1998.

IDEA mandates that States report data that could be a measure of the States' progress in providing special education and related services to preschoolers with disabilities. The data analyzed in this module summarize information about the number of children ages 3 through 5 who received special education services, the racial/ethnic makeup of preschoolers in special education, and the environments in which these children received services.

¹ This annual report includes child count data for 1998-99 and non-child count data for 1997-98.

² Although preschoolers are generally ages 3 through 5, some States also serve 2-year-olds who will turn 3 during the school year under Part B.

³ In 1990, the Act was renamed the Individuals with Disabilities Education Act (IDEA).

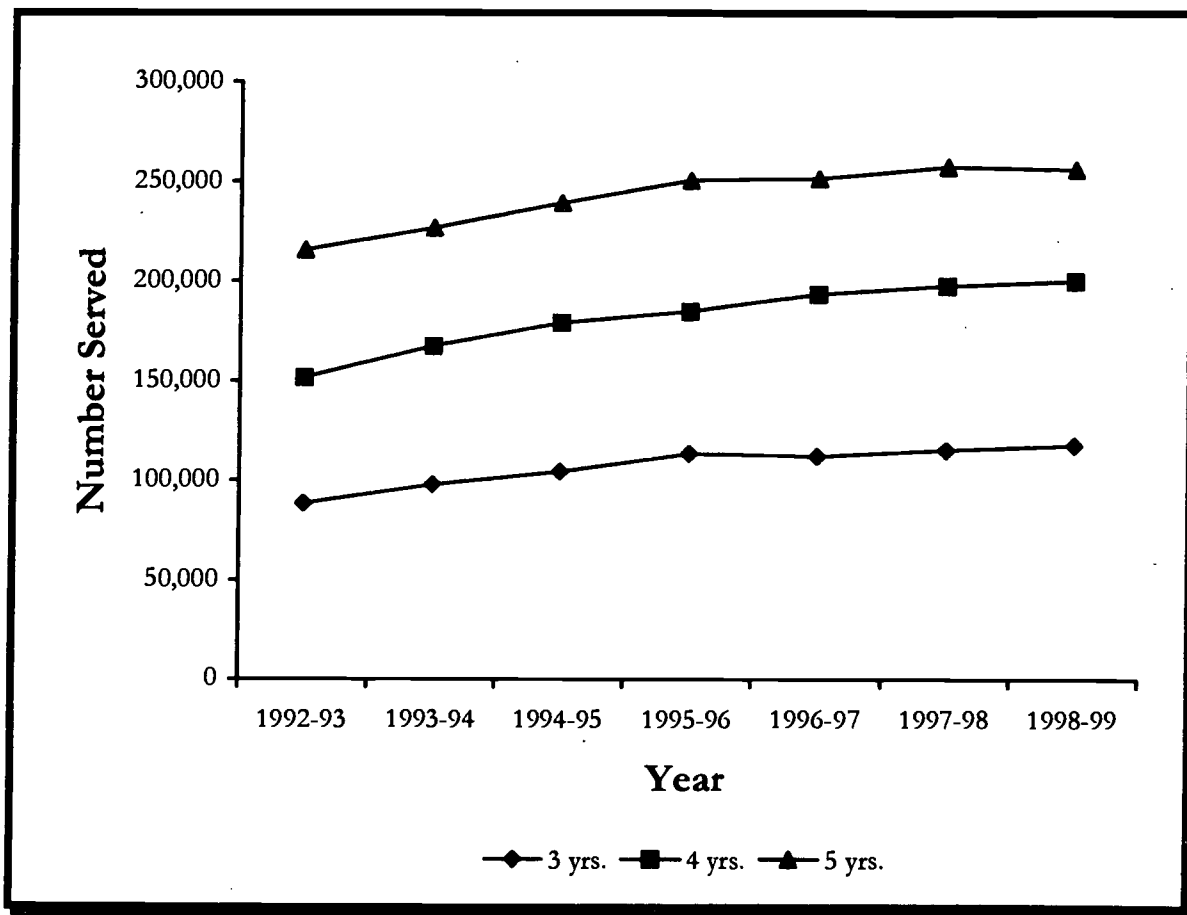
The Number of Preschool Children Served Under Part B of IDEA

During the 1998-99 school year, 573,637 preschool-aged children with disabilities were served under Part B (see table AA1). This represented approximately 4.8 percent of all preschool-aged children who lived in the United States and its Outlying Areas. However, the percentage of preschoolers served varied considerably by State. Kentucky reported the highest percentage, with 9.4 percent of its preschoolers receiving special education services. Arkansas, Maine, Wyoming, and West Virginia each reported that more than 8.0 percent of their resident preschoolers received special education and related services. California, Hawaii, Texas, and the District of Columbia reported that fewer than 4 percent of their preschool-aged children received special education services. The United States territories reported the lowest special education enrollment rates, with Palau reporting less than 1.0 percent, American Samoa 1.0 percent, and Guam 1.3 percent (see table AA12).

Special education service provision to preschoolers increased with age. Of the preschoolers who received services in 1998-99, 20.5 percent (117,698) were 3 years old, 34.9 percent (199,924) were 4 years old, and 44.6 percent (256,015) were 5 years old (see table AA9). A goal of the *U.S. Department of Education FY 2000 Annual Plan* was to identify and provide services to children with disabilities at an earlier age (U.S. Department of Education, 1999). Between 1992-93 and 1998-99, the percentage of 3-year-olds receiving services grew 33.2 percent, and the percentage of 4-year-olds receiving services increased 31.8 percent (see figure II-4). The percentage of 5-year-olds receiving services increased at a slower rate of 18.8 percent. The 1998-99 State-reported data suggest that greater numbers of younger children were being identified and provided services.

Between 1989-90 and 1998-99, the total number of preschoolers served under IDEA increased 48.8 percent (see table AA18). The past 10 years began with a slow growth of 2.4 percent between 1989-90 and 1990-91. However, the next 4 years saw the most significant growth in providing services to preschoolers with disabilities during the 1990s. Between 1991-92 and 1994-95, the number of preschool children receiving services increased by an average of 7.3 percent in each year. Growth slowed to 5.0 percent between 1994-95 and 1995-96. Over the last 3 years of the decade, the number of preschool children served under IDEA continued to grow slowly, averaging 1.5 percent per year. In fact, between 1997-98 and 1998-99, the number of preschool children receiving services increased by just 0.6 percent. This trend parallels the slower growth in the general 3- through 5-year-old population during the same period.

Figure II-4
Number of Preschool Children with Disabilities Served by Age and Year, 1992-93 Through 1998-99



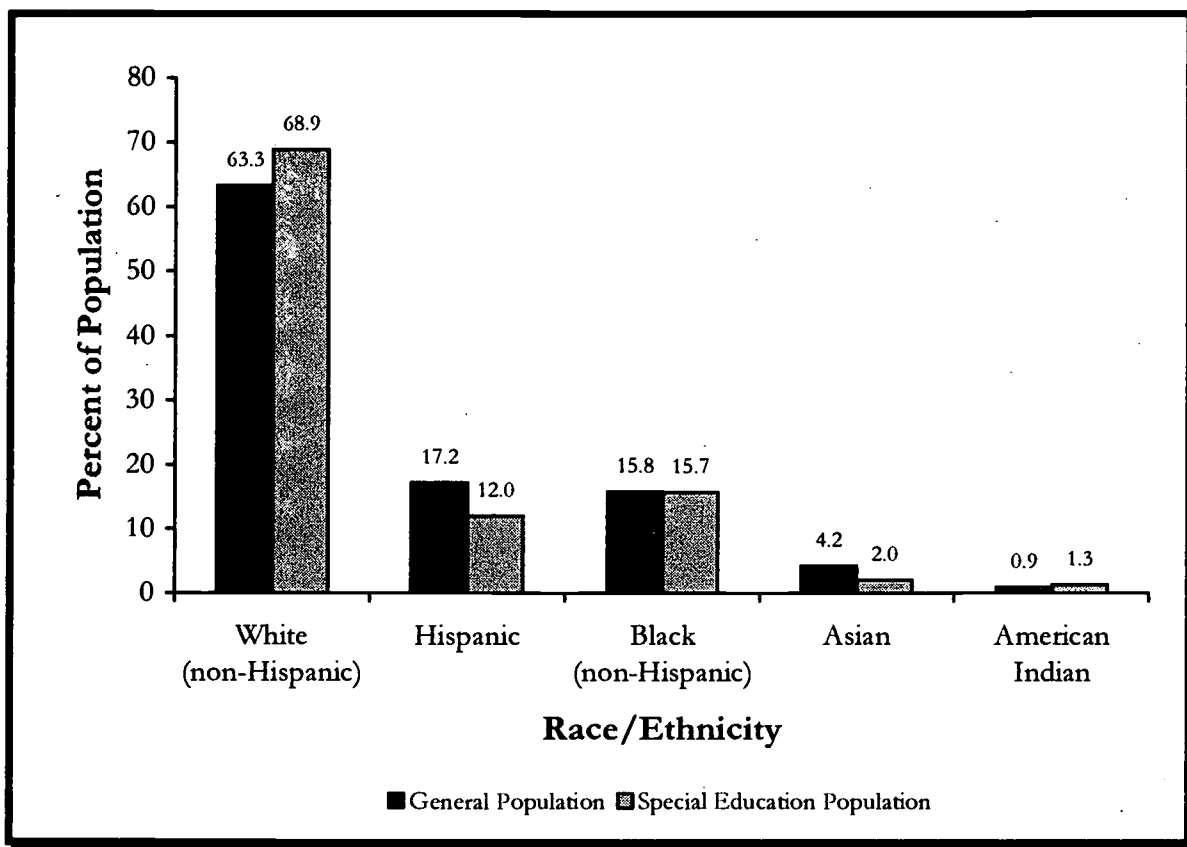
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Race/Ethnicity of Preschoolers Served Under IDEA

In the IDEA Amendments of 1997, Congress mandated that States submit data regarding the race/ethnicity of children receiving special education and related services. This section of the module compares the racial distribution of preschoolers in special education with that of the general preschool population (see figure II-5). Since this was the first year that race/ethnicity were collected, the data should be interpreted cautiously.

U.S. Census population estimates for 1998 indicate that white children represented 63.3 percent of the general 3- through 5-year-old population, while 1998-99 State-reported data indicate that 68.9 percent of the preschoolers receiving special

Figure II-5
Race/Ethnicity of Preschoolers Receiving Special Education and of the
General Preschool Population, 1998-99



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

education and related services were white (non-Hispanic). Hispanic children comprised 17.2 percent of the general preschool population but just 12.0 percent of the preschoolers receiving special education. Representation of black (non-Hispanic) children receiving Part B services appeared to be nearly comparable to the general population: 15.7 percent vs. 15.8 percent, respectively. Asian children represented 4.2 percent of the 3- through 5-year-old population, and 2.0 percent of the preschool Part B population. And 1.3 percent of preschoolers in special education were American Indian, compared with 0.9 percent of the general preschool population (see tables AA7 and AF7).

The data reported by the States for 1998-99 indicated that the racial/ethnic distribution of the general preschool population versus the special education

preschool population was, on average, generally comparable.⁴ Hispanic and Asian preschool children were slightly underrepresented in the special education preschool population. Conversely, the data indicated that white, non-Hispanic children were somewhat overrepresented among preschoolers receiving special education and related services.

Educational Environments for Preschoolers with Disabilities

During 1997-98, preschool settings were defined using the same terminology as settings for school-aged children (see table II-1). However, the terms were changed in 1998-99 to reflect settings more appropriate to preschoolers.⁵

In 1997-98, Hawaii, the District of Columbia, the Northern Marianas, and the Virgin Islands did not report on educational environments for preschool-aged children with disabilities. Among the States that did report settings data, 92.2 percent of preschool-aged children with disabilities received special education and related services in a regular public school setting. Of these children, the majority (52.5 percent, or 276,839) were served in classrooms with nondisabled children for at least 80 percent of the day. Another 31.2 percent (164,512) received services in separate classes from their nondisabled peers for more than 60 percent of the school day. The remaining 8.5 percent of preschool children who received services in a regular public school were served in a resource room environment (see table AB3).

Among the preschoolers who did not receive services in a regular public school setting, a public separate facility was the most common setting for the provision of special education and related services. These students represented 3.8 percent (20,257) of the preschool children receiving IDEA services during 1997-98. Small percentages of preschoolers received special education and related services in a private separate facility (1.4 percent), public or private residential facility (0.2 percent), or a home/hospital environment (2.3 percent). For each of these settings, several States reported no children served in non-public school environments. No children were reported as receiving services in a public separate facility in 4 States, a private separate facility in 10 States, a public residential facility in 14 States, a private residential facility in 29 States, and a home/hospital environment in 8 States (see table AB3).

⁴ Comparisons were based on July 1998 U.S. Bureau of the Census estimates and were included in DANS.

⁵ Data using the new settings categories will be reported for the first time in the *23rd Annual Report to Congress*.

Table II-1

Educational Settings for Children Ages 3 Through 5 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 and 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 programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program more than 60 percent of the time receiving services. This includes, but is not limited to, Head Start programs, public or private preschools or child care facilities, preschool classes offered to an age-eligible population in the public school system, and kindergarten classes.

Separate School (public and private): 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.

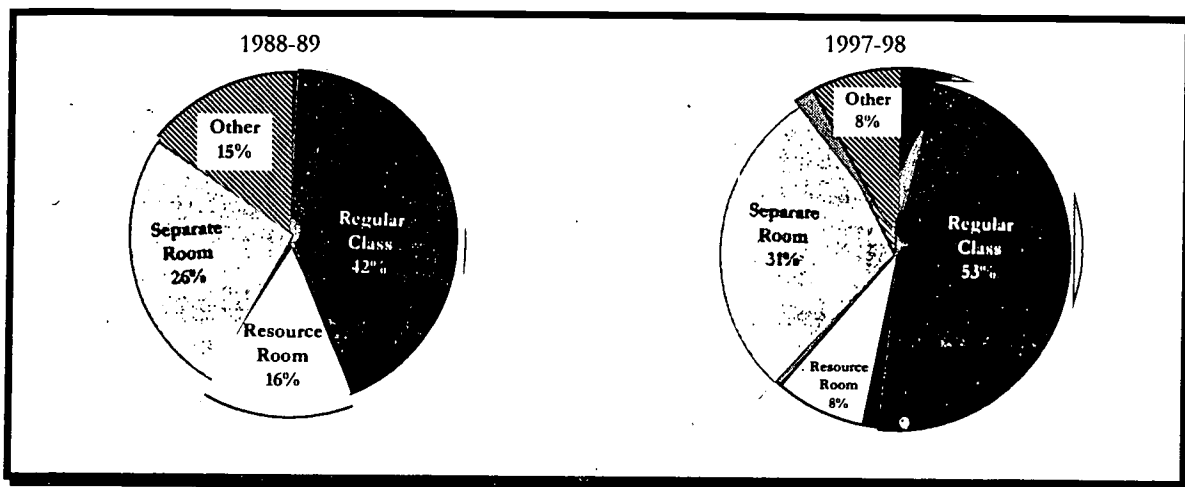
Residential Facility (public and private): includes children who are served in publicly or privately operated programs in which children receive care 24 hours a day. This could include placement in public nursing care facilities or public or private residential schools.

Homebound/hospital: includes children who are served in either a home or hospital setting, including those receiving special education and 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 provider in the child's home). It also includes children 3 through 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 the time receiving services.

Source: U.S. Department of Education, Office of Special Education Programs, 1997.

Over the past 10 years, the regular classroom has been the most common service setting for preschool children with disabilities (see figure II-6). The U.S. Department of Education (1999) indicated in its FY 2000 Annual Plan that increasing inclusion of children with disabilities in regular classroom settings was an important objective in the improvement of special education. The use of the regular classroom has gradually increased from 42.2 percent in 1988-89 to 52.5 percent in 1997-98 (see table AB7). Thus, the State-reported data indicated progress toward the Department's goal of greater inclusion for preschool-aged children with disabilities.

Figure II-6
Percentage of Preschool Children Served in Different Educational
Environments in 1988-89 and 1997-98



Note: Percentage may not sum to 100 due to rounding.

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

Although residential programs remained the least common service environment for preschoolers, both public and private residential programs experienced growth from the 1996-97 school year to the 1997-98 school year. The number of preschoolers served in public residential facilities rose from 700 in 1996-97 to 833 in 1997-98, an increase of 19.0 percent. After 3 years of decline, the number of preschoolers in private residential facilities rose 92.5 percent, from 173 in 1996-97 to 333 in 1997-98. In addition, the use of home/hospital programs decreased 3.3 percent between 1995-96 and 1997-98 (see table AB7). The reasons for these changes in service settings were unclear.

Summary

In the 1990s, the number of preschool children receiving special education and related services grew each year. State-reported data indicated that over the past 7 years, the number of 3- and 4-year-old children being identified and provided services grew at a much faster rate than did the number of 5-year-old children, indicating that children with disabilities were being identified and provided services at an earlier age.

Race/ethnicity data, reported for the first time in 1998-99, suggest that minority enrollment in special education was similar to the resident population of 3- through

5-year-olds. Asian and Hispanic children were slightly underrepresented among preschoolers in special education, while white (non-Hispanic) children were somewhat overrepresented.

The data reported regarding educational environments for preschool children with disabilities indicated that the majority of 3- through 5-year-olds served under IDEA received services in regular education classrooms with their nondisabled peers for 80 percent of the school day. The number of preschoolers served in regular classrooms continued to grow during the decade.

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Students Ages 6 Through 21 Served Under IDEA¹

The number of children with disabilities receiving special education and related services has steadily grown since passage of the Education for All Handicapped Children Act (EHA) in 1975. The number of students ages 6 through 21 served under Part B of the Individuals with Disabilities Education Act (IDEA) reached 5,541,166 in 1998-99, a 2.7 percent increase over the previous year (see table AA14). In the past decade, the number of students served grew 30.3 percent, from 4,253,018 in 1989-90 to 5,541,166 in 1998-99. Table II-2 shows the number of children served in 1989-90 and 1998-99 and the percentage change by disability category.

The growth in the number of children with disabilities exceeded the growth in both the resident population and school enrollment. For this same period, growth in the United States resident population of children ages 6 through 21 was 9.7 percent (from 56,688,000 to 62,204,713). School enrollment grew 14.1 percent, from 40,608,342 to 46,349,803.²

Students Served Under IDEA by Disability Category

States and Outlying Areas report data on children served in 13 disability categories: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, traumatic brain injury, and developmental delay. The latter was the most recently added disability category and is applicable only to children ages 3 through 9. Prior to implementation of the IDEA Amendments of 1997, developmental delay applied only to children ages 3 through 5. The use of the developmental delay category is at the discretion of the State and local education agencies. Autism and traumatic brain injury were optional reporting categories in the 1991-92 school year and were required categories beginning in 1992-93.

¹ This annual report includes child count data from 1998-99 and non-child count data from 1997-98.

² Resident population counts are based on July 1998 estimates from the U.S. Bureau of the Census. Enrollment is based on National Center for Education Statistics (NCES) counts of enrollment for individuals with and without disabilities in pre-kindergarten through 12th grade. Population and enrollment figures reflect data from the 50 States and the District of Columbia.

Table II-2
Number of Students Ages 6 Through 21 Served Under IDEA^{a/} in the 1989-90
and 1998-99 School Years

	1989-90	1998-99	Percent Change
Specific Learning Disabilities	2,062,076	2,817,148	36.6%
Speech and Language Impairments	974,256	1,074,548	10.3
Mental Retardation	563,902	611,076	8.4
Emotional Disturbance	381,639	463,262	21.4
Multiple Disabilities	87,957	107,763	22.5
Hearing Impairments	57,906	70,883	22.4
Orthopedic Impairments	48,050	69,495	44.6
Other Health Impairments	52,733	220,831	318.7
Visual Impairments	22,866	26,132	14.3
Autism	NA	53,576	b/
Deaf-Blindness	1,633	1,609	-1.5
Traumatic Brain Injury	NA	12,933	
Developmental Delay	NA	11,910	c/
All Disabilities	4,253,018	5,541,166	30.3

a/ Data from 1989-90 through 1993-94 include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to students with disabilities were provided under IDEA only.

b/ Autism and traumatic brain injury were first required to be reported in 1992-93. The percentage increase for these disability categories between 1992-93 and 1998-99 was 243.9 percent and 226.6 percent, respectively (see table AA18).

c/ Developmental delay was first reported in 1997-98. The percentage increase between the two years was 214.1 percent (see table AA18).

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

In 1998-99, specific learning disabilities continued to be the most prevalent disability among students 6 through 21. The IDEA regulations define this category as comprising children with “. . . a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia” (34 CFR §300.7(c)(10)(i)). Over half of the students with disabilities served under IDEA were categorized as having specific learning disabilities (2,817,148, or 50.8 percent). Speech and language impairments (1,074,548, or 19.4 percent), mental retardation (611,076, or 11.0 percent), and emotional disturbance (463,262, or 8.4 percent) were

Table II-3
Percentage of Students Ages 6 Through 21 Served Under IDEA by Disability
Category, 1989-90 and 1998-99

	1989-90	1998-99
Specific Learning Disabilities	48.5%	50.8%
Speech and Language Impairments	22.9	19.4
Mental Retardation	13.3	11.0
Emotional Disturbance	9.0	8.4
Multiple Disabilities	2.1	1.9
Hearing Impairments	1.4	1.3
Orthopedic Impairments	1.1	1.3
Other Health Impairments	1.2	4.0
Visual Impairments	0.5	0.5
Autism	NA	1.0
Deaf-Blindness	>0.1	>0.1
Traumatic Brain Injury	NA	0.2
Developmental Delay	NA	0.2

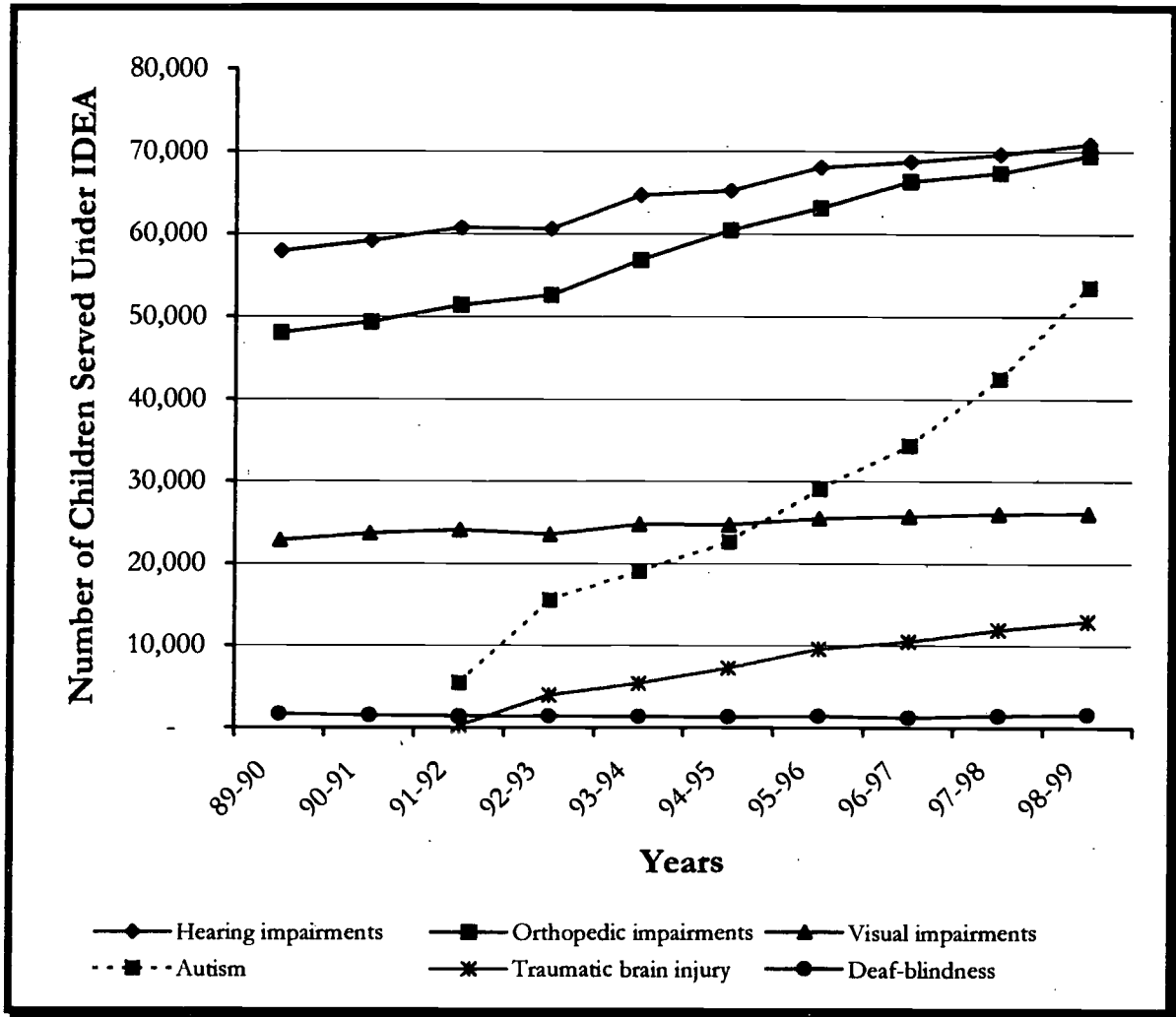
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

the next most common disabilities. As illustrated in table II-3, there have been only slight variations in disability prevalence since 1989-90. The largest increase, a jump of 318.8 percent, occurred in the other health impairments category, which accounted for only 1.2 percent (n=52,733) of the children served in 1989-90 and now accounts for 4.0 percent (n=220,808). States have reported that the increase in the number of children with other health impairments is largely a function of increased identification and service provision to children with attention deficit disorder and attention deficit hyperactivity disorder. It should also be noted that the use of the developmental delay category for 3- through 9-year-olds affects the number of students reported in other disability categories.

The significant growth in the higher incidence disabilities may mask some of the changes that have occurred among the low-incidence disabilities.³ As an example, consider these five disability categories: hearing impairments, orthopedic

³ Low-incidence disabilities are defined as those that occur in fewer than 100,000 persons.

Figure II-7
Growth Reported in Low-Incidence Disabilities From 1989-90 to 1998-99



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

impairments, visual impairments, autism, and traumatic brain injury.⁴ Figure II-7 shows the changes that have occurred in these disability categories over the past decade. The percentage of students with hearing impairments grew by 22.4 percent during the 10-year period, and the percentage of students with visual impairments increased by 14.3 percent. Both of these rates of increase were lower than the growth rate for all disabilities during the same period.

⁴ While developmental delay meets this definition, it is an optional category and applies only to children ages 3 through 9. The 1997-98 school year was the first time these data were collected. It has been excluded from this discussion.

Table II-4
Child Counts in States Reporting Students with Other Health Impairments
in the Orthopedic Impairments Category

States	1989-90	1998-99	Percent Change
Colorado	777	4,536	483.8%
Delaware	258	746	189.1
Michigan	3,767	10,860	188.3
Mississippi	807	1,433	77.6

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

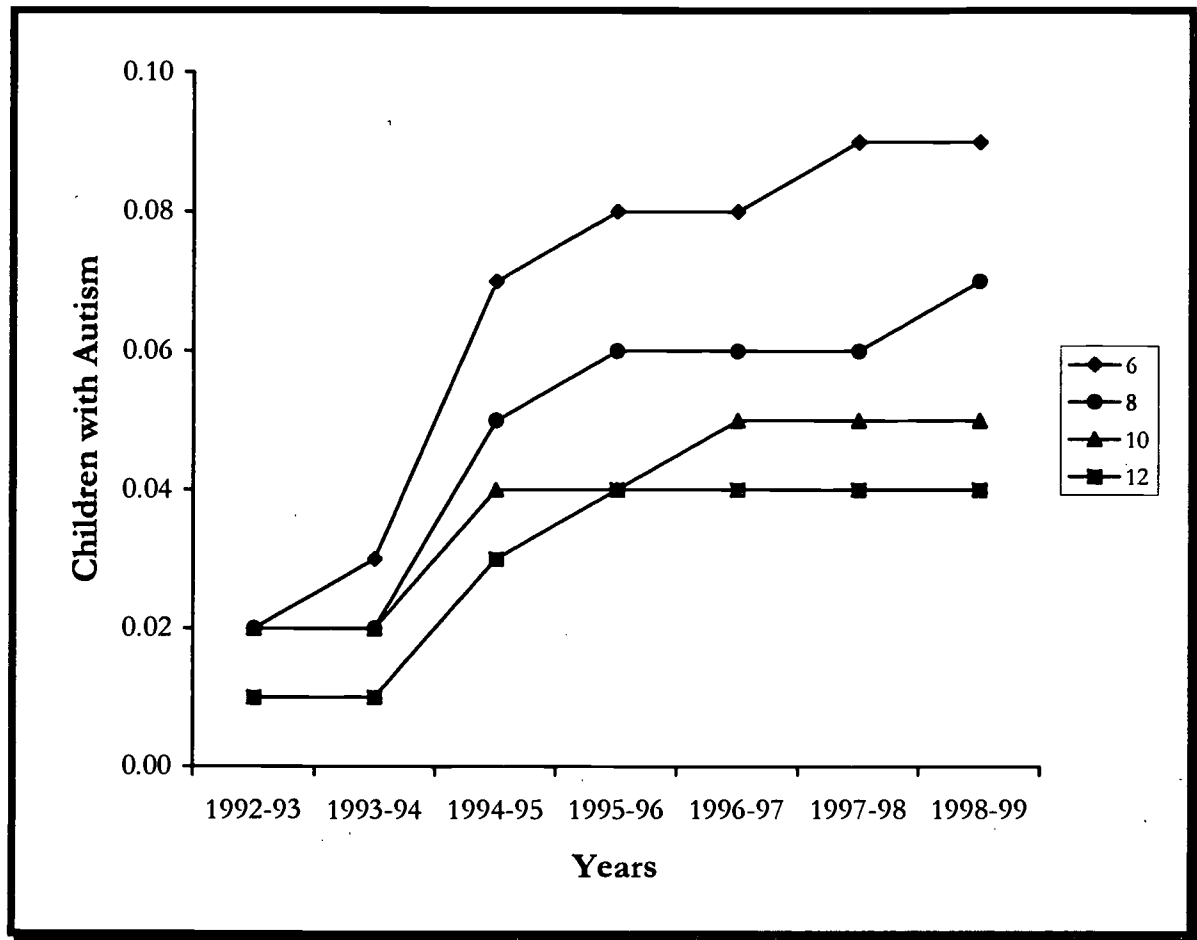
Reporting in the category of orthopedic impairments showed significant growth from 1989-90 to 1998-99, increasing by 44.6 percent. In part, this increase is a function of the reporting by four States: Colorado, Delaware, Michigan, and Mississippi include students with other health impairments in this category. The growth in the number of students reported in the orthopedic impairments category for these four States is shown in table II-4 above.

If these four States are removed from the analysis, the growth rate in orthopedic impairments is 22.3 percent, which is slightly below the overall growth rate for all disabilities.

Traumatic brain injury (TBI) and autism were first reported as separate disability categories in 1991-92. Most States require 2 to 3 years to fully capture new data categories, as the addition of new data requirements necessitates making adjustments to existing data systems and training staff at the school, LEA, and State levels. In addition, because States have a 3-year evaluation cycle, the full complement of students with a newly specified disability may not emerge until the cycle is complete. As shown in figure II-7, the number of students with TBI has increased steadily since it was first reported, but growth in this category has diminished over the past 3 years. Between 1992-93 and 1995-96, the number of students served with TBI rose by 141.9 percent; the increase since 1995-96 was just 35.0 percent (see table AA18 for service numbers by individual years).

The most striking increase among low-incidence disabilities has been reporting in the autism category. Between 1992 and 1998, the number of children with autism served under IDEA grew by 243.9 percent. Figure II-8 examines the growth in reporting of autism by age cohort as a percentage of the resident population. As the figure illustrates,

Figure II-8
Children Reported with Autism Served Under IDEA by Age Cohort
Expressed as a Percentage of the Resident Population^{a/}



^{a/} Census figures, which are included in DANS, are from July 1998 estimates by the U.S. Bureau of the Census.

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

the rate of growth in reporting in this category was dramatic from 1992-93 to 1995-96, the period associated with establishing a new data collection category and subsequent re-evaluation. The rate of increase slowed significantly after 1995-96. Since that year, States reported increases resulting from better diagnosis and identification, continued reclassification, and improved training in the assessment of autism. Florida described in more detail the State's efforts to identify and work with children with autism and their families, including:

- Establishment of regional centers that provide better diagnosis of children with autism;

- Broadening of the definition of the disability;
- Better understanding of the disability; and
- Increase in the number of families that have children with autism who have moved into the State because of the availability of services.

Race/Ethnicity of Students with Disabilities

The IDEA Amendments of 1997 required that States report by race/ethnicity the number of children with disabilities served. Five race/ethnicity categories were used in the collection of these data: American Indian, Asian/Pacific Islander, black (non-Hispanic), Hispanic, and white (non-Hispanic). Nine States and Outlying Areas reported discrepancies in counts of children by disability and counts of children by race/ethnicity (see table AA3). The Virgin Islands could not provide the data by race/ethnicity categories. Five of the nine States reported discrepancies of less than 30 children. The remaining States--New York, North Carolina, and Rhode Island--had discrepancies of 4.3 percent, 0.9 percent, and 6.2 percent, respectively. Percentages for race/ethnicity tables are based on the total number of students reported under race/ethnicity. Although the requirement of race/ethnicity data was new for this collection, 32 States were collecting such data as of fall 1993. However, many of these States used race/ethnicity categories that differ from those used for the Federal collection. Consequently, several States had difficulty providing race/ethnicity data. Table II-5 shows the racial/ethnic distribution found in each disability category.

The race/ethnicity distribution of the population of students served under IDEA and the general population of students ages 6 through 21 showed some disparities:⁵

- Asian/Pacific Islander students represent 3.8 percent of the general population. Among students receiving special education services in all disability categories, Asian/Pacific Islander students represent only 1.7 percent of the population. This percentage varies by individual disabilities; in the areas of hearing impairments (4.6 percent), autism (4.7 percent), and deaf-blindness (11.3 percent), the representation of Asian/Pacific Islander students is greater than their representation in the resident population.

⁵ The racial and ethnic composition of Puerto Rico and the Outlying Areas may be expected to differ from that of the 50 States and the District of Columbia; for example, Puerto Rico classified as Hispanic 99.89 percent of its 6- through 21-year-olds served under IDEA. Puerto Rico and the Outlying Areas have therefore been excluded from this analysis. See tables AA3 and AF8 for the racial/ethnic distribution of students served under IDEA and the resident populations of Puerto Rico and the Outlying Areas.

Table II-5
Percentage of Students Ages 6 Through 21 Served by Disability and
Race/Ethnicity in the 1998-99 School Year

Disability	American Indian	Asian/ Pacific Islander	Black (non- Hispanic)	Hispanic	White (non- Hispanic)
Specific Learning Disabilities	1.4	1.4	18.3	15.8	63.0
Speech and Language Impairments	1.2	2.4	16.5	11.6	68.3
Mental Retardation	1.1	1.7	34.3	8.9	54.1
Emotional Disturbance	1.1	1.0	26.4	9.8	61.6
Multiple Disabilities	1.4	2.3	19.3	10.9	66.1
Hearing Impairments	1.4	4.6	16.8	16.3	66.0
Orthopedic Impairments	.8	3.0	14.6	14.4	67.2
Other Health Impairments	1.0	1.3	14.1	7.8	75.8
Visual Impairments	1.3	3.0	14.8	11.4	69.5
Autism	.7	4.7	20.9	9.4	64.4
Deaf-Blindness	1.8	11.3	11.5	12.1	63.3
Traumatic Brain Injury	1.6	2.3	15.9	10.0	70.2
Developmental Delay	.5	1.1	33.7	4.0	60.8
All Disabilities	1.3	1.7	20.2	13.2	63.6
Resident Population	1.0	3.8	14.8	14.2	66.2

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

- Black (non-Hispanic) students account for 14.8 percent of the general population for the 6 through 21 age group, compared with 20.2 percent of the special education population in all disabilities. In fact, in 10 of the 13 disability categories, the percentage of the special education population composed of black students equaled or exceeded the resident population percentage. Black students' representation in the mental retardation and developmental delay categories was more than twice their national population estimates.
- Representation of Hispanic students in special education (13.2 percent) was generally similar to the percentages in the general population (14.2 percent). However, Hispanic students exceeded the resident population percentages in three categories: specific learning disabilities (15.8 percent), hearing impairments (16.3 percent), and orthopedic impairments (14.4 percent).

- American Indian students represent 1.0 percent of the general population and 1.3 percent of special education students. American Indian students slightly exceeded the national average in nine disability categories, reaching the largest percentages in the categories of deaf-blindness (1.8 percent) and TBI (1.6 percent).
- Overall, white (non-Hispanic) students made up a smaller percentage (63.6 percent) of the special education students than the general population (66.2 percent). However, their representation was higher than the national population estimates in five disability categories: speech and language impairments (68.3 percent), orthopedic impairments (67.2 percent), other health impairments (75.8 percent), visual impairments (69.5 percent), and TBI (70.2 percent).

Summary

The number of students with disabilities served under IDEA continues to grow at a greater rate than both the resident population and school enrollment. However, the increase in students served varies by disability category, with the largest increase occurring among students with other health impairments. Orthopedic impairments, traumatic brain injury, and autism have shown the greatest increase among the low-incidence disabilities. Reasons for the continued increase in students served include better diagnosis and identification. Reclassification of students in the newer disability categories accounts for large increases in those categories.

The 1998-99 school year was the first time that States were required to report the race and ethnicity of children served under IDEA. Comparisons of the racial/ethnic distribution of students in special education with the general student population reveal that Asian students and white students were underrepresented in the special education population, while black students were overrepresented. American Indian students were also overrepresented. Hispanic students ages 6 through 21 were generally represented among the special education population at a rate comparable to the resident population. These relationships varied by category.

Meeting the Needs of Students with Co-occurring Disabilities

This module addresses issues related to students with two or more co-occurring disabilities, defined as “the co-occurrence of at least two different disorders in the same individual” (Light & DeFries, 1995). For over 20 years, educators have debated the benefits of disability categories delineated in the Individuals with Disabilities Education Act (IDEA). Reynolds and Birch (1977, p. 75) noted that “the traditional categories for exceptional children do not ‘carve nature at its joints.’ They are not usually real, necessary, meaningful, or useful.” Goldstein and colleagues (1975) delineated advantages and disadvantages of categorical classification. Among the advantages, the authors reported that the categories improve communications among professionals, apply labels that are educationally relevant, and provide a rallying point for public support. Among the disadvantages, they noted that the categories encourage overgeneralizations about children, assume that the cause of learning problems resides exclusively with the child, may bias teachers’ expectations, and do not provide information necessary to design effective instruction.

IDEA defines a child with a disability as a child:

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

... The term ‘child with a disability’ for a child aged 3 through 9 may, at the discretion of the State and the local education agency, include a child--

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) who, by reason thereof, needs special education and related services (§602(3)).

In part because of the definitions used in IDEA, many parents, educators, administrators, policymakers, and other stakeholders think of disability as a categorical construct, with categories reflecting the 13 disabilities identified in the law. Traditionally, personnel preparation programs and certification and licensure have been categorical; in consequence, many special education programs have also been categorically based. The data-reporting requirements specified under IDEA require States to report counts of children by disability, further reinforcing the categorical model.

At one level, IDEA recognizes that some students have more than one disability: students with deaf-blindness and multiple disabilities are specifically mentioned. Children with developmental delay, by definition, may have delays in one or more areas. Multiple disabilities are defined in Federal regulations as “concomitant impairments. . . the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments” (CFR 34 §300.7(c)(7)). While this definition does not require any particular level of severity of disability, it is accepted practice for State education agencies to report their child count by primary disability unless the co-occurring disabilities are severe. However, the use of primary disability classifications can obscure the fact that many special education students have more than one disability.

This module focuses on a broader scope of students than those who have multiple disabilities, as defined by IDEA.¹ The report reviews available literature and uses data from the National Health Interview Survey-Disability Supplement (NHIS-D) to explore issues related to students with two or more co-occurring disabilities. It addresses the prevalence of co-occurring disabilities, the demographic characteristics of students with co-occurring disabilities, special education and related services for this population, and parental satisfaction with those services.

Review of the Literature

As a group, students with co-occurring disabilities may have more complex needs than those with a single disability (Abikoff & Klein, 1992; Downing & Eichinger, 1996; Orelove, 1996). For example, students with co-occurring learning and emotional disabilities may have more difficulty learning than students with only one of these disabilities. This literature review summarizes information on the prevalence

¹ Students who have been described in some literature as having multiple disabilities will be referred to in this module as having co-occurring disabilities, where applicable.

of co-occurring disabilities, identification and assessment, special education and related services, and educational outcomes for this population.

Prevalence of Co-occurring Disabilities

Previous research suggests that co-occurring disabilities are quite common among children with disabilities. However, estimates vary from study to study, in part because of differences in the populations covered and definitions of disability used. Some researchers estimate that 19 percent of special education students have co-occurring disabilities; others report figures as high as 48 percent (Hogan, Msall, Rogers, & Avery, 1997; Wagner et al., 1991).

According to the National Longitudinal Transition Study of Special Education Students (NLTS), 19 percent of secondary-aged students in special education had additional disabilities beyond their primary disability; the most common were speech impairments (10 percent) (Wagner et al., 1991). Hogan and colleagues (1997) found that approximately 48 percent of the 4 million children ages 5 through 17 who had at least one serious functional limitation in mobility, self-care, communication, or learning also had one or more additional mild limitations in other areas of functioning. However, it is not clear if these mild limitations would meet the IDEA standard for eligibility.

Based on analyses of the National Household Education Survey (NHES), Westat (1998) found that 11 percent of children ages 3 through 5 with disabilities had two disabilities, and 51 percent had three or more disabilities. Among children ages 6 through 11, 26 percent had two disabilities, and 22 percent had three or more disabilities. It should be noted that the NHES relies on parent reports of disability, which are generally different from administrative reports.

Many smaller studies have documented the prevalence of co-occurring disabilities among specific populations. Learning disabilities and emotional disturbance frequently co-occur. Fessler, Rosenberg, and Rosenberg (1991) found that 38 percent of children treated at an in-patient psychiatric hospital had learning disabilities. Javorsky (1995) reported a similar percentage: 33 percent. Forness, Kavale, and Lopez (1993) found that 27 percent of children with conduct disorder also had learning disabilities. However, because of differences in medical and educational definitions of emotional disorders, these children did not necessarily meet the IDEA definition of emotional disturbance. Hinshaw (1992) argued that the percentage of externalizing children with learning disabilities (i.e., those exhibiting impulsivity, defiance, or inattention) is lower than commonly believed (6 to 20 percent) and that, among children with learning disabilities, the most common emotional disturbances are internalizing (such as sadness, withdrawal, and anxiety).

Learning disabilities and speech and language impairments also frequently co-occur. Schoenbrodt, Kumin, and Sloan (1997) asserted that the boundaries between communication disorders and learning disabilities often overlap, making it difficult to separate the effects of each from their combined effects. Many of the defining characteristics of learning disabilities are language related: difficulty with listening, speaking, reading, and writing. Gibbs and Cooper (1989) found that 96.2 percent of 242 students with learning disabilities had one or more communication disorders, including speech, language, and hearing disorders. The most common were language disorders (90.5 percent).

Because some visual impairments have a neurological basis and because low birth weight may increase the risk of both visual impairments and learning disabilities, these two disabilities may co-occur at a higher rate than would be expected (Erin & Koenig, 1997). Corn and Ryser (as cited in Erin & Koenig, 1997) estimated that 14 percent of students with visual impairments had co-occurring learning disabilities.

The Florida Department of Education collects duplicated and unduplicated counts of children's disabilities. The unduplicated count captures each child's primary disability, while the duplicated count captures all disabilities for each child. During the 1997-98 school year, speech impairments, language impairments, and visual impairments were the disabilities with the highest percentage differences between duplicated and unduplicated counts, suggesting that these disabilities occurred more commonly among those with more than one disability. The duplicated count of children with speech impairments was 37 percent greater than the unduplicated count; the duplicated count of children with language impairments was 57 percent greater, and the duplicated count of children with visual impairments was 51 percent greater (B. Harrison, personal communication, January 14, 1999).

Identification and Assessment

Identification and assessment of students with co-occurring disabilities can be challenging (Fessler et al., 1991; Forness et al., 1993; Light & DeFries, 1995). Severe behavioral problems, for example, may prevent the child's specific learning needs from being accurately identified (Fessler et al., 1991). Learning disabilities and language disorders may be particularly difficult to distinguish. Children who have difficulty reading, writing, and spelling may have language disorders rather than learning disabilities because these two disabilities often present in similar ways, through "difficulty with language form; disruption of content; impairment to use; distortions in interactions among form, content, and use; and separation of form, content, and use" (Schoenbrodt et al., 1997, p. 266). Schoenbrodt and colleagues (1997) believe that children with learning disabilities may exhibit difficulties only in

academic settings, while those with both language and learning disabilities may have difficulties in social situations as well.

Regulatory definitions of learning disabilities (34 CFR §300.7(c)(10)) and emotional disturbance (34 CFR §300.7(c)(4)) may force school personnel to rule out other disabilities before including a child in either category. For example, the IDEA regulations' definition of learning disabilities excludes children whose learning problems are primarily the result of mental retardation or emotional disturbance. Therefore, the guidelines presume a distinct and measurable difference between children with learning disabilities, emotional impairments, and mental retardation (Bricklin & Gallico, 1984). The National Joint Committee on Learning Disabilities' (NJCLD) definition of a learning disability explicitly states that learning disabilities may occur concomitantly with other disabilities, including mental retardation (as cited in Polloway, Patton, Smith, & Buck, 1997). Some researchers suggest that it can be difficult to distinguish among these disabilities, which often manifest themselves through poor academic achievement, social maladjustment, and below average IQ (Hallahan & Kauffman, as cited in Hallahan & Kauffman, 1977). Others disagree, noting empirical differences (Affleck, Edgar, Levine, & Kortering, 1990; Polloway, Epstein, Polloway, Patton, & Ball, 1986). Polloway and colleagues (1997) asserted that learning disabilities must be viewed as a disability secondary to mental retardation and not the reverse. For students initially identified with mental retardation, the addition of a learning disability label encourages a view that individuals with mental retardation have both strengths and weaknesses and that they exhibit intrapersonal discrepancies in performance. The addition of a mental retardation label for an individual with learning disabilities, they suggested, may be less valuable for program planning.

In reference to students with co-occurring learning and emotional disabilities, Fessler and colleagues (1991, p. 104) asked, "When these [students] were identified as having special needs, did the mandate to ascertain a primary [disability] limit the focus of the school's evaluation? Were the subjects' behavioral problems so severe that their individual learning needs could not be identified?" Javorsky (1995) supported these concerns when he reported that 23 percent of the children in psychiatric placements who were identified with learning disabilities received special education services to address their learning disabilities, 14 percent received services for emotional disturbance, and only 6 percent received services for both learning and emotional disabilities. Children with disruptive disorders were more likely than children with affective disorders to be identified with learning disabilities.

Because many sensory impairments are identified before children reach school age, academic difficulties associated with a learning disability may be attributed to the sensory impairment. For example, many signs of learning disabilities, such as frustration with reading, difficulty identifying letters and words, and poor

handwriting, may all be attributed to poor vision. Harley, Truan, and Sanford (as cited in Erin & Koenig, 1997) listed the characteristics of students with visual impairments who might have co-occurring learning disabilities. These characteristics included academic achievement below expectations based on intellectual capacity; distraction and inattention; use of avoidance behaviors; and difficulties with perception, organization, memory, concrete thinking, perseveration and fixation, language, or generalization.

Special Education and Related Services

In addition to complicating identification and assessment, co-occurring disabilities may also impede provision of appropriate services (de Mesquita & Gilliam, 1994; Fessler et al., 1991). For example, students with both learning and behavior problems may be especially difficult to serve, and special education delivery systems may be inadequate for meeting the concomitant needs of many students in special education.

Several studies suggest that services for students with co-occurring disabilities are inadequate (Fessler et al., 1991; Giangreco, Dennis, Edelman, & Cloninger, 1994; Gibbs & Cooper, 1989). For example, Gibbs and Cooper (1989) reported that only 6 percent of students with learning disabilities received speech/language services despite the fact that over 90 percent of them had communication disorders; many of these disorders were in the mild-to-moderate range. Giangreco and colleagues (1994) analyzed the IEPs of students with severe multiple disabilities. They found that many of the IEPs included goals that were overly broad and were unconnected to the general education curriculum; listed goals for staff rather than students; and were discipline-referenced, meaning that they lacked coordination among goals written by various service providers. Because students with co-occurring disabilities are more likely than students with a single disability to receive special education and related services from a variety of providers, there may be a need for greater collaboration in planning and providing these services.

Teachers who work with students with co-occurring disabilities may require specialized preservice and inservice training and materials (Shaughnessy, 1996). Results from three studies suggest that personnel who serve students with co-occurring disabilities feel inadequately prepared to address all their students' educational needs (Ford & Fredericks, 1995; Izen & Brown, 1991; Sobsey & Wolf-Schein, 1996). In one of these studies, roughly half the teachers serving children with visual impairments and severe, multiple disabilities felt they were inadequately prepared (Erin, Daugherty, Dignan, & Pearson, 1990). Another study found that teachers of students with profound multiple disabilities were less satisfied with their preservice training as the number of students with multiple disabilities in their classrooms increased, suggesting a mismatch between preservice preparation and job

responsibilities (Izen & Brown, 1991). Ford and Fredericks (1995) observed that the majority of children with deaf-blindness were served by teachers trained to teach children with other severe disabilities. These teachers' knowledge was generally inadequate to meet the needs of children with deaf-blindness. Similarly, directors of special education cooperatives in rural areas reported that the limited quality of educational services provided to students with severe to profound mental impairments and multiple disabilities was, in part, due to the lack of qualified teachers (Cates & Kinnison, 1991).

Study Methods

The National Health Interview Survey (NHIS) is an annual survey on the health of the nation's civilian, noninstitutionalized population. The NHIS includes a standard set of questions, known as the core questionnaire, as well as supplemental questions on additional topics of interest. The NHIS is administered through in-person, computer-assisted interviews. An adult member of the household is asked questions about him or herself as well as about other household members, including children.

In 1994 and 1995, NHIS included a disability survey (NHIS-D) along with the core questionnaire; it was used to identify children and adults with disabilities eligible to participate in a follow-back interview on disability. The disability follow-back for children included items on use of and need for services, functional assessment, the impact of the child's disability on the family, and educational services. The respondent was the parent or adult in the household who knew the most about the child's health.² Because the data were collected from parent interviews, underreporting or overreporting of some disabilities is possible.

Previous research suggests that estimates of the number and percentage of children receiving special education and related services differ depending on whether the source of the estimate is administrative records or parent reports. In general, prevalence estimates based on parent reports are lower than those based on administrative records. OSEP's *Annual Report to Congress* and the NHIS-D, for example, report different totals for children ages 6 through 17 who received special

² Once respondents indicated that their children received special education and related services, they were asked about the types of disabilities their children had. Interviewers read a list of disabilities to the respondent and asked whether the child had each disability. The order in which the disabilities were listed could have affected responses. For example, the multiple disability category is one of the last disabilities listed. All of the respondents who indicated that their children had multiple disabilities also indicated that they had other specified disabilities. This suggests that there may have been some double counting of disabilities. Three disabilities were always selected in combination with other disabilities: traumatic brain injury, autism, and mental retardation. As in the case of multiple disabilities, it is not clear whether respondents were referring to different aspects of a single disability or to separate disabilities.

education and related services during the 1994-95 school year. The Annual Report, which is based on State administration records, reports the total number of children at 4,668,933 (U.S. Department of Education, 1996). The NHIS-D, which is a survey of a sample of parents, indicates that the total number of children was 2,655,912. It may be that some parents are not aware that their children receive special education and related services, or that some parents are unfamiliar with the terminology used in health or educational surveys. This may be especially true for families from ethnic minority groups because the concept of disability varies across cultures.

Prevalence estimates based on parent reports and administrative records may also differ within disability category. Parents tend to overreport the prevalence of visual impairments because they are unfamiliar with the criteria States use for determining special education eligibility. In administrative records, State and local education agencies typically report on the primary disabilities of students receiving special education and related services. In cases of co-occurring disabilities, decisions about which disability is primary may also affect prevalence estimates.

The NHIS-D follow-back survey included a sample of 2,687 children. Of those, 801 were children age 3 or older who received special education services during the 12 months prior to the survey. Of those 801 children, 600 had adequate disability information and were included in the analyses. This report compares three groups of children included in the NHIS-D: children who were reported as having one disability, children who were reported as having two disabilities, and children who were reported as having three or more disabilities.³ In some cases, sample sizes were too small to support analyses of children with three or more disabilities. When that occurred, children with two and three or more disabilities were combined into a single group. Because the NHIS-D was not designed for describing students with co-occurring disabilities, sample sizes were too small to result in statistically significant differences between or among groups at $\alpha = .05$. This was exacerbated by the complex sample design used in the NHIS-D, which had large design effects, reducing the effective sample sizes even further. Data were analyzed using WesVar, a statistical package designed for use with complex samples.

³ A series of complex decision rules were used to code students as having one, two, or three or more disabilities. Children with deaf-blindness were coded as having two disabilities. Children with multiple disabilities were coded as having two or more disabilities depending on the specific disabilities reported by parents. For example, if parents indicated that their child had a learning disability, emotional disturbance, and multiple disabilities, the child was coded as having two disabilities. If parents indicated that their child had a learning disability, speech or language impairments, visual problems, and multiple disabilities, the child was coded as having three or more disabilities. It was difficult to determine whether children with developmental delays had co-occurring disabilities because one or more delays may be included under the definition; these children were excluded from the analyses. A total of 152 children were reported as having developmental delays.

NHIS-D Findings

This section of the report describes the results of the NHIS-D analyses on children with co-occurring disabilities. It includes information on the prevalence of co-occurring disabilities, demographic characteristics of children with co-occurring disabilities, the special education and related services these students received, the educational environments in which students were served, and parents' satisfaction with those services.

Prevalence of Co-occurring Disabilities

Based on data from the NHIS-D, 68 percent of special education students had a single disability, 23 percent had two disabilities, and 9 percent had three or more disabilities. This suggests that the prevalence of co-occurring disabilities is 32 percent. However, this percentage is somewhat lower than percentages reported in previous research.

Among children with one disability, the largest percentage had learning disabilities (58 percent), followed by speech/language impairments (25 percent). Of children with two disabilities, the most commonly reported co-occurring disabilities were learning disabilities and speech/language impairments (49 percent) and learning disabilities and emotional disturbance (24 percent).⁴

Demographic Characteristics of Children with Co-occurring Disabilities

Previous research indicates that students in special education have different demographic characteristics from school-aged children overall. Students with disabilities are more likely than other students to be black, from low-income families, and from families whose parents have less formal education (Wagner et al., 1991). This section describes the demographic characteristics of students with co-occurring disabilities and compares them with the characteristics of students with a single disability. The demographic characteristics included in NHIS were gender, race, ethnicity, family structure, parents' education, and poverty.

The gender distributions of children with one disability and two or more co-occurring disabilities were quite similar. Of children with one disability, 67 percent were male, and 33 percent were female. This is compatible with previous research that showed that males comprise slightly over two-thirds of special education

⁴ Caution should be used in interpreting this percentage due to small sample sizes.

students (Wagner et al., 1991). Of children with co-occurring disabilities, 68 percent were male, and 32 percent were female.

Children from racial minority groups were more likely than white children to have two or more co-occurring disabilities (37 percent compared to 31 percent; although this difference was not statistically significant). It is not clear from this analysis whether the disproportion is a function of bias in the special education eligibility process, poverty among racial minority groups, or other factors.⁵

Data from the NHIS-D suggest that Hispanic students were slightly less likely than non-Hispanic students to have co-occurring disabilities, 29 percent compared to 32 percent; this difference was not statistically significant. The underrepresentation of Hispanics in special education and, in particular, in certain disability categories, has been documented in earlier studies (Harry, 1994; Westat, 1998). For example, Hispanic students appear to be underrepresented in programs for students with speech/language impairments. Because speech/language impairments is one of the most common co-occurring disabilities, it follows that Hispanic students may be underrepresented in this population as well.

NHIS-D also included information on family structure. Students with two or three or more co-occurring disabilities were more likely to live with a single parent (36 percent) or no parent (50 percent) than students with a single disability (32 percent) (see table II-6).

The relationship between co-occurring disabilities and poverty level was not significant. This may be because of the poverty measure used; it distinguished only among those above and below the poverty line. A poverty measure with more income categories might have shown a stronger relationship with the prevalence of co-occurring disabilities. Point estimates suggested that students with two or more co-occurring disabilities were more likely than students with one disability to live below the poverty level (see table II-7). It seems logical to associate poverty with co-occurring disabilities because of the economic costs of caring for children with co-occurring disabilities or because co-occurring disabilities may be more common among individuals living in poverty. The more complex needs of students with co-occurring disabilities may impede parents' ability to work full-time outside the home or may be associated with higher medical expenses. Families living in poverty may have limited access to high-quality preschool experiences or medical care, which may

⁵ Sample sizes were inadequate to conduct a multivariate analysis predicting the prevalence of co-occurring disabilities based on demographic characteristics.

Table II-6
Number and Percentage of Students Receiving Special Education and Related Services, by Family Structure and Number of Disabilities

Number of Disabilities	Both Parents ^{a/}	Single Parent ^{a/} or No Parent ^{b/}	Total
One	1,057,435	491,025	1,548,460
Percent	68.3	31.7	100.0
Two	319,492	180,149	499,641
Percent	63.9	36.1	100.0
Three or more	107,429	106,680	214,109
Percent	50.2	49.8	100.0
Total	1,484,356	777,854	2,262,210
Percent	65.6	34.4	100.0

a/ With or without another adult relative.

b/ One adult relative.

Notes: The following responses were set to missing: *other* and *no parent, but two or more adult relatives*.

Source: 1995 National Health Interview Survey.

Table II-7
Number and Percentage of Students Receiving Special Education and Related Services, by Poverty Threshold^{a/} and Number of Disabilities

Number of Disabilities	At or Above the Poverty Threshold	Below the Poverty Threshold	Total
One	1,067,390	411,208	1,478,598
Percent	72.2	27.8	100.0
Two	341,825	155,760	497,585
Percent	68.7	31.3	100.0
Three or more	119,246	71,448	190,694
Percent	62.5	37.5	100.0
Total	1,528,461	638,416	2,166,877
Percent	70.5	29.5	100.0

a/ Poverty threshold is based on family size, number of children under 18 years of age, and family income using the 1994 poverty levels derived from the August 1995 Current Population Survey.

Source: 1995 National Health Interview Survey.

Table II-8
Number and Percentage of Students Receiving Special Education and Related Services, by Highest Educational Level of Responsible Adult Family Member and Number of Disabilities

Number of Disabilities	Less Than High School Diploma	High School Diploma or More	Total
One	270,045	1,308,912	1,578,957
Percent	17.1	82.9	100.0
Two or more	141,947	596,115	738,062
Percent	19.2	80.8	100.0
Total	411,992	1,905,027	2,317,019
Percent	17.8	82.2	100.0

Notes: $p < .05$.

Source: 1995 National Health Interview Survey.

lead to secondary disabilities that are prevented in higher income households. In addition, students with co-occurring disabilities were less likely to live in two-parent households, affecting household income.

The findings regarding poverty and family structure are interesting in light of a recent article by Fujiura and Yamaki (2000). These authors used NHIS data from 1983 through 1996 to examine trends in childhood disability prevalence and their interaction with socioeconomic status. Disability risk was higher among children living in poverty and in single-parent households, although the direction of these relationships was unclear. For example, the authors noted that they could not determine “the extent to which single parenthood is a cause or consequence of poverty, or what underlying dynamics attenuate or exaggerate risk” (Fujiura & Yamaki, 2000, p. 196). Although these findings could not be considered conclusive, the authors concluded that they were “highly suggestive and should be a source of concern” (Fujiura & Yamaki, 2000, p. 194).

The relationship between the highest education level of responsible adults and the prevalence of co-occurring disabilities completes the demographic profile of students with co-occurring disabilities. Parents or guardians of children with co-occurring disabilities were less likely than those of children with only one disability to have a high school diploma although these differences were not significant (see table II-8). Having a parent with a high school diploma is associated with a range of positive outcomes for children. Education level is also highly correlated with poverty status (Wagner et al., 1991; Westat, 1997).

Table II-9
Number and Percentage of Students Receiving Selected Special Education and Related Services, by Type of Services Received^{a/} and Number of Disabilities

Number of Disabilities	Transportation	Speech/ Language Therapy	Audiology	Mental Health or Counseling	Developmental Testing
One	81,215	496,301	79,145	175,083	292,607
Percent	5.3	32.6	5.2	11.5	19.2
Two or more	138,437	414,615	99,482	171,336	245,243
Percent	19.3	57.8	13.9	23.9	34.2
Total	219,652	910,916	178,627	346,419	537,850

^{a/} Respondents could indicate more than one type of service received. Percentages are based on total number of respondents by type of service received and number of disabilities.

Source: 1995 National Health Interview Survey.

Special Education and Related Services

Data from the NHIS-D suggest that students with co-occurring disabilities received a greater variety of special education and related services than students with one disability. On average, children with one disability received only one type of service (an average of 1.4 services per child); those with two disabilities received two types of services (1.9 services per child); and children with three or more disabilities received three types of services (3.1 services per child).

A larger percentage of children with co-occurring disabilities than of children with only one disability received each selected special education and related service, such as transportation, speech/language therapy, audiology, counseling, and developmental testing (see table II-9). The most common service for children with one disability and two or more co-occurring disabilities was speech/language therapy, which was received by 32.6 percent and 57.8 percent of students, respectively (see table II-9).⁶ The differences in the percentage of students receiving specific services may reflect the complex needs of students with co-occurring disabilities, although these differences were not statistically significant.

⁶ Physical therapy and occupational therapy were not included in the analysis because of the small numbers of students in the sample who received those services.

Table II-10
Number and Percentage of Students Receiving Special Education and Related Services in Various Educational Environments, by Number of Disabilities

Number of Disabilities	Regular Classroom Setting	Resource Room	Separate Class	More Than One of These Locations	Total
One	393,705	510,734	289,744	212,235	1,406,418
Percent	28.0	36.3	20.6	15.1	100.0
Two or more	147,774	118,030	188,118	207,602	661,524
Percent	22.3	17.8	28.4	31.4	99.9
Total	541,479	628,764	477,862	419,837	2,067,942
Percent	26.2	30.4	23.1	20.3	100.0

Notes: Special day schools, special residential schools, homes, hospitals or institutions, provider's offices, and other environments were excluded due to small sample sizes.

Source: 1995 National Health Interview Survey.

Educational Environments

The majority of children with disabilities received educational services in regular classes, resource rooms, or separate classes in regular schools for either all or part of the day. A greater percentage of children with two or more co-occurring disabilities than of children with one disability received special education and related services in separate classes (28 percent vs. 21 percent), although this was not statistically significant. Overall, the percentage of children receiving services at a special day or residential school, at home, in a hospital or institution, or at a provider's office was small.

A larger percentage of children with co-occurring disabilities than of children with one disability received their educational services in a separate classroom located in a regular school (for either all or part of the day). Students with only one disability received their educational services primarily in a resource room located in a regular school (see table II-10). Furthermore, compared to children with only one disability, a greater proportion of children with two or more co-occurring disabilities received services in more than one of the specified locations (31 percent compared to 15 percent).

Table II-11

Number and Percentage of Students Whose Parents Expressed Overall Satisfaction with Educational Services, by Number of Disabilities

Number of Disabilities	Satisfied	Dissatisfied	Total
One	1,322,062	207,296	1,529,358
Percent	86.5	13.6	100.1
Two or more	579,935	140,886	720,821
Percent	80.5	19.6	100.1
Total	1,901,997	348,182	2,250,179
Percent	84.5	15.5	100.0

Notes: Percentages may not sum to 100 due to rounding.
 Parents who were *very satisfied* or *somewhat satisfied* were coded as *satisfied*, and parents who were *very dissatisfied* or *somewhat dissatisfied* were coded as *dissatisfied*.

Source: 1995 National Health Interview Survey.

Parental Satisfaction with Services

Parents of students with co-occurring disabilities (81 percent) were slightly less likely than parents of students with one disability (87 percent) to report that they were satisfied with the educational services provided to their children (see table II-11). In addition, 19 percent of parents whose children had co-occurring disabilities reported that they tried to get additional special education and related services for their child. This compared with 10 percent of parents whose children had one disability.

Summary and Implications Drawn From the Literature

In comparing the demographic characteristics of students with a single disability to students with two or more co-occurring disabilities, data from the NHIS-D suggested that racial minorities were more likely to have co-occurring disabilities. Hispanic students were slightly less likely to have co-occurring disabilities. The gender distributions of children with one disability and children with co-occurring disabilities were compatible with previous research that suggests that males comprise slightly over two-thirds of special education students. In addition, the NHIS-D revealed that students with co-occurring disabilities were more likely to live with a single parent or no parent and to have parents who did not have high school diplomas.

One-third of students who received special education and related services had co-occurring disabilities. The most common combinations of disabilities were learning disabilities with speech/language impairments and learning disabilities with emotional disturbance. Overall, children with co-occurring disabilities received a greater number of special education and related services than children with only one disability. A greater percentage of children with co-occurring disabilities received special education and related services in separate classes than children with one disability. Also, a greater percentage of them received a broader scope of services in more varied educational settings than children with one disability. Caregivers of children with co-occurring disabilities requested additional services more often than caregivers whose children had only one disability and were less likely to report that they were satisfied with the services provided to their children.

Co-occurring disabilities may be difficult to identify and may make the provision of appropriate services particularly challenging. For example, behavioral disorders may overshadow learning disabilities, leading educators to ignore important disability-related needs. In addition, service providers must recognize that language-based services may be less effective for children with co-occurring speech/language impairments. For example, individual and family counseling may be less effective with children who have both psychiatric and language disorders (Forness & Kavale, 1991; Forness et al., 1993; Light & Defries, 1995). Poor communication skills may inhibit children's ability to describe themselves and their feelings or recall or interpret what was said by others. Direct instruction in language and social skills may be needed (Javorsky, 1993).

Awareness of co-occurring disabilities may improve the identification and assessment process by encouraging teachers, administrators, school psychologists, and other service providers to look beyond students' primary disabilities to identify and address all of their disabilities. This may lead to improved educational services for students with co-occurring disabilities and a more complete view of students' characteristics and needs. Researchers must also be aware of co-occurring disabilities in evaluating special education services and programs. Failure to consider co-occurring disabilities may confound studies. For example, a study of students with one disability (e.g., learning disabilities) may produce findings that are largely a consequence of a second, ignored disability (e.g., ADD) (Light & DeFries, 1995).

The prevalence of co-occurring disabilities and research on teacher preparedness suggest a need for changes in preservice and inservice training. Most individuals in training to serve students with learning disabilities will face students with co-occurring learning disabilities and speech and language impairments, emotional disturbances, and attention deficits. Teachers of students with visual impairments are likely to serve students with severe multiple disabilities. Many teachers reported feeling inadequately prepared to address co-occurring disabilities. To address these

concerns, administrators of preservice and inservice programs might consider ways to enhance their focus on the characteristics and needs of students with common co-occurring disabilities and on appropriate interventions to address those needs.

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Students with Orthopedic Impairments

The educational abilities and disabilities of students with orthopedic impairments vary widely. Caldwell and her colleagues (1997) list the following factors that may interfere with the learning process for students with orthopedic impairments or other physical disabilities: lack of experience; frequent school absences; poor concentration, anxiety, pain, and fatigue due to illness, medical treatment or medication; interference with classes and studying due to time allocated for health care or therapies; limited acceptance and understanding by peers; poor self-image; unrealistic expectations by service providers; and co-occurring disabilities such as learning disabilities.

This module summarizes recent research on students with orthopedic impairments. It describes their characteristics and prevalence, the special education and related services they receive, their educational results, personnel issues in meeting students' needs, and Office of Special Education Programs (OSEP) efforts to enhance services for these students.

Characteristics and Prevalence

In 1998-99, the States reported that 69,492¹ students ages 6 through 21 with orthopedic impairments received special education and related services (see table AA2). Students with orthopedic impairments represent a small but growing population. The number of students served increased by 3 percent from 1997-98 to 1998-99, and by 48 percent from 1987-88 to 1998-99. The regulations implementing IDEA define an orthopedic impairment as:

a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., club-foot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures) (34 CFR §300.7(c)(8)).

¹ Colorado, Delaware, Michigan, and Mississippi include students with other health impairments in their count of students with orthopedic impairments.

As this definition suggests, students with orthopedic impairments may vary considerably in the nature and severity of their disabilities. Many orthopedic impairments do not limit students' academic performance (Sherrill, 1993). However, the age at which the disabilities occurred, the underlying cause of the disability, and the presence of secondary disabilities may affect the students' need for special education and related services. For example, the age at onset of the disability and the suddenness with which it occurred may affect the student's adjustment. Students whose disabilities occur when they are young children may miss valuable opportunities for social development through play with same-age peers. Students with orthopedic impairments resulting from disease may have ongoing health concerns that affect their educational performance (Dunn, 1997). Table II-12 describes a number of conditions that may lead to orthopedic impairments.

In general, disabilities are more common among students who are black, male, and living in low-income households. This is less true for secondary-aged students with orthopedic impairments than it is for secondary-aged students with other disabilities. Table II-13 allows a comparison of the demographic characteristics of secondary-aged students with all disabilities and with orthopedic impairments. The percentage of black students with orthopedic impairments is slightly smaller than the percentage of black students with all disabilities, while the percentage of Hispanic students with orthopedic impairments is slightly larger than the percentage of Hispanic students with all disabilities. Students with orthopedic impairments are almost evenly divided between males and females, unlike secondary-aged students with disabilities overall, who are 68 percent male. Household incomes for secondary-aged students with orthopedic impairments are similar to those of all students with disabilities, with slightly more families at the extremes, that is, earning less than \$12,000 or more than \$50,000 per year (Valdes, Williamson, & Wagner, 1990).²

Special Education and Related Services for Students with Orthopedic Impairments

An individualized education program (IEP) describes the special education and related services to which students are entitled. Anderson (as cited in Porter, Haynie, Bierle, Caldwell, & Palfrey, 1997) developed a checklist of items to consider in developing an IEP for students with physical disabilities, including students with orthopedic impairments. They include transportation; building accessibility; physical, occupational, and speech therapy; self-help skills; curricular modifications; classroom

² Although it is now a decade old, the National Longitudinal Transition Study (NLTS) remains the best source of information on students with orthopedic impairments. An update of the study, the NLTS-2, is scheduled to be completed in the next few years. The Special Education Elementary Longitudinal Study (SEELS), which begins data collection in 2000, will provide comparable data on elementary-aged students with orthopedic impairments, which have been unavailable to this point.

Table II-12

Selected Conditions Causing Orthopedic Impairments in Children

Condition	Description
Cerebral Palsy	Condition that results in brain lesions and different types of neuromuscular disabilities that limit voluntary muscle control.
Traumatic Spinal Cord Injury	Injury to the spinal cord affects innervation of muscles, causing weakness or paralysis. The higher up the spinal cord the injury occurs, the greater the limitations in movement.
Spina Bifida Manifesta or Neural Tube Defect	A congenital anomaly that results when the dorsal arch in one or more vertebrae does not fuse.
Congenital Hip Dislocation	Partially or completely displaced femoral head that is present from birth.
Talipes or Clubfoot	Usually a congenital condition in which the foot is twisted out of shape or position.
Osteochondrosis (growth plate disorder)	A disorder in the growth center of the bone.
Epiphysiolysis	Condition in which the growth center of the bone separates from the bone itself.
Amputation	Extremities may be removed due to congenital conditions, tumor, trauma, or disease.
Burns	May cause loss of extremity and severe contractures.
Juvenile Rheumatoid Arthritis	Condition causing inflammation of the joints.
Muscular Dystrophy	Group of muscle diseases that progressively weaken muscles.

Note: Table compiled by Westat (2000) based on various data sources.

assistance; physical education; enrichment; equipment needs; medication; mobility assistance; positioning assistance; stamina issues; fire safety; and home/hospital services. Accommodations and services such as rest periods, extra sets of books at home, and extended school year or extended school-day services may help students with orthopedic impairments overcome their educational difficulties (Caldwell et al., 1997). Environmental accommodations for students with orthopedic impairments might include extended time, a writer for class assignments, adequate space in the classroom for equipment, or preferential seating. Adaptive equipment, such as adapted keyboards, track balls, keyguards, or speech recognition systems, may also be required (St. Louis Community College Access Office, 2000). In addition, students with orthopedic impairments may require test accommodations, such as extended time, a writer, oral tests, a tape recorder for recording responses, a word processor, or adaptive equipment.

Table II-13

Demographic Characteristics of Secondary-aged Students with All Disabilities and Students with Orthopedic Impairments

Characteristic	Students with All Disabilities % (S.E.)	Students with Orthopedic Impairments % (S.E.)
Race		
American Indian/Alaska Native	1.2 (0.3)	0.5 (0.5)
Asian/Pacific Islander	0.7 (0.2)	1.8 (0.9)
Black, non-Hispanic	24.2 (1.2)	19.0 (2.6)
Hispanic	8.1 (0.8)	15.1 (2.4)
White, non-Hispanic	65.0 (1.4)	63.1 (3.2)
Gender		
Male	68.5 (1.2)	54.2 (3.1)
Household Income (in 1986 dollars)		
<\$12,000	34.8 (1.5)	36.7 (3.5)
\$12,000 to \$24,900	33.5 (1.5)	30.5 (3.4)
\$25,000 to \$37,999	16.2 (1.2)	12.8 (2.5)
\$38,000 to \$50,000	9.3 (0.9)	8.9 (2.1)
>\$50,000	6.1 (0.7)	11.0 (2.3)

Note: The standard error of the mean (S.E.) shows the amount of sampling error in the estimate.

Source: Valdes, K.A., et al., 1990.

Students with orthopedic impairments may need instructional accommodations as well. Examples include the use of multimodal teaching materials; mental rehearsal strategies for students with limited expressive language; use of teacher wait time to accommodate slow student verbal response; and use of adapted curricula, such as self-care, self-determination, and life management skills (Sherwood Best, personal communication, March 16, 2000).

In 1997-98, the vast majority of students with orthopedic impairments--94 percent--attended schools with their nondisabled peers. This 94 percent breaks down as follows: 47 percent received special education and related services outside the regular classroom for less than 21 percent of the school day; 21 percent received services outside the regular classroom 21 to 60 percent of the school day; and 26 percent received services outside the regular classroom for more than 60 percent of the day (see table AB2). The percentage of students with orthopedic impairments receiving services in regular schools and classrooms has grown over the past 5 years: in 1992-93, 89 percent of students attended schools with their nondisabled peers. Comprising this 89 percent were 35 percent who received services outside the regular classroom for less than 21 percent of the school day; 20 percent who received services outside the regular classroom 21 to 60 percent of the day; and 34 percent who received services outside the regular classroom more than 60 percent of the school day (U.S. Department of Education, 1995).

Students with orthopedic impairments may be more likely to be hospitalized than students with other disabilities. In 1997-98, 2.01 percent of students with orthopedic impairments were served in the home/hospital category, compared with .55 percent of all students with disabilities (see table AB2). The psychosocial needs of hospitalized students are particularly acute. Curricular, instructional, and equipment adaptations may be required to meet the needs of hospitalized students.

Special Education Services

Much of the research specific to students with orthopedic impairments focuses on issues such as social adjustment, and the resources targeted toward educators appear to deal with services such as transportation, physical therapy, and occupational therapy. In general, the literature contains little information on special education services for students with orthopedic impairments; the exception to this generality is physical education. This section of the module will therefore emphasize physical education for students with orthopedic impairments.

Physical Education

Many students with orthopedic impairments may require accommodations to participate in physical education classes or may require specialized physical education services. Physical education may be particularly important for students with orthopedic impairments, as it facilitates the development of motor skills, physical health, and self-worth that are important for broader achievement (Kasser, Collier, & Solava, 1997). Stein (1998) describes the goals of physical education as the "development of physical and motor fitness, development of fundamental motor skills and patterns, and development of skills in aquatics, dance, individual and group

games and sports” (p. 80). The regulations implementing IDEA specifically include “instruction in physical education” as part of special education (34 CFR §300.26(a)(ii)). Stein (1998) reports that some students with disabilities do not receive physical education because districts replace it with physical therapy or occupational therapy, which generally are related services, not special education services. Stein (1998) notes that since physical education is a primary service, physical and occupational therapy should be secondary to it, not substitutes for it. IDEA’s implementing regulations also require the provision of special physical education if prescribed in a child’s IEP (34 §300.307(c))

One of the reasons students with orthopedic impairments may not receive adequate special physical education is a shortage of adequately prepared personnel. While IDEA leaves to States’ discretion the qualifications for teaching physical education, in 1998, only 15 States offered certification or endorsements in adapted physical education. Other States offered undergraduate courses in adapted physical education for individuals seeking certification in physical education. Currently, most individuals with a master’s degree in adapted physical education work as district consultants. These personnel work with school-based physical education teachers to develop programs for students with disabilities, and school-based personnel carry out the program in the consultant’s absence (Nolan, Ellery, & Maguire, 1998).

Related Services

Many students with orthopedic impairments require related services in order to benefit from their special education programs. Related services may include transportation, speech pathology and audiology, psychological services and counseling, medical services (for evaluation purposes), physical therapy, occupational therapy, recreation, school health services, social work services, and early identification and assessment of disabilities. Valdes, Williamson, and Wagner (1990) found that a large percentage of secondary-school students with orthopedic impairments received related services, including help with transportation (53 percent), physical therapy/mobility training (42 percent), occupational therapy (40 percent), speech-language services (23 percent), and personal counseling (16 percent). This section of the module summarizes recent research related to the provision of related services to students with orthopedic impairments, with a specific focus on physical therapy, occupational therapy, transportation, and counseling.

Physical Therapy

Physical therapy is designed to improve students’ posture and balance, prevent physical complications stemming from orthopedic impairments, and enhance gross motor function (Cusick, 1991). Such therapy may include “alignment of spine, legs,

and feet, fitting and monitoring positioning equipment, braces, prostheses, or casts, post-operative rehabilitation” (Cusick, 1991, p. 16). Many students with orthopedic impairments need physical therapy services.

Throughout the 1980s and early 1990s, the nation experienced a shortage of physical therapists, which made it difficult for local education agencies (LEAs) to secure adequate numbers of therapists. A study conducted for the American Physical Therapy Association (APTA) concluded that, by 1998, the United States would reach a balance between the supply of and demand for physical therapists and that a sizable surplus of 20 to 30 percent would exist by 2005-2007 (Vector Research, 1997) and, in fact, this has proven true (APTA, 1999). A number of factors were cited to account for this shift. The first factor cited is the growth of managed care, which has limited the number of reimbursable visits to physical therapists, thus reducing the demand for services. In addition, physical therapy assistants, chiropractors, athletic trainers, and occupational therapists absorb a portion of the market for physical therapy services. The third factor is that the number of newly trained physical therapists will continue to outpace changes in demand brought about by population growth and increases in per capita income. The results of the APTA study bode well for students with orthopedic impairments and for the LEAs trying to meet those students’ needs. After years of difficulty in securing adequate physical therapy services, districts may find it easier to recruit and retain qualified physical therapists.

Occupational Therapy

Many students with orthopedic impairments may also require occupational therapy. Occupational therapy includes services provided by a qualified occupational therapist in order to improve, develop, or restore functions; improve students’ ability to perform tasks for independent functioning; and prevent initial or further impairment (34 CFR §300.24(b)(5)). It may foster coordination of eye-hand skill; optimize the use of the arms and hands for self-feeding, writing, typing, and self-care; prevent deformity in the arms and hands; assess and remediate perceptual skills; evaluate sensory integration; and promote independence in activities of daily living (e.g., toileting, dressing, and food preparation) (Cusick, 1991, p. 17).

The NLTS indicated that almost half of secondary-aged students with orthopedic impairments received occupational therapy or life skills training at some point. The 22 percent of students who had received such services in the past year averaged 34.7 hours of occupational therapy during the year. Students from higher income households were more likely than peers from lower income households to receive occupational therapy (Valdes et al., 1990).

Transportation

Under the regulations implementing the IDEA Amendments of 1997, transportation services are defined as including “. . . travel to and from school, and between schools; travel in and around school buildings, and specialized equipment (such as special or adapted buses, lifts, and ramps). . . .” (34 CFR §300.24(b)(15)). Some students with orthopedic impairments require specialized transportation services in order to benefit from special education. Transportation options vary according to or depending on the student’s height and weight, the extent of needed support and/or positioning, and the need for personal assistance. Options include conventional car seats, specialized car seats, regular bus seats, or wheelchair transportation. Specialized training may be needed for drivers or other adults accompanying students with orthopedic impairments in transit (Daley & Larson, 1997). Valdes et al. (1990) reported that, of the various types of transportation assistance that youths with orthopedic impairments received, rides on a special vehicle were most common. Less common were rides to go places they could not otherwise go, an aide to push their wheelchair, and help in getting into vehicles. Many students with orthopedic impairments benefit from assistive technology to facilitate mobility. Additional NLTTS data indicate that 45 percent of secondary-aged students with disabilities use a wheelchair; 25 percent use crutches, a cane, or a walker; 20 percent use prosthetics or orthotics; and 14 percent use computers to aid in their mobility (Valdes et al., 1990).

Counseling

Some students with orthopedic impairments may also require counseling to benefit from special education. The visibility of many orthopedic impairments requires that they be acknowledged in social situations; such disabilities may alter social relations between students with orthopedic impairments and their peers or between students and their service providers (Best, 1999). A study of high school students with physical disabilities found that the students were rated highly by their nondisabled peers on measures of independence and assertion but lower on measures of social acceptance. The author speculated that nondisabled students may be comfortable expressing positive attitudes toward their peers with orthopedic impairments but are reluctant to include them in group activities (Isaacson-Kailes, as cited in Best, 1999). Findings such as these suggest a possible need for further training to help students with orthopedic impairments better manage social situations (Sherwood Best, personal communication, March 16, 2000). Field and Hoffman (as cited in Best, 1999) emphasized that students with orthopedic impairments may be at risk for setting inappropriate goals because service providers, family members, and peers may be overprotective or may reinforce passivity. An emphasis on self-determination, which includes recognition of individual strengths and weaknesses, is likely to be important for many students with disabilities, including those with orthopedic impairments.

Counseling services are rarely provided to secondary-aged students with orthopedic impairments. The NLTS found that 86 percent of these students did not receive counseling services from their school in the past year, and, of those who did receive counseling, the average number of hours provided was just 8 per year. These figures were fairly consistent across rural, suburban, and urban schools and between males and females. Students with orthopedic impairments from higher income households were slightly more likely to receive counseling services than were their peers from lower income households (Valdes et al., 1990).

Personnel Serving Students with Orthopedic Impairments

In 1996, few States offered teacher certification in physical and health disabilities, and several of those that did offer such certification were considering eliminating it as they moved toward more generic special education certification and licensure. States with certification in physical and health impairments were more likely to employ State agency personnel or consultants with expertise in that area, and universities in those States were more likely to employ faculty with such expertise (Heller, Fredrick, Dykes, Best, & Cohen, 1999).

As for all students with disabilities, the availability of a qualified workforce is critical in meeting the needs of students with orthopedic impairments. A survey of teachers serving students with physical and health impairments, including orthopedic impairments, found that over 40 percent of respondents felt they were not well-trained on 11 of 23 competencies selected from the Council for Exceptional Children's list of essential knowledge and skills for special education teachers serving students with physical and health impairments. Large percentages of teachers responding to the survey did not feel well trained in teaching students to use assistive technology (50.8 percent); using adaptive equipment, such as wedges and prone standers to facilitate positioning, mobility, communication, and learning (42.4 percent); and strategies to work with chronically or terminally ill students and their families (72.4 percent). Smaller percentages of teachers reported feeling inadequately trained in physical and health characteristics (17.2 percent), collaboration skills (20.4 percent), and modifying assessments (23.7 percent). Teachers who held degrees in special education with an emphasis in physical or health impairments, a subset of respondents, reported higher levels of preparedness; however, only 14 percent of responding teachers held such degrees. This research suggests that many teachers serving students with orthopedic impairments do not feel adequately prepared for their teaching assignments (Heller et al., 1999). Table II-14 at the end of this module lists recommended knowledge and skills necessary for beginning special education teachers serving students with physical and health impairments, including orthopedic impairments (see pages II-66 through II-69).

Educational Results for Students with Orthopedic Impairments

Data on educational results for students with orthopedic impairments can help gauge the extent to which these students receive appropriate services. This section explores several measures of educational results: functional and self-care skills, high school performance and completion, self-determination, and postsecondary enrollment.

Valdes and colleagues (1990) reported on the self-care and functional skills of secondary-aged students with orthopedic impairments. The measure of self-care combined the ability to dress oneself completely, feed oneself, and get to places outside the home. Based on these measures, 42 percent of secondary-aged students with orthopedic impairments had high self-care skills, 31 percent had medium skills, and 27 percent had low self-care skills. The functional skill rating combined data on youths' abilities to count change, tell time on an analog clock, read and understand common signs, and look up telephone numbers and use a phone. As with the self-care skills, youths with orthopedic impairments were diverse in their level of functional skills. On a 16-point scale, 40 percent of respondents with orthopedic impairments scored 16, meaning they could complete all the aforementioned tasks very well. However, 30 percent scored 13 to 15; 22 percent scored 9 to 12; and 8 percent of respondents with orthopedic impairments scored 4 to 8 on the 16-point scale (Valdes et al., 1990).

Valdes and colleagues (1990) also reported on the high school performance of students with orthopedic impairments. Many of these students receive good grades in secondary school. Fifteen percent of youths with orthopedic impairments had a grade point average (GPA) of 3.25 or higher. Twenty-four percent had GPAs from 2.75 to 2.74, 28 percent from 2.25 to 2.74, 19 percent from 1.75 to 2.24, and 15 percent had GPAs below 1.74. Of those students with orthopedic impairments required to take a minimum competency test in high school, 60 percent passed the test in full, and 31 percent passed portions of the test (Valdes et al., 1990).

High school completion is an important educational milestone, in part because it is strongly associated with earning power and other adult outcomes. In 1997-98, 72.4 percent of students with orthopedic impairments ages 17 and older who left the educational system graduated with a diploma, 12.8 percent received a certificate of completion, 4.4 percent reached the maximum age for services, and 10.3 percent dropped out of school³. The percentage of students with orthopedic impairments

³ Because students may drop out prior to age 17 but rarely graduate before age 17, OSEP recommends calculating graduation percentages based on school leavers ages 17-21+ and dropout percentages based on school leavers 14-21+. In 1997-98, 14.0 percent of students with orthopedic impairments ages 14-21+ who left the educational system dropped out of school.

graduating with a diploma was higher than that for students with disabilities overall, 72.4 percent compared to 61.6 percent.

Despite their relatively strong academic performance, Hostler (as cited in Johnson & Dorval, 1999) found that 57 percent of adolescents with physical disabilities ages 11 to 14 were unable to explain their disability, 50 percent could not name medications they take or the reasons they take them, and 90 percent could not describe their long-term therapeutic goals. Capelli, MacDonald, & McGrath (as cited in Johnson & Dorval, 1999) found that self-care skills, such as managing catheters, bowel care, taking medication, making doctor's appointments, and performing daily health care procedures, were better predictors than "book knowledge" of successful transitions from secondary school to adult life.

Postsecondary education and training are also important educational achievements supported by IDEA, through its transition requirements. Fowler, Brewer, and Abresch (1997) conducted a survey of college students with neuromuscular diseases and disorders, which are considered orthopedic impairments. They found that the students with neuromuscular disabilities were similar to nondisabled students in terms of gender, marital status, degrees expected, living arrangements, and grade point averages. Students with neuromuscular disabilities were older than their nondisabled peers, were more likely to be enrolled part-time, and, generally, took longer to complete school. About half of the respondents with neuromuscular conditions received financial support from Social Security Insurance or vocational rehabilitation programs. More than 60 percent reported that their disability had a negative effect on their career goals. Respondents with neuromuscular impairments cited a supportive family, personal attitude, and influence of faculty as factors in their academic success. Eighty-nine percent of these students indicated that special education programs in high school were beneficial for them.

The Postsecondary Education Descriptive Analysis Reports (PEDAR) published by the National Center for Education Statistics (NCES) provides a more detailed picture of high school graduation rates and the postsecondary results experienced by students with orthopedic impairments (Horn & Berktold, 1999). The National Education Longitudinal Study of 1988, Third Follow-up (NELS:88/94) examined the high school completion status of students who were in the eighth grade in 1988. By 1994, 75 percent of students with an orthopedic impairment had received a high school diploma, compared with 72 percent of all students with disabilities and 84 percent of students without disabilities. However, 17 percent of the students with orthopedic impairments had dropped out of school, compared with 10.3 percent of

Table II-15
Percentage of Students Exiting High School, by Disability Status

	High School Diploma	GED or Equivalent	Enrolled in High School/ Working Toward GED	Dropped Out
Students with an orthopedic impairment	75.0	1.7	5.9	17.4
All students with disabilities	72.4	6.7	10.6	10.3
Students with no disability	83.8	5.9	4.3	6.0

Source: National Education Longitudinal Study of 1988, Third Follow-up (NELS:88/94).

all students with disabilities and 6.0 percent of students without disabilities (Horn & Berkold, 1999; see table II-15)⁴.

The NELS:88/94 data also suggest that students with orthopedic impairments have high rates of postsecondary enrollment. Seventy-four percent of the students with orthopedic impairments were reported enrolled in postsecondary education in 1994, compared with 63 percent of all students with disabilities and 72 percent of students without disabilities (see table II-16). The samples for some of the individual disability types were small, but when students with specific disabilities were compared to all students with disabilities, those with orthopedic impairments were much more likely to be enrolled in a 4-year institution (71 percent vs. 42 percent of all students with disabilities). These data differ somewhat from those of the 1995-96 National Postsecondary Student Aid Study (NPSAS:96), which were also reported in PEDAR. In that study, 34 percent of students with orthopedic impairments were enrolled in a 4-year institution, compared with 40 percent of all students with disabilities and 47 percent of students with no disability. Enrollment rates for other institutions⁵ were 66 percent for students with orthopedic impairments, 60 percent for all students with disabilities, and 53 percent for students without disabilities (Horn & Berkold, 1999).

⁴ The sample of eighth graders in NELS:88/94 excluded about 5 percent of the potential sample. The sample excluded "1) students with severe mental disabilities; 2) those whose knowledge of English was not sufficient to complete the tests; and 3) students with severe physical or emotional problems that would have made it difficult for them to participate in the survey" (Horn & Berkold, 1999, p. 4). The NELS sample was therefore more representative of students with less severe disabilities than of all students served under IDEA.

⁵ This category included private for-profit institutions; public less-than-2-year institutions; and private, non-profit, less-than-4 year institutions.

Table II-16
Percentage of Students Enrolled in Postsecondary Education,
by Disability Status

	Total Enrolled	Four-Year Institutions	Other Institutions ^{a/}
Students with an orthopedic impairment	74	71	29
All students with disabilities	63	42	58
Students with no disability	72	62	39

a/ Includes private for-profit institutions; public less-than-2-year institutions; and private, non-profit less-than-4-year institutions.

Source: National Education Longitudinal Study of 1988, Third Follow-up (NELS:88/94).

In addition, PEDAR provides information about the extent to which students with orthopedic impairments persist in postsecondary education. The Beginning Postsecondary Students Longitudinal Study (BPS:90/94) looked at students with and without disabilities who began postsecondary training during the 1989-90 school year. In 1994, 45 percent of the students with orthopedic impairments had attained a degree or certificate, and 10 percent were still enrolled in postsecondary education; 45 percent had dropped out. Among all students with disabilities, 41 percent had earned a degree or certificate and 12 percent were still enrolled. Just over half of the students with no disability had completed a degree or certificate, and 13 percent were still enrolled (Horn & Berktold, 1999; see table II-17).

Finally, PEDAR includes data from the 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94), which provide information about how students with orthopedic impairments fare after completing a bachelor's degree. Of students with an orthopedic impairment who earned a bachelor's degree in 1992-93, 64 percent were employed full-time, compared with 67 percent of all students with disabilities and 73 percent of those without disabilities. Unemployment rates were 10 percent for the students with orthopedic impairments, 11 percent for all students with disabilities, and 4 percent for students with no disability. There were small differences in the percentages of students in each group who were out of the labor force altogether (see table II-18). The students with orthopedic impairments had an average starting salary of \$23,345 in 1994, compared with \$26,988 for students with all disabilities and \$25,219 for students without disabilities (Horn & Berktold, 1999).

Table II-17
Percentage of Students Persisting in Postsecondary Education,
by Disability Status

	Persisted			Not Enrolled/No Degree or Certificate
	Attained Degree or Certificate	Enrolled in 1994	Total	
Students with an orthopedic impairment	45	10	55	45
All students with disabilities	41	12	53	47
Students with no disability	51	13	64	36

Source: Beginning Postsecondary Students Longitudinal Study (BPS:90/94).

Table II-18
1994 Employment Status of 1992-93 Bachelor's Degree Recipients,
by Disability

	Employed Full-Time	Employed Part-Time	Unemployed	Out of Labor Force
Students with an orthopedic impairment	64	16	10	10
All students with disabilities	67	13	11	10
Students with no disability	73	14	4	8

Source: 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

OSEP Efforts To Improve Results for Students with Orthopedic Impairments

Under its discretionary grant program, OSEP funds a number of projects to improve results for students with orthopedic impairments. For example, the Oregon Research Institute (ORI) is investigating the efficacy of realistic, three-dimensional computer-generated representations of real-world settings for conducting science experiments that students with orthopedic impairments could not otherwise complete. Staff at the ORI Virtual Reality Lab are working with secondary science teachers to identify units in the curriculum from which students with orthopedic impairments are excluded. Technical staff will develop the virtual reality experiments, implement them in selected classrooms, evaluate the results, and disseminate findings. At the Education

Development Center, Inc. in Newton, Massachusetts, an OSEP grant is being used to make *Re:Search Organizer* more accessible to middle-school students with orthopedic and other disabilities. *Re:Search Organizer* is a software program that helps students pose research questions, develop research plans, collect and analyze data, and present their findings. The improved software package will be tested in middle schools and disseminated throughout the nation.

OSEP has also contracted for design and completion of two major new studies that will provide detailed information on students with orthopedic impairments as well as other disabilities. The Special Education Elementary Longitudinal Study (SEELS) will describe elementary-aged students with disabilities, including orthopedic impairments; their academic and social skills; and the services they receive. Preliminary SEELS results will be available in 2001. The NLTS-2 will provide similar information on secondary-aged students with orthopedic impairments. Preliminary results from the NLTS-2 will be available in 2002. These OSEP-funded studies will provide valuable information on the experiences of students with orthopedic impairments as they progress through elementary and secondary school and make the transition to adult life.

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**Table II-14
Knowledge and Skills for All Beginning Special Education Teachers of Students with Physical
and Health Disabilities**

<p>Philosophical, Historical, and Legal Foundations of Special Education</p> <p><u>Knowledge</u></p> <p>Current educational definitions of individuals with physical and health disabilities including identification criteria, labeling issues, and current incidence and prevalence figures.</p> <p>Historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of special education and related services for individuals with physical and health disabilities and their families.</p> <p>Contemporary issues in special education and related services for individuals with physical and health disabilities and their families.</p> <p>Laws, regulations, and policies related to the provision of specialized health care in the educational setting.</p> <p><u>Skills</u></p> <p>Articulate the service delivery for individuals with physical and health disabilities and its relation to contemporary educational placement and instructional content.</p>
<p>Characteristics of Learners</p> <p><u>Knowledge</u></p> <p>Implications of physical and health disabilities on psychosocial, educational, vocational, and leisure outcomes for individuals, families, and society.</p> <p>Generic medical terminology used to describe the impact of physical and health disabilities.</p> <p>Etiology and characteristics of physical and health disabilities across the life span.</p> <p>Secondary health care issues that accompany specific physical and health disabilities.</p> <p>Assessment, Diagnosis, and Evaluation</p> <p><u>Knowledge</u></p> <p>Specialized terminology used in the assessment of individuals with physical and health disabilities.</p> <p>Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures of individuals with physical and health disabilities.</p> <p>Specialized policies regarding referral and placement procedures for students with physical and health disabilities.</p>

Table II-14 (cont'd)

<p>Assessment, Diagnosis, and Evaluation (continued)</p> <p><u>Skills</u></p> <p>Modify and adapt assessment procedures for use with individuals with physical and health disabilities.</p> <p>Develop and use a technology plan based on assistive technology assessment.</p> <p>Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.</p> <p>Use results of specialized evaluations, such as oral, motor, reflex, and movement, to make instructional decisions for individuals with physical and health disabilities.</p>
<p>Instructional Content and Practices</p> <p><u>Knowledge</u></p> <p>Research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of students with physical and health disabilities.</p> <p>Sources of specialized materials, equipment, and assistive technology for students with physical and health disabilities.</p> <p><u>Skills</u></p> <p>Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans for individuals with physical and health disabilities.</p> <p>Use appropriate adaptations and assistive technology such as switches, adapted keyboards, and alternative positioning to allow students with physical and health disabilities full participation and access to the core curriculum.</p> <p>Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.</p> <p>Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities, emphasizing positive self-concepts and realistic goals.</p> <p>Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs.</p> <p>Participate in the selection and implementation of augmentative or alternative communication devices and systems, including sign language, electronic devices, picture and symbol systems, and language boards, for use with students with physical and health disabilities.</p>

Table II-14 (cont'd)

Planning and Managing the Teaching and Learning Environment

Knowledge

School setting adaptations necessary to accommodate the needs and abilities of individuals with physical and health disabilities.

Appropriate use of assistive devices to meet the needs of individuals with physical and health disabilities.

Specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings.

Common environmental and personal barriers that hinder accessibility and acceptance of individuals with physical and health disabilities.

Skills

Use local, community, and state resources available to assist in programming for individuals with physical and health disabilities.

Coordinate activities of related services personnel to maximize direct instruction time for individuals with physical and health disabilities.

Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments.

Use local, community, and state resources available to assist in programming for individuals with physical and health disabilities.

Coordinate activities of related services personnel to maximize direct instruction time for individuals with physical and health disabilities.

Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments.

Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.

Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities.

Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.

Practice recommended universal precautions to maintain healthy environments.

Assist individuals to develop a sensitivity toward those who have communicable diseases.

Monitor the effects of medication on individual performance.

Integrate an individual's health care plan into daily programming.

Table II-14 (cont'd)

<p>Managing Student Behavior and Social Interaction Skills</p>
<p><u>Knowledge</u></p>
<p>Communication and social interaction alternatives for individuals who are nonspeaking.</p>
<p>Communication and Collaborative Partnerships</p>
<p><u>Knowledge</u></p>
<p>Sources of unique services, networks, and organizations for individuals with physical and health disabilities.</p>
<p>Roles and responsibilities of school-based medical and related services personnel.</p>
<p>Roles and responsibilities of community-based medical and related services personnel.</p>
<p><u>Skills</u></p>
<p>Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and technological needs of students with physical and health disabilities.</p>
<p>Use strategies to work with chronically ill and terminally ill individuals and their families.</p>
<p>Professionalism and Ethical Practices</p>
<p><u>Knowledge</u></p>
<p>Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with physical and health disabilities.</p>
<p>Consumer and professional organizations, agencies, publications, and journals relevant to the field of physical and health disabilities.</p>
<p>Types and transmission routes of infectious disease.</p>
<p><u>Skills</u></p>
<p>Participate in transdisciplinary team activities in providing integrated care for individuals with physical and health disabilities, particularly when students are transitioning from home, hospital, or rehabilitation facility to school.</p>
<p>Maintain confidentiality of medical records and respect for privacy of individuals with physical and health disabilities.</p>
<p>Practice appropriate universal precautions when interacting with individuals with physical and health disabilities.</p>
<p>Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with physical and health disabilities as they participate in school and community-based activities.</p>
<p>Participate in the activities of professional organizations relevant to the field of physical and health disabilities.</p>

Source: Council for Exceptional Children, 1998.

III. SCHOOL PROGRAMS AND SERVICES

Educational Environments for Students with Disabilities

Applying Positive Behavioral Support in Schools

**Office of Special Education Programs Technology and Media
Services Program: A Focus on Implementation and Utilization**

Educational Environments for Students with Disabilities

“By 2000-01, 50 percent of children with disabilities ages 6 through 21 will be reported by States as being served in the regular education classroom 80 percent of the day or more” (U.S. Department of Education, 1999, p. 82). The U.S. Department of Education, Office of Special Education Programs (OSEP) set this target as one of its Government Performance and Results Act (GPRA) indicators. The U.S. Office of Management and Budget requires that each government agency submit a list of goals and objectives, indicators and targets for reaching those goals/objectives, strategies, and sources to monitor achievement toward meeting the established goals. OSEP’s objective is to increase the percentage of children with disabilities served in settings with their nondisabled peers to the maximum extent appropriate by providing needed supports and accommodations.

This objective parallels the Individuals with Disabilities Education Act (IDEA), which mandates that “to the maximum extent appropriate, children with disabilities. . . are educated with children who are not disabled; and. . . removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily” (§612(a)(5)(A)). In addition, the IDEA regulations require the availability of a continuum of alternative placements to meet the needs of children with disabilities for special education and related services (34 CFR 300.551).

Over the past 10 years, the percentage of students with disabilities served in schools and classes with their nondisabled peers has gradually increased. As the percentage of students served in settings with nondisabled students rises, the number of special education and regular education teachers prepared to provide inclusive services must also increase. OSEP currently funds a significant number of grants targeting placement issues, primarily inclusion. Many of these grants explore methods of training both special and regular education teachers to better serve students with disabilities in the regular classroom. For example, the University of Wisconsin System, Waisman Center on Mental Retardation and Human Development, through its ACTION Project, is developing both preservice and inservice training programs to raise the competence of regular and special education teachers and related services personnel working with students in inclusive settings. Other grants have focused on more systemic changes. The University of Massachusetts recently concluded a 5-year project, the Massachusetts Inclusion Initiative, which suggested several strategies. These strategies included training principals on inclusive values and emphasizing

collaboration among regular education, special education, and related service personnel. OSEP's support for these projects will provide future direction toward meeting the educational needs of students and serving them in inclusive settings (Council for Exceptional Children, 2000).

This module examines the environments in which students with disabilities received services during the 1997-98 school year and explores factors, such as age and type of disability, that may affect the service delivery environment. State-reported data from the past 10 years are presented to describe the extent to which students with disabilities received special education and related services in settings with their nondisabled peers.

Trends in Data on Educational Environments

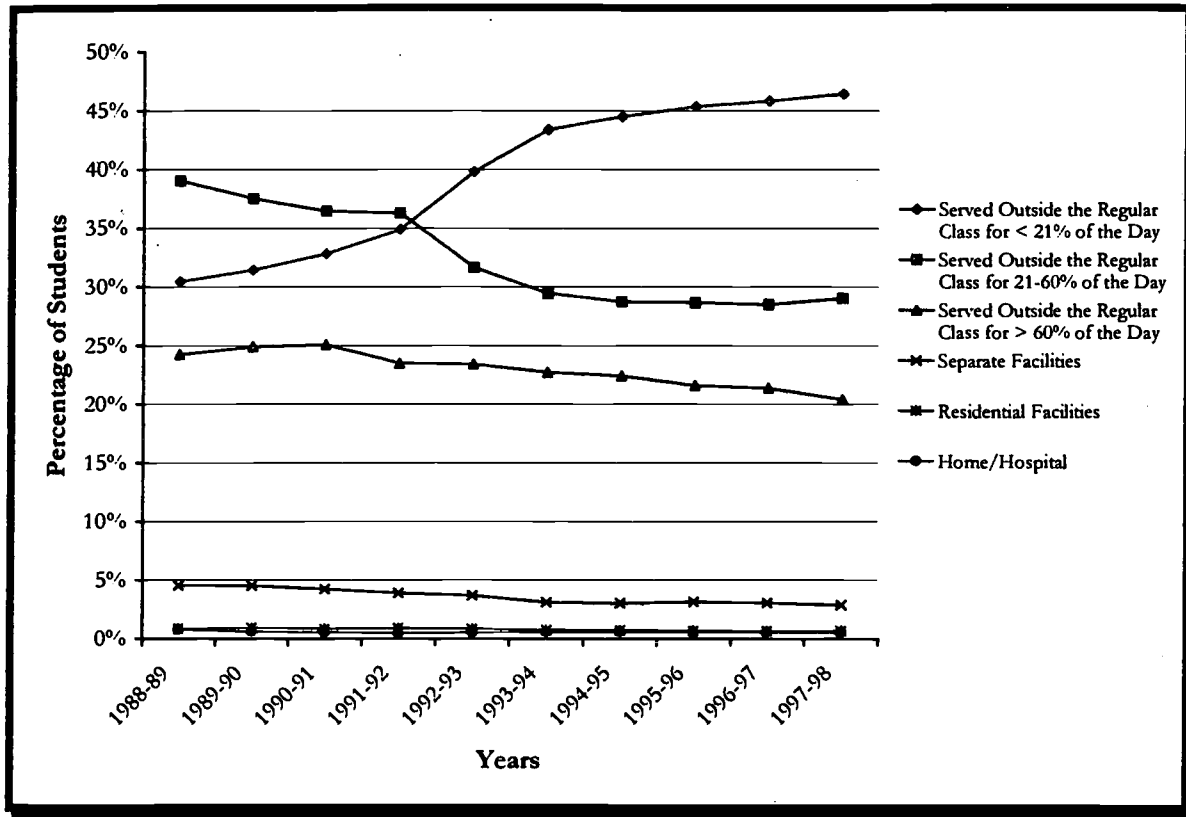
During the 1997-98 school year, 46.4 percent of students ages 6 through 21 with disabilities were served outside the regular classroom for less than 21 percent of the school day, the most inclusive category in OSEP's data collection. Another 29.0 percent were served outside the regular classroom for 21 to 60 percent of the school day. Approximately 20 percent spent more than 60 percent of the school day outside the regular classroom. Of the remaining students, 3.6 percent were served in either a separate or residential facility, and 0.6 percent were served in a home or hospital environment (see table AB2 and figure III-1).

From the 1988-89 school year to the 1997-98 school year, the percentage of students ages 6 through 21 with disabilities who were served outside of the regular classroom for more than 60 percent of the day decreased 3.9 percent (from 24.3 percent to 20.4 percent), and the percentage served outside of regular school buildings declined by 2.1 percent (from 6.2 percent to 4.1 percent) (see table AB7 and figure III-1). Overall, the data show a gradual movement of students with disabilities from separate schools and classes to general education schools and classes.

Factors Associated with Educational Environments

The environments in which students receive special education and related services vary by student age and disability. In 1997-98, 97.8 percent of students ages 6 through 11 with disabilities were served in schools with their nondisabled peers, versus 94.7 percent of students ages 12 through 17 with disabilities and 87.2 percent of students ages 18 through 21 with disabilities. The pattern of serving more elementary-aged students in schools with their nondisabled peers holds for all disability categories and is most pronounced among students with other health

Figure III-1
Percentage of Students Ages 6 Through 21 in Different Education
Environments During 1988-89 Through 1997-98



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

impairments, visual impairments, and deaf-blindness (see tables AB4, AB5, and AB6).

Students ages 6 through 21 with speech or language impairments (87.8 percent) were more likely than students with other disabilities to receive services outside the regular class less than 21 percent of the school day, while students with multiple disabilities (10.0 percent) and students with mental retardation (12.6 percent) were the least likely to receive services in these inclusive settings. Students with multiple disabilities (25.2 percent) and students with deaf-blindness (34.7 percent) were more likely than students with other disabilities to receive services in separate schools or residential facilities, while students with speech or language impairments (0.4 percent) and students with specific learning disabilities (0.8 percent) were the least likely to be served in these settings (see table III-1 and table AB2).

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Table III-1
Percentage of Students Ages 6 Through 21 with Disabilities Served in
Different Educational Environments During the 1997-98 School Year

	Served Outside the Regular Classroom			Separate Facilities	Residential Facilities	Home/Hospital
	0-21% of the Day	21-60% of the Day	>60% of the Day			
All Disabilities	46.4	29.0	20.4	2.9	0.7	0.6
Specific Learning Disabilities	43.8	39.3	16.0	0.6	0.2	0.2
Speech or Language Impairments	87.8	7.3	4.4	0.3	0.04	0.1
Mental Retardation	12.6	29.6	51.7	5.2	0.6	0.4
Emotional Disturbance	25.0	23.3	33.5	13.1	1.6	1.6
Multiple Disabilities	10.0	17.3	45.1	22.3	2.9	2.5
Hearing Impairments	38.8	19.1	25.4	7.4	9.2	0.2
Orthopedic Impairments	46.6	21.3	26.2	3.7	0.3	2.0
Other Health Impairments	41.4	33.8	18.3	1.7	0.3	4.7
Visual Impairments	48.1	20.1	17.3	6.7	7.1	0.7
Autism	18.3	12.7	52.1	14.6	1.8	0.5
Deaf-Blindness	13.6	11.3	39.0	19.9	14.8	1.5
Traumatic Brain Injury	29.8	26.2	30.1	9.8	1.6	2.5

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

Progress in serving students in less restrictive settings has varied by disability over the past decade. From 1988-89 to 1997-98, in several disability categories, the percentage of students ages 6 through 21 with disabilities who received special education and related services outside the regular classroom for less than 60 percent of the school day has increased considerably. In other disability categories, percentages have remained relatively constant. The percentage of students with orthopedic impairments served in classrooms with their nondisabled peers for most of the school day rose 20 percent (from 47.8 percent to 67.8 percent) as did the percentage of students with mental-retardation (13.7 percent; from 28.4 percent to

42.1 percent), and other health impairments (24.8 percent; from 50.3 percent to 75.1 percent). From 1988-89 to 1997-98, the majority of students with speech or language impairments received services outside the regular class less than 60 percent of the school day; this figure was relatively unchanged.

Summary

Progress continues to be made toward providing services to students with disabilities in more inclusive settings. From the 1988-89 school year to the 1997-98 school year, the number of students served outside of regular school buildings has steadily decreased. However, the percentage of students in different educational environments within regular school environments remains variable across disability and age groups, with some age and disability groups served primarily in classes with their nondisabled peers and others served largely outside those classrooms.

References

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Applying Positive Behavioral Support in Schools^{1,2}

Introduction

On June 4, 1997, amendments to the Individuals with Disabilities Education Act (IDEA) became law (P.L. 105-17). These amendments introduced a number of concepts that were new to the statute, two of which are particularly important to the education of children whose behaviors violate school codes of conduct and/or are outside personal or interpersonal norms of acceptable social behavior: (a) positive behavioral support (PBS) and (b) functional behavioral assessment (FBA).

PBS and FBA are not new. However, in the context of IDEA, they represent an important effort to improve the quality of behavioral interventions and behavioral support planning. As schools organize to meet these requirements and to build their capacity to meet the behavioral needs of all students, especially students with disabilities, attention must be given to the definitions, features, and uses of PBS and FBA. The purpose of this paper is to describe what is meant by PBS and FBA.

Context

Schools are important environments in which children, families, educators, and community members have opportunities to learn, teach, and grow. For nearly 180 days each year and 6 hours each day, educators strive to provide students learning environments that are stable, positive, and predictable. These environments have the potential to provide positive adult and peer role models, multiple and regular opportunities to experience academic and social success, and social exchanges that foster enduring peer and adult relationships.

¹ The contents of this module reflect the work of George Sugai and Robert H. Horner and have been adapted from Technical Assistance Guide #1, "Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools," which was prepared by the Office of Special Education Programs Center on Positive Behavioral Interventions and Supports and approved by the U.S. Department of Education. For a complete copy of Technical Assistance Guide #1, go to <http://www.pbis.org>.

² The OSEP Center on Positive Behavioral Interventions and Supports is supported by a grant from OSEP, with additional funding from the Safe and Drug Free Schools Program, U.S. Department of Education.

Despite these positive attributes, teachers, students, families, and community members face significant contemporary challenges in schools (e.g., acts of school violence, drug abuse, emotional and behavioral disorders, excessively high rates of rule- and code-violating behavior, expulsions, dropping out). Every year, schools are being asked to do more with fewer resources. New initiatives to improve literacy, enhance character, accommodate rapidly advancing technologies, make schools violence free, and facilitate school-to-work transitions are added to the educator's workday. Schools are being asked to achieve new and more results, yet seldom are allowed to cease work on the growing list of initiatives.

Educators also are being asked to educate an increasingly heterogeneous population of students. An increasing number of students in our schools have English as a second language, limited family supports, significant learning and/or behavioral problems, families who face major financial barriers, and a great need for mental health, social welfare, medical, and vocational assistance (Knitzer, 1993; Knitzer, Steinberg, & Fleisch, 1990; Stevens & Price, 1992). Although most attention has focused on students with externalizing problem behavior (e.g., aggressive, antisocial, destructive), students with internalizing problem behavior (e.g., social withdrawal, depression) also represent an important concern of families, schools, and communities (Kauffman, 1997).

In addition, challenges associated with educating students with severe problem behavior are increasing (Biglan, 1995; Kauffman, 1997; Sprague, Sugai, & Walker, 1998; Sugai & Horner, 1994; Walker, Colvin, & Ramsey, 1995). Although these students represent only 1 percent to 5 percent of a school's enrollment, often they can account for more than 50 percent of the behavioral incidents handled by office personnel and consume significant amounts of educator and administrator time (Sugai, Sprague, Horner, & Walker, in press; Taylor-Greene et al., 1997). Many of these students require comprehensive behavioral supports that involve family, school, and community participation (Eber, 1996; Eber & Nelson, 1997; Epstein et al., 1993; Walker et al., 1995; Walker et al., 1996).

Many schools lack the capacity to identify, adopt, and sustain policies, practices, and systems that effectively and efficiently meet the needs of all students (Mayer, 1995; Sugai & Horner, 1994; 1999; Taylor-Greene et al., 1997; Walker et al., 1996). Schools often rely on outside behavioral expertise because local personnel lack specialized skills to educate students with significant problem behaviors. School morale is often low because ongoing staff support is limited. Although many students have significant social skill needs, social skill instruction is not a conspicuous and systemic component of the school-wide curriculum. Behavioral interventions are not based on information obtained from assessments. In general, systems for the identification, adoption, and sustained use of research-validated practices are lacking (Kotter, 1995; Latham, 1988; Sugai & Horner, 1999; Todd, Horner, Sugai, & Sprague, 1999).

In sum, the challenges facing educators are significant and persistent. If not addressed, their impact on students, school personnel, families, and community members can be dramatic. However, the problem is not that schools lack procedures and practices to address these challenges. Procedures and practices have been defined and growing over the past 30 years (Mayer, 1995; Peacock Hill Working Group, 1992; Sugai, 1998; Walker et al., 1998). The greater problem has been that researchers have been unable to create and sustain the "contextual fit" between what the procedures and practices are and the features of the environments (e.g., classroom, workplace, home, neighborhood, playground) in which the student displays problem behavior (Albin, Lucyshyn, Horner, & Flannery, 1996, Walker et al., 1996). The systemic solution is to create effective "host environments" that support the use of preferred and effective practices (Sugai & Horner, 1994, 1999; Zins & Ponti, 1990). Effective host environments have policies (e.g., proactive discipline handbooks, procedural handbooks), structures (e.g., behavioral support teams), and routines (e.g., opportunities for students to learn expected behavior, staff development, data-based decision making) that promote the identification, adoption, implementation, and monitoring of research-validated practices.

As a society, we look to our schools to be or become settings where our children can learn the skills for successful adulthood (e.g., IDEA, Goals 2000, Improving America's Schools Act). This expectation occurs in the context of an increasingly heterogeneous student body and students with intense patterns of chronic problem behavior. The growing expectation is that schools will deliver socially acceptable, effective, and efficient interventions to ensure safe, productive environments where norm-violating behavior is minimized, and prosocial behavior is promoted. PBS and FBA represent important efforts toward achieving these goals.

Increasingly, efforts to establish school-linked service arrangements for children and families are appearing around the country (Sailor, 1996). These models have been tested and described in numerous schools (Adelman & Taylor, 1997; Dryfoos, 1997; Illback, Nelson, & Sanders, 1998; Kagan, Goffin, Golub, & Pritchard, 1995; Kearns, Kleinert, Farmer, & Warlick, in press; Kleinert, Kearns, & Kennedy, in press).

More recently, these school, family, and community partnerships have been described under the "community schools" rubric (Benson & Harkavy, 1997; Lawson & Briar-Lawson, 1997). These comprehensive systems-change initiatives are designed to create a seamless web of supports and services that "wrap around" children and families and to bring an end to the current fragmentation and categorical separation of school agency-directed programs. These systems-change efforts create a gateway through which to integrate PBS methods into the culture of the school and to extend effective and coordinated participation in the behavioral support plan to family members and community agency personnel (Sailor, 1996).

Positive Behavioral Support

Optimizing the capacity of schools to address school-wide, classroom, and individual problem behavior is possible in the face of current challenges but only if working policies, structures, and routines emphasize the identification, adoption, and sustained use of research-validated practices. In recent years, PBS has been emerging as an approach to enable schools to define and operationalize these structures and procedures. New journals (e.g., *Journal of Positive Behavioral Intervention*), technical assistance centers (e.g., Beach Center, Center on Positive Behavioral Interventions and Supports), and personnel preparation programs have established PBS as the focus of their purpose and activities.

Definition

PBS is a general term that refers to the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions used with students with significant disabilities who engaged in extreme forms of self-injury and aggression (Durand & Carr, 1985; Meyer & Evans, 1989). More recently, the technology has been applied successfully with students both with and without disabilities, in a wide range of contexts (Carr et al., 1999; Horner, Albin, Sprague, & Todd, 1999), and extended from an intervention approach for individual students to an intervention approach for entire schools (Colvin, Kame'enui, & Sugai, 1993; Colvin, Sugai, Good, & Lee, 1997; Lewis, Sugai, & Colvin, 1998; Taylor-Greene, et al., 1997; Todd, Horner, Sugai, & Sprague, 1999).

PBS is not a new intervention package, nor a new theory of behavior but an application of a behaviorally based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining school environments that improve lifestyle results (personal, health, social, family, work, recreation, etc.) for all children and youth by making problem behavior less effective, efficient, and relevant and desired behavior more functional.

The use of culturally appropriate interventions also is emphasized in the PBS approach. "Culturally appropriate" describes interventions that consider the unique and individualized learning histories (social, community, historical, familial, racial, gender, etc.) of all individuals (children with problem behaviors, families, teachers, community agents, etc.) who participate in the PBS process and approach. Data-based problem solving and individualized planning processes can help to establish

culturally appropriate interventions; however, individual learning histories ultimately can affect how data are summarized, analyzed, and used.

Haring and De Vault (1996) indicate that PBS comprises (1) “interventions that consider the contexts within which the behavior occurs,” (2) “interventions that address the functionality of the problem behavior,” (3) “interventions that can be justified by the outcomes,” and (4) “outcomes that are acceptable to the individual, the family, and the supportive community” (p. 116).

Features

At the core, PBS is the integration of behavioral science, practical interventions, social values, and a systems perspective (table III-2).

Behavioral science. An existing science of human behavior links the behavioral, cognitive, biophysical, developmental, and physical-environmental factors that influence how a person behaves (Baer, Wolf, & Risley, 1968; Bijou & Baer, 1978; Schwartz, 1989; Wolery, Bailey, & Sugai, 1988). Of particular interest are factors that affect the development and durability of disruptive and dangerous behaviors (Biglan, 1995; Kauffman, 1997; Mayer, 1995; Patterson, Reid, & Dishion, 1992; Walker et al., 1995). To a great extent, when these behaviors are observed in our schools, they can be traced to unintentional student, peer, and/or teacher behavioral exchanges (Gunter, Denny, Jack, Shores, & Nelson, 1993; Sasso, Peck, & Garrison-Harrell, 1998; Shores, Gunter, & Jack, 1993; Shores, Jack, Gunter, Ellis, DeBriere, & Wehby, 1993).

Although learning and teaching processes are complex and continuous, and some behavior initially is not learned (e.g., biobehavioral), key messages from this science are that much of human behavior is learned, comes under the control of environmental factors, and can be changed. The strength of the science is that problem behaviors become more understandable, and, as our understanding grows, so does our ability to teach more socially appropriate and functional behavior. The PBS approach is founded on this science of human behavior. Different procedures and strategies are applied at different levels, but the fundamental principles of behavior are the same.

Table III-2
Foundations and Features of Positive Behavior Support

Behavioral Science	Practical Interventions	Social Values	Systems Perspective
<ul style="list-style-type: none"> • Human behavior is affected by behavioral, bio-behavioral, social, and physical environmental factors. • Much of human behavior is associated with unintentional learning opportunities. • Human behavior is learned and can be changed. 	<ul style="list-style-type: none"> • Functional behavioral assessments are used to develop behavior support plans. • Interventions emphasize environmental redesign, curriculum redesign, and removing rewards that inadvertently maintain problem behavior. • Teaching is a central behavior change tool. • Research-validated practices are emphasized. • Intervention decisions are data based. 	<ul style="list-style-type: none"> • Behavior change must be socially significant, comprehensive, durable, and relevant. • The goal of PBS is enhancement of living and learning options. • PBS procedures are socially and culturally appropriate. Applications occur in least restrictive natural settings. • The fit between procedures and values of students, families, and educators must be contextually appropriate. • Nonaversive interventions (no pain, tissue damage, or humiliation) are used. 	<ul style="list-style-type: none"> • The quality and durability of supports are related directly to the level of support provided by the host environment. • The implementation of practices and decisions is policy driven. • Emphasis is placed on prevention and the sustained use of effective practices. • A team-based approach to problem solving is used. • Active administrative involvement is emphasized. • Multi-systems (district, school-wide, nonclassroom, classroom, individual student, family, community) are considered. • A continuum of behavior supports is emphasized.

Practical interventions. The science of human behavior has led to the development of practical strategies for preventing and reducing problem behavior (e.g., Alberto & Troutman, 1999; Cooper, Heron, & Heward, 1987; Kerr & Nelson, 1998; Koegel, Koegel, & Dunlap, 1996; Reichle & Wacker, 1993; Wolery et al., 1988). “Practical” describes strategies that emphasize the contextual fit among problem behaviors, environments in which problem behaviors are occurring, and interventions that are developed and implemented (Albin et al., 1996). Priority is given to interventions that improve implementation efficiency, intervention effectiveness, and relevance of outcomes by (1) involving recipients of PBS in the design of behavior support plans, (2) considering the values of recipients and implementers of PBS, (3) considering the skills of implementers of PBS, (4) securing the approvals and endorsements of recipients and implementers of PBS, (5) considering the resources and administrative supports needed to implement strategies, and (6) providing the supports needed to sustain the use of effective strategies over time.

Although implementation details vary across age groups, contexts, and behavior, PBS interventions have common features. Foremost among these features is the application of FBA, but equally important are emphases on environmental redesign (changing aspects of the setting), curriculum redesign (teaching new skills), modification of behavior (teaching and changing student and adult behavior), and removing rewards that maintain problem behaviors (Carr et al., 1994; Luiselli & Cameron, 1998; O’Neill et al., 1997).

PBS procedures emphasize assessment prior to intervention, manipulation of antecedent conditions to reduce or prevent the likelihood that a problem behavior will occur, development of new social and communication skills that make problem behaviors irrelevant, and careful redesign of consequences to eliminate factors that maintain problem behaviors and to encourage more acceptable replacement social skills and behaviors. PBS is an approach that emphasizes teaching as a central behavior change tool and focuses on replacing coercion with environmental redesign to achieve durable and meaningful change in the behavior of students. As such, attention is focused on adjusting adult behavior (e.g., routines, responses, instructional routines) and improving learning environments (e.g., curricular accommodations, social networks).

Educators, parents, and community agents must “work smarter” (Kame’enui & Carnine, 1998) by using time more efficiently and strategically selecting instructional and behavioral strategies for which clear evidence of their effectiveness exists. Working smarter means using what works for all students, not just those with learning and behavioral difficulties (Delpit, 1995). The PBS approach emphasizes the identification, adoption, and sustained use of practices that have been research validated. For students with serious antisocial behaviors, a number of recent meta-analyses and descriptive literature reviews support the use of strategies that can be

applied by educators in school environments, especially, (1) contextually targeted social skills instruction, (2) academic and curricular restructuring, and (3) behaviorally based interventions (Gottfredson & Gottfredson, 1996; Lipsey, 1991, 1992; Lipsey & Wilson, 1993; Tolan & Guerra, 1994). Other more specific research-validated practices include FBAs, direct instruction, and other applied behavior analytic strategies (Carr et al., 1999).

Finally, the PBS approach emphasizes the use of data collection and analysis to inform decision making (e.g., direct behavioral observations, curriculum-based measurement). A variety of data sources (e.g., office discipline referrals, attendance and tardy reports, and academic progress) are collected through a range of methods (e.g., archival review, interviews, direct observations) and from multiple sources (i.e., students, family members, educators, community members). In addition to behavioral factors, assessments consider cognitive, biophysical, developmental, and physical-environmental factors to assist in understanding problem behavior and in guiding the development of comprehensive behavioral support plans. Collectively, these data can be used to determine the student's current level of functioning, the impact of the intervention on problem behavior, and/or improvements in other lifestyle results (e.g., family, work, recreation). With ongoing data collection, intervention and instructional modifications can be made in a timely manner.

Social values. PBS emphasizes consideration of social values in both the results expected from behavioral interventions and the strategies employed in delivering the interventions. A central PBS tenet is that behavior change needs to be socially significant. Behavior change should be (1) *comprehensive* in that all relevant parts of a student's day (before, during, and after school) and important social contexts (home, school, neighborhood, and community) are affected, (2) *durable* in that the change lasts for long time periods, and (3) *relevant* in that the reduction of problem behaviors and increases in prosocial behaviors affect living and learning opportunities (academic, family, social, work). The goal of PBS is more than the control of problem behavior; it also includes the enhancement of the living and learning options available to the student and to his or her peers and family (Risley, 1996; Turnbull & Turnbull, 1996).

Social values are also important in defining acceptable types of intervention procedures. PBS emphasizes the importance of procedures that are socially and culturally appropriate. The contextual fit between intervention strategies and the values of families, teachers, schools, support personnel, and community agency personnel may affect the quality and durability of support efforts (Sailor, 1996). No intervention should cause pain, tissue damage, or humiliation to children and their families. Finally, careful consideration is given to lifestyle outcomes that go beyond simple behavior reduction and enhancement. The development of behavioral support plans and the evaluation of their effects consider the student's current and

future quality of life in all settings and circumstances. Koegel, Koegel, and Dunlap (1996, p. xiv) add that “interventions should strive to enhance a person’s competencies and access to desirable environments, social circumstances, and activities” and “all people should be treated with respect and dignity and that interventions must therefore refrain from interactions that are degrading, humiliating, or pain inducing.”

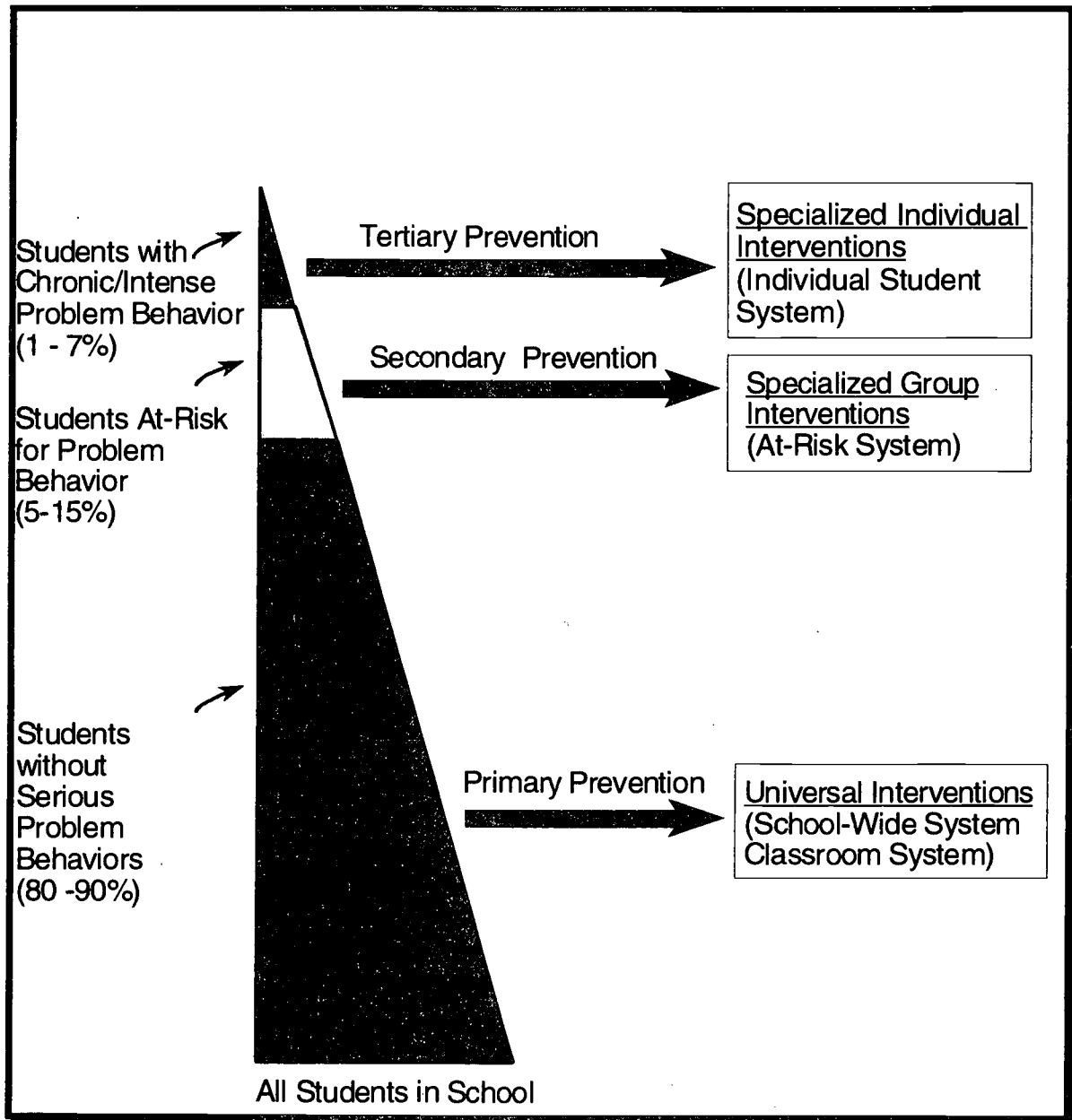
Systems impact. PBS is of particular importance for schools given the emphasis on behavioral “systems” as well as individual children. A systems perspective provides support for the adoption and sustained use of effective school practices (Sugai & Horner, 1994; 1999). Without a systems approach, identification of practices is limited, adoptions are incomplete, and attention to school initiatives to address discipline is episodic and short term (e.g., 18-24 months) (Latham, 1988; Sugai & Horner, 1999; Zins & Ponti, 1990).

PBS implementations consider multiple contexts: community, family, district, school, classroom, nonclassroom (e.g., cafeteria, hallways, bus, playground, parking lot), and individual. Efforts are policy driven to ensure accountability, maximum positive results, participation in and progress through the general curriculum, and effective and efficient communications. In addition, a proactive (positive and preventative) perspective is maintained along three levels: (1) **primary**: reducing the number of new cases of problem behavior, (2) **secondary**: reducing the number of current cases of problem behavior, and (3) **tertiary**: reducing the intensity and complexity of current cases (Walker et al., 1996). A team-based approach is applied to program assessment, development, and problem solving (Adelman & Taylor, 1997; Lawson & Briar-Lawson, 1997). This approach enables input from multiple sources, broader expert knowledge base, and improved sustainability over time.

At all levels in the system, active administrator support and participation are required. Without strong leadership from school administrators, program efforts often are inefficient, incomplete, and ineffective (Colvin & Sprick, 1999). Similarly, when problem behavior is chronic and intense, comprehensive linkages with other human service agencies (e.g., juvenile justice and corrections, mental/public health, child and family services) are considered (Eber, 1996; Eber & Nelson, 1997; Epstein et al., 1993; Walker et al., 1995; Walker et al., 1996).

Taken as a whole, a systems perspective to PBS provides a continuum of behavioral support (figure III-2) in which prevention is emphasized, and intensity of problem behavior and context is considered. As a continuum, four change elements characterize PBS: (1) change of systems (policies, structures, routines), (2) change of environments, (3) change of student and adult (parent, teacher, staff) behavior, and

Figure III-2
Continuum of Positive Behavior Support



(4) change in appreciation of appropriate behavior in all involved individuals (student, staff, family, etc.).

Functional Behavior Assessment-based Behavior Support Planning

Among the most important changes in applied behavioral analysis in the past 20 years has been the development of FBA (Special Issue, 1994). The development of positive behavioral interventions and plans that are guided by FBA is the foundation

on which the PBS approach is delivered. A central message from this advancement is that the design of successful behavior change interventions requires identification of the events that reliably predict and maintain problem behaviors (Carr, 1994; Horner, 1994; O'Neill et al., 1997; Repp, 1994; Sugai, Lewis-Palmer, & Hagan, 1998). Historically, problem behaviors have been viewed as residing within a child, and the diagnostic emphasis has been on the type of problem behavior or the link with disability type (i.e., within the individual). Although all types of information may be useful in the design of effective support, the current emphasis is on careful documentation of the predicting and maintaining events associated with problem behaviors.

Although useful in guiding decision making at all levels, the FBA approach is the cornerstone of systems that address the educational programming of students who display the most significant and challenging problem behavior. These students require behavior support plans that are specialized, individualized, and high intensity. Such plans must be based on information about the nature of the problem behavior and the environmental context in which the problem behavior is observed. The FBA approach provides a systematic and informed means by which targeted interventions can be developed and monitored.

Functional assessment is not new, for it can be found in a variety of disciplines (e.g., vocational education, physical therapy, chemistry, physics). However, in education, in particular, special education, functional assessment had its beginning in the 1960s in applied behavior analysis (Bijou & Baer, 1961; 1978; Bijou, Peterson, & Ault, 1968; Bijou, Peterson, Harris, Allen, & Johnston, 1969). Initially, research studies and applied applications of the functional assessment technology demonstrated the value of defining variables maintaining a problem behavior prior to constructing an intervention (Carr, 1977; Carr & Durand, 1985; Iwata, Dorsey, Slifer, Bauman, & Richman, 1982; Repp & Horner, 1999; Touchette, MacDonald, & Langer, 1985). Although most of this work has been conducted with individuals with severe developmental and intellectual disabilities (Blakeslee, Sugai, & Gruba, 1994; Lohrman-O'Rourke, Knoster, & Llewellyn, 1999), a growing body of research and applications focuses on individuals with normal intellectual functioning (e.g., emotional and behavioral disorders, learning disabilities) (e.g., Broussard & Northrup, 1995; Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991; Dunlap et al., 1993; Dunlap, White, Vera, Wilson, & Panacek, 1996; Kern, Childs, Dunlap, Clarke, & Falk, 1994; Lewis & Sugai, 1993, 1996a, 1996b; Umbreit, 1995; Vollmer & Northrup, 1996).

Definition

We define FBA as a systematic process of identifying problem behaviors and the events that reliably predict occurrence and nonoccurrence of those behaviors and maintain the behaviors across time. The purpose of gathering this information is to improve the effectiveness, relevance, and efficiency of behavior support plans (Carr et al., 1994; Foster-Johnson & Dunlap, 1993; Horner, 1994; O'Neill et al., 1997; Sugai, Horner, & Sprague, 1999; Sugai, Lewis-Palmer, & Hagan, 1998; Tilly et al., 1998). Specifically, if we can identify the conditions under which problem behavior is likely to occur (triggering antecedents and maintaining consequences), we can arrange environments in ways that occurrences of problem behavior can be reduced and teach and encourage behaviors that can replace problem behavior.

A number of procedures exist for conducting a FBA (Center for Effective Collaboration and Practice, 1998), but any professionally appropriate assessment should, at minimum, conclude with three main results. The first is hypothesis statements that include three key features: (1) operational definitions of the problem behavior(s), (2) descriptions of the antecedent events that reliably predict occurrence and nonoccurrence of the problem behavior, and (3) descriptions of the consequence events that maintain the problem behavior(s). The second is direct observation data supporting these hypotheses. The third FBA result is a behavior support plan. The importance of the link between hypotheses that are derived from FBAs and the development of comprehensive behavior support plans must be emphasized. Behavior support plans provide a summary of intervention manipulations in four areas: setting event strategies, antecedent strategies, behavior teaching strategies, and consequence strategies. In addition, a comprehensive behavior support plan provides implementation scripts that detail who does what strategies when, where, how often, and why; how emergency or crisis situations will be handled; and how implementation and effectiveness will be monitored.

In sum, FBA is not a set of forms or static products. It is a process of understanding behavior in the context in which it is observed and of guiding the development of positive behavioral interventions that are relevant, effective, and efficient. FBA is a best and preferred practice for all challenging behavior, not just for behavioral events that result in suspensions or other disciplinary actions.

Table III-3
Overview of Functional Behavioral Assessment and Behavior Support Planning

Step	Tools/Procedures	Outcome
1. Collect information regarding conditions under which problem behavior is and is not observed and more appropriate behavior is required.	Archival review, analysis of routines, interviews, direct observation	Descriptions of possible setting events, triggering antecedents, problem behavior response classes, maintaining consequences
2. Develop testable (manipulable) hypotheses.	Team analysis of information from Step 1	Testable hypotheses
3. Collect direct observation information.	Direct observations	Verified summary statements
4. Design behavior support plans.	Team development	Specification of (a) desired and acceptable alternative behavior, (b) antecedent strategies and manipulations, (c) consequence strategies and manipulations, (d) strategies for teaching desired and acceptable alternative behavior, and (e) setting event/establishing operation strategies and manipulations
5. Develop implementation scripts.	Team development	Scripts that specify how, when, where, etc. behavior support plan to be implemented and by whom
6. Collect information on effectiveness and efficiency of behavior support plan and redesign based on evaluation information.	Team development	Data on student progress and plan implementation, and redesign/updated plan

Steps of the Functional Behavioral Assessment and Behavior Support Planning Process

In this section, an overview of the six main steps involved in conducting an FBA and developing behavior support plans is provided (table III-3). Additional and specific guidelines for implementing the process are available in O'Neill et al. (1997); Sugai, Lewis-Palmer, and Hagan (1998); and Tilly et al. (1998).

Step One. Using archival review, analysis of routines, interviews, and/or direct observations, information is gathered regarding the conditions under which the problem behavior is and is not observed and more appropriate behavior is required. Attention is focused on four primary factors: setting events/establishing operations that make the problem behavior worse (e.g., diet, medical conditions/illness, sleep, fatigue, social conflicts), antecedent events that predictably precede and trigger or occasion problem behavior (e.g., task demands, instruction, peer/adult requests), problem behaviors that as a response class or set are maintained by a common function or outcome (e.g., attention, escape/avoidance), and consequence events that predictably follow and maintain problem behavior (positive or negative reinforcement).

Step Two. The information collected in the first step is used to develop testable hypotheses which best describe the conditions under which the problem behavior is most likely to occur. A complete testable hypothesis indicates problem behavior, triggering antecedent events, maintaining consequence events, and influential setting events/establishing operations (O'Neill et al., 1997).

Step Three. After testable hypotheses are developed, direct observation information is collected to verify the accuracy or predictability of these statements. Usually, multiple observations are conducted across multiple settings and situations to determine whether problem behavior patterns occur under hypothesized conditions and contexts. These observations involve the careful documentation of antecedent and consequence variables that are present or absent when problem behaviors are and are not observed.

In cases where hypotheses are difficult to establish or where problem behavior is particularly resistant to intervention, functional "analysis" may be recommended. A functional analysis involves a systematic manipulation (i.e., removal and addition) of factors that are hypothesized as triggering or occasioning problem behavior. These manipulations are designed to trigger problem behavior under one set of conditions and not under others. However, in educational and clinical applications, researchers do not recommend functional analysis without the direct involvement of an experienced behavior analyst, consent and collaboration by families and caregivers, and structures for maintaining appropriate accountability (e.g., data collection, monitoring of implementation fidelity).

Step Four. Based on information from verified hypotheses, behavior support plans are developed that specify possible teaching strategies or manipulations for desired and acceptable alternative behaviors, antecedent events, consequence events, and setting events/establishing operations. This plan serves as the basis for defining the actual implementation of the behavioral intervention. Unlike more typical single-

dimension interventions that focus on reactive, consequence manipulations (e.g., timeout, behavioral contracts), behavior support plans that are based on FBAs consider intervention components that are instructionally focused (i.e., teaching acceptable and desired replacement behaviors), prevention focused (e.g., neutralizing or eliminating the conditions that trigger problem behaviors or make them worse or more likely), and environmentally based (e.g., rearrangement of the problem context).

Step Five. Implementation scripts are developed to specify how, when, and where the behavior support plan will be implemented and by whom. Contingency plans for responding to emergencies, training staff, and collecting data also are indicated. If necessary, resources and assistance from other support individuals or agencies (e.g., mental health, medical, vocational) are indicated.

Step Six. Information on the effectiveness and efficiency of the behavior support plan is collected regularly, and the plan is redesigned based on an evaluation of this information. A formative (direct, frequent, regular) approach is emphasized.

Conclusion

Schools can be great places for students, teachers, related services personnel, families, human service practitioners, and community members to work collaboratively to achieve meaningful results for all children and youth. However, limited resources; diverse students, families, and neighborhoods; increases in school violence; and increased social responsibilities have decreased the efficiency and effectiveness of many schools. Although the solution is multifaceted, schools can make a significant contribution by “working smarter.” This approach requires the establishment of proactive school environments (i.e., “host environments”) that have the capacities to identify, adopt, and sustain the use of effective policies, systems, and practices.

PBS represents an important approach to identifying and organizing effective school practices, especially for students who present significant problem behavior. However, many systems-level challenges remain to be addressed. First, schools need guidelines for making the adoption and sustained use of PBS practices efficient and relevant. Attention must be focused on the policies, environments, structures, and practices of PBS. For example, addressing the needs of students who present significant problem behavior requires personnel with time, highly specialized skills, access to resources, and administrative supports.

Second, balancing efforts and attention between school-wide and individual student systems is a challenge for many schools. For example, a school-wide discipline system that operates efficiently and effectively for the majority of students in a school can ease the high costs associated with addressing the intense needs of the relatively small proportion of students who present the most significant problem behavior (Sugai, Sprague, Horner, & Walker, in press). However, many schools lack the capacity to maintain the efficient and ongoing operation of both school-wide and individual student systems. Increasingly, partnerships that include schools, community agencies, businesses, and family members offer new pathways for using PBS to change systems (Illback & Nelson, 1996; Sailor, 1996, in press).

Third, as the specialized nature of interventions increases with the increasing intensity of problem behavior, so does the complexity of the implementation. Schools need user-friendly ways to use PBS- and FBA-based behavior support planning. Consideration must be given to the unique features (e.g., cultural, geographical, demographic, physical) of a school and its students, families, teachers, and community members.

Finally, Carr et al. (1999) noted that lifestyle results were measured in less than 3 percent of PBS studies. Schools must develop mechanisms for determining if their efforts at the school-wide, classroom, nonclassroom, and individual student levels actually are associated with meaningful outcome improvements for students, their families, and the school. Attention to the reduction of problem behavior is understandable; however, the impact of PBS efforts on larger lifestyle results (e.g., peer relations, family functioning, community mobility) also must be considered.

The PBS approach offers students, teachers, and family and community members a process that begins to address these systems-level challenges. The process is based on an established science of human behavior, pays attention to important lifestyle results, works from a systems perspective, and gives priority to research-validated practices. The goal of PBS is to use information from FBAs to guide the design of learning and teaching environments that support and encourage adaptive behavior and lessen the usefulness of problem behavior.

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Office of Special Education Programs

Technology and Media Services Program:

A Focus on Implementation and Utilization

Technology applications are helpful in solving problems and improving student results in the field of special education. Technology provides a bridge linking students with special needs to the classroom curriculum and environment. While support for technology to address the needs of children with disabilities comes from many sources, including the National Institute for Disability and Rehabilitation Research, this module focuses only on technology activities of the Office of Special Education Programs (OSEP) Technology and Media Services (TMS) program.

Assistive devices have helped students with disabilities increase their independence by learning to communicate more effectively, to control their environments, and to achieve greater mobility (Burnette, 1990; Derer, Polsgrove, & Rieth, 1994; Todis, 1996; Todis & Walker, 1993). Instructional applications of technology have enhanced students' learning and meaningful participation in classroom activities by enabling teachers to tailor instruction to their individual needs and to supplement and/or enhance effective instruction (Higgins & Boone, 1993; Okolo, Bahr, & Rieth, 1993; Woodward & Carnine, 1993; Woodward & Rieth, 1997).

Technology can also support practitioners in administrative and managerial tasks related to quality programming, such as making assessment tasks more precise and manageable (Fuchs, Fuchs, & Hamett, 1993). Technology also shows promise as a vehicle for delivering and expanding professional development opportunities for practitioners and families (Blackhurst, Hales, & Lahm, 1998; Foegen & Hargrave, 1999; Gallagher & McCormick, 1999; Meyen, Tangen, & Lian, 1999; Paulsen, Higgins, Miller, Strawser, & Boone, 1998).

Congress recognized the potential of technology to enhance educational results for students with disabilities when it passed the most recent amendments to the Individuals with Disabilities Education Act (IDEA) in 1997. The amendments introduced a provision requiring teams responsible for developing an individualized education program (IEP) for a child with a disability to consider whether the child requires assistive technology devices and services. Section 602 of IDEA includes these definitions related to assistive technology:

(1) ASSISTIVE TECHNOLOGY DEVICE- The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

(2) ASSISTIVE TECHNOLOGY SERVICE- The term 'assistive technology service' means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes --

(A) the evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;

(B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;

(C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

(D) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(E) training or technical assistance for such child, or, where appropriate, the family of such child; and

(F) training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child.

Across the country, IEP team members are finding that consideration of technology demands more than a cursory look at the technology available in the district or at a particular technology tool for its own sake. Rather, it involves starting with what is educationally necessary for a child in order for him or her to receive an appropriate education and then determining whether technology is necessary to obtain agreed-upon educational goals (Chambers, 1997; Golden, 1998). IEP team members are not limited by what exists in the district. Indeed, if a technology tool is deemed necessary for a student to achieve his or her educational goals as set forth in the IEP, the district must ensure its availability and utilization.

To consider technology in this way assumes an understanding of a full range of technology options--from low-tech devices such as pencil grips or adaptive tools, to high-tech devices such as multimedia databases or voice recognition systems--and how they may address a student's needs. Consideration of technology also assumes an understanding of what it takes to ensure that the technology is used in the intended way, by the student and by others on behalf of the student, across educational settings.

Research has pointed to a number of challenges in implementing technology tools with students with disabilities (Hutinger, Johanson, & Stoneburner, 1996; Lesar, 1998; McGregor & Pachuski, 1996; Wehmeyer, 1999). In answering the practical questions related to implementation, technology researchers and developers have often found themselves concerned with the task of studying practice. Specifically, they must look at factors that limit the widespread use of technology (such as lack of awareness, lack of training, lack of funding, lack of administrative support, lack of time) and at strategies that may eliminate barriers. Inquiry regarding what it takes to integrate technology use into the educational setting--from making sure all parties have an awareness of effective tools, to making these tools readily available, to ensuring that all parties have sufficient training and ongoing support to utilize the tools--has been at the core of special education research in technology for nearly a quarter of a century. This line of research shows promise for ensuring that technology tools are available and are used to their full potential to enhance educational results for students with disabilities.

Prior to the 1980s, research in technology for special education was sparse. Researchers have accomplished a great deal since the middle of that decade with support from the U.S. Department of Education, OSEP. Research is informing current practices and making it possible for students with disabilities to participate and learn to their potential in classrooms across the country. To that end, this module provides a brief review of how past Federal investments and policy initiatives have been instrumental in advancing knowledge about implementation issues.

Charting a National Agenda for Making Sound Investments: A Brief History of Federal Support

Beginning in the mid-1980s, OSEP began to earmark certain competitions specifically for research and development in technology. Recognizing the need for information about the use of technology in achieving educational results for students with disabilities, OSEP focused resources on programs that would study pertinent issues.

In 1990, OSEP established a strategic agenda to guide investments in the TMS program for improving educational results that is still viable today (OSEP, 1992). After involving stakeholders from across the nation in a year-long agenda-building process, OSEP introduced the national technology program agenda. The overarching goals for technology inquiry were identified as: fostering lifelong learning; encouraging participation in diverse educational, domestic, work, and community environments; promoting equity in opportunity for individuals with disabilities; and enabling individuals with disabilities to be productive and independent. To achieve these goals, the agenda put forth four program commitments by which the use of technology would be advanced for all categories of disability. These commitments were:

- Enable the learner across environments by fostering the creation of state-of-the-art instructional environments, both in and out of school;
- Promote effective policy at all levels in government, schools, and businesses;
- Foster use through professional development by training and supporting teachers, administrators, parents, and related-service personnel; and
- Create innovative tools by encouraging the development of varied and integrated technologies, media, and materials.

For nearly a decade, the agenda has served as the cornerstone of OSEP's technology research and development. Special education researchers had long been concerned with using their findings to improve educational results for students with disabilities. Now, the agenda signaled the centrality of implementation and utilization issues to the work of technology researchers and developers. It underscored the importance of examining and improving access to information and support.

Using the agenda as a foundation, a series of research projects began exploring issues related to providing innovative technology tools that would enable students to learn across educational and classroom settings. The following examples from OSEP-funded projects exemplify the broad range of technology applications found successful in improving results for students with disabilities.

As these examples from OSEP-funded projects illustrate, technology can enhance participation in classroom environments and help students with disabilities learn challenging curricula.

Rose, a ninth grader in the Pacific Northwest, is unable to speak or walk without assistance. With the help of a motorized wheelchair and adapted devices, such as adapted pencils, eating utensils, scissors, and other tools, Rose is able to function quite independently at school. Like her classmates, Rose has been using computers for several years at school. A portable computer mounted on her wheelchair is equipped with software for completing her academic assignments. To accommodate her physical needs, her word-processing program includes a word prediction feature so Rose needs only to type the first letters of a word; she then chooses the desired word from a list. In addition, a voice-output feature, which displays messages on a screen or through voice synthesis, allows Rose to communicate her ideas.

An important goal of early childhood classrooms is developing independence. For 5-year-old Sabrina, who cannot speak or point, making choices and being able to act on them is a challenge. With the help of an eye-gaze board--a simple apparatus consisting of a Plexiglas frame with Velcro tabs--Sabrina is able to communicate with adults and other children in her classroom. For example, during free choice time, an instructional assistant places the eye-gaze board perpendicular to Sabrina's wheelchair tray and fastens six pictures of her preferred activities around its edges. The aide stands behind the board to gauge where Sabrina's eyes are pointing. By looking directly at one of the pictures, Sabrina chooses to read a book on the computer. The computer is equipped with a feature that turns the pages when Sabrina "hits" a switch, allowing for even more independence. The teacher is especially pleased, as the eye-gaze system is quickly assimilated by Sabrina's peers, who use it to interact with her during free time.

Technology can be used to enhance communication and mobility. When students have significant difficulties in communicating or in moving independently, they can be denied access to essential instruction and classroom interactions. Research and development have shown the efficacy of such applications as picture- and speech-synthesized communication boards, voice recognition systems for communication, screen readers to assist students with visual impairments in learning, and adaptive calculators. Research has considered applications of technology to different settings, such as the use of the Internet to deliver realtime captioning in remote classrooms. OSEP also has supported research in the emerging areas of computer simulation and virtual reality technology, which have shown the potential to enable students to move more quickly through complex material. One example is the use of technology to provide safe mobility training to students who are physically challenged.

Helping Students Master Basic Skills

Robert, a student in an urban first-grade classroom, is struggling to learn how to read. He has difficulty sounding out words and recognizing vocabulary. Yet providing the type of individualized instruction and practice Robert needs can prove challenging in a classroom of more than 30 students. In addition to his regular instruction, Robert's teacher supplements his educational program with software that functions as an electronic storybook. During independent reading practice time, Robert uses the software for repeated practice in reading stories at his own pace. The design features of the software directly address Robert's individual needs. By clicking on individual words or phrases with the mouse, Robert can hear them spoken by a recorded voice or can see a picture that illustrates their meaning. With another click of the mouse, Robert can highlight each word as he reads. This technology application has enabled Robert to become a more confident and skilled reader.

Developing reading and decoding skills, learning math skills, and mastering writing skills are areas of great need for students with cognitive and learning disabilities. OSEP has supported numerous projects that have enhanced our understanding of how technology can help students with disabilities master basic skills. For example, researchers have studied how computational instruction can be adapted to individual needs with the aid of technology (e.g., systematically controlling a presentation to ensure that the student is practicing appropriate skills). Researchers also have considered how technology applications such as word prediction software and speech synthesizers can help students with writing difficulties learn skills and complete written assignments in a timely fashion.

Supporting Students in Learning Complex Material

Ms. Brown believes that meeting science curriculum standards is important for all of her students. She has found that technology, media, and materials can enhance learning for her diverse group of fifth graders. For example, the class is taking a field trip to a local pond to study ecosystems. Students will observe different physical elements and collect samples for further study back in the classroom. Rather than exclude several students, who, due to their disabilities, find it difficult to participate fully, Ms. Brown incorporates the use of a digital camera. She takes photos of inaccessible areas for students to review later. She also takes photos of students engaged in observation, which she uses later to prompt recall and comprehension. Back in the classroom, students draw what they have observed. To assist students with visual and perceptual difficulties, Ms. Brown incorporates the use of a projection microscope. Students put an object under the lens of the projection microscope and trace it. To wrap up the session, Ms. Brown uses a software program that allows students to create a web, or cognitive organizer, of their observations. As

students reflect on their webs, they begin to see how their emerging ideas might be presented in an outline for a science report. These technology tools allow students to actively participate and learn in a standards-based science curriculum.

As students increasingly access the general education curriculum, they are expected to understand complex subject matter. Among other things, students are expected to comprehend written text, assemble complex information, and develop active learning skills. OSEP has funded numerous projects that have added to the knowledge base on how technology can help students with disabilities learn complex subject matter. Some examples are technology applications to enhance reading comprehension with hypertext and hypermedia software programs, improve fluency with speech recognition applications, and help engage students with limited math skills in higher order problem solving with the aid of a spreadsheet. In addition, research has looked at how technology might help engage students in instructional practices used to promote higher order thinking (e.g., project-based instruction, inquiry-based strategies, and curriculum-based units).

Over the years, the pattern of inquiry has evolved from looking at technology in isolation from the complex educational environment to exploring what it takes--with regard to curriculum, professional development, technical support, administrative support, and policy issues--to implement innovative tools and services across settings. The next section of this module reviews how early studies set the stage for current investigations into the complex nature of technology as an intervention and what that means for implementation.

Retrospective Studies

OSEP commissioned a group of researchers to review past TMS project investments in order to improve future practice (Okolo, Cavalier, Ferretti, & MacArthur, 1995). The researchers identified five broad categories of research focus:

- **Assistive technology**--projects that look at how to compensate for or otherwise address special student needs;
- **Technology and instruction**--projects related to instructional design, literacy, mathematics, social studies, science, and early childhood education;
- **Technology and assessment**--projects about assessment of academic skills, videodisc assessments, behavioral assessment, expert systems for decision support, and eco-behavioral assessment;

- **Future applications**--projects that analyze trends in hardware and software developments for individuals with disabilities; and
- **Implementation and dissemination of technology applications and services**--projects that examine how technology is used in educational and clinical settings, models of technology integration, centers to disseminate information about technology, and staff development efforts.

Within the implementation and dissemination category, which included findings from 36 projects, the researchers cited numerous research studies documenting the underutilization of assistive and instructional technology in schools, clinics, and work settings. Further, they noted a consistent finding throughout the projects: the fallacy of the belief that simply placing an innovative technology tool in the student's proximity would lead to improved educational results. The researchers reported,

Just about all new developments in assistive and instructional technology appear to have followed this pattern--much promise, much promotion, and little attention to factors that influence how well technology is used and the range of effects it can have. . . . Adding a computer to a classroom or giving a student an assistive device does not guarantee that these tools will be used appropriately, or that they will have any effect on teaching or learning. (Okolo et al. 1995, p.54)

Okolo and colleagues synthesized several elements related to implementation that projects identified as keys to success. These were:

- **Administrative leadership and the need for adequate funding;**
- **Technical support and collaboration; and**
- **Teacher preparation and released time to implement technologies.**

The researchers concluded that technology was only one part of a complex microeducational environment that includes many interacting variables. Lack of attention to these variables, in deference to simple solutions, would impede the effective use of technology.

This reference to the complex nature of implementing technology became a theme throughout many subsequent OSEP technology research projects. It surfaced again in a review of five collaborative technology research projects that was initiated by

OSEP in 1995 (TAM Connector, 1999). These projects set out to study technology strategies that support access to the general education curriculum. Each project implemented technology-based strategies that helped students achieve meaningful participation and independence across various educational environments; promoted effective policy, planning, and practice to ensure accessibility, availability, and effective application for the full range of technology; and fostered the use and integration of technology through professional development.

A unifying framework emerged through cross-project analysis. Components of the framework, each of which was considered vital to effective technology utilization and integration, were:

- Technology planning;
- Professional development;
- Planning for individual students;
- Integrating technology and curriculum;
- Technical assistance to staff, students, and families;
- Student outcomes;
- Evaluating technology initiatives;
- Sustaining and institutionalizing change; and
- Integrating instruction about technology into special education teacher education programs.

It is important to point out the interrelatedness of each component. Each component is necessary to promote best practice, to support the seamless integration of technology across educational environments, and to sustain innovation and growth for the teaching and learning experience.

These projects demonstrated that technology as an educational intervention is complex. Its implementation requires more than attention to one or two elements if enduring change is to be realized. It is not enough to look only at gaining the support of the administrator, or to training a teacher. While each element is essential, each is also part of a more comprehensive framework of related elements that must be addressed in the course of implementation. In most cases, the full implementation of technology requires a comprehensive and complex look at integrating the technology

into the curriculum, into instruction, and into the educational setting with substantive policy and professional development support.

Innovative Activities

While research and development efforts have provided considerable evidence to document the positive results of technology and have suggested implementation approaches, questions remain regarding utilization of technology.

To address these issues, a number of OSEP's current investments are building upon past work in their exploration of technology as an intervention. Technology-based strategies that assist students in achieving meaningful participation and independence are being considered across various educational settings. These strategies emphasize how technology is integrated into the full range of school-related activities--its use, the effects of using assistive and instructional technology on a broad range of results, and how the environment of schools either facilitates or hinders the use of technology. This means looking at change on multiple levels--not just in the classroom, but throughout the entire educational system, including at the school, district, State, and Federal levels (Means et al., 1993). At the local level, this may include the perspectives of curriculum, professional development, and technical assistance. Systemic factors may include the extent to which policy and planning support accessibility, availability, and effective application of the technology.

The pattern of looking at technology as an intervention has emerged in current projects in a variety of ways. The following are examples of innovative OSEP-funded efforts that hold promise for shaping the future.

Stepping Stones of Technology Innovation for Students with Disabilities

A grant competition under this priority category has been conducted annually since 1998. Projects in this priority are designed to focus research on implementation as well as effectiveness and sustained use of a technology-based approach. The stepping stone framework embodies the notion of technology as a complex intervention by building into its design an understanding of implementation and the work that needs to be done to ensure utilization.

There are three phases of possible work:

- **Phase 1--Development.** Projects develop and refine a technology-based approach and test its feasibility for use with students with disabilities.
- **Phase 2--Research on Effectiveness.** Projects select a promising technology-based approach that has been developed in a manner consistent with Phase 1 and subject it to rigorous field-based research and evaluation to determine effectiveness and feasibility in educational or early intervention settings.
- **Phase 3--Research on Implementation.** Projects select a technology-based approach that has been evaluated for effectiveness and feasibility and study its implementation in multiple settings to acquire an improved understanding of the range of contexts in which the approach can be used effectively and the factors that determine the effectiveness and sustainability of the approach in that range of contexts.

Projects funded under this competition have the potential to chart a new course of inquiry as it relates to implementation issues.

The Center To Link Urban Schools with Information and Support on Special Education and Technology (LINK • US)

In previous years, the approach to dissemination and follow-up support was primarily one of supplying information, in print, media, and electronic formats, to the targeted audience. The current approach revolves around providing schools with sufficient technical assistance to support large-scale implementation efforts. The complex nature of the present activities typically includes integrating technology into the curriculum through professional development and ongoing professional support.

An example of this emerging pattern of work is the LINK • US center at the Education Development Center, Inc., a 5-year project funded by OSEP. The overall project goal is to improve outcomes for students with disabilities by having general and special education teaching personnel integrate a range of technology tools into a standards-based curriculum. LINK • US provides key school district personnel with technical assistance to design, conduct, and evaluate ongoing professional development. Technical assistance is guided by the following principles:

- All professional development activities must be aligned with key district initiatives (e.g., language and literacy improvement).

- All activities must be directed at improving results for students.

Collaboration between general and special education teaching personnel is encouraged. Such collaboration is supported by district facilitators, administrators, and related service providers. Collaborative school-based teams design, implement, and reflect on the best methods and procedures to integrate technology into ongoing instruction. Teams use an established process for looking at the work of three focal groups of students (students with IEPs, students at risk for failure, and typically developing students) over time. The process involves determining each student's abilities and needs, identifying clear goals related to standards, generating instructional strategies that meet the needs of diverse learners, determining how technology can support learning, and designing assessments. The project will determine the extent to which teachers institutionalize this process and sustain the use of technology over time.

Family Center on Technology and Disability

As technology is implemented across settings, the perspectives of multiple stakeholders regarding its usability may affect success. As researchers and developers create new technology approaches, the needs and abilities of every individual whom the child will encounter while using the technology must be addressed.

One of the most significant stakeholder groups is the child's family. The potential of technology may be hindered when families are not trained to integrate use of the assistive device in naturally occurring activities. Professionals are responsible for helping children and their families select and acquire assistive technology devices and services, as well as instructing them in their use.

The Family Center on Technology and Disability, housed at the United Cerebral Palsy Association, is an example of an OSEP center designed to support families by providing readily accessible information about technology. At the core of the center's approach is a partnership with other national organizations who serve families of children with disabilities. Rather than serving families directly, the center's emphasis is on identifying partners who, through their ongoing work with families, can serve as intermediaries in dissemination. These partners disseminate information and provide support to their constituents, thereby broadening the reach of the center.

Additional OSEP Efforts

OSEP is undertaking a variety of tasks to study how technology is being used, or might be used, for students with disabilities. Following are examples of selected initiatives.

- **Children From Birth to 3.** Technology can play a significant role in early intervention programs and services for children from birth to age 3. IDEA has promoted the use of assistive technology services to young children through the Infants and Toddlers Program (Part C). Technology enables children to engage in the same activities as their peers who do not have disabilities. As a result, technology acts as an equalizer and further enhances opportunities for children with disabilities to be educated in less restrictive settings. A major initiative being undertaken in this area is the Birth to 3 Project. In addition to looking at effective technology for this age group, researchers also will look at the feasibility of using such technologies.
- **Futures Studies.** OSEP conducted the first "futures" study in 1984 to investigate how technologies from other sectors (e.g., medical, business, military) might be adapted to benefit students with disabilities. This initiative has been revisited every 3 to 5 years in order to identify trends and plan new directions. In the current initiative, the emphasis is on the near future. Papers are being commissioned that focus on how technology may affect students with disabilities in typical settings. These papers will be given to global futurists who will be asked to draw implications for research and practice.
- **Synthesis on the Selection and Use of Assistive Technology.** To ensure that research is disseminated fully to the field, an initiative is being undertaken to synthesize information from projects that have developed and/or studied approaches to selecting and using assistive technology, training parents, and providing local programs to support the appropriate uses of assistive technology. Information from the synthesis will form the basis for a video-based package that will be disseminated to both professional and nonprofessional audiences.

Summary

The IDEA provision to consider assistive technology reflects a growing body of knowledge demonstrating the power and potential of technology to enhance the lives of children with disabilities by providing them with access to the classroom and to

learning. However, to guarantee that technology will be used consistently and effectively for its intended purposes often requires much more than simply recommending a particular tool, putting the tool into the student's or educator's hands, or providing an afterschool staff development workshop for teachers. In many cases, particularly with more high-tech applications, technology implementation takes considerable effort and knowledge. The consideration of technology assumes an understanding of how those technologies will interact with myriad contextual factors, including stakeholders, the environment, policies, curriculum, families, and the students themselves.

The TMS program has produced a strand of inquiry that has evolved from a focus on usefulness--the potential of technology to alleviate a student need--to a focus on usefulness and utilization. TMS research has followed a pattern that is illuminating many of the contextual factors that both impede and facilitate its use. The success of technology in helping students progress ultimately will be contingent on how well these contextual factors are addressed. With OSEP's support, appropriate technology and media have been and continue to be researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and other personnel who provide services to children with disabilities.

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IV. RESULTS

Characteristics of Children and Families Entering Early Intervention

High School Graduation

State Improvement and Monitoring

Characteristics of Children and Families Entering Early Intervention

In 1986, P.L. 99-457 created the Early Intervention Program for Infants and Toddlers with Disabilities, now contained in Part C of the Individuals with Disabilities Education Act (IDEA), as amended in 1997. The ensuing years have seen steady growth in the number of infants and toddlers served under Part C, increasing from an estimated 128,000 in 1988 (U.S. Department of Education, 1990) to almost 200,000 in 1997 (U.S. Department of Education, 1998). Yet very little is known about the characteristics of these children or their families, about the services they receive, or about the outcomes they achieve.

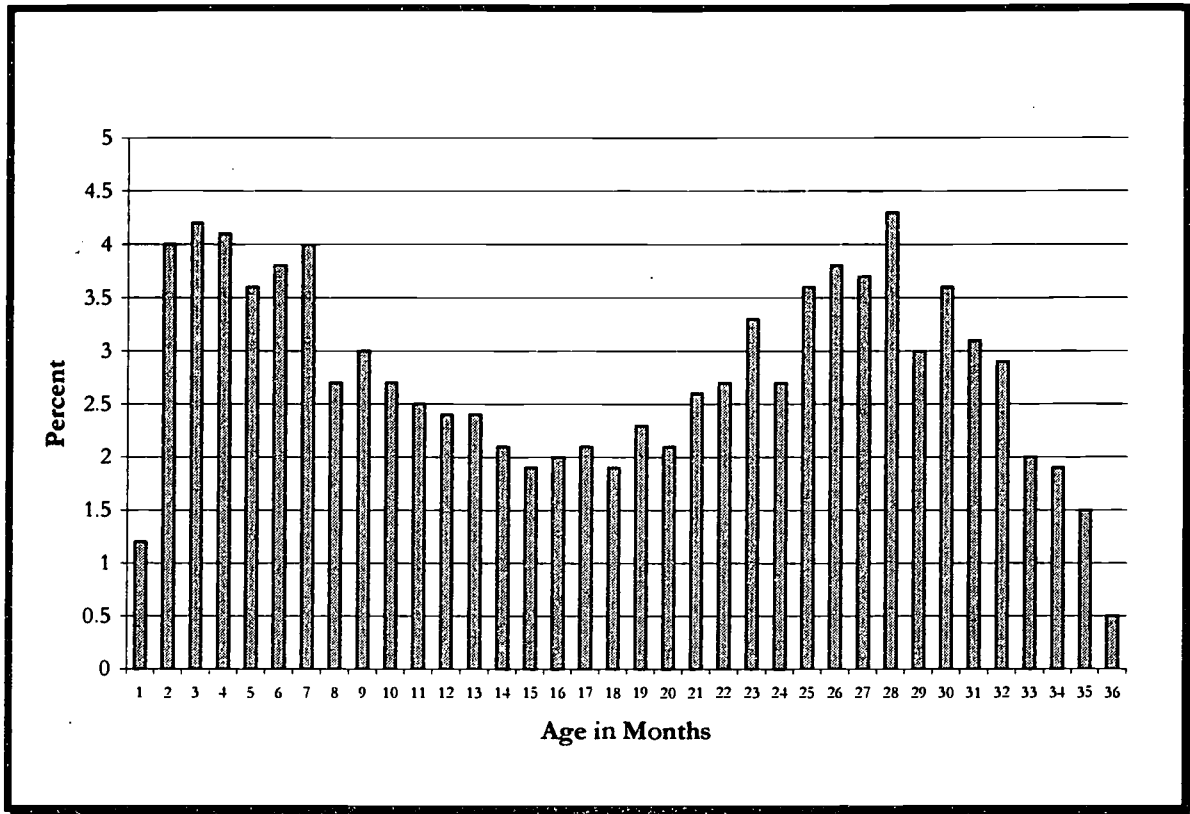
To meet the need for more and better information about Part C and its participants nationally, the Office of Special Education Programs (OSEP) commissioned the National Early Intervention Longitudinal Study (NEILS). NEILS began in 1996 with a design phase; data collection began the following year. NEILS findings are based on a nationally representative sample of children and families who were recruited into the study as they entered early intervention. Study recruitment extended from September 1997 through November 1998. Information will be collected repeatedly about participating children and families through their early school years.

The following pages present preliminary descriptive information from NEILS about the children and families entering early intervention services. These data address the reasons for which they are receiving early intervention services, the ages at which children are entering early intervention, and some demographic characteristics of this population. The data presented here are based on a one-page form that early intervention program staff completed on all children and families who entered early intervention for the first time during the study recruitment period ($n=5,668$). Additional information about the study methodology is available in Hebbeler, Wagner, and Spiker (2000).

Age at Entry and Reasons for Receipt of Early Intervention

The philosophical and empirical basis for early intervention is that providing appropriate services early is of potentially greater impact than beginning services later. Accordingly, an important policy goal is to identify and serve children with developmental problems in programs as early as possible. The average age at which

Figure IV-1
Age at Time of Individualized Family Service Plan (IFSP)



Source: National Early Intervention Longitudinal Study.

children were referred for early intervention was 15.5 months (S.E.=.66¹). Average age at the completion of the individualized family service plan (IFSP) was 17.1 months (S.E. =.72).

Average age tells only part of the story. Children entered early intervention at every month between birth and 36 months, but there are particular months at which children were more likely to enter. Figure IV-1 shows the distribution of the ages in months of children at the time of the IFSP. Each bar shows the percentage of all entering children under 36 months who were a given age at entry. As the graph illustrates, more children entered early intervention in the first and third year of life than in the second. More than 38 percent of children entering early intervention for the first time did so between birth and 12 months; in fact, more than one in five entered early intervention in their first 6 months. Another 28 percent entered in their

¹ The S.E. or standard error indicates the precision of the estimate. To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times.

second year, and more than one-third of children entered early intervention after their second birthdays.²

IDEA stipulates the parameters for who is to receive early intervention services. A child is to be provided early intervention services because s/he “(i) is experiencing developmental delays in one or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or (ii) has a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.” The Federal law also allows States to serve children considered to be “at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual” (20 U.S.C. §1432, as amended by the Individuals with Disabilities Education Act of 1997).

Early intervention program staff were asked to describe the nature of the disability, delay, or risk condition for which the child was eligible for early intervention. Staff provided descriptors such as “motor delay” or “intraventricular hemorrhage.” This information was provided for 93 percent of the children. A total of 305 different terms were provided. The average number of different descriptors for children with at least one descriptor (n=5,293) was 1.5; the range was 1 to 11. These descriptors were then coded as a developmental delay, an established condition, or a risk condition using a classification scheme developed by the research team.

As shown in table IV-1, the most frequently reported reason for receipt of early intervention was a speech/communication impairment or delay. Providers indicated that 41 percent of the children were eligible for early intervention for problems related to speech or communication. The reader is advised that these data are limited by what providers choose to write down about a child. For children with multiple delays or impairments, some providers probably opted to write down the one or two primary reasons for receipt of services. The percentages are thus conservative estimates of presenting problems and are probably more accurately thought of as minimums. The finding is that *at least* 41 percent of the children entering early intervention had speech or communication problems.

² Figure IV-1 shows a noticeable dip around the age of 15 months because children tend to be identified for early intervention services at two key points: at birth, when some congenital disabilities are immediately apparent and, in the second year, when children fail to meet some crucial developmental milestone.

Table IV-1
Frequency of Reasons for Receipt of Early Intervention and Age at IFSP
(n=5,293)

	Reason for EI		Age at IFSP		
	Percentage	Standard Error	Average Age (Months)	Standard Error	N
Delayed development (global)	12.24	1.15	17.64	.97	701
Physical growth abnormality ^{a/}	1.58	.36	15.34	1.91	87
Sensory systems impairment	3.27	.39	15.73	.89	167
Vision impairment ^{a/}	1.07	.13	11.92	1.18	61
Hearing impairment ^{a/}	1.92	.41	15.89	.48	91
Motor impairment or delay	17.49	1.81	15.16	.33	934
Physiological or neurological system impairment	2.22	.45	10.84	.94	123
Intellectual/cognitive impairment or delay	7.18	1.36	22.72	1.00	380
Social/behavioral impairment or delay	3.74	.64	22.15	.70	209
Speech/communication impairment or delay	41.07	3.9	24.87	.29	2,153
Delay in self-help skills	2.55	.74	20.19	.99	151
Congenital disorders	8.90	.94	7.86	.69	502
Down syndrome ^{a/}	4.31	.48	5.80	.80	252
Prenatal/perinatal abnormalities	18.92	2.62	8.21	.59	1,020
Low birth weight ^{a/}	10.99	1.64	7.17	.79	588
Prenatal exposure to drugs/alcohol ^{a/}	2.08	.60	11.46	.82	97
Illness or chronic disease	1.85	.31	13.56	1.59	91
Musculoskeletal disorders	1.96	.23	8.9	.96	98
Central nervous system disorders	6.53	.56	12.2	.51	339
Cerebral palsy ^{a/}	2.19	.28	17.03	1.19	118
Receiving medical treatment, disorder not identified	1.39	.35	9.13	1.5	73
Social environment risk factors	3.90	1.11	15.20	1.4	172

Note: Children could have more than one reason for the receipt of early intervention.

^{a/} Indented categories are also included in the superordinate category above them.

Source: National Early Intervention Longitudinal Study.

Other frequently reported reasons for the receipt of early intervention included prenatal/perinatal problems (19 percent), with the most frequent of these being low birth weight (11 percent of children in early intervention), motor delays (17 percent), and an overall delay in development (12 percent).

Children entering early intervention for different reasons entered at different ages. Table IV-1 also presents the average age at IFSP for different types of disability, delay, or risk conditions. There are highly significant but not surprising differences in the ages at which children with different conditions are entering early intervention. Children with congenital disorders were the youngest group at entry to early intervention with an average age at IFSP of 7.9 months. Many of these conditions are identifiable at birth, and these children therefore should be entering early intervention very young. Children with prenatal and perinatal abnormalities also entered early intervention young relative to other conditions, with the average age at IFSP being 8.2 months. Children with physical growth abnormalities, sensory impairments, or motor delays entered at around 15 months on average. Children with motor, intellectual, social or speech/communication delays or impairments began early intervention around age 2.

Another way to examine the relationship between age at entry and disability is to look at the percentage of children who enter in the first, second, or third year of life with particular conditions. For children who began early intervention at less than 12 months of age, the most frequent reason for receiving services was perinatal/prenatal abnormalities (at least 40 percent of those who entered at less than 12 months), with low birth weight being the largest type of perinatal/prenatal abnormality (28 percent of children younger than 12 months). The second most common reason for receipt of services for this age group was for motor delays or impairments (20 percent).

The pattern is quite different for older infants. For children who began services between the ages of 12 and 24 months, the most frequent reason for receipt of early intervention was a speech/communication delay or impairment (49 percent), followed by motor delay (22 percent) and global developmental delay (15 percent). For the oldest children entering early intervention, those over 24 months, three-fourths (75 percent) of the children entered early intervention with speech/communication delays. The next most frequent conditions were intellectual/cognitive delays (12 percent), global developmental delay (12 percent), and motor delays (11 percent).

Reasons for eligibility for early intervention can also be examined with regard to the three eligibility categories in IDEA. Grouping the various disability descriptors into

Table IV-2
Frequency and Average Age at IFSP for Developmental Delay, Diagnosed Condition, and At Risk (n = 5,293)

	Frequency		Age at IFSP		
	Percentage	Standard Error	Average Age (Months)	Standard Error	N
A developmental delay	64.10	4.62	21.25	.43	3,425
A diagnosed condition	20.37	2.15	10.71	.44	1,078
Being at risk of developmental delay	15.53	2.72	8.45	.73	790

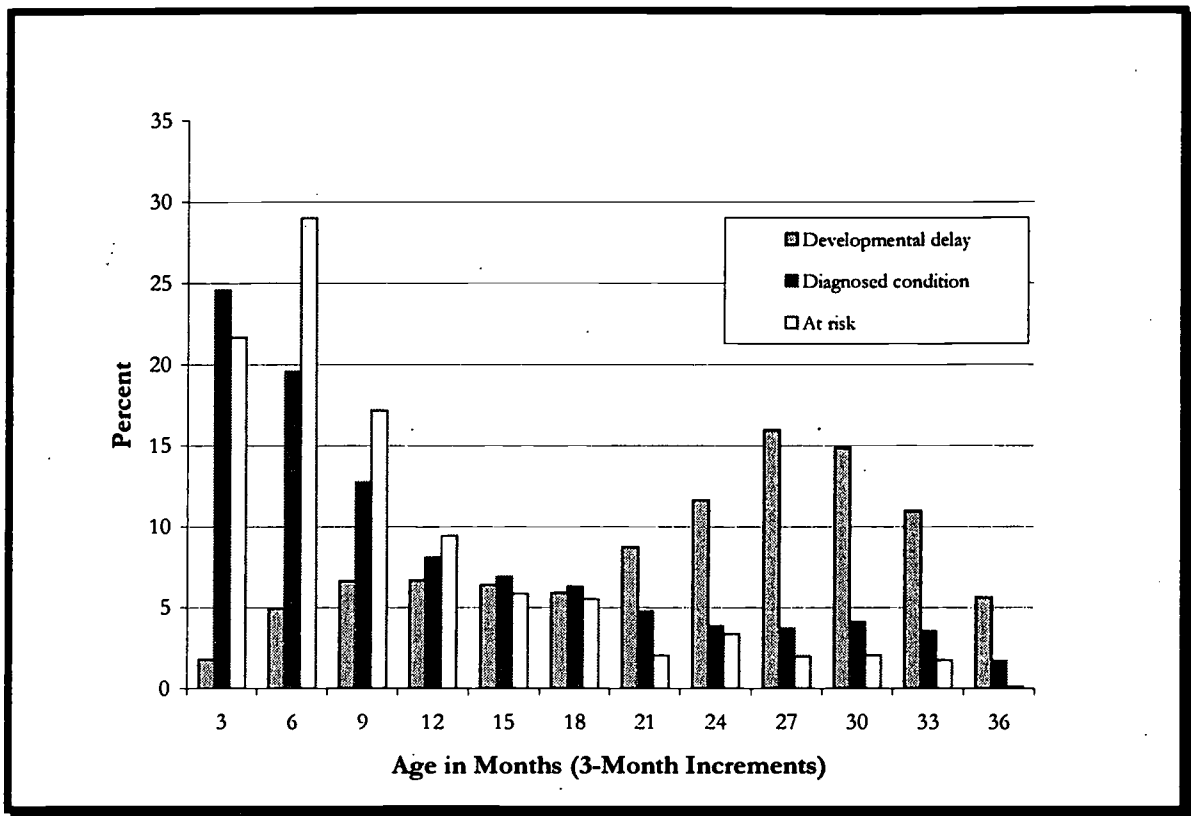
Source: National Early Intervention Longitudinal Study.

the three eligibility classifications in the law shows that most children were eligible for early intervention because of a developmental delay (64 percent), a lesser proportion had a diagnosed condition (20 percent), and far fewer were being served because they were at risk (16 percent)³ (see table IV-2). Children with more than one of these were coded into one category, giving priority to the order in which the terms were just listed (e.g., developmental delay co-occurring with a diagnosed condition was coded as developmental delay for the 4 percent of children with both.)

The average age of children at IFSP differed markedly across the three reasons (see table IV-2). Children who were eligible for early intervention primarily because of a developmental delay were significantly older on average at entry (21.3 months) than children entering because of a diagnosed condition (10.7 months) or being at risk of delay (8.5 months) (for all comparisons, $p < .05$). This is not surprising because developmental delays can only be diagnosed when children are old enough to be expected to have developed particular skills and have not yet done so. Some common diagnosed conditions, in contrast, are evident at birth (e.g., Down syndrome, spina bifida) as are some factors that put children at risk for delay (e.g., drug or alcohol exposure, low birth weight).

³ Seven of the 20 States in the study sample were serving at-risk children under Part C at the time these data were collected. Not all of the children classified by the NEILS' categorization scheme as having risk conditions were residents of States that served at-risk children. This apparent anomaly occurs because the dividing line between established conditions and risk conditions is not well defined in practice, with the same conditions being seen by some States as established conditions and other States as risk conditions. Low birth weight is one example of such a condition.

Figure IV-2
Age at IFSP by Reasons for Eligibility



Source: National Early Intervention Longitudinal Study.

Figure IV-2 illustrates the different patterns of age at IFSP for the three groups. Each bar shows the percentage of children eligible for that reason who entered early intervention in the 3-month age grouping (e.g., birth to 3 months). Children with diagnosed conditions or risk conditions entered in greater numbers in the first year of life, while children with developmental delays were more likely to be identified in the later part of the first 3 years of life. Of children who were eligible for early intervention primarily because of a diagnosed condition, 44 percent entered early intervention in their first 6 months of life, as did 51 percent of those who were eligible primarily because they were at risk of delay. By contrast, only 7 percent of those who were eligible for early intervention because of developmental delay were younger than 6 months old at entry. Forty-seven percent of children with developmental delays entered early intervention between 24 and 31 months of age, compared to 17 percent of children with diagnosed conditions and 10 percent of children who were at risk.

Table IV-3
Demographic Characteristics of Children Entering Early Intervention

	Percentage	Standard Error	N
Gender			5,663
Male	60.91	1.09	
Race/ethnicity			5,376
African American	21.49	1.23	
American Indian or Alaska Native	.48	.20	
Asian or Pacific Islander	4.84	1.86	
Caucasian	55.60	1.98	
Hispanic	15.19	2.30	
Mixed race or "other"	2.41	.47	
Socioeconomic status			
Received public assistance	42.20	1.76	5,180
No working telephone at home	5.48	.52	5,631
In foster care	7.03	.58	5,636

Source: National Early Intervention Longitudinal Study.

Demographic Information

As part of sample recruitment for NEILS, minimal demographic information was collected on all children and families who enrolled in early intervention during the timeframe. Much more demographic information will be available on the children and families who enrolled in the study, but even these minimal data provide interesting information about who is receiving early intervention services.

Gender

Six of 10 children entering early intervention were boys (see table IV-3), a higher rate than their prevalence in the general population of children less than 3 years old (51 percent, U.S. Bureau of the Census, 1998). The disproportion of boys was strongest among those with developmental delays; 65 percent (S.E.=1.79) of these children were male compared to 52 percent (S.E.=1.95) for children with diagnosed conditions and 54 percent (S.E.=3.51) for those at risk of delay ($p < .001$). The overrepresentation of boys in special needs populations has been noted among older children as well (U.S. Department of Education, 1998). Among those with

developmental delays, males were older on average than females at entry to early intervention (22.1 months, S.E.= .38 vs. 19.6 months, S.E.=.51, $p<.001$).

Race and Ethnicity

Children of color were represented in the early intervention population more heavily than in the general population. Whereas 37 percent of the general population of children ages birth to 3 in 1997 were minority, 44 percent (S.E.=1.98) of children entering early intervention during the study period were minority. Most of the disproportion of children of color results from a higher percentage of African American children (21 percent, S.E.=1.23) entering early intervention relative to their numbers in the general population of young children (14 percent). The percentage of children of Hispanic⁴ origin entering early intervention approximated the percentage in the current population: 15 percent (S.E.=2.30) of those entering early intervention were Hispanic, compared with 18 percent in the general population. Asian/Pacific Islander children were 4.8 percent (S.E.=1.86) of those entering early intervention, compared with 4.3 percent of the general population of children birth to age 3. American Indian/Alaska Native children made up less than 1 percent of both the population of children in early intervention and the general population (.5 percent vs. .9 percent, S.E.= .2).

Receipt of Public Assistance

Childhood poverty is associated with a variety of detrimental effects on children's development, including physical health, cognitive ability, school achievement, emotional and behavioral outcomes, and later teenage out-of-wedlock childbearing. Poverty that occurs earlier in children's lives and extends over more years has been found to have particularly negative effects (Brooks-Gunn & Duncan, 1997). Poverty occurring in families with young children also can place considerable stress on the families raising them; in fact, poverty has been the one factor most consistently related to child abuse and neglect (Sedlak & Broadhurst, 1996).

Although the enrollment information does not contain a direct measure of poverty, early intervention professionals did report whether the families whose children were entering early intervention received any kind of public assistance (e.g., Temporary Assistance to Needy Families (TANF), food stamps). A large proportion of children entering early intervention were in families who received some kind of public

⁴ Children were classified as Hispanic apart from the racial classification. In reducing these two variables to a single variable, Hispanic children were classified as Hispanic regardless of race whereas other children are classified by the racial category.

assistance (42 percent, S.E.=1.76).⁵ This is significantly higher than the rates at which children in the general population received Aid to Families with Dependent Children (AFDC) or general assistance (13.4 percent in 1995; U.S. Department of Health and Human Services, 1999) or food stamps (20.3 percent in 1995; U.S. Department of Health and Human Services, 1999). Children from families in early intervention receiving public assistance were more likely to be minority than children in families not receiving public assistance; 62 percent (S.E.=4.54) of the families receiving public assistance were minority families compared to 30 percent (S.E.=2.3) of those not receiving public assistance.

Children from families receiving public assistance and not receiving public assistance differed in their reasons for eligibility for early intervention. Fewer children in families receiving public assistance were eligible for early intervention because of a developmental delay (61 percent, S.E.=4.73) compared to 67 percent (S.E.=4.48) of families not receiving public assistance ($p<.001$). More children in families receiving public assistance were eligible because of a risk condition (19 percent compared to 12 percent for children in families not receiving public assistance, S.E.s=3.66 and 1.84, respectively).

Children with developmental delays in families receiving public assistance were younger, average age of 19.3 months (S.E.=.58), at entry to early intervention than children with developmental delays in other families, who averaged 22.6 months (S.E.=.37, $p<.05$). This could be because their delays were more serious, because they may be seen by pediatricians and other service providers more often or who were more attuned to possible delays, or a combination of these.

Almost 6 percent (S.E.=.52) of families had no working telephone at home. The lack of a telephone probably means these families have a more difficult time communicating with early intervention professionals about their child and their services which could translate into less service (e.g., missed home visits) or less effective service for these families.

Foster Care

The frequency of foster care placements for children in this country has increased in recent years, from approximately 262,000 children in 1982 to 483,000 in 1995 (U.S.

⁵ Early intervention professionals were asked to indicate whether anyone in the household "received any kind of public assistance. Public assistance can include food stamps, public housing, welfare benefits (AFDC, TANF), etc." The kind of public assistance received was not recorded. Additional information about the type of assistance received by families in early intervention will be forthcoming from other NEILS data.

Department of Health and Human Services, 1999). More than half of children in foster care are placed there to protect them from adults in their own homes (Tatara, 1990). Seven percent of children entering early intervention were in foster care, a rate about 10 times the rate at which children in the general population are in foster care (7.3 children per thousand, U.S. Department of Health and Human Services, 1999).⁶ Although the magnitude of this finding is somewhat surprising, its occurrence is not. The same unfortunate life circumstances that have resulted in children being in foster care (e.g., maternal drug abuse, poverty, neglect) may also have significantly impaired their development and certainly place children at risk for developmental problems. Foster care children entering early intervention present a particularly urgent demand for coordinated services across multiple systems, often including child welfare, public health, mental health, and early intervention.

Children in foster care were less likely to receive services for a diagnosed condition (13 percent, S.E.=2.12, compared to 21 percent, S.E.=2.23) than children not in foster care ($p<.001$) and more likely to receive services for a risk condition than children not in foster care (22 percent vs. 15 percent, S.E.s=6.55 and 2.47). Early intervention recipients in foster care were overwhelmingly African American (60 percent, S.E.=4.9). By contrast only 20 percent (S.E.=2.96) of children in early intervention and foster care were Caucasian. With 45 percent of the children under 18 in foster care being African American, there are also a disproportionate number of African American children in foster care in the general population (U.S. Department of Health and Human Services, 1999).

Children in foster care also were significantly more likely to be living with families receiving public assistance. Three-fourths (74 percent, S.E.=5.29) of families with foster children were receiving public assistance compared to 40 percent (S.E.=1.92) of families of children not in foster care ($p<.001$). It is not clear, however, if this means 75 percent of the families with foster care children were low-income families. Service providers might have indicated the family was receiving public assistance because they were receiving public funds for the foster child. Additional information on this point will be available through the family interviews.

⁶ Early intervention professionals who enrolled children were asked to report if the child is cared for by someone in a foster care arrangement (e.g., placed with a family by a social services agency), whether or not the child has a legal foster parent. The difference between the foster care placement rate of children entering early intervention and that for the general population may be affected to an unknown degree by the difference in age between the two groups. The early intervention population is children younger than 3, whereas the figure for the general population includes all children younger than 18.

Summary

Who are the children and families entering early intervention? Preliminary data from NEILS indicate that most children are eligible for early intervention because of a developmental delay, and these children are likely to enter early intervention later than children with a diagnosed condition or a risk condition.

Children enter early intervention at every point throughout the first 3 years of life, but there are time points at which children are more likely to enter: in the first year and third year of life. Children with diagnosed conditions and risk conditions constitute the majority of children entering before the first birthday. Children with developmental delays are the majority of those entering after their second birthday. The primary reasons for eligibility for those who begin services as infants are prenatal or perinatal abnormalities, followed by motor delays or impairments. Older children are most likely to be eligible because of a speech/communication impairment or delay. Motor delays continue to be identified through toddlerhood.

These initial findings on the demographic characteristics of children in early intervention have shown that they are not a representative cross-section of the birth to 3 population. There are more males in early intervention. Families in early intervention are more likely to be receiving some form of public assistance.

The findings reported here are based on the first data from NEILS, and considerably more information will be available in the future. Analyses of data from the family interviews will provide more data on the characteristics of children and families receiving early intervention, such as information about the children's functioning and their families' initial experiences with early intervention. Detailed information about the nature, amount, and location of services will be forthcoming from data collected from service providers. Program directors and program providers were also surveyed, and those surveys will provide profiles of the types of programs serving young children and their families as well as information about who is providing those services. Finally, NEILS will also collect data on the costs of early intervention services and will relate those costs to the benefits achieved.

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High School Graduation

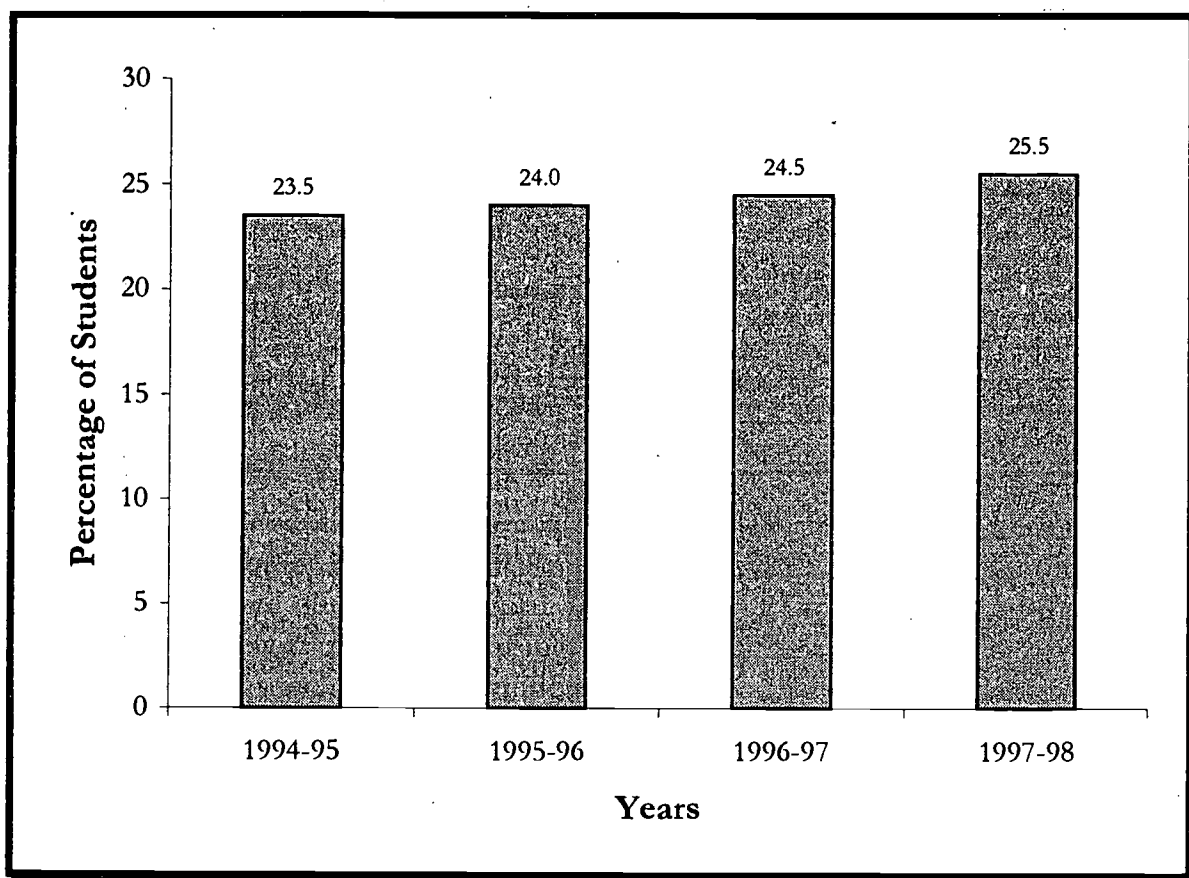
High school graduation is a critical indicator of educational achievement both for individuals and for educational agencies. The importance of the high school graduation rate as an indicator of educational progress is stressed in several pieces of national legislation. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 require States to establish goals for the performance of students with disabilities and indicators to measure progress toward those goals. At a minimum, indicators must include high school graduation rates, dropout rates, and performance on assessments (20 U.S.C. 1412(a)(16)). The Government Performance and Results Act (GPRA) requires Federal agencies to evaluate their programs. For its GPRA evaluation of IDEA, OSEP selected increased graduation rates and reduced dropout rates as indicators of improved educational results for children with disabilities.

This focus on high school completion is driven by research showing that students with disabilities who complete high school are more likely to be employed and to enroll in postsecondary education and training and earn higher wages (Wagner, Blackorby, Cameto, & Newman, 1993). Unemployment rates for dropouts with disabilities are up to 40 percent higher than rates for high school graduates with disabilities (Marder & D'Amico, 1992).

The National Education Longitudinal Study of 1988, Third Follow-up (NELS:88/94) looked at high school completion rates for students with disabilities and their nondisabled peers. When parents of NELS participants who were eighth graders in 1988 were surveyed again in 1994, 75 percent of the students with disabilities had earned a high school diploma. Another 2 percent had completed a GED or equivalent, while 6 percent were still enrolled in high school or were working toward a GED or equivalent. Ten percent of the students with disabilities had dropped out of high school (Horn & Berkold, 1999). Many students in the potential NELS:88/94 sample were excluded from the study, however, and the sample cannot be considered representative of the students served under IDEA.¹

¹ The sample of eighth graders in NELS:88/94 excluded about 5 percent of the potential sample. The sample excluded "1) students with severe mental disabilities; 2) those whose knowledge of English was not sufficient to complete the tests; and 3) students with severe physical or emotional problems that would have made it difficult for them to participate in the survey" (Horn & Berkold, 1999, p. 4). The NELS sample was therefore more representative of students with less severe disabilities than of all students served under IDEA.

Figure IV-3
Percentage of Students Ages 17 Through 21⁺ with Disabilities Graduating with a Standard Diploma: 1994-95 to 1997-98



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

Given the importance of high school graduation as an indicator of educational achievement, each year, States are required to submit data on the number of students with disabilities who complete high school or exit special education through other means. In 1997-98, 147,123 students ages 17 through 21 with disabilities graduated with a standard high school diploma (see table AD3). This represented 25.5 percent of all students with disabilities ages 17 and older and 61.6 percent of students with disabilities exiting the educational system (i.e., graduating, receiving a certificate of completion, reaching the maximum age for services, and dropping out) (see table AD3). The percentage of students with disabilities graduating with a standard diploma has increased gradually, but consistently, since 1994-95, from 23.5 percent to 25.5 percent (see figure IV-3).

Table IV-4
Number and Percentage of Students Ages 17 and Older Graduating with a
Standard Diploma: 1997-98 ^{a/}

Disability	Number	Percentage
Specific learning disabilities	99,640	30.5
Speech or language impairments	4,099	35.0
Mental retardation	15,268	13.8
Emotional disturbance	13,861	22.3
Multiple disabilities	2,061	10.3
Hearing impairments	2,761	29.0
Orthopedic impairments	2,037	25.8
Other health impairments	5,052	29.6
Visual impairments	1,157	30.6
Autism	384	8.4
Deaf-blindness	132	39.2
Traumatic brain injury	671	27.7
All disabilities	147,123	25.5

^{a/} The percentages in this table were calculated by dividing (1) the number of students age 17 and older in each disability category who graduated with a diploma by (2) the total number of students with disabilities age 17 and older in each disability category.

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

Graduation Rates by Disability

High school graduation rates for students with disabilities vary considerably by disability, as shown in table IV-4. In 1997-98, more than 30 percent of students with deaf-blindness, speech or language impairments, specific learning disabilities, or visual impairments received a standard diploma. The variability in graduation rates for students with deaf-blindness may be a function of the relatively small number of students in that disability category; it reflects 132 graduates nationwide. The percentage of students with deaf-blindness who graduated in previous years has been considerably lower (e.g., 14.2 percent in 1996-97). Among those least likely to graduate in 1997-98 were students with mental retardation (14 percent), multiple disabilities (10 percent), and autism (8 percent).

The gradual 4-year improvement in graduation rates for students with disabilities overall (shown in figure IV-3) holds true for most of the individual disability categories as well. Graduation rates for students with hearing impairments, speech or language impairments, visual impairments, emotional disturbance, orthopedic impairments, other health impairments, specific learning disabilities, multiple disabilities, and autism all increased slowly, but consistently, over the 4-year period. Over that same time span, graduation rates for students with mental retardation remained stable, and rates for students with traumatic brain injury fluctuated slightly. Graduation rates for students with deaf-blindness were most unpredictable, varying considerably from year to year.

Graduation Rates by State

The percentage of students with disabilities graduating with a standard diploma also varied considerably by State, with a low of 6.8 percent and a high of 45.4 percent. This variation may be a factor of State graduation requirements, the characteristics of students receiving special education services, or other differences in State policies and procedures. For example, research suggests that students with disabilities, particularly those with mental retardation or speech or language impairments, were significantly less likely to graduate with a standard diploma if they were required to pass a high school exit examination (Westat, 1998). Students with disabilities may also exit special education before graduating from high school.

Because different States identify different percentages of students as eligible for special education, there may be differences in those student populations that affect graduation rates. Hawaii, for example, serves 7.1 percent of its resident population of 6- through 21-year-olds in special education, while Rhode Island serves 12.0 percent of its student population (see table AA13). It is likely that Rhode Island's higher percentage of students served includes more students with mild disabilities and that these students may be more likely to graduate.

State graduation policies for students with disabilities also vary considerably, and these variations may contribute to differences in graduation rates. Nine States require students with disabilities to meet all diploma requirements in order to graduate; 9 require students with mild disabilities to meet diploma requirements; 11 States allow local education agencies (LEAs) to determine diploma requirements; and 6 States allow individualized education program (IEP) teams to establish diploma requirements for students with severe disabilities (National Association of State Boards of Education, 1997). Roughly 40 States offer an alternate or modified diploma, and most States that do not offer flexibility in standard diploma requirements offered one or more alternate exit documents for students with disabilities, such as a certificate of completion (Thurlow, Shin, Guy, & Lee, 1999).

States with the largest percentage of students with disabilities who graduate with a standard diploma included New Jersey (45.5 percent), Connecticut (38.7 percent), and Minnesota (38.5 percent). States with the smallest percentage included Mississippi (6.8 percent), South Carolina (10.4 percent), and Alabama (13.0 percent).

OSEP Efforts To Study and Enhance Graduation Rates

OSEP undertakes a variety of activities to uncover factors associated with high school completion and strategies for promoting graduation. For example, in 1999, OSEP began designing its second longitudinal transition study of secondary-aged students with disabilities. The study will track a nationally representative sample of students with disabilities as they leave secondary school and engage in postsecondary activities, such as employment and postsecondary enrollment. It will explore factors predicting high school graduation for students with disabilities and the consequences associated with graduation. OSEP expects to begin data collection in 2001.

OSEP also funds several discretionary grant projects that address issues of high school graduation and dropout prevention. For example, the University of Minnesota is field testing the Check and Connect procedure, a research-validated dropout prevention program for youth with disabilities. Under Check and Connect, a monitor works with groups of adolescents and their families from 9th through 12th grade. Monitors facilitate communication, promote access to services, and monitor students' educational progress. This project, which serves an estimated 100 students, will run through September 2000 (Council for Exceptional Children, 1999).

In a dropout prevention and recovery program called TRAILS--Transition: Responsible Actions for Independent Living Success, which was funded by OSEP and administered by the Ohio Valley Educational Cooperative, project staff used a functional curriculum for students with mild disabilities to help them make successful transitions to postsecondary settings. The curriculum involved a strong partnership with businesses, an emphasis on self-advocacy, and followup of graduates through support groups and home/workplace visits. The goals of the program were to increase (1) the percentage of students earning high school diplomas or general equivalency diplomas, (2) the number of alternative program options, (3) the frequency of student participation in transition planning conferences, (4) the percentage of students who achieve their educational and transition goals, and (5) the percentage of students who successfully transition from school to adult environments (Ohio Valley Educational Cooperative, 1999).

Results indicated that dropout rates for participants were lower than for non-participants, alternative program options in participating districts increased, participating students in one of two districts were more likely to have transition

plans, and participating students in both districts were more likely to attend transition planning meetings. The TRAILS project evaluation did not find significantly higher achievement of transition goals or better community transitions, in part because many project participants were still in school when the evaluation was completed (Ohio Valley Educational Cooperative, 1999).

In an OSEP-funded program administered by Fairfax County Public Schools and George Mason University, project staff will develop, implement, evaluate, and disseminate strategies for students with disabilities who are at risk of dropping out of high school. The program promotes resilience among youth with disabilities by providing opportunities for successful experiences and positive adult relationships. Students receive individualized instruction and support services to move toward a successful transition from high school to adult life. These services include counseling, social skills training, career exploration, goal setting, parenting skills, and guidance (Council for Exceptional Children, 1999).

OSEP also supports a Secondary Transition Technical Assistance Center which, at the time of this writing, was housed at the University of Illinois at Urbana-Champaign. The center conducts numerous activities to promote the successful transition of students with disabilities. These activities include research, technical assistance, and information dissemination (TRI, 2000). The grant to operate this center is being recompleted in 2000.

Summary

In 1997-98, 25.5 percent of students ages 17 and older with disabilities graduated from high school with a standard diploma. This marked a continuation of the gradual increase in graduation rates over the past 4 years. Graduation rates varied by disability and by State. Students with deaf-blindness, speech or language impairments, or visual impairments were most likely to graduate. States with the highest graduation rates included New Jersey, Connecticut, and Minnesota. Recent improvements in graduation rates held true for most of the individual disability categories, with the exception of students with mental retardation, whose graduation rates have been stable, and students with traumatic brain injury and deaf-blindness, whose rates have been variable. OSEP efforts to understand factors influencing graduation rates for students with disabilities include funding for a second national longitudinal transition study, which will provide information on associations among high school completion, student characteristics, and educational services.

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State Improvement and Monitoring

One of the primary purposes of the Individuals with Disabilities Education Act (IDEA) is to assess the impact and effectiveness of State and local efforts to provide early intervention and educational services to infants, toddlers, children, and youth with disabilities. Primarily through OSEP, the Department of Education assists States, local early intervention providers, and school districts in implementing IDEA's provisions by making grants pursuant to congressional appropriations and providing technical assistance, policy support, and monitoring oversight.

OSEP works in partnership with: (1) States, early intervention services providers, families of infants and toddlers with disabilities, institutions of higher education, advocacy groups, and others to ensure positive results for infants and toddlers and their families and (2) States, parents, school districts, school administrators and teachers, 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 early intervention providers and educational agencies with tools to assist them in improving results.

OSEP has been working with States, parents, and other advocates over the past 5 years, and with even greater intensity since the enactment of the IDEA Amendments of 1997, to shape OSEP's accountability work in a way that drives and supports improved results for infants, toddlers, children, and youth with disabilities without sacrificing any effectiveness in ensuring that the individual rights of children with disabilities and their families are protected. In order to ensure compliance that supports strong results for people with disabilities, OSEP has used a multifaceted process that has included the following:

- Providing ongoing technical assistance to States regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress in results;
- Reviewing each State's statutes and regulations and other policy and technical assistance documents, and documentation of the State's exercise of its general supervision responsibilities, including monitoring and complaint resolution;
- Conducting onsite visits and other activities to ensure *implementation* of policies and procedures that are consistent with the requirements of IDEA and that support reform and strong results;

- Ensuring correction of noncompliance in a manner that supports improved results and reform; and
- Engaging in ongoing communication with States, national and State organizations, parents and advocates, and other constituents.

On February 17, 18, and 19, 1998, OSEP hosted a working meeting with diverse representation from stakeholder groups, including State coordinators of early intervention services and directors of special education, Parent Training and Information Centers, Regional Resources Centers, the National Early Childhood Technical Assistance System (NECTAS), and parent and child advocacy groups. OSEP asked the participating stakeholders to help it define a vision for compliance with certain results-oriented requirements and to develop monitoring strategies to determine the level of implementation of the requirements. Finally, OSEP asked the participants to propose a monitoring system that would incorporate the results-oriented monitoring strategies. OSEP used the input from this very productive stakeholder meeting to design its Continuous Improvement Monitoring Process, which is built around the following critical themes:

Continuity. An effective accountability system must be continuous, rather than episodic, clearly linked to systemic change, and integrate self-assessment and continuous feedback and response.

Partnership with Stakeholders. OSEP must be a partner with parents, students, State and local educational agencies, and other Federal agencies in a collaborative process in which stakeholders are part of the entire process, including the setting of goals and benchmarks; the collection and analysis of self-assessment data; the identification of critical issues and solutions to problems; and the development, implementation, and oversight of improvement strategies to ensure compliance and improved results for children and youth with disabilities.

State Accountability. States must assume accountability for measuring and reporting progress, identifying weakness, and identifying and implementing strategies for improvement.

Self-Assessment. Each State must work with stakeholders to design and implement an ongoing self-assessment process that is focused on improving results for children and youth with disabilities and that facilitates continuous feedback and use of information to support continuous improvement. OSEP will periodically visit programs in the State to verify the self-assessment.

Data Driven. The continuous improvement monitoring process in each State will be driven by data that focus on improved results for children and youth with disabilities. Each State will collect and use data on an ongoing basis, aligned with the State's performance goals and indicators, with regular OSEP review. States and OSEP will compare data across States, school districts, and early intervention service providers to identify needs and strategies for improvement. Some of the available data which can be critical to the self-assessment and validation process include those regarding graduation and dropout rates, performance of students with disabilities on state- and district-wide assessments, rates at which children with disabilities are suspended and/or expelled from school, and identification and placement of students from minority backgrounds.

Public Process. It is important that the self-assessment and monitoring process be public and that self-assessment results, monitoring reports, and improvement plans be broadly disseminated.

Technical Assistance. Because the focus of the monitoring process is on continuous improvement, technical assistance is a critical component. Therefore, OSEP will prioritize the provision of such assistance as a component of its onsite work in each State. States will be encouraged to include a technical assistance plan as part of their correction/improvement plan and utilize the Regional Resource Centers and NECTAS to provide and broker technical assistance throughout the continuous improvement process. A key component in technical assistance will be the identification and dissemination of promising practices.

OSEP customizes its continuous improvement monitoring process to meet the needs in each State. In States where there is evidence of substantial compliance with IDEA requirements, OSEP's focus is on the identification and implementation of promising practices. In States that are not demonstrating compliance, OSEP works with the State to develop improvement strategies. States that fail to correct identified deficiencies may be subject to enforcement actions such as special conditions on grant awards, compliance agreement, or withholding of funds.

The continuous improvement monitoring cycle is ongoing and consists of the following phases:

Self-assessment. The State works with a steering committee of stakeholders who represent diverse perspectives to develop and implement a self-assessment to evaluate the State's effectiveness in achieving compliance and in improving results for children and youth with disabilities and their families.

Validation Planning. The steering committee, made up of representatives of stakeholder groups and selected by the State education agency (SEA) and lead agency, works with OSEP staff to plan strategies for validating the self-assessment results, including, if appropriate, onsite collection of data. The validation planning stage includes meetings to obtain focused public input, review the self-assessment, and develop a monitoring plan, which can include offsite and/or onsite strategies.

Validation Data Collection. During this phase, OSEP collects validation data, presents those data to the steering committee in a structured exit conference, and works with the steering committee to plan the reporting and public awareness processes. OSEP's data collection may include data collection at both the State and local levels.

Improvement Planning. Based upon the self-assessment and validation results, the steering committee develops an improvement plan that addresses both compliance and improvement of results for children and youth with disabilities and includes timelines, benchmarks, and verification of improvement. OSEP encourages States to include their Regional Resource Center and/or NECTAS in the development of the improvement plan, in order to facilitate the effective inclusion of technical assistance in both planning and implementation of the improvement plan.

Implementation of Improvement Strategies. The State implements and evaluates the effectiveness of the improvement plan.

Verification and Consequences. Based upon documentation that OSEP receives from the State and steering committee, OSEP verifies effectiveness of the actions taken in implementing the improvement plan. Where the State has been effective in achieving verifiable improvement, positive consequences may include public recognition. If a State does not implement the improvement plan, or implementation is not effective, OSEP may need to impose sanctions, which could include OSEP's prescription of improvement actions, a compliance agreement, or other enforcement actions.

Review and Revision of Self-assessment. Based on the results of the previous improvement planning cycle, the State reviews, and as appropriate revises, the self-assessment.

OSEP has focused its continuous improvement monitoring process on those areas that are most closely associated with positive results for children with disabilities. To help OSEP and States focus on those areas, OSEP has clustered:

1. Part C (services for children ages birth through 2) requirements into five major areas:
 - General Supervision,
 - Child Find and Public Awareness,
 - Early Intervention Services in Natural Environments,
 - Family-Centered Systems of Services, and
 - Early Childhood Transition.
2. Part B (services for children ages 3 through 21) requirements into four major areas:
 - Parent Involvement,
 - Free Appropriate Public Education in the Least Restrictive Environment,
 - Secondary Transition, and
 - General Supervision.

In order to assist States in the self-assessment of their systems for early intervention and special education services, and to guide OSEP's review of those systems, OSEP developed "cluster charts," that included results-focused State and local indicators for each of the nine clusters listed above. The self-assessment and monitoring process incorporates use of the cluster areas through the following steps:

- Identifying indicators for measuring progress in the implementation of IDEA;
- Identifying potential data sources and gathering data pertinent to the indicators;
- Analyzing the data to determine the positive and negative differences between the indicators as stated and their status; and
- Identifying promising practices and developing improvement and maintenance strategies.

Table IV-5
Schedule of 1998-1999 Continuous Improvement Monitoring Reviews

North Dakota August/September 1998	Utah October/December 1998	New York February/April 1999
Nebraska August/October 1998	Arizona October 1998/January 1999	Montana March/April 1999
Washington August/October 1998	Wisconsin November 1998/February 1999	South Dakota March/May 1999
New Mexico October/December 1998	Massachusetts November 1998/February 1999	Bureau of Indian Affairs (Data collected during North Dakota, New Mexico, and South Dakota visits)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

OSEP conducted 12 continuous improvement monitoring reviews during the 1998-99 school year. During the 1999-2000 school year, OSEP conducted six reviews, as well as the validation planning visit component for two additional States. OSEP will conduct the validation data collection visits for those two States at the beginning of the 2000-01 school year. In addition, in 1999-2000 OSEP made a visit to Illinois for Part B focus and Part C follow up, and two CAP visits to California. Table IV-5 shows the schedule of the 1998-99 school year reviews; table IV-6 lists the 1999-2000 reviews.¹

OSEP's monitoring reports for the 1998-99 and 1999-2000 school year reviews are, like the self-assessment, validation planning, and data collection processes, focused around the five Part C and four Part B clusters described above. The following is a summary of the strengths and areas of noncompliance that OSEP identified in the monitoring reports that it has issued based upon visits in the 1998-99 school year.

Part C: General Supervision and Administration

The State lead agency is responsible for developing and maintaining a statewide, comprehensive, coordinated, multidisciplinary, interagency early intervention system. Administration, supervision, and monitoring of the early intervention system are essential to ensure that each eligible child and family receives the services needed to enhance the development of infants and toddlers with disabilities and to minimize

¹ Monitoring reports are available online at <http://www.ed.gov/offices/OSERS/OSEP> or by writing to the OSEP director at the Department of Education.

Table IV-6
Schedule of 1999-2000 Continuous Improvement Monitoring Reviews

Illinois September 1999 (Part B focus/C follow-up)	Colorado November 1999/January 2000
Ohio August/October 1999	Florida December 1999/February 2000
Maryland September/October 1999	New Jersey February/September 2000
Louisiana November 1999/February 2000	Pennsylvania March/October 2000
Arkansas November 1999/January 2000	California January/April 2000 (CAP visits)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

their potential for developmental delay. Early intervention services are provided by a wide variety of public and private entities. Through supervision and monitoring, the State ensures that all agencies and individuals providing early intervention services meet the requirements of IDEA, whether or not they receive funds under Part C.

While each State must meet its general supervisory and administrative responsibilities, the State may determine how that will be accomplished. Mechanisms such as interagency agreements and/or contracts with other State-level or private agencies can serve as the vehicle for the lead agency's implementation of its monitoring responsibilities. The State's role in supervision and monitoring includes: (1) identifying areas in which implementation does not comply with Federal requirements; (2) providing assistance in correcting identified problems; and (3) as needed, using enforcing mechanisms to ensure correction of identified problems.

During Part C monitoring, OSEP identified strengths in the General Supervision Cluster in the following areas: (1) Interagency Coordinating Councils with strong parent representation and active participation by agencies involved in providing services for infants, toddlers, and their families and (2) an efficient Interagency Coordinating Council resulting in creative practices in the areas of personnel preparation, effective interagency agreements, and innovative and family-centered practices leading to improved results for infants, toddlers and their families. In addition, OSEP discovered that some States have sophisticated data collection systems that provide them with information to effectively plan in all areas of the early intervention system to ensure appropriate family-centered services. One State has implemented a joint monitoring process that minimizes duplication of effort and

promotes efficiency. These interagency monitoring activities have been effective in identifying and correcting deficiencies in the Part C program.

Areas of noncompliance identified by OSEP included States that do not have an effective or complete monitoring system to ensure compliance with all Part C requirements. There is wide variation in States' monitoring activities and in the components that are covered in a State's monitoring system. Some States have not yet conducted a systematic monitoring and evaluation of their Part C program. Other States that have conducted monitoring activities have not included important components of Part C, such as monitoring for natural environments and family-centered practices; ensuring that eligible children and families are receiving all needed services, timely evaluation and assessment activities, and individualized family service plan (IFSP) development; ensuring distribution of public awareness materials by primary referral sources; and a variety of other aspects of Part C requirements. States that identify noncompliance issues frequently have ineffective improvement actions or enforcement strategies, as the same issues recur in subsequent monitoring by the State and were also identified during OSEP's monitoring activities. Furthermore, some States are neglecting to ensure that all programs and agencies providing early intervention services are in compliance with Part C, especially if the service provider is another State agency.

Part C: Child Find/Public Awareness

The needs of infants and toddlers with disabilities and their families are generally met through a variety of agencies. However, prior to the enactment of Part C of IDEA, there was little coordination or collaboration for service provision, and many families had difficulty locating and obtaining needed services. Searching for resources placed a great strain on families. With the passage of Part C in 1986, Congress sought to ensure that all children needing services would be identified, evaluated, and served, especially those children who are typically underrepresented, (e.g., minority, low-income, inner-city, American Indian, and rural populations), through an interagency, coordinated, multidisciplinary system of early intervention services.

Each State's early intervention system must include collaborative child find and public awareness activities that are coordinated with all other child find efforts in the State. Part C recognizes the need for early referral and short timelines for evaluation because development occurs at a more rapid rate during the first 3 years of life than at any other age. Research in early brain development has demonstrated what early interventionists have known for years--that children begin to learn and develop from the moment of birth. Therefore, the facilitation of early learning and the provision of timely early intervention services to infants and toddlers with disabilities are critical.

OSEP observed areas of strengths in States' public awareness campaigns. For example: (1) An effective statewide multimedia public awareness campaign is reaching urban areas; (2) State early intervention staff participate in statewide early childhood initiatives to promote awareness of Part C; (3) program materials are available in multiple languages and easy-to-read formats; (4) funds are provided to reservation tribes for development of materials to foster child find activities for Native American children. OSEP noted strengths in States' comprehensive child find systems: in one State, legislation is in place that provides the right to an evaluation for all children ages birth to 5 years. Children do not need to be suspected of a developmental delay to receive this evaluation. Another State has an early childhood tracking system that is effective in identification of at-risk children. Under this system, parents register, beginning at the child's birth, and complete a monthly questionnaire that, in turn, is reviewed by child development specialists. In a third State, screening activities are broadly advertised, and creative public awareness materials are used to encourage parents to attend screening activities.

OSEP identified the following areas of noncompliance in the Child Find and Public Awareness cluster:

- Part C requires States to establish a public awareness program that focuses on the early identification of eligible children and that informs the general public how to make referrals and access evaluations and services. OSEP found that public awareness programs typically are not adequate to inform the general public about the provision of early intervention services; materials are not being disseminated broadly enough to reach the general public; and materials are not appropriate or easily understood for rural parents and tribes residing on reservations. These problems exist because of lack of an ongoing, systemic campaign of public awareness activities.
- Part C requires States to implement a coordinated, comprehensive statewide child find system with all other relevant major State agencies (education, health and social services programs), and tribes and tribal organizations. OSEP found that States typically do not have State or local systems to coordinate and support a coordinated child find system to locate and identify children and not duplicate efforts unnecessarily. In addition, child find is not being coordinated with tribes and tribal organizations receiving funds under Part C. These issues are occurring, in part, due to lack of clear guidance and procedures from the State lead agency.
- States must have an effective method for primary referral sources to make referrals and to ensure that referrals are made no more than 2 working days after a child has been identified. OSEP found that many primary referral sources, including the medical community and other public and private

agencies, either do not understand the appropriate referral procedures when referring a child suspected of developmental delay and in need of early intervention services, are not aware of the early intervention system, are not referring children to the system, or the eligibility criteria prevent referral. These problems exist, in part, due to lack of effective outreach and communication methods to the medical community and public and private agencies.

- Part C requires that, within 45 days of receiving a referral, a State must ensure the completion of a comprehensive, multidisciplinary evaluation and assessment of the child's strengths and needs and identify services to meet those needs through the IFSP process. OSEP found that delays are occurring in the initial evaluation and assessment of children referred to the early intervention system and that not all required services are being identified within the 45-day timeline. Delays are occurring for a variety of reasons, including personnel shortages, lack of timely assignment of an initial service coordinator responsible for ensuring completion of the evaluation, and travel requirements to reach families residing in rural communities. OSEP also found that all required services are not being identified because the initial evaluation is not sufficiently comprehensive to identify services to meet the child's needs.

Part C: Early Intervention in Natural Environments

In creating the Part C legislation, Congress recognized the urgent need to ensure that all infants and toddlers with disabilities and their families receive early intervention services according to their individual needs. Three of the principles on which Part C was enacted include: (1) enhancing the child's developmental potential, (2) enhancing the capacity of families to meet the needs of their infant or toddler with disabilities, and (3) improving and expanding existing early intervention services being provided to children with disabilities and their families.

To assist families in this process, Congress also required that each family be provided with a service coordinator, to act as a single point of contact for the family. The service coordinator assures that the rights of children and families are provided, arranges for assessments and IFSP meetings, and facilitates the provision of needed services. The service coordinator coordinates required early intervention services, as well as medical and other services the child and the child's family may need. With a single point of contact, families are relieved of the burden of searching for essential services, negotiating with multiple agencies, and trying to coordinate their own service needs.

Part C requires the development and implementation of an IFSP for each eligible child. The evaluation, assessment, and IFSP process are designed to ensure that appropriate evaluation and assessments of the unique needs of the child and of the family related to enhancing the development of their child are conducted in a timely manner. Parents are active members of the IFSP multidisciplinary team. The team must take into consideration all the information obtained through the evaluation and child and family assessments in determining the appropriate services needed to meet the needs.

The IFSP must also include a statement of the natural environments in which early intervention services will be provided for the child. Children with disabilities should receive services in community settings and places where normally developing children would be found, so that they will not be denied opportunities that all children have to be included in all aspects of our society. In 1991, Congress required that early intervention services be provided in natural environments. This requirement was further reinforced by the addition of a new requirement in 1997 that early intervention can occur in a setting other than a natural environment only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. In the event that early intervention cannot be satisfactorily achieved in a natural environment, the IFSP must include a justification of the extent, if any, to which the services will not be provided in a natural environment.

OSEP identified strengths in the Early Intervention Services in the Natural Environments Cluster in a number of States. Examples of promising practices that OSEP found in a variety of States include: (1) the formalized coordination of the social services, health, schools, Indian health services, and service provider agencies in each local area of a State to ensure coordinated services to infants and toddlers and their families; (2) coordination with Medicaid to institute a differential funding formula for Medicaid reimbursement for services that are conducive to providing early intervention services in homes and child care settings; and (3) development of a sophisticated system of identifying competencies and degree requirements for service coordinators, professionals, and paraprofessionals who work with infants and toddlers to ensure a holistic approach to early intervention and integration of services for this population.

In the area of noncompliance, OSEP found a variety of service coordination violations of the regulations. Not all States appoint a single service coordinator to complete all of the services coordination duties specified by the regulations, thus requiring families to continue to identify some of their own resources and services. In some States, service coordinators are not assisting families in the identification of family needs and the supports and services needed by families to address those needs, and, in cases where services for families are identified, these services are not included on the IFSP.

In some States, OSEP found that evaluations and assessments are not completed within the timeline required, and some evaluations and assessments are delayed for several weeks to several months, creating a delay in needed services. Multidisciplinary evaluations are not completed in all developmental areas, and frequently, there are not enough service providers to complete evaluations in a timely manner. OSEP found that several States are not using the IFSP process to make individual determinations for eligible children and families concerning natural environments for provision of services; some States are still providing services in segregated centers, without justification in the IFSP, where children without disabilities would not normally participate. In addition, some States do not include all the services an eligible child and family needs on the IFSP, only including those services that are available. Some States fail to include on the IFSP other non-early intervention services that the child needs, as required by Part C to make the IFSP a comprehensive document.

OSEP found that not all services listed on IFSPs were actually being provided. In some instances, services are reduced or not provided in the summer months for reasons unrelated to a child's needs. In some States, eligible children are not receiving services due to the failure of the State to provide transportation to families in need of this service. Finally, OSEP found that in several States, the IFSP team process was not being used to determine services.

Part C: Family-Centered Services

Research has shown that improved outcomes for young children are most likely to occur when services are based on the premise that parents or primary caregivers are the most important factors influencing a child's development. Family-centered practices are those in which families are involved in all aspects of the decision-making, families' culture and values are respected, and families are provided with accurate and sufficient information to be able to make informed decisions. A family-centered approach keeps the focus on the developmental needs of the child while including family concerns and needs in the decision-making process. Family-centered practices include establishing trust and rapport with families and helping families develop skills to best meet their child's needs.

Parents and other family members are recognized as the lynchpins of Part C. As such, States must include parents as an integral part of decision making and service provision, from assessments through development of the IFSP, to transition activities before their child turns 3. Parents bring a wealth of knowledge about their own child's and family's abilities and dreams for their future, as well as an understanding of the community in which they live.

In 1986, Part C of IDEA was recognized as the first Federal legislation to specifically focus attention on the needs of the family related to enhancing the development of children with disabilities. In enacting Part C, Congress acknowledged the need to support families and enhance their capacity to meet the needs of their infants and toddlers with disabilities. On the cutting edge of education legislation, Part C challenged systems of care to focus on the family as the unit of services, rather than the child. Viewing the child in the context of her/his family and the family in the context of its community, Congress created certain challenges for States as they designed and implemented a family-centered system of services.

OSEP found that States used a variety of methods to ensure and enhance family participation in the provision of early intervention services for infants and toddlers. Several states have organized and systematized programs for parent involvement, including local family liaisons, parent-to-parent support networks, programs to assist parents in navigating the system, and a program to train parents to be advocates and to participate on local and State government committees. In these States, parents assist in the development of training materials and public awareness materials. The State Interagency Coordinating Council moves its meetings to various locations around the State to allow more parents to attend and participate in the activities of the Council. These States also provide information in family friendly language and in a variety of dialects to assist families to be able to participate.

OSEP included findings related to this Cluster in the Early Intervention Services in Natural Environments section of this report.

Part C: Early Childhood Transition

Congress included provisions to ensure that preschool or other appropriate services would be provided to eligible children leaving early intervention at age 3. Transition is a multifaceted process to prepare the child and the child's family to leave early intervention services. Congress recognized the importance of coordination and cooperation between the educational agency and the early intervention system by requiring that a specific set of activities occur as part of a transition plan. Transition activities typically include: (1) identification of steps to be taken to prepare the child for changes in service delivery and to help the child adjust to a new setting, (2) preparation of the family (i.e., discussions, training, visitations), and (3) determination of other programs and services for which a child might be eligible. Transition planning for children who may be eligible for Part B preschool services must include scheduling a meeting, with approval of the family, among the lead agency, the educational agency, and the family, at least 90 days (with parental permission up to 6 months) prior to the child's third birthday. Transition of children who are not eligible for special education also includes convening a meeting to assist

families in obtaining other appropriate community-based services. For all Part C children, States must review the child's program options for the period from the child's third birthday through the remainder of the school year and must establish a transition plan.

Strengths identified during OSEP's monitoring activities in the Transition Cluster for Part C included activities leading to smooth transitions for children and families. Some States have established a committee to develop interagency plans for transition, developing local and State interagency agreements and memoranda of understanding, especially where the SEA is not the Part C lead agency. States have developed a variety of interagency training techniques for providers and parents regarding transition, including specific training for parents and joint training for staff of each agency. Transition guides have also been developed to assist parents and providers in the transition process.

OSEP also identified noncompliance issues during the monitoring visits for Part C. Some States do not hold the transition meeting at least 90 days before the child's third birthday, sometimes waiting until only a few weeks before the child turns 3. Other States do not hold a transition meeting at all for those children who are eligible for Part B or for those who will transition to community services. This practice results in failure to provide services by the child's third birthday and, in some instances, failure to provide services until the child is 4. Some States do not include transition plans in the IFSP, or, for transition planning, the IFSP only states that the child will transition, without the appropriate steps to prepare the child and the child's family for transition out of Part C.

Part B: Parent Involvement

A purpose of the IDEA Amendments of 1997 is to expand and promote opportunities for parents and school personnel to work in new partnerships at the State and local levels. Parents must now have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of their child and the provision of a free appropriate public education to their child. Parental involvement has long been recognized as an important indicator of a school's success, and parent involvement has positive effects on children's attitudes and social behavior. Partnerships positively affect achievement, improve parents' attitudes toward the school, and benefit school personnel as well.

With the enactment of the IDEA Amendments of 1997, OSEP's work in shaping its accountability in a way that drives and supports improved results for infants, toddlers, children, and youth with disabilities intensified. In order to ensure compliance with the amendments, which support positive results for people with

disabilities, OSEP designed a multifaceted process. Among the Part B requirements that provide the strongest links to improved educational results for students with disabilities are those addressing the participation of parents and students and general and special education personnel in the development and implementation of educational programs for children with disabilities. One of the four major areas in which Part B requirements are clustered for children ages 3 through 21 is parent involvement.

Since the enactment of the IDEA Amendments of 1997, OSEP has identified specific strengths in the Part B Parent Involvement Cluster in a number of States. OSEP's review of States using its new continuous monitoring process found the following examples of these promising practices: (1) joint training in some States where States and parent groups collaborate with Parent Training and Information Centers on the 1997 amendments, (2) jointly developed training materials for use by parents and personnel, and (3) the successful use of mediation as a process for conflict resolution where parents report that they feel heard and valued as partners in mediation. In a number of instances, OSEP found that parents and communities provide strong support to the educational process, with families very involved in the educational programs for their children and, reciprocally, the schools actively involving parents in meetings concerning their child's special education.

Issues of noncompliance identified by OSEP include findings that in some States, parents are not part of the group that reviews existing evaluation data to determine whether a child has a disability. In these cases, parents are also not part of the reevaluation process to determine whether the child continues to have a specific disability, and parents are not included on the multidisciplinary team that makes the placement decision for the child.

Part B: Free Appropriate Public Education in the Least Restrictive Environment

The provision of a free appropriate public education in the least restrictive environment is the foundation of IDEA. The provisions of the statute and regulations (evaluation, individualized education program (IEP), parent and student involvement, transition, participation in large-scale assessment, eligibility and placement decisions, service provision, etc.) exist to achieve this single purpose. It means that children with disabilities receive educational services at no cost to their parents and that the services provided meet their unique learning needs. These services are provided, to the maximum extent appropriate, with children who do not have disabilities and, unless their IEP requires some other arrangement, in the school they would attend if they did not have a disability. Any removal of children with disabilities from the regular educational environment occurs only when the nature or

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severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Committee Reports of the Senate Committee on Labor and Human Resources and the House of Representatives Committee on Education and the Workforce for the 1997 amendments emphasized that too many students with disabilities are failing courses and dropping out of school. Those reports noted that almost twice as many children with disabilities drop out as compared to children without disabilities. They expressed a further concern about the continued inappropriate placement of children from minority backgrounds and children with limited English proficiency in special education. The Committees stated their intention that "once a child has been identified as being eligible for special education, the connection between special education and related services and the child's opportunity to experience and benefit from the general education curriculum should be strengthened. The majority of children identified as eligible for special education and related services are capable of participating in the general education curriculum to varying degrees with some adaptations and modifications. This provision is intended to ensure that children's special education and related services are in addition to and are affected by the general education curriculum, not separate from it."

OSEP identified strengths in the Free Appropriate Public Education in the Least Restrictive Environment Cluster in a number of States. Several States were commended for the activities they had developed to ensure that appropriately trained administrators, teachers, paraprofessionals, and related services personnel are located and available to meet the identified needs of all children with disabilities. Efforts taken to retain personnel after they have been hired were also recognized. Examples of these activities include the creation of a recruitment website to assist local districts in locating qualified personnel, upgrading of the special education teacher certification requirements, development of minimum competencies for paraprofessionals, and the development of unique approaches to secure qualified staff in rural areas. Other examples of staff development include the creation of an inclusive education training project for school districts to assist them in initiating and implementing inclusive educational practices and the development of an educational interpreter certificate project which utilizes distance learning and summer programs to deliver instruction to educational interpreters. In one State, new endorsement requirements were implemented for teachers who had requested endorsement for birth through age 8 programs that would require coursework focusing on the unique needs of students within this age range.

Particularly noteworthy were the initiatives taken by some States to address the needs of students with behavioral disorders. The creation of statewide projects and other mechanisms, such as the use of assessment instruments, to provide comprehensive

staff development to improve the capacities of schools and communities are among the initiatives taken to address the needs of this population.

A few States were recognized for the steps taken to address the needs of students from birth to age 9. One State expanded the developmental delay category to age 9, giving school districts the option of providing services to younger children without having to lock the child into an eligibility category which may be inappropriate or incorrect. Another State increased the size of the State staff responsible for providing linkages to other State level transition services for young children and their families.

Other strengths which demonstrate the variety of State-level initiatives for providing a free appropriate public education in the least restrictive environment include the following:

- Data gathering instruments, such as the development of a single State-level student information management system to collect data across programs and the development of a system that allows the State to collaborate between various programs to collect suspension/expulsion data for all students, including students with disabilities;
- Close working relationships with the State Advisory Panel to formulate policy and guidance for implementing the 1997 amendments;
- Creation of a financial safety net in the special education funding formula to ensure that all eligible children and youth with disabilities receive a free appropriate public education by providing State funds for students requiring high-cost services and to districts receiving less State special education revenue than the previous year;
- Proactive steps to increase the involvement of children with disabilities in state- and district-wide assessment programs.

The areas of noncompliance that OSEP identified within the Free Appropriate Public Education in the Least Restrictive Environment Cluster focused on requirements in the following areas:

- Removal of children from regular education settings only when the nature and severity of disability is such that education in regular classes, with the use of supplementary aides and supports, cannot be achieved satisfactorily.

Lack of supplementary aids and services, inadequate number of appropriately trained staff, and an inadequate supply of qualified staff are factors that affect decisions about removal of students from regular education classes. Students with emotional disturbance or intellectual or multiple disabilities tend to be inappropriately placed in segregated classes most often. In some instances, placement decisions continue to be based on the intensity of service level and disability category rather than on the unique needs of the child.

- Transition from Part C to B.

Some States did not consistently ensure that public agencies carry out a smooth and effective transition to Part B services. For example, collaboration among local staff is limited, and communication often results in philosophical disagreements about evaluations, untimely or no transition meetings, and inappropriate breaks in services for young children. In some cases, school staff does not consistently participate when invited to transition planning meetings. In other instances, transition for all children occurs at the beginning of the school year, regardless of the child's birthday, resulting in some children not receiving their needed services until after they turn 3 years of age.

- Extended school year services.

Students in some States are not receiving extended school year services, in accordance with an appropriate IEP. This violation seems to be related to a lack of understanding about this requirement and a need for additional training about the process and criteria for receiving extended school year services.

- Qualified staff to provide special education and related services.

States did not consistently ensure that public agencies have an adequate supply of qualified special education and related-services personnel necessary to carry out the purposes of IDEA. This is especially true with teachers qualified to serve students with severe behavior disorders, as well as related-service providers such as speech therapists, physical therapists, occupational therapists, and individuals qualified to provide psychological counseling. These shortages result in students not receiving needed services; delays in the provision of services; failure to provide students access to the general education curriculum due to lack of supports, including behavioral supports; provision of poor-quality services because services are provided by unqualified and untrained staff; provision of services on a consultative base in order to "stretch" staff availability; and discontinuance of direct services to allow time for conducting evaluation.

- Related services--psychological counseling.

Findings related to the provision of psychological counseling indicated that the type and amount of these services are limited in that they are often based on the category of disability or the grade level, rather than on the individual needs of the child. In some cases, parents pay for these services even when they are determined necessary by the IEP team for the child to benefit from special education. When psychological counseling is provided by an outside agency, it is rarely integrated into the student's IEP.

Part B: Secondary Transition

The National Longitudinal Transition Study found that the rate of competitive employment for youth with disabilities out of school for 3 to 5 years was 57 percent, compared to an employment rate of 60 percent for youth in the general population. The study identified several factors that were associated with post-school success in obtaining employment and earning higher wages for youth with disabilities. These include completing high school, spending more time in regular education, and taking vocational education in secondary school. The study also shows that post-school success is associated with youths who had a transition plan in high school that specified an outcome, such as employment, as a goal. The secondary transition requirements of IDEA focus on the active involvement of students in transition planning, consideration of student's preferences and interests by the IEP team, and the reflection, in the IEP, of a coordinated set of activities within an outcome-oriented process which promotes movement from school to post-school activities. Through parent and student involvement, along with the involvement of all agencies that can provide transition services, student needs can be appropriately identified and services provided that best meet those needs.

Strengths identified by OSEP in the Secondary Transition Cluster in a number of States include: (1) State education agency (SEA) funding of transition coordinator positions; (2) increased interagency collaboration with other agencies likely to provide transition-related services, including the local vocational rehabilitation agency; (3) partnerships with industry and school-to-work initiatives; (4) development of State Transition Coordinating Councils and Transition Task Forces to address transition from secondary to postsecondary education; (5) SEA grants to expand self-advocacy, job training, and postsecondary program admission; (6) an SEA follow-up longitudinal study; and (7) linkages with institutions of higher education.

Consistent with monitoring findings from previous years, OSEP found that in some States, there seems to be little movement in resolving noncompliance in the

following areas: (1) lack of student and other agency participation in the development of transition plans due to the failure of the local education agency to invite and ensure participation of the student and other agency representatives; (2) failure to consistently notify parents regarding the IEP meeting for which the purpose is the discussion of transition services, causing parents to be unprepared to discuss transition needs and options at the meeting; (3) lack of statements for students, beginning at age 14, of needed transition services to begin at age 16 (or younger if determined appropriate by the IEP team); and (4) a lack of understanding of the transition requirements, specifically interests and preferences of the student, related services, and course of study.

In addition to these areas of noncompliance, OSEP also identified suggestions for improved results, including determination of appropriate agency linkages; development of interagency agreements/memoranda of understanding; increased collaboration with other agencies; provision of training on the implementation of transition requirements to parents, students, and service providers; increased understanding of, involvement in, and availability of independent living centers; increased availability of community experience of Native American students residing on reservations; and the development of culturally sensitive transition plans to meet the needs of these students.

Part B: General Supervision

IDEA assigns responsibility to SEAs for ensuring that its requirements are met and that all educational programs for children with disabilities, including all such programs administered by any other State or local agency, are under the general supervision of individuals in the State who are responsible for educational programs for children with disabilities and that these programs meet the educational standards of the SEA. State support and involvement at the local level are critical to the successful implementation of the provisions of IDEA. To carry out their responsibilities, States provide dispute resolution mechanisms (mediation, complaint resolution, and due process), monitor the implementation of Federal and State statutes and regulations, establish standards for personnel development and certification as well as educational programs, and provide technical assistance and training across the State. Effective general supervision promotes positive student outcomes by promoting appropriate educational services to children with disabilities, ensuring the successful and timely correction of identified deficiencies, and providing personnel who work with children with disabilities the knowledge, skills, and abilities necessary to carry out their assigned responsibilities.

OSEP identified strengths in the General Supervision Cluster in a number of States. Examples of promising practices include statewide training opportunities through

the SEA, the establishment of interagency collaboration to benefit children and families, intervention through an early assistance program to intervene in disputes prior to filing a complaint or due process hearing, a regionalized personnel development system, school district accountability for results for children with disabilities, access to a "safety net" fund that may be utilized by school districts to offset high special education costs, and a data collection system on LEAs that can provide a wide array of information.

OSEP also identified noncompliance in the General Supervision Cluster in States that were monitored. Examples of noncompliance include the SEA not ensuring that school-aged incarcerated individuals with disabilities are identified and provided special education services, a monitoring system that was ineffective in identifying and correcting noncompliance in some public agencies, and the completion of due process hearings outside the required 45-day timeline.

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APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (1998-99), placement (1997-98), personnel (1997-98), and exiting (1997-98). Data on infants and toddlers served in accord with IDEA, Part C are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in pre-kindergarten through 12th grade, and State grant awards under IDEA are provided.

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Table AA1
Number of Children Served Under IDEA, Part B by Age Group
During the 1998-99 School Year

STATE	AGE GROUP					
	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	7,499	44,384	42,337	86,721	5,593	99,813
ALASKA	1,754	8,341	6,896	15,237	721	17,712
ARIZONA	8,876	41,662	34,343	76,005	3,717	88,598
ARKANSAS	8,677	23,458	24,310	47,768	2,665	59,110
CALIFORNIA	56,837	288,947	253,221	542,168	24,646	623,651
COLORADO	7,814	32,763	31,280	64,043	3,277	75,134
CONNECTICUT	7,443	32,881	32,893	65,774	3,523	76,740
DELAWARE	1,664	7,884	6,060	13,944	625	16,233
DISTRICT OF COLUMBIA	409	3,440	3,710	7,150	603	8,162
FLORIDA	28,233	165,705	137,265	302,970	13,968	345,171
GEORGIA	15,134	78,449	57,399	135,848	4,772	155,754
HAWAII	1,646	9,199	9,023	18,222	683	20,551
IDAHO	3,466	12,849	10,276	23,125	962	27,553
ILLINOIS	27,524	131,192	113,748	244,940	11,234	283,698
INDIANA	13,778	70,759	55,605	126,364	6,417	146,559
IOWA	5,578	30,188	31,617	61,805	3,575	70,958
KANSAS	6,933	25,703	23,283	48,986	2,506	58,425
KENTUCKY	15,161	39,292	30,144	69,436	3,376	87,973
LOUISIANA	9,495	40,199	40,349	80,548	5,202	95,245
MAINE	3,690	14,787	14,246	29,033	1,571	34,294
MARYLAND	9,714	51,569	46,251	97,820	4,154	111,688
MASSACHUSETTS	15,382	72,753	72,240	144,993	8,589	168,964
MICHIGAN	18,983	94,387	84,509	178,896	10,524	208,403
MINNESOTA	11,327	45,649	44,841	90,490	4,377	106,194
MISSISSIPPI	6,046	27,755	25,059	52,814	2,918	61,778
MISSOURI	9,698	59,844	56,002	115,846	6,021	131,565
MONTANA	1,688	8,323	7,948	16,271	838	18,797
NEBRASKA	3,656	19,614	17,675	37,289	2,455	43,400
NEVADA	3,531	15,585	13,187	28,772	1,016	33,319
NEW HAMPSHIRE	2,190	11,411	12,467	23,878	1,434	27,502
NEW JERSEY	15,998	100,989	83,228	184,217	9,899	210,114
NEW MEXICO	5,133	21,755	22,958	44,713	2,267	52,113
NEW YORK	50,616	176,431	181,245	357,676	23,827	432,119
NORTH CAROLINA	16,880	82,127	61,134	143,261	5,192	165,333
NORTH DAKOTA	1,197	5,840	5,472	11,312	672	13,181
OHIO	18,572	101,583	96,411	197,994	13,589	230,155
OKLAHOMA	5,805	36,309	34,182	70,491	3,993	80,289
OREGON	6,128	33,373	27,599	60,972	2,819	69,919
PENNSYLVANIA	19,652	97,583	96,789	194,372	12,354	226,378
PUERTO RICO	5,559	23,604	21,747	45,351	3,248	54,158
RHODE ISLAND	2,510	13,004	11,127	24,131	1,270	27,911
SOUTH CAROLINA	10,937	50,216	34,435	84,651	3,445	99,033
SOUTH DAKOTA	2,164	7,546	5,309	12,855	683	15,702
TENNESSEE	10,291	57,538	53,477	111,015	6,967	128,273
TEXAS	34,846	210,056	216,191	426,247	25,656	486,749
UTAH	5,710	25,627	21,451	47,078	2,464	55,252
VERMONT	1,226	5,021	5,813	10,834	649	12,709
VIRGINIA	13,713	69,200	64,064	133,264	6,739	153,716
WASHINGTON	11,799	53,276	44,165	97,441	4,904	114,144
WEST VIRGINIA	5,301	22,775	19,367	42,142	2,491	49,934
WISCONSIN	13,708	49,269	47,789	97,058	5,562	116,328
WYOMING	1,616	5,544	5,439	10,983	734	13,333
AMERICAN SAMOA	58	268	242	510	16	584
GUAM	156	828	926	1,754	165	2,075
NORTHERN MARIANAS	51	177	199	376	47	474
PALAU	5	34	68	102	5	112
VIRGIN ISLANDS	180	630	844	1,474	117	1,771
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	573,637	2,759,575	2,499,855	5,259,430	281,736	6,114,803
50 STATES, D.C. & P.R.	573,187	2,757,638	2,497,576	5,255,214	281,386	6,109,787

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	92,314	40,834	15,985	22,274	5,655
ALASKA	15,958	9,374	3,305	774	813
ARIZONA	79,722	46,887	14,155	6,790	5,331
ARKANSAS	50,433	22,428	8,754	11,970	433
CALIFORNIA	566,814	339,895	121,578	32,721	20,396
COLORADO	67,320	33,681	12,222	3,300	8,691
CONNECTICUT	69,297	34,326	12,378	4,078	7,980
DELAWARE	14,569	9,078	1,621	1,978	611
DISTRICT OF COLUMBIA	7,753	4,462	494	1,177	1,062
FLORIDA	316,938	153,032	73,276	38,086	36,326
GEORGIA	140,620	45,097	29,894	29,428	22,593
HAWAII	18,905	9,479	2,247	2,750	2,593
IDAHO	24,087	14,200	3,778	2,420	660
ILLINOIS	256,174	129,691	54,814	26,963	30,239
INDIANA	132,781	56,684	35,197	21,341	10,669
IOWA	65,380	32,231	6,030	14,841	9,383
KANSAS	51,492	22,365	11,343	5,532	4,456
KENTUCKY	72,812	21,748	17,892	18,189	5,472
LOUISIANA	85,750	37,720	17,281	12,887	5,698
MAINE	30,604	13,118	7,346	1,151	4,008
MARYLAND	101,974	45,844	26,053	6,435	8,298
MASSACHUSETTS	153,582	93,979	23,360	14,985	13,240
MICHIGAN	189,420	89,968	38,041	22,893	18,205
MINNESOTA	94,867	39,609	15,887	10,198	17,681
MISSISSIPPI	55,732	27,893	15,849	6,691	468
MISSOURI	121,867	64,765	24,888	12,626	9,649
MONTANA	17,109	9,623	3,292	1,171	1,066
NEBRASKA	39,744	16,632	9,764	6,268	2,932
NEVADA	29,788	18,982	5,036	1,645	1,556
NEW HAMPSHIRE	25,312	12,581	5,312	983	2,241
NEW JERSEY	194,116	108,987	46,054	4,659	12,848
NEW MEXICO	46,980	28,508	8,758	2,085	3,368
NEW YORK	381,503	209,569	55,103	16,600	45,362
NORTH CAROLINA	148,453	63,939	27,431	28,189	9,966
NORTH DAKOTA	11,984	5,609	3,370	1,217	900
OHIO	211,583	81,449	42,238	50,535	13,709
OKLAHOMA	74,484	41,722	13,983	9,293	3,567
OREGON	63,791	33,274	14,314	4,011	4,115
PENNSYLVANIA	206,726	111,076	36,715	27,784	19,343
PUERTO RICO	48,599	24,087	5,787	13,222	810
RHODE ISLAND	25,401	14,743	4,602	1,143	2,205
SOUTH CAROLINA	88,096	38,920	19,993	17,615	5,959
SOUTH DAKOTA	13,538	6,997	3,206	1,413	559
TENNESSEE	117,982	57,478	24,918	15,900	3,405
TEXAS	451,903	266,934	68,699	25,260	35,878
UTAH	49,542	28,817	8,490	3,339	4,151
VERMONT	11,483	4,611	1,853	1,294	1,855
VIRGINIA	140,003	67,604	24,376	14,605	12,722
WASHINGTON	102,345	49,166	16,393	7,345	5,056
WEST VIRGINIA	44,633	19,876	10,790	8,955	2,190
WISCONSIN	102,620	48,676	17,101	12,751	15,845
WYOMING	11,717	6,030	2,798	685	954
AMERICAN SAMOA	526	396	20	56	12
GUAM	1,919	1,450	178	85	11
NORTHERN MARIANAS	423	301	7	31	4
PALAU	107	74	11	3	1
VIRGIN ISLANDS	1,591	649	288	456	62
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,541,166	2,817,148	1,074,548	611,076	463,262
50 STATES, D.C. & P.R.	5,536,600	2,814,278	1,074,044	610,445	463,172

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA2

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

During the 1998-99 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,340	974	618	2,834	421
ALASKA	506	240	74	614	47
ARIZONA	1,503	1,418	1,022	1,170	569
ARKANSAS	1,046	581	184	4,240	214
CALIFORNIA	5,510	9,226	10,980	15,124	3,569
COLORADO	2,928	1,146	4,536	0	293
CONNECTICUT	1,950	776	235	6,193	369
DELAWARE	0	211	746	0	62
DISTRICT OF COLUMBIA	134	30	145	140	12
FLORIDA	0	2,904	4,430	4,908	1,053
GEORGIA	0	1,295	906	9,355	565
HAWAII	254	266	127	744	69
IDAHO	474	295	135	948	108
ILLINOIS	0	3,232	2,674	4,910	1,098
INDIANA	972	1,627	1,219	2,206	779
IOWA	422	618	925	54	150
KANSAS	1,993	581	459	3,976	207
KENTUCKY	1,917	709	459	4,499	422
LOUISIANA	984	1,396	1,369	6,689	443
MAINE	2,473	254	74	1,689	95
MARYLAND	5,945	1,272	459	5,596	512
MASSACHUSETTS	2,797	1,450	927	1,238	642
MICHIGAN	2,686	2,930	10,860	0	862
MINNESOTA	0	1,825	1,480	6,014	370
MISSISSIPPI	446	592	1,433	0	230
MISSOURI	809	1,147	730	5,367	468
MONTANA	540	218	79	871	59
NEBRASKA	393	604	506	1,995	226
NEVADA	540	341	270	1,004	114
NEW HAMPSHIRE	349	254	148	3,041	130
NEW JERSEY	15,883	1,403	641	1,408	328
NEW MEXICO	1,143	526	503	1,504	195
NEW YORK	19,845	5,783	2,845	18,929	1,761
NORTH CAROLINA	1,685	1,997	997	11,193	639
NORTH DAKOTA	0	129	137	446	46
OHIO	12,317	2,394	2,365	4,137	1,018
OKLAHOMA	1,532	782	442	2,114	343
OREGON	0	998	829	3,642	381
PENNSYLVANIA	1,546	2,758	1,342	1,112	1,221
PUERTO RICO	1,227	901	512	1,087	497
RHODE ISLAND	272	214	135	1,778	69
SOUTH CAROLINA	289	1,067	789	2,440	349
SOUTH DAKOTA	590	121	89	332	55
TENNESSEE	1,726	1,368	1,132	8,979	828
TEXAS	4,352	5,822	4,868	32,641	2,305
UTAH	1,346	1,012	181	924	420
VERMONT	71	146	75	953	30
VIRGINIA	1,881	1,311	752	9,314	488
WASHINGTON	2,975	1,745	902	16,320	329
WEST VIRGINIA	0	380	196	1,673	206
WISCONSIN	0	1,380	1,401	3,648	376
WYOMING	0	164	125	750	58
AMERICAN SAMOA	25	9	0	0	3
GUAM	62	28	8	47	11
NORTHERN MARIANAS	40	11	7	5	2
PALAU	4	4	4	3	1
VIRGIN ISLANDS	41	18	9	33	15
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	107,763	70,883	69,495	220,831	26,132
50 STATES, D.C. & P.R.	107,591	70,813	69,467	220,743	26,100

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	538	16	204	621
ALASKA	131	5	75	0
ARIZONA	723	85	69	0
ARKANSAS	431	13	139	0
CALIFORNIA	6,657	148	1,010	0
COLORADO	246	70	207	0
CONNECTICUT	854	69	89	0
DELAWARE	210	47	5	0
DISTRICT OF COLUMBIA	72	12	13	0
FLORIDA	2,554	43	326	0
GEORGIA	1,199	15	273	0
HAWAII	167	157	52	0
IDAHO	207	15	138	709
ILLINOIS	1,901	52	600	0
INDIANA	1,662	26	399	0
IOWA	511	52	163	0
KANSAS	341	12	125	102
KENTUCKY	596	18	172	719
LOUISIANA	921	15	274	73
MAINE	287	10	99	0
MARYLAND	1,223	19	318	0
MASSACHUSETTS	603	49	312	0
MICHIGAN	2,975	0	0	0
MINNESOTA	1,491	32	280	0
MISSISSIPPI	305	13	98	1,714
MISSOURI	1,080	48	290	0
MONTANA	112	17	61	0
NEBRASKA	251	5	168	0
NEVADA	198	3	99	0
NEW HAMPSHIRE	212	3	58	0
NEW JERSEY	1,812	39	54	0
NEW MEXICO	170	7	213	0
NEW YORK	4,539	37	1,130	0
NORTH CAROLINA	2,015	23	379	0
NORTH DAKOTA	88	5	28	9
OHIO	1,046	18	357	0
OKLAHOMA	454	20	232	0
OREGON	1,951	15	261	0
PENNSYLVANIA	2,243	23	1,563	0
PUERTO RICO	405	28	36	0
RHODE ISLAND	188	2	50	0
SOUTH CAROLINA	582	20	73	0
SOUTH DAKOTA	137	2	37	0
TENNESSEE	719	8	249	1,272
TEXAS	4,304	68	772	0
UTAH	400	149	313	0
VERMONT	123	3	45	424
VIRGINIA	1,375	4	276	5,295
WASHINGTON	957	27	267	863
WEST VIRGINIA	226	26	115	0
WISCONSIN	1,100	7	279	56
WYOMING	69	2	82	0
AMERICAN SAMOA	3	0	2	0
GUAM	5	2	3	29
NORTHERN MARIANAS	2	1	0	12
PALAU	0	2	0	0
VIRGIN ISLANDS	5	2	1	12
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	53,576	1,609	12,933	11,910
50 STATES, D.C. & P.R.	53,561	1,602	12,927	11,857

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

**Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year**

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	500	199	38,041	452	53,094	28
ALASKA	5,010	457	935	449	9,107	0
ARIZONA	6,528	639	4,452	24,269	43,834	0
ARKANSAS	352	376	13,654	682	35,369	0
CALIFORNIA	5,204	29,039	73,366	220,394	238,811	0
COLORADO	830	905	5,145	13,797	46,643	0
CONNECTICUT	231	599	11,100	9,631	47,736	0
DELAWARE	30	82	5,844	705	7,908	0
DISTRICT OF COLUMBIA	0	18	7,193	256	302	-16
FLORIDA	2,369	2,170	94,350	42,892	175,157	0
GEORGIA	157	991	54,666	2,930	81,876	0
HAWAII	81	14,079	440	652	3,653	0
IDAHO	499	103	138	2,481	20,839	27
ILLINOIS	241	2,707	60,961	24,947	167,318	0
INDIANA	199	353	16,515	2,243	113,471	0
IOWA	367	451	3,663	1,521	59,378	0
KANSAS	575	381	5,354	3,044	42,138	0
KENTUCKY	26	161	9,889	328	62,408	0
LOUISIANA	507	273	45,381	681	38,908	0
MAINE	126	106	271	204	29,897	0
MARYLAND	374	1,583	40,491	3,526	56,000	0
MASSACHUSETTS	307	1,997	15,359	15,511	120,408	0
MICHIGAN	1,667	3,576	35,704	5,097	143,376	0
MINNESOTA	3,062	2,472	7,964	2,586	78,783	0
MISSISSIPPI	73	135	31,056	141	24,327	0
MISSOURI	234	426	24,023	1,178	96,006	0
MONTANA	2,542	97	304	127	14,039	0
NEBRASKA	1,034	248	4,025	2,171	32,266	0
NEVADA	745	728	4,587	5,248	18,480	0
NEW HAMPSHIRE	25	61	95	167	24,964	0
NEW JERSEY	248	4,366	40,535	25,594	123,373	0
NEW MEXICO	4,978	243	1,438	23,575	16,746	0
NEW YORK	1,960	7,817	99,746	76,132	212,079	-16,231
NORTH CAROLINA	2,578	827	53,938	2,553	87,225	1,332
NORTH DAKOTA	1,015	96	120	176	10,577	0
OHIO	309	898	38,449	3,307	168,620	0
OKLAHOMA	10,564	318	10,463	2,823	50,316	0
OREGON	1,349	881	1,961	4,311	55,289	0
PENNSYLVANIA	400	1,486	32,061	9,411	163,368	0
PUERTO RICO	40	1	2	48,549	9	-2
RHODE ISLAND	94	224	1,609	2,274	19,621	1,579
SOUTH CAROLINA	120	210	43,563	593	43,610	0
SOUTH DAKOTA	2,060	82	185	135	11,076	0
TENNESSEE	109	369	29,799	680	87,025	0
TEXAS	1,438	3,595	79,585	159,469	207,816	0
UTAH	1,296	770	702	4,245	42,529	0
VERMONT	33	57	106	31	11,256	0
VIRGINIA	252	2,294	40,708	7,111	89,638	0
WASHINGTON	3,978	3,585	7,020	9,359	78,403	0
WEST VIRGINIA	45	80	2,105	126	42,277	0
WISCONSIN	1,764	1,684	12,422	3,433	83,317	0
WYOMING	441	48	167	816	10,245	0
AMERICAN SAMOA	0	526	0	0	0	0
GUAM	2	1,855	10	14	38	0
NORTHERN MARIANAS	0	425	0	0	1	-3
PALAU	0	105	2	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	1,591
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	68,968	98,254	1,111,662	773,027	3,500,950	-11,695
50 STATES, D.C. & P.R.	68,966	95,343	1,111,650	773,013	3,500,911	-13,283

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	ALL DISABILITIES				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.54	0.22	41.22	0.49	57.53
ALASKA	31.39	2.86	5.86	2.81	57.07
ARIZONA	8.19	0.80	5.58	30.44	54.98
ARKANSAS	0.70	0.75	27.07	1.35	70.13
CALIFORNIA	0.92	5.12	12.94	38.88	42.13
COLORADO	1.23	1.34	7.64	20.49	69.29
CONNECTICUT	0.33	0.86	16.02	13.90	68.89
DELAWARE	0.21	0.56	40.11	4.84	54.28
DISTRICT OF COLUMBIA	0.00	0.23	92.59	3.30	3.89
FLORIDA	0.75	0.68	29.77	13.53	55.27
GEORGIA	0.11	0.70	38.87	2.08	58.23
HAWAII	0.43	74.47	2.33	3.45	19.32
IDAHO	2.07	0.43	0.57	10.31	86.61
ILLINOIS	0.09	1.06	23.80	9.74	65.31
INDIANA	0.15	0.27	12.44	1.69	85.46
IOWA	0.56	0.69	5.60	2.33	90.82
KANSAS	1.12	0.74	10.40	5.91	81.83
KENTUCKY	0.04	0.22	13.58	0.45	85.71
LOUISIANA	0.59	0.32	52.92	0.79	45.37
MAINE	0.41	0.35	0.89	0.67	97.69
MARYLAND	0.37	1.55	39.71	3.46	54.92
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.88	1.89	18.85	2.69	75.69
MINNESOTA	3.23	2.61	8.39	2.73	83.05
MISSISSIPPI	0.13	0.24	55.72	0.25	43.65
MISSOURI	0.19	0.35	19.71	0.97	78.78
MONTANA	14.86	0.57	1.78	0.74	82.06
NEBRASKA	2.60	0.62	10.13	5.46	81.18
NEVADA	2.50	2.44	15.40	17.62	62.04
NEW HAMPSHIRE	0.10	0.24	0.38	0.66	98.63
NEW JERSEY	0.13	2.25	20.88	13.18	63.56
NEW MEXICO	10.60	0.52	3.06	50.18	35.64
NEW YORK	0.49	1.97	25.08	19.14	53.32
NORTH CAROLINA	1.75	0.56	36.66	1.74	59.29
NORTH DAKOTA	8.47	0.80	1.00	1.47	88.26
OHIO	0.15	0.42	18.17	1.56	79.69
OKLAHOMA	14.18	0.43	14.05	3.79	67.55
OREGON	2.11	1.38	3.07	6.76	86.67
PENNSYLVANIA	0.19	0.72	15.51	4.55	79.03
PUERTO RICO	0.08	0.00	0.00	99.89	0.02
RHODE ISLAND	0.39	0.94	6.75	9.55	82.37
SOUTH CAROLINA	0.14	0.24	49.45	0.67	49.50
SOUTH DAKOTA	15.22	0.61	1.37	1.00	81.81
TENNESSEE	0.09	0.31	25.26	0.58	73.76
TEXAS	0.32	0.80	17.61	35.29	45.99
UTAH	2.62	1.55	1.42	8.57	85.84
VERMONT	0.29	0.50	0.92	0.27	98.02
VIRGINIA	0.18	1.64	29.08	5.08	64.03
WASHINGTON	3.89	3.50	6.86	9.14	76.61
WEST VIRGINIA	0.10	0.18	4.72	0.28	94.72
WISCONSIN	1.72	1.64	12.10	3.35	81.19
WYOMING	3.76	0.41	1.43	6.96	87.44
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.10	96.66	0.52	0.73	1.98
NORTHERN MARIANAS	0.00	99.77	0.00	0.00	0.23
PALAU	0.00	98.13	1.87	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.24	1.77	20.02	13.92	63.05
50 STATES, D.C. & P.R.	1.24	1.72	20.03	13.93	63.08

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	332	64	13,295	248	26,891	4
ALASKA	2,863	247	612	288	5,364	0
ARIZONA	4,297	254	2,518	15,203	24,615	0
ARKANSAS	82	75	5,285	394	16,592	0
CALIFORNIA	3,342	12,095	48,643	141,335	134,480	0
COLORADO	436	307	2,453	7,426	23,059	0
CONNECTICUT	107	200	5,196	4,917	23,906	0
DELAWARE	24	24	3,886	448	4,696	0
DISTRICT OF COLUMBIA	0	15	4,031	166	251	-1
FLORIDA	977	750	38,152	23,833	89,320	0
GEORGIA	70	250	12,771	1,181	30,825	0
HAWAII	38	7,071	190	379	1,801	0
IDAHO	338	34	89	1,474	12,228	37
ILLINOIS	130	1,006	28,141	15,309	85,105	0
INDIANA	103	84	5,652	976	49,869	0
IOWA	186	198	1,490	812	29,545	0
KANSAS	251	150	2,127	1,454	18,383	0
KENTUCKY	12	44	2,830	122	18,740	0
LOUISIANA	301	75	20,647	288	16,409	0
MAINE	52	42	113	86	12,825	0
MARYLAND	176	376	17,559	1,531	26,202	0
MASSACHUSETTS	188	1,222	9,398	9,492	73,679	0
MICHIGAN	865	1,330	15,677	2,884	69,212	0
MINNESOTA	1,224	977	3,666	1,238	32,504	0
MISSISSIPPI	47	42	16,328	66	11,410	0
MISSOURI	130	144	12,803	690	50,998	0
MONTANA	1,675	43	179	59	7,667	0
NEBRASKA	488	87	1,247	958	13,412	440
NEVADA	534	341	3,165	3,533	11,409	0
NEW HAMPSHIRE	7	22	38	85	12,429	0
NEW JERSEY	158	1,666	22,696	14,837	69,630	0
NEW MEXICO	3,091	138	913	14,649	9,717	0
NEW YORK	928	3,734	52,670	40,643	112,689	-1,095
NORTH CAROLINA	1,003	317	18,950	1,364	42,253	52
NORTH DAKOTA	507	20	49	76	4,957	0
OHIO	123	290	10,191	1,301	69,544	0
OKLAHOMA	6,181	141	5,724	1,786	27,890	0
OREGON	740	322	800	2,415	28,997	0
PENNSYLVANIA	184	585	15,972	5,565	88,770	0
PUERTO RICO	25	0	2	24,055	5	0
RHODE ISLAND	55	135	1,020	1,528	12,005	0
SOUTH CAROLINA	53	63	16,676	292	21,836	0
SOUTH DAKOTA	1,082	34	93	75	5,713	0
TENNESSEE	54	134	13,356	363	43,571	0
TEXAS	815	1,422	47,115	104,347	113,235	0
UTAH	893	424	436	2,773	24,291	0
VERMONT	6	14	42	17	4,532	0
VIRGINIA	130	1,027	17,555	4,006	44,886	0
WASHINGTON	2,045	1,582	3,762	5,316	36,461	0
WEST VIRGINIA	19	16	885	70	18,886	0
WISCONSIN	846	700	4,910	1,648	40,572	0
WYOMING	242	12	85	457	5,235	-1
AMERICAN SAMOA	0	396	0	0	0	0
GUAM	0	1,413	4	8	25	0
NORTHERN MARIANAS	0	301	0	0	0	0
PALAU	0	74	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	649
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	38,455	42,529	512,087	464,466	1,759,526	85
50 STATES, D.C. & P.R.	38,455	40,345	512,083	464,458	1,759,501	-564

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	SPECIFIC LEARNING DISABILITIES				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.81	0.16	32.56	0.61	65.86
ALASKA	30.54	2.63	6.53	3.07	57.22
ARIZONA	9.16	0.54	5.37	32.42	52.50
ARKANSAS	0.37	0.33	23.56	1.76	73.98
CALIFORNIA	0.98	3.56	14.31	41.58	39.57
COLORADO	1.29	0.91	7.28	22.05	68.46
CONNECTICUT	0.31	0.58	15.14	14.32	69.64
DELAWARE	0.26	0.26	42.81	4.94	51.73
DISTRICT OF COLUMBIA	0.00	0.34	90.32	3.72	5.62
FLORIDA	0.64	0.49	24.93	15.57	58.37
GEORGIA	0.16	0.55	28.32	2.62	68.35
HAWAII	0.40	74.60	2.00	4.00	19.00
IDAHO	2.39	0.24	0.63	10.41	86.34
ILLINOIS	0.10	0.78	21.70	11.80	65.62
INDIANA	0.18	0.15	9.97	1.72	87.98
IOWA	0.58	0.61	4.62	2.52	91.67
KANSAS	1.12	0.67	9.51	6.50	82.20
KENTUCKY	0.06	0.20	13.01	0.56	86.17
LOUISIANA	0.80	0.20	54.74	0.76	43.50
MAINE	0.40	0.32	0.86	0.66	97.77
MARYLAND	0.38	0.82	38.30	3.34	57.15
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.96	1.48	17.43	3.21	76.93
MINNESOTA	3.09	2.47	9.26	3.13	82.06
MISSISSIPPI	0.17	0.15	58.54	0.24	40.91
MISSOURI	0.20	0.22	19.77	1.07	78.74
MONTANA	17.41	0.45	1.86	0.61	79.67
NEBRASKA	3.01	0.54	7.70	5.92	82.83
NEVADA	2.81	1.80	16.67	18.61	60.10
NEW HAMPSHIRE	0.06	0.17	0.30	0.68	98.79
NEW JERSEY	0.14	1.53	20.82	13.61	63.89
NEW MEXICO	10.84	0.48	3.20	51.39	34.09
NEW YORK	0.44	1.77	25.00	19.29	53.49
NORTH CAROLINA	1.57	0.50	29.66	2.14	66.14
NORTH DAKOTA	9.04	0.36	0.87	1.35	88.38
OHIO	0.15	0.36	12.51	1.60	85.38
OKLAHOMA	14.81	0.34	13.72	4.28	66.85
OREGON	2.22	0.97	2.40	7.26	87.15
PENNSYLVANIA	0.17	0.53	14.38	5.01	79.92
PUERTO RICO	0.10	0.00	0.01	99.87	0.02
RHODE ISLAND	0.37	0.92	6.92	10.36	81.43
SOUTH CAROLINA	0.14	0.16	42.85	0.75	56.10
SOUTH DAKOTA	15.46	0.49	1.33	1.07	81.65
TENNESSEE	0.09	0.23	23.24	0.63	75.80
TEXAS	0.31	0.53	17.65	39.09	42.42
UTAH	3.10	1.47	1.51	9.62	84.29
VERMONT	0.13	0.30	0.91	0.37	98.29
VIRGINIA	0.19	1.52	25.97	5.93	66.40
WASHINGTON	4.16	3.22	7.65	10.81	74.16
WEST VIRGINIA	0.10	0.08	4.45	0.35	95.02
WISCONSIN	1.74	1.44	10.09	3.39	83.35
WYOMING	4.01	0.20	1.41	7.58	86.80
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	97.45	0.28	0.55	1.72
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.37	1.51	18.18	16.49	62.46
50 STATES, D.C. & P.R.	1.37	1.43	18.19	16.50	62.51

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

**Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year**

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	77	57	5,590	81	10,172	8
ALASKA	1,120	98	144	74	1,869	0
ARIZONA	849	170	606	3,957	8,573	0
ARKANSAS	21	54	1,696	114	6,869	0
CALIFORNIA	1,062	9,250	9,923	43,063	58,280	0
COLORADO	152	226	847	2,527	8,470	0
CONNECTICUT	29	190	1,673	1,528	8,958	0
DELAWARE	3	20	297	73	1,228	0
DISTRICT OF COLUMBIA	0	0	464	13	17	0
FLORIDA	805	833	19,337	8,582	43,719	0
GEORGIA	33	359	9,910	760	18,832	0
HAWAII	9	1,609	67	45	517	0
IDAHO	43	24	13	356	3,342	0
ILLINOIS	48	854	8,731	3,589	41,592	0
INDIANA	28	126	2,589	544	31,910	0
IOWA	24	44	158	83	5,721	0
KANSAS	119	105	867	583	9,669	0
KENTUCKY	3	53	2,023	64	15,749	0
LOUISIANA	83	92	7,368	188	9,550	0
MAINE	1	29	48	41	7,187	40
MARYLAND	87	629	9,608	1,243	14,486	0
MASSACHUSETTS	47	304	2,336	2,359	18,314	0
MICHIGAN	275	1,029	6,243	872	29,622	0
MINNESOTA	386	567	822	367	13,745	0
MISSISSIPPI	11	56	6,751	52	8,979	0
MISSOURI	40	143	3,065	213	21,427	0
MONTANA	364	31	66	19	2,812	0
NEBRASKA	199	83	615	513	8,526	-172
NEVADA	95	199	500	872	3,370	0
NEW HAMPSHIRE	7	15	17	36	5,237	0
NEW JERSEY	53	1,796	5,924	5,207	33,074	0
NEW MEXICO	895	54	198	4,441	3,170	0
NEW YORK	427	1,677	18,142	11,836	33,727	-10,706
NORTH CAROLINA	586	236	7,997	432	17,864	316
NORTH DAKOTA	257	45	32	61	2,975	0
OHIO	70	269	5,313	621	35,965	0
OKLAHOMA	2,138	89	1,111	419	10,226	0
OREGON	284	324	467	1,134	12,105	0
PENNSYLVANIA	81	451	4,315	1,022	30,846	0
PUERTO RICO	3	1	0	5,782	1	0
RHODE ISLAND	15	23	148	283	112	4,021
SOUTH CAROLINA	17	95	8,811	163	10,907	0
SOUTH DAKOTA	452	27	35	20	2,672	0
TENNESSEE	25	114	4,446	154	20,179	0
TEXAS	245	990	9,185	22,295	35,984	0
UTAH	147	150	71	542	7,580	0
VERMONT	9	16	12	4	1,812	0
VIRGINIA	47	569	6,088	1,168	16,504	0
WASHINGTON	597	777	743	1,365	12,911	0
WEST VIRGINIA	7	39	345	28	10,371	0
WISCONSIN	210	404	1,685	623	14,179	0
WYOMING	113	13	42	195	2,433	2
AMERICAN SAMOA	0	20	0	0	0	0
GUAM	2	163	2	2	9	0
NORTHERN MARIANAS	0	7	0	0	0	0
PALAU	0	11	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	288
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	12,700	25,609	177,486	130,608	734,348	-6,203
50 STATES, D.C. & P.R.	12,698	25,408	177,484	130,606	734,339	-6,491

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.48	0.36	34.99	0.51	63.67
ALASKA	33.89	2.97	4.36	2.24	56.55
ARIZONA	6.00	1.20	4.28	27.95	60.57
ARKANSAS	0.24	0.62	19.37	1.30	78.47
CALIFORNIA	0.87	7.61	8.16	35.42	47.94
COLORADO	1.24	1.85	6.93	20.68	69.30
CONNECTICUT	0.23	1.53	13.52	12.34	72.37
DELAWARE	0.19	1.23	18.32	4.50	75.76
DISTRICT OF COLUMBIA	0.00	0.00	93.93	2.63	3.44
FLORIDA	1.10	1.14	26.39	11.71	59.66
GEORGIA	0.11	1.20	33.15	2.54	63.00
HAWAII	0.40	71.61	2.98	2.00	23.01
IDAHO	1.14	0.64	0.34	9.42	88.46
ILLINOIS	0.09	1.56	15.93	6.55	75.88
INDIANA	0.08	0.36	7.36	1.55	90.66
IOWA	0.40	0.73	2.62	1.38	94.88
KANSAS	1.05	0.93	7.64	5.14	85.24
KENTUCKY	0.02	0.30	11.31	0.36	88.02
LOUISIANA	0.48	0.53	42.64	1.09	55.26
MAINE	0.01	0.40	0.66	0.56	98.37
MARYLAND	0.33	2.41	36.88	4.77	55.60
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.72	2.70	16.41	2.29	77.87
MINNESOTA	2.43	3.57	5.17	2.31	86.52
MISSISSIPPI	0.07	0.35	42.60	0.33	56.65
MISSOURI	0.16	0.57	12.32	0.86	86.09
MONTANA	11.06	0.94	2.00	0.58	85.42
NEBRASKA	2.00	0.84	6.19	5.16	85.81
NEVADA	1.89	3.95	9.93	17.32	66.92
NEW HAMPSHIRE	0.13	0.28	0.32	0.68	98.59
NEW JERSEY	0.12	3.90	12.86	11.31	71.82
NEW MEXICO	10.22	0.62	2.26	50.71	36.20
NEW YORK	0.65	2.55	27.57	17.99	51.25
NORTH CAROLINA	2.16	0.87	29.49	1.59	65.88
NORTH DAKOTA	7.63	1.34	0.95	1.81	88.28
OHIO	0.17	0.64	12.58	1.47	85.15
OKLAHOMA	15.29	0.64	7.95	3.00	73.13
OREGON	1.98	2.26	3.26	7.92	84.57
PENNSYLVANIA	0.22	1.23	11.75	2.78	84.01
PUERTO RICO	0.05	0.02	0.00	99.91	0.02
RHODE ISLAND	2.58	3.96	25.47	48.71	19.28
SOUTH CAROLINA	0.09	0.48	44.07	0.82	54.55
SOUTH DAKOTA	14.10	0.84	1.09	0.62	83.34
TENNESSEE	0.10	0.46	17.84	0.62	80.98
TEXAS	0.36	1.44	13.37	32.45	52.38
UTAH	1.73	1.77	0.84	6.38	89.28
VERMONT	0.49	0.86	0.65	0.22	97.79
VIRGINIA	0.19	2.33	24.98	4.79	67.71
WASHINGTON	3.64	4.74	4.53	8.33	78.76
WEST VIRGINIA	0.06	0.36	3.20	0.26	96.12
WISCONSIN	1.23	2.36	9.85	3.64	82.91
WYOMING	4.04	0.46	1.50	6.97	87.02
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	1.12	91.57	1.12	1.12	5.06
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.18	2.37	16.42	12.08	67.95
50 STATES, D.C. & P.R.	1.18	2.35	16.43	12.09	67.96

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

**Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year**

STATE	MENTAL RETARDATION					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	53	30	14,516	64	7,599	12
ALASKA	288	37	46	28	375	0
ARIZONA	560	73	584	2,565	3,008	0
ARKANSAS	52	62	5,394	105	6,357	0
CALIFORNIA	240	2,805	4,004	14,185	11,487	0
COLORADO	36	60	417	918	1,869	0
CONNECTICUT	16	44	1,284	900	1,834	0
DELAWARE	0	17	1,017	113	831	0
DISTRICT OF COLUMBIA	0	1	1,157	28	0	-9
FLORIDA	171	284	19,080	4,718	13,833	0
GEORGIA	12	149	18,257	531	10,479	0
HAWAII	8	2,301	55	83	303	0
IDAHO	60	18	13	370	1,959	0
ILLINOIS	17	393	10,934	2,647	12,972	0
INDIANA	38	74	5,690	471	15,068	0
IOWA	82	123	947	360	13,329	0
KANSAS	66	49	965	431	4,021	0
KENTUCKY	4	29	2,482	67	15,607	0
LOUISIANA	45	46	8,822	74	3,900	0
MAINE	3	5	11	8	1,124	0
MARYLAND	30	115	3,884	110	2,296	0
MASSACHUSETTS	30	195	1,499	1,513	11,748	0
MICHIGAN	182	305	7,338	542	14,526	0
MINNESOTA	292	289	900	325	8,392	0
MISSISSIPPI	6	13	5,226	5	1,441	0
MISSOURI	23	49	3,917	112	8,525	0
MONTANA	196	6	15	13	941	0
NEBRASKA	141	23	1,037	465	4,678	-76
NEVADA	41	71	361	338	834	0
NEW HAMPSHIRE	1	3	7	9	963	0
NEW JERSEY	12	164	1,665	1,031	1,787	0
NEW MEXICO	252	19	65	1,166	583	0
NEW YORK	82	451	5,144	3,888	7,555	-520
NORTH CAROLINA	733	122	16,613	438	10,221	62
NORTH DAKOTA	120	14	12	13	1,058	0
OHIO	54	137	14,741	825	34,778	0
OKLAHOMA	1,221	32	2,377	362	5,301	0
OREGON	95	80	211	299	3,326	0
PENNSYLVANIA	45	197	5,414	1,418	20,710	0
PUERTO RICO	8	0	0	13,213	3	-2
RHODE ISLAND	4	28	140	174	797	0
SOUTH CAROLINA	31	24	12,580	64	4,916	0
SOUTH DAKOTA	209	7	24	13	1,160	0
TENNESSEE	10	40	7,710	61	8,079	0
TEXAS	67	306	7,433	9,042	8,412	0
UTAH	61	58	42	316	2,862	0
VERMONT	5	5	8	0	1,276	0
VIRGINIA	11	260	6,952	636	6,746	0
WASHINGTON	373	317	696	942	5,017	0
WEST VIRGINIA	10	14	522	9	8,400	0
WISCONSIN	180	274	2,520	483	9,294	0
WYOMING	19	10	11	52	593	0
AMERICAN SAMOA	0	56	0	0	0	0
GUAM	0	81	1	1	2	0
NORTHERN MARIANAS	0	31	0	0	0	0
PALAU	0	3	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	456
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	6,295	10,399	204,740	66,544	323,175	-77
50 STATES, D.C. & P.R.	6,295	10,228	204,739	66,543	323,173	-533

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	MENTAL RETARDATION				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.24	0.13	65.21	0.29	34.13
ALASKA	37.21	4.78	5.94	3.62	48.45
ARIZONA	8.25	1.08	8.60	37.78	44.30
ARKANSAS	0.43	0.52	45.06	0.88	53.11
CALIFORNIA	0.73	8.57	12.24	43.35	35.11
COLORADO	1.09	1.82	12.64	27.82	56.64
CONNECTICUT	0.39	1.08	31.49	22.07	44.97
DELAWARE	0.00	0.86	51.42	5.71	42.01
DISTRICT OF COLUMBIA	0.00	0.08	97.55	2.36	0.00
FLORIDA	0.45	0.75	50.10	12.39	36.32
GEORGIA	0.04	0.51	62.04	1.80	35.61
HAWAII	0.29	83.67	2.00	3.02	11.02
IDAHO	2.48	0.74	0.54	15.29	80.95
ILLINOIS	0.06	1.46	40.55	9.82	48.11
INDIANA	0.18	0.35	26.66	2.21	70.61
IOWA	0.55	0.83	6.38	2.43	89.81
KANSAS	1.19	0.89	17.44	7.79	72.69
KENTUCKY	0.02	0.16	13.65	0.37	85.80
LOUISIANA	0.35	0.36	68.46	0.57	30.26
MAINE	0.26	0.43	0.96	0.70	97.65
MARYLAND	0.47	1.79	60.36	1.71	35.68
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.80	1.33	32.05	2.37	63.45
MINNESOTA	2.86	2.83	8.83	3.19	82.29
MISSISSIPPI	0.09	0.19	78.10	0.07	21.54
MISSOURI	0.18	0.39	31.02	0.89	67.52
MONTANA	16.74	0.51	1.28	1.11	80.36
NEBRASKA	2.22	0.36	16.35	7.33	73.74
NEVADA	2.49	4.32	21.95	20.55	50.70
NEW HAMPSHIRE	0.10	0.31	0.71	0.92	97.97
NEW JERSEY	0.26	3.52	35.74	22.13	38.36
NEW MEXICO	12.09	0.91	3.12	55.92	27.96
NEW YORK	0.48	2.63	30.05	22.71	44.13
NORTH CAROLINA	2.61	0.43	59.06	1.56	36.34
NORTH DAKOTA	9.86	1.15	0.99	1.07	86.94
OHIO	0.11	0.27	29.17	1.63	68.82
OKLAHOMA	13.14	0.34	25.58	3.90	57.04
OREGON	2.37	1.99	5.26	7.45	82.92
PENNSYLVANIA	0.16	0.71	19.49	5.10	74.54
PUERTO RICO	0.06	0.00	0.00	99.92	0.02
RHODE ISLAND	0.35	2.45	12.25	15.22	69.73
SOUTH CAROLINA	0.18	0.14	71.42	0.36	27.91
SOUTH DAKOTA	14.79	0.50	1.70	0.92	82.09
TENNESSEE	0.06	0.25	48.49	0.38	50.81
TEXAS	0.27	1.21	29.43	35.80	33.30
UTAH	1.83	1.74	1.26	9.46	85.71
VERMONT	0.39	0.39	0.62	0.00	98.61
VIRGINIA	0.08	1.78	47.60	4.35	46.19
WASHINGTON	5.08	4.32	9.48	12.83	68.30
WEST VIRGINIA	0.11	0.16	5.83	0.10	93.80
WISCONSIN	1.41	2.15	19.76	3.79	72.89
WYOMING	2.77	1.46	1.61	7.59	86.57
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	95.29	1.18	1.18	2.35
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.03	1.70	33.50	10.89	52.88
50 STATES, D.C. & P.R.	1.03	1.67	33.51	10.89	52.89

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	EMOTIONAL DISTURBANCE					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	16	6	2,195	16	3,420	2
ALASKA	241	5	62	11	494	0
ARIZONA	276	30	412	847	3,766	0
ARKANSAS	0	3	105	3	322	0
CALIFORNIA	201	506	5,075	3,889	10,725	0
COLORADO	111	125	819	1,370	6,266	0
CONNECTICUT	36	40	1,817	1,367	4,720	0
DELAWARE	2	4	272	10	323	0
DISTRICT OF COLUMBIA	0	0	1,018	25	21	-2
FLORIDA	278	75	14,088	3,372	18,513	0
GEORGIA	27	103	9,807	214	12,442	0
HAWAII	21	1,716	78	104	674	0
IDAHO	10	2	2	26	620	0
ILLINOIS	33	188	10,253	2,135	17,630	0
INDIANA	14	19	1,813	115	8,708	0
IOWA	59	44	942	203	8,135	0
KANSAS	55	13	641	215	3,532	0
KENTUCKY	1	7	1,508	20	3,936	0
LOUISIANA	20	3	3,757	37	1,881	0
MAINE	3	14	42	40	3,910	-1
MARYLAND	36	57	4,213	145	3,847	0
MASSACHUSETTS	26	172	1,324	1,337	10,381	0
MICHIGAN	192	220	3,345	370	14,078	0
MINNESOTA	911	164	1,983	402	14,221	0
MISSISSIPPI	0	0	208	1	259	0
MISSOURI	21	20	2,774	88	6,746	0
MONTANA	124	6	17	14	905	0
NEBRASKA	133	11	705	82	2,120	-119
NEVADA	18	25	276	94	1,143	0
NEW HAMPSHIRE	5	7	19	18	2,192	0
NEW JERSEY	4	116	4,211	1,693	6,824	0
NEW MEXICO	298	6	137	1,497	1,430	0
NEW YORK	292	449	13,870	12,881	18,617	-747
NORTH CAROLINA	74	17	4,978	92	4,432	373
NORTH DAKOTA	76	3	17	21	783	0
OHIO	26	21	4,107	218	9,337	0
OKLAHOMA	337	13	634	72	2,511	0
OREGON	111	30	260	137	3,577	0
PENNSYLVANIA	54	64	4,583	929	13,713	0
PUERTO RICO	2	0	0	808	0	0
RHODE ISLAND	12	18	229	166	149	1,631
SOUTH CAROLINA	11	8	3,275	33	2,632	0
SOUTH DAKOTA	134	1	8	11	405	0
TENNESSEE	2	6	991	15	2,391	0
TEXAS	122	127	7,498	9,407	18,724	0
UTAH	85	63	110	322	3,571	0
VERMONT	9	8	20	5	1,813	0
VIRGINIA	29	112	4,293	552	7,736	0
WASHINGTON	229	75	577	229	3,946	0
WEST VIRGINIA	4	2	222	9	1,953	0
WISCONSIN	443	69	2,192	399	12,742	0
WYOMING	37	3	18	52	846	-2
AMERICAN SAMOA	0	12	0	0	0	0
GUAM	0	11	0	0	0	0
NORTHERN MARIANAS	0	4	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	62
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	5,261	4,824	121,800	46,118	284,062	1,197
50 STATES, D.C. & P.R.	5,261	4,796	121,800	46,118	284,062	1,135

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	EMOTIONAL DISTURBANCE				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.28	0.11	38.83	0.28	60.50
ALASKA	29.64	0.62	7.63	1.35	60.76
ARIZONA	5.18	0.56	7.73	15.89	70.64
ARKANSAS	0.00	0.69	24.25	0.69	74.36
CALIFORNIA	0.99	2.48	24.88	19.07	52.58
COLORADO	1.28	1.44	9.42	15.76	72.10
CONNECTICUT	0.45	0.50	22.77	17.13	59.15
DELAWARE	0.33	0.65	44.52	1.64	52.86
DISTRICT OF COLUMBIA	0.00	0.00	95.68	2.35	1.97
FLORIDA	0.77	0.21	38.78	9.28	50.96
GEORGIA	0.12	0.46	43.41	0.95	55.07
HAWAII	0.81	66.18	3.01	4.01	25.99
IDAHO	1.52	0.30	0.30	3.94	93.94
ILLINOIS	0.11	0.62	33.91	7.06	58.30
INDIANA	0.13	0.18	16.99	1.08	81.62
IOWA	0.63	0.47	10.04	2.16	86.70
KANSAS	1.23	0.29	14.39	4.82	79.26
KENTUCKY	0.02	0.13	27.56	0.37	71.93
LOUISIANA	0.35	0.05	65.94	0.65	33.01
MAINE	0.07	0.35	1.05	1.00	97.53
MARYLAND	0.43	0.69	50.77	1.75	46.36
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.41
MICHIGAN	1.05	1.21	18.37	2.03	77.33
MINNESOTA	5.15	0.93	11.22	2.27	80.43
MISSISSIPPI	0.00	0.00	44.44	0.21	55.34
MISSOURI	0.22	0.21	28.75	0.91	69.91
MONTANA	11.63	0.56	1.59	1.31	84.90
NEBRASKA	4.36	0.36	23.11	2.69	69.49
NEVADA	1.16	1.61	17.74	6.04	73.46
NEW HAMPSHIRE	0.22	0.31	0.85	0.80	97.81
NEW JERSEY	0.03	0.90	32.78	13.18	53.11
NEW MEXICO	8.85	0.18	4.07	44.45	42.46
NEW YORK	0.63	0.97	30.08	27.94	40.38
NORTH CAROLINA	0.77	0.18	51.89	0.96	46.20
NORTH DAKOTA	8.44	0.33	1.89	2.33	87.00
OHIO	0.19	0.15	29.96	1.59	68.11
OKLAHOMA	9.45	0.36	17.77	2.02	70.40
OREGON	2.70	0.73	6.32	3.33	86.93
PENNSYLVANIA	0.28	0.33	23.69	4.80	70.89
PUERTO RICO	0.25	0.00	0.00	99.75	0.00
RHODE ISLAND	2.09	3.14	39.90	28.92	25.96
SOUTH CAROLINA	0.18	0.13	54.96	0.55	44.17
SOUTH DAKOTA	23.97	0.18	1.43	1.97	72.45
TENNESSEE	0.06	0.18	29.10	0.44	70.22
TEXAS	0.34	0.35	20.90	26.22	52.19
UTAH	2.05	1.52	2.65	7.76	86.03
VERMONT	0.49	0.43	1.08	0.27	97.74
VIRGINIA	0.23	0.88	33.74	4.34	60.81
WASHINGTON	4.53	1.48	11.41	4.53	78.05
WEST VIRGINIA	0.18	0.09	10.14	0.41	89.18
WISCONSIN	2.80	0.44	13.83	2.52	80.42
WYOMING	3.87	0.31	1.88	5.44	88.49
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS					
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	1.14	1.04	26.36	9.98	61.48
50 STATES, D.C. & P.R.	1.14	1.04	26.36	9.98	61.48

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	MULTIPLE DISABILITIES					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	6	11	511	3	808	1
ALASKA	194	19	14	7	272	0
ARIZONA	176	21	62	405	839	0
ARKANSAS	67	40	236	8	695	0
CALIFORNIA	28	415	744	2,212	2,111	0
COLORADO	38	69	175	532	2,114	0
CONNECTICUT	12	26	329	323	1,260	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	121	5	8	0
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	2	190	8	3	51	0
IDAHO	9	2	2	39	432	-10
ILLINOIS	0	0	0	0	0	0
INDIANA	2	6	90	22	852	0
IOWA	2	3	13	9	395	0
KANSAS	21	21	255	105	1,591	0
KENTUCKY	1	12	213	13	1,678	0
LOUISIANA	3	11	464	15	491	0
MAINE	9	8	34	13	2,409	0
MARYLAND	17	196	2,086	305	3,341	0
MASSACHUSETTS	6	36	280	282	2,193	0
MICHIGAN	15	68	572	63	1,968	0
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	2	4	223	4	213	0
MISSOURI	2	8	122	8	669	0
MONTANA	62	2	6	10	460	0
NEBRASKA	4	3	26	13	332	15
NEVADA	10	23	71	110	326	0
NEW HAMPSHIRE	1	3	3	3	339	0
NEW JERSEY	12	353	5,066	2,161	8,291	0
NEW MEXICO	185	5	36	496	421	0
NEW YORK	64	458	3,827	2,420	14,309	-1,233
NORTH CAROLINA	26	16	483	27	1,094	39
NORTH DAKOTA	0	0	0	0	0	0
OHIO	20	80	2,384	182	9,651	0
OKLAHOMA	213	14	191	61	1,053	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	6	16	221	98	1,205	0
PUERTO RICO	0	0	0	1,227	0	0
RHODE ISLAND	1	3	4	28	236	0
SOUTH CAROLINA	0	0	146	1	142	0
SOUTH DAKOTA	99	6	14	8	463	0
TENNESSEE	2	10	346	8	1,360	0
TEXAS	14	77	702	1,394	2,165	0
UTAH	46	27	10	76	1,187	0
VERMONT	0	2	2	0	67	0
VIRGINIA	1	47	524	81	1,228	0
WASHINGTON	96	126	166	220	2,367	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	25	0	0	0	0
GUAM	0	62	0	0	0	0
NORTHERN MARIANAS	0	42	0	0	0	-2
PALAU	0	2	2	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	41
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	1,474	2,568	20,784	13,000	71,086	-1,149
50 STATES, D.C. & P.R.	1,474	2,437	20,782	13,000	71,086	-1,188

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999:

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.45	0.82	38.16	0.22	60.34
ALASKA	38.34	3.75	2.77	1.38	53.75
ARIZONA	11.71	1.40	4.13	26.95	55.82
ARKANSAS	6.41	3.82	22.56	0.76	66.44
CALIFORNIA	0.51	7.53	13.50	40.15	38.31
COLORADO	1.30	2.36	5.98	18.17	72.20
CONNECTICUT	0.62	1.33	16.87	16.56	64.62
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	90.30	3.73	5.97
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.79	74.80	3.15	1.18	20.08
IDAHO	1.86	0.41	0.41	8.06	89.26
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.21	0.62	9.26	2.26	87.65
IOWA	0.47	0.71	3.08	2.13	93.60
KANSAS	1.05	1.05	12.79	5.27	79.83
KENTUCKY	0.05	0.63	11.11	0.68	87.53
LOUISIANA	0.30	1.12	47.15	1.52	49.90
MAINE	0.36	0.32	1.37	0.53	97.41
MARYLAND	0.29	3.30	35.09	5.13	56.20
MASSACHUSETTS	0.21	1.29	10.01	10.08	78.41
MICHIGAN	0.56	2.53	21.30	2.35	73.27
MINNESOTA	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.45	0.90	50.00	0.90	47.76
MISSOURI	0.25	0.99	15.08	0.99	82.69
MONTANA	11.48	0.37	1.11	1.85	85.19
NEBRASKA	1.06	0.79	6.88	3.44	87.83
NEVADA	1.85	4.26	13.15	20.37	60.37
NEW HAMPSHIRE	0.29	0.86	0.86	0.86	97.13
NEW JERSEY	0.08	2.22	31.90	13.61	52.20
NEW MEXICO	16.19	0.44	3.15	43.39	36.83
NEW YORK	0.30	2.17	18.16	11.48	67.89
NORTH CAROLINA	1.58	0.97	29.34	1.64	66.46
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.16	0.65	19.36	1.48	78.36
OKLAHOMA	13.90	0.91	12.47	3.98	68.73
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.39	1.03	14.29	6.34	77.94
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.37	1.10	1.47	10.29	86.76
SOUTH CAROLINA	0.00	0.00	50.52	0.35	49.13
SOUTH DAKOTA	16.78	1.02	2.37	1.36	78.47
TENNESSEE	0.12	0.58	20.05	0.46	78.79
TEXAS	0.32	1.77	16.13	32.03	49.75
UTAH	3.42	2.01	0.74	5.65	88.19
VERMONT	0.00	2.82	2.82	0.00	94.37
VIRGINIA	0.05	2.50	27.86	4.31	65.28
WASHINGTON	3.23	4.24	5.58	7.39	79.56
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	50.00	50.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.35	2.36	19.08	11.94	65.27
50 STATES, D.C. & P.R.	1.36	2.24	19.10	11.95	65.35

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

**Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year**

STATE	HEARING IMPAIRMENTS					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	3	14	353	8	596	0
ALASKA	76	20	13	13	118	0
ARIZONA	134	33	70	490	691	0
ARKANSAS	71	76	75	8	351	0
CALIFORNIA	73	1,018	767	3,941	3,427	0
COLORADO	12	37	63	281	753	0
CONNECTICUT	5	24	98	111	538	0
DELAWARE	0	6	63	17	125	0
DISTRICT OF COLUMBIA	0	0	25	4	1	0
FLORIDA	24	52	732	539	1,557	0
GEORGIA	2	29	495	53	716	0
HAWAII	0	231	3	5	27	0
IDAHO	5	7	2	37	244	0
ILLINOIS	4	99	677	450	2,002	0
INDIANA	1	12	183	31	1,400	0
IOWA	5	20	24	18	551	0
KANSAS	10	8	56	46	461	0
KENTUCKY	0	5	70	10	624	0
LOUISIANA	9	7	595	17	768	0
MAINE	0	2	3	1	247	1
MARYLAND	4	61	402	46	759	0
MASSACHUSETTS	3	19	145	146	1,137	0
MICHIGAN	19	94	546	93	2,178	0
MINNESOTA	34	210	86	57	1,438	0
MISSISSIPPI	4	4	332	4	248	0
MISSOURI	3	14	197	15	918	0
MONTANA	17	2	4	1	194	0
NEBRASKA	13	15	47	27	490	12
NEVADA	10	22	37	86	186	0
NEW HAMPSHIRE	0	3	1	2	248	0
NEW JERSEY	2	78	241	234	848	0
NEW MEXICO	53	9	17	250	197	0
NEW YORK	32	350	1,727	1,235	2,685	-246
NORTH CAROLINA	40	29	473	42	1,056	357
NORTH DAKOTA	12	7	2	1	107	0
OHIO	3	28	388	43	1,932	0
OKLAHOMA	89	8	73	41	571	0
OREGON	9	18	11	50	910	0
PENNSYLVANIA	8	51	375	136	2,188	0
PUERTO RICO	0	0	0	901	0	0
RHODE ISLAND	3	8	8	25	170	0
SOUTH CAROLINA	3	5	489	21	549	0
SOUTH DAKOTA	22	3	1	0	95	0
TENNESSEE	3	15	376	15	959	0
TEXAS	22	135	851	2,297	2,517	0
UTAH	29	15	2	59	907	0
VERMONT	1	4	2	1	138	0
VIRGINIA	0	50	349	87	825	0
WASHINGTON	64	102	74	178	1,327	0
WEST VIRGINIA	0	4	12	3	361	0
WISCONSIN	12	117	123	58	1,070	0
WYOMING	4	2	1	9	148	0
AMERICAN SAMOA	0	9	0	0	0	0
GUAM	0	28	0	0	0	0
NORTHERN MARIANAS	0	11	0	0	0	0
PALAU	0	4	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	18
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	952	3,234	11,759	12,243	42,553	142
50 STATES, D.C. & P.R.	952	3,182	11,759	12,243	42,553	124

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	HEARING IMPAIRMENTS				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.31	1.44	36.24	0.82	61.19
ALASKA	31.67	8.33	5.42	5.42	49.17
ARIZONA	9.45	2.33	4.94	34.56	48.73
ARKANSAS	12.22	13.08	12.91	1.38	60.41
CALIFORNIA	0.79	11.03	8.31	42.72	37.15
COLORADO	1.05	3.23	5.50	24.52	65.71
CONNECTICUT	0.64	3.09	12.63	14.30	69.33
DELAWARE	0.00	2.84	29.86	8.06	59.24
DISTRICT OF COLUMBIA	0.00	0.00	83.33	13.33	3.33
FLORIDA	0.83	1.79	25.21	18.56	53.62
GEORGIA	0.15	2.24	38.22	4.09	55.29
HAWAII	0.00	86.84	1.13	1.88	10.15
IDAHO	1.69	2.37	0.68	12.54	82.71
ILLINOIS	0.12	3.06	20.95	13.92	61.94
INDIANA	0.06	0.74	11.25	1.91	86.05
IOWA	0.81	3.24	3.88	2.91	89.16
KANSAS	1.72	1.38	9.64	7.92	79.35
KENTUCKY	0.00	0.71	9.87	1.41	88.01
LOUISIANA	0.64	0.50	42.62	1.22	55.01
MAINE	0.00	0.79	1.19	0.40	97.63
MARYLAND	0.31	4.80	31.60	3.62	59.67
MASSACHUSETTS	0.21	1.31	10.00	10.07	78.41
MICHIGAN	0.65	3.21	18.63	3.17	74.33
MINNESOTA	1.86	11.51	4.71	3.12	78.79
MISSISSIPPI	0.68	0.68	56.08	0.68	41.89
MISSOURI	0.26	1.22	17.18	1.31	80.03
MONTANA	7.80	0.92	1.83	0.46	88.99
NEBRASKA	2.20	2.53	7.94	4.56	82.77
NEVADA	2.93	6.45	10.85	25.22	54.55
NEW HAMPSHIRE	0.00	1.18	0.39	0.79	97.64
NEW JERSEY	0.14	5.56	17.18	16.68	60.44
NEW MEXICO	10.08	1.71	3.23	47.53	37.45
NEW YORK	0.53	5.81	28.64	20.48	44.53
NORTH CAROLINA	2.44	1.77	28.84	2.56	64.39
NORTH DAKOTA	9.30	5.43	1.55	0.78	82.95
OHIO	0.13	1.17	16.21	1.80	80.70
OKLAHOMA	11.38	1.02	9.34	5.24	73.02
OREGON	0.90	1.80	1.10	5.01	91.18
PENNSYLVANIA	0.29	1.85	13.60	4.93	79.33
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	1.40	3.74	3.74	11.68	79.44
SOUTH CAROLINA	0.28	0.47	45.83	1.97	51.45
SOUTH DAKOTA	18.18	2.48	0.83	0.00	78.51
TENNESSEE	0.22	1.10	27.49	1.10	70.10
TEXAS	0.38	2.32	14.62	39.45	43.23
UTAH	2.87	1.48	0.20	5.83	89.62
VERMONT	0.68	2.74	1.37	0.68	94.52
VIRGINIA	0.00	3.81	26.62	6.64	62.93
WASHINGTON	3.67	5.85	4.24	10.20	76.05
WEST VIRGINIA	0.00	1.05	3.16	0.79	95.00
WISCONSIN	0.87	8.48	8.91	4.20	77.54
WYOMING	2.44	1.22	0.61	5.49	90.24
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS					
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	1.35	4.57	16.62	17.31	60.15
50 STATES, D.C. & P.R.	1.35	4.50	16.63	17.32	60.20

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	ORTHOPEDIC IMPAIRMENTS					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	3	0	179	2	434	0
ALASKA	20	2	3	1	48	0
ARIZONA	80	21	45	278	598	0
ARKANSAS	0	1	30	5	148	0
CALIFORNIA	66	861	985	4,347	4,721	0
COLORADO	36	62	312	604	3,522	0
CONNECTICUT	0	6	21	13	195	0
DELAWARE	0	5	218	32	491	0
DISTRICT OF COLUMBIA	0	0	137	8	1	-1
FLORIDA	22	45	949	633	2,781	0
GEORGIA	0	15	277	26	588	0
HAWAII	1	90	4	3	29	0
IDAHO	3	1	2	7	122	0
ILLINOIS	3	52	567	302	1,750	0
INDIANA	0	11	68	21	1,119	0
IOWA	3	9	29	19	865	0
KANSAS	7	2	25	28	397	0
KENTUCKY	1	2	54	3	399	0
LOUISIANA	12	14	475	8	860	0
MAINE	2	0	3	2	69	-2
MARYLAND	1	13	174	12	259	0
MASSACHUSETTS	2	12	93	94	726	0
MICHIGAN	89	288	1,220	207	9,056	0
MINNESOTA	31	74	58	35	1,282	0
MISSISSIPPI	2	7	594	3	827	0
MISSOURI	3	10	140	9	568	0
MONTANA	10	0	1	1	67	0
NEBRASKA	5	5	43	16	416	21
NEVADA	1	8	22	56	183	0
NEW HAMPSHIRE	0	0	1	0	147	0
NEW JERSEY	1	25	119	87	409	0
NEW MEXICO	14	2	14	229	244	0
NEW YORK	8	94	559	440	2,000	-256
NORTH CAROLINA	11	13	231	14	728	0
NORTH DAKOTA	5	1	0	1	130	0
OHIO	4	20	450	50	1,841	0
OKLAHOMA	40	4	27	16	355	0
OREGON	8	30	10	45	736	0
PENNSYLVANIA	4	16	287	78	957	0
PUERTO RICO	0	0	0	512	0	0
RHODE ISLAND	1	0	2	14	118	0
SOUTH CAROLINA	2	2	295	2	488	0
SOUTH DAKOTA	6	3	1	1	78	0
TENNESSEE	0	11	208	9	904	0
TEXAS	10	75	698	1,976	2,109	0
UTAH	4	2	0	22	153	0
VERMONT	0	1	0	0	74	0
VIRGINIA	2	37	139	38	536	0
WASHINGTON	26	55	47	74	700	0
WEST VIRGINIA	0	0	8	0	188	0
WISCONSIN	12	35	271	84	999	0
WYOMING	2	2	0	4	117	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	7	0	1	0	0
NORTHERN MARIANAS	0	6	0	0	0	1
PALAU	0	4	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	9
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	563	2,061	10,095	10,472	46,532	-228
50 STATES, D.C. & P.R.	563	2,044	10,095	10,471	46,532	-238

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	ORTHOPEDIC IMPAIRMENTS				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.49	0.00	28.96	0.32	70.23
ALASKA	27.03	2.70	4.05	1.35	64.86
ARIZONA	7.83	2.05	4.40	27.20	58.51
ARKANSAS	0.00	0.54	16.30	2.72	80.43
CALIFORNIA	0.60	7.84	8.97	39.59	43.00
COLORADO	0.79	1.37	6.88	13.32	77.65
CONNECTICUT	0.00	2.55	8.94	5.53	82.98
DELAWARE	0.00	0.67	29.22	4.29	65.82
DISTRICT OF COLUMBIA	0.00	0.00	93.84	5.48	0.68
FLORIDA	0.50	1.02	21.42	14.29	62.78
GEORGIA	0.00	1.66	30.57	2.87	64.90
HAWAII	0.79	70.87	3.15	2.36	22.83
IDAHO	2.22	0.74	1.48	5.19	90.37
ILLINOIS	0.11	1.94	21.20	11.29	65.45
INDIANA	0.00	0.90	5.58	1.72	91.80
IOWA	0.32	0.97	3.14	2.05	93.51
KANSAS	1.53	0.44	5.45	6.10	86.49
KENTUCKY	0.22	0.44	11.76	0.65	86.93
LOUISIANA	0.88	1.02	34.70	0.58	62.82
MAINE	2.63	0.00	3.95	2.63	90.79
MARYLAND	0.22	2.83	37.91	2.61	56.43
MASSACHUSETTS	0.22	1.29	10.03	10.14	78.32
MICHIGAN	0.82	2.65	11.23	1.91	83.39
MINNESOTA	2.09	5.00	3.92	2.36	86.62
MISSISSIPPI	0.14	0.49	41.45	0.21	57.71
MISSOURI	0.41	1.37	19.18	1.23	77.81
MONTANA	12.66	0.00	1.27	1.27	84.81
NEBRASKA	1.03	1.03	8.87	3.30	85.77
NEVADA	0.37	2.96	8.15	20.74	67.78
NEW HAMPSHIRE	0.00	0.00	0.68	0.00	99.32
NEW JERSEY	0.16	3.90	18.56	13.57	63.81
NEW MEXICO	2.78	0.40	2.78	45.53	48.51
NEW YORK	0.26	3.03	18.03	14.19	64.50
NORTH CAROLINA	1.10	1.30	23.17	1.40	73.02
NORTH DAKOTA	3.65	0.73	0.00	0.73	94.89
OHIO	0.17	0.85	19.03	2.11	77.84
OKLAHOMA	9.05	0.90	6.11	3.62	80.32
OREGON	0.97	3.62	1.21	5.43	88.78
PENNSYLVANIA	0.30	1.19	21.39	5.81	71.31
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.74	0.00	1.48	10.37	87.41
SOUTH CAROLINA	0.25	0.25	37.39	0.25	61.85
SOUTH DAKOTA	6.74	3.37	1.12	1.12	87.64
TENNESSEE	0.00	0.97	18.37	0.80	79.86
TEXAS	0.21	1.54	14.34	40.59	43.32
UTAH	2.21	1.10	0.00	12.15	84.53
VERMONT	0.00	1.33	0.00	0.00	98.67
VIRGINIA	0.27	4.92	18.48	5.05	71.28
WASHINGTON	2.88	6.10	5.21	8.20	77.61
WEST VIRGINIA	0.00	0.00	4.08	0.00	95.92
WISCONSIN	0.86	2.50	19.34	6.00	71.31
WYOMING	1.60	1.60	0.00	3.20	93.60
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	87.50	0.00	12.50	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.81	2.96	14.48	15.02	66.74
50 STATES, D.C. & P.R.	0.81	2.93	14.48	15.02	66.76

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

**Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year**

STATE	OTHER HEALTH IMPAIRMENTS					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	7	6	663	16	2,142	0
ALASKA	157	16	26	15	400	0
ARIZONA	48	12	67	213	830	0
ARKANSAS	11	16	662	36	3,515	0
CALIFORNIA	112	683	1,798	4,392	8,139	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	24	36	505	347	5,281	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	134	4	1	-1
FLORIDA	50	46	982	495	3,335	0
GEORGIA	11	55	2,366	126	6,797	0
HAWAII	0	535	23	22	164	0
IDAHO	14	5	2	50	877	0
ILLINOIS	2	34	619	181	4,074	0
INDIANA	7	6	128	21	2,044	0
IOWA	1	2	6	2	43	0
KANSAS	40	22	326	147	3,441	0
KENTUCKY	1	3	480	19	3,996	0
LOUISIANA	27	10	2,365	38	4,249	0
MAINE	11	6	16	12	1,644	0
MARYLAND	20	77	1,699	82	3,718	0
MASSACHUSETTS	2	16	124	125	971	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	141	97	289	122	5,365	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	7	18	646	27	4,669	0
MONTANA	70	4	13	9	775	0
NEBRASKA	40	12	273	82	1,784	-196
NEVADA	21	24	103	96	760	0
NEW HAMPSHIRE	3	7	8	13	3,010	0
NEW JERSEY	2	29	176	114	1,087	0
NEW MEXICO	134	4	42	588	736	0
NEW YORK	70	206	2,239	1,134	16,185	-905
NORTH CAROLINA	94	33	3,050	104	7,876	36
NORTH DAKOTA	29	5	6	1	405	0
OHIO	6	27	433	45	3,626	0
OKLAHOMA	237	7	186	38	1,646	0
OREGON	78	43	158	160	3,203	0
PENNSYLVANIA	1	5	53	25	1,028	0
PUERTO RICO	0	0	0	1,087	0	0
RHODE ISLAND	2	8	41	42	1,685	0
SOUTH CAROLINA	0	4	755	10	1,671	0
SOUTH DAKOTA	31	0	5	3	293	0
TENNESSEE	10	21	1,511	32	7,405	0
TEXAS	121	243	4,695	6,948	20,634	0
UTAH	13	9	18	54	830	0
VERMONT	2	3	14	3	931	0
VIRGINIA	17	75	2,042	223	6,957	0
WASHINGTON	487	422	794	831	13,786	0
WEST VIRGINIA	4	1	78	2	1,588	0
WISCONSIN	47	43	471	93	2,994	0
WYOMING	21	4	7	39	678	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	45	0	0	2	0
NORTHERN MARIANAS	0	3	0	0	1	1
PALAU	0	3	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	33
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	2,233	2,993	31,097	18,268	167,271	-1,031
50 STATES, D.C. & P.R.	2,233	2,942	31,097	18,268	167,268	-1,065

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	OTHER HEALTH IMPAIRMENTS				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.25	0.21	23.39	0.56	75.58
ALASKA	25.57	2.61	4.23	2.44	65.15
ARIZONA	4.10	1.03	5.73	18.21	70.94
ARKANSAS	0.26	0.38	15.61	0.85	82.90
CALIFORNIA	0.74	4.52	11.89	29.04	53.82
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.39	0.58	8.15	5.60	85.27
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	1.42	95.04	2.84	0.71
FLORIDA	1.02	0.94	20.01	10.09	67.95
GEORGIA	0.12	0.59	25.29	1.35	72.66
HAWAII	0.00	71.91	3.09	2.96	22.04
IDAHO	1.48	0.53	0.21	5.27	92.51
ILLINOIS	0.04	0.69	12.61	3.69	82.97
INDIANA	0.32	0.27	5.80	0.95	92.66
IOWA	1.85	3.70	11.11	3.70	79.63
KANSAS	1.01	0.55	8.20	3.70	86.54
KENTUCKY	0.02	0.07	10.67	0.42	88.82
LOUISIANA	0.40	0.15	35.36	0.57	63.52
MAINE	0.65	0.36	0.95	0.71	97.34
MARYLAND	0.36	1.38	30.36	1.47	66.44
MASSACHUSETTS	0.16	1.29	10.02	10.10	78.43
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	2.34	1.61	4.81	2.03	89.21
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.13	0.34	12.04	0.50	86.99
MONTANA	8.04	0.46	1.49	1.03	88.98
NEBRASKA	1.83	0.55	12.46	3.74	81.42
NEVADA	2.09	2.39	10.26	9.56	75.70
NEW HAMPSHIRE	0.10	0.23	0.26	0.43	98.98
NEW JERSEY	0.14	2.06	12.50	8.10	77.20
NEW MEXICO	8.91	0.27	2.79	39.10	48.94
NEW YORK	0.35	1.04	11.29	5.72	81.60
NORTH CAROLINA	0.84	0.30	27.34	0.93	70.59
NORTH DAKOTA	6.50	1.12	1.35	0.22	90.81
OHIO	0.15	0.65	10.47	1.09	87.65
OKLAHOMA	11.21	0.33	8.80	1.80	77.86
OREGON	2.14	1.18	4.34	4.39	87.95
PENNSYLVANIA	0.09	0.45	4.77	2.25	92.45
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.11	0.45	2.31	2.36	94.77
SOUTH CAROLINA	0.00	0.16	30.94	0.41	68.48
SOUTH DAKOTA	9.34	0.00	1.51	0.90	88.25
TENNESSEE	0.11	0.23	16.83	0.36	82.47
TEXAS	0.37	0.74	14.38	21.29	63.21
UTAH	1.41	0.97	1.95	5.84	89.83
VERMONT	0.21	0.31	1.47	0.31	97.69
VIRGINIA	0.18	0.81	21.92	2.39	74.69
WASHINGTON	2.98	2.59	4.87	5.09	84.47
WEST VIRGINIA	0.24	0.06	4.66	0.12	94.92
WISCONSIN	1.29	1.18	12.91	2.55	82.07
WYOMING	2.80	0.53	0.93	5.21	90.52
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	95.74	0.00	0.00	4.26
NORTHERN MARIANAS	0.00	75.00	0.00	0.00	25.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS					
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	1.01	1.35	14.02	8.23	75.39
50 STATES, D.C. & P.R.	1.01	1.33	14.02	8.24	75.41

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability

During the 1998-99 School Year

STATE	VISUAL IMPAIRMENTS					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	1	2	152	5	261	0
ALASKA	17	2	3	1	24	0
ARIZONA	74	4	21	143	327	0
ARKANSAS	39	39	25	3	108	0
CALIFORNIA	25	345	336	1,168	1,695	0
COLORADO	1	8	21	52	211	0
CONNECTICUT	0	9	59	53	248	0
DELAWARE	1	3	12	4	42	0
DISTRICT OF COLUMBIA	0	0	12	0	1	-1
FLORIDA	13	13	253	145	629	0
GEORGIA	0	4	191	13	357	0
HAWAII	2	51	3	1	12	0
IDAHO	1	2	1	5	99	0
ILLINOIS	1	18	230	113	736	0
INDIANA	6	3	80	16	674	0
IOWA	1	3	3	1	142	0
KANSAS	3	3	22	11	168	0
KENTUCKY	0	0	31	3	388	0
LOUISIANA	1	5	192	5	240	0
MAINE	41	0	0	0	92	-38
MARYLAND	1	17	216	13	265	0
MASSACHUSETTS	1	8	64	65	504	0
MICHIGAN	8	33	199	18	604	0
MINNESOTA	4	30	25	13	298	0
MISSISSIPPI	0	2	125	1	102	0
MISSOURI	2	6	74	5	381	0
MONTANA	10	0	0	1	48	0
NEBRASKA	3	5	9	4	192	13
NEVADA	4	5	12	22	71	0
NEW HAMPSHIRE	0	0	1	0	129	0
NEW JERSEY	1	11	59	48	209	0
NEW MEXICO	30	1	3	90	71	0
NEW YORK	9	112	466	456	927	-209
NORTH CAROLINA	3	4	152	10	395	75
NORTH DAKOTA	2	1	0	0	43	0
OHIO	0	13	199	13	793	0
OKLAHOMA	32	4	29	7	271	0
OREGON	2	8	6	12	353	0
PENNSYLVANIA	8	27	220	34	932	0
PUERTO RICO	2	0	0	495	0	0
RHODE ISLAND	0	1	4	4	4,133	-4,073
SOUTH CAROLINA	3	2	155	2	187	0
SOUTH DAKOTA	9	0	0	1	45	0
TENNESSEE	0	7	199	4	618	0
TEXAS	4	39	354	730	1,178	0
UTAH	8	7	2	27	376	0
VERMONT	0	0	0	0	30	0
VIRGINIA	3	13	124	27	321	0
WASHINGTON	7	23	22	32	245	0
WEST VIRGINIA	0	0	11	0	195	0
WISCONSIN	2	14	36	9	315	0
WYOMING	0	0	0	2	56	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	11	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	15
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	385	924	4,413	3,887	20,741	-4,218
50 STATES, D.C. & P.R.	385	907	4,413	3,887	20,741	-4,233

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	VISUAL IMPAIRMENTS				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.24	0.48	36.10	1.19	62.00
ALASKA	36.17	4.26	6.38	2.13	51.06
ARIZONA	13.01	0.70	3.69	25.13	57.47
ARKANSAS	18.22	18.22	11.68	1.40	50.47
CALIFORNIA	0.70	9.67	9.41	32.73	47.49
COLORADO	0.34	2.73	7.17	17.75	72.01
CONNECTICUT	0.00	2.44	15.99	14.36	67.21
DELAWARE	1.61	4.84	19.35	6.45	67.74
DISTRICT OF COLUMBIA	0.00	0.00	92.31	0.00	7.69
FLORIDA	1.23	1.23	24.03	13.77	59.73
GEORGIA	0.00	0.71	33.81	2.30	63.19
HAWAII	2.90	73.91	4.35	1.45	17.39
IDAHO	0.93	1.85	0.93	4.63	91.67
ILLINOIS	0.09	1.64	20.95	10.29	67.03
INDIANA	0.77	0.39	10.27	2.05	86.52
IOWA	0.67	2.00	2.00	0.67	94.67
KANSAS	1.45	1.45	10.63	5.31	81.16
KENTUCKY	0.00	0.00	7.35	0.71	91.94
LOUISIANA	0.23	1.13	43.34	1.13	54.18
MAINE	30.83	0.00	0.00	0.00	69.17
MARYLAND	0.20	3.32	42.19	2.54	51.76
MASSACHUSETTS	0.16	1.25	9.97	10.12	78.50
MICHIGAN	0.93	3.83	23.09	2.09	70.07
MINNESOTA	1.08	8.11	6.76	3.51	80.54
MISSISSIPPI	0.00	0.87	54.35	0.43	44.35
MISSOURI	0.43	1.28	15.81	1.07	81.41
MONTANA	16.95	0.00	0.00	1.69	81.36
NEBRASKA	1.41	2.35	4.23	1.88	90.14
NEVADA	3.51	4.39	10.53	19.30	62.28
NEW HAMPSHIRE	0.00	0.00	0.77	0.00	99.23
NEW JERSEY	0.30	3.35	17.99	14.63	63.72
NEW MEXICO	15.38	0.51	1.54	46.15	36.41
NEW YORK	0.46	5.69	23.65	23.15	47.06
NORTH CAROLINA	0.53	0.71	26.95	1.77	70.04
NORTH DAKOTA	4.35	2.17	0.00	0.00	93.48
OHIO	0.00	1.28	19.55	1.28	77.90
OKLAHOMA	9.33	1.17	8.45	2.04	79.01
OREGON	0.52	2.10	1.57	3.15	92.65
PENNSYLVANIA	0.66	2.21	18.02	2.78	76.33
PUERTO RICO	0.40	0.00	0.00	99.60	0.00
RHODE ISLAND	0.00	0.02	0.10	0.10	99.78
SOUTH CAROLINA	0.86	0.57	44.41	0.57	53.58
SOUTH DAKOTA	16.36	0.00	0.00	1.82	81.82
TENNESSEE	0.00	0.85	24.03	0.48	74.64
TEXAS	0.17	1.69	15.36	31.67	51.11
UTAH	1.90	1.67	0.48	6.43	89.52
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.61	2.66	25.41	5.53	65.78
WASHINGTON	2.13	6.99	6.69	9.73	74.47
WEST VIRGINIA	0.00	0.00	5.34	0.00	94.66
WISCONSIN	0.53	3.72	9.57	2.39	83.78
WYOMING	0.00	0.00	0.00	3.45	96.55
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.27	3.04	14.54	12.81	68.34
50 STATES, D.C. & P.R.	1.27	2.99	14.55	12.81	68.38

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	AUTISM					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	1	4	242	3	288	0
ALASKA	12	7	9	5	98	0
ARIZONA	19	20	54	125	505	0
ARKANSAS	3	5	113	3	307	0
CALIFORNIA	40	965	950	1,474	3,228	0
COLORADO	3	9	26	21	187	0
CONNECTICUT	2	20	103	52	677	0
DELAWARE	0	3	62	4	141	0
DISTRICT OF COLUMBIA	0	0	70	2	1	-1
FLORIDA	26	65	680	520	1,263	0
GEORGIA	1	23	481	21	673	0
HAWAII	0	117	5	2	43	0
IDAHO	0	3	1	7	196	0
ILLINOIS	2	54	612	142	1,091	0
INDIANA	0	9	182	16	1,455	0
IOWA	3	4	31	8	465	0
KANSAS	2	5	41	13	280	0
KENTUCKY	2	4	78	3	509	0
LOUISIANA	3	7	516	8	387	0
MAINE	2	0	0	0	285	0
MARYLAND	2	36	511	29	645	0
MASSACHUSETTS	1	8	60	61	473	0
MICHIGAN	22	209	564	48	2,132	0
MINNESOTA	27	49	117	24	1,274	0
MISSISSIPPI	0	3	191	1	110	0
MISSOURI	2	12	225	10	831	0
MONTANA	3	2	1	0	106	0
NEBRASKA	7	4	15	7	179	39
NEVADA	5	7	28	22	136	0
NEW HAMPSHIRE	1	1	0	0	210	0
NEW JERSEY	3	127	357	170	1,155	0
NEW MEXICO	8	3	7	49	103	0
NEW YORK	39	252	922	1,051	2,574	-299
NORTH CAROLINA	1	35	874	21	1,073	11
NORTH DAKOTA	2	0	1	0	85	0
OHIO	0	11	211	8	816	0
OKLAHOMA	42	6	86	14	306	0
OREGON	15	20	29	33	1,854	0
PENNSYLVANIA	7	52	458	65	1,661	0
PUERTO RICO	0	0	0	405	0	0
RHODE ISLAND	1	0	8	4	175	0
SOUTH CAROLINA	0	7	339	5	231	0
SOUTH DAKOTA	12	1	3	3	118	0
TENNESSEE	2	8	248	8	453	0
TEXAS	16	167	928	801	2,392	0
UTAH	1	8	9	19	363	0
VERMONT	0	2	2	0	119	0
VIRGINIA	2	58	467	53	795	0
WASHINGTON	13	59	67	38	780	0
WEST VIRGINIA	1	4	15	4	202	0
WISCONSIN	7	17	164	23	889	0
WYOMING	0	0	2	0	67	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	4	1	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	5
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	363	2,501	11,166	5,405	34,386	-245
50 STATES, D.C. & P.R.	363	2,492	11,165	5,405	34,386	-250

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	AUTISM				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.74	44.98	0.56	53.53
ALASKA	9.16	5.34	6.87	3.82	74.81
ARIZONA	2.63	2.77	7.47	17.29	69.85
ARKANSAS	0.70	1.16	26.22	0.70	71.23
CALIFORNIA	0.60	14.50	14.27	22.14	48.49
COLORADO	1.22	3.66	10.57	8.54	76.02
CONNECTICUT	0.23	2.34	12.06	6.09	79.27
DELAWARE	0.00	1.43	29.52	1.90	67.14
DISTRICT OF COLUMBIA	0.00	0.00	95.89	2.74	1.37
FLORIDA	1.02	2.55	26.62	20.36	49.45
GEORGIA	0.08	1.92	40.12	1.75	56.13
HAWAII	0.00	70.06	2.99	1.20	25.75
IDAHO	0.00	1.45	0.48	3.38	94.69
ILLINOIS	0.11	2.84	32.19	7.47	57.39
INDIANA	0.00	0.54	10.95	0.96	87.55
IOWA	0.59	0.78	6.07	1.57	91.00
KANSAS	0.59	1.47	12.02	3.81	82.11
KENTUCKY	0.34	0.67	13.09	0.50	85.40
LOUISIANA	0.33	0.76	56.03	0.87	42.02
MAINE	0.70	0.00	0.00	0.00	99.30
MARYLAND	0.16	2.94	41.78	2.37	52.74
MASSACHUSETTS	0.17	1.33	9.95	10.12	78.44
MICHIGAN	0.74	7.03	18.96	1.61	71.66
MINNESOTA	1.81	3.29	7.85	1.61	85.45
MISSISSIPPI	0.00	0.98	62.62	0.33	36.07
MISSOURI	0.19	1.11	20.83	0.93	76.94
MONTANA	2.68	1.79	0.89	0.00	94.64
NEBRASKA	3.30	1.89	7.08	3.30	84.43
NEVADA	2.53	3.54	14.14	11.11	68.69
NEW HAMPSHIRE	0.47	0.47	0.00	0.00	99.06
NEW JERSEY	0.17	7.01	19.70	9.38	63.74
NEW MEXICO	4.71	1.76	4.12	28.82	60.59
NEW YORK	0.81	5.21	19.06	21.72	53.20
NORTH CAROLINA	0.05	1.75	43.61	1.05	53.54
NORTH DAKOTA	2.27	0.00	1.14	0.00	96.59
OHIO	0.00	1.05	20.17	0.76	78.01
OKLAHOMA	9.25	1.32	18.94	3.08	67.40
OREGON	0.77	1.03	1.49	1.69	95.03
PENNSYLVANIA	0.31	2.32	20.42	2.90	74.05
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.53	0.00	4.26	2.13	93.09
SOUTH CAROLINA	0.00	1.20	58.25	0.86	39.69
SOUTH DAKOTA	8.76	0.73	2.19	2.19	86.13
TENNESSEE	0.28	1.11	34.49	1.11	63.00
TEXAS	0.37	3.88	21.56	18.61	55.58
UTAH	0.25	2.00	2.25	4.75	90.75
VERMONT	0.00	1.63	1.63	0.00	96.75
VIRGINIA	0.15	4.22	33.96	3.85	57.82
WASHINGTON	1.36	6.17	7.00	3.97	81.50
WEST VIRGINIA	0.44	1.77	6.64	1.77	89.38
WISCONSIN	0.64	1.55	14.91	2.09	80.82
WYOMING	0.00	0.00	2.90	0.00	97.10
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	80.00	20.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.67	4.65	20.75	10.04	63.89
50 STATES, D.C. & P.R.	0.67	4.63	20.75	10.04	63.90

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability

During the 1998-99 School Year

STATE	DEAF-BLINDNESS					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	0	0	8	0	8	0
ALASKA	2	0	0	0	3	0
ARIZONA	7	0	5	26	47	0
ARKANSAS	5	3	2	0	3	0
CALIFORNIA	1	17	13	46	71	0
COLORADO	1	1	3	23	42	0
CONNECTICUT	0	4	4	9	52	0
DELAWARE	0	0	15	4	28	0
DISTRICT OF COLUMBIA	0	0	11	1	0	0
FLORIDA	1	1	4	10	27	0
GEORGIA	0	0	7	0	8	0
HAWAII	0	132	3	4	18	0
IDAHO	2	0	0	0	13	0
ILLINOIS	0	2	8	4	38	0
INDIANA	0	1	3	0	22	0
IOWA	0	0	0	3	49	0
KANSAS	0	0	1	1	10	0
KENTUCKY	0	0	0	0	18	0
LOUISIANA	0	1	3	0	11	0
MAINE	0	0	0	0	10	0
MARYLAND	0	1	8	0	10	0
MASSACHUSETTS	0	1	5	5	38	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	3	0	1	28	0
MISSISSIPPI	0	0	7	0	6	0
MISSOURI	0	1	11	0	36	0
MONTANA	0	0	0	0	17	0
NEBRASKA	0	0	0	0	5	0
NEVADA	0	0	0	2	1	0
NEW HAMPSHIRE	0	0	0	0	3	0
NEW JERSEY	0	0	6	4	29	0
NEW MEXICO	2	0	0	5	0	0
NEW YORK	0	0	0	1	16	20
NORTH CAROLINA	0	1	3	1	6	12
NORTH DAKOTA	0	0	0	1	4	0
OHIO	0	0	1	0	17	0
OKLAHOMA	2	0	1	0	17	0
OREGON	0	0	1	0	14	0
PENNSYLVANIA	0	0	18	1	4	0
PUERTO RICO	0	0	0	28	0	0
RHODE ISLAND	0	0	0	1	1	0
SOUTH CAROLINA	0	0	9	0	11	0
SOUTH DAKOTA	0	0	0	0	2	0
TENNESSEE	0	0	0	0	8	0
TEXAS	0	1	16	27	24	0
UTAH	3	0	0	4	142	0
VERMONT	0	0	0	0	3	0
VIRGINIA	0	2	1	0	1	0
WASHINGTON	0	1	1	3	22	0
WEST VIRGINIA	0	0	0	0	26	0
WISCONSIN	0	1	0	0	6	0
WYOMING	1	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	2	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0
PALAU	0	2	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	27	179	178	215	976	34
50 STATES, D.C. & P.R.	27	174	178	215	976	32

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	DEAF-BLINDNESS				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	50.00	0.00	50.00
ALASKA	40.00	0.00	0.00	0.00	60.00
ARIZONA	8.24	0.00	5.88	30.59	55.29
ARKANSAS	38.46	23.08	15.38	0.00	23.08
CALIFORNIA	0.68	11.49	8.78	31.08	47.97
COLORADO	1.43	1.43	4.29	32.86	60.00
CONNECTICUT	0.00	5.80	5.80	13.04	75.36
DELAWARE	0.00	0.00	31.91	8.51	59.57
DISTRICT OF COLUMBIA	0.00	0.00	91.67	8.33	0.00
FLORIDA	2.33	2.33	9.30	23.26	62.79
GEORGIA	0.00	0.00	46.67	0.00	53.33
HAWAII	0.00	84.08	1.91	2.55	11.46
IDAHO	13.33	0.00	0.00	0.00	86.67
ILLINOIS	0.00	3.85	15.38	7.69	73.08
INDIANA	0.00	3.85	11.54	0.00	84.62
IOWA	0.00	0.00	0.00	5.77	94.23
KANSAS	0.00	0.00	8.33	8.33	83.33
KENTUCKY	0.00	0.00	0.00	0.00	100.00
LOUISIANA	0.00	6.67	20.00	0.00	73.33
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	5.26	42.11	0.00	52.63
MASSACHUSETTS	0.00	2.04	10.20	10.20	77.55
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	0.00	9.38	0.00	3.13	87.50
MISSISSIPPI	0.00	0.00	53.85	0.00	46.15
MISSOURI	0.00	2.08	22.92	0.00	75.00
MONTANA	0.00	0.00	0.00	0.00	100.00
NEBRASKA	0.00	0.00	0.00	0.00	100.00
NEVADA	0.00	0.00	0.00	66.67	33.33
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	15.38	10.26	74.36
NEW MEXICO	28.57	0.00	0.00	71.43	0.00
NEW YORK	0.00	0.00	0.00	5.88	94.12
NORTH CAROLINA	0.00	9.09	27.27	9.09	54.55
NORTH DAKOTA	0.00	0.00	0.00	20.00	80.00
OHIO	0.00	0.00	5.56	0.00	94.44
OKLAHOMA	10.00	0.00	5.00	0.00	85.00
OREGON	0.00	0.00	6.67	0.00	93.33
PENNSYLVANIA	0.00	0.00	78.26	4.35	17.39
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	50.00	50.00
SOUTH CAROLINA	0.00	0.00	45.00	0.00	55.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.00	0.00	0.00	100.00
TEXAS	0.00	1.47	23.53	39.71	35.29
UTAH	2.01	0.00	0.00	2.68	95.30
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	50.00	25.00	0.00	25.00
WASHINGTON	0.00	3.70	3.70	11.11	81.48
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	0.00	14.29	0.00	0.00	85.71
WYOMING	50.00	0.00	0.00	0.00	50.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.71	11.37	11.30	13.65	61.97
50 STATES, D.C. & P.R.	1.72	11.08	11.34	13.69	62.17

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	TRAUMATIC BRAIN INJURY					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	0	1	65	2	136	0
ALASKA	20	4	3	6	42	0
ARIZONA	8	1	8	17	35	0
ARKANSAS	1	2	31	3	102	0
CALIFORNIA	14	79	128	342	447	0
COLORADO	4	1	9	43	150	0
CONNECTICUT	0	0	11	11	67	0
DELAWARE	0	0	2	0	3	0
DISTRICT OF COLUMBIA	0	0	13	0	0	0
FLORIDA	2	6	93	45	180	0
GEORGIA	1	4	104	5	159	0
HAWAII	0	36	1	1	14	0
IDAHO	5	3	1	9	120	0
ILLINOIS	1	7	189	75	328	0
INDIANA	0	2	37	10	350	0
IOWA	1	1	20	3	138	0
KANSAS	1	3	14	6	101	0
KENTUCKY	0	0	16	1	155	0
LOUISIANA	2	2	132	3	135	0
MAINE	2	0	1	1	95	0
MARYLAND	0	5	131	10	172	0
MASSACHUSETTS	1	4	31	32	244	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	12	12	18	2	236	0
MISSISSIPPI	0	1	39	0	58	0
MISSOURI	1	1	49	1	238	0
MONTANA	11	1	2	0	47	0
NEBRASKA	1	0	8	4	132	23
NEVADA	6	3	12	17	61	0
NEW HAMPSHIRE	0	0	0	1	57	0
NEW JERSEY	0	1	15	8	30	0
NEW MEXICO	16	2	6	115	74	0
NEW YORK	9	34	180	147	795	-35
NORTH CAROLINA	7	4	134	8	227	-1
NORTH DAKOTA	3	0	0	1	24	0
OHIO	3	2	31	1	320	0
OKLAHOMA	32	0	24	7	169	0
OREGON	7	6	8	26	214	0
PENNSYLVANIA	2	22	145	40	1,354	0
PUERTO RICO	0	0	0	36	0	0
RHODE ISLAND	0	0	5	5	40	0
SOUTH CAROLINA	0	0	33	0	40	0
SOUTH DAKOTA	4	0	1	0	32	0
TENNESSEE	0	1	47	5	196	0
TEXAS	2	13	110	205	442	0
UTAH	6	7	2	31	267	0
VERMONT	0	0	3	0	42	0
VIRGINIA	0	6	77	9	184	0
WASHINGTON	12	7	18	17	213	0
WEST VIRGINIA	0	0	7	1	107	0
WISCONSIN	4	8	35	12	220	0
WYOMING	2	2	1	6	71	0
AMERICAN SAMOA	0	2	0	0	0	0
GUAM	0	3	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	-1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	203	300	2,050	1,330	9,063	-13
50 STATES, D.C. & P.R.	203	294	2,050	1,330	9,063	-13

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	TRAUMATIC BRAIN INJURY				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.49	31.86	0.98	66.67
ALASKA	26.67	5.33	4.00	8.00	56.00
ARIZONA	11.59	1.45	11.59	24.64	50.72
ARKANSAS	0.72	1.44	22.30	2.16	73.38
CALIFORNIA	1.39	7.82	12.67	33.86	44.26
COLORADO	1.93	0.48	4.35	20.77	72.46
CONNECTICUT	0.00	0.00	12.36	12.36	75.28
DELAWARE	0.00	0.00	40.00	0.00	60.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	0.61	1.84	28.53	13.80	55.21
GEORGIA	0.37	1.47	38.10	1.83	58.24
HAWAII	0.00	69.23	1.92	1.92	26.92
IDAHO	3.62	2.17	0.72	6.52	86.96
ILLINOIS	0.17	1.17	31.50	12.50	54.67
INDIANA	0.00	0.50	9.27	2.51	87.72
IOWA	0.61	0.61	12.27	1.84	84.66
KANSAS	0.80	2.40	11.20	4.80	80.80
KENTUCKY	0.00	0.00	9.30	0.58	90.12
LOUISIANA	0.73	0.73	48.18	1.09	49.27
MAINE	2.02	0.00	1.01	1.01	95.96
MARYLAND	0.00	1.57	41.19	3.14	54.09
MASSACHUSETTS	0.32	1.28	9.94	10.26	78.21
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	4.29	4.29	6.43	0.71	84.29
MISSISSIPPI	0.00	1.02	39.80	0.00	59.18
MISSOURI	0.34	0.34	16.90	0.34	82.07
MONTANA	18.03	1.64	3.28	0.00	77.05
NEBRASKA	0.69	0.00	5.52	2.76	91.03
NEVADA	6.06	3.03	12.12	17.17	61.62
NEW HAMPSHIRE	0.00	0.00	0.00	1.72	98.28
NEW JERSEY	0.00	1.85	27.78	14.81	55.56
NEW MEXICO	7.51	0.94	2.82	53.99	34.74
NEW YORK	0.77	2.92	15.45	12.62	68.24
NORTH CAROLINA	1.84	1.05	35.26	2.11	59.74
NORTH DAKOTA	10.71	0.00	0.00	3.57	85.71
OHIO	0.84	0.56	8.68	0.28	89.64
OKLAHOMA	13.79	0.00	10.34	3.02	72.84
OREGON	2.68	2.30	3.07	9.96	81.99
PENNSYLVANIA	0.13	1.41	9.28	2.56	86.63
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	10.00	10.00	80.00
SOUTH CAROLINA	0.00	0.00	45.21	0.00	54.79
SOUTH DAKOTA	10.81	0.00	2.70	0.00	86.49
TENNESSEE	0.00	0.40	18.88	2.01	78.71
TEXAS	0.26	1.68	14.25	26.55	57.25
UTAH	1.92	2.24	0.64	9.90	85.30
VERMONT	0.00	0.00	6.67	0.00	93.33
VIRGINIA	0.00	2.17	27.90	3.26	66.67
WASHINGTON	4.49	2.62	6.74	6.37	79.78
WEST VIRGINIA	0.00	0.00	6.09	0.87	93.04
WISCONSIN	1.43	2.87	12.54	4.30	78.85
WYOMING	2.44	2.44	1.22	7.32	86.59
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.57	2.32	15.84	10.27	70.01
50 STATES, D.C. & P.R.	1.57	2.27	15.84	10.28	70.04

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	DEVELOPMENTAL DELAY					DISCREPANCY WITH CHILD COUNT
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	
ALABAMA	1	4	272	4	339	1
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0
IDAHO	9	2	10	101	587	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	0	0	14	4	84	0
KENTUCKY	1	2	104	3	609	0
LOUISIANA	1	0	45	0	27	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	1	3	1,032	4	674	0
MISSOURI	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	2	0	1	0	6	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	1	2	361	6	902	0
TEXAS	0	0	0	0	0	0
UTAH	0	0	0	0	0	0
VERMONT	1	2	1	1	419	0
VIRGINIA	10	38	2,097	231	2,919	0
WASHINGTON	29	39	53	114	628	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	1	2	15	1	37	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	25	2	2	0	0
NORTHERN MARIANAS	0	14	0	0	0	-2
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	12
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	0
U.S. AND OUTLYING AREAS	57	133	4,007	471	7,231	11
50 STATES, D.C. & P.R.	57	94	4,005	469	7,231	1

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total counts for children served.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA3

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability
During the 1998-99 School Year

STATE	DEVELOPMENTAL DELAY				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.16	0.65	43.87	0.65	54.68
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.00
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	1.27	0.28	1.41	14.25	82.79
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	13.73	3.92	82.35
KENTUCKY	0.14	0.28	14.46	0.42	84.70
LOUISIANA	1.37	0.00	61.64	0.00	36.99
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	0.00
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.06	0.18	60.21	0.23	39.32
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	22.22	0.00	11.11	0.00	66.67
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	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	0.00	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	0.08	0.16	28.38	0.47	70.91
TEXAS	0.00	0.00	0.00	0.00	0.00
UTAH	0.00	0.00	0.00	0.00	0.00
VERMONT	0.24	0.47	0.24	0.24	98.82
VIRGINIA	0.19	0.72	39.60	4.36	55.13
WASHINGTON	3.36	4.52	6.14	13.21	72.77
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	1.79	3.57	26.79	1.79	66.07
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	86.21	6.90	6.90	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.48	1.12	33.68	3.96	60.77
50 STATES, D.C. & P.R.	0.48	0.79	33.78	3.96	60.99

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA4

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1998-99 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	44,384	15,784	14,862	7,602	2,079
ALASKA	8,341	4,060	2,876	314	230
ARIZONA	41,662	20,316	13,050	2,970	1,985
ARKANSAS	23,458	7,364	7,998	4,379	184
CALIFORNIA	288,947	137,821	104,876	13,930	5,287
COLORADO	32,763	14,271	9,602	1,222	3,017
CONNECTICUT	32,881	14,466	9,794	1,485	1,950
DELAWARE	7,884	4,544	1,551	862	234
DISTRICT OF COLUMBIA	3,440	1,948	426	414	367
FLORIDA	165,705	63,684	63,779	15,982	14,182
GEORGIA	78,449	19,984	27,765	12,291	10,731
HAWAII	9,199	4,156	2,018	1,150	874
IDAHO	12,849	6,658	3,292	856	210
ILLINOIS	131,192	54,071	49,114	11,189	9,092
INDIANA	70,759	20,550	32,773	9,393	3,409
IOWA	30,188	13,337	5,346	6,644	3,601
KANSAS	25,703	8,194	10,403	2,133	1,407
KENTUCKY	39,292	7,980	16,631	7,130	2,081
LOUISIANA	40,199	12,053	15,476	4,885	1,759
MAINE	14,787	4,978	5,593	369	1,458
MARYLAND	51,569	17,704	20,801	2,595	2,535
MASSACHUSETTS	72,753	41,565	17,387	5,694	4,613
MICHIGAN	94,387	34,507	33,793	9,548	6,380
MINNESOTA	45,649	16,773	13,522	3,969	5,720
MISSISSIPPI	27,755	8,181	14,542	1,837	161
MISSOURI	59,844	24,431	21,549	5,151	3,578
MONTANA	8,323	3,778	2,962	484	264
NEBRASKA	19,614	6,317	7,794	2,419	1,057
NEVADA	15,585	8,247	4,658	674	564
NEW HAMPSHIRE	11,411	4,934	3,519	295	632
NEW JERSEY	100,989	44,334	41,736	1,555	2,743
NEW MEXICO	21,755	10,902	7,012	739	1,069
NEW YORK	176,431	79,788	46,003	5,737	15,828
NORTH CAROLINA	82,127	29,779	25,980	12,259	4,271
NORTH DAKOTA	5,840	2,030	2,688	407	285
OHIO	101,583	28,964	38,258	19,473	4,448
OKLAHOMA	36,309	15,511	12,808	3,692	1,292
OREGON	33,373	14,453	11,821	1,425	1,594
PENNSYLVANIA	97,583	41,355	33,479	10,906	5,672
PUERTO RICO	23,604	11,246	5,118	4,313	419
RHODE ISLAND	13,004	6,694	3,833	470	594
SOUTH CAROLINA	50,216	18,278	19,191	7,311	2,517
SOUTH DAKOTA	7,546	3,086	3,040	549	203
TENNESSEE	57,538	21,805	21,253	5,496	916
TEXAS	210,056	98,869	63,225	9,217	11,568
UTAH	25,627	12,958	7,474	1,285	1,831
VERMONT	5,021	1,830	1,122	474	502
VIRGINIA	69,200	25,196	22,040	5,085	3,883
WASHINGTON	53,276	21,419	15,261	3,061	1,958
WEST VIRGINIA	22,775	6,951	10,207	3,495	705
WISCONSIN	49,269	19,354	15,030	5,258	5,142
WYOMING	5,544	2,144	2,321	257	258
AMERICAN SAMOA	268	198	17	26	7
GUAM	828	508	164	30	5
NORTHERN MARIANAS	177	109	7	12	1
PALAU	34	18	6	0	1
VIRGIN ISLANDS	630	190	250	98	19
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,759,575	1,120,625	947,096	240,496	157,372
50 STATES, D.C. & P.R.	2,757,638	1,119,602	946,652	240,330	157,339

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA4

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1998-99 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	586	462	343	1,456	169
ALASKA	249	121	50	296	21
ARIZONA	674	727	513	591	294
ARKANSAS	489	266	99	2,212	85
CALIFORNIA	2,270	4,418	5,633	7,990	1,662
COLORADO	1,331	565	2,339	0	128
CONNECTICUT	882	380	153	2,969	176
DELAWARE	0	105	417	0	21
DISTRICT OF COLUMBIA	58	21	78	69	8
FLORIDA	0	1,326	2,319	2,075	499
GEORGIA	0	670	511	5,197	282
HAWAII	129	133	65	439	38
IDAHO	226	143	66	453	54
ILLINOIS	0	1,625	1,420	2,607	535
INDIANA	514	749	693	1,118	372
IOWA	134	283	399	26	62
KANSAS	674	243	271	1,903	91
KENTUCKY	911	325	245	2,528	209
LOUISIANA	394	598	690	3,448	188
MAINE	1,179	126	30	790	38
MARYLAND	2,887	644	245	3,030	209
MASSACHUSETTS	1,020	641	523	567	320
MICHIGAN	1,298	1,508	5,182	0	393
MINNESOTA	0	876	778	2,775	172
MISSISSIPPI	160	222	629	0	103
MISSOURI	421	544	398	2,731	207
MONTANA	207	107	42	355	23
NEBRASKA	139	271	294	999	101
NEVADA	283	176	150	577	57
NEW HAMPSHIRE	159	137	78	1,425	67
NEW JERSEY	7,486	668	326	670	131
NEW MEXICO	536	228	230	785	81
NEW YORK	10,350	2,770	1,774	10,152	823
NORTH CAROLINA	749	983	536	5,840	297
NORTH DAKOTA	0	60	82	202	20
OHIO	5,328	1,054	1,186	1,552	449
OKLAHOMA	733	351	251	1,115	154
OREGON	0	473	426	1,717	173
PENNSYLVANIA	787	1,370	655	571	593
PUERTO RICO	604	470	325	629	258
RHODE ISLAND	150	97	78	882	35
SOUTH CAROLINA	122	495	395	1,353	161
SOUTH DAKOTA	303	54	43	159	26
TENNESSEE	698	613	578	3,997	377
TEXAS	1,952	2,701	2,473	15,954	1,088
UTAH	451	488	88	422	212
VERMONT	21	70	36	448	8
VIRGINIA	896	611	422	4,604	198
WASHINGTON	1,080	790	521	7,360	153
WEST VIRGINIA	0	165	90	885	93
WISCONSIN	0	639	801	1,978	181
WYOMING	0	77	59	337	22
AMERICAN SAMOA	11	2	0	0	3
GUAM	32	13	5	33	4
NORTHERN MARIANAS	23	4	4	3	1
PALAU	1	3	3	1	0
VIRGIN ISLANDS	17	5	4	20	10
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	49,604	33,666	36,044	110,295	12,135
50 STATES, D.C. & P.R.	49,520	33,639	36,028	110,238	12,117

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA4

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	349	3	68	621
ALASKA	92	2	30	0
ARIZONA	478	38	26	0
ARKANSAS	326	5	51	0
CALIFORNIA	4,642	59	359	0
COLORADO	178	41	69	0
CONNECTICUT	572	28	26	0
DELAWARE	125	22	3	0
DISTRICT OF COLUMBIA	39	4	8	0
FLORIDA	1,700	18	141	0
GEORGIA	891	10	117	0
HAWAII	125	54	18	0
IDAHO	119	6	57	709
ILLINOIS	1,268	19	252	0
INDIANA	1,026	10	152	0
IOWA	275	25	56	0
KANSAS	229	3	50	102
KENTUCKY	462	9	62	719
LOUISIANA	527	5	103	73
MAINE	193	1	32	0
MARYLAND	786	4	129	0
MASSACHUSETTS	320	15	88	0
MICHIGAN	1,778	0	0	0
MINNESOTA	954	15	95	0
MISSISSIPPI	168	2	36	1,714
MISSOURI	707	14	113	0
MONTANA	79	6	16	0
NEBRASKA	157	4	62	0
NEVADA	148	3	48	0
NEW HAMPSHIRE	145	1	19	0
NEW JERSEY	1,297	21	22	0
NEW MEXICO	94	2	77	0
NEW YORK	2,751	7	448	0
NORTH CAROLINA	1,257	10	166	0
NORTH DAKOTA	46	3	8	9
OHIO	738	9	124	0
OKLAHOMA	305	3	94	0
OREGON	1,194	6	91	0
PENNSYLVANIA	1,544	8	643	0
PUERTO RICO	194	9	19	0
RHODE ISLAND	148	1	22	0
SOUTH CAROLINA	359	9	25	0
SOUTH DAKOTA	76	1	6	0
TENNESSEE	436	2	95	1,272
TEXAS	2,697	15	297	0
UTAH	241	77	100	0
VERMONT	69	2	15	424
VIRGINIA	887	2	81	5,295
WASHINGTON	691	14	105	863
WEST VIRGINIA	145	12	27	0
WISCONSIN	722	4	104	56
WYOMING	37	1	31	0
AMERICAN SAMOA	3	0	1	0
GUAM	3	0	2	29
NORTHERN MARIANAS	1	0	0	12
PALAU	0	1	0	0
VIRGIN ISLANDS	4	1	0	12
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	34,797	646	4,889	11,910
50 STATES, D.C. & P.R.	34,786	644	4,886	11,857

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA5

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	42,337	22,552	1,095	12,391	3,301
ALASKA	6,896	4,885	408	352	542
ARIZONA	34,343	24,556	1,082	2,971	3,112
ARKANSAS	24,310	13,624	733	6,687	234
CALIFORNIA	253,221	188,761	15,971	13,792	13,410
COLORADO	31,280	17,829	2,483	1,628	5,232
CONNECTICUT	32,893	18,258	2,481	2,009	5,350
DELAWARE	6,060	4,225	70	920	333
DISTRICT OF COLUMBIA	3,710	2,281	68	587	570
FLORIDA	137,265	82,245	9,179	18,484	20,159
GEORGIA	57,399	23,688	2,110	14,762	11,325
HAWAII	9,023	5,047	227	1,410	1,609
IDAHO	10,276	7,020	474	1,307	422
ILLINOIS	113,748	69,995	5,557	12,762	19,459
INDIANA	55,605	32,507	2,371	10,287	6,749
IOWA	31,617	17,188	650	7,120	5,285
KANSAS	23,283	12,999	909	2,772	2,819
KENTUCKY	30,144	12,447	1,238	9,596	3,235
LOUISIANA	40,349	23,003	1,735	6,577	3,651
MAINE	14,246	7,337	1,664	616	2,344
MARYLAND	46,251	26,201	5,076	3,114	5,279
MASSACHUSETTS	72,240	48,300	5,570	7,430	7,513
MICHIGAN	84,509	50,559	4,130	10,310	10,927
MINNESOTA	44,841	21,362	2,281	4,707	11,181
MISSISSIPPI	25,059	17,919	1,274	4,070	288
MISSOURI	56,002	36,590	3,234	6,179	5,680
MONTANA	7,948	5,313	315	582	745
NEBRASKA	17,675	9,230	1,873	3,078	1,719
NEVADA	13,187	10,119	370	767	937
NEW HAMPSHIRE	12,467	6,921	1,647	527	1,459
NEW JERSEY	83,228	58,945	4,148	2,229	8,807
NEW MEXICO	22,958	16,276	1,643	997	2,134
NEW YORK	181,245	116,064	8,757	7,956	26,520
NORTH CAROLINA	61,134	32,168	1,420	13,909	5,446
NORTH DAKOTA	5,472	3,264	638	602	570
OHIO	96,411	47,053	3,900	26,980	8,305
OKLAHOMA	34,182	23,537	1,151	4,833	2,133
OREGON	27,599	17,461	2,356	1,960	2,321
PENNSYLVANIA	96,789	62,916	3,169	13,716	12,294
PUERTO RICO	21,747	11,861	627	7,215	348
RHODE ISLAND	11,127	7,324	722	505	1,405
SOUTH CAROLINA	34,435	19,253	788	8,796	3,269
SOUTH DAKOTA	5,309	3,547	161	685	341
TENNESSEE	53,477	32,117	3,452	8,505	2,293
TEXAS	216,191	151,795	5,335	12,074	22,343
UTAH	21,451	14,823	986	1,462	2,170
VERMONT	5,813	2,554	670	668	1,239
VIRGINIA	64,064	39,057	2,285	7,739	8,084
WASHINGTON	44,165	25,542	1,105	3,411	2,847
WEST VIRGINIA	19,367	11,526	574	4,616	1,381
WISCONSIN	47,789	26,732	1,989	5,953	9,779
WYOMING	5,439	3,474	451	318	608
AMERICAN SAMOA	242	193	3	26	5
GUAM	926	798	13	43	5
NORTHERN MARIANAS	199	159	0	13	3
PALAU	68	56	5	1	0
VIRGIN ISLANDS	844	411	38	314	33
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,499,855	1,551,867	122,661	303,320	279,552
50 STATES, D.C. & P.R.	2,497,576	1,550,250	122,602	302,923	279,506

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA5

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	577	416	234	1,258	229
ALASKA	190	104	23	292	22
ARIZONA	586	610	398	543	224
ARKANSAS	454	273	82	1,932	111
CALIFORNIA	2,289	4,248	4,320	6,653	1,596
COLORADO	1,251	489	2,053	0	134
CONNECTICUT	848	345	75	3,028	164
DELAWARE	0	89	295	0	40
DISTRICT OF COLUMBIA	51	8	55	54	3
FLORIDA	0	1,399	1,839	2,587	488
GEORGIA	0	559	357	3,952	250
HAWAII	93	119	54	285	29
IDAHO	201	141	59	451	50
ILLINOIS	0	1,390	1,067	2,162	497
INDIANA	356	752	463	1,025	345
IOWA	208	293	457	25	74
KANSAS	1,122	301	160	1,927	104
KENTUCKY	808	332	185	1,903	186
LOUISIANA	399	684	594	3,008	228
MAINE	1,123	113	40	815	52
MARYLAND	2,519	587	202	2,466	253
MASSACHUSETTS	1,229	685	339	527	273
MICHIGAN	937	1,233	5,104	0	406
MINNESOTA	0	840	619	3,035	173
MISSISSIPPI	216	311	702	0	105
MISSOURI	317	541	290	2,475	214
MONTANA	279	99	35	476	31
NEBRASKA	181	290	174	871	102
NEVADA	189	152	111	401	53
NEW HAMPSHIRE	131	101	63	1,474	54
NEW JERSEY	6,893	641	268	671	176
NEW MEXICO	465	263	244	661	100
NEW YORK	7,412	2,475	968	8,242	798
NORTH CAROLINA	705	902	411	5,050	311
NORTH DAKOTA	0	60	45	224	23
OHIO	4,798	1,157	988	2,298	481
OKLAHOMA	644	364	167	926	168
OREGON	0	444	335	1,768	172
PENNSYLVANIA	519	1,235	529	516	545
PUERTO RICO	419	344	155	400	210
RHODE ISLAND	102	100	49	837	28
SOUTH CAROLINA	120	486	326	1,006	160
SOUTH DAKOTA	215	61	40	162	23
TENNESSEE	706	629	450	4,587	385
TEXAS	1,766	2,681	2,067	15,381	1,023
UTAH	544	449	71	459	161
VERMONT	29	65	30	469	19
VIRGINIA	776	599	291	4,434	258
WASHINGTON	1,382	841	331	8,187	151
WEST VIRGINIA	0	184	95	753	98
WISCONSIN	0	652	512	1,548	168
WYOMING	0	72	55	360	32
AMERICAN SAMOA	8	6	0	0	0
GUAM	27	13	2	14	6
NORTHERN MARIANAS	12	6	3	2	0
PALAU	2	0	1	2	0
VIRGIN ISLANDS	14	10	5	11	5
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	44,112	32,243	28,887	102,593	11,991
50 STATES, D.C. & P.R.	44,049	32,208	28,876	102,564	11,980

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA5

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

During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	157	12	115
ALASKA	34	3	41
ARIZONA	191	33	37
ARKANSAS	93	8	79
CALIFORNIA	1,589	63	529
COLORADO	57	19	105
CONNECTICUT	246	37	52
DELAWARE	69	17	2
DISTRICT OF COLUMBIA	23	6	4
FLORIDA	716	21	148
GEORGIA	259	1	136
HAWAII	34	88	28
IDAHO	71	9	71
ILLINOIS	524	29	306
INDIANA	542	12	196
IOWA	203	22	92
KANSAS	100	8	62
KENTUCKY	116	7	91
LOUISIANA	316	7	147
MAINE	81	9	52
MARYLAND	374	11	169
MASSACHUSETTS	187	28	159
MICHIGAN	903	0	0
MINNESOTA	472	14	157
MISSISSIPPI	117	7	50
MISSOURI	307	27	148
MONTANA	29	9	35
NEBRASKA	73	1	83
NEVADA	44	0	44
NEW HAMPSHIRE	58	1	31
NEW JERSEY	418	11	21
NEW MEXICO	59	5	111
NEW YORK	1,472	19	562
NORTH CAROLINA	615	11	186
NORTH DAKOTA	29	2	15
OHIO	263	7	181
OKLAHOMA	135	13	111
OREGON	643	7	132
PENNSYLVANIA	596	15	739
PUERTO RICO	151	5	12
RHODE ISLAND	32	0	23
SOUTH CAROLINA	182	8	41
SOUTH DAKOTA	48	1	25
TENNESSEE	230	4	119
TEXAS	1,305	34	387
UTAH	121	38	167
VERMONT	49	1	20
VIRGINIA	382	2	157
WASHINGTON	235	8	125
WEST VIRGINIA	65	10	65
WISCONSIN	314	2	140
WYOMING	29	1	39
AMERICAN SAMOA	0	0	1
GUAM	2	2	1
NORTHERN MARIANAS	0	1	0
PALAU	0	1	0
VIRGIN ISLANDS	1	1	1
BUR. OF INDIAN AFFAIRS	0	0	0
U.S. AND OUTLYING AREAS	15,361	718	6,550
50 STATES, D.C. & P.R.	15,358	713	6,547

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA6

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	5,593	2,498	28	2,281	275
ALASKA	721	429	21	108	41
ARIZONA	3,717	2,015	23	849	234
ARKANSAS	2,665	1,440	23	904	15
CALIFORNIA	24,646	13,313	731	4,999	1,699
COLORADO	3,277	1,581	137	450	442
CONNECTICUT	3,523	1,602	103	584	680
DELAWARE	625	309	0	196	44
DISTRICT OF COLUMBIA	603	233	0	176	125
FLORIDA	13,968	7,103	318	3,620	1,985
GEORGIA	4,772	1,425	19	2,375	537
HAWAII	683	276	2	190	110
IDAHO	962	522	12	257	28
ILLINOIS	11,234	5,625	143	3,012	1,688
INDIANA	6,417	3,627	53	1,661	511
IOWA	3,575	1,706	34	1,077	497
KANSAS	2,506	1,172	31	627	230
KENTUCKY	3,376	1,321	23	1,463	156
LOUISIANA	5,202	2,664	70	1,425	288
MAINE	1,571	803	89	166	206
MARYLAND	4,154	1,939	176	726	484
MASSACHUSETTS	8,589	4,114	403	1,861	1,114
MICHIGAN	10,524	4,902	118	3,035	898
MINNESOTA	4,377	1,474	84	1,522	780
MISSISSIPPI	2,918	1,793	33	784	19
MISSOURI	6,021	3,744	105	1,296	391
MONTANA	838	532	15	105	57
NEBRASKA	2,455	1,085	97	771	156
NEVADA	1,016	616	8	204	55
NEW HAMPSHIRE	1,434	726	146	161	150
NEW JERSEY	9,899	5,708	170	875	1,298
NEW MEXICO	2,267	1,330	103	349	165
NEW YORK	23,827	13,717	343	2,907	3,014
NORTH CAROLINA	5,192	1,992	31	2,021	249
NORTH DAKOTA	672	315	44	208	45
OHIO	13,589	5,432	80	4,082	956
OKLAHOMA	3,993	2,674	24	768	142
OREGON	2,819	1,360	137	626	200
PENNSYLVANIA	12,354	6,805	67	3,162	1,377
PUERTO RICO	3,248	980	42	1,694	43
RHODE ISLAND	1,270	725	47	168	206
SOUTH CAROLINA	3,445	1,389	14	1,508	173
SOUTH DAKOTA	683	364	5	179	15
TENNESSEE	6,967	3,556	213	1,899	196
TEXAS	25,656	16,270	139	3,969	1,967
UTAH	2,464	1,036	30	592	150
VERMONT	649	227	61	152	114
VIRGINIA	6,739	3,351	51	1,781	755
WASHINGTON	4,904	2,205	27	873	251
WEST VIRGINIA	2,491	1,399	9	844	104
WISCONSIN	5,562	2,590	82	1,540	924
WYOMING	734	412	26	110	88
AMERICAN SAMOA	16	5	0	4	0
GUAM	165	144	1	12	1
NORTHERN MARIANAS	47	33	0	6	0
PALAU	5	0	0	2	0
VIRGIN ISLANDS	117	48	0	44	10
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	281,736	144,656	4,791	67,260	26,338
50 STATES, D.C. & P.R.	281,386	144,426	4,790	67,192	26,327

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA6

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	177	96	41	120	23
ALASKA	67	15	1	26	4
ARIZONA	243	81	111	36	51
ARKANSAS	103	42	3	96	18
CALIFORNIA	951	560	1,027	481	311
COLORADO	346	92	144	0	31
CONNECTICUT	220	51	7	196	29
DELAWARE	0	17	34	0	1
DISTRICT OF COLUMBIA	25	1	12	17	1
FLORIDA	0	179	272	246	66
GEORGIA	0	66	38	206	33
HAWAII	32	14	8	20	2
IDAHO	47	11	10	44	4
ILLINOIS	0	217	187	141	66
INDIANA	102	126	63	63	62
IOWA	80	42	69	3	14
KANSAS	197	37	28	146	12
KENTUCKY	198	52	29	68	27
LOUISIANA	191	114	85	233	27
MAINE	171	15	4	84	5
MARYLAND	539	41	12	100	50
MASSACHUSETTS	548	124	65	144	49
MICHIGAN	451	189	574	0	63
MINNESOTA	0	109	83	204	25
MISSISSIPPI	70	59	102	0	22
MISSOURI	71	62	42	161	47
MONTANA	54	12	2	40	5
NEBRASKA	73	43	38	125	23
NEVADA	68	13	9	26	4
NEW HAMPSHIRE	59	16	7	142	9
NEW JERSEY	1,504	94	47	67	21
NEW MEXICO	142	35	29	58	14
NEW YORK	2,083	538	103	535	140
NORTH CAROLINA	231	112	50	303	31
NORTH DAKOTA	0	9	10	20	3
OHIO	2,191	183	191	287	88
OKLAHOMA	155	67	24	73	21
OREGON	0	81	68	157	36
PENNSYLVANIA	240	153	158	25	83
PUERTO RICO	204	87	32	58	29
RHODE ISLAND	20	17	8	59	6
SOUTH CAROLINA	47	86	68	81	28
SOUTH DAKOTA	72	6	6	11	6
TENNESSEE	322	126	104	395	66
TEXAS	634	440	328	1,306	194
UTAH	351	75	22	43	47
VERMONT	21	11	9	36	3
VIRGINIA	209	101	39	276	32
WASHINGTON	513	114	50	773	25
WEST VIRGINIA	0	31	11	35	15
WISCONSIN	0	89	88	122	27
WYOMING	0	15	11	53	4
AMERICAN SAMOA	6	1	0	0	0
GUAM	3	2	1	0	1
NORTHERN MARIANAS	5	1	0	0	1
PALAU	1	1	0	0	1
VIRGIN ISLANDS	10	3	0	2	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	14,047	4,974	4,564	7,943	2,006
50 STATES, D.C. & P.R.	14,022	4,966	4,563	7,941	2,003

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA6

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability
During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	32	1	21
ALASKA	5	0	4
ARIZONA	54	14	6
ARKANSAS	12	0	9
CALIFORNIA	426	26	122
COLORADO	11	10	33
CONNECTICUT	36	4	11
DELAWARE	16	8	0
DISTRICT OF COLUMBIA	10	2	1
FLORIDA	138	4	37
GEORGIA	49	4	20
HAWAII	8	15	6
IDAHO	17	0	10
ILLINOIS	109	4	42
INDIANA	94	4	51
IOWA	33	5	15
KANSAS	12	1	13
KENTUCKY	18	2	19
LOUISIANA	78	3	24
MAINE	13	0	15
MARYLAND	63	4	20
MASSACHUSETTS	96	6	65
MICHIGAN	294	0	0
MINNESOTA	65	3	28
MISSISSIPPI	20	4	12
MISSOURI	66	7	29
MONTANA	4	2	10
NEBRASKA	21	0	23
NEVADA	6	0	7
NEW HAMPSHIRE	9	1	8
NEW JERSEY	97	7	11
NEW MEXICO	17	0	25
NEW YORK	316	11	120
NORTH CAROLINA	143	2	27
NORTH DAKOTA	13	0	5
OHIO	45	2	52
OKLAHOMA	14	4	27
OREGON	114	2	38
PENNSYLVANIA	103	0	181
PUERTO RICO	60	14	5
RHODE ISLAND	8	1	5
SOUTH CAROLINA	41	3	7
SOUTH DAKOTA	13	0	6
TENNESSEE	53	2	35
TEXAS	302	19	88
UTAH	38	34	46
VERMONT	5	0	10
VIRGINIA	106	0	38
WASHINGTON	31	5	37
WEST VIRGINIA	16	4	23
WISCONSIN	64	1	35
WYOMING	3	0	12
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
NORTHERN MARIANAS	1	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0
U.S. AND OUTLYING AREAS	3,418	245	1,494
50 STATES, D.C. & P.R.	3,417	245	1,494

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA7

Number of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity
During the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	14	21	2,917	28	4,498	21
ALASKA	519	64	101	54	1,016	0
ARIZONA	644	101	422	2,703	5,006	0
ARKANSAS	21	83	2,492	137	5,944	0
CALIFORNIA	441	3,158	5,644	22,431	25,163	0
COLORADO	80	140	444	1,523	5,627	0
CONNECTICUT	34	86	922	1,006	5,395	0
DELAWARE	2	9	457	83	1,113	0
DISTRICT OF COLUMBIA	0	0	369	14	26	0
FLORIDA	.	.	.	.	.	.
GEORGIA	23	127	5,349	374	9,261	0
HAWAII	12	1,161	56	58	359	0
IDAHO	34	13	29	374	3,018	-2
ILLINOIS	16	284	4,265	1,926	21,003	30
INDIANA	21	52	1,177	241	12,287	0
IOWA	25	41	212	122	5,178	0
KANSAS	69	54	588	502	5,720	0
KENTUCKY	6	50	1,572	87	13,446	0
LOUISIANA	39	33	4,356	71	4,996	0
MAINE	13	19	36	30	3,592	0
MARYLAND	31	229	3,201	317	5,936	0
MASSACHUSETTS	31	200	1,538	1,554	12,059	0
MICHIGAN	129	561	3,039	389	14,865	0
MINNESOTA	289	231	770	330	9,707	0
MISSISSIPPI	4	5	2,567	14	3,456	0
MISSOURI	17	45	1,359	125	8,152	0
MONTANA	234	14	14	17	1,409	0
NEBRASKA	78	35	256	234	3,053	0
NEVADA	106	92	410	649	2,274	0
NEW HAMPSHIRE	3	9	5	22	2,151	0
NEW JERSEY	15	510	2,476	1,997	11,000	0
NEW MEXICO	664	27	111	2,440	1,891	0
NEW YORK	292	965	6,088	5,872	19,717	17,682
NORTH CAROLINA	343	82	5,856	343	10,256	0
NORTH DAKOTA	101	13	12	18	1,053	0
OHIO	24	96	2,439	262	15,751	0
OKLAHOMA	920	41	553	201	4,090	0
OREGON	107	101	132	569	5,219	0
PENNSYLVANIA	31	172	2,729	765	15,955	0
PUERTO RICO	5	4	0	5,550	0	0
RHODE ISLAND	3	15	129	265	2,098	0
SOUTH CAROLINA	7	25	5,342	88	5,475	0
SOUTH DAKOTA	355	18	49	36	1,706	0
TENNESSEE	10	55	1,810	101	8,315	0
TEXAS	105	465	4,311	11,123	18,842	0
UTAH	186	65	55	369	5,035	0
VERMONT	4	8	12	2	1,200	0
VIRGINIA	44	226	3,270	693	9,480	0
WASHINGTON	408	447	688	1,426	8,830	0
WEST VIRGINIA	1	15	161	8	5,116	0
WISCONSIN	171	155	1,728	474	11,180	0
WYOMING	73	8	19	127	1,389	0
AMERICAN SAMOA	0	58	0	0	0	0
GUAM	4	130	14	0	8	0
NORTHERN MARIANAS	0	51	0	0	0	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,808	10,674	82,551	68,144	359,316	46,144
50 STATES, D.C. & P.R.	6,804	10,430	82,537	68,144	359,308	45,964

Data based on the December 1, 1998 count, updated as of November 1, 1999.

A minus in the last column indicates the counts for race/ethnicity exceeded the total count for children served.

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

Table AA7

Percentage of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity
During the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.28	39.01	0.37	60.15
ALASKA	29.59	3.65	5.76	3.08	57.92
ARIZONA	7.26	1.14	4.75	30.45	56.40
ARKANSAS	0.24	0.96	28.72	1.58	68.50
CALIFORNIA	0.78	5.56	9.93	39.47	44.27
COLORADO	1.02	1.79	5.68	19.49	72.01
CONNECTICUT	0.46	1.16	12.39	13.52	72.48
DELAWARE	0.12	0.54	27.46	4.99	66.89
DISTRICT OF COLUMBIA	0.00	0.00	90.22	3.42	6.36
FLORIDA					
GEORGIA	0.15	0.84	35.34	2.47	61.19
HAWAII	0.73	70.53	3.40	3.52	21.81
IDAHO	0.98	0.37	0.84	10.78	87.02
ILLINOIS	0.06	1.03	15.51	7.01	76.39
INDIANA	0.15	0.38	8.54	1.75	89.18
IOWA	0.45	0.74	3.80	2.19	92.83
KANSAS	1.00	0.78	8.48	7.24	82.50
KENTUCKY	0.04	0.33	10.37	0.57	88.69
LOUISIANA	0.41	0.35	45.88	0.75	52.62
MAINE	0.35	0.51	0.98	0.81	97.34
MARYLAND	0.32	2.36	32.95	3.26	61.11
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.68	2.96	16.01	2.05	78.31
MINNESOTA	2.55	2.04	6.80	2.91	85.70
MISSISSIPPI	0.07	0.08	42.46	0.23	57.16
MISSOURI	0.18	0.46	14.01	1.29	84.06
MONTANA	13.86	0.83	0.83	1.01	83.47
NEBRASKA	2.13	0.96	7.00	6.40	83.51
NEVADA	3.00	2.61	11.61	18.38	64.40
NEW HAMPSHIRE	0.14	0.41	0.23	1.00	98.22
NEW JERSEY	0.09	3.19	15.48	12.48	68.76
NEW MEXICO	12.94	0.53	2.16	47.54	36.84
NEW YORK	0.89	2.93	18.49	17.83	59.87
NORTH CAROLINA	2.03	0.49	34.69	2.03	60.76
NORTH DAKOTA	8.44	1.09	1.00	1.50	87.97
OHIO	0.13	0.52	13.13	1.41	84.81
OKLAHOMA	15.85	0.71	9.53	3.46	70.46
OREGON	1.75	1.65	2.15	9.29	85.17
PENNSYLVANIA	0.16	0.88	13.89	3.89	81.19
PUERTO RICO	0.09	0.07	0.00	99.84	0.00
RHODE ISLAND	0.12	0.60	5.14	10.56	83.59
SOUTH CAROLINA	0.06	0.23	48.84	0.80	50.06
SOUTH DAKOTA	16.40	0.83	2.26	1.66	78.84
TENNESSEE	0.10	0.53	17.59	0.98	80.80
TEXAS	0.30	1.33	12.37	31.92	54.07
UTAH	3.26	1.14	0.96	6.46	88.18
VERMONT	0.33	0.65	0.98	0.16	97.88
VIRGINIA	0.32	1.65	23.85	5.05	69.13
WASHINGTON	3.46	3.79	5.83	12.09	74.84
WEST VIRGINIA	0.02	0.28	3.04	0.15	96.51
WISCONSIN	1.25	1.13	12.61	3.46	81.56
WYOMING	4.52	0.50	1.18	7.86	85.95
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	2.56	83.33	8.97	0.00	5.13
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS					
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	1.29	2.02	15.65	12.92	68.12
50 STATES, D.C. & P.R.	1.29	1.98	15.66	12.93	68.15

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA8

Number of Children Served Under IDEA, Part B by Disability and Age
During the 1998-99 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	.	.	.	38,252	90,766	168,803	241,006
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	212,532	212,846	193,746	149,993
MENTAL RETARDATION	.	.	.	22,525	31,190	40,465	46,123
EMOTIONAL DISTURBANCE	.	.	.	9,177	16,496	24,465	31,184
MULTIPLE DISABILITIES	.	.	.	7,623	7,364	8,304	8,796
HEARING IMPAIRMENTS	.	.	.	4,407	5,157	5,744	5,966
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,712	6,093	6,224	6,322
OTHER HEALTH IMPAIRMENTS	.	.	.	10,075	13,924	18,810	21,747
VISUAL IMPAIRMENTS	.	.	.	1,718	1,886	2,224	2,128
AUTISM	.	.	.	7,677	6,839	6,202	5,316
DEAF-BLINDNESS	.	.	.	97	101	127	118
TRAUMATIC BRAIN INJURY	.	.	.	444	612	812	953
DEVELOPMENTAL DELAY	.	.	.	6,355	3,361	1,842	352
ALL DISABILITIES	117,698	199,924	256,015	326,594	396,635	477,768	520,004

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	282,988	298,810	300,946	294,412	275,091	258,149	231,343
SPEECH OR LANGUAGE IMPAIRMENTS	108,009	69,970	43,042	29,326	19,298	13,536	10,231
MENTAL RETARDATION	49,184	51,009	52,674	53,296	52,362	51,981	49,458
EMOTIONAL DISTURBANCE	36,113	39,937	44,332	48,523	50,374	51,258	47,907
MULTIPLE DISABILITIES	8,844	8,673	7,872	7,779	7,389	7,328	7,268
HEARING IMPAIRMENTS	6,169	6,223	5,849	5,819	5,374	5,302	5,122
ORTHOPEDIC IMPAIRMENTS	5,982	5,711	5,557	5,382	5,090	4,718	4,417
OTHER HEALTH IMPAIRMENTS	23,054	22,685	21,093	19,972	18,148	16,683	14,872
VISUAL IMPAIRMENTS	2,103	2,076	2,100	1,975	2,041	2,052	2,036
AUTISM	4,654	4,109	3,406	3,078	2,563	2,460	2,099
DEAF-BLINDNESS	99	104	110	120	122	122	137
TRAUMATIC BRAIN INJURY	1,016	1,052	1,029	1,112	1,040	1,099	1,135
DEVELOPMENTAL DELAY	.	.	.	.	.	.	.
ALL DISABILITIES	528,215	510,359	488,010	470,794	438,892	414,688	376,025

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	191,926	112,589	24,738	5,632	1,697	135
SPEECH OR LANGUAGE IMPAIRMENTS	7,228	3,587	828	275	101	22
MENTAL RETARDATION	43,549	33,690	17,210	10,793	5,567	1,979
EMOTIONAL DISTURBANCE	37,158	18,241	5,296	2,074	727	119
MULTIPLE DISABILITIES	6,476	5,290	4,023	3,029	1,705	454
HEARING IMPAIRMENTS	4,777	3,185	1,159	451	179	25
ORTHOPEDIC IMPAIRMENTS	3,723	2,429	1,104	647	384	120
OTHER HEALTH IMPAIRMENTS	11,825	5,688	1,535	526	194	12
VISUAL IMPAIRMENTS	1,787	1,124	510	258	114	23
AUTISM	1,755	1,373	966	730	349	224
DEAF-BLINDNESS	107	102	61	45	37	3
TRAUMATIC BRAIN INJURY	1,135	822	368	210	94	3
DEVELOPMENTAL DELAY	.	.	.	.	.	.
ALL DISABILITIES	311,446	188,120	57,798	24,670	11,148	3,119

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA9
Number of Children Served Under IDEA, Part B by Age
During the 1998-99 School Year

STATE	All Disabilities					
	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,148	2,295	4,056	5,424	6,196	7,755
ALASKA	345	618	791	932	1,186	1,546
ARIZONA	1,773	3,306	3,797	4,636	5,553	7,077
ARKANSAS	2,120	3,594	2,963	3,215	3,428	3,974
CALIFORNIA	11,996	20,953	23,888	30,841	40,035	50,685
COLORADO	1,579	2,936	3,299	3,658	4,592	5,625
CONNECTICUT	1,706	2,709	3,028	3,405	4,433	5,553
DELAWARE	352	552	760	967	1,273	1,437
DISTRICT OF COLUMBIA	70	168	171	225	401	590
FLORIDA	5,511	8,660	14,062	19,208	24,030	29,124
GEORGIA	2,474	5,010	7,650	10,182	12,247	13,605
HAWAII	357	543	746	1,090	1,277	1,595
IDAHO	736	1,267	1,463	1,591	1,978	2,330
ILLINOIS	5,006	9,346	13,172	16,683	20,694	23,412
INDIANA	2,797	4,462	6,519	8,770	11,386	13,423
IOWA	1,041	1,911	2,626	3,337	4,125	5,175
KANSAS	1,574	2,471	2,888	3,230	3,490	4,563
KENTUCKY	3,065	5,688	6,408	6,217	6,350	6,426
LOUISIANA	1,592	3,211	4,692	5,502	6,308	6,782
MAINE	823	1,503	1,364	1,680	2,184	2,476
MARYLAND	2,020	3,294	4,400	5,899	7,077	8,494
MASSACHUSETTS	3,779	5,939	5,664	8,018	10,193	12,489
MICHIGAN	3,983	6,213	8,787	10,916	13,152	16,551
MINNESOTA	2,537	4,050	4,740	5,154	6,114	7,728
MISSISSIPPI	663	1,651	3,732	4,974	5,038	4,641
MISSOURI	1,922	3,468	4,308	5,736	8,074	10,648
MONTANA	310	557	821	961	1,214	1,563
NEBRASKA	855	1,250	1,551	1,914	2,653	3,538
NEVADA	685	1,375	1,471	1,681	2,086	2,748
NEW HAMPSHIRE	501	791	898	1,103	1,433	1,837
NEW JERSEY	3,006	4,407	8,585	14,048	17,101	18,552
NEW MEXICO	1,171	1,976	1,986	2,278	2,970	3,636
NEW YORK	14,294	20,196	16,126	21,626	21,703	28,086
NORTH CAROLINA	3,141	5,429	8,310	10,669	12,620	13,950
NORTH DAKOTA	212	396	589	741	914	1,005
OHIO	3,429	5,979	9,164	11,333	14,680	17,914
OKLAHOMA	1,115	1,967	2,723	3,931	5,004	6,297
OREGON	1,505	2,267	2,356	2,994	4,304	5,874
PENNSYLVANIA	4,476	7,518	7,658	9,795	13,207	17,248
PUERTO RICO	1,086	2,153	2,320	2,795	3,417	4,195
RHODE ISLAND	476	877	1,157	1,593	1,922	2,293
SOUTH CAROLINA	1,373	3,370	6,194	7,259	8,333	8,771
SOUTH DAKOTA	414	738	1,012	1,084	1,187	1,437
TENNESSEE	1,591	3,067	5,633	7,744	8,967	10,008
TEXAS	6,113	11,363	17,370	22,612	27,556	34,286
UTAH	1,408	2,040	2,262	2,868	4,009	4,897
VERMONT	272	401	553	535	603	852
VIRGINIA	2,701	4,631	6,381	8,738	10,213	11,868
WASHINGTON	2,365	4,082	5,352	5,979	7,403	9,501
WEST VIRGINIA	903	1,640	2,758	3,228	3,759	4,038
WISCONSIN	2,818	4,802	6,088	6,756	7,489	8,439
WYOMING	388	673	555	605	845	990
AMERICAN SAMOA	13	24	21	12	28	29
GUAM	58	45	53	80	95	99
NORTHERN MARIANAS	6	19	26	22	17	24
PALAU	3	1	1	6	3	2
VIRGIN ISLANDS	41	72	67	114	86	87
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	117,698	199,924	256,015	326,594	396,635	477,768
50 STATES, D.C. & P.R.	117,577	199,763	255,847	326,360	396,406	477,527

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA9

**Number of Children Served Under IDEA, Part B by Age
During the 1998-99 School Year**

STATE	All Disabilities					
	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	8,179	8,606	8,224	8,064	7,756	7,477
ALASKA	1,661	1,574	1,442	1,391	1,359	1,266
ARIZONA	7,991	8,264	8,141	7,496	7,018	6,185
ARKANSAS	4,141	4,355	4,345	4,337	4,383	4,284
CALIFORNIA	55,177	57,126	55,083	52,097	49,063	43,984
COLORADO	6,178	6,377	6,333	6,241	5,883	5,603
CONNECTICUT	6,258	6,686	6,546	6,336	6,271	5,724
DELAWARE	1,493	1,384	1,330	1,224	1,154	1,087
DISTRICT OF COLUMBIA	733	751	740	732	692	665
FLORIDA	31,233	32,154	29,956	28,277	26,953	24,469
GEORGIA	14,471	14,438	13,506	12,731	12,016	10,516
HAWAII	1,766	1,820	1,651	1,710	1,629	1,561
IDAHO	2,435	2,323	2,192	2,165	2,027	1,888
ILLINOIS	24,245	23,650	22,508	22,094	21,293	19,933
INDIANA	13,225	12,506	11,449	10,474	10,360	9,827
IOWA	5,805	5,901	5,845	5,847	5,828	5,612
KANSAS	4,923	4,892	4,605	4,466	4,359	4,133
KENTUCKY	6,707	6,849	6,743	6,367	5,821	5,239
LOUISIANA	7,119	7,190	7,298	7,316	7,440	7,380
MAINE	2,779	2,847	2,821	2,827	2,755	2,452
MARYLAND	9,937	10,215	9,947	9,363	9,207	8,138
MASSACHUSETTS	13,962	14,082	14,009	13,532	13,303	12,499
MICHIGAN	18,242	17,901	17,625	16,635	16,349	15,329
MINNESOTA	8,875	9,181	8,597	8,662	8,428	7,834
MISSISSIPPI	4,446	4,402	4,254	4,332	4,552	4,414
MISSOURI	11,961	11,978	11,447	11,054	11,011	10,003
MONTANA	1,555	1,512	1,518	1,433	1,517	1,424
NEBRASKA	4,003	3,814	3,692	3,505	3,391	3,127
NEVADA	3,120	3,182	2,768	2,705	2,556	2,315
NEW HAMPSHIRE	2,231	2,405	2,402	2,444	2,323	2,119
NEW JERSEY	17,880	17,122	16,286	15,285	14,884	14,129
NEW MEXICO	4,050	4,353	4,468	4,474	4,447	4,145
NEW YORK	34,366	34,742	35,908	32,681	31,762	31,751
NORTH CAROLINA	15,203	15,499	14,186	13,468	12,395	11,411
NORTH DAKOTA	1,076	1,051	1,053	1,047	1,056	907
OHIO	19,317	19,692	18,647	18,139	17,439	16,704
OKLAHOMA	7,129	7,200	6,748	6,579	6,296	5,948
OREGON	6,903	6,922	6,376	5,907	5,587	4,932
PENNSYLVANIA	19,348	19,600	18,385	17,792	17,118	16,526
PUERTO RICO	4,300	4,470	4,427	4,345	4,068	3,896
RHODE ISLAND	2,385	2,459	2,352	2,143	2,091	1,826
SOUTH CAROLINA	9,060	8,856	7,937	7,228	6,827	6,101
SOUTH DAKOTA	1,439	1,270	1,129	1,045	993	960
TENNESSEE	10,301	10,419	10,099	9,822	9,835	9,100
TEXAS	39,291	42,831	43,480	41,964	39,829	37,310
UTAH	4,808	4,674	4,371	4,048	3,848	3,777
VERMONT	939	999	1,093	1,133	1,063	1,056
VIRGINIA	12,613	13,004	12,764	12,276	12,152	11,479
WASHINGTON	10,524	10,289	9,580	8,917	8,583	7,921
WEST VIRGINIA	4,106	3,893	3,751	3,630	3,551	3,323
WISCONSIN	8,770	8,937	8,878	8,723	8,816	7,837
WYOMING	987	1,125	992	998	1,028	971
AMERICAN SAMOA	63	54	82	55	59	42
GUAM	175	202	177	196	181	144
NORTHERN MARIANAS	22	58	34	62	42	30
PALAU	4	11	8	18	25	15
VIRGIN ISLANDS	94	118	131	178	122	164
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	520,004	528,215	510,359	488,010	470,794	438,892
50 STATES, D.C. & P.R.	519,646	527,772	509,927	487,501	470,365	438,497

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA9

Number of Children Served Under IDEA, Part B by Age

During the 1998-99 School Year

STATE	All Disabilities					
	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,247	6,344	5,449	3,714	1,334	467
ALASKA	1,144	970	766	478	141	51
ARIZONA	5,408	4,525	3,711	2,381	757	366
ARKANSAS	4,084	3,933	3,289	2,082	478	105
CALIFORNIA	40,508	36,658	30,911	16,136	4,406	2,358
COLORADO	5,356	4,566	3,631	2,170	742	306
CONNECTICUT	5,386	5,003	4,173	2,421	667	355
DELAWARE	1,079	867	649	388	136	92
DISTRICT OF COLUMBIA	596	539	486	310	152	87
FLORIDA	22,904	19,453	15,209	8,942	2,968	1,336
GEORGIA	9,129	7,411	5,596	3,331	901	348
HAWAII	1,595	1,408	1,120	498	156	26
IDAHO	1,679	1,378	1,139	742	152	64
ILLINOIS	19,033	17,010	14,385	7,829	2,186	1,010
INDIANA	9,417	8,557	6,970	4,746	1,250	297
IOWA	5,359	4,907	4,064	2,553	726	240
KANSAS	3,902	3,515	2,908	1,855	417	176
KENTUCKY	4,822	4,402	3,493	2,369	708	242
LOUISIANA	7,031	6,253	4,929	3,244	1,224	428
MAINE	2,358	2,048	1,806	1,186	333	49
MARYLAND	7,510	6,644	5,389	2,687	919	459
MASSACHUSETTS	12,224	11,253	9,429	5,713	1,597	762
MICHIGAN	13,895	12,278	10,023	6,529	2,208	1,020
MINNESOTA	7,381	6,885	5,651	2,716	832	502
MISSISSIPPI	4,341	4,041	3,379	2,159	589	143
MISSOURI	9,370	8,151	6,413	4,096	1,191	512
MONTANA	1,396	1,180	998	640	174	21
NEBRASKA	2,921	2,578	2,153	1,534	567	262
NEVADA	2,210	1,899	1,502	731	161	88
NEW HAMPSHIRE	2,007	1,948	1,626	1,107	250	77
NEW JERSEY	13,843	13,272	11,815	6,740	1,853	935
NEW MEXICO	3,854	3,280	2,758	1,567	427	174
NEW YORK	31,581	30,382	23,088	14,215	6,199	2,790
NORTH CAROLINA	9,920	7,985	5,955	3,578	1,058	433
NORTH DAKOTA	919	821	722	458	164	46
OHIO	15,659	14,959	13,511	9,060	2,789	1,097
OKLAHOMA	5,553	5,279	4,527	3,072	764	118
OREGON	4,370	3,785	3,018	1,832	622	316
PENNSYLVANIA	16,104	15,515	13,734	8,529	2,442	1,071
PUERTO RICO	3,818	3,189	2,431	1,608	823	501
RHODE ISLAND	1,844	1,719	1,504	900	247	113
SOUTH CAROLINA	5,694	4,990	3,595	2,231	783	346
SOUTH DAKOTA	888	770	653	429	152	73
TENNESSEE	8,747	8,581	7,392	4,512	1,419	612
TEXAS	35,672	33,354	28,062	17,830	5,126	1,699
UTAH	3,592	3,342	2,844	1,381	425	343
VERMONT	977	884	700	453	112	48
VIRGINIA	10,294	9,563	8,300	4,753	1,204	462
WASHINGTON	7,249	6,235	5,260	3,252	1,050	494
WEST VIRGINIA	3,373	2,885	2,605	1,793	538	131
WISCONSIN	8,177	7,504	6,732	4,031	1,017	414
WYOMING	899	798	745	454	180	100
AMERICAN SAMOA	28	30	28	9	5	2
GUAM	148	149	108	57	24	81
NORTHERN MARIANAS	27	22	16	21	17	5
PALAU	5	4	1	1	2	2
VIRGIN ISLANDS	161	124	95	67	34	15
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	414,688	376,025	311,446	188,120	57,798	24,670
50 STATES, D.C. & P.R.	414,319	375,696	311,198	187,965	57,716	24,565

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA9

Number of Children Served Under IDEA, Part B by Age

During the 1998-99 School Year

All Disabilities		
STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	78	1
ALASKA	51	6
ARIZONA	213	0
ARKANSAS	0	0
CALIFORNIA	1,746	307
COLORADO	59	0
CONNECTICUT	80	0
DELAWARE	9	0
DISTRICT OF COLUMBIA	54	16
FLORIDA	722	49
GEORGIA	192	0
HAWAII	3	0
IDAHO	4	0
ILLINOIS	209	0
INDIANA	124	0
IOWA	56	0
KANSAS	58	8
KENTUCKY	57	4
LOUISIANA	306	68
MAINE	3	0
MARYLAND	89	0
MASSACHUSETTS	517	0
MICHIGAN	767	2,458
MINNESOTA	327	0
MISSISSIPPI	27	0
MISSOURI	222	6
MONTANA	3	0
NEBRASKA	92	19
NEVADA	36	0
NEW HAMPSHIRE	0	0
NEW JERSEY	371	0
NEW MEXICO	99	19
NEW YORK	623	0
NORTH CAROLINA	123	0
NORTH DAKOTA	4	0
OHIO	643	0
OKLAHOMA	39	3
OREGON	49	0
PENNSYLVANIA	312	0
PUERTO RICO	316	76
RHODE ISLAND	10	0
SOUTH CAROLINA	85	0
SOUTH DAKOTA	29	0
TENNESSEE	424	1
TEXAS	1,001	0
UTAH	315	20
VERMONT	36	0
VIRGINIA	320	52
WASHINGTON	108	0
WEST VIRGINIA	29	2
WISCONSIN	100	0
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	3	2
NORTHERN MARIANAS	4	2
PALAU	0	0
VIRGIN ISLANDS	1	0
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	11,148	3,119
50 STATES, D.C. & P.R.	11,140	3,115

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA10

Number and Change in Number of Children Ages 3-21 Served Under IDEA, Part B

STATE	All Disabilities						PERCENTAGE CHANGE	
	-----NUMBER SERVED-----			-CHANGE IN NUMBER SERVED--		---IN NUMBER SERVED----		
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99	
ALABAMA	95,130	99,220	99,813	4,683	593	4.92	0.60	
ALASKA	12,845	17,844	17,712	4,867	-132	37.89	-0.74	
ARIZONA	53,895	83,811	88,598	34,703	4,787	64.39	5.71	
ARKANSAS	47,031	57,205	59,110	12,079	1,905	25.68	3.33	
CALIFORNIA	410,175	604,820	623,651	213,476	18,831	52.05	3.11	
COLORADO	52,042	73,033	75,134	23,092	2,101	44.37	2.88	
CONNECTICUT	64,530	76,989	76,740	12,210	-249	18.92	-0.32	
DELAWARE	14,623	16,032	16,233	1,610	201	11.01	1.25	
DISTRICT OF COLUMBIA	7,161	7,676	8,162	1,001	486	13.98	6.33	
FLORIDA	194,200	334,896	345,171	150,971	10,275	77.74	3.07	
GEORGIA	92,957	147,678	155,754	62,797	8,076	67.55	5.47	
HAWAII	11,835	18,490	20,551	8,716	2,061	73.65	11.15	
IDAHO	19,136	26,212	27,553	8,417	1,341	43.99	5.12	
ILLINOIS	241,513	272,791	283,698	42,185	10,907	17.47	4.00	
INDIANA	107,682	142,818	146,559	38,877	3,741	36.10	2.62	
IOWA	56,415	69,727	70,958	14,543	1,231	25.78	1.77	
KANSAS	42,930	56,656	58,425	15,495	1,769	36.09	3.12	
KENTUCKY	76,573	85,972	87,973	11,400	2,001	14.89	2.33	
LOUISIANA	68,782	94,244	95,245	26,463	1,001	38.47	1.06	
MAINE	28,193	33,762	34,294	6,101	532	21.64	1.58	
MARYLAND	89,892	109,084	111,688	21,796	2,604	24.25	2.39	
MASSACHUSETTS	145,681	163,480	168,964	23,283	5,484	15.98	3.35	
MICHIGAN	161,128	200,185	208,403	47,275	8,218	29.34	4.11	
MINNESOTA	82,836	103,977	106,194	23,358	2,217	28.20	2.13	
MISSISSIPPI	58,534	63,579	61,778	3,244	-1,801	5.54	-2.83	
MISSOURI	99,721	129,075	131,565	31,844	2,490	31.93	1.93	
MONTANA	15,343	18,735	18,797	3,454	62	22.51	0.33	
NEBRASKA	30,450	41,308	43,400	12,950	2,092	42.53	5.06	
NEVADA	15,122	31,759	33,319	18,197	1,560	120.33	4.91	
NEW HAMPSHIRE	16,755	26,927	27,502	10,747	575	64.14	2.14	
NEW JERSEY	172,829	206,087	210,114	37,285	4,027	21.57	1.95	
NEW MEXICO	31,265	50,292	52,113	20,848	1,821	66.68	3.62	
NEW YORK	288,363	422,630	432,119	143,756	9,489	49.85	2.25	
NORTH CAROLINA	109,397	159,605	165,333	55,936	5,728	51.13	3.59	
NORTH DAKOTA	12,483	12,902	13,181	698	279	5.59	2.16	
OHIO	198,437	227,620	230,155	31,718	2,535	15.98	1.11	
OKLAHOMA	63,798	77,380	80,289	16,491	2,909	25.85	3.76	
OREGON	48,382	67,311	69,919	21,537	2,608	44.51	3.87	
PENNSYLVANIA	208,518	224,598	226,378	17,860	-1,780	8.57	0.79	
PUERTO RICO	37,694	50,721	54,158	16,464	3,437	43.68	6.78	
RHODE ISLAND	19,855	27,530	27,911	8,056	381	40.57	1.38	
SOUTH CAROLINA	74,990	95,154	99,033	24,043	3,879	32.06	4.08	
SOUTH DAKOTA	14,402	15,413	15,702	1,300	289	9.03	1.88	
TENNESSEE	98,289	129,315	128,273	29,984	-1,042	30.51	-0.81	
TEXAS	311,598	477,587	486,749	175,151	9,162	56.21	1.92	
UTAH	44,824	54,653	55,252	10,428	599	23.26	1.10	
VERMONT	12,244	12,241	12,709	465	468	3.80	3.82	
VIRGINIA	105,641	148,720	153,716	48,075	4,996	45.51	3.36	
WASHINGTON	73,613	110,536	114,144	40,531	3,608	55.06	3.26	
WEST VIRGINIA	46,422	48,656	49,934	3,512	1,278	7.57	2.63	
WISCONSIN	77,963	113,688	116,328	38,365	2,640	49.21	2.32	
WYOMING	10,894	13,077	13,333	2,439	256	22.39	1.96	
AMERICAN SAMOA	248	473	584	336	111	135.48	23.47	
GUAM	1,883	1,975	2,075	192	100	10.20	5.06	
NORTHERN MARIANAS	804	382	474	-330	92	-41.04	24.08	
PALAU	0	99	112	112	13	100.00	13.13	
VIRGIN ISLANDS	1,445	2,046	1,771	326	-275	22.56	-13.44	
BUR. OF INDIAN AFFAIRS	6,311	8,624	0	-6,311	-8,624	-100.00	-100.00	
U.S. AND OUTLYING AREAS	4,485,702	5,967,300	6,114,803	1,629,101	147,503	36.32	2.47	
50 STATES, D.C. & P.R.	4,475,011	5,953,701	6,109,787	1,634,776	156,086	36.53	2.62	

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.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
	ALABAMA	88,136	91,025	92,314	4,178	1,289	4.74	1.42
ALASKA	10,927	16,005	15,958	5,031	-47	46.04	-0.29
ARIZONA	50,499	75,240	79,722	29,223	4,482	57.87	5.96
ARKANSAS	43,293	48,837	50,433	7,140	1,596	16.49	3.27
CALIFORNIA	380,796	547,309	566,814	186,018	19,505	48.85	3.56
COLORADO	48,153	65,542	67,320	19,167	1,778	39.80	2.71
CONNECTICUT	58,957	69,530	69,297	10,340	-233	17.54	-0.34
DELAWARE	13,042	14,413	14,569	1,527	156	11.71	1.08
DISTRICT OF COLUMBIA	6,571	7,292	7,753	1,182	461	17.99	6.32
FLORIDA	180,731	307,149	316,938	136,207	9,789	75.36	3.19
GEORGIA	86,956	133,347	140,620	53,664	7,273	61.71	5.45
HAWAII	11,195	16,930	18,905	7,710	1,975	68.87	11.67
IDAHO	18,079	22,814	24,087	6,008	1,273	33.23	5.58
ILLINOIS	218,194	246,326	256,174	37,980	9,848	17.41	4.00
INDIANA	98,993	129,584	132,781	33,788	3,197	34.13	2.47
IOWA	51,323	63,820	65,380	14,057	1,560	27.39	2.44
KANSAS	39,157	50,027	51,492	12,335	1,465	31.50	2.93
KENTUCKY	68,152	70,973	72,812	4,660	1,839	6.84	2.59
LOUISIANA	62,355	84,690	85,750	23,395	1,060	37.52	1.25
MAINE	25,298	30,086	30,604	5,306	518	20.97	1.72
MARYLAND	83,693	99,438	101,974	18,281	2,536	21.84	2.55
MASSACHUSETTS	131,729	148,364	153,582	21,853	5,218	16.59	3.52
MICHIGAN	147,108	181,330	189,420	42,312	8,090	28.76	4.46
MINNESOTA	73,891	92,870	94,867	20,976	1,997	28.39	2.15
MISSISSIPPI	53,491	57,580	55,732	2,241	-1,848	4.19	-3.21
MISSOURI	94,792	119,545	121,867	27,075	2,322	28.56	1.94
MONTANA	13,547	17,016	17,109	3,562	93	26.29	0.55
NEBRASKA	27,775	37,691	39,744	11,969	2,053	43.09	5.45
NEVADA	13,702	28,414	29,788	16,086	1,374	117.40	4.84
NEW HAMPSHIRE	15,571	24,676	25,312	9,741	636	62.56	2.58
NEW JERSEY	157,332	189,213	194,116	36,784	4,903	23.38	2.59
NEW MEXICO	29,950	45,349	46,980	17,030	1,631	56.86	3.60
NEW YORK	266,216	373,002	381,503	115,287	8,501	43.31	2.28
NORTH CAROLINA	102,619	142,628	148,453	45,834	5,825	44.66	4.08
NORTH DAKOTA	11,066	11,738	11,984	918	246	8.30	2.10
OHIO	190,312	208,954	211,583	21,271	2,629	11.18	1.26
OKLAHOMA	58,378	71,735	74,484	16,106	2,749	27.59	3.83
OREGON	45,342	61,346	63,791	18,449	2,445	40.69	3.99
PENNSYLVANIA	190,023	203,442	206,726	16,703	3,284	8.79	1.61
PUERTO RICO	34,760	45,466	48,599	13,839	3,133	39.81	6.89
RHODE ISLAND	17,986	24,971	25,401	7,415	430	41.23	1.72
SOUTH CAROLINA	67,993	84,223	88,096	20,103	3,873	29.57	4.60
SOUTH DAKOTA	12,524	13,245	13,538	1,014	293	8.10	2.21
TENNESSEE	91,643	119,077	117,982	26,339	-1,095	28.74	-0.92
TEXAS	285,775	443,188	451,903	166,128	8,715	58.13	1.97
UTAH	41,591	49,326	49,542	7,951	216	19.12	0.44
VERMONT	10,940	11,000	11,483	543	483	4.96	4.39
VIRGINIA	96,444	134,902	140,003	43,559	5,101	45.17	3.78
WASHINGTON	64,469	98,535	102,345	37,876	3,810	58.75	3.87
WEST VIRGINIA	42,783	43,482	44,633	1,850	1,151	4.32	2.65
WISCONSIN	67,054	99,983	102,620	35,566	2,637	53.04	2.64
WYOMING	9,384	11,508	11,717	2,333	209	24.86	1.82
AMERICAN SAMOA	220	394	526	306	132	139.09	33.50
GUAM	1,680	1,808	1,919	239	111	14.23	6.14
NORTHERN MARIANAS	631	330	423	-208	93	-32.96	28.18
PALAU	0	96	107	107	11	100.00	11.46
VIRGIN ISLANDS	1,326	1,833	1,591	265	-242	19.98	-13.20
BUR. OF INDIAN AFFAIRS	5,667	8,348	0	-5,667	-8,348	-100.00	-100.00
U.S. AND OUTLYING AREAS	4,120,214	5,396,985	5,541,166	1,420,952	144,181	34.49	2.67
50 STATES, D.C. & P.R.	4,110,690	5,384,176	5,536,600	1,425,910	152,424	34.69	2.83

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

SPECIFIC LEARNING DISABILITIES

STATE	-----NUMBER SERVED-----			-----CHANGE IN NUMBER SERVED-----		PERCENTAGE CHANGE -----IN NUMBER SERVED-----	
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	29,713	39,379	40,834	11,121	1,455	37.43	3.69
ALASKA	6,809	9,586	9,374	2,565	-212	37.67	-2.21
ARIZONA	28,300	44,163	46,887	18,587	2,724	65.68	6.17
ARKANSAS	22,823	21,828	22,428	-395	600	-1.73	2.75
CALIFORNIA	225,883	329,881	339,895	114,012	10,014	50.47	3.04
COLORADO	23,281	33,660	33,681	10,400	21	44.67	0.06
CONNECTICUT	30,681	34,929	34,326	3,645	-603	11.88	-1.73
DELAWARE	7,224	9,153	9,078	1,854	-75	25.66	-0.82
DISTRICT OF COLUMBIA	3,116	4,210	4,462	1,346	252	43.20	5.99
FLORIDA	75,546	147,557	153,032	77,486	5,475	102.57	3.71
GEORGIA	25,482	42,225	45,097	19,615	2,872	76.98	6.80
HAWAII	6,483	8,292	9,479	2,996	1,187	46.21	14.32
IDAHO	10,122	13,562	14,200	4,078	638	40.29	4.70
ILLINOIS	101,775	124,703	129,691	27,916	4,988	27.43	4.00
INDIANA	36,545	55,129	56,684	20,139	1,555	55.11	2.82
IOWA	22,353	30,834	32,231	9,878	1,397	44.19	4.53
KANSAS	16,748	21,560	22,365	5,617	805	33.54	3.73
KENTUCKY	21,480	21,714	21,748	268	34	1.25	0.16
LOUISIANA	25,097	37,715	37,720	12,623	5	50.30	0.01
MAINE	10,449	13,100	13,118	2,669	18	25.54	0.14
MARYLAND	44,310	45,130	45,844	1,534	714	3.46	1.58
MASSACHUSETTS	48,232	90,785	93,979	45,747	3,194	94.85	3.52
MICHIGAN	65,099	86,600	89,968	24,869	3,368	38.20	3.89
MINNESOTA	35,695	39,407	39,609	3,914	202	10.97	0.51
MISSISSIPPI	25,935	29,366	27,893	1,958	-1,473	7.55	-5.02
MISSOURI	43,009	64,154	64,765	21,756	611	50.58	0.95
MONTANA	7,560	9,574	9,623	2,063	49	27.29	0.51
NEBRASKA	12,206	15,965	16,632	4,426	667	36.26	4.18
NEVADA	8,414	18,263	18,982	10,568	719	125.60	3.94
NEW HAMPSHIRE	9,566	12,530	12,581	3,015	51	31.52	0.41
NEW JERSEY	77,703	105,561	108,987	31,284	3,426	40.26	3.25
NEW MEXICO	13,563	27,368	28,508	14,945	1,140	110.19	4.17
NEW YORK	153,671	210,348	209,569	55,898	-779	36.38	-0.37
NORTH CAROLINA	43,466	61,465	63,939	20,473	2,474	47.10	4.03
NORTH DAKOTA	5,279	5,692	5,609	330	-83	6.25	-1.46
OHIO	74,270	79,852	81,449	7,179	1,597	9.67	2.00
OKLAHOMA	27,250	39,555	41,722	14,472	2,167	53.11	5.48
OREGON	24,541	32,446	33,274	8,733	828	35.59	2.55
PENNSYLVANIA	78,687	107,400	111,076	32,389	3,676	41.16	3.42
PUERTO RICO	9,372	21,567	24,087	14,715	2,520	157.01	11.68
RHODE ISLAND	12,183	14,843	14,743	2,560	-100	21.01	-0.67
SOUTH CAROLINA	25,965	37,011	38,920	12,955	1,909	49.89	5.16
SOUTH DAKOTA	5,517	6,747	6,997	1,480	250	26.83	3.71
TENNESSEE	43,471	58,481	57,478	14,007	-1,003	32.22	-1.72
TEXAS	160,792	264,945	266,934	106,142	1,989	66.01	0.75
UTAH	17,284	28,737	28,817	11,533	80	66.73	0.28
VERMONT	4,949	4,522	4,611	-338	89	-6.83	1.97
VIRGINIA	48,331	66,423	67,604	19,273	1,181	39.88	1.78
WASHINGTON	33,945	46,861	49,166	15,221	2,305	44.84	4.92
WEST VIRGINIA	19,546	19,613	19,876	330	263	1.69	1.34
WISCONSIN	23,016	46,641	48,676	25,660	2,035	111.49	4.36
WYOMING	5,090	5,903	6,030	940	127	18.47	2.15
AMERICAN SAMOA	0	303	396	396	93	100.00	30.69
GUAM	755	1,380	1,450	695	70	92.05	5.07
NORTHERN MARIANAS	108	202	301	193	99	178.70	49.01
PALAU	0	75	74	74	-1	100.00	-1.33
VIRGIN ISLANDS	276	739	649	373	-90	135.14	-12.18
BUR. OF INDIAN AFFAIRS	3,338	4,850	0	-3,338	-4,850	-100.00	-100.00
U.S. AND OUTLYING AREAS	1,942,304	2,754,484	2,817,148	874,844	62,664	45.04	2.27
50 STATES, D.C. & P.R.	1,937,827	2,746,935	2,814,278	876,451	67,343	45.23	2.45

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----NUMBER SERVED-----			PERCENTAGE CHANGE -----IN NUMBER SERVED-----			
	1987-88	1997-98	1998-99	1987-88	1997-98	1987-88	1997-98
				1987-88	1997-98	1987-88	1997-98
ALABAMA	18,517	16,812	15,985	-2,532	-827	-13.67	-4.92
ALASKA	2,535	3,357	3,305	770	-52	30.37	-1.55
ARIZONA	10,343	13,634	14,155	3,812	521	36.86	3.82
ARKANSAS	6,745	8,329	8,754	2,009	425	29.79	5.10
CALIFORNIA	87,088	117,880	121,578	34,490	3,698	39.60	3.14
COLORADO	7,737	11,492	12,222	4,485	730	57.97	6.35
CONNECTICUT	9,685	12,201	12,378	2,693	177	27.81	1.45
DELAWARE	1,502	1,572	1,621	119	49	7.92	3.12
DISTRICT OF COLUMBIA	1,145	366	494	-651	128	-56.86	34.97
FLORIDA	53,818	72,270	73,276	19,458	1,006	36.16	1.39
GEORGIA	18,712	28,819	29,894	11,182	1,075	59.76	3.73
HAWAII	1,964	2,539	2,247	283	-292	14.41	-11.50
IDAHO	3,232	3,549	3,778	546	229	16.89	6.45
ILLINOIS	54,534	52,706	54,814	280	2,108	0.51	4.00
INDIANA	34,970	35,370	35,197	227	-173	0.65	-0.49
IOWA	9,639	6,998	6,030	-3,609	-968	-37.44	-13.83
KANSAS	10,417	11,128	11,343	926	215	8.89	1.93
KENTUCKY	22,392	18,517	17,892	-4,500	-625	-20.10	-3.38
LOUISIANA	18,330	16,751	17,281	-1,049	530	-5.72	3.16
MAINE	5,203	7,067	7,346	2,799	279	41.19	3.95
MARYLAND	23,594	26,619	26,053	2,459	-566	10.42	-2.13
MASSACHUSETTS	28,244	22,676	23,360	-4,884	684	-17.29	3.02
MICHIGAN	32,784	37,287	38,041	5,257	754	16.04	2.02
MINNESOTA	13,963	15,602	15,887	1,924	285	13.78	1.83
MISSISSIPPI	16,388	15,645	15,849	-539	204	-3.29	1.30
MISSOURI	25,575	24,620	24,888	-687	268	-2.69	1.09
MONTANA	3,399	3,396	3,292	-107	-104	-3.15	-3.06
NEBRASKA	7,308	9,181	9,764	2,456	583	33.61	6.35
NEVADA	2,636	4,688	5,036	2,400	348	91.05	7.42
NEW HAMPSHIRE	2,490	5,169	5,312	2,822	143	113.33	2.77
NEW JERSEY	49,983	47,448	46,054	-3,929	-1,394	-7.86	-2.94
NEW MEXICO	9,531	8,544	8,758	-773	214	-8.11	2.50
NEW YORK	23,975	51,271	55,103	31,128	3,832	129.84	7.47
NORTH CAROLINA	22,885	27,277	27,431	4,546	154	19.86	0.56
NORTH DAKOTA	3,421	3,212	3,370	-51	158	-1.49	4.92
OHIO	49,038	43,845	42,238	-6,800	-1,607	-13.87	-3.67
OKLAHOMA	15,946	14,109	13,983	-1,963	-126	-12.31	-0.89
OREGON	11,407	13,993	14,314	2,907	321	25.48	2.29
PENNSYLVANIA	52,248	38,507	36,715	-15,533	-1,792	-29.73	-4.65
PUERTO RICO	1,345	5,033	5,787	4,442	754	330.26	14.98
RHODE ISLAND	2,772	4,515	4,602	1,830	87	66.02	1.93
SOUTH CAROLINA	17,067	19,172	19,993	2,926	821	17.14	4.28
SOUTH DAKOTA	3,824	3,233	3,206	-618	-27	-16.16	-0.84
TENNESSEE	25,406	25,353	24,918	-488	-435	-1.92	-1.72
TEXAS	56,281	67,660	68,699	12,418	1,039	22.06	1.54
UTAH	8,169	8,480	8,490	321	10	3.93	0.12
VERMONT	3,015	1,769	1,853	-1,162	84	-38.54	4.75
VIRGINIA	23,199	24,595	24,376	1,177	-219	5.07	-0.89
WASHINGTON	11,823	16,374	16,393	4,570	19	38.65	0.12
WEST VIRGINIA	10,577	10,744	10,790	213	46	2.01	0.43
WISCONSIN	12,256	17,248	17,101	4,845	-147	39.53	-0.85
WYOMING	2,455	2,832	2,798	343	-34	13.97	-1.20
AMERICAN SAMOA	95	17	20	-75	3	-78.95	17.65
GUAM	144	150	178	34	28	23.61	18.67
NORTHERN MARIANAS	220	9	7	-213	-2	-96.82	-22.22
PALAU	0	4	11	11	7	100.00	175.00
VIRGIN ISLANDS	222	281	288	66	7	29.73	2.49
BUR. OF INDIAN AFFAIRS	1,375	1,646	0	-1,375	-1,646	-100.00	-100.00
U.S. AND OUTLYING AREAS	953,568	1,063,561	1,074,548	120,980	10,987	12.69	1.03
50 STATES, D.C. & P.R.	951,512	1,061,454	1,074,044	122,532	12,590	12.88	1.19

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

MENTAL RETARDATION

STATE	-----NUMBER SERVED-----			-----CHANGE IN NUMBER SERVED-----		PERCENTAGE CHANGE -----IN NUMBER SERVED-----	
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	30,172	22,621	22,274	-7,898	-347	-26.18	-1.53
ALASKA	410	755	774	364	19	88.78	2.52
ARIZONA	5,030	6,480	6,790	1,760	310	34.99	4.78
ARKANSAS	11,739	12,204	11,970	231	-234	1.97	-1.92
CALIFORNIA	24,348	31,118	32,721	8,373	1,603	34.39	5.15
COLORADO	3,570	3,217	3,300	-270	83	-7.56	2.58
CONNECTICUT	3,905	4,100	4,078	173	-22	4.43	-0.54
DELAWARE	1,346	1,908	1,978	632	70	46.95	3.67
DISTRICT OF COLUMBIA	1,126	1,184	1,177	51	-7	4.53	-0.59
FLORIDA	23,932	36,935	38,086	14,154	1,151	59.14	3.12
GEORGIA	23,418	28,583	29,428	6,010	845	25.66	2.96
HAWAII	1,213	2,499	2,750	1,537	251	126.71	10.04
IDAHO	2,802	2,706	2,420	-382	-286	-13.63	-10.57
ILLINOIS	24,567	25,926	26,963	2,396	1,037	9.75	4.00
INDIANA	19,911	21,216	21,341	1,430	125	7.18	0.59
IOWA	10,654	14,095	14,841	4,187	746	39.30	5.29
KANSAS	5,781	5,697	5,532	-249	-165	-4.31	-2.90
KENTUCKY	18,373	18,126	18,189	-184	63	-1.00	0.35
LOUISIANA	10,571	12,927	12,887	2,316	-40	21.91	-0.31
MAINE	3,391	1,211	1,151	-2,240	-60	-66.06	-4.95
MARYLAND	5,906	6,301	6,435	529	134	8.96	2.13
MASSACHUSETTS	28,531	14,435	14,985	-13,546	550	-47.48	3.81
MICHIGAN	20,180	21,387	22,893	2,713	1,506	13.44	7.04
MINNESOTA	10,840	10,311	10,198	-642	-113	-5.92	-1.10
MISSISSIPPI	9,362	7,255	6,691	-2,671	-564	-28.53	-7.77
MISSOURI	15,678	12,747	12,626	-3,052	-121	-19.47	-0.95
MONTANA	1,124	1,165	1,171	47	6	4.18	0.52
NEBRASKA	4,293	5,944	6,268	1,975	324	46.01	5.45
NEVADA	1,019	1,672	1,645	626	-27	61.43	-1.61
NEW HAMPSHIRE	989	983	983	-6	0	-0.61	0.00
NEW JERSEY	6,704	4,631	4,659	-2,045	28	-30.50	0.60
NEW MEXICO	2,093	2,142	2,085	-8	-57	-0.38	-2.66
NEW YORK	24,586	16,703	16,600	-7,986	-103	-32.48	-0.62
NORTH CAROLINA	21,593	27,466	28,189	6,596	723	30.55	2.63
NORTH DAKOTA	1,524	1,250	1,217	-307	-33	-20.14	-2.64
OHIO	48,832	49,767	50,535	1,703	768	3.49	1.54
OKLAHOMA	11,223	9,598	9,293	-1,930	-305	-17.20	-3.18
OREGON	3,614	3,956	4,011	397	55	10.99	1.39
PENNSYLVANIA	35,684	27,616	27,784	-7,900	168	-22.14	0.61
PUERTO RICO	17,795	13,467	13,222	-4,573	-245	-25.70	-1.82
RHODE ISLAND	1,028	1,132	1,143	115	11	11.19	0.97
SOUTH CAROLINA	16,156	17,428	17,615	1,459	187	9.03	1.07
SOUTH DAKOTA	1,567	1,478	1,413	-154	-65	-9.83	-4.40
TENNESSEE	14,380	16,099	15,900	1,520	-199	10.57	-1.24
TEXAS	25,430	24,679	25,260	-170	581	-0.67	2.35
UTAH	3,306	3,411	3,339	33	-72	1.00	-2.11
VERMONT	1,706	1,328	1,294	-412	-34	-24.15	-2.56
VIRGINIA	13,132	14,434	14,605	1,473	171	11.22	1.18
WASHINGTON	7,541	7,587	7,345	-196	-242	-2.60	-3.19
WEST VIRGINIA	9,055	8,565	8,955	-100	390	-1.10	4.55
WISCONSIN	5,146	12,915	12,751	7,605	-164	147.78	-1.27
WYOMING	652	674	685	33	11	5.06	1.63
AMERICAN SAMOA	101	35	56	-45	21	-44.55	60.00
GUAM	580	102	85	-495	-17	-85.34	-16.67
NORTHERN MARIANAS	88	39	31	-57	-8	-64.77	-20.51
PALAU	0	6	3	3	-3	100.00	-50.00
VIRGIN ISLANDS	658	589	456	-202	-133	-30.70	-22.58
BUR. OF INDIAN AFFAIRS	415	526	0	-415	-526	-100.00	-100.00
U.S. AND OUTLYING AREAS	598,770	603,331	611,076	12,306	7,745	2.06	1.28
50 STATES, D.C. & P.R.	596,928	602,034	610,445	13,517	8,411	2.26	1.40

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	6,180	5,618	5,655	-525	37	-8.50	0.66
ALASKA	482	827	813	331	-14	68.67	-1.69
ARIZONA	3,521	5,071	5,331	1,810	260	51.41	5.13
ARKANSAS	415	400	433	18	33	4.34	8.25
CALIFORNIA	10,891	19,840	20,396	9,505	556	87.27	2.80
COLORADO	8,920	8,458	8,691	-229	233	-2.57	2.75
CONNECTICUT	12,219	8,752	7,980	-4,239	-772	-34.69	-8.82
DELAWARE	2,254	611	611	-1,643	0	-72.89	0.00
DISTRICT OF COLUMBIA	781	1,079	1,062	281	-17	35.98	-1.58
FLORIDA	20,883	35,608	36,326	15,443	718	73.95	2.02
GEORGIA	16,652	22,340	22,593	5,941	253	35.68	1.13
HAWAII	655	2,048	2,593	1,938	545	295.88	26.61
IDAHO	517	628	660	143	32	27.66	5.10
ILLINOIS	26,178	29,078	30,239	4,061	1,161	15.51	3.99
INDIANA	4,224	9,857	10,669	6,445	812	152.58	8.24
IOWA	6,205	8,873	9,383	3,178	510	51.22	5.75
KANSAS	4,257	4,766	4,456	199	-310	4.67	-6.50
KENTUCKY	2,871	5,243	5,472	2,601	229	90.60	4.37
LOUISIANA	3,794	5,914	5,698	1,904	-216	50.18	-3.65
MAINE	4,164	4,258	4,008	-156	-250	-3.75	-5.87
MARYLAND	3,979	7,668	8,298	4,319	630	108.54	8.22
MASSACHUSETTS	18,625	12,733	13,240	-5,385	507	-28.91	3.98
MICHIGAN	20,710	17,529	18,205	-2,505	676	-12.10	3.86
MINNESOTA	10,306	17,534	17,681	7,375	147	71.56	0.84
MISSISSIPPI	247	375	468	221	93	89.47	24.80
MISSOURI	7,892	9,540	9,649	1,757	109	22.26	1.14
MONTANA	610	1,105	1,066	456	-39	74.75	-3.53
NEBRASKA	2,365	2,873	2,932	567	59	23.97	2.05
NEVADA	896	1,549	1,556	660	7	73.66	0.45
NEW HAMPSHIRE	1,531	2,148	2,241	710	93	46.37	4.33
NEW JERSEY	14,200	12,498	12,848	-1,352	350	-9.52	2.80
NEW MEXICO	3,014	3,454	3,368	354	-86	11.75	-2.49
NEW YORK	44,637	45,149	45,362	725	213	1.62	0.47
NORTH CAROLINA	8,354	9,710	9,966	1,612	256	19.30	2.64
NORTH DAKOTA	457	808	900	443	92	96.94	11.39
OHIO	7,454	12,950	13,709	6,255	759	83.91	5.86
OKLAHOMA	1,334	3,278	3,567	2,233	289	167.39	8.82
OREGON	2,543	3,880	4,115	1,572	235	61.82	6.06
PENNSYLVANIA	17,534	18,881	19,343	1,809	462	10.32	2.45
PUERTO RICO	1,092	818	810	-282	-8	-25.82	-0.98
RHODE ISLAND	1,367	2,222	2,205	838	-17	61.30	-0.77
SOUTH CAROLINA	6,220	5,701	5,959	-261	258	-4.20	4.53
SOUTH DAKOTA	585	517	559	-26	42	-4.44	8.12
TENNESSEE	2,297	3,457	3,405	1,108	-52	48.24	-1.50
TEXAS	22,655	35,457	35,878	13,223	421	58.37	1.19
UTAH	10,134	4,470	4,151	-5,983	-319	-59.04	-7.14
VERMONT	655	1,710	1,855	1,200	145	183.21	8.48
VIRGINIA	7,536	12,206	12,722	5,186	516	68.82	4.23
WASHINGTON	4,084	5,126	5,056	972	-70	23.80	-1.37
WEST VIRGINIA	2,466	2,082	2,190	-276	108	-11.19	5.19
WISCONSIN	9,706	15,996	15,845	6,139	-151	63.25	-0.94
WYOMING	500	917	954	454	37	90.80	4.03
AMERICAN SAMOA	0	3	12	12	9	100.00	300.00
GUAM	42	11	11	-31	0	-73.81	0.00
NORTHERN MARIANAS	2	6	4	2	-2	100.00	-33.33
PALAU	0	2	1	1	-1	100.00	-50.00
VIRGIN ISLANDS	76	54	62	-14	8	-18.42	14.81
BUR. OF INDIAN AFFAIRS	212	755	0	-212	-755	-100.00	-100.00
U.S. AND OUTLYING AREAS	372,380	454,441	463,262	90,882	8,821	24.41	1.94
50 STATES, D.C. & P.R.	372,048	453,610	463,172	91,124	9,562	24.49	2.11

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Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	999	1,355	1,340	341	-15	34.13	-1.11
ALASKA	291	484	506	215	22	73.88	4.55
ARIZONA	1,193	1,344	1,503	310	159	25.98	11.83
ARKANSAS	522	1,028	1,046	524	18	100.38	1.75
CALIFORNIA	5,184	5,261	5,510	326	249	6.29	4.73
COLORADO	2,801	2,845	2,928	127	83	4.53	2.92
CONNECTICUT	802	1,972	1,950	1,148	-22	143.14	-1.12
DELAWARE	69	0	0	-69	0	-100.00	0.00
DISTRICT OF COLUMBIA	164	70	134	-30	64	-18.29	91.43
FLORIDA	0	0	0	0	0	0.00	0.00
GEORGIA	0	0	0	0	0	0.00	0.00
HAWAII	201	244	254	53	10	26.37	4.10
IDAHO	204	447	474	270	27	132.35	6.04
ILLINOIS	1,893	0	0	-1,893	0	-100.00	0.00
INDIANA	932	941	972	40	31	4.29	3.29
IOWA	602	460	422	-180	-38	-29.90	-8.26
KANSAS	545	1,668	1,993	1,448	325	265.69	19.48
KENTUCKY	1,041	1,732	1,917	876	185	84.15	10.68
LOUISIANA	839	978	984	145	6	17.28	0.61
MAINE	1,013	2,224	2,473	1,460	249	144.13	11.20
MARYLAND	2,816	5,605	5,945	3,129	340	111.12	6.07
MASSACHUSETTS	2,800	2,701	2,797	-3	96	-0.11	3.55
MICHIGAN	1,536	2,515	2,686	1,150	171	74.87	6.80
MINNESOTA	3	0	0	-3	0	-100.00	0.00
MISSISSIPPI	249	427	446	197	19	79.12	4.45
MISSOURI	433	762	809	376	47	86.84	6.17
MONTANA	247	536	540	293	4	118.62	0.75
NEBRASKA	386	406	393	7	-13	1.81	-3.20
NEVADA	314	509	540	226	31	71.97	6.09
NEW HAMPSHIRE	256	356	349	93	-7	36.33	-1.97
NEW JERSEY	5,757	14,651	15,883	10,126	1,232	175.89	8.41
NEW MEXICO	633	960	1,143	510	183	80.57	19.06
NEW YORK	8,931	18,827	19,845	10,914	1,018	122.20	5.41
NORTH CAROLINA	1,307	1,587	1,685	378	98	28.92	6.18
NORTH DAKOTA	0	0	0	0	0	0.00	0.00
OHIO	4,046	12,602	12,317	8,271	-285	204.42	-2.26
OKLAHOMA	1,252	1,522	1,532	280	10	22.36	0.66
OREGON	0	0	0	0	0	0.00	0.00
PENNSYLVANIA	0	1,494	1,546	1,546	52	100.00	3.48
PUERTO RICO	1,924	1,225	1,227	-697	2	-36.23	0.16
RHODE ISLAND	58	239	272	214	33	368.97	13.81
SOUTH CAROLINA	402	281	289	-113	8	-28.11	2.85
SOUTH DAKOTA	390	542	590	200	48	51.28	8.86
TENNESSEE	1,351	1,740	1,726	375	-14	27.76	-0.80
TEXAS	3,557	4,281	4,352	795	71	22.35	1.66
UTAH	1,306	1,372	1,346	40	-26	3.06	-1.90
VERMONT	147	75	71	-76	-4	-51.70	-5.33
VIRGINIA	1,393	5,484	1,881	488	-3,603	35.03	-65.70
WASHINGTON	1,800	3,025	2,975	1,175	-50	65.28	-1.65
WEST VIRGINIA	1	0	0	-1	0	-100.00	0.00
WISCONSIN	15,929	0	0	-15,929	0	-100.00	0.00
WYOMING	69	0	0	-69	0	-100.00	0.00
AMERICAN SAMOA	5	18	25	20	7	400.00	38.89
GUAM	86	61	62	-24	1	-27.91	1.64
NORTHERN MARIANAS	76	38	40	-36	2	-47.37	5.26
PALAU	0	3	4	4	1	100.00	33.33
VIRGIN ISLANDS	35	31	41	6	10	17.14	32.26
BUR. OF INDIAN AFFAIRS	233	325	0	-233	-325	-100.00	-100.00
U.S. AND OUTLYING AREAS	79,023	107,253	107,763	28,740	510	36.37	0.48
50 STATES, D.C. & P.R.	78,588	106,777	107,591	29,003	814	36.91	0.76

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

HEARING IMPAIRMENTS

STATE	NUMBER SERVED			PERCENTAGE CHANGE			
	1987-88	1997-98	1998-99	CHANGE IN NUMBER SERVED		IN NUMBER SERVED	
				1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	952	936	974	22	38	2.31	4.06
ALASKA	147	239	240	93	1	63.27	0.42
ARIZONA	904	1,335	1,418	514	83	56.86	6.22
ARKANSAS	523	579	581	58	2	11.09	0.35
CALIFORNIA	6,679	9,050	9,226	2,547	176	38.13	1.94
COLORADO	741	1,072	1,146	405	74	54.66	6.90
CONNECTICUT	650	769	776	126	7	19.38	0.91
DELAWARE	209	223	211	2	-12	0.96	-5.38
DISTRICT OF COLUMBIA	48	24	30	-18	6	-37.50	25.00
FLORIDA	1,563	2,805	2,904	1,341	99	85.80	3.53
GEORGIA	1,254	1,353	1,295	41	-58	3.27	-4.29
HAWAII	213	246	266	53	20	24.88	8.13
IDAHO	331	304	295	-36	-9	-10.88	-2.96
ILLINOIS	3,013	3,107	3,232	219	125	7.27	4.02
INDIANA	1,115	1,557	1,627	512	70	45.92	4.50
IOWA	717	696	618	-99	-78	-13.81	-11.21
KANSAS	583	592	581	-2	-11	-0.34	-1.86
KENTUCKY	802	742	709	-93	-33	-11.60	-4.45
LOUISIANA	1,285	1,429	1,396	111	-33	8.64	-2.31
MAINE	316	273	254	-62	-19	-19.62	-6.96
MARYLAND	1,179	1,240	1,272	93	32	7.89	2.58
MASSACHUSETTS	1,670	1,396	1,450	-220	54	-13.17	3.87
MICHIGAN	2,390	2,809	2,930	540	121	22.59	4.31
MINNESOTA	1,268	1,736	1,825	557	89	43.93	5.13
MISSISSIPPI	494	581	592	98	11	19.84	1.89
MISSOURI	822	1,151	1,147	325	-4	39.54	-0.35
MONTANA	190	205	218	28	13	14.74	6.34
NEBRASKA	416	583	604	188	21	45.19	3.60
NEVADA	134	333	341	207	8	154.48	2.40
NEW HAMPSHIRE	219	275	254	35	-21	15.98	-7.64
NEW JERSEY	1,301	1,353	1,403	102	50	7.84	3.70
NEW MEXICO	409	462	526	117	64	28.61	13.85
NEW YORK	3,775	5,502	5,783	2,008	281	53.19	5.11
NORTH CAROLINA	1,744	2,026	1,997	253	-29	14.51	-1.43
NORTH DAKOTA	144	92	129	-15	37	-10.42	40.22
OHIO	2,117	2,335	2,394	277	59	13.08	2.53
OKLAHOMA	685	767	782	97	15	14.16	1.96
OREGON	937	1,009	998	61	-11	6.51	-1.09
PENNSYLVANIA	2,969	2,759	2,758	-211	-1	-7.11	-0.04
PUERTO RICO	1,143	879	901	-242	22	-21.17	2.50
RHODE ISLAND	170	204	214	44	10	25.88	4.90
SOUTH CAROLINA	939	999	1,067	128	68	13.63	6.81
SOUTH DAKOTA	311	130	121	-190	-9	-61.09	-6.92
TENNESSEE	1,316	1,386	1,368	52	-18	3.95	-1.30
TEXAS	3,945	5,719	5,822	1,877	103	47.58	1.80
UTAH	590	880	1,012	422	132	71.53	15.00
VERMONT	189	152	146	-43	-6	-22.75	-3.95
VIRGINIA	1,105	1,321	1,311	206	-10	18.64	-0.76
WASHINGTON	1,322	1,950	1,745	423	-205	32.00	-10.51
WEST VIRGINIA	403	392	380	-23	-12	-5.71	-3.06
WISCONSIN	193	1,373	1,380	1,187	7	615.03	0.51
WYOMING	208	178	164	-44	-14	-21.15	-7.87
AMERICAN SAMOA	13	8	9	-4	1	-30.77	12.50
GUAM	23	32	28	5	-4	21.74	-12.50
NORTHERN MARIANAS	29	12	11	-18	-1	-62.07	-8.33
PALAU	0	1	4	4	3	100.00	300.00
VIRGIN ISLANDS	27	21	18	-9	-3	-33.33	-14.29
BUR. OF INDIAN AFFAIRS	38	61	0	-38	-61	-100.00	-100.00
U.S. AND OUTLYING AREAS	56,872	69,643	70,883	14,011	1,240	24.64	1.78
50 STATES, D.C. & P.R.	56,742	69,508	70,813	14,071	1,305	24.80	1.88

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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	1997-98	1998-99	1987-88	1997-98	1987-88	1997-98
				1998-99	1998-99	1998-99	1998-99
ALABAMA	481	612	618	137	6	28.48	0.98
ALASKA	111	66	74	-37	8	-33.33	12.12
ARIZONA	509	1,004	1,022	513	18	100.79	1.79
ARKANSAS	141	172	184	43	12	30.50	6.98
CALIFORNIA	6,273	10,595	10,980	4,707	385	75.04	3.63
COLORADO	740	4,022	4,536	3,796	514	512.97	12.78
CONNECTICUT	234	235	235	1	0	0.43	0.00
DELAWARE	228	654	746	518	92	227.19	14.07
DISTRICT OF COLUMBIA	71	149	145	74	-4	104.23	-2.68
FLORIDA	1,932	4,621	4,430	2,498	-191	129.30	-4.13
GEORGIA	695	868	906	211	38	30.36	4.38
HAWAII	299	143	127	-172	-16	-57.53	-11.19
IDAHO	329	129	135	-194	6	-58.97	4.65
ILLINOIS	3,247	2,570	2,674	-573	104	-17.65	4.05
INDIANA	604	1,183	1,219	615	36	101.82	3.04
IOWA	927	1,025	925	-2	-100	-0.22	-9.76
KANSAS	387	455	459	72	4	18.60	0.88
KENTUCKY	421	459	459	38	0	9.03	0.00
LOUISIANA	833	1,336	1,369	536	33	64.35	2.47
MAINE	324	83	74	-250	-9	-77.16	-10.84
MARYLAND	558	496	459	-99	-37	-17.74	-7.46
MASSACHUSETTS	1,125	897	927	-198	30	-17.60	3.34
MICHIGAN	3,491	9,987	10,860	7,369	873	211.09	8.74
MINNESOTA	1,094	1,434	1,480	386	46	35.28	3.21
MISSISSIPPI	632	1,384	1,433	801	49	126.74	3.54
MISSOURI	776	750	730	-46	-20	-5.93	-2.67
MONTANA	124	84	79	-45	-5	-36.29	-5.95
NEBRASKA	642	490	506	-136	16	-21.18	3.27
NEVADA	119	272	270	151	-2	126.89	-0.74
NEW HAMPSHIRE	135	171	148	13	-23	9.63	-13.45
NEW JERSEY	674	597	641	-33	44	-4.90	7.37
NEW MEXICO	460	436	503	43	67	9.35	15.37
NEW YORK	1,968	2,831	2,845	877	14	44.56	0.49
NORTH CAROLINA	864	954	997	133	43	15.39	4.51
NORTH DAKOTA	96	139	137	41	-2	42.71	-1.44
OHIO	3,607	2,318	2,365	-1,242	47	-34.43	2.03
OKLAHOMA	271	429	442	171	13	63.10	3.03
OREGON	1,079	786	829	-250	43	-23.17	5.47
PENNSYLVANIA	1,568	1,337	1,342	-226	5	-14.41	0.37
PUERTO RICO	552	492	512	-40	20	-7.25	4.07
RHODE ISLAND	158	139	135	-23	-4	-14.56	-2.88
SOUTH CAROLINA	704	752	789	85	37	12.07	4.92
SOUTH DAKOTA	169	93	89	-80	-4	-47.34	-4.30
TENNESSEE	885	1,163	1,132	247	-31	27.91	-2.67
TEXAS	3,494	4,713	4,868	1,374	155	39.32	3.29
UTAH	239	187	181	-58	-6	-24.27	-3.21
VERMONT	103	75	75	-28	0	-27.18	0.00
VIRGINIA	620	798	752	132	-46	21.29	-5.76
WASHINGTON	888	915	902	14	-13	1.58	-1.42
WEST VIRGINIA	396	204	196	-200	-8	-50.51	-3.92
WISCONSIN	416	1,496	1,401	985	-95	236.78	-6.35
WYOMING	144	137	125	-19	-12	-13.19	-8.76
AMERICAN SAMOA	1	0	0	-1	0	-100.00	0.00
GUAM	24	9	8	-16	-1	-66.67	-11.11
NORTHERN MARIANAS	79	11	7	-72	-4	-91.14	-36.36
PALAU	0	3	4	4	1	100.00	33.33
VIRGIN ISLANDS	4	34	9	5	-25	125.00	-73.53
BUR. OF INDIAN AFFAIRS	21	23	0	-21	-23	-100.00	-100.00
U.S. AND OUTLYING AREAS	46,966	67,417	69,495	22,529	2,078	47.97	3.08
50 STATES, D.C. & P.R.	46,837	67,337	69,467	22,630	2,130	48.32	3.16

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Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99	
ALABAMA	662	2,338	2,834	2,172	496	328.10	21.21	
ALASKA	116	468	614	498	146	429.31	31.20	
ARIZONA	355	964	1,170	815	206	229.58	21.37	
ARKANSAS	194	3,596	4,240	4,046	644	2,085.57	17.91	
CALIFORNIA	11,961	13,739	15,124	3,163	1,385	26.44	10.08	
COLORADO	0	0	0	0	0	0.00	0.00	
CONNECTICUT	326	5,321	6,193	5,867	872	1,799.69	16.39	
DELAWARE	119	0	0	-119	0	-100.00	0.00	
DISTRICT OF COLUMBIA	89	100	140	51	40	57.30	40.00	
FLORIDA	2,289	3,959	4,908	2,619	949	114.42	23.97	
GEORGIA	258	7,326	9,355	9,097	2,029	3,525.97	27.70	
HAWAII	87	572	744	657	172	755.17	30.07	
IDAHO	472	803	948	476	145	100.85	18.06	
ILLINOIS	1,709	4,722	4,910	3,201	188	187.30	3.98	
INDIANA	90	1,840	2,206	2,116	366	2,351.11	19.89	
IOWA	2	43	54	52	11	2,600.00	25.58	
KANSAS	171	3,573	3,976	3,805	403	2,225.15	11.28	
KENTUCKY	278	3,407	4,499	4,221	1,092	1,518.35	32.05	
LOUISIANA	1,162	6,114	6,689	5,527	575	475.65	9.40	
MAINE	329	1,438	1,689	1,360	251	413.37	17.45	
MARYLAND	758	4,645	5,596	4,838	951	638.26	20.47	
MASSACHUSETTS	1,609	1,194	1,238	-371	44	-23.06	3.69	
MICHIGAN	157	0	0	-157	0	-100.00	0.00	
MINNESOTA	403	5,092	6,014	5,611	922	1,392.31	18.11	
MISSISSIPPI	0	0	0	0	0	0.00	0.00	
MISSOURI	266	4,192	5,367	5,101	1,175	1,917.67	28.03	
MONTANA	156	705	871	715	166	458.33	23.55	
NEBRASKA	0	1,674	1,995	1,995	321	100.00	19.18	
NEVADA	98	793	1,004	906	211	924.49	26.61	
NEW HAMPSHIRE	279	2,717	3,041	2,762	324	989.96	11.92	
NEW JERSEY	482	727	1,408	926	681	192.12	93.67	
NEW MEXICO	85	1,351	1,504	1,419	153	1,669.41	11.32	
NEW YORK	3,270	16,204	18,929	15,659	2,725	478.87	16.82	
NORTH CAROLINA	1,809	9,460	11,193	9,384	1,733	518.74	18.32	
NORTH DAKOTA	74	349	446	372	97	502.70	27.79	
OHIO	0	3,481	4,137	4,137	656	100.00	18.85	
OKLAHOMA	141	1,555	2,114	1,973	559	1,399.29	35.95	
OREGON	868	3,029	3,642	2,774	613	319.59	20.24	
PENNSYLVANIA	0	842	1,112	1,112	270	100.00	32.07	
PUERTO RICO	774	1,056	1,087	313	31	40.44	2.94	
RHODE ISLAND	181	1,430	1,778	1,597	348	882.32	24.34	
SOUTH CAROLINA	137	2,023	2,440	2,303	417	1,681.02	20.61	
SOUTH DAKOTA	83	274	332	249	58	300.00	21.17	
TENNESSEE	1,740	8,951	8,979	7,239	28	416.03	0.31	
TEXAS	7,806	29,245	32,641	24,835	3,396	318.15	11.61	
UTAH	303	801	924	621	123	204.95	15.36	
VERMONT	126	811	953	827	142	656.35	17.51	
VIRGINIA	486	7,713	9,314	8,828	1,601	1,816.46	20.76	
WASHINGTON	2,780	15,431	16,320	13,540	889	487.05	5.76	
WEST VIRGINIA	88	1,353	1,673	1,585	320	1,801.14	23.65	
WISCONSIN	168	2,827	3,648	3,480	821	2,071.43	29.04	
WYOMING	217	675	750	533	75	245.62	11.11	
AMERICAN SAMOA	1	2	0	-1	-2	-100.00	-100.00	
GUAM	9	45	47	38	2	422.22	4.44	
NORTHERN MARIANAS	9	3	5	-4	2	-44.44	66.67	
PALAU	0	0	3	3	3	100.00	100.00	
VIRGIN ISLANDS	7	39	33	26	-6	371.43	-15.38	
BUR. OF INDIAN AFFAIRS	17	129	0	-17	-129	-100.00	-100.00	
U.S. AND OUTLYING AREAS	46,056	191,141	220,831	174,775	29,690	379.48	15.53	
50 STATES, D.C. & P.R.	46,013	190,923	220,743	174,730	29,820	379.74	15.62	

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Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	431	411	421	-10	10	-2.32	2.43
ALASKA	26	49	47	21	-2	80.77	-4.08
ARIZONA	344	511	569	225	58	65.41	11.35
ARKANSAS	186	213	214	28	1	15.05	0.47
CALIFORNIA	2,334	3,795	3,569	1,235	-226	52.91	-5.96
COLORADO	284	303	293	9	-10	3.17	-3.30
CONNECTICUT	428	421	369	-59	-52	-13.79	-12.35
DELAWARE	63	60	62	-1	2	-1.59	3.33
DISTRICT OF COLUMBIA	18	18	12	-6	-6	-33.33	-33.33
FLORIDA	736	1,040	1,053	317	13	43.07	1.25
GEORGIA	450	555	565	115	10	25.56	1.80
HAWAII	72	61	69	-3	8	-4.17	13.11
IDAHO	70	105	108	38	3	54.29	2.86
ILLINOIS	1,224	1,055	1,098	-126	43	-10.29	4.08
INDIANA	565	750	779	214	29	37.88	3.87
IOWA	184	163	150	-34	-13	-18.48	-7.98
KANSAS	221	223	207	-14	-16	-6.33	-7.17
KENTUCKY	470	431	422	-48	-9	-10.21	-2.09
LOUISIANA	432	468	443	11	-25	2.55	-5.34
MAINE	102	97	95	-7	-2	-6.86	-2.06
MARYLAND	530	489	512	-18	23	-3.40	4.70
MASSACHUSETTS	830	621	642	-188	21	-22.65	3.38
MICHIGAN	761	835	862	101	27	13.27	3.23
MINNESOTA	294	373	370	76	-3	25.85	-0.80
MISSISSIPPI	172	218	230	58	12	33.72	5.50
MISSOURI	278	425	468	190	43	68.35	10.12
MONTANA	126	57	59	-67	2	-53.17	3.51
NEBRASKA	159	229	226	67	-3	42.14	-1.31
NEVADA	67	110	114	47	4	70.15	3.64
NEW HAMPSHIRE	98	130	130	32	0	32.65	0.00
NEW JERSEY	489	304	328	-161	24	-32.92	7.89
NEW MEXICO	136	179	195	59	16	43.38	8.94
NEW YORK	1,346	1,675	1,761	415	86	30.83	5.13
NORTH CAROLINA	581	638	639	58	1	9.98	0.16
NORTH DAKOTA	55	53	46	-9	-7	-16.36	-13.21
OHIO	943	1,004	1,018	75	14	7.95	1.39
OKLAHOMA	245	317	343	98	26	40.00	8.20
OREGON	335	374	381	46	7	13.73	1.87
PENNSYLVANIA	1,328	1,294	1,221	-107	-73	-8.06	-5.64
PUERTO RICO	663	504	497	-166	-7	-25.04	-1.39
RHODE ISLAND	65	68	69	4	1	6.15	1.47
SOUTH CAROLINA	395	356	349	-46	-7	-11.65	-1.97
SOUTH DAKOTA	53	66	55	2	-11	3.77	-16.67
TENNESSEE	776	844	828	52	-16	6.70	-1.90
TEXAS	1,748	2,258	2,305	557	47	31.86	2.08
UTAH	233	367	420	187	53	80.26	14.44
VERMONT	39	38	30	-9	-8	-23.08	-21.05
VIRGINIA	635	455	488	-147	33	-23.15	7.25
WASHINGTON	256	326	329	73	3	28.52	0.92
WEST VIRGINIA	234	198	206	-28	8	-11.97	4.04
WISCONSIN	213	389	376	163	-13	76.53	-3.34
WYOMING	46	53	58	12	5	26.09	9.43
AMERICAN SAMOA	2	5	3	1	-2	50.00	-40.00
GUAM	11	10	11	0	1	0.00	10.00
NORTHERN MARIANAS	6	4	2	-4	-2	-66.67	-50.00
PALAU	0	1	1	1	0	100.00	0.00
VIRGIN ISLANDS	15	26	15	0	-11	0.00	-42.31
BUR. OF INDIAN AFFAIRS	18	9	0	-18	-9	-100.00	-100.00
U.S. AND OUTLYING AREAS	22,821	26,031	26,132	3,311	101	14.51	0.39
50 STATES, D.C. & P.R.	22,769	25,976	26,100	3,331	124	14.63	0.48

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

AUTISM

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	0	444	538	538	94	100.00	21.17
ALASKA	0	100	131	131	31	100.00	31.00
ARIZONA	0	564	723	723	159	100.00	28.19
ARKANSAS	0	338	431	431	93	100.00	27.51
CALIFORNIA	0	5,095	6,657	6,657	1,562	100.00	30.66
COLORADO	0	187	246	246	59	100.00	31.55
CONNECTICUT	0	684	854	854	170	100.00	24.85
DELAWARE	0	183	210	210	27	100.00	14.75
DISTRICT OF COLUMBIA	0	67	72	72	5	100.00	7.46
FLORIDA	0	2,066	2,554	2,554	488	100.00	23.62
GEORGIA	0	997	1,199	1,199	202	100.00	20.26
HAWAII	0	133	167	167	34	100.00	25.56
IDAHO	0	167	207	207	40	100.00	23.95
ILLINOIS	0	1,829	1,901	1,901	72	100.00	3.94
INDIANA	0	1,337	1,662	1,662	325	100.00	24.31
IOWA	0	452	511	511	59	100.00	13.05
KANSAS	0	242	341	341	99	100.00	40.91
KENTUCKY	0	425	596	596	171	100.00	40.24
LOUISIANA	0	796	921	921	125	100.00	15.70
MAINE	0	231	287	287	56	100.00	24.24
MARYLAND	0	944	1,223	1,223	279	100.00	29.56
MASSACHUSETTS	0	581	603	603	22	100.00	3.79
MICHIGAN	0	2,381	2,975	2,975	594	100.00	24.95
MINNESOTA	0	1,112	1,491	1,491	379	100.00	34.08
MISSISSIPPI	0	255	305	305	50	100.00	19.61
MISSOURI	0	862	1,080	1,080	218	100.00	25.29
MONTANA	0	101	112	112	11	100.00	10.89
NEBRASKA	0	188	251	251	63	100.00	33.51
NEVADA	0	146	198	198	52	100.00	35.62
NEW HAMPSHIRE	0	149	212	212	63	100.00	42.28
NEW JERSEY	0	1,382	1,812	1,812	430	100.00	31.11
NEW MEXICO	0	148	170	170	22	100.00	14.86
NEW YORK	0	3,466	4,539	4,539	1,073	100.00	30.96
NORTH CAROLINA	0	1,708	2,015	2,015	307	100.00	17.97
NORTH DAKOTA	0	72	88	88	16	100.00	22.22
OHIO	0	507	1,046	1,046	539	100.00	106.31
OKLAHOMA	0	364	454	454	90	100.00	24.73
OREGON	0	1,595	1,951	1,951	356	100.00	22.32
PENNSYLVANIA	0	1,740	2,243	2,243	503	100.00	28.91
PUERTO RICO	0	367	405	405	38	100.00	10.35
RHODE ISLAND	0	134	188	188	54	100.00	40.30
SOUTH CAROLINA	0	422	582	582	160	100.00	37.91
SOUTH DAKOTA	0	107	137	137	30	100.00	28.04
TENNESSEE	0	611	719	719	108	100.00	17.68
TEXAS	0	3,507	4,304	4,304	797	100.00	22.73
UTAH	0	270	400	400	130	100.00	48.15
VERMONT	0	92	123	123	31	100.00	33.70
VIRGINIA	0	1,188	1,375	1,375	187	100.00	15.74
WASHINGTON	0	689	957	957	268	100.00	38.90
WEST VIRGINIA	0	185	226	226	41	100.00	22.16
WISCONSIN	0	831	1,100	1,100	269	100.00	32.37
WYOMING	0	52	69	69	17	100.00	32.69
AMERICAN SAMOA	0	2	3	3	1	100.00	50.00
GUAM	0	4	5	5	1	100.00	25.00
NORTHERN MARIANAS	0	2	2	2	0	100.00	0.00
PALAU	0	0	0	0	0	0.00	0.00
VIRGIN ISLANDS	0	5	5	5	0	100.00	0.00
BUR. OF INDIAN AFFAIRS	0	11	0	0	-11	0.00	-100.00
U.S. AND OUTLYING AREAS	0	42,517	53,576	53,576	11,059	100.00	26.01
50 STATES, D.C. & P.R.	0	42,493	53,561	53,561	11,068	100.00	26.05

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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 IN NUMBER SERVED	
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	29	16	16	-13	0	-44.83	0.00
ALASKA	0	7	5	5	-2	100.00	-28.57
ARIZONA	0	105	85	85	-20	100.00	-19.05
ARKANSAS	5	17	13	8	-4	160.00	-23.53
CALIFORNIA	155	142	148	-7	6	-4.52	4.23
COLORADO	79	81	70	-9	-11	-11.39	-13.58
CONNECTICUT	27	61	69	42	8	155.56	13.11
DELAWARE	28	45	47	19	2	67.86	4.44
DISTRICT OF COLUMBIA	13	11	12	-1	1	-7.69	9.09
FLORIDA	32	32	43	11	11	34.38	34.38
GEORGIA	35	11	15	-20	4	-57.14	36.36
HAWAII	8	100	157	149	57	1,862.50	57.00
IDAHO	0	13	15	15	2	100.00	15.38
ILLINOIS	54	52	52	-2	0	-3.70	0.00
INDIANA	37	41	26	-11	-15	-29.73	-36.59
IOWA	40	1	52	12	51	30.00	5,100.00
KANSAS	47	12	12	-35	0	-74.47	0.00
KENTUCKY	24	14	18	-6	4	-25.00	28.57
LOUISIANA	12	11	15	3	4	25.00	36.36
MAINE	7	9	10	3	1	42.86	11.11
MARYLAND	63	23	19	-44	-4	-69.84	-17.39
MASSACHUSETTS	63	48	49	-14	1	-22.22	2.08
MICHIGAN	0	0	0	0	0	0.00	0.00
MINNESOTA	25	23	32	7	9	28.00	39.13
MISSISSIPPI	12	13	13	1	0	8.33	0.00
MISSOURI	63	59	48	-15	-11	-23.81	-18.64
MONTANA	11	24	17	6	-7	54.55	-29.17
NEBRASKA	0	4	5	5	1	100.00	25.00
NEVADA	5	1	3	-2	2	-40.00	200.00
NEW HAMPSHIRE	8	4	3	-5	-1	-62.50	-25.00
NEW JERSEY	39	21	39	0	18	0.00	85.71
NEW MEXICO	26	8	7	-19	-1	-73.08	-12.50
NEW YORK	57	33	37	-20	4	-35.09	12.12
NORTH CAROLINA	16	22	23	7	1	43.75	4.55
NORTH DAKOTA	16	46	5	-11	-41	-68.75	-89.13
OHIO	5	17	18	13	1	260.00	5.88
OKLAHOMA	31	28	20	-11	-8	-35.48	-28.57
OREGON	18	10	15	-3	5	-16.67	50.00
PENNSYLVANIA	5	20	23	18	3	360.00	15.00
PUERTO RICO	100	27	28	-72	1	-72.00	3.70
RHODE ISLAND	4	2	2	-2	0	-50.00	0.00
SOUTH CAROLINA	8	19	20	12	1	150.00	5.26
SOUTH DAKOTA	25	6	2	-23	-4	-92.00	-66.67
TENNESSEE	21	7	8	-13	1	-61.90	14.29
TEXAS	67	69	68	1	-1	1.49	-1.45
UTAH	27	68	149	122	81	451.85	119.12
VERMONT	11	2	3	-8	1	-72.73	50.00
VIRGINIA	7	5	4	-3	-1	-42.86	-20.00
WASHINGTON	30	28	27	-3	-1	-10.00	-3.57
WEST VIRGINIA	17	25	26	9	1	52.94	4.00
WISCONSIN	11	7	7	-4	0	-36.36	0.00
WYOMING	3	1	2	-1	1	-33.33	100.00
AMERICAN SAMOA	2	1	0	-2	-1	-100.00	-100.00
GUAM	6	2	2	-4	0	-66.67	0.00
NORTHERN MARIANAS	14	0	1	-13	1	-92.86	100.00
PALAU	0	1	2	2	1	100.00	100.00
VIRGIN ISLANDS	6	3	2	-4	-1	-66.67	-33.33
BUR. OF INDIAN AFFAIRS	0	2	0	0	-2	0.00	-100.00
U.S. AND OUTLYING AREAS	1,454	1,460	1,609	155	149	10.66	10.21
50 STATES, D.C. & P.R.	1,426	1,451	1,602	176	151	12.34	10.41

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

TRAUMATIC BRAIN INJURY

STATE	NUMBER SERVED			PERCENTAGE CHANGE IN NUMBER SERVED			
	1987-88	1997-98	1998-99	1987-88	1997-98	1987-88	1997-98
				1987-88	1997-98	1987-88	1997-98
ALABAMA	0	194	204	204	10	100.00	5.15
ALASKA	0	67	75	75	8	100.00	11.94
ARIZONA	0	65	69	69	4	100.00	6.15
ARKANSAS	0	133	139	139	6	100.00	4.51
CALIFORNIA	0	913	1,010	1,010	97	100.00	10.62
COLORADO	0	205	207	207	2	100.00	0.98
CONNECTICUT	0	85	89	89	4	100.00	4.71
DELAWARE	0	4	5	5	1	100.00	25.00
DISTRICT OF COLUMBIA	0	14	13	13	-1	100.00	-7.14
FLORIDA	0	256	326	326	70	100.00	27.34
GEORGIA	0	270	273	273	3	100.00	1.11
HAWAII	0	53	52	52	-1	100.00	-1.89
IDAHO	0	143	138	138	-5	100.00	-3.50
ILLINOIS	0	578	600	600	22	100.00	3.81
INDIANA	0	363	399	399	36	100.00	9.92
IOWA	0	180	163	163	-17	100.00	-9.44
KANSAS	0	111	125	125	14	100.00	12.61
KENTUCKY	0	163	172	172	9	100.00	5.52
LOUISIANA	0	251	274	274	23	100.00	9.16
MAINE	0	95	99	99	4	100.00	4.21
MARYLAND	0	278	318	318	40	100.00	14.39
MASSACHUSETTS	0	297	312	312	15	100.00	5.05
MICHIGAN	0	0	0	0	0	0.00	0.00
MINNESOTA	0	246	280	280	34	100.00	13.82
MISSISSIPPI	0	83	98	98	15	100.00	18.07
MISSOURI	0	283	290	290	7	100.00	2.47
MONTANA	0	64	61	61	-3	100.00	-4.69
NEBRASKA	0	154	168	168	14	100.00	9.09
NEVADA	0	78	99	99	21	100.00	26.92
NEW HAMPSHIRE	0	44	58	58	14	100.00	31.82
NEW JERSEY	0	40	54	54	14	100.00	35.00
NEW MEXICO	0	190	213	213	23	100.00	12.11
NEW YORK	0	993	1,130	1,130	137	100.00	13.80
NORTH CAROLINA	0	315	379	379	64	100.00	20.32
NORTH DAKOTA	0	25	28	28	3	100.00	12.00
OHIO	0	276	357	357	81	100.00	29.35
OKLAHOMA	0	213	232	232	19	100.00	8.92
OREGON	0	268	261	261	-7	100.00	-2.61
PENNSYLVANIA	0	1,552	1,563	1,563	11	100.00	0.71
PUERTO RICO	0	31	36	36	5	100.00	16.13
RHODE ISLAND	0	43	50	50	7	100.00	16.28
SOUTH CAROLINA	0	59	73	73	14	100.00	23.73
SOUTH DAKOTA	0	52	37	37	-15	100.00	-28.85
TENNESSEE	0	227	249	249	22	100.00	9.69
TEXAS	0	655	772	772	117	100.00	17.86
UTAH	0	283	313	313	30	100.00	10.60
VERMONT	0	33	45	45	12	100.00	36.36
VIRGINIA	0	280	276	276	-4	100.00	-1.43
WASHINGTON	0	223	267	267	44	100.00	19.73
WEST VIRGINIA	0	121	115	115	-6	100.00	-4.96
WISCONSIN	0	260	279	279	19	100.00	7.31
WYOMING	0	86	82	82	-4	100.00	-4.65
AMERICAN SAMOA	0	0	2	2	2	100.00	100.00
GUAM	0	2	3	3	1	100.00	50.00
NORTHERN MARIANAS	0	0	0	0	0	0.00	0.00
PALAU	0	0	0	0	0	0.00	0.00
VIRGIN ISLANDS	0	6	1	1	-5	100.00	-83.33
BUR. OF INDIAN AFFAIRS	0	11	0	0	-11	0.00	-100.00
U.S. AND OUTLYING AREAS	0	11,914	12,933	12,933	1,019	100.00	8.55
50 STATES, D.C. & P.R.	0	11,895	12,927	12,927	1,032	100.00	8.68

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA11

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

DEVELOPMENTAL DELAY

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1997-98	1998-99	1987-88 1998-99	1997-98 1998-99	1987-88 1998-99	1997-98 1998-99
ALABAMA	0	289	621	621	332	100.00	114.88
ALASKA	0	0	0	0	0	0.00	0.00
ARIZONA	0	0	0	0	0	0.00	0.00
ARKANSAS	0	0	0	0	0	0.00	0.00
CALIFORNIA	0	0	0	0	0	0.00	0.00
COLORADO	0	0	0	0	0	0.00	0.00
CONNECTICUT	0	0	0	0	0	0.00	0.00
DELAWARE	0	0	0	0	0	0.00	0.00
DISTRICT OF COLUMBIA	0	0	0	0	0	0.00	0.00
FLORIDA	0	0	0	0	0	0.00	0.00
GEORGIA	0	0	0	0	0	0.00	0.00
HAWAII	0	0	0	0	0	0.00	0.00
IDAHO	0	258	709	709	451	100.00	174.81
ILLINOIS	0	0	0	0	0	0.00	0.00
INDIANA	0	0	0	0	0	0.00	0.00
IOWA	0	0	0	0	0	0.00	0.00
KANSAS	0	0	102	102	102	100.00	100.00
KENTUCKY	0	0	719	719	719	100.00	100.00
LOUISIANA	0	0	73	73	73	100.00	100.00
MAINE	0	0	0	0	0	0.00	0.00
MARYLAND	0	0	0	0	0	0.00	0.00
MASSACHUSETTS	0	0	0	0	0	0.00	0.00
MICHIGAN	0	0	0	0	0	0.00	0.00
MINNESOTA	0	0	0	0	0	0.00	0.00
MISSISSIPPI	0	1,978	1,714	1,714	-264	100.00	-13.35
MISSOURI	0	0	0	0	0	0.00	0.00
MONTANA	0	0	0	0	0	0.00	0.00
NEBRASKA	0	0	0	0	0	0.00	0.00
NEVADA	0	0	0	0	0	0.00	0.00
NEW HAMPSHIRE	0	0	0	0	0	0.00	0.00
NEW JERSEY	0	0	0	0	0	0.00	0.00
NEW MEXICO	0	107	0	0	-107	0.00	-100.00
NEW YORK	0	0	0	0	0	0.00	0.00
NORTH CAROLINA	0	0	0	0	0	0.00	0.00
NORTH DAKOTA	0	0	9	9	9	100.00	100.00
OHIO	0	0	0	0	0	0.00	0.00
OKLAHOMA	0	0	0	0	0	0.00	0.00
OREGON	0	0	0	0	0	0.00	0.00
PENNSYLVANIA	0	0	0	0	0	0.00	0.00
PUERTO RICO	0	0	0	0	0	0.00	0.00
RHODE ISLAND	0	0	0	0	0	0.00	0.00
SOUTH CAROLINA	0	0	0	0	0	0.00	0.00
SOUTH DAKOTA	0	0	0	0	0	0.00	0.00
TENNESSEE	0	758	1,272	1,272	514	100.00	67.81
TEXAS	0	0	0	0	0	0.00	0.00
UTAH	0	0	0	0	0	0.00	0.00
VERMONT	0	393	424	424	31	100.00	7.89
VIRGINIA	0	0	5,295	5,295	5,295	100.00	100.00
WASHINGTON	0	0	863	863	863	100.00	100.00
WEST VIRGINIA	0	0	0	0	0	0.00	0.00
WISCONSIN	0	0	56	56	56	100.00	100.00
WYOMING	0	0	0	0	0	0.00	0.00
AMERICAN SAMOA	0	0	0	0	0	0.00	0.00
GUAM	0	0	29	29	29	100.00	100.00
NORTHERN MARIANAS	0	4	12	12	8	100.00	200.00
PALAU	0	0	0	0	0	0.00	0.00
VIRGIN ISLANDS	0	5	12	12	7	100.00	140.00
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0.00	0.00
U.S. AND OUTLYING AREAS	0	3,792	11,910	11,910	8,118	100.00	214.08
50 STATES, D.C. & P.R.	0	3,783	11,857	11,857	8,074	100.00	213.43

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA12

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA,
Part B by Age Group, During the 1998-99 School Year

All Disabilities

STATE	AGE GROUP				
	3-5	6-17	18-21	3-17	3-21
ALABAMA	4.20	11.90	2.15	10.38	8.55
ALASKA	5.72	11.51	1.69	10.42	8.61
ARIZONA	4.04	9.25	1.39	8.15	6.76
ARKANSAS	8.29	10.76	1.77	10.29	8.45
CALIFORNIA	3.55	9.34	1.33	8.09	6.73
COLORADO	4.63	9.09	1.43	8.23	6.82
CONNECTICUT	5.71	12.29	2.29	11.00	9.37
DELAWARE	5.59	11.64	1.56	10.43	8.56
DISTRICT OF COLUMBIA	2.15	10.82	2.48	8.88	7.46
FLORIDA	4.77	12.72	1.97	11.14	9.37
GEORGIA	4.45	10.14	1.07	8.99	7.33
HAWAII	3.12	9.28	0.95	7.98	6.41
IDAHO	6.20	9.62	1.10	8.97	7.19
ILLINOIS	5.01	11.59	1.68	10.24	8.52
INDIANA	5.53	12.35	1.86	11.01	9.06
IOWA	4.99	12.31	2.08	10.98	9.03
KANSAS	6.31	10.23	1.56	9.50	7.80
KENTUCKY	9.42	10.35	1.41	10.17	8.21
LOUISIANA	5.02	9.89	1.78	8.97	7.35
MAINE	8.77	13.84	2.36	12.99	10.76
MARYLAND	4.57	11.23	1.61	9.92	8.33
MASSACHUSETTS	6.35	14.76	2.90	13.10	11.11
MICHIGAN	4.67	10.18	1.89	9.15	7.66
MINNESOTA	5.83	10.33	1.62	9.51	7.92
MISSISSIPPI	4.91	10.29	1.60	9.25	7.55
MISSOURI	4.34	11.98	1.94	10.55	8.77
MONTANA	5.12	10.16	1.51	9.30	7.56
NEBRASKA	5.29	12.11	2.40	10.86	9.05
NEVADA	4.29	9.48	1.17	8.37	7.05
NEW HAMPSHIRE	4.78	11.38	2.48	10.20	8.77
NEW JERSEY	4.69	13.88	2.48	12.00	10.16
NEW MEXICO	6.22	13.05	2.12	11.72	9.79
NEW YORK	6.49	11.98	2.52	10.84	9.17
NORTH CAROLINA	5.25	11.17	1.26	9.98	8.20
NORTH DAKOTA	4.94	9.89	1.60	9.03	7.30
OHIO	4.08	10.16	2.14	9.01	7.58
OKLAHOMA	4.25	11.66	1.95	10.30	8.49
OREGON	4.66	10.81	1.53	9.65	7.95
PENNSYLVANIA	4.32	9.80	2.00	8.78	7.41
PUERTO RICO	2.90	6.00	1.19	5.37	4.44
RHODE ISLAND	6.45	14.87	2.54	13.24	11.11
SOUTH CAROLINA	7.09	12.95	1.50	11.83	9.55
SOUTH DAKOTA	7.06	9.16	1.41	8.78	7.15
TENNESSEE	4.67	12.41	2.27	10.88	9.02
TEXAS	3.61	11.55	2.09	9.91	8.28
UTAH	4.90	10.24	1.38	9.16	7.32
VERMONT	5.88	10.68	2.02	9.86	8.23
VIRGINIA	5.02	12.06	1.74	10.66	8.71
WASHINGTON	4.95	9.70	1.50	8.79	7.28
WEST VIRGINIA	8.33	14.87	2.26	13.67	10.92
WISCONSIN	6.60	10.25	1.82	9.59	7.96
WYOMING	8.58	11.91	2.21	11.34	9.24
AMERICAN SAMOA	1.03	2.94	0.36	2.47	2.13
GUAM	1.29	5.22	1.99	4.18	3.84
NORTHERN MARIANAS	1.35	3.48	1.13	2.93	2.53
PALAU	0.46	2.83	0.46	2.28	1.94
VIRGIN ISLANDS	2.65	5.97	1.45	5.26	4.48
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.84	11.00	1.81	9.78	8.13
50 STATES AND D.C.	4.88	11.09	1.82	9.86	8.20

Please see data notes for an explanation of individual State differences.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA13

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Disability, During the 1998-99 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	9.33	4.13	1.62	2.25	0.57
ALASKA	9.12	5.36	1.89	0.44	0.46
ARIZONA	7.31	4.30	1.30	0.62	0.49
ARKANSAS	8.48	3.77	1.47	2.01	0.07
CALIFORNIA	7.40	4.44	1.59	0.43	0.27
COLORADO	7.21	3.61	1.31	0.35	0.93
CONNECTICUT	10.06	4.98	1.80	0.59	1.16
DELAWARE	9.11	5.68	1.01	1.24	0.38
DISTRICT OF COLUMBIA	8.58	4.94	0.55	1.30	1.18
FLORIDA	10.25	4.95	2.37	1.23	1.17
GEORGIA	7.87	2.52	1.67	1.65	1.26
HAWAII	7.05	3.54	0.84	1.03	0.97
IDAHO	7.35	4.34	1.15	0.74	0.20
ILLINOIS	9.21	4.66	1.97	0.97	1.09
INDIANA	9.70	4.14	2.57	1.56	0.78
IOWA	9.69	4.78	0.89	2.20	1.39
KANSAS	8.05	3.50	1.77	0.86	0.70
KENTUCKY	8.00	2.39	1.97	2.00	0.60
LOUISIANA	7.75	3.41	1.56	1.16	0.51
MAINE	11.07	4.74	2.66	0.42	1.45
MARYLAND	9.04	4.06	2.31	0.57	0.74
MASSACHUSETTS	12.01	7.35	1.83	1.17	1.04
MICHIGAN	8.19	3.89	1.64	0.99	0.79
MINNESOTA	8.27	3.45	1.39	0.89	1.54
MISSISSIPPI	8.01	4.01	2.28	0.96	0.07
MISSOURI	9.55	5.07	1.95	0.99	0.76
MONTANA	7.93	4.46	1.53	0.54	0.49
NEBRASKA	9.69	4.05	2.38	1.53	0.71
NEVADA	7.63	4.86	1.29	0.42	0.40
NEW HAMPSHIRE	9.46	4.70	1.98	0.37	0.84
NEW JERSEY	11.24	6.31	2.67	0.27	0.74
NEW MEXICO	10.44	6.34	1.95	0.46	0.75
NEW YORK	9.71	5.33	1.40	0.42	1.15
NORTH CAROLINA	8.76	3.77	1.62	1.66	0.59
NORTH DAKOTA	7.67	3.59	2.16	0.78	0.58
OHIO	8.19	3.15	1.64	1.96	0.53
OKLAHOMA	9.21	5.16	1.73	1.15	0.44
OREGON	8.53	4.45	1.91	0.54	0.55
PENNSYLVANIA	7.95	4.27	1.41	1.07	0.74
PUERTO RICO	4.72	2.34	0.56	1.28	0.08
RHODE ISLAND	11.97	6.95	2.17	0.54	1.04
SOUTH CAROLINA	9.98	4.41	2.27	2.00	0.68
SOUTH DAKOTA	7.17	3.70	1.70	0.75	0.30
TENNESSEE	9.82	4.79	2.07	1.32	0.28
TEXAS	9.19	5.43	1.40	0.51	0.73
UTAH	7.76	4.51	1.33	0.52	0.65
VERMONT	8.60	3.45	1.39	0.97	1.39
VIRGINIA	9.38	4.53	1.63	0.98	0.85
WASHINGTON	7.69	3.70	1.23	0.55	0.38
WEST VIRGINIA	11.34	5.05	2.74	2.28	0.56
WISCONSIN	8.19	3.88	1.36	1.02	1.26
WYOMING	9.34	4.81	2.23	0.55	0.76
AMERICAN SAMOA	2.41	1.82	0.09	0.26	0.06
GUAM	4.58	3.46	0.43	0.20	0.03
NORTHERN MARIANAS	2.83	2.01	0.05	0.21	0.03
PALAU	2.28	1.58	0.23	0.06	0.02
VIRGIN ISLANDS	4.86	1.98	0.88	1.39	0.19
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.75	4.45	1.70	0.96	0.73
50 STATES AND D.C.	8.82	4.49	1.72	0.96	0.74

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.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA13

**Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Disability, During the 1998-99 School Year**

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.14	0.10	0.06	0.29	0.04
ALASKA	0.29	0.14	0.04	0.35	0.03
ARIZONA	0.14	0.13	0.09	0.11	0.05
ARKANSAS	0.18	0.10	0.03	0.71	0.04
CALIFORNIA	0.07	0.12	0.14	0.20	0.05
COLORADO	0.31	0.12	0.49	0.00	0.03
CONNECTICUT	0.28	0.11	0.03	0.90	0.05
DELAWARE	0.00	0.13	0.47	0.00	0.04
DISTRICT OF COLUMBIA	0.15	0.03	0.16	0.15	0.01
FLORIDA	0.00	0.09	0.14	0.16	0.03
GEORGIA	0.00	0.07	0.05	0.52	0.03
HAWAII	0.09	0.10	0.05	0.28	0.03
IDAHO	0.14	0.09	0.04	0.29	0.03
ILLINOIS	0.00	0.12	0.10	0.18	0.04
INDIANA	0.07	0.12	0.09	0.16	0.06
IOWA	0.06	0.09	0.14	0.01	0.02
KANSAS	0.31	0.09	0.07	0.62	0.03
KENTUCKY	0.21	0.08	0.05	0.49	0.05
LOUISIANA	0.09	0.13	0.12	0.60	0.04
MAINE	0.89	0.09	0.03	0.61	0.03
MARYLAND	0.53	0.11	0.04	0.50	0.05
MASSACHUSETTS	0.22	0.11	0.07	0.10	0.05
MICHIGAN	0.12	0.13	0.47	0.00	0.04
MINNESOTA	0.00	0.16	0.13	0.52	0.03
MISSISSIPPI	0.06	0.09	0.21	0.00	0.03
MISSOURI	0.06	0.09	0.06	0.42	0.04
MONTANA	0.25	0.10	0.04	0.40	0.03
NEBRASKA	0.10	0.15	0.12	0.49	0.06
NEVADA	0.14	0.09	0.07	0.26	0.03
NEW HAMPSHIRE	0.13	0.09	0.06	1.14	0.05
NEW JERSEY	0.92	0.08	0.04	0.08	0.02
NEW MEXICO	0.25	0.12	0.11	0.33	0.04
NEW YORK	0.50	0.15	0.07	0.48	0.04
NORTH CAROLINA	0.10	0.12	0.06	0.66	0.04
NORTH DAKOTA	0.00	0.08	0.09	0.29	0.03
OHIO	0.48	0.09	0.09	0.16	0.04
OKLAHOMA	0.19	0.10	0.05	0.26	0.04
OREGON	0.00	0.13	0.11	0.49	0.05
PENNSYLVANIA	0.06	0.11	0.05	0.04	0.05
PUERTO RICO	0.12	0.09	0.05	0.11	0.05
RHODE ISLAND	0.13	0.10	0.06	0.84	0.03
SOUTH CAROLINA	0.03	0.12	0.09	0.28	0.04
SOUTH DAKOTA	0.31	0.06	0.05	0.18	0.03
TENNESSEE	0.14	0.11	0.09	0.75	0.07
TEXAS	0.09	0.12	0.10	0.66	0.05
UTAH	0.21	0.16	0.03	0.14	0.07
VERMONT	0.05	0.11	0.06	0.71	0.02
VIRGINIA	0.13	0.09	0.05	0.62	0.03
WASHINGTON	0.22	0.13	0.07	1.23	0.02
WEST VIRGINIA	0.00	0.10	0.05	0.43	0.05
WISCONSIN	0.00	0.11	0.11	0.29	0.03
WYOMING	0.00	0.13	0.10	0.60	0.05
AMERICAN SAMOA	0.11	0.04	0.00	0.00	0.01
GUAM	0.15	0.07	0.02	0.11	0.03
NORTHERN MARIANAS	0.27	0.07	0.05	0.03	0.01
PALAU	0.09	0.09	0.09	0.06	0.02
VIRGIN ISLANDS	0.13	0.05	0.03	0.10	0.05
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.17	0.11	0.11	0.35	0.04
50 STATES AND D.C.	0.17	0.11	0.11	0.35	0.04

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.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA13

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Disability, During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.05	0.00	0.02	0.06
ALASKA	0.07	0.00	0.04	0.00
ARIZONA	0.07	0.01	0.01	0.00
ARKANSAS	0.07	0.00	0.02	0.00
CALIFORNIA	0.09	0.00	0.01	0.00
COLORADO	0.03	0.01	0.02	0.00
CONNECTICUT	0.12	0.01	0.01	0.00
DELAWARE	0.13	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.08	0.01	0.01	0.00
FLORIDA	0.08	0.00	0.01	0.00
GEORGIA	0.07	0.00	0.02	0.00
HAWAII	0.06	0.06	0.02	0.00
IDAHO	0.06	0.00	0.04	0.22
ILLINOIS	0.07	0.00	0.02	0.00
INDIANA	0.12	0.00	0.03	0.00
IOWA	0.08	0.01	0.02	0.00
KANSAS	0.05	0.00	0.02	0.02
KENTUCKY	0.07	0.00	0.02	0.08
LOUISIANA	0.08	0.00	0.02	0.01
MAINE	0.10	0.00	0.04	0.00
MARYLAND	0.11	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.13	0.00	0.00	0.00
MINNESOTA	0.13	0.00	0.02	0.00
MISSISSIPPI	0.04	0.00	0.01	0.25
MISSOURI	0.08	0.00	0.02	0.00
MONTANA	0.05	0.01	0.03	0.00
NEBRASKA	0.06	0.00	0.04	0.00
NEVADA	0.05	0.00	0.03	0.00
NEW HAMPSHIRE	0.08	0.00	0.02	0.00
NEW JERSEY	0.10	0.00	0.00	0.00
NEW MEXICO	0.04	0.00	0.05	0.00
NEW YORK	0.12	0.00	0.03	0.00
NORTH CAROLINA	0.12	0.00	0.02	0.00
NORTH DAKOTA	0.06	0.00	0.02	0.01
OHIO	0.04	0.00	0.01	0.00
OKLAHOMA	0.06	0.00	0.03	0.00
OREGON	0.26	0.00	0.03	0.00
PENNSYLVANIA	0.09	0.00	0.06	0.00
PUERTO RICO	0.04	0.00	0.00	0.00
RHODE ISLAND	0.09	0.00	0.02	0.00
SOUTH CAROLINA	0.07	0.00	0.01	0.00
SOUTH DAKOTA	0.07	0.00	0.02	0.00
TENNESSEE	0.06	0.00	0.02	0.11
TEXAS	0.09	0.00	0.02	0.00
UTAH	0.06	0.02	0.05	0.00
VERMONT	0.09	0.00	0.03	0.32
VIRGINIA	0.09	0.00	0.02	0.35
WASHINGTON	0.07	0.00	0.02	0.06
WEST VIRGINIA	0.06	0.01	0.03	0.00
WISCONSIN	0.09	0.00	0.02	0.00
WYOMING	0.05	0.00	0.07	0.00
AMERICAN SAMOA	0.01	0.00	0.01	0.00
GUAM	0.01	0.00	0.01	0.07
NORTHERN MARIANAS	0.01	0.01	0.00	0.08
PALAU	0.00	0.04	0.00	0.00
VIRGIN ISLANDS	0.02	0.01	0.00	0.04
BUR. OF INDIAN AFFAIRS				
U.S. AND OUTLYING AREAS	0.08	0.00	0.02	0.02
50 STATES AND D.C.	0.09	0.00	0.02	0.02

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.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

American Indian/Alaska Native

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	12.61	8.37	1.94	1.34	0.40
ALASKA	13.57	7.76	3.03	0.78	0.65
ARIZONA	8.40	5.53	1.09	0.72	0.36
ARKANSAS	10.85	2.53	0.65	1.60	0.00
CALIFORNIA	11.45	7.35	2.34	0.53	0.44
COLORADO	11.88	6.24	2.18	0.52	1.59
CONNECTICUT	16.70	7.74	2.10	1.16	2.60
DELAWARE	5.89	4.72	0.59	0.00	0.39
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	22.07	9.10	7.50	1.59	2.59
GEORGIA	4.07	1.81	0.86	0.31	0.70
HAWAII	6.86	3.22	0.76	0.68	1.78
IDAHO	11.87	8.04	1.02	1.43	0.24
ILLINOIS	5.55	2.99	1.10	0.39	0.76
INDIANA	6.10	3.16	0.86	1.17	0.43
IOWA	15.93	8.07	1.04	3.56	2.56
KANSAS	9.67	4.22	2.00	1.11	0.93
KENTUCKY	2.13	0.98	0.25	0.33	0.08
LOUISIANA	9.49	5.64	1.55	0.84	0.37
MAINE	7.74	3.20	0.06	0.18	0.18
MARYLAND	11.50	5.41	2.68	0.92	1.11
MASSACHUSETTS	10.55	6.46	1.62	1.03	0.89
MICHIGAN	10.35	5.37	1.71	1.13	1.19
MINNESOTA	15.24	6.09	1.92	1.45	4.53
MISSISSIPPI	2.22	1.43	0.33	0.18	0.00
MISSOURI	4.78	2.65	0.82	0.47	0.43
MONTANA	12.91	8.50	1.85	1.00	0.63
NEBRASKA	21.92	10.34	4.22	2.99	2.82
NEVADA	10.48	7.51	1.34	0.58	0.25
NEW HAMPSHIRE	3.91	1.09	1.09	0.16	0.78
NEW JERSEY	7.76	4.95	1.66	0.38	0.13
NEW MEXICO	9.72	6.03	1.75	0.49	0.58
NEW YORK	13.88	6.57	3.02	0.58	2.07
NORTH CAROLINA	9.28	3.61	2.11	2.64	0.27
NORTH DAKOTA	9.22	4.60	2.33	1.09	0.69
OHIO	6.28	2.50	1.42	1.10	0.53
OKLAHOMA	13.46	7.87	2.72	1.56	0.43
OREGON	11.78	6.46	2.48	0.83	0.97
PENNSYLVANIA	10.99	5.06	2.23	1.24	1.48
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	8.45	4.95	1.35	0.36	1.08
SOUTH CAROLINA	5.04	2.23	0.71	1.30	0.46
SOUTH DAKOTA	8.92	4.68	1.96	0.90	0.58
TENNESSEE	4.00	1.98	0.92	0.37	0.07
TEXAS	10.22	5.79	1.74	0.48	0.87
UTAH	13.88	9.57	1.57	0.65	0.91
VERMONT	9.73	1.77	2.65	1.47	2.65
VIRGINIA	7.22	3.72	1.35	0.32	0.83
WASHINGTON	14.58	7.49	2.19	1.37	0.84
WEST VIRGINIA	8.15	3.44	1.27	1.81	0.72
WISCONSIN	12.21	5.86	1.45	1.25	3.07
WYOMING	12.62	6.93	3.23	0.54	1.06
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	11.28	6.29	2.08	1.03	0.86

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

American Indian/Alaska Native

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEdic IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.15	0.08	0.08	0.18	0.03
ALASKA	0.53	0.21	0.05	0.43	0.05
ARIZONA	0.23	0.17	0.10	0.06	0.10
ARKANSAS	2.06	2.19	0.00	0.34	1.20
CALIFORNIA	0.06	0.16	0.15	0.25	0.05
COLORADO	0.54	0.17	0.52	0.00	0.01
CONNECTICUT	0.87	0.36	0.00	1.74	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.20
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.22	0.20	0.47	0.12
GEORGIA	0.00	0.05	0.00	0.29	0.00
HAWAII	0.17	0.00	0.08	0.00	0.17
IDAHO	0.21	0.12	0.07	0.33	0.02
ILLINOIS	0.00	0.09	0.07	0.05	0.02
INDIANA	0.06	0.03	0.00	0.21	0.18
IOWA	0.09	0.22	0.13	0.04	0.04
KANSAS	0.35	0.17	0.12	0.67	0.05
KENTUCKY	0.08	0.00	0.08	0.08	0.00
LOUISIANA	0.06	0.17	0.22	0.51	0.02
MAINE	0.55	0.00	0.12	0.68	2.52
MARYLAND	0.52	0.12	0.03	0.62	0.03
MASSACHUSETTS	0.21	0.10	0.07	0.07	0.03
MICHIGAN	0.09	0.12	0.55	0.00	0.05
MINNESOTA	0.00	0.17	0.15	0.70	0.02
MISSISSIPPI	0.06	0.12	0.06	0.00	0.00
MISSOURI	0.04	0.06	0.06	0.14	0.04
MONTANA	0.31	0.09	0.05	0.36	0.05
NEBRASKA	0.08	0.28	0.11	0.85	0.06
NEVADA	0.14	0.14	0.01	0.30	0.06
NEW HAMPSHIRE	0.16	0.00	0.00	0.47	0.00
NEW JERSEY	0.38	0.06	0.03	0.06	0.03
NEW MEXICO	0.36	0.10	0.03	0.26	0.06
NEW YORK	0.45	0.23	0.06	0.50	0.06
NORTH CAROLINA	0.09	0.14	0.04	0.34	0.01
NORTH DAKOTA	0.00	0.11	0.05	0.26	0.02
OHIO	0.41	0.06	0.08	0.12	0.00
OKLAHOMA	0.27	0.11	0.05	0.30	0.04
OREGON	0.00	0.08	0.07	0.68	0.02
PENNSYLVANIA	0.16	0.22	0.11	0.03	0.22
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.09	0.27	0.09	0.18	0.00
SOUTH CAROLINA	0.00	0.13	0.08	0.00	0.13
SOUTH DAKOTA	0.43	0.10	0.03	0.13	0.04
TENNESSEE	0.07	0.11	0.00	0.37	0.00
TEXAS	0.10	0.16	0.07	0.86	0.03
UTAH	0.49	0.31	0.04	0.14	0.09
VERMONT	0.00	0.29	0.00	0.59	0.00
VIRGINIA	0.03	0.00	0.06	0.49	0.09
WASHINGTON	0.35	0.23	0.10	1.78	0.03
WEST VIRGINIA	0.00	0.00	0.00	0.72	0.00
WISCONSIN	0.00	0.08	0.08	0.33	0.01
WYOMING	0.00	0.11	0.06	0.60	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.24	0.16	0.09	0.37	0.06

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

American Indian/Alaska Native

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.03	0.00	0.00	0.03
ALASKA	0.03	0.01	0.05	0.00
ARIZONA	0.02	0.01	0.01	0.00
ARKANSAS	0.09	0.15	0.03	0.00
CALIFORNIA	0.09	0.00	0.03	0.00
COLORADO	0.04	0.01	0.06	0.00
CONNECTICUT	0.14	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	0.24	0.01	0.02	0.00
GEORGIA	0.03	0.00	0.03	0.00
HAWAII	0.00	0.00	0.00	0.00
IDAHO	0.00	0.05	0.12	0.21
ILLINOIS	0.05	0.00	0.02	0.00
INDIANA	0.00	0.00	0.00	0.00
IOWA	0.13	0.00	0.04	0.00
KANSAS	0.03	0.00	0.02	0.00
KENTUCKY	0.16	0.00	0.00	0.08
LOUISIANA	0.06	0.00	0.04	0.02
MAINE	0.12	0.00	0.12	0.00
MARYLAND	0.06	0.00	0.00	0.00
MASSACHUSETTS	0.03	0.00	0.03	0.00
MICHIGAN	0.14	0.00	0.00	0.00
MINNESOTA	0.13	0.00	0.06	0.00
MISSISSIPPI	0.00	0.00	0.00	0.03
MISSOURI	0.04	0.00	0.02	0.00
MONTANA	0.02	0.00	0.06	0.00
NEBRASKA	0.15	0.00	0.02	0.00
NEVADA	0.07	0.00	0.08	0.00
NEW HAMPSHIRE	0.16	0.00	0.00	0.00
NEW JERSEY	0.09	0.00	0.00	0.00
NEW MEXICO	0.02	0.00	0.03	0.00
NEW YORK	0.28	0.00	0.06	0.00
NORTH CAROLINA	0.00	0.00	0.03	0.00
NORTH DAKOTA	0.02	0.00	0.03	0.02
OHIO	0.00	0.00	0.06	0.00
OKLAHOMA	0.05	0.00	0.04	0.00
OREGON	0.13	0.00	0.06	0.00
PENNSYLVANIA	0.19	0.00	0.05	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.09	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.05	0.00	0.02	0.00
TENNESSEE	0.07	0.00	0.00	0.04
TEXAS	0.11	0.00	0.01	0.00
UTAH	0.01	0.03	0.06	0.00
VERMONT	0.00	0.00	0.00	0.29
VIRGINIA	0.06	0.00	0.00	0.29
WASHINGTON	0.05	0.00	0.04	0.11
WEST VIRGINIA	0.18	0.00	0.00	0.00
WISCONSIN	0.05	0.00	0.03	0.01
WYOMING	0.00	0.03	0.06	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.06	0.00	0.03	0.01

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

Asian/Pacific Islander

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	3.00	0.97	0.86	0.45	0.09
ALASKA	5.95	3.21	1.28	0.48	0.07
ARIZONA	2.95	1.17	0.78	0.34	0.14
ARKANSAS	8.48	1.69	1.22	1.40	0.07
CALIFORNIA	3.37	1.40	1.07	0.33	0.06
COLORADO	4.03	1.37	1.01	0.27	0.56
CONNECTICUT	3.22	1.08	1.02	0.24	0.22
DELAWARE	2.48	0.73	0.60	0.51	0.12
DISTRICT OF COLUMBIA	0.65	0.54	0.00	0.04	0.00
FLORIDA	3.75	1.30	1.44	0.49	0.13
GEORGIA	2.82	0.71	1.02	0.42	0.29
HAWAII	8.95	4.49	1.02	1.46	1.09
IDAHO	3.00	0.99	0.70	0.52	0.06
ILLINOIS	2.95	1.10	0.93	0.43	0.21
INDIANA	2.65	0.63	0.95	0.56	0.14
IOWA	4.27	1.87	0.42	1.16	0.42
KANSAS	3.14	1.24	0.87	0.40	0.11
KENTUCKY	2.41	0.66	0.79	0.43	0.10
LOUISIANA	1.84	0.51	0.62	0.31	0.02
MAINE	4.66	1.85	1.28	0.22	0.62
MARYLAND	3.41	0.81	1.35	0.25	0.12
MASSACHUSETTS	3.53	2.16	0.54	0.35	0.30
MICHIGAN	8.85	3.29	2.55	0.75	0.54
MINNESOTA	5.81	2.29	1.33	0.68	0.39
MISSISSIPPI	2.59	0.81	1.07	0.25	0.00
MISSOURI	2.91	0.98	0.98	0.33	0.14
MONTANA	6.25	2.77	2.00	0.39	0.39
NEBRASKA	4.14	1.45	1.39	0.38	0.18
NEVADA	4.32	2.03	1.18	0.42	0.15
NEW HAMPSHIRE	1.77	0.64	0.43	0.09	0.20
NEW JERSEY	4.43	1.69	1.82	0.17	0.12
NEW MEXICO	4.77	2.71	1.06	0.37	0.12
NEW YORK	3.75	1.79	0.80	0.22	0.22
NORTH CAROLINA	3.39	1.30	0.97	0.50	0.07
NORTH DAKOTA	6.62	1.38	3.10	0.97	0.21
OHIO	2.87	0.93	0.86	0.44	0.07
OKLAHOMA	2.99	1.33	0.84	0.30	0.12
OREGON	3.34	1.22	1.23	0.30	0.11
PENNSYLVANIA	2.99	1.18	0.91	0.40	0.13
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	3.33	2.01	0.34	0.42	0.27
SOUTH CAROLINA	2.58	0.77	1.17	0.29	0.10
SOUTH DAKOTA	6.01	2.49	1.98	0.51	0.07
TENNESSEE	2.90	1.05	0.90	0.31	0.05
TEXAS	2.96	1.17	0.82	0.25	0.10
UTAH	5.18	2.85	1.01	0.39	0.42
VERMONT	4.17	1.02	1.17	0.37	0.59
VIRGINIA	4.20	1.88	1.04	0.48	0.21
WASHINGTON	4.37	1.93	0.95	0.39	0.09
WEST VIRGINIA	3.66	0.73	1.78	0.64	0.09
WISCONSIN	6.16	2.56	1.48	1.00	0.25
WYOMING	4.57	1.14	1.24	0.95	0.29
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	4.01	1.70	1.07	0.43	0.20

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

Asian/Pacific Islander

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.17	0.21	0.00	0.09	0.03
ALASKA	0.25	0.26	0.03	0.21	0.03
ARIZONA	0.10	0.15	0.10	0.06	0.02
ARKANSAS	0.90	1.71	0.02	0.36	0.88
CALIFORNIA	0.05	0.12	0.10	0.08	0.04
COLORADO	0.31	0.16	0.28	0.00	0.04
CONNECTICUT	0.14	0.13	0.03	0.19	0.05
DELAWARE	0.00	0.18	0.15	0.00	0.09
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.07	0.00
FLORIDA	0.00	0.09	0.08	0.08	0.02
GEORGIA	0.00	0.08	0.04	0.16	0.01
HAWAII	0.12	0.15	0.06	0.34	0.03
IDAHO	0.06	0.20	0.03	0.15	0.06
ILLINOIS	0.00	0.11	0.06	0.04	0.02
INDIANA	0.05	0.09	0.08	0.05	0.02
IOWA	0.03	0.19	0.09	0.02	0.03
KANSAS	0.17	0.07	0.02	0.18	0.02
KENTUCKY	0.18	0.07	0.03	0.04	0.00
LOUISIANA	0.07	0.05	0.09	0.07	0.03
MAINE	0.35	0.09	0.00	0.26	0.00
MARYLAND	0.42	0.13	0.03	0.17	0.04
MASSACHUSETTS	0.06	0.03	0.02	0.03	0.01
MICHIGAN	0.17	0.23	0.71	0.00	0.08
MINNESOTA	0.00	0.49	0.17	0.23	0.07
MISSISSIPPI	0.08	0.08	0.13	0.00	0.04
MISSOURI	0.05	0.10	0.07	0.12	0.04
MONTANA	0.13	0.13	0.00	0.26	0.00
NEBRASKA	0.05	0.25	0.08	0.20	0.08
NEVADA	0.14	0.13	0.05	0.14	0.03
NEW HAMPSHIRE	0.09	0.09	0.00	0.20	0.00
NEW JERSEY	0.36	0.08	0.03	0.03	0.01
NEW MEXICO	0.10	0.18	0.04	0.08	0.02
NEW YORK	0.22	0.17	0.05	0.10	0.05
NORTH CAROLINA	0.07	0.12	0.05	0.14	0.02
NORTH DAKOTA	0.00	0.48	0.07	0.34	0.07
OHIO	0.26	0.09	0.06	0.09	0.04
OKLAHOMA	0.13	0.08	0.04	0.07	0.04
OREGON	0.00	0.07	0.11	0.16	0.03
PENNSYLVANIA	0.03	0.10	0.03	0.01	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.04	0.12	0.00	0.12	0.01
SOUTH CAROLINA	0.00	0.06	0.02	0.05	0.02
SOUTH DAKOTA	0.44	0.22	0.22	0.00	0.00
TENNESSEE	0.08	0.12	0.09	0.17	0.06
TEXAS	0.06	0.11	0.06	0.20	0.03
UTAH	0.18	0.10	0.01	0.06	0.05
VERMONT	0.15	0.29	0.07	0.22	0.00
VIRGINIA	0.09	0.09	0.07	0.14	0.02
WASHINGTON	0.15	0.12	0.07	0.51	0.03
WEST VIRGINIA	0.00	0.18	0.00	0.05	0.00
WISCONSIN	0.00	0.43	0.13	0.16	0.05
WYOMING	0.00	0.19	0.19	0.38	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.10	0.13	0.09	0.12	0.04

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.

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Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

Asian/Pacific Islander

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.06	0.00	0.02	0.06
ALASKA	0.09	0.00	0.05	0.00
ARIZONA	0.09	0.00	0.00	0.00
ARKANSAS	0.11	0.07	0.05	0.00
CALIFORNIA	0.11	0.00	0.01	0.00
COLORADO	0.04	0.00	0.00	0.00
CONNECTICUT	0.11	0.02	0.00	0.00
DELAWARE	0.09	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	0.11	0.00	0.01	0.00
GEORGIA	0.07	0.00	0.01	0.00
HAWAII	0.07	0.08	0.02	0.00
IDAHO	0.09	0.00	0.09	0.06
ILLINOIS	0.06	0.00	0.01	0.00
INDIANA	0.07	0.01	0.02	0.00
IOWA	0.04	0.00	0.01	0.00
KANSAS	0.04	0.00	0.02	0.00
KENTUCKY	0.06	0.00	0.00	0.03
LOUISIANA	0.05	0.01	0.01	0.00
MAINE	0.00	0.00	0.00	0.00
MARYLAND	0.08	0.00	0.01	0.00
MASSACHUSETTS	0.01	0.00	0.01	0.00
MICHIGAN	0.52	0.00	0.00	0.00
MINNESOTA	0.12	0.01	0.03	0.00
MISSISSIPPI	0.06	0.00	0.02	0.06
MISSOURI	0.08	0.01	0.01	0.00
MONTANA	0.13	0.00	0.06	0.00
NEBRASKA	0.07	0.00	0.00	0.00
NEVADA	0.04	0.00	0.02	0.00
NEW HAMPSHIRE	0.03	0.00	0.00	0.00
NEW JERSEY	0.13	0.00	0.00	0.00
NEW MEXICO	0.06	0.00	0.04	0.00
NEW YORK	0.12	0.00	0.02	0.00
NORTH CAROLINA	0.14	0.00	0.02	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00
OHIO	0.04	0.00	0.01	0.00
OKLAHOMA	0.06	0.00	0.00	0.00
OREGON	0.08	0.00	0.02	0.00
PENNSYLVANIA	0.10	0.00	0.04	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.09	0.00	0.00	0.00
SOUTH DAKOTA	0.07	0.00	0.00	0.00
TENNESSEE	0.06	0.00	0.01	0.02
TEXAS	0.14	0.00	0.01	0.00
UTAH	0.05	0.00	0.05	0.00
VERMONT	0.15	0.00	0.00	0.15
VIRGINIA	0.11	0.00	0.01	0.07
WASHINGTON	0.07	0.00	0.01	0.05
WEST VIRGINIA	0.18	0.00	0.00	0.00
WISCONSIN	0.06	0.00	0.03	0.01
WYOMING	0.00	0.00	0.19	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.10	0.01	0.01	0.00

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

STATE	Black				
	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.70	4.09	1.72	4.46	0.68
ALASKA	13.55	8.87	2.09	0.67	0.90
ARIZONA	10.79	6.10	1.47	1.42	1.00
ARKANSAS	10.62	4.11	1.32	4.20	0.08
CALIFORNIA	12.63	8.38	1.71	0.69	0.87
COLORADO	11.69	5.57	1.92	0.95	1.86
CONNECTICUT	14.50	6.79	2.18	1.68	2.37
DELAWARE	15.31	10.18	0.78	2.66	0.71
DISTRICT OF COLUMBIA	12.23	6.85	0.79	1.97	1.73
FLORIDA	14.26	5.77	2.92	2.88	2.13
GEORGIA	8.90	2.08	1.61	2.97	1.60
HAWAII	4.85	2.09	0.74	0.61	0.86
IDAHO	9.64	6.22	0.91	0.91	0.14
ILLINOIS	12.04	5.56	1.72	2.16	2.02
INDIANA	12.02	4.11	1.88	4.14	1.32
IOWA	20.91	8.51	0.90	5.41	5.38
KANSAS	12.09	4.80	1.96	2.18	1.45
KENTUCKY	12.15	3.48	2.49	3.05	1.85
LOUISIANA	10.49	4.77	1.70	2.04	0.87
MAINE	15.70	6.55	2.78	0.64	2.43
MARYLAND	11.53	5.00	2.74	1.11	1.20
MASSACHUSETTS	16.71	10.22	2.54	1.63	1.44
MICHIGAN	9.14	4.01	1.60	1.88	0.86
MINNESOTA	18.01	8.29	1.86	2.04	4.48
MISSISSIPPI	9.91	5.21	2.15	1.67	0.07
MISSOURI	13.49	7.19	1.72	2.20	1.56
MONTANA	31.80	18.72	6.90	1.57	1.78
NEBRASKA	20.06	6.22	3.07	5.17	3.51
NEVADA	13.26	9.15	1.45	1.04	0.80
NEW HAMPSHIRE	4.85	1.94	0.87	0.36	0.97
NEW JERSEY	14.44	8.08	2.11	0.59	1.50
NEW MEXICO	16.07	10.21	2.21	0.73	1.53
NEW YORK	14.61	7.71	2.66	0.75	2.03
NORTH CAROLINA	11.67	4.10	1.73	3.59	1.08
NORTH DAKOTA	10.20	4.17	2.72	1.02	1.45
OHIO	10.74	2.85	1.48	4.12	1.15
OKLAHOMA	13.17	7.20	1.40	2.99	0.80
OREGON	12.13	4.95	2.89	1.31	1.61
PENNSYLVANIA	10.56	5.26	1.42	1.78	1.51
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	13.54	8.58	1.25	1.18	1.93
SOUTH CAROLINA	13.36	5.12	2.70	3.86	1.00
SOUTH DAKOTA	13.72	6.90	2.60	1.78	0.59
TENNESSEE	11.61	5.21	1.73	3.00	0.39
TEXAS	12.21	7.23	1.41	1.14	1.15
UTAH	14.86	9.23	1.50	0.89	2.33
VERMONT	11.87	4.70	1.34	0.90	2.24
VIRGINIA	11.59	5.00	1.73	1.98	1.22
WASHINGTON	13.13	7.03	1.39	1.30	1.08
WEST VIRGINIA	13.63	5.73	2.23	3.38	1.44
WISCONSIN	13.25	5.24	1.80	2.69	2.34
WYOMING	16.50	8.40	4.15	1.09	1.78
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	12.09	5.57	1.93	2.23	1.32

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

Black

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.11	0.06	0.20	0.05
ALASKA	0.20	0.19	0.04	0.38	0.04
ARIZONA	0.15	0.17	0.11	0.16	0.05
ARKANSAS	0.18	0.06	0.02	0.51	0.02
CALIFORNIA	0.13	0.13	0.17	0.31	0.06
COLORADO	0.40	0.14	0.71	0.00	0.05
CONNECTICUT	0.43	0.13	0.03	0.66	0.08
DELAWARE	0.00	0.17	0.57	0.00	0.03
DISTRICT OF COLUMBIA	0.21	0.04	0.23	0.23	0.02
FLORIDA	0.00	0.11	0.14	0.15	0.04
GEORGIA	0.00	0.08	0.05	0.39	0.03
HAWAII	0.09	0.03	0.04	0.25	0.03
IDAHO	0.14	0.14	0.14	0.14	0.07
ILLINOIS	0.00	0.13	0.11	0.12	0.05
INDIANA	0.07	0.13	0.05	0.09	0.06
IOWA	0.07	0.14	0.17	0.03	0.02
KANSAS	0.58	0.13	0.06	0.74	0.05
KENTUCKY	0.26	0.09	0.07	0.59	0.04
LOUISIANA	0.11	0.14	0.11	0.55	0.04
MAINE	1.97	0.17	0.17	0.93	0.00
MARYLAND	0.59	0.11	0.05	0.48	0.06
MASSACHUSETTS	0.30	0.16	0.10	0.13	0.07
MICHIGAN	0.15	0.14	0.31	0.00	0.05
MINNESOTA	0.00	0.19	0.13	0.65	0.06
MISSISSIPPI	0.07	0.11	0.19	0.00	0.04
MISSOURI	0.07	0.11	0.08	0.36	0.04
MONTANA	0.63	0.42	0.10	1.36	0.00
NEBRASKA	0.13	0.23	0.21	1.36	0.04
NEVADA	0.21	0.11	0.06	0.30	0.03
NEW HAMPSHIRE	0.15	0.05	0.05	0.41	0.05
NEW JERSEY	1.80	0.09	0.04	0.06	0.02
NEW MEXICO	0.40	0.19	0.16	0.47	0.03
NEW YORK	0.56	0.25	0.08	0.33	0.07
NORTH CAROLINA	0.10	0.10	0.05	0.66	0.03
NORTH DAKOTA	0.00	0.17	0.00	0.51	0.00
OHIO	0.67	0.11	0.13	0.12	0.06
OKLAHOMA	0.24	0.09	0.03	0.23	0.04
OREGON	0.00	0.07	0.06	0.98	0.04
PENNSYLVANIA	0.07	0.12	0.09	0.02	0.07
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.03	0.07	0.02	0.35	0.03
SOUTH CAROLINA	0.04	0.15	0.09	0.23	0.05
SOUTH DAKOTA	1.04	0.07	0.07	0.37	0.00
TENNESSEE	0.13	0.15	0.08	0.59	0.08
TEXAS	0.11	0.13	0.11	0.72	0.05
UTAH	0.21	0.04	0.00	0.38	0.04
VERMONT	0.22	0.22	0.00	1.57	0.00
VIRGINIA	0.15	0.10	0.04	0.58	0.04
WASHINGTON	0.31	0.14	0.09	1.48	0.04
WEST VIRGINIA	0.00	0.08	0.05	0.51	0.07
WISCONSIN	0.00	0.13	0.29	0.50	0.04
WYOMING	0.00	0.10	0.00	0.69	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.23	0.13	0.11	0.34	0.05

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14
Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

Black

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.02	0.08
ALASKA	0.13	0.00	0.04	0.00
ARIZONA	0.13	0.01	0.02	0.00
ARKANSAS	0.09	0.00	0.02	0.00
CALIFORNIA	0.16	0.00	0.02	0.00
COLORADO	0.06	0.01	0.02	0.00
CONNECTICUT	0.13	0.01	0.01	0.00
DELAWARE	0.16	0.04	0.01	0.00
DISTRICT OF COLUMBIA	0.12	0.02	0.02	0.00
FLORIDA	0.10	0.00	0.01	0.00
GEORGIA	0.08	0.00	0.02	0.00
HAWAII	0.06	0.03	0.01	0.00
IDAHO	0.07	0.00	0.07	0.70
ILLINOIS	0.12	0.00	0.04	0.00
INDIANA	0.13	0.00	0.03	0.00
IOWA	0.18	0.00	0.11	0.00
KANSAS	0.09	0.00	0.03	0.03
KENTUCKY	0.10	0.00	0.02	0.13
LOUISIANA	0.12	0.00	0.03	0.01
MAINE	0.00	0.00	0.06	0.00
MARYLAND	0.15	0.00	0.04	0.00
MASSACHUSETTS	0.07	0.01	0.03	0.00
MICHIGAN	0.14	0.00	0.00	0.00
MINNESOTA	0.26	0.00	0.04	0.00
MISSISSIPPI	0.06	0.00	0.01	0.33
MISSOURI	0.13	0.01	0.03	0.00
MONTANA	0.10	0.00	0.21	0.00
NEBRASKA	0.07	0.00	0.04	0.00
NEVADA	0.08	0.00	0.03	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00
NEW JERSEY	0.13	0.00	0.01	0.00
NEW MEXICO	0.08	0.00	0.07	0.00
NEW YORK	0.14	0.00	0.03	0.00
NORTH CAROLINA	0.19	0.00	0.03	0.00
NORTH DAKOTA	0.09	0.00	0.00	0.09
OHIO	0.06	0.00	0.01	0.00
OKLAHOMA	0.11	0.00	0.03	0.00
OREGON	0.18	0.01	0.05	0.00
PENNSYLVANIA	0.15	0.01	0.05	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.07	0.00	0.04	0.00
SOUTH CAROLINA	0.10	0.00	0.01	0.00
SOUTH DAKOTA	0.22	0.00	0.07	0.00
TENNESSEE	0.10	0.00	0.02	0.14
TEXAS	0.14	0.00	0.02	0.00
UTAH	0.19	0.00	0.04	0.00
VERMONT	0.22	0.00	0.34	0.11
VIRGINIA	0.13	0.00	0.02	0.60
WASHINGTON	0.13	0.00	0.03	0.10
WEST VIRGINIA	0.10	0.00	0.05	0.00
WISCONSIN	0.17	0.00	0.04	0.02
WYOMING	0.20	0.00	0.10	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.12	0.00	0.02	0.04

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

STATE	Hispanic					
	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE	
ALABAMA	3.62	1.99	0.65	0.51	0.13	
ALASKA	6.25	4.01	1.03	0.39	0.15	
ARIZONA	7.49	4.69	1.22	0.79	0.26	
ARKANSAS	4.13	2.39	0.69	0.64	0.02	
CALIFORNIA	7.28	4.67	1.42	0.47	0.13	
COLORADO	7.78	4.19	1.43	0.52	0.77	
CONNECTICUT	12.31	6.28	1.95	1.15	1.75	
DELAWARE	9.37	5.96	0.97	1.50	0.13	
DISTRICT OF COLUMBIA	3.33	2.16	0.17	0.36	0.32	
FLORIDA	8.17	4.54	1.63	0.90	0.64	
GEORGIA	4.43	1.79	1.15	0.80	0.32	
HAWAII	2.24	1.30	0.15	0.29	0.36	
IDAHO	8.02	4.77	1.15	1.20	0.08	
ILLINOIS	6.74	4.14	0.97	0.72	0.58	
INDIANA	5.13	2.23	1.24	1.08	0.26	
IOWA	8.14	4.34	0.44	1.93	1.09	
KANSAS	6.71	3.21	1.29	0.95	0.47	
KENTUCKY	3.42	1.27	0.67	0.70	0.21	
LOUISIANA	2.28	0.96	0.63	0.25	0.12	
MAINE	8.45	3.56	1.70	0.33	1.66	
MARYLAND	7.15	3.11	2.52	0.22	0.29	
MASSACHUSETTS	13.45	8.23	2.05	1.31	1.16	
MICHIGAN	6.31	3.57	1.08	0.67	0.46	
MINNESOTA	9.15	4.38	1.30	1.15	1.42	
MISSISSIPPI	2.23	1.05	0.82	0.08	0.02	
MISSOURI	4.54	2.66	0.82	0.43	0.34	
MONTANA	2.61	1.21	0.39	0.27	0.29	
NEBRASKA	8.87	3.92	2.10	1.90	0.34	
NEVADA	6.27	4.22	1.04	0.40	0.11	
NEW HAMPSHIRE	3.13	1.59	0.67	0.17	0.34	
NEW JERSEY	9.76	5.66	1.99	0.39	0.65	
NEW MEXICO	11.22	6.97	2.11	0.55	0.71	
NEW YORK	10.99	5.87	1.71	0.56	1.86	
NORTH CAROLINA	4.97	2.66	0.84	0.85	0.18	
NORTH DAKOTA	7.54	3.26	2.61	0.56	0.90	
OHIO	6.11	2.40	1.15	1.53	0.40	
OKLAHOMA	6.48	4.10	0.96	0.83	0.17	
OREGON	6.50	3.64	1.71	0.45	0.21	
PENNSYLVANIA	9.73	5.75	1.06	1.47	0.96	
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	11.83	7.95	1.47	0.90	0.86	
SOUTH CAROLINA	4.07	2.00	1.12	0.44	0.23	
SOUTH DAKOTA	4.79	2.66	0.71	0.46	0.39	
TENNESSEE	3.73	1.99	0.85	0.33	0.08	
TEXAS	8.96	5.86	1.25	0.51	0.53	
UTAH	8.89	5.80	1.13	0.66	0.67	
VERMONT	2.17	1.19	0.28	0.00	0.35	
VIRGINIA	10.58	5.96	1.74	0.95	0.82	
WASHINGTON	7.94	4.51	1.16	0.80	0.19	
WEST VIRGINIA	4.85	2.70	1.08	0.35	0.35	
WISCONSIN	7.67	3.68	1.39	1.08	0.89	
WYOMING	8.73	4.89	2.09	0.56	0.56	
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.18	4.97	1.41	0.60	0.51	

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year**

Hispanic

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.02	0.06	0.02	0.13	0.04
ALASKA	0.10	0.18	0.01	0.21	0.01
ARIZONA	0.12	0.15	0.09	0.07	0.04
ARKANSAS	0.05	0.05	0.03	0.22	0.02
CALIFORNIA	0.07	0.13	0.14	0.15	0.04
COLORADO	0.30	0.16	0.34	0.00	0.03
CONNECTICUT	0.41	0.14	0.02	0.44	0.07
DELAWARE	0.00	0.23	0.43	0.00	0.05
DISTRICT OF COLUMBIA	0.06	0.05	0.10	0.05	0.00
FLORIDA	0.00	0.10	0.12	0.09	0.03
GEORGIA	0.00	0.08	0.04	0.19	0.02
HAWAII	0.01	0.02	0.01	0.08	0.00
IDAHO	0.13	0.12	0.02	0.16	0.02
ILLINOIS	0.00	0.12	0.08	0.05	0.03
INDIANA	0.05	0.07	0.05	0.05	0.04
IOWA	0.05	0.10	0.10	0.01	0.01
KANSAS	0.23	0.10	0.06	0.32	0.02
KENTUCKY	0.14	0.10	0.03	0.20	0.03
LOUISIANA	0.05	0.06	0.03	0.13	0.02
MAINE	0.54	0.04	0.08	0.50	0.00
MARYLAND	0.62	0.09	0.02	0.17	0.03
MASSACHUSETTS	0.24	0.13	0.08	0.11	0.06
MICHIGAN	0.08	0.12	0.26	0.00	0.02
MINNESOTA	0.00	0.20	0.12	0.43	0.05
MISSISSIPPI	0.06	0.06	0.05	0.00	0.02
MISSOURI	0.03	0.06	0.03	0.10	0.02
MONTANA	0.21	0.02	0.02	0.19	0.02
NEBRASKA	0.05	0.11	0.07	0.34	0.02
NEVADA	0.13	0.10	0.07	0.11	0.03
NEW HAMPSHIRE	0.06	0.04	0.00	0.24	0.00
NEW JERSEY	0.82	0.09	0.03	0.04	0.02
NEW MEXICO	0.24	0.12	0.11	0.28	0.04
NEW YORK	0.35	0.18	0.06	0.16	0.07
NORTH CAROLINA	0.05	0.08	0.03	0.20	0.02
NORTH DAKOTA	0.00	0.04	0.04	0.04	0.00
OHIO	0.34	0.08	0.09	0.08	0.02
OKLAHOMA	0.14	0.09	0.04	0.09	0.02
OREGON	0.00	0.08	0.07	0.24	0.02
PENNSYLVANIA	0.10	0.14	0.08	0.03	0.04
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.15	0.13	0.07	0.22	0.02
SOUTH CAROLINA	0.01	0.14	0.01	0.07	0.01
SOUTH DAKOTA	0.28	0.00	0.04	0.11	0.04
TENNESSEE	0.04	0.08	0.05	0.18	0.02
TEXAS	0.08	0.13	0.11	0.39	0.04
UTAH	0.16	0.12	0.05	0.11	0.06
VERMONT	0.00	0.07	0.00	0.21	0.00
VIRGINIA	0.12	0.13	0.06	0.33	0.04
WASHINGTON	0.19	0.15	0.06	0.71	0.03
WEST VIRGINIA	0.00	0.12	0.00	0.08	0.00
WISCONSIN	0.00	0.13	0.19	0.21	0.02
WYOMING	0.00	0.10	0.04	0.42	0.02
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.13	0.13	0.11	0.19	0.04

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.

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The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

Hispanic

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC	DEVELOPMENTAL
			BRAIN INJURY	DELAY
ALABAMA	0.02	0.00	0.02	0.03
ALASKA	0.07	0.00	0.08	0.00
ARIZONA	0.04	0.01	0.01	0.00
ARKANSAS	0.02	0.00	0.02	0.00
CALIFORNIA	0.05	0.00	0.01	0.00
COLORADO	0.01	0.01	0.02	0.00
CONNECTICUT	0.07	0.01	0.01	0.00
DELAWARE	0.05	0.05	0.00	0.00
DISTRICT OF COLUMBIA	0.03	0.01	0.00	0.00
FLORIDA	0.10	0.00	0.01	0.00
GEORGIA	0.03	0.00	0.01	0.00
HAWAII	0.01	0.01	0.00	0.00
IDAHO	0.02	0.00	0.03	0.33
ILLINOIS	0.04	0.00	0.02	0.00
INDIANA	0.04	0.00	0.02	0.00
IOWA	0.04	0.02	0.02	0.00
KANSAS	0.03	0.00	0.01	0.01
KENTUCKY	0.03	0.00	0.01	0.03
LOUISIANA	0.03	0.00	0.01	0.00
MAINE	0.00	0.00	0.04	0.00
MARYLAND	0.06	0.00	0.02	0.00
MASSACHUSETTS	0.05	0.00	0.03	0.00
MICHIGAN	0.06	0.00	0.00	0.00
MINNESOTA	0.08	0.00	0.01	0.00
MISSISSIPPI	0.02	0.00	0.00	0.06
MISSOURI	0.04	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00
NEBRASKA	0.03	0.00	0.02	0.00
NEVADA	0.03	0.00	0.02	0.00
NEW HAMPSHIRE	0.00	0.00	0.02	0.00
NEW JERSEY	0.06	0.00	0.00	0.00
NEW MEXICO	0.02	0.00	0.05	0.00
NEW YORK	0.15	0.00	0.02	0.00
NORTH CAROLINA	0.04	0.00	0.02	0.00
NORTH DAKOTA	0.00	0.04	0.04	0.00
OHIO	0.01	0.00	0.00	0.00
OKLAHOMA	0.03	0.00	0.02	0.00
OREGON	0.05	0.00	0.04	0.00
PENNSYLVANIA	0.07	0.00	0.04	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.02	0.01	0.03	0.00
SOUTH CAROLINA	0.03	0.00	0.00	0.00
SOUTH DAKOTA	0.11	0.00	0.00	0.00
TENNESSEE	0.04	0.00	0.03	0.03
TEXAS	0.05	0.00	0.01	0.00
UTAH	0.04	0.01	0.06	0.00
VERMONT	0.00	0.00	0.00	0.07
VIRGINIA	0.08	0.00	0.01	0.34
WASHINGTON	0.03	0.00	0.01	0.10
WEST VIRGINIA	0.15	0.00	0.04	0.00
WISCONSIN	0.05	0.00	0.03	0.00
WYOMING	0.00	0.00	0.06	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.06	0.00	0.01	0.01

Please see data notes for an explanation of individual State differences.

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Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

STATE	White				
	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	8.29	4.20	1.59	1.19	0.53
ALASKA	7.83	4.61	1.61	0.32	0.42
ARIZONA	7.01	3.94	1.37	0.48	0.60
ARKANSAS	8.01	3.76	1.55	1.44	0.07
CALIFORNIA	7.59	4.28	1.85	0.37	0.34
COLORADO	6.84	3.38	1.24	0.27	0.92
CONNECTICUT	9.29	4.65	1.74	0.36	0.92
DELAWARE	7.16	4.25	1.11	0.75	0.29
DISTRICT OF COLUMBIA	1.45	1.20	0.08	0.00	0.10
FLORIDA	9.54	4.86	2.38	0.75	1.01
GEORGIA	7.67	2.89	1.77	0.98	1.17
HAWAII	5.12	2.52	0.72	0.42	0.94
IDAHO	7.25	4.25	1.16	0.68	0.22
ILLINOIS	9.24	4.70	2.30	0.72	0.97
INDIANA	9.69	4.26	2.73	1.29	0.74
IOWA	9.50	4.72	0.91	2.13	1.30
KANSAS	7.92	3.46	1.82	0.76	0.66
KENTUCKY	7.69	2.31	1.94	1.92	0.48
LOUISIANA	6.23	2.63	1.53	0.62	0.30
MAINE	11.14	4.78	2.68	0.42	1.46
MARYLAND	8.26	3.86	2.14	0.34	0.57
MASSACHUSETTS	11.89	7.28	1.81	1.16	1.03
MICHIGAN	8.03	3.88	1.66	0.81	0.79
MINNESOTA	7.79	3.21	1.36	0.83	1.41
MISSISSIPPI	6.62	3.10	2.44	0.39	0.07
MISSOURI	9.12	4.84	2.04	0.81	0.64
MONTANA	7.44	4.07	1.49	0.50	0.48
NEBRASKA	9.09	3.78	2.40	1.32	0.60
NEVADA	7.44	4.59	1.36	0.34	0.46
NEW HAMPSHIRE	9.74	4.85	2.04	0.38	0.86
NEW JERSEY	11.41	6.44	3.06	0.17	0.63
NEW MEXICO	9.60	5.57	1.82	0.33	0.82
NEW YORK	9.09	4.83	1.45	0.32	0.80
NORTH CAROLINA	7.72	3.74	1.58	0.90	0.39
NORTH DAKOTA	7.53	3.53	2.12	0.75	0.56
OHIO	7.90	3.26	1.69	1.63	0.44
OKLAHOMA	8.43	4.67	1.71	0.89	0.42
OREGON	8.80	4.62	1.93	0.53	0.57
PENNSYLVANIA	7.61	4.13	1.44	0.96	0.64
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	11.32	6.93	0.06	0.46	0.09
SOUTH CAROLINA	8.21	4.11	2.05	0.93	0.50
SOUTH DAKOTA	6.91	3.56	1.67	0.72	0.25
TENNESSEE	9.55	4.78	2.22	0.89	0.26
TEXAS	8.85	4.82	1.53	0.36	0.80
UTAH	7.57	4.32	1.35	0.51	0.64
VERMONT	8.70	3.50	1.40	0.99	1.40
VIRGINIA	8.83	4.42	1.63	0.66	0.76
WASHINGTON	7.47	3.47	1.23	0.48	0.38
WEST VIRGINIA	11.34	5.07	2.78	2.25	0.52
WISCONSIN	7.77	3.78	1.32	0.87	1.19
WYOMING	9.27	4.74	2.20	0.54	0.77
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.51	4.27	1.78	0.79	0.69

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

White

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.13	0.09	0.07	0.33	0.04
ALASKA	0.23	0.10	0.04	0.34	0.02
ARIZONA	0.13	0.11	0.10	0.13	0.05
ARKANSAS	0.16	0.08	0.03	0.80	0.02
CALIFORNIA	0.07	0.11	0.15	0.26	0.05
COLORADO	0.31	0.11	0.52	0.00	0.03
CONNECTICUT	0.25	0.10	0.04	1.03	0.05
DELAWARE	0.00	0.11	0.44	0.00	0.04
DISTRICT OF COLUMBIA	0.04	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.08	0.15	0.18	0.03
GEORGIA	0.00	0.07	0.06	0.64	0.03
HAWAII	0.07	0.04	0.04	0.23	0.02
IDAHO	0.15	0.08	0.04	0.30	0.03
ILLINOIS	0.00	0.11	0.10	0.23	0.04
INDIANA	0.07	0.12	0.10	0.17	0.06
IOWA	0.06	0.09	0.14	0.01	0.02
KANSAS	0.30	0.09	0.07	0.65	0.03
KENTUCKY	0.21	0.08	0.05	0.49	0.05
LOUISIANA	0.08	0.12	0.14	0.68	0.04
MAINE	0.90	0.09	0.03	0.61	0.03
MARYLAND	0.49	0.11	0.04	0.55	0.04
MASSACHUSETTS	0.22	0.11	0.07	0.10	0.05
MICHIGAN	0.11	0.12	0.51	0.00	0.03
MINNESOTA	0.00	0.14	0.13	0.53	0.03
MISSISSIPPI	0.06	0.07	0.22	0.00	0.03
MISSOURI	0.06	0.09	0.05	0.44	0.04
MONTANA	0.24	0.10	0.04	0.41	0.03
NEBRASKA	0.09	0.14	0.12	0.50	0.05
NEVADA	0.13	0.07	0.07	0.31	0.03
NEW HAMPSHIRE	0.13	0.10	0.06	1.17	0.05
NEW JERSEY	0.77	0.08	0.04	0.10	0.02
NEW MEXICO	0.24	0.11	0.14	0.42	0.04
NEW YORK	0.61	0.12	0.09	0.69	0.04
NORTH CAROLINA	0.10	0.09	0.06	0.70	0.03
NORTH DAKOTA	0.00	0.08	0.09	0.29	0.03
OHIO	0.45	0.09	0.09	0.17	0.04
OKLAHOMA	0.18	0.10	0.06	0.28	0.05
OREGON	0.00	0.14	0.12	0.51	0.06
PENNSYLVANIA	0.06	0.10	0.04	0.05	0.04
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.14	0.10	0.07	0.97	2.39
SOUTH CAROLINA	0.03	0.10	0.09	0.31	0.04
SOUTH DAKOTA	0.29	0.06	0.05	0.18	0.03
TENNESSEE	0.15	0.11	0.10	0.81	0.07
TEXAS	0.09	0.11	0.09	0.88	0.05
UTAH	0.21	0.16	0.03	0.15	0.07
VERMONT	0.05	0.11	0.06	0.72	0.02
VIRGINIA	0.12	0.08	0.05	0.69	0.03
WASHINGTON	0.23	0.13	0.07	1.31	0.02
WEST VIRGINIA	0.00	0.10	0.05	0.43	0.05
WISCONSIN	0.00	0.10	0.09	0.28	0.03
WYOMING	0.00	0.13	0.11	0.61	0.05
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.17	0.10	0.11	0.41	0.05

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA14

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year

White

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.04	0.00	0.02	0.05
ALASKA	0.08	0.00	0.04	0.00
ARIZONA	0.08	0.01	0.01	0.00
ARKANSAS	0.07	0.00	0.02	0.00
CALIFORNIA	0.10	0.00	0.01	0.00
COLORADO	0.03	0.01	0.02	0.00
CONNECTICUT	0.13	0.01	0.01	0.00
DELAWARE	0.13	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	0.07	0.00	0.01	0.00
GEORGIA	0.06	0.00	0.01	0.00
HAWAII	0.06	0.03	0.02	0.00
IDAHO	0.07	0.00	0.04	0.20
ILLINOIS	0.06	0.00	0.02	0.00
INDIANA	0.12	0.00	0.03	0.00
IOWA	0.07	0.01	0.02	0.00
KANSAS	0.05	0.00	0.02	0.02
KENTUCKY	0.06	0.00	0.02	0.08
LOUISIANA	0.06	0.00	0.02	0.00
MAINE	0.11	0.00	0.04	0.00
MARYLAND	0.10	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.12	0.00	0.00	0.00
MINNESOTA	0.13	0.00	0.02	0.00
MISSISSIPPI	0.03	0.00	0.02	0.18
MISSOURI	0.08	0.00	0.02	0.00
MONTANA	0.06	0.01	0.02	0.00
NEBRASKA	0.05	0.00	0.04	0.00
NEVADA	0.05	0.00	0.02	0.00
NEW HAMPSHIRE	0.08	0.00	0.02	0.00
NEW JERSEY	0.11	0.00	0.00	0.00
NEW MEXICO	0.06	0.00	0.04	0.00
NEW YORK	0.11	0.00	0.03	0.00
NORTH CAROLINA	0.09	0.00	0.02	0.00
NORTH DAKOTA	0.06	0.00	0.02	0.00
OHIO	0.04	0.00	0.01	0.00
OKLAHOMA	0.05	0.00	0.03	0.00
OREGON	0.30	0.00	0.03	0.00
PENNSYLVANIA	0.08	0.00	0.06	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.10	0.00	0.02	0.00
SOUTH CAROLINA	0.04	0.00	0.01	0.00
SOUTH DAKOTA	0.07	0.00	0.02	0.00
TENNESSEE	0.05	0.00	0.02	0.10
TEXAS	0.10	0.00	0.02	0.00
UTAH	0.06	0.03	0.05	0.00
VERMONT	0.09	0.00	0.03	0.32
VIRGINIA	0.08	0.00	0.02	0.29
WASHINGTON	0.07	0.00	0.02	0.06
WEST VIRGINIA	0.05	0.01	0.03	0.00
WISCONSIN	0.08	0.00	0.02	0.00
WYOMING	0.06	0.00	0.06	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.08	0.00	0.02	0.02

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA15

**Percentage (Based on Estimated Resident Population) of Children Ages 3-5 Served
Under IDEA, Part B by Race/Ethnicity, During the 1998-99 School Year**

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	3.91	1.40	5.04	0.96	3.88
ALASKA	7.25	4.34	8.88	3.32	5.27
ARIZONA	4.34	2.30	6.43	3.62	4.19
ARKANSAS	3.91	9.25	11.32	3.80	7.66
CALIFORNIA	7.41	1.86	5.77	3.20	4.03
COLORADO	7.56	3.03	6.15	3.98	4.78
CONNECTICUT	11.37	2.14	6.88	5.66	5.68
DELAWARE	2.94	1.37	6.57	4.80	5.46
DISTRICT OF COLUMBIA	0.00	0.00	2.54	0.78	1.20
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	4.83	1.66	4.63	2.59	4.59
HAWAII	4.56	3.39	4.75	0.92	3.35
IDAHO	5.25	1.86	15.68	5.63	6.32
ILLINOIS	3.25	1.54	3.97	2.22	6.26
INDIANA	6.00	1.87	4.63	2.56	5.82
IOWA	6.10	1.85	7.57	3.08	5.06
KANSAS	8.70	2.14	7.70	5.05	6.43
KENTUCKY	3.57	3.68	11.48	4.17	9.36
LOUISIANA	5.05	1.16	5.71	1.21	4.83
MAINE	5.58	4.06	16.59	5.67	8.84
MARYLAND	5.48	2.41	4.73	2.97	4.77
MASSACHUSETTS	7.95	1.54	7.67	5.70	6.65
MICHIGAN	5.61	7.37	4.17	2.14	4.86
MINNESOTA	8.92	2.63	9.14	4.89	5.81
MISSISSIPPI	0.76	0.47	4.58	1.02	5.40
MISSOURI	2.66	1.41	4.01	2.24	4.53
MONTANA	6.83	4.27	14.43	1.66	5.02
NEBRASKA	8.27	2.49	7.56	4.57	5.24
NEVADA	9.19	2.42	6.24	3.25	4.48
NEW HAMPSHIRE	3.49	1.41	2.13	1.94	4.92
NEW JERSEY	1.77	2.69	4.62	3.56	5.21
NEW MEXICO	6.59	2.69	9.47	5.83	6.64
NEW YORK	13.92	2.19	4.98	3.54	4.43
NORTH CAROLINA	6.53	1.41	6.95	2.95	4.78
NORTH DAKOTA	4.54	3.32	6.63	3.24	5.05
OHIO	2.99	1.38	3.43	2.21	4.32
OKLAHOMA	7.59	1.86	4.39	2.16	4.07
OREGON	6.71	1.91	5.22	3.90	4.85
PENNSYLVANIA	6.07	1.70	4.59	3.55	4.39
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.11	1.13	6.18	5.85	6.84
SOUTH CAROLINA	2.15	1.48	9.69	2.86	5.82
SOUTH DAKOTA	7.61	5.07	22.69	5.19	6.90
TENNESSEE	2.65	2.06	3.77	2.54	5.03
TEXAS	6.17	1.82	3.88	2.80	4.40
UTAH	11.28	1.91	7.65	3.47	5.03
VERMONT	12.50	2.99	13.04	0.84	5.93
VIRGINIA	10.97	2.01	5.27	4.59	5.14
WASHINGTON	9.39	2.70	8.04	5.40	4.84
WEST VIRGINIA	2.00	4.08	6.78	1.41	8.48
WISCONSIN	6.99	2.55	9.62	4.98	6.51
WYOMING	13.59	3.79	14.62	6.93	8.62
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	6.66	2.14	4.90	3.13	4.88

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Percentage (Based on Estimated Resident Population) of Children Ages 6-17
Served Under IDEA, Part B by Disability, During the 1998-99 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.90	5.26	2.19	2.74	0.74
ALASKA	11.51	6.76	2.48	0.50	0.58
ARIZONA	9.25	5.46	1.72	0.72	0.62
ARKANSAS	10.76	4.73	1.97	2.49	0.09
CALIFORNIA	9.34	5.63	2.08	0.48	0.32
COLORADO	9.09	4.56	1.72	0.40	1.17
CONNECTICUT	12.29	6.12	2.29	0.65	1.36
DELAWARE	11.64	7.32	1.35	1.49	0.47
DISTRICT OF COLUMBIA	10.82	6.40	0.75	1.51	1.42
FLORIDA	12.72	6.13	3.06	1.45	1.44
GEORGIA	10.14	3.26	2.23	2.02	1.65
HAWAII	9.28	4.69	1.14	1.30	1.26
IDAHO	9.62	5.69	1.57	0.90	0.26
ILLINOIS	11.59	5.87	2.59	1.13	1.35
INDIANA	12.35	5.18	3.43	1.92	0.99
IOWA	12.31	6.08	1.19	2.74	1.77
KANSAS	10.23	4.43	2.36	1.02	0.88
KENTUCKY	10.35	3.05	2.66	2.49	0.79
LOUISIANA	9.89	4.30	2.11	1.41	0.66
MAINE	13.84	5.87	3.46	0.47	1.81
MARYLAND	11.23	5.04	2.97	0.66	0.90
MASSACHUSETTS	14.76	9.15	2.34	1.34	1.23
MICHIGAN	10.18	4.84	2.16	1.13	0.99
MINNESOTA	10.33	4.35	1.80	0.99	1.93
MISSISSIPPI	10.29	5.08	3.08	1.15	0.09
MISSOURI	11.98	6.31	2.56	1.17	0.96
MONTANA	10.16	5.68	2.05	0.67	0.63
NEBRASKA	12.11	5.05	3.14	1.79	0.90
NEVADA	9.48	6.05	1.66	0.47	0.49
NEW HAMPSHIRE	11.38	5.65	2.46	0.39	1.00
NEW JERSEY	13.88	7.78	3.46	0.29	0.87
NEW MEXICO	13.05	7.93	2.53	0.51	0.93
NEW YORK	11.98	6.56	1.83	0.46	1.42
NORTH CAROLINA	11.17	4.83	2.14	2.04	0.76
NORTH DAKOTA	9.89	4.63	2.91	0.88	0.75
OHIO	10.16	3.90	2.16	2.38	0.65
OKLAHOMA	11.66	6.46	2.31	1.41	0.57
OREGON	10.81	5.66	2.51	0.60	0.69
PENNSYLVANIA	9.80	5.26	1.85	1.24	0.91
PUERTO RICO	6.00	3.06	0.76	1.53	0.10
RHODE ISLAND	14.87	8.64	2.81	0.60	1.23
SOUTH CAROLINA	12.95	5.74	3.06	2.46	0.89
SOUTH DAKOTA	9.16	4.72	2.28	0.88	0.39
TENNESSEE	12.41	6.03	2.76	1.56	0.36
TEXAS	11.55	6.79	1.86	0.58	0.92
UTAH	10.24	6.05	1.84	0.60	0.87
VERMONT	10.68	4.32	1.77	1.13	1.72
VIRGINIA	12.06	5.81	2.20	1.16	1.08
WASHINGTON	9.70	4.68	1.63	0.64	0.48
WEST VIRGINIA	14.87	6.52	3.80	2.86	0.74
WISCONSIN	10.25	4.87	1.80	1.18	1.58
WYOMING	11.91	6.09	3.01	0.62	0.94
AMERICAN SAMOA	2.94	2.25	0.12	0.30	0.07
GUAM	5.22	3.89	0.53	0.22	0.03
NORTHERN MARIANAS	3.48	2.48	0.06	0.23	0.04
PALAU	2.83	2.05	0.31	0.03	0.03
VIRGIN ISLANDS	5.97	2.44	1.17	1.67	0.21
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	11.00	5.59	2.24	1.14	0.91
50 STATES AND D.C.	11.09	5.64	2.26	1.13	0.93

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.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage (Based on Estimated Resident Population) of Children Ages 6-17
Served Under IDEA, Part B by Disability, During the 1998-99 School Year**

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEdic IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.08	0.37	0.05
ALASKA	0.33	0.17	0.06	0.44	0.03
ARIZONA	0.15	0.16	0.11	0.14	0.06
ARKANSAS	0.21	0.12	0.04	0.93	0.04
CALIFORNIA	0.08	0.15	0.17	0.25	0.06
COLORADO	0.37	0.15	0.62	0.00	0.04
CONNECTICUT	0.32	0.14	0.04	1.12	0.06
DELAWARE	0.00	0.16	0.59	0.00	0.05
DISTRICT OF COLUMBIA	0.16	0.04	0.20	0.19	0.02
FLORIDA	0.00	0.11	0.17	0.20	0.04
GEORGIA	0.00	0.09	0.06	0.68	0.04
HAWAII	0.11	0.13	0.06	0.37	0.03
IDAHO	0.18	0.12	0.05	0.38	0.04
ILLINOIS	0.00	0.14	0.12	0.23	0.05
INDIANA	0.09	0.15	0.11	0.21	0.07
IOWA	0.07	0.11	0.17	0.01	0.03
KANSAS	0.38	0.11	0.09	0.80	0.04
KENTUCKY	0.26	0.10	0.06	0.66	0.06
LOUISIANA	0.10	0.16	0.16	0.79	0.05
MAINE	1.10	0.11	0.03	0.76	0.04
MARYLAND	0.62	0.14	0.05	0.63	0.05
MASSACHUSETTS	0.23	0.13	0.09	0.11	0.06
MICHIGAN	0.13	0.16	0.59	0.00	0.05
MINNESOTA	0.00	0.20	0.16	0.66	0.04
MISSISSIPPI	0.07	0.10	0.26	0.00	0.04
MISSOURI	0.08	0.11	0.07	0.54	0.04
MONTANA	0.30	0.13	0.05	0.52	0.03
NEBRASKA	0.10	0.18	0.15	0.61	0.07
NEVADA	0.16	0.11	0.09	0.32	0.04
NEW HAMPSHIRE	0.14	0.11	0.07	1.38	0.06
NEW JERSEY	1.08	0.10	0.04	0.10	0.02
NEW MEXICO	0.29	0.14	0.14	0.42	0.05
NEW YORK	0.59	0.18	0.09	0.62	0.05
NORTH CAROLINA	0.11	0.15	0.07	0.85	0.05
NORTH DAKOTA	0.00	0.10	0.11	0.37	0.04
OHIO	0.52	0.11	0.11	0.20	0.05
OKLAHOMA	0.23	0.12	0.07	0.34	0.05
OREGON	0.00	0.16	0.13	0.62	0.06
PENNSYLVANIA	0.07	0.13	0.06	0.05	0.06
PUERTO RICO	0.14	0.11	0.06	0.14	0.06
RHODE ISLAND	0.16	0.12	0.08	1.06	0.04
SOUTH CAROLINA	0.04	0.15	0.11	0.36	0.05
SOUTH DAKOTA	0.37	0.08	0.06	0.23	0.03
TENNESSEE	0.16	0.14	0.11	0.96	0.09
TEXAS	0.10	0.15	0.12	0.85	0.06
UTAH	0.22	0.20	0.03	0.19	0.08
VERMONT	0.05	0.13	0.07	0.90	0.03
VIRGINIA	0.15	0.11	0.06	0.82	0.04
WASHINGTON	0.25	0.16	0.08	1.55	0.03
WEST VIRGINIA	0.00	0.12	0.07	0.58	0.07
WISCONSIN	0.00	0.14	0.14	0.37	0.04
WYOMING	0.00	0.16	0.12	0.76	0.06
AMERICAN SAMOA	0.11	0.05	0.00	0.00	0.02
GUAM	0.18	0.08	0.02	0.14	0.03
NORTHERN MARIANAS	0.32	0.09	0.06	0.05	0.01
PALAU	0.08	0.08	0.11	0.08	0.00
VIRGIN ISLANDS	0.13	0.06	0.04	0.13	0.06
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.20	0.14	0.14	0.45	0.05
50 STATES AND D.C.	0.20	0.14	0.14	0.45	0.05

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.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-17
Served Under IDEA, Part B by Disability, During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.03	0.09
ALASKA	0.10	0.00	0.05	0.00
ARIZONA	0.08	0.01	0.01	0.00
ARKANSAS	0.09	0.00	0.03	0.00
CALIFORNIA	0.11	0.00	0.02	0.00
COLORADO	0.03	0.01	0.02	0.00
CONNECTICUT	0.15	0.01	0.01	0.00
DELAWARE	0.16	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.09	0.02	0.02	0.00
FLORIDA	0.10	0.00	0.01	0.00
GEORGIA	0.09	0.00	0.02	0.00
HAWAII	0.08	0.07	0.02	0.00
IDAHO	0.08	0.01	0.05	0.29
ILLINOIS	0.08	0.00	0.03	0.00
INDIANA	0.15	0.00	0.03	0.00
IOWA	0.10	0.01	0.03	0.00
KANSAS	0.07	0.00	0.02	0.02
KENTUCKY	0.09	0.00	0.02	0.11
LOUISIANA	0.10	0.00	0.03	0.01
MAINE	0.13	0.00	0.04	0.00
MARYLAND	0.13	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.03	0.00
MICHIGAN	0.15	0.00	0.00	0.00
MINNESOTA	0.16	0.00	0.03	0.00
MISSISSIPPI	0.06	0.00	0.02	0.33
MISSOURI	0.10	0.00	0.03	0.00
MONTANA	0.07	0.01	0.03	0.00
NEBRASKA	0.07	0.00	0.05	0.00
NEVADA	0.06	0.00	0.03	0.00
NEW HAMPSHIRE	0.10	0.00	0.02	0.00
NEW JERSEY	0.13	0.00	0.00	0.00
NEW MEXICO	0.04	0.00	0.05	0.00
NEW YORK	0.14	0.00	0.03	0.00
NORTH CAROLINA	0.15	0.00	0.03	0.00
NORTH DAKOTA	0.07	0.00	0.02	0.01
OHIO	0.05	0.00	0.02	0.00
OKLAHOMA	0.07	0.00	0.03	0.00
OREGON	0.33	0.00	0.04	0.00
PENNSYLVANIA	0.11	0.00	0.07	0.00
PUERTO RICO	0.05	0.00	0.00	0.00
RHODE ISLAND	0.11	0.00	0.03	0.00
SOUTH CAROLINA	0.08	0.00	0.01	0.00
SOUTH DAKOTA	0.09	0.00	0.02	0.00
TENNESSEE	0.07	0.00	0.02	0.14
TEXAS	0.11	0.00	0.02	0.00
UTAH	0.08	0.03	0.06	0.00
VERMONT	0.12	0.00	0.03	0.42
VIRGINIA	0.11	0.00	0.02	0.48
WASHINGTON	0.09	0.00	0.02	0.09
WEST VIRGINIA	0.07	0.01	0.03	0.00
WISCONSIN	0.11	0.00	0.03	0.01
WYOMING	0.07	0.00	0.08	0.00
AMERICAN SAMOA	0.02	0.00	0.01	0.00
GUAM	0.01	0.01	0.01	0.09
NORTHERN MARIANAS	0.01	0.01	0.00	0.11
PALAU	0.00	0.06	0.00	0.00
VIRGIN ISLANDS	0.02	0.01	0.00	0.05
BUR. OF INDIAN AFFAIRS				
U.S. AND OUTLYING AREAS	0.10	0.00	0.02	0.02
50 STATES AND D.C.	0.11	0.00	0.02	0.03

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.

Resident population data are provided from Population Estimates Program, Population Division and Population Studies Branch, International Program Center, U.S. Census Bureau for July 1998.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served
Under IDEA, Part B by Disability, During the 1998-99 School Year**

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.43	5.05	2.10	2.63	0.71
ALASKA	11.34	6.66	2.44	0.50	0.57
ARIZONA	9.17	5.41	1.70	0.72	0.61
ARKANSAS	10.48	4.61	1.92	2.43	0.09
CALIFORNIA	9.30	5.60	2.07	0.48	0.32
COLORADO	9.16	4.59	1.73	0.41	1.18
CONNECTICUT	12.08	6.01	2.25	0.64	1.34
DELAWARE	12.32	7.75	1.43	1.57	0.50
DISTRICT OF COLUMBIA	9.95	5.88	0.69	1.39	1.30
FLORIDA	12.97	6.25	3.12	1.48	1.47
GEORGIA	9.69	3.12	2.13	1.93	1.57
HAWAII	9.72	4.91	1.20	1.37	1.33
IDAHO	9.43	5.58	1.54	0.88	0.26
ILLINOIS	12.11	6.14	2.70	1.18	1.41
INDIANA	12.78	5.36	3.55	1.99	1.03
IOWA	12.30	6.07	1.19	2.74	1.77
KANSAS	10.43	4.51	2.41	1.04	0.90
KENTUCKY	10.75	3.16	2.77	2.59	0.82
LOUISIANA	10.69	4.65	2.28	1.52	0.72
MAINE	13.21	5.60	3.30	0.45	1.73
MARYLAND	11.68	5.24	3.09	0.68	0.93
MASSACHUSETTS	15.04	9.32	2.38	1.36	1.26
MICHIGAN	10.57	5.03	2.24	1.17	1.02
MINNESOTA	10.55	4.45	1.84	1.01	1.97
MISSISSIPPI	10.51	5.20	3.15	1.18	0.09
MISSOURI	12.57	6.62	2.69	1.23	1.00
MONTANA	10.10	5.65	2.04	0.66	0.63
NEBRASKA	12.81	5.34	3.32	1.89	0.95
NEVADA	9.25	5.90	1.62	0.46	0.48
NEW HAMPSHIRE	12.28	6.09	2.66	0.42	1.07
NEW JERSEY	14.24	7.98	3.55	0.29	0.89
NEW MEXICO	13.60	8.27	2.63	0.53	0.97
NEW YORK	12.54	6.87	1.92	0.48	1.48
NORTH CAROLINA	11.50	4.97	2.20	2.10	0.78
NORTH DAKOTA	9.93	4.65	2.92	0.89	0.75
OHIO	10.70	4.11	2.28	2.51	0.69
OKLAHOMA	11.25	6.23	2.23	1.36	0.55
OREGON	11.23	5.88	2.61	0.62	0.72
PENNSYLVANIA	10.69	5.74	2.02	1.35	0.99
PUERTO RICO	7.36	3.75	0.93	1.87	0.12
RHODE ISLAND	15.62	9.07	2.95	0.63	1.29
SOUTH CAROLINA	13.14	5.83	3.10	2.50	0.90
SOUTH DAKOTA	9.08	4.69	2.26	0.87	0.38
TENNESSEE	12.21	5.93	2.72	1.54	0.35
TEXAS	10.93	6.43	1.76	0.55	0.87
UTAH	9.87	5.82	1.77	0.58	0.84
VERMONT	10.27	4.16	1.70	1.08	1.65
VIRGINIA	11.84	5.71	2.16	1.14	1.06
WASHINGTON	9.75	4.70	1.64	0.65	0.48
WEST VIRGINIA	14.22	6.24	3.64	2.74	0.70
WISCONSIN	10.93	5.19	1.92	1.26	1.68
WYOMING	11.63	5.95	2.94	0.61	0.92
AMERICAN SAMOA	3.26	2.50	0.13	0.33	0.08
GUAM	5.34	3.98	0.54	0.22	0.03
NORTHERN MARIANAS	3.96	2.82	0.07	0.26	0.04
PALAU					
VIRGIN ISLANDS	6.71	2.73	1.31	1.87	0.24
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	11.18	5.68	2.27	1.16	0.93
50 STATES, D.C. & P.R.	11.19	5.68	2.28	1.16	0.93

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

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 1998-1999 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served
Under IDEA, Part B by Disability, During the 1998-99 School Year**

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.15	0.12	0.08	0.36	0.05
ALASKA	0.33	0.17	0.05	0.44	0.03
ARIZONA	0.15	0.16	0.11	0.14	0.06
ARKANSAS	0.21	0.12	0.04	0.91	0.04
CALIFORNIA	0.08	0.15	0.17	0.25	0.06
COLORADO	0.37	0.15	0.63	0.00	0.04
CONNECTICUT	0.32	0.13	0.04	1.10	0.06
DELAWARE	0.00	0.17	0.63	0.00	0.05
DISTRICT OF COLUMBIA	0.15	0.04	0.19	0.17	0.02
FLORIDA	0.00	0.12	0.18	0.20	0.04
GEORGIA	0.00	0.09	0.06	0.65	0.04
HAWAII	0.12	0.13	0.06	0.39	0.04
IDAHO	0.17	0.12	0.05	0.37	0.04
ILLINOIS	0.00	0.15	0.12	0.24	0.05
INDIANA	0.09	0.15	0.12	0.22	0.07
IOWA	0.07	0.11	0.17	0.01	0.03
KANSAS	0.38	0.12	0.09	0.82	0.04
KENTUCKY	0.27	0.10	0.07	0.69	0.06
LOUISIANA	0.11	0.17	0.17	0.86	0.06
MAINE	1.05	0.11	0.03	0.73	0.04
MARYLAND	0.65	0.15	0.05	0.66	0.06
MASSACHUSETTS	0.23	0.14	0.09	0.11	0.06
MICHIGAN	0.13	0.16	0.61	0.00	0.05
MINNESOTA	0.00	0.20	0.16	0.68	0.04
MISSISSIPPI	0.07	0.11	0.26	0.00	0.04
MISSOURI	0.08	0.12	0.07	0.57	0.05
MONTANA	0.30	0.13	0.05	0.52	0.03
NEBRASKA	0.11	0.19	0.16	0.64	0.07
NEVADA	0.15	0.11	0.08	0.31	0.04
NEW HAMPSHIRE	0.15	0.12	0.07	1.49	0.06
NEW JERSEY	1.11	0.10	0.05	0.10	0.02
NEW MEXICO	0.30	0.15	0.14	0.44	0.06
NEW YORK	0.62	0.18	0.10	0.64	0.06
NORTH CAROLINA	0.12	0.15	0.08	0.87	0.05
NORTH DAKOTA	0.00	0.11	0.11	0.37	0.04
OHIO	0.55	0.12	0.12	0.21	0.05
OKLAHOMA	0.22	0.11	0.07	0.33	0.05
OREGON	0.00	0.17	0.14	0.64	0.06
PENNSYLVANIA	0.07	0.14	0.07	0.06	0.06
PUERTO RICO	0.17	0.13	0.08	0.17	0.08
RHODE ISLAND	0.16	0.13	0.08	1.11	0.04
SOUTH CAROLINA	0.04	0.15	0.11	0.37	0.05
SOUTH DAKOTA	0.37	0.08	0.06	0.23	0.03
TENNESSEE	0.15	0.14	0.11	0.94	0.08
TEXAS	0.10	0.14	0.12	0.80	0.05
UTAH	0.21	0.20	0.03	0.18	0.08
VERMONT	0.05	0.13	0.06	0.87	0.03
VIRGINIA	0.15	0.11	0.06	0.80	0.04
WASHINGTON	0.25	0.16	0.09	1.56	0.03
WEST VIRGINIA	0.00	0.12	0.06	0.55	0.06
WISCONSIN	0.00	0.15	0.15	0.40	0.04
WYOMING	0.00	0.16	0.12	0.74	0.06
AMERICAN SAMOA	0.12	0.05	0.00	0.00	0.02
GUAM	0.18	0.08	0.02	0.14	0.03
NORTHERN MARIANAS	0.37	0.11	0.07	0.05	0.01
PALAU					
VIRGIN ISLANDS	0.14	0.07	0.04	0.14	0.07
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	0.20	0.14	0.14	0.45	0.05
50 STATES, D.C. & P.R.	0.20	0.14	0.14	0.45	0.05

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

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 1998-1999 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served
Under IDEA, Part B by Disability, During the 1998-99 School Year

STATE	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.02	0.08
ALASKA	0.09	0.00	0.05	0.00
ARIZONA	0.08	0.01	0.01	0.00
ARKANSAS	0.09	0.00	0.03	0.00
CALIFORNIA	0.11	0.00	0.02	0.00
COLORADO	0.03	0.01	0.02	0.00
CONNECTICUT	0.15	0.01	0.01	0.00
DELAWARE	0.17	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.09	0.01	0.02	0.00
FLORIDA	0.10	0.00	0.01	0.00
GEORGIA	0.08	0.00	0.02	0.00
HAWAII	0.08	0.08	0.02	0.00
IDAHO	0.08	0.01	0.05	0.29
ILLINOIS	0.09	0.00	0.03	0.00
INDIANA	0.16	0.00	0.04	0.00
IOWA	0.10	0.01	0.03	0.00
KANSAS	0.07	0.00	0.02	0.02
KENTUCKY	0.09	0.00	0.02	0.11
LOUISIANA	0.11	0.00	0.03	0.01
MAINE	0.12	0.00	0.04	0.00
MARYLAND	0.14	0.00	0.04	0.00
MASSACHUSETTS	0.05	0.00	0.03	0.00
MICHIGAN	0.16	0.00	0.00	0.00
MINNESOTA	0.17	0.00	0.03	0.00
MISSISSIPPI	0.06	0.00	0.02	0.34
MISSOURI	0.11	0.00	0.03	0.00
MONTANA	0.07	0.01	0.03	0.00
NEBRASKA	0.08	0.00	0.05	0.00
NEVADA	0.06	0.00	0.03	0.00
NEW HAMPSHIRE	0.10	0.00	0.03	0.00
NEW JERSEY	0.13	0.00	0.00	0.00
NEW MEXICO	0.05	0.00	0.06	0.00
NEW YORK	0.15	0.00	0.04	0.00
NORTH CAROLINA	0.15	0.00	0.03	0.00
NORTH DAKOTA	0.07	0.00	0.02	0.01
OHIO	0.05	0.00	0.02	0.00
OKLAHOMA	0.07	0.00	0.03	0.00
OREGON	0.34	0.00	0.04	0.00
PENNSYLVANIA	0.12	0.00	0.08	0.00
PUERTO RICO	0.06	0.00	0.01	0.00
RHODE ISLAND	0.12	0.00	0.03	0.00
SOUTH CAROLINA	0.08	0.00	0.01	0.00
SOUTH DAKOTA	0.09	0.00	0.02	0.00
TENNESSEE	0.07	0.00	0.02	0.14
TEXAS	0.10	0.00	0.02	0.00
UTAH	0.08	0.02	0.06	0.00
VERMONT	0.11	0.00	0.03	0.40
VIRGINIA	0.11	0.00	0.02	0.47
WASHINGTON	0.09	0.00	0.02	0.09
WEST VIRGINIA	0.07	0.01	0.03	0.00
WISCONSIN	0.12	0.00	0.03	0.01
WYOMING	0.07	0.00	0.07	0.00
AMERICAN SAMOA	0.02	0.00	0.01	0.00
GUAM	0.02	0.01	0.01	0.09
NORTHERN MARIANAS	0.01	0.01	0.00	0.13
PALAU				
VIRGIN ISLANDS	0.02	0.01	0.00	0.05
BUR. OF INDIAN AFFAIRS				
U.S. AND OUTLYING AREAS	0.11	0.00	0.02	0.03
50 STATES, D.C. & P.R.	0.11	0.00	0.02	0.03

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

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 1998-1999 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Number of Children Served Under IDEA by Disability and Age Group, During the 1989-90 Through 1998-99 School Years

Age Groups 0-2, 3-5, 3-21					
	1989-90	1990-91	1991-92	1992-93	1993-94
AGE GROUP 0-2	37,014	50,924	145,313	145,179	152,287
AGE GROUP 3-5	385,587	394,766	420,403	455,449	491,685
AGE GROUP 3-21	4,638,605	4,756,517	4,920,227	5,081,023	5,271,044
Age Group 6-11					
DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	881,858	922,444	960,876	997,580	1,009,541
SPEECH OR LANGUAGE IMPAIRMENTS	863,302	875,618	882,392	888,935	900,962
MENTAL RETARDATION	216,136	214,884	218,247	209,487	220,301
EMOTIONAL DISTURBANCE	137,405	140,172	141,708	137,269	140,603
MULTIPLE DISABILITIES	43,966	50,595	50,124	52,472	55,073
HEARING IMPAIRMENTS	28,397	29,013	29,780	29,363	31,178
ORTHOPEDIC IMPAIRMENTS	25,491	26,457	27,773	29,138	31,644
OTHER HEALTH IMPAIRMENTS	25,955	28,297	29,292	33,487	43,493
VISUAL IMPAIRMENTS	10,956	11,347	11,635	11,210	11,723
AUTISM	.	.	3,046	8,914	11,158
DEAF-BLINDNESS	684	651	608	554	564
TRAUMATIC BRAIN INJURY	.	.	79	1,507	2,111
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	2,234,150	2,299,478	2,355,560	2,399,916	2,458,351
Age Group 12-17					
DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	1,073,453	1,115,445	1,176,035	1,252,188	1,296,829
SPEECH OR LANGUAGE IMPAIRMENTS	106,604	108,144	112,136	104,904	112,581
MENTAL RETARDATION	271,228	264,624	266,240	258,619	269,321
EMOTIONAL DISTURBANCE	222,543	229,093	236,431	242,319	251,524
MULTIPLE DISABILITIES	32,042	35,014	36,210	38,368	42,083
HEARING IMPAIRMENTS	24,829	25,622	26,335	26,966	29,037
ORTHOPEDIC IMPAIRMENTS	18,392	18,812	19,593	19,594	21,321
OTHER HEALTH IMPAIRMENTS	22,962	24,177	25,701	29,150	35,886
VISUAL IMPAIRMENTS	9,980	10,350	10,530	10,641	11,357
AUTISM	.	.	1,749	4,893	5,832
DEAF-BLINDNESS	624	587	594	599	585
TRAUMATIC BRAIN INJURY	.	.	127	1,844	2,559
ALL DISABILITIES	1,782,657	1,831,868	1,911,681	1,990,085	2,078,915
Age Group 18-21					
DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	106,765	106,128	110,093	116,719	121,295
SPEECH OR LANGUAGE IMPAIRMENTS	4,350	4,016	4,376	4,210	4,442
MENTAL RETARDATION	76,538	71,949	68,775	64,256	64,197
EMOTIONAL DISTURBANCE	21,691	21,499	22,072	22,064	22,824
MULTIPLE DISABILITIES	11,949	12,020	12,074	12,439	12,561
HEARING IMPAIRMENTS	4,680	4,576	4,612	4,287	4,450
ORTHOPEDIC IMPAIRMENTS	4,167	4,071	4,023	3,856	3,887
OTHER HEALTH IMPAIRMENTS	3,816	3,875	3,756	3,426	3,700
VISUAL IMPAIRMENTS	1,930	1,985	1,918	1,693	1,724
AUTISM	.	.	620	1,773	2,068
DEAF-BLINDNESS	325	286	225	241	220
TRAUMATIC BRAIN INJURY	.	.	39	609	725
ALL DISABILITIES	236,211	230,405	232,583	235,573	242,093

Data from 1989-90 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Number of Children Served Under IDEA by Disability and Age Group, During the 1989-90 Through 1998-99 School Years

Age Groups 0-2, 3-5, 3-21

	1994-95	1995-96	1996-97	1997-98	1998-99
AGE GROUP 0-2	165,351	177,286	186,527	197,625	188,926
AGE GROUP 3-5	522,709	548,593	557,070	570,315	573,637
AGE GROUP 3-21	5,430,220	5,627,544	5,787,842	5,967,300	6,114,803

Age Group 6-11

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	1,041,816	1,073,215	1,093,857	1,114,458	1,120,625
SPEECH OR LANGUAGE IMPAIRMENTS	905,223	910,788	928,942	939,430	947,096
MENTAL RETARDATION	229,453	235,490	239,286	240,706	240,496
EMOTIONAL DISTURBANCE	144,595	147,368	150,401	154,034	157,372
MULTIPLE DISABILITIES	43,889	46,150	48,489	51,039	49,604
HEARING IMPAIRMENTS	31,464	32,501	32,904	33,237	33,666
ORTHOPEdic IMPAIRMENTS	33,521	34,530	35,574	35,668	36,044
OTHER HEALTH IMPAIRMENTS	56,856	71,649	84,868	97,861	110,295
VISUAL IMPAIRMENTS	11,557	11,870	11,843	12,088	12,135
AUTISM	13,716	17,666	21,669	27,342	34,797
DEAF-BLINDNESS	524	547	508	562	646
TRAUMATIC BRAIN INJURY	2,871	3,929	4,106	4,528	4,889
DEVELOPMENTAL DELAY	.	.	.	3,792	11,910
ALL DISABILITIES	2,515,485	2,585,703	2,652,447	2,715,648	2,759,575

Age Group 12-17

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	1,347,294	1,398,602	1,447,496	1,500,946	1,551,867
SPEECH OR LANGUAGE IMPAIRMENTS	110,859	111,833	115,352	119,503	122,661
MENTAL RETARDATION	279,214	286,953	291,672	297,657	303,320
EMOTIONAL DISTURBANCE	260,891	267,786	271,230	275,106	279,552
MULTIPLE DISABILITIES	34,231	36,365	38,776	41,902	44,112
HEARING IMPAIRMENTS	29,545	30,983	31,235	31,703	32,243
ORTHOPEdic IMPAIRMENTS	23,069	24,591	26,528	27,482	28,887
OTHER HEALTH IMPAIRMENTS	46,054	57,714	71,133	86,677	102,593
VISUAL IMPAIRMENTS	11,445	11,864	12,072	12,033	11,991
AUTISM	6,760	8,796	10,078	12,211	15,361
DEAF-BLINDNESS	600	619	559	679	718
TRAUMATIC BRAIN INJURY	3,486	4,558	5,182	6,045	6,550
ALL DISABILITIES	2,153,448	2,240,664	2,321,313	2,411,944	2,499,855

Age Group 18-21

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	121,114	130,087	133,054	139,080	144,655
SPEECH OR LANGUAGE IMPAIRMENTS	4,248	4,263	4,447	4,628	4,791
MENTAL RETARDATION	61,850	63,132	62,644	64,968	67,260
EMOTIONAL DISTURBANCE	22,563	24,011	24,648	25,301	26,338
MULTIPLE DISABILITIES	11,500	12,020	12,175	13,412	14,047
HEARING IMPAIRMENTS	4,195	4,555	4,590	4,700	4,974
ORTHOPEdic IMPAIRMENTS	3,877	4,035	4,240	4,267	4,564
OTHER HEALTH IMPAIRMENTS	4,223	4,798	5,361	6,603	7,943
VISUAL IMPAIRMENTS	1,711	1,756	1,847	1,910	2,006
AUTISM	2,188	2,614	2,628	2,964	3,418
DEAF-BLINDNESS	207	221	193	219	245
TRAUMATIC BRAIN INJURY	902	1,092	1,185	1,341	1,494
ALL DISABILITIES	238,578	252,584	257,012	269,391	281,736

Data from 1989-90 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Number of Children Served Under IDEA by Disability and Age Group,
During the 1989-90 Through 1998-99 School Years**

Age Group 6-21

DISABILITY	1989-90	1990-91	1991-92	1992-93	1993-94
SPECIFIC LEARNING DISABILITIES	2,062,076	2,144,017	2,247,004	2,366,487	2,427,665
SPEECH OR LANGUAGE IMPAIRMENTS	974,256	987,778	998,904	998,049	1,017,985
MENTAL RETARDATION	563,902	551,457	553,262	532,362	553,819
EMOTIONAL DISTURBANCE	381,639	390,764	400,211	401,652	414,951
MULTIPLE DISABILITIES	87,957	97,629	98,408	103,279	109,717
HEARING IMPAIRMENTS	57,906	59,211	60,727	60,616	64,665
ORTHOPEDIC IMPAIRMENTS	48,050	49,340	51,389	52,588	56,852
OTHER HEALTH IMPAIRMENTS	52,733	56,349	58,749	66,063	83,079
VISUAL IMPAIRMENTS	22,866	23,682	24,083	23,544	24,804
AUTISM	.	.	5,415	15,580	19,058
DEAF-BLINDNESS	1,633	1,524	1,427	1,394	1,369
TRAUMATIC BRAIN INJURY	.	.	245	3,960	5,395
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	4,253,018	4,361,751	4,499,824	4,625,574	4,779,359

Age Group 6-21

DISABILITY	1994-95	1995-96	1996-97	1997-98	1998-99
SPECIFIC LEARNING DISABILITIES	2,510,224	2,601,904	2,674,407	2,754,484	2,817,148
SPEECH OR LANGUAGE IMPAIRMENTS	1,020,330	1,026,884	1,048,741	1,063,561	1,074,548
MENTAL RETARDATION	570,517	585,575	593,602	603,331	611,076
EMOTIONAL DISTURBANCE	428,049	439,165	446,279	454,441	463,262
MULTIPLE DISABILITIES	89,620	94,535	99,440	107,253	107,763
HEARING IMPAIRMENTS	65,204	68,039	68,729	69,643	70,883
ORTHOPEDIC IMPAIRMENTS	60,467	63,156	66,342	67,417	69,495
OTHER HEALTH IMPAIRMENTS	107,133	134,161	161,362	191,141	220,831
VISUAL IMPAIRMENTS	24,713	25,490	25,762	26,031	26,132
AUTISM	22,664	29,076	34,375	42,517	53,576
DEAF-BLINDNESS	1,331	1,387	1,260	1,460	1,609
TRAUMATIC BRAIN INJURY	7,259	9,579	10,473	11,914	12,933
DEVELOPMENTAL DELAY	.	.	.	3,792	11,910
ALL DISABILITIES	4,907,511	5,078,951	5,230,772	5,396,985	5,541,166

Data from 1989-90 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44,545	38,024	13,796	1,153	131	483	317	383
ALASKA	8,068	6,770	1,713	207	0	2	30	12
ARIZONA	38,401	27,758	15,286	683	763	655	115	202
ARKANSAS	22,927	22,600	8,663	157	1,873	0	444	541
CALIFORNIA	317,594	118,561	146,008	7,147	10,224	1,086	1,422	2,778
COLORADO	50,959	11,615	7,518	1,124	247	434	642	494
CONNECTICUT	41,945	14,650	14,761	1,231	2,170	81	685	141
DELAWARE	4,084	9,396	1,520	727	8	70	66	83
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	175,841	78,971	66,640	2,779	1,519	1,527	668	2,400
GEORGIA	55,269	50,131	39,476	1,357	165	871	109	243
HAWAII	7,710	5,672	3,494	54	39	.	43	126
IDAHO	16,898	6,102	1,772	1,011	138	116	29	64
ILLINOIS	101,791	72,845	80,040	11,072	5,006	866	673	471
INDIANA	80,558	21,039	38,034	1,394	30	692	361	710
IOWA	34,807	21,057	11,292	1,509	0	513	210	340
KANSAS	33,617	14,209	7,407	849	106	176	99	191
KENTUCKY	46,580	26,922	10,998	404	216	393	83	376
LOUISIANA	35,412	18,240	37,745	760	100	1,140	9	838
MAINE	17,501	9,795	4,099	384	988	29	265	701
MARYLAND	49,637	24,436	26,530	3,920	2,806	599	559	597
MASSACHUSETTS	110,914	20,000	22,597	2,643	5,190	.	1,152	984
MICHIGAN	108,312	42,520	33,176	11,025	.	260	244	4,918
MINNESOTA	65,081	21,403	11,615	3,480	270	655	436	1,132
MISSISSIPPI	22,438	23,745	15,732	589	187	375	16	515
MISSOURI	44,986	57,530	21,701	3,553	531	169	206	399
MONTANA	10,042	6,025	2,115	116	111	87	105	60
NEBRASKA	23,465	11,180	6,610	994	177	183	141	1,509
NEVADA	13,445	12,205	5,187	812	7	0	6	96
NEW HAMPSHIRE	13,612	6,432	5,201	589	437	81	431	140
NEW JERSEY	93,849	50,452	42,536	6,474	10,628	792	126	1,230
NEW MEXICO	18,142	13,504	17,726	194	10	319	124	279
NEW YORK	169,407	49,021	136,531	18,218	8,457	1,827	4,429	2,359
NORTH CAROLINA	94,471	32,091	27,736	2,256	708	761	145	651
NORTH DAKOTA	9,914	1,717	848	193	33	52	69	76
OHIO	135,357	54,235	22,345	11,979	0	1,040	0	2,159
OKLAHOMA	38,460	26,524	10,948	533	66	395	75	379
OREGON	46,780	11,379	6,081	1,101	980	385	190	400
PENNSYLVANIA	84,660	67,187	61,682	3,815	3,656	1,415	423	1,760
PUERTO RICO	5,405	29,292	11,941	1,856	889	31	35	965
RHODE ISLAND	13,395	5,079	7,487	210	683	212	290	174
SOUTH CAROLINA	37,133	32,485	23,469	926	147	372	32	590
SOUTH DAKOTA	9,010	3,835	2,109	64	112	86	180	17
TENNESSEE	61,072	40,765	23,715	1,048	800	237	22	1,656
TEXAS	131,970	229,111	100,975	3,644	32	393	20	4,680
UTAH	23,605	16,990	10,835	1,123	1,293	739	0	55
VERMONT	9,951	817	676	193	205	20	149	230
VIRGINIA	60,915	43,584	38,468	1,579	882	802	343	1,346
WASHINGTON	55,620	33,223	19,463	1,163	342	301	29	394
WEST VIRGINIA	23,477	16,173	8,383	138	7	153	10	315
WISCONSIN	44,578	42,721	24,450	1,166	89	418	28	269
WYOMING	6,498	3,998	1,043	42	30	2	69	36
AMERICAN SAMOA	286	130	55	.	.	.	.	2
GUAM	598	731	620	4	0	0	10	12
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	56	15	28	0	0	0	0	3
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,771,048	1,604,892	1,260,876	119,642	63,488	22,295	16,364	41,481
50 STATES, D.C. & P.R.	2,770,108	1,604,016	1,260,173	119,638	63,488	22,295	16,354	41,464

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.

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

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB1

**Number of Children Ages 3-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ALL DISABILITIES

STATE	-----NUMBER-----	
	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	219	158
ALASKA	74	23
ARIZONA	186	501
ARKANSAS	49	93
CALIFORNIA	3,362	990
COLORADO	328	0
CONNECTICUT	222	1,096
DELAWARE	152	.
DISTRICT OF COLUMBIA	.	.
FLORIDA	1,833	.
GEORGIA	532	849
HAWAII	65	139
IDAHO	30	64
ILLINOIS	385	2,946
INDIANA	288	3,657
IOWA	295	1,044
KANSAS	152	431
KENTUCKY	295	311
LOUISIANA	332	1,626
MAINE	.	.
MARYLAND	358	278
MASSACHUSETTS	189	.
MICHIGAN	289	2,807
MINNESOTA	79	.
MISSISSIPPI	.	.
MISSOURI	719	558
MONTANA	36	35
NEBRASKA	90	1,358
NEVADA	160	58
NEW HAMPSHIRE	79	7
NEW JERSEY	652	14,853
NEW MEXICO	178	133
NEW YORK	266	12,695
NORTH CAROLINA	146	.
NORTH DAKOTA	10	266
OHIO	806	9,466
OKLAHOMA	148	103
OREGON	275	.
PENNSYLVANIA	565	515
PUERTO RICO	26	1,507
RHODE ISLAND	212	525
SOUTH CAROLINA	367	204
SOUTH DAKOTA	93	197
TENNESSEE	598	.
TEXAS	819	4,269
UTAH	51	6
VERMONT	7	38
VIRGINIA	454	518
WASHINGTON	288	509
WEST VIRGINIA	85	439
WISCONSIN	432	1,076
WYOMING	.	.
AMERICAN SAMOA	1	2
GUAM	2	4
NORTHERN MARIANAS	.	.
PALAU	0	0
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	17,279	66,354
50 STATES, D.C. & P.R.	17,276	66,348

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.

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A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	45.07	38.47	13.96	1.17	0.13	0.49	0.32	0.39
ALASKA	48.02	40.29	10.20	1.23	0.00	0.01	0.18	0.07
ARIZONA	45.79	33.10	18.23	0.81	0.91	0.78	0.14	0.24
ARKANSAS	40.08	39.51	15.14	0.27	3.27	0.00	0.78	0.95
CALIFORNIA	52.51	19.60	24.14	1.18	1.69	0.18	0.24	0.46
COLORADO	69.78	15.90	10.29	1.54	0.34	0.59	0.88	0.68
CONNECTICUT	55.44	19.36	19.51	1.63	2.87	0.11	0.91	0.19
DELAWARE	25.60	58.89	9.53	4.56	0.05	0.44	0.41	0.52
DISTRICT OF COLUMBIA								
FLORIDA	53.23	23.91	20.17	0.84	0.46	0.46	0.20	0.73
GEORGIA	37.44	33.96	26.74	0.92	0.11	0.59	0.07	0.16
HAWAII	44.99	33.10	20.39	0.32	0.23		0.25	0.74
IDAHO	64.67	23.35	6.78	3.87	0.53	0.44	0.11	0.24
ILLINOIS	37.32	26.71	29.34	4.06	1.84	0.32	0.25	0.17
INDIANA	56.41	14.73	26.63	0.98	0.02	0.48	0.25	0.50
IOWA	49.92	30.20	16.19	2.16	0.00	0.74	0.30	0.49
KANSAS	59.34	25.08	13.07	1.50	0.19	0.31	0.17	0.34
KENTUCKY	54.18	31.31	12.79	0.47	0.25	0.46	0.10	0.44
LOUISIANA	37.57	19.35	40.05	0.81	0.11	1.21	0.01	0.89
MAINE	51.84	29.01	12.14	1.14	2.93	0.09	0.78	2.08
MARYLAND	45.50	22.40	24.32	3.59	2.57	0.55	0.51	0.55
MASSACHUSETTS	67.85	12.23	13.82	1.62	3.17		0.70	0.60
MICHIGAN	54.03	21.21	16.55	5.50		0.13	0.12	2.45
MINNESOTA	62.53	20.57	11.16	3.34	0.26	0.63	0.42	1.09
MISSISSIPPI	35.28	37.34	24.74	0.93	0.29	0.59	0.03	0.81
MISSOURI	34.85	44.57	16.81	2.75	0.41	0.13	0.16	0.31
MONTANA	53.81	32.29	11.33	0.62	0.59	0.47	0.56	0.32
NEBRASKA	53.02	25.26	14.93	2.25	0.40	0.41	0.32	3.41
NEVADA	42.34	38.43	16.33	2.56	0.02	0.00	0.02	0.30
NEW HAMPSHIRE	50.56	23.89	19.32	2.19	1.62	0.30	1.60	0.52
NEW JERSEY	45.54	24.48	20.64	3.14	5.16	0.38	0.06	0.60
NEW MEXICO	36.07	26.85	35.24	0.39	0.02	0.63	0.25	0.55
NEW YORK	43.41	12.56	34.99	4.67	2.17	0.47	1.13	0.60
NORTH CAROLINA	59.48	20.21	17.46	1.42	0.45	0.48	0.09	0.41
NORTH DAKOTA	76.84	13.31	6.57	1.50	0.26	0.40	0.53	0.59
OHIO	59.60	23.88	9.84	5.27	0.00	0.46	0.00	0.95
OKLAHOMA	49.70	34.28	14.15	0.69	0.09	0.51	0.10	0.49
OREGON	69.51	16.91	9.04	1.64	1.46	0.57	0.28	0.59
PENNSYLVANIA	37.69	29.91	27.46	1.70	1.63	0.63	0.19	0.78
PUERTO RICO	10.72	58.10	23.69	3.68	1.76	0.06	0.07	1.91
RHODE ISLAND	48.66	18.45	27.20	0.76	2.48	0.77	1.05	0.63
SOUTH CAROLINA	39.02	34.14	24.66	0.97	0.15	0.39	0.03	0.62
SOUTH DAKOTA	58.46	24.88	13.68	0.42	0.73	0.56	1.17	0.11
TENNESSEE	47.23	31.52	18.34	0.81	0.62	0.18	0.02	1.28
TEXAS	28.03	48.66	21.45	0.77	0.01	0.08	0.00	0.99
UTAH	43.20	31.09	19.83	2.06	2.37	1.35	0.00	0.10
VERMONT	81.29	6.67	5.52	1.58	1.67	0.16	1.22	1.88
VIRGINIA	41.18	29.46	26.01	1.07	0.60	0.54	0.23	0.91
WASHINGTON	50.32	30.06	17.61	1.05	0.31	0.27	0.03	0.36
WEST VIRGINIA	48.25	33.24	17.23	0.28	0.01	0.31	0.02	0.65
WISCONSIN	39.20	37.57	21.50	1.03	0.08	0.37	0.02	0.24
WYOMING	55.45	34.12	8.90	0.36	0.26	0.02	0.59	0.31
AMERICAN SAMOA	60.47	27.48	11.63					0.42
GUAM	30.28	37.01	31.39	0.20	0.00	0.00	0.51	0.61
NORTHERN MARIANAS								
PALAU	54.90	14.71	27.45	0.00	0.00	0.00	0.00	2.94
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	46.97	27.20	21.37	2.03	1.08	0.38	0.28	0.70
50 STATES, D.C. & P.R.	46.97	27.20	21.37	2.03	1.08	0.38	0.28	0.70

Please see data notes for an explanation of individual State differences.

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

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38,021	37,195	13,365	1,069	79	453	317	226
ALASKA	7,772	6,616	1,585	207	0	2	30	12
ARIZONA	34,884	25,259	12,983	656	684	534	114	172
ARKANSAS	19,328	21,137	7,095	128	505	0	437	207
CALIFORNIA	286,984	115,553	124,412	5,526	9,854	1,026	1,401	2,553
COLORADO	46,343	10,627	5,894	926	247	428	640	437
CONNECTICUT	38,672	14,164	11,568	1,126	1,929	81	685	117
DELAWARE	3,498	8,991	1,202	644	8	70	65	81
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	155,965	78,497	61,530	2,659	1,175	1,493	510	1,933
GEORGIA	48,235	46,464	36,449	1,066	53	859	103	118
HAWAII	7,710	5,672	3,494	54	39	.	43	126
IDAHO	15,252	5,517	1,593	167	32	107	28	58
ILLINOIS	88,696	71,850	69,742	9,271	4,862	780	673	430
INDIANA	75,077	20,219	31,494	1,148	30	690	361	565
IOWA	31,714	20,449	9,487	1,332	.	504	210	125
KANSAS	30,186	12,995	5,452	830	105	176	99	182
KENTUCKY	33,153	26,110	10,717	180	51	388	75	299
LOUISIANA	30,664	17,784	33,489	734	99	1,109	9	802
MAINE	15,652	9,685	3,903	190	230	29	265	132
MARYLAND	44,654	22,725	24,466	3,385	2,668	531	556	453
MASSACHUSETTS	97,312	19,761	21,465	2,612	5,116	.	1,151	947
MICHIGAN	101,746	42,079	28,889	7,789	.	256	244	575
MINNESOTA	60,516	20,066	7,325	3,468	269	636	433	248
MISSISSIPPI	19,219	22,874	14,321	298	86	362	16	396
MISSOURI	40,527	56,356	18,372	2,948	515	167	200	393
MONTANA	9,011	5,694	1,812	99	85	83	105	60
NEBRASKA	22,586	11,048	4,032	717	148	181	141	1,186
NEVADA	12,473	12,177	3,051	621	2	0	6	84
NEW HAMPSHIRE	12,363	6,246	4,553	509	417	81	431	73
NEW JERSEY	87,176	48,374	36,426	5,436	9,750	717	126	1,176
NEW MEXICO	16,498	13,301	14,815	54	5	317	124	241
NEW YORK	161,033	48,185	130,049	17,472	7,882	1,817	4,365	2,288
NORTH CAROLINA	82,362	31,430	24,720	1,694	381	688	132	446
NORTH DAKOTA	9,323	1,665	533	46	26	49	66	30
OHIO	130,092	52,994	14,467	8,206	0	1,035	0	2,159
OKLAHOMA	35,491	25,910	9,151	348	49	390	65	331
OREGON	43,515	11,146	4,483	789	636	384	185	229
PENNSYLVANIA	75,996	65,293	52,814	3,754	3,276	1,404	412	493
PUERTO RICO	2,783	28,217	11,066	1,694	676	31	34	965
RHODE ISLAND	12,346	4,670	6,585	187	512	212	288	171
SOUTH CAROLINA	29,319	31,722	21,456	805	80	369	32	440
SOUTH DAKOTA	8,659	3,261	876	61	110	86	175	17
TENNESSEE	53,963	39,577	21,944	962	750	234	22	1,625
TEXAS	114,647	227,379	89,262	3,384	27	390	20	4,471
UTAH	21,307	15,304	9,802	950	1,224	671	0	55
VERMONT	9,124	808	494	143	159	20	149	103
VIRGINIA	54,487	43,584	33,158	1,305	832	792	343	403
WASHINGTON	51,292	31,594	14,203	673	208	272	29	264
WEST VIRGINIA	20,476	15,741	6,867	112	7	148	10	121
WISCONSIN	39,090	41,510	17,755	905	85	410	28	229
WYOMING	6,240	3,966	1,037	42	30	.	68	36
AMERICAN SAMOA	213	127	52	.	.	.	.	2
GUAM	509	704	581	4	0	0	10	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	55	15	28	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,494,209	1,560,287	1,096,364	99,385	55,993	21,462	16,031	29,285
50 STATES, D.C. & P.R.	2,493,432	1,559,441	1,095,703	99,381	55,993	21,462	16,021	29,283

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.91	41.00	14.73	1.18	0.09	0.50	0.35	0.25
ALASKA	47.90	40.78	9.77	1.28	0.00	0.01	0.18	0.07
ARIZONA	46.34	33.55	17.24	0.87	0.91	0.71	0.15	0.23
ARKANSAS	39.58	43.28	14.53	0.26	1.03	0.00	0.89	0.42
CALIFORNIA	52.44	21.11	22.73	1.01	1.80	0.19	0.26	0.47
COLORADO	70.71	16.21	8.99	1.41	0.38	0.65	0.98	0.67
CONNECTICUT	56.59	20.73	16.93	1.65	2.82	0.12	1.00	0.17
DELAWARE	24.03	61.76	8.26	4.42	0.05	0.48	0.45	0.56
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	51.34	25.84	20.26	0.88	0.39	0.49	0.17	0.64
GEORGIA	36.17	34.84	27.33	0.80	0.04	0.64	0.08	0.09
HAWAII	44.99	33.10	20.39	0.32	0.23	.	0.25	0.74
IDAHO	67.03	24.25	7.00	0.73	0.14	0.47	0.12	0.25
ILLINOIS	36.01	29.17	28.32	3.76	1.97	0.32	0.27	0.17
INDIANA	57.94	15.60	24.30	0.89	0.02	0.53	0.28	0.44
IOWA	49.69	32.04	14.87	2.09	.	0.79	0.33	0.20
KANSAS	60.34	25.98	10.90	1.66	0.21	0.35	0.20	0.36
KENTUCKY	46.71	36.79	15.10	0.25	0.07	0.55	0.11	0.42
LOUISIANA	36.21	21.00	39.54	0.87	0.12	1.31	0.01	0.95
MAINE	52.02	32.19	12.97	0.63	0.76	0.10	0.88	0.44
MARYLAND	44.91	22.85	24.60	3.40	2.68	0.53	0.56	0.46
MASSACHUSETTS	65.59	13.32	14.47	1.76	3.45	.	0.78	0.64
MICHIGAN	56.03	23.17	15.91	4.29	.	0.14	0.13	0.32
MINNESOTA	65.10	21.59	7.88	3.73	0.29	0.68	0.47	0.27
MISSISSIPPI	33.38	39.73	24.87	0.52	0.15	0.63	0.03	0.69
MISSOURI	33.92	47.17	15.38	2.47	0.43	0.14	0.17	0.33
MONTANA	53.17	33.59	10.69	0.58	0.50	0.49	0.62	0.35
NEBRASKA	56.41	27.59	10.07	1.79	0.37	0.45	0.35	2.96
NEVADA	43.90	42.86	10.74	2.19	0.01	0.00	0.02	0.30
NEW HAMPSHIRE	50.11	25.32	18.45	2.06	1.69	0.33	1.75	0.30
NEW JERSEY	46.08	25.57	19.25	2.87	5.15	0.38	0.07	0.62
NEW MEXICO	36.38	29.33	32.66	0.12	0.01	0.70	0.27	0.53
NEW YORK	43.16	12.92	34.86	4.68	2.11	0.49	1.17	0.61
NORTH CAROLINA	58.06	22.16	17.43	1.19	0.27	0.49	0.09	0.31
NORTH DAKOTA	79.43	14.18	4.54	0.39	0.22	0.42	0.56	0.26
OHIO	62.26	25.36	6.92	3.93	0.00	0.50	0.00	1.03
OKLAHOMA	49.48	36.12	12.76	0.49	0.07	0.54	0.09	0.46
OREGON	70.91	18.16	7.31	1.29	1.04	0.63	0.30	0.37
PENNSYLVANIA	37.36	32.09	25.96	1.85	1.61	0.69	0.20	0.24
PUERTO RICO	6.12	62.06	24.34	3.73	1.49	0.07	0.07	2.12
RHODE ISLAND	49.44	18.70	26.37	0.75	2.05	0.85	1.15	0.68
SOUTH CAROLINA	34.81	37.66	25.48	0.96	0.09	0.44	0.04	0.52
SOUTH DAKOTA	65.38	24.62	6.61	0.46	0.83	0.65	1.32	0.13
TENNESSEE	45.32	33.24	18.43	0.81	0.63	0.20	0.02	1.36
TEXAS	26.08	51.73	20.31	0.77	0.01	0.09	0.00	1.02
UTAH	43.21	31.03	19.88	1.93	2.48	1.36	0.00	0.11
VERMONT	82.95	7.35	4.49	1.30	1.45	0.18	1.35	0.94
VIRGINIA	40.39	32.31	24.58	0.97	0.62	0.59	0.25	0.30
WASHINGTON	52.05	32.06	14.41	0.68	0.21	0.28	0.03	0.27
WEST VIRGINIA	47.09	36.20	15.79	0.26	0.02	0.34	0.02	0.28
WISCONSIN	39.09	41.51	17.75	0.90	0.08	0.41	0.03	0.23
WYOMING	54.65	34.73	9.08	0.37	0.26	.	0.60	0.32
AMERICAN SAMOA	54.06	32.23	13.20	.	.	.	.	0.51
GUAM	28.15	38.94	32.13	0.22	0.00	0.00	0.55	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	56.12	15.31	28.57	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	46.42	29.04	20.41	1.85	1.04	0.40	0.30	0.55
50 STATES, D.C. & P.R.	46.43	29.04	20.40	1.85	1.04	0.40	0.30	0.55

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,911	21,942	1,573	89	6	5	20	33
ALASKA	4,558	4,662	428	18	0	1	12	7
ARIZONA	18,752	20,587	4,674	32	45	1	11	49
ARKANSAS	8,598	11,808	1,297	0	36	0	31	58
CALIFORNIA	161,436	96,889	67,828	749	1,830	0	183	966
COLORADO	25,550	6,521	1,176	103	42	133	67	68
CONNECTICUT	21,408	8,311	4,058	130	404	7	88	27
DELAWARE	2,184	6,407	449	94	0	31	14	12
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	61,519	60,559	23,259	254	385	252	6	70
GEORGIA	16,593	19,849	5,682	10	5	81	1	7
HAWAII	3,829	3,506	954	3	16	.	2	11
IDAHO	10,020	3,454	256	29	3	3	27	16
ILLINOIS	30,191	60,559	32,977	617	203	108	11	36
INDIANA	30,434	15,051	9,304	39	2	126	8	165
IOWA	16,594	11,607	2,305	178	.	94	44	11
KANSAS	13,185	7,453	1,042	21	6	27	8	37
KENTUCKY	8,630	11,358	1,632	39	1	21	7	26
LOUISIANA	10,437	12,740	14,085	24	18	188	0	220
MAINE	7,151	5,279	608	6	28	0	6	22
MARYLAND	20,808	14,234	9,439	131	308	7	9	193
MASSACHUSETTS	66,730	14,139	8,060	437	741	.	118	52
MICHIGAN	42,525	30,937	12,067	988	.	10	66	80
MINNESOTA	28,526	9,516	953	318	25	41	43	35
MISSISSIPPI	5,657	16,551	7,016	41	8	8	1	118
MISSOURI	21,636	36,279	5,855	211	55	4	7	104
MONTANA	4,723	4,226	489	13	32	3	22	18
NEBRASKA	10,007	5,531	427	32	10	78	21	24
NEVADA	6,754	10,327	1,129	20	1	0	0	32
NEW HAMPSHIRE	7,033	3,240	2,049	9	89	17	72	17
NEW JERSEY	39,028	40,373	23,141	815	1,780	37	11	389
NEW MEXICO	8,785	10,161	8,331	20	1	27	7	88
NEW YORK	106,010	32,534	68,205	1,732	1,086	77	478	271
NORTH CAROLINA	41,459	16,192	3,544	46	11	36	0	87
NORTH DAKOTA	5,038	606	28	4	7	1	8	2
OHIO	65,808	11,661	1,919	82	0	236	0	146
OKLAHOMA	19,242	18,238	1,801	80	19	82	22	71
OREGON	24,173	7,163	631	188	126	85	18	64
PENNSYLVANIA	32,751	48,819	25,255	256	0	254	0	65
PUERTO RICO	665	17,790	2,550	342	163	1	4	49
RHODE ISLAND	7,394	3,335	3,939	63	62	3	29	28
SOUTH CAROLINA	7,670	22,590	6,580	18	21	11	2	119
SOUTH DAKOTA	4,633	1,987	100	5	8	2	9	3
TENNESSEE	25,590	26,343	6,695	76	169	5	12	349
TEXAS	41,885	180,052	39,239	404	1	7	.	393
UTAH	11,856	12,251	4,284	55	122	118	0	0
VERMONT	4,202	329	58	17	25	1	26	20
VIRGINIA	22,538	32,156	11,299	37	115	150	22	107
WASHINGTON	23,813	19,203	3,648	120	25	21	10	21
WEST VIRGINIA	8,193	9,700	1,670	9	0	12	1	28
WISCONSIN	15,285	27,983	3,254	69	9	39	5	28
WYOMING	3,071	2,564	228	4	7	.	12	3
AMERICAN SAMOA	196	107	0	.	.	.	.	0
GUAM	304	619	452	0	0	0	5	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	43	13	13	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,201,011	1,076,291	437,935	9,077	8,056	2,451	1,586	4,845
50 STATES, D.C. & P.R.	1,200,468	1,075,552	437,470	9,077	8,056	2,451	1,581	4,845

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.20	55.44	3.97	0.22	0.02	0.01	0.05	0.08
ALASKA	47.06	48.13	4.42	0.19	0.00	0.01	0.12	0.07
ARIZONA	42.47	46.63	10.59	0.07	0.10	0.00	0.02	0.11
ARKANSAS	39.39	54.10	5.94	0.00	0.16	0.00	0.14	0.27
CALIFORNIA	48.94	29.37	20.56	0.23	0.55	0.00	0.06	0.29
COLORADO	75.91	19.37	3.49	0.31	0.12	0.40	0.20	0.20
CONNECTICUT	62.17	24.14	11.79	0.38	1.17	0.02	0.26	0.08
DELAWARE	23.76	69.71	4.89	1.02	0.00	0.34	0.15	0.13
DISTRICT OF COLUMBIA								
FLORIDA	42.05	41.39	15.90	0.17	0.26	0.17	0.00	0.05
GEORGIA	39.29	47.00	13.46	0.02	0.01	0.19	0.00	0.02
HAWAII	46.02	42.13	11.46	0.04	0.19		0.02	0.13
IDAHO	72.57	25.01	1.85	0.21	0.02	0.02	0.20	0.12
ILLINOIS	24.21	48.56	26.44	0.49	0.16	0.09	0.01	0.03
INDIANA	55.21	27.30	16.88	0.07	0.00	0.23	0.01	0.30
IOWA	53.82	37.64	7.48	0.58		0.30	0.14	0.04
KANSAS	60.54	34.22	4.78	0.10	0.03	0.12	0.04	0.17
KENTUCKY	39.74	52.31	7.52	0.18	0.00	0.10	0.03	0.12
LOUISIANA	27.68	33.78	37.35	0.06	0.05	0.50	0.00	0.58
MAINE	54.59	40.30	4.64	0.05	0.21	0.00	0.05	0.17
MARYLAND	46.11	31.54	20.92	0.29	0.68	0.02	0.02	0.43
MASSACHUSETTS	73.92	15.66	8.93	0.48	0.82		0.13	0.06
MICHIGAN	49.06	35.69	13.92	1.14		0.01	0.08	0.09
MINNESOTA	72.30	24.12	2.42	0.81	0.06	0.10	0.11	0.09
MISSISSIPPI	19.24	56.30	23.86	0.14	0.03	0.03	0.00	0.40
MISSOURI	33.73	56.55	9.13	0.33	0.09	0.01	0.01	0.16
MONTANA	49.58	44.36	5.13	0.14	0.34	0.03	0.23	0.19
NEBRASKA	62.04	34.29	2.65	0.20	0.06	0.48	0.13	0.15
NEVADA	36.98	56.55	6.18	0.11	0.01	0.00	0.00	0.18
NEW HAMPSHIRE	56.15	25.87	16.36	0.07	0.71	0.14	0.57	0.14
NEW JERSEY	36.97	38.24	21.92	0.77	1.69	0.04	0.01	0.37
NEW MEXICO	32.04	37.06	30.38	0.07	0.00	0.10	0.03	0.32
NEW YORK	50.39	15.46	32.42	0.82	0.52	0.04	0.23	0.13
NORTH CAROLINA	67.55	26.38	5.77	0.07	0.02	0.06	0.00	0.14
NORTH DAKOTA	88.48	10.64	0.49	0.07	0.12	0.02	0.14	0.04
OHIO	82.41	14.60	2.40	0.10	0.00	0.30	0.00	0.18
OKLAHOMA	48.65	46.11	4.55	0.20	0.05	0.21	0.06	0.18
OREGON	74.50	22.08	1.94	0.58	0.39	0.26	0.06	0.20
PENNSYLVANIA	30.49	45.46	23.51	0.24	0.00	0.24	0.00	0.06
PUERTO RICO	3.08	82.50	11.83	1.59	0.76	0.00	0.02	0.23
RHODE ISLAND	49.78	22.45	26.52	0.42	0.42	0.02	0.20	0.19
SOUTH CAROLINA	20.72	61.04	17.78	0.05	0.06	0.03	0.01	0.32
SOUTH DAKOTA	68.67	29.45	1.48	0.07	0.12	0.03	0.13	0.04
TENNESSEE	43.20	44.47	11.30	0.13	0.29	0.01	0.02	0.59
TEXAS	15.99	68.73	14.98	0.15	0.00	0.00		0.15
UTAH	41.33	42.71	14.93	0.19	0.43	0.41	0.00	0.00
VERMONT	89.82	7.03	1.24	0.36	0.53	0.02	0.56	0.43
VIRGINIA	33.93	48.41	17.01	0.06	0.17	0.23	0.03	0.16
WASHINGTON	50.82	40.98	7.78	0.26	0.05	0.04	0.02	0.04
WEST VIRGINIA	41.77	49.46	8.51	0.05	0.00	0.06	0.01	0.14
WISCONSIN	32.75	59.96	6.97	0.15	0.02	0.08	0.01	0.06
WYOMING	52.15	43.54	3.87	0.07	0.12		0.20	0.05
AMERICAN SAMOA	64.69	35.31	0.00					0.00
GUAM	22.03	44.86	32.75	0.00	0.00	0.00	0.36	0.00
NORTHERN MARIANAS								
PALAU	62.32	18.84	18.84	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	43.81	39.26	15.98	0.33	0.29	0.09	0.06	0.18
50 STATES, D.C. & P.R.	43.82	39.26	15.97	0.33	0.29	0.09	0.06	0.18

Please see data notes for an explanation of individual State differences.
FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----		PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL			
ALABAMA	16,448	234	74	7	1	0	1	4
ALASKA	2,354	886	31	1	0	0	0	0
ARIZONA	12,317	1,149	215	1	1	0	0	4
ARKANSAS	7,601	614	111	0	2	0	0	1
CALIFORNIA	104,789	5,857	6,993	79	98	0	14	50
COLORADO	10,431	839	203	6	2	1	1	9
CONNECTICUT	9,444	1,623	700	32	32	1	5	5
DELAWARE	836	723	5	0	8	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	66,848	2,506	2,272	15	55	46	5	41
GEORGIA	21,689	6,806	295	15	8	2	0	3
HAWAII	2,182	272	85	.	.	.	.	.
IDAHO	3,175	288	42	5	2	2	0	2
ILLINOIS	49,513	994	2,084	93	4	10	1	2
INDIANA	35,324	28	9	1	0	6	0	2
IOWA	6,524	311	42	11	.	3	5	21
KANSAS	10,697	396	83	5	0	0	0	3
KENTUCKY	17,393	1,103	3	2	7	1	0	8
LOUISIANA	15,718	357	646	0	4	11	0	16
MAINE	5,441	1,345	265	2	5	1	1	7
MARYLAND	18,126	4,290	3,965	117	77	0	5	39
MASSACHUSETTS	22,596	1,317	1,672	45	125	.	47	43
MICHIGAN	35,393	938	406	404	.	21	4	226
MINNESOTA	14,629	728	114	79	13	2	25	15
MISSISSIPPI	12,530	2,521	500	20	63	1	0	5
MISSOURI	13,963	9,865	691	26	40	0	0	5
MONTANA	3,280	80	35	0	1	0	0	0
NEBRASKA	8,259	605	317	393	18	22	1	393
NEVADA	4,423	75	187	1	1	0	0	1
NEW HAMPSHIRE	2,570	1,497	1,025	33	21	2	15	5
NEW JERSEY	43,503	1,500	2,127	67	203	1	0	5
NEW MEXICO	5,496	1,596	1,478	4	0	2	1	9
NEW YORK	30,719	5,171	14,726	339	281	6	77	14
NORTH CAROLINA	26,401	176	243	3	25	3	1	4
NORTH DAKOTA	2,952	160	76	11	2	1	2	7
OHIO	43,751	0	0	94	0	0	0	0
OKLAHOMA	12,699	1,316	73	13	5	0	1	2
OREGON	12,488	1,100	314	32	34	9	6	10
PENNSYLVANIA	35,887	2,140	461	3	0	0	0	16
PUERTO RICO	1,381	3,399	160	10	63	0	0	20
RHODE ISLAND	3,566	566	370	1	8	0	2	1
SOUTH CAROLINA	18,601	504	36	0	31	0	0	0
SOUTH DAKOTA	3,122	95	12	0	2	1	1	0
TENNESSEE	21,153	3,175	987	9	10	0	0	19
TEXAS	60,291	4,974	971	6	.	.	.	16
UTAH	6,903	988	504	2	4	79	0	0
VERMONT	1,618	151	67	7	13	1	3	13
VIRGINIA	23,947	248	326	11	21	5	2	35
WASHINGTON	15,783	305	262	4	4	1	1	14
WEST VIRGINIA	9,792	931	18	2	0	0	0	1
WISCONSIN	15,764	578	843	24	17	1	0	5
WYOMING	2,304	448	57	2	17	.	2	1
AMERICAN SAMOA	17	0	0	.	.	.	.	0
GUAM	129	17	3	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	7	0	3	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	932,767	77,785	47,187	2,037	1,328	242	230	1,102
50 STATES, D.C. & P.R.	932,614	77,768	47,181	2,037	1,328	242	229	1,102

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

STATE	SPEECH OR LANGUAGE IMPAIRMENTS							
	-----OUTSIDE REGULAR CLASS-----			PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.09	1.40	0.44	0.04	0.01	0.00	0.01	0.02
ALASKA	71.94	27.08	0.95	0.03	0.00	0.00	0.00	0.00
ARIZONA	89.99	8.39	1.57	0.01	0.01	0.00	0.00	0.03
ARKANSAS	91.26	7.37	1.33	0.00	0.02	0.00	0.00	0.01
CALIFORNIA	88.89	4.97	5.93	0.07	0.08	0.00	0.01	0.04
COLORADO	90.77	7.30	1.77	0.05	0.02	0.01	0.01	0.08
CONNECTICUT	79.75	13.71	5.91	0.27	0.27	0.01	0.04	0.04
DELAWARE	53.18	45.99	0.32	0.00	0.51	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	93.12	3.49	3.16	0.02	0.08	0.06	0.01	0.06
GEORGIA	75.26	23.62	1.02	0.05	0.03	0.01	0.00	0.01
HAWAII	85.94	10.71	3.35					
IDAHO	90.30	8.19	1.19	0.14	0.06	0.06	0.00	0.06
ILLINOIS	93.95	1.89	3.95	0.18	0.01	0.02	0.00	0.00
INDIANA	99.87	0.08	0.03	0.00	0.00	0.02	0.00	0.01
IOWA	94.32	4.50	0.61	0.16		0.04	0.07	0.30
KANSAS	95.65	3.54	0.74	0.04	0.00	0.00	0.00	0.03
KENTUCKY	93.93	5.96	0.02	0.01	0.04	0.01	0.00	0.04
LOUISIANA	93.83	2.13	3.86	0.00	0.02	0.07	0.00	0.10
MAINE	76.99	19.03	3.75	0.03	0.07	0.01	0.01	0.10
MARYLAND	68.09	16.12	14.90	0.44	0.29	0.00	0.02	0.15
MASSACHUSETTS	87.43	5.10	6.47	0.17	0.48		0.18	0.17
MICHIGAN	94.65	2.51	1.09	1.08		0.06	0.01	0.60
MINNESOTA	93.75	4.67	0.73	0.51	0.08	0.01	0.16	0.10
MISSISSIPPI	80.12	16.12	3.20	0.13	0.40	0.01	0.00	0.03
MISSOURI	56.78	40.12	2.81	0.11	0.16	0.00	0.00	0.02
MONTANA	96.58	2.36	1.03	0.00	0.03	0.00	0.00	0.00
NEBRASKA	82.52	6.05	3.17	3.93	0.18	0.22	0.01	3.93
NEVADA	94.35	1.60	3.99	0.02	0.02	0.00	0.00	0.02
NEW HAMPSHIRE	49.73	28.97	19.83	0.64	0.41	0.04	0.29	0.10
NEW JERSEY	91.77	3.16	4.49	0.14	0.43	0.00	0.00	0.01
NEW MEXICO	64.01	18.59	17.21	0.05	0.00	0.02	0.01	0.10
NEW YORK	59.84	10.07	28.69	0.66	0.55	0.01	0.15	0.03
NORTH CAROLINA	98.31	0.66	0.90	0.01	0.09	0.01	0.00	0.01
NORTH DAKOTA	91.93	4.98	2.37	0.34	0.06	0.03	0.06	0.22
OHIO	99.79	0.00	0.00	0.21	0.00	0.00	0.00	0.00
OKLAHOMA	90.01	9.33	0.52	0.09	0.04	0.00	0.01	0.01
OREGON	89.24	7.86	2.24	0.23	0.24	0.06	0.04	0.07
PENNSYLVANIA	93.20	5.56	1.20	0.01	0.00	0.00	0.00	0.04
PUERTO RICO	27.44	67.53	3.18	0.20	1.25	0.00	0.00	0.40
RHODE ISLAND	79.00	12.54	8.20	0.02	0.18	0.00	0.04	0.02
SOUTH CAROLINA	97.02	2.63	0.19	0.00	0.16	0.00	0.00	0.00
SOUTH DAKOTA	96.57	2.94	0.37	0.00	0.06	0.03	0.03	0.00
TENNESSEE	83.43	12.52	3.89	0.04	0.04	0.00	0.00	0.07
TEXAS	90.99	7.51	1.47	0.01				0.02
UTAH	81.40	11.65	5.94	0.02	0.05	0.93	0.00	0.00
VERMONT	86.39	8.06	3.58	0.37	0.69	0.05	0.16	0.69
VIRGINIA	97.37	1.01	1.33	0.04	0.09	0.02	0.01	0.14
WASHINGTON	96.39	1.86	1.60	0.02	0.02	0.01	0.01	0.09
WEST VIRGINIA	91.14	8.67	0.17	0.02	0.00	0.00	0.00	0.01
WISCONSIN	91.48	3.35	4.89	0.14	0.10	0.01	0.00	0.03
WYOMING	81.38	15.82	2.01	0.07	0.60		0.07	0.04
AMERICAN SAMOA	100.00	0.00	0.00					0.00
GUAM	86.00	11.33	2.00	0.00	0.00	0.00	0.67	0.00
NORTHERN MARIANAS								
PALAU	70.00	0.00	30.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	87.78	7.32	4.44	0.19	0.12	0.02	0.02	0.10
50 STATES, D.C. & P.R.	87.78	7.32	4.44	0.19	0.12	0.02	0.02	0.10

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,556	11,275	9,105	503	15	17	25	42
ALASKA	152	278	357	2	0	0	0	0
ARIZONA	471	1,398	4,321	188	84	3	4	16
ARKANSAS	1,279	6,278	4,277	10	217	0	88	55
CALIFORNIA	1,760	4,097	22,436	1,718	601	0	59	447
COLORADO	1,086	855	1,220	27	3	10	6	10
CONNECTICUT	389	923	2,429	191	119	8	33	3
DELAWARE	94	1,041	484	253	0	7	25	4
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	9,010	5,894	19,934	1,492	101	62	146	34
GEORGIA	1,544	7,444	19,059	188	1	259	22	63
HAWAII	388	989	1,114	8	1	.	6	10
IDAHO	799	1,129	733	34	7	0	0	4
ILLINOIS	1,692	1,277	18,731	2,737	1,283	50	126	30
INDIANA	2,689	3,206	14,727	383	0	61	50	100
IOWA	4,299	5,453	4,021	342	.	44	21	11
KANSAS	1,102	1,922	2,385	113	21	27	44	10
KENTUCKY	3,545	9,360	5,086	23	0	5	16	91
LOUISIANA	478	1,334	10,391	348	53	196	5	124
MAINE	92	414	667	11	20	0	2	5
MARYLAND	504	932	3,658	1,005	153	4	28	17
MASSACHUSETTS	3,055	2,641	6,092	208	457	.	149	38
MICHIGAN	5,112	3,850	9,627	2,743	.	20	12	37
MINNESOTA	2,093	4,196	3,220	720	12	18	31	36
MISSISSIPPI	223	2,090	4,729	77	0	75	5	60
MISSOURI	580	3,015	7,142	1,844	63	0	5	78
MONTANA	96	498	557	3	3	0	1	6
NEBRASKA	1,385	3,062	1,473	87	27	29	58	90
NEVADA	114	589	759	207	0	0	1	2
NEW HAMPSHIRE	215	267	391	38	34	2	25	11
NEW JERSEY	84	709	2,254	801	653	62	7	52
NEW MEXICO	245	279	1,601	2	0	6	1	11
NEW YORK	1,012	1,348	10,676	2,893	522	37	126	52
NORTH CAROLINA	3,939	9,407	12,851	871	186	25	36	87
NORTH DAKOTA	397	531	287	10	2	7	7	9
OHIO	12,129	31,419	5,616	201	0	278	0	124
OKLAHOMA	1,065	4,200	4,203	51	8	35	9	27
OREGON	1,163	992	1,618	85	20	11	52	21
PENNSYLVANIA	1,731	8,206	15,913	1,451	136	49	42	88
PUERTO RICO	200	4,957	6,803	1,108	153	20	29	197
RHODE ISLAND	30	64	905	6	105	0	20	2
SOUTH CAROLINA	1,419	4,493	10,936	377	8	44	22	129
SOUTH DAKOTA	267	742	373	15	35	8	38	0
TENNESSEE	1,112	5,493	9,018	211	161	11	3	90
TEXAS	313	3,885	18,793	1,218	3	109	7	120
UTAH	136	402	2,341	8	283	241	0	0
VERMONT	980	162	182	11	10	0	10	15
VIRGINIA	330	3,215	10,475	172	56	78	41	67
WASHINGTON	1,112	3,017	3,364	70	11	4	0	9
WEST VIRGINIA	663	3,561	4,248	33	3	5	3	49
WISCONSIN	978	4,031	7,415	377	7	58	2	48
WYOMING	57	279	297	6	1	.	3	8
AMERICAN SAMOA	0	7	28	.	.	.	.	0
GUAM	8	30	60	3	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	75,172	177,136	309,384	25,483	5,638	1,985	1,452	2,639
50 STATES, D.C. & P.R.	75,164	177,099	309,294	25,480	5,638	1,985	1,451	2,639

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.90	50.03	40.40	2.23	0.07	0.08	0.11	0.19
ALASKA	19.26	35.23	45.25	0.25	0.00	0.00	0.00	0.00
ARIZONA	7.26	21.56	66.63	2.90	1.30	0.05	0.06	0.25
ARKANSAS	10.48	51.44	35.05	0.08	1.78	0.00	0.72	0.45
CALIFORNIA	5.66	13.17	72.10	5.52	1.93	0.00	0.19	1.44
COLORADO	33.76	26.58	37.92	0.84	0.09	0.31	0.19	0.31
CONNECTICUT	9.50	22.54	59.32	4.66	2.91	0.20	0.81	0.07
DELAWARE	4.93	54.56	25.37	13.26	0.00	0.37	1.31	0.21
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	24.57	16.07	54.36	4.07	0.28	0.17	0.40	0.09
GEORGIA	5.40	26.05	66.69	0.66	0.00	0.91	0.08	0.22
HAWAII	15.42	39.31	44.28	0.32	0.04	.	0.24	0.40
IDAHO	29.53	41.72	27.09	1.26	0.26	0.00	0.00	0.15
ILLINOIS	6.53	4.93	72.25	10.56	4.95	0.19	0.49	0.12
INDIANA	12.67	15.11	69.41	1.81	0.00	0.29	0.24	0.47
IOWA	30.29	38.43	28.33	2.41	.	0.31	0.15	0.08
KANSAS	19.59	34.17	42.41	2.01	0.37	0.48	0.78	0.18
KENTUCKY	19.56	51.64	28.06	0.13	0.00	0.03	0.09	0.50
LOUISIANA	3.70	10.32	80.37	2.69	0.41	1.52	0.04	0.96
MAINE	7.60	34.19	55.08	0.91	1.65	0.00	0.17	0.41
MARYLAND	8.00	14.79	58.05	15.95	2.43	0.06	0.44	0.27
MASSACHUSETTS	24.17	20.89	48.20	1.65	3.62	.	1.18	0.30
MICHIGAN	23.89	17.99	44.98	12.82	.	0.09	0.06	0.17
MINNESOTA	20.27	40.64	31.18	6.97	0.12	0.17	0.30	0.35
MISSISSIPPI	3.07	28.79	65.15	1.06	0.00	1.03	0.07	0.83
MISSOURI	4.56	23.69	56.12	14.49	0.50	0.00	0.04	0.61
MONTANA	8.25	42.78	47.85	0.26	0.26	0.00	0.09	0.52
NEBRASKA	22.30	49.30	23.72	1.40	0.43	0.47	0.93	1.45
NEVADA	6.82	35.23	45.39	12.38	0.00	0.00	0.06	0.12
NEW HAMPSHIRE	21.87	27.16	39.78	3.87	3.46	0.20	2.54	1.12
NEW JERSEY	1.82	15.34	48.77	17.33	14.13	1.34	0.15	1.13
NEW MEXICO	11.42	13.01	74.64	0.09	0.00	0.28	0.05	0.51
NEW YORK	6.07	8.09	64.06	17.36	3.13	0.22	0.76	0.31
NORTH CAROLINA	14.37	34.33	46.90	3.18	0.68	0.09	0.13	0.32
NORTH DAKOTA	31.76	42.48	22.96	0.80	0.16	0.56	0.56	0.72
OHIO	24.37	63.13	11.28	0.40	0.00	0.56	0.00	0.25
OKLAHOMA	11.10	43.76	43.79	0.53	0.08	0.36	0.09	0.28
OREGON	29.35	25.04	40.84	2.15	0.50	0.28	1.31	0.53
PENNSYLVANIA	6.27	29.71	57.62	5.25	0.49	0.18	0.15	0.32
PUERTO RICO	1.49	36.81	50.52	8.23	1.14	0.15	0.22	1.46
RHODE ISLAND	2.65	5.65	79.95	0.53	9.28	0.00	1.77	0.18
SOUTH CAROLINA	8.14	25.78	62.75	2.16	0.05	0.25	0.13	0.74
SOUTH DAKOTA	18.06	50.20	25.24	1.01	2.37	0.54	2.57	0.00
TENNESSEE	6.91	34.12	56.02	1.31	1.00	0.07	0.02	0.56
TEXAS	1.28	15.89	76.87	4.98	0.01	0.45	0.03	0.49
UTAH	3.99	11.79	68.63	0.23	8.30	7.07	0.00	0.00
VERMONT	71.53	11.82	13.28	0.80	0.73	0.00	0.73	1.09
VIRGINIA	2.29	22.27	72.57	1.19	0.39	0.54	0.28	0.46
WASHINGTON	14.66	39.77	44.34	0.92	0.14	0.05	0.00	0.12
WEST VIRGINIA	7.74	41.58	49.60	0.39	0.04	0.06	0.04	0.57
WISCONSIN	7.57	31.21	57.41	2.92	0.05	0.45	0.02	0.37
WYOMING	8.76	42.86	45.62	0.92	0.15	.	0.46	1.23
AMERICAN SAMOA	0.00	20.00	80.00	.	.	.	.	0.00
GUAM	7.84	29.41	58.82	2.94	0.00	0.00	0.98	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12.55	29.58	51.66	4.26	0.94	0.33	0.24	0.44
50 STATES, D.C. & P.R.	12.55	29.58	51.66	4.26	0.94	0.33	0.24	0.44

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,924	2,099	1,041	131	38	27	217	67
ALASKA	176	231	246	175	0	1	16	0
ARIZONA	1,147	1,163	1,960	301	364	7	97	29
ARKANSAS	53	116	151	0	26	0	32	22
CALIFORNIA	2,350	2,020	7,033	781	6,141	0	1,081	434
COLORADO	4,149	1,220	1,509	422	184	182	543	249
CONNECTICUT	2,641	1,479	2,633	344	923	46	439	39
DELAWARE	156	316	94	95	0	27	19	11
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	13,217	7,453	11,944	694	592	472	227	38
GEORGIA	5,168	8,273	7,876	533	2	405	73	12
HAWAII	804	589	655	.	14	.	33	50
IDAHO	256	141	124	70	10	2	1	18
ILLINOIS	3,664	5,492	11,030	5,166	2,949	256	469	52
INDIANA	3,017	1,124	4,710	341	28	208	216	213
IOWA	2,968	2,424	2,404	684	.	234	127	47
KANSAS	1,906	1,328	845	322	49	83	26	50
KENTUCKY	988	1,602	2,320	85	29	107	40	72
LOUISIANA	712	792	3,598	262	3	342	0	205
MAINE	1,459	1,351	988	95	139	1	187	38
MARYLAND	1,210	942	2,797	750	1,468	158	239	102
MASSACHUSETTS	2,549	987	3,613	1,625	2,662	.	282	125
MICHIGAN	8,576	3,640	3,619	1,451	.	91	153	32
MINNESOTA	8,814	3,523	2,200	2,056	198	359	309	109
MISSISSIPPI	33	84	194	5	8	11	7	32
MISSOURI	2,156	3,491	2,857	449	290	0	177	120
MONTANA	340	291	266	76	34	9	67	8
NEBRASKA	1,105	871	897	107	52	5	49	41
NEVADA	412	567	441	107	0	0	1	21
NEW HAMPSHIRE	865	437	376	5	182	51	212	20
NEW JERSEY	2,146	2,454	3,081	1,045	3,173	158	24	414
NEW MEXICO	790	524	1,826	19	1	129	114	61
NEW YORK	7,627	3,215	19,255	7,126	2,450	1,340	2,700	1,395
NORTH CAROLINA	2,772	2,234	3,999	307	27	76	3	110
NORTH DAKOTA	428	240	77	5	10	12	28	8
OHIO	2,593	4,165	2,512	2,965	0	292	0	423
OKLAHOMA	670	1,005	1,345	70	9	78	20	81
OREGON	1,562	531	781	367	367	115	89	76
PENNSYLVANIA	2,680	4,504	7,290	1,372	1,657	1,084	92	202
PUERTO RICO	47	313	395	10	10	1	0	42
RHODE ISLAND	479	305	749	10	224	209	209	28
SOUTH CAROLINA	643	2,006	2,533	305	16	53	7	138
SOUTH DAKOTA	196	112	125	8	34	4	38	0
TENNESSEE	702	816	1,448	134	213	49	3	92
TEXAS	4,267	14,689	13,781	964	5	2	7	1,360
UTAH	1,621	1,161	1,399	58	124	90	0	55
VERMONT	1,217	98	130	99	87	18	75	32
VIRGINIA	2,246	2,982	4,996	846	553	300	199	84
WASHINGTON	1,731	1,635	1,370	238	55	21	6	70
WEST VIRGINIA	684	712	603	14	2	34	3	30
WISCONSIN	4,152	6,976	4,228	282	46	201	21	96
WYOMING	253	268	277	22	0	.	45	9
AMERICAN SAMOA	0	3	0	.	.	.	.	0
GUAM	1	2	7	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	112,323	104,996	150,628	33,398	25,448	7,350	9,023	7,062
50 STATES, D.C. & P.R.	112,321	104,991	150,621	33,398	25,448	7,350	9,022	7,062

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	34.70	37.86	18.78	2.36	0.69	0.49	3.91	1.21
ALASKA	20.83	27.34	29.11	20.71	0.00	0.12	1.89	0.00
ARIZONA	22.63	22.95	38.67	5.94	7.18	0.14	1.91	0.57
ARKANSAS	13.25	29.00	37.75	0.00	6.50	0.00	8.00	5.50
CALIFORNIA	11.84	10.18	35.45	3.94	30.95	0.00	5.45	2.19
COLORADO	49.05	14.42	17.84	4.99	2.18	2.15	6.42	2.94
CONNECTICUT	30.91	17.31	30.82	4.03	10.80	0.54	5.14	0.46
DELAWARE	21.73	44.01	13.09	13.23	0.00	3.76	2.65	1.53
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	38.16	21.52	34.48	2.00	1.71	1.36	0.66	0.11
GEORGIA	23.13	37.03	35.25	2.39	0.01	1.81	0.33	0.05
HAWAII	37.48	27.46	30.54	.	0.65	.	1.54	2.33
IDAHO	41.16	22.67	19.94	11.25	1.61	0.32	0.16	2.89
ILLINOIS	12.60	18.89	37.93	17.77	10.14	0.88	1.61	0.18
INDIANA	30.61	11.40	47.78	3.46	0.28	2.11	2.19	2.16
IOWA	33.39	27.27	27.05	7.70	.	2.63	1.43	0.53
KANSAS	41.35	28.81	18.33	6.99	1.06	1.80	0.56	1.08
KENTUCKY	18.84	30.56	44.25	1.62	0.55	2.04	0.76	1.37
LOUISIANA	12.04	13.39	60.84	4.43	0.05	5.78	0.00	3.47
MAINE	34.26	31.73	23.20	2.23	3.26	0.02	4.39	0.89
MARYLAND	15.78	12.29	36.49	9.78	19.15	2.06	3.12	1.33
MASSACHUSETTS	21.52	8.33	30.51	13.72	22.48	.	2.38	1.06
MICHIGAN	48.83	20.73	20.61	8.26	.	0.52	0.87	0.18
MINNESOTA	50.17	20.05	12.52	11.70	1.13	2.04	1.76	0.62
MISSISSIPPI	8.82	22.46	51.87	1.34	2.14	2.94	1.87	8.56
MISSOURI	22.60	36.59	29.95	4.71	3.04	0.00	1.86	1.26
MONTANA	31.16	26.67	24.38	6.97	3.12	0.82	6.14	0.73
NEBRASKA	35.34	27.85	28.69	3.42	1.66	0.16	1.57	1.31
NEVADA	26.60	36.60	28.47	6.91	0.00	0.00	0.06	1.36
NEW HAMPSHIRE	40.27	20.34	17.50	0.23	8.47	2.37	9.87	0.93
NEW JERSEY	17.17	19.64	24.66	8.36	25.39	1.26	0.19	3.31
NEW MEXICO	22.81	15.13	52.71	0.55	0.03	3.72	3.29	1.76
NEW YORK	16.91	7.13	42.69	15.80	5.43	2.97	5.99	3.09
NORTH CAROLINA	29.09	23.45	41.97	3.22	0.28	0.80	0.03	1.15
NORTH DAKOTA	52.97	29.70	9.53	0.62	1.24	1.49	3.47	0.99
OHIO	20.02	32.16	19.40	22.90	0.00	2.25	0.00	3.27
OKLAHOMA	20.44	30.66	41.03	2.14	0.27	2.38	0.61	2.47
OREGON	40.17	13.66	20.09	9.44	9.44	2.96	2.29	1.95
PENNSYLVANIA	14.19	23.85	38.61	7.27	8.78	5.74	0.49	1.07
PUERTO RICO	5.75	38.26	48.29	1.22	1.22	0.12	0.00	5.13
RHODE ISLAND	21.64	13.78	33.85	0.45	10.12	9.44	9.44	1.27
SOUTH CAROLINA	11.28	35.19	44.43	5.35	0.28	0.93	0.12	2.42
SOUTH DAKOTA	37.91	21.66	24.18	1.55	6.58	0.77	7.35	0.00
TENNESSEE	20.31	23.60	41.89	3.88	6.16	1.42	0.09	2.66
TEXAS	12.17	41.88	39.29	2.75	0.01	0.01	0.02	3.88
UTAH	35.96	25.75	31.03	1.29	2.75	2.00	0.00	1.22
VERMONT	69.31	5.58	7.40	5.64	4.95	1.03	4.27	1.82
VIRGINIA	18.40	24.43	40.93	6.93	4.53	2.46	1.63	0.69
WASHINGTON	33.77	31.90	26.73	4.64	1.07	0.41	0.12	1.37
WEST VIRGINIA	32.85	34.20	28.96	0.67	0.10	1.63	0.14	1.44
WISCONSIN	25.95	43.59	26.42	1.76	0.29	1.26	0.13	0.60
WYOMING	28.95	30.66	31.69	2.52	0.00	.	5.15	1.03
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	9.09	18.18	63.64	0.00	0.00	0.00	9.09	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	24.95	23.32	33.46	7.42	5.65	1.63	2.00	1.57
50 STATES, D.C. & P.R.	24.95	23.32	33.46	7.42	5.65	1.63	2.00	1.57

Please see data notes for an explanation of individual State differences.

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	63	135	816	169	3	123	19	24
ALASKA	87	111	302	4	0	0	0	3
ARIZONA	190	138	732	73	101	174	2	39
ARKANSAS	56	154	532	21	137	0	101	27
CALIFORNIA	298	523	3,459	579	217	83	15	87
COLORADO	914	424	1,196	231	8	14	6	52
CONNECTICUT	341	410	800	217	123	6	36	20
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	6	5	227	6	1	.	.	16
IDAHO	85	92	232	19	8	3	0	7
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	46	25	658	82	0	65	38	27
IOWA	79	32	229	87	.	7	11	9
KANSAS	398	465	521	156	21	37	18	40
KENTUCKY	244	436	978	13	6	4	4	47
LOUISIANA	15	15	740	44	2	71	2	89
MAINE	446	630	1,015	33	24	2	46	28
MARYLAND	676	670	2,570	1,095	410	29	102	53
MASSACHUSETTS	330	283	928	168	466	.	208	125
MICHIGAN	455	36	572	1,355	.	3	.	94
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2	8	249	72	0	50	1	39
MISSOURI	76	167	320	159	21	0	5	14
MONTANA	36	182	268	4	6	23	11	6
NEBRASKA	17	62	326	33	8	10	4	43
NEVADA	15	62	172	242	0	0	2	16
NEW HAMPSHIRE	65	56	58	111	30	0	30	6
NEW JERSEY	1,123	2,691	4,862	2,254	3,231	240	58	201
NEW MEXICO	159	133	596	3	0	34	0	36
NEW YORK	1,951	1,873	8,445	3,452	1,973	139	669	271
NORTH CAROLINA	51	101	911	204	104	80	89	46
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	616	3,885	3,355	4,632	0	0	0	114
OKLAHOMA	89	256	988	71	3	23	6	86
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	34	73	941	362	0	13	0	71
PUERTO RICO	20	121	478	75	16	3	1	511
RHODE ISLAND	3	18	146	3	52	0	14	3
SOUTH CAROLINA	4	34	113	31	1	89	0	9
SOUTH DAKOTA	64	146	200	9	24	25	63	11
TENNESSEE	60	140	1,106	191	139	25	1	78
TEXAS	470	2,421	4,401	371	10	68	1	292
UTAH	14	29	637	22	620	50	0	0
VERMONT	47	6	13	2	1	0	4	3
VIRGINIA	1,128	1,411	2,687	100	35	66	19	38
WASHINGTON	291	612	1,972	80	12	10	2	46
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	2	14	.	.	.	.	2
GUAM	18	16	26	1	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	1	4	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,082	19,090	49,795	16,836	7,813	1,569	1,588	2,729
50 STATES, D.C. & P.R.	11,064	19,071	49,751	16,835	7,813	1,569	1,588	2,727

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

**Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVR
ALABAMA	4.66	9.99	60.36	12.50	0.22	9.10	1.41	1.78
ALASKA	17.16	21.89	59.57	0.79	0.00	0.00	0.00	0.59
ARIZONA	13.11	9.52	50.52	5.04	6.97	12.01	0.14	2.69
ARKANSAS	5.45	14.98	51.75	2.04	13.33	0.00	9.82	2.63
CALIFORNIA	5.66	9.94	65.75	11.01	4.12	1.58	0.29	1.65
COLORADO	32.13	14.90	42.04	8.12	0.28	0.49	0.21	1.83
CONNECTICUT	17.46	20.99	40.96	11.11	6.30	0.31	1.84	1.02
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2.30	1.92	86.97	2.30	0.38	.	.	6.13
IDAHO	19.06	20.63	52.02	4.26	1.79	0.67	0.00	1.57
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	4.89	2.66	69.93	8.71	0.00	6.91	4.04	2.87
IOWA	17.40	7.05	50.44	19.16	.	1.54	2.42	1.98
KANSAS	24.03	28.08	31.46	9.42	1.27	2.23	1.09	2.42
KENTUCKY	14.09	25.17	56.47	0.75	0.35	0.23	0.23	2.71
LOUISIANA	1.53	1.53	75.66	4.50	0.20	7.26	0.20	9.10
MAINE	20.05	28.33	45.64	1.48	1.08	0.09	2.07	1.26
MARYLAND	12.06	11.95	45.85	19.54	7.31	0.52	1.82	0.95
MASSACHUSETTS	13.16	11.28	37.00	6.70	18.58	.	8.29	4.98
MICHIGAN	18.09	1.43	22.74	53.88	.	0.12	.	3.74
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.48	1.90	59.14	17.10	0.00	11.88	0.24	9.26
MISSOURI	9.97	21.92	41.99	20.87	2.76	0.00	0.66	1.84
MONTANA	6.72	33.96	50.00	0.75	1.12	4.29	2.05	1.12
NEBRASKA	3.38	12.33	64.81	6.56	1.59	1.99	0.80	8.55
NEVADA	2.95	12.18	33.79	47.54	0.00	0.00	0.39	3.14
NEW HAMPSHIRE	18.26	15.73	16.29	31.18	8.43	0.00	8.43	1.69
NEW JERSEY	7.66	18.36	33.17	15.38	22.04	1.64	0.40	1.37
NEW MEXICO	16.55	13.84	62.02	0.31	0.00	3.54	0.00	3.75
NEW YORK	10.39	9.98	44.98	18.39	10.51	0.74	3.56	1.44
NORTH CAROLINA	3.22	6.37	57.44	12.86	6.56	5.04	5.61	2.90
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4.89	30.83	26.62	36.76	0.00	0.00	0.00	0.90
OKLAHOMA	5.85	16.82	64.91	4.66	0.20	1.51	0.39	5.65
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.28	4.89	62.99	24.23	0.00	0.87	0.00	4.75
PUERTO RICO	1.63	9.88	39.02	6.12	1.31	0.24	0.08	41.71
RHODE ISLAND	1.26	7.53	61.09	1.26	21.76	0.00	5.86	1.26
SOUTH CAROLINA	1.42	12.10	40.21	11.03	0.36	31.67	0.00	3.20
SOUTH DAKOTA	11.81	26.94	36.90	1.66	4.43	4.61	11.62	2.03
TENNESSEE	3.45	8.05	63.56	10.98	7.99	1.44	0.06	4.48
TEXAS	5.85	30.13	54.78	4.62	0.12	0.85	0.01	3.63
UTAH	1.02	2.11	46.43	1.60	45.19	3.64	0.00	0.00
VERMONT	61.84	7.89	17.11	2.63	1.32	0.00	5.26	3.95
VIRGINIA	20.57	25.73	49.00	1.82	0.64	1.20	0.35	0.69
WASHINGTON	9.62	20.23	65.19	2.64	0.40	0.33	0.07	1.52
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	11.11	77.78	.	.	.	.	11.11
GUAM	29.51	26.23	42.62	1.64	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.03	17.28	45.06	15.24	7.07	1.42	1.44	2.47
50 STATES, D.C. & P.R.	10.02	17.27	45.06	15.25	7.08	1.42	1.44	2.47

Please see data notes for an explanation of individual State differences.

FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	365	202	120	31	0	206	5	4
ALASKA	117	77	58	2	0	0	0	1
ARIZONA	693	228	121	0	0	293	0	1
ARKANSAS	201	172	45	57	2	0	100	2
CALIFORNIA	3,190	1,445	3,354	113	80	837	5	26
COLORADO	687	82	173	60	1	64	2	3
CONNECTICUT	390	119	54	59	95	2	33	2
DELAWARE	24	120	4	74	0	1	1	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	1,004	460	825	11	1	498	7	1
GEORGIA	360	293	392	177	36	95	0	0
HAWAII	97	49	69	31	1	.	.	3
IDAHO	137	61	22	1	0	77	0	1
ILLINOIS	661	711	1,326	103	23	253	29	1
INDIANA	751	146	384	131	0	132	10	3
IOWA	378	141	77	1	.	91	0	2
KANSAS	262	124	56	148	0	0	0	0
KENTUCKY	312	180	54	9	6	180	0	1
LOUISIANA	486	292	419	3	7	218	0	4
MAINE	147	42	22	33	2	25	0	2
MARYLAND	485	144	255	16	5	332	2	1
MASSACHUSETTS	575	101	367	38	290	.	96	5
MICHIGAN	1,770	362	533	52	.	87	.	7
MINNESOTA	1,067	244	145	120	5	149	4	3
MISSISSIPPI	100	180	156	11	3	130	0	0
MISSOURI	321	438	201	61	13	105	3	5
MONTANA	93	56	16	0	0	40	0	0
NEBRASKA	354	125	104	14	15	29	0	25
NEVADA	148	56	127	1	0	0	1	0
NEW HAMPSHIRE	72	14	25	140	5	0	19	0
NEW JERSEY	368	238	414	116	36	175	2	4
NEW MEXICO	170	67	140	1	2	81	0	1
NEW YORK	2,079	352	1,724	353	733	182	87	7
NORTH CAROLINA	994	352	273	35	2	367	0	2
NORTH DAKOTA	68	17	3	3	0	1	0	0
OHIO	1,116	631	326	132	0	127	0	2
OKLAHOMA	293	146	178	28	0	122	0	0
OREGON	602	134	109	30	20	110	1	3
PENNSYLVANIA	1,279	478	538	14	299	1	145	5
PUERTO RICO	32	422	257	13	150	1	0	4
RHODE ISLAND	58	24	19	100	1	0	2	0
SOUTH CAROLINA	325	245	258	38	2	130	0	1
SOUTH DAKOTA	62	18	4	21	1	22	2	0
TENNESSEE	520	208	437	84	3	130	0	4
TEXAS	834	1,825	2,061	45	.	31	.	15
UTAH	233	71	63	506	1	6	0	0
VERMONT	115	0	2	1	12	0	21	2
VIRGINIA	527	243	394	5	4	140	5	4
WASHINGTON	865	587	291	32	30	141	0	4
WEST VIRGINIA	181	108	35	20	0	48	0	0
WISCONSIN	623	193	381	89	1	87	0	0
WYOMING	96	69	12	5	1	.	2	0
AMERICAN SAMOA	0	5	3	.	.	.	.	0
GUAM	9	4	18	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	1	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	26,697	13,102	17,445	3,168	1,888	5,746	585	161
50 STATES, D.C. & P.R.	26,687	13,092	17,423	3,168	1,888	5,746	584	161

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39.12	21.65	12.86	3.32	0.00	22.08	0.54	0.43
ALASKA	45.88	30.20	22.75	0.78	0.00	0.00	0.00	0.39
ARIZONA	51.87	17.07	9.06	0.00	0.00	21.93	0.00	0.07
ARKANSAS	34.72	29.71	7.77	9.84	0.35	0.00	17.27	0.35
CALIFORNIA	35.25	15.97	37.06	1.25	0.88	9.25	0.06	0.29
COLORADO	64.09	7.65	16.14	5.60	0.09	5.97	0.19	0.28
CONNECTICUT	51.72	15.78	7.16	7.82	12.60	0.27	4.38	0.27
DELAWARE	10.71	53.57	1.79	33.04	0.00	0.45	0.45	0.00
DISTRICT OF COLUMBIA								
FLORIDA	35.77	16.39	29.39	0.39	0.04	17.74	0.25	0.04
GEORGIA	26.61	21.66	28.97	13.08	2.66	7.02	0.00	0.00
HAWAII	38.80	19.60	27.60	12.40	0.40			1.20
IDAHO	45.82	20.40	7.36	0.33	0.00	25.75	0.00	0.33
ILLINOIS	21.27	22.88	42.68	3.32	0.74	8.14	0.93	0.03
INDIANA	48.23	9.38	24.66	8.41	0.00	8.48	0.64	0.19
IOWA	54.78	20.43	11.16	0.14		13.19	0.00	0.29
KANSAS	44.41	21.02	9.49	25.08	0.00	0.00	0.00	0.00
KENTUCKY	42.05	24.26	7.28	1.21	0.81	24.26	0.00	0.13
LOUISIANA	34.01	20.43	29.32	0.21	0.49	15.26	0.00	0.28
MAINE	53.85	15.38	8.06	12.09	0.73	9.16	0.00	0.73
MARYLAND	39.11	11.61	20.56	1.29	0.40	26.77	0.16	0.08
MASSACHUSETTS	39.06	6.86	24.93	2.58	19.70		6.52	0.34
MICHIGAN	62.97	12.88	18.96	1.85		3.09		0.25
MINNESOTA	61.43	14.05	8.35	6.91	0.29	8.58	0.23	0.17
MISSISSIPPI	17.24	31.03	26.90	1.90	0.52	22.41	0.00	0.00
MISSOURI	27.99	38.19	17.52	5.32	1.13	9.15	0.26	0.44
MONTANA	45.37	27.32	7.80	0.00	0.00	19.51	0.00	0.00
NEBRASKA	53.15	18.77	15.62	2.10	2.25	4.35	0.00	3.75
NEVADA	44.44	16.82	38.14	0.30	0.00	0.00	0.30	0.00
NEW HAMPSHIRE	26.18	5.09	9.09	50.91	1.82	0.00	6.91	0.00
NEW JERSEY	27.20	17.59	30.60	8.57	2.66	12.93	0.15	0.30
NEW MEXICO	36.80	14.50	30.30	0.22	0.43	17.53	0.00	0.22
NEW YORK	37.68	6.38	31.25	6.40	13.29	3.30	1.58	0.13
NORTH CAROLINA	49.09	17.38	13.48	1.73	0.10	18.12	0.00	0.10
NORTH DAKOTA	73.91	18.48	3.26	3.26	0.00	1.09	0.00	0.00
OHIO	47.81	27.04	13.97	5.66	0.00	5.44	0.00	0.09
OKLAHOMA	38.20	19.04	23.21	3.65	0.00	15.91	0.00	0.00
OREGON	59.66	13.28	10.80	2.97	1.98	10.90	0.10	0.30
PENNSYLVANIA	46.36	17.33	19.50	0.51	10.84	0.04	5.26	0.18
PUERTO RICO	3.64	48.01	29.24	1.48	17.06	0.11	0.00	0.46
RHODE ISLAND	28.43	11.76	9.31	49.02	0.49	0.00	0.98	0.00
SOUTH CAROLINA	32.53	24.52	25.83	3.80	0.20	13.01	0.00	0.10
SOUTH DAKOTA	47.69	13.85	3.08	16.15	0.77	16.92	1.54	0.00
TENNESSEE	37.52	15.01	31.53	6.06	0.22	9.38	0.00	0.29
TEXAS	17.34	37.93	42.84	0.94		0.64		0.31
UTAH	26.48	8.07	7.16	57.50	0.11	0.68	0.00	0.00
VERMONT	75.16	0.00	1.31	0.65	7.84	0.00	13.73	1.31
VIRGINIA	39.86	18.38	29.80	0.38	0.30	10.59	0.38	0.30
WASHINGTON	44.36	30.10	14.92	1.64	1.54	7.23	0.00	0.21
WEST VIRGINIA	46.17	27.55	8.93	5.10	0.00	12.24	0.00	0.00
WISCONSIN	45.34	14.05	27.73	6.48	0.07	6.33	0.00	0.00
WYOMING	51.89	37.30	6.49	2.70	0.54		1.08	0.00
AMERICAN SAMOA	0.00	62.50	37.50					0.00
GUAM	28.13	12.50	56.25	0.00	0.00	0.00	3.13	0.00
NORTHERN MARIANAS								
PALAU	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	38.81	19.05	25.36	4.61	2.74	8.35	0.85	0.23
50 STATES, D.C. & P.R.	38.82	19.04	25.34	4.61	2.75	8.36	0.85	0.23

Please see data notes for an explanation of individual State differences.

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

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ORTHOPEdic IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	318	153	127	8	0	.	.	5
ALASKA	38	22	16	0	0	0	0	0
ARIZONA	433	117	407	31	15	0	0	3
ARKANSAS	63	67	26	0	14	0	0	2
CALIFORNIA	2,951	1,191	5,220	981	59	0	3	190
COLORADO	3,061	599	268	36	4	0	14	40
CONNECTICUT	174	36	15	2	3	0	1	0
DELAWARE	163	281	126	25	0	2	5	52
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	1,990	798	1,712	58	6	9	2	60
GEORGIA	297	240	325	0	0	0	0	6
HAWAII	72	27	44	.	.	.	.	5
IDAHO	74	33	18	2	0	0	0	1
ILLINOIS	821	486	1,006	223	11	7	1	15
INDIANA	852	81	224	13	0	0	0	13
IOWA	575	285	125	5	.	5	1	16
KANSAS	306	76	59	1	0	0	0	9
KENTUCKY	196	155	94	1	0	0	0	13
LOUISIANA	401	337	550	5	2	12	0	30
MAINE	48	23	12	0	0	0	0	0
MARYLAND	194	92	158	8	42	0	0	2
MASSACHUSETTS	641	59	169	5	74	.	9	32
MICHIGAN	6,325	1,999	1,367	213	.	6	9	83
MINNESOTA	993	307	90	29	2	0	3	12
MISSISSIPPI	190	473	549	27	3	10	2	125
MISSOURI	266	271	192	10	0	0	1	10
MONTANA	53	15	12	0	0	1	0	3
NEBRASKA	337	91	62	9	0	0	2	112
NEVADA	135	76	48	8	0	0	0	5
NEW HAMPSHIRE	68	51	35	15	0	0	1	1
NEW JERSEY	266	116	99	24	57	22	1	6
NEW MEXICO	178	72	181	0	0	1	0	4
NEW YORK	1,668	286	604	70	106	5	6	52
NORTH CAROLINA	5,462	2,479	1,335	47	12	22	2	88
NORTH DAKOTA	91	20	20	0	2	0	5	1
OHIO	1,150	580	488	34	0	0	0	66
OKLAHOMA	286	77	56	2	2	0	0	6
OREGON	449	164	149	9	2	2	0	11
PENNSYLVANIA	243	166	637	102	164	0	12	13
PUERTO RICO	140	277	39	6	16	0	0	14
RHODE ISLAND	48	51	32	1	6	0	1	0
SOUTH CAROLINA	165	278	277	17	0	1	0	14
SOUTH DAKOTA	65	18	7	0	0	0	3	0
TENNESSEE	374	233	398	76	1	0	0	81
TEXAS	810	2,016	1,424	53	1	2	.	269
UTAH	59	42	51	18	5	12	0	0
VERMONT	65	2	4	0	0	0	0	4
VIRGINIA	394	137	253	2	2	0	0	10
WASHINGTON	480	251	163	3	0	1	0	17
WEST VIRGINIA	126	28	46	0	1	0	0	3
WISCONSIN	631	340	500	6	1	1	0	17
WYOMING	87	28	20	0	1	.	0	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	9	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	2	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	35,283	16,102	19,840	2,185	614	121	84	1,522
50 STATES, D.C. & P.R.	35,272	16,102	19,839	2,185	614	121	84	1,522

Please see data notes for an explanation of individual State differences.

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Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

ORTHOPEdic IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL.	PRIVATE SEPAR FACIL.	PUBLIC RESID FACIL.	PRIVATE RESID FACIL.	HOME HOSP ENVIR
ALABAMA	52.05	25.04	20.79	1.31	0.00	.	.	0.82
ALASKA	50.00	28.95	21.05	0.00	0.00	0.00	0.00	0.00
ARIZONA	43.04	11.63	40.46	3.08	1.49	0.00	0.00	0.30
ARKANSAS	36.63	38.95	15.12	0.00	8.14	0.00	0.00	1.16
CALIFORNIA	27.85	11.24	49.27	9.26	0.56	0.00	0.03	1.79
COLORADO	76.11	14.89	6.66	0.90	0.10	0.00	0.35	0.99
CONNECTICUT	75.32	15.58	6.49	0.87	1.30	0.00	0.43	0.00
DELAWARE	24.92	42.97	19.27	3.82	0.00	0.31	0.76	7.95
DISTRICT OF COLUMBIA								
FLORIDA	42.93	17.22	36.94	1.25	0.13	0.19	0.04	1.29
GEORGIA	34.22	27.65	37.44	0.00	0.00	0.00	0.00	0.69
HAWAII	48.65	18.24	29.73					3.38
IDAHO	57.81	25.78	14.06	1.56	0.00	0.00	0.00	0.78
ILLINOIS	31.95	18.91	39.14	8.68	0.43	0.27	0.04	0.58
INDIANA	72.02	6.85	18.93	1.10	0.00	0.00	0.00	1.10
IOWA	56.82	28.16	12.35	0.49	.	0.49	0.10	1.58
KANSAS	67.85	16.85	13.08	0.22	0.00	0.00	0.00	2.00
KENTUCKY	42.70	33.77	20.48	0.22	0.00	0.00	0.00	2.83
LOUISIANA	29.99	25.21	41.14	0.37	0.15	0.90	0.00	2.24
MAINE	57.83	27.71	14.46	0.00	0.00	0.00	0.00	0.00
MARYLAND	39.11	18.55	31.85	1.61	8.47	0.00	0.00	0.40
MASSACHUSETTS	64.81	5.97	17.09	0.51	7.48	.	0.91	3.24
MICHIGAN	63.24	19.99	13.67	2.13	.	0.06	0.09	0.83
MINNESOTA	69.15	21.38	6.27	2.02	0.14	0.00	0.21	0.84
MISSISSIPPI	13.78	34.30	39.81	1.96	0.22	0.73	0.15	9.06
MISSOURI	35.47	36.13	25.60	1.33	0.00	0.00	0.13	1.33
MONTANA	63.10	17.86	14.29	0.00	0.00	1.19	0.00	3.57
NEBRASKA	54.98	14.85	10.11	1.47	0.00	0.00	0.33	18.27
NEVADA	49.63	27.94	17.65	2.94	0.00	0.00	0.00	1.84
NEW HAMPSHIRE	39.77	29.82	20.47	8.77	0.00	0.00	0.58	0.58
NEW JERSEY	45.01	19.63	16.75	4.06	9.64	3.72	0.17	1.02
NEW MEXICO	40.83	16.51	41.51	0.00	0.00	0.23	0.00	0.92
NEW YORK	59.64	10.23	21.59	2.50	3.79	0.18	0.21	1.86
NORTH CAROLINA	57.82	26.24	14.13	0.50	0.13	0.23	0.02	0.93
NORTH DAKOTA	65.47	14.39	14.39	0.00	1.44	0.00	3.60	0.72
OHIO	49.61	25.02	21.05	1.47	0.00	0.00	0.00	2.85
OKLAHOMA	66.67	17.95	13.05	0.47	0.47	0.00	0.00	1.40
OREGON	57.12	20.87	18.96	1.15	0.25	0.25	0.00	1.40
PENNSYLVANIA	18.18	12.42	47.64	7.63	12.27	0.00	0.90	0.97
PUERTO RICO	28.46	56.30	7.93	1.22	3.25	0.00	0.00	2.85
RHODE ISLAND	34.53	36.69	23.02	0.72	4.32	0.00	0.72	0.00
SOUTH CAROLINA	21.94	36.97	36.84	2.26	0.00	0.13	0.00	1.86
SOUTH DAKOTA	69.89	19.35	7.53	0.00	0.00	0.00	3.23	0.00
TENNESSEE	32.16	20.03	34.22	6.53	0.09	0.00	0.00	6.96
TEXAS	17.70	44.07	31.13	1.16	0.02	0.04	.	5.88
UTAH	31.55	22.46	27.27	9.63	2.67	6.42	0.00	0.00
VERMONT	86.67	2.67	5.33	0.00	0.00	0.00	0.00	5.33
VIRGINIA	49.37	17.17	31.70	0.25	0.25	0.00	0.00	1.25
WASHINGTON	52.46	27.43	17.81	0.33	0.00	0.11	0.00	1.86
WEST VIRGINIA	61.76	13.73	22.55	0.00	0.49	0.00	0.00	1.47
WISCONSIN	42.18	22.73	33.42	0.40	0.07	0.07	0.00	1.14
WYOMING	63.50	20.44	14.60	0.00	0.73	.	0.00	0.73
AMERICAN SAMOA	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	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	46.58	21.26	26.19	2.88	0.81	0.16	0.11	2.01
50 STATES, D.C. & P.R.	46.57	21.26	26.19	2.88	0.81	0.16	0.11	2.01

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				HOME HOSP ENVIR
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	
ALABAMA	1,089	923	248	32	1	.	2	39
ALASKA	202	267	66	4	0	0	2	0
ARIZONA	431	340	162	4	2	0	0	27
ARKANSAS	1,313	1,765	429	0	47	0	9	33
CALIFORNIA	7,895	2,206	2,920	98	331	0	11	278
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	3,464	1,042	555	38	114	2	24	16
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	877	501	335	3	19	3	8	1,678
GEORGIA	2,119	3,241	1,921	7	1	11	1	24
HAWAII	242	170	159	1	4	.	2	18
IDAHO	486	230	71	5	0	0	0	9
ILLINOIS	1,324	1,732	1,207	99	52	2	2	288
INDIANA	986	347	464	9	0	3	8	23
IOWA	22	12	7	0	.	0	0	2
KANSAS	2,052	1,100	329	26	6	2	2	25
KENTUCKY	1,443	1,608	298	7	2	9	8	32
LOUISIANA	2,146	1,726	2,080	19	10	32	1	98
MAINE	704	499	193	6	7	0	5	24
MARYLAND	2,236	1,190	1,003	83	97	1	7	29
MASSACHUSETTS	360	109	124	14	51	.	24	503
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	3,556	1,160	228	96	10	5	10	30
MISSISSIPPI	428	856	635	19	0	3	0	10
MISSOURI	1,158	2,387	555	33	10	0	2	44
MONTANA	311	273	88	2	7	0	4	17
NEBRASKA	885	502	287	32	14	2	2	415
NEVADA	352	339	84	11	0	0	0	7
NEW HAMPSHIRE	1,392	631	547	46	45	8	43	7
NEW JERSEY	381	154	76	14	13	1	0	89
NEW MEXICO	535	378	412	0	0	4	1	26
NEW YORK	8,459	2,972	4,035	512	121	9	33	179
NORTH CAROLINA	569	161	194	13	4	0	1	12
NORTH DAKOTA	262	60	15	2	1	0	6	3
OHIO	1,889	234	69	26	0	0	0	1,263
OKLAHOMA	841	477	189	8	2	1	3	34
OREGON	1,917	616	354	46	49	9	10	28
PENNSYLVANIA	352	350	134	0	0	1	0	5
PUERTO RICO	227	550	67	21	92	4	0	98
RHODE ISLAND	722	267	310	2	17	0	4	108
SOUTH CAROLINA	310	1,366	320	6	1	3	1	16
SOUTH DAKOTA	168	89	13	0	2	0	2	0
TENNESSEE	3,842	2,893	1,224	64	32	5	1	890
TEXAS	4,990	15,403	5,664	173	3	4	.	1,944
UTAH	282	229	230	15	12	33	0	0
VERMONT	748	48	25	5	10	0	8	9
VIRGINIA	2,905	2,892	1,786	16	32	17	21	44
WASHINGTON	6,874	5,657	2,632	119	57	12	9	71
WEST VIRGINIA	600	611	133	1	1	0	2	5
WISCONSIN	1,189	1,091	513	11	0	2	0	27
WYOMING	308	245	93	1	1	.	3	13
AMERICAN SAMOA	0	1	1	.	.	.	.	0
GUAM	21	13	10	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	75,865	61,913	33,495	1,749	1,280	188	283	8,540
50 STATES, D.C. & P.R.	75,843	61,899	33,483	1,749	1,280	188	282	8,540

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

STATE	OTHER HEALTH IMPAIRMENTS							
	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	46.66	39.55	10.63	1.37	0.04	.	0.09	1.67
ALASKA	37.34	49.35	12.20	0.74	0.00	0.00	0.37	0.00
ARIZONA	44.62	35.20	16.77	0.41	0.21	0.00	0.00	2.80
ARKANSAS	36.51	49.08	11.93	0.00	1.31	0.00	0.25	0.92
CALIFORNIA	57.46	16.06	21.25	0.71	2.41	0.00	0.08	2.02
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	65.92	19.83	10.56	0.72	2.17	0.04	0.46	0.30
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	25.61	14.63	9.78	0.09	0.55	0.09	0.23	49.01
GEORGIA	28.93	44.25	26.23	0.10	0.01	0.15	0.01	0.33
HAWAII	40.60	28.52	26.68	0.17	0.67	.	0.34	3.02
IDAHO	60.67	28.71	8.86	0.62	0.00	0.00	0.00	1.12
ILLINOIS	28.13	36.80	25.65	2.10	1.10	0.04	0.04	6.12
INDIANA	53.59	18.86	25.22	0.49	0.00	0.16	0.43	1.25
IOWA	51.16	27.91	16.28	0.00	.	0.00	0.00	4.65
KANSAS	57.93	31.06	9.29	0.73	0.17	0.06	0.06	0.71
KENTUCKY	42.35	47.20	8.75	0.21	0.06	0.26	0.23	0.94
LOUISIANA	35.11	28.24	34.03	0.31	0.16	0.52	0.02	1.60
MAINE	48.96	34.70	13.42	0.42	0.49	0.00	0.35	1.67
MARYLAND	48.13	25.61	21.59	1.79	2.09	0.02	0.15	0.62
MASSACHUSETTS	30.38	9.20	10.46	1.18	4.30	.	2.03	42.45
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	69.79	22.77	4.47	1.88	0.20	0.10	0.20	0.59
MISSISSIPPI	21.94	43.87	32.55	0.97	0.00	0.15	0.00	0.51
MISSOURI	27.64	56.98	13.25	0.79	0.24	0.00	0.05	1.05
MONTANA	44.30	38.89	12.54	0.28	1.00	0.00	0.57	2.42
NEBRASKA	41.37	23.47	13.42	1.50	0.65	0.09	0.09	19.40
NEVADA	44.39	42.75	10.59	1.39	0.00	0.00	0.00	0.88
NEW HAMPSHIRE	51.20	23.21	20.12	1.69	1.66	0.29	1.58	0.26
NEW JERSEY	52.34	21.15	10.44	1.92	1.79	0.14	0.00	12.23
NEW MEXICO	39.45	27.88	30.38	0.00	0.00	0.29	0.07	1.92
NEW YORK	51.83	18.21	24.72	3.14	0.74	0.06	0.20	1.10
NORTH CAROLINA	59.64	16.88	20.34	1.36	0.42	0.00	0.10	1.26
NORTH DAKOTA	75.07	17.19	4.30	0.57	0.29	0.00	1.72	0.86
OHIO	54.27	6.72	1.98	0.75	0.00	0.00	0.00	36.28
OKLAHOMA	54.08	30.68	12.15	0.51	0.13	0.06	0.19	2.19
OREGON	63.29	20.34	11.69	1.52	1.62	0.30	0.33	0.92
PENNSYLVANIA	41.81	41.57	15.91	0.00	0.00	0.12	0.00	0.59
PUERTO RICO	21.44	51.94	6.33	1.98	8.69	0.38	0.00	9.25
RHODE ISLAND	50.49	18.67	21.68	0.14	1.19	0.00	0.28	7.55
SOUTH CAROLINA	15.32	67.52	15.82	0.30	0.05	0.15	0.05	0.79
SOUTH DAKOTA	61.31	32.48	4.74	0.00	0.73	0.00	0.73	0.00
TENNESSEE	42.92	32.32	13.67	0.72	0.36	0.06	0.01	9.94
TEXAS	17.71	54.66	20.10	0.61	0.01	0.01	.	6.90
UTAH	35.21	28.59	28.71	1.87	1.50	4.12	0.00	0.00
VERMONT	87.69	5.63	2.93	0.59	1.17	0.00	0.94	1.06
VIRGINIA	37.66	37.50	23.16	0.21	0.41	0.22	0.27	0.57
WASHINGTON	44.55	36.66	17.06	0.77	0.37	0.08	0.06	0.46
WEST VIRGINIA	44.35	45.16	9.83	0.07	0.07	0.00	0.15	0.37
WISCONSIN	41.97	38.51	18.11	0.39	0.00	0.07	0.00	0.95
WYOMING	46.39	36.90	14.01	0.15	0.15	.	0.45	1.96
AMERICAN SAMOA	0.00	50.00	50.00	.	.	.	.	0.00
GUAM	46.67	28.89	22.22	0.00	0.00	0.00	2.22	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	41.39	33.77	18.27	0.95	0.70	0.10	0.15	4.66
50 STATES, D.C. & P.R.	41.38	33.78	18.27	0.95	0.70	0.10	0.15	4.66

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC. SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	221	50	28	40	0	72	.	0
ALASKA	29	18	5	0	0	0	0	0
ARIZONA	305	82	59	7	0	56	0	1
ARKANSAS	74	53	10	33	5	0	38	0
CALIFORNIA	1,416	644	1,491	70	27	106	2	39
COLORADO	232	19	15	19	0	17	0	1
CONNECTICUT	209	50	102	15	17	5	6	3
DELAWARE	39	16	2	0	0	2	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	598	159	122	1	2	148	60	5
GEORGIA	269	129	45	108	0	3	0	1
HAWAII	39	15	7	.	.	.	.	1
IDAHO	70	14	6	0	0	14	0	0
ILLINOIS	454	330	172	15	3	78	0	3
INDIANA	468	40	64	90	0	86	0	2
IOWA	89	30	13	0	.	26	0	2
KANSAS	157	33	10	25	0	0	0	0
KENTUCKY	247	103	17	0	0	61	0	3
LOUISIANA	185	96	154	1	0	28	0	4
MAINE	72	19	6	0	0	0	0	0
MARYLAND	195	82	80	7	5	0	119	3
MASSACHUSETTS	399	95	92	5	29	.	26	2
MICHIGAN	608	90	99	22	.	12	.	8
MINNESOTA	257	31	10	14	1	56	2	4
MISSISSIPPI	36	55	62	1	0	64	0	1
MISSOURI	154	124	38	50	0	58	0	1
MONTANA	25	20	5	0	0	6	0	0
NEBRASKA	140	71	18	1	0	6	2	18
NEVADA	63	26	21	0	0	0	0	0
NEW HAMPSHIRE	18	3	7	97	1	0	3	1
NEW JERSEY	213	40	31	2	14	2	0	2
NEW MEXICO	70	44	37	2	0	26	0	0
NEW YORK	803	123	491	129	163	9	11	5
NORTH CAROLINA	376	119	63	9	0	68	0	3
NORTH DAKOTA	40	9	4	0	0	0	0	0
OHIO	611	212	62	16	0	102	0	1
OKLAHOMA	156	56	35	19	1	47	0	3
OREGON	217	60	47	5	4	40	1	2
PENNSYLVANIA	761	106	127	10	214	1	61	14
PUERTO RICO	57	346	34	63	0	0	0	4
RHODE ISLAND	27	16	22	0	2	0	1	0
SOUTH CAROLINA	150	127	46	1	0	26	0	6
SOUTH DAKOTA	26	13	4	2	0	18	2	1
TENNESSEE	485	163	102	86	0	1	1	6
TEXAS	504	1,020	478	23	.	140	.	14
UTAH	78	27	36	222	0	4	0	0
VERMONT	33	3	1	0	0	0	1	0
VIRGINIA	336	70	22	1	0	26	0	0
WASHINGTON	135	87	37	3	3	56	1	4
WEST VIRGINIA	110	27	3	25	0	32	0	1
WISCONSIN	243	51	48	24	2	20	0	1
WYOMING	28	15	9	0	0	.	0	1
AMERICAN SAMOA	0	2	3	.	.	.	.	0
GUAM	8	0	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,535	5,233	4,505	1,263	493	1,522	337	172
50 STATES, D.C. & P.R.	12,527	5,231	4,499	1,263	493	1,522	337	172

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	53.77	12.17	6.81	9.73	0.00	17.52	.	0.00
ALASKA	55.77	34.62	9.62	0.00	0.00	0.00	0.00	0.00
ARIZONA	59.80	16.08	11.57	1.37	0.00	10.98	0.00	0.20
ARKANSAS	34.74	24.88	4.69	15.49	2.35	0.00	17.84	0.00
CALIFORNIA	37.31	16.97	39.29	1.84	0.71	2.79	0.05	1.03
COLORADO	76.57	6.27	4.95	6.27	0.00	5.61	0.00	0.33
CONNECTICUT	51.35	12.29	25.06	3.69	4.18	1.23	1.47	0.74
DELAWARE	65.00	26.67	3.33	0.00	0.00	3.33	0.00	1.67
DISTRICT OF COLUMBIA								
FLORIDA	54.61	14.52	11.14	0.09	0.18	13.52	5.48	0.46
GEORGIA	48.47	23.24	8.11	19.46	0.00	0.54	0.00	0.18
HAWAII	62.90	24.19	11.29					1.61
IDAHO	67.31	13.46	5.77	0.00	0.00	13.46	0.00	0.00
ILLINOIS	43.03	31.28	16.30	1.42	0.28	7.39	0.00	0.28
INDIANA	62.40	5.33	8.53	12.00	0.00	11.47	0.00	0.27
IOWA	55.63	18.75	8.13	0.00		16.25	0.00	1.25
KANSAS	69.78	14.67	4.44	11.11	0.00	0.00	0.00	0.00
KENTUCKY	57.31	23.90	3.94	0.00	0.00	14.15	0.00	0.70
LOUISIANA	39.53	20.51	32.91	0.21	0.00	5.98	0.00	0.85
MAINE	74.23	19.59	6.19	0.00	0.00	0.00	0.00	0.00
MARYLAND	39.71	16.70	16.29	1.43	1.02	0.00	24.24	0.61
MASSACHUSETTS	61.57	14.66	14.20	0.77	4.48		4.01	0.31
MICHIGAN	72.47	10.73	11.80	2.62		1.43		0.95
MINNESOTA	68.53	8.27	2.67	3.73	0.27	14.93	0.53	1.07
MISSISSIPPI	16.44	25.11	28.31	0.46	0.00	29.22	0.00	0.46
MISSOURI	36.24	29.18	8.94	11.76	0.00	13.65	0.00	0.24
MONTANA	44.64	35.71	8.93	0.00	0.00	10.71	0.00	0.00
NEBRASKA	54.69	27.73	7.03	0.39	0.00	2.34	0.78	7.03
NEVADA	57.27	23.64	19.09	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	13.85	2.31	5.38	74.62	0.77	0.00	2.31	0.77
NEW JERSEY	70.07	13.16	10.20	0.66	4.61	0.66	0.00	0.66
NEW MEXICO	39.11	24.58	20.67	1.12	0.00	14.53	0.00	0.00
NEW YORK	46.31	7.09	28.32	7.44	9.40	0.52	0.63	0.29
NORTH CAROLINA	58.93	18.65	9.87	1.41	0.00	10.66	0.00	0.47
NORTH DAKOTA	75.47	16.98	7.55	0.00	0.00	0.00	0.00	0.00
OHIO	60.86	21.12	6.18	1.59	0.00	10.16	0.00	0.10
OKLAHOMA	49.21	17.67	11.04	5.99	0.32	14.83	0.00	0.95
OREGON	57.71	15.96	12.50	1.33	1.06	10.64	0.27	0.53
PENNSYLVANIA	58.81	8.19	9.81	0.77	16.54	0.08	4.71	1.08
PUERTO RICO	11.31	68.65	6.75	12.50	0.00	0.00	0.00	0.79
RHODE ISLAND	39.71	23.53	32.35	0.00	2.94	0.00	1.47	0.00
SOUTH CAROLINA	42.13	35.67	12.92	0.28	0.00	7.30	0.00	1.69
SOUTH DAKOTA	39.39	19.70	6.06	3.03	0.00	27.27	3.03	1.52
TENNESSEE	57.46	19.31	12.09	10.19	0.00	0.12	0.12	0.71
TEXAS	23.13	46.81	21.94	1.06		6.42		0.64
UTAH	21.25	7.36	9.81	60.49	0.00	1.09	0.00	0.00
VERMONT	86.84	7.89	2.63	0.00	0.00	0.00	2.63	0.00
VIRGINIA	73.85	15.38	4.84	0.22	0.00	5.71	0.00	0.00
WASHINGTON	41.41	26.69	11.35	0.92	0.92	17.18	0.31	1.23
WEST VIRGINIA	55.56	13.64	1.52	12.63	0.00	16.16	0.00	0.51
WISCONSIN	62.47	13.11	12.34	6.17	0.51	5.14	0.00	0.26
WYOMING	52.83	28.30	16.98	0.00	0.00		0.00	1.89
AMERICAN SAMOA	0.00	40.00	60.00					0.00
GUAM	80.00	0.00	20.00	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								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	48.10	20.08	17.29	4.85	1.89	5.84	1.29	0.66
50 STATES, D.C. & P.R.	48.10	20.09	17.27	4.85	1.89	5.84	1.29	0.66

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

STATE	AUTISM							
	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	62	94	188	57	15	1	27	0
ALASKA	29	27	60	1	0	0	0	0
ARIZONA	117	40	314	19	71	0	0	3
ARKANSAS	60	73	183	2	16	0	0	4
CALIFORNIA	635	440	3,219	326	432	0	25	18
COLORADO	95	16	73	3	0	0	0	0
CONNECTICUT	155	144	193	90	79	4	16	1
DELAWARE	1	71	25	86	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	776	104	1,043	121	10	1	46	3
GEORGIA	123	103	747	20	0	1	3	0
HAWAII	15	18	98	2	2	.	.	5
IDAHO	67	35	62	1	1	1	0	0
ILLINOIS	259	101	951	163	320	2	33	0
INDIANA	334	118	811	44	0	2	21	7
IOWA	121	100	211	19	.	0	1	0
KANSAS	76	58	98	8	2	0	0	0
KENTUCKY	99	139	186	0	0	0	0	1
LOUISIANA	25	40	690	28	0	6	1	6
MAINE	62	52	93	4	3	0	15	2
MARYLAND	139	103	442	147	80	0	30	3
MASSACHUSETTS	29	5	247	42	150	.	155	5
MICHIGAN	982	227	599	561	.	6	.	8
MINNESOTA	456	282	344	26	0	0	4	1
MISSISSIPPI	10	24	188	22	1	6	0	2
MISSOURI	144	200	412	78	23	0	0	1
MONTANA	27	25	46	1	1	0	0	1
NEBRASKA	38	59	93	9	1	0	2	9
NEVADA	28	26	70	21	0	0	1	0
NEW HAMPSHIRE	50	43	26	9	10	0	7	4
NEW JERSEY	57	88	325	296	579	10	21	11
NEW MEXICO	21	8	116	0	1	0	0	2
NEW YORK	364	151	1,521	794	424	8	159	21
NORTH CAROLINA	214	129	1,211	149	3	0	0	1
NORTH DAKOTA	25	12	22	0	2	1	10	0
OHIO	256	142	88	15	0	0	0	6
OKLAHOMA	72	66	216	4	0	0	1	5
OREGON	795	317	432	25	11	1	8	8
PENNSYLVANIA	158	174	1,060	165	161	0	15	7
PUERTO RICO	9	26	272	25	13	1	0	21
RHODE ISLAND	3	18	78	0	30	0	4	1
SOUTH CAROLINA	17	62	327	8	0	4	0	4
SOUTH DAKOTA	29	25	33	1	2	4	12	1
TENNESSEE	56	50	446	26	21	8	1	3
TEXAS	196	795	2,177	114	4	5	5	16
UTAH	27	30	155	0	29	29	0	0
VERMONT	71	6	9	1	1	0	1	4
VIRGINIA	54	128	840	114	13	7	29	3
WASHINGTON	116	163	395	3	10	0	0	2
WEST VIRGINIA	49	38	95	2	0	0	1	0
WISCONSIN	145	167	494	19	2	1	0	3
WYOMING	9	20	26	0	0	.	1	0
AMERICAN SAMOA	0	0	2	.	.	.	.	0
GUAM	0	2	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	7,757	5,384	22,054	3,671	2,523	109	655	203
50 STATES, D.C. & P.R.	7,757	5,382	22,050	3,671	2,523	109	655	203

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

AUTISM

STATE	PERCENTAGE							
	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	13.96	21.17	42.34	12.84	3.38	0.23	6.08	0.00
ALASKA	24.79	23.08	51.28	0.85	0.00	0.00	0.00	0.00
ARIZONA	20.74	7.09	55.67	3.37	12.59	0.00	0.00	0.53
ARKANSAS	17.75	21.60	54.14	0.59	4.73	0.00	0.00	1.18
CALIFORNIA	12.46	8.64	63.18	6.40	8.48	0.00	0.49	0.35
COLORADO	50.80	8.56	39.04	1.60	0.00	0.00	0.00	0.00
CONNECTICUT	22.73	21.11	28.30	13.20	11.58	0.59	2.35	0.15
DELAWARE	0.55	38.80	13.66	46.99	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	36.88	4.94	49.57	5.75	0.48	0.05	2.19	0.14
GEORGIA	12.34	10.33	74.92	2.01	0.00	0.10	0.30	0.00
HAWAII	10.71	12.86	70.00	1.43	1.43	.	.	3.57
IDAHO	40.12	20.96	37.13	0.60	0.60	0.60	0.00	0.00
ILLINOIS	14.16	5.52	52.00	8.91	17.50	0.11	1.80	0.00
INDIANA	24.98	8.83	60.66	3.29	0.00	0.15	1.57	0.52
IOWA	26.77	22.12	46.68	4.20	.	0.00	0.22	0.00
KANSAS	31.40	23.97	40.50	3.31	0.83	0.00	0.00	0.00
KENTUCKY	23.29	32.71	43.76	0.00	0.00	0.00	0.00	0.24
LOUISIANA	3.14	5.03	86.68	3.52	0.00	0.75	0.13	0.75
MAINE	26.84	22.51	40.26	1.73	1.30	0.00	6.49	0.87
MARYLAND	14.72	10.91	46.82	15.57	8.47	0.00	3.18	0.32
MASSACHUSETTS	4.58	0.79	39.02	6.64	23.70	.	24.49	0.79
MICHIGAN	41.21	9.53	25.14	23.54	.	0.25	.	0.34
MINNESOTA	40.97	25.34	30.91	2.34	0.00	0.00	0.36	0.09
MISSISSIPPI	3.95	9.49	74.31	8.70	0.40	2.37	0.00	0.79
MISSOURI	16.78	23.31	48.02	9.09	2.68	0.00	0.00	0.12
MONTANA	26.73	24.75	45.54	0.99	0.99	0.00	0.00	0.99
NEBRASKA	18.01	27.96	44.08	4.27	0.47	0.00	0.95	4.27
NEVADA	19.18	17.81	47.95	14.38	0.00	0.00	0.68	0.00
NEW HAMPSHIRE	33.56	28.86	17.45	6.04	6.71	0.00	4.70	2.68
NEW JERSEY	4.11	6.34	23.43	21.34	41.74	0.72	1.51	0.79
NEW MEXICO	14.19	5.41	78.38	0.00	0.68	0.00	0.00	1.35
NEW YORK	10.58	4.39	44.19	23.07	12.32	0.23	4.62	0.61
NORTH CAROLINA	12.54	7.56	70.94	8.73	0.18	0.00	0.00	0.06
NORTH DAKOTA	34.72	16.67	30.56	0.00	2.78	1.39	13.89	0.00
OHIO	50.49	28.01	17.36	2.96	0.00	0.00	0.00	1.18
OKLAHOMA	19.78	18.13	59.34	1.10	0.00	0.00	0.27	1.37
OREGON	49.78	19.85	27.05	1.57	0.69	0.06	0.50	0.50
PENNSYLVANIA	9.08	10.00	60.92	9.48	9.25	0.00	0.86	0.40
PUERTO RICO	2.45	7.08	74.11	6.81	3.54	0.27	0.00	5.72
RHODE ISLAND	2.24	13.43	58.21	0.00	22.39	0.00	2.99	0.75
SOUTH CAROLINA	4.03	14.69	77.49	1.90	0.00	0.95	0.00	0.95
SOUTH DAKOTA	27.10	23.36	30.84	0.93	1.87	3.74	11.21	0.93
TENNESSEE	9.17	8.18	73.00	4.26	3.44	1.31	0.16	0.49
TEXAS	5.92	24.00	65.73	3.44	0.12	0.15	0.15	0.48
UTAH	10.00	11.11	57.41	0.00	10.74	10.74	0.00	0.00
VERMONT	76.34	6.45	9.68	1.08	1.08	0.00	1.08	4.30
VIRGINIA	4.55	10.77	70.71	9.60	1.09	0.59	2.44	0.25
WASHINGTON	16.84	23.66	57.33	0.44	1.45	0.00	0.00	0.29
WEST VIRGINIA	26.49	20.54	51.35	1.08	0.00	0.00	0.54	0.00
WISCONSIN	17.45	20.10	59.45	2.29	0.24	0.12	0.00	0.36
WYOMING	16.07	35.71	46.43	0.00	0.00	.	1.79	0.00
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	18.31	12.71	52.07	8.67	5.96	0.26	1.55	0.48
50 STATES, D.C. & P.R.	18.32	12.71	52.07	8.67	5.96	0.26	1.55	0.48

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5	4	5	.	.	2	.	.
ALASKA	0	1	2	0	0	0	0	1
ARIZONA	0	0	.	0	0	0	0	0
ARKANSAS	0	4	3	5	0	0	5	0
CALIFORNIA	20	20	83	12	5	0	2	0
COLORADO	20	4	29	18	1	7	0	2
CONNECTICUT	23	4	12	3	17	0	3	0
DELAWARE	1	15	11	17	0	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	9	2	13	4	2	2	3	0
GEORGIA	2	1	2	5	0	0	1	0
HAWAII	18	19	60	3	.	.	.	1
IDAHO	3	1	3	0	1	5	0	0
ILLINOIS	7	5	20	8	0	12	0	0
INDIANA	2	1	28	6	0	1	3	0
IOWA	1	0	0	0	.	0	0	0
KANSAS	3	2	4	3	0	0	0	0
KENTUCKY	1	5	8	0	0	0	0	0
LOUISIANA	1	1	5	0	0	4	0	0
MAINE	0	3	1	0	1	0	3	1
MARYLAND	2	2	4	4	0	0	11	0
MASSACHUSETTS	0	0	13	3	17	.	14	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	8	4	4	1	1	5	0	0
MISSISSIPPI	1	2	6	0	0	4	0	0
MISSOURI	3	6	37	10	0	0	0	0
MONTANA	4	0	19	0	0	1	0	0
NEBRASKA	2	0	0	0	0	0	0	1
NEVADA	1	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	3	0	0	1	0
NEW JERSEY	1	0	6	0	4	7	1	2
NEW MEXICO	1	0	4	1	0	2	0	0
NEW YORK	0	1	2	5	0	2	3	1
NORTH CAROLINA	1	0	5	1	4	11	0	0
NORTH DAKOTA	3	4	1	11	0	26	0	0
OHIO	4	6	3	3	0	0	0	1
OKLAHOMA	6	3	12	1	0	1	0	5
OREGON	1	4	3	0	0	2	0	0
PENNSYLVANIA	3	7	10	0	0	0	0	0
PUERTO RICO	0	3	3	21	0	0	0	0
RHODE ISLAND	0	1	0	0	0	0	1	0
SOUTH CAROLINA	4	0	4	3	0	8	0	0
SOUTH DAKOTA	4	1	0	0	0	1	0	0
TENNESSEE	1	0	2	4	0	0	0	0
TEXAS	3	10	58	5	.	22	.	1
UTAH	4	2	14	34	13	1	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	0	0	3	0	0	1	0	1
WASHINGTON	7	1	12	1	1	4	0	2
WEST VIRGINIA	0	1	1	6	0	17	0	0
WISCONSIN	0	0	7	0	0	0	0	0
WYOMING	0	1	0	0	0	.	0	0
AMERICAN SAMOA	0	0	1	.	.	.	.	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	183	152	525	201	67	148	51	20
50 STATES, D.C. & P.R.	182	151	522	201	67	148	51	20

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	31.25	25.00	31.25			12.50		
ALASKA	0.00	25.00	50.00	0.00	0.00	0.00	0.00	25.00
ARIZONA	0.00	0.00		0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	23.53	17.65	29.41	0.00	0.00	29.41	0.00
CALIFORNIA	14.08	14.08	58.45	8.45	3.52	0.00	1.41	0.00
COLORADO	24.69	4.94	35.80	22.22	1.23	8.64	0.00	2.47
CONNECTICUT	37.10	6.45	19.35	4.84	27.42	0.00	4.84	0.00
DELAWARE	2.22	33.33	24.44	37.78	0.00	0.00	0.00	2.22
DISTRICT OF COLUMBIA								
FLORIDA	25.71	5.71	37.14	11.43	5.71	5.71	8.57	0.00
GEORGIA	18.18	9.09	18.18	45.45	0.00	0.00	9.09	0.00
HAWAII	17.82	18.81	59.41	2.97				0.99
IDAHO	23.08	7.69	23.08	0.00	7.69	38.46	0.00	0.00
ILLINOIS	13.46	9.62	38.46	15.38	0.00	23.08	0.00	0.00
INDIANA	4.88	2.44	68.29	14.63	0.00	2.44	7.32	0.00
IOWA	100.00	0.00	0.00	0.00		0.00	0.00	0.00
KANSAS	25.00	16.67	33.33	25.00	0.00	0.00	0.00	0.00
KENTUCKY	7.14	35.71	57.14	0.00	0.00	0.00	0.00	0.00
LOUISIANA	9.09	9.09	45.45	0.00	0.00	36.36	0.00	0.00
MAINE	0.00	33.33	11.11	0.00	11.11	0.00	33.33	11.11
MARYLAND	8.70	8.70	17.39	17.39	0.00	0.00	47.83	0.00
MASSACHUSETTS	0.00	0.00	27.66	6.38	36.17		29.79	0.00
MICHIGAN								
MINNESOTA	34.78	17.39	17.39	4.35	4.35	21.74	0.00	0.00
MISSISSIPPI	7.69	15.38	46.15	0.00	0.00	30.77	0.00	0.00
MISSOURI	5.36	10.71	66.07	17.86	0.00	0.00	0.00	0.00
MONTANA	16.67	0.00	79.17	0.00	0.00	4.17	0.00	0.00
NEBRASKA	66.67	0.00	0.00	0.00	0.00	0.00	0.00	33.33
NEVADA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	75.00	0.00	0.00	25.00	0.00
NEW JERSEY	4.76	0.00	28.57	0.00	19.05	33.33	4.76	9.52
NEW MEXICO	12.50	0.00	50.00	12.50	0.00	25.00	0.00	0.00
NEW YORK	0.00	7.14	14.29	35.71	0.00	14.29	21.43	7.14
NORTH CAROLINA	4.55	0.00	22.73	4.55	18.18	50.00	0.00	0.00
NORTH DAKOTA	6.67	8.89	2.22	24.44	0.00	57.78	0.00	0.00
OHIO	23.53	35.29	17.65	17.65	0.00	0.00	0.00	5.88
OKLAHOMA	21.43	10.71	42.86	3.57	0.00	3.57	0.00	17.86
OREGON	10.00	40.00	30.00	0.00	0.00	20.00	0.00	0.00
PENNSYLVANIA	15.00	35.00	50.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	11.11	11.11	77.78	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
SOUTH CAROLINA	21.05	0.00	21.05	15.79	0.00	42.11	0.00	0.00
SOUTH DAKOTA	66.67	16.67	0.00	0.00	0.00	16.67	0.00	0.00
TENNESSEE	14.29	0.00	28.57	57.14	0.00	0.00	0.00	0.00
TEXAS	3.03	10.10	58.59	5.05		22.22		1.01
UTAH	5.88	2.94	20.59	50.00	19.12	1.47	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	60.00	0.00	0.00	20.00	0.00	20.00
WASHINGTON	25.00	3.57	42.86	3.57	3.57	14.29	0.00	7.14
WEST VIRGINIA	0.00	4.00	4.00	24.00	0.00	68.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00		0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00					0.00
GUAM	50.00	50.00	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								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	13.59	11.28	38.98	14.92	4.97	10.99	3.79	1.48
50 STATES, D.C. & P.R.	13.56	11.25	38.90	14.98	4.99	11.03	3.80	1.49

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	59	84	40	2	.	.	1	8
ALASKA	30	36	14	0	0	0	0	0
ARIZONA	28	17	18	0	1	0	0	0
ARKANSAS	30	33	31	0	3	0	33	3
CALIFORNIA	244	221	376	20	33	0	1	18
COLORADO	118	48	32	1	2	0	1	3
CONNECTICUT	34	23	17	5	3	0	1	1
DELAWARE	0	1	2	0	0	0	1	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	117	61	71	6	2	0	0	3
GEORGIA	71	85	105	3	0	2	2	2
HAWAII	18	13	22	.	.	.	.	6
IDAHO	80	39	24	1	0	0	0	0
ILLINOIS	110	163	238	47	14	2	1	3
INDIANA	174	52	111	9	0	0	7	10
IOWA	64	54	53	5	.	0	0	4
KANSAS	42	38	20	2	0	0	1	8
KENTUCKY	55	61	41	1	0	0	0	5
LOUISIANA	60	54	131	0	0	1	0	6
MAINE	30	28	33	0	1	0	0	3
MARYLAND	79	44	95	22	23	0	4	11
MASSACHUSETTS	48	25	88	22	54	.	23	17
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	117	75	17	9	2	1	2	3
MISSISSIPPI	9	30	37	3	0	0	0	4
MISSOURI	70	113	72	17	0	0	0	11
MONTANA	23	28	11	0	1	0	0	1
NEBRASKA	57	69	28	0	3	0	0	15
NEVADA	28	34	13	3	0	0	0	0
NEW HAMPSHIRE	15	7	14	3	0	1	3	1
NEW JERSEY	6	11	10	2	7	2	1	1
NEW MEXICO	48	39	93	2	0	5	0	3
NEW YORK	341	159	365	67	23	3	16	20
NORTH CAROLINA	124	80	91	9	3	0	0	6
NORTH DAKOTA	19	6	0	0	0	0	0	0
OHIO	169	59	29	6	0	0	0	13
OKLAHOMA	72	70	55	1	0	1	3	11
OREGON	148	65	45	2	3	0	0	6
PENNSYLVANIA	117	270	448	19	645	1	45	7
PUERTO RICO	5	13	8	0	0	0	0	5
RHODE ISLAND	16	5	15	1	5	0	1	0
SOUTH CAROLINA	11	17	26	1	0	0	0	4
SOUTH DAKOTA	23	15	5	0	2	1	5	1
TENNESSEE	68	63	81	1	1	0	0	13
TEXAS	84	289	215	8	.	.	.	31
UTAH	94	72	88	10	11	8	0	0
VERMONT	26	3	3	0	0	0	0	1
VIRGINIA	82	102	77	1	1	2	5	10
WASHINGTON	85	76	57	0	0	1	0	4
WEST VIRGINIA	78	24	15	0	0	0	0	4
WISCONSIN	80	100	72	4	0	0	0	4
WYOMING	27	29	18	2	2	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,534	3,103	3,571	317	845	31	157	290
50 STATES, D.C. & P.R.	3,533	3,103	3,570	317	845	31	157	290

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	30.41	43.30	20.62	1.03	.	.	0.52	4.12
ALASKA	37.50	45.00	17.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	43.75	26.56	28.13	0.00	1.56	0.00	0.00	0.00
ARKANSAS	22.56	24.81	23.31	0.00	2.26	0.00	24.81	2.26
CALIFORNIA	26.73	24.21	41.18	2.19	3.61	0.00	0.11	1.97
COLORADO	57.56	23.41	15.61	0.49	0.98	0.00	0.49	1.46
CONNECTICUT	40.48	27.38	20.24	5.95	3.57	0.00	1.19	1.19
DELAWARE	0.00	25.00	50.00	0.00	0.00	0.00	25.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	45.00	23.46	27.31	2.31	0.77	0.00	0.00	1.15
GEORGIA	26.30	31.48	38.89	1.11	0.00	0.74	0.74	0.74
HAWAII	30.51	22.03	37.29	.	.	.	.	10.17
IDAHO	55.56	27.08	16.67	0.69	0.00	0.00	0.00	0.00
ILLINOIS	19.03	28.20	41.18	8.13	2.42	0.35	0.17	0.52
INDIANA	47.93	14.33	30.58	2.48	0.00	0.00	1.93	2.75
IOWA	35.56	30.00	29.44	2.78	.	0.00	0.00	2.22
KANSAS	37.84	34.23	18.02	1.80	0.00	0.00	0.90	7.21
KENTUCKY	33.74	37.42	25.15	0.61	0.00	0.00	0.00	3.07
LOUISIANA	23.81	21.43	51.98	0.00	0.00	0.40	0.00	2.38
MAINE	31.58	29.47	34.74	0.00	1.05	0.00	0.00	3.16
MARYLAND	28.42	15.83	34.17	7.91	8.27	0.00	1.44	3.96
MASSACHUSETTS	17.33	9.03	31.77	7.94	19.49	.	8.30	6.14
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	51.77	33.19	7.52	3.98	0.88	0.44	0.88	1.33
MISSISSIPPI	10.84	36.14	44.58	3.61	0.00	0.00	0.00	4.82
MISSOURI	24.73	39.93	25.44	6.01	0.00	0.00	0.00	3.89
MONTANA	35.94	43.75	17.19	0.00	1.56	0.00	0.00	1.56
NEBRASKA	33.14	40.12	16.28	0.00	1.74	0.00	0.00	8.72
NEVADA	35.90	43.59	16.67	3.85	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	34.09	15.91	31.82	6.82	0.00	2.27	6.82	2.27
NEW JERSEY	15.00	27.50	25.00	5.00	17.50	5.00	2.50	2.50
NEW MEXICO	25.26	20.53	48.95	1.05	0.00	2.63	0.00	1.58
NEW YORK	34.31	16.00	36.72	6.74	2.31	0.30	1.61	2.01
NORTH CAROLINA	39.62	25.56	29.07	2.88	0.96	0.00	0.00	1.92
NORTH DAKOTA	76.00	24.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	61.23	21.38	10.51	2.17	0.00	0.00	0.00	4.71
OKLAHOMA	33.80	32.86	25.82	0.47	0.00	0.47	1.41	5.16
OREGON	55.02	24.16	16.73	0.74	1.12	0.00	0.00	2.23
PENNSYLVANIA	7.54	17.40	28.87	1.22	41.56	0.06	2.90	0.45
PUERTO RICO	16.13	41.94	25.81	0.00	0.00	0.00	0.00	16.13
RHODE ISLAND	37.21	11.63	34.88	2.33	11.63	0.00	2.33	0.00
SOUTH CAROLINA	18.64	28.81	44.07	1.69	0.00	0.00	0.00	6.78
SOUTH DAKOTA	44.23	28.85	9.62	0.00	3.85	1.92	9.62	1.92
TENNESSEE	29.96	27.75	35.68	0.44	0.44	0.00	0.00	5.73
TEXAS	13.40	46.09	34.29	1.28	.	.	.	4.94
UTAH	33.22	25.44	31.10	3.53	3.89	2.83	0.00	0.00
VERMONT	78.79	9.09	9.09	0.00	0.00	0.00	0.00	3.03
VIRGINIA	29.29	36.43	27.50	0.36	0.36	0.71	1.79	3.57
WASHINGTON	38.12	34.08	25.56	0.00	0.00	0.45	0.00	1.79
WEST VIRGINIA	64.46	19.83	12.40	0.00	0.00	0.00	0.00	3.31
WISCONSIN	30.77	38.46	27.69	1.54	0.00	0.00	0.00	1.54
WYOMING	34.62	37.18	23.08	2.56	2.56	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	.	.	.	.	0.00
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	29.83	26.19	30.14	2.68	7.13	0.26	1.33	2.45
50 STATES, D.C. & P.R.	29.82	26.19	30.14	2.68	7.13	0.26	1.33	2.45

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 3-5 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ALL DISABILITIES

STATE	NUMBER							
	-----OUTSIDE < 21%	REGULAR 21-60%	CLASS----- > 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6,524	829	431	84	52	30	0	157
ALASKA	296	154	128	0	0	0	0	0
ARIZONA	3,517	2,499	2,303	27	79	121	1	30
ARKANSAS	3,599	1,463	1,568	29	1,368	0	7	334
CALIFORNIA	30,610	3,008	21,596	1,621	370	60	21	225
COLORADO	4,616	988	1,624	198	0	6	2	57
CONNECTICUT	3,273	486	3,193	105	241	0	0	24
DELAWARE	586	405	318	83	0	0	1	2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	19,876	474	5,110	120	344	34	158	467
GEORGIA	7,034	3,667	3,027	291	112	12	6	125
HAWAII	.	.	.	.	.	.	.	.
IDAHO	1,646	585	179	844	106	9	1	6
ILLINOIS	13,095	995	10,298	1,801	144	86	0	41
INDIANA	5,481	820	6,540	246	0	2	0	145
IOWA	3,093	608	1,805	177	0	9	0	215
KANSAS	3,431	1,214	1,955	19	1	0	0	9
KENTUCKY	13,427	812	281	224	165	5	8	77
LOUISIANA	4,748	456	4,256	26	1	31	0	36
MAINE	1,849	110	196	194	758	0	0	569
MARYLAND	4,983	1,711	2,064	535	138	68	3	144
MASSACHUSETTS	13,602	239	1,132	31	74	.	1	37
MICHIGAN	6,566	441	4,287	3,236	.	4	0	4,343
MINNESOTA	4,565	1,337	4,290	12	1	19	3	884
MISSISSIPPI	3,219	871	1,411	291	101	13	0	119
MISSOURI	4,459	1,174	3,329	605	16	2	6	6
MONTANA	1,031	331	303	17	26	4	0	0
NEBRASKA	879	132	2,578	277	29	2	0	323
NEVADA	972	28	2,136	191	5	0	0	12
NEW HAMPSHIRE	1,249	186	648	80	20	0	0	67
NEW JERSEY	6,673	2,078	6,110	1,038	878	75	0	54
NEW MEXICO	1,644	203	2,911	140	5	2	0	38
NEW YORK	8,374	836	6,482	746	575	10	64	71
NORTH CAROLINA	12,109	661	3,016	562	327	73	13	205
NORTH DAKOTA	591	52	315	147	7	3	3	46
OHIO	5,265	1,241	7,878	3,773	0	5	0	0
OKLAHOMA	2,969	614	1,797	185	17	5	10	48
OREGON	3,265	233	1,598	312	344	1	5	171
PENNSYLVANIA	8,664	1,894	8,868	61	380	11	11	1,267
PUERTO RICO	2,622	1,075	875	162	213	0	1	0
RHODE ISLAND	1,049	409	902	23	171	0	2	3
SOUTH CAROLINA	7,814	763	2,013	121	67	3	0	150
SOUTH DAKOTA	351	574	1,233	3	2	0	5	0
TENNESSEE	7,109	1,188	1,771	86	50	3	0	31
TEXAS	17,323	1,732	11,713	260	5	3	0	209
UTAH	2,298	1,686	1,033	173	69	68	0	0
VERMONT	827	9	182	50	46	0	0	127
VIRGINIA	6,428	0	5,310	274	50	10	0	943
WASHINGTON	4,328	1,629	5,260	490	134	29	0	130
WEST VIRGINIA	3,001	432	1,516	26	0	5	0	194
WISCONSIN	5,488	1,211	6,695	261	4	8	0	40
WYOMING	258	32	6	0	0	2	1	0
AMERICAN SAMOA	73	3	3	.	.	.	.	0
GUAM	89	27	39	0	0	0	0	12
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	0	0	0	0	0	0	3
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	276,839	44,605	164,512	20,257	7,495	833	333	12,196
50 STATES, D.C. & P.R.	276,676	44,575	164,470	20,257	7,495	833	333	12,181

Please see data notes for an explanation of individual State differences.

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 3-5 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----PERCENTAGE-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HCSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	80.47	10.23	5.32	1.04	0.64	0.37	0.00	1.94
ALASKA	51.21	26.64	22.15	0.00	0.00	0.00	0.00	0.00
ARIZONA	41.01	29.14	26.85	0.31	0.92	1.41	0.01	0.35
ARKANSAS	43.01	17.48	18.74	0.35	16.35	0.00	0.08	3.99
CALIFORNIA	53.22	5.23	37.55	2.82	0.64	0.10	0.04	0.39
COLORADO	61.62	13.19	21.68	2.64	0.00	0.08	0.03	0.76
CONNECTICUT	44.70	6.64	43.61	1.43	3.29	0.00	0.09	0.33
DELAWARE	42.01	29.03	22.80	5.95	0.00	0.00	0.07	0.14
DISTRICT OF COLUMBIA								
FLORIDA	74.77	1.78	19.22	0.45	1.29	0.13	0.59	1.76
GEORGIA	49.28	25.69	21.21	2.04	0.78	0.08	0.04	0.88
HAWAII								
IDAHO	48.76	17.33	5.30	25.00	3.14	0.27	0.03	0.18
ILLINOIS	49.49	3.76	38.92	6.81	0.54	0.33	0.00	0.15
INDIANA	41.42	6.20	49.42	1.86	0.00	0.02	0.00	1.10
IOWA	52.36	10.29	30.56	3.00	0.00	0.15	0.00	3.64
KANSAS	51.76	18.31	29.49	0.29	0.02	0.00	0.00	0.14
KENTUCKY	89.52	5.41	1.87	1.49	1.10	0.03	0.05	0.51
LOUISIANA	49.70	4.77	44.55	0.27	0.01	0.32	0.00	0.38
MAINE	50.30	2.99	5.33	5.28	20.62	0.00	0.00	15.48
MARYLAND	51.66	17.74	21.40	5.55	1.43	0.70	0.03	1.49
MASSACHUSETTS	89.98	1.58	7.49	0.21	0.49		0.01	0.24
MICHIGAN	34.78	2.34	22.71	17.14		0.02	0.00	23.01
MINNESOTA	41.09	12.03	38.61	0.11	0.01	0.17	0.03	7.96
MISSISSIPPI	53.43	14.46	23.42	4.83	1.68	0.22	0.00	1.98
MISSOURI	46.46	12.23	34.69	6.30	0.17	0.02	0.06	0.06
MONTANA	60.22	19.33	17.70	0.99	1.52	0.23	0.00	0.00
NEBRASKA	20.83	3.13	61.09	6.56	0.69	0.05	0.00	7.65
NEVADA	29.07	0.84	63.88	5.71	0.15	0.00	0.00	0.36
NEW HAMPSHIRE	55.51	8.27	28.80	3.56	0.89	0.00	0.00	2.98
NEW JERSEY	39.47	12.29	36.14	6.14	5.19	0.44	0.00	0.32
NEW MEXICO	33.26	4.11	58.89	2.83	0.10	0.04	0.00	0.77
NEW YORK	48.81	4.87	37.78	4.35	3.35	0.06	0.37	0.41
NORTH CAROLINA	71.37	3.90	17.78	3.31	1.93	0.43	0.08	1.21
NORTH DAKOTA	50.77	4.47	27.06	12.63	0.60	0.26	0.26	3.95
OHIO	28.99	6.83	43.38	20.77	0.00	0.03	0.00	0.00
OKLAHOMA	52.60	10.88	31.83	3.28	0.30	0.09	0.18	0.85
OREGON	55.07	3.93	26.95	5.26	5.80	0.02	0.08	2.88
PENNSYLVANIA	40.95	8.95	41.92	0.29	1.80	0.05	0.05	5.99
PUERTO RICO	52.99	21.73	17.68	3.27	4.30	0.00	0.02	0.00
RHODE ISLAND	40.99	15.98	35.25	0.90	6.68	0.00	0.08	0.12
SOUTH CAROLINA	71.48	6.98	18.42	1.11	0.61	0.03	0.00	1.37
SOUTH DAKOTA	16.19	26.48	56.87	0.14	0.09	0.00	0.23	0.00
TENNESSEE	69.44	11.60	17.30	0.84	0.49	0.03	0.00	0.30
TEXAS	55.44	5.54	37.49	0.83	0.02	0.01	0.00	0.67
UTAH	43.14	31.65	19.39	3.25	1.30	1.28	0.00	0.00
VERMONT	66.64	0.73	14.67	4.03	3.71	0.00	0.00	10.23
VIRGINIA	49.39	0.00	40.80	2.11	0.38	0.08	0.00	7.25
WASHINGTON	36.07	13.58	43.83	4.08	1.12	0.24	0.00	1.08
WEST VIRGINIA	58.00	8.35	29.30	0.50	0.00	0.10	0.00	3.75
WISCONSIN	40.04	8.83	48.84	1.90	0.03	0.06	0.00	0.29
WYOMING	86.29	10.70	2.01	0.00	0.00	0.67	0.33	0.00
AMERICAN SAMOA	92.41	3.80	3.80					0.00
GUAM	53.29	16.17	23.35	0.00	0.00	0.00	0.00	7.19
NORTHERN MARIANAS								
PALAU	25.00	0.00	0.00	0.00	0.00	0.00	0.00	75.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	52.52	8.46	31.21	3.84	1.42	0.16	0.06	2.31
50 STATES, D.C. & P.R.	52.52	8.46	31.22	3.85	1.42	0.16	0.06	2.31

Please see data notes for an explanation of individual State differences.

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	24,601	13,759	5,171	370	27	114	37	25
ALASKA	4,772	3,321	505	66	0	0	12	2
ARIZONA	22,922	11,671	4,935	210	229	184	17	45
ARKANSAS	11,888	7,619	2,801	55	155	0	119	34
CALIFORNIA	182,754	37,929	57,102	2,254	2,298	247	173	532
COLORADO	25,558	3,776	2,072	207	77	11	101	88
CONNECTICUT	20,763	6,113	4,960	375	513	5	91	21
DELAWARE	2,460	4,577	688	249	8	1	6	32
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	98,793	32,694	28,751	493	143	258	46	472
GEORGIA	33,342	25,228	16,146	399	17	87	23	38
HAWAII	4,717	2,484	1,301	22	18	.	2	32
IDAHO	9,296	2,353	517	51	7	42	1	14
ILLINOIS	63,101	29,007	30,535	2,023	1,247	106	52	71
INDIANA	48,462	7,969	12,282	256	6	129	71	66
IOWA	17,291	8,723	3,477	266	.	51	32	43
KANSAS	18,404	4,733	1,839	182	18	4	7	42
KENTUCKY	23,267	11,602	3,777	26	26	76	15	84
LOUISIANA	19,234	7,586	12,062	227	16	136	0	153
MAINE	8,811	4,084	1,604	69	52	4	34	39
MARYLAND	26,310	10,994	11,391	1,318	733	173	81	116
MASSACHUSETTS	50,962	7,954	10,058	495	1,162	.	144	176
MICHIGAN	61,484	16,055	10,638	2,859	.	64	8	412
MINNESOTA	34,285	7,819	2,480	560	79	112	84	72
MISSISSIPPI	13,686	8,974	5,318	127	78	105	2	79
MISSOURI	22,764	27,289	7,845	831	171	29	86	63
MONTANA	5,352	2,420	543	21	30	28	22	15
NEBRASKA	13,482	4,352	1,666	463	95	91	64	774
NEVADA	7,469	5,730	1,420	190	1	0	0	28
NEW HAMPSHIRE	5,410	3,198	2,259	305	64	1	73	11
NEW JERSEY	57,442	18,561	18,541	1,847	2,902	204	7	201
NEW MEXICO	9,288	5,755	6,139	14	2	61	5	35
NEW YORK	78,899	23,079	61,021	5,530	3,485	306	785	532
NORTH CAROLINA	55,327	12,405	10,968	563	185	208	51	90
NORTH DAKOTA	4,911	547	228	28	6	13	14	11
OHIO	71,605	20,484	6,237	2,800	0	44	0	325
OKLAHOMA	20,330	10,706	3,846	108	25	69	14	86
OREGON	25,766	4,505	1,841	231	256	58	69	56
PENNSYLVANIA	43,914	25,884	24,761	982	1,205	216	96	118
PUERTO RICO	2,099	14,913	3,798	202	311	3	1	309
RHODE ISLAND	7,149	2,133	3,187	42	167	0	40	26
SOUTH CAROLINA	22,840	15,321	9,546	255	46	71	5	87
SOUTH DAKOTA	5,538	1,491	283	14	27	18	45	4
TENNESSEE	34,685	14,950	8,283	354	121	53	1	251
TEXAS	75,694	104,530	29,593	701	9	47	3	919
UTAH	13,306	7,908	3,547	429	227	405	0	17
VERMONT	4,456	292	78	18	48	0	23	35
VIRGINIA	33,254	17,880	15,237	386	194	62	38	120
WASHINGTON	32,357	13,158	5,829	157	72	59	6	92
WEST VIRGINIA	13,339	6,278	2,721	42	1	29	1	22
WISCONSIN	22,979	17,375	7,551	224	30	71	1	53
WYOMING	3,778	1,691	340	8	25	.	9	6
AMERICAN SAMOA	110	57	19	.	.	.	.	0
GUAM	292	401	93	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	15	6	9	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,521,013	660,323	467,839	29,904	16,614	4,055	2,617	6,974
50 STATES, D.C. & P.R.	1,520,596	659,859	467,718	29,904	16,614	4,055	2,617	6,974

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.78	31.20	11.72	0.84	0.06	0.26	0.08	0.06
ALASKA	54.99	38.27	5.82	0.76	0.00	0.00	0.14	0.02
ARIZONA	57.00	29.02	12.27	0.52	0.57	0.46	0.04	0.11
ARKANSAS	52.44	33.61	12.35	0.24	0.68	0.00	0.52	0.15
CALIFORNIA	64.51	13.39	20.16	0.80	0.81	0.09	0.06	0.19
COLORADO	80.14	11.84	6.50	0.65	0.24	0.03	0.32	0.28
CONNECTICUT	63.22	18.61	15.10	1.14	1.56	0.02	0.28	0.06
DELAWARE	30.67	57.06	8.58	3.10	0.10	0.01	0.07	0.40
DISTRICT OF COLUMBIA								
FLORIDA	61.12	20.23	17.79	0.30	0.09	0.16	0.03	0.29
GEORGIA	44.29	33.51	21.45	0.53	0.02	0.12	0.03	0.05
HAWAII	55.00	28.96	15.17	0.26	0.21		0.02	0.37
IDAHO	75.69	19.16	4.21	0.42	0.06	0.34	0.01	0.11
ILLINOIS	50.02	23.00	24.21	1.60	0.99	0.08	0.04	0.06
INDIANA	69.99	11.51	17.74	0.37	0.01	0.19	0.10	0.10
IOWA	57.86	29.19	11.64	0.89		0.17	0.11	0.14
KANSAS	72.95	18.76	7.29	0.72	0.07	0.02	0.03	0.17
KENTUCKY	59.85	29.85	9.72	0.07	0.07	0.20	0.04	0.22
LOUISIANA	48.80	19.25	30.60	0.58	0.04	0.35	0.00	0.39
MAINE	59.95	27.79	10.91	0.47	0.35	0.03	0.23	0.27
MARYLAND	51.47	21.51	22.28	2.58	1.43	0.34	0.16	0.23
MASSACHUSETTS	71.83	11.21	14.18	0.70	1.64		0.20	0.25
MICHIGAN	67.18	17.54	11.62	3.12		0.07	0.01	0.45
MINNESOTA	75.37	17.19	5.45	1.23	0.17	0.25	0.18	0.16
MISSISSIPPI	48.24	31.63	18.75	0.45	0.27	0.37	0.01	0.28
MISSOURI	38.53	46.19	13.28	1.41	0.29	0.05	0.15	0.11
MONTANA	63.48	28.70	6.44	0.25	0.36	0.33	0.26	0.18
NEBRASKA	64.24	20.74	7.94	2.21	0.45	0.43	0.30	3.69
NEVADA	50.34	38.62	9.57	1.28	0.01	0.00	0.00	0.19
NEW HAMPSHIRE	47.79	28.25	19.95	2.69	0.57	0.01	0.64	0.10
NEW JERSEY	57.61	18.62	18.60	1.85	2.91	0.20	0.01	0.20
NEW MEXICO	43.61	27.02	28.82	0.07	0.01	0.29	0.02	0.16
NEW YORK	45.44	13.29	35.14	3.18	2.01	0.18	0.45	0.31
NORTH CAROLINA	69.33	15.55	13.74	0.71	0.23	0.26	0.06	0.11
NORTH DAKOTA	85.29	9.50	3.96	0.49	0.10	0.23	0.24	0.19
OHIO	70.55	20.18	6.15	2.76	0.00	0.04	0.00	0.32
OKLAHOMA	57.78	30.43	10.93	0.31	0.07	0.20	0.04	0.24
OREGON	78.60	13.74	5.62	0.70	0.78	0.18	0.21	0.17
PENNSYLVANIA	45.19	26.64	25.48	1.01	1.24	0.22	0.10	0.12
PUERTO RICO	9.70	68.93	17.55	0.93	1.44	0.01	0.00	1.43
RHODE ISLAND	56.10	16.74	25.01	0.33	1.31	0.00	0.31	0.20
SOUTH CAROLINA	47.41	31.81	19.82	0.53	0.10	0.15	0.01	0.18
SOUTH DAKOTA	74.64	20.09	3.81	0.19	0.36	0.24	0.61	0.05
TENNESSEE	59.09	25.47	14.11	0.60	0.21	0.09	0.00	0.43
TEXAS	35.79	49.42	13.99	0.33	0.00	0.02	0.00	0.43
UTAH	51.50	30.60	13.73	1.66	0.88	1.57	0.00	0.07
VERMONT	90.02	5.90	1.58	0.36	0.97	0.00	0.46	0.71
VIRGINIA	49.51	26.62	22.68	0.57	0.29	0.09	0.06	0.18
WASHINGTON	62.55	25.44	11.27	0.30	0.14	0.11	0.01	0.18
WEST VIRGINIA	59.46	27.99	12.13	0.19	0.00	0.13	0.00	0.10
WISCONSIN	47.59	35.99	15.64	0.46	0.06	0.15	0.00	0.11
WYOMING	64.50	28.87	5.81	0.14	0.43		0.15	0.10
AMERICAN SAMOA	59.14	30.65	10.22					0.00
GUAM	37.15	51.02	11.83	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	50.00	20.00	30.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	56.14	24.37	17.27	1.10	0.61	0.15	0.10	0.26
50 STATES, D.C. & P.R.	56.15	24.36	17.27	1.10	0.61	0.15	0.10	0.26

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6,412	8,453	438	31	1	2	2	6
ALASKA	2,203	2,103	58	3	0	0	2	0
ARIZONA	9,420	8,964	1,250	4	8	1	0	3
ARKANSAS	3,162	3,686	287	0	6	0	5	5
CALIFORNIA	78,498	30,121	28,499	313	394	0	19	81
COLORADO	11,900	2,027	237	7	6	0	3	6
CONNECTICUT	9,434	3,472	1,682	55	88	0	7	1
DELAWARE	1,427	3,082	293	32	0	1	2	6
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	26,674	26,364	9,061	3	21	25	0	7
GEORGIA	7,966	9,240	2,207	3	0	4	1	3
HAWAII	1,895	1,468	272	3	9	.	1	5
IDAHO	5,349	1,396	74	17	0	0	0	4
ILLINOIS	13,946	24,354	13,556	94	34	2	1	4
INDIANA	11,087	5,850	3,025	3	1	4	1	3
IOWA	7,049	4,806	789	25	.	9	4	6
KANSAS	5,292	2,520	250	6	0	0	0	2
KENTUCKY	3,562	4,387	412	0	1	0	0	1
LOUISIANA	2,977	5,038	4,068	5	1	7	0	16
MAINE	2,878	1,955	184	1	2	0	0	1
MARYLAND	8,352	5,898	3,379	50	54	1	2	39
MASSACHUSETTS	34,946	5,691	3,777	83	152	.	15	10
MICHIGAN	18,362	11,713	3,530	361	.	3	2	42
MINNESOTA	13,354	3,596	306	58	15	2	7	9
MISSISSIPPI	1,485	5,010	2,266	15	7	2	0	3
MISSOURI	8,097	14,567	1,991	24	9	0	1	10
MONTANA	1,940	1,741	98	0	9	2	3	2
NEBRASKA	4,367	2,111	137	11	5	39	11	13
NEVADA	2,720	4,845	504	5	0	0	0	7
NEW HAMPSHIRE	2,524	1,532	922	6	4	0	1	0
NEW JERSEY	15,638	15,477	11,458	221	478	9	0	41
NEW MEXICO	3,569	4,111	3,126	4	0	4	0	7
NEW YORK	40,667	14,432	26,421	276	428	15	125	40
NORTH CAROLINA	21,844	5,849	1,386	8	3	1	0	9
NORTH DAKOTA	1,903	168	4	1	2	0	0	0
OHIO	22,915	4,669	773	20	0	0	0	12
OKLAHOMA	6,976	7,018	622	4	5	0	1	8
OREGON	11,591	2,707	184	23	24	4	4	16
PENNSYLVANIA	8,462	19,126	12,208	89	0	4	0	3
PUERTO RICO	380	8,658	648	0	71	0	0	8
RHODE ISLAND	3,414	1,425	1,860	0	16	0	9	4
SOUTH CAROLINA	3,707	10,865	2,911	0	6	0	0	16
SOUTH DAKOTA	2,104	872	16	0	2	0	5	0
TENNESSEE	11,748	9,350	2,094	26	10	1	0	27
TEXAS	13,947	79,523	9,252	40	0	1	.	49
UTAH	5,666	6,191	1,279	3	4	68	0	0
VERMONT	1,845	108	1	1	5	0	1	9
VIRGINIA	7,650	13,219	4,431	4	45	1	1	11
WASHINGTON	11,767	7,757	1,120	8	7	0	0	2
WEST VIRGINIA	2,897	3,443	603	4	0	0	0	1
WISCONSIN	5,717	11,912	1,236	5	4	2	0	2
WYOMING	1,293	1,033	52	0	4	.	1	0
AMERICAN SAMOA	95	45	0	.	.	.	.	0
GUAM	126	335	57	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	7	4	5	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	513,206	434,287	165,299	1,955	1,941	214	237	560
50 STATES, D.C. & P.R.	512,978	433,903	165,237	1,955	1,941	214	237	560

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.79	55.09	2.85	0.20	0.01	0.01	0.01	0.04
ALASKA	50.42	48.13	1.33	0.07	0.00	0.00	0.05	0.00
ARIZONA	47.94	45.62	6.36	0.02	0.04	0.01	0.00	0.02
ARKANSAS	44.22	51.55	4.01	0.00	0.08	0.00	0.07	0.07
CALIFORNIA	56.91	21.84	20.66	0.23	0.29	0.00	0.01	0.06
COLORADO	83.89	14.29	1.67	0.05	0.04	0.00	0.02	0.04
CONNECTICUT	64.01	23.56	11.41	0.37	0.60	0.00	0.05	0.01
DELAWARE	29.47	63.64	6.05	0.66	0.00	0.02	0.04	0.12
DISTRICT OF COLUMBIA								
FLORIDA	42.92	42.42	14.58	0.00	0.03	0.04	0.00	0.01
GEORGIA	41.01	47.57	11.36	0.02	0.00	0.02	0.01	0.02
HAWAII	51.88	40.19	7.45	0.08	0.25		0.03	0.14
IDAHO	78.20	20.41	1.08	0.25	0.00	0.00	0.00	0.06
ILLINOIS	26.82	46.84	26.07	0.18	0.07	0.00	0.00	0.01
INDIANA	55.51	29.29	15.14	0.02	0.01	0.02	0.01	0.02
IOWA	55.56	37.88	6.22	0.20		0.07	0.03	0.05
KANSAS	65.58	31.23	3.10	0.07	0.00	0.00	0.00	0.02
KENTUCKY	42.59	52.46	4.93	0.00	0.01	0.00	0.00	0.01
LOUISIANA	24.58	41.60	33.59	0.04	0.01	0.06	0.00	0.13
MAINE	57.32	38.94	3.66	0.02	0.04	0.00	0.00	0.02
MARYLAND	46.99	33.18	19.01	0.28	0.30	0.01	0.01	0.22
MASSACHUSETTS	78.22	12.74	8.45	0.19	0.34		0.03	0.02
MICHIGAN	53.99	34.44	10.38	1.06		0.01	0.01	0.12
MINNESOTA	76.98	20.73	1.76	0.33	0.09	0.01	0.04	0.05
MISSISSIPPI	16.90	57.01	25.79	0.17	0.08	0.02	0.00	0.03
MISSOURI	32.78	58.98	8.06	0.10	0.04	0.00	0.00	0.04
MONTANA	51.12	45.88	2.58	0.00	0.24	0.05	0.08	0.05
NEBRASKA	65.24	31.54	2.05	0.16	0.07	0.58	0.16	0.19
NEVADA	33.66	59.96	6.24	0.06	0.00	0.00	0.00	0.09
NEW HAMPSHIRE	50.59	30.71	18.48	0.12	0.08	0.00	0.02	0.00
NEW JERSEY	36.10	35.73	26.45	0.51	1.10	0.02	0.00	0.09
NEW MEXICO	32.98	37.99	28.89	0.04	0.00	0.04	0.00	0.06
NEW YORK	49.35	17.51	32.06	0.33	0.52	0.02	0.15	0.05
NORTH CAROLINA	75.07	20.10	4.76	0.03	0.01	0.00	0.00	0.03
NORTH DAKOTA	91.58	8.08	0.19	0.05	0.10	0.00	0.00	0.00
OHIO	80.72	16.45	2.72	0.07	0.00	0.00	0.00	0.04
OKLAHOMA	47.67	47.96	4.25	0.03	0.03	0.00	0.01	0.05
OREGON	79.65	18.60	1.26	0.16	0.16	0.03	0.03	0.11
PENNSYLVANIA	21.21	47.94	30.60	0.22	0.00	0.01	0.00	0.01
PUERTO RICO	3.89	88.66	6.64	0.00	0.73	0.00	0.00	0.08
RHODE ISLAND	50.74	21.18	27.65	0.00	0.24	0.00	0.13	0.06
SOUTH CAROLINA	21.18	62.07	16.63	0.00	0.03	0.00	0.00	0.09
SOUTH DAKOTA	70.16	29.08	0.53	0.00	0.07	0.00	0.17	0.00
TENNESSEE	50.52	40.20	9.00	0.11	0.04	0.00	0.00	0.12
TEXAS	13.57	77.35	9.00	0.04	0.00	0.00		0.05
UTAH	42.89	46.86	9.68	0.02	0.03	0.51	0.00	0.00
VERMONT	93.65	5.48	0.05	0.05	0.25	0.00	0.05	0.46
VIRGINIA	30.16	52.12	17.47	0.02	0.18	0.00	0.00	0.04
WASHINGTON	56.95	37.54	5.42	0.04	0.03	0.00	0.00	0.01
WEST VIRGINIA	41.70	49.55	8.68	0.06	0.00	0.00	0.00	0.01
WISCONSIN	30.28	63.10	6.55	0.03	0.02	0.01	0.00	0.01
WYOMING	54.26	43.35	2.18	0.00	0.17		0.04	0.00
AMERICAN SAMOA	67.86	32.14	0.00					0.00
GUAM	24.32	64.67	11.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	43.75	25.00	31.25	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	45.92	38.86	14.79	0.17	0.17	0.02	0.02	0.05
50 STATES, D.C. & P.R.	45.92	38.84	14.79	0.18	0.17	0.02	0.02	0.05

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			NUMBER				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,507	196	60	7	1	0	0	4
ALASKA	2,126	729	20	0	0	0	0	0
ARIZONA	11,410	1,053	179	1	1	0	0	4
ARKANSAS	7,153	437	69	0	2	0	0	0
CALIFORNIA	93,183	3,268	5,095	52	47	0	5	23
COLORADO	8,546	497	123	1	1	0	0	6
CONNECTICUT	7,897	1,042	502	25	13	0	1	2
DELAWARE	784	695	4	0	8	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	59,169	1,557	1,814	0	29	40	1	20
GEORGIA	20,037	6,456	251	14	8	0	0	3
HAWAII	1,950	236	76	.	.	.	.	.
IDAHO	2,864	197	32	3	2	0	0	2
ILLINOIS	44,689	757	1,692	73	3	4	0	2
INDIANA	32,925	18	9	0	0	0	0	2
IOWA	5,949	182	27	4	.	0	2	20
KANSAS	9,940	335	68	5	0	0	0	3
KENTUCKY	16,114	1,045	2	0	6	0	0	7
LOUISIANA	14,236	281	362	0	0	3	0	4
MAINE	4,460	859	167	0	2	1	1	5
MARYLAND	15,272	3,143	2,651	76	48	0	3	25
MASSACHUSETTS	11,833	530	784	8	29	.	6	8
MICHIGAN	31,699	582	294	373	.	20	2	203
MINNESOTA	12,695	478	91	68	11	2	25	12
MISSISSIPPI	11,571	2,233	425	17	62	1	0	4
MISSOURI	12,450	8,181	522	7	36	0	0	3
MONTANA	3,024	52	19	0	1	0	0	0
NEBRASKA	6,803	367	274	337	18	13	1	275
NEVADA	4,098	55	142	1	1	0	0	1
NEW HAMPSHIRE	1,790	993	640	23	8	0	1	3
NEW JERSEY	40,345	878	1,609	43	76	0	0	0
NEW MEXICO	4,689	1,006	984	1	0	1	0	3
NEW YORK	27,029	4,092	11,717	245	241	5	50	7
NORTH CAROLINA	25,097	128	176	2	25	3	1	4
NORTH DAKOTA	2,370	120	72	11	2	0	2	6
OHIO	39,938	0	0	94	0	0	0	0
OKLAHOMA	11,684	1,167	72	11	5	0	1	2
OREGON	10,648	672	234	15	29	3	3	4
PENNSYLVANIA	32,731	1,999	423	2	0	0	0	12
PUERTO RICO	1,297	3,010	129	5	57	0	0	12
RHODE ISLAND	3,086	398	270	0	1	0	0	0
SOUTH CAROLINA	17,792	467	32	0	29	0	0	0
SOUTH DAKOTA	2,967	81	9	0	2	1	1	0
TENNESSEE	19,288	1,782	581	6	3	0	0	7
TEXAS	56,044	4,091	787	5	.	.	.	13
UTAH	6,371	708	325	0	0	62	0	0
VERMONT	1,103	85	26	3	8	0	0	9
VIRGINIA	21,715	177	240	11	19	1	1	31
WASHINGTON	14,786	255	240	1	4	0	1	12
WEST VIRGINIA	9,258	850	15	1	0	0	0	0
WISCONSIN	13,764	453	797	22	17	1	0	4
WYOMING	2,068	256	23	0	16	.	1	0
AMERICAN SAMOA	15	0	0	.	.	.	.	0
GUAM	124	16	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	3	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	834,386	59,145	35,158	1,573	871	161	109	767
50 STATES, D.C. & P.R.	834,244	59,129	35,155	1,573	871	161	109	767

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.30	1.24	0.38	0.04	0.01	0.00	0.00	0.03
ALASKA	73.95	25.36	0.70	0.00	0.00	0.00	0.00	0.00
ARIZONA	90.21	8.33	1.42	0.01	0.01	0.00	0.00	0.03
ARKANSAS	93.37	5.70	0.90	0.00	0.03	0.00	0.00	0.00
CALIFORNIA	91.65	3.21	5.01	0.05	0.05	0.00	0.00	0.02
COLORADO	93.15	5.42	1.34	0.01	0.01	0.00	0.00	0.07
CONNECTICUT	83.28	10.99	5.29	0.26	0.14	0.00	0.01	0.02
DELAWARE	52.58	46.61	0.27	0.00	0.54	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	94.47	2.49	2.90	0.00	0.05	0.06	0.00	0.03
GEORGIA	74.85	24.12	0.94	0.05	0.03	0.00	0.00	0.01
HAWAII	86.21	10.43	3.36					
IDAHO	92.39	6.35	1.03	0.10	0.06	0.00	0.00	0.06
ILLINOIS	94.64	1.60	3.58	0.15	0.01	0.01	0.00	0.00
INDIANA	99.91	0.05	0.03	0.00	0.00	0.00	0.00	0.01
IOWA	96.20	2.94	0.44	0.06		0.00	0.03	0.32
KANSAS	96.03	3.24	0.66	0.05	0.00	0.00	0.00	0.03
KENTUCKY	93.83	6.08	0.01	0.00	0.03	0.00	0.00	0.04
LOUISIANA	95.63	1.89	2.43	0.00	0.00	0.02	0.00	0.03
MAINE	81.16	15.63	3.04	0.00	0.04	0.02	0.02	0.09
MARYLAND	71.98	14.81	12.49	0.36	0.23	0.00	0.01	0.12
MASSACHUSETTS	89.66	4.02	5.94	0.06	0.22		0.05	0.06
MICHIGAN	95.56	1.75	0.89	1.12		0.06	0.01	0.61
MINNESOTA	94.87	3.57	0.68	0.51	0.08	0.01	0.19	0.09
MISSISSIPPI	80.84	15.60	2.97	0.12	0.43	0.01	0.00	0.03
MISSOURI	58.73	38.59	2.46	0.03	0.17	0.00	0.00	0.01
MONTANA	97.67	1.68	0.61	0.00	0.03	0.00	0.00	0.00
NEBRASKA	84.11	4.54	3.39	4.17	0.22	0.16	0.01	3.40
NEVADA	95.35	1.28	3.30	0.02	0.02	0.00	0.00	0.02
NEW HAMPSHIRE	51.76	28.72	18.51	0.67	0.23	0.00	0.03	0.99
NEW JERSEY	93.93	2.04	3.75	0.10	0.18	0.00	0.00	0.00
NEW MEXICO	70.15	15.05	14.72	0.01	0.00	0.01	0.00	0.04
NEW YORK	62.30	9.43	27.01	0.56	0.56	0.01	0.12	0.02
NORTH CAROLINA	98.67	0.50	0.69	0.01	0.10	0.01	0.00	0.02
NORTH DAKOTA	91.75	4.65	2.79	0.43	0.08	0.00	0.08	0.23
OHIO	99.77	0.00	0.00	0.23	0.00	0.00	0.00	0.00
OKLAHOMA	90.28	9.02	0.56	0.08	0.04	0.00	0.01	0.02
OREGON	91.73	5.79	2.02	0.13	0.25	0.03	0.03	0.03
PENNSYLVANIA	93.07	5.68	1.20	0.01	0.00	0.00	0.00	0.03
PUERTO RICO	28.76	66.74	2.86	0.11	1.26	0.00	0.00	0.27
RHODE ISLAND	82.18	10.60	7.19	0.00	0.03	0.00	0.00	0.00
SOUTH CAROLINA	97.12	2.55	0.17	0.00	0.16	0.00	0.00	0.00
SOUTH DAKOTA	96.93	2.65	0.29	0.00	0.07	0.03	0.03	0.00
TENNESSEE	89.02	8.22	2.68	0.03	0.01	0.00	0.00	0.03
TEXAS	91.97	6.71	1.29	0.01				0.02
UTAH	85.33	9.48	4.35	0.00	0.00	0.83	0.00	0.00
VERMONT	89.38	6.89	2.11	0.24	0.65	0.00	0.00	0.73
VIRGINIA	97.84	0.80	1.08	0.05	0.09	0.00	0.00	0.14
WASHINGTON	96.65	1.67	1.57	0.01	0.03	0.00	0.01	0.08
WEST VIRGINIA	91.45	8.40	0.15	0.01	0.00	0.00	0.00	0.00
WISCONSIN	91.41	3.01	5.29	0.15	0.11	0.01	0.00	0.03
WYOMING	87.48	10.83	0.97	0.00	0.68		0.04	0.00
AMERICAN SAMOA	100.00	0.00	0.00					0.00
GUAM	87.94	11.35	0.71	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								
U.S. AND OUTLYING AREAS	89.51	6.34	3.77	0.17	0.09	0.02	0.01	0.08
50 STATES, D.C. & P.R.	89.51	6.34	3.77	0.17	0.09	0.02	0.01	0.08

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	684	3,529	3,449	104	3	2	8	3
ALASKA	83	131	112	0	0	0	0	0
ARIZONA	295	746	1,781	56	30	1	0	4
ARKANSAS	535	2,218	1,670	3	63	0	16	4
CALIFORNIA	1,111	1,469	9,851	562	129	0	6	126
COLORADO	530	327	336	2	1	0	0	2
CONNECTICUT	202	296	1,010	38	21	0	5	0
DELAWARE	64	446	229	79	0	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	4,858	1,793	8,909	268	16	1	17	15
GEORGIA	874	3,117	7,925	81	0	22	4	20
HAWAII	224	412	414	3	0	.	0	4
IDAHO	424	477	149	9	0	0	0	0
ILLINOIS	883	527	8,347	592	386	4	13	7
INDIANA	1,551	1,448	6,092	60	0	0	11	18
IOWA	2,302	2,520	1,532	65	.	5	2	2
KANSAS	638	760	777	4	4	1	5	2
KENTUCKY	1,647	3,976	1,638	3	0	0	3	14
LOUISIANA	270	631	3,855	88	9	14	0	22
MAINE	45	140	218	2	8	0	0	1
MARYLAND	247	434	1,646	281	38	0	1	6
MASSACHUSETTS	1,600	1,063	2,854	39	107	.	19	7
MICHIGAN	2,670	1,622	3,877	731	.	8	0	28
MINNESOTA	1,229	1,900	874	87	1	1	3	15
MISSISSIPPI	48	493	1,396	18	0	10	0	6
MISSOURI	261	1,294	3,139	477	11	0	0	12
MONTANA	41	265	164	1	2	0	0	5
NEBRASKA	794	1,144	481	31	15	15	21	56
NEVADA	60	268	306	41	0	0	0	0
NEW HAMPSHIRE	72	94	139	15	5	0	5	0
NEW JERSEY	46	226	876	208	145	15	0	17
NEW MEXICO	105	120	556	0	0	0	0	0
NEW YORK	432	413	4,437	383	187	2	20	11
NORTH CAROLINA	2,699	3,952	5,338	270	96	0	11	15
NORTH DAKOTA	200	153	75	9	0	1	2	3
OHIO	5,102	11,639	2,450	49	0	0	0	17
OKLAHOMA	473	1,630	1,653	7	6	4	3	3
OREGON	603	314	469	20	5	1	17	3
PENNSYLVANIA	636	3,009	6,817	351	37	10	6	31
PUERTO RICO	61	2,103	2,160	103	31	1	1	29
RHODE ISLAND	12	27	394	0	23	0	2	1
SOUTH CAROLINA	560	2,004	4,664	123	1	4	4	35
SOUTH DAKOTA	162	318	83	2	3	0	1	0
TENNESSEE	565	1,927	3,261	52	26	2	0	9
TEXAS	194	2,139	6,715	226	1	3	1	25
UTAH	69	209	894	2	11	136	0	0
VERMONT	465	50	14	1	7	0	2	1
VIRGINIA	121	738	4,274	48	6	1	3	19
WASHINGTON	652	1,361	1,257	13	3	0	0	1
WEST VIRGINIA	333	1,358	1,716	10	1	0	0	15
WISCONSIN	539	1,808	2,881	122	2	12	0	14
WYOMING	36	132	89	0	0	.	0	3
AMERICAN SAMOA	0	6	10	.	.	.	.	0
GUAM	4	21	7	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	38,311	69,197	124,260	5,739	1,440	276	212	632
50 STATES, D.C. & P.R.	38,307	69,170	124,243	5,739	1,440	276	212	632

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8.79	45.35	44.32	1.34	0.04	0.03	0.10	0.04
ALASKA	25.46	40.18	34.36	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.13	25.61	61.14	1.92	1.03	0.03	0.00	0.14
ARKANSAS	11.87	49.19	37.04	0.07	1.40	0.00	0.35	0.09
CALIFORNIA	8.38	11.08	74.32	4.24	0.97	0.00	0.05	0.95
COLORADO	44.24	27.30	28.05	0.17	0.08	0.00	0.00	0.17
CONNECTICUT	12.85	18.83	64.25	2.42	1.34	0.00	0.32	0.00
DELAWARE	7.81	54.46	27.96	9.65	0.00	0.00	0.00	0.12
DISTRICT OF COLUMBIA								
FLORIDA	30.60	11.29	56.11	1.69	0.10	0.01	0.11	0.09
GEORGIA	7.26	25.88	65.81	0.67	0.00	0.18	0.03	0.17
HAWAII	21.19	38.98	39.17	0.28	0.00		0.00	0.38
IDAHO	40.04	45.04	14.07	0.85	0.00	0.00	0.00	0.00
ILLINOIS	8.21	4.90	77.58	5.50	3.59	0.04	0.12	0.07
INDIANA	16.90	15.77	66.36	0.65	0.00	0.00	0.12	0.20
IOWA	35.81	39.20	23.83	1.01		0.08	0.03	0.03
KANSAS	29.12	34.69	35.46	0.18	0.18	0.05	0.23	0.09
KENTUCKY	22.62	54.61	22.50	0.04	0.00	0.00	0.04	0.19
LOUISIANA	5.52	12.91	78.85	1.80	0.18	0.29	0.00	0.45
MAINE	10.87	33.82	52.66	0.48	1.93	0.00	0.00	0.24
MARYLAND	9.31	16.36	62.04	10.59	1.43	0.00	0.04	0.23
MASSACHUSETTS	28.12	18.69	50.17	0.69	1.88		0.33	0.12
MICHIGAN	29.88	18.15	43.39	8.18		0.09	0.00	0.31
MINNESOTA	29.90	46.23	21.27	2.12	0.02	0.02	0.07	0.36
MISSISSIPPI	2.44	25.01	70.83	0.91	0.00	0.51	0.00	0.30
MISSOURI	5.03	24.91	60.44	9.18	0.21	0.00	0.00	0.23
MONTANA	8.58	55.44	34.31	0.21	0.42	0.00	0.00	1.05
NEBRASKA	31.05	44.74	18.81	1.21	0.59	0.59	0.82	2.19
NEVADA	8.89	39.70	45.33	6.07	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	21.82	28.48	42.12	4.55	1.52	0.00	1.52	0.00
NEW JERSEY	3.00	14.74	57.14	13.57	9.46	0.98	0.00	1.11
NEW MEXICO	13.44	15.36	71.19	0.00	0.00	0.00	0.00	0.00
NEW YORK	7.34	7.02	75.40	6.51	3.18	0.03	0.34	0.19
NORTH CAROLINA	21.80	31.92	43.11	2.18	0.78	0.00	0.09	0.12
NORTH DAKOTA	45.15	34.54	16.93	2.03	0.00	0.23	0.45	0.68
OHIO	26.49	60.44	12.72	0.25	0.00	0.00	0.00	0.09
OKLAHOMA	12.52	43.13	43.74	0.19	0.16	0.11	0.08	0.08
OREGON	42.11	21.93	32.75	1.40	0.35	0.07	1.19	0.21
PENNSYLVANIA	5.84	27.61	62.56	3.22	0.34	0.09	0.06	0.28
PUERTO RICO	1.36	46.85	48.12	2.29	0.69	0.02	0.02	0.65
RHODE ISLAND	2.61	5.88	85.84	0.00	5.01	0.00	0.44	0.22
SOUTH CAROLINA	7.57	27.10	63.07	1.66	0.01	0.05	0.05	0.47
SOUTH DAKOTA	28.47	55.89	14.59	0.35	0.53	0.00	0.18	0.00
TENNESSEE	9.67	32.99	55.82	0.89	0.45	0.03	0.00	0.15
TEXAS	2.09	22.99	72.17	2.43	0.01	0.03	0.01	0.27
UTAH	5.22	15.82	67.68	0.15	0.83	10.30	0.00	0.00
VERMONT	86.11	9.26	2.59	0.19	1.30	0.00	0.37	0.19
VIRGINIA	2.32	14.17	82.03	0.92	0.12	0.02	0.06	0.36
WASHINGTON	19.84	41.41	38.24	0.40	0.09	0.00	0.00	0.03
WEST VIRGINIA	9.70	39.56	49.99	0.29	0.03	0.00	0.00	0.44
WISCONSIN	10.02	33.62	53.57	2.27	0.04	0.22	0.00	0.26
WYOMING	13.85	50.77	34.23	0.00	0.00		0.00	1.15
AMERICAN SAMOA	0.00	37.50	62.50					0.00
GUAM	12.50	65.63	21.88	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	15.96	28.82	51.76	2.39	0.60	0.11	0.09	0.26
50 STATES, D.C. & P.R.	15.96	28.82	51.76	2.39	0.60	0.11	0.09	0.26

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	796	754	476	53	16	7	19	0
ALASKA	61	66	72	59	0	0	9	0
ARIZONA	507	417	822	89	112	0	17	5
ARKANSAS	18	30	72	0	7	0	3	3
CALIFORNIA	564	370	2,654	229	1,272	0	128	47
COLORADO	1,675	365	623	71	65	0	93	35
CONNECTICUT	677	304	813	80	231	0	57	1
DELAWARE	25	111	54	25	0	0	0	8
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	4,963	1,964	6,527	174	65	31	10	4
GEORGIA	2,558	4,095	3,687	185	1	33	17	3
HAWAII	334	202	167	.	3	.	1	3
IDAHO	83	33	48	12	4	0	1	1
ILLINOIS	1,472	1,603	4,119	890	631	4	19	5
INDIANA	989	267	1,621	75	5	18	36	18
IOWA	1,336	921	817	148	.	9	21	4
KANSAS	714	318	316	48	4	3	0	9
KENTUCKY	408	560	926	7	16	8	8	18
LOUISIANA	164	266	1,259	91	0	26	0	36
MAINE	580	513	406	22	28	0	25	7
MARYLAND	347	255	1,088	225	321	4	33	17
MASSACHUSETTS	1,335	397	1,693	308	620	.	35	23
MICHIGAN	3,374	1,058	1,304	396	.	2	3	14
MINNESOTA	3,554	855	809	260	42	46	40	15
MISSISSIPPI	9	21	70	2	3	1	2	2
MISSOURI	801	1,330	1,172	133	75	0	78	15
MONTANA	82	85	83	17	13	3	15	2
NEBRASKA	531	258	337	25	29	0	25	21
NEVADA	148	219	149	12	0	0	0	7
NEW HAMPSHIRE	274	138	143	1	23	1	36	0
NEW JERSEY	320	414	970	168	569	26	0	43
NEW MEXICO	256	162	652	7	0	17	5	4
NEW YORK	2,231	792	8,387	2,253	882	210	367	261
NORTH CAROLINA	1,365	819	1,800	63	12	15	2	17
NORTH DAKOTA	179	56	34	0	0	3	5	0
OHIO	778	1,364	987	905	0	0	0	52
OKLAHOMA	228	295	607	22	3	11	4	16
OREGON	633	183	388	120	161	8	40	14
PENNSYLVANIA	577	906	3,035	272	466	195	18	17
PUERTO RICO	29	164	223	0	3	0	0	6
RHODE ISLAND	160	81	274	0	66	0	25	2
SOUTH CAROLINA	297	775	1,185	96	9	13	0	18
SOUTH DAKOTA	77	44	43	0	12	1	17	0
TENNESSEE	217	197	463	43	23	4	0	4
TEXAS	1,368	5,419	4,586	203	0	0	1	219
UTAH	833	577	495	24	31	47	0	17
VERMONT	449	22	18	12	18	0	12	1
VIRGINIA	590	636	2,232	195	93	10	20	7
WASHINGTON	691	496	637	62	7	0	0	17
WEST VIRGINIA	262	198	225	1	0	3	1	1
WISCONSIN	1,469	2,175	1,463	12	4	34	1	17
WYOMING	90	67	107	2	0	.	7	0
AMERICAN SAMOA	0	3	0	.	.	.	.	0
GUAM	0	1	3	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	41,479	33,621	61,141	8,097	5,945	793	1,256	1,056
50 STATES, D.C. & P.R.	41,478	33,617	61,138	8,097	5,945	793	1,256	1,056

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

TABLE A01
**Percentage of Children Ages 6-11 Served in Different Educational Environments
 Under IDEA, Part B, During the 1997-98 School Year**

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	37.53	35.55	22.44	2.50	0.75	0.33	0.90	0.00
ALASKA	22.85	24.72	26.97	22.10	0.00	0.00	3.37	0.00
ARIZONA	25.75	21.18	41.75	4.52	5.69	0.00	0.86	0.25
ARKANSAS	13.53	22.56	54.14	0.00	5.26	0.00	2.26	2.26
CALIFORNIA	10.71	7.03	50.42	4.35	24.16	0.00	2.43	0.89
COLORADO	57.23	12.47	21.28	2.43	2.22	0.00	3.18	1.20
CONNECTICUT	31.30	14.05	37.59	3.70	10.68	0.00	2.64	0.05
DELAWARE	11.21	49.78	24.22	11.21	0.00	0.00	0.00	3.59
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	36.13	14.30	47.51	1.27	0.47	0.23	0.07	0.03
GEORGIA	24.18	38.71	34.85	1.75	0.01	0.31	0.16	0.03
HAWAII	47.04	28.45	23.52	.	0.42	.	0.14	0.42
IDAHO	45.60	18.13	26.37	6.59	2.20	0.00	0.55	0.55
ILLINOIS	16.84	18.33	47.11	10.18	7.22	0.05	0.22	0.06
INDIANA	32.65	8.81	53.52	2.48	0.17	0.59	1.19	0.59
IOWA	41.03	28.29	25.09	4.55	.	0.28	0.64	0.12
KANSAS	50.57	22.52	22.38	3.40	0.28	0.21	0.00	0.64
KENTUCKY	20.91	28.70	47.46	0.36	0.82	0.41	0.41	0.92
LOUISIANA	8.90	14.44	68.35	4.94	0.00	1.41	0.00	1.95
MAINE	36.69	32.45	25.68	1.39	1.77	0.00	1.58	0.44
MARYLAND	15.15	11.14	47.51	9.83	14.02	0.17	1.44	0.74
MASSACHUSETTS	30.27	9.00	38.38	6.98	14.06	.	0.79	0.52
MICHIGAN	54.85	17.20	21.20	6.44	.	0.03	0.05	0.23
MINNESOTA	63.23	15.21	14.39	4.63	0.75	0.82	0.71	0.27
MISSISSIPPI	8.18	19.09	63.64	1.82	2.73	0.91	1.82	1.82
MISSOURI	22.23	36.90	32.52	3.69	2.08	0.00	2.16	0.42
MONTANA	27.33	28.33	27.67	5.67	4.33	1.00	5.00	0.67
NEBRASKA	43.31	21.04	27.49	2.04	2.37	0.00	2.04	1.71
NEVADA	27.66	40.93	27.85	2.24	0.00	0.00	0.00	1.31
NEW HAMPSHIRE	44.48	22.40	23.21	0.16	3.73	0.16	5.84	0.00
NEW JERSEY	12.75	16.49	38.65	6.69	22.67	1.04	0.00	1.71
NEW MEXICO	23.21	14.69	59.11	0.63	0.00	1.54	0.45	0.36
NEW YORK	14.50	5.15	54.52	14.65	5.73	1.37	2.39	1.70
NORTH CAROLINA	33.35	20.01	43.98	1.54	0.29	0.37	0.05	0.42
NORTH DAKOTA	64.62	20.22	12.27	0.00	0.00	1.08	1.81	0.00
OHIO	19.04	33.38	24.16	22.15	0.00	0.00	0.00	1.27
OKLAHOMA	19.22	24.87	51.18	1.85	0.25	0.93	0.34	1.35
OREGON	40.92	11.83	25.08	7.76	10.41	0.52	2.59	0.90
PENNSYLVANIA	10.52	16.51	55.32	4.96	8.49	3.55	0.33	0.31
PUERTO RICO	6.82	38.59	52.47	0.00	0.71	0.00	0.00	1.41
RHODE ISLAND	26.32	13.32	45.07	0.00	10.86	0.00	4.11	0.33
SOUTH CAROLINA	12.41	32.39	49.52	4.01	0.38	0.54	0.00	0.75
SOUTH DAKOTA	39.69	22.68	22.16	0.00	6.19	0.52	8.76	0.00
TENNESSEE	22.82	20.72	48.69	4.52	2.42	0.42	0.00	0.42
TEXAS	11.60	45.94	38.88	1.72	0.00	0.00	0.01	1.86
UTAH	41.16	28.51	24.46	1.19	1.53	2.32	0.00	0.84
VERMONT	84.40	4.14	3.38	2.26	3.38	0.00	2.26	0.19
VIRGINIA	15.60	16.81	59.00	5.15	2.46	0.26	0.53	0.19
WASHINGTON	36.18	25.97	33.35	3.25	0.37	0.00	0.00	0.89
WEST VIRGINIA	37.92	28.65	32.56	0.14	0.00	0.43	0.14	0.14
WISCONSIN	28.39	42.03	28.27	0.23	0.08	0.66	0.02	0.33
WYOMING	32.97	24.54	39.19	0.73	0.00	.	2.56	0.00
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	27.04	21.92	39.86	5.28	3.88	0.52	0.82	0.69
50 STATES, D.C. & P.R.	27.04	21.92	39.86	5.28	3.88	0.52	0.82	0.69

 Please see data notes for an explanation of individual State differences.
 FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
 Data based on the December 1, 1997 count, updated as of November 1, 1999.
 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	49	77	345	80	0	39	2	4
ALASKA	53	65	131	2	0	0	0	0
ARIZONA	102	83	336	25	42	44	0	18
ARKANSAS	39	89	267	6	36	0	46	14
CALIFORNIA	169	191	1,555	234	43	24	2	44
COLORADO	572	209	452	78	3	2	1	22
CONNECTICUT	200	217	410	71	41	4	10	11
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	4	3	118	0	1	.	.	7
IDAHO	70	52	114	6	1	2	0	4
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	28	12	361	17	0	27	13	16
IOWA	32	18	77	16	.	1	2	4
KANSAS	200	158	171	44	8	0	2	12
KENTUCKY	162	223	425	8	2	1	1	24
LOUISIANA	10	6	292	22	0	11	0	40
MAINE	287	293	452	15	8	0	7	15
MARYLAND	366	330	1,406	516	145	4	15	13
MASSACHUSETTS	173	114	435	32	98	.	26	23
MICHIGAN	240	23	286	604	.	2	.	59
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2	4	85	24	0	8	0	13
MISSOURI	55	104	175	87	10	0	2	6
MONTANA	20	89	106	2	2	6	2	2
NEBRASKA	13	32	122	14	4	5	2	30
NEVADA	8	38	109	103	0	0	0	10
NEW HAMPSHIRE	29	35	23	59	9	0	12	2
NEW JERSEY	453	1,231	3,011	937	1,232	83	4	63
NEW MEXICO	79	57	296	0	0	8	0	15
NEW YORK	1,128	1,102	4,802	1,509	934	20	126	110
NORTH CAROLINA	35	47	451	89	33	21	37	23
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	415	1,904	1,482	1,632	0	0	0	53
OKLAHOMA	62	130	466	25	1	3	2	31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	27	48	478	175	0	6	0	29
PUERTO RICO	15	77	274	42	9	0	0	192
RHODE ISLAND	1	10	85	2	27	0	3	2
SOUTH CAROLINA	2	31	56	8	0	10	0	5
SOUTH DAKOTA	47	87	97	1	6	3	14	3
TENNESSEE	34	61	480	79	39	2	0	24
TEXAS	336	1,575	1,939	93	6	9	0	107
UTAH	6	10	245	8	165	33	0	0
VERMONT	21	2	2	0	0	0	0	3
VIRGINIA	1,087	1,270	2,084	48	18	10	3	26
WASHINGTON	151	250	685	30	2	3	1	20
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	1	5	.	.	.	.	0
GUAM	12	13	11	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,794	10,372	25,202	6,743	2,925	391	335	1,099
50 STATES, D.C. & P.R.	6,782	10,357	25,186	6,743	2,925	391	335	1,099

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

TABLE A04
**Percentage of Children Ages 6-11 Served in Different Educational Environments
 Under IDEA, Part B, During the 1997-98 School Year**

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVR
ALABAMA	8.22	12.92	57.89	13.42	0.00	6.54	0.34	0.67
ALASKA	21.12	25.90	52.19	0.80	0.00	0.00	0.00	0.00
ARIZONA	15.69	12.77	51.69	3.85	6.46	6.77	0.00	2.77
ARKANSAS	7.85	17.91	53.72	1.21	7.24	0.00	9.26	2.82
CALIFORNIA	7.47	8.44	68.74	10.34	1.90	1.06	0.09	1.95
COLORADO	42.72	15.61	33.76	5.83	0.22	0.15	0.07	1.64
CONNECTICUT	20.75	22.51	42.53	7.37	4.25	0.41	1.04	1.14
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3.01	2.26	88.72	0.00	0.75	.	.	5.26
IDAHO	28.11	20.88	45.78	2.41	0.40	0.80	0.00	1.61
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	5.91	2.53	76.16	3.59	0.00	5.70	2.74	3.38
IOWA	21.33	12.00	51.33	10.67	.	0.67	1.33	2.67
KANSAS	33.61	26.55	28.74	7.39	1.34	0.00	0.34	2.02
KENTUCKY	19.15	26.36	50.24	0.95	0.24	0.12	0.12	2.84
LOUISIANA	2.62	1.57	76.64	5.77	0.00	2.89	0.00	10.50
MAINE	26.65	27.21	41.97	1.39	0.74	0.00	0.65	1.39
MARYLAND	13.09	11.81	50.30	18.46	5.19	0.14	0.54	0.47
MASSACHUSETTS	19.20	12.65	48.28	3.55	10.88	.	2.89	2.55
MICHIGAN	19.77	1.89	23.56	49.75	.	0.16	.	4.86
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.47	2.94	62.50	17.65	0.00	5.88	0.00	9.56
MISSOURI	12.53	23.69	39.86	19.82	2.28	0.00	0.46	1.37
MONTANA	8.73	38.86	46.29	0.87	0.87	2.62	0.87	0.87
NEBRASKA	5.86	14.41	54.95	6.31	1.80	2.25	0.90	13.51
NEVADA	2.99	14.18	40.67	38.43	0.00	0.00	0.00	3.73
NEW HAMPSHIRE	17.16	20.71	13.61	34.91	5.33	0.00	7.10	1.18
NEW JERSEY	6.46	17.55	42.93	13.36	17.56	1.18	0.06	0.90
NEW MEXICO	17.36	12.53	65.05	0.00	0.00	1.76	0.00	3.30
NEW YORK	11.59	11.32	49.35	15.51	9.60	0.21	1.29	1.13
NORTH CAROLINA	4.76	6.39	61.28	12.09	4.48	2.85	5.03	3.13
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	7.56	34.71	27.01	29.75	0.00	0.00	0.00	0.97
OKLAHOMA	8.61	18.06	64.72	3.47	0.14	0.42	0.28	4.31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	3.54	6.29	62.65	22.94	0.00	0.79	0.00	3.80
PUERTO RICO	2.46	12.64	44.99	6.90	1.48	0.00	0.00	31.53
RHODE ISLAND	0.77	7.69	65.38	1.54	20.77	0.00	2.31	1.54
SOUTH CAROLINA	1.79	27.68	50.00	7.14	0.00	8.93	0.00	4.46
SOUTH DAKOTA	18.22	33.72	37.60	0.39	2.33	1.16	5.43	1.16
TENNESSEE	4.73	8.48	66.76	10.99	5.42	0.28	0.00	3.34
TEXAS	8.27	38.75	47.70	2.29	0.15	0.22	0.00	2.63
UTAH	1.28	2.14	52.46	1.71	35.33	7.07	0.00	0.00
VERMONT	75.00	7.14	7.14	0.00	0.00	0.00	0.00	10.71
VIRGINIA	23.91	27.94	45.84	1.06	0.40	0.22	0.07	0.57
WASHINGTON	13.22	21.89	59.98	2.63	0.18	0.26	0.09	1.75
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	16.67	83.33	.	.	.	.	0.00
GUAM	33.33	36.11	30.56	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	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12.61	19.26	46.79	12.52	5.43	0.73	0.62	2.04
50 STATES, D.C. & P.R.	12.60	19.24	46.80	12.53	5.43	0.73	0.62	2.04

Please see data notes for an explanation of individual State differences.
 FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVR=ENVIRONMENT
 Data based on the December 1, 1997 count, updated as of November 1, 1999.
 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

1997-98
**Number of Children Ages 6-11 Served in Different Educational Environments
 Under IDEA, Part B, During the 1997-98 School Year**

HEARING IMPAIRMENTS

STATE	CLASS			NUMBER				
	OUTSIDE < 21%	REGULAR 21-60%	CLASS > 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	188	96	72	15	0	50	0	0
ALASKA	75	33	26	1	0	0	0	1
ARIZONA	374	113	65	0	0	123	0	0
ARKANSAS	115	79	22	25	1	0	30	0
CALIFORNIA	1,617	529	1,964	51	44	205	2	7
COLORADO	352	37	107	25	0	7	1	0
CONNECTICUT	221	63	31	31	34	0	3	1
DELAWARE	12	44	1	47	0	0	1	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	467	171	512	1	0	137	0	0
GEORGIA	184	151	234	75	8	25	0	0
HAWAII	61	21	33	14	0	.	.	2
IDAHO	87	35	17	0	0	29	0	0
ILLINOIS	356	339	726	57	12	68	3	1
INDIANA	366	53	204	49	0	49	3	0
IOWA	171	72	47	0	.	20	0	1
KANSAS	116	61	20	54	0	0	0	0
KENTUCKY	164	82	23	6	0	47	0	0
LOUISIANA	201	149	198	2	4	54	0	1
MAINE	73	19	11	23	1	3	0	1
MARYLAND	228	68	136	4	3	164	0	1
MASSACHUSETTS	301	41	172	7	68	.	12	1
MICHIGAN	953	116	311	31	.	21	.	5
MINNESOTA	577	114	74	50	4	48	4	2
MISSISSIPPI	43	60	58	7	3	59	0	0
MISSOURI	155	200	133	32	10	18	3	3
MONTANA	37	22	11	0	0	16	0	0
NEBRASKA	162	49	58	7	13	15	0	18
NEVADA	98	26	56	1	0	0	0	0
NEW HAMPSHIRE	30	5	13	97	2	0	5	0
NEW JERSEY	201	117	211	64	9	49	0	0
NEW MEXICO	81	30	76	1	2	23	0	0
NEW YORK	1,087	183	817	143	326	45	25	2
NORTH CAROLINA	501	142	166	26	2	141	0	1
NORTH DAKOTA	34	4	3	1	0	1	0	0
OHIO	464	312	151	61	0	23	0	0
OKLAHOMA	130	69	96	20	0	43	0	0
OREGON	321	56	47	22	11	27	0	2
PENNSYLVANIA	650	211	312	7	169	0	41	2
PUERTO RICO	19	202	131	1	84	1	0	2
RHODE ISLAND	33	12	8	39	0	0	0	0
SOUTH CAROLINA	163	120	150	12	1	37	0	1
SOUTH DAKOTA	33	8	3	9	1	6	1	0
TENNESSEE	253	89	201	51	3	37	0	0
TEXAS	431	858	1,022	16	.	5	.	4
UTAH	111	35	17	258	0	2	0	0
VERMONT	63	0	1	0	8	0	7	2
VIRGINIA	218	119	252	5	0	34	2	2
WASHINGTON	448	232	169	15	19	43	0	3
WEST VIRGINIA	69	48	21	9	0	13	0	0
WISCONSIN	279	95	194	37	1	17	0	0
WYOMING	55	39	2	5	1	.	0	0
AMERICAN SAMOA	0	0	2	.	.	.	.	0
GUAM	4	1	10	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	1	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	13,433	5,831	9,397	1,514	844	1,705	143	66
50 STATES, D.C. & P.R.	13,428	5,829	9,385	1,514	844	1,705	143	66

 Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.66	22.80	17.10	3.56	0.00	11.88	0.00	0.00
ALASKA	55.15	24.26	19.12	0.74	0.00	0.00	0.00	0.74
ARIZONA	55.41	16.74	9.63	0.00	0.00	18.22	0.00	0.00
ARKANSAS	42.28	29.04	8.09	9.19	0.37	0.00	11.03	0.00
CALIFORNIA	36.59	11.97	44.44	1.15	1.00	4.64	0.05	0.16
COLORADO	66.54	6.99	20.23	4.73	0.00	1.32	0.19	0.00
CONNECTICUT	57.55	16.41	8.07	8.07	8.85	0.00	0.78	0.26
DELAWARE	11.43	41.90	0.95	44.76	0.00	0.00	0.95	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	36.26	13.28	39.75	0.08	0.00	10.64	0.00	0.00
GEORGIA	27.18	22.30	34.56	11.08	1.18	3.69	0.00	0.00
HAWAII	46.56	16.03	25.19	10.69	0.00	.	.	1.53
IDAHO	51.79	20.83	10.12	0.00	0.00	17.26	0.00	0.00
ILLINOIS	22.79	21.70	46.48	3.65	0.77	4.35	0.19	0.06
INDIANA	50.55	7.32	28.18	6.77	0.00	6.77	0.41	0.00
IOWA	54.98	23.15	15.11	0.00	.	6.43	0.00	0.32
KANSAS	46.22	24.30	7.97	21.51	0.00	0.00	0.00	0.00
KENTUCKY	50.93	25.47	7.14	1.86	0.00	14.60	0.00	0.00
LOUISIANA	33.00	24.47	32.51	0.33	0.66	8.87	0.00	0.16
MAINE	55.73	14.50	8.40	17.56	0.76	2.29	0.00	0.76
MARYLAND	37.75	11.26	22.52	0.66	0.50	27.15	0.00	0.17
MASSACHUSETTS	50.00	6.81	28.57	1.16	11.30	.	1.99	0.17
MICHIGAN	66.32	8.07	21.64	2.16	.	1.46	.	0.35
MINNESOTA	66.09	13.06	8.48	5.73	0.46	5.50	0.46	0.23
MISSISSIPPI	18.70	26.09	25.22	3.04	1.30	25.65	0.00	0.00
MISSOURI	27.98	36.10	24.01	5.78	1.81	3.25	0.54	0.54
MONTANA	43.02	25.58	12.79	0.00	0.00	18.60	0.00	0.00
NEBRASKA	50.31	15.22	18.01	2.17	4.04	4.66	0.00	5.59
NEVADA	54.14	14.36	30.94	0.55	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	19.74	3.29	8.55	63.82	1.32	0.00	3.29	0.00
NEW JERSEY	30.88	17.97	32.41	9.83	1.38	7.53	0.00	0.00
NEW MEXICO	38.03	14.08	35.68	0.47	0.94	10.80	0.00	0.00
NEW YORK	41.36	6.96	31.09	5.44	12.40	1.71	0.95	0.08
NORTH CAROLINA	51.17	14.50	16.96	2.66	0.20	14.40	0.00	0.10
NORTH DAKOTA	79.07	9.30	6.98	2.33	0.00	2.33	0.00	0.00
OHIO	45.90	30.86	14.94	6.03	0.00	2.27	0.00	0.00
OKLAHOMA	36.31	19.27	26.82	5.59	0.00	12.01	0.00	0.00
OREGON	66.05	11.52	9.67	4.53	2.26	5.56	0.00	0.41
PENNSYLVANIA	46.70	15.16	22.41	0.50	12.14	0.00	2.95	0.14
PUERTO RICO	4.32	45.91	29.77	0.23	19.09	0.23	0.00	0.45
RHODE ISLAND	35.87	13.04	8.70	42.39	0.00	0.00	0.00	0.00
SOUTH CAROLINA	33.68	24.79	30.99	2.48	0.21	7.64	0.00	0.21
SOUTH DAKOTA	54.10	13.11	4.92	14.75	1.64	9.84	1.64	0.00
TENNESSEE	39.91	14.04	31.70	8.04	0.47	5.84	0.00	0.00
TEXAS	18.45	36.73	43.75	0.68	.	0.21	.	0.17
UTAH	26.24	8.27	4.02	60.99	0.00	0.47	0.00	0.00
VERMONT	77.78	0.00	1.23	0.00	9.88	0.00	8.64	2.47
VIRGINIA	34.49	18.83	39.87	0.79	0.00	5.38	0.32	0.32
WASHINGTON	48.22	24.97	18.19	1.61	2.05	4.63	0.00	0.32
WEST VIRGINIA	43.13	30.00	13.13	5.63	0.00	8.13	0.00	0.00
WISCONSIN	44.78	15.25	31.14	5.94	0.16	2.73	0.00	0.00
WYOMING	53.92	38.24	1.96	4.90	0.98	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	26.67	6.67	66.67	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	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	40.79	17.71	28.53	4.60	2.56	5.18	0.43	0.20
50 STATES, D.C. & P.R.	40.80	17.71	28.51	4.60	2.56	5.18	0.43	0.20

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	204	78	60	5	0	.	.	1
ALASKA	25	14	11	0	0	0	0	0
ARIZONA	289	60	158	17	5	0	0	1
ARKANSAS	34	32	15	0	4	0	0	0
CALIFORNIA	1,696	506	2,562	543	25	0	0	75
COLORADO	1,736	283	120	8	1	0	3	13
CONNECTICUT	107	19	9	0	3	0	0	0
DELAWARE	134	145	79	12	0	0	3	16
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	1,190	358	911	16	1	0	1	28
GEORGIA	169	155	181	0	0	0	0	0
HAWAII	46	15	22	.	.	.	.	0
IDAHO	41	15	9	2	0	0	0	0
ILLINOIS	476	236	497	145	4	1	1	5
INDIANA	508	36	127	4	0	0	0	2
IOWA	308	116	47	0	.	2	1	4
KANSAS	208	34	27	1	0	0	0	4
KENTUCKY	118	75	43	1	0	0	0	7
LOUISIANA	245	165	251	4	0	1	0	11
MAINE	26	9	7	0	0	0	0	0
MARYLAND	98	48	80	3	32	0	0	0
MASSACHUSETTS	336	24	79	1	17	.	1	6
MICHIGAN	3,251	773	652	122	.	4	1	51
MINNESOTA	586	147	32	7	1	0	0	5
MISSISSIPPI	78	240	230	12	2	0	0	41
MISSOURI	160	154	106	0	0	0	1	2
MONTANA	37	5	3	0	0	1	0	1
NEBRASKA	217	42	35	7	0	0	1	77
NEVADA	87	37	30	5	0	0	0	1
NEW HAMPSHIRE	35	26	26	9	0	0	0	0
NEW JERSEY	140	63	52	8	21	14	0	2
NEW MEXICO	104	33	81	0	0	1	0	1
NEW YORK	1,130	168	397	28	51	2	3	17
NORTH CAROLINA	3,061	1,218	739	21	6	5	0	19
NORTH DAKOTA	61	11	13	0	1	0	1	0
OHIO	635	254	253	16	0	0	0	17
OKLAHOMA	180	37	28	1	2	0	0	3
OREGON	268	61	69	5	0	1	0	2
PENNSYLVANIA	148	73	293	22	111	0	2	4
PUERTO RICO	98	171	20	3	15	0	0	8
RHODE ISLAND	37	33	17	0	3	0	0	0
SOUTH CAROLINA	94	135	118	6	0	0	0	3
SOUTH DAKOTA	30	7	2	0	0	0	1	0
TENNESSEE	231	101	220	27	0	0	0	17
TEXAS	460	1,176	680	19	0	1	.	89
UTAH	31	22	25	8	1	10	0	0
VERMONT	37	1	1	0	0	0	0	1
VIRGINIA	217	75	137	1	0	0	0	3
WASHINGTON	323	135	81	0	0	1	0	5
WEST VIRGINIA	69	14	16	0	0	0	0	1
WISCONSIN	371	183	298	3	1	0	0	6
WYOMING	54	9	7	0	1	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	4	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	2	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	20,230	7,827	9,957	1,092	308	44	20	549
50 STATES, D.C. & P.R.	20,224	7,827	9,956	1,092	308	44	20	549

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	58.62	22.41	17.24	1.44	0.00	.	.	0.29
ALASKA	50.00	28.00	22.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	54.53	11.32	29.81	3.21	0.94	0.00	0.00	0.19
ARKANSAS	40.00	37.65	17.65	0.00	4.71	0.00	0.00	0.00
CALIFORNIA	31.37	9.36	47.38	10.04	0.46	0.00	0.00	1.39
COLORADO	80.22	13.08	5.55	0.37	0.05	0.00	0.14	0.60
CONNECTICUT	77.54	13.77	6.52	0.00	2.17	0.00	0.00	0.00
DELAWARE	34.45	37.28	20.31	3.08	0.00	0.00	0.77	4.11
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	47.50	14.29	36.37	0.64	0.04	0.00	0.04	1.12
GEORGIA	33.47	30.69	35.84	0.00	0.00	0.00	0.00	0.00
HAWAII	55.42	18.07	26.51	.	.	.	.	0.00
IDAHO	61.19	22.39	13.43	2.99	0.00	0.00	0.00	0.00
ILLINOIS	34.87	17.29	36.41	10.62	0.29	0.07	0.07	0.37
INDIANA	75.04	5.32	18.76	0.59	0.00	0.00	0.00	0.30
IOWA	64.44	24.27	9.83	0.00	.	0.42	0.21	0.84
KANSAS	75.91	12.41	9.85	0.36	0.00	0.00	0.00	1.46
KENTUCKY	48.36	30.74	17.62	0.41	0.00	0.00	0.00	2.87
LOUISIANA	36.19	24.37	37.08	0.59	0.00	0.15	0.00	1.62
MAINE	61.90	21.43	16.67	0.00	0.00	0.00	0.00	0.00
MARYLAND	37.55	18.39	30.65	1.15	12.26	0.00	0.00	0.00
MASSACHUSETTS	72.41	5.17	17.03	0.22	3.66	.	0.22	1.29
MICHIGAN	66.98	15.93	13.43	2.51	.	0.08	0.02	1.05
MINNESOTA	75.32	18.89	4.11	0.90	0.13	0.00	0.00	0.64
MISSISSIPPI	12.94	39.80	38.14	1.99	0.33	0.00	0.00	6.80
MISSOURI	37.83	36.41	25.06	0.00	0.00	0.00	0.24	0.47
MONTANA	78.72	10.64	6.38	0.00	0.00	2.13	0.00	2.13
NEBRASKA	57.26	11.08	9.23	1.85	0.00	0.00	0.26	20.32
NEVADA	54.38	23.13	18.75	3.13	0.00	0.00	0.00	0.63
NEW HAMPSHIRE	36.46	27.08	27.08	9.38	0.00	0.00	0.00	0.00
NEW JERSEY	46.67	21.00	17.33	2.67	7.00	4.67	0.00	0.67
NEW MEXICO	47.27	15.00	36.82	0.00	0.00	0.45	0.00	0.45
NEW YORK	62.92	9.35	22.10	1.56	2.84	0.11	0.17	0.95
NORTH CAROLINA	60.39	24.03	14.58	0.41	0.12	0.10	0.00	0.37
NORTH DAKOTA	70.11	12.64	14.94	0.00	1.15	0.00	1.15	0.00
OHIO	54.04	21.62	21.53	1.36	0.00	0.00	0.00	1.45
OKLAHOMA	71.71	14.74	11.16	0.40	0.80	0.00	0.00	1.20
OREGON	66.01	15.02	17.00	1.23	0.00	0.25	0.00	0.49
PENNSYLVANIA	22.66	11.18	44.87	3.37	17.00	0.00	0.31	0.61
PUERTO RICO	31.11	54.29	6.35	0.95	4.76	0.00	0.00	2.54
RHODE ISLAND	41.11	36.67	18.89	0.00	3.33	0.00	0.00	0.00
SOUTH CAROLINA	26.40	37.92	33.15	1.69	0.00	0.00	0.00	0.84
SOUTH DAKOTA	75.00	17.50	5.00	0.00	0.00	0.00	2.50	0.00
TENNESSEE	38.76	16.95	36.91	4.53	0.00	0.00	0.00	2.85
TEXAS	18.97	48.49	28.04	0.78	0.00	0.04	.	3.67
UTAH	31.96	22.68	25.77	8.25	1.03	10.31	0.00	0.00
VERMONT	92.50	2.50	2.50	0.00	0.00	0.00	0.00	2.50
VIRGINIA	50.12	17.32	31.64	0.23	0.00	0.00	0.00	0.69
WASHINGTON	59.27	24.77	14.86	0.00	0.00	0.18	0.00	0.92
WEST VIRGINIA	69.00	14.00	16.00	0.00	0.00	0.00	0.00	1.00
WISCONSIN	43.04	21.23	34.57	0.35	0.12	0.00	0.00	0.70
WYOMING	76.06	12.68	9.86	0.00	1.41	.	0.00	0.00
AMERICAN SAMOA	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	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	50.54	19.55	24.88	2.73	0.77	0.11	0.05	1.37
50 STATES, D.C. & P.R.	50.53	19.56	24.88	2.73	0.77	0.11	0.05	1.37

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	563	457	117	17	0	.	0	6
ALASKA	101	149	20	1	0	0	1	0
ARIZONA	263	154	92	3	2	0	0	10
ARKANSAS	729	961	245	0	22	0	4	7
CALIFORNIA	4,546	832	1,760	42	135	0	3	104
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1,770	554	304	20	28	0	5	2
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	585	312	202	1	10	0	3	394
GEORGIA	1,281	1,818	1,054	4	0	2	0	8
HAWAII	158	98	89	0	3	.	0	7
IDAHO	255	105	37	1	0	0	0	3
ILLINOIS	789	898	706	47	19	0	1	46
INDIANA	505	178	259	0	0	2	2	4
IOWA	9	6	2	0	.	0	0	0
KANSAS	1,143	475	135	12	1	0	0	10
KENTUCKY	844	1,060	146	0	1	6	3	11
LOUISIANA	1,008	961	1,233	10	2	8	0	20
MAINE	359	241	85	2	1	0	0	9
MARYLAND	1,187	689	616	62	41	0	1	9
MASSACHUSETTS	189	44	58	3	12	.	3	94
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,755	512	107	23	4	0	4	8
MISSISSIPPI	428	856	633	19	0	3	0	10
MISSOURI	579	1,217	311	13	6	0	1	11
MONTANA	133	122	18	0	2	0	2	3
NEBRASKA	486	251	146	23	8	1	1	256
NEVADA	187	189	52	7	0	0	0	2
NEW HAMPSHIRE	607	345	326	33	6	0	9	4
NEW JERSEY	135	66	44	2	4	0	0	29
NEW MEXICO	330	200	247	0	0	3	0	4
NEW YORK	4,419	1,692	2,578	212	56	2	6	63
NORTH CAROLINA	333	79	109	8	3	0	0	1
NORTH DAKOTA	126	23	10	1	1	0	3	2
OHIO	842	103	29	8	0	0	0	169
OKLAHOMA	436	258	115	5	2	0	0	13
OREGON	954	292	173	10	18	1	5	10
PENNSYLVANIA	153	189	99	0	0	0	0	4
PUERTO RICO	159	330	49	8	33	1	0	43
RHODE ISLAND	384	122	199	0	7	0	0	17
SOUTH CAROLINA	142	807	197	4	0	0	1	6
SOUTH DAKOTA	77	50	6	0	1	0	0	0
TENNESSEE	2,041	1,313	641	35	9	2	0	160
TEXAS	2,481	8,543	2,958	63	1	0	.	394
UTAH	123	108	116	1	4	22	0	0
VERMONT	408	18	11	0	2	0	1	6
VIRGINIA	1,445	1,497	993	5	12	1	4	16
WASHINGTON	3,360	2,490	1,311	25	18	0	3	27
WEST VIRGINIA	343	324	65	1	0	0	0	4
WISCONSIN	582	577	308	3	0	0	0	7
WYOMING	154	127	38	1	1	.	0	3
AMERICAN SAMOA	0	1	0	.	.	.	.	0
GUAM	14	12	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	39,901	32,705	19,051	735	475	54	66	2,016
50 STATES, D.C. & P.R.	39,886	32,692	19,049	735	475	54	66	2,016

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB4

**Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	48.53	39.40	10.09	1.47	0.00	.	0.00	0.52
ALASKA	37.13	54.78	7.35	0.37	0.00	0.00	0.37	0.00
ARIZONA	50.19	29.39	17.56	0.57	0.38	0.00	0.00	1.91
ARKANSAS	37.04	48.83	12.45	0.00	1.12	0.00	0.20	0.36
CALIFORNIA	61.25	11.21	23.71	0.57	1.82	0.00	0.04	1.40
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	65.97	20.65	11.33	0.75	1.04	0.00	0.19	0.07
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	38.82	20.70	13.40	0.07	0.66	0.00	0.20	26.14
GEORGIA	30.74	43.63	25.29	0.10	0.00	0.05	0.00	0.19
HAWAII	44.51	27.61	25.07	0.00	0.85	.	0.00	1.97
IDAHO	63.59	26.18	9.23	0.25	0.00	0.00	0.00	0.75
ILLINOIS	31.48	35.83	28.17	1.88	0.76	0.00	0.04	1.84
INDIANA	53.16	18.74	27.26	0.00	0.00	0.21	0.21	0.42
IOWA	52.94	35.29	11.76	0.00	.	0.00	0.00	0.00
KANSAS	64.36	26.75	7.60	0.68	0.06	0.00	0.00	0.56
KENTUCKY	40.75	51.18	7.05	0.00	0.05	0.29	0.14	0.53
LOUISIANA	31.09	29.64	38.03	0.31	0.06	0.25	0.00	0.62
MAINE	51.51	34.58	12.20	0.29	0.14	0.00	0.00	1.29
MARYLAND	45.57	26.45	23.65	2.38	1.57	0.00	0.04	0.35
MASSACHUSETTS	46.90	10.92	14.39	0.74	2.98	.	0.74	23.33
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	72.73	21.22	4.43	0.95	0.17	0.00	0.17	0.33
MISSISSIPPI	21.96	43.92	32.48	0.97	0.00	0.15	0.00	0.51
MISSOURI	27.08	56.92	14.55	0.61	0.28	0.00	0.05	0.51
MONTANA	47.50	43.57	6.43	0.00	0.71	0.00	0.71	1.07
NEBRASKA	41.47	21.42	12.46	1.96	0.68	0.09	0.09	21.84
NEVADA	42.79	43.25	11.90	1.60	0.00	0.00	0.00	0.46
NEW HAMPSHIRE	45.64	25.94	24.51	2.48	0.45	0.00	0.68	0.30
NEW JERSEY	48.21	23.57	15.71	0.71	1.43	0.00	0.00	10.36
NEW MEXICO	42.09	25.51	31.51	0.00	0.00	0.38	0.00	0.51
NEW YORK	48.95	18.74	28.56	2.35	0.62	0.02	0.07	0.70
NORTH CAROLINA	62.48	14.82	20.45	1.50	0.56	0.00	0.00	0.19
NORTH DAKOTA	75.90	13.86	6.02	0.60	0.60	0.00	1.81	1.20
OHIO	73.15	8.95	2.52	0.70	0.00	0.00	0.00	14.68
OKLAHOMA	52.59	31.12	13.87	0.60	0.24	0.00	0.00	1.57
OREGON	65.21	19.96	11.83	0.68	1.23	0.07	0.34	0.68
PENNSYLVANIA	34.38	42.47	22.25	0.00	0.00	0.00	0.00	0.90
PUERTO RICO	25.52	52.97	7.87	1.28	5.30	0.16	0.00	6.90
RHODE ISLAND	52.67	16.74	27.30	0.00	0.96	0.00	0.00	2.33
SOUTH CAROLINA	12.27	69.75	17.03	0.35	0.00	0.00	0.09	0.52
SOUTH DAKOTA	57.46	37.31	4.48	0.00	0.75	0.00	0.00	0.00
TENNESSEE	48.58	31.25	15.26	0.83	0.21	0.05	0.00	3.81
TEXAS	17.18	59.16	20.48	0.44	0.01	0.00	.	2.73
UTAH	32.89	28.88	31.02	0.27	1.07	5.88	0.00	0.00
VERMONT	91.48	4.04	2.47	0.00	0.45	0.00	0.22	1.35
VIRGINIA	36.37	37.68	24.99	0.13	0.30	0.03	0.10	0.40
WASHINGTON	46.45	34.42	18.12	0.35	0.25	0.00	0.04	0.37
WEST VIRGINIA	46.54	43.96	8.82	0.14	0.00	0.00	0.00	0.54
WISCONSIN	39.40	39.07	20.85	0.20	0.00	0.00	0.00	0.47
WYOMING	47.53	39.20	11.73	0.31	0.31	.	0.00	0.93
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	50.00	42.86	7.14	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	42.00	34.43	20.05	0.77	0.50	0.06	0.07	2.12
50 STATES, D.C. & P.R.	42.00	34.42	20.06	0.77	0.50	0.06	0.07	2.12

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	113	16	8	20	0	14	.	0
ALASKA	14	6	1	0	0	0	0	0
ARIZONA	162	44	30	6	0	15	0	0
ARKANSAS	40	23	4	16	1	0	4	0
CALIFORNIA	726	288	703	32	10	18	1	14
COLORADO	115	5	4	5	0	0	0	1
CONNECTICUT	110	29	53	2	7	0	1	3
DELAWARE	14	9	2	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	322	75	64	0	1	23	12	3
GEORGIA	145	72	22	28	0	1	0	0
HAWAII	21	5	5	.	.	.	.	0
IDAHO	36	6	1	0	0	9	0	0
ILLINOIS	233	151	101	8	1	20	0	0
INDIANA	220	19	38	30	0	29	0	0
IOWA	37	13	5	0	.	5	0	2
KANSAS	74	14	6	6	0	0	0	0
KENTUCKY	136	59	6	0	0	14	0	0
LOUISIANA	81	38	80	1	0	9	0	0
MAINE	40	6	3	0	0	0	0	0
MARYLAND	84	38	42	1	0	0	22	1
MASSACHUSETTS	209	38	43	1	7	.	3	0
MICHIGAN	296	34	53	12	.	1	.	4
MINNESOTA	128	16	2	0	1	12	1	4
MISSISSIPPI	11	31	24	0	0	21	0	0
MISSOURI	74	60	22	19	0	11	0	0
MONTANA	9	7	2	0	0	0	0	0
NEBRASKA	59	40	7	1	0	3	1	11
NEVADA	21	13	17	0	0	0	0	0
NEW HAMPSHIRE	8	1	2	50	1	0	1	0
NEW JERSEY	109	13	17	0	5	2	0	1
NEW MEXICO	35	20	20	1	0	3	0	0
NEW YORK	399	60	245	48	71	4	4	1
NORTH CAROLINA	182	60	32	2	0	18	0	0
NORTH DAKOTA	17	6	1	0	0	0	0	0
OHIO	268	115	35	3	0	21	0	0
OKLAHOMA	74	28	17	10	1	8	0	0
OREGON	118	25	22	3	2	13	0	0
PENNSYLVANIA	356	61	87	2	101	1	21	9
PUERTO RICO	31	172	21	30	0	0	0	0
RHODE ISLAND	14	7	11	0	1	0	0	0
SOUTH CAROLINA	65	75	20	0	0	3	0	0
SOUTH DAKOTA	12	7	2	2	0	5	0	0
TENNESSEE	239	76	50	27	0	1	0	1
TEXAS	254	506	227	10	.	20	.	5
UTAH	40	14	14	104	0	1	0	0
VERMONT	9	2	0	0	0	0	0	0
VIRGINIA	151	29	10	1	0	4	0	0
WASHINGTON	56	42	18	1	2	10	1	3
WEST VIRGINIA	53	14	3	10	0	6	0	0
WISCONSIN	109	29	26	9	0	5	0	1
WYOMING	9	8	4	0	0	.	0	0
AMERICAN SAMOA	0	1	0	.	.	.	.	0
GUAM	3	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,141	2,526	2,232	501	212	330	72	64
50 STATES, D.C. & P.R.	6,138	2,525	2,232	501	212	330	72	64

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	66.08	9.36	4.68	11.70	0.00	8.19	.	0.00
ALASKA	66.67	28.57	4.76	0.00	0.00	0.00	0.00	0.00
ARIZONA	63.04	17.12	11.67	2.33	0.00	5.84	0.00	0.00
ARKANSAS	45.45	26.14	4.55	18.18	1.14	0.00	4.55	0.00
CALIFORNIA	40.51	16.07	39.23	1.79	0.56	1.00	0.06	0.78
COLORADO	88.46	3.85	3.08	3.85	0.00	0.00	0.00	0.77
CONNECTICUT	53.66	14.15	25.85	0.98	3.41	0.00	0.49	1.46
DELAWARE	56.00	36.00	8.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	64.40	15.00	12.80	0.00	0.20	4.60	2.40	0.60
GEORGIA	54.10	26.87	8.21	10.45	0.00	0.37	0.00	0.00
HAWAII	67.74	16.13	16.13	.	.	.	.	0.00
IDAHO	69.23	11.54	1.92	0.00	0.00	17.31	0.00	0.00
ILLINOIS	45.33	29.38	19.65	1.56	0.19	3.89	0.00	0.00
INDIANA	65.48	5.65	11.31	8.93	0.00	8.63	0.00	0.00
IOWA	59.68	20.97	8.06	0.00	.	8.06	0.00	3.23
KANSAS	74.00	14.00	6.00	6.00	0.00	0.00	0.00	0.00
KENTUCKY	63.26	27.44	2.79	0.00	0.00	6.51	0.00	0.00
LOUISIANA	38.76	18.18	38.28	0.48	0.00	4.31	0.00	0.00
MAINE	81.63	12.24	6.12	0.00	0.00	0.00	0.00	0.00
MARYLAND	44.68	20.21	22.34	0.53	0.00	0.00	11.70	0.53
MASSACHUSETTS	69.44	12.62	14.29	0.33	2.33	.	1.00	0.00
MICHIGAN	74.00	8.50	13.25	3.00	.	0.25	.	1.00
MINNESOTA	78.05	9.76	1.22	0.00	0.61	7.32	0.61	2.44
MISSISSIPPI	12.64	35.63	27.59	0.00	0.00	24.14	0.00	0.00
MISSOURI	39.78	32.26	11.83	10.22	0.00	5.91	0.00	0.00
MONTANA	50.00	38.89	11.11	0.00	0.00	0.00	0.00	0.00
NEBRASKA	48.36	32.79	5.74	0.82	0.00	2.46	0.82	9.02
NEVADA	41.18	25.49	33.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	12.70	1.59	3.17	79.37	1.59	0.00	1.59	0.00
NEW JERSEY	74.15	8.84	11.56	0.00	3.40	1.36	0.00	0.68
NEW MEXICO	44.30	25.32	25.32	1.27	0.00	3.80	0.00	0.00
NEW YORK	47.96	7.21	29.45	5.77	8.53	0.48	0.48	0.12
NORTH CAROLINA	61.90	20.41	10.88	0.68	0.00	6.12	0.00	0.00
NORTH DAKOTA	70.83	25.00	4.17	0.00	0.00	0.00	0.00	0.00
OHIO	60.63	26.02	7.92	0.68	0.00	4.75	0.00	0.00
OKLAHOMA	53.62	20.29	12.32	7.25	0.72	5.80	0.00	0.00
OREGON	64.48	13.66	12.02	1.64	1.09	7.10	0.00	0.00
PENNSYLVANIA	55.80	9.56	13.64	0.31	15.83	0.16	3.29	1.41
PUERTO RICO	12.20	67.72	8.27	11.81	0.00	0.00	0.00	0.00
RHODE ISLAND	42.42	21.21	33.33	0.00	3.03	0.00	0.00	0.00
SOUTH CAROLINA	39.88	46.01	12.27	0.00	0.00	1.84	0.00	0.00
SOUTH DAKOTA	42.86	25.00	7.14	7.14	0.00	17.86	0.00	0.00
TENNESSEE	60.66	19.29	12.69	6.85	0.00	0.25	0.00	0.25
TEXAS	24.85	49.51	22.21	0.98	.	1.96	.	0.49
UTAH	23.12	8.09	8.09	60.12	0.00	0.58	0.00	0.00
VERMONT	81.82	18.18	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	77.44	14.87	5.13	0.51	0.00	2.05	0.00	0.00
WASHINGTON	42.11	31.58	13.53	0.75	1.50	7.52	0.75	2.26
WEST VIRGINIA	61.63	16.28	3.49	11.63	0.00	6.98	0.00	0.00
WISCONSIN	60.89	16.20	14.53	5.03	0.00	2.79	0.00	0.56
WYOMING	42.86	38.10	19.05	0.00	0.00	.	0.00	0.00
AMERICAN SAMOA	0.00	100.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	50.84	20.91	18.48	4.15	1.76	2.73	0.60	0.53
50 STATES, D.C. & P.R.	50.84	20.91	18.49	4.15	1.76	2.73	0.60	0.53

Please see data notes for an explanation of individual State differences.

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

**Number of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

AUTISM

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	57	70	130	37	6	0	6	0
ALASKA	19	15	48	0	0	0	0	0
ARIZONA	91	30	216	9	29	0	0	0
ARKANSAS	52	52	135	2	12	0	0	0
CALIFORNIA	524	296	2,276	187	185	0	7	8
COLORADO	76	9	44	3	0	0	0	0
CONNECTICUT	123	109	131	52	42	1	2	0
DELAWARE	0	43	21	43	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	513	75	708	28	0	0	2	0
GEORGIA	100	83	531	7	0	0	1	0
HAWAII	9	15	74	0	2	.	.	3
IDAHO	54	21	26	1	0	0	0	0
ILLINOIS	205	74	675	100	151	1	14	0
INDIANA	214	70	486	14	0	0	4	2
IOWA	75	47	117	7	.	0	0	0
KANSAS	64	40	62	0	1	0	0	0
KENTUCKY	89	109	135	0	0	0	0	1
LOUISIANA	19	28	400	4	0	3	0	2
MAINE	51	37	62	4	2	0	0	0
MARYLAND	103	75	297	92	43	0	4	2
MASSACHUSETTS	15	2	116	8	35	.	19	1
MICHIGAN	639	134	331	229	.	3	.	6
MINNESOTA	348	178	173	7	0	0	0	1
MISSISSIPPI	8	14	115	11	1	0	0	0
MISSOURI	106	131	233	34	14	0	0	0
MONTANA	21	22	31	1	1	0	0	0
NEBRASKA	26	37	58	7	1	0	1	8
NEVADA	26	19	50	14	0	0	0	0
NEW HAMPSHIRE	36	27	20	7	6	0	3	2
NEW JERSEY	53	72	282	195	359	0	3	5
NEW MEXICO	16	5	63	0	0	0	0	1
NEW YORK	251	86	1,044	415	301	1	57	14
NORTH CAROLINA	154	77	727	70	2	0	0	1
NORTH DAKOTA	16	5	15	0	0	0	1	0
OHIO	195	96	62	9	0	0	0	4
OKLAHOMA	57	46	139	3	0	0	0	2
OREGON	558	176	239	13	5	0	0	5
PENNSYLVANIA	119	123	787	59	120	0	3	6
PUERTO RICO	6	18	138	3	8	0	0	6
RHODE ISLAND	1	15	62	0	20	0	0	0
SOUTH CAROLINA	12	38	201	4	0	1	0	2
SOUTH DAKOTA	20	15	19	0	0	1	2	1
TENNESSEE	42	34	260	8	8	4	1	2
TEXAS	150	575	1,320	23	1	1	1	4
UTAH	21	17	104	0	4	20	0	0
VERMONT	46	3	3	1	0	0	0	3
VIRGINIA	32	93	553	68	1	0	4	1
WASHINGTON	87	118	278	1	9	0	0	1
WEST VIRGINIA	34	21	52	2	0	0	0	0
WISCONSIN	116	102	318	11	1	0	0	1
WYOMING	8	7	11	0	0	.	0	0
AMERICAN SAMOA	0	0	2	.	.	.	.	0
GUAM	0	2	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,657	3,606	14,381	1,793	1,370	36	135	95
50 STATES, D.C. & P.R.	5,657	3,604	14,378	1,793	1,370	36	135	95

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Under IDEA, Part B, During the 1997-98 School Year

AUTISM

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	18.63	22.88	42.48	12.09	1.96	0.00	1.96	0.00
ALASKA	23.17	18.29	58.54	0.00	0.00	0.00	0.00	0.00
ARIZONA	24.27	8.00	57.60	2.40	7.73	0.00	0.00	0.00
ARKANSAS	20.55	20.55	53.36	0.79	4.74	0.00	0.00	0.00
CALIFORNIA	15.04	8.50	65.35	5.37	5.31	0.00	0.20	0.23
COLORADO	57.58	6.82	33.33	2.27	0.00	0.00	0.00	0.00
CONNECTICUT	26.74	23.70	28.48	11.30	9.13	0.22	0.43	0.00
DELAWARE	0.00	40.19	19.63	40.19	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	38.69	5.66	53.39	2.11	0.00	0.00	0.15	0.00
GEORGIA	13.85	11.50	73.55	0.97	0.00	0.00	0.14	0.00
HAWAII	8.74	14.56	71.84	0.00	1.94			2.91
IDAHO	52.94	20.59	25.49	0.98	0.00	0.00	0.00	0.00
ILLINOIS	16.80	6.07	55.33	8.20	12.38	0.08	1.15	0.00
INDIANA	27.09	8.86	61.52	1.77	0.00	0.00	0.51	0.25
IOWA	30.49	19.11	47.56	2.85		0.00	0.00	0.00
KANSAS	38.32	23.95	37.13	0.00	0.60	0.00	0.00	0.00
KENTUCKY	26.65	32.63	40.42	0.00	0.00	0.00	0.00	0.30
LOUISIANA	4.17	6.14	87.72	0.88	0.00	0.66	0.00	0.44
MAINE	32.69	23.72	39.74	2.56	1.28	0.00	0.00	0.00
MARYLAND	16.72	12.18	48.21	14.94	6.98	0.00	0.65	0.32
MASSACHUSETTS	7.65	1.02	59.18	4.08	17.86		9.69	0.51
MICHIGAN	47.62	9.99	24.66	17.06		0.22		0.45
MINNESOTA	49.22	25.18	24.47	0.99	0.00	0.00	0.00	0.14
MISSISSIPPI	5.37	9.40	77.18	7.38	0.67	0.00	0.00	0.00
MISSOURI	20.46	25.29	44.98	6.56	2.70	0.00	0.00	0.00
MONTANA	27.63	28.95	40.79	1.32	1.32	0.00	0.00	0.00
NEBRASKA	18.84	26.81	42.03	5.07	0.72	0.00	0.72	5.80
NEVADA	23.85	17.43	45.87	12.84	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	35.64	26.73	19.80	6.93	5.94	0.00	2.97	1.98
NEW JERSEY	5.47	7.43	29.10	20.12	37.05	0.00	0.31	0.52
NEW MEXICO	18.82	5.88	74.12	0.00	0.00	0.00	0.00	1.18
NEW YORK	11.57	3.96	48.13	19.13	13.88	0.05	2.63	0.65
NORTH CAROLINA	14.94	7.47	70.51	6.79	0.19	0.00	0.00	0.10
NORTH DAKOTA	43.24	13.51	40.54	0.00	0.00	0.00	2.70	0.00
OHIO	53.28	26.23	16.94	2.46	0.00	0.00	0.00	1.09
OKLAHOMA	23.08	18.62	56.28	1.21	0.00	0.00	0.00	0.81
OREGON	56.02	17.67	24.00	1.31	0.50	0.00	0.00	0.50
PENNSYLVANIA	9.78	10.11	64.67	4.85	9.86	0.00	0.25	0.49
PUERTO RICO	3.35	10.06	77.09	1.68	4.47	0.00	0.00	3.35
RHODE ISLAND	1.02	15.31	63.27	0.00	20.41	0.00	0.00	0.00
SOUTH CAROLINA	4.65	14.73	77.91	1.55	0.00	0.39	0.00	0.78
SOUTH DAKOTA	34.48	25.86	32.76	0.00	0.00	1.72	3.45	1.72
TENNESSEE	11.70	9.47	72.42	2.23	2.23	1.11	0.28	0.56
TEXAS	7.23	27.71	63.61	1.11	0.05	0.05	0.05	0.19
UTAH	12.65	10.24	62.65	0.00	2.41	12.05	0.00	0.00
VERMONT	82.14	5.36	5.36	1.79	0.00	0.00	0.00	5.36
VIRGINIA	4.26	12.37	73.54	9.04	0.13	0.00	0.53	0.13
WASHINGTON	17.61	23.89	56.28	0.20	1.82	0.00	0.00	0.20
WEST VIRGINIA	31.19	19.27	47.71	1.83	0.00	0.00	0.00	0.00
WISCONSIN	21.13	18.58	57.92	2.00	0.18	0.00	0.00	0.18
WYOMING	30.77	26.92	42.31	0.00	0.00		0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00					0.00
GUAM	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	20.90	13.32	53.12	6.62	5.06	0.13	0.50	0.35
50 STATES, D.C. & P.R.	20.90	13.31	53.12	6.62	5.06	0.13	0.50	0.35

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

DEAF-BLINDNESS

STATE	-----NUMBER-----							
	-----OUTSIDE	REGULAR	CLASS-----	PUBLIC	PRIVATE	PUBLIC	PRIVATE	HOME
	< 21%	21-60%	> 60%	SEPAR	SEPAR	RESID	RESID	HOSP
				FACIL	FACIL	FACIL	FACIL	ENVIR
ALABAMA	2	3	2	.	.	0	.	.
ALASKA	0	0	0	0	0	0	0	1
ARIZONA	0	0	.	0	0	0	0	0
ARKANSAS	0	0	1	3	0	0	0	0
CALIFORNIA	7	6	34	5	1	0	0	0
COLORADO	14	3	16	7	0	2	0	2
CONNECTICUT	10	2	6	1	5	0	0	0
DELAWARE	0	2	5	11	0	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	5	0	8	0	0	1	0	0
GEORGIA	2	1	1	2	0	0	0	0
HAWAII	7	6	22	2	.	.	.	1
IDAHO	2	0	1	0	0	2	0	0
ILLINOIS	0	1	10	6	0	2	0	0
INDIANA	0	1	13	1	0	0	0	0
IOWA	1	0	0	0	.	0	0	0
KANSAS	0	1	1	1	0	0	0	0
KENTUCKY	0	1	4	0	0	0	0	0
LOUISIANA	1	0	2	0	0	0	0	0
MAINE	0	0	0	0	0	0	1	0
MARYLAND	1	1	3	1	0	0	0	0
MASSACHUSETTS	0	0	6	1	4	.	2	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	5	1	1	0	0	1	0	0
MISSISSIPPI	0	1	1	0	0	0	0	0
MISSOURI	2	0	9	1	0	0	0	0
MONTANA	1	0	3	0	0	0	0	0
NEBRASKA	1	0	0	0	0	0	0	1
NEVADA	1	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	0	0
NEW JERSEY	0	0	6	0	3	4	0	0
NEW MEXICO	0	0	3	0	0	0	0	0
NEW YORK	0	1	1	3	0	0	0	0
NORTH CAROLINA	0	0	3	1	1	4	0	0
NORTH DAKOTA	0	0	1	5	0	8	0	0
OHIO	3	5	2	1	0	0	0	1
OKLAHOMA	2	0	5	0	0	0	0	2
OREGON	0	1	1	0	0	0	0	0
PENNSYLVANIA	1	2	3	0	0	0	0	0
PUERTO RICO	0	2	1	7	0	0	0	0
RHODE ISLAND	0	1	0	0	0	0	0	0
SOUTH CAROLINA	2	0	2	2	0	3	0	0
SOUTH DAKOTA	3	0	0	0	0	1	0	0
TENNESSEE	0	0	0	0	0	0	0	0
TEXAS	1	2	21	1	.	7	.	1
UTAH	4	1	8	19	6	1	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	2	0	0	0	0	1
WASHINGTON	3	1	4	1	1	1	0	1
WEST VIRGINIA	0	1	0	4	0	7	0	0
WISCONSIN	0	0	2	0	0	0	0	0
WYOMING	0	1	0	0	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	83	48	215	88	21	44	3	12
50 STATES, D.C. & P.R.	82	48	214	88	21	44	3	12

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	28.57	42.86	28.57			0.00		
ALASKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
ARIZONA	0.00	0.00		0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
CALIFORNIA	13.21	11.32	64.15	9.43	1.89	0.00	0.00	0.00
COLORADO	31.82	6.82	36.36	15.91	0.00	4.55	0.00	4.55
CONNECTICUT	41.67	8.33	25.00	4.17	20.83	0.00	0.00	0.00
DELAWARE	0.00	10.53	26.32	57.89	0.00	0.00	0.00	5.26
DISTRICT OF COLUMBIA								
FLORIDA	35.71	0.00	57.14	0.00	0.00	7.14	0.00	0.00
GEORGIA	33.33	16.67	16.67	33.33	0.00	0.00	0.00	0.00
HAWAII	18.42	15.79	57.89	5.26				2.63
IDAHO	40.00	0.00	20.00	0.00	0.00	40.00	0.00	0.00
ILLINOIS	0.00	5.26	52.63	31.58	0.00	10.53	0.00	0.00
INDIANA	0.00	6.67	86.67	6.67	0.00	0.00	0.00	0.00
IOWA	100.00	0.00	0.00	0.00		0.00	0.00	0.00
KANSAS	0.00	33.33	33.33	33.33	0.00	0.00	0.00	0.00
KENTUCKY	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MARYLAND	16.67	16.67	50.00	16.67	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	46.15	7.69	30.77		15.38	0.00
MICHIGAN								
MINNESOTA	62.50	12.50	12.50	0.00	0.00	12.50	0.00	0.00
MISSISSIPPI	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	16.67	0.00	75.00	8.33	0.00	0.00	0.00	0.00
MONTANA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	50.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00
NEVADA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	46.15	0.00	23.08	30.77	0.00	0.00
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.00	20.00	20.00	60.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	33.33	11.11	11.11	44.44	0.00	0.00
NORTH DAKOTA	0.00	0.00	7.14	35.71	0.00	57.14	0.00	0.00
OHIO	25.00	41.67	16.67	8.33	0.00	0.00	0.00	8.33
OKLAHOMA	22.22	0.00	55.56	0.00	0.00	0.00	0.00	22.22
OREGON	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	20.00	10.00	70.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	22.22	0.00	22.22	22.22	0.00	33.33	0.00	0.00
SOUTH DAKOTA	75.00	0.00	0.00	0.00	0.00	25.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TEXAS	3.03	6.06	63.64	3.03		21.21		3.03
UTAH	10.26	2.56	20.51	48.72	15.38	2.56	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	66.67	0.00	0.00	0.00	0.00	33.33
WASHINGTON	25.00	8.33	33.33	8.33	8.33	8.33	0.00	8.33
WEST VIRGINIA	0.00	8.33	0.00	33.33	0.00	58.33	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00		0.00	0.00
AMERICAN SAMOA	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	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	16.15	9.34	41.83	17.12	4.09	8.56	0.58	2.33
50 STATES, D.C. & P.R.	16.02	9.38	41.80	17.19	4.10	8.59	0.59	2.34

Please see data notes for an explanation of individual State differences.

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

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	-----NUMBER-----							
	-----OUTSIDE < 21%	REGULAR 21-60%	CLASS----- > 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	26	30	14	1	.	.	0	1
ALASKA	12	10	6	0	0	0	0	0
ARIZONA	9	7	6	0	0	0	0	0
ARKANSAS	11	12	14	0	1	0	11	1
CALIFORNIA	113	53	149	4	13	0	0	3
COLORADO	42	14	10	0	0	0	0	1
CONNECTICUT	12	6	9	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	47	25	35	2	0	0	0	1
GEORGIA	26	40	53	0	0	0	0	1
HAWAII	8	3	9	.	.	.	.	0
IDAHO	31	16	9	0	0	0	0	0
ILLINOIS	52	67	106	11	6	0	0	1
INDIANA	69	17	47	3	0	0	1	1
IOWA	22	22	17	1	.	0	0	0
KANSAS	15	17	6	1	0	0	0	0
KENTUCKY	23	25	17	1	0	0	0	1
LOUISIANA	22	23	62	0	0	0	0	1
MAINE	12	12	9	0	0	0	0	0
MARYLAND	25	15	47	7	8	0	0	3
MASSACHUSETTS	25	10	41	4	13	.	3	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	54	22	11	0	0	0	0	1
MISSISSIPPI	3	11	15	2	0	0	0	0
MISSOURI	24	51	32	4	0	0	0	1
MONTANA	7	10	5	0	0	0	0	0
NEBRASKA	23	21	11	0	2	0	0	8
NEVADA	15	21	5	1	0	0	0	0
NEW HAMPSHIRE	5	2	5	3	0	0	0	0
NEW JERSEY	2	4	5	1	1	2	0	0
NEW MEXICO	24	11	35	0	0	1	0	0
NEW YORK	126	58	175	15	8	0	2	6
NORTH CAROLINA	56	34	41	3	2	0	0	0
NORTH DAKOTA	5	1	0	0	0	0	0	0
OHIO	50	23	13	2	0	0	0	0
OKLAHOMA	28	28	26	0	0	0	3	6
OREGON	72	18	15	0	1	0	0	0
PENNSYLVANIA	54	137	219	3	201	0	5	1
PUERTO RICO	4	6	4	0	0	0	0	3
RHODE ISLAND	7	2	7	1	3	0	1	0
SOUTH CAROLINA	4	4	10	0	0	0	0	1
SOUTH DAKOTA	6	2	3	0	0	0	3	0
TENNESSEE	27	20	32	0	0	0	0	0
TEXAS	28	123	86	2	.	.	.	9
UTAH	31	16	25	2	1	3	0	0
VERMONT	9	1	1	0	0	0	0	0
VIRGINIA	28	27	29	0	0	0	0	3
WASHINGTON	33	21	29	0	0	1	0	0
WEST VIRGINIA	21	7	5	0	0	0	0	0
WISCONSIN	33	41	28	0	0	0	0	1
WYOMING	11	12	7	0	2	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,392	1,158	1,546	74	262	7	29	58
50 STATES, D.C. & P.R.	1,392	1,158	1,545	74	262	7	29	58

Please see data notes for an explanation of individual State differences.

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

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Percentage of Children Ages 6-11 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	36.11	41.67	19.44	1.39	.	.	0.00	1.39
ALASKA	42.86	35.71	21.43	0.00	0.00	0.00	0.00	0.00
ARIZONA	40.91	31.82	27.27	0.00	0.00	0.00	0.00	0.00
ARKANSAS	22.00	24.00	28.00	0.00	2.00	0.00	22.00	2.00
CALIFORNIA	33.73	15.82	44.48	1.19	3.88	0.00	0.00	0.90
COLORADO	62.69	20.90	14.93	0.00	0.00	0.00	0.00	1.49
CONNECTICUT	44.44	22.22	33.33	0.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	42.73	22.73	31.82	1.82	0.00	0.00	0.00	0.91
GEORGIA	21.67	33.33	44.17	0.00	0.00	0.00	0.00	0.83
HAWAII	40.00	15.00	45.00	.	.	.	.	0.00
IDAHO	55.36	28.57	16.07	0.00	0.00	0.00	0.00	0.00
ILLINOIS	21.40	27.57	43.62	4.53	2.47	0.00	0.00	0.41
INDIANA	50.00	12.32	34.06	2.17	0.00	0.00	0.72	0.72
IOWA	35.48	35.48	27.42	1.61	.	0.00	0.00	0.00
KANSAS	38.46	43.59	15.38	2.56	0.00	0.00	0.00	0.00
KENTUCKY	34.33	37.31	25.37	1.49	0.00	0.00	0.00	1.49
LOUISIANA	20.37	21.30	57.41	0.00	0.00	0.00	0.00	0.93
MAINE	36.36	36.36	27.27	0.00	0.00	0.00	0.00	0.00
MARYLAND	23.81	14.29	44.76	6.67	7.62	0.00	0.00	2.86
MASSACHUSETTS	25.25	10.10	41.41	4.04	13.13	.	3.03	3.03
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	61.36	25.00	12.50	0.00	0.00	0.00	0.00	1.14
MISSISSIPPI	9.68	35.48	48.39	6.45	0.00	0.00	0.00	0.00
MISSOURI	21.43	45.54	28.57	3.57	0.00	0.00	0.00	0.89
MONTANA	31.82	45.45	22.73	0.00	0.00	0.00	0.00	0.00
NEBRASKA	35.38	32.31	16.92	0.00	3.08	0.00	0.00	12.31
NEVADA	35.71	50.00	11.90	2.38	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	33.33	13.33	33.33	20.00	0.00	0.00	0.00	0.00
NEW JERSEY	13.33	26.67	33.33	6.67	6.67	13.33	0.00	0.00
NEW MEXICO	33.80	15.49	49.30	0.00	0.00	1.41	0.00	0.00
NEW YORK	32.31	14.87	44.87	3.85	2.05	0.00	0.51	1.54
NORTH CAROLINA	41.18	25.00	30.15	2.21	1.47	0.00	0.00	0.00
NORTH DAKOTA	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	56.82	26.14	14.77	2.27	0.00	0.00	0.00	0.00
OKLAHOMA	30.77	30.77	28.57	0.00	0.00	0.00	3.30	6.59
OREGON	67.92	16.98	14.15	0.00	0.94	0.00	0.00	0.00
PENNSYLVANIA	8.71	22.10	35.32	0.48	32.42	0.00	0.81	0.16
PUERTO RICO	23.53	35.29	23.53	0.00	0.00	0.00	0.00	17.65
RHODE ISLAND	33.33	9.52	33.33	4.76	14.29	0.00	4.76	0.00
SOUTH CAROLINA	21.05	21.05	52.63	0.00	0.00	0.00	0.00	5.26
SOUTH DAKOTA	42.86	14.29	21.43	0.00	0.00	0.00	21.43	0.00
TENNESSEE	34.18	25.32	40.51	0.00	0.00	0.00	0.00	0.00
TEXAS	11.29	49.60	34.68	0.81	.	.	.	3.63
UTAH	39.74	20.51	32.05	2.56	1.28	3.85	0.00	0.00
VERMONT	81.82	9.09	9.09	0.00	0.00	0.00	0.00	0.00
VIRGINIA	32.18	31.03	33.33	0.00	0.00	0.00	0.00	3.45
WASHINGTON	39.29	25.00	34.52	0.00	0.00	1.19	0.00	0.00
WEST VIRGINIA	63.64	21.21	15.15	0.00	0.00	0.00	0.00	0.00
WISCONSIN	32.04	39.81	27.18	0.00	0.00	0.00	0.00	0.97
WYOMING	34.38	37.50	21.88	0.00	6.25	.	0.00	0.00
AMERICAN SAMOA	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	30.76	25.59	34.16	1.63	5.79	0.15	0.64	1.28
50 STATES, D.C. & P.R.	30.76	25.59	34.14	1.64	5.79	0.15	0.64	1.28

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	12,302	20,734	7,198	522	42	224	248	159
ALASKA	2,814	3,047	870	132	0	2	18	10
ARIZONA	11,174	12,668	6,810	358	376	270	93	99
ARKANSAS	6,766	12,278	3,875	58	257	0	282	148
CALIFORNIA	97,679	71,778	59,029	2,308	6,510	607	1,129	1,533
COLORADO	19,348	6,328	2,948	551	164	295	492	311
CONNECTICUT	16,573	7,325	5,865	579	1,202	59	528	83
DELAWARE	861	4,023	443	343	0	65	43	44
DISTRICT OF COLUMBIA								
FLORIDA	52,242	42,428	30,149	1,628	898	1,086	347	1,283
GEORGIA	14,047	19,890	18,308	548	31	660	75	59
HAWAII	2,885	3,024	1,917	18	18	.	34	82
IDAHO	5,616	2,932	871	107	15	55	27	37
ILLINOIS	23,936	39,449	35,721	5,951	2,966	510	518	310
INDIANA	24,016	10,955	17,255	523	24	498	252	453
IOWA	13,170	10,713	5,254	855	.	320	171	77
KANSAS	10,902	7,504	3,027	528	72	117	76	124
KENTUCKY	9,151	13,056	6,061	141	21	258	57	188
LOUISIANA	10,129	9,425	18,988	394	64	731	5	553
MAINE	6,182	5,077	2,020	107	152	20	205	77
MARYLAND	17,346	10,819	11,955	1,515	1,667	324	359	298
MASSACHUSETTS	42,497	10,792	9,809	1,732	3,180	.	668	620
MICHIGAN	36,165	23,665	16,107	3,408	.	148	227	129
MINNESOTA	24,861	11,404	3,903	1,919	184	474	326	160
MISSISSIPPI	5,147	12,638	8,081	132	8	187	13	268
MISSOURI	16,184	26,603	9,469	1,531	308	106	112	278
MONTANA	3,313	3,002	1,094	77	52	44	82	35
NEBRASKA	8,483	6,170	1,877	221	45	75	53	88
NEVADA	4,707	6,093	1,421	315	1	0	3	47
NEW HAMPSHIRE	6,203	2,760	2,156	168	300	78	321	41
NEW JERSEY	26,991	27,300	16,199	2,764	5,586	378	61	808
NEW MEXICO	6,678	6,998	7,814	36	0	234	116	177
NEW YORK	73,797	22,675	60,177	9,133	3,541	1,383	3,097	1,418
NORTH CAROLINA	25,664	17,490	12,331	862	146	392	60	324
NORTH DAKOTA	4,030	947	217	15	17	27	45	16
OHIO	52,424	29,139	6,807	3,962	0	587	0	1,507
OKLAHOMA	13,522	13,877	4,758	199	23	290	49	204
OREGON	16,496	6,082	2,118	476	342	275	109	137
PENNSYLVANIA	28,440	35,275	25,073	2,060	1,696	1,089	222	289
PUERTO RICO	599	12,328	6,091	918	284	14	12	411
RHODE ISLAND	4,740	2,317	3,027	112	265	99	195	129
SOUTH CAROLINA	5,972	15,212	10,596	449	32	222	20	304
SOUTH DAKOTA	2,864	1,572	500	34	43	39	62	10
TENNESSEE	17,574	22,343	11,840	418	518	150	12	1,095
TEXAS	36,718	116,801	49,615	1,977	12	185	9	3,244
UTAH	7,552	7,067	5,532	441	420	248	0	38
VERMONT	4,300	458	341	111	104	14	105	53
VIRGINIA	19,327	23,451	16,159	782	550	492	243	242
WASHINGTON	17,408	16,944	6,977	411	117	190	21	143
WEST VIRGINIA	6,378	8,407	3,683	52	4	99	6	74
WISCONSIN	14,631	22,153	8,580	512	48	283	26	153
WYOMING	2,238	2,054	588	28	4	.	55	24
AMERICAN SAMOA	103	68	23	.	.	.	.	2
GUAM	190	253	414	2	0	0	4	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	40	9	14	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	893,375	827,800	551,955	52,423	32,309	13,903	11,293	18,396
50 STATES, D.C. & P.R.	893,042	827,470	551,504	52,421	32,309	13,903	11,289	18,394

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	29.69	50.05	17.37	1.26	0.10	0.54	0.60	0.38
ALASKA	40.82	44.20	12.62	1.91	0.00	0.03	0.26	0.15
ARIZONA	35.09	39.78	21.38	1.12	1.18	0.85	0.29	0.31
ARKANSAS	28.59	51.88	16.38	0.25	1.09	0.00	1.19	0.63
CALIFORNIA	40.60	29.84	24.54	0.96	2.71	0.25	0.47	0.64
COLORADO	63.57	20.79	9.69	1.81	0.54	0.97	1.62	1.02
CONNECTICUT	51.45	22.74	18.21	1.80	3.73	0.18	1.64	0.26
DELAWARE	14.79	69.10	7.61	5.89	0.00	1.12	0.74	0.76
DISTRICT OF COLUMBIA								
FLORIDA	40.17	32.62	23.18	1.25	0.69	0.83	0.27	0.99
GEORGIA	26.20	37.10	34.15	1.02	0.06	1.23	0.14	0.11
HAWAII	36.16	37.90	24.03	0.23	0.23		0.43	1.03
IDAHO	58.14	30.35	9.02	1.11	0.16	0.57	0.28	0.38
ILLINOIS	21.89	36.07	32.66	5.44	2.71	0.47	0.47	0.28
INDIANA	44.49	20.30	31.97	0.97	0.04	0.92	0.47	0.84
IOWA	43.10	35.06	17.19	2.80		1.05	0.56	0.25
KANSAS	48.78	33.57	13.54	2.36	0.32	0.52	0.34	0.55
KENTUCKY	31.63	45.12	20.95	0.49	0.07	0.89	0.20	0.65
LOUISIANA	25.14	23.39	47.13	0.98	0.16	1.81	0.01	1.37
MAINE	44.67	36.68	14.60	0.77	1.10	0.14	1.48	0.56
MARYLAND	39.17	24.43	27.00	3.42	3.76	0.73	0.81	0.67
MASSACHUSETTS	61.33	15.57	14.15	2.50	4.59		0.96	0.89
MICHIGAN	45.29	29.64	20.17	4.27		0.19	0.28	0.16
MINNESOTA	57.51	26.38	9.03	4.44	0.43	1.10	0.75	0.37
MISSISSIPPI	19.44	47.74	30.52	0.50	0.03	0.71	0.05	1.01
MISSOURI	29.65	48.73	17.35	2.80	0.56	0.19	0.21	0.51
MONTANA	43.03	38.99	14.21	1.00	0.68	0.57	1.07	0.45
NEBRASKA	49.86	36.27	11.03	1.30	0.26	0.44	0.31	0.52
NEVADA	37.40	48.41	11.29	2.50	0.01	0.00	0.02	0.37
NEW HAMPSHIRE	51.58	22.95	17.93	1.40	2.49	0.65	2.67	0.34
NEW JERSEY	33.70	34.09	20.23	3.45	6.97	0.47	0.08	1.01
NEW MEXICO	30.28	31.73	35.43	0.16	0.00	1.06	0.53	0.80
NEW YORK	42.12	12.94	34.34	5.21	2.02	0.79	1.77	0.81
NORTH CAROLINA	44.81	30.54	21.53	1.51	0.25	0.68	0.10	0.57
NORTH DAKOTA	75.84	17.82	4.08	0.28	0.32	0.51	0.85	0.30
OHIO	55.52	30.86	7.21	4.20	0.00	0.62	0.00	1.60
OKLAHOMA	41.07	42.15	14.45	0.60	0.07	0.88	0.15	0.62
OREGON	63.36	23.36	8.14	1.83	1.31	1.06	0.42	0.53
PENNSYLVANIA	30.21	37.47	26.63	2.19	1.80	1.16	0.24	0.31
PUERTO RICO	2.90	59.68	29.49	4.44	1.37	0.07	0.06	1.99
RHODE ISLAND	43.55	21.29	27.81	1.03	2.43	0.91	1.79	1.19
SOUTH CAROLINA	18.20	46.37	32.30	1.37	0.10	0.68	0.06	0.93
SOUTH DAKOTA	55.89	30.68	9.76	0.66	0.84	0.76	1.21	0.20
TENNESSEE	32.57	41.41	21.95	0.77	0.96	0.28	0.02	2.03
TEXAS	17.61	56.00	23.79	0.95	0.01	0.09	0.00	1.56
UTAH	35.46	33.18	25.97	2.07	1.97	1.16	0.00	0.18
VERMONT	78.38	8.35	6.22	2.02	1.90	0.26	1.91	0.97
VIRGINIA	31.56	38.29	26.38	1.28	0.90	0.80	0.40	0.40
WASHINGTON	41.24	40.14	16.53	0.97	0.28	0.45	0.05	0.34
WEST VIRGINIA	34.10	44.95	19.69	0.28	0.02	0.53	0.03	0.40
WISCONSIN	31.54	47.76	18.50	1.10	0.10	0.61	0.06	0.33
WYOMING	44.84	41.15	11.78	0.56	0.08		1.10	0.48
AMERICAN SAMOA	52.55	34.69	11.73					1.02
GUAM	22.02	29.32	47.97	0.23	0.00	0.00	0.46	0.00
NORTHERN MARIANAS								
PALAU	63.49	14.29	22.22	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	37.20	34.47	22.98	2.18	1.35	0.58	0.47	0.77
50 STATES, D.C. & P.R.	37.20	34.47	22.98	2.18	1.35	0.58	0.47	0.77

Please see data notes for an explanation of individual State differences.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8,656	12,107	1,020	55	5	2	18	23
ALASKA	2,211	2,394	322	14	0	1	10	7
ARIZONA	8,715	10,898	3,044	25	37	0	11	38
ARKANSAS	4,907	7,390	936	0	30	0	26	45
CALIFORNIA	77,620	62,347	36,755	408	1,310	0	155	732
COLORADO	12,711	4,163	707	71	35	78	59	54
CONNECTICUT	11,029	4,435	2,188	63	264	6	70	23
DELAWARE	698	3,075	149	59	0	29	10	6
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	32,046	31,907	13,314	230	307	204	6	60
GEORGIA	8,124	10,043	3,282	7	4	58	0	3
HAWAII	1,870	1,949	619	0	7	.	1	6
IDAHO	4,395	1,931	160	12	3	3	27	12
ILLINOIS	15,053	33,391	18,170	444	134	76	7	27
INDIANA	17,232	8,284	5,818	22	1	116	7	151
IOWA	8,713	6,250	1,355	100	.	47	38	5
KANSAS	7,284	4,520	673	11	6	19	8	31
KENTUCKY	4,615	6,321	1,113	35	0	21	6	22
LOUISIANA	6,383	7,140	9,194	17	12	147	0	180
MAINE	3,817	3,026	395	5	25	0	5	17
MARYLAND	11,722	7,712	5,635	60	233	5	7	136
MASSACHUSETTS	29,142	7,723	3,683	290	448	.	68	34
MICHIGAN	21,579	17,627	7,949	563	.	7	60	31
MINNESOTA	14,350	5,577	532	111	10	36	32	24
MISSISSIPPI	3,835	10,571	4,363	25	1	6	1	107
MISSOURI	12,186	19,825	3,430	178	42	4	6	80
MONTANA	2,514	2,275	357	12	21	1	19	12
NEBRASKA	5,215	3,160	260	21	5	38	10	9
NEVADA	3,781	5,195	581	12	1	0	0	23
NEW HAMPSHIRE	4,032	1,556	1,071	2	76	17	61	14
NEW JERSEY	21,232	22,934	10,771	479	1,053	25	6	283
NEW MEXICO	4,827	5,622	4,852	14	0	23	7	70
NEW YORK	58,460	16,460	36,394	1,134	598	62	333	184
NORTH CAROLINA	18,596	9,548	2,052	38	8	35	0	69
NORTH DAKOTA	2,840	383	21	2	5	1	8	2
OHIO	38,612	6,355	1,023	56	0	96	0	104
OKLAHOMA	10,846	10,346	1,101	61	14	78	20	54
OREGON	11,771	4,160	400	138	90	68	13	42
PENNSYLVANIA	21,303	26,863	12,249	145	0	198	0	51
PUERTO RICO	256	8,578	1,712	244	81	1	4	29
RHODE ISLAND	3,601	1,739	1,916	48	35	3	16	21
SOUTH CAROLINA	3,614	10,944	3,480	18	14	8	1	95
SOUTH DAKOTA	2,314	996	73	4	4	0	4	2
TENNESSEE	12,542	15,548	4,215	47	145	4	7	245
TEXAS	26,092	95,483	25,048	315	1	5	.	308
UTAH	5,833	5,810	2,744	49	68	50	0	0
VERMONT	2,174	198	49	14	19	1	19	11
VIRGINIA	13,403	17,511	6,574	32	63	84	20	84
WASHINGTON	11,062	10,590	2,276	91	15	19	10	18
WEST VIRGINIA	4,690	5,587	1,006	4	0	12	0	25
WISCONSIN	8,573	14,886	1,801	40	5	33	5	24
WYOMING	1,602	1,399	155	4	3	.	11	3
AMERICAN SAMOA	101	60	0	.	.	.	.	0
GUAM	160	239	339	0	0	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	36	9	8	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	628,975	595,040	247,334	5,829	5,238	1,727	1,214	3,636
50 STATES, D.C. & P.R.	628,678	594,732	246,987	5,829	5,238	1,727	1,212	3,636

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

1997-98
**Percentage of Children Ages 12-17 Served in Different Educational Environments
 Under IDEA, Part B, During the 1997-98 School Year**

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39.55	55.32	4.66	0.25	0.02	0.01	0.08	0.11
ALASKA	44.59	48.28	6.49	0.28	0.00	0.02	0.20	0.14
ARIZONA	38.28	47.87	13.37	0.11	0.16	0.00	0.05	0.17
ARKANSAS	36.80	55.42	7.02	0.00	0.22	0.00	0.19	0.34
CALIFORNIA	43.28	34.77	20.50	0.23	0.73	0.00	0.09	0.41
COLORADO	71.10	23.29	3.95	0.40	0.20	0.44	0.33	0.30
CONNECTICUT	61.01	24.53	12.10	0.35	1.46	0.03	0.39	0.13
DELAWARE	17.34	76.38	3.70	1.47	0.00	0.72	0.25	0.15
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	41.05	40.87	17.05	0.29	0.39	0.26	0.01	0.08
GEORGIA	37.75	46.67	15.25	0.03	0.02	0.27	0.00	0.01
HAWAII	42.00	43.78	13.90	0.00	0.16	.	0.02	0.13
IDAHO	67.17	29.51	2.45	0.18	0.05	0.05	0.41	0.18
ILLINOIS	22.37	49.61	27.00	0.66	0.20	0.11	0.01	0.04
INDIANA	54.48	26.19	18.39	0.07	0.00	0.37	0.02	0.48
IOWA	52.78	37.86	8.21	0.61	.	0.28	0.23	0.03
KANSAS	58.03	36.01	5.36	0.09	0.05	0.15	0.06	0.25
KENTUCKY	38.04	52.10	9.17	0.29	0.00	0.17	0.05	0.18
LOUISIANA	27.66	30.95	39.85	0.07	0.05	0.64	0.00	0.78
MAINE	52.36	41.51	5.42	0.07	0.34	0.00	0.07	0.23
MARYLAND	45.95	30.23	22.09	0.24	0.91	0.02	0.03	0.53
MASSACHUSETTS	70.41	18.66	8.90	0.70	1.08	.	0.16	0.08
MICHIGAN	45.13	36.86	16.62	1.18	.	0.01	0.13	0.06
MINNESOTA	69.42	26.98	2.57	0.54	0.05	0.17	0.15	0.12
MISSISSIPPI	20.28	55.90	23.07	0.13	0.01	0.03	0.01	0.57
MISSOURI	34.09	55.45	9.59	0.50	0.12	0.01	0.02	0.22
MONTANA	48.24	43.66	6.85	0.23	0.40	0.02	0.36	0.23
NEBRASKA	59.82	36.25	2.98	0.24	0.06	0.44	0.11	0.10
NEVADA	39.41	54.15	6.06	0.13	0.01	0.00	0.00	0.24
NEW HAMPSHIRE	59.04	22.79	15.68	0.03	1.11	0.25	0.89	0.21
NEW JERSEY	37.39	40.39	18.97	0.84	1.85	0.04	0.01	0.50
NEW MEXICO	31.31	36.47	31.48	0.09	0.00	0.15	0.05	0.45
NEW YORK	51.45	14.49	32.03	1.00	0.53	0.05	0.29	0.16
NORTH CAROLINA	61.28	31.46	6.76	0.13	0.03	0.12	0.00	0.23
NORTH DAKOTA	87.06	11.74	0.64	0.06	0.15	0.03	0.25	0.06
OHIO	83.49	13.74	2.21	0.12	0.00	0.21	0.00	0.22
OKLAHOMA	48.16	45.94	4.89	0.27	0.06	0.35	0.09	0.24
OREGON	70.56	24.94	2.40	0.83	0.54	0.41	0.08	0.25
PENNSYLVANIA	35.03	44.18	20.14	0.24	0.00	0.33	0.00	0.08
PUERTO RICO	2.35	78.66	15.70	2.24	0.74	0.01	0.04	0.27
RHODE ISLAND	48.80	23.57	25.97	0.65	0.47	0.04	0.22	0.28
SOUTH CAROLINA	19.89	60.22	19.15	0.10	0.08	0.04	0.01	0.52
SOUTH DAKOTA	68.12	29.32	2.15	0.12	0.12	0.00	0.12	0.06
TENNESSEE	38.29	47.47	12.87	0.14	0.44	0.01	0.02	0.75
TEXAS	17.72	64.84	17.01	0.21	0.00	0.00	.	0.21
UTAH	40.08	39.92	18.85	0.34	0.47	0.34	0.00	0.00
VERMONT	87.48	7.97	1.97	0.56	0.76	0.04	0.76	0.44
VIRGINIA	35.48	46.36	17.40	0.08	0.17	0.22	0.05	0.22
WASHINGTON	45.94	43.98	9.45	0.38	0.06	0.08	0.04	0.07
WEST VIRGINIA	41.42	49.34	8.88	0.04	0.00	0.11	0.00	0.22
WISCONSIN	33.80	58.68	7.10	0.16	0.02	0.13	0.02	0.09
WYOMING	50.42	44.04	4.88	0.13	0.09	.	0.35	0.09
AMERICAN SAMOA	62.73	37.27	0.00	.	.	.	.	0.00
GUAM	21.62	32.30	45.81	0.00	0.00	0.00	0.27	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	67.92	16.98	15.09	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	42.24	39.96	16.61	0.39	0.35	0.12	0.08	0.24
50 STATES, D.C. & P.R.	42.25	39.97	16.60	0.39	0.35	0.12	0.08	0.24

 Please see data notes for an explanation of individual State differences.
 FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
 Data based on the December 1, 1997 count, updated as of November 1, 1999.
 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	924	35	13	0	0	0	1	0
ALASKA	225	152	8	1	0	0	0	0
ARIZONA	892	93	33	0	0	0	0	0
ARKANSAS	442	167	40	0	0	0	0	0
CALIFORNIA	11,214	2,421	1,793	22	41	0	8	25
COLORADO	1,789	323	69	0	1	1	1	3
CONNECTICUT	1,491	556	193	6	19	1	4	2
DELAWARE	51	28	1	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	7,462	902	437	14	23	6	3	19
GEORGIA	1,626	345	43	1	0	2	0	0
HAWAII	230	36	9	.	.	.	.	.
IDAHO	306	85	10	2	0	0	0	0
ILLINOIS	4,716	229	375	19	1	3	0	0
INDIANA	2,365	10	0	1	0	6	0	0
IOWA	558	121	13	6	.	2	3	1
KANSAS	744	57	12	0	0	0	0	0
KENTUCKY	1,251	57	1	2	1	1	0	1
LOUISIANA	1,455	71	255	0	2	6	0	11
MAINE	938	467	94	2	2	0	0	2
MARYLAND	2,779	1,105	1,244	30	26	0	2	13
MASSACHUSETTS	9,868	719	764	30	79	.	27	28
MICHIGAN	3,594	338	108	31	.	1	1	22
MINNESOTA	1,888	223	19	2	2	0	0	2
MISSISSIPPI	947	276	69	3	1	0	0	1
MISSOURI	1,474	1,635	141	18	4	0	0	2
MONTANA	250	27	14	0	0	0	0	0
NEBRASKA	1,406	223	38	55	0	8	0	3
NEVADA	321	20	41	0	0	0	0	0
NEW HAMPSHIRE	717	467	366	10	12	1	13	2
NEW JERSEY	3,019	585	493	20	95	1	0	5
NEW MEXICO	772	548	449	3	0	1	1	6
NEW YORK	3,575	1,029	2,907	83	39	1	23	5
NORTH CAROLINA	1,284	43	66	1	0	0	0	0
NORTH DAKOTA	556	36	4	0	0	1	0	1
OHIO	3,740	0	0	0	0	0	0	0
OKLAHOMA	993	147	1	2	0	0	0	0
OREGON	1,757	401	65	17	5	5	3	6
PENNSYLVANIA	3,103	139	37	1	0	0	0	4
PUERTO RICO	77	380	29	2	6	0	0	5
RHODE ISLAND	461	158	97	1	6	0	1	1
SOUTH CAROLINA	800	37	4	0	2	0	0	0
SOUTH DAKOTA	154	14	3	0	0	0	0	0
TENNESSEE	1,783	1,301	374	2	6	0	0	11
TEXAS	4,169	856	158	0	.	.	.	3
UTAH	521	272	173	1	1	17	0	0
VERMONT	489	59	39	3	4	1	3	4
VIRGINIA	2,193	66	84	0	2	4	1	4
WASHINGTON	982	48	21	3	0	1	0	2
WEST VIRGINIA	521	77	3	1	0	0	0	1
WISCONSIN	1,914	116	46	2	0	0	0	1
WYOMING	227	171	28	1	1	.	1	1
AMERICAN SAMOA	2	0	0	.	.	.	.	0
GUAM	5	1	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	4	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	95,024	17,672	11,287	398	381	70	96	197
50 STATES, D.C. & P.R.	95,013	17,671	11,284	398	381	70	96	197

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	94.96	3.60	1.34	0.00	0.00	0.00	0.10	0.00
ALASKA	58.29	39.38	2.07	0.26	0.00	0.00	0.00	0.00
ARIZONA	87.62	9.14	3.24	0.00	0.00	0.00	0.00	0.00
ARKANSAS	68.10	25.73	6.16	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	72.24	15.60	11.55	0.14	0.26	0.00	0.05	0.16
COLORADO	81.80	14.77	3.16	0.00	0.05	0.05	0.05	0.14
CONNECTICUT	65.63	24.47	8.49	0.26	0.84	0.04	0.18	0.09
DELAWARE	63.75	35.00	1.25	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	84.16	10.17	4.93	0.16	0.26	0.07	0.03	0.21
GEORGIA	80.61	17.10	2.13	0.05	0.00	0.10	0.00	0.00
HAWAII	83.64	13.09	3.27					
IDAHO	75.93	21.09	2.48	0.50	0.00	0.00	0.00	0.00
ILLINOIS	88.27	4.29	7.02	0.36	0.02	0.06	0.00	0.00
INDIANA	99.29	0.42	0.00	0.04	0.00	0.25	0.00	0.00
IOWA	79.26	17.19	1.85	0.85		0.28	0.43	0.14
KANSAS	91.51	7.01	1.48	0.00	0.00	0.00	0.00	0.00
KENTUCKY	95.21	4.34	0.08	0.15	0.08	0.08	0.00	0.08
LOUISIANA	80.83	3.94	14.17	0.00	0.11	0.33	0.00	0.61
MAINE	62.33	31.03	6.25	0.13	0.13	0.00	0.00	0.13
MARYLAND	53.45	21.25	23.93	0.58	0.50	0.00	0.04	0.25
MASSACHUSETTS	85.70	6.24	6.63	0.26	0.69		0.23	0.24
MICHIGAN	87.77	8.25	2.64	0.76		0.02	0.02	0.54
MINNESOTA	88.39	10.44	0.89	0.09	0.09	0.00	0.00	0.09
MISSISSIPPI	73.01	21.28	5.32	0.23	0.08	0.00	0.00	0.08
MISSOURI	45.02	49.94	4.31	0.55	0.12	0.00	0.00	0.06
MONTANA	85.91	9.28	4.81	0.00	0.00	0.00	0.00	0.00
NEBRASKA	81.13	12.87	2.19	3.17	0.00	0.46	0.00	0.17
NEVADA	84.03	5.24	10.73	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	45.15	29.41	23.05	0.63	0.76	0.06	0.82	0.13
NEW JERSEY	71.57	13.87	11.69	0.47	2.25	0.02	0.00	0.12
NEW MEXICO	43.37	30.79	25.22	0.17	0.00	0.06	0.06	0.34
NEW YORK	46.66	13.43	37.94	1.08	0.51	0.01	0.30	0.07
NORTH CAROLINA	92.11	3.08	4.73	0.07	0.00	0.00	0.00	0.00
NORTH DAKOTA	92.98	6.02	0.67	0.00	0.00	0.17	0.00	0.17
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	86.88	12.86	0.09	0.17	0.00	0.00	0.00	0.00
OREGON	77.78	17.75	2.88	0.75	0.22	0.22	0.13	0.27
PENNSYLVANIA	94.49	4.23	1.13	0.03	0.00	0.00	0.00	0.12
PUERTO RICO	15.43	76.15	5.81	0.40	1.20	0.00	0.00	1.00
RHODE ISLAND	63.59	21.79	13.38	0.14	0.83	0.00	0.14	0.14
SOUTH CAROLINA	94.90	4.39	0.47	0.00	0.24	0.00	0.00	0.00
SOUTH DAKOTA	90.06	8.19	1.75	0.00	0.00	0.00	0.00	0.00
TENNESSEE	51.28	37.42	10.76	0.06	0.17	0.00	0.00	0.32
TEXAS	80.39	16.51	3.05	0.00				0.06
UTAH	52.89	27.61	17.56	0.10	0.10	1.73	0.00	0.00
VERMONT	81.23	9.80	6.48	0.50	0.66	0.17	0.50	0.66
VIRGINIA	93.16	2.80	3.57	0.00	0.08	0.17	0.04	0.17
WASHINGTON	92.90	4.54	1.99	0.28	0.00	0.09	0.00	0.19
WEST VIRGINIA	86.40	12.77	0.50	0.17	0.00	0.00	0.00	0.17
WISCONSIN	92.06	5.58	2.21	0.10	0.00	0.00	0.00	0.05
WYOMING	52.79	39.77	6.51	0.23	0.23		0.23	0.23
AMERICAN SAMOA	100.00	0.00	0.00					0.00
GUAM	62.50	12.50	25.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	75.94	14.12	9.02	0.32	0.30	0.06	0.08	0.16
50 STATES, D.C. & P.R.	75.94	14.12	9.02	0.32	0.30	0.06	0.08	0.16

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

MENTAL RETARDATION

STATE	-----NUMBER-----			PUBLIC		PRIVATE		HOME HOSP ENVIR
	< 21%	21-60%	> 60%	SEPAR FACIL	SEPAR FACIL	RESID FACIL	RESID FACIL	
ALABAMA	746	6,616	4,954	269	6	3	15	25
ALASKA	58	122	173	2	0	0	0	0
ARIZONA	144	559	1,993	84	31	1	2	8
ARKANSAS	644	3,644	2,328	7	103	0	68	41
CALIFORNIA	541	2,035	9,379	649	285	0	38	179
COLORADO	483	462	609	9	2	7	4	6
CONNECTICUT	164	501	1,142	93	51	2	19	2
DELAWARE	27	507	201	139	0	5	17	2
DISTRICT OF COLUMBIA								
FLORIDA	3,072	3,532	9,736	795	61	56	100	16
GEORGIA	551	3,831	9,623	72	0	175	17	31
HAWAII	158	537	584	1	1	.	6	5
IDAHO	344	581	449	19	0	0	0	2
ILLINOIS	700	591	8,862	1,389	615	18	79	17
INDIANA	1,000	1,487	7,473	96	0	55	30	76
IOWA	1,793	2,617	2,085	184	.	26	19	8
KANSAS	388	1,008	1,285	50	10	12	27	6
KENTUCKY	1,728	4,742	2,879	16	0	5	13	62
LOUISIANA	176	604	5,444	168	34	94	2	77
MAINE	36	200	343	6	9	0	1	4
MARYLAND	226	397	1,703	482	75	4	11	10
MASSACHUSETTS	1,334	1,442	2,784	138	287	.	86	25
MICHIGAN	1,993	1,843	4,653	1,088	.	5	11	5
MINNESOTA	781	2,038	1,683	153	9	10	27	18
MISSISSIPPI	153	1,356	2,919	38	0	34	4	39
MISSOURI	268	1,459	3,614	859	37	0	5	57
MONTANA	47	207	308	2	1	0	1	1
NEBRASKA	537	1,760	701	34	10	7	16	12
NEVADA	48	291	360	102	0	0	1	2
NEW HAMPSHIRE	93	143	216	18	19	2	13	2
NEW JERSEY	27	387	1,068	360	309	17	1	24
NEW MEXICO	114	136	786	0	0	6	1	10
NEW YORK	380	727	5,023	1,406	244	22	67	29
NORTH CAROLINA	1,141	4,930	6,549	401	63	12	14	72
NORTH DAKOTA	174	292	137	0	1	2	4	4
OHIO	5,863	17,806	2,650	111	0	128	0	90
OKLAHOMA	505	2,242	2,246	35	2	30	6	22
OREGON	459	562	815	35	9	8	32	10
PENNSYLVANIA	891	4,386	7,484	673	57	32	22	40
PUERTO RICO	114	2,544	3,787	584	74	8	8	93
RHODE ISLAND	15	30	391	5	53	0	10	1
SOUTH CAROLINA	773	2,249	5,287	168	6	20	14	73
SOUTH DAKOTA	94	366	232	6	8	3	2	0
TENNESSEE	449	2,979	4,795	50	90	8	0	68
TEXAS	111	1,581	9,243	594	1	42	2	71
UTAH	51	174	1,194	6	17	92	0	0
VERMONT	449	96	123	6	3	0	6	7
VIRGINIA	161	1,992	5,128	70	32	42	28	38
WASHINGTON	377	1,439	1,594	20	3	2	0	7
WEST VIRGINIA	269	1,906	2,165	12	0	5	2	20
WISCONSIN	363	1,904	3,510	162	3	30	2	29
WYOMING	19	120	159	3	0	.	3	3
AMERICAN SAMOA	0	1	14	.	.	.	.	0
GUAM	0	6	40	1	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	31,032	93,967	152,903	11,670	2,621	1,030	856	1,449
50 STATES, D.C. & P.R.	31,032	93,960	152,849	11,669	2,621	1,030	856	1,449

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

TABLE A100
**Percentage of Children Ages 12-17 Served in Different Educational Environments
 Under IDEA, Part B, During the 1997-98 School Year**

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.90	52.37	39.21	2.13	0.05	0.02	0.12	0.20
ALASKA	16.34	34.37	48.73	0.56	0.00	0.00	0.00	0.00
ARIZONA	5.10	19.81	70.62	2.98	1.10	0.04	0.07	0.28
ARKANSAS	9.42	53.31	34.06	0.10	1.51	0.00	0.99	0.60
CALIFORNIA	4.13	15.53	71.56	4.95	2.17	0.00	0.29	1.37
COLORADO	30.53	29.20	38.50	0.57	0.13	0.44	0.25	0.38
CONNECTICUT	8.31	25.38	57.85	4.71	2.58	0.10	0.96	0.10
DELAWARE	3.01	56.46	22.38	15.48	0.00	0.56	1.89	0.22
DISTRICT OF COLUMBIA								
FLORIDA	17.69	20.34	56.06	4.58	0.35	0.32	0.58	0.09
GEORGIA	3.85	26.79	67.29	0.50	0.00	1.22	0.12	0.22
HAWAII	12.23	41.56	45.20	0.08	0.08		0.46	0.39
IDAHO	24.66	41.65	32.19	1.36	0.00	0.00	0.00	0.14
ILLINOIS	5.70	4.82	72.22	11.32	5.01	0.15	0.64	0.14
INDIANA	9.79	14.55	73.14	0.94	0.00	0.54	0.29	0.74
IOWA	26.63	38.87	30.97	2.73		0.39	0.28	0.12
KANSAS	13.93	36.18	46.12	1.79	0.36	0.43	0.97	0.22
KENTUCKY	18.30	50.21	30.48	0.17	0.00	0.05	0.14	0.66
LOUISIANA	2.67	9.15	82.50	2.55	0.52	1.42	0.03	1.17
MAINE	6.01	33.39	57.26	1.00	1.50	0.00	0.17	0.67
MARYLAND	7.77	13.65	58.56	16.57	2.58	0.14	0.38	0.34
MASSACHUSETTS	21.88	23.65	45.67	2.26	4.71		1.41	0.41
MICHIGAN	20.76	19.20	48.48	11.34		0.05	0.11	0.05
MINNESOTA	16.55	43.19	35.66	3.24	0.19	0.21	0.57	0.38
MISSISSIPPI	3.37	29.85	64.25	0.84	0.00	0.75	0.09	0.86
MISSOURI	4.25	23.16	57.37	13.64	0.59	0.00	0.08	0.90
MONTANA	8.29	36.51	54.32	0.35	0.18	0.00	0.18	0.18
NEBRASKA	17.45	57.20	22.78	1.10	0.32	0.23	0.52	0.39
NEVADA	5.97	36.19	44.78	12.69	0.00	0.00	0.12	0.25
NEW HAMPSHIRE	18.38	28.26	42.69	3.56	3.75	0.40	2.57	0.40
NEW JERSEY	1.23	17.65	48.70	16.42	14.09	0.78	0.05	1.09
NEW MEXICO	10.83	12.92	74.64	0.00	0.00	0.57	0.09	0.95
NEW YORK	4.81	9.20	63.60	17.80	3.09	0.28	0.85	0.37
NORTH CAROLINA	8.66	37.40	49.68	3.04	0.48	0.09	0.11	0.55
NORTH DAKOTA	28.34	47.56	22.31	0.00	0.16	0.33	0.65	0.65
OHIO	22.00	66.82	9.94	0.42	0.00	0.48	0.00	0.34
OKLAHOMA	9.93	44.06	44.14	0.69	0.04	0.59	0.12	0.43
OREGON	23.78	29.12	42.23	1.81	0.47	0.41	1.66	0.52
PENNSYLVANIA	6.56	32.29	55.09	4.95	0.42	0.24	0.16	0.29
PUERTO RICO	1.58	35.27	52.51	8.10	1.03	0.11	0.11	1.29
RHODE ISLAND	2.97	5.94	77.43	0.99	10.50	0.00	1.98	0.20
SOUTH CAROLINA	9.00	26.18	61.55	1.96	0.07	0.23	0.16	0.85
SOUTH DAKOTA	13.22	51.48	32.63	0.84	1.13	0.42	0.28	0.00
TENNESSEE	5.32	35.30	56.82	0.59	1.07	0.09	0.00	0.81
TEXAS	0.95	13.58	79.37	5.10	0.01	0.36	0.02	0.61
UTAH	3.32	11.34	77.84	0.39	1.11	6.00	0.00	0.00
VERMONT	65.07	13.91	17.83	0.87	0.43	0.00	0.87	1.01
VIRGINIA	2.15	26.59	68.46	0.93	0.43	0.56	0.37	0.51
WASHINGTON	10.95	41.81	46.31	0.58	0.09	0.06	0.00	0.20
WEST VIRGINIA	6.14	43.53	49.44	0.27	0.00	0.11	0.05	0.46
WISCONSIN	6.05	31.72	58.47	2.70	0.05	0.50	0.03	0.48
WYOMING	6.19	39.09	51.79	0.98	0.00		0.98	0.98
AMERICAN SAMOA	0.00	6.67	93.33					0.00
GUAM	0.00	12.77	85.11	2.13	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	10.50	31.80	51.74	3.95	0.89	0.35	0.29	0.49
50 STATES, D.C. & P.R.	10.50	31.80	51.73	3.95	0.89	0.35	0.29	0.49

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	-----NUMBER-----			PUBLIC		PRIVATE		HOME HOSP ENVIR
	< 21%	21-60%	> 60%	SEPAR FACIL	SEPAR FACIL	RESID FACIL	RESID FACIL	
ALABAMA	1,073	1,262	540	74	21	10	185	57
ALASKA	106	155	155	109	0	1	7	0
ARIZONA	586	698	1,054	199	233	4	79	19
ARKANSAS	33	80	76	0	19	0	28	18
CALIFORNIA	1,517	1,438	3,915	479	4,340	0	895	291
COLORADO	2,320	799	813	307	117	145	414	201
CONNECTICUT	1,784	1,074	1,661	231	634	42	358	34
DELAWARE	22	193	39	67	0	26	14	2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	7,693	5,140	5,157	478	484	403	147	28
GEORGIA	2,506	3,995	4,025	310	1	357	54	9
HAWAII	445	365	443	.	8	.	27	42
IDAHO	168	105	72	57	4	2	0	15
ILLINOIS	2,033	3,615	6,512	3,872	2,033	204	399	44
INDIANA	1,874	787	2,919	231	23	169	168	178
IOWA	1,503	1,402	1,479	502	.	160	105	41
KANSAS	1,106	927	484	258	42	63	26	37
KENTUCKY	551	972	1,349	76	11	94	31	54
LOUISIANA	515	491	2,209	166	2	275	0	157
MAINE	797	774	545	68	95	1	152	27
MARYLAND	792	624	1,633	463	1,014	147	179	79
MASSACHUSETTS	1,113	539	1,651	1,078	1,671	.	165	82
MICHIGAN	4,785	2,401	2,174	950	.	83	147	16
MINNESOTA	4,981	2,514	1,298	1,556	153	303	257	87
MISSISSIPPI	23	61	119	3	5	8	5	28
MISSOURI	1,288	2,021	1,590	299	207	0	97	89
MONTANA	226	195	170	59	21	6	51	6
NEBRASKA	550	562	529	80	22	5	23	17
NEVADA	252	333	268	88	0	0	0	12
NEW HAMPSHIRE	537	268	225	2	140	49	170	15
NEW JERSEY	1,522	1,812	1,914	772	2,323	118	16	323
NEW MEXICO	504	343	1,096	12	0	112	106	49
NEW YORK	4,797	2,159	9,827	4,265	1,379	1,092	2,153	931
NORTH CAROLINA	1,345	1,335	2,129	236	15	60	1	88
NORTH DAKOTA	234	163	42	5	10	8	23	8
OHIO	1,642	2,575	1,415	1,901	0	237	0	314
OKLAHOMA	404	657	706	44	6	64	16	57
OREGON	852	310	365	233	191	100	48	50
PENNSYLVANIA	1,819	3,199	3,987	985	1,042	851	53	142
PUERTO RICO	18	136	163	4	7	1	0	26
RHODE ISLAND	283	203	421	7	136	96	152	22
SOUTH CAROLINA	317	1,150	1,303	204	7	34	5	108
SOUTH DAKOTA	113	60	75	8	21	3	21	0
TENNESSEE	436	580	921	89	178	45	3	78
TEXAS	2,728	8,920	8,436	706	4	0	5	1,113
UTAH	752	551	855	32	65	43	0	38
VERMONT	717	70	102	80	66	12	57	24
VIRGINIA	1,494	2,166	2,612	594	407	209	158	67
WASHINGTON	941	1,067	670	169	46	20	6	43
WEST VIRGINIA	385	461	362	13	2	29	2	23
WISCONSIN	2,481	4,416	2,512	236	38	147	19	71
WYOMING	148	185	160	19	0	.	35	8
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	1	4	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	65,111	66,309	83,181	22,676	17,243	5,838	7,062	5,268
50 STATES, D.C. & P.R.	65,111	66,308	83,177	22,676	17,243	5,838	7,062	5,268

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	-----OUTSIDE REGULAR CLASS-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	33.30	39.17	16.76	2.30	0.65	0.31	5.74	1.77
ALASKA	19.89	29.08	29.08	20.45	0.00	0.19	1.31	0.00
ARIZONA	20.40	24.30	36.70	6.93	8.11	0.14	2.75	0.66
ARKANSAS	12.99	31.50	29.92	0.00	7.48	0.00	11.02	7.09
CALIFORNIA	11.78	11.17	30.41	3.72	33.71	0.00	6.95	2.26
COLORADO	45.35	15.62	15.89	6.00	2.29	2.83	8.09	3.93
CONNECTICUT	30.66	18.46	28.55	3.97	10.90	0.72	6.15	0.58
DELAWARE	6.06	53.17	10.74	18.46	0.00	7.16	3.86	0.55
DISTRICT OF COLUMBIA								
FLORIDA	39.39	26.32	26.41	2.45	2.48	2.06	0.75	0.14
GEORGIA	22.26	35.49	35.76	2.75	0.01	3.17	0.48	0.08
HAWAII	33.46	27.44	33.31		0.60		2.03	3.16
IDAHO	39.72	24.82	17.02	13.48	0.95	0.47	0.00	3.55
ILLINOIS	10.86	19.32	34.80	20.69	10.86	1.09	2.13	0.24
INDIANA	29.52	12.40	45.98	3.64	0.36	2.66	2.65	2.80
IOWA	28.95	27.00	28.49	9.67		3.08	2.02	0.79
KANSAS	37.58	31.50	16.45	8.77	1.43	2.14	0.88	1.26
KENTUCKY	17.56	30.98	42.99	2.42	0.35	3.00	0.99	1.72
LOUISIANA	13.50	12.87	57.90	4.35	0.05	7.21	0.00	4.12
MAINE	32.41	31.48	22.16	2.77	3.86	0.04	6.18	1.10
MARYLAND	16.06	12.65	33.12	9.39	20.56	2.98	3.63	1.60
MASSACHUSETTS	17.67	8.56	26.21	17.11	26.53		2.62	1.30
MICHIGAN	45.33	22.75	20.59	9.00		0.79	1.39	0.15
MINNESOTA	44.68	22.55	11.64	13.96	1.37	2.72	2.31	0.78
MISSISSIPPI	9.13	24.21	47.22	1.19	1.98	3.17	1.98	11.11
MISSOURI	23.04	36.15	28.44	5.35	3.70	0.00	1.73	1.59
MONTANA	30.79	26.57	23.16	8.04	2.86	0.82	6.95	0.82
NEBRASKA	30.76	31.43	29.59	4.47	1.23	0.28	1.29	0.95
NEVADA	26.44	34.94	28.12	9.23	0.00	0.00	0.00	1.26
NEW HAMPSHIRE	38.19	19.06	16.00	0.14	9.96	3.49	12.09	1.07
NEW JERSEY	17.30	20.59	21.75	8.77	26.40	1.34	0.18	3.67
NEW MEXICO	22.68	15.44	49.32	0.54	0.00	5.04	4.77	2.21
NEW YORK	18.03	8.12	36.94	16.03	5.18	4.10	8.09	3.50
NORTH CAROLINA	25.82	25.63	40.87	4.53	0.29	1.15	0.02	1.69
NORTH DAKOTA	47.46	33.06	8.52	1.01	2.03	1.62	4.67	1.62
OHIO	20.31	31.85	17.50	23.52	0.00	2.93	0.00	3.88
OKLAHOMA	20.68	33.62	36.13	2.25	0.31	3.28	0.82	2.92
OREGON	39.65	14.43	16.98	10.84	8.89	4.65	2.23	2.33
PENNSYLVANIA	15.06	26.49	33.01	8.16	8.63	7.05	0.44	1.18
PUERTO RICO	5.07	38.31	45.92	1.13	1.97	0.28	0.00	7.32
RHODE ISLAND	21.44	15.38	31.89	0.53	10.30	7.27	11.52	1.67
SOUTH CAROLINA	10.13	36.76	41.66	6.52	0.22	1.09	0.16	3.45
SOUTH DAKOTA	37.54	19.93	24.92	2.66	6.98	1.00	6.98	0.00
TENNESSEE	18.71	24.89	39.53	3.82	7.64	1.93	0.13	3.35
TEXAS	12.45	40.71	38.50	3.22	0.02	0.00	0.02	5.08
UTAH	32.19	23.59	36.60	1.37	2.78	1.84	0.00	1.63
VERMONT	63.56	6.21	9.04	7.09	5.85	1.06	5.05	2.13
VIRGINIA	19.38	28.10	33.89	7.71	5.28	2.71	2.05	0.87
WASHINGTON	31.77	36.02	22.62	5.71	1.55	0.68	0.20	1.45
WEST VIRGINIA	30.15	36.10	28.35	1.02	0.16	2.27	0.16	1.80
WISCONSIN	25.01	44.52	25.32	2.38	0.38	1.48	0.19	0.72
WYOMING	26.67	33.33	28.83	3.42	0.00		6.31	1.44
AMERICAN SAMOA	0.00	0.00	0.00					0.00
GUAM	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	23.88	24.32	30.50	8.32	6.32	2.14	2.59	1.93
50 STATES, D.C. & P.R.	23.88	24.32	30.50	8.32	6.32	2.14	2.59	1.93

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	13	49	367	64	2	58	11	17
ALASKA	30	32	121	2	0	0	0	3
ARIZONA	77	45	282	30	37	91	1	14
ARKANSAS	17	61	224	10	61	0	42	13
CALIFORNIA	105	279	1,349	219	118	41	6	28
COLORADO	306	193	545	95	4	7	2	21
CONNECTICUT	121	169	312	107	62	0	20	6
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	2	84	0	0	.	.	6
IDAHO	12	38	90	12	6	1	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	17	12	239	33	0	33	21	10
IOWA	39	13	104	47	.	6	5	4
KANSAS	186	266	281	94	10	21	12	26
KENTUCKY	71	186	432	4	2	3	3	20
LOUISIANA	4	6	317	15	2	31	1	31
MAINE	139	300	481	13	15	0	29	9
MARYLAND	290	308	967	397	215	16	64	30
MASSACHUSETTS	144	154	424	111	277	.	121	82
MICHIGAN	150	10	202	479	.	1	.	23
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	3	126	33	0	32	1	18
MISSOURI	16	56	120	57	5	0	3	6
MONTANA	14	82	134	2	4	12	9	3
NEBRASKA	4	27	134	14	2	3	2	5
NEVADA	5	22	42	101	0	0	1	4
NEW HAMPSHIRE	23	14	27	39	15	0	14	3
NEW JERSEY	577	1,306	1,648	986	1,573	102	23	107
NEW MEXICO	65	60	239	3	0	21	0	17
NEW YORK	707	650	2,978	1,400	703	93	365	121
NORTH CAROLINA	12	50	347	81	50	36	42	20
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	136	1,574	1,293	1,790	0	0	0	32
OKLAHOMA	26	100	416	37	1	13	4	36
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	5	16	340	108	0	5	0	34
PUERTO RICO	4	33	149	22	5	3	0	200
RHODE ISLAND	2	6	51	1	20	0	7	1
SOUTH CAROLINA	2	3	38	17	1	56	0	3
SOUTH DAKOTA	13	54	90	5	8	11	26	6
TENNESSEE	20	69	431	79	67	17	1	38
TEXAS	131	812	1,886	156	2	20	1	132
UTAH	6	18	277	9	246	16	0	0
VERMONT	14	0	7	2	0	0	2	0
VIRGINIA	33	109	479	41	16	26	10	10
WASHINGTON	119	286	924	29	7	6	1	21
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	1	5	.	.	.	.	2
GUAM	2	2	14	1	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	3	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,659	7,476	19,019	6,745	3,536	781	850	1,163
50 STATES, D.C. & P.R.	3,657	7,473	18,997	6,744	3,536	781	850	1,161

Please see data notes for an explanation of individual State differences.

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

Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2.24	8.43	63.17	11.02	0.34	9.98	1.89	2.93
ALASKA	15.96	17.02	64.36	1.06	0.00	0.00	0.00	1.60
ARIZONA	13.34	7.80	48.87	5.20	6.41	15.77	0.17	2.43
ARKANSAS	3.97	14.25	52.34	2.34	14.25	0.00	9.81	3.04
CALIFORNIA	4.90	13.01	62.89	10.21	5.50	1.91	0.28	1.31
COLORADO	26.09	16.45	46.46	8.10	0.34	0.60	0.17	1.79
CONNECTICUT	15.18	21.20	39.15	13.43	7.78	0.00	2.51	0.75
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2.13	2.13	89.36	0.00	0.00	.	.	6.38
IDAHO	7.50	23.75	56.25	7.50	3.75	0.63	0.00	0.63
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	4.66	3.29	65.48	9.04	0.00	9.04	5.75	2.74
IOWA	17.89	5.96	47.71	21.56	.	2.75	2.29	1.83
KANSAS	20.76	29.69	31.36	10.49	1.12	2.34	1.34	2.90
KENTUCKY	9.85	25.80	59.92	0.55	0.28	0.42	0.42	2.77
LOUISIANA	0.98	1.47	77.89	3.69	0.49	7.62	0.25	7.62
MAINE	14.10	30.43	48.78	1.32	1.52	0.00	2.94	0.91
MARYLAND	12.68	13.47	42.28	17.36	9.40	0.70	2.80	1.31
MASSACHUSETTS	10.97	11.73	32.29	8.45	21.10	.	9.22	6.25
MICHIGAN	17.34	1.16	23.35	55.38	.	0.12	.	2.66
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	1.41	59.15	15.49	0.00	15.02	0.47	8.45
MISSOURI	6.08	21.29	45.63	21.67	1.90	0.00	1.14	2.28
MONTANA	5.38	31.54	51.54	0.77	1.54	4.62	3.46	1.15
NEBRASKA	2.09	14.14	70.16	7.33	1.05	1.57	1.05	2.62
NEVADA	2.86	12.57	24.00	57.71	0.00	0.00	0.57	2.29
NEW HAMPSHIRE	17.04	10.37	20.00	28.89	11.11	0.00	10.37	2.22
NEW JERSEY	9.13	20.66	26.07	15.60	24.88	1.61	0.36	1.69
NEW MEXICO	16.05	14.81	59.01	0.74	0.00	5.19	0.00	4.20
NEW YORK	10.08	9.26	42.44	19.95	10.02	1.33	5.20	1.72
NORTH CAROLINA	1.88	7.84	54.39	12.70	7.84	5.64	6.58	3.13
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	2.82	32.62	26.80	37.10	0.00	0.00	0.00	0.66
OKLAHOMA	4.11	15.80	65.72	5.85	0.16	2.05	0.63	5.69
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.98	3.15	66.93	21.26	0.00	0.98	0.00	6.69
PUERTO RICO	0.96	7.93	35.82	5.29	1.20	0.72	0.00	48.08
RHODE ISLAND	2.27	6.82	57.95	1.14	22.73	0.00	7.95	1.14
SOUTH CAROLINA	1.67	2.50	31.67	14.17	0.83	46.67	0.00	2.50
SOUTH DAKOTA	6.10	25.35	42.25	2.35	3.76	5.16	12.21	2.82
TENNESSEE	2.77	9.56	59.70	10.94	9.28	2.35	0.14	5.26
TEXAS	4.17	25.86	60.06	4.97	0.06	0.64	0.03	4.20
UTAH	1.05	3.15	48.43	1.57	43.01	2.80	0.00	0.00
VERMONT	56.00	0.00	28.00	8.00	0.00	0.00	8.00	0.00
VIRGINIA	4.56	15.06	66.16	5.66	2.21	3.59	1.38	1.38
WASHINGTON	8.54	20.53	66.33	2.08	0.50	0.43	0.07	1.51
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	12.50	62.50	.	.	.	.	25.00
GUAM	10.53	10.53	73.68	5.26	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	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.46	17.29	44.00	15.60	8.18	1.81	1.97	2.69
50 STATES, D.C. & P.R.	8.47	17.30	43.98	15.61	8.19	1.81	1.97	2.69

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	161	90	43	14	0	105	1	1
ALASKA	41	37	27	1	0	0	0	0
ARIZONA	294	102	52	0	0	147	0	1
ARKANSAS	78	78	22	27	1	0	60	2
CALIFORNIA	1,469	814	1,212	47	27	510	3	17
COLORADO	298	41	47	30	1	41	1	2
CONNECTICUT	158	52	21	23	47	2	26	1
DELAWARE	11	61	3	24	0	1	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	475	255	291	6	1	304	4	1
GEORGIA	147	123	143	83	25	56	0	0
HAWAII	35	27	34	13	1	.	.	1
IDAHO	47	24	5	1	0	40	0	1
ILLINOIS	275	336	504	39	8	155	20	0
INDIANA	348	82	161	72	0	74	5	3
IOWA	184	57	27	0	.	64	0	1
KANSAS	134	53	31	78	0	0	0	0
KENTUCKY	139	88	31	3	6	95	0	1
LOUISIANA	247	126	183	1	3	128	0	1
MAINE	63	18	9	10	0	19	0	1
MARYLAND	242	70	113	9	2	151	2	0
MASSACHUSETTS	251	55	168	25	182	.	56	3
MICHIGAN	722	198	195	15	.	45	.	2
MINNESOTA	465	118	63	51	1	86	0	1
MISSISSIPPI	52	108	86	4	0	59	0	0
MISSOURI	157	220	64	26	3	67	0	2
MONTANA	51	32	5	0	0	18	0	0
NEBRASKA	177	67	38	7	0	10	0	0
NEVADA	48	27	61	0	0	0	1	0
NEW HAMPSHIRE	36	8	12	35	1	0	12	0
NEW JERSEY	157	103	182	47	23	100	2	3
NEW MEXICO	83	34	59	0	0	48	0	1
NEW YORK	892	148	767	151	307	92	39	5
NORTH CAROLINA	454	192	96	9	0	188	0	1
NORTH DAKOTA	28	12	0	2	0	0	0	0
OHIO	558	274	148	59	0	72	0	1
OKLAHOMA	148	67	73	7	0	68	0	0
OREGON	242	70	50	8	8	66	1	0
PENNSYLVANIA	586	235	196	5	114	1	81	1
PUERTO RICO	8	191	109	5	58	0	0	0
RHODE ISLAND	24	11	9	48	0	0	2	0
SOUTH CAROLINA	149	110	101	24	1	75	0	0
SOUTH DAKOTA	26	10	1	10	0	14	0	0
TENNESSEE	242	104	191	31	0	69	0	1
TEXAS	387	895	869	26	.	22	.	9
UTAH	115	32	43	220	1	3	0	0
VERMONT	47	0	1	1	4	0	11	0
VIRGINIA	285	94	129	0	1	89	2	2
WASHINGTON	377	319	109	15	11	88	0	1
WEST VIRGINIA	97	46	12	11	0	25	0	0
WISCONSIN	305	81	159	44	0	62	0	0
WYOMING	38	25	8	0	0	.	2	0
AMERICAN SAMOA	0	5	1	.	.	.	.	0
GUAM	5	2	6	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,058	6,427	6,970	1,367	837	3,259	332	67
50 STATES, D.C. & P.R.	12,053	6,420	6,963	1,367	837	3,259	331	67

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.80	21.69	10.36	3.37	0.00	25.30	0.24	0.24
ALASKA	38.68	34.91	25.47	0.94	0.00	0.00	0.00	0.00
ARIZONA	49.33	17.11	8.72	0.00	0.00	24.66	0.00	0.17
ARKANSAS	29.10	29.10	8.21	10.07	0.37	0.00	22.39	0.75
CALIFORNIA	35.84	19.86	29.57	1.15	0.66	12.44	0.07	0.41
COLORADO	64.64	8.89	10.20	6.51	0.22	8.89	0.22	0.43
CONNECTICUT	47.88	15.76	6.36	6.97	14.24	0.61	7.88	0.30
DELAWARE	11.00	61.00	3.00	24.00	0.00	1.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	35.53	19.07	21.77	0.45	0.07	22.74	0.30	0.07
GEORGIA	25.48	21.32	24.78	14.38	4.33	9.71	0.00	0.00
HAWAII	31.53	24.32	30.63	11.71	0.90			0.90
IDAHO	39.83	20.34	4.24	0.85	0.00	33.90	0.00	0.85
ILLINOIS	20.57	25.13	37.70	2.92	0.60	11.59	1.50	0.00
INDIANA	46.71	11.01	21.61	9.66	0.00	9.93	0.67	0.40
IOWA	55.26	17.12	8.11	0.00		19.22	0.00	0.30
KANSAS	45.27	17.91	10.47	26.35	0.00	0.00	0.00	0.00
KENTUCKY	38.29	24.24	8.54	0.83	1.65	26.17	0.00	0.28
LOUISIANA	35.85	18.29	26.56	0.15	0.44	18.58	0.00	0.15
MAINE	52.50	15.00	7.50	8.33	0.00	15.83	0.00	0.83
MARYLAND	41.09	11.88	19.19	1.53	0.34	25.64	0.34	0.00
MASSACHUSETTS	33.92	7.43	22.70	3.38	24.59		7.57	0.41
MICHIGAN	61.34	16.82	16.57	1.27		3.82		0.17
MINNESOTA	59.24	15.03	8.03	6.50	0.13	10.96	0.00	0.13
MISSISSIPPI	16.83	34.95	27.83	1.29	0.00	19.09	0.00	0.00
MISSOURI	29.13	40.82	11.87	4.82	0.56	12.43	0.00	0.37
MONTANA	48.11	30.19	4.72	0.00	0.00	16.98	0.00	0.00
NEBRASKA	59.20	22.41	12.71	2.34	0.00	3.34	0.00	0.00
NEVADA	35.04	19.71	44.53	0.00	0.00	0.00	0.73	0.00
NEW HAMPSHIRE	34.62	7.69	11.54	33.65	0.96	0.00	11.54	0.00
NEW JERSEY	25.45	16.69	29.50	7.62	3.73	16.21	0.32	0.49
NEW MEXICO	36.89	15.11	26.22	0.00	0.00	21.33	0.00	0.44
NEW YORK	37.15	6.16	31.95	6.29	12.79	3.83	1.62	0.21
NORTH CAROLINA	48.30	20.43	10.21	0.96	0.00	20.00	0.00	0.11
NORTH DAKOTA	66.67	28.57	0.00	4.76	0.00	0.00	0.00	0.00
OHIO	50.18	24.64	13.31	5.31	0.00	6.47	0.00	0.09
OKLAHOMA	40.77	18.46	20.11	1.93	0.00	18.73	0.00	0.00
OREGON	54.38	15.73	11.24	1.80	1.80	14.83	0.22	0.00
PENNSYLVANIA	48.07	19.28	16.08	0.41	9.35	0.08	6.64	0.08
PUERTO RICO	2.16	51.48	29.38	1.35	15.63	0.00	0.00	0.00
RHODE ISLAND	25.53	11.70	9.57	51.06	0.00	0.00	2.13	0.00
SOUTH CAROLINA	32.39	23.91	21.96	5.22	0.22	16.30	0.00	0.00
SOUTH DAKOTA	42.62	16.39	1.64	16.39	0.00	22.95	0.00	0.00
TENNESSEE	37.93	16.30	29.94	4.86	0.00	10.82	0.00	0.16
TEXAS	17.53	40.53	39.36	1.18		1.00		0.41
UTAH	27.78	7.73	10.39	53.14	0.24	0.72	0.00	0.00
VERMONT	73.44	0.00	1.56	1.56	6.25	0.00	17.19	0.00
VIRGINIA	47.34	15.61	21.43	0.00	0.17	14.78	0.33	0.33
WASHINGTON	40.98	34.67	11.85	1.63	1.20	9.57	0.00	0.11
WEST VIRGINIA	50.79	24.08	6.28	5.76	0.00	13.09	0.00	0.00
WISCONSIN	46.85	12.44	24.42	6.76	0.00	9.52	0.00	0.00
WYOMING	52.05	34.25	10.96	0.00	0.00		2.74	0.00
AMERICAN SAMOA	0.00	83.33	16.67					0.00
GUAM	35.71	14.29	42.86	0.00	0.00	0.00	7.14	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	38.50	20.52	22.26	4.37	2.67	10.41	1.06	0.21
50 STATES, D.C. & P.R.	38.51	20.51	22.25	4.37	2.67	10.41	1.06	0.21

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB5

**Number of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ORTHOPEDIC IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	108	59	56	2	0	.	.	3
ALASKA	12	5	5	0	0	0	0	0
ARIZONA	133	49	175	12	9	0	0	2
ARKANSAS	27	33	11	0	9	0	0	2
CALIFORNIA	1,159	565	1,999	312	27	0	2	83
COLORADO	1,257	296	113	24	3	0	11	23
CONNECTICUT	63	15	5	1	0	0	0	0
DELAWARE	26	122	40	13	0	2	2	33
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	693	380	708	29	3	8	1	22
GEORGIA	116	75	130	0	0	0	0	3
HAWAII	25	11	15	.	.	.	.	5
IDAHO	33	17	9	0	0	0	0	1
ILLINOIS	326	215	406	63	5	4	0	6
INDIANA	307	39	88	1	0	0	0	7
IOWA	248	157	67	4	.	2	0	12
KANSAS	87	37	25	0	0	0	0	5
KENTUCKY	74	73	36	0	0	0	0	5
LOUISIANA	143	159	249	1	2	8	0	18
MAINE	22	13	4	0	0	0	0	0
MARYLAND	89	41	73	4	10	0	0	2
MASSACHUSETTS	280	32	77	3	47	.	5	21
MICHIGAN	2,780	1,120	603	63	.	2	8	24
MINNESOTA	380	148	45	2	0	0	0	5
MISSISSIPPI	104	216	282	14	1	7	2	73
MISSOURI	94	106	65	8	0	0	0	7
MONTANA	15	10	9	0	0	0	0	2
NEBRASKA	108	44	19	2	0	0	0	8
NEVADA	44	36	16	2	0	0	0	2
NEW HAMPSHIRE	31	20	8	6	0	0	0	1
NEW JERSEY	119	52	39	13	26	8	0	3
NEW MEXICO	65	37	84	0	0	0	0	3
NEW YORK	496	107	188	35	45	2	3	33
NORTH CAROLINA	2,305	1,179	562	23	6	17	2	60
NORTH DAKOTA	28	8	6	0	0	0	1	1
OHIO	452	276	191	15	0	0	0	36
OKLAHOMA	91	39	26	0	0	0	0	3
OREGON	158	91	65	4	2	1	0	6
PENNSYLVANIA	82	79	260	52	44	0	6	7
PUERTO RICO	33	92	14	3	1	0	0	4
RHODE ISLAND	11	17	11	1	1	0	1	0
SOUTH CAROLINA	64	117	128	11	0	1	0	9
SOUTH DAKOTA	30	9	4	0	0	0	1	0
TENNESSEE	131	114	143	30	1	0	0	45
TEXAS	332	799	621	24	1	1	.	160
UTAH	26	19	25	8	0	2	0	0
VERMONT	24	1	3	0	0	0	0	2
VIRGINIA	162	50	97	1	2	0	0	6
WASHINGTON	145	103	70	1	0	0	0	10
WEST VIRGINIA	55	13	28	0	1	0	0	2
WISCONSIN	238	132	167	1	0	1	0	10
WYOMING	33	17	6	0	0	.	0	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	5	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	13,869	7,444	8,076	788	246	66	45	776
50 STATES, D.C. & P.R.	13,864	7,444	8,076	788	246	66	45	776

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ORTHOPEDIC IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.37	25.88	24.56	0.88	0.00	.	.	1.32
ALASKA	54.55	22.73	22.73	0.00	0.00	0.00	0.00	0.00
ARIZONA	35.00	12.89	46.05	3.16	2.37	0.00	0.00	0.53
ARKANSAS	32.93	40.24	13.41	0.00	10.98	0.00	0.00	2.44
CALIFORNIA	27.95	13.62	48.20	7.52	0.65	0.00	0.05	2.00
COLORADO	72.79	17.14	6.54	1.39	0.17	0.00	0.64	1.33
CONNECTICUT	75.00	17.86	5.95	1.19	0.00	0.00	0.00	0.00
DELAWARE	10.92	51.26	16.81	5.46	0.00	0.84	0.84	13.87
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	37.58	20.61	38.39	1.57	0.16	0.43	0.05	1.19
GEORGIA	35.80	23.15	40.12	0.00	0.00	0.00	0.00	0.93
HAWAII	44.64	19.64	26.79	.	.	.	.	8.93
IDAHO	55.00	28.33	15.00	0.00	0.00	0.00	0.00	1.67
ILLINOIS	31.80	20.98	39.61	6.15	0.49	0.39	0.00	0.59
INDIANA	69.46	8.82	19.91	0.23	0.00	0.00	0.00	1.58
IOWA	50.61	32.04	13.67	0.82	.	0.41	0.00	2.45
KANSAS	56.49	24.03	16.23	0.00	0.00	0.00	0.00	3.25
KENTUCKY	39.36	38.83	19.15	0.00	0.00	0.00	0.00	2.66
LOUISIANA	24.66	27.41	42.93	0.17	0.34	1.38	0.00	3.10
MAINE	56.41	33.33	10.26	0.00	0.00	0.00	0.00	0.00
MARYLAND	40.64	18.72	33.33	1.83	4.57	0.00	0.00	0.91
MASSACHUSETTS	60.22	6.88	16.56	0.65	10.11	.	1.08	4.52
MICHIGAN	60.43	24.35	13.11	1.37	.	0.04	0.17	0.52
MINNESOTA	65.52	25.52	7.76	0.34	0.00	0.00	0.00	0.86
MISSISSIPPI	14.88	30.90	40.34	2.00	0.14	1.00	0.29	10.44
MISSOURI	33.57	37.86	23.21	2.86	0.00	0.00	0.00	2.50
MONTANA	41.67	27.78	25.00	0.00	0.00	0.00	0.00	5.56
NEBRASKA	59.67	24.31	10.50	1.10	0.00	0.00	0.00	4.42
NEVADA	44.00	36.00	16.00	2.00	0.00	0.00	0.00	2.00
NEW HAMPSHIRE	46.97	30.30	12.12	9.09	0.00	0.00	0.00	1.52
NEW JERSEY	45.77	20.00	15.00	5.00	10.00	3.08	0.00	1.15
NEW MEXICO	34.39	19.58	44.44	0.00	0.00	0.00	0.00	1.59
NEW YORK	54.57	11.77	20.68	3.85	4.95	0.22	0.33	3.63
NORTH CAROLINA	55.49	28.38	13.53	0.55	0.14	0.41	0.05	1.44
NORTH DAKOTA	63.64	18.18	13.64	0.00	0.00	0.00	2.27	2.27
OHIO	46.60	28.45	19.69	1.55	0.00	0.00	0.00	3.71
OKLAHOMA	57.23	24.53	16.35	0.00	0.00	0.00	0.00	1.89
OREGON	48.32	27.83	19.88	1.22	0.61	0.31	0.00	1.83
PENNSYLVANIA	15.47	14.91	49.06	9.81	8.30	0.00	1.13	1.32
PUERTO RICO	22.45	62.59	9.52	2.04	0.68	0.00	0.00	2.72
RHODE ISLAND	26.19	40.48	26.19	2.38	2.38	0.00	2.38	0.00
SOUTH CAROLINA	19.39	35.45	38.79	3.33	0.00	0.30	0.00	2.73
SOUTH DAKOTA	68.18	20.45	9.09	0.00	0.00	0.00	2.27	0.00
TENNESSEE	28.23	24.57	30.82	6.47	0.22	0.00	0.00	9.70
TEXAS	17.13	41.23	32.04	1.24	0.05	0.05	.	8.26
UTAH	32.50	23.75	31.25	10.00	0.00	2.50	0.00	0.00
VERMONT	80.00	3.33	10.00	0.00	0.00	0.00	0.00	6.67
VIRGINIA	50.94	15.72	30.50	0.31	0.63	0.00	0.00	1.89
WASHINGTON	44.07	31.31	21.28	0.30	0.00	0.00	0.00	3.04
WEST VIRGINIA	55.56	13.13	28.28	0.00	1.01	0.00	0.00	2.02
WISCONSIN	43.35	24.04	30.42	0.18	0.00	0.18	0.00	1.82
WYOMING	57.89	29.82	10.53	0.00	0.00	.	0.00	1.75
AMERICAN SAMOA	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	44.30	23.78	25.79	2.52	0.79	0.21	0.14	2.48
50 STATES, D.C. & P.R.	44.29	23.78	25.80	2.52	0.79	0.21	0.14	2.48

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	489	417	118	12	1	.	2	28
ALASKA	94	111	40	2	0	0	1	0
ARIZONA	162	174	68	1	0	0	0	15
ARKANSAS	566	762	175	0	25	0	5	24
CALIFORNIA	3,197	1,275	1,039	41	172	0	8	139
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1,610	455	235	16	77	2	16	13
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	283	179	126	1	9	3	4	1,132
GEORGIA	800	1,368	820	3	1	9	1	12
HAWAII	79	68	63	1	1	.	0	11
IDAHO	222	114	30	4	0	0	0	5
ILLINOIS	517	794	466	44	32	1	1	211
INDIANA	445	160	195	4	0	1	6	18
IOWA	12	6	3	0	.	0	0	2
KANSAS	861	582	184	13	3	2	2	12
KENTUCKY	580	516	146	5	1	3	4	19
LOUISIANA	1,074	739	784	7	7	23	1	67
MAINE	316	237	100	3	4	0	4	13
MARYLAND	1,015	475	371	14	48	1	3	19
MASSACHUSETTS	157	59	57	9	32	.	14	329
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,733	620	108	28	6	5	5	21
MISSISSIPPI	0	0	2	0	0	0	0	0
MISSOURI	550	1,106	228	15	4	0	1	27
MONTANA	160	143	66	2	4	0	2	10
NEBRASKA	369	236	118	8	5	1	1	30
NEVADA	156	138	28	4	0	0	0	4
NEW HAMPSHIRE	709	265	212	12	34	8	29	3
NEW JERSEY	231	78	29	8	7	1	0	53
NEW MEXICO	191	165	146	0	0	1	1	19
NEW YORK	3,832	1,207	1,362	265	58	6	26	93
NORTH CAROLINA	227	71	69	5	1	0	1	10
NORTH DAKOTA	128	35	3	1	0	0	2	0
OHIO	959	119	30	14	0	0	0	922
OKLAHOMA	375	202	71	2	0	1	3	21
OREGON	891	295	165	32	30	6	5	16
PENNSYLVANIA	188	151	34	0	0	1	0	0
PUERTO RICO	63	211	13	11	49	0	0	42
RHODE ISLAND	322	141	102	1	9	0	3	82
SOUTH CAROLINA	160	524	117	0	1	3	0	8
SOUTH DAKOTA	84	37	6	0	0	0	1	0
TENNESSEE	1,691	1,524	545	28	22	3	1	591
TEXAS	2,424	6,611	2,333	93	1	3	.	1,426
UTAH	151	113	102	11	2	11	0	0
VERMONT	323	29	10	5	8	0	6	3
VIRGINIA	1,357	1,335	767	11	19	12	13	24
WASHINGTON	3,268	2,965	1,167	79	34	11	4	37
WEST VIRGINIA	241	275	67	0	1	0	1	0
WISCONSIN	573	487	180	5	0	2	0	14
WYOMING	142	105	51	0	0	.	3	7
AMERICAN SAMOA	0	0	1	.	.	.	.	0
GUAM	7	1	6	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	33,984	27,680	13,159	820	708	120	181	5,532
50 STATES, D.C. & P.R.	33,977	27,679	13,151	820	708	120	180	5,532

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	45.83	39.08	11.06	1.12	0.09		0.19	2.62
ALASKA	37.90	44.76	16.13	0.81	0.00	0.00	0.40	0.00
ARIZONA	38.57	41.43	16.19	0.24	0.00	0.00	0.00	3.57
ARKANSAS	36.35	48.94	11.24	0.00	1.61	0.00	0.32	1.54
CALIFORNIA	54.45	21.72	17.70	0.70	2.93	0.00	0.14	2.37
COLORADO								
CONNECTICUT	66.42	18.77	9.69	0.66	3.18	0.08	0.66	0.54
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	16.29	10.31	7.25	0.06	0.52	0.17	0.23	65.17
GEORGIA	26.54	45.39	27.21	0.10	0.03	0.30	0.03	0.40
HAWAII	35.43	30.49	28.25	0.45	0.45		0.00	4.93
IDAHO	59.20	30.40	8.00	1.07	0.00	0.00	0.00	1.33
ILLINOIS	25.02	38.43	22.56	2.13	1.55	0.05	0.05	10.21
INDIANA	53.68	19.30	23.52	0.48	0.00	0.12	0.72	2.17
IOWA	52.17	26.09	13.04	0.00		0.00	0.00	8.70
KANSAS	51.90	35.08	11.09	0.78	0.18	0.12	0.12	0.72
KENTUCKY	45.53	40.50	11.46	0.39	0.08	0.24	0.31	1.49
LOUISIANA	39.75	27.35	29.02	0.26	0.26	0.85	0.04	2.48
MAINE	46.68	35.01	14.77	0.44	0.59	0.00	0.59	1.92
MARYLAND	52.16	24.41	19.06	0.72	2.47	0.05	0.15	0.98
MASSACHUSETTS	23.90	8.98	8.68	1.37	4.87		2.13	50.08
MICHIGAN								
MINNESOTA	68.61	24.54	4.28	1.11	0.24	0.20	0.20	0.83
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	28.48	57.28	11.81	0.78	0.21	0.00	0.05	1.40
MONTANA	41.34	36.95	17.05	0.52	1.03	0.00	0.52	2.58
NEBRASKA	48.05	30.73	15.36	1.04	0.65	0.13	0.13	3.91
NEVADA	47.27	41.82	8.48	1.21	0.00	0.00	0.00	1.21
NEW HAMPSHIRE	55.74	20.83	16.67	0.94	2.67	0.63	2.28	0.24
NEW JERSEY	56.76	19.16	7.13	1.97	1.72	0.25	0.00	13.02
NEW MEXICO	36.52	31.55	27.92	0.00	0.00	0.19	0.19	3.63
NEW YORK	55.95	17.62	19.89	3.87	0.85	0.09	0.38	1.36
NORTH CAROLINA	59.11	18.49	17.97	1.30	0.26	0.00	0.26	2.60
NORTH DAKOTA	75.74	20.71	1.78	0.59	0.00	0.00	1.18	0.00
OHIO	46.92	5.82	1.47	0.68	0.00	0.00	0.00	45.11
OKLAHOMA	55.56	29.93	10.52	0.30	0.00	0.15	0.44	3.11
OREGON	61.88	20.49	11.46	2.22	2.08	0.42	0.35	1.11
PENNSYLVANIA	50.27	40.37	9.09	0.00	0.00	0.27	0.00	0.00
PUERTO RICO	16.20	54.24	3.34	2.83	12.60	0.00	0.00	10.80
RHODE ISLAND	48.79	21.36	15.45	0.15	1.36	0.00	0.45	12.42
SOUTH CAROLINA	19.68	64.45	14.39	0.00	0.12	0.37	0.00	0.98
SOUTH DAKOTA	65.63	28.91	4.69	0.00	0.00	0.00	0.78	0.00
TENNESSEE	38.39	34.60	12.37	0.64	0.50	0.07	0.02	13.42
TEXAS	18.80	51.28	18.10	0.72	0.01	0.02		11.06
UTAH	38.72	28.97	26.15	2.82	0.51	2.82	0.00	0.00
VERMONT	84.11	7.55	2.60	1.30	2.08	0.00	1.56	0.78
VIRGINIA	38.36	37.73	21.68	0.31	0.54	0.34	0.37	0.68
WASHINGTON	43.20	39.19	15.43	1.04	0.45	0.15	0.05	0.49
WEST VIRGINIA	41.20	47.01	11.45	0.00	0.17	0.00	0.17	0.00
WISCONSIN	45.44	38.62	14.27	0.40	0.00	0.16	0.00	1.11
WYOMING	46.10	34.09	16.56	0.00	0.00		0.97	2.27
AMERICAN SAMOA	0.00	0.00	100.00					0.00
GUAM	46.67	6.67	40.00	0.00	0.00	0.00	6.67	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	41.35	33.68	16.01	1.00	0.86	0.15	0.22	6.73
50 STATES, D.C. & P.R.	41.35	33.69	16.01	1.00	0.86	0.15	0.22	6.73

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	100	32	17	15	0	45	.	0
ALASKA	12	9	2	0	0	0	0	0
ARIZONA	130	34	21	1	0	27	0	0
ARKANSAS	29	26	6	12	4	0	28	0
CALIFORNIA	631	321	634	21	11	56	1	21
COLORADO	101	12	4	9	0	13	0	0
CONNECTICUT	89	19	44	7	7	4	2	0
DELAWARE	24	7	0	0	0	2	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	256	78	52	1	0	101	37	2
GEORGIA	115	52	20	60	0	1	0	0
HAWAII	18	9	2	.	.	.	.	1
IDAHO	32	7	4	0	0	5	0	0
ILLINOIS	204	165	59	4	2	41	0	3
INDIANA	227	18	24	44	0	44	0	2
IOWA	48	11	8	0	.	13	0	0
KANSAS	75	16	3	15	0	0	0	0
KENTUCKY	105	39	10	0	0	36	0	2
LOUISIANA	96	51	63	0	0	15	0	4
MAINE	30	11	2	0	0	0	0	0
MARYLAND	106	37	36	4	4	0	65	2
MASSACHUSETTS	174	52	42	3	18	.	15	2
MICHIGAN	277	49	37	7	.	2	.	4
MINNESOTA	122	14	6	7	0	32	1	0
MISSISSIPPI	24	19	30	1	0	33	0	1
MISSOURI	78	56	16	22	0	35	0	0
MONTANA	14	12	2	0	0	6	0	0
NEBRASKA	74	27	6	0	0	3	1	2
NEVADA	39	12	4	0	0	0	0	0
NEW HAMPSHIRE	9	2	5	42	0	0	1	1
NEW JERSEY	99	26	13	1	4	0	0	1
NEW MEXICO	31	23	14	1	0	19	0	0
NEW YORK	369	53	208	50	68	3	5	4
NORTH CAROLINA	182	52	27	7	0	38	0	3
NORTH DAKOTA	21	3	1	0	0	0	0	0
OHIO	311	88	25	9	0	54	0	0
OKLAHOMA	77	26	16	8	0	34	0	3
OREGON	85	34	17	2	1	18	1	1
PENNSYLVANIA	374	42	34	7	78	0	33	4
PUERTO RICO	24	151	10	26	0	0	0	3
RHODE ISLAND	12	6	7	0	1	0	1	0
SOUTH CAROLINA	80	44	25	1	0	22	0	5
SOUTH DAKOTA	11	6	2	0	0	6	1	1
TENNESSEE	229	75	42	46	0	0	0	5
TEXAS	246	482	189	10	.	83	.	5
UTAH	32	13	19	89	0	2	0	0
VERMONT	23	0	1	0	0	0	0	0
VIRGINIA	175	37	10	0	0	20	0	0
WASHINGTON	70	40	16	2	0	40	0	1
WEST VIRGINIA	54	12	0	10	0	20	0	1
WISCONSIN	120	21	16	14	1	7	0	0
WYOMING	17	6	4	0	0	.	0	1
AMERICAN SAMOA	0	1	1	.	.	.	.	0
GUAM	5	0	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,886	2,438	1,858	558	199	880	192	86
50 STATES, D.C. & P.R.	5,881	2,437	1,855	558	199	880	192	86

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.85	15.31	8.13	7.18	0.00	21.53	.	0.00
ALASKA	52.17	39.13	8.70	0.00	0.00	0.00	0.00	0.00
ARIZONA	61.03	15.96	9.86	0.47	0.00	12.68	0.00	0.00
ARKANSAS	27.62	24.76	5.71	11.43	3.81	0.00	26.67	0.00
CALIFORNIA	37.21	18.93	37.38	1.24	0.65	3.30	0.06	1.24
COLORADO	72.66	8.63	2.88	6.47	0.00	9.35	0.00	0.00
CONNECTICUT	51.74	11.05	25.58	4.07	4.07	2.33	1.16	0.00
DELAWARE	70.59	20.59	0.00	0.00	0.00	5.88	0.00	2.94
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	48.58	14.80	9.87	0.19	0.00	19.17	7.02	0.38
GEORGIA	46.37	20.97	8.06	24.19	0.00	0.40	0.00	0.00
HAWAII	60.00	30.00	6.67	.	.	.	.	3.33
IDAHO	66.67	14.58	8.33	0.00	0.00	10.42	0.00	0.00
ILLINOIS	42.68	34.52	12.34	0.84	0.42	8.58	0.00	0.63
INDIANA	63.23	5.01	6.69	12.26	0.00	12.26	0.00	0.56
IOWA	60.00	13.75	10.00	0.00	.	16.25	0.00	0.00
KANSAS	68.81	14.68	2.75	13.76	0.00	0.00	0.00	0.00
KENTUCKY	54.69	20.31	5.21	0.00	0.00	18.75	0.00	1.04
LOUISIANA	41.92	22.27	27.51	0.00	0.00	6.55	0.00	1.75
MAINE	69.77	25.58	4.65	0.00	0.00	0.00	0.00	0.00
MARYLAND	41.73	14.57	14.17	1.57	1.57	0.00	25.59	0.79
MASSACHUSETTS	56.86	16.99	13.73	0.98	5.88	.	4.90	0.65
MICHIGAN	73.67	13.03	9.84	1.86	.	0.53	.	1.06
MINNESOTA	67.03	7.69	3.30	3.85	0.00	17.58	0.55	0.00
MISSISSIPPI	22.22	17.59	27.78	0.93	0.00	30.56	0.00	0.93
MISSOURI	37.68	27.05	7.73	10.63	0.00	16.91	0.00	0.00
MONTANA	41.18	35.29	5.88	0.00	0.00	17.65	0.00	0.00
NEBRASKA	65.49	23.89	5.31	0.00	0.00	2.65	0.88	1.77
NEVADA	70.91	21.82	7.27	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	15.00	3.33	8.33	70.00	0.00	0.00	1.67	1.67
NEW JERSEY	68.75	18.06	9.03	0.69	2.78	0.00	0.00	0.69
NEW MEXICO	35.23	26.14	15.91	1.14	0.00	21.59	0.00	0.00
NEW YORK	48.55	6.97	27.37	6.58	8.95	0.39	0.66	0.53
NORTH CAROLINA	58.90	16.83	8.74	2.27	0.00	12.30	0.00	0.97
NORTH DAKOTA	84.00	12.00	4.00	0.00	0.00	0.00	0.00	0.00
OHIO	63.86	18.07	5.13	1.85	0.00	11.09	0.00	0.00
OKLAHOMA	46.95	15.85	9.76	4.88	0.00	20.73	0.00	1.83
OREGON	53.46	21.38	10.69	1.26	0.63	11.32	0.63	0.63
PENNSYLVANIA	65.38	7.34	5.94	1.22	13.64	0.00	5.77	0.70
PUERTO RICO	11.21	70.56	4.67	12.15	0.00	0.00	0.00	1.40
RHODE ISLAND	44.44	22.22	25.93	0.00	3.70	0.00	3.70	0.00
SOUTH CAROLINA	45.20	24.86	14.12	0.56	0.00	12.43	0.00	2.82
SOUTH DAKOTA	40.74	22.22	7.41	0.00	0.00	22.22	3.70	3.70
TENNESSEE	57.68	18.89	10.58	11.59	0.00	0.00	0.00	1.26
TEXAS	24.24	47.49	18.62	0.99	.	8.18	.	0.49
UTAH	20.65	8.39	12.26	57.42	0.00	1.29	0.00	0.00
VERMONT	95.83	0.00	4.17	0.00	0.00	0.00	0.00	0.00
VIRGINIA	72.31	15.29	4.13	0.00	0.00	8.26	0.00	0.00
WASHINGTON	41.42	23.67	9.47	1.18	0.00	23.67	0.00	0.59
WEST VIRGINIA	55.67	12.37	0.00	10.31	0.00	20.62	0.00	1.03
WISCONSIN	67.04	11.73	8.94	7.82	0.56	3.91	0.00	0.00
WYOMING	60.71	21.43	14.29	0.00	0.00	.	0.00	3.57
AMERICAN SAMOA	0.00	50.00	50.00	.	.	.	.	0.00
GUAM	71.43	0.00	28.57	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	48.66	20.15	15.36	4.61	1.65	7.27	1.59	0.71
50 STATES, D.C. & P.R.	48.65	20.16	15.35	4.62	1.65	7.28	1.59	0.71

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

**Number of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

AUTISM

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5	18	45	16	7	0	14	0
ALASKA	10	9	9	1	0	0	0	0
ARIZONA	24	9	79	6	28	0	0	2
ARKANSAS	8	17	42	0	3	0	0	3
CALIFORNIA	101	117	741	98	161	0	11	7
COLORADO	16	6	18	0	0	0	0	0
CONNECTICUT	31	34	51	27	31	0	10	1
DELAWARE	1	19	4	36	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	205	26	291	69	6	1	42	2
GEORGIA	21	18	182	7	0	0	1	0
HAWAII	6	3	18	2	0	.	.	2
IDAHO	12	11	28	0	1	1	0	0
ILLINOIS	53	26	238	45	130	1	11	0
INDIANA	111	43	277	18	0	0	11	4
IOWA	41	50	82	9	.	0	1	0
KANSAS	12	18	34	7	1	0	0	0
KENTUCKY	8	26	42	0	0	0	0	0
LOUISIANA	5	11	229	19	0	1	1	4
MAINE	10	15	28	0	0	0	12	2
MARYLAND	33	27	133	37	27	0	16	1
MASSACHUSETTS	13	3	113	28	94	.	90	3
MICHIGAN	285	79	186	212	.	2	.	2
MINNESOTA	100	98	144	5	0	0	3	0
MISSISSIPPI	2	10	62	10	0	4	0	0
MISSOURI	31	65	146	32	6	0	0	1
MONTANA	6	2	10	0	0	0	0	0
NEBRASKA	11	21	21	0	0	0	0	0
NEVADA	2	7	15	6	0	0	0	0
NEW HAMPSHIRE	9	13	5	1	3	0	4	0
NEW JERSEY	4	13	38	78	167	3	13	4
NEW MEXICO	4	3	44	0	0	0	0	0
NEW YORK	101	53	363	309	92	5	72	5
NORTH CAROLINA	57	48	393	57	0	0	0	0
NORTH DAKOTA	9	6	3	0	1	0	7	0
OHIO	56	42	22	3	0	0	0	1
OKLAHOMA	15	15	72	1	0	0	0	3
OREGON	217	118	155	5	4	1	6	3
PENNSYLVANIA	35	45	243	71	37	0	8	1
PUERTO RICO	2	8	102	13	3	1	0	9
RHODE ISLAND	1	3	15	0	3	0	2	1
SOUTH CAROLINA	5	22	97	4	0	1	0	1
SOUTH DAKOTA	9	8	12	1	1	2	6	0
TENNESSEE	14	14	146	12	8	4	0	1
TEXAS	45	207	695	48	2	4	1	2
UTAH	6	13	41	0	13	9	0	0
VERMONT	25	3	5	0	0	0	1	1
VIRGINIA	20	30	237	32	7	4	9	2
WASHINGTON	26	41	99	2	1	0	0	0
WEST VIRGINIA	13	14	33	0	0	0	1	0
WISCONSIN	25	60	148	5	1	1	0	1
WYOMING	1	9	11	0	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,862	1,576	6,248	1,332	838	45	353	69
50 STATES, D.C. & P.R.	1,862	1,576	6,247	1,332	838	45	353	69

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

AUTISM

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4.76	17.14	42.86	15.24	6.67	0.00	13.33	0.00
ALASKA	34.48	31.03	31.03	3.45	0.00	0.00	0.00	0.00
ARIZONA	16.22	6.08	53.38	4.05	18.92	0.00	0.00	1.35
ARKANSAS	10.96	23.29	57.53	0.00	4.11	0.00	0.00	4.11
CALIFORNIA	8.17	9.47	59.95	7.93	13.03	0.00	0.89	0.57
COLORADO	40.00	15.00	45.00	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	16.76	18.38	27.57	14.59	16.76	0.00	5.41	0.54
DELAWARE	1.67	31.67	6.67	60.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	31.93	4.05	45.33	10.75	0.93	0.16	6.54	0.31
GEORGIA	9.17	7.86	79.48	3.06	0.00	0.00	0.44	0.00
HAWAII	19.35	9.68	58.06	6.45	0.00			6.45
IDAHO	22.64	20.75	52.83	0.00	1.89	1.89	0.00	0.00
ILLINOIS	10.52	5.16	47.22	8.93	25.79	0.20	2.18	0.00
INDIANA	23.92	9.27	59.70	3.88	0.00	0.00	2.37	0.86
IOWA	22.40	27.32	44.81	4.92		0.00	0.55	0.00
KANSAS	16.67	25.00	47.22	9.72	1.39	0.00	0.00	0.00
KENTUCKY	10.53	34.21	55.26	0.00	0.00	0.00	0.00	0.00
LOUISIANA	1.85	4.07	84.81	7.04	0.00	0.37	0.37	1.48
MAINE	14.93	22.39	41.79	0.00	0.00	0.00	17.91	2.99
MARYLAND	12.04	9.85	48.54	13.50	9.85	0.00	5.84	0.36
MASSACHUSETTS	3.78	0.87	32.85	8.14	27.33		26.16	0.87
MICHIGAN	37.21	10.31	24.28	27.68		0.26		0.26
MINNESOTA	28.57	28.00	41.14	1.43	0.00	0.00	0.86	0.00
MISSISSIPPI	2.27	11.36	70.45	11.36	0.00	4.55	0.00	0.00
MISSOURI	11.03	23.13	51.96	11.39	2.14	0.00	0.00	0.36
MONTANA	33.33	11.11	55.56	0.00	0.00	0.00	0.00	0.00
NEBRASKA	20.75	39.62	39.62	0.00	0.00	0.00	0.00	0.00
NEVADA	6.67	23.33	50.00	20.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	25.71	37.14	14.29	2.86	8.57	0.00	11.43	0.00
NEW JERSEY	1.25	4.06	11.88	24.38	52.19	0.94	4.06	1.25
NEW MEXICO	7.84	5.88	86.27	0.00	0.00	0.00	0.00	0.00
NEW YORK	10.10	5.30	36.30	30.90	9.20	0.50	7.20	0.50
NORTH CAROLINA	10.27	8.65	70.81	10.27	0.00	0.00	0.00	0.00
NORTH DAKOTA	34.62	23.08	11.54	0.00	3.85	0.00	26.92	0.00
OHIO	45.16	33.87	17.74	2.42	0.00	0.00	0.00	0.81
OKLAHOMA	14.15	14.15	67.92	0.94	0.00	0.00	0.00	2.83
OREGON	42.63	23.18	30.45	0.98	0.79	0.20	1.18	0.59
PENNSYLVANIA	7.95	10.23	55.23	16.14	8.41	0.00	1.82	0.23
PUERTO RICO	1.45	5.80	73.91	9.42	2.17	0.72	0.00	6.52
RHODE ISLAND	4.00	12.00	60.00	0.00	12.00	0.00	8.00	4.00
SOUTH CAROLINA	3.85	16.92	74.62	3.08	0.00	0.77	0.00	0.77
SOUTH DAKOTA	23.08	20.51	30.77	2.56	2.56	5.13	15.38	0.00
TENNESSEE	7.04	7.04	73.37	6.03	4.02	2.01	0.00	0.50
TEXAS	4.48	20.62	69.22	4.78	0.20	0.40	0.10	0.20
UTAH	7.32	15.85	50.00	0.00	15.85	10.98	0.00	0.00
VERMONT	71.43	8.57	14.29	0.00	0.00	0.00	2.86	2.86
VIRGINIA	5.87	8.80	69.50	9.38	2.05	1.17	2.64	0.59
WASHINGTON	15.38	24.26	58.58	1.18	0.59	0.00	0.00	0.00
WEST VIRGINIA	21.31	22.95	54.10	0.00	0.00	0.00	1.64	0.00
WISCONSIN	10.37	24.90	61.41	2.07	0.41	0.41	0.00	0.41
WYOMING	4.76	42.86	52.38	0.00	0.00		0.00	0.00
AMERICAN SAMOA	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	15.11	12.79	50.70	10.81	6.80	0.37	2.86	0.56
50 STATES, D.C. & P.R.	15.11	12.79	50.70	10.81	6.80	0.37	2.86	0.56

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2	1	2	.	.	1	.	.
ALASKA	0	1	2	0	0	0	0	0
ARIZONA	0	0	.	0	0	0	0	0
ARKANSAS	0	4	2	2	0	0	5	0
CALIFORNIA	11	11	31	2	2	0	1	0
COLORADO	5	1	9	6	1	3	0	0
CONNECTICUT	12	2	6	2	9	0	3	0
DELAWARE	1	10	5	5	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	2	2	5	3	2	0	3	0
GEORGIA	0	0	1	3	0	0	0	0
HAWAII	10	12	36	1	.	.	.	0
IDAHO	0	1	2	0	1	3	0	0
ILLINOIS	7	3	10	2	0	7	0	0
INDIANA	2	0	10	1	0	0	0	0
IOWA	0	0	0	0	.	0	0	0
KANSAS	1	0	3	2	0	0	0	0
KENTUCKY	1	4	3	0	0	0	0	0
LOUISIANA	0	1	3	0	0	2	0	0
MAINE	0	3	1	0	1	0	2	1
MARYLAND	1	1	0	3	0	0	8	0
MASSACHUSETTS	0	0	6	2	11	.	8	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	3	3	1	1	2	0	0
MISSISSIPPI	1	1	4	0	0	4	0	0
MISSOURI	0	4	24	8	0	0	0	0
MONTANA	2	0	13	0	0	1	0	0
NEBRASKA	1	0	0	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	0	0	1	3	0	2
NEW MEXICO	1	0	1	1	0	2	0	0
NEW YORK	0	0	1	0	0	2	2	1
NORTH CAROLINA	1	0	0	0	2	6	0	0
NORTH DAKOTA	2	4	0	5	0	15	0	0
OHIO	1	1	0	1	0	0	0	0
OKLAHOMA	4	3	7	1	0	1	0	2
OREGON	1	3	2	0	0	2	0	0
PENNSYLVANIA	2	4	7	0	0	0	0	0
PUERTO RICO	0	0	0	4	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	0	1	1	0	2	0	0
SOUTH DAKOTA	1	1	0	0	0	0	0	0
TENNESSEE	1	0	2	3	0	0	0	0
TEXAS	1	7	28	2	.	5	.	0
UTAH	0	1	2	11	4	0	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	1	0	0
WASHINGTON	3	0	7	0	0	3	0	1
WEST VIRGINIA	0	0	1	1	0	8	0	0
WISCONSIN	0	0	5	0	0	0	0	0
WYOMING	0	0	0	0	0	.	0	0
AMERICAN SAMOA	0	0	1	.	.	.	.	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	83	90	248	74	35	73	33	7
50 STATES, D.C. & P.R.	83	89	246	74	35	73	33	7

Please see data notes for an explanation of individual State differences.

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

Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	33.33	16.67	33.33	.	.	16.67	.	.
ALASKA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	.	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	30.77	15.38	15.38	0.00	0.00	38.46	0.00
CALIFORNIA	18.97	18.97	53.45	3.45	3.45	0.00	1.72	0.00
COLORADO	20.00	4.00	36.00	24.00	4.00	12.00	0.00	0.00
CONNECTICUT	35.29	5.88	17.65	5.88	26.47	0.00	8.82	0.00
DELAWARE	4.76	47.62	23.81	23.81	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	11.76	11.76	29.41	17.65	11.76	0.00	17.65	0.00
GEORGIA	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
HAWAII	16.95	20.34	61.02	1.69	.	.	.	0.00
IDAHO	0.00	14.29	28.57	0.00	14.29	42.86	0.00	0.00
ILLINOIS	24.14	10.34	34.48	6.90	0.00	24.14	0.00	0.00
INDIANA	15.38	0.00	76.92	7.69	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	.	0.00	0.00	0.00
KANSAS	16.67	0.00	50.00	33.33	0.00	0.00	0.00	0.00
KENTUCKY	12.50	50.00	37.50	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	16.67	50.00	0.00	0.00	33.33	0.00	0.00
MAINE	0.00	37.50	12.50	0.00	12.50	0.00	25.00	12.50
MARYLAND	7.69	7.69	0.00	23.08	0.00	0.00	61.54	0.00
MASSACHUSETTS	0.00	0.00	22.22	7.41	40.74	.	29.63	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	16.67	25.00	25.00	8.33	8.33	16.67	0.00	0.00
MISSISSIPPI	10.00	10.00	40.00	0.00	0.00	40.00	0.00	0.00
MISSOURI	0.00	11.11	66.67	22.22	0.00	0.00	0.00	0.00
MONTANA	12.50	0.00	81.25	0.00	0.00	6.25	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
NEW JERSEY	14.29	0.00	0.00	0.00	14.29	42.86	0.00	28.57
NEW MEXICO	20.00	0.00	20.00	20.00	0.00	40.00	0.00	0.00
NEW YORK	0.00	0.00	16.67	0.00	0.00	33.33	33.33	16.67
NORTH CAROLINA	11.11	0.00	0.00	0.00	22.22	66.67	0.00	0.00
NORTH DAKOTA	7.69	15.38	0.00	19.23	0.00	57.69	0.00	0.00
OHIO	33.33	33.33	0.00	33.33	0.00	0.00	0.00	0.00
OKLAHOMA	22.22	16.67	38.89	5.56	0.00	5.56	0.00	11.11
OREGON	12.50	37.50	25.00	0.00	0.00	25.00	0.00	0.00
PENNSYLVANIA	15.38	30.77	53.85	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	33.33	0.00	16.67	16.67	0.00	33.33	0.00	0.00
SOUTH DAKOTA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	16.67	0.00	33.33	50.00	0.00	0.00	0.00	0.00
TEXAS	2.33	16.28	65.12	4.65	.	11.63	.	0.00
UTAH	0.00	5.56	11.11	61.11	22.22	0.00	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	50.00	0.00	0.00	50.00	0.00	0.00
WASHINGTON	21.43	0.00	50.00	0.00	0.00	21.43	0.00	7.14
WEST VIRGINIA	0.00	0.00	10.00	10.00	0.00	80.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	0.00	100.00	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	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	12.91	14.00	38.57	11.51	5.44	11.35	5.13	1.09
50 STATES, D.C. & P.R.	12.97	13.91	38.44	11.56	5.47	11.41	5.16	1.09

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

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	-----NUMBER-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	25	48	23	1	.	.	1	5
ALASKA	15	20	6	0	0	0	0	0
ARIZONA	17	7	9	0	1	0	0	0
ARKANSAS	15	16	13	0	2	0	20	0
CALIFORNIA	114	155	182	10	16	0	1	11
COLORADO	62	32	14	0	0	0	0	1
CONNECTICUT	21	13	7	3	1	0	0	1
DELAWARE	0	1	1	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	55	27	32	2	2	0	0	1
GEORGIA	41	40	39	2	0	2	2	1
HAWAII	7	5	10	.	.	.	.	3
IDAHO	45	18	12	0	0	0	0	0
ILLINOIS	52	84	119	30	6	0	1	2
INDIANA	88	33	51	0	0	0	4	4
IOWA	31	29	31	3	.	0	0	3
KANSAS	24	20	12	0	0	0	1	7
KENTUCKY	28	32	19	0	0	0	0	2
LOUISIANA	31	26	58	0	0	1	0	3
MAINE	14	13	18	0	1	0	0	1
MARYLAND	51	22	47	12	13	0	2	6
MASSACHUSETTS	21	14	40	15	34	.	13	11
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	59	51	2	3	2	0	1	2
MISSISSIPPI	6	17	19	1	0	0	0	1
MISSOURI	42	50	31	9	0	0	0	7
MONTANA	14	17	6	0	1	0	0	1
NEBRASKA	31	43	13	0	1	0	0	2
NEVADA	11	12	5	0	0	0	0	0
NEW HAMPSHIRE	7	4	9	0	0	1	3	0
NEW JERSEY	3	4	4	0	5	0	0	0
NEW MEXICO	21	27	44	2	0	1	0	2
NEW YORK	188	82	159	35	8	3	9	7
NORTH CAROLINA	60	42	41	4	1	0	0	1
NORTH DAKOTA	10	5	0	0	0	0	0	0
OHIO	94	29	10	3	0	0	0	7
OKLAHOMA	38	33	23	1	0	1	0	3
OREGON	63	38	19	2	2	0	0	3
PENNSYLVANIA	52	116	202	13	324	1	19	5
PUERTO RICO	0	4	3	0	0	0	0	0
RHODE ISLAND	8	3	7	0	1	0	0	0
SOUTH CAROLINA	6	12	15	1	0	0	0	2
SOUTH DAKOTA	15	11	2	0	1	0	0	1
TENNESSEE	36	35	35	1	1	0	0	12
TEXAS	52	148	109	3	.	.	.	15
UTAH	59	51	57	5	3	3	0	0
VERMONT	14	2	1	0	0	0	0	1
VIRGINIA	44	61	41	1	1	1	2	5
WASHINGTON	38	46	24	0	0	0	0	2
WEST VIRGINIA	53	16	6	0	0	0	0	2
WISCONSIN	39	50	36	3	0	0	0	3
WYOMING	11	17	6	1	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,832	1,681	1,672	166	427	14	79	146
50 STATES, D.C. & P.R.	1,831	1,681	1,672	166	427	14	79	146

Please see data notes for an explanation of individual State differences.

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

**Percentage of Children Ages 12-17 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	24.27	46.60	22.33	0.97	.	.	0.97	4.85
ALASKA	36.59	48.78	14.63	0.00	0.00	0.00	0.00	0.00
ARIZONA	50.00	20.59	26.47	0.00	2.94	0.00	0.00	0.00
ARKANSAS	22.73	24.24	19.70	0.00	3.03	0.00	30.30	0.00
CALIFORNIA	23.31	31.70	37.22	2.04	3.27	0.00	0.20	2.25
COLORADO	56.88	29.36	12.84	0.00	0.00	0.00	0.00	0.92
CONNECTICUT	45.65	28.26	15.22	6.52	2.17	0.00	0.00	2.17
DELAWARE	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	46.22	22.69	26.89	1.68	1.68	0.00	0.00	0.84
GEORGIA	32.28	31.50	30.71	1.57	0.00	1.57	1.57	0.79
HAWAII	28.00	20.00	40.00					12.00
IDAHO	60.00	24.00	16.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	17.69	28.57	40.48	10.20	2.04	0.00	0.34	0.68
INDIANA	48.89	18.33	28.33	0.00	0.00	0.00	2.22	2.22
IOWA	31.96	29.90	31.96	3.09	.	0.00	0.00	3.09
KANSAS	37.50	31.25	18.75	0.00	0.00	0.00	1.56	10.94
KENTUCKY	34.57	39.51	23.46	0.00	0.00	0.00	0.00	2.47
LOUISIANA	26.05	21.85	48.74	0.00	0.00	0.84	0.00	2.52
MAINE	29.79	27.66	38.30	0.00	2.13	0.00	0.00	2.13
MARYLAND	33.33	14.38	30.72	7.84	8.50	0.00	1.31	3.92
MASSACHUSETTS	14.19	9.46	27.03	10.14	22.97	.	8.78	7.43
MICHIGAN								
MINNESOTA	49.17	42.50	1.67	2.50	1.67	0.00	0.83	1.67
MISSISSIPPI	13.64	38.64	43.18	2.27	0.00	0.00	0.00	2.27
MISSOURI	30.22	35.97	22.30	6.47	0.00	0.00	0.00	5.04
MONTANA	35.90	43.59	15.38	0.00	2.56	0.00	0.00	2.56
NEBRASKA	34.44	47.78	14.44	0.00	1.11	0.00	0.00	2.22
NEVADA	39.29	42.86	17.86	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	29.17	16.67	37.50	0.00	0.00	4.17	12.50	0.00
NEW JERSEY	18.75	25.00	25.00	0.00	31.25	0.00	0.00	0.00
NEW MEXICO	21.65	27.84	45.36	2.06	0.00	1.03	0.00	2.06
NEW YORK	38.29	16.70	32.38	7.13	1.63	0.61	1.83	1.43
NORTH CAROLINA	40.27	28.19	27.52	2.68	0.67	0.00	0.00	0.67
NORTH DAKOTA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	65.73	20.28	6.99	2.10	0.00	0.00	0.00	4.90
OKLAHOMA	38.38	33.33	23.23	1.01	0.00	1.01	0.00	3.03
OREGON	49.61	29.92	14.96	1.57	1.57	0.00	0.00	2.36
PENNSYLVANIA	7.10	15.85	27.60	1.78	44.26	0.14	2.60	0.68
PUERTO RICO	0.00	57.14	42.86	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	42.11	15.79	36.84	0.00	5.26	0.00	0.00	0.00
SOUTH CAROLINA	16.67	33.33	41.67	2.78	0.00	0.00	0.00	5.56
SOUTH DAKOTA	50.00	36.67	6.67	0.00	3.33	0.00	0.00	3.33
TENNESSEE	30.00	29.17	29.17	0.83	0.83	0.00	0.00	10.00
TEXAS	15.90	45.26	33.33	0.92	.	.	.	4.59
UTAH	33.15	28.65	32.02	2.81	1.69	1.69	0.00	0.00
VERMONT	77.78	11.11	5.56	0.00	0.00	0.00	0.00	5.56
VIRGINIA	28.21	39.10	26.28	0.64	0.64	0.64	1.28	3.21
WASHINGTON	34.55	41.82	21.82	0.00	0.00	0.00	0.00	1.82
WEST VIRGINIA	68.83	20.78	7.79	0.00	0.00	0.00	0.00	2.60
WISCONSIN	29.77	38.17	27.48	2.29	0.00	0.00	0.00	2.29
WYOMING	31.43	48.57	17.14	2.86	0.00	.	0.00	0.00
AMERICAN SAMOA	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	30.45	27.94	27.79	2.76	7.10	0.23	1.31	2.43
50 STATES, D.C. & P.R.	30.44	27.94	27.79	2.76	7.10	0.23	1.31	2.43

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,118	2,702	996	177	10	115	32	42
ALASKA	186	248	210	9	0	0	0	0
ARIZONA	788	920	1,238	88	79	80	4	28
ARKANSAS	674	1,240	419	15	93	0	36	25
CALIFORNIA	6,551	5,846	8,281	964	1,046	172	99	488
COLORADO	1,437	523	874	168	6	122	47	38
CONNECTICUT	1,336	726	743	172	214	17	66	13
DELAWARE	177	391	71	52	0	4	16	5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	4,930	3,375	2,630	538	134	149	117	178
GEORGIA	846	1,346	1,995	119	5	112	5	21
HAWAII	108	164	276	14	3	.	7	12
IDAHO	340	232	205	9	10	10	0	7
ILLINOIS	1,659	3,394	3,486	1,297	649	164	103	49
INDIANA	2,599	1,295	1,957	369	0	63	38	46
IOWA	1,253	1,013	756	211	.	133	7	5
KANSAS	880	758	586	120	15	55	16	16
KENTUCKY	735	1,452	879	13	4	54	3	27
LOUISIANA	1,301	773	2,439	113	19	242	4	96
MAINE	659	524	279	14	26	5	26	16
MARYLAND	998	912	1,120	552	268	34	116	39
MASSACHUSETTS	3,853	1,015	1,598	385	774	.	339	151
MICHIGAN	4,097	2,359	2,144	1,522	.	44	9	34
MINNESOTA	1,370	843	942	989	6	50	23	16
MISSISSIPPI	386	1,262	922	39	0	70	1	49
MISSOURI	1,579	2,464	1,058	586	36	32	2	52
MONTANA	346	272	175	1	3	11	1	10
NEBRASKA	621	526	489	33	8	15	24	324
NEVADA	297	354	210	116	0	0	3	9
NEW HAMPSHIRE	750	288	138	36	53	2	37	21
NEW JERSEY	2,743	2,513	1,686	825	1,262	135	58	167
NEW MEXICO	532	548	862	4	3	22	3	29
NEW YORK	8,337	2,431	8,851	2,809	856	128	483	338
NORTH CAROLINA	1,371	1,535	1,421	269	50	88	21	32
NORTH DAKOTA	382	171	88	3	3	9	7	3
OHIO	6,063	3,371	1,423	1,444	0	404	0	327
OKLAHOMA	1,639	1,327	547	41	1	31	2	41
OREGON	1,253	559	524	82	38	51	7	36
PENNSYLVANIA	3,642	4,134	2,980	712	375	99	94	86
PUERTO RICO	85	976	1,177	574	81	14	21	245
RHODE ISLAND	457	220	371	33	80	113	53	16
SOUTH CAROLINA	507	1,189	1,314	101	2	76	7	49
SOUTH DAKOTA	257	198	93	13	40	29	68	3
TENNESSEE	1,704	2,284	1,821	190	111	31	9	279
TEXAS	2,235	6,048	10,054	706	6	158	8	308
UTAH	449	329	723	80	577	18	0	0
VERMONT	368	58	75	14	7	6	21	15
VIRGINIA	1,906	2,253	1,762	137	88	238	62	41
WASHINGTON	1,527	1,492	1,397	105	19	23	2	29
WEST VIRGINIA	759	1,056	463	18	2	20	3	25
WISCONSIN	1,480	1,982	1,624	169	7	56	1	23
WYOMING	224	221	109	6	1	.	4	6
AMERICAN SAMOA	0	2	10	.	.	.	.	0
GUAM	27	50	74	2	0	0	6	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	5	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	79,821	72,164	76,570	17,058	7,070	3,504	2,121	3,915
50 STATES, D.C. & P.R.	79,794	72,112	76,481	17,056	7,070	3,504	2,115	3,915

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

ALL DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	21.53	52.04	19.18	3.41	0.19	2.21	0.62	0.81
ALASKA	28.48	37.98	32.16	1.38	0.00	0.00	0.00	0.00
ARIZONA	24.43	28.53	38.39	2.73	2.45	2.48	0.12	0.87
ARKANSAS	26.94	49.56	16.75	0.60	3.72	0.00	1.44	1.00
CALIFORNIA	27.94	24.93	35.32	4.11	4.46	0.73	0.42	2.08
COLORADO	44.70	16.27	27.19	5.23	0.19	3.79	1.46	1.18
CONNECTICUT	40.64	22.09	22.60	5.23	6.51	0.52	2.01	0.40
DELAWARE	24.72	54.61	9.92	7.26	0.00	0.56	2.23	0.70
DISTRICT OF COLUMBIA								
FLORIDA	40.91	28.01	21.82	4.46	1.11	1.24	0.97	1.48
GEORGIA	19.02	30.25	44.84	2.67	0.11	2.52	0.11	0.47
HAWAII	18.49	28.08	47.26	2.40	0.51	.	1.20	2.05
IDAHO	41.82	28.54	25.22	1.11	1.23	1.23	0.00	0.86
ILLINOIS	15.36	31.42	32.27	12.01	6.01	1.52	0.95	0.45
INDIANA	40.82	20.34	30.74	5.80	0.00	0.99	0.60	0.72
IOWA	37.09	29.99	22.38	6.25	.	3.94	0.21	0.15
KANSAS	35.98	30.99	23.96	4.91	0.61	2.25	0.65	0.65
KENTUCKY	23.21	45.85	27.75	0.41	0.13	1.71	0.09	0.85
LOUISIANA	26.09	15.50	48.91	2.27	0.38	4.85	0.08	1.93
MAINE	42.54	33.83	18.01	0.90	1.68	0.32	1.68	1.03
MARYLAND	24.71	22.58	27.73	13.67	6.64	0.84	2.87	0.97
MASSACHUSETTS	47.48	12.51	19.69	4.74	9.54	.	4.18	1.86
MICHIGAN	40.13	23.11	21.00	14.91	.	0.43	0.09	0.33
MINNESOTA	32.32	19.89	22.22	23.33	0.14	1.18	0.54	0.38
MISSISSIPPI	14.14	46.24	33.79	1.43	0.00	2.57	0.04	1.80
MISSOURI	27.18	42.42	18.21	10.09	0.62	0.55	0.03	0.90
MONTANA	42.25	33.21	21.37	0.12	0.37	1.34	0.12	1.22
NEBRASKA	30.44	25.78	23.97	1.62	0.39	0.74	1.18	15.88
NEVADA	30.03	35.79	21.23	11.73	0.00	0.00	0.30	0.91
NEW HAMPSHIRE	56.60	21.74	10.42	2.72	4.00	0.15	2.79	1.58
NEW JERSEY	29.22	26.77	17.96	8.79	13.44	1.44	0.62	1.78
NEW MEXICO	26.56	27.36	43.04	0.20	0.15	1.10	0.15	1.45
NEW YORK	34.40	10.03	36.52	11.59	3.53	0.53	1.99	1.39
NORTH CAROLINA	28.64	32.07	29.68	5.62	1.04	1.84	0.44	0.67
NORTH DAKOTA	57.36	25.68	13.21	0.45	0.45	1.35	1.05	0.45
OHIO	46.52	25.87	10.92	11.08	0.00	3.10	0.00	2.51
OKLAHOMA	45.16	36.57	15.07	1.13	0.03	0.85	0.06	1.13
OREGON	49.14	21.92	20.55	3.22	1.49	2.00	0.27	1.41
PENNSYLVANIA	30.04	34.10	24.58	5.87	3.09	0.82	0.78	0.71
PUERTO RICO	2.68	30.76	37.09	18.09	2.55	0.44	0.66	7.72
RHODE ISLAND	34.03	16.38	27.62	2.46	5.96	8.41	3.95	1.19
SOUTH CAROLINA	15.62	36.64	40.49	3.11	0.06	2.34	0.22	1.51
SOUTH DAKOTA	36.66	28.25	13.27	1.85	5.71	4.14	9.70	0.43
TENNESSEE	26.50	35.53	28.32	2.96	1.73	0.48	0.14	4.34
TEXAS	11.45	30.98	51.50	3.62	0.03	0.81	0.04	1.58
UTAH	20.63	15.12	33.23	3.68	26.52	0.83	0.00	0.00
VERMONT	65.25	10.28	13.30	2.48	1.24	1.06	3.72	2.66
VIRGINIA	29.38	34.73	27.16	2.11	1.36	3.67	0.96	0.63
WASHINGTON	33.24	32.48	30.41	2.29	0.41	0.50	0.04	0.63
WEST VIRGINIA	32.35	45.01	19.74	0.77	0.09	0.85	0.13	1.07
WISCONSIN	27.70	37.10	30.40	3.16	0.13	1.05	0.02	0.43
WYOMING	39.23	38.70	19.09	1.05	0.18	.	0.70	1.05
AMERICAN SAMOA	0.00	16.67	83.33	.	.	.	.	0.00
GUAM	16.98	31.45	46.54	1.26	0.00	0.00	3.77	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	30.44	27.52	29.20	6.51	2.70	1.34	0.81	1.49
50 STATES, D.C. & P.R.	30.45	27.52	29.19	6.51	2.70	1.34	0.81	1.49

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVR
ALABAMA	843	1,382	115	3	0	1	0	4
ALASKA	144	165	48	1	0	0	0	0
ARIZONA	617	725	380	3	0	0	0	8
ARKANSAS	529	732	74	0	0	0	0	8
CALIFORNIA	5,318	4,421	2,574	28	126	0	9	153
COLORADO	939	331	232	25	1	55	5	8
CONNECTICUT	945	404	188	12	52	1	11	3
DELAWARE	59	250	7	3	0	1	2	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	2,799	2,288	884	21	57	23	0	3
GEORGIA	503	566	193	0	1	19	0	1
HAWAII	64	89	63	0	0	.	0	0
IDAHO	276	127	22	0	0	0	0	0
ILLINOIS	1,192	2,814	1,251	79	35	30	3	5
INDIANA	2,115	917	461	14	0	6	0	11
IOWA	832	551	161	53	.	38	2	0
KANSAS	609	413	119	4	0	8	0	4
KENTUCKY	453	650	107	4	0	0	1	3
LOUISIANA	1,077	562	823	2	5	34	0	24
MAINE	456	298	29	0	1	0	1	4
MARYLAND	734	624	425	21	21	1	0	18
MASSACHUSETTS	2,642	725	600	64	141	.	35	8
MICHIGAN	2,584	1,597	588	64	.	0	4	7
MINNESOTA	822	343	115	149	0	3	4	2
MISSISSIPPI	337	970	387	1	0	0	0	8
MISSOURI	1,353	1,887	434	9	4	0	0	14
MONTANA	269	210	34	1	2	0	0	4
NEBRASKA	425	260	30	0	0	1	0	2
NEVADA	253	287	44	3	0	0	0	2
NEW HAMPSHIRE	477	152	56	1	9	0	10	3
NEW JERSEY	2,158	1,962	912	115	249	3	5	65
NEW MEXICO	389	428	353	2	1	0	0	11
NEW YORK	6,883	1,642	5,390	322	60	0	20	47
NORTH CAROLINA	1,019	795	106	0	0	0	0	9
NORTH DAKOTA	295	55	3	1	0	0	0	0
OHIO	4,281	637	123	6	0	140	0	30
OKLAHOMA	1,420	874	78	15	0	4	1	9
OREGON	811	296	47	27	12	13	1	6
PENNSYLVANIA	2,986	2,830	798	22	0	52	0	11
PUERTO RICO	29	554	190	98	11	0	0	12
RHODE ISLAND	379	171	163	15	11	0	4	3
SOUTH CAROLINA	349	781	189	0	1	3	1	8
SOUTH DAKOTA	215	119	11	1	2	2	0	1
TENNESSEE	1,300	1,445	386	3	14	0	5	77
TEXAS	1,846	5,046	4,939	49	0	1	.	36
UTAH	357	250	261	3	50	0	0	0
VERMONT	183	23	8	2	1	0	6	0
VIRGINIA	1,485	1,426	294	1	7	65	1	12
WASHINGTON	984	856	252	21	3	2	0	1
WEST VIRGINIA	606	670	61	1	0	0	1	2
WISCONSIN	995	1,185	217	24	0	4	0	2
WYOMING	176	132	21	0	0	.	0	0
AMERICAN SAMOA	0	2	0	.	.	.	.	0
GUAM	18	45	56	0	0	0	3	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	58,830	46,964	25,302	1,293	877	510	135	649
50 STATES, D.C. & P.R.	58,812	46,917	25,246	1,293	877	510	132	649

Please see data notes for an explanation of individual State differences.

FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB6

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

SPECIFIC LEARNING DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	35.90	58.86	4.90	0.13	0.00	0.04	0.00	0.17
ALASKA	40.22	46.09	13.41	0.28	0.00	0.00	0.00	0.00
ARIZONA	35.60	41.83	21.93	0.17	0.00	0.00	0.00	0.46
ARKANSAS	39.39	54.50	5.51	0.00	0.00	0.00	0.00	0.60
CALIFORNIA	42.11	35.01	20.38	0.22	1.00	0.00	0.07	1.21
COLORADO	58.83	20.74	14.54	1.57	0.06	3.45	0.31	0.50
CONNECTICUT	58.48	25.00	11.63	0.74	3.22	0.06	0.68	0.19
DELAWARE	18.32	77.64	2.17	0.93	0.00	0.31	0.62	0.00
DISTRICT OF COLUMBIA								
FLORIDA	46.07	37.66	14.55	0.35	0.94	0.38	0.00	0.05
GEORGIA	39.20	44.12	15.04	0.00	0.08	1.48	0.00	0.08
HAWAII	29.63	41.20	29.17	0.00	0.00		0.00	0.00
IDAHO	64.94	29.88	5.18	0.00	0.00	0.00	0.00	0.00
ILLINOIS	22.04	52.02	23.13	1.46	0.65	0.55	0.06	0.09
INDIANA	60.02	26.02	13.08	0.40	0.00	0.17	0.00	0.31
IOWA	50.82	33.66	9.84	3.24		2.32	0.12	0.00
KANSAS	52.64	35.70	10.29	0.35	0.00	0.69	0.00	0.35
KENTUCKY	37.19	53.37	8.78	0.33	0.00	0.00	0.08	0.25
LOUISIANA	42.62	22.24	32.57	0.08	0.20	1.35	0.00	0.95
MAINE	57.79	37.77	3.68	0.00	0.13	0.00	0.13	0.51
MARYLAND	39.80	33.84	23.05	1.14	1.14	0.05	0.00	0.98
MASSACHUSETTS	62.68	17.20	14.23	1.52	3.35		0.83	0.19
MICHIGAN	53.34	32.97	12.14	1.32		0.00	0.08	0.14
MINNESOTA	57.16	23.85	8.00	10.36	0.00	0.21	0.28	0.14
MISSISSIPPI	19.79	56.96	22.72	0.06	0.00	0.00	0.00	0.47
MISSOURI	36.56	50.99	11.73	0.24	0.11	0.00	0.00	0.38
MONTANA	51.73	40.38	6.54	0.19	0.38	0.00	0.00	0.77
NEBRASKA	59.19	36.21	4.18	0.00	0.00	0.14	0.00	0.28
NEVADA	42.95	48.73	7.47	0.51	0.00	0.00	0.00	0.34
NEW HAMPSHIRE	67.37	21.47	7.91	0.14	1.27	0.00	1.41	0.42
NEW JERSEY	39.46	35.87	16.68	2.10	4.55	0.05	0.09	1.19
NEW MEXICO	32.85	36.15	29.81	0.17	0.08	0.00	0.00	0.93
NEW YORK	47.92	11.43	37.52	2.24	0.42	0.00	0.14	0.33
NORTH CAROLINA	52.83	41.21	5.50	0.00	0.00	0.00	0.00	0.47
NORTH DAKOTA	83.33	15.54	0.85	0.28	0.00	0.00	0.00	0.00
OHIO	82.06	12.21	2.36	0.12	0.00	2.68	0.00	0.58
OKLAHOMA	59.14	36.40	3.25	0.62	0.00	0.17	0.04	0.37
OREGON	66.86	24.40	3.87	2.23	0.99	1.07	0.08	0.49
PENNSYLVANIA	44.57	42.25	11.91	0.33	0.00	0.78	0.00	0.16
PUERTO RICO	3.24	61.97	21.25	10.96	1.23	0.00	0.00	1.34
RHODE ISLAND	50.80	22.92	21.85	2.01	1.47	0.00	0.54	0.40
SOUTH CAROLINA	26.20	58.63	14.19	0.00	0.08	0.23	0.08	0.60
SOUTH DAKOTA	61.25	33.90	3.13	0.28	0.57	0.57	0.00	0.28
TENNESSEE	40.25	44.74	11.95	0.09	0.43	0.00	0.15	2.38
TEXAS	15.49	42.34	41.44	0.41	0.00	0.01		0.30
UTAH	38.76	27.14	28.34	0.33	5.43	0.00	0.00	0.00
VERMONT	82.06	10.31	3.59	0.90	0.45	0.00	2.69	0.00
VIRGINIA	45.12	43.33	8.93	0.03	0.21	1.98	0.03	0.36
WASHINGTON	46.44	40.40	11.89	0.99	0.14	0.09	0.00	0.05
WEST VIRGINIA	45.19	49.96	4.55	0.07	0.00	0.00	0.07	0.15
WISCONSIN	41.00	48.83	8.94	0.99	0.00	0.16	0.00	0.08
WYOMING	53.50	40.12	6.38	0.00	0.00		0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00					0.00
GUAM	14.75	36.89	45.90	0.00	0.00	0.00	2.46	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	43.72	34.90	18.80	0.96	0.65	0.38	0.10	0.48
50 STATES, D.C. & P.R.	43.75	34.90	18.78	0.96	0.65	0.38	0.10	0.48

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	17	3	1	0	0	0	0	0
ALASKA	3	5	3	0	0	0	0	0
ARIZONA	15	3	3	0	0	0	0	0
ARKANSAS	6	10	2	0	0	0	0	1
CALIFORNIA	392	168	105	5	10	0	1	2
COLORADO	96	19	11	5	0	0	0	0
CONNECTICUT	56	25	5	1	0	0	0	1
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	217	47	21	1	3	0	1	2
GEORGIA	26	5	1	0	0	0	0	0
HAWAII	2	0	0	.	.	.	.	.
IDAHO	5	6	0	0	0	2	0	0
ILLINOIS	108	8	17	1	0	3	1	0
INDIANA	34	0	0	0	0	0	0	0
IOWA	17	8	2	1	.	1	0	0
KANSAS	13	4	3	0	0	0	0	0
KENTUCKY	28	1	0	0	0	0	0	0
LOUISIANA	27	5	29	0	2	2	0	1
MAINE	43	19	4	0	1	0	0	0
MARYLAND	75	42	70	11	3	0	0	1
MASSACHUSETTS	895	68	124	7	17	.	14	7
MICHIGAN	100	18	4	0	.	0	1	1
MINNESOTA	46	27	4	9	0	0	0	1
MISSISSIPPI	12	12	6	0	0	0	0	0
MISSOURI	39	49	28	1	0	0	0	0
MONTANA	6	1	2	0	0	0	0	0
NEBRASKA	50	15	5	1	0	1	0	115
NEVADA	4	0	4	0	0	0	0	0
NEW HAMPSHIRE	63	37	19	0	1	1	1	0
NEW JERSEY	139	37	25	4	32	0	0	0
NEW MEXICO	35	42	45	0	0	0	0	0
NEW YORK	115	50	102	11	1	0	4	2
NORTH CAROLINA	20	5	1	0	0	0	0	0
NORTH DAKOTA	26	4	0	0	0	0	0	0
OHIO	73	0	0	0	0	0	0	0
OKLAHOMA	22	2	0	0	0	0	0	0
OREGON	83	27	15	0	0	1	0	0
PENNSYLVANIA	53	2	1	0	0	0	0	0
PUERTO RICO	7	9	2	3	0	0	0	3
RHODE ISLAND	19	10	3	0	1	0	1	0
SOUTH CAROLINA	9	0	0	0	0	0	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	82	92	32	1	1	0	0	1
TEXAS	78	27	26	1	.	.	.	0
UTAH	11	8	6	1	3	0	0	0
VERMONT	26	7	2	1	1	0	0	0
VIRGINIA	39	5	2	0	0	0	0	0
WASHINGTON	15	2	1	0	0	0	0	0
WEST VIRGINIA	13	4	0	0	0	0	0	0
WISCONSIN	86	9	0	0	0	0	0	0
WYOMING	9	21	6	1	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,357	968	742	66	76	11	25	138
50 STATES, D.C. & P.R.	3,357	968	742	66	76	11	24	138

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	80.95	14.29	4.76	0.00	0.00	0.00	0.00	0.00
ALASKA	27.27	45.45	27.27	0.00	0.00	0.00	0.00	0.00
ARIZONA	71.43	14.29	14.29	0.00	0.00	0.00	0.00	0.00
ARKANSAS	31.58	52.63	10.53	0.00	0.00	0.00	0.00	5.26
CALIFORNIA	57.39	24.60	15.37	0.73	1.46	0.00	0.15	0.29
COLORADO	73.28	14.50	8.40	3.82	0.00	0.00	0.00	0.00
CONNECTICUT	63.64	28.41	5.68	1.14	0.00	0.00	0.00	1.14
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	74.32	16.10	7.19	0.34	1.03	0.00	0.34	0.68
GEORGIA	81.25	15.63	3.13	0.00	0.00	0.00	0.00	0.00
HAWAII	100.00	0.00	0.00					
IDAHO	38.46	46.15	0.00	0.00	0.00	15.38	0.00	0.00
ILLINOIS	78.26	5.80	12.32	0.72	0.00	2.17	0.72	0.00
INDIANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	58.62	27.59	6.90	3.45		3.45	0.00	0.00
KANSAS	65.00	20.00	15.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	96.55	3.45	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	40.91	7.58	43.94	0.00	3.03	3.03	0.00	1.52
MAINE	64.18	28.36	5.97	0.00	1.49	0.00	0.00	0.00
MARYLAND	37.13	20.79	34.65	5.45	1.49	0.00	0.00	0.50
MASSACHUSETTS	79.06	6.01	10.95	0.62	1.50		1.24	0.62
MICHIGAN	80.65	14.52	3.23	0.00		0.00	0.81	0.81
MINNESOTA	52.87	31.03	4.60	10.34	0.00	0.00	0.00	1.15
MISSISSIPPI	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	33.33	41.88	23.93	0.85	0.00	0.00	0.00	0.00
MONTANA	66.67	11.11	22.22	0.00	0.00	0.00	0.00	0.00
NEBRASKA	26.74	8.02	2.67	0.53	0.00	0.53	0.00	61.50
NEVADA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	51.64	30.33	15.57	0.00	0.82	0.82	0.82	0.00
NEW JERSEY	58.65	15.61	10.55	1.69	13.50	0.00	0.00	0.00
NEW MEXICO	28.69	34.43	36.89	0.00	0.00	0.00	0.00	0.00
NEW YORK	40.35	17.54	35.79	3.86	0.35	0.00	1.40	0.70
NORTH CAROLINA	76.92	19.23	3.85	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	86.67	13.33	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	91.67	8.33	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	65.87	21.43	11.90	0.00	0.00	0.79	0.00	0.00
PENNSYLVANIA	94.64	3.57	1.79	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	29.17	37.50	8.33	12.50	0.00	0.00	0.00	12.50
RHODE ISLAND	55.88	29.41	8.82	0.00	2.94	0.00	2.94	0.00
SOUTH CAROLINA	100.00	0.00	0.00	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	39.23	44.02	15.31	0.48	0.48	0.00	0.00	0.48
TEXAS	59.09	20.45	19.70	0.76				0.00
UTAH	37.93	27.59	20.69	3.45	10.34	0.00	0.00	0.00
VERMONT	70.27	18.92	5.41	2.70	2.70	0.00	0.00	0.00
VIRGINIA	84.78	10.87	4.35	0.00	0.00	0.00	0.00	0.00
WASHINGTON	83.33	11.11	5.56	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	76.47	23.53	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	90.53	9.47	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	24.32	56.76	16.22	2.70	0.00		0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00					0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	62.36	17.98	13.78	1.23	1.41	0.20	0.46	2.56
50 STATES, D.C. & P.R.	62.37	17.99	13.79	1.23	1.41	0.20	0.45	2.56

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB6

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			NUMBER				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	126	1,130	702	130	6	12	2	14
ALASKA	11	25	72	0	0	0	0	0
ARIZONA	32	93	547	48	23	1	2	4
ARKANSAS	100	416	279	0	51	0	4	10
CALIFORNIA	108	593	3,206	507	187	0	15	142
COLORADO	73	66	275	16	0	3	2	2
CONNECTICUT	23	126	277	60	47	6	9	1
DELAWARE	3	88	54	35	0	2	8	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	1,080	569	1,289	429	24	5	29	3
GEORGIA	119	496	1,511	35	1	62	1	12
HAWAII	6	40	116	4	0	.	0	1
IDAHO	31	71	135	6	7	0	0	2
ILLINOIS	109	159	1,522	756	282	28	34	6
INDIANA	138	271	1,162	227	0	6	9	6
IOWA	204	316	404	93	.	13	0	1
KANSAS	76	154	323	59	7	14	12	2
KENTUCKY	170	642	569	4	0	0	0	15
LOUISIANA	32	99	1,092	92	10	88	3	25
MAINE	11	74	106	3	3	0	1	0
MARYLAND	31	101	309	242	40	0	16	1
MASSACHUSETTS	121	136	454	31	63	.	44	6
MICHIGAN	449	385	1,097	924	.	7	1	4
MINNESOTA	83	258	663	480	2	7	1	3
MISSISSIPPI	22	241	414	21	0	31	1	15
MISSOURI	51	262	389	508	15	0	0	9
MONTANA	8	26	85	0	0	0	0	0
NEBRASKA	54	158	291	22	2	7	21	22
NEVADA	6	30	93	64	0	0	0	0
NEW HAMPSHIRE	50	30	36	5	10	0	7	9
NEW JERSEY	11	96	310	233	199	30	6	11
NEW MEXICO	26	23	259	2	0	0	0	1
NEW YORK	200	208	1,216	1,104	91	13	39	12
NORTH CAROLINA	99	525	964	200	27	13	11	0
NORTH DAKOTA	23	86	75	1	1	4	1	2
OHIO	1,164	1,974	516	41	0	150	0	17
OKLAHOMA	87	328	304	9	0	1	0	2
OREGON	101	116	334	30	6	2	3	8
PENNSYLVANIA	204	811	1,612	427	42	7	14	17
PUERTO RICO	25	310	856	421	48	11	20	75
RHODE ISLAND	3	7	120	1	29	0	8	0
SOUTH CAROLINA	86	240	985	86	1	20	4	21
SOUTH DAKOTA	11	58	58	7	24	5	35	0
TENNESSEE	98	587	962	109	45	1	3	13
TEXAS	8	165	2,835	398	1	64	4	24
UTAH	16	19	253	0	255	13	0	0
VERMONT	66	16	45	4	0	0	2	7
VIRGINIA	48	485	1,073	54	18	35	10	10
WASHINGTON	83	217	513	37	5	2	0	1
WEST VIRGINIA	61	297	367	11	2	0	1	14
WISCONSIN	76	319	1,024	93	2	16	0	5
WYOMING	2	27	49	3	1	.	0	2
AMERICAN SAMOA	0	0	4	.	.	.	.	0
GUAM	4	3	13	2	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,829	13,972	32,221	8,074	1,577	679	384	558
50 STATES, D.C. & P.R.	5,825	13,969	32,202	8,072	1,577	679	383	558

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

MENTAL RETARDATION

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.94	53.25	33.08	6.13	0.28	0.57	0.09	0.66
ALASKA	10.19	23.15	66.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.27	12.40	72.93	6.40	3.07	0.13	0.27	0.53
ARKANSAS	11.63	48.37	32.44	0.00	5.93	0.00	0.47	1.16
CALIFORNIA	2.27	12.46	67.38	10.66	3.93	0.00	0.32	2.98
COLORADO	16.70	15.10	62.93	3.66	0.00	0.69	0.46	0.46
CONNECTICUT	4.19	22.95	50.46	10.93	8.56	1.09	1.64	0.18
DELAWARE	1.57	46.07	28.27	18.32	0.00	1.05	4.19	0.52
DISTRICT OF COLUMBIA								
FLORIDA	31.51	16.60	37.60	12.51	0.70	0.15	0.85	0.09
GEORGIA	5.32	22.17	67.55	1.56	0.04	2.77	0.04	0.54
HAWAII	3.59	23.95	69.46	2.40	0.00		0.00	0.60
IDAHO	12.30	28.17	53.57	2.38	2.78	0.00	0.00	0.79
ILLINOIS	3.76	5.49	52.56	26.10	9.74	0.97	1.17	0.21
INDIANA	7.59	14.90	63.88	12.48	0.00	0.33	0.49	0.33
IOWA	19.79	30.65	39.19	9.02		1.26	0.00	0.10
KANSAS	11.75	23.80	49.92	9.12	1.08	2.16	1.85	0.31
KENTUCKY	12.14	45.86	40.64	0.29	0.00	0.00	0.00	1.07
LOUISIANA	2.22	6.87	75.78	6.38	0.69	6.11	0.21	1.73
MAINE	5.56	37.37	53.54	1.52	1.52	0.00	0.51	0.00
MARYLAND	4.19	13.65	41.76	32.70	5.41	0.00	2.16	0.14
MASSACHUSETTS	14.15	15.91	53.10	3.63	7.37		5.15	0.70
MICHIGAN	15.66	13.43	38.26	32.23		0.24	0.03	0.14
MINNESOTA	5.54	17.23	44.29	32.06	0.13	0.47	0.07	0.20
MISSISSIPPI	2.95	32.35	55.57	2.82	0.00	4.16	0.13	2.01
MISSOURI	4.13	21.23	31.52	41.17	1.22	0.00	0.00	0.73
MONTANA	6.72	21.85	71.43	0.00	0.00	0.00	0.00	0.00
NEBRASKA	9.36	27.38	50.43	3.81	0.35	1.21	3.64	3.81
NEVADA	3.11	15.54	48.19	33.16	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	34.01	20.41	24.49	3.40	6.80	0.00	4.76	6.12
NEW JERSEY	1.23	10.71	34.60	26.00	22.21	3.35	0.67	1.23
NEW MEXICO	8.36	7.40	83.28	0.64	0.00	0.00	0.00	0.32
NEW YORK	6.94	7.21	42.18	38.29	3.16	0.45	1.35	0.42
NORTH CAROLINA	5.38	28.55	52.42	10.88	1.47	0.71	0.60	0.00
NORTH DAKOTA	11.92	44.56	38.86	0.52	0.52	2.07	0.52	1.04
OHIO	30.14	51.11	13.36	1.06	0.00	3.88	0.00	0.44
OKLAHOMA	11.90	44.87	41.59	1.23	0.00	0.14	0.00	0.27
OREGON	16.83	19.33	55.67	5.00	1.00	0.33	0.50	1.33
PENNSYLVANIA	6.51	25.88	51.44	13.62	1.34	0.22	0.45	0.54
PUERTO RICO	1.42	17.55	48.47	23.84	2.72	0.62	1.13	4.25
RHODE ISLAND	1.79	4.17	71.43	0.60	17.26	0.00	4.76	0.00
SOUTH CAROLINA	5.96	16.63	68.26	5.96	0.07	1.39	0.28	1.46
SOUTH DAKOTA	5.56	29.29	29.29	3.54	12.12	2.53	17.68	0.00
TENNESSEE	5.39	32.29	52.92	6.00	2.48	0.06	0.17	0.72
TEXAS	0.23	4.72	81.02	11.37	0.03	1.83	0.11	0.69
UTAH	2.88	3.42	45.50	0.00	45.86	2.34	0.00	0.00
VERMONT	47.14	11.43	32.14	2.86	0.00	0.00	1.43	5.00
VIRGINIA	2.77	27.99	61.92	3.12	1.04	2.02	0.58	0.58
WASHINGTON	9.67	25.29	59.79	4.31	0.58	0.23	0.00	0.12
WEST VIRGINIA	8.10	39.44	48.74	1.46	0.27	0.00	0.13	1.86
WISCONSIN	4.95	20.78	66.71	6.06	0.13	1.04	0.00	0.33
WYOMING	2.38	32.14	58.33	3.57	1.19		0.00	2.38
AMERICAN SAMOA	0.00	0.00	100.00					0.00
GUAM	17.39	13.04	56.52	8.70	0.00	0.00	4.35	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	9.21	22.07	50.91	12.76	2.49	1.07	0.61	0.88
50 STATES, D.C. & P.R.	9.21	22.08	50.90	12.76	2.49	1.07	0.61	0.88

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55	83	25	4	1	10	13	10
ALASKA	9	10	19	7	0	0	0	0
ARIZONA	54	48	84	13	19	3	1	5
ARKANSAS	2	6	3	0	0	0	1	1
CALIFORNIA	269	212	464	73	529	0	58	96
COLORADO	154	56	73	44	2	37	36	13
CONNECTICUT	180	101	159	33	58	4	24	4
DELAWARE	109	12	1	3	0	1	5	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	561	349	260	42	43	38	70	6
GEORGIA	104	183	164	38	0	15	2	0
HAWAII	25	22	45	.	3	.	5	5
IDAHO	5	3	4	1	2	0	0	2
ILLINOIS	159	274	399	404	285	48	51	3
INDIANA	154	70	170	35	0	21	12	17
IOWA	129	101	108	34	.	65	1	2
KANSAS	86	83	45	16	3	17	0	4
KENTUCKY	29	70	45	2	2	5	1	0
LOUISIANA	33	35	130	5	1	41	0	12
MAINE	82	64	37	5	16	0	10	4
MARYLAND	71	63	76	62	133	7	27	6
MASSACHUSETTS	101	51	269	239	371	.	82	20
MICHIGAN	417	181	141	105	.	6	3	2
MINNESOTA	279	154	93	240	3	10	12	7
MISSISSIPPI	1	2	5	0	0	2	0	2
MISSOURI	67	140	95	17	8	0	2	16
MONTANA	32	11	13	0	0	0	1	0
NEBRASKA	24	51	31	2	1	0	1	3
NEVADA	12	15	24	7	0	0	1	2
NEW HAMPSHIRE	54	31	8	2	19	1	6	5
NEW JERSEY	304	228	197	105	281	14	8	48
NEW MEXICO	30	19	78	0	1	0	3	8
NEW YORK	599	264	1,041	608	189	38	180	203
NORTH CAROLINA	62	80	70	8	0	1	0	5
NORTH DAKOTA	15	21	1	0	0	1	0	0
OHIO	173	226	110	159	0	55	0	57
OKLAHOMA	38	53	32	4	0	3	0	8
OREGON	77	38	28	14	15	7	1	12
PENNSYLVANIA	284	399	268	115	149	38	21	43
PUERTO RICO	0	13	9	6	0	0	0	10
RHODE ISLAND	36	21	54	3	22	113	32	4
SOUTH CAROLINA	29	81	45	5	0	6	2	12
SOUTH DAKOTA	6	8	7	0	1	0	0	0
TENNESSEE	49	39	64	2	12	0	0	10
TEXAS	171	350	759	55	1	2	1	28
UTAH	36	33	49	2	28	0	0	0
VERMONT	51	6	10	7	3	6	6	7
VIRGINIA	162	180	152	57	53	81	21	10
WASHINGTON	99	72	63	7	2	1	0	10
WEST VIRGINIA	37	53	16	0	0	2	0	6
WISCONSIN	202	385	253	34	4	20	1	8
WYOMING	15	16	10	1	0	.	3	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,733	5,066	6,306	2,625	2,260	719	705	738
50 STATES, D.C. & P.R.	5,732	5,066	6,306	2,625	2,260	719	704	738

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	-----OUTSIDE REGULAR CLASS-----			PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	27.36	41.29	12.44	1.99	0.50	4.98	6.47	4.98
ALASKA	20.00	22.22	42.22	15.56	0.00	0.00	0.00	0.00
ARIZONA	23.79	21.15	37.00	5.73	8.37	1.32	0.44	2.20
ARKANSAS	15.38	46.15	23.08	0.00	0.00	0.00	7.69	7.69
CALIFORNIA	15.81	12.46	27.28	4.29	31.10	0.00	3.41	5.64
COLORADO	37.11	13.49	17.59	10.60	0.48	8.92	8.67	3.13
CONNECTICUT	31.97	17.94	28.24	5.86	10.30	0.71	4.26	0.71
DELAWARE	82.58	9.09	0.76	2.27	0.00	0.76	3.79	0.76
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	40.98	25.49	18.99	3.07	3.14	2.78	5.11	0.44
GEORGIA	20.55	36.17	32.41	7.51	0.00	2.96	0.40	0.00
HAWAII	23.81	20.95	42.86	.	2.86	.	4.76	4.76
IDAHO	29.41	17.65	23.53	5.88	11.76	0.00	0.00	11.76
ILLINOIS	9.80	16.88	24.58	24.89	17.56	2.96	3.14	0.18
INDIANA	32.15	14.61	35.49	7.31	0.00	4.38	2.51	3.55
IOWA	29.32	22.95	24.55	7.73	.	14.77	0.23	0.45
KANSAS	33.86	32.68	17.72	6.30	1.18	6.69	0.00	1.57
KENTUCKY	18.83	45.45	29.22	1.30	1.30	3.25	0.65	0.00
LOUISIANA	12.84	13.62	50.58	1.95	0.39	15.95	0.00	4.67
MAINE	37.61	29.36	16.97	2.29	7.34	0.00	4.59	1.83
MARYLAND	15.96	14.16	17.08	13.93	29.89	1.57	6.07	1.35
MASSACHUSETTS	8.91	4.50	23.74	21.09	32.74	.	7.24	1.77
MICHIGAN	48.77	21.17	16.49	12.28	.	0.70	0.35	0.23
MINNESOTA	34.96	19.30	11.65	30.08	0.38	1.25	1.50	0.88
MISSISSIPPI	8.33	16.67	41.67	0.00	0.00	16.67	0.00	16.67
MISSOURI	19.42	40.58	27.54	4.93	2.32	0.00	0.58	4.64
MONTANA	56.14	19.30	22.81	0.00	0.00	0.00	1.75	0.00
NEBRASKA	21.24	45.13	27.43	1.77	0.88	0.00	0.88	2.65
NEVADA	19.67	24.59	39.34	11.48	0.00	0.00	1.64	3.28
NEW HAMPSHIRE	42.86	24.60	6.35	1.59	15.08	0.79	4.76	3.97
NEW JERSEY	25.65	19.24	16.62	8.86	23.71	1.18	0.68	4.05
NEW MEXICO	21.58	13.67	56.12	0.00	0.72	0.00	2.16	5.76
NEW YORK	19.19	8.46	33.34	19.47	6.05	1.22	5.77	6.50
NORTH CAROLINA	27.43	35.40	30.97	3.54	0.00	0.44	0.00	2.21
NORTH DAKOTA	39.47	55.26	2.63	0.00	0.00	2.63	0.00	0.00
OHIO	22.18	28.97	14.10	20.38	0.00	7.05	0.00	7.31
OKLAHOMA	27.54	38.41	23.19	2.90	0.00	2.17	0.00	5.80
OREGON	40.10	19.79	14.58	7.29	7.81	3.65	0.52	6.25
PENNSYLVANIA	21.56	30.30	20.35	8.73	11.31	2.89	1.59	3.26
PUERTO RICO	0.00	34.21	23.68	15.79	0.00	0.00	0.00	26.32
RHODE ISLAND	12.63	7.37	18.95	1.05	7.72	39.65	11.23	1.40
SOUTH CAROLINA	16.11	45.00	25.00	2.78	0.00	3.33	1.11	6.67
SOUTH DAKOTA	27.27	36.36	31.82	0.00	4.55	0.00	0.00	0.00
TENNESSEE	27.84	22.16	36.36	1.14	6.82	0.00	0.00	5.68
TEXAS	12.51	25.60	55.52	4.02	0.07	0.15	0.07	2.05
UTAH	24.32	22.30	33.11	1.35	18.92	0.00	0.00	0.00
VERMONT	53.13	6.25	10.42	7.29	3.13	6.25	6.25	7.29
VIRGINIA	22.63	25.14	21.23	7.96	7.40	11.31	2.93	1.40
WASHINGTON	38.98	28.35	24.80	2.76	0.79	0.39	0.00	3.94
WEST VIRGINIA	32.46	46.49	14.04	0.00	0.00	1.75	0.00	5.26
WISCONSIN	22.27	42.45	27.89	3.75	0.44	2.21	0.11	0.88
WYOMING	32.61	34.78	21.74	2.17	0.00	.	6.52	2.17
AMERICAN SAMOA	0.00	0.00	0.00	.	.	.	.	0.00
GUAM	50.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	23.74	20.98	26.11	10.87	9.36	2.98	2.92	3.06
50 STATES, D.C. & P.R.	23.73	20.98	26.11	10.87	9.36	2.98	2.92	3.06

Please see data notes for an explanation of individual State differences.

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

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

MULTIPLE DISABILITIES

STATE	-----NUMBER-----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	1	9	104	25	1	26	6	3
ALASKA	4	14	50	0	0	0	0	0
ARIZONA	11	10	114	18	22	39	1	7
ARKANSAS	0	4	41	5	40	0	13	0
CALIFORNIA	24	53	555	126	56	18	7	15
COLORADO	36	22	199	58	1	5	3	9
CONNECTICUT	20	24	78	39	20	2	6	3
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	25	6	0	.	.	3
IDAHO	3	2	28	1	1	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1	1	58	32	0	5	4	1
IOWA	8	1	48	24	.	0	4	1
KANSAS	12	41	69	18	3	16	4	2
KENTUCKY	11	27	121	1	2	0	0	3
LOUISIANA	1	3	131	7	0	29	1	18
MAINE	20	37	82	5	1	2	10	4
MARYLAND	20	32	197	182	50	9	23	10
MASSACHUSETTS	13	15	69	25	91	.	61	20
MICHIGAN	65	3	84	272	.	0	.	12
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	1	38	15	0	10	0	8
MISSOURI	5	7	25	15	6	0	0	2
MONTANA	2	11	28	0	0	5	0	1
NEBRASKA	0	3	70	5	2	2	0	8
NEVADA	2	2	21	38	0	0	1	2
NEW HAMPSHIRE	13	7	8	13	6	0	4	1
NEW JERSEY	93	154	203	331	426	55	31	31
NEW MEXICO	15	16	61	0	0	5	0	4
NEW YORK	116	121	665	543	336	26	178	40
NORTH CAROLINA	4	4	113	34	21	23	10	3
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	65	407	580	1,210	0	0	0	29
OKLAHOMA	1	26	106	9	1	7	0	19
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2	9	123	79	0	2	0	8
PUERTO RICO	1	11	55	11	2	0	1	119
RHODE ISLAND	0	2	10	0	5	0	4	0
SOUTH CAROLINA	0	0	19	6	0	23	0	1
SOUTH DAKOTA	4	5	13	3	10	11	23	2
TENNESSEE	6	10	195	33	33	6	0	16
TEXAS	3	34	576	122	2	39	0	53
UTAH	2	1	115	5	209	1	0	0
VERMONT	12	4	4	0	1	0	2	0
VIRGINIA	8	32	124	11	1	30	6	2
WASHINGTON	21	76	363	21	3	1	0	5
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	4	.	.	.	.	0
GUAM	4	1	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	629	1,242	5,574	3,348	1,352	397	403	467
50 STATES, D.C. & P.R.	625	1,241	5,568	3,348	1,352	397	403	467

Please see data notes for an explanation of individual State differences.

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

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

MULTIPLE DISABILITIES

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.57	5.14	59.43	14.29	0.57	14.86	3.43	1.71
ALASKA	5.88	20.59	73.53	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.95	4.50	51.35	8.11	9.91	17.57	0.45	3.15
ARKANSAS	0.00	3.88	39.81	4.85	38.83	0.00	12.62	0.00
CALIFORNIA	2.81	6.21	64.99	14.75	6.56	2.11	0.82	1.76
COLORADO	10.81	6.61	59.76	17.42	0.30	1.50	0.90	2.70
CONNECTICUT	10.42	12.50	40.63	20.31	10.42	1.04	3.13	1.56
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	73.53	17.65	0.00	.	.	8.82
IDAHO	8.11	5.41	75.68	2.70	2.70	0.00	0.00	5.41
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.98	0.98	56.86	31.37	0.00	4.90	3.92	0.98
IOWA	9.30	1.16	55.81	27.91	.	0.00	4.65	1.16
KANSAS	7.27	24.85	41.82	10.91	1.82	9.70	2.42	1.21
KENTUCKY	6.67	16.36	73.33	0.61	1.21	0.00	0.00	1.82
LOUISIANA	0.53	1.58	68.95	3.68	0.00	15.26	0.53	9.47
MAINE	12.42	22.98	50.93	3.11	0.62	1.24	6.21	2.48
MARYLAND	3.82	6.12	37.67	34.80	9.56	1.72	4.40	1.91
MASSACHUSETTS	4.42	5.10	23.47	8.50	30.95	.	20.75	6.80
MICHIGAN	14.91	0.69	19.27	62.39	.	0.00	.	2.75
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	1.39	52.78	20.83	0.00	13.89	0.00	11.11
MISSOURI	8.33	11.67	41.67	25.00	10.00	0.00	0.00	3.33
MONTANA	4.26	23.40	59.57	0.00	0.00	10.64	0.00	2.13
NEBRASKA	0.00	3.33	77.78	5.56	2.22	2.22	0.00	8.89
NEVADA	3.03	3.03	31.82	57.58	0.00	0.00	1.52	3.03
NEW HAMPSHIRE	25.00	13.46	15.38	25.00	11.54	0.00	7.69	1.92
NEW JERSEY	7.02	11.63	15.33	25.00	32.18	4.15	2.34	2.34
NEW MEXICO	14.85	15.84	60.40	0.00	0.00	4.95	0.00	3.96
NEW YORK	5.73	5.98	32.84	26.81	16.59	1.28	8.79	1.98
NORTH CAROLINA	1.89	1.89	53.30	16.04	9.91	10.85	4.72	1.42
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	2.84	17.77	25.32	52.82	0.00	0.00	0.00	1.27
OKLAHOMA	0.59	15.38	62.72	5.33	0.59	4.14	0.00	11.24
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.90	4.04	55.16	35.43	0.00	0.90	0.00	3.59
PUERTO RICO	0.50	5.50	27.50	5.50	1.00	0.00	0.50	59.50
RHODE ISLAND	0.00	9.52	47.62	0.00	23.81	0.00	19.05	0.00
SOUTH CAROLINA	0.00	0.00	38.78	12.24	0.00	46.94	0.00	2.04
SOUTH DAKOTA	5.63	7.04	18.31	4.23	14.08	15.49	32.39	2.82
TENNESSEE	2.01	3.34	65.22	11.04	11.04	2.01	0.00	5.35
TEXAS	0.36	4.10	69.48	14.72	0.24	4.70	0.00	6.39
UTAH	0.60	0.30	34.53	1.50	62.76	0.30	0.00	0.00
VERMONT	52.17	17.39	17.39	0.00	4.35	0.00	8.70	0.00
VIRGINIA	3.74	14.95	57.94	5.14	0.47	14.02	2.80	0.93
WASHINGTON	4.29	15.51	74.08	4.29	0.61	0.20	0.00	1.02
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	66.67	16.67	16.67	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	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.69	9.26	41.56	24.96	10.08	2.96	3.00	3.48
50 STATES, D.C. & P.R.	4.66	9.26	41.55	24.98	10.09	2.96	3.01	3.48

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16	16	5	2	0	51	4	3
ALASKA	1	7	5	0	0	0	0	0
ARIZONA	25	13	4	0	0	23	0	0
ARKANSAS	8	15	1	5	0	0	10	0
CALIFORNIA	104	102	178	15	9	122	0	2
COLORADO	37	4	19	5	0	16	0	1
CONNECTICUT	11	4	2	5	14	0	4	0
DELAWARE	1	15	0	3	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	62	34	22	4	0	57	3	0
GEORGIA	29	19	15	19	3	14	0	0
HAWAII	1	1	2	4	0	.	.	0
IDAHO	3	2	0	0	0	8	0	0
ILLINOIS	30	36	96	7	3	30	6	0
INDIANA	37	11	19	10	0	9	2	0
IOWA	23	12	3	1	.	7	0	0
KANSAS	12	10	5	16	0	0	0	0
KENTUCKY	9	10	0	0	0	38	0	0
LOUISIANA	38	17	38	0	0	36	0	2
MAINE	11	5	2	0	1	3	0	0
MARYLAND	15	6	6	3	0	17	0	0
MASSACHUSETTS	23	5	27	6	40	.	28	1
MICHIGAN	95	48	27	6	.	21	.	0
MINNESOTA	25	12	8	19	0	15	0	0
MISSISSIPPI	5	12	12	0	0	12	0	0
MISSOURI	9	18	4	3	0	20	0	0
MONTANA	5	2	0	0	0	6	0	0
NEBRASKA	15	9	8	0	2	4	0	7
NEVADA	2	3	10	0	0	0	0	0
NEW HAMPSHIRE	6	1	0	8	2	0	2	0
NEW JERSEY	10	18	21	5	4	26	0	1
NEW MEXICO	6	3	5	0	0	10	0	0
NEW YORK	100	21	140	59	100	45	23	0
NORTH CAROLINA	39	18	11	0	0	38	0	0
NORTH DAKOTA	6	1	0	0	0	0	0	0
OHIO	94	45	27	12	0	32	0	1
OKLAHOMA	15	10	9	1	0	11	0	0
OREGON	39	8	12	0	1	17	0	1
PENNSYLVANIA	43	32	30	2	16	0	23	2
PUERTO RICO	5	29	17	7	8	0	0	2
RHODE ISLAND	1	1	2	13	1	0	0	0
SOUTH CAROLINA	13	15	7	2	0	18	0	0
SOUTH DAKOTA	3	0	0	2	0	2	1	0
TENNESSEE	25	15	45	2	0	24	0	3
TEXAS	16	72	170	3	.	4	.	2
UTAH	7	4	3	28	0	1	0	0
VERMONT	5	0	0	0	0	0	3	0
VIRGINIA	24	30	13	0	3	17	1	0
WASHINGTON	40	36	13	2	0	10	0	0
WEST VIRGINIA	15	14	2	0	0	10	0	0
WISCONSIN	39	17	28	8	0	8	0	0
WYOMING	3	5	2	0	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	1	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,206	844	1,078	287	207	782	110	28
50 STATES, D.C. & P.R.	1,206	843	1,075	287	207	782	110	28

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

HEARING IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16.49	16.49	5.15	2.06	0.00	52.58	4.12	3.09
ALASKA	7.69	53.85	38.46	0.00	0.00	0.00	0.00	0.00
ARIZONA	38.46	20.00	6.15	0.00	0.00	35.38	0.00	0.00
ARKANSAS	20.51	38.46	2.56	12.82	0.00	0.00	25.64	0.00
CALIFORNIA	19.55	19.17	33.46	2.82	1.69	22.93	0.00	0.38
COLORADO	45.12	4.88	23.17	6.10	0.00	19.51	0.00	1.22
CONNECTICUT	27.50	10.00	5.00	12.50	35.00	0.00	10.00	0.00
DELAWARE	5.26	78.95	0.00	15.79	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	34.07	18.68	12.09	2.20	0.00	31.32	1.65	0.00
GEORGIA	29.29	19.19	15.15	19.19	3.03	14.14	0.00	0.00
HAWAII	12.50	12.50	25.00	50.00	0.00			0.00
IDAHO	23.08	15.38	0.00	0.00	0.00	61.54	0.00	0.00
ILLINOIS	14.42	17.31	46.15	3.37	1.44	14.42	2.88	0.00
INDIANA	42.05	12.50	21.59	11.36	0.00	10.23	2.27	0.00
IOWA	50.00	26.09	6.52	2.17		15.22	0.00	0.00
KANSAS	27.91	23.26	11.63	37.21	0.00	0.00	0.00	0.00
KENTUCKY	15.79	17.54	0.00	0.00	0.00	66.67	0.00	0.00
LOUISIANA	29.01	12.98	29.01	0.00	0.00	27.48	0.00	1.53
MAINE	50.00	22.73	9.09	0.00	4.55	13.64	0.00	0.00
MARYLAND	31.91	12.77	12.77	6.38	0.00	36.17	0.00	0.00
MASSACHUSETTS	17.69	3.85	20.77	4.62	30.77		21.54	0.77
MICHIGAN	48.22	24.37	13.71	3.05		10.66		0.00
MINNESOTA	31.65	15.19	10.13	24.05	0.00	18.99	0.00	0.00
MISSISSIPPI	12.20	29.27	29.27	0.00	0.00	29.27	0.00	0.00
MISSOURI	16.67	33.33	7.41	5.56	0.00	37.04	0.00	0.00
MONTANA	38.46	15.38	0.00	0.00	0.00	46.15	0.00	0.00
NEBRASKA	33.33	20.00	17.78	0.00	4.44	8.89	0.00	15.56
NEVADA	13.33	20.00	66.67	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	31.58	5.26	0.00	42.11	10.53	0.00	10.53	0.00
NEW JERSEY	11.76	21.18	24.71	5.88	4.71	30.59	0.00	1.18
NEW MEXICO	25.00	12.50	20.83	0.00	0.00	41.67	0.00	0.00
NEW YORK	20.49	4.30	28.69	12.09	20.49	9.22	4.71	0.00
NORTH CAROLINA	36.79	16.98	10.38	0.00	0.00	35.85	0.00	0.00
NORTH DAKOTA	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	44.55	21.33	12.80	5.69	0.00	15.17	0.00	0.47
OKLAHOMA	32.61	21.74	19.57	2.17	0.00	23.91	0.00	0.00
OREGON	50.00	10.26	15.38	0.00	1.28	21.79	0.00	1.28
PENNSYLVANIA	29.05	21.62	20.27	1.35	10.81	0.00	15.54	1.35
PUERTO RICO	7.35	42.65	25.00	10.29	11.76	0.00	0.00	2.94
RHODE ISLAND	5.56	5.56	11.11	72.22	5.56	0.00	0.00	0.00
SOUTH CAROLINA	23.64	27.27	12.73	3.64	0.00	32.73	0.00	0.00
SOUTH DAKOTA	37.50	0.00	0.00	25.00	0.00	25.00	12.50	0.00
TENNESSEE	21.93	13.16	39.47	1.75	0.00	21.05	0.00	2.63
TEXAS	5.99	26.97	63.67	1.12		1.50		0.75
UTAH	16.28	9.30	6.98	65.12	0.00	2.33	0.00	0.00
VERMONT	62.50	0.00	0.00	0.00	0.00	0.00	37.50	0.00
VIRGINIA	27.27	34.09	14.77	0.00	3.41	19.32	1.14	0.00
WASHINGTON	39.60	35.64	12.87	1.98	0.00	9.90	0.00	0.00
WEST VIRGINIA	36.59	34.15	4.88	0.00	0.00	24.39	0.00	0.00
WISCONSIN	39.00	17.00	28.00	8.00	0.00	8.00	0.00	0.00
WYOMING	30.00	50.00	20.00	0.00	0.00		0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00					0.00
GUAM	0.00	33.33	66.67	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								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	26.55	18.58	23.73	6.32	4.56	17.22	2.42	0.62
50 STATES, D.C. & P.R.	26.58	18.58	23.69	6.32	4.56	17.23	2.42	0.62

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ORTHOPEDIC IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			NUMBER				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6	16	11	1	0	.	.	1
ALASKA	1	3	0	0	0	0	0	0
ARIZONA	11	8	74	2	1	0	0	0
ARKANSAS	2	2	0	0	1	0	0	0
CALIFORNIA	96	120	659	126	7	0	1	32
COLORADO	68	20	35	4	0	0	0	4
CONNECTICUT	4	2	1	1	0	0	1	0
DELAWARE	3	14	7	0	0	0	0	3
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	107	60	93	13	2	1	0	10
GEORGIA	12	10	14	0	0	0	0	3
HAWAII	1	1	7	.	.	.	.	0
IDAHO	0	1	0	0	0	0	0	0
ILLINOIS	19	35	103	15	2	2	0	4
INDIANA	37	6	9	8	0	0	0	4
IOWA	19	12	11	1	.	1	0	0
KANSAS	11	5	7	0	0	0	0	0
KENTUCKY	4	7	15	0	0	0	0	1
LOUISIANA	13	13	50	0	0	3	0	1
MAINE	0	1	1	0	0	0	0	0
MARYLAND	7	3	5	1	0	0	0	0
MASSACHUSETTS	25	3	13	1	10	.	3	5
MICHIGAN	294	106	112	28	.	0	0	8
MINNESOTA	27	12	13	20	1	0	3	2
MISSISSIPPI	8	17	37	1	0	3	0	11
MISSOURI	12	11	21	2	0	0	0	1
MONTANA	1	0	0	0	0	0	0	0
NEBRASKA	12	5	8	0	0	0	1	27
NEVADA	4	3	2	1	0	0	0	2
NEW HAMPSHIRE	2	5	1	0	0	0	1	0
NEW JERSEY	7	1	8	3	10	0	1	1
NEW MEXICO	9	2	16	0	0	0	0	0
NEW YORK	42	11	19	7	10	1	0	2
NORTH CAROLINA	96	82	34	3	0	0	0	9
NORTH DAKOTA	2	1	1	0	1	0	3	0
OHIO	63	50	44	3	0	0	0	13
OKLAHOMA	15	1	2	1	0	0	0	0
OREGON	23	12	15	0	0	0	0	3
PENNSYLVANIA	13	14	84	28	9	0	4	2
PUERTO RICO	9	14	5	0	0	0	0	2
RHODE ISLAND	0	1	4	0	2	0	0	0
SOUTH CAROLINA	7	26	31	0	0	0	0	2
SOUTH DAKOTA	5	2	1	0	0	0	1	0
TENNESSEE	12	18	35	19	0	0	0	19
TEXAS	18	41	123	10	0	0	.	20
UTAH	2	1	1	2	4	0	0	0
VERMONT	4	0	0	0	0	0	0	1
VIRGINIA	15	12	19	0	0	0	0	1
WASHINGTON	12	13	12	2	0	0	0	2
WEST VIRGINIA	2	1	2	0	0	0	0	0
WISCONSIN	22	25	35	2	0	0	0	1
WYOMING	0	2	7	0	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,184	831	1,807	305	60	11	19	197
50 STATES, D.C. & P.R.	1,184	831	1,807	305	60	11	19	197

Please see data notes for an explanation of individual State differences.

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

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**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

ORTHOPEDIC IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	17.14	45.71	31.43	2.86	0.00	.	.	2.86
ALASKA	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.46	8.33	77.08	2.08	1.04	0.00	0.00	0.00
ARKANSAS	40.00	40.00	0.00	0.00	20.00	0.00	0.00	0.00
CALIFORNIA	9.22	11.53	63.30	12.10	0.67	0.00	0.10	3.07
COLORADO	51.91	15.27	26.72	3.05	0.00	0.00	0.00	3.05
CONNECTICUT	44.44	22.22	11.11	11.11	0.00	0.00	11.11	0.00
DELAWARE	11.11	51.85	25.93	0.00	0.00	0.00	0.00	11.11
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	37.41	20.98	32.52	4.55	0.70	0.35	0.00	3.50
GEORGIA	30.77	25.64	35.90	0.00	0.00	0.00	0.00	7.69
HAWAII	11.11	11.11	77.78	.	.	.	.	0.00
IDAHO	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	10.56	19.44	57.22	8.33	1.11	1.11	0.00	2.22
INDIANA	57.81	9.38	14.06	12.50	0.00	0.00	0.00	6.25
IOWA	43.18	27.27	25.00	2.27	.	2.27	0.00	0.00
KANSAS	47.83	21.74	30.43	0.00	0.00	0.00	0.00	0.00
KENTUCKY	14.81	25.93	55.56	0.00	0.00	0.00	0.00	3.70
LOUISIANA	16.25	16.25	62.50	0.00	0.00	3.75	0.00	1.25
MAINE	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	43.75	18.75	31.25	6.25	0.00	0.00	0.00	0.00
MASSACHUSETTS	41.67	5.00	21.67	1.67	16.67	.	5.00	8.33
MICHIGAN	53.65	19.34	20.44	5.11	.	0.00	0.00	1.46
MINNESOTA	34.62	15.38	16.67	25.64	1.28	0.00	3.85	2.56
MISSISSIPPI	10.39	22.08	48.05	1.30	0.00	3.90	0.00	14.29
MISSOURI	25.53	23.40	44.68	4.26	0.00	0.00	0.00	2.13
MONTANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	22.64	9.43	15.09	0.00	0.00	0.00	1.89	50.94
NEVADA	33.33	25.00	16.67	8.33	0.00	0.00	0.00	16.67
NEW HAMPSHIRE	22.22	55.56	11.11	0.00	0.00	0.00	11.11	0.00
NEW JERSEY	22.58	3.23	25.81	9.68	32.26	0.00	3.23	3.23
NEW MEXICO	33.33	7.41	59.26	0.00	0.00	0.00	0.00	0.00
NEW YORK	45.65	11.96	20.65	7.61	10.87	1.09	0.00	2.17
NORTH CAROLINA	42.86	36.61	15.18	1.34	0.00	0.00	0.00	4.02
NORTH DAKOTA	25.00	12.50	12.50	0.00	12.50	0.00	37.50	0.00
OHIO	36.42	28.90	25.43	1.73	0.00	0.00	0.00	7.51
OKLAHOMA	78.95	5.26	10.53	5.26	0.00	0.00	0.00	0.00
OREGON	43.40	22.64	28.30	0.00	0.00	0.00	0.00	5.66
PENNSYLVANIA	8.44	9.09	54.55	18.18	5.84	0.00	2.60	1.30
PUERTO RICO	30.00	46.67	16.67	0.00	0.00	0.00	0.00	6.67
RHODE ISLAND	0.00	14.29	57.14	0.00	28.57	0.00	0.00	0.00
SOUTH CAROLINA	10.61	39.39	46.97	0.00	0.00	0.00	0.00	3.03
SOUTH DAKOTA	55.56	22.22	11.11	0.00	0.00	0.00	11.11	0.00
TENNESSEE	11.65	17.48	33.98	18.45	0.00	0.00	0.00	18.45
TEXAS	8.49	19.34	58.02	4.72	0.00	0.00	.	9.43
UTAH	20.00	10.00	10.00	20.00	40.00	0.00	0.00	0.00
VERMONT	80.00	0.00	0.00	0.00	0.00	0.00	0.00	20.00
VIRGINIA	31.91	25.53	40.43	0.00	0.00	0.00	0.00	2.13
WASHINGTON	29.27	31.71	29.27	4.88	0.00	0.00	0.00	4.88
WEST VIRGINIA	40.00	20.00	40.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	25.88	29.41	41.18	2.35	0.00	0.00	0.00	1.18
WYOMING	0.00	22.22	77.78	0.00	0.00	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	.	.	.	.	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	26.82	18.83	40.94	6.91	1.36	0.25	0.43	4.46
50 STATES, D.C. & P.R.	26.82	18.83	40.94	6.91	1.36	0.25	0.43	4.46

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	37	49	13	3	0	.	0	5
ALASKA	7	7	6	1	0	0	0	0
ARIZONA	6	12	2	0	0	0	0	2
ARKANSAS	18	42	9	0	0	0	0	2
CALIFORNIA	152	99	121	15	24	0	0	35
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	84	33	16	2	9	0	3	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	9	10	7	1	0	0	1	152
GEORGIA	38	55	47	0	0	0	0	4
HAWAII	5	4	7	0	0	.	2	0
IDAHO	9	11	4	0	0	0	0	1
ILLINOIS	18	40	35	8	1	1	0	31
INDIANA	36	9	10	5	0	0	0	1
IOWA	1	0	2	0	.	0	0	0
KANSAS	48	43	10	1	2	0	0	3
KENTUCKY	19	32	6	2	0	0	1	2
LOUISIANA	64	26	63	2	1	1	0	11
MAINE	29	21	8	1	2	0	1	2
MARYLAND	34	26	16	7	8	0	3	1
MASSACHUSETTS	14	6	9	2	7	.	7	80
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	68	28	13	45	0	0	1	1
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	29	64	16	5	0	0	0	6
MONTANA	18	8	4	0	1	0	0	4
NEBRASKA	30	15	23	1	1	0	0	129
NEVADA	9	12	4	0	0	0	0	1
NEW HAMPSHIRE	76	21	9	1	5	0	5	0
NEW JERSEY	15	10	3	4	2	0	0	7
NEW MEXICO	14	13	19	0	0	0	0	3
NEW YORK	208	73	95	35	7	1	1	23
NORTH CAROLINA	9	11	16	0	0	0	0	1
NORTH DAKOTA	8	2	2	0	0	0	1	1
OHIO	88	12	10	4	0	0	0	172
OKLAHOMA	30	17	3	1	0	0	0	0
OREGON	72	29	16	4	1	2	0	2
PENNSYLVANIA	11	10	1	0	0	0	0	1
PUERTO RICO	5	9	5	2	10	3	0	13
RHODE ISLAND	16	4	9	1	1	0	1	9
SOUTH CAROLINA	8	35	6	2	0	0	0	2
SOUTH DAKOTA	7	2	1	0	1	0	1	0
TENNESSEE	110	56	38	1	1	0	0	139
TEXAS	85	249	373	17	1	1	.	124
UTAH	8	8	12	3	6	0	0	0
VERMONT	17	1	4	0	0	0	1	0
VIRGINIA	103	60	26	0	1	4	4	4
WASHINGTON	246	202	154	15	5	1	2	7
WEST VIRGINIA	16	12	1	0	0	0	1	1
WISCONSIN	34	27	25	3	0	0	0	6
WYOMING	12	13	4	0	0	.	0	3
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	2	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,980	1,528	1,285	194	97	14	36	992
50 STATES, D.C. & P.R.	1,980	1,528	1,283	194	97	14	36	992

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

OTHER HEALTH IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				HOME HOSP ENVIR
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	
ALABAMA	34.58	45.79	12.15	2.80	0.00	.	0.00	4.67
ALASKA	33.33	33.33	28.57	4.76	0.00	0.00	0.00	0.00
ARIZONA	27.27	54.55	9.09	0.00	0.00	0.00	0.00	9.09
ARKANSAS	25.35	59.15	12.68	0.00	0.00	0.00	0.00	2.82
CALIFORNIA	34.08	22.20	27.13	3.36	5.38	0.00	0.00	7.85
COLORADO								
CONNECTICUT	56.76	22.30	10.81	1.35	6.08	0.00	2.03	0.68
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	5.00	5.56	3.89	0.56	0.00	0.00	0.56	84.44
GEORGIA	26.39	38.19	32.64	0.00	0.00	0.00	0.00	2.78
HAWAII	27.78	22.22	38.89	0.00	0.00	.	11.11	0.00
IDAHO	36.00	44.00	16.00	0.00	0.00	0.00	0.00	4.00
ILLINOIS	13.43	29.85	26.12	5.97	0.75	0.75	0.00	23.13
INDIANA	59.02	14.75	16.39	8.20	0.00	0.00	0.00	1.64
IOWA	33.33	0.00	66.67	0.00	.	0.00	0.00	0.00
KANSAS	44.86	40.19	9.35	0.93	1.87	0.00	0.00	2.80
KENTUCKY	30.65	51.61	9.68	3.23	0.00	0.00	1.61	3.23
LOUISIANA	38.10	15.48	37.50	1.19	0.60	0.60	0.00	6.55
MAINE	45.31	32.81	12.50	1.56	3.13	0.00	1.56	3.13
MARYLAND	35.79	27.37	16.84	7.37	8.42	0.00	3.16	1.05
MASSACHUSETTS	11.20	4.80	7.20	1.60	5.60	.	5.60	64.00
MICHIGAN								
MINNESOTA	43.59	17.95	8.33	28.85	0.00	0.00	0.64	0.64
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	24.17	53.33	13.33	4.17	0.00	0.00	0.00	5.00
MONTANA	51.43	22.86	11.43	0.00	2.86	0.00	0.00	11.43
NEBRASKA	15.08	7.54	11.56	0.50	0.50	0.00	0.00	64.82
NEVADA	34.62	46.15	15.38	0.00	0.00	0.00	0.00	3.85
NEW HAMPSHIRE	64.96	17.95	7.69	0.85	4.27	0.00	4.27	0.00
NEW JERSEY	36.59	24.39	7.32	9.76	4.88	0.00	0.00	17.07
NEW MEXICO	28.57	26.53	38.78	0.00	0.00	0.00	0.00	6.12
NEW YORK	46.95	16.48	21.44	7.90	1.58	0.23	0.23	5.19
NORTH CAROLINA	24.32	29.73	43.24	0.00	0.00	0.00	0.00	2.70
NORTH DAKOTA	57.14	14.29	14.29	0.00	0.00	0.00	7.14	7.14
OHIO	30.77	4.20	3.50	1.40	0.00	0.00	0.00	60.14
OKLAHOMA	58.82	33.33	5.88	1.96	0.00	0.00	0.00	0.00
OREGON	57.14	23.02	12.70	3.17	0.79	1.59	0.00	1.59
PENNSYLVANIA	47.83	43.48	4.35	0.00	0.00	0.00	0.00	4.35
PUERTO RICO	10.64	19.15	10.64	4.26	21.28	6.38	0.00	27.66
RHODE ISLAND	39.02	9.76	21.95	2.44	2.44	0.00	2.44	21.95
SOUTH CAROLINA	15.09	66.04	11.32	3.77	0.00	0.00	0.00	3.77
SOUTH DAKOTA	58.33	16.67	8.33	0.00	8.33	0.00	8.33	0.00
TENNESSEE	31.88	16.23	11.01	0.29	0.29	0.00	0.00	40.29
TEXAS	10.00	29.29	43.88	2.00	0.12	0.12	.	14.59
UTAH	21.62	21.62	32.43	8.11	16.22	0.00	0.00	0.00
VERMONT	73.91	4.35	17.39	0.00	0.00	0.00	4.35	0.00
VIRGINIA	50.99	29.70	12.87	0.00	0.50	1.98	1.98	1.98
WASHINGTON	38.92	31.96	24.37	2.37	0.79	0.16	0.32	1.11
WEST VIRGINIA	51.61	38.71	3.23	0.00	0.00	0.00	3.23	3.23
WISCONSIN	35.79	28.42	26.32	3.16	0.00	0.00	0.00	6.32
WYOMING	37.50	40.63	12.50	0.00	0.00	.	0.00	9.38
AMERICAN SAMOA	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	32.32	24.94	20.98	3.17	1.58	0.23	0.59	16.19
50 STATES, D.C. & P.R.	32.33	24.95	20.95	3.17	1.58	0.23	0.59	16.20

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

VISUAL IMPAIRMENTS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8	2	3	5	0	13	.	0
ALASKA	3	3	2	0	0	0	0	0
ARIZONA	13	4	8	0	0	14	0	1
ARKANSAS	5	4	0	5	0	0	6	0
CALIFORNIA	59	35	154	17	6	32	0	4
COLORADO	16	2	7	5	0	4	0	0
CONNECTICUT	10	2	5	6	3	1	3	0
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	20	6	6	0	1	24	11	0
GEORGIA	9	5	3	20	0	1	0	1
HAWAII	0	1	0	.	.	.	.	0
IDAHO	2	1	1	0	0	0	0	0
ILLINOIS	17	14	12	3	0	17	0	0
INDIANA	21	3	2	16	0	13	0	0
IOWA	4	6	0	0	.	8	0	0
KANSAS	8	3	1	4	0	0	0	0
KENTUCKY	6	5	1	0	0	11	0	1
LOUISIANA	8	7	11	0	0	4	0	0
MAINE	2	2	1	0	0	0	0	0
MARYLAND	5	7	2	2	1	0	32	0
MASSACHUSETTS	16	5	7	1	4	.	8	0
MICHIGAN	35	7	9	3	.	9	.	0
MINNESOTA	7	1	2	7	0	12	0	0
MISSISSIPPI	1	5	8	0	0	10	0	0
MISSOURI	2	8	0	9	0	12	0	1
MONTANA	2	1	1	0	0	0	0	0
NEBRASKA	7	4	5	0	0	0	0	5
NEVADA	3	1	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	5	0	0	1	0
NEW JERSEY	5	1	1	1	5	0	0	0
NEW MEXICO	4	1	3	0	0	4	0	0
NEW YORK	35	10	38	31	24	2	2	0
NORTH CAROLINA	12	7	4	0	0	12	0	0
NORTH DAKOTA	2	0	2	0	0	0	0	0
OHIO	32	9	2	4	0	27	0	1
OKLAHOMA	5	2	2	1	0	5	0	0
OREGON	14	1	8	0	1	9	0	1
PENNSYLVANIA	31	3	6	1	35	0	7	1
PUERTO RICO	2	23	3	7	0	0	0	1
RHODE ISLAND	1	3	4	0	0	0	0	0
SOUTH CAROLINA	5	8	1	0	0	1	0	1
SOUTH DAKOTA	3	0	0	0	0	7	1	0
TENNESSEE	17	12	10	13	0	0	1	0
TEXAS	4	32	62	3	.	37	.	4
UTAH	6	0	3	29	0	1	0	0
VERMONT	1	1	0	0	0	0	1	0
VIRGINIA	10	4	2	0	0	2	0	0
WASHINGTON	9	5	3	0	1	6	0	0
WEST VIRGINIA	3	1	0	5	0	6	0	0
WISCONSIN	14	1	6	1	1	8	0	0
WYOMING	2	1	1	0	0	.	0	0
AMERICAN SAMOA	0	0	2	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	508	269	415	204	82	312	73	22
50 STATES, D.C. & P.R.	508	269	412	204	82	312	73	22

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE							
	-----OUTSIDE REGULAR CLASS-----			PUBLIC	PRIVATE	PUBLIC	PRIVATE	HOME
	< 21%	21-60%	> 60%	SEPAR	SEPAR	RESID	RESID	HOSP
				FACIL	FACIL	FACIL	FACIL	ENVIR
ALABAMA	25.81	6.45	9.68	16.13	0.00	41.94	.	0.00
ALASKA	37.50	37.50	25.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	32.50	10.00	20.00	0.00	0.00	35.00	0.00	2.50
ARKANSAS	25.00	20.00	0.00	25.00	0.00	0.00	30.00	0.00
CALIFORNIA	19.22	11.40	50.16	5.54	1.95	10.42	0.00	1.30
COLORADO	47.06	5.88	20.59	14.71	0.00	11.76	0.00	0.00
CONNECTICUT	33.33	6.67	16.67	20.00	10.00	3.33	10.00	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	29.41	8.82	8.82	0.00	1.47	35.29	16.18	0.00
GEORGIA	23.08	12.82	7.69	51.28	0.00	2.56	0.00	2.56
HAWAII	0.00	100.00	0.00	.	.	.	.	0.00
IDAHO	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	26.98	22.22	19.05	4.76	0.00	26.98	0.00	0.00
INDIANA	38.18	5.45	3.64	29.09	0.00	23.64	0.00	0.00
IOWA	22.22	33.33	0.00	0.00	.	44.44	0.00	0.00
KANSAS	50.00	18.75	6.25	25.00	0.00	0.00	0.00	0.00
KENTUCKY	25.00	20.83	4.17	0.00	0.00	45.83	0.00	4.17
LOUISIANA	26.67	23.33	36.67	0.00	0.00	13.33	0.00	0.00
MAINE	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	10.20	14.29	4.08	4.08	2.04	0.00	65.31	0.00
MASSACHUSETTS	39.02	12.20	17.07	2.44	9.76	.	19.51	0.00
MICHIGAN	55.56	11.11	14.29	4.76	.	14.29	.	0.00
MINNESOTA	24.14	3.45	6.90	24.14	0.00	41.38	0.00	0.00
MISSISSIPPI	4.17	20.83	33.33	0.00	0.00	41.67	0.00	0.00
MISSOURI	6.25	25.00	0.00	28.13	0.00	37.50	0.00	3.13
MONTANA	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	33.33	19.05	23.81	0.00	0.00	0.00	0.00	23.81
NEVADA	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	14.29	0.00	0.00	71.43	0.00	0.00	14.29	0.00
NEW JERSEY	38.46	7.69	7.69	7.69	38.46	0.00	0.00	0.00
NEW MEXICO	33.33	8.33	25.00	0.00	0.00	33.33	0.00	0.00
NEW YORK	24.65	7.04	26.76	21.83	16.90	1.41	1.41	0.00
NORTH CAROLINA	34.29	20.00	11.43	0.00	0.00	34.29	0.00	0.00
NORTH DAKOTA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
OHIO	42.67	12.00	2.67	5.33	0.00	36.00	0.00	1.33
OKLAHOMA	33.33	13.33	13.33	6.67	0.00	33.33	0.00	0.00
OREGON	41.18	2.94	23.53	0.00	2.94	26.47	0.00	2.94
PENNSYLVANIA	36.90	3.57	7.14	1.19	41.67	0.00	8.33	1.19
PUERTO RICO	5.56	63.89	8.33	19.44	0.00	0.00	0.00	2.78
RHODE ISLAND	12.50	37.50	50.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	31.25	50.00	6.25	0.00	0.00	6.25	0.00	6.25
SOUTH DAKOTA	27.27	0.00	0.00	0.00	0.00	63.64	9.09	0.00
TENNESSEE	32.08	22.64	18.87	24.53	0.00	0.00	1.89	0.00
TEXAS	2.82	22.54	43.66	2.11	.	26.06	.	2.82
UTAH	15.38	0.00	7.69	74.36	0.00	2.56	0.00	0.00
VERMONT	33.33	33.33	0.00	0.00	0.00	0.00	33.33	0.00
VIRGINIA	55.56	22.22	11.11	0.00	0.00	11.11	0.00	0.00
WASHINGTON	37.50	20.83	12.50	0.00	4.17	25.00	0.00	0.00
WEST VIRGINIA	20.00	6.67	0.00	33.33	0.00	40.00	0.00	0.00
WISCONSIN	45.16	3.23	19.35	3.23	3.23	25.81	0.00	0.00
WYOMING	50.00	25.00	25.00	0.00	0.00	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	0.00	0.00	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								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	26.95	14.27	22.02	10.82	4.35	16.55	3.87	1.17
50 STATES, D.C. & P.R.	26.99	14.29	21.89	10.84	4.36	16.58	3.88	1.17

Please see data notes for an explanation of individual State differences.

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

**Number of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

AUTISM

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	6	13	4	2	1	7	0
ALASKA	0	3	3	0	0	0	0	0
ARIZONA	2	1	19	4	14	0	0	1
ARKANSAS	0	4	6	0	1	0	0	1
CALIFORNIA	10	27	202	41	86	0	7	3
COLORADO	3	1	11	0	0	0	0	0
CONNECTICUT	1	1	11	11	6	3	4	0
DELAWARE	0	9	0	7	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	58	3	44	24	4	0	2	1
GEORGIA	2	2	34	6	0	1	1	0
HAWAII	0	0	6	0	0	.	.	0
IDAHO	1	3	8	0	0	0	0	0
ILLINOIS	1	1	38	18	39	0	8	0
INDIANA	9	5	48	12	0	2	6	1
IOWA	5	3	12	3	.	0	0	0
KANSAS	0	0	2	1	0	0	0	0
KENTUCKY	2	4	9	0	0	0	0	0
LOUISIANA	1	1	61	5	0	2	0	0
MAINE	1	0	3	0	1	0	3	0
MARYLAND	3	1	12	18	10	0	10	0
MASSACHUSETTS	1	0	18	6	21	.	46	1
MICHIGAN	58	14	82	120	.	1	.	0
MINNESOTA	8	6	27	14	0	0	1	0
MISSISSIPPI	0	0	11	1	0	2	0	2
MISSOURI	7	4	33	12	3	0	0	0
MONTANA	0	1	5	0	0	0	0	1
NEBRASKA	1	1	14	2	0	0	1	1
NEVADA	0	0	5	1	0	0	1	0
NEW HAMPSHIRE	5	3	1	1	1	0	0	2
NEW JERSEY	0	3	5	23	53	7	5	2
NEW MEXICO	1	0	9	0	1	0	0	1
NEW YORK	12	12	114	70	31	2	30	2
NORTH CAROLINA	3	4	91	22	1	0	0	0
NORTH DAKOTA	0	1	4	0	1	1	2	0
OHIO	5	4	4	3	0	0	0	1
OKLAHOMA	0	5	5	0	0	0	1	0
OREGON	20	23	38	7	2	0	2	0
PENNSYLVANIA	4	6	30	35	4	0	4	0
PUERTO RICO	1	0	32	9	2	0	0	6
RHODE ISLAND	1	0	1	0	7	0	2	0
SOUTH CAROLINA	0	2	29	0	0	2	0	1
SOUTH DAKOTA	0	2	2	0	1	1	4	0
TENNESSEE	0	2	40	6	5	0	0	0
TEXAS	1	13	162	43	1	0	3	10
UTAH	0	0	10	0	12	0	0	0
VERMONT	0	0	1	0	1	0	0	0
VIRGINIA	2	5	50	14	5	3	16	0
WASHINGTON	3	4	18	0	0	0	0	1
WEST VIRGINIA	2	3	10	0	0	0	0	0
WISCONSIN	4	5	28	3	0	0	0	1
WYOMING	0	4	4	0	0	.	1	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	238	202	1,425	546	315	28	167	39
50 STATES, D.C. & P.R.	238	202	1,425	546	315	28	167	39

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year

AUTISM

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	18.18	39.39	12.12	6.06	3.03	21.21	0.00
ALASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.88	2.44	46.34	9.76	34.15	0.00	0.00	2.44
ARKANSAS	0.00	33.33	50.00	0.00	8.33	0.00	0.00	8.33
CALIFORNIA	2.66	7.18	53.72	10.90	22.87	0.00	1.86	0.80
COLORADO	20.00	6.67	73.33	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	2.70	2.70	29.73	29.73	16.22	8.11	10.81	0.00
DELAWARE	0.00	56.25	0.00	43.75	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	42.65	2.21	32.35	17.65	2.94	0.00	1.47	0.74
GEORGIA	4.35	4.35	73.91	13.04	0.00	2.17	2.17	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00			0.00
IDAHO	8.33	25.00	66.67	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.95	0.95	36.19	17.14	37.14	0.00	7.62	0.00
INDIANA	10.84	6.02	57.83	14.46	0.00	2.41	7.23	1.20
IOWA	21.74	13.04	52.17	13.04		0.00	0.00	0.00
KANSAS	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
KENTUCKY	13.33	26.67	60.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	1.43	1.43	87.14	7.14	0.00	2.86	0.00	0.00
MAINE	12.50	0.00	37.50	0.00	12.50	0.00	37.50	0.00
MARYLAND	5.56	1.85	22.22	33.33	18.52	0.00	18.52	0.00
MASSACHUSETTS	1.08	0.00	19.35	6.45	22.58		49.46	1.08
MICHIGAN	21.09	5.09	29.82	43.64		0.36		0.00
MINNESOTA	14.29	10.71	48.21	25.00	0.00	0.00	1.79	0.00
MISSISSIPPI	0.00	0.00	68.75	6.25	0.00	12.50	0.00	12.50
MISSOURI	11.86	6.78	55.93	20.34	5.08	0.00	0.00	0.00
MONTANA	0.00	14.29	71.43	0.00	0.00	0.00	0.00	14.29
NEBRASKA	5.00	5.00	70.00	10.00	0.00	0.00	5.00	5.00
NEVADA	0.00	0.00	71.43	14.29	0.00	0.00	14.29	0.00
NEW HAMPSHIRE	38.46	23.08	7.69	7.69	7.69	0.00	0.00	15.38
NEW JERSEY	0.00	3.06	5.10	23.47	54.08	7.14	5.10	2.04
NEW MEXICO	8.33	0.00	75.00	0.00	8.33	0.00	0.00	8.33
NEW YORK	4.40	4.40	41.76	25.64	11.36	0.73	10.99	0.73
NORTH CAROLINA	2.48	3.31	75.21	18.18	0.83	0.00	0.00	0.00
NORTH DAKOTA	0.00	11.11	44.44	0.00	11.11	11.11	22.22	0.00
OHIO	29.41	23.53	23.53	17.65	0.00	0.00	0.00	5.88
OKLAHOMA	0.00	45.45	45.45	0.00	0.00	0.00	9.09	0.00
OREGON	21.74	25.00	41.30	7.61	2.17	0.00	2.17	0.00
PENNSYLVANIA	4.82	7.23	36.14	42.17	4.82	0.00	4.82	0.00
PUERTO RICO	2.00	0.00	64.00	18.00	4.00	0.00	0.00	12.00
RHODE ISLAND	9.09	0.00	9.09	0.00	63.64	0.00	18.18	0.00
SOUTH CAROLINA	0.00	5.88	85.29	0.00	0.00	5.88	0.00	2.94
SOUTH DAKOTA	0.00	20.00	20.00	0.00	10.00	10.00	40.00	0.00
TENNESSEE	0.00	3.77	75.47	11.32	9.43	0.00	0.00	0.00
TEXAS	0.43	5.58	69.53	18.45	0.43	0.00	1.29	4.29
UTAH	0.00	0.00	45.45	0.00	54.55	0.00	0.00	0.00
VERMONT	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
VIRGINIA	2.11	5.26	52.63	14.74	5.26	3.16	16.84	0.00
WASHINGTON	11.54	15.38	69.23	0.00	0.00	0.00	0.00	3.85
WEST VIRGINIA	13.33	20.00	66.67	0.00	0.00	0.00	0.00	0.00
WISCONSIN	9.76	12.20	68.29	7.32	0.00	0.00	0.00	2.44
WYOMING	0.00	44.44	44.44	0.00	0.00		11.11	0.00
AMERICAN SAMOA	0.00	0.00	0.00					0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	8.04	6.82	48.14	18.45	10.64	0.95	5.64	1.32
50 STATES, D.C. & P.R.	8.04	6.82	48.14	18.45	10.64	0.95	5.64	1.32

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1	0	1	.	.	1	.	.
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	.	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	2	3	18	5	2	0	1	0
COLORADO	1	0	4	5	0	2	0	0
CONNECTICUT	1	0	0	0	3	0	0	0
DELAWARE	0	3	1	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	2	0	0	1	0	1	0	0
GEORGIA	0	0	0	0	0	0	1	0
HAWAII	1	1	2	0	.	.	.	0
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	0	1	0	0	0	3	0	0
INDIANA	0	0	5	4	0	1	3	0
IOWA	0	0	0	0	.	0	0	0
KANSAS	2	1	0	0	0	0	0	0
KENTUCKY	0	0	1	0	0	0	0	0
LOUISIANA	0	0	0	0	0	2	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	0	0	1	0	0	0	3	0
MASSACHUSETTS	0	0	1	0	2	.	4	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	0	0	0	0	2	0	0
MISSISSIPPI	0	0	1	0	0	0	0	0
MISSOURI	1	2	4	1	0	0	0	0
MONTANA	1	0	3	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	0	0	0	0	0	1	0
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	2	0	0	1	0
NORTH CAROLINA	0	0	2	0	1	1	0	0
NORTH DAKOTA	1	0	0	1	0	3	0	0
OHIO	0	0	1	1	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	1
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	0	1	2	10	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	1	0
SOUTH CAROLINA	0	0	1	0	0	3	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	1	0	0	0	0
TEXAS	1	1	9	2	.	10	.	0
UTAH	0	0	4	4	3	0	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	1	0	1	0	0	0	0	0
WEST VIRGINIA	0	0	0	1	0	2	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	17	14	62	39	11	31	15	1
50 STATES, D.C. & P.R.	17	14	62	39	11	31	15	1

Please see data notes for an explanation of individual State differences.
FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

DEAF-BLINDNESS

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	33.33	0.00	33.33			33.33		
ALASKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	6.45	9.68	58.06	16.13	6.45	0.00	3.23	0.00
COLORADO	8.33	0.00	33.33	41.67	0.00	16.67	0.00	0.00
CONNECTICUT	25.00	0.00	0.00	0.00	75.00	0.00	0.00	0.00
DELAWARE	0.00	60.00	20.00	20.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA								
FLORIDA	50.00	0.00	0.00	25.00	0.00	25.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
HAWAII	25.00	25.00	50.00	0.00				0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	25.00	0.00	0.00	0.00	75.00	0.00	0.00
INDIANA	0.00	0.00	38.46	30.77	0.00	7.69	23.08	0.00
IOWA	0.00	0.00	0.00	0.00		0.00	0.00	0.00
KANSAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	25.00	0.00	0.00	0.00	75.00	0.00
MASSACHUSETTS	0.00	0.00	14.29	0.00	28.57		57.14	0.00
MICHIGAN								
MINNESOTA	33.33	0.00	0.00	0.00	0.00	66.67	0.00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	12.50	25.00	50.00	12.50	0.00	0.00	0.00	0.00
MONTANA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
NORTH CAROLINA	0.00	0.00	50.00	0.00	25.00	25.00	0.00	0.00
NORTH DAKOTA	20.00	0.00	0.00	20.00	0.00	60.00	0.00	0.00
OHIO	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
OREGON	0.00	0.00	0.00	0.00	0.00	0.00	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	7.69	15.38	76.92	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	0.00	0.00	25.00	0.00	0.00	75.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
TEXAS	4.35	4.35	39.13	8.70		43.48		0.00
UTAH	0.00	0.00	36.36	36.36	27.27	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	33.33	0.00	66.67	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00		0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00					0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS								
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	8.95	7.37	32.63	20.53	5.79	16.32	7.89	0.53
50 STATES, D.C. & P.R.	8.95	7.37	32.63	20.53	5.79	16.32	7.89	0.53

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			-----NUMBER-----				
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8	6	3	0	.	.	0	2
ALASKA	3	6	2	0	0	0	0	0
ARIZONA	2	3	3	0	0	0	0	0
ARKANSAS	4	5	4	0	0	0	2	2
CALIFORNIA	17	13	45	6	4	0	0	4
COLORADO	14	2	8	1	2	0	1	1
CONNECTICUT	1	4	1	2	2	0	1	0
DELAWARE	0	0	1	0	0	0	1	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	15	9	4	2	0	0	0	1
GEORGIA	4	5	13	1	0	0	0	0
HAWAII	3	5	3	.	.	.	.	3
IDAHO	4	5	3	1	0	0	0	0
ILLINOIS	6	12	13	6	2	2	0	0
INDIANA	17	2	13	6	0	0	2	5
IOWA	11	3	5	1	.	0	0	1
KANSAS	3	1	2	1	0	0	0	1
KENTUCKY	4	4	5	0	0	0	0	2
LOUISIANA	7	5	11	0	0	0	0	2
MAINE	4	3	6	0	0	0	0	2
MARYLAND	3	7	1	3	2	0	2	2
MASSACHUSETTS	2	1	7	3	7	.	7	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	4	2	4	6	0	1	1	0
MISSISSIPPI	0	2	3	0	0	0	0	3
MISSOURI	4	12	9	4	0	0	0	3
MONTANA	2	1	0	0	0	0	0	0
NEBRASKA	3	5	4	0	0	0	0	5
NEVADA	2	1	3	2	0	0	0	0
NEW HAMPSHIRE	3	1	0	0	0	0	0	1
NEW JERSEY	1	3	1	1	1	0	1	1
NEW MEXICO	3	1	14	0	0	3	0	1
NEW YORK	27	19	31	17	7	0	5	7
NORTH CAROLINA	8	4	9	2	0	0	0	5
NORTH DAKOTA	4	0	0	0	0	0	0	0
OHIO	25	7	6	1	0	0	0	6
OKLAHOMA	6	9	6	0	0	0	0	2
OREGON	13	9	11	0	0	0	0	3
PENNSYLVANIA	11	17	27	3	120	0	21	1
PUERTO RICO	1	3	1	0	0	0	0	2
RHODE ISLAND	1	0	1	0	1	0	0	0
SOUTH CAROLINA	1	1	1	0	0	0	0	1
SOUTH DAKOTA	2	2	0	0	1	1	2	0
TENNESSEE	5	8	14	0	0	0	0	1
TEXAS	4	18	20	3	.	.	.	7
UTAH	4	5	6	3	7	2	0	0
VERMONT	3	0	1	0	0	0	0	0
VIRGINIA	10	14	7	0	0	1	3	2
WASHINGTON	14	9	4	0	0	0	0	2
WEST VIRGINIA	4	1	4	0	0	0	0	2
WISCONSIN	8	9	8	1	0	0	0	0
WYOMING	5	0	5	1	0	.	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	310	264	353	77	156	10	49	86
50 STATES, D.C. & P.R.	310	264	353	77	156	10	49	86

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Children Ages 18-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1997-98 School Year**

TRAUMATIC BRAIN INJURY

STATE	-----OUTSIDE REGULAR CLASS-----			-----PERCENTAGE-----				HOME HOSP ENVIR
	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	
ALABAMA	42.11	31.58	15.79	0.00	.	.	0.00	10.53
ALASKA	27.27	54.55	18.18	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.00	37.50	37.50	0.00	0.00	0.00	0.00	0.00
ARKANSAS	23.53	29.41	23.53	0.00	0.00	0.00	11.76	11.76
CALIFORNIA	19.10	14.61	50.56	6.74	4.49	0.00	0.00	4.49
COLORADO	48.28	6.90	27.59	3.45	6.90	0.00	3.45	3.45
CONNECTICUT	9.09	36.36	9.09	18.18	18.18	0.00	9.09	0.00
DELAWARE	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	48.39	29.03	12.90	6.45	0.00	0.00	0.00	3.23
GEORGIA	17.39	21.74	56.52	4.35	0.00	0.00	0.00	0.00
HAWAII	21.43	35.71	21.43	.	.	.	.	21.43
IDAHO	30.77	38.46	23.08	7.69	0.00	0.00	0.00	0.00
ILLINOIS	14.63	29.27	31.71	14.63	4.88	4.88	0.00	0.00
INDIANA	37.78	4.44	28.89	13.33	0.00	0.00	4.44	11.11
IOWA	52.38	14.29	23.81	4.76	.	0.00	0.00	4.76
KANSAS	37.50	12.50	25.00	12.50	0.00	0.00	0.00	12.50
KENTUCKY	26.67	26.67	33.33	0.00	0.00	0.00	0.00	13.33
LOUISIANA	26.00	26.00	44.00	0.00	0.00	0.00	0.00	8.00
MAINE	26.67	20.00	40.00	0.00	0.00	0.00	0.00	13.33
MARYLAND	15.00	35.00	5.00	15.00	10.00	0.00	10.00	10.00
MASSACHUSETTS	6.67	3.33	23.33	10.00	23.33	.	23.33	10.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	22.22	11.11	22.22	33.33	0.00	5.56	5.56	0.00
MISSISSIPPI	0.00	25.00	37.50	0.00	0.00	0.00	0.00	37.50
MISSOURI	12.50	37.50	28.13	12.50	0.00	0.00	0.00	9.38
MONTANA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	17.65	29.41	23.53	0.00	0.00	0.00	0.00	29.41
NEVADA	25.00	12.50	37.50	25.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	20.00	0.00	0.00	0.00	0.00	0.00	20.00
NEW JERSEY	11.11	33.33	11.11	11.11	11.11	0.00	11.11	11.11
NEW MEXICO	13.64	4.55	63.64	0.00	0.00	13.64	0.00	4.55
NEW YORK	23.89	16.81	27.43	15.04	6.19	0.00	4.42	6.19
NORTH CAROLINA	28.57	14.29	32.14	7.14	0.00	0.00	0.00	17.86
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	55.56	15.56	13.33	2.22	0.00	0.00	0.00	13.33
OKLAHOMA	26.09	39.13	26.09	0.00	0.00	0.00	0.00	8.70
OREGON	36.11	25.00	30.56	0.00	0.00	0.00	0.00	8.33
PENNSYLVANIA	5.50	8.50	13.50	1.50	60.00	0.00	10.50	0.50
PUERTO RICO	14.29	42.86	14.29	0.00	0.00	0.00	0.00	28.57
RHODE ISLAND	33.33	0.00	33.33	0.00	33.33	0.00	0.00	0.00
SOUTH CAROLINA	25.00	25.00	25.00	0.00	0.00	0.00	0.00	25.00
SOUTH DAKOTA	25.00	25.00	0.00	0.00	12.50	12.50	25.00	0.00
TENNESSEE	17.86	28.57	50.00	0.00	0.00	0.00	0.00	3.57
TEXAS	7.69	34.62	38.46	5.77	.	.	.	13.46
UTAH	14.81	18.52	22.22	11.11	25.93	7.41	0.00	0.00
VERMONT	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	27.03	37.84	18.92	0.00	0.00	2.70	8.11	5.41
WASHINGTON	48.28	31.03	13.79	0.00	0.00	0.00	0.00	6.90
WEST VIRGINIA	36.36	9.09	36.36	0.00	0.00	0.00	0.00	18.18
WISCONSIN	30.77	34.62	30.77	3.85	0.00	0.00	0.00	0.00
WYOMING	45.45	0.00	45.45	9.09	0.00	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	.	.	.	.	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	23.75	20.23	27.05	5.90	11.95	0.77	3.75	6.59
50 STATES, D.C. & P.R.	23.75	20.23	27.05	5.90	11.95	0.77	3.75	6.59

Please see data notes for an explanation of individual State differences.

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

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Served in Different Educational Environments
Under IDEA, Part B by Age Group
During 1988-89 Through 1997-98 School Years**

Age Group 3-5

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	140,364	53,706	87,595	26,106	16,698	1,080	338	6,573	332,460
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	268,130	48,307	162,814	23,551	6,633	729	199	11,803	522,166
1996-97	262,967	46,343	166,911	20,647	8,464	700	173	10,207	516,412
1997-98	276,839	44,605	164,512	20,257	7,495	833	333	12,196	527,070

Age Group 6-11

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	898,693	762,537	449,059	45,567	22,026	5,582	2,601	7,348	2,193,413
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	476,965	34,413	15,539	4,113	2,321	6,308	2,588,063
1996-97	1,475,558	635,773	478,178	32,696	15,977	3,793	2,287	6,151	2,650,413
1997-98	1,521,013	660,323	467,839	29,904	16,614	4,055	2,617	6,974	2,709,339

Age Group 12-17

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	335,057	779,691	487,524	63,144	26,071	12,918	7,210	22,532	1,734,147
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	541,261	54,924	28,719	13,219	8,687	18,379	2,214,424
1996-97	839,216	782,239	562,917	55,888	29,759	13,391	9,455	18,708	2,311,573
1997-98	893,375	827,800	551,955	52,423	32,309	13,903	11,293	18,396	2,401,454

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Served in Different Educational Environments
Under IDEA, Part B by Age Group
During 1988-89 Through 1997-98 School Years**

Age Group 18-21

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	32,132	79,255	71,315	26,023	7,075	5,290	2,095	3,204	226,389
1989-90	37,910	75,558	76,416	25,732	6,313	6,181	2,183	3,007	233,300
1990-91	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993	230,905
1991-92	42,253	78,389	72,834	20,205	6,311	5,569	2,118	2,317	229,996
1992-93	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088	241,564
1993-94	63,393	67,002	73,394	18,740	5,801	5,061	1,755	3,167	238,313
1994-95	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266	236,439
1995-96	68,862	65,970	70,860	18,897	6,213	3,921	1,848	3,241	239,812
1996-97	73,152	69,068	75,124	18,725	6,276	3,787	1,881	3,292	251,305
1997-98	79,821	72,164	76,570	17,058	7,070	3,504	2,121	3,915	262,223

Age Group 6-21

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,089,086	108,234	50,471	21,253	12,856	27,928	5,042,299
1996-97	2,387,926	1,487,080	1,116,219	107,309	52,012	20,971	13,623	28,151	5,213,291
1997-98	2,494,209	1,560,287	1,096,364	99,385	55,993	21,462	16,031	29,285	5,373,016

Age Group 3-21

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	1,406,246	1,675,189	1,095,493	160,840	71,870	24,870	12,244	39,657	4,486,409
1989-90	1,494,936	1,635,730	1,156,572	161,757	76,850	29,079	12,607	32,895	4,600,426
1990-91	1,596,342	1,638,786	1,194,012	155,793	77,219	25,693	12,402	31,653	4,731,900
1991-92	1,736,763	1,667,178	1,161,619	130,102	89,293	29,158	11,783	25,667	4,851,563
1992-93	2,051,166	1,512,717	1,219,867	134,431	70,333	28,401	12,065	32,069	5,061,049
1993-94	2,300,956	1,445,525	1,232,312	125,551	66,232	24,123	12,635	35,945	5,243,279
1994-95	2,419,665	1,451,297	1,249,684	119,450	55,853	22,958	13,070	40,587	5,372,564
1995-96	2,554,635	1,494,273	1,251,900	131,785	57,104	21,982	13,055	39,731	5,564,465
1996-97	2,650,893	1,533,423	1,283,130	127,956	60,476	21,671	13,796	38,358	5,729,703
1997-98	2,771,048	1,604,892	1,260,876	119,642	63,488	22,295	16,364	41,481	5,900,086

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

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**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B by Disability
During 1988-89 Through 1997-98 School Years**

Specific Learning Disabilities

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	388,991	1,148,804	415,004	18,811	7,376	1,359	807	2,193	1,983,345
1989-90	423,425	1,148,624	443,840	17,963	8,622	1,578	898	2,220	2,047,170
1990-91	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939	2,145,831
1991-92	560,661	1,231,560	455,645	13,165	7,839	1,929	939	2,183	2,273,921
1992-93	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552	2,357,839
1993-94	957,770	1,000,140	457,622	7,625	6,268	1,994	1,023	3,757	2,436,199
1994-95	1,032,624	996,417	461,828	8,401	7,066	2,082	1,193	4,092	2,513,703
1995-96	1,096,646	1,018,455	448,986	9,284	7,509	1,858	1,354	4,417	2,588,509
1996-97	1,145,947	1,034,277	453,261	9,272	7,448	2,069	1,303	4,679	2,658,256
1997-98	1,201,011	1,076,291	437,935	9,077	8,056	2,451	1,586	4,845	2,741,252

Speech or Language Impairments

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	731,585	184,209	36,747	3,059	10,598	376	458	1,010	968,042
1989-90	756,832	174,009	37,563	2,855	11,656	811	293	770	984,789
1990-91	776,247	136,779	55,549	3,223	10,097	246	411	1,480	984,032
1991-92	845,601	90,278	38,456	1,907	11,900	344	291	458	989,235
1992-93	811,166	106,402	59,315	2,272	11,246	477	130	1,256	992,264
1993-94	877,007	76,160	45,228	1,590	1,232	166	167	471	1,002,021
1994-95	879,681	78,125	45,892	1,936	1,327	170	145	643	1,007,919
1995-96	892,251	65,770	45,364	1,792	1,381	129	158	761	1,007,606
1996-97	927,553	68,829	46,146	1,875	1,422	145	186	726	1,046,882
1997-98	932,767	77,785	47,187	2,037	1,328	242	230	1,102	1,062,678

Mental Retardation

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	33,825	128,171	336,457	56,511	7,846	4,380	2,278	1,986	571,454
1989-90	37,942	112,997	343,454	51,200	6,581	5,621	2,271	2,124	562,190
1990-91	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387	552,383
1991-92	26,731	134,235	312,403	40,650	5,928	4,692	1,414	1,653	527,706
1992-93	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770	526,385
1993-94	47,317	144,298	314,669	32,454	6,014	2,642	1,242	3,028	551,664
1994-95	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706	569,151
1995-96	60,189	167,587	318,121	29,527	5,514	2,086	1,254	2,817	587,095
1996-97	62,300	168,457	320,440	28,957	5,334	1,813	1,230	2,932	591,463
1997-98	75,172	177,136	309,384	25,483	5,638	1,985	1,452	2,639	598,889

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

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**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B by Disability
During 1988-89 Through 1997-98 School Years**

Emotional Disturbance

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	52,819	112,622	134,264	29,866	20,259	7,975	6,309	10,821	374,935
1989-90	56,366	107,910	141,704	32,075	19,657	8,330	5,920	7,654	379,616
1990-91	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664	389,709
1991-92	61,854	108,437	144,024	30,299	24,100	9,423	6,019	6,034	390,190
1992-93	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039	394,305
1993-94	81,975	103,321	141,519	33,189	20,628	5,974	6,669	7,326	400,601
1994-95	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687	423,612
1995-96	102,308	103,072	149,478	37,053	23,434	6,522	6,792	7,113	435,772
1996-97	99,929	103,105	156,544	35,638	24,148	7,038	7,593	6,600	440,595
1997-98	112,323	104,996	150,628	33,398	25,448	7,350	9,023	7,062	450,228

Multiple Disabilities

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	5,503	11,037	36,094	15,034	5,183	2,090	1,072	2,173	78,186
1989-90	5,141	12,355	37,891	19,552	5,993	2,155	1,248	2,312	86,647
1990-91	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973	93,376
1991-92	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077	92,813
1992-93	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822	103,233
1993-94	9,873	21,553	48,034	18,004	5,809	2,083	1,415	2,187	108,958
1994-95	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237	90,300
1995-96	9,268	14,428	43,465	18,610	6,250	1,449	1,443	2,220	97,133
1996-97	9,955	17,254	46,188	18,392	6,550	1,421	1,473	2,550	103,783
1997-98	11,082	19,090	49,795	16,836	7,813	1,569	1,588	2,729	110,502

Hearing Impairments

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	14,791	11,573	18,446	3,134	1,555	4,970	430	128	55,027
1989-90	15,146	10,170	17,782	3,908	2,028	6,423	479	117	56,053
1990-91	16,157	11,844	19,693	3,504	1,988	6,261	383	315	60,145
1991-92	16,469	12,477	19,017	3,512	2,327	6,548	474	80	60,904
1992-93	18,276	12,227	17,435	3,448	1,674	8,146	542	234	61,982
1993-94	20,266	13,230	20,295	2,701	1,963	7,030	531	147	66,163
1994-95	22,539	12,443	18,381	2,447	1,850	5,894	652	133	64,339
1995-96	24,034	12,532	17,778	2,818	1,791	6,648	663	175	66,439
1996-97	25,607	12,523	18,142	3,372	1,883	6,046	586	124	68,283
1997-98	26,697	13,102	17,445	3,168	1,888	5,746	585	161	68,792

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B by Disability
During 1988-89 Through 1997-98 School Years**

Orthopedic Impairments

	< 21%	21-60%	60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	13,648	8,668	15,605	3,905	1,257	148	195	3,223	46,649
1989-90	14,410	9,199	16,867	3,915	914	204	272	2,890	48,671
1990-91	15,089	11,349	16,858	3,595	922	154	205	2,862	51,034
1991-92	16,410	10,632	17,374	2,849	828	133	318	2,074	50,618
1992-93	18,557	10,581	18,014	2,757	771	194	104	1,854	52,832
1993-94	21,397	11,819	19,018	2,264	742	172	89	1,675	57,176
1994-95	23,607	12,442	19,095	2,654	733	162	90	1,589	60,372
1995-96	25,357	12,901	18,964	2,634	662	60	87	1,504	62,169
1996-97	27,431	13,416	20,234	2,511	684	85	61	1,486	65,908
1997-98	35,283	16,102	19,840	2,185	614	121	84	1,522	75,751

Other Health Impairments

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	15,864	10,781	10,405	3,258	853	197	218	11,424	53,000
1989-90	16,712	11,952	13,041	3,284	873	195	367	7,026	53,450
1990-91	17,802	16,319	15,469	3,323	979	283	289	4,489	58,953
1991-92	19,266	15,062	11,678	1,142	648	83	194	6,448	54,521
1992-93	26,233	17,969	13,477	1,090	527	170	143	5,956	65,565
1993-94	33,469	22,581	17,818	1,049	464	102	201	7,885	83,569
1994-95	45,439	30,952	19,751	1,210	608	120	215	8,522	106,817
1995-96	58,495	40,813	24,932	1,483	798	103	219	8,412	135,255
1996-97	68,522	57,304	28,676	1,585	964	134	224	8,420	165,829
1997-98	75,865	61,913	33,495	1,749	1,280	188	283	8,540	183,313

Visual Impairments

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	8,684	5,539	4,431	803	212	1,962	84	108	21,823
1989-90	9,250	5,561	4,960	778	274	2,181	375	129	23,508
1990-91	11,177	6,159	5,295	925	410	2,125	219	260	26,570
1991-92	9,937	5,325	4,923	767	1,370	2,379	286	106	25,093
1992-93	10,769	4,987	4,266	930	399	2,029	191	120	23,691
1993-94	11,252	5,299	4,567	630	404	2,366	173	135	24,826
1994-95	11,534	5,295	4,322	729	474	2,384	234	132	25,104
1995-96	12,021	5,186	4,299	869	488	1,978	201	145	25,187
1996-97	12,526	4,972	4,561	990	597	1,897	268	159	25,970
1997-98	12,535	5,233	4,505	1,263	493	1,522	337	172	26,060

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B by Disability
During 1988-89 Through 1997-98 School Years**

Autism

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1991-92	472	700	4,894	2,728	914	92	247	88	10,135
1992-93	1,381	1,477	7,660	3,113	1,107	180	307	94	15,319
1993-94	1,813	1,531	10,309	3,169	1,260	324	405	93	18,904
1994-95	2,434	2,127	12,518	3,433	1,479	152	505	125	22,773
1995-96	3,212	2,840	14,357	3,707	1,788	168	480	123	26,675
1996-97	4,893	4,011	18,214	4,193	2,123	121	507	192	34,254
1997-98	7,757	5,384	22,054	3,671	2,523	109	655	203	42,356

Deaf-Blindness

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	172	79	445	353	33	333	55	18	1,488
1989-90	158	323	591	273	54	522	41	18	1,980
1990-91	155	95	477	284	64	352	20	32	1,479
1991-92	82	87	510	235	63	360	42	25	1,404
1992-93	194	153	497	247	89	363	26	15	1,584
1993-94	102	106	459	255	67	275	32	29	1,325
1994-95	129	120	501	265	50	248	36	35	1,384
1995-96	158	146	591	225	55	223	44	27	1,469
1996-97	213	178	573	218	71	177	44	23	1,497
1997-98	183	152	525	201	67	148	51	20	1,347

Traumatic Brain Injury

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1991-92	152	171	453	41	972	2	68	47	1,906
1992-93	546	657	943	119	823	30	117	87	3,322
1993-94	1,245	1,312	1,686	168	852	12	133	167	5,575
1994-95	1,883	1,748	2,203	226	812	21	141	212	7,246
1995-96	2,566	2,236	2,751	232	801	29	161	214	8,990
1996-97	3,050	2,754	3,240	306	788	25	148	260	10,571
1997-98	3,534	3,103	3,571	317	845	31	157	290	11,848

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AB8

**Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B by Disability
During 1988-89 through 1997-98**

All Disabilities

	< 21%	21-60%	> 60%	Public Separate Facility	Private Separate Facility	Public Resid Facility	Private Resid Facility	Home Hosp Envir	Total
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,089,086	108,234	50,471	21,253	12,856	27,928	5,042,299
1996-97	2,387,926	1,487,080	1,116,219	107,309	52,012	20,971	13,623	28,151	5,213,291
1997-98	2,494,209	1,560,287	1,096,364	99,385	55,993	21,462	16,031	29,285	5,373,016

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Total Number of Teachers Employed, Vacant Funded Positions, and Number
of Teachers Retained (in Full-Time Equivalency) to Provide Special Education
and Related Services for Children and Youth with Disabilities, Ages 3-5
During the 1997-98 School Year**

STATE	-----EMPLOYED-----		VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--	
	FULLY CERTIFIED	NOT FULLY CERTIFIED			FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	727	28	17	772	662	23
ALASKA	.	.	.	.	.	.
ARIZONA	240	80	9	328	237	71
ARKANSAS	333	125	17	474	125	89
CALIFORNIA	1,812	156	9	2,007	1,678	171
COLORADO	144	44	5	193	121	28
CONNECTICUT	.	.	.	.	.	.
DELAWARE	100	6	0	106	95	3
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	1,499	73	26	1,598	1,404	52
GEORGIA	520	9	5	534	438	5
HAWAII	128	12	0	140	.	.
IDAHO	134	4	10	148	122	4
ILLINOIS	981	43	11	1,034	816	38
INDIANA	535	20	0	555	477	14
IOWA	348	22	2	372	305	19
KANSAS	375	.	6	381	338	.
KENTUCKY	200	25	4	229	177	21
LOUISIANA	537	271	1	809	498	195
MAINE	206	0	0	206	206	0
MARYLAND	336	21	6	362	312	17
MASSACHUSETTS	579	.	5	584	553	.
MICHIGAN	588	53	3	644	382	18
MINNESOTA	701	41	2	744	620	35
MISSISSIPPI	301	11	5	318	281	7
MISSOURI	483	146	0	629	401	0
MONTANA	83	3	1	87	76	2
NEBRASKA	84	2	2	87	80	2
NEVADA	196	16	1	212	175	13
NEW HAMPSHIRE	97	11	0	108	90	7
NEW JERSEY	923	0	4	927	825	0
NEW MEXICO	193	29	0	223	191	24
NEW YORK	1,836	932	85	2,853	1,540	574
NORTH CAROLINA	673	93	20	786	594	65
NORTH DAKOTA	70	6	1	76	63	3
OHIO	1,246	0	86	1,332	805	0
OKLAHOMA	238	7	3	249	223	4
OREGON	138	7	3	148	116	7
PENNSYLVANIA	1,237	0	1	1,237	1,087	0
PUERTO RICO	90	0	0	90	0	0
RHODE ISLAND	129	4	0	132	118	3
SOUTH CAROLINA	274	15	7	295	222	6
SOUTH DAKOTA	94	2	0	97	87	1
TENNESSEE	329	3	2	334	329	3
TEXAS	283	32	.	315	236	25
UTAH	496	34	2	532	451	26
VERMONT	92	1	0	93	79	0
VIRGINIA	1,222	211	10	1,442	1,137	150
WASHINGTON	466	7	3	476	442	3
WEST VIRGINIA	184	19	1	204	170	13
WISCONSIN	675	14	5	694	594	4
WYOMING	53	13	.	66	.	.
AMERICAN SAMOA	3	8	0	11	3	4
GUAM	145	13	15	173	133	1
NORTHERN MARIANAS	2	0	.	2	.	.
PALAU	1	1	0	2	1	1
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	23,359	2,701	391	26,450	20,115	1,751
50 STATES, D.C. & P.R.	23,208	2,679	376	26,262	19,978	1,745

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Total Number of Teachers Employed, Vacant Funded Positions, and Number
of Teachers Retained (in Full-Time Equivalency) to Provide Special Education
and Related Services for Children and Youth with Disabilities, Ages 6-21
During the 1997-98 School Year**

STATE	-----EMPLOYED-----		VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--	
	FULLY CERTIFIED	NOT FULLY CERTIFIED			FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	5,581	193	76	5,850	5,093	152
ALASKA						
ARIZONA	3,567	217	121	3,904	3,333	185
ARKANSAS	2,866	137	97	3,100	2,485	68
CALIFORNIA	21,503	4,334	358	26,195	19,908	3,988
COLORADO	3,025	545	26	3,596	2,333	305
CONNECTICUT	5,173	0	0	5,173	0	0
DELAWARE	1,216	295	7	1,518	1,113	253
DISTRICT OF COLUMBIA						
FLORIDA	14,530	1,976	255	16,762	13,132	1,184
GEORGIA	8,821	343	64	9,228	7,357	0
HAWAII	771	276	26	1,072	0	0
IDAHO	943	16	157	1,116	858	15
ILLINOIS	18,846	806	430	20,082	15,757	665
INDIANA	5,498	603	0	6,101	4,822	477
IOWA	4,233	485	24	4,743	3,717	422
KANSAS	3,206	0	75	3,281	2,776	0
KENTUCKY	4,816	359	42	5,217	3,956	170
LOUISIANA	5,498	2,258	84	7,841	4,829	1,481
MAINE	1,961	129	22	2,111	1,809	55
MARYLAND	6,485	718	89	7,291	6,132	392
MASSACHUSETTS	9,565	0	134	9,699	9,120	0
MICHIGAN	10,472	554	105	11,131	6,536	172
MINNESOTA	6,525	281	19	6,825	6,074	76
MISSISSIPPI	3,737	307	83	4,127	3,469	168
MISSOURI	7,471	778	92	8,341	6,346	546
MONTANA	824	25	14	863	752	23
NEBRASKA	2,140	39	10	2,188	1,904	11
NEVADA	1,539	33	67	1,639	1,341	21
NEW HAMPSHIRE	1,587	179	9	1,775	1,394	148
NEW JERSEY	15,246	0	88	15,334	13,783	0
NEW MEXICO	3,353	475	0	3,828	2,813	219
NEW YORK	25,218	6,781	178	32,177	23,918	5,111
NORTH CAROLINA	7,224	855	154	8,233	6,447	1,056
NORTH DAKOTA	700	30	19	749	665	22
OHIO	14,033	342	259	14,634	11,894	0
OKLAHOMA	3,773	48	17	3,837	3,527	27
OREGON	2,661	82	28	2,771	2,432	41
PENNSYLVANIA	13,788	0	10	13,798	12,452	0
PUERTO RICO	2,864	0	6	2,870	0	0
RHODE ISLAND	1,459	7	2	1,467	1,428	6
SOUTH CAROLINA	10,679	349	158	11,186	3,482	183
SOUTH DAKOTA	812	8	10	830	742	4
TENNESSEE	4,609	21	17	4,647	4,609	11
TEXAS	20,728	3,270	0	23,999	16,883	1,954
UTAH	1,977	88	13	2,079	1,858	65
VERMONT	785	4	7	795	695	1
VIRGINIA	9,899	1,124	51	11,073	8,946	794
WASHINGTON	4,489	43	25	4,557	4,105	24
WEST VIRGINIA	2,288	286	25	2,598	2,122	172
WISCONSIN	6,702	283	68	7,053	5,700	136
WYOMING	740	0	0	740	0	0
AMERICAN SAMOA	13	60	0	73	13	41
GUAM	145	13	15	173	133	1
NORTHERN MARIANAS	22	18	0	40	0	0
PALAU	6	19	2	27	6	19
VIRGIN ISLANDS						
BUR. OF INDIAN AFFAIRS						
U.S. AND OUTLYING AREAS	316,611	30,091	3,635	350,337	264,997	20,862
50 STATES, D.C. & P.R.	316,425	29,981	3,618	350,024	264,845	20,801

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AC3

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 1997-98 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	4	0	1	47	8	5
ALASKA	.	.	.	.	.	.
ARIZONA	82	6	0	82	3	14
ARKANSAS	4	3	3	47	33	33
CALIFORNIA	103	8	1	149	0	32
COLORADO	288	11	2	171	4	8
CONNECTICUT	520	.	.	.	.	.
DELAWARE	.	.	.	1	3	7
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	344	0	0	321	0	17
GEORGIA	103	3	2	134	1	16
HAWAII	18	0	3	21	0	1
IDAHO	38	0	11	44	0	0
ILLINOIS	2,228	206	29	468	0	30
INDIANA	51	4	0	134	4	1
IOWA	219	0	1	59	0	2
KANSAS	202	.	0	112	.	9
KENTUCKY	13	3	1	90	4	3
LOUISIANA	258	7	5	101	0	18
MAINE	202	0	1	121	0	1
MARYLAND	319	18	29	176	0	4
MASSACHUSETTS	716	.	4	356	.	11
MICHIGAN	1,097	62	.	366	2	1
MINNESOTA	609	0	1	401	0	5
MISSISSIPPI	21	0	3	25	0	2
MISSOURI	83	0	.	111	0	.
MONTANA	15	0	0	21	0	2
NEBRASKA	10	0	0	28	0	0
NEVADA	4	0	0	13	0	7
NEW HAMPSHIRE	33	7	0	131	0	0
NEW JERSEY	1,555	0	14	541	0	7
NEW MEXICO	199	5	0	208	5	0
NEW YORK	2,725	360	50	1,550	0	19
NORTH CAROLINA	151	13	4	164	0	16
NORTH DAKOTA	47	0	3	31	0	1
OHIO	0	0	0	298	14	32
OKLAHOMA	4	0	0	51	0	2
OREGON	29	2	0	73	1	2
PENNSYLVANIA	149	2	0	318	0	0
PUERTO RICO	118	0	3	13	0	3
RHODE ISLAND	115	2	0	62	1	2
SOUTH CAROLINA	36	12	0	55	9	8
SOUTH DAKOTA	16	0	0	54	0	1
TENNESSEE	28	0	1	113	0	0
TEXAS	106	.	.	244	.	.
UTAH	26	1	0	27	1	2
VERMONT	30	1	0	19	1	0
VIRGINIA	434	18	1	196	0	6
WASHINGTON	53	5	0	281	2	14
WEST VIRGINIA	2	0	0	27	0	3
WISCONSIN	467	3	2	348	9	5
WYOMING	63	0	.	21	0	.
AMERICAN SAMOA	0	0	0	1	0	0
GUAM	2	0	1	2	0	2
NORTHERN MARIANAS	0	0	.	0	0	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	13,937	761	176	8,423	105	352
50 STATES, D.C. & P.R.	13,935	761	175	8,421	105	350

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 based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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 1997-98 School Year

STATE	RECREATION AND THERAPEUTIC -----RECREATION SPECIALISTS-----			PHYSICAL -----THERAPISTS-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	0	0	1	39	4	2
ALASKA	.	.	.	.	.	.
ARIZONA	2	1	0	46	0	9
ARKANSAS	2	0	0	57	23	23
CALIFORNIA	6	5	0	37	0	14
COLORADO	.	.	.	51	2	3
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	1	1	4
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	8	0	0	181	0	12
GEORGIA	27	3	0	100	0	4
HAWAII	.	.	.	14	0	1
IDAHO	.	.	.	46	0	0
ILLINOIS	11	0	0	267	0	22
INDIANA	22	1	1	97	2	1
IOWA	6	0	2	39	0	5
KANSAS	1	.	0	57	.	11
KENTUCKY	3	0	0	62	2	4
LOUISIANA	2	0	0	61	0	17
MAINE	2	1	0	61	0	0
MARYLAND	23	9	3	117	0	2
MASSACHUSETTS	.	.	.	164	.	2
MICHIGAN	1	.	.	207	1	1
MINNESOTA	.	.	.	127	0	3
MISSISSIPPI	4	0	0	32	0	6
MISSOURI	.	.	.	55	0	.
MONTANA	0	0	0	13	0	0
NEBRASKA	.	.	.	23	0	0
NEVADA	6	0	0	14	0	12
NEW HAMPSHIRE	12	2	0	50	0	0
NEW JERSEY	13	0	0	339	0	4
NEW MEXICO	5	1	0	104	3	0
NEW YORK	64	0	0	989	0	142
NORTH CAROLINA	21	0	0	111	0	12
NORTH DAKOTA	.	.	.	19	0	3
OHIO	0	0	0	187	6	20
OKLAHOMA	3	0	0	57	0	0
OREGON	1	1	0	45	0	1
PENNSYLVANIA	7	2	0	228	0	1
PUERTO RICO	0	0	0	2	0	0
RHODE ISLAND	4	1	0	37	0	0
SOUTH CAROLINA	1	1	0	38	9	8
SOUTH DAKOTA	2	0	0	44	0	0
TENNESSEE	6	0	0	69	0	0
TEXAS	3	.	.	110	.	.
UTAH	10	0	0	20	1	3
VERMONT	0	0	0	12	0	0
VIRGINIA	1	0	0	163	0	1
WASHINGTON	0	0	0	132	1	8
WEST VIRGINIA	0	0	0	26	0	1
WISCONSIN	.	.	.	215	3	1
WYOMING	0	0	.	5	0	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	2	0	3
NORTHERN MARIANAS	0	0	.	1	1	.
PALAU	0	0	0	1	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	279	28	7	4,974	59	366
50 STATES, D.C. & P.R.	277	28	7	4,970	58	363

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AC3

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 1997-98 School Year

STATE	-----TEACHER AIDES-----			PHYSICAL EDUCATION		
	-----EMPLOYED-----			-----TEACHERS-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	2,132	434	16	90	1	3
ALASKA	.	.	.	.	.	.
ARIZONA	1,328	2,728	125	151	5	4
ARKANSAS	1,755	0	27	7	0	3
CALIFORNIA	22,289	6,953	404	790	58	10
COLORADO	3,633	.	0	37	1	0
CONNECTICUT	5,072	.	.	.	.	.
DELAWARE	183	80	1	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	10,725	0	202	167	17	2
GEORGIA	5,228	141	27	62	0	0
HAWAII	804	0	2	5	0	0
IDAHO	1,063	0	0	.	.	.
ILLINOIS	19,312	0	56	208	3	1
INDIANA	5,329	0	6	20	1	0
IOWA	3,925	0	20	18	0	0
KANSAS	6,852	.	49	50	.	1
KENTUCKY	1,551	1,796	18	59	0	0
LOUISIANA	6,309	0	15	334	32	4
MAINE	2,739	68	22	27	0	0
MARYLAND	4,706	0	120	123	12	5
MASSACHUSETTS	9,179	.	0	149	.	0
MICHIGAN	242	.	6	80	1	.
MINNESOTA	8,784	.	7	316	22	1
MISSISSIPPI	885	0	12	29	2	1
MISSOURI	5,898	0	17	28	0	2
MONTANA	881	0	4	12	0	0
NEBRASKA	2,159	0	8	.	.	.
NEVADA	1,032	0	4	40	0	0
NEW HAMPSHIRE	2,087	1,617	12	20	4	0
NEW JERSEY	10,543	0	92	357	0	5
NEW MEXICO	2,357	92	0	46	1	0
NEW YORK	14,854	0	196	1,208	288	20
NORTH CAROLINA	5,695	3	40	47	4	6
NORTH DAKOTA	969	0	5	6	0	1
OHIO	3,772	66	123	170	2	4
OKLAHOMA	1,929	103	28	13	0	1
OREGON	3,676	0	49	85	2	0
PENNSYLVANIA	7,350	0	3	74	0	1
PUERTO RICO	1,474	0	0	124	6	1
RHODE ISLAND	1,284	0	0	116	0	0
SOUTH CAROLINA	1,629	586	19	22	6	0
SOUTH DAKOTA	934	0	1	34	0	0
TENNESSEE	4,182	27	7	18	0	0
TEXAS	19,237	.	.	.	.	.
UTAH	1,515	969	0	22	0	0
VERMONT	2,414	0	15	13	0	0
VIRGINIA	6,056	327	35	132	1	0
WASHINGTON	4,288	78	62	37	1	1
WEST VIRGINIA	1,295	0	14	17	0	0
WISCONSIN	5,568	172	18	134	3	10
WYOMING	1,022	0	.	16	0	.
AMERICAN SAMOA	2	0	0	0	0	0
GUAM	0	195	0	0	0	0
NORTHERN MARIANAS	.	43	.	0	0	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	238,127	16,478	1,888	5,512	473	85
50 STATES, D.C. & P.R.	238,125	16,240	1,888	5,512	473	85

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AC3

**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 1997-98 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	182	2	1	224	2	6
ALASKA	.	.	.	.	.	.
ARIZONA	209	21	1	154	19	2
ARKANSAS	159	38	8	17	0	2
CALIFORNIA	794	7	7	3,996	233	69
COLORADO	120	19	0	240	39	3
CONNECTICUT	96	.	.	.	.	.
DELAWARE	8	0	0	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	346	0	4	1,576	1	13
GEORGIA	337	0	0	263	5	3
HAWAII	473	0	1	63	0	1
IDAHO	49	2	0	.	0	0
ILLINOIS	852	7	10	1,031	104	29
INDIANA	256	4	0	1,538	3	0
IOWA	151	3	5	376	17	4
KANSAS	59	.	0	185	.	4
KENTUCKY	178	4	3	92	0	5
LOUISIANA	236	0	4	325	6	0
MAINE	175	7	0	171	12	1
MARYLAND	304	11	5	300	36	4
MASSACHUSETTS	361	.	3	2,135	.	18
MICHIGAN	438	60	.	160	.	3
MINNESOTA	170	3	1	347	0	4
MISSISSIPPI	159	0	2	129	2	5
MISSOURI	203	125	4	187	0	.
MONTANA	34	1	0	16	1	3
NEBRASKA	81	.	2	1	0	0
NEVADA	64	0	7	214	0	1
NEW HAMPSHIRE	160	11	2	516	16	2
NEW JERSEY	949	0	18	520	0	10
NEW MEXICO	97	1	0	110	4	0
NEW YORK	2,515	345	36	15,674	1,883	162
NORTH CAROLINA	212	8	5	413	13	15
NORTH DAKOTA	57	1	1	.	.	.
OHIO	529	9	18	0	0	0
OKLAHOMA	158	1	2	265	8	0
OREGON	202	4	2	201	11	1
PENNSYLVANIA	1,330	6	1	1,355	0	0
PUERTO RICO	113	0	8	51	0	9
RHODE ISLAND	63	2	1	129	0	0
SOUTH CAROLINA	102	33	5	87	15	3
SOUTH DAKOTA	91	0	0	93	0	1
TENNESSEE	201	1	1	446	0	3
TEXAS	.	.	.	111	.	.
UTAH	73	3	0	85	2	2
VERMONT	64	1	0	47	1	1
VIRGINIA	408	5	4	550	20	3
WASHINGTON	231	0	2	214	5	0
WEST VIRGINIA	61	2	1	112	0	0
WISCONSIN	261	9	4	10	0	2
WYOMING	32	0	.	725	0	.
AMERICAN SAMOA	10	0	0	0	3	0
GUAM	0	0	0	15	0	0
NORTHERN MARIANAS	2	0	.	1	0	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	14,412	754	175	35,472	2,461	394
50 STATES, D.C. & P.R.	14,400	754	175	35,456	2,458	394

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table A03

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 1997-98 School Year

STATE	-----PSYCHOLOGISTS-----			DIAGNOSTIC & EVALUATION STAFF-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	47	1	1	166	0	2
ALASKA	.	.	.	.	.	.
ARIZONA	481	9	9	74	7	5
ARKANSAS	3	3	3	118	25	9
CALIFORNIA	2,746	42	25	106	7	1
COLORADO	443	22	4	.	.	.
CONNECTICUT	699	.	.	.	.	.
DELAWARE	84	10	1	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	781	0	7	202	0	4
GEORGIA	557	5	4	128	0	0
HAWAII	6	0	1	158	0	0
IDAHO	133	0	16	.	.	.
ILLINOIS	1,583	120	35	16	0	0
INDIANA	454	7	0	54	0	0
IOWA	307	27	2	45	0	0
KANSAS	442	.	6	4	.	0
KENTUCKY	227	5	3	99	6	3
LOUISIANA	324	14	11	403	0	5
MAINE	130	0	0	83	0	0
MARYLAND	385	30	19	458	8	9
MASSACHUSETTS	548	.	8	.	.	.
MICHIGAN	829	20	2	.	.	.
MINNESOTA	525	0	2	.	.	.
MISSISSIPPI	44	0	3	121	0	2
MISSOURI	15	9	0	314	164	.
MONTANA	94	3	0	0	0	0
NEBRASKA	171	4	1	.	.	.
NEVADA	155	1	0	4	0	0
NEW HAMPSHIRE	130	3	1	107	0	1
NEW JERSEY	1,248	0	12	4,116	0	32
NEW MEXICO	99	15	0	301	12	0
NEW YORK	3,477	498	128	1,423	46	132
NORTH CAROLINA	503	13	22	100	0	5
NORTH DAKOTA	35	4	2	.	.	.
OHIO	1,384	5	23	162	0	0
OKLAHOMA	76	1	0	165	1	9
OREGON	231	2	4	81	1	2
PENNSYLVANIA	899	0	1	20	0	0
PUERTO RICO	8	0	0	0	0	0
RHODE ISLAND	150	2	0	112	0	0
SOUTH CAROLINA	239	64	9	9	4	0
SOUTH DAKOTA	57	0	1	13	1	0
TENNESSEE	327	0	3	59	0	0
TEXAS	429	.	.	1,938	458	.
UTAH	150	6	4	10	1	0
VERMONT	43	0	0	19	0	0
VIRGINIA	582	4	4	105	0	1
WASHINGTON	670	9	12	0	0	0
WEST VIRGINIA	118	2	2	72	0	0
WISCONSIN	809	4	1	227	84	2
WYOMING	55	0	.	78	0	.
AMERICAN SAMOA	0	0	0	1	4	0
GUAM	2	0	2	9	0	0
NORTHERN MARIANAS	2	0	.	0	0	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	23,938	965	394	11,678	829	224
50 STATES, D.C. & P.R.	23,933	965	392	11,668	825	224

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table A-3

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 1997-98 School Year

STATE	-----AUDIOLOGISTS-----			-----WORK-STUDY COORDINATORS-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	8	0	1	16	3	2
ALASKA	.	.	.	.	.	.
ARIZONA	19	37	3	52	6	0
ARKANSAS	1	2	1	3	0	1
CALIFORNIA	60	0	1	33	1	0
COLORADO	36	1	0	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	53	0	2	92	1	2
GEORGIA	33	0	0	22	0	1
HAWAII	.	.	.	37	1	1
IDAHO	12	0	0	4	0	0
ILLINOIS	44	0	0	.	.	.
INDIANA	12	0	1	19	0	0
IOWA	59	0	0	59	3	0
KANSAS	19	.	0	21	.	0
KENTUCKY	6	0	0	15	12	0
LOUISIANA	44	0	2	23	1	0
MAINE	10	0	1	4	0	0
MARYLAND	33	0	0	31	8	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	23	.	.	59	.	.
MINNESOTA	44	0	0	180	.	1
MISSISSIPPI	13	0	0	4	0	2
MISSOURI	13	0	.	20	1	.
MONTANA	3	0	0	1	0	0
NEBRASKA	8	0	0	26	0	0
NEVADA	4	0	0	8	0	0
NEW HAMPSHIRE	1	0	0	14	6	0
NEW JERSEY	35	0	2	46	0	1
NEW MEXICO	39	0	0	27	2	0
NEW YORK	110	6	1	70	11	0
NORTH CAROLINA	40	1	2	55	3	3
NORTH DAKOTA	3	0	0	3	0	0
OHIO	32	1	16	235	5	7
OKLAHOMA	3	0	0	35	0	0
OREGON	11	1	0	23	14	2
PENNSYLVANIA	19	0	0	39	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	2	0	0	10	0	0
SOUTH CAROLINA	5	2	0	36	5	1
SOUTH DAKOTA	4	0	2	13	0	0
TENNESSEE	34	0	0	13	0	0
TEXAS	46	.	.	.	.	.
UTAH	21	0	0	1	0	0
VERMONT	3	1	0	19	1	1
VIRGINIA	26	0	0	72	3	0
WASHINGTON	22	0	1	49	1	0
WEST VIRGINIA	6	0	0	21	0	1
WISCONSIN	14	1	2	.	.	.
WYOMING	5	0	.	0	0	.
AMERICAN SAMOA	0	0	0	1	4	0
GUAM	1	0	0	0	0	0
NORTHERN MARIANAS	2	0	.	0	0	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,035	53	36	1,505	90	25
50 STATES, D.C. & P.R.	1,032	53	36	1,504	86	25

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

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 1997-98 School Year

STATE	VOCATIONAL EDUCATION			COUNSELORS		
	TEACHERS			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	81	0	5	87	1	1
ALASKA	.	.	.	.	.	.
ARIZONA	89	10	3	212	10	3
ARKANSAS	7	5	1	9	5	1
CALIFORNIA	249	17	7	382	38	5
COLORADO	17	0	0	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	187	0	0	1,436	9	5
GEORGIA	156	4	0	73	16	0
HAWAII	.	.	.	560	0	0
IDAHO	.	.	.	.	.	.
ILLINOIS	150	1	0	936	18	81
INDIANA	34	5	0	45	0	0
IOWA	45	0	0	12	0	0
KANSAS	70	.	3	34	.	0
KENTUCKY	102	4	1	178	2	2
LOUISIANA	74	5	3	3	0	0
MAINE	9	2	0	42	0	0
MARYLAND	140	52	5	89	12	0
MASSACHUSETTS	138	.	1	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	151	.	.	26	0	1
MISSISSIPPI	48	0	3	51	0	2
MISSOURI	78	0	.	1	0	.
MONTANA	11	0	0	6	0	0
NEBRASKA	.	.	.	9	0	0
NEVADA	8	1	0	61	0	0
NEW HAMPSHIRE	39	5	0	118	14	0
NEW JERSEY	534	0	18	680	0	2
NEW MEXICO	28	3	0	166	3	0
NEW YORK	440	133	10	1,490	330	94
NORTH CAROLINA	0	0	0	141	2	4
NORTH DAKOTA	6	0	1	.	.	.
OHIO	171	1	7	0	0	0
OKLAHOMA	7	0	0	22	0	0
OREGON	33	4	0	260	9	10
PENNSYLVANIA	35	1	1	310	0	0
PUERTO RICO	164	24	0	13	0	0
RHODE ISLAND	14	0	0	94	0	0
SOUTH CAROLINA	54	15	4	27	1	1
SOUTH DAKOTA	15	0	0	25	0	0
TENNESSEE	108	0	0	112	1	0
TEXAS	.	.	.	148	243	.
UTAH	27	0	1	15	0	1
VERMONT	15	3	0	33	0	1
VIRGINIA	282	1	0	831	1	2
WASHINGTON	351	0	0	423	2	0
WEST VIRGINIA	42	2	1	45	0	0
WISCONSIN	69	3	.	.	.	.
WYOMING	0	0	.	34	0	.
AMERICAN SAMOA	0	3	0	0	1	0
GUAM	0	0	0	2	0	2
NORTHERN MARIANAS	0	0	.	0	0	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,276	301	74	9,241	718	219
50 STATES, D.C. & P.R.	4,276	298	74	9,239	717	217

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

**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 1997-98 School Year**

STATE	REHABILITATION -----COUNSELORS-----			-----INTERPRETERS-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	7	0	0	69	10	4
ALASKA	.	.	.	.	.	.
ARIZONA	5	0	1	67	49	20
ARKANSAS	0	0	5	62	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	156	.	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	9	9	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	0	0	0	326	0	10
GEORGIA	36	0	0	118	10	5
HAWAII	.	.	.	.	.	.
IDAHO	7	0	0	29	0	0
ILLINOIS	4	0	0	158	0	2
INDIANA	17	1	0	62	0	0
IOWA	0	0	0	17	0	0
KANSAS	0	.	0	46	.	11
KENTUCKY	5	0	0	30	33	2
LOUISIANA	0	0	0	99	18	3
MAINE	0	0	0	29	12	2
MARYLAND	10	0	2	76	21	1
MASSACHUSETTS	25	.	2	.	.	.
MICHIGAN	.	.	.	26	3	1
MINNESOTA	.	.	.	212	0	0
MISSISSIPPI	7	0	1	25	0	2
MISSOURI	.	.	.	95	34	.
MONTANA	0	0	0	51	0	3
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	55	7	0
NEW HAMPSHIRE	45	0	2	36	8	0
NEW JERSEY	.	.	.	135	0	2
NEW MEXICO	0	0	0	44	16	0
NEW YORK	9	0	0	267	18	6
NORTH CAROLINA	0	0	0	200	14	5
NORTH DAKOTA	0	0	0	10	1	1
OHIO	0	0	0	0	0	0
OKLAHOMA	1	0	0	74	25	2
OREGON	0	0	0	126	5	3
PENNSYLVANIA	15	0	0	164	0	0
PUERTO RICO	0	0	0	2	0	0
RHODE ISLAND	0	0	0	7	3	0
SOUTH CAROLINA	0	0	0	67	17	0
SOUTH DAKOTA	1	0	0	31	1	1
TENNESSEE	377	0	2	26	0	3
TEXAS	.	.	.	315	.	.
UTAH	0	1	0	52	33	3
VERMONT	2	0	0	26	2	1
VIRGINIA	2	0	0	117	91	8
WASHINGTON	18	0	0	176	15	15
WEST VIRGINIA	0	0	0	56	8	2
WISCONSIN	.	.	.	256	13	6
WYOMING	0	0	.	29	0	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	9	0
NORTHERN MARIANAS	0	0	.	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	592	2	15	4,030	482	123
50 STATES, D.C. & P.R.	592	2	15	4,030	473	123

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

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 1997-98 School Year

STATE	SPEECH/ -----PATHOLOGISTS-----			SUPERVISORS/ -----ADMINISTRATORS (SEA)-----		
	-----EMPLOYED-----			-----EMPLOYED-----		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	178	7	5	18	0	0
ALASKA	.	.	.	.	.	.
ARIZONA	550	26	58	7	1	0
ARKANSAS	0	0	0	25	0	0
CALIFORNIA	3,909	229	108	78	0	16
COLORADO	671	35	9	2	5	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	8	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	1,885	60	34	25	0	0
GEORGIA	1,301	8	40	.	.	.
HAWAII	113	0	16	9	0	0
IDAHO	177	4	23	6	0	0
ILLINOIS	.	.	.	67	0	0
INDIANA	1,015	15	0	0	0	0
IOWA	466	12	0	32	0	1
KANSAS	578	.	38	92	.	2
KENTUCKY	704	97	20	5	0	0
LOUISIANA	174	3	10	60	0	0
MAINE	113	0	0	15	0	0
MARYLAND	1,051	28	77	0	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	1,478	39	8	3	.	.
MINNESOTA	1,388	1	2	42	0	2
MISSISSIPPI	18	0	0	21	0	2
MISSOURI	40	0	.	28	0	2
MONTANA	168	5	2	0	0	0
NEBRASKA	472	10	3	16	0	0
NEVADA	236	0	2	0	0	0
NEW HAMPSHIRE	303	32	6	12	2	0
NEW JERSEY	2,337	0	41	95	0	12
NEW MEXICO	635	59	0	9	3	0
NEW YORK	3,765	789	307	1	0	0
NORTH CAROLINA	0	0	0	31	0	1
NORTH DAKOTA	227	5	7	0	0	0
OHIO	159	0	0	0	0	0
OKLAHOMA	395	4	2	43	0	8
OREGON	245	4	8	9	0	0
PENNSYLVANIA	498	3	2	40	0	0
PUERTO RICO	28	0	1	25	0	18
RHODE ISLAND	219	2	5	10	0	2
SOUTH CAROLINA	99	12	9	1	1	0
SOUTH DAKOTA	224	1	0	4	0	2
TENNESSEE	454	0	1	53	0	0
TEXAS	2,550	.	.	.	.	.
UTAH	275	27	7	7	1	0
VERMONT	209	9	4	.	.	.
VIRGINIA	0	0	0	0	0	0
WASHINGTON	794	10	15	11	0	2
WEST VIRGINIA	419	39	15	15	1	0
WISCONSIN	1,527	9	13	33	.	.
WYOMING	174	0	.	0	0	.
AMERICAN SAMOA	1	0	0	2	0	0
GUAM	4	0	2	2	0	0
NORTHERN MARIANAS	2	0	.	2	0	.
PALAU	1	0	0	1	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	32,225	1,584	904	956	14	70
50 STATES, D.C. & P.R.	32,217	1,584	902	949	14	70

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

**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 1997-98 School Year**

STATE	NON-PROFESSIONAL		
	STAFF		
	EMPLOYED		VACANT POSITIONS
FULLY CERTIFIED	NOT FULLY CERTIFIED		
ALABAMA	540	38	14
ALASKA	.	.	.
ARIZONA	197	164	8
ARKANSAS	267	0	5
CALIFORNIA	1,400	106	5
COLORADO	400	.	0
CONNECTICUT	.	.	.
DELAWARE	.	.	.
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	3,169	0	5
GEORGIA	920	43	1
HAWAII	49	0	0
IDAHO	5	0	0
ILLINOIS	3,481	0	0
INDIANA	0	0	0
IOWA	312	0	1
KANSAS	0	0	0
KENTUCKY	214	132	11
LOUISIANA	1,266	3	1
MAINE	123	15	0
MARYLAND	350	235	8
MASSACHUSETTS	.	.	.
MICHIGAN	95	.	.
MINNESOTA	630	0	0
MISSISSIPPI	249	0	12
MISSOURI	0	0	.
MONTANA	243	0	0
NEBRASKA	.	.	.
NEVADA	16	1	0
NEW HAMPSHIRE	466	0	0
NEW JERSEY	849	0	5
NEW MEXICO	0	0	0
NEW YORK	3,470	0	44
NORTH CAROLINA	450	48	26
NORTH DAKOTA	.	.	.
OHIO	0	0	0
OKLAHOMA	569	63	3
OREGON	227	0	9
PENNSYLVANIA	1,047	0	4
PUERTO RICO	215	0	18
RHODE ISLAND	85	11	0
SOUTH CAROLINA	278	137	18
SOUTH DAKOTA	60	0	0
TENNESSEE	793	0	4
TEXAS	.	.	.
UTAH	195	96	1
VERMONT	23	1	0
VIRGINIA	803	33	0
WASHINGTON	82	5	1
WEST VIRGINIA	332	0	9
WISCONSIN	.	.	.
WYOMING	156	0	.
AMERICAN SAMOA	11	0	0
GUAM	0	10	0
NORTHERN MARIANAS	2	0	.
PALAU	4	0	0
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	24,041	1,139	212
50 STATES, D.C. & P.R.	24,024	1,129	212

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 based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,423	2,286	49	779	31
ALASKA	401	48	9	318	4
ARIZONA	1,359	104	59	496	16
ARKANSAS	1,858	246	31	381	20
CALIFORNIA	8,643	3,826	738	9,394	172
COLORADO	2,026	120	95	1,825	26
CONNECTICUT	2,951	103	78	1,508	17
DELAWARE	231	23	4	51	1
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	4,877	3,273	3	2,123	90
GEORGIA	1,294	2,066	85	1,635	32
HAWAII	342	367	165	2,880	7
IDAHO	570	112	22	421	13
ILLINOIS	7,276	169	526	3,800	95
INDIANA	4,185	361	67	1,236	52
IOWA	2,057	70	39	887	17
KANSAS	1,703	0	17	952	33
KENTUCKY	1,815	287	28	796	29
LOUISIANA	992	1,527	19	438	58
MAINE	996	65	25	644	9
MARYLAND	2,565	316	114	1,228	29
MASSACHUSETTS	6,185	0	146	2,373	49
MICHIGAN	4,464	479	378	3,776	111
MINNESOTA	3,748	0	45	51	24
MISSISSIPPI	441	1,912	29	426	29
MISSOURI	3,967	216	17	1,249	46
MONTANA	513	20	6	192	3
NEBRASKA	987	61	41	851	17
NEVADA	386	426	2	107	3
NEW HAMPSHIRE	887	214	42	355	16
NEW JERSEY	9,416	.	224	855	43
NEW MEXICO	906	81	4	459	10
NEW YORK	9,400	4,614	362	3,896	101
NORTH CAROLINA	2,741	1,106	149	1,970	35
NORTH DAKOTA	432	10	2	194	8
OHIO	7,020	203	113	1,714	67
OKLAHOMA	2,692	0	12	496	22
OREGON	788	230	72	923	24
PENNSYLVANIA	8,653	0	126	1,647	79
PUERTO RICO	398	417	253	654	57
RHODE ISLAND	966	51	27	601	16
SOUTH CAROLINA	703	978	31	678	31
SOUTH DAKOTA	366	21	51	365	9
TENNESSEE	2,036	1,906	79	2,701	49
TEXAS	18,566	0	0	6,716	0
UTAH	1,050	61	47	672	14
VERMONT	406	9	6	285	2
VIRGINIA	3,818	1,025	72	1,198	43
WASHINGTON	2,391	154	0	0	2
WEST VIRGINIA	1,730	100	15	210	15
WISCONSIN	3,922	209	67	1,660	37
WYOMING	326	17	16	208	5
AMERICAN SAMOA	4	4	0	21	0
GUAM	43	.	0	6	0
NORTHERN MARIANAS	10	4	0	0	0
PALAU	0	0	0	10	0
VIRGIN ISLANDS	17	12	0	2	3
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	147,942	29,909	4,607	69,313	1,721
50 STATES, D.C. & P.R.	147,868	29,889	4,607	69,274	1,718

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

ALL DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	1,416	650	1,825	8,459
ALASKA	265	236	379	1,660
ARIZONA	1,475	566	1,089	5,164
ARKANSAS	1,944	718	922	6,120
CALIFORNIA	18,912	13,166	2,861	57,712
COLORADO	3,221	736	1,038	9,087
CONNECTICUT	2,350	1,280	1,569	9,856
DELAWARE	644	86	81	1,121
DISTRICT OF COLUMBIA				
FLORIDA	9,985	606	5,235	26,192
GEORGIA	3,443	1,047	1,959	11,561
HAWAII	297	0	319	4,377
IDAHO	970	222	388	2,718
ILLINOIS	5,663	5,105	4,781	27,415
INDIANA	3,218	1,650	2,648	13,417
IOWA	731	619	1,205	5,625
KANSAS	2,718	537	583	6,543
KENTUCKY	1,712	404	1,434	6,505
LOUISIANA	41	2,132	2,044	7,251
MAINE	768	165	672	3,344
MARYLAND	1,720	629	1,181	7,782
MASSACHUSETTS	1,468	2,044	2,407	14,672
MICHIGAN	3,612	3,602	3,863	20,285
MINNESOTA	487	2,555	1,788	8,698
MISSISSIPPI	1,131	309	1,169	5,446
MISSOURI	2,294	1,378	1,936	11,103
MONTANA	414	129	327	1,604
NEBRASKA	1,213	304	481	3,955
NEVADA	378	256	124	1,682
NEW HAMPSHIRE	419	272	1,149	3,354
NEW JERSEY	4,382	863	3,146	18,929
NEW MEXICO	1,580	480	600	4,120
NEW YORK	11,291	3,396	7,537	40,597
NORTH CAROLINA	2,697	622	3,371	12,691
NORTH DAKOTA	138	131	147	1,062
OHIO	3,643	1,143	2,397	16,300
OKLAHOMA	1,729	758	1,073	6,782
OREGON	2,689	237	752	5,715
PENNSYLVANIA	3,286	5,076	2,689	21,556
PUERTO RICO	509	217	671	3,176
RHODE ISLAND	1,161	46	704	3,572
SOUTH CAROLINA	1,087	797	1,656	5,961
SOUTH DAKOTA	328	143	155	1,438
TENNESSEE	5,384	1,292	1,679	15,126
TEXAS	0	0	3,647	28,929
UTAH	2,177	433	649	5,103
VERMONT	462	92	249	1,511
VIRGINIA	2,028	385	2,136	10,705
WASHINGTON	2,194	952	898	6,591
WEST VIRGINIA	709	506	812	4,097
WISCONSIN	3,282	1,011	1,913	12,101
WYOMING	260	0	305	1,137
AMERICAN SAMOA	1	5	10	45
GUAM	1	29	31	110
NORTHERN MARIANAS	0	0	3	17
PALAU	1	3	0	14
VIRGIN ISLANDS	5	18	22	79
BUR. OF INDIAN AFFAIRS				
U.S. AND OUTLYING AREAS	123,933	60,038	82,709	520,172
50 STATES, D.C. & P.R.	123,925	59,983	82,643	519,907

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,123	765	0	457	13
ALASKA	320	34	2	241	1
ARIZONA	996	59	7	335	8
ARKANSAS	1,116	93	9	241	9
CALIFORNIA	6,721	2,785	20	6,488	51
COLORADO	1,370	51	33	1,130	7
CONNECTICUT	1,782	42	6	922	11
DELAWARE	135	3	1	41	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	3,276	1,388	1	757	26
GEORGIA	820	459	5	620	2
HAWAII	221	157	71	903	2
IDAHO	386	56	2	324	3
ILLINOIS	4,659	18	54	1,756	30
INDIANA	2,771	33	6	565	18
IOWA	1,227	29	7	591	7
KANSAS	990	.	1	505	12
KENTUCKY	925	13	0	392	4
LOUISIANA	717	721	4	189	16
MAINE	605	15	1	370	2
MARYLAND	1,741	74	25	729	12
MASSACHUSETTS	3,630	0	86	1,394	31
MICHIGAN	2,993	199	38	2,000	26
MINNESOTA	1,801	0	3	20	6
MISSISSIPPI	370	1,189	4	320	8
MISSOURI	2,915	63	1	799	15
MONTANA	377	6	0	115	1
NEBRASKA	595	8	1	452	4
NEVADA	308	292	0	77	1
NEW HAMPSHIRE	602	94	11	224	4
NEW JERSEY	6,885	0	25	737	15
NEW MEXICO	657	26	0	308	4
NEW YORK	7,127	2,523	189	2,593	28
NORTH CAROLINA	1,964	264	7	1,247	7
NORTH DAKOTA	300	5	0	117	2
OHIO	3,880	67	4	696	12
OKLAHOMA	1,872	0	0	283	9
OREGON	542	104	12	594	4
PENNSYLVANIA	5,689	0	47	768	31
PUERTO RICO	247	195	14	394	31
RHODE ISLAND	694	25	0	310	8
SOUTH CAROLINA	515	293	0	371	9
SOUTH DAKOTA	272	13	0	266	3
TENNESSEE	1,477	1,038	42	1,377	15
TEXAS	13,499	.	.	4,148	.
UTAH	773	27	2	484	6
VERMONT	217	1	1	193	1
VIRGINIA	2,859	293	15	699	13
WASHINGTON	1,432	77	0	0	0
WEST VIRGINIA	1,143	13	0	96	7
WISCONSIN	2,334	68	5	732	11
WYOMING	218	10	1	139	1
AMERICAN SAMOA	4	0	0	21	0
GUAM	27	0	0	5	0
NORTHERN MARIANAS	9	4	0	0	0
PALAU	0	0	0	9	0
VIRGIN ISLANDS	10	0	0	0	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	100,138	13,692	763	39,544	549
50 STATES, D.C. & P.R.	100,088	13,688	763	39,509	547

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	663	317	915	4,253
ALASKA	168	174	297	1,237
ARIZONA	999	360	850	3,614
ARKANSAS	1,215	439	580	3,702
CALIFORNIA	13,454	9,646	2,216	41,381
COLORADO	1,566	397	600	5,154
CONNECTICUT	1,108	498	710	5,079
DELAWARE	402	59	55	696
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	4,706	295	2,890	13,339
GEORGIA	1,041	334	684	3,965
HAWAII	155	0	173	1,682
IDAHO	631	137	273	1,812
ILLINOIS	2,675	2,303	2,609	14,104
INDIANA	1,511	882	1,484	7,270
IOWA	402	313	599	3,175
KANSAS	1,219	225	330	3,282
KENTUCKY	617	166	580	2,697
LOUISIANA	17	1,325	1,316	4,305
MAINE	308	83	251	1,635
MARYLAND	959	320	710	4,570
MASSACHUSETTS	861	1,201	1,412	8,615
MICHIGAN	1,681	1,761	2,290	10,988
MINNESOTA	83	943	599	3,455
MISSISSIPPI	873	230	927	3,921
MISSOURI	1,376	845	1,192	7,206
MONTANA	198	68	226	991
NEBRASKA	608	95	271	2,035
NEVADA	289	207	95	1,269
NEW HAMPSHIRE	180	144	588	1,847
NEW JERSEY	2,611	490	1,665	12,428
NEW MEXICO	933	310	427	2,665
NEW YORK	5,766	1,812	4,872	24,910
NORTH CAROLINA	1,223	292	1,813	6,817
NORTH DAKOTA	79	78	90	671
OHIO	1,545	440	967	7,611
OKLAHOMA	1,107	495	761	4,527
OREGON	1,477	149	540	3,422
PENNSYLVANIA	1,638	2,505	1,591	12,269
PUERTO RICO	229	116	335	1,561
RHODE ISLAND	700	28	466	2,231
SOUTH CAROLINA	524	401	904	3,017
SOUTH DAKOTA	210	100	107	971
TENNESSEE	3,072	784	1,142	8,947
TEXAS	.	.	2,570	20,217
UTAH	1,389	293	430	3,404
VERMONT	160	29	85	687
VIRGINIA	1,074	193	1,179	6,325
WASHINGTON	1,210	525	525	3,769
WEST VIRGINIA	396	251	426	2,332
WISCONSIN	1,129	377	745	5,401
WYOMING	166	.	195	730
AMERICAN SAMOA	1	1	10	37
GUAM	1	22	28	83
NORTHERN MARIANAS	0	0	3	16
PALAU	0	1	0	10
VIRGIN ISLANDS	4	10	7	33
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	66,610	33,469	47,605	302,370
50 STATES, D.C. & P.R.	66,604	33,435	47,557	302,191

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	34	12	0	115	0
ALASKA	11	1	0	26	0
ARIZONA	20	7	6	107	0
ARKANSAS	17	4	0	48	1
CALIFORNIA	356	111	3	1,229	3
COLORADO	67	2	1	170	0
CONNECTICUT	94	3	.	134	.
DELAWARE	0	0	0	5	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	290	41	0	785	3
GEORGIA	22	13	.	265	1
HAWAII	6	3	0	1,800	0
IDAHO	10	2	0	38	0
ILLINOIS	112	3	5	728	1
INDIANA	44	2	0	371	0
IOWA	7	1	1	53	0
KANSAS	20	.	0	137	0
KENTUCKY	14	1	0	163	0
LOUISIANA	31	21	0	165	2
MAINE	66	1	0	75	0
MARYLAND	178	13	1	306	0
MASSACHUSETTS	1,101	0	26	423	9
MICHIGAN	99	23	.	502	.
MINNESOTA	103	0	0	3	0
MISSISSIPPI	23	17	0	92	0
MISSOURI	79	7	0	222	1
MONTANA	5	0	0	26	0
NEBRASKA	54	2	0	217	1
NEVADA	3	7	0	24	0
NEW HAMPSHIRE	84	18	5	45	0
NEW JERSEY	88	0	4	8	0
NEW MEXICO	62	10	0	80	1
NEW YORK	169	63	0	247	0
NORTH CAROLINA	33	5	3	233	0
NORTH DAKOTA	18	0	0	35	0
OHIO	125	5	0	310	0
OKLAHOMA	31	0	0	117	1
OREGON	43	6	4	216	1
PENNSYLVANIA	50	0	0	454	0
PUERTO RICO	15	11	5	30	0
RHODE ISLAND	33	2	0	89	0
SOUTH CAROLINA	9	8	4	141	2
SOUTH DAKOTA	4	1	0	45	0
TENNESSEE	103	89	4	229	2
TEXAS	148	.	.	396	.
UTAH	15	0	0	72	1
VERMONT	31	0	0	31	0
VIRGINIA	46	0	0	185	0
WASHINGTON	46	1	0	0	0
WEST VIRGINIA	17	1	0	60	0
WISCONSIN	74	1	1	208	0
WYOMING	27	2	0	22	1
AMERICAN SAMOA	.	.	.	.	.
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	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,137	525	73	11,483	31
50 STATES, D.C. & P.R.	4,137	525	73	11,482	31

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	17	39	20	237
ALASKA	11	9	4	62
ARIZONA	22	20	9	191
ARKANSAS	27	5	10	112
CALIFORNIA	699	463	95	2,959
COLORADO	151	44	31	466
CONNECTICUT	100	40	35	411
DELAWARE	3	0	0	8
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	404	33	164	1,720
GEORGIA	50	19	15	385
HAWAII	13	0	5	1,827
IDAHO	16	7	13	86
ILLINOIS	88	139	32	1,108
INDIANA	73	38	28	556
IOWA	4	6	6	78
KANSAS	36	10	5	208
KENTUCKY	37	4	16	235
LOUISIANA	2	61	54	336
MAINE	42	10	32	226
MARYLAND	92	62	69	721
MASSACHUSETTS	262	363	428	2,612
MICHIGAN	47	85	56	812
MINNESOTA	5	67	25	203
MISSISSIPPI	22	8	19	181
MISSOURI	45	30	18	402
MONTANA	10	6	1	48
NEBRASKA	94	20	17	405
NEVADA	1	0	1	36
NEW HAMPSHIRE	45	28	99	324
NEW JERSEY	46	2	10	158
NEW MEXICO	97	20	30	300
NEW YORK	165	19	72	735
NORTH CAROLINA	44	4	32	354
NORTH DAKOTA	4	10	8	75
OHIO	82	28	18	568
OKLAHOMA	23	10	2	184
OREGON	156	6	49	481
PENNSYLVANIA	29	89	13	635
PUERTO RICO	14	2	16	93
RHODE ISLAND	45	2	12	183
SOUTH CAROLINA	12	24	20	220
SOUTH DAKOTA	6	5	2	63
TENNESSEE	236	102	71	836
TEXAS	.	.	22	566
UTAH	32	8	14	142
VERMONT	29	12	10	113
VIRGINIA	26	6	21	284
WASHINGTON	42	44	25	158
WEST VIRGINIA	6	1	6	91
WISCONSIN	44	15	27	370
WYOMING	14	.	14	80
AMERICAN SAMOA	.	.	.	.
GUAM	0	1	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	3,570	2,026	1,801	23,646
50 STATES, D.C. & P.R.	3,570	2,025	1,801	23,644

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	73	1,306	33	116	9
ALASKA	19	8	6	10	0
ARIZONA	138	22	30	6	2
ARKANSAS	543	116	9	40	8
CALIFORNIA	228	350	435	153	21
COLORADO	114	17	24	28	2
CONNECTICUT	190	20	24	16	.
DELAWARE	21	17	1	1	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	240	1,292	0	105	29
GEORGIA	38	1,234	58	129	23
HAWAII	22	116	34	17	1
IDAHO	94	46	15	23	2
ILLINOIS	841	76	332	50	30
INDIANA	792	250	41	94	15
IOWA	497	21	12	82	4
KANSAS	299	.	5	52	4
KENTUCKY	584	204	22	113	18
LOUISIANA	24	570	11	13	12
MAINE	70	20	5	8	0
MARYLAND	94	146	45	23	1
MASSACHUSETTS	594	0	14	228	5
MICHIGAN	436	138	229	272	23
MINNESOTA	719	0	36	0	6
MISSISSIPPI	8	616	13	8	7
MISSOURI	483	105	12	23	14
MONTANA	50	6	3	11	0
NEBRASKA	167	40	27	24	1
NEVADA	6	74	2	1	0
NEW HAMPSHIRE	24	28	12	4	2
NEW JERSEY	348	0	93	2	12
NEW MEXICO	55	20	2	2	1
NEW YORK	31	921	41	4	5
NORTH CAROLINA	236	621	91	134	13
NORTH DAKOTA	46	4	2	2	3
OHIO	1,939	51	22	134	7
OKLAHOMA	512	0	5	40	5
OREGON	41	60	44	14	7
PENNSYLVANIA	1,440	0	58	45	20
PUERTO RICO	45	178	154	171	9
RHODE ISLAND	50	18	13	4	3
SOUTH CAROLINA	60	583	22	58	12
SOUTH DAKOTA	47	2	31	6	0
TENNESSEE	57	491	16	49	4
TEXAS	1,425	.	.	296	.
UTAH	92	24	23	8	1
VERMONT	55	4	2	10	0
VIRGINIA	214	538	33	26	15
WASHINGTON	287	17	0	0	1
WEST VIRGINIA	378	69	14	17	4
WISCONSIN	495	82	44	59	10
WYOMING	17	4	10	5	1
AMERICAN SAMOA	0	2	0	0	0
GUAM	8	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	5	11	0	0	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	15,292	10,538	2,210	2,736	373
50 STATES, D.C. & P.R.	15,278	10,525	2,210	2,736	372

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

MENTAL RETARDATION

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	445	203	620	2,805
ALASKA	17	2	13	75
ARIZONA	93	27	58	376
ARKANSAS	502	213	284	1,715
CALIFORNIA	879	585	109	2,760
COLORADO	173	35	43	436
CONNECTICUT	136	81	75	542
DELAWARE	73	8	13	134
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	1,127	81	617	3,491
GEORGIA	777	204	554	3,017
HAWAII	34	0	24	248
IDAHO	154	37	50	421
ILLINOIS	660	471	398	2,858
INDIANA	685	318	469	2,664
IOWA	115	131	207	1,069
KANSAS	289	61	41	751
KENTUCKY	500	115	538	2,094
LOUISIANA	4	265	257	1,156
MAINE	38	7	21	169
MARYLAND	99	38	90	536
MASSACHUSETTS	142	197	231	1,411
MICHIGAN	534	434	360	2,426
MINNESOTA	33	106	118	1,018
MISSISSIPPI	146	48	179	1,025
MISSOURI	273	105	226	1,241
MONTANA	27	10	11	118
NEBRASKA	200	19	106	584
NEVADA	24	12	5	124
NEW HAMPSHIRE	35	7	24	136
NEW JERSEY	149	32	87	723
NEW MEXICO	74	11	23	188
NEW YORK	570	170	240	1,982
NORTH CAROLINA	528	138	677	2,438
NORTH DAKOTA	20	11	12	100
OHIO	1,180	378	900	4,611
OKLAHOMA	304	118	171	1,155
OREGON	253	11	22	452
PENNSYLVANIA	374	462	329	2,728
PUERTO RICO	188	70	259	1,074
RHODE ISLAND	63	0	11	162
SOUTH CAROLINA	272	157	389	1,553
SOUTH DAKOTA	50	14	16	166
TENNESSEE	758	148	243	1,766
TEXAS	.	.	267	1,988
UTAH	143	24	45	360
VERMONT	62	6	24	163
VIRGINIA	289	46	259	1,420
WASHINGTON	187	75	65	632
WEST VIRGINIA	178	123	227	1,010
WISCONSIN	366	111	210	1,377
WYOMING	18	.	5	60
AMERICAN SAMOA	0	2	0	4
GUAM	0	2	3	13
NORTHERN MARIANAS	0	0	0	1
PALAU	1	1	0	2
VIRGIN ISLANDS	1	7	12	37
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	14,242	5,937	10,237	61,565
50 STATES, D.C. & P.R.	14,240	5,925	10,222	61,508

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	66	58	0	66	2
ALASKA	16	0	0	14	0
ARIZONA	76	9	0	32	0
ARKANSAS	12	4	0	5	0
CALIFORNIA	479	236	29	673	7
COLORADO	249	42	6	388	3
CONNECTICUT	538	23	29	295	1
DELAWARE	8	1	2	2	1
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	498	317	1	315	10
GEORGIA	209	192	11	477	3
HAWAII	59	55	51	111	1
IDAHO	15	3	0	19	2
ILLINOIS	1,169	62	89	475	23
INDIANA	292	26	4	165	4
IOWA	209	12	16	124	1
KANSAS	161	.	0	162	5
KENTUCKY	107	1	0	70	1
LOUISIANA	34	88	0	36	4
MAINE	134	8	9	147	2
MARYLAND	263	16	7	95	4
MASSACHUSETTS	502	0	12	192	4
MICHIGAN	455	72	25	766	3
MINNESOTA	694	0	4	26	2
MISSISSIPPI	3	7	0	2	0
MISSOURI	216	13	0	137	3
MONTANA	33	4	0	18	1
NEBRASKA	62	2	0	66	3
NEVADA	30	29	0	2	0
NEW HAMPSHIRE	81	37	7	36	4
NEW JERSEY	1,263	0	8	80	4
NEW MEXICO	61	7	0	42	0
NEW YORK	1,156	436	39	811	27
NORTH CAROLINA	129	65	7	172	4
NORTH DAKOTA	33	0	0	34	1
OHIO	326	3	5	164	6
OKLAHOMA	82	0	0	30	1
OREGON	40	23	2	31	4
PENNSYLVANIA	1,057	0	10	330	10
PUERTO RICO	6	3	6	22	1
RHODE ISLAND	103	3	6	28	4
SOUTH CAROLINA	40	38	1	76	3
SOUTH DAKOTA	15	3	1	32	1
TENNESSEE	101	87	6	102	1
TEXAS	1,459	.	.	994	.
UTAH	96	2	0	94	0
VERMONT	65	4	0	35	1
VIRGINIA	372	116	7	199	6
WASHINGTON	94	18	0	0	1
WEST VIRGINIA	85	7	0	21	2
WISCONSIN	750	48	6	587	4
WYOMING	26	0	1	24	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	14,031	2,180	407	8,824	175
50 STATES, D.C. & P.R.	14,029	2,180	407	8,824	175

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

EMOTIONAL DISTURBANCE

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	235	73	202	702
ALASKA	52	36	55	173
ARIZONA	270	135	132	654
ARKANSAS	45	16	12	94
CALIFORNIA	2,733	1,698	308	6,163
COLORADO	1,069	216	319	2,292
CONNECTICUT	778	548	629	2,841
DELAWARE	81	14	9	118
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	3,066	154	1,335	5,696
GEORGIA	1,293	424	613	3,222
HAWAII	67	0	100	444
IDAHO	88	22	32	181
ILLINOIS	1,993	2,056	1,648	7,515
INDIANA	828	363	600	2,282
IOWA	194	150	377	1,083
KANSAS	820	185	156	1,489
KENTUCKY	446	94	201	920
LOUISIANA	15	315	293	785
MAINE	288	50	313	951
MARYLAND	394	153	240	1,172
MASSACHUSETTS	118	166	196	1,190
MICHIGAN	1,095	1,132	960	4,508
MINNESOTA	339	1,261	975	3,301
MISSISSIPPI	37	6	16	71
MISSOURI	481	326	432	1,608
MONTANA	136	36	67	295
NEBRASKA	242	138	49	562
NEVADA	48	33	20	162
NEW HAMPSHIRE	107	59	321	652
NEW JERSEY	1,103	268	1,061	3,787
NEW MEXICO	351	111	91	663
NEW YORK	3,892	1,222	2,064	9,647
NORTH CAROLINA	626	140	646	1,789
NORTH DAKOTA	27	26	33	154
OHIO	528	225	418	1,675
OKLAHOMA	216	104	117	550
OREGON	406	59	96	661
PENNSYLVANIA	1,167	1,876	727	5,177
PUERTO RICO	24	10	19	91
RHODE ISLAND	258	14	189	605
SOUTH CAROLINA	221	190	279	848
SOUTH DAKOTA	43	14	26	135
TENNESSEE	795	171	103	1,366
TEXAS	.	.	554	3,007
UTAH	470	90	144	896
VERMONT	171	36	120	432
VIRGINIA	468	99	554	1,821
WASHINGTON	325	141	143	722
WEST VIRGINIA	106	110	128	459
WISCONSIN	1,637	473	893	4,398
WYOMING	47	.	75	173
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	3	4
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	30,239	15,238	19,093	90,187
50 STATES, D.C. & P.R.	30,239	15,238	19,090	90,182

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	12	43	12	5	2
ALASKA	8	1	1	4	2
ARIZONA	20	5	10	1	4
ARKANSAS	15	5	7	0	2
CALIFORNIA	47	47	79	21	18
COLORADO	76	4	25	10	8
CONNECTICUT	61	3	12	2	4
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0	0	0	0	0
GEORGIA	.	.	.	.	.
HAWAII	1	7	1	1	2
IDAHO	6	1	5	1	3
ILLINOIS	.	.	.	.	.
INDIANA	8	24	10	5	4
IOWA	19	1	1	0	2
KANSAS	50	.	9	29	9
KENTUCKY	31	48	5	5	2
LOUISIANA	2	16	2	1	7
MAINE	44	15	3	11	0
MARYLAND	76	54	33	12	9
MASSACHUSETTS	121	0	3	46	0
MICHIGAN	6	9	46	12	36
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0	21	10	0	5
MISSOURI	28	6	2	2	5
MONTANA	9	3	3	2	1
NEBRASKA	5	5	8	0	0
NEVADA	0	2	0	0	2
NEW HAMPSHIRE	5	8	3	0	1
NEW JERSEY	473	0	82	2	10
NEW MEXICO	10	10	1	3	4
NEW YORK	115	411	58	12	23
NORTH CAROLINA	8	28	31	2	3
NORTH DAKOTA	.	.	.	.	.
OHIO	307	57	81	6	24
OKLAHOMA	66	0	6	7	1
OREGON	.	.	.	.	.
PENNSYLVANIA	47	0	4	1	9
PUERTO RICO	1	2	50	8	9
RHODE ISLAND	3	0	6	2	0
SOUTH CAROLINA	0	9*	1	0	0
SOUTH DAKOTA	3	1	18	0	4
TENNESSEE	4	48	6	1	14
TEXAS	244	.	.	77	.
UTAH	21	8	21	0	5
VERMONT	2	0	0	0	0
VIRGINIA	24	28	9	1	5
WASHINGTON	82	7	0	0	0
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	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	.	.	.	.	.
U.S. AND OUTLYING AREAS 50 STATES, D.C. & P.R.	2,061 2,060	937 937	664 664	292 292	239 239

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES			TOTAL
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	16	3	9	102
ALASKA	4	2	2	24
ARIZONA	29	3	14	86
ARKANSAS	16	3	3	51
CALIFORNIA	133	108	6	459
COLORADO	89	12	7	231
CONNECTICUT	51	26	28	187
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	0	0	0	0
GEORGIA	.	.	.	.
HAWAII	1	0	4	17
IDAHO	24	3	2	45
ILLINOIS	.	.	.	.
INDIANA	9	9	7	76
IOWA	3	2	2	30
KANSAS	159	31	18	305
KENTUCKY	37	8	28	164
LOUISIANA	0	7	5	40
MAINE	43	10	26	152
MARYLAND	77	31	37	329
MASSACHUSETTS	29	41	47	287
MICHIGAN	62	21	10	202
MINNESOTA	.	.	.	.
MISSISSIPPI	10	2	1	49
MISSOURI	13	2	0	58
MONTANA	11	2	9	40
NEBRASKA	1	9	1	29
NEVADA	1	1	0	6
NEW HAMPSHIRE	7	0	0	24
NEW JERSEY	407	49	293	1,316
NEW MEXICO	29	12	9	78
NEW YORK	386	100	98	1,203
NORTH CAROLINA	55	6	3	136
NORTH DAKOTA	.	.	.	.
OHIO	149	27	35	686
OKLAHOMA	22	7	6	115
OREGON	.	.	.	.
PENNSYLVANIA	12	13	1	87
PUERTO RICO	9	2	6	87
RHODE ISLAND	6	0	0	17
SOUTH CAROLINA	7	1	8	26
SOUTH DAKOTA	14	3	2	45
TENNESSEE	75	10	9	167
TEXAS	.	.	27	348
UTAH	47	4	4	110
VERMONT	1	0	0	3
VIRGINIA	16	8	15	106
WASHINGTON	50	15	12	166
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0	1	0	1
GUAM	0	1	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	2,110	595	794	7,692
50 STATES, D.C. & P.R.	2,110	593	794	7,689

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	25	44	0	8	0
ALASKA	5	0	0	8	0
ARIZONA	49	0	1	1	0
ARKANSAS	37	6	2	3	0
CALIFORNIA	270	102	19	111	2
COLORADO	42	0	1	17	0
CONNECTICUT	27	1	.	14	.
DELAWARE	1	1	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	66	74	0	9	0
GEORGIA	37	53	6	13	.
HAWAII	6	4	1	10	0
IDAHO	11	1	0	3	0
ILLINOIS	191	2	9	17	0
INDIANA	89	9	0	11	4
IOWA	39	1	0	10	0
KANSAS	37	.	0	7	0
KENTUCKY	18	0	0	9	0
LOUISIANA	67	26	0	10	2
MAINE	18	2	0	4	1
MARYLAND	54	0	0	15	0
MASSACHUSETTS	63	0	1	24	0
MICHIGAN	117	3	.	56	1
MINNESOTA	79	0	0	0	0
MISSISSIPPI	14	18	0	2	0
MISSOURI	34	1	0	8	1
MONTANA	14	0	0	2	0
NEBRASKA	24	1	1	3	1
NEVADA	7	5	0	1	0
NEW HAMPSHIRE	8	3	0	3	1
NEW JERSEY	92	0	0	4	0
NEW MEXICO	11	2	0	4	0
NEW YORK	149	76	16	32	2
NORTH CAROLINA	87	36	0	18	2
NORTH DAKOTA	6	0	0	0	0
OHIO	127	1	0	14	2
OKLAHOMA	37	0	0	7	0
OREGON	45	1	1	13	0
PENNSYLVANIA	136	0	1	24	0
PUERTO RICO	13	15	1	3	0
RHODE ISLAND	17	0	0	2	0
SOUTH CAROLINA	21	12	0	9	0
SOUTH DAKOTA	6	0	1	2	0
TENNESSEE	35	29	0	12	0
TEXAS	304	.	.	44	.
UTAH	9	0	0	3	0
VERMONT	7	0	1	3	0
VIRGINIA	50	8	6	13	1
WASHINGTON	56	3	0	0	0
WEST VIRGINIA	36	1	0	4	0
WISCONSIN	72	3	.	13	.
WYOMING	6	0	0	3	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	2	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	1	1	0	2	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,774	545	68	608	20
50 STATES, D.C. & P.R.	2,771	544	68	606	20

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

HEARING IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	9	4	14	104
ALASKA	1	3	3	20
ARIZONA	24	9	12	96
ARKANSAS	21	5	3	77
CALIFORNIA	206	161	32	903
COLORADO	37	4	4	105
CONNECTICUT	17	7	6	72
DELAWARE	6	0	0	8
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	108	7	22	286
GEORGIA	40	4	10	163
HAWAII	12	0	5	38
IDAHO	15	2	1	33
ILLINOIS	79	43	25	366
INDIANA	28	9	18	168
IOWA	2	4	4	60
KANSAS	38	3	3	88
KENTUCKY	6	2	10	45
LOUISIANA	1	23	17	146
MAINE	11	0	2	38
MARYLAND	25	3	3	100
MASSACHUSETTS	16	20	25	149
MICHIGAN	32	21	27	257
MINNESOTA	4	19	10	112
MISSISSIPPI	15	4	3	56
MISSOURI	18	8	5	75
MONTANA	2	1	1	20
NEBRASKA	11	2	5	48
NEVADA	5	0	1	19
NEW HAMPSHIRE	1	4	9	29
NEW JERSEY	22	8	12	138
NEW MEXICO	18	4	4	43
NEW YORK	122	12	46	455
NORTH CAROLINA	30	8	33	214
NORTH DAKOTA	1	1	1	9
OHIO	59	13	15	231
OKLAHOMA	9	5	4	62
OREGON	96	1	7	164
PENNSYLVANIA	22	68	12	263
PUERTO RICO	10	2	8	52
RHODE ISLAND	9	0	1	29
SOUTH CAROLINA	11	5	14	72
SOUTH DAKOTA	1	3	1	14
TENNESSEE	40	5	13	134
TEXAS	.	.	29	377
UTAH	12	1	0	25
VERMONT	5	0	3	19
VIRGINIA	25	2	6	111
WASHINGTON	31	14	8	112
WEST VIRGINIA	5	1	1	48
WISCONSIN	23	8	14	133
WYOMING	3	.	1	13
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	1	0	1
VIRGIN ISLANDS	0	1	0	5
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	1,344	535	513	6,407
50 STATES, D.C. & P.R.	1,344	533	513	6,399

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	11	11	1	1	1
ALASKA	1	1	0	1	0
ARIZONA	16	2	1	1	1
ARKANSAS	8	1	0	1	0
CALIFORNIA	131	60	71	118	32
COLORADO	74	3	4	75	4
CONNECTICUT	9	.	.	4	.
DELAWARE	63	1	0	2	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	108	77	0	29	12
GEORGIA	22	17	2	4	1
HAWAII	7	4	0	10	0
IDAHO	9	0	0	3	0
ILLINOIS	110	5	14	37	4
INDIANA	29	3	1	4	1
IOWA	26	2	1	20	3
KANSAS	7	.	0	6	1
KENTUCKY	21	2	0	6	1
LOUISIANA	25	19	1	4	4
MAINE	6	0	0	0	0
MARYLAND	13	0	0	4	0
MASSACHUSETTS	43	0	1	16	0
MICHIGAN	294	28	16	145	21
MINNESOTA	81	0	0	0	3
MISSISSIPPI	15	32	2	2	9
MISSOURI	28	2	0	5	2
MONTANA	2	0	0	0	0
NEBRASKA	13	0	0	8	0
NEVADA	9	4	0	0	0
NEW HAMPSHIRE	4	2	0	2	0
NEW JERSEY	33	0	0	0	0
NEW MEXICO	13	1	0	2	0
NEW YORK	67	13	1	22	1
NORTH CAROLINA	25	7	0	11	1
NORTH DAKOTA	2	1	0	1	0
OHIO	243	11	0	380	15
OKLAHOMA	12	0	0	0	1
OREGON	16	5	2	16	3
PENNSYLVANIA	52	0	1	5	5
PUERTO RICO	16	5	2	8	3
RHODE ISLAND	6	0	0	5	0
SOUTH CAROLINA	26	14	0	3	4
SOUTH DAKOTA	6	0	0	1	0
TENNESSEE	23	18	1	94	4
TEXAS	194	.	.	106	.
UTAH	9	0	0	2	0
VERMONT	3	0	0	1	0
VIRGINIA	30	5	0	11	0
WASHINGTON	33	2	0	0	0
WEST VIRGINIA	6	1	0	1	1
WISCONSIN	44	2	2	14	5
WYOMING	5	0	1	1	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	2	0	0	1	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	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,051	361	125	1,193	143
50 STATES, D.C. & P.R.	2,049	361	125	1,192	143

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	3	0	0	28
ALASKA	0	1	0	4
ARIZONA	5	1	3	30
ARKANSAS	0	0	0	10
CALIFORNIA	180	121	25	738
COLORADO	113	27	29	329
CONNECTICUT	2	3	.	18
DELAWARE	76	5	4	151
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	123	8	32	389
GEORGIA	14	1	3	64
HAWAII	2	0	1	24
IDAHO	2	2	0	16
ILLINOIS	27	18	6	221
INDIANA	8	4	4	54
IOWA	5	8	6	71
KANSAS	7	1	1	23
KENTUCKY	2	0	5	37
LOUISIANA	0	15	6	74
MAINE	1	0	1	8
MARYLAND	2	0	3	22
MASSACHUSETTS	10	14	17	101
MICHIGAN	129	133	147	913
MINNESOTA	4	12	4	104
MISSISSIPPI	20	8	21	109
MISSOURI	13	1	1	52
MONTANA	2	0	0	4
NEBRASKA	4	3	2	30
NEVADA	1	0	1	15
NEW HAMPSHIRE	1	1	3	13
NEW JERSEY	4	2	0	39
NEW MEXICO	11	1	1	29
NEW YORK	27	0	5	136
NORTH CAROLINA	7	1	8	60
NORTH DAKOTA	0	0	0	4
OHIO	70	19	32	770
OKLAHOMA	5	2	1	21
OREGON	50	0	1	93
PENNSYLVANIA	4	7	2	76
PUERTO RICO	2	1	2	39
RHODE ISLAND	2	0	0	13
SOUTH CAROLINA	9	6	2	64
SOUTH DAKOTA	2	0	0	9
TENNESSEE	20	3	1	164
TEXAS	.	.	14	314
UTAH	4	2	0	17
VERMONT	4	1	0	9
VIRGINIA	4	1	3	54
WASHINGTON	18	5	4	62
WEST VIRGINIA	0	3	1	13
WISCONSIN	10	8	10	95
WYOMING	1	.	0	8
AMERICAN SAMOA	.	.	.	.
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	.	.	.	.
U.S. AND OUTLYING AREAS	1,010	449	412	5,744
50 STATES, D.C. & P.R.	1,010	449	412	5,741

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

OTHER HEALTH IMPAIRMENTS

STATE	OTHER HEALTH IMPAIRMENTS				DIED
	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	
ALABAMA	57	24	0	8	3
ALASKA	11	1	0	13	1
ARIZONA	19	0	0	12	0
ARKANSAS	86	13	2	41	0
CALIFORNIA	265	63	14	545	30
COLORADO	.	.	.	.	.
CONNECTICUT	205	6	1	116	1
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	336	35	1	110	9
GEORGIA	112	52	2	116	1
HAWAII	8	12	5	19	1
IDAHO	27	1	0	7	2
ILLINOIS	94	0	3	720	5
INDIANA	43	1	0	10	1
IOWA	3	0	0	0	0
KANSAS	117	.	1	48	2
KENTUCKY	49	6	0	31	2
LOUISIANA	75	36	0	17	6
MAINE	42	2	3	25	3
MARYLAND	98	2	0	35	3
MASSACHUSETTS	54	0	1	20	0
MICHIGAN	.	.	.	.	.
MINNESOTA	191	0	0	2	7
MISSISSIPPI	0	0	0	0	0
MISSOURI	119	7	0	46	3
MONTANA	17	0	0	16	0
NEBRASKA	44	1	1	78	5
NEVADA	15	6	0	2	0
NEW HAMPSHIRE	71	21	4	36	3
NEW JERSEY	119	0	0	18	2
NEW MEXICO	21	2	0	15	0
NEW YORK	446	58	6	158	5
NORTH CAROLINA	203	41	2	144	5
NORTH DAKOTA	13	0	0	3	2
OHIO	.	.	.	.	.
OKLAHOMA	44	0	0	10	3
OREGON	32	20	1	27	2
PENNSYLVANIA	28	0	0	2	2
PUERTO RICO	29	3	5	14	4
RHODE ISLAND	58	3	1	154	1
SOUTH CAROLINA	17	6	1	17	1
SOUTH DAKOTA	5	1	0	9	1
TENNESSEE	197	74	2	825	8
TEXAS	1,033	.	.	634	.
UTAH	18	0	0	7	0
VERMONT	23	0	0	11	0
VIRGINIA	168	23	0	51	3
WASHINGTON	349	18	0	0	0
WEST VIRGINIA	44	2	0	9	1
WISCONSIN	76	2	7	41	6
WYOMING	19	0	1	12	2
AMERICAN SAMOA	.	.	.	.	.
GUAM	2	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	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,102	542	64	4,234	136
50 STATES, D.C. & P.R.	5,100	542	64	4,234	136

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

OTHER HEALTH IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	16	5	27	140
ALASKA	11	8	4	49
ARIZONA	10	6	7	54
ARKANSAS	86	34	27	289
CALIFORNIA	437	252	43	1,649
COLORADO	.	.	.	.
CONNECTICUT	141	71	82	623
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	389	27	147	1,054
GEORGIA	185	52	59	579
HAWAII	8	0	5	58
IDAHO	24	10	11	82
ILLINOIS	94	52	48	1,016
INDIANA	32	15	20	122
IOWA	0	2	0	5
KANSAS	141	21	27	357
KENTUCKY	44	9	38	179
LOUISIANA	2	109	83	328
MAINE	29	5	24	133
MARYLAND	50	17	28	233
MASSACHUSETTS	12	18	22	127
MICHIGAN	.	.	.	.
MINNESOTA	14	128	49	391
MISSISSIPPI	0	0	0	0
MISSOURI	62	56	42	335
MONTANA	19	6	11	69
NEBRASKA	40	12	28	209
NEVADA	7	3	1	34
NEW HAMPSHIRE	38	28	103	304
NEW JERSEY	20	10	12	181
NEW MEXICO	50	5	10	103
NEW YORK	266	46	114	1,099
NORTH CAROLINA	153	27	138	713
NORTH DAKOTA	5	5	3	31
OHIO	.	.	.	.
OKLAHOMA	22	14	8	101
OREGON	114	5	25	226
PENNSYLVANIA	12	3	1	48
PUERTO RICO	15	6	14	90
RHODE ISLAND	66	2	24	309
SOUTH CAROLINA	21	11	33	107
SOUTH DAKOTA	1	0	1	18
TENNESSEE	333	64	86	1,589
TEXAS	.	.	146	1,813
UTAH	47	6	7	85
VERMONT	27	7	6	74
VIRGINIA	109	29	89	472
WASHINGTON	312	127	113	919
WEST VIRGINIA	12	8	16	92
WISCONSIN	44	15	6	197
WYOMING	9	.	12	55
AMERICAN SAMOA	.	.	.	.
GUAM	0	3	0	5
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	3,529	1,339	1,800	16,746
50 STATES, D.C. & P.R.	3,529	1,336	1,800	16,741

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	14	7	1	2	1
ALASKA	4	0	0	0	0
ARIZONA	18	0	1	0	0
ARKANSAS	10	0	0	2	0
CALIFORNIA	100	34	20	26	5
COLORADO	16	1	1	6	0
CONNECTICUT	18	.	2	3	.
DELAWARE	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	42	16	0	8	0
GEORGIA	17	18	.	8	.
HAWAII	3	1	1	9	0
IDAHO	3	0	0	0	1
ILLINOIS	59	1	2	12	1
INDIANA	55	1	0	6	3
IOWA	10	2	0	1	0
KANSAS	15	.	0	1	0
KENTUCKY	46	3	0	4	0
LOUISIANA	12	7	0	3	1
MAINE	5	0	0	3	0
MARYLAND	20	6	1	2	0
MASSACHUSETTS	27	0	1	10	0
MICHIGAN	44	.	3	12	.
MINNESOTA	28	0	1	0	0
MISSISSIPPI	7	8	0	0	0
MISSOURI	15	0	0	3	0
MONTANA	1	0	0	1	0
NEBRASKA	11	0	0	0	0
NEVADA	7	2	0	0	0
NEW HAMPSHIRE	5	1	0	4	1
NEW JERSEY	23	0	0	4	0
NEW MEXICO	7	0	0	0	0
NEW YORK	67	31	0	7	5
NORTH CAROLINA	32	3	1	5	0
NORTH DAKOTA	3	0	0	0	0
OHIO	46	5	0	5	0
OKLAHOMA	14	0	0	2	0
OREGON	10	0	2	4	2
PENNSYLVANIA	67	0	0	12	2
PUERTO RICO	23	3	4	3	0
RHODE ISLAND	1	0	0	0	0
SOUTH CAROLINA	9	3	1	2	0
SOUTH DAKOTA	3	0	0	1	0
TENNESSEE	24	12	0	9	0
TEXAS	137	.	.	13	.
UTAH	6	0	0	0	1
VERMONT	2	0	0	1	0
VIRGINIA	23	1	0	10	0
WASHINGTON	9	1	0	0	0
WEST VIRGINIA	9	0	0	1	0
WISCONSIN	36	2	.	2	.
WYOMING	2	0	0	0	0
AMERICAN SAMOA	0	2	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	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,166	171	42	207	23
50 STATES, D.C. & P.R.	1,166	169	42	207	23

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

STATE	VISUAL IMPAIRMENTS			TOTAL
	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	
ALABAMA	5	4	9	43
ALASKA	0	0	0	4
ARIZONA	9	0	2	30
ARKANSAS	9	1	1	23
CALIFORNIA	80	53	13	331
COLORADO	9	1	3	37
CONNECTICUT	8	4	2	37
DELAWARE	3	0	0	4
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	21	1	12	100
GEORGIA	11	2	9	65
HAWAII	2	0	1	17
IDAHO	2	0	1	7
ILLINOIS	28	9	9	121
INDIANA	17	2	7	91
IOWA	2	2	0	17
KANSAS	4	0	0	20
KENTUCKY	19	5	8	85
LOUISIANA	0	4	4	31
MAINE	4	0	0	12
MARYLAND	7	0	0	36
MASSACHUSETTS	5	8	11	62
MICHIGAN	9	10	4	82
MINNESOTA	1	6	4	40
MISSISSIPPI	7	0	2	24
MISSOURI	2	1	10	31
MONTANA	6	0	1	9
NEBRASKA	5	1	2	19
NEVADA	1	0	0	10
NEW HAMPSHIRE	2	0	1	14
NEW JERSEY	8	2	4	41
NEW MEXICO	11	4	4	26
NEW YORK	41	3	13	167
NORTH CAROLINA	7	1	7	56
NORTH DAKOTA	1	0	0	4
OHIO	16	8	7	87
OKLAHOMA	13	0	2	31
OREGON	26	4	2	50
PENNSYLVANIA	9	26	5	121
PUERTO RICO	16	7	8	64
RHODE ISLAND	0	0	0	1
SOUTH CAROLINA	4	1	5	25
SOUTH DAKOTA	0	2	0	6
TENNESSEE	30	0	3	78
TEXAS	.	.	11	161
UTAH	10	1	1	19
VERMONT	1	0	0	4
VIRGINIA	3	1	6	44
WASHINGTON	9	5	3	27
WEST VIRGINIA	4	3	4	21
WISCONSIN	9	1	2	52
WYOMING	0	.	2	4
AMERICAN SAMOA	0	0	0	2
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	496	183	205	2,493
50 STATES, D.C. & P.R.	496	183	205	2,491

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

AUTISM

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1	9	0	1	0
ALASKA	0	0	0	0	0
ARIZONA	2	0	2	0	0
ARKANSAS	3	3	1	0	0
CALIFORNIA	22	20	38	13	1
COLORADO	1	0	0	0	0
CONNECTICUT	15	.	3	.	.
DELAWARE	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	10	28	0	1	0
GEORGIA	1	17	1	.	.
HAWAII	1	4	1	0	0
IDAHO	0	1	0	0	0
ILLINOIS	12	1	13	2	0
INDIANA	23	8	4	0	0
IOWA	5	1	1	1	0
KANSAS	0	.	0	0	0
KENTUCKY	3	4	0	1	0
LOUISIANA	0	14	1	0	3
MAINE	1	0	4	0	0
MARYLAND	9	2	1	3	0
MASSACHUSETTS	35	0	1	15	0
MICHIGAN	20	7	21	11	1
MINNESOTA	27	0	1	0	0
MISSISSIPPI	0	4	0	0	0
MISSOURI	30	8	1	1	0
MONTANA	3	1	0	0	0
NEBRASKA	1	0	1	0	0
NEVADA	0	1	0	0	0
NEW HAMPSHIRE	3	1	0	0	0
NEW JERSEY	19	0	10	0	0
NEW MEXICO	1	1	1	0	0
NEW YORK	10	64	8	5	4
NORTH CAROLINA	9	22	7	4	0
NORTH DAKOTA	0	0	0	0	0
OHIO	3	2	0	0	1
OKLAHOMA	4	0	1	0	0
OREGON	7	8	3	6	1
PENNSYLVANIA	19	0	1	0	0
PUERTO RICO	0	1	5	1	0
RHODE ISLAND	0	0	1	7	0
SOUTH CAROLINA	0	7	0	0	0
SOUTH DAKOTA	0	0	0	1	0
TENNESSEE	0	9	1	0	0
TEXAS	62	.	.	4	.
UTAH	1	0	1	1	0
VERMONT	0	0	2	0	0
VIRGINIA	8	8	1	0	0
WASHINGTON	0	5	0	0	0
WEST VIRGINIA	0	6	0	0	0
WISCONSIN	11	1	1	0	.
WYOMING	1	0	1	0	0
AMERICAN SAMOA	.	.	.	.	.
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	.	.	.	.	.
U.S. AND OUTLYING AREAS	384	268	139	78	11
50 STATES, D.C. & P.R.	384	268	139	78	11

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

AUTISM

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	3	0	0	14
ALASKA	0	0	0	0
ARIZONA	4	0	0	8
ARKANSAS	2	0	0	9
CALIFORNIA	62	44	5	205
COLORADO	3	0	0	4
CONNECTICUT	6	.	.	24
DELAWARE	0	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	21	0	11	71
GEORGIA	17	3	3	42
HAWAII	3	0	1	10
IDAHO	4	1	1	7
ILLINOIS	12	7	1	48
INDIANA	18	4	3	60
IOWA	2	0	1	11
KANSAS	0	0	0	0
KENTUCKY	1	0	1	10
LOUISIANA	0	2	3	23
MAINE	1	0	0	6
MARYLAND	11	0	0	26
MASSACHUSETTS	9	12	13	85
MICHIGAN	23	5	9	97
MINNESOTA	0	3	3	34
MISSISSIPPI	1	2	0	7
MISSOURI	7	0	1	48
MONTANA	0	0	0	4
NEBRASKA	0	2	0	4
NEVADA	0	0	0	1
NEW HAMPSHIRE	0	0	1	5
NEW JERSEY	12	0	2	43
NEW MEXICO	2	0	0	5
NEW YORK	27	5	3	126
NORTH CAROLINA	11	3	5	61
NORTH DAKOTA	1	0	0	1
OHIO	8	2	1	17
OKLAHOMA	2	1	0	8
OREGON	95	2	6	128
PENNSYLVANIA	6	3	0	29
PUERTO RICO	0	0	3	10
RHODE ISLAND	4	0	0	12
SOUTH CAROLINA	6	1	0	14
SOUTH DAKOTA	0	1	0	2
TENNESSEE	9	1	1	21
TEXAS	.	.	3	69
UTAH	5	0	0	8
VERMONT	0	1	0	3
VIRGINIA	7	0	1	25
WASHINGTON	6	0	0	11
WEST VIRGINIA	2	1	0	9
WISCONSIN	6	0	3	22
WYOMING	1	.	0	3
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	420	106	85	1,491
50 STATES, D.C. & P.R.	420	106	85	1,491

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0	1	0	0	0
ALASKA	0	0	0	0	0
ARIZONA	1	0	0	0	0
ARKANSAS	0	0	0	0	0
CALIFORNIA	2	1	6	1	0
COLORADO	3	0	0	0	2
CONNECTICUT	4	.	.	1	.
DELAWARE	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0	0	0	0	0
GEORGIA	1	.	.	.	.
HAWAII	0	0	0	0	0
IDAHO	1	0	0	0	0
ILLINOIS	5	1	2	0	1
INDIANA	5	2	0	0	0
IOWA	0	0	0	0	0
KANSAS	1	.	0	0	0
KENTUCKY	6	2	0	1	0
LOUISIANA	1	1	0	0	0
MAINE	0	1	0	0	0
MARYLAND	2	1	0	0	0
MASSACHUSETTS	2	0	0	0	0
MICHIGAN	.	.	.	.	.
MINNESOTA	0	0	0	0	0
MISSISSIPPI	0	0	0	0	0
MISSOURI	1	2	0	0	1
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	59	0	0	0	0
NEW MEXICO	0	0	0	0	0
NEW YORK	0	0	0	0	0
NORTH CAROLINA	1	1	0	0	0
NORTH DAKOTA	9	0	0	0	0
OHIO	5	0	1	1	0
OKLAHOMA	1	0	0	0	1
OREGON	1	0	0	0	0
PENNSYLVANIA	0	0	0	0	0
PUERTO RICO	3	0	7	0	0
RHODE ISLAND	0	0	0	0	0
SOUTH CAROLINA	5	4	0	0	0
SOUTH DAKOTA	1	0	0	0	0
TENNESSEE	0	0	0	0	0
TEXAS	8	.	.	2	.
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	0	0
WASHINGTON	3	1	0	0	0
WEST VIRGINIA	0	0	1	0	0
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
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	.	.	.	.	.
U.S. AND OUTLYING AREAS	132	18	17	6	5
50 STATES, D.C. & P.R.	132	18	17	6	5

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

DEAF-BLINDNESS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	0	0	0	1
ALASKA	0	0	0	0
ARIZONA	4	1	0	6
ARKANSAS	2	0	1	3
CALIFORNIA	6	2	1	19
COLORADO	1	0	0	6
CONNECTICUT	2	1	.	8
DELAWARE	0	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	2	0	1	3
GEORGIA	2	.	.	3
HAWAII	0	0	0	0
IDAHO	0	0	0	1
ILLINOIS	1	1	0	11
INDIANA	4	1	1	13
IOWA	0	0	0	0
KANSAS	0	0	0	1
KENTUCKY	1	0	6	16
LOUISIANA	0	0	0	2
MAINE	0	0	0	1
MARYLAND	0	0	0	3
MASSACHUSETTS	0	0	0	2
MICHIGAN	.	.	.	.
MINNESOTA	1	2	0	3
MISSISSIPPI	0	0	0	0
MISSOURI	0	0	0	4
MONTANA	0	0	0	0
NEBRASKA	0	0	0	0
NEVADA	0	0	0	0
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	0	0	0	59
NEW MEXICO	0	0	0	0
NEW YORK	0	0	0	0
NORTH CAROLINA	0	0	0	2
NORTH DAKOTA	0	0	0	9
OHIO	2	2	0	11
OKLAHOMA	2	0	0	4
OREGON	2	0	0	3
PENNSYLVANIA	0	0	0	0
PUERTO RICO	1	0	1	12
RHODE ISLAND	0	0	0	0
SOUTH CAROLINA	0	0	0	9
SOUTH DAKOTA	0	0	0	1
TENNESSEE	1	0	0	1
TEXAS	.	.	0	10
UTAH	0	0	0	0
VERMONT	0	0	0	0
VIRGINIA	0	0	0	0
WASHINGTON	2	1	0	7
WEST VIRGINIA	0	0	0	1
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0	1	0	1
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	36	12	11	237
50 STATES, D.C. & P.R.	36	11	11	236

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	7	6	2	0	0
ALASKA	6	2	0	1	0
ARIZONA	4	0	1	1	1
ARKANSAS	11	1	1	0	0
CALIFORNIA	22	17	4	16	2
COLORADO	14	0	0	1	0
CONNECTICUT	8	.	1	1	.
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	11	5	0	4	1
GEORGIA	15	11	.	3	1
HAWAII	8	4	0	0	0
IDAHO	8	1	0	3	0
ILLINOIS	24	0	3	3	0
INDIANA	34	2	1	5	2
IOWA	15	0	0	5	0
KANSAS	6	.	1	5	0
KENTUCKY	11	3	1	1	1
LOUISIANA	4	8	0	0	1
MAINE	5	1	0	1	1
MARYLAND	17	2	1	4	0
MASSACHUSETTS	13	0	0	5	0
MICHIGAN	.	.	.	.	.
MINNESOTA	25	0	0	0	0
MISSISSIPPI	1	0	0	0	0
MISSOURI	19	2	1	3	1
MONTANA	2	0	0	1	0
NEBRASKA	11	2	2	3	2
NEVADA	1	4	0	0	0
NEW HAMPSHIRE	0	1	0	1	0
NEW JERSEY	14	0	2	0	0
NEW MEXICO	8	2	0	3	0
NEW YORK	63	18	4	5	1
NORTH CAROLINA	14	13	0	0	0
NORTH DAKOTA	2	0	0	2	0
OHIO	19	1	0	4	0
OKLAHOMA	17	0	0	0	0
OREGON	11	3	1	2	0
PENNSYLVANIA	68	0	4	6	0
PUERTO RICO	0	1	0	0	0
RHODE ISLAND	1	0	0	0	0
SOUTH CAROLINA	1	1	1	1	0
SOUTH DAKOTA	4	0	0	2	0
TENNESSEE	15	11	1	3	1
TEXAS	53	.	.	2	.
UTAH	10	0	0	1	0
VERMONT	1	0	0	0	0
VIRGINIA	24	5	1	3	0
WASHINGTON	0	4	0	0	0
WEST VIRGINIA	12	0	0	1	0
WISCONSIN	30	.	1	4	1
WYOMING	5	1	1	2	0
AMERICAN SAMOA	.	.	.	.	.
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	.	.	.	.	.
U.S. AND OUTLYING AREAS	674	132	35	108	16
50 STATES, D.C. & P.R.	674	132	35	108	16

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Age 14 and Older Exiting Special Education During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	4	2	9	30
ALASKA	1	1	1	12
ARIZONA	6	4	2	19
ARKANSAS	19	2	1	35
CALIFORNIA	43	33	8	145
COLORADO	10	0	2	27
CONNECTICUT	1	1	2	14
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	18	0	4	43
GEORGIA	13	4	9	56
HAWAII	0	0	0	12
IDAHO	10	1	4	27
ILLINOIS	6	6	5	47
INDIANA	5	5	7	61
IOWA	2	1	3	26
KANSAS	5	0	2	19
KENTUCKY	2	1	3	23
LOUISIANA	0	6	6	25
MAINE	3	0	2	13
MARYLAND	4	5	1	34
MASSACHUSETTS	4	4	5	31
MICHIGAN	.	.	.	.
MINNESOTA	3	8	1	37
MISSISSIPPI	0	1	1	3
MISSOURI	4	4	9	43
MONTANA	3	0	0	6
NEBRASKA	7	3	0	30
NEVADA	1	0	0	6
NEW HAMPSHIRE	3	1	0	6
NEW JERSEY	0	0	0	16
NEW MEXICO	4	2	1	20
NEW YORK	29	7	10	137
NORTH CAROLINA	13	2	9	51
NORTH DAKOTA	0	0	0	4
OHIO	4	1	4	33
OKLAHOMA	4	2	1	24
OREGON	14	0	4	35
PENNSYLVANIA	13	24	8	123
PUERTO RICO	1	1	0	3
RHODE ISLAND	8	0	1	10
SOUTH CAROLINA	0	0	2	6
SOUTH DAKOTA	1	1	0	8
TENNESSEE	15	4	7	57
TEXAS	.	.	4	59
UTAH	18	4	4	37
VERMONT	2	0	1	4
VIRGINIA	7	0	3	43
WASHINGTON	2	0	0	6
WEST VIRGINIA	0	5	3	21
WISCONSIN	14	3	3	56
WYOMING	1	.	1	11
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	327	149	153	1,594
50 STATES, D.C. & P.R.	327	149	153	1,594

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

ALL DISABILITIES

AGE GROUP	GRADUATED WITH	RECEIVED A	REACHED	RETURNED TO	DIED
	DIPLOMA	CERTIFICATE	MAXIMUM AGE	REGULAR EDUCATION	
14	73	82	0	18,470	248
15	60	52	3	15,828	268
16	686	152	6	13,887	315
17	25,504	3,088	19	11,241	292
18	66,310	11,397	166	6,878	224
19	40,973	8,464	119	2,107	136
20	9,321	3,630	527	530	86
21+	5,015	3,044	3,767	372	152
14-21	147,942	29,909	4,607	69,313	1,721

AGE GROUP	MOVED, KNOWN TO	MOVED, NOT KNOWN TO	DROPPED	TOTAL
	CONTINUE	CONTINUE	OUT	
14	30,867	10,759	2,505	63,004
15	29,209	11,627	5,644	62,691
16	26,295	12,407	17,090	70,838
17	20,367	11,304	22,806	94,621
18	11,349	7,863	21,088	125,275
19	3,866	3,497	9,606	68,768
20	1,320	1,592	3,042	20,048
21+	660	989	928	14,927
14-21	123,933	60,038	82,709	520,172

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH ---DIPLOMA---	RECEIVED A ---CERTIFICATE---	REACHED MAXIMUM ---AGE---	RETURNED TO REGULAR ---EDUCATION---	---DIED---
14	59	40	0	10,093	80
15	32	24	0	8,988	86
16	407	63	2	8,083	120
17	17,468	1,702	12	6,677	114
18	47,301	6,279	78	4,040	80
19	28,533	4,255	54	1,279	35
20	5,261	1,106	94	277	12
21+	1,077	223	523	107	22
14-21	100,138	13,692	763	39,544	549

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---	MOVED, NOT KNOWN TO ---CONTINUE---	DROPPED ---OUT---	---TOTAL---
14	17,575	6,260	1,321	35,428
15	15,694	6,453	3,226	34,503
16	13,756	6,738	9,373	38,542
17	10,841	6,272	13,313	56,399
18	6,216	4,447	12,434	80,875
19	1,914	2,013	5,778	43,861
20	488	853	1,727	9,818
21+	126	433	433	2,944
14-21	66,610	33,469	47,605	302,370

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH	RECEIVED A	REACHED MAXIMUM	RETURNED TO	DIED
	---DIPLOMA---	---CERTIFICATE---	---AGE---	---REGULAR EDUCATION---	
14	8	10	0	4,666	5
15	12	10	0	2,766	5
16	18	10	0	1,734	7
17	724	63	0	1,271	5
18	1,921	220	3	810	2
19	1,121	153	1	180	4
20	212	33	4	39	2
21+	121	26	65	17	1
14-21	4,137	525	73	11,483	31

AGE GROUP	MOVED, NOT	KNOWN TO	DROPPED	TOTAL
	MOVED, KNOWN TO	---CONTINUE---	---OUT---	
14	1,277	641	113	6,720
15	887	436	123	4,239
16	628	322	377	3,096
17	420	254	440	3,177
18	241	178	448	3,823
19	78	94	210	1,841
20	25	64	64	443
21+	14	37	26	307
14-21	3,570	2,026	1,801	23,646

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH -----DIPLOMA-----	RECEIVED A -----CERTIFICATE-----	REACHED MAXIMUM -----AGE-----	RETURNED TO REGULAR -----EDUCATION-----	-----DIED-----
14	0	23	0	558	48
15	2	6	0	567	53
16	22	37	2	473	45
17	1,067	765	2	401	55
18	5,110	3,255	33	333	47
19	4,953	2,812	24	184	32
20	1,904	1,652	270	78	31
21+	2,234	1,988	1,879	142	62
14-21	15,292	10,538	2,210	2,736	373

AGE GROUP	MOVED, KNOWN TO -----CONTINUE-----	MOVED, NOT KNOWN TO -----CONTINUE-----	DROPPED -----OUT-----	-----TOTAL-----
14	3,091	939	312	4,971
15	3,040	1,111	601	5,380
16	2,856	1,115	1,997	6,547
17	2,316	977	2,491	8,074
18	1,554	841	2,664	13,837
19	735	456	1,356	10,552
20	374	245	562	5,116
21+	276	253	254	7,088
14-21	14,242	5,937	10,237	61,565

 The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED	RECEIVED A	REACHED	RETURNED TO	DIED
	WITH DIPLOMA	CERTIFICATE	MAXIMUM AGE	REGULAR EDUCATION	
14	5	7	0	1,770	21
15	12	10	1	2,029	38
16	153	32	0	2,108	37
17	3,258	357	5	1,662	30
18	6,070	871	40	889	25
19	3,372	583	25	255	10
20	861	224	84	73	4
21+	300	96	252	38	10
14-21	14,031	2,180	407	8,824	175

AGE GROUP	MOVED, KNOWN TO	MOVED, NOT	DROPPED	TOTAL
	CONTINUE	KNOWN TO CONTINUE	OUT	
14	6,660	2,317	600	11,380
15	7,545	2,971	1,450	14,056
16	7,209	3,561	4,520	17,620
17	5,327	3,174	5,554	19,367
18	2,464	1,984	4,556	16,899
19	741	739	1,789	7,514
20	210	318	508	2,282
21+	83	174	116	1,069
14-21	30,239	15,238	19,093	90,187

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

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Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

AGE GROUP	MULTIPLE DISABILITIES				
	GRADUATED WITH ---DIPLOMA---	RECEIVED A ---CERTIFICATE---	REACHED MAXIMUM ---AGE---	RETURNED TO REGULAR ---EDUCATION---	---DIED---
14	0	0	0	60	39
15	0	0	2	55	32
16	0	1	0	46	37
17	184	26	0	39	28
18	581	133	1	33	27
19	384	121	5	19	22
20	263	275	18	16	21
21+	649	381	638	24	33
14-21	2,061	937	664	292	239

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---	MOVED, NOT KNOWN TO ---CONTINUE---	DROPPED ---OUT---	---TOTAL---
	14	402	81	28	610
15	405	99	45	638
16	393	100	152	729
17	349	96	183	905
18	241	81	190	1,287
19	136	55	121	863
20	109	45	44	791
21+	75	38	31	1,869
14-21	2,110	595	794	7,692

 The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED	RECEIVED A	REACHED	RETURNED TO	DIED
	WITH DIPLOMA	CERTIFICATE	MAXIMUM AGE	REGULAR EDUCATION	
14	0	1	0	140	2
15	0	0	0	138	2
16	13	0	2	127	6
17	461	35	0	91	4
18	1,155	179	4	64	2
19	762	185	3	26	3
20	259	104	16	15	1
21+	124	41	43	7	0
14-21	2,774	545	68	608	20

AGE GROUP	MOVED, KNOWN TO	MOVED, NOT	DROPPED	TOTAL
	CONTINUE	KNOWN TO CONTINUE	OUT	
14	307	96	13	559
15	263	101	31	535
16	268	110	86	612
17	242	98	108	1,039
18	153	76	154	1,787
19	70	32	80	1,161
20	29	12	28	464
21+	12	10	13	250
14-21	1,344	535	513	6,407

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH -----DIPLOMA-----	RECEIVED A -----CERTIFICATE-----	REACHED MAXIMUM -----AGE-----	RETURNED TO REGULAR -----EDUCATION-----	-----DIED-----
14	0	1	0	221	22
15	1	0	0	247	30
16	13	0	0	252	22
17	327	25	0	233	18
18	834	93	0	173	18
19	545	119	0	48	17
20	180	48	11	9	6
21+	151	75	114	10	10
14-21	2,051	361	125	1,193	143

AGE GROUP	MOVED, KNOWN TO -----CONTINUE-----	MOVED, NOT KNOWN TO -----CONTINUE-----	DROPPED -----OUT-----	-----TOTAL-----
14	259	93	12	608
15	219	87	27	611
16	190	80	82	639
17	173	71	95	942
18	84	56	90	1,348
19	34	30	69	862
20	22	18	24	318
21+	29	14	13	416
14-21	1,010	449	412	5,744

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

AGE GROUP	OTHER HEALTH IMPAIRMENTS				
	GRADUATED WITH ---DIPLOMA---	RECEIVED A --CERTIFICATE--	REACHED MAXIMUM ---AGE---	RETURNED TO REGULAR ---EDUCATION---	---DIED---
14	1	0	0	890	25
15	0	0	0	967	17
16	49	6	0	988	33
17	1,603	79	0	796	23
18	2,363	245	7	474	21
19	794	129	5	93	5
20	195	48	8	18	5
21+	97	35	44	8	7
14-21	5,102	542	64	4,234	136

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---	MOVED, NOT KNOWN TO ---CONTINUE---	DROPPED ---OUT---	---TOTAL---
	14	993	245	79	2,233
15	904	285	116	2,289
16	765	312	431	2,584
17	493	292	523	3,809
18	274	134	441	3,959
19	71	48	138	1,283
20	20	15	58	367
21+	9	8	14	222
14-21	3,529	1,339	1,800	16,746

 The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

AGE GROUP	VISUAL IMPAIRMENTS				
	GRADUATED WITH ---DIPLOMA---	RECEIVED A ---CERTIFICATE---	REACHED MAXIMUM ---AGE---	RETURNED TO REGULAR ---EDUCATION---	---DIED---
14	0	0	0	38	4
15	1	0	0	46	2
16	8	1	0	40	4
17	235	18	0	31	7
18	498	40	0	34	2
19	263	40	1	11	1
20	89	38	1	2	1
21+	72	34	40	5	2
14-21	1,166	171	42	207	23

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---	MOVED, NOT KNOWN TO ---CONTINUE---	DROPPED ---OUT---	---TOTAL---
	14	126	40	9	217
15	95	34	9	187
16	91	23	33	200
17	98	31	48	468
18	45	31	55	705
19	26	12	30	384
20	5	5	11	152
21+	10	7	10	180
14-21	496	183	205	2,493

 The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

AGE GROUP	AUTISM				
	GRADUATED WITH ---DIPLOMA---	RECEIVED A --CERTIFICATE--	REACHED MAXIMUM -----AGE-----	RETURNED TO REGULAR ---EDUCATION---	---DIED---
	14	0	0	0	19
15	0	0	0	9	1
16	0	1	0	11	1
17	40	5	0	14	4
18	128	33	0	9	0
19	68	31	1	2	2
20	42	83	16	2	0
21+	106	115	122	12	2
14-21	384	268	139	78	11

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---	MOVED, NOT KNOWN TO ---CONTINUE---	DROPPED -----OUT-----	-----TOTAL-----
	14	103	28	10	161
15	84	17	3	114
16	63	14	17	107
17	47	9	13	132
18	40	15	10	235
19	31	8	12	155
20	30	5	9	187
21+	22	10	11	400
14-21	420	106	85	1,491

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

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Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year
During the 1997-98 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH ---DIPLOMA---	RECEIVED A ---CERTIFICATE---	REACHED MAXIMUM ---AGE---	RETURNED TO REGULAR ---EDUCATION---	---DIED---
14	0	0	0	2	0
15	0	0	0	0	0
16	0	0	0	0	1
17	10	1	0	1	2
18	77	6	0	2	0
19	26	2	0	0	2
20	4	3	1	0	0
21+	15	6	16	1	0
14-21	132	18	17	6	5

AGE GROUP	MOVED, KNOWN TO ---CONTINUE---	MOVED, NOT KNOWN TO ---CONTINUE---	DROPPED ---OUT---	---TOTAL---
14	8	2	1	13
15	4	4	1	9
16	10	1	1	13
17	8	0	4	26
18	4	4	2	95
19	2	1	1	34
20	0	0	1	9
21+	0	0	0	38
14-21	36	12	11	237

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students with Disabilities Exiting Special Education by Age Year During the 1997-98 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH -----DIPLOMA-----	RECEIVED A -----CERTIFICATE-----	REACHED MAXIMUM -----AGE-----	RETURNED TO REGULAR -----EDUCATION-----	-----DIED-----
14	0	0	0	13	1
15	0	2	0	16	2
16	3	1	0	25	2
17	127	12	0	25	2
18	272	43	0	17	0
19	152	34	0	10	3
20	51	16	4	1	3
21+	69	24	31	1	3
14-21	674	132	35	108	16

AGE GROUP	MOVED, KNOWN TO -----CONTINUE-----	MOVED, NOT KNOWN TO -----CONTINUE-----	DROPPED -----OUT-----	-----TOTAL-----
14	66	17	7	104
15	69	29	12	130
16	66	31	21	149
17	53	30	34	283
18	33	16	44	425
19	28	9	22	258
20	8	12	6	101
21+	4	5	7	144
14-21	327	149	153	1,594

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Students Ages 17-21+ Exiting Special Education with a Diploma
During the 1997-98 School Year**

	ALL DISABILITIES	MENTAL RETARDATION	HEARING IMPAIRMENTS	SPEECH OR LANGUAGE IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,388	73	24	33	14
ALASKA	399	19	5	11	4
ARIZONA	1,358	138	49	20	18
ARKANSAS	1,856	542	37	17	10
CALIFORNIA	8,594	228	270	353	100
COLORADO	2,026	114	42	67	16
CONNECTICUT	2,951	190	27	94	18
DELAWARE	229	21	1	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	4,857	240	66	290	42
GEORGIA	1,282	38	35	20	17
HAWAII	342	22	6	6	3
IDAHO	567	94	11	10	3
ILLINOIS	7,246	841	191	112	59
INDIANA	4,179	792	89	44	55
IOWA	2,052	497	39	7	10
KANSAS	1,698	299	37	20	15
KENTUCKY	1,815	584	18	14	46
LOUISIANA	991	24	67	31	12
MAINE	990	70	18	66	5
MARYLAND	2,563	94	54	178	20
MASSACHUSETTS	6,175	593	63	1,099	27
MICHIGAN	4,435	435	117	92	44
MINNESOTA	3,724	713	79	102	28
MISSISSIPPI	441	8	14	23	7
MISSOURI	3,967	483	34	79	15
MONTANA	509	50	14	4	1
NEBRASKA	984	165	24	54	11
NEVADA	384	6	7	2	7
NEW HAMPSHIRE	883	24	8	83	5
NEW JERSEY	9,416	348	92	88	23
NEW MEXICO	906	55	11	62	7
NEW YORK	9,277	31	148	168	66
NORTH CAROLINA	2,729	236	87	32	32
NORTH DAKOTA	432	46	6	18	3
OHIO	7,014	1,938	127	123	46
OKLAHOMA	2,690	512	37	31	14
OREGON	786	41	45	43	10
PENNSYLVANIA	8,652	1,440	136	50	67
PUERTO RICO	394	45	11	15	21
RHODE ISLAND	966	50	17	33	1
SOUTH CAROLINA	692	60	21	9	8
SOUTH DAKOTA	366	47	6	4	3
TENNESSEE	2,036	57	35	103	24
TEXAS	18,312	1,416	299	145	133
UTAH	1,048	92	9	15	6
VERMONT	406	55	7	31	2
VIRGINIA	3,710	213	49	38	22
WASHINGTON	2,388	287	56	46	9
WEST VIRGINIA	1,729	377	36	17	9
WISCONSIN	3,900	494	71	72	36
WYOMING	315	17	6	25	2
AMERICAN SAMOA	4	0	.	.	0
GUAM	43	8	2	0	0
NORTHERN MARIANAS	10	1	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	17	5	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	147,123	15,268	2,761	4,099	1,157
50 STATES, D.C. & P.R.	147,049	15,254	2,758	4,099	1,157

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Ages 17-21+ Exiting Special Education with a Diploma During the 1997-98 School Year

	EMOTIONAL		ORTHOPEDIC		OTHER HEALTH		SPECIFIC	
	DISTURBANCE	IMPAIRMENTS	IMPAIRMENTS	IMPAIRMENTS	DISABILITIES	DEAF-BLINDNESS		
ALABAMA	66	11		57		1,090		0
ALASKA	16	1		11		318		0
ARIZONA	76	16		19		995		1
ARKANSAS	12	8		86		1,115		0
CALIFORNIA	473	129		259		6,689		2
COLORADO	249	74		.		1,370		3
CONNECTICUT	538	9		205		1,782		4
DELAWARE	8	63		0		133		1
DISTRICT OF COLUMBIA	.	.		.		.		.
FLORIDA	484	107		333		3,274		0
GEORGIA	208	20		111		816		1
HAWAII	59	7		8		221		0
IDAHO	15	9		27		383		1
ILLINOIS	1,154	110		94		4,644		5
INDIANA	291	29		42		2,767		5
IOWA	207	26		3		1,224		0
KANSAS	160	7		117		986		1
KENTUCKY	107	21		49		925		6
LOUISIANA	34	25		75		716		1
MAINE	132	6		42		601		0
MARYLAND	262	13		98		1,740		2
MASSACHUSETTS	501	43		54		3,624		2
MICHIGAN	447	294		.		2,980		.
MINNESOTA	685	80		190		1,795		0
MISSISSIPPI	3	15		0		370		0
MISSOURI	216	28		119		2,915		1
MONTANA	33	2		17		374		0
NEBRASKA	62	13		44		594		0
NEVADA	30	9		15		307		0
NEW HAMPSHIRE	80	4		71		600		0
NEW JERSEY	1,263	33		119		6,885		59
NEW MEXICO	61	13		21		657		0
NEW YORK	1,130	66		442		7,039		0
NORTH CAROLINA	129	25		203		1,953		1
NORTH DAKOTA	33	2		13		300		9
OHIO	326	243		.		3,877		5
OKLAHOMA	82	12		44		1,870		1
OREGON	39	16		31		542		1
PENNSYLVANIA	1,056	52		28		5,689		0
PUERTO RICO	6	16		29		247		3
RHODE ISLAND	103	6		58		694		0
SOUTH CAROLINA	40	25		17		506		5
SOUTH DAKOTA	15	6		5		272		1
TENNESSEE	101	23		197		1,477		0
TEXAS	1,407	189		1,003		13,354		8
UTAH	96	9		18		771		0
VERMONT	65	3		23		217		0
VIRGINIA	356	29		167		2,781		0
WASHINGTON	94	33		348		1,430		3
WEST VIRGINIA	85	6		44		1,143		0
WISCONSIN	742	44		76		2,324		.
WYOMING	22	5		18		214		.
AMERICAN SAMOA	.	.		.		4		0
GUAM	1	2		2		27		0
NORTHERN MARIANAS	0	0		0		9		0
PALAU	0	0		0		0		0
VIRGIN ISLANDS	1	0		0		10		0
BUR. OF INDIAN AFFAIRS	.	.		.		.		.
U.S. AND OUTLYING AREAS	13,861	2,037		5,052		99,640		132
50 STATES, D.C. & P.R.	13,859	2,035		5,050		99,590		132

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD3

**Number of Students Ages 17-21+ Exiting Special Education with a Diploma
During the 1997-98 School Year**

	MULTIPLE DISABILITIES	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	12	1	7
ALASKA	8	0	6
ARIZONA	20	2	4
ARKANSAS	15	3	11
CALIFORNIA	47	22	22
COLORADO	76	1	14
CONNECTICUT	61	15	8
DELAWARE	0	1	0
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	0	10	11
GEORGIA	.	1	15
HAWAII	1	1	8
IDAHO	6	0	8
ILLINOIS	.	12	24
INDIANA	8	23	34
IOWA	19	5	15
KANSAS	50	0	6
KENTUCKY	31	3	11
LOUISIANA	2	0	4
MAINE	44	1	5
MARYLAND	76	9	17
MASSACHUSETTS	121	35	13
MICHIGAN	6	20	.
MINNESOTA	.	27	25
MISSISSIPPI	0	0	1
MISSOURI	28	30	19
MONTANA	9	3	2
NEBRASKA	5	1	11
NEVADA	0	0	1
NEW HAMPSHIRE	5	3	0
NEW JERSEY	473	19	14
NEW MEXICO	10	1	8
NEW YORK	115	10	62
NORTH CAROLINA	8	9	14
NORTH DAKOTA	.	0	2
OHIO	307	3	19
OKLAHOMA	66	4	17
OREGON	.	7	11
PENNSYLVANIA	47	19	68
PUERTO RICO	1	0	0
RHODE ISLAND	3	0	1
SOUTH CAROLINA	0	0	1
SOUTH DAKOTA	3	0	4
TENNESSEE	4	0	15
TEXAS	244	62	52
UTAH	21	1	10
VERMONT	2	0	1
VIRGINIA	24	8	23
WASHINGTON	82	0	0
WEST VIRGINIA	.	0	12
WISCONSIN	.	11	30
WYOMING	.	1	5
AMERICAN SAMOA	0	.	.
GUAM	1	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	2,061	384	671
50 STATES, D.C. & P.R.	2,060	384	671

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Students Ages 17-21+ Exiting Special Education with a Diploma
Based on Number of Students Leaving School
During the 1997-98 School Year**

	ALL DISABILITIES	MENTAL RETARDATION	HEARING IMPAIRMENTS	SPEECH OR LANGUAGE IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	28.37	4.03	30.77	61.11	48.28
ALASKA	58.94	42.22	62.50	73.33	100.00
ARIZONA	67.93	64.19	84.48	64.52	85.71
ARKANSAS	66.19	62.51	80.43	65.38	90.91
CALIFORNIA	56.99	20.67	64.59	68.41	61.73
COLORADO	67.22	60.32	95.45	72.83	80.00
CONNECTICUT	72.95	67.38	93.10	78.99	81.82
DELAWARE	75.08	45.65	50.00	0.00	100.00
DISTRICT OF COLUMBIA					
FLORIDA	43.20	12.38	42.86	69.54	64.62
GEORGIA	27.31	2.24	34.65	50.00	41.46
HAWAII	31.20	11.76	42.86	60.00	50.00
IDAHO	61.76	52.22	84.62	52.63	75.00
ILLINOIS	63.06	54.43	86.43	77.24	85.51
INDIANA	64.41	55.70	78.76	73.33	90.16
IOWA	69.18	74.07	88.64	63.64	83.33
KANSAS	77.32	88.20	97.37	90.91	100.00
KENTUCKY	59.66	50.78	69.23	73.68	83.64
LOUISIANA	24.63	3.03	64.42	38.75	52.17
MAINE	69.72	66.04	85.71	89.19	100.00
MARYLAND	69.74	27.57	98.18	77.39	74.07
MASSACHUSETTS	73.95	73.94	74.12	73.96	72.97
MICHIGAN	54.81	40.13	82.98	72.44	86.27
MINNESOTA	78.40	86.42	92.94	86.44	87.50
MISSISSIPPI	13.71	1.04	41.18	42.59	43.75
MISSOURI	73.68	64.49	94.44	84.95	71.43
MONTANA	64.84	72.46	100.00	80.00	100.00
NEBRASKA	69.30	53.57	80.00	79.41	91.67
NEVADA	43.19	6.98	58.33	20.00	77.78
NEW HAMPSHIRE	44.96	29.27	50.00	45.86	83.33
NEW JERSEY	78.42	70.02	88.46	88.00	85.19
NEW MEXICO	65.70	57.89	64.71	70.45	70.00
NEW YORK	45.56	2.61	53.05	57.93	60.55
NORTH CAROLINA	47.44	17.76	59.59	50.00	78.05
NORTH DAKOTA	80.90	75.41	85.71	78.26	100.00
OHIO	74.90	69.61	90.71	90.44	82.14
OKLAHOMA	78.61	81.27	92.50	96.88	87.50
OREGON	48.97	24.85	88.24	48.31	71.43
PENNSYLVANIA	78.02	80.27	92.52	80.65	93.06
PUERTO RICO	26.51	8.24	32.35	37.50	63.64
RHODE ISLAND	61.57	54.95	94.44	70.21	100.00
SOUTH CAROLINA	24.85	6.26	46.67	27.27	53.33
SOUTH DAKOTA	67.78	51.09	75.00	80.00	100.00
TENNESSEE	36.49	7.18	45.45	39.46	61.54
TEXAS	90.33	91.77	95.22	94.77	95.00
UTAH	65.38	53.18	100.00	68.18	85.71
VERMONT	66.34	67.90	63.64	81.58	100.00
VIRGINIA	60.14	22.59	73.13	80.85	81.48
WASHINGTON	76.81	82.00	84.85	67.65	81.82
WEST VIRGINIA	72.80	62.31	94.74	85.00	69.23
WISCONSIN	69.54	63.25	83.53	88.89	90.00
WYOMING	59.77	51.52	85.71	73.53	50.00
AMERICAN SAMOA	40.00	0.00	0.00	0.00	0.00
GUAM	61.43	72.73	100.00	0.00	0.00
NORTHERN MARIANAS	58.82	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	35.42	18.52	50.00	0.00	0.00
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	61.61	43.28	73.55	70.01	75.97
50 STATES, D.C. & P.R.	61.61	43.29	73.55	70.01	76.07

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, and reached maximum age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Students Ages 17-21+ Exiting Special Education with a Diploma
Based on Number of Students Leaving School
During the 1997-98 School Year**

	EMOTIONAL DISTURBANCE	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	SPECIFIC LEARNING DISABILITIES	DEAF-BLINDNESS
ALABAMA	27.27	47.83	57.58	44.45	0.00
ALASKA	34.78	50.00	68.75	60.92	0.00
ARIZONA	54.68	88.89	86.36	68.95	100.00
ARKANSAS	46.15	88.89	69.92	67.78	0.00
CALIFORNIA	50.59	46.57	70.96	60.89	20.00
COLORADO	46.63	72.55	0.00	71.99	100.00
CONNECTICUT	57.79	100.00	80.08	78.68	100.00
DELAWARE	47.06	92.65	0.00	78.70	100.00
DISTRICT OF COLUMBIA					
FLORIDA	30.79	51.94	74.66	51.31	0.00
GEORGIA	27.12	47.62	55.50	46.55	100.00
HAWAII	24.79	63.64	27.59	38.57	0.00
IDAHO	46.88	100.00	75.00	64.15	100.00
ILLINOIS	45.42	81.48	69.63	69.98	62.50
INDIANA	41.28	82.86	73.68	70.99	71.43
IOWA	42.51	76.47	100.00	73.96	0.00
KANSAS	55.94	87.50	82.39	78.01	100.00
KENTUCKY	47.56	80.77	62.82	69.86	42.86
LOUISIANA	10.93	50.00	45.18	29.33	50.00
MAINE	43.71	100.00	75.00	79.08	0.00
MARYLAND	62.23	92.86	84.48	77.37	66.67
MASSACHUSETTS	73.89	74.14	72.97	73.96	100.00
MICHIGAN	36.61	66.07	0.00	60.80	0.00
MINNESOTA	57.95	97.56	87.16	83.41	0.00
MISSISSIPPI	15.00	24.59	0.00	16.61	0.00
MISSOURI	46.75	93.33	80.41	78.00	33.33
MONTANA	37.08	100.00	68.00	67.88	0.00
NEBRASKA	73.81	86.67	65.67	74.25	0.00
NEVADA	42.25	69.23	68.18	46.59	0.00
NEW HAMPSHIRE	22.86	44.44	41.28	53.24	0.00
NEW JERSEY	62.03	100.00	93.70	83.89	100.00
NEW MEXICO	48.03	92.86	80.77	68.08	0.00
NEW YORK	35.64	79.52	74.41	50.93	0.00
NORTH CAROLINA	26.27	69.44	61.14	61.63	50.00
NORTH DAKOTA	58.93	66.67	81.25	84.75	100.00
OHIO	49.85	86.79	0.00	80.72	83.33
OKLAHOMA	55.41	92.31	84.62	78.24	100.00
OREGON	32.50	66.67	43.06	52.72	100.00
PENNSYLVANIA	63.65	94.55	96.55	79.90	0.00
PUERTO RICO	21.43	64.00	61.70	37.71	27.27
RHODE ISLAND	41.20	100.00	72.50	65.23	0.00
SOUTH CAROLINA	17.17	60.98	40.48	36.53	55.56
SOUTH DAKOTA	41.67	100.00	83.33	76.40	100.00
TENNESSEE	35.19	53.49	55.81	40.85	0.00
TEXAS	84.66	95.45	93.65	90.21	100.00
UTAH	51.34	100.00	78.26	69.58	0.00
VERMONT	41.14	100.00	79.31	76.41	0.00
VIRGINIA	43.20	80.56	68.16	72.07	0.00
WASHINGTON	49.21	89.19	79.63	77.80	75.00
WEST VIRGINIA	52.15	85.71	80.00	78.66	0.00
WISCONSIN	50.93	81.48	85.39	78.20	0.00
WYOMING	33.33	83.33	64.29	62.94	0.00
AMERICAN SAMOA	0.00	0.00	0.00	66.67	0.00
GUAM	100.00	100.00	100.00	52.94	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	56.25	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	50.00	0.00	0.00	58.82	0.00
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	47.93	72.41	74.01	67.48	75.43
50 STATES, D.C. & P.R.	47.93	72.39	74.00	67.49	75.43

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, and reached maximum age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Students Ages 17-21+ Exiting Special Education with a Diploma
Based on Number of Students Leaving School
During the 1997-98 School Year**

	MULTIPLE DISABILITIES	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	16.22	10.00	38.89
ALASKA	72.73	0.00	75.00
ARIZONA	50.00	50.00	57.14
ARKANSAS	50.00	42.86	78.57
CALIFORNIA	26.40	26.51	45.83
COLORADO	68.47	100.00	93.33
CONNECTICUT	61.62	83.33	72.73
DELAWARE	0.00	100.00	0.00
DISTRICT OF COLUMBIA			
FLORIDA	0.00	22.22	57.89
GEORGIA	0.00	5.26	45.45
HAWAII	10.00	16.67	66.67
IDAHO	46.15	0.00	66.67
ILLINOIS	0.00	46.15	82.76
INDIANA	16.33	60.53	79.07
IOWA	82.61	62.50	83.33
KANSAS	69.44	0.00	66.67
KENTUCKY	31.00	42.86	61.11
LOUISIANA	8.70	0.00	26.67
MAINE	57.89	20.00	62.50
MARYLAND	40.86	75.00	80.95
MASSACHUSETTS	73.78	74.47	76.47
MICHIGAN	8.82	37.04	0.00
MINNESOTA	0.00	90.00	96.15
MISSISSIPPI	0.00	0.00	50.00
MISSOURI	77.78	75.00	65.52
MONTANA	39.13	75.00	100.00
NEBRASKA	26.32	50.00	73.33
NEVADA	0.00	0.00	25.00
NEW HAMPSHIRE	31.25	75.00	0.00
NEW JERSEY	61.43	61.29	87.50
NEW MEXICO	41.67	33.33	80.00
NEW YORK	17.61	12.05	68.89
NORTH CAROLINA	11.76	21.43	43.75
NORTH DAKOTA	0.00	0.00	100.00
OHIO	64.63	50.00	79.17
OKLAHOMA	85.71	80.00	94.44
OREGON	0.00	31.82	57.89
PENNSYLVANIA	90.38	95.00	86.08
PUERTO RICO	1.69	0.00	0.00
RHODE ISLAND	33.33	0.00	50.00
SOUTH CAROLINA	0.00	0.00	25.00
SOUTH DAKOTA	13.04	0.00	100.00
TENNESSEE	6.15	0.00	44.12
TEXAS	93.85	95.38	94.55
UTAH	40.38	50.00	90.91
VERMONT	100.00	0.00	50.00
VIRGINIA	33.80	44.44	71.88
WASHINGTON	83.67	0.00	0.00
WEST VIRGINIA	0.00	0.00	85.71
WISCONSIN	0.00	73.33	88.24
WYOMING	0.00	50.00	71.43
AMERICAN SAMOA	0.00	0.00	0.00
GUAM	100.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00
PALAU	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS			
U.S. AND OUTLYING AREAS	48.75	45.44	70.78
50 STATES, D.C. & P.R.	48.73	45.44	70.78

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, and reached maximum age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number of Students Ages 14-21+ Dropping Out of Special Education During the 1997-98 School Year

	ALL DISABILITIES	MENTAL RETARDATION	HEARING IMPAIRMENTS	SPEECH OR LANGUAGE IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,825	620	14	20	9
ALASKA	379	13	3	4	0
ARIZONA	1,089	58	12	9	2
ARKANSAS	922	284	3	10	1
CALIFORNIA	2,861	109	32	95	13
COLORADO	1,038	43	4	31	3
CONNECTICUT	1,569	75	6	35	2
DELAWARE	81	13	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	5,235	617	22	164	12
GEORGIA	1,959	554	10	15	9
HAWAII	319	24	5	5	1
IDAHO	388	50	1	13	1
ILLINOIS	4,781	398	25	32	9
INDIANA	2,648	469	18	28	7
IOWA	1,205	207	4	6	0
KANSAS	583	41	3	5	0
KENTUCKY	1,434	538	10	16	8
LOUISIANA	2,044	257	17	54	4
MAINE	672	21	2	32	0
MARYLAND	1,181	90	3	69	0
MASSACHUSETTS	2,407	231	25	428	11
MICHIGAN	3,863	360	27	56	4
MINNESOTA	1,788	118	10	25	4
MISSISSIPPI	1,169	179	3	19	2
MISSOURI	1,936	226	5	18	10
MONTANA	327	11	1	1	1
NEBRASKA	481	106	5	17	2
NEVADA	124	5	1	1	0
NEW HAMPSHIRE	1,149	24	9	99	1
NEW JERSEY	3,146	87	12	10	4
NEW MEXICO	600	23	4	30	4
NEW YORK	7,537	240	46	72	13
NORTH CAROLINA	3,371	677	33	32	7
NORTH DAKOTA	147	12	1	8	0
OHIO	2,397	900	15	18	7
OKLAHOMA	1,073	171	4	2	2
OREGON	752	22	7	49	2
PENNSYLVANIA	2,689	329	12	13	5
PUERTO RICO	671	259	8	16	8
RHODE ISLAND	704	11	1	12	0
SOUTH CAROLINA	1,656	389	14	20	5
SOUTH DAKOTA	155	16	1	2	0
TENNESSEE	1,679	243	13	71	3
TEXAS	3,647	267	29	22	11
UTAH	649	45	0	14	1
VERMONT	249	24	3	10	0
VIRGINIA	2,136	259	6	21	6
WASHINGTON	898	65	8	25	3
WEST VIRGINIA	812	227	1	6	4
WISCONSIN	1,913	210	14	27	2
WYOMING	305	5	1	14	2
AMERICAN SAMOA	10	0	.	.	0
GUAM	31	3	0	0	0
NORTHERN MARIANAS	3	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	22	12	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	82,709	10,237	513	1,801	205
50 STATES, D.C. & P.R.	82,643	10,222	513	1,801	205

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Students Ages 14-21+ Dropping Out of Special Education
During the 1997-98 School Year**

	EMOTIONAL DISTURBANCE	ORTHOPEdic IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	SPECIFIC LEARNING DISABILITIES	DEAF-BLINDNESS
ALABAMA	202	0	27	915	0
ALASKA	55	0	4	297	0
ARIZONA	132	3	7	850	0
ARKANSAS	12	0	27	580	1
CALIFORNIA	308	25	43	2,216	1
COLORADO	319	29	.	600	0
CONNECTICUT	629	.	82	710	0
DELAWARE	9	4	0	55	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1,335	32	147	2,890	1
GEORGIA	613	3	59	684	.
HAWAII	100	1	5	173	0
IDAHO	32	0	11	273	0
ILLINOIS	1,648	6	48	2,609	0
INDIANA	600	4	20	1,484	1
IOWA	377	6	0	599	0
KANSAS	156	1	27	330	0
KENTUCKY	201	5	38	580	6
LOUISIANA	293	6	83	1,316	0
MAINE	313	1	24	251	0
MARYLAND	240	3	28	710	0
MASSACHUSETTS	196	17	22	1,412	0
MICHIGAN	960	147	.	2,290	.
MINNESOTA	975	4	49	599	0
MISSISSIPPI	16	21	0	927	0
MISSOURI	432	1	42	1,192	0
MONTANA	67	0	11	226	0
NEBRASKA	49	2	28	271	0
NEVADA	20	1	1	95	0
NEW HAMPSHIRE	321	3	103	588	0
NEW JERSEY	1,061	0	12	1,665	0
NEW MEXICO	91	1	10	427	0
NEW YORK	2,064	5	114	4,872	0
NORTH CAROLINA	646	8	138	1,813	0
NORTH DAKOTA	33	0	3	90	0
OHIO	418	32	.	967	0
OKLAHOMA	117	1	8	761	.
OREGON	96	1	25	540	0
PENNSYLVANIA	727	2	1	1,591	0
PUERTO RICO	19	2	14	335	1
RHODE ISLAND	189	0	24	466	0
SOUTH CAROLINA	279	2	33	904	0
SOUTH DAKOTA	26	0	1	107	0
TENNESSEE	103	1	86	1,142	0
TEXAS	554	14	146	2,570	0
UTAH	144	0	7	430	0
VERMONT	120	0	6	85	0
VIRGINIA	554	3	89	1,179	0
WASHINGTON	143	4	113	525	0
WEST VIRGINIA	128	1	16	426	0
WISCONSIN	893	10	6	745	.
WYOMING	75	0	12	195	.
AMERICAN SAMOA	.	.	.	10	0
GUAM	0	0	0	28	0
NORTHERN MARIANAS	0	0	0	3	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	3	0	0	7	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	19,093	412	1,800	47,605	11
50 STATES, D.C. & P.R.	19,090	412	1,800	47,557	11

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD4

Number of Students Ages 14-21+ Dropping Out of Special Education During the 1997-98 School Year

	MULTIPLE DISABILITIES	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	9	0	9
ALASKA	2	0	1
ARIZONA	14	0	2
ARKANSAS	3	0	1
CALIFORNIA	6	5	8
COLORADO	7	0	2
CONNECTICUT	28	.	2
DELAWARE	0	0	0
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	0	11	4
GEORGIA	.	3	9
HAWAII	4	1	0
IDAHO	2	1	4
ILLINOIS	.	1	5
INDIANA	7	3	7
IOWA	2	1	3
KANSAS	18	0	2
KENTUCKY	28	1	3
LOUISIANA	5	3	6
MAINE	26	0	2
MARYLAND	37	0	1
MASSACHUSETTS	47	13	5
MICHIGAN	10	9	.
MINNESOTA	.	3	1
MISSISSIPPI	1	0	1
MISSOURI	0	1	9
MONTANA	9	0	0
NEBRASKA	1	0	0
NEVADA	0	0	0
NEW HAMPSHIRE	0	1	0
NEW JERSEY	293	2	0
NEW MEXICO	9	0	1
NEW YORK	98	3	10
NORTH CAROLINA	3	5	9
NORTH DAKOTA	.	0	0
OHIO	35	1	4
OKLAHOMA	6	.	1
OREGON	.	6	4
PENNSYLVANIA	1	0	8
PUERTO RICO	6	3	0
RHODE ISLAND	0	0	1
SOUTH CAROLINA	8	0	2
SOUTH DAKOTA	2	0	0
TENNESSEE	9	1	7
TEXAS	27	3	4
UTAH	4	0	4
VERMONT	0	0	1
VIRGINIA	15	1	3
WASHINGTON	12	0	0
WEST VIRGINIA	.	0	3
WISCONSIN	.	3	3
WYOMING	.	0	1
AMERICAN SAMOA	0	.	.
GUAM	0	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	794	85	153
50 STATES, D.C. & P.R.	794	85	153

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Percentage of Students Ages 14-21+ Dropping Out of Special Education Based on
Number of Students Ages 14-21+ Leaving School During the 1997-98 School Year

	ALL DISABILITIES	MENTAL RETARDATION	HEARING IMPAIRMENTS	SPEECH OR LANGUAGE IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	32.69	30.51	16.87	30.30	29.03
ALASKA	45.28	28.26	37.50	25.00	0.00
ARIZONA	41.71	23.39	19.35	21.43	9.52
ARKANSAS	30.16	29.83	6.25	32.26	9.09
CALIFORNIA	17.81	9.71	7.57	16.81	7.78
COLORADO	31.66	21.72	8.51	30.69	14.29
CONNECTICUT	33.38	24.27	17.65	25.55	9.09
DELAWARE	23.89	25.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA					
FLORIDA	39.10	28.71	13.58	33.13	17.14
GEORGIA	36.25	29.41	9.43	30.00	20.45
HAWAII	26.74	12.24	31.25	35.71	16.67
IDAHO	35.53	24.39	7.69	52.00	25.00
ILLINOIS	37.49	24.17	11.01	21.05	12.68
INDIANA	36.47	30.22	15.52	37.84	11.11
IOWA	35.75	28.09	9.09	40.00	0.00
KANSAS	25.31	11.88	7.50	20.00	0.00
KENTUCKY	40.24	39.91	35.71	51.61	14.04
LOUISIANA	44.61	29.81	15.45	50.94	17.39
MAINE	38.23	18.10	9.09	32.32	0.00
MARYLAND	28.28	24.00	5.26	26.44	0.00
MASSACHUSETTS	27.55	27.53	28.09	27.52	28.21
MICHIGAN	42.06	30.95	18.37	31.46	7.84
MINNESOTA	32.04	13.52	11.24	19.53	12.12
MISSISSIPPI	32.92	21.94	8.57	32.20	11.76
MISSOURI	31.55	27.36	12.50	17.31	40.00
MONTANA	37.76	15.71	6.67	16.67	50.00
NEBRASKA	30.64	31.18	16.13	23.29	15.38
NEVADA	13.22	5.75	7.69	9.09	0.00
NEW HAMPSHIRE	50.13	27.27	45.00	48.06	14.29
NEW JERSEY	24.61	16.48	11.54	9.80	14.81
NEW MEXICO	37.71	23.00	23.53	29.41	36.36
NEW YORK	34.40	19.46	16.03	23.68	11.71
NORTH CAROLINA	45.76	41.66	21.15	43.84	16.28
NORTH DAKOTA	24.87	18.75	14.29	30.77	0.00
OHIO	24.63	30.91	10.49	12.16	12.07
OKLAHOMA	28.41	24.85	9.76	6.06	12.50
OREGON	40.83	13.17	12.96	48.04	14.29
PENNSYLVANIA	23.45	18.01	8.05	20.63	6.94
PUERTO RICO	38.59	40.72	21.62	34.04	21.05
RHODE ISLAND	40.27	11.96	5.56	25.53	0.00
SOUTH CAROLINA	49.17	36.91	29.79	48.78	27.78
SOUTH DAKOTA	26.14	16.67	12.50	28.57	0.00
TENNESSEE	29.46	30.11	16.88	26.59	7.69
TEXAS	16.42	15.78	8.71	12.94	7.43
UTAH	35.92	24.46	0.00	48.28	14.29
VERMONT	37.16	28.24	27.27	24.39	0.00
VIRGINIA	30.29	24.81	8.57	31.34	20.00
WASHINGTON	26.08	17.62	11.94	34.72	23.08
WEST VIRGINIA	30.56	32.99	2.63	25.00	30.77
WISCONSIN	31.30	25.27	15.73	26.21	5.00
WYOMING	45.93	13.89	14.29	32.56	50.00
AMERICAN SAMOA	55.56	0.00	0.00	0.00	0.00
GUAM	41.89	27.27	0.00	0.00	0.00
NORTHERN MARIANAS	17.65	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	43.14	42.86	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	31.19	26.74	13.15	27.56	12.94
50 STATES, D.C. & P.R.	31.19	26.73	13.17	27.56	12.96

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters. Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, and reached maximum age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD5

Percentage of Students Ages 14-21⁺ Dropping Out of Special Education Based on
Number of Students Ages 14-21⁺ Leaving School During the 1997-98 School Year

	EMOTIONAL DISTURBANCE	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	SPECIFIC LEARNING DISABILITIES	DEAF-BLINDNESS
ALABAMA	61.96	0.00	25.00	32.64	0.00
ALASKA	77.46	0.00	25.00	45.48	0.00
ARIZONA	60.83	13.64	26.92	44.46	0.00
ARKANSAS	42.86	0.00	21.09	32.26	100.00
CALIFORNIA	29.28	8.71	11.17	18.87	10.00
COLORADO	51.79	26.36	0.00	29.21	0.00
CONNECTICUT	51.60		27.89	27.95	
DELAWARE	45.00	5.88	0.00	28.35	0.00
DISTRICT OF COLUMBIA					
FLORIDA	62.06	14.75	28.32	38.25	100.00
GEORGIA	59.80	6.82	26.22	34.76	
HAWAII	37.74	8.33	16.67	27.81	0.00
IDAHO	64.00	0.00	28.21	38.08	0.00
ILLINOIS	55.53	4.44	33.10	35.54	0.00
INDIANA	65.08	10.81	31.25	34.56	12.50
IOWA	61.40	17.14	0.00	32.17	0.00
KANSAS	49.21	12.50	18.62	24.98	0.00
KENTUCKY	65.05	17.86	40.86	38.21	42.86
LOUISIANA	70.60	11.76	42.78	47.72	0.00
MAINE	67.46	14.29	33.80	28.78	0.00
MARYLAND	45.63	18.75	21.88	27.84	0.00
MASSACHUSETTS	27.61	27.87	28.57	27.54	0.00
MICHIGAN	63.49	30.31	0.00	41.49	0.00
MINNESOTA	58.28	4.71	20.42	24.93	0.00
MISSISSIPPI	61.54	30.00	0.00	37.23	0.00
MISSOURI	65.36	3.23	25.00	28.58	0.00
MONTANA	64.42	0.00	39.29	37.11	0.00
NEBRASKA	43.36	13.33	37.84	30.97	0.00
NEVADA	25.32	7.14	4.55	13.67	0.00
NEW HAMPSHIRE	71.97	33.33	51.76	45.41	0.00
NEW JERSEY	45.50	0.00	9.16	19.42	0.00
NEW MEXICO	57.23	6.67	30.30	38.47	0.00
NEW YORK	55.86	5.81	18.27	33.12	0.00
NORTH CAROLINA	76.27	20.00	35.94	44.79	0.00
NORTH DAKOTA	50.00	0.00	18.75	22.78	0.00
OHIO	55.59	11.19	0.00	19.66	0.00
OKLAHOMA	58.79	7.69	15.38	28.90	
OREGON	59.63	4.17	32.05	45.08	0.00
PENNSYLVANIA	40.52	3.64	3.45	21.71	0.00
PUERTO RICO	55.88	8.00	27.45	42.35	9.09
RHODE ISLAND	62.79	0.00	27.91	39.32	0.00
SOUTH CAROLINA	77.93	4.76	57.89	52.80	0.00
SOUTH DAKOTA	57.78	0.00	14.29	27.30	0.00
TENNESSEE	34.68	2.33	23.96	30.87	0.00
TEXAS	27.52	6.73	12.38	15.99	0.00
UTAH	59.50	0.00	28.00	34.90	0.00
VERMONT	63.49	0.00	20.69	27.96	0.00
VIRGINIA	52.81	7.89	31.79	27.13	0.00
WASHINGTON	56.08	10.26	23.54	25.81	0.00
WEST VIRGINIA	58.18	12.50	25.81	26.93	0.00
WISCONSIN	52.62	17.24	6.59	23.64	0.00
WYOMING	73.53	0.00	37.50	45.99	0.00
AMERICAN SAMOA	0.00	0.00	0.00	71.43	0.00
GUAM	0.00	0.00	0.00	50.91	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	18.75	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	75.00	0.00	0.00	41.18	0.00
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	53.47	13.97	23.97	29.35	6.18
50 STATES, D.C. & P.R.	53.46	13.98	23.98	29.34	6.18

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters. Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, and reached maximum age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD5

Percentage of Students Ages 14-21⁺ Dropping Out of Special Education Based on
Number of Students Ages 14-21⁺ Leaving School During the 1997-98 School Year

	MULTIPLE DISABILITIES	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	11.84	0.00	37.50
ALASKA	16.67	0.00	11.11
ARIZONA	28.57	0.00	28.57
ARKANSAS	10.00	0.00	7.14
CALIFORNIA	3.35	5.88	15.69
COLORADO	6.25	0.00	12.50
CONNECTICUT	26.92	.	18.18
DELAWARE	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	0.00	22.45	20.00
GEORGIA	0.00	13.64	25.71
HAWAII	30.77	14.29	0.00
IDAHO	14.29	50.00	30.77
ILLINOIS	0.00	3.70	15.63
INDIANA	14.29	7.89	15.91
IOWA	8.70	12.50	16.67
KANSAS	23.38	0.00	22.22
KENTUCKY	25.00	12.50	16.67
LOUISIANA	20.00	16.67	33.33
MAINE	29.55	0.00	25.00
MARYLAND	18.50	0.00	4.76
MASSACHUSETTS	27.49	26.53	27.78
MICHIGAN	14.08	15.79	0.00
MINNESOTA	0.00	9.68	3.85
MISSISSIPPI	3.13	0.00	50.00
MISSOURI	0.00	2.50	29.03
MONTANA	37.50	0.00	0.00
NEBRASKA	5.26	0.00	0.00
NEVADA	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	20.00	0.00
NEW JERSEY	34.55	6.45	0.00
NEW MEXICO	30.00	0.00	9.09
NEW YORK	14.37	3.53	10.53
NORTH CAROLINA	4.29	11.63	25.00
NORTH DAKOTA	0.00	0.00	0.00
OHIO	7.29	16.67	16.67
OKLAHOMA	7.69	.	5.56
OREGON	0.00	25.00	21.05
PENNSYLVANIA	1.92	0.00	10.00
PUERTO RICO	10.17	33.33	0.00
RHODE ISLAND	0.00	0.00	50.00
SOUTH CAROLINA	44.44	0.00	40.00
SOUTH DAKOTA	8.33	0.00	0.00
TENNESSEE	13.43	9.09	20.59
TEXAS	9.96	4.62	7.02
UTAH	7.41	0.00	28.57
VERMONT	0.00	0.00	50.00
VIRGINIA	19.74	5.56	9.09
WASHINGTON	11.88	0.00	0.00
WEST VIRGINIA	0.00	0.00	20.00
WISCONSIN	0.00	18.75	8.82
WYOMING	0.00	0.00	12.50
AMERICAN SAMOA	0.00	0.00	0.00
GUAM	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00
PALAU	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	17.82	9.70	15.39
50 STATES, D.C. & P.R.	17.82	9.70	15.39

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters. Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, and reached maximum age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD6

**Percentage of Students Ages 14-21⁺ Dropping Out of Special Education
Based on the Total Number of Students Ages 14-21⁺ Served Under IDEA
During the 1997-98 School Year**

	ALL DISABILITIES	MENTAL RETARDATION	HEARING IMPAIRMENTS	SPEECH OR LANGUAGE IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	5.76	5.83	3.75	6.15	5.73
ALASKA	7.87	4.17	4.41	2.34	0.00
ARIZONA	5.04	2.34	2.73	2.92	1.08
ARKANSAS	5.20	5.25	1.49	3.75	1.14
CALIFORNIA	1.71	0.82	1.01	1.30	0.91
COLORADO	4.75	2.87	1.10	2.69	2.17
CONNECTICUT	6.61	4.09	2.34	3.13	1.35
DELAWARE	1.98	1.67	0.00	0.00	0.00
DISTRICT OF COLUMBIA					
FLORIDA	5.70	4.26	2.13	4.04	3.10
GEORGIA	5.61	4.86	2.15	2.38	4.55
HAWAII	5.86	2.40	7.58	5.81	4.35
IDAHO	5.88	4.27	1.19	7.43	3.33
ILLINOIS	6.09	3.69	2.33	1.58	2.41
INDIANA	6.60	5.57	3.02	4.17	2.43
IOWA	5.31	3.94	1.43	1.68	0.00
KANSAS	3.59	1.62	1.25	1.79	0.00
KENTUCKY	6.86	7.14	3.18	3.73	5.33
LOUISIANA	6.68	4.49	2.88	7.13	2.11
MAINE	6.65	3.47	1.80	4.18	0.00
MARYLAND	3.87	3.53	0.70	2.69	0.00
MASSACHUSETTS	4.63	3.69	4.70	11.38	5.16
MICHIGAN	6.31	3.38	2.90	3.37	1.24
MINNESOTA	5.72	2.53	1.70	2.63	2.65
MISSISSIPPI	5.89	4.47	1.23	4.04	2.02
MISSOURI	4.97	4.27	1.22	1.43	6.21
MONTANA	5.77	2.24	1.15	0.87	3.57
NEBRASKA	4.12	4.21	2.43	2.09	2.22
NEVADA	1.45	0.67	0.90	0.85	0.00
NEW HAMPSHIRE	12.92	4.82	9.68	10.05	2.27
NEW JERSEY	5.20	3.56	2.47	0.58	3.74
NEW MEXICO	3.88	2.24	2.53	2.80	5.80
NEW YORK	5.50	2.80	2.14	1.92	2.04
NORTH CAROLINA	8.89	6.63	4.51	6.69	3.13
NORTH DAKOTA	3.68	2.00	3.33	2.42	0.00
OHIO	3.29	4.26	1.60	1.49	1.79
OKLAHOMA	4.44	4.15	1.39	0.55	1.75
OREGON	4.24	1.19	1.90	4.28	1.50
PENNSYLVANIA	3.68	2.73	1.30	1.33	1.08
PUERTO RICO	4.19	3.93	2.46	7.17	4.32
RHODE ISLAND	8.55	2.18	1.37	3.26	0.00
SOUTH CAROLINA	7.21	5.50	3.94	6.94	3.40
SOUTH DAKOTA	4.06	2.38	2.22	3.23	0.00
TENNESSEE	4.13	3.32	2.43	3.61	0.99
TEXAS	2.35	2.32	1.38	0.97	1.26
UTAH	4.18	2.79	0.00	3.50	0.67
VERMONT	6.19	4.02	6.25	2.83	0.00
VIRGINIA	4.86	3.90	1.32	2.31	3.35
WASHINGTON	3.00	2.12	1.21	8.17	2.05
WEST VIRGINIA	5.66	6.12	0.59	2.96	5.56
WISCONSIN	5.49	3.85	2.76	2.66	1.41
WYOMING	8.28	1.62	1.82	5.71	8.33
AMERICAN SAMOA	7.75	0.00		0.00	0.00
GUAM	4.38	4.48	0.00	0.00	0.00
NORTHERN MARIANAS	2.83	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	3.09	4.10	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	4.69	3.92	2.03	3.37	2.08
50 STATES, D.C. & P.R.	4.70	3.92	2.04	3.38	2.08

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Percentage is based on total students ages 14-21 served under IDEA.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AD6

**Percentage of Students Ages 14-21⁺ Dropping Out of Special Education
Based on the Total Number of Students Ages 14-21⁺ Served Under IDEA
During the 1997-98 School Year**

	EMOTIONAL DISTURBANCE	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	SPECIFIC LEARNING DISABILITIES	DEAF-BLINDNESS
ALABAMA	9.03	0.00	3.70	5.62	0.00
ALASKA	13.41	0.00	2.55	8.63	0.00
ARIZONA	6.55	0.89	2.56	5.73	0.00
ARKANSAS	6.63	0.00	3.04	5.72	12.50
CALIFORNIA	2.83	0.69	1.07	1.85	1.35
COLORADO	8.27	2.74	0.00	4.78	0.00
CONNECTICUT	12.53	.	5.30	5.53	.
DELAWARE	3.54	2.35	0.00	2.05	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	9.15	2.29	8.72	5.39	8.33
GEORGIA	8.84	1.30	3.36	5.24	.
HAWAII	10.00	2.04	3.47	5.97	0.00
IDAHO	10.70	0.00	4.70	6.35	0.00
ILLINOIS	11.07	0.74	3.52	5.61	0.00
INDIANA	13.07	1.14	3.61	6.23	5.26
IOWA	9.48	1.64	0.00	5.03	0.00
KANSAS	6.74	0.95	2.57	3.76	0.00
KENTUCKY	9.27	3.47	5.42	6.65	85.71
LOUISIANA	10.62	1.38	4.71	7.48	0.00
MAINE	16.72	3.57	4.83	4.70	0.00
MARYLAND	6.24	2.08	2.55	4.09	0.00
MASSACHUSETTS	3.49	6.37	4.82	4.25	0.00
MICHIGAN	12.24	4.25	0.00	6.72	0.00
MINNESOTA	11.56	0.92	2.97	4.28	0.00
MISSISSIPPI	8.94	4.02	0.00	6.62	0.00
MISSOURI	11.15	0.43	3.46	4.60	0.00
MONTANA	11.90	0.00	3.73	5.98	0.00
NEBRASKA	4.29	1.44	5.21	4.58	0.00
NEVADA	2.90	1.32	0.44	1.50	0.00
NEW HAMPSHIRE	27.77	5.77	11.24	11.87	0.00
NEW JERSEY	13.18	0.00	3.53	4.02	0.00
NEW MEXICO	5.55	0.78	2.89	4.06	0.00
NEW YORK	9.74	0.74	2.12	5.63	0.00
NORTH CAROLINA	18.64	2.92	5.43	9.64	0.00
NORTH DAKOTA	8.97	0.00	2.59	3.69	0.00
OHIO	6.58	4.01	.	2.79	0.00
OKLAHOMA	8.79	0.83	1.81	4.57	.
OREGON	6.19	0.40	2.51	4.94	0.00
PENNSYLVANIA	7.36	0.42	0.39	3.43	0.00
PUERTO RICO	7.98	1.63	5.62	4.50	5.26
RHODE ISLAND	15.12	0.00	5.21	8.63	0.00
SOUTH CAROLINA	13.15	0.74	6.99	7.55	0.00
SOUTH DAKOTA	11.71	0.00	1.06	4.49	0.00
TENNESSEE	5.59	0.24	2.87	4.71	0.00
TEXAS	3.35	0.95	1.58	2.37	0.00
UTAH	9.29	0.00	2.38	4.23	0.00
VERMONT	13.39	0.00	2.46	4.83	0.00
VIRGINIA	9.28	1.36	4.11	4.48	0.00
WASHINGTON	6.54	1.56	2.19	3.18	0.00
WEST VIRGINIA	13.24	1.59	4.62	4.90	0.00
WISCONSIN	11.39	2.41	0.69	4.06	.
WYOMING	17.20	0.00	4.98	8.59	0.00
AMERICAN SAMOA	0.00	0.00	.	10.64	0.00
GUAM	0.00	0.00	0.00	4.87	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	4.76	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	12.00	0.00	0.00	1.97	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	9.08	1.94	3.06	4.47	1.60
50 STATES, D.C. & P.R.	9.09	1.94	3.06	4.48	1.61

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Percentage is based on total students ages 14-21 served under IDEA.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Percentage of Students Ages 14-21+ Dropping Out of Special Education
Based on the Total Number of Students Ages 14-21+ Served Under IDEA
During the 1997-98 School Year**

	MULTIPLE DISABILITIES	AUTISM	TRAUMATIC BRAIN INJURY
ALABAMA	1.67	0.00	10.00
ALASKA	1.12	0.00	3.03
ARIZONA	2.61	0.00	5.88
ARKANSAS	0.81	0.00	1.64
CALIFORNIA	0.26	0.45	1.82
COLORADO	0.67	0.00	2.15
CONNECTICUT	4.04	.	4.55
DELAWARE	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	0.00	2.38	3.67
GEORGIA	0.00	1.84	9.18
HAWAII	4.60	4.35	0.00
IDAHO	1.32	2.38	6.15
ILLINOIS	0.00	0.26	2.10
INDIANA	2.16	0.86	4.27
IOWA	0.83	0.73	3.03
KANSAS	2.40	0.00	3.57
KENTUCKY	4.58	1.92	4.55
LOUISIANA	1.07	1.31	5.83
MAINE	3.46	0.00	4.00
MARYLAND	1.91	0.00	0.88
MASSACHUSETTS	3.69	6.40	3.21
MICHIGAN	0.74	1.00	0.00
MINNESOTA	0.00	1.20	0.82
MISSISSIPPI	0.45	0.00	2.78
MISSOURI	0.00	0.45	6.72
MONTANA	4.19	0.00	0.00
NEBRASKA	0.54	0.00	0.00
NEVADA	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	2.94	0.00
NEW JERSEY	5.41	0.71	0.00
NEW MEXICO	2.47	0.00	1.20
NEW YORK	1.46	0.30	2.62
NORTH CAROLINA	0.48	1.20	6.77
NORTH DAKOTA	0.00	0.00	0.00
OHIO	0.65	1.28	2.68
OKLAHOMA	1.09	.	1.09
OREGON	0.00	1.56	3.36
PENNSYLVANIA	0.17	0.00	1.16
PUERTO RICO	1.28	2.36	0.00
RHODE ISLAND	0.00	0.00	5.88
SOUTH CAROLINA	6.15	0.00	6.45
SOUTH DAKOTA	0.97	0.00	0.00
TENNESSEE	1.16	0.53	6.09
TEXAS	1.47	0.35	1.35
UTAH	0.55	0.00	2.65
VERMONT	0.00	0.00	5.88
VIRGINIA	2.29	0.35	2.13
WASHINGTON	0.87	0.00	0.00
WEST VIRGINIA	0.00	0.00	4.11
WISCONSIN	0.00	1.69	2.68
WYOMING	0.00	0.00	2.44
AMERICAN SAMOA	0.00	0.00	0.00
GUAM	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00
PALAU	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	1.94	0.83	2.82
50 STATES, D.C. & P.R.	1.95	0.83	2.82

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters. Percentage is based on total students ages 14-21 served under IDEA.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Number of Students with Disabilities Exiting School by Graduation with a
Diploma, Graduation with a Certificate, and Reached Maximum Age by Age
During the 1988-89 Through 1997-98 School Years**

Graduated with a Diploma

	REPORTING YEAR									
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
14	61	262	82	139	127	91	62	42	26	73
15	70	170	152	172	110	169	106	61	35	60
16	662	471	543	506	472	532	545	403	407	686
17	14,424	14,453	14,663	14,360	16,149	15,417	16,455	16,193	17,224	25,504
18	44,851	44,853	46,707	45,068	46,809	47,847	49,988	53,523	56,647	66,310
19	27,316	27,776	29,194	29,325	27,162	35,730	37,154	40,208	43,521	40,973
20	7,060	8,129	7,468	7,445	7,205	9,361	9,254	10,222	10,470	9,321
21+	3,615	3,369	3,165	3,740	3,555	4,763	4,907	5,399	6,284	5,015
14-22	98,059	103,688	101,974	100,755	101,589	113,910	118,471	126,051	134,614	147,942

Received a Certificate

	REPORTING YEAR									
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
14	818	356	264	223	64	130	73	114	64	82
15	721	350	378	158	91	71	68	117	50	52
16	810	399	430	217	142	178	154	236	129	152
17	2,326	1,811	1,938	1,930	2,201	2,016	2,373	2,286	2,617	3,088
18	7,667	6,993	6,956	7,264	8,259	7,766	9,017	9,151	10,417	11,397
19	5,721	5,821	6,780	7,593	8,345	7,001	7,308	7,850	8,701	8,464
20	2,748	2,845	7,025	7,190	8,189	3,408	3,083	3,199	3,293	3,630
21+	3,255	3,132	5,963	6,267	6,693	3,413	3,030	3,193	3,343	3,044
14-22	24,066	28,770	29,734	30,842	33,984	23,983	25,106	26,146	28,614	29,909

Reached Maximum Age

	REPORTING YEAR									
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
14	255	6	5	8	6	7	4	1	2	0
15	312	43	9	16	51	9	7	16	2	3
16	222	157	74	44	45	39	26	20	5	6
17	280	136	74	70	91	106	37	23	21	19
18	191	256	66	115	163	110	110	116	97	166
19	94	175	60	68	193	91	79	91	55	119
20	299	539	560	588	725	525	383	365	523	527
21+	4,626	4,388	3,522	3,428	3,768	3,707	3,308	3,544	3,691	3,767
14-22	6,279	5,700	4,370	4,337	5,042	4,594	3,954	4,176	4,420	4,607

The data collection on exiting status was changed in 1992-93 from counting students exiting the school system to counting students who exited from special education. These three bases of exit had the same definitions across the data collections for the years shown.

For 1989-90, the total number of students with disabilities ages 14-22+ will not equal the sum for the individual age years because Texas did not apportion children by individual age.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Estimated Resident Population for Children Ages 3-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE	
	1988-89	1997-98	1998-99	NUMBER		IN NUMBER	
				1998-99 LESS 1988-89	1998-99 LESS 1997-98	1998-99 LESS 1988-89	1998-99 LESS 1997-98
ALABAMA	1,193,000	1,153,423	1,167,765	-25,235	14,342	-2.12	1.24
ALASKA	168,000	200,085	205,601	37,601	5,516	22.38	2.76
ARIZONA	977,000	1,303,563	1,309,917	332,917	6,354	34.08	0.49
ARKANSAS	690,000	703,616	699,195	9,195	-4,421	1.33	-0.63
CALIFORNIA	7,667,000	9,142,375	9,260,614	1,593,614	118,239	20.79	1.29
COLORADO	908,000	1,068,542	1,102,056	194,056	33,514	21.37	3.14
CONNECTICUT	814,000	814,280	819,287	5,287	5,007	0.65	0.61
DELAWARE	178,000	186,270	189,738	11,738	3,468	6.59	1.86
DISTRICT OF COLUMBIA	143,000	111,021	109,400	-33,600	-1,621	-23.50	-1.46
FLORIDA	2,931,000	3,592,228	3,683,137	752,137	90,909	25.66	2.53
GEORGIA	1,883,000	2,080,868	2,126,029	243,029	45,161	12.91	2.17
HAWAII	304,000	319,675	320,701	16,701	1,026	5.49	0.32
IDAHO	317,000	380,341	383,464	66,464	3,123	20.97	0.82
ILLINOIS	3,173,000	3,282,719	3,331,502	158,502	48,783	5.00	1.49
INDIANA	1,573,000	1,593,093	1,617,244	44,244	24,151	2.81	1.52
IOWA	769,000	782,537	786,126	17,126	3,589	2.23	0.46
KANSAS	685,000	734,235	749,493	64,493	15,258	9.42	2.08
KENTUCKY	1,066,000	1,045,685	1,071,475	5,475	25,790	0.51	2.47
LOUISIANA	1,356,000	1,289,186	1,296,134	-59,866	6,948	-4.41	0.54
MAINE	328,000	322,300	318,600	-9,400	-3,700	-2.87	-1.15
MARYLAND	1,221,000	1,312,503	1,341,405	120,405	28,902	9.86	2.20
MASSACHUSETTS	1,454,000	1,502,271	1,521,216	67,216	18,945	4.62	1.26
MICHIGAN	2,627,000	2,666,067	2,719,948	92,948	53,881	3.54	2.02
MINNESOTA	1,179,000	1,322,446	1,340,862	161,862	18,416	13.73	1.39
MISSISSIPPI	831,000	812,081	818,793	-12,207	6,712	-1.47	0.83
MISSOURI	1,389,000	1,487,741	1,499,753	110,753	12,012	7.97	0.81
MONTANA	230,000	251,456	248,620	18,620	-2,836	8.10	-1.13
NEBRASKA	447,000	475,275	479,349	32,349	4,074	7.24	0.86
NEVADA	272,000	445,655	472,906	200,906	27,251	73.86	6.11
NEW HAMPSHIRE	293,000	308,512	313,510	20,510	4,998	7.00	1.62
NEW JERSEY	1,961,000	2,049,248	2,067,125	106,125	17,877	5.41	0.87
NEW MEXICO	461,000	525,405	532,499	71,499	7,094	15.51	1.35
NEW YORK	4,645,000	4,701,677	4,710,492	65,492	8,815	1.41	0.19
NORTH CAROLINA	1,783,000	1,967,408	2,017,131	234,131	49,723	13.13	2.53
NORTH DAKOTA	192,000	181,816	180,570	-11,430	-1,246	-5.95	-0.69
OHIO	3,010,000	3,013,862	3,037,470	27,470	23,608	0.91	0.78
OKLAHOMA	933,000	941,823	945,564	12,564	3,741	1.35	0.40
OREGON	727,000	861,485	879,730	152,730	18,245	21.01	2.12
PENNSYLVANIA	3,073,000	3,038,836	3,057,047	-15,953	18,211	-0.52	0.60
PUERTO RICO	.	1,231,729	1,221,051	.	-10,678	.	-0.87
RHODE ISLAND	252,000	245,590	251,130	-870	5,540	-0.35	2.26
SOUTH CAROLINA	1,020,000	1,026,323	1,036,799	16,799	10,476	1.65	1.02
SOUTH DAKOTA	205,000	215,248	219,549	14,549	4,301	7.10	2.00
TENNESSEE	1,351,000	1,406,801	1,421,544	70,544	14,743	5.22	1.05
TEXAS	5,122,000	5,782,760	5,879,084	757,084	96,324	14.78	1.67
UTAH	635,000	739,491	755,133	120,133	15,642	18.92	2.12
VERMONT	154,000	156,315	154,339	339	-1,976	0.22	-1.26
VIRGINIA	1,599,000	1,748,871	1,765,044	166,044	16,173	10.38	0.92
WASHINGTON	1,253,000	1,537,054	1,568,524	315,524	31,470	25.18	2.05
WEST VIRGINIA	526,000	460,967	457,283	-68,717	-3,684	-13.06	-0.80
WISCONSIN	1,354,000	1,442,818	1,460,937	106,937	18,119	7.90	1.26
WYOMING	147,000	145,521	144,282	-2,718	-1,239	-1.85	-0.85
AMERICAN SAMOA	.	26,551	27,434	.	883	.	3.33
GUAM	.	52,093	54,004	.	1,911	.	3.67
NORTHERN MARIANAS	.	17,979	18,745	.	766	.	4.26
PALAU	.	5,714	5,770	.	56	.	0.98
VIRGIN ISLANDS	.	39,477	39,542	.	65	.	0.16
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	67,469,000	74,252,911	75,211,662	7,742,662	958,751	11.48	1.29
50 STATES AND D.C.	67,469,000	72,879,368	73,545,116	6,376,116	965,748	9.45	1.33

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population for Children Birth Through Age 2

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE	
	1988-89	1997-98	1998-99	1998-99		1998-99	
				LESS 1988-89	LESS 1997-98	LESS 1988-89	LESS 1997-98
ALABAMA	172,281	174,259	176,418	4,137	2,159	2.40	1.24
ALASKA	35,020	29,080	29,254	-5,766	174	-16.46	0.60
ARIZONA	176,700	225,209	221,779	45,079	-3,430	25.51	-1.52
ARKANSAS	100,135	106,364	105,303	5,168	-1,061	5.16	-1.00
CALIFORNIA	1,412,146	1,566,637	1,510,466	98,320	-56,171	6.96	-3.59
COLORADO	157,710	163,943	167,378	9,668	3,435	6.13	2.10
CONNECTICUT	136,441	128,413	125,129	-11,312	-3,284	-8.29	-2.56
DELAWARE	28,824	29,305	29,478	654	173	2.27	0.59
DISTRICT OF COLUMBIA	24,221	19,293	17,842	-6,379	-1,451	-26.34	-7.52
FLORIDA	501,115	561,182	566,976	65,861	5,794	13.14	1.03
GEORGIA	294,448	334,245	342,836	48,388	8,591	16.43	2.57
HAWAII	51,405	52,126	49,331	-2,074	-2,795	-4.03	-5.36
IDAHO	48,076	54,820	54,824	6,748	4	14.04	0.01
ILLINOIS	511,792	535,100	525,754	13,962	-9,346	2.73	-1.75
INDIANA	235,673	242,721	244,998	9,325	2,277	3.96	0.94
IOWA	114,279	109,240	108,278	-6,001	-962	-5.25	-0.88
KANSAS	114,381	107,053	108,931	-5,450	1,878	-4.76	1.75
KENTUCKY	150,325	152,981	156,625	6,300	3,644	4.19	2.38
LOUISIANA	213,564	186,085	187,711	-25,853	1,626	-12.11	0.87
MAINE	50,574	40,458	39,644	-10,930	-814	-21.61	-2.01
MARYLAND	211,500	205,540	203,711	-7,789	-1,829	-3.68	-0.89
MASSACHUSETTS	246,612	235,722	233,102	-13,510	-2,620	-5.48	-1.11
MICHIGAN	416,285	385,371	388,524	-27,761	3,153	-6.67	0.82
MINNESOTA	198,696	187,175	189,163	-9,533	1,988	-4.80	1.06
MISSISSIPPI	119,259	119,726	120,448	1,189	722	1.00	0.60
MISSOURI	221,767	217,365	216,559	-5,208	-806	-2.35	-0.37
MONTANA	36,893	31,957	31,304	-5,589	-653	-15.15	-2.04
NEBRASKA	72,207	68,425	68,528	-3,679	103	-5.10	0.15
NEVADA	50,674	78,279	81,257	30,583	2,978	60.35	3.80
NEW HAMPSHIRE	49,355	43,136	43,008	-6,347	-128	-12.86	-0.30
NEW JERSEY	325,199	327,186	322,197	-3,002	-4,989	-0.92	-1.52
NEW MEXICO	78,515	79,296	78,873	358	-423	0.46	-0.53
NEW YORK	761,560	780,741	737,787	-23,773	-42,954	-3.12	-5.50
NORTH CAROLINA	270,799	308,426	315,247	44,448	6,821	16.41	2.21
NORTH DAKOTA	30,807	24,239	24,009	-6,798	-230	-22.07	-0.95
OHIO	470,799	444,315	440,737	-30,062	-3,578	-6.39	-0.81
OKLAHOMA	142,315	134,579	138,357	-3,958	3,778	-2.78	2.81
OREGON	116,302	127,662	129,648	13,346	1,986	11.48	1.56
PENNSYLVANIA	477,549	432,098	420,959	-56,590	-11,139	-11.85	-2.58
PUERTO RICO	.	190,281	190,376	.	95	.	0.05
RHODE ISLAND	40,679	36,449	36,694	-3,985	245	-9.80	0.67
SOUTH CAROLINA	153,282	149,677	151,500	-1,782	1,823	-1.16	1.22
SOUTH DAKOTA	34,023	29,637	29,897	-4,126	260	-12.13	0.88
TENNESSEE	197,925	215,511	216,285	18,360	774	9.28	0.36
TEXAS	858,244	967,997	974,795	116,551	6,798	13.58	0.70
UTAH	105,061	120,459	125,154	20,093	4,695	19.13	3.90
VERMONT	24,373	19,976	19,070	-5,303	-906	-21.76	-4.54
VIRGINIA	262,692	268,654	266,199	3,507	-2,455	1.34	-0.91
WASHINGTON	212,409	229,234	230,152	17,743	918	8.35	0.40
WEST VIRGINIA	65,991	60,816	57,172	-8,819	-3,644	-13.36	-5.99
WISCONSIN	215,779	197,539	196,296	-19,483	-1,243	-9.03	-0.63
WYOMING	22,865	18,327	18,346	-4,519	19	-19.76	0.10
AMERICAN SAMOA	.	5,151	5,052	.	-99	.	-1.92
GUAM	.	11,924	11,464	.	-460	.	-3.86
NORTHERN MARIANAS	.	3,828	3,871	.	43	.	1.12
PALAU	.	1,104	1,096	.	-8	.	-0.72
VIRGIN ISLANDS	.	6,143	5,789	.	-354	.	-5.76
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,019,526	11,582,459	11,491,581	472,055	-90,878	4.28	-0.78
50 STATES AND D.C.	11,019,526	11,364,028	11,273,933	254,407	-90,095	2.31	-0.79

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population for Children Ages 3-5

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE	
	1988-89	1997-98	1998-99	1998-99		1998-99	
				LESS	LESS	LESS	LESS
			1988-89	1997-98	1988-89	1997-98	
ALABAMA	179,000	179,373	178,728	-272	-645	-0.15	-0.36
ALASKA	35,000	31,060	30,682	-4,318	-378	-12.34	-1.22
ARIZONA	172,000	223,494	219,952	47,952	-3,542	27.88	-1.58
ARKANSAS	105,000	106,698	104,654	-346	-2,044	-0.33	-1.92
CALIFORNIA	1,375,000	1,664,193	1,599,138	224,138	-65,055	16.30	-3.91
COLORADO	160,000	166,148	168,945	8,945	2,797	5.59	1.68
CONNECTICUT	128,000	134,186	130,446	2,446	-3,740	1.91	-2.79
DELAWARE	28,000	30,199	29,782	1,782	-417	6.36	-1.38
DISTRICT OF COLUMBIA	27,000	21,101	19,025	-7,975	-2,076	-29.54	-9.84
FLORIDA	498,000	590,946	591,306	93,306	360	18.74	0.06
GEORGIA	294,000	338,060	339,749	45,749	1,689	15.56	0.50
HAWAII	53,000	54,867	52,698	-302	-2,169	-0.57	-3.95
IDAHO	51,000	55,711	55,905	4,905	194	9.62	0.35
ILLINOIS	508,000	555,951	548,958	40,958	-6,993	8.06	-1.26
INDIANA	234,000	248,473	249,013	15,013	540	6.42	0.22
IOWA	118,000	113,128	111,697	-6,303	-1,431	-5.34	-1.26
KANSAS	115,000	109,215	109,908	-5,092	693	-4.43	0.63
KENTUCKY	155,000	156,999	160,955	5,955	3,956	3.84	2.52
LOUISIANA	232,000	193,712	189,229	-42,771	-4,483	-18.44	-2.31
MAINE	50,000	44,744	42,096	-7,904	-2,648	-15.81	-5.92
MARYLAND	200,000	215,657	212,774	12,774	-2,883	6.39	-1.34
MASSACHUSETTS	228,000	248,384	242,128	14,128	-6,256	6.20	-2.52
MICHIGAN	394,000	407,598	406,565	12,565	-1,033	3.19	-0.25
MINNESOTA	194,000	195,287	194,307	307	-980	0.16	-0.50
MISSISSIPPI	128,000	124,334	123,105	-4,895	-1,229	-3.82	-0.99
MISSOURI	222,000	227,509	223,355	1,355	-4,154	0.61	-1.83
MONTANA	39,000	34,217	32,964	-6,036	-1,253	-15.48	-3.66
NEBRASKA	73,000	69,249	69,171	-3,829	-78	-5.25	-0.11
NEVADA	48,000	77,295	82,258	34,258	4,963	71.37	6.42
NEW HAMPSHIRE	46,000	46,739	45,820	-180	-919	-0.39	-1.97
NEW JERSEY	302,000	348,931	340,794	38,794	-8,137	12.85	-2.33
NEW MEXICO	81,000	82,907	82,584	1,584	-323	1.96	-0.39
NEW YORK	736,000	808,673	779,578	43,578	-29,095	5.92	-3.60
NORTH CAROLINA	264,000	319,637	321,709	57,709	2,072	21.86	0.65
NORTH DAKOTA	33,000	24,782	24,225	-8,775	-557	-26.59	-2.25
OHIO	462,000	462,933	455,314	-6,686	-7,619	-1.45	-1.65
OKLAHOMA	160,000	139,602	136,645	-23,355	-2,957	-14.60	-2.12
OREGON	114,000	128,687	131,509	17,509	2,822	15.36	2.19
PENNSYLVANIA	470,000	466,700	455,266	-14,734	-11,434	-3.13	-2.45
PUERTO RICO	.	192,450	191,692	.	-758	.	-0.39
RHODE ISLAND	39,000	38,801	38,908	-92	107	-0.24	0.28
SOUTH CAROLINA	156,000	159,403	154,350	-1,650	-5,053	-1.06	-3.17
SOUTH DAKOTA	35,000	30,203	30,642	-4,358	439	-12.45	1.45
TENNESSEE	200,000	221,975	220,410	20,410	-1,565	10.21	-0.71
TEXAS	906,000	964,099	964,155	58,155	56	6.42	0.01
UTAH	111,000	112,682	116,582	5,582	3,900	5.03	3.46
VERMONT	24,000	22,234	20,861	-3,139	-1,373	-13.08	-6.18
VIRGINIA	250,000	278,590	273,187	23,187	-5,403	9.27	-1.94
WASHINGTON	208,000	238,348	238,187	30,187	-161	14.51	-0.07
WEST VIRGINIA	71,000	64,995	63,670	-7,330	-1,325	-10.32	-2.04
WISCONSIN	216,000	209,183	207,689	-8,311	-1,494	-3.85	-0.71
WYOMING	26,000	19,334	18,825	-7,175	-509	-27.60	-2.63
AMERICAN SAMOA	.	5,729	5,641	.	-88	.	-1.54
GUAM	.	11,736	12,122	.	386	.	3.29
NORTHERN MARIANAS	.	3,769	3,780	.	11	.	0.29
PALAU	.	1,065	1,087	.	22	.	2.07
VIRGIN ISLANDS	.	7,013	6,786	.	-227	.	-3.24
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10,953,000	12,028,988	11,861,511	908,511	-167,477	8.29	-1.39
50 STATES AND D.C.	10,953,000	11,807,226	11,640,403	687,403	-166,823	6.28	-1.41

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population for Children Ages 6-17

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE	
	1988-89	1997-98	1998-99	NUMBER		IN NUMBER	
				1998-99 LESS 1988-89	1998-99 LESS 1997-98	1998-99 LESS 1988-89	1998-99 LESS 1997-98
ALABAMA	759,000	718,076	728,989	-30,011	10,913	-3.95	1.52
ALASKA	99,000	128,189	132,325	33,325	4,136	33.66	3.23
ARIZONA	596,000	829,360	821,673	225,673	-7,687	37.86	-0.93
ARKANSAS	441,000	449,630	443,764	2,764	-5,866	0.63	-1.30
CALIFORNIA	4,654,000	5,720,823	5,801,768	1,147,768	80,945	24.66	1.41
COLORADO	550,000	685,438	704,257	154,257	18,819	28.05	2.75
CONNECTICUT	496,000	529,562	535,140	39,140	5,578	7.89	1.05
DELAWARE	109,000	117,907	119,811	10,811	1,904	9.92	1.61
DISTRICT OF COLUMBIA	82,000	66,810	66,092	-15,908	-718	-19.40	-1.07
FLORIDA	1,779,000	2,319,188	2,381,650	602,650	62,462	33.88	2.69
GEORGIA	1,181,000	1,315,506	1,339,766	158,766	24,260	13.44	1.84
HAWAII	180,000	195,599	196,298	16,298	699	9.05	0.36
IDAHO	205,000	240,821	240,429	35,429	-392	17.28	-0.16
ILLINOIS	1,976,000	2,083,172	2,112,620	136,620	29,448	6.91	1.41
INDIANA	994,000	1,006,261	1,023,355	29,355	17,094	2.95	1.70
IOWA	484,000	502,957	502,164	18,164	-793	3.75	-0.16
KANSAS	424,000	471,663	478,613	54,613	6,950	12.88	1.47
KENTUCKY	675,000	651,222	670,713	-4,287	19,491	-0.64	2.99
LOUISIANA	845,000	811,081	814,472	-30,528	3,391	-3.61	0.42
MAINE	203,000	212,064	209,845	6,845	-2,219	3.37	-1.05
MARYLAND	735,000	847,355	870,705	135,705	23,350	18.46	2.76
MASSACHUSETTS	858,000	967,268	982,473	124,473	15,205	14.51	1.57
MICHIGAN	1,648,000	1,711,788	1,756,526	108,526	44,738	6.59	2.61
MINNESOTA	731,000	868,223	875,977	144,977	7,754	19.83	0.89
MISSISSIPPI	530,000	508,938	513,322	-16,678	4,384	-3.15	0.86
MISSOURI	868,000	961,551	966,702	98,702	5,151	11.37	0.54
MONTANA	146,000	163,356	160,135	14,135	-3,221	9.68	-1.97
NEBRASKA	279,000	307,007	307,943	28,943	936	10.37	0.30
NEVADA	168,000	287,282	303,592	135,592	16,310	80.71	5.68
NEW HAMPSHIRE	179,000	206,215	209,782	30,782	3,567	17.20	1.73
NEW JERSEY	1,203,000	1,311,007	1,327,448	124,448	16,441	10.34	1.25
NEW MEXICO	288,000	337,119	342,753	54,753	5,634	19.01	1.67
NEW YORK	2,837,000	2,970,617	2,985,246	148,246	14,629	5.23	0.49
NORTH CAROLINA	1,098,000	1,245,340	1,282,818	184,818	37,478	16.83	3.01
NORTH DAKOTA	119,000	116,187	114,377	-4,623	-1,810	-3.88	-1.56
OHIO	1,895,000	1,931,393	1,947,954	52,954	16,561	2.79	0.86
OKLAHOMA	579,000	604,124	604,365	25,365	241	4.38	0.04
OREGON	458,000	554,350	564,013	106,013	9,663	23.15	1.74
PENNSYLVANIA	1,899,000	1,965,284	1,983,603	84,603	18,319	4.46	0.93
PUERTO RICO	.	761,408	755,730	.	-5,678	.	-0.75
RHODE ISLAND	151,000	158,404	162,315	11,315	3,911	7.49	2.47
SOUTH CAROLINA	637,000	646,561	653,446	16,446	6,885	2.58	1.06
SOUTH DAKOTA	128,000	137,498	140,398	12,398	2,900	9.69	2.11
TENNESSEE	853,000	887,303	894,707	41,707	7,404	4.89	0.83
TEXAS	3,187,000	3,645,039	3,690,250	503,250	45,211	15.79	1.24
UTAH	413,000	454,936	459,564	46,564	4,628	11.27	1.02
VERMONT	93,000	103,309	101,416	8,416	-1,893	9.05	-1.83
VIRGINIA	957,000	1,097,142	1,105,292	148,292	8,150	15.50	0.74
WASHINGTON	772,000	987,072	1,004,151	232,151	17,079	30.07	1.73
WEST VIRGINIA	340,000	285,935	283,412	-56,588	-2,523	-16.64	-0.88
WISCONSIN	845,000	939,654	947,059	102,059	7,405	12.08	0.79
WYOMING	93,000	94,104	92,235	-765	-1,869	-0.82	-1.99
AMERICAN SAMOA	.	16,515	17,342	.	827	.	5.01
GUAM	.	32,335	33,611	.	1,276	.	3.95
NORTHERN MARIANAS	.	10,161	10,810	.	649	.	6.39
PALAU	.	3,552	3,602	.	50	.	1.41
VIRGIN ISLANDS	.	24,389	24,675	.	286	.	1.17
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	41,719,000	47,205,050	47,803,493	6,084,493	598,443	14.58	1.27
50 STATES AND D.C.	41,719,000	46,356,690	46,957,723	5,238,723	601,033	12.56	1.30

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population for Children Ages 18-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1988-89	1997-98	1998-99	1998-99	1998-99	1998-99	1998-99
				LESS	LESS	LESS	LESS
				1988-89	1997-98	1988-89	1997-98
ALABAMA	255,000	255,974	260,048	5,048	4,074	1.98	1.59
ALASKA	34,000	40,836	42,594	8,594	1,758	25.28	4.31
ARIZONA	209,000	250,709	268,292	59,292	17,583	28.37	7.01
ARKANSAS	144,000	147,288	150,777	6,777	3,489	4.71	2.37
CALIFORNIA	1,638,000	1,757,359	1,859,708	221,708	102,349	13.54	5.82
COLORADO	198,000	216,956	228,854	30,854	11,898	15.58	5.48
CONNECTICUT	190,000	150,532	153,701	-36,299	3,169	-19.10	2.11
DELAWARE	41,000	38,164	40,145	-855	1,981	-2.09	5.19
DISTRICT OF COLUMBIA	34,000	23,110	24,283	-9,717	1,173	-28.58	5.08
FLORIDA	654,000	682,094	710,181	56,181	28,087	8.59	4.12
GEORGIA	408,000	427,302	446,514	38,514	19,212	9.44	4.50
HAWAII	71,000	69,209	71,705	705	2,496	0.99	3.61
IDAHO	61,000	83,809	87,130	26,130	3,321	42.84	3.96
ILLINOIS	689,000	643,596	669,924	-19,076	26,328	-2.77	4.09
INDIANA	345,000	338,359	344,876	-124	6,517	-0.04	1.93
IOWA	167,000	166,452	172,265	5,265	5,813	3.15	3.49
KANSAS	146,000	153,357	160,972	14,972	7,615	10.25	4.97
KENTUCKY	236,000	237,464	239,807	3,807	2,343	1.61	0.99
LOUISIANA	279,000	284,393	292,433	13,433	8,040	4.81	2.83
MAINE	75,000	65,492	66,659	-8,341	1,167	-11.12	1.78
MARYLAND	286,000	249,491	257,926	-28,074	8,435	-9.82	3.38
MASSACHUSETTS	368,000	286,619	296,615	-71,385	9,996	-19.40	3.49
MICHIGAN	585,000	546,681	556,857	-28,143	10,176	-4.81	1.86
MINNESOTA	254,000	258,936	270,578	16,578	11,642	6.53	4.50
MISSISSIPPI	173,000	178,809	182,366	9,366	3,557	5.41	1.99
MISSOURI	299,000	298,681	309,696	10,696	11,015	3.58	3.69
MONTANA	45,000	53,883	55,521	10,521	1,638	23.38	3.04
NEBRASKA	95,000	99,019	102,235	7,235	3,216	7.62	3.25
NEVADA	56,000	81,078	87,056	31,056	5,978	55.46	7.37
NEW HAMPSHIRE	68,000	55,558	57,908	-10,092	2,350	-14.84	4.23
NEW JERSEY	456,000	389,310	398,883	-57,117	9,573	-12.53	2.46
NEW MEXICO	92,000	105,379	107,162	15,162	1,783	16.48	1.69
NEW YORK	1,072,000	922,387	945,668	-126,332	23,281	-11.78	2.52
NORTH CAROLINA	421,000	402,431	412,604	-8,396	10,173	-1.99	2.53
NORTH DAKOTA	40,000	40,847	41,968	1,968	1,121	4.92	2.74
OHIO	653,000	619,536	634,202	-18,798	14,666	-2.88	2.37
OKLAHOMA	194,000	198,097	204,554	10,554	6,457	5.44	3.26
OREGON	155,000	178,448	184,208	29,208	5,760	18.84	3.23
PENNSYLVANIA	704,000	606,852	618,178	-85,822	11,326	-12.19	1.87
PUERTO RICO	.	277,871	273,629	.	-4,242	.	-1.53
RHODE ISLAND	62,000	48,385	49,907	-12,093	1,522	-19.50	3.15
SOUTH CAROLINA	227,000	220,359	229,003	2,003	8,644	0.88	3.92
SOUTH DAKOTA	42,000	47,547	48,509	6,509	962	15.50	2.02
TENNESSEE	298,000	297,523	306,427	8,427	8,904	2.83	2.99
TEXAS	1,029,000	1,173,622	1,224,679	195,679	51,057	19.02	4.35
UTAH	111,000	171,873	178,987	67,987	7,114	61.25	4.14
VERMONT	37,000	30,772	32,062	-4,938	1,290	-13.35	4.19
VIRGINIA	392,000	373,139	386,565	-5,435	13,426	-1.39	3.60
WASHINGTON	273,000	311,634	326,186	53,186	14,552	19.48	4.67
WEST VIRGINIA	115,000	110,037	110,201	-4,799	164	-4.17	0.15
WISCONSIN	293,000	293,981	306,189	13,189	12,208	4.50	4.15
WYOMING	28,000	32,083	33,222	5,222	1,139	18.65	3.55
AMERICAN SAMOA	.	4,307	4,451	.	144	.	3.34
GUAM	.	8,022	8,271	.	249	.	3.10
NORTHERN MARIANAS	.	4,049	4,155	.	106	.	2.62
PALAU	.	1,097	1,081	.	-16	.	-1.46
VIRGIN ISLANDS	.	8,075	8,081	.	6	.	0.07
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	14,797,000	15,018,873	15,546,658	749,658	527,785	5.07	3.51
50 STATES AND D.C.	14,797,000	14,715,452	15,246,990	449,990	531,538	3.04	3.61

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population (Number) for Children Ages Birth Through 2 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	341	1,634	54,203	3,145	117,095
ALASKA	7,150	1,344	1,165	1,757	17,838
ARIZONA	12,738	4,306	5,699	82,616	116,420
ARKANSAS	727	1,107	21,284	3,500	78,685
CALIFORNIA	5,018	159,856	84,432	693,017	568,143
COLORADO	1,044	5,003	6,172	41,250	113,909
CONNECTICUT	187	4,015	12,148	19,092	89,687
DELAWARE	32	687	6,555	1,853	20,351
DISTRICT OF COLUMBIA	12	399	13,588	1,678	2,165
FLORIDA	1,507	12,219	113,045	103,993	336,212
GEORGIA	529	7,362	109,044	16,191	209,710
HAWAII	244	31,887	1,045	6,207	9,948
IDAHO	630	759	180	7,158	46,097
ILLINOIS	452	19,226	92,365	91,168	322,543
INDIANA	362	3,091	23,546	9,843	208,156
IOWA	309	2,312	2,691	4,118	98,848
KANSAS	687	2,603	6,996	10,710	87,935
KENTUCKY	159	1,429	12,906	2,416	139,715
LOUISIANA	727	3,130	72,693	5,931	105,230
MAINE	229	523	241	574	38,077
MARYLAND	451	9,404	64,919	10,771	118,166
MASSACHUSETTS	537	15,858	20,912	28,578	167,217
MICHIGAN	2,064	8,307	63,587	19,656	294,910
MINNESOTA	2,889	8,940	8,500	7,099	161,735
MISSISSIPPI	571	1,150	53,166	1,492	64,069
MISSOURI	579	3,613	29,821	5,841	176,705
MONTANA	3,444	322	98	1,186	26,254
NEBRASKA	906	1,476	3,252	5,107	57,787
NEVADA	945	4,212	5,304	20,588	50,208
NEW HAMPSHIRE	61	645	266	1,087	40,949
NEW JERSEY	474	23,704	49,067	56,115	192,837
NEW MEXICO	8,414	1,043	1,007	42,375	26,034
NEW YORK	1,456	47,919	111,529	168,118	408,765
NORTH CAROLINA	4,780	6,533	75,424	13,645	214,865
NORTH DAKOTA	2,184	368	281	599	20,577
OHIO	811	7,722	66,200	12,499	353,505
OKLAHOMA	15,166	2,586	13,783	10,371	96,451
OREGON	1,515	5,602	2,317	15,221	104,993
PENNSYLVANIA	452	10,301	50,684	21,308	338,214
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	318	1,236	1,816	4,675	28,649
SOUTH CAROLINA	328	1,866	50,593	3,469	95,244
SOUTH DAKOTA	4,665	300	235	723	23,974
TENNESSEE	383	3,206	44,584	4,240	163,872
TEXAS	1,599	26,451	98,821	426,537	421,387
UTAH	1,559	4,066	737	12,097	106,695
VERMONT	33	204	66	205	18,562
VIRGINIA	416	12,752	56,779	15,874	180,378
WASHINGTON	4,123	16,465	7,730	27,599	174,235
WEST VIRGINIA	45	519	2,371	655	53,582
WISCONSIN	2,333	6,159	16,065	9,956	161,783
WYOMING	576	196	112	1,985	15,477
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	97,161	496,017	1,540,024	2,055,888	7,084,843

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population (Percent) for Children Ages Birth Through 2 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.93	30.72	1.78	66.37
ALASKA	24.44	4.59	3.98	6.01	60.98
ARIZONA	5.74	1.94	2.57	37.25	52.49
ARKANSAS	0.69	1.05	20.21	3.32	74.72
CALIFORNIA	0.33	10.58	5.59	45.88	37.61
COLORADO	0.62	2.99	3.69	24.64	68.05
CONNECTICUT	0.15	3.21	9.71	15.26	71.68
DELAWARE	0.11	2.33	22.24	6.29	69.04
DISTRICT OF COLUMBIA	0.07	2.24	76.16	9.40	12.13
FLORIDA	0.27	2.16	19.94	18.34	59.30
GEORGIA	0.15	2.15	31.81	4.72	61.17
HAWAII	0.49	64.64	2.12	12.58	20.17
IDAHO	1.15	1.38	0.33	13.06	84.08
ILLINOIS	0.09	3.66	17.57	17.34	61.35
INDIANA	0.15	1.26	9.61	4.02	84.96
IOWA	0.29	2.14	2.49	3.80	91.29
KANSAS	0.63	2.39	6.42	9.83	80.73
KENTUCKY	0.10	0.91	8.24	1.54	89.20
LOUISIANA	0.39	1.67	38.73	3.16	56.06
MAINE	0.58	1.32	0.61	1.45	96.05
MARYLAND	0.22	4.62	31.87	5.29	58.01
MASSACHUSETTS	0.23	6.80	8.97	12.26	71.74
MICHIGAN	0.53	2.14	16.37	5.06	75.91
MINNESOTA	1.53	4.73	4.49	3.75	85.50
MISSISSIPPI	0.47	0.95	44.14	1.24	53.19
MISSOURI	0.27	1.67	13.77	2.70	81.60
MONTANA	11.00	1.03	0.31	3.79	83.87
NEBRASKA	1.32	2.15	4.75	7.45	84.33
NEVADA	1.16	5.18	6.53	25.34	61.79
NEW HAMPSHIRE	0.14	1.50	0.62	2.53	95.21
NEW JERSEY	0.15	7.36	15.23	17.42	59.85
NEW MEXICO	10.67	1.32	1.28	53.73	33.01
NEW YORK	0.20	6.49	15.12	22.79	55.40
NORTH CAROLINA	1.52	2.07	23.93	4.33	68.16
NORTH DAKOTA	9.10	1.53	1.17	2.49	85.71
OHIO	0.18	1.75	15.02	2.84	80.21
OKLAHOMA	10.96	1.87	9.96	7.50	69.71
OREGON	1.17	4.32	1.79	11.74	80.98
PENNSYLVANIA	0.11	2.45	12.04	5.06	80.34
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.87	3.37	4.95	12.74	78.08
SOUTH CAROLINA	0.22	1.23	33.39	2.29	62.87
SOUTH DAKOTA	15.60	1.00	0.79	2.42	80.19
TENNESSEE	0.18	1.48	20.61	1.96	75.77
TEXAS	0.16	2.71	10.14	43.76	43.23
UTAH	1.25	3.25	0.59	9.67	85.25
VERMONT	0.17	1.07	0.35	1.07	97.34
VIRGINIA	0.16	4.79	21.33	5.96	67.76
WASHINGTON	1.79	7.15	3.36	11.99	75.70
WEST VIRGINIA	0.08	0.91	4.15	1.15	93.72
WISCONSIN	1.19	3.14	8.18	5.07	82.42
WYOMING	3.14	1.07	0.61	10.82	84.36
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	0.86	4.40	13.66	18.24	62.84

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

**Estimated Resident Population (Number) for Children Ages 3-5
by Race/Ethnicity for the 1998-99 School Year**

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	358	1,501	57,895	2,908	116,066
ALASKA	7,156	1,476	1,138	1,625	19,287
ARIZONA	14,848	4,388	6,561	74,640	119,515
ARKANSAS	537	897	22,012	3,602	77,606
CALIFORNIA	5,948	169,976	97,800	701,676	623,738
COLORADO	1,058	4,628	7,225	38,241	117,793
CONNECTICUT	299	4,024	13,392	17,776	94,955
DELAWARE	68	657	6,955	1,729	20,373
DISTRICT OF COLUMBIA	18	545	14,505	1,797	2,160
FLORIDA	1,524	11,984	122,564	104,771	350,463
GEORGIA	476	7,645	115,441	14,445	201,742
HAWAII	263	34,209	1,179	6,315	10,732
IDAHO	648	699	185	6,645	47,728
ILLINOIS	493	18,477	107,545	86,722	335,721
INDIANA	350	2,777	25,413	9,403	211,070
IOWA	410	2,220	2,801	3,963	102,303
KANSAS	793	2,520	7,638	9,934	89,023
KENTUCKY	168	1,360	13,694	2,087	143,646
LOUISIANA	772	2,857	76,334	5,847	103,419
MAINE	233	468	217	529	40,649
MARYLAND	566	9,512	67,644	10,660	124,392
MASSACHUSETTS	390	12,958	20,050	27,258	181,472
MICHIGAN	2,300	7,607	72,816	18,167	305,675
MINNESOTA	3,239	8,780	8,423	6,754	167,111
MISSISSIPPI	528	1,056	56,100	1,371	64,050
MISSOURI	640	3,200	33,892	5,573	180,050
MONTANA	3,425	328	97	1,024	28,090
NEBRASKA	943	1,403	3,386	5,122	58,317
NEVADA	1,154	3,794	6,575	19,965	50,770
NEW HAMPSHIRE	86	640	235	1,132	43,727
NEW JERSEY	849	18,991	53,650	56,096	211,208
NEW MEXICO	10,076	1,002	1,172	41,856	28,478
NEW YORK	2,097	44,069	122,294	165,836	445,282
NORTH CAROLINA	5,254	5,823	84,241	11,630	214,761
NORTH DAKOTA	2,225	392	181	556	20,871
OHIO	803	6,972	71,084	11,855	364,600
OKLAHOMA	12,117	2,210	12,605	9,291	100,422
OREGON	1,595	5,278	2,528	14,596	107,512
PENNSYLVANIA	511	10,106	59,445	21,527	363,677
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	270	1,329	2,088	4,533	30,688
SOUTH CAROLINA	325	1,690	55,113	3,075	94,147
SOUTH DAKOTA	4,666	355	216	694	24,711
TENNESSEE	378	2,666	47,958	3,972	165,436
TEXAS	1,702	25,538	111,141	397,907	427,867
UTAH	1,649	3,402	719	10,626	100,186
VERMONT	32	268	92	238	20,231
VIRGINIA	401	11,239	62,064	15,087	184,396
WASHINGTON	4,345	16,534	8,555	26,389	182,364
WEST VIRGINIA	50	368	2,374	569	60,309
WISCONSIN	2,446	6,072	17,963	9,525	171,683
WYOMING	537	211	130	1,832	16,115
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	102,019	487,101	1,685,325	1,999,371	7,366,587

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population (Percent) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	0.20	0.84	32.39	1.63	64.94
ALASKA	23.32	4.81	3.71	5.30	62.86
ARIZONA	6.75	1.99	2.98	33.93	54.34
ARKANSAS	0.51	0.86	21.03	3.44	74.15
CALIFORNIA	0.37	10.63	6.12	43.88	39.00
COLORADO	0.63	2.74	4.28	22.64	69.72
CONNECTICUT	0.23	3.08	10.27	13.63	72.79
DELAWARE	0.23	2.21	23.35	5.81	68.41
DISTRICT OF COLUMBIA	0.09	2.86	76.24	9.45	11.35
FLORIDA	0.26	2.03	20.73	17.72	59.27
GEORGIA	0.14	2.25	33.98	4.25	59.38
HAWAII	0.50	64.92	2.24	11.98	20.37
IDAHO	1.16	1.25	0.33	11.89	85.37
ILLINOIS	0.09	3.37	19.59	15.80	61.16
INDIANA	0.14	1.12	10.21	3.78	84.76
IOWA	0.37	1.99	2.51	3.55	91.59
KANSAS	0.72	2.29	6.95	9.04	81.00
KENTUCKY	0.10	0.84	8.51	1.30	89.25
LOUISIANA	0.41	1.51	40.34	3.09	54.65
MAINE	0.55	1.11	0.52	1.26	96.56
MARYLAND	0.27	4.47	31.79	5.01	58.46
MASSACHUSETTS	0.16	5.35	8.28	11.26	74.95
MICHIGAN	0.57	1.87	17.91	4.47	75.18
MINNESOTA	1.67	4.52	4.33	3.48	86.00
MISSISSIPPI	0.43	0.86	45.57	1.11	52.03
MISSOURI	0.29	1.43	15.17	2.50	80.61
MONTANA	10.39	1.00	0.29	3.11	85.21
NEBRASKA	1.36	2.03	4.90	7.40	84.31
NEVADA	1.40	4.61	7.99	24.27	61.72
NEW HAMPSHIRE	0.19	1.40	0.51	2.47	95.43
NEW JERSEY	0.25	5.57	15.74	16.46	61.98
NEW MEXICO	12.20	1.21	1.42	50.68	34.48
NEW YORK	0.27	5.65	15.69	21.27	57.12
NORTH CAROLINA	1.63	1.81	26.19	3.62	66.76
NORTH DAKOTA	9.18	1.62	0.75	2.30	86.15
OHIO	0.18	1.53	15.61	2.60	80.08
OKLAHOMA	8.87	1.62	9.22	6.80	73.49
OREGON	1.21	4.01	1.92	11.10	81.75
PENNSYLVANIA	0.11	2.22	13.06	4.73	79.88
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.69	3.42	5.37	11.65	78.87
SOUTH CAROLINA	0.21	1.09	35.71	1.99	61.00
SOUTH DAKOTA	15.23	1.16	0.70	2.26	80.64
TENNESSEE	0.17	1.21	21.76	1.80	75.06
TEXAS	0.18	2.65	11.53	41.27	44.38
UTAH	1.41	2.92	0.62	9.11	85.94
VERMONT	0.15	1.28	0.44	1.14	96.98
VIRGINIA	0.15	4.11	22.72	5.52	67.50
WASHINGTON	1.82	6.94	3.59	11.08	76.56
WEST VIRGINIA	0.08	0.58	3.73	0.89	94.72
WISCONSIN	1.18	2.92	8.65	4.59	82.66
WYOMING	2.85	1.12	0.69	9.73	85.60
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	0.88	4.18	14.48	17.18	63.28

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Estimated Resident Population (Number) for Children Ages 6-21 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	3,965	6,630	325,138	12,471	640,833
ALASKA	36,908	7,686	6,900	7,179	116,246
ARIZONA	77,691	21,667	41,247	324,103	625,257
ARKANSAS	3,245	4,434	128,554	16,517	441,791
CALIFORNIA	45,458	862,724	580,686	3,027,988	3,144,620
COLORADO	6,986	22,463	44,016	177,256	682,390
CONNECTICUT	1,383	18,574	76,569	78,236	514,079
DELAWARE	509	3,307	38,178	7,521	110,441
DISTRICT OF COLUMBIA	190	2,763	58,830	7,699	20,893
FLORIDA	10,735	57,880	661,448	525,274	1,836,494
GEORGIA	3,857	35,120	614,238	66,130	1,066,935
HAWAII	1,181	157,342	9,081	29,062	71,337
IDAHO	4,205	3,435	1,431	30,918	287,570
ILLINOIS	4,346	91,637	506,492	370,177	1,809,892
INDIANA	3,261	13,309	137,380	43,749	1,170,532
IOWA	2,304	10,563	17,517	18,690	625,355
KANSAS	5,945	12,133	44,271	45,354	531,882
KENTUCKY	1,221	6,667	81,399	9,595	811,638
LOUISIANA	5,341	14,841	432,726	29,933	624,064
MAINE	1,627	2,273	1,726	2,413	268,465
MARYLAND	3,252	46,454	351,260	49,304	678,361
MASSACHUSETTS	2,909	56,517	91,924	115,322	1,012,416
MICHIGAN	16,104	40,429	390,464	80,721	1,785,665
MINNESOTA	20,094	42,574	44,222	28,262	1,011,403
MISSISSIPPI	3,293	5,217	313,281	6,311	367,586
MISSOURI	4,898	14,647	178,109	25,943	1,052,801
MONTANA	19,697	1,551	956	4,857	188,595
NEBRASKA	4,718	5,984	20,064	24,462	354,950
NEVADA	7,109	16,839	34,592	83,638	248,470
NEW HAMPSHIRE	640	3,451	1,958	5,339	256,302
NEW JERSEY	3,195	98,633	280,768	262,104	1,081,631
NEW MEXICO	51,231	5,094	8,946	210,207	174,437
NEW YORK	14,116	208,592	682,738	692,628	2,332,840
NORTH CAROLINA	27,775	24,391	462,190	51,353	1,129,713
NORTH DAKOTA	11,012	1,450	1,176	2,334	140,373
OHIO	4,924	31,259	358,100	54,097	2,133,776
OKLAHOMA	78,508	10,626	79,453	43,549	596,783
OREGON	11,452	26,375	16,163	66,297	627,934
PENNSYLVANIA	3,639	49,769	303,587	96,721	2,148,065
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1,112	6,720	11,882	19,230	173,278
SOUTH CAROLINA	2,380	8,149	326,009	14,574	531,337
SOUTH DAKOTA	23,097	1,364	1,348	2,820	160,278
TENNESSEE	2,722	12,705	256,597	18,224	910,886
TEXAS	14,075	121,464	651,760	1,779,162	2,348,468
UTAH	9,335	14,874	4,723	47,776	561,843
VERMONT	339	1,366	893	1,427	129,453
VIRGINIA	3,490	54,621	351,175	67,205	1,015,366
WASHINGTON	27,291	81,947	53,484	117,867	1,049,748
WEST VIRGINIA	552	2,185	15,445	2,597	372,834
WISCONSIN	14,446	27,347	93,737	44,752	1,072,966
WYOMING	3,494	1,050	1,012	9,349	110,552
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	611,257	2,379,092	9,195,843	8,858,697	41,159,824

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

**Estimated Resident Population (Percent) for Children Ages 6-21
by Race/Ethnicity for the 1998-99 School Year**

STATE	AMERICAN INDIAN	ASIAN/ PACIFIC	BLACK	HISPANIC	WHITE
ALABAMA	0.40	0.67	32.87	1.26	64.79
ALASKA	21.10	4.39	3.94	4.10	66.46
ARIZONA	7.13	1.99	3.78	29.74	57.36
ARKANSAS	0.55	0.75	21.62	2.78	74.31
CALIFORNIA	0.59	11.26	7.58	39.52	41.04
COLORADO	0.75	2.41	4.72	19.00	73.13
CONNECTICUT	0.20	2.70	11.12	11.36	74.63
DELAWARE	0.32	2.07	23.87	4.70	69.04
DISTRICT OF COLUMBIA	0.21	3.06	65.10	8.52	23.12
FLORIDA	0.35	1.87	21.39	16.99	59.40
GEORGIA	0.22	1.97	34.39	3.70	59.73
HAWAII	0.44	58.71	3.39	10.84	26.62
IDAHO	1.28	1.05	0.44	9.44	87.79
ILLINOIS	0.16	3.29	18.20	13.30	65.04
INDIANA	0.24	0.97	10.04	3.20	85.55
IOWA	0.34	1.57	2.60	2.77	92.72
KANSAS	0.93	1.90	6.92	7.09	83.16
KENTUCKY	0.13	0.73	8.94	1.05	89.14
LOUISIANA	0.48	1.34	39.09	2.70	56.38
MAINE	0.59	0.82	0.62	0.87	97.09
MARYLAND	0.29	4.12	31.12	4.37	60.10
MASSACHUSETTS	0.23	4.42	7.19	9.02	79.15
MICHIGAN	0.70	1.75	16.88	3.49	77.19
MINNESOTA	1.75	3.71	3.86	2.46	88.21
MISSISSIPPI	0.47	0.75	45.03	0.91	52.84
MISSOURI	0.38	1.15	13.95	2.03	82.48
MONTANA	9.13	0.72	0.44	2.25	87.45
NEBRASKA	1.15	1.46	4.89	5.96	86.54
NEVADA	1.82	4.31	8.86	21.41	63.60
NEW HAMPSHIRE	0.24	1.29	0.73	1.99	95.75
NEW JERSEY	0.19	5.71	16.26	15.18	62.65
NEW MEXICO	11.39	1.13	1.99	46.72	38.77
NEW YORK	0.36	5.31	17.37	17.62	59.35
NORTH CAROLINA	1.64	1.44	27.26	3.03	66.63
NORTH DAKOTA	7.04	0.93	0.75	1.49	89.78
OHIO	0.19	1.21	13.87	2.10	82.64
OKLAHOMA	9.71	1.31	9.82	5.38	73.78
OREGON	1.53	3.53	2.16	8.86	83.92
PENNSYLVANIA	0.14	1.91	11.67	3.72	82.56
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.52	3.17	5.60	9.06	81.65
SOUTH CAROLINA	0.27	0.92	36.94	1.65	60.21
SOUTH DAKOTA	12.23	0.72	0.71	1.49	84.84
TENNESSEE	0.23	1.06	21.36	1.52	75.84
TEXAS	0.29	2.47	13.26	36.20	47.78
UTAH	1.46	2.33	0.74	7.48	87.99
VERMONT	0.25	1.02	0.67	1.07	96.98
VIRGINIA	0.23	3.66	23.54	4.50	68.06
WASHINGTON	2.05	6.16	4.02	8.86	78.91
WEST VIRGINIA	0.14	0.56	3.92	0.66	94.72
WISCONSIN	1.15	2.18	7.48	3.57	85.61
WYOMING	2.79	0.84	0.81	7.45	88.12
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	0.98	3.82	14.78	14.24	66.17

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of November 1, 1999.

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

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE	
	1988-89	1997-98	1998-99	1998-99	1998-99	1998-99	1998-99
				LESS	LESS	LESS	LESS
				1988-89	1997-98	1988-89	1997-98
ALABAMA	730,032	738,473	758,816	28,784	20,343	3.94	2.75
ALASKA	104,077	132,258	134,374	30,297	2,116	29.11	1.60
ARIZONA	577,463	859,104	829,252	251,789	-29,852	43.60	-3.47
ARKANSAS	455,694	461,478	455,647	-47	-5,831	-0.01	-1.26
CALIFORNIA	4,610,978	5,640,269	5,828,938	1,217,960	188,669	26.41	3.35
COLORADO	560,082	688,438	699,135	139,053	10,697	24.83	1.55
CONNECTICUT	463,000	535,000	544,690	81,690	9,690	17.64	1.81
DELAWARE	96,678	111,960	113,167	16,489	1,207	17.06	1.08
DISTRICT OF COLUMBIA	88,513	77,511	71,889	-16,624	-5,622	-18.78	-7.25
FLORIDA	1,728,815	2,291,681	2,335,124	606,309	43,443	35.07	1.90
GEORGIA	1,111,365	1,375,918	1,401,291	289,926	25,373	26.09	1.84
HAWAII	167,227	189,281	187,395	20,168	-1,886	12.06	-1.00
IDAHO	214,600	250,300	245,100	30,500	-5,200	14.21	-2.08
ILLINOIS	1,787,888	2,000,550	2,022,108	234,220	21,558	13.10	1.08
INDIANA	963,653	988,750	989,134	25,481	384	2.64	0.04
IOWA	477,393	503,540	502,571	25,178	-969	5.27	-0.19
KANSAS	426,376	469,740	469,850	43,474	110	10.20	0.02
KENTUCKY	638,073	639,579	646,092	8,019	6,513	1.26	1.02
LOUISIANA	791,099	780,758	753,722	-37,377	-27,036	-4.72	-3.46
MAINE	211,474	217,081	219,741	8,267	2,660	3.91	1.23
MARYLAND	689,337	833,489	837,250	147,913	3,761	21.46	0.45
MASSACHUSETTS	816,811	954,335	964,358	147,547	10,023	18.06	1.05
MICHIGAN	1,590,000	1,728,500	1,692,700	102,700	-35,800	6.46	-2.07
MINNESOTA	724,059	845,700	857,900	133,841	12,200	18.48	1.44
MISSISSIPPI	503,326	504,995	502,382	-944	-2,613	-0.19	-0.52
MISSOURI	806,639	910,319	921,391	114,752	11,072	14.23	1.22
MONTANA	151,944	163,999	161,023	9,079	-2,976	5.98	-1.81
NEBRASKA	269,407	292,681	291,010	21,603	-1,671	8.02	-0.57
NEVADA	176,494	296,621	311,063	134,569	14,442	76.25	4.87
NEW HAMPSHIRE	165,679	196,647	194,512	28,833	-2,135	17.40	-1.09
NEW JERSEY	1,080,868	1,231,059	1,293,840	212,972	62,781	19.70	5.10
NEW MEXICO	280,682	316,754	328,753	48,071	11,999	17.13	3.79
NEW YORK	2,580,000	2,831,900	2,852,000	272,000	20,100	10.54	0.71
NORTH CAROLINA	1,081,138	1,226,293	1,245,608	164,470	19,315	15.21	1.58
NORTH DAKOTA	118,176	116,813	113,929	-4,247	-2,884	-3.59	-2.47
OHIO	1,782,473	1,845,000	1,849,685	67,212	4,685	3.77	0.25
OKLAHOMA	585,000	625,011	626,674	41,674	1,663	7.12	0.27
OREGON	461,751	540,584	543,176	81,425	2,592	17.63	0.48
PENNSYLVANIA	1,654,580	1,812,880	1,818,090	163,510	5,210	9.88	0.29
PUERTO RICO	.	617,157	615,787	.	-1,370	.	-0.22
RHODE ISLAND	133,585	152,042	154,485	20,900	2,443	15.65	1.61
SOUTH CAROLINA	615,773	647,430	644,150	28,377	-3,280	4.61	-0.51
SOUTH DAKOTA	126,534	141,390	141,561	15,027	171	11.88	0.12
TENNESSEE	820,300	905,860	908,885	88,585	3,025	10.80	0.33
TEXAS	3,268,605	3,905,256	3,900,488	631,883	-4,768	19.33	-0.12
UTAH	425,690	479,150	477,061	51,371	-2,089	12.07	-0.44
VERMONT	95,744	105,687	105,442	9,698	-245	10.13	-0.23
VIRGINIA	988,024	1,110,815	1,125,735	137,711	14,920	13.94	1.34
WASHINGTON	790,459	991,235	999,628	209,169	8,393	26.46	0.85
WEST VIRGINIA	335,912	300,737	296,332	-39,580	-4,405	-11.78	-1.46
WISCONSIN	775,000	891,588	888,245	113,245	-3,343	14.61	-0.37
WYOMING	97,793	96,579	94,411	-3,382	-2,168	-3.46	-2.24
AMERICAN SAMOA	.	15,220	15,666	.	446	.	2.93
GUAM	.	32,923	32,821	.	-102	.	-0.31
NORTHERN MARIANAS	.	9,246	9,498	.	252	.	2.73
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	21,714	21,983	.	269	.	1.24
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	40,196,263	46,649,278	47,045,558	6,849,295	396,280	17.04	0.85
50 STATES, D.C. & P.R.	40,196,263	46,570,175	46,965,590	6,769,327	395,415	16.84	0.85

Enrollment counts are fall membership counts collected by NCES.

Data for school years 1997-98 and 1998-99 are estimates from NCES.

Data as of November 1, 1999.

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

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part C

Appropriation Year 1998
Allocation Year 1998-1999

STATE	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART C
ALABAMA	68,906,291	5,506,321	5,401,820
ALASKA	12,223,506	1,240,996	1,812,075
ARIZONA	61,143,757	5,241,962	6,790,748
ARKANSAS	40,812,654	5,275,780	3,224,319
CALIFORNIA	430,397,584	37,945,640	46,249,617
COLORADO	51,851,905	4,856,958	5,125,020
CONNECTICUT	52,960,246	4,823,971	3,831,379
DELAWARE	11,202,811	1,234,522	1,812,075
DISTRICT OF COLUMBIA	5,632,806	240,026	1,812,075
FLORIDA	238,211,379	18,166,520	17,360,485
GEORGIA	107,489,839	9,602,719	10,497,445
HAWAII	14,182,773	979,916	1,812,075
IDAHO	19,015,033	2,150,606	1,812,075
ILLINOIS	195,787,282	17,371,793	16,098,291
INDIANA	101,144,133	8,751,690	7,501,701
IOWA	48,969,940	3,925,710	3,315,411
KANSAS	40,320,594	4,262,391	3,335,406
KENTUCKY	60,712,428	10,044,866	4,795,769
LOUISIANA	65,731,023	6,382,405	5,747,605
MAINE	21,948,758	2,471,892	1,812,075
MARYLAND	77,078,759	6,570,944	6,237,516
MASSACHUSETTS	113,864,530	9,728,934	8,115,297
MICHIGAN	143,824,267	12,368,808	11,896,386
MINNESOTA	73,287,209	7,305,905	5,792,064
MISSISSIPPI	42,634,586	4,160,974	3,688,050
MISSOURI	90,796,388	5,894,391	6,630,914
MONTANA	12,978,504	1,162,014	1,812,075
NEBRASKA	29,951,455	2,216,202	2,098,289
NEVADA	22,994,298	2,194,131	2,488,044
NEW HAMPSHIRE	18,979,837	1,532,131	1,812,075
NEW JERSEY	144,987,129	11,190,115	9,865,491
NEW MEXICO	35,964,521	3,135,213	2,415,047
NEW YORK	298,216,428	33,194,656	22,590,621
NORTH CAROLINA	114,100,553	11,125,858	9,652,685
NORTH DAKOTA	9,096,547	793,645	1,812,075
OHIO	158,835,881	12,325,761	13,495,119
OKLAHOMA	55,409,503	3,577,925	4,236,413
OREGON	51,655,909	3,779,595	3,969,749
PENNSYLVANIA	156,229,276	13,763,543	12,889,527
PUERTO RICO	37,375,828	3,094,744	5,560,061
RHODE ISLAND	17,540,925	1,643,912	1,812,075
SOUTH CAROLINA	68,345,219	7,022,771	4,638,845
SOUTH DAKOTA	10,836,354	1,441,100	1,812,075
TENNESSEE	88,524,494	6,776,149	6,622,525
TEXAS	335,917,996	22,381,975	29,847,674
UTAH	38,130,825	3,491,974	3,832,145
VERMONT	8,771,498	844,142	1,812,075
VIRGINIA	108,142,698	8,977,259	8,150,863
WASHINGTON	78,773,708	8,034,152	7,047,124
WEST VIRGINIA	30,462,839	3,426,378	1,812,075
WISCONSIN	81,012,476	9,315,949	6,010,473
WYOMING	9,201,446	1,037,066	1,812,075
AMERICAN SAMOA	4,832,745	.	581,948
GUAM	11,675,837	.	1,288,752
NORTHERN MARIANAS	2,980,233	.	387,343
PALAU	.	.	0
VIRGIN ISLANDS	8,852,007	.	759,069
BUR. OF INDIAN AFFAIRS	52,849,182	.	4,567,901
U.S. AND OUTLYING AREAS	4,293,756,632	373,985,000	370,000,001
50 STATES, D.C. & P.R.	4,212,566,628	373,985,000	362,414,988

State grants awards are initial allocations for the 1998 appropriation.

Data as of November 1, 1999.

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

Number of Infants and Toddlers Receiving Early Intervention Services December 1, 1998

STATE	BIRTH			TOTAL	POPULATION	PERCENTAGE OF POPULATION
	0-1	1-2	2-3			
ALABAMA	210	608	908	1,726	176,418	0.98
ALASKA	60	174	265	499	29,254	1.71
ARIZONA	436	840	1,005	2,281	221,779	1.03
ARKANSAS	300	703	1,008	2,011	105,303	1.91
CALIFORNIA	3,895	6,518	9,008	19,421	1,510,466	1.29
COLORADO	703	1,080	1,411	3,194	167,378	1.91
CONNECTICUT	482	988	1,957	3,427	125,129	2.74
DELAWARE	168	254	359	781	29,478	2.65
DISTRICT OF COLUMBIA	44	84	121	249	17,842	1.40
FLORIDA	2,760	3,746	5,277	11,783	566,976	2.08
GEORGIA	585	1,304	1,701	3,590	342,836	1.05
HAWAII	1,060	1,022	1,033	3,115	49,331	6.31
IDAHO	218	351	487	1,056	54,824	1.93
ILLINOIS	595	1,616	2,638	4,849	525,754	0.92
INDIANA	1,057	1,912	2,570	5,539	244,998	2.26
IOWA	126	333	505	964	108,278	0.89
KANSAS	302	576	1,006	1,884	108,931	1.73
KENTUCKY	524	1,139	1,710	3,373	156,625	2.15
LOUISIANA	268	585	859	1,712	187,711	0.91
MAINE	65	208	488	761	39,644	1.92
MARYLAND	533	1,278	2,307	4,118	203,711	2.02
MASSACHUSETTS	1,769	3,051	4,983	9,803	233,102	4.21
MICHIGAN	1,293	2,028	2,597	5,918	388,524	1.52
MINNESOTA	382	814	1,561	2,757	189,163	1.46
MISSISSIPPI	435	655	950	2,040	120,448	1.69
MISSOURI	438	793	1,272	2,503	216,559	1.16
MONTANA	141	205	234	580	31,304	1.85
NEBRASKA	70	264	494	828	68,528	1.21
NEVADA	194	387	485	1,066	81,257	1.31
NEW HAMPSHIRE	113	287	490	890	43,008	2.07
NEW JERSEY	499	1,351	2,546	4,396	322,197	1.36
NEW MEXICO	215	402	539	1,156	78,873	1.47
NEW YORK	1,410	4,932	14,250	20,592	737,787	2.79
NORTH CAROLINA	814	1,966	2,221	5,001	315,247	1.59
NORTH DAKOTA	64	99	135	298	24,009	1.24
OHIO	1,122	1,897	2,142	5,161	440,737	1.17
OKLAHOMA	460	737	906	2,103	138,357	1.52
OREGON	231	521	874	1,626	129,648	1.25
PENNSYLVANIA	1,316	2,384	3,685	7,385	420,959	1.75
PUERTO RICO	344	807	1,441	2,592	190,376	1.36
RHODE ISLAND	130	291	566	987	36,694	2.69
SOUTH CAROLINA	361	779	1,054	2,194	151,500	1.45
SOUTH DAKOTA	62	211	322	595	29,897	1.99
TENNESSEE	561	1,145	1,661	3,367	216,285	1.56
TEXAS	1,983	4,338	6,556	12,877	974,795	1.32
UTAH	336	567	925	1,828	125,154	1.46
VERMONT	44	115	222	381	19,070	2.00
VIRGINIA	527	1,203	921	2,651	266,199	1.00
WASHINGTON	275	786	1,382	2,443	230,152	1.06
WEST VIRGINIA	430	573	715	1,718	57,172	3.00
WISCONSIN	469	1,196	2,288	3,953	196,296	2.01
WYOMING	60	125	211	396	18,346	2.16
AMERICAN SAMOA	2	17	24	43	5,052	0.85
GUAM	37	74	120	231	11,464	2.02
NORTHERN MARIANAS	6	13	17	36	3,871	0.93
PALAU	.	.	.	.	1,096	.
VIRGIN ISLANDS	19	30	42	91	5,789	1.57
BUR. OF INDIAN AFFAIRS	483	677	947	2,107	.	.
U.S. AND OUTLYING AREAS	31,486	61,039	96,401	188,926	11,491,581	1.63
50 STATES, D.C. & P.R.	30,939	60,228	95,251	186,418	11,464,309	1.63

Please see data notes for an explanation of individual State differences.

Population figures are July estimates from the Bureau of the Census. Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of Census, International Programs Center. The projections adjust the 1990 Census annually based on the previous year's births and deaths. Data based on the December 1, 1998 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Number of At-Risk Infants and Toddlers Receiving Early Intervention
Services (Duplicated Count)
December 1, 1998**

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL
CALIFORNIA	2,360	4,924	6,453	13,737
HAWAII	813	652	511	1,976
INDIANA	299	255	121	675
MASSACHUSETTS	.	.	.	.
NEW HAMPSHIRE	5	5	10	20
NEW MEXICO	.	.	.	.
NORTH CAROLINA	219	530	600	1,349
WEST VIRGINIA	17	40	36	93
GUAM	2	4	4	10
U.S. AND OUTLYING AREAS	3,715	6,410	7,735	17,860

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, Updated as of November 1, 1999.

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

In 1998, OSEP first required States to separately report at-risk infants and toddlers.

**Number of Infants and Toddlers Ages Birth Through 2 Served Under IDEA,
Part C by Race/Ethnicity
During the 1998-99 School Year**

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	MISSING
ALABAMA	10	6	754	29	927	0
ALASKA	185	22	30	24	238	0
ARIZONA	200	27	121	783	1,150	0
ARKANSAS	1	9	761	60	1,180	0
CALIFORNIA	56	844	1,734	6,544	5,263	4,980
COLORADO	27	86	198	796	2,087	0
CONNECTICUT	11	83	499	577	2,257	0
DELAWARE	2	9	224	71	448	27
DISTRICT OF COLUMBIA	0	2	205	37	5	0
FLORIDA	14	75	3,126	1,653	6,915	0
GEORGIA	4	44	1,377	216	1,919	30
HAWAII	7	2,612	84	79	333	0
IDAHO	11	1	5	137	876	26
ILLINOIS	3	78	1,115	647	3,006	0
INDIANA	4	56	585	140	4,754	0
IOWA	8	12	57	43	844	0
KANSAS	15	36	192	224	1,417	0
KENTUCKY	0	0	0	0	0	0
LOUISIANA	14	16	795	22	865	0
MAINE	5	7	4	3	742	0
MARYLAND	4	105	1,208	130	2,057	614
MASSACHUSETTS	32	303	851	1,840	6,777	0
MICHIGAN	60	83	1,302	225	4,248	0
MINNESOTA	71	51	196	95	2,344	0
MISSISSIPPI	5	1	1,367	4	663	0
MISSOURI	31	19	374	32	2,047	0
MONTANA	122	8	5	19	426	0
NEBRASKA	14	10	60	47	697	0
NEVADA	16	52	115	245	638	0
NEW HAMPSHIRE	7	10	10	17	841	5
NEW JERSEY	6	143	931	621	2,695	0
NEW MEXICO	195	6	25	541	389	0
NEW YORK	24	199	1,415	993	7,159	10,802
NORTH CAROLINA	75	124	2,000	201	2,601	0
NORTH DAKOTA	45	3	6	7	237	0
OHIO	11	49	835	121	3,933	212
OKLAHOMA	171	28	256	91	1,557	0
OREGON	35	31	30	197	1,333	0
PENNSYLVANIA	16	50	1,133	338	4,916	932
PUERTO RICO	0	1	0	2,591	0	0
RHODE ISLAND	5	11	72	161	738	0
SOUTH CAROLINA	2	13	1,056	37	1,086	0
SOUTH DAKOTA	174	2	11	4	404	0
TENNESSEE	10	43	559	73	2,352	330
TEXAS	18	251	1,826	5,030	5,269	483
UTAH	103	44	26	148	1,504	3
VERMONT	6	9	6	8	352	0
VIRGINIA	5	52	726	146	1,722	0
WASHINGTON	69	60	115	352	1,597	250
WEST VIRGINIA	2	3	30	1	1,682	0
WISCONSIN	52	85	754	209	2,853	0
WYOMING	23	2	7	35	329	0
AMERICAN SAMOA	0	43	0	0	0	0
GUAM	7	173	16	15	20	0
NORTHERN MARIANAS	0	35	0	0	1	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	74	14	3	0
BUR. OF INDIAN AFFAIRS	2,107	0	0	0	0	0
U.S. AND OUTLYING AREAS	4,100	6,127	29,263	26,673	100,696	18,694
50 STATES, D.C. & P.R.	1,986	5,876	29,173	26,644	100,672	18,694

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage of Infants and Toddlers Ages Birth Through 2 Served Under IDEA,
Part C by Race/Ethnicity
During the 1998-99 School Year**

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.58	0.35	43.68	1.68	53.71
ALASKA	37.07	4.41	6.01	4.81	47.70
ARIZONA	8.77	1.18	5.30	34.33	50.42
ARKANSAS	0.05	0.45	37.84	2.98	58.68
CALIFORNIA	0.39	5.84	12.01	45.32	36.44
COLORADO	0.85	2.69	6.20	24.92	65.34
CONNECTICUT	0.32	2.42	14.56	16.84	65.86
DELAWARE	0.27	1.19	29.71	9.42	59.42
DISTRICT OF COLUMBIA	0.00	0.80	82.33	14.86	2.01
FLORIDA	0.12	0.64	26.53	14.03	58.69
GEORGIA	0.11	1.24	38.68	6.07	53.90
HAWAII	0.22	83.85	2.70	2.54	10.69
IDAHO	1.07	0.10	0.49	13.30	85.05
ILLINOIS	0.06	1.61	22.99	13.34	61.99
INDIANA	0.07	1.01	10.56	2.53	85.83
IOWA	0.83	1.24	5.91	4.46	87.55
KANSAS	0.80	1.91	10.19	11.89	75.21
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.82	0.93	46.44	1.29	50.53
MAINE	0.66	0.92	0.53	0.39	97.50
MARYLAND	0.11	3.00	34.47	3.71	58.70
MASSACHUSETTS	0.33	3.09	8.68	18.77	69.13
MICHIGAN	1.01	1.40	22.00	3.80	71.78
MINNESOTA	2.58	1.85	7.11	3.45	85.02
MISSISSIPPI	0.25	0.05	67.01	0.20	32.50
MISSOURI	1.24	0.76	14.94	1.28	81.78
MONTANA	21.03	1.38	0.86	3.28	73.45
NEBRASKA	1.69	1.21	7.25	5.68	84.18
NEVADA	1.50	4.88	10.79	22.98	59.85
NEW HAMPSHIRE	0.79	1.13	1.13	1.92	95.03
NEW JERSEY	0.14	3.25	21.18	14.13	61.31
NEW MEXICO	16.87	0.52	2.16	46.80	33.65
NEW YORK	0.25	2.03	14.45	10.14	73.13
NORTH CAROLINA	1.50	2.48	39.99	4.02	52.01
NORTH DAKOTA	15.10	1.01	2.01	2.35	79.53
OHIO	0.22	0.99	16.87	2.44	79.47
OKLAHOMA	8.13	1.33	12.17	4.33	74.04
OREGON	2.15	1.91	1.85	12.12	81.98
PENNSYLVANIA	0.25	0.77	17.56	5.24	76.18
PUERTO RICO	0.00	0.04	0.00	99.96	0.00
RHODE ISLAND	0.51	1.11	7.29	16.31	74.77
SOUTH CAROLINA	0.09	0.59	48.13	1.69	49.50
SOUTH DAKOTA	29.24	0.34	1.85	0.67	67.90
TENNESSEE	0.33	1.42	18.41	2.40	77.44
TEXAS	0.15	2.03	14.73	40.58	42.51
UTAH	5.64	2.41	1.42	8.11	82.41
VERMONT	1.57	2.36	1.57	2.10	92.39
VIRGINIA	0.19	1.96	27.39	5.51	64.96
WASHINGTON	3.15	2.74	5.24	16.05	72.82
WEST VIRGINIA	0.12	0.17	1.75	0.06	97.90
WISCONSIN	1.32	2.15	19.07	5.29	72.17
WYOMING	5.81	0.51	1.77	8.84	83.08
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	3.03	74.89	6.93	6.49	8.66
NORTHERN MARIANAS	0.00	97.22	0.00	0.00	2.78
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	81.32	15.38	3.30
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	2.46	3.67	17.54	15.99	60.35
50 STATES, D.C. & P.R.	1.21	3.58	17.75	16.21	61.25

Percentages are based on the number of infants and toddlers for whom race/ethnicity data were known.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

Number of Infants and Toddlers Ages Birth Through 2 Served Under IDEA,
Part C by Race/Ethnicity: At Risk
December 1, 1998

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	MISSING
CALIFORNIA	31	566	1,232	4,226	3,313	4,369
HAWAII	2	1,773	48	39	114	0
INDIANA	0	2	99	16	558	0
MASSACHUSETTS	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	2	16	1
NEW MEXICO	0	0	0	0	0	0
NORTH CAROLINA	21	34	540	55	700	-1
WEST VIRGINIA	0	0	6	0	87	0
GUAM	0	10	0	0	0	0
U.S. AND OUTLYING AREAS	55	2,385	1,925	4,338	4,788	4,369

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage of Infants and Toddlers Ages Birth Through 2 Served Under IDEA,
Part C by Race/Ethnicity: At Risk
December 1, 1998**

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
CALIFORNIA	0.33	6.04	13.15	45.11	35.37
HAWAII	0.10	89.73	2.43	1.97	5.77
INDIANA	0.00	0.30	14.67	2.37	82.67
MASSACHUSETTS	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	5.26	0.00	0.00	10.53	84.21
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	1.56	2.52	40.00	4.07	51.85
WEST VIRGINIA	0.00	0.00	6.45	0.00	93.55
GUAM	0.00	100.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.41	17.68	14.27	32.15	35.49

Percentages are based on the number of infants and toddlers for whom race/ethnicity data were known.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Percentage of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by
Race/Ethnicity, Based on Estimated Population During the 1998-99 School Year**

STATE	AMERICAN INDIAN/ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	2.93	0.37	1.39	0.92	0.79
ALASKA	2.59	1.64	2.58	1.37	1.33
ARIZONA	1.57	0.63	2.12	0.95	0.99
ARKANSAS	0.14	0.81	3.58	1.71	1.50
CALIFORNIA	1.12	0.53	2.05	0.94	0.93
COLORADO	2.59	1.72	3.21	1.93	1.83
CONNECTICUT	5.88	2.07	4.11	3.02	2.52
DELAWARE	6.25	1.31	3.42	3.83	2.20
DISTRICT OF COLUMBIA	0.00	0.50	1.51	2.21	0.23
FLORIDA	0.93	0.61	2.77	1.59	2.06
GEORGIA	0.76	0.60	1.26	1.33	0.92
HAWAII	2.87	8.19	8.04	1.27	3.35
IDAHO	1.75	0.13	2.78	1.91	1.90
ILLINOIS	0.66	0.41	1.21	0.71	0.93
INDIANA	1.10	1.81	2.48	1.42	2.28
IOWA	2.59	0.52	2.12	1.04	0.85
KANSAS	2.18	1.38	2.74	2.09	1.61
KENTUCKY	.	.	.	.	.
LOUISIANA	1.93	0.51	1.09	0.37	0.82
MAINE	2.18	1.34	1.66	0.52	1.95
MARYLAND	0.89	1.12	1.86	1.21	1.74
MASSACHUSETTS	5.96	1.91	4.07	6.44	4.05
MICHIGAN	2.91	1.00	2.05	1.14	1.44
MINNESOTA	2.46	0.57	2.31	1.34	1.45
MISSISSIPPI	0.88	0.09	2.57	0.27	1.03
MISSOURI	5.35	0.53	1.25	0.55	1.16
MONTANA	3.54	2.48	5.10	1.60	1.62
NEBRASKA	1.55	0.68	1.85	0.92	1.21
NEVADA	1.69	1.23	2.17	1.19	1.27
NEW HAMPSHIRE	11.48	1.55	3.76	1.56	2.05
NEW JERSEY	1.27	0.60	1.90	1.11	1.40
NEW MEXICO	2.32	0.58	2.48	1.28	1.49
NEW YORK	1.65	0.42	1.27	0.59	1.75
NORTH CAROLINA	1.57	1.90	2.65	1.47	1.21
NORTH DAKOTA	2.06	0.82	2.14	1.17	1.15
OHIO	1.36	0.63	1.26	0.97	1.11
OKLAHOMA	1.13	1.08	1.86	0.88	1.61
OREGON	2.31	0.55	1.29	1.29	1.27
PENNSYLVANIA	3.54	0.49	2.24	1.59	1.45
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.57	0.89	3.96	3.44	2.58
SOUTH CAROLINA	0.61	0.70	2.09	1.07	1.14
SOUTH DAKOTA	3.73	0.67	4.68	0.55	1.69
TENNESSEE	2.61	1.34	1.25	1.72	1.44
TEXAS	1.13	0.95	1.85	1.18	1.25
UTAH	6.61	1.08	3.53	1.22	1.41
VERMONT	18.18	4.41	9.09	3.90	1.90
VIRGINIA	1.20	0.41	1.28	0.92	0.95
WASHINGTON	1.67	0.36	1.49	1.28	0.92
WEST VIRGINIA	4.44	0.58	1.27	0.15	3.14
WISCONSIN	2.23	1.38	4.69	2.10	1.76
WYOMING	3.99	1.02	6.25	1.76	2.13
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	2.04	1.18	1.89	1.17	1.42

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.

Resident population data are provided from Population Estimates Program, Population Division U.S. Census Bureau for July 1998.

The percentage is based on the number of people within the specific race/ethnicity category in the resident population.

Data based on the December 1, 1998 count, updated as of November 1, 1999.

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

**Early Intervention Services on IFSPs Provided to Infants,
Toddlers, and Their Families in Accord with Part C
December 1, 1997**

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	62	216	695	63	207	324
ALASKA	2	99	14	111	203	62
ARIZONA	4	87	411	14	75	43
ARKANSAS	67	527	1,274	252	269	230
CALIFORNIA	75	182	2,030	1,230	24	190
COLORADO	131	229	1,227	513	552	218
CONNECTICUT	1	24	72	.	.	18
DELAWARE	7	40	48	39	301	123
DISTRICT OF COLUMBIA	21	26	167	30	37	158
FLORIDA	848	464	7,940	175	4,913	3,106
GEORGIA	283	279	189	70	121	136
HAWAII	70	75	1,801	170	20	388
IDAHO	69	104	145	46	271	100
ILLINOIS	282	721	1,500	267	177	777
INDIANA	358	74	333	9	7	32
IOWA	29	167	78	38	31	95
KANSAS	272	345	668	329	146	126
KENTUCKY	247	240	83	66	872	149
LOUISIANA	68	395	123	168	483	154
MAINE	24	13	20	24	11	.
MARYLAND	7	583	146	20	18	337
MASSACHUSETTS	.	289	9,645	9,645	0	781
MICHIGAN	107	281	1,413	1,607	553	1,259
MINNESOTA	207	370	571	280	392	500
MISSISSIPPI	80	346	383	0	68	0
MISSOURI	215	170	559	2	351	68
MONTANA	48	121	531	78	154	33
NEBRASKA	6	60	50	19	5	19
NEVADA	12	47	944	125	375	0
NEW HAMPSHIRE	.	0	259	1	2	5
NEW JERSEY	34	136	298	4	55	56
NEW MEXICO	566	970	1,204	673	999	455
NEW YORK	349	126	4,592	1	89	166
NORTH CAROLINA	224	824	995	288	1,460	331
NORTH DAKOTA	52	54	326	55	66	29
OHIO	68	401	3,648	834	776	703
OKLAHOMA	0	7	15	0	0	56
OREGON	10	56	255	43	.	.
PENNSYLVANIA	72	251	535	5	3	251
PUERTO RICO	232	1,122	739	850	4,272	4,272
RHODE ISLAND	4	99	195	1	4	6
SOUTH CAROLINA	58	241	96	19	165	87
SOUTH DAKOTA	15	13	40	2	5	6
TENNESSEE	277	682	1,726	494	575	744
TEXAS	1,349	1,051	3,951	125	577	295
UTAH	53	177	1,325	82	19	576
VERMONT	8	41	75	.	46	24
VIRGINIA	62	91	156	25	50	36
WASHINGTON	292	277	1,435	401	512	415
WEST VIRGINIA	3	69	99	10	30	154
WISCONSIN	132	214	466	35	86	311
WYOMING	19	104	275	42	84	14
AMERICAN SAMOA	48	48	48	48	48	48
GUAM	0	103	227	0	0	22
NORTHERN MARIANAS	8	24	37	3	5	9
PALAU	0	0	6	0	0	0
VIRGIN ISLANDS	0	11	18	1	33	0
U.S. AND OUTLYING AREAS	7,537	13,766	56,101	19,432	20,597	18,497
50 STATES, D.C. & P.R.	7,481	13,580	55,765	19,380	20,511	18,418

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Early Intervention Services on IFSPs Provided to Infants,
Toddlers, and Their Families in Accord with Part C
December 1, 1997**

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPIRE CARE	SOCIAL WORK SERVICES
ALABAMA	132	945	1,110	70	.	242
ALASKA	89	140	180	6	58	37
ARIZONA	70	803	823	4	311	13
ARKANSAS	175	787	834	269	17	106
CALIFORNIA	28	1,271	913	2,030	1,425	2,030
COLORADO	285	685	630	52	369	238
CONNECTICUT	16	642	874	11	.	142
DELAWARE	114	196	237	12	2	76
DISTRICT OF COLUMBIA	164	167	163	100	12	148
FLORIDA	0	3,040	3,473	1,034	0	20,667
GEORGIA	195	1,225	1,483	77	658	76
HAWAII	318	274	283	207	135	729
IDAHO	193	368	189	185	92	302
ILLINOIS	333	1,166	1,130	406	167	790
INDIANA	51	2,110	2,417	17	0	53
IOWA	35	318	364	45	33	79
KANSAS	284	670	652	252	110	329
KENTUCKY	59	1,190	1,473	59	583	46
LOUISIANA	187	422	483	1	28	42
MAINE	6	153	261	3	.	24
MARYLAND	14	955	.	85	6	55
MASSACHUSETTS	192	984	887	598	.	1,215
MICHIGAN	584	1,638	1,466	222	184	3,093
MINNESOTA	143	1,319	934	110	308	655
MISSISSIPPI	37	82	74	13	210	102
MISSOURI	61	839	940	7	0	42
MONTANA	97	171	185	40	301	71
NEBRASKA	.	330	333	29	.	40
NEVADA	149	238	319	263	12	374
NEW HAMPSHIRE	15	348	281	0	10	75
NEW JERSEY	31	852	1,327	43	2	384
NEW MEXICO	734	1,044	1,064	363	609	759
NEW YORK	157	6,340	7,374	368	1,521	1,147
NORTH CAROLINA	779	860	1,661	162	437	658
NORTH DAKOTA	83	142	56	16	58	54
OHIO	999	1,268	1,472	52	396	703
OKLAHOMA	17	284	428	25	0	2
OREGON	.	557	588	3	.	12
PENNSYLVANIA	59	2,430	2,945	171	0	591
PUERTO RICO	873	1,125	1,119	966	3	2,652
RHODE ISLAND	94	210	249	25	0	10
SOUTH CAROLINA	654	601	750	81	8	37
SOUTH DAKOTA	14	206	243	3	0	0
TENNESSEE	578	719	1,087	152	14	1,106
TEXAS	1,076	3,986	3,166	185	91	800
UTAH	101	490	544	0	0	65
VERMONT	38	85	110	8	42	24
VIRGINIA	40	728	1,223	10	159	55
WASHINGTON	515	1,059	898	226	53	616
WEST VIRGINIA	183	645	1,064	189	4	177
WISCONSIN	93	1,788	1,566	27	.	871
WYOMING	55	187	182	57	32	87
AMERICAN SAMOA	48	48	46	48	0	48
GUAM	14	26	72	107	0	31
NORTHERN MARIANAS	5	30	29	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	5	25	35	0	9	18
U.S. AND OUTLYING AREAS	11,271	49,211	52,689	9,494	8,469	42,799
50 STATES, D.C. & P.R.	11,199	49,082	52,507	9,339	8,460	42,701

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

**Early Intervention Services on IFSPs Provided to Infants,
Toddlers, and Their Families in Accord with Part C
December 1, 1997**

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPORTATION	VISION SERVICES	OTHER EARLY INTERVENTION SERVICES
ALABAMA	853	1,384	267	159	.
ALASKA	441	185	7	29	1
ARIZONA	1,277	825	132	28	16
ARKANSAS	1,274	1,279	791	285	71
CALIFORNIA	10,106	2,058	852	224	.
COLORADO	1,448	605	265	162	512
CONNECTICUT	1,700	1,322	21	11	161
DELAWARE	313	294	62	88	239
DISTRICT OF COLUMBIA	205	158	197	22	63
FLORIDA	0	5,007	2,221	852	19,677
GEORGIA	1,622	1,501	1,106	217	30
HAWAII	601	411	406	87	0
IDAHO	521	408	78	48	975
ILLINOIS	2,338	1,836	526	236	424
INDIANA	4,715	2,858	1,049	19	16
IOWA	843	307	66	40	40
KANSAS	1,155	1,109	247	197	65
KENTUCKY	1,763	1,722	320	118	.
LOUISIANA	1,227	314	34	380	540
MAINE	.	358	272	7	.
MARYLAND	.	.	486	153	11
MASSACHUSETTS	2,218	1,447	2,507	578	.
MICHIGAN	1,779	1,362	596	161	1,571
MINNESOTA	2,148	1,507	238	198	276
MISSISSIPPI	907	641	14	17	4
MISSOURI	938	988	745	101	2,312
MONTANA	103	196	46	61	531
NEBRASKA	885	415	100	8	71
NEVADA	944	330	0	31	944
NEW HAMPSHIRE	140	403	6	75	435
NEW JERSEY	2,920	1,566	97	167	126
NEW MEXICO	1,118	1,188	798	380	1,555
NEW YORK	9,902	13,922	5,662	308	0
NORTH CAROLINA	2,415	1,446	656	566	927
NORTH DAKOTA	250	158	16	59	3
OHIO	1,702	1,561	743	160	7,083
OKLAHOMA	458	599	0	8	60
OREGON	.	811	282	.	.
PENNSYLVANIA	4,324	3,376	454	293	6,944
PUERTO RICO	2,018	1,085	365	333	0
RHODE ISLAND	328	265	83	5	562
SOUTH CAROLINA	1,240	738	34	289	283
SOUTH DAKOTA	350	291	145	13	0
TENNESSEE	1,718	1,303	909	278	352
TEXAS	8,249	5,590	310	745	220
UTAH	767	822	421	142	9
VERMONT	190	164	19	16	.
VIRGINIA	1,027	1,003	134	51	63
WASHINGTON	1,709	1,393	436	186	76
WEST VIRGINIA	1,875	1,159	304	70	.
WISCONSIN	2,457	2,674	1,084	93	54
WYOMING	247	224	103	33	1
AMERICAN SAMOA	48	48	48	48	48
GUAM	71	47	32	0	12
NORTHERN MARIANAS	37	22	6	4	21
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	43	1	7	9
U.S. AND OUTLYING AREAS	87,884	72,728	26,799	8,846	47,393
50 STATES, D.C. & P.R.	87,728	72,568	26,712	8,787	47,303

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

TABLE A110
**Number and Type of Personnel Employed and Needed to Provide Early Intervention
 Services to Infants and Toddlers with Disabilities and Their Families
 December 1, 1997**

STATE	ALL STAFF		AUDIOLOGISTS		FAMILY THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	251	41	0	0	0	1
ALASKA	96	.	1	.	0	.
ARIZONA	307	98	0	0	6	10
ARKANSAS	1,163	.	8	.	1	.
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	381	32	7	0	3	0
DELAWARE	194	4	1	0	2	0
DISTRICT OF COLUMBIA	187	41	3	2	3	2
FLORIDA	4,836	.	95	.	0	.
GEORGIA	561	224	17	8	8	8
HAWAII	294	53	1	1	0	2
IDAHO	138	128	0	1	0	.
ILLINOIS	482	152	4	3	9	3
INDIANA	733	0	3	0	0	0
IOWA	211	48	7	2	2	1
KANSAS	282	22	3	0	0	1
KENTUCKY	1,191	.	23	.	8	.
LOUISIANA	321	86	4	2	6	0
MAINE	351	.	45	.	8	.
MARYLAND	426	8	6	0	3	0
MASSACHUSETTS	1,010	1,080	0	0	0	0
MICHIGAN	937	0	10	0	13	0
MINNESOTA	492	22	4	0	1	1
MISSISSIPPI	36	51	3	4	1	2
MISSOURI	145	.	4	.	2	.
MONTANA	87	4	0	0	3	0
NEBRASKA	243	0	0	0	.	.
NEVADA	92	7	2	0	0	0
NEW HAMPSHIRE	119	2	0	0	4	0
NEW JERSEY	345	21	0	0	0	0
NEW MEXICO	202	14	0	0	7	0
NEW YORK	8,841	900	134	15	.	.
NORTH CAROLINA	1,078	71	18	2	13	5
NORTH DAKOTA	29	0	1	0	0	0
OHIO	2,258	0	14	0	18	0
OKLAHOMA	124	93	2	1	0	0
OREGON	195	40	1	0	7	0
PENNSYLVANIA	1,053	148	10	3	3	0
PUERTO RICO	192	15	5	1	0	0
RHODE ISLAND	70	.	0	.	0	.
SOUTH CAROLINA	244	.	1	.	8	.
SOUTH DAKOTA	84	.	0	.	.	.
TENNESSEE	613	68	8	.	1	.
TEXAS	1,413	94	5	0	3	0
UTAH	162	16	1	1	1	0
VERMONT	58	16	1	0	0	0
VIRGINIA	442	92	10	1	0	0
WASHINGTON	537	.	7	.	10	.
WEST VIRGINIA	268	.	1	.	5	.
WISCONSIN	520	12	1	.	4	.
WYOMING	145	112	6	6	4	9
AMERICAN SAMOA	40	.	1	.	1	.
GUAM	22	33	1	1	0	0
NORTHERN MARIANAS	16	7	0	0	0	0
PALAU	2	2	0	0	0	0
VIRGIN ISLANDS	9	3	1	0	0	0
U.S. AND OUTLYING AREAS	34,528	3,859	480	53	168	45
50 STATES, D.C. & P.R.	34,439	3,814	477	52	167	45

 Please see data notes for an explanation of individual State differences.
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 Data based on the December 1, 1997 count, updated as of November 1, 1999.
 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Number and Type of Personnel Employed and Needed to Provide Early Intervention
Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1997**

STATE	-----NURSES-----		-----NUTRITIONISTS-----		-----OCCUPATIONAL THERAPISTS-----	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	5	2	1	2	13	4
ALASKA	3	.	0	.	9	.
ARIZONA	41	2	24	34	27	3
ARKANSAS	114	.	7	.	78	.
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	6	0	3	0	34	5
DELAWARE	55	0	1	0	11	0
DISTRICT OF COLUMBIA	13	3	3	1	12	5
FLORIDA	262	.	17	.	588	.
GEORGIA	41	9	11	6	63	13
HAWAII	33	1	2	0	12	4
IDAHO	3	0	1	1	9	13
ILLINOIS	28	9	1	2	33	18
INDIANA	3	0	1	0	83	0
IOWA	10	3	2	2	14	4
KANSAS	14	1	3	0	18	2
KENTUCKY	14	.	6	.	105	.
LOUISIANA	1	2	1	0	26	8
MAINE	48	.	5	.	14	.
MARYLAND	26	1	0	0	34	1
MASSACHUSETTS	82	88	3	3	104	111
MICHIGAN	118	0	5	0	88	0
MINNESOTA	37	2	2	0	59	3
MISSISSIPPI	2	3	0	1	1	2
MISSOURI	1	.	2	.	17	.
MONTANA	3	0	1	0	4	0
NEBRASKA	2	0	.	.	6	0
NEVADA	0	0	4	0	4	0
NEW HAMPSHIRE	2	0	0	0	24	1
NEW JERSEY	18	0	0	0	32	1
NEW MEXICO	4	0	1	0	10	3
NEW YORK	1,188	54	83	16	1,009	135
NORTH CAROLINA	56	3	9	0	33	6
NORTH DAKOTA	0	0	0	0	6	0
OHIO	284	0	32	0	119	0
OKLAHOMA	8	1	1	0	18	2
OREGON	2	1	0	1	13	3
PENNSYLVANIA	8	3	2	2	131	20
PUERTO RICO	28	0	4	3	28	.
RHODE ISLAND	1	.	0	.	2	.
SOUTH CAROLINA	14	.	1	.	3	.
SOUTH DAKOTA	3	.	0	.	9	.
TENNESSEE	42	1	3	0	30	11
TEXAS	78	2	11	0	120	6
UTAH	19	2	0	1	7	2
VERMONT	4	0	2	0	4	2
VIRGINIA	37	8	7	2	42	6
WASHINGTON	21	.	9	.	74	.
WEST VIRGINIA	10	.	3	.	8	.
WISCONSIN	12	.	1	.	79	2
WYOMING	5	5	6	3	15	9
AMERICAN SAMOA	3	.	2	.	1	.
GUAM	4	4	0	1	0	1
NORTHERN MARIANAS	0	1	0	0	1	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,816	211	282	81	3,283	405
50 STATES, D.C. & P.R.	2,807	206	280	80	3,282	403

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Data based on the December 1, 1997 count, updated as of November 1, 1999.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Number and Type of Personnel Employed and Needed to Provide Early Intervention
 Services to Infants and Toddlers with Disabilities and Their Families
 December 1, 1997**

STATE	ORIENTATION AND MOBILITY		--PARAPROFESSIONALS--		---PEDIATRICIANS---	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	0	2	57	5	0	0
ALASKA	0	.	13	.	0	.
ARIZONA	0	0	36	16	0	0
ARKANSAS	1	.	357	.	5	.
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	3	0	46	2	2	0
DELAWARE	0	0	36	1	9	0
DISTRICT OF COLUMBIA	1	0	67	1	3	2
FLORIDA	0	.	124	.	689	.
GEORGIA	4	6	96	24	17	28
HAWAII	0	0	162	28	0	0
IDAHO	1	.	29	61	1	.
ILLINOIS	0	0	44	7	20	1
INDIANA	0	0	48	0	0	0
IOWA	1	1	5	2	.	.
KANSAS	0	0	74	3	2	0
KENTUCKY	.	.	587	.	.	.
LOUISIANA	0	0	51	17	0	0
MAINE	1	.	23	.	12	.
MARYLAND	0	0	42	0	4	0
MASSACHUSETTS	.	.	90	96	1	1
MICHIGAN	2	0	27	0	9	0
MINNESOTA	1	0	31	1	.	.
MISSISSIPPI	0	1	6	7	0	1
MISSOURI	2	.	15	.	5	.
MONTANA	0	0	7	0	0	0
NEBRASKA	.	.	99	0	.	.
NEVADA	0	0	14	1	3	0
NEW HAMPSHIRE	0	0	13	0	0	0
NEW JERSEY	0	0	33	2	0	0
NEW MEXICO	0	0	17	1	0	0
NEW YORK	23	7	374	70	.	.
NORTH CAROLINA	9	1	187	7	11	1
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	2	0	41	10	0	0
PENNSYLVANIA	8	2	55	7	1	0
PUERTO RICO	0	0	33	3	16	0
RHODE ISLAND	0	.	7	.	0	.
SOUTH CAROLINA	2	.	31	.	1	.
SOUTH DAKOTA	0	.	.	.	0	.
TENNESSEE	0	.	136	8	1	.
TEXAS	2	0	183	29	4	0
UTAH	0	0	38	0	0	0
VERMONT	0	0	5	5	1	0
VIRGINIA	4	1	30	10	8	3
WASHINGTON	1	.	74	.	11	.
WEST VIRGINIA	0	.	47	.	2	.
WISCONSIN	1	.	82	2	0	.
WYOMING	0	2	14	15	16	4
AMERICAN SAMOA	0	.	1	.	7	.
GUAM	0	0	4	8	0	0
NORTHERN MARIANAS	0	1	4	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	2	1
U.S. AND OUTLYING AREAS	73	24	3,596	446	862	42
50 STATES, D.C. & P.R.	73	23	3,586	438	854	41

 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 (1) some States could not provide personnel data by category and (2) rounding.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1997

STATE	PHYSICAL THERAPISTS		PHYSICIANS, OTHER THAN PEDIATRICIANS		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	15	4	0	0	0	0
ALASKA	9	.	0	.	1	.
ARIZONA	36	8	1	0	5	0
ARKANSAS	92	.	12	.	10	.
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	45	6	2	0	3	0
DELAWARE	11	0	0	0	1	0
DISTRICT OF COLUMBIA	11	3	2	0	7	1
FLORIDA	549	.	303	.	145	.
GEORGIA	77	28	16	24	20	14
HAWAII	8	4	0	0	1	1
IDAHO	4	5	1	.	3	0
ILLINOIS	34	21	2	2	6	5
INDIANA	102	0	0	0	1	0
IOWA	13	3	0	.	14	5
KANSAS	15	2	2	0	3	1
KENTUCKY	120	.	.	.	6	.
LOUISIANA	18	9	0	0	12	2
MAINE	25	.	6	.	0	.
MARYLAND	58	1	0	0	7	0
MASSACHUSETTS	93	100	0	0	63	67
MICHIGAN	60	0	34	0	28	0
MINNESOTA	34	1	.	.	8	1
MISSISSIPPI	4	5	0	1	0	1
MISSOURI	19	.	11	.	0	.
MONTANA	6	1	1	0	0	0
NEBRASKA	3	0	.	.	1	0
NEVADA	5	0	0	0	5	1
NEW HAMPSHIRE	18	0	0	0	0	0
NEW JERSEY	35	0	1	0	1	0
NEW MEXICO	11	2	1	0	1	0
NEW YORK	1,153	121	262	14	449	63
NORTH CAROLINA	47	4	0	0	43	5
NORTH DAKOTA	0	0	0	0	0	0
OHIO	135	0	54	0	38	0
OKLAHOMA	18	6	0	0	3	0
OREGON	13	3	0	0	1	1
PENNSYLVANIA	124	22	1	0	6	0
PUERTO RICO	25	.	0	0	9	2
RHODE ISLAND	3	.	0	.	1	.
SOUTH CAROLINA	5	.	1	.	1	.
SOUTH DAKOTA	14	.	0	.	0	.
TENNESSEE	41	12	4	0	1	.
TEXAS	82	11	2	0	2	0
UTAH	9	2	0	0	1	0
VERMONT	6	2	0	0	1	1
VIRGINIA	52	7	3	2	3	2
WASHINGTON	70	.	4	.	3	.
WEST VIRGINIA	13	.	1	.	2	.
WISCONSIN	63	4	1	.	2	.
WYOMING	10	9	1	2	1	4
AMERICAN SAMOA	1	.	4	.	2	.
GUAM	1	2	0	0	1	1
NORTHERN MARIANAS	1	1	0	0	9	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	1	1	0	0	0
U.S. AND OUTLYING AREAS	3,418	410	734	46	933	177
50 STATES, D.C. & P.R.	3,414	406	729	46	921	177

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**Number and Type of Personnel Employed and Needed to Provide Early Intervention
Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1997**

STATE	---SOCIAL WORKERS---		--SPECIAL EDUCATORS--		SPEECH AND LANGUAGE ---PATHOLOGISTS---	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	20	1	59	10	23	3
ALASKA	2	.	17	.	14	.
ARIZONA	23	15	44	3	37	6
ARKANSAS	19	.	174	.	174	.
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	12	1	129	4	66	14
DELAWARE	6	0	19	1	12	1
DISTRICT OF COLUMBIA	15	4	27	7	14	8
FLORIDA	404	.	750	.	754	.
GEORGIA	35	13	74	18	73	25
HAWAII	33	0	14	2	7	7
IDAHO	10	0	28	32	12	14
ILLINOIS	25	6	157	37	58	25
INDIANA	3	0	219	0	123	0
IOWA	18	6	77	11	27	7
KANSAS	11	1	86	7	46	5
KENTUCKY	5	.	145	.	172	.
LOUISIANA	13	4	118	27	36	9
MAINE	35	.	13	.	41	.
MARYLAND	24	1	143	1	78	1
MASSACHUSETTS	128	137	233	249	152	163
MICHIGAN	113	0	243	0	100	0
MINNESOTA	27	3	177	4	84	6
MISSISSIPPI	0	1	12	13	7	8
MISSOURI	1	.	47	.	20	.
MONTANA	2	0	2	0	6	0
NEBRASKA	3	0	87	0	40	0
NEVADA	6	0	31	6	13	0
NEW HAMPSHIRE	7	0	25	1	23	0
NEW JERSEY	31	2	75	4	51	6
NEW MEXICO	17	1	76	4	27	3
NEW YORK	843	89	1,963	127	1,357	188
NORTH CAROLINA	119	9	220	13	72	5
NORTH DAKOTA	2	0	16	0	2	0
OHIO	289	0	567	0	219	0
OKLAHOMA	1	1	33	3	38	80
OREGON	1	1	55	9	31	7
PENNSYLVANIA	37	6	305	35	165	30
PUERTO RICO	8	6	0	0	22	.
RHODE ISLAND	1	.	4	.	7	.
SOUTH CAROLINA	1	.	165	.	10	.
SOUTH DAKOTA	0	.	45	.	13	.
TENNESSEE	28	3	125	12	60	13
TEXAS	114	5	163	5	157	17
UTAH	3	2	16	4	14	2
VERMONT	2	1	16	2	8	2
VIRGINIA	43	11	53	18	67	13
WASHINGTON	20	.	85	.	95	.
WEST VIRGINIA	27	.	41	.	20	.
WISCONSIN	19	.	106	2	122	3
WYOMING	7	12	23	13	26	13
AMERICAN SAMOA	3	.	9	.	1	.
GUAM	3	4	6	7	1	2
NORTHERN MARIANAS	0	1	1	1	0	1
PALAU	0	0	2	2	0	0
VIRGIN ISLANDS	0	0	0	0	1	0
U.S. AND OUTLYING AREAS	2,621	346	7,319	692	4,797	686
50 STATES, D.C. & P.R.	2,615	341	7,301	682	4,793	683

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**Number and Type of Personnel Employed and Needed to Provide Early Intervention
Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1997**

STATE	OTHER	
	--PROFESSIONAL EMPLOYED	STAFF-- NEEDED
ALABAMA	57	7
ALASKA	26	.
ARIZONA	28	3
ARKANSAS	111	.
CALIFORNIA	.	.
COLORADO	.	.
CONNECTICUT	20	0
DELAWARE	30	1
DISTRICT OF COLUMBIA	6	3
FLORIDA	156	.
GEORGIA	8	0
HAWAII	20	4
IDAHO	36	0
ILLINOIS	60	12
INDIANA	146	0
IOWA	21	2
KANSAS	4	0
KENTUCKY	.	.
LOUISIANA	34	5
MAINE	75	.
MARYLAND	0	2
MASSACHUSETTS	61	65
MICHIGAN	87	0
MINNESOTA	25	1
MISSISSIPPI	1	2
MISSOURI	0	.
MONTANA	51	1
NEBRASKA	2	0
NEVADA	6	0
NEW HAMPSHIRE	5	0
NEW JERSEY	67	5
NEW MEXICO	30	1
NEW YORK	3	1
NORTH CAROLINA	242	11
NORTH DAKOTA	1	0
OHIO	489	0
OKLAHOMA	4	0
OREGON	28	4
PENNSYLVANIA	196	18
PUERTO RICO	15	0
RHODE ISLAND	44	.
SOUTH CAROLINA	0	.
SOUTH DAKOTA	.	.
TENNESSEE	132	8
TEXAS	489	21
UTAH	53	1
VERMONT	9	2
VIRGINIA	82	8
WASHINGTON	53	.
WEST VIRGINIA	91	.
WISCONSIN	28	.
WYOMING	11	6
AMERICAN SAMOA	4	.
GUAM	1	2
NORTHERN MARIANAS	.	0
PALAU	0	0
VIRGIN ISLANDS	0	1
U.S. AND OUTLYING AREAS	3,146	195
50 STATES, D.C. & P.R.	3,141	192

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

Table AH7

**Number of Infants and Toddlers Birth Through Age 2 Served in Different
Early Intervention Settings Under Part C
December 1, 1997**

STATE	EARLY INTERVENTION CLASSROOM	FAMILY CHILD CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY
ALABAMA	758	2	489	10	319
ALASKA	18	.	332	2	6
ARIZONA	497	2	1,140	3	84
ARKANSAS	1,235	100	850	0	152
CALIFORNIA	.	.	.	.	.
COLORADO	532	11	1,174	93	331
CONNECTICUT	.	.	2,177	.	183
DELAWARE	150	6	454	4	28
DISTRICT OF COLUMBIA	264	.	25	.	26
FLORIDA	1,250	5	2,880	381	6,390
GEORGIA	402	129	1,313	2	1,217
HAWAII	495	8	2,302	4	158
IDAHO	280	1	550	2	37
ILLINOIS	3,741	79	3,467	0	29
INDIANA	1,105	27	2,128	1	846
IOWA	145	98	748	.	5
KANSAS	307	59	1,078	1	124
KENTUCKY	.	.	.	.	.
LOUISIANA	118	17	1,173	2	350
MAINE	19	20	207	99	187
MARYLAND	1,240	53	2,344	1	135
MASSACHUSETTS	.	.	9,645	.	.
MICHIGAN	1,311	13	3,772	47	165
MINNESOTA	622	.	1,903	8	66
MISSISSIPPI	0	70	1,816	1,135	453
MISSOURI	516	8	1,021	17	168
MONTANA	3	7	490	1	4
NEBRASKA	180	1	612	4	4
NEVADA	664	2	256	5	0
NEW HAMPSHIRE	40	3	798	0	0
NEW JERSEY	1,441	33	1,871	24	439
NEW MEXICO	442	2	1,149	3	36
NEW YORK	5,182	91	11,848	66	151
NORTH CAROLINA	420	190	3,439	0	0
NORTH DAKOTA	0	1	317	0	5
OHIO	877	16	1,649	31	185
OKLAHOMA	33	15	1,697	4	51
OREGON	459	11	759	2	67
PENNSYLVANIA	1,278	25	4,678	43	235
PUERTO RICO	.	.	.	.	4,773
RHODE ISLAND	230	5	350	46	43
SOUTH CAROLINA	57	4	1,275	3	659
SOUTH DAKOTA	160	24	222	6	37
TENNESSEE	808	21	1,350	14	1,062
TEXAS	108	299	10,044	3	167
UTAH	744	19	1,168	0	0
VERMONT	.	13	238	.	9
VIRGINIA	450	33	1,171	9	702
WASHINGTON	1,272	18	728	32	333
WEST VIRGINIA	592	0	1,252	3	13
WISCONSIN	1,698	23	1,711	23	343
WYOMING	114	16	231	1	7
AMERICAN SAMOA	42	.	6	0	0
GUAM	64	0	158	0	0
NORTHERN MARIANAS	21	0	22	0	0
PALAU	0	0	9	0	0
VIRGIN ISLANDS	8	5	34	0	12
U.S. AND OUTLYING AREAS	32,392	1,585	92,520	2,135	20,796
50 STATES, D.C. & P.R.	32,257	1,580	92,291	2,135	20,784

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Table AH7

**Number of Infants and Toddlers Birth Through Age 2 Served in Different
Early Intervention Settings Under Part C
December 1, 1997**

STATE	REGULAR NURSERY SCHOOL/ CHILD CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	2	1	4	1,585
ALASKA	1	1	6	366
ARIZONA	1	0	25	1,752
ARKANSAS	9	2	0	2,348
CALIFORNIA				
COLORADO	45	1	148	2,335
CONNECTICUT	505			2,865
DELAWARE	13	2	190	847
DISTRICT OF COLUMBIA	1			316
FLORIDA	39	12	309	11,266
GEORGIA	273	2	34	3,372
HAWAII	17	0	151	3,135
IDAHO	10	0	23	903
ILLINOIS	58	0	385	7,759
INDIANA	97	3	578	4,785
IOWA	50	1	51	1,098
KANSAS	59	0	21	1,649
KENTUCKY				
LOUISIANA	27	3	73	1,763
MAINE	64	2		598
MARYLAND	48	2	14	3,837
MASSACHUSETTS				9,645
MICHIGAN	13	5	271	5,597
MINNESOTA	207			2,806
MISSISSIPPI	230	0	0	3,704
MISSOURI	55	1	381	2,167
MONTANA	8	0	18	531
NEBRASKA	2	4	4	811
NEVADA	15	2	0	944
NEW HAMPSHIRE	8	0	0	849
NEW JERSEY	126	10	68	4,012
NEW MEXICO	22	4	13	1,671
NEW YORK	492	16	104	17,950
NORTH CAROLINA	879	0	24	4,952
NORTH DAKOTA	3	0	0	326
OHIO	11	0	46	2,815
OKLAHOMA	31	3	95	1,929
OREGON	128	1	10	1,437
PENNSYLVANIA	124	11	550	6,944
PUERTO RICO				4,773
RHODE ISLAND	99	0	83	856
SOUTH CAROLINA	2	0	20	2,020
SOUTH DAKOTA	16	3	14	482
TENNESSEE	35	1	43	3,334
TEXAS	1,123	22	95	11,861
UTAH	0	0	3	1,934
VERMONT	49		15	324
VIRGINIA	4	6	6	2,381
WASHINGTON	56	3	20	2,462
WEST VIRGINIA	2	0	13	1,875
WISCONSIN	77	0	12	3,887
WYOMING	31	0	5	405
AMERICAN SAMOA	0	0	0	48
GUAM	9	0	0	231
NORTHERN MARIANAS	0	0	0	43
PALAU	0	0	0	9
VIRGIN ISLANDS	6	2	0	67
U.S. AND OUTLYING AREAS	5,182	126	3,925	158,661
50 STATES, D.C. & P.R.	5,167	124	3,925	158,263

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of November 1, 1999.

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

Notes for Appendix A

Notes to the profile tables 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 13 States. These variations affected the way data were reported for the IDEA, Part B child count, the educational environment, and exiting collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A-1
State Reporting Patterns for IDEA, Part B Child Count Data 1998-99,
Other Data 1997-98

States	Differences from OSEP Reporting Categories			
	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P			
Michigan		O	H	R
Minnesota	P			
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			
Wyoming	P			

Tables AA1 – AA18: Child Count

NOTE: Twelve States suggested the increases in their counts of students with other health impairments were due to increases in the identification and inclusion of students with attention deficit disorder and attention deficit hyperactivity disorders. These States include:

Alabama	Georgia	Missouri	Virginia
Arizona	Kentucky	Nevada	West Virginia
Arkansas	Maryland	Rhode Island	Wisconsin

Ten States commented that the increases in counts of students with autism were a result of better diagnosis and identification of the disorder, continued reclassification of students, and improved training in methods and assessments of autism. These States include:

Arizona	Georgia	Missouri	Wisconsin
California	Indiana	New Jersey	
Connecticut	Maryland	Ohio	

Alabama -- The State attributed the increase from 1997-98 to 1998-99 in the number of students with developmental delay to a greater utilization of this category. In 1997-98, not all eligible children were reported in this category.

Hawaii -- The State thought that the increases from 1997-98 to 1998-99 in the number of students with emotional disturbance and other health impairments were a result of increased public awareness. Hawaii has been under the Felix Consent Decree since 1994, and the publicity associated with the court intervention has resulted in an increase in referrals.

New Jersey -- The State indicated that the large increase from 1997-98 to 1998-99 in the number of students with traumatic brain injury (TBI) was due to a change in State regulations redefining the old State category "neurologically impaired" exclusively as the Federal category TBI. This categorical change also affected the number of students reported in the specific learning disability category. In the past, the previous combination of "neurologically impaired" and "perceptually impaired" was reported under the Federal "specific learning disability" category. Most of the neurologically impaired pupils will be reevaluated and classified under specific learning disability, communication impairments, some other category, or declassified as not eligible for special education. New Jersey anticipates that over the next 2-3 years, the TBI figures will drop dramatically and that other categories will increase concomitantly.

On October 25, 1999, OSEP decided that New Jersey's decision to grandfather in students with neurological impairments into the TBI category until they are reevaluated seriously distorts New Jersey's and the nation's distribution of students by disability. This decision is reinforced by the State's belief that the actual number of students with

TBI is under 100. Therefore, New Jersey's 1998-99 child count and race/ethnicity figures for TBI and SLD were adjusted using regression techniques.

New Mexico -- The State attributed the decrease from 1997-98 to 1998-99 in the number of children served with developmental delay to the expiration of a 1-year pilot program to extend developmental delay eligibility through age 9. The program was not authorized in 1998-99, but will be in subsequent years.

New York -- The State noted that 17,337 of the 48,892 age 3- through 5-year-old children reported were considered school aged; consequently, their race/ethnicity data were included with the data for students ages 6 through 21. Hence, the race/ethnicity data for both age groups do not equal the age year data.

Virginia -- The State indicated that the decrease from 1997-98 to 1998-99 in the number of students with multiple disabilities was due to the first-time separate reporting of students with developmental delay who had previously been reported in the multiple disabilities category.

Tables AB1 - AB8: Educational Environments

Alabama -- The State indicated that the decrease from 1996-97 to 1997-98 in the number of students served in parent-initiated private school placement was a result of the 1997 amendments to IDEA. There was a change in the method whereby local school districts deliver services to students with disabilities in parent-initiated private schools which eliminated services to many of these students.

Illinois -- The State indicated that the decrease from 1996-97 to 1997-98 in homebound/hospital environments was to correct a reporting error that occurred over the past several years. Illinois also noted that some of its definitions regarding least restrictive environment do not match the Federal definitions. For example, those students who are reported as being in resource rooms may be receiving services in the resource room from 1 percent up to 49 percent of the school day. Additionally, the count for students in separate classes includes students receiving special education and related services for 50 percent or more of the school day.

Iowa -- The State attributed the increase from 1996-97 to 1997-98 in resource room placements to a change from reporting based on a study to reporting based on actual data on each student.

Mississippi -- The State indicated that the data reported in the other health impairments category represent data on students with developmental delay. As noted in table A-1, Mississippi reported data on students with other health impairments in the orthopedic impairments category.

Missouri -- The State attributed the decrease from 1996-97 to 1997-98 in the number of parent-initiated private school placements to the difficulty districts experience collecting this information from private/parochial schools. Missouri attributed the increase in private residential facility placements and the decrease in public residential facility placements from 1996-97 to 1997-98 to increased contracting with private agencies. The State attributed the increase from 1996-97 to 1997-98 in resource room placements to the full participation of all 525 districts in the collection. Approximately 6 percent of the districts were unable to report data the previous year.

New York -- The State indicated that the decrease from 1996-97 to 1997-98 in public separate school facility was due to efforts to move students away from more restricted settings. New York indicated that the decrease from 1996-97 to 1997-98 in correctional facilities was a result of budgetary problems at the Department of Corrections. The Department is in the process of rebuilding its program.

Puerto Rico -- The State indicated that the decrease from 1996-97 to 1997-98 in homebound/hospital placements was a result of serving some of these students in less restrictive environments. Puerto Rico noted that the increase from 1996-97 to 1997-98 in parent-initiated private school placements was supported by an analysis conducted by its Department of Special Education.

South Dakota -- The State indicated that the increase from 1996-97 to 1997-98 in the number of students reported in correctional settings was due to increased child identification efforts by the Department of Corrections. The Department of Corrections has also paid more attention to its reporting requirements under IDEA.

Texas -- State law mandated a change in the collection of data in several environments (Texas Education Code 42.151). Texas noted that the following environments--self-contained, separate campus; multi-district class; and community class--were collapsed into one "off home campus" environment. These students are now all reported under public separate facility. This has resulted in a slight decrease for separate class placements.

Tables AC1 – AC3: Personnel

Alabama -- The State attributed the decrease from 1996-97 to 1997-98 in total demand for counselors to the greater availability of counselors among general education students. Alabama thought that the increase from 1996-97 to 1997-98 in teacher aides was a direct result of more students being served in regular class environments.

Arizona -- The State attributed the changes from 1996-97 to 1997-98 in personnel data to changes in staff during the collection period and to improper completion of the forms at the local level. During the data collection, there were no personnel at the State level to monitor the data collection and ensure data quality and integrity. The State anticipates that the 1998-99 data will be more accurate.

California -- The State attributed the changes from 1996-97 to 1997-98 in the various personnel categories to the following factors: (1) California's total enrollment increases by about 20,000 students per year; (2) personnel numbers fluctuate as personnel get reclassified due to changes in job titles and duties; and (3) California has mandated class size reductions for the first three grades.

Georgia -- The State indicated that the decrease from 1996-97 to 1997-98 in the total demand for counselors was due to the correction of erroneous reporting by three large school districts in the previous year. These districts had reported counts of all their counselors rather than only the FTE of counselors that provided special education. Georgia indicated that the increase from 1996-97 to 1997-98 in the total demand for speech pathologists was due to districts reporting all speech personnel in this category whereas in previous years, districts reported speech personnel under both teachers and other personnel.

Illinois -- The State indicated that the increase from 1996-97 to 1997-98 in not fully certified school social workers was due to the approval of additional school social work internships during 1997-98 (i.e., more students were completing educational program requirements).

Kentucky -- The State attributed the increase from 1996-97 to 1997-98 in the number of speech pathologists employed but not fully certified to a State policy, instituted a couple of years ago, that allowed speech pathologists with 4-year certificates to work under fully certified pathologists.

Maine -- The State indicated that the differences in the personnel data from 1996-97 to 1997-98 were a result of the 1997-98 figures including public, private, and preschool data, whereas the 1996-97 and 1995-96 figures included only public school data. The preschool data are not available for the prior years, but Maine will submit revised figures that include the private school data.

Missouri -- The State attributed the increase from 1996-97 to 1997-98 in the number of employed, not fully certified teachers to an increase in the child count and the greater use of teachers with provisional certificates. Missouri attributed the increase in the demand for teacher aides to a growth in the use of inclusive practices and better retention of staff.

New Jersey -- The State attributed the differences from 1996-97 to 1997-98 in the personnel data to difficulties in recordkeeping at the district level, particularly for part-time contracted staff.

New Mexico -- The State indicated that the increase from 1996-97 to 1997-98 in counselors and diagnostic staff was due to the increased funding available at the State level for these personnel. The State funding formula included for the first time full funding of diagnostic FTE. There was partial funding available in 1996-97, and no funding previous to that. Another factor that contributed to the growth in counselors

was increased attention to the behavioral/mental health needs of students, particularly from advocates, school personnel, and the legal system. New Mexico indicated that the decrease from 1996-97 to 1997-98 in the number of vacant positions for speech pathologists was a result of a change in the State funding formula, i.e., not funding of vacant positions. As of December 1997, districts were not allowed to report data on vacant positions.

New York -- The State verified the changes from 1996-97 to 1997-98 in physical education teachers, psychologists, teacher aides, diagnostic and evaluation staff, counselors, other professional staff, and interpreters. New York indicated that there was an error in its data collection form that resulted in data not being collected on vacant occupational therapy positions for school-age children. Data on vacant occupational therapy positions were only collected for preschool children. The State thought that the increase in supervisors/administrators was due to an error in reporting by one district.

North Carolina -- The State attributed the overall increase from 1996-97 to 1997-98 in personnel to the addition of new charter schools (100 charter schools were approved by the legislature). North Carolina indicated that the increase from 1996-97 to 1997-98 in non-professional staff was a result of State funding to assist with the inclusion of students in regular classrooms.

Pennsylvania -- The State indicated that the increase from 1996-97 to 1997-98 in the demand for speech pathologists was due to the following factors. An intensive training program for speech pathologists has added to the pool of available certified staff, and figures for speech pathologists are subject to considerable variation as only speech pathologists who serve children whose primary disability is a speech impairment are counted. Pennsylvania verified the decrease from 1996-97 to 1997-98 in demand for non-professional staff.

Puerto Rico -- The State attributed the decrease from 1996-97 to 1997-98 in the demand for non-professional staff to the reclassification of childcare attendants from non-professional staff to teacher aides. Puerto Rico thought they were better reported as teacher aides as they provided direct services to students. Non-professional staff includes personnel such as data entry personnel and bus drivers.

Texas -- The State attributed the changes in personnel from 1996-97 to 1997-98 to a decision to report all personnel under fully certified when certification is not maintained through the State Board of Education Certification (SBEC). This is in contrast to previous reporting practices. Texas noted that there were also some increases in the data due to growth in the program.

Virginia -- The State verified the changes from 1996-97 to 1997-98 in vocational education teachers, work-study coordinators, teacher aides, and total personnel. Changes were due to more accurate reporting.

Washington -- The State attributed the changes from 1996-97 to 1997-98 in demand for interpreters, occupational therapists, and school social workers to a change in its data collection process. The State used a different data collection process for its December 1, 1996 collection; this process proved unsatisfactory, so Washington returned to its original process for the December 1, 1997 collection.

Tables AD1 – AD7: Exiting

Arizona -- The State thought that the decrease from 1996-97 to 1997-98 in the number of students who dropped out was attributable to the greater involvement of school staff, parents, and other stakeholders in meeting the needs of children.

Colorado -- The State verified the increase from 1996-97 to 1997-98 in number of students who returned to regular education and the decrease from 1996-97 to 1997-98 in the number of students who moved and were not known to be continuing. Colorado noted that the 1996-97 data report included only children who returned to regular education with objectives accomplished, whereas the 1997-98 report also included those children who were withdrawn from special education by their parents and those who were receiving home-based instruction.

Connecticut -- The State attributed the increase from 1996-97 to 1997-98 in the total number of students who exited special education to improved data collection techniques.

Georgia -- The State indicated that the increase from 1996-97 to 1997-98 in the number of students who moved and were known to be continuing was due to a statewide increase in the number of students who move between communities because of family or other reasons.

Mississippi -- The State verified the decrease from 1996-97 to 1997-98 in the number of students with specific learning disabilities exiting school with a certificate.

Missouri -- The State attributed the changes from 1996-97 to 1997-98 in the exiting data to the full participation of all 525 districts in the collection. Approximately 6 percent of the districts were unable to report data the previous year.

New Jersey -- The State attributed the changes from 1996-97 to 1997-98 in the number of students who graduated and in the total number of students who exited to an increase in the number of students with specific learning disabilities who graduated with a high school diploma.

New York -- The State attributed the increase from 1996-97 to 1997-98 in the number of students who moved and were not known to be continuing to more districts reporting data in this category. For example, New York City and the Department of Corrections reported these data for the first time in 1997-98.

Texas -- The State attributed the increases from 1996-97 to 1997-98 in the number of students exiting to improvements in reporting. Additionally, some categories are being reported for the first time.

Washington -- The State attributed the increase from 1996-97 to 1997-98 in the total number of students who graduated with a diploma or died to improvements in the tracking and reporting of exiting students.

Table AH1: Counts of Infants and Toddlers Served

Illinois -- The State thought that the decrease from 1997-98 to 1998-99 in the number of infants and toddlers served under Part C may be a result of the recent change in lead agency from Education to Health. Illinois noted that the figures represent an unduplicated count of infants served. The State thought that next year's figures might be higher due to a recent change in eligibility criteria.

Kentucky -- The State attributed the increase from 1997-98 to 1998-99 in the number of infants and toddlers to using a more accurate count and to growth in the system. Kentucky changed from a manual collection in 1997 to an electronic collection in 1998, a Central Billing and Information System (CBIS).

New Mexico -- The State attributed the decrease from 1997-98 to 1998-99 in the number of infants served to a change in reporting methodology that accompanied the implementation of a new data system. Data reported in previous years included all infants in the system, whereas the current data include only infants with IFSPs. New Mexico further noted that some of the decrease was due to the less than full implementation of the new data system, namely, a few children still remain to be entered into the system.

Ohio -- The State indicated that the decrease from 1997-98 to 1998-99 in child count was due to Ohio's implementation of a new statewide data collection system (Early Track) designed to provide more accurate and reliable data. Ohio anticipates that there will be an improvement in the data as the new system is more fully implemented.

South Dakota -- The State indicated that the increase from 1997-98 to 1998-99 in the number of infants identified is accurate and reflects a major increase in child find.

Texas -- The State indicated that race/ethnicity data were not available for some children who were enrolled prior to the implementation of race/ethnicity data requirements on September 1, 1998.

Table AH5: Early Intervention Services

Arkansas -- The State attributed the increase from 1996-97 to 1997-98 in audiology services to its decision to report all hearing screenings in this category. Arkansas attributed the increase in family training, counseling, and home visits and the decrease in other early intervention services to its decision to combine all special instruction services under the family training category so infants can receive all their services in one visit. Many of the children reported in 1996-97 in the other early intervention services category were reported in 1997-98 in the family training category.

Colorado -- The State indicated that the decrease from 1996-97 to 1997-98 in other early intervention services was due primarily to better data and an improved ability to correctly categorize service, thereby resulting in a movement from other early intervention services to special instruction and respite care. Colorado noted that an additional reason for the increase in respite care and special instruction was the overall increase in services reported.

Connecticut -- The State attributed the reduction from 1996-97 to 1997-98 in family training, counseling, and home visits to a decision to report only counseling in this category. The State attributed the increase from 1996-97 to 1997-98 in special instruction and speech language pathology to its decision to move toward a more restrictive use of the family training, counseling, and home visits category.

Delaware -- The State attributed the decrease from 1996-97 to 1997-98 in nursing services to the State's emphasis on family training. Nurses are now utilized in Part C as service coordinators and work closely with families to provide training on effective interventions that parents can carry out in natural environments. The change in service levels is a reflection of Delaware's movement toward an integrated and family-friendly service delivery model.

Illinois -- The State indicated that the decrease from 1996-97 to 1997-98 in the number of children who received nursing services was a result of using a clearer and more restrictive definition of nursing services.

Indiana -- The State indicated that it could not comment on the data changes from 1996-97 to 1997-98 for the following reason. Indiana began the transition to a central data and claims payment system in July 1996; in August 1997, all counties were on line. One complete year of data did not become available until August 1, 1998. During the transition period, the State had to manually combine data from summary reports submitted by counties which were not on the system and detailed data from counties which were on the system. The reliability and validity of these combined data are suspect since they could not be matched against the central system for duplication and because the transition data were occasionally gathered by personnel who had less experience in gathering the data than former local lead agencies.

Kentucky -- The State attributed the increase in medical services from 1996-97 to 1997-98 to a combination of low reporting in 1996-97, more accurate reporting in 1997-98, and an increasing population. Kentucky noted that in 1996-97 it was still in a grant-based system that presented difficulties in determining actual services, even though the child count was fairly accurate. In 1997-98, the State began using a fee system that provides the actual number of evaluations. Kentucky said that the same was true for the increase from 1996-97 to 1997-98 in the specialized therapies. It is better able to report actual events of service, and the population has continued to dramatically increase.

Michigan -- The State thought the increase in health services and nursing services from 1996-97 to 1997-98 was a result of the lead agency working with providers to more accurately report data in specific service categories rather than combining them in the other category.

Missouri -- The State attributed the increase from 1996-97 to 1997-98 in transportation services to its continuing emphasis on the accuracy of the data supplied by the collaborating departments. Additionally, OSEP monitoring has resulted in the State providing better training on the determination of need for transportation.

Nebraska -- The State indicated that the increase from 1996-97 to 1997-98 in the number of children who received special instruction services was due to a change in the State's interpretation of the category.

Nevada -- The State attributed the changes from 1996-97 to 1997-98 in the number of children who received various services to varying perceptions of the definitions of services across providers. In particular, it appears that providers were alternating the reporting of some services between the medical services and the other early intervention services categories. The State is making an effort to clarify the definitions and make them consistent with OSEP's. Nevada also thought that the increase from 1996-97 to 1997-98 in the number of children who received assistive technology services was a result of adding this service to the IFSP.

New York -- The State attributed the decrease from 1996-97 to 1997-98 in the number of infants who received audiology services to discontinuing the practice of including audiological evaluations in the figures. New York stated that the increase from 1996-97 to 1997-98 in the number of infants who received respite care was a result of recent efforts by the Department of Health to encourage local administrators to promote access to these services. In addition, the Department of Health issued a new parent handbook that has educated parents to the availability of respite services.

North Carolina -- The State attributed the changes from 1996-97 to 1997-98 in reported services and transportation services to the full participation of private providers in the Part C process and to the availability of vouchers and subsidies to complement the traditional approaches to securing services.

Ohio -- The State thought the decrease from 1996-97 to 1997-98 in number of children who received services was a result of the implementation of a new statewide data system. Ohio indicated that at the time of reporting, several counties were not included in the statewide count due to delayed participation and/or lack of full participation. The State further indicated that it anticipates that these figures will rise in the following years.

Texas -- The State attributed the decrease from 1996-97 to 1997-98 in the number of children who received family training, counseling, and home visits to the introduction of a policy requiring services to be provided in natural environments. Before this policy, home visits were considered a separate or augmented service. After the policy, home visits were classified according to the service(s) provided. The State indicated that the decrease from 1996-97 to 1997-98 in the number of children who received transportation services was due to the introduction of the natural environments policy; transportation needs decreased since greater efforts were made to deliver services to the family.

Utah -- The State attributed the decrease from 1996-97 to 1997-98 in nursing services to the discontinuation of services by a provider who used nurses to provide family training/counseling services.

Washington -- The State attributed the decrease from 1996-97 to 1997-98 in the number of children who received other early intervention services to a clarification of reporting procedures to exclude reporting service coordination in this category as was done in previous years.

Table AH6: Early Intervention Personnel Employed and Needed

Arkansas -- The State thought that the increase from 1996-97 to 1997-98 in employed personnel was due to its recruitment efforts which have resulted in an expansion of the provider pool.

California -- The State indicated that it has no reliable method of collecting personnel data and hence will not submit any.

Delaware -- The State attributed the decrease in nurses from 1996-97 to 1997-98 to a change in its counting methodology. Many of the nurses reported in December 1, 1996 were employed in primary care physician offices. Typically, these nurses did not provide early intervention services, but rather provided medical health services. Beginning in 1997, nurses in primary care physician offices who did not provide early intervention were not counted. Furthermore, more nurses were employed as Part C service coordinators by the State, which resulted in a reduction in the need for nurses to provide direct nursing services.

Illinois -- The State suspects that the decrease from 1996-97 to 1997-98 in other professional staff was a result of its efforts to tighten eligibility requirements and improve reporting in preparation for a change in lead agencies.

Indiana -- The State indicated that it could not comment on the data changes for the following reason. Indiana began the transition to a central data and claims payment system in July 1996; in August 1997, all counties were on line. One complete year of data did not become available until August 1, 1998. During the transition period, the State had to manually combine data from summary reports submitted by counties which were not on the system and detailed data from counties which were on the system. The reliability and validity of these combined data are suspect since they could not be matched against the central system for duplication and because the transition data were occasionally gathered by personnel who had less experience in gathering the data than former local lead agencies.

Kentucky -- The State attributed the increase from 1996-97 to 1997-98 in personnel to a combination of more accurate reporting and an overall increase in the population.

Maine -- The State attributed the increase from 1996-97 to 1997-98 in total personnel employed to a growth in the number of personnel employed to provide services to infants in natural settings.

Massachusetts -- The State verified the increase from 1996-97 to 1997-98 in the number of speech/language pathologists employed and the decrease from 1996-97 to 1997-98 in the number of other professional staff employed. Massachusetts indicated that the figures reflect actual personnel data as submitted by providers. The State believes the increase from 1996-97 to 1997-98 in speech/language personnel was a result of the rapid growth in the number of children with speech and language delays. Massachusetts suspects that the increase from 1996-97 to 1997-98 in speech/language personnel may have contributed to the decrease from 1996-97 to 1997-98 in other professional staff.

Ohio -- The State attributed the increase from 1996-97 to 1997-98 in personnel to improved reporting as a result of the implementation of a new data system.

South Dakota -- The State indicated that the increase from 1996-97 to 1997-98 in the number of special educators was accurate and coincided with a major increase in the number of children identified.

Texas -- The State attributed the decrease from 1996-97 to 1997-98 in the number of paraprofessionals employed to a preference toward hiring more professional and fully qualified or degreed individuals.

Washington -- The State attributed the increases from 1996-97 to 1997-98 in physical therapists, speech language pathologists, other professional staff, and total staff to increased data quality as a result of the increased technical assistance that has been provided to contractors over the past 2 years.

Table AH7: Early Intervention Service Settings

Arkansas -- The State provided the following explanations for changes in the settings data from 1996-97 to 1997-98. (1) The increase from 1996-97 to 1997-98 in family child care was due to efforts to provide more services in the natural environment of the child. (2) The decrease from 1996-97 to 1997-98 in outpatient service facilities was due to an increase from 1996-97 to 1997-98 in service providers who provide services in the natural environment. (3) The increase from 1996-97 to 1997-98 in early intervention classroom/centers and the decrease from 1996-97 to 1997-98 in regular nursery school/child care centers were due to a change in certification status of some providers to early intervention classroom/center.

Colorado -- The State attributed the decrease from 1996-97 to 1997-98 in other settings to better data and improvements in its ability to correctly categorize location, thereby resulting in a movement from other settings to home and early intervention classroom/center. Colorado further noted that there has been an effort to provide more services in the home. This was particularly true for children who did not receive direct hands-on therapy; the State has made an effort to provide case management and family support services primarily in the home.

Connecticut -- The State attributed the reduction from 1996-97 to 1997-98 in number of children receiving services in an outpatient service facility to its continued work toward delivering services in natural environments.

Delaware -- The State attributed the decrease from 1996-97 to 1997-98 in outpatient service facilities and the increase from 1996-97 to 1997-98 in other settings to its emphasis on increasing service provision in natural environments.

Illinois -- The State attributed the increase from 1996-97 to 1997-98 in family child care settings to its efforts to serve children in more natural settings.

Indiana -- The State indicated that it could not comment on the data changes for the following reason. Indiana began the transition to a central data and claims payment system in July 1996; in August 1997, all counties were on line. One complete year of data did not become available until August 1, 1998. During the transition period, the State had to manually combine data from summary reports submitted by counties which were not on the system and detailed data from counties which were on the system. The reliability and validity of these combined data are suspect since they could not be matched against the central system for duplication and because the transition data were occasionally gathered by personnel who had less experience in gathering the data than former local lead agencies.

Iowa -- The State attributed the increase from 1996-97 to 1997-98 in family child care to the following factors: (1) emphasis on serving children in natural environments and (2) more families in the workplace. Iowa has one of the highest rates of working

mothers of children under 5 in the nation; as a rural State, most of these mothers have access to extended family members living close by to provide child care.

Kentucky -- The State indicated that settings data are collected through its billing system which only recognizes two categories--"home or community based" and "office or center based"--hence it is unable to provide data in the requested format.

Michigan -- The decrease from 1996-97 to 1997-98 in outpatient service facility settings was due to one service provider deciding to report infants who received both outpatient and home services in the home category.

Missouri -- The State attributed the increase from 1996-97 to 1997-98 in other settings to its continuing emphasis on the accuracy of the data supplied by the collaborating departments.

New Jersey -- The State attributed the decrease from 1996-97 to 1997-98 in early intervention classroom/center settings and the increase from 1996-97 to 1997-98 in home settings to a shift to natural environments. New Jersey thought the decrease from 1996-97 to 1997-98 in other settings was a result of clarifying definitions of location and fewer children reported as receiving service coordination only.

New York -- The State attributed the increase from 1996-97 to 1997-98 in home settings to an emphasis by local administrators on providing services in the natural environment. New York attributed the increase from 1996-97 to 1997-98 in regular nursery school/child care settings to efforts by the Department of Health to ensure that the child care community was aware of the early intervention program and that eligible children were able to receive services in their current child care setting when appropriate.

Texas -- The State thought the decreases from 1996-97 to 1997-98 in early intervention classroom/center and the increase in regular nursery school/child care centers were the result of the incorporation of its natural environments policy. Since the policy was implemented, very few children receive classroom or center-based services. Similarly, more children now receive services where they would typically spend their day.

Washington -- The State attributed the increase from 1996-97 to 1997-98 in the number of children served in outpatient service facilities to the growing prevalence of managed care providers as sources of funding. Many of these providers will only pay for services if they are provided in clinical settings. Part C as the payer of last resort can only be accessed after all the other sources. The State is trying to align the inconsistencies that exist between serving children in natural environments and Part C being the payer of last resort.

APPENDIX B

ACTIVITIES OF THE REGIONAL RESOURCE CENTERS

The Regional Resource and Federal Center Program assists State education 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 education agencies, and other appropriate public agencies. Information related to the activities conducted by the RRCs is included in every OSEP Annual Report to Congress.

Regional Resource and Federal Center Network

The Office of Special Education Programs (OSEP) provides assistance to States implementing the Individuals with Disabilities Education Act (IDEA) through its Regional Resource and Federal Center (RRFC) Network. This national program of technical assistance and information dissemination is designed to help State education agencies (SEAs) improve their systems of early intervention, special education, and transition services through the development and implementation of policies, programs, and practices focused on enhancing educational results for children and youth with disabilities. The Network is composed of six Regional Resource Centers (RRCs) and the Federal Resource Center (FRC). The six RRCs have been funded to help States clarify and respond to emerging issues; to provide information on research-based practices to address those issues; and to provide consultation, planning, and other technical assistance to support States on those issues. The FRC supports RRC work in States by coordinating information and activities across regions and by serving as a key connection with other technical assistance and dissemination projects funded by OSEP.

The emphasis in the reauthorization of IDEA was on the system--on effecting positive outcomes for children with disabilities through accountable programs. Close connections between the RRCs and States, and between the RRFC Network and OSEP, with its array of programs, inform and support the critical interplay among Federal initiatives and regional structures to promote local effects. A recent highlight of this effective collaboration has been the Network's support of OSEP's leadership in its Continuous Improvement Monitoring Process. RRC Network services may be characterized as (1) coordinated regional responses and (2) collaborative nationwide responses.

Coordinated Regional Responses to States

Beyond working with OSEP staff, SEAs view the RRCs as their primary source of assistance. Soon after the IDEA Amendments of 1997 were enacted, States sought RRC assistance in making changes in policies, procedures, formats, and systems that would help them come into compliance and improve performance for all children. States turn to the Network to provide them with the best available information and technical assistance and are often interested in benefiting from other States' experiences and practices. RRC assistance capitalizes on Network capacity to ensure a cohesive approach, consistent nationwide access to the best available practice, and a comprehensive response to States in their implementation of requirements for OSEP and SEA monitoring. The RRCs have responded to hundreds of requests for

information, convened regional workgroups, provided numerous consultation and training events, and facilitated meetings and work groups in specific States region-wide and at the national level. RRCs have designed information modules, web pages, and other up-to-date, accessible resources to support States involved in OSEP's Continuous Improvement Monitoring Process and in the redesign of their own monitoring systems. Maintaining currency and quality across the Network, the RRCs collaborate with each other and with other Department of Education and OSEP-funded projects to make timely and effective information available to all States.

Collaborative Nationwide Responses

The primary coordinating body for RRC monitoring efforts nationwide is the RRFC Monitoring Work Group, which includes representatives from each of the RRCs, the FRC, the National Early Childhood Technical Assistance System (NECTAS), the National Association of State Directors of Special Education (NASDSE), and OSEP. This work group coordinates and links; as issues arise in one region, that RRC brings them to the work group to gather ideas and information on strategies that may have been tried with other States and in other regions. The RRC-NECTAS connection ensures that the common issues and strategies for Parts C and B are kept visible across States and modeled through cooperative ventures of the two technical assistance systems. RRCs keep each other informed of activities in their regions that might be accessed by States in other regions. The work group also provides a timely vehicle whereby OSEP and NASDSE representatives can alert RRCs and, through them, their States to national activities and emerging issues.

This group provides the impetus and guidance for the National Monitoring Conference, intended for individuals involved in supervising, designing, or implementing monitoring programs under Parts B and C of IDEA. With reauthorization came increased expectations in accountability and results; high stakes assessments, graduation and curriculum standards, and other accountability indices drive accreditation and funding. There are also increased expectations for collaboration between State and local service providers, across Part C, Section 619, and school-aged Part B, and between higher education and State departments in their State improvement plans and grants. These all contribute to the importance of the national conference, where State staff, technical assistance providers, parents, and others hear nationally recognized experts and State practitioners present effective practices and engage in networking and facilitated discussions of common issues. The 1999 conference included over 230 participants from all 50 States, in sessions focused on how States are planning for and meeting increased expectations in accountability and results with data systems that are keyed to discipline, standards, and student outcomes. Sessions also focused on how States are developing comprehensive and effective systems that ensure both compliance with the letter of the law and with the quality intents of the law.

State monitoring developments and practices are informed and supported routinely through a variety of Network strategies:

- A collaborative listserv enables individual Centers to request information from every other region and to convey consolidated information to a State in need of immediate response;
- Information modules, regionally designed but nationally available, address specific issues in monitoring raised by one or more States;
- A national profile helps RRCs respond to State questions about other States' practices;
- The National State Policy Database provides a single site for collecting, accessing, and researching State policies nationwide (launched by NASDSE's Project FORUM, the database is now housed at the Great Lakes RRC); and
- The recently created National Monitoring and Promising Practices web site offers an important national information resource for highlighting effective monitoring practices (an OSEP initiative, the Mountain Plains RRC led the design team composed of staff from OSEP, RRC, NECTAS, and NASDSE).

RRC partnerships with OSEP, NECTAS, NASDSE, and other technical assistance and development programs unify and strengthen assistance to States improving their monitoring systems, in turn improving outcomes for children. These partnerships also model for States how collaboration among agencies yields long-term and effective results.

The enduring alliance among OSEP, the SEAs, and the RRCs demonstrates critical interactions of Federal, State, and local policy and resources which affect local practices. OSEP's Continuous Improvement Monitoring System has renewed partnerships in Federal, State, and local arenas; increased stakeholder involvement; enhanced Federal compliance monitoring; and raised expectations nationally for achieving positive results for students with disabilities. RRCs are often integrally involved in OSEP monitoring visits, assisting State leadership in the self-assessment and planning processes, designating and including critical stakeholders, etc. RRCs have worked with OSEP in its effort to refine its own monitoring process: conducting consumer satisfaction interviews with State staff during the pilot year, providing input on the Monitoring Manual, and most recently creating with OSEP and technical assistance and development colleagues the National Monitoring and Promising Practices website. The RRC Network, its activities, and partnerships continue to help States make improvements in their monitoring systems and

procedures which support their compliance with IDEA and promote change leading to improved results for children and youth with disabilities.

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EFF-089 (3/2000)