

25<sup>th</sup>

# Annual Report to Congress

on the Implementation of the Individuals  
with Disabilities Education Act



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

Office of Special Education and Rehabilitative Services  
U.S. Department of Education

Vol. 1

2003

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

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# 25th OSEP Annual Report to Congress Volume I

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# Executive Summary

The *25th Annual Report to Congress* has been designed to showcase the data collected from states and the national studies that make up the Office of Special Education Programs' (OSEP) National Assessment of the Implementation of the Individuals with Disabilities Education Act. To this end, OSEP proposed questions about the characteristics of children and students receiving services under Parts B and C, the settings in which they receive services, their transition from Part C to Part B and from school to adult life, and their disabilities. Answers to the questions are shown through graphs, charts, and tables complemented by short explanatory text. The report is divided into three sections: a national picture of children and students with disabilities served under Parts C and B; individual profiles of states that summarize selected aspects of special education in each state; and data tables that show states' ranking regarding exiting and educational environments for Part B and early childhood intervention and settings for Part C. Some key findings from the report are presented below.

## Infants and Toddlers Served Under IDEA, Part C

- Both the number and the percentage of infants and toddlers served under Part C have increased steadily from 1998 to 2001. In all years, 2-year-olds were the largest proportion (53 percent) of children served under Part C (page 4).
- The racial/ethnic composition of these children is quite similar to that of the general infant and toddler population—the majority are white, followed by Hispanic, and then black children (page 5).
- Most infants and toddlers served under Part C in 2000 received services at home; the percentage of this population served in programs for children with developmental delay or other disabilities decreased substantially between 1996-2000 (pages 7 and 8).
- The majority of Part C infants and toddlers (62.6 percent) are eligible to transition to Part B services when they turn age 3 (page 9).

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

- Since 1991, the number of children ages 3 through 5 who receive services under Part B of IDEA has increased steadily (page 14). As of December 1, 2001, 5.2 percent of the total population of 3- through 5-year-olds living in the 50 states and the District of Columbia were estimated to be receiving services (page 13).
- The majority of children ages 3 through 5 receiving special education services are white; white children also make up the majority of the general preschool population (page 16).
- In 2000, 51 percent of preschoolers received special education services in either early childhood settings or part-time early childhood/part-time early childhood special education settings (page 17).
- Special education teachers serving children ages 3 through 5 with disabilities are primarily white and female. Six and a half percent of these preschool special teachers also report having a disability themselves (page 19).



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

- On December 1, 2001, 8.9 percent of 6- through 21-year-olds were receiving special education services under IDEA. The number of students with disabilities receiving services has increased slowly since 1992 (pages 21 and 22).
- In contrast, the number of students receiving services for autism has increased markedly, from a little less than 10,000 in 1992 to approximately 65,000 in 2001 (page 24).
- According to findings from two of OSEP's National Assessment studies, the Special Education Elementary Longitudinal Study (SEELS) and National Longitudinal Transition Study-2 (NLTS2), students with disabilities are more likely to be poor than students in the general population (pages 31 and 32).
- Parent reports as shown in SEELS and NLTS2 data indicate that more black students with disabilities are suspended or expelled from school than are white or Hispanic students. Overall, parents report that about one-third of students ages 13 through 17 with disabilities have been suspended or expelled (pages 40 and 41).
- Most students with disabilities (around 96 percent) are being educated in regular school buildings, and almost half are in regular classrooms for most of the day (page 43). However, 26 percent of students ages 6 through 12 with disabilities and 36 percent of students ages 13 through 17 with disabilities have been retained in grade at least once (pages 53 and 55). Even so, the proportion of high school students being educated at the typical grade level for their age has increased from 32 percent in 1987 to 53 percent in 2001 (page 55).
- In 2000-01, 47.6 percent of students ages 14 and older with disabilities exited school with a regular high school diploma. A total of 41.1 percent of students ages 14 and older with disabilities dropped out (pages 69 and 70).

## State Profiles

State profiles include number of school districts, public school enrollment, per-pupil expenditures, and percentage of children living below the poverty level. For Part B, the profiles include number of children served under IDEA, percentage exiting with a diploma, percentage dropping out, number of special education teachers, and percentage of fully certified teachers. Race/ethnicity and education environments data are provided in charts.

For Part C, the profiles list the lead agency for early intervention services, number of infants and toddlers receiving early intervention services, percentage of infants and toddlers served in the home, and percentage of infants and toddlers served in programs for typically developing children. Race/ethnicity and reasons for exiting early intervention are provided in charts.

# Data Sources Used in This Report

The text and graphics contained in the *25th Annual Report to Congress* were developed primarily from data from the Office of Special Education Programs (OSEP) Data Analysis System (DANS). DANS is a repository for all the data mandated by the Individuals with Disabilities Education Act (IDEA) to be collected from states annually. These data include the number of infants and toddlers being served under Part C of IDEA and the settings in which they receive program services, as well as their transition out of Part C. The states also report early intervention services provided to this population and the personnel who are providing services. For Part B, states report the number of children and students who are being served, the educational environments in which they receive education, disciplinary actions that affect them, personnel providing educational services, and their exiting from the program.

Most of the DANS data used in vol. 1 are included in the tables in vol. 2. Tables and graphics that use DANS data in the vol. 2 tables include a footnote referencing the specific table. Other data in vol. 1 were generated directly from the DANS data repository. These tables and graphics reference DANS, but do not include a specific table reference.

In addition to using data from DANS, this report presents information from OSEP's National Assessment of the Implementation of IDEA, the National Center for Education Statistics (NCES) Common Core of Data (CCD), the NCES-sponsored National Household Education Surveys Program (NHES), and the U.S. Census Bureau, Population Estimates Program.

Many of the studies that make up OSEP's National Assessment of the Implementation of IDEA provided data for the report. These studies include:

- National Early Intervention Longitudinal Study (NEILS);
- Pre-Elementary Education Longitudinal Study (PEELS);
- Special Education Elementary Longitudinal Study (SEELS);
- National Longitudinal Transition Study-2 (NLTS2);
- Special Education Expenditure Project (SEEP);
- Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA); and
- Study of Personnel Needs in Special Education (SPeNSE).

Each of these studies is summarized below. More detailed information about these studies and other data reports can be obtained from the Web sites provided with each summary. The URLs provided for the studies are for general information only. The data in this report from these studies represent analyses from databases not accessible to the general public.

## OSEP's National Assessment of the Implementation of IDEA

### *NEILS*

The National Early Intervention Longitudinal Study is being conducted for OSEP by SRI International, the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, Research Triangle Institute, and American Institutes for Research.

NEILS is answering the following questions:

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

NEILS includes a nationally representative sample of 3,338 children between birth and 31 months of age and their families who began early intervention services for the first time between September 1997 and November 1998. The sample families were recruited in three to seven counties in each of 20 states. Data in this report come from the NEILS Initial Program Data and the NEILS Parent Survey. The NEILS Web site is: [www.sri.com/neils/](http://www.sri.com/neils/).

### *PEELS*

The Pre-Elementary Education Longitudinal Study is being conducted for OSEP by Westat. Researchers will follow over 3,000 children with disabilities as they progress through preschool and into their early elementary years. The children are 3 through 5 years old at the start of the study. The initial phase of this study examines children's preschool experiences and outcomes, their transition to kindergarten, and their early elementary school experiences and outcomes. Five research questions focus the study:

- What are the characteristics of children receiving preschool special education?
- What preschool programs and services do they receive?
- What are their transitions like between early intervention (programs for children from birth to 3 years old) and preschool, and between preschool and elementary school?
- What results do children achieve in preschool, kindergarten, and early elementary school?
- What factors help to produce better results?

To answer these questions, researchers conduct telephone interviews with parents of preschoolers with disabilities, one-on-one assessments of children participating in this study, and mail surveys to the children's teachers and other service providers, school principals, district administrators, and state education agency administrators. Data collection began in fall 2003 and will be repeated in fall-winter 2004-5 and fall-winter 2005-6. The PEELS Web site is: [www.PEELS.org/](http://www.PEELS.org/). Data from PEELS will be included in future reports.

## *SEELS*

The Special Education Elementary Longitudinal Study is a study of school-age students receiving special education services and is being conducted for OSEP by SRI International and Westat. From 2000 to 2006, SEELS will document the school experiences of a national sample of students as they move from elementary to middle school and from middle to high school. SEELS is designed to assess changes over time in students' educational, social, vocational, and personal development.

SEELS involves a large, nationally representative sample of students in special education who were ages 6 through 12 in 1999. Students were selected randomly from rosters of students in special education provided by local education agencies and state-operated, special schools for the deaf and blind that agreed to participate in the study. Statistical summaries generated from SEELS will generalize to special education students nationally as a group, to each of the 13 federal special education disability categories, and to each single-year age cohort. Data in this report are from the SEELS Parent Survey. The SEELS Web site is: [www.seels.net/](http://www.seels.net/).

## *NLTS2*

The National Longitudinal Transition Study-2 is a follow-up of the original NLTS. The study is being conducted for OSEP by SRI International with assistance from Westat and RTI International. NLTS2 includes 11,276 youth nationwide who were ages 13 through 16 in 2001 and in at least 7th grade at the start of the study. The study is collecting information over a 9-year period from parents, youth, and schools and will provide a national picture of the experiences and achievements of young people as they transition into early adulthood. The study will:

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

Data in this report are from the NLTS2 Parent Survey and the NLTS2 School Survey. The NLTS2 Web site is: [www.nlts2.org/](http://www.nlts2.org/).

## *SEEP*

The Special Education Expenditure Project, being conducted for OSEP by the American Institutes for Research in Palo Alto, California, examines resource allocation to special education programs. The study investigates the ways in which special education funds are used to enable special education students to meet the expectations of their individualized education program.

The study examines how resources are allocated among various special education programs and how the use of resources varies across schools and districts. The study also investigates total expenditure on special education, average per pupil expenditures for special education programs and services, patterns of resource allocation, and patterns of services to different categories of students.

The study is designed to provide in-depth information about and analysis of:

- The detailed costs associated with the provision of special education services;
- The extent to which expenditures vary according to the type of student, placement, school, district, or state with which they are associated;
- Changes in the rates and patterns of identification of students with disabilities and how these vary by the type of school, district, or state with which the student is associated; and
- How movements toward addressing the needs of special education students in the least restrictive setting, toward the blending of funds from different revenue sources, and toward increasing services to preschool students have affected patterns of resource allocation.

Data in this report are from the SEEP District and School Surveys. The SEEP Web site is: <http://csef.air.org/>.

## *SLIIDEA*

The State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) is a national assessment conducted for OSEP by Abt Associates. SLIIDEA collects data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study is designed to measure change over time by collecting data at several points over a 5-year period, beginning in 2000. This longitudinal study is answering the following research questions:

- How is IDEA being implemented?
- What is the status of a number of issues identified in IDEA?
- What contextual factors influence the implementation of the legislation?
- What is the relationship between implementation and results?
- What are the intended and unintended outcomes of the legislation?
- What are the critical and emerging issues in states, districts, and schools?

Data from SLIIDEA used in this report are from the SLIIDEA State, District, and School Surveys. The SLIIDEA Web site is: <http://www.abt.sliidea.org/>.

## *SPeNSE*

The Study of Personnel Needs in Special Education (SPeNSE) is a national assessment conducted for OSEP by Westat. It 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. Part of the National Assessment of IDEA mandated by Congress, SPeNSE examined (a) the extent to which personnel are adequately prepared to serve students with disabilities, (b) variation in personnel preparation, and (c) factors that explain that variation.

SPeNSE included personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Over 8,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals participated in telephone interviews during the 1999-2000 school year.

SPeNSE provides information on the quality of the workforce nationally, within each geographic region, and within and across personnel categories. The SPeNSE Web site is: <http://ferdig.coe.ufl.edu/spense/>. Data in this report are from the SPeNSE Service Provider Survey.

## **NCES**

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

NCES fulfills a congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. NCES statistics and publications are used by Congress, other federal agencies, state education agencies, educational organizations, the news media, researchers, and the public.

## *NHES*

The National Household Education Surveys Program is a data collection system of NCES that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the United States.

NHES surveys have been conducted in spring of 1991, 1993, 1995, 1996, 1999, 2001, and 2003. The NHES Web site is: <http://nces.ed.gov/nhes/>.

## CCD

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

CCD comprises five surveys sent to state education departments. Most of the data are obtained from administrative records maintained by the state education agencies. Statistical information is collected annually from public elementary and secondary schools, public school districts, and the 50 states, the District of Columbia, Puerto Rico, Department of Defense schools, and the outlying areas. This report uses information from the CCD for 1999-2000, 2000-01, and 2001-02, as noted in the text.

## U.S. Census Bureau

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

Estimates are used in federal funding allocations, as denominators for vital rates and per capita time series, as survey controls, and in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for years are revised back to the last census. Previously published estimates are superseded and archived. See the Census Bureau's document Estimates and Projections Area Documentation State and County Total Population Estimates for more information about how population estimates are produced.

The Census files used in this report include the following:

- U.S. Bureau of the Census. Population data for 2000 and 2001 retrieved October 2003 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>. This file is now archived as [http://census.gov/popest/archives/2000s/vintage\\_2002/ST-EST2002/STCH-6R.txt/](http://census.gov/popest/archives/2000s/vintage_2002/ST-EST2002/STCH-6R.txt/).
- U.S. Bureau of the Census. Population data for 1999 retrieved October 2000 from <http://www.census.gov/popest/archives/1990s/stas/st-99-10.txt/>.
- U.S. Bureau of the Census. Population data for 1998 retrieved October 1999. This file is no longer available on the Web site.



# Introduction

During the two decades that the annual reports to Congress have been published, these documents have undergone several minor stylistic changes and one major substantive redesign and refocus. In 1997, OSEP adopted a policy-oriented approach to the annual report to Congress. The results of this shift were first seen in the 1998 annual report, which used a four-section modular format. The *2002 Annual Report to Congress* was the fifth volume to include four sections—Context/Environment, Student Characteristics, Programs and Services, and Results—plus a separate appendix of data tables.

The 5-year period since the introduction of the modular format has provided sufficient time for OSEP to evaluate the current approach and to suggest a redesign of the report. The implementation of the *No Child Left Behind Act* (NCLB) in 2001 amplified the importance of the annual report to Congress. IDEA focuses on accountability and results. As the President's Commission on Excellence in Special Education pointed out, this emphasis means that Congress and the public must know that IDEA is implemented effectively and that federal funds are well spent.

This annual report focuses on three goals. First, the report is congruent with NCLB. This means that the annual report focuses on results and accountability throughout the text. The second goal is to make the report more useful to Congress, parents, each state, and other stakeholders. This report concentrates on a more readable and user-friendly style. It focuses on key state performance data in accordance with the recommendations of the President's Commission. OSEP's third goal is to make the report more visually appealing.

The *25th Annual Report to Congress* has two volumes. The first volume focuses on the children and students being served under IDEA and provides profiles of individual states' special education environment. In the national picture reported in the first section, the child/student-focused material is presented in a question-and-answer format. It contains three subsections: infants and toddlers served under IDEA, Part C; children ages 3-21 served under IDEA, Part B; and students ages 6-21 served under IDEA, Part B. All information available about each group of children and students is presented in one section. Each subsection focuses on available results. All available data relevant to OSEP's Government Performance and Results Act (GPRA) indicators are included in this section. To the extent possible, the data are presented through graphics, short tables, and bulleted text.

The second section of vol. 1 contains state-level performance data. These state profiles, which provide all of the key information about a state on one or two pages, will be valuable to Congress and other stakeholders who are interested in individual state performance. The state profiles are a new feature of the annual report.

The third section of vol. 1 contains the rank-order tables OSEP uses as part of its continuous improvement and focused monitoring program. These tables are also a new feature of the annual report.

Vol. 2 contains all of the state-reported data tables from DANS. OSEP's goal in separating the text of the report from the extensive tables is to make the report usable to all readers. The tables are also posted on [www.IDEAdata.org/](http://www.IDEAdata.org/).

The artwork for the covers of the report and its divider pages was graciously provided by VSA (Vision, Strength, Artistic expression) arts.<sup>1</sup>

1 Founded in 1974 by Jean Kennedy Smith as an affiliate of The John F. Kennedy Center for the Performing Arts, VSA arts is an international organization that creates learning opportunities through the arts for people with disabilities. The organization offers arts-based programs in creative writing, dance, drama, music and the visual arts implemented primarily through its vast affiliate network in 39 states and the District of Columbia, collaborators in 10 states, and 70 international affiliates in 67 countries. VSA arts' programs now serve 4.3 million Americans and 1.3 million people in other parts of the world.







Section I.  
The National Picture



FLOWERS FOR MOMMA

© 2001 Nikki Wolfson, FL

Image provided courtesy of VSA arts, [www.vsarts.org](http://www.vsarts.org)

*"Art shapes my world when I draw flowers to music."*

# Infants and Toddlers Served Under IDEA, Part C

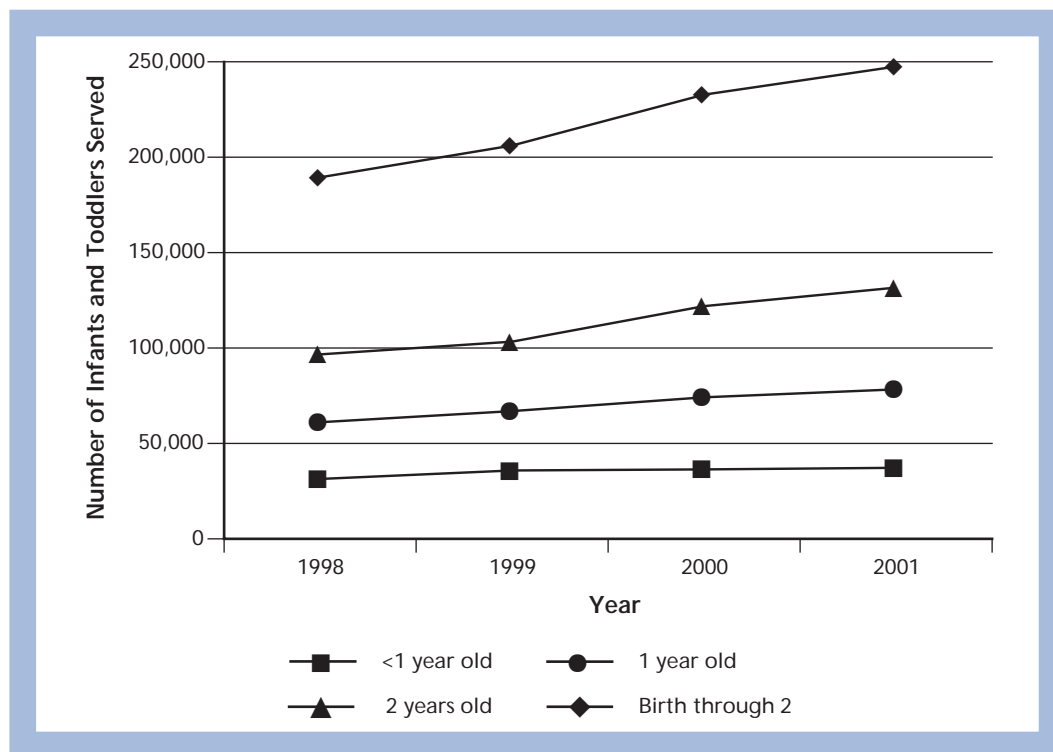
The Education of the Handicapped Act Amendments of 1986 established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the Individuals with Disabilities Education Act (IDEA). The program assists states in developing and implementing a statewide, comprehensive,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

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

## Trends in Numbers and Percentages of Infants and Toddlers Served

*How many infants and toddlers receive early intervention services?*

**Figure 1-1. Number of Infants and Toddlers Served Under Part C of IDEA: 1998 Through 2001**



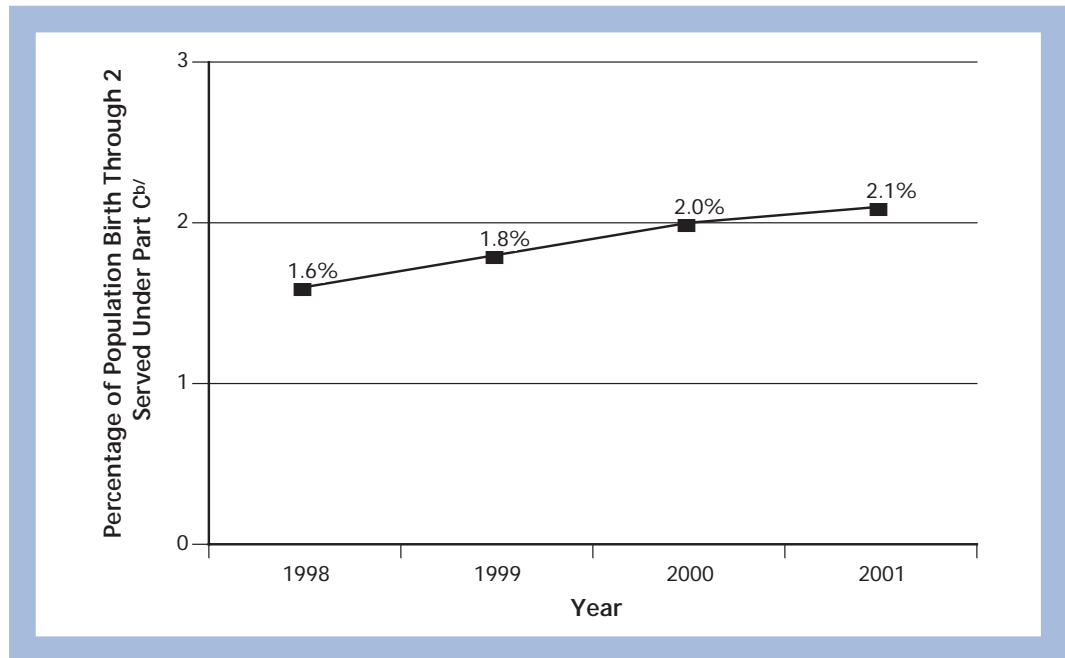
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH1 in vol. 2 of this report. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- On December 1, 2001, IDEA, Part C was serving 247,433 infants and toddlers.
- The number of children served under IDEA, Part C increased 31 percent between 1998 and 2001—from 189,462 to 247,433.

- The largest single-year increase in the number of infants and toddlers served was 13 percent. The number of children served increased from 206,111 in 1999 to 232,815 in 2000.<sup>2</sup>
- In all years, 2-year-olds were the largest proportion (53 percent in 2001) of children served under Part C. Infants less than 1 year old comprised 15 percent of all infants and toddlers served in 2001.
- From 1998 to 2001, the growth in the number of infants and toddlers served was slowest for the infants less than 1 year old (18 percent). The growth in the number of infants and toddlers who were 1 and 2 years old was 28 percent and 36 percent, respectively.

## What percentage of the birth-through-2-year-old population is served by Part C?

Figure 1-2. Change in the Percentage of the Birth-Through-2-Year-Old Population Served Under Part C: 1998 Through 2001<sup>a/</sup>



a/ Percentage of population is calculated by dividing the count of children served by the total general population estimates for children in this age range for that year.

b/ Data from 50 states and the District of Columbia.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH7 in vol. 2 of this report. Population data for 1998 through 1999 are July estimates as of the date of the first release. These estimates are based on the 1990 decennial Census. For 2000 and 2001, population data are July 1 estimates, released October 2003. These data are based on the 2000 decennial Census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

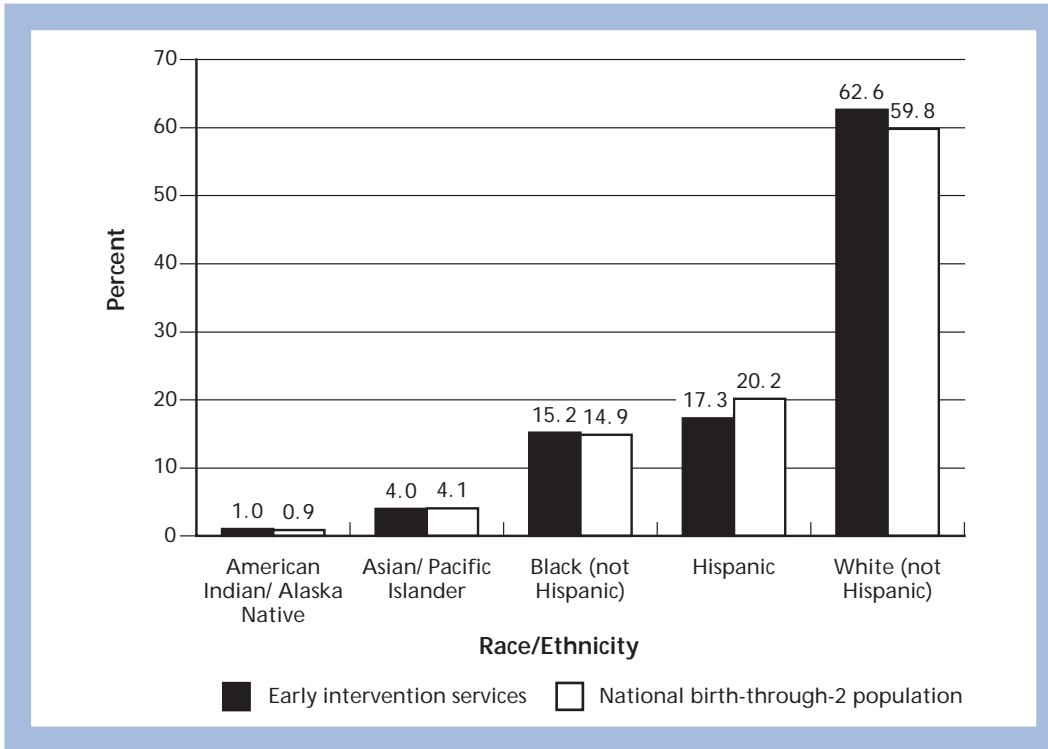
2 Data for 2000 were revised since the 24th Annual Report. Twelve states or outlying areas revised their child count for 2000.

- The percentage of infants and toddlers served under Part C increased from 1.6 percent in 1998 to 2.1 percent in 2001.

## The Race/Ethnicity of Children Served<sup>3</sup>

*What is the race/ethnicity of the infants and toddlers receiving early intervention services?*

**Figure 1-3. Racial/Ethnic Composition of Children Served Under IDEA in 2001 and the National Birth-Through-2 Population<sup>a/</sup>**



*a/* Data are for the 50 states and the District of Columbia.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH7 in vol. 2. The population data are July 1 estimates for 2001 released in October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. These estimates are based on the 2000 decennial Census and come from the Population Estimates Program, U.S. Census Bureau, Population Division.

- The racial/ethnic composition of infants and toddlers receiving early intervention services is similar to the racial/ethnic composition of the general population of infants and toddlers.
- Most infants and toddlers receiving early intervention services are white.
- Hispanic children are the next largest racial/ethnic group who are served under Part C, followed by black children.

3 The race/ethnicity categories presented here are those used by the Office of Special Education Programs to collect the IDEA, Section 618 data. Other racial/ethnic categories or combinations of racial/ethnic categories are used in other data included in this report.

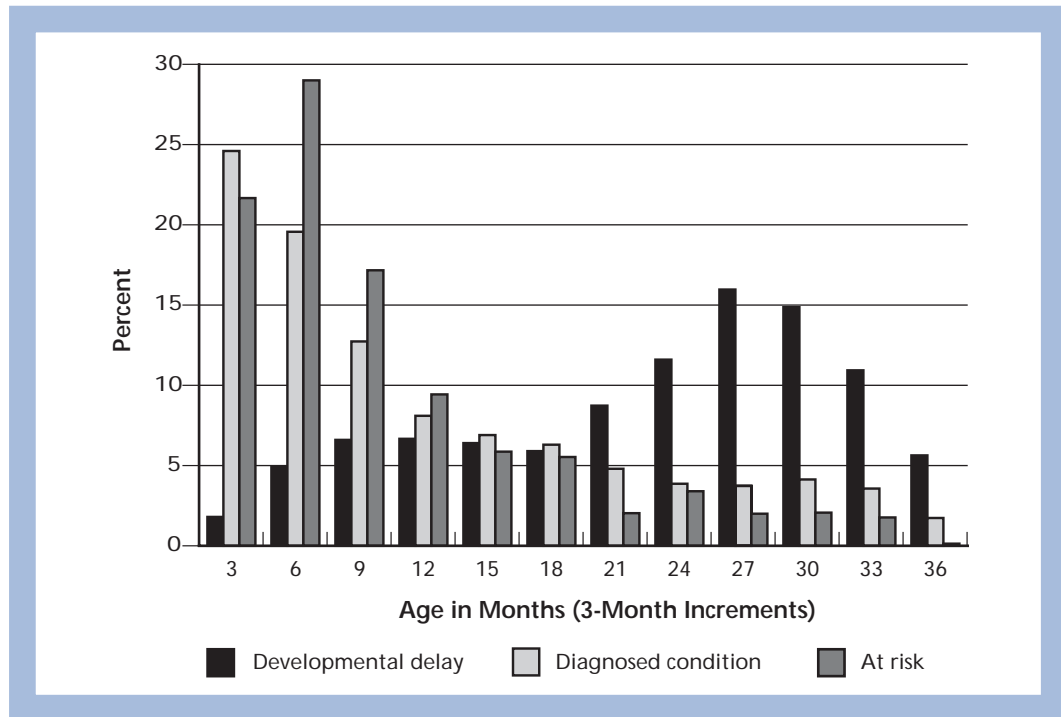


NEILS, part of OSEP's National Assessment, is a longitudinal study that is following more than 3,300 infants and toddlers with disabilities or at risk for disabilities and their families through their experiences in early intervention and into early elementary school. The study is providing information about the characteristics of children and families, the services they receive, and the outcomes they experience.

## Age at Entry to Early Intervention Services

*Does the age of entry into early intervention services differ by disability?*

Figure 1-4. Average Age of Entry Into Early Intervention by Disability-Related Condition: 1997-98



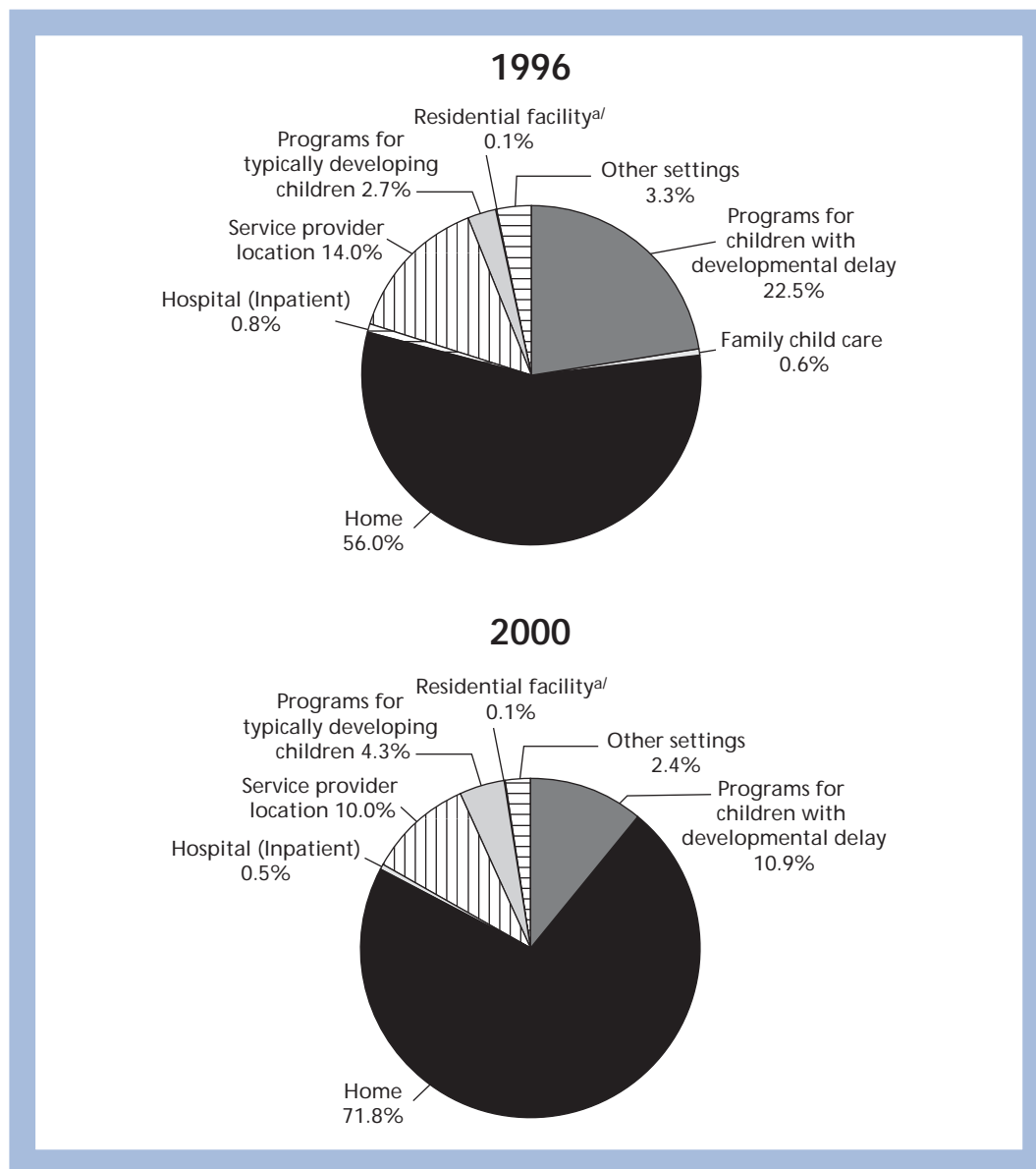
Source: NEILS Initial Program Data.

- It appears that younger infants and toddlers are more likely to have either a diagnosed condition or are at risk compared to older infants and toddlers, who are more likely to have a developmental delay. Three-month-olds are the most likely to have a diagnosed condition, while 6-month-olds are most likely to be at risk.
- The majority of infants and toddlers who enter with a developmental delay are 27 months old or greater.
- Children begin receiving early intervention most often in the first 9 months after birth, or when they are approximately 28 months of age.

## Trends in Early Intervention Service Settings

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

**Figure 1-5. Percentage of Infants and Toddlers with Disabilities Served in Various Settings: 1996 and 2000**



<sup>a/</sup> The percentage of children being served in residential facilities is too small to register on the chart.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH3 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- In 2000, most (71.8 percent) infants and toddlers were being served primarily in the home, followed by 10.9 percent being served in a program for children with developmental delays or disabilities, and 10.0 percent in a service provider location.



- Between 1996 and 2000, the percentage of infants and toddlers being served primarily in a program for children with developmental delays or disabilities decreased by more than 50 percent, while the percentage of those being served primarily in the home increased by more than 15 percent. All other settings differed by a maximum of 3 percent between 1996 and 2000.

## *Does the primary early intervention setting differ by race/ethnicity?*

**Table 1-1. Percentage of Children by Early Intervention Setting and Race/Ethnicity: 2000**

Setting	All	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Home	71.8	76.0	76.1	65.5	68.1	74.3
Hospital (inpatient)	0.5	0.4	0.2	1.3	0.2	0.4
Programs for children with developmental delays or disabilities	10.9	7.9	10.8	11.7	12.9	9.5
Programs for typically developing children	4.3	7.9	2.8	7.0	3.1	4.2
Residential facility	0.1	0.2	0.1	0.1	0.1	0.1
Service provider location	10.0	6.0	8.8	11.3	13.6	9.2
Other settings	2.4	1.6	1.1	3.0	2.1	2.2
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

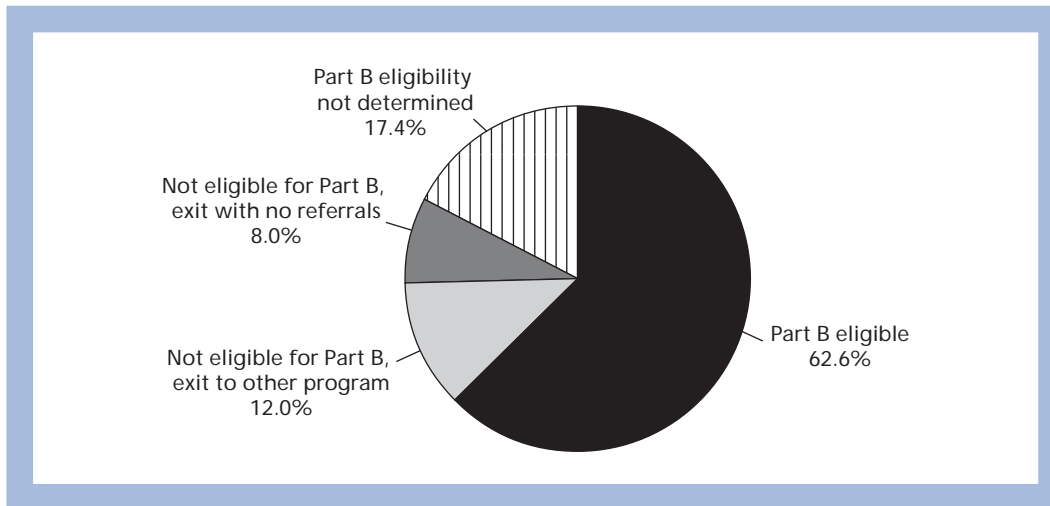
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AH3 and AH10 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Most children in all racial/ethnic groups receive early intervention services primarily in the home or in programs for typically developing children. American Indian/Alaska Native children are most often served in these settings (83.9 percent), followed by Asian/Pacific Islander (78.9 percent) and white children (78.5 percent). Hispanic (71.2 percent) and black (72.5 percent) infants and toddlers are somewhat less likely to be served in these settings.

## Infants and Toddlers Exiting Part C<sup>4</sup>

*What happens when children reach age 3 and no longer receive early intervention services?*

**Figure 1-6. Percentage of Children Transitioning From Part C at Age 3, by Exiting Category: 2000<sup>a/</sup>**



*a/ Does not include information on children who complete their individualized family services plan (IFSP), no longer require services, and exit before age 3.*

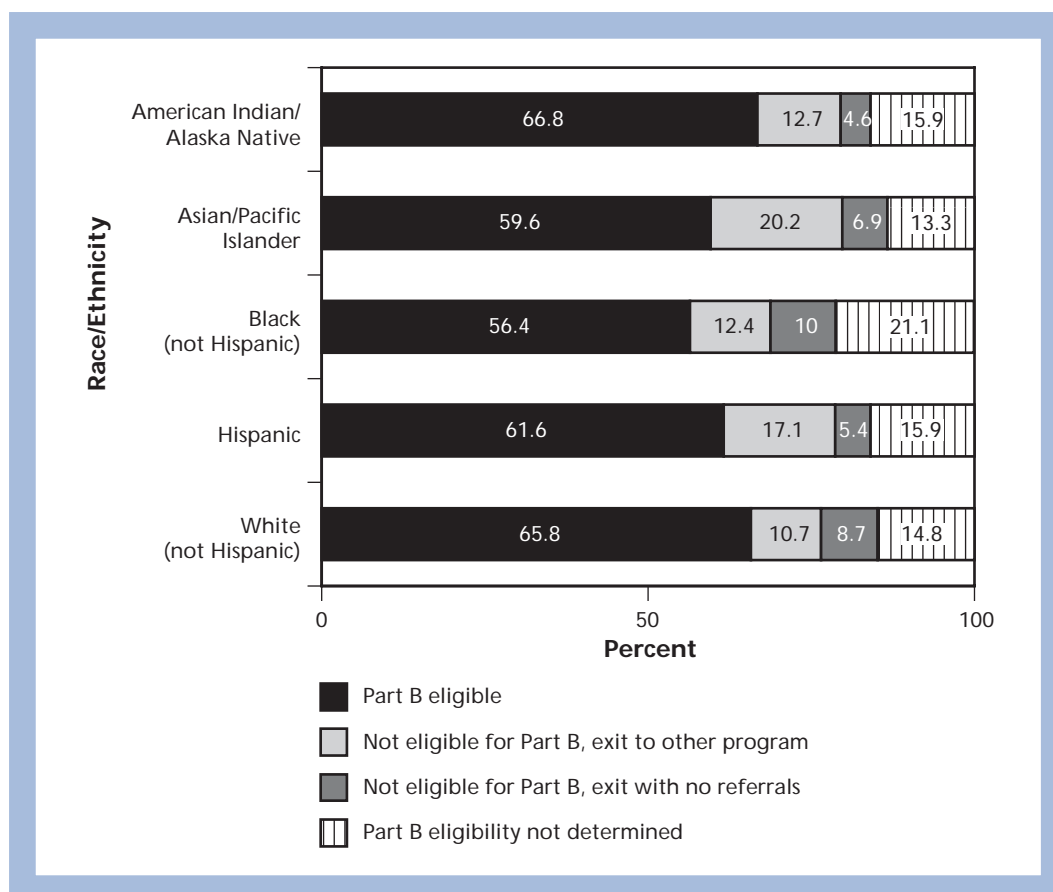
*Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH4. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.*

- The majority (62.6 percent) of Part C children are eligible for Part B services when they turn age 3. Some children exit Part C at age 3 without determination of their eligibility for Part B (17.4 percent). Children specifically deemed ineligible for Part B services either exit to another program (12.0 percent) or leave with no referral to another program (8.0 percent).

4 Under Part C of IDEA, states must "...ensure a smooth transition for toddlers receiving early intervention services ... to preschool or other appropriate services" (IDEA, §637(a)(8)).

## What are the differences in exiting categories for children in different racial/ethnic groups who are exiting Part C at age 3?

Figure 1-7. Percentage of Children Transitioning From Part C at Age 3, by Exiting Category and Race/Ethnicity: 2000-01



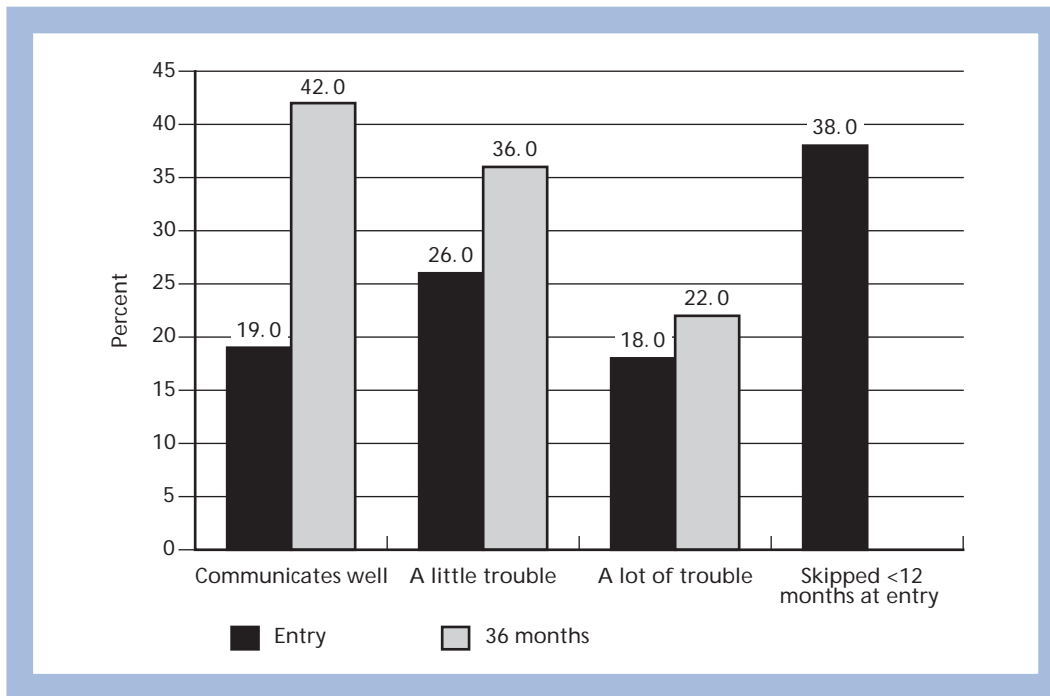
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AH11 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- American Indian/Alaska Native (66.8 percent) and white infants and toddlers (65.8 percent) were somewhat more likely to be determined Part B eligible than were Hispanic (61.6 percent), Asian/Pacific Islander (59.6 percent), and black (56.4 percent) infants and toddlers.
- Black infants and toddlers were more likely than other racial/ethnic groups to have their Part B eligibility undetermined (21.1 percent), followed by Native American/Alaska Native (15.9 percent) and Hispanic (15.9 percent).

## The Impact of Early Intervention Services on Infants and Toddlers Served<sup>5</sup>

*What progress do infants and toddlers make in their communications skills while receiving early intervention services?*

Figure 1-8. How Well Child Makes Needs Known at Entry and at 36 Months<sup>a/</sup>: 1997-98



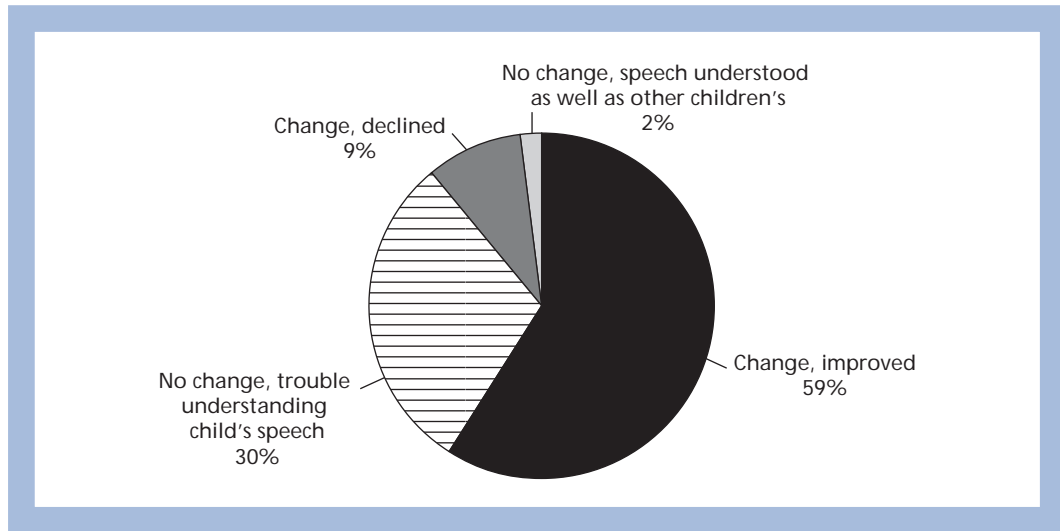
a/ Only children 12 months of age or older were evaluated for communication.

Source: NEILS Parent Survey.

- According to these data, children are twice as likely to communicate well at 36 months than at time of entry.
- At time of entry, about a fourth of the children (26.1 percent) had little trouble communicating, and 18 percent had a lot of trouble.
- At 36 months, almost half (42 percent) communicated well, followed by over a third (36 percent) who had little trouble, and one in five (22 percent) who had a lot of trouble.

5 The data presented here are exemplary of the type of information collected by NEILS on the impact of early intervention services on infants and toddlers receiving these services. Additional data on the impact of early intervention services can be found on the NEILS Web site, [www.sri.com/neils/](http://www.sri.com/neils/).

**Figure 1-9. Change in Others' Understanding of Child's Speech Between Time of Entry and at 36 Months<sup>a/</sup>: 1997-98**



*a/ Only children 12 months of age or older were evaluated for speech.*

*Source: NEILS Parent Survey.*

- More than two-thirds of children (59 percent) who were 12 months old at entry had a positive change in their speech.
- About a third of infants and toddlers (32 percent) experienced no change in their speech, and 9 percent experienced a decline in their ability to be verbally understood.

# Children Ages 3 Through 21 Served Under IDEA, Part B<sup>6</sup>

Part B of IDEA provides funds to states to assist them in providing a free appropriate public education (FAPE) to children with disabilities who are in need of special education and related services. To be eligible for funding under this program, a state must make FAPE available to all disabled children residing in the state, ages 3 through 21, except that they are not required to serve children ages 3 through 5 and ages 18 through 21 if serving such children is inconsistent with state law or practice or the order of any court. The act has four primary purposes: to ensure that all children with disabilities have FAPE available to them with special education and related services designed to meet their individual needs, to ensure that the rights of children with disabilities and their families are protected, to assist states and localities in providing education for all children with disabilities, and to assess and ensure the effectiveness of efforts to educate children with disabilities.

In 1997 Congress made significant changes to IDEA, going beyond ensuring educational equity for children with disabilities. With access to public schools already guaranteed for 6.4 million children with disabilities, the 1997 reauthorization of IDEA set educators' and policymakers' sights on setting higher expectations and improving achievement for these students, as well as on ensuring positive transitions to work or postsecondary education after graduation.

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

IDEA requires states to have policies and procedures in effect to ensure the provision of FAPE to all 3- through 5-year-olds with disabilities in order to be eligible for funds under the Preschool Grants Program and other IDEA funds targeted to children ages 3 through 5 with disabilities. States may also, at their discretion, serve 2-year-olds who will turn 3 during the school year.

### *How many preschoolers are served under IDEA, Part B?*<sup>7</sup>

- On December 1, 2001, a total of 620,195 children ages 3 through 5 were served under Part B. Of these, 612,084 were served in the 50 states and the District of Columbia. This number represents 5.2 percent of the total population of 3- through 5-year-olds living in the states and the District of Columbia.<sup>8</sup>
- Of the total number of preschoolers receiving special education services, 21.9 percent were 3 years old, 35.8 percent were 4 years old, and 42.3 percent were 5 years old.

6 Data from individual states impact these national data; in particular, data from one large state show many more 4-year-olds served than 5-year-olds served in 2001. No explanation was provided by the state for the pattern observed.

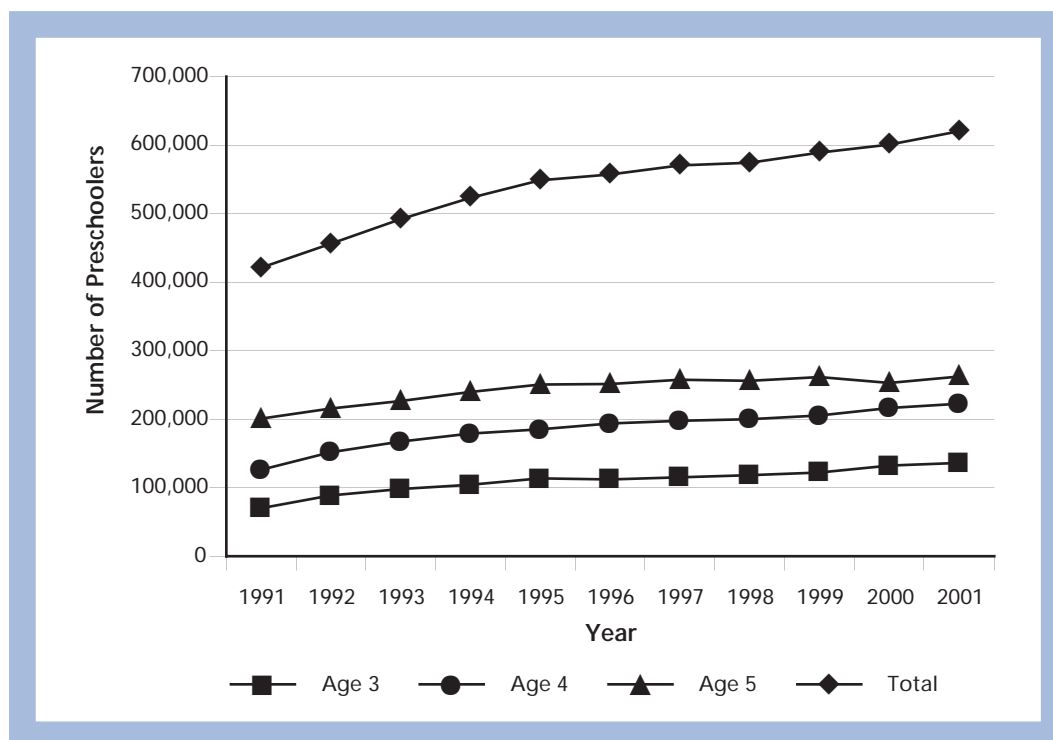
7 Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Tables AA1, AA8, and AF7. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

8 The percentage of general population was calculated using the July 1 population estimates for 2001 released October 2003. The number served in the 50 states and the District of Columbia was divided by the general U.S. population estimate for children in this age range.

As part of its National Assessment, OSEP is funding the Pre-elementary Early Education Longitudinal Study (PEELS). The study focuses on the characteristics of children receiving preschool special education; the programs and services they receive; their experiences in transitioning from early intervention programs to preschool and from preschool to elementary school; the results they achieve in preschool, kindergarten, and early elementary school; and the factors that contribute to better results.

## How has the number of preschoolers served under Part B changed over the past 10 years?

Figure 1-10. Number of Preschoolers Served Under IDEA, Part B: 1991 Through 2001<sup>a/</sup>



<sup>a/</sup> For 1991 through 1994, the counts include children served under Chapter 1 of ESEA (SOP). For 1991 only, children served under Chapter 1 of ESEA (SOP) are only included in the total count because the data were not disaggregated by age year. Beginning in 1994-95, all special education services to children and youth with disabilities were provided only through IDEA, Part B. Data for 2000 were revised since the 24th Annual Report to Congress on Implementation of IDEA. Twelve states revised their child count for 2000.

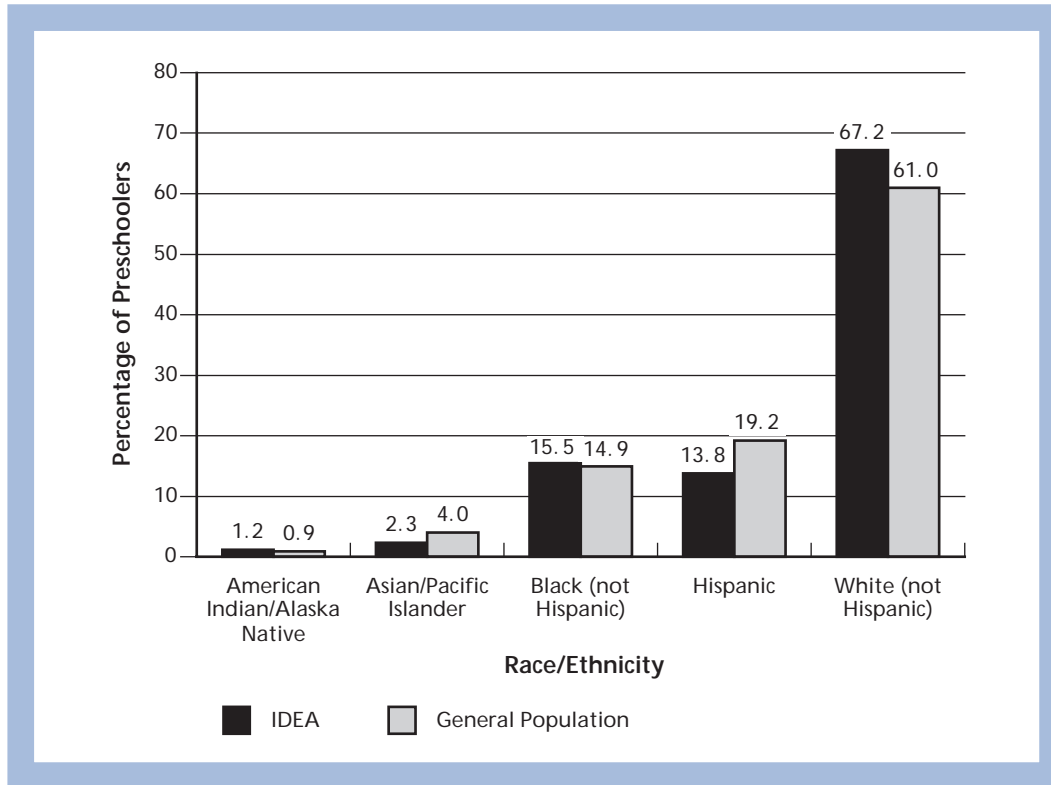
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA8 and AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Since 1991, the number of preschoolers served under Part B grew from 422,217 to 620,195. This is an increase of 197,978 preschoolers or a 46.9 percent growth in the number of children served.
- The number of preschoolers served under Part B increased for each age year. From 1991 to 2001, the number of 3-year-olds served increased 93.6 percent, the number of 4-year-olds served increased 75.9 percent, and the number of 5-year-olds served increased 30.7 percent.

## The Race/Ethnicity of Preschoolers Served<sup>9</sup>

*What is the racial/ethnic composition of the preschool IDEA population?*

Figure 1-11. Racial/Ethnic Composition of Children Ages 3 Through 5 Served Under IDEA and the National Preschool Population, Part B: 2001-02<sup>a/</sup>



a/ Data are for the 50 states and the District of Columbia.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA14 and AF7 in vol. 2. The population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. These estimates are based on the 2000 decennial Census and come from the Population Estimates Program, U.S. Census Bureau, Population Division.

- In the 50 states and the District of Columbia, the largest percentage of preschoolers served under Part B were white (67.2 percent). White children also composed the largest percentage of the preschool population (61.0 percent).
- The percentage of Hispanic preschoolers served under Part B (13.8 percent) is somewhat smaller than the percentage of Hispanic preschoolers in the general population (19.2 percent). This was also true for Asian/Pacific Islanders; the percentage of Asian/Pacific Islander preschoolers served under Part B (2.3 percent) was smaller than the percentage of Asian/Pacific Islander preschoolers in the population (4.0 percent).
- The percentages of American Indian/Alaska Native and black preschoolers served under Part B were slightly larger (1.2 percent and 15.5 percent, respectively) than in the general population (0.9 percent and 14.9 percent, respectively).

States report

race/ethnicity data

in five categories:

American Indian/

Alaska Native,

Asian/Pacific

Islander, Black

(not Hispanic),

Hispanic, and

White (not

Hispanic).

9 The race/ethnicity categories presented here are those used by the Office of Special Education Programs to collect the IDEA, Section 618 data. Other racial/ethnic categories or combinations of racial/ethnic categories are used in other data included in this report.



*What is the likelihood of children ages 3 through 5 in each racial/ethnic group being served under IDEA, Part B, as compared to that of all other children ages 3 through 5?*

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion of all other racial/ethnic groups combined. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

**Table 1-2. Risk Ratios by Race/Ethnicity for Children Ages 3 Through 5 Served Under IDEA, Part B: 2001-02<sup>a/</sup>**

Race/ethnicity	Child count	3-5 population	Risk index <sup>b/</sup>	Risk ratio <sup>c/</sup> vs. all other children
American Indian/Alaska Native	7,445	108,371	6.87	1.30
Asian/Pacific Islander	13,825	465,807	2.97	0.55
Black (not Hispanic)	94,880	1,722,543	5.51	1.05
Hispanic	84,570	2,222,419	3.81	0.67
White (not Hispanic)	411,364	7,056,878	5.83	1.31
<b>Race/ethnicity total</b>	<b>612,084<sup>d/</sup></b>	<b>11,576,018</b>	<b>5.29</b>	<b>N/A</b>

a/ Data are for the 50 states and the District of Columbia.

b/ Risk indexes were calculated by dividing the number of children with disabilities in the racial/ethnic group by the total number of children in the racial/ethnic group.

c/ Overall risk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other students.

d/ The race/ethnicity total may not equal the Part B total for the 50 states and D.C. because not all children were reported by race/ethnicity.

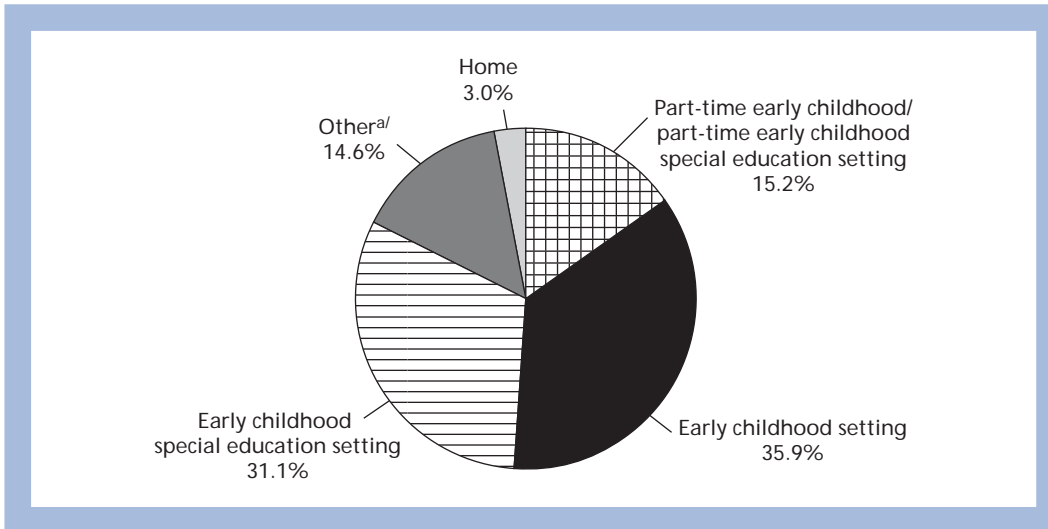
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables A14 and AF7 in vol. 2. Population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. These estimates are based on the 2000 decennial Census and come from the Population Estimates Program, Census Bureau, Population Division.

- American Indian/Alaska Native children ages 3 through 5 were 1.3 times more likely to be served under Part B than all other groups combined.
- White children ages 3 through 5 were 1.3 times more likely to be served under Part B than all other groups combined.
- Asian/Pacific Islander children ages 3 through 5 were just over half as likely to be served under Part B than all other groups combined.

## Trends in Preschool Service Settings

### *What is the primary service setting for preschoolers with disabilities?*

Figure 1-12. Percentage of Preschoolers with Disabilities Served in Various Settings: 2000-01



a/ Other includes residential facilities, separate schools, itinerant services outside the home, and reverse mainstream<sup>10</sup> preschool environments.

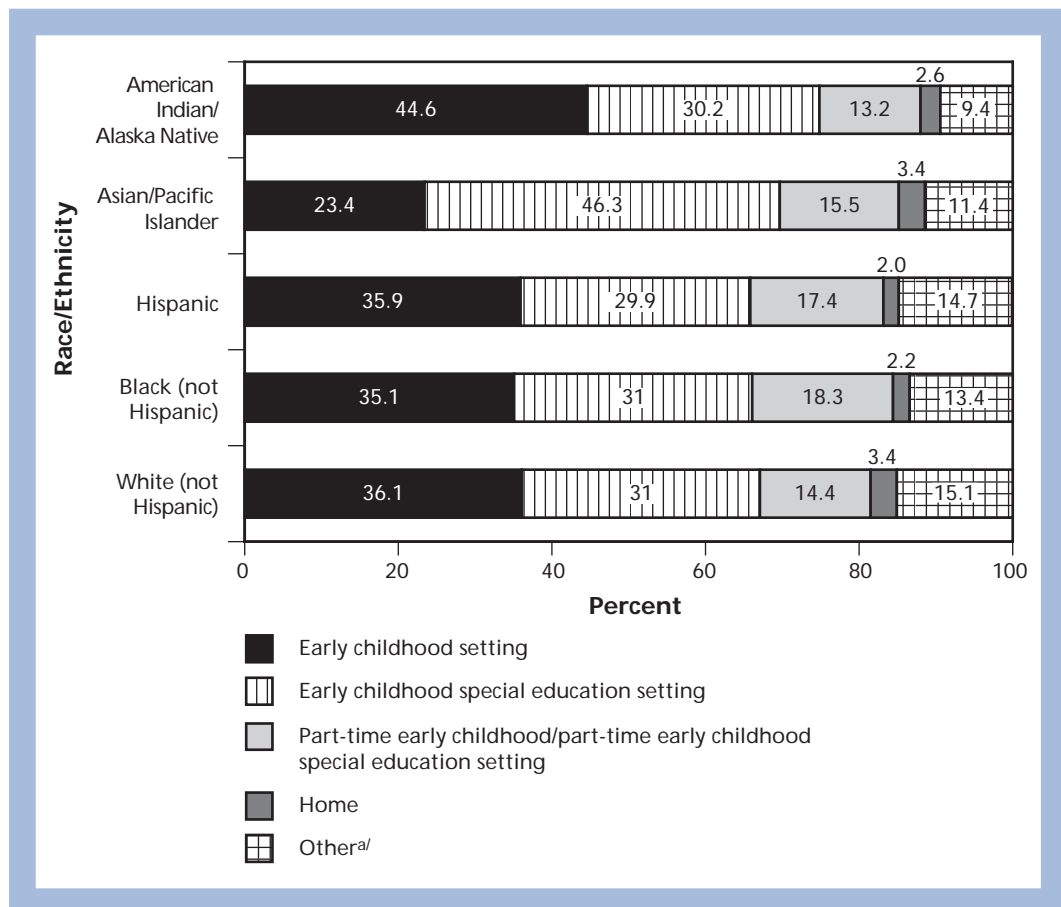
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB1. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- In 2000, 51 percent of preschoolers received special education services in either early childhood settings or part-time early childhood/part-time special education settings.
- Only 3 percent of preschoolers were served primarily at home.
- A total of 14.6 percent of preschoolers were served in other settings, including residential facilities, separate schools, itinerant services outside the home, or reverse mainstream settings.

<sup>10</sup> The reverse mainstream setting is an educational program designed primarily for children with disabilities that includes 50 percent or more children without disabilities.

## Do service settings for preschoolers differ by racial/ethnic group?

Figure 1-13. Preschool Service Setting by Racial/Ethnic Group: 2000-01



<sup>a/</sup> Other includes residential facilities, separate schools, itinerant services outside the home, and reverse mainstream preschool environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- American Indian/Alaska Native preschoolers with disabilities are more likely to receive special education and related services in early childhood settings than are children from any other group (44.6 percent).
- Asian/Pacific Islander preschoolers with disabilities are most likely to receive special education and related services in early childhood special education settings than are children from any other group (46.3 percent).
- Black preschoolers with disabilities are more likely than other preschool children to receive special education and related services in a part-time early childhood/part-time early childhood special education setting (18.3 percent).
- Hispanic and white preschoolers with disabilities are more likely than other preschool children to receive special education and related services in “other” settings (14.7 percent and 15.1 percent, respectively).

## Workforce

### *What are the characteristics of teachers who serve preschoolers with special needs?*

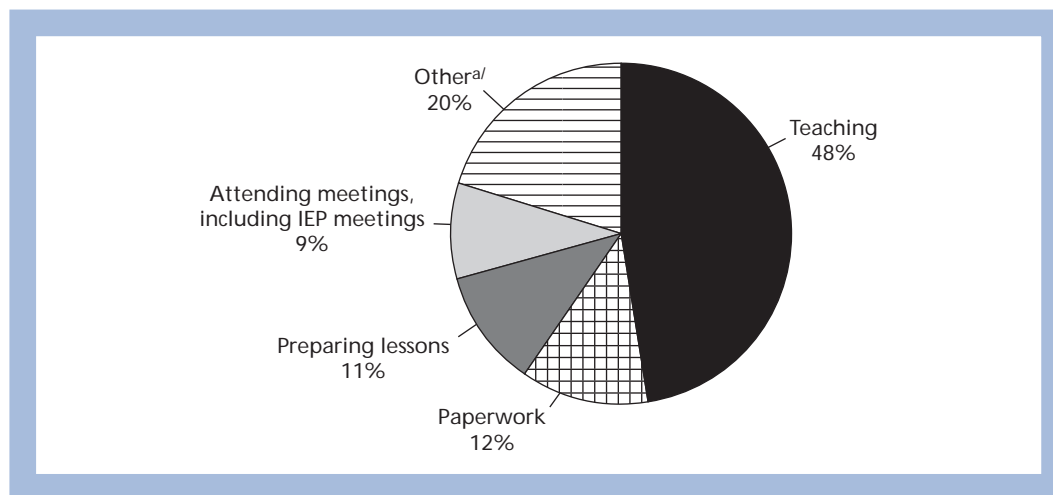
During the 2000-01 school year, there were 34,342 special education teachers serving preschoolers with disabilities in the United States and outlying areas. About 88.8 percent of them were fully certified for their positions.<sup>11</sup> According to the Study of Personnel Needs in Special Education (SPeNSE):

- 98.6 percent were female;
- 90.0 percent were white;
- 6.4 percent were Hispanic; and
- 6.5 percent have a disability.

The average preschool special education teacher serves 14 children, and 72 percent of preschool special education teachers serve children ages birth to 5 exclusively.

### *How do preschool special education teachers spend their time?*

**Figure 1-14. How Preschool Special Education Teachers Spend Their Time: 2000**



<sup>a/</sup> Other activities included duties such as reading background materials, sharing expertise with other staff, and communicating with parents.

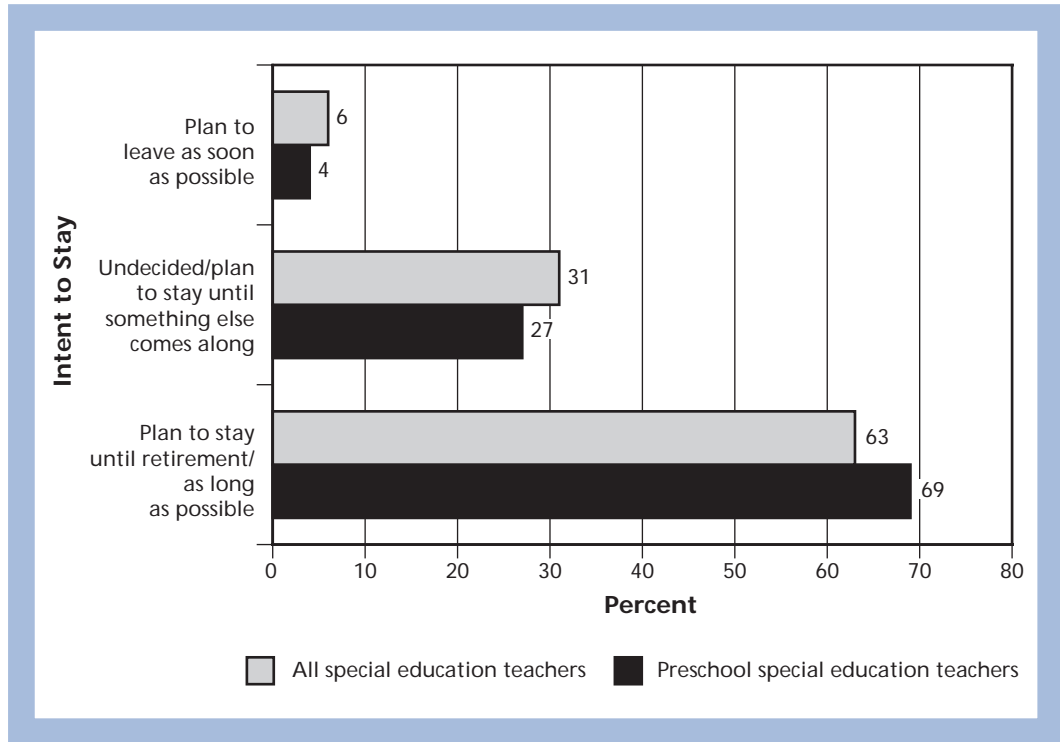
Source: SPeNSE Service Provider Survey. The percentages above are based on the mean number of hours spent per week on each activity. Preschool teachers worked 49.9 hours per week on average.

*SPeNSE, another component of OSEP's National Assessment studies, described the quality of the workforce serving children and youth with disabilities and factors affecting workforce quality.*

<sup>11</sup> These figures are from DANS, Table AC1 in vol. 2.; other data are from SPeNSE. See <http://ferdig.coe.ufl.edu/spense/> for more information on preschool teachers and other special education personnel.

## How long do preschool special education teachers intend to stay in the field?

Figure 1-15. How Long Preschool Special Education Teachers Intend To Stay in the Field, as Compared to All Special Education Teachers: 2000



Source: SPeNSE Service Provider Survey.

- Almost 70 percent of preschool special education teachers are planning to remain in the field until they retire or as long as possible.

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

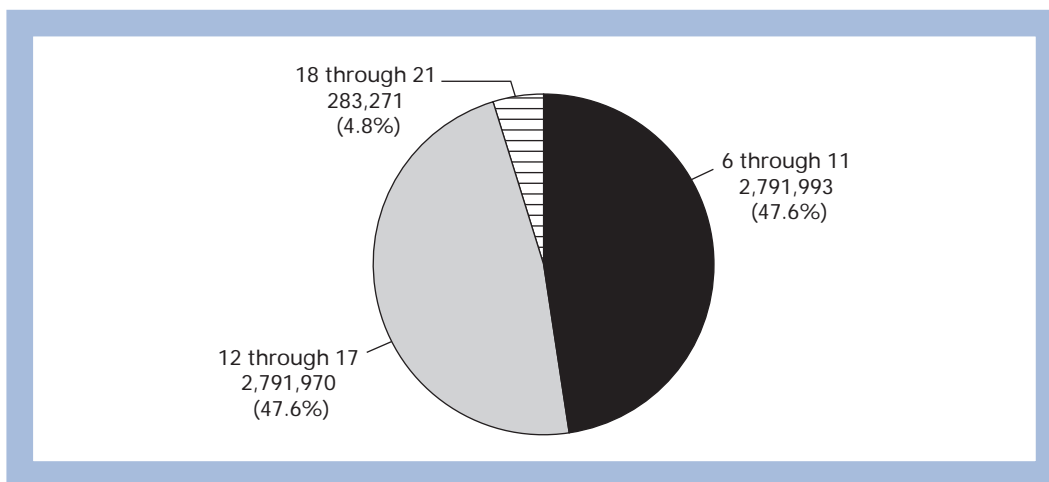
Since the 1975 passage of the Education for All Handicapped Children Act (EHA, P.L. 94-142), the Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children with disabilities served under Part B of IDEA used nine disability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

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

## How many 6- through 21-year-olds are served under IDEA?<sup>12</sup>

- On December 1, 2001, a total of 5,867,234 students with disabilities in the 6- through-21 age group were served under IDEA. Of these 5,795,334 were served in the 50 states and the District of Columbia. This number represented 8.9 percent of the general 6- through 21-year-old population living in the United States.<sup>13</sup>
- Based on public school enrollment, 12.1 percent of students were receiving special education and related services in 2001.<sup>14</sup>

**Figure 1-16. Number and Percentage of Students Ages 6 Through 21, Served Under IDEA, by Age Group, During the 2001-02 School Year**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA1 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Almost equal numbers of 6- through 11- and 12- through 17-year-olds received special education services in 2001.
- For the 2001-02 school year, 6- through 11-year-olds with disabilities made up 48 percent of the total served under IDEA; 12- through 17-year-olds made up 48 percent, and 18- through 21-year-olds made up the remainder.

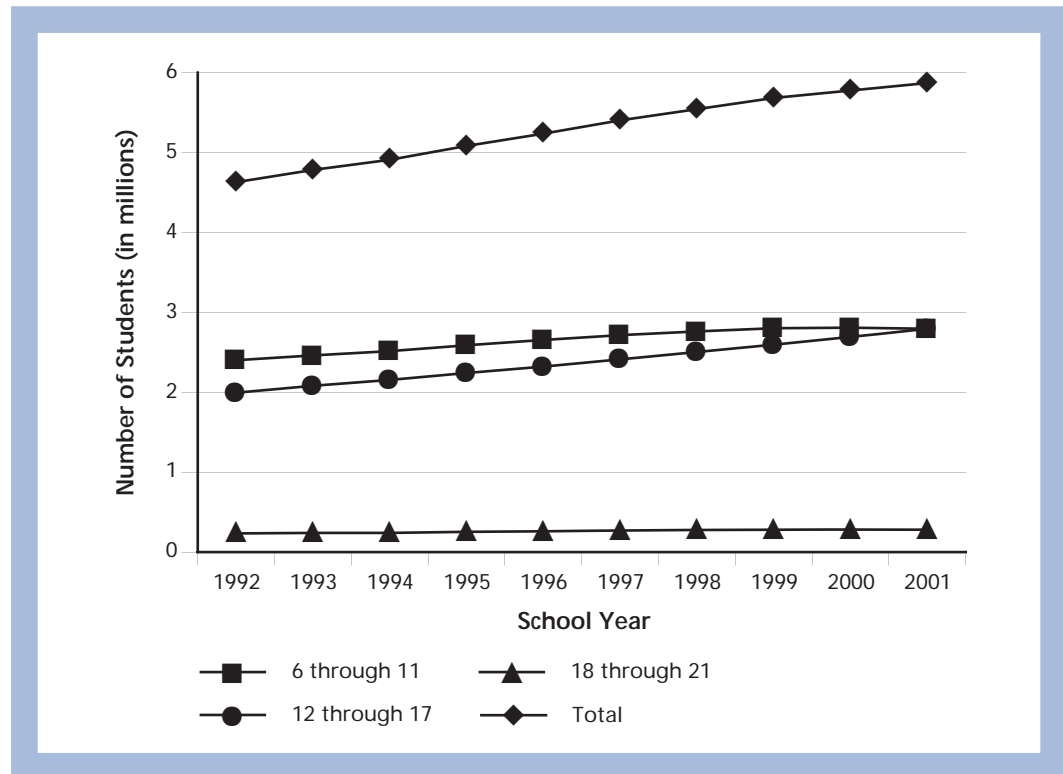
12 Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Tables AA1, AA3, and AF7 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

13 The percentage of population was calculated using the July 1 population estimates for 2001 released October 2003. The number served in the 50 states and the District of Columbia was divided by the general U.S. population estimate for this age range.

14 The percentage of public school enrollment was calculated using 2001-02 data from the Common Core of Data. The total number served was divided by the total student enrollment for the 50 states, D.C., Puerto Rico, and the outlying areas.

## How has the number of 6- through 21-year-olds served under IDEA, Part B, changed over time?

Figure 1-17. Total Number of Students Ages 6 Through 21 Served Under IDEA, by Age Group: 1992-93 to 2001-02

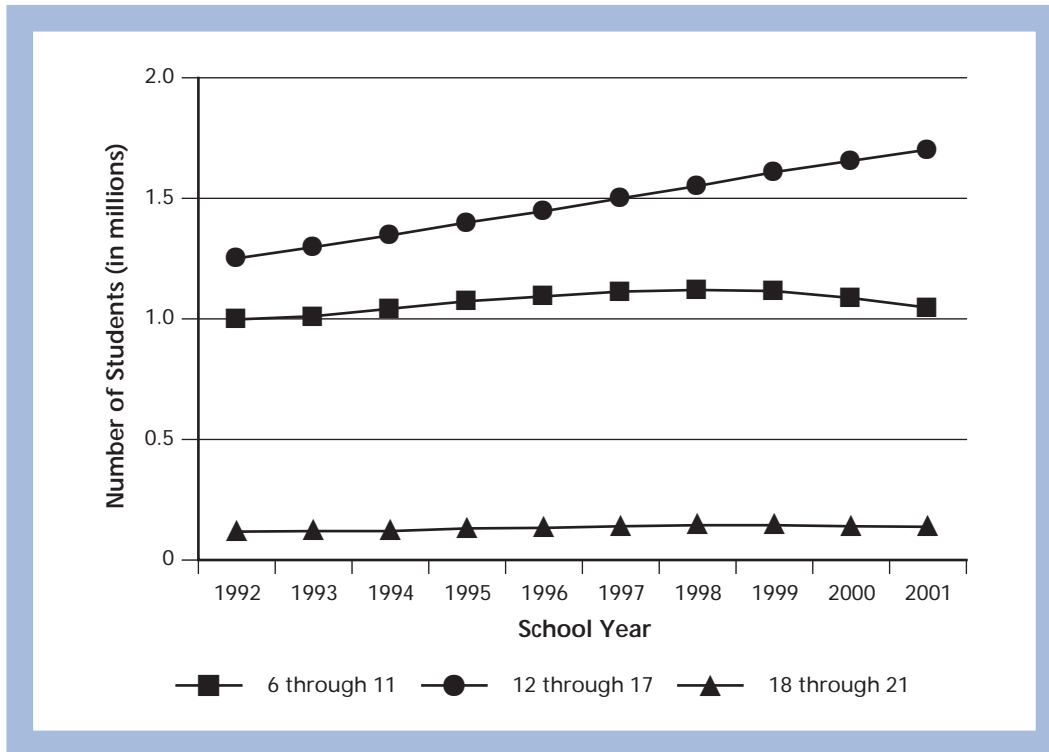


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Since 1992-93, the number of students ages 18 through 21 served under IDEA has remained fairly constant.
- The number of 6- through 11-year-olds served under IDEA grew until 1999-2000 and has since shown small declines in the number of children served. The number of 12- through 17-year-olds served under IDEA has grown each year.

## Has the disability distribution of children receiving services for specific learning disabilities and autism under Part B changed over time?

Figure 1-18. Number of Students with Specific Learning Disabilities Served Under IDEA, by Age Group: 1992-93 to 2001-02



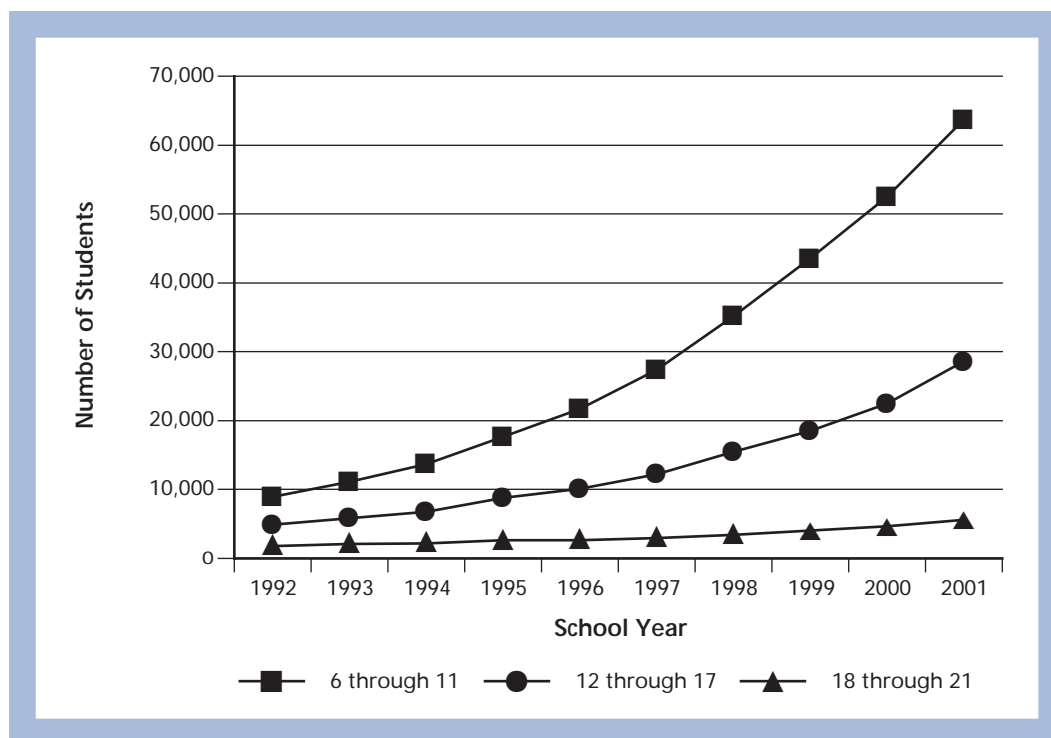
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- While the number of students receiving services for specific learning disabilities in the 12-through-17 age group has increased over the past 10 years, the number of 6- through 11-year-olds and 18- through 21-year-olds has remained steady.



These data come from National Assessment studies sponsored by OSEP. The Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2) examine the characteristics, experiences, and achievements of a nationally representative sample of elementary, middle, and secondary students receiving special education and related services.

**Figure 1-19. Number of Students with Autism Served Under IDEA, by Age Group: 1992-93 to 2001-02**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA9 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Autism was added as an optional reporting category in 1991 and was a required category beginning in 1992.
- Although autism makes up a small percentage of children served under IDEA, the number of students receiving services for autism in the 6-through-11 and 12-through-17 age groups grew markedly over the past 10 years.

### How many students have co-occurring disabilities?

**Table 1-3. Percentage of Students with Co-occurring Disabilities: 2000-01**

	Children (Ages 6 through 12)	Youth (Ages 13 through 17)
One disability	56.9%	42.9%
Two disabilities	28.6%	19.2%
Three disabilities	10.0%	28.0%
Four or more disabilities	4.5%	9.0%

Sources: SEELS Parent Survey and NLTS2 Parent Survey.

- Nearly 15 percent of students with disabilities ages 6 through 12 have three or more disabilities; almost 30 percent have two disabilities; and more than half have only one disability.
- About 28 percent of students with disabilities ages 13 through 17 have three disabilities; 19 percent have two disabilities and about 43 percent have only one disability.

*In which categories are students with attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD) served?*

**Table 1-4. Distribution of Parent-Reported Student ADD/ADHD by Primary Disability Category<sup>a/</sup>: 2000-01**

Primary IDEA category <sup>b/</sup>	Percentage of ADD/ADHD students served <sup>c/</sup>
Specific learning disabilities	41
Speech/language impairments	15
Mental retardation	11
Emotional disturbance	14
Hearing impairments	1
Visual impairments	0
Orthopedic impairments	1
Other health impairments	12
Autism	2
Traumatic brain injury	0
Multiple disabilities	2
Deaf-blindness	0
<b>Total</b>	<b>99</b>

a/ SEELS uses the acronym AD/HD for these students.

b/ SEELS did not sample students with developmental delay.

c/ Total does not equal 100 due to rounding.

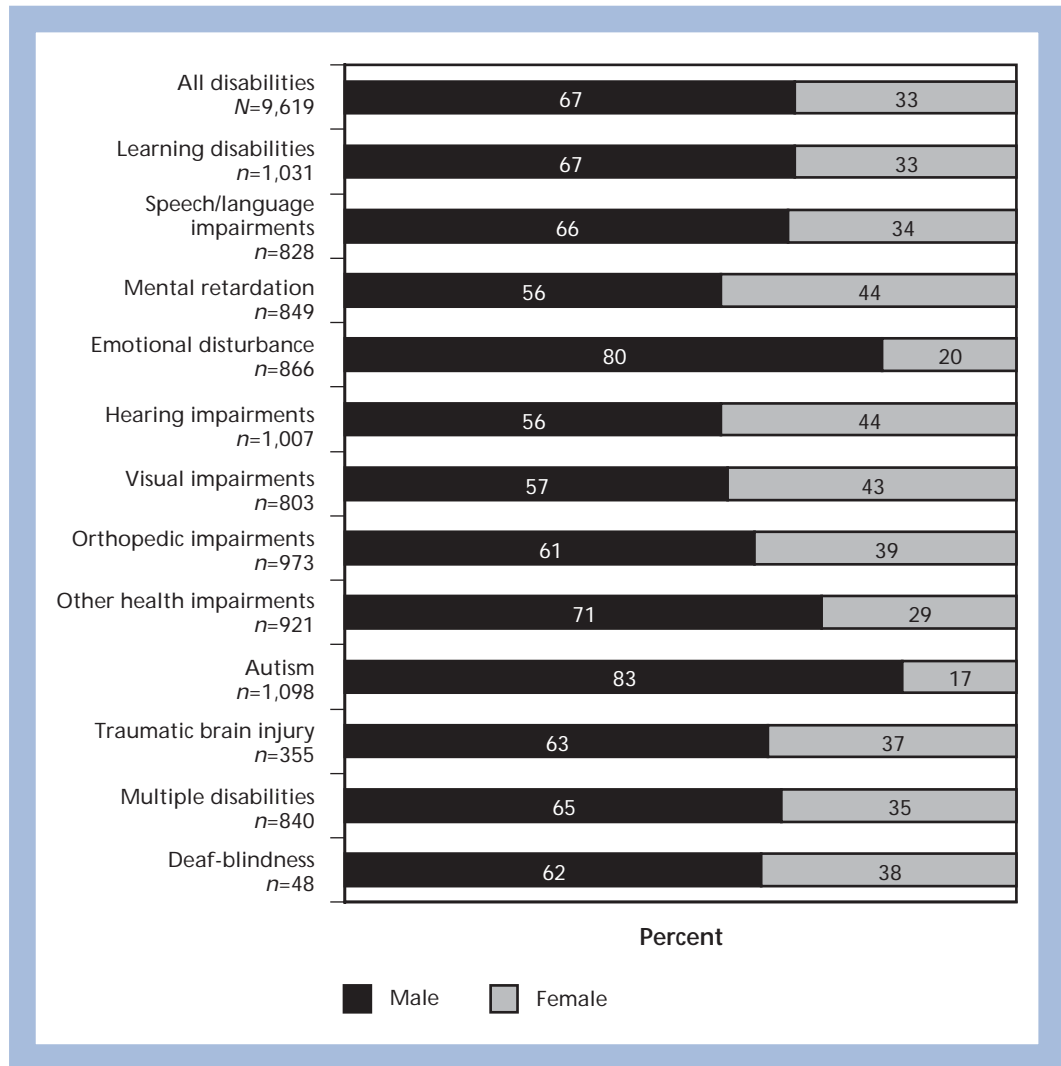
Source: SEELS Parent Survey.

- SEELS data indicate that, overall, 27 percent of students with disabilities have ADD/ADHD, according to parent reports.
- Although students with ADD/ADHD are served under IDEA, it is not a discrete disability category. Forty-one percent of all elementary and middle school-aged students with disabilities whose parents report that their children have ADD/ADHD are served under the specific learning disabilities category, while each of four other disability categories contains more than 10 percent of these students.

## Gender

*What is the gender distribution for students ages 6 through 12 with disabilities?*

**Figure 1-20. Disability Category<sup>a/</sup> by Gender for Students Ages 6 Through 12: 2000-01**

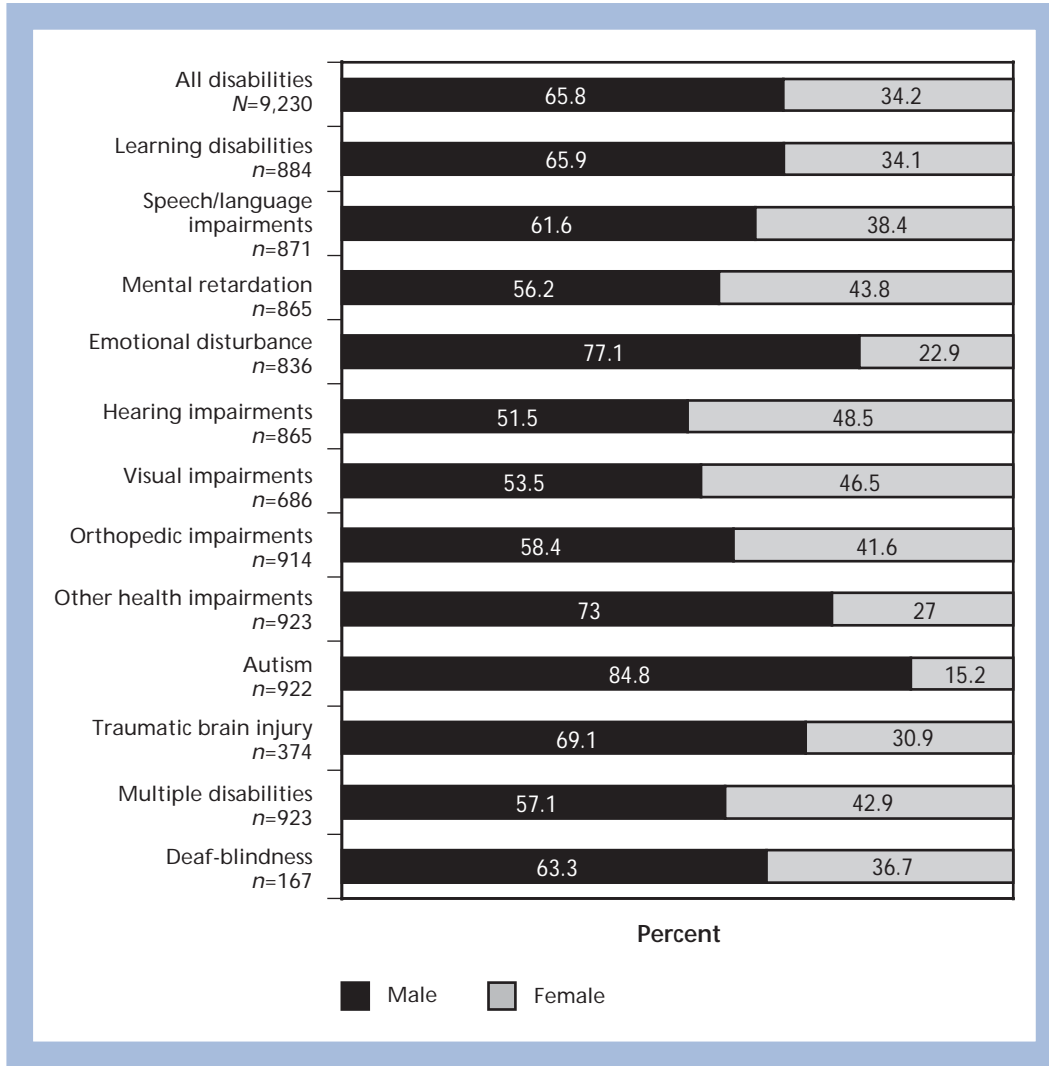


<sup>a/</sup> SEELS did not sample students classified as developmentally delayed.

Source: SEELS Parent Survey.

## What is the gender distribution for students ages 13 through 17 with disabilities?

Figure 1-21. Disability Category by Gender for Students Ages 13 Through 17: 2000



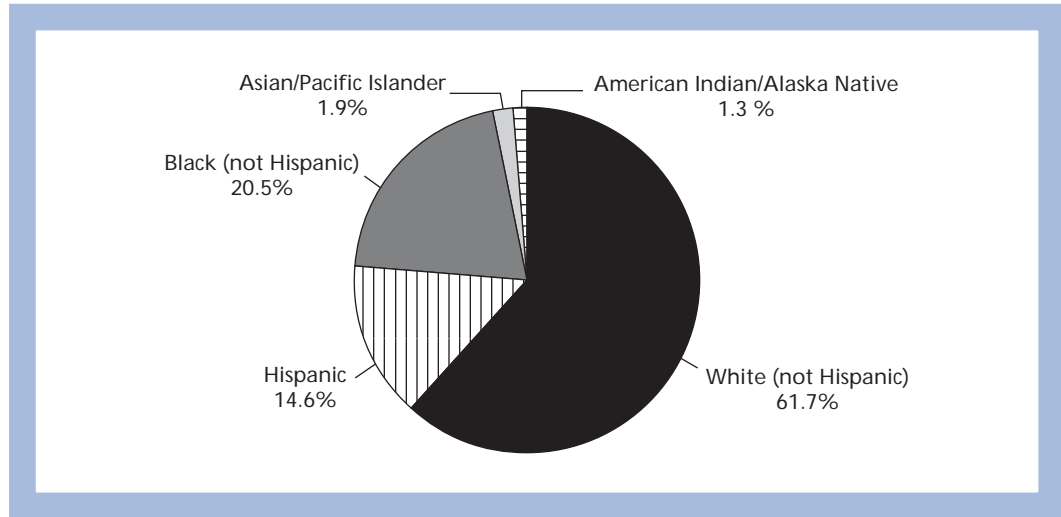
Source: NLTS2 Parent Survey.

- According to SEELS and NLTS2, males account for almost two-thirds of students ages 6 through 17 served under IDEA. In children ages 6 through 12, males represent 80 percent of students with emotional disturbance and 83 percent of students with autism. In those ages 13 through 17, they represent 77 percent of students with emotional disturbance and 85 percent of students with autism.

## Race/Ethnicity<sup>15</sup>

### *What is the racial/ethnic composition of the 6- through 21-year-old IDEA population?*

**Figure 1-22. Racial/Ethnic Composition of Students Ages 6 Through 21 Served Under IDEA, Part B: 2001<sup>a/</sup>**



<sup>a/</sup> Data are for 50 states and District of Columbia.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA15 in vol. 2.

- While 16.6 percent of children between the ages of 6 and 21 in the general population are Hispanic and 15.1 percent are black, according to 2001 population estimates, black students make up a larger proportion of students served under IDEA than do Hispanic students.<sup>16</sup>

15 The race/ethnicity categories presented here are those used by the Office of Special Education Programs to collect the IDEA, Section 618 data. Other racial/ethnic categories or combinations of racial/ethnic categories are used in other data included in this report.

16 Population data are July 1 estimates for 2001, based on the 2000 decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

## What disabilities do students ages 6 through 21 have who receive special education services?

**Table 1-5. Disability Distribution, by Race/Ethnicity, of Students Ages 6 Through 21 Served Under IDEA: 2001**

Disability	American Indian/Alaska Native	Asian/Pacific Islander	Black (non-Hispanic)	Hispanic	White (non-Hispanic)	All students served
Specific learning disabilities	56.0%	42.1%	45.4%	58.9%	48.1%	49.2%
Speech or language impairments	16.8	25.1	14.6	17.7	20.0	18.6
Mental retardation	8.2	9.4	17.4	8.1	8.6	10.3
Emotional disturbance	7.7	5.0	11.3	5.0	8.0	8.1
Multiple disabilities	2.3	2.7	2.1	2.0	2.2	2.2
Hearing impairments	1.1	3.0	1.0	1.6	1.1	1.2
Orthopedic impairments	0.8	1.8	0.9	1.3	1.4	1.3
Other health impairments	4.4	4.4	4.3	3.2	7.0	5.8
Visual impairments	0.4	0.8	0.4	0.5	0.4	0.4
Autism	0.8	4.1	1.4	1.1	1.8	1.7
Deaf-blindness	0.0	0.1	0.0	0.0	0.0	0.0
Traumatic brain injury	0.3	0.4	0.3	0.3	0.4	0.4
Developmental delay	1.2	1.0	0.9	0.4	0.8	0.8
<b>All disabilities</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA15 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- For all racial/ethnic groups, more students with specific learning disabilities were served than students with any other disability in 2001.
- The percentages of white students in most disability categories are very similar to the percentages for the IDEA student population as a whole.
- The order of the five largest disability categories is the same for four of the five race/ethnicity groups: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, and other health impairments. For black students, however, mental retardation is the second most frequently reported disability category.
- The percentages of American Indian/Alaska Native and Hispanic students with disabilities who received special education for specific learning disabilities are relatively higher when compared with the percentage for all students with disabilities (56.0 percent and 58.9 percent v. 49.2 percent). The percentage of Asian/Pacific Islander students with disabilities who have specific learning disabilities is lower than the percentage for all students with disabilities (42.1 percent v. 49.2 percent).
- The percentage of black students with specific learning disabilities is lower than the percentage of all students with specific learning disabilities served under Part B (45.4 percent v. 49.2 percent).
- The percentage of black students with disabilities who received special education services for mental retardation is substantially higher than the percentage for any other racial/ethnic group (17.4 percent compared with 8.2 percent for American Indian/Alaska

Native students with disabilities, 9.4 percent for Asian/Pacific Islander students with disabilities, 8.1 percent for Hispanic students with disabilities, and 8.6 percent for white students with disabilities).

- The percentage of black students with disabilities who received special education services for emotional disturbance is considerably higher than the percentage for any other racial/ethnic group (11.3 percent compared with 7.7 percent for American Indian/Alaska Native students with disabilities, 5.0 percent for Asian/Pacific Islander students with disabilities, 5.0 percent for Hispanic students with disabilities, and 8.0 percent for white students with disabilities).
- The percentage of white students with disabilities who received special education services for other health impairments is nearly twice the percentage for the nearest racial/ethnic group (7.0 percent v. 4.4 percent).

*What is the likelihood of students ages 6 through 21 in each racial/ethnic group being identified with a given disability as compared to that of all other students ages 6 through 21?*

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion of all other racial/ethnic groups combined. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

**Table 1-6. Overall Risk Ratios<sup>a/</sup> for Students Ages 6 Through 21, by Race/Ethnicity for Selected Disability Categories: 2001-02**

Disability	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.50	0.39	1.31	1.07	0.88
Speech or language impairments	1.21	0.65	1.07	0.82	1.13
Mental retardation	1.09	0.44	2.99	0.58	0.63
Emotional disturbance	1.25	0.29	2.21	0.52	0.87
Multiple disabilities	1.33	0.57	1.40	0.76	1.00
Hearing impairments	1.25	1.20	1.11	1.19	0.81
Orthopedic impairments	0.89	0.70	0.96	0.90	1.15
Other health impairments	1.07	0.36	0.99	0.44	1.69
Visual impairments	1.19	0.94	1.21	0.89	0.96
Autism	0.64	1.22	1.17	0.52	1.22
Deaf-blindness	1.94	0.93	0.90	0.96	1.05
Traumatic brain injury	1.25	0.56	1.27	0.62	1.18
Developmental delay	1.98	0.64	1.65	0.44	1.06
<b>All Disabilities</b>	<b>1.33</b>	<b>0.47</b>	<b>1.45</b>	<b>0.86</b>	<b>0.93</b>

a/ Overall risk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other students. Risk indexes were calculated by dividing the number of children with disabilities in the racial/ethnic group by the total number of children in the racial/ethnic group.

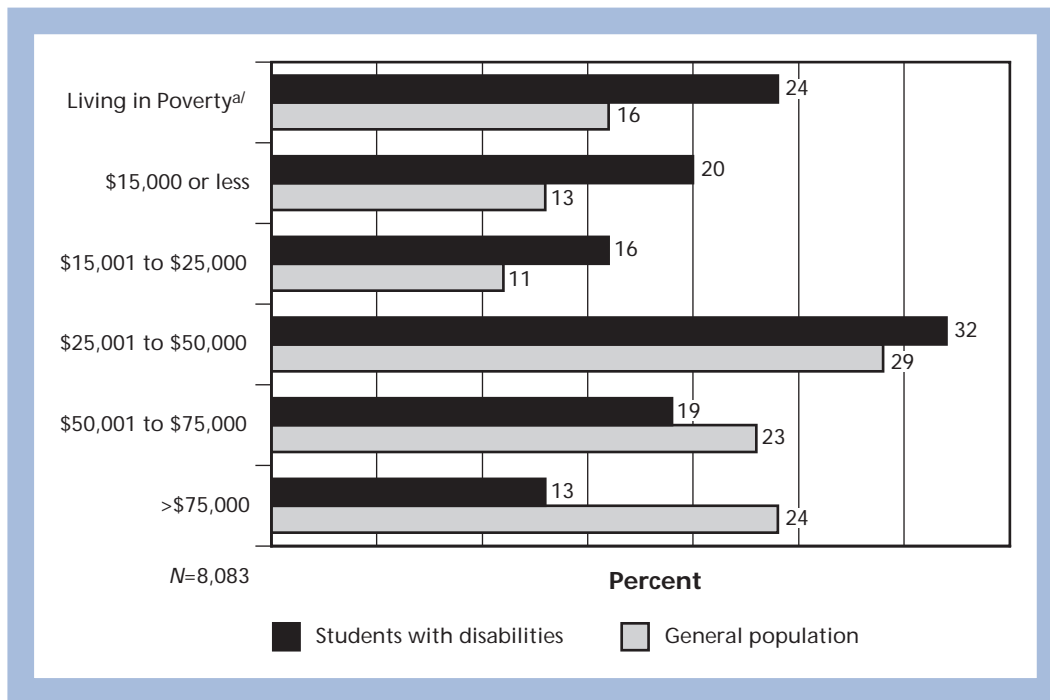
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AA15 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas. Population data are July 1 estimates for 2001 released October 2003. The Census' multiracial category was apportioned into each of the five single race/ethnicity categories in proportion to each category's relative size. The estimates are based on the 2000 decennial Census and come from the Population Estimates Program, Census Bureau, Population Division.

- Black students are 2.99 times more likely to be classified as having mental retardation and 2.21 times more likely to be classified as having emotional disturbance than all other groups combined.
- American Indian/Alaska Native students are 1.50 times more likely to be served for specific learning disabilities than all other groups combined.
- Asian/Pacific Islander students are less than half as likely to be served for specific learning disabilities, mental retardation, emotional disturbance, or other health impairments than all other groups combined.
- Hispanic students are less than half as likely to be served for other health impairments and developmental delay than all other groups combined.

## Household Income

*What is the household income of families with students ages 6 through 17 who receive special education?*

**Figure 1-23. Families of Students Ages 6 Through 12, by Household Income Level and by Disability Status: 2000-01**

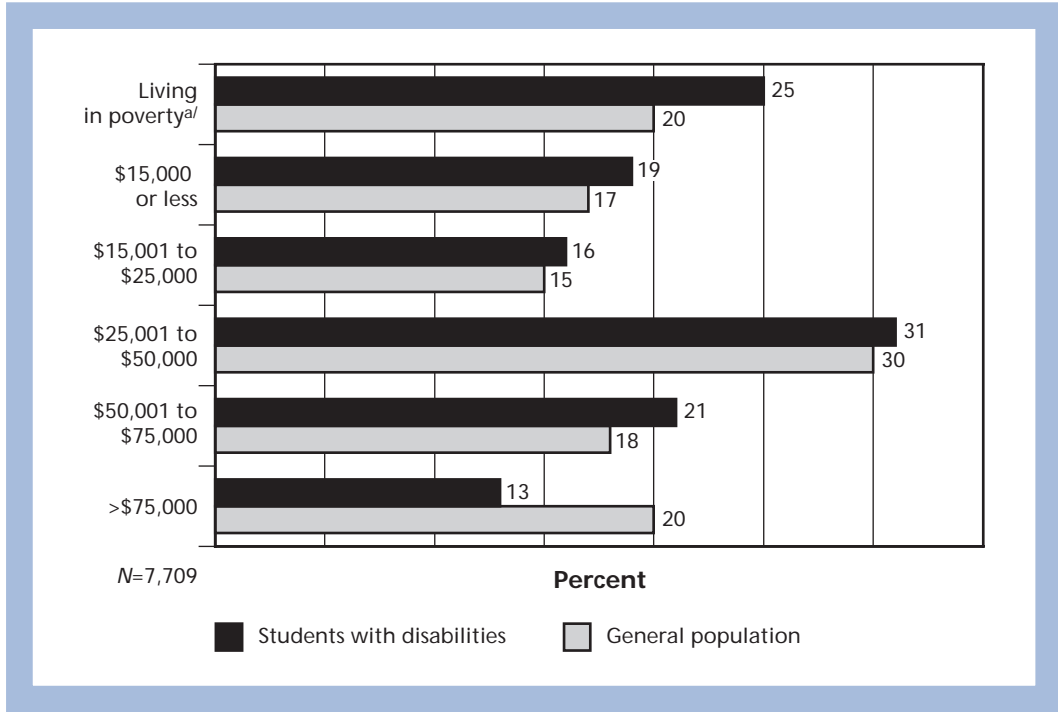


<sup>a/</sup> SEELS uses the federal Orshansky index to define poverty. This is adjusted for family size, and it is computed as the estimated cash to minimally meet food needs x 3. It is based on income rather than resources and ignores many non-cash benefits (food stamps, school lunches, Medicaid, housing subsidies, educational grants, and loans). It ignores wealth (i.e., owning a farm is not counted). For SEELS, the parents of students with disabilities reported their household income in categories (e.g., \$25,001 - \$50,000) rather than a specific dollar value; thus, the poverty rates for SEELS data are estimated.

Sources: Income in 1999 for households of 6- to 13-year-olds with disabilities, SEELS Parent Survey, 2002; Income in 1997 for households with children ages 6 to 17, U.S. Census, 2001. Population income data from the National Household Education Survey (NHES), 1999.



**Figure 1-24. Families of Students Ages 13 Through 17, by Household Income Level and by Disability Status: 2001**



<sup>a/</sup> A dichotomous variable indicating that a student's household was in poverty was constructed using parents' reports of household income and household size and federal poverty thresholds for 2000. These thresholds indicate the income level; however, NLTS2 respondents reported household income in categories (e.g., \$25,501 to \$30,000) rather than a specific dollar amount. Estimates of poverty status were calculated by assigning each household to the mean value of the category of income reported by the parent and comparing that value to the household's size to determine poverty status.

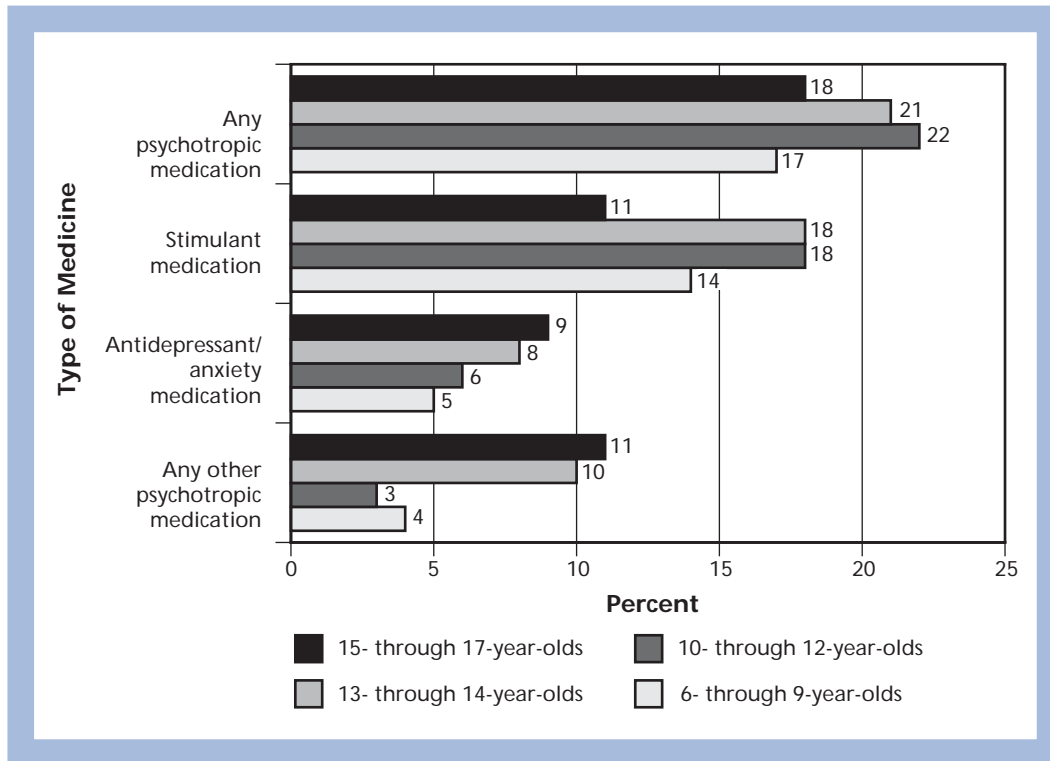
Sources: NLTS2 Parent Survey. Population income data are from the National Household Education Survey (NHES), 1999.

- As reported by parents, students with disabilities are more likely to be poor than students in the general population. According to SEELS and NLTS2 data, almost one-fourth (24 percent) of elementary and middle school students and 25 percent of high school students with disabilities live in poverty compared with 20 percent of the general population. In 1987, 38 percent of high school students with disabilities lived in poverty.

## Use of Medications

### *How many school-age children with disabilities are taking medications?*

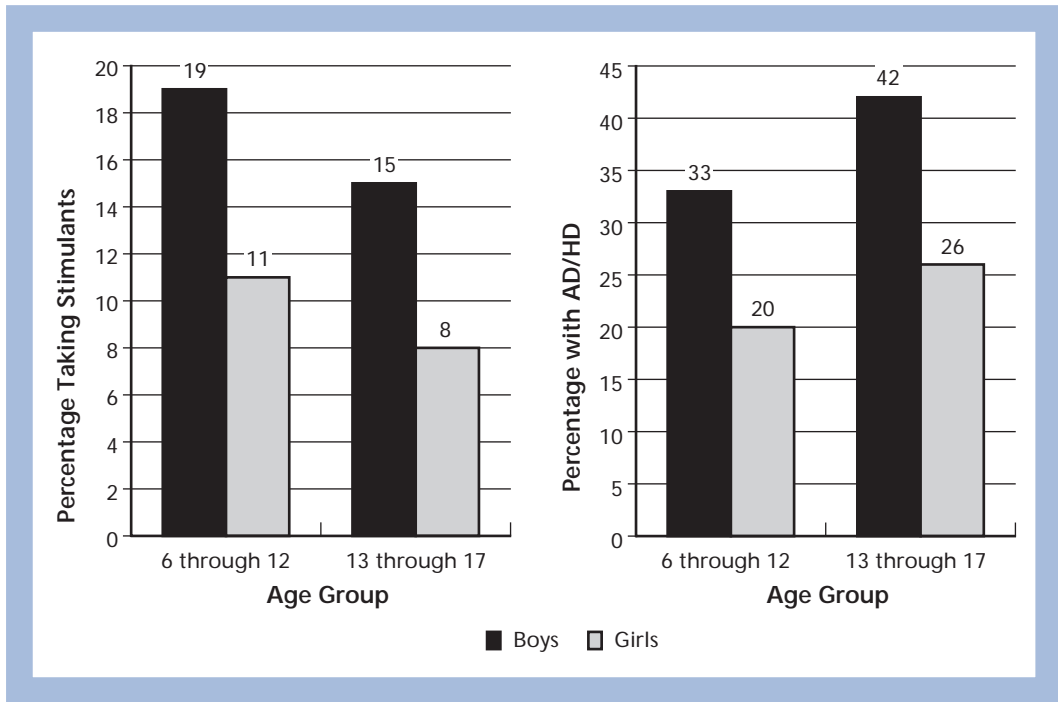
**Figure 1-25. Medication Use of Children with Disabilities, by Age Group and Type of Medicine: 2000-01**



Sources: SEELS Parent Survey; NLTS2 Parent Survey.

- The use of psychotropic medications is highest among middle-school-age students. Parents report that 17 percent of 6- through 9-year-olds take these medications compared with 22 percent of those who were 10- through 12-years-old and 21 percent of 13- through 14-year-olds. The rate declines to 18 percent among older high school students.
- Stimulants are the most commonly reported psychotropic medications; 14 percent of early elementary students take them. The rate of use rises to 18 percent for middle schoolers and declines to 11 percent of youth ages 15 through 17.

**Figure 1-26. Percentage of Students with Disabilities Ages 6 Through 17 Taking Stimulant Medication and Classified as ADD/ADHD, by Gender: 2000-01**



Sources: SEELS Parent Survey; NLT2 Parent Survey.

- Boys are much more likely than girls to take stimulants. Among boys, 19 percent of 6- through 12-year-olds and 15 percent of 13- through 17-year-olds take stimulants. This compares with 11 percent and 8 percent of girls in the two age groups.
- The high rate of taking stimulant medications among boys is consistent with the high rate of parent-reported ADD/ADHD among boys. Almost one-third of 6- through 12-year-old boys and 42 percent of 13- through 17-year-old boys are reported by parents to have ADD/ADHD. Rates for girls are 20 percent and 26 percent for the two age groups.

**Table 1-7. Percentage of Students with Disabilities Using Medications, by Disability Category and Age: 2000-01**

Disability	Any psychotropic medication		Antidepressant or anti-anxiety medication		Antipsychotic medication		Any other psychotropic medication	
	Ages 6-12	Ages 13-17	Ages 6-12	Ages 13-17	Ages 6-12	Ages 13-17	Ages 6-12	Ages 13-17
Learning disability	8%	13%	15%	9%	4%	5%	2%	6%
Speech/language impairment	8	10	7	6	2	5	1	5
Mental retardation	24	19	18	12	7	8	6	12
Emotional disturbance	52	42	40	29	24	29	16	34
Hearing impairment	13	10	11	6	4	5	1	6
Visual impairment	12	13	6	4	5	7	4	9
Orthopedic impairment	24	16	19	11	6	7	4	9
Other health impairment	52	44	47	38	13	21	7	25
Autism	3	43	20	22	19	32	14	38
Traumatic brain Injury	25	23	15	12	11	15	10	19
Multiple disabilities	27	25	19	15	8	14	8	20
Deaf-blindness	17	20	4	8	7	12	12	15

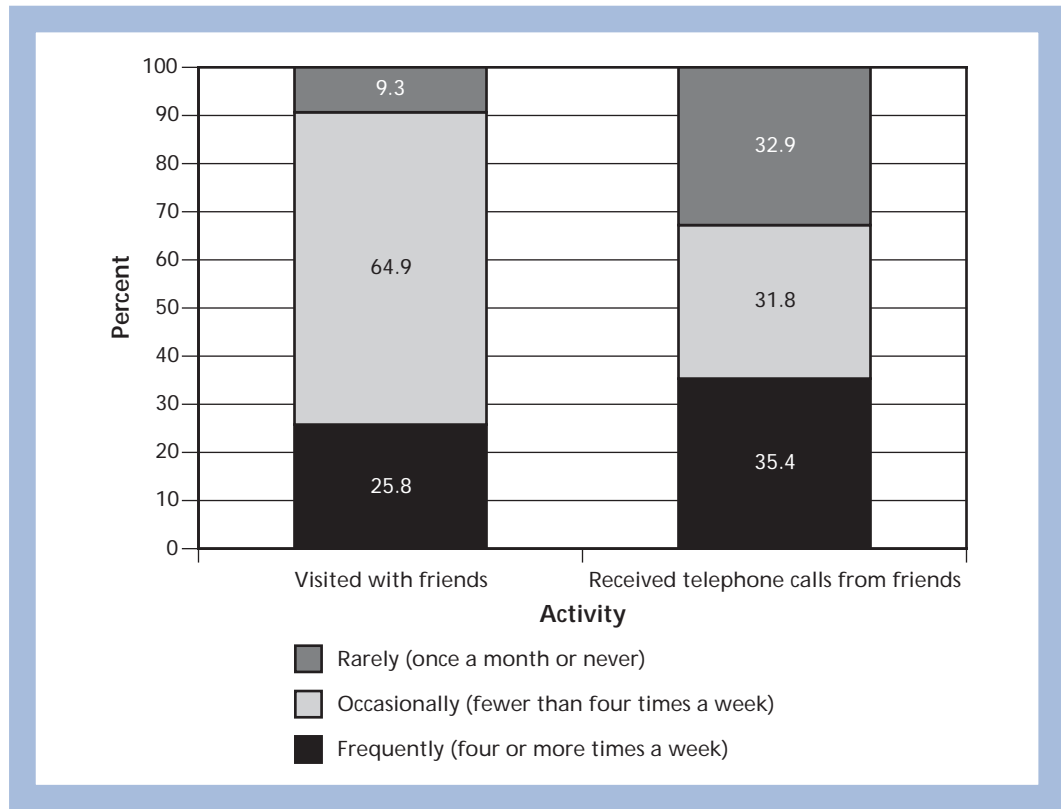
Sources: SEELS Parent Survey; NLTS2 Parent Survey.

- Some students in each disability category take psychotropic medication. This is due, in part, to some students in each disability category also having ADD/ADHD and emotional disturbance, according to parental reports.
- The number of students with disabilities taking psychotropic medications ranges from 10 percent or fewer of those with speech impairments to about half of children and youth with emotional disturbance or other health impairments. According to SEELS and NLTS2, among elementary and middle school students whose parents report they have ADD/ADHD, 65 percent take some kind of psychotropic medication, with 55 percent taking stimulants specifically.
- Taking stimulants is highest among those with emotional disturbance or other health impairments, according to SEELS and NLTS2.
- Use of other kinds of psychotropic medications increases with age for all disability categories.

## Social Activities and Outcomes

### *How often do children with disabilities socialize outside the classroom?*

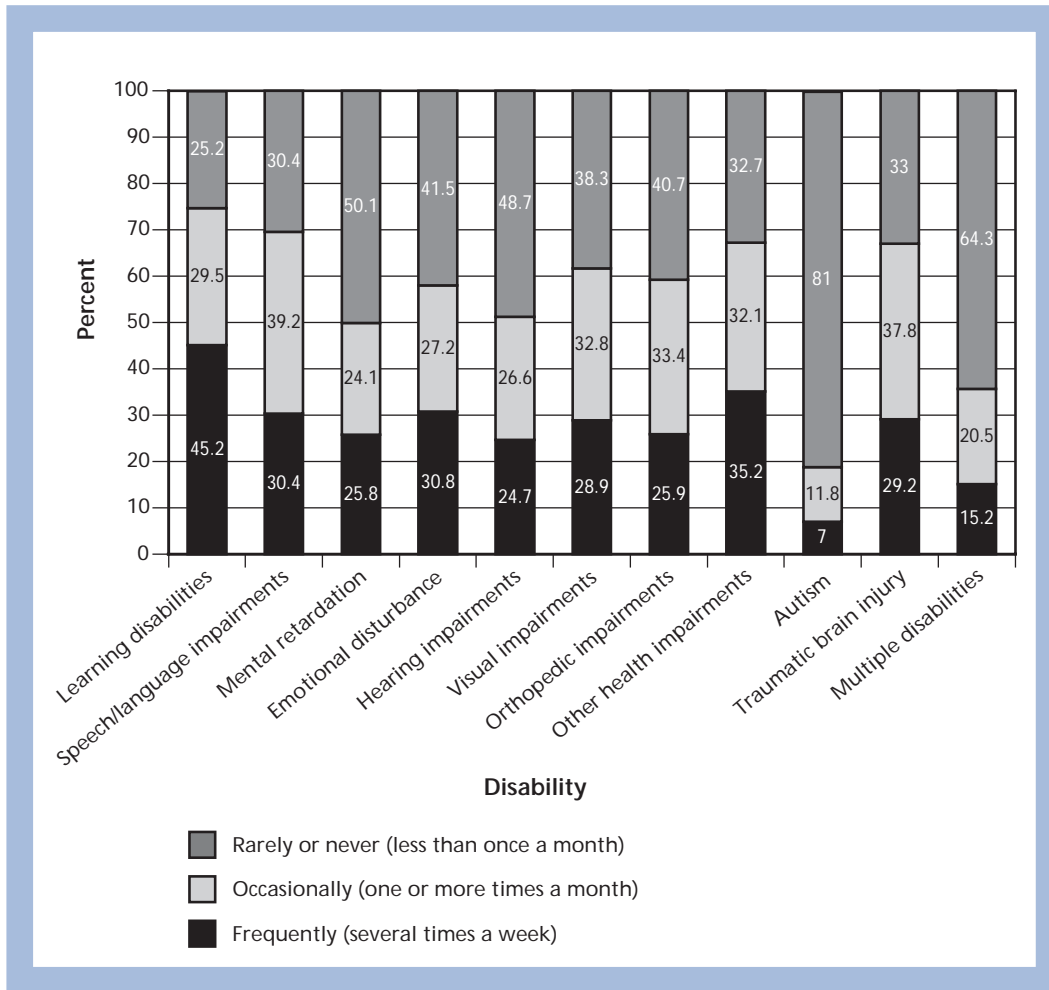
Figure 1-27. How Often Children with Disabilities Ages 6 Through 12 Either Visit with or Receive Telephone Calls From Friends: 2000-01



Source: SEELS Parent Survey.

- According to parent reports, more than 90 percent of students with disabilities ages 6 through 12 visit with friends outside of school occasionally or frequently.
- According to the SEELS Parent Survey, the correlations between children with disabilities who received phone calls and visits from friends and other social interactions ranged from .27 to .32 ( $p < .001$  and  $p < .001$  across the relationships).

**Figure 1-28. How Often Children with Disabilities Ages 6 Through 12 Received Calls From Friends, by Disability Category<sup>a/b/</sup>: 2000-01**



a/ SEELS did not sample students with developmental delay.

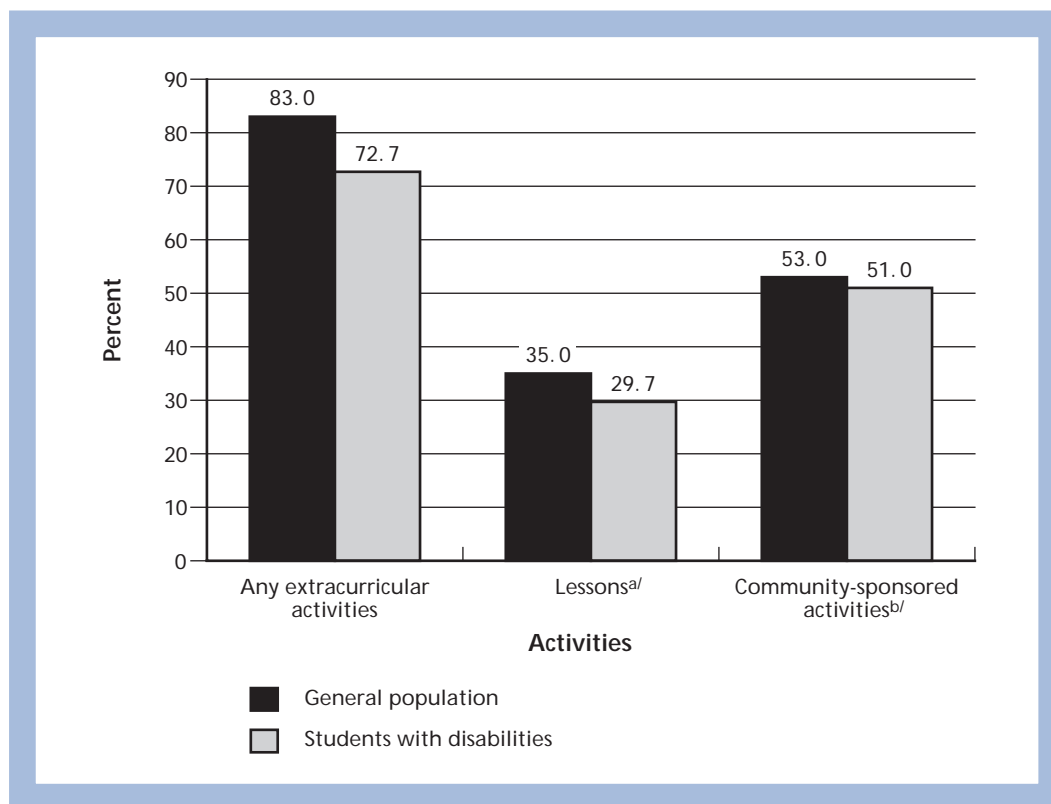
b/ There were too few students with deaf/blindness to report.

Source: SEELS Parent Survey.

- As reported by parents, students with autism, multiple disabilities, mental retardation, or hearing impairments are less likely to receive telephone calls from friends.
- Students with learning disabilities receive calls from friends most frequently.

*How many elementary and middle school students with disabilities participate in extracurricular activities, compared to students without disabilities?*

**Figure 1-29. Participation in Extracurricular Activities, by Disability Status and Activity: 2000-01**



*a/ Lessons include art, music, dance, foreign language, and computer skills.*

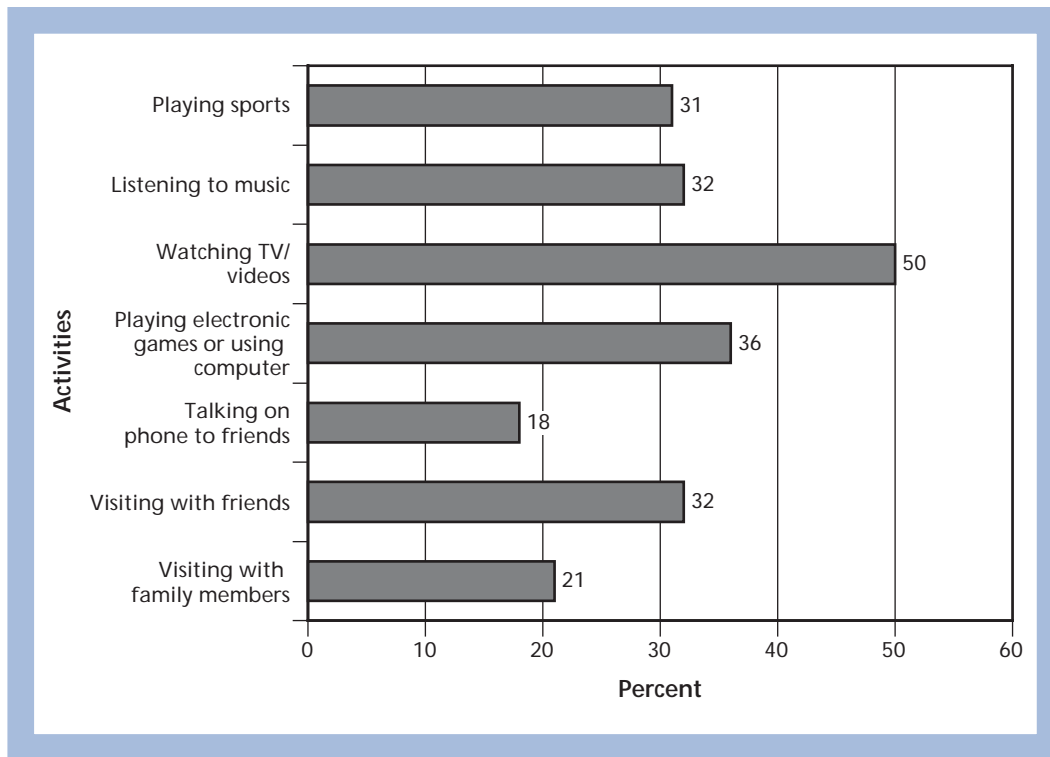
*b/ Community-sponsored activities includes participation in sports groups, 4-H, scouting, religious and special interest group activities, and YMCA- and YWCA-sponsored activities.*

Sources: SEELS Parent Survey; National Survey of America's Families (1999).

- Almost three-fourths of elementary and middle school children with disabilities are reported by their parents to have participated in extracurricular activities during the 1999-2000 school year. This is slightly less than the general population, according to the National Survey of America's Families.
- Slightly over 50 percent of elementary and middle school children with disabilities, according to their parents, participate in community-sponsored activities. This appears to be about as often as their counterparts in the general population.

## How do secondary school-age students with disabilities spend their time outside of school?

Figure 1-30. Activities Reported by Parents as Most Common for Students with Disabilities Ages 13 Through 17: 2001



Source: NLTS2 Parent Survey.

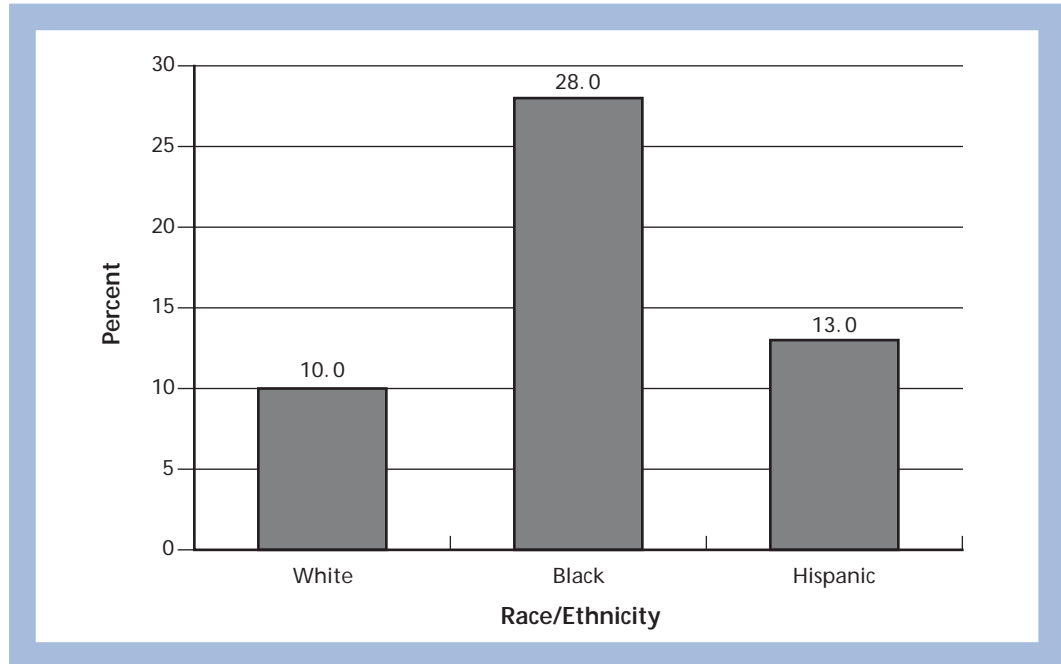
- Television and video watching is the activity most commonly reported by parents.
- According to the NLTS2 Parent Survey, parents report that youth with disabilities spend an average of almost 16 hours per week watching TV and videos. About 25 percent of youth with disabilities are relatively infrequent TV and video watchers, spending 6 hours or fewer per week watching them. A similar percentage spend more than 20 hours a week in front of the television set.
- The survey also showed that girls are significantly more likely than boys to spend time with family members (girls: 26.0 percent, boys: 17.7 percent) and on the phone with friends (girls: 22.7 percent; boys: 15.0 percent). They also are more likely than boys to spend time listening to music (girls: 37.2 percent; boys: 28.8 percent). In contrast, boys are more likely than girls to spend time playing sports or in other physical or outdoor activities (boys: 48.0 percent; girls: 29.2 percent), and more boys than girls spend most of their time using the computer for electronic games, communication, or other purposes (boys: 38.6 percent; girls: 30.6 percent).



## Discipline and Social Problems at School

### *Do suspension and expulsion rates differ by race/ethnicity?*

**Figure 1-31. Elementary and Middle School-Age Students with Disabilities Ages 6 Through 12, Suspended/Expelled From School, by Race/Ethnicity<sup>a/</sup>: 2000-01**



<sup>a/</sup> SEELS data yielded too few observations for other races/ethnicities to report.

Source: SEELS Parent Survey.

- Parents report more suspensions and expulsions for black students (28 percent) than for Hispanic students (13 percent) or white students (10 percent).

### *How often are secondary school-age students with disabilities suspended or expelled?*

**Table 1-8. Suspensions and Expulsions of Students with Disabilities by Age: 2001**

Suspended or expelled	Age				Total
	13 through 14	Age 15	Age 16	Age 17	
No	72.7%	65.9%	64.5%	64.3%	67.3%
Yes	27.3%	34.1%	35.5%	35.7%	32.7%
Number of students in sample	3,021	2,194	2,215	1,410	8,840

Source: NLT2 Parent Survey.

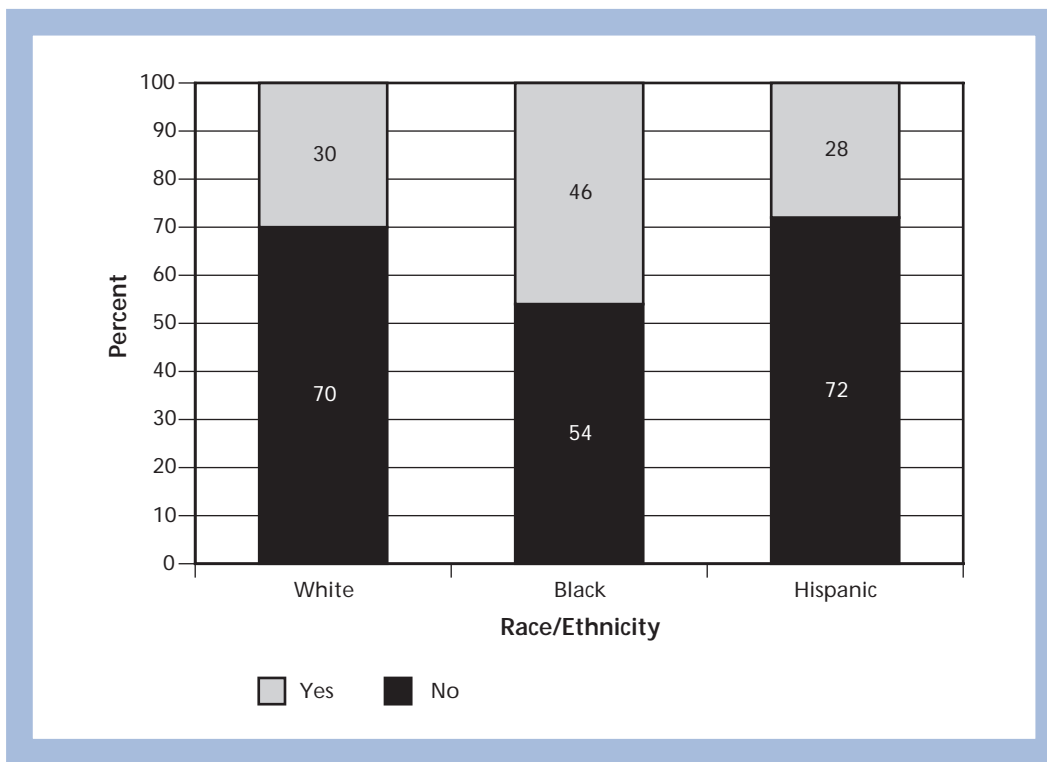
- About one-third of all students ages 13 through 17 with disabilities have been suspended or expelled.
- More older students with disabilities were expelled than were 13- through 14-year-olds.

## What is the percentage of 6- through 12-year-old students with disabilities who have been suspended or expelled?

- According to 2000-01 SEELS data, parents reported that 8.7 percent of 6- through 9-year-olds have been suspended or expelled. For 10- through 12-year-olds, the percentage is 18.9 percent.<sup>17</sup>

## Do suspensions and expulsions for secondary school-age students differ by race/ethnicity?

**Figure 1-32. Youths with Disabilities Ages 13 Through 17 Ever Suspended or Expelled From School, by Race/Ethnicity: 2001**



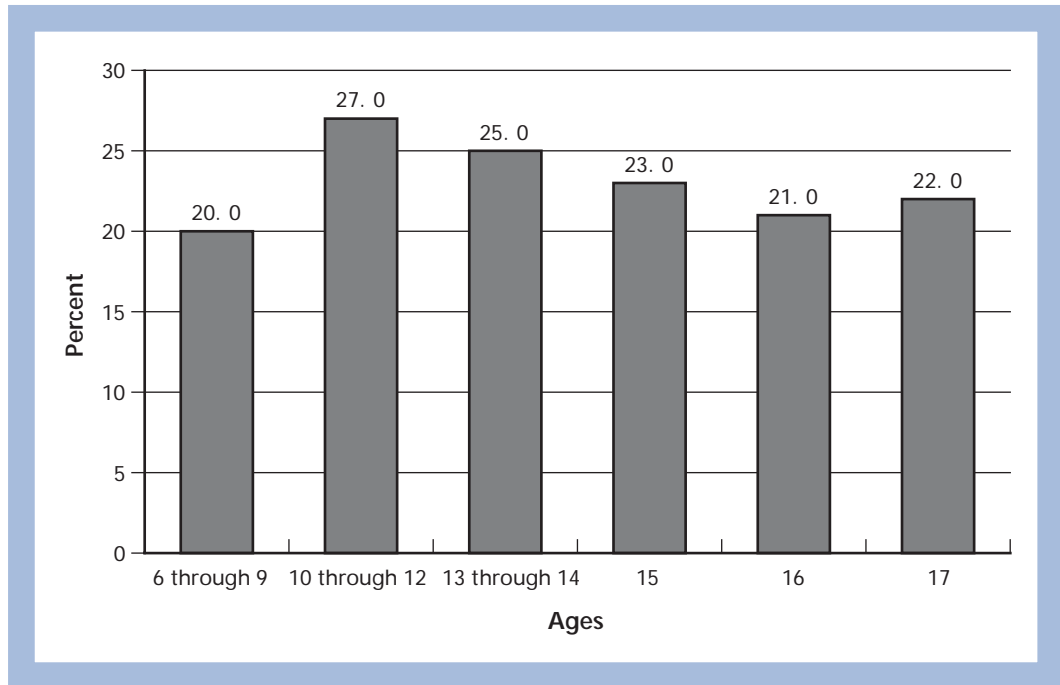
Source: NLT2 Parent Survey.

- When asked whether their child had ever been suspended or expelled, 46 percent of parents of black students responded “Yes.” White and Hispanic parents responded to this question in the affirmative less often; 30 percent and 28 percent, respectively, indicating that their child had ever been suspended or expelled (NLT2 Parent Survey).

<sup>17</sup> These data differ from the data reported by states on discipline actions because NLT2 and SEELS data are based on parent reports of whether a student with a disability was ever suspended or expelled. States report counts of students with disabilities who were suspended or expelled for more than 10 days during a given school year only, and the source of these data is school administrative records.

## *What percentage of students with disabilities experience other social problems at school?*

**Figure 1-33. Percentage of Students with Disabilities Who Have Been Physically Attacked or Involved in Fights at School, by Age: 2000-01**



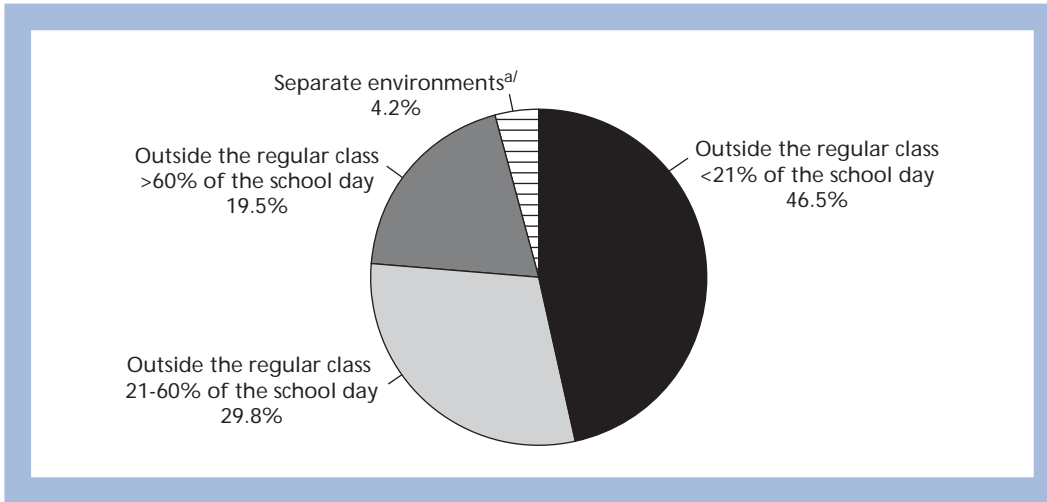
Sources: SEELS Parent Survey, NLTS2 Parent Survey.

- According to parental reports in the SEELS study, 20 percent of students ages 6 through 9 with disabilities have been physically attacked or involved in fights at school, and more than a quarter of 10- through 12-year-olds with disabilities have been physically attacked or involved in fights at school (27 percent).
- Approximately one-quarter of students ages 13 through 17 were physically attacked or involved in fights at school.

## Educational Environments

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

**Figure 1-34. Educational Environments of Students Ages 6 Through 21 with Disabilities: 2000**



*a/ Separate environments include public and private residential facilities, public and private separate facilities, and homebound/hospital environments.*

*Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB2 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.*

- Most students (about 96 percent) with disabilities are being educated in regular school buildings.
- Almost half of all students with disabilities (46.5 percent) are being educated in the regular classroom for most of the school day. That is, they are outside the regular classroom for less than 21 percent of the school day .

## Are students with different disabilities served in different educational environments?

**Table 1-9. Percentage of Students Ages 6 Through 21 with Disabilities Receiving Services in Different Educational Environments: December 1, 2000**

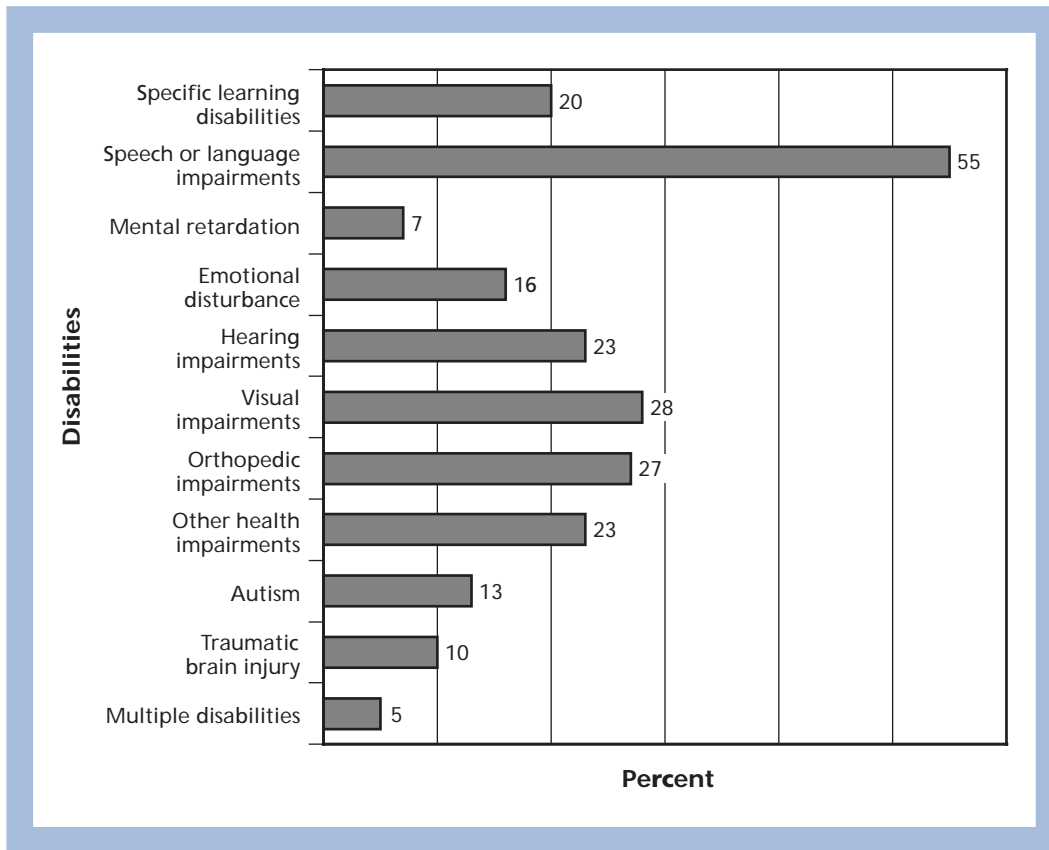
Disabilities	Served outside the regular class			Separate environments <sup>a/</sup>
	<21% of the day	21-60% of the day	>60% of the day	
Specific learning disabilities	44.3%	40.3%	14.4%	1.0%
Speech or language impairments	85.6	8.4	5.1	0.9
Mental retardation	13.2	29.1	51.7	6.1
Emotional disturbance	26.8	23.4	31.8	18.1
Multiple disabilities	12.1	16.0	45.5	26.4
Hearing impairments	42.3	20.0	22.5	15.3
Orthopedic impairments	46.4	23.4	24.3	6.0
Other health impairments	45.1	33.9	16.7	4.4
Visual impairments	50.5	20.1	16.0	13.4
Autism	24.3	15.3	46.4	14.0
Deaf-blindness	18.1	9.9	34.2	37.8
Traumatic brain injury	32.3	27.9	29.4	10.4
Developmental delay	46.4	29.9	22.3	1.3

a/ Separate environments include public and private residential facilities, public and private separate facilities, and homebound/hospital environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB2 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- The percentage of students in each educational environment varies by disability category:
  - Students with speech or language impairments are most likely to be educated with their nondisabled peers. They are also the least likely to be educated in the most restrictive, separate environments.
  - Students with multiple disabilities, mental retardation, or deaf-blindness are the least likely to be educated in the most inclusive environments, that is, outside the regular classroom less than 21 percent of the day.
  - Students with deaf-blindness or multiple disabilities are most likely to be educated in separate environments.

**Figure 1-35. Percentage of Students Ages 6 Through 12 Included in the Regular Classroom 100 Percent of the Time, by Disability Category<sup>a/,b/</sup>: 2001**



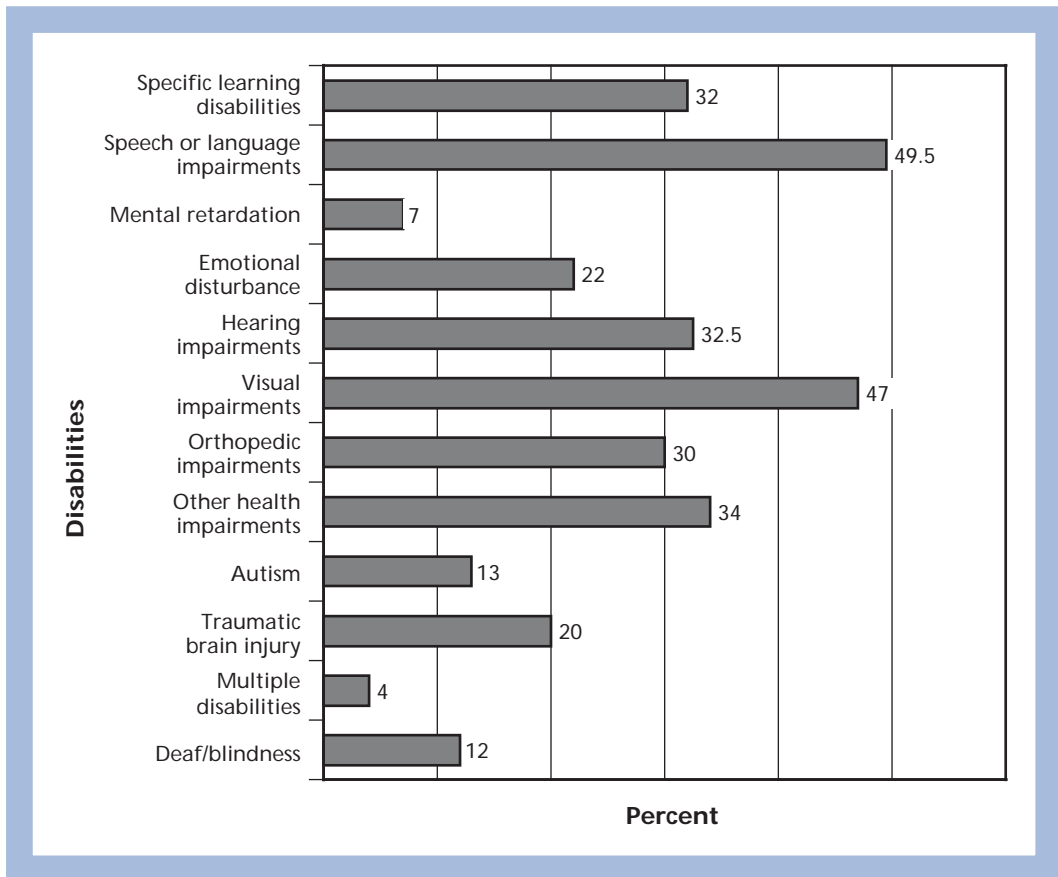
a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf-blindness to report.

Source: SEELS School Survey.

- Overall, 28 percent of students with disabilities ages 6 through 12 are served in the regular education classroom 100 percent of the time (SEELS School Survey).
- Students with speech/language impairments are most commonly served in the regular education classroom 100 percent of the time (55 percent).
- Students with mental retardation and multiple disabilities are most rarely served in the regular education classroom 100 percent of the time (7 percent and 5 percent, respectively).

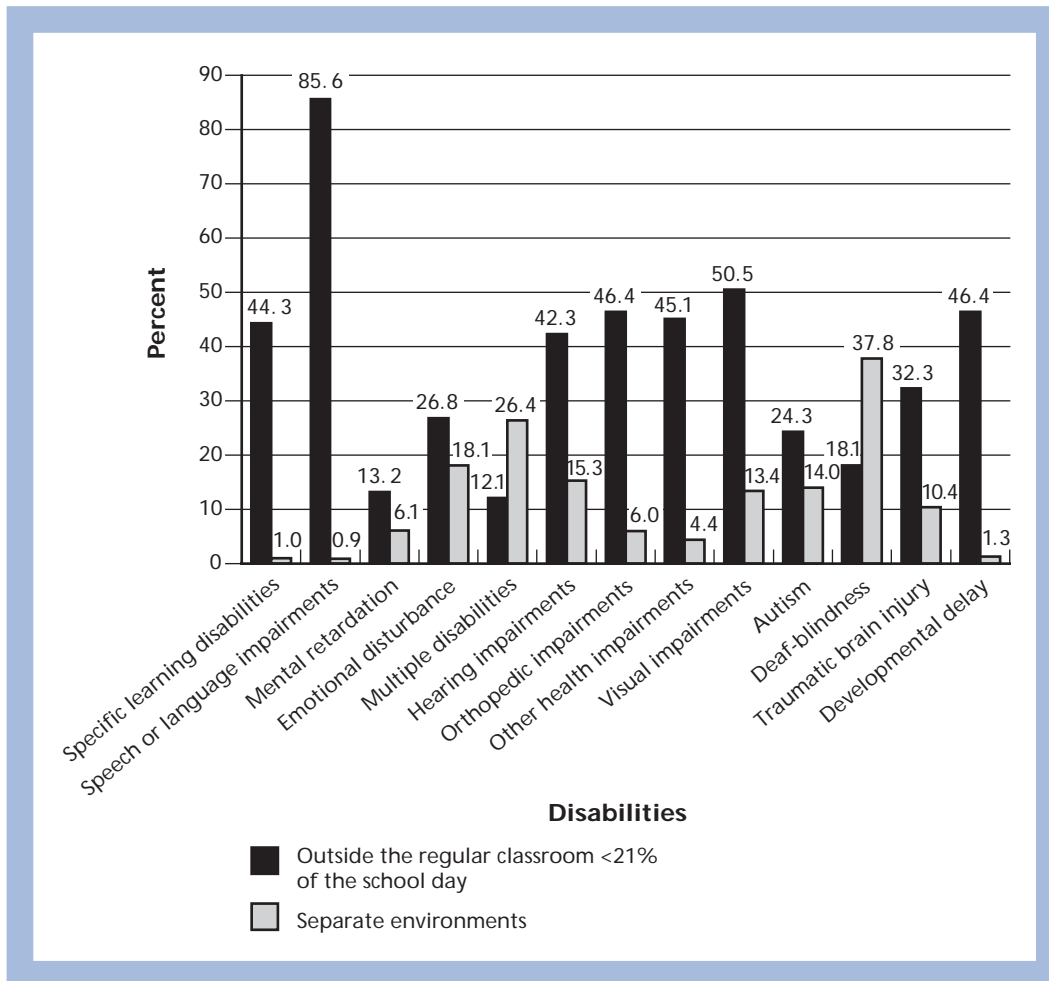
**Figure 1-36. Percentage of Students with Disabilities Ages 13 Through 17 Included in the Regular Classroom 100 Percent of the Time, by Disability: 2002**



Source: NLTS2 School Survey.

- Overall, 28.2 percent of students with disabilities ages 13 through 17 are served in the regular classroom 100 percent of the time (NLTS2 School Survey).
- In a comparison of school data collected in 1987 (NLTS) and 2002 (NLTS2), students ages 15 through 19 with disabilities were about equally likely to receive some instruction in general education classes (83 percent vs. 88 percent); however, they were much less likely to spend any time in a special education class (90 percent vs. 70 percent). This suggests that a larger proportion of the school day was spent in general education in 1987 than in 2002.
- In 2002, students with disabilities were more likely to be attending regular public schools (94 percent in NLTS2 vs. 90 percent in NLTS) than in 1987.
- Students with disabilities were much more likely in 2002 than in 1987 to be taking courses that prepared them for postsecondary education, including mathematics (92 percent vs. 72 percent), science (83 percent vs. 50 percent), social studies (88 percent vs. 74 percent), and foreign language (21 percent vs. 5 percent). They were less likely to take vocational education (61 percent vs. 76 percent) (2002 data are from the NLTS2 School Survey; 1987 data are from NLTS).
- According to the NLTS2 School Survey and the SEELS School Survey, students in seven disability categories ages 13 through 17 were included in the regular classroom 100 percent of the time more often than students in those categories ages 6 through 12 (see Figure 1-35). The largest percentage difference was for those with visual impairment at 19 percent.

**Figure 1-37. Percentage of Students with Disabilities Ages 6 Through 21 Educated Outside the Regular Classroom Less Than 21 Percent of the School Day and in Separate Environments: 2000**



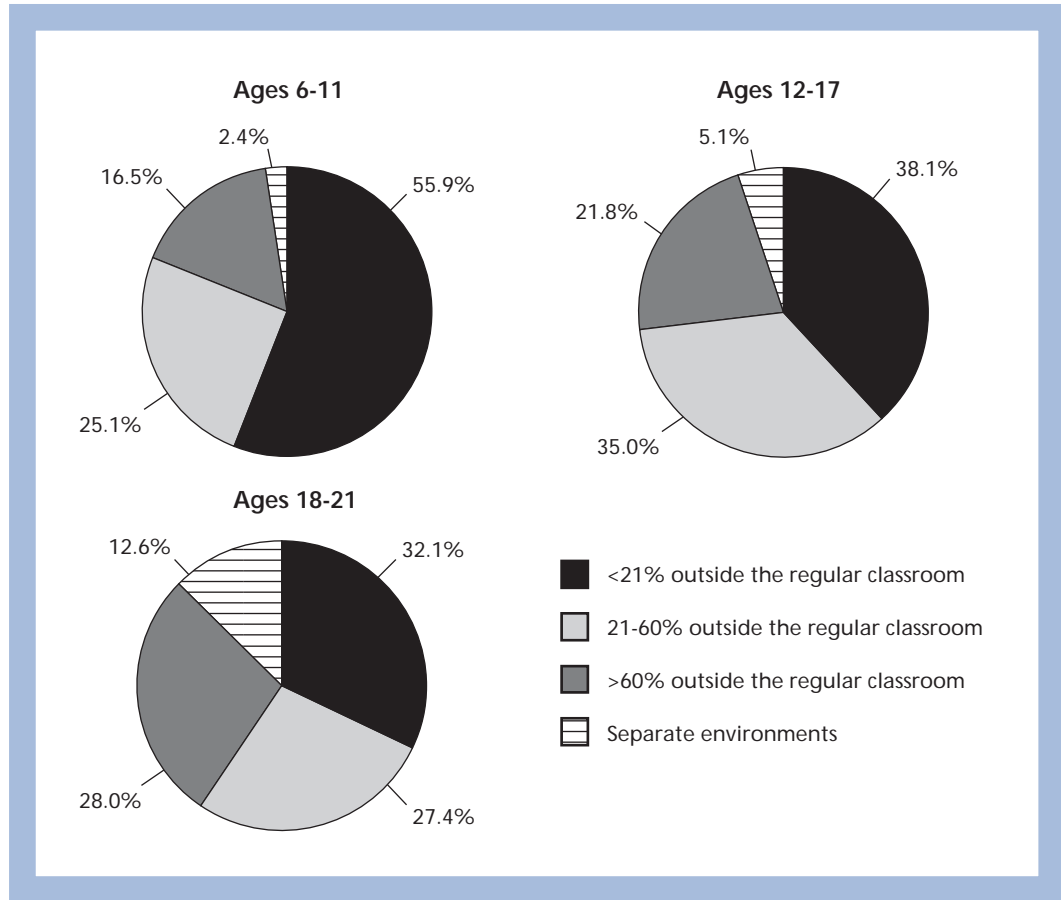
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB2 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- As might be expected, students with severe disabilities are more likely to be educated outside the regular classroom for longer periods of the day. Less than one-quarter of students with mental retardation, multiple disabilities, autism, or deaf-blindness spend less than 21 percent of the school day being educated outside the regular classroom.
- Students with speech or language impairments are most likely to be educated in the regular classroom for longer periods of the day. A total of 85.6 percent of students with this type of disability spend less than 21 percent of the school day being educated outside the regular classroom.
- Students with the most severe types of disabilities are more likely to be educated in separate environments. A total of 37.8 percent of students with deaf-blindness, 26.4 percent of students with multiple disabilities, and 18.1 percent of students with emotional disturbance are educated principally in separate environments.
- Very small percentages of students with specific learning disabilities, speech or language impairments, or developmental delay are educated in separate environments (approximately 1.0 percent of students within each of these disabilities).



## Where are students of different ages served?

**Figure 1-38. Percentage of Students with Disabilities Educated in Various Environments, by Age Group: 2000**



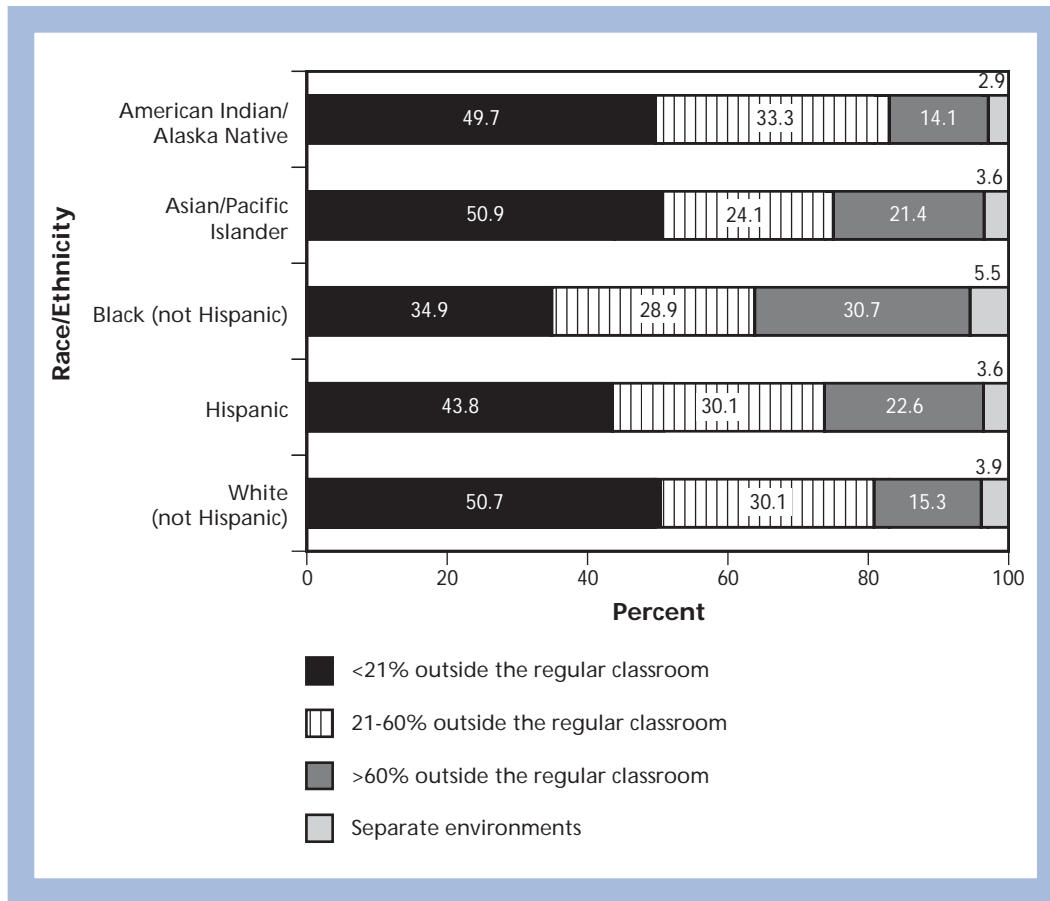
a/ Separate environments include public and private residential facilities, public and private separate facilities, and homebound/hospital environments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Tables AB3, AB4, AB5 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Younger students with disabilities are more likely to be educated for more of the school day in the regular classroom. Fifty-six percent of students ages 6 through 11 with disabilities are educated less than 21 percent of the time outside the regular classroom, while 38 percent of those ages 12 through 17 and 32 percent of those ages 18 through 21 are educated less than 21 percent of the time outside the regular classroom.
- A much higher percentage of older students with disabilities are being educated in separate environments (13 percent of those in the 18-through-21 age groups as opposed to 2 percent of those in the 6-through-11 age group and 5 percent of those in the 12-through-17 age group).

## To what extent are students with disabilities of different racial/ethnic groups being educated with their nondisabled peers?

**Figure 1-39. Percentage of Students with Disabilities Ages 6 Through 21 Being Educated in Different Educational Environments, by Race/Ethnicity: 2000-01**

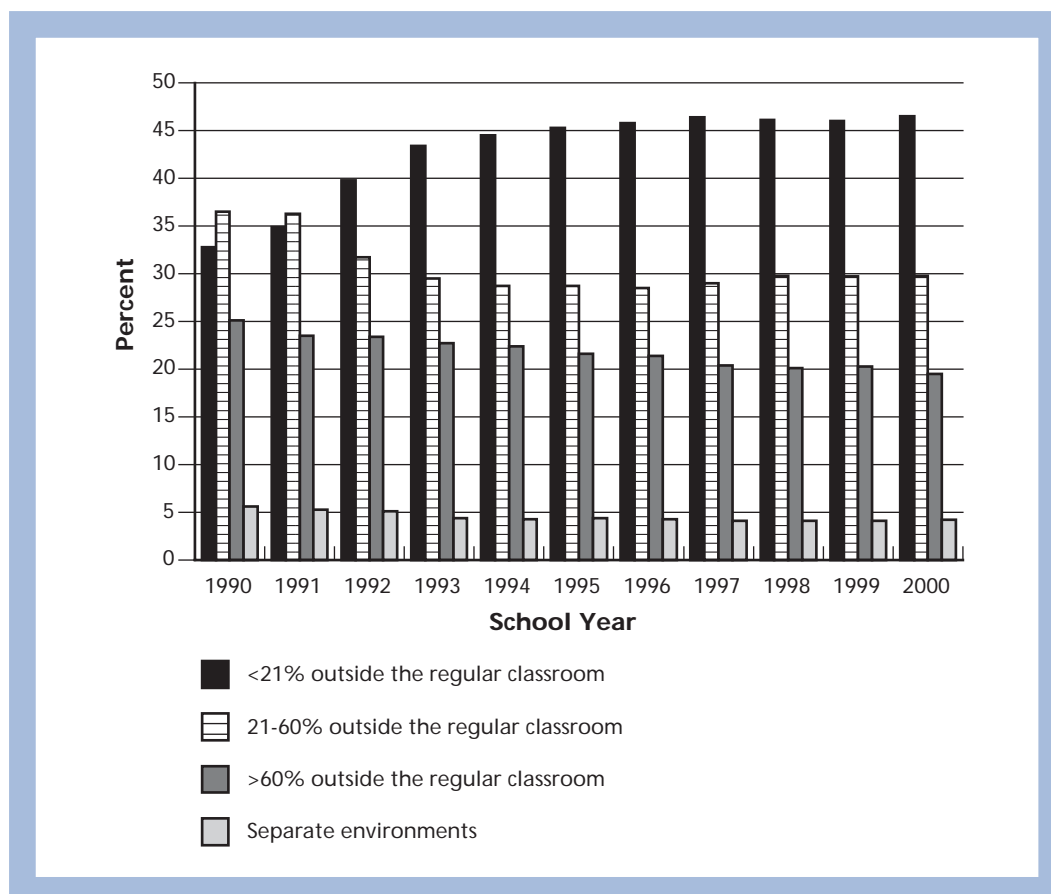


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB10 in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- Educational environments differ by race/ethnicity. Black students with disabilities are the least likely of any racial/ethnic group to be educated inside the regular classroom. Fifty one percent of Asian/Pacific Islander and white students with disabilities are educated outside the regular class less than 21 percent of the day compared to 35 percent of black students with disabilities.
- Black students with disabilities are more likely than American Indian/Alaska Native or white students to be educated outside the regular classroom more than 60 percent of the school day. Thirty one percent of black students with disabilities are educated outside the regular classroom more than 60 percent of the day compared to 14 percent of American Indian/Alaska Native students with disabilities and 15 percent of white students with disabilities.
- Less than one-half of Hispanic students and approximately one-third of black students with disabilities are being educated less than 21 percent outside the regular classroom.

## Have educational environments for students with disabilities changed in the past 10 years?

Figure 1-40. Educational Environments for Students with Disabilities From 1990 to 2000



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AB7 I in vol. 2. Data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

The trend over the past 10 years has been to serve more children in less restrictive environments. From 1990 to 2000:

- The percentage of students being educated outside the regular class less than 21 percent of the day increased from 33 percent to 46 percent.
- In comparison, the percentage of students being educated in all other environments decreased. The percentage served outside the regular classroom 21 percent to 60 percent of the school day decreased from 36 percent to 30 percent, the percentage served outside the classroom more than 60 percent of the school day decreased from 25 percent to 20 percent, and the percentage of students educated in separate environments decreased from 6 percent to 4 percent.

## What supports are available to students with disabilities so they can access the general education curriculum?

**Table 1-10. Percentage of Schools Reporting Teachers' Strategies Used To Support Special Education Students' Access to the General Education Curriculum: 1999-2000**

Strategies	Large extent	Moderate extent	Small extent	Not at all
Curriculum modification	51	34	13	3
Instructional modification and adaptation	51	38	11	1
Alternative grouping strategy	30	39	23	8
Cooperative learning	28	46	20	6
Peer tutoring	21	36	38	5
Multiage classrooms	9	14	19	56
Student(s) followed for multiple years	8	10	20	62
Cross-grade grouping	8	16	32	44

Source: SLIIDEA School Survey.

- According to principals, teachers in their school use a variety of teaching strategies to support special education students' access to the general curriculum. More than 80 percent of all schools use modification and adaptation of curriculum and instruction to a moderate or large extent.
- Teachers may also modify the structure of the class to support special education students' access to the general education curriculum. About 70 percent of schools use alternative grouping and cooperative learning strategies, and 57 percent use peer tutoring strategies to a moderate or large extent. Less than 25 percent of schools use multiage classrooms, curriculum looping, or cross-grade grouping to facilitate access to the general education curriculum.

**Table 1-11. Percentage of Schools Reporting Use of Support Services by One or More Students with Disabilities: 1999–2000**

Support system	One or more students with disabilities used service
Speech or language therapy	89
Occupational therapy	71
Family training, counseling and other support	56
Nursing service/health service	52
Psychological service	51
Physical therapy	51
Special transportation	50
Social work services	49
One-to-one paraeducator/assistant	49
Assistive technology service/device	45
Tutoring	43
Adaptive physical education	42
Service coordination/case management	41
Audiology/hearing service	37
Vision services	26
Communication service	17

Source: SLIIDEA School Survey.

- Schools use a variety of related services and accommodations to support students with disabilities' access to the general education curriculum. The most commonly reported supports are speech or language therapy (89 percent) and occupational therapy (71 percent).
- A little over half of the schools provided family training and counseling services (56 percent), nursing services (52 percent), psychological services (51 percent), physical therapy (51 percent), and special transportation services (50 percent) to support students with disabilities.

## Educational Outcomes for Students with Disabilities

### *How often are students with disabilities retained in grade?*

**Table 1-12. Percentage of Elementary and Middle School Students with Disabilities, by Age and Grade Level: 2001**

Grade	Age								
	6	7	8	9	10	11	12	13	14
Ungraded	12	3	3	2	2	2	1	1	
1st	88	86	32	2					
2nd		10	60	31	2				
3rd			4	61	35	5	1		
4th				4	58	38	6		
5th					2	50	34	4	1
6th						5	53	45	14
7th							5	45	83
8th								4	3
Multigrade		1							
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

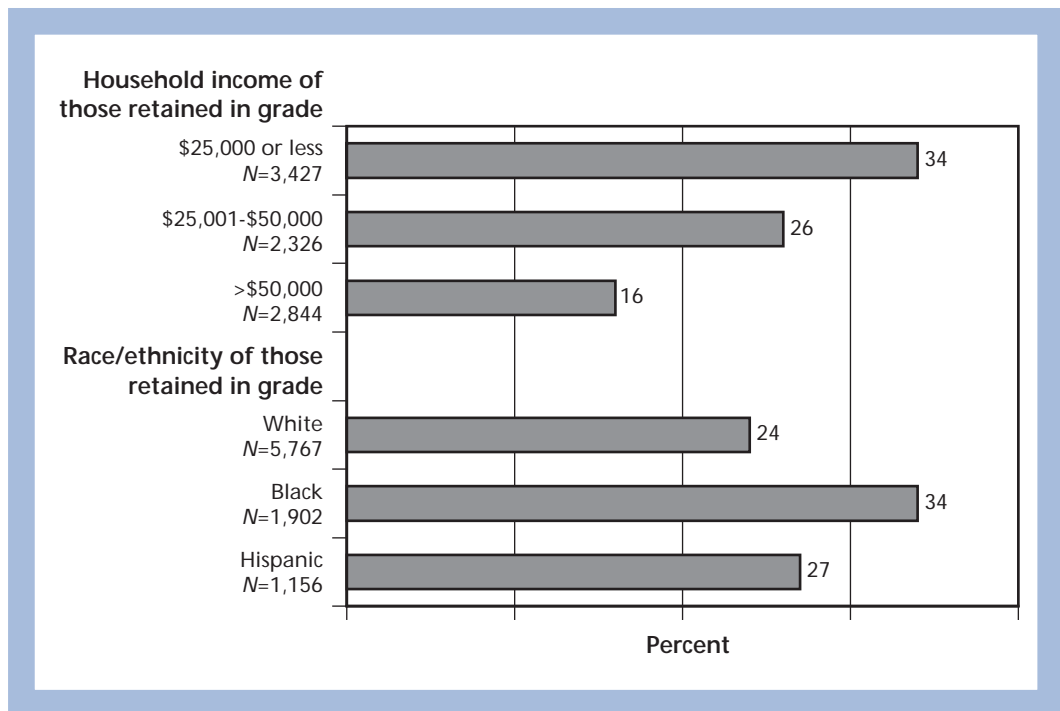
Source: SEELS School Survey.

Note: Details may not add to 100 because of rounding.

- Elementary and middle school students with disabilities often do not move from grade level to grade level with their nondisabled peers; that is, they are held back a grade at least once or start school later than nondisabled students. For example, the average 9-year-old is in the fourth grade; however, only about 4 percent of 9-year-old students with disabilities are in the fourth grade.
- Especially in their early elementary careers, students with disabilities tend to be classified as “ungraded.”
- Parents report that 26 percent of elementary and middle school students with disabilities have been retained in grade (SEELS School Survey).

## What are the household income and race/ethnicity of students with disabilities retained in grade by percentage?

Figure 1-41. Parents' Reports of Students Ever Being Retained in Grade, by Household Income and Race/Ethnicity: 2000-01



Source: SEELS Parent Survey.

- Thirty-four percent of students with disabilities with a household income of \$25,000 or less had ever been retained in grade, while only 16 percent of students with disabilities with a household income of more than \$50,000 ever had been retained in grade.
- A lower percentage of white and Hispanic students had ever been retained in grade (24 percent and 27 percent, respectively), while 34 percent of black students with disabilities had been retained in grade.

**Table 1-13. Percentage of Students with Disabilities, Ages 13-17, by Age and Grade Level: 2002**

Grade	Age			
	13 to 14	15	16	17
Ungraded	1	1	1	3
1st-6th	1			
7th	34	2		
8th	53	27	3	
9th	11	57	26	7
10th	1	14	54	35
11th			14	49
12th or 13th			2	5
Multigrade				1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: NLTS2 School Survey.

Note: Details may not add to 100 because of rounding.

- According to NLTS2, secondary students with disabilities are frequently retained in grade at least once. While the typical 15-year-old is in 10th grade, only 14.1 percent of 15-year-old students with disabilities are in 10th grade.
- Parents of secondary students with disabilities report that 36 percent of these students have repeated a grade some time in their school enrollment (NLTS2 Parent Survey).
- In 1987, 32 percent of high school students with disabilities were at the typical grade level for their age (NLTS), while in 2001 this proportion was 53 percent (NLTS2 School Survey).



## How do students with disabilities perform academically?

**Figure 1-42. Performance of Students with Disabilities Ages 6 to 12 on Standardized Assessments of Letter-Word Identification Skills (Percentage in Each Percentile Rank Range), by Gender, Age, Income, and Race/Ethnicity<sup>a/,b/</sup>: 2001**



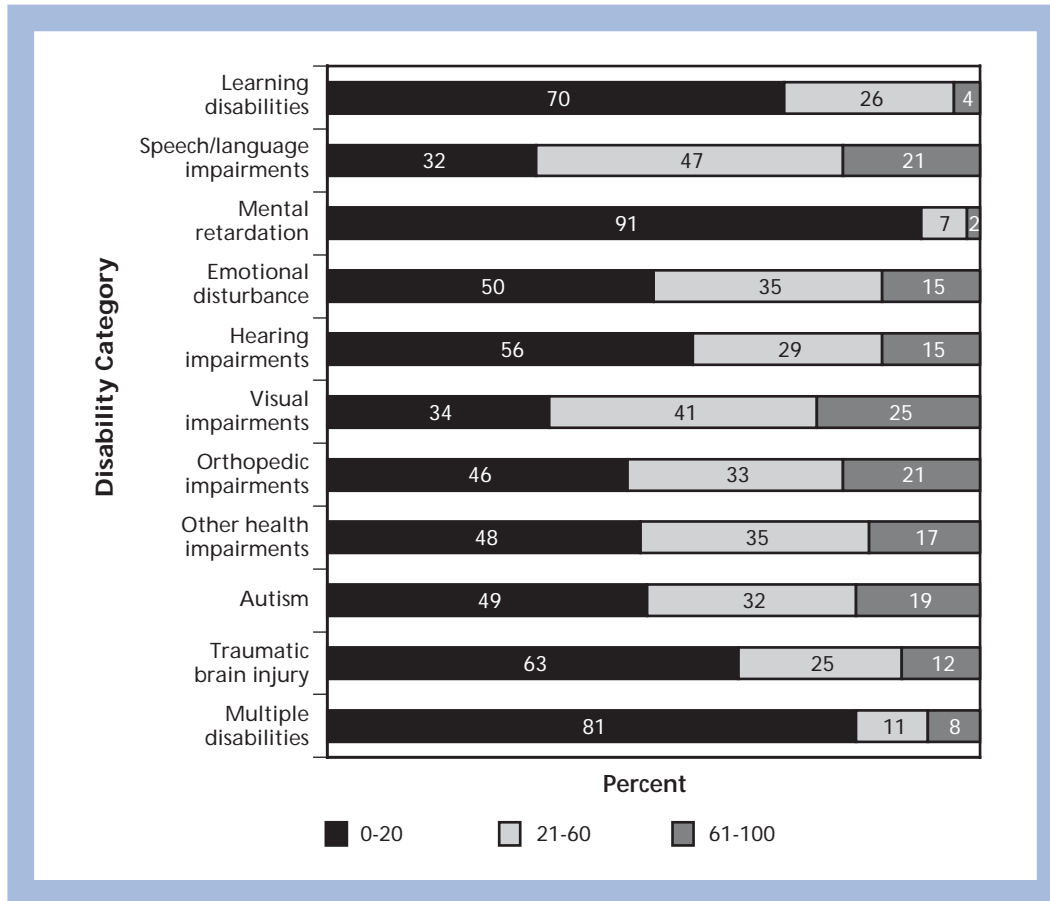
a/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

b/ Letter-Word Identification – Measures the student's reading skills in identifying isolated letters and words. It is not necessary that the student knows the meaning of any words correctly identified.

Source: SEELS Direct Assessment.

## How do students with disabilities perform academically?

**Figure 1-43. Letter-Word Identification (Percentage in Each Percentile Rank Range), by Disability Category <sup>a/b/</sup> for Elementary and Middle School Students with Disabilities, Ages 6 Through 12<sup>c/d/</sup>: 2001**



a/ SEELS did not sample students with developmental delay.

b/ There were too few cases of deaf/blindness to report.

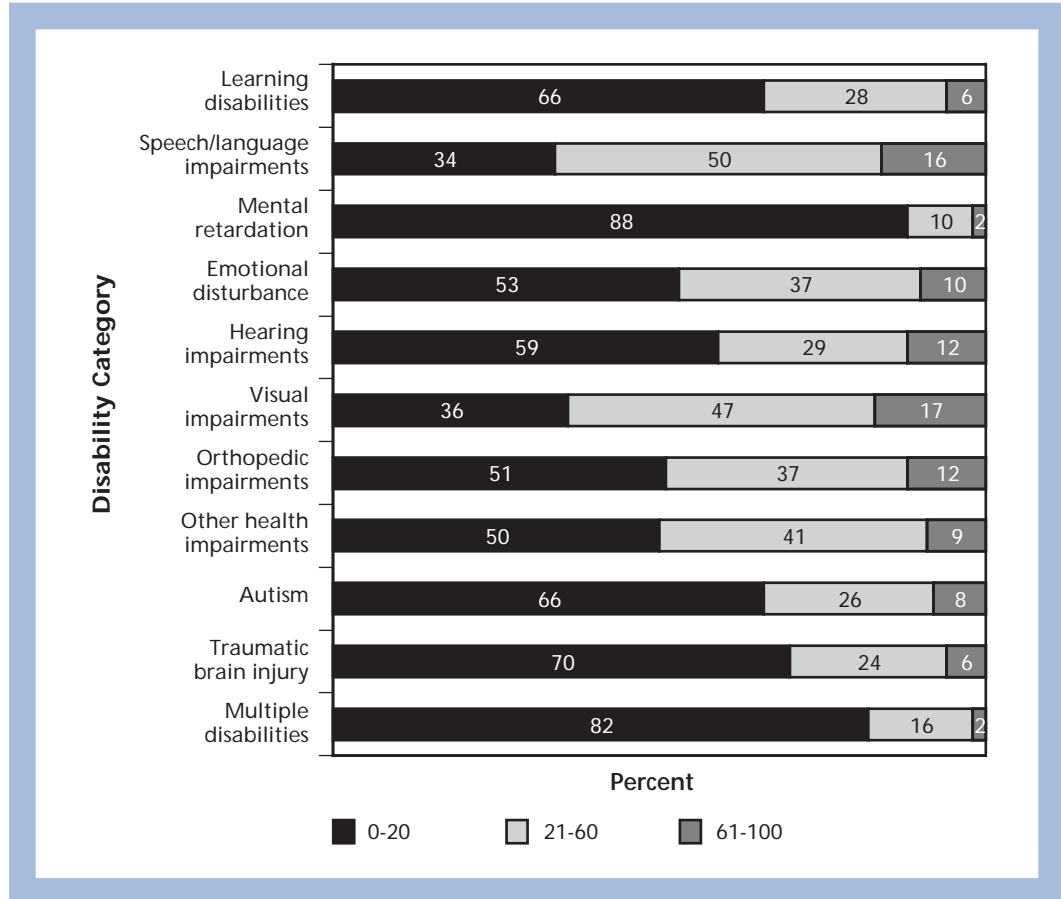
c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Letter-Word Identification – Measures the student's reading skills in identifying isolated letters and words. It is not necessary that the student knows the meaning of any words correctly identified.

Source: SEELS Direct Assessment.

## How do students with disabilities perform academically?

**Figure 1-44. Passage Comprehension (Percentage in Each Percentile Rank Range), by Disability Category<sup>a/,b/</sup> for Elementary and Middle School Students with Disabilities, Ages 6 Through 12<sup>c/,d/</sup>: 2001**



a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf/blindness to report.

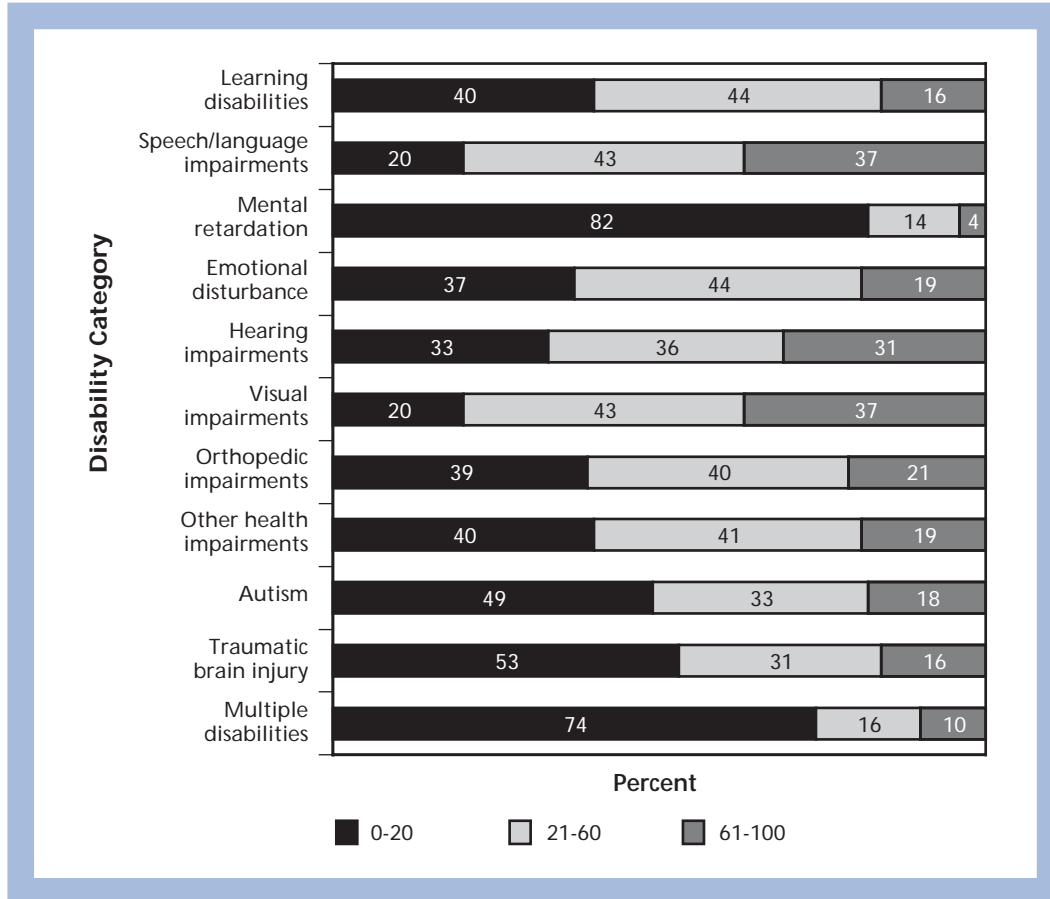
c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Passage Comprehension – Measures the student's skill in reading a short passage and identifying a missing key word (i.e., a fill in the blank procedure); student must exercise a variety of comprehension and vocabulary skills.

Source: SEELS Direct Assessment.

## How do students with disabilities perform academically?

**Figure 1-45. Calculation (Percentage in Each Percentile Rank Range), by Disability Category<sup>a/,b/</sup> for Elementary and Middle School Students with Disabilities, Ages 6 Through 12<sup>c/,d/</sup>: 2001**



a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf/blindness to report.

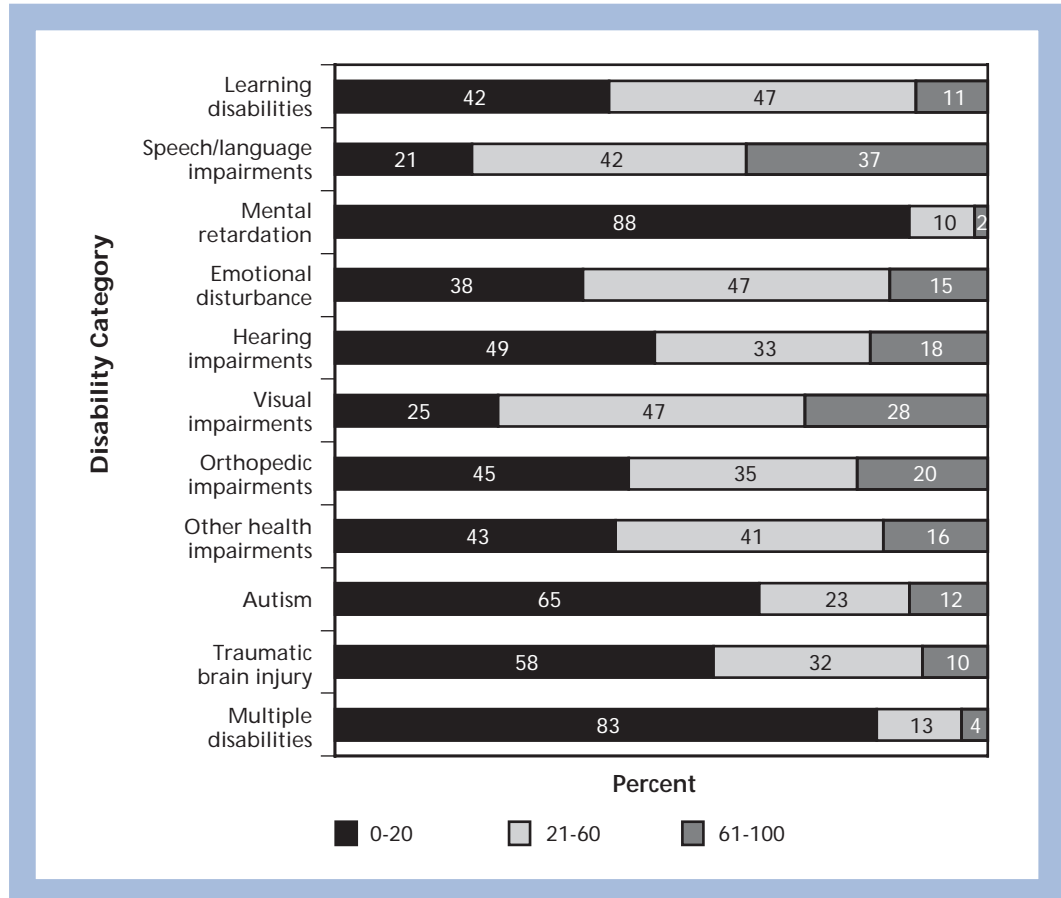
c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Calculation – Measures the student's ability to perform mathematical calculations ranging from simple addition to calculus; student is not required to make any decisions about what operations to use or what data to include.

Source: SEELS Direct Assessment.

## How do students with disabilities perform academically?

Figure 1-46. Applied Problems (Percentage in Each Percentile Rank Range), by Disability Category<sup>a/,b/</sup> for Elementary and Middle School Students with Disabilities, Ages 6 Through 12<sup>c/,d/</sup>: 2001



a/ SEELS did not sample students with developmental delay.

b/ There were too few students with deaf/blindness to report.

c/ For the standardized assessments, each student's performance is associated with a percentile score which reflects the proportion of individuals of that student's age in the general population who received a lower score on that assessment. The bar segments in the graph indicate the proportion of SEELS students whose percentile rank on the assessment fell within the percentile range (e.g., 0 to 20, 21 to 60, etc.) specified by the segment pattern. For example, 56 percent of the SEELS male students performed similarly to the bottom 20 percent of students in the general population. If students with disabilities were performing on the level of students in the general population, then only about 20 percent of the SEELS students would receive scores similar to their general population age peers in the 0 to 20th percentile range.

d/ Problem Solving – Measures the ability to analyze and solve problems in mathematics; student must decide not only the appropriate mathematical operations to use but also which of the data to include in the calculation.

Source: SEELS Direct Assessment.

- According to SEELS, among students ages 6 through 12 from the various disability categories, there is great diversity in standardized scores for both reading and mathematics. Some students in each disability category achieve reading and/or math scores at, or close to, those of their same-age peers without disabilities. However, many have not yet become proficient. With the exception of the speech/language impairments and visual impairment

categories, nearly 50 percent or more of students in the other disability categories scored at or below the 20th percentile on measures of reading (decoding and comprehension). Overall, students with disabilities receive higher scores on standardized tests of mathematics than reading skills.

- Sixty seven percent of students with disabilities from low-income households (\$25,000 or less) had scores at or below the 20th percentile for letter/word identification. Thirty eight percent of the students from households with over \$50,000 income had scores at or below the 20th percentile.
- Nearly three-fourths or more of students in the mental retardation or multiple disabilities categories scored in the lowest performance range (below the 21st percentile) on the passage comprehension, letter/word identification, mathematical calculation, and applied problem assessments.

**Table 1-14. Average Scores and Performance Levels of Fourth- and Eighth-Grade Students on NAEP 2000 and 2002 Reading Assessments, by Disability Status**

2000 and 2002 Grade 4 Average Scale Scores and Percent At or Above Basic and At or Above Proficient <sup>a/</sup>								
	N		Mean		% at or above basic <sup>b/</sup>		% at or above proficient	
	2000	2002	2000	2002	2000	2002	2000	2002
Students with disabilities	317	11,984	167	187	22%	30%	8%	9%
Students without disabilities	7,757	128,593	217	221	62%	67%	31%	33%

2002 <sup>c/</sup> Grade 8 Average Scale Scores and Percent At or Above Basic and At or Above Proficient <sup>a/</sup>				
	N	Mean	% at or above basic <sup>b/</sup>	% at or above proficient
Students with disabilities	10,220	228	36%	6%
Students without disabilities	104,956	268	79%	35%

a/ Results for the sample of students with IEPs cannot be generalized to the total population of students with IEPs.

b/ Scores on the NAEP reading assessment fall on a 0-500 point scale delineated by three skill levels: Basic, Proficient, and Advanced.

c/ The NAEP reading assessment was not administered to eighth-grade students in 2000.

d/ NCES defines students with disabilities as those who have IEPs.

Source: NAEP, June 2003 (<http://nces.ed.gov/nationsreportcard>).

- Students with IEPs appear to have scored lower than did students without IEPs on the NAEP fourth-grade reading assessment in both 2000 and 2002.
- The scores of IEP students on the NAEP fourth-grade reading assessment appear to have improved between 2000 and 2002; that is, it appears that more students with IEPs scored at or above basic and at or above proficient.
- On the eighth-grade NAEP reading assessment, the proportion of students with IEPs who scored at or above basic appears to be less than half of the proportion of students without IEPs who scored at or above basic. When the proportions of both groups scoring at or above proficient are compared, the differences are greater with only 6 percent of students with IEPs scoring at this level compared to 35 percent of students without IEPs.

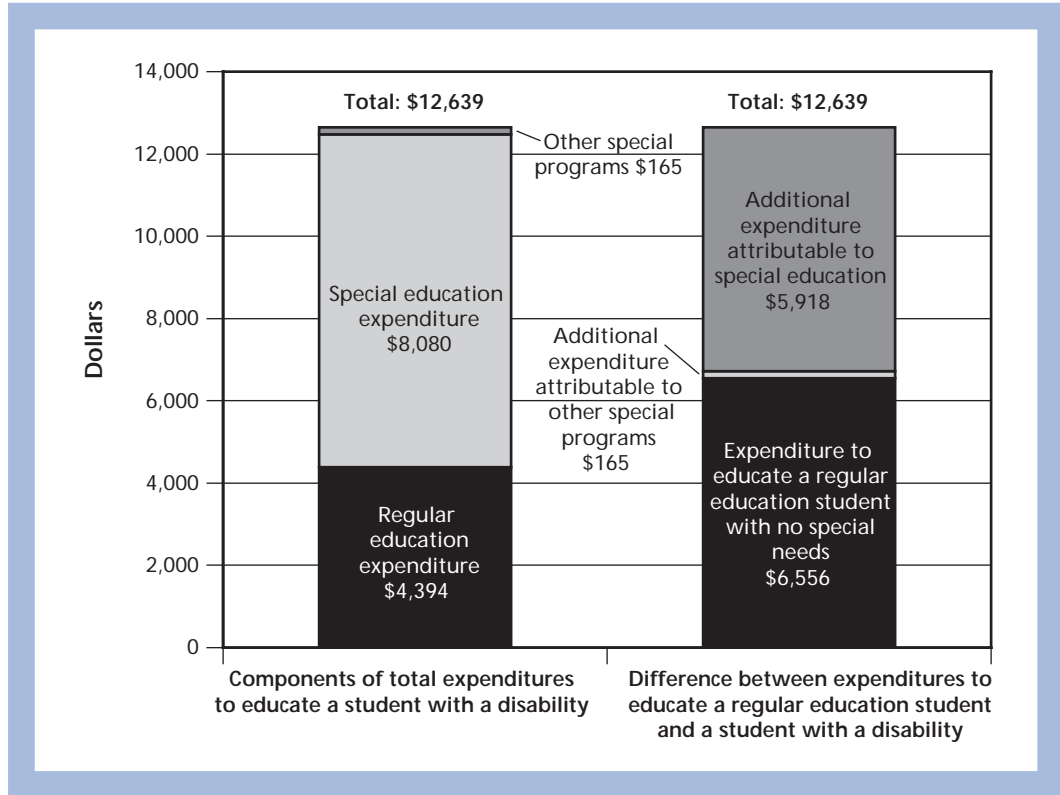
*The National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.*

During the 1999-2000 school year, the United States spent about \$50 billion on special education services. Another \$27.3 billion was expended on regular education services for students with disabilities eligible for special education, and an additional \$1 billion was spent on other special needs programs (e.g., Title I, English language learners, or gifted and talented education). Thus, total spending to educate all students with disabilities found eligible for special education programs was \$78.3 billion.

## Expenditures for Special Education

*What are the total expenditures to provide services to students with disabilities ages 6 through 21?*

Figure 1-47. Calculation of Additional Expenditures for a Student with a Disability: 1999-2000

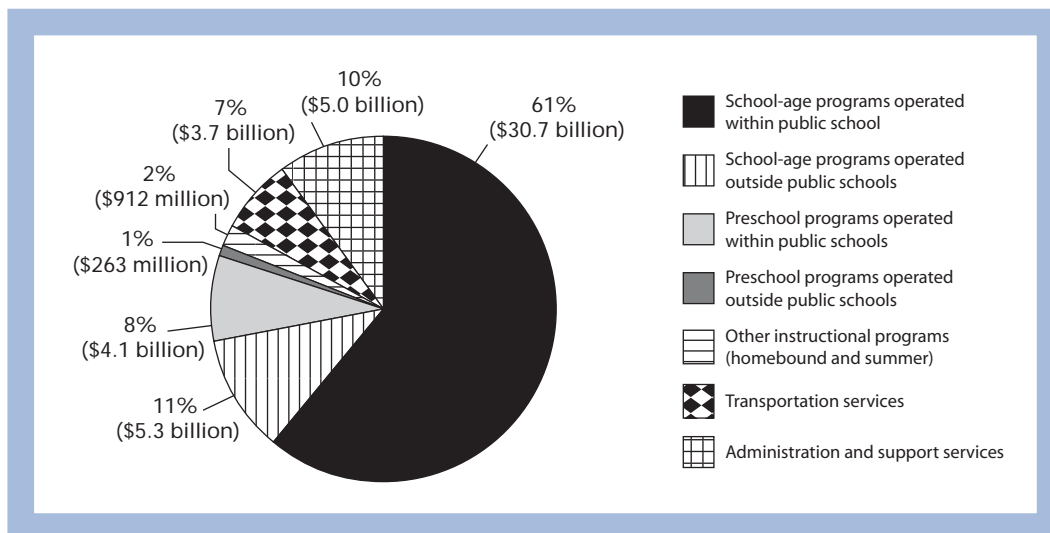


Sources: SEEP District and School Surveys.

- In per pupil terms, the total spending used to educate the average student with a disability is \$12,639. This amount includes \$8,080 per pupil on special education services, \$4,394 per pupil on regular education services, and \$165 per pupil on services from other special needs programs (e.g., Title I, English language learners, or gifted and talented education).
- The data derived from SEEP indicate that the base expenditure on a regular education student is \$6,556 per pupil. Comparing this figure to the average expenditure for a student eligible to receive special education services, the additional expenditure attributable to special education is to \$5,918 per pupil.

## How are special education expenditures allocated?

Figure 1-48. Allocation of Special Education Expenditures: 1999-2000



Sources: SEEP District and School Surveys.

- Focusing on the \$50 billion of special education spending, it is useful to see how funds are allocated among different spending components. Special education spending includes central office administration and support of the program, direct instruction and related services for preschool (ages 3 through 5) and school-aged (ages 6 through 21) students, special education summer school, programs for students who are homebound or hospitalized, and special transportation services. The above figure shows the percentage and dollar amount of special education spending on each of these components.

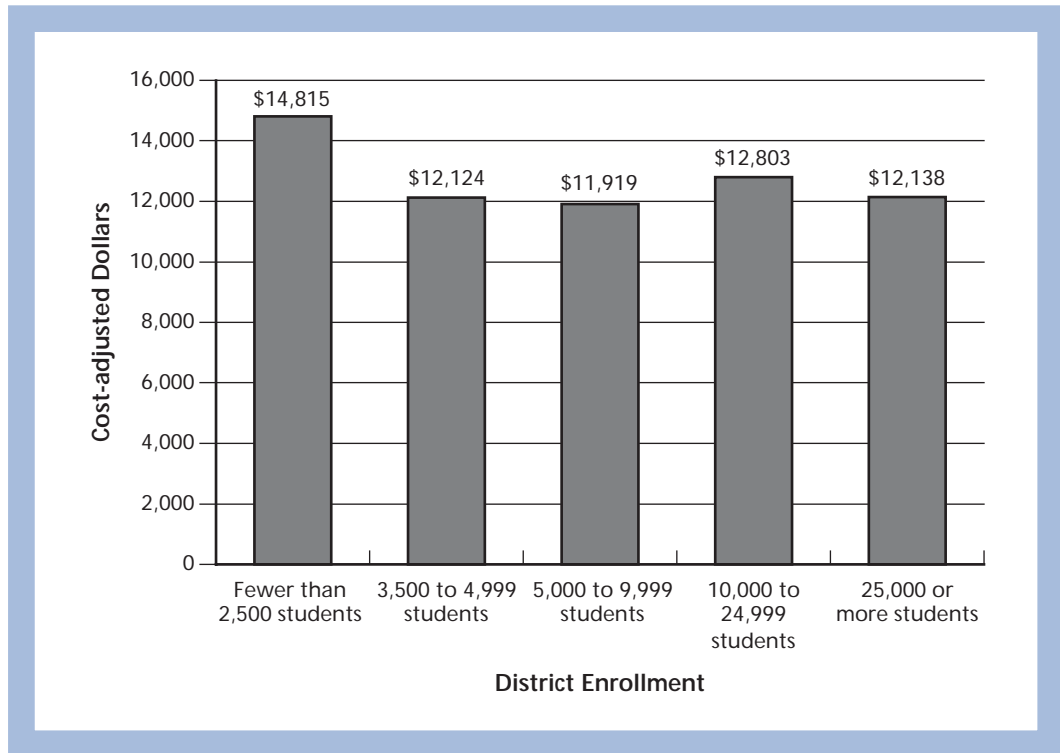
## How does spending on special education students vary across districts?

- According to the SEEP District Survey, the smallest districts reported a level of actual expenditure that is 14 percent higher than the actual expenditure in the districts with enrollment of 25,000 or more students (\$14,062 vs. \$12,309), and a cost-adjusted<sup>18</sup> level of expenditure that is 22 percent higher (\$14,815 vs. \$12,138). While the differences based on actual expenditures are not statistically significant, the differences based on cost-adjusted expenditures are both economically and statistically significantly different from each other (economic significance indicates a difference large enough to have an effect on the levels of services being offered).

18 This adjustment compensates for differences in the prices paid for comparable resources used in providing special education services in different geographic locations throughout the United States.



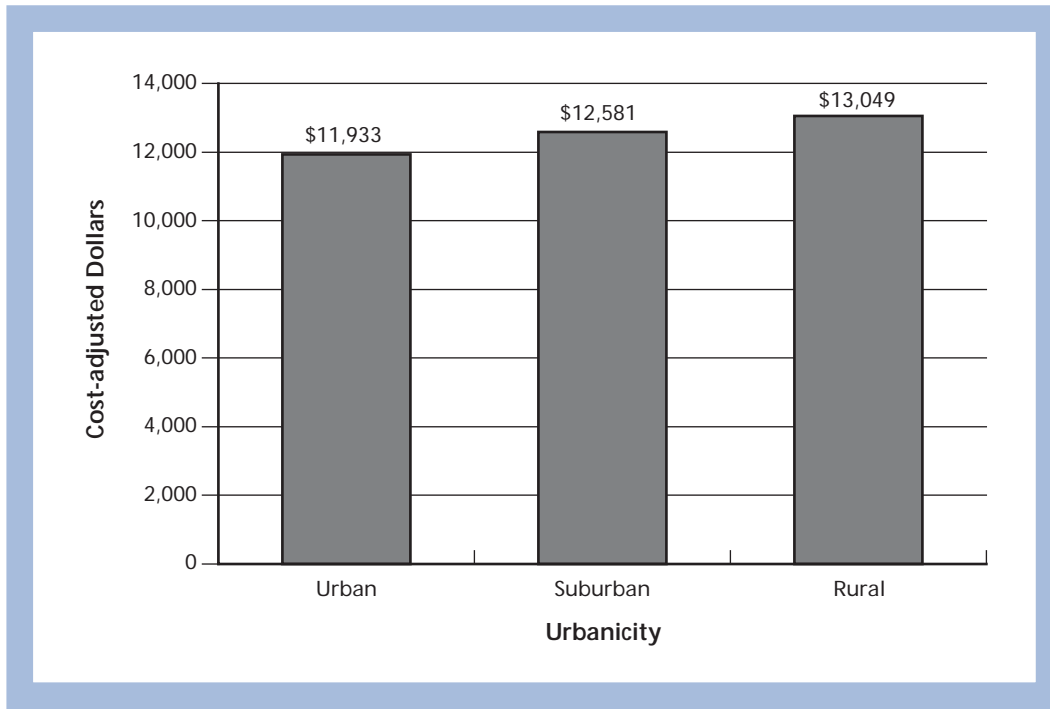
**Figure 1-49. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Size of District Enrollment: 1999-2000**



Sources: SEEP District and School Surveys.

- The spending ratio (relative spending on a special education student vs. regular education student) for the smallest districts is estimated to be 2.19, compared to a national average spending ratio of 1.90 (See Figure 1-47) (SEEP District and School Surveys).

**Figure 1-50. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Degree of Urbanicity<sup>a/</sup>: 1999-2000**

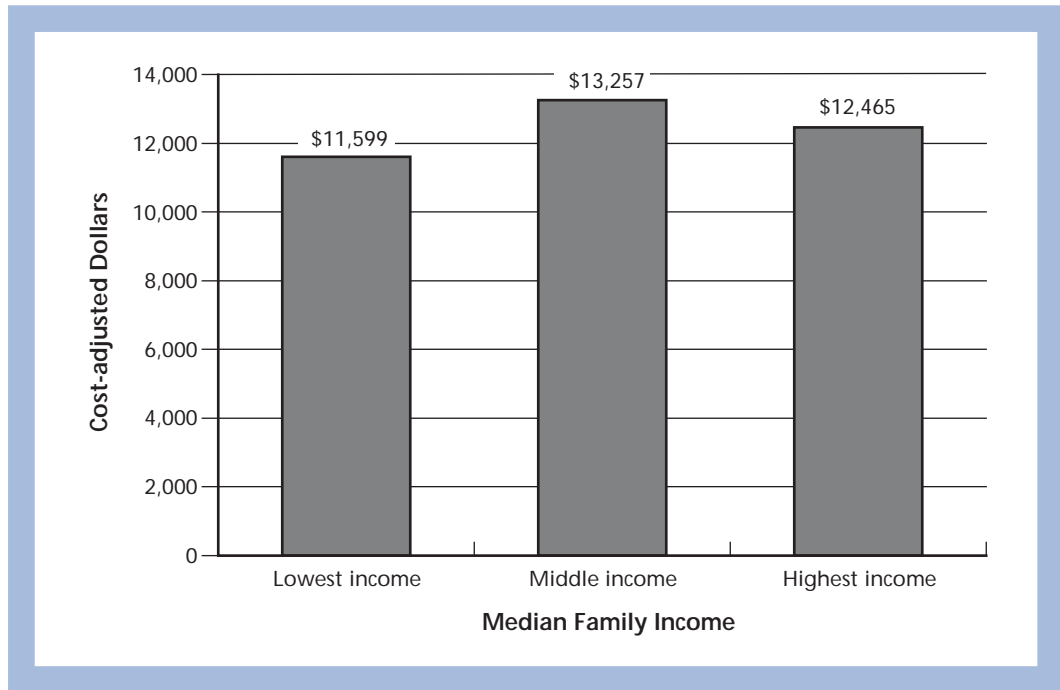


*a/* The three categories represent a consolidated version for the locale type variable included with the Common Core of Data (CCD) published by NCES, 1999-2000.

Sources: SEEP District and School Surveys; CCD, NCES, 1999-2000.

- Rural districts spend the most in cost-adjusted dollars, and urban districts spend the least, with suburban districts in between .

**Figure 1-51. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Median Family Income<sup>a/</sup>: 1999-2000**

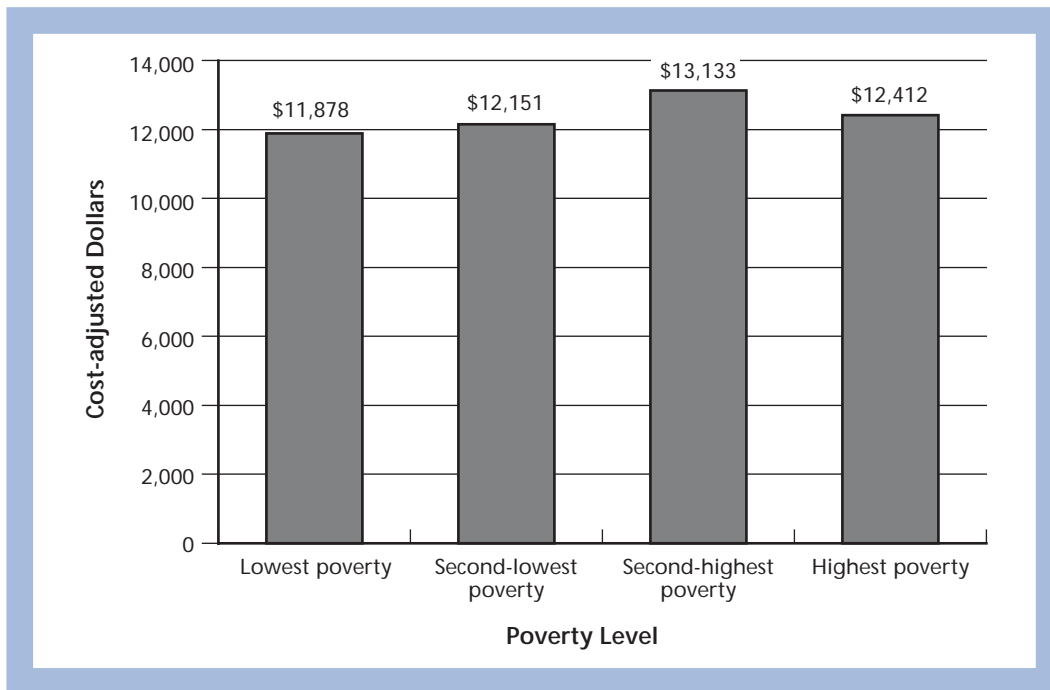


*a/ This family income variable uses data from the 1990 U.S. Census organized by school district.*

*Sources:SEEP District and School Surveys; U.S. Census Bureau, 1990 ([www.census.gov/hhes/www/income.html](http://www.census.gov/hhes/www/income.html)).*

- The third of districts with the lowest median family income spend the least to educate a student with disabilities. Districts with middle-income families spend \$1,658 more per student than districts with the lowest income families .

**Figure 1-52. Total Expenditure (Cost-Adjusted) Across Districts To Educate a Student with a Disability, Classified by Student Poverty Level<sup>a/</sup>: 1999-2000**



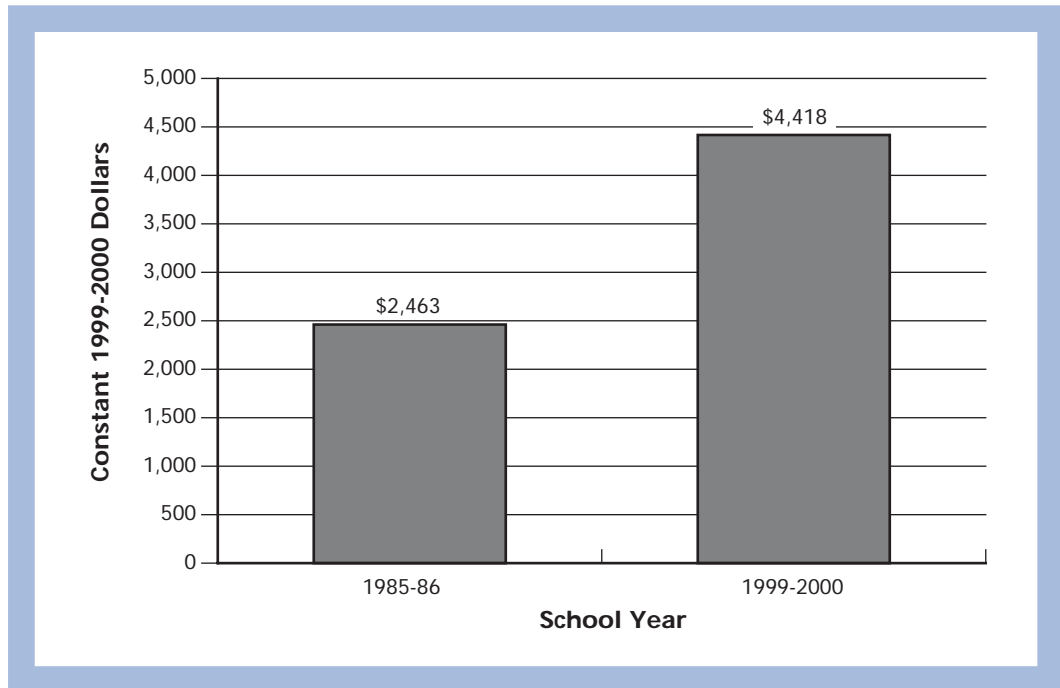
*a/ Poverty is defined in terms of the percentage of students eligible for free or reduced-price lunch.*

*Sources:SEEP District and School Surveys.*

- Low-poverty districts have the lowest spending ratios. No consistent positive or negative relationship is found for expenditures and districts' student poverty levels. However, low-poverty districts have the lowest spending ratios (relative spending on a special education student vs. regular education student): 1.72 compared to 1.86 for the second lowest quartile, and 1.97 and 1.98 for the two highest poverty quartiles (SEEP District and School Surveys).
- The spending ratio for the smallest districts is estimated to be 2.19, compared to a national average spending ratio of 1.90 (SEEP District and School Surveys).

## What is being expended for special education transportation?

Figure 1-53. Changes in Expenditure Per Pupil on Special Transportation Services from 1985-86 to 1999-2000 (Expressed in Constant 1999-2000 Dollars)



Sources: SEEP District and School Surveys.

- Special education transportation expenditure per pupil in constant dollars (i.e., actual spending adjusted by the Consumer Price Index) has increased since the 1985-86 school year from \$2,463 to \$4,418 during the 1999-2000 school year, an increase of 80 percent. The per pupil spending on regular transportation rose from \$365 to \$442, an increase of 21 percent (SEEP District and School Surveys).
- Special transportation spending per pupil is nearly 10 times greater than spending on regular transportation. This represents an increase since 1985-86 when per pupil special transportation spending was around seven times more than that of regular transportation (SEEP District and School Surveys).
- During the 1999-2000 school year, the nation's school districts spent around \$13.1 billion on home-to-school and school-to-school transportation services for all K-12 students in public schools (SEEP District and School Surveys).
- The total expenditure on special transportation services is estimated to be about \$3.7 billion. This represents about 28 percent of the total school transportation expenditures in the United States and approximately 7 percent of the total spending on special education services (SEEP District and School Surveys).

## Trends in School Exiting and Transition

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

**Table 1-15. Percentage<sup>a/</sup> of Students Age 14 and Older with Disabilities Who Graduated with a Standard Diploma: 1993-94 Through 2000-01**

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>b/</sup>	1999-2000	2000-01
Specific learning disabilities	49.1	47.7	48.2	48.8	51.0	51.9	51.6	53.6
Speech/language impairments	42.9	41.7	42.2	44.8	48.1	51.2	53.2	52.3
Mental retardation	35.0	33.8	34.0	33.0	34.3	36.0	34.3	35.0
Emotional disturbance	27.0	26.0	25.1	25.9	27.4	29.2	28.6	28.9
Multiple disabilities	36.1	31.4	35.3	35.4	39.0	41.0	42.1	41.6
Hearing impairments	61.9	58.2	58.8	61.8	62.3	60.9	61.8	60.3
Orthopedic impairments	56.7	54.1	53.6	54.9	57.9	53.9	51.2	57.4
Other health impairments	54.6	52.6	53.0	53.1	56.8	55.0	56.4	56.1
Visual impairments	63.5	63.7	65.0	64.3	65.1	67.6	66.5	65.9
Autism	33.7	35.5	36.4	35.9	38.7	40.5	40.7	42.1
Deaf-blindness <sup>c/</sup>	34.7	30.0	39.5	39.4	67.7	48.3	39.5	41.2
Traumatic brain injury	54.6	51.7	54.0	57.3	58.2	60.6	56.7	57.5
<b>All disabilities</b>	<b>43.5</b>	<b>42.1</b>	<b>42.4</b>	<b>43.0</b>	<b>45.3</b>	<b>46.5</b>	<b>46.1</b>	<b>47.6</b>

a/ The percentage of students with disabilities who exit school with a regular high school diploma and the percentage who exit school by dropping out are performance indicators used by OSEP to measure progress in improving results for students with disabilities. The appropriate method for calculating graduation and dropout rates depends on the question to be answered and is limited by the data available. For reporting under the Government Performance and Results Act (GPRA), OSEP calculates the graduation rate by dividing the number of students age 14 and older who graduated with a regular high school diploma by the number of students in the same age group who are known to have left school (i.e., graduated with a regular high school diploma, received a certificate of completion, reached the maximum age for services, died, moved and are not known to be continuing in an education program, or dropped out). These calculations are presented here. Not all states award a certificate of completion. In all years presented, Kansas, Massachusetts, New Jersey, Oklahoma, Texas, and Guam did not report any students receiving a certificate of completion. Since 1997, Minnesota has not reported any students receiving a certificate of completion. Since 1998, Arizona and Ohio have not reported any students receiving a certificate of completion. Prior to 1999, Pennsylvania did not report any students receiving a certificate of completion.

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

c/ Percentages are based on fewer than 150 students exiting school.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AD1 in vol. 2. These data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- In 2000-01, 47.6 percent of the students ages 14 and older with disabilities exited school with a regular high school diploma.
- From 1993-94 through 2000-01, there was little change in the relative standing of graduation rates for the various disability categories.
  - Students with visual impairments or hearing impairments consistently had the highest graduation rates.
  - Students with mental retardation or emotional disturbance consistently had the lowest graduation rates.

- From 1993-94 through 2000-01, the graduation rate improved for most disability categories.
  - The largest gains were made by students with autism and speech/language impairments. Notable gains were also made by students with deaf-blindness and multiple disabilities.
  - No meaningful change occurred in the graduation rate for students with mental retardation, orthopedic impairments, or other health impairments.

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

**Table 1-16. Percentage<sup>a/</sup> of Students Age 14 and Older with Disabilities Who Dropped Out of School: 1993-94 Through 2000-01**

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>b/</sup>	1999-2000	2000-01
Specific learning disabilities	43.1	44.7	44.4	43.4	41.3	40.2	39.9	38.7
Speech/language impairments	49.3	51.4	50.4	48.0	44.5	40.9	39.3	39.7
Mental retardation	35.4	37.9	38.0	38.2	36.3	34.9	35.7	34.3
Emotional disturbance	67.8	69.2	69.9	69.2	67.2	65.5	65.2	65.1
Multiple disabilities	24.6	35.1	27.4	27.7	26.3	28.1	25.7	26.7
Hearing impairments	24.3	28.0	28.3	25.6	23.5	24.8	23.2	24.5
Orthopedic impairments	25.1	27.9	28.9	27.3	24.3	27.4	30.4	27.0
Other health impairments	37.4	38.1	36.8	37.8	34.9	36.3	35.2	36.2
Visual impairments	24.5	24.4	22.3	21.4	21.7	20.6	20.2	21.1
Autism	25.9	29.5	23.8	24.0	19.2	22.8	23.4	20.8
Deaf-blindness <sup>c/</sup>	24.5	25.5	12.8	27.3	11.8	25.0	25.4	22.9
Traumatic brain injury	28.2	32.9	30.7	29.6	26.1	27.2	28.8	28.9
<b>All disabilities</b>	<b>45.1</b>	<b>47.0</b>	<b>46.8</b>	<b>45.9</b>	<b>43.7</b>	<b>42.3</b>	<b>42.1</b>	<b>41.1</b>

a/ See note on previous table as to how percentage was calculated. The dropout rate is calculated in the same manner, but with the number of dropouts in the numerator. Students who moved and are not known to be continuing in an education program are treated as dropouts.

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

c/ Percentages are based on fewer than 150 students exiting school.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AD1 in vol. 2. These data are for the 50 states, D.C., Puerto Rico, and the outlying areas.

- In 2000-01, 41.1 percent of the students ages 14 and older with disabilities exited school by dropping out.
- From 1993-94 through 2000-01, the percentage of students with disabilities dropping out decreased from 45.1 percent to 41.1 percent.
  - Students with visual impairments consistently had the lowest dropout rates.
  - Students with emotional disturbance consistently had the highest dropout rates.
  - In every year, students with emotional disturbance had a dropout rate that was substantially higher than the dropout rate for the next highest disability category.

- From 1993-94 through 2000-01, the dropout rate declined for students in most categories.
  - The improvement was most notable for students with autism and speech/language impairments. The dropout rate also notably declined for students with visual impairments and specific learning disabilities.
  - No meaningful change occurred in the dropout rate for students with hearing impairments.

## *Are the graduation and dropout rates the same for students with disabilities in different racial/ethnic groups?*

**Table 1-17. Percentage<sup>a/</sup> of Students Age 14 and Older with Disabilities Who Graduated with a Standard Diploma or Dropped Out, by Race/Ethnicity: 2000-01**

Race/ethnicity	Graduated with a standard diploma		Dropped out	
	Number	Percentage	Number	Percentage
American Indian/Alaska Native	2,533	41.9	3,157	52.2
Asian/Pacific Islander	3,583	60.6	1,652	28.0
Black (not Hispanic)	27,999	36.5	34,085	44.5
Hispanic	24,087	47.5	22,073	43.5
White (not Hispanic)	132,714	56.8	79,220	33.9

*a/ Percentage is calculated by dividing the number of students age 14 and older in each racial/ethnic group who graduated with a regular high school diploma (or dropped out) by the number of students age 14 and older in that racial/ethnic group who are known to have left school (i.e., graduated with a regular high school diploma, received a certificate of completion, reached the maximum age for services, died, moved and are not known to be continuing, or dropped out.) Students who moved and are not known to be continuing in an education program are treated as dropouts. Not all states award a certificate of completion. In 2000-01, Arizona, Kansas, Massachusetts, Minnesota, New Jersey, Ohio, Oklahoma, Texas, and Guam did not report any students receiving a certificate of completion.*

*Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table AD4 in vol. 2. These data are for the 50 states, D.C., Puerto Rico, and the outlying areas.*

- The graduation rate is highest for Asian/Pacific Islander (60.6 percent) and white (56.8 percent) students with disabilities. Both rates are above the graduation rate for all students with disabilities (47.6 percent) (see Table 1-15).
- The graduation rate is lowest for black students with disabilities (36.5 percent).
- The dropout rate is lowest for Asian/Pacific Islander (28.0 percent) and white students with disabilities (33.9 percent). Both rates are below the dropout rate for all students with disabilities (41.1 percent) (see Table 1-16).
- The dropout rate is highest for American Indian/Alaska Native (52.2 percent) students with disabilities.
- Black (44.5 percent) and Hispanic (43.5 percent) students with disabilities had similar dropout rates.



*What procedures are used by states, local education agencies, and schools to prevent students with disabilities from dropping out of school?*

**Table 1-18. Percentage of States Reporting on Individual Schools' Dropout Rates for Students with and without Disabilities: 1999-2000 School Year**

Practice	Percent	
State included dropout rates in school reports and ...		71
<i>Students with disabilities were included in calculation but not separately reported</i>	51	
<i>Rates were reported separately for students with disabilities</i>	18	
<i>Students with disabilities were not included in calculations and were not separately reported</i>	2	
State did not include dropout rates in its school reports		16
State did not issue school reports		12

Source: SLIIDEA State Survey.

- Almost three-fourths of the states (71 percent) issued individual school reports that included dropout rates.
- Of the 35 states that issued dropout reports, 25 states combined the dropout rates for general education students and students with disabilities; nine states reported rates separately for students with disabilities, and one state did not report the rates of students with disabilities.

**Table 1-19. Percentage of Districts That Tracked Dropout Risk Factors for Students with Disabilities: 1999–2000**

Risk Factors	Percent
Tracked any of the following factors <i>Tracked the following risk factors:</i>	60
Excessive absences	58
Significant discipline problems	53
One or more suspensions from school	48
Juvenile justice involvement	35
Previously retained in grade	32
Limited English proficiency	29
Older than norm for grade	28
Family or economic problems	26

Source: SLIIDEA District Survey.

- Sixty percent of districts track dropout risk factors for students with disabilities.
- The most commonly tracked risk factors are excessive absences (58 percent), significant discipline problems (53 percent), and suspensions (48 percent).

**Table 1-20. Percentage of Schools Reporting Factors Used To Select Students for Participation in the School's Dropout Prevention Program—Middle and High Schools: 1999–2000**

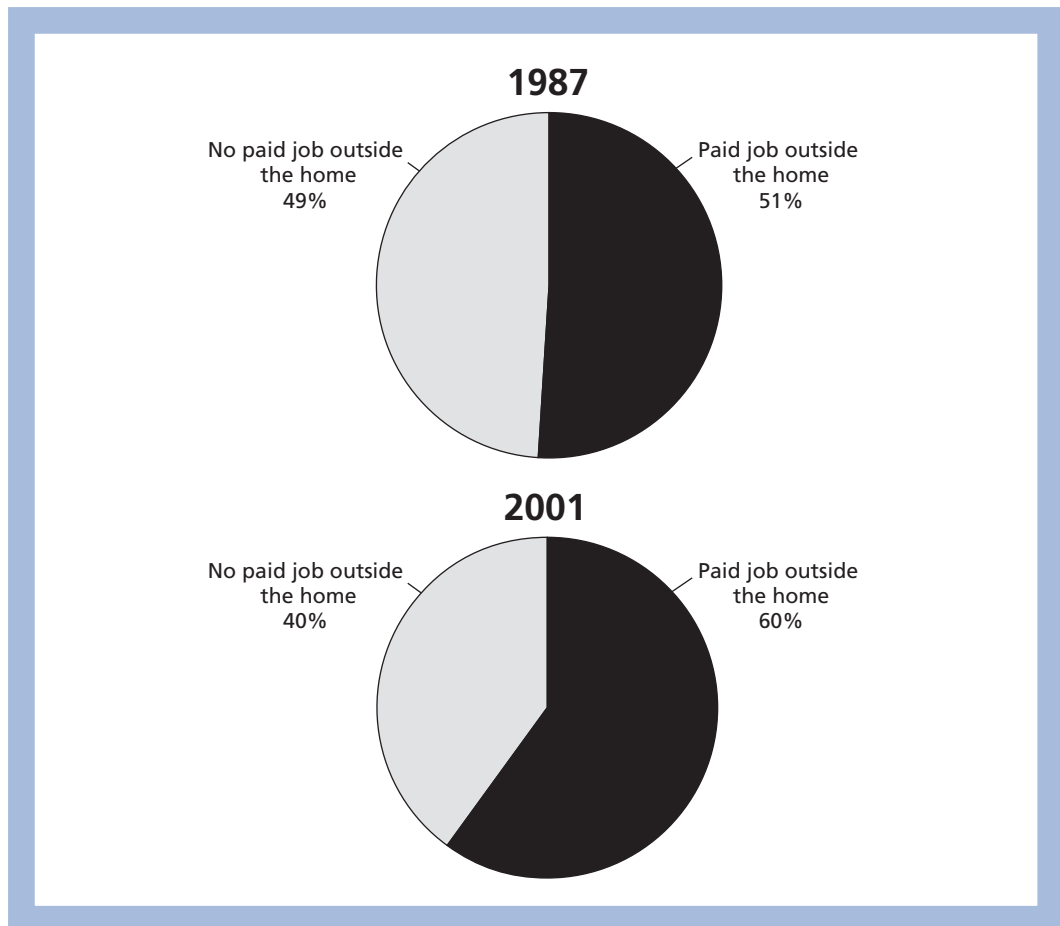
Factors	Percent
Academic performance	22
Absentee record	21
Counselor's referral	21
Teacher referral	19
Disciplinary problem	17
Student previously retained in grade	17
Parental request	16
Student older than norm for grade	16
Student request	13
Disability category	4

Source: SLIIDEA School Survey.

- Academic performance (22 percent), absentee record (21 percent), and counselor's referral (21 percent) are the most common factors used to select students for participation in a middle or high school dropout prevention program.
- A student's disability category is the least likely reported factor (4 percent) used to select students for participation in a school's dropout prevention program.

## What do we know about the employment of older students with disabilities?

Figure 1-54. Employment of Students Ages 15 Through 17 with Disabilities in 1987 and 2001



Sources: NLTS Parent Survey; NLTS2 Parent Survey.

- According to NLTS2, among 15- to 17-year-olds in 2001, 60 percent had worked in 2000, a rate similar to the general population and up from 51 percent ( $p < .01$ ) in 1987.
- The percentage of employed youth ages 15 through 17 making at least minimum wage is equal to the percentage not making minimum wage (NLTS2).
- The percentage of employed youth ages 15 through 17 making above minimum wage increased from 41 percent in 1987 to 68 percent in 2001 ( $p < .001$ ) (NLTS2).

## What transition services are available to help students with disabilities move from secondary school to adult life?

**Table 1-21. Percentage of High Schools That Offered Various Services To Help Students with Disabilities Transition From School to Adult Life: 1999–2000**

Transition services	Percent of high schools
Formal assessment of career skills or interests	99
Career counseling	98
Job applications instruction	97
Job search instruction	97
Job readiness or prevocational training	96
Interviewing instruction	96
Postsecondary education/training applications assistance	95
Postsecondary and training institutions counseling	95
Counseling about support services for students with disabilities	94
Counseling about financial aid	92
Community work experience	89
Community work exploration	87
Referrals to potential employers	85
Specific job skills training	85
Job coaches to monitor job performance	78
Job coaches/staff who work with employers to modify jobs	67
Self-advocacy curriculum	55

Source: SLIIDEA School Survey.

- Most districts offer a range of services to assist the transition of students with disabilities to adult life. More than 90 percent of all high schools offer a formal assessment of career skills or interests, career counseling, job readiness or prevocational training, instructions in job searching and other similar services, as well as counseling and support regarding postsecondary institutions.
- Between 80 percent and 90 percent of high schools offer community work experience, community work exploration, referrals to potential employers, and specific job skills training.
- Fewer than 80 percent of high schools provide job coaches who work with employers, job coaches who monitor performance, or a self-advocacy curriculum.

## Workforce

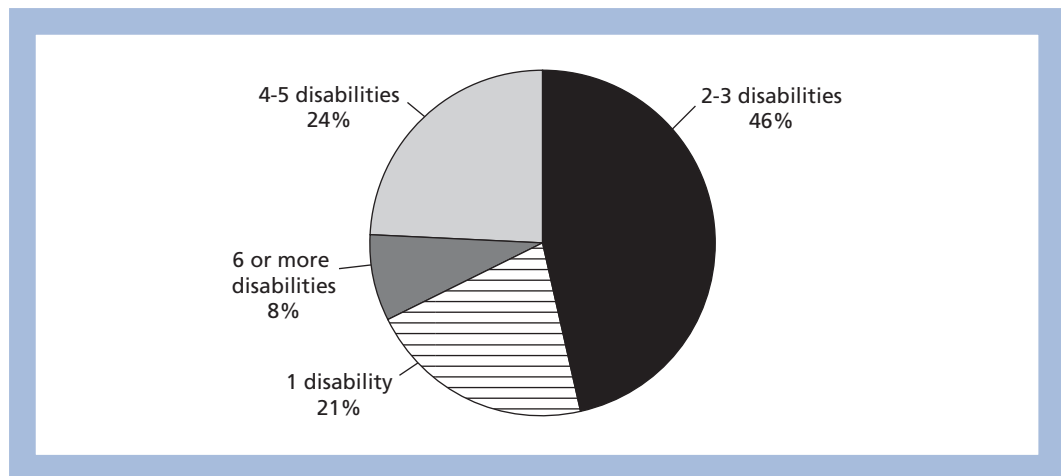
### *Who provides services to 6- through-21-year-olds with disabilities?*

**Table 1-22. Characteristics of Service Providers for Students with Disabilities**

Demographics	Special Education Teacher	General Education Teacher	Paraprofessional	Speech-Language Pathologist
Sex: Female	85%	76%	94%	96%
Race/ethnicity: White	86%	88%	78%	94%
Identifying themselves as having a disability	14%	6%	5%	5%
Mean age	43	43	44	43

Source: SPeNSE Service Provider Survey.

**Figure 1-55. Number of Different Disabilities on Special Educators' Caseloads: 2000**



Source: SPeNSE Service Provider Survey.

- Today's special educators must be innovative, adaptive, and prepared to use an array of instructional approaches that suit students with a wide variety of needs.
- Almost 80 percent of special education teachers serve students with two or more primary disabilities, and 32 percent teach students with four or more different primary disabilities.
- On average, almost one-fourth of their students are from a cultural or linguistic group different from their own, and 7 percent of their students are English language learners (SPeNSE Provider Survey).

# References for Section I

U.S. Bureau of the Census. Population data for 2000 and 2001 retrieved October 2003 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>. This file is now archived as [http://census.gov/popest/archives/2000s/vintage\\_2002/ST-EST2002/STCH-6R.txt/](http://census.gov/popest/archives/2000s/vintage_2002/ST-EST2002/STCH-6R.txt/).

U.S. Bureau of the Census. Population data for 1999 retrieved October 2000 from <http://www.census.gov/popest/archives/1990s/stats/st-99-10.txt>.

U.S. Bureau of the Census. Population data for 1998 retrieved October 1999. This file is no longer available on the Web site.

Shackelford, J. (2002). *State and jurisdictional eligibility definitions for infants and toddlers with disabilities under IDEA (NECTAC Notes No. 11)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

Subcommittee on Attention-Deficit/Hyperactivity Disorder and Committee on Quality Improvement. (2001). *Pediatrics*, 108(4), 1033.

U.S. Department of Education, National Center for Education Statistics. *National Household Education Survey, 1999* [Computer file]. ICPSR version, Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement [Producer], 2000. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [Distributor], 2003.






## Section II. The State Picture





ART REACHES THE DEPTH OF CREATIVITY

© 2001 Vincent Hartford, CT  VSA arts, [www.vsarts.org](http://www.vsarts.org)  
Image provided courtesy of VSA arts, [www.vsarts.org](http://www.vsarts.org)

*"I wanted to show how art surrounds me  
like the sea surrounds these two fish."*

# Introduction to State Tables

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

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

Table AA1	Number of Children Served Under IDEA, Part B by Age Group, During the 2001-02 School Year
Table AA13	Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 2001-02 School Year
Table AA15	Racial/Ethnic Composition (Number and Percentage) of Students Ages 6-21 Served Under IDEA, Part B by Disability, During the 2001-02 School Year
Table AB2	Number and Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 2000-2001 School Year
Table AC2	Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 6-21 with Disabilities, During the 2000-2001 School Year
Table AD1	Number of Students Age 14 and Older Exiting Special Education, During the 2000-2001 School Year
Table AH1	Number and Percentage (Based on 2001 Population Estimates) of Infants and Toddlers Receiving Early Intervention Services, December 1, 2001
Table AH2	Number of At-Risk Infants and Toddlers Receiving Early Intervention Services (Duplicated Count), December 1, 2001
Table AH3	Number of Infants and Toddlers Ages Birth Through 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000
Table AH4	Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 2000-2001 Reporting Year
Table AH7	Racial/Ethnic Composition (Number and Percentage) of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity, December 1, 2001

# Alabama

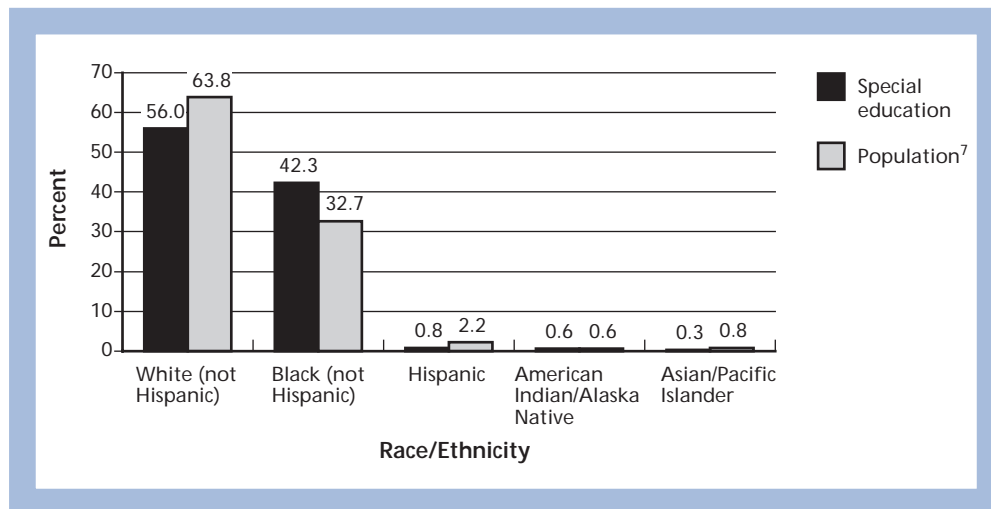
Number of regular school districts <sup>1</sup> .....	128
Public school preK-12 enrollment <sup>2</sup> .....	737,294
Per-pupil expenditures <sup>3</sup> .....	\$5,885
Percentage of population in urban areas <sup>4</sup> .....	55.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	20.5

## Special Education (Part B)

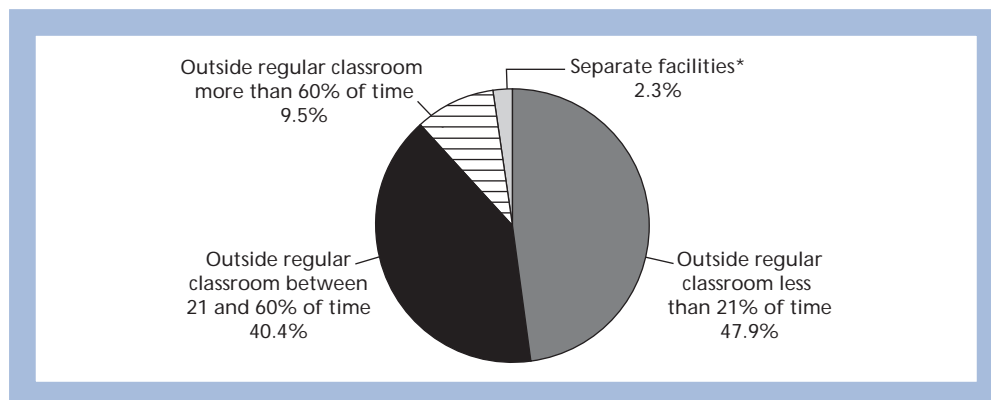
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	7,526
6-17 years old .....	83,857
18-21 years old .....	5,094
Percentage of 6-17 enrollment served under IDEA .....	11.4
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	20
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	46
Number of special education teachers for students ages 6-21 .....	4,036
Percentage of fully certified special education teachers for students ages 6-21 .....	97

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

# Alabama (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Alabama Department of Rehabilitation Services

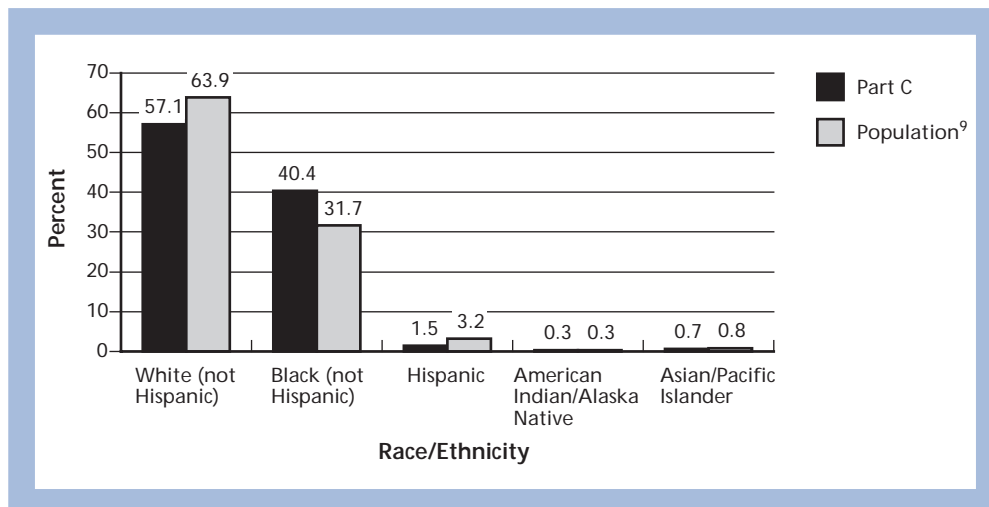
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,086

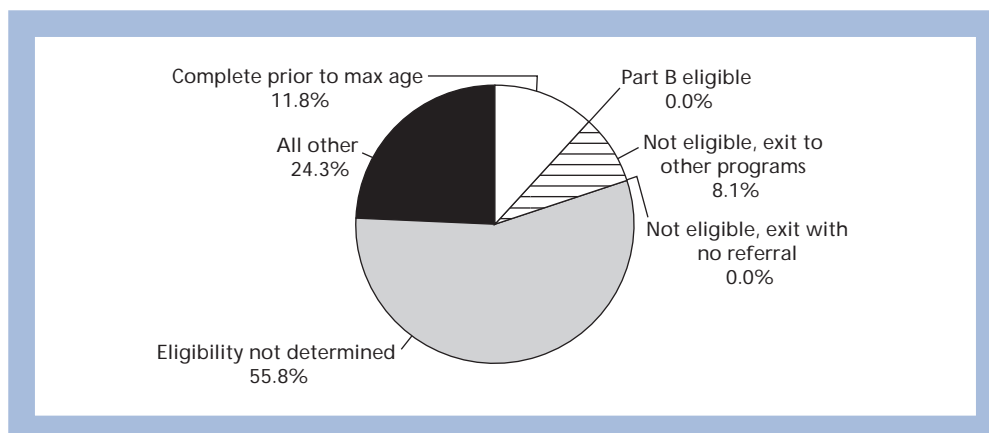
Percentage of infants and toddlers served in the home.....68

Percentage of infants and toddlers served in programs for typically developing children .....10.6

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Alaska

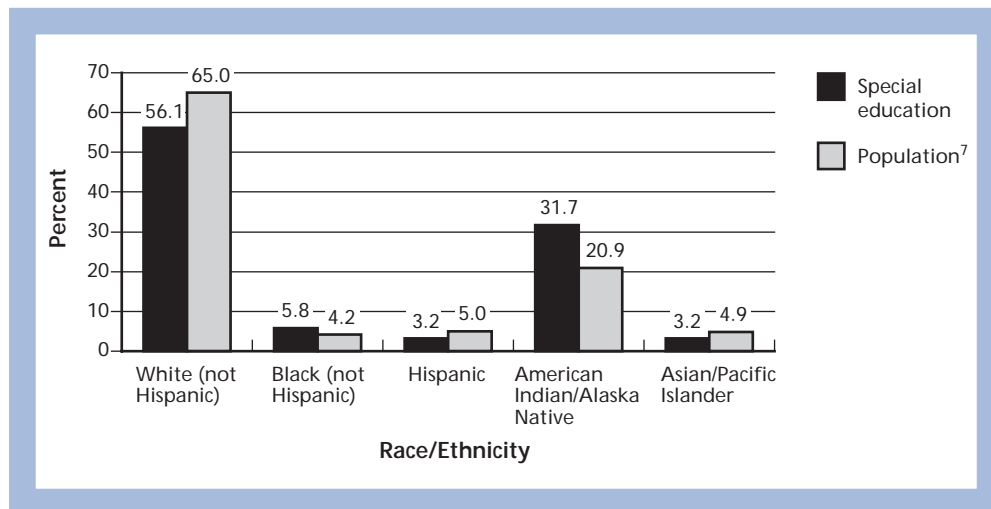
Number of regular school districts <sup>1</sup> .....	53
Public school preK-12 enrollment <sup>2</sup> .....	134,358
Per-pupil expenditures <sup>3</sup> .....	\$9,216
Percentage of population in urban areas <sup>4</sup> .....	65.6
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.5

## Special Education (Part B)

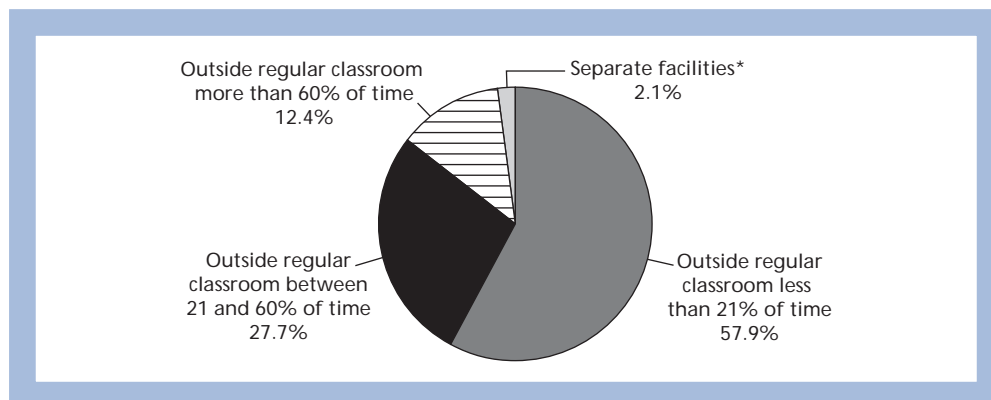
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,678
6-17 years old .....	15,636
18-21 years old .....	703
Percentage of 6-17 enrollment served under IDEA .....	11.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	37
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	60
Number of special education teachers for students ages 6-21 .....	1,096
Percentage of fully certified special education teachers for students ages 6-21 .....	95

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Alaska (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Alaska Department of Health and Social Services

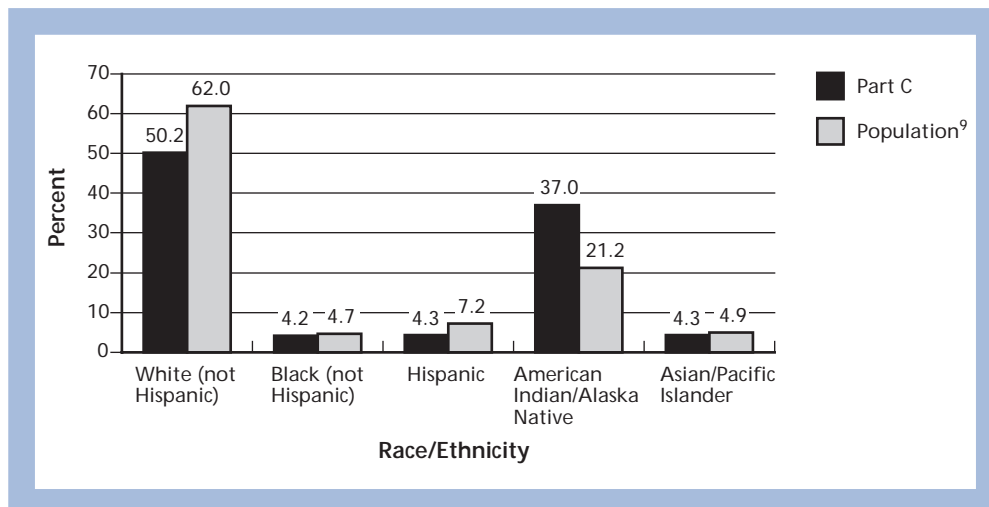
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....624

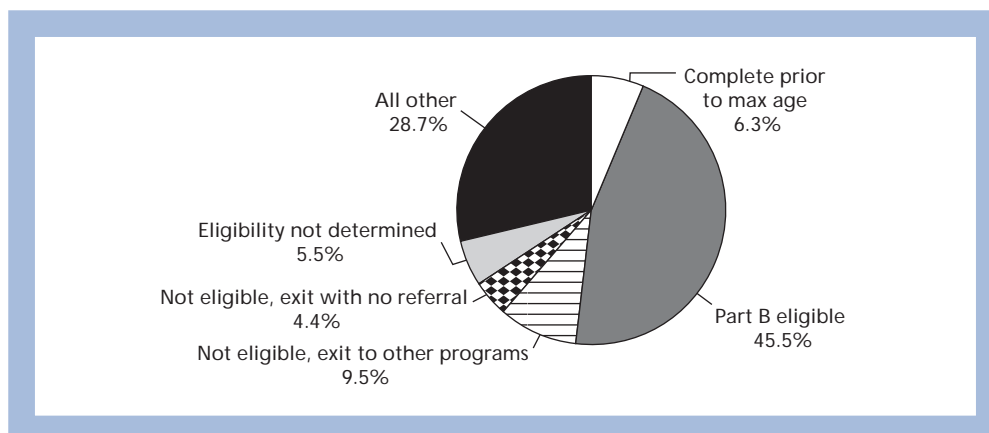
Percentage of infants and toddlers served in the home.....96

Percentage of infants and toddlers served in programs for typically developing children .....3.2

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Arizona

Number of regular school districts <sup>1</sup> .....	323
Public school preK-12 enrollment <sup>2</sup> .....	922,180
Per-pupil expenditures <sup>3</sup> .....	\$5,278
Percentage of population in urban areas <sup>4</sup> .....	88.2
Percentage of children under age 18 below poverty level <sup>5</sup> .....	18.7

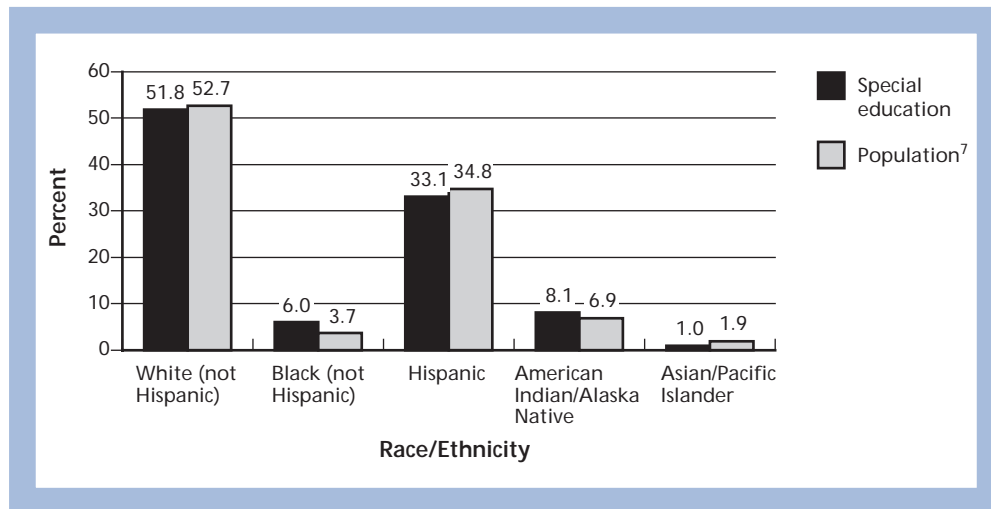
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

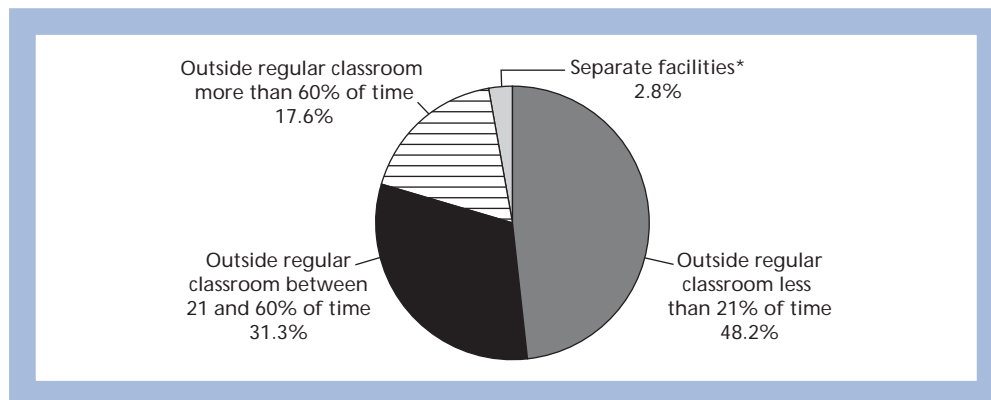
Number of children served under IDEA	
3-5 years old .....	9,906
6-17 years old .....	86,788
18-21 years old .....	4,192
Percentage of 6-17 enrollment served under IDEA .....	9.4
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	42
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	56
Number of special education teachers for students ages 6-21 .....	5,632
Percentage of fully certified special education teachers for students ages 6-21 .....	88

<sup>†</sup> Arizona did not report any students receiving a certificate of completion.

### Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



### Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

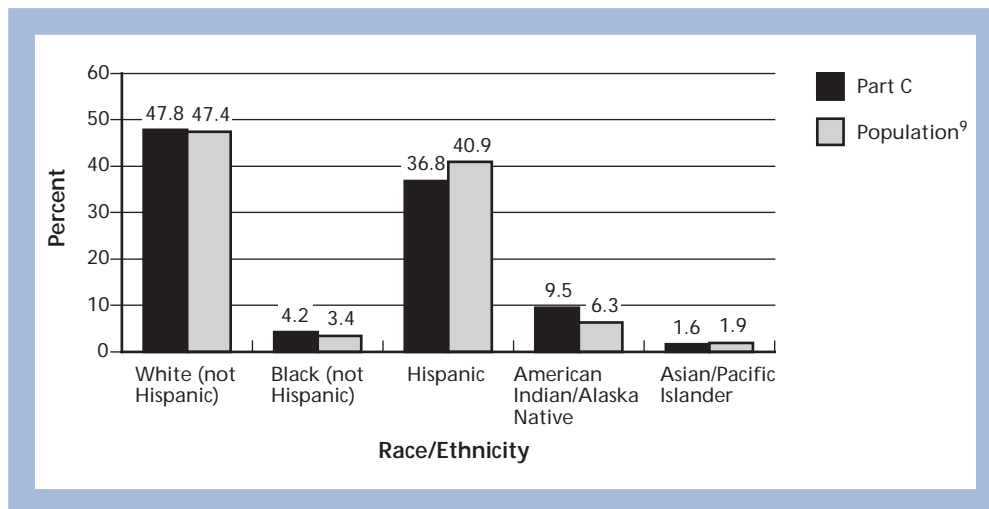
# Arizona (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

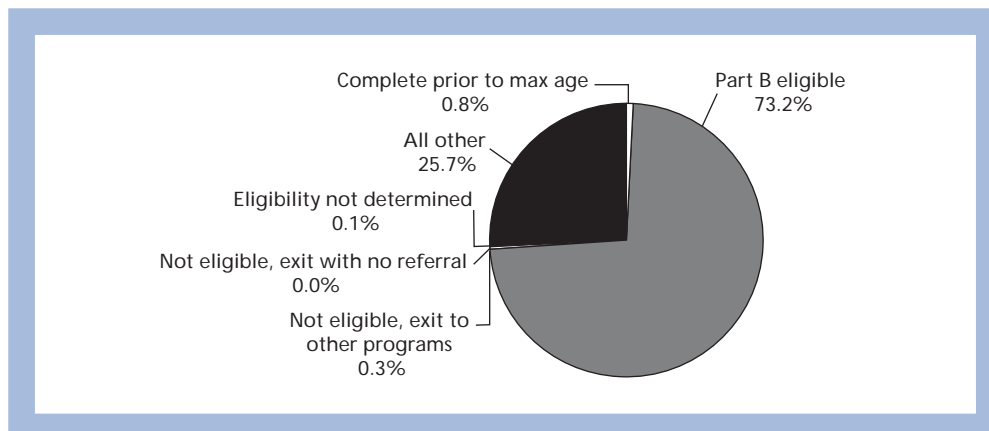
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Arizona Department of Economic Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	2,924
Percentage of infants and toddlers served in the home.....	71
Percentage of infants and toddlers served in programs for typically developing children.....	0.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Arkansas

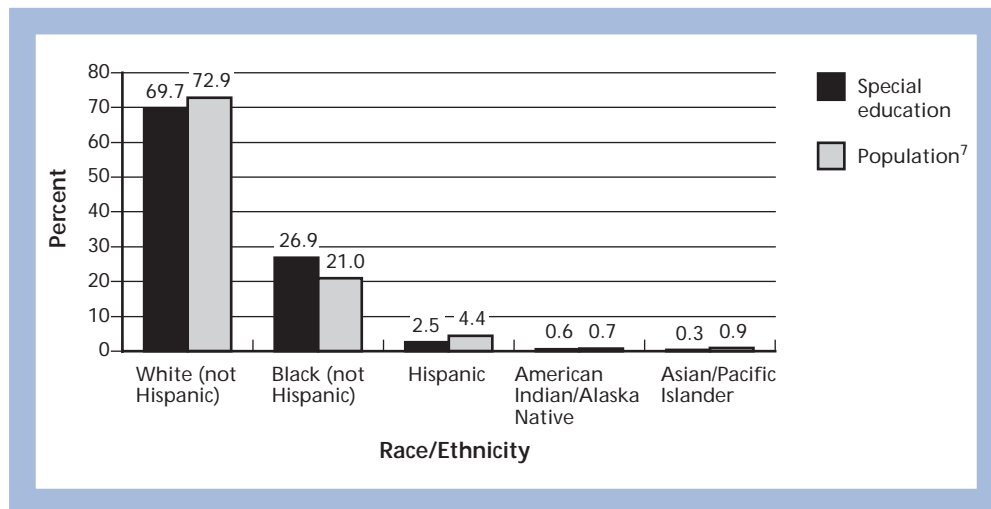
Number of regular school districts <sup>1</sup> .....	312
Public school preK-12 enrollment <sup>2</sup> .....	449,805
Per-pupil expenditures <sup>3</sup> .....	\$5,568
Percentage of population in urban areas <sup>4</sup> .....	52.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	21.8

## Special Education (Part B)

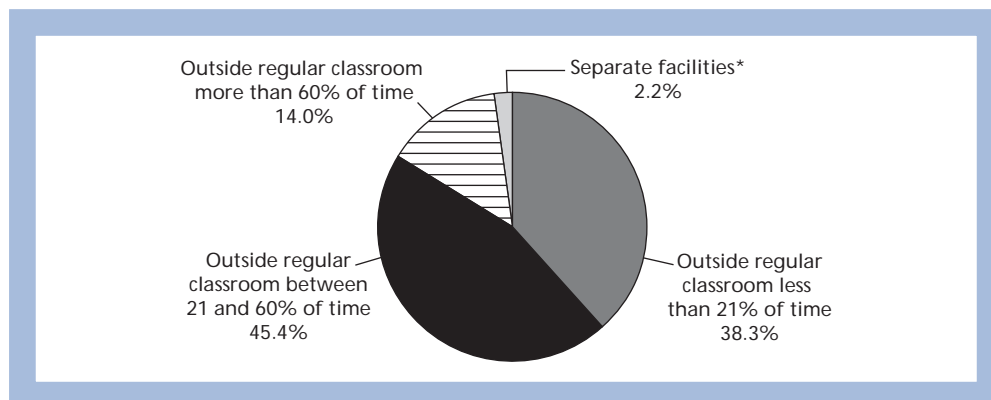
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	9,504
6-17 years old .....	51,684
18-21 years old .....	2,781
Percentage of 6-17 enrollment served under IDEA .....	11.5
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	57
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	38
Number of special education teachers for students ages 6-21 .....	3,672
Percentage of fully certified special education teachers for students ages 6-21 .....	90

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

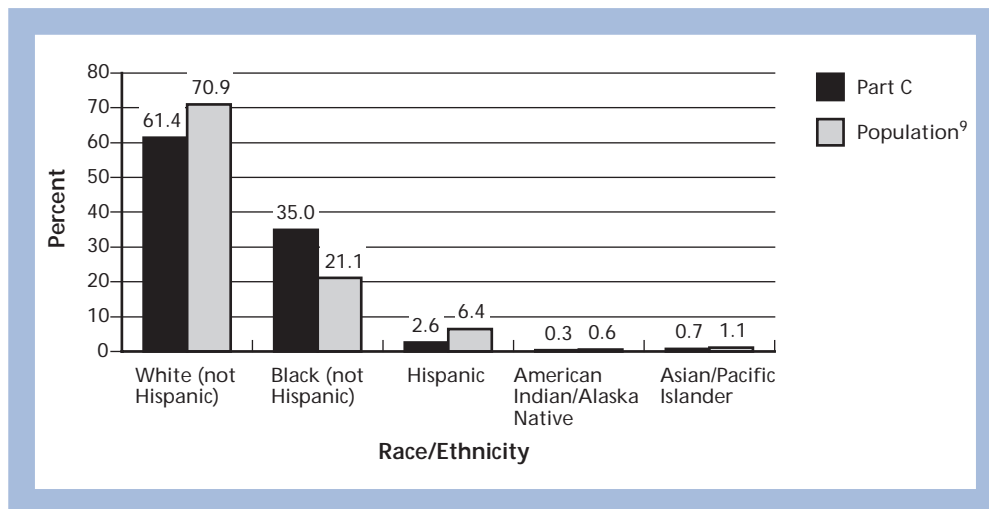
# Arkansas (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

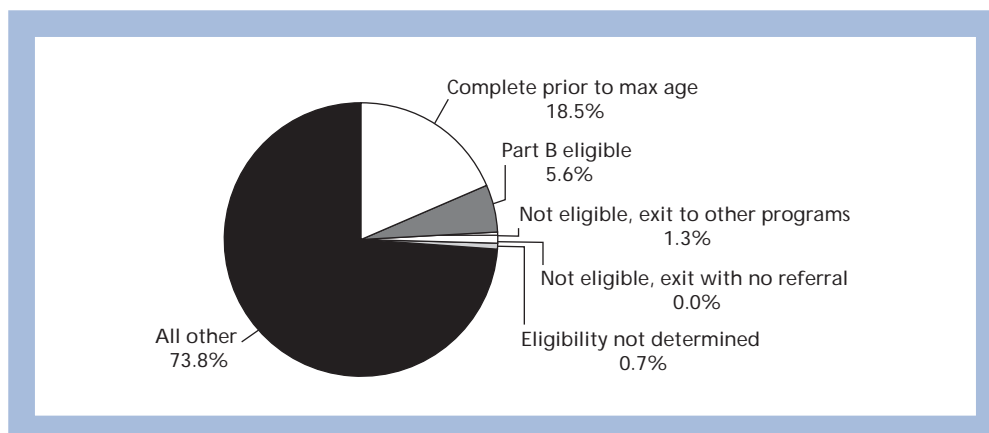
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Arkansas Department of Human Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	2,774
Percentage of infants and toddlers served in the home.....	26
Percentage of infants and toddlers served in programs for typically developing children.....	31.8

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# California

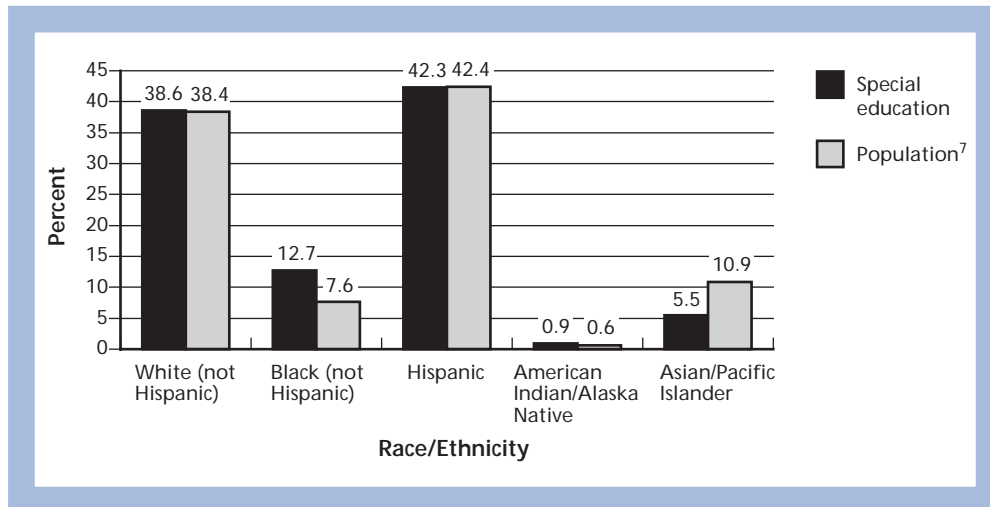
Number of regular school districts <sup>1</sup> .....	986
Public school preK-12 enrollment <sup>2</sup> .....	6,248,610
Per-pupil expenditures <sup>3</sup> .....	\$6,987
Percentage of population in urban areas <sup>4</sup> .....	94.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	18.5

## Special Education (Part B)

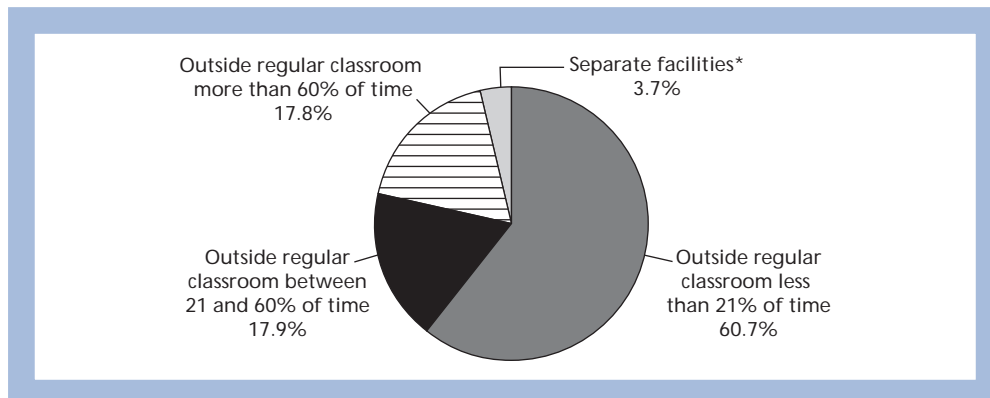
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	58,456
6-17 years old .....	573,818
18-21 years old .....	25,397
Percentage of 6-17 enrollment served under IDEA .....	9.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	48
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	39
Number of special education teachers for students ages 6-21 .....	29,356
Percentage of fully certified special education teachers for students ages 6-21 .....	76

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# California (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....California Department of Developmental Services

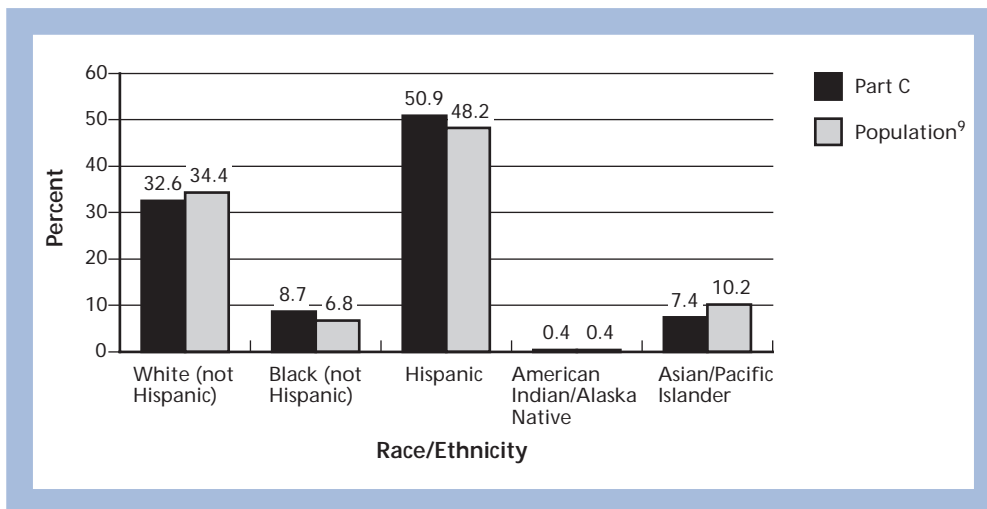
Services provided to infants and toddlers at risk of developmental delay? .....Yes

Number of infants and toddlers receiving early intervention services .....24,425

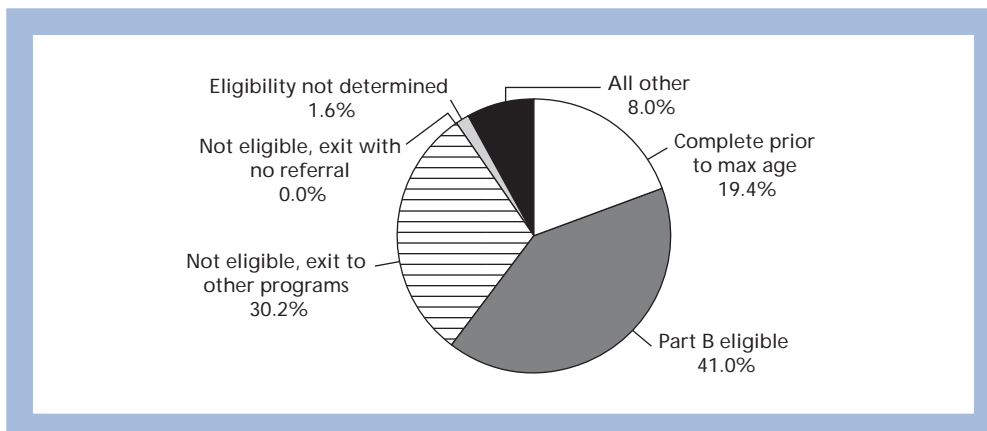
Percentage of infants and toddlers served in the home.....58

Percentage of infants and toddlers served in programs for typically developing children.....0.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Colorado

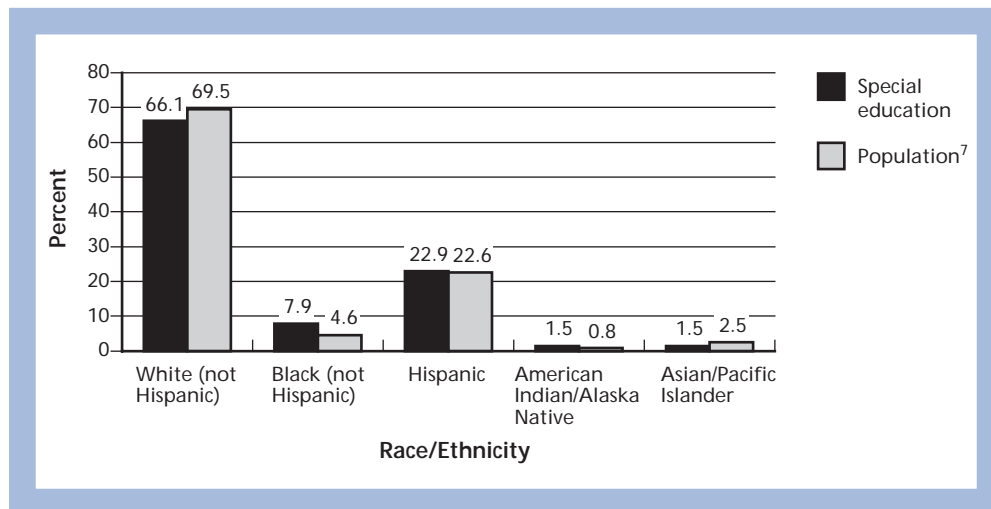
Number of regular school districts <sup>1</sup> .....	178
Public school preK-12 enrollment <sup>2</sup> .....	742,145
Per-pupil expenditures <sup>3</sup> .....	\$6,567
Percentage of population in urban areas <sup>4</sup> .....	84.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	12.2

## Special Education (Part B)

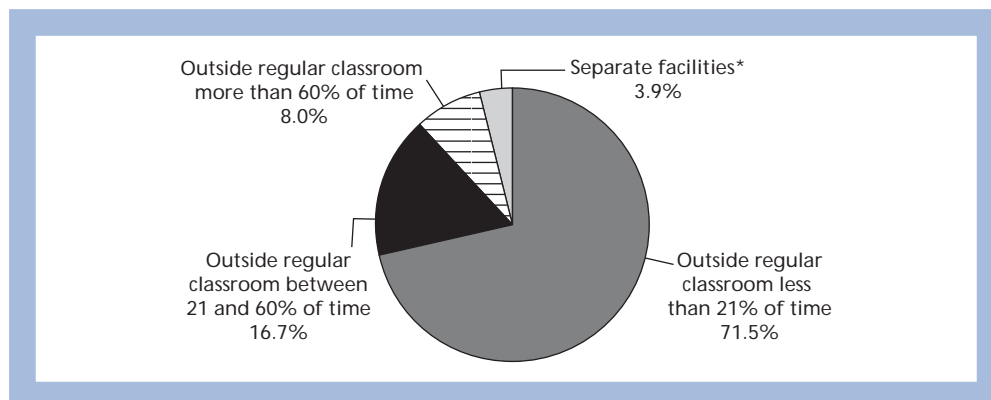
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	8,581
6-17 years old .....	67,922
18-21 years old .....	3,580
Percentage of 6-17 enrollment served under IDEA .....	9.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	47
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	48
Number of special education teachers for students ages 6-21 .....	4,125
Percentage of fully certified special education teachers for students ages 6-21 .....	78

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

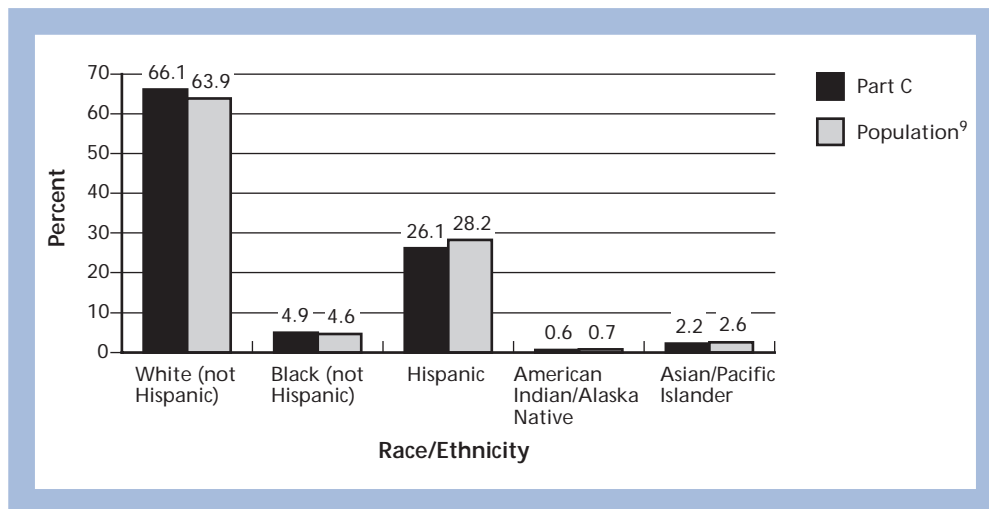
# Colorado (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

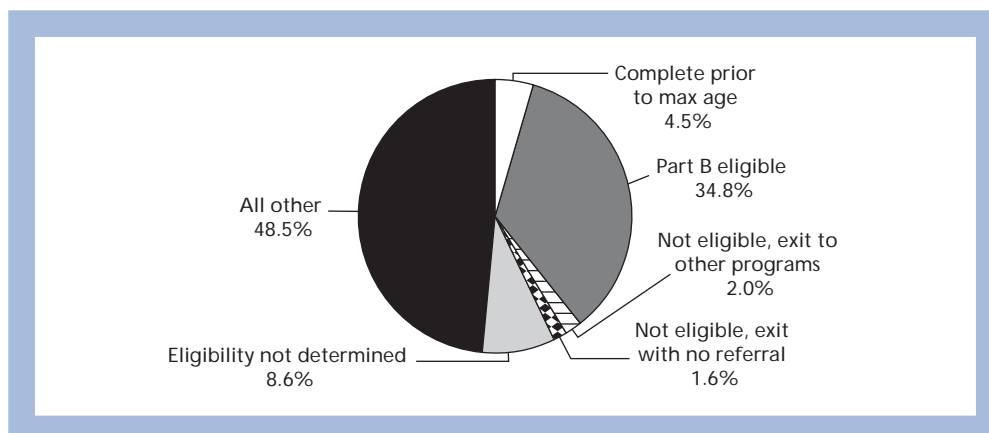
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Colorado Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	4,044
Percentage of infants and toddlers served in the home.....	63
Percentage of infants and toddlers served in programs for typically developing children.....	5.4

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Connecticut

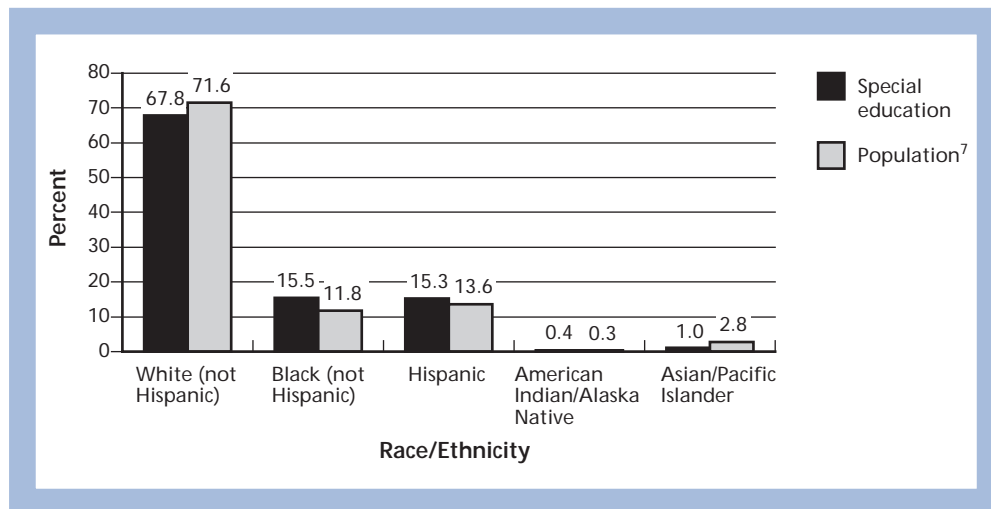
Number of regular school districts <sup>1</sup> .....	166
Public school preK-12 enrollment <sup>2</sup> .....	570,228
Per-pupil expenditures <sup>3</sup> .....	\$10,127
Percentage of population in urban areas <sup>4</sup> .....	87.7
Percentage of children under age 18 below poverty level <sup>5</sup> .....	10.1

## Special Education (Part B)

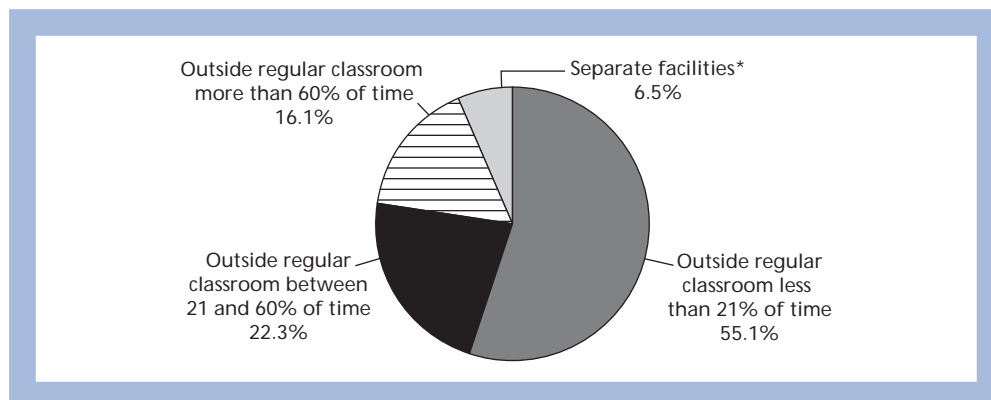
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	7,390
6-17 years old .....	63,053
18-21 years old .....	3,573
Percentage of 6-17 enrollment served under IDEA .....	11.1
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	50
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	48
Number of special education teachers for students ages 6-21 .....	4,778
Percentage of fully certified special education teachers for students ages 6-21 .....	100

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Connecticut (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....Connecticut Department of Mental Retardation

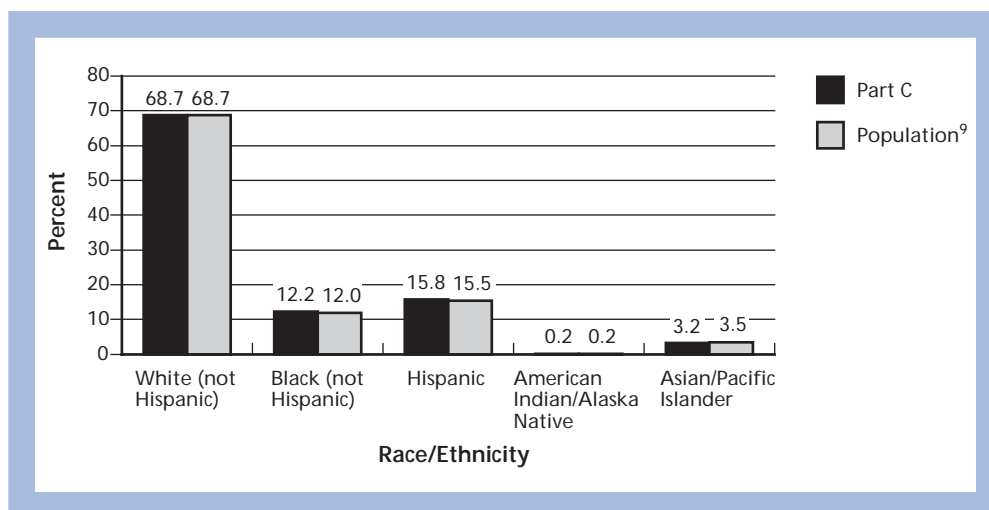
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....3,879

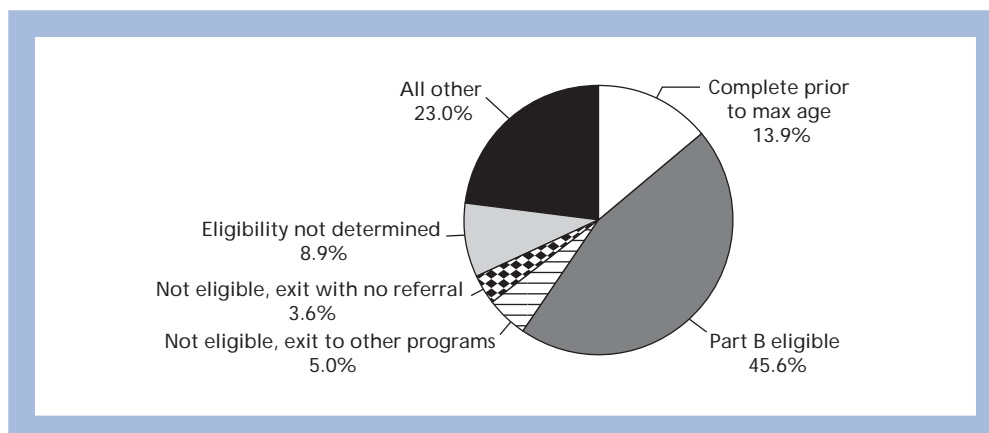
Percentage of infants and toddlers served in the home.....96

Percentage of infants and toddlers served in programs for typically developing children.....3.1

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Delaware

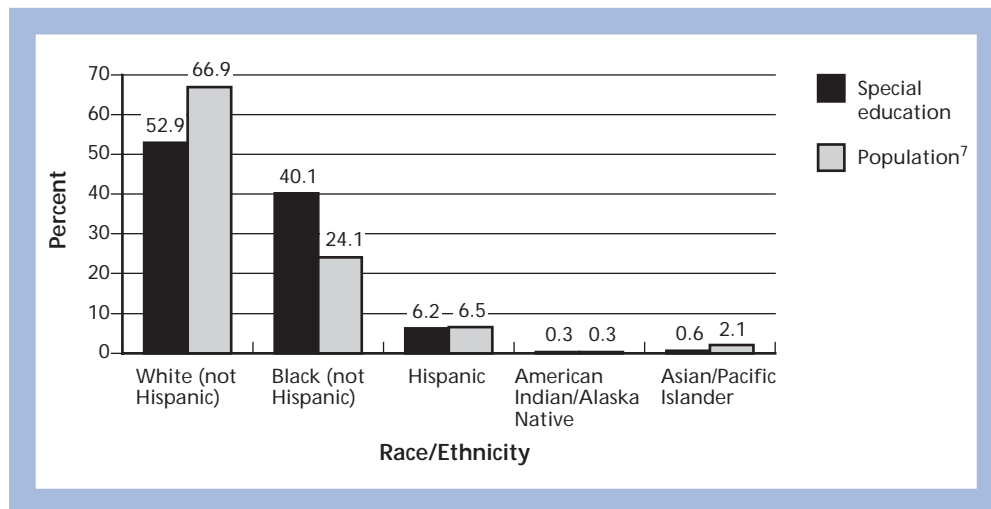
Number of regular school districts <sup>1</sup> .....	19
Public school preK-12 enrollment <sup>2</sup> .....	115,555
Per-pupil expenditures <sup>3</sup> .....	\$8,958
Percentage of population in urban areas <sup>4</sup> .....	80.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	12.6

## Special Education (Part B)

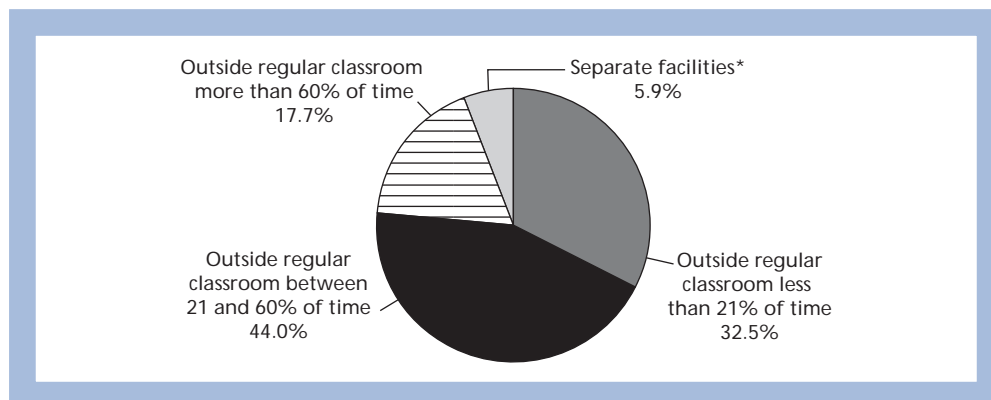
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,875
6-17 years old .....	14,730
18-21 years old .....	690
Percentage of 6-17 enrollment served under IDEA .....	12.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	55
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	37
Number of special education teachers for students ages 6-21 .....	1,848
Percentage of fully certified special education teachers for students ages 6-21 .....	68

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

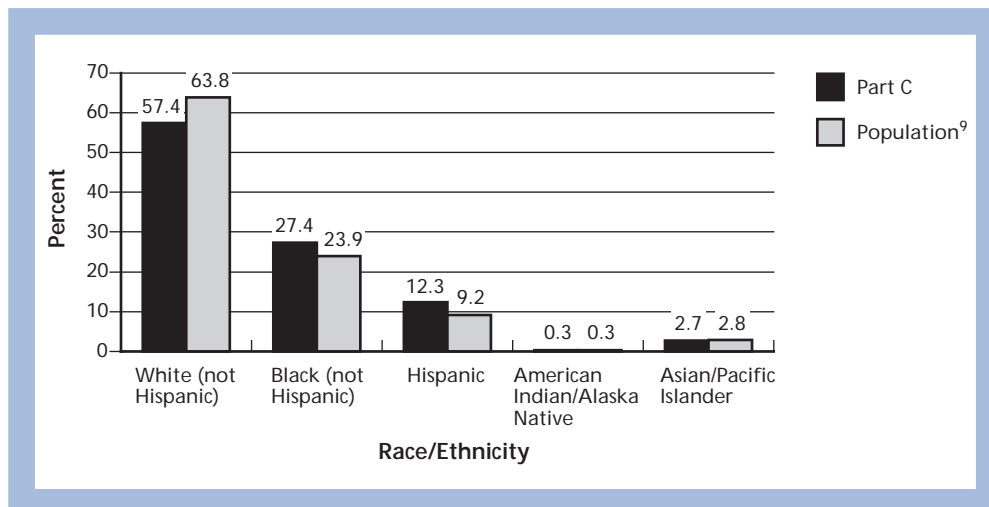
# Delaware (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

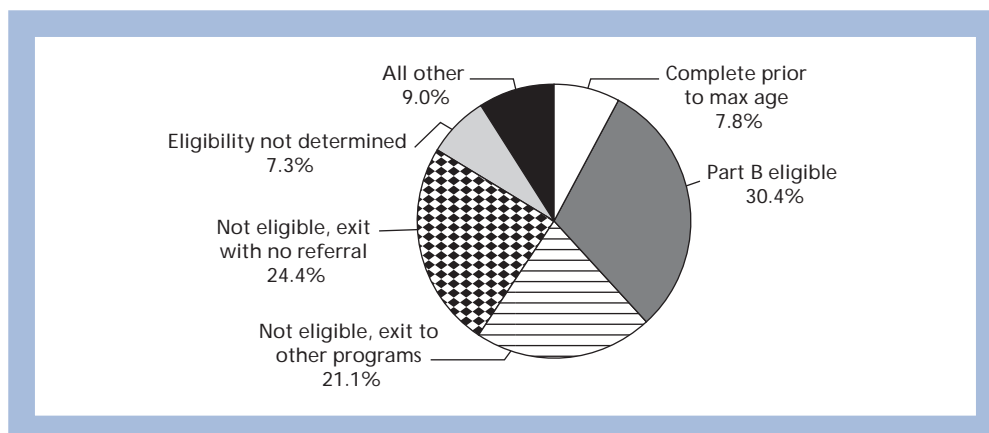
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Delaware Department of Health and Social Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services.....	903
Percentage of infants and toddlers served in the home.....	32
Percentage of infants and toddlers served in programs for typically developing children.....	3.1

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2001-02*.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2001-02*.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2000-01*.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000* released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# District of Columbia

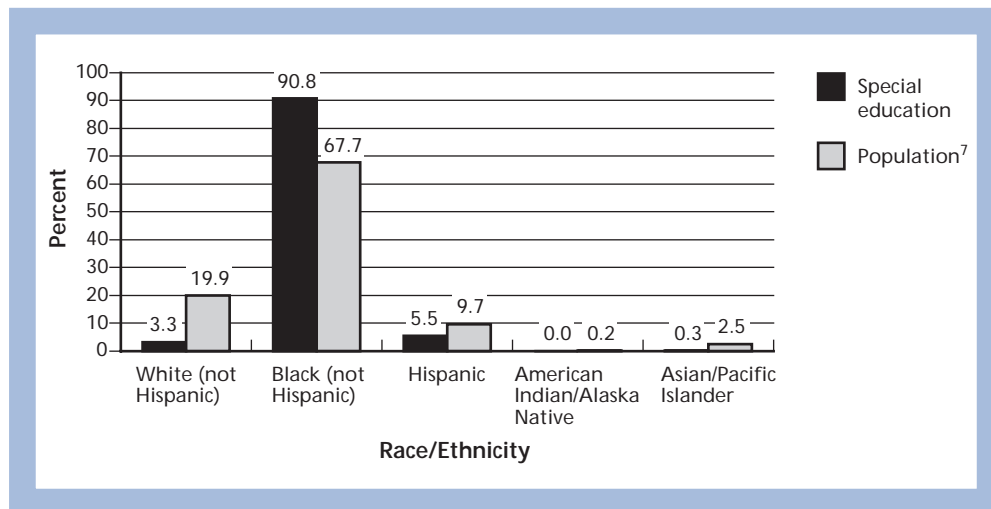
Number of regular school districts <sup>1</sup> .....	1
Public school preK-12 enrollment <sup>2</sup> .....	75,392
Per-pupil expenditures <sup>3</sup> .....	\$12,046
Percentage of population in urban areas <sup>4</sup> .....	100.0
Percentage of children under age 18 below poverty level <sup>5</sup> .....	26.4

## Special Education (Part B)

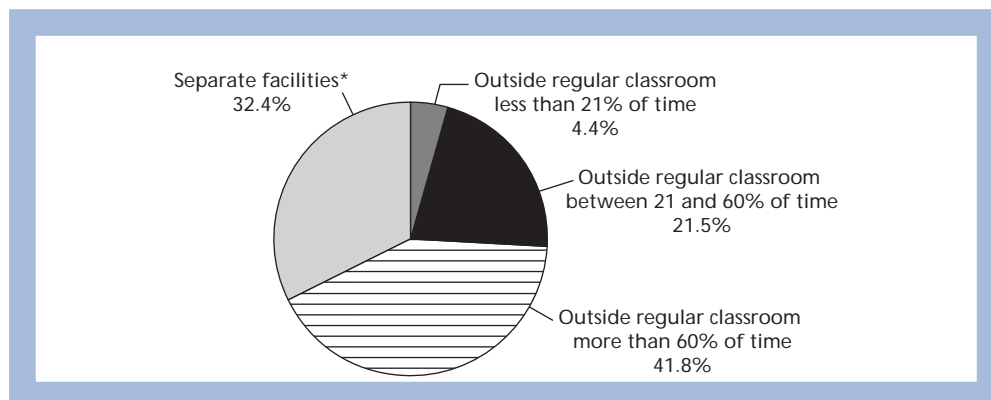
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	436
6-17 years old .....	10,975
18-21 years old .....	1,045
Percentage of 6-17 enrollment served under IDEA .....	14.6
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	21
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	61
Number of special education teachers for students ages 6-21 .....	675
Percentage of fully certified special education teachers for students ages 6-21 .....	94

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

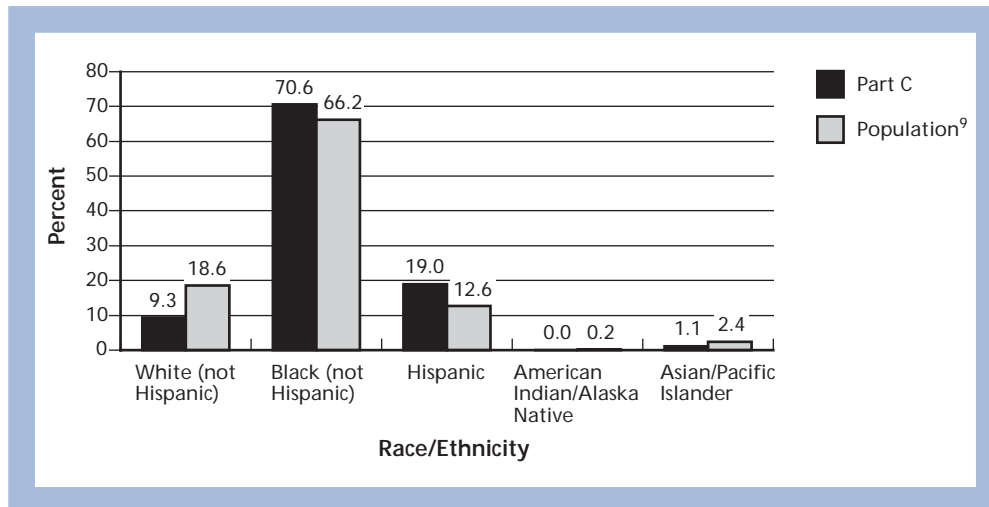
# District of Columbia (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

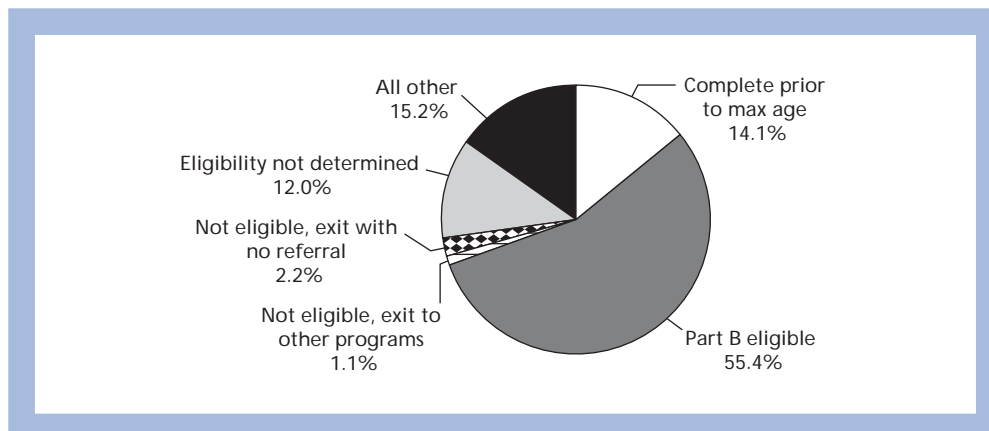
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	DC Department of Human Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	279
Percentage of infants and toddlers served in the home.....	17
Percentage of infants and toddlers served in programs for typically developing children .....	17.5

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Florida

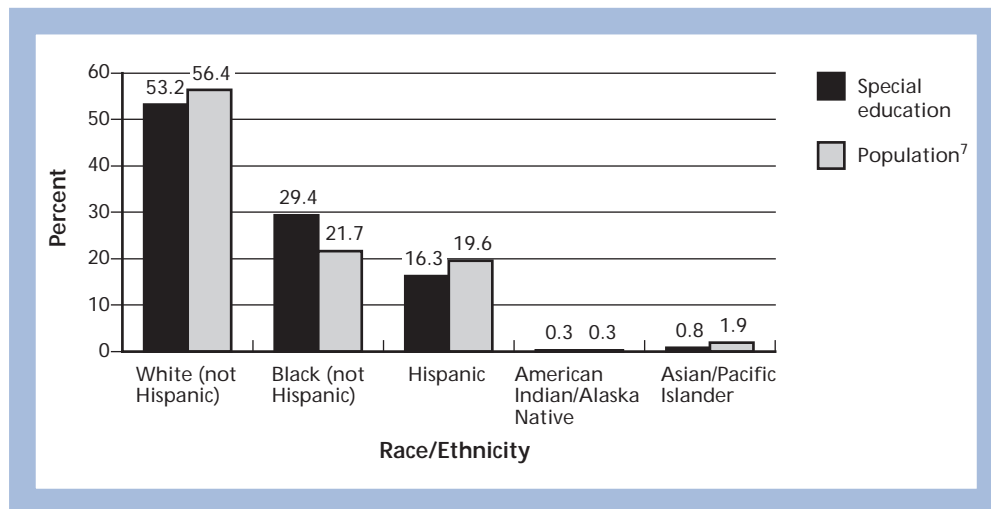
Number of regular school districts <sup>1</sup> .....	67
Public school preK-12 enrollment <sup>2</sup> .....	2,500,478
Per-pupil expenditures <sup>3</sup> .....	\$6,170
Percentage of population in urban areas <sup>4</sup> .....	89.3
Percentage of children under age 18 below poverty level <sup>5</sup> .....	17.7

## Special Education (Part B)

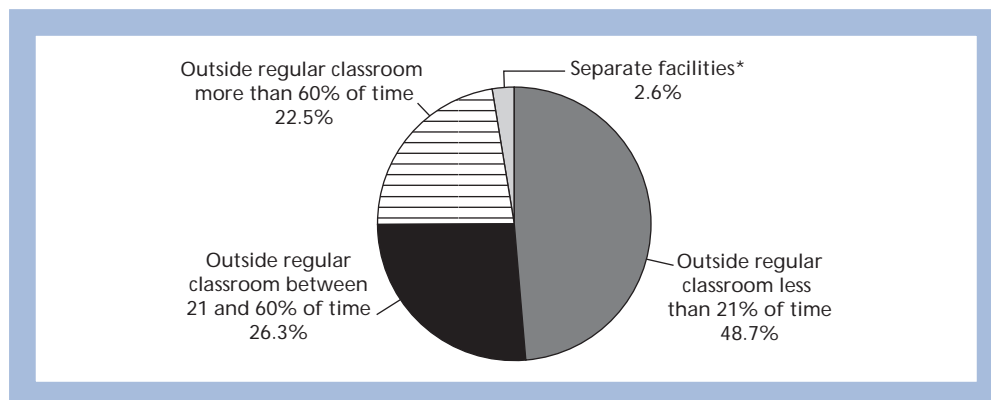
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	32,590
6-17 years old .....	330,500
18-21 years old .....	16,519
Percentage of 6-17 enrollment served under IDEA .....	13.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	33
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	36
Number of special education teachers for students ages 6-21 .....	17,163
Percentage of fully certified special education teachers for students ages 6-21 .....	86

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

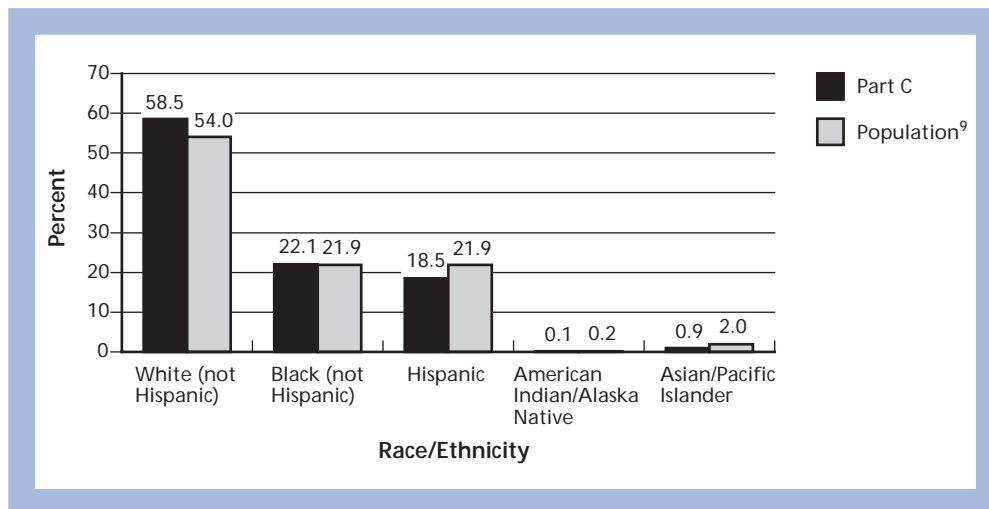
# Florida (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

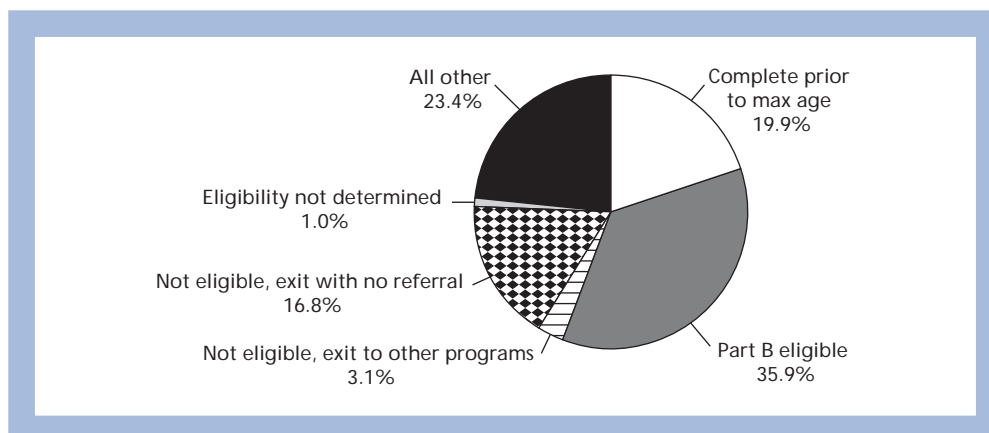
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Florida Department of Health
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	14,442
Percentage of infants and toddlers served in the home.....	42
Percentage of infants and toddlers served in programs for typically developing children.....	3.4

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2001-02*.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2001-02*.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2000-01*.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000* released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Georgia

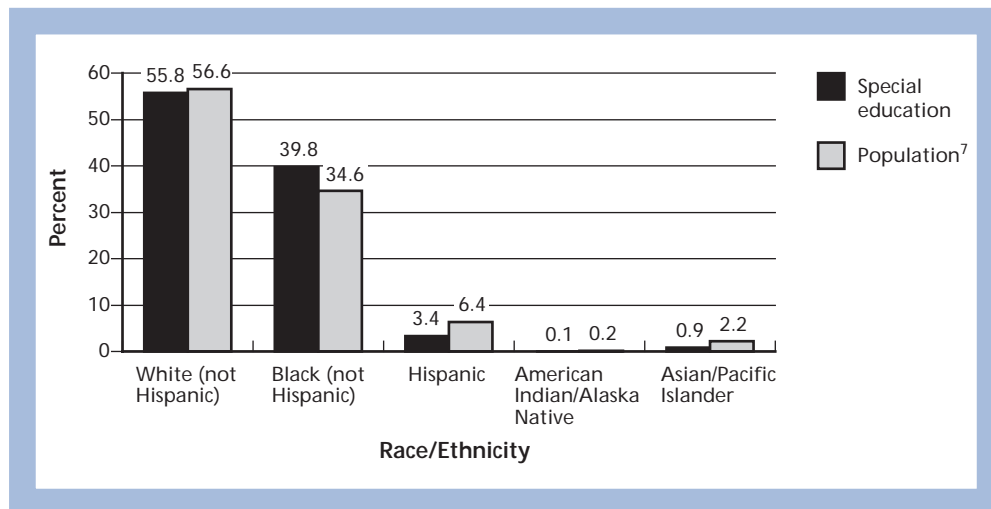
Number of regular school districts <sup>1</sup> .....	180
Public school preK-12 enrollment <sup>2</sup> .....	1,470,634
Per-pupil expenditures <sup>3</sup> .....	\$6,929
Percentage of population in urban areas <sup>4</sup> .....	71.6
Percentage of children under age 18 below poverty level <sup>5</sup> .....	17.5

## Special Education (Part B)

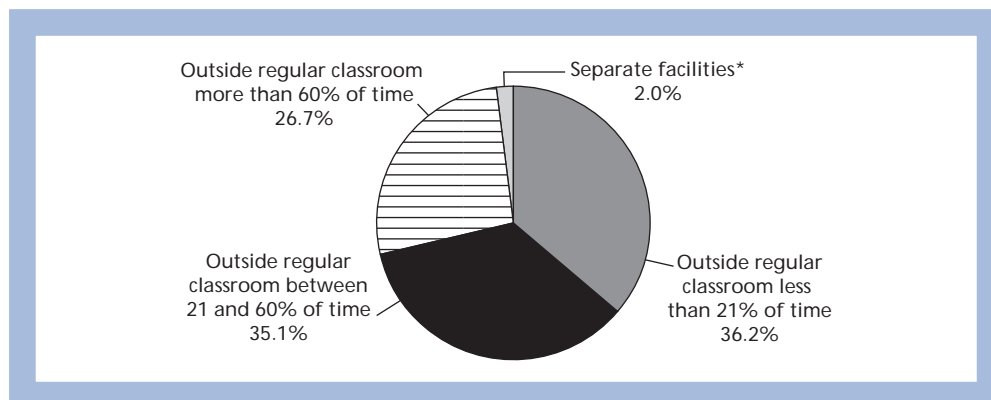
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	17,709
6-17 years old .....	155,005
18-21 years old .....	5,525
Percentage of 6-17 enrollment served under IDEA .....	10.5
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	19
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	57
Number of special education teachers for students ages 6-21 .....	10,901
Percentage of fully certified special education teachers for students ages 6-21 .....	96

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Georgia (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services ..... Georgia Department of Human Resources

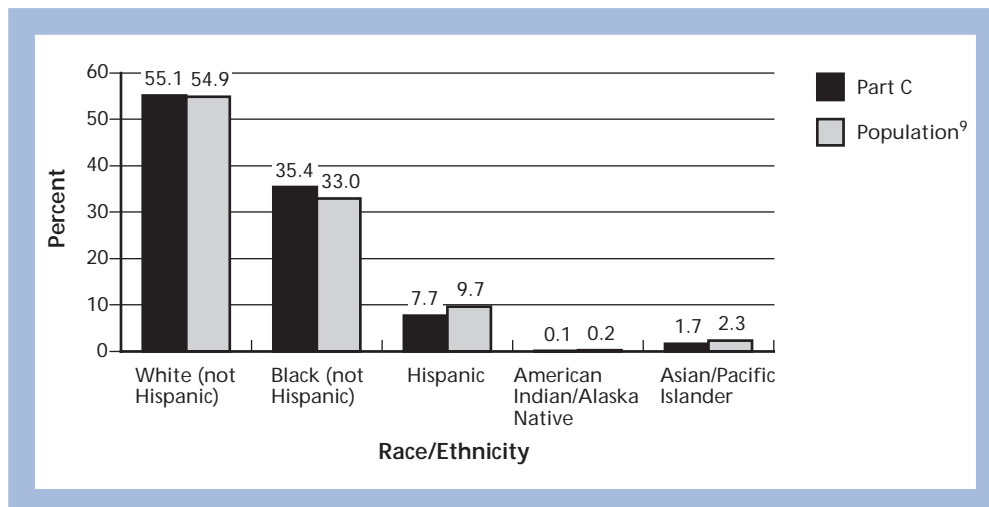
Services provided to infants and toddlers at risk of developmental delay? ..... No

Number of infants and toddlers receiving early intervention services ..... 3,512

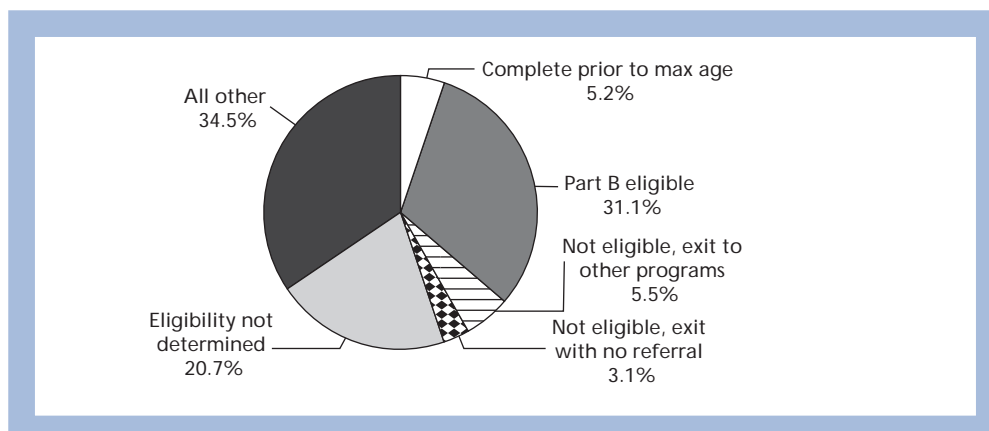
Percentage of infants and toddlers served in the home ..... 65

Percentage of infants and toddlers served in programs for typically developing children ..... 16.8

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Hawaii

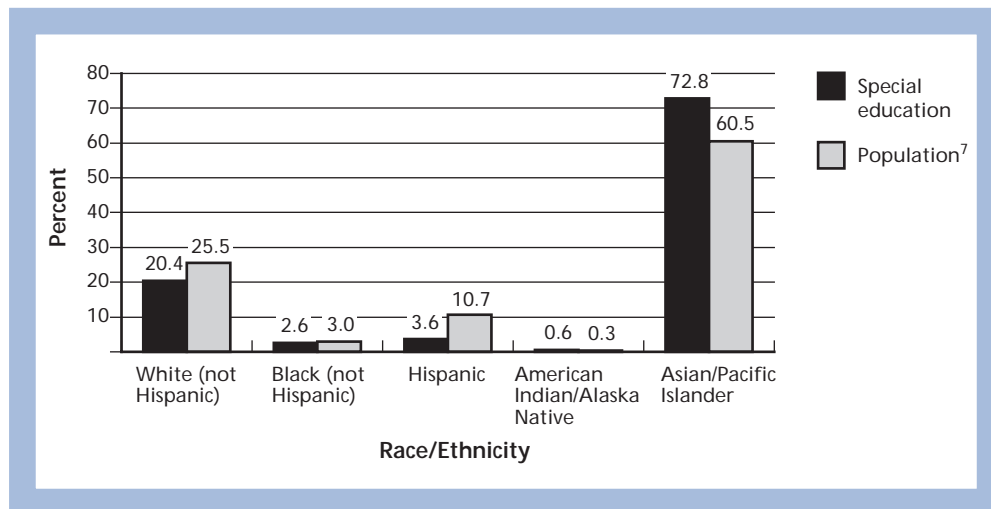
Number of regular school districts <sup>1</sup> .....	1
Public school preK-12 enrollment <sup>2</sup> .....	184,546
Per-pupil expenditures <sup>3</sup> .....	\$6,596
Percentage of population in urban areas <sup>4</sup> .....	91.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	14.3

## Special Education (Part B)

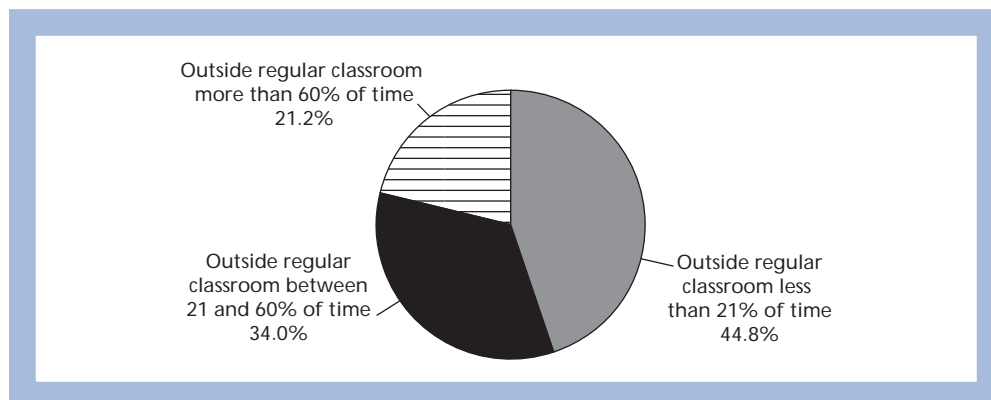
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,930
6-17 years old .....	20,842
18-21 years old .....	754
Percentage of 6-17 enrollment served under IDEA .....	11.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	24
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	70
Number of special education teachers for students ages 6-21 .....	1,974
Percentage of fully certified special education teachers for students ages 6-21 .....	72

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

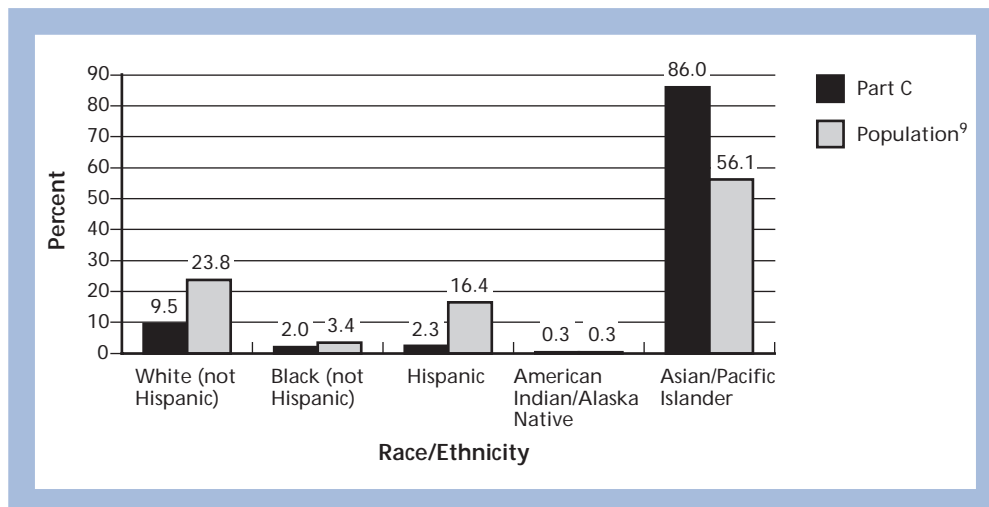
# Hawaii (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

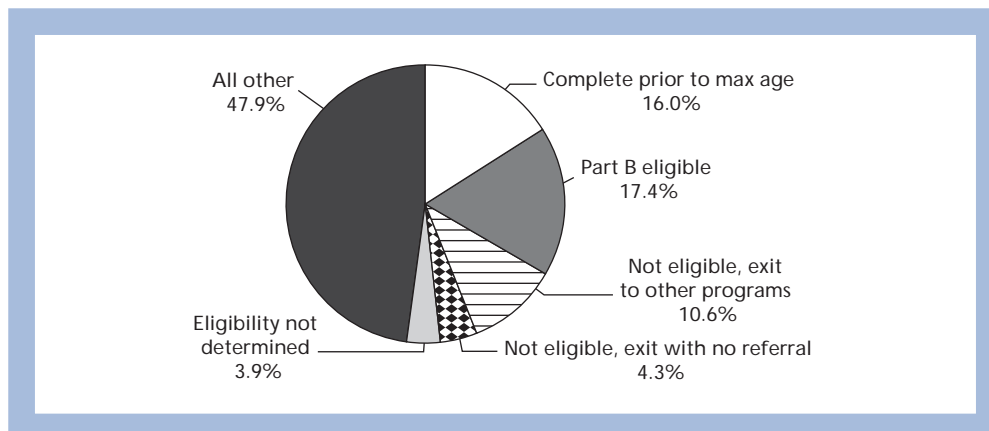
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Hawaii Department of Health
Services provided to infants and toddlers at risk of developmental delay? .....	Yes
Number of infants and toddlers receiving early intervention services .....	3,961
Percentage of infants and toddlers served in the home.....	76
Percentage of infants and toddlers served in programs for typically developing children.....	2.4

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Idaho

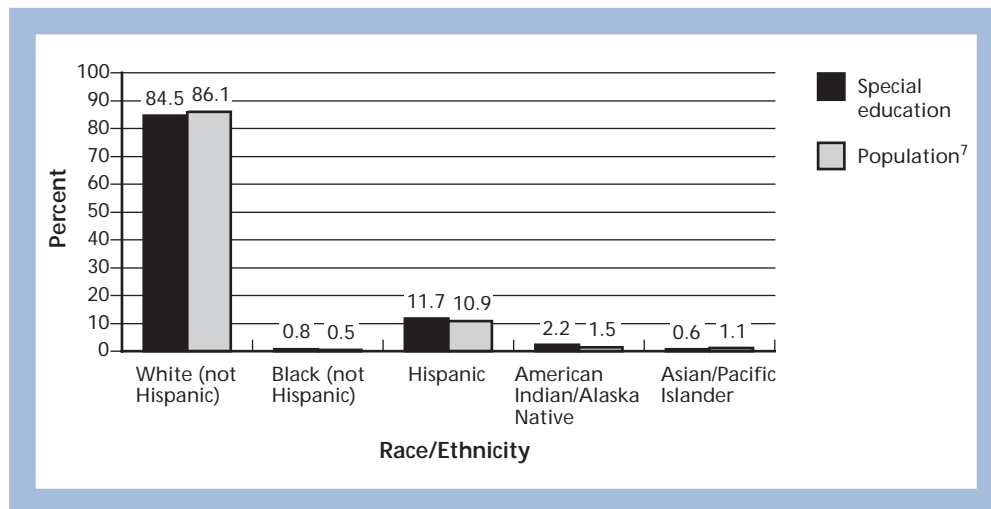
Number of regular school districts <sup>1</sup> .....	114
Public school preK-12 enrollment <sup>2</sup> .....	246,521
Per-pupil expenditures <sup>3</sup> .....	\$5,725
Percentage of population in urban areas <sup>4</sup> .....	66.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	15.2

## Special Education (Part B)

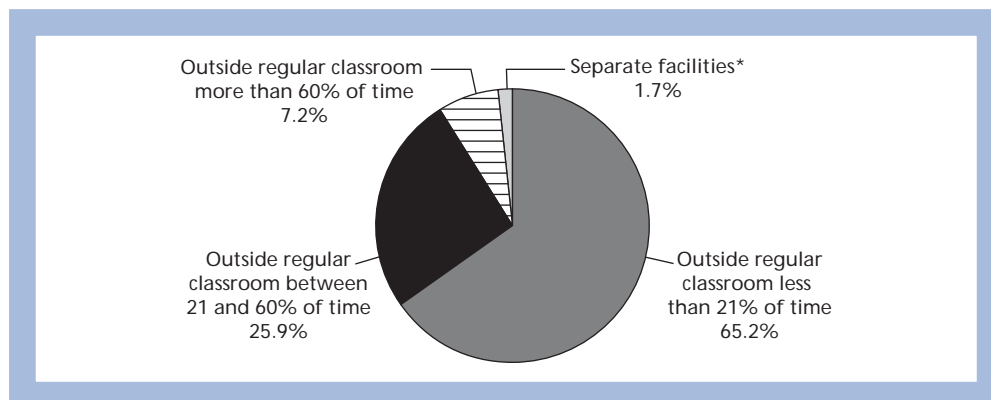
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	3,650
6-17 years old .....	24,437
18-21 years old .....	1,013
Percentage of 6-17 enrollment served under IDEA .....	9.9
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	61
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	33
Number of special education teachers for students ages 6-21 .....	1,024
Percentage of fully certified special education teachers for students ages 6-21 .....	92

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

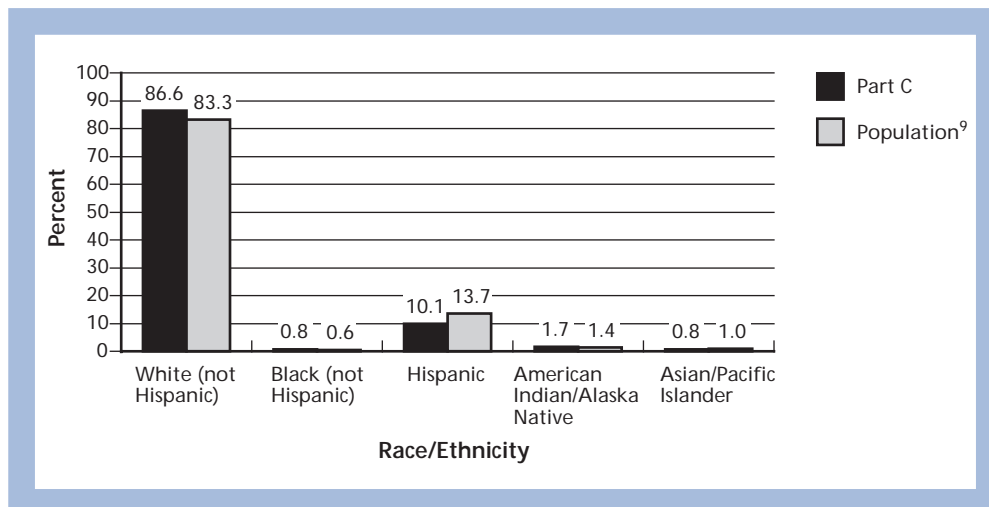
# Idaho (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

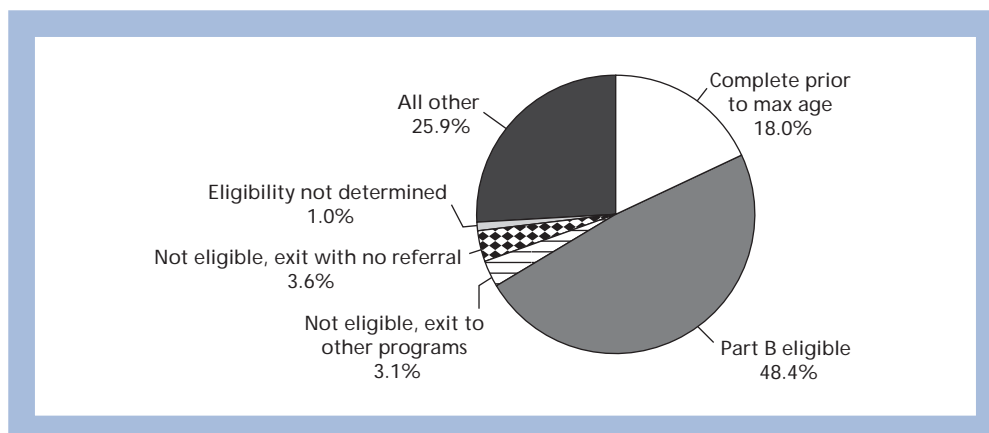
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Idaho Department of Health and Welfare
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	1,257
Percentage of infants and toddlers served in the home.....	75
Percentage of infants and toddlers served in programs for typically developing children.....	4.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Illinois

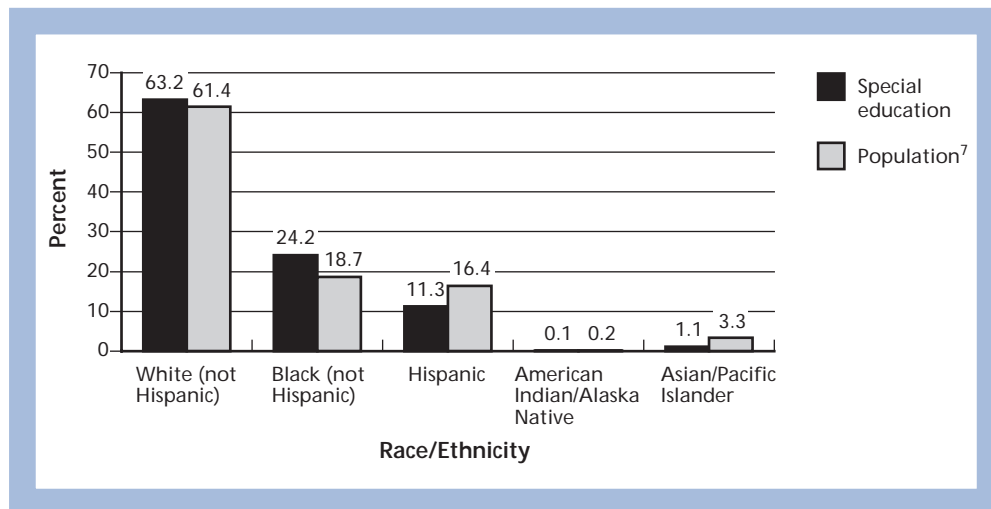
Number of regular school districts <sup>1</sup> .....	893
Public school preK-12 enrollment <sup>2</sup> .....	2,071,391
Per-pupil expenditures <sup>3</sup> .....	\$7,643
Percentage of population in urban areas <sup>4</sup> .....	87.8
Percentage of children under age 18 below poverty level <sup>5</sup> .....	14.6

## Special Education (Part B)

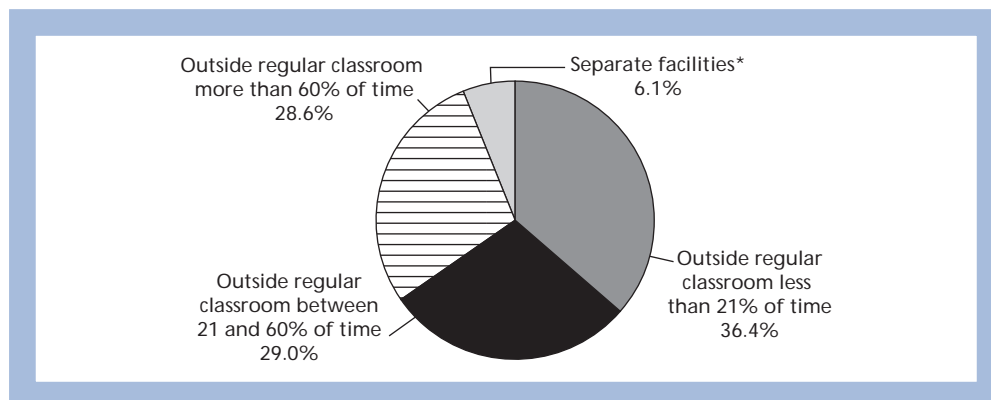
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	29,664
6-17 years old .....	264,538
18-21 years old .....	12,153
Percentage of 6-17 enrollment served under IDEA .....	12.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	55
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	40
Number of special education teachers for students ages 6-21 .....	22,660
Percentage of fully certified special education teachers for students ages 6-21 .....	94

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

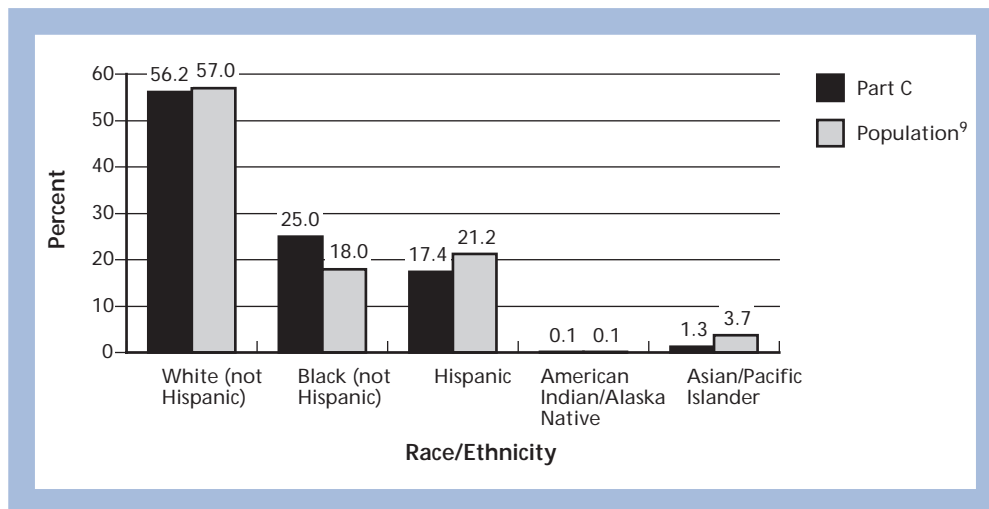
# Illinois (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

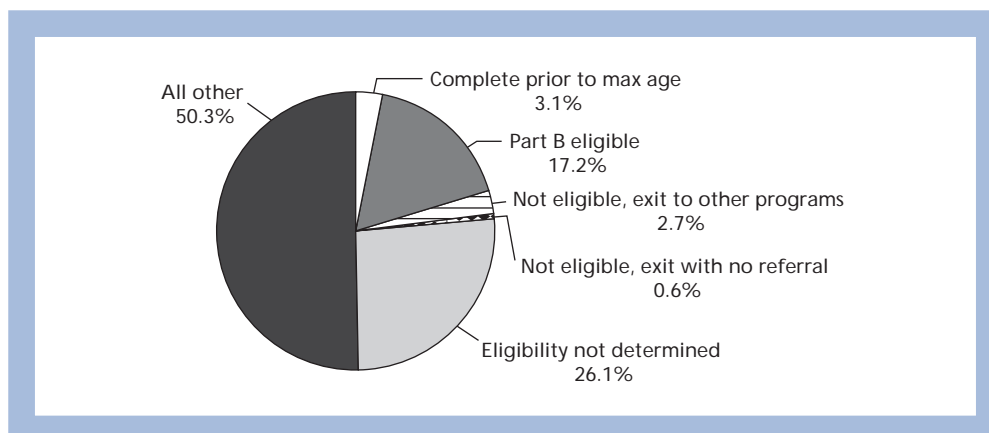
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Illinois Department of Human Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	10,021
Percentage of infants and toddlers served in the home.....	65
Percentage of infants and toddlers served in programs for typically developing children.....	1.4

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Indiana

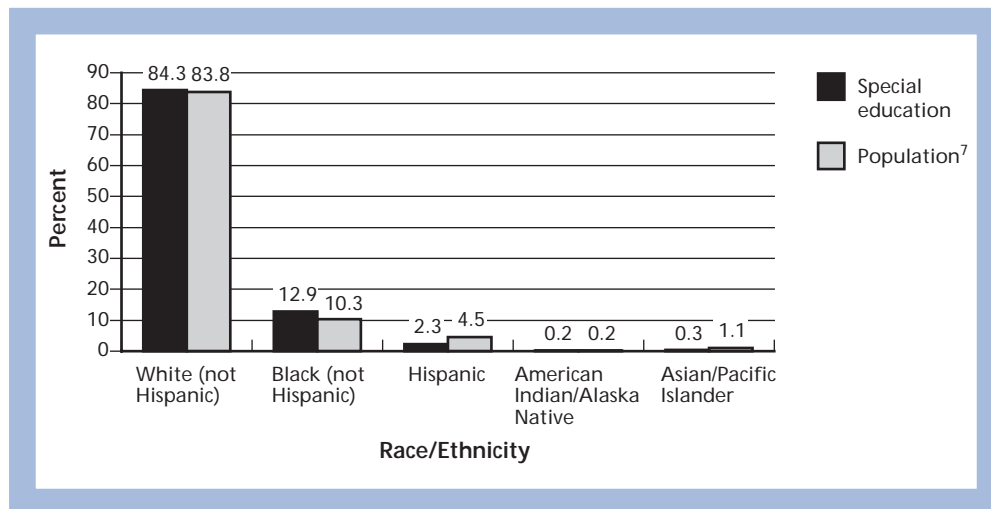
Number of regular school districts <sup>1</sup> .....	294
Public school preK-12 enrollment <sup>2</sup> .....	996,133
Per-pupil expenditures <sup>3</sup> .....	\$7,630
Percentage of population in urban areas <sup>4</sup> .....	70.8
Percentage of children under age 18 below poverty level <sup>5</sup> .....	12.1

## Special Education (Part B)

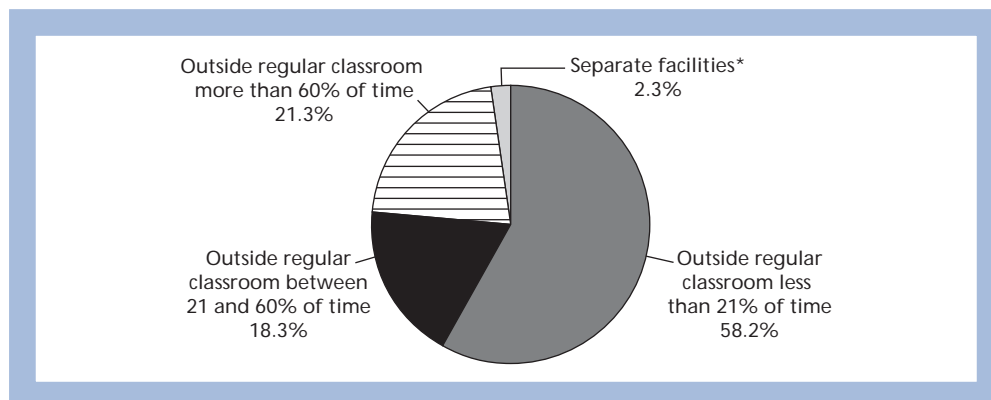
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	16,347
6-17 years old .....	138,307
18-21 years old .....	6,865
Percentage of 6-17 enrollment served under IDEA .....	13.9
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	42
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	48
Number of special education teachers for students ages 6-21 .....	6,378
Percentage of fully certified special education teachers for students ages 6-21 .....	87

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Indiana (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Indiana Family and Social Services Administration

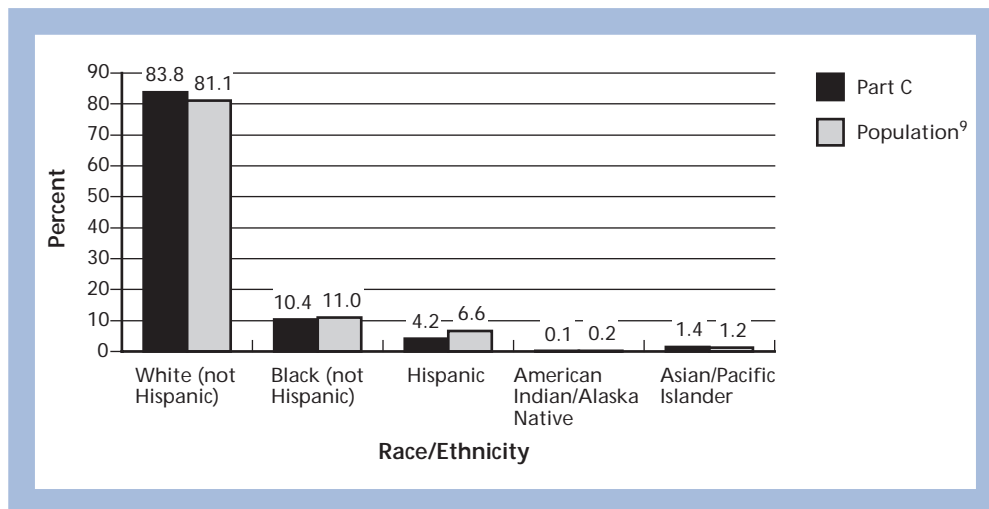
Services provided to infants and toddlers at risk of developmental delay? .....Yes

Number of infants and toddlers receiving early intervention services .....9,165

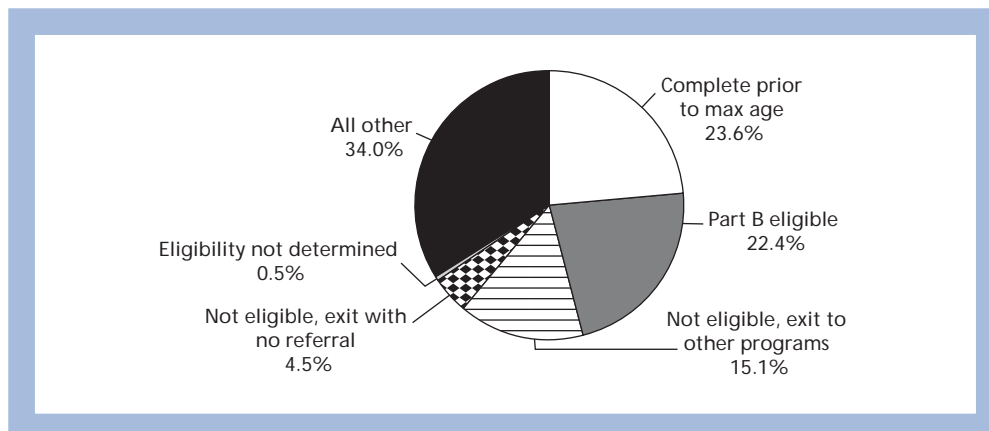
Percentage of infants and toddlers served in the home.....84

Percentage of infants and toddlers served in programs for typically developing children.....2.6

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Iowa

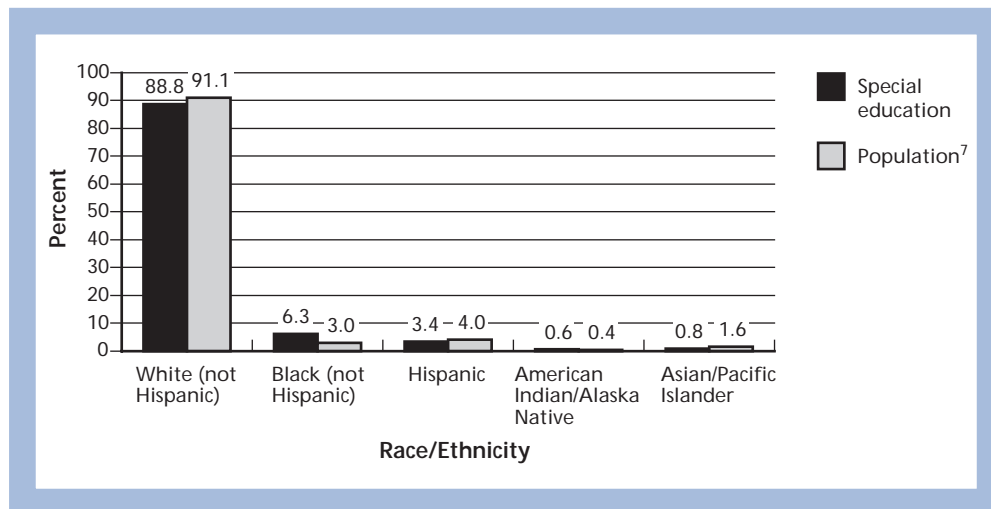
Number of regular school districts <sup>1</sup> .....	371
Public school preK-12 enrollment <sup>2</sup> .....	485,932
Per-pupil expenditures <sup>3</sup> .....	\$6,930
Percentage of population in urban areas <sup>4</sup> .....	61.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	10.8

## Special Education (Part B)

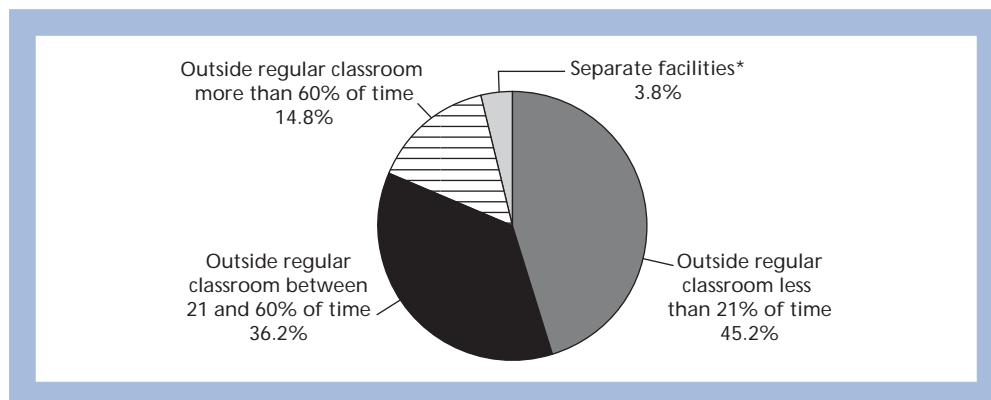
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	5,487
6-17 years old .....	64,100
18-21 years old .....	3,497
Percentage of 6-17 enrollment served under IDEA .....	13.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	56
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	40
Number of special education teachers for students ages 6-21 .....	5,373
Percentage of fully certified special education teachers for students ages 6-21 .....	89

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

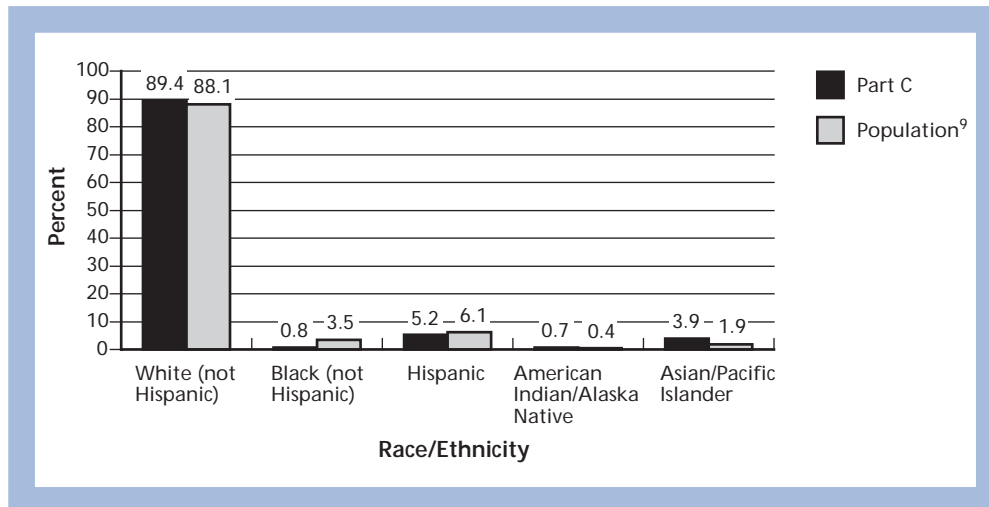
# Iowa (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

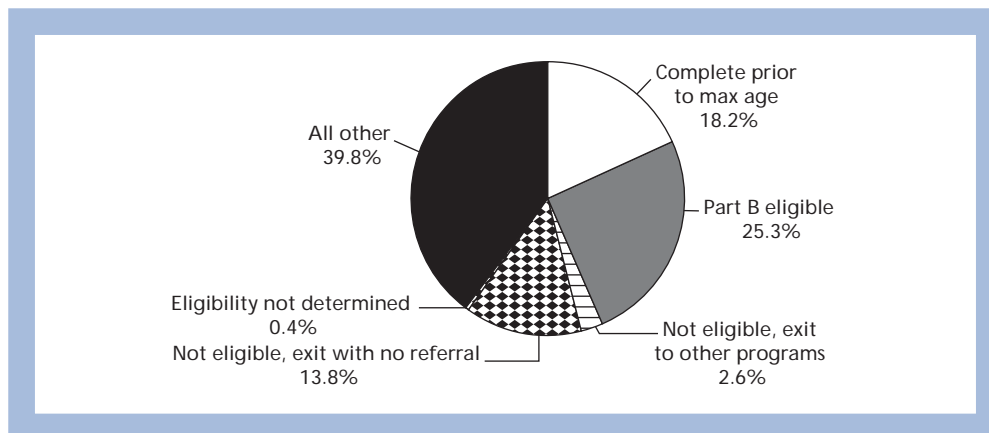
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Iowa Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	1,637
Percentage of infants and toddlers served in the home.....	85
Percentage of infants and toddlers served in programs for typically developing children.....	5.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Kansas

Number of regular school districts <sup>1</sup> .....	304
Public school preK-12 enrollment <sup>2</sup> .....	470,205
Per-pupil expenditures <sup>3</sup> .....	\$6,925
Percentage of population in urban areas <sup>4</sup> .....	71.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.9

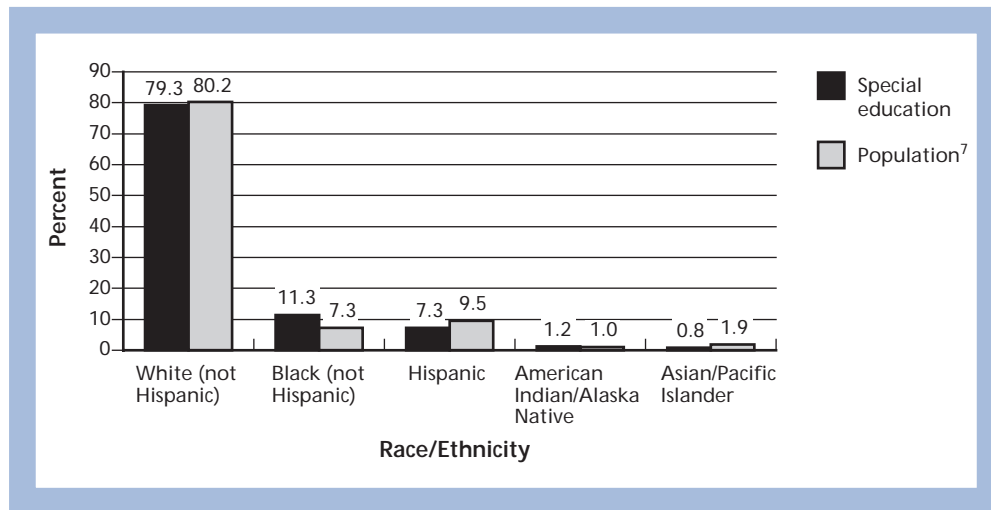
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

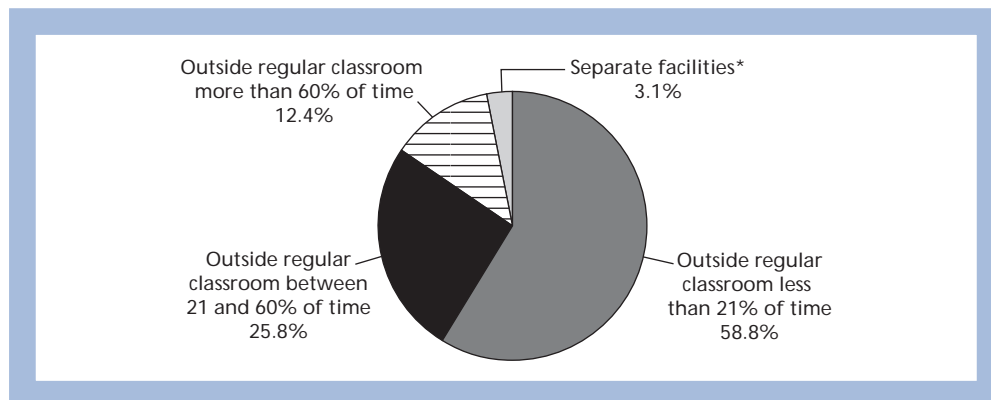
Number of children served under IDEA	
3-5 years old .....	8,135
6-17 years old .....	50,982
18-21 years old .....	2,756
Percentage of 6-17 enrollment served under IDEA .....	10.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	64
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	34
Number of special education teachers for students ages 6-21 .....	3,483
Percentage of fully certified special education teachers for students ages 6-21 .....	95

<sup>†</sup> Kansas did not report any students receiving a certificate of completion.

### Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



### Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Kansas (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Kansas Department of Health and Environment

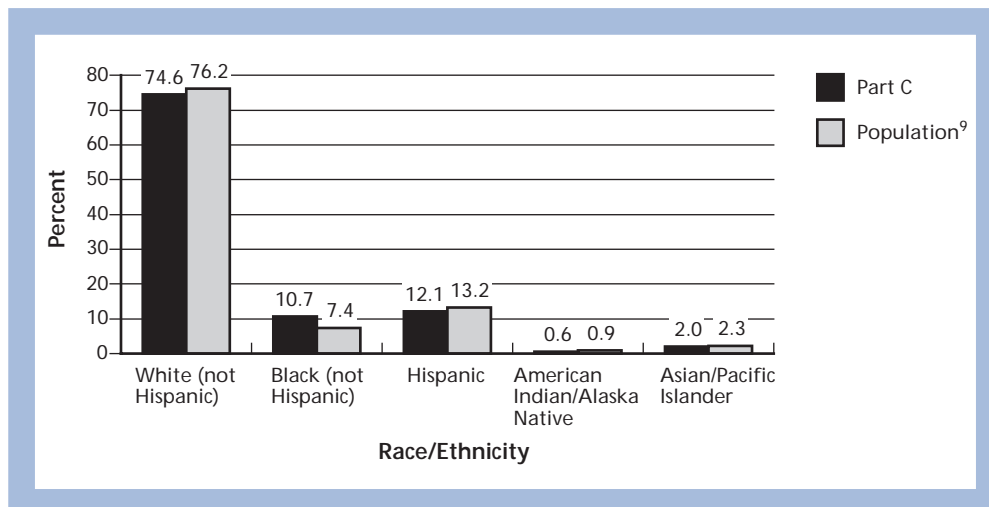
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,738

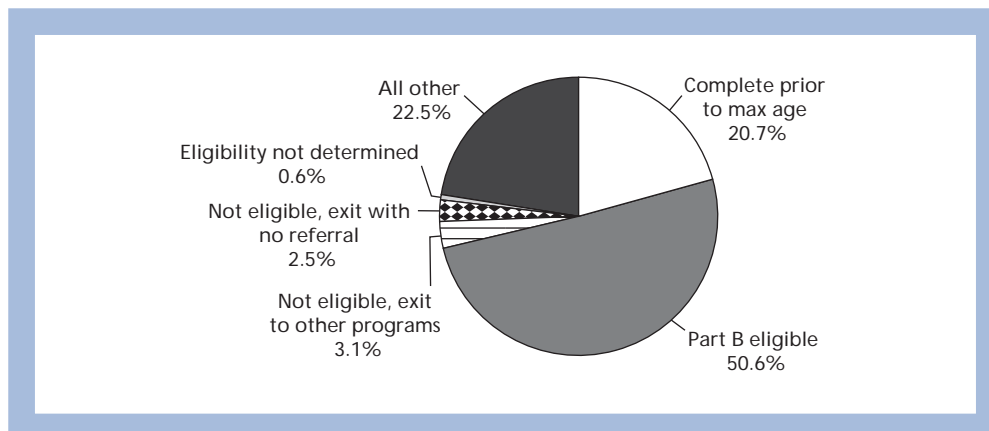
Percentage of infants and toddlers served in the home .....82.2

Percentage of infants and toddlers served in programs for typically developing children .....6.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Kentucky

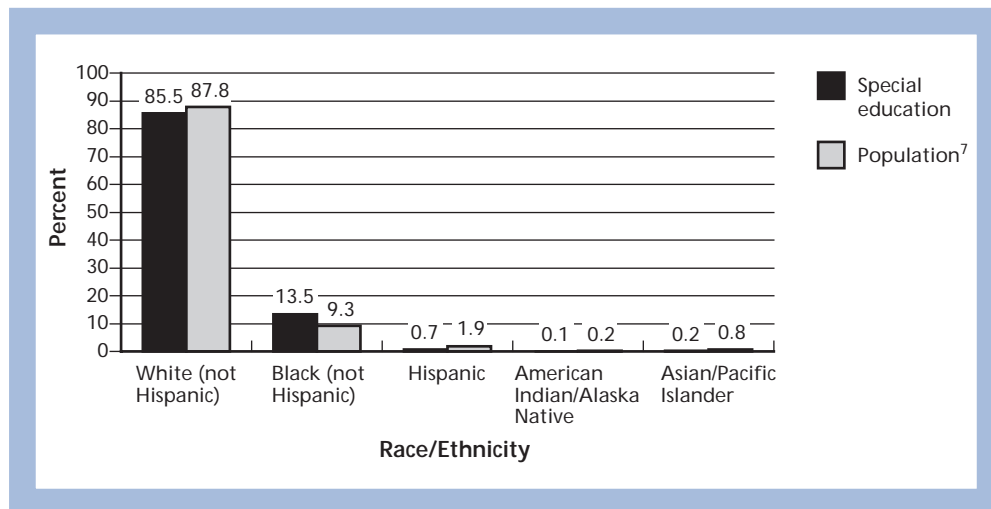
Number of regular school districts <sup>1</sup> .....	176
Public school preK-12 enrollment <sup>2</sup> .....	654,363
Per-pupil expenditures <sup>3</sup> .....	\$6,079
Percentage of population in urban areas <sup>4</sup> .....	55.8
Percentage of children under age 18 below poverty level <sup>5</sup> .....	19.3

## Special Education (Part B)

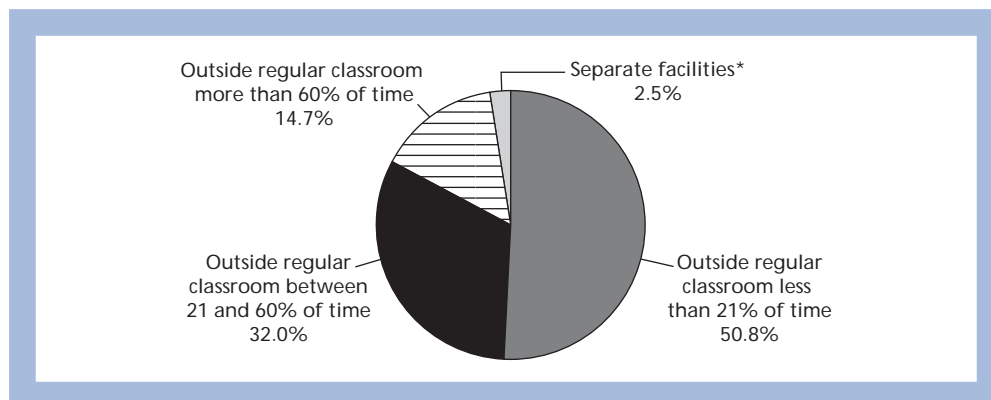
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	17,747
6-17 years old .....	77,152
18-21 years old .....	3,247
Percentage of 6-17 enrollment served under IDEA .....	11.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	46
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	45
Number of special education teachers for students ages 6-21 .....	5,690
Percentage of fully certified special education teachers for students ages 6-21 .....	84

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

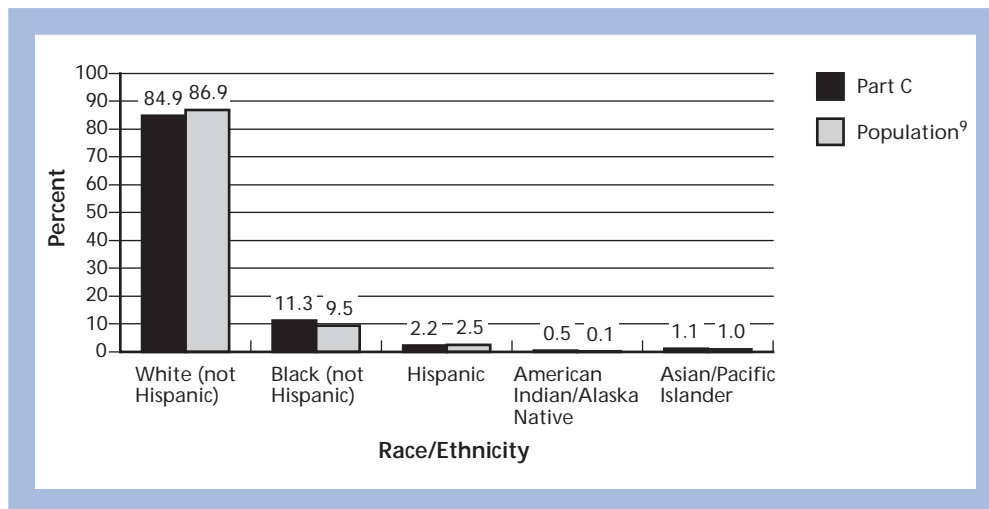
# Kentucky (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

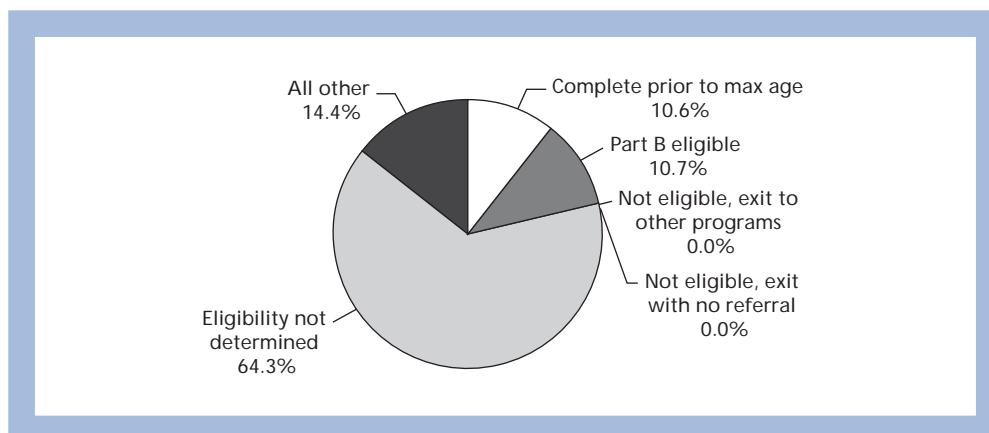
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Kentucky Cabinet for Health Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	3,810
Percentage of infants and toddlers served in the home.....	.92
Percentage of infants and toddlers served in programs for typically developing children.....	0.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Louisiana

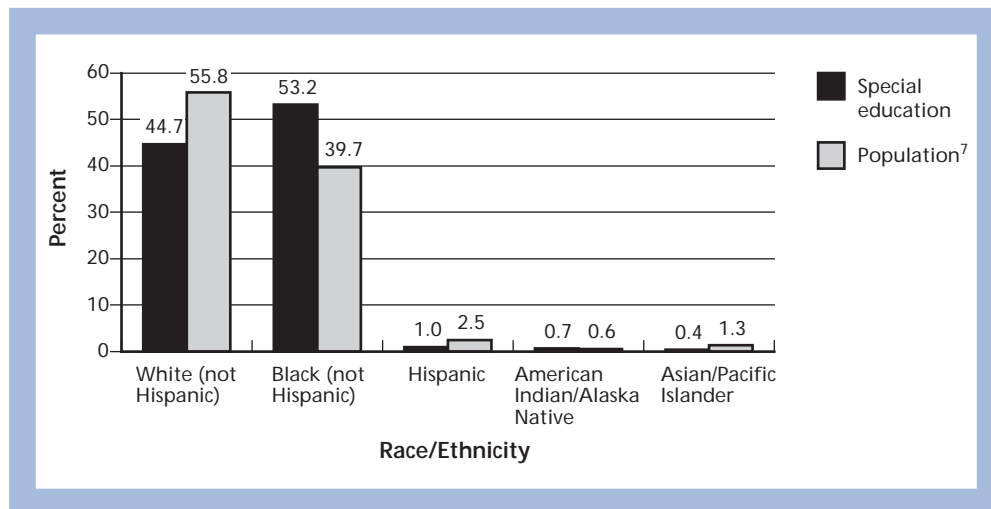
Number of regular school districts <sup>1</sup> .....	66
Public school preK-12 enrollment <sup>2</sup> .....	731,328
Per-pupil expenditures <sup>3</sup> .....	\$6,037
Percentage of population in urban areas <sup>4</sup> .....	72.6
Percentage of children under age 18 below poverty level <sup>5</sup> .....	24.4

## Special Education (Part B)

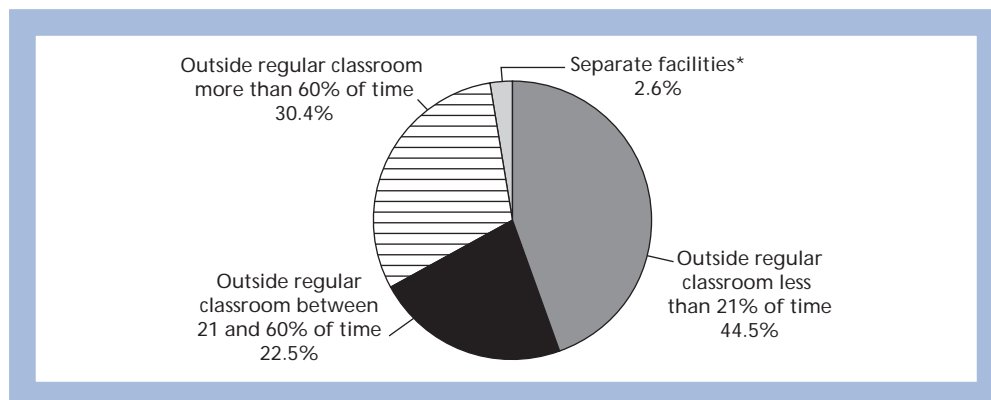
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	10,061
6-17 years old .....	83,932
18-21 years old .....	5,332
Percentage of 6-17 enrollment served under IDEA .....	11.5
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	17
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	61
Number of special education teachers for students ages 6-21 .....	8,343
Percentage of fully certified special education teachers for students ages 6-21 .....	69

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Louisiana (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Louisiana Department of Education

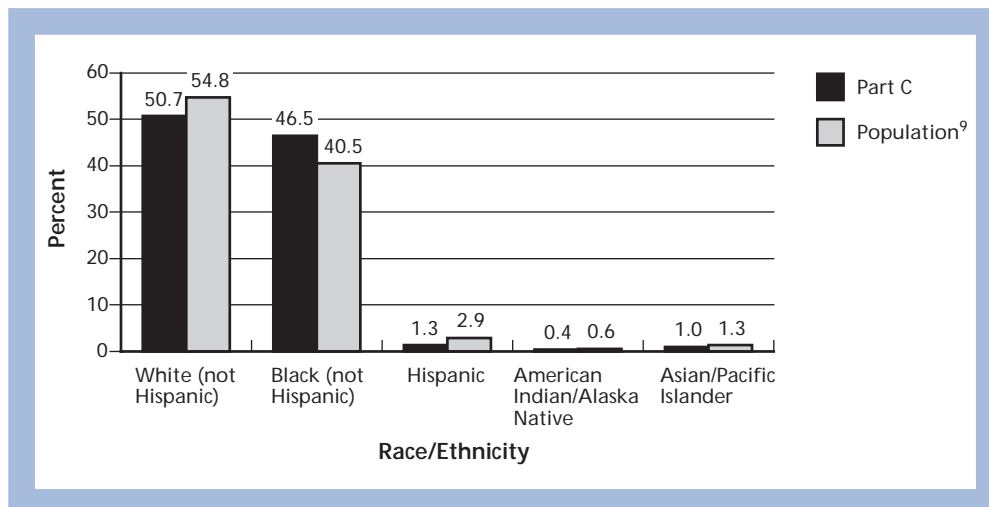
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,311

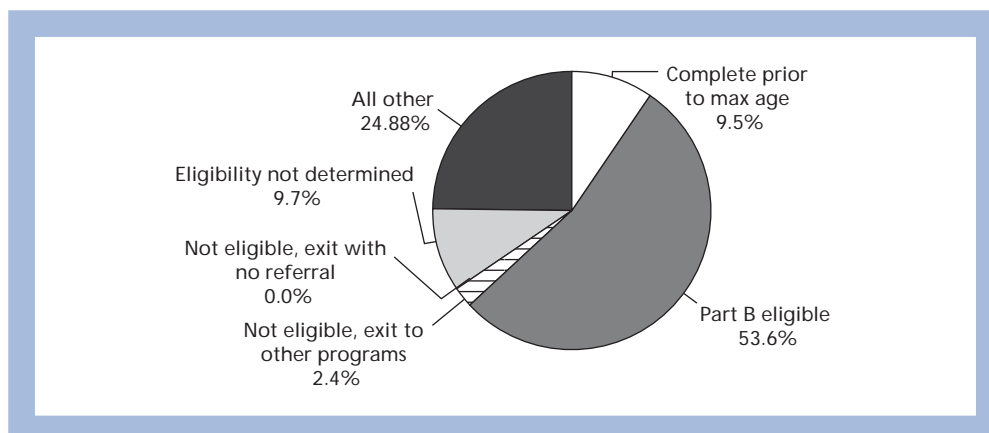
Percentage of infants and toddlers served in the home.....88

Percentage of infants and toddlers served in programs for typically developing children.....0.8

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Maine

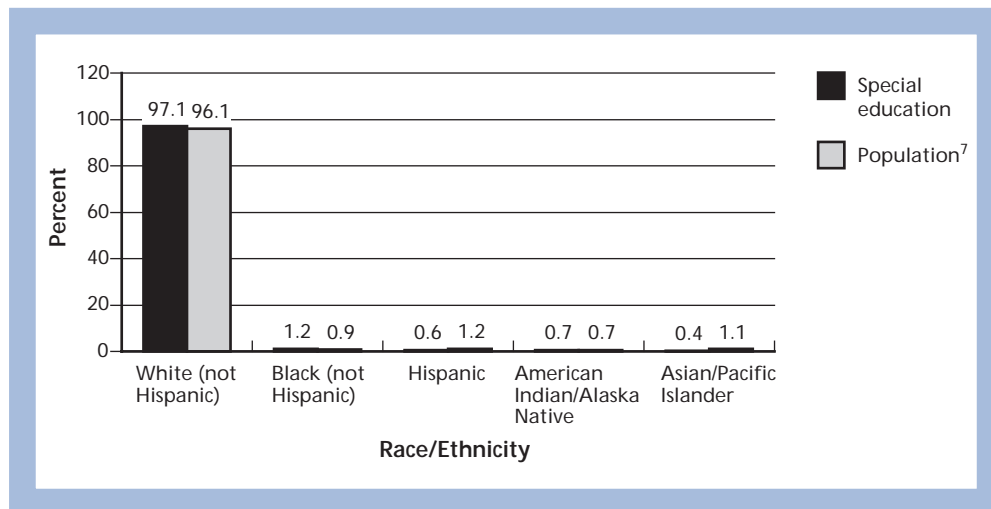
Number of regular school districts <sup>1</sup> .....	282
Public school preK-12 enrollment <sup>2</sup> .....	205,586
Per-pupil expenditures <sup>3</sup> .....	\$8,232
Percentage of population in urban areas <sup>4</sup> .....	40.2
Percentage of children under age 18 below poverty level <sup>5</sup> .....	12.9

## Special Education (Part B)

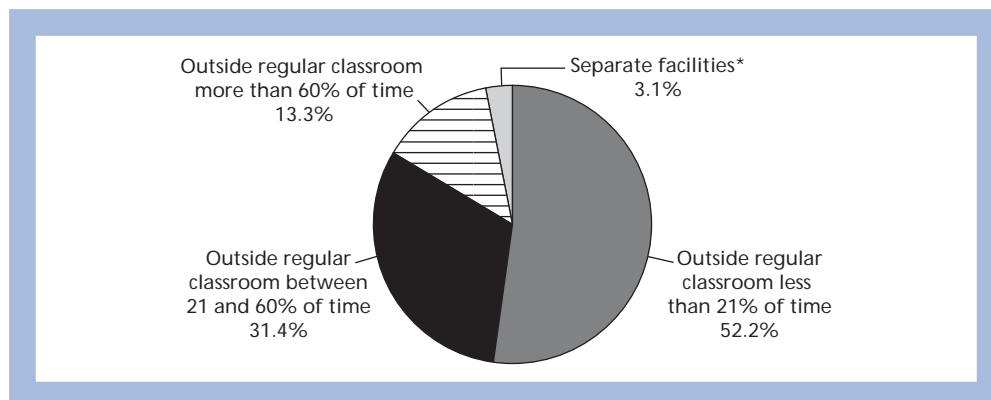
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	4,230
6-17 years old .....	30,793
18-21 years old .....	1,557
Percentage of 6-17 enrollment served under IDEA .....	15.0
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	57
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	38
Number of special education teachers for students ages 6-21 .....	2,242
Percentage of fully certified special education teachers for students ages 6-21 .....	93

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

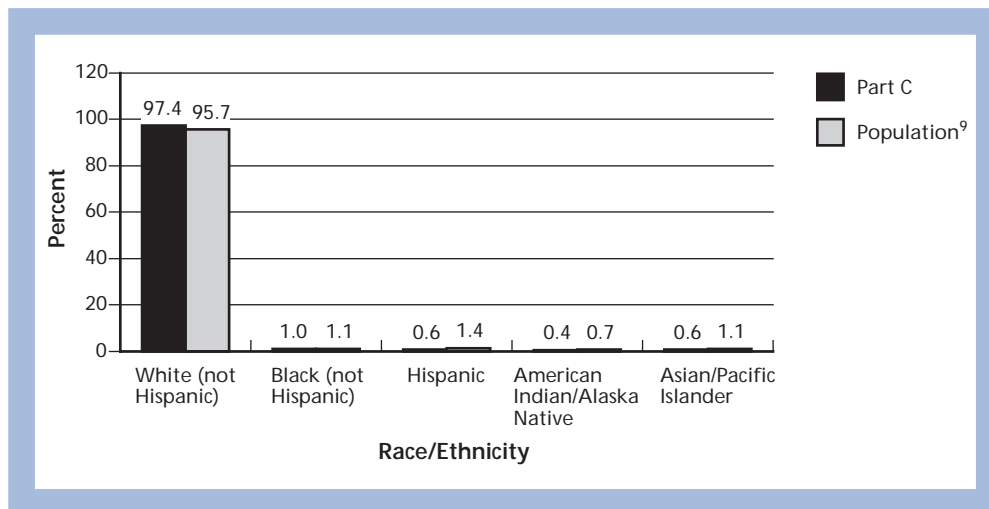
# Maine (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

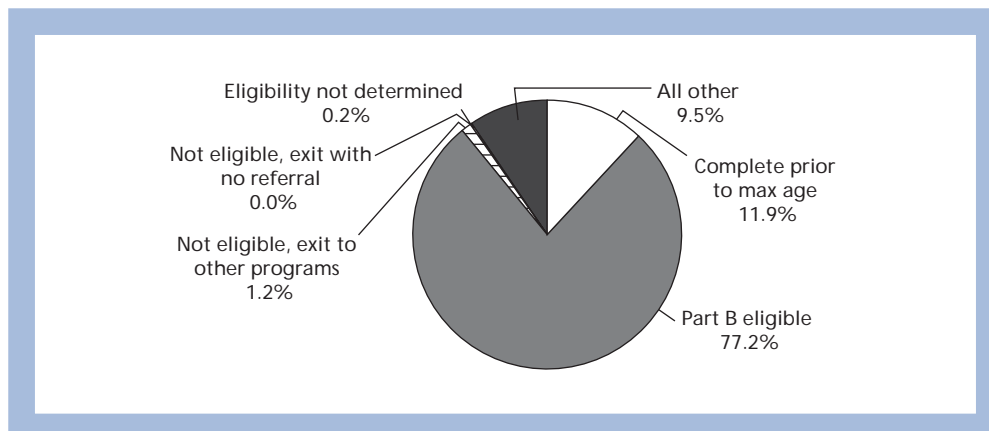
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Maine Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services.....	947
Percentage of infants and toddlers served in the home.....	30
Percentage of infants and toddlers served in programs for typically developing children.....	16.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Maryland

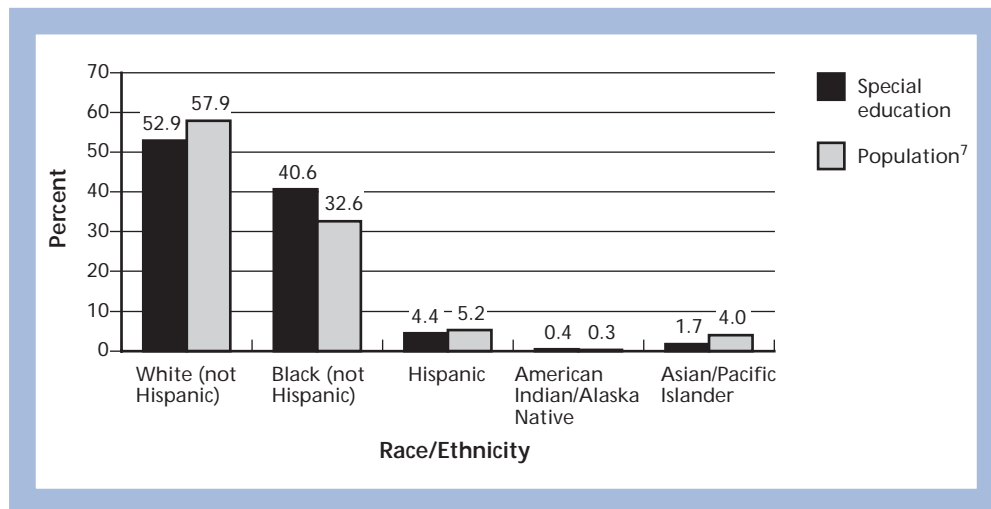
Number of regular school districts <sup>1</sup> .....	24
Public school preK-12 enrollment <sup>2</sup> .....	860,640
Per-pupil expenditures <sup>3</sup> .....	\$8,256
Percentage of population in urban areas <sup>4</sup> .....	86.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	10.7

## Special Education (Part B)

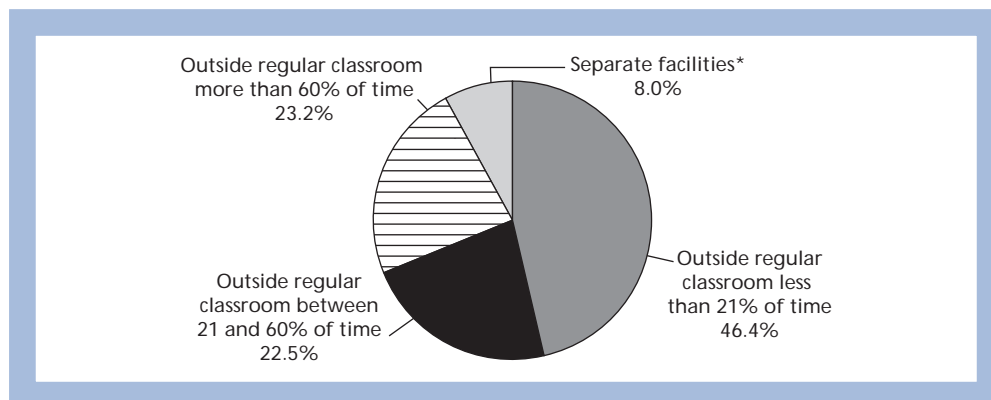
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	10,614
6-17 years old .....	97,603
18-21 years old .....	4,209
Percentage of 6-17 enrollment served under IDEA .....	11.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	56
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	36
Number of special education teachers for students ages 6-21 .....	6,528
Percentage of fully certified special education teachers for students ages 6-21 .....	86

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Maryland (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Maryland Department of Education

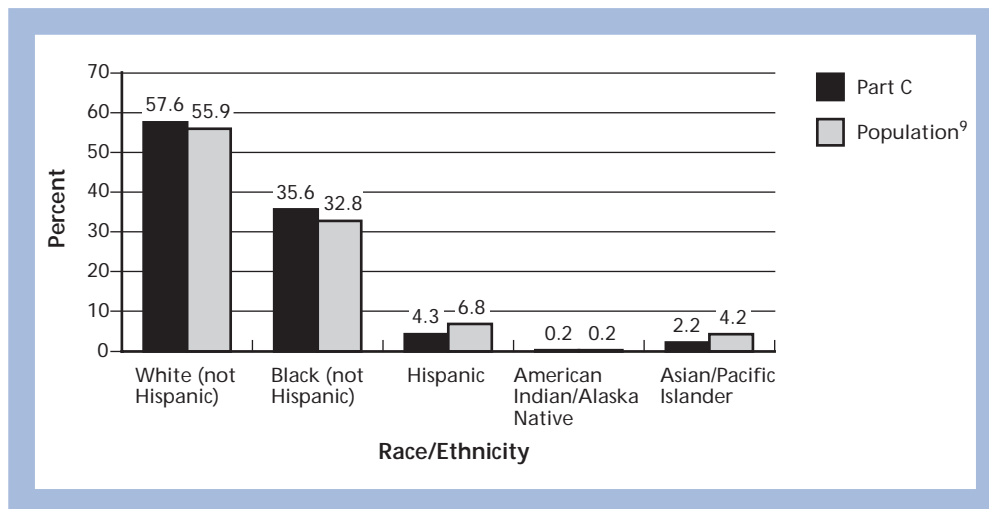
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....4,900

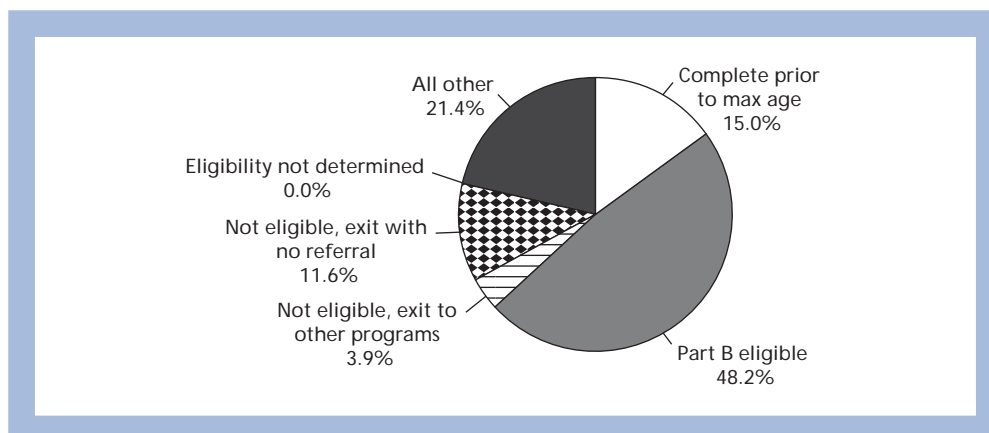
Percentage of infants and toddlers served in the home.....69

Percentage of infants and toddlers served in programs for typically developing children.....3.6

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Massachusetts

Number of regular school districts <sup>1</sup> .....	350
Public school preK-12 enrollment <sup>2</sup> .....	973,140
Per-pupil expenditures <sup>3</sup> .....	\$9,509
Percentage of population in urban areas <sup>4</sup> .....	91.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.5

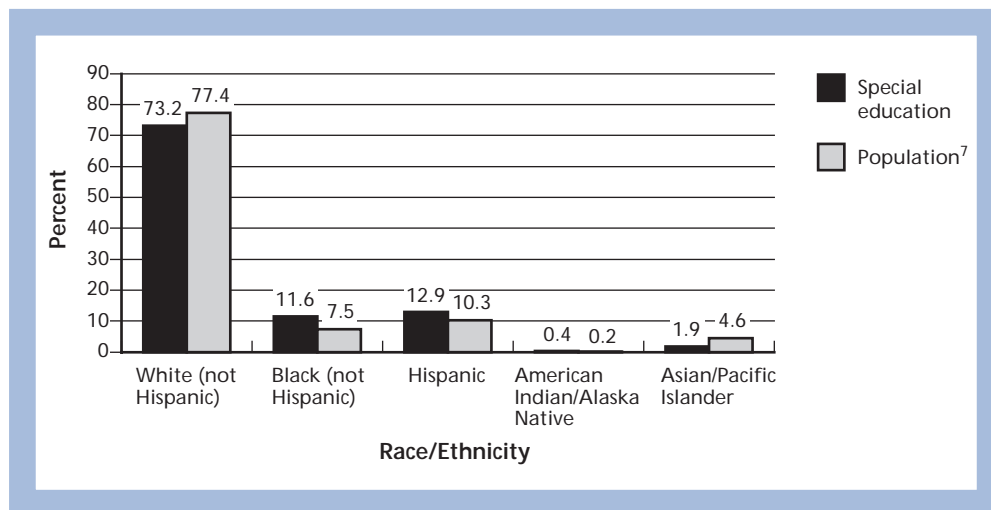
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

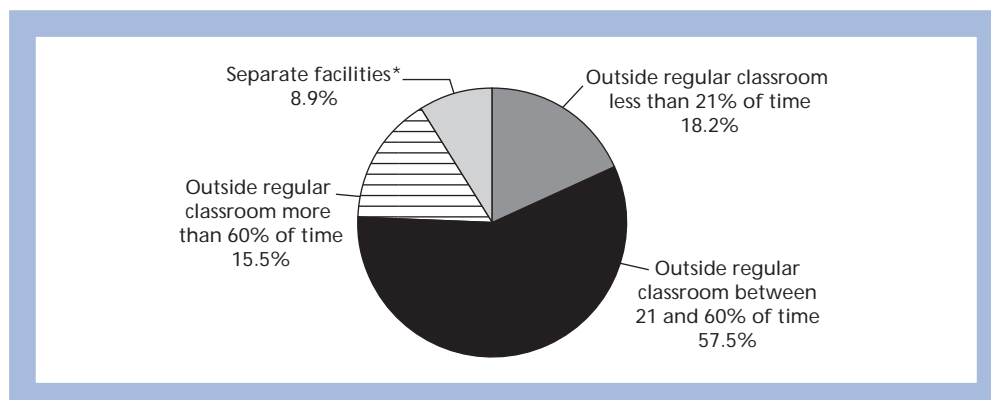
Number of children served under IDEA	
3-5 years old .....	13,070
6-17 years old .....	129,711
18-21 years old .....	7,222
Percentage of 6-17 enrollment served under IDEA .....	13.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	59
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	38
Number of special education teachers for students ages 6-21 .....	10,266
Percentage of fully certified special education teachers for students ages 6-21 .....	100

<sup>†</sup>Massachusetts did not report any students receiving a certificate of completion.

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Massachusetts (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Massachusetts Department of Public Health

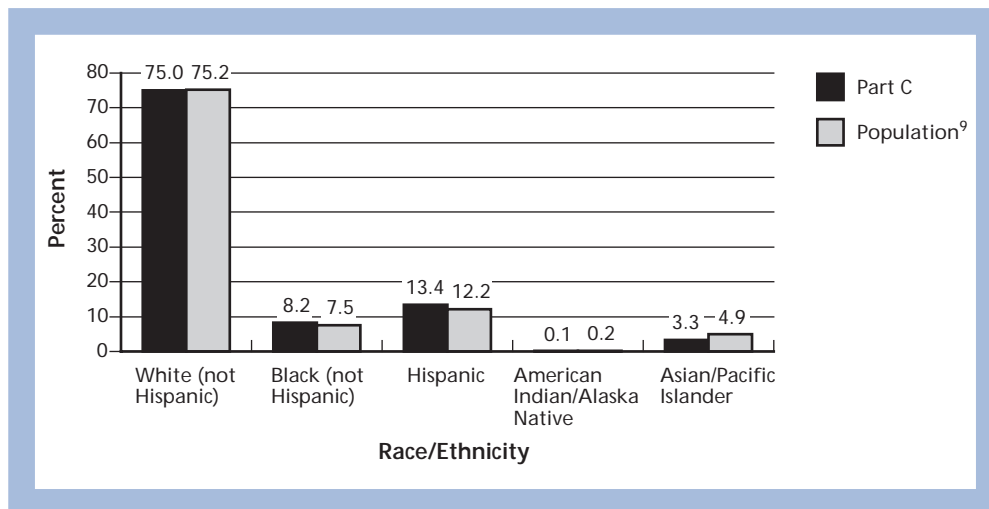
Services provided to infants and toddlers at risk of developmental delay? .....Yes

Number of infants and toddlers receiving early intervention services .....12,906

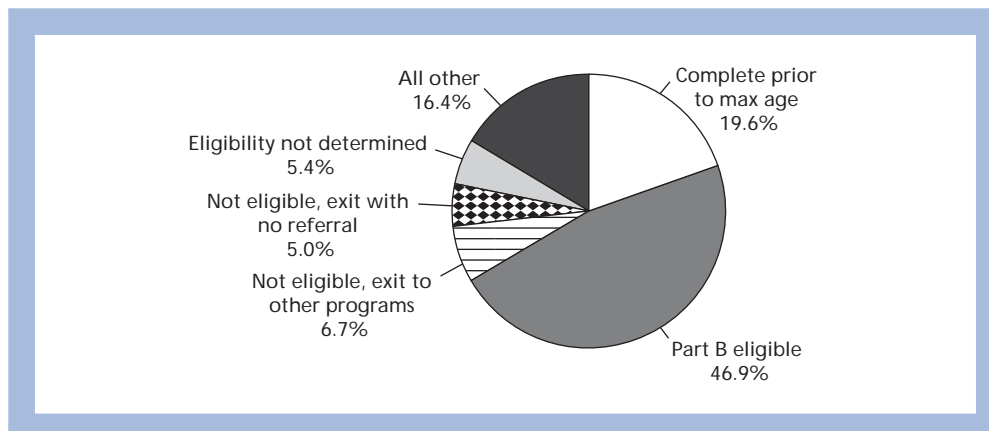
Percentage of infants and toddlers served in the home.....100

Percentage of infants and toddlers served in programs for typically developing children.....0.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Michigan

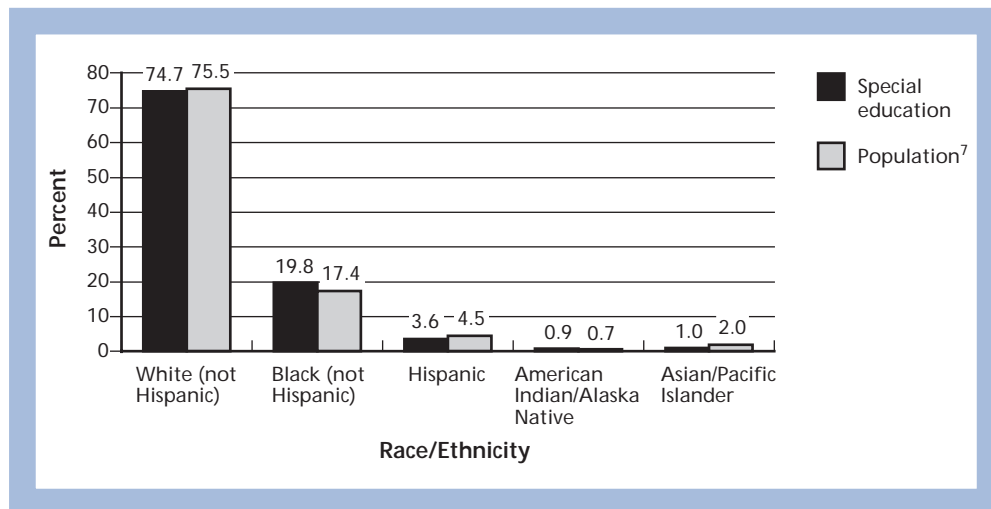
Number of regular school districts <sup>1</sup> .....	554
Public school preK-12 enrollment <sup>2</sup> .....	1,730,668
Per-pupil expenditures <sup>3</sup> .....	\$8,278
Percentage of population in urban areas <sup>4</sup> .....	74.7
Percentage of children under age 18 below poverty level <sup>5</sup> .....	13.7

## Special Education (Part B)

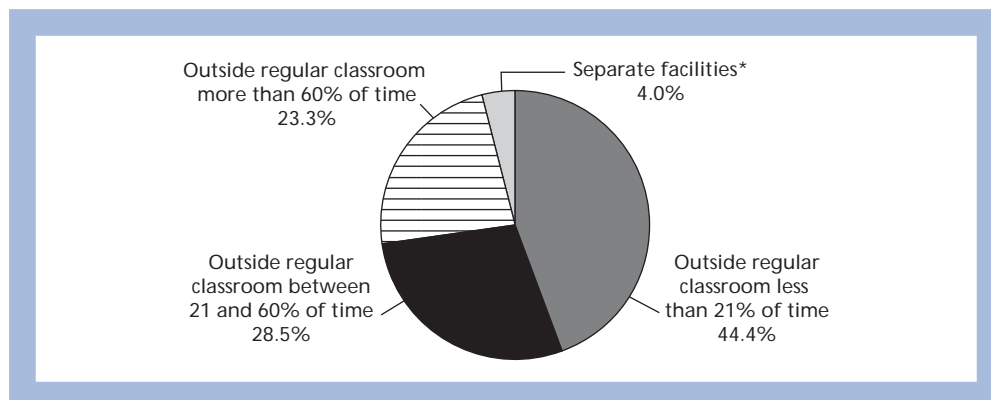
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	20,887
6-17 years old .....	194,401
18-21 years old .....	10,773
Percentage of 6-17 enrollment served under IDEA .....	11.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	37
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	57
Number of special education teachers for students ages 6-21 .....	13,479
Percentage of fully certified special education teachers for students ages 6-21 .....	92

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

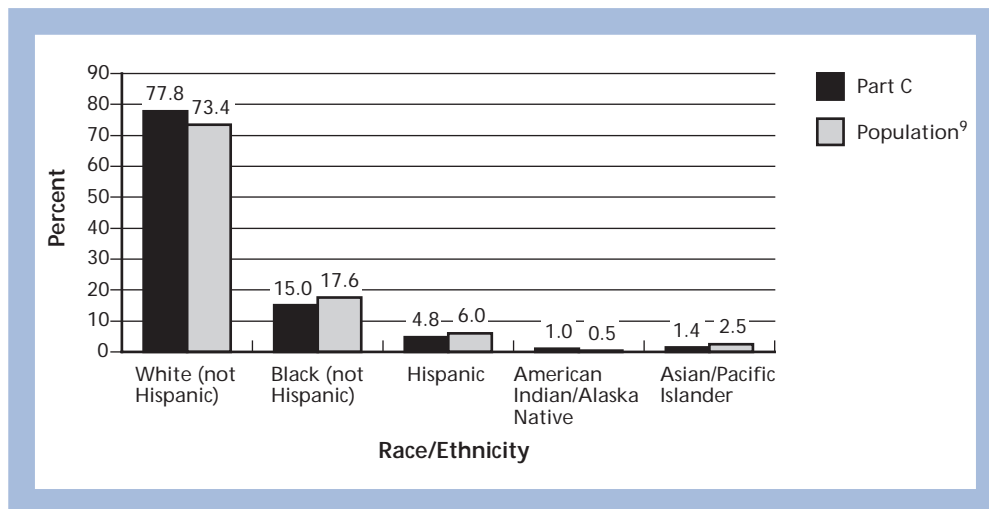
# Michigan (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

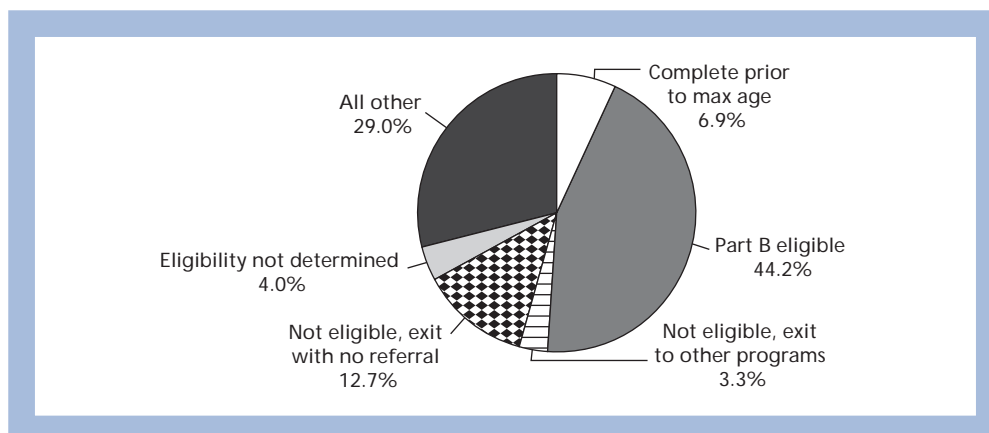
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Michigan Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	7,094
Percentage of infants and toddlers served in the home.....	77
Percentage of infants and toddlers served in programs for typically developing children.....	0.5

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Minnesota

Number of regular school districts <sup>1</sup> .....	417
Public school preK-12 enrollment <sup>2</sup> .....	851,384
Per-pupil expenditures <sup>3</sup> .....	\$7,645
Percentage of population in urban areas <sup>4</sup> .....	70.9
Percentage of children under age 18 below poverty level <sup>5</sup> .....	8.7

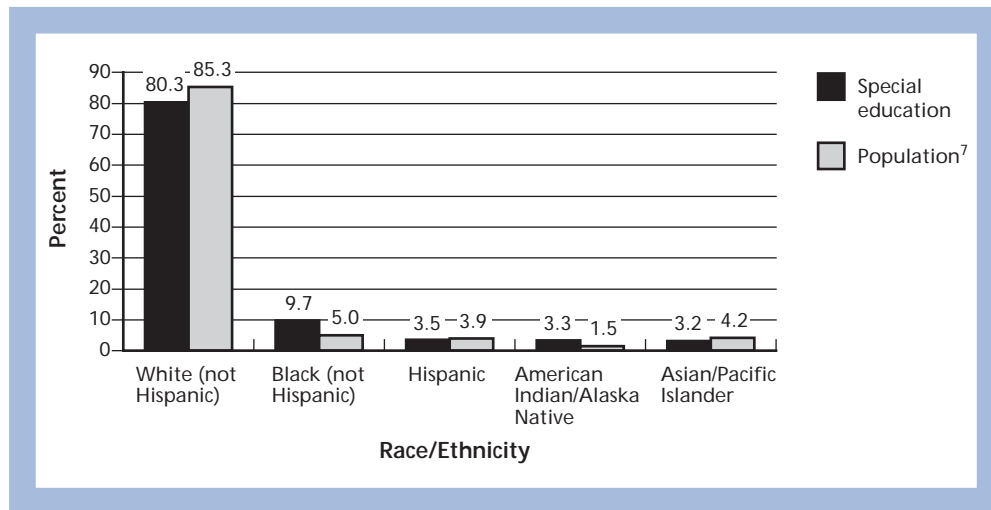
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

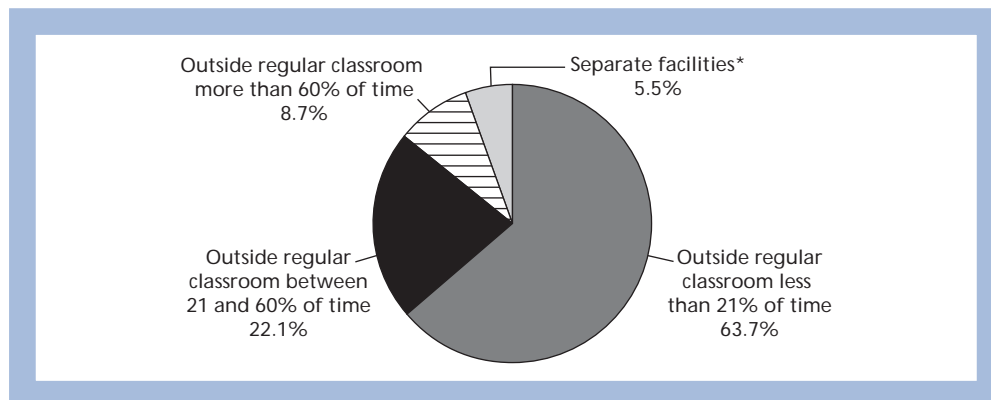
Number of children served under IDEA	
3-5 years old .....	11,804
6-17 years old .....	94,478
18-21 years old .....	4,682
Percentage of 6-17 enrollment served under IDEA .....	11.1
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	48
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	51
Number of special education teachers for students ages 6-21 .....	7,716
Percentage of fully certified special education teachers for students ages 6-21 .....	91

<sup>†</sup> Minnesota did not report any students receiving a certificate of completion.

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

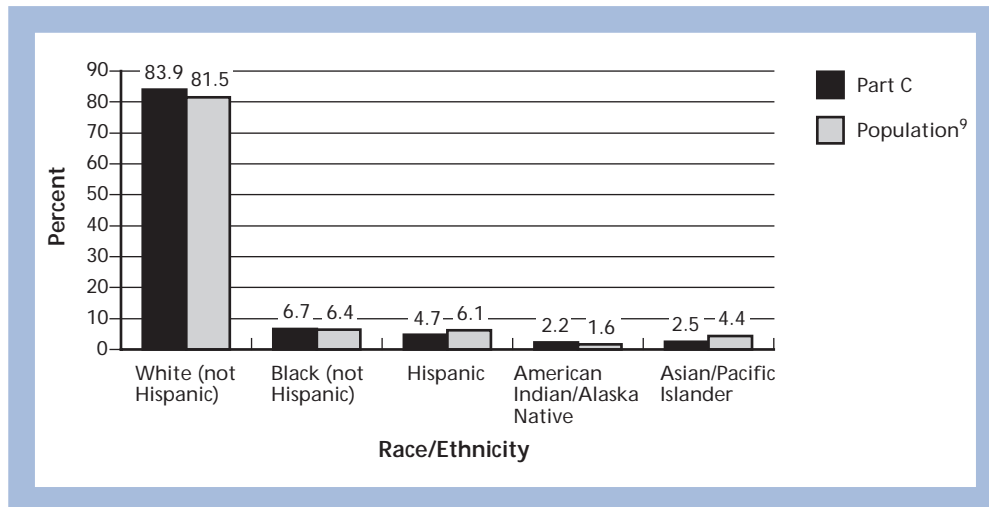
# Minnesota (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

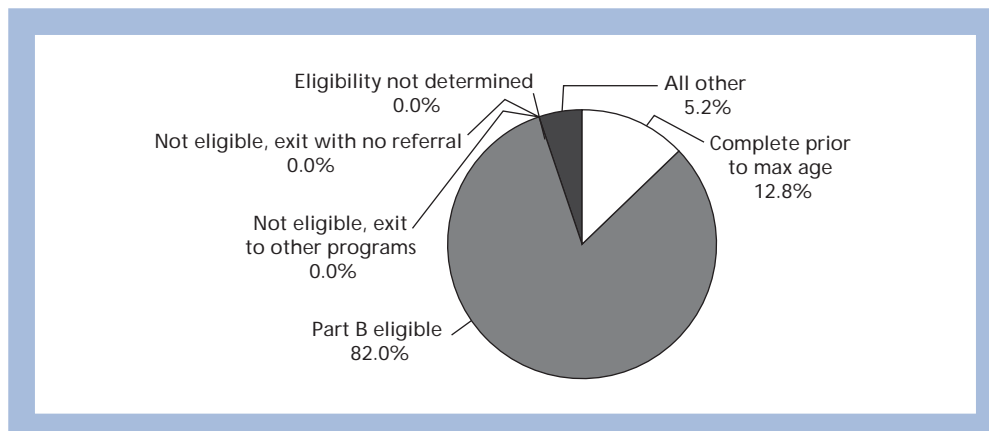
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Minnesota Department of Children, Families, and Learning
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	3,052
Percentage of infants and toddlers served in the home.....	77
Percentage of infants and toddlers served in programs for typically developing children.....	4.5

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Mississippi

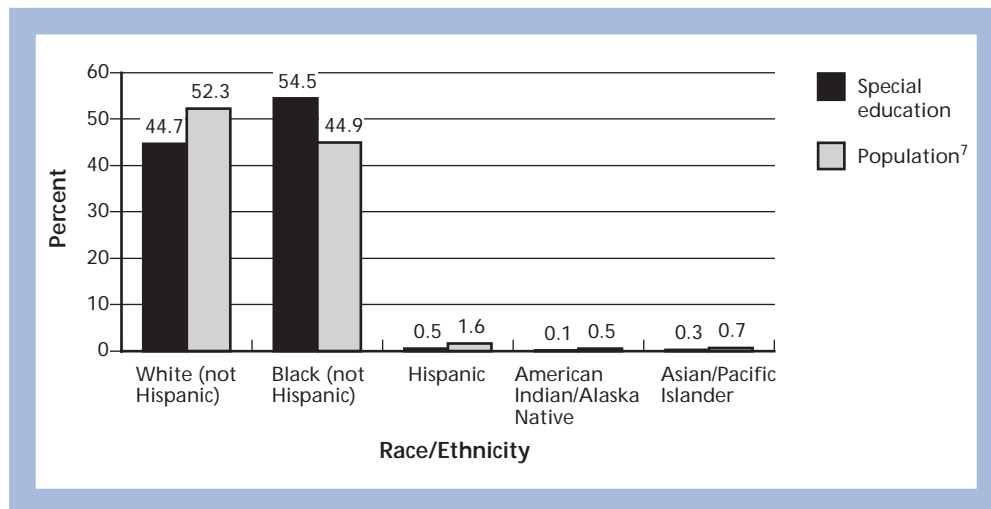
Number of regular school districts <sup>1</sup> .....	152
Public school preK-12 enrollment <sup>2</sup> .....	493,507
Per-pupil expenditures <sup>3</sup> .....	\$5,175
Percentage of population in urban areas <sup>4</sup> .....	48.8
Percentage of children under age 18 below poverty level <sup>5</sup> .....	24.9

## Special Education (Part B)

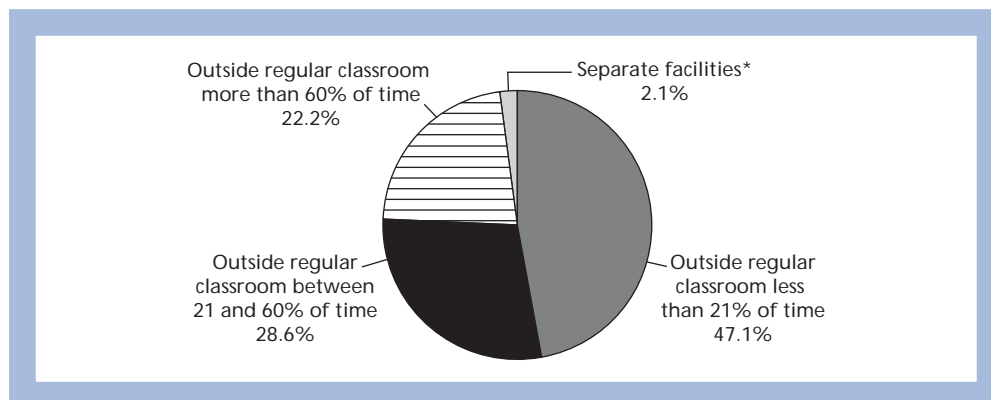
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	6,902
6-17 years old .....	52,533
18-21 years old .....	2,761
Percentage of 6-17 enrollment served under IDEA .....	10.6
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	22
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	35
Number of special education teachers for students ages 6-21 .....	4,229
Percentage of fully certified special education teachers for students ages 6-21 .....	92

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Mississippi (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Mississippi State Department of Health

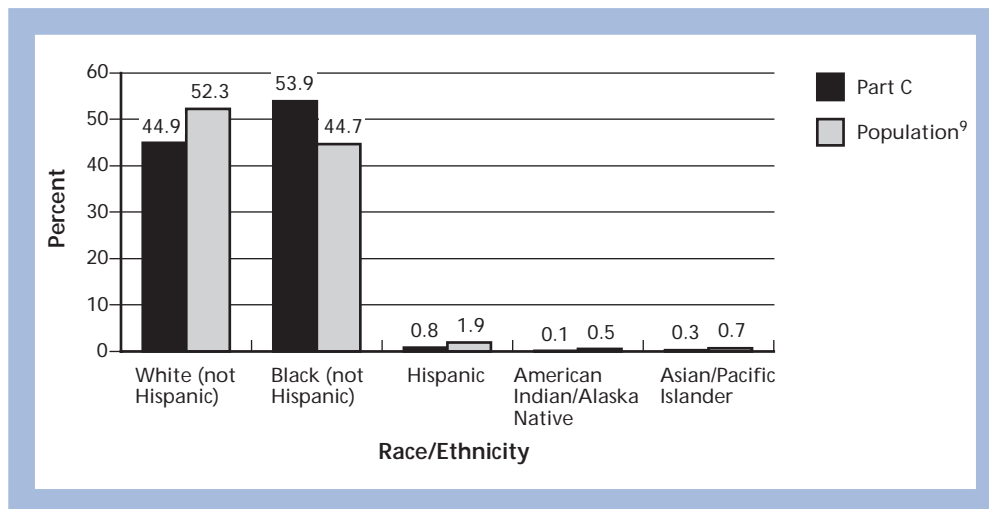
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,303

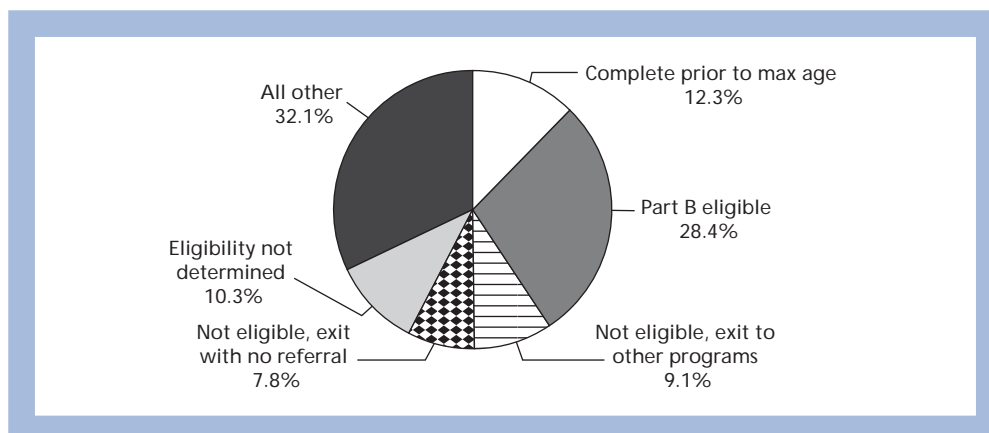
Percentage of infants and toddlers served in the home.....51

Percentage of infants and toddlers served in programs for typically developing children.....6.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Missouri

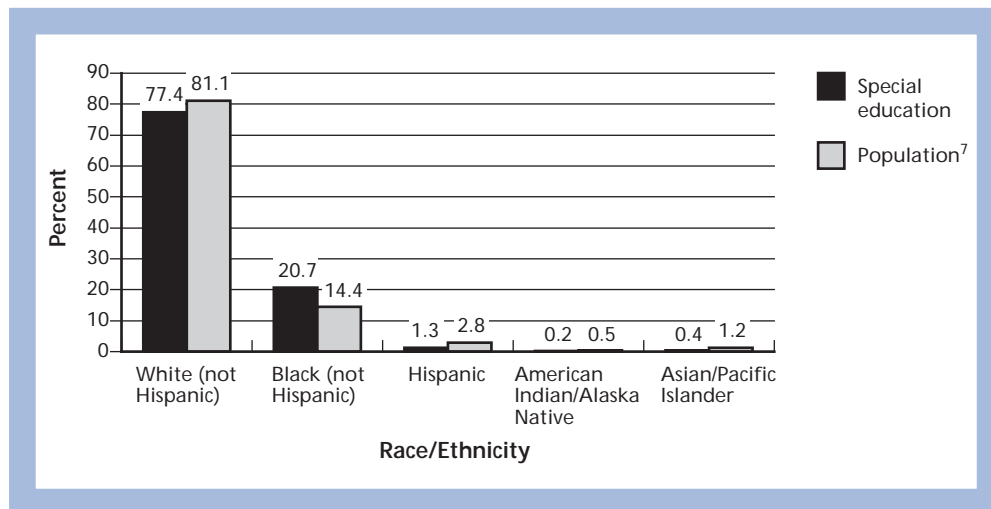
Number of regular school districts <sup>1</sup> .....	524
Public school preK-12 enrollment <sup>2</sup> .....	909,792
Per-pupil expenditures <sup>3</sup> .....	\$6,657
Percentage of population in urban areas <sup>4</sup> .....	69.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	14.8

## Special Education (Part B)

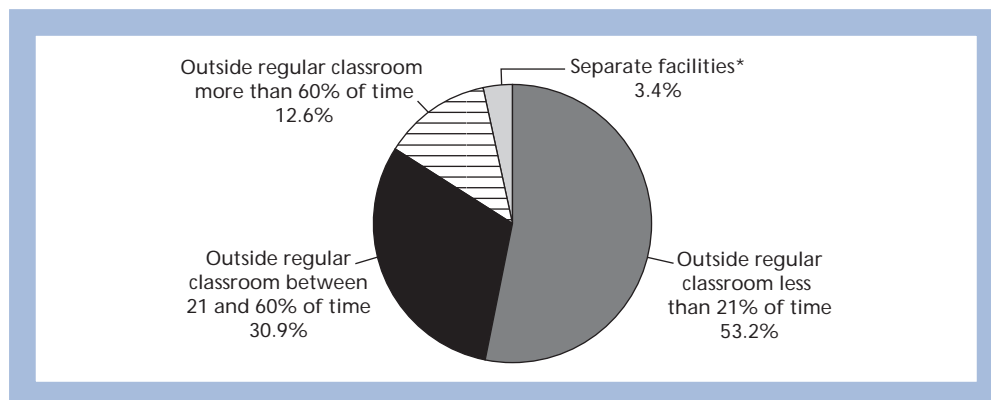
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	12,222
6-17 years old .....	122,521
18-21 years old .....	6,781
Percentage of 6-17 enrollment served under IDEA .....	13.5
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	58
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	37
Number of special education teachers for students ages 6-21 .....	8,697
Percentage of fully certified special education teachers for students ages 6-21 .....	93

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Missouri (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Missouri Department of Elementary and Secondary Education

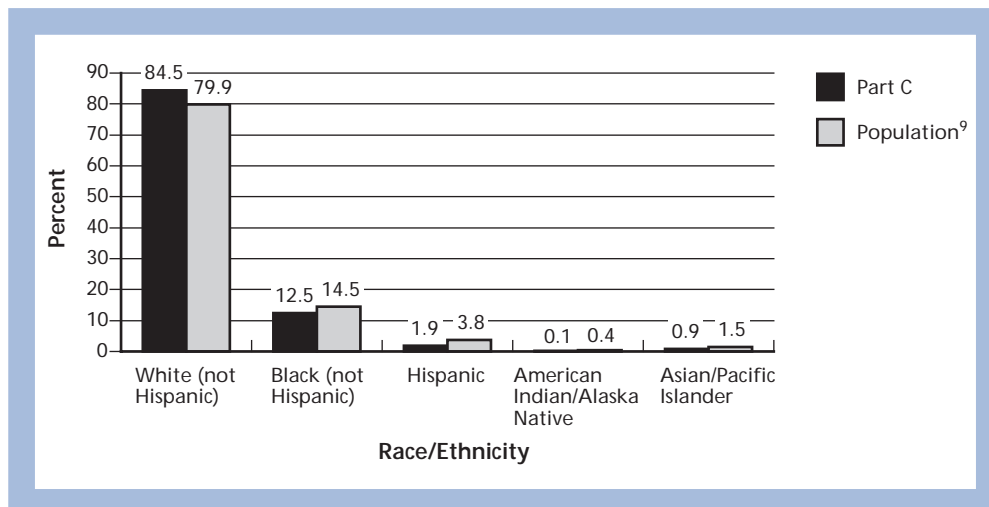
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,825

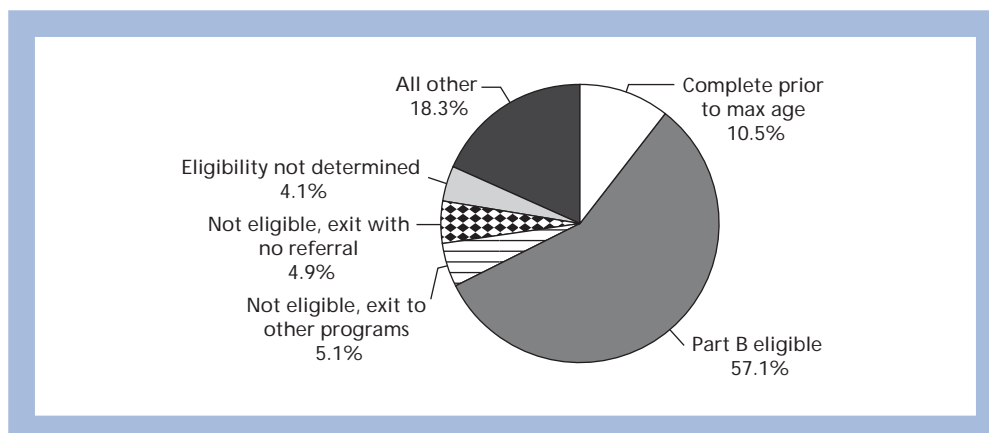
Percentage of infants and toddlers served in the home.....79

Percentage of infants and toddlers served in programs for typically developing children.....7.9

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Montana

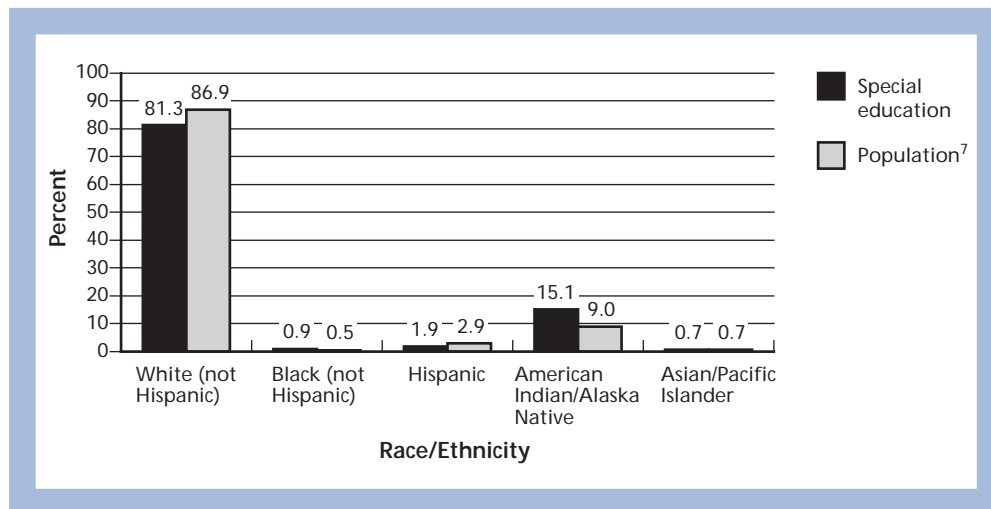
Number of regular school districts <sup>1</sup> .....	452
Public school preK-12 enrollment <sup>2</sup> .....	151,947
Per-pupil expenditures <sup>3</sup> .....	\$6,726
Percentage of population in urban areas <sup>4</sup> .....	54.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	18.8

## Special Education (Part B)

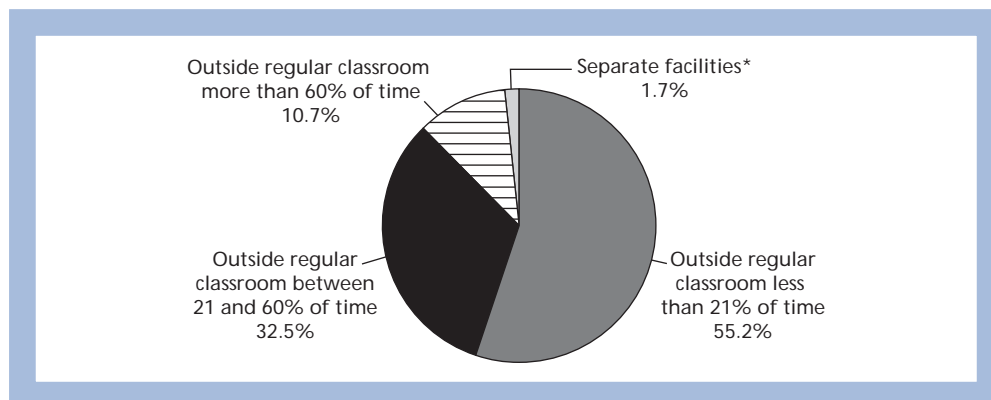
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,687
6-17 years old .....	16,731
18-21 years old .....	844
Percentage of 6-17 enrollment served under IDEA .....	11.0
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	63
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	35
Number of special education teachers for students ages 6-21 .....	881
Percentage of fully certified special education teachers for students ages 6-21 .....	95

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Montana (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Montana Department of Public Health and Human Services

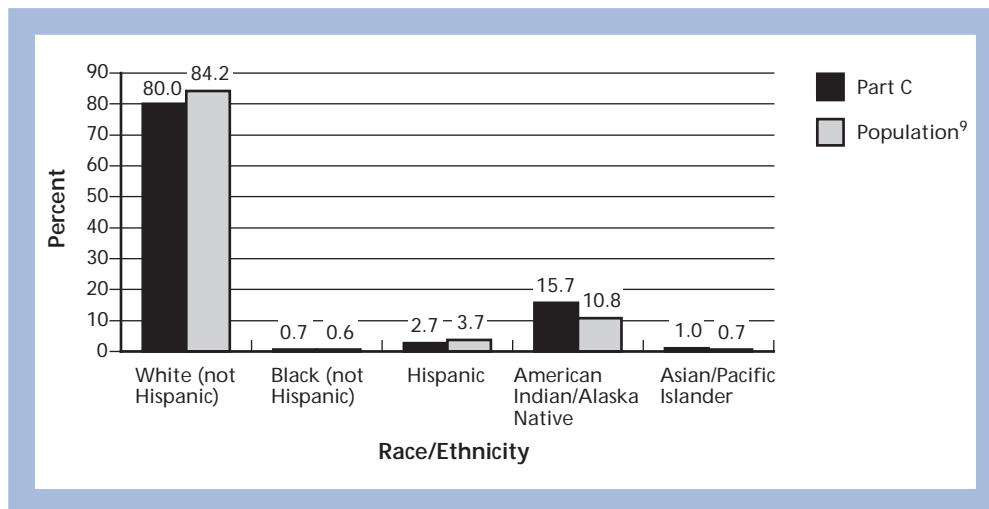
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....600

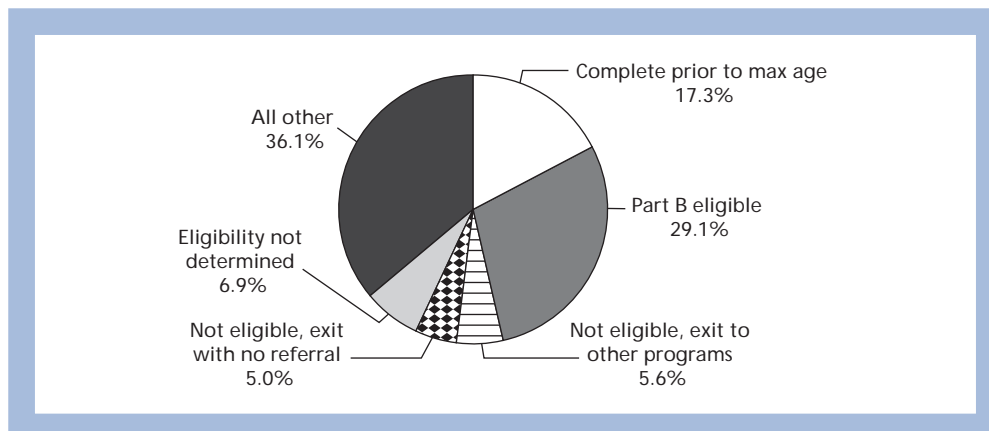
Percentage of infants and toddlers served in the home.....91

Percentage of infants and toddlers served in programs for typically developing children .....5.2

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Nebraska

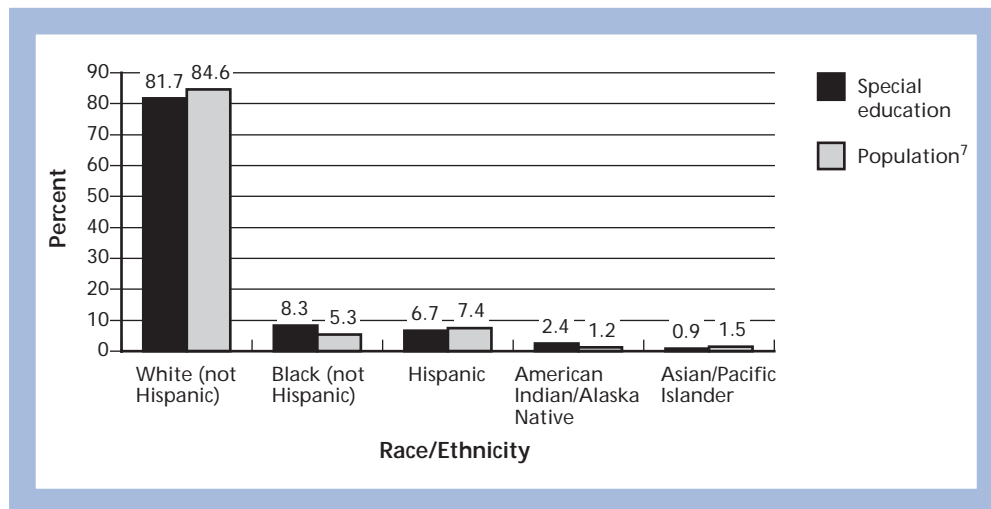
Number of regular school districts <sup>1</sup> .....	555
Public school preK-12 enrollment <sup>2</sup> .....	285,095
Per-pupil expenditures <sup>3</sup> .....	\$7,223
Percentage of population in urban areas <sup>4</sup> .....	69.8
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.9

## Special Education (Part B)

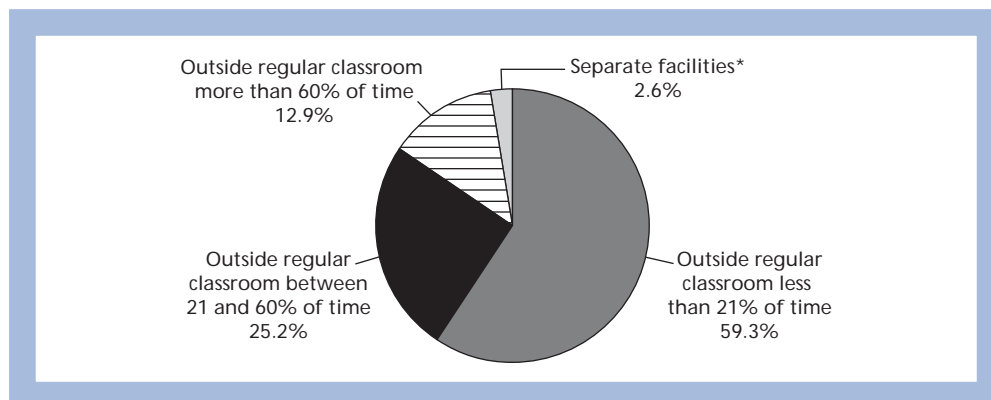
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	3,896
6-17 years old .....	37,525
18-21 years old .....	2,443
Percentage of 6-17 enrollment served under IDEA .....	13.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	42
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	54
Number of special education teachers for students ages 6-21 .....	2,218
Percentage of fully certified special education teachers for students ages 6-21 .....	98

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

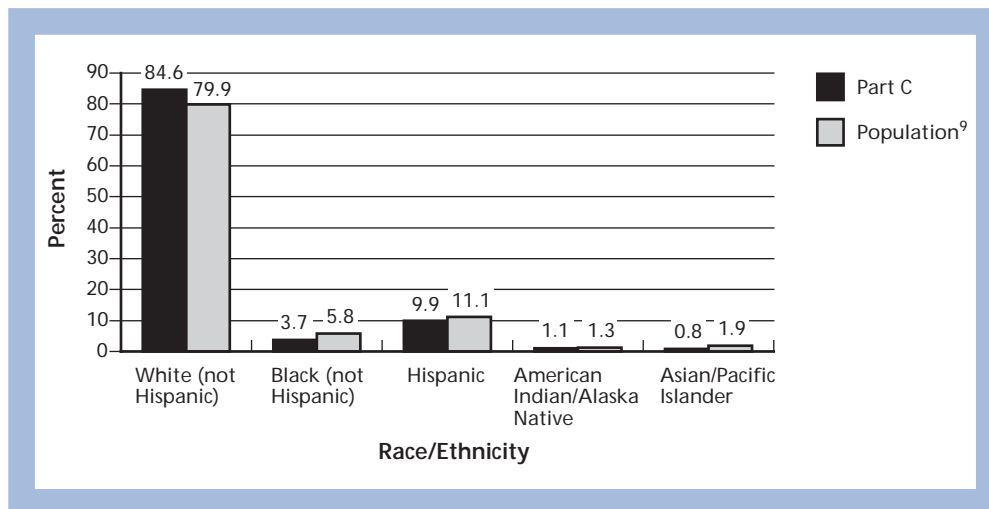
# Nebraska (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

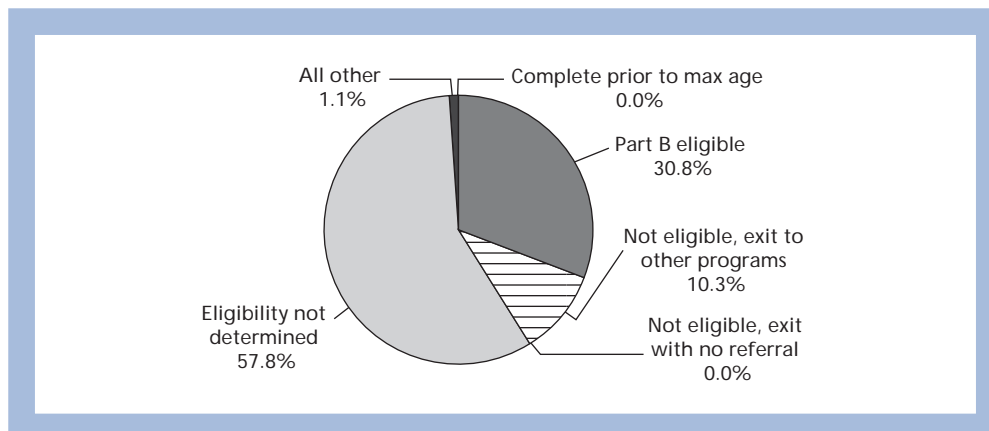
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Nebraska Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	953
Percentage of infants and toddlers served in the home.....	68
Percentage of infants and toddlers served in programs for typically developing children .....	10.8

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Nevada

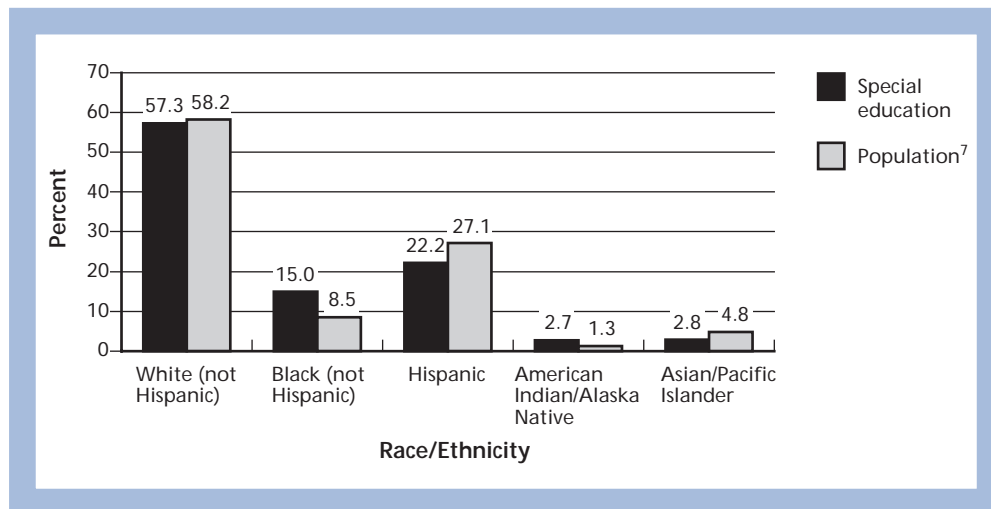
Number of regular school districts <sup>1</sup> .....	17
Public school preK-12 enrollment <sup>2</sup> .....	356,814
Per-pupil expenditures <sup>3</sup> .....	\$5,807
Percentage of population in urban areas <sup>4</sup> .....	91.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	13.6

## Special Education (Part B)

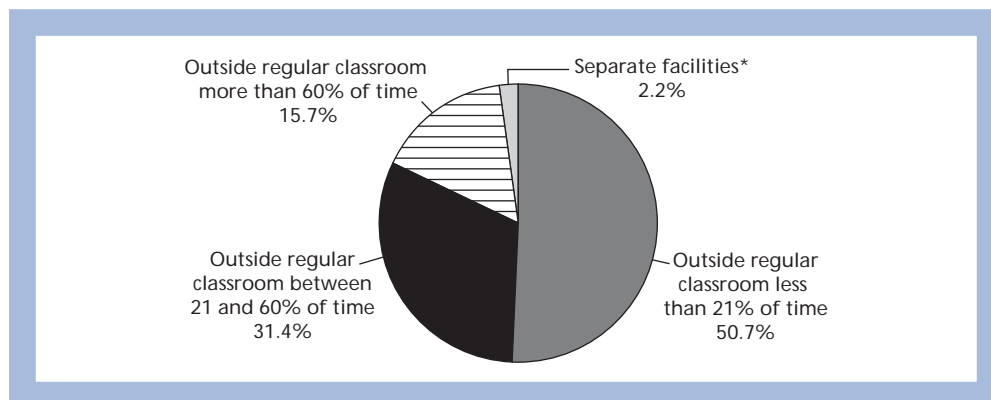
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	3,976
6-17 years old .....	34,957
18-21 years old .....	1,294
Percentage of 6-17 enrollment served under IDEA .....	9.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	22
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	46
Number of special education teachers for students ages 6-21 .....	2,027
Percentage of fully certified special education teachers for students ages 6-21 .....	97

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Nevada (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services ..... Nevada Department of Human Services

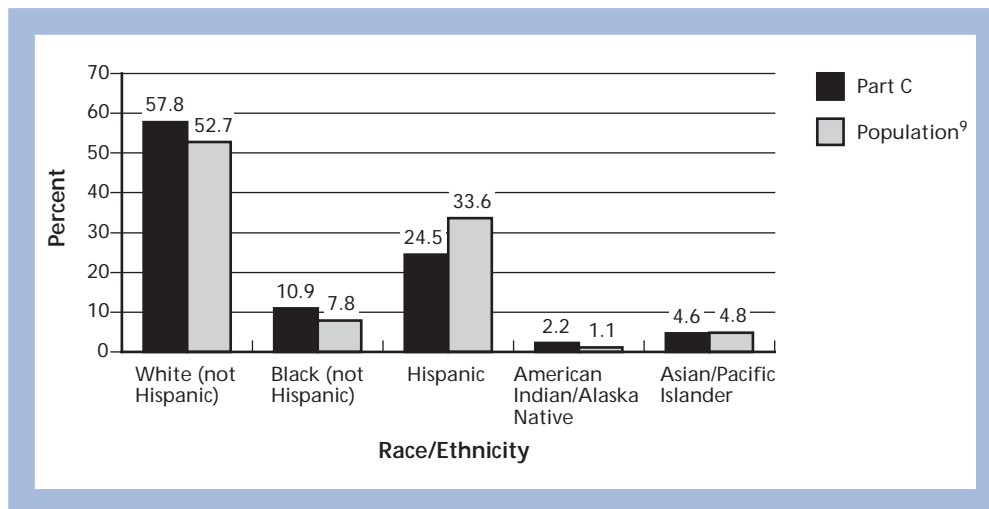
Services provided to infants and toddlers at risk of developmental delay? ..... No

Number of infants and toddlers receiving early intervention services ..... 895

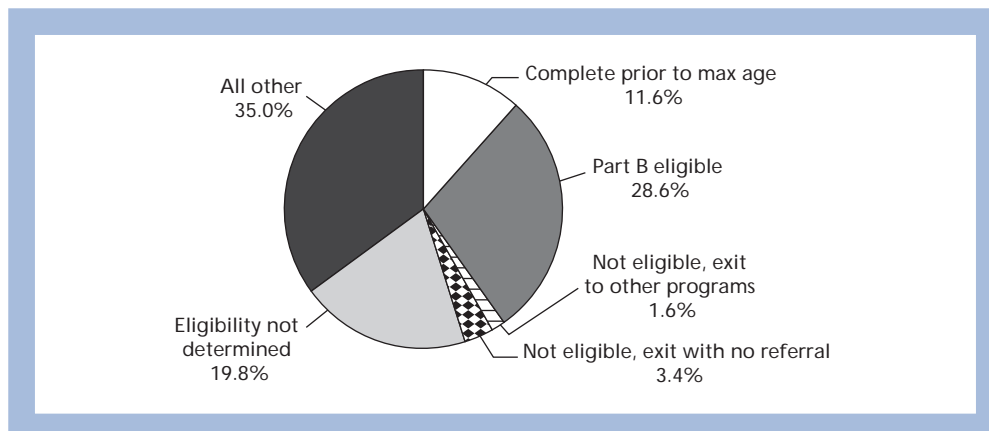
Percentage of infants and toddlers served in the home ..... 44

Percentage of infants and toddlers served in programs for typically developing children ..... 5.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] - Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# New Hampshire

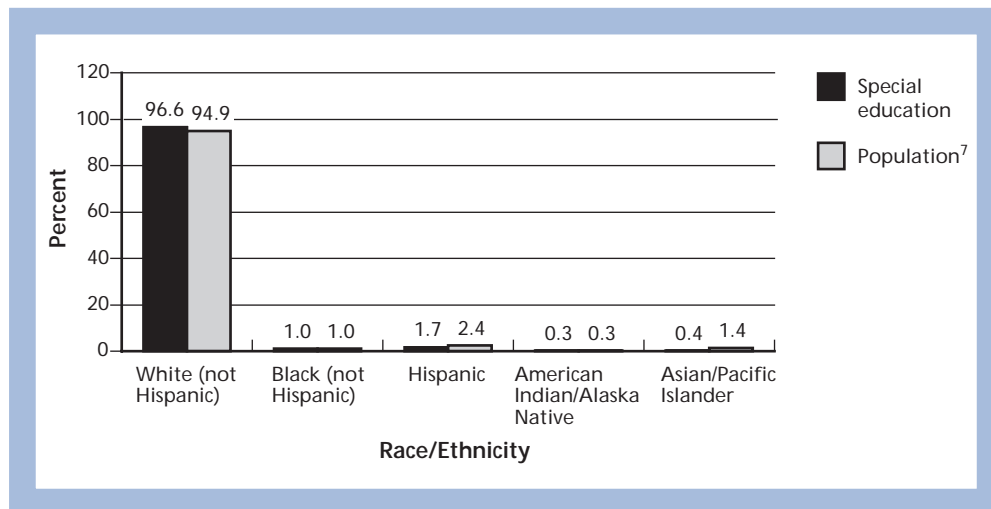
Number of regular school districts <sup>1</sup> .....	178
Public school preK-12 enrollment <sup>2</sup> .....	206,847
Per-pupil expenditures <sup>3</sup> .....	\$7,286
Percentage of population in urban areas <sup>4</sup> .....	59.3
Percentage of children under age 18 below poverty level <sup>5</sup> .....	6.9

## Special Education (Part B)

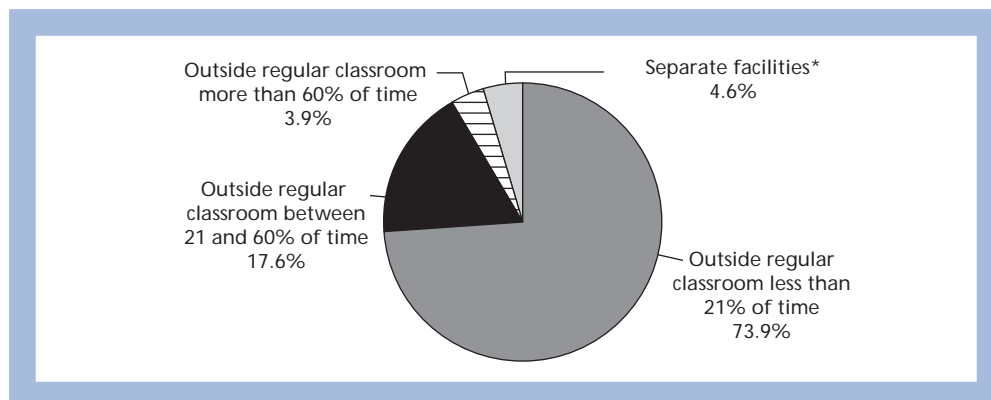
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	2,452
6-17 years old .....	26,399
18-21 years old .....	1,419
Percentage of 6-17 enrollment served under IDEA .....	12.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	49
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	48
Number of special education teachers for students ages 6-21 .....	2,086
Percentage of fully certified special education teachers for students ages 6-21 .....	83

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

# New Hampshire (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....New Hampshire Department of Health and Human Services

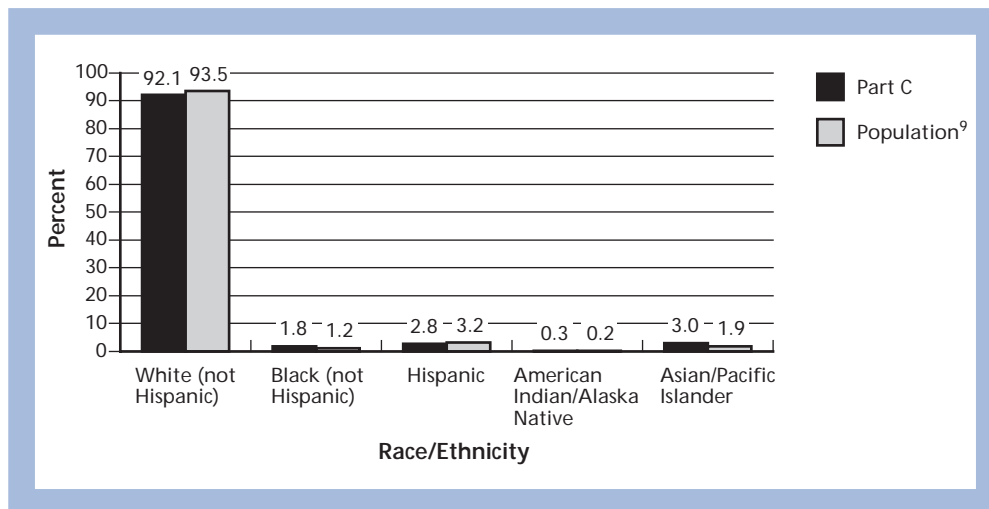
Services provided to infants and toddlers at risk of developmental delay? ..... Yes

Number of infants and toddlers receiving early intervention services .....1,174

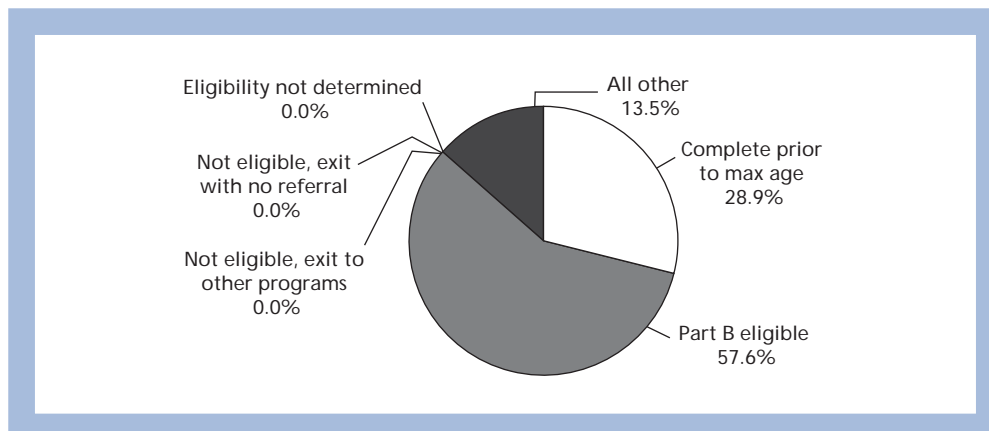
Percentage of infants and toddlers served in the home.....94

Percentage of infants and toddlers served in programs for typically developing children.....5.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# New Jersey

Number of regular school districts <sup>1</sup> .....	603
Public school preK-12 enrollment <sup>2</sup> .....	1,341,656
Per-pupil expenditures <sup>3</sup> .....	\$11,248
Percentage of population in urban areas <sup>4</sup> .....	94.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	10.5

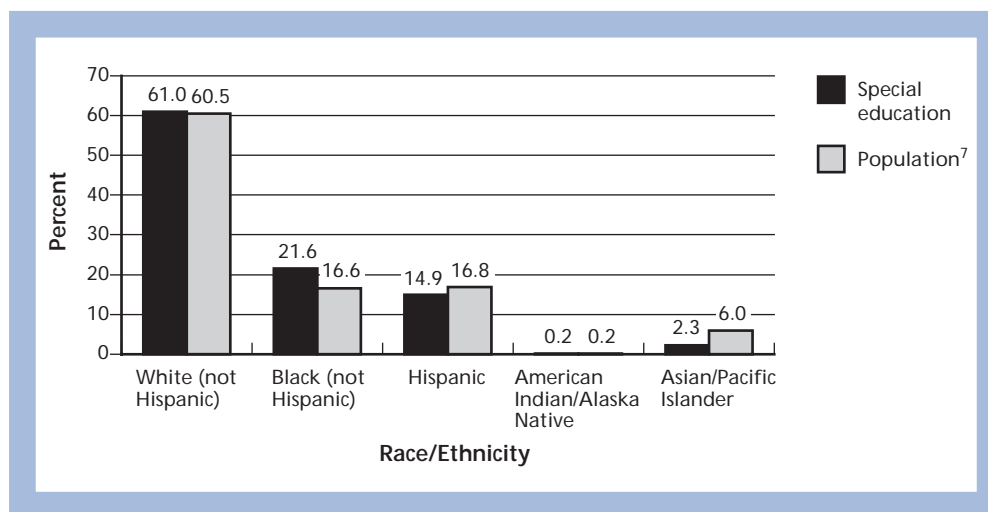
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

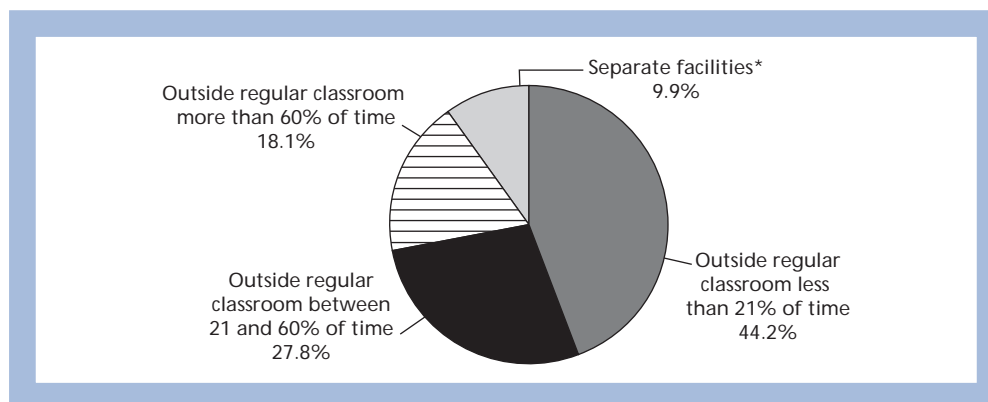
Number of children served under IDEA	
3-5 years old .....	16,716
6-17 years old .....	202,000
18-21 years old .....	10,128
Percentage of 6-17 enrollment served under IDEA .....	15.1
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	71
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	27
Number of special education teachers for students ages 6-21 .....	16,067
Percentage of fully certified special education teachers for students ages 6-21 .....	98

<sup>†</sup>New Jersey did not report any students receiving a certificate of completion.

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# New Jersey (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....New Jersey Department of Health and Senior Services

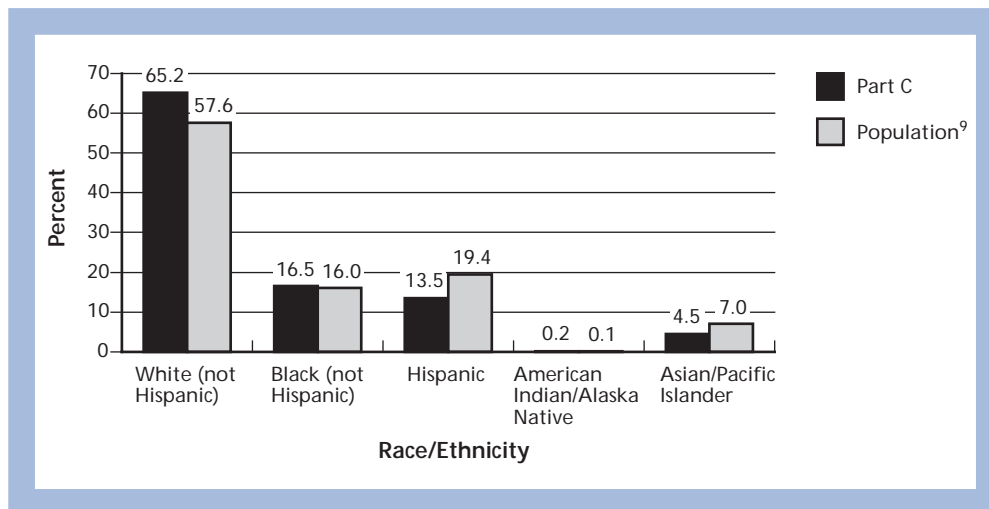
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....6,412

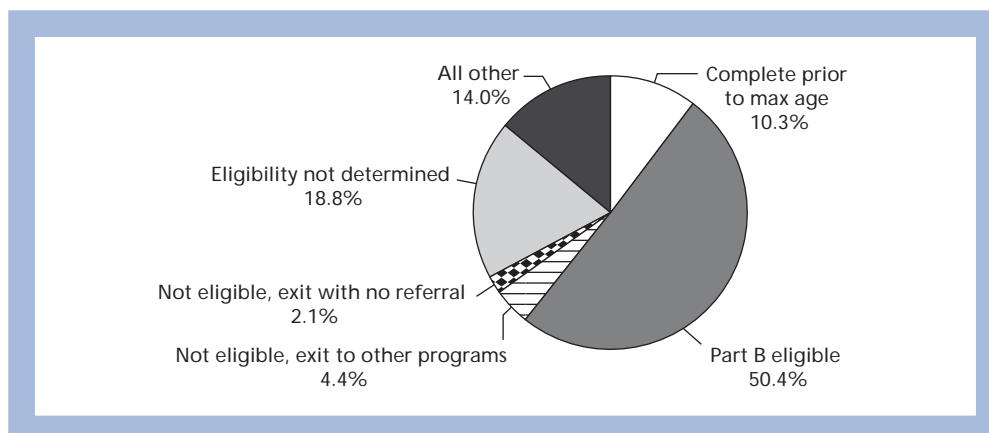
Percentage of infants and toddlers served in the home.....92

Percentage of infants and toddlers served in programs for typically developing children.....4.8

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# New Mexico

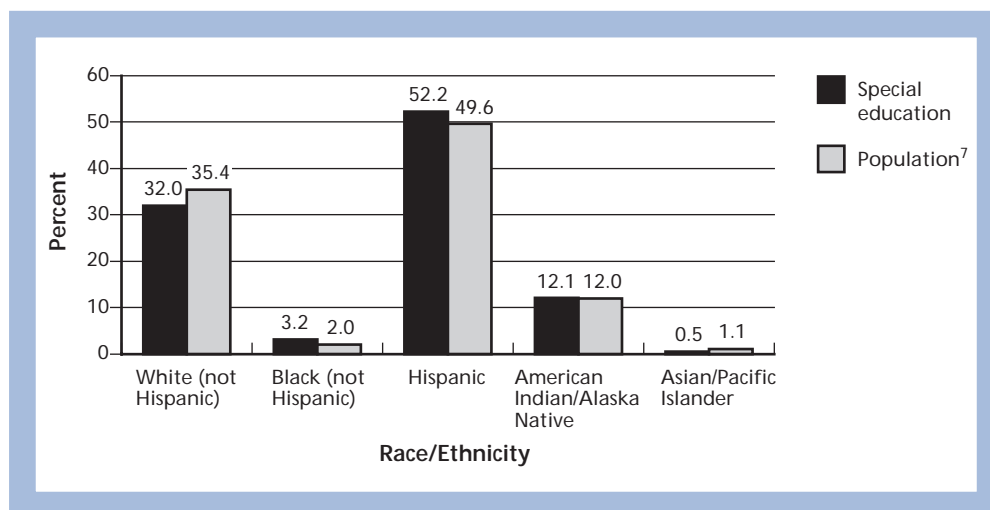
Number of regular school districts <sup>1</sup> .....	89
Public school preK-12 enrollment <sup>2</sup> .....	320,260
Per-pupil expenditures <sup>3</sup> .....	\$6,313
Percentage of population in urban areas <sup>4</sup> .....	75.0
Percentage of children under age 18 below poverty level <sup>5</sup> .....	25.5

## Special Education (Part B)

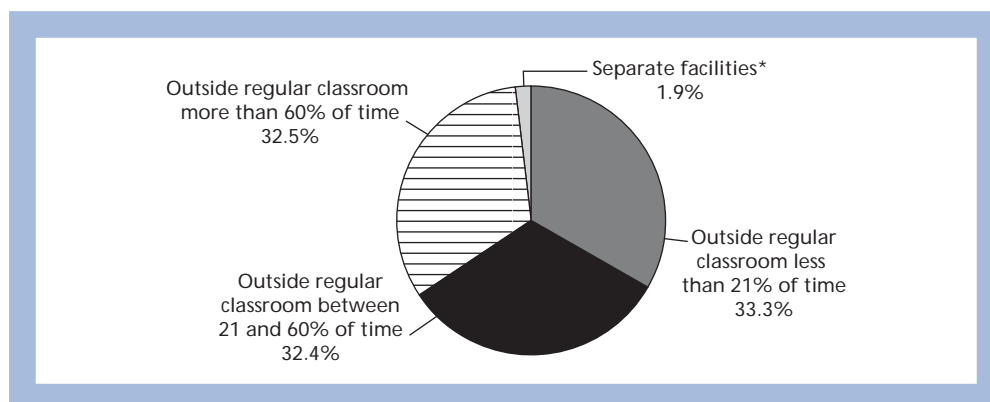
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	5,145
6-17 years old .....	44,769
18-21 years old .....	2,311
Percentage of 6-17 enrollment served under IDEA .....	14.0
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	46
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	51
Number of special education teachers for students ages 6-21 .....	3,981
Percentage of fully certified special education teachers for students ages 6-21 .....	90

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# New Mexico (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....New Mexico Department of Health

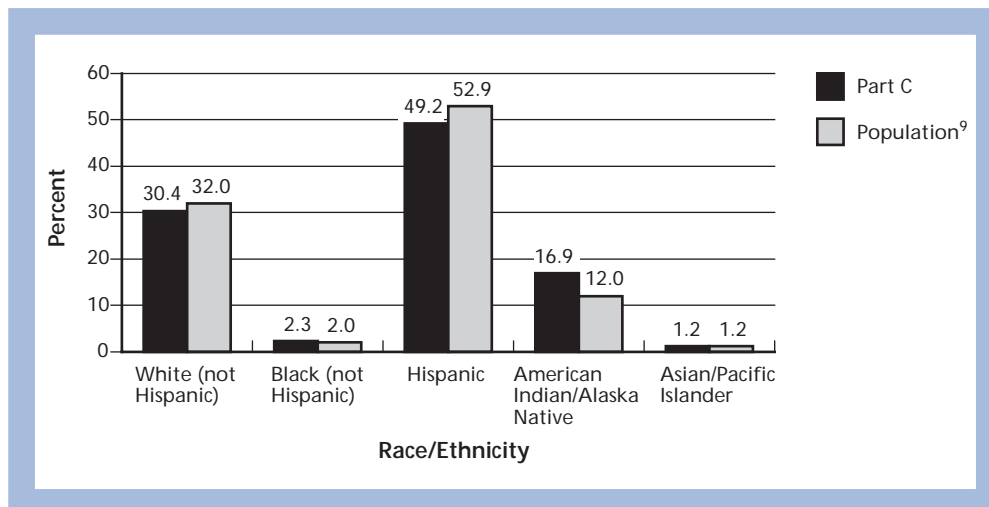
Services provided to infants and toddlers at risk of developmental delay? ..... Yes

Number of infants and toddlers receiving early intervention services .....1,834

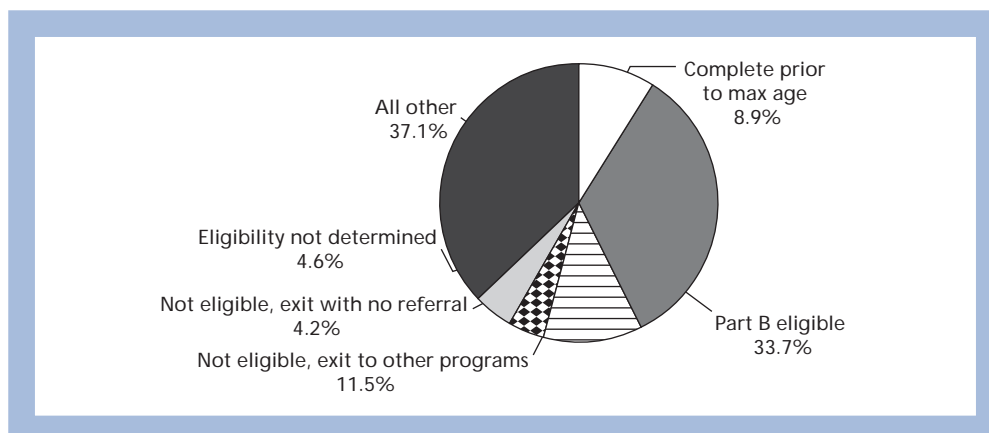
Percentage of infants and toddlers served in the home.....65

Percentage of infants and toddlers served in programs for typically developing children.....1.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# New York

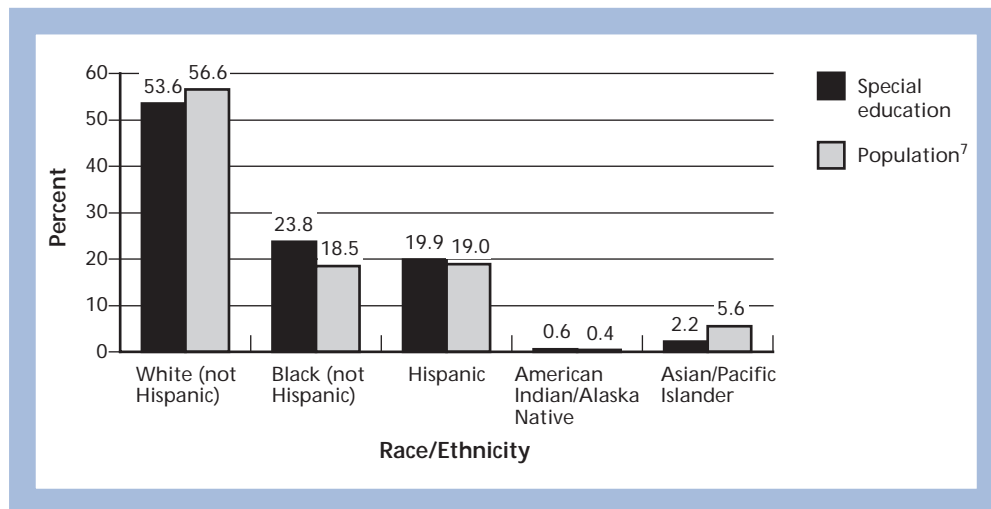
Number of regular school districts <sup>1</sup> .....	703
Public school preK-12 enrollment <sup>2</sup> .....	2,872,132
Per-pupil expenditures <sup>3</sup> .....	\$10,716
Percentage of population in urban areas <sup>4</sup> .....	87.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	19.1

## Special Education (Part B)

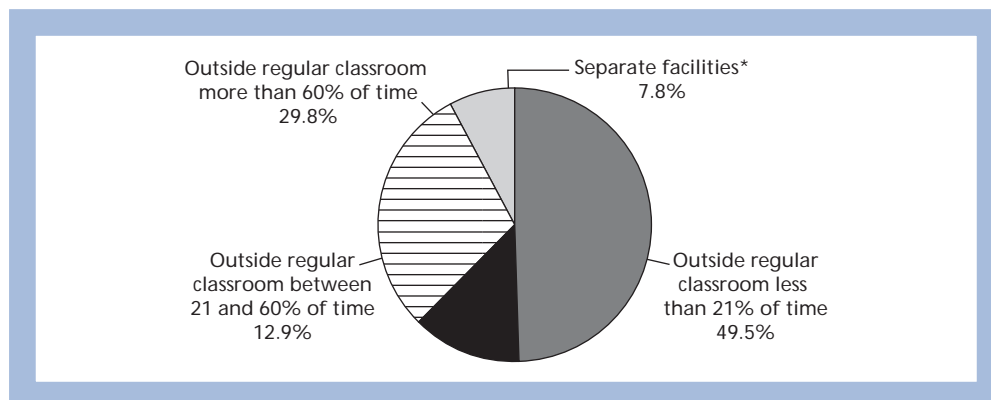
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	53,313
6-17 years old .....	364,975
18-21 years old .....	21,944
Percentage of 6-17 enrollment served under IDEA .....	12.7
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	37
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	43
Number of special education teachers for students ages 6-21 .....	40,264
Percentage of fully certified special education teachers for students ages 6-21 .....	75

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# New York (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....New York Department of Health

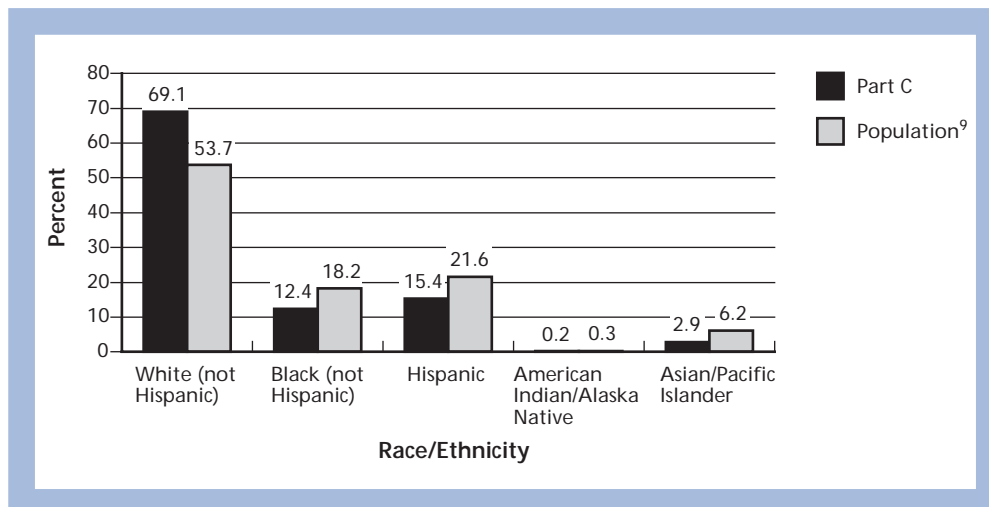
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....30,417

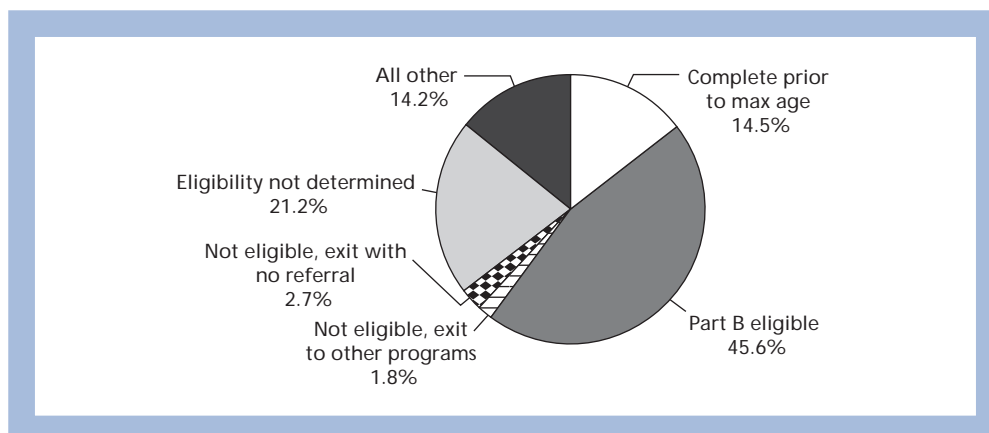
Percentage of infants and toddlers served in the home.....76

Percentage of infants and toddlers served in programs for typically developing children.....1.4

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# North Carolina

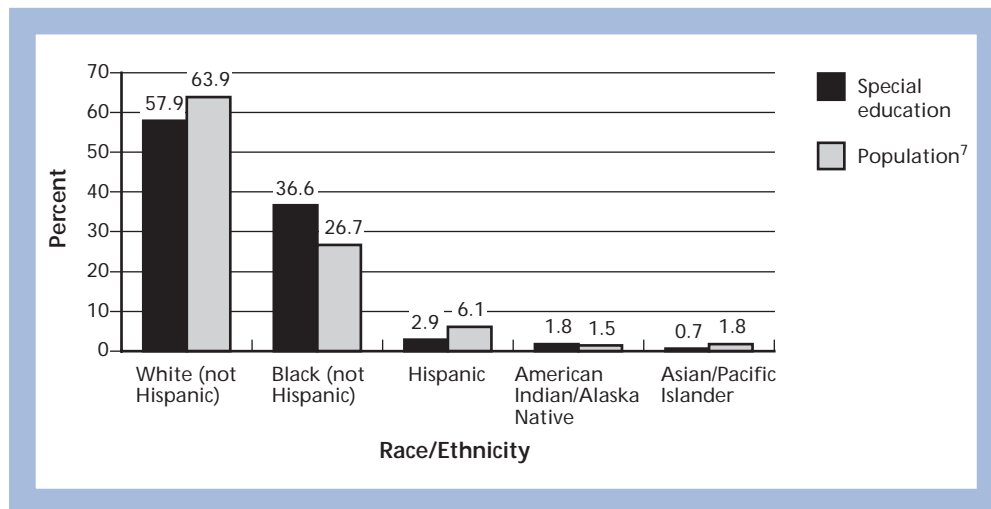
Number of regular school districts <sup>1</sup> .....	121
Public school preK-12 enrollment <sup>2</sup> .....	1,315,363
Per-pupil expenditures <sup>3</sup> .....	\$6,346
Percentage of population in urban areas <sup>4</sup> .....	60.2
Percentage of children under age 18 below poverty level <sup>5</sup> .....	16.5

## Special Education (Part B)

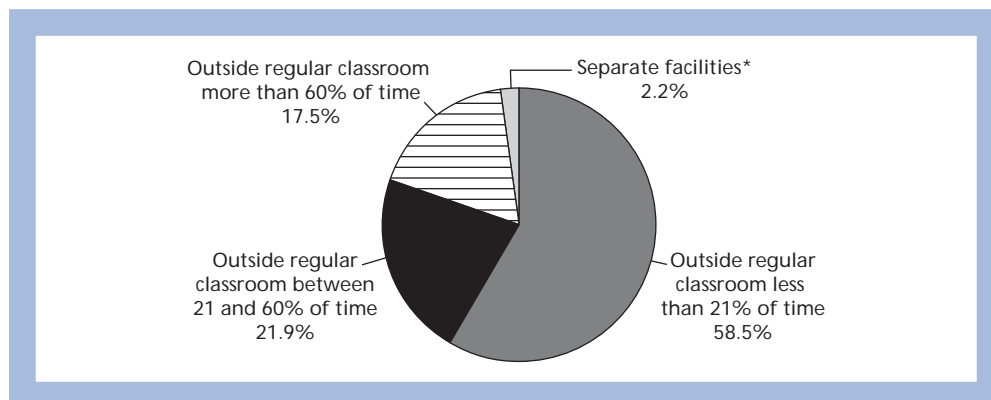
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	19,010
6-17 years old .....	161,850
18-21 years old .....	6,112
Percentage of 6-17 enrollment served under IDEA .....	12.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	34
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	47
Number of special education teachers for students ages 6-21 .....	9,522
Percentage of fully certified special education teachers for students ages 6-21 .....	83

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# North Carolina (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....North Carolina Department of Health and Human Services

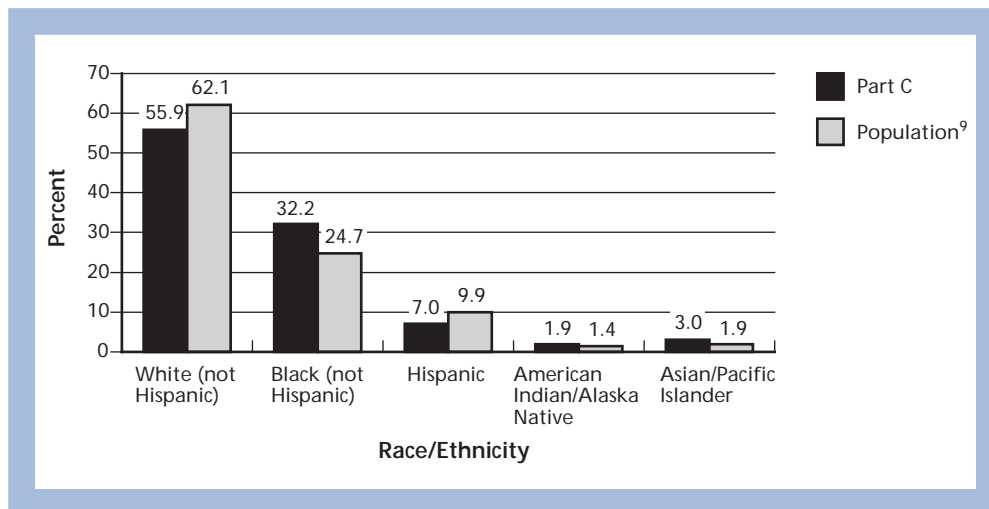
Services provided to infants and toddlers at risk of developmental delay? ..... Yes

Number of infants and toddlers receiving early intervention services .....5,655

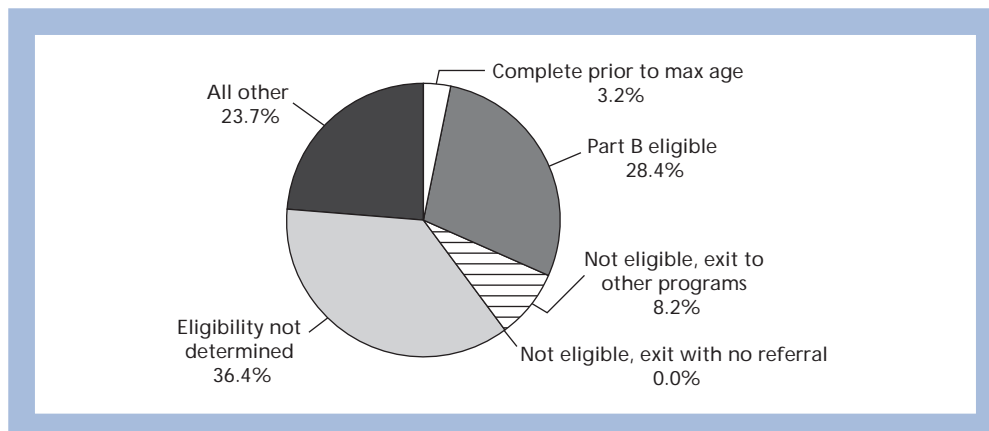
Percentage of infants and toddlers served in the home.....84

Percentage of infants and toddlers served in programs for typically developing children.....9.7

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2001-02*.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2001-02*.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2000-01*.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000* released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# North Dakota

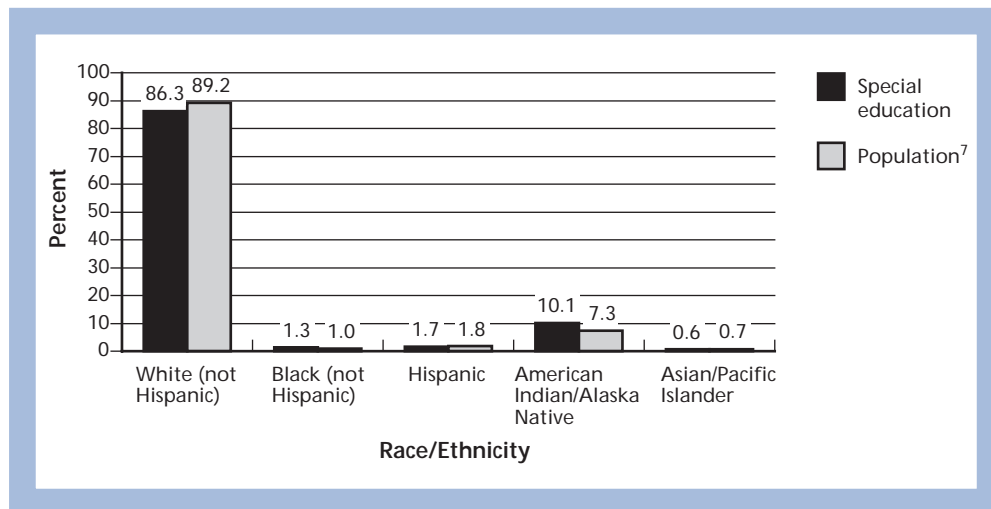
Number of regular school districts <sup>1</sup> .....	222
Public school preK-12 enrollment <sup>2</sup> .....	106,047
Per-pupil expenditures <sup>3</sup> .....	\$6,125
Percentage of population in urban areas <sup>4</sup> .....	55.9
Percentage of children under age 18 below poverty level <sup>5</sup> .....	13.1

## Special Education (Part B)

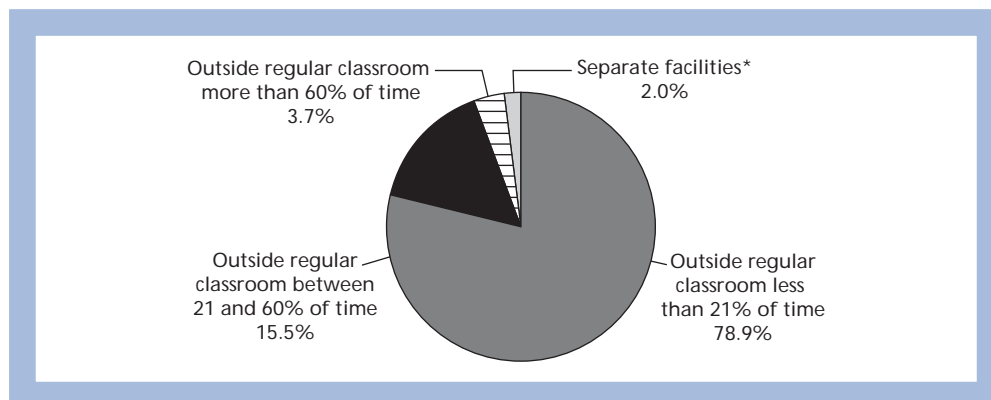
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,294
6-17 years old .....	11,627
18-21 years old .....	706
Percentage of 6-17 enrollment served under IDEA .....	11.0
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	63
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	33
Number of special education teachers for students ages 6-21 .....	746
Percentage of fully certified special education teachers for students ages 6-21 .....	95

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

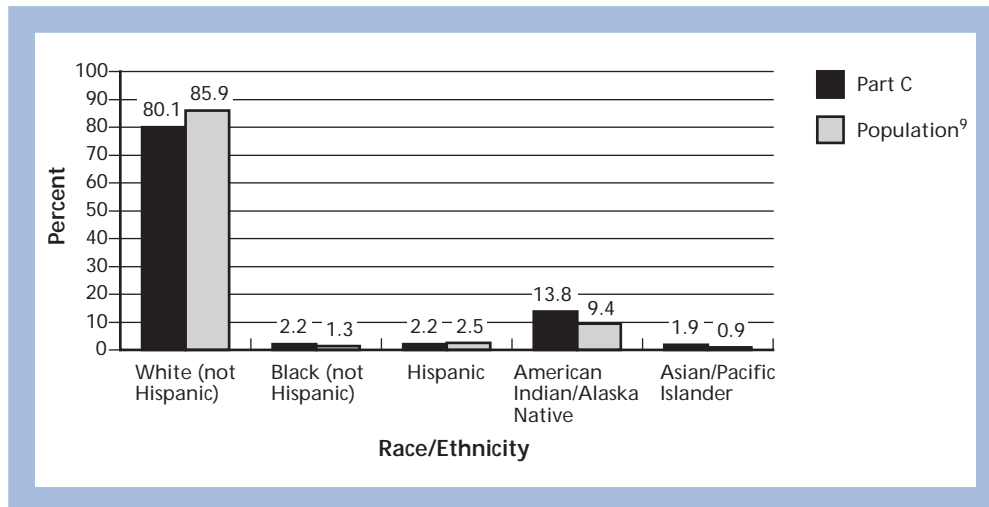
# North Dakota (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

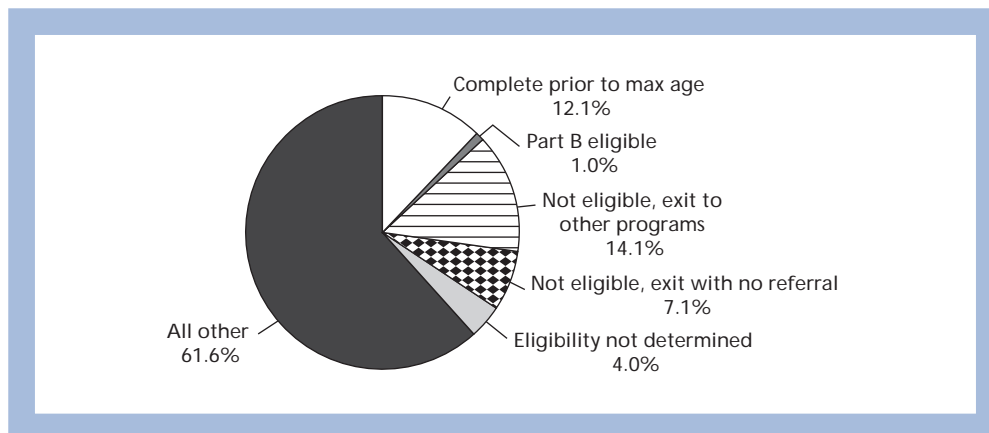
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	North Dakota Department of Human Services
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	371
Percentage of infants and toddlers served in the home.....	92
Percentage of infants and toddlers served in programs for typically developing children.....	6.9

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Ohio

Number of regular school districts <sup>1</sup> .....	662
Public school preK-12 enrollment <sup>2</sup> .....	1,830,985
Per-pupil expenditures <sup>3</sup> .....	\$7,571
Percentage of population in urban areas <sup>4</sup> .....	77.4
Percentage of children under age 18 below poverty level <sup>5</sup> .....	14.1

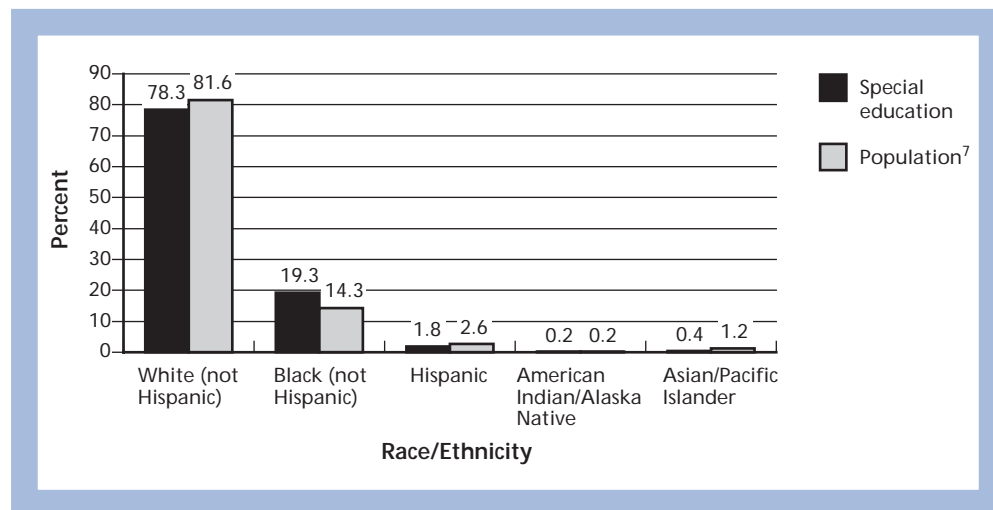
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

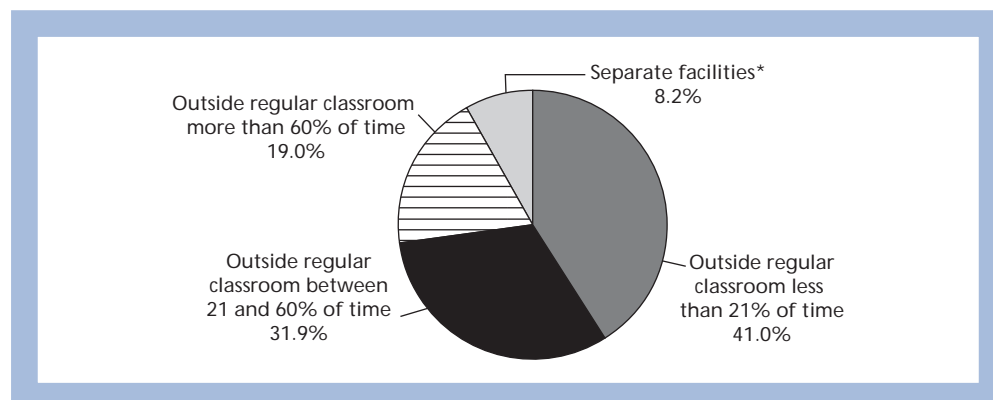
Number of children served under IDEA	
3-5 years old .....	19,075
6-17 years old .....	206,344
18-21 years old .....	13,128
Percentage of 6-17 enrollment served under IDEA .....	11.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	69
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	22
Number of special education teachers for students ages 6-21 .....	13,927
Percentage of fully certified special education teachers for students ages 6-21 .....	95

<sup>†</sup> Ohio did not report any students receiving a certificate of completion.

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

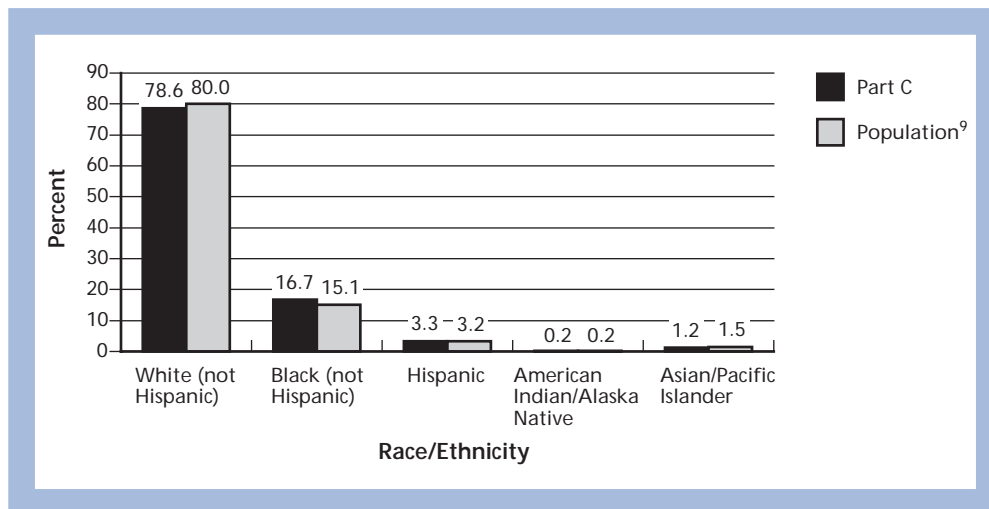
# Ohio (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

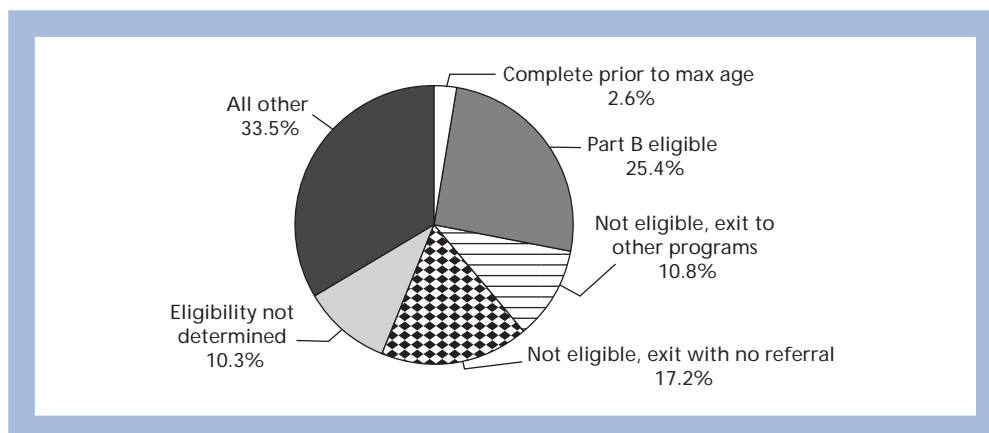
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Ohio Department of Health
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	7,612
Percentage of infants and toddlers served in the home.....	55
Percentage of infants and toddlers served in programs for typically developing children.....	2.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2001-02*.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2001-02*.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2000-01*.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000* released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Oklahoma

Number of regular school districts <sup>1</sup> .....	543
Public school preK-12 enrollment <sup>2</sup> .....	622,139
Per-pupil expenditures <sup>3</sup> .....	\$6,019
Percentage of population in urban areas <sup>4</sup> .....	65.3
Percentage of children under age 18 below poverty level <sup>5</sup> .....	20.0

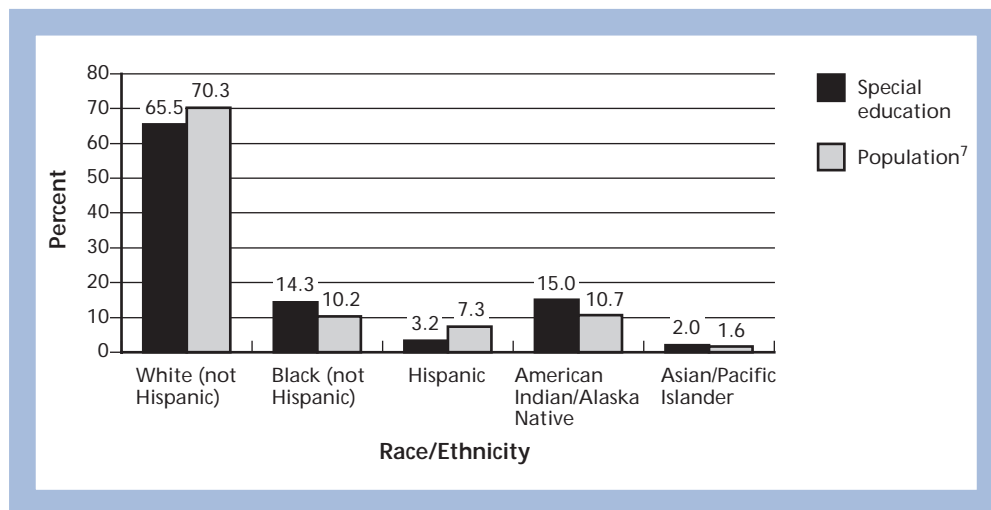
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

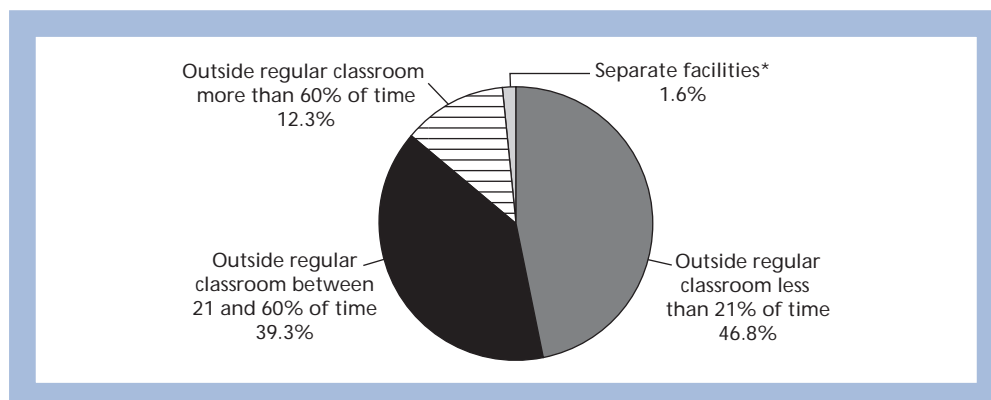
Number of children served under IDEA	
3-5 years old .....	6,714
6-17 years old .....	76,821
18-21 years old .....	4,266
Percentage of 6-17 enrollment served under IDEA .....	12.4
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	58
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	41
Number of special education teachers for students ages 6-21 .....	4,244
Percentage of fully certified special education teachers for students ages 6-21 .....	98

<sup>†</sup>Oklahoma did not report any students receiving a certificate of completion.

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Oklahoma (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Oklahoma State Department of Education

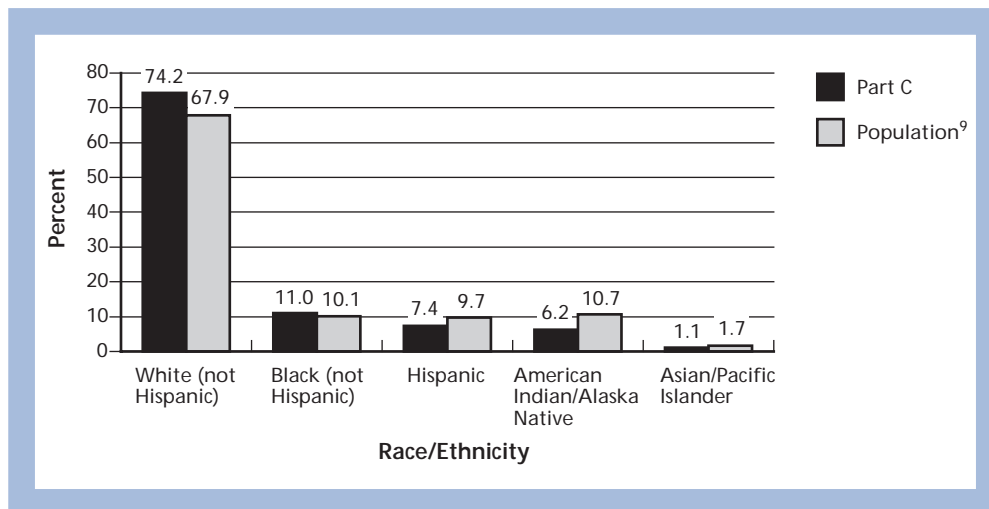
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,627

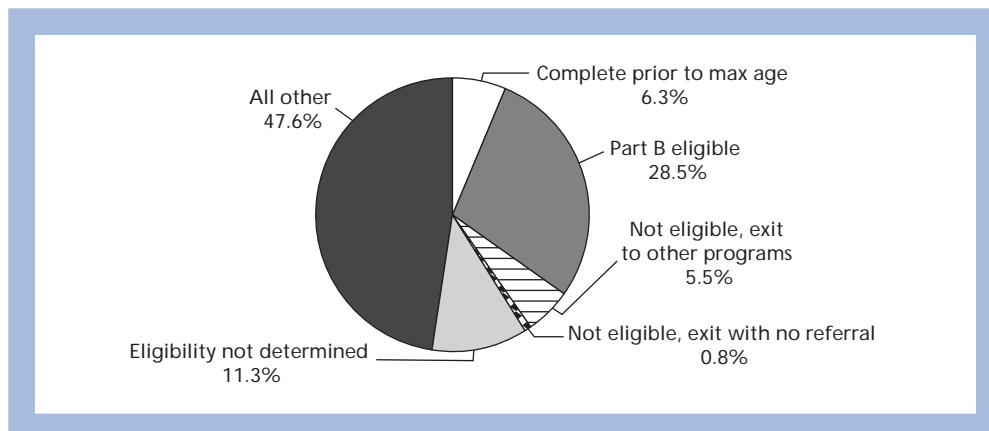
Percentage of infants and toddlers served in the home.....93

Percentage of infants and toddlers served in programs for typically developing children.....0.0

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Oregon

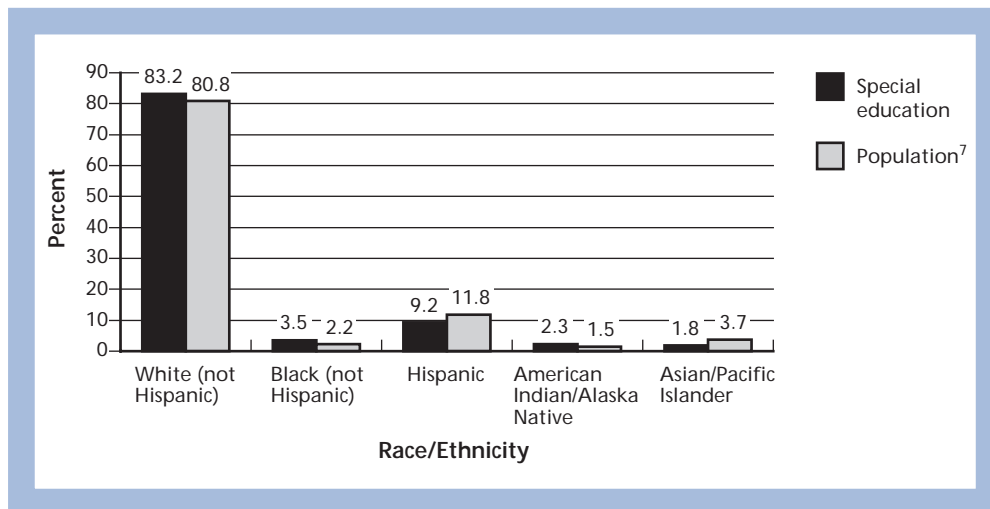
Number of regular school districts <sup>1</sup> .....	198
Public school preK-12 enrollment <sup>2</sup> .....	551,480
Per-pupil expenditures <sup>3</sup> .....	\$7,528
Percentage of population in urban areas <sup>4</sup> .....	78.7
Percentage of children under age 18 below poverty level <sup>5</sup> .....	15.1

## Special Education (Part B)

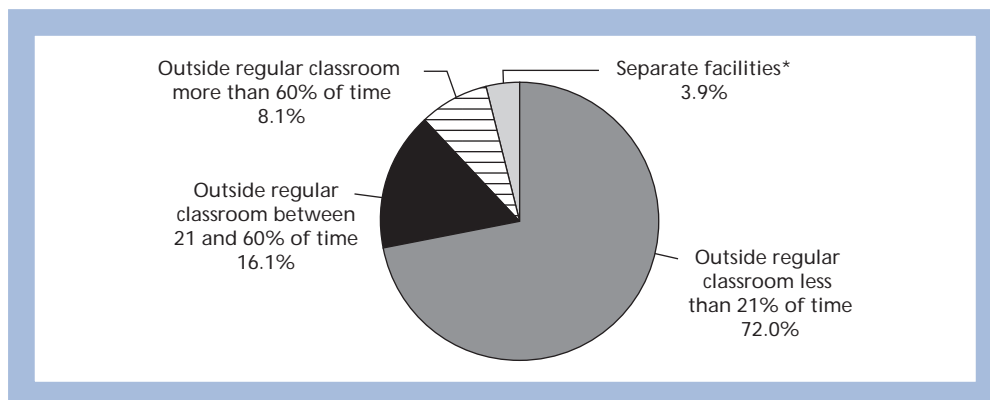
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	7,227
6-17 years old .....	65,866
18-21 years old .....	3,036
Percentage of 6-17 enrollment served under IDEA .....	11.9
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	33
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	55
Number of special education teachers for students ages 6-21 .....	3,063
Percentage of fully certified special education teachers for students ages 6-21 .....	96

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

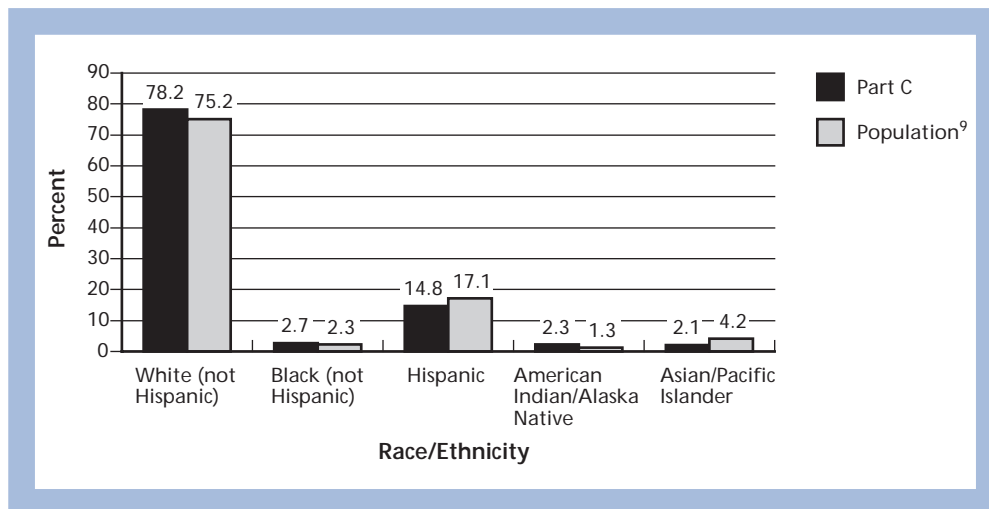
# Oregon (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

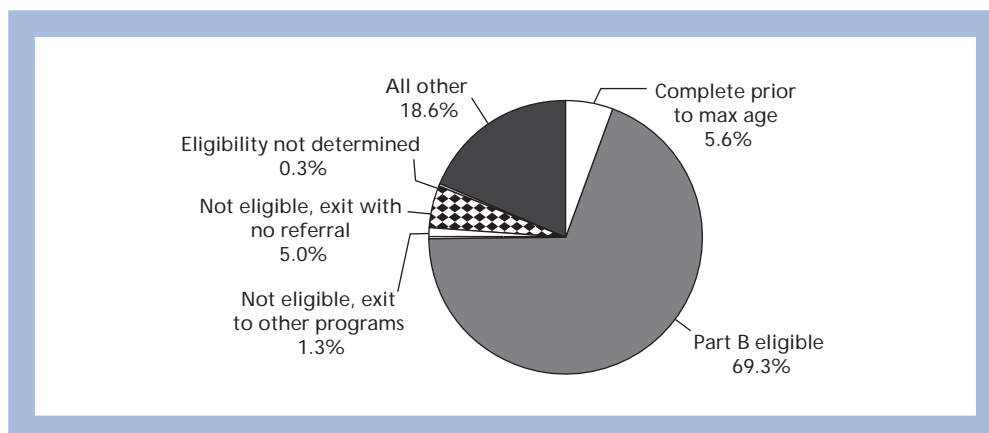
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Oregon Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	1,887
Percentage of infants and toddlers served in the home.....	54
Percentage of infants and toddlers served in programs for typically developing children.....	3.4

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Pennsylvania

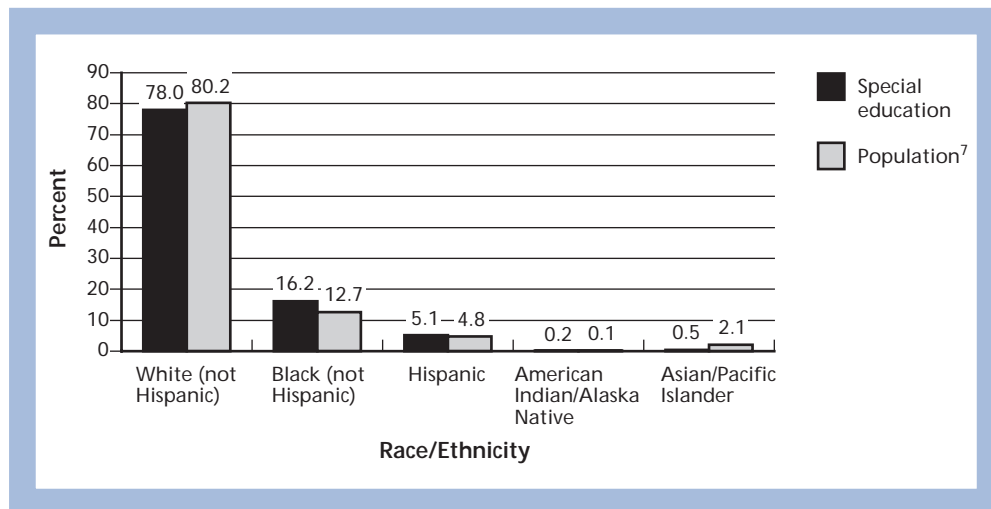
Number of regular school districts <sup>1</sup> .....	501
Public school preK-12 enrollment <sup>2</sup> .....	1,821,627
Per-pupil expenditures <sup>3</sup> .....	\$8,210
Percentage of population in urban areas <sup>4</sup> .....	77.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	13.1

## Special Education (Part B)

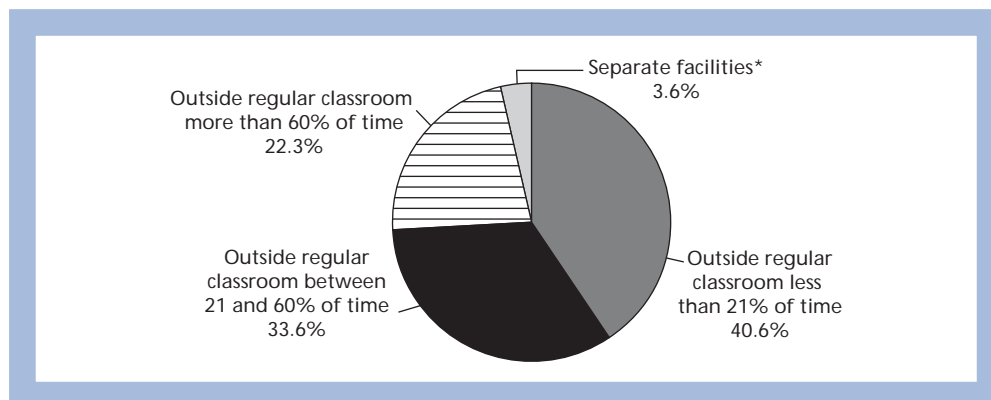
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	21,885
6-17 years old .....	215,441
18-21 years old .....	12,405
Percentage of 6-17 enrollment served under IDEA .....	11.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma.....	59
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	40
Number of special education teachers for students ages 6-21 .....	17,099
Percentage of fully certified special education teachers for students ages 6-21 .....	100

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

# Pennsylvania (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....Pennsylvania Department of Public Welfare

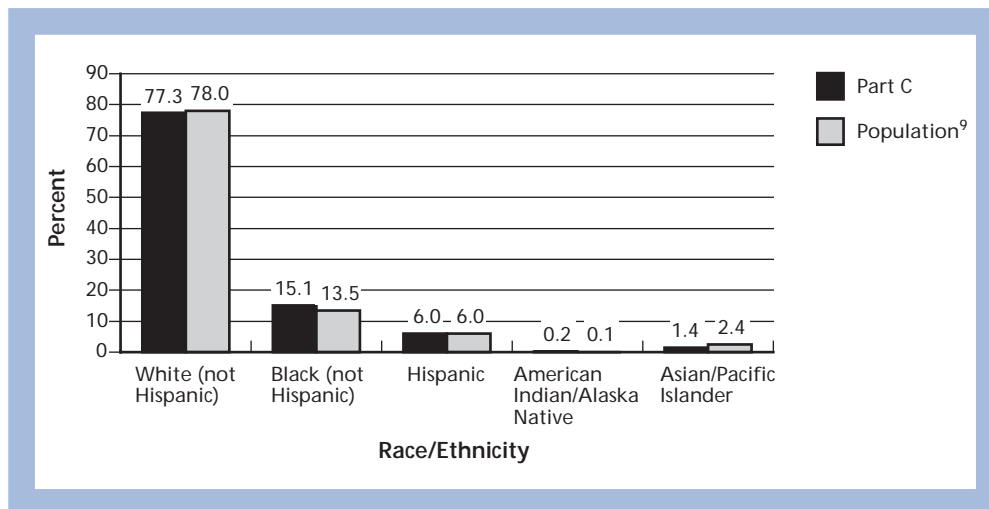
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....10,191

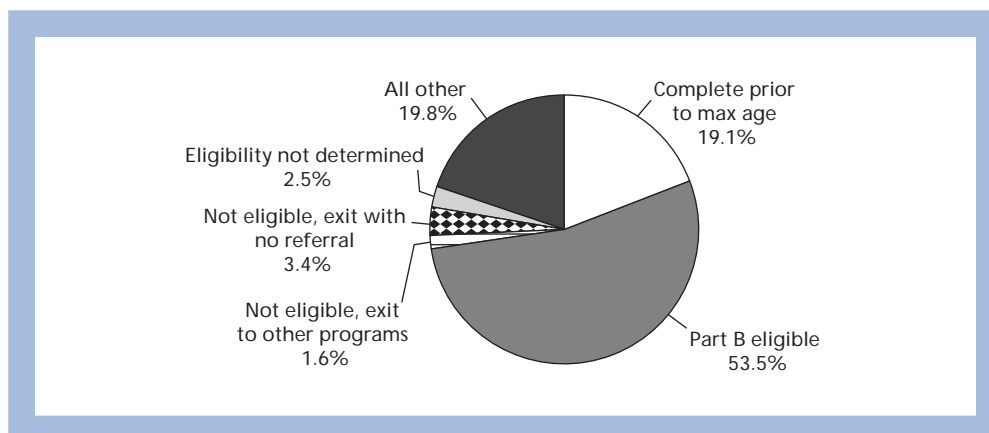
Percentage of infants and toddlers served in the home.....91

Percentage of infants and toddlers served in programs for typically developing children.....5.5

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Rhode Island

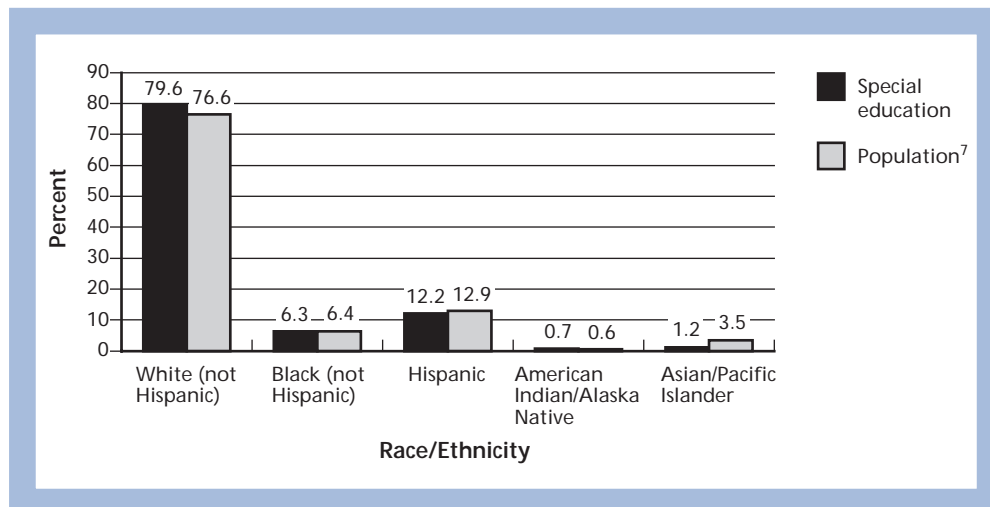
Number of regular school districts <sup>1</sup> .....	36
Public school preK-12 enrollment <sup>2</sup> .....	158,046
Per-pupil expenditures <sup>3</sup> .....	\$9,315
Percentage of population in urban areas <sup>4</sup> .....	90.9
Percentage of children under age 18 below poverty level <sup>5</sup> .....	15.0

## Special Education (Part B)

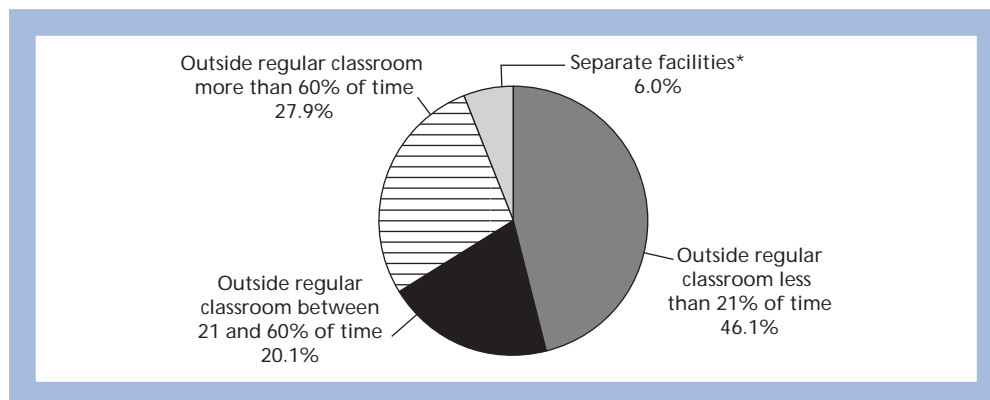
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	2,692
6-17 years old .....	27,821
18-21 years old .....	1,303
Percentage of 6-17 enrollment served under IDEA .....	17.6
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	65
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	29
Number of special education teachers for students ages 6-21 .....	1,738
Percentage of fully certified special education teachers for students ages 6-21 .....	98

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Rhode Island (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services ..... Rhode Island Department of Health

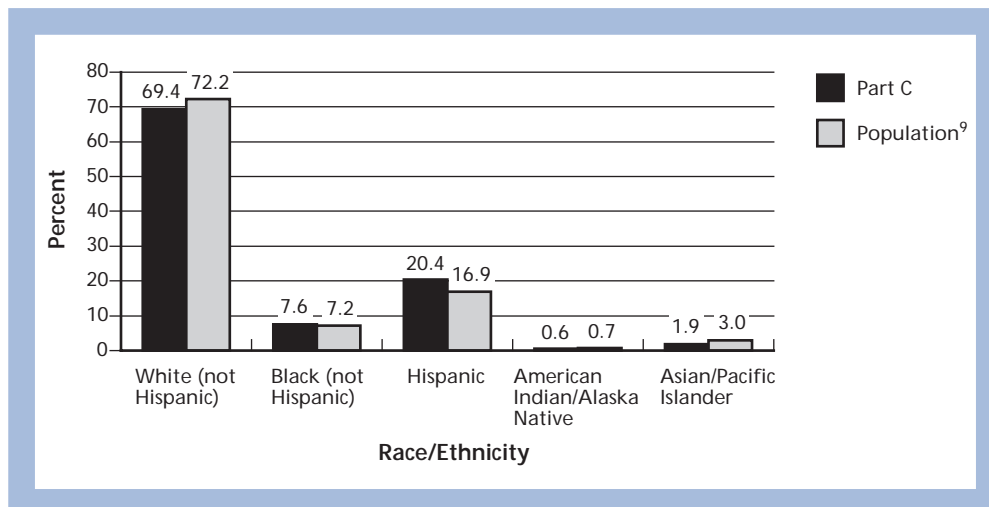
Services provided to infants and toddlers at risk of developmental delay? ..... No

Number of infants and toddlers receiving early intervention services ..... 1,088

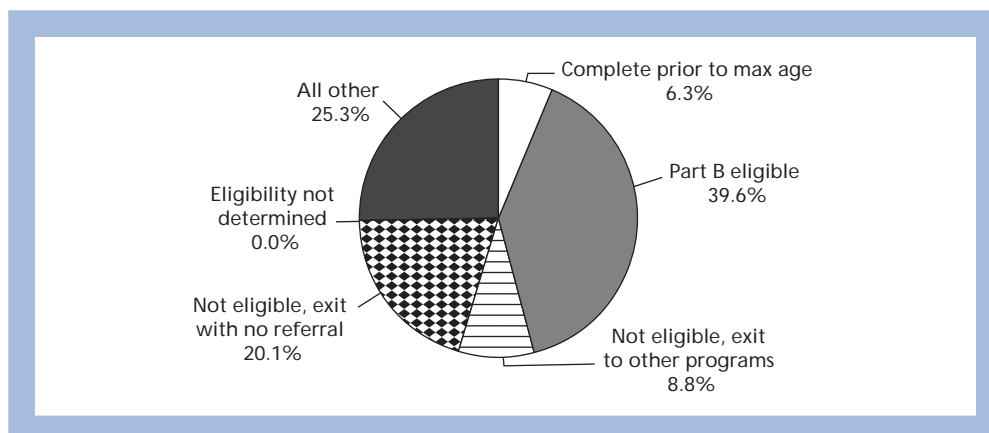
Percentage of infants and toddlers served in the home..... 68

Percentage of infants and toddlers served in programs for typically developing children..... 2.1

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# South Carolina

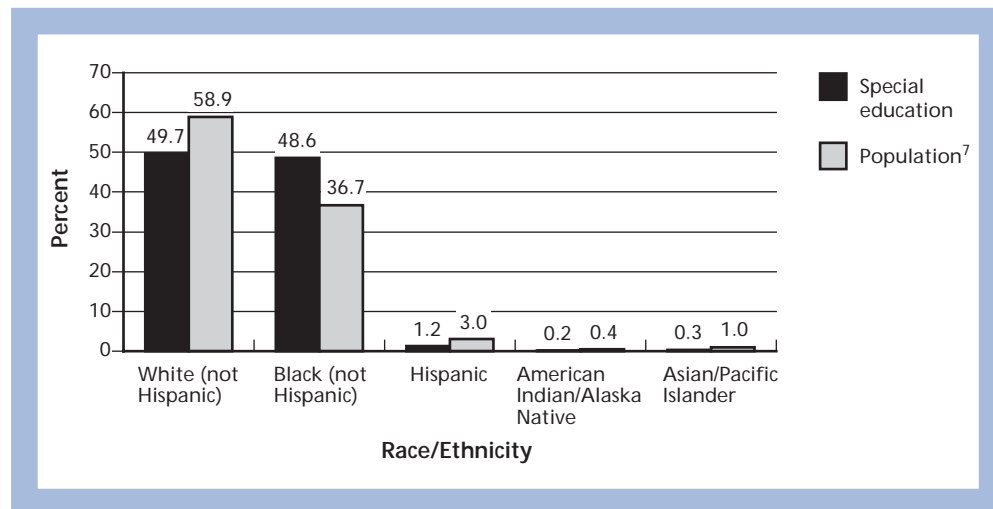
Number of regular school districts <sup>1</sup> .....	89
Public school preK-12 enrollment <sup>2</sup> .....	691,078
Per-pupil expenditures <sup>3</sup> .....	\$6,631
Percentage of population in urban areas <sup>4</sup> .....	60.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	18.2

## Special Education (Part B)

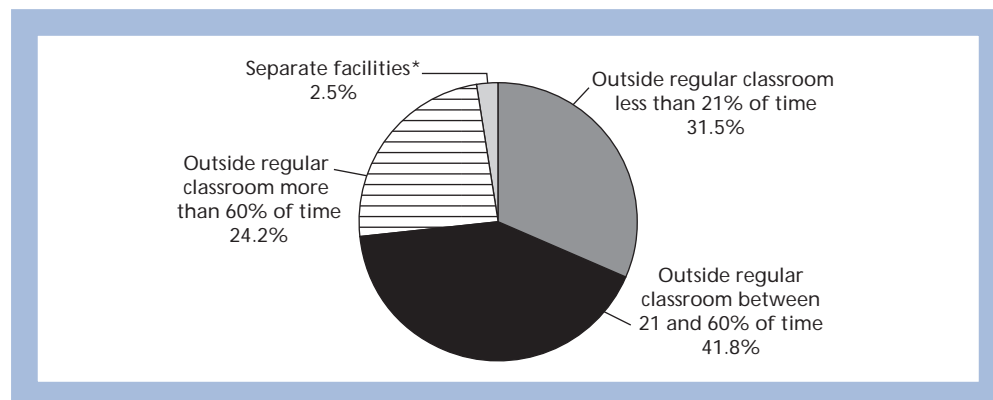
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	11,967
6-17 years old .....	94,179
18-21 years old .....	3,891
Percentage of 6-17 enrollment served under IDEA .....	13.6
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	24
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	48
Number of special education teachers for students ages 6-21 .....	5,267
Percentage of fully certified special education teachers for students ages 6-21 .....	93

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# South Carolina (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....South Carolina Department of Health and Environmental Control

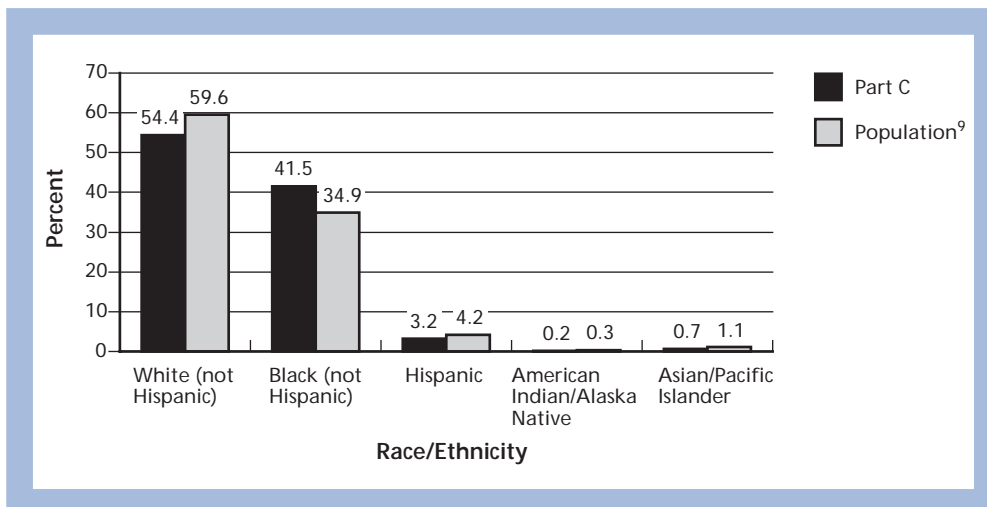
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,093

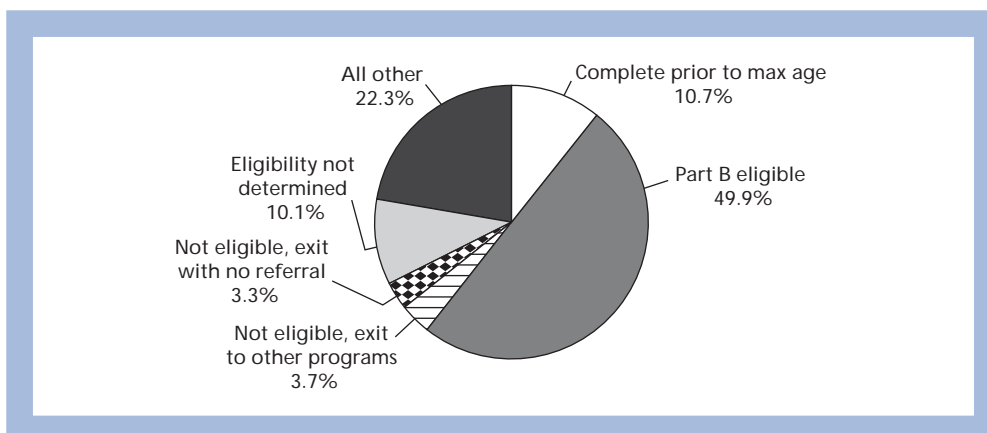
Percentage of infants and toddlers served in the home.....66

Percentage of infants and toddlers served in programs for typically developing children.....1.7

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2001-02*.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2001-02*.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2000-01*.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000* released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# South Dakota

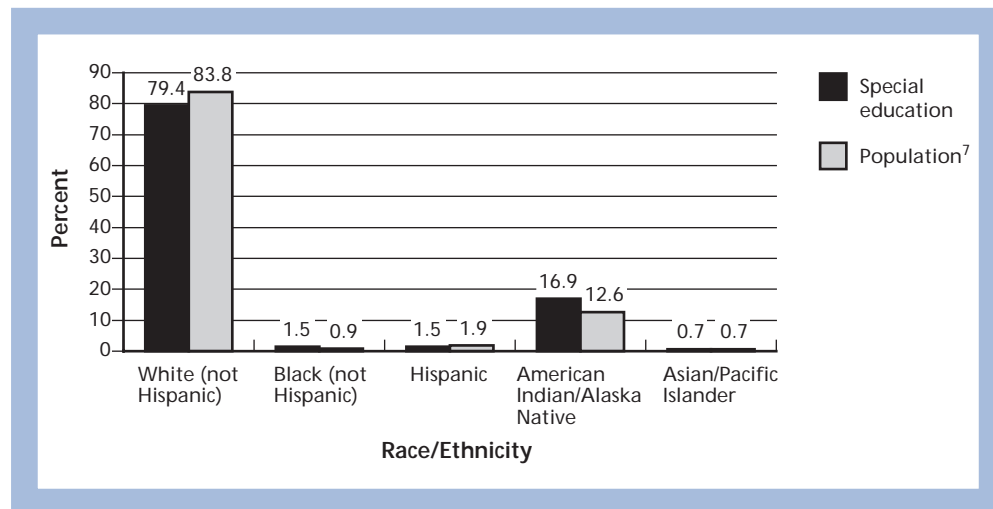
Number of regular school districts <sup>1</sup> .....	176
Public school preK-12 enrollment <sup>2</sup> .....	127,542
Per-pupil expenditures <sup>3</sup> .....	\$6,191
Percentage of population in urban areas <sup>4</sup> .....	51.9
Percentage of children under age 18 below poverty level <sup>5</sup> .....	15.1

## Special Education (Part B)

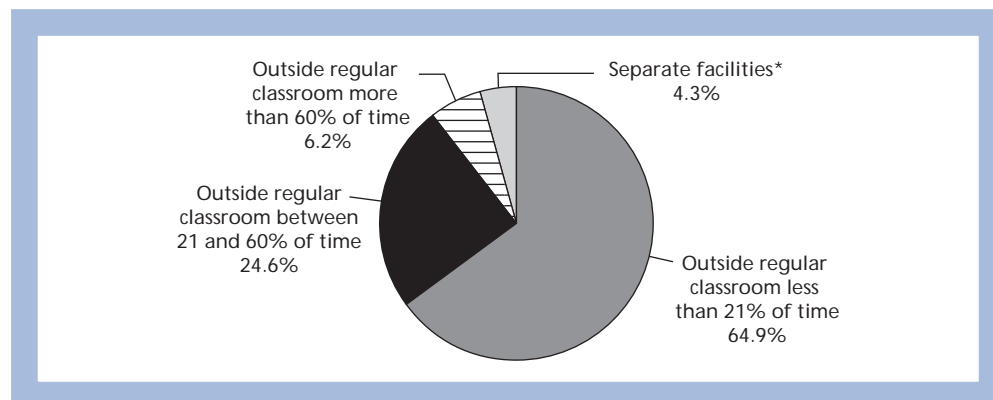
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	2,244
6-17 years old .....	13,902
18-21 years old .....	785
Percentage of 6-17 enrollment served under IDEA .....	10.9
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	64
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	27
Number of special education teachers for students ages 6-21 .....	951
Percentage of fully certified special education teachers for students ages 6-21 .....	98

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# South Dakota (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....South Dakota Department of Education and Cultural Affairs

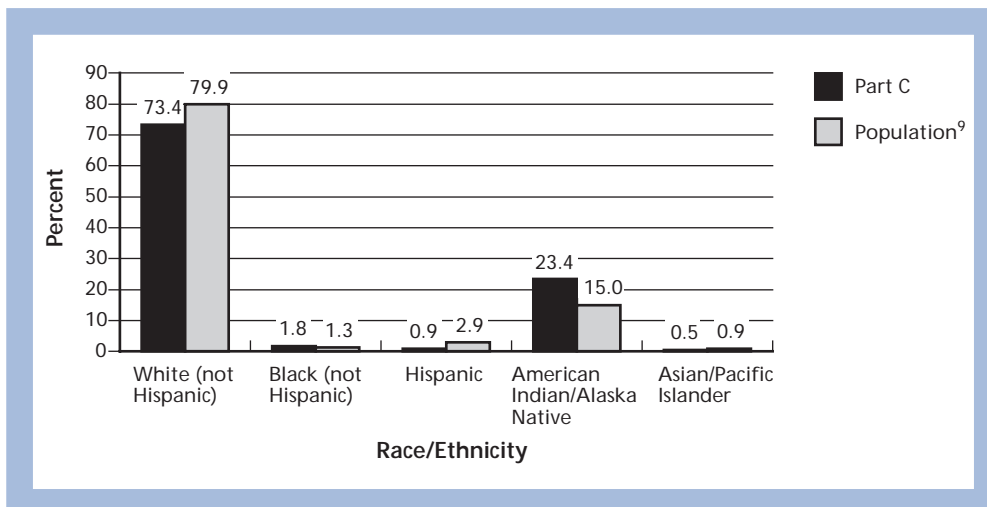
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....655

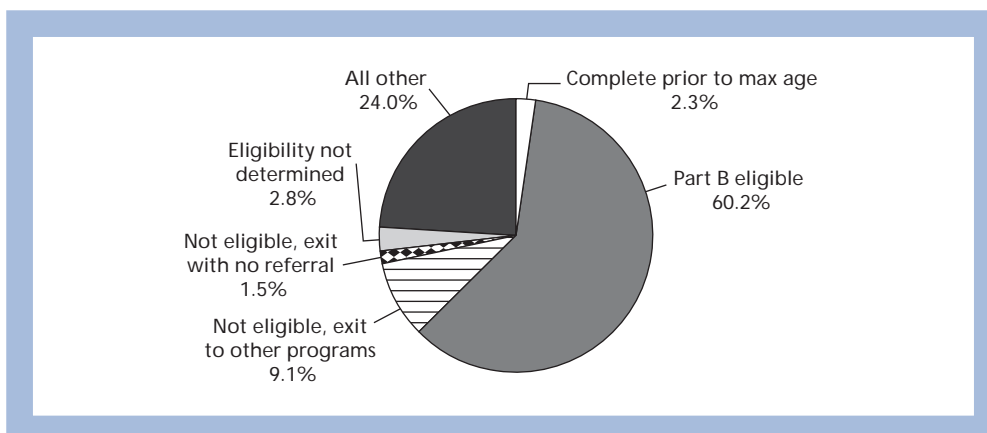
Percentage of infants and toddlers served in the home.....77

Percentage of infants and toddlers served in programs for typically developing children .....19.7

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] - Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Tennessee

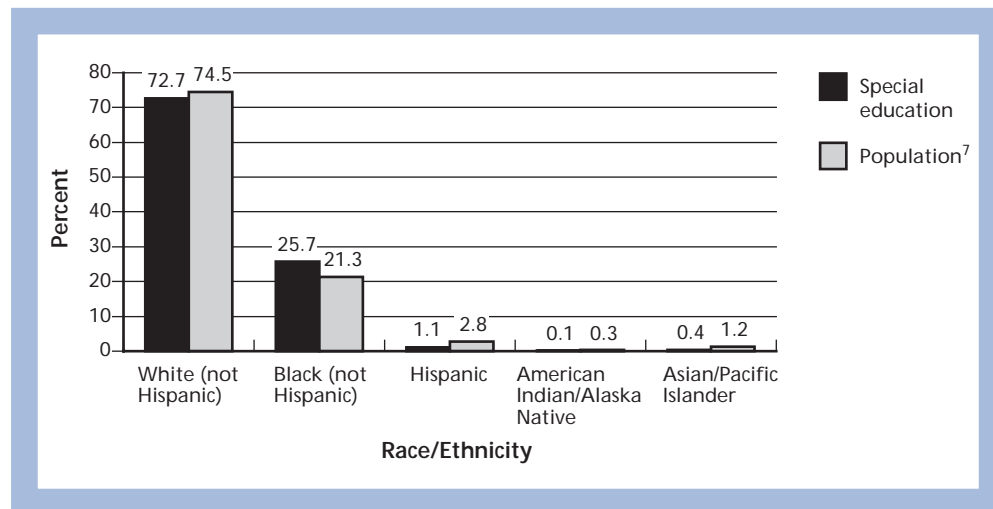
Number of regular school districts <sup>1</sup> .....	138
Public school preK-12 enrollment <sup>2</sup> .....	925,030
Per-pupil expenditures <sup>3</sup> .....	\$5,687
Percentage of population in urban areas <sup>4</sup> .....	63.6
Percentage of children under age 18 below poverty level <sup>5</sup> .....	17.8

## Special Education (Part B)

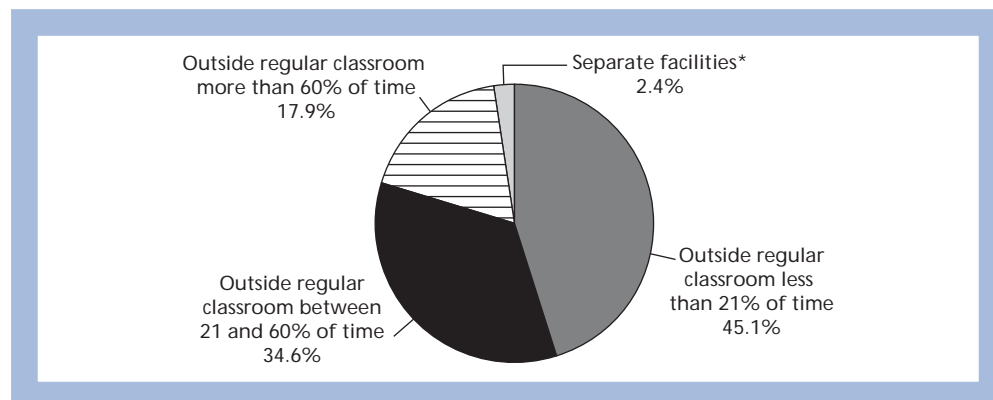
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	11,132
6-17 years old .....	109,372
18-21 years old .....	5,741
Percentage of 6-17 enrollment served under IDEA .....	11.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	31
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	27
Number of special education teachers for students ages 6-21 .....	4,747
Percentage of fully certified special education teachers for students ages 6-21 .....	98

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

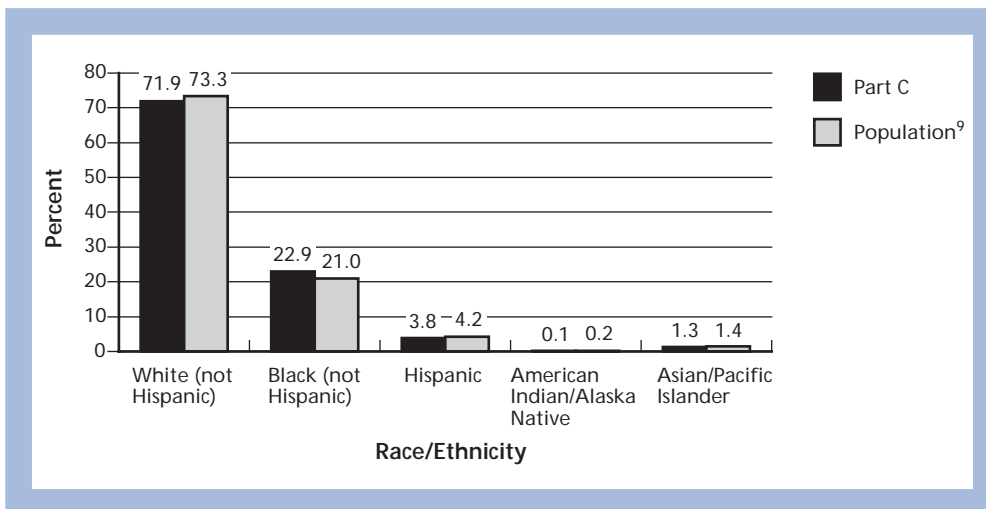
# Tennessee (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

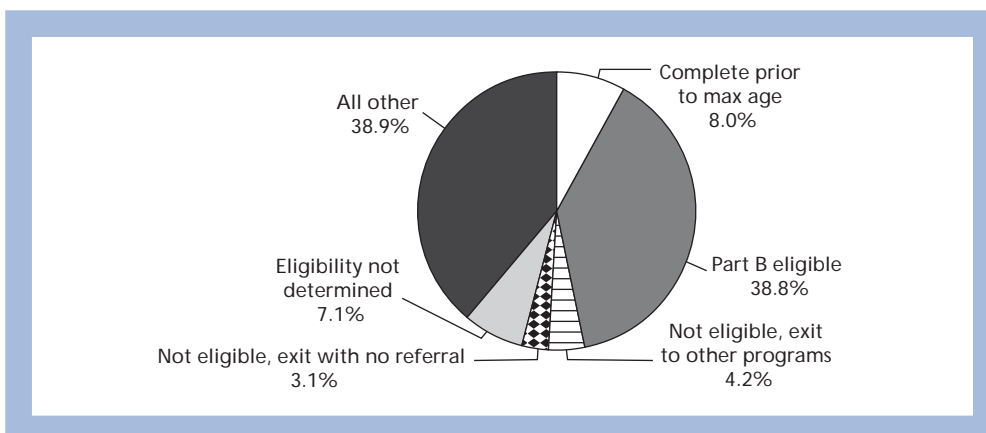
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....	Tennessee Department of Education
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	4,701
Percentage of infants and toddlers served in the home.....	60
Percentage of infants and toddlers served in programs for typically developing children.....	9.6

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Texas

Number of regular school districts <sup>1</sup> .....	1,040
Public school preK-12 enrollment <sup>2</sup> .....	4,163,447
Per-pupil expenditures <sup>3</sup> .....	\$6,539
Percentage of population in urban areas <sup>4</sup> .....	82.5
Percentage of children under age 18 below poverty level <sup>5</sup> .....	20.7

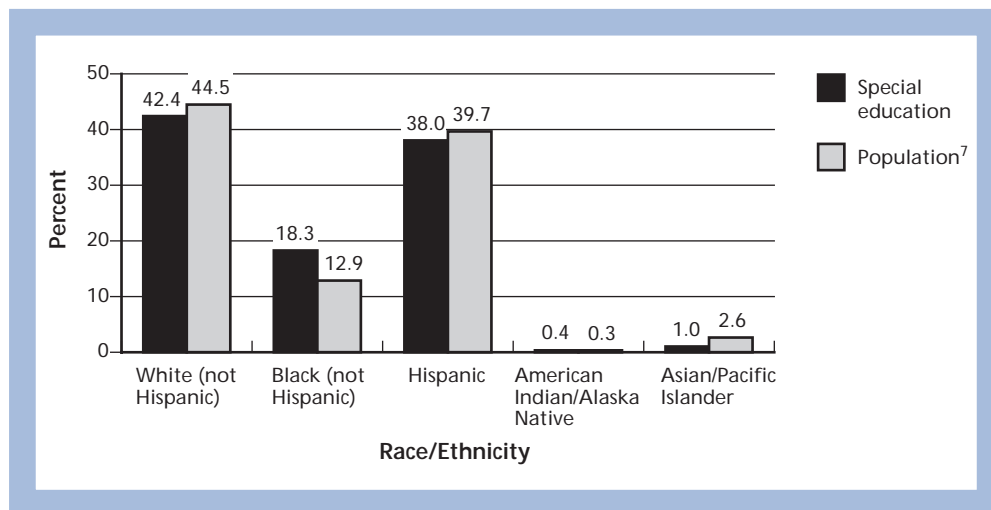
## Special Education (Part B)

All data about special education on this page are from DANS.<sup>6</sup>

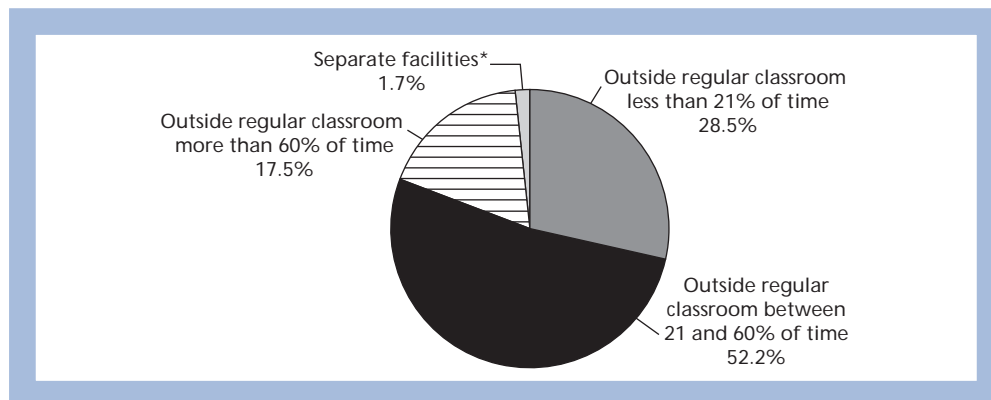
Number of children served under IDEA	
3-5 years old .....	37,244
6-17 years old .....	434,839
18-21 years old .....	20,774
Percentage of 6-17 enrollment served under IDEA .....	10.4
Percentage of students with disabilities ages 14-21 exiting school with a diploma <sup>†</sup> .....	69
Percentage of students with disabilities ages 14-21 exiting school by dropping out <sup>†</sup> .....	31
Number of special education teachers for students ages 6-21 .....	26,898
Percentage of fully certified special education teachers for students ages 6-21 .....	89

<sup>†</sup> Texas did not report any students receiving a certificate of completion.

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Texas (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services ..... Texas Interagency Council on Early Childhood Intervention

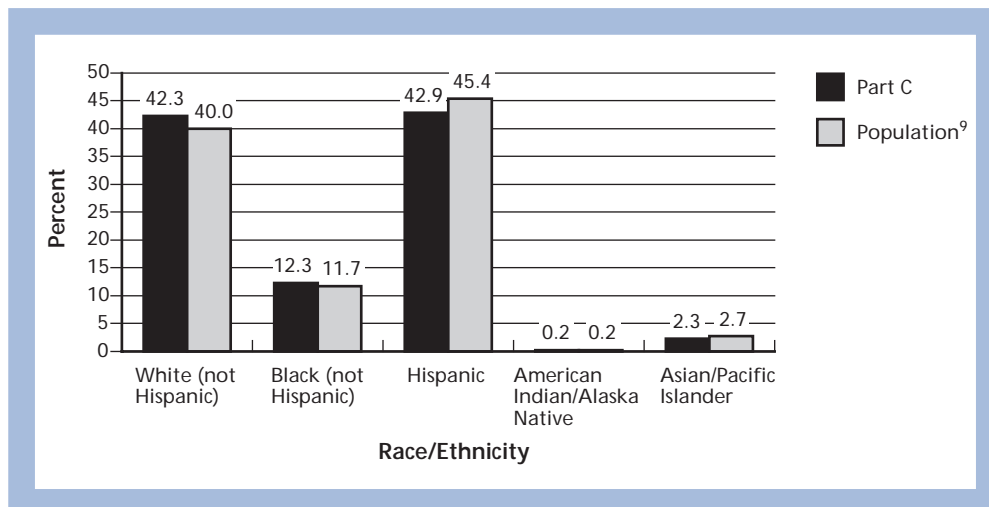
Services provided to infants and toddlers at risk of developmental delay? ..... No

Number of infants and toddlers receiving early intervention services ..... 18,171

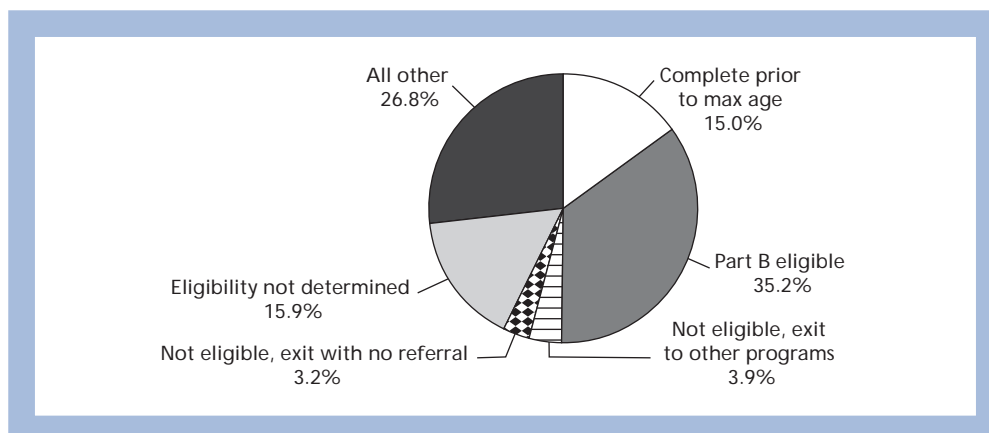
Percentage of infants and toddlers served in the home..... 89

Percentage of infants and toddlers served in programs for typically developing children ..... 10.2

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] - Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Utah

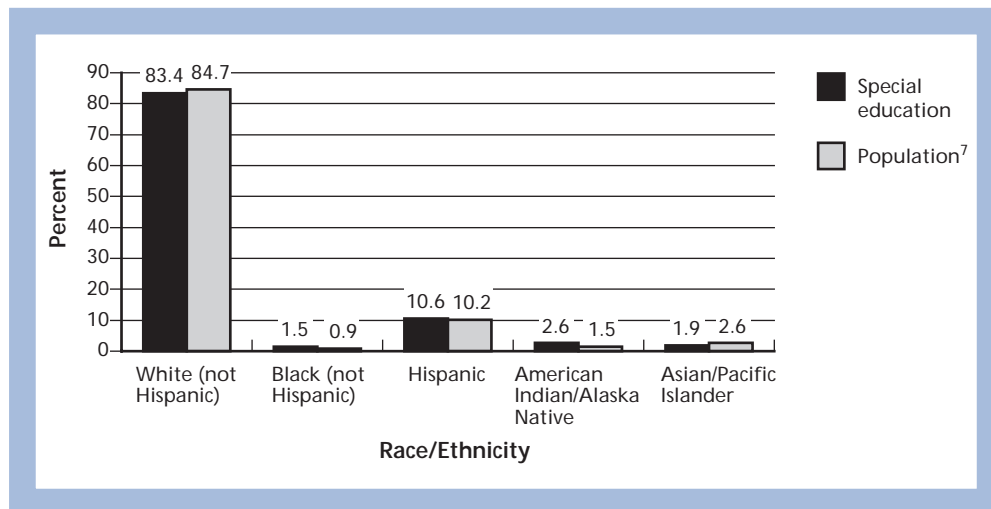
Number of regular school districts <sup>1</sup> .....	40
Public school preK-12 enrollment <sup>2</sup> .....	484,677
Per-pupil expenditures <sup>3</sup> .....	\$4,674
Percentage of population in urban areas <sup>4</sup> .....	88.2
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.1

## Special Education (Part B)

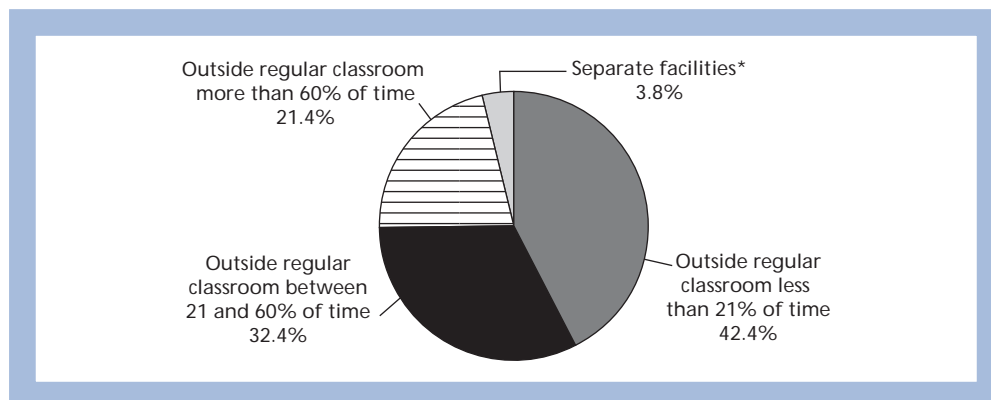
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	5,922
6-17 years old .....	46,289
18-21 years old .....	2,359
Percentage of 6-17 enrollment served under IDEA .....	9.6
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	42
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	54
Number of special education teachers for students ages 6-21 .....	2,322
Percentage of fully certified special education teachers for students ages 6-21 .....	94

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Utah (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....Utah Department of Health

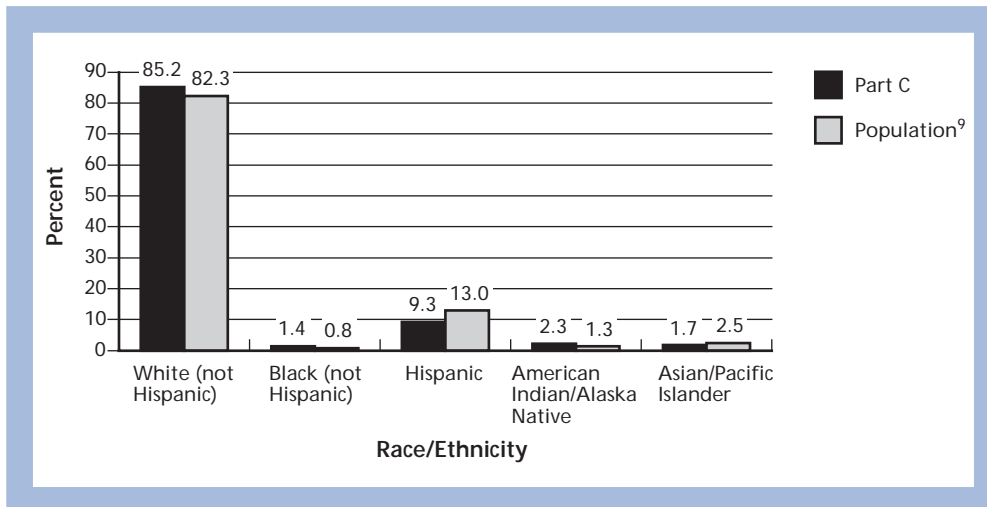
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,494

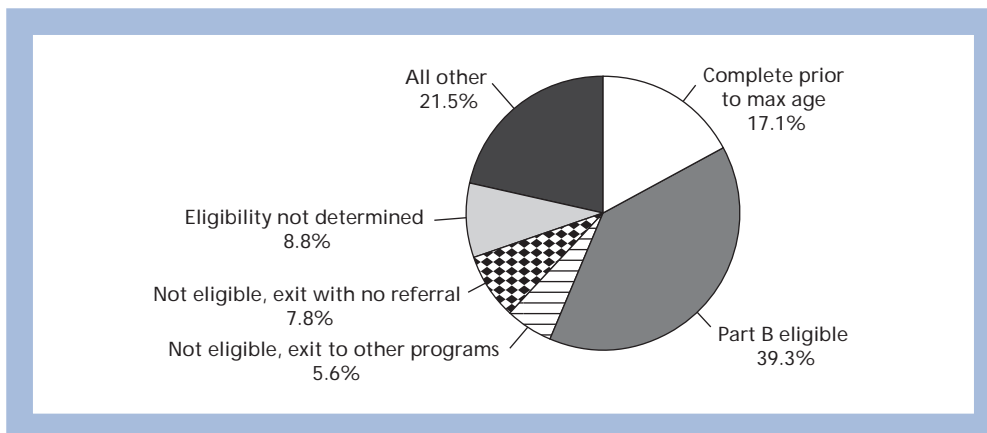
Percentage of infants and toddlers served in the home.....76

Percentage of infants and toddlers served in programs for typically developing children.....1.3

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Vermont

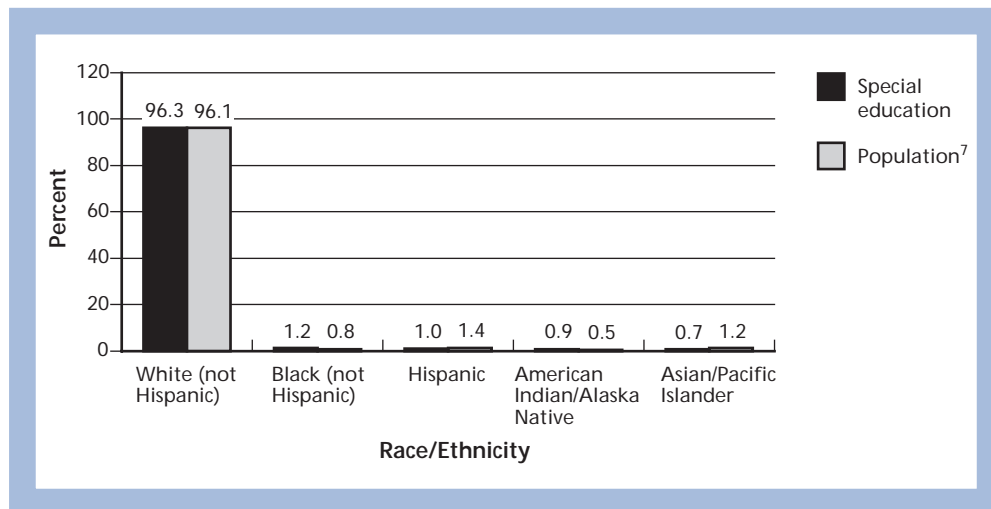
Number of regular school districts <sup>1</sup> .....	292
Public school preK-12 enrollment <sup>2</sup> .....	101,179
Per-pupil expenditures <sup>3</sup> .....	\$9,153
Percentage of population in urban areas <sup>4</sup> .....	38.2
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.6

## Special Education (Part B)

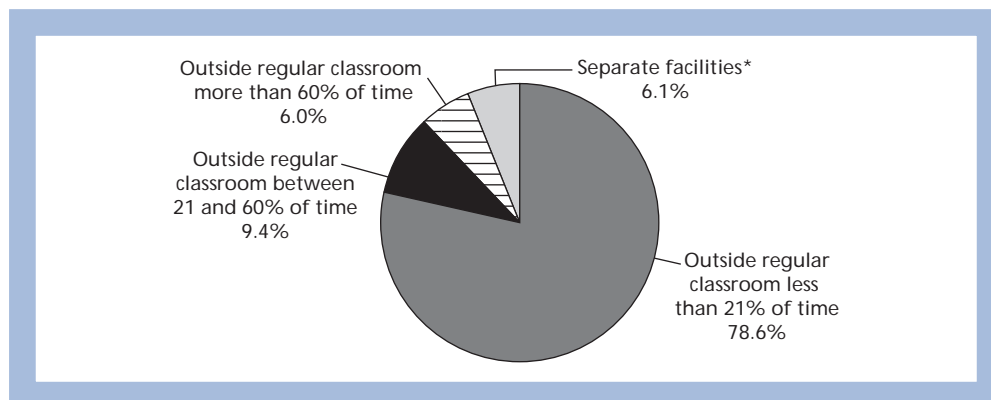
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,293
6-17 years old .....	11,909
18-21 years old .....	684
Percentage of 6-17 enrollment served under IDEA .....	11.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	51
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	45
Number of special education teachers for students ages 6-21 .....	1,033
Percentage of fully certified special education teachers for students ages 6-21 .....	96

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

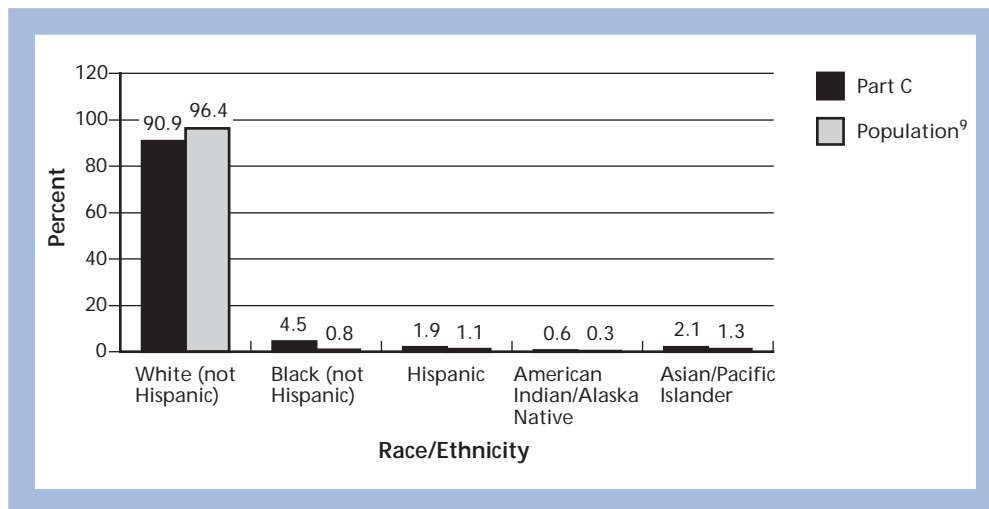
# Vermont (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

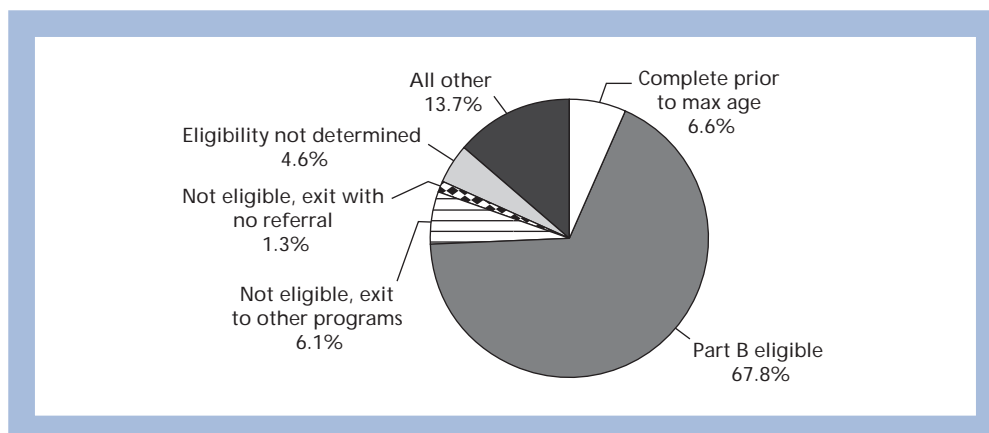
All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....	Vermont Department of Health
Services provided to infants and toddlers at risk of developmental delay? .....	No
Number of infants and toddlers receiving early intervention services .....	471
Percentage of infants and toddlers served in the home.....	74
Percentage of infants and toddlers served in programs for typically developing children .....	18.9

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Virginia

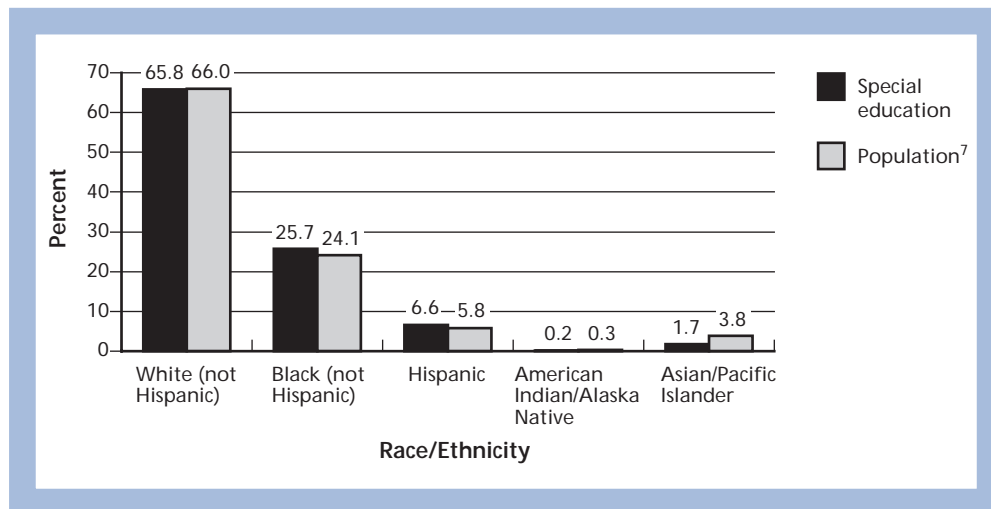
Number of regular school districts <sup>1</sup> .....	137
Public school preK-12 enrollment <sup>2</sup> .....	1,163,091
Per-pupil expenditures <sup>3</sup> .....	\$7,281
Percentage of population in urban areas <sup>4</sup> .....	73.0
Percentage of children under age 18 below poverty level <sup>5</sup> .....	12.2

## Special Education (Part B)

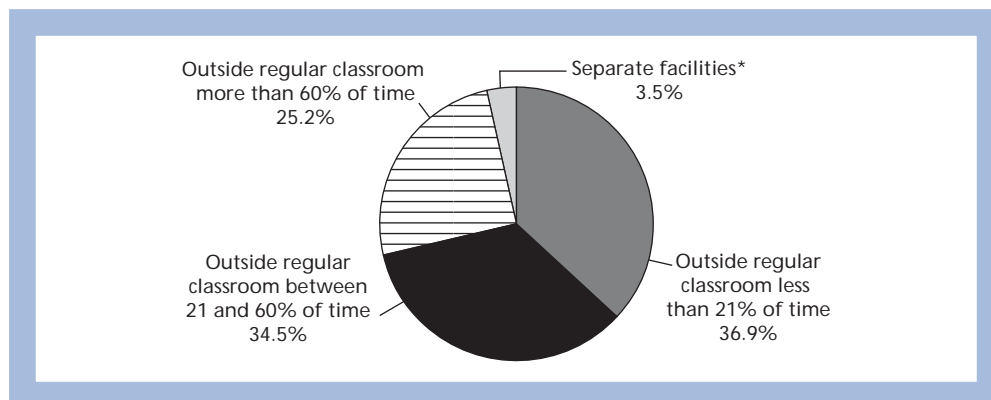
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	15,145
6-17 years old .....	148,287
18-21 years old .....	7,086
Percentage of 6-17 enrollment served under IDEA .....	12.8
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	49
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	32
Number of special education teachers for students ages 6-21 .....	12,738
Percentage of fully certified special education teachers for students ages 6-21 .....	84

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Virginia (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services ..... Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services

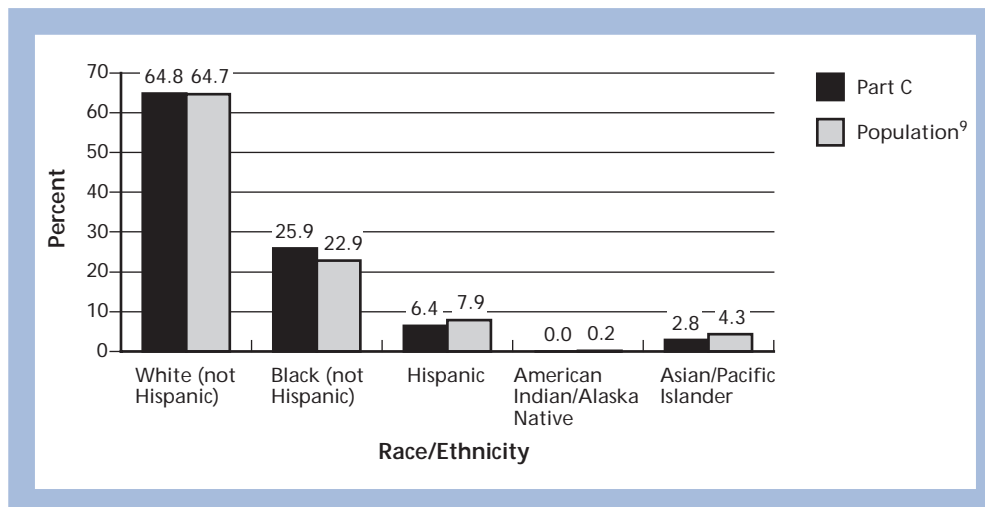
Services provided to infants and toddlers at risk of developmental delay? ..... No

Number of infants and toddlers receiving early intervention services ..... 4,743

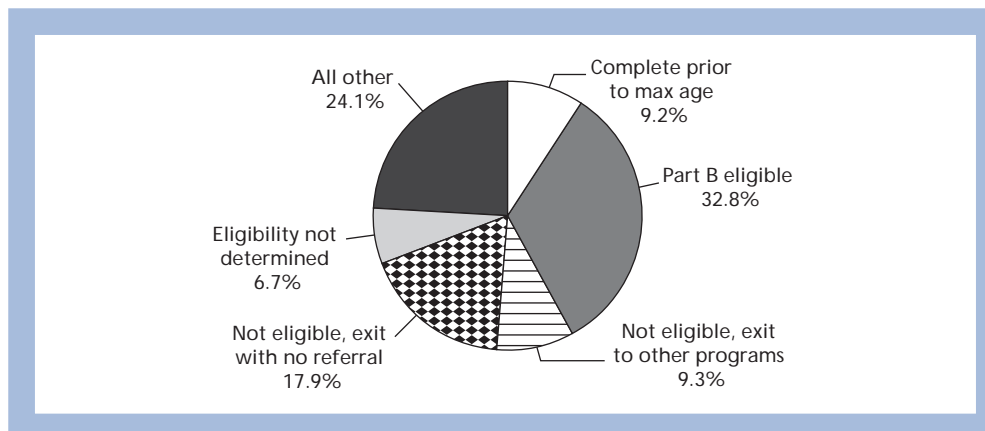
Percentage of infants and toddlers served in the home..... 73

Percentage of infants and toddlers served in programs for typically developing children..... 3.1

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] - Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Washington

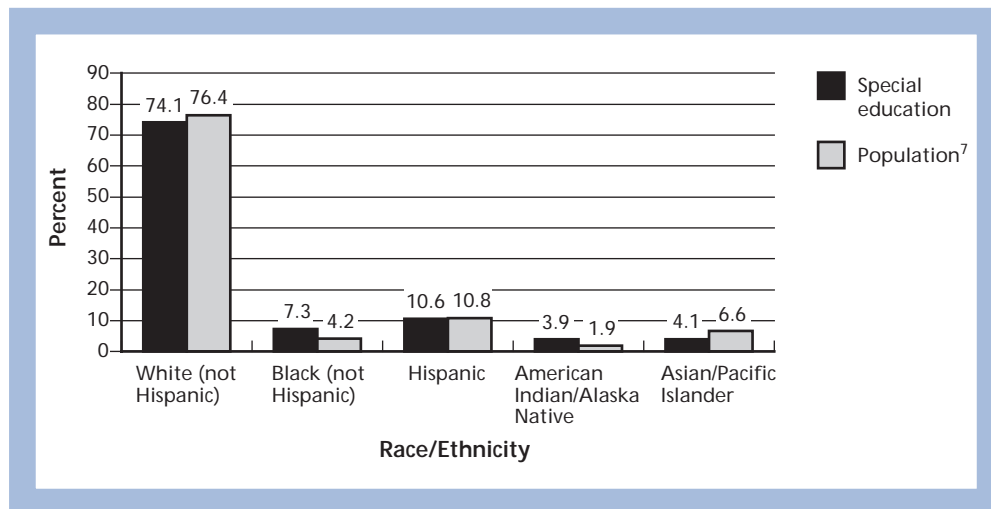
Number of regular school districts <sup>1</sup> .....	296
Public school preK-12 enrollment <sup>2</sup> .....	1,009,200
Per-pupil expenditures <sup>3</sup> .....	\$6,750
Percentage of population in urban areas <sup>4</sup> .....	82.0
Percentage of children under age 18 below poverty level <sup>5</sup> .....	13.2

## Special Education (Part B)

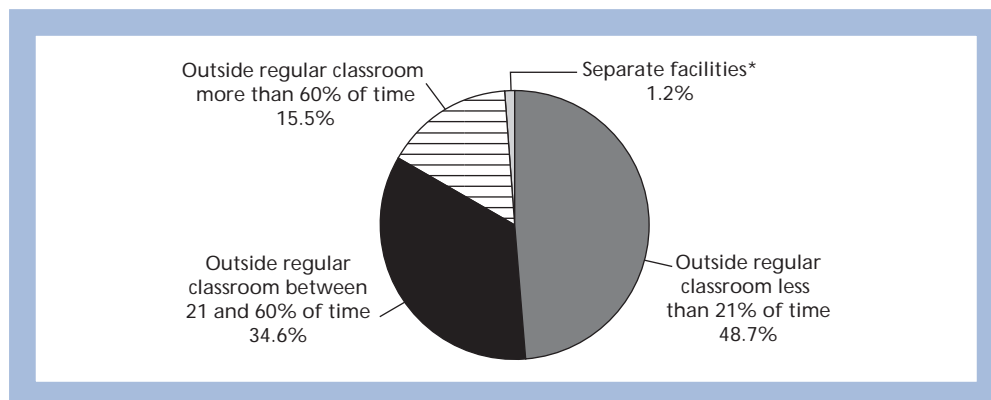
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	11,881
6-17 years old .....	103,950
18-21 years old .....	5,139
Percentage of 6-17 enrollment served under IDEA .....	10.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	48
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	44
Number of special education teachers for students ages 6-21 .....	4,719
Percentage of fully certified special education teachers for students ages 6-21 .....	99

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Washington (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services..... Washington Department of Social and Health Services

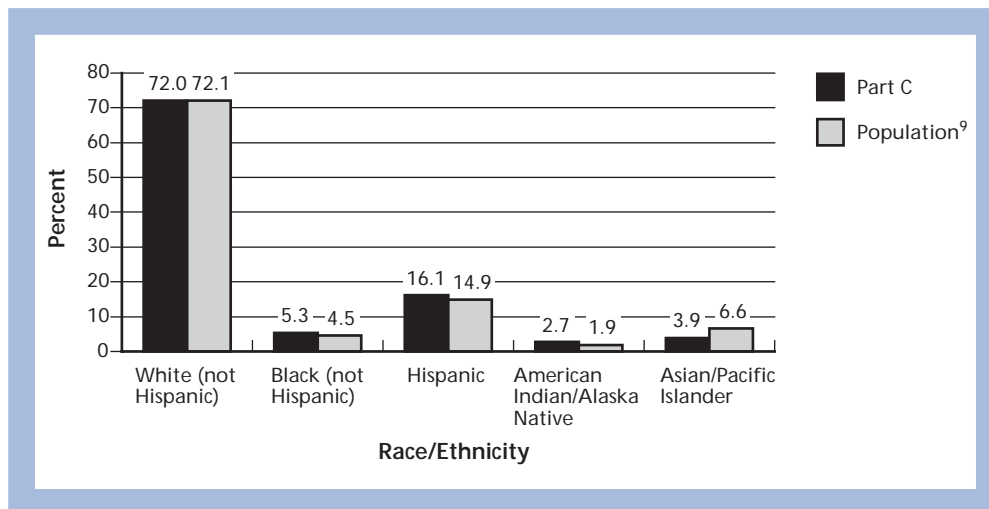
Services provided to infants and toddlers at risk of developmental delay? ..... No

Number of infants and toddlers receiving early intervention services ..... 3,119

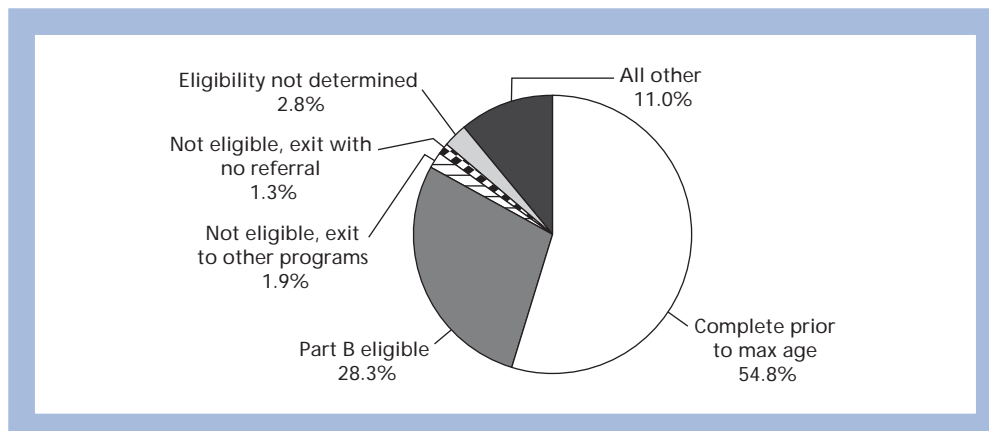
Percentage of infants and toddlers served in the home..... 37

Percentage of infants and toddlers served in programs for typically developing children..... 8.6

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] - Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# West Virginia

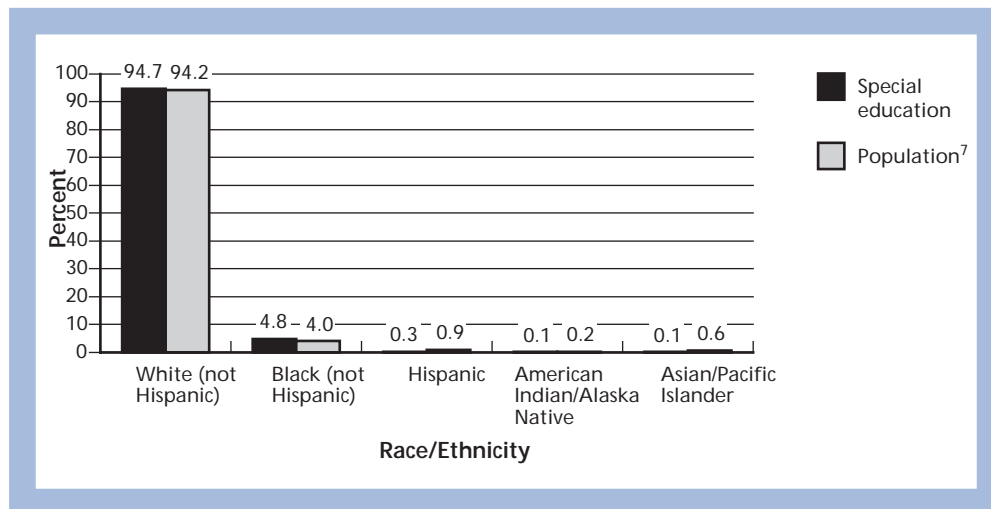
Number of regular school districts <sup>1</sup> .....	55
Public school preK-12 enrollment <sup>2</sup> .....	282,885
Per-pupil expenditures <sup>3</sup> .....	\$7,534
Percentage of population in urban areas <sup>4</sup> .....	46.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	21.9

## Special Education (Part B)

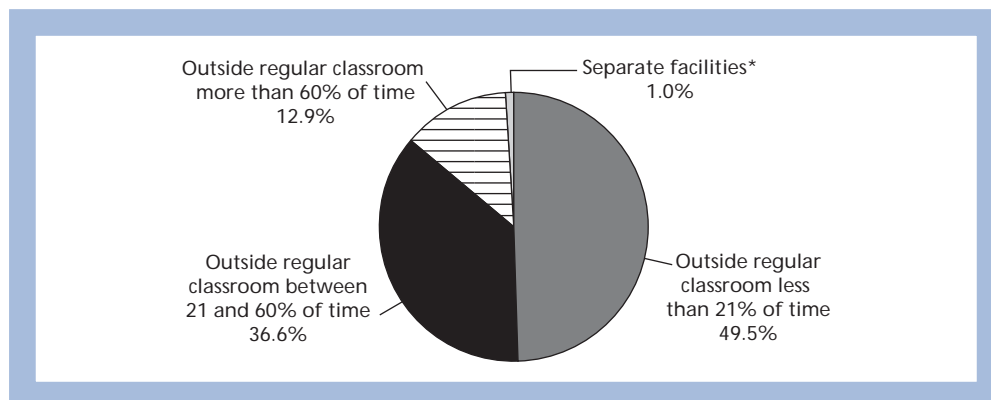
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	5,332
6-17 years old .....	42,660
18-21 years old .....	2,144
Percentage of 6-17 enrollment served under IDEA .....	15.1
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	49
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	45
Number of special education teachers for students ages 6-21 .....	2,699
Percentage of fully certified special education teachers for students ages 6-21 .....	82

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# West Virginia (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....West Virginia Department of Health and Human Resources

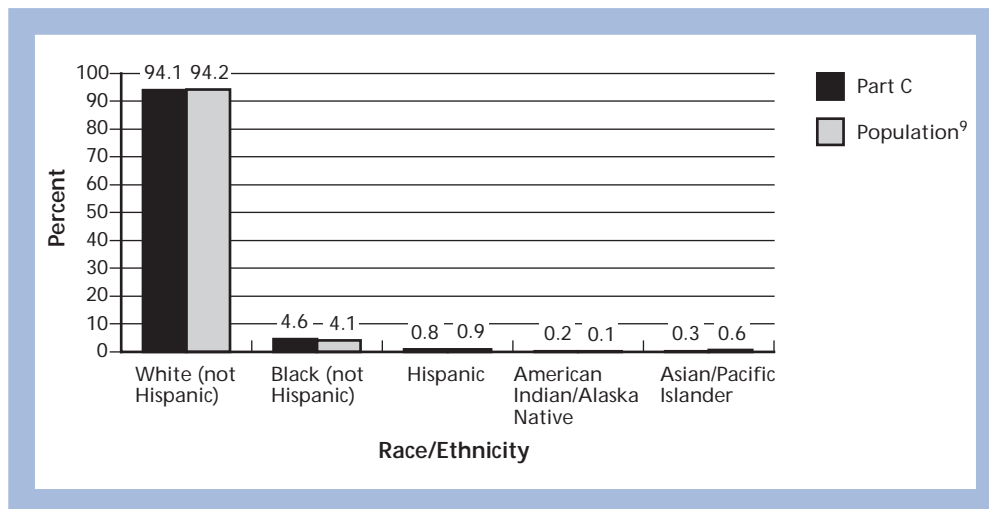
Services provided to infants and toddlers at risk of developmental delay? ..... Yes

Number of infants and toddlers receiving early intervention services .....1,553

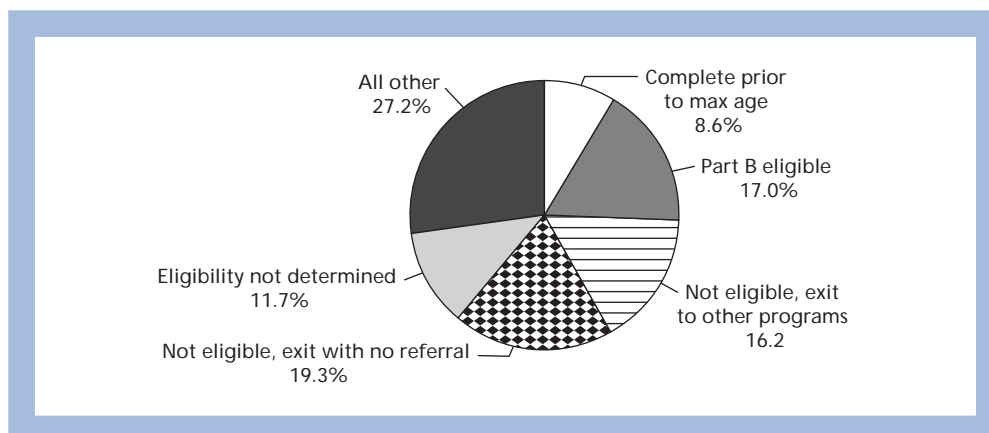
Percentage of infants and toddlers served in the home.....96

Percentage of infants and toddlers served in programs for typically developing children.....0.9

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Wisconsin

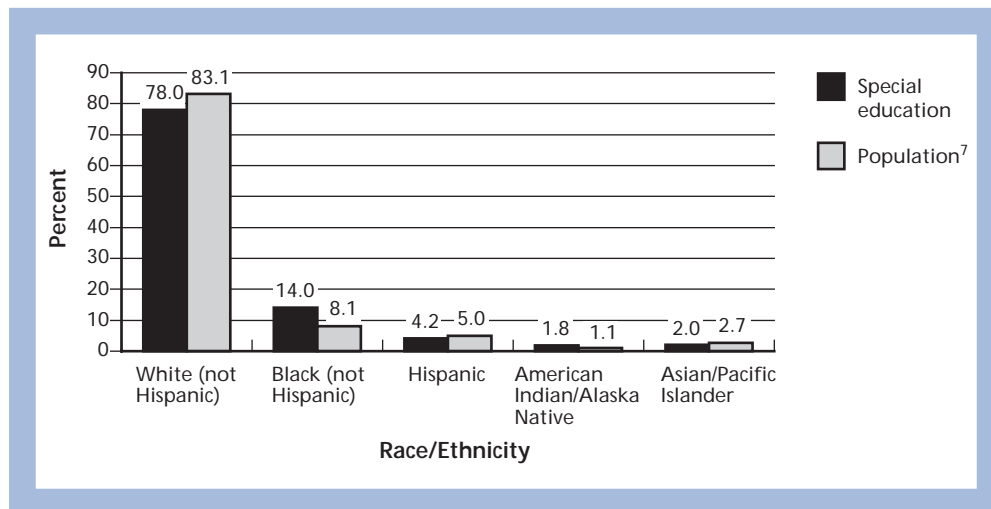
Number of regular school districts <sup>1</sup> .....	433
Public school preK-12 enrollment <sup>2</sup> .....	879,361
Per-pupil expenditures <sup>3</sup> .....	\$8,243
Percentage of population in urban areas <sup>4</sup> .....	68.3
Percentage of children under age 18 below poverty level <sup>5</sup> .....	11.0

## Special Education (Part B)

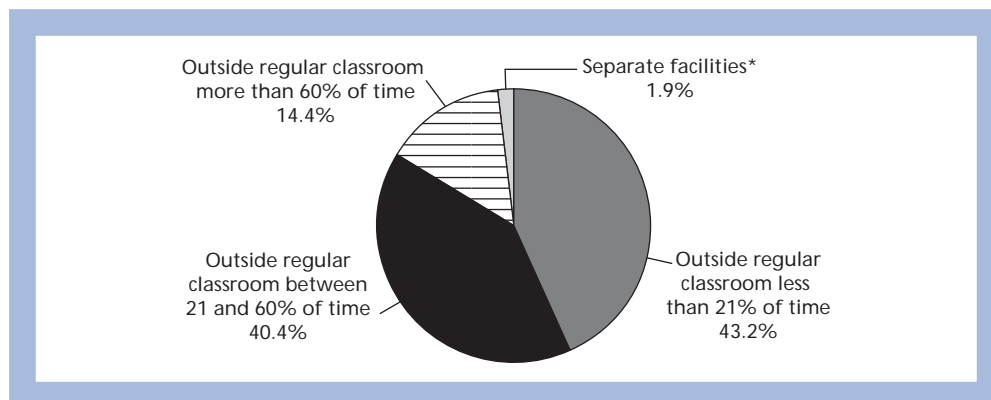
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	14,574
6-17 years old .....	106,158
18-21 years old .....	6,303
Percentage of 6-17 enrollment served under IDEA .....	12.1
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	60
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	37
Number of special education teachers for students ages 6-21 .....	7,374
Percentage of fully certified special education teachers for students ages 6-21 .....	98

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Wisconsin (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services .....Wisconsin Department of Health and Family Services

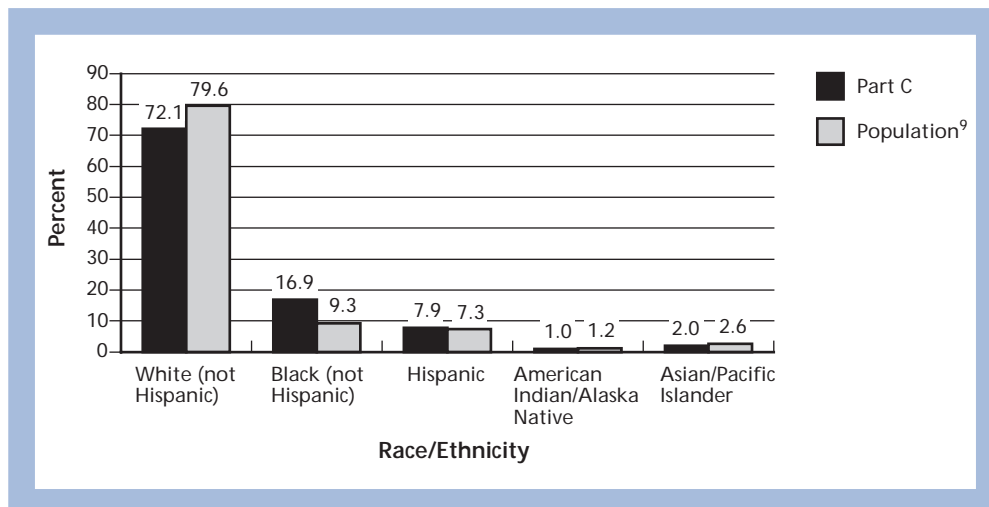
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....5,212

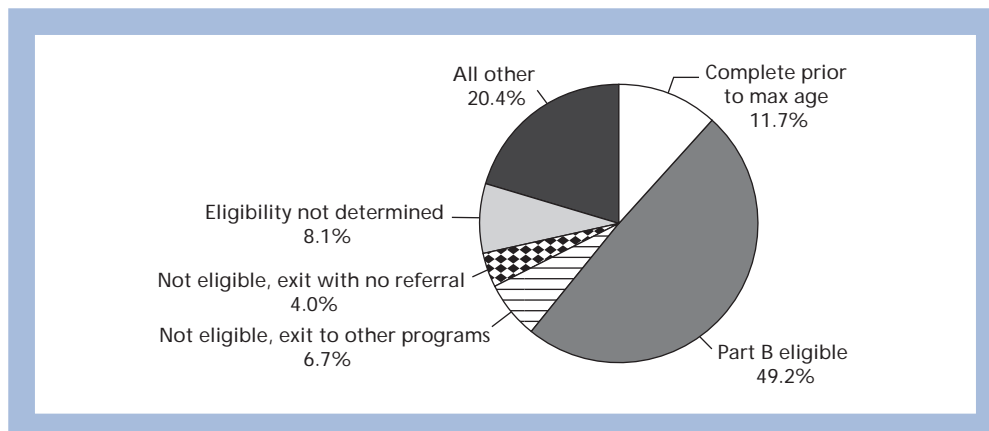
Percentage of infants and toddlers served in the home.....78

Percentage of infants and toddlers served in programs for typically developing children.....5.2

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.

# Wyoming

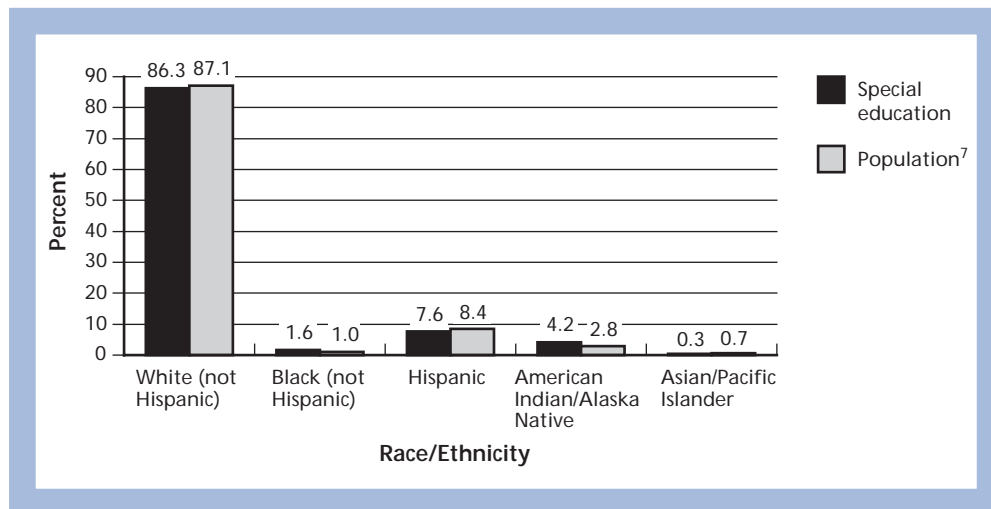
Number of regular school districts <sup>1</sup> .....	48
Public school preK-12 enrollment <sup>2</sup> .....	88,128
Per-pupil expenditures <sup>3</sup> .....	\$7,835
Percentage of population in urban areas <sup>4</sup> .....	65.1
Percentage of children under age 18 below poverty level <sup>5</sup> .....	13.9

## Special Education (Part B)

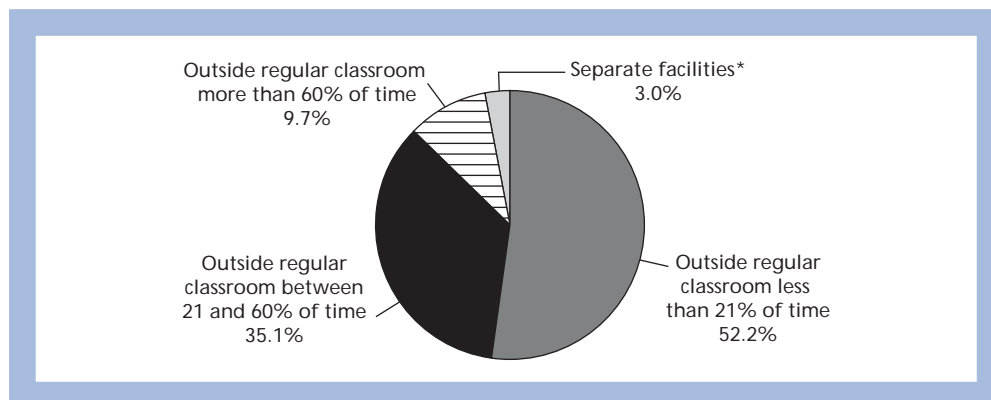
All data about special education on this page are from DANS.<sup>6</sup>

Number of children served under IDEA	
3-5 years old .....	1,867
6-17 years old .....	10,852
18-21 years old .....	567
Percentage of 6-17 enrollment served under IDEA .....	12.3
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	41
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	56
Number of special education teachers for students ages 6-21 .....	916
Percentage of fully certified special education teachers for students ages 6-21 .....	95

## Racial/Ethnic Composition of Special Education and the National Population, Ages 6-21: 2001



## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Wyoming (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>8</sup>

Lead agency for early intervention services.....Wyoming Department of Health

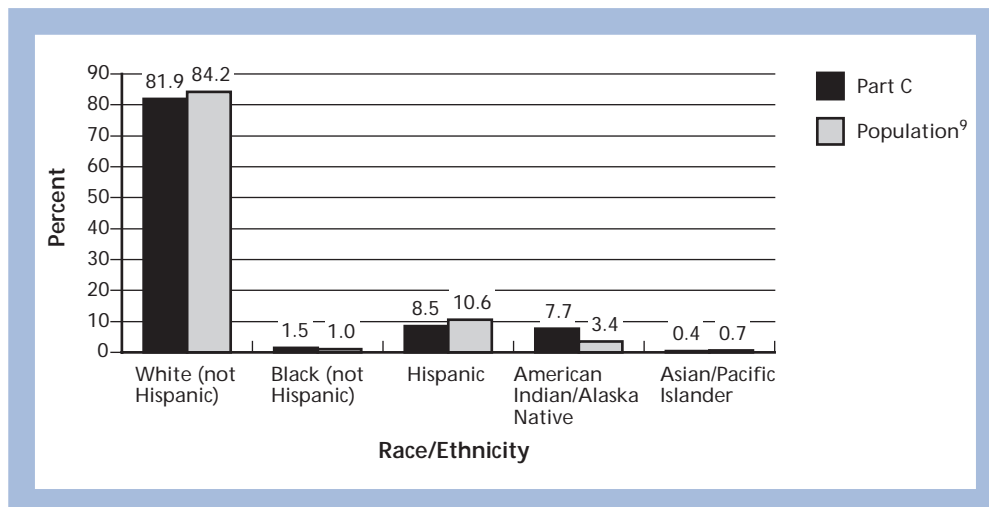
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services.....531

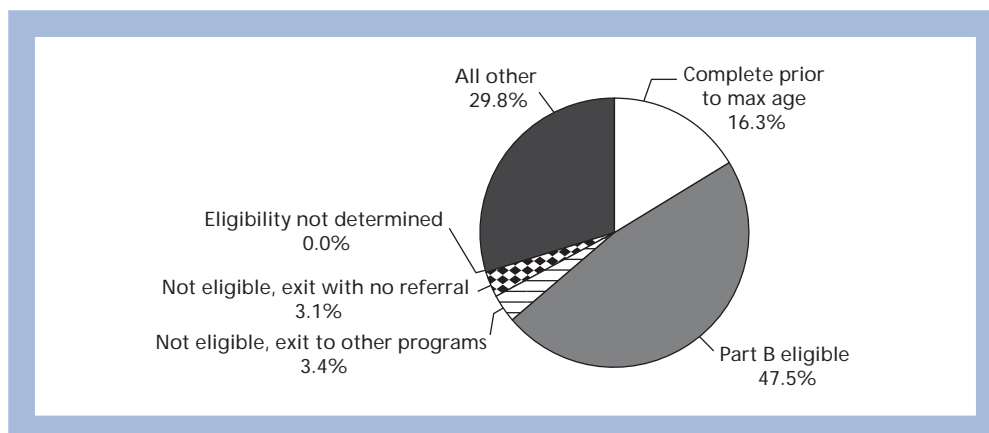
Percentage of infants and toddlers served in the home.....80

Percentage of infants and toddlers served in programs for typically developing children.....10.8

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention and the National Population, Birth Through 2 Years of Age: 2001



### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S.*, 2000 released October 2003; [http://www.census.gov/hhes/www/saie/stcty/doo\\_oo.html](http://www.census.gov/hhes/www/saie/stcty/doo_oo.html).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 7 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.
- 8 U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).
- 9 U.S. Census Bureau, Population Estimates Program, Population Estimates for 2001, released October 2003; <http://eire.census.gov/popest/data/states/files/STC4-6R.txt>.



# Puerto Rico

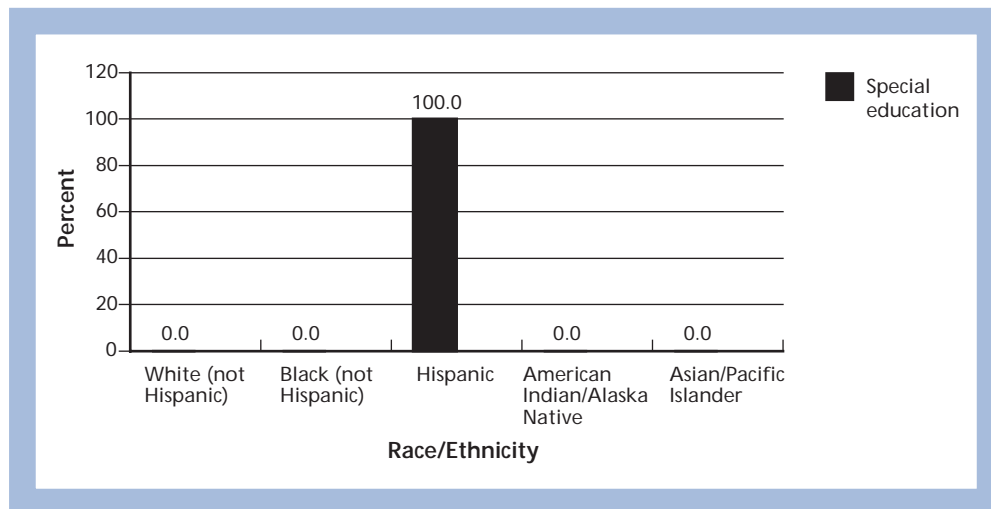
Number of regular school districts <sup>1</sup> .....	1
Public school preK-12 enrollment <sup>2</sup> .....	604,177
Per-pupil expenditures <sup>3</sup> .....	\$3,685
Percentage of population in urban areas <sup>4</sup> .....	94.4
Percentage of children under age 18 below poverty level.....	Data not available

## Special Education (Part B)

All data about special education on this page are from DANS.<sup>5</sup>

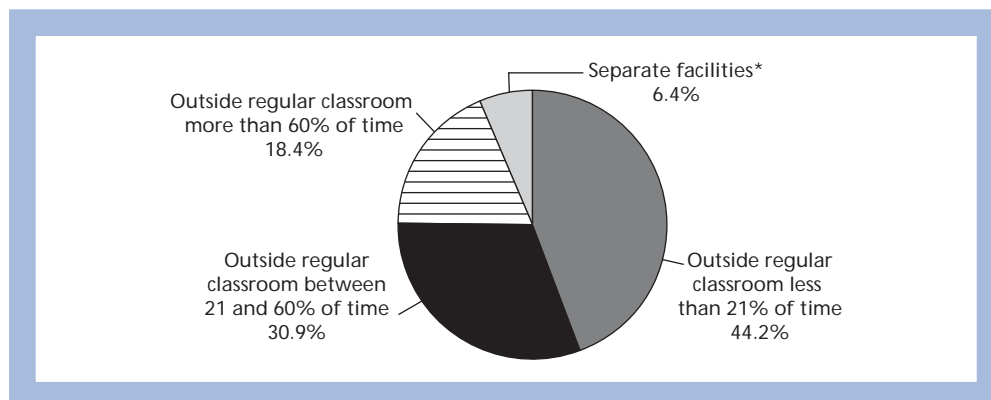
Number of children served under IDEA	
3-5 years old .....	7,378
6-17 years old .....	55,371
18-21 years old .....	3,125
Percentage of 6-17 enrollment served under IDEA .....	9.2
Percentage of students with disabilities ages 14-21 exiting school with a diploma .....	25
Percentage of students with disabilities ages 14-21 exiting school by dropping out .....	46
Number of special education teachers for students ages 6-21 .....	3,279
Percentage of fully certified special education teachers for students ages 6-21 .....	99

## Racial/Ethnic Composition of Special Education Population,<sup>†</sup> Ages 6-21: 2001



<sup>†</sup>Population estimates were not available for Puerto Rico.

## Distribution of Special Education Students in Different Educational Environments: 2000



\*Includes public facility, private facility, public residential facility, private residential facility, and home/hospital environment.

Note: Please see the Data Notes at the end of section III for any information the state submitted to clarify its data submission.

# Puerto Rico (continued)

## Early Intervention Services for Infants and Toddlers (Part C)

All data about early intervention services on this page are from DANS.<sup>6</sup>

Lead agency for early intervention services.....Puerto Rico Department of Health

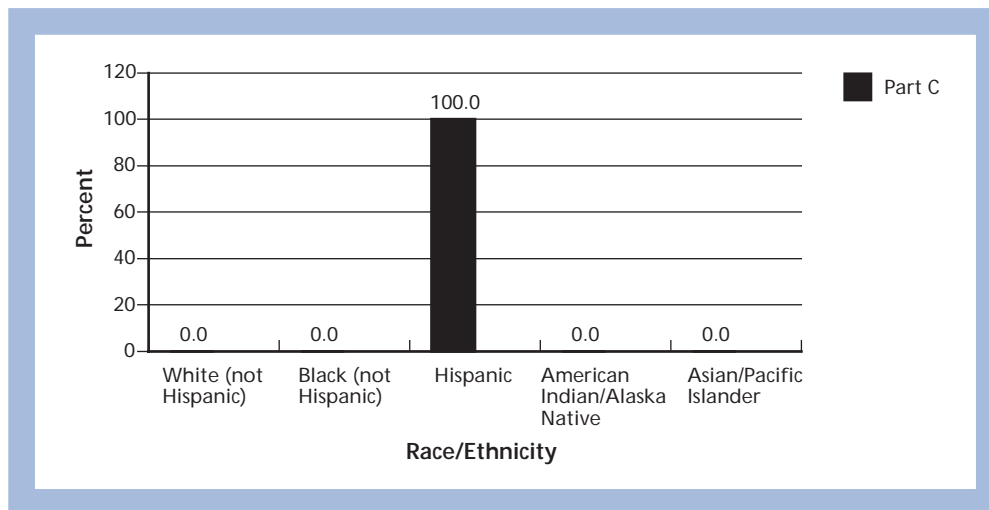
Services provided to infants and toddlers at risk of developmental delay? .....No

Number of infants and toddlers receiving early intervention services .....2,983

Percentage of infants and toddlers served in the home.....35

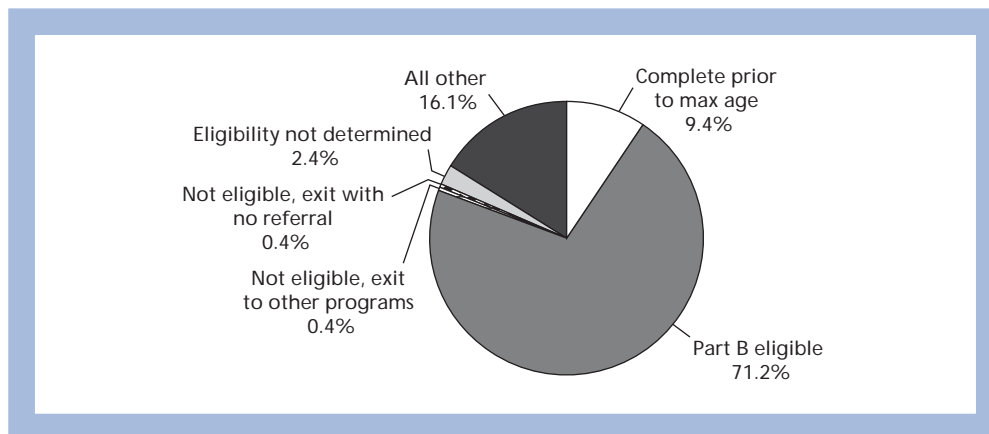
Percentage of infants and toddlers served in programs for typically developing children.....2.2

### Racial/Ethnic Composition of Infants and Toddlers Receiving Early Intervention<sup>†</sup>: 2001



<sup>†</sup> Population estimates were not available for Puerto Rico.

### Reasons for Exiting Early Intervention Program: 2000-01



- 1 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2001-02.
- 2 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2001-02.
- 3 U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2000-01.
- 4 U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.
- 5 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
- 6 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).






Section III.  
Rank-Order Tables

BAREFOOT BANDED GECKO

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Image provided courtesy of  VSA arts, [www.vsarts.org](http://www.vsarts.org)

*"Before this project, I only knew there were lizards. Painting a gecko taught me about a new animal."*

# Introduction to Rank-Order Tables

All of the following tables contain two elements requiring explanation.

- National Baseline row shows the data for the nation as a whole. For this row, the percent value is calculated from the data for all states and outlying areas combined. It is not an average of the state percent values.
- DIF column shows the difference between a state's percent value and the National Baseline percent value.

On most of these tables, states are ranked on their DIF value. That is, they are ranked according to how different their percentage value is from the percentage value of the nation as a whole.

Some of the tables show state data trends. These tables are ordered by state name. They are not ranked because there is a different value for every year.

Some of the tables include trend data, with states ranked on the percent change column. Percent change is the difference between the current percent value and the percent value in the baseline year. It is measured relative to the size of the baseline year's value.

## Table 3-1

Number, Percentage, and Difference From National Baseline of Students Ages 14-21+ Exiting Special Education with a Diploma Based on Number of Students Leaving School by Disability, During the 2000-2001 School Year

### ALL DISABILITIES

STATE	#	%	DIF
NEW JERSEY	9,250	71	23
OHIO	10,225	69	21
TEXAS	21,166	69	21
RHODE ISLAND	1,097	65	17
SOUTH DAKOTA	439	64	16
KANSAS	2,370	64	16
NORTH DAKOTA	516	63	15
MONTANA	739	63	15
IDAHO	924	61	13
WISCONSIN	4,878	60	12
MASSACHUSETTS	5,673	59	11
PENNSYLVANIA	5,533	59	11
OKLAHOMA	3,123	58	10
MISSOURI	5,024	58	10
ARKANSAS	1,786	57	9
MAINE	1,179	57	9
IOWA	2,645	56	8
MARYLAND	3,353	56	8
DELAWARE	364	55	7
ILLINOIS	9,383	55	7
VERMONT	485	51	3
CONNECTICUT	2,995	50	2
VIRGINIA	4,233	49	1
WEST VIRGINIA	1,621	49	1
NEW HAMPSHIRE	1,150	49	1
WASHINGTON	3,150	48	0
MINNESOTA	4,306	48	0
CALIFORNIA	13,870	48	0
COLORADO	2,423	47	-1
KENTUCKY	2,034	46	-2
NEW MEXICO	2,262	46	-2
NEBRASKA	1,006	42	-6
ARIZONA	2,623	42	-6
UTAH	1,077	42	-6
INDIANA	4,071	42	-6
WYOMING	409	41	-7
ALASKA	437	37	-11
MICHIGAN	5,256	37	-11
NEW YORK	10,301	37	-11
NORTH CAROLINA	2,896	34	-14
OREGON	1,279	33	-15
FLORIDA	5,558	33	-15
TENNESSEE	2,224	31	-17
PUERTO RICO	547	25	-23
SOUTH CAROLINA	1,120	24	-24
HAWAII	167	24	-24
NEVADA	492	22	-26
MISSISSIPPI	731	22	-26
DISTRICT OF COLUMBIA	152	21	-27
ALABAMA	1,260	20	-28
GEORGIA	2,180	19	-29
LOUISIANA	1,204	17	-31
VIRGIN ISLANDS	55	68	20
GUAM	68	53	5
AMERICAN SAMOA	17	40	-8
BUR. OF INDIAN AFFAIRS	194	37	-11
NORTHERN MARIANAS	3	16	-32
NATIONAL BASELINE	173,523	48	

% = # in category graduating with diploma ÷ # leaving school.

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, died, reached maximum age, and moved - not known to be continuing.

DIF = Difference from National Baseline.

Differences in state graduation rates should be interpreted with caution.

Standards for graduation and student tracking systems vary widely across states.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/bdatanotes2001.pdf>).

Data as of August 30, 2002.

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



**Table 3-2**

Number, Percentage, and Difference From National Baseline of Students Ages 14-21+ Dropping Out Based on Number of Students 14-21+ Leaving School by Disability, During the 2000-2001 School Year

**ALL DISABILITIES**

STATE	#	%	DIF
OHIO	3,205	22	-19
SOUTH DAKOTA	181	27	-14
TENNESSEE	1,943	27	-14
NEW JERSEY	3,560	27	-14
RHODE ISLAND	485	29	-12
TEXAS	9,562	31	-10
VIRGINIA	2,755	32	-9
IDAHO	505	33	-8
NORTH DAKOTA	273	33	-8
KANSAS	1,278	34	-7
MISSISSIPPI	1,182	35	-6
MONTANA	415	35	-6
MARYLAND	2,130	36	-5
FLORIDA	6,036	36	-5
DELAWARE	243	37	-4
MISSOURI	3,195	37	-4
WISCONSIN	3,053	37	-4
ARKANSAS	1,182	38	-3
MASSACHUSETTS	3,651	38	-3
MAINE	790	38	-3
CALIFORNIA	11,457	39	-2
ILLINOIS	6,855	40	-1
PENNSYLVANIA	3,777	40	-1
IOWA	1,881	40	-1
OKLAHOMA	2,188	41	0
NEW YORK	12,066	43	2
WASHINGTON	2,863	44	3
KENTUCKY	1,962	45	4
VERMONT	426	45	4
WEST VIRGINIA	1,497	45	4
ALABAMA	2,901	46	5
PUERTO RICO	1,017	46	5
NEVADA	1,021	46	5
NORTH CAROLINA	4,014	47	6
INDIANA	4,655	48	7
SOUTH CAROLINA	2,182	48	7
COLORADO	2,461	48	7
CONNECTICUT	2,867	48	7
NEW HAMPSHIRE	1,148	48	7
MINNESOTA	4,533	51	10
NEW MEXICO	2,529	51	10
NEBRASKA	1,284	54	13
UTAH	1,397	54	13
OREGON	2,109	55	14
ARIZONA	3,457	56	15
WYOMING	560	56	15
MICHIGAN	8,072	57	16
GEORGIA	6,526	57	16
ALASKA	709	60	19
LOUISIANA	4,237	61	20
DISTRICT OF COLUMBIA	447	61	20
HAWAII	494	70	29
VIRGIN ISLANDS	18	22	-19
NORTHERN MARIANAS	8	42	1
GUAM	56	43	2
BUR. OF INDIAN AFFAIRS	290	55	14
AMERICAN SAMOA	24	56	15
NATIONAL BASELINE	149,612	41	

% = # dropping out ÷ # in disability category leaving school.

"Dropping 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, moved - not known to be continuing, and other exiters.

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, died, reached maximum age, and moved - not known to be continuing.

DIF = Difference from National Baseline.

Differences in state dropout rates should be interpreted with caution.

Standards for graduation and student tracking systems vary widely across states.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data as of August 30, 2002.

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



# Table 3-3

Number, Percentage, Difference From National Baseline, and Percent Change in the Percentage of Students, Ages 14-21+, Exiting Special Education with a Diploma Based on Number of Students Leaving School, During the 1996-1997 Through 2000-2001 School Years

## ALL DISABILITIES

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001			% Change 1996-97 to 2000-01
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	
MISSISSIPPI	413	10	-33	441	11	-34	690	18	-29	749	21	-25	731	22	-26	116
UTAH	697	25	-18	1,050	47	2	1,596	55	8	1,598	50	4	1,077	42	-6	69
CALIFORNIA	8,259	29	-14	8,643	29	-16	9,758	34	-13	9,962	34	-12	13,870	48	0	67
OREGON	1,055	22	-21	788	37	-8	1,091	30	-17	1,130	33	-13	1,279	33	-15	52
IDAHO	492	42	-1	570	43	-2	743	52	5	866	57	11	924	61	13	46
PUERTO RICO	400	17	-26	398	20	-25	462	21	-26	553	24	-22	547	25	-23	45
ARIZONA	1,221	31	-12	1,359	43	-2	1,949	42	-5	2,290	43	-3	2,623	42	-6	36
NEW HAMPSHIRE	937	36	-7	887	34	-11	1,030	58	11	1,230	51	5	1,150	49	1	36
SOUTH DAKOTA	361	48	5	366	49	4	332	51	4	409	50	4	439	64	16	35
LOUISIANA	865	13	-30	992	15	-30	1,020	15	-32	1,090	16	-30	1,204	17	-31	28
SOUTH CAROLINA	716	19	-24	703	17	-28	1,093	24	-23	1,033	24	-22	1,120	24	-24	27
ILLINOIS	7,072	44	1	7,276	41	-4	7,999	46	-1	7,772	44	-2	9,383	55	7	25
MONTANA	466	51	8	513	51	6	516	57	10	512	52	6	739	63	15	23
KANSAS	1,475	52	9	1,703	59	14	2,065	58	11	2,241	60	14	2,370	64	16	22
NEW MEXICO	757	39	-4	906	44	-1	1,133	47	0	803	40	-6	2,262	46	-2	19
NORTH DAKOTA	360	54	11	432	59	14	380	55	8	532	63	17	516	63	15	17
ARKANSAS	1,798	49	6	1,858	49	4	2,253	54	7	2,176	58	12	1,786	57	9	17
MASSACHUSETTS	5,511	51	8	6,185	57	12	5,851	59	12	6,164	60	14	5,673	59	11	16
PENNSYLVANIA	8,156	51	8	8,653	52	7	9,324	55	8	6,941	61	15	5,533	59	11	15
COLORADO	1,800	41	-2	2,026	50	5	2,170	51	4	2,348	50	4	2,423	47	-1	15
WISCONSIN	3,649	52	9	3,922	55	10	4,229	56	9	4,666	59	13	4,878	60	12	14
KENTUCKY	1,724	41	-2	1,815	45	0	2,052	44	-3	1,947	43	-3	2,034	46	-2	14
IOWA	2,140	50	7	2,057	51	6	2,257	52	5	2,501	56	10	2,645	56	8	13
MICHIGAN	4,378	33	-10	4,464	35	-10	4,707	33	-14	5,000	33	-13	5,256	37	-11	12
MISSOURI	2,859	52	9	3,967	52	7	3,977	51	4	4,391	50	4	5,024	58	10	12
OHIO	6,064	63	20	7,020	64	19	8,775	77	30	9,709	66	20	10,225	69	21	10
NEW JERSEY	7,100	65	22	9,416	69	24	8,778	67	20	9,599	66	20	9,250	71	23	9
MARYLAND	1,976	51	8	2,565	53	8	2,819	53	6	3,088	57	11	3,353	56	8	9
MAINE	937	53	10	996	52	7	1,048	59	12	1,108	59	13	1,179	57	9	8
FLORIDA	3,879	30	-13	4,877	35	-10	4,950	32	-15	5,516	35	-11	5,558	33	-15	8
RHODE ISLAND	908	61	18	966	53	8	1,016	66	19	899	66	20	1,097	65	17	7
VERMONT	358	49	6	406	53	8	374	48	1	403	53	7	485	51	3	5
MINNESOTA	3,577	46	3	3,748	46	1	4,053	48	1	4,396	49	3	4,306	48	0	5
CONNECTICUT	2,847	48	5	2,951	49	4	3,042	48	1	3,223	55	9	2,995	50	2	4
WASHINGTON	1,738	47	4	2,391	54	9	2,702	53	6	2,476	52	6	3,150	48	0	4
OKLAHOMA	2,427	57	14	2,692	59	14	3,036	59	12	3,449	62	16	3,123	58	10	3
NORTH CAROLINA	2,218	33	-10	2,741	34	-11	2,734	35	-12	2,988	35	-11	2,896	34	-14	1
VIRGINIA	3,440	49	6	3,818	51	6	4,023	52	5	4,218	49	3	4,233	49	1	1
ALASKA	340	38	-5	401	37	-8	409	37	-10	413	37	-9	437	37	-11	-1
TENNESSEE	2,426	32	-11	2,036	29	-16	1,963	25	-22	2,369	27	-19	2,224	31	-17	-2
GEORGIA	1,276	20	-23	1,294	20	-25	1,411	29	-18	1,913	19	-27	2,180	19	-29	-2
DELAWARE	132	57	14	231	54	9	304	53	6	267	53	7	364	55	7	-4
ALABAMA	1,325	21	-22	1,423	23	-22	1,513	24	-23	1,252	18	-28	1,260	20	-28	-4
INDIANA	3,876	44	1	4,185	47	2	4,317	49	2	4,539	50	4	4,071	42	-6	-4
NEW YORK	10,276	40	-3	9,400	37	-8	6,813	48	1	9,749	38	-8	10,301	37	-11	-8
WEST VIRGINIA	1,701	57	14	1,730	54	9	1,696	54	7	1,618	51	5	1,621	49	1	-14
NEVADA	338	27	-16	386	32	-13	380	21	-26	454	22	-24	492	22	-26	-17
TEXAS	15,702	84	41	18,566	84	39	13,236	71	24	17,406	76	30	21,166	69	21	-19
WYOMING	339	50	7	326	49	4	332	33	-14	386	43	-3	409	41	-7	-19
NEBRASKA	1,155	57	14	987	52	7	724	53	6	1,246	63	17	1,006	42	-6	-25
HAWAII	362	42	-1	342	29	-16	429	34	-13	480	35	-11	167	24	-24	-44
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.	45	18	-28	152	21	-27	.
AMERICAN SAMOA	4	15	-28	4	17	-28	18	47	0	8	22	-24	17	40	-8	157
GUAM	37	36	-7	43	42	-3	43	62	15	36	55	9	68	53	5	45
VIRGIN ISLANDS	55	61	18	17	24	-21	27	42	-5	22	22	-24	55	68	20	11
BUR. OF INDIAN AFFAIRS	230	41	-2	131	34	-13	163	34	-12	194	37	-11	-11			
NORTHERN MARIANAS	6	38	-5	10	59	14	10	59	12	10	38	-8	3	16	-32	-58
NATIONAL BASELINE	134,610	43		147,942	45		149,783	47		162,352	46		173,523	48		11

% = # graduating with diploma ÷ # leaving school.

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, died, reached maximum age, and moved - not known to be continuing.

DIF = Difference from National Baseline.

% Change = ((2000-2001 graduation rate - 1996-1997 graduation rate) / 1996-1997 graduation rate) \* 100.

Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states.

Please see Data Notes for an explanation of individual state differences on how data are reported across states.

Data as of August 30, 2002.

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

### Table 3-4

Number, Percentage, and Difference From National Baseline of Students Ages 14-21+ Dropping Out Based on Number of Students 14-21+ Leaving School by Disability, During the 1996-1997 Through 2000-2001 School Years

#### ALL DISABILITIES

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001			% Change 1996-97 to 2000-01
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	
HAWAII	116	14	-32	319	27	-17	254	20	-22	227	17	-25	494	70	29	421
TEXAS	2,915	16	-30	3,647	16	-28	5,220	28	-14	5,494	24	-18	9,562	31	-10	98
NEBRASKA	800	39	-7	785	42	-2	603	44	2	622	32	-10	1,284	54	13	38
WEST VIRGINIA	1,061	36	-10	1,318	41	-3	1,276	41	-1	1,399	44	2	1,497	45	4	27
WYOMING	301	45	-1	305	46	2	650	64	22	482	53	11	560	56	15	25
GEORGIA	3,161	49	3	3,006	46	2	1,656	34	-8	5,944	60	18	6,526	57	16	18
DELAWARE	73	32	-14	167	39	-5	230	40	-2	192	38	-4	243	37	-4	16
NEVADA	512	41	-5	380	32	-12	747	41	-1	965	46	4	1,021	46	5	14
MISSISSIPPI	1,384	34	-12	1,478	38	-6	1,369	36	-6	1,169	33	-9	1,182	35	-6	4
ALASKA	533	59	13	615	57	13	691	62	20	662	60	18	709	60	19	2
ALABAMA	2,868	45	-1	2,475	40	-4	2,565	40	-2	3,321	48	6	2,901	46	5	2
NEW YORK	10,991	43	-3	10,933	43	-1	4,944	34	-8	10,732	42	0	12,066	43	2	1
LOUISIANA	3,918	61	15	4,176	62	18	4,271	61	19	3,884	57	15	4,237	61	20	-1
NORTH CAROLINA	3,201	48	2	3,993	50	6	3,543	46	4	3,966	46	4	4,014	47	6	-3
VERMONT	340	46	0	341	45	1	383	49	7	329	43	1	426	45	4	-3
MINNESOTA	4,069	53	7	4,343	53	9	4,251	51	9	4,606	51	9	4,533	51	10	-3
OKLAHOMA	1,810	42	-4	1,831	40	-4	2,069	40	-2	2,111	38	-4	2,188	41	0	-3
CONNECTICUT	2,955	50	4	2,849	47	3	3,132	50	8	2,572	44	2	2,867	48	7	-4
WASHINGTON	1,720	46	0	1,850	42	-2	2,143	42	0	1,960	41	-1	2,863	44	3	-5
MICHIGAN	8,031	61	15	7,465	58	14	8,653	61	19	9,259	61	19	8,072	57	16	-7
INDIANA	4,534	51	5	4,298	48	4	4,083	46	4	3,990	44	2	4,655	48	7	-7
NEW HAMPSHIRE	1,374	53	7	1,421	55	11	624	35	-7	1,066	45	3	1,148	48	7	-8
MISSOURI	2,200	40	-6	3,314	44	0	3,289	42	0	3,794	44	2	3,195	37	-4	-8
MARYLAND	1,487	39	-7	1,810	37	-7	2,010	38	-4	1,769	33	-9	2,130	36	-5	-8
MAINE	740	42	-4	837	43	-1	620	35	-7	661	35	-7	790	38	-3	-8
ARKANSAS	1,547	42	-4	1,640	43	-1	1,640	39	-3	1,370	37	-5	1,182	38	-3	-10
NEW MEXICO	1,124	57	11	1,080	52	8	1,163	48	6	1,170	58	16	2,529	51	10	-10
COLORADO	2,349	54	8	1,774	44	0	1,847	43	1	2,079	44	2	2,461	48	7	-11
ARIZONA	2,480	63	17	1,655	52	8	2,568	56	14	2,963	55	13	3,457	56	15	-12
PUERTO RICO	1,228	52	6	888	44	0	1,071	50	8	1,106	47	5	1,017	46	5	-12
IOWA	1,969	46	0	1,824	46	2	1,965	45	3	1,878	42	0	1,881	40	-1	-13
VIRGINIA	2,606	37	-9	2,521	34	-10	2,549	33	-9	3,135	36	-6	2,755	32	-9	-13
SOUTH CAROLINA	2,039	55	9	2,453	58	14	2,138	48	6	2,101	49	7	2,182	48	7	-13
KENTUCKY	2,202	52	6	1,838	46	2	2,278	49	7	2,218	49	7	1,962	45	4	-14
PENNSYLVANIA	7,689	48	2	7,765	47	3	7,547	44	2	4,166	37	-5	3,777	40	-1	-17
WISCONSIN	3,141	45	-1	2,924	41	-3	3,045	41	-1	2,995	38	-4	3,053	37	-4	-17
MONTANA	387	43	-3	456	46	2	378	41	-1	433	44	2	415	35	-6	-17
MASSACHUSETTS	4,995	46	0	4,451	41	-3	3,814	38	-4	3,890	38	-4	3,651	38	-3	-18
NEW JERSEY	3,668	34	-12	4,009	29	-15	3,945	30	-12	4,514	31	-11	3,560	27	-14	-19
UTAH	1,884	67	21	1,082	48	4	1,133	39	-3	1,387	44	2	1,397	54	13	-19
NORTH DAKOTA	279	42	-4	278	38	-6	283	41	-1	295	35	-7	273	33	-8	-20
FLORIDA	5,769	45	-1	5,841	41	-3	6,719	43	1	5,913	38	-4	6,036	36	-5	-21
ILLINOIS	8,220	51	5	9,886	55	11	8,424	49	7	9,170	52	10	6,855	40	-1	-22
RHODE ISLAND	550	37	-9	750	41	-3	487	31	-11	398	29	-13	485	29	-12	-22
OREGON	3,460	72	26	989	47	3	2,057	57	15	1,924	56	14	2,109	55	14	-24
KANSAS	1,298	46	0	1,120	39	-5	1,461	41	-1	1,453	39	-3	1,278	34	-7	-25
IDAHO	532	45	-1	610	46	2	654	45	3	610	40	-2	505	33	-8	-26
CALIFORNIA	16,228	56	10	16,027	55	11	13,730	47	5	14,016	47	5	11,457	39	-2	-30
OHIO	3,110	32	-14	3,540	32	-12	2,408	21	-21	3,636	25	-17	3,205	22	-19	-33
SOUTH DAKOTA	309	41	-5	298	40	-4	272	42	0	363	45	3	181	27	-14	-35
TENNESSEE	3,211	42	-4	2,971	42	-2	3,208	40	-2	3,245	37	-5	1,943	27	-14	-35
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.	65	26	-16	447	61	20	.
NORTHERN MARIANAS	3	19	-27	3	18	-26	3	18	-24	12	46	4	8	42	1	125
BUR. OF INDIAN AFFAIRS	261	47	1	200	52	10	287	60	18	290	55	14	17			
AMERICAN SAMOA	14	54	8	15	65	21	16	42	0	23	62	20	24	56	15	4
GUAM	61	60	14	60	58	14	24	35	-7	30	45	3	56	43	2	-27
VIRGIN ISLANDS	28	31	-15	40	56	12	9	14	-28	44	43	1	18	22	-19	-29
NATIONAL BASELINE	143,735	46		142,744	44		136,312	42		148,065	42		149,612	41		-11

% = # dropping out ÷ # leaving school.

"Dropping 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, moved - not known to be continuing, and other exiters.

Students leaving school includes students who graduated with a diploma, received a certificate, dropped out, died, reached maximum age, and moved - not known to be continuing.

DIF = Difference from National Baseline.

% Change = ((2000-2001 drop out rate - 1996-1997 drop out rate) / 1996-1997 drop out rate) \* 100.

Differences in state dropout rates should be interpreted with caution.

Standards for graduation and student tracking systems vary widely across states.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data as of August 30, 2002.

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

## Table 3-5

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

### ALL DISABILITIES > EARLY CHILDHOOD SETTING

STATE	#	%	DIF
MASSACHUSETTS	10,348	76	40
COLORADO	5,917	72	36
MONTANA	1,097	67	31
RHODE ISLAND	1,738	66	30
NORTH CAROLINA	11,906	66	30
KENTUCKY	10,668	65	29
PUERTO RICO	4,903	63	27
DELAWARE	1,009	61	25
LOUISIANA	5,557	56	20
ILLINOIS	15,372	53	17
MAINE	2,072	52	16
VERMONT	635	51	15
NEW HAMPSHIRE	1,214	51	15
PENNSYLVANIA	10,198	48	12
MISSISSIPPI	3,197	46	10
OKLAHOMA	2,885	45	9
GEORGIA	7,283	44	8
CALIFORNIA	24,916	43	7
MINNESOTA	4,956	43	7
NEW MEXICO	2,048	41	5
MISSOURI	4,481	40	4
WEST VIRGINIA	2,121	39	3
NEW YORK	13,217	38	2
ARIZONA	3,491	38	2
WYOMING	623	37	1
INDIANA	5,532	37	1
MICHIGAN	7,247	36	0
TENNESSEE	3,808	36	0
NORTH DAKOTA	407	33	-3
MARYLAND	2,958	30	-6
SOUTH CAROLINA	3,386	29	-7
ALABAMA	2,069	27	-9
OREGON	1,305	26	-10
IOWA	1,263	23	-13
NEW JERSEY	3,649	22	-14
WASHINGTON	2,552	22	-14
VIRGINIA	3,100	21	-15
ALASKA	351	21	-15
ARKANSAS	1,910	20	-16
OHIO	3,780	20	-16
WISCONSIN	2,847	20	-16
KANSAS	1,516	20	-16
SOUTH DAKOTA	411	18	-18
IDAHO	621	17	-19
CONNECTICUT	1,238	17	-19
UTAH	913	16	-20
DISTRICT OF COLUMBIA	65	15	-21
NEVADA	370	10	-26
FLORIDA	2,929	10	-26
TEXAS	1,820	5	-31
HAWAII	93	5	-31
NEBRASKA	37	1	-35
NORTHERN MARIANAS	32	80	44
AMERICAN SAMOA	37	77	41
VIRGIN ISLANDS	81	76	40
BUR. OF INDIAN AFFAIRS	188	61	25
GUAM	0	0	-36
NATIONAL BASELINE	208,367	36	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > EARLY CHILDHOOD SPECIAL EDUCATION SETTING**

STATE	#	%	DIF
KENTUCKY	328	2	-29
MASSACHUSETTS	942	7	-24
WYOMING	133	8	-23
PUERTO RICO	660	9	-22
TEXAS	3,894	11	-20
COLORADO	1,096	13	-18
OKLAHOMA	899	14	-17
ARKANSAS	1,374	15	-16
NORTH CAROLINA	2,731	15	-16
MONTANA	298	18	-13
DELAWARE	339	21	-10
SOUTH CAROLINA	2,449	21	-10
MAINE	857	22	-9
MISSISSIPPI	1,548	22	-9
MARYLAND	2,326	23	-8
VERMONT	303	24	-7
ILLINOIS	7,303	25	-6
MICHIGAN	5,395	27	-4
WEST VIRGINIA	1,490	27	-4
DISTRICT OF COLUMBIA	117	28	-3
IOWA	1,600	29	-2
FLORIDA	8,799	29	-2
NEW YORK	10,434	30	-1
MINNESOTA	3,536	31	0
RHODE ISLAND	840	32	1
ARIZONA	2,962	32	1
CONNECTICUT	2,358	33	2
PENNSYLVANIA	7,044	33	2
TENNESSEE	3,849	36	5
CALIFORNIA	20,897	36	5
ALABAMA	2,772	37	6
KANSAS	2,997	39	8
MISSOURI	4,390	39	8
NORTH DAKOTA	512	41	10
LOUISIANA	4,089	41	10
OHIO	7,827	42	11
GEORGIA	7,048	43	12
NEW HAMPSHIRE	1,032	43	12
WISCONSIN	6,370	44	13
IDAHO	1,595	44	13
VIRGINIA	6,496	45	14
OREGON	2,374	48	17
UTAH	2,955	51	20
ALASKA	839	51	20
INDIANA	7,850	52	21
NEW JERSEY	8,556	52	21
SOUTH DAKOTA	1,216	53	22
NEW MEXICO	2,767	56	25
WASHINGTON	6,790	58	27
NEVADA	2,394	65	34
HAWAII	1,279	67	36
NEBRASKA	2,932	79	48
NORTHERN MARIANAS	0	0	-31
BUR. OF INDIAN AFFAIRS	15	5	-26
VIRGIN ISLANDS	24	22	-9
AMERICAN SAMOA	11	23	-8
GUAM	70	34	3
NATIONAL BASELINE	182,001	31	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > HOME**

STATE	#	%	DIF
MINNESOTA	1,847	16.0	13.0
NEW YORK	4,667	13.5	10.5
NEBRASKA	420	11.3	8.3
GEORGIA	1,289	7.8	4.8
PENNSYLVANIA	1,583	7.5	4.5
VERMONT	84	6.8	3.8
MAINE	251	6.3	3.3
PUERTO RICO	482	6.2	3.2
VIRGINIA	870	6.0	3.0
OKLAHOMA	305	4.8	1.8
IOWA	224	4.0	1.0
MONTANA	61	3.7	0.7
OREGON	159	3.2	0.2
MISSOURI	329	2.9	-0.1
SOUTH DAKOTA	62	2.7	-0.3
LOUISIANA	251	2.5	-0.5
OHIO	469	2.5	-0.5
KANSAS	176	2.3	-0.7
WEST VIRGINIA	123	2.3	-0.7
SOUTH CAROLINA	242	2.1	-0.9
ALABAMA	132	1.7	-1.3
MISSISSIPPI	105	1.5	-1.5
HAWAII	28	1.5	-1.5
CALIFORNIA	833	1.4	-1.6
NORTH DAKOTA	18	1.4	-1.6
NORTH CAROLINA	258	1.4	-1.6
MICHIGAN	286	1.4	-1.6
FLORIDA	419	1.4	-1.6
NEW HAMPSHIRE	30	1.3	-1.7
MARYLAND	124	1.2	-1.8
WYOMING	21	1.2	-1.8
ARKANSAS	103	1.1	-1.9
DELAWARE	18	1.1	-1.9
INDIANA	137	0.9	-2.1
NEW JERSEY	147	0.9	-2.1
NEVADA	28	0.8	-2.2
IDAHO	26	0.7	-2.3
COLORADO	59	0.7	-2.3
TEXAS	261	0.7	-2.3
WISCONSIN	93	0.6	-2.4
WASHINGTON	69	0.6	-2.4
TENNESSEE	60	0.6	-2.4
KENTUCKY	88	0.5	-2.5
CONNECTICUT	35	0.5	-2.5
ALASKA	7	0.4	-2.6
NEW MEXICO	17	0.3	-2.7
RHODE ISLAND	8	0.3	-2.7
ARIZONA	27	0.3	-2.7
UTAH	13	0.2	-2.8
MASSACHUSETTS	15	0.1	-2.9
ILLINOIS	22	0.1	-2.9
DISTRICT OF COLUMBIA	0	0.0	-3.0
NORTHERN MARIANAS	8	20.0	17.0
GUAM	31	15.1	12.1
VIRGIN ISLANDS	2	1.9	-1.1
BUR. OF INDIAN AFFAIRS	1	0.3	-2.7
AMERICAN SAMOA	0	0.0	-3.0
NATIONAL BASELINE	17,423	3.0	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING**

STATE	#	%	DIF
NEBRASKA	0	0	-15
RHODE ISLAND	0	0	-15
LOUISIANA	2	0	-15
PENNSYLVANIA	265	1	-14
NEW MEXICO	128	3	-12
GEORGIA	604	4	-11
NEW HAMPSHIRE	91	4	-11
NORTH CAROLINA	706	4	-11
MISSOURI	574	5	-10
IDAHO	206	6	-9
NEW YORK	2,030	6	-9
OHIO	1,158	6	-9
MINNESOTA	728	6	-9
MONTANA	106	6	-9
OREGON	336	7	-8
NEW JERSEY	1,141	7	-8
ALASKA	120	7	-8
NORTH DAKOTA	96	8	-7
VIRGINIA	1,118	8	-7
NEVADA	303	8	-7
INDIANA	1,276	8	-7
KANSAS	677	9	-6
MICHIGAN	1,805	9	-6
COLORADO	763	9	-6
TENNESSEE	1,075	10	-5
CALIFORNIA	5,903	10	-5
DISTRICT OF COLUMBIA	44	10	-5
WASHINGTON	1,278	11	-4
UTAH	693	12	-3
OKLAHOMA	812	13	-2
DELAWARE	214	13	-2
MAINE	538	14	-1
IOWA	836	15	0
MASSACHUSETTS	2,038	15	0
ILLINOIS	4,373	15	0
VERMONT	188	15	0
WISCONSIN	2,219	15	0
SOUTH CAROLINA	1,820	16	1
WEST VIRGINIA	945	17	2
PUERTO RICO	1,365	18	3
MARYLAND	1,871	19	4
CONNECTICUT	1,353	19	4
HAWAII	478	25	10
SOUTH DAKOTA	577	25	10
ARIZONA	2,383	26	11
MISSISSIPPI	1,941	28	13
TEXAS	10,950	30	15
KENTUCKY	5,011	31	16
ALABAMA	2,548	34	19
ARKANSAS	3,453	37	22
WYOMING	918	54	39
FLORIDA	17,834	58	43
AMERICAN SAMOA	0	0	-15
NORTHERN MARIANAS	0	0	-15
VIRGIN ISLANDS	0	0	-15
BUR. OF INDIAN AFFAIRS	102	33	18
GUAM	94	46	31
NATIONAL BASELINE	88,087	15	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > RESIDENTIAL FACILITY**

STATE	#	%	DIF
DELAWARE	0	0.00	-0.14
HAWAII	0	0.00	-0.14
MAINE	0	0.00	-0.14
NEW MEXICO	0	0.00	-0.14
PUERTO RICO	0	0.00	-0.14
SOUTH CAROLINA	0	0.00	-0.14
TENNESSEE	0	0.00	-0.14
WYOMING	0	0.00	-0.14
MASSACHUSETTS	2	0.01	-0.13
FLORIDA	5	0.02	-0.12
WASHINGTON	2	0.02	-0.12
UTAH	1	0.02	-0.12
COLORADO	2	0.02	-0.12
KANSAS	2	0.03	-0.11
NEVADA	1	0.03	-0.11
IOWA	2	0.04	-0.10
OREGON	2	0.04	-0.10
CALIFORNIA	24	0.04	-0.10
WISCONSIN	6	0.04	-0.10
CONNECTICUT	3	0.04	-0.10
KENTUCKY	7	0.04	-0.10
OHIO	9	0.05	-0.09
VIRGINIA	7	0.05	-0.09
NEW YORK	20	0.06	-0.08
LOUISIANA	6	0.06	-0.08
RHODE ISLAND	2	0.08	-0.06
MISSOURI	9	0.08	-0.06
VERMONT	1	0.08	-0.06
ILLINOIS	24	0.08	-0.06
MINNESOTA	11	0.10	-0.04
NEW JERSEY	17	0.10	-0.04
ARKANSAS	10	0.11	-0.03
ARIZONA	11	0.12	-0.02
TEXAS	45	0.12	-0.02
NEW HAMPSHIRE	3	0.13	-0.01
NORTH CAROLINA	23	0.13	-0.01
PENNSYLVANIA	34	0.16	0.02
NEBRASKA	6	0.16	0.02
MICHIGAN	38	0.19	0.05
MISSISSIPPI	15	0.22	0.08
IDAHO	8	0.22	0.08
WEST VIRGINIA	15	0.28	0.14
ALABAMA	22	0.29	0.15
INDIANA	55	0.36	0.22
ALASKA	6	0.37	0.23
MARYLAND	42	0.42	0.28
MONTANA	7	0.43	0.29
SOUTH DAKOTA	11	0.48	0.34
NORTH DAKOTA	6	0.48	0.34
GEORGIA	104	0.63	0.49
OKLAHOMA	90	1.41	1.27
DISTRICT OF COLUMBIA	80	18.96	18.82
AMERICAN SAMOA	0	0.00	-0.14
GUAM	0	0.00	-0.14
NORTHERN MARIANAS	0	0.00	-0.14
VIRGIN ISLANDS	0	0.00	-0.14
BUR. OF INDIAN AFFAIRS	4	1.29	1.15
NATIONAL BASELINE	800	0.14	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > SEPARATE SCHOOL**

STATE	#	%	DIF
IDAHO	0	0.0	-3.4
MONTANA	0	0.0	-3.4
WEST VIRGINIA	0	0.0	-3.4
WYOMING	0	0.0	-3.4
TEXAS	23	0.1	-3.3
ALABAMA	8	0.1	-3.3
NORTH DAKOTA	2	0.2	-3.2
NEW MEXICO	10	0.2	-3.2
MINNESOTA	28	0.2	-3.2
KANSAS	21	0.3	-3.1
CALIFORNIA	178	0.3	-3.1
VIRGINIA	56	0.4	-3.0
IOWA	27	0.5	-2.9
LOUISIANA	52	0.5	-2.9
SOUTH DAKOTA	12	0.5	-2.9
COLORADO	50	0.6	-2.8
NEVADA	24	0.7	-2.7
SOUTH CAROLINA	77	0.7	-2.7
NEW HAMPSHIRE	17	0.7	-2.7
WISCONSIN	117	0.8	-2.6
WASHINGTON	115	1.0	-2.4
RHODE ISLAND	26	1.0	-2.4
OREGON	55	1.1	-2.3
ARIZONA	117	1.3	-2.1
MASSACHUSETTS	183	1.4	-2.0
GEORGIA	232	1.4	-2.0
OKLAHOMA	95	1.5	-1.9
VERMONT	20	1.6	-1.8
KENTUCKY	270	1.6	-1.8
INDIANA	251	1.7	-1.7
MISSISSIPPI	127	1.8	-1.6
PUERTO RICO	145	1.9	-1.5
PENNSYLVANIA	452	2.1	-1.3
HAWAII	41	2.1	-1.3
FLORIDA	674	2.2	-1.2
TENNESSEE	250	2.3	-1.1
MARYLAND	321	3.2	-0.2
MISSOURI	414	3.7	0.3
DELAWARE	66	4.0	0.6
CONNECTICUT	288	4.0	0.6
NORTH CAROLINA	725	4.0	0.6
UTAH	256	4.4	1.0
MICHIGAN	994	5.0	1.6
NEBRASKA	211	5.7	2.3
ILLINOIS	1,693	5.9	2.5
MAINE	260	6.5	3.1
NEW JERSEY	1,756	10.7	7.3
NEW YORK	3,821	11.1	7.7
ALASKA	193	11.8	8.4
ARKANSAS	1,587	16.9	13.5
OHIO	3,455	18.5	15.1
DISTRICT OF COLUMBIA	116	27.5	24.1
AMERICAN SAMOA	0	0.0	-3.4
GUAM	0	0.0	-3.4
NORTHERN MARIANAS	0	0.0	-3.4
VIRGIN ISLANDS	0	0.0	-3.4
BUR. OF INDIAN AFFAIRS	0	0.0	-3.4
NATIONAL BASELINE	19,911	3.4	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > ITINERANT SERVICES OUTSIDE HOME\***

STATE	#	%	DIF
ALABAMA	.	.	.
DELAWARE	.	.	.
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	.	.	.
GEORGIA	.	.	.
HAWAII	.	.	.
ILLINOIS	.	.	.
INDIANA	.	.	.
KANSAS	.	.	.
KENTUCKY	.	.	.
LOUISIANA	.	.	.
MAINE	.	.	.
MASSACHUSETTS	.	.	.
MISSISSIPPI	.	.	.
NEW HAMPSHIRE	.	.	.
NEW MEXICO	.	.	.
RHODE ISLAND	.	.	.
SOUTH DAKOTA	.	.	.
WYOMING	.	.	.
VERMONT	3	0.2	-9.4
NEW YORK	303	0.9	-8.7
PUERTO RICO	79	1.0	-8.6
MONTANA	23	1.4	-8.2
ARIZONA	153	1.7	-7.9
IDAHO	94	2.6	-7.0
MINNESOTA	346	3.0	-6.6
NEBRASKA	121	3.2	-6.4
OHIO	694	3.7	-5.9
COLORADO	315	3.8	-5.8
NEW JERSEY	1,095	6.7	-2.9
WASHINGTON	789	6.7	-2.9
PENNSYLVANIA	1,536	7.2	-2.4
ALASKA	121	7.4	-2.2
NORTH CAROLINA	1,370	7.6	-2.0
CALIFORNIA	4,756	8.2	-1.4
UTAH	514	8.9	-0.7
ARKANSAS	863	9.2	-0.4
OREGON	484	9.8	0.2
MISSOURI	1,110	9.8	0.2
WEST VIRGINIA	552	10.1	0.5
CONNECTICUT	794	11.1	1.5
NEVADA	467	12.7	3.1
NORTH DAKOTA	173	13.9	4.3
TENNESSEE	1,499	14.0	4.4
VIRGINIA	2,676	18.6	9.0
WISCONSIN	2,731	19.0	9.4
OKLAHOMA	1,278	20.0	10.4
MICHIGAN	4,171	20.9	11.3
MARYLAND	2,312	23.1	13.5
IOWA	1,420	25.4	15.8
SOUTH CAROLINA	3,686	31.6	22.0
TEXAS	19,447	53.4	43.8
AMERICAN SAMOA	.	.	.
NORTHERN MARIANAS	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
GUAM	10	4.9	-4.7
NATIONAL BASELINE	55,985	9.6	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-5** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > REVERSE MAINSTREAM\***

STATE	#	%	DIF
ALABAMA	.	.	.
ALASKA	.	.	.
ARIZONA	.	.	.
COLORADO	.	.	.
DISTRICT OF COLUMBIA	.	.	.
FLORIDA	.	.	.
GEORGIA	.	.	.
HAWAII	.	.	.
ILLINOIS	.	.	.
INDIANA	.	.	.
KENTUCKY	.	.	.
LOUISIANA	.	.	.
MAINE	.	.	.
MASSACHUSETTS	.	.	.
MISSISSIPPI	.	.	.
MISSOURI	.	.	.
NEBRASKA	.	.	.
NEW HAMPSHIRE	.	.	.
NEW JERSEY	.	.	.
NEW MEXICO	.	.	.
NEW YORK	.	.	.
RHODE ISLAND	.	.	.
SOUTH DAKOTA	.	.	.
TEXAS	.	.	.
WISCONSIN	.	.	.
WYOMING	.	.	.
MICHIGAN	1	0.0	-1.4
SOUTH CAROLINA	2	0.0	-1.4
VERMONT	3	0.2	-1.2
CALIFORNIA	144	0.2	-1.2
DELAWARE	6	0.4	-1.0
PENNSYLVANIA	92	0.4	-1.0
OKLAHOMA	29	0.5	-0.9
MARYLAND	49	0.5	-0.9
MINNESOTA	71	0.6	-0.8
VIRGINIA	96	0.7	-0.7
ARKANSAS	76	0.8	-0.6
NORTH CAROLINA	194	1.1	-0.3
WASHINGTON	165	1.4	0.0
PUERTO RICO	112	1.4	0.0
TENNESSEE	158	1.5	0.1
NEVADA	89	2.4	1.0
MONTANA	43	2.6	1.2
NORTH DAKOTA	33	2.6	1.2
WEST VIRGINIA	199	3.7	2.3
IOWA	208	3.7	2.3
OREGON	247	5.0	3.6
OHIO	1,270	6.8	5.4
UTAH	440	7.6	6.2
CONNECTICUT	1,103	15.4	14.0
IDAHO	1,037	28.9	27.5
KANSAS	2,339	30.3	28.9
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
NATIONAL BASELINE	8,206	1.4	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

## Table 3-6

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > OUTSIDE REGULAR CLASS <21%**

STATE	#	%	DIF
NORTH DAKOTA	9,781	79	33
VERMONT	9,734	79	33
NEW HAMPSHIRE	20,472	74	28
OREGON	49,740	72	26
COLORADO	50,423	72	26
IDAHO	16,518	65	19
SOUTH DAKOTA	9,313	65	19
MINNESOTA	62,741	64	18
CALIFORNIA	356,720	61	15
NEBRASKA	23,119	59	13
KANSAS	31,473	59	13
NORTH CAROLINA	94,609	58	12
INDIANA	82,168	58	12
ALASKA	9,289	58	12
MONTANA	9,723	55	9
CONNECTICUT	36,738	55	9
MISSOURI	67,028	53	7
MAINE	16,456	52	6
WYOMING	5,981	52	6
KENTUCKY	39,702	51	5
NEVADA	17,476	51	5
NEW YORK	192,839	50	4
WEST VIRGINIA	22,217	49	3
WASHINGTON	52,172	49	3
FLORIDA	163,789	49	3
ARIZONA	42,086	48	2
ALABAMA	44,104	48	2
MISSISSIPPI	25,993	47	1
OKLAHOMA	37,091	47	1
MARYLAND	47,246	46	0
RHODE ISLAND	12,954	46	0
IOWA	30,197	45	-1
TENNESSEE	51,901	45	-1
HAWAII	9,878	45	-1
LOUISIANA	39,098	44	-2
MICHIGAN	89,374	44	-2
PUERTO RICO	25,544	44	-2
NEW JERSEY	90,688	44	-2
WISCONSIN	47,951	43	-3
UTAH	20,405	42	-4
OHIO	89,679	41	-5
PENNSYLVANIA	89,672	41	-5
ARKANSAS	20,263	38	-8
VIRGINIA	54,441	37	-9
ILLINOIS	97,734	36	-10
GEORGIA	56,011	36	-10
NEW MEXICO	15,724	33	-13
DELAWARE	4,902	32	-14
SOUTH CAROLINA	30,153	32	-14
TEXAS	129,886	29	-17
MASSACHUSETTS	27,487	18	-28
DISTRICT OF COLUMBIA	441	4	-42
BUR. OF INDIAN AFFAIRS	5,296	62	16
AMERICAN SAMOA	371	57	11
GUAM	638	31	-15
VIRGIN ISLANDS	355	25	-21
NORTHERN MARIANAS	137	25	-21
NATIONAL BASELINE	2,687,921	46	-

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-6** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > OUTSIDE REGULAR CLASS 21-60%**

STATE	#	%	DIF
VERMONT	1,161	9	-21
NEW YORK	50,131	13	-17
NORTH DAKOTA	1,917	15	-15
OREGON	11,119	16	-14
COLORADO	11,755	17	-13
NEW HAMPSHIRE	4,880	18	-12
CALIFORNIA	104,865	18	-12
INDIANA	25,774	18	-12
RHODE ISLAND	5,636	20	-10
DISTRICT OF COLUMBIA	2,177	21	-9
NORTH CAROLINA	35,376	22	-8
MINNESOTA	21,766	22	-8
CONNECTICUT	14,907	22	-8
LOUISIANA	19,793	23	-7
MARYLAND	22,937	23	-7
SOUTH DAKOTA	3,531	25	-5
NEBRASKA	9,844	25	-5
KANSAS	13,790	26	-4
IDAHO	6,573	26	-4
FLORIDA	88,419	26	-4
ALASKA	4,448	28	-2
NEW JERSEY	57,049	28	-2
MICHIGAN	57,370	28	-2
MISSISSIPPI	15,806	29	-1
ILLINOIS	77,739	29	-1
MISSOURI	38,914	31	1
PUERTO RICO	17,873	31	1
ARIZONA	27,337	31	1
NEVADA	10,810	31	1
MAINE	9,901	31	1
OHIO	69,746	32	2
KENTUCKY	25,048	32	2
UTAH	15,599	32	2
NEW MEXICO	15,327	32	2
MONTANA	5,723	32	2
PENNSYLVANIA	74,217	34	4
HAWAII	7,495	34	4
VIRGINIA	50,886	34	4
TENNESSEE	39,859	35	5
WASHINGTON	37,076	35	5
GEORGIA	54,328	35	5
WYOMING	4,027	35	5
IOWA	24,236	36	6
WEST VIRGINIA	16,427	37	7
OKLAHOMA	31,117	39	9
ALABAMA	37,182	40	10
WISCONSIN	44,875	40	10
SOUTH CAROLINA	40,024	42	12
DELAWARE	6,649	44	14
ARKANSAS	23,989	45	15
TEXAS	237,734	52	22
MASSACHUSETTS	87,071	57	27
NORTHERN MARIANAS	79	14	-16
BUR. OF INDIAN AFFAIRS	2,509	29	-1
AMERICAN SAMOA	218	34	4
GUAM	822	40	10
VIRGIN ISLANDS	650	46	16
NATIONAL BASELINE	1,726,511	30	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-6** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > OUTSIDE REGULAR CLASS >60%**

STATE	#	%	DIF
NORTH DAKOTA	463	4	-16
NEW HAMPSHIRE	1,071	4	-16
VERMONT	740	6	-14
SOUTH DAKOTA	896	6	-14
IDAHO	1,822	7	-13
COLORADO	5,607	8	-12
OREGON	5,568	8	-12
MINNESOTA	8,568	9	-11
ALABAMA	8,764	10	-10
WYOMING	1,107	10	-10
MONTANA	1,877	11	-9
OKLAHOMA	9,725	12	-8
ALASKA	1,984	12	-8
KANSAS	6,624	12	-8
MISSOURI	15,864	13	-7
NEBRASKA	5,013	13	-7
WEST VIRGINIA	5,785	13	-7
MAINE	4,190	13	-7
ARKANSAS	7,421	14	-6
WISCONSIN	16,016	14	-6
KENTUCKY	11,530	15	-5
IOWA	9,911	15	-5
WASHINGTON	16,567	15	-5
MASSACHUSETTS	23,447	15	-5
NEVADA	5,429	16	-4
CONNECTICUT	10,768	16	-4
NORTH CAROLINA	28,318	17	-3
TEXAS	79,814	18	-2
ARIZONA	15,402	18	-2
DELAWARE	2,670	18	-2
CALIFORNIA	104,492	18	-2
TENNESSEE	20,595	18	-2
NEW JERSEY	37,252	18	-2
PUERTO RICO	10,627	18	-2
OHIO	41,539	19	-1
HAWAII	4,659	21	1
INDIANA	30,065	21	1
UTAH	10,314	21	1
MISSISSIPPI	12,277	22	2
PENNSYLVANIA	49,193	22	2
FLORIDA	75,674	22	2
MARYLAND	23,574	23	3
MICHIGAN	46,760	23	3
SOUTH CAROLINA	23,136	24	4
VIRGINIA	37,229	25	5
GEORGIA	41,356	27	7
RHODE ISLAND	7,837	28	8
ILLINOIS	76,674	29	9
NEW YORK	116,112	30	10
LOUISIANA	26,747	30	10
NEW MEXICO	15,344	32	12
DISTRICT OF COLUMBIA	4,229	42	22
BUR. OF INDIAN AFFAIRS	576	7	-13
AMERICAN SAMOA	58	9	-11
VIRGIN ISLANDS	396	28	8
GUAM	596	29	9
NORTHERN MARIANAS	329	60	40
NATIONAL BASELINE	1,130,601	20	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-6** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	#	%	DIF
HAWAII	0	0.0	-3.0
WEST VIRGINIA	61	0.1	-2.9
NORTH DAKOTA	59	0.5	-2.5
NEW MEXICO	242	0.5	-2.5
LOUISIANA	490	0.6	-2.4
INDIANA	804	0.6	-2.4
TEXAS	2,688	0.6	-2.4
OKLAHOMA	478	0.6	-2.4
WASHINGTON	729	0.7	-2.3
MONTANA	140	0.8	-2.2
IDAHO	212	0.8	-2.2
WYOMING	97	0.8	-2.2
KENTUCKY	665	0.9	-2.1
MISSISSIPPI	480	0.9	-2.1
ARKANSAS	487	0.9	-2.1
GEORGIA	1,510	1.0	-2.0
SOUTH CAROLINA	974	1.0	-2.0
TENNESSEE	1,312	1.1	-1.9
ALABAMA	1,071	1.2	-1.8
WISCONSIN	1,404	1.3	-1.7
MAINE	406	1.3	-1.7
NORTH CAROLINA	2,240	1.4	-1.6
COLORADO	1,116	1.6	-1.4
NEBRASKA	635	1.6	-1.4
SOUTH DAKOTA	237	1.7	-1.3
ALASKA	279	1.7	-1.3
FLORIDA	6,074	1.8	-1.2
NEVADA	651	1.9	-1.1
ARIZONA	1,754	2.0	-1.0
VIRGINIA	3,171	2.1	-0.9
KANSAS	1,160	2.2	-0.8
OREGON	1,682	2.4	-0.6
NEW HAMPSHIRE	678	2.4	-0.6
IOWA	1,647	2.5	-0.5
CALIFORNIA	15,839	2.7	-0.3
PENNSYLVANIA	6,335	2.9	-0.1
MISSOURI	3,622	2.9	-0.1
UTAH	1,593	3.3	0.3
MICHIGAN	6,993	3.5	0.5
RHODE ISLAND	1,033	3.7	0.7
VERMONT	483	3.9	0.9
MINNESOTA	4,015	4.1	1.1
DELAWARE	683	4.5	1.5
CONNECTICUT	3,178	4.8	1.8
PUERTO RICO	2,809	4.9	1.9
ILLINOIS	14,921	5.6	2.6
NEW YORK	22,650	5.8	2.8
MARYLAND	6,775	6.7	3.7
OHIO	14,688	6.7	3.7
MASSACHUSETTS	10,940	7.2	4.2
NEW JERSEY	18,654	9.1	6.1
DISTRICT OF COLUMBIA	2,957	29.2	26.2
AMERICAN SAMOA	0	0.0	-3.0
VIRGIN ISLANDS	0	0.0	-3.0
GUAM	3	0.1	-2.9
BUR. OF INDIAN AFFAIRS	13	0.2	-2.8
NORTHERN MARIANAS	4	0.7	-2.3
NATIONAL BASELINE	173,821	3.0	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-6** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	#	%	DIF
UTAH	.	.	.
HAWAII	0	0.0	-0.7
NEVADA	17	0.0	-0.7
MISSOURI	126	0.1	-0.6
TENNESSEE	191	0.2	-0.5
TEXAS	760	0.2	-0.5
ALASKA	28	0.2	-0.5
PUERTO RICO	114	0.2	-0.5
FLORIDA	889	0.3	-0.4
NEW JERSEY	557	0.3	-0.4
WASHINGTON	314	0.3	-0.4
WEST VIRGINIA	161	0.4	-0.3
MICHIGAN	732	0.4	-0.3
NORTH CAROLINA	595	0.4	-0.3
ILLINOIS	1,103	0.4	-0.3
WISCONSIN	482	0.4	-0.3
OKLAHOMA	361	0.5	-0.2
NEBRASKA	180	0.5	-0.2
CALIFORNIA	3,110	0.5	-0.2
IDAHO	148	0.6	-0.1
ARIZONA	511	0.6	-0.1
MISSISSIPPI	330	0.6	-0.1
PENNSYLVANIA	1,390	0.6	-0.1
OHIO	1,397	0.6	-0.1
KANSAS	385	0.7	0.0
MONTANA	133	0.8	0.1
NEW MEXICO	372	0.8	0.1
ALABAMA	779	0.8	0.1
GEORGIA	1,363	0.9	0.2
DELAWARE	137	0.9	0.2
ARKANSAS	498	0.9	0.2
VIRGINIA	1,394	0.9	0.2
KENTUCKY	749	1.0	0.3
MARYLAND	1,019	1.0	0.3
SOUTH CAROLINA	1,005	1.1	0.4
OREGON	781	1.1	0.4
IOWA	759	1.1	0.4
MAINE	389	1.2	0.5
MINNESOTA	1,234	1.3	0.6
MASSACHUSETTS	1,906	1.3	0.6
INDIANA	1,811	1.3	0.6
LOUISIANA	1,151	1.3	0.6
NORTH DAKOTA	167	1.3	0.6
VERMONT	174	1.4	0.7
NEW YORK	5,732	1.5	0.8
CONNECTICUT	1,027	1.5	0.8
RHODE ISLAND	456	1.6	0.9
COLORADO	1,296	1.8	1.1
WYOMING	217	1.9	1.2
NEW HAMPSHIRE	535	1.9	1.2
SOUTH DAKOTA	364	2.5	1.8
DISTRICT OF COLUMBIA	315	3.1	2.4
AMERICAN SAMOA	0	0.0	-0.7
GUAM	2	0.1	-0.6
NORTHERN MARIANAS	1	0.2	-0.5
VIRGIN ISLANDS	11	0.8	0.1
BUR. OF INDIAN AFFAIRS	126	1.5	0.8
NATIONAL BASELINE	39,784	0.7	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-6** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 2000-2001 School Year

**ALL DISABILITIES > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	#	%	DIF
HAWAII	0	0.0	-0.5
DISTRICT OF COLUMBIA	10	0.1	-0.4
GEORGIA	164	0.1	-0.4
SOUTH DAKOTA	17	0.1	-0.4
NORTH DAKOTA	16	0.1	-0.4
ILLINOIS	358	0.1	-0.4
CONNECTICUT	96	0.1	-0.4
MICHIGAN	290	0.1	-0.4
PENNSYLVANIA	326	0.1	-0.4
ALASKA	26	0.2	-0.3
MONTANA	29	0.2	-0.3
MINNESOTA	190	0.2	-0.3
NEW HAMPSHIRE	54	0.2	-0.3
IOWA	131	0.2	-0.3
KANSAS	107	0.2	-0.3
WASHINGTON	233	0.2	-0.3
WISCONSIN	247	0.2	-0.3
ARIZONA	208	0.2	-0.3
IDAHO	63	0.2	-0.3
ALABAMA	245	0.3	-0.2
WYOMING	31	0.3	-0.2
NEVADA	101	0.3	-0.2
MARYLAND	302	0.3	-0.2
OREGON	234	0.3	-0.2
ARKANSAS	188	0.4	-0.1
VIRGINIA	602	0.4	-0.1
MISSOURI	520	0.4	-0.1
MASSACHUSETTS	629	0.4	-0.1
INDIANA	597	0.4	-0.1
SOUTH CAROLINA	405	0.4	-0.1
DELAWARE	67	0.4	-0.1
CALIFORNIA	2,610	0.4	-0.1
NORTH CAROLINA	723	0.4	-0.1
COLORADO	316	0.4	-0.1
NEW YORK	1,801	0.5	0.0
UTAH	225	0.5	0.0
OKLAHOMA	412	0.5	0.0
WEST VIRGINIA	237	0.5	0.0
FLORIDA	1,830	0.5	0.0
NEBRASKA	213	0.5	0.0
NEW JERSEY	1,143	0.6	0.1
NEW MEXICO	277	0.6	0.1
MAINE	185	0.6	0.1
MISSISSIPPI	335	0.6	0.1
KENTUCKY	506	0.6	0.1
RHODE ISLAND	197	0.7	0.2
LOUISIANA	667	0.8	0.3
VERMONT	94	0.8	0.3
OHIO	1,923	0.9	0.4
TEXAS	4,246	0.9	0.4
TENNESSEE	1,306	1.1	0.6
PUERTO RICO	791	1.4	0.9
GUAM	0	0.0	-0.5
NORTHERN MARIANAS	0	0.0	-0.5
AMERICAN SAMOA	2	0.3	-0.2
VIRGIN ISLANDS	5	0.4	-0.1
BUR. OF INDIAN AFFAIRS	32	0.4	-0.1
NATIONAL BASELINE	26,562	0.5	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-7**

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > EARLY CHILDHOOD SETTING**

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	5,697	77	41	2,495	34	-2	2,069	27	-9
ALASKA	366	21	-15	454	28	-8	351	21	-15
ARIZONA	3,360	38	2	3,349	37	1	3,491	38	2
ARKANSAS	2,094	24	-12	1,977	22	-14	1,910	20	-16
CALIFORNIA	.	.	.	11,734	20	-16	24,916	43	7
COLORADO	4,715	60	24	5,166	64	28	5,917	72	36
CONNECTICUT	3,429	46	10	1,210	17	-19	1,238	17	-19
DELAWARE	908	55	19	961	59	23	1,009	61	25
DISTRICT OF COLUMBIA	.	.	.	.	.	.	65	15	-21
FLORIDA	1,588	6	-30	2,743	9	-27	2,929	10	-26
GEORGIA	6,601	44	8	7,353	46	10	7,283	44	8
HAWAII	191	12	-24	244	13	-23	93	5	-31
IDAHO	610	18	-18	598	23	-13	621	17	-19
ILLINOIS	13,970	51	15	14,488	52	16	15,372	53	17
INDIANA	5,967	43	7	5,967	41	5	5,532	37	1
IOWA	909	16	-20	1,169	21	-15	1,263	23	-13
KANSAS	1,484	21	-15	1,552	21	-15	1,516	20	-16
KENTUCKY	12,748	84	48	11,185	70	34	10,668	65	29
LOUISIANA	6,285	66	30	5,853	61	25	5,557	56	20
MAINE	2,016	55	19	2,111	54	18	2,072	52	16
MARYLAND	3,774	39	3	3,811	39	3	2,958	30	-6
MASSACHUSETTS	10,588	69	33	10,317	71	35	10,348	76	40
MICHIGAN	5,609	30	-6	6,487	34	-2	7,247	36	0
MINNESOTA	4,820	43	7	4,912	43	7	4,956	43	7
MISSISSIPPI	2,416	40	4	2,675	39	3	3,197	46	10
MISSOURI	3,973	41	5	4,644	43	7	4,481	40	4
MONTANA	948	56	20	571	35	-1	1,097	67	31
NEBRASKA	16	1	-35	30	1	-35	37	1	-35
NEVADA	1,033	29	-7	1,003	27	-9	370	10	-26
NEW HAMPSHIRE	1,165	53	17	1,112	53	17	1,214	51	15
NEW JERSEY	2,920	18	-18	3,480	22	-14	3,649	22	-14
NEW MEXICO	1,961	38	2	1,352	26	-10	2,048	41	5
NEW YORK	11,621	35	-1	12,338	38	2	13,217	38	2
NORTH CAROLINA	12,217	70	34	11,623	67	31	11,906	66	30
NORTH DAKOTA	457	38	2	523	41	5	407	33	-3
OHIO	5,303	29	-7	4,245	22	-14	3,780	20	-16
OKLAHOMA	3,063	53	17	3,321	55	19	2,885	45	9
OREGON	1,359	31	-5	1,067	24	-12	1,305	26	-10
PENNSYLVANIA	9,640	48	12	9,324	46	10	10,198	48	12
PUERTO RICO	3,157	57	21	3,790	60	24	4,903	63	27
RHODE ISLAND	2,429	97	61	1,670	63	27	1,738	66	30
SOUTH CAROLINA	3,134	29	-7	3,805	34	-2	3,386	29	-7
SOUTH DAKOTA	375	17	-19	376	17	-19	411	18	-18
TENNESSEE	3,276	32	-4	3,374	32	-4	3,808	36	0
TEXAS	.	.	.	.	.	.	1,820	5	-31
UTAH	1,392	27	-9	1,184	20	-16	913	16	-20
VERMONT	733	60	24	577	49	13	635	51	15
VIRGINIA	2,704	20	-16	2,572	18	-18	3,100	21	-15
WASHINGTON	2,810	24	-12	2,507	22	-14	2,552	22	-14
WEST VIRGINIA	3,085	58	22	1,662	31	-5	2,121	39	3
WISCONSIN	4,221	31	-5	2,742	20	-16	2,847	20	-16
WYOMING	1,202	78	42	871	46	10	623	37	1
AMERICAN SAMOA	50	86	50	44	80	44	37	77	41
GUAM	11	7	-29	51	26	-10	0	0	-36
NORTHERN MARIANAS	.	.	.	42	82	46	32	80	44
VIRGIN ISLANDS	122	68	32	139	83	47	81	76	40
BUR. OF INDIAN AFFAIRS	217	75	39	257	57	21	188	61	25
NATIONAL BASELINE	184,739	36		189,107	36		208,367	36	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > EARLY CHILDHOOD SPECIAL EDUCATION SETTING**

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	398	5	-22	2,828	39	5	2,772	37	6
ALASKA	891	51	24	665	41	7	839	51	20
ARIZONA	2,523	28	1	2,817	31	-3	2,962	32	1
ARKANSAS	925	11	-16	1,246	14	-20	1,374	15	-16
CALIFORNIA	.	.	.	29,364	50	16	20,897	36	5
COLORADO	1,568	20	-7	1,482	18	-16	1,096	13	-18
CONNECTICUT	2,126	29	2	2,151	30	-4	2,358	33	2
DELAWARE	308	19	-8	301	18	-16	339	21	-10
DISTRICT OF COLUMBIA	.	.	.	.	.	.	117	28	-3
FLORIDA	7,826	29	2	8,916	30	-4	8,799	29	-2
GEORGIA	5,929	39	12	6,460	41	7	7,048	43	12
HAWAII	1,212	74	47	1,318	71	37	1,279	67	36
IDAHO	1,260	37	10	598	23	-11	1,595	44	13
ILLINOIS	7,633	28	1	7,411	27	-7	7,303	25	-6
INDIANA	6,483	47	20	7,097	49	15	7,850	52	21
IOWA	1,578	28	1	1,541	28	-6	1,600	29	-2
KANSAS	2,548	37	10	2,845	39	5	2,997	39	8
KENTUCKY	378	2	-25	842	5	-29	328	2	-29
LOUISIANA	2,708	29	2	3,186	33	-1	4,089	41	10
MAINE	803	22	-5	818	21	-13	857	22	-9
MARYLAND	2,238	23	-4	2,607	27	-7	2,326	23	-8
MASSACHUSETTS	1,010	7	-20	887	6	-28	942	7	-24
MICHIGAN	5,719	30	3	4,464	23	-11	5,395	27	-4
MINNESOTA	2,817	25	-2	3,183	28	-6	3,536	31	0
MISSISSIPPI	1,805	30	3	1,762	26	-8	1,548	22	-9
MISSOURI	3,766	39	12	3,942	37	3	4,390	39	8
MONTANA	628	37	10	807	50	16	298	18	-13
NEBRASKA	1,698	55	28	1,396	41	7	2,932	79	48
NEVADA	2,258	64	37	2,065	56	22	2,394	65	34
NEW HAMPSHIRE	926	42	15	854	40	6	1,032	43	12
NEW JERSEY	8,903	56	29	8,556	53	19	8,556	52	21
NEW MEXICO	2,930	57	30	3,500	68	34	2,767	56	25
NEW YORK	11,139	34	7	9,678	30	-4	10,434	30	-1
NORTH CAROLINA	2,923	17	-10	2,852	16	-18	2,731	15	-16
NORTH DAKOTA	370	31	4	453	35	1	512	41	10
OHIO	1,108	6	-21	7,556	39	5	7,827	42	11
OKLAHOMA	1,799	31	4	1,785	29	-5	899	14	-17
OREGON	1,566	36	9	2,003	45	11	2,374	48	17
PENNSYLVANIA	7,804	39	12	6,462	32	-2	7,044	33	2
PUERTO RICO	690	12	-15	699	11	-23	660	9	-22
RHODE ISLAND	57	2	-25	937	35	1	840	32	1
SOUTH CAROLINA	2,102	19	-8	2,027	18	-16	2,449	21	-10
SOUTH DAKOTA	1,192	55	28	1,305	58	24	1,216	53	22
TENNESSEE	3,652	35	8	3,908	37	3	3,849	36	5
TEXAS	.	.	.	.	.	.	3,894	11	-20
UTAH	3,021	59	32	3,192	54	20	2,955	51	20
VERMONT	236	19	-8	247	21	-13	303	24	-7
VIRGINIA	5,612	41	14	6,744	48	14	6,496	45	14
WASHINGTON	6,302	53	26	6,614	57	23	6,790	58	27
WEST VIRGINIA	1,638	31	4	1,526	28	-6	1,490	27	-4
WISCONSIN	5,886	43	16	6,297	45	11	6,370	44	13
WYOMING	197	13	-14	22	1	-33	133	8	-23
AMERICAN SAMOA	8	14	-13	11	20	-14	11	23	-8
GUAM	120	77	50	53	27	-7	70	34	3
NORTHERN MARIANAS	49	96	69	0	0	-34	0	0	-31
VIRGIN ISLANDS	9	5	-22	24	14	-20	24	22	-9
BUR. OF INDIAN AFFAIRS	55	19	-8	42	9	-25	15	5	-26
NATIONAL BASELINE	139,330	27		180,346	34		182,001	31	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > HOME**

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	131	1.8	-2.8	131	1.8	-1.8	132	1.7	-1.3
ALASKA	12	0.7	-3.9	8	0.5	-3.1	7	0.4	-2.6
ARIZONA	24	0.3	-4.3	25	0.3	-3.3	27	0.3	-2.7
ARKANSAS	131	1.5	-3.1	123	1.4	-2.2	103	1.1	-1.9
CALIFORNIA	.	.	.	2,952	5.0	1.4	833	1.4	-1.6
COLORADO	56	0.7	-3.9	146	1.8	-1.8	59	0.7	-2.3
CONNECTICUT	11	0.1	-4.5	112	1.5	-2.1	35	0.5	-2.5
DELAWARE	10	0.6	-4.0	11	0.7	-2.9	18	1.1	-1.9
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-3.0
FLORIDA	660	2.5	-2.1	528	1.8	-1.8	419	1.4	-1.6
GEORGIA	1,348	8.9	4.3	1,324	8.3	4.7	1,289	7.8	4.8
HAWAII	14	0.9	-3.7	5	0.3	-3.3	28	1.5	-1.5
IDAHO	14	0.4	-4.2	21	0.8	-2.8	26	0.7	-2.3
ILLINOIS	16	0.1	-4.5	11	0.0	-3.6	22	0.1	-2.9
INDIANA	170	1.2	-3.4	145	1.0	-2.6	137	0.9	-2.1
IOWA	160	2.9	-1.7	214	3.8	0.2	224	4.0	1.0
KANSAS	173	2.5	-2.1	166	2.3	-1.3	176	2.3	-0.7
KENTUCKY	103	0.7	-3.9	79	0.5	-3.1	88	0.5	-2.5
LOUISIANA	249	2.6	-2.0	264	2.7	-0.9	251	2.5	-0.5
MAINE	186	5.0	0.4	213	5.4	1.8	251	6.3	3.3
MARYLAND	138	1.4	-3.2	178	1.8	-1.8	124	1.2	-1.8
MASSACHUSETTS	166	1.1	-3.5	35	0.2	-3.4	15	0.1	-2.9
MICHIGAN	296	1.6	-3.0	234	1.2	-2.4	286	1.4	-1.6
MINNESOTA	2,786	24.6	20.0	2,443	21.5	17.9	1,847	16.0	13.0
MISSISSIPPI	136	2.2	-2.4	128	1.9	-1.7	105	1.5	-1.5
MISSOURI	376	3.9	-0.7	362	3.4	-0.2	329	2.9	-0.1
MONTANA	0	0.0	-4.6	14	0.9	-2.7	61	3.7	0.7
NEBRASKA	563	18.3	13.7	371	10.9	7.3	420	11.3	8.3
NEVADA	42	1.2	-3.4	170	4.6	1.0	28	0.8	-2.2
NEW HAMPSHIRE	44	2.0	-2.6	38	1.8	-1.8	30	1.3	-1.7
NEW JERSEY	65	0.4	-4.2	84	0.5	-3.1	147	0.9	-2.1
NEW MEXICO	42	0.8	-3.8	20	0.4	-3.2	17	0.3	-2.7
NEW YORK	4,252	12.9	8.3	4,247	12.9	9.3	4,667	13.5	10.5
NORTH CAROLINA	215	1.2	-3.4	249	1.4	-2.2	258	1.4	-1.6
NORTH DAKOTA	21	1.8	-2.8	15	1.2	-2.4	18	1.4	-1.6
OHIO	8,184	44.1	39.5	534	2.8	-0.8	469	2.5	-0.5
OKLAHOMA	34	0.6	-4.0	38	0.6	-3.0	305	4.8	1.8
OREGON	192	4.4	-0.2	190	4.2	0.6	159	3.2	0.2
PENNSYLVANIA	1,256	6.3	1.7	1,525	7.6	4.0	1,583	7.5	4.5
PUERTO RICO	221	4.0	-0.6	279	4.4	0.8	482	6.2	3.2
RHODE ISLAND	0	0.0	-4.6	3	0.1	-3.5	8	0.3	-2.7
SOUTH CAROLINA	163	1.5	-3.1	218	1.9	-1.7	242	2.1	-0.9
SOUTH DAKOTA	24	1.1	-3.5	50	2.2	-1.4	62	2.7	-0.3
TENNESSEE	61	0.6	-4.0	63	0.6	-3.0	60	0.6	-2.4
TEXAS	.	.	.	.	.	.	261	0.7	-2.3
UTAH	17	0.3	-4.3	26	0.4	-3.2	13	0.2	-2.8
VERMONT	109	8.9	4.3	83	7.1	3.5	84	6.8	3.8
VIRGINIA	568	4.1	-0.5	830	5.9	2.3	870	6.0	3.0
WASHINGTON	82	0.7	-3.9	121	1.0	-2.6	69	0.6	-2.4
WEST VIRGINIA	206	3.9	-0.7	195	3.6	0.0	123	2.3	-0.7
WISCONSIN	93	0.7	-3.9	60	0.4	-3.2	93	0.6	-2.4
WYOMING	115	7.5	2.9	3	0.2	-3.4	21	1.2	-1.8
AMERICAN SAMOA	0	0.0	-4.6	0	0.0	-3.6	0	0.0	-3.0
GUAM	0	0.0	-4.6	20	10.3	6.7	31	15.1	12.1
NORTHERN MARIANAS	2	3.9	-0.7	9	17.6	14.0	8	20.0	17.0
VIRGIN ISLANDS	9	5.0	0.4	4	2.4	-1.2	2	1.9	-1.1
BUR. OF INDIAN AFFAIRS	11	3.8	-0.8	17	3.8	0.2	1	0.3	-2.7
NATIONAL BASELINE	23,957	4.6		19,334	3.6		17,423	3.0	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING**

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	933	13	1	1,811	25	12	2,548	34	19
ALASKA	127	7	-5	175	11	-2	120	7	-8
ARIZONA	2,684	30	18	2,534	28	15	2,383	26	11
ARKANSAS	2,919	34	22	2,972	33	20	3,453	37	22
CALIFORNIA	.	.	.	4,059	7	-6	5,903	10	-5
COLORADO	980	13	1	796	10	-3	763	9	-6
CONNECTICUT	456	6	-6	1,573	22	9	1,353	19	4
DELAWARE	363	22	10	287	17	4	214	13	-2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	44	10	-5
FLORIDA	15,546	58	46	16,501	56	43	17,834	58	43
GEORGIA	883	6	-6	496	3	-10	604	4	-11
HAWAII	217	13	1	270	15	2	478	25	10
IDAHO	137	4	-8	178	7	-6	206	6	-9
ILLINOIS	3,870	14	2	3,997	14	1	4,373	15	0
INDIANA	858	6	-6	969	7	-6	1,276	8	-7
IOWA	879	16	4	858	15	2	836	15	0
KANSAS	655	9	-3	635	9	-4	677	9	-6
KENTUCKY	1,700	11	-1	3,627	23	10	5,011	31	16
LOUISIANA	140	1	-11	184	2	-11	2	0	-15
MAINE	404	11	-1	610	16	3	538	14	-1
MARYLAND	1,392	14	2	1,255	13	0	1,871	19	4
MASSACHUSETTS	3,500	23	11	3,228	22	9	2,038	15	0
MICHIGAN	773	4	-8	1,143	6	-7	1,805	9	-6
MINNESOTA	590	5	-7	551	5	-8	728	6	-9
MISSISSIPPI	1,550	26	14	2,031	30	17	1,941	28	13
MISSOURI	192	2	-10	115	1	-12	574	5	-10
MONTANA	99	6	-6	114	7	-6	106	6	-9
NEBRASKA	527	17	5	1,366	40	27	0	0	-15
NEVADA	40	1	-11	83	2	-11	303	8	-7
NEW HAMPSHIRE	43	2	-10	94	4	-9	91	4	-11
NEW JERSEY	2,026	13	1	1,117	7	-6	1,141	7	-8
NEW MEXICO	171	3	-9	216	4	-9	128	3	-12
NEW YORK	1,365	4	-8	1,507	5	-8	2,030	6	-9
NORTH CAROLINA	1,336	8	-4	721	4	-9	706	4	-11
NORTH DAKOTA	143	12	0	98	8	-5	96	8	-7
OHIO	3,439	19	7	984	5	-8	1,158	6	-9
OKLAHOMA	693	12	0	771	13	0	812	13	-2
OREGON	528	12	0	541	12	-1	336	7	-8
PENNSYLVANIA	761	4	-8	502	2	-11	265	1	-14
PUERTO RICO	1,127	20	8	1,012	16	3	1,365	18	3
RHODE ISLAND	0	0	-12	0	0	-13	0	0	-15
SOUTH CAROLINA	2,051	19	7	1,416	12	-1	1,820	16	1
SOUTH DAKOTA	559	26	14	526	23	10	577	25	10
TENNESSEE	1,113	11	-1	1,207	11	-2	1,075	10	-5
TEXAS	.	.	.	.	.	.	10,950	30	15
UTAH	114	2	-10	769	13	0	693	12	-3
VERMONT	110	9	-3	231	20	7	188	15	0
VIRGINIA	1,872	14	2	938	7	-6	1,118	8	-7
WASHINGTON	1,529	13	1	1,363	12	-1	1,278	11	-4
WEST VIRGINIA	339	6	-6	1,280	24	11	945	17	2
WISCONSIN	2,370	17	5	2,329	17	4	2,219	15	0
WYOMING	22	1	-11	1,012	53	40	918	54	39
AMERICAN SAMOA	0	0	-12	0	0	-13	0	0	-15
GUAM	23	15	3	11	6	-7	94	46	31
NORTHERN MARIANAS	.	.	.	0	0	-13	0	0	-15
VIRGIN ISLANDS	40	22	10	0	0	-13	0	0	-15
BUR. OF INDIAN AFFAIRS	4	1	-11	129	29	16	102	33	18
NATIONAL BASELINE	64,192	12		71,192	13		88,087	15	

% = # in environment category ÷ total # in all environment categories.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > RESIDENTIAL FACILITY**

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	27	0.37	0.22	25	0.34	0.20	22	0.29	0.15
ALASKA	0	0.00	-0.15	0	0.00	-0.14	6	0.37	0.23
ARIZONA	127	1.43	1.28	113	1.25	1.11	11	0.12	-0.02
ARKANSAS	5	0.06	-0.09	8	0.09	-0.05	10	0.11	-0.03
CALIFORNIA	.	.	.	25	0.04	-0.10	24	0.04	-0.10
COLORADO	2	0.03	-0.12	2	0.02	-0.12	2	0.02	-0.12
CONNECTICUT	4	0.05	-0.10	9	0.12	-0.02	3	0.04	-0.10
DELAWARE	1	0.06	-0.09	0	0.00	-0.14	0	0.00	-0.14
DISTRICT OF COLUMBIA	.	.	.	.	.	.	80	18.96	18.82
FLORIDA	46	0.17	0.02	26	0.09	-0.05	5	0.02	-0.12
GEORGIA	164	1.08	0.93	86	0.54	0.40	104	0.63	0.49
HAWAII	2	0.12	-0.03	0	0.00	-0.14	0	0.00	-0.14
IDAHO	10	0.29	0.14	11	0.41	0.27	8	0.22	0.08
ILLINOIS	41	0.15	0.00	24	0.09	-0.05	24	0.08	-0.06
INDIANA	48	0.35	0.20	57	0.39	0.25	55	0.36	0.22
IOWA	6	0.11	-0.04	2	0.04	-0.10	2	0.04	-0.10
KANSAS	0	0.00	-0.15	0	0.00	-0.14	2	0.03	-0.11
KENTUCKY	13	0.09	-0.06	6	0.04	-0.10	7	0.04	-0.10
LOUISIANA	5	0.05	-0.10	6	0.06	-0.08	6	0.06	-0.08
MAINE	5	0.14	-0.01	0	0.00	-0.14	0	0.00	-0.14
MARYLAND	68	0.70	0.55	65	0.67	0.53	42	0.42	0.28
MASSACHUSETTS	2	0.01	-0.14	1	0.01	-0.13	2	0.01	-0.13
MICHIGAN	14	0.07	-0.08	12	0.06	-0.08	38	0.19	0.05
MINNESOTA	7	0.06	-0.09	15	0.13	-0.01	11	0.10	-0.04
MISSISSIPPI	7	0.12	-0.03	12	0.18	0.04	15	0.22	0.08
MISSOURI	8	0.08	-0.07	2	0.02	-0.12	9	0.08	-0.06
MONTANA	5	0.30	0.15	8	0.50	0.36	7	0.43	0.29
NEBRASKA	3	0.10	-0.05	5	0.15	0.01	6	0.16	0.02
NEVADA	0	0.00	-0.15	1	0.03	-0.11	1	0.03	-0.11
NEW HAMPSHIRE	3	0.14	-0.01	3	0.14	0.00	3	0.13	-0.01
NEW JERSEY	4	0.03	-0.12	23	0.14	0.00	17	0.10	-0.04
NEW MEXICO	29	0.56	0.41	0	0.00	-0.14	0	0.00	-0.14
NEW YORK	0	0.00	-0.15	1	0.00	-0.14	20	0.06	-0.08
NORTH CAROLINA	0	0.00	-0.15	31	0.18	0.04	23	0.13	-0.01
NORTH DAKOTA	7	0.58	0.43	3	0.23	0.09	6	0.48	0.34
OHIO	0	0.00	-0.15	6	0.03	-0.11	9	0.05	-0.09
OKLAHOMA	7	0.12	-0.03	7	0.12	-0.02	90	1.41	1.27
OREGON	23	0.53	0.38	7	0.16	0.02	2	0.04	-0.10
PENNSYLVANIA	25	0.13	-0.02	28	0.14	0.00	34	0.16	0.02
PUERTO RICO	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14
RHODE ISLAND	0	0.00	-0.15	3	0.11	-0.03	2	0.08	-0.06
SOUTH CAROLINA	4	0.04	-0.11	16	0.14	0.00	0	0.00	-0.14
SOUTH DAKOTA	8	0.37	0.22	7	0.31	0.17	11	0.48	0.34
TENNESSEE	2	0.02	-0.13	0	0.00	-0.14	0	0.00	-0.14
TEXAS	.	.	.	.	.	.	45	0.12	-0.02
UTAH	0	0.00	-0.15	0	0.00	-0.14	1	0.02	-0.12
VERMONT	1	0.08	-0.07	1	0.09	-0.05	1	0.08	-0.06
VIRGINIA	26	0.19	0.04	15	0.11	-0.03	7	0.05	-0.09
WASHINGTON	0	0.00	-0.15	2	0.02	-0.12	2	0.02	-0.12
WEST VIRGINIA	7	0.13	-0.02	42	0.78	0.64	15	0.28	0.14
WISCONSIN	6	0.04	-0.11	7	0.05	-0.09	6	0.04	-0.10
WYOMING	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14
AMERICAN SAMOA	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14
GUAM	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14
NORTHERN MARIANAS	.	.	.	0	0.00	-0.14	0	0.00	-0.14
VIRGIN ISLANDS	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14
BUR. OF INDIAN AFFAIRS	1	0.35	0.20	2	0.45	0.31	4	1.29	1.15
NATIONAL BASELINE	773	0.15		725	0.14		800	0.14	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > SEPARATE SCHOOL**

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	200	2.7	-1.3	45	0.6	-3.8	8	0.1	-3.3
ALASKA	210	12.0	8.0	189	11.6	7.2	193	11.8	8.4
ARIZONA	105	1.2	-2.8	107	1.2	-3.2	117	1.3	-2.1
ARKANSAS	1,346	15.5	11.5	1,470	16.3	11.9	1,587	16.9	13.5
CALIFORNIA	.	.	.	541	0.9	-3.5	178	0.3	-3.1
COLORADO	160	2.0	-2.0	90	1.1	-3.3	50	0.6	-2.8
CONNECTICUT	262	3.5	-0.5	272	3.7	-0.7	288	4.0	0.6
DELAWARE	57	3.4	-0.6	60	3.7	-0.7	66	4.0	0.6
DISTRICT OF COLUMBIA	.	.	.	.	.	.	116	27.5	24.1
FLORIDA	1,232	4.6	0.6	532	1.8	-2.6	674	2.2	-1.2
GEORGIA	209	1.4	-2.6	203	1.3	-3.1	232	1.4	-2.0
HAWAII	10	0.6	-3.4	23	1.2	-3.2	41	2.1	-1.3
IDAHO	32	0.9	-3.1	0	0.0	-4.4	0	0.0	-3.4
ILLINOIS	1,763	6.5	2.5	1,758	6.3	1.9	1,693	5.9	2.5
INDIANA	252	1.8	-2.2	264	1.8	-2.6	251	1.7	-1.7
IOWA	42	0.8	-3.2	34	0.6	-3.8	27	0.5	-2.9
KANSAS	26	0.4	-3.6	14	0.2	-4.2	21	0.3	-3.1
KENTUCKY	219	1.4	-2.6	158	1.0	-3.4	270	1.6	-1.8
LOUISIANA	108	1.1	-2.9	178	1.8	-2.6	52	0.5	-2.9
MAINE	276	7.5	3.5	182	4.6	0.2	260	6.5	3.1
MARYLAND	801	8.2	4.2	542	5.6	1.2	321	3.2	-0.2
MASSACHUSETTS	116	0.8	-3.2	100	0.7	-3.7	183	1.4	-2.0
MICHIGAN	3,088	16.3	12.3	2,780	14.5	10.1	994	5.0	1.6
MINNESOTA	14	0.1	-3.9	10	0.1	-4.3	28	0.2	-3.2
MISSISSIPPI	132	2.2	-1.8	204	3.0	-1.4	127	1.8	-1.6
MISSOURI	507	5.2	1.2	469	4.4	0.0	414	3.7	0.3
MONTANA	0	0.0	-4.0	55	3.4	-1.0	0	0.0	-3.4
NEBRASKA	263	8.6	4.6	236	6.9	2.5	211	5.7	2.3
NEVADA	158	4.5	0.5	86	2.3	-2.1	24	0.7	-2.7
NEW HAMPSHIRE	9	0.4	-3.6	9	0.4	-4.0	17	0.7	-2.7
NEW JERSEY	1,753	11.0	7.0	1,824	11.4	7.0	1,756	10.7	7.3
NEW MEXICO	0	0.0	-4.0	27	0.5	-3.9	10	0.2	-3.2
NEW YORK	4,445	13.5	9.5	4,749	14.5	10.1	3,821	11.1	7.7
NORTH CAROLINA	804	4.6	0.6	756	4.4	0.0	725	4.0	0.6
NORTH DAKOTA	25	2.1	-1.9	10	0.8	-3.6	2	0.2	-3.2
OHIO	13	0.1	-3.9	3,483	18.0	13.6	3,455	18.5	15.1
OKLAHOMA	209	3.6	-0.4	155	2.6	-1.8	95	1.5	-1.9
OREGON	151	3.5	-0.5	59	1.3	-3.1	55	1.1	-2.3
PENNSYLVANIA	434	2.2	-1.8	362	1.8	-2.6	452	2.1	-1.3
PUERTO RICO	119	2.1	-1.9	268	4.3	-0.1	145	1.9	-1.5
RHODE ISLAND	24	1.0	-3.0	38	1.4	-3.0	26	1.0	-2.4
SOUTH CAROLINA	85	0.8	-3.2	45	0.4	-4.0	77	0.7	-2.7
SOUTH DAKOTA	6	0.3	-3.7	3	0.1	-4.3	12	0.5	-2.9
TENNESSEE	227	2.2	-1.8	231	2.2	-2.2	250	2.3	-1.1
TEXAS	.	.	.	.	.	.	23	0.1	-3.3
UTAH	377	7.4	3.4	283	4.8	0.4	256	4.4	1.0
VERMONT	32	2.6	-1.4	27	2.3	-2.1	20	1.6	-1.8
VIRGINIA	94	0.7	-3.3	97	0.7	-3.7	56	0.4	-3.0
WASHINGTON	31	0.3	-3.7	102	0.9	-3.5	115	1.0	-2.4
WEST VIRGINIA	26	0.5	-3.5	17	0.3	-4.1	0	0.0	-3.4
WISCONSIN	149	1.1	-2.9	97	0.7	-3.7	117	0.8	-2.6
WYOMING	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4
AMERICAN SAMOA	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4
GUAM	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4
NORTHERN MARIANAS	0	0.0	-4.4	0	0.0	-3.4			
VIRGIN ISLANDS	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4
BUR. OF INDIAN AFFAIRS	1	0.3	-3.7	0	0.0	-4.4	0	0.0	-3.4
NATIONAL BASELINE	20,602	4.0		23,244	4.4		19,911	3.4	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > ITINERANT SERVICES OUTSIDE HOME\***

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	.	.	.	.	.	.	.	.	.
ALASKA	147	8.4	4.3	142	8.7	1.6	121	7.4	-2.2
ARIZONA	53	0.6	-3.5	131	1.4	-5.7	153	1.7	-7.9
ARKANSAS	1,159	13.4	9.3	1,133	12.5	5.4	863	9.2	-0.4
CALIFORNIA	9,053	15.5	8.4	4,756	8.2	-1.4	.	.	.
COLORADO	328	4.2	0.1	377	4.7	-2.4	315	3.8	-5.8
CONNECTICUT	1,155	15.5	11.4	706	9.7	2.6	794	11.1	1.5
DELAWARE	17	1.0	-3.1	21	1.3	-5.8	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.	.
IDAHO	82	2.4	-1.7	76	2.9	-4.2	94	2.6	-7.0
ILLINOIS	.	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.	.
IOWA	1,874	33.6	29.5	1,574	28.1	21.0	1,420	25.4	15.8
KANSAS	.	.	.	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.	.
MAINE	.	.	.	.	.	.	.	.	.
MARYLAND	1,296	13.3	9.2	1,289	13.2	6.1	2,312	23.1	13.5
MASSACHUSETTS	.	.	.	.	.	.	.	.	.
MICHIGAN	3,484	18.4	14.3	4,116	21.4	14.3	4,171	20.9	11.3
MINNESOTA	218	1.9	-2.2	219	1.9	-5.2	346	3.0	-6.6
MISSISSIPPI	.	.	.	.	.	.	.	.	.
MISSOURI	876	9.0	4.9	1,149	10.8	3.7	1,110	9.8	0.2
MONTANA	2	0.1	-4.0	37	2.3	-4.8	23	1.4	-8.2
NEBRASKA	.	.	.	.	.	.	121	3.2	-6.4
NEVADA	.	.	.	179	4.9	-2.2	467	12.7	3.1
NEW HAMPSHIRE	.	.	.	.	.	.	.	.	.
NEW JERSEY	326	2.0	-2.1	974	6.1	-1.0	1,095	6.7	-2.9
NEW MEXICO	.	.	.	.	.	.	.	.	.
NEW YORK	223	0.7	-3.4	276	0.8	-6.3	303	0.9	-8.7
NORTH CAROLINA	.	.	.	964	5.6	-1.5	1,370	7.6	-2.0
NORTH DAKOTA	121	10.1	6.0	144	11.2	4.1	173	13.9	4.3
OHIO	.	.	.	1,068	5.5	-1.6	694	3.7	-5.9
OKLAHOMA	.	.	.	.	.	.	1,278	20.0	10.4
OREGON	298	6.8	2.7	405	9.0	1.9	484	9.8	0.2
PENNSYLVANIA	.	.	.	1,805	9.0	1.9	1,536	7.2	-2.4
PUERTO RICO	29	0.5	-3.6	35	0.6	-6.5	79	1.0	-8.6
RHODE ISLAND	.	.	.	.	.	.	.	.	.
SOUTH CAROLINA	3,178	29.1	25.0	3,680	32.4	25.3	3,686	31.6	22.0
SOUTH DAKOTA	.	.	.	.	.	.	.	.	.
TENNESSEE	1,794	17.4	13.3	1,743	16.3	9.2	1,499	14.0	4.4
TEXAS	.	.	.	.	.	.	19,447	53.4	43.8
UTAH	3	0.1	-4.0	114	1.9	-5.2	514	8.9	-0.7
VERMONT	5	0.4	-3.7	1	0.1	-7.0	3	0.2	-9.4
VIRGINIA	2,752	20.1	16.0	2,763	19.7	12.6	2,676	18.6	9.0
WASHINGTON	763	6.5	2.4	749	6.4	-0.7	789	6.7	-2.9
WEST VIRGINIA	476	8.8	1.7	552	10.1	0.5	.	.	.
WISCONSIN	983	7.2	3.1	2,400	17.2	10.1	2,731	19.0	9.4
WYOMING	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.	.
GUAM	2	1.3	-2.8	60	30.8	23.7	10	4.9	-4.7
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
NATIONAL BASELINE	21,168	4.1	.	37,859	7.1	55,985	9.6	.	.

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-7** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-1999 Through 2000-2001 School Years

**ALL DISABILITIES > REVERSE MAINSTREAM\***

STATE	1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	.	.	.	.	.	.	.	.	.
ALASKA	1	0.1	-1.0	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.	.
ARKANSAS	98	1.1	0.0	102	1.1	-0.6	76	0.8	-0.6
CALIFORNIA	.	.	.	763	1.3	-0.4	144	0.2	-1.2
COLORADO	.	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	1,242	17.1	15.4	1,103	15.4	14.0
DELAWARE	.	.	.	.	.	.	6	0.4	-1.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.	.
IDAHO	1,304	37.8	36.7	1,173	44.2	42.5	1,037	28.9	27.5
ILLINOIS	.	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.	.
IOWA	129	2.3	1.2	207	3.7	2.0	208	3.7	2.3
KANSAS	2,047	29.5	28.4	2,122	28.9	27.2	2,339	30.3	28.9
KENTUCKY	.	.	.	.	.	.	.	.	.
LOUISIANA	.	.	.	.	.	.	.	.	.
MAINE	.	.	.	.	.	.	.	.	.
MARYLAND	7	0.1	-1.0	3	0.0	-1.7	49	0.5	-0.9
MASSACHUSETTS	.	.	.	.	.	.	.	.	.
MICHIGAN	.	.	.	.	.	.	1	0.0	-1.4
MINNESOTA	75	0.7	-0.4	37	0.3	-1.4	71	0.6	-0.8
MISSISSIPPI	.	.	.	.	.	.	.	.	.
MISSOURI	.	.	.	.	.	.	.	.	.
MONTANA	5	0.3	-0.8	8	0.5	-1.2	43	2.6	1.2
NEBRASKA	.	.	.	.	.	.	.	.	.
NEVADA	.	.	.	77	2.1	0.4	89	2.4	1.0
NEW HAMPSHIRE	.	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	165	1.0	-0.7	194	1.1	-0.3
NORTH DAKOTA	53	4.4	3.3	37	2.9	1.2	33	2.6	1.2
OHIO	525	2.8	1.7	1,465	7.6	5.9	1,270	6.8	5.4
OKLAHOMA	.	.	.	.	.	.	29	0.5	-0.9
OREGON	259	5.9	4.8	208	4.6	2.9	247	5.0	3.6
PENNSYLVANIA	.	.	.	78	0.4	-1.3	92	0.4	-1.0
PUERTO RICO	216	3.9	2.8	191	3.0	1.3	112	1.4	0.0
RHODE ISLAND	.	.	.	.	.	.	.	.	.
SOUTH CAROLINA	220	2.0	0.9	145	1.3	-0.4	2	0.0	-1.4
SOUTH DAKOTA	.	.	.	.	.	.	.	.	.
TENNESSEE	166	1.6	0.5	164	1.5	-0.2	158	1.5	0.1
TEXAS	.	.	.	.	.	.	.	.	.
UTAH	161	3.2	2.1	331	5.6	3.9	440	7.6	6.2
VERMONT	.	.	.	3	0.3	-1.4	3	0.2	-1.2
VIRGINIA	85	0.6	-0.5	64	0.5	-1.2	96	0.7	-0.7
WASHINGTON	282	2.4	1.3	165	1.4	-0.3	165	1.4	0.0
WEST VIRGINIA	.	.	.	211	3.9	2.2	199	3.7	2.3
WISCONSIN	.	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
NATIONAL BASELINE	5,633	1.1		8,961	1.7		8,206	1.4	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

National environment percentages for 1998-99 do not sum across pages to 100%.

California did not report data for individual preschool environments, but is included in the total across all environments.

\* Categories are optional.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



# Table 3-8

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ALL DISABILITIES > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	36,891	41	-5	38,021	42	-4	41,753	45	-1	48,213	52	6	44,104	48	2
ALASKA	9,241	57	11	7,772	48	2	9,489	59	13	9,333	59	13	9,289	58	12
ARIZONA	33,039	46	0	34,884	46	0	37,290	47	1	40,918	48	2	42,086	48	2
ARKANSAS	18,761	39	-7	19,328	40	-6	19,688	39	-7	19,903	38	-8	20,263	38	-8
CALIFORNIA	278,074	53	7	286,984	52	6	295,767	52	6	287,925	49	3	356,720	61	15
COLORADO	45,680	71	25	46,343	71	25	47,795	71	25	48,989	71	25	50,423	72	26
CONNECTICUT	38,523	57	11	38,672	57	11	39,147	56	10	38,058	56	10	36,738	55	9
DELAWARE	3,292	24	-22	3,498	24	-22	4,130	28	-18	4,359	30	-16	4,902	32	-14
DISTRICT OF COLUMBIA	.	.	.	.	.	.	1,125	13	-33	1,553	23	-23	441	4	-42
FLORIDA	111,545	39	-7	155,965	51	5	154,364	49	3	162,641	50	4	163,789	49	3
GEORGIA	46,581	37	-9	48,235	36	-10	52,457	37	-9	52,095	35	-11	56,011	36	-10
HAWAII	7,519	44	-2	7,710	45	-1	3,546	19	-27	3,971	19	-27	9,878	45	-1
IDAHO	14,807	67	21	15,252	67	21	15,766	66	20	16,614	66	20	16,518	65	19
ILLINOIS	86,128	36	-10	88,696	36	-10	93,550	37	-9	97,002	37	-9	97,734	36	-10
INDIANA	74,781	60	14	75,077	58	12	78,482	59	13	78,650	57	11	82,168	58	12
IOWA	35,061	56	10	31,714	50	4	31,071	48	2	30,725	46	0	30,197	45	-1
KANSAS	29,976	61	15	30,186	60	14	30,990	60	14	31,452	60	14	31,473	59	13
KENTUCKY	33,193	47	1	33,153	47	1	35,725	49	3	37,741	50	4	39,702	51	5
LOUISIANA	29,270	35	-11	30,664	36	-10	27,221	32	-14	34,752	40	-6	39,098	44	-2
MAINE	15,087	51	5	15,652	52	6	15,738	51	5	16,048	51	5	16,456	52	6
MARYLAND	41,603	44	-2	44,654	45	-1	46,384	46	0	47,282	47	1	47,246	46	0
MASSACHUSETTS	95,041	66	20	97,312	66	20	25,082	16	-30	21,106	14	-32	27,487	18	-28
MICHIGAN	84,244	48	2	101,746	56	10	100,218	53	7	87,947	45	-1	89,374	44	-2
MINNESOTA	58,983	65	19	60,516	65	19	61,473	65	19	61,932	64	18	62,741	64	18
MISSISSIPPI	20,867	35	-11	19,219	33	-13	26,083	47	1	26,618	48	2	25,993	47	1
MISSOURI	44,843	41	-5	40,527	34	-12	61,796	51	5	64,538	52	6	67,028	53	7
MONTANA	9,400	56	10	9,011	53	7	9,433	55	9	9,545	55	9	9,723	55	9
NEBRASKA	23,459	64	18	22,586	56	10	23,464	56	10	21,713	56	10	23,119	59	13
NEVADA	12,217	46	0	12,473	44	-2	14,426	48	2	15,987	50	4	17,476	51	5
NEW HAMPSHIRE	12,425	51	5	12,363	50	4	20,036	79	33	19,614	74	28	20,472	74	28
NEW JERSEY	86,192	46	0	87,176	46	0	87,090	45	-1	89,991	45	-1	90,688	44	-2
NEW MEXICO	15,125	34	-12	16,498	36	-10	19,252	41	-5	13,551	29	-17	15,724	33	-13
NEW YORK	154,753	43	-3	161,033	43	-3	170,740	45	-1	181,896	48	2	192,839	50	4
NORTH CAROLINA	79,207	58	12	82,362	58	12	85,808	58	12	90,517	58	12	94,609	58	12
NORTH DAKOTA	9,107	79	33	9,323	79	33	9,578	80	34	9,826	80	34	9,781	79	33
OHIO	127,654	61	15	130,092	62	16	135,521	64	18	140,615	65	19	89,679	41	-5
OKLAHOMA	34,133	50	4	35,491	49	3	36,676	49	3	36,540	47	1	37,091	47	1
OREGON	40,904	70	24	43,515	71	25	48,907	75	29	49,750	74	28	49,740	72	26
PENNSYLVANIA	73,900	38	-8	75,996	37	-9	70,577	34	-12	75,484	36	-10	89,672	41	-5
PUERTO RICO	2,509	6	-40	2,783	6	-40	24,961	51	5	30,468	58	12	25,544	44	-2
RHODE ISLAND	12,168	50	4	12,346	49	3	12,283	48	2	12,962	48	2	12,954	46	0
SOUTH CAROLINA	27,993	35	-11	29,319	35	-11	30,054	34	-12	29,551	32	-14	30,153	32	-14
SOUTH DAKOTA	8,333	65	19	8,659	65	19	9,003	67	21	9,263	66	20	9,313	65	19
TENNESSEE	53,181	46	0	53,963	45	-1	52,469	44	-2	52,189	45	-1	51,901	45	-1
TEXAS	110,318	26	-20	114,647	26	-20	122,916	27	-19	128,404	28	-18	129,886	29	-17
UTAH	21,328	44	-2	21,307	43	-3	21,622	44	-2	21,720	44	-2	20,405	42	-4
VERMONT	8,824	84	38	9,124	83	37	9,373	82	36	9,512	78	32	9,734	79	33
VIRGINIA	54,743	42	-4	54,487	40	-6	54,949	39	-7	54,029	38	-8	54,441	37	-9
WASHINGTON	48,071	51	5	51,292	52	6	53,584	52	6	53,611	51	5	52,172	49	3
WEST VIRGINIA	20,109	48	2	20,476	47	1	21,260	48	2	21,796	49	3	22,217	49	3
WISCONSIN	36,752	38	-8	39,090	39	-7	40,914	40	-6	44,517	41	-5	47,951	43	-3
WYOMING	7,726	56	10	6,240	55	9	6,332	54	8	6,120	51	5	5,981	52	6
AMERICAN SAMOA	170	52	6	213	54	8	263	50	4	285	44	-2	371	57	11
GUAM	515	29	-17	509	28	-18	683	36	-10	591	29	-17	638	31	-15
NORTHERN MARIANAS	233	75	29	.	.	.	337	80	34	364	70	24	137	25	-21
VIRGIN ISLANDS	202	16	-30	.	.	.	510	32	-14	423	27	-19	355	25	-21
BUR. OF INDIAN AFFAIRS	3,200	41	-5	.	.	.	3,747	61	15	4,888	59	13	5,296	62	16
NATIONAL BASELINE	2,387,881	46		2,494,154	46		2,552,898	46		2,606,087	46		2,687,921	46	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ALL DISABILITIES > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	36,749	41	12	37,195	41	12	35,512	39	9	33,647	36	6	37,182	40	10
ALASKA	4,964	31	2	6,616	41	12	4,658	29	-1	4,494	28	-2	4,448	28	-2
ARIZONA	23,536	33	4	25,259	34	5	26,244	33	3	26,900	32	2	27,337	31	1
ARKANSAS	20,819	44	15	21,137	43	14	22,160	44	14	23,076	45	15	23,989	45	15
CALIFORNIA	110,861	21	-8	115,553	21	-8	119,452	21	-9	117,564	20	-10	104,865	18	-12
COLORADO	10,298	16	-13	10,627	16	-13	10,591	16	-14	10,878	16	-14	11,755	17	-13
CONNECTICUT	13,745	20	-9	14,164	21	-8	14,664	21	-9	14,515	22	-8	14,907	22	-8
DELAWARE	8,835	64	35	8,991	62	33	8,291	57	27	7,642	52	22	6,649	44	14
DISTRICT OF COLUMBIA	.	.	.	.	.	.	2,656	31	1	3,034	45	15	2,177	21	-9
FLORIDA	72,670	25	-4	78,497	26	-3	83,559	27	-3	85,747	26	-4	88,419	26	-4
GEORGIA	44,058	35	6	46,464	35	6	47,431	34	4	52,604	35	5	54,328	35	5
HAWAII	5,816	34	5	5,672	33	4	11,094	59	29	12,457	59	29	7,495	34	4
IDAHO	5,164	24	-5	5,517	24	-5	6,102	25	-5	6,455	26	-4	6,573	26	-4
ILLINOIS	71,167	30	1	71,850	29	0	72,482	28	-2	72,822	28	-2	77,739	29	-1
INDIANA	18,028	14	-15	20,219	16	-13	20,175	15	-15	21,618	16	-14	25,774	18	-12
IOWA	16,781	27	-2	20,449	32	3	22,106	34	4	23,117	35	5	24,236	36	6
KANSAS	12,148	25	-4	12,995	26	-3	12,859	25	-5	13,201	25	-5	13,790	26	-4
KENTUCKY	24,182	35	6	26,110	37	8	23,536	32	2	24,109	32	2	25,048	32	2
LOUISIANA	17,198	21	-8	17,784	21	-8	26,822	31	1	22,085	25	-5	19,793	23	-7
MAINE	9,992	34	5	9,685	32	3	9,918	32	2	10,152	32	2	9,901	31	1
MARYLAND	22,694	24	-5	22,725	23	-6	22,435	22	-8	22,328	22	-8	22,937	23	-7
MASSACHUSETTS	19,013	13	-16	19,761	13	-16	96,418	63	33	96,917	64	34	87,071	57	27
MICHIGAN	41,738	24	-5	42,079	23	-6	45,195	24	-6	52,616	27	-3	57,370	28	-2
MINNESOTA	19,443	22	-7	20,066	22	-7	20,660	22	-8	21,329	22	-8	21,766	22	-8
MISSISSIPPI	22,484	38	9	22,874	40	11	16,694	30	0	15,823	28	-2	15,806	29	-1
MISSOURI	43,776	40	11	56,356	47	18	38,426	32	2	39,289	32	2	38,914	31	1
MONTANA	5,403	32	3	5,694	34	5	5,490	32	2	5,556	32	2	5,723	32	2
NEBRASKA	8,282	23	-6	11,048	28	-1	12,147	29	-1	9,840	25	-5	9,844	25	-5
NEVADA	11,096	42	13	12,177	43	14	10,882	37	7	10,508	33	3	10,810	31	1
NEW HAMPSHIRE	6,088	25	-4	6,246	25	-4	3,530	14	-16	4,334	16	-14	4,880	18	-12
NEW JERSEY	47,262	25	-4	48,374	26	-3	46,246	24	-6	51,300	26	-4	57,049	28	-2
NEW MEXICO	13,321	30	1	13,301	29	0	12,785	27	-3	15,030	32	2	15,327	32	2
NEW YORK	47,413	13	-16	48,185	13	-16	49,160	13	-17	50,251	13	-17	50,131	13	-17
NORTH CAROLINA	30,022	22	-7	31,430	22	-7	32,109	22	-8	34,186	22	-8	35,376	22	-8
NORTH DAKOTA	1,633	14	-15	1,665	14	-15	1,686	14	-16	1,813	15	-15	1,917	15	-15
OHIO	51,694	25	-4	52,994	25	-4	53,382	25	-5	54,089	25	-5	69,746	32	2
OKLAHOMA	24,327	35	6	25,910	36	7	27,302	37	7	30,071	39	9	31,117	39	9
OREGON	11,018	19	-10	11,146	18	-11	9,509	15	-15	10,149	15	-15	11,119	16	-14
PENNSYLVANIA	60,633	31	2	65,293	32	3	80,009	38	8	69,201	33	3	74,217	34	4
PUERTO RICO	24,666	59	30	28,217	62	33	9,665	20	-10	8,226	16	-14	17,873	31	1
RHODE ISLAND	4,571	19	-10	4,670	19	-10	4,919	19	-11	5,276	19	-11	5,636	20	-10
SOUTH CAROLINA	30,229	38	9	31,722	38	9	33,643	38	8	37,150	40	10	40,024	42	12
SOUTH DAKOTA	3,237	25	-4	3,261	25	-4	3,218	24	-6	3,369	24	-6	3,531	25	-5
TENNESSEE	37,392	32	3	39,577	33	4	40,595	34	4	39,572	34	4	39,859	35	5
TEXAS	219,009	51	22	227,379	52	23	234,489	52	22	236,637	52	22	237,734	52	22
UTAH	15,412	32	3	15,304	31	2	15,119	31	1	15,253	31	1	15,599	32	2
VERMONT	752	7	-22	808	7	-22	941	8	-22	1,233	10	-20	1,161	9	-21
VIRGINIA	41,513	32	3	43,584	32	3	45,480	32	2	48,849	34	4	50,886	34	4
WASHINGTON	30,925	33	4	31,594	32	3	33,014	32	2	34,525	33	3	37,076	35	5
WEST VIRGINIA	14,908	35	6	15,741	36	7	16,267	36	6	16,753	37	7	16,427	37	7
WISCONSIN	40,470	42	13	41,510	42	13	42,327	41	11	44,135	41	11	44,875	40	10
WYOMING	4,539	33	4	3,966	35	6	4,098	35	5	3,816	32	2	4,027	35	5
AMERICAN SAMOA	99	30	1	127	32	3	206	39	9	306	47	17	218	34	4
GUAM	657	37	8	704	39	10	692	36	6	791	39	9	822	40	10
NORTHERN MARIANAS	50	16	-13	.	.	.	73	17	-13	123	24	-6	79	14	-16
VIRGIN ISLANDS	385	31	2	.	.	.	411	26	-4	781	50	20	650	46	16
BUR. OF INDIAN AFFAIRS	3,859	49	20	.	.	.	1,795	29	-1	2,386	29	-1	2,509	29	-1
NATIONAL BASELINE	1,487,024	29		1,560,272	29		1,651,329	30		1,679,928	30		1,726,511	30	

% = # in environment category ÷ # in all environment categories.  
DIF = Difference from National Baseline.  
Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).  
Data based on the December 1, 2000 count, updated as of August 30, 2002.  
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ALL DISABILITIES > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	13,799	15	-6	13,365	15	-5	12,743	14	-6	7,912	9	-11	8,764	10	-10
ALASKA	1,619	10	-11	1,585	10	-10	1,495	9	-11	1,713	11	-9	1,984	12	-8
ARIZONA	12,562	18	-3	12,983	17	-3	13,829	17	-3	14,717	17	-3	15,402	18	-2
ARKANSAS	6,732	14	-7	7,095	15	-5	7,266	14	-6	7,505	14	-6	7,421	14	-6
CALIFORNIA	119,772	23	2	124,412	23	3	130,830	23	3	156,298	27	7	104,492	18	-2
COLORADO	5,558	9	-12	5,894	9	-11	5,991	9	-11	6,154	9	-11	5,607	8	-12
CONNECTICUT	11,671	17	-4	11,568	17	-3	11,569	17	-3	10,925	16	-4	10,768	16	-4
DELAWARE	1,024	7	-14	1,202	8	-12	1,320	9	-11	1,922	13	-7	2,670	18	-2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	2,437	28	8	4,229	42	22	.	.	.
FLORIDA	94,966	33	12	61,530	20	0	68,155	22	2	71,818	22	2	75,674	22	2
GEORGIA	34,152	27	6	36,449	27	7	38,463	27	7	40,781	27	7	41,356	27	7
HAWAII	3,419	20	-1	3,494	20	0	3,841	20	0	4,191	20	0	4,659	21	1
IDAHO	1,579	7	-14	1,593	7	-13	1,658	7	-13	1,775	7	-13	1,822	7	-13
ILLINOIS	65,120	27	6	69,742	28	8	72,294	28	8	73,816	28	8	76,674	29	9
INDIANA	29,841	24	3	31,494	24	4	31,463	24	4	33,998	25	5	30,065	21	1
IOWA	8,370	13	-8	9,487	15	-5	9,793	15	-5	10,095	15	-5	9,911	15	-5
KANSAS	5,573	11	-10	5,452	11	-9	6,107	12	-8	6,415	12	-8	6,624	12	-8
KENTUCKY	11,560	17	-4	10,717	15	-5	11,725	16	-4	11,857	16	-4	11,530	15	-5
LOUISIANA	34,087	41	20	33,489	40	20	29,398	34	14	27,509	32	12	26,747	30	10
MAINE	3,499	12	-9	3,903	13	-7	4,025	13	-7	4,134	13	-7	4,190	13	-7
MARYLAND	23,223	24	3	24,466	25	5	25,128	25	5	24,358	24	4	23,574	23	3
MASSACHUSETTS	20,848	14	-7	21,465	14	-6	21,831	14	-6	22,150	15	-5	23,447	15	-5
MICHIGAN	40,652	23	2	28,889	16	-4	35,648	19	-1	39,791	20	0	46,760	23	3
MINNESOTA	6,985	8	-13	7,325	8	-12	7,356	8	-12	7,863	8	-12	8,568	9	-11
MISSISSIPPI	14,723	25	4	14,321	25	5	11,750	21	1	11,640	21	1	12,277	22	2
MISSOURI	17,750	16	-5	18,372	15	-5	17,429	14	-6	16,326	13	-7	15,864	13	-7
MONTANA	1,627	10	-11	1,812	11	-9	1,801	11	-9	1,902	11	-9	1,877	11	-9
NEBRASKA	3,762	10	-11	4,032	10	-10	5,205	12	-8	6,505	17	-3	5,013	13	-7
NEVADA	2,700	10	-11	3,051	11	-9	3,745	13	-7	4,693	15	-5	5,429	16	-4
NEW HAMPSHIRE	4,151	17	-4	4,553	18	-2	675	3	-17	1,159	4	-16	1,071	4	-16
NEW JERSEY	35,603	19	-2	36,426	19	-1	40,978	21	1	38,268	19	-1	37,252	18	-2
NEW MEXICO	15,203	34	13	14,815	33	13	13,988	30	10	17,674	37	17	15,344	32	12
NEW YORK	122,375	34	13	130,049	35	15	127,793	33	13	117,356	31	11	116,112	30	10
NORTH CAROLINA	23,164	17	-4	24,720	17	-3	25,818	18	-2	26,917	17	-3	28,318	17	-3
NORTH DAKOTA	608	5	-16	533	5	-15	511	4	-16	474	4	-16	463	4	-16
OHIO	17,383	8	-13	14,467	7	-13	11,878	6	-14	11,334	5	-15	41,539	19	-1
OKLAHOMA	8,868	13	-8	9,151	13	-7	9,445	13	-7	9,300	12	-8	9,725	12	-8
OREGON	3,789	7	-14	4,483	7	-13	4,678	7	-13	5,238	8	-12	5,568	8	-12
PENNSYLVANIA	52,011	27	6	52,814	26	6	47,198	23	3	58,459	28	8	49,193	22	2
PUERTO RICO	10,899	26	5	11,066	24	4	10,701	22	2	10,427	20	0	10,627	18	-2
RHODE ISLAND	6,114	25	4	6,585	26	6	6,780	27	7	7,419	27	7	7,837	28	8
SOUTH CAROLINA	19,888	25	4	21,456	25	5	22,711	26	6	23,442	26	6	23,136	24	4
SOUTH DAKOTA	866	7	-14	876	7	-13	888	7	-13	875	6	-14	896	6	-14
TENNESSEE	21,149	18	-3	21,944	18	-2	21,851	19	-1	21,339	18	-2	20,595	18	-2
TEXAS	92,918	22	1	89,262	20	0	83,602	19	-1	81,593	18	-2	79,814	18	-2
UTAH	9,986	21	0	9,802	20	0	10,513	21	1	10,412	21	1	10,314	21	1
VERMONT	426	4	-17	494	4	-16	507	4	-16	671	6	-14	740	6	-14
VIRGINIA	31,439	24	3	33,158	25	5	35,567	25	5	36,628	25	5	37,229	25	5
WASHINGTON	14,640	15	-6	14,203	14	-6	14,471	14	-6	15,106	14	-6	16,567	15	-5
WEST VIRGINIA	6,797	16	-5	6,867	16	-4	6,659	15	-5	5,897	13	-7	5,785	13	-7
WISCONSIN	17,633	18	-3	17,755	18	-2	17,594	17	-3	16,725	16	-4	16,016	14	-6
WYOMING	1,219	9	-12	1,037	9	-11	998	9	-11	1,418	12	-8	1,107	10	-10
AMERICAN SAMOA	58	18	-3	52	13	-7	53	10	-10	55	8	-12	58	9	-11
GUAM	549	31	10	581	32	12	538	28	8	646	32	12	596	29	9
NORTHERN MARIANAS	27	9	-12	.	.	.	7	2	-18	16	3	-17	329	60	40
VIRGIN ISLANDS	613	50	29	.	.	.	634	40	20	330	21	1	396	28	8
BUR. OF INDIAN AFFAIRS	648	8	-13	.	.	.	547	9	-11	623	8	-12	576	7	-13
NATIONAL BASELINE	1,116,197	21	.	1,096,336	20	.	1,111,878	20	.	1,148,564	20	.	1,130,601	20	.

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ALL DISABILITIES > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,036	1.2	-1.9	1,148	1.3	-1.6	1,180	1.3	-1.6	1,101	1.2	-1.7	1,071	1.2	-1.8
ALASKA	243	1.5	-1.6	207	1.3	-1.6	266	1.7	-1.2	276	1.7	-1.2	279	1.7	-1.3
ARIZONA	1,764	2.5	-0.6	1,340	1.8	-1.1	1,491	1.9	-1.0	1,622	1.9	-1.0	1,754	2.0	-1.0
ARKANSAS	459	1.0	-2.1	633	1.3	-1.6	558	1.1	-1.8	580	1.1	-1.8	487	0.9	-2.1
CALIFORNIA	14,780	2.8	-0.3	15,380	2.8	-0.1	15,771	2.8	-0.1	15,102	2.6	-0.3	15,839	2.7	-0.3
COLORADO	1,188	1.9	-1.2	1,173	1.8	-1.1	1,280	1.9	-1.0	1,137	1.7	-1.2	1,116	1.6	-1.4
CONNECTICUT	3,005	4.4	1.3	3,055	4.5	1.6	2,970	4.3	1.4	2,943	4.4	1.5	3,178	4.8	1.8
DELAWARE	585	4.2	1.1	652	4.5	1.6	633	4.3	1.4	534	3.6	0.7	683	4.5	1.5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	2,316	26.8	23.9	29	0.4	-2.5	2,957	29.2	26.2
FLORIDA	6,952	2.4	-0.7	3,834	1.3	-1.6	4,119	1.3	-1.6	4,022	1.2	-1.7	6,074	1.8	-1.2
GEORGIA	877	0.7	-2.4	1,119	0.8	-2.1	1,164	0.8	-2.1	1,442	1.0	-1.9	1,510	1.0	-2.0
HAWAII	82	0.5	-2.6	93	0.5	-2.4	216	1.1	-1.8	202	1.0	-1.9	0	0.0	-3.0
IDAHO	169	0.8	-2.3	199	0.9	-2.0	288	1.2	-1.7	221	0.9	-2.0	212	0.8	-2.2
ILLINOIS	13,573	5.7	2.6	14,133	5.7	2.8	14,462	5.7	2.8	14,505	5.6	2.7	14,921	5.6	2.6
INDIANA	1,059	0.8	-2.3	1,178	0.9	-2.0	619	0.5	-2.4	658	0.5	-2.4	804	0.6	-2.4
IOWA	1,284	2.1	-1.0	1,332	2.1	-0.8	1,526	2.3	-0.6	1,555	2.3	-0.6	1,647	2.5	-0.5
KANSAS	807	1.6	-1.5	935	1.9	-1.0	1,120	2.2	-0.7	1,200	2.3	-0.6	1,160	2.2	-0.8
KENTUCKY	363	0.5	-2.6	231	0.3	-2.6	565	0.8	-2.1	610	0.8	-2.1	665	0.9	-2.1
LOUISIANA	848	1.0	-2.1	833	1.0	-1.9	631	0.7	-2.2	655	0.8	-2.1	490	0.6	-2.4
MAINE	432	1.5	-1.6	420	1.4	-1.5	466	1.5	-1.4	507	1.6	-1.3	406	1.3	-1.7
MARYLAND	5,898	6.2	3.1	6,053	6.1	3.2	6,392	6.3	3.4	6,353	6.2	3.3	6,775	6.7	3.7
MASSACHUSETTS	7,368	5.1	2.0	7,728	5.2	2.3	7,743	5.0	2.1	8,030	5.3	2.4	10,940	7.2	4.2
MICHIGAN	7,545	4.3	1.2	7,789	4.3	1.4	7,536	4.0	1.1	12,920	6.6	3.7	6,993	3.5	0.5
MINNESOTA	3,681	4.1	1.0	3,737	4.0	1.1	4,107	4.3	1.4	4,125	4.3	1.4	4,015	4.1	1.1
MISSISSIPPI	334	0.6	-2.5	384	0.7	-2.2	380	0.7	-2.2	488	0.9	-2.0	480	0.9	-2.1
MISSOURI	3,181	2.9	-0.2	3,463	2.9	0.0	3,639	3.0	0.1	3,472	2.8	-0.1	3,622	2.9	-0.1
MONTANA	172	1.0	-2.1	184	1.1	-1.8	139	0.8	-2.1	241	1.4	-1.5	140	0.8	-2.2
NEBRASKA	710	1.9	-1.2	865	2.2	-0.7	586	1.4	-1.5	462	1.2	-1.7	635	1.6	-1.4
NEVADA	570	2.1	-1.0	623	2.2	-0.7	658	2.2	-0.7	739	2.3	-0.6	651	1.9	-1.1
NEW HAMPSHIRE	944	3.9	0.8	926	3.8	0.9	496	2.0	-0.9	620	2.4	-0.5	678	2.4	-0.6
NEW JERSEY	14,595	7.9	4.8	15,186	8.0	5.1	17,782	9.2	6.3	17,676	8.9	6.0	18,654	9.1	6.1
NEW MEXICO	420	0.9	-2.2	59	0.1	-2.8	293	0.6	-2.3	250	0.5	-2.4	242	0.5	-2.5
NEW YORK	31,132	8.6	5.5	25,354	6.8	3.9	24,943	6.5	3.6	25,117	6.6	3.7	22,650	5.8	2.8
NORTH CAROLINA	1,920	1.4	-1.7	2,075	1.5	-1.4	2,247	1.5	-1.4	2,353	1.5	-1.4	2,240	1.4	-1.6
NORTH DAKOTA	60	0.5	-2.6	72	0.6	-2.3	63	0.5	-2.4	62	0.5	-2.4	59	0.5	-2.5
OHIO	7,789	3.8	0.7	8,206	3.9	1.0	7,561	3.6	0.7	7,901	3.6	0.7	14,688	6.7	3.7
OKLAHOMA	547	0.8	-2.3	397	0.6	-2.3	361	0.5	-2.4	424	0.6	-2.3	478	0.6	-2.4
OREGON	1,325	2.3	-0.8	1,425	2.3	-0.6	1,638	2.5	-0.4	1,736	2.6	-0.3	1,682	2.4	-0.6
PENNSYLVANIA	6,763	3.5	0.4	7,030	3.5	0.6	7,825	3.8	0.9	6,187	2.9	0.0	6,335	2.9	-0.1
PUERTO RICO	2,441	5.9	2.8	2,370	5.2	2.3	2,380	4.9	2.0	2,491	4.7	1.8	2,809	4.9	1.9
RHODE ISLAND	657	2.7	-0.4	699	2.8	-0.1	801	3.2	0.3	863	3.2	0.3	1,033	3.7	0.7
SOUTH CAROLINA	781	1.0	-2.1	885	1.1	-1.8	854	1.0	-1.9	874	1.0	-1.9	974	1.0	-2.0
SOUTH DAKOTA	168	1.3	-1.8	171	1.3	-1.6	171	1.3	-1.6	201	1.4	-1.5	237	1.7	-1.3
TENNESSEE	1,682	1.5	-1.6	1,712	1.4	-1.5	1,240	1.1	-1.8	1,412	1.2	-1.7	1,312	1.1	-1.9
TEXAS	3,778	0.9	-2.2	3,411	0.8	-2.1	2,953	0.7	-2.2	3,249	0.7	-2.2	2,688	0.6	-2.4
UTAH	1,172	2.4	-0.7	2,174	4.4	1.5	1,994	4.0	1.1	1,474	3.0	0.1	1,593	3.3	0.3
VERMONT	258	2.4	-0.7	302	2.7	-0.2	374	3.3	0.4	468	3.9	1.0	483	3.9	0.9
VIRGINIA	1,920	1.5	-1.6	2,137	1.6	-1.3	2,401	1.7	-1.2	2,612	1.8	-1.1	3,171	2.1	-0.9
WASHINGTON	796	0.8	-2.3	881	0.9	-2.0	787	0.8	-2.1	808	0.8	-2.1	729	0.7	-2.3
WEST VIRGINIA	103	0.2	-2.9	119	0.3	-2.6	115	0.3	-2.6	96	0.2	-2.7	61	0.1	-2.9
WISCONSIN	941	1.0	-2.1	990	1.0	-1.9	1,141	1.1	-1.8	1,255	1.2	-1.7	1,404	1.3	-1.7
WYOMING	86	0.6	-2.5	72	0.6	-2.3	69	0.6	-2.3	349	2.9	0.0	97	0.8	-2.2
AMERICAN SAMOA	0	0.0	-3.1	.	.	.	.	.	.	1	0.2	-2.7	0	0.0	-3.0
GUAM	31	1.8	-1.3	4	0.2	-2.7	3	0.2	-2.7	4	0.2	-2.7	3	0.1	-2.9
NORTHERN MARIANAS	0	0.0	-3.1	.	.	.	0	0.0	-2.9	9	1.7	-1.2	4	0.7	-2.3
VIRGIN ISLANDS	8	0.6	-2.5	.	.	.	0	0.0	-2.9	0	0.0	-2.9	0	0.0	-3.0
BUR. OF INDIAN AFFAIRS	39	0.5	-2.6	.	.	.	29	0.5	-2.4	36	0.4	-2.5	13	0.2	-2.8
NATIONAL BASELINE	159,321	3.1		155,378	2.9		161,342	2.9		164,259	2.9		173,821	3.0	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ALL DISABILITIES > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	676	0.8	0.1	770	0.8	0.1	809	0.9	0.2	1,182	1.3	0.6	779	0.8	0.1
ALASKA	17	0.1	-0.6	32	0.2	-0.5	31	0.2	-0.5	26	0.2	-0.5	28	0.2	-0.5
ARIZONA	543	0.8	0.1	648	0.9	0.2	594	0.7	0.0	706	0.8	0.1	511	0.6	-0.1
ARKANSAS	529	1.1	0.4	437	0.9	0.2	576	1.1	0.4	567	1.1	0.4	498	0.9	0.2
CALIFORNIA	2,256	0.4	-0.3	2,427	0.4	-0.3	2,359	0.4	-0.3	2,779	0.5	-0.2	3,110	0.5	-0.2
COLORADO	1,040	1.6	0.9	1,068	1.6	0.9	1,156	1.7	1.0	1,237	1.8	1.1	1,296	1.8	1.1
CONNECTICUT	882	1.3	0.6	766	1.1	0.4	833	1.2	0.5	892	1.3	0.6	1,027	1.5	0.8
DELAWARE	67	0.5	-0.2	135	0.9	0.2	120	0.8	0.1	112	0.8	0.1	137	0.9	0.2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	95	1.1	0.4	2,128	31.4	30.7	315	3.1	2.4
FLORIDA	1,463	0.5	-0.2	2,003	0.7	0.0	1,427	0.5	-0.2	1,449	0.4	-0.3	889	0.3	-0.4
GEORGIA	625	0.5	-0.2	962	0.7	0.0	968	0.7	0.0	1,360	0.9	0.2	1,363	0.9	0.2
HAWAII	99	0.6	-0.1	43	0.3	-0.4	90	0.5	-0.2	99	0.5	-0.2	0	0.0	-0.7
IDAHO	154	0.7	0.0	135	0.6	-0.1	137	0.6	-0.1	117	0.5	-0.2	148	0.6	-0.1
ILLINOIS	1,580	0.7	0.0	1,453	0.6	-0.1	1,419	0.6	-0.1	1,288	0.5	-0.2	1,103	0.4	-0.3
INDIANA	1,032	0.8	0.1	1,051	0.8	0.1	1,470	1.1	0.4	1,616	1.2	0.5	1,811	1.3	0.6
IOWA	617	1.0	0.3	714	1.1	0.4	752	1.2	0.5	764	1.2	0.5	759	1.1	0.4
KANSAS	316	0.6	-0.1	275	0.5	-0.2	275	0.5	-0.2	322	0.6	-0.1	385	0.7	0.0
KENTUCKY	476	0.7	0.0	463	0.7	0.0	768	1.1	0.4	791	1.0	0.3	749	1.0	0.3
LOUISIANA	1,095	1.3	0.6	1,118	1.3	0.6	1,057	1.2	0.5	1,311	1.5	0.8	1,151	1.3	0.6
MAINE	248	0.8	0.1	294	1.0	0.3	305	1.0	0.3	311	1.0	0.3	389	1.2	0.5
MARYLAND	1,088	1.1	0.4	1,087	1.1	0.4	1,001	1.0	0.3	1,052	1.0	0.3	1,019	1.0	0.3
MASSACHUSETTS	1,150	0.8	0.1	1,151	0.8	0.1	1,573	1.0	0.3	1,561	1.0	0.3	1,906	1.3	0.6
MICHIGAN	445	0.3	-0.4	500	0.3	-0.4	269	0.1	-0.6	777	0.4	-0.3	732	0.4	-0.3
MINNESOTA	1,095	1.2	0.5	1,069	1.1	0.4	1,059	1.1	0.4	1,134	1.2	0.5	1,234	1.3	0.6
MISSISSIPPI	409	0.7	0.0	378	0.7	0.0	443	0.8	0.1	630	1.1	0.4	330	0.6	-0.1
MISSOURI	464	0.4	-0.3	367	0.3	-0.4	191	0.2	-0.5	141	0.1	-0.6	126	0.1	-0.6
MONTANA	196	1.2	0.5	188	1.1	0.4	167	1.0	0.3	127	0.7	0.0	133	0.8	0.1
NEBRASKA	165	0.5	-0.2	322	0.8	0.1	159	0.4	-0.3	171	0.4	-0.3	180	0.5	-0.2
NEVADA	33	0.1	-0.6	6	0.0	-0.7	9	0.0	-0.7	16	0.0	-0.7	17	0.0	-0.7
NEW HAMPSHIRE	446	1.8	1.1	512	2.1	1.4	533	2.1	1.4	541	2.1	1.4	535	1.9	1.2
NEW JERSEY	773	0.4	-0.3	843	0.4	-0.3	353	0.2	-0.5	356	0.2	-0.5	557	0.3	-0.4
NEW MEXICO	263	0.6	-0.1	441	1.0	0.3	371	0.8	0.1	410	0.9	0.2	372	0.8	0.1
NEW YORK	4,488	1.2	0.5	6,182	1.7	1.0	7,038	1.8	1.1	4,819	1.3	0.6	5,732	1.5	0.8
NORTH CAROLINA	921	0.7	0.0	820	0.6	-0.1	749	0.5	-0.2	770	0.5	-0.2	595	0.4	-0.3
NORTH DAKOTA	101	0.9	0.2	115	1.0	0.3	123	1.0	0.3	135	1.1	0.4	167	1.3	0.6
OHIO	948	0.5	-0.2	1,035	0.5	-0.2	1,052	0.5	-0.2	822	0.4	-0.3	1,397	0.6	-0.1
OKLAHOMA	414	0.6	-0.1	455	0.6	-0.1	401	0.5	-0.2	407	0.5	-0.2	361	0.5	-0.2
OREGON	826	1.4	0.7	569	0.9	0.2	568	0.9	0.2	526	0.8	0.1	781	1.1	0.4
PENNSYLVANIA	1,854	0.9	0.2	1,816	0.9	0.2	1,843	0.9	0.2	1,274	0.6	-0.1	1,390	0.6	-0.1
PUERTO RICO	72	0.2	-0.5	65	0.1	-0.6	81	0.2	-0.5	71	0.1	-0.6	114	0.2	-0.5
RHODE ISLAND	475	2.0	1.3	500	2.0	1.3	422	1.7	1.0	490	1.8	1.1	456	1.6	0.9
SOUTH CAROLINA	437	0.5	-0.2	401	0.5	-0.2	471	0.5	-0.2	365	0.4	-0.3	1,005	1.1	0.4
SOUTH DAKOTA	273	2.1	1.4	261	2.0	1.3	239	1.8	1.1	244	1.7	1.0	364	2.5	1.8
TENNESSEE	203	0.2	-0.5	256	0.2	-0.5	240	0.2	-0.5	201	0.2	-0.5	191	0.2	-0.5
TEXAS	518	0.1	-0.6	410	0.1	-0.6	376	0.1	-0.6	343	0.1	-0.6	760	0.2	-0.5
UTAH	185	0.4	-0.3	671	1.4	0.7	45	0.1	-0.6	23	0.0	-0.7	.	.	.
VERMONT	177	1.7	1.0	169	1.5	0.8	179	1.6	0.9	181	1.5	0.8	174	1.4	0.7
VIRGINIA	1,192	0.9	0.2	1,135	0.8	0.1	1,205	0.9	0.2	1,281	0.9	0.2	1,394	0.9	0.2
WASHINGTON	300	0.3	-0.4	301	0.3	-0.4	275	0.3	-0.4	335	0.3	-0.4	314	0.3	-0.4
WEST VIRGINIA	124	0.3	-0.4	158	0.4	-0.3	139	0.3	-0.4	139	0.3	-0.4	161	0.4	-0.3
WISCONSIN	498	0.5	-0.2	438	0.4	-0.3	417	0.4	-0.3	392	0.4	-0.3	482	0.4	-0.3
WYOMING	199	1.4	0.7	68	0.6	-0.1	158	1.4	0.7	175	1.5	0.8	217	1.9	1.2
AMERICAN SAMOA	0	0.0	-0.7	.	.	.	.	.	.	0	0.0	-0.7	0	0.0	-0.7
GUAM	11	0.6	-0.1	10	0.6	-0.1	5	0.3	-0.4	3	0.1	-0.6	2	0.1	-0.6
NORTHERN MARIANAS	0	0.0	-0.7	.	.	.	2	0.5	-0.2	3	0.6	-0.1	1	0.2	-0.5
VIRGIN ISLANDS	15	1.2	0.5	.	.	.	21	1.3	0.6	22	1.4	0.7	11	0.8	0.1
BUR. OF INDIAN AFFAIRS	121	1.5	0.8	.	.	.	34	0.6	-0.1	291	3.5	2.8	126	1.5	0.8
NATIONAL BASELINE	34,594	0.7	.	37,493	0.7	.	37,452	0.7	.	39,285	0.7	.	39,784	0.7	.

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ALL DISABILITIES > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	241	0.3	-0.2	226	0.2	-0.3	217	0.2	-0.3	262	0.3	-0.2	245	0.3	-0.2
ALASKA	9	0.1	-0.4	12	0.1	-0.4	12	0.1	-0.4	20	0.1	-0.4	26	0.2	-0.3
ARIZONA	164	0.2	-0.3	172	0.2	-0.3	189	0.2	-0.3	217	0.3	-0.2	208	0.2	-0.3
ARKANSAS	272	0.6	0.1	207	0.4	-0.1	185	0.4	-0.1	202	0.4	-0.1	188	0.4	-0.1
CALIFORNIA	2,530	0.5	0.0	2,553	0.5	0.0	2,635	0.5	0.0	2,656	0.5	0.0	2,610	0.4	-0.1
COLORADO	446	0.7	0.2	437	0.7	0.2	415	0.6	0.1	404	0.6	0.1	316	0.4	-0.1
CONNECTICUT	126	0.2	-0.3	117	0.2	-0.3	114	0.2	-0.3	114	0.2	-0.3	96	0.1	-0.4
DELAWARE	85	0.6	0.1	81	0.6	0.1	75	0.5	0.0	77	0.5	0.0	67	0.4	-0.1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-0.5	41	0.6	0.1	10	0.1	-0.4
FLORIDA	1,743	0.6	0.1	1,933	0.6	0.1	887	0.3	-0.2	952	0.3	-0.2	1,830	0.5	0.0
GEORGIA	107	0.1	-0.4	118	0.1	-0.4	137	0.1	-0.4	170	0.1	-0.4	164	0.1	-0.4
HAWAII	66	0.4	-0.1	126	0.7	0.2	154	0.8	0.3	184	0.9	0.4	0	0.0	-0.5
IDAHO	68	0.3	-0.2	58	0.3	-0.2	49	0.2	-0.3	69	0.3	-0.2	63	0.2	-0.3
ILLINOIS	1,026	0.4	-0.1	430	0.2	-0.3	415	0.2	-0.3	353	0.1	-0.4	358	0.1	-0.4
INDIANA	472	0.4	-0.1	565	0.4	-0.1	572	0.4	-0.1	560	0.4	-0.1	597	0.4	-0.1
IOWA	50	0.1	-0.4	125	0.2	-0.3	134	0.2	-0.3	112	0.2	-0.3	131	0.2	-0.3
KANSAS	165	0.3	-0.2	182	0.4	-0.1	141	0.3	-0.2	112	0.2	-0.3	107	0.2	-0.3
KENTUCKY	257	0.4	-0.1	299	0.4	-0.1	493	0.7	0.2	516	0.7	0.2	506	0.6	0.1
LOUISIANA	779	0.9	0.4	802	0.9	0.4	621	0.7	0.2	649	0.7	0.2	667	0.8	0.3
MAINE	104	0.4	-0.1	132	0.4	-0.1	129	0.4	-0.1	130	0.4	-0.1	185	0.6	0.1
MARYLAND	334	0.4	-0.1	453	0.5	0.0	352	0.3	-0.2	286	0.3	-0.2	302	0.3	-0.2
MASSACHUSETTS	1,068	0.7	0.2	947	0.6	0.1	935	0.6	0.1	681	0.5	0.0	629	0.4	-0.1
MICHIGAN	521	0.3	-0.2	575	0.3	-0.2	554	0.3	-0.2	298	0.2	-0.3	290	0.1	-0.4
MINNESOTA	215	0.2	-0.3	248	0.3	-0.2	211	0.2	-0.3	189	0.2	-0.3	190	0.2	-0.3
MISSISSIPPI	426	0.7	0.2	396	0.7	0.2	382	0.7	0.2	348	0.6	0.1	335	0.6	0.1
MISSOURI	230	0.2	-0.3	393	0.3	-0.2	386	0.3	-0.2	501	0.4	-0.1	520	0.4	-0.1
MONTANA	43	0.3	-0.2	60	0.4	-0.1	38	0.2	-0.3	30	0.2	-0.3	29	0.2	-0.3
NEBRASKA	190	0.5	0.0	1,186	3.0	2.5	230	0.6	0.1	179	0.5	0.0	213	0.5	0.0
NEVADA	95	0.4	-0.1	84	0.3	-0.2	68	0.2	-0.3	95	0.3	-0.2	101	0.3	-0.2
NEW HAMPSHIRE	77	0.3	-0.2	73	0.3	-0.2	36	0.1	-0.4	63	0.2	-0.3	54	0.2	-0.3
NEW JERSEY	1,214	0.7	0.2	1,176	0.6	0.1	1,145	0.6	0.1	1,226	0.6	0.1	1,143	0.6	0.1
NEW MEXICO	266	0.6	0.1	241	0.5	0.0	291	0.6	0.1	316	0.7	0.2	277	0.6	0.1
NEW YORK	1,462	0.4	-0.1	2,288	0.6	0.1	1,804	0.5	0.0	2,497	0.7	0.2	1,801	0.5	0.0
NORTH CAROLINA	566	0.4	-0.1	446	0.3	-0.2	62	0.0	-0.5	659	0.4	-0.1	723	0.4	-0.1
NORTH DAKOTA	39	0.3	-0.2	30	0.3	-0.2	23	0.2	-0.3	19	0.2	-0.3	16	0.1	-0.4
OHIO	2,210	1.1	0.6	2,159	1.0	0.5	2,200	1.0	0.5	2,098	1.0	0.5	1,923	0.9	0.4
OKLAHOMA	277	0.4	-0.1	331	0.5	0.0	298	0.4	-0.1	330	0.4	-0.1	412	0.5	0.0
OREGON	250	0.4	-0.1	229	0.4	-0.1	222	0.3	-0.2	239	0.4	-0.1	234	0.3	-0.2
PENNSYLVANIA	444	0.2	-0.3	493	0.2	-0.3	399	0.2	-0.3	340	0.2	-0.3	326	0.1	-0.4
PUERTO RICO	999	2.4	1.9	965	2.1	1.6	811	1.7	1.2	783	1.5	1.0	791	1.4	0.9
RHODE ISLAND	159	0.7	0.2	171	0.7	0.2	196	0.8	0.3	234	0.9	0.4	197	0.7	0.2
SOUTH CAROLINA	594	0.7	0.2	440	0.5	0.0	365	0.4	-0.1	427	0.5	0.0	405	0.4	-0.1
SOUTH DAKOTA	21	0.2	-0.3	17	0.1	-0.4	19	0.1	-0.4	27	0.2	-0.3	17	0.1	-0.4
TENNESSEE	1,665	1.4	0.9	1,625	1.4	0.9	1,583	1.3	0.8	1,329	1.1	0.6	1,306	1.1	0.6
TEXAS	4,695	1.1	0.6	4,471	1.0	0.5	4,703	1.0	0.5	4,454	1.0	0.5	4,246	0.9	0.4
UTAH	165	0.3	-0.2	55	0.1	-0.4	231	0.5	0.0	176	0.4	-0.1	225	0.5	0.0
VERMONT	97	0.9	0.4	103	0.9	0.4	109	0.9	0.4	88	0.7	0.2	94	0.8	0.3
VIRGINIA	374	0.3	-0.2	403	0.3	-0.2	401	0.3	-0.2	573	0.4	-0.1	602	0.4	-0.1
WASHINGTON	297	0.3	-0.2	264	0.3	-0.2	214	0.2	-0.3	227	0.2	-0.3	233	0.2	-0.3
WEST VIRGINIA	157	0.4	-0.1	121	0.3	-0.2	193	0.4	-0.1	224	0.5	0.0	237	0.5	0.0
WISCONSIN	203	0.2	-0.3	229	0.2	-0.3	226	0.2	-0.3	246	0.2	-0.3	247	0.2	-0.3
WYOMING	56	0.4	-0.1	36	0.3	-0.2	31	0.3	-0.2	30	0.3	-0.2	31	0.3	-0.2
AMERICAN SAMOA	0	0.0	-0.5	2	0.5	0.0	4	0.8	0.3	1	0.2	-0.3	2	0.3	-0.2
GUAM	0	0.0	-0.5	0	0.0	-0.5	0	0.0	-0.5	0	0.0	-0.5	0	0.0	-0.5
NORTHERN MARIANAS	1	0.3	-0.2	.	.	.	4	0.9	0.4	2	0.4	-0.1	0	0.0	-0.5
VIRGIN ISLANDS	14	1.1	0.6	.	.	.	9	0.6	0.1	13	0.8	0.3	5	0.4	-0.1
BUR. OF INDIAN AFFAIRS	15	0.2	-0.3	.	.	.	8	0.1	-0.4	9	0.1	-0.4	32	0.4	-0.1
NATIONAL BASELINE	28,149	0.5		29,285	0.5		26,317	0.5		27,037	0.5		26,562	0.5	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPECIFIC LEARNING DISABILITIES > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	15,237	40	-3	15,911	40	-4	18,595	46	3	23,183	55	11	20,565	49	5
ALASKA	5,638	57	14	4,558	47	3	5,433	58	15	5,247	58	14	5,230	57	13
ARIZONA	17,637	42	-1	18,752	42	-2	20,369	43	0	22,033	45	1	22,991	45	1
ARKANSAS	8,480	39	-4	8,598	39	-5	8,621	38	-5	8,375	37	-7	8,342	37	-7
CALIFORNIA	156,803	49	6	161,436	49	5	165,694	49	6	161,283	47	3	202,876	59	15
COLORADO	25,462	76	33	25,550	76	32	25,781	77	34	26,144	77	33	25,868	76	32
CONNECTICUT	21,573	62	19	21,408	62	18	21,327	62	19	20,219	62	18	18,769	61	17
DELAWARE	2,018	23	-20	2,184	24	-20	2,408	27	-16	2,587	29	-15	2,681	30	-14
DISTRICT OF COLUMBIA	.	.	.	.	.	.	972	23	-20	1,065	29	-15	139	3	-41
FLORIDA	37,990	28	-15	61,519	42	-2	59,478	39	-4	63,585	40	-4	66,779	41	-3
GEORGIA	16,127	40	-3	16,593	39	-5	17,901	40	-3	17,048	36	-8	18,610	38	-6
HAWAII	3,981	46	3	3,829	46	2	1,920	20	-23	2,117	20	-24	4,913	46	2
IDAHO	9,517	73	30	10,020	73	29	9,948	70	27	10,315	70	26	9,943	69	25
ILLINOIS	28,591	24	-19	30,191	24	-20	32,496	25	-18	35,349	27	-17	33,984	25	-19
INDIANA	30,646	64	21	30,434	55	11	32,460	57	14	32,136	55	11	33,702	57	13
IOWA	17,895	60	17	16,594	54	10	16,434	51	8	16,351	49	5	16,108	48	4
KANSAS	13,307	62	19	13,185	61	17	13,510	61	18	13,880	60	16	14,038	60	16
KENTUCKY	8,488	38	-5	8,630	40	-4	9,436	43	0	9,796	46	2	9,946	49	5
LOUISIANA	9,819	26	-17	10,437	28	-16	7,217	19	-24	11,201	31	-13	13,025	36	-8
MAINE	6,825	53	10	7,151	55	11	7,101	54	11	7,179	54	10	7,277	56	12
MARYLAND	19,533	45	2	20,808	46	2	21,678	47	4	22,288	49	5	21,853	49	5
MASSACHUSETTS	65,171	74	31	66,730	74	30	18,788	20	-23	15,808	17	-27	20,585	23	-21
MICHIGAN	36,136	43	0	42,525	49	5	41,515	46	3	37,371	41	-3	36,482	39	-5
MINNESOTA	28,168	73	30	28,526	72	28	28,370	72	29	27,533	70	26	27,152	70	26
MISSISSIPPI	6,020	20	-23	5,657	19	-25	8,828	32	-11	9,048	33	-11	9,048	33	-11
MISSOURI	23,581	40	-3	21,636	34	-10	32,600	50	7	33,703	51	7	34,367	52	8
MONTANA	4,820	50	7	4,723	50	6	4,939	51	8	5,017	51	7	5,127	53	9
NEBRASKA	10,722	69	26	10,007	62	18	9,981	59	16	9,486	58	14	9,775	61	17
NEVADA	6,710	39	-4	6,754	37	-7	8,021	42	-1	9,043	44	0	9,947	46	2
NEW HAMPSHIRE	7,153	57	14	7,033	56	12	10,391	82	39	10,339	79	35	10,485	78	34
NEW JERSEY	38,129	37	-6	39,028	37	-7	39,886	37	-6	43,428	39	-5	43,906	39	-5
NEW MEXICO	8,083	30	-13	8,785	32	-12	10,738	38	-5	6,682	23	-21	7,693	27	-17
NEW YORK	102,763	49	6	106,010	50	6	109,614	52	9	114,867	56	12	119,339	58	14
NORTH CAROLINA	39,208	67	24	41,459	68	24	43,383	68	25	45,291	68	24	47,497	68	24
NORTH DAKOTA	4,954	88	45	5,038	88	44	4,953	88	45	4,964	87	43	4,842	86	42
OHIO	64,537	81	38	65,808	82	38	68,455	84	41	70,437	84	40	39,503	46	2
OKLAHOMA	18,335	49	6	19,242	49	5	20,147	48	5	20,101	46	2	20,188	45	1
OREGON	22,985	74	31	24,173	74	30	26,401	79	36	26,632	78	34	26,095	77	33
PENNSYLVANIA	30,702	30	-13	32,751	30	-14	32,201	29	-14	35,317	30	-14	44,997	36	-8
PUERTO RICO	584	3	-40	665	3	-41	14,922	62	19	18,714	69	25	15,723	50	6
RHODE ISLAND	7,332	50	7	7,394	50	6	7,175	49	6	7,568	48	4	7,381	47	3
SOUTH CAROLINA	7,455	21	-22	7,670	21	-23	7,764	20	-23	7,304	18	-26	6,759	16	-28
SOUTH DAKOTA	4,305	67	24	4,633	69	25	4,904	70	27	5,068	70	26	5,097	69	25
TENNESSEE	24,734	43	0	25,590	43	-1	24,228	42	-1	23,797	43	-1	23,030	42	-2
TEXAS	39,629	16	-27	41,885	16	-28	46,789	18	-25	49,004	19	-25	48,964	19	-25
UTAH	11,442	41	-2	11,856	41	-3	11,980	42	-1	11,992	42	-2	10,772	39	-5
VERMONT	4,137	90	47	4,202	90	46	4,101	89	46	4,041	86	42	4,064	87	43
VIRGINIA	23,095	35	-8	22,538	34	-10	22,398	33	-10	21,821	32	-12	21,057	31	-13
WASHINGTON	21,810	49	6	23,813	51	7	25,210	51	8	25,032	50	6	23,667	47	3
WEST VIRGINIA	7,753	41	-2	8,193	42	-2	8,509	43	0	8,564	44	0	8,212	43	-1
WISCONSIN	13,742	31	-12	15,285	33	-11	16,927	35	-8	19,165	38	-6	20,891	40	-4
WYOMING	3,748	53	10	3,071	52	8	3,146	52	9	3,065	50	6	2,926	51	7
AMERICAN SAMOA	154	63	20	196	65	21	232	59	16	261	50	6	341	65	21
GUAM	308	23	-20	304	22	-22	441	30	-13	336	22	-22	381	25	-19
NORTHERN MARIANAS	162	82	39	.	.	.	261	88	45	263	76	32	93	25	-19
VIRGIN ISLANDS	24	5	-38	.	.	.	229	35	-8	209	37	-7	205	36	-8
BUR. OF INDIAN AFFAIRS	1,748	39	-4	.	.	.	1,919	54	11	2,584	55	11	2,932	59	15
NATIONAL BASELINE	1,145,906	43		1,200,968	44		1,219,125	43		1,245,236	44		1,277,162	44	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPECIFIC LEARNING DISABILITIES > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	21,779	57	18	21,942	55	16	20,211	50	10	16,957	41	1	19,679	47	7
ALASKA	3,727	38	-1	4,662	48	9	3,515	37	-3	3,349	37	-3	3,352	36	-4
ARIZONA	19,454	46	7	20,587	47	8	21,424	46	6	21,925	44	4	22,391	44	4
ARKANSAS	11,939	55	16	11,808	54	15	12,328	55	15	12,769	56	16	12,797	57	17
CALIFORNIA	93,393	29	-10	96,889	29	-10	99,470	29	-11	95,821	28	-12	84,018	24	-16
COLORADO	6,578	20	-19	6,521	19	-20	6,257	19	-21	6,385	19	-21	6,649	19	-21
CONNECTICUT	8,376	24	-15	8,311	24	-15	8,445	25	-15	8,029	25	-15	7,799	25	-15
DELAWARE	6,349	71	32	6,407	70	31	5,987	66	26	5,468	61	21	4,861	54	14
DISTRICT OF COLUMBIA	.	.	.	.	.	.	1,730	41	1	2,080	56	16	1,527	30	-10
FLORIDA	59,697	43	4	60,559	41	2	64,507	43	3	65,749	41	1	67,006	41	1
GEORGIA	18,928	47	8	19,849	47	8	20,815	46	6	23,026	49	9	22,817	47	7
HAWAII	3,633	42	3	3,506	42	3	6,152	65	25	6,945	66	26	4,525	42	2
IDAHO	3,233	25	-14	3,454	25	-14	3,881	27	-13	4,141	28	-12	4,151	29	-11
ILLINOIS	60,161	50	11	60,559	49	10	60,389	47	7	60,039	46	6	63,256	47	7
INDIANA	8,523	18	-21	15,051	27	-12	14,726	26	-14	15,667	27	-13	17,109	29	-11
IOWA	9,478	32	-7	11,607	38	-1	12,783	40	0	13,378	40	0	13,878	41	1
KANSAS	7,136	33	-6	7,453	34	-5	7,437	33	-7	7,489	32	-8	7,813	33	-7
KENTUCKY	11,250	51	12	11,358	52	13	10,224	47	7	9,455	45	5	8,955	44	4
LOUISIANA	12,605	34	-5	12,740	34	-5	18,250	48	8	14,414	39	-1	12,801	36	-4
MAINE	5,496	42	3	5,279	40	1	5,321	41	1	5,395	41	1	5,148	39	-1
MARYLAND	14,360	33	-6	14,234	32	-7	14,051	31	-9	13,619	30	-10	13,630	31	-9
MASSACHUSETTS	13,606	15	-24	14,139	16	-23	65,669	70	30	66,045	72	32	59,435	65	25
MICHIGAN	30,055	36	-3	30,937	36	-3	33,131	37	-3	36,761	40	0	39,704	42	2
MINNESOTA	9,267	24	-15	9,516	24	-15	9,777	25	-15	10,040	26	-14	10,120	26	-14
MISSISSIPPI	16,815	55	16	16,551	56	17	13,035	47	7	12,337	45	5	12,140	45	5
MISSOURI	29,928	50	11	36,279	57	18	26,378	41	1	26,767	41	1	26,506	40	0
MONTANA	4,221	44	5	4,226	44	5	4,125	43	3	4,107	42	2	4,026	41	1
NEBRASKA	4,169	27	-12	5,531	34	-5	5,999	36	-4	5,256	32	-8	5,205	32	-8
NEVADA	9,477	55	16	10,327	57	18	9,259	49	9	8,901	44	4	8,983	41	1
NEW HAMPSHIRE	3,267	26	-13	3,240	26	-13	1,802	14	-26	2,137	16	-24	2,364	18	-22
NEW JERSEY	39,414	38	-1	40,373	38	-1	39,262	36	-4	41,627	38	-2	44,594	40	0
NEW MEXICO	10,007	37	-2	10,161	37	-2	9,863	35	-5	11,582	40	0	11,500	41	1
NEW YORK	32,697	16	-23	32,534	15	-24	32,371	15	-25	31,640	15	-25	30,116	15	-25
NORTH CAROLINA	15,473	27	-12	16,192	26	-13	16,531	26	-14	17,662	26	-14	18,168	26	-14
NORTH DAKOTA	625	11	-28	606	11	-28	609	11	-29	674	12	-28	728	13	-27
OHIO	12,490	16	-23	11,661	15	-24	10,954	13	-27	11,053	13	-27	37,893	44	4
OKLAHOMA	17,069	46	7	18,238	46	7	19,295	46	6	21,000	48	8	21,777	49	9
OREGON	7,326	23	-16	7,163	22	-17	5,758	17	-23	6,153	18	-22	6,647	20	-20
PENNSYLVANIA	45,211	45	6	48,819	45	6	58,254	52	12	51,545	44	4	54,618	44	4
PUERTO RICO	15,080	81	42	17,790	82	43	5,946	25	-15	5,253	19	-21	11,906	38	-2
RHODE ISLAND	3,315	23	-16	3,335	22	-17	3,446	23	-17	3,623	23	-17	3,708	24	-16
SOUTH CAROLINA	21,176	61	22	22,590	61	22	23,979	62	22	25,999	63	23	28,902	67	27
SOUTH DAKOTA	1,993	31	-8	1,987	29	-10	1,961	28	-12	2,056	28	-12	2,161	29	-11
TENNESSEE	25,029	44	5	26,343	44	5	26,727	46	6	25,528	46	6	25,430	47	7
TEXAS	174,495	68	29	180,052	69	30	181,895	69	29	179,840	69	29	178,289	69	29
UTAH	12,252	44	5	12,251	43	4	12,199	42	2	12,385	43	3	12,682	45	5
VERMONT	312	7	-32	329	7	-32	372	8	-32	496	11	-29	409	9	-31
VIRGINIA	31,496	48	9	32,156	48	9	32,585	48	8	34,193	49	9	34,423	50	10
WASHINGTON	18,475	41	2	19,203	41	2	20,219	41	1	21,358	42	2	22,708	45	5
WEST VIRGINIA	9,670	51	12	9,700	49	10	9,725	49	9	9,776	50	10	9,627	51	11
WISCONSIN	27,302	61	22	27,983	60	21	28,233	58	18	28,721	56	16	28,551	54	14
WYOMING	3,028	42	3	2,564	44	5	2,629	44	4	2,480	41	1	2,565	45	5
AMERICAN SAMOA	90	37	-2	107	35	-4	164	41	1	260	50	10	180	35	-5
GUAM	582	44	5	619	45	6	560	39	-1	661	44	4	679	44	4
NORTHERN MARIANAS	28	14	-25	.	.	.	37	12	-28	75	22	-18	16	4	-36
VIRGIN ISLANDS	216	49	10	.	.	.	409	63	23	281	50	10	258	45	5
BUR. OF INDIAN AFFAIRS	2,475	55	16	.	.	.	1,325	37	-3	1,716	37	-3	1,797	36	-4
NATIONAL BASELINE	1,034,226	39		1,076,278	39		1,132,386	40		1,132,088	40		1,162,977	40	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPECIFIC LEARNING DISABILITIES > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,335	3	-14	1,573	4	-12	1,845	5	-10	1,331	3	-13	1,630	4	-10
ALASKA	501	5	-12	428	4	-12	370	4	-11	458	5	-11	535	6	-8
ARIZONA	4,668	11	-6	4,674	11	-5	4,927	11	-4	5,198	11	-5	5,337	10	-4
ARKANSAS	1,244	6	-11	1,297	6	-10	1,342	6	-9	1,367	6	-10	1,230	5	-9
CALIFORNIA	66,508	21	4	67,828	21	5	70,857	21	6	85,162	25	9	53,778	16	2
COLORADO	1,139	3	-14	1,176	3	-13	1,195	4	-11	1,195	3	-13	1,242	4	-10
CONNECTICUT	4,319	12	-5	4,058	12	-4	3,942	11	-4	3,584	11	-5	3,376	11	-3
DELAWARE	421	5	-12	449	5	-11	470	5	-10	774	9	-7	1,263	14	0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	733	18	3	.	.	.	2,744	54	40
FLORIDA	39,465	29	12	23,259	16	0	26,290	17	2	28,287	18	2	29,858	18	4
GEORGIA	5,249	13	-4	5,682	13	-3	6,268	14	-1	6,766	14	-2	7,020	14	0
HAWAII	1,073	12	-5	954	11	-5	1,327	14	-1	1,430	14	-2	1,284	12	-2
IDAHO	224	2	-15	256	2	-14	242	2	-13	255	2	-14	286	2	-12
ILLINOIS	30,624	25	8	32,977	26	10	34,000	27	12	34,181	26	10	35,777	27	13
INDIANA	8,749	18	1	9,304	17	1	9,068	16	1	10,052	17	1	7,999	13	-1
IOWA	2,023	7	-10	2,305	7	-9	2,697	8	-7	2,894	9	-7	3,162	9	-5
KANSAS	983	5	-12	1,042	5	-11	1,246	6	-9	1,629	7	-9	1,484	6	-8
KENTUCKY	2,404	11	-6	1,632	8	-8	1,877	9	-6	1,679	8	-8	1,376	7	-7
LOUISIANA	14,648	39	22	14,085	37	21	11,883	32	17	10,388	28	12	9,691	27	13
MAINE	564	4	-13	608	5	-11	631	5	-10	580	4	-12	599	5	-9
MARYLAND	9,401	21	4	9,439	21	5	9,587	21	6	8,992	20	4	8,325	19	5
MASSACHUSETTS	7,828	9	-8	8,060	9	-7	8,199	9	-6	8,318	9	-7	8,803	10	-4
MICHIGAN	16,431	20	3	12,067	14	-2	14,609	16	1	16,029	17	1	17,966	19	5
MINNESOTA	879	2	-15	953	2	-14	884	2	-13	971	2	-14	1,037	3	-11
MISSISSIPPI	7,490	25	8	7,016	24	8	5,854	21	6	5,761	21	5	5,920	22	8
MISSOURI	5,776	10	-7	5,855	9	-7	5,448	8	-7	4,731	7	-9	4,465	7	-7
MONTANA	453	5	-12	489	5	-11	486	5	-10	565	6	-10	533	5	-9
NEBRASKA	518	3	-14	427	3	-13	782	5	-10	1,444	9	-7	991	6	-8
NEVADA	958	6	-11	1,129	6	-10	1,636	9	-6	2,297	11	-5	2,719	13	-1
NEW HAMPSHIRE	1,884	15	-2	2,049	16	0	225	2	-13	345	3	-13	295	2	-12
NEW JERSEY	22,767	22	5	23,141	22	6	26,069	24	9	21,624	20	4	19,786	18	4
NEW MEXICO	8,437	32	15	8,331	30	14	7,689	27	12	10,235	36	20	8,959	32	18
NEW YORK	68,228	33	16	68,205	32	16	64,317	31	16	56,100	27	11	52,763	26	12
NORTH CAROLINA	3,419	6	-11	3,544	6	-10	3,620	6	-9	3,701	6	-10	3,966	6	-8
NORTH DAKOTA	27	0	-17	28	0	-16	24	0	-15	16	0	-16	20	0	-14
OHIO	1,776	2	-15	1,919	2	-14	1,502	2	-13	1,556	2	-14	6,010	7	-7
OKLAHOMA	1,536	4	-13	1,801	5	-11	2,027	5	-10	2,094	5	-11	2,349	5	-9
OREGON	549	2	-15	631	2	-14	639	2	-13	647	2	-14	686	2	-12
PENNSYLVANIA	24,815	25	8	25,255	24	8	20,551	18	3	29,037	25	9	22,491	18	4
PUERTO RICO	2,292	12	-5	2,550	12	-4	2,621	11	-4	2,657	10	-6	2,963	9	-5
RHODE ISLAND	3,724	26	9	3,939	27	11	3,920	27	12	4,359	28	12	4,337	28	14
SOUTH CAROLINA	5,945	17	0	6,580	18	2	7,022	18	3	7,507	18	2	7,199	17	3
SOUTH DAKOTA	90	1	-16	100	1	-15	99	1	-14	102	1	-15	91	1	-13
TENNESSEE	6,646	12	-5	6,695	11	-5	6,095	11	-4	5,939	11	-5	5,468	10	-4
TEXAS	40,098	16	-1	39,239	15	-1	34,817	13	-2	32,414	12	-4	30,271	12	-2
UTAH	4,020	14	-3	4,284	15	-1	4,428	15	0	4,245	15	-1	4,295	15	1
VERMONT	53	1	-16	58	1	-15	53	1	-14	86	2	-14	86	2	-12
VIRGINIA	10,788	16	-1	11,299	17	1	12,151	18	3	12,653	18	2	12,847	19	5
WASHINGTON	4,146	9	-8	3,648	8	-8	3,588	7	-8	3,848	8	-8	4,166	8	-6
WEST VIRGINIA	1,663	9	-8	1,670	9	-7	1,586	8	-7	1,116	6	-10	1,064	6	-8
WISCONSIN	3,283	7	-10	3,254	7	-9	3,357	7	-8	2,957	6	-10	2,899	6	-8
WYOMING	291	4	-13	228	4	-12	202	3	-12	360	6	-10	202	4	-10
AMERICAN SAMOA	0	0	-17	0	0	-16	0	0	-15	0	0	-16	0	0	-14
GUAM	416	31	14	452	33	17	447	31	16	521	34	18	484	31	17
NORTHERN MARIANAS	7	4	-13	.	.	.	0	0	-15	4	1	-15	266	71	57
VIRGIN ISLANDS	196	45	28	.	.	.	8	1	-14	67	12	-4	109	19	5
BUR. OF INDIAN AFFAIRS	286	6	-11	.	.	.	333	9	-6	297	6	-10	226	5	-9
NATIONAL BASELINE	453,257	17		437,922	16		436,085	15		450,805	16		414,728	14	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPECIFIC LEARNING DISABILITIES > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	43	0.1	-0.5	95	0.2	-0.4	52	0.1	-0.5	98	0.2	-0.5	81	0.2	-0.5
ALASKA	30	0.3	-0.3	18	0.2	-0.4	42	0.4	-0.2	47	0.5	-0.2	56	0.6	-0.1
ARIZONA	114	0.3	-0.3	77	0.2	-0.4	122	0.3	-0.3	168	0.3	-0.4	209	0.4	-0.3
ARKANSAS	19	0.1	-0.5	36	0.2	-0.4	40	0.2	-0.4	54	0.2	-0.5	48	0.2	-0.5
CALIFORNIA	2,221	0.7	0.1	2,579	0.8	0.2	2,736	0.8	0.2	2,629	0.8	0.1	2,552	0.7	0.0
COLORADO	153	0.5	-0.1	145	0.4	-0.2	176	0.5	-0.1	132	0.4	-0.3	113	0.3	-0.4
CONNECTICUT	541	1.5	0.9	534	1.6	1.0	468	1.4	0.8	448	1.4	0.7	517	1.7	1.0
DELAWARE	102	1.1	0.5	94	1.0	0.4	157	1.7	1.1	143	1.6	0.9	200	2.2	1.5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	733	17.5	16.9	7	0.2	-0.5	695	13.6	12.9
FLORIDA	352	0.3	-0.3	639	0.4	-0.2	662	0.4	-0.2	576	0.4	-0.3	467	0.3	-0.4
GEORGIA	9	0.0	-0.6	15	0.0	-0.6	12	0.0	-0.6	27	0.1	-0.6	15	0.0	-0.7
HAWAII	34	0.4	-0.2	19	0.2	-0.4	38	0.4	-0.2	32	0.3	-0.4	0	0.0	-0.7
IDAHO	33	0.3	-0.3	32	0.2	-0.4	45	0.3	-0.3	49	0.3	-0.4	39	0.3	-0.4
ILLINOIS	768	0.6	0.0	820	0.7	0.1	811	0.6	0.0	816	0.6	-0.1	873	0.7	0.0
INDIANA	26	0.1	-0.5	41	0.1	-0.5	33	0.1	-0.5	34	0.1	-0.6	105	0.2	-0.5
IOWA	153	0.5	-0.1	178	0.6	0.0	224	0.7	0.1	305	0.9	0.2	370	1.1	0.4
KANSAS	17	0.1	-0.5	27	0.1	-0.5	49	0.2	-0.4	181	0.8	0.1	85	0.4	-0.3
KENTUCKY	29	0.1	-0.5	40	0.2	-0.4	57	0.3	-0.3	57	0.3	-0.4	65	0.3	-0.4
LOUISIANA	55	0.1	-0.5	42	0.1	-0.5	24	0.1	-0.5	28	0.1	-0.6	10	0.0	-0.7
MAINE	34	0.3	-0.3	34	0.3	-0.3	17	0.1	-0.5	45	0.3	-0.4	22	0.2	-0.5
MARYLAND	434	1.0	0.4	439	1.0	0.4	391	0.9	0.3	363	0.8	0.1	389	0.9	0.2
MASSACHUSETTS	1,141	1.3	0.7	1,178	1.3	0.7	1,138	1.2	0.6	1,180	1.3	0.6	1,668	1.8	1.1
MICHIGAN	910	1.1	0.5	988	1.1	0.5	576	0.6	0.0	1,765	1.9	1.2	206	0.2	-0.5
MINNESOTA	366	0.9	0.3	343	0.9	0.3	437	1.1	0.5	413	1.1	0.4	329	0.8	0.1
MISSISSIPPI	32	0.1	-0.5	49	0.2	-0.4	45	0.2	-0.4	132	0.5	-0.2	41	0.2	-0.5
MISSOURI	196	0.3	-0.3	266	0.4	-0.2	212	0.3	-0.3	220	0.3	-0.4	254	0.4	-0.3
MONTANA	32	0.3	-0.3	45	0.5	-0.1	22	0.2	-0.4	85	0.9	0.2	22	0.2	-0.5
NEBRASKA	54	0.3	-0.3	42	0.3	-0.3	42	0.2	-0.4	39	0.2	-0.5	38	0.2	-0.5
NEVADA	28	0.2	-0.4	21	0.1	-0.5	29	0.2	-0.4	80	0.4	-0.3	24	0.1	-0.6
NEW HAMPSHIRE	81	0.6	0.0	98	0.8	0.2	103	0.8	0.2	124	1.0	0.3	141	1.1	0.4
NEW JERSEY	2,489	2.4	1.8	2,595	2.5	1.9	3,062	2.8	2.2	3,007	2.7	2.0	2,632	2.4	1.7
NEW MEXICO	88	0.3	-0.3	21	0.1	-0.5	87	0.3	-0.3	70	0.2	-0.5	75	0.3	-0.4
NEW YORK	3,557	1.7	1.1	2,818	1.3	0.7	2,744	1.3	0.7	2,631	1.3	0.6	2,074	1.0	0.3
NORTH CAROLINA	40	0.1	-0.5	57	0.1	-0.5	84	0.1	-0.5	81	0.1	-0.6	76	0.1	-0.6
NORTH DAKOTA	6	0.1	-0.5	11	0.2	-0.4	10	0.2	-0.4	12	0.2	-0.5	10	0.2	-0.5
OHIO	89	0.1	-0.5	82	0.1	-0.5	99	0.1	-0.5	117	0.1	-0.6	1,652	1.9	1.2
OKLAHOMA	150	0.4	-0.2	99	0.3	-0.3	112	0.3	-0.3	143	0.3	-0.4	154	0.3	-0.4
OREGON	255	0.8	0.2	314	1.0	0.4	343	1.0	0.4	372	1.1	0.4	345	1.0	0.3
PENNSYLVANIA	256	0.3	-0.3	256	0.2	-0.4	343	0.3	-0.3	589	0.5	-0.2	821	0.7	0.0
PUERTO RICO	553	3.0	2.4	505	2.3	1.7	545	2.3	1.7	651	2.4	1.7	643	2.1	1.4
RHODE ISLAND	112	0.8	0.2	125	0.8	0.2	136	0.9	0.3	149	0.9	0.2	148	0.9	0.2
SOUTH CAROLINA	16	0.0	-0.6	39	0.1	-0.5	40	0.1	-0.5	29	0.1	-0.6	63	0.1	-0.6
SOUTH DAKOTA	16	0.2	-0.4	13	0.2	-0.4	18	0.3	-0.3	20	0.3	-0.4	32	0.4	-0.3
TENNESSEE	229	0.4	-0.2	245	0.4	-0.2	103	0.2	-0.4	150	0.3	-0.4	120	0.2	-0.5
TEXAS	357	0.1	-0.5	405	0.2	-0.4	345	0.1	-0.5	313	0.1	-0.6	307	0.1	-0.6
UTAH	108	0.4	-0.2	177	0.6	0.0	135	0.5	-0.1	147	0.5	-0.2	171	0.6	-0.1
VERMONT	44	1.0	0.4	42	0.9	0.3	55	1.2	0.6	71	1.5	0.8	66	1.4	0.7
VIRGINIA	156	0.2	-0.4	152	0.2	-0.4	178	0.3	-0.3	211	0.3	-0.4	255	0.4	-0.3
WASHINGTON	79	0.2	-0.4	145	0.3	-0.3	106	0.2	-0.4	135	0.3	-0.4	145	0.3	-0.4
WEST VIRGINIA	5	0.0	-0.6	9	0.0	-0.6	4	0.0	-0.6	3	0.0	-0.7	4	0.0	-0.7
WISCONSIN	72	0.2	-0.4	78	0.2	-0.4	107	0.2	-0.4	141	0.3	-0.4	158	0.3	-0.4
WYOMING	14	0.2	-0.4	11	0.2	-0.4	11	0.2	-0.4	178	2.9	2.2	17	0.3	-0.4
AMERICAN SAMOA	0	0.0	-0.6	.	.	.	.	.	.	0	0.0	-0.7	0	0.0	-0.7
GUAM	15	1.1	0.5	0	0.0	-0.6	1	0.1	-0.5	0	0.0	-0.7	0	0.0	-0.7
NORTHERN MARIANAS	0	0.0	-0.6	.	.	.	0	0.0	-0.6	2	0.6	-0.1	0	0.0	-0.7
VIRGIN ISLANDS	0	0.0	-0.6	.	.	.	0	0.0	-0.6	0	0.0	-0.7	0	0.0	-0.7
BUR. OF INDIAN AFFAIRS	7	0.2	-0.4	.	.	.	1	0.0	-0.6	2	0.0	-0.7	4	0.1	-0.6
NATIONAL BASELINE	16,720	0.6		17,133	0.6		18,162	0.6		19,501	0.7		19,606	0.7	

% = # in environment category ÷ # in all environment categories.

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Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPECIFIC LEARNING DISABILITIES > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	9	0.0	-0.1	25	0.1	0.0	66	0.2	0.1	177	0.4	0.2	79	0.2	0.0
ALASKA	8	0.1	0.0	13	0.1	0.0	11	0.1	0.0	14	0.2	0.0	13	0.1	-0.1
ARIZONA	23	0.1	0.0	12	0.0	-0.1	14	0.0	-0.1	61	0.1	-0.1	86	0.2	0.0
ARKANSAS	21	0.1	0.0	31	0.1	0.0	35	0.2	0.1	53	0.2	0.0	20	0.1	-0.1
CALIFORNIA	147	0.0	-0.1	183	0.1	0.0	151	0.0	-0.1	260	0.1	-0.1	354	0.1	-0.1
COLORADO	183	0.5	0.4	200	0.6	0.5	178	0.5	0.4	222	0.6	0.4	230	0.7	0.5
CONNECTICUT	99	0.3	0.2	95	0.3	0.2	124	0.4	0.3	118	0.4	0.2	140	0.5	0.3
DELAWARE	30	0.3	0.2	45	0.5	0.4	44	0.5	0.4	30	0.3	0.1	39	0.4	0.2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	12	0.3	0.2	562	15.1	14.9	22	0.4	0.2
FLORIDA	272	0.2	0.1	258	0.2	0.1	253	0.2	0.1	230	0.1	-0.1	10	0.0	-0.2
GEORGIA	6	0.0	-0.1	82	0.2	0.1	87	0.2	0.1	239	0.5	0.3	189	0.4	0.2
HAWAII	15	0.2	0.1	2	0.0	-0.1	27	0.3	0.2	23	0.2	0.0	0	0.0	-0.2
IDAHO	22	0.2	0.1	30	0.2	0.1	25	0.2	0.1	23	0.2	0.0	42	0.3	0.1
ILLINOIS	146	0.1	0.0	119	0.1	0.0	129	0.1	0.0	145	0.1	-0.1	37	0.0	-0.2
INDIANA	111	0.2	0.1	134	0.2	0.1	212	0.4	0.3	233	0.4	0.2	254	0.4	0.2
IOWA	94	0.3	0.2	138	0.4	0.3	182	0.6	0.5	207	0.6	0.4	247	0.7	0.5
KANSAS	24	0.1	0.0	35	0.2	0.1	36	0.2	0.1	59	0.3	0.1	51	0.2	0.0
KENTUCKY	16	0.1	0.0	28	0.1	0.0	84	0.4	0.3	74	0.4	0.2	60	0.3	0.1
LOUISIANA	146	0.4	0.3	188	0.5	0.4	202	0.5	0.4	326	0.9	0.7	266	0.7	0.5
MAINE	7	0.1	0.0	6	0.0	-0.1	10	0.1	0.0	7	0.1	-0.1	34	0.3	0.1
MARYLAND	26	0.1	0.0	16	0.0	-0.1	17	0.0	-0.1	25	0.1	-0.1	25	0.1	-0.1
MASSACHUSETTS	118	0.1	0.0	118	0.1	0.0	199	0.2	0.1	191	0.2	0.0	227	0.3	0.1
MICHIGAN	46	0.1	0.0	76	0.1	0.0	29	0.0	-0.1	129	0.1	-0.1	119	0.1	-0.1
MINNESOTA	86	0.2	0.1	84	0.2	0.1	118	0.3	0.2	107	0.3	0.1	137	0.4	0.2
MISSISSIPPI	10	0.0	-0.1	9	0.0	-0.1	12	0.0	-0.1	48	0.2	0.0	11	0.0	-0.2
MISSOURI	46	0.1	0.0	11	0.0	-0.1	6	0.0	-0.1	14	0.0	-0.2	5	0.0	-0.2
MONTANA	21	0.2	0.1	25	0.3	0.2	19	0.2	0.1	15	0.2	0.0	19	0.2	0.0
NEBRASKA	55	0.4	0.3	99	0.6	0.5	43	0.3	0.2	53	0.3	0.1	46	0.3	0.1
NEVADA	22	0.1	0.0	0	0.0	-0.1	6	0.0	-0.1	11	0.1	-0.1	11	0.1	-0.1
NEW HAMPSHIRE	93	0.7	0.6	89	0.7	0.6	88	0.7	0.6	88	0.7	0.5	80	0.6	0.4
NEW JERSEY	52	0.1	0.0	48	0.0	-0.1	27	0.0	-0.1	14	0.0	-0.2	37	0.0	-0.2
NEW MEXICO	11	0.0	-0.1	34	0.1	0.0	24	0.1	0.0	44	0.2	0.0	49	0.2	0.0
NEW YORK	400	0.2	0.1	555	0.3	0.2	570	0.3	0.2	276	0.1	-0.1	264	0.1	-0.1
NORTH CAROLINA	34	0.1	0.0	36	0.1	0.0	47	0.1	0.0	48	0.1	-0.1	2	0.0	-0.2
NORTH DAKOTA	7	0.1	0.0	9	0.2	0.1	11	0.2	0.1	11	0.2	0.0	19	0.3	0.1
OHIO	202	0.3	0.2	236	0.3	0.2	262	0.3	0.2	199	0.2	0.0	259	0.3	0.1
OKLAHOMA	54	0.1	0.0	104	0.3	0.2	83	0.2	0.1	84	0.2	0.0	59	0.1	-0.1
OREGON	73	0.2	0.1	103	0.3	0.2	88	0.3	0.2	77	0.2	0.0	142	0.4	0.2
PENNSYLVANIA	201	0.2	0.1	254	0.2	0.1	216	0.2	0.1	205	0.2	0.0	374	0.3	0.1
PUERTO RICO	2	0.0	-0.1	5	0.0	-0.1	23	0.1	0.0	11	0.0	-0.2	27	0.1	-0.1
RHODE ISLAND	28	0.2	0.1	32	0.2	0.1	31	0.2	0.1	48	0.3	0.1	80	0.5	0.3
SOUTH CAROLINA	17	0.0	-0.1	13	0.0	-0.1	6	0.0	-0.1	8	0.0	-0.2	39	0.1	-0.1
SOUTH DAKOTA	8	0.1	0.0	11	0.2	0.1	13	0.2	0.1	8	0.1	-0.1	22	0.3	0.1
TENNESSEE	2	0.0	-0.1	17	0.0	-0.1	15	0.0	-0.1	4	0.0	-0.2	1	0.0	-0.2
TEXAS	6	0.0	-0.1	7	0.0	-0.1	10	0.0	-0.1	1	0.0	-0.2	13	0.0	-0.2
UTAH	33	0.1	0.0	118	0.4	0.3	0	0.0	-0.1	5	0.0	-0.2	.	.	.
VERMONT	35	0.8	0.7	27	0.6	0.5	21	0.5	0.4	24	0.5	0.3	22	0.5	0.3
VIRGINIA	194	0.3	0.2	172	0.3	0.2	195	0.3	0.2	206	0.3	0.1	238	0.3	0.1
WASHINGTON	18	0.0	-0.1	31	0.1	0.0	8	0.0	-0.1	47	0.1	-0.1	36	0.1	-0.1
WEST VIRGINIA	3	0.0	-0.1	13	0.1	0.0	9	0.0	-0.1	8	0.0	-0.2	9	0.0	-0.2
WISCONSIN	47	0.1	0.0	44	0.1	0.0	15	0.0	-0.1	29	0.1	-0.1	33	0.1	-0.1
WYOMING	32	0.4	0.3	12	0.2	0.1	26	0.4	0.3	27	0.4	0.2	42	0.7	0.5
AMERICAN SAMOA	0	0.0	-0.1	.	.	.	.	.	.	0	0.0	-0.2	0	0.0	-0.2
GUAM	5	0.4	0.3	5	0.4	0.3	3	0.2	0.1	1	0.1	-0.1	1	0.1	-0.1
NORTHERN MARIANAS	0	0.0	-0.1	.	.	.	0	0.0	-0.1	0	0.0	-0.2	0	0.0	-0.2
VIRGIN ISLANDS	1	0.2	0.1	.	.	.	1	0.2	0.1	1	0.2	0.0	1	0.2	0.0
BUR. OF INDIAN AFFAIRS	5	0.1	0.0	.	.	.	2	0.1	0.0	77	1.6	1.4	8	0.2	0.0
NATIONAL BASELINE	3,372	0.1		4,037	0.1		4,125	0.1		5,207	0.2		4,630	0.2	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPECIFIC LEARNING DISABILITIES > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	23	0.1	-0.1	33	0.1	-0.1	38	0.1	-0.1	60	0.1	-0.1	45	0.1	-0.1
ALASKA	1	0.0	-0.2	7	0.1	-0.1	3	0.0	-0.2	3	0.0	-0.2	5	0.1	-0.1
ARIZONA	29	0.1	-0.1	49	0.1	-0.1	31	0.1	-0.1	50	0.1	-0.1	45	0.1	-0.1
ARKANSAS	97	0.4	0.2	58	0.3	0.1	62	0.3	0.1	46	0.2	0.0	43	0.2	0.0
CALIFORNIA	897	0.3	0.1	966	0.3	0.1	987	0.3	0.1	1,048	0.3	0.1	1,017	0.3	0.1
COLORADO	71	0.2	0.0	68	0.2	0.0	62	0.2	0.0	77	0.2	0.0	59	0.2	0.0
CONNECTICUT	26	0.1	-0.1	27	0.1	-0.1	20	0.1	-0.1	12	0.0	-0.2	14	0.0	-0.2
DELAWARE	8	0.1	-0.1	12	0.1	-0.1	12	0.1	-0.1	14	0.2	0.0	5	0.1	-0.1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-0.2	.	.	.	0	0.0	-0.2
FLORIDA	108	0.1	-0.1	70	0.0	-0.2	50	0.0	-0.2	43	0.0	-0.2	105	0.1	-0.1
GEORGIA	12	0.0	-0.2	7	0.0	-0.2	14	0.0	-0.2	13	0.0	-0.2	14	0.0	-0.2
HAWAII	11	0.1	-0.1	11	0.1	-0.1	35	0.4	0.2	40	0.4	0.2	0	0.0	-0.2
IDAHO	16	0.1	-0.1	16	0.1	-0.1	9	0.1	-0.1	13	0.1	-0.1	9	0.1	-0.1
ILLINOIS	45	0.0	-0.2	36	0.0	-0.2	57	0.0	-0.2	47	0.0	-0.2	49	0.0	-0.2
INDIANA	150	0.3	0.1	165	0.3	0.1	185	0.3	0.1	166	0.3	0.1	193	0.3	0.1
IOWA	8	0.0	-0.2	11	0.0	-0.2	30	0.1	-0.1	38	0.1	-0.1	44	0.1	-0.1
KANSAS	44	0.2	0.0	37	0.2	0.0	34	0.2	0.0	27	0.1	-0.1	19	0.1	-0.1
KENTUCKY	20	0.1	-0.1	26	0.1	-0.1	70	0.3	0.1	50	0.2	0.0	46	0.2	0.0
LOUISIANA	217	0.6	0.4	220	0.6	0.4	144	0.4	0.2	140	0.4	0.2	150	0.4	0.2
MAINE	17	0.1	-0.1	22	0.2	0.0	18	0.1	-0.1	16	0.1	-0.1	25	0.2	0.0
MARYLAND	108	0.2	0.0	193	0.4	0.2	132	0.3	0.1	98	0.2	0.0	88	0.2	0.0
MASSACHUSETTS	59	0.1	-0.1	52	0.1	-0.1	52	0.1	-0.1	37	0.0	-0.2	34	0.0	-0.2
MICHIGAN	61	0.1	-0.1	80	0.1	-0.1	108	0.1	-0.1	66	0.1	-0.1	34	0.0	-0.2
MINNESOTA	21	0.1	-0.1	35	0.1	-0.1	23	0.1	-0.1	27	0.1	-0.1	27	0.1	-0.1
MISSISSIPPI	150	0.5	0.3	118	0.4	0.2	119	0.4	0.2	111	0.4	0.2	105	0.4	0.2
MISSOURI	53	0.1	-0.1	104	0.2	0.0	119	0.2	0.0	159	0.2	0.0	167	0.3	0.1
MONTANA	9	0.1	-0.1	18	0.2	0.0	5	0.1	-0.1	8	0.1	-0.1	7	0.1	-0.1
NEBRASKA	12	0.1	-0.1	24	0.1	-0.1	21	0.1	-0.1	21	0.1	-0.1	14	0.1	-0.1
NEVADA	32	0.2	0.0	32	0.2	0.0	27	0.1	-0.1	38	0.2	0.0	19	0.1	-0.1
NEW HAMPSHIRE	20	0.2	0.0	17	0.1	-0.1	5	0.0	-0.2	10	0.1	-0.1	9	0.1	-0.1
NEW JERSEY	379	0.4	0.2	389	0.4	0.2	345	0.3	0.1	385	0.3	0.1	331	0.3	0.1
NEW MEXICO	97	0.4	0.2	88	0.3	0.1	104	0.4	0.2	86	0.3	0.1	81	0.3	0.1
NEW YORK	262	0.1	-0.1	271	0.1	-0.1	234	0.1	-0.1	305	0.1	-0.1	269	0.1	-0.1
NORTH CAROLINA	89	0.2	0.0	87	0.1	-0.1	10	0.0	-0.2	112	0.2	0.0	114	0.2	0.0
NORTH DAKOTA	5	0.1	-0.1	2	0.0	-0.2	2	0.0	-0.2	3	0.1	-0.1	0	0.0	-0.2
OHIO	128	0.2	0.0	146	0.2	0.0	177	0.2	0.0	174	0.2	0.0	172	0.2	0.0
OKLAHOMA	74	0.2	0.0	71	0.2	0.0	59	0.1	-0.1	80	0.2	0.0	105	0.2	0.0
OREGON	53	0.2	0.0	64	0.2	0.0	59	0.2	0.0	55	0.2	0.0	51	0.2	0.0
PENNSYLVANIA	60	0.1	-0.1	65	0.1	-0.1	63	0.1	-0.1	79	0.1	-0.1	84	0.1	-0.1
PUERTO RICO	23	0.1	-0.1	49	0.2	0.0	30	0.1	-0.1	16	0.1	-0.1	22	0.1	-0.1
RHODE ISLAND	14	0.1	-0.1	28	0.2	0.0	35	0.2	0.0	45	0.3	0.1	29	0.2	0.0
SOUTH CAROLINA	143	0.4	0.2	119	0.3	0.1	109	0.3	0.1	124	0.3	0.1	127	0.3	0.1
SOUTH DAKOTA	1	0.0	-0.2	3	0.0	-0.2	2	0.0	-0.2	4	0.1	-0.1	2	0.0	-0.2
TENNESSEE	364	0.6	0.4	349	0.6	0.4	332	0.6	0.4	333	0.6	0.4	322	0.6	0.4
TEXAS	394	0.2	0.0	393	0.2	0.0	469	0.2	0.0	503	0.2	0.0	538	0.2	0.0
UTAH	44	0.2	0.0	0	0.0	-0.2	50	0.2	0.0	44	0.2	0.0	53	0.2	0.0
VERMONT	21	0.5	0.3	20	0.4	0.2	9	0.2	0.0	5	0.1	-0.1	4	0.1	-0.1
VIRGINIA	89	0.1	-0.1	107	0.2	0.0	97	0.1	-0.1	141	0.2	0.0	154	0.2	0.0
WASHINGTON	34	0.1	-0.1	21	0.0	-0.2	35	0.1	-0.1	37	0.1	-0.1	34	0.1	-0.1
WEST VIRGINIA	30	0.2	0.0	28	0.1	-0.1	43	0.2	0.0	50	0.3	0.1	70	0.4	0.2
WISCONSIN	29	0.1	-0.1	28	0.1	-0.1	36	0.1	-0.1	46	0.1	-0.1	39	0.1	-0.1
WYOMING	17	0.2	0.0	3	0.1	-0.1	10	0.2	0.0	4	0.1	-0.1	4	0.1	-0.1
AMERICAN SAMOA	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2
GUAM	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2
NORTHERN MARIANAS	0	0.0	-0.2	.	.	.	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2
VIRGIN ISLANDS	0	0.0	-0.2	.	.	.	1	0.2	0.0	2	0.4	0.2	0	0.0	-0.2
BUR. OF INDIAN AFFAIRS	4	0.1	-0.1	.	.	.	3	0.1	-0.1	2	0.0	-0.2	17	0.3	0.1
NATIONAL BASELINE	4,679	0.2		4,845	0.2		4,786	0.2		5,113	0.2		5,013	0.2	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPEECH OR LANGUAGE IMPAIRMENTS > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	16,270	98	9	16,448	98	10	15,250	96	9	14,645	93	7	14,468	91	5
ALASKA	2,843	87	-2	2,354	72	-16	3,036	92	5	3,051	92	6	2,973	94	8
ARIZONA	11,907	91	2	12,317	90	2	12,800	90	3	13,721	93	7	14,136	93	7
ARKANSAS	7,289	92	3	7,601	91	3	7,853	90	3	8,131	89	3	8,373	88	2
CALIFORNIA	101,615	89	0	104,789	89	1	107,229	88	1	102,647	82	-4	105,384	84	-2
COLORADO	10,044	92	3	10,431	91	3	11,096	91	4	11,531	91	5	11,955	90	4
CONNECTICUT	9,153	82	-7	9,444	80	-8	9,620	78	-9	9,465	76	-10	9,004	73	-13
DELAWARE	837	57	-32	836	53	-35	1,222	75	-12	1,217	80	-6	1,507	91	5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	81	23	-64	288	53	-33	257	27	-59
FLORIDA	64,652	92	3	66,848	93	5	67,588	93	6	69,108	92	6	69,138	92	6
GEORGIA	20,700	75	-14	21,689	75	-13	23,751	79	-8	24,138	77	-9	24,914	76	-10
HAWAII	2,288	90	1	2,182	86	-2	358	16	-71	375	16	-70	1,986	85	-1
IDAHO	3,218	92	3	3,175	90	2	3,285	87	0	3,515	88	2	3,588	87	1
ILLINOIS	48,783	94	5	49,513	94	6	51,246	94	7	50,747	93	7	52,137	93	7
INDIANA	35,014	100	11	35,324	100	12	35,112	100	13	35,429	100	14	35,199	98	12
IOWA	7,365	95	6	6,524	94	6	5,564	94	7	4,624	93	7	3,888	92	6
KANSAS	10,631	97	8	10,697	96	8	10,803	95	8	10,276	93	7	9,935	95	9
KENTUCKY	17,953	97	8	17,393	94	6	17,700	99	12	17,481	98	12	17,700	99	13
LOUISIANA	15,488	94	5	15,718	94	6	15,362	89	2	17,175	93	7	18,161	95	9
MAINE	5,230	77	-12	5,441	77	-11	5,577	76	-11	5,625	74	-12	5,711	76	-10
MARYLAND	17,037	66	-23	18,126	68	-20	18,005	70	-17	17,370	72	-14	16,915	71	-15
MASSACHUSETTS	22,069	88	-1	22,596	87	-1	4,016	15	-72	3,379	13	-73	4,400	18	-68
MICHIGAN	33,889	93	4	35,393	95	7	35,993	95	8	34,555	90	4	36,545	92	6
MINNESOTA	14,213	93	4	14,629	94	6	14,897	94	7	14,990	94	8	15,438	94	8
MISSISSIPPI	14,247	80	-9	12,530	80	-8	15,413	97	10	15,674	97	11	14,942	92	6
MISSOURI	18,227	80	-9	13,963	57	-31	20,655	83	-4	21,758	85	-1	22,860	87	1
MONTANA	3,336	97	8	3,280	97	9	3,176	96	9	3,149	95	9	3,177	95	9
NEBRASKA	8,113	90	1	8,259	83	-5	8,861	84	-3	7,887	83	-3	8,289	85	-1
NEVADA	4,342	95	6	4,423	94	6	4,816	96	9	5,140	97	11	5,459	95	9
NEW HAMPSHIRE	2,609	51	-38	2,570	50	-38	4,373	83	-4	4,220	79	-7	4,300	78	-8
NEW JERSEY	43,708	92	3	43,503	92	4	41,777	91	4	38,832	89	3	37,221	87	1
NEW MEXICO	5,228	60	-29	5,496	64	-24	5,686	65	-22	5,101	59	-27	5,533	64	-22
NEW YORK	29,332	60	-29	30,719	60	-28	33,374	61	-26	35,016	62	-24	37,524	63	-23
NORTH CAROLINA	26,344	98	9	26,401	98	10	26,634	99	12	27,084	98	12	27,538	98	12
NORTH DAKOTA	2,893	91	2	2,952	92	4	3,141	93	6	3,268	94	8	3,206	95	9
OHIO	46,306	100	11	43,751	100	12	42,238	100	13	41,425	100	14	33,228	86	0
OKLAHOMA	12,700	90	1	12,699	90	2	12,531	90	3	11,971	85	-1	12,119	85	-1
OREGON	11,842	89	0	12,488	89	1	14,261	91	4	14,737	91	5	14,762	89	3
PENNSYLVANIA	36,150	94	5	35,887	93	5	31,023	84	-3	31,254	88	2	31,559	88	2
PUERTO RICO	1,166	27	-62	1,381	27	-61	4,152	72	-15	5,353	84	-2	5,036	67	-19
RHODE ISLAND	3,688	80	-9	3,566	79	-9	3,579	78	-9	3,663	76	-10	3,741	74	-12
SOUTH CAROLINA	17,692	95	6	18,601	97	9	19,437	97	10	20,014	94	8	19,743	93	7
SOUTH DAKOTA	3,175	96	7	3,122	97	9	3,110	97	10	3,119	98	12	3,149	98	12
TENNESSEE	21,112	84	-5	21,153	83	-5	20,691	83	-4	20,538	83	-3	20,540	82	-4
TEXAS	58,951	92	3	60,291	91	3	61,796	90	3	63,032	90	4	63,638	90	4
UTAH	6,937	82	-7	6,903	81	-7	7,045	82	-5	7,269	82	-4	7,263	82	-4
VERMONT	1,591	89	0	1,618	86	-2	1,588	86	-1	1,614	84	-2	1,774	85	-1
VIRGINIA	24,417	97	8	23,947	97	9	23,808	98	11	23,251	98	12	23,009	98	12
WASHINGTON	14,703	94	5	15,783	96	8	15,833	97	10	15,998	95	9	14,880	93	7
WEST VIRGINIA	10,160	93	4	9,792	91	3	9,967	92	5	10,157	93	7	10,882	99	13
WISCONSIN	15,896	93	4	15,764	91	3	15,558	91	4	15,738	91	5	16,118	92	6
WYOMING	2,944	84	-5	2,304	81	-7	2,317	83	-4	2,207	82	-4	2,198	83	-3
AMERICAN SAMOA	16	100	11	17	100	12	20	100	13	23	100	14	26	100	14
GUAM	148	90	1	129	86	-2	149	83	-4	165	85	-1	157	84	-2
NORTHERN MARIANAS	6	86	-3	.	.	.	7	100	13	12	75	-11	10	53	-33
VIRGIN ISLANDS	142	81	-8	.	.	.	206	72	-15	139	64	-22	106	56	-30
BUR. OF INDIAN AFFAIRS	942	63	-26	.	.	.	1,243	97	10	1,444	95	9	1,413	93	7
NATIONAL BASELINE	927,551	89		932,760	88		935,909	87		933,735	86		939,112	86	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPEECH OR LANGUAGE IMPAIRMENTS > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	191	1	-6	234	1	-6	583	4	-4	835	5	-3	1,241	8	0
ALASKA	357	11	4	886	27	20	225	7	-1	226	7	-1	152	5	-3
ARIZONA	812	6	-1	1,149	8	1	1,093	8	0	763	5	-3	657	4	-4
ARKANSAS	533	7	0	614	7	0	728	8	0	869	9	1	1,007	11	3
CALIFORNIA	5,883	5	-2	5,857	5	-2	6,511	5	-3	6,964	6	-2	6,384	5	-3
COLORADO	684	6	-1	839	7	0	860	7	-1	905	7	-1	1,064	8	0
CONNECTICUT	1,376	12	5	1,623	14	7	1,880	15	7	2,037	16	8	2,324	19	11
DELAWARE	619	42	35	723	46	39	389	24	16	293	19	11	141	9	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	179	52	44	205	38	30	334	35	27
FLORIDA	2,576	4	-3	2,506	3	-4	2,562	4	-4	2,865	4	-4	3,146	4	-4
GEORGIA	6,441	23	16	6,806	24	17	5,764	19	11	6,873	22	14	7,346	22	14
HAWAII	184	7	0	272	11	4	1,738	77	69	1,823	77	69	215	9	1
IDAHO	226	6	-1	288	8	1	387	10	2	440	11	3	482	12	4
ILLINOIS	867	2	-5	994	2	-5	1,161	2	-6	1,330	2	-6	1,502	3	-5
INDIANA	27	0	-7	28	0	-7	49	0	-8	77	0	-8	765	2	-6
IOWA	269	3	-4	311	4	-3	304	5	-3	284	6	-2	278	7	-1
KANSAS	258	2	-5	396	4	-3	429	4	-4	623	6	-2	363	3	-5
KENTUCKY	570	3	-4	1,103	6	-1	143	1	-7	191	1	-7	180	1	-7
LOUISIANA	324	2	-5	357	2	-5	1,387	8	0	821	4	-4	459	2	-6
MAINE	1,333	20	13	1,345	19	12	1,447	20	12	1,516	20	12	1,482	20	12
MARYLAND	4,560	18	11	4,290	16	9	3,867	15	7	3,539	15	7	3,680	16	8
MASSACHUSETTS	1,266	5	-2	1,317	5	-2	20,110	77	69	20,066	79	71	17,667	73	65
MICHIGAN	1,178	3	-4	938	3	-4	1,041	3	-5	1,770	5	-3	1,883	5	-3
MINNESOTA	773	5	-2	728	5	-2	761	5	-3	734	5	-3	751	5	-3
MISSISSIPPI	2,527	14	7	2,521	16	9	235	1	-7	360	2	-6	590	4	-4
MISSOURI	4,100	18	11	9,865	40	33	3,600	14	6	3,187	12	4	2,562	10	2
MONTANA	66	2	-5	80	2	-5	72	2	-6	94	3	-5	127	4	-4
NEBRASKA	546	6	-1	605	6	-1	775	7	-1	637	7	-1	721	7	-1
NEVADA	44	1	-6	75	2	-5	58	1	-7	63	1	-7	155	3	-5
NEW HAMPSHIRE	1,459	29	22	1,497	29	22	747	14	6	861	16	8	962	18	10
NEW JERSEY	1,359	3	-4	1,500	3	-4	1,717	4	-4	2,279	5	-3	2,924	7	-1
NEW MEXICO	1,800	21	14	1,596	19	12	1,493	17	9	1,857	21	13	1,798	21	13
NEW YORK	5,217	11	4	5,171	10	3	5,401	10	2	5,663	10	2	5,743	10	2
NORTH CAROLINA	202	1	-6	176	1	-6	144	1	-7	200	1	-7	180	1	-7
NORTH DAKOTA	150	5	-2	160	5	-2	147	4	-4	128	4	-4	134	4	-4
OHIO	0	0	-7	0	0	-7	0	0	-8	0	0	-8	0	0	-8
OKLAHOMA	1,258	9	2	1,316	9	2	1,354	10	2	1,927	14	6	1,990	14	6
OREGON	1,042	8	1	1,100	8	1	905	6	-2	919	6	-2	1,224	7	-1
PENNSYLVANIA	1,957	5	-2	2,140	6	-1	5,296	14	6	2,254	6	-2	2,481	7	-1
PUERTO RICO	2,762	65	58	3,399	68	61	1,391	24	16	741	12	4	2,195	29	21
RHODE ISLAND	556	12	5	566	13	6	601	13	5	696	14	6	772	15	7
SOUTH CAROLINA	846	5	-2	504	3	-4	462	2	-6	1,126	5	-3	1,335	6	-2
SOUTH DAKOTA	100	3	-4	95	3	-4	89	3	-5	59	2	-6	67	2	-6
TENNESSEE	3,047	12	5	3,175	13	6	3,223	13	5	3,160	13	5	3,263	13	5
TEXAS	4,437	7	0	4,974	8	1	5,492	8	0	5,965	9	1	6,320	9	1
UTAH	1,004	12	5	988	12	5	881	10	2	952	11	3	938	11	3
VERMONT	121	7	0	151	8	1	160	9	1	187	10	2	179	9	1
VIRGINIA	233	1	-6	248	1	-6	241	1	-7	259	1	-7	260	1	-7
WASHINGTON	342	2	-5	305	2	-5	347	2	-6	486	3	-5	483	3	-5
WEST VIRGINIA	723	7	0	931	9	2	780	7	-1	679	6	-2	79	1	-7
WISCONSIN	575	3	-4	578	3	-4	649	4	-4	744	4	-4	816	5	-3
WYOMING	469	13	6	448	16	9	416	15	7	369	14	6	387	15	7
AMERICAN SAMOA	0	0	-7	0	0	-7	0	0	-8	0	0	-8	0	0	-8
GUAM	11	7	0	17	11	4	25	14	6	23	12	4	25	13	5
NORTHERN MARIANAS	1	14	7	.	.	.	0	0	-8	4	25	17	0	0	-8
VIRGIN ISLANDS	5	3	-4	.	.	.	0	0	-8	55	25	17	58	31	23
BUR. OF INDIAN AFFAIRS	561	37	30	.	.	.	29	2	-6	35	2	-6	80	5	-3
NATIONAL BASELINE	68,827	7		77,785	7		90,328	8		92,018	8		92,351	8	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPEECH OR LANGUAGE IMPAIRMENTS > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	79	0	-4	74	0	-4	97	1	-3	77	0	-5	141	1	-4
ALASKA	35	1	-3	31	1	-3	44	1	-3	38	1	-4	43	1	-4
ARIZONA	155	1	-3	215	2	-2	249	2	-2	234	2	-3	397	3	-2
ARKANSAS	102	1	-3	111	1	-3	152	2	-2	171	2	-3	173	2	-3
CALIFORNIA	6,539	6	2	6,993	6	2	7,558	6	2	15,114	12	7	13,069	10	5
COLORADO	174	2	-2	203	2	-2	205	2	-2	212	2	-3	247	2	-3
CONNECTICUT	604	5	1	700	6	2	809	7	3	809	7	2	885	7	2
DELAWARE	3	0	-4	5	0	-4	4	0	-4	2	0	-5	2	0	-5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	34	10	6	.	.	.	272	29	24
FLORIDA	2,691	4	0	2,272	3	-1	2,415	3	-1	2,590	3	-2	2,784	4	-1
GEORGIA	304	1	-3	295	1	-3	348	1	-3	413	1	-4	405	1	-4
HAWAII	76	3	-1	85	3	-1	148	7	3	156	7	2	125	5	0
IDAHO	39	1	-3	42	1	-3	47	1	-3	30	1	-4	30	1	-4
ILLINOIS	1,999	4	0	2,084	4	0	2,169	4	0	2,256	4	-1	2,139	4	-1
INDIANA	0	0	-4	9	0	-4	24	0	-4	9	0	-5	59	0	-5
IOWA	110	1	-3	42	1	-3	49	1	-3	45	1	-4	33	1	-4
KANSAS	48	0	-4	83	1	-3	118	1	-3	154	1	-4	113	1	-4
KENTUCKY	6	0	-4	3	0	-4	28	0	-4	41	0	-5	24	0	-5
LOUISIANA	675	4	0	646	4	0	510	3	-1	488	3	-2	537	3	-2
MAINE	238	3	-1	265	4	0	303	4	0	382	5	0	311	4	-1
MARYLAND	3,860	15	11	3,965	15	11	3,729	14	10	3,192	13	8	2,954	12	7
MASSACHUSETTS	1,624	6	2	1,672	6	2	1,701	7	3	1,726	7	2	1,827	8	3
MICHIGAN	811	2	-2	406	1	-3	494	1	-3	755	2	-3	976	2	-3
MINNESOTA	119	1	-3	114	1	-3	98	1	-3	117	1	-4	114	1	-4
MISSISSIPPI	878	5	1	500	3	-1	97	1	-3	85	1	-4	482	3	-2
MISSOURI	526	2	-2	691	3	-1	596	2	-2	612	2	-3	671	3	-2
MONTANA	36	1	-3	35	1	-3	41	1	-3	49	1	-4	44	1	-4
NEBRASKA	161	2	-2	317	3	-1	608	6	2	748	8	3	455	5	0
NEVADA	181	4	0	187	4	0	161	3	-1	91	2	-3	91	2	-3
NEW HAMPSHIRE	926	18	14	1,025	20	16	121	2	-2	164	3	-2	155	3	-2
NEW JERSEY	1,993	4	0	2,127	4	0	2,240	5	1	2,278	5	0	2,379	6	1
NEW MEXICO	1,695	19	15	1,478	17	13	1,563	18	14	1,735	20	15	1,332	15	10
NEW YORK	13,710	28	24	14,726	29	25	15,541	28	24	15,268	27	22	15,662	26	21
NORTH CAROLINA	219	1	-3	243	1	-3	216	1	-3	198	1	-4	212	1	-4
NORTH DAKOTA	119	4	0	76	2	-2	69	2	-2	57	2	-3	42	1	-4
OHIO	0	0	-4	0	0	-4	0	0	-4	87	0	-5	0	0	-5
OKLAHOMA	80	1	-3	73	1	-3	82	1	-3	76	1	-4	118	1	-4
OREGON	268	2	-2	314	2	-2	334	2	-2	392	2	-3	395	2	-3
PENNSYLVANIA	374	1	-3	461	1	-3	396	1	-3	1,722	5	0	1,537	4	-1
PUERTO RICO	213	5	1	160	3	-1	154	3	-1	171	3	-2	197	3	-2
RHODE ISLAND	324	7	3	370	8	4	404	9	5	422	9	4	515	10	5
SOUTH CAROLINA	24	0	-4	36	0	-4	32	0	-4	22	0	-5	85	0	-5
SOUTH DAKOTA	20	1	-3	12	0	-4	4	0	-4	2	0	-5	3	0	-5
TENNESSEE	966	4	0	987	4	0	1,007	4	0	1,074	4	-1	1,088	4	-1
TEXAS	939	1	-3	971	1	-3	1,010	1	-3	1,066	2	-3	1,099	2	-3
UTAH	496	6	2	504	6	2	623	7	3	641	7	2	633	7	2
VERMONT	53	3	-1	67	4	0	67	4	0	74	4	-1	73	4	-1
VIRGINIA	368	1	-3	326	1	-3	247	1	-3	227	1	-4	162	1	-4
WASHINGTON	630	4	0	262	2	-2	187	1	-3	255	2	-3	548	3	-2
WEST VIRGINIA	22	0	-4	18	0	-4	31	0	-4	22	0	-5	20	0	-5
WISCONSIN	543	3	-1	843	5	1	838	5	1	674	4	-1	434	2	-3
WYOMING	58	2	-2	57	2	-2	45	2	-2	82	3	-2	52	2	-3
AMERICAN SAMOA	0	0	-4	0	0	-4	0	0	-4	0	0	-5	0	0	-5
GUAM	3	2	-2	3	2	-2	3	2	-2	6	3	-2	4	2	-3
NORTHERN MARIANAS	0	0	-4	.	.	.	0	0	-4	0	0	-5	8	42	37
VIRGIN ISLANDS	29	16	12	.	.	.	82	28	24	24	11	6	25	13	8
BUR. OF INDIAN AFFAIRS	0	0	-4	.	.	.	9	1	-3	8	1	-4	18	1	-4
NATIONAL BASELINE	46,145	4		47,184	4		48,141	4		57,343	5		56,199	5	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPEECH OR LANGUAGE IMPAIRMENTS > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	10	0.1	-0.2	8	0.0	-0.3	4	0.0	-0.3	5	0.0	-0.4	11	0.1	-0.7
ALASKA	19	0.6	0.3	1	0.0	-0.3	0	0.0	-0.3	3	0.1	-0.3	0	0.0	-0.8
ARIZONA	173	1.3	1.0	2	0.0	-0.3	2	0.0	-0.3	2	0.0	-0.4	14	0.1	-0.7
ARKANSAS	9	0.1	-0.2	2	0.0	-0.3	20	0.2	-0.1	9	0.1	-0.3	6	0.1	-0.7
CALIFORNIA	153	0.1	-0.2	177	0.2	-0.1	216	0.2	-0.1	207	0.2	-0.2	199	0.2	-0.6
COLORADO	14	0.1	-0.2	8	0.1	-0.2	23	0.2	-0.1	16	0.1	-0.3	27	0.2	-0.6
CONNECTICUT	54	0.5	0.2	64	0.5	0.2	56	0.5	0.2	68	0.5	0.1	116	0.9	0.1
DELAWARE	8	0.5	0.2	8	0.5	0.2	5	0.3	0.0	0	0.0	-0.4	0	0.0	-0.8
DISTRICT OF COLUMBIA	.	.	.	.	.	.	53	15.3	15.0	.	.	.	84	8.9	8.1
FLORIDA	54	0.1	-0.2	70	0.1	-0.2	89	0.1	-0.2	66	0.1	-0.3	18	0.0	-0.8
GEORGIA	14	0.1	-0.2	23	0.1	-0.2	8	0.0	-0.3	17	0.1	-0.3	25	0.1	-0.7
HAWAII	0	0.0	-0.3	.	.	.	1	0.0	-0.3	1	0.0	-0.4	0	0.0	-0.8
IDAHO	7	0.2	-0.1	7	0.2	-0.1	39	1.0	0.7	11	0.3	-0.1	7	0.2	-0.6
ILLINOIS	73	0.1	-0.2	97	0.2	-0.1	102	0.2	-0.1	92	0.2	-0.2	95	0.2	-0.6
INDIANA	0	0.0	-0.3	1	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.4	17	0.0	-0.8
IOWA	11	0.1	-0.2	11	0.2	-0.1	9	0.2	-0.1	11	0.2	-0.2	13	0.3	-0.5
KANSAS	0	0.0	-0.3	5	0.0	-0.3	7	0.1	-0.2	17	0.2	-0.2	2	0.0	-0.8
KENTUCKY	16	0.1	-0.2	9	0.0	-0.3	7	0.0	-0.3	34	0.2	-0.2	34	0.2	-0.6
LOUISIANA	12	0.1	-0.2	4	0.0	-0.3	3	0.0	-0.3	2	0.0	-0.4	0	0.0	-0.8
MAINE	10	0.1	-0.2	7	0.1	-0.2	14	0.2	-0.1	19	0.3	-0.1	6	0.1	-0.7
MARYLAND	224	0.9	0.6	194	0.7	0.4	171	0.7	0.4	101	0.4	0.0	118	0.5	-0.3
MASSACHUSETTS	161	0.6	0.3	170	0.7	0.4	177	0.7	0.4	183	0.7	0.3	232	1.0	0.2
MICHIGAN	374	1.0	0.7	404	1.1	0.8	283	0.7	0.4	1,359	3.5	3.1	478	1.2	0.4
MINNESOTA	79	0.5	0.2	92	0.6	0.3	84	0.5	0.2	48	0.3	-0.1	36	0.2	-0.6
MISSISSIPPI	62	0.3	0.0	83	0.5	0.2	98	0.6	0.3	107	0.7	0.3	181	1.1	0.3
MISSOURI	27	0.1	-0.2	66	0.3	0.0	29	0.1	-0.2	42	0.2	-0.2	35	0.1	-0.7
MONTANA	1	0.0	-0.3	1	0.0	-0.3	1	0.0	-0.3	6	0.2	-0.2	0	0.0	-0.8
NEBRASKA	160	1.8	1.5	411	4.1	3.8	218	2.1	1.8	164	1.7	1.3	169	1.7	0.9
NEVADA	6	0.1	-0.2	2	0.0	-0.3	1	0.0	-0.3	15	0.3	-0.1	1	0.0	-0.8
NEW HAMPSHIRE	74	1.5	1.2	54	1.0	0.7	34	0.6	0.3	40	0.8	0.4	53	1.0	0.2
NEW JERSEY	271	0.6	0.3	270	0.6	0.3	322	0.7	0.4	277	0.6	0.2	281	0.7	-0.1
NEW MEXICO	8	0.1	-0.2	4	0.0	-0.3	4	0.0	-0.3	10	0.1	-0.3	8	0.1	-0.7
NEW YORK	713	1.5	1.2	620	1.2	0.9	609	1.1	0.8	782	1.4	1.0	620	1.0	0.2
NORTH CAROLINA	28	0.1	-0.2	28	0.1	-0.2	21	0.1	-0.2	98	0.4	0.0	100	0.4	-0.4
NORTH DAKOTA	18	0.6	0.3	13	0.4	0.1	10	0.3	0.0	2	0.1	-0.3	3	0.1	-0.7
OHIO	63	0.1	-0.2	94	0.2	-0.1	0	0.0	-0.3	0	0.0	-0.4	5,234	13.6	12.8
OKLAHOMA	29	0.2	-0.1	18	0.1	-0.2	12	0.1	-0.2	27	0.2	-0.2	49	0.3	-0.5
OREGON	73	0.6	0.3	66	0.5	0.2	100	0.6	0.3	88	0.5	0.1	86	0.5	-0.3
PENNSYLVANIA	0	0.0	-0.3	3	0.0	-0.3	21	0.1	-0.2	63	0.2	-0.2	79	0.2	-0.6
PUERTO RICO	107	2.5	2.2	73	1.5	1.2	82	1.4	1.1	112	1.8	1.4	101	1.3	0.5
RHODE ISLAND	12	0.3	0.0	9	0.2	-0.1	14	0.3	0.0	19	0.4	0.0	19	0.4	-0.4
SOUTH CAROLINA	7	0.0	-0.3	31	0.2	-0.1	59	0.3	0.0	21	0.1	-0.3	30	0.1	-0.7
SOUTH DAKOTA	3	0.1	-0.2	2	0.1	-0.2	1	0.0	-0.3	0	0.0	-0.4	0	0.0	-0.8
TENNESSEE	28	0.1	-0.2	19	0.1	-0.2	14	0.1	-0.2	11	0.0	-0.4	11	0.0	-0.8
TEXAS	14	0.0	-0.3	6	0.0	-0.3	10	0.0	-0.3	9	0.0	-0.4	8	0.0	-0.8
UTAH	3	0.0	-0.3	6	0.1	-0.2	4	0.0	-0.3	2	0.0	-0.4	0	0.0	-0.8
VERMONT	13	0.7	0.4	20	1.1	0.8	18	1.0	0.7	19	1.0	0.6	32	1.5	0.7
VIRGINIA	36	0.1	-0.2	32	0.1	-0.2	37	0.2	-0.1	55	0.2	-0.2	77	0.3	-0.5
WASHINGTON	11	0.1	-0.2	8	0.0	-0.3	15	0.1	-0.2	12	0.1	-0.3	4	0.0	-0.8
WEST VIRGINIA	4	0.0	-0.3	2	0.0	-0.3	1	0.0	-0.3	0	0.0	-0.4	0	0.0	-0.8
WISCONSIN	29	0.2	-0.1	41	0.2	-0.1	43	0.3	0.0	44	0.3	-0.1	51	0.3	-0.5
WYOMING	21	0.6	0.3	19	0.7	0.4	13	0.5	0.2	30	1.1	0.7	20	0.8	0.0
AMERICAN SAMOA	0	0.0	-0.3	.	.	.	.	.	.	0	0.0	-0.4	0	0.0	-0.8
GUAM	1	0.6	0.3	0	0.0	-0.3	1	0.6	0.3	0	0.0	-0.4	0	0.0	-0.8
NORTHERN MARIANAS	0	0.0	-0.3	.	.	.	0	0.0	-0.3	0	0.0	-0.4	1	5.3	4.5
VIRGIN ISLANDS	0	0.0	-0.3	.	.	.	0	0.0	-0.3	0	0.0	-0.4	0	0.0	-0.8
BUR. OF INDIAN AFFAIRS	0	0.0	-0.3	.	.	.	6	0.5	0.2	6	0.4	0.0	.	.	.
NATIONAL BASELINE	3,297	0.3		3,365	0.3		3,171	0.3		4,332	0.4		8,791	0.8	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPEECH OR LANGUAGE IMPAIRMENTS > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	3	0.0	0.0	1	0.0	0.0	1	0.0	0.0	123	0.8	0.7	0	0.0	0.0
ALASKA	0	0.0	0.0	0	0.0	0.0	2	0.1	0.1	0	0.0	-0.1	1	0.0	0.0
ARIZONA	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
ARKANSAS	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	0.0	-0.1	3	0.0	0.0
CALIFORNIA	3	0.0	0.0	14	0.0	0.0	8	0.0	0.0	11	0.0	-0.1	8	0.0	0.0
COLORADO	1	0.0	0.0	2	0.0	0.0	6	0.0	0.0	15	0.1	0.0	18	0.1	0.1
CONNECTICUT	4	0.0	0.0	6	0.1	0.1	9	0.1	0.1	8	0.1	0.0	16	0.1	0.1
DELAWARE	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	0	0.0	-0.1	0	0.0	0.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	0.0	20	3.7	3.6	2	0.2	0.2
FLORIDA	23	0.0	0.0	51	0.1	0.1	55	0.1	0.1	89	0.1	0.0	1	0.0	0.0
GEORGIA	2	0.0	0.0	2	0.0	0.0	22	0.1	0.1	31	0.1	0.0	34	0.1	0.1
HAWAII	.	.	.	.	.	.	1	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
IDAHO	0	0.0	0.0	2	0.1	0.1	1	0.0	0.0	1	0.0	-0.1	1	0.0	0.0
ILLINOIS	7	0.0	0.0	11	0.0	0.0	10	0.0	0.0	17	0.0	-0.1	7	0.0	0.0
INDIANA	3	0.0	0.0	6	0.0	0.0	4	0.0	0.0	19	0.1	0.0	11	0.0	0.0
IOWA	4	0.1	0.1	8	0.1	0.1	3	0.1	0.1	4	0.1	0.0	4	0.1	0.1
KANSAS	1	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
KENTUCKY	0	0.0	0.0	1	0.0	0.0	8	0.0	0.0	4	0.0	-0.1	1	0.0	0.0
LOUISIANA	6	0.0	0.0	11	0.1	0.1	11	0.1	0.1	8	0.0	-0.1	4	0.0	0.0
MAINE	0	0.0	0.0	2	0.0	0.0	1	0.0	0.0	6	0.1	0.0	13	0.2	0.2
MARYLAND	9	0.0	0.0	5	0.0	0.0	5	0.0	0.0	14	0.1	0.0	8	0.0	0.0
MASSACHUSETTS	47	0.2	0.2	47	0.2	0.2	51	0.2	0.2	51	0.2	0.1	67	0.3	0.3
MICHIGAN	14	0.0	0.0	25	0.1	0.1	19	0.0	0.0	9	0.0	-0.1	19	0.0	0.0
MINNESOTA	22	0.1	0.1	27	0.2	0.2	31	0.2	0.2	44	0.3	0.2	27	0.2	0.2
MISSISSIPPI	7	0.0	0.0	1	0.0	0.0	0	0.0	0.0	0	0.0	-0.1	1	0.0	0.0
MISSOURI	0	0.0	0.0	0	0.0	0.0	1	0.0	0.0	1	0.0	-0.1	1	0.0	0.0
MONTANA	2	0.1	0.1	0	0.0	0.0	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
NEBRASKA	18	0.2	0.2	23	0.2	0.2	13	0.1	0.1	13	0.1	0.0	17	0.2	0.2
NEVADA	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
NEW HAMPSHIRE	13	0.3	0.3	17	0.3	0.3	15	0.3	0.3	28	0.5	0.4	24	0.4	0.4
NEW JERSEY	2	0.0	0.0	1	0.0	0.0	0	0.0	0.0	1	0.0	-0.1	2	0.0	0.0
NEW MEXICO	1	0.0	0.0	3	0.0	0.0	3	0.0	0.0	0	0.0	-0.1	2	0.0	0.0
NEW YORK	67	0.1	0.1	83	0.2	0.2	104	0.2	0.2	16	0.0	-0.1	17	0.0	0.0
NORTH CAROLINA	3	0.0	0.0	4	0.0	0.0	8	0.0	0.0	16	0.1	0.0	2	0.0	0.0
NORTH DAKOTA	1	0.0	0.0	3	0.1	0.1	0	0.0	0.0	2	0.1	0.0	4	0.1	0.1
OHIO	29	0.1	0.1	0	0.0	0.0	0	0.0	0.0	1	0.0	-0.1	4	0.0	0.0
OKLAHOMA	4	0.0	0.0	1	0.0	0.0	1	0.0	0.0	3	0.0	-0.1	4	0.0	0.0
OREGON	11	0.1	0.1	15	0.1	0.1	11	0.1	0.1	10	0.1	0.0	15	0.1	0.1
PENNSYLVANIA	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	33	0.1	0.0	19	0.1	0.1
PUERTO RICO	2	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
RHODE ISLAND	1	0.0	0.0	2	0.0	0.0	1	0.0	0.0	2	0.0	-0.1	1	0.0	0.0
SOUTH CAROLINA	0	0.0	0.0	0	0.0	0.0	4	0.0	0.0	10	0.0	-0.1	0	0.0	0.0
SOUTH DAKOTA	4	0.1	0.1	2	0.1	0.1	1	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
TENNESSEE	2	0.0	0.0	0	0.0	0.0	1	0.0	0.0	0	0.0	-0.1	1	0.0	0.0
TEXAS	0	0.0	0.0	.	.	.	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
UTAH	0	0.0	0.0	79	0.9	0.9	0	0.0	0.0	0	0.0	-0.1	.	.	.
VERMONT	4	0.2	0.2	4	0.2	0.2	6	0.3	0.3	8	0.4	0.3	12	0.6	0.6
VIRGINIA	4	0.0	0.0	7	0.0	0.0	7	0.0	0.0	4	0.0	-0.1	8	0.0	0.0
WASHINGTON	2	0.0	0.0	2	0.0	0.0	0	0.0	0.0	2	0.0	-0.1	3	0.0	0.0
WEST VIRGINIA	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
WISCONSIN	3	0.0	0.0	1	0.0	0.0	4	0.0	0.0	4	0.0	-0.1	5	0.0	0.0
WYOMING	1	0.0	0.0	2	0.1	0.1	4	0.1	0.1	3	0.1	0.0	2	0.1	0.1
AMERICAN SAMOA	0	0.0	0.0	.	.	.	.	.	.	0	0.0	-0.1	0	0.0	0.0
GUAM	1	0.6	0.6	1	0.7	0.7	1	0.6	0.6	1	0.5	0.4	0	0.0	0.0
NORTHERN MARIANAS	0	0.0	0.0	.	.	.	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
VIRGIN ISLANDS	0	0.0	0.0	.	.	.	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
BUR. OF INDIAN AFFAIRS	0	0.0	0.0	.	.	.	.	.	.	26	1.7	1.6	1	0.1	0.1
NATIONAL BASELINE	331	0.0		472	0.0		434	0.0		663	0.1		390	0.0	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**SPEECH OR LANGUAGE IMPAIRMENTS > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	6	0.0	-0.1	4	0.0	-0.1	11	0.1	0.0	11	0.1	0.0	11	0.1	0.1
ALASKA	0	0.0	-0.1	0	0.0	-0.1	1	0.0	-0.1	1	0.0	-0.1	0	0.0	0.0
ARIZONA	4	0.0	-0.1	4	0.0	-0.1	3	0.0	-0.1	4	0.0	-0.1	5	0.0	0.0
ARKANSAS	2	0.0	-0.1	1	0.0	-0.1	1	0.0	-0.1	6	0.1	0.0	6	0.1	0.1
CALIFORNIA	57	0.0	-0.1	50	0.0	-0.1	56	0.0	-0.1	54	0.0	-0.1	51	0.0	0.0
COLORADO	7	0.1	0.0	9	0.1	0.0	12	0.1	0.0	9	0.1	0.0	6	0.0	0.0
CONNECTICUT	8	0.1	0.0	5	0.0	-0.1	4	0.0	-0.1	3	0.0	-0.1	2	0.0	0.0
DELAWARE	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-0.1	30	5.5	5.4	0	0.0	0.0
FLORIDA	24	0.0	-0.1	41	0.1	0.0	4	0.0	-0.1	5	0.0	-0.1	13	0.0	0.0
GEORGIA	6	0.0	-0.1	3	0.0	-0.1	1	0.0	-0.1	1	0.0	-0.1	2	0.0	0.0
HAWAII	.	.	.	.	.	.	1	0.0	-0.1	1	0.0	-0.1	0	0.0	0.0
IDAHO	2	0.1	0.0	2	0.1	0.0	0	0.0	-0.1	5	0.1	0.0	4	0.1	0.1
ILLINOIS	2	0.0	-0.1	2	0.0	-0.1	3	0.0	-0.1	5	0.0	-0.1	14	0.0	0.0
INDIANA	0	0.0	-0.1	2	0.0	-0.1	8	0.0	-0.1	5	0.0	-0.1	5	0.0	0.0
IOWA	3	0.0	-0.1	21	0.3	0.2	20	0.3	0.2	14	0.3	0.2	7	0.2	0.2
KANSAS	2	0.0	-0.1	3	0.0	-0.1	3	0.0	-0.1	5	0.0	-0.1	1	0.0	0.0
KENTUCKY	0	0.0	-0.1	8	0.0	-0.1	6	0.0	-0.1	11	0.1	0.0	8	0.0	0.0
LOUISIANA	7	0.0	-0.1	16	0.1	0.0	8	0.0	-0.1	8	0.0	-0.1	9	0.0	0.0
MAINE	4	0.1	0.0	7	0.1	0.0	8	0.1	0.0	7	0.1	0.0	9	0.1	0.1
MARYLAND	40	0.2	0.1	39	0.1	0.0	28	0.1	0.0	21	0.1	0.0	18	0.1	0.1
MASSACHUSETTS	48	0.2	0.1	43	0.2	0.1	42	0.2	0.1	31	0.1	0.0	28	0.1	0.1
MICHIGAN	214	0.6	0.5	226	0.6	0.5	211	0.6	0.5	10	0.0	-0.1	11	0.0	0.0
MINNESOTA	9	0.1	0.0	15	0.1	0.0	16	0.1	0.0	18	0.1	0.0	4	0.0	0.0
MISSISSIPPI	13	0.1	0.0	5	0.0	-0.1	6	0.0	-0.1	4	0.0	-0.1	8	0.0	0.0
MISSOURI	1	0.0	-0.1	5	0.0	-0.1	1	0.0	-0.1	2	0.0	-0.1	13	0.0	0.0
MONTANA	0	0.0	-0.1	0	0.0	-0.1	2	0.1	0.0	1	0.0	-0.1	0	0.0	0.0
NEBRASKA	23	0.3	0.2	393	3.9	3.8	39	0.4	0.3	31	0.3	0.2	46	0.5	0.5
NEVADA	3	0.1	0.0	1	0.0	-0.1	0	0.0	-0.1	2	0.0	-0.1	22	0.4	0.4
NEW HAMPSHIRE	8	0.2	0.1	5	0.1	0.0	1	0.0	-0.1	6	0.1	0.0	3	0.1	0.1
NEW JERSEY	8	0.0	-0.1	5	0.0	-0.1	14	0.0	-0.1	10	0.0	-0.1	14	0.0	0.0
NEW MEXICO	16	0.2	0.1	9	0.1	0.0	11	0.1	0.0	7	0.1	0.0	3	0.0	0.0
NEW YORK	15	0.0	-0.1	14	0.0	-0.1	22	0.0	-0.1	40	0.1	0.0	30	0.1	0.1
NORTH CAROLINA	4	0.0	-0.1	4	0.0	-0.1	1	0.0	-0.1	21	0.1	0.0	27	0.1	0.1
NORTH DAKOTA	3	0.1	0.0	7	0.2	0.1	3	0.1	0.0	2	0.1	0.0	1	0.0	0.0
OHIO	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
OKLAHOMA	2	0.0	-0.1	2	0.0	-0.1	2	0.0	-0.1	4	0.0	-0.1	14	0.1	0.1
OREGON	15	0.1	0.0	10	0.1	0.0	13	0.1	0.0	13	0.1	0.0	14	0.1	0.1
PENNSYLVANIA	16	0.0	-0.1	16	0.0	-0.1	16	0.0	-0.1	7	0.0	-0.1	5	0.0	0.0
PUERTO RICO	13	0.3	0.2	20	0.4	0.3	8	0.1	0.0	7	0.1	0.0	11	0.1	0.1
RHODE ISLAND	2	0.0	-0.1	1	0.0	-0.1	3	0.1	0.0	1	0.0	-0.1	4	0.1	0.1
SOUTH CAROLINA	0	0.0	-0.1	0	0.0	-0.1	2	0.0	-0.1	0	0.0	-0.1	9	0.0	0.0
SOUTH DAKOTA	2	0.1	0.0	0	0.0	-0.1	1	0.0	-0.1	2	0.1	0.0	0	0.0	0.0
TENNESSEE	25	0.1	0.0	19	0.1	0.0	20	0.1	0.0	25	0.1	0.0	19	0.1	0.1
TEXAS	16	0.0	-0.1	16	0.0	-0.1	26	0.0	-0.1	19	0.0	-0.1	19	0.0	0.0
UTAH	1	0.0	-0.1	0	0.0	-0.1	2	0.0	-0.1	2	0.0	-0.1	2	0.0	0.0
VERMONT	14	0.8	0.7	13	0.7	0.6	14	0.8	0.7	10	0.5	0.4	10	0.5	0.5
VIRGINIA	37	0.1	0.0	35	0.1	0.0	36	0.1	0.0	32	0.1	0.0	24	0.1	0.1
WASHINGTON	33	0.2	0.1	14	0.1	0.0	11	0.1	0.0	19	0.1	0.0	16	0.1	0.1
WEST VIRGINIA	3	0.0	-0.1	1	0.0	-0.1	11	0.1	0.0	8	0.1	0.0	11	0.1	0.1
WISCONSIN	6	0.0	-0.1	5	0.0	-0.1	9	0.1	0.0	11	0.1	0.0	5	0.0	0.0
WYOMING	1	0.0	-0.1	1	0.0	-0.1	2	0.1	0.0	1	0.0	-0.1	2	0.1	0.1
AMERICAN SAMOA	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
GUAM	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
NORTHERN MARIANAS	0	0.0	-0.1	.	.	.	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
VIRGIN ISLANDS	0	0.0	-0.1	.	.	.	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
BUR. OF INDIAN AFFAIRS	0	0.0	-0.1	.	.	.	.	.	.	0	0.0	-0.1	.	.	.
NATIONAL BASELINE	725	0.1		1,102	0.1		723	0.1		552	0.1		546	0.0	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**MENTAL RETARDATION > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,558	7	-4	1,556	7	-6	2,747	12	-1	4,425	21	7	3,214	16	3
ALASKA	94	13	2	152	19	6	137	18	5	121	15	1	113	14	1
ARIZONA	509	8	-3	471	7	-6	477	7	-6	811	11	-3	427	6	-7
ARKANSAS	1,350	11	0	1,279	10	-3	1,153	10	-3	1,058	9	-5	989	8	-5
CALIFORNIA	1,559	5	-6	1,760	6	-7	2,066	6	-7	2,669	8	-6	11,535	32	19
COLORADO	1,104	35	24	1,086	34	21	1,133	34	21	1,146	34	20	1,419	41	28
CONNECTICUT	398	10	-1	389	9	-4	365	9	-4	375	10	-4	392	11	-2
DELAWARE	87	5	-6	94	5	-8	135	7	-6	146	7	-7	173	8	-5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	20	1	-12	62	7	-7	0	0	-13
FLORIDA	966	3	-8	9,010	25	12	7,753	21	8	8,097	21	7	5,989	15	2
GEORGIA	1,654	6	-5	1,544	5	-8	1,591	5	-8	1,430	5	-9	1,771	6	-7
HAWAII	486	17	6	388	15	2	260	9	-4	272	9	-5	498	18	5
IDAHO	914	32	21	799	30	17	662	27	14	518	25	11	431	22	9
ILLINOIS	1,902	8	-3	1,692	7	-6	1,762	7	-6	1,913	7	-7	2,028	7	-6
INDIANA	2,835	14	3	2,689	13	0	3,346	16	3	2,802	13	-1	3,711	17	4
IOWA	4,835	36	25	4,299	30	17	4,757	32	19	5,339	33	19	5,623	34	21
KANSAS	1,130	20	9	1,102	20	7	1,125	20	7	1,147	22	8	907	16	3
KENTUCKY	3,721	21	10	3,545	20	7	3,804	21	8	3,718	20	6	3,692	21	8
LOUISIANA	348	3	-8	478	4	-9	1,270	10	-3	1,099	9	-5	1,078	9	-4
MAINE	95	8	-3	92	8	-5	81	7	-6	74	7	-7	71	7	-6
MARYLAND	425	7	-4	504	8	-5	494	8	-5	590	9	-5	596	9	-4
MASSACHUSETTS	2,984	24	13	3,055	24	11	1,010	8	-5	850	6	-8	1,108	8	-5
MICHIGAN	1,618	8	-3	5,112	24	11	4,184	18	5	1,836	8	-6	1,360	6	-7
MINNESOTA	2,142	21	10	2,093	20	7	1,861	18	5	1,660	17	3	1,598	16	3
MISSISSIPPI	196	3	-8	223	3	-10	465	7	-6	419	7	-7	452	8	-5
MISSOURI	364	3	-8	580	5	-8	763	6	-7	742	6	-8	768	6	-7
MONTANA	244	18	7	96	8	-5	217	19	6	199	17	3	171	14	1
NEBRASKA	1,535	27	16	1,385	22	9	1,429	24	11	1,367	23	9	1,470	25	12
NEVADA	127	8	-3	114	7	-6	113	7	-6	105	6	-8	97	6	-7
NEW HAMPSHIRE	227	24	13	215	22	9	556	57	44	413	41	27	437	43	30
NEW JERSEY	102	2	-9	84	2	-11	147	3	-10	171	3	-11	295	5	-8
NEW MEXICO	154	7	-4	245	11	-2	373	18	5	96	5	-9	140	7	-6
NEW YORK	1,124	7	-4	1,012	6	-7	1,384	8	-5	1,726	11	-3	1,718	11	-2
NORTH CAROLINA	3,977	15	4	3,939	14	1	3,983	14	1	4,203	15	1	4,104	14	1
NORTH DAKOTA	395	31	20	397	32	19	393	32	19	384	31	17	372	30	17
OHIO	9,829	20	9	12,129	24	11	14,393	28	15	16,377	32	18	6,969	14	1
OKLAHOMA	1,107	11	0	1,065	11	-2	1,056	11	-2	963	11	-3	848	10	-3
OREGON	1,107	30	19	1,163	29	16	1,210	30	17	1,156	27	13	1,184	27	14
PENNSYLVANIA	1,620	6	-5	1,731	6	-7	1,802	6	-7	2,469	9	-5	3,743	14	1
PUERTO RICO	249	2	-9	200	1	-12	3,791	29	16	3,988	30	16	2,830	22	9
RHODE ISLAND	32	3	-8	30	3	-10	26	2	-11	27	2	-12	33	3	-10
SOUTH CAROLINA	1,105	7	-4	1,419	8	-5	1,108	6	-7	610	3	-11	529	3	-10
SOUTH DAKOTA	261	18	7	267	18	5	265	19	6	257	18	4	262	18	5
TENNESSEE	1,201	8	-3	1,112	7	-6	1,123	7	-6	1,278	8	-6	1,261	9	-4
TEXAS	390	1	-10	313	1	-12	342	1	-12	373	2	-12	366	1	-12
UTAH	154	5	-6	136	4	-9	171	5	-8	174	5	-9	146	5	-8
VERMONT	983	73	62	980	72	59	872	67	54	806	62	48	805	62	49
VIRGINIA	338	2	-9	330	2	-11	299	2	-11	304	2	-12	311	2	-11
WASHINGTON	1,221	16	5	1,112	15	2	1,079	15	2	888	13	-1	809	12	-1
WEST VIRGINIA	542	7	-4	663	8	-5	782	9	-4	874	10	-4	797	9	-4
WISCONSIN	822	6	-5	978	8	-5	838	7	-6	970	7	-7	1,064	8	-5
WYOMING	58	8	-3	57	9	-4	58	9	-4	55	8	-6	45	7	-6
AMERICAN SAMOA	0	0	-11	0	0	-13	7	13	0	0	0	-14	0	0	-13
GUAM	11	9	-2	8	8	-5	7	8	-5	4	4	-10	5	5	-8
NORTHERN MARIANAS	24	65	54	.	.	.	16	50	37	23	44	30	10	18	5
VIRGIN ISLANDS	5	1	-10	.	.	.	46	10	-3	22	4	-10	11	3	-10
BUR. OF INDIAN AFFAIRS	81	15	4	.	.	.	110	31	18	183	34	20	183	36	23
NATIONAL BASELINE	62,299	11		75,172	13		81,417	13		83,784	14		80,958	13	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**MENTAL RETARDATION > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	11,242	48	20	11,275	50	20	10,747	48	18	11,682	55	25	11,768	58	29
ALASKA	257	36	8	278	35	5	253	33	3	258	32	2	244	30	1
ARIZONA	1,288	20	-8	1,398	22	-8	1,428	21	-9	1,432	20	-10	1,367	19	-10
ARKANSAS	6,257	51	23	6,278	51	21	6,267	52	22	6,153	52	22	6,387	54	25
CALIFORNIA	3,734	13	-15	4,097	13	-17	4,244	13	-17	4,379	13	-17	4,216	12	-17
COLORADO	806	26	-2	855	27	-3	834	25	-5	835	25	-5	939	27	-2
CONNECTICUT	854	22	-6	923	23	-7	888	22	-8	937	24	-6	998	27	-2
DELAWARE	1,052	58	30	1,041	55	25	1,136	57	27	1,058	52	22	839	41	12
DISTRICT OF COLUMBIA	.	.	.	.	.	.	528	34	4	432	50	20	116	9	-20
FLORIDA	2,684	8	-20	5,894	16	-14	6,472	17	-13	6,635	17	-13	6,971	18	-11
GEORGIA	7,042	25	-3	7,444	26	-4	7,852	27	-3	7,914	26	-4	8,042	27	-2
HAWAII	969	34	6	989	39	9	1,365	49	19	1,425	45	15	1,027	38	9
IDAHO	1,147	40	12	1,129	42	12	1,013	42	12	864	41	11	803	42	13
ILLINOIS	1,503	6	-22	1,277	5	-25	1,253	5	-25	1,344	5	-25	1,450	5	-24
INDIANA	2,810	14	-14	3,206	15	-15	3,357	16	-14	3,561	16	-14	4,478	20	-9
IOWA	4,539	34	6	5,453	38	8	5,703	38	8	5,911	37	7	6,272	38	9
KANSAS	1,750	31	3	1,922	34	4	1,764	32	2	1,716	32	2	1,910	34	5
KENTUCKY	9,161	51	23	9,360	52	22	8,601	47	17	8,660	48	18	8,642	48	19
LOUISIANA	1,232	10	-18	1,334	10	-20	1,752	14	-16	1,888	15	-15	2,071	17	-12
MAINE	454	36	8	414	34	4	389	34	4	362	33	3	296	29	0
MARYLAND	891	14	-14	932	15	-15	1,010	16	-14	1,082	16	-14	1,164	17	-12
MASSACHUSETTS	2,540	21	-7	2,641	21	-9	5,033	38	8	5,146	39	9	4,824	35	6
MICHIGAN	3,464	17	-11	3,850	18	-12	3,949	17	-13	4,620	20	-10	5,027	21	-8
MINNESOTA	4,054	40	12	4,196	41	11	4,183	41	11	4,180	42	12	4,187	41	12
MISSISSIPPI	2,281	30	2	2,090	29	-1	2,135	32	2	1,778	28	-2	1,612	28	-1
MISSOURI	2,608	22	-6	3,015	24	-6	3,234	26	-4	3,519	28	-2	3,586	29	0
MONTANA	448	33	5	498	43	13	435	37	7	409	34	4	515	42	13
NEBRASKA	2,312	41	13	3,062	49	19	2,725	45	15	2,375	39	9	2,314	39	10
NEVADA	572	35	7	589	35	5	478	29	-1	436	26	-4	404	23	-6
NEW HAMPSHIRE	220	24	-4	267	27	-3	244	25	-5	290	29	-1	292	29	0
NEW JERSEY	793	17	-11	709	15	-15	405	9	-21	688	13	-17	978	17	-12
NEW MEXICO	293	14	-14	279	13	-17	240	12	-18	214	11	-19	315	17	-12
NEW YORK	1,267	7	-21	1,348	8	-22	1,419	9	-21	1,564	10	-20	1,771	11	-18
NORTH CAROLINA	9,322	35	7	9,407	34	4	9,556	34	4	9,745	34	4	9,773	33	4
NORTH DAKOTA	520	41	13	531	42	12	528	43	13	560	46	16	576	47	18
OHIO	30,461	62	34	31,419	63	33	31,333	62	32	30,737	60	30	23,073	45	16
OKLAHOMA	4,287	43	15	4,200	44	14	4,185	45	15	4,195	47	17	3,969	47	18
OREGON	1,033	28	0	992	25	-5	1,085	27	-3	1,117	26	-4	1,076	25	-4
PENNSYLVANIA	7,916	29	1	8,206	30	0	9,178	33	3	8,801	32	2	9,559	35	6
PUERTO RICO	4,871	36	8	4,957	37	7	1,603	12	-18	1,618	12	-18	2,546	20	-9
RHODE ISLAND	57	5	-23	64	6	-24	65	6	-24	59	5	-25	68	6	-23
SOUTH CAROLINA	4,681	28	0	4,493	26	-4	4,713	27	-3	4,876	28	-2	4,440	26	-3
SOUTH DAKOTA	737	50	22	742	50	20	712	50	20	721	51	21	702	49	20
TENNESSEE	5,293	34	6	5,493	34	4	5,471	34	4	5,224	34	4	5,106	35	6
TEXAS	3,838	15	-13	3,885	16	-14	4,711	19	-11	4,856	20	-10	4,940	20	-9
UTAH	425	13	-15	402	12	-18	425	13	-17	355	11	-19	334	10	-19
VERMONT	161	12	-16	162	12	-18	187	14	-16	201	15	-15	205	16	-13
VIRGINIA	3,207	22	-6	3,215	22	-8	3,218	22	-8	3,321	23	-7	3,278	23	-6
WASHINGTON	3,204	41	13	3,017	40	10	2,809	38	8	2,724	39	9	2,448	37	8
WEST VIRGINIA	3,196	40	12	3,561	42	12	4,077	46	16	4,486	49	19	4,694	51	22
WISCONSIN	3,934	31	3	4,031	31	1	4,302	34	4	4,646	36	6	4,738	36	7
WYOMING	282	39	11	279	43	13	274	40	10	176	26	-4	231	36	7
AMERICAN SAMOA	0	0	-28	7	20	-10	23	41	11	21	39	9	25	40	11
GUAM	32	27	-1	30	29	-1	34	40	10	43	44	14	45	47	18
NORTHERN MARIANAS	7	19	-9	.	.	.	14	44	14	23	44	14	41	72	43
VIRGIN ISLANDS	140	31	3	.	.	.	0	0	-30	402	69	39	256	60	31
BUR. OF INDIAN AFFAIRS	329	61	33	.	.	.	158	45	15	200	37	7	211	42	13
NATIONAL BASELINE	168,457	28		177,136	30		179,997	30		182,854	30		178,159	29	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**MENTAL RETARDATION > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	9,876	42	-12	9,105	40	-12	8,106	36	-15	4,518	21	-29	4,720	23	-29
ALASKA	369	51	-3	357	45	-7	380	49	-2	408	51	1	453	55	3
ARIZONA	4,307	67	13	4,321	67	15	4,579	67	16	4,730	65	15	5,060	70	18
ARKANSAS	4,108	34	-20	4,277	35	-17	4,174	35	-16	4,146	35	-15	4,022	34	-18
CALIFORNIA	21,435	72	18	22,436	72	20	23,573	72	21	24,251	71	21	16,719	47	-5
COLORADO	1,182	38	-16	1,220	38	-14	1,255	38	-13	1,290	39	-11	1,030	30	-22
CONNECTICUT	2,358	60	6	2,429	59	7	2,452	60	9	2,226	57	7	1,963	53	1
DELAWARE	421	23	-31	484	25	-27	505	26	-25	721	35	-15	864	42	-10
DISTRICT OF COLUMBIA	.	.	.	.	.	.	486	31	-20	.	.	.	695	52	0
FLORIDA	28,102	80	26	19,934	54	2	21,492	57	6	22,256	57	7	23,011	58	6
GEORGIA	18,586	67	13	19,059	67	15	19,486	66	15	20,056	67	17	19,875	66	14
HAWAII	1,357	48	-6	1,114	44	-8	1,100	40	-11	1,148	37	-13	1,167	43	-9
IDAHO	770	27	-27	733	27	-25	701	29	-22	703	33	-17	660	34	-18
ILLINOIS	17,731	70	16	18,731	72	20	19,275	73	22	19,679	73	23	20,272	73	21
INDIANA	14,454	70	16	14,727	69	17	14,223	67	16	14,942	69	19	13,250	61	9
IOWA	3,515	27	-27	4,021	28	-24	3,905	26	-25	4,144	26	-24	3,993	24	-28
KANSAS	2,576	46	-8	2,385	42	-10	2,489	45	-6	2,283	43	-7	2,509	45	-7
KENTUCKY	5,018	28	-26	5,086	28	-24	5,525	30	-21	5,500	30	-20	5,350	30	-22
LOUISIANA	10,513	82	28	10,391	80	28	9,245	72	21	8,745	71	21	8,352	69	17
MAINE	666	53	-1	667	55	3	650	56	5	621	57	7	634	61	9
MARYLAND	3,552	58	4	3,658	58	6	3,813	59	8	3,945	59	9	3,872	58	6
MASSACHUSETTS	5,917	48	-6	6,092	48	-4	6,196	47	-4	6,287	48	-2	6,654	48	-4
MICHIGAN	12,852	62	8	9,627	45	-7	11,945	52	1	12,917	55	5	15,095	63	11
MINNESOTA	3,186	31	-23	3,220	31	-21	3,289	32	-19	3,346	34	-16	3,556	35	-17
MISSISSIPPI	4,947	64	10	4,729	65	13	3,876	58	7	3,780	61	11	3,585	62	10
MISSOURI	6,937	58	4	7,142	56	4	6,729	53	2	6,474	52	2	6,273	51	-1
MONTANA	648	47	-7	557	48	-4	510	44	-7	555	47	-3	548	44	-8
NEBRASKA	1,585	28	-26	1,473	24	-28	1,710	28	-23	2,151	36	-14	1,959	33	-19
NEVADA	702	43	-11	759	45	-7	834	51	0	956	56	6	1,062	60	8
NEW HAMPSHIRE	389	42	-12	391	40	-12	124	13	-38	246	24	-26	219	22	-30
NEW JERSEY	2,293	49	-5	2,254	49	-3	2,475	53	2	2,983	58	8	3,074	53	1
NEW MEXICO	1,607	77	23	1,601	75	23	1,450	70	19	1,635	81	31	1,387	73	21
NEW YORK	9,556	56	2	10,676	64	12	10,342	62	11	9,760	60	10	9,444	60	8
NORTH CAROLINA	12,168	46	-8	12,851	47	-5	13,276	48	-3	13,604	47	-3	14,227	49	-3
NORTH DAKOTA	318	25	-29	287	23	-29	266	22	-29	249	20	-30	248	20	-32
OHIO	8,138	17	-37	5,616	11	-41	4,266	8	-43	3,638	7	-43	20,404	40	-12
OKLAHOMA	4,403	44	-10	4,203	44	-8	3,941	42	-9	3,710	41	-9	3,553	42	-10
OREGON	1,468	39	-15	1,618	41	-11	1,560	38	-13	1,762	41	-9	1,879	43	-9
PENNSYLVANIA	16,127	59	5	15,913	58	6	15,258	54	3	14,895	54	4	13,090	47	-5
PUERTO RICO	6,810	51	-3	6,803	51	-1	6,390	48	-3	6,125	47	-3	5,989	46	-6
RHODE ISLAND	869	80	26	905	80	28	930	81	30	941	83	33	1,013	84	32
SOUTH CAROLINA	10,263	61	7	10,936	63	11	11,244	64	13	11,367	65	15	11,032	65	13
SOUTH DAKOTA	395	27	-27	373	25	-27	350	25	-26	357	25	-25	369	26	-26
TENNESSEE	8,631	55	1	9,018	56	4	8,942	56	5	8,322	55	5	7,778	54	2
TEXAS	20,480	78	24	18,793	77	25	18,452	75	24	18,288	75	25	18,707	75	23
UTAH	2,376	74	20	2,341	69	17	2,454	74	23	2,505	76	26	2,396	75	23
VERMONT	172	13	-41	182	13	-39	173	13	-38	221	17	-33	235	18	-34
VIRGINIA	10,501	73	19	10,475	73	21	10,666	73	22	10,555	72	22	10,263	72	20
WASHINGTON	3,227	42	-12	3,364	44	-8	3,376	46	-5	3,321	47	-3	3,289	50	-2
WEST VIRGINIA	4,231	53	-1	4,248	50	-2	3,992	45	-6	3,694	40	-10	3,646	40	-12
WISCONSIN	7,503	59	5	7,415	57	5	7,109	56	5	6,944	53	3	6,721	52	0
WYOMING	342	47	-7	297	46	-6	314	46	-5	368	55	5	305	48	-4
AMERICAN SAMOA	34	100	46	28	80	28	26	46	-5	33	61	11	38	60	8
GUAM	71	60	6	60	59	7	44	52	1	50	51	1	44	46	-6
NORTHERN MARIANAS	5	14	-40	.	.	.	0	0	-51	0	0	-50	5	9	-43
VIRGIN ISLANDS	300	67	13	.	.	.	406	89	38	160	27	-23	159	37	-15
BUR. OF INDIAN AFFAIRS	89	16	-38	.	.	.	73	21	-30	132	24	-26	95	19	-33
NATIONAL BASELINE	320,436	54		309,382	52		310,402	51		308,643	50		316,812	52	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**MENTAL RETARDATION > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	529	2.3	-3.5	518	2.3	-2.9	553	2.5	-2.5	442	2.1	-2.8	451	2.2	-2.9
ALASKA	2	0.3	-5.5	2	0.3	-4.9	6	0.8	-4.2	8	1.0	-3.9	8	1.0	-4.1
ARIZONA	267	4.2	-1.6	272	4.2	-1.0	282	4.2	-0.8	273	3.7	-1.2	323	4.5	-0.6
ARKANSAS	180	1.5	-4.3	227	1.9	-3.3	196	1.6	-3.4	198	1.7	-3.2	167	1.4	-3.7
CALIFORNIA	2,440	8.2	2.4	2,319	7.5	2.3	2,357	7.2	2.2	2,338	6.9	2.0	2,648	7.4	2.3
COLORADO	15	0.5	-5.3	30	0.9	-4.3	50	1.5	-3.5	43	1.3	-3.6	50	1.4	-3.7
CONNECTICUT	311	7.9	2.1	310	7.6	2.4	323	7.9	2.9	341	8.7	3.8	320	8.6	3.5
DELAWARE	244	13.5	7.7	253	13.3	8.1	172	8.7	3.7	74	3.6	-1.3	128	6.3	1.2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	482	31.2	26.2	.	.	.	501	37.5	32.4
FLORIDA	3,362	9.5	3.7	1,593	4.3	-0.9	1,636	4.4	-0.6	1,758	4.5	-0.4	3,224	8.2	3.1
GEORGIA	179	0.6	-5.2	189	0.7	-4.5	195	0.7	-4.3	188	0.6	-4.3	189	0.6	-4.5
HAWAII	0	0.0	-5.8	9	0.4	-4.8	12	0.4	-4.6	12	0.4	-4.5	0	0.0	-5.1
IDAHO	32	1.1	-4.7	41	1.5	-3.7	28	1.2	-3.8	22	1.0	-3.9	19	1.0	-4.1
ILLINOIS	3,973	15.7	9.9	4,020	15.5	10.3	3,967	15.0	10.0	3,815	14.2	9.3	3,811	13.8	8.7
INDIANA	385	1.9	-3.9	383	1.8	-3.4	198	0.9	-4.1	179	0.8	-4.1	172	0.8	-4.3
IOWA	313	2.4	-3.4	342	2.4	-2.8	408	2.7	-2.3	436	2.7	-2.2	479	2.9	-2.2
KANSAS	117	2.1	-3.7	134	2.4	-2.8	132	2.4	-2.6	102	1.9	-3.0	160	2.9	-2.2
KENTUCKY	46	0.3	-5.5	23	0.1	-5.1	83	0.5	-4.5	92	0.5	-4.4	114	0.6	-4.5
LOUISIANA	371	2.9	-2.9	401	3.1	-2.1	334	2.6	-2.4	330	2.7	-2.2	254	2.1	-3.0
MAINE	34	2.7	-3.1	31	2.6	-2.6	29	2.5	-2.5	27	2.5	-2.4	22	2.1	-3.0
MARYLAND	1,234	20.1	14.3	1,158	18.4	13.2	1,087	16.9	11.9	1,041	15.5	10.6	1,025	15.3	10.2
MASSACHUSETTS	632	5.2	-0.6	665	5.3	0.1	695	5.3	0.3	719	5.5	0.6	948	6.9	1.8
MICHIGAN	2,731	13.2	7.4	2,743	12.8	7.6	2,772	12.1	7.1	4,019	17.1	12.2	2,561	10.6	5.5
MINNESOTA	803	7.8	2.0	732	7.1	1.9	805	7.9	2.9	704	7.1	2.2	693	6.9	1.8
MISSISSIPPI	94	1.2	-4.6	77	1.1	-4.1	64	1.0	-4.0	55	0.9	-4.0	53	0.9	-4.2
MISSOURI	1,866	15.7	9.9	1,907	15.0	9.8	1,829	14.5	9.5	1,723	13.7	8.8	1,685	13.6	8.5
MONTANA	4	0.3	-5.5	6	0.5	-4.7	3	0.3	-4.7	23	1.9	-3.0	0	0.0	-5.1
NEBRASKA	214	3.8	-2.0	114	1.8	-3.4	106	1.8	-3.2	92	1.5	-3.4	119	2.0	-3.1
NEVADA	224	13.7	7.9	207	12.4	7.2	218	13.2	8.2	201	11.8	6.9	186	10.6	5.5
NEW HAMPSHIRE	73	7.8	2.0	72	7.3	2.1	33	3.4	-1.6	39	3.8	-1.1	36	3.6	-1.5
NEW JERSEY	1,397	29.6	23.8	1,454	31.5	26.3	1,582	34.1	29.1	1,300	25.1	20.2	1,368	23.7	18.6
NEW MEXICO	13	0.6	-5.2	2	0.1	-5.1	7	0.3	-4.7	54	2.7	-2.2	48	2.5	-2.6
NEW YORK	4,793	28.3	22.5	3,415	20.5	15.3	3,148	19.0	14.0	2,934	18.1	13.2	2,707	17.1	12.0
NORTH CAROLINA	1,005	3.8	-2.0	1,057	3.9	-1.3	1,065	3.8	-1.2	1,061	3.7	-1.2	894	3.1	-2.0
NORTH DAKOTA	4	0.3	-5.5	12	1.0	-4.2	7	0.6	-4.4	12	1.0	-3.9	9	0.7	-4.4
OHIO	312	0.6	-5.2	201	0.4	-4.8	181	0.4	-4.6	306	0.6	-4.3	563	1.1	-4.0
OKLAHOMA	98	1.0	-4.8	59	0.6	-4.6	46	0.5	-4.5	41	0.5	-4.4	38	0.4	-4.7
OREGON	94	2.5	-3.3	105	2.7	-2.5	141	3.5	-1.5	166	3.9	-1.0	158	3.6	-1.5
PENNSYLVANIA	1,658	6.0	0.2	1,587	5.7	0.5	1,618	5.8	0.8	1,244	4.5	-0.4	1,053	3.8	-1.3
PUERTO RICO	1,265	9.4	3.6	1,261	9.4	4.2	1,206	9.1	4.1	1,194	9.1	4.2	1,472	11.3	6.2
RHODE ISLAND	108	9.9	4.1	111	9.8	4.6	104	9.1	4.1	87	7.7	2.8	78	6.5	1.4
SOUTH CAROLINA	390	2.3	-3.5	385	2.2	-3.0	369	2.1	-2.9	420	2.4	-2.5	434	2.6	-2.5
SOUTH DAKOTA	47	3.2	-2.6	50	3.4	-1.8	44	3.1	-1.9	46	3.2	-1.7	51	3.5	-1.6
TENNESSEE	361	2.3	-3.5	372	2.3	-2.9	247	1.6	-3.4	279	1.8	-3.1	232	1.6	-3.5
TEXAS	1,045	4.0	-1.8	1,221	5.0	-0.2	766	3.1	-1.9	709	2.9	-2.0	711	2.9	-2.2
UTAH	261	8.1	2.3	291	8.5	3.3	280	8.4	3.4	244	7.4	2.5	300	9.4	4.3
VERMONT	16	1.2	-4.6	21	1.5	-3.7	33	2.6	-2.4	43	3.3	-1.6	36	2.8	-2.3
VIRGINIA	225	1.6	-4.2	228	1.6	-3.6	234	1.6	-3.4	215	1.5	-3.4	233	1.6	-3.5
WASHINGTON	83	1.1	-4.7	81	1.1	-4.1	70	1.0	-4.0	59	0.8	-4.1	28	0.4	-4.7
WEST VIRGINIA	25	0.3	-5.5	36	0.4	-4.8	39	0.4	-4.6	26	0.3	-4.6	15	0.2	-4.9
WISCONSIN	379	3.0	-2.8	384	3.0	-2.2	396	3.1	-1.9	386	3.0	-1.9	390	3.0	-2.1
WYOMING	9	1.2	-4.6	7	1.1	-4.1	6	0.9	-4.1	32	4.8	-0.1	13	2.1	-3.0
AMERICAN SAMOA	0	0.0	-5.8	.	.	.	.	.	.	0	0.0	-4.9	0	0.0	-5.1
GUAM	3	2.5	-3.3	3	2.9	-2.3	0	0.0	-5.0	1	1.0	-3.9	1	1.1	-4.0
NORTHERN MARIANAS	0	0.0	-5.8	.	.	.	0	0.0	-5.0	5	9.6	4.7	0	0.0	-5.1
VIRGIN ISLANDS	1	0.2	-5.6	.	.	.	0	0.0	-5.0	0	0.0	-4.9	0	0.0	-5.1
BUR. OF INDIAN AFFAIRS	24	4.4	-1.4	.	.	.	11	3.1	-1.9	11	2.0	-2.9	.	.	.
NATIONAL BASELINE	34,291	5.8		31,121	5.2		30,655	5.0		30,169	4.9		31,178	5.1	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**MENTAL RETARDATION > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	38	0.2	-0.3	42	0.2	-0.4	77	0.3	-0.2	190	0.9	0.3	40	0.2	-0.3
ALASKA	1	0.1	-0.4	0	0.0	-0.6	1	0.1	-0.4	0	0.0	-0.6	0	0.0	-0.5
ARIZONA	4	0.1	-0.4	7	0.1	-0.5	6	0.1	-0.4	13	0.2	-0.4	8	0.1	-0.4
ARKANSAS	198	1.6	1.1	88	0.7	0.1	140	1.2	0.7	183	1.6	1.0	157	1.3	0.8
CALIFORNIA	27	0.1	-0.4	59	0.2	-0.4	51	0.2	-0.3	60	0.2	-0.4	62	0.2	-0.3
COLORADO	20	0.6	0.1	16	0.5	-0.1	9	0.3	-0.2	13	0.4	-0.2	17	0.5	0.0
CONNECTICUT	33	0.8	0.3	41	1.0	0.4	47	1.2	0.7	44	1.1	0.5	54	1.4	0.9
DELAWARE	6	0.3	-0.2	32	1.7	1.1	25	1.3	0.8	28	1.4	0.8	28	1.4	0.9
DISTRICT OF COLUMBIA	.	.	.	.	.	.	30	1.9	1.4	364	42.4	41.8	25	1.9	1.4
FLORIDA	68	0.2	-0.3	208	0.6	0.0	78	0.2	-0.3	73	0.2	-0.4	35	0.1	-0.4
GEORGIA	158	0.6	0.1	281	1.0	0.4	254	0.9	0.4	300	1.0	0.4	262	0.9	0.4
HAWAII	3	0.1	-0.4	6	0.2	-0.4	14	0.5	0.0	102	3.2	2.6	0	0.0	-0.5
IDAHO	5	0.2	-0.3	0	0.0	-0.6	4	0.2	-0.3	0	0.0	-0.6	2	0.1	-0.4
ILLINOIS	189	0.7	0.2	176	0.7	0.1	154	0.6	0.1	120	0.4	-0.2	100	0.4	-0.1
INDIANA	94	0.5	0.0	111	0.5	-0.1	124	0.6	0.1	166	0.8	0.2	166	0.8	0.3
IOWA	57	0.4	-0.1	65	0.5	-0.1	77	0.5	0.0	95	0.6	0.0	109	0.7	0.2
KANSAS	68	1.2	0.7	71	1.3	0.7	72	1.3	0.8	67	1.3	0.7	43	0.8	0.3
KENTUCKY	15	0.1	-0.4	21	0.1	-0.5	40	0.2	-0.3	54	0.3	-0.3	44	0.2	-0.3
LOUISIANA	301	2.3	1.8	201	1.6	1.0	179	1.4	0.9	198	1.6	1.0	165	1.4	0.9
MAINE	4	0.3	-0.2	2	0.2	-0.4	2	0.2	-0.3	4	0.4	-0.2	9	0.9	0.4
MARYLAND	30	0.5	0.0	32	0.5	-0.1	28	0.4	-0.1	25	0.4	-0.2	25	0.4	-0.1
MASSACHUSETTS	148	1.2	0.7	149	1.2	0.6	161	1.2	0.7	163	1.2	0.6	213	1.5	1.0
MICHIGAN	25	0.1	-0.4	32	0.1	-0.5	12	0.1	-0.4	61	0.3	-0.3	40	0.2	-0.3
MINNESOTA	31	0.3	-0.2	49	0.5	-0.1	33	0.3	-0.2	33	0.3	-0.3	40	0.4	-0.1
MISSISSIPPI	96	1.2	0.7	80	1.1	0.5	92	1.4	0.9	163	2.6	2.0	40	0.7	0.2
MISSOURI	39	0.3	-0.2	5	0.0	-0.6	4	0.0	-0.5	3	0.0	-0.6	4	0.0	-0.5
MONTANA	16	1.2	0.7	1	0.1	-0.5	2	0.2	-0.3	1	0.1	-0.5	2	0.2	-0.3
NEBRASKA	32	0.6	0.1	87	1.4	0.8	37	0.6	0.1	32	0.5	-0.1	47	0.8	0.3
NEVADA	2	0.1	-0.4	1	0.1	-0.5	1	0.1	-0.4	1	0.1	-0.5	0	0.0	-0.5
NEW HAMPSHIRE	17	1.8	1.3	27	2.7	2.1	24	2.4	1.9	26	2.6	2.0	25	2.5	2.0
NEW JERSEY	70	1.5	1.0	69	1.5	0.9	7	0.2	-0.3	6	0.1	-0.5	16	0.3	-0.2
NEW MEXICO	0	0.0	-0.5	7	0.3	-0.3	2	0.1	-0.4	4	0.2	-0.4	3	0.2	-0.3
NEW YORK	120	0.7	0.2	163	1.0	0.4	211	1.3	0.8	149	0.9	0.3	158	1.0	0.5
NORTH CAROLINA	67	0.3	-0.2	61	0.2	-0.4	57	0.2	-0.3	50	0.2	-0.4	94	0.3	-0.2
NORTH DAKOTA	10	0.8	0.3	14	1.1	0.5	14	1.2	0.7	16	1.3	0.7	22	1.8	1.3
OHIO	249	0.5	0.0	278	0.6	0.0	214	0.4	-0.1	197	0.4	-0.2	235	0.5	0.0
OKLAHOMA	28	0.3	-0.2	44	0.5	-0.1	40	0.4	-0.1	33	0.4	-0.2	22	0.3	-0.2
OREGON	17	0.5	0.0	63	1.6	1.0	56	1.4	0.9	48	1.1	0.5	44	1.0	0.5
PENNSYLVANIA	92	0.3	-0.2	91	0.3	-0.3	89	0.3	-0.2	99	0.4	-0.2	82	0.3	-0.2
PUERTO RICO	39	0.3	-0.2	49	0.4	-0.2	53	0.4	-0.1	54	0.4	-0.2	55	0.4	-0.1
RHODE ISLAND	16	1.5	1.0	20	1.8	1.2	17	1.5	1.0	13	1.1	0.5	13	1.1	0.6
SOUTH CAROLINA	95	0.6	0.1	66	0.4	-0.2	70	0.4	-0.1	60	0.3	-0.3	448	2.6	2.1
SOUTH DAKOTA	47	3.2	2.7	46	3.1	2.5	42	3.0	2.5	37	2.6	2.0	53	3.7	3.2
TENNESSEE	9	0.1	-0.4	14	0.1	-0.5	20	0.1	-0.4	18	0.1	-0.5	17	0.1	-0.4
TEXAS	184	0.7	0.2	116	0.5	-0.1	75	0.3	-0.2	66	0.3	-0.3	63	0.3	-0.2
UTAH	1	0.0	-0.5	241	7.1	6.5	0	0.0	-0.5	1	0.0	-0.6	.	.	.
VERMONT	10	0.7	0.2	10	0.7	0.1	14	1.1	0.6	13	1.0	0.4	7	0.5	0.0
VIRGINIA	125	0.9	0.4	119	0.8	0.2	130	0.9	0.4	127	0.9	0.3	139	1.0	0.5
WASHINGTON	6	0.1	-0.4	4	0.1	-0.5	1	0.0	-0.5	5	0.1	-0.5	4	0.1	-0.4
WEST VIRGINIA	3	0.0	-0.5	8	0.1	-0.5	7	0.1	-0.4	6	0.1	-0.5	4	0.0	-0.5
WISCONSIN	74	0.6	0.1	60	0.5	-0.1	58	0.5	0.0	66	0.5	-0.1	69	0.5	0.0
WYOMING	35	4.8	4.3	3	0.5	-0.1	25	3.7	3.2	31	4.6	4.0	34	5.4	4.9
AMERICAN SAMOA	0	0.0	-0.5	.	.	.	.	.	.	0	0.0	-0.6	0	0.0	-0.5
GUAM	2	1.7	1.2	1	1.0	0.4	0	0.0	-0.5	0	0.0	-0.6	0	0.0	-0.5
NORTHERN MARIANAS	0	0.0	-0.5	.	.	.	2	6.3	5.8	1	1.9	1.3	1	1.8	1.3
VIRGIN ISLANDS	1	0.2	-0.3	.	.	.	2	0.4	-0.1	0	0.0	-0.6	0	0.0	-0.5
BUR. OF INDIAN AFFAIRS	18	3.3	2.8	.	.	.	1	0.3	-0.2	20	3.7	3.1	14	2.8	2.3
NATIONAL BASELINE	3,043	0.5		3,437	0.6		2,985	0.5		3,702	0.6		3,359	0.5	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**MENTAL RETARDATION > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	41	0.2	-0.3	42	0.2	-0.2	36	0.2	-0.2	41	0.2	-0.2	26	0.1	-0.3
ALASKA	0	0.0	-0.5	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4	1	0.1	-0.3
ARIZONA	16	0.3	-0.2	16	0.2	-0.2	18	0.3	-0.1	26	0.4	0.0	30	0.4	0.0
ARKANSAS	81	0.7	0.2	55	0.5	0.1	40	0.3	-0.1	47	0.4	0.0	47	0.4	0.0
CALIFORNIA	474	1.6	1.1	447	1.4	1.0	430	1.3	0.9	375	1.1	0.7	369	1.0	0.6
COLORADO	10	0.3	-0.2	10	0.3	-0.1	17	0.5	0.1	19	0.6	0.2	6	0.2	-0.2
CONNECTICUT	1	0.0	-0.5	3	0.1	-0.3	3	0.1	-0.3	6	0.2	-0.2	4	0.1	-0.3
DELAWARE	2	0.1	-0.4	4	0.2	-0.2	5	0.3	-0.1	12	0.6	0.2	7	0.3	-0.1
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-0.4	.	.	.	0	0.0	-0.4
FLORIDA	160	0.5	0.0	34	0.1	-0.3	30	0.1	-0.3	28	0.1	-0.3	191	0.5	0.1
GEORGIA	48	0.2	-0.3	63	0.2	-0.2	50	0.2	-0.2	44	0.1	-0.3	65	0.2	-0.2
HAWAII	3	0.1	-0.4	10	0.4	0.0	8	0.3	-0.1	183	5.8	5.4	0	0.0	-0.4
IDAHO	2	0.1	-0.4	4	0.1	-0.3	6	0.2	-0.2	2	0.1	-0.3	2	0.1	-0.3
ILLINOIS	31	0.1	-0.4	30	0.1	-0.3	30	0.1	-0.3	33	0.1	-0.3	37	0.1	-0.3
INDIANA	79	0.4	-0.1	100	0.5	0.1	93	0.4	0.0	79	0.4	0.0	85	0.4	0.0
IOWA	5	0.0	-0.5	11	0.1	-0.3	18	0.1	-0.3	14	0.1	-0.3	18	0.1	-0.3
KANSAS	10	0.2	-0.3	10	0.2	-0.2	8	0.1	-0.3	9	0.2	-0.2	13	0.2	-0.2
KENTUCKY	78	0.4	-0.1	91	0.5	0.1	136	0.7	0.3	121	0.7	0.3	108	0.6	0.2
LOUISIANA	119	0.9	0.4	124	1.0	0.6	107	0.8	0.4	103	0.8	0.4	102	0.8	0.4
MAINE	3	0.2	-0.3	5	0.4	0.0	1	0.1	-0.3	3	0.3	-0.1	6	0.6	0.2
MARYLAND	16	0.3	-0.2	17	0.3	-0.1	13	0.2	-0.2	14	0.2	-0.2	14	0.2	-0.2
MASSACHUSETTS	43	0.4	-0.1	38	0.3	-0.1	38	0.3	-0.1	27	0.2	-0.2	26	0.2	-0.2
MICHIGAN	37	0.2	-0.3	37	0.2	-0.2	31	0.1	-0.3	32	0.1	-0.3	38	0.2	-0.2
MINNESOTA	28	0.3	-0.2	36	0.3	-0.1	27	0.3	-0.1	26	0.3	-0.1	23	0.2	-0.2
MISSISSIPPI	82	1.1	0.6	60	0.8	0.4	59	0.9	0.5	48	0.8	0.4	50	0.9	0.5
MISSOURI	62	0.5	0.0	78	0.6	0.2	75	0.6	0.2	83	0.7	0.3	79	0.6	0.2
MONTANA	5	0.4	-0.1	6	0.5	0.1	4	0.3	-0.1	2	0.2	-0.2	1	0.1	-0.3
NEBRASKA	25	0.4	-0.1	90	1.4	1.0	23	0.4	0.0	23	0.4	0.0	31	0.5	0.1
NEVADA	3	0.2	-0.3	2	0.1	-0.3	4	0.2	-0.2	4	0.2	-0.2	8	0.5	0.1
NEW HAMPSHIRE	7	0.8	0.3	11	1.1	0.7	0	0.0	-0.4	1	0.1	-0.3	1	0.1	-0.3
NEW JERSEY	57	1.2	0.7	52	1.1	0.7	30	0.6	0.2	27	0.5	0.1	41	0.7	0.3
NEW MEXICO	8	0.4	-0.1	11	0.5	0.1	14	0.7	0.3	16	0.8	0.4	7	0.4	0.0
NEW YORK	70	0.4	-0.1	52	0.3	-0.1	86	0.5	0.1	59	0.4	0.0	52	0.3	-0.1
NORTH CAROLINA	117	0.4	-0.1	87	0.3	-0.1	2	0.0	-0.4	132	0.5	0.1	145	0.5	0.1
NORTH DAKOTA	12	1.0	0.5	9	0.7	0.3	9	0.7	0.3	4	0.3	-0.1	5	0.4	0.0
OHIO	152	0.3	-0.2	124	0.2	-0.2	148	0.3	-0.1	167	0.3	-0.1	227	0.4	0.0
OKLAHOMA	29	0.3	-0.2	27	0.3	-0.1	25	0.3	-0.1	27	0.3	-0.1	45	0.5	0.1
OREGON	16	0.4	-0.1	21	0.5	0.1	21	0.5	0.1	19	0.4	0.0	11	0.3	-0.1
PENNSYLVANIA	72	0.3	-0.2	88	0.3	-0.1	61	0.2	-0.2	48	0.2	-0.2	42	0.2	-0.2
PUERTO RICO	224	1.7	1.2	197	1.5	1.1	179	1.4	1.0	157	1.2	0.8	163	1.2	0.8
RHODE ISLAND	4	0.4	-0.1	2	0.2	-0.2	2	0.2	-0.2	4	0.4	0.0	1	0.1	-0.3
SOUTH CAROLINA	222	1.3	0.8	129	0.7	0.3	111	0.6	0.2	122	0.7	0.3	109	0.6	0.2
SOUTH DAKOTA	1	0.1	-0.4	0	0.0	-0.4	0	0.0	-0.4	5	0.4	0.0	4	0.3	-0.1
TENNESSEE	80	0.5	0.0	90	0.6	0.2	83	0.5	0.1	93	0.6	0.2	99	0.7	0.3
TEXAS	222	0.8	0.3	120	0.5	0.1	99	0.4	0.0	107	0.4	0.0	109	0.4	0.0
UTAH	13	0.4	-0.1	0	0.0	-0.4	8	0.2	-0.2	3	0.1	-0.3	7	0.2	-0.2
VERMONT	10	0.7	0.2	15	1.1	0.7	15	1.2	0.8	13	1.0	0.6	10	0.8	0.4
VIRGINIA	60	0.4	-0.1	67	0.5	0.1	58	0.4	0.0	70	0.5	0.1	85	0.6	0.2
WASHINGTON	6	0.1	-0.4	9	0.1	-0.3	10	0.1	-0.3	11	0.2	-0.2	13	0.2	-0.2
WEST VIRGINIA	43	0.5	0.0	49	0.6	0.2	58	0.6	0.2	89	1.0	0.6	73	0.8	0.4
WISCONSIN	35	0.3	-0.2	48	0.4	0.0	48	0.4	0.0	44	0.3	-0.1	47	0.4	0.0
WYOMING	3	0.4	-0.1	8	1.2	0.8	5	0.7	0.3	6	0.9	0.5	5	0.8	0.4
AMERICAN SAMOA	0	0.0	-0.5	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4
GUAM	0	0.0	-0.5	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4
NORTHERN MARIANAS	1	2.7	2.2	.	.	.	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4
VIRGIN ISLANDS	1	0.2	-0.3	.	.	.	1	0.2	-0.2	1	0.2	-0.2	1	0.2	-0.2
BUR. OF INDIAN AFFAIRS	2	0.4	-0.1	.	.	.	.	.	.	0	0.0	-0.4	1	0.2	-0.2
NATIONAL BASELINE	2,931	0.5		2,639	0.4		2,383	0.4		2,629	0.4		2,690	0.4	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**EMOTIONAL DISTURBANCE > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,967	36	13	1,924	35	10	2,168	38	13	2,484	47	22	2,113	44	17
ALASKA	206	25	2	176	21	-4	224	28	3	192	24	-1	224	27	0
ARIZONA	1,122	23	0	1,147	23	-2	1,266	24	-1	1,370	23	-2	1,331	25	-2
ARKANSAS	76	18	-5	53	13	-12	63	15	-10	80	18	-7	76	16	-11
CALIFORNIA	2,001	11	-12	2,350	12	-13	2,573	13	-12	2,820	13	-12	6,451	29	2
COLORADO	4,424	51	28	4,149	49	24	4,211	49	24	4,199	49	24	4,484	51	24
CONNECTICUT	3,307	34	11	2,641	31	6	2,436	31	6	2,230	30	5	2,238	31	4
DELAWARE	150	21	-2	156	22	-3	88	14	-11	101	16	-9	121	18	-9
DISTRICT OF COLUMBIA	.	.	.	.	.	.	29	2	-23	79	7	-18	21	1	-26
FLORIDA	5,235	16	-7	13,217	38	13	12,652	36	11	13,882	38	13	13,624	37	10
GEORGIA	5,452	25	2	5,168	23	-2	5,212	23	-2	5,027	21	-4	5,385	22	-5
HAWAII	479	22	-1	804	37	12	645	25	0	783	25	0	1,342	40	13
IDAHO	222	37	14	256	41	16	258	39	14	281	39	14	308	39	12
ILLINOIS	3,614	13	-10	3,664	13	-12	3,821	13	-12	4,176	14	-11	4,289	14	-13
INDIANA	2,956	32	9	3,017	31	6	3,411	32	7	3,540	31	6	3,988	33	6
IOWA	3,336	40	17	2,968	33	8	3,154	34	9	3,395	35	10	3,673	37	10
KANSAS	1,962	40	17	1,906	41	16	1,779	40	15	1,759	42	17	1,689	40	13
KENTUCKY	813	16	-7	988	19	-6	1,079	20	-5	1,178	21	-4	1,339	23	-4
LOUISIANA	687	12	-11	712	12	-13	647	11	-14	728	13	-12	861	16	-11
MAINE	1,579	36	13	1,459	34	9	1,287	32	7	1,191	31	6	1,133	31	4
MARYLAND	1,120	16	-7	1,210	16	-9	1,458	18	-7	1,588	18	-7	1,805	20	-7
MASSACHUSETTS	2,490	22	-1	2,549	22	-3	585	5	-20	492	4	-21	641	4	-23
MICHIGAN	5,454	32	9	8,576	49	24	8,217	45	20	5,552	30	5	5,605	29	2
MINNESOTA	8,756	50	27	8,814	50	25	9,071	51	26	9,121	51	26	8,917	51	24
MISSISSIPPI	30	10	-13	33	9	-16	71	15	-10	101	18	-7	144	21	-6
MISSOURI	1,366	15	-8	2,156	23	-2	3,205	33	8	3,279	35	10	3,241	35	8
MONTANA	422	38	15	340	31	6	385	36	11	370	37	12	366	36	9
NEBRASKA	1,241	43	20	1,105	35	10	1,152	38	13	1,006	36	11	1,151	44	17
NEVADA	391	28	5	412	27	2	502	32	7	521	32	7	609	33	6
NEW HAMPSHIRE	931	43	20	865	40	15	1,421	64	39	1,334	57	32	1,460	57	30
NEW JERSEY	2,064	16	-7	2,146	17	-8	2,130	17	-8	2,590	19	-6	2,946	21	-6
NEW MEXICO	724	21	-2	790	23	-2	1,084	32	7	622	19	-6	807	26	-1
NEW YORK	7,463	17	-6	7,627	17	-8	8,119	18	-7	8,992	20	-5	9,045	21	-6
NORTH CAROLINA	2,810	30	7	2,772	29	4	2,793	29	4	3,016	30	5	3,034	30	3
NORTH DAKOTA	402	52	29	428	53	28	497	55	30	558	57	32	619	60	33
OHIO	2,015	17	-6	2,593	20	-5	3,239	24	-1	3,608	25	0	2,520	17	-10
OKLAHOMA	536	19	-4	670	20	-5	722	20	-5	836	22	-3	957	23	-4
OREGON	1,466	41	18	1,562	40	15	1,883	45	20	1,820	42	17	1,818	41	14
PENNSYLVANIA	2,557	14	-9	2,680	14	-11	2,650	14	-11	3,068	16	-9	4,779	24	-3
PUERTO RICO	54	6	-17	47	6	-19	276	34	9	334	41	16	254	31	4
RHODE ISLAND	428	21	-2	479	22	-3	485	22	-3	534	22	-3	499	20	-7
SOUTH CAROLINA	625	12	-11	643	11	-14	640	11	-14	567	9	-16	1,995	27	0
SOUTH DAKOTA	202	39	16	196	38	13	226	40	15	248	40	15	310	40	13
TENNESSEE	813	24	1	702	20	-5	799	24	-1	832	23	-2	852	24	-3
TEXAS	4,095	12	-11	4,267	12	-13	4,762	13	-12	5,081	14	-11	5,218	15	-12
UTAH	1,667	36	13	1,621	36	11	1,458	35	10	1,344	35	10	1,161	33	6
VERMONT	1,163	71	48	1,217	69	44	1,244	67	42	1,298	63	38	1,338	62	35
VIRGINIA	2,234	19	-4	2,246	18	-7	2,261	18	-7	2,323	18	-7	2,368	18	-9
WASHINGTON	1,763	33	10	1,731	34	9	1,745	35	10	1,700	34	9	1,578	32	5
WEST VIRGINIA	682	33	10	684	33	8	696	32	7	752	35	10	771	36	9
WISCONSIN	3,739	23	0	4,152	26	1	4,397	28	3	4,916	30	5	5,418	33	6
WYOMING	365	30	7	253	29	4	246	28	3	229	24	-1	229	24	-3
AMERICAN SAMOA	0	0	-23	0	0	-25	0	0	-25	0	0	-25	0	0	-27
GUAM	1	11	-12	1	9	-16	2	18	-7	3	25	0	11	58	31
NORTHERN MARIANAS	7	100	77	.	.	.	3	75	50	1	33	8	0	0	-27
VIRGIN ISLANDS	0	0	-23	.	.	.	5	9	-16	6	14	-11	6	9	-18
BUR. OF INDIAN AFFAIRS	265	36	13	.	.	.	178	48	23	303	37	12	341	46	19
NATIONAL BASELINE	99,929	23		112,322	25		115,610	25		118,440	25		127,503	27	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**EMOTIONAL DISTURBANCE > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	2,100	38	15	2,099	38	15	1,988	35	12	1,768	33	9	1,642	34	11
ALASKA	269	32	9	231	27	4	253	31	8	238	30	6	238	28	5
ARIZONA	1,069	22	-1	1,163	23	0	1,198	22	-1	1,319	23	-1	1,008	19	-4
ARKANSAS	114	27	4	116	29	6	125	29	6	149	33	9	202	41	18
CALIFORNIA	1,867	10	-13	2,020	10	-13	2,121	10	-13	2,350	11	-13	2,340	11	-12
COLORADO	1,127	13	-10	1,220	14	-9	1,292	15	-8	1,300	15	-9	1,334	15	-8
CONNECTICUT	1,641	17	-6	1,479	17	-6	1,362	17	-6	1,212	16	-8	1,154	16	-7
DELAWARE	344	49	26	316	44	21	277	45	22	250	39	15	228	34	11
DISTRICT OF COLUMBIA	.	.	.	.	.	.	136	8	-15	215	19	-5	107	6	-17
FLORIDA	5,931	18	-5	7,453	22	-1	7,511	21	-2	7,522	21	-3	7,568	20	-3
GEORGIA	8,418	39	16	8,273	37	14	8,085	36	13	8,578	36	12	8,751	36	13
HAWAII	864	40	17	589	27	4	1,150	44	21	1,395	44	20	983	29	6
IDAHO	135	23	0	141	23	0	167	25	2	173	24	0	178	23	0
ILLINOIS	5,661	20	-3	5,492	19	-4	5,414	18	-5	5,109	17	-7	5,398	18	-5
INDIANA	990	11	-12	1,124	11	-12	1,149	11	-12	1,275	11	-13	1,769	15	-8
IOWA	1,945	23	0	2,424	27	4	2,672	29	6	2,914	30	6	3,210	32	9
KANSAS	1,478	30	7	1,328	29	6	1,198	27	4	1,076	26	2	1,093	26	3
KENTUCKY	1,485	29	6	1,602	31	8	1,359	25	2	1,502	26	2	1,508	26	3
LOUISIANA	715	12	-11	792	13	-10	1,128	20	-3	1,000	18	-6	848	16	-7
MAINE	1,490	34	11	1,351	32	9	1,271	32	9	1,204	31	7	1,140	31	8
MARYLAND	896	13	-10	942	12	-11	930	11	-12	1,019	12	-12	1,045	11	-12
MASSACHUSETTS	949	8	-15	987	8	-15	3,071	25	2	3,105	25	1	2,838	20	-3
MICHIGAN	4,269	25	2	3,640	21	-2	3,792	21	-2	4,922	27	3	5,430	28	5
MINNESOTA	3,534	20	-3	3,523	20	-3	3,389	19	-4	3,196	18	-6	3,136	18	-5
MISSISSIPPI	78	25	2	84	22	-1	109	23	0	141	24	0	163	24	1
MISSOURI	3,908	43	20	3,491	37	14	2,632	27	4	2,758	29	5	2,654	29	6
MONTANA	264	24	1	291	27	4	231	22	-1	270	27	3	283	28	5
NEBRASKA	619	22	-1	871	28	5	781	26	3	653	23	-1	601	23	0
NEVADA	529	38	15	567	37	14	456	29	6	386	24	0	428	23	0
NEW HAMPSHIRE	452	21	-2	437	20	-3	261	12	-11	336	14	-10	416	16	-7
NEW JERSEY	2,683	21	-2	2,454	20	-3	1,924	16	-7	2,212	17	-7	2,469	18	-5
NEW MEXICO	543	15	-8	524	15	-8	414	12	-11	504	15	-9	540	18	-5
NEW YORK	3,226	7	-16	3,215	7	-16	3,393	7	-16	3,388	8	-16	3,476	8	-15
NORTH CAROLINA	2,197	23	0	2,234	23	0	2,100	22	-1	2,164	21	-3	2,218	22	-1
NORTH DAKOTA	229	30	7	240	30	7	264	29	6	254	26	2	256	25	2
OHIO	3,761	32	9	4,165	32	9	4,606	34	11	4,934	34	10	3,066	20	-3
OKLAHOMA	856	30	7	1,005	31	8	1,119	31	8	1,227	32	8	1,356	33	10
OREGON	513	14	-9	531	14	-9	447	11	-12	540	12	-12	584	13	-10
PENNSYLVANIA	4,213	23	0	4,504	24	1	5,209	27	4	4,653	25	1	5,108	25	2
PUERTO RICO	341	38	15	313	38	15	123	15	-8	66	8	-16	140	17	-6
RHODE ISLAND	288	14	-9	305	14	-9	316	14	-9	318	13	-11	350	14	-9
SOUTH CAROLINA	1,843	35	12	2,006	35	12	2,103	35	12	2,207	36	12	2,094	28	5
SOUTH DAKOTA	112	22	-1	112	22	-1	109	19	-4	141	23	-1	143	18	-5
TENNESSEE	720	22	-1	816	24	1	833	25	2	915	26	2	951	26	3
TEXAS	14,280	41	18	14,689	42	19	16,005	45	22	16,402	46	22	17,025	48	25
UTAH	1,281	28	5	1,161	26	3	1,040	25	2	947	25	1	873	25	2
VERMONT	98	6	-17	98	6	-17	120	6	-17	181	9	-15	194	9	-14
VIRGINIA	2,821	24	1	2,982	24	1	3,010	24	1	3,454	26	2	3,369	26	3
WASHINGTON	1,725	33	10	1,635	32	9	1,647	33	10	1,529	31	7	1,604	33	10
WEST VIRGINIA	648	32	9	712	34	11	710	32	9	669	31	7	656	31	8
WISCONSIN	7,035	44	21	6,976	44	21	6,741	43	20	6,850	42	18	6,764	41	18
WYOMING	348	29	6	268	31	8	329	37	14	235	25	1	303	32	9
AMERICAN SAMOA	0	0	-23	3	100	77	10	83	60	4	80	56	7	100	77
GUAM	2	22	-1	2	18	-5	7	64	41	0	0	-24	1	5	-18
NORTHERN MARIANAS	0	0	-23	.	.	.	1	25	2	2	67	43	0	0	-23
VIRGIN ISLANDS	7	20	-3	.	.	.	0	0	-23	19	43	19	42	60	37
BUR. OF INDIAN AFFAIRS	194	26	3	.	.	.	102	28	5	275	34	10	215	29	6
NATIONAL BASELINE	103,105	23		104,996	23		108,190	23		111,425	24		111,497	23	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**EMOTIONAL DISTURBANCE > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,011	19	-17	1,041	19	-14	1,031	18	-15	605	11	-22	656	14	-18
ALASKA	171	21	-15	246	29	-4	127	16	-17	173	22	-11	192	23	-9
ARIZONA	1,802	38	2	1,960	39	6	2,004	38	5	2,148	37	4	1,947	37	5
ARKANSAS	134	32	-4	151	38	5	174	40	7	152	34	1	153	31	-1
CALIFORNIA	6,697	36	0	7,033	35	2	7,231	35	2	7,960	38	5	5,092	23	-9
COLORADO	1,437	17	-19	1,509	18	-15	1,501	17	-16	1,517	18	-15	1,294	15	-17
CONNECTICUT	2,769	29	-7	2,633	31	-2	2,506	31	-2	2,344	32	-1	2,258	31	-1
DELAWARE	78	11	-25	94	13	-20	98	16	-17	123	19	-14	170	25	-7
DISTRICT OF COLUMBIA	.	.	.	.	.	.	829	47	14	.	.	.	347	19	-13
FLORIDA	19,224	57	21	11,944	34	1	13,131	37	4	13,450	37	4	13,962	38	6
GEORGIA	7,180	33	-3	7,876	35	2	8,110	36	3	8,427	36	3	8,350	35	3
HAWAII	651	30	-6	655	31	-2	601	23	-10	729	23	-10	1,046	31	-1
IDAHO	120	20	-16	124	20	-13	120	18	-15	160	22	-11	185	24	-8
ILLINOIS	10,443	37	1	11,030	38	5	11,249	38	5	11,210	38	5	11,090	37	5
INDIANA	4,247	46	10	4,710	48	15	5,126	48	15	5,439	48	15	5,002	41	9
IOWA	2,083	25	-11	2,404	27	-6	2,367	25	-8	2,265	24	-9	2,028	20	-12
KANSAS	935	19	-17	845	18	-15	868	20	-13	818	19	-14	813	19	-13
KENTUCKY	2,428	47	11	2,320	44	11	2,252	41	8	2,223	39	6	2,165	37	5
LOUISIANA	3,747	63	27	3,598	61	28	3,316	58	25	3,056	56	23	3,034	57	25
MAINE	878	20	-16	988	23	-10	932	23	-10	943	24	-9	871	24	-8
MARYLAND	2,433	34	-2	2,797	36	3	3,059	37	4	3,165	37	4	3,141	34	2
MASSACHUSETTS	3,509	31	-5	3,613	31	-2	3,675	30	-3	3,728	30	-3	3,946	27	-5
MICHIGAN	5,792	34	-2	3,619	21	-12	4,524	25	-8	5,272	29	-4	6,317	33	1
MINNESOTA	2,077	12	-24	2,200	13	-20	2,080	12	-21	2,088	12	-21	2,265	13	-19
MISSISSIPPI	163	52	16	194	52	19	196	42	9	230	40	7	281	42	10
MISSOURI	3,014	33	-3	2,857	30	-3	2,688	28	-5	2,443	26	-7	2,253	25	-7
MONTANA	218	19	-17	266	24	-9	253	24	-9	217	22	-11	212	21	-11
NEBRASKA	811	28	-8	897	29	-4	964	32	-1	1,018	36	3	678	26	-6
NEVADA	399	28	-8	441	28	-5	461	30	-3	574	35	2	634	35	3
NEW HAMPSHIRE	376	17	-19	376	18	-15	72	3	-30	154	7	-26	122	5	-27
NEW JERSEY	3,404	26	-10	3,081	25	-8	3,400	27	-6	3,517	26	-7	3,269	24	-8
NEW MEXICO	1,835	52	16	1,826	53	20	1,548	46	13	1,817	56	23	1,461	48	16
NEW YORK	18,087	42	6	19,255	43	10	19,399	43	10	18,141	41	8	18,043	41	9
NORTH CAROLINA	3,738	40	4	3,999	42	9	4,163	43	10	4,245	42	9	4,200	42	10
NORTH DAKOTA	84	11	-25	77	10	-23	72	8	-25	75	8	-25	66	6	-26
OHIO	2,751	23	-13	2,512	19	-14	2,174	16	-17	2,163	15	-18	5,737	38	6
OKLAHOMA	1,244	43	7	1,345	41	8	1,518	43	10	1,510	39	6	1,584	38	6
OREGON	724	20	-16	781	20	-13	821	20	-13	942	22	-11	937	21	-11
PENNSYLVANIA	7,178	39	3	7,290	39	6	6,979	36	3	7,861	42	9	7,204	36	4
PUERTO RICO	413	46	10	395	48	15	350	43	10	355	43	10	362	44	12
RHODE ISLAND	710	34	-2	749	34	1	759	34	1	779	33	0	842	33	1
SOUTH CAROLINA	2,349	44	8	2,533	44	11	2,747	46	13	2,815	47	14	2,706	37	5
SOUTH DAKOTA	122	24	-12	125	24	-9	142	25	-8	110	18	-15	112	14	-18
TENNESSEE	1,359	41	5	1,448	42	9	1,414	42	9	1,353	38	5	1,352	38	6
TEXAS	14,060	40	4	13,781	39	6	12,588	35	2	11,906	34	1	11,157	32	0
UTAH	1,419	31	-5	1,399	31	-2	1,411	34	1	1,297	34	1	1,133	33	1
VERMONT	98	6	-30	130	7	-26	132	7	-26	178	9	-24	215	10	-22
VIRGINIA	4,942	42	6	4,996	41	8	5,326	42	9	5,133	39	6	4,685	36	4
WASHINGTON	1,436	27	-9	1,370	27	-6	1,376	27	-6	1,380	28	-5	1,441	29	-3
WEST VIRGINIA	624	31	-5	603	29	-4	693	32	-1	668	31	-2	626	29	-3
WISCONSIN	4,557	28	-8	4,228	26	-7	4,006	25	-8	3,646	23	-10	3,248	20	-12
WYOMING	349	29	-7	277	32	-1	251	28	-5	317	34	1	268	28	-4
AMERICAN SAMOA	1	100	64	0	0	-33	2	17	-16	0	0	-33	0	0	-32
GUAM	4	44	8	7	64	31	2	18	-15	9	75	42	7	37	5
NORTHERN MARIANAS	0	0	-36	.	.	.	0	0	-33	0	0	-33	2	100	68
VIRGIN ISLANDS	23	66	30	.	.	.	39	67	34	13	30	-3	15	21	-11
BUR. OF INDIAN AFFAIRS	204	28	-8	.	.	.	67	18	-15	103	13	-20	104	14	-18
NATIONAL BASELINE	156,542	36		150,628	33		152,924	33		152,964	33		151,280	32	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**EMOTIONAL DISTURBANCE > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	118	2.2	-11.4	169	3.0	-10.1	146	2.6	-10.7	188	3.5	-9.5	173	3.6	-9.5
ALASKA	179	21.5	7.9	175	20.7	7.6	194	23.9	10.6	189	23.5	10.5	180	21.4	8.3
ARIZONA	622	13.0	-0.6	665	13.1	0.0	762	14.3	1.0	860	14.7	1.7	859	16.2	3.1
ARKANSAS	25	5.9	-7.7	26	6.5	-6.6	30	6.9	-6.4	32	7.1	-5.9	34	7.0	-6.1
CALIFORNIA	6,662	35.8	22.2	6,922	34.9	21.8	6,943	34.0	20.7	6,229	29.4	16.4	6,257	28.2	15.1
COLORADO	650	7.5	-6.1	606	7.2	-5.9	618	7.1	-6.2	564	6.6	-6.4	587	6.7	-6.4
CONNECTICUT	1,326	13.7	0.1	1,267	14.8	1.7	1,185	14.8	1.5	1,088	14.7	1.7	1,092	14.9	1.8
DELAWARE	102	14.5	0.9	95	13.2	0.1	105	17.2	3.9	109	17.1	4.1	102	15.1	2.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	731	41.4	28.1	21	1.9	-11.1	1,092	60.1	47.0
FLORIDA	2,608	7.8	-5.8	1,286	3.7	-9.4	1,337	3.8	-9.5	1,243	3.4	-9.6	1,778	4.8	-8.3
GEORGIA	473	2.2	-11.4	535	2.4	-10.7	673	3.0	-10.3	889	3.8	-9.2	953	4.0	-9.1
HAWAII	41	1.9	-11.7	14	0.7	-12.4	73	2.8	-10.5	88	2.8	-10.2	0	0.0	-13.1
IDAHO	76	12.8	-0.8	80	12.9	-0.2	85	12.9	-0.4	80	11.0	-2.0	84	10.7	-2.4
ILLINOIS	7,818	27.5	13.9	8,115	27.9	14.8	8,439	28.4	15.1	8,583	28.8	15.8	8,760	29.1	16.0
INDIANA	311	3.4	-10.2	369	3.7	-9.4	278	2.6	-10.7	313	2.8	-10.2	376	3.1	-10.0
IOWA	686	8.2	-5.4	684	7.7	-5.4	762	8.2	-5.1	693	7.2	-5.8	676	6.8	-6.3
KANSAS	334	6.8	-6.8	371	8.0	-5.1	457	10.3	-3.0	419	10.0	-3.0	491	11.7	-1.4
KENTUCKY	214	4.1	-9.5	114	2.2	-10.9	256	4.7	-8.6	274	4.8	-8.2	274	4.7	-8.4
LOUISIANA	286	4.8	-8.8	265	4.5	-8.6	164	2.9	-10.4	167	3.0	-10.0	128	2.4	-10.7
MAINE	250	5.7	-7.9	234	5.5	-7.6	276	6.9	-6.4	295	7.6	-5.4	218	6.0	-7.1
MARYLAND	2,160	30.4	16.8	2,218	28.9	15.8	2,457	29.6	16.3	2,514	29.0	16.0	2,728	29.9	16.8
MASSACHUSETTS	4,091	35.7	22.1	4,287	36.2	23.1	4,394	35.8	22.5	4,566	36.8	23.8	6,389	44.4	31.3
MICHIGAN	1,450	8.4	-5.2	1,451	8.3	-4.8	1,547	8.5	-4.8	2,191	11.9	-1.1	1,348	7.0	-6.1
MINNESOTA	2,138	12.3	-1.3	2,254	12.8	-0.3	2,393	13.5	0.2	2,523	14.2	1.2	2,400	13.6	0.5
MISSISSIPPI	3	1.0	-12.6	13	3.5	-9.6	31	6.6	-6.7	27	4.7	-8.3	32	4.7	-8.4
MISSOURI	613	6.7	-6.9	739	7.7	-5.4	994	10.3	-3.0	798	8.5	-4.5	870	9.5	-3.6
MONTANA	132	11.8	-1.8	110	10.1	-3.0	95	9.0	-4.3	93	9.4	-3.6	106	10.4	-2.7
NEBRASKA	141	4.9	-8.7	159	5.1	-8.0	120	3.9	-9.4	92	3.3	-9.7	145	5.5	-7.6
NEVADA	53	3.8	-9.8	107	6.9	-6.2	122	7.8	-5.5	141	8.6	-4.4	137	7.5	-5.6
NEW HAMPSHIRE	169	7.8	-5.8	187	8.7	-4.4	211	9.4	-3.9	273	11.6	-1.4	275	10.8	-2.3
NEW JERSEY	4,241	32.5	18.9	4,218	33.8	20.7	4,494	36.2	22.9	4,545	34.2	21.2	4,591	33.3	20.2
NEW MEXICO	159	4.5	-9.1	20	0.6	-12.5	90	2.7	-10.6	82	2.5	-10.5	49	1.6	-11.5
NEW YORK	11,022	25.5	11.9	9,576	21.2	8.1	9,138	20.0	6.7	8,888	20.2	7.2	8,026	18.4	5.3
NORTH CAROLINA	305	3.3	-10.3	334	3.5	-9.6	393	4.1	-9.2	399	3.9	-9.1	402	4.0	-9.1
NORTH DAKOTA	11	1.4	-12.2	15	1.9	-11.2	15	1.7	-11.6	18	1.9	-11.1	18	1.7	-11.4
OHIO	2,672	22.6	9.0	2,965	22.9	9.8	2,901	21.2	7.9	3,208	22.2	9.2	2,751	18.2	5.1
OKLAHOMA	105	3.6	-10.0	79	2.4	-10.7	62	1.7	-11.6	82	2.1	-10.9	90	2.2	-10.9
OREGON	692	19.3	5.7	734	18.9	5.8	748	18.0	4.7	769	17.8	4.8	721	16.1	3.0
PENNSYLVANIA	2,823	15.5	1.9	3,029	16.0	2.9	3,277	16.8	3.5	2,575	13.6	0.6	2,310	11.5	-1.6
PUERTO RICO	27	3.0	-10.6	20	2.4	-10.7	18	2.2	-11.1	18	2.2	-10.8	19	2.3	-10.8
RHODE ISLAND	213	10.3	-3.3	234	10.6	-2.5	279	12.7	-0.6	326	13.6	0.6	482	19.0	5.9
SOUTH CAROLINA	265	5.0	-8.6	321	5.6	-7.5	256	4.3	-9.0	284	4.7	-8.3	247	3.4	-9.7
SOUTH DAKOTA	35	6.8	-6.8	42	8.1	-5.0	38	6.8	-6.5	49	7.9	-5.1	62	8.0	-5.1
TENNESSEE	316	9.5	-4.1	347	10.0	-3.1	191	5.6	-7.7	313	8.8	-4.2	300	8.4	-4.7
TEXAS	1,008	2.9	-10.7	969	2.8	-10.3	936	2.6	-10.7	874	2.5	-10.5	788	2.2	-10.9
UTAH	142	3.1	-10.5	182	4.0	-9.1	130	3.1	-10.2	146	3.8	-9.2	210	6.1	-7.0
VERMONT	153	9.4	-4.2	186	10.6	-2.5	220	11.9	-1.4	274	13.3	0.3	275	12.7	-0.4
VIRGINIA	1,233	10.4	-3.2	1,399	11.5	-1.6	1,496	11.8	-1.5	1,498	11.3	-1.7	1,759	13.5	0.4
WASHINGTON	241	4.5	-9.1	293	5.7	-7.4	252	5.0	-8.3	252	5.1	-7.9	204	4.2	-8.9
WEST VIRGINIA	19	0.9	-12.7	16	0.8	-12.3	15	0.7	-12.6	13	0.6	-12.4	12	0.6	-12.5
WISCONSIN	342	2.1	-11.5	328	2.0	-11.1	445	2.8	-10.5	485	3.0	-10.0	588	3.6	-9.5
WYOMING	29	2.4	-11.2	22	2.5	-10.6	25	2.8	-10.5	56	6.0	-7.0	23	2.4	-10.7
AMERICAN SAMOA	0	0.0	-13.6	.	.	.	.	.	.	1	20.0	7.0	0	0.0	-13.1
GUAM	1	11.1	-2.5	0	0.0	-13.1	0	0.0	-13.3	0	0.0	-13.0	0	0.0	-13.1
NORTHERN MARIANAS	0	0.0	-13.6	.	.	.	0	0.0	-13.3	0	0.0	-13.0	0	0.0	-13.1
VIRGIN ISLANDS	0	0.0	-13.6	.	.	.	0	0.0	-13.3	0	0.0	-13.0	0	0.0	-13.1
BUR. OF INDIAN AFFAIRS	1	0.1	-13.5	.	.	.	5	1.4	-11.9	6	0.7	-12.3	4	0.5	-12.6
NATIONAL BASELINE	59,786	13.6		58,846	13.1		61,302	13.3		60,703	13.0		62,475	13.1	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**EMOTIONAL DISTURBANCE > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	188	3.4	0.1	244	4.4	0.8	247	4.4	0.8	227	4.3	0.8	209	4.3	0.6
ALASKA	7	0.8	-2.5	17	2.0	-1.6	13	1.6	-2.0	10	1.2	-2.3	2	0.2	-3.5
ARIZONA	125	2.6	-0.7	104	2.1	-1.5	64	1.2	-2.4	92	1.6	-1.9	130	2.4	-1.3
ARKANSAS	61	14.4	11.1	32	8.0	4.4	27	6.2	2.6	24	5.3	1.8	7	1.4	-2.3
CALIFORNIA	964	5.2	1.9	1,081	5.4	1.8	1,091	5.3	1.7	1,408	6.6	3.1	1,638	7.4	3.7
COLORADO	710	8.2	4.9	725	8.6	5.0	822	9.5	5.9	835	9.7	6.2	873	10.0	6.3
CONNECTICUT	599	6.2	2.9	485	5.7	2.1	454	5.7	2.1	493	6.6	3.1	551	7.5	3.8
DELAWARE	24	3.4	0.1	46	6.4	2.8	40	6.5	2.9	41	6.4	2.9	48	7.1	3.4
DISTRICT OF COLUMBIA	.	.	.	.	.	.	42	2.4	-1.2	799	71.5	68.0	244	13.4	9.7
FLORIDA	459	1.4	-1.9	699	2.0	-1.6	358	1.0	-2.6	387	1.1	-2.4	76	0.2	-3.5
GEORGIA	247	1.1	-2.2	478	2.1	-1.5	493	2.2	-1.4	652	2.8	-0.7	632	2.6	-1.1
HAWAII	79	3.7	0.4	33	1.5	-2.1	36	1.4	-2.2	44	1.4	-2.1	0	0.0	-3.7
IDAHO	20	3.4	0.1	3	0.5	-3.1	14	2.1	-1.5	6	0.8	-2.7	7	0.9	-2.8
ILLINOIS	804	2.8	-0.5	725	2.5	-1.1	692	2.3	-1.3	669	2.2	-1.3	532	1.8	-1.9
INDIANA	463	5.1	1.8	424	4.3	0.7	500	4.7	1.1	586	5.2	1.7	771	6.4	2.7
IOWA	286	3.4	0.1	361	4.1	0.5	361	3.9	0.3	327	3.4	-0.1	283	2.9	-0.8
KANSAS	150	3.1	-0.2	109	2.4	-1.2	104	2.3	-1.3	115	2.7	-0.8	99	2.4	-1.3
KENTUCKY	181	3.5	0.2	147	2.8	-0.8	380	6.9	3.3	399	7.0	3.5	420	7.2	3.5
LOUISIANA	250	4.2	0.9	342	5.8	2.2	336	5.9	2.3	425	7.8	4.3	368	6.9	3.2
MAINE	178	4.0	0.7	188	4.4	0.8	192	4.8	1.2	217	5.6	2.1	200	5.5	1.8
MARYLAND	416	5.9	2.6	397	5.2	1.6	315	3.8	0.2	315	3.6	0.1	314	3.4	-0.3
MASSACHUSETTS	282	2.5	-0.8	282	2.4	-1.2	426	3.5	-0.1	427	3.4	-0.1	495	3.4	-0.3
MICHIGAN	225	1.3	-2.0	244	1.4	-2.2	78	0.4	-3.2	443	2.4	-1.1	404	2.1	-1.6
MINNESOTA	728	4.2	0.9	668	3.8	0.2	648	3.7	0.1	716	4.0	0.5	788	4.5	0.8
MISSISSIPPI	14	4.5	1.2	18	4.8	1.2	32	6.8	3.2	54	9.4	5.9	30	4.4	0.7
MISSOURI	195	2.1	-1.2	177	1.9	-1.7	21	0.2	-3.4	12	0.1	-3.4	13	0.1	-3.6
MONTANA	81	7.2	3.9	76	7.0	3.4	84	7.9	4.3	34	3.4	-0.1	42	4.1	0.4
NEBRASKA	18	0.6	-2.7	54	1.7	-1.9	29	0.9	-2.7	39	1.4	-2.1	36	1.4	-2.3
NEVADA	6	0.4	-2.9	1	0.1	-3.5	1	0.1	-3.5	1	0.1	-3.4	4	0.2	-3.5
NEW HAMPSHIRE	222	10.2	6.9	263	12.2	8.6	262	11.7	8.1	249	10.6	7.1	261	10.3	6.6
NEW JERSEY	211	1.6	-1.7	182	1.5	-2.1	99	0.8	-2.8	35	0.3	-3.2	124	0.9	-2.8
NEW MEXICO	180	5.1	1.8	243	7.0	3.4	182	5.4	1.8	164	5.0	1.5	141	4.6	0.9
NEW YORK	2,771	6.4	3.1	4,040	9.0	5.4	4,631	10.2	6.6	3,128	7.1	3.6	4,008	9.2	5.5
NORTH CAROLINA	127	1.4	-1.9	79	0.8	-2.8	100	1.0	-2.6	107	1.1	-2.4	44	0.4	-3.3
NORTH DAKOTA	31	4.0	0.7	40	5.0	1.4	50	5.6	2.0	61	6.3	2.8	70	6.8	3.1
OHIO	209	1.8	-1.5	292	2.3	-1.3	329	2.4	-1.2	48	0.3	-3.2	550	3.6	-0.1
OKLAHOMA	73	2.5	-0.8	98	3.0	-0.6	76	2.1	-1.5	101	2.6	-0.9	95	2.3	-1.4
OREGON	114	3.2	-0.1	204	5.2	1.6	196	4.7	1.1	169	3.9	0.4	327	7.3	3.6
PENNSYLVANIA	1,247	6.8	3.5	1,176	6.2	2.6	1,258	6.4	2.8	666	3.5	0.0	662	3.3	-0.4
PUERTO RICO	3	0.3	-3.0	1	0.1	-3.5	4	0.5	-3.1	2	0.2	-3.3	8	1.0	-2.7
RHODE ISLAND	409	19.8	16.5	418	18.9	15.3	337	15.3	11.7	394	16.5	13.0	324	12.8	9.1
SOUTH CAROLINA	67	1.3	-2.0	60	1.1	-2.5	117	2.0	-1.6	55	0.9	-2.6	229	3.1	-0.6
SOUTH DAKOTA	43	8.3	5.0	42	8.1	4.5	41	7.3	3.7	65	10.5	7.0	149	19.2	15.5
TENNESSEE	30	0.9	-2.4	52	1.5	-2.1	51	1.5	-2.1	31	0.9	-2.6	28	0.8	-2.9
TEXAS	9	0.0	-3.3	9	0.0	-3.6	13	0.0	-3.6	11	0.0	-3.5	18	0.1	-3.6
UTAH	59	1.3	-2.0	90	2.0	-1.6	0	0.0	-3.6	16	0.4	-3.1	.	.	.
VERMONT	89	5.5	2.2	93	5.3	1.7	100	5.4	1.8	100	4.8	1.3	95	4.4	0.7
VIRGINIA	536	4.5	1.2	499	4.1	0.5	536	4.2	0.6	625	4.7	1.2	646	5.0	1.3
WASHINGTON	25	0.5	-2.8	27	0.5	-3.1	11	0.2	-3.4	44	0.9	-2.6	32	0.7	-3.0
WEST VIRGINIA	5	0.2	-3.1	37	1.8	-1.8	20	0.9	-2.7	18	0.8	-2.7	12	0.6	-3.1
WISCONSIN	239	1.5	-1.8	222	1.4	-2.2	174	1.1	-2.5	184	1.1	-2.4	218	1.3	-2.4
WYOMING	101	8.4	5.1	45	5.1	1.5	36	4.0	0.4	90	9.6	6.1	114	12.0	8.3
AMERICAN SAMOA	0	0.0	-3.3	.	.	.	.	.	.	0	0.0	-3.5	0	0.0	-3.7
GUAM	1	11.1	7.8	1	9.1	5.5	0	0.0	-3.6	0	0.0	-3.5	0	0.0	-3.7
NORTHERN MARIANAS	0	0.0	-3.3	.	.	.	0	0.0	-3.6	0	0.0	-3.5	0	0.0	-3.7
VIRGIN ISLANDS	3	8.6	5.3	.	.	.	13	22.4	18.8	4	9.1	5.6	6	8.6	4.9
BUR. OF INDIAN AFFAIRS	67	9.1	5.8	.	.	.	13	3.5	-0.1	130	15.9	12.4	67	9.1	5.4
NATIONAL BASELINE	14,631	3.3		16,373	3.6		16,549	3.6		16,294	3.5		17,444	3.7	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**EMOTIONAL DISTURBANCE > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	80	1.5	0.0	67	1.2	-0.4	61	1.1	-0.3	63	1.2	-0.3	58	1.2	-0.1
ALASKA	2	0.2	-1.3	0	0.0	-1.6	1	0.1	-1.3	1	0.1	-1.4	7	0.8	-0.5
ARIZONA	36	0.8	-0.7	29	0.6	-1.0	37	0.7	-0.7	44	0.8	-0.7	37	0.7	-0.6
ARKANSAS	15	3.5	2.0	22	5.5	3.9	14	3.2	1.8	12	2.7	1.2	16	3.3	2.0
CALIFORNIA	423	2.3	0.8	434	2.2	0.6	437	2.1	0.7	415	2.0	0.5	410	1.8	0.5
COLORADO	272	3.2	1.7	249	2.9	1.3	220	2.5	1.1	190	2.2	0.7	158	1.8	0.5
CONNECTICUT	47	0.5	-1.0	39	0.5	-1.1	37	0.5	-0.9	53	0.7	-0.8	39	0.5	-0.8
DELAWARE	6	0.9	-0.6	11	1.5	-0.1	3	0.5	-0.9	12	1.9	0.4	6	0.9	-0.4
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-1.4	3	0.3	-1.2	5	0.3	-1.0
FLORIDA	107	0.3	-1.2	38	0.1	-1.5	61	0.2	-1.2	63	0.2	-1.3	74	0.2	-1.1
GEORGIA	9	0.0	-1.5	12	0.1	-1.5	20	0.1	-1.3	65	0.3	-1.2	29	0.1	-1.2
HAWAII	43	2.0	0.5	50	2.3	0.7	89	3.4	2.0	108	3.4	1.9	0	0.0	-1.3
IDAHO	22	3.7	2.2	18	2.9	1.3	17	2.6	1.2	25	3.4	1.9	20	2.6	1.3
ILLINOIS	69	0.2	-1.3	52	0.2	-1.4	58	0.2	-1.2	60	0.2	-1.3	60	0.2	-1.1
INDIANA	188	2.1	0.6	213	2.2	0.6	205	1.9	0.5	216	1.9	0.4	201	1.7	0.4
IOWA	14	0.2	-1.3	47	0.5	-1.1	33	0.4	-1.0	21	0.2	-1.3	35	0.4	-0.9
KANSAS	38	0.8	-0.7	50	1.1	-0.5	34	0.8	-0.6	15	0.4	-1.1	11	0.3	-1.0
KENTUCKY	74	1.4	-0.1	72	1.4	-0.2	146	2.7	1.3	165	2.9	1.4	152	2.6	1.3
LOUISIANA	239	4.0	2.5	205	3.5	1.9	106	1.9	0.5	102	1.9	0.4	102	1.9	0.6
MAINE	39	0.9	-0.6	38	0.9	-0.7	42	1.1	-0.3	49	1.3	-0.2	65	1.8	0.5
MARYLAND	86	1.2	-0.3	102	1.3	-0.3	80	1.0	-0.4	68	0.8	-0.7	80	0.9	-0.4
MASSACHUSETTS	142	1.2	-0.3	125	1.1	-0.5	123	1.0	-0.4	90	0.7	-0.8	84	0.6	-0.7
MICHIGAN	42	0.2	-1.3	32	0.2	-1.4	47	0.3	-1.1	38	0.2	-1.3	43	0.2	-1.1
MINNESOTA	111	0.6	-0.9	109	0.6	-1.0	100	0.6	-0.8	74	0.4	-1.1	86	0.5	-0.8
MISSISSIPPI	26	8.3	6.8	32	8.6	7.0	29	6.2	4.8	24	4.2	2.7	27	4.0	2.7
MISSOURI	54	0.6	-0.9	120	1.3	-0.3	107	1.1	-0.3	137	1.5	0.0	133	1.5	0.2
MONTANA	5	0.4	-1.1	8	0.7	-0.9	9	0.9	-0.5	4	0.4	-1.1	6	0.6	-0.7
NEBRASKA	25	0.9	-0.6	41	1.3	-0.3	14	0.5	-0.9	11	0.4	-1.1	14	0.5	-0.8
NEVADA	23	1.6	0.1	21	1.4	-0.2	14	0.9	-0.5	19	1.2	-0.3	10	0.5	-0.8
NEW HAMPSHIRE	22	1.0	-0.5	20	0.9	-0.7	7	0.3	-1.1	11	0.5	-1.0	10	0.4	-0.9
NEW JERSEY	456	3.5	2.0	414	3.3	1.7	356	2.9	1.5	397	3.0	1.5	384	2.8	1.5
NEW MEXICO	72	2.0	0.5	61	1.8	0.2	49	1.5	0.1	69	2.1	0.6	54	1.8	0.5
NEW YORK	700	1.6	0.1	1,395	3.1	1.5	944	2.1	0.7	1,461	3.3	1.8	910	2.1	0.8
NORTH CAROLINA	201	2.1	0.6	110	1.2	-0.4	40	0.4	-1.0	171	1.7	0.2	206	2.0	0.7
NORTH DAKOTA	13	1.7	0.2	8	1.0	-0.6	2	0.2	-1.2	5	0.5	-1.0	6	0.6	-0.7
OHIO	411	3.5	2.0	423	3.3	1.7	460	3.4	2.0	488	3.4	1.9	501	3.3	2.0
OKLAHOMA	81	2.8	1.3	81	2.5	0.9	69	1.9	0.5	79	2.1	0.6	89	2.1	0.8
OREGON	77	2.1	0.6	76	2.0	0.4	61	1.5	0.1	86	2.0	0.5	96	2.1	0.8
PENNSYLVANIA	198	1.1	-0.4	202	1.1	-0.5	165	0.8	-0.6	99	0.5	-1.0	100	0.5	-0.8
PUERTO RICO	52	5.8	4.3	42	5.1	3.5	39	4.8	3.4	48	5.8	4.3	36	4.4	3.1
RHODE ISLAND	20	1.0	-0.5	28	1.3	-0.3	28	1.3	-0.1	44	1.8	0.3	43	1.7	0.4
SOUTH CAROLINA	158	3.0	1.5	138	2.4	0.8	96	1.6	0.2	121	2.0	0.5	92	1.2	-0.1
SOUTH DAKOTA	3	0.6	-0.9	0	0.0	-1.6	3	0.5	-0.9	5	0.8	-0.7	2	0.3	-1.0
TENNESSEE	98	2.9	1.4	92	2.7	1.1	94	2.8	1.4	97	2.7	1.2	107	3.0	1.7
TEXAS	1,341	3.9	2.4	1,360	3.9	2.3	1,320	3.7	2.3	1,241	3.5	2.0	1,086	3.1	1.8
UTAH	51	1.1	-0.4	55	1.2	-0.4	104	2.5	1.1	74	1.9	0.4	94	2.7	1.4
VERMONT	32	2.0	0.5	32	1.8	0.2	39	2.1	0.7	31	1.5	0.0	40	1.9	0.6
VIRGINIA	95	0.8	-0.7	84	0.7	-0.9	93	0.7	-0.7	180	1.4	-0.1	159	1.2	-0.1
WASHINGTON	112	2.1	0.6	70	1.4	-0.2	25	0.5	-0.9	45	0.9	-0.6	49	1.0	-0.3
WEST VIRGINIA	67	3.3	1.8	30	1.4	-0.2	56	2.6	1.2	46	2.1	0.6	47	2.2	0.9
WISCONSIN	79	0.5	-1.0	96	0.6	-1.0	82	0.5	-0.9	78	0.5	-1.0	74	0.5	-0.8
WYOMING	17	1.4	-0.1	9	1.0	-0.6	6	0.7	-0.7	13	1.4	-0.1	11	1.2	-0.1
AMERICAN SAMOA	0	0.0	-1.5	0	0.0	-1.6	0	0.0	-1.4	0	0.0	-1.5	0	0.0	-1.3
GUAM	0	0.0	-1.5	0	0.0	-1.6	0	0.0	-1.4	0	0.0	-1.5	0	0.0	-1.3
NORTHERN MARIANAS	0	0.0	-1.5	.	.	.	0	0.0	-1.4	0	0.0	-1.5	0	0.0	-1.3
VIRGIN ISLANDS	2	5.7	4.2	.	.	.	1	1.7	0.3	2	4.5	3.0	1	1.4	0.1
BUR. OF INDIAN AFFAIRS	5	0.7	-0.8	.	.	.	3	0.8	-0.6	0	0.0	-1.5	5	0.7	-0.6
NATIONAL BASELINE	6,600	1.5		7,062	1.6		6,286	1.4		7,038	1.5		6,170	1.3	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**LOW INCIDENCE > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	757	23	0	775	23	-1	889	26	2	1,005	27	3	999	26	0
ALASKA	213	24	1	292	29	5	292	29	5	279	27	3	207	20	-6
ARIZONA	1,131	30	7	1,333	34	10	1,398	33	9	1,784	34	10	1,966	33	7
ARKANSAS	374	18	-5	421	18	-6	435	18	-6	455	18	-6	482	18	-8
CALIFORNIA	5,400	24	1	5,803	24	0	6,508	25	1	7,140	25	1	14,208	47	21
COLORADO	1,982	44	21	2,066	44	20	2,143	44	20	2,255	44	20	2,584	49	23
CONNECTICUT	1,100	29	6	1,152	29	5	1,215	30	6	1,237	29	5	1,312	28	2
DELAWARE	75	19	-4	65	13	-11	83	16	-8	80	14	-10	113	20	-6
DISTRICT OF COLUMBIA	.	.	.	.	.	.	12	3	-21	25	7	-17	13	2	-24
FLORIDA	1,233	22	-1	2,504	40	16	2,746	40	16	3,042	40	16	2,995	36	10
GEORGIA	745	27	4	825	26	2	878	26	2	991	25	1	1,068	24	-2
HAWAII	200	36	13	193	22	-2	164	17	-7	172	18	-6	267	25	-1
IDAHO	417	37	14	442	38	14	467	38	14	480	37	13	506	37	11
ILLINOIS	1,434	24	1	1,491	23	-1	1,729	24	0	1,896	24	0	2,036	23	-3
INDIANA	1,708	38	15	1,775	36	12	2,023	37	13	2,246	37	13	2,566	38	12
IOWA	892	45	22	732	38	14	657	35	11	574	32	8	547	33	7
KANSAS	981	36	13	938	33	9	1,091	33	9	1,359	36	12	1,214	34	8
KENTUCKY	967	30	7	958	27	3	1,052	27	3	1,201	28	4	1,227	27	1
LOUISIANA	732	19	-4	772	20	-4	653	16	-8	845	21	-3	997	24	-2
MAINE	684	26	3	757	26	2	770	24	0	830	25	1	897	25	-1
MARYLAND	1,439	19	-4	1,576	18	-6	1,813	20	-4	1,907	20	-4	2,026	20	-6
MASSACHUSETTS	1,349	25	2	1,381	25	1	462	8	-16	392	7	-17	511	8	-18
MICHIGAN	2,436	30	7	3,815	45	21	3,838	41	17	2,806	28	4	2,995	28	2
MINNESOTA	1,725	55	32	1,905	55	31	2,106	53	29	2,342	52	28	2,605	51	25
MISSISSIPPI	196	12	-11	158	10	-14	257	15	-9	286	16	-8	344	19	-7
MISSOURI	546	18	-5	768	22	-2	1,150	30	6	1,258	31	7	1,388	31	5
MONTANA	225	36	13	208	21	-3	261	26	2	278	27	3	307	29	3
NEBRASKA	688	46	23	608	34	10	640	36	12	609	36	12	691	40	14
NEVADA	225	22	-1	283	24	0	343	26	2	416	27	3	479	27	1
NEW HAMPSHIRE	182	21	-2	220	23	-1	725	72	48	674	62	38	721	61	35
NEW JERSEY	1,574	10	-13	1,768	10	-14	2,174	11	-13	2,623	12	-12	2,915	12	-14
NEW MEXICO	386	20	-3	469	24	0	603	27	3	318	14	-10	410	18	-8
NEW YORK	5,136	18	-5	5,538	18	-6	6,228	19	-5	7,469	22	-2	8,359	22	-4
NORTH CAROLINA	1,654	28	5	1,760	28	4	1,920	29	5	2,027	28	4	2,194	29	3
NORTH DAKOTA	149	55	32	155	54	30	156	53	29	164	52	28	173	52	26
OHIO	2,433	15	-8	2,772	17	-7	3,402	20	-4	3,948	21	-3	3,081	16	-10
OKLAHOMA	613	21	-2	688	21	-3	761	23	-1	796	22	-2	797	22	-4
OREGON	1,321	44	21	1,763	54	30	2,091	55	31	2,012	52	28	2,158	52	26
PENNSYLVANIA	2,357	29	6	2,352	27	3	2,200	23	-1	2,454	26	2	3,171	29	3
PUERTO RICO	154	5	-18	123	4	-20	825	27	3	897	29	5	663	22	-4
RHODE ISLAND	98	16	-7	107	16	-8	125	16	-8	118	13	-11	122	13	-13
SOUTH CAROLINA	606	28	5	511	24	0	523	22	-2	504	20	-4	533	20	-6
SOUTH DAKOTA	192	22	-1	208	23	-1	227	24	0	240	25	1	254	25	-1
TENNESSEE	1,165	25	2	1,190	25	1	1,203	25	1	1,118	23	-1	1,164	23	-3
TEXAS	2,042	10	-13	2,091	11	-13	2,250	11	-13	2,630	11	-13	2,738	12	-14
UTAH	806	25	2	450	14	-10	563	16	-8	528	17	-7	507	17	-9
VERMONT	271	71	48	294	74	50	275	66	42	295	63	39	318	60	34
VIRGINIA	1,868	26	3	2,127	24	0	1,049	20	-4	1,103	20	-4	1,258	19	-7
WASHINGTON	1,636	26	3	1,499	24	0	1,494	24	0	1,488	23	-1	1,345	21	-5
WEST VIRGINIA	352	41	18	418	45	21	432	45	21	413	42	18	444	42	16
WISCONSIN	1,032	39	16	1,091	38	14	1,145	36	12	1,289	36	12	1,402	35	9
WYOMING	177	46	23	160	43	19	159	38	14	164	32	8	162	37	11
AMERICAN SAMOA	0	0	-23	0	0	-24	4	10	-14	1	2	-22	2	7	-19
GUAM	22	22	-1	37	33	9	28	26	2	34	27	3	33	27	1
NORTHERN MARIANAS	26	53	30	.	.	.	32	55	31	27	44	20	3	6	-20
VIRGIN ISLANDS	13	15	-8	.	.	.	11	13	-11	14	16	-8	9	11	-15
BUR. OF INDIAN AFFAIRS	125	26	3	.	.	.	109	31	7	99	28	4	127	31	5
NATIONAL BASELINE	56,244	23		61,787	24		66,789	24		71,637	24		82,613	26	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

Low incidence disabilities includes multiple disabilities, deaf-blindness, traumatic brain injury, autism, hearing impairments, and visual impairments.

Please see Data Notes for an explanation of individual state differences on how data are reported.

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**LOW INCIDENCE > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	523	16	-1	569	17	-1	616	18	0	845	23	4	894	24	6
ALASKA	192	22	5	270	27	9	198	20	2	209	20	1	172	17	-1
ARIZONA	532	14	-3	505	13	-5	599	14	-4	828	16	-3	1,179	20	2
ARKANSAS	462	22	5	489	21	3	518	21	3	588	23	4	652	24	6
CALIFORNIA	2,854	13	-4	3,293	14	-4	3,280	13	-5	3,631	13	-6	3,304	11	-7
COLORADO	622	14	-3	593	13	-5	641	13	-5	689	13	-6	788	15	-3
CONNECTICUT	679	18	1	750	19	1	816	20	2	850	20	1	913	20	2
DELAWARE	212	53	36	223	43	25	189	35	17	210	36	17	134	23	5
DISTRICT OF COLUMBIA	.	.	.	.	.	.	32	8	-10	51	14	-5	48	7	-11
FLORIDA	642	12	-5	786	12	-6	850	12	-6	929	12	-7	1,158	14	-4
GEORGIA	555	20	3	611	19	1	670	20	2	809	20	1	992	23	5
HAWAII	136	24	7	119	14	-4	222	23	5	230	24	5	183	17	-1
IDAHO	221	20	3	242	21	3	220	18	0	246	19	0	287	21	3
ILLINOIS	1,210	20	3	1,310	20	2	1,473	20	2	1,587	20	1	1,746	20	2
INDIANA	315	7	-10	382	8	-10	405	7	-11	440	7	-12	672	10	-8
IOWA	313	16	-1	357	18	0	355	19	1	353	20	1	332	20	2
KANSAS	607	22	5	720	25	7	730	22	4	864	23	4	827	23	5
KENTUCKY	628	19	2	924	26	8	907	24	6	1,029	24	5	1,226	27	9
LOUISIANA	465	12	-5	498	13	-5	850	21	3	670	17	-2	588	14	-4
MAINE	731	28	11	774	26	8	883	27	9	974	29	10	942	26	8
MARYLAND	935	12	-5	1,045	12	-6	1,101	12	-6	1,369	14	-5	1,436	14	-4
MASSACHUSETTS	490	9	-8	509	9	-9	1,554	27	9	1,565	27	8	1,428	23	5
MICHIGAN	779	10	-7	715	8	-10	885	9	-9	1,250	12	-7	1,541	14	-4
MINNESOTA	532	17	0	636	18	0	794	20	2	911	20	1	1,066	21	3
MISSISSIPPI	354	21	4	299	19	1	278	17	-1	275	16	-3	261	14	-4
MISSOURI	1,003	32	15	1,048	30	12	840	22	4	900	22	3	997	22	4
MONTANA	139	22	5	311	32	14	270	27	9	266	25	6	286	27	9
NEBRASKA	241	16	-1	386	21	3	349	20	2	303	18	-1	292	17	-1
NEVADA	164	16	-1	204	17	-1	211	16	-2	265	18	-1	337	19	1
NEW HAMPSHIRE	91	10	-7	123	13	-5	86	9	-9	172	16	-3	207	17	-1
NEW JERSEY	2,772	17	0	3,068	17	-1	2,507	13	-5	3,185	15	-4	3,850	16	-2
NEW MEXICO	263	14	-3	291	15	-3	286	13	-5	297	13	-6	375	16	-2
NEW YORK	2,213	8	-9	2,659	9	-9	3,022	9	-9	3,724	11	-8	4,265	11	-7
NORTH CAROLINA	707	12	-5	781	12	-6	775	12	-6	897	12	-7	935	12	-6
NORTH DAKOTA	41	15	-2	48	17	-1	51	17	-1	67	21	2	70	21	3
OHIO	4,212	27	10	4,935	29	11	5,593	33	15	6,290	34	15	3,284	17	-1
OKLAHOMA	465	16	-1	597	19	1	630	19	1	759	21	2	801	22	4
OREGON	442	15	-2	580	18	0	614	16	-2	636	16	-3	693	17	-1
PENNSYLVANIA	950	12	-5	1,108	13	-5	1,423	15	-3	1,259	13	-6	1,506	14	-4
PUERTO RICO	847	28	11	931	31	13	350	11	-7	308	10	-9	485	16	-2
RHODE ISLAND	89	14	-3	82	12	-6	87	11	-7	114	13	-6	125	13	-5
SOUTH CAROLINA	405	19	2	485	23	5	518	22	4	622	25	6	635	24	6
SOUTH DAKOTA	204	24	7	218	24	6	235	25	7	237	25	6	258	25	7
TENNESSEE	617	13	-4	624	13	-5	626	13	-5	657	13	-6	707	14	-4
TEXAS	6,557	33	16	6,360	33	15	7,027	35	17	8,713	37	18	8,249	35	17
UTAH	213	7	-10	231	7	-11	277	8	-10	294	10	-9	306	10	-8
VERMONT	19	5	-12	18	5	-13	35	8	-10	48	10	-9	55	10	-8
VIRGINIA	1,469	20	3	1,954	22	4	821	15	-3	869	15	-4	1,053	16	-2
WASHINGTON	1,493	24	7	1,526	24	6	1,493	24	6	1,566	24	5	1,553	24	6
WEST VIRGINIA	200	24	7	198	21	3	192	20	2	208	21	2	243	23	5
WISCONSIN	457	17	0	511	18	0	603	19	1	807	23	4	989	25	7
WYOMING	120	31	14	134	36	18	126	30	12	222	43	24	145	33	15
AMERICAN SAMOA	9	30	13	9	26	8	9	21	3	19	44	25	6	21	3
GUAM	21	21	4	23	21	3	43	39	21	39	31	12	39	32	14
NORTHERN MARIANAS	12	24	7	.	.	.	16	28	10	17	27	8	22	45	27
VIRGIN ISLANDS	13	15	-2	.	.	.	2	2	-16	10	11	-8	16	20	2
BUR. OF INDIAN AFFAIRS	252	53	36	.	.	.	156	45	27	118	34	15	135	33	15
NATIONAL BASELINE	41,689	17		46,062	18		48,339	18		55,290	19		55,688	18	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

Low incidence disabilities includes multiple disabilities, deaf-blindness, traumatic brain injury, autism, hearing impairments, and visual impairments.

Please see Data Notes for an explanation of individual state differences on how data are reported.

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**LOW INCIDENCE > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,169	36	-1	1,197	36	-2	1,166	33	-5	1,007	28	-9	1,120	30	-7
ALASKA	461	52	15	441	43	5	485	49	11	530	51	14	612	60	23
ARIZONA	1,120	30	-7	1,244	32	-6	1,461	34	-4	1,704	33	-4	2,177	36	-1
ARKANSAS	783	37	0	804	35	-3	902	37	-1	1,019	39	2	1,093	40	3
CALIFORNIA	10,963	49	12	11,982	49	11	12,989	50	12	14,001	50	13	9,038	30	-7
COLORADO	1,411	31	-6	1,518	32	-6	1,556	32	-6	1,643	32	-5	1,444	27	-10
CONNECTICUT	1,182	31	-6	1,178	30	-8	1,159	28	-10	1,220	29	-8	1,352	29	-8
DELAWARE	39	10	-27	44	9	-29	99	19	-19	99	17	-20	144	25	-12
DISTRICT OF COLUMBIA	.	.	.	.	.	.	186	47	9	.	.	.	106	17	-20
FLORIDA	2,661	48	11	2,074	33	-5	2,370	35	-3	2,690	36	-1	3,073	37	0
GEORGIA	1,087	39	2	1,291	41	3	1,432	43	5	1,771	44	7	1,881	43	6
HAWAII	207	37	0	483	55	17	494	51	13	500	52	15	608	57	20
IDAHO	350	31	-6	349	30	-8	401	33	-5	445	35	-2	437	32	-5
ILLINOIS	2,461	40	3	2,707	41	3	2,992	41	3	3,334	42	5	3,741	42	5
INDIANA	1,806	40	3	2,056	41	3	2,271	42	4	2,674	44	7	2,825	41	4
IOWA	499	25	-12	583	30	-8	628	33	-5	609	34	-3	540	33	-4
KANSAS	703	26	-11	709	25	-13	935	29	-9	1,035	27	-10	1,008	28	-9
KENTUCKY	1,301	40	3	1,284	37	-1	1,413	37	-1	1,547	36	-1	1,662	37	0
LOUISIANA	2,105	55	18	2,139	54	16	2,031	50	12	2,008	49	12	2,045	49	12
MAINE	1,013	39	2	1,170	40	2	1,310	41	3	1,370	41	4	1,481	41	4
MARYLAND	2,992	39	2	3,446	40	2	3,655	39	1	3,661	38	1	3,710	37	0
MASSACHUSETTS	1,684	31	-6	1,735	31	-7	1,762	30	-8	1,789	31	-6	1,895	30	-7
MICHIGAN	2,763	34	-3	1,803	21	-17	2,420	26	-12	2,731	27	-10	3,866	36	-1
MINNESOTA	474	15	-22	520	15	-23	654	16	-22	845	19	-18	985	19	-18
MISSISSIPPI	723	43	6	698	44	6	722	43	5	726	41	4	808	45	8
MISSOURI	940	30	-7	1,080	31	-7	1,175	31	-7	1,266	31	-6	1,327	30	-7
MONTANA	187	30	-7	365	37	-1	399	40	2	402	38	1	407	38	1
NEBRASKA	407	27	-10	569	31	-7	638	36	-2	651	39	2	550	32	-5
NEVADA	355	35	-2	403	34	-4	455	35	-3	533	35	-2	635	36	-1
NEW HAMPSHIRE	118	13	-24	130	14	-24	52	5	-33	99	9	-28	102	9	-28
NEW JERSEY	4,975	31	-6	5,648	32	-6	6,476	33	-5	7,087	33	-4	7,626	31	-6
NEW MEXICO	1,057	54	17	986	51	13	1,132	50	12	1,360	61	24	1,239	55	18
NEW YORK	9,069	32	-5	12,548	41	3	13,160	40	2	12,993	37	0	14,644	39	2
NORTH CAROLINA	2,315	39	2	2,554	41	3	2,809	42	4	3,046	42	5	3,287	43	6
NORTH DAKOTA	24	9	-28	30	10	-28	35	12	-26	36	11	-26	42	13	-24
OHIO	4,074	26	-11	3,863	23	-15	3,446	20	-18	3,439	19	-18	8,353	43	6
OKLAHOMA	1,399	47	10	1,484	46	8	1,554	46	8	1,575	44	7	1,662	45	8
OREGON	454	15	-22	636	20	-18	750	20	-18	846	22	-15	935	22	-15
PENNSYLVANIA	2,789	34	-3	3,124	35	-3	3,446	36	-2	3,989	42	5	4,131	38	1
PUERTO RICO	1,048	35	-2	1,052	35	-3	1,054	34	-4	994	33	-4	973	32	-5
RHODE ISLAND	228	36	-1	280	41	3	339	43	5	392	45	8	450	46	9
SOUTH CAROLINA	795	37	0	774	36	-2	940	40	2	1,001	40	3	1,052	39	2
SOUTH DAKOTA	218	25	-12	246	27	-11	265	28	-10	265	28	-9	283	28	-9
TENNESSEE	2,116	45	8	2,174	45	7	2,251	46	8	2,326	47	10	2,349	47	10
TEXAS	9,754	49	12	9,390	49	11	9,483	47	9	10,556	45	8	10,776	46	9
UTAH	1,419	44	7	993	31	-7	1,250	35	-3	1,322	43	6	1,310	43	6
VERMONT	30	8	-29	28	7	-31	47	11	-27	59	13	-24	74	14	-23
VIRGINIA	3,315	46	9	4,023	46	8	2,796	52	14	2,865	51	14	3,281	50	13
WASHINGTON	2,575	41	4	2,764	44	6	2,861	45	7	2,977	46	9	3,207	49	12
WEST VIRGINIA	130	15	-22	149	16	-22	164	17	-21	178	18	-19	186	18	-19
WISCONSIN	910	34	-3	1,002	35	-3	1,100	35	-3	1,191	33	-4	1,250	32	-5
WYOMING	68	18	-19	65	17	-21	74	18	-20	100	20	-17	113	26	-11
AMERICAN SAMOA	21	70	33	23	68	30	25	60	22	22	51	14	19	68	31
GUAM	45	45	8	49	44	6	36	33	-5	47	38	1	46	38	1
NORTHERN MARIANAS	11	22	-15	.	.	.	7	12	-26	12	19	-18	22	45	8
VIRGIN ISLANDS	44	50	13	.	.	.	61	74	36	43	49	12	51	62	25
BUR. OF INDIAN AFFAIRS	63	13	-24	.	.	.	59	17	-21	81	23	-14	107	26	-11
NATIONAL BASELINE	90,910	37		97,887	38		103,832	38		110,711	37		118,140	37	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

Low incidence disabilities includes multiple disabilities, deaf-blindness, traumatic brain injury, autism, hearing impairments, and visual impairments.

Please see Data Notes for an explanation of individual state differences on how data are reported.

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**LOW INCIDENCE > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	308	9.5	-6.7	317	9.5	-5.5	368	10.6	-4.3	318	8.7	-5.6	285	7.5	-6.3
ALASKA	8	0.9	-15.3	7	0.7	-14.3	11	1.1	-13.8	16	1.5	-12.8	19	1.9	-11.9
ARIZONA	534	14.2	-2.0	272	6.9	-8.1	260	6.1	-8.8	273	5.3	-9.0	336	5.6	-8.2
ARKANSAS	197	9.4	-6.8	281	12.2	-2.8	197	8.1	-6.8	209	8.1	-6.2	174	6.4	-7.4
CALIFORNIA	1,813	8.1	-8.1	1,914	7.9	-7.1	2,084	8.0	-6.9	2,082	7.4	-6.9	2,468	8.1	-5.7
COLORADO	320	7.1	-9.1	344	7.3	-7.7	354	7.2	-7.7	325	6.4	-7.9	296	5.6	-8.2
CONNECTICUT	662	17.6	1.4	723	18.3	3.3	747	18.2	3.3	782	18.3	4.0	860	18.5	4.7
DELAWARE	74	18.5	2.3	177	34.3	19.3	157	29.3	14.4	187	32.1	17.8	178	30.8	17.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	160	40.3	25.4	.	.	.	452	70.4	56.6
FLORIDA	353	6.4	-9.8	160	2.5	-12.5	204	3.0	-11.9	220	2.9	-11.4	408	4.9	-8.9
GEORGIA	198	7.1	-9.1	349	11.0	-4.0	266	7.9	-7.0	307	7.7	-6.6	309	7.1	-6.7
HAWAII	7	1.3	-14.9	46	5.3	-9.7	79	8.1	-6.8	53	5.5	-8.8	0	0.0	-13.8
IDAHO	12	1.1	-15.1	32	2.7	-12.3	46	3.7	-11.2	19	1.5	-12.8	27	2.0	-11.8
ILLINOIS	581	9.5	-6.7	696	10.5	-4.5	729	9.9	-5.0	825	10.4	-3.9	939	10.6	-3.2
INDIANA	318	7.0	-9.2	362	7.3	-7.7	101	1.8	-13.1	116	1.9	-12.4	112	1.6	-12.2
IOWA	113	5.7	-10.5	112	5.8	-9.2	120	6.3	-8.6	105	5.9	-8.4	102	6.2	-7.6
KANSAS	317	11.7	-4.5	365	12.9	-2.1	419	12.9	-2.0	425	11.2	-3.1	318	8.9	-4.9
KENTUCKY	52	1.6	-14.6	35	1.0	-14.0	140	3.7	-11.2	126	3.0	-11.3	120	2.6	-11.2
LOUISIANA	87	2.3	-13.9	85	2.2	-12.8	77	1.9	-13.0	84	2.1	-12.2	74	1.8	-12.0
MAINE	96	3.7	-12.5	101	3.4	-11.6	120	3.7	-11.2	102	3.0	-11.3	117	3.3	-10.5
MARYLAND	1,597	21.0	4.8	1,814	21.1	6.1	2,039	21.9	7.0	2,096	21.5	7.2	2,229	22.1	8.3
MASSACHUSETTS	1,208	22.3	6.1	1,284	23.0	8.0	1,191	20.5	5.6	1,230	21.3	7.0	1,530	24.2	10.4
MICHIGAN	1,899	23.4	7.2	1,990	23.3	8.3	2,126	22.5	7.6	3,061	30.4	16.1	2,166	20.1	6.3
MINNESOTA	179	5.7	-10.5	179	5.2	-9.8	232	5.8	-9.1	236	5.2	-9.1	253	4.9	-8.9
MISSISSIPPI	108	6.4	-9.8	113	7.2	-7.8	95	5.6	-9.3	102	5.8	-8.5	113	6.2	-7.6
MISSOURI	414	13.3	-2.9	432	12.2	-2.8	495	12.9	-2.0	528	12.9	-1.4	594	13.3	-0.5
MONTANA	3	0.5	-15.7	13	1.3	-13.7	7	0.7	-14.2	19	1.8	-12.5	3	0.3	-13.5
NEBRASKA	101	6.7	-9.5	84	4.6	-10.4	73	4.1	-10.8	50	3.0	-11.3	116	6.8	-7.0
NEVADA	252	24.8	8.6	267	22.7	7.7	270	20.8	5.9	283	18.7	4.4	285	16.2	2.4
NEW HAMPSHIRE	435	49.0	32.8	409	42.7	27.7	57	5.7	-9.2	59	5.4	-8.9	64	5.4	-8.4
NEW JERSEY	6,066	37.9	21.7	6,541	36.8	21.8	8,169	41.3	26.4	8,297	38.1	23.8	9,361	38.4	24.6
NEW MEXICO	134	6.9	-9.3	12	0.6	-14.4	22	1.0	-13.9	22	1.0	-13.3	41	1.8	-12.0
NEW YORK	10,247	36.6	20.4	8,116	26.6	11.6	8,421	25.9	11.0	8,865	25.6	11.3	8,305	22.4	8.6
NORTH CAROLINA	482	8.2	-8.0	523	8.3	-6.7	604	9.1	-5.8	618	8.6	-5.7	653	8.6	-5.2
NORTH DAKOTA	14	5.2	-11.0	16	5.6	-9.4	16	5.4	-9.5	15	4.7	-9.6	13	3.9	-9.9
OHIO	4,592	29.2	13.0	4,804	28.7	13.7	4,304	25.1	10.2	4,205	22.8	8.5	4,351	22.2	8.4
OKLAHOMA	156	5.3	-10.9	128	4.0	-11.0	113	3.4	-11.5	119	3.4	-10.9	120	3.3	-10.5
OREGON	119	4.0	-12.2	100	3.1	-11.9	143	3.7	-11.2	162	4.2	-10.1	179	4.3	-9.5
PENNSYLVANIA	1,755	21.3	5.1	1,889	21.3	6.3	2,030	21.5	6.6	1,526	15.9	1.6	1,626	15.1	1.3
PUERTO RICO	375	12.5	-3.7	376	12.4	-2.6	405	13.1	-1.8	389	12.8	-1.5	439	14.5	0.7
RHODE ISLAND	189	30.0	13.8	194	28.1	13.1	217	27.3	12.4	230	26.2	11.9	253	26.1	12.3
SOUTH CAROLINA	82	3.8	-12.4	85	4.0	-11.0	109	4.6	-10.3	93	3.8	-10.5	175	6.5	-7.3
SOUTH DAKOTA	64	7.5	-8.7	62	6.9	-8.1	67	7.1	-7.8	81	8.4	-5.9	82	8.0	-5.8
TENNESSEE	576	12.2	-4.0	556	11.5	-3.5	543	11.1	-3.8	540	11.0	-3.3	535	10.7	-3.1
TEXAS	1,069	5.3	-10.9	580	3.0	-12.0	636	3.2	-11.7	1,107	4.7	-9.6	640	2.7	-11.1
UTAH	643	20.1	3.9	1,468	45.3	30.3	1,427	39.8	24.9	922	29.8	15.5	889	29.2	15.4
VERMONT	23	6.0	-10.2	18	4.6	-10.4	19	4.5	-10.4	26	5.6	-8.7	36	6.8	-7.0
VIRGINIA	235	3.2	-13.0	274	3.1	-11.9	335	6.3	-8.6	466	8.3	-6.0	607	9.3	-4.5
WASHINGTON	227	3.6	-12.6	175	2.8	-12.2	143	2.3	-12.6	135	2.1	-12.2	130	2.0	-11.8
WEST VIRGINIA	50	5.9	-10.3	53	5.8	-9.2	53	5.6	-9.3	53	5.4	-8.9	28	2.7	-11.1
WISCONSIN	106	4.0	-12.2	141	4.9	-10.1	126	4.0	-10.9	168	4.7	-9.6	155	3.9	-9.9
WYOMING	9	2.3	-13.9	10	2.7	-12.3	5	1.2	-13.7	14	2.7	-11.6	5	1.1	-12.7
AMERICAN SAMOA	0	0.0	-16.2	.	.	.	.	.	.	0	0.0	-14.3	0	0.0	-13.8
GUAM	10	10.0	-6.2	1	0.9	-14.1	1	0.9	-14.0	3	2.4	-11.9	2	1.7	-12.1
NORTHERN MARIANAS	0	0.0	-16.2	.	.	.	0	0.0	-14.9	2	3.2	-11.1	2	4.1	-9.7
VIRGIN ISLANDS	7	8.0	-8.2	.	.	.	0	0.0	-14.9	0	0.0	-14.3	0	0.0	-13.8
BUR. OF INDIAN AFFAIRS	7	1.5	-14.7	.	.	.	6	1.7	-13.2	11	3.1	-11.2	4	1.0	-12.8
NATIONAL BASELINE	39,483	16.2		39,085	15.0		41,138	14.9		42,307	14.3		43,578	13.8	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

Low incidence disabilities includes multiple disabilities, deaf-blindness, traumatic brain injury, autism, hearing impairments, and visual impairments.

Please see Data Notes for an explanation of individual state differences on how data are reported.

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**LOW INCIDENCE > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	434	13.4	8.2	456	13.6	8.8	412	11.8	7.2	442	12.1	7.9	437	11.6	7.6
ALASKA	0	0.0	-5.2	0	0.0	-4.8	0	0.0	-4.6	1	0.1	-4.1	1	0.1	-3.9
ARIZONA	391	10.4	5.2	525	13.4	8.6	510	11.9	7.3	540	10.4	6.2	285	4.8	0.8
ARKANSAS	248	11.8	6.6	277	12.0	7.2	333	13.7	9.1	266	10.3	6.1	268	9.9	5.9
CALIFORNIA	1,102	4.9	-0.3	1,076	4.4	-0.4	1,043	4.0	-0.6	1,015	3.6	-0.6	1,005	3.3	-0.7
COLORADO	119	2.6	-2.6	111	2.4	-2.4	130	2.7	-1.9	125	2.4	-1.8	127	2.4	-1.6
CONNECTICUT	111	2.9	-2.3	112	2.8	-2.0	144	3.5	-1.1	167	3.9	-0.3	177	3.8	-0.2
DELAWARE	1	0.2	-5.0	5	1.0	-3.8	4	0.7	-3.9	6	1.0	-3.2	6	1.0	-3.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	7	1.8	-2.8	287	77.8	73.6	19	3.0	-1.0
FLORIDA	629	11.4	6.2	765	12.1	7.3	651	9.5	4.9	653	8.7	4.5	676	8.1	4.1
GEORGIA	211	7.5	2.3	107	3.4	-1.4	99	3.0	-1.6	100	2.5	-1.7	110	2.5	-1.5
HAWAII	2	0.4	-4.8	.	.	.	2	0.2	-4.4	2	0.2	-4.0	0	0.0	-4.0
IDAHO	107	9.5	4.3	100	8.5	3.7	91	7.4	2.8	85	6.6	2.4	90	6.6	2.6
ILLINOIS	407	6.7	1.5	410	6.2	1.4	423	5.8	1.2	320	4.0	-0.2	412	4.6	0.6
INDIANA	356	7.8	2.6	365	7.3	2.5	612	11.2	6.6	589	9.6	5.4	589	8.6	4.6
IOWA	162	8.2	3.0	136	7.0	2.2	124	6.5	1.9	125	7.1	2.9	113	6.9	2.9
KANSAS	67	2.5	-2.7	56	2.0	-2.8	54	1.7	-2.9	66	1.7	-2.5	183	5.1	1.1
KENTUCKY	261	8.0	2.8	249	7.1	2.3	241	6.3	1.7	233	5.5	1.3	195	4.3	0.3
LOUISIANA	352	9.2	4.0	331	8.4	3.6	293	7.3	2.7	304	7.5	3.3	296	7.1	3.1
MAINE	57	2.2	-3.0	91	3.1	-1.7	98	3.0	-1.6	70	2.1	-2.1	93	2.6	-1.4
MARYLAND	601	7.9	2.7	629	7.3	2.5	627	6.7	2.1	663	6.8	2.6	638	6.3	2.3
MASSACHUSETTS	522	9.6	4.4	522	9.3	4.5	699	12.0	7.4	692	12.0	7.8	855	13.5	9.5
MICHIGAN	126	1.6	-3.6	108	1.3	-3.5	118	1.2	-3.4	118	1.2	-3.0	124	1.1	-2.9
MINNESOTA	216	6.9	1.7	223	6.4	1.6	205	5.1	0.5	199	4.4	0.2	197	3.8	-0.2
MISSISSIPPI	276	16.3	11.1	255	16.3	11.5	288	17.1	12.5	332	18.7	14.5	238	13.1	9.1
MISSOURI	183	5.9	0.7	171	4.8	0.0	159	4.1	-0.5	109	2.7	-1.5	101	2.3	-1.7
MONTANA	70	11.1	5.9	81	8.2	3.4	58	5.8	1.2	73	7.0	2.8	67	6.2	2.2
NEBRASKA	40	2.7	-2.5	53	2.9	-1.9	29	1.6	-3.0	26	1.6	-2.6	23	1.3	-2.7
NEVADA	2	0.2	-5.0	4	0.3	-4.5	1	0.1	-4.5	1	0.1	-4.1	2	0.1	-3.9
NEW HAMPSHIRE	53	6.0	0.8	64	6.7	1.9	69	6.9	2.3	67	6.1	1.9	67	5.7	1.7
NEW JERSEY	434	2.7	-2.5	519	2.9	-1.9	218	1.1	-3.5	298	1.4	-2.8	377	1.5	-2.5
NEW MEXICO	69	3.5	-1.7	148	7.6	2.8	157	6.9	2.3	179	8.0	3.8	145	6.4	2.4
NEW YORK	1,086	3.9	-1.3	1,288	4.2	-0.6	1,442	4.4	-0.2	1,184	3.4	-0.8	1,190	3.2	-0.8
NORTH CAROLINA	670	11.4	6.2	615	9.8	5.0	518	7.8	3.2	522	7.3	3.1	439	5.8	1.8
NORTH DAKOTA	40	14.9	9.7	38	13.2	8.4	37	12.5	7.9	32	10.1	5.9	33	9.9	5.9
OHIO	259	1.6	-3.6	229	1.4	-3.4	247	1.4	-3.2	377	2.0	-2.2	345	1.8	-2.2
OKLAHOMA	252	8.5	3.3	204	6.4	1.6	196	5.8	1.2	183	5.2	1.0	177	4.8	0.8
OREGON	596	20.0	14.8	163	5.0	0.2	197	5.2	0.6	192	5.0	0.8	190	4.6	0.6
PENNSYLVANIA	302	3.7	-1.5	282	3.2	-1.6	268	2.8	-1.8	253	2.6	-1.6	239	2.2	-1.8
PUERTO RICO	18	0.6	-4.6	6	0.2	-4.6	1	0.0	-4.6	4	0.1	-4.1	21	0.7	-3.3
RHODE ISLAND	18	2.9	-2.3	23	3.3	-1.5	24	3.0	-1.6	18	2.0	-2.2	18	1.9	-2.1
SOUTH CAROLINA	257	11.8	6.6	257	12.0	7.2	272	11.4	6.8	230	9.3	5.1	265	9.9	5.9
SOUTH DAKOTA	167	19.5	14.3	155	17.2	12.4	139	14.8	10.2	132	13.7	9.5	136	13.3	9.3
TENNESSEE	154	3.3	-1.9	167	3.5	-1.3	147	3.0	-1.6	142	2.9	-1.3	142	2.8	-1.2
TEXAS	314	1.6	-3.6	272	1.4	-3.4	276	1.4	-3.2	263	1.1	-3.1	660	2.8	-1.2
UTAH	92	2.9	-2.3	98	3.0	-1.8	45	1.3	-3.3	0	0.0	-4.2	.	.	.
VERMONT	30	7.9	2.7	27	6.8	2.0	32	7.7	3.1	26	5.6	1.4	31	5.8	1.8
VIRGINIA	314	4.3	-0.9	300	3.4	-1.4	287	5.4	0.8	264	4.7	0.5	288	4.4	0.4
WASHINGTON	238	3.8	-1.4	215	3.4	-1.4	247	3.9	-0.7	209	3.3	-0.9	208	3.2	-0.8
WEST VIRGINIA	112	13.2	8.0	98	10.6	5.8	101	10.6	6.0	107	11.0	6.8	135	12.9	8.9
WISCONSIN	132	5.0	-0.2	108	3.8	-1.0	163	5.2	0.6	103	2.9	-1.3	147	3.7	-0.3
WYOMING	11	2.8	-2.4	3	0.8	-4.0	52	12.5	7.9	11	2.2	-2.0	10	2.3	-1.7
AMERICAN SAMOA	0	0.0	-5.2	.	.	.	.	.	.	0	0.0	-4.2	0	0.0	-4.0
GUAM	2	2.0	-3.2	1	0.9	-3.9	1	0.9	-3.7	1	0.8	-3.4	1	0.8	-3.2
NORTHERN MARIANAS	0	0.0	-5.2	.	.	.	0	0.0	-4.6	2	3.2	-1.0	0	0.0	-4.0
VIRGIN ISLANDS	9	10.2	5.0	.	.	.	5	6.1	1.5	16	18.4	14.2	4	4.9	0.9
BUR. OF INDIAN AFFAIRS	31	6.5	1.3	.	.	.	18	5.2	0.6	38	10.8	6.6	35	8.5	4.5
NATIONAL BASELINE	12,713	5.2	.	12,498	4.8	.	12,614	4.6	.	12,462	4.2	.	12,630	4.0	.

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

Low incidence disabilities includes multiple disabilities, deaf-blindness, traumatic brain injury, autism, hearing impairments, and visual impairments.

Please see Data Notes for an explanation of individual state differences on how data are reported.

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**LOW INCIDENCE > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	46	1.4	0.0	36	1.1	-0.3	33	0.9	-0.3	43	1.2	-0.1	48	1.3	0.1
ALASKA	5	0.6	-0.8	5	0.5	-0.9	7	0.7	-0.5	10	1.0	-0.3	10	1.0	-0.2
ARIZONA	49	1.3	-0.1	44	1.1	-0.3	62	1.4	0.2	61	1.2	-0.1	51	0.9	-0.3
ARKANSAS	31	1.5	0.1	36	1.6	0.2	39	1.6	0.4	56	2.2	0.9	47	1.7	0.5
CALIFORNIA	195	0.9	-0.5	188	0.8	-0.6	216	0.8	-0.4	309	1.1	-0.2	305	1.0	-0.2
COLORADO	57	1.3	-0.1	61	1.3	-0.1	60	1.2	0.0	70	1.4	0.1	44	0.8	-0.4
CONNECTICUT	30	0.8	-0.6	27	0.7	-0.7	26	0.6	-0.6	24	0.6	-0.7	27	0.6	-0.6
DELAWARE	0	0.0	-1.4	2	0.4	-1.0	3	0.6	-0.6	1	0.2	-1.1	2	0.3	-0.9
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-1.2	6	1.6	0.3	4	0.6	-0.6
FLORIDA	19	0.3	-1.1	12	0.2	-1.2	8	0.1	-1.1	5	0.1	-1.2	15	0.2	-1.0
GEORGIA	6	0.2	-1.2	3	0.1	-1.3	2	0.1	-1.1	7	0.2	-1.1	10	0.2	-1.0
HAWAII	7	1.3	-0.1	32	3.7	2.3	10	1.0	-0.2	11	1.1	-0.2	0	0.0	-1.2
IDAHO	16	1.4	0.0	8	0.7	-0.7	7	0.6	-0.6	11	0.9	-0.4	12	0.9	-0.3
ILLINOIS	4	0.1	-1.3	7	0.1	-1.3	4	0.1	-1.1	9	0.1	-1.2	6	0.1	-1.1
INDIANA	35	0.8	-0.6	49	1.0	-0.4	53	1.0	-0.2	55	0.9	-0.4	69	1.0	-0.2
IOWA	7	0.4	-1.0	17	0.9	-0.5	14	0.7	-0.5	5	0.3	-1.0	7	0.4	-0.8
KANSAS	40	1.5	0.1	48	1.7	0.3	29	0.9	-0.3	31	0.8	-0.5	37	1.0	-0.2
KENTUCKY	55	1.7	0.3	57	1.6	0.2	81	2.1	0.9	105	2.5	1.2	119	2.6	1.4
LOUISIANA	81	2.1	0.7	109	2.8	1.4	129	3.2	2.0	146	3.6	2.3	157	3.8	2.6
MAINE	30	1.1	-0.3	36	1.2	-0.2	36	1.1	-0.1	34	1.0	-0.3	50	1.4	0.2
MARYLAND	48	0.6	-0.8	71	0.8	-0.6	57	0.6	-0.6	54	0.6	-0.7	58	0.6	-0.6
MASSACHUSETTS	175	3.2	1.8	154	2.8	1.4	152	2.6	1.4	110	1.9	0.6	103	1.6	0.4
MICHIGAN	98	1.2	-0.2	117	1.4	0.0	66	0.7	-0.5	97	1.0	-0.3	100	0.9	-0.3
MINNESOTA	12	0.4	-1.0	11	0.3	-1.1	6	0.2	-1.0	10	0.2	-1.1	11	0.2	-1.0
MISSISSIPPI	37	2.2	0.8	46	2.9	1.5	44	2.6	1.4	51	2.9	1.6	51	2.8	1.6
MISSOURI	26	0.8	-0.6	32	0.9	-0.5	26	0.7	-0.5	46	1.1	-0.2	52	1.2	0.0
MONTANA	7	1.1	-0.3	8	0.8	-0.6	11	1.1	-0.1	7	0.7	-0.6	4	0.4	-0.8
NEBRASKA	28	1.9	0.5	111	6.1	4.7	37	2.1	0.9	30	1.8	0.5	37	2.2	1.0
NEVADA	19	1.9	0.5	16	1.4	0.0	16	1.2	0.0	16	1.1	-0.2	25	1.4	0.2
NEW HAMPSHIRE	8	0.9	-0.5	12	1.3	-0.1	15	1.5	0.3	23	2.1	0.8	22	1.9	0.7
NEW JERSEY	189	1.2	-0.2	221	1.2	-0.2	231	1.2	0.0	271	1.2	-0.1	260	1.1	-0.1
NEW MEXICO	39	2.0	0.6	42	2.2	0.8	59	2.6	1.4	65	2.9	1.6	63	2.8	1.6
NEW YORK	282	1.0	-0.4	325	1.1	-0.3	298	0.9	-0.3	456	1.3	0.0	393	1.1	-0.1
NORTH CAROLINA	62	1.1	-0.3	58	0.9	-0.5	1	0.0	-1.2	89	1.2	-0.1	89	1.2	0.0
NORTH DAKOTA	1	0.4	-1.0	0	0.0	-1.4	1	0.3	-0.9	2	0.6	-0.7	2	0.6	-0.6
OHIO	141	0.9	-0.5	137	0.8	-0.6	169	1.0	-0.2	166	0.9	-0.4	186	0.9	-0.3
OKLAHOMA	70	2.4	1.0	110	3.4	2.0	109	3.2	2.0	116	3.3	2.0	124	3.4	2.2
OREGON	47	1.6	0.2	19	0.6	-0.8	20	0.5	-0.7	22	0.6	-0.7	16	0.4	-0.8
PENNSYLVANIA	86	1.0	-0.4	104	1.2	-0.2	79	0.8	-0.4	93	1.0	-0.3	80	0.7	-0.5
PUERTO RICO	559	18.6	17.2	545	18.0	16.6	459	14.8	13.6	454	14.9	13.6	446	14.7	13.5
RHODE ISLAND	9	1.4	0.0	4	0.6	-0.8	3	0.4	-0.8	7	0.8	-0.5	2	0.2	-1.0
SOUTH CAROLINA	32	1.5	0.1	24	1.1	-0.3	17	0.7	-0.5	28	1.1	-0.2	22	0.8	-0.4
SOUTH DAKOTA	12	1.4	0.0	14	1.6	0.2	9	1.0	-0.2	8	0.8	-0.5	8	0.8	-0.4
TENNESSEE	100	2.1	0.7	104	2.2	0.8	124	2.5	1.3	124	2.5	1.2	110	2.2	1.0
TEXAS	358	1.8	0.4	369	1.9	0.5	362	1.8	0.6	401	1.7	0.4	396	1.7	0.5
UTAH	24	0.8	-0.6	0	0.0	-1.4	27	0.8	-0.4	27	0.9	-0.4	34	1.1	-0.1
VERMONT	8	2.1	0.7	10	2.5	1.1	10	2.4	1.2	12	2.6	1.3	16	3.0	1.8
VIRGINIA	45	0.6	-0.8	56	0.6	-0.8	47	0.9	-0.3	53	0.9	-0.4	46	0.7	-0.5
WASHINGTON	51	0.8	-0.6	62	1.0	-0.4	62	1.0	-0.2	50	0.8	-0.5	54	0.8	-0.4
WEST VIRGINIA	6	0.7	-0.7	5	0.5	-0.9	11	1.2	0.0	17	1.7	0.4	14	1.3	0.1
WISCONSIN	9	0.3	-1.1	8	0.3	-1.1	5	0.2	-1.0	10	0.3	-1.0	10	0.3	-0.9
WYOMING	3	0.8	-0.6	1	0.3	-1.1	1	0.2	-1.0	0	0.0	-1.3	3	0.7	-0.5
AMERICAN SAMOA	0	0.0	-1.4	2	5.9	4.5	4	9.5	8.3	1	2.3	1.0	1	3.6	2.4
GUAM	0	0.0	-1.4	0	0.0	-1.4	0	0.0	-1.2	0	0.0	-1.3	0	0.0	-1.2
NORTHERN MARIANAS	0	0.0	-1.4	.	.	.	3	5.2	4.0	2	3.2	1.9	0	0.0	-1.2
VIRGIN ISLANDS	2	2.3	0.9	.	.	.	3	3.7	2.5	4	4.6	3.3	2	2.4	1.2
BUR. OF INDIAN AFFAIRS	2	0.4	-1.0	.	.	.	1	0.3	-0.9	5	1.4	0.1	4	1.0	-0.2
NATIONAL BASELINE	3,308	1.4		3,575	1.4		3,364	1.2		3,926	1.3		3,864	1.2	

% = # in environment category ÷ total # in all environment categories.

DIF = Difference from National Baseline.

Low incidence disabilities includes multiple disabilities, deaf-blindness, traumatic brain injury, autism, hearing impairments, and visual impairments.

Please see Data Notes for an explanation of individual state differences on how data are reported.

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ORTHOPEDIC AND OTHER HEALTH IMPAIRMENTS > OUTSIDE REGULAR CLASS < 21%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,102	45	4	1,407	48	5	1,732	50	6	2,139	54	9	2,329	51	6
ALASKA	247	50	9	240	39	-4	367	53	9	443	57	12	534	53	8
ARIZONA	733	43	2	864	44	1	980	45	1	1,199	46	1	1,235	49	4
ARKANSAS	1,192	38	-3	1,376	37	-6	1,563	35	-9	1,804	35	-10	2,001	34	-11
CALIFORNIA	10,696	46	5	10,846	45	2	11,697	45	1	11,366	41	-4	16,266	54	9
COLORADO	2,664	78	37	3,061	76	33	3,431	76	32	3,714	76	31	4,113	74	29
CONNECTICUT	2,992	68	27	3,638	66	23	4,184	65	21	4,532	65	20	5,023	62	17
DELAWARE	125	22	-19	163	25	-18	194	26	-18	228	27	-18	307	27	-18
DISTRICT OF COLUMBIA	.	.	.	.	.	.	11	3	-41	33	19	-26	11	4	-41
FLORIDA	1,469	21	-20	2,867	36	-7	4,147	45	1	4,927	47	2	5,264	42	-3
GEORGIA	1,903	30	-11	2,416	29	-14	3,124	30	-14	3,461	28	-17	4,263	29	-16
HAWAII	85	49	8	314	42	-1	199	23	-21	252	22	-23	673	46	1
IDAHO	519	64	23	560	60	17	655	61	17	739	60	15	817	62	17
ILLINOIS	1,804	27	-14	2,145	29	-14	2,496	29	-15	2,921	29	-16	3,260	27	-18
INDIANA	1,622	21	-20	1,838	61	18	2,130	62	18	2,497	62	17	3,002	60	15
IOWA	738	64	23	597	57	14	505	52	8	442	50	5	358	44	-1
KANSAS	1,965	60	19	2,358	59	16	2,608	59	15	2,868	60	15	3,261	57	12
KENTUCKY	1,251	45	4	1,639	42	-1	2,172	44	0	2,731	45	0	3,269	45	0
LOUISIANA	2,196	33	-8	2,547	34	-9	2,030	25	-19	3,140	36	-9	4,013	44	-1
MAINE	674	51	10	752	49	6	922	52	8	1,149	54	9	1,367	52	7
MARYLAND	2,049	47	6	2,430	47	4	2,936	49	5	3,539	51	6	4,026	51	6
MASSACHUSETTS	978	45	4	1,001	46	3	221	10	-34	185	9	-36	242	12	-33
MICHIGAN	4,711	53	12	6,325	63	20	6,471	60	16	5,789	49	4	6,362	49	4
MINNESOTA	3,979	70	29	4,549	70	27	5,168	69	25	5,632	68	23	6,239	67	22
MISSISSIPPI	178	14	-27	618	19	-24	383	27	-17	382	24	-21	436	26	-19
MISSOURI	759	21	-20	1,424	29	-14	3,423	56	12	3,798	54	9	4,404	54	9
MONTANA	353	49	8	364	46	3	455	48	4	532	49	4	575	47	2
NEBRASKA	1,160	59	18	1,222	44	1	1,401	39	-5	1,344	53	8	1,665	59	14
NEVADA	422	49	8	487	46	3	631	50	6	762	51	6	885	52	7
NEW HAMPSHIRE	1,323	52	11	1,460	51	8	2,570	81	37	2,606	75	30	2,772	74	29
NEW JERSEY	615	48	7	647	49	6	976	48	4	2,347	49	4	3,405	47	2
NEW MEXICO	550	35	-6	713	40	-3	768	38	-6	642	30	-15	831	35	-10
NEW YORK	8,935	54	13	10,127	53	10	12,021	55	11	13,826	57	12	16,854	59	14
NORTH CAROLINA	5,214	59	18	6,031	58	15	7,095	59	15	8,541	60	15	9,778	60	15
NORTH DAKOTA	314	71	30	353	72	29	434	74	30	474	72	27	530	71	26
OHIO	2,534	47	6	3,039	52	9	3,794	58	14	4,820	64	19	4,378	50	5
OKLAHOMA	842	57	16	1,127	57	14	1,459	57	13	1,873	58	13	2,182	56	11
OREGON	2,183	66	25	2,366	62	19	3,061	67	23	3,393	67	22	3,723	66	21
PENNSYLVANIA	514	27	-14	595	27	-16	701	28	-16	922	33	-12	1,423	40	-5
PUERTO RICO	302	21	-20	367	24	-19	995	62	18	1,182	67	22	1,038	51	6
RHODE ISLAND	590	47	6	770	49	6	893	47	3	1,052	47	2	1,178	44	-1
SOUTH CAROLINA	510	22	-19	475	17	-26	582	18	-26	552	15	-30	594	14	-31
SOUTH DAKOTA	198	62	21	233	63	20	271	64	20	331	62	17	241	49	4
TENNESSEE	4,156	44	3	4,216	42	-1	4,029	40	-4	3,960	41	-4	4,128	41	-4
TEXAS	5,211	17	-24	5,800	18	-25	6,977	19	-25	8,284	21	-24	8,962	21	-24
UTAH	322	37	-4	341	35	-8	405	37	-7	413	35	-10	412	31	-14
VERMONT	679	88	47	813	88	45	901	88	44	974	84	39	1,085	84	39
VIRGINIA	2,791	42	1	3,299	39	-4	3,679	37	-7	3,613	33	-12	4,770	32	-13
WASHINGTON	6,938	45	4	7,354	45	2	7,781	45	1	7,964	44	-1	7,840	42	-3
WEST VIRGINIA	620	51	10	726	47	4	874	47	3	1,036	47	2	1,111	44	-1
WISCONSIN	1,521	42	1	1,820	42	-1	2,036	40	-4	2,418	39	-6	3,019	40	-5
WYOMING	434	50	9	395	49	6	406	47	3	400	41	-4	421	41	-4
AMERICAN SAMOA	0	0	-41	0	0	-43	0	.	.	0	0	-45	2	50	5
GUAM	25	56	15	30	56	13	27	48	4	37	57	12	34	48	3
NORTHERN MARIANAS	8	57	16	.	.	.	9	75	31	16	89	44	2	15	-30
VIRGIN ISLANDS	18	34	-7	.	.	.	11	26	-18	29	57	12	12	34	-11
BUR. OF INDIAN AFFAIRS	39	41	0	.	.	.	115	85	41	148	80	35	220	77	32
NATIONAL BASELINE	95,952	41		111,145	43		129,106	44		144,401	45		167,145	45	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ORTHOPEDIC AND OTHER HEALTH IMPAIRMENTS > OUTSIDE REGULAR CLASS 21-60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	914	38	7	1,076	37	7	1,220	35	5	1,409	36	5	1,757	38	6
ALASKA	162	33	2	289	47	17	214	31	1	214	27	-4	288	29	-3
ARIZONA	381	22	-9	457	23	-7	502	23	-7	633	24	-7	735	29	-3
ARKANSAS	1,514	48	17	1,832	49	19	2,194	50	20	2,548	49	18	2,944	51	19
CALIFORNIA	3,130	13	-18	3,397	14	-16	3,826	15	-15	4,419	16	-15	4,603	15	-17
COLORADO	481	14	-17	599	15	-15	707	16	-14	764	16	-15	981	18	-14
CONNECTICUT	819	19	-12	1,078	20	-10	1,273	20	-10	1,450	21	-10	1,719	21	-11
DELAWARE	259	45	14	281	43	13	313	42	12	363	42	11	446	40	8
DISTRICT OF COLUMBIA	.	.	.	.	.	.	51	13	-17	48	27	-4	45	18	-14
FLORIDA	1,140	16	-15	1,299	16	-14	1,657	18	-12	2,047	19	-12	2,570	21	-11
GEORGIA	2,674	42	11	3,481	42	12	4,245	41	11	5,404	44	13	6,380	43	11
HAWAII	30	17	-14	197	26	-4	467	54	24	639	55	24	479	33	1
IDAHO	202	25	-6	263	28	-2	307	28	-2	353	29	-2	350	27	-5
ILLINOIS	1,765	26	-5	2,218	30	0	2,792	33	3	3,413	34	3	4,387	37	5
INDIANA	5,363	70	39	428	14	-16	489	14	-16	598	15	-16	981	20	-12
IOWA	237	21	-10	297	28	-2	289	30	0	277	31	0	266	33	1
KANSAS	919	28	-3	1,176	29	-1	1,280	29	-1	1,364	28	-3	1,621	28	-4
KENTUCKY	1,088	39	8	1,763	46	16	2,117	43	13	2,463	41	10	3,073	43	11
LOUISIANA	1,857	28	-3	2,063	28	-2	3,440	43	13	2,790	32	1	2,387	26	-6
MAINE	488	37	6	522	34	4	607	34	4	701	33	2	893	34	2
MARYLAND	1,052	24	-7	1,282	25	-5	1,476	25	-5	1,700	25	-6	1,956	25	-7
MASSACHUSETTS	162	7	-24	168	8	-22	981	44	14	990	48	17	879	44	12
MICHIGAN	1,993	22	-9	1,999	20	-10	2,397	22	-8	3,277	28	-3	3,778	29	-3
MINNESOTA	1,283	23	-8	1,467	22	-8	1,756	23	-7	2,049	25	-6	2,258	24	-8
MISSISSIPPI	429	33	2	1,329	40	10	390	27	-3	470	30	-1	517	31	-1
MISSOURI	2,229	61	30	2,658	54	24	1,742	29	-1	2,158	31	0	2,609	32	0
MONTANA	265	37	6	288	37	7	357	38	8	410	38	7	486	40	8
NEBRASKA	395	20	-11	593	22	-8	1,518	43	13	611	24	-7	673	24	-8
NEVADA	310	36	5	415	39	9	420	33	3	457	31	0	503	29	-3
NEW HAMPSHIRE	599	23	-8	682	24	-6	390	12	-18	533	15	-16	599	16	-16
NEW JERSEY	241	19	-12	270	20	-10	431	21	-9	1,309	27	-4	2,234	31	-1
NEW MEXICO	415	26	-5	450	25	-5	489	24	-6	558	26	-5	674	29	-3
NEW YORK	2,793	17	-14	3,258	17	-13	3,554	16	-14	4,272	17	-14	4,760	17	-15
NORTH CAROLINA	2,121	24	-7	2,640	25	-5	3,003	25	-5	3,481	24	-7	4,040	25	-7
NORTH DAKOTA	68	15	-16	80	16	-14	87	15	-15	129	20	-11	149	20	-12
OHIO	770	14	-17	814	14	-16	896	14	-16	1,075	14	-17	2,430	28	-4
OKLAHOMA	392	27	-4	554	28	-2	719	28	-2	963	30	-1	1,224	31	-1
OREGON	662	20	-11	780	20	-10	700	15	-15	784	15	-16	895	16	-16
PENNSYLVANIA	386	20	-11	516	24	-6	649	26	-4	689	25	-6	945	26	-6
PUERTO RICO	765	53	22	827	53	23	252	16	-14	240	14	-17	601	30	-2
RHODE ISLAND	266	21	-10	318	20	-10	404	21	-9	466	21	-10	613	23	-9
SOUTH CAROLINA	1,278	54	23	1,644	59	29	1,868	58	28	2,320	63	32	2,618	60	28
SOUTH DAKOTA	91	29	-2	107	29	-1	112	27	-3	155	29	-2	200	40	8
TENNESSEE	2,686	28	-3	3,126	31	1	3,319	33	3	3,318	34	3	3,346	34	2
TEXAS	15,402	50	19	17,419	53	23	19,359	53	23	20,861	54	23	22,911	55	23
UTAH	237	27	-4	271	27	-3	297	27	-3	320	27	-4	395	30	-2
VERMONT	41	5	-26	50	5	-25	58	6	-24	100	9	-22	102	8	-24
VIRGINIA	2,287	34	3	3,029	36	6	3,801	38	8	4,445	40	9	6,057	41	9
WASHINGTON	5,686	37	6	5,908	36	6	6,298	37	7	6,639	37	6	7,228	39	7
WEST VIRGINIA	471	38	7	639	41	11	783	42	12	935	42	11	1,128	45	13
WISCONSIN	1,167	33	2	1,431	33	3	1,781	35	5	2,357	38	7	2,998	39	7
WYOMING	292	33	2	273	34	4	324	37	7	334	34	3	396	39	7
AMERICAN SAMOA	0	0	-31	1	50	20	0	.	.	2	100	69	0	0	-32
GUAM	9	20	-11	13	24	-6	23	41	11	17	26	-5	26	37	5
NORTHERN MARIANAS	2	14	-17	.	.	.	2	17	-13	2	11	-20	0	0	-32
VIRGIN ISLANDS	4	8	-23	.	.	.	0	0	-30	7	14	-17	7	20	-12
BUR. OF INDIAN AFFAIRS	48	51	20	.	.	.	15	11	-19	34	18	-13	45	16	-16
NATIONAL BASELINE	70,720	31		78,015	30		88,641	30		100,364	31		117,185	32	

% = # in environment category ÷ # in all environment categories.  
DIF = Difference from National Baseline.  
Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).  
Data based on the December 1, 2000 count, updated as of August 30, 2002.  
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ORTHOPEDIC AND OTHER HEALTH IMPAIRMENTS > OUTSIDE REGULAR CLASS > 60%**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	329	14	-7	375	13	-8	405	12	-8	303	8	-12	389	8	-10
ALASKA	82	16	-5	82	13	-8	89	13	-7	106	14	-6	149	15	-3
ARIZONA	510	30	9	569	29	8	609	28	8	703	27	7	484	19	1
ARKANSAS	361	11	-10	455	12	-9	522	12	-8	650	13	-7	750	13	-5
CALIFORNIA	7,630	33	12	8,140	33	12	8,622	33	13	9,810	35	15	6,796	23	5
COLORADO	215	6	-15	268	7	-14	279	6	-14	297	6	-14	350	6	-12
CONNECTICUT	439	10	-11	570	10	-11	701	11	-9	742	11	-9	934	12	-6
DELAWARE	62	11	-10	126	19	-2	144	19	-1	203	24	4	227	20	2
DISTRICT OF COLUMBIA	.	.	.	.	.	.	169	43	23	.	.	.	63	25	7
FLORIDA	2,823	40	19	2,047	25	4	2,457	27	7	2,545	24	4	2,986	24	6
GEORGIA	1,746	27	6	2,246	27	6	2,819	27	7	3,348	27	7	3,825	26	8
HAWAII	55	32	11	203	27	6	171	20	0	228	20	0	319	22	4
IDAHO	76	9	-12	89	10	-11	98	9	-11	108	9	-11	119	9	-9
ILLINOIS	1,862	28	7	2,213	30	9	2,609	30	10	3,156	31	11	3,655	31	13
INDIANA	585	8	-13	688	23	2	751	22	2	882	22	2	930	19	1
IOWA	140	12	-9	132	13	-8	147	15	-5	138	16	-4	155	19	1
KANSAS	328	10	-11	388	10	-11	446	10	-10	493	10	-10	672	12	-6
KENTUCKY	403	14	-7	392	10	-11	583	12	-8	734	12	-8	745	10	-8
LOUISIANA	2,399	36	15	2,630	35	14	2,397	30	10	2,482	29	9	2,542	28	10
MAINE	140	11	-10	205	13	-8	199	11	-9	238	11	-9	294	11	-7
MARYLAND	985	23	2	1,161	23	2	1,285	21	1	1,403	20	0	1,559	20	2
MASSACHUSETTS	286	13	-8	293	13	-8	298	13	-7	302	15	-5	322	16	-2
MICHIGAN	2,003	22	1	1,367	14	-7	1,656	15	-5	2,045	17	-3	2,512	19	1
MINNESOTA	250	4	-17	318	5	-16	351	5	-15	408	5	-15	477	5	-13
MISSISSIPPI	522	41	20	1,184	36	15	512	36	16	570	36	16	630	37	19
MISSOURI	557	15	-6	747	15	-6	793	13	-7	800	11	-9	875	11	-7
MONTANA	85	12	-9	100	13	-8	112	12	-8	114	11	-9	133	11	-7
NEBRASKA	280	14	-7	349	13	-8	503	14	-6	492	19	-1	372	13	-5
NEVADA	105	12	-9	132	12	-9	198	16	-4	242	16	-4	288	17	-1
NEW HAMPSHIRE	458	18	-3	582	20	-1	81	3	-17	151	4	-16	168	5	-13
NEW JERSEY	171	13	-8	175	13	-8	318	16	-4	779	16	-4	1,118	15	-3
NEW MEXICO	572	36	15	593	33	12	606	30	10	821	39	19	738	31	13
NEW YORK	3,725	23	2	4,639	24	3	5,034	23	3	5,094	21	1	5,556	20	2
NORTH CAROLINA	1,305	15	-6	1,529	15	-6	1,734	15	-5	1,983	14	-6	2,257	14	-4
NORTH DAKOTA	36	8	-13	35	7	-14	41	7	-13	37	6	-14	39	5	-13
OHIO	644	12	-9	557	10	-11	490	8	-12	451	6	-14	1,035	12	-6
OKLAHOMA	206	14	-7	245	12	-9	323	13	-7	335	10	-10	459	12	-6
OREGON	326	10	-11	503	13	-8	574	13	-7	649	13	-7	736	13	-5
PENNSYLVANIA	728	38	17	771	35	14	568	23	3	955	34	14	740	21	3
PUERTO RICO	123	9	-12	106	7	-14	132	8	-12	125	7	-13	143	7	-11
RHODE ISLAND	259	21	0	342	22	1	428	22	2	526	23	3	680	26	8
SOUTH CAROLINA	512	22	1	597	22	1	726	22	2	730	20	0	1,024	24	6
SOUTH DAKOTA	21	7	-14	20	5	-16	28	7	-13	39	7	-13	38	8	-10
TENNESSEE	1,431	15	-6	1,622	16	-5	1,670	17	-3	1,713	18	-2	1,745	18	0
TEXAS	7,587	25	4	7,088	22	1	7,252	20	0	7,363	19	-1	7,804	19	1
UTAH	256	30	9	281	28	7	347	31	11	402	34	14	461	35	17
VERMONT	20	3	-18	29	3	-18	30	3	-17	41	4	-16	51	4	-14
VIRGINIA	1,525	23	2	2,039	24	3	2,415	24	4	2,714	25	5	3,501	24	6
WASHINGTON	2,626	17	-4	2,795	17	-4	2,880	17	-3	3,127	17	-3	3,244	17	-1
WEST VIRGINIA	127	10	-11	179	11	-10	193	10	-10	219	10	-10	243	10	-8
WISCONSIN	837	23	2	1,013	23	2	1,159	23	3	1,288	21	1	1,446	19	1
WYOMING	111	13	-8	113	14	-7	112	13	-7	191	19	-1	167	16	-2
AMERICAN SAMOA	2	100	79	1	50	29	0	.	.	0	0	-20	1	25	7
GUAM	10	22	1	10	19	-2	6	11	-9	11	17	-3	11	15	-3
NORTHERN MARIANAS	4	29	8	.	.	.	0	0	-20	0	0	-20	10	77	59
VIRGIN ISLANDS	21	40	19	.	.	.	28	67	47	10	20	0	15	43	25
BUR. OF INDIAN AFFAIRS	6	6	-15	.	.	.	5	4	-16	2	1	-19	15	5	-13
NATIONAL BASELINE	48,907	21		53,333	21		57,105	20		63,298	20		66,997	18	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ORTHOPEDIC AND OTHER HEALTH IMPAIRMENTS > PUBLIC/PRIVATE SEPARATE SCHOOL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	28	1.2	-1.3	41	1.4	-0.8	49	1.4	-0.9	39	1.0	-1.2	52	1.1	-1.0
ALASKA	5	1.0	-1.5	4	0.6	-1.6	13	1.9	-0.4	13	1.7	-0.5	16	1.6	-0.5
ARIZONA	54	3.2	0.7	52	2.6	0.4	63	2.9	0.6	46	1.8	-0.4	13	0.5	-1.6
ARKANSAS	29	0.9	-1.6	61	1.6	-0.6	75	1.7	-0.6	78	1.5	-0.7	58	1.0	-1.1
CALIFORNIA	1,491	6.4	3.9	1,469	6.0	3.8	1,435	5.5	3.2	1,617	5.8	3.6	1,715	5.7	3.6
COLORADO	36	1.0	-1.5	40	1.0	-1.2	59	1.3	-1.0	57	1.2	-1.0	43	0.8	-1.3
CONNECTICUT	111	2.5	0.0	157	2.9	0.7	191	3.0	0.7	216	3.1	0.9	273	3.4	1.3
DELAWARE	55	9.5	7.0	25	3.8	1.6	37	5.0	2.7	21	2.4	0.2	75	6.7	4.6
DISTRICT OF COLUMBIA	.	.	.	.	.	.	157	40.1	37.8	1	0.6	-1.6	126	50.6	48.5
FLORIDA	223	3.2	0.7	86	1.1	-1.1	191	2.1	-0.2	159	1.5	-0.7	179	1.4	-0.7
GEORGIA	4	0.1	-2.4	8	0.1	-2.1	10	0.1	-2.2	14	0.1	-2.1	19	0.1	-2.0
HAWAII	0	0.0	-2.5	5	0.7	-1.5	13	1.5	-0.8	16	1.4	-0.8	0	0.0	-2.1
IDAHO	9	1.1	-1.4	7	0.8	-1.4	11	1.0	-1.3	19	1.5	-0.7	13	1.0	-1.1
ILLINOIS	360	5.4	2.9	385	5.3	3.1	414	4.8	2.5	374	3.7	1.5	443	3.7	1.6
INDIANA	19	0.2	-2.3	22	0.7	-1.5	9	0.3	-2.0	16	0.4	-1.8	22	0.4	-1.7
IOWA	8	0.7	-1.8	5	0.5	-1.7	3	0.3	-2.0	5	0.6	-1.6	7	0.9	-1.2
KANSAS	22	0.7	-1.8	33	0.8	-1.4	55	1.2	-1.1	56	1.2	-1.0	103	1.8	-0.3
KENTUCKY	6	0.2	-2.3	10	0.3	-1.9	21	0.4	-1.9	23	0.4	-1.8	52	0.7	-1.4
LOUISIANA	37	0.6	-1.9	36	0.5	-1.7	29	0.4	-1.9	42	0.5	-1.7	23	0.3	-1.8
MAINE	8	0.6	-1.9	13	0.9	-1.3	10	0.6	-1.7	19	0.9	-1.3	21	0.8	-1.3
MARYLAND	249	5.7	3.2	230	4.5	2.3	247	4.1	1.8	238	3.4	1.2	286	3.6	1.5
MASSACHUSETTS	135	6.2	3.7	144	6.6	4.4	148	6.7	4.4	152	7.4	5.2	173	8.6	6.5
MICHIGAN	181	2.0	-0.5	213	2.1	-0.1	232	2.1	-0.2	517	4.4	2.2	228	1.8	-0.3
MINNESOTA	116	2.0	-0.5	137	2.1	-0.1	156	2.1	-0.2	174	2.1	-0.1	191	2.1	0.0
MISSISSIPPI	35	2.7	0.2	49	1.5	-0.7	17	1.2	-1.1	24	1.5	-0.7	18	1.1	-1.0
MISSOURI	65	1.8	-0.7	53	1.1	-1.1	80	1.3	-1.0	161	2.3	0.1	184	2.3	0.2
MONTANA	0	0.0	-2.5	9	1.1	-1.1	11	1.2	-1.1	15	1.4	-0.8	9	0.7	-1.4
NEBRASKA	40	2.0	-0.5	55	2.0	-0.2	27	0.8	-1.5	25	1.0	-1.2	44	1.6	-0.5
NEVADA	7	0.8	-1.7	19	1.8	-0.4	18	1.4	-0.9	19	1.3	-0.9	18	1.1	-1.0
NEW HAMPSHIRE	112	4.4	1.9	106	3.7	1.5	58	1.8	-0.5	84	2.4	0.2	109	2.9	0.8
NEW JERSEY	131	10.2	7.7	108	8.2	6.0	153	7.5	5.2	250	5.2	3.0	421	5.8	3.7
NEW MEXICO	18	1.1	-1.4	0	0.0	-2.2	83	4.1	1.8	12	0.6	-1.6	19	0.8	-1.3
NEW YORK	800	4.9	2.4	809	4.2	2.0	883	4.1	1.8	1,017	4.2	2.0	918	3.2	1.1
NORTH CAROLINA	60	0.7	-1.8	76	0.7	-1.5	80	0.7	-1.6	81	0.6	-1.6	101	0.6	-1.5
NORTH DAKOTA	7	1.6	-0.9	5	1.0	-1.2	4	0.7	-1.6	3	0.5	-1.7	6	0.8	-1.3
OHIO	61	1.1	-1.4	60	1.0	-1.2	76	1.2	-1.1	65	0.9	-1.3	137	1.6	-0.5
OKLAHOMA	9	0.6	-1.9	14	0.7	-1.5	16	0.6	-1.7	12	0.4	-1.8	27	0.7	-1.4
OREGON	92	2.8	0.3	106	2.8	0.6	163	3.6	1.3	179	3.5	1.3	193	3.4	1.3
PENNSYLVANIA	271	14.1	11.6	266	12.2	10.0	536	21.6	19.3	190	6.8	4.6	446	12.4	10.3
PUERTO RICO	114	7.9	5.4	135	8.7	6.5	124	7.8	5.5	127	7.2	5.0	135	6.6	4.5
RHODE ISLAND	23	1.8	-0.7	26	1.7	-0.5	51	2.7	0.4	52	2.3	0.1	53	2.0	-0.1
SOUTH CAROLINA	21	0.9	-1.6	24	0.9	-1.3	21	0.7	-1.6	24	0.7	-1.5	25	0.6	-1.5
SOUTH DAKOTA	3	0.9	-1.6	2	0.5	-1.7	3	0.7	-1.6	5	0.9	-1.3	10	2.0	-0.1
TENNESSEE	172	1.8	-0.7	173	1.7	-0.5	140	1.4	-0.9	113	1.2	-1.0	103	1.0	-1.1
TEXAS	285	0.9	-1.6	230	0.7	-1.5	260	0.7	-1.6	237	0.6	-1.6	234	0.6	-1.5
UTAH	15	1.7	-0.8	50	5.1	2.9	18	1.6	-0.7	13	1.1	-1.1	23	1.7	-0.4
VERMONT	9	1.2	-1.3	15	1.6	-0.6	19	1.8	-0.5	28	2.4	0.2	35	2.7	0.6
VIRGINIA	35	0.5	-2.0	52	0.6	-1.6	76	0.8	-1.5	126	1.1	-1.1	202	1.4	-0.7
WASHINGTON	155	1.0	-1.5	179	1.1	-1.1	187	1.1	-1.2	209	1.2	-1.0	208	1.1	-1.0
WEST VIRGINIA	0	0.0	-2.5	3	0.2	-2.0	3	0.2	-2.1	1	0.0	-2.2	2	0.1	-2.0
WISCONSIN	13	0.4	-2.1	18	0.4	-1.8	24	0.5	-1.8	31	0.5	-1.7	62	0.8	-1.3
WYOMING	4	0.5	-2.0	3	0.4	-1.8	9	1.0	-1.3	39	4.0	1.8	19	1.9	-0.2
AMERICAN SAMOA	0	0.0	-2.5	.	.	.	.	.	.	0	0.0	-2.2	0	0.0	-2.1
GUAM	1	2.2	-0.3	0	0.0	-2.2	0	0.0	-2.3	0	0.0	-2.2	0	0.0	-2.1
NORTHERN MARIANAS	0	0.0	-2.5	.	.	.	0	0.0	-2.3	0	0.0	-2.2	1	7.7	5.6
VIRGIN ISLANDS	0	0.0	-2.5	.	.	.	0	0.0	-2.3	0	0.0	-2.2	0	0.0	-2.1
BUR. OF INDIAN AFFAIRS	0	0.0	-2.5	.	.	.	.	.	.	0	0.0	-2.2	1	0.3	-1.8
NATIONAL BASELINE	5,744	2.5		5,828	2.2		6,768	2.3		7,054	2.2		7,894	2.1	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

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



**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ORTHOPEDIC AND OTHER HEALTH IMPAIRMENTS > PUBLIC/PRIVATE RESIDENTIAL FACILITY**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	4	0.2	0.0	2	0.1	-0.2	6	0.2	-0.1	23	0.6	0.3	12	0.3	-0.1
ALASKA	1	0.2	0.0	2	0.3	0.0	4	0.6	0.3	1	0.1	-0.2	11	1.1	0.7
ARIZONA	0	0.0	-0.2	0	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.3	2	0.1	-0.3
ARKANSAS	1	0.0	-0.2	9	0.2	-0.1	41	0.9	0.6	40	0.8	0.5	43	0.7	0.3
CALIFORNIA	13	0.1	-0.1	14	0.1	-0.2	15	0.1	-0.2	25	0.1	-0.2	43	0.1	-0.3
COLORADO	7	0.2	0.0	14	0.3	0.0	11	0.2	-0.1	27	0.6	0.3	31	0.6	0.2
CONNECTICUT	36	0.8	0.6	27	0.5	0.2	55	0.9	0.6	62	0.9	0.6	89	1.1	0.7
DELAWARE	6	1.0	0.8	7	1.1	0.8	6	0.8	0.5	7	0.8	0.5	16	1.4	1.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	4	1.0	0.7	92	52.3	52.0	3	1.2	0.8
FLORIDA	12	0.2	0.0	22	0.3	0.0	32	0.3	0.0	17	0.2	-0.1	91	0.7	0.3
GEORGIA	1	0.0	-0.2	12	0.1	-0.2	13	0.1	-0.2	38	0.3	0.0	136	0.9	0.5
HAWAII	.	.	.	2	0.3	0.0	10	1.1	0.8	14	1.2	0.9	0	0.0	-0.4
IDAHO	0	0.0	-0.2	0	0.0	-0.3	2	0.2	-0.1	2	0.2	-0.1	4	0.3	-0.1
ILLINOIS	27	0.4	0.2	12	0.2	-0.1	11	0.1	-0.2	17	0.2	-0.1	15	0.1	-0.3
INDIANA	5	0.1	-0.1	11	0.4	0.1	18	0.5	0.2	23	0.6	0.3	20	0.4	0.0
IOWA	14	1.2	1.0	6	0.6	0.3	5	0.5	0.2	6	0.7	0.4	3	0.4	0.0
KANSAS	6	0.2	0.0	4	0.1	-0.2	9	0.2	-0.1	14	0.3	0.0	9	0.2	-0.2
KENTUCKY	3	0.1	-0.1	17	0.4	0.1	15	0.3	0.0	26	0.4	0.1	29	0.4	0.0
LOUISIANA	40	0.6	0.4	45	0.6	0.3	36	0.4	0.1	49	0.6	0.3	51	0.6	0.2
MAINE	2	0.2	0.0	5	0.3	0.0	2	0.1	-0.2	7	0.3	0.0	40	1.5	1.1
MARYLAND	6	0.1	-0.1	8	0.2	-0.1	9	0.2	-0.1	10	0.1	-0.2	9	0.1	-0.3
MASSACHUSETTS	33	1.5	1.3	33	1.5	1.2	37	1.7	1.4	37	1.8	1.5	49	2.4	2.0
MICHIGAN	9	0.1	-0.1	15	0.1	-0.2	13	0.1	-0.2	16	0.1	-0.2	26	0.2	-0.2
MINNESOTA	12	0.2	0.0	18	0.3	0.0	24	0.3	0.0	35	0.4	0.1	45	0.5	0.1
MISSISSIPPI	6	0.5	0.3	15	0.5	0.2	14	1.0	0.7	27	1.7	1.4	10	0.6	0.2
MISSOURI	1	0.0	-0.2	3	0.1	-0.2	0	0.0	-0.3	2	0.0	-0.3	2	0.0	-0.4
MONTANA	6	0.8	0.6	5	0.6	0.3	4	0.4	0.1	4	0.4	0.1	3	0.2	-0.2
NEBRASKA	2	0.1	-0.1	6	0.2	-0.1	8	0.2	-0.1	8	0.3	0.0	11	0.4	0.0
NEVADA	1	0.1	-0.1	0	0.0	-0.3	0	0.0	-0.3	1	0.1	-0.2	0	0.0	-0.4
NEW HAMPSHIRE	48	1.9	1.7	52	1.8	1.5	75	2.4	2.1	83	2.4	2.1	76	2.0	1.6
NEW JERSEY	4	0.3	0.1	24	1.8	1.5	2	0.1	-0.2	2	0.0	-0.3	1	0.0	-0.4
NEW MEXICO	2	0.1	-0.1	6	0.3	0.0	3	0.1	-0.2	19	0.9	0.6	30	1.3	0.9
NEW YORK	44	0.3	0.1	53	0.3	0.0	80	0.4	0.1	66	0.3	0.0	95	0.3	-0.1
NORTH CAROLINA	20	0.2	0.0	25	0.2	-0.1	19	0.2	-0.1	27	0.2	-0.1	12	0.1	-0.3
NORTH DAKOTA	12	2.7	2.5	11	2.3	2.0	11	1.9	1.6	13	2.0	1.7	19	2.6	2.2
OHIO	0	0.0	-0.2	0	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.3	4	0.0	-0.4
OKLAHOMA	3	0.2	0.0	4	0.2	-0.1	5	0.2	-0.1	3	0.1	-0.2	4	0.1	-0.3
OREGON	15	0.5	0.3	21	0.6	0.3	20	0.4	0.1	30	0.6	0.3	63	1.1	0.7
PENNSYLVANIA	12	0.6	0.4	13	0.6	0.3	12	0.5	0.2	18	0.6	0.3	14	0.4	0.0
PUERTO RICO	8	0.6	0.4	4	0.3	0.0	0	0.0	-0.3	0	0.0	-0.3	3	0.1	-0.3
RHODE ISLAND	3	0.2	0.0	5	0.3	0.0	12	0.6	0.3	15	0.7	0.4	20	0.8	0.4
SOUTH CAROLINA	1	0.0	-0.2	5	0.2	-0.1	2	0.1	-0.2	2	0.1	-0.2	24	0.6	0.2
SOUTH DAKOTA	4	1.3	1.1	5	1.4	1.1	3	0.7	0.4	1	0.2	-0.1	4	0.8	0.4
TENNESSEE	6	0.1	-0.1	6	0.1	-0.2	6	0.1	-0.2	5	0.1	-0.2	2	0.0	-0.4
TEXAS	5	0.0	-0.2	6	0.0	-0.3	2	0.0	-0.3	2	0.0	-0.3	6	0.0	-0.4
UTAH	0	0.0	-0.2	45	4.6	4.3	0	0.0	-0.3	1	0.1	-0.2	.	.	.
VERMONT	9	1.2	1.0	8	0.9	0.6	6	0.6	0.3	10	0.9	0.6	5	0.4	0.0
VIRGINIA	19	0.3	0.1	38	0.4	0.1	44	0.4	0.1	54	0.5	0.2	71	0.5	0.1
WASHINGTON	11	0.1	-0.1	22	0.1	-0.2	8	0.0	-0.3	28	0.2	-0.1	27	0.1	-0.3
WEST VIRGINIA	1	0.1	-0.1	2	0.1	-0.2	2	0.1	-0.2	0	0.0	-0.3	1	0.0	-0.4
WISCONSIN	3	0.1	-0.1	3	0.1	-0.2	3	0.1	-0.2	6	0.1	-0.2	10	0.1	-0.3
WYOMING	19	2.2	2.0	3	0.4	0.1	15	1.7	1.4	13	1.3	1.0	15	1.5	1.1
AMERICAN SAMOA	0	0.0	-0.2	.	.	.	.	.	.	0	0.0	-0.3	0	0.0	-0.4
GUAM	0	0.0	-0.2	1	1.9	1.6	0	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.4
NORTHERN MARIANAS	0	0.0	-0.2	.	.	.	0	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.4
VIRGIN ISLANDS	1	1.9	1.7	.	.	.	0	0.0	-0.3	1	2.0	1.7	0	0.0	-0.4
BUR. OF INDIAN AFFAIRS	0	0.0	-0.2	.	.	.	.	.	.	0	0.0	-0.3	1	0.3	-0.1
NATIONAL BASELINE	504	0.2		676	0.3		734	0.3		1,029	0.3		1,310	0.4	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-8** *continued*

Number, Percentage, and Difference From National Baseline of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-1997 to 2000-2001 School Years

**ORTHOPEDIC AND OTHER HEALTH IMPAIRMENTS > HOMEBOUND/HOSPITAL ENVIRONMENT**

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	45	1.9	-2.4	44	1.5	-2.4	38	1.1	-1.9	43	1.1	-1.3	55	1.2	-1.0
ALASKA	1	0.2	-4.1	0	0.0	-3.9	0	0.0	-3.0	5	0.6	-1.8	3	0.3	-1.9
ARIZONA	30	1.8	-2.5	30	1.5	-2.4	38	1.7	-1.3	32	1.2	-1.2	40	1.6	-0.6
ARKANSAS	46	1.5	-2.8	35	0.9	-3.0	29	0.7	-2.3	35	0.7	-1.7	29	0.5	-1.7
CALIFORNIA	484	2.1	-2.2	468	1.9	-2.0	509	1.9	-1.1	455	1.6	-0.8	458	1.5	-0.7
COLORADO	29	0.8	-3.5	40	1.0	-2.9	44	1.0	-2.0	39	0.8	-1.6	43	0.8	-1.4
CONNECTICUT	14	0.3	-4.0	16	0.3	-3.6	24	0.4	-2.6	16	0.2	-2.2	10	0.1	-2.1
DELAWARE	69	12.0	7.7	52	8.0	4.1	52	7.0	4.0	38	4.4	2.0	47	4.2	2.0
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.0	-3.0	2	1.1	-1.3	1	0.4	-1.8
FLORIDA	1,325	19.0	14.7	1,738	21.6	17.7	734	8.0	5.0	808	7.7	5.3	1,432	11.4	9.2
GEORGIA	26	0.4	-3.9	30	0.4	-3.5	50	0.5	-2.5	40	0.3	-2.1	44	0.3	-1.9
HAWAII	2	1.2	-3.1	23	3.1	-0.8	11	1.3	-1.7	16	1.4	-1.0	0	0.0	-2.2
IDAHO	10	1.2	-3.1	10	1.1	-2.8	8	0.7	-2.3	12	1.0	-1.4	15	1.1	-1.1
ILLINOIS	875	13.1	8.8	303	4.2	0.3	263	3.1	0.1	199	2.0	-0.4	192	1.6	-0.6
INDIANA	20	0.3	-4.0	36	1.2	-2.7	28	0.8	-2.2	39	1.0	-1.4	44	0.9	-1.3
IOWA	13	1.1	-3.2	18	1.7	-2.2	19	2.0	-1.0	20	2.3	-0.1	20	2.5	0.3
KANSAS	31	0.9	-3.4	34	0.9	-3.0	32	0.7	-2.3	25	0.5	-1.9	26	0.5	-1.7
KENTUCKY	30	1.1	-3.2	45	1.2	-2.7	50	1.0	-2.0	60	1.0	-1.4	56	0.8	-1.4
LOUISIANA	116	1.7	-2.6	128	1.7	-2.2	127	1.6	-1.4	148	1.7	-0.7	141	1.5	-0.7
MAINE	11	0.8	-3.5	24	1.6	-2.3	24	1.4	-1.6	21	1.0	-1.4	30	1.1	-1.1
MARYLAND	36	0.8	-3.5	31	0.6	-3.3	42	0.7	-2.3	31	0.4	-2.0	44	0.6	-1.6
MASSACHUSETTS	601	27.4	23.1	535	24.6	20.7	528	23.9	20.9	386	18.8	16.4	354	17.5	15.3
MICHIGAN	69	0.8	-3.5	83	0.8	-3.1	91	0.8	-2.2	52	0.4	-2.0	64	0.5	-1.7
MINNESOTA	34	0.6	-3.7	42	0.6	-3.3	39	0.5	-2.5	33	0.4	-2.0	37	0.4	-1.8
MISSISSIPPI	118	9.2	4.9	135	4.1	0.2	117	8.2	5.2	101	6.4	4.0	84	5.0	2.8
MISSOURI	34	0.9	-3.4	54	1.1	-2.8	58	1.0	-2.0	74	1.1	-1.3	76	0.9	-1.3
MONTANA	17	2.3	-2.0	20	2.5	-1.4	7	0.7	-2.3	8	0.7	-1.7	11	0.9	-1.3
NEBRASKA	77	3.9	-0.4	527	19.1	15.2	96	2.7	-0.3	63	2.5	0.1	70	2.5	0.3
NEVADA	15	1.7	-2.6	12	1.1	-2.8	7	0.5	-2.5	16	1.1	-1.3	17	1.0	-1.2
NEW HAMPSHIRE	12	0.5	-3.8	8	0.3	-3.6	8	0.3	-2.7	12	0.3	-2.1	9	0.2	-2.0
NEW JERSEY	125	9.7	5.4	95	7.2	3.3	169	8.2	5.2	136	2.8	0.4	113	1.5	-0.7
NEW MEXICO	34	2.1	-2.2	30	1.7	-2.2	54	2.7	-0.3	72	3.4	1.0	68	2.9	0.7
NEW YORK	133	0.8	-3.5	231	1.2	-2.7	220	1.0	-2.0	176	0.7	-1.7	147	0.5	-1.7
NORTH CAROLINA	93	1.1	-3.2	100	1.0	-2.9	8	0.1	-2.9	130	0.9	-1.5	139	0.9	-1.3
NORTH DAKOTA	5	1.1	-3.2	4	0.8	-3.1	6	1.0	-2.0	3	0.5	-1.9	2	0.3	-1.9
OHIO	1,378	25.6	21.3	1,329	22.9	19.0	1,246	19.2	16.2	1,103	14.7	12.3	837	9.5	7.3
OKLAHOMA	21	1.4	-2.9	40	2.0	-1.9	34	1.3	-1.7	24	0.7	-1.7	35	0.9	-1.3
OREGON	42	1.3	-3.0	39	1.0	-2.9	48	1.1	-1.9	44	0.9	-1.5	46	0.8	-1.4
PENNSYLVANIA	12	0.6	-3.7	18	0.8	-3.1	15	0.6	-2.4	14	0.5	-1.9	15	0.4	-1.8
PUERTO RICO	128	8.9	4.6	112	7.2	3.3	96	6.0	3.0	101	5.7	3.3	113	5.6	3.4
RHODE ISLAND	110	8.8	4.5	108	6.9	3.0	125	6.5	3.5	133	5.9	3.5	118	4.4	2.2
SOUTH CAROLINA	39	1.7	-2.6	30	1.1	-2.8	30	0.9	-2.1	32	0.9	-1.5	46	1.1	-1.1
SOUTH DAKOTA	2	0.6	-3.7	0	0.0	-3.9	4	1.0	-2.0	3	0.6	-1.8	1	0.2	-2.0
TENNESSEE	998	10.6	6.3	971	9.6	5.7	928	9.2	6.2	654	6.7	4.3	647	6.5	4.3
TEXAS	2,364	7.7	3.4	2,213	6.8	2.9	2,427	6.7	3.7	2,183	5.6	3.2	2,098	5.0	2.8
UTAH	32	3.7	-0.6	0	0.0	-3.9	40	3.6	0.6	26	2.2	-0.2	34	2.6	0.4
VERMONT	12	1.6	-2.7	13	1.4	-2.5	14	1.4	-1.6	12	1.0	-1.4	13	1.0	-1.2
VIRGINIA	48	0.7	-3.6	54	0.6	-3.3	51	0.5	-2.5	78	0.7	-1.7	117	0.8	-1.4
WASHINGTON	61	0.4	-3.9	88	0.5	-3.4	68	0.4	-2.6	58	0.3	-2.1	61	0.3	-1.9
WEST VIRGINIA	8	0.7	-3.6	8	0.5	-3.4	14	0.7	-2.3	14	0.6	-1.8	22	0.9	-1.3
WISCONSIN	45	1.3	-3.0	44	1.0	-2.9	46	0.9	-2.1	57	0.9	-1.5	72	0.9	-1.3
WYOMING	15	1.7	-2.6	14	1.7	-2.2	7	0.8	-2.2	6	0.6	-1.8	6	0.6	-1.6
AMERICAN SAMOA	0	0.0	-4.3	0	0.0	-3.9	0	.	.	0	0.0	-2.4	1	25.0	22.8
GUAM	0	0.0	-4.3	0	0.0	-3.9	0	0.0	-3.0	0	0.0	-2.4	0	0.0	-2.2
NORTHERN MARIANAS	0	0.0	-4.3	.	.	.	1	8.3	5.3	0	0.0	-2.4	0	0.0	-2.2
VIRGIN ISLANDS	9	17.0	12.7	.	.	.	3	7.1	4.1	4	7.8	5.4	1	2.9	0.7
BUR. OF INDIAN AFFAIRS	2	2.1	-2.2	.	.	.	1	0.7	-2.3	2	1.1	-1.3	5	1.7	-0.5
NATIONAL BASELINE	9,906	4.3		10,062	3.9		8,728	3.0		7,894	2.4		8,209	2.2	

% = # in environment category ÷ # in all environment categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/bdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

## Table 3-9

Number, Percentage (Based on 2001 Population Estimates), and Difference From National Baseline of Infants and Toddlers Receiving Early Intervention Services, December 1, 2001

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION BIRTH THROUGH 2	PERCENTAGE OF POPULATION	DIF
HAWAII	1,919	995	1,047	3,961	50,015	7.92	5.83
MASSACHUSETTS	2,198	4,000	6,708	12,906	232,859	5.54	3.45
NEW YORK	2,313	7,854	20,250	30,417	737,850	4.12	2.03
INDIANA	1,768	2,979	4,418	9,165	256,569	3.57	1.48
RHODE ISLAND	177	309	602	1,088	36,398	2.99	0.90
CONNECTICUT	442	1,094	2,343	3,879	131,525	2.95	0.86
WYOMING	81	172	278	531	18,050	2.94	0.85
DELAWARE	176	305	422	903	30,959	2.92	0.83
NEW HAMPSHIRE	164	364	646	1,174	43,027	2.73	0.64
WEST VIRGINIA	315	540	698	1,553	58,472	2.66	0.57
WISCONSIN	680	1,492	3,040	5,212	202,876	2.57	0.48
ARKANSAS	413	962	1,399	2,774	110,230	2.52	0.43
VERMONT	60	140	271	471	18,740	2.51	0.42
KENTUCKY	458	1,314	2,038	3,810	155,455	2.45	0.36
MAINE	69	266	612	947	39,006	2.43	0.34
KANSAS	439	852	1,447	2,738	113,343	2.42	0.33
PENNSYLVANIA	1,644	3,383	5,164	10,191	424,917	2.40	0.31
FLORIDA	2,874	4,455	7,113	14,442	607,141	2.38	0.29
NEW MEXICO	313	607	914	1,834	79,113	2.32	0.23
MARYLAND	563	1,479	2,858	4,900	217,282	2.26	0.17
ALASKA	90	195	339	624	29,133	2.14	0.05
SOUTH DAKOTA	82	201	372	655	30,599	2.14	0.05
COLORADO	696	1,307	2,041	4,044	191,417	2.11	0.02
IDAHO	216	393	648	1,257	59,853	2.10	0.01
TENNESSEE	820	1,590	2,291	4,701	229,382	2.05	-0.04
VIRGINIA	550	1,688	3,476	5,714	289,022	1.98	-0.11
NEW JERSEY	679	1,952	3,781	6,412	336,792	1.90	-0.19
MONTANA	164	220	216	600	31,555	1.90	-0.19
ILLINOIS	998	3,365	5,658	10,021	532,477	1.88	-0.21
UTAH	433	820	1,241	2,494	133,465	1.87	-0.22
OKLAHOMA	577	899	1,151	2,627	143,132	1.84	-0.25
MICHIGAN	1,226	2,346	3,522	7,094	395,321	1.79	-0.30
TEXAS	2,767	5,918	9,486	18,171	1,029,126	1.77	-0.32
NORTH DAKOTA	63	142	166	371	21,946	1.69	-0.40
OHIO	1,103	2,708	3,801	7,612	454,768	1.67	-0.42
NORTH CAROLINA	711	2,054	2,890	5,655	348,519	1.62	-0.47
CALIFORNIA	4,967	8,407	11,051	24,425	1,516,221	1.61	-0.48
MISSISSIPPI	336	660	1,034	2,030	126,228	1.61	-0.48
MINNESOTA	388	871	1,793	3,052	191,935	1.59	-0.50
IOWA	241	508	888	1,637	109,366	1.50	-0.59
OREGON	217	602	1,068	1,887	134,696	1.40	-0.69
DISTRICT OF COLUMBIA	19	101	159	279	20,458	1.36	-0.73
NEBRASKA	117	296	540	953	70,763	1.35	-0.74
WASHINGTON	340	1,038	1,741	3,119	235,689	1.32	-0.77
SOUTH CAROLINA	289	695	1,109	2,093	161,394	1.30	-0.79
MISSOURI	309	873	1,643	2,825	220,024	1.28	-0.81
LOUISIANA	319	750	1,242	2,311	195,660	1.18	-0.91
ARIZONA	417	1,035	1,472	2,924	248,693	1.18	-0.91
ALABAMA	239	740	1,107	2,086	179,784	1.16	-0.93
NEVADA	116	306	473	895	94,239	0.95	-1.14
GEORGIA	485	1,151	1,876	3,512	385,925	0.91	-1.18
PUERTO RICO	222	855	1,906	2,983	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	44	64	82	190	.	.	.
NORTHERN MARIANAS	7	15	26	48	.	.	.
VIRGIN ISLANDS	65	69	73	207	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
NATIONAL BASELINE	37,378	78,396	132,630	248,404	11,711,409	2.09	

PERCENTAGE OF POPULATION = BIRTH THROUGH 2 TOTAL ÷ POPULATION BIRTH THROUGH 2.

DIF = Difference from National Baseline.

971 children were added to Virginia's count of 2 year olds to adjust for children under the age of 3 who were served under IDEA, Part B.

Population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

Estimates are for July 1, 2001 released October 2003.

Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdat.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2001 count, updated as of August 30, 2002.

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

## Table 3-10

Number (Excluding Children at Risk), Percentage (Based on 2001 Population Estimates), and Difference From National Baseline of Infants and Toddlers Receiving Early Intervention Services, December 1, 2001

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION BIRTH THROUGH 2	PERCENTAGE OF POPULATION	DIF
MASSACHUSETTS	2,088	3,836	6,563	12,487	232,859	5.36	3.31
NEW YORK	2,313	7,854	20,250	30,417	737,850	4.12	2.07
HAWAII	378	519	793	1,690	50,015	3.38	1.33
INDIANA	1,501	2,808	4,336	8,645	256,569	3.37	1.32
RHODE ISLAND	177	309	602	1,088	36,398	2.99	0.94
CONNECTICUT	442	1,094	2,343	3,879	131,525	2.95	0.90
WYOMING	81	172	278	531	18,050	2.94	0.89
DELAWARE	176	305	422	903	30,959	2.92	0.87
NEW HAMPSHIRE	154	358	643	1,155	43,027	2.68	0.63
WISCONSIN	680	1,492	3,040	5,212	202,876	2.57	0.52
ARKANSAS	413	962	1,399	2,774	110,230	2.52	0.47
VERMONT	60	140	271	471	18,740	2.51	0.46
KENTUCKY	458	1,314	2,038	3,810	155,455	2.45	0.40
MAINE	69	266	612	947	39,006	2.43	0.38
KANSAS	439	852	1,447	2,738	113,343	2.42	0.37
PENNSYLVANIA	1,644	3,383	5,164	10,191	424,917	2.40	0.35
FLORIDA	2,874	4,455	7,113	14,442	607,141	2.38	0.33
WEST VIRGINIA	236	469	662	1,367	58,472	2.34	0.29
MARYLAND	563	1,479	2,858	4,900	217,282	2.26	0.21
ALASKA	90	195	339	624	29,133	2.14	0.09
SOUTH DAKOTA	82	201	372	655	30,599	2.14	0.09
COLORADO	696	1,307	2,041	4,044	191,417	2.11	0.06
IDAHO	216	393	648	1,257	59,853	2.10	0.05
TENNESSEE	820	1,590	2,291	4,701	229,382	2.05	0.00
VIRGINIA	550	1,688	3,476	5,714	289,022	1.98	-0.07
NEW JERSEY	679	1,952	3,781	6,412	336,792	1.90	-0.15
MONTANA	164	220	216	600	31,555	1.90	-0.15
ILLINOIS	998	3,365	5,658	10,021	532,477	1.88	-0.17
UTAH	433	820	1,241	2,494	133,465	1.87	-0.18
OKLAHOMA	577	899	1,151	2,627	143,132	1.84	-0.21
MICHIGAN	1,226	2,346	3,522	7,094	395,321	1.79	-0.26
TEXAS	2,767	5,918	9,486	18,171	1,029,126	1.77	-0.28
NORTH DAKOTA	63	142	166	371	21,946	1.69	-0.36
OHIO	1,103	2,708	3,801	7,612	454,768	1.67	-0.38
CALIFORNIA	4,967	8,407	11,051	24,425	1,516,221	1.61	-0.44
MISSISSIPPI	336	660	1,034	2,030	126,228	1.61	-0.44
MINNESOTA	388	871	1,793	3,052	191,935	1.59	-0.46
IOWA	241	508	888	1,637	109,366	1.50	-0.55
NORTH CAROLINA	533	1,753	2,646	4,932	348,519	1.42	-0.63
OREGON	217	602	1,068	1,887	134,696	1.40	-0.65
NEW MEXICO	114	342	650	1,106	79,113	1.40	-0.65
DISTRICT OF COLUMBIA	19	101	159	279	20,458	1.36	-0.69
NEBRASKA	117	296	540	953	70,763	1.35	-0.70
WASHINGTON	340	1,038	1,741	3,119	235,689	1.32	-0.73
SOUTH CAROLINA	289	695	1,109	2,093	161,394	1.30	-0.75
MISSOURI	309	873	1,643	2,825	220,024	1.28	-0.77
LOUISIANA	319	750	1,242	2,311	195,660	1.18	-0.87
ARIZONA	417	1,035	1,472	2,924	248,693	1.18	-0.87
ALABAMA	239	740	1,107	2,086	179,784	1.16	-0.89
NEVADA	116	306	473	895	94,239	0.95	-1.10
GEORGIA	485	1,151	1,876	3,512	385,925	0.91	-1.14
PUERTO RICO	222	855	1,906	2,983	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	2	12	36	50	.	.	.
NORTHERN MARIANAS	7	15	26	48	.	.	.
VIRGIN ISLANDS	65	69	73	207	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
NATIONAL BASELINE	34,952	76,890	131,556	243,398	11,711,409	2.05	

PERCENTAGE OF POPULATION = BIRTH THROUGH 2 TOTAL ÷ POPULATION BIRTH THROUGH 2.

DIF = Difference from National Baseline.

971 children were added to Virginia's count of 2 year olds to adjust for children under the age of 3 who were served under IDEA, Part B.

Population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

Estimates are for July 1, 2001 released October 2003.

Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution.

Please see Data Notes for an explanation of individual state differences on how data are reported

(<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2001 count, updated as of August 30, 2002.

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

# Table 3-11

Number (Excluding Children at Risk), Percentage (Based on 2001 Population Estimates), and Difference From National Baseline of Infants and Toddlers Receiving Early Intervention Services, December 1, 2001

## GROUPED BY ELIGIBILITY CRITERIA

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION BIRTH THROUGH 2	PERCENTAGE OF POPULATION	DIF
<b>BROAD ELIGIBILITY CRITERIA</b>							
MASSACHUSETTS	2,088	3,836	6,563	12,487	232,859	5.36	3.31
HAWAII	378	519	793	1,690	50,015	3.38	1.33
INDIANA	1,501	2,808	4,336	8,645	256,569	3.37	1.32
WYOMING	81	172	278	531	18,050	2.94	0.89
DELAWARE	176	305	422	903	30,959	2.92	0.87
NEW HAMPSHIRE	154	358	643	1,155	43,027	2.68	0.63
WISCONSIN	680	1,492	3,040	5,212	202,876	2.57	0.52
ARKANSAS	413	962	1,399	2,774	110,230	2.52	0.47
VERMONT	60	140	271	471	18,740	2.51	0.46
MAINE	69	266	612	947	39,006	2.43	0.38
KANSAS	439	852	1,447	2,738	113,343	2.42	0.37
PENNSYLVANIA	1,644	3,383	5,164	10,191	424,917	2.40	0.35
FLORIDA	2,874	4,455	7,113	14,442	607,141	2.38	0.33
WEST VIRGINIA	236	469	662	1,367	58,472	2.34	0.29
MARYLAND	563	1,479	2,858	4,900	217,282	2.26	0.21
SOUTH DAKOTA	82	201	372	655	30,599	2.14	0.09
COLORADO	696	1,307	2,041	4,044	191,417	2.11	0.06
VIRGINIA	550	1,688	3,476	5,714	289,022	1.98	-0.07
MICHIGAN	1,226	2,346	3,522	7,094	395,321	1.79	-0.26
OHIO	1,103	2,708	3,801	7,612	454,768	1.67	-0.38
MISSISSIPPI	336	660	1,034	2,030	126,228	1.61	-0.44
MINNESOTA	388	871	1,793	3,052	191,935	1.59	-0.46
IOWA	241	508	888	1,637	109,366	1.50	-0.55
NORTH CAROLINA	533	1,753	2,646	4,932	348,519	1.42	-0.63
NEW MEXICO	114	342	650	1,106	79,113	1.40	-0.65
WASHINGTON	340	1,038	1,741	3,119	235,689	1.32	-0.73
LOUISIANA	319	750	1,242	2,311	195,660	1.18	-0.87
ALABAMA	239	740	1,107	2,086	179,784	1.16	-0.89
<b>MODERATE ELIGIBILITY CRITERIA</b>							
NEW YORK	2,313	7,854	20,250	30,417	737,850	4.12	2.07
RHODE ISLAND	177	309	602	1,088	36,398	2.99	0.94
CONNECTICUT	442	1,094	2,343	3,879	131,525	2.95	0.90
KENTUCKY	458	1,314	2,038	3,810	155,455	2.45	0.40
IDAHO	216	393	648	1,257	59,853	2.10	0.05
TENNESSEE	820	1,590	2,291	4,701	229,382	2.05	0.00
NEW JERSEY	679	1,952	3,781	6,412	336,792	1.90	-0.15
ILLINOIS	998	3,365	5,658	10,021	532,477	1.88	-0.17
UTAH	433	820	1,241	2,494	133,465	1.87	-0.18
TEXAS	2,767	5,918	9,486	18,171	1,029,126	1.77	-0.28
CALIFORNIA	4,967	8,407	11,051	24,425	1,516,221	1.61	-0.44
OREGON	217	602	1,068	1,887	134,696	1.40	-0.65
NEBRASKA	117	296	540	953	70,763	1.35	-0.70
SOUTH CAROLINA	289	695	1,109	2,093	161,394	1.30	-0.75
GEORGIA	485	1,151	1,876	3,512	385,925	0.91	-1.14
PUERTO RICO	222	855	1,906	2,983	.	.	.
<b>NARROW ELIGIBILITY CRITERIA</b>							
ALASKA	90	195	339	624	29,133	2.14	0.09
MONTANA	164	220	216	600	31,555	1.90	-0.15
OKLAHOMA	577	899	1,151	2,627	143,132	1.84	-0.21
NORTH DAKOTA	63	142	166	371	21,946	1.69	-0.36
DISTRICT OF COLUMBIA	19	101	159	279	20,458	1.36	-0.69
MISSOURI	309	873	1,643	2,825	220,024	1.28	-0.77
ARIZONA	417	1,035	1,472	2,924	248,693	1.18	-0.87
NEVADA	116	306	473	895	94,239	0.95	-1.10
<b>OUTLYING AREAS</b>							
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	2	12	36	50	.	.	.
NORTHERN MARIANAS	7	15	26	48	.	.	.
VIRGIN ISLANDS	65	69	73	207	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
NATIONAL BASELINE	34,952	76,890	131,556	243,398	11,711,409	2.05	

PERCENTAGE OF POPULATION = BIRTH THROUGH 2 TOTAL ÷ POPULATION BIRTH THROUGH 2.

DIF = Difference from National Baseline.

971 children were added to Virginia's count of 2 year olds to adjust for children under the age of 3 who were served under IDEA, Part B.

Population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

Estimates are for July 1, 2001 released October 2003.

Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2001 count, updated as of August 30, 2002.

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

# Table 3-12

Number (Excluding Children at Risk), Percentage Based on Population Estimates, and Difference From National Baseline of Infants and Toddlers Receiving Early Intervention Services, During 1997 Through 2001

STATE	1996 - 1997			1997 - 1998			1998 - 1999			1999 - 2000			2000 - 2001		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1,607	0.9	-0.78	1,726	1.0	-0.49	1,825	1.0	-0.59	1,996	1.1	-0.69	2,086	1.2	-0.89
ALASKA	466	1.6	-0.10	499	1.7	0.24	585	2.0	0.36	651	2.3	0.48	624	2.1	0.09
ARIZONA	1,575	0.7	-1.00	2,281	1.0	-0.44	2,520	1.1	-0.54	2,941	1.2	-0.59	2,924	1.2	-0.87
ARKANSAS	2,348	2.2	0.51	2,011	1.9	0.44	2,020	1.9	0.26	2,337	2.1	0.33	2,774	2.5	0.47
CALIFORNIA	16,696	1.1	-0.63	5,684	0.4	-1.09	5,784	0.4	-1.24	5,637	0.4	-1.44	24,425	1.6	-0.44
COLORADO	2,794	1.7	0.00	3,194	1.9	0.44	2,998	1.7	0.10	4,151	2.2	0.43	4,044	2.1	0.06
CONNECTICUT	2,865	2.2	0.53	3,427	2.7	1.27	3,354	2.6	0.97	3,794	2.8	1.03	3,879	2.9	0.90
DELAWARE	847	2.9	1.19	812	2.8	1.28	933	3.1	1.45	1,003	3.3	1.48	903	2.9	0.87
DISTRICT OF COLUMBIA	316	1.6	-0.06	249	1.4	-0.07	212	1.3	-0.34	206	1.1	-0.72	279	1.4	-0.69
FLORIDA	11,265	2.0	0.31	11,783	2.1	0.61	11,546	2.0	0.39	14,247	2.4	0.62	14,442	2.4	0.33
GEORGIA	3,372	1.0	-0.69	3,590	1.0	-0.42	3,731	1.1	-0.57	3,427	0.9	-0.88	3,512	0.9	-1.14
HAWAII	3,135	6.0	4.31	1,139	2.3	0.84	1,464	3.0	1.41	1,630	3.5	1.69	1,690	3.4	1.33
IDAHO	903	1.6	-0.05	1,056	1.9	0.46	1,204	2.2	0.53	1,274	2.1	0.32	1,257	2.1	0.05
ILLINOIS	7,758	1.4	-0.25	5,355	1.0	-0.45	8,104	1.6	-0.08	11,506	2.2	0.39	10,021	1.9	-0.17
INDIANA	4,785	2.0	0.27	4,864	2.0	0.52	6,741	2.7	1.09	7,707	3.0	1.19	8,645	3.4	1.32
IOWA	1,032	0.9	-0.76	964	0.9	-0.58	1,114	1.0	-0.61	1,420	1.3	-0.53	1,637	1.5	-0.55
KANSAS	1,649	1.5	-0.16	1,884	1.7	0.26	2,187	2.0	0.34	2,485	2.2	0.39	2,738	2.4	0.37
KENTUCKY	2,715	1.8	0.07	3,373	2.2	0.68	2,885	1.9	0.22	3,510	2.3	0.46	3,810	2.5	0.40
LOUISIANA	1,763	0.9	-0.75	1,712	0.9	-0.56	1,965	1.0	-0.60	2,167	1.1	-0.68	2,311	1.2	-0.87
MAINE	648	1.6	-0.10	761	1.9	0.45	748	1.9	0.24	842	2.1	0.29	947	2.4	0.38
MARYLAND	3,837	1.9	0.17	4,118	2.0	0.55	4,285	2.1	0.44	4,815	2.3	0.46	4,900	2.3	0.21
MASSACHUSETTS	9,645	4.1	2.39	9,803	4.2	2.74	10,516	4.5	2.85	11,691	5.0	3.22	12,487	5.4	3.31
MICHIGAN	5,597	1.5	-0.25	5,918	1.5	0.05	6,845	1.8	0.13	7,267	1.8	0.01	7,094	1.8	-0.26
MINNESOTA	2,806	1.5	-0.20	2,757	1.5	-0.01	2,852	1.5	-0.14	2,948	1.5	-0.31	3,052	1.6	-0.46
MISSISSIPPI	2,268	1.9	0.19	794	0.7	-0.81	2,272	1.9	0.23	2,450	2.0	0.19	2,030	1.6	-0.44
MISSOURI	2,167	1.0	-0.70	2,503	1.2	-0.31	2,666	1.2	-0.40	3,039	1.4	-0.43	2,825	1.3	-0.77
MONTANA	531	1.7	-0.04	580	1.9	0.38	628	2.0	0.37	574	1.8	-0.02	600	1.9	-0.15
NEBRASKA	885	1.3	-0.41	828	1.2	-0.26	952	1.4	-0.24	1,185	1.7	-0.12	953	1.3	-0.70
NEVADA	944	1.2	-0.49	1,066	1.3	-0.16	1,040	1.2	-0.42	947	1.0	-0.79	895	0.9	-1.10
NEW HAMPSHIRE	810	1.9	0.18	870	2.0	0.55	959	2.2	0.57	1,196	2.7	0.90	1,155	2.7	0.63
NEW JERSEY	4,012	1.2	-0.47	4,396	1.4	-0.11	4,743	1.5	-0.16	5,470	1.6	-0.19	6,412	1.9	-0.15
NEW MEXICO	1,927	2.4	0.73	1,156	1.5	0.00	888	1.1	-0.51	1,052	1.4	-0.47	1,106	1.4	-0.65
NEW YORK	17,950	2.3	0.60	20,592	2.8	1.32	23,499	3.3	1.63	26,934	3.7	1.89	30,417	4.1	2.07
NORTH CAROLINA	4,952	1.6	-0.09	3,652	1.2	-0.31	3,791	1.2	-0.46	3,731	1.1	-0.70	4,932	1.4	-0.63
NORTH DAKOTA	326	1.3	-0.36	298	1.2	-0.23	328	1.4	-0.22	363	1.6	-0.19	371	1.7	-0.36
OHIO	22,917	5.2	3.46	5,161	1.2	-0.30	7,115	1.6	-0.02	7,973	1.8	-0.04	7,612	1.7	-0.38
OKLAHOMA	1,929	1.4	-0.27	2,103	1.5	0.05	2,218	1.6	-0.07	2,465	1.7	-0.08	2,627	1.8	-0.21
OREGON	1,805	1.4	-0.29	1,625	1.3	-0.22	1,785	1.4	-0.27	1,833	1.4	-0.46	1,887	1.4	-0.65
PENNSYLVANIA	6,944	1.6	-0.09	7,385	1.8	0.28	8,189	1.9	0.32	9,400	2.2	0.39	10,191	2.4	0.35
PUERTO RICO	3,485	1.8	0.13	2,592	1.4	-0.11	2,976	1.6	-0.02	3,230	.	.	2,983	.	.
RHODE ISLAND	853	2.3	0.64	987	2.7	1.22	1,019	2.8	1.14	951	2.6	0.74	1,088	3.0	0.94
SOUTH CAROLINA	2,020	1.3	-0.35	2,194	1.4	-0.02	2,404	1.6	-0.06	2,289	1.5	-0.35	2,093	1.3	-0.75
SOUTH DAKOTA	482	1.6	-0.07	595	2.0	0.52	611	2.1	0.43	645	2.1	0.31	655	2.1	0.09
TENNESSEE	3,334	1.5	-0.15	3,367	1.6	0.09	3,757	1.7	0.06	4,250	1.9	0.07	4,701	2.0	0.00
TEXAS	11,861	1.2	-0.47	12,877	1.3	-0.15	14,361	1.4	-0.18	16,132	1.6	-0.20	18,171	1.8	-0.28
UTAH	1,934	1.6	-0.09	1,828	1.5	-0.01	2,013	1.6	-0.07	2,263	1.7	-0.08	2,494	1.9	-0.18
VERMONT	324	1.6	-0.08	381	2.0	0.53	409	2.2	0.53	438	2.3	0.45	471	2.5	0.46
VIRGINIA	3,246	1.2	-0.49	3,538	1.3	-0.14	3,943	1.5	-0.17	4,081	1.5	-0.36	5,714	2.0	-0.07
WASHINGTON	2,284	1.0	-0.70	2,443	1.1	-0.41	2,781	1.2	-0.44	2,900	1.2	-0.59	3,119	1.3	-0.73
WEST VIRGINIA	1,875	3.1	1.38	1,625	2.8	1.37	703	1.2	-0.44	1,254	2.1	0.26	1,367	2.3	0.29
WISCONSIN	3,887	2.0	0.27	3,953	2.0	0.54	4,629	2.4	0.73	5,157	2.5	0.72	5,212	2.6	0.52
WYOMING	431	2.4	0.65	396	2.2	0.69	401	2.2	0.59	457	2.5	0.69	531	2.9	0.89
AMERICAN SAMOA	48	0.9	-0.77	43	0.9	-0.62	-39	-0.8	-2.40	67	.	.	.	.	.
GUAM	231	1.9	0.24	221	1.9	0.46	229	1.8	0.21	226	.	.	50	.	.
NORTHERN MARIANAS	37	1.0	-0.73	36	0.9	-0.54	40	1.0	-0.63	42	.	.	48	.	.
VIRGIN ISLANDS	67	1.1	-0.61	91	1.6	0.10	101	1.6	0.01	87	.	.	207	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	2,107	.	.	.	.	.	.	.	.	.	.	.
NATIONAL BASELINE	197,190	1.7	.	171,243	1.5	.	187,829	1.6	.	212,733	1.8	.	243,398	2.1	.

PERCENTAGE OF POPULATION = BIRTH THROUGH 2 TOTAL ÷ POPULATION BIRTH THROUGH 2.

DIF = Difference from National Baseline.

For Virginia, 853 children were added for 1997, 887 children were added for 1998, 933 children were added for 1999, 971 children were added for 2000, and 971 children were added for 2001 to adjust for children under the age of 3 who were served under IDEA, Part B.

Population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

Estimates are for July 1, 2001 released October 2003.

Because criteria for Part C eligibility vary widely across states, differences in identification rates on this table should be interpreted with caution.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2001 count, updated as of August 30, 2002.

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



## Table 3-13

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

### DEVELOPMENTAL DELAY PROGRAMS

STATE	#	%	DIF
NEW HAMPSHIRE	.	.	.
CALIFORNIA	0	0	-11
CONNECTICUT	0	0	-11
KENTUCKY	0	0	-11
MASSACHUSETTS	0	0	-11
MISSISSIPPI	0	0	-11
NORTH DAKOTA	0	0	-11
TEXAS	41	0	-11
ALASKA	2	0	-11
MONTANA	2	0	-11
OKLAHOMA	10	0	-11
GEORGIA	62	1	-10
NEW JERSEY	76	1	-10
SOUTH DAKOTA	11	2	-9
ARIZONA	61	2	-9
PENNSYLVANIA	218	2	-9
SOUTH CAROLINA	55	2	-9
VERMONT	12	3	-8
WEST VIRGINIA	48	3	-8
MAINE	29	3	-8
LOUISIANA	84	4	-7
DELAWARE	39	4	-7
INDIANA	400	5	-6
NORTH CAROLINA	215	5	-6
RHODE ISLAND	53	6	-5
IOWA	75	6	-5
WYOMING	33	6	-5
KANSAS	162	7	-4
MISSOURI	201	7	-4
COLORADO	175	8	-3
NEBRASKA	104	9	-2
TENNESSEE	373	9	-2
WISCONSIN	628	12	1
NEW YORK	3,634	13	2
FLORIDA	1,958	14	3
VIRGINIA	428	14	3
IDAHO	178	14	3
NEVADA	137	14	3
ALABAMA	295	15	4
MICHIGAN	1,116	15	4
HAWAII	560	16	5
MINNESOTA	483	16	5
UTAH	399	18	7
ILLINOIS	2,038	19	8
MARYLAND	1,243	26	15
NEW MEXICO	476	27	16
OREGON	644	35	24
OHIO	2,744	38	27
ARKANSAS	971	42	31
WASHINGTON	1,211	42	31
DISTRICT OF COLUMBIA	105	51	40
PUERTO RICO	1,860	58	47
VIRGIN ISLANDS	0	0	-11
GUAM	20	9	-2
NORTHERN MARIANAS	5	12	1
AMERICAN SAMOA	29	100	89
NATIONAL BASELINE	23,703	11	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**HOME**

STATE	#	%	DIF
MASSACHUSETTS	12,145	100	28
CONNECTICUT	3,660	96	24
WEST VIRGINIA	1,463	96	24
NEW HAMPSHIRE	1,137	94	22
OKLAHOMA	2,296	93	21
KENTUCKY	2,766	92	20
NORTH DAKOTA	334	92	20
NEW JERSEY	5,011	92	20
ALASKA	596	92	20
PENNSYLVANIA	8,558	91	19
MONTANA	520	91	19
TEXAS	14,316	89	17
LOUISIANA	1,909	88	16
IOWA	1,016	85	13
INDIANA	6,934	84	12
NORTH CAROLINA	3,607	84	12
KANSAS	2,042	82	10
WYOMING	409	80	8
MISSOURI	2,396	79	7
WISCONSIN	4,016	78	6
MINNESOTA	2,284	77	5
SOUTH DAKOTA	496	77	5
MICHIGAN	5,564	77	5
UTAH	1,727	76	4
HAWAII	2,721	76	4
NEW YORK	20,362	76	4
IDAHO	951	75	3
VERMONT	322	74	2
VIRGINIA	2,263	73	1
ARIZONA	2,086	71	-1
MARYLAND	3,331	69	-3
ALABAMA	1,366	68	-4
NEBRASKA	803	68	-4
RHODE ISLAND	644	68	-4
SOUTH CAROLINA	1,519	66	-6
ILLINOIS	7,084	65	-7
NEW MEXICO	1,137	65	-7
GEORGIA	3,030	65	-7
COLORADO	1,299	63	-9
TENNESSEE	2,561	60	-12
CALIFORNIA	5,709	58	-14
OHIO	3,964	55	-17
OREGON	994	54	-18
MISSISSIPPI	1,128	51	-21
NEVADA	426	44	-28
WASHINGTON	1,063	37	-35
PUERTO RICO	1,116	35	-37
DELAWARE	322	32	-40
MAINE	253	30	-42
ARKANSAS	604	26	-46
FLORIDA	3,484	24	-48
DISTRICT OF COLUMBIA	34	17	-55
GUAM	206	88	16
NORTHERN MARIANAS	32	76	4
VIRGIN ISLANDS	41	47	-25
AMERICAN SAMOA	0	0	-72
NATIONAL BASELINE	156,057	72	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**HOSPITAL (INPATIENT)**

STATE	#	%	DIF
ALASKA	0	0.00	-0.52
ARIZONA	0	0.00	-0.52
ARKANSAS	0	0.00	-0.52
CALIFORNIA	0	0.00	-0.52
ILLINOIS	0	0.00	-0.52
INDIANA	0	0.00	-0.52
IOWA	0	0.00	-0.52
KENTUCKY	0	0.00	-0.52
LOUISIANA	0	0.00	-0.52
MARYLAND	0	0.00	-0.52
MASSACHUSETTS	0	0.00	-0.52
NORTH DAKOTA	0	0.00	-0.52
OREGON	0	0.00	-0.52
PUERTO RICO	0	0.00	-0.52
RHODE ISLAND	0	0.00	-0.52
SOUTH CAROLINA	0	0.00	-0.52
WEST VIRGINIA	0	0.00	-0.52
WYOMING	0	0.00	-0.52
TEXAS	5	0.03	-0.49
MINNESOTA	1	0.03	-0.49
OKLAHOMA	1	0.04	-0.48
PENNSYLVANIA	4	0.04	-0.48
UTAH	1	0.04	-0.48
NORTH CAROLINA	2	0.05	-0.47
CONNECTICUT	2	0.05	-0.47
GEORGIA	3	0.06	-0.46
ALABAMA	2	0.10	-0.42
NEW MEXICO	2	0.11	-0.41
FLORIDA	17	0.12	-0.40
KANSAS	3	0.12	-0.40
HAWAII	5	0.14	-0.38
SOUTH DAKOTA	1	0.16	-0.36
VIRGINIA	5	0.16	-0.36
MISSOURI	5	0.16	-0.36
NEW HAMPSHIRE	2	0.16	-0.36
WISCONSIN	9	0.17	-0.35
NEW JERSEY	10	0.18	-0.34
NEW YORK	57	0.21	-0.31
VERMONT	1	0.23	-0.29
DELAWARE	3	0.30	-0.22
TENNESSEE	13	0.31	-0.21
NEVADA	3	0.31	-0.21
IDAHO	4	0.31	-0.21
OHIO	27	0.37	-0.15
NEBRASKA	5	0.42	-0.10
MICHIGAN	31	0.43	-0.09
MONTANA	4	0.70	0.18
WASHINGTON	21	0.72	0.20
COLORADO	85	4.09	3.57
DISTRICT OF COLUMBIA	22	10.68	10.16
MAINE	90	10.69	10.17
MISSISSIPPI	679	30.50	29.98
AMERICAN SAMOA	0	0.00	-0.52
GUAM	0	0.00	-0.52
VIRGIN ISLANDS	0	0.00	-0.52
NORTHERN MARIANAS	1	2.38	1.86
NATIONAL BASELINE	1,126	0.52	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**SERVICE PROVIDER LOCATION**

STATE	#	%	DIF
MASSACHUSETTS	0	0	-10
NEBRASKA	0	0	-10
RHODE ISLAND	0	0	-10
CONNECTICUT	5	0	-10
TEXAS	31	0	-10
WEST VIRGINIA	4	0	-10
NEW HAMPSHIRE	4	0	-10
ARKANSAS	13	1	-9
SOUTH DAKOTA	4	1	-9
PENNSYLVANIA	77	1	-9
NEW JERSEY	45	1	-9
OKLAHOMA	27	1	-9
NORTH DAKOTA	4	1	-9
NORTH CAROLINA	53	1	-9
MINNESOTA	38	1	-9
MARYLAND	63	1	-9
WYOMING	12	2	-8
MONTANA	15	3	-7
IOWA	33	3	-7
ALASKA	21	3	-7
KANSAS	81	3	-7
MISSOURI	112	4	-6
WISCONSIN	198	4	-6
OHIO	284	4	-6
LOUISIANA	90	4	-6
GEORGIA	197	4	-6
DISTRICT OF COLUMBIA	9	4	-6
VERMONT	20	5	-5
UTAH	106	5	-5
HAWAII	187	5	-5
PUERTO RICO	172	5	-5
NEW YORK	1,462	5	-5
NEW MEXICO	96	5	-5
ALABAMA	113	6	-4
INDIANA	471	6	-4
MICHIGAN	431	6	-4
OREGON	116	6	-4
IDAHO	82	6	-4
KENTUCKY	234	8	-2
VIRGINIA	266	9	-1
WASHINGTON	329	11	1
ILLINOIS	1,280	12	2
MISSISSIPPI	278	12	2
COLORADO	270	13	3
DELAWARE	141	14	4
TENNESSEE	834	20	10
ARIZONA	766	26	16
SOUTH CAROLINA	675	29	19
MAINE	306	36	26
NEVADA	360	37	27
CALIFORNIA	4,103	42	32
FLORIDA	7,267	51	41
AMERICAN SAMOA	0	0	-10
GUAM	2	1	-9
NORTHERN MARIANAS	2	5	-5
VIRGIN ISLANDS	36	41	31
NATIONAL BASELINE	21,825	10	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**TYPICALLY DEVELOPING PROGRAMS**

STATE	#	%	DIF
ARKANSAS	743	31.79	27.48
SOUTH DAKOTA	127	19.69	15.38
VERMONT	83	18.95	14.64
DISTRICT OF COLUMBIA	36	17.48	13.17
GEORGIA	784	16.76	12.45
MAINE	137	16.27	11.96
NEBRASKA	128	10.80	6.49
WYOMING	55	10.76	6.45
ALABAMA	212	10.62	6.31
TEXAS	1,642	10.18	5.87
NORTH CAROLINA	416	9.67	5.36
TENNESSEE	406	9.55	5.24
WASHINGTON	248	8.55	4.24
MISSOURI	241	7.93	3.62
NORTH DAKOTA	25	6.89	2.58
MISSISSIPPI	141	6.33	2.02
KANSAS	150	6.04	1.73
PENNSYLVANIA	518	5.51	1.20
COLORADO	112	5.39	1.08
NEVADA	52	5.32	1.01
NEW HAMPSHIRE	64	5.27	0.96
IOWA	63	5.26	0.95
MONTANA	30	5.23	0.92
WISCONSIN	269	5.22	0.91
NEW JERSEY	264	4.83	0.52
MINNESOTA	134	4.55	0.24
IDAHO	55	4.32	0.01
MARYLAND	174	3.61	-0.70
FLORIDA	491	3.45	-0.86
OREGON	62	3.38	-0.93
DELAWARE	31	3.10	-1.21
CONNECTICUT	117	3.08	-1.23
ALASKA	20	3.07	-1.24
VIRGINIA	95	3.06	-1.25
INDIANA	217	2.63	-1.68
HAWAII	85	2.38	-1.93
PUERTO RICO	71	2.20	-2.11
RHODE ISLAND	20	2.10	-2.21
OHIO	147	2.03	-2.28
SOUTH CAROLINA	38	1.66	-2.65
ILLINOIS	158	1.45	-2.86
NEW YORK	380	1.41	-2.90
UTAH	30	1.33	-2.98
NEW MEXICO	17	0.97	-3.34
WEST VIRGINIA	13	0.85	-3.46
LOUISIANA	18	0.83	-3.48
MICHIGAN	34	0.47	-3.84
OKLAHOMA	1	0.04	-4.27
ARIZONA	0	0.00	-4.31
CALIFORNIA	0	0.00	-4.31
KENTUCKY	0	0.00	-4.31
MASSACHUSETTS	0	0.00	-4.31
VIRGIN ISLANDS	9	10.34	6.03
NORTHERN MARIANAS	2	4.76	0.45
GUAM	6	2.56	-1.75
AMERICAN SAMOA	0	0.00	-4.31
NATIONAL BASELINE	9,371	4.31	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**RESIDENTIAL FACILITY PROGRAMS**

STATE	#	%	DIF
NEW HAMPSHIRE	.	.	.
ARIZONA	0	0.00	-0.07
ARKANSAS	0	0.00	-0.07
CALIFORNIA	0	0.00	-0.07
DISTRICT OF COLUMBIA	0	0.00	-0.07
IDAHO	0	0.00	-0.07
KENTUCKY	0	0.00	-0.07
MASSACHUSETTS	0	0.00	-0.07
MISSISSIPPI	0	0.00	-0.07
MONTANA	0	0.00	-0.07
NEBRASKA	0	0.00	-0.07
NEVADA	0	0.00	-0.07
NEW MEXICO	0	0.00	-0.07
NORTH DAKOTA	0	0.00	-0.07
PUERTO RICO	0	0.00	-0.07
RHODE ISLAND	0	0.00	-0.07
SOUTH CAROLINA	0	0.00	-0.07
TENNESSEE	0	0.00	-0.07
UTAH	0	0.00	-0.07
VERMONT	0	0.00	-0.07
WEST VIRGINIA	0	0.00	-0.07
WYOMING	0	0.00	-0.07
NEW YORK	2	0.01	-0.06
PENNSYLVANIA	1	0.01	-0.06
MARYLAND	1	0.02	-0.05
FLORIDA	3	0.02	-0.05
CONNECTICUT	1	0.03	-0.04
MINNESOTA	1	0.03	-0.04
INDIANA	3	0.04	-0.03
WISCONSIN	2	0.04	-0.03
KANSAS	1	0.04	-0.03
OKLAHOMA	1	0.04	-0.03
OHIO	3	0.04	-0.03
LOUISIANA	1	0.05	-0.02
MICHIGAN	4	0.06	-0.01
IOWA	1	0.08	0.01
GEORGIA	4	0.09	0.02
COLORADO	2	0.10	0.03
DELAWARE	1	0.10	0.03
TEXAS	18	0.11	0.04
WASHINGTON	4	0.14	0.07
HAWAII	5	0.14	0.07
ALABAMA	3	0.15	0.08
ALASKA	1	0.15	0.08
SOUTH DAKOTA	1	0.16	0.09
MISSOURI	5	0.16	0.09
ILLINOIS	20	0.18	0.11
VIRGINIA	7	0.23	0.16
NORTH CAROLINA	10	0.23	0.16
NEW JERSEY	17	0.31	0.24
OREGON	12	0.65	0.58
MAINE	25	2.97	2.90
AMERICAN SAMOA	0	0.00	-0.07
GUAM	0	0.00	-0.07
NORTHERN MARIANAS	0	0.00	-0.07
VIRGIN ISLANDS	1	1.15	1.08
NATIONAL BASELINE	161	0.07	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

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Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**OTHER SETTINGS**

STATE	#	%	DIF
CALIFORNIA	.	.	.
DISTRICT OF COLUMBIA	0	0.00	-2.37
KENTUCKY	0	0.00	-2.37
MASSACHUSETTS	0	0.00	-2.37
MISSISSIPPI	0	0.00	-2.37
NEVADA	0	0.00	-2.37
NORTH CAROLINA	0	0.00	-2.37
NORTH DAKOTA	0	0.00	-2.37
UTAH	0	0.00	-2.37
VERMONT	0	0.00	-2.37
MARYLAND	3	0.06	-2.31
WEST VIRGINIA	1	0.07	-2.30
SOUTH CAROLINA	2	0.09	-2.28
CONNECTICUT	9	0.24	-2.13
MINNESOTA	7	0.24	-2.13
MAINE	2	0.24	-2.13
ALABAMA	5	0.25	-2.12
HAWAII	9	0.25	-2.12
PENNSYLVANIA	24	0.26	-2.11
ARKANSAS	6	0.26	-2.11
OREGON	5	0.27	-2.10
IDAHO	4	0.31	-2.06
PUERTO RICO	11	0.34	-2.03
WYOMING	2	0.39	-1.98
TEXAS	79	0.49	-1.88
MONTANA	3	0.52	-1.85
NEW HAMPSHIRE	7	0.58	-1.79
WISCONSIN	35	0.68	-1.69
SOUTH DAKOTA	5	0.78	-1.59
WASHINGTON	24	0.83	-1.54
IOWA	10	0.83	-1.54
NEW JERSEY	47	0.86	-1.51
ARIZONA	28	0.95	-1.42
OHIO	73	1.01	-1.36
VIRGINIA	36	1.16	-1.21
MICHIGAN	87	1.20	-1.17
TENNESSEE	63	1.48	-0.89
NEW MEXICO	27	1.54	-0.83
ALASKA	11	1.69	-0.68
KANSAS	46	1.85	-0.52
MISSOURI	79	2.60	0.23
INDIANA	231	2.80	0.43
LOUISIANA	65	3.00	0.63
ILLINOIS	350	3.20	0.83
NEW YORK	1,037	3.85	1.48
OKLAHOMA	129	5.23	2.86
COLORADO	134	6.45	4.08
FLORIDA	1,027	7.21	4.84
NEBRASKA	145	12.24	9.87
GEORGIA	598	12.78	10.41
RHODE ISLAND	234	24.61	22.24
DELAWARE	462	46.25	43.88
AMERICAN SAMOA	0	0.00	-2.37
GUAM	0	0.00	-2.37
NORTHERN MARIANAS	0	0.00	-2.37
VIRGIN ISLANDS	0	0.00	-2.37
NATIONAL BASELINE	5,162	2.37	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-13** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 2000

**SETTINGS TYPICAL FOR CHILDREN WITHOUT DISABILITIES**

STATE	#	%	DIF
MASSACHUSETTS	12,145	100	24
CONNECTICUT	3,777	100	24
NEW HAMPSHIRE	1,201	99	23
TEXAS	15,958	99	23
NORTH DAKOTA	359	99	23
SOUTH DAKOTA	623	97	21
PENNSYLVANIA	9,076	97	21
WEST VIRGINIA	1,476	97	21
NEW JERSEY	5,275	96	20
MONTANA	550	96	20
ALASKA	616	95	19
NORTH CAROLINA	4,023	93	17
OKLAHOMA	2,297	93	17
VERMONT	405	92	16
KENTUCKY	2,766	92	16
WYOMING	464	91	15
IOWA	1,079	90	14
LOUISIANA	1,927	89	13
KANSAS	2,192	88	12
MISSOURI	2,637	87	11
INDIANA	7,151	87	11
WISCONSIN	4,285	83	7
MINNESOTA	2,418	82	6
GEORGIA	3,814	82	6
ALABAMA	1,578	79	3
IDAHO	1,006	79	3
NEBRASKA	931	79	3
HAWAII	2,806	79	3
UTAH	1,757	78	2
MICHIGAN	5,598	77	1
NEW YORK	20,742	77	1
VIRGINIA	2,358	76	0
MARYLAND	3,505	73	-3
ARIZONA	2,086	71	-5
RHODE ISLAND	664	70	-6
TENNESSEE	2,967	70	-6
SOUTH CAROLINA	1,557	68	-8
COLORADO	1,411	68	-8
ILLINOIS	7,242	66	-10
NEW MEXICO	1,154	66	-10
CALIFORNIA	5,709	58	-18
ARKANSAS	1,347	58	-18
OREGON	1,056	58	-18
MISSISSIPPI	1,269	57	-19
OHIO	4,111	57	-19
NEVADA	478	49	-27
MAINE	390	46	-30
WASHINGTON	1,311	45	-31
PUERTO RICO	1,187	37	-39
DELAWARE	353	35	-41
DISTRICT OF COLUMBIA	70	34	-42
FLORIDA	3,975	28	-48
GUAM	212	91	15
NORTHERN MARIANAS	34	81	5
VIRGIN ISLANDS	50	57	-19
AMERICAN SAMOA	0	0	-76
NATIONAL BASELINE	165,428	76	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

Natural Environments is a constructed category that combines the early intervention settings, Home and Typically Developing Programs.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEAdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

# Table 3-14

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

## PROGRAMS FOR DEVELOPMENTAL DELAY

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	758	48	27	812	47	29	594	32	18	295	15	4
ALASKA	18	5	-16	38	8	-10	0	0	-14	2	0	-11
ARIZONA	497	28	7	.	.	.	95	4	-10	61	2	-9
ARKANSAS	1,235	53	32	1,166	58	40	1,151	57	43	971	42	31
CALIFORNIA	.	.	.	0	0	-18	0	0	-14	0	0	-11
COLORADO	532	23	2	481	20	2	193	10	-4	175	8	-3
CONNECTICUT	.	.	.	62	2	-16	0	0	-14	0	0	-11
DELAWARE	150	18	-3	119	15	-3	90	10	-4	39	4	-7
DISTRICT OF COLUMBIA	264	84	63	191	77	59	97	46	32	105	51	40
FLORIDA	1,250	11	-10	1,272	11	-7	1,081	9	-5	1,958	14	3
GEORGIA	402	12	-9	7	4	-14	100	3	-11	62	1	-10
HAWAII	495	16	-5	709	23	5	631	20	6	560	16	5
IDAHO	280	31	10	279	26	8	263	22	8	178	14	3
ILLINOIS	3,741	48	27	2,289	48	30	2,526	33	19	2,038	19	8
INDIANA	1,105	23	2	970	18	0	291	4	-10	400	5	-6
IOWA	145	13	-8	92	10	-8	134	12	-2	75	6	-5
KANSAS	307	19	-2	236	13	-5	224	10	-4	162	7	-4
KENTUCKY	.	.	.	.	.	.	249	8	-6	0	0	-11
LOUISIANA	118	7	-14	137	8	-10	132	7	-7	84	4	-7
MAINE	19	3	-18	23	3	-15	21	3	-11	29	3	-8
MARYLAND	1,240	32	11	1,392	34	16	1,403	33	19	1,243	26	15
MASSACHUSETTS	.	.	.	.	.	.	.	.	.	0	0	-11
MICHIGAN	1,311	23	2	1,237	21	3	1,266	18	4	1,116	15	4
MINNESOTA	622	22	1	547	20	2	436	15	1	483	16	5
MISSISSIPPI	0	0	-21	0	0	-18	0	0	-14	0	0	-11
MISSOURI	516	24	3	594	24	6	194	7	-7	201	7	-4
MONTANA	3	1	-20	8	1	-17	4	1	-13	2	0	-11
NEBRASKA	180	22	1	150	20	2	127	19	5	104	9	-2
NEVADA	664	70	49	239	22	4	187	18	4	137	14	3
NEW HAMPSHIRE	40	5	-16	30	3	-15	1	0	-14	.	.	.
NEW JERSEY	1,441	36	15	580	13	-5	132	3	-11	76	1	-10
NEW MEXICO	442	26	5	326	28	10	383	27	13	476	27	16
NEW YORK	5,182	29	8	5,378	26	8	4,770	20	6	3,634	13	2
NORTH CAROLINA	420	8	-13	.	.	.	190	4	-10	215	5	-6
NORTH DAKOTA	0	0	-21	7	2	-16	11	3	-11	0	0	-11
OHIO	877	31	10	1,348	36	18	2,654	41	27	2,744	38	27
OKLAHOMA	33	2	-19	17	1	-17	6	0	-14	10	0	-11
OREGON	459	32	11	650	40	22	698	40	26	644	35	24
PENNSYLVANIA	1,278	18	-3	352	4	-14	352	4	-10	218	2	-9
PUERTO RICO	.	.	.	2,065	80	62	2,368	80	66	1,860	58	47
RHODE ISLAND	230	27	6	224	23	5	202	20	6	53	6	-5
SOUTH CAROLINA	57	3	-18	45	2	-16	39	2	-12	55	2	-9
SOUTH DAKOTA	160	33	12	104	17	-1	23	4	-10	11	2	-9
TENNESSEE	808	24	3	722	21	3	516	14	0	373	9	-2
TEXAS	108	1	-20	61	0	-18	53	0	-14	41	0	-11
UTAH	744	38	17	553	30	12	312	15	1	399	18	7
VERMONT	.	.	.	81	21	3	0	0	-14	12	3	-8
VIRGINIA	450	19	-2	603	23	5	662	22	8	428	14	3
WASHINGTON	1,272	52	31	1,317	55	37	1,463	54	40	1,211	42	31
WEST VIRGINIA	592	32	11	274	16	-2	3	0	-14	48	3	-8
WISCONSIN	1,698	44	23	1,367	35	17	1,066	23	9	628	12	1
WYOMING	114	28	7	74	18	0	37	8	-6	33	6	-5
AMERICAN SAMOA	42	88	67	26	5	-13	36	100	86	29	100	89
GUAM	64	28	7	73	32	14	75	31	17	20	9	-2
NORTHERN MARIANAS	21	49	28	4	11	-7	6	15	1	5	12	1
VIRGIN ISLANDS	8	12	-9	0	0	-18	0	0	-14	0	0	-11
NATIONAL BASELINE	32,392	21	.	29,331	18	.	27,547	14	.	23,703	11	.

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**HOME**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	489	31	-28	523	30	-33	850	46	-22	1,366	68	-4
ALASKA	332	91	32	445	89	26	531	91	23	596	92	20
ARIZONA	1,140	65	6	.	.	.	1,606	64	-4	2,086	71	-1
ARKANSAS	850	36	-23	669	33	-30	556	28	-40	604	26	-46
CALIFORNIA	.	.	.	4,581	68	5	5,021	57	-11	5,709	58	-14
COLORADO	1,174	50	-9	1,233	50	-13	1,136	61	-7	1,299	63	-9
CONNECTICUT	2,177	76	17	2,824	82	19	3,056	91	23	3,660	96	24
DELAWARE	454	54	-5	248	31	-32	315	33	-35	322	32	-40
DISTRICT OF COLUMBIA	25	8	-51	28	11	-52	30	14	-54	34	17	-55
FLORIDA	2,880	26	-33	3,432	29	-34	4,671	40	-28	3,484	24	-48
GEORGIA	1,313	39	-20	82	52	-11	2,594	71	3	3,030	65	-7
HAWAII	2,302	73	14	2,045	66	3	2,114	69	1	2,721	76	4
IDAHO	550	61	2	668	63	0	841	70	2	951	75	3
ILLINOIS	3,467	45	-14	1,555	32	-31	3,536	46	-22	7,084	65	-7
INDIANA	2,128	44	-15	3,253	59	-4	5,574	78	10	6,934	84	12
IOWA	748	68	9	771	80	17	928	83	15	1,016	85	13
KANSAS	1,078	65	6	1,429	76	13	1,698	78	10	2,042	82	10
KENTUCKY	.	.	.	3,272	46	-17	2,514	78	10	2,766	92	20
LOUISIANA	1,173	67	8	1,161	68	5	1,462	74	6	1,909	88	16
MAINE	207	35	-24	168	22	-41	215	29	-39	253	30	-42
MARYLAND	2,344	61	2	2,468	60	-3	2,635	61	-7	3,331	69	-3
MASSACHUSETTS	9,645	100	41	9,803	100	37	10,998	100	32	12,145	100	28
MICHIGAN	3,772	67	8	4,212	71	8	4,941	72	4	5,564	77	5
MINNESOTA	1,903	68	9	2,085	77	14	2,263	79	11	2,284	77	5
MISSISSIPPI	1,816	49	-10	1,155	51	-12	1,155	51	-17	1,128	51	-21
MISSOURI	1,021	47	-12	1,250	50	-13	1,895	71	3	2,396	79	7
MONTANA	490	92	33	525	91	28	599	95	27	520	91	19
NEBRASKA	612	75	16	578	78	15	515	76	8	803	68	-4
NEVADA	256	27	-32	312	29	-34	406	38	-30	426	44	-28
NEW HAMPSHIRE	798	94	35	873	89	26	921	94	26	1,137	94	22
NEW JERSEY	1,871	47	-12	3,326	76	13	4,261	90	22	5,011	92	20
NEW MEXICO	1,149	69	10	726	62	-1	844	60	-8	1,137	65	-7
NEW YORK	11,848	66	7	14,402	70	7	17,261	73	5	20,362	76	4
NORTH CAROLINA	3,439	69	10	.	.	.	3,354	77	9	3,607	84	12
NORTH DAKOTA	317	97	38	278	91	28	294	90	22	334	92	20
OHIO	1,649	59	0	2,028	54	-9	3,431	53	-15	3,964	55	-17
OKLAHOMA	1,697	88	29	1,920	91	28	2,098	95	27	2,296	93	21
OREGON	759	53	-6	850	52	-11	942	53	-15	994	54	-18
PENNSYLVANIA	4,678	67	8	6,457	79	16	6,457	79	11	8,558	91	19
PUERTO RICO	.	.	.	37	1	-62	387	13	-55	1,116	35	-37
RHODE ISLAND	350	41	-18	495	52	-11	538	53	-15	644	68	-4
SOUTH CAROLINA	1,275	63	4	1,323	60	-3	1,607	67	-1	1,519	66	-6
SOUTH DAKOTA	222	46	-13	338	57	-6	475	78	10	496	77	5
TENNESSEE	1,350	40	-19	1,568	47	-16	1,911	51	-17	2,561	60	-12
TEXAS	10,044	85	26	11,395	88	25	12,738	89	21	14,316	89	17
UTAH	1,168	60	1	1,151	63	0	1,578	78	10	1,727	76	4
VERMONT	238	73	14	286	75	12	333	81	13	322	74	2
VIRGINIA	1,171	49	-10	993	39	-24	1,789	59	-9	2,263	73	1
WASHINGTON	728	30	-29	673	28	-35	752	28	-40	1,063	37	-35
WEST VIRGINIA	1,252	67	8	1,213	71	8	1,206	94	26	1,463	96	24
WISCONSIN	1,711	44	-15	2,163	55	-8	3,095	67	-1	4,016	78	6
WYOMING	231	57	-2	277	69	6	355	78	10	409	80	8
AMERICAN SAMOA	6	13	-46	442	84	21	0	0	-68	0	0	-72
GUAM	158	68	9	151	65	2	150	62	-6	206	88	16
NORTHERN MARIANAS	22	51	-8	27	75	12	27	68	0	32	76	4
VIRGIN ISLANDS	34	51	-8	32	35	-28	64	63	-5	41	47	-25
NATIONAL BASELINE	92,511	59		104,199	63		131,523	68		156,057	72	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

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



**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**HOSPITAL (INPATIENT)**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	10	0.63	-0.73	4	0.23	-0.64	2	0.11	-0.56	2	0.10	-0.42
ALASKA	2	0.55	-0.81	1	0.20	-0.67	0	0.00	-0.67	0	0.00	-0.52
ARIZONA	3	0.17	-1.19	.	.	.	4	0.16	-0.51	0	0.00	-0.52
ARKANSAS	0	0.00	-1.36	1	0.05	-0.82	28	1.39	0.72	0	0.00	-0.52
CALIFORNIA	.	.	.	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52
COLORADO	93	3.98	2.62	126	5.12	4.25	88	4.75	4.08	85	4.09	3.57
CONNECTICUT	.	.	.	1	0.03	-0.84	0	0.00	-0.67	2	0.05	-0.47
DELAWARE	4	0.47	-0.89	6	0.74	-0.13	9	0.96	0.29	3	0.30	-0.22
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.00	-0.67	22	10.68	10.16
FLORIDA	381	3.38	2.02	144	1.21	0.34	135	1.17	0.50	17	0.12	-0.40
GEORGIA	2	0.06	-1.30	1	0.63	-0.24	3	0.08	-0.59	3	0.06	-0.46
HAWAII	4	0.13	-1.23	6	0.19	-0.68	3	0.10	-0.57	5	0.14	-0.38
IDAHO	2	0.22	-1.14	1	0.09	-0.78	5	0.42	-0.25	4	0.31	-0.21
ILLINOIS	0	0.00	-1.36	0	0.00	-0.87	2	0.03	-0.64	0	0.00	-0.52
INDIANA	1	0.02	-1.34	3	0.05	-0.82	0	0.00	-0.67	0	0.00	-0.52
IOWA	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52	0	0.00	-0.52
KANSAS	1	0.06	-1.30	2	0.11	-0.76	0	0.00	-0.67	3	0.12	-0.40
KENTUCKY	.	.	.	.	.	.	.	.	.	0	0.00	-0.52
LOUISIANA	2	0.11	-1.25	3	0.18	-0.69	1	0.05	-0.62	0	0.00	-0.52
MAINE	99	16.56	15.20	106	13.93	13.06	51	6.82	6.15	90	10.69	10.17
MARYLAND	1	0.03	-1.33	2	0.05	-0.82	1	0.02	-0.65	0	0.00	-0.52
MASSACHUSETTS	.	.	.	.	.	.	.	.	.	0	0.00	-0.52
MICHIGAN	47	0.84	-0.52	60	1.01	0.14	25	0.37	-0.30	31	0.43	-0.09
MINNESOTA	8	0.29	-1.07	7	0.26	-0.61	0	0.00	-0.67	1	0.03	-0.49
MISSISSIPPI	1,135	30.64	29.28	698	30.72	29.85	698	30.72	30.05	679	30.50	29.98
MISSOURI	17	0.78	-0.58	22	0.88	0.01	44	1.65	0.98	5	0.16	-0.36
MONTANA	1	0.19	-1.17	3	0.52	-0.35	13	2.07	1.40	4	0.70	0.18
NEBRASKA	4	0.49	-0.87	2	0.27	-0.60	1	0.15	-0.52	5	0.42	-0.10
NEVADA	5	0.53	-0.83	4	0.38	-0.49	5	0.47	-0.20	3	0.31	-0.21
NEW HAMPSHIRE	0	0.00	-1.36	.	.	.	.	.	.	2	0.16	-0.36
NEW JERSEY	24	0.60	-0.76	25	0.57	-0.30	4	0.08	-0.59	10	0.18	-0.34
NEW MEXICO	3	0.18	-1.18	0	0.00	-0.87	1	0.07	-0.60	2	0.11	-0.41
NEW YORK	66	0.37	-0.99	52	0.25	-0.62	51	0.22	-0.45	57	0.21	-0.31
NORTH CAROLINA	0	0.00	-1.36	.	.	.	3	0.07	-0.60	2	0.05	-0.47
NORTH DAKOTA	0	0.00	-1.36	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52
OHIO	31	1.10	-0.26	46	1.22	0.35	41	0.63	-0.04	27	0.37	-0.15
OKLAHOMA	4	0.21	-1.15	15	0.71	-0.16	5	0.23	-0.44	1	0.04	-0.48
OREGON	2	0.14	-1.22	3	0.18	-0.69	0	0.00	-0.67	0	0.00	-0.52
PENNSYLVANIA	43	0.62	-0.74	3	0.04	-0.83	3	0.04	-0.63	4	0.04	-0.48
PUERTO RICO	.	.	.	0	0.00	-0.87	5	0.17	-0.50	0	0.00	-0.52
RHODE ISLAND	46	5.37	4.01	.	.	.	.	.	.	0	0.00	-0.52
SOUTH CAROLINA	3	0.15	-1.21	6	0.27	-0.60	3	0.12	-0.55	0	0.00	-0.52
SOUTH DAKOTA	6	1.24	-0.12	3	0.50	-0.37	1	0.16	-0.51	1	0.16	-0.36
TENNESSEE	14	0.42	-0.94	17	0.50	-0.37	9	0.24	-0.43	13	0.31	-0.21
TEXAS	3	0.03	-1.33	9	0.07	-0.80	1	0.01	-0.66	5	0.03	-0.49
UTAH	0	0.00	-1.36	0	0.00	-0.87	2	0.10	-0.57	1	0.04	-0.48
VERMONT	.	.	.	0	0.00	-0.87	0	0.00	-0.67	1	0.23	-0.29
VIRGINIA	9	0.38	-0.98	5	0.19	-0.68	5	0.17	-0.50	5	0.16	-0.36
WASHINGTON	32	1.30	-0.06	4	0.17	-0.70	4	0.15	-0.52	21	0.72	0.20
WEST VIRGINIA	3	0.16	-1.20	2	0.12	-0.75	1	0.08	-0.59	0	0.00	-0.52
WISCONSIN	23	0.59	-0.77	21	0.53	-0.34	28	0.60	-0.07	9	0.17	-0.35
WYOMING	1	0.25	-1.11	0	0.00	-0.87	.	.	.	0	0.00	-0.52
AMERICAN SAMOA	0	0.00	-1.36	29	5.52	4.65	0	0.00	-0.67	0	0.00	-0.52
GUAM	0	0.00	-1.36	0	0.00	-0.87	1	0.41	-0.26	0	0.00	-0.52
NORTHERN MARIANAS	0	0.00	-1.36	0	0.00	-0.87	1	2.50	1.83	1	2.38	1.86
VIRGIN ISLANDS	0	0.00	-1.36	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52
NATIONAL BASELINE	2,135	1.36		1,443	0.87		1,287	0.67		1,126	0.52	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**SERVICE PROVIDER LOCATION**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	319	20	8	326	19	6	260	14	5	113	6	-4
ALASKA	6	2	-10	2	0	-13	19	3	-6	21	3	-7
ARIZONA	84	5	-7	.	.	.	752	30	21	766	26	16
ARKANSAS	152	6	-6	63	3	-10	146	7	-2	13	1	-9
CALIFORNIA	.	.	.	2,113	32	19	3,832	43	34	4,103	42	32
COLORADO	331	14	2	378	15	2	162	9	0	270	13	3
CONNECTICUT	183	6	-6	95	3	-10	40	1	-8	5	0	-10
DELAWARE	28	3	-9	107	13	0	106	11	2	141	14	4
DISTRICT OF COLUMBIA	26	8	-4	18	7	-6	49	23	14	9	4	-6
FLORIDA	6,390	57	45	6,896	58	45	2,983	26	17	7,267	51	41
GEORGIA	1,217	36	24	66	42	29	311	9	0	197	4	-6
HAWAII	158	5	-7	59	2	-11	271	9	0	187	5	-5
IDAHO	37	4	-8	97	9	-4	66	5	-4	82	6	-4
ILLINOIS	29	0	-12	557	12	-1	1,009	13	4	1,280	12	2
INDIANA	846	18	6	942	17	4	712	10	1	471	6	-4
IOWA	5	0	-12	12	1	-12	16	1	-8	33	3	-7
KANSAS	124	8	-4	107	6	-7	111	5	-4	81	3	-7
KENTUCKY	3,323	47	34	401	12	3	234	8	-2	.	.	.
LOUISIANA	350	20	8	306	18	5	256	13	4	90	4	-6
MAINE	187	31	19	268	35	22	277	37	28	306	36	26
MARYLAND	135	4	-8	133	3	-10	118	3	-6	63	1	-9
MASSACHUSETTS	.	.	.	.	.	.	.	.	.	0	0	-10
MICHIGAN	165	3	-9	251	4	-9	430	6	-3	431	6	-4
MINNESOTA	66	2	-10	61	2	-11	32	1	-8	38	1	-9
MISSISSIPPI	453	12	0	278	12	-1	278	12	3	278	12	2
MISSOURI	168	8	-4	480	19	6	240	9	0	112	4	-6
MONTANA	4	1	-11	31	5	-8	2	0	-9	15	3	-7
NEBRASKA	4	0	-12	3	0	-13	1	0	-9	0	0	-10
NEVADA	0	0	-12	467	44	31	428	40	31	360	37	27
NEW HAMPSHIRE	0	0	-12	.	.	.	1	0	-9	4	0	-10
NEW JERSEY	439	11	-1	88	2	-11	36	1	-8	45	1	-9
NEW MEXICO	36	2	-10	74	6	-7	122	9	0	96	5	-5
NEW YORK	151	1	-11	47	0	-13	565	2	-7	1,462	5	-5
NORTH CAROLINA	0	0	-12	.	.	.	16	0	-9	53	1	-9
NORTH DAKOTA	5	2	-10	7	2	-11	8	2	-7	4	1	-9
OHIO	185	7	-5	197	5	-8	244	4	-5	284	4	-6
OKLAHOMA	51	3	-9	36	2	-11	17	1	-8	27	1	-9
OREGON	67	5	-7	54	3	-10	43	2	-7	116	6	-4
PENNSYLVANIA	235	3	-9	108	1	-12	108	1	-8	77	1	-9
PUERTO RICO	3,485	100	88	484	19	6	197	7	-2	172	5	-5
RHODE ISLAND	43	5	-7	56	6	-7	44	4	-5	0	0	-10
SOUTH CAROLINA	659	33	21	799	36	23	729	30	21	675	29	19
SOUTH DAKOTA	37	8	-4	43	7	-6	4	1	-8	4	1	-9
TENNESSEE	1,062	32	20	829	25	12	1,043	28	19	834	20	10
TEXAS	167	1	-11	76	1	-12	38	0	-9	31	0	-10
UTAH	0	0	-12	95	5	-8	89	4	-5	106	5	-5
VERMONT	9	3	-9	14	4	-9	8	2	-7	20	5	-5
VIRGINIA	702	29	17	476	19	6	351	12	3	266	9	-1
WASHINGTON	333	14	2	202	8	-5	271	10	1	329	11	1
WEST VIRGINIA	13	1	-11	221	13	0	69	5	-4	4	0	-10
WISCONSIN	343	9	-3	278	7	-6	226	5	-4	198	4	-6
WYOMING	7	2	-10	20	5	-8	6	1	-8	12	2	-8
AMERICAN SAMOA	0	0	-12	26	5	-8	0	0	-9	0	0	-10
GUAM	0	0	-12	0	0	-13	0	0	-9	2	1	-9
NORTHERN MARIANAS	0	0	-12	5	14	1	1	3	-6	2	5	-5
VIRGIN ISLANDS	12	18	6	55	60	47	36	36	27	36	41	31
NATIONAL BASELINE	19,508	12		21,729	13		17,580	9		21,825	10	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**TYPICALLY DEVELOPING PROGRAMS**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	2	0.13	-3.16	16	0.93	-2.59	96	5.23	0.48	212	10.62	6.31
ALASKA	1	0.27	-3.02	5	1.00	-2.52	23	3.93	-0.82	20	3.07	-1.24
ARIZONA	1	0.06	-3.23	.	.	.	0	0.00	-4.75	0	0.00	-4.31
ARKANSAS	9	0.38	-2.91	77	3.83	0.31	131	6.49	1.74	743	31.79	27.48
CALIFORNIA	.	.	.	0	0.00	-3.52	0	0.00	-4.75	0	0.00	-4.31
COLORADO	45	1.93	-1.36	195	7.93	4.41	77	4.16	-0.59	112	5.39	1.08
CONNECTICUT	505	17.63	14.34	445	12.99	9.47	258	7.69	2.94	117	3.08	-1.23
DELAWARE	13	1.53	-1.76	27	3.33	-0.19	41	4.35	-0.40	31	3.10	-1.21
DISTRICT OF COLUMBIA	1	0.32	-2.97	12	4.82	1.30	36	16.98	12.23	36	17.48	13.17
FLORIDA	39	0.35	-2.94	11	0.09	-3.43	1,890	16.37	11.62	491	3.45	-0.86
GEORGIA	273	8.10	4.81	3	1.89	-1.63	616	16.95	12.20	784	16.76	12.45
HAWAII	17	0.54	-2.75	294	9.44	5.92	57	1.85	-2.90	85	2.38	-1.93
IDAHO	10	1.11	-2.18	10	0.95	-2.57	24	1.99	-2.76	55	4.32	0.01
ILLINOIS	58	0.75	-2.54	46	0.96	-2.56	90	1.16	-3.59	158	1.45	-2.86
INDIANA	97	2.03	-1.26	189	3.41	-0.11	110	1.53	-3.22	217	2.63	-1.68
IOWA	50	4.55	1.26	83	8.63	5.11	36	3.23	-1.52	63	5.26	0.95
KANSAS	59	3.58	0.29	102	5.41	1.89	127	5.81	1.06	150	6.04	1.73
KENTUCKY	.	.	.	.	.	.	.	.	.	0	0.00	-4.31
LOUISIANA	27	1.53	-1.76	25	1.46	-2.06	41	2.09	-2.66	18	0.83	-3.48
MAINE	64	10.70	7.41	132	17.35	13.83	117	15.64	10.89	137	16.27	11.96
MARYLAND	48	1.25	-2.04	115	2.79	-0.73	127	2.96	-1.79	174	3.61	-0.70
MASSACHUSETTS	.	.	.	.	.	.	.	.	.	0	0.00	-4.31
MICHIGAN	13	0.23	-3.06	16	0.27	-3.25	65	0.95	-3.80	34	0.47	-3.84
MINNESOTA	207	7.38	4.09	0	0.00	-3.52	99	3.47	-1.28	134	4.55	0.24
MISSISSIPPI	230	6.21	2.92	141	6.21	2.69	141	6.21	1.46	141	6.33	2.02
MISSOURI	55	2.54	-0.75	152	6.07	2.55	264	9.93	5.18	241	7.93	3.62
MONTANA	8	1.51	-1.78	13	2.24	-1.28	10	1.59	-3.16	30	5.23	0.92
NEBRASKA	2	0.25	-3.04	0	0.00	-3.52	29	4.29	-0.46	128	10.80	6.49
NEVADA	15	1.59	-1.70	44	4.13	0.61	40	3.75	-1.00	52	5.32	1.01
NEW HAMPSHIRE	8	0.94	-2.35	27	2.74	-0.78	45	4.60	-0.15	64	5.27	0.96
NEW JERSEY	126	3.14	-0.15	260	5.91	2.39	264	5.57	0.82	264	4.83	0.52
NEW MEXICO	22	1.32	-1.97	36	3.06	-0.46	19	1.34	-3.41	17	0.97	-3.34
NEW YORK	492	2.74	-0.55	562	2.73	-0.79	506	2.15	-2.60	380	1.41	-2.90
NORTH CAROLINA	879	17.75	14.46	.	.	.	767	17.71	12.96	416	9.67	5.36
NORTH DAKOTA	3	0.92	-2.37	7	2.30	-1.22	15	4.57	-0.18	25	6.89	2.58
OHIO	11	0.39	-2.90	72	1.92	-1.60	106	1.62	-3.13	147	2.03	-2.28
OKLAHOMA	31	1.61	-1.68	68	3.23	-0.29	70	3.16	-1.59	1	0.04	-4.27
OREGON	128	8.91	5.62	51	3.14	-0.38	58	3.28	-1.47	62	3.38	-0.93
PENNSYLVANIA	124	1.79	-1.50	262	3.20	-0.32	262	3.20	-1.55	518	5.51	1.20
PUERTO RICO	.	.	.	6	0.23	-3.29	11	0.37	-4.38	71	2.20	-2.11
RHODE ISLAND	99	11.57	8.28	79	8.25	4.73	104	10.31	5.56	20	2.10	-2.21
SOUTH CAROLINA	2	0.10	-3.19	9	0.41	-3.11	23	0.96	-3.79	38	1.66	-2.65
SOUTH DAKOTA	16	3.32	0.03	62	10.42	6.90	81	13.26	8.51	127	19.69	15.38
TENNESSEE	35	1.05	-2.24	157	4.66	1.14	217	5.78	1.03	406	9.55	5.24
TEXAS	1,123	9.47	6.18	1,236	9.60	6.08	1,350	9.40	4.65	1,642	10.18	5.87
UTAH	0	0.00	-3.29	21	1.15	-2.37	27	1.34	-3.41	30	1.33	-2.98
VERMONT	49	15.12	11.83	0	0.00	-3.52	68	16.63	11.88	83	18.95	14.64
VIRGINIA	4	0.17	-3.12	450	17.52	14.00	125	4.15	-0.60	95	3.06	-1.25
WASHINGTON	56	2.27	-1.02	191	7.95	4.43	205	7.56	2.81	248	8.55	4.24
WEST VIRGINIA	2	0.11	-3.18	8	0.47	-3.05	0	0.00	-4.75	13	0.85	-3.46
WISCONSIN	77	1.98	-1.31	109	2.76	-0.76	188	4.06	-0.69	269	5.22	0.91
WYOMING	31	7.65	4.36	30	7.48	3.96	51	11.16	6.41	55	10.76	6.45
AMERICAN SAMOA	0	0.00	-3.29	0	0.00	-3.52	0	0.00	-4.75	0	0.00	-4.31
GUAM	9	3.90	0.61	7	3.03	-0.49	16	6.61	1.86	6	2.56	-1.75
NORTHERN MARIANAS	0	0.00	-3.29	0	0.00	-3.52	5	12.50	7.75	2	4.76	0.45
VIRGIN ISLANDS	6	8.96	5.67	3	3.30	-0.22	1	0.99	-3.76	9	10.34	6.03
NATIONAL BASELINE	5,182	3.29		5,866	3.52		9,129	4.75		9,371	4.31	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**RESIDENTIAL FACILITY PROGRAMS**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	1	0.06	-0.02	18	1.04	0.90	7	0.38	0.29	3	0.15	0.08
ALASKA	1	0.27	0.19	3	0.60	0.46	0	0.00	-0.09	1	0.15	0.08
ARIZONA	0	0.00	-0.08	.	.	.	0	0.00	-0.09	0	0.00	-0.07
ARKANSAS	2	0.09	0.01	35	1.74	1.60	8	0.40	0.31	0	0.00	-0.07
CALIFORNIA	.	.	.	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
COLORADO	1	0.04	-0.04	1	0.04	-0.10	0	0.00	-0.09	2	0.10	0.03
CONNECTICUT	.	.	.	0	0.00	-0.14	0	0.00	-0.09	1	0.03	-0.04
DELAWARE	2	0.24	0.16	0	0.00	-0.14	2	0.21	0.12	1	0.10	0.03
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.00	-0.09	0	0.00	-0.07
FLORIDA	12	0.11	0.03	12	0.10	-0.04	2	0.02	-0.07	3	0.02	-0.05
GEORGIA	2	0.06	-0.02	0	0.00	-0.14	0	0.00	-0.09	4	0.09	0.02
HAWAII	0	0.00	-0.08	0	0.00	-0.14	1	0.03	-0.06	5	0.14	0.07
IDAHO	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
ILLINOIS	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	20	0.18	0.11
INDIANA	3	0.06	-0.02	5	0.09	-0.05	3	0.04	-0.05	3	0.04	-0.03
IOWA	1	0.09	0.01	1	0.10	-0.04	0	0.00	-0.09	1	0.08	0.01
KANSAS	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	1	0.04	-0.03
KENTUCKY	.	.	.	.	.	.	.	.	.	0	0.00	-0.07
LOUISIANA	3	0.17	0.09	3	0.18	0.04	3	0.15	0.06	1	0.05	-0.02
MAINE	2	0.33	0.25	52	6.83	6.69	31	4.14	4.05	25	2.97	2.90
MARYLAND	2	0.05	-0.03	1	0.02	-0.12	0	0.00	-0.09	1	0.02	-0.05
MASSACHUSETTS	.	.	.	.	.	.	.	.	.	0	0.00	-0.07
MICHIGAN	5	0.09	0.01	1	0.02	-0.12	6	0.09	0.00	4	0.06	-0.01
MINNESOTA	.	.	.	7	0.26	0.12	4	0.14	0.05	1	0.03	-0.04
MISSISSIPPI	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
MISSOURI	1	0.05	-0.03	5	0.20	0.06	1	0.04	-0.05	5	0.16	0.09
MONTANA	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
NEBRASKA	4	0.49	0.41	5	0.68	0.54	2	0.30	0.21	0	0.00	-0.07
NEVADA	2	0.21	0.13	0	0.00	-0.14	1	0.09	0.00	0	0.00	-0.07
NEW HAMPSHIRE	0	0.00	-0.08	.	.	.	.	.	.	.	.	.
NEW JERSEY	10	0.25	0.17	11	0.25	0.11	14	0.30	0.21	17	0.31	0.24
NEW MEXICO	4	0.24	0.16	0	0.00	-0.14	1	0.07	-0.02	0	0.00	-0.07
NEW YORK	16	0.09	0.01	7	0.03	-0.11	3	0.01	-0.08	2	0.01	-0.06
NORTH CAROLINA	0	0.00	-0.08	.	.	.	1	0.02	-0.07	10	0.23	0.16
NORTH DAKOTA	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
OHIO	0	0.00	-0.08	0	0.00	-0.14	4	0.06	-0.03	3	0.04	-0.03
OKLAHOMA	3	0.16	0.08	2	0.10	-0.04	1	0.05	-0.04	1	0.04	-0.03
OREGON	1	0.07	-0.01	14	0.86	0.72	10	0.57	0.48	12	0.65	0.58
PENNSYLVANIA	11	0.16	0.08	4	0.05	-0.09	4	0.05	-0.04	1	0.01	-0.06
PUERTO RICO	.	.	.	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
RHODE ISLAND	0	0.00	-0.08	.	.	.	.	.	.	0	0.00	-0.07
SOUTH CAROLINA	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
SOUTH DAKOTA	3	0.62	0.54	2	0.34	0.20	1	0.16	0.07	1	0.16	0.09
TENNESSEE	1	0.03	-0.05	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
TEXAS	22	0.19	0.11	18	0.14	0.00	11	0.08	-0.01	18	0.11	0.04
UTAH	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
VERMONT	.	.	.	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
VIRGINIA	6	0.25	0.17	23	0.90	0.76	47	1.56	1.47	7	0.23	0.16
WASHINGTON	3	0.12	0.04	0	0.00	-0.14	0	0.00	-0.09	4	0.14	0.07
WEST VIRGINIA	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
WISCONSIN	0	0.00	-0.08	0	0.00	-0.14	1	0.02	-0.07	2	0.04	-0.03
WYOMING	0	0.00	-0.08	0	0.00	-0.14	.	.	.	0	0.00	-0.07
AMERICAN SAMOA	0	0.00	-0.08	2	0.38	0.24	0	0.00	-0.09	0	0.00	-0.07
GUAM	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
NORTHERN MARIANAS	0	0.00	-0.08	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07
VIRGIN ISLANDS	2	2.99	2.91	1	1.10	0.96	0	0.00	-0.09	1	1.15	1.08
NATIONAL BASELINE	126	0.08		233	0.14		169	0.09		161	0.07	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEadata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**OTHER SETTINGS**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	4	0.25	-2.24	27	1.56	-0.65	28	1.52	-1.05	5	0.25	-2.12
ALASKA	6	1.64	-0.85	5	1.00	-1.21	12	2.05	-0.52	11	1.69	-0.68
ARIZONA	25	1.43	-1.06	.	.	.	63	2.50	-0.07	28	0.95	-1.42
ARKANSAS	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	6	0.26	-2.11
CALIFORNIA	.	.	.	0	0.00	-2.21	0	0.00	-2.57	.	.	.
COLORADO	148	6.34	3.85	46	1.87	-0.34	195	10.53	7.96	134	6.45	4.08
CONNECTICUT	0	0.00	-2.21	0	0.00	-2.57	9	0.24	-2.13	.	.	.
DELAWARE	190	22.43	19.94	305	37.56	35.35	379	40.23	37.66	462	46.25	43.88
DISTRICT OF COLUMBIA	.	.	.	.	.	.	0	0.00	-2.57	0	0.00	-2.37
FLORIDA	309	2.74	0.25	141	1.18	-1.03	784	6.79	4.22	1,027	7.21	4.84
GEORGIA	34	1.01	-1.48	0	0.00	-2.21	10	0.28	-2.29	598	12.78	10.41
HAWAII	151	4.82	2.33	2	0.06	-2.15	8	0.26	-2.31	9	0.25	-2.12
IDAHO	23	2.55	0.06	1	0.09	-2.12	5	0.42	-2.15	4	0.31	-2.06
ILLINOIS	385	4.96	2.47	356	7.41	5.20	593	7.65	5.08	350	3.20	0.83
INDIANA	578	12.08	9.59	177	3.20	0.99	495	6.89	4.32	231	2.80	0.43
IOWA	51	4.64	2.15	3	0.31	-1.90	0	0.00	-2.57	10	0.83	-1.54
KANSAS	21	1.27	-1.22	8	0.42	-1.79	27	1.23	-1.34	46	1.85	-0.52
KENTUCKY	.	.	.	547	7.66	5.45	71	2.19	-0.38	0	0.00	-2.37
LOUISIANA	73	4.14	1.65	77	4.50	2.29	70	3.56	0.99	65	3.00	0.63
MAINE	.	.	.	12	1.58	-0.63	36	4.81	2.24	2	0.24	-2.13
MARYLAND	14	0.36	-2.13	7	0.17	-2.04	1	0.02	-2.55	3	0.06	-2.31
MASSACHUSETTS	.	.	.	.	.	.	.	.	.	0	0.00	-2.37
MICHIGAN	271	4.84	2.35	140	2.37	0.16	112	1.64	-0.93	87	1.20	-1.17
MINNESOTA	.	.	.	3	0.11	-2.10	18	0.63	-1.94	7	0.24	-2.13
MISSISSIPPI	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
MISSOURI	381	17.58	15.09	.	.	.	21	0.79	-1.78	79	2.60	0.23
MONTANA	18	3.39	0.90	0	0.00	-2.21	0	0.00	-2.57	3	0.52	-1.85
NEBRASKA	4	0.49	-2.00	2	0.27	-1.94	1	0.15	-2.42	145	12.24	9.87
NEVADA	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
NEW HAMPSHIRE	0	0.00	-2.49	54	5.49	3.28	11	1.12	-1.45	7	0.58	-1.79
NEW JERSEY	68	1.69	-0.80	106	2.41	0.20	32	0.67	-1.90	47	0.86	-1.51
NEW MEXICO	13	0.78	-1.71	15	1.27	-0.94	46	3.25	0.68	27	1.54	-0.83
NEW YORK	104	0.58	-1.91	144	0.70	-1.51	343	1.46	-1.11	1,037	3.85	1.48
NORTH CAROLINA	24	0.48	-2.01	.	.	.	0	0.00	-2.57	0	0.00	-2.37
NORTH DAKOTA	0	0.00	-2.49	5	1.64	-0.57	0	0.00	-2.57	0	0.00	-2.37
OHIO	46	1.63	-0.86	67	1.78	-0.43	49	0.75	-1.82	73	1.01	-1.36
OKLAHOMA	95	4.92	2.43	45	2.14	-0.07	21	0.95	-1.62	129	5.23	2.86
OREGON	10	0.70	-1.79	2	0.12	-2.09	15	0.85	-1.72	5	0.27	-2.10
PENNSYLVANIA	550	7.92	5.43	1,003	12.25	10.04	1,003	12.25	9.68	24	0.26	-2.11
PUERTO RICO	.	.	.	0	0.00	-2.21	8	0.27	-2.30	11	0.34	-2.03
RHODE ISLAND	83	9.70	7.21	103	10.76	8.55	121	11.99	9.42	234	24.61	22.24
SOUTH CAROLINA	20	0.99	-1.50	12	0.55	-1.66	3	0.12	-2.45	2	0.09	-2.28
SOUTH DAKOTA	14	2.90	0.41	43	7.23	5.02	26	4.26	1.69	5	0.78	-1.59
TENNESSEE	43	1.29	-1.20	74	2.20	-0.01	61	1.62	-0.95	63	1.48	-0.89
TEXAS	95	0.80	-1.69	82	0.64	-1.57	170	1.18	-1.39	79	0.49	-1.88
UTAH	3	0.16	-2.33	8	0.44	-1.77	5	0.25	-2.32	0	0.00	-2.37
VERMONT	15	4.63	2.14	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
VIRGINIA	6	0.25	-2.24	19	0.74	-1.47	30	1.00	-1.57	36	1.16	-1.21
WASHINGTON	20	0.81	-1.68	17	0.71	-1.50	18	0.66	-1.91	24	0.83	-1.54
WEST VIRGINIA	13	0.69	-1.80	0	0.00	-2.21	9	0.70	-1.87	1	0.07	-2.30
WISCONSIN	12	0.31	-2.18	15	0.38	-1.83	25	0.54	-2.03	35	0.68	-1.69
WYOMING	5	1.23	-1.26	.	.	.	8	1.75	-0.82	2	0.39	-1.98
AMERICAN SAMOA	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
GUAM	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
NORTHERN MARIANAS	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
VIRGIN ISLANDS	0	0.00	-2.49	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37
NATIONAL BASELINE	3,925	2.49	.	3,673	2.21	.	4,933	2.57	.	5,162	2.37	.

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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

**Table 3-14** *continued*

Number, Percentage (Based on the Total for All Settings), and Difference From National Baseline of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, During 1997 Through 2000

**SETTINGS TYPICAL FOR CHILDREN WITHOUT DISABILITIES**

STATE	1997			1998			1999			2000		
	#	%	DIF	#	%	DIF	#	%	DIF	#	%	DIF
ALABAMA	491	31	-31	539	31	-35	946	51	-22	1,578	79	3
ALASKA	333	91	29	450	90	24	554	95	22	616	95	19
ARIZONA	1,141	65	3	.	.	.	1,606	64	-9	2,086	71	-5
ARKANSAS	859	37	-25	746	37	-29	687	34	-39	1,347	58	-18
CALIFORNIA	.	.	.	4,581	68	2	5,021	57	-16	5,709	58	-18
COLORADO	1,219	52	-10	1,428	58	-8	1,213	66	-7	1,411	68	-8
CONNECTICUT	2,682	94	32	3,269	95	29	3,314	99	26	3,777	100	24
DELAWARE	467	55	-7	275	34	-32	356	38	-35	353	35	-41
DISTRICT OF COLUMBIA	26	8	-54	40	16	-50	66	31	-42	70	34	-42
FLORIDA	2,919	26	-36	3,443	29	-37	6,561	57	-16	3,975	28	-48
GEORGIA	1,586	47	-15	85	53	-13	3,210	88	15	3,814	82	6
HAWAII	2,319	74	12	2,339	75	9	2,171	70	-3	2,806	79	3
IDAHO	560	62	0	678	64	-2	865	72	-1	1,006	79	3
ILLINOIS	3,525	45	-17	1,601	33	-33	3,626	47	-26	7,242	66	-10
INDIANA	2,225	46	-16	3,442	62	-4	5,684	79	6	7,151	87	11
IOWA	798	73	11	854	89	23	964	87	14	1,079	90	14
KANSAS	1,137	69	7	1,531	81	15	1,825	83	10	2,192	88	12
KENTUCKY	.	.	.	3,272	46	-20	2,514	78	5	2,766	92	16
LOUISIANA	1,200	68	6	1,186	69	3	1,503	76	3	1,927	89	13
MAINE	271	45	-17	300	39	-27	332	44	-29	390	46	-30
MARYLAND	2,392	62	0	2,583	63	-3	2,762	64	-9	3,505	73	-3
MASSACHUSETTS	9,645	100	38	9,803	100	34	10,998	100	27	12,145	100	24
MICHIGAN	3,785	68	6	4,228	71	5	5,006	73	0	5,598	77	1
MINNESOTA	2,110	75	13	2,085	77	11	2,362	83	10	2,418	82	6
MISSISSIPPI	2,046	55	-7	1,296	57	-9	1,296	57	-16	1,269	57	-19
MISSOURI	1,076	50	-12	1,402	56	-10	2,159	81	8	2,637	87	11
MONTANA	498	94	32	538	93	27	609	97	24	550	96	20
NEBRASKA	614	76	14	578	78	12	544	80	7	931	79	3
NEVADA	271	29	-33	356	33	-33	446	42	-31	478	49	-27
NEW HAMPSHIRE	806	95	33	900	91	25	966	99	26	1,201	99	23
NEW JERSEY	1,997	50	-12	3,586	82	16	4,525	95	22	5,275	96	20
NEW MEXICO	1,171	70	8	762	65	-1	863	61	-12	1,154	66	-10
NEW YORK	12,340	69	7	14,964	73	7	17,767	76	3	20,742	77	1
NORTH CAROLINA	4,318	87	25	.	.	.	4,121	95	22	4,023	93	17
NORTH DAKOTA	320	98	36	285	94	28	309	94	21	359	99	23
OHIO	1,660	59	-3	2,100	56	-10	3,537	54	-19	4,111	57	-19
OKLAHOMA	1,728	90	28	1,988	95	29	2,168	98	25	2,297	93	17
OREGON	887	62	0	901	55	-11	1,000	57	-16	1,056	58	-18
PENNSYLVANIA	4,802	69	7	6,719	82	16	6,719	82	9	9,076	97	21
PUERTO RICO	.	.	.	43	2	-64	398	13	-60	1,187	37	-39
RHODE ISLAND	449	52	-10	574	60	-6	642	64	-9	664	70	-6
SOUTH CAROLINA	1,277	63	1	1,332	61	-5	1,630	68	-5	1,557	68	-8
SOUTH DAKOTA	238	49	-13	400	67	1	556	91	18	623	97	21
TENNESSEE	1,385	42	-20	1,725	51	-15	2,128	57	-16	2,967	70	-6
TEXAS	11,167	94	32	12,631	98	32	14,088	98	25	15,958	99	23
UTAH	1,168	60	-2	1,172	64	-2	1,605	80	7	1,757	78	2
VERMONT	287	89	27	286	75	9	401	98	25	405	92	16
VIRGINIA	1,175	49	-13	1,443	56	-10	1,914	64	-9	2,358	76	0
WASHINGTON	784	32	-30	864	36	-30	957	35	-38	1,311	45	-31
WEST VIRGINIA	1,254	67	5	1,221	71	5	1,206	94	21	1,476	97	21
WISCONSIN	1,788	46	-16	2,272	57	-9	3,283	71	-2	4,285	83	7
WYOMING	262	65	3	307	77	11	406	89	16	464	91	15
AMERICAN SAMOA	6	13	-49	442	84	18	0	0	-73	0	0	-76
GUAM	167	72	10	158	68	2	166	69	-4	212	91	15
NORTHERN MARIANAS	22	51	-11	27	75	9	32	80	7	34	81	5
VIRGIN ISLANDS	40	60	-2	35	38	-28	65	64	-9	50	57	-19
NATIONAL BASELINE	97,693	62		110,065	66		140,652	73		165,428	76	

% = # in setting category ÷ total # in all setting categories.

DIF = Difference from National Baseline.

The category Family Child Care was eliminated in 1998. It contributes to the denominator in 1997.

Natural Environments is a constructed category that combines the early intervention settings, Home and Typically Developing Programs.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://www.IDEdata.org/docs/cdatanotes2001.pdf>).

Data based on the December 1, 2000 count, updated as of August 30, 2002.

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



# Data Notes for IDEA, Part B

These data notes contain information on the ways in which states collected and reported data differently from the OSEP data formats and instructions. The notes refer to the tables in volumes 1 and 2. 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 12 states. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, exiting, and discipline collections. Additional notes on how states reported data for specific data collections follow this table.

**Table 1 State Reporting Patterns for IDEA, Part B Child Count Data 2001, Other Data 2000-01**

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 <sup>1</sup>	P			
Michigan		O	H	R
Mississippi		O		
Minnesota <sup>1</sup>	P			
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			

Note: Table numbers refer to tables in vol. 2 of this report.

## Tables AA1-AA17: Child Count

**Alabama**—The state attributed the increase in the number of children reported in the developmental delay category to a change in the state’s upper age limit for this category. The 2000 child count is the first year that children over age 6 were reported in this category.

**Alaska**—The state attributed the increase in the number of children ages 3 through 5 with developmental delay to a change in state policy. Until recently, the state did not have “defined and established eligibility criteria” for developmental delay. This is only the second year that Alaska has reported children in its child count using the developmental delay category. Students currently reported under developmental delay were previously reported in other categories.

**Arizona**—The state attributed the increase in the number of children ages 6 through 21 with other health impairments to an increase in the number of children diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).

<sup>1</sup> Illinois and Minnesota reported children in the multiple disabilities category for the 2001 child count, but reported children according to primary disability for the 2000-01 educational environments, exiting, and discipline tables (see vol. 2).



The state attributed the increase in the number of children ages 6 through 21 with autism to an increased public awareness of the condition and improvements within school systems in identifying children with autism.

**California**—The state attributed the increase in the number of children ages 3 through 5 and 6 through 21 with autism to an improved awareness of the condition as well as to a steady increase in enrollment of special education students.

**Connecticut**—The state attributed the increase in the number of children ages 6 through 21 with autism to an increase in professional and parental awareness and the growth of professional organizations advocating services for children with autism. In addition, the state identifies students at a younger age so more children are reaching age 6 with the identification already in place. In some cases, the state is reclassifying older students with autism. Furthermore, children with autism are not exiting from special education to return to regular education.

**District of Columbia**—The District of Columbia attributed the increase in the number of children reported in many categories of the child count data to the addition of 528 students served in charter schools. This is the first year these students have been counted.

**Illinois**—The 2001 child count is the first time that the state reported children in the multiple disabilities category. In previous years, the state reported students with multiple disabilities according to their primary disability.

**Indiana**—The state attributed the increase in the number of children ages 3 through 5 with developmental delay to the fact that this is only the second year that Indiana reported students in this category. Most of the students who could have been reported with developmental delay in last year's child count were reported in other categories.

The state attributed the increase in the number of children ages 6 through 21 with autism to an increased awareness and identification of the condition.

**Iowa**—Iowa does not collect disability data for all 3- through 5-year-olds. In 2000, the state used the disability distribution among children for whom these data were known to assign disability to the count of children without a specific disability. In 2001, the state assigned disability based on incidence data collected several years ago. As a result of this change in methodology, the disability distribution changed substantially between 2000 and 2001. In particular, the reported count of children with speech or language impairments dramatically declined and the count of children with specific learning disabilities or mental retardation dramatically increased. The state is considering resubmitting their data. They have undertaken a study to update the incidence data they use to assign disability to the child count. New data based on the study will be available in future reports.

**Kentucky**—The state uses the developmental delay category to classify children ages 3 through 5 unless an alternative disability category is clearly more appropriate. The state attributed the high

number of students (compared to the national total) ages 6 through 9 with developmental delay to the high number of children identified during their preschool years. The number of students identified with developmental delay peaks at age 4 and declines thereafter, resulting in gradually decreasing counts as children matriculate through the system. In addition, the state increased the upper age limit for developmental delay from age 5 to age 8. This resulted in a greater number of children in this category.

**Maryland**—The state attributed the increase in the number of children ages 6 through 21 with autism to an increased awareness of the condition and to improvements within the school system in identifying children with autism. In addition, the increase may be due to families with autistic children moving into Maryland due to its exemplary programs and services for children with autism.

**Massachusetts**—The state is in the first year of a 3-year transition to a new data collection system. Disability counts in prior years were based on a formula. Beginning in 2001, the disability counts are based on actual individual student data. Because the identification of individual students by disability is not required until they either undergo an initial eligibility determination or a 3-year re-evaluation, some of the disability determinations for this school year were based on the professional judgment of the school districts providing the data, rather than representing an IEP team determination. Although this means that the 2001 child count does not fully reflect team decisionmaking, Massachusetts deems that these data are more accurate than the formula-based reporting used in the past.

Massachusetts attributed the high number of children (compared to the national total) ages 3 through 5 with traumatic brain injury (TBI), the high number of children ages 6 through 21 with TBI, and the high number of children ages 6 through 21 with deaf-blindness to changes in how the state tracks and counts children using individual data.

**Michigan**—The state attributed the decrease in the total number of Asian/Pacific Islanders served to correcting an error that was made in reporting these children in previous years. Several local districts erroneously were overreporting Asian/Pacific Islanders because of a coding error. The state is still working with some districts to correct this problem.

**Minnesota**—The 2001 child count is the first time that Minnesota reported children in the multiple disabilities category. In previous years, the state reported students with multiple disabilities according to their primary disability.

The state attributed the increase in the number of children ages 3 through 5 and 6 through 21 with autism to more staff resources, continued outreach programs, better diagnosis and identification of the disorder, and improved training methods and assessments.

**Missouri**—The state reported that the increase in the number of children ages 3 through 5 with speech and language impairments is due to a change in eligibility under the state plan. Districts now choose a categorical diagnosis for children ages 3 and 4 in addition to using the category “young child with a developmental delay.”

The state attributed the increase in the number of children ages 6 through 21 with autism to better diagnosis and identification of the disorder by school personnel.

**Montana**—The state changed its method of reporting disability categories for children ages 3 through 5. Montana has a state statute that allows school districts to identify children ages 3 through 5 under “child with disabilities” without specifying a disability category. Because federal reporting requirements now require states to report students ages 3 through 5 by disability, Montana encouraged school districts to report specific disability categories for this age group. This year about 40 percent of the students in this age group were reported by disability. The state imputed disability for the remaining 60 percent using the data reported for the 40 percent. In previous years, the state imputed disability for 3- to 5-year-olds using the disability distribution for 6-year-olds.

**Nevada**—The state attributed the increase in the number of children ages 6 through 21 with autism to a change in data collection methodology. Some students previously counted in the mental retardation category are now reported in the autism category. The state also attributed the increase to better diagnosis and identification of autism by school personnel and physicians and improved training methods and assessments.

**New Jersey**—In 1997-98, New Jersey changed its definition of neurologically impaired (NI). Students previously defined as NI were grandfathered into the TBI category until they could be re-evaluated. The state attributed the large number of children (compared to the national total) reported with TBI to the continuing reevaluation of the students who were reclassified from NI to TBI.

**New Mexico**—The state attributed the increase in the number of children ages 6 through 9 with developmental delay to a change in the state definition of this category 3 years ago. The change resulted in more children being reported in the developmental delay category.

**New York**—New York collects data on race/ethnicity of all school-age students with disabilities (ages 4-21) but does not separately collect race/ethnicity data for students with disabilities who are ages 6-21. The reported race/ethnicity for 6- to 21-year-olds was estimated using race/ethnicity data from students ages 4 through 21 with disabilities.

New York reported that it collects disability data only for 4- and 5-year-olds in school-age environments (e.g., kindergarten). The state does not collect disability data for 3- through 5-year-olds in preschool environments. Children with disabilities in preschool environments are all reported in the developmental delay category.

**North Dakota**—The state is currently piloting the category of developmental delay for children ages 6 through 9. Children reported in this category are representative of pilot projects only.

**Oregon**—The state noted that its age ranges are different from the OSEP definitions. Children who are 5 years old on September 1 are considered to be school age and are included in the counts of 6-through 21-year-olds rather than the count of 3- through 5-year-olds.

The state attributed the increase in the number of American Indian and Asian/Pacific Islanders ages 3 through 5 who were served under IDEA to the changing demographics of Oregon, a trend also observed in previous years.

**South Carolina**—In South Carolina, children ages 3 through 5 with disabilities are served noncategorically. When the state reported these children on the child count, 2,281 could not be categorized with a specific disability. The state reported these students in the other health impairments category, which led to an increase in the number of children ages 3 through 5 reported in this category.

The state has criteria for reporting developmental delay but has not fully implemented the developmental delay category into its data collection. For the past 2 years, the state collected the category under a pilot program. The results have not been stable.

**Texas**—The state attributed the relatively high number of children with other health impairments (compared to the national total) to the fact that Texas does not use the developmental delay category to describe young children with disabilities. Children who would otherwise be reported with developmental delay may be reported in other categories, including, but not limited to, other health impairments.

Texas attributed the high number of children ages 3 through 5 in the visual impairments category (compared to the national total) to three factors. First, the definition of visual impairments in Texas is a functional definition, based on educational need and not on an acuity number (e.g., some states include only children with acuities of 20/200 or less). Using a functional definition may lead to higher identification of students. Second, because it is the local school districts, in conjunction with the state's early intervention agency, that serve children with visual impairments from birth, these children are already part of the education system when they reach age 3. This may positively affect child-find efforts. Third, the state feels it has a strong networked service delivery system with effective technical assistance and training to districts in regard to identifying and serving young children with visual impairments. With this support, districts may be more able (and willing) to identify children with visual impairments.

**Utah**—The state attributed the decrease in the number of children ages 3 through 5 with visual impairments to the reclassification of many children previously reported in the visual impairments category as having multiple disabilities.

The state attributed the increase in the number of children ages 6 through 9 with developmental delay to the fact that the category has only been used by the state for 2 years, and it has not had time to stabilize.

The state attributed the increase in the number of children ages 6 through 21 with autism to better diagnosis and identification of the disorder by school personnel. In addition, the state hired an autism specialist who has extensively trained school personnel across the state. Each district now has a training team for autism.

**Washington**—The state attributed the increase in the number of children ages 6 through 21 with autism to continued outreach programs, better diagnosis and identification of the disorder by school personnel and physicians, and improved training methods and assessments.

The state attributed the increase in the number of children ages 6 through 9 with a developmental delay to an increase in the state's upper age limit for this category from age 6 to age 9.

**Wisconsin**—The state attributed the increase in the number of children ages 6 through 21 with autism to better diagnosis and identification of the disorder by school personnel and physicians and improved training methods and assessments.

## Tables AB1-AB10: Educational Environments

**Alabama**—The state attributed the increase in the number of children ages 3 through 5 served in the part-time early childhood/part-time early childhood special education category to district-level improvements in the transition of children from Part C to Part B.

The state attributed the decrease in the number of students ages 6 through 21 served in public residential facilities to a concerted effort to place students with disabilities in regular classrooms.

**California**—The state attributed the increase in the number of children ages 6 through 21 who received special education outside the regular class less than 21 percent of the day to an increase in the number of special education students being placed in less restrictive environments.

**Illinois**—The state noted that some of its definitions do not match federal definitions for time outside the regular classroom. Illinois tracks time outside the classroom in two categories: from 1 to 49 percent of the school day and more than 50 percent of the school day. Illinois did not provide a crosswalk of how they report these data.

**Kentucky**—The state attributed the decreases in both the early childhood setting and the early childhood special education setting and the increase in the part-time early childhood/part-time early childhood special education setting to district training on educational environments. Districts have been trained to report students who have any amount of time in both programs in the part-time early childhood/part-time early childhood special education category. Previously, many districts reported students as either full-time early childhood or full-time early childhood special education setting based on percentages similar to those used in the placement categories for students ages 6 through 21.

The state attributed the increase in the separate school environment to three specific districts, two of which had new special education directors.

**Missouri**—The state reported that the increase in part-time early childhood special education is due to a change in the crosswalk from the school-age educational environment categories to the early childhood categories used for kindergarten students.

**Montana**—The state has a statute that allows school districts to identify children ages 3 through 5 under the category “child with disabilities,” without specifying a disability category. This year about 72 percent of the students in this age group were reported by disability. The state used the reported disability for the 72 percent to impute disability for the remaining 28 percent. In previous years, the state imputed disability for 3- to 5-year-olds using the disability distribution for 6-year-olds.

Montana provided unduplicated, rather than duplicated, counts of children with disabilities served in correctional facilities and enrolled in private schools not placed or referred by public agencies. The state will correct this error for the 2001-02 educational environments data.

**Nebraska**—The state reported that 67 students served in private residential facilities were counted in other educational environments.

**New York**—The state reported that school-age (kindergarten) students with disabilities who are 4 to 5 years old are not reported on the educational environments table.

**North Carolina**—The state does not collect race/ethnicity data for children enrolled in private schools, not placed or referred by public agencies.

**Ohio**—The state increased the number of placement options from the 10 used during the 1999-2000 school year to 23 for the 2000-01 school year. The state attributed the changes in the number of children served in some of the educational environments for 6- through 21-year-olds to this change in reporting categories.

**Oregon**—The state considers children who are 5-years-old on September 1 to be school age and includes them in the count of 6- through 21-year-olds. The state counts children who turn 5 after September 1 in the 3-through-5 age group.

The state attributed the decrease in the number of children ages 3 through 5 in part-time early childhood/part-time early childhood special education settings to one program in the state that changed how it coded children. This program had 171 students in this category during the previous year, and none in the category for 2000-01. The program increased the number of children reported in early childhood special education. The state is providing additional training to all contractors to improve data quality in the upcoming year.

The state attributed the increase in the number of children ages 6 through 21 in public residential facilities to the expanded Youth Correction Education Program in Oregon. Within the past 3 years, five youth correctional facilities and one “boot camp” opened, bringing the state total to 13 facilities. The overall student population served in these facilities, previously capped at 513 students, was raised to around 1,100 statewide. The cap is increased gradually as facilities fill. Many students in Oregon Youth Authority have been previously determined IDEA eligible and were served while in public school (estimates range from 40 percent to 64 percent). In addition, the state reported that 73 students in this category were most likely miscoded by LEAs. The state is working with LEAs to correctly code students in the future.



**Puerto Rico**—The state attributed the changes in the number of students served in various educational environments to population growth and to the state’s special education policies. Educational environments are based on children’s individual needs and are reevaluated every year. Therefore, the same child may move in and out of different educational environments each year based on need.

**Texas**—The state noted that some of its definitions do not match federal definitions for the amount of time spent outside the regular classroom. When Texas cross-walked state categories into federal categories, many students were counted as spending more time outside the regular classroom than they actually did. The following categories were affected: (1) special education outside regular class less than 21 percent of day, (2) special education outside regular class at least 21 percent of day and no more than 60 percent of day, and (3) special education outside regular class more than 60 percent of day. The definition of the mainstream instructional arrangement in Texas includes only those students who receive their full instructional day in a general education setting with special education support. Specific data about students receiving “pull-out” services for less than 21 percent of the day are unavailable; therefore, many students who could be reported in category 1 were reported in category 2. The Texas definition of self-contained classroom includes students who spend 50 percent or more of their school day outside the regular classroom, whereas the federal definitions use 60 percent as the cutoff. Students in Texas who are outside the regular classroom for 50 percent to 60 percent of their instructional day were included in category 3. Texas revised its data collection system and will more accurately capture data related to federal categories for the 2001-02 school year.

Texas state law mandated a change in the collection of data in several environments. Three state categories—self-contained, separate campus, multidistrict class, and community class—were collapsed into one “off home campus” environment. Students served in these environments were previously reported in the public separate facility and separate class environments. In the 2000-01 count, these students were all reported to OSEP in the public separate facility category. As a result, the number of children reported in public separate facilities is higher than the number of students actually served in this environment.

The state does not collect race/ethnicity data for children enrolled in private schools, not placed or referred by public agencies.

**West Virginia**—The state attributed the decrease in the number of children ages 3 through 5 served in part-time early childhood/part-time early childhood special education environments to a change in data collection methodology. The 1999-2000 data collection was the first year that districts used the new definitions and codes for reporting children ages 3 through 5; however, some districts did not update the definitions and codes until 2000-01. The state believes that data collected this year are more accurate.

## Tables AC1-AC3: Personnel

**Alabama**—The state attributed the decrease in the number of counselors to a drop in school enrollment.

**Arizona**—The state attributed the increase in LEA supervisors/administrators to an increase in population at charter schools.

Arizona attributed the increase in the number of physical therapists to LEAs that contract with private companies to provide the service.

The state attributed the increase in the number of not fully certified interpreters to a shortage of fully certified interpreters. Due to the shortage, the state has hired more interpreters who are not fully certified.

**Arkansas**—The state counts personnel who provide speech services as special education teachers rather than related services personnel.

**California**—The state attributed the increase in nonprofessional staff to a change in the data collection. Recent state legislation has resulted in general policy changes in the state educational system and has changed the way some personnel data are collected and reported.

**Connecticut**—The state changed how it reports kindergarten personnel. For the 2000-01 educational environments table, it reported kindergarten teachers in the count of teachers serving children ages 3 through 5. Last year, the state reported kindergarten teachers in the count of teachers serving ages 6 through 21.

The state attributed the decrease in the number of teacher aides to a decrease in the special education population, budget cuts, and aides obtaining teaching certification.

Connecticut did not report physical education or vocational education teachers because it was unable to distinguish staff serving special education students from staff serving general education students. However, the state provided data for school psychologists and social workers serving both populations.

**Illinois**—This is the first year that the state reported school psychology interns as fully certified, based on state requirements.

Illinois does not collect personnel data for staff in nonpublic schools.

Illinois does not collect personnel data by ages served. Data reported for children ages 3 through 5 include personnel who only serve early childhood or preschool students. The state reported other personnel serving ages 3 through 5 as serving children ages 6 through 21.

Illinois does not collect full-time equivalency data for personnel working in home or hospital environments, and therefore these personnel have been omitted from the data. Local school districts reported 3,095 people working in home and hospital settings.



**Kentucky**—The state attributed the increase in the number of fully certified interpreters to a new certification credential rather than an increase in the number of interpreters.

The state attributed the increase in other professional staff to increased federal funds that provided districts the opportunity to enhance services in many areas and to employ greater numbers of certified professionals to deliver these services.

**Maine**—The state counts personnel who provide speech services as special education teachers rather than related services personnel. The decrease in the number of personnel who provide speech services is due to an error on last year's count, when the state double counted these personnel.

**Minnesota**—The state attributed the increase in the number of occupational therapists to a change in how the state counts Certified Occupational Therapy Assistants (COTAs). In 2000-01, COTAs were included in the occupational therapists category. Previously, they were counted in the other professionals category.

The state attributed the increase in the number of supervisors/administrators to districts counting coordinators and due process facilitators in this category. Previously, these personnel had been counted as lead teachers.

Minnesota noted an increase in the number of charter schools but reported a high level of noncompliance with reporting data for these schools.

**Missouri**—The state attributed the increase in the number of speech pathologists to a movement from speech/language therapists as the primary provider for early childhood special education to speech/language services being provided as a related service.

The state reported that the increase in other professional staff may be due to a change in the reporting method used to count full-time equivalents in the professional staff categories.

**New Mexico**—The state reported professional personnel from the New Mexico Department of Education for the first time in this year's personnel data.

The state reported that the New Mexico Department of Education is no longer the licensing authority for speech pathologists and audiologists. Data were not provided for these categories before data were finalized for the annual report to Congress.

**North Carolina**—The state attributed the decreases in many personnel categories to budget deficits during the 2000-01 school year. North Carolina school systems failed to fund a significant number of special education personnel. In addition, changes from the previous year's count in five categories (work study coordinators, recreation therapists, physical therapists, other professional staff, and nonprofessional staff) are due to a database error in last year's count.

The state attributed the increase in the number of physical therapists to contracts with school systems that have resulted in full-time positions across North Carolina.

North Carolina counts speech pathologists as special education teachers rather than related services personnel.

**Oregon**—Oregon was unable to explain the year-to-year increases in the number of physical education, occupational therapy, diagnostic and evaluation, and other professional staff on the personnel table but reported that they are consistent with preliminary data for 2001-02.

**Virgin Islands**—The Virgin Islands attributed the increase in the number of fully certified counselors in 2000-01 to an error in last year's table. Last year, St. Croix district counselors were erroneously omitted from the personnel table.

**Virginia**—The state reported speech pathologists only in the count of special education teachers. No speech pathologists were counted in the related services personnel count.

**Wyoming**—The state reported that data for the personnel count were from the October count. The previous year's data were from end-of-year counts.

## Tables AD1-AD4: Exiting

**Alabama**—The state attributed the increases in the number of students exiting special education in the moved, known to be continuing category and the decrease in the reached maximum age category to improvements in its data collection methodology (see vol. 2).

**Arizona**—The state attributed the increase in the number of students reported in the moved, not known to be continuing category to incorrect data. The state noted that it is difficult to collect and report clean data in this category but believes this will change in 1 to 2 years when the new student accountability information system is in place (see vol. 2).

Arizona does not use the exit category received a certificate-of-completion.

**California**—The state attributed the decrease in the number of children reported in the moved, not known to be continuing category to a change in the data collection methodology. The state is now forcing school districts to do a better job of tracking students in the two moved categories.

**Colorado**—Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

**Connecticut**—In the past few years, many students were counted in the no longer receives special education category because of a change in the state eligibility guidelines. This change meant that many students were no longer eligible for special education. These new eligibility guidelines particularly affected students with specific learning disabilities. This year, there was a decrease in the total number of students who left special education services, as well as a decrease in the number of students with specific learning disabilities who left special education services. The state believes this is because the data have begun to stabilize.

**District of Columbia**—The District of Columbia reported that it did not report any students in the no longer receives special education services exit category because it does not collect these data.

**Georgia**—The state attributed the increase in the number of students in the moved, known to be continuing category to better tracking of transient students in its database.

**Guam**—Guam does not use the exit category received a certificate-of-completion.

**Hawaii**—The state attributed the increase in the number of students with speech or language impairments who are no longer receiving special education services to better training of teachers regarding eligibility for this category under IDEA. As a result of this training, students were identified differently, and many were taken out of all special education services and are now served under Section 504. The state reported that the change in how students are identified also resulted in an overall increase in the number of students exiting special education and an increase in the number of Asian/Pacific Islanders exiting. Many of the students now served under 504 rather than IDEA are of Asian/Pacific Islander descent.

The state attributed the decrease in the number of students with specific learning disabilities who received a certificate to the large number of students from this category who exited special education due to state efforts to place students in the least restrictive environments or to mainstream them.

Hawaii reported that its data were captured from the Integrated Special Education Database (ISPED), a fairly new system. As improvements are made in ISPED, the state expects the data to become increasingly accurate. The Special Education Section also plans to resume the practice of verifying data with districts. This practice was curtailed this past year due to difficulties with matching information from different databases.

**Idaho**—Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

The state reported that it awards the same diploma to all students, regardless of whether the diploma is earned by meeting regular graduation requirements or IEP requirements.

**Kansas**—The state does not use the exit category received a certificate-of-completion.

**Massachusetts**—The state does not use the exit category received a certificate-of-completion.

**New Jersey**—The state does not use the exit category received a certificate-of-completion.

**Ohio**—The state noted that the number of children reported as reached maximum age is incorrect. Most of the students reported have clearly not reached maximum age pursuant to state law because they are under 21 years old.

The state does not use the exit category received a certificate-of-completion.

**Oklahoma**—The state does not use the exit category received a certificate-of-completion.

**Texas**—Each fall, the state collects exiting data for the previous year. Data reported for school year 2000-01 are actually for students exiting in 1999-2000. Due to a different timeframe for the

collection of disability data and exiting data, 5,912 records did not have disability data for exiting. Disability was imputed for these students using the disability distribution for known cases. Disability information for the entire school year will be available for the exiting report of 2000-01.

Texas does not use the exit category received a certificate-of-completion.

**Vermont**—Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

**Wisconsin**—Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

The state reported that the number of Asian/Pacific Islanders collected by one school district is incorrect.

## Tables AE1-AE4: Discipline

**Alabama**—The state attributed the increases in the unduplicated count of children and the number of children subject to unilateral removal by school personnel for drug and weapon offenses to improvements in data collection and reporting.

**California**—The state attributed the increase in the unduplicated count of children removed for any reason (subject to unilateral removal for drug or weapon offenses and/or removal by hearing officer determination regarding likely injury and/or long-term suspension/expulsion) to a coding error in the data reported last year (1999-2000 table). This error resulted in an undercount of children. The state made changes to the data system this year to correct the problem.

**Connecticut**—The state noted that there has been an overall increase in the reporting of short- and long-term suspensions for students in both regular and special education from 1999-2000 to 2000-01. The state attributed this increase to improved data reporting and accuracy and schools more consistently following state requirements for reporting disciplinary offense information.

**District of Columbia**—The state reported that it did not report any students in the removal based on a hearing officer determination of likely injury because it does not collect these data.

The District of Columbia also noted that its unduplicated count of children is incorrect. It is in the process of collecting the correct numbers and will resubmit a corrected revision in the near future.

**Georgia**—The state attributed this year's increase in the unduplicated count of students to errors in the 1999-2000 data.

The state attributed the decrease in the number of children subject to unilateral removal by school personnel to a change in disciplinary policy. The state makes a concerted effort to only remove students when the student's conduct calls for it.

**Idaho**—The state attributed the decrease in the number of acts pertaining to hearing officer removals to a change in data collection methodology. In the past, the data collection differed from the OSEP reporting instructions. This year, the state followed OSEP instructions and reported only the number of acts leading to the 11<sup>th</sup> day of suspension, rather than reporting all accumulated acts throughout the year (as some districts had in the previous year).

**Maine**—The state attributed the decrease in the number of children subject to unilateral removal by school personnel for drug and weapons offenses to an overall decline in offenses for the entire school population. Many schools in Maine now have police officers on duty during the school day. Drug and weapons checks are randomly conducted by police officers, police dogs, and school staff.

The state attributes the decline in the number of students removed by a hearing officer to a change in data collection methodology. The state has emphasized that only a hearing officer trained in special education law should remove a student. In addition, this is only the second year that the state has collected the data, and some of the LEAs are still confused by the form.

**Michigan**—The state reported that a new department, the Center for Educational Performance and Information, was responsible for collecting discipline data for the first time during 2000-01. Due to the transition to a new department, Michigan notes that it is now most likely underreporting suspension data.

**Minnesota**—The state attributed the increase in unduplicated count of students removed for any reason (subject to unilateral removal for drug or weapon offenses and/or removal by hearing officer regarding likely injury and/or long-term suspension/expulsion) to more accurate data and additional data checks of individual student records. Most of this increase was in the short-term suspension category.

**Missouri**—The state attributed the significant year-to-year decreases in several discipline categories to a change in reporting methods. This year, Missouri districts reported all suspensions and expulsions on an incident basis, and the data were then compiled at the state level. In the past, each district compiled its own data for the OSEP report.

**Montana**—The state attributed the substantial increase in the number of students subject to unilateral removal by school personnel for drug or weapons offenses to more accurate data collection and interpretation. The way the state analyzes and interprets the data was revised.

**Nevada**—The state attributed the increase in the number of students subject to long-term suspensions to districts increasingly adopting “zero tolerance” policies for student conduct. In addition, districts are becoming more knowledgeable about compliance with federal laws and regulations.

**New Jersey**—The state attributed the significant increases in many discipline categories from 1999-2000 to 2000-01 to a change to a new web-based application in 1999-2000. This year the data are more complete. Last year, the reporting districts were unfamiliar with the system. The state expects less variation from year to year in the future.

**Rhode Island**—The state was unable to report some disability information on the discipline table because of the way the state collects these data. Rhode Island uses separate databases for its child count and discipline data and does not have a unique student identification number that links the two. Disability information is not part of the discipline data collection system.

**Utah**—The state attributed the increases in the number of students subject to short-term suspensions and removals by school personnel for drug and weapons offenses to the state’s “zero tolerance” policies.

**Vermont**—The state reported that the unduplicated count of children removed for any reason (subject to unilateral removal for drug or weapon offenses and/or removal by hearing officer regarding likely injury and/or long-term suspension/expulsion) on the discipline table is incorrect. The state will be unable to provide a correct unduplicated count for this year.

**West Virginia**—The state attributed the decrease in the number of students subject to unilateral removal by school personnel for drug or weapons offenses to mistakes in last year’s data. In the past, districts reported students as unilaterally removed for drugs and weapons offenses when they were actually removed for other reasons. This was corrected on the 2000-01 report.

**Wisconsin**—The state noted that this was the first year that information on the number of acts pertaining to hearing officer removals was collected. Therefore, comparisons between this year’s data and last year’s data are meaningless.

# Data Notes for IDEA, Part C

Note: Table numbers given below refer to tables in vol. 2 of this report.

## Table AH1: Counts of Infants and Toddlers Served

**Alaska**—Race/ethnicity was imputed for 99 children. The child count for 2- to 3-year-olds includes 49 children over the age of 3.

**California**—Although the state serves at-risk children, it did not submit data on the number of at-risk children served in the 2001 child count. Due to the time lag between when a delay is identified and when this information is updated in the state's data system, the state is no longer able to distinguish the at-risk population from other Early Start consumers.

**Indiana**—The reported child count is not complete. The state expects to revise the count in the future.

**Iowa**—The state reported a 15 percent increase in the child count as a result of improved Child Find and improved data reporting as a result of modifications to the computerized information system.

**Nevada**—The state attributes the decrease in the number of children served to unfilled direct service positions and/or frozen positions for direct service personnel. These staff shortages have resulted in a waiting list. Nevada is unable to serve all of the children with disabilities that it has identified. In addition, as a result of a change in state policy, Nevada no longer serves children who are at-risk.

**New Hampshire**—The slight decline in the child count reflects a change in reporting methodology. Last year, the count was based on survey information that was not completely accurate. The state believes this year's data are correct.

**Rhode Island**—The state imputed race/ethnicity for 122 infants and toddlers using the known distribution. They also counted some children (2.6 percent of total count) who had turned age 3 in the 2-to-3 age category.

**Washington**—The state did not report race/ethnicity for 214 children whose race/ethnicity was unknown.

## Table AH3: Early Intervention Service Settings

**Alabama**—The decline in the number of infants and toddlers in programs designed for children with developmental delays or disabilities, the decline in the service provider location, and the increase in the number reported in the home setting category are the result of Alabama's move to serve children in more natural environments.



**Florida**—The change in the number of children reported in the settings categories for 2000 is a result of a change in how the state classifies a child who receives services in a variety of settings. Prior to 2000, Florida assigned the child's setting/location based on the initial service location data in the Florida Early Intervention Program data system. For the December 2000 data, each child's service setting was determined based on a hierarchy of settings.

**Illinois**—The increase in the number of children served in almost all the settings is the result of caseload growth during the 2000-01 reporting period. This was reflected in the 2000 child count. The state continued implementation of a new front-end data system, so the data are also clean.

**Kentucky**—Kentucky only determines whether the program setting is home or community based versus office or center based. Because all children may receive services in multiple settings, when the state reports data to OSEP it assigns the service provider location to all children not also served in the home or community setting.

**Missouri**—The decrease in the other settings category is a result of better identification of children's primary settings by the state. These improvements allow the state to assign the applicable OSEP settings category.

**New York**—The increase in children served primarily in the home environment is the result of the state's emphasis on the delivery of services in natural environments. This is also the explanation for the decrease in the number of children served in programs designed for children with developmental delays or disabilities.

The increase in the number of children served primarily at a service provider location or other setting is a result of guidance the state gave to counties regarding how to code specific settings into the OSEP data collection categories.

**Oklahoma**—The state attributes the increase in the other settings category to a mistake in the assignment of settings categories. Through technical assistance, the state encouraged data collectors to use the other settings category when serving children in natural environment settings other than the child's home or child care environments. The state is providing further assistance to data collectors so that they better understand each program settings category.

**Oregon**—The state reported that the bulk of the number of infants and toddlers served in the service provider location setting occurred in two regions of the state. These two regions account for most of the decrease in the number of children ( $N = -54$ ) in the programs for developmental delay category. According to Oregon, because of the similarity in the definitions of these two settings (either can serve a group of children with disabilities), they believe there was a clarification/interpretation made for these two sites. This accounted for the increase in the service provider location setting. They will train service providers in the accurate interpretation of these definitions this coming year.



**Rhode Island**—The state reported that the increase in the other settings category is related to how service settings are classified into this setting. In Rhode Island, the individualized family service plan (IFSP) form does not provide a space to define other locations. Providers define other on a service-rendered form (SRF) at the time the services are provided. However, the SRF has a different set of location codes that do not correspond with those on the IFSP. In the future, these codes will match, and providers will be asked to define other location on the IFSP. Until then, the other settings category is inflated (e.g., daycare was entered into an SRF under other location. It should be counted as a program designed for typically developing children). The location codes will be revisited and more clearly defined within the next 5 months. The state expects that the data for 2002 will be clearer.

### Table AH4: Early Intervention Program Exiting

**Alabama**—Because the state's definition of Part B eligibility does not match OSEP's definition, it was unable to distinguish between children determined to be Part B eligible with an IEP in place and children who had been referred to Part B. As a result, these children were reported in the eligibility not determined category.

The state also reports that the increase in the attempts to contact unsuccessful category is a result of more accurate reporting.

**Arizona**—Arizona has changed its data collection method for the information reported to OSEP. In previous years, the state retrospectively collected data for the previous year counts. Not all agencies collected the necessary information, or they were unable to submit data for the appropriate time period. Improved data collection efforts for reporting year 2000-01 resulted in better reporting of table counts.

**California**—The change in the number of children in the different basis of exit categories is the result of a revised consumer data system implemented in April 2000. California can now distinguish between children exiting early intervention because:

- the case was closed during eligibility determination (284);
- they moved out of state (147);
- they were withdrawn by parent (620); and
- attempts to contact were unsuccessful (583).

Previously, all of these reasons for exiting were counted in the completion of an IFSP prior to maximum age exit category.

The revised data system also reduces data reporting time lags and permits more comprehensive and timely identification of children exiting Early Start who are not Part B eligible and those who exit to other programs.

**Florida**—The increase in the number of children exiting from the Florida Part C program between 1999 and 2000 is the result of improvements in its reporting requirements beginning in 2000. The number of children reported as exiting Part C services in 1999 represents an underreporting of children. Now, because this information is a critical monitoring factor, the local agencies comply with the data reporting requirements.

**Idaho**—The decline in the number of children reported in the Part B eligibility not determined category is the result of Idaho's dedicating a considerable amount of the 2000 data collection year's effort to cleaning up this category.

Due to the lag time in paperwork catching up with the data entry process, the state reported that it will always have a small number of children whose exit status is undetermined. The state plans to keep that number down to 1 percent or 2 percent of the total exited count. It believes that the large number of children whose exit status is Part B eligibility not determined is an indication of a larger systemic problem concerning the child's transition process in the state.

**Missouri**—Missouri reports that the increase in the number of children exiting with no referral is because caseloads have increased. In addition, Part C personnel were not as successful in referring children ineligible for Part B to other programs.

**Nebraska**—Nebraska does not collect data for the following exit categories: not eligible for Part B, exit with no referrals, moved out of state, and attempts to contact unsuccessful.

**Nevada**—Nevada attributes the increase in the number of children in the Part B eligibility not determined category to the fact that no data tracking system accurately collects Part C to Part B transition information. The state's Part C program plans to provide technical assistance to programs to ensure correct coding for children transitioning to Part B.

**Pennsylvania**—The state attributes the increase in the category completion of IFSP prior to reaching maximum age to the state's now serving more children and increasing its public awareness program for early intervention.

It reports that the decrease in Part B eligibility not determined is a result of increased coordination efforts with the Part B program so that the state is able to establish eligibility earlier.

**Rhode Island**—When Rhode Island initiated a new data collection system in 2000, the discharge codes did not clearly reflect the OSEP reporting categories. Exit with referral and exit with no referral were not separate categories. As a result, all of these children were reported in the exit with no referral category. Late in 2000, the discharge codes were updated to break out the categories. Because Rhode Island mandates that all children exiting the system without completing IFSP goals must be referred, the state expects the number of exits with no referral to decline in the next reporting period.

## Table AH5: Early Intervention Services

**Arizona**—The state of Arizona changed its methods for collecting Part C data. In previous years, the state collected historical data from service agencies. Not all agencies could provide the information or they were unable to submit data for the appropriate time period. Revised data collection efforts for the reporting year 2000-01 resulted in better reporting of counts.

**Florida**—The change in the number and type of services provided to children reflects the variation in service needs of a cohort of children from year to year. The greatest change, in the other category, is a result of the state's including evaluations and assessments as services in 1999 and not including them as services in the count for 2000.

**Illinois**—The increase in the number of services provided in Illinois is the result of caseload growth during the 2000-01 reporting period. The state continued implementation of a new front-end data system, so the data are also cleaner.

**Minnesota**—The state does not collect services data by race/ethnicity.

**Missouri**—The state attributes the decrease in the family training category to improved staff training and to providing staff with a clearer definition of the service category. In the past, any informal directives or instruction provided to parents were counted under the family training category. Family training is now defined as a formal instructional course or training, and informal instruction to parents is no longer counted in the category.

There was also a change in the data reporting method for the 2000-01 data collection. An electronic collection was used, resulting in more timely and improved reporting. This in turn resulted in different and more accurate categorization of services. This is especially noticeable in the health services category, which shows a large decrease from last year. Services previously reported as health services are now reported in other categories.

The state no longer includes service coordination in the other services category as was incorrectly done in previous submissions. This accounts for the decrease in the other services category.

Changes have also been made to the methods of reimbursement for services provided in a natural environment. This change resulted in a decrease in reported transportation costs.

Vision services data have decreased because the state no longer counts vision screening services provided prior to Part C eligibility determination.

**Oklahoma**—In 2000, Oklahoma experienced a large increase in other early intervention services. This increase reflects a change in where the state reports child development specialists. In 1999, they were counted in the special instruction category. In 2000, they were counted in the other early intervention services category.

**Oregon**—Oregon reports that the increase in the number of other early intervention services provided is the result of collecting data on an increased range of other early intervention services for state use. Prior to 2000-01 the state reported relatively small numbers (approximately 20) of other early intervention services (e.g., orientation and mobility and autism services), and categories and definitions were changed. The 2000-01 data appear stable and represent an accurate count of other early intervention services from the state.

## **Table AH6: Early Intervention Personnel Employed**

**Alabama**—Alabama is unable to account for the decrease in total staff. These data are as reported from providers.

**Florida**—Changes in the number of providers enrolled in the Early Intervention Program reflect the changing array of individuals providing services to the birth through 3-year-old population. Overall, the Florida Early Intervention Program has made an effort to encourage and enroll more professionals as service providers.

**Illinois**—Illinois reported that the increase in the number of personnel employed is the result of caseload growth during the 2000-01 reporting period. The state also continued implementation of a new front-end data system, so the data are cleaner.

**Missouri**—The state reported that the decrease in number of other professional staff is a result of excluding service coordination from the count. In previous years, service coordinators were incorrectly included in the count of personnel.

**Nebraska**—Nebraska reports that the decline in the total number of full-time equivalent personnel reported by the state may be because they are now able to prorate the full-time equivalency based on caseload. This enables them to collect more accurate full-time equivalency data.

**New York**—The state explained that the increase in number of full-time equivalent personnel providing services is due to a change in the requirements for individuals providing services under contract to a provider agency. The New York City Early Intervention Program received approximately 6,500 applications from individuals for approval as an individual provider. If these individuals subcontract with or are employed by a provider agency, they may also be listed as a full-time equivalent on the agency's application or information updates.

**Ohio**—Ohio reported that the decline in the number of personnel is because these data are not representative of service providers across the state. Ohio is instituting a reporting tool to be used by all agencies/organizations providing services to the early intervention population. This survey will provide a more comprehensive report of personnel who provide services to early intervention children in Ohio.

**Oregon**—Oregon reported an increase in the number of paraprofessionals; the number of special educators and speech and language pathologists also increased. The state explained that the increases are not the result of a mistake or specific anomaly. However, they were unable to provide a specific explanation.

**South Dakota**—The state explained that the decrease in the total number of full-time-equivalent personnel employed is the result of newly established criteria for determining billable travel time. This change in criteria reduced the number of hours contracted and thereby reduced the number of full-time equivalents. The state is working on implementing changes to its data system that will help it distinguish between hours contracted and hours reimbursed. These changes should result in more accurate counts of full-time equivalents employed.

