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26th Annual Report to Congress
on the Implementation of the Individuals with
Disabilities Education Act, 2004
Vol. 1

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

Prepared by Westat for the
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U.S. Department of Education

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Contents

	<u>Page</u>
Data Sources Used in This Report	xxi
Introduction	1
Section I. The National Picture	
Infants and Toddlers Served Under IDEA, Part C	5
Trends in Numbers and Percentages of Infants and Toddlers Served	5
The Primary Service Setting of Children with Disabilities Served Under IDEA, Part C.....	8
Infants and Toddlers Exiting Part C of IDEA.....	9
Health of Infants and Toddlers Served	13
Children Ages 3 Through 5 Served Under IDEA, Part B	16
Trends in the Numbers and Percentages of 3- Through 5-Year-Olds	16
Educational Environments for Children Ages 3 Through 5	18
Students Ages 6 Through 21 Served Under IDEA, Part B	20
Trends in the Numbers and Percentages of Students Ages 6 Through 21 Served Under IDEA, Part B	20
School-Age Educational Environments.....	30
Access to the Regular Education Curriculum by Special Education Students	42
The Use of Instructional Grouping for Students with Disabilities	43
Grading Factors	47
Accommodations and Supports Provided to Students with Disabilities.....	48
Participation by Students with Disabilities in Classroom Activities	56
Performance of Students with Disabilities.....	63
Establishing Accountability Systems to Include Students with Disabilities	67
Postsecondary Goals.....	72
Trends in School Exiting and Transition	78
Personnel Training.....	82
Section II. The State Picture	
Introduction to State Tables	91
Alabama.....	92
Alaska	94
Arizona	96
Arkansas	98
California.....	100
Colorado	102
Connecticut.....	104

Contents (continued)

	<u>Page</u>
Delaware.....	106
District of Columbia.....	108
Florida.....	110
Georgia.....	112
Hawaii.....	114
Idaho.....	116
Illinois.....	118
Indiana.....	120
Iowa.....	122
Kansas.....	124
Kentucky.....	126
Louisiana.....	128
Maine.....	130
Maryland.....	132
Massachusetts.....	134
Michigan.....	136
Minnesota.....	138
Mississippi.....	140
Missouri.....	142
Montana.....	144
Nebraska.....	146
Nevada.....	148
New Hampshire.....	150
New Jersey.....	152
New Mexico.....	154
New York.....	156
North Carolina.....	158
North Dakota.....	160
Ohio.....	162
Oklahoma.....	164
Oregon.....	166
Pennsylvania.....	168
Puerto Rico.....	170
Rhode Island.....	172
South Carolina.....	174
South Dakota.....	176
Tennessee.....	178
Texas.....	180
Utah.....	182
Vermont.....	184
Virginia.....	186
Washington.....	188
West Virginia.....	190
Wisconsin.....	192
Wyoming.....	194

Contents (continued)

Page

Section III. Rank-Order Tables

Introduction to Rank-Order Tables	199
Table 3-1 Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school with a standard diploma, by state: 2001-02	201
Table 3-2 Number, percentage and difference from national baseline of students ages 14 and older with disabilities dropping out, by state: 2001-02.....	202
Table 3-3 Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school with a standard diploma, by state: 1997-98 through 2001-02, and percentage change 1997-98 to 2001-02	203
Table 3-4 Number, percentage and difference from national baseline of students ages 14 and older with disabilities dropping out, by state: 1997-98 through 2001-02, and percentage change 1997-98 to 2001-02	205
Table 3-5a Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood setting under IDEA, Part B, by state: Fall 2002.....	207
Table 3-5b Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood special education setting under IDEA, Part B, by state: Fall 2002.....	208
Table 3-5c Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in the home setting under IDEA, Part B, by state: Fall 2002	209
Table 3-5d Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a part-time early childhood/part-time early childhood special education setting under IDEA, Part B, by state: Fall 2002	210
Table 3-5e Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a residential facility under IDEA, Part B, by state: Fall 2002.....	211
Table 3-5f Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a separate school under IDEA, Part B, by state: Fall 2002	212

Contents (continued)

	<u>Page</u>
Table 3-5g	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an itinerant service outside the home setting under IDEA, Part B, by state: Fall 2002 213
Table 3-5h	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a reverse mainstream setting under IDEA, Part B, by state: Fall 2002 214
Table 3-6a	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 2002 215
Table 3-6b	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 2002 216
Table 3-6c	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 2002 217
Table 3-6d	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private separate schools under IDEA, Part B, by state: Fall 2002 218
Table 3-6e	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 2002 219
Table 3-6f	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 2002 220
Table 3-7a	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood setting under IDEA, Part B, by state: Fall 1998 through fall 2002 221
Table 3-7b	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood special education setting under IDEA, Part B, by state: Fall 1998 through fall 2002 222
Table 3-7c	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a home setting under IDEA, Part B, by state: Fall 1998 through fall 2002 223

Contents (continued)

	<u>Page</u>
Table 3-7d	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a part-time early childhood/part-time early childhood special education setting under IDEA, Part B, by state: Fall 1998 through fall 2002..... 224
Table 3-7e	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a residential facility under IDEA, Part B, by state: Fall 1998 through fall 2002 225
Table 3-7f	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services a separate school under IDEA, Part B, by state: Fall 1998 through fall 2002 226
Table 3-7g	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an itinerant service setting outside the home under IDEA, Part B, by state: Fall 1998 through fall 2002 227
Table 3-7h	Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a reverse mainstream setting under IDEA, Part B, by state: Fall 1998 through fall 2002 228
Table 3-8a	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 229
Table 3-8b	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 231
Table 3-8c	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 233
Table 3-8d	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private separate schools under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 235

Contents (continued)

	<u>Page</u>
Table 3-8e	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002..... 237
Table 3-8f	Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002..... 239
Table 3-8g	Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002..... 241
Table 3-8h	Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 243
Table 3-8i	Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002..... 245
Table 3-8j	Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 247
Table 3-8k	Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002..... 249
Table 3-8l	Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 251

Contents (continued)

	<u>Page</u>
Table 3-8m	Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....253
Table 3-8n	Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....255
Table 3-8o	Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....257
Table 3-8p	Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....259
Table 3-8q	Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....261
Table 3-8r	Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....263
Table 3-8s	Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....265
Table 3-8t	Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....267

Contents (continued)

	<u>Page</u>
Table 3-8u	Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....269
Table 3-8v	Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002.....271
Table 3-8w	Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....273
Table 3-8x	Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....275
Table 3-8y	Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....277
Table 3-8z	Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....279
Table 3-8aa	Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....281
Table 3-8bb	Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....283

Contents (continued)

	<u>Page</u>	
Table 3-8cc	Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002.....	285
Table 3-8dd	Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002	287
Table 3-8ee	Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002.....	289
Table 3-8ff	Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002	291
Table 3-8gg	Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002.....	293
Table 3-8hh	Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002	295
Table 3-8ii	Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002.....	297
Table 3-8jj	Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002	299

Contents (continued)

	<u>Page</u>
Table 3-8kk	Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....301
Table 3-8ll	Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....303
Table 3-8mm	Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....305
Table 3-8nn	Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....307
Table 3-8oo	Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 .....309
Table 3-8pp	Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002 .....311
Table 3-9	Number, percentage and difference from national baseline of infants and toddlers receiving early intervention services under IDEA, Part C, by age and state: Fall 2002 .....313
Table 3-10	Number, percentage and difference from national baseline of infants and toddlers (excluding children at-risk) receiving early intervention services under IDEA, Part C, by age and state: Fall 2002.....314

Contents (continued)

	<u>Page</u>	
Table 3-11	Number, percentage and difference from national baseline of infants and toddlers (excluding children at-risk) receiving early intervention services under IDEA, Part C, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002.....	315
Table 3-12a	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention services in programs designed for children with developmental delays or disabilities under IDEA, Part C, by state: Fall 2001.....	317
Table 3-12b	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in the home under IDEA, Part C, by state: Fall 2001	318
Table 3-12c	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in the hospital (inpatient) under IDEA, Part C, by state: Fall 2001.....	319
Table 3-12d	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in a service provider location under IDEA, Part C, by state: Fall 2001	320
Table 3-12e	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in programs for typically developing children under IDEA, Part C, by state: Fall 2001	321
Table 3-12f	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in a residential facility under IDEA, Part C, by state: Fall 2001	322
Table 3-12g	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in other settings under IDEA, Part C, by state: Fall 2001.....	323
Table 3-12h	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in natural environments under IDEA, Part C, by state: Fall 2001	324
Table 3-13a	Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in programs designed for children with developmental delays or disabilities under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	325

Contents (continued)

	<u>Page</u>
Table 3-13b Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in the home under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	326
Table 3-13c Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in the hospital (inpatient) under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	327
Table 3-13d Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention at a service provider location under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	328
Table 3-13e Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in programs for typically developing children under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	329
Table 3-13f Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in residential facilities under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	330
Table 3-13g Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in other settings under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	331
Table 3-13h Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in natural environments under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001	332

Appendix A. Data Notes for IDEA, Part C

Appendix B. Data Notes for IDEA, Part B

Tables in Section I

	<u>Page</u>
Table 1-1	Number of infants and toddlers receiving early intervention services under IDEA, Part C, and the percentage of population served: Fall 1994 through fall 2002.....5
Table 1-2	Risk ratios for infants and toddlers ages birth through 2 served under IDEA, Part C, by race/ethnicity: Fall 2002.....7
Table 1-3	Risk ratios for children ages 3 through 5 receiving special education and related services, by race/ethnicity: Fall 2002..... 17
Table 1-4	Disability distribution, by race/ethnicity, of students ages 6 through 21 receiving special education and related services: Fall 2002 .....26
Table 1-5	Percentage (risk index) of students ages 6 through 21 receiving special education and related services, by race/ethnicity and disability category: Fall 2002.....27
Table 1-6	Risk ratios for students ages 6 through 21 with disabilities, by race/ethnicity and disability category: Fall 2002.....28
Table 1-7	Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments, by disability category: Fall 2002.....33
Table 1-8	Ages and grade levels of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001 .....35
Table 1-9	Household characteristics of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001 .....36
Table 1-10	Past educational experiences of elementary and middle-school students with disabilities in language arts instruction, by instructional setting: 2001 .....37
Table 1-11	Instructional groupings used frequently with elementary and middle-school students with disabilities in language arts classes, by disability category and instructional setting: 2001 .....45
Table 1-12	Language arts class size and staffing for elementary and middle-school students with disabilities by demographic characteristics and instructional settings: 2001 .....51
Table 1-13	Participation in reading/language arts activities of elementary and middle-school students with disabilities, by disability category and instructional setting: 2001 .....57
Table 1-14	Functional abilities of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001 .....63
Table 1-15	Average scores and skill levels on NAEP reading assessment for students with and those without disabilities in grades 4 and 8: 2003 .....65

Tables in Section I (continued)

	<u>Page</u>
Table 1-16 Average scores and skill levels on NAEP mathematics assessment for students with disabilities and those without in grades 4 and 8: 2003.....	66
Table 1-17 Districts with various types of content standards for students with and without disabilities, by subject area: 1999-2000 and 2002-03	67
Table 1-18 States and districts that have developed written guidelines on the participation of students with disabilities in accountability systems: 2002-03.....	68
Table 1-19 States and districts that received and/or provided resources for assessment of students with disabilities: 2002-03	69
Table 1-20 Districts that used data on academic performance of students with disabilities for different purposes: 2002-03	70
Table 1-21 Districts that provided professional development on the participation of students with disabilities in assessments: 2002-03.....	71
Table 1-22 Students ages 14 and older with disabilities who graduated with a standard diploma: 1993-94 through 2001-02	78
Table 1-23 Students ages 14 and older with disabilities who dropped out of school: 1993-94 through 2001-02	80
Table 1-24 Students ages 14 and older with disabilities who graduated or dropped out, by race/ethnicity, 2001-02.....	81
Table 1-25 Degrees, certificates and endorsements received by OSEP-supported trainees previously employed as special education teachers: 2004	86

Figures in Section I

	<u>Page</u>
Figure 1-1	Number and age distribution of infants and toddlers served under IDEA, Part C, by age: Fall 1994 through fall 2002 6
Figure 1-2	Percentage of infants and toddlers with disabilities served in different early intervention settings: Fall 1996 and fall 2001 8
Figure 1-3	Percentage of children transitioning from IDEA, Part C, at age 3, by Part B eligibility status: 2001-02..... 9
Figure 1-4	Percentage of children exiting Part C of IDEA before age 3, by reason, 2001-02 10
Figure 1-5	Children transitioning from Part C of IDEA at age 3, by Part B eligibility status and race/ethnicity: 2001-02..... 11
Figure 1-6	Percentage of children exiting Part C of IDEA before age 3, by reason and race/ethnicity: 2001-02 12
Figure 1-7	Health status of children entering early intervention compared to the general population: 1998 13
Figure 1-8	Health ratings of children receiving early intervention at entry and 36 months: 2000 14
Figure 1-9	Change in health status of children receiving early intervention: 2002 15
Figure 1-10	Children ages 3 through 5 receiving special education and related services, by age: Fall 1992 through fall 2002..... 16
Figure 1-11	Percentage of children ages 3 through 5 receiving special education and related services, by educational environment: Fall 2002 18
Figure 1-12	Percentage of children ages 3 through 5 receiving special education and related services in each environment, by race/ethnicity: Fall 2002 19
Figure 1-13	Number and percentage of students ages 6 through 21 receiving special education and related services under IDEA, by age group: Fall 2002..... 20
Figure 1-14	Disability distribution for students ages 6 through 21 served under IDEA, Part B: Fall 2002 21
Figure 1-15	Percentage of the population receiving special education and related services because of specific learning disabilities, by age group: Fall 1992 through fall 2002 22
Figure 1-16	Percentage of the population receiving special education and related services because of other health impairments, by age group: Fall 1992 through fall 2002 23
Figure 1-17	Percentage of the population receiving special education and related services because of autism, by age group: Fall 1992 through fall 2002 24

Figures in Section I (continued)

	<u>Page</u>
Figure 1-18 Percentage of the population ages 6 through 9 receiving special education and related services because of developmental delay: Fall 1997 through fall 2002	25
Figure 1-19 Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 2002	30
Figure 1-20 Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 1993 through fall 2002	31
Figure 1-21 Percentage of students with disabilities receiving education and related services in different environments, by age group: Fall 2002	32
Figure 1-22 Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments, by race/ethnicity: Fall 2002.....	34
Figure 1-23 Instructional settings for secondary students with disabilities, by subject: 2001-02	38
Figure 1-24 Instructional settings for secondary students with disabilities, by disability category: 2001-02	39
Figure 1-25 Composition of average classes for secondary students with disabilities, by type of instructional setting: 2001-02.....	40
Figure 1-26 Performance levels of regular education academic classes in which secondary students with disabilities receive instruction, as reported by teachers: 2001-02.....	41
Figure 1-27 Enrollment in science and foreign language course(s) by secondary students with disabilities, by disability category: 2001-02	42
Figure 1-28 Instructional groupings used frequently for elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001	43
Figure 1-29 Instructional groupings for elementary and middle-school students with disabilities in language arts classes, by grade level and instructional setting: 2001	44
Figure 1-30 Frequency of different instructional groupings for secondary students with disabilities in regular education academic classes: 2001-02	46
Figure 1-31 Grading criteria reported by teachers to be “very important” when evaluating secondary students with disabilities, by instructional setting: 2001-02	47
Figure 1-32 Accommodations and modifications provided to elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001	48
Figure 1-33 Other learning supports provided to elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001	49

Figures in Section I (continued)

	<u>Page</u>
Figure 1-34 Extent of curriculum modification for secondary school students with disabilities in regular education academic classes: 2001-02	52
Figure 1-35 Services received by secondary students with disabilities from schools, by type of service: 2001-02	53
Figure 1-36 Social adjustment supports received by secondary students with disabilities, by type of support: 2001-02	54
Figure 1-37 Receipt of social adjustment supports in the form of mental health services and behavior management planning by secondary students with disabilities, by disability category: 2001-02.....	55
Figure 1-38 Participation in reading/language arts activities by elementary and middle-school students with disabilities, by instructional setting: 2001.....	56
Figure 1-39 Participation in classroom activities by secondary students with disabilities in regular education academic classes: 2001-02	59
Figure 1-40 Use of print materials by secondary students with disabilities in regular education academic classes and their classmates without disabilities: 2001-02.....	60
Figure 1-41 Educational experiences outside the classroom of secondary students with disabilities and other students taking regular education academic classes: 2001-02	61
Figure 1-42 Secondary students with disabilities in regular education vocational classes whose experiences are the same as those of other students in class: 2001-02	62
Figure 1-43 Secondary teachers' perception of the appropriateness of placement of students with disabilities in their regular education classes: 2001-02.....	64
Figure 1-44 Primary post-high-school goals of secondary students with disabilities: 2001-02	72
Figure 1-45 Secondary students with disabilities who have the goal of attending a two- or four-year college, by disability category: 2001-02	74
Figure 1-46 Age-eligible secondary students with disabilities taking college entrance exams, by disability category: 2001-02.....	75
Figure 1-47 Participation in job training and work-related activities by secondary students with disabilities: 2001-02.....	76
Figure 1-48 Secondary students with disabilities whose schools contacted outside agencies regarding post-high-school programs or services: 2001-02	77

Figures in Section I (continued)

	<u>Page</u>
Figure 1-49 Employment of OSEP-supported trainees prior to entering grant-supported training: 2004	83
Figure 1-50 Type of position held by OSEP-supported trainees employed in the field of education prior to entering grant-supported training: 2004	84
Figure 1-51 Credential status of OSEP-supported trainees employed as special education teachers prior to entering grant-supported training: 2004	85
Figure 1-52 Degrees, certificates and endorsements received by OSEP-supported trainees previously employed as special education teachers: 2004	87

Data Sources Used in This Report

The text and graphics contained in the *26th 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, their exiting from the program and personnel providing educational services to them.

Most of the DANS data used in vol. 1 are included in the tables in vol. 2. Tables and graphics that use DANS data from vol. 2 tables include a footnote referencing the specific table used. Other data in vol. 1 were generated directly from the DANS data repository. These tables and graphics reference DANS, but do not reference a specific table in vol. 2. DANS data are tabulated from the data collection forms; they are not published reports. Unless noted otherwise, the year spans in titles of figures and tables refer to school years.

Many of the source tables from vol. 2, as well as the Rank-Order tables in Section III of this volume, have a note indicating that the data included are as of July 30, 2003. This is because much of the Part B and Part C data included in this report are from snapshots of the database maintained by DANS. OSEP permits states to update data as necessary after original state submissions; however, snapshots are used to prepare analyses for the annual reports to Congress. The use of snapshots ensures that the data are not revised while the report is produced. It also ensures the accuracy of the presentation and analysis of data for the reports and facilitates the Department of Education review process for the reports. Certain other categories of data (exiting and discipline) are collected cumulatively over the course of a year.

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

Child Count	December 1, 2002
Program Settings	December 1, 2002
Early Intervention Services	December 1, 2001

Exiting	Cumulative, state-determined 12-month reporting period, 2001-02
Personnel	December 1, 2001

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

Child Count	December 1, 2002*
Educational Environments	December 1, 2002*
Exiting	Cumulative, state-determined 12-month reporting period, 2001-02
Discipline	School year 2001-02
Personnel	On or about December 1, 2001

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

In addition to using data from DANS, this report presents information from OSEP's National Assessment of the Implementation of IDEA; OSEP's Personnel Preparation Database (PPD); the National Center for Education Statistics (NCES); and the U.S. Census Bureau.

OSEP's National Assessment of the Implementation of IDEA

Many of the studies that make up OSEP's National Assessment of the Implementation of IDEA provided information 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); and
- Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA).

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.

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 2002 Parent Survey. Additional information from the study can be found on the project Web site: www.sri.com/neils/.

PEELS

The Pre-Elementary Education Longitudinal Study is another part of the National Assessment of IDEA. For PEELS, researchers are following over 3,000 children with disabilities as they progress through preschool and into their early elementary years. The children were 3 through 5 years old at the start of the study. Westat is conducting this study for OSEP. 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 are conducting 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 2004-05 and fall-winter 2005-06. Additional information about PEELS can be found at www.PEELS.org/.

SEELS

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

SEELS involves a large, nationally representative sample of students in special education who were ages 6 through 12 in 1999. Students were selected randomly from rosters of students in special education provided by local education agencies and state-operated special schools for the deaf and blind that agreed to participate in the study. Statistical summaries generated from SEELS will generalize to special education students nationally as a group, to each of the 13 federal special education disability categories and to each single-year age cohort. Data in this report are from the SEELS 2001 Parent and School Surveys. Additional information about SEELS can be found at 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 and in at least seventh grade in 2001. The study is collecting information over a nine-year period from parents, youths

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 those in their schools, school programs, related services and extracurricular activities;
- Describe the experiences of students once they leave secondary school, including those in 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 2001 School Survey. More information can be found at www.nlts2.org/.

SEEP

The Special Education Expenditure Project, being conducted for OSEP by the American Institutes for Research in Palo Alto, Calif., 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 (IEP).

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 expenditures 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, and 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 1999-2000 District and School Surveys. More information about SEEP can be found at <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, with Westat and SRI. 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 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 in this report are from the SLIIDEA District and School Surveys, 2001 and 2002-03. Additional information, published reports and data tables from SLIIDEA can be found at <http://www.abt.sliidea.org/>.

OSEP's Personnel Preparation Program (PPP)

OSEP's Personnel Preparation Program to Improve Services and Results for Children with Disabilities is one of the largest preservice grant programs in the U.S. Department of Education. To ensure that it is meeting the needs of children with disabilities and their families, OSEP collects data on the number of students trained to be special educators and related service providers and the grant outcomes (e.g., training completion, certification, employment in area supported by training). These data

allow OSEP to assess program effectiveness and efficiency and to meet the reporting requirements of the Government Performance and Results Act (GPRA).

Each year, grantees submit data on the students in their grant-supported training programs. Grantees provide data on student characteristics (e.g., age, race/ethnicity) and prior employment background when a student first enters into a grant-supported training program. Each year that a student participates in grant-supported training, the grantee provides OSEP with information on the student's current training (e.g., ages the student is training to serve, degree the student is pursuing) and employment during the current budget year. When the student exits the grant-supported training (by completing the program, dropping out or when the grant ends), the grantee completes information on the student's training status at exit (e.g., degree or certificate received) and employment at exit. Data in this report are from the Personnel Preparation Database, 2004. This database is not accessible by the general public.

National Center for Education Statistics (NCES)

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

NCES fulfills a congressional mandate to collect, collate, analyze and report complete statistics on the condition of American education; conduct 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.

Common Core of Data (CCD)

Additional data come from the NCES Common Core of Data. The CCD is the Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annually updated, 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 four outlying areas. Information from the CCD for 2001 and 2002-03 is from three surveys:

- U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.
- U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.
- U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

The surveys can be accessed at <http://nces.ed.gov/ccd/bat>. The 2002-03 local school districts, 2002-03 enrollment, and 2001 per pupil expenditure data can be derived from building a query on this Web site.

National Household Education Surveys Program (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. More information can be found at <http://nces.ed.gov/nhes/>.

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

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 has been developed under the sponsorship of NCES; the study is being conducted by Westat with assistance provided by Educational Testing Service (ETS). The ECLS-K is following a nationally representative cohort of children from kindergarten through fifth grade. The base-year data were collected in the fall and spring of the 1998-99 school year when the sampled children were in kindergarten. A total of 21,260 kindergartners throughout the nation participated.

The ECLS-K provides descriptive information on children's transition to school; their schooling and performance in the early grades; and the interaction of school, family and community. The four key issues addressed by ECLS-K are:

- School readiness;
- Children's transitions to kindergarten, first grade and beyond;

- The relationship between children’s kindergarten experience and their elementary school performance; and
- Children’s growth in math, reading and general knowledge in science and social studies and progress through elementary school.

The ECLS-K is a multisource, multimethod study that includes interviews with parents, the collection of data from principals and teachers and student record abstracts, as well as direct child assessments. Data in this report are from 1998-99 and 1999-2000. More information can be found in the Web site: <http://nces.ed.gov/ecls/Kindergarten.asp>.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress, 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.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades four, eight and 12. Data in this report are from NAEP 2003.

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 are: U.S. Bureau of the Census. Population data for 2002, accessed October 2003 from <http://www.census.gov/popest/datat/states/files/STCH-6R.CSV>. This file is now archived as <http://www.census.gov/popest/archives>.

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

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

The *2004 Annual Report to Congress* has two volumes. Volume 1 focuses on the children and students being served under IDEA and provides profiles of individual states’ special education environment. It contains three sections. Section I contains the child/student-focused material, presented in a question-and-answer format. It contains three subsections: infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; and students ages 6 through 21 served under IDEA, Part B. All information available about each group of children/students is presented in one section. Each subsection focuses on available results. To the extent possible, the data are presented through graphics, short tables[†] and bulleted text. Please note that throughout this report the terms “infants and toddlers with disabilities,” “children with disabilities,” and “students with disabilities” refer to recipients of services under IDEA, Parts C or B.

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

[†] A number of figures and tables refer to data for “the four outlying areas.” These areas consist of American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands.

Section II of the report contains state-level performance data. These state profiles, which provide 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 were a new feature of the 2003 annual report.

Section III presents tables of states rank-ordered by their reported data for exiting, dropout, educational environments, early intervention services and early intervention settings. OSEP uses these tables as part of its Continuous Improvement and Focused Monitoring System.

Volume 2 of the report contains the state-reported data tables developed 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.

Section I.

The National Picture

Infants and Toddlers Served Under IDEA, Part C

Trends in Numbers and Percentages of Infants and Toddlers Served

How many infants and toddlers receive early intervention services?

Table 1-1. Number of infants and toddlers receiving early intervention services under IDEA, Part C, and the percentage of population served: Fall 1994 through fall 2002

Year	Total served under Part C (birth through 2)		Birth-through-2 population in the 50 states and DC	Percentage ^a of birth- through-2 population receiving services under Part C in the 50 states and DC
	For the 50 states, DC, Puerto Rico and the four outlying areas	For the 50 states and DC only		
1994 ^b	165,351	160,889	11,704,510	1.4
1995	177,281	172,234	11,570,316	1.5
1996	186,527	181,504	11,382,432	1.6
1997	196,337	192,469	11,364,028	1.7
1998	187,355	184,362	11,273,933	1.6
1999	206,108	202,718	11,334,677	1.8
2000	232,810	229,150	11,485,257	2.0
2001	245,775	242,255	11,711,409	2.1
2002	268,331	265,145	11,950,413	2.2

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 6-1, 6-3 and C-2 in vol. 2. Population data for 1994 through 1999 are July estimates as of the date of the first release. These data are based on the 1990 Decennial Census. For 2000 through 2002, 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.

^aPercentage of population is calculated by dividing the number served under IDEA, Part C by the general U.S. population estimates for children in this age range for that year.

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

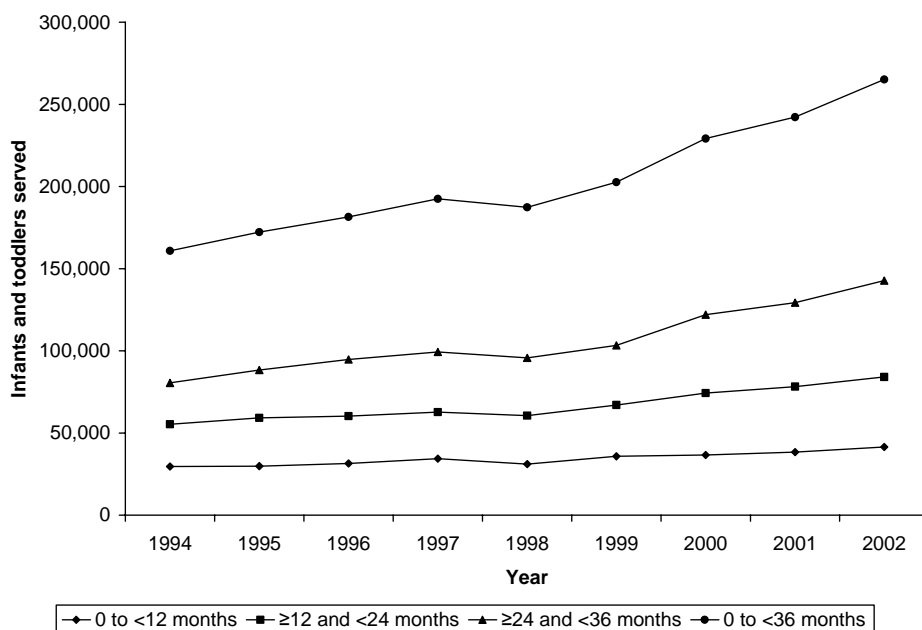
- On December 1, 2002, 268,331 children ages birth through 2 received early intervention services under IDEA, Part C. Of these, 265,145 received services in the 50 states and the District of Columbia; this number represents 2.2 percent of the birth-through-2 population in the 50 states and the District of Columbia.
- Between 1994 and 2002, the total number of children served under IDEA, Part C has increased steadily (with the exception of one year) from 165,351 to 268,331—an increase of 62.3 percent. The apparent decline in the number of children served in 1998 was the result of a data reporting problem in one state that year.

What percentage of the birth-through-2 population is served under IDEA, Part C?

- In the 50 states and the District of Columbia, the percentage of the birth-through-2 population receiving early intervention services under Part C increased steadily between 1994 and 2002, with the exception of one year (see note above about the one-year decline in 1998). On December 1, 1994, Part C served 1.4 percent of children ages birth through 2. By 2002, this percentage was up to 2.2 percent, a 57 percent increase.
- In 2002, 24 of the 50 states and the District of Columbia served at least 2.2 percent of their jurisdiction's birth-through-2 population under IDEA, Part C (see table 6-1 in vol. 2).

What is the distribution of ages for the children receiving early intervention services under IDEA, Part C?

Figure 1-1. Number and age distribution of infants and toddlers served under IDEA, Part C, by age: Fall 1994^a through fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-3 in vol. 2. Data are for the 50 states, DC, Puerto Rico and the four outlying areas.

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

- According to DANS data, in 2002, 53.2 percent of the children receiving early intervention services under Part C were 2 years old. The next largest age group served under Part C was 1-year-olds, who comprised 31.3 percent of the children served under Part C. Infants under age 1 year comprised 15.5 percent of Part C.

Over time, has the age distribution of children receiving services under IDEA, Part C changed?

- Since 1994, the number of children served under IDEA, Part C increased for all age groups. However, the largest increase was for 2-year-olds. The number of 2-year-olds served increased from 80,450 in 1994 to 142,757 in 2002—an increase of 77.5 percent. Birth through 1-year-olds increased 40.0 percent, and 1- to 2-year-olds increased 52.1 percent.
- In all years, 2-year-olds were the largest age group of children receiving early intervention services (48.7 percent of the total in 1994 and 53.2 percent of the total in 2002). Birth up to 1-year-olds were 17.9 percent in 1994 and 15.5 percent in 2002. One-year-olds were 33.4 percent in 1994 and 31.3 percent in 2002.

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

Risk ratios compare the proportion of a particular racial/ethnic group served under IDEA, Part C 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 for infants and toddlers ages birth through 2 served under IDEA, Part C, by race/ethnicity: Fall 2002

Race/ethnicity	Child count ^a	U.S. population, birth through 2 ^b	Risk index ^c	Risk index for all other ^d	Risk ratio ^e vs. all other children
American Indian/Alaska Native	2,533	106,129	2.39	2.22	1.08
Asian/Pacific Islander	11,796	509,374	2.32	2.21	1.05
Black (not Hispanic)	40,053	1,811,473	2.21	2.22	1.00
Hispanic	50,206	2,456,482	2.04	2.26	0.90
White (not Hispanic)	160,305	7,066,955	2.27	2.14	1.06
Race/ethnicity total ^f	264,893	11,950,413	2.22		N/A

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables C-6 and 6-8 in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates for 2002, based on the 2000 Decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

^aChild count is the number of children with disabilities in the racial/ethnic group, ages birth through 2. Data are for the 50 states and the District of Columbia.

^bData are for the 50 states and the District of Columbia.

^cRisk index was calculated by dividing the child count for the racial/ethnic group by the total number of children in the racial/ethnic group in the U.S. population, ages birth through 2.

^dRisk index for all other was calculated by dividing the child count for all the other racial/ethnic groups combined by the total number of children in the other racial/ethnic groups in the U.S. population, ages birth through 2.

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

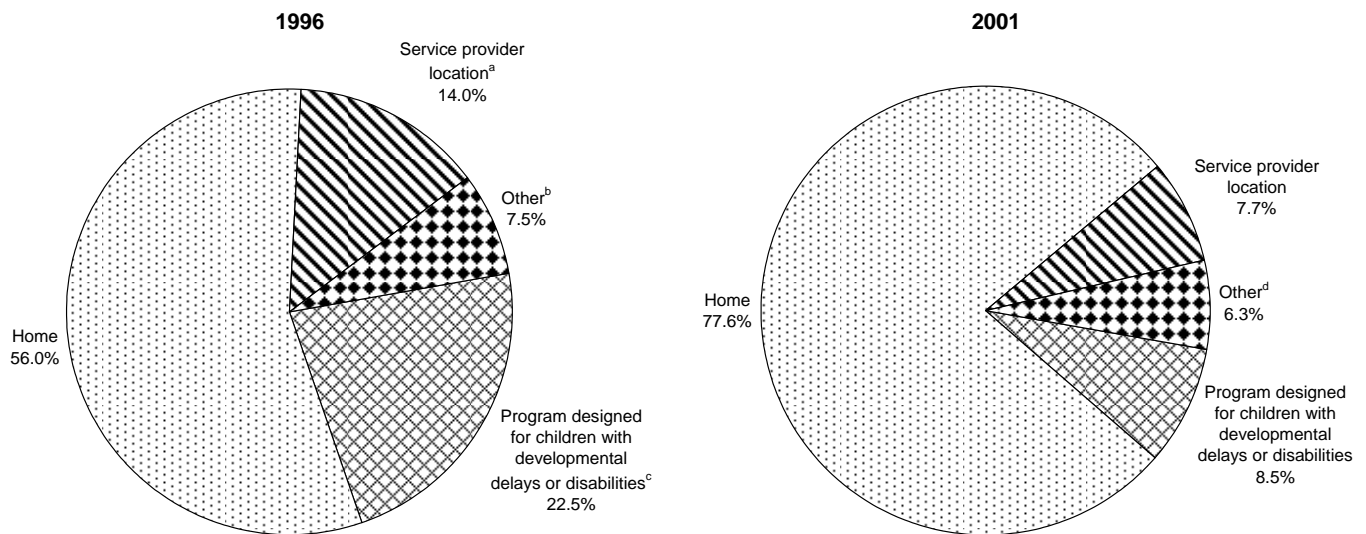
^fThe number of children reported by race/ethnicity does not match the total child count because race/ethnicity data are missing for some children.

- The risk ratios for all racial/ethnic groups are clustered around 1.0. Children in all racial/ethnic groups were about equally as likely to be receiving early intervention services.

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

What is the primary service setting in which infants and toddlers with disabilities received early intervention services?

Figure 1-2. Percentage of infants and toddlers with disabilities served in different early intervention settings: Fall 1996 and fall 2001



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-4 in vol. 2. Data are for the 50 states, DC, Puerto Rico and the four outlying areas.

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

^bIn 1996, the category “other” included programs designed for typically developing children (2.7 percent), residential facility (0.1 percent), hospital (0.8 percent), family child care (0.6 percent) and other (3.3 percent).

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

^dIn 2001, the category “other” included the settings program designed for typically developing children (4.2 percent), residential facility (0.1 percent), hospital (0.4 percent) and other (1.6 percent). Family childcare was not a service setting category in 2001 and therefore does not appear in the 2001 graph.

- Between 1996 and 2001, the percentage of infants and toddlers served primarily in the home increased from 56.0 percent to 77.6 percent. In the same time period, the percentage of infants and toddlers served primarily in programs for children with developmental delays or

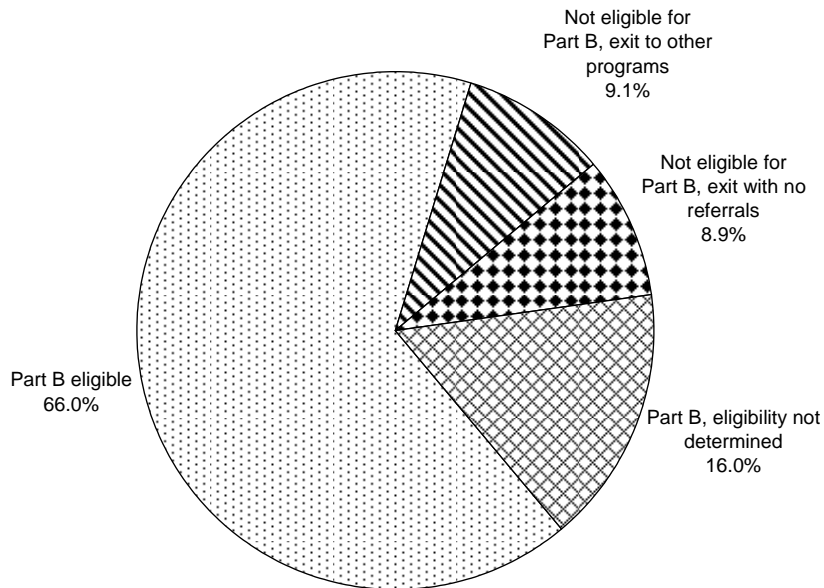
disabilities decreased from 22.5 percent to 8.5 percent. The percentage of infants and toddlers served primarily in a service provider location decreased from 14.0 percent to 7.7 percent.

- Overall, 82 percent of infants and toddlers received their early intervention services primarily in the home or in programs designed for typically developing children. Thirty-two states and outlying areas met or exceeded this national figure (table 3-13 in vol. 1, Natural Environments).

Infants and Toddlers Exiting Part C of IDEA

What is the Part B eligibility status of children exiting Part C at age 3?

Figure 1-3. Percentage of children transitioning from IDEA, Part C, at age 3, by Part B eligibility status: 2001-02^{a,b}



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-5 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

^aDoes not include children who exit Part C before age 3.

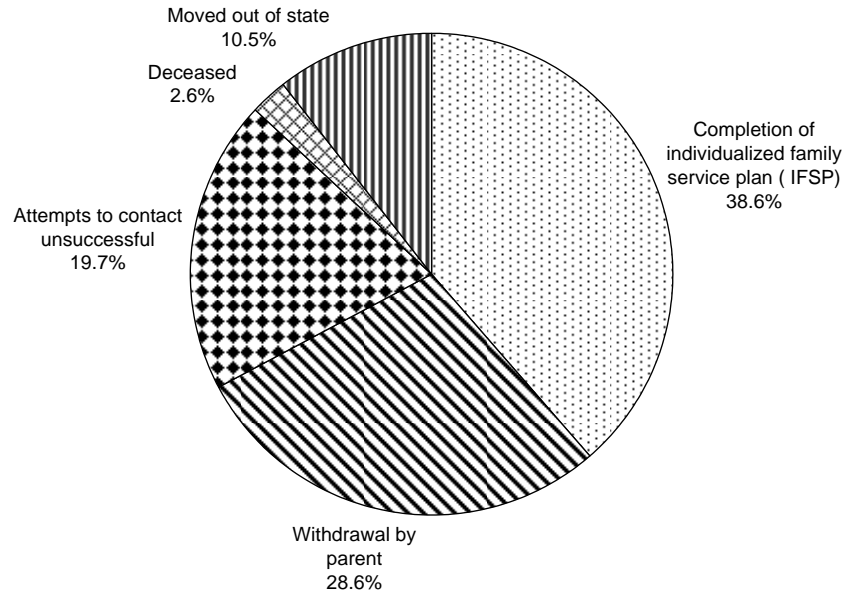
^bThis is a cumulative 12-month count.

- About two-thirds of Part C infants and toddlers were eligible for Part B services when they turned age 3 (66 percent). Some children exited Part C at age 3 without determination of their eligibility by those responsible for making determinations under Part B (16 percent). Four states had exceptionally high levels of children for whom eligibility for Part B services had not been determined when the children exited the Part C program at age 3—Illinois (35.6 percent), Kentucky (45.3 percent), New York (26.2 percent) and Texas (23.4 percent). These four states represented 65.2 percent of the total number of children in the United States for

whom eligibility had not been determined. Children ineligible for Part B services either exited with a referral to another program (9.1 percent) or left with no referral to another program (8.9 percent) (see table 6-8 in vol. 2).

Why do children under the age of 3 exit Part C?

Figure 1-4. Percentage of children exiting Part C of IDEA before age 3, by reason: 2001-02^a



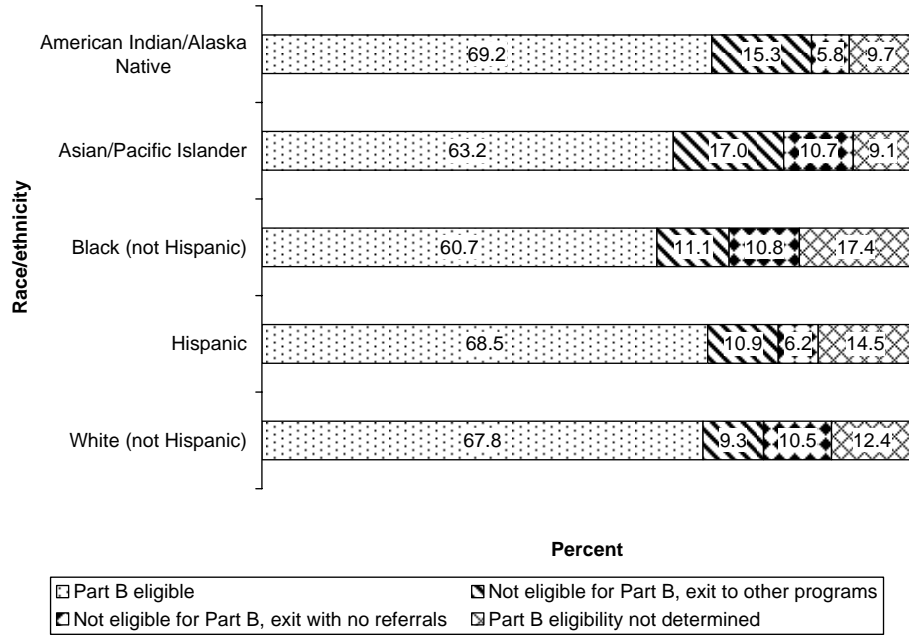
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-5 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

^aThis is a cumulative 12-month count.

- The largest group of infants and toddlers exiting Part C prior to age 3 (30,986) exited because they completed their IFSP and were no longer eligible for Part C services (38.6 percent). The next largest group (21,613) exiting Part C were withdrawn from Part C by their parents (28.6 percent).

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

Figure 1-5. Children transitioning from Part C of IDEA at age 3, by Part B eligibility status and race/ethnicity: 2001-02^{a,b}



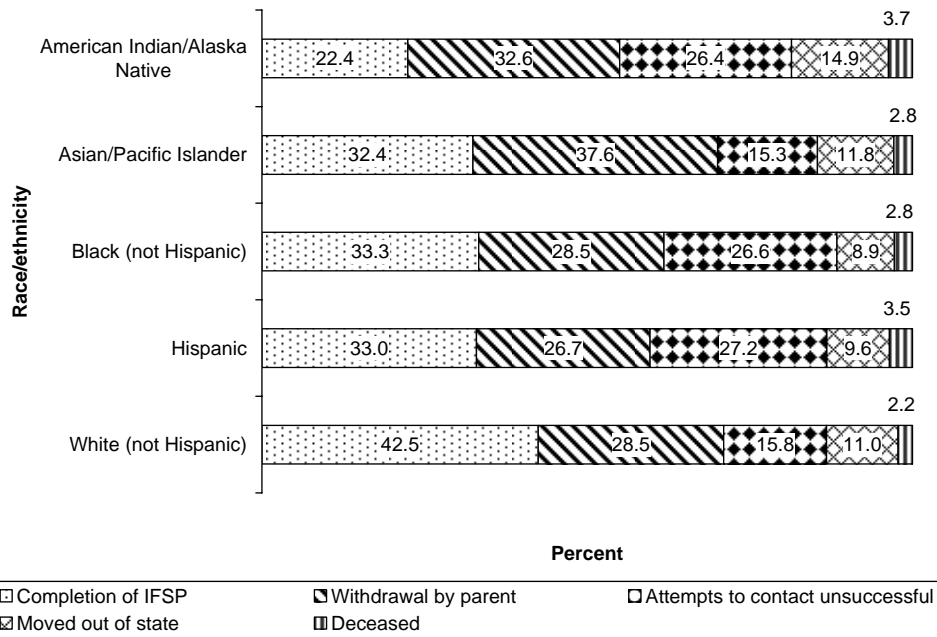
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-12 in vol. 2. These data are for 49 states, DC, Puerto Rico and the four outlying areas.

^aAs a result of a data-reporting anomaly, these data exclude New York.

^bThis is a cumulative 12-month count.

- Regardless of race/ethnicity, more than 60 percent children exiting Part C at age 3 were eligible for Part B services.
- Black children were more likely than other racial/ethnic groups to have their Part B eligibility undetermined (17.4 percent).

Figure 1-6. Percentage of children exiting Part C of IDEA before age 3, by reason and race/ethnicity: 2001-02^{a,b}



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 6-12 in vol. 2. These data are for 49 states, DC, Puerto Rico and the four outlying areas.

^aAs a result of a data-reporting anomaly, these data exclude New York.

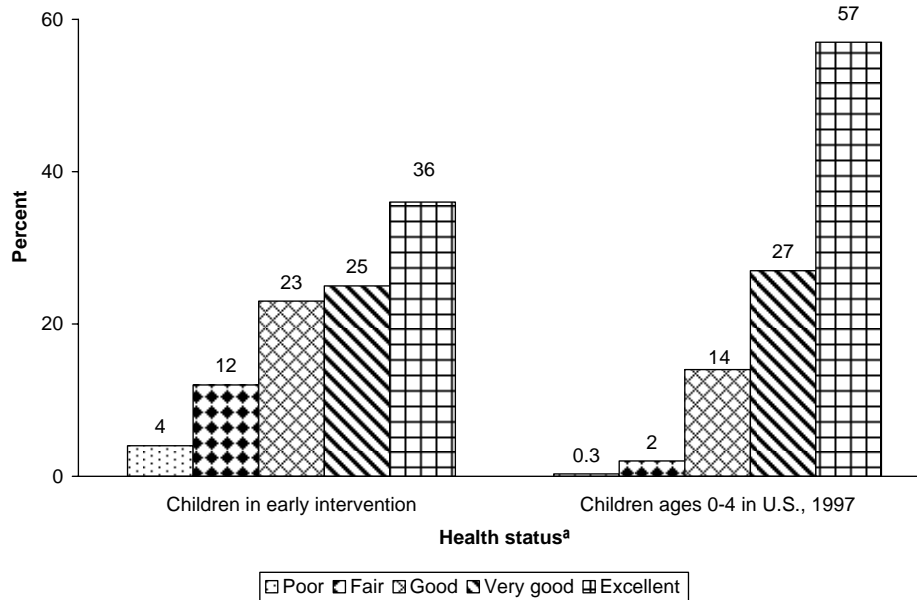
^bThis is a cumulative 12-month count.

- White children were more likely than children of other racial/ethnic groups to complete their IFSP prior to age 3 (42.5 percent). American Indian/Alaska Native children were the least likely to complete their IFSP prior to age 3 (22.4 percent).
- Asian/Pacific Islander children were more likely than children of other racial/ethnic groups to be withdrawn from Part C services by their parents (37.6 percent).
- Early intervention programs were least likely to lose contact (i.e., attempts to contact unsuccessful or moved out of state) with Asian/Pacific Islander (27.1 percent) and white children (26.8 percent).

Health of Infants and Toddlers Served

What is the health status of children receiving early intervention services?

Figure 1-7. Health status of children entering early intervention compared to the general population: 1998

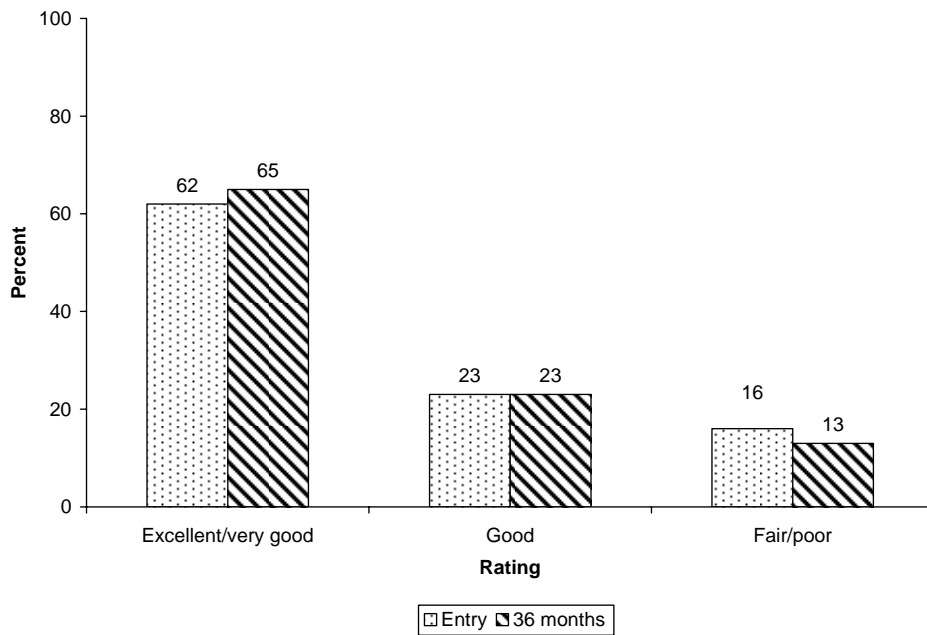


Sources: NEILS Parent Survey, 2002. NEILS findings are based on a nationally representative sample of 3,338 children who entered early intervention for the first time between September 1997 and November 1998; Bloom, B., and Tonthat, L. (2002). Summary health statistics for U.S. children: National Health Interview Survey, 1997. *Vital and Health Statistics, 10* (203). Hyattsville, MD: National Center for Health Statistics.

^aThe NEILS Parent Survey asked parents to rate the child's health compared to other children's (Excellent, Very Good, Good, Fair, Poor) at entry to early intervention. NHIS used this same rating system.

- At entry to early intervention, infants and toddlers receiving Part C services were in poorer health than children in the general population. Parents reported 16 percent of children receiving early intervention to be in poor or fair health compared to just over 2 percent of the general population.

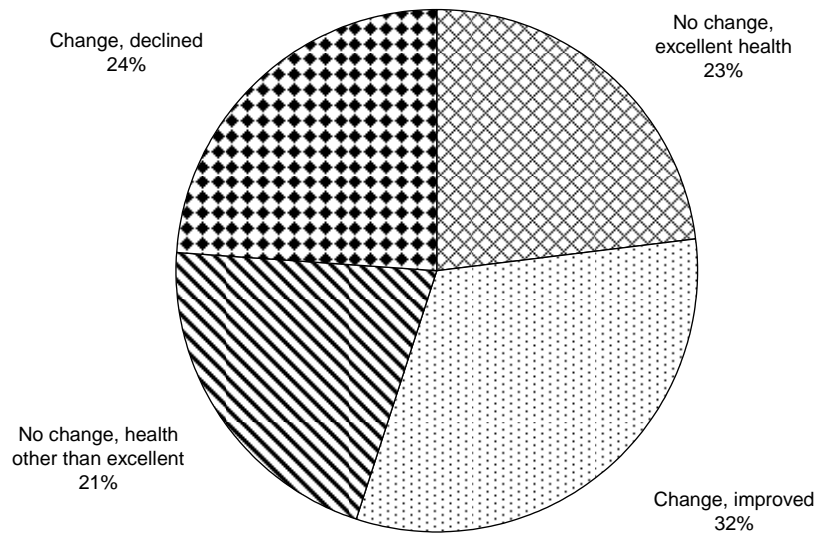
Figure 1-8. Health ratings of children receiving early intervention at entry and 36 months: 2000



Source: NEILS Parent Survey, 2002. NEILS findings are based on a nationally representative sample of 3,338 children who entered early intervention for the first time between September 1997 and November 1998. Data for children at 36 months were collected between 1998 and 2000.

- The proportion of early intervention recipients in fair or poor health when the children reached 36 months of age was similar to the proportion at entry: 16 percent at entry to early intervention services, compared to 13 percent at 36 months. While the percentages remain approximately the same, they do not necessarily represent the same children (see figure 1-9).
- According to the NEILS data and controlling for other factors, in general, the children in poorest health at 36 months of age were in poor health at entry, were from a racial/ethnic minority, had entered early intervention prior to 24 months of age, had a poor birth history (i.e., low birth weight, premature, hospitalized after birth), were from single-parent homes, were from households with limited incomes and were without health insurance.

Figure 1-9. Change in health status of children receiving early intervention: 2002



Source: NEILS Parent Survey, 2002.

Displayed results were collected from 3,338 respondents (*N*).

- The health status of 24 percent of the children who received early intervention declined between when they began early intervention and their third birthday. The NEILS data also showed that these children were most likely to be minority, to have begun early intervention at younger ages, to have mothers with low levels of education and to live in households with limited family income.
- The health status of 32 percent of the children improved between when they entered early intervention and when they reached their third birthday, compared with 24 percent of those whose health declined between entering early intervention and reaching their third birthday. The parent data showed that the only significant predictor of health improvement was mother's education. Children with the most highly educated mothers were most likely to experience improved health.

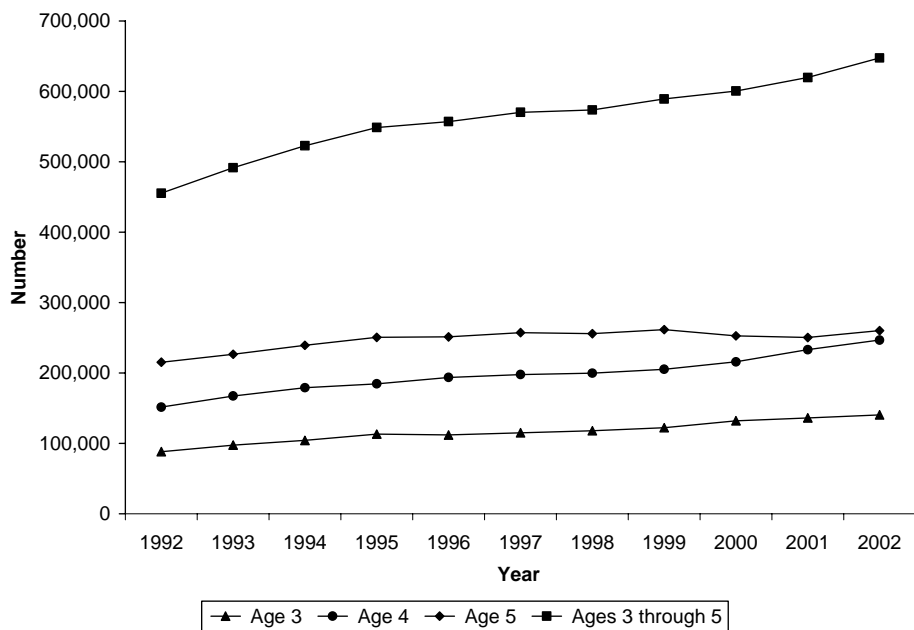
Children Ages 3 Through 5 Served Under IDEA, Part B

Trends in the Numbers and Percentages of 3- Through 5-Year-Olds

How many children ages 3 through 5 are receiving special education and related services?

- In 2002, Part B served 647,420 children ages 3 through 5.

Figure 1-10. Children ages 3 through 5 receiving special education and related services, by age: Fall 1992 through fall 2002^a



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-8 and 1-9 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

^aChildren served under Chapter 1 of ESEA (State-operated Programs) are included only in the total counts for 1992 and 1993. Beginning in 1994, all children and youth with disabilities were served under IDEA, Parts B and C. Data for 2000 were revised since the *24th Annual Report to Congress on the Implementation of IDEA*. Twelve states revised their child count for 2000. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

What is the age distribution of the 3- through 5-year-olds served under IDEA, Part B?

- Of the total number of children ages 3 through 5 served under Part B in 2002, 21.7 percent (140,542) were 3-year-olds, 38.1 percent (246,751) were 4-year-olds, and 40.2 percent (260,127) were 5-year-olds (see table 1-8 in vol. 2).

For each racial/ethnic group, how does the proportion of children ages 3 through 5 receiving special education and related services compare to the proportion of all other children ages 3 through 5 combined?

Table 1-3. Risk ratios for children ages 3 through 5 receiving special education and related services, by race/ethnicity: Fall 2002

Race/ethnicity	Child count ^a	U.S. population, ages 3 through 5 ^b	Risk index ^c	Risk index for all other ^d	Risk ratio ^e
American Indian/Alaska Native	8,002	107,952	7.41	5.54	1.34
Asian/Pacific Islander	15,011	465,779	3.22	5.65	0.57
Black (not Hispanic)	97,808	1,701,345	5.75	5.52	1.04
Hispanic	91,534	2,244,420	4.08	5.91	0.69
White (not Hispanic)	425,970	6,971,364	6.11	4.70	1.30
Race/ethnicity total ^f	638,325	11,490,860	5.56	5.54	N/A

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-15 and C-7 in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates for 2002, based on the 2000 Decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

^aChild count is the number of students with disabilities in the racial/ethnic group, ages 3 through 5. Data are for the 50 states and the District of Columbia.

^bData are for the 50 states and the District of Columbia.

^cRisk index was calculated by dividing the child count for the racial/ethnic group by the total number of children in the racial/ethnic group in the U.S. population, ages 3 through 5.

^dRisk index for all other was calculated by dividing the child count for all the other racial/ethnic groups combined by the total number of children in all the other racial/ethnic groups in the U.S. population, ages 3 through 5.

^eRisk ratios were calculated by dividing the risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

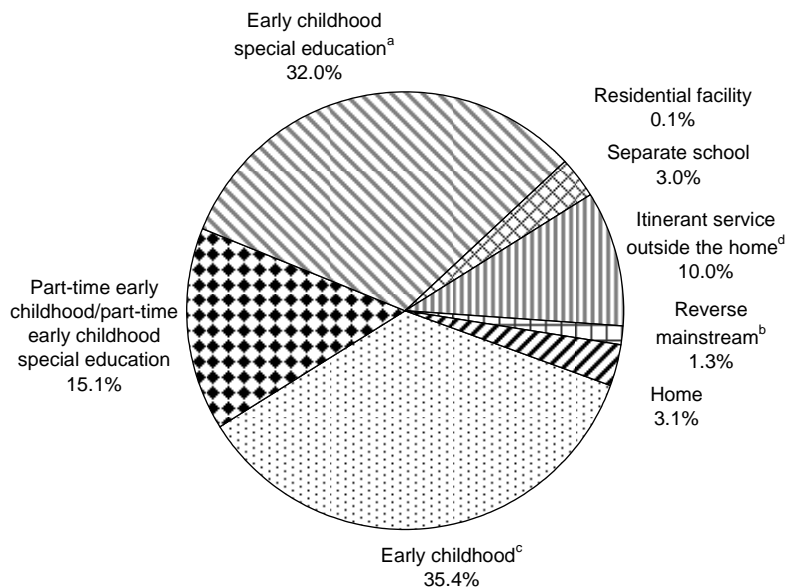
^fThe number of children reported by race/ethnicity does not match the total child count because race/ethnicity data are missing for some children.

- In 2002, American Indian/Alaska Native and white children were both 1.3 times more likely to be served under Part B than all other racial/ethnic groups combined.
- Black children, with a risk ratio of 1.0, were just as likely to be served under Part B as all other racial/ethnic groups combined.
- Asian/Pacific Islander and Hispanic children were less likely to be served under Part B than all other racial/ethnic groups combined (0.6 and 0.7, respectively).

Educational Environments for Children Ages 3 Through 5

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

Figure 1-11. Percentage of children ages 3 through 5 receiving special education and related services, by educational environment: Fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

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

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

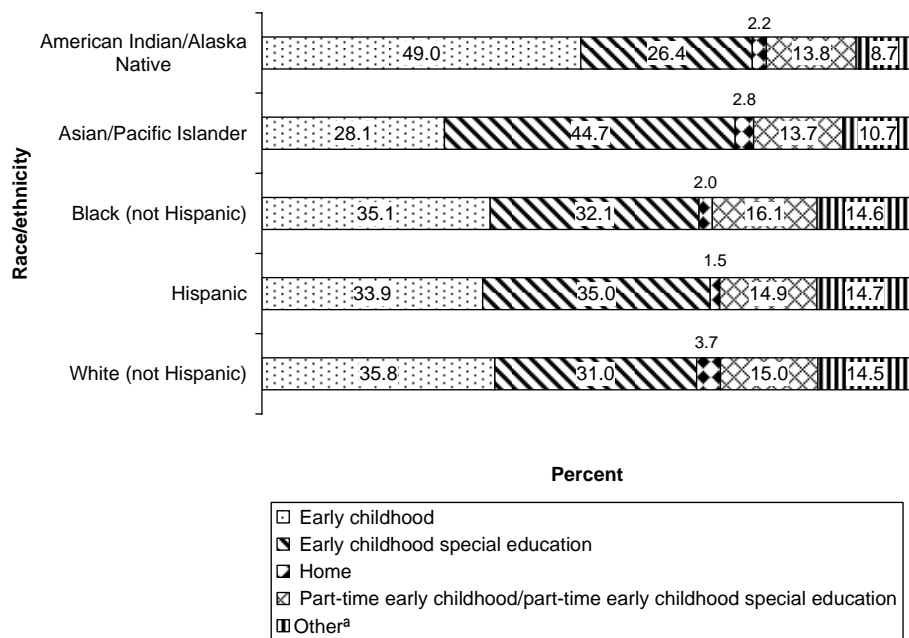
^cEarly childhood includes children who received all of their special education and related services in educational programs designed primarily for children without disabilities. These children received no special education or related services in separate special education settings. This includes children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

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

- In 2002, more than one-third of all children ages 3 through 5 with disabilities received special education and related services in early childhood environments (35.4 percent).
- Around a third of all children ages 3 through 5 with disabilities received special education and related services in early childhood special education environments (32.0 percent).
- About 14 percent of children ages 3 through 5 with disabilities received special education and related services in residential facilities, separate schools, itinerant services outside the home or reverse mainstream environments.
- Only 3.1 percent of children ages 3 through 5 with disabilities received special education and related services in home environments.

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

Figure 1-12. Percentage of children ages 3 through 5 receiving special education and related services in each environment, by race/ethnicity: Fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-9 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

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

- In 2002, the early childhood environment was the most common environment for receiving special education and related services for American Indian/Alaska Native (49.0 percent), black (35.1 percent) or white (35.8 percent) children.

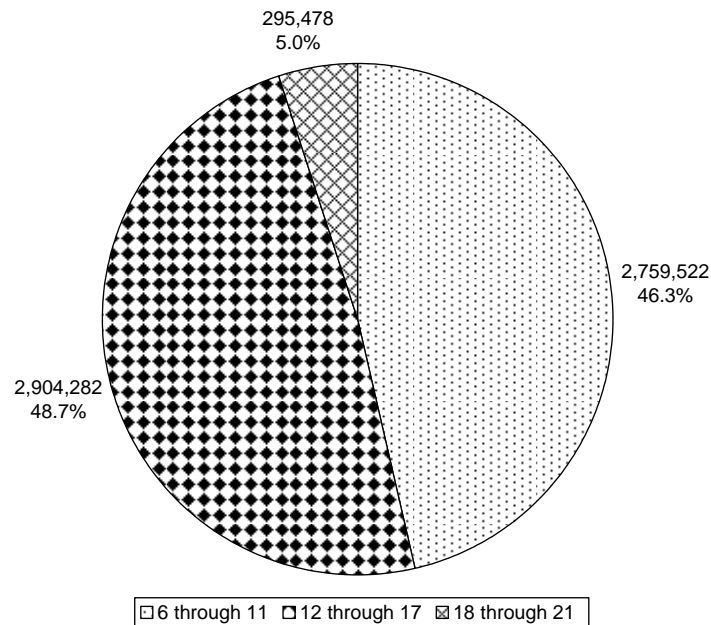
- The early childhood special education environment was the most common environment for receiving special education and related services for Asian/Pacific Islander (44.7 percent) and Hispanic (35.0 percent) children.
- White children were more likely to receive special education and related services in the home than any other racial/ethnic group (3.7 percent).

Students Ages 6 Through 21 Served Under IDEA, Part B

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

What is the age distribution of the students receiving special education and related services under IDEA, Part B?

Figure 1-13. Number and percentage of students ages 6 through 21 receiving special education and related services under IDEA, Part B, by age group: Fall 2002

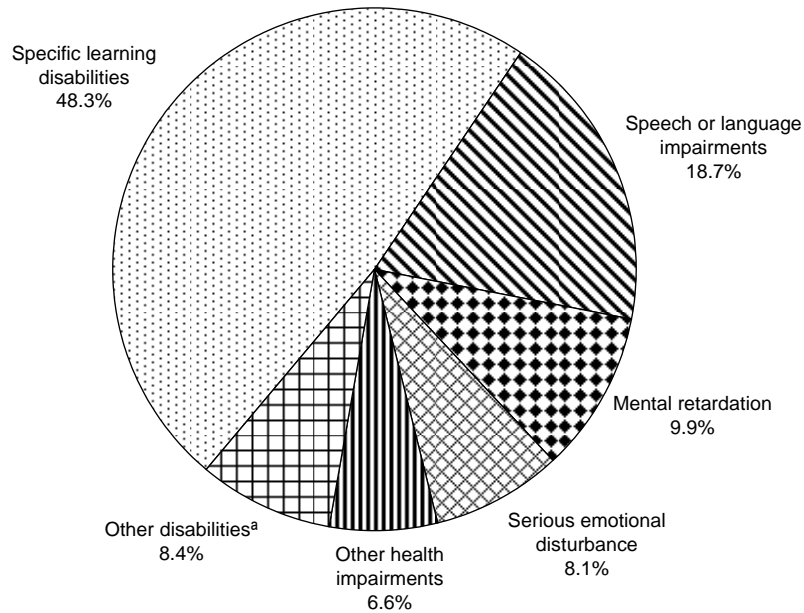


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

- In 2002, 46.3 percent of students receiving special education and related services under Part B were ages 6 through 11, 48.7 percent were ages 12 through 17 and 5.0 percent were ages 18 through 21.

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

Figure 1-14. Disability distribution for students ages 6 through 21 served under IDEA, Part B: Fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-3 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

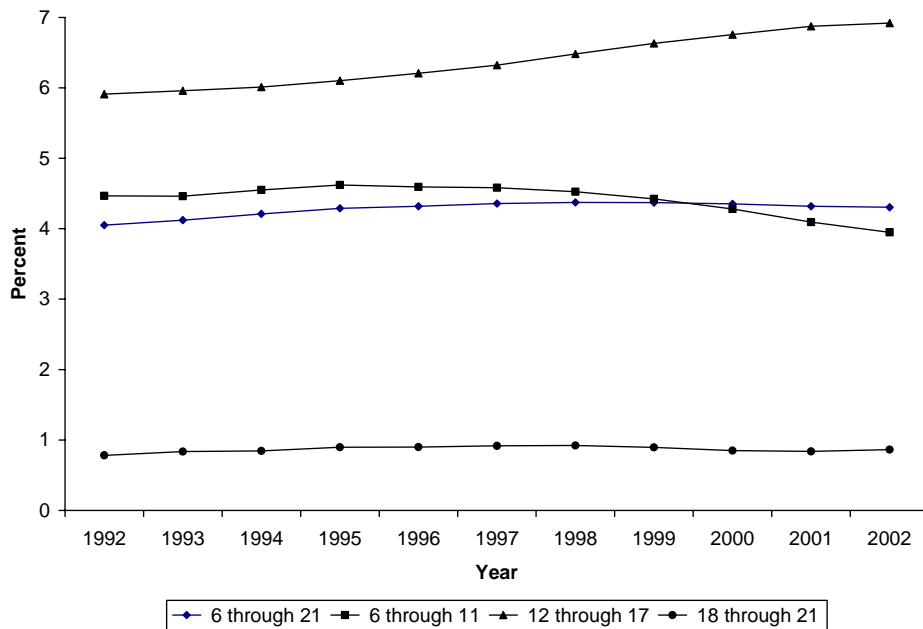
^a“Other disabilities” includes multiple disabilities (2.2 percent), hearing impairments (1.2 percent), orthopedic impairments (1.2 percent), visual impairments (0.4 percent), autism (2.0 percent), deaf-blindness (0.03 percent), traumatic brain injury (0.4 percent) and developmental delay (1.0 percent).

- In 2002, the largest disability category was specific learning disabilities (48.3 percent). The next most common disability category was speech or language impairments (18.7 percent) followed by mental retardation (9.9 percent), serious emotional disturbance (8.1 percent) and other health impairments (6.6 percent).

Has the percentage of the population with a particular disability changed over time?

- For a few disability categories, the relative percentage of the general population receiving special education and related services increased between 1992 and 2002. These categories are specific learning disabilities (4.1 percent vs. 4.3 percent), other health impairments (0.1 percent vs. 0.6 percent) and autism (0.03 percent vs. 0.2 percent) (see figures 1-15, 1-16 and 1-17).

Figure 1-15. Percentage^a of the population receiving special education and related services because of specific learning disabilities, by age group: Fall 1992 through fall 2002

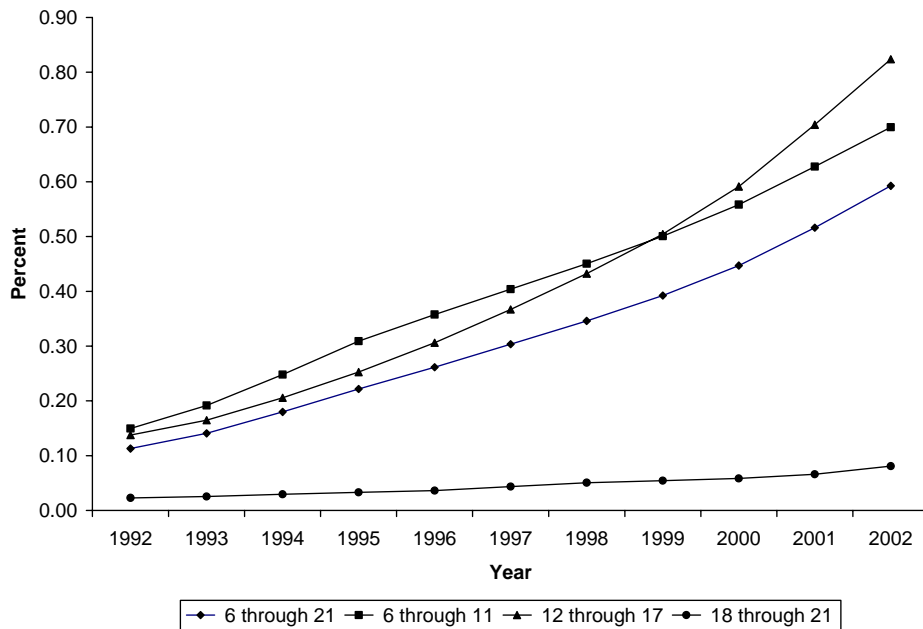


Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-9 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-INCEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1999.txt). For 2000 through 2002, 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.

^aPercentage of population is calculated by dividing the number of students with specific learning disabilities by the general U.S. population estimates for children in this age range for that year.

- Since 1992, the percentage of students ages 12 through 17 receiving special education and related services for specific learning disabilities increased from 6.0 percent to 6.9 percent.
- During this same period, the percentage of students ages 6 through 11 receiving special education and related services for specific learning disabilities decreased from 4.5 percent to 4.0 percent. It is likely that the decrease since 1997 is attributable to the fact that the category “developmental delay” was added for children ages 3 through 9 in 1998. Prior to that time, these children may have been reported as having specific learning disabilities.

Figure 1-16. Percentage^a of the population receiving special education and related services because of other health impairments, by age group: Fall 1992 through fall 2002

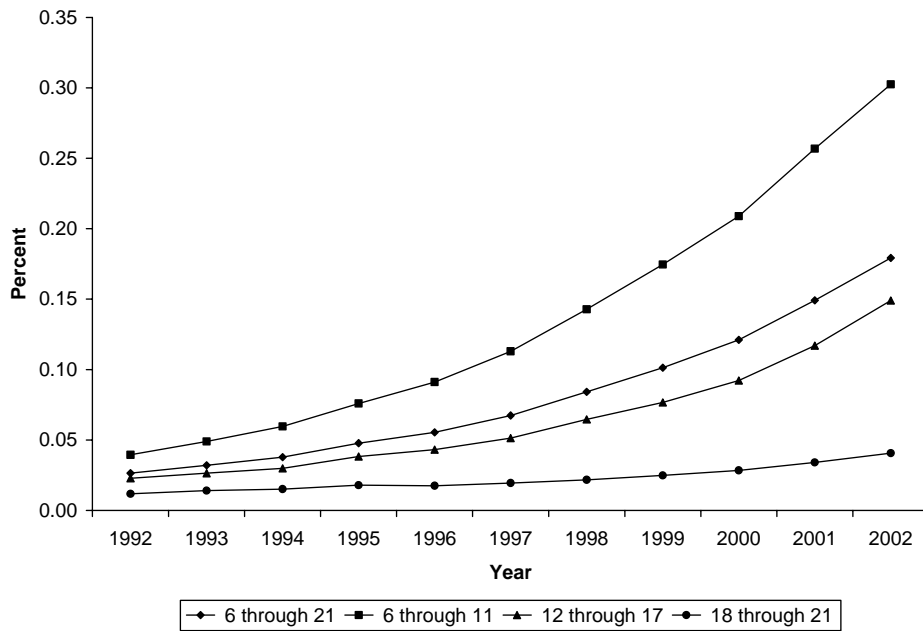


Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-9 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-INCEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1999.txt). For 2000 through 2002, 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.

^aPercentage of population is calculated by dividing the number of students with other health impairments by the general U.S. population estimates for children in this age range for that year.

- Less than 1 percent of the general population ages 6 through 21 receives special education and related services because of other health impairments; however, that percentage has steadily increased from 0.1 percent in 1992 to 0.6 percent in 2002.
- Before 1998, a higher percentage of students ages 6 through 11 received special education and related services because of other health impairments than did the other age groups. Since 1999, a larger percentage of students ages 12 through 17 have received special education and related services because of other health impairments than the percentage of students ages 6 through 11.
- When asked to explain the increase in the other health impairments category, states frequently report a heightened awareness of attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), resulting in an increase in the identification rate. In addition, two states (Michigan and Mississippi) began using the other health impairments category for the first time in 2002. [Note: Individual states are contacted and asked to explain large year-to-year increases in their data.]

Figure 1-17. Percentage^a of the population receiving special education and related services because of autism, by age group: Fall 1992 through fall 2002

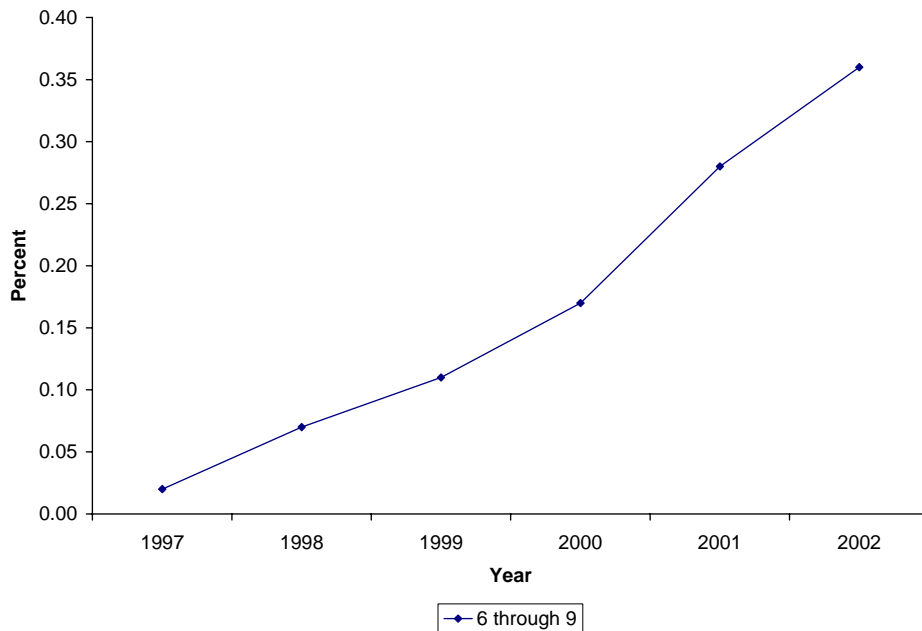


Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-9 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-1CEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-1CEN1999.txt). For 2000 through 2002, 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.

^aPercentage of population is calculated by dividing the number of students with autism by the general U.S. population estimates for children in this age range for that year.

- Less than 1 percent of the general population ages 6 through 21 receives special education and related services for autism; however, that percentage has steadily increased from 0.03 percent in 1992 to 0.18 percent in 2002.
- The percentage of the population receiving special education and related services because of autism increased for all age groups. The largest increase was for the 6-through-11 age group (0.04 percent in 1992 and 0.3 percent in 2002).
- When asked to explain the increase in the autism category, states frequently report an increased awareness and diagnosis of autism and the expansion of state definitions of autism to include other pervasive developmental disorders (e.g., Asperger syndrome, Rett syndrome and Childhood Disintegrative Disorder) (see the Part B Child Count Data Notes).

Figure 1-18. Percentage^a of the population ages 6 through 9 receiving special education and related services because of developmental delay^b: Fall 1997 through fall 2002



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 1-4 in vol. 2. These data are for the 50 states and the District of Columbia. Population data for 1993 through 1999, accessed April 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1993.txt> through [STCH-INCEN1999.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-INCEN1999.txt). For 2000 through 2002, 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.

^aPercentage of population is calculated by dividing the number of students with developmental delay by the general U.S. population estimates for children in this age range for that year.

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

- Less than 1 percent of the general population ages 6 through 9 receive special education and related services for developmental delay. However, the percentage has steadily increased from 0.02 percent in 1997 to 0.36 percent in 2002.
- The number of states using the optional developmental delay category for students ages 6 through 9 has also steadily increased. In 1997, DANS data showed six states and two outlying areas reported students ages 6 through 9 in this category. By 2002, 27 states, Puerto Rico, the Bureau of Indian Affairs and three outlying areas reported students ages 6 through 9 in this category (table 1-4 in vol. 2 of this report).

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

Table 1-4. Disability distribution, by race/ethnicity, of students ages 6 through 21 receiving special education and related services: Fall 2002

Disability	American				
	Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)
Specific learning disabilities	55.3	40.8	45.1	58.3	46.8
Speech/language impairments	16.2	25.6	14.4	18.1	20.1
Mental retardation	7.8	9.1	16.8	7.8	8.3
Serious emotional disturbance	7.9	4.7	11.3	4.9	7.9
Multiple disabilities	2.3	2.7	2.2	1.9	2.3
Hearing impairments	1.0	2.9	1.0	1.6	1.1
Orthopedic impairments	0.7	1.8	0.9	1.3	1.4
Other health impairments	5.0	4.8	5.1	3.6	8.0
Visual impairments	0.4	0.9	0.4	0.5	0.4
Autism	0.9	4.9	1.6	1.3	2.2
Deaf-blindness	<0.05	0.1	<0.05	<0.05	<0.05
Traumatic brain injury	0.3	0.4	0.3	0.3	0.4
Developmental delay	2.2	1.4	1.1	0.5	1.0
All disabilities	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-16a through 1-16m in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

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

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

Table 1-5. Percentage (risk index)^a of students ages 6 through 21 receiving special education and related services, by race/ethnicity^b and disability category: Fall 2002

Disability	American				
	Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)
Specific learning disabilities	6.6 (4.3)	1.7 (4.4)	5.5 (4.1)	4.7 (4.2)	4.1 (4.7)
Speech/language impairments	2.0 (1.7)	1.1 (1.7)	1.8 (1.7)	1.5 (1.7)	1.7 (1.6)
Mental retardation	1.0 (0.9)	0.4 (0.9)	2.0 (0.7)	0.6 (0.9)	0.7 (1.2)
Serious emotional disturbance	0.9 (0.7)	0.2 (0.7)	1.4 (0.6)	0.4 (0.8)	0.7 (0.8)
Multiple disabilities	0.3 (0.2)	0.1 (0.2)	0.3 (0.2)	0.2 (0.2)	0.2 (0.2)
Hearing impairments	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
Orthopedic impairments	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)	0.1 (0.1)
Other health impairments	0.6 (0.6)	0.2 (0.6)	0.6 (0.6)	0.3 (0.7)	0.7 (0.4)
Visual impairments	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)
Autism	0.1 (0.2)	0.2 (0.2)	0.2 (0.2)	0.1 (0.2)	0.2 (0.2)
Deaf-blindness	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)
Traumatic brain injury	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)	<0.05 (<0.05)
Developmental delay	0.2 (0.1)	0.1 (0.1)	0.1 (0.1)	<0.05 (0.1)	0.1 (0.1)
All disabilities	12.0 (8.9)	4.4 (9.1)	12.2 (8.4)	8.0 (9.1)	8.7 (9.4)

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-18a through 1-18e in vol. 2. These data are for the 50 states and the District of Columbia. 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.

^aPercentage of population (risk index) was calculated by dividing the number of students with the disability in the racial/ethnic group by the total number of students in the racial/ethnic group in the population. The result was multiplied by 100 to produce a percentage.

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

- The percentage of the population receiving special education and related services varies by race/ethnicity. The risk for special education is largest for black students (12.2 percent), followed by American Indian/Alaska Native (12.0 percent), white (8.7 percent), Hispanic (8.0 percent) and Asian/Pacific Islander (4.4 percent) students.

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

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion of all other racial/ethnic groups combined. For example, a risk ratio of 1.53 means that the group is 1.53 times more likely to receive special education and related services. A risk ratio of 1.0 indicates no difference between the racial/ethnic groups.

Table 1-6. Risk ratios^a for students ages 6 through 21 with disabilities, by race/ethnicity and disability category: Fall 2002

Disability	American				
	Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.53	0.39	1.34	1.10	0.86
Speech/language impairments	1.18	0.67	1.06	0.86	1.11
Mental retardation	1.10	0.45	3.04	0.60	0.61
Serious emotional disturbance	1.30	0.28	2.25	0.52	0.86
Multiple disabilities	1.34	0.59	1.42	0.75	0.99
Hearing impairments	1.21	1.20	1.11	1.20	0.81
Orthopedic impairments	0.87	0.71	0.94	0.92	1.15
Other health impairments	1.08	0.35	1.05	0.44	1.63
Visual impairments	1.16	0.99	1.21	0.92	0.94
Autism	0.63	1.24	1.11	0.53	1.26
Deaf-blindness	1.93	0.94	0.84	1.04	1.03
Traumatic brain injury	1.29	0.59	1.22	0.62	1.21
Developmental delay	2.89	0.68	1.59	0.43	1.06
All disabilities	1.35	0.48	1.46	0.87	0.92

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 1-16 and C-8 in vol. 2. These data are for the 50 states and the District of Columbia. Population data are July 1 estimates for 2002, based on the 2000 Decennial Census. The estimates were released by the Population Estimates Program, U.S. Census Bureau, Population Division in October 2003.

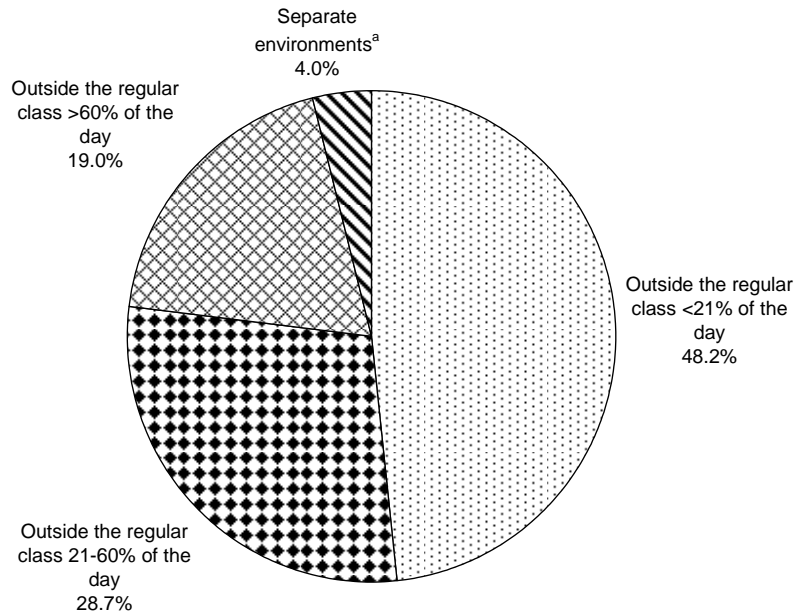
^aRisk ratios were calculated by dividing the (prerounded) risk index for the racial/ethnic group by the risk index for all other racial/ethnic groups combined.

- Across all disability types, American Indian/Alaska Native students were more likely (risk ratio of 1.35) to be served under Part B than all other racial/ethnic groups combined; black students also were more likely (risk ratio of 1.46) to be served under Part B than all other racial/ethnic groups combined. In contrast, Asian/Pacific Islander students were less likely (risk ratio of .48) to be served under Part B than all other racial/ethnic groups combined.
- American Indian/Alaska Native students were 1.53 times more likely to receive special education and related services for specific learning disabilities and 2.89 times more likely to receive special education and related services for developmental delay than all other racial/ethnic groups combined.
- Asian/Pacific Islander students were 1.20 times more likely to receive special education and related services for hearing impairments and 1.24 times more likely to receive special education and related services for autism than all other racial/ethnic groups combined.
- Black students were 3.04 times more likely to receive special education and related services for mental retardation and 2.25 times more likely to receive special education and related services for serious emotional disturbance than all other racial/ethnic groups combined.
- Hispanic students were 1.20 times more likely to receive special education and related services for hearing impairments and 1.10 times more likely to receive special education and related services for specific learning disabilities than all other racial/ethnic groups combined.

School-Age Educational Environments

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

Figure 1-19. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 2002



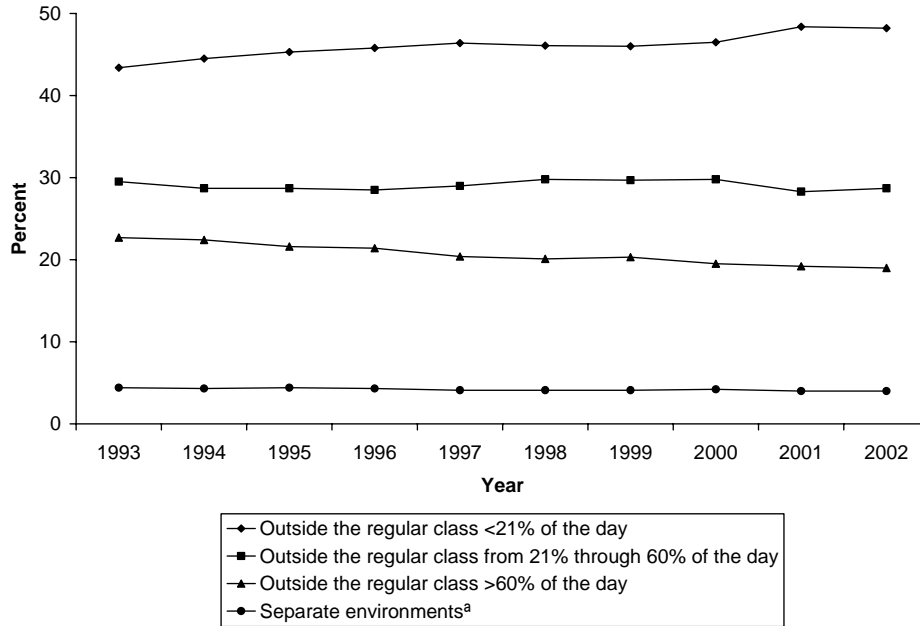
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-2 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

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

- In 2002, 96 percent of students with disabilities were educated in regular school buildings. However, the time they spent in regular classrooms varied.
- Almost half of all students with disabilities (48.2 percent) were educated for most of their school day in the regular classroom; that is, they were outside the regular classroom for less than 21 percent of the school day.

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

Figure 1-20. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments: Fall 1993 through fall 2002



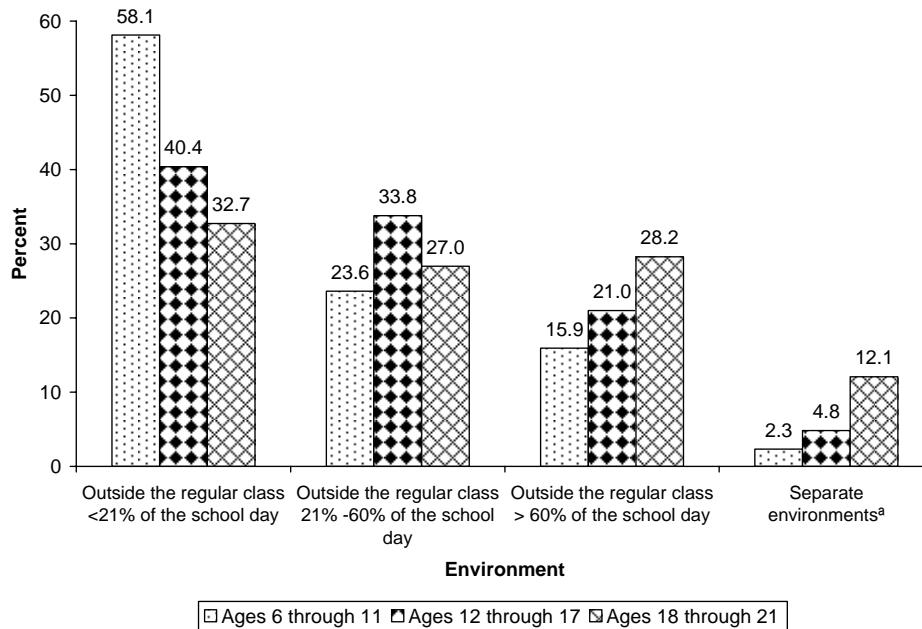
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-8 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

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

- The percentage of students with disabilities educated in regular classes for most of their school day (that is, those who were outside the regular classroom for less than 21 percent of the school day) has steadily increased over the years from 43.4 percent in 1993 to 48.2 percent in 2002.
- The percentages of students with disabilities educated in separate environments and outside the regular classroom from 21 percent through 60 percent of their school day remained fairly constant over the period.

How do educational environments differ by age group?

Figure 1-21. Percentage of students with disabilities receiving education and related services in different environments, by age group: Fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), tables 2-3, 2-4 and 2-5 in vol. 2. These data are for the 50 states, DC, Puerto Rico, BIA schools and the four outlying areas.

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

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

How do educational environments differ by disability category?

Table 1-7. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments, by disability category: Fall 2002

Disabilities	Time outside the regular class			Separate environments ^a
	<21 percent of the day (%)	21-60 percent of the day (%)	>60 percent of the day (%)	
Specific learning disabilities	46.9	38.6	13.5	1.0
Speech/language impairments	87.0	7.5	4.7	0.8
Mental retardation	10.9	30.5	52.6	5.9
Serious emotional disturbance	28.8	23.0	30.7	17.5
Multiple disabilities	11.6	17.3	46.9	24.2
Hearing impairments	43.0	19.3	23.7	14.0
Orthopedic impairments	45.8	22.2	27.5	4.5
Other health impairments	49.5	31.4	15.3	3.8
Visual impairments	52.5	17.3	16.6	13.6
Autism	24.7	17.8	45.5	12.0
Deaf-blindness	17.6	20.1	32.2	30.1
Traumatic brain injury	28.5	34.8	27.8	8.9
Developmental delay	46.3	32.4	19.7	1.6
All disabilities	48.2	28.7	19.0	4.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-2 in vol. 2. These data are for the 50 states, DC, BIA schools and the four outlying areas.

^aSeparate environments includes public and private residential facilities, public and private separate facilities and homebound/hospital environments.

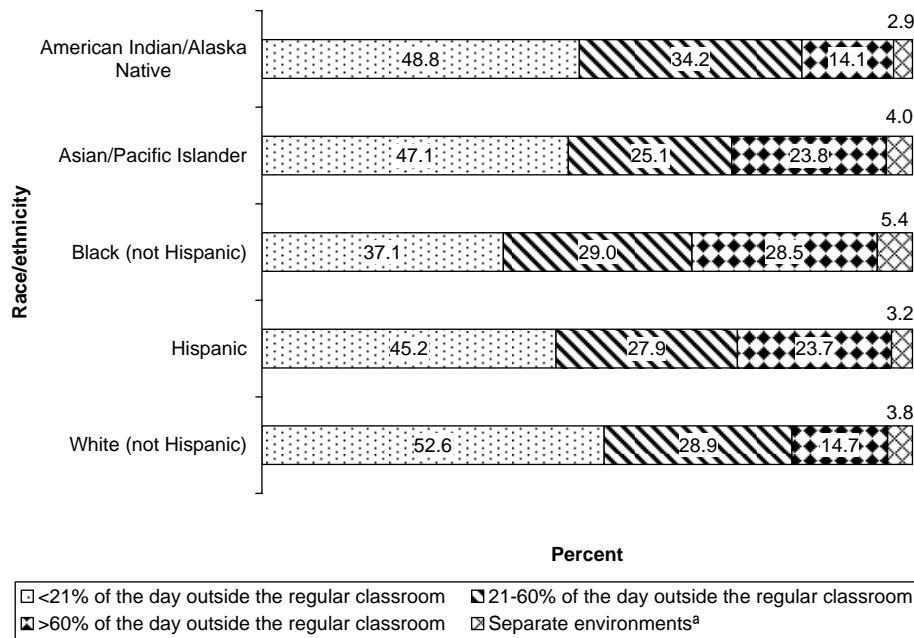
- The percentage of students with disabilities receiving special education and related services in each environment varied by disability category:
 - Students with speech or language impairments were more likely than students with other disabilities to be educated in regular classes for most of the school day. That is, they were more likely than other students with disabilities to be outside the regular classroom less than 21 percent of the school day (87.0 percent). Students with speech or language impairments were least likely to be educated outside the regular classroom for more than 60 percent of the school day (4.7 percent) or in separate environments (0.8 percent).
 - Students with either mental retardation or multiple disabilities were the least likely to be educated in regular classes for most of the school day. That is, they were less likely than other students with disabilities to be outside the regular classroom less than 21 percent of the school day (10.9 percent and 11.6 percent, respectively).
 - Students with specific learning disabilities were more likely than students with other disabilities to be educated outside the regular classroom from 21 through 60 percent of the school day (38.6 percent). More than 30 percent of students with traumatic brain

injury, developmental delay, other health impairments or mental retardation were also educated in this environment.

- Students with mental retardation were more likely than students with other disabilities to be educated outside the regular classroom for more than 60 percent of the school day (52.6 percent). Students with either multiple disabilities (46.9 percent) or autism (45.5 percent) were also more likely to be educated in this environment.
- Students with either deaf-blindness (30.1 percent) or multiple disabilities (24.2 percent) were more likely than other students with disabilities to be educated in separate environments.

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

Figure 1-22. Percentage of students ages 6 through 21 with disabilities receiving education and related services in different environments, by race/ethnicity: Fall 2002



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 2-10 in vol. 2. These data are for the 50 states, DC, BIA schools and the four outlying areas.

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

- For all racial/ethnic groups, the largest percentage of students with disabilities were educated in the regular classroom for most of the school day (that is, outside the regular classroom less than 21 percent of the day). However, the percentage of students in this environment varied.
- Compared to students with disabilities from other racial/ethnic groups, black students with disabilities were the least likely to be educated in the regular classroom for most of the school day (37.1 percent). White students with disabilities were the most likely to be educated in the regular classroom for most of the school day (52.6 percent).
- Black students with disabilities were more likely than students with disabilities from other racial/ethnic groups to be educated outside the regular classroom more than 60 percent of the day (28.5 percent). They were also more likely to be educated in separate environments (5.4 percent)

How do the language arts instructional settings of elementary and middle-school students with disabilities differ by age and grade level?

Table 1-8. Ages and grade levels of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001

	Primary language arts instructional setting	
	Regular education classroom	Special education classroom
Percentage of students who are ages:		
7 or 8	23.8	16.1
9 or 10	35.3	30.5
11 or 12	30.7	38.6
13 or 14	10.2	14.7
Percentage of students in:		
First through third grades	33.3	23.4
Fourth or fifth grade	35.0	33.0
Sixth grade or above	31.6	38.7
An ungraded program	0.1	4.8

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 6,082 respondents.

- Elementary and middle-school students who receive their primary language arts instruction in special education settings are an average of one-half year older than elementary and middle-school students with disabilities in regular education settings. This difference may reflect that students with learning disabilities or serious emotional disturbance in the SEELS age groups are older, on average, than students in other disability categories; and they make up larger proportions of students in language arts classes in special education settings than of those in regular education settings.

- Consistent with their older age, elementary and middle-school students in special education settings tend to be at higher grade levels. A total of 38.7 percent of them are in sixth grade or above, compared with 31.6 percent of those in regular education settings.

How do the household characteristics of elementary and middle-school students with disabilities differ by language arts instructional settings?

Table 1-9. Household characteristics of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001

	Primary language arts instructional setting	
	Regular education classroom (%)	Special education classroom (%)
Percentage of students:		
Living with:		
Two parents	78.0	64.0
One parent	18.6	27.5
With other relative(s)	2.2	4.5
In foster care	0.5	1.0
Other arrangement	0.7	3.0
In households with annual income:		
\$25,000 or less	31.0	43.4
\$25,001 to \$50,000	29.7	34.7
More than \$50,000	39.3	21.8
In households in poverty ^{a,b}	17.3	28.4
With a head of household who is not a high school graduate	14.6	23.8
In households with another member with a disability	36.9	42.6

Source: SEELS Parent Survey, 2001.

^aThe sample size for this variable is different from the sample size for the other variables. Displayed results were collected from 4,592 respondents.

^bSEELS determines poverty cut points based on income levels and household size consistent with the 2000 U.S. Census (<http://www.census.gov/hhes/poverty/threshld/thresh00.html>). The cut points are as follows: \$10,000 or less for households of two or three persons, \$15,000 or less for households of four persons, \$20,000 or less for households of five persons, \$25,000 or less for households of six or seven persons, \$30,000 or less for households of eight persons, and \$35,000 or less for households of nine or more persons.

- Elementary and middle-school students receiving language arts instruction in special education classrooms are more likely than elementary and middle-school students with disabilities in regular education classrooms to be living with one parent or to be living in foster care or other nonfamilial arrangement.

- The households of elementary and middle-school students receiving language arts instruction in special education classrooms also are more likely to be in poverty than those of elementary and middle-school students with disabilities in regular education classrooms, whose poverty rate is similar to that of the general population of students (U.S. Census Bureau, 2002).
- Elementary and middle-school students who receive language arts instruction in special education classrooms are more likely to be from households headed by someone who is not a high school graduate than are elementary and middle-school students with disabilities in regular education classes, where their rate is similar to that of students without disabilities (calculated with data from the National Household Education Survey [National Center for Education Statistics, 1999]).
- Households of elementary and middle-school students who receive language arts instruction in special education classrooms are more likely to include another person with a disability in addition to the student receiving special education.

How do past educational experiences of elementary and middle-school students with disabilities differ by the language arts instructional settings?

Table 1-10. Past educational experiences of elementary and middle-school students with disabilities in language arts instruction, by instructional setting: 2001

	Primary language arts instructional setting	
	Regular education (%)	Special education (%)
Percentage who have changed schools:		
Once or not at all	78.5	62.8
Twice	11.7	19.0
Three times or more	9.8	18.2
Percentage who ever have been:		
Retained at grade level	22.0	29.8
Suspended or expelled	8.0	17.9
Percentage who during the school year have been:		
Bullied or picked on at school or on the way to or from school	24.8	31.5
Physically attacked or involved in fights at school or on the way to or from school	18.4	29.7

Source: SEELS Parent Survey, 2001.

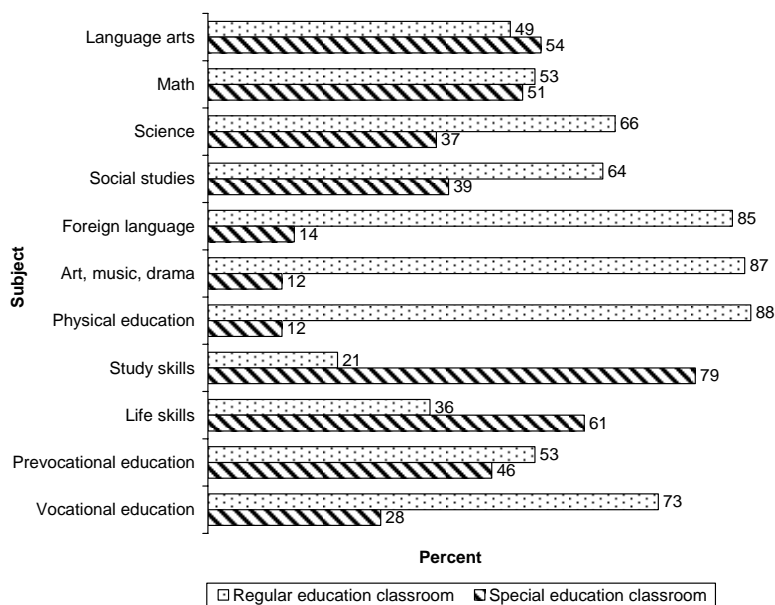
Displayed results were collected from 4,592 respondents.

- Elementary and middle-school students whose primary language arts instruction is in special education classrooms are more likely than their peers in regular education classrooms to have changed schools frequently.

- Elementary and middle-school students whose primary language arts instruction is in special education classrooms also are more likely to have been retained at grade level at least once, and they are more than twice as likely to have been suspended or expelled at some time.
- Being bullied or picked on at school or involved in fights is more common for elementary and middle-school students with disabilities whose primary language arts instruction is in a special education classroom than in a regular education classroom.

How do the instructional settings for secondary students with disabilities differ by academic subject?

Figure 1-23. Instructional settings for secondary students with disabilities, by subject^a: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,124 respondents.

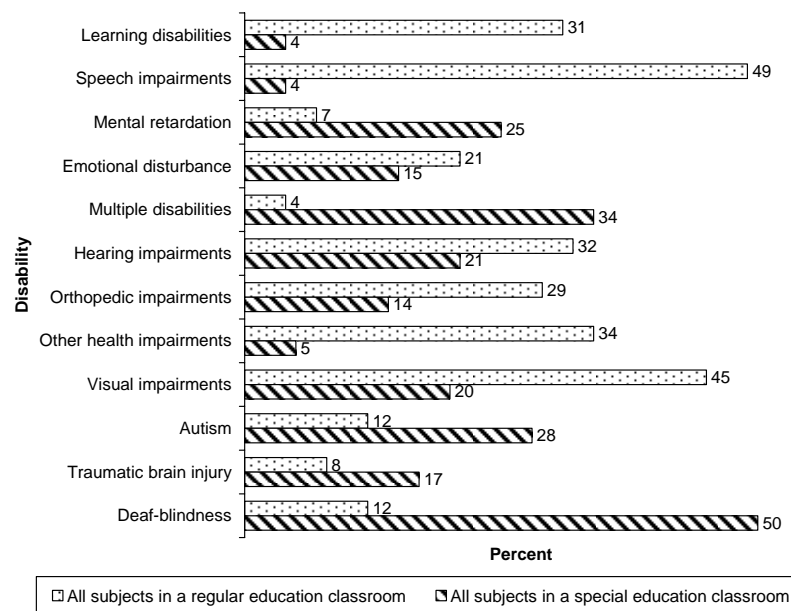
^aPercentages may not total to 100 percent because students often receive instruction in both regular and special education settings.

- Secondary students with disabilities are about equally likely to take the core academic subjects of language arts and mathematics in regular and special education classrooms.
- About two-thirds of secondary students with disabilities who take science or social studies do so in regular education classrooms.

- Secondary students with disabilities who take foreign language, fine or performing arts or physical education are most likely to do so in regular education classes (85 percent to 88 percent); almost three-fourths of vocational education students are in regular education classrooms.
- Study skills and life skills instruction are most often taken in special education classrooms (79 percent and 61 percent of secondary students who receive such instruction, respectively, do so in a special education classroom) than in regular education classrooms.

How do the instructional settings of secondary students with disabilities differ by disability category?

Figure 1-24. Instructional settings for secondary students with disabilities, by disability category: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

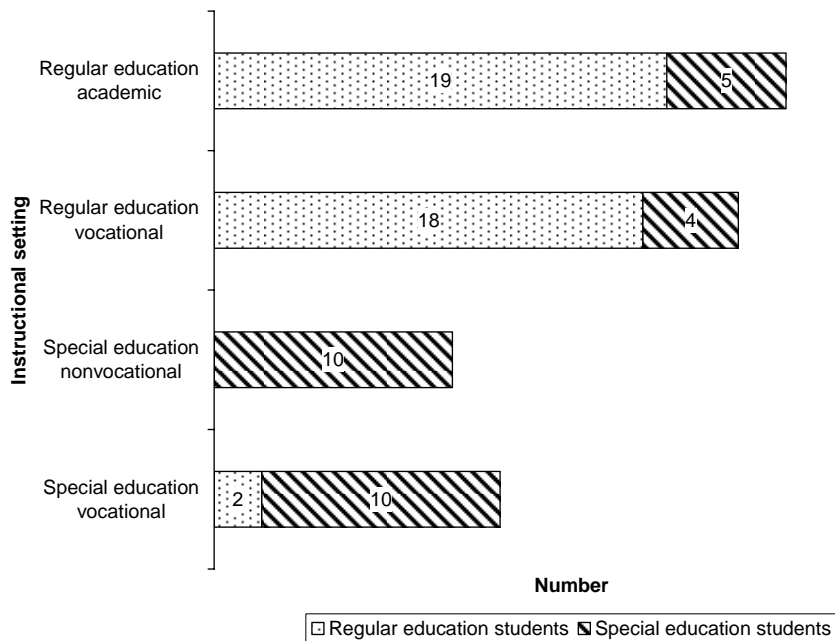
Displayed results were collected from 5,363 respondents.

- Secondary students with speech or visual impairments are more likely than students with other disabilities to be fully included in regular education classrooms; 49 percent and 45 percent, respectively, take all their courses there.
- From 29 percent to 34 percent of secondary students with learning disabilities or hearing, orthopedic or other health impairments receive all their instruction in regular education classrooms.

- Secondary students with multiple disabilities or deaf-blindness are the most likely to spend their entire school day in special education classrooms (34 percent and 50 percent, respectively).
- Twenty-five percent of secondary students with mental retardation, 28 percent with autism and one-fifth of those with hearing or visual impairments receive all of their instruction in special education classrooms.

How does the class size for secondary students with disabilities differ by type of class and instructional setting?

Figure 1-25. Composition of average classes for secondary students with disabilities, by type of instructional setting: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

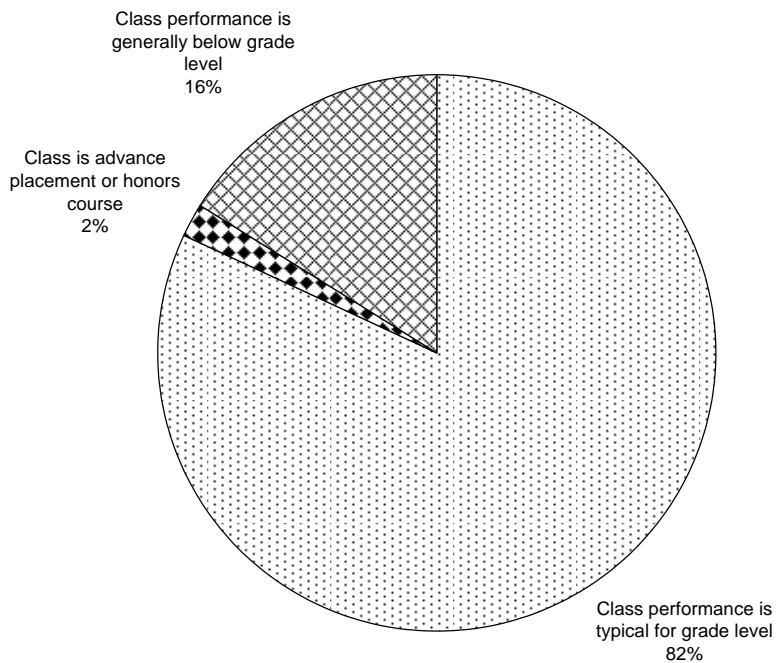
Displayed results were collected from 2,436 respondents.

- In secondary schools, both regular education academic and regular education vocational classes are larger on average (24 and 22 students, respectively) than special education classes (an average of 10 and 12 students for special education nonvocational and vocational classes, respectively).
- Regular education academic and vocational classes include an average of five and four students with disabilities, respectively, or about 20 percent of the students in the class.

- Seventeen percent of the students in special education vocational classes do not have disabilities.

What are teachers' perceptions regarding the performance level of the regular education academic classes in which secondary students with disabilities receive instruction?

Figure 1-26. Performance levels of regular education academic classes in which secondary students with disabilities receive instruction, as reported by teachers: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

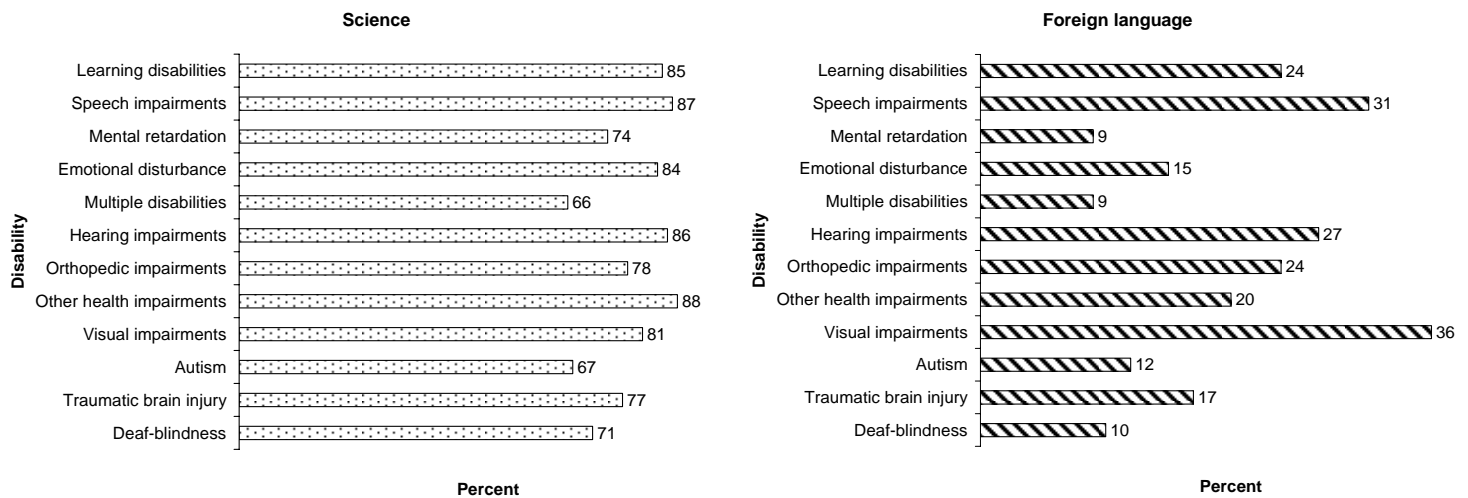
Displayed results were collected from 2,556 respondents.

- According to their teachers, 82 percent of secondary students with disabilities who take regular education academic classes are in classes in which the majority of students perform at grade level.
- Sixteen percent of secondary students with disabilities are in regular education academic classes in which the performance of most students is below the typical performance for their grade, and 2 percent are in advanced placement or honors courses.

Access to the Regular Education Curriculum by Special Education Students

How does the enrollment of secondary students with disabilities in foreign language and science courses differ by disability category?

Figure 1-27. Enrollment in science and foreign language course(s) by secondary students with disabilities, by disability category: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

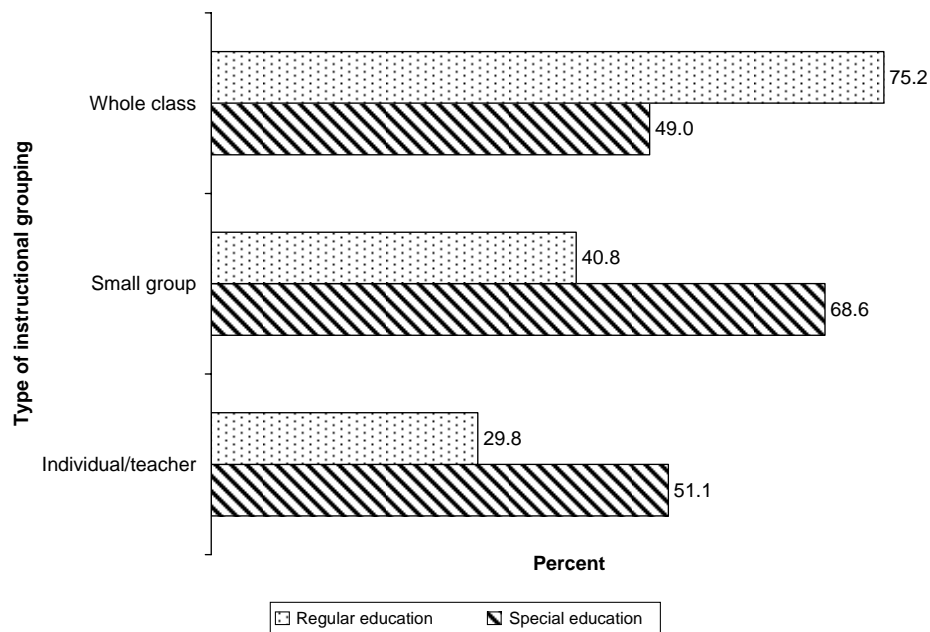
Displayed results were collected from 5,358 respondents.

- Eighty percent or more of secondary school students with learning disabilities; serious emotional disturbance; or speech, hearing, visual or other health impairments take science in a given semester; 15 percent to 36 percent of those students take a foreign language.
- Science and foreign language courses are less common for secondary students with mental retardation, autism, multiple disabilities or deaf-blindness, although 66 percent to 74 percent of students in those categories do take science.

The Use of Instructional Grouping for Students with Disabilities

How do the language arts instructional groupings for elementary and middle-school students with disabilities differ by instructional setting?

Figure 1-28. Instructional groupings used frequently^a for elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001



Source: SEELS Teacher Survey, 2001.

Note: For either group of students, percentages may sum to greater than 100 percent since more than one instructional grouping may be used frequently for any given student. Displayed results were collected from 6,055 respondents.

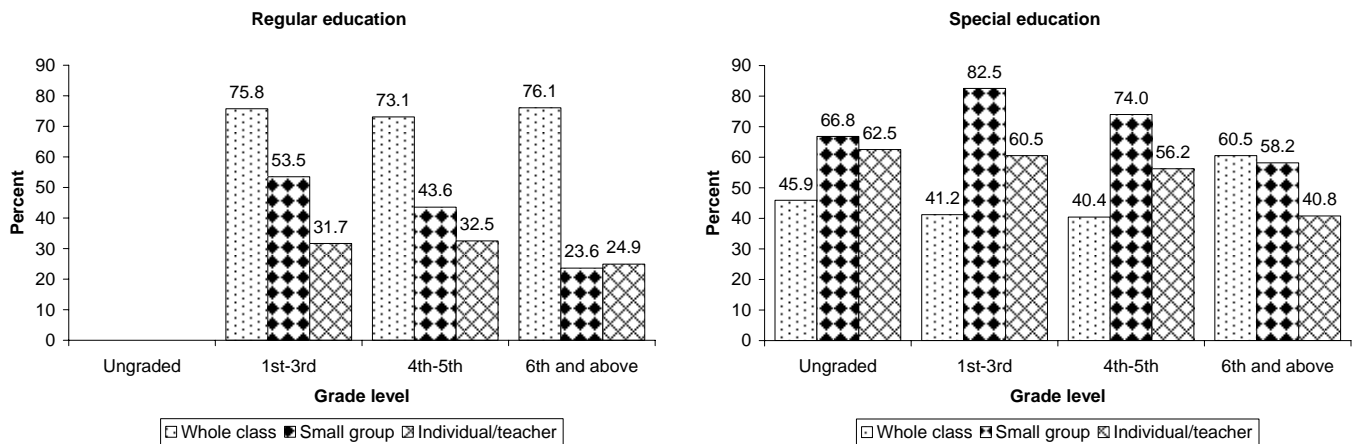
^aNo definition for “frequently” was included with the stimulus item as presented in the School Program Survey. The values represent teachers’ judgments.

- In language arts classes in regular education settings, whole-class instruction is more common than small-group instruction, which, in turn, is more common than individual instruction. Three-fourths of elementary and middle-school students with disabilities in a regular education setting receive whole-class instruction frequently, whereas 40.8 percent receive small-group instruction frequently, and 29.8 percent receive individual instruction from a teacher frequently.
- In language arts classes in special education settings, small-group instruction is more common than whole-class instruction or individual instruction. Approximately two-thirds of elementary and middle-school students in special education settings receive small-group

instruction frequently, whereas approximately half receive whole-class instruction or individual instruction from a teacher frequently.

How do the language arts instructional groupings for elementary and middle-school students with disabilities differ by grade level and instructional setting?

Figure 1-29. Instructional groupings for elementary and middle-school students with disabilities in language arts classes, by grade level and instructional setting: 2001



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 5,936 respondents.

- In regular education settings, whole-class instruction is the most commonly used grouping regardless of grade level. In the early grades, small-group instruction is more common than individual instruction from a teacher; however, its use declines over the grades, so that for students in 6th grade and above, both types of groupings are about equally common.
- In special education settings, small-group instruction and individual instruction from a teacher are more common than whole-class instruction through fifth grade. In sixth and higher grades, whole-class instruction and small-group instruction are about equally common.
- In ungraded classes in special education settings, small-group instruction and individual instruction are used with about the same frequency, and both are more common than whole-class instruction.

How do the language arts instructional groupings for elementary and middle-school students with disabilities differ by disability category and instructional setting?

Table 1-11. Instructional groupings used frequently with elementary and middle-school students with disabilities in language arts classes, by disability category and instructional setting: 2001

Disability	Regular education			Special education		
	Whole class	Small group	Individual/teacher	Whole class	Small group	Individual/teacher
Percent						
Learning disabilities	73.6	40.1	34.1	55.7	68.9	43.0
Speech/language impairments	77.2	43.2	25.0	43.9	78.5	60.8
Mental retardation	63.5	42.6	39.4	39.4	71.3	62.2
Serious emotional disturbance	72.1	34.6	32.8	49.5	59.9	53.9
Multiple disabilities	64.8	46.1	53.7	40.3	60.7	54.0
Hearing impairments	71.1	33.5	29.3	53.5	59.1	47.5
Orthopedic impairments	74.0	39.5	34.5	49.1	68.4	56.5
Other health impairments	80.5	27.8	32.2	41.9	75.0	56.0
Visual impairments	69.4	35.7	27.8	38.1	54.3	65.5
Autism	64.4	36.0	36.5	25.8	52.3	73.1
Traumatic brain injury	65.0	39.6	35.5	46.7	71.1	51.6

Source: SEELS School Program Survey, 2001.

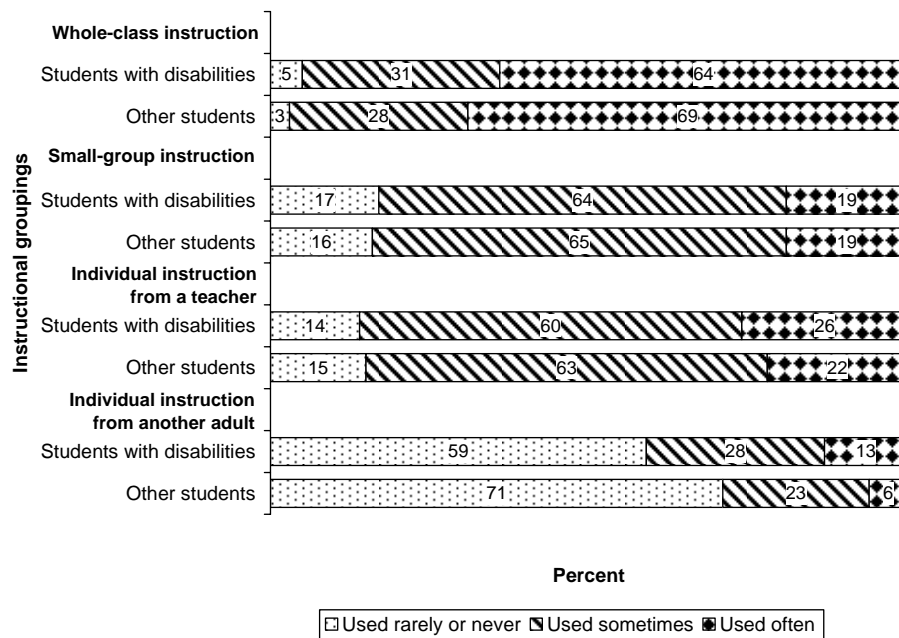
Displayed results were collected from 6,487 respondents.

- In regular education language arts classes, elementary and middle-school students in all disability categories are more likely to receive whole-class instruction than small-group instruction or individual instruction from a teacher.
- In regular education language arts classes, elementary and middle-school students with speech/language impairments are among the most likely to receive whole-class instruction and are the least likely to receive individual instruction from a teacher. Elementary and middle-school students with other health impairments are the most likely to receive whole-class instruction and the least likely to receive small-group instruction, and elementary and middle-school students with multiple disabilities are the most likely to receive individual instruction.
- In special education settings, elementary and middle-school students in most disability categories are less likely to receive whole-class instruction than small-group instruction or individual instruction from a teacher.

- In special education settings, small-group instruction is more common than individual instruction for elementary and middle-school students in all disability categories except autism or visual impairment, where individual instruction is more common than small-group instruction. The percentages of students who frequently receive small-group instruction range from 52.3 percent for autism to 59.1 percent (hearing impairments) to 78.5 percent (speech/language impairments), and the percentages of students who frequently receive individual instruction range from 43.0 percent (learning disabilities) to 73.1 percent (autism).
- In special education settings, elementary and middle-school students with autism or visual impairments are the most likely of all elementary and middle-school students to receive individual instruction from a teacher and among the least likely to receive small-group instruction or whole-class instruction.

What instructional groupings are used with secondary students with disabilities?

Figure 1-30. Frequency of different instructional groupings for secondary students with disabilities in regular education academic classes: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,523 respondents.

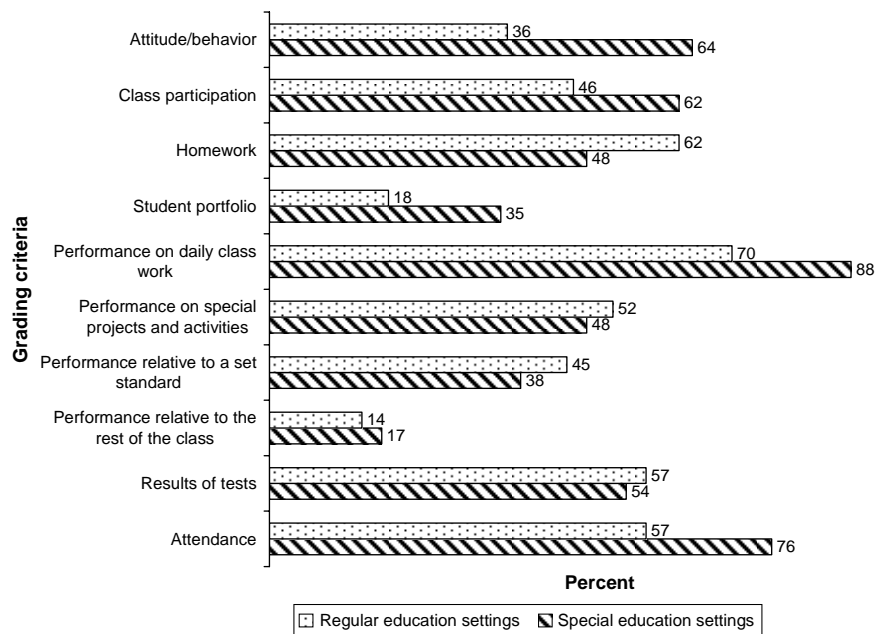
- About two-thirds of both secondary students with disabilities and other students in regular education academic classes experience whole class instruction “often,” according to teachers.

- The frequency with which secondary students with disabilities who take regular education academic classes receive whole-class instruction, small-group instruction or individual instruction from a teacher is very similar to the experiences of other students in class.
- Only with regard to individual instruction from an adult other than the teacher does the frequency of experiencing a particular instructional grouping differ for secondary students with disabilities compared with other students in class; students with disabilities are about twice as likely as other students in class to receive such instruction often (13 percent vs. 6 percent).

Grading Factors

What grading criteria are used to evaluate the academic performance of secondary students with disabilities?

Figure 1-31. Grading criteria reported by teachers to be “very important” when evaluating secondary students with disabilities, by instructional setting: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,298 respondents.

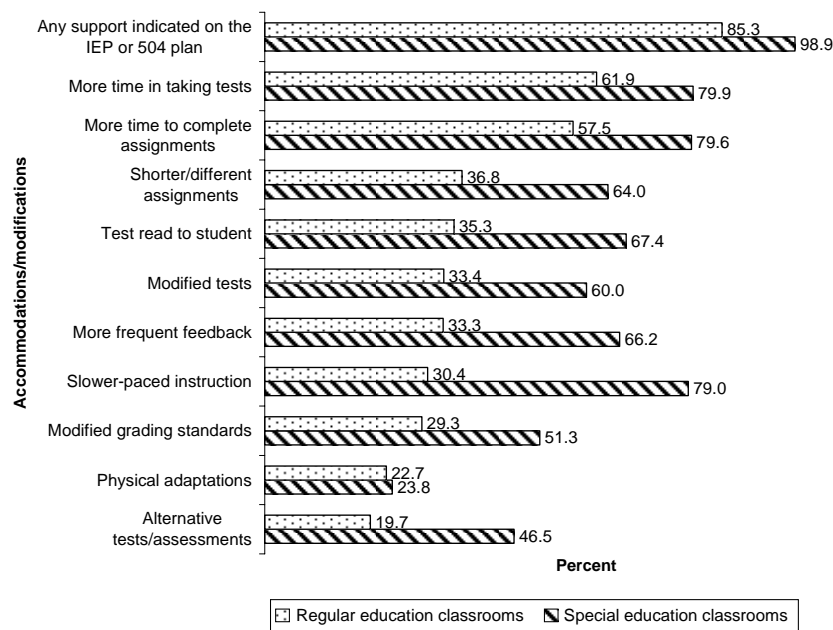
- Students’ performance on daily class work is the most likely criteria to be considered “very important” by both special education and regular education academic class teachers; 88 percent and 70 percent of students with disabilities in the two kinds of classes have teachers who report it to be “very important” in evaluating students’ performance.

- Secondary academic teachers in both settings are about equally likely to consider performance on special projects and activities, performance relative to the rest of the class and results of tests as “very important” in evaluating the performance of students with disabilities in their classes.
- Attitude/behavior, class participation, student portfolios, performance on daily class work and attendance are more likely to be reported as “very important” in evaluating the performance of secondary students with disabilities in special education academic classes than in regular education classes. Students with disabilities in regular education academic classes are more likely to have teachers who report that homework is very important.

Accommodations and Supports Provided to Students with Disabilities

What accommodations are provided to elementary and middle-school students with disabilities in language arts classes?

Figure 1-32. Accommodations and modifications provided to elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 5,686 respondents.

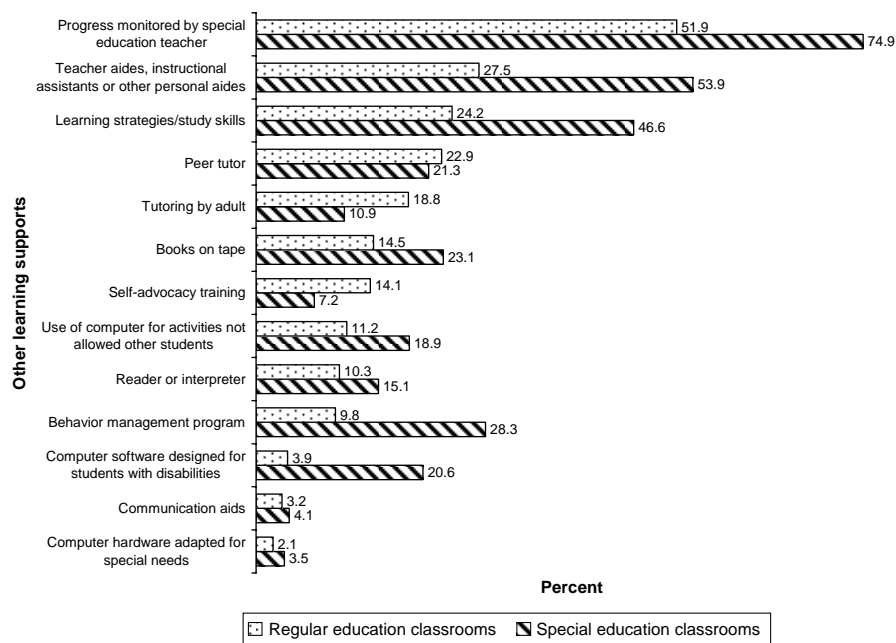
- In regular education classrooms, about 85 percent of elementary or middle-school students with disabilities in language arts classes have some type of support indicated on their IEP or 504 plan. Approximately 60 percent of students with disabilities are granted extra time to take tests or complete assignments. About one-third are given shorter or different assignments,

have tests read to them, take modified tests, receive feedback more frequently than other students or slower paced instruction and are graded using modified standards. Approximately one-fifth are provided physical adaptations or are graded using alternative tests or assessments.

- For students in special education classrooms, the most common types of accommodations or modifications, which are received by approximately 80 percent of students, are extra time on tests or assignments and slower paced instruction. Between 60 percent and 70 percent of students receive shorter or different assignments, have tests read to them, take modified tests or receive frequent feedback. Approximately half are graded using modified standards or take alternative tests and assessments, and approximately one-fourth are provided physical adaptations.

What other learning supports are provided to elementary and middle-school students with disabilities in language arts classes?

Figure 1-33. Other learning supports provided to elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 5,686 respondents.

- The most common type of learning support provided in language arts classrooms to elementary and middle-school students with disabilities in regular education classrooms is having their progress monitored by a special education teacher; approximately one-half receive this type of support. Approximately one-fourth have aides, are provided assistance with learning strategies or study skills, or receive tutoring by peers. Approximately 15

percent of these students use books on tape or receive self-advocacy training; and approximately 10 percent use a computer for activities not allowed for other students, have a reader or interpreter or are in a behavior management program.

- In special education settings, three-fourths of elementary and middle-school students have their progress monitored by a special education teacher, and approximately half have aides or receive help with learning strategies or study skills. Between 20 percent and 30 percent receive tutoring from a peer, use books on tape, are in a behavior management program or use computer software designed for students with disabilities; 15 percent receive help from a reader or interpreter.

How do staffing and class size in language arts classes for elementary and middle-school students with disabilities differ by instructional setting and demographic characteristics?

Table 1-12. Language arts class size and staffing for elementary and middle-school students with disabilities by demographic characteristics and instructional settings: 2001

Characteristics of students with disabilities	Avg. household income			Race/ethnicity ^a		
	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	White	African American	Hispanic
Regular education						
Average number of students in the classroom	21.9	22.9	23.4	22.8	22.6	22.4
Average number of special education students in the classroom	3.3	3.0	3.0	3.3	3.3	3.2
Percentage of special education students with:						
A special education teacher in the classroom	19.6%	18.2%	15.8%	20.5%	15.6%	9.9%
A classroom aide, one-on-one instructional assistant or other specialist in the classroom	35.5%	30.3%	28.2%	28.4%	31.9%	40.4%
Special education						
Average number of special education students	7.2	6.4	4.8	5.8	7.9	6.5
Percentage of special education students with:						
A regular education teacher in the classroom	2.2%	4.2%	5.4%	5.5%	1.7%	1.3%
A classroom aide, one-on-one instructional assistant or other specialist in the classroom	66.6%	56.9%	65.3%	59.1%	61.2%	61.5%

Source: SEELS School Program Survey, 2001.

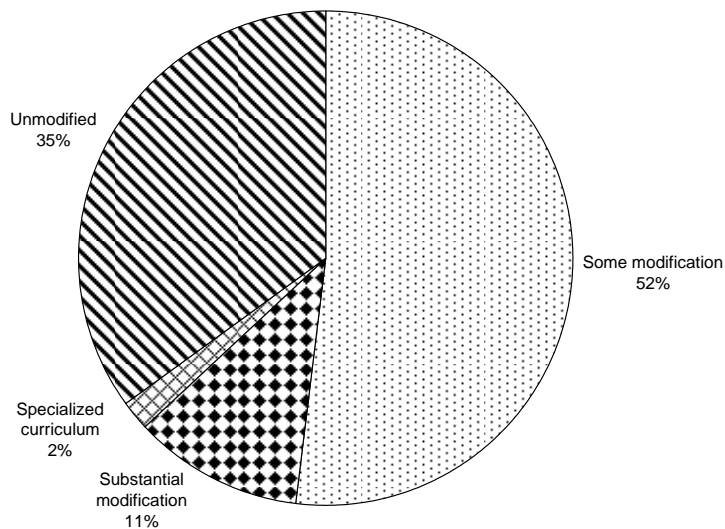
Displayed results were collected from 5,415 respondents.

- For elementary and middle-school students with disabilities in regular language arts education classes, class size increases only slightly with income (22 students in classes with household incomes of \$25,000 or less, compared with 23 students in classes with income above \$50,000); however, the average number of special education students remains about the same.

- In elementary and middle-school special education classes, average class size decreases with income (seven students in classes with household incomes of \$25,000 or less compared with five students in classes with incomes above \$50,000.)
- Elementary and middle-school students from the three household income groups do not differ greatly in terms of the staff in their classrooms, except that the percentage of students in special education settings with a regular education teacher in the classroom is double for students from high-end households (5.4 percent) versus low-end (2.2 percent).
- One difference among elementary and middle-school students with disabilities of the various race/ethnicities in regular education language arts classes is that Hispanic students are less likely than white students to have a special education teacher in the classroom (20 percent vs. 10 percent).

To what extent are curriculum modifications provided to secondary students with disabilities in regular education academic classes?

Figure 1-34. Extent of curriculum modification for secondary school students with disabilities in regular education academic classes: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

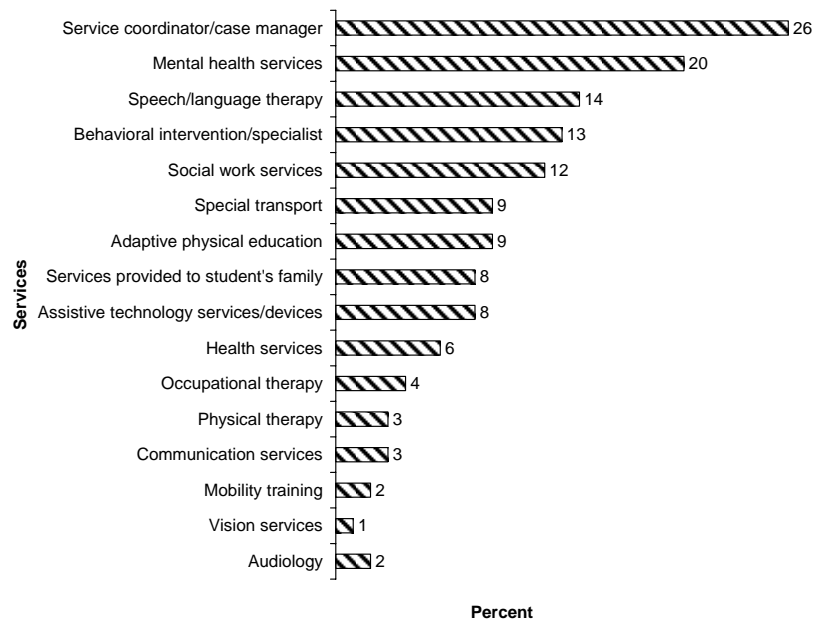
Displayed results were collected from 2,565 respondents.

- Sixty-five percent of secondary students with disabilities who take regular education academic classes in the regular classroom receive some degree of modification to the curriculum in those classes.

- Substantial modification or a specialized curriculum is fairly uncommon; 13 percent of secondary students with disabilities have that degree of modification to their curriculum in regular education academic classes.

What types of services do schools provide to secondary students with disabilities?

Figure 1-35. Services received by secondary students with disabilities from schools, by type of service: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

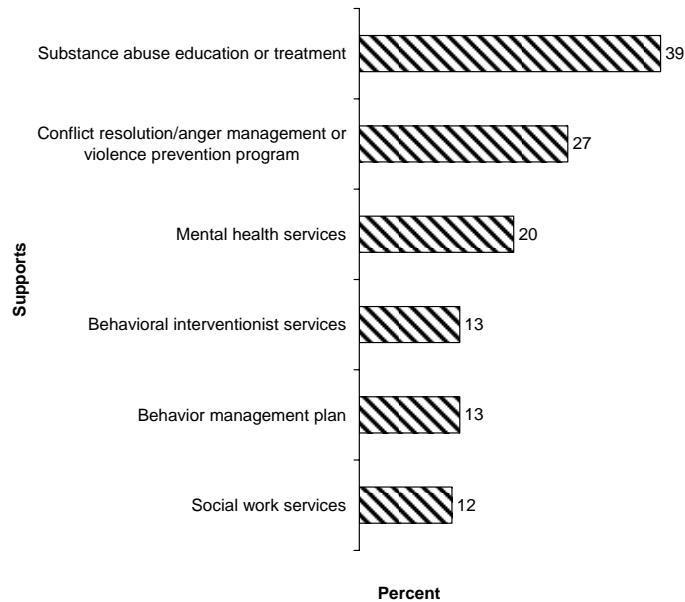
Displayed results were collected from 5,511 respondents.

- Only service coordination/case management and mental health services are provided to 20 percent or more of secondary students with disabilities in a given school year.
- Between 12 percent and 14 percent of secondary students with disabilities receive speech/language therapy services, behavioral interventions or social work services during a school year.
- Special transportation, adaptive physical education, assistive technology services or devices and services to secondary students' families are received by 8 percent and 9 percent of students with disabilities.
- NLTS2 also reported that mental health services are provided for 49 percent of students with serious emotional disturbance; vision services are provided for 78 percent of students with visual impairments and 51 percent of students with deaf-blindness; special transportation

services are provided for 57 percent of students with orthopedic impairments; communication services are provided for 61 percent of students with deaf-blindness and 56 percent of students with hearing impairments; and speech or language therapy services are provided for 67 percent of students with autism and 64 percent of students with speech impairments.

What types of supports are provided to secondary students with disabilities?

Figure 1-36. Social adjustment supports received by secondary students with disabilities, by type of support: 2001-02



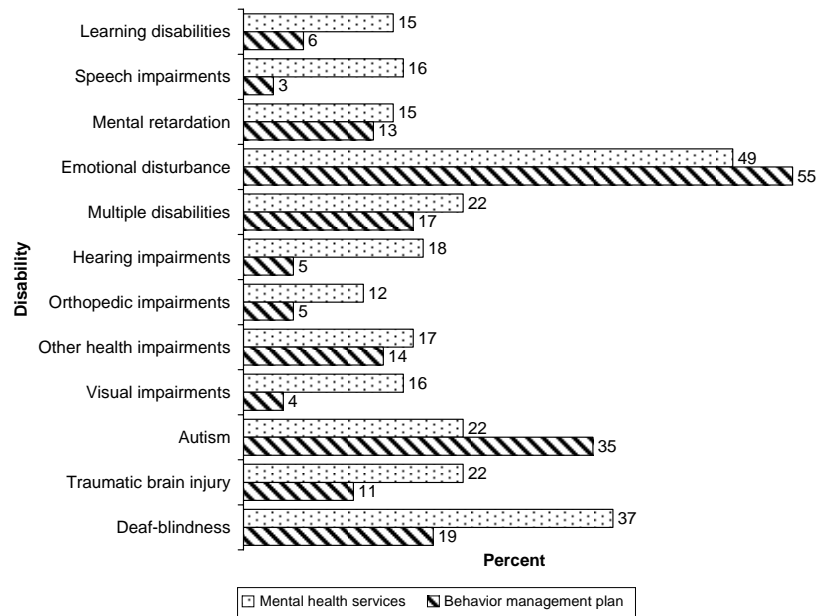
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 5,635 respondents.

- Substance abuse prevention education or substance abuse treatment is provided to almost four of 10 secondary students with disabilities through their schools. More than one-fourth (27 percent) participate in conflict resolution, anger management or violence prevention programs at school.
- Mental health services are provided to 20 percent of secondary school students with disabilities at or through their schools.
- One in eight secondary students with disabilities receives behavioral intervention services, behavioral management planning and social work services.

What percentage of students with disabilities receive social adjustment supports in the form of mental health services and behavior management planning?

Figure 1-37. Receipt of social adjustment supports in the form of mental health services and behavior management planning by secondary students with disabilities, by disability category: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

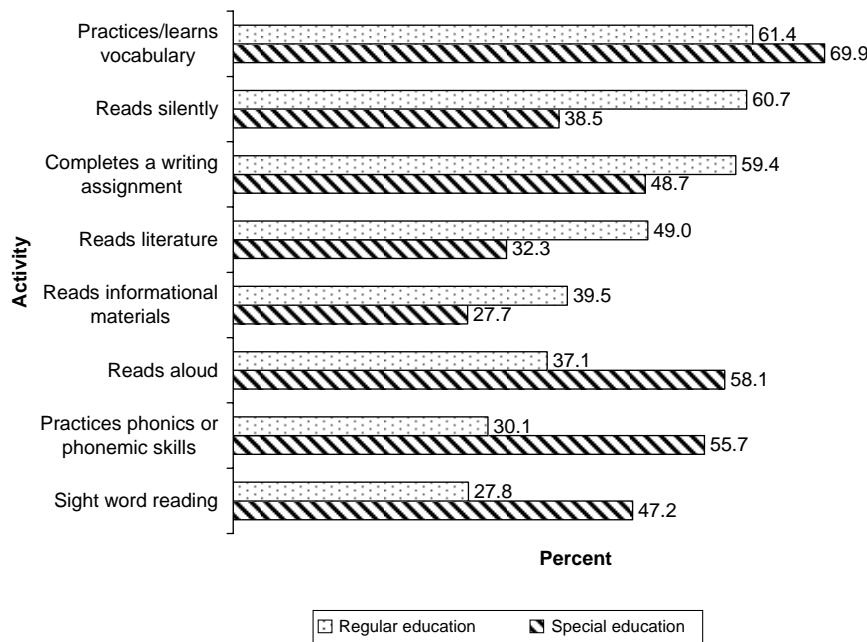
Displayed results were collected from 5,630 respondents.

- Some secondary students in all disability categories receive mental health services and/or have behavior management plans to assist in their behavioral and social adjustment.
- Social adjustment supports are most likely to be provided to students with disabilities who have a pronounced social adjustment component—those in the primary disability categories of serious emotional disturbance (49 percent receive mental health services and 55 percent have behavior management plans) or autism (22 percent and 35 percent receive these supports, respectively).

Participation by Students with Disabilities in Classroom Activities

How do the types of reading/language arts activities in which elementary and middle-school students with disabilities participate differ by instructional setting?

Figure 1-38. Participation in reading/language arts activities by elementary and middle-school students with disabilities, by instructional setting: 2001



Source: SEELS School Program Survey, 2001.

Displayed results were collected from 6,024 respondents.

- In language arts classes in regular education classrooms, the most common reading activities for elementary and middle-school students with disabilities are learning or practicing vocabulary, reading silently or completing writing assignments. Approximately 60 percent of elementary and middle-school students with disabilities engage in these activities frequently. Somewhat less common activities are reading literature, followed by reading informational materials and reading aloud. The least common activities are phonics or phonemic skills practice and sight word reading; approximately 30 percent of elementary and middle-school students with disabilities engage in these activities frequently.
- In language arts classes in special education classrooms, learning and practicing vocabulary words is the most common reading activity, with approximately 70 percent of elementary and middle-school students engaging in this activity frequently. Reading aloud and practicing phonics or phonemic skills are somewhat less common, yet more than half of the elementary and middle-school students in these settings engage in these activities frequently. Completing

writing assignments and sight word reading are still less common, followed by reading silently. Least common are reading literature or reading informational materials, with approximately 30 percent of elementary and middle-school students with disabilities engaging in these activities frequently.

How do the types of reading/language arts activities in which elementary and middle-school students with disabilities participate differ by disability category?

Table 1-13. Participation in reading/language arts activities by elementary and middle-school students with disabilities, by disability category and instructional setting: 2001

Disability	Regular education							
	Read aloud	Read silently	Complete writing assignment	Read literature	Read informational materials	Practice phonics or phonemic skills	Practice vocabulary	Sight word reading
	Percent							
Learning disabilities	25.8	50.9	55.2	48.1	36.6	22.6	59.0	20.9
Speech/language impairments	46.8	70.9	66.2	51.3	44.0	36.5	64.8	33.7
Mental retardation	21.6	28.7	28.6	23.7	21.1	38.1	45.5	35.2
Serious emotional disturbance	29.0	51.6	41.0	44.8	26.4	19.6	52.0	18.0
Multiple disabilities	36.7	58.5	53.6	40.4	28.1	55.6	59.1	23.4
Hearing impairments	37.4	55.0	64.7	53.7	47.3	26.0	62.0	28.9
Orthopedic impairments	37.7	63.1	57.3	51.5	36.1	35.9	62.5	33.0
Other health impairments	31.0	51.7	55.5	45.8	33.8	17.8	61.0	18.9
Visual impairments	36.4	62.8	59.9	52.5	45.4	30.1	61.3	23.2
Autism	42.3	51.4	34.6	53.7	40.1	28.8	58.0	32.9
Traumatic brain injury	39.2	41.0	59.5	43.2	21.1	22.0	43.5	19.4

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 2,605 respondents.

Table 1-13. Participation in reading/language arts activities by elementary and middle-school students with disabilities, by disability category and instructional setting: 2001 (continued)

Disability	Special education							
	Read aloud	Read silently	Complete writing assignment	Read literature	Read informational materials	Practice phonics or phonemic skills	Practice vocabulary	Sight word reading
	Percent							
Learning disabilities	59.9	43.8	54.5	37.2	32.6	53.5	69.1	41.0
Speech/language impairments	71.6	35.7	58.1	39.5	26.1	72.4	76.2	49.2
Mental retardation	49.8	27.4	35.9	18.1	17.1	62.0	73.1	61.5
Serious emotional disturbance	62.2	48.8	47.4	33.5	33.5	51.9	72.0	49.6
Multiple disabilities	44.6	26.0	35.2	28.3	23.3	48.3	63.7	47.2
Hearing impairments	51.6	43.1	43.0	25.8	22.8	31.7	80.4	57.2
Orthopedic impairments	49.3	34.2	37.0	27.6	22.2	54.0	62.7	46.9
Other health impairments	54.3	35.2	41.7	28.3	25.3	42.2	57.9	42.8
Visual impairments	46.8	22.2	34.5	21.4	18.3	50.1	61.1	42.6
Autism	37.3	20.9	26.6	16.2	14.8	39.5	57.1	44.3
Traumatic brain injury	54.7	34.8	47.0	26.7	14.0	51.6	70.0	53.4

Source: SEELS School Program Survey, 2001.

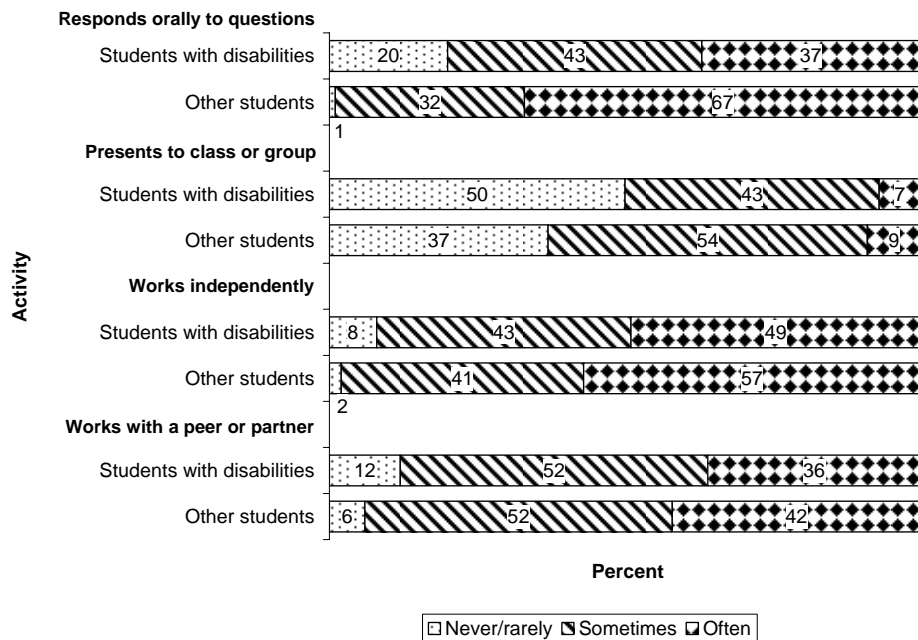
Displayed results were collected from 3,387 respondents.

- In regular education classrooms, practicing vocabulary is one of the most common language arts activities for elementary and middle-school students in all disability categories. Reading silently and completing writing assignments also are among the most common activities for elementary and middle-school students in most disability categories, followed by reading literature and reading aloud. Sight word reading, practicing phonics or phonemic skills and reading informational materials are the least common activities for elementary and middle-school students in most disability categories.
- In regular education classrooms, the patterns of language arts activities for elementary and middle-school students with mental retardation or multiple disabilities differ from those for elementary and middle-school students in other disability categories. Practicing phonics or phonemic skills is among the most common activities for these students. In addition, elementary and middle-school students with mental retardation differ from all other groups in that they are the least likely to engage in five of the eight activities investigated.

- In special education classrooms, practicing vocabulary is the most common activity, and reading informational materials is the least common activity for elementary students in every disability category. Completing writing assignments and practicing phonics or phonemic skills also are among the most common activities for elementary students in most disability categories, whereas reading literature is among the least common.
- In special education classrooms, elementary and middle-school students with autism are the least likely to engage in all eight reading/language arts activities investigated, whereas elementary and middle-school students with speech/language impairments are among the most likely to engage in five of the eight activities.

In what types of classroom activities do secondary students with disabilities participate?

Figure 1-39. Participation in classroom activities by secondary students with disabilities in regular education academic classes: 2001-02



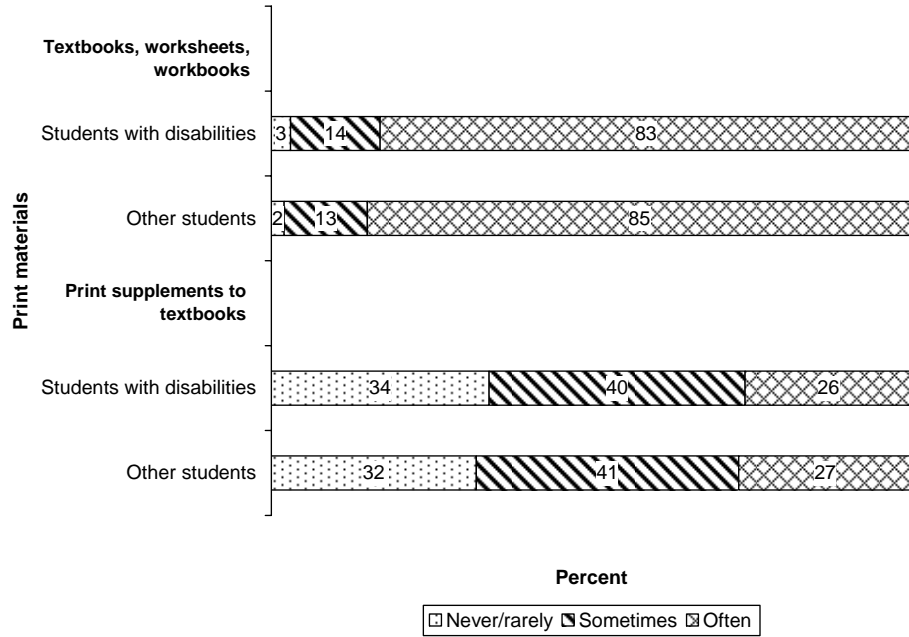
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,539 respondents.

- Several of the ways in which secondary students with disabilities participate in regular education classes vary from those of other students. For example, 37 percent of secondary students with disabilities respond orally to questions often, compared with 67 percent of other students in class. Compared with other students in class, secondary students with disabilities also are much more likely to “rarely or never” present to a class or group (50 percent vs. 37 percent).

To what extent are print materials used by secondary students with and without disabilities?

Figure 1-40. Use of print materials by secondary students with disabilities in regular education academic classes and their classmates without disabilities: 2001-02



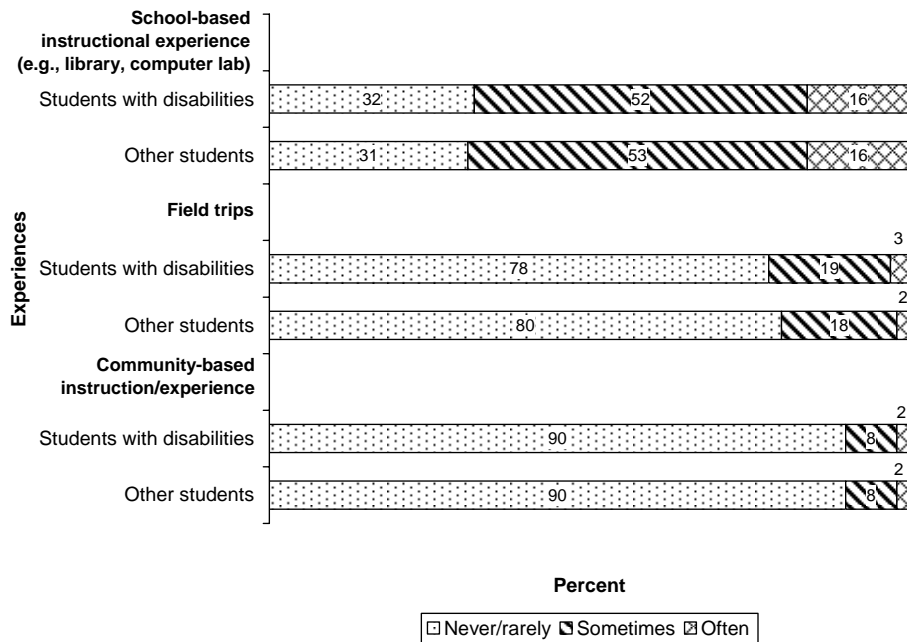
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,577 respondents.

- Textbooks, worksheets and workbooks are used “often” for the large majority of both secondary students with disabilities and other students in regular education academic classes (83 percent and 85 percent)
- The frequency with which secondary students with disabilities and other students in class use various print materials is quite similar.

In what educational experiences outside the regular education academic classroom do secondary students with disabilities participate?

Figure 1-41. Educational experiences outside the classroom of secondary students with disabilities and other students taking regular education academic classes: 2001-02

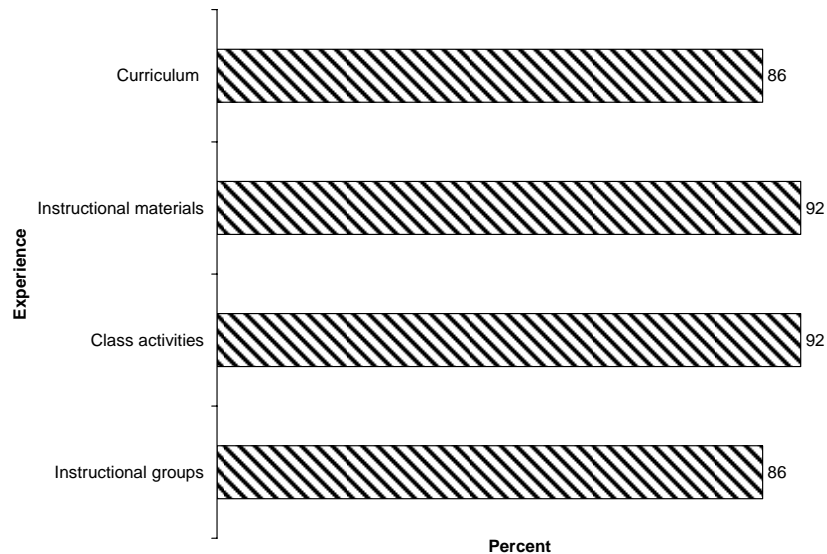


Source: NLTS2 School Program Survey, 2001-02.
 Displayed results were collected from 2,520 respondents.

- Secondary students with disabilities taking regular education academic classes are as likely as other students to take part in education experiences outside the classroom.
- Educational experiences off the school campus (i.e., field trips or community-based instruction/experiences) are rare both for secondary students with disabilities and other students taking regular education academic classes.

How do the experiences of secondary students with disabilities in regular education vocational classes compare with those of other students?

Figure 1-42. Secondary students with disabilities in regular education vocational classes whose experiences are the same as those of other students in class: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 1,546 respondents.

- A total of 86 percent to 92 percent of secondary students with disabilities who are in regular education vocational classes have curricula, instructional materials and groupings, and class activities that are reported by teachers to be the same as other students in the class.
- Secondary students with mental retardation, autism, or multiple disabilities differed the most from other students in their regular education vocational class with respect to experiences with curricula, instructional materials and groupings, and class activities (NLTS2).

Performance of Students with Disabilities

How do the functional abilities of elementary and middle-school students with disabilities differ by language arts instructional settings?

Table 1-14. Functional abilities of elementary and middle-school students with disabilities in language arts classes, by instructional setting: 2001

Level of performance:	Primary language arts instructional setting	
	Regular education	Special education
	Percent	
Self-care skills ^a		
High	85.0	66.0
Medium	14.5	30.1
Low	0.5	3.9
Functional cognitive skills ^b		
High	32.0	15.0
Medium	62.7	63.5
Low	5.3	21.6
Social skills ^c		
High	23.9	15.2
Medium	69.2	67.4
Low	6.9	17.4
Percentage reported ^d to speak:		
As well as other same-age children	57.6	51.7
With “a little trouble”	39.1	34.7
With “a lot of trouble” or not at all	3.4	13.6
Percentage reported ^d to understand others:		
As well as other same-age children	66.3	42.1
With “a little trouble”	29.6	43.9
With “a lot of trouble” or not at all	4.0	14.9
Percentage whose health is reported ^d as:		
Excellent or very good	81.8	63.8
Good	13.5	24.1
Fair or poor	4.3	12.1

Source: SEELS School Program Survey, 2001.

Displayed results were collected from 4,434 respondents.

^aThe level of self-care skills was based on parents’ ratings of how well students feed and dress themselves independently and get around to nearby places outside the home.

^bThe level of functional cognitive skills was based on parents’ ratings of how well students can tell time on a clock with hands, count change, read common signs and look up telephone numbers and use the phone.

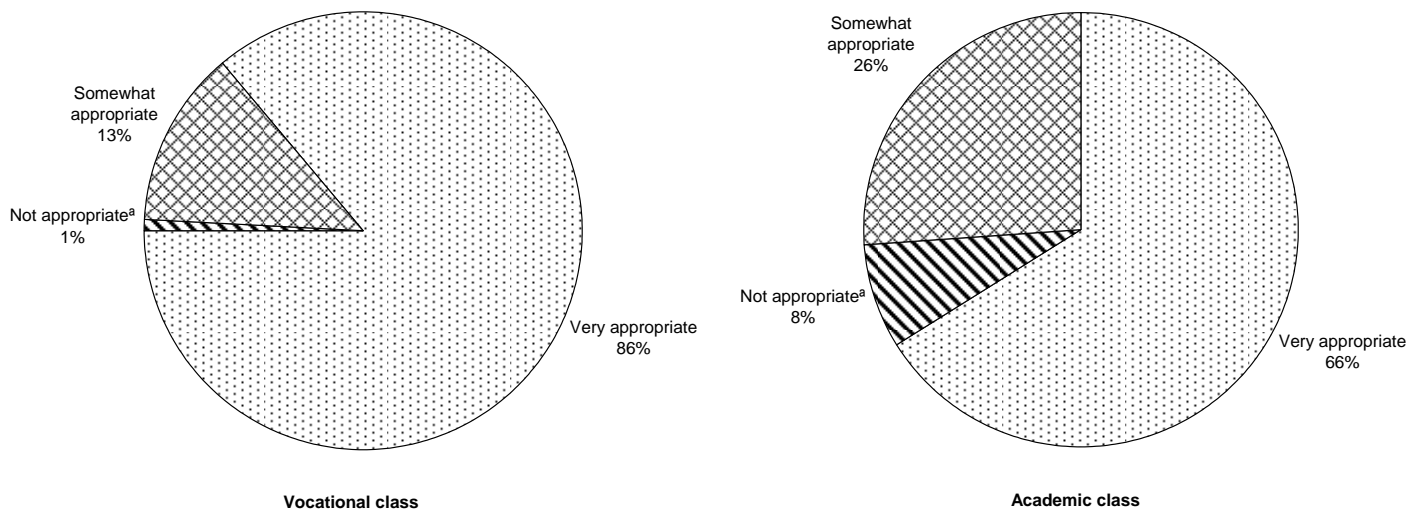
^cThe level of social skills was based on parents’ ratings of how often students exhibit a variety of social skills related to cooperation, self-control and assertion.

^dReports made by parents.

- Elementary and middle-school students with disabilities in both special education and regular education language arts classes exhibit a range of functional abilities; both high- and low-functioning students are instructed in each setting.
- Elementary and middle-school students in special education settings for language arts are more likely than elementary and middle-school students with disabilities in regular education classes to have lower levels of self-care skills and functional cognitive skills and to have more limited social skills.
- Although elementary and middle-school students in the two settings are about equally likely to speak as well as other children of their age, parents of elementary and middle-school students in special education settings are much less likely to report that their children understand what other people say to them.
- Special education language arts settings are more likely than regular education classes to include elementary and middle-school students with disabilities who are in fair or poor health.

What are teachers' perceptions regarding the appropriateness of the placement of secondary students with disabilities in regular education classes?

Figure 1-43. Secondary teachers' perception of the appropriateness of placement of students with disabilities in their regular education classes: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,159 respondents.

^aThe label "not appropriate" refers to the combined responses "not very appropriate" and "not at all appropriate."

- A total of 86 percent of secondary students with disabilities in regular education vocational classes and 66 percent in regular education academic classes have teachers who report their placement in the class is “very appropriate.”
- A small percentage of secondary students with disabilities in regular education classes have teachers who report their placement is “not appropriate” (1 percent and 8 percent for regular education vocational and academic classes, respectively).
- Placements of secondary students with mental retardation, multiple disabilities, serious emotional disturbance and traumatic brain injury were most frequently rated by their teachers as “not appropriate” (NLTS2 School Program Survey).

How do students with disabilities perform academically?

Table 1-15. Average scores and skill levels^a on NAEP reading assessment for students with disabilities and those without in grades 4 and 8: 2003

Grade 4 average (mean) scale scores and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities ^b	18,109	185	29	9
Students without disabilities	169,027	221	67	34
Grade 8 average (mean) scale scores and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities ^b	15,144	225	32	6
Students without disabilities	139,552	267	78	35

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2002 and 2000 Reading Assessments.

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

^bResults for the sample of students with disabilities cannot be generalized to the total population of students with disabilities because schools specifically for children with disabilities are not included in the NAEP sample, and many children with disabilities who do attend schools in the sample are excluded from testing.

- Students with disabilities in both grade 4 and grade 8 scored lower on the NAEP reading assessment than did students without disabilities.

- On the fourth-grade NAEP assessment, smaller percentages of students with disabilities scored at or above basic (29 percent) and at or above proficient (9 percent) than students without disabilities (67 percent and 34 percent, respectively).
- On the eighth-grade NAEP reading assessment, 32 percent of students with disabilities scored at or above basic, as compared to 78 percent of students without disabilities. Six percent of students with disabilities scored at or above proficient as compared to 35 percent of students without disabilities.

Table 1-16. Average scores and skill levels^a on NAEP mathematics assessment for students with disabilities and those without in grades 4 and 8: 2003

Grade 4 average scale scores (mean) and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities ^b	21,996	214	51	13
Students without disabilities	167,685	237	80	35

Grade 8 average scale scores (mean) and percent at or above basic and at or above proficient				
	<i>N</i>	Mean	Percent at or above basic	Percent at or above proficient
Students with disabilities ^b	17,011	242	29	6
Students without disabilities	135,812	282	73	31

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2002 and 2000 Reading Assessments.

^aScores on the NAEP mathematics assessment fall on a 0-500 point scale delineated by three skill levels: Basic, Proficient and Advanced.

^bResults for the sample of students with disabilities cannot be generalized to the total population of students with disabilities because schools specifically for children with disabilities are not included in the NAEP sample, and many children with disabilities who do attend schools in the sample are excluded from testing.

- Students with disabilities in both grade 4 and grade 8 scored lower on the NAEP mathematics assessment than did students without disabilities.
- On the fourth-grade NAEP mathematics assessment, just over half of the students with disabilities scored at or above basic, as compared to 80 percent of students without disabilities. Thirteen percent of students with disabilities and 35 percent of students without disabilities scored at or above proficient.

- On the eighth-grade NAEP mathematics assessment, 29 percent of students with disabilities scored at or above basic, as compared to 73 percent of students without disabilities. Six percent of students with disabilities scored at or above proficient, as compared to 31 percent of students without disabilities.

Establishing Accountability Systems to Include Students with Disabilities

To what extent have school districts established the same content standards for students with and without disabilities?

Table 1-17. Districts with various types of content standards^a for students with and without disabilities, by subject area: 1999-2000 and 2002-03

	Mathematics		English		Science		Social Studies	
	1999-2000	2002-2003	1999-2000	2002-2003	1999-2000	2002-2003	1999-2000	2002-2003
	Percent							
Same standards for all students	45.3	92.7	45.1	92.7	44.4	90.0	42.6	90.0
Different standards for students with disabilities	37.2	1.0	38.2	1.0	36.7	0.6	37.6	0.6
Decision pending on standards for students with disabilities	10.3	0.1	10.3	0.1	10.5	0.1	10.5	0.1
No standards for any students	7.3	0.1	6.4	0.1	8.5	1.4	9.3	4.6
Missing data	0.0	6.0	0.0	6.0	0.0	7.8	0.0	4.5

Source: SLIIDEA District Survey, 2002-03.

Note: Percentages were calculated with the number missing included in the denominator in order to allow tracking of change over time.

Displayed results were collected from 959 school districts.

^aContent standards describe what students should know and be able to do in the core academic subjects.

- In 1999-2000, 43 percent to 45 percent of the districts had adopted the same content standards in mathematics, English, science and social studies for students with and without disabilities.
- In 1999-2000, in each subject area, about a third of districts had different standards for students with disabilities; 10 percent had made no decision on standards for any students, and 10 percent had made no decision on separate standards for students with disabilities.
- By 2002-2003, the adoption of the same content standards for all students had doubled, going from a range of 43 percent to 45 percent to a range of 90 percent to 93 percent.

What policy tools do states and districts have to promote the participation of students with disabilities in accountability systems?

Table 1-18. States and districts that have developed written guidelines on the participation of students with disabilities in accountability systems: 2002-03

	States ^a	Districts
Percentage with guidelines on:	Percent	
Participation in assessments ^b	98	92
Use of accommodations in testing	100	94
Use of alternate assessments	100	86
All of the above: participation, accommodations and alternate assessments	98	83

Source: SLIIDEA State and District Surveys, 2002-03.

Displayed state-level results were collected from the 50 states and the District of Columbia; district results were based on 959 school districts.

^a50 states and the District of Columbia.

^bAssessments include any assessments used by the state or district.

- By 2002-03, all of the 51 states had provided written guidelines to their districts and schools on the use of accommodations in testing and on the use of alternate assessments for students with disabilities, and all but one state had provided guidelines on the participation of students with disabilities in state or district assessments.
- Over 90 percent of districts had developed written guidelines on participation of students with disabilities in assessments and on the use of accommodations in assessments (92 percent and 94 percent, respectively). Districts without their own guidelines on these two topics, however, were in states that provided the guidelines to them and to their schools.
- Slightly fewer districts (86 percent) had developed written guidelines on the use of alternate assessments. Since states did provide guidelines on this topic, these districts were covered by state guidelines.
- Eighty-three percent of districts had developed written guidelines in all three areas.

To what extent do states and districts use resources to support students with disabilities in accountability systems?

Table 1-19. States and districts that received and/or provided resources^a for assessment^b of students with disabilities: 2002-03

Resource targeted	States providing	Districts receiving	Districts providing
	Percent		
Increase participation of students with IEPs in assessments	84.3	43.4	44.2
Improve performance of students with IEPs on assessments	80.0	31.9	34.4

Source: SLIIDEA State and District Surveys, 2002-03.

Displayed state-level results were collected from the 50 states and the District of Columbia; district results were based on 959 school districts.

^aResources were most often in the form of technical assistance.

^bAssessments include any assessments used by the state or district.

- In 2002-03, 80 percent or more of the states provided technical assistance to increase participation of students with disabilities in assessments and improve performance in assessments.
- Districts, in turn, provided resources to their schools for similar purposes and in the same proportions as they had received them from their states: 43.4 percent received resources from their states to increase participation of students with disabilities on assessments, and 44.2 percent of districts provided resources to their schools for the same purpose. In addition, nearly a third of the districts (31.9 percent) received resources from the state to improve performance on assessments, and 34.4 percent provided resources to schools to improve performance.

How do districts use academic performance data of students with disabilities?

Table 1-20. Districts that used data on academic performance^a of students with disabilities for different purposes: 2002-03

Districts	Percent
Percentage of districts with data on academic performance of students with disabilities	88.8
Of those districts with data, the percentage that:	
Use data for program evaluation	77.0
Use data for planning professional development	49.7

Source: SLIIDEA District Survey, 2002-03.

Displayed results were collected from 959 school districts.

^aAssessments include any assessments used by the state or district.

- Education reforms have encouraged schools to use their own data, including student academic performance data, for self-study and improvement. Use of performance data on students with disabilities is a positive indicator of improved accountability under IDEA. In 2002-03, 88.8 percent of districts collected or had access to academic performance data on their students with disabilities.
- Districts that had access to data on the performance of students with disabilities used the data primarily for program evaluation.

To what extent do districts provide professional development on the participation of students with disabilities in assessments?

Table 1-21. Districts that provided professional development on the participation of students with disabilities in assessments^a: 2002-03

Topic of professional development	Professional development was provided	Of those providing, the percentage in which:	
		Professional development was less than 8 hours	Follow-up was provided
Improving both participation and performance on assessments	74.2	72.2	67.6
Administration and use of alternate assessments	70.0	73.2	67.9

Source: SLIIDEA District Survey, 2002-03.

Displayed results were collected from 959 school districts.

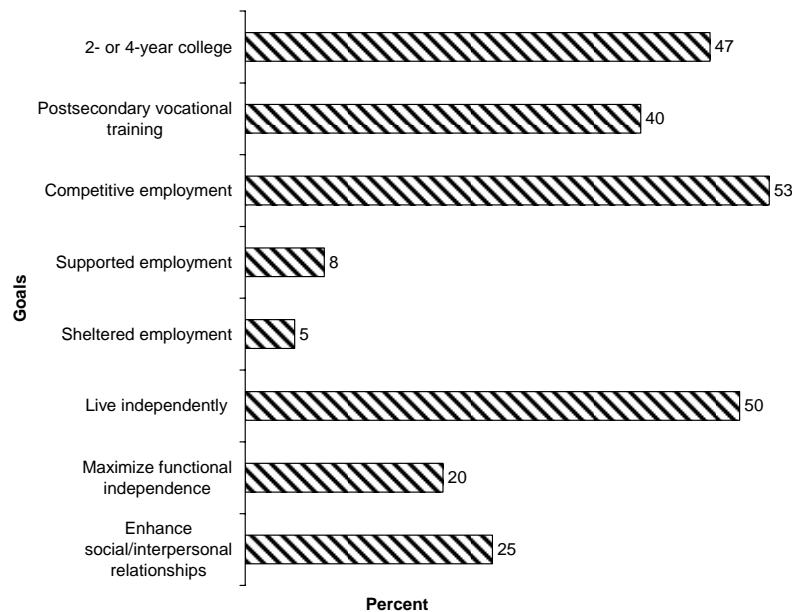
^aAssessments include any assessments used by the state or district.

- In 2002-03, nearly three-fourths of all districts (74.2 percent) provided professional development to school staff to improve participation and performance of students with disabilities, including the use of accommodations in testing.
- Seventy percent of districts provided professional development on the administration and use of alternate assessments.
- In districts that provided professional development, 72 percent to 73 percent provided less than eight hours. Two-thirds of those districts (about 68 percent) also provided follow-up, which research has shown is critical to teachers' classroom implementation of the strategies learned.

Postsecondary Goals

What are the post-high-school goals of secondary students with disabilities?

Figure 1-44. Primary post-high-school goals of secondary students with disabilities: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,193 respondents.

- Attending two- or four-year college is a transition goal for 47 percent of secondary students with disabilities. Further information is provided in figure 1-48.
- Finding competitive employment is the most commonly stated primary transition goal for secondary students with disabilities; 53 percent have such a goal. Secondary students with disabilities most likely to have this goal are those with serious emotional disturbance (58 percent) or learning disabilities (57 percent); secondary students with disabilities least likely to have this goal are those with autism (22 percent) or multiple disabilities (27 percent) (NLTS2).

NLTS2 also showed the following:

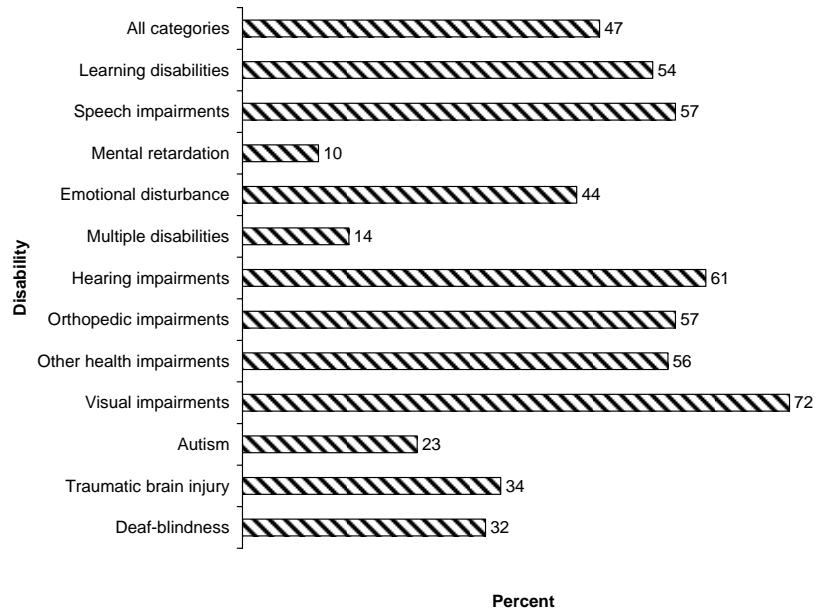
- Forty percent of secondary students with disabilities have a goal of acquiring postsecondary vocational training to enhance their employability. Secondary students with disabilities most likely to have this goal are those with serious emotional disturbance (44 percent), learning disabilities (43 percent) or speech impairments (43 percent); secondary students with

disabilities least likely to have this goal are those with multiple disabilities (16 percent) or autism (18 percent).

- Supported employment is a goal for 8 percent of secondary students with disabilities. Secondary students with disabilities most likely to have this goal are those with autism (39 percent) or multiple disabilities (35 percent); secondary students with disabilities least likely to have this goal are those with learning disabilities (2 percent) or other health impairments (6 percent).
- Sheltered employment is a goal for 5 percent of secondary students with disabilities. Secondary students with disabilities most likely to have this goal are students with autism (39 percent) or multiple disabilities (31 percent); secondary students with disabilities least likely to have this goal are those with learning disabilities (1 percent) or speech impairments (2 percent).
- Half of secondary students with disabilities have a primary transition goal of living independently (50 percent), and one-fifth seek to maximize their functional independence.
- One-fourth of secondary students with disabilities have a transition goal related to enhancing social/interpersonal relationships.

How does the percentage of secondary students with disabilities who have the goal of attending college differ by disability category?

Figure 1-45. Secondary students with disabilities who have the goal of attending a two- or four-year college, by disability category: 2001-02



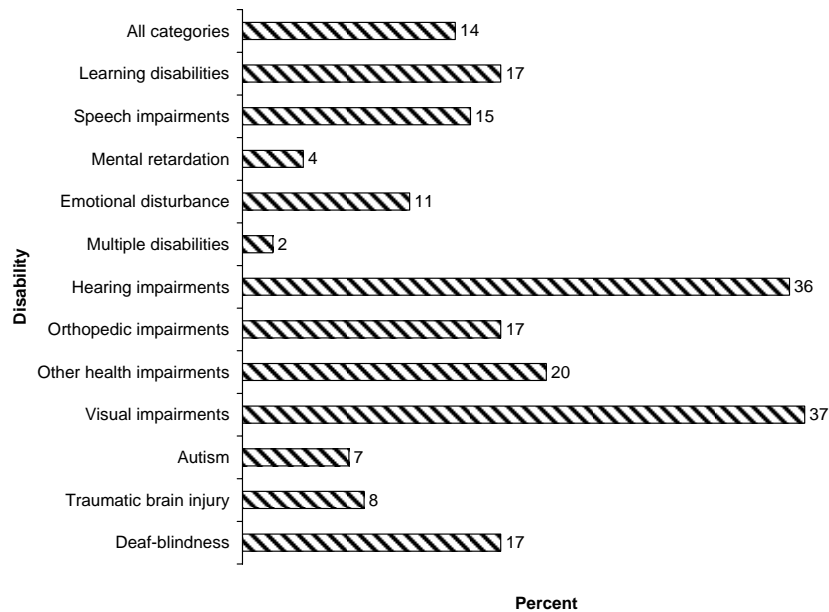
Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,193 respondents.

- Some secondary students in every disability category have a primary transition goal of attending a two- or four-year college.
- More than half of secondary school students in the categories of learning disabilities or speech, hearing, visual, orthopedic or other health impairments have a primary transition goal of attending a two- or four-year college.

How does the percentage of secondary students with disabilities taking official college entrance exams differ by disability category?

Figure 1-46. Age-eligible^a secondary students with disabilities taking college entrance exams,^b by disability category: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 4,036 respondents.

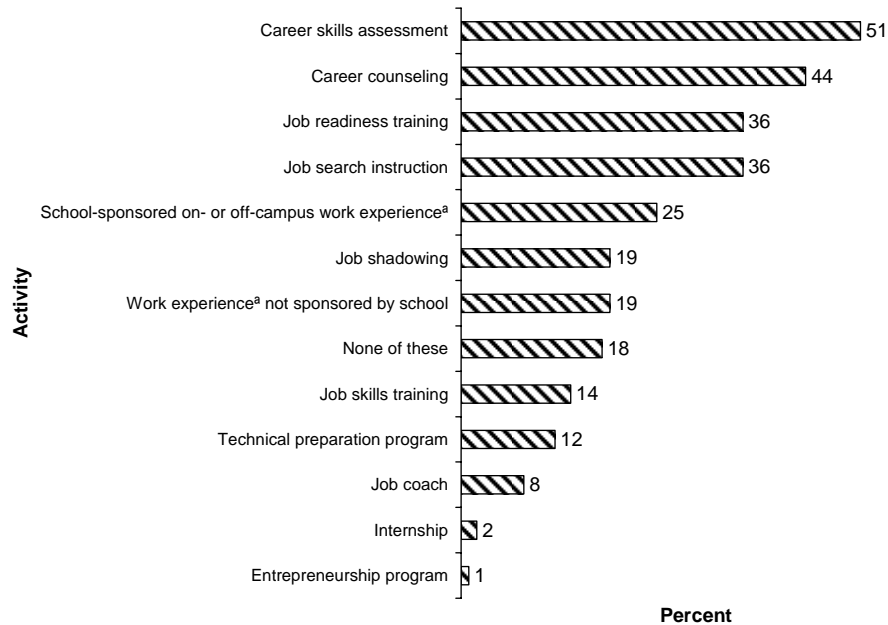
^aAge-eligible students are those in the 10th grade and above.

^bIncludes PSATs, SATs or other college entrance examinations.

- Taking college entrance examinations is much more common among students with hearing or visual impairments (36 percent and 37 percent) than among students with mental retardation, autism, traumatic brain injuries, or multiple disabilities (8 percent or fewer).

In what types of work-related activities do secondary students with disabilities participate?

Figure 1-47. Participation in job training and work-related activities by secondary students with disabilities: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

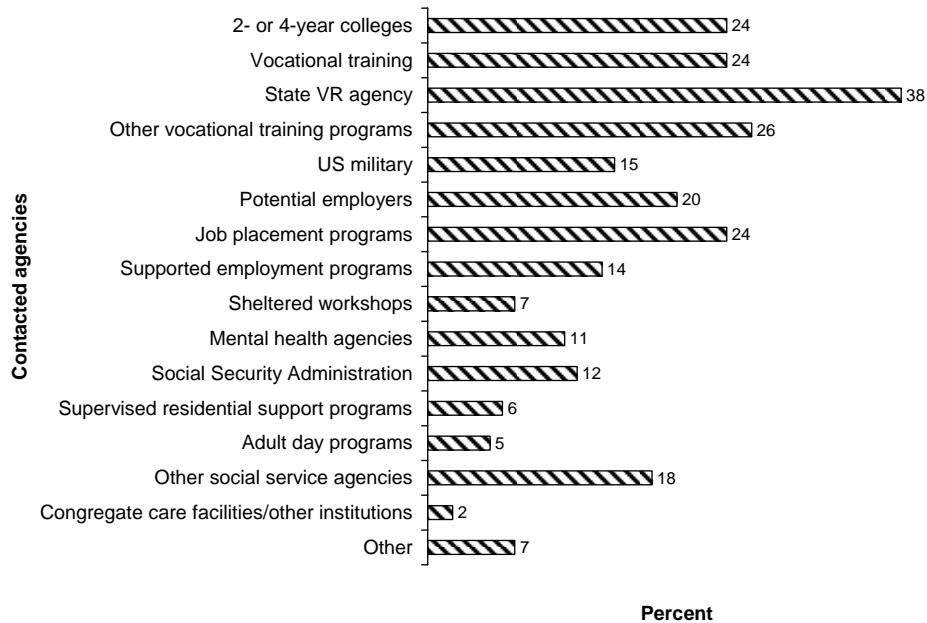
Displayed results were collected from 4,136 respondents.

^aWork experience—both sponsored by school and not—is recorded within a given semester, whereas the other vocational activities could have occurred at any point since starting high school.

- One-fourth of secondary school students with disabilities take part in school-sponsored work experience programs in a given semester.
- Skills assessments, career counseling, job readiness training and job search instruction are the only vocational services to have been provided to sizable percentages of secondary students with disabilities (from 36 percent to 51 percent).
- According to school staff, 18 percent of secondary students with disabilities have received none of these services since starting high school. (NLTS2 School Program Survey, 2001-02)

What types of transition planning services are provided to secondary students with disabilities?

Figure 1-48. Secondary students with disabilities whose schools contacted outside agencies regarding post-high-school programs or services: 2001-02



Source: NLTS2 School Program Survey, 2001-02.

Displayed results were collected from 2,740 respondents.

- The most commonly contacted agency as part of transition planning for secondary students with disabilities is the state vocational rehabilitation agency (38 percent of students have such contacts made on their behalf).
- On behalf of about one-fourth of secondary students with disabilities, schools report making contact with colleges, vocational training programs or agencies or job placement programs during the transition planning process.
- Contacts with other agencies are made for between 2 percent and 20 percent of secondary students with disabilities.

Trends in School Exiting and Transition

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

Table 1-22. Students ages 14 and older with disabilities who graduated with a standard diploma^a: 1993-94^b through 2001-02^b

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 ^c	1999-2000	2000-01	2001-02
	Percent								
Specific learning disabilities	49.1	47.7	48.2	48.8	51.0	51.9	51.6	53.6	56.9
Speech/language impairments	42.9	41.7	42.2	44.8	48.1	51.2	53.2	52.3	55.7
Mental retardation	35.0	33.8	34.0	33.0	34.3	36.0	34.4	35.0	37.8
Serious emotional disturbance	27.0	26.0	25.1	25.9	27.4	29.2	28.6	28.9	32.1
Multiple disabilities	36.1	31.4	35.3	35.4	39.0	41.0	42.3	41.6	45.2
Hearing impairments	61.9	58.2	58.8	61.8	62.3	60.9	61.4	60.3	66.9
Orthopedic impairments	56.7	54.1	53.6	54.9	57.9	53.9	51.5	57.4	56.4
Other health impairments	54.6	52.6	53.0	53.1	56.8	55.0	56.5	56.1	59.2
Visual impairments	63.5	63.7	65.0	64.3	65.1	67.6	66.4	65.9	70.8
Autism	33.7	35.5	36.4	35.9	38.7	40.5	40.8	42.1	51.1
Deaf-blindness ^d	34.7	30.0	39.5	39.4	67.7	48.3	37.4	41.2	49.1
Traumatic brain injury	54.6	51.7	54.0	57.3	58.2	60.6	56.8	57.5	64.4
All disabilities	43.5	42.1	42.4	43.0	45.3	46.5	46.1	47.6	51.1

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 4-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

^aThe percentage of students with disabilities who exited 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.

^bData are based on a cumulative 12-month count.

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

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

* The graduation rate used in this report is not comparable to the graduation rates typically used for regular education. The calculation of this rate is quite different and is sometimes referred to as a leaver rate. Regular education, on the other hand, more often uses a cohort graduation rate.

- In 2001-02, 51.1 percent of the students ages 14 and older with disabilities exited school with a regular high school diploma. Twenty-seven states have a graduation rate at or above this national rate (table 4-1 in vol. 2).
- From 1993-94 through 2001-02, the percentage of students with disabilities exiting school with a regular high school diploma increased from 43.5 percent to 51.1 percent.
- The change in the graduation rate from 2000-01 to 2001-02 was the largest single year increase (3.5 percentage points) during this period (from 47.6 percent to 51.1 percent) (table 4-1 in vol. 2).
- From 1993-94 through 2001-02, there was little change in the relative standing of the graduation rates for the various disability categories.
 - Students with visual impairments and students with hearing impairments consistently had the highest graduation rates.
 - Students with serious emotional disturbance consistently had the lowest graduation rates.
 - Since 1995-96, students with mental retardation have consistently had the second lowest graduation rate.
- From 1993-94 through 2001-02, the graduation rate improved for students in almost all disability categories.
 - The largest gains were made by students with autism and deaf-blindness. Notable gains were also made by students with speech/language impairments and multiple disabilities.

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

Table 1-23. Students ages 14 and older with disabilities who dropped out of school^a 1993-94^b through 2001-02^b

Disability	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99 ^c	1999-2000	2000-01	2001-02
	Percent								
Specific learning disabilities	43.1	44.7	44.4	43.4	41.3	40.2	39.9	38.7	35.4
Speech/language impairments	49.3	51.4	50.4	48.0	44.5	40.9	39.4	39.7	35.8
Mental retardation	35.4	37.9	38.0	38.2	36.3	34.9	35.7	34.3	31.2
Serious emotional disturbance	67.8	69.2	69.9	69.2	67.2	65.5	65.2	65.1	61.2
Multiple disabilities	24.6	35.1	27.4	27.7	26.3	28.1	25.8	26.7	25.9
Hearing impairments	24.3	28.0	28.3	25.6	23.5	24.8	23.7	24.5	21.0
Orthopedic impairments	25.1	27.9	28.9	27.3	24.3	27.4	30.4	27.0	24.3
Other health impairments	37.4	38.1	36.8	37.8	34.9	36.3	35.1	36.2	32.7
Visual impairments	24.5	24.4	22.3	21.4	21.7	20.6	20.3	21.1	17.8
Autism	25.9	29.5	23.8	24.0	19.2	22.8	23.7	20.8	17.6
Deaf-blindness ^d	24.5	25.5	12.8	27.3	11.8	25.0	27.0	22.9	27.3
Traumatic brain injury	28.2	32.9	30.7	29.6	26.1	27.2	28.8	28.9	24.6
All disabilities	45.1	47.0	46.8	45.9	43.7	42.3	42.1	41.1	37.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 4-1 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

^aThe percentage of students with disabilities who exited 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 dropout rate by dividing the number of students age 14 and older who dropped out (including students who moved and are not known to be continuing in an education program) 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.

^bData are based on a cumulative 12-month count.

^cTwo 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.

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

- In 2001-02, 38 percent of students age 14 and older with disabilities exited school by dropping out. Twenty states have a dropout rate at or below this national rate (see table 4-1 in vol. 2).
- From 1993-94 through 2001-02, the percentage of students with disabilities exiting school by dropping out decreased from 45.1 percent to 37.6 percent.

- The change in the dropout rate from 2000-01 to 2001-02 was the largest single year decrease (3.5 percentage points).
- From 1993-94 through 2001-02, there was little change in the relative standing of the dropout rates for the various disability categories.
 - Students with autism had a large decrease in their dropout rate.
 - Students with visual impairments and students with hearing impairments were consistently among the students with the lowest dropout rate.
 - Students with serious emotional disturbance consistently had the highest dropout rates. In every year, the dropout rate for students with serious emotional disturbance was substantially higher than the dropout rate for the next highest disability category.
- From 1993-94 through 2001-02, the dropout rate declined for students in most disability categories.
 - The improvement was most notable for students with autism, speech/language impairments, visual impairments and specific learning disabilities.
 - The dropout rate did not improve for students with deaf-blindness or multiple disabilities; dropout rates increased for students with these disabilities.

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

Table 1-24. Students ages 14 and older with disabilities who graduated or dropped out, by race/ethnicity: 2001-02^{a,b}

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

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), table 4-4 in vol. 2. These data are for the 50 states, DC, Puerto Rico and the four outlying areas.

^aPercentage 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.

^bThis is a cumulative 12-month count.

- In 2001-02, the graduation rate was 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 (51.1 percent, see table 1-22).
- The graduation rate was lowest for black students with disabilities (36.5 percent).
- The dropout rate was lowest for Asian/Pacific Islander (28.0 percent) and white (33.9 percent) students with disabilities. Both rates are below the dropout rate for all students with disabilities (37.6 percent, see table 1-23).
- The dropout rate was highest for American Indian/Alaska Native students with disabilities (52.2 percent).
- Hispanic (43.5 percent) and black (44.5 percent) students with disabilities had similar dropout rates.

Personnel Training

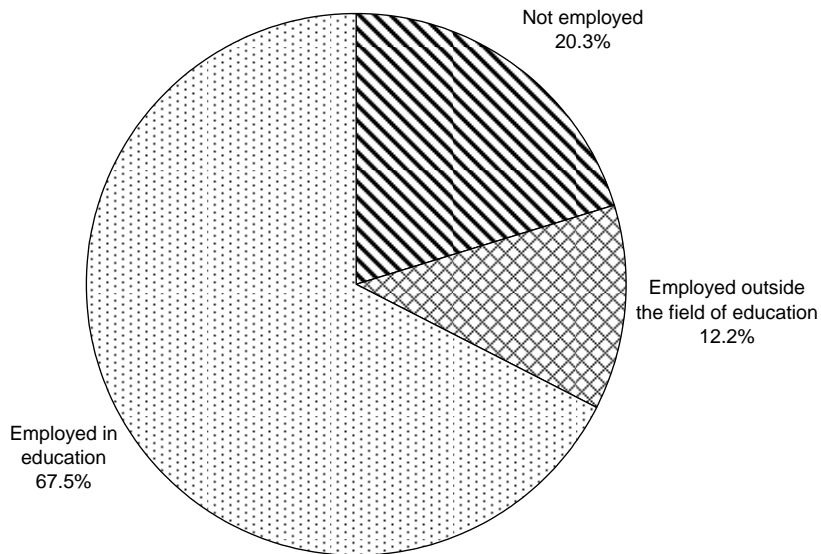
Who is being trained by OSEP's Personnel Preparation Program to improve services and results for children with disabilities?

According to data from the Personnel Preparation Program database, 2004:

- In fiscal year 2002-3, grantees reported a total of 7,330 trainees in 45 states and territories.
- Of these OSEP-supported trainees, 84.4 percent were female and 15.6 percent were male.
- Approximately 8.2 percent of OSEP-supported trainees have disabilities.
- OSEP-supported trainees represent a variety of racial/ethnic groups, including white (68.6 percent), black or African American (14.9 percent), Hispanic or Latino (10.1 percent), Asian (2.4 percent), American Indian or Alaska Native (1.9 percent), Native Hawaiian or other Pacific Islander (0.8 percent) and those who fall into more than one racial/ethnic group (1.3 percent).

What positions did OSEP-supported trainees hold prior to entering grant-supported training?

Figure 1-49. Employment of OSEP-supported trainees prior to entering grant-supported training: 2004

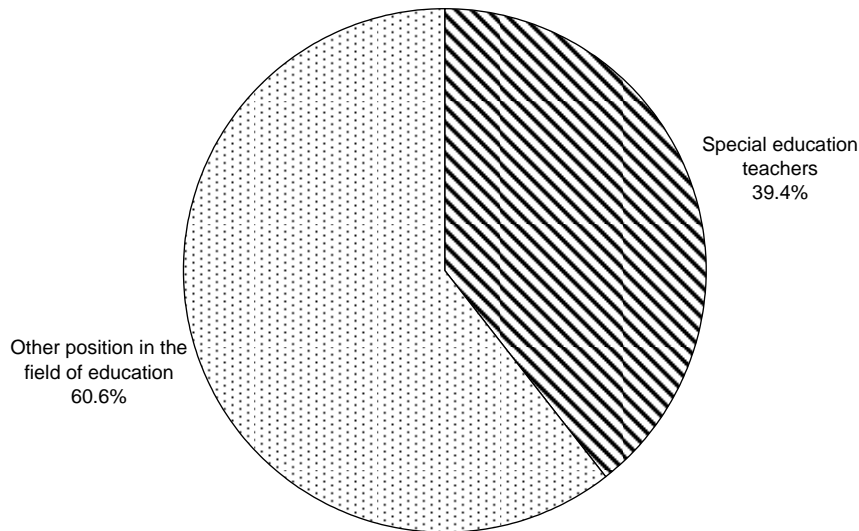


Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

- Approximately two-thirds of OSEP-supported trainees were employed in the field of education prior to entering grant-supported training. For these trainees, participation in the personnel preparation program is intended to enhance their training, by allowing not-fully-certified special educators to obtain full certification and certified educators to obtain additional certifications in special education or to pursue an advanced degree.
- Approximately one-third of OSEP-supported trainees were not employed or were employed outside the field of education prior to entering grant-supported training. For these trainees, participation in the Personnel Preparation Program is intended to prepare them to enter the field of special education.

Of those OSEP-supported trainees previously employed in education, how many were employed as special education teachers prior to entering grant-supported training?

Figure 1-50. Type of position held by OSEP-supported trainees employed in the field of education prior to entering grant-supported training^a: 2004



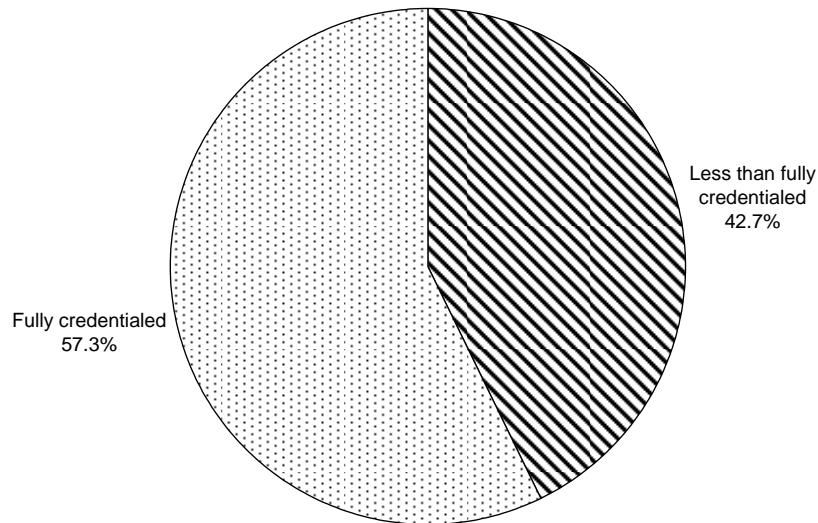
Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

^aGrantees did not provide complete information for 6.4 percent of the trainees employed in education prior to entering grant-supported training. These trainees were reported as teachers, but grantees did not specify whether they had been employed as regular education or special education teachers. These trainees are included in the category other position in the field of education, although some may have been special education teachers. Thus, the actual percentage of trainees previously employed as special education teachers prior to entering grant-supported training may be slightly higher than reported here.

- Of the OSEP-supported trainees who were employed in the field of education prior to entering grant-supported training, 39.4 percent were employed as special education teachers.

Of those OSEP-supported trainees who were employed as special education teachers prior to entering grant-supported training, how many were fully credentialed?

Figure 1-51. Credential status of OSEP-supported trainees employed as special education teachers prior to entering grant-supported training: 2004



Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

- Of OSEP-supported trainees who were employed as special education teachers prior to entering grant-supported training, 42.7 percent were less than fully credentialed, and 57.3 percent were fully credentialed for the positions they held.

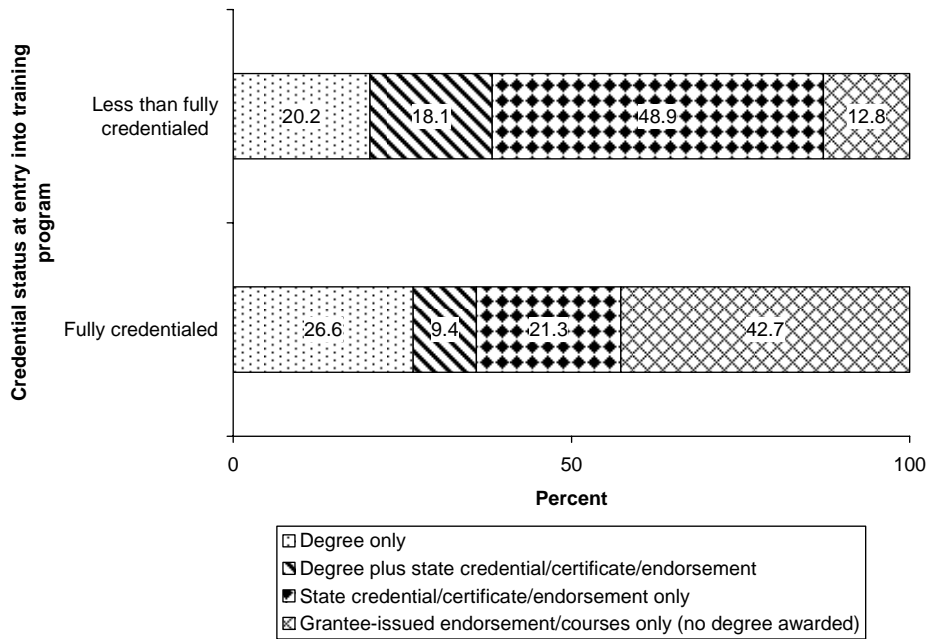
What degrees and certifications do OSEP-supported trainees who were previously employed as special education teachers receive when they complete grant-supported training?

Table 1-25. Degrees, certificates and endorsements received by OSEP-supported trainees previously employed as special education teachers: 2004

Degrees and certifications received	Less than fully credentialed		Fully credentialed	
	Number	Percent	Number	Percent
Doctoral degree	0	0.0	10	2.9
Doctoral degree plus state credential, certificate, or endorsement	0	0.0	1	0.3
Educational specialist degree	9	3.2	5	1.5
Educational specialist degree plus state credential, certificate, or endorsement	15	5.3	2	0.6
Master's degree	45	16.0	76	22.2
Master's degree plus state credential, certificate, or endorsement	33	11.7	29	8.5
Bachelor's degree	3	1.1	0	0.0
Bachelor's degree plus state credential, certificate, or endorsement	3	1.1	0	0.0
State credential, certificate, or endorsement only	138	48.9	73	21.3
Grantee-issued endorsement or courses only (no degree awarded)	36	12.8	146	42.7
Total	282	100.0	342	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

Figure 1-52. Degrees, certificates and endorsements received by OSEP-supported trainees previously employed as special education teachers: 2004



Source: U.S. Department of Education, Office of Special Education Programs, Personnel Preparation Trainee Database, 2004.

- Approximately two-thirds (67.0 percent) of the OSEP-supported trainees who were working as less than fully certified special education teachers prior to entering grant-supported training received a state credential, certificate, or endorsement, either alone or in conjunction with a degree, when they completed training. Another 20.2 percent of these trainees received a degree only, and 12.8 percent received a grantee-issued endorsement or were taking courses only.
- OSEP-supported trainees who worked as fully certified special education teachers prior to entering grant-supported training were most likely to receive a grantee-issued endorsement or take courses without receiving a degree or certification (42.7 percent). These trainees were less likely than not-fully-certified special education teachers to receive a state credential, certificate or endorsement. Only 30.7 percent of these trainees pursued a state credential, certificate or endorsement, either alone or in conjunction with a degree. Approximately one-quarter (26.6 percent) of the fully credentialed special education teachers received a degree only upon completion of training.

Section II.

The State Picture

Introduction to State Tables

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

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

Part B

Percentage of children ages 6 through 21 educated in regular classrooms at least 80 percent of the school day	2-2 through 2-21
Percentage of students with disabilities exiting school with a regular high school diploma	4-1 through 4-3
Percentage of students with disabilities who drop out	4-1 through 4-3

Part C

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

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

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

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

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

State-reported data for Part C include:

Child count data collected annually by all states on Dec. 1 of given years; and

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

Alabama

Number of local school districts ¹	128
Public school preK-12 enrollment ²	739,678
Average per-pupil expenditure for all students ³	\$6,029
Percentage of population in urban areas ⁴	55.4
Percentage of children under age 18 below poverty level ⁵	20.5

Special Education⁶

	Alabama ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	45	52	48	45	44	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	24	18	20	20	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	40	48	46	38	NA	↓	42	39	↓	20-64	18-63	42	38

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

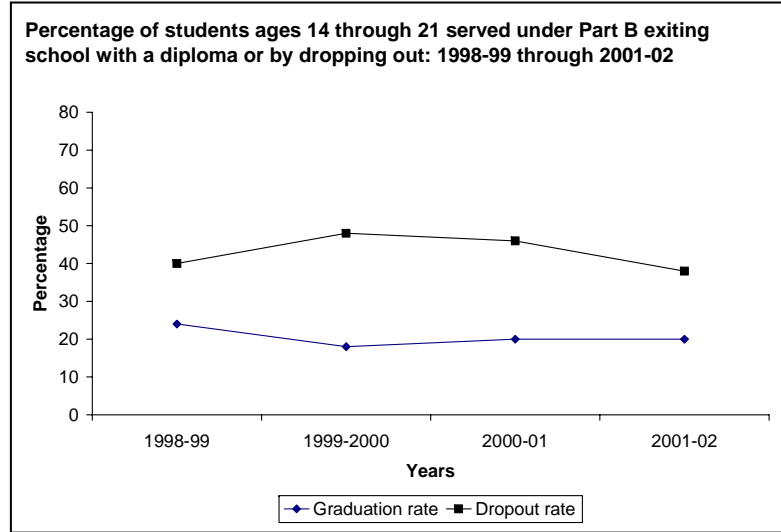
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Alabama (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,157

Part C	Alabama						50 states, DC, and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	31	51	79	82	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.0	1.0	1.1	1.2	1.2	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from fall 2001; the percentage-served data are from fall 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

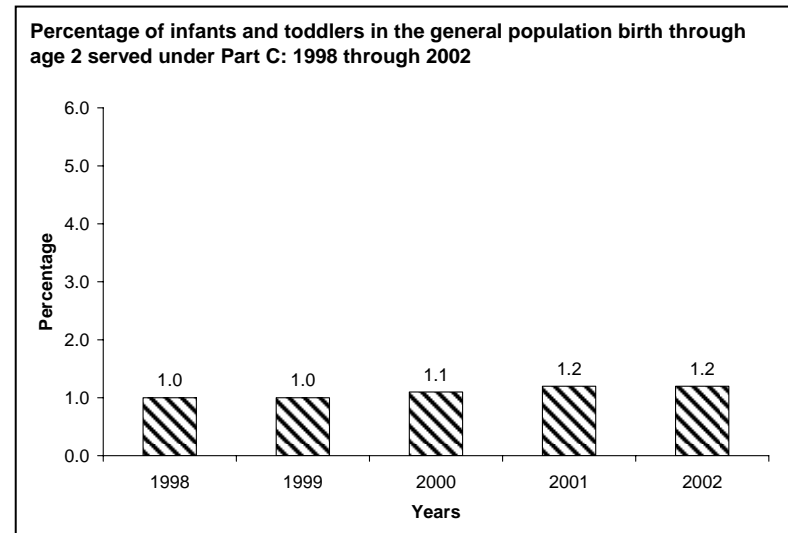
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Alaska

Number of local school districts ¹	53
Public school preK-12 enrollment ²	134,364
Average per-pupil expenditure for all students ³	\$9,563
Percentage of population in urban areas ⁴	65.6
Percentage of children under age 18 below poverty level ⁵	11.5

Special Education⁶

	Alaska						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	59	59	58	57	57	↓	46	48	↑	13-82	12-78	49	50
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	37	37	37	38	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	62	60	60	59	NA	↓	42	39	↓	20-64	18-63	42	38

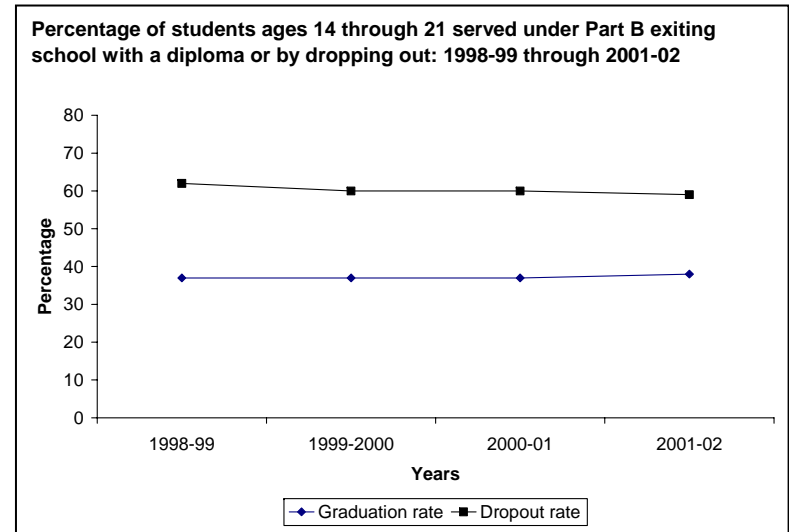
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Alaska (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

646

Part C	Alaska ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	90	95	95	96	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.7	2.0	2.3	2.2	2.1	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from fall 2001; the percentage-served data are from fall 2002.

^cFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

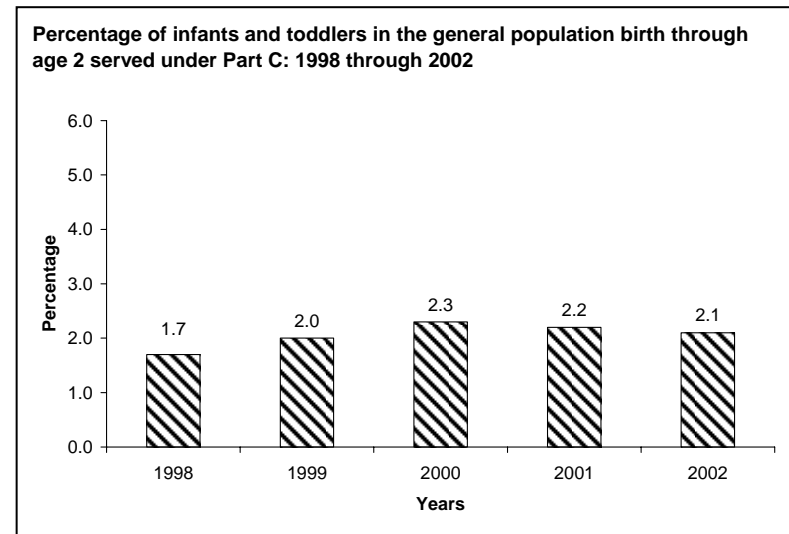
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002., Assessed October 29, 2004, from <http://www.nectac.org/partc/ptclead.asp>.



Arizona

Number of local school districts ¹	319
Public school preK-12 enrollment ²	937,755
Average per-pupil expenditure for all students ³	\$5,964
Percentage of population in urban areas ⁴	88.2
Percentage of children under age 18 below poverty level ⁵	18.7

Special Education⁶

	Arizona						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	47	48	48	48	48	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma ^a	42	43	42	50	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	56	55	56	47	NA	↓	42	39	↓	20-64	18-63	42	38

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

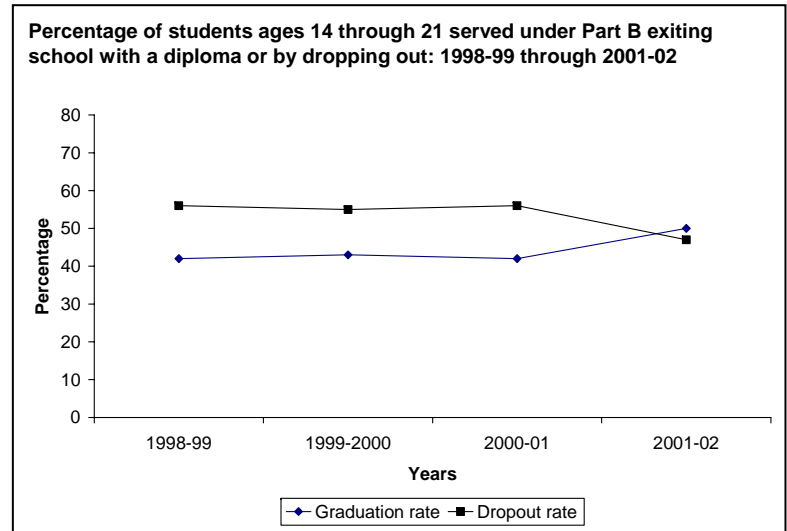
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Arizona (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Arizona Department of Economic Security

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

No

Number of infants and toddlers receiving early intervention services

3,487

Part C	Arizona						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b		64	71	73	NA		66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.0	1.1	1.2	1.2	1.4	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

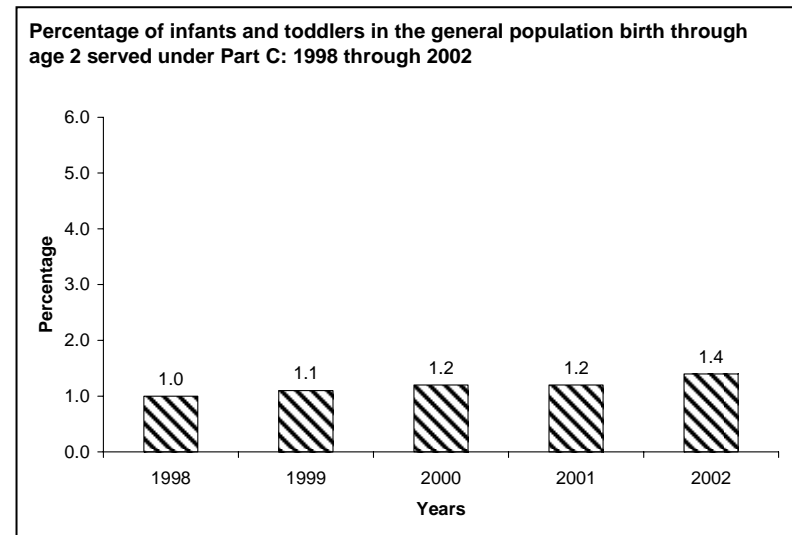
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Arkansas

Number of local school districts ¹	311
Public school preK-12 enrollment ²	450,985
Average per-pupil expenditure for all students ³	\$6,276
Percentage of population in urban areas ⁴	52.5
Percentage of children under age 18 below poverty level ⁵	21.8

Special Education⁶

	Arkansas ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	39	38	38	39	39	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	54	58	57	75	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	39	37	38	21	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

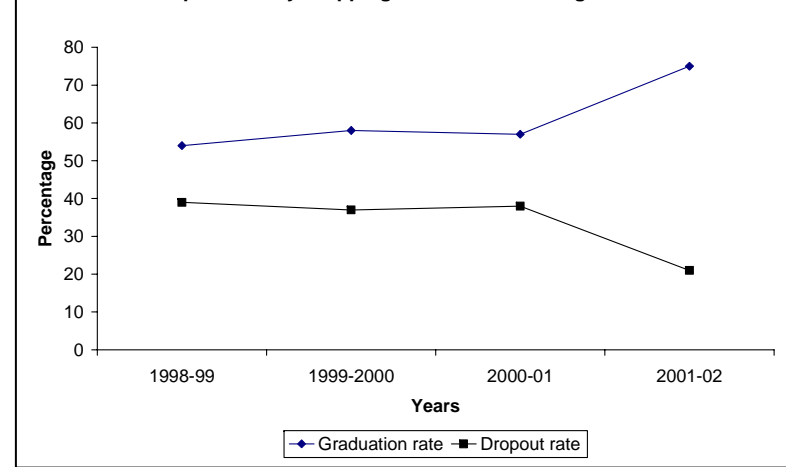
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Arkansas (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,874

Part C	Arkansas ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	37	34	58	69	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.9	1.9	2.1	2.5	2.6	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

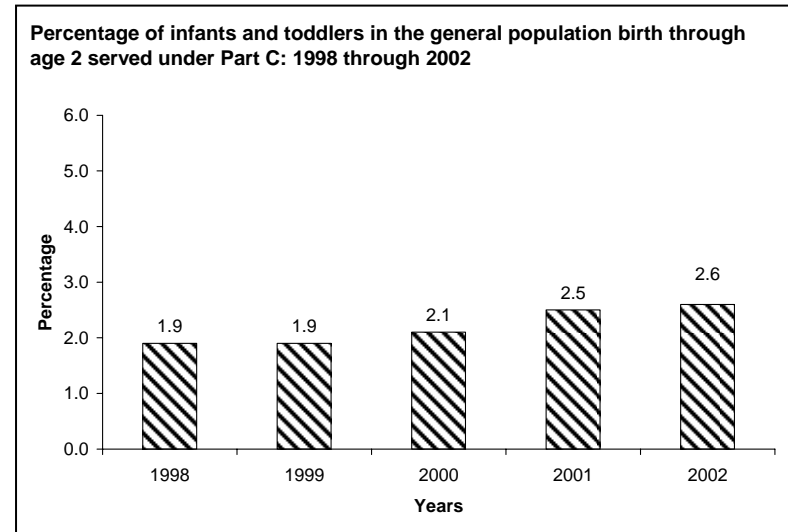
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



California

Number of local school districts ¹	965
Public school preK-12 enrollment ²	6,356,348
Average per-pupil expenditure for all students ³	\$7,434
Percentage of population in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	18.5

Special Education⁶

	California ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	52	49	61	53	50	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	34	34	48	53	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	47	47	39	38	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

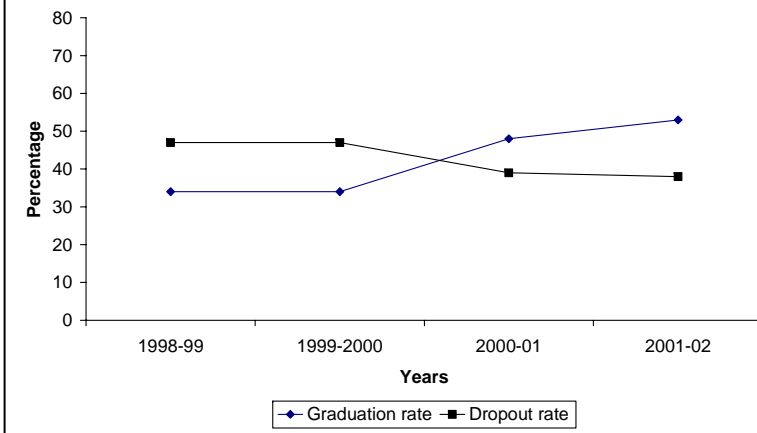
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



California (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

26,876

Part C	California ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	68	57	58	73	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.3	1.4	1.5	1.6	1.7	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

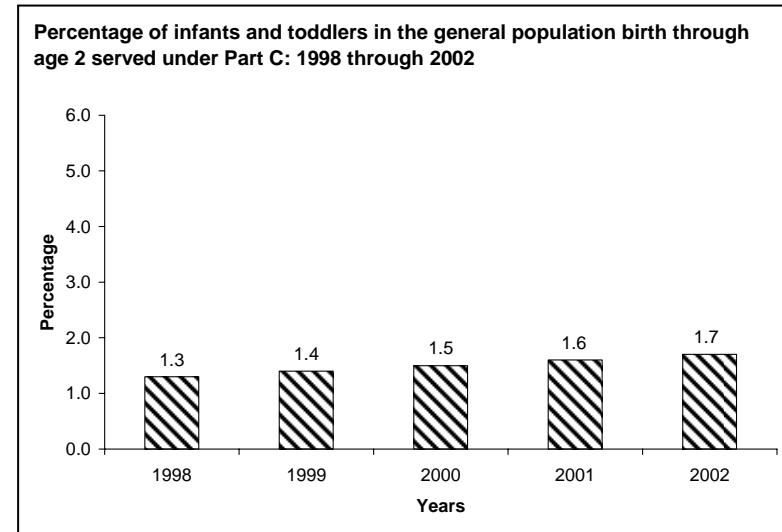
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saipe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Colorado

Number of local school districts ¹	178
Public school preK-12 enrollment ²	751,862
Average per-pupil expenditure for all students ³	\$6,941
Percentage of population in urban areas ⁴	84.5
Percentage of children under age 18 below poverty level ⁵	12.2

Special Education⁶

	Colorado ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	71	71	72	71	69	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	51	50	47	39	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	43	44	48	54	NA	↑	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

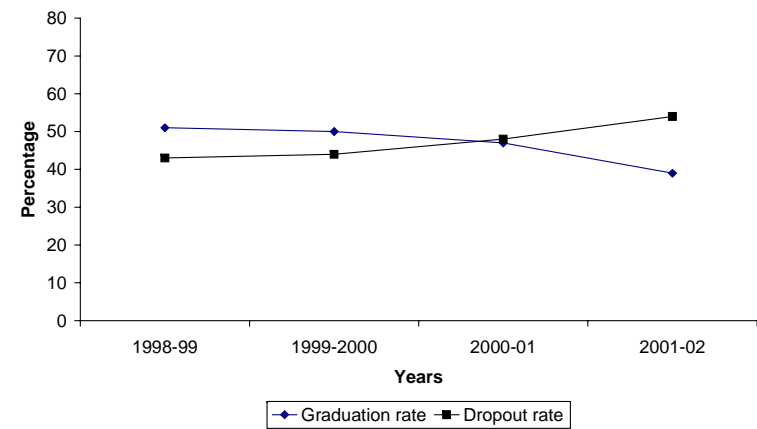
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Colorado (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,854

Part C	Colorado ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	58	66	68	86	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.9	1.7	2.2	1.6	1.4	↓	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2002-03*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2002-03*.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2001*.

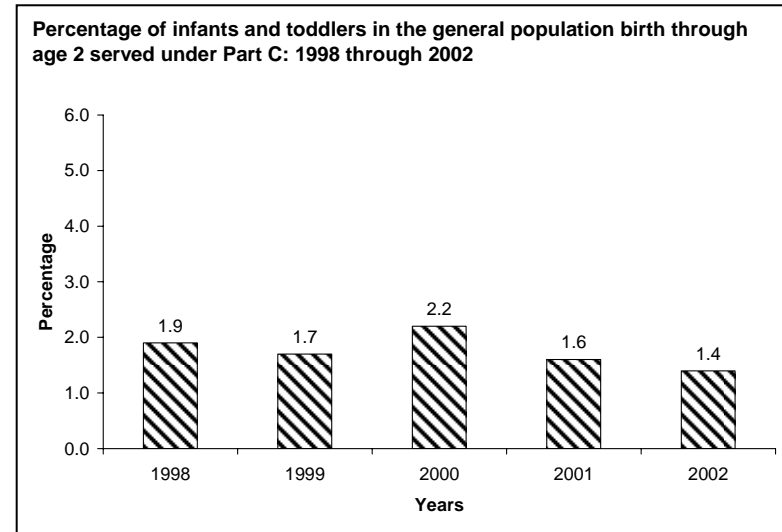
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Connecticut

Number of local school districts ¹	166
Public school preK-12 enrollment ²	570,023
Average per-pupil expenditure for all students ³	\$10,577
Percentage of population in urban areas ⁴	87.7
Percentage of children under age 18 below poverty level ⁵	10.1

Special Education⁶

	Connecticut ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	56	56	55	55	56	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	48	55	50	58	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	50	44	48	37	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

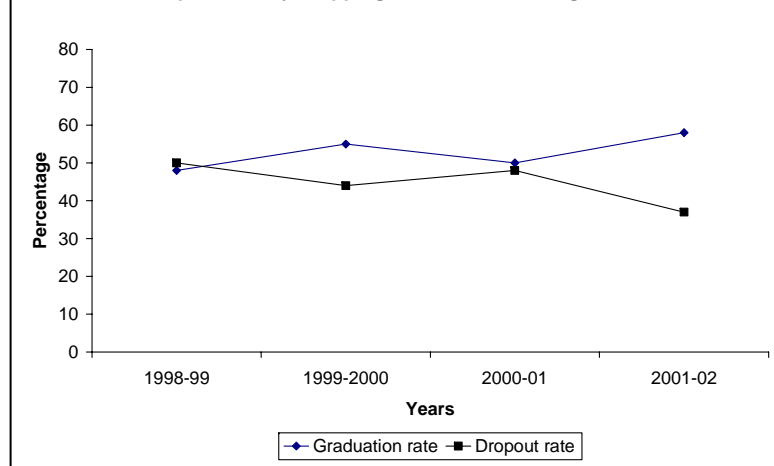
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Connecticut (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

4,033

Part C	Connecticut ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	95	99	100	100	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.7	2.6	2.8	2.9	3.1	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

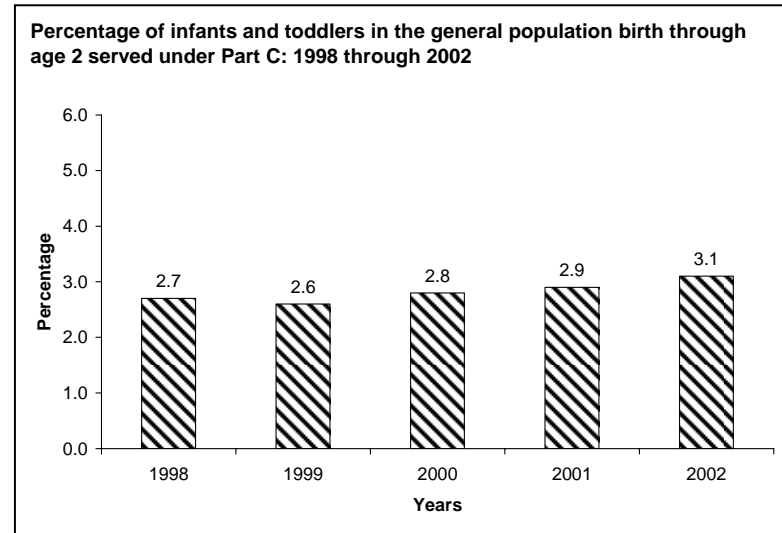
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Delaware

Number of local school districts ¹	19
Public school preK-12 enrollment ²	116,342
Average per-pupil expenditure for all students ³	\$9,284
Percentage of population in urban areas ⁴	80.1
Percentage of children under age 18 below poverty level ⁵	12.6

Special Education⁶

	Delaware						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	28	30	32	35	38	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	53	53	55	52	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	40	38	37	40	NA	↔	42	39	↓	20-64	18-63	42	38

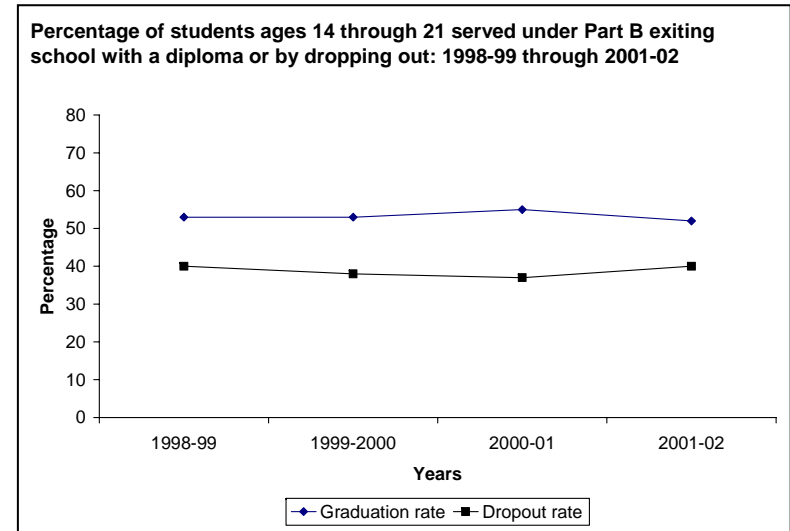
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Delaware (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,036

Part C	Delaware ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	34	38	35	75	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.8	3.1	3.3	2.9	3.3	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

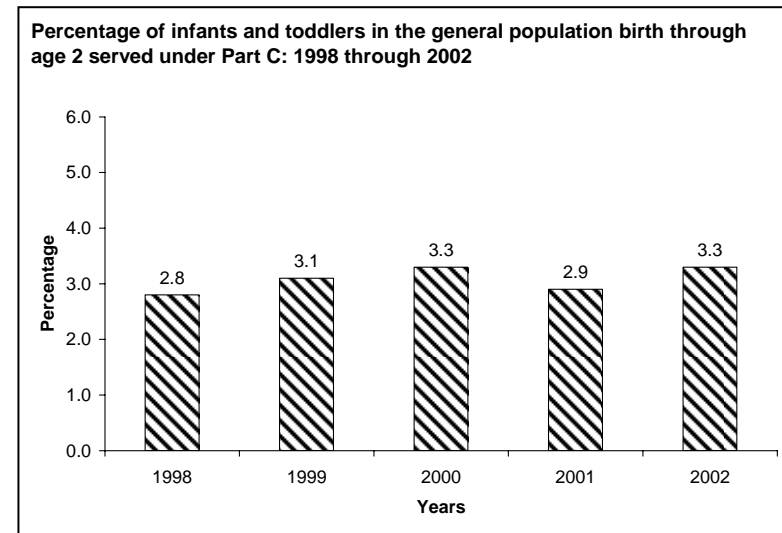
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



District of Columbia

Number of local school districts ¹	1
Public school preK-12 enrollment ²	76,166
Average per-pupil expenditure for all students ³	\$12,102
Percentage of population in urban areas ⁴	100.0
Percentage of children under age 18 below poverty level ⁵	26.4

Special Education⁶

	District of Columbia						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	13	23	4	3	13	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	NA	18	21	17	NA		47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	NA	26	61	63	NA		42	39	↓	20-64	18-63	42	38

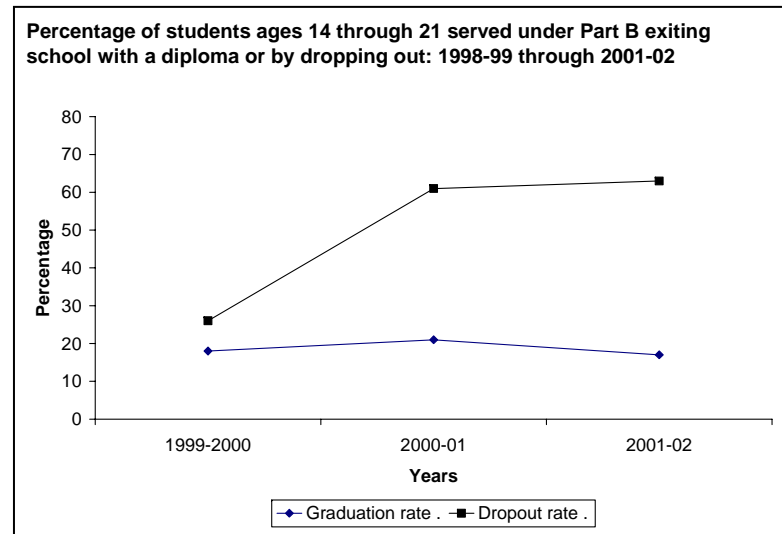
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



District of Columbia (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

District of Columbia Department of Human Services

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

No

Number of infants and toddlers receiving early intervention services

283

Part C	District of Columbia ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	16	31	34	57	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.4	1.3	1.1	1.4	1.3	↓	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

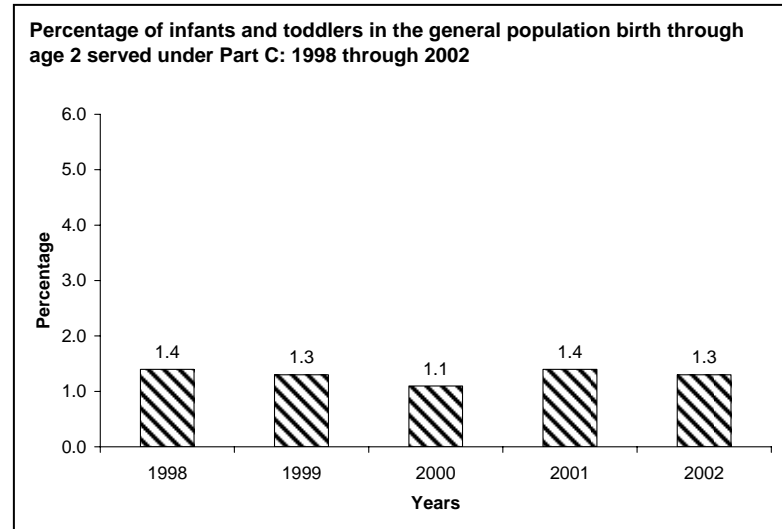
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Florida

Number of local school districts ¹	67
Public school preK-12 enrollment ²	2,539,929
Average per-pupil expenditure for all students ³	\$6,213
Percentage of population in urban areas ⁴	89.3
Percentage of children under age 18 below poverty level ⁵	17.7

Special Education⁶

	Florida						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	49	50	49	49	49	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	32	35	33	34	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	43	38	36	30	NA	↓	42	39	↓	20-64	18-63	42	38

↑ Trend increase

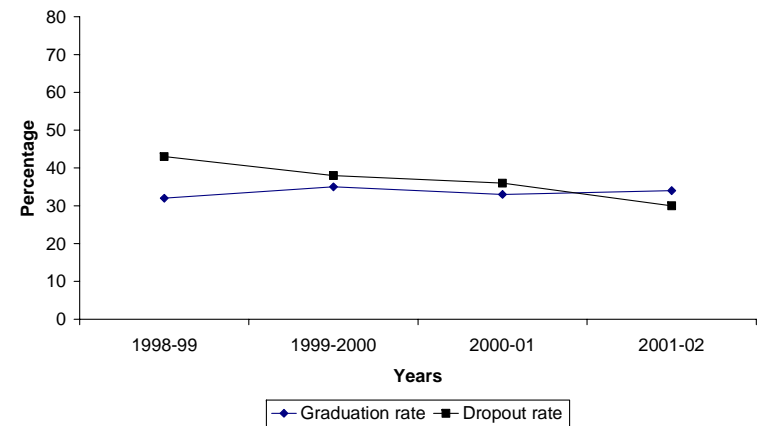
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Florida (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

16,894

Part C	Florida ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	29	57	28	67	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.1	2.0	2.4	2.4	2.7	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

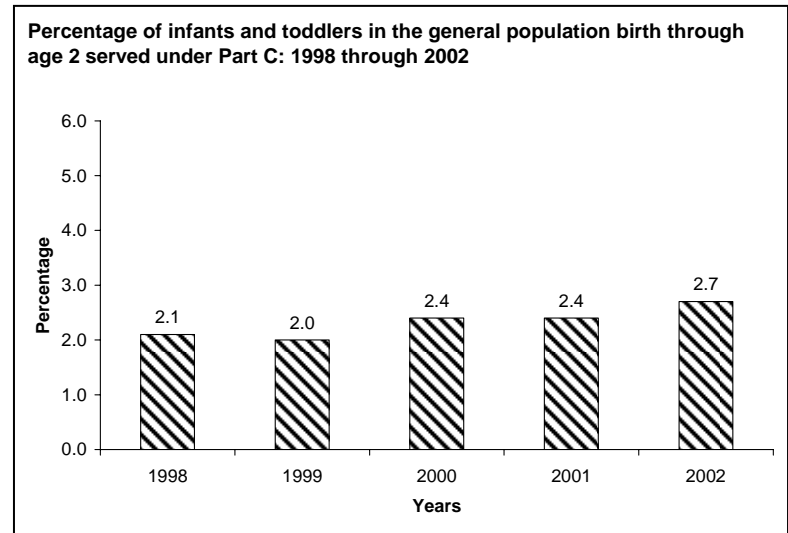
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Georgia

Number of local school districts ¹	180
Public school preK-12 enrollment ²	1,496,012
Average per-pupil expenditure for all students ³	\$7,380
Percentage of population in urban areas ⁴	71.6
Percentage of children under age 18 below poverty level ⁵	17.5

Special Education⁶

	Georgia ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	37	35	36	37	43	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	29	19	19	29	NA	↔	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	34	60	57	40	NA	↑	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

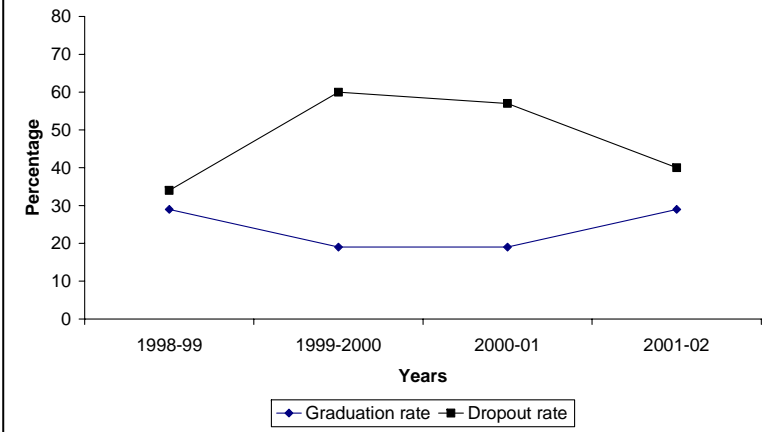
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Georgia (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Georgia Department of Human Resources

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

No

Number of infants and toddlers receiving early intervention services

4,061

Part C	Georgia ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	53	88	82	92	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.0	1.1	0.9	1.0	1.0	↔	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

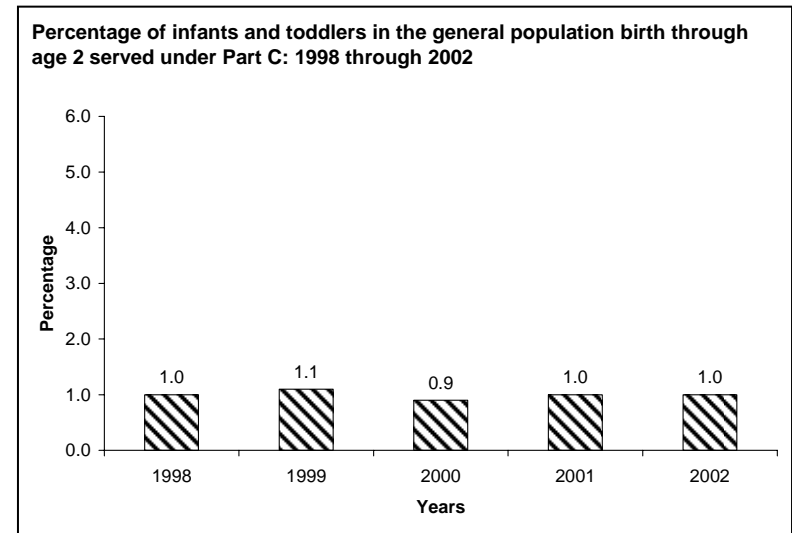
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Hawaii

Number of local school districts ¹	1
Public school preK-12 enrollment ²	183,829
Average per-pupil expenditure for all students ³	\$7,306
Percentage of population in urban areas ⁴	91.5
Percentage of children under age 18 below poverty level ⁵	14.3

Special Education⁶

	Hawaii ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	19	19	45	11	24	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	34	35	24	71	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	20	17	70	25	NA	↑	42	39	↓	20-64	18-63	42	38

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

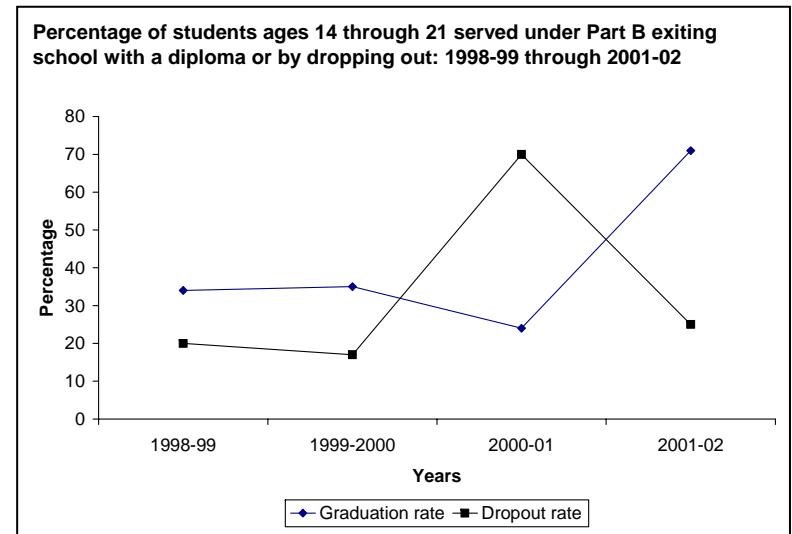
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Hawaii (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Hawaii Department of Health

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

Yes

Number of infants and toddlers receiving early intervention services

4,999

Part C	Hawaii						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	75	70	79	83	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	6.5	6.5	7.7	7.9	9.4	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

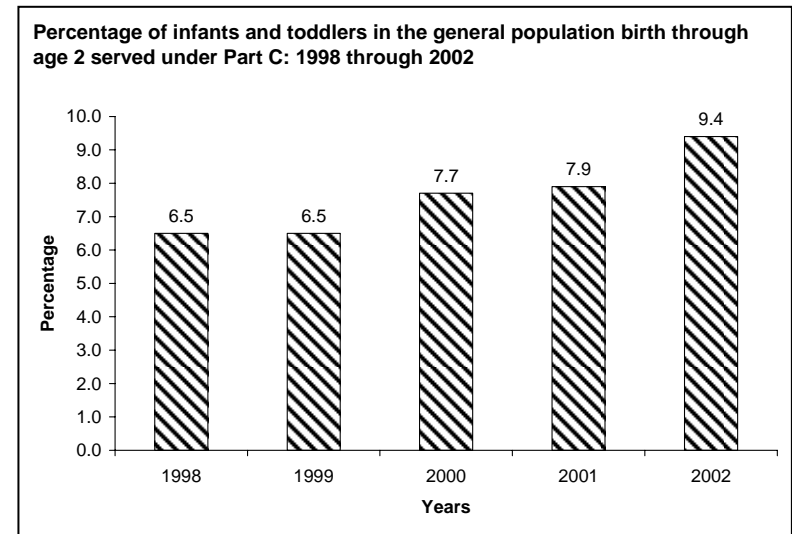
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Idaho

Number of local school districts ¹	114
Public school preK-12 enrollment ²	248,515
Average per-pupil expenditure for all students ³	\$6,011
Percentage of population in urban areas ⁴	66.4
Percentage of children under age 18 below poverty level ⁵	15.2

Special Education⁶

	Idaho ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	66	66	65	65	62	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	52	57	61	62	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	45	40	33	32	NA	↓	42	39	↓	20-64	18-63	42	38

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

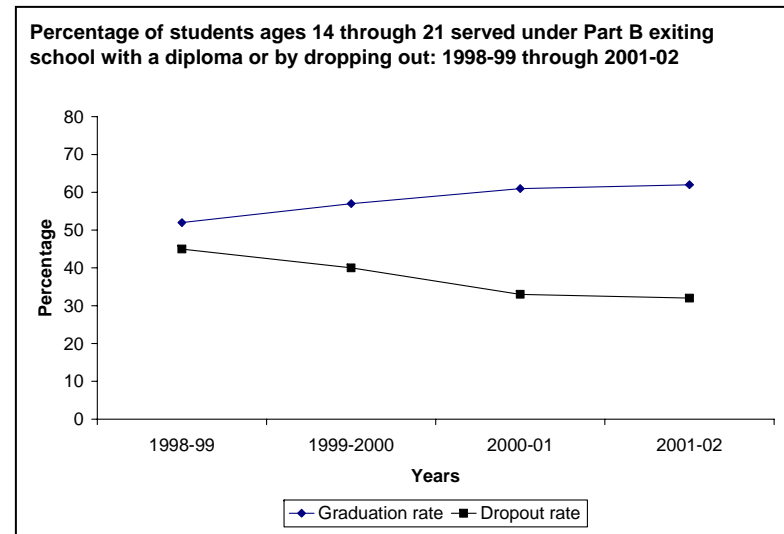
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Idaho (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,340

Part C	Idaho						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	64	72	79	87	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.9	2.2	2.1	2.1	2.2	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

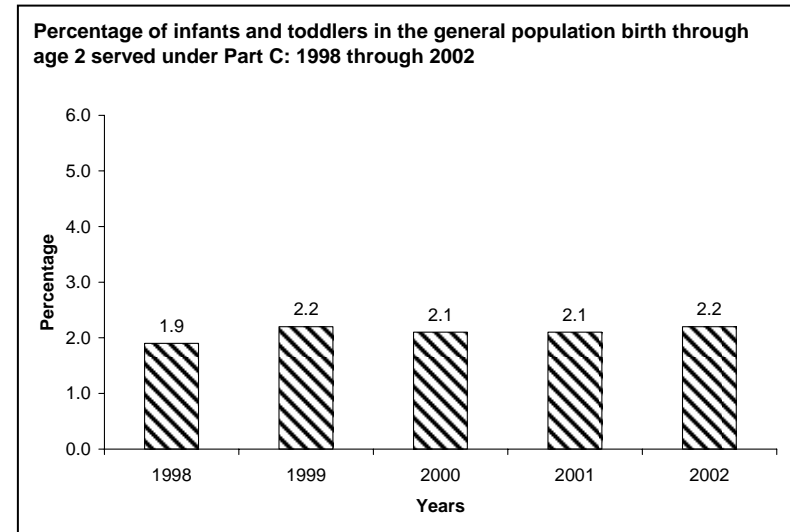
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Illinois

Number of local school districts ¹	893
Public school preK-12 enrollment ²	2,084,187
Average per-pupil expenditure for all students ³	\$7,956
Percentage of population in urban areas ⁴	87.8
Percentage of children under age 18 below poverty level ⁵	14.6

Special Education⁶

	Illinois ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	37	37	36	39	42	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	46	44	55	51	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	49	52	40	45	NA	↓	42	39	↓	20-64	18-63	42	38

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

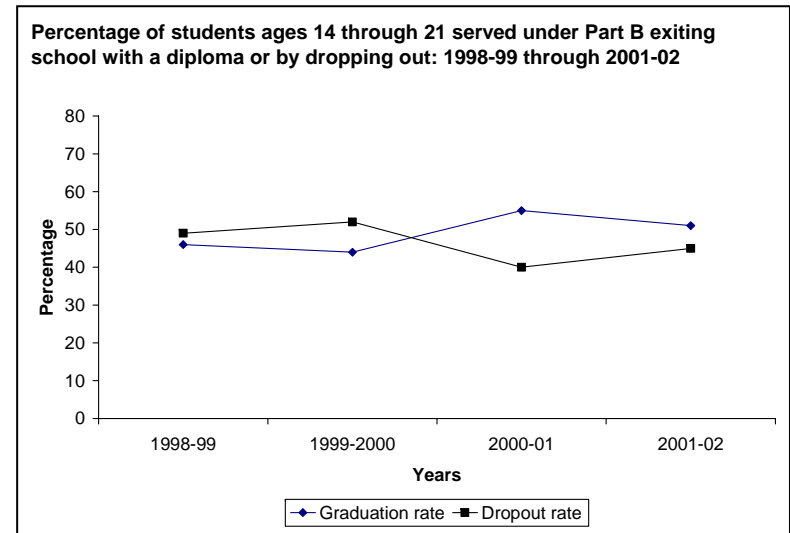
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Illinois (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

10,906

Part C	Illinois ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	33	47	66	72	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.0	1.6	2.2	1.9	2.0	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

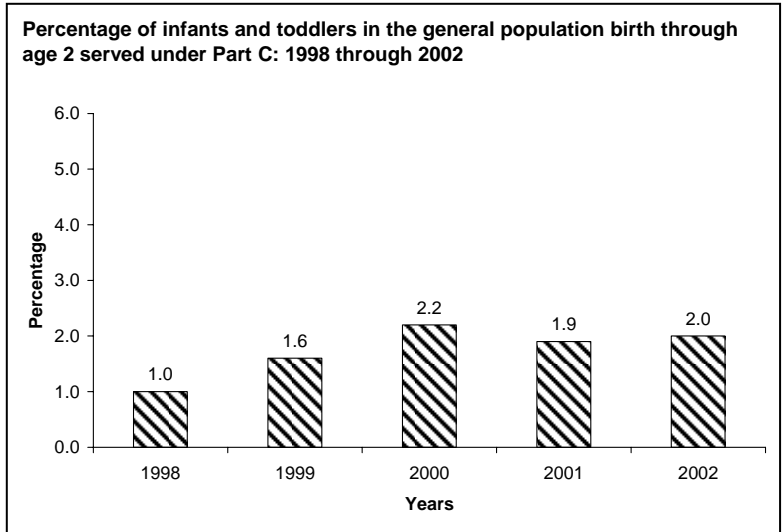
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptlead.asp> (accessed Oct. 29, 2004).



Indiana

Number of local school districts ¹	291
Public school preK-12 enrollment ²	1,003,875
Average per-pupil expenditure for all students ³	\$7,734
Percentage of population in urban areas ⁴	70.8
Percentage of children under age 18 below poverty level ⁵	12.1

Special Education⁶

	Indiana ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	59	57	58	58	58	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	49	50	42	43	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	46	44	48	46	NA	↔	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

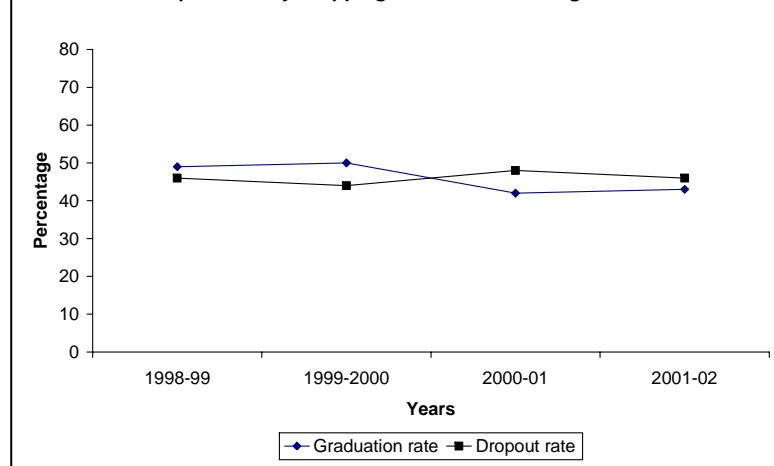
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Indiana (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

9,439

Part C	Indiana						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	62	79	87	88	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.2	2.9	3.2	3.6	3.7	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

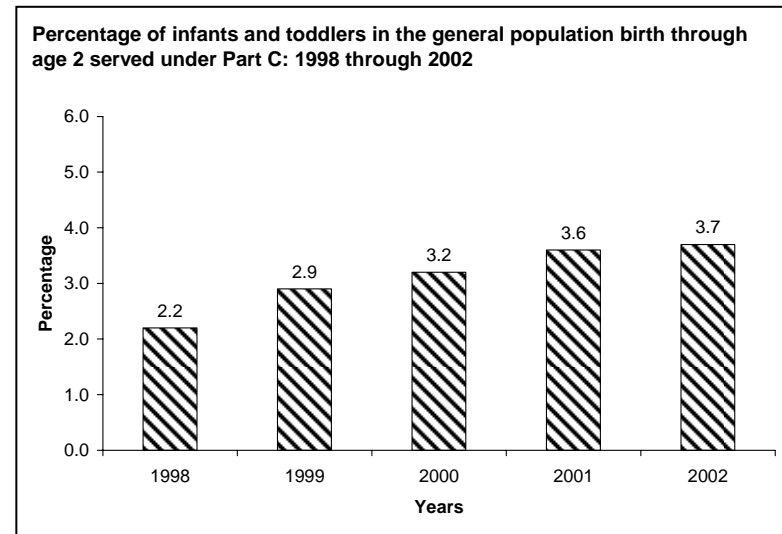
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Iowa

Number of local school districts ¹	371
Public school preK-12 enrollment ²	482,210
Average per-pupil expenditure for all students ³	\$7,338
Percentage of population in urban areas ⁴	61.1
Percentage of children under age 18 below poverty level ⁵	10.8

Special Education⁶

	Iowa						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	48	46	45	44	44	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	52	56	56	64	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	45	42	40	34	NA	↓	42	39	↓	20-64	18-63	42	38

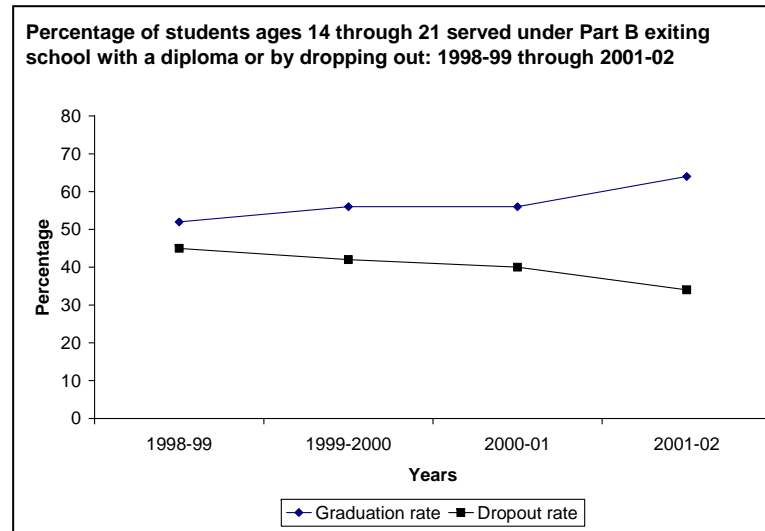
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Iowa (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,931

Part C	Iowa						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	89	87	90	92	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	0.9	1.0	1.3	1.5	1.8	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing* children.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

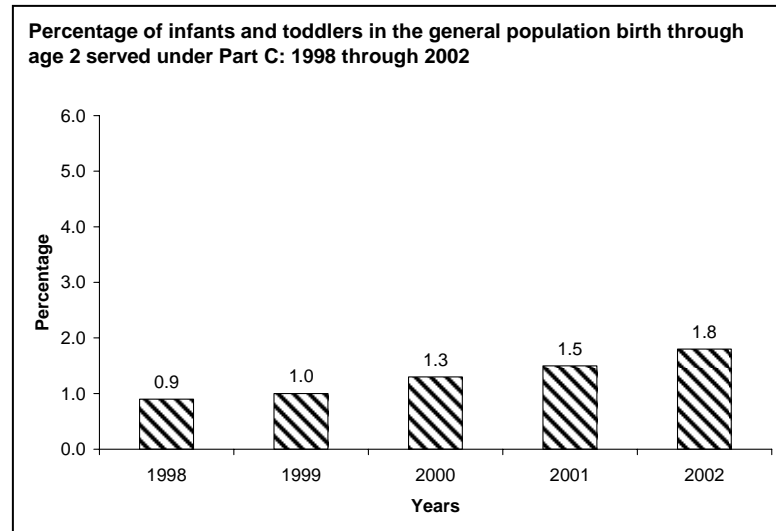
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Kansas

Number of local school districts ¹	303
Public school preK-12 enrollment ²	470,957
Average per-pupil expenditure for all students ³	\$7,339
Percentage of population in urban areas ⁴	71.4
Percentage of children under age 18 below poverty level ⁵	11.9

Special Education⁶

	Kansas						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	60	60	59	58	59	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma ^a	58	60	64	61	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	41	39	34	38	NA	↓	42	39	↓	20-64	18-63	42	38

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

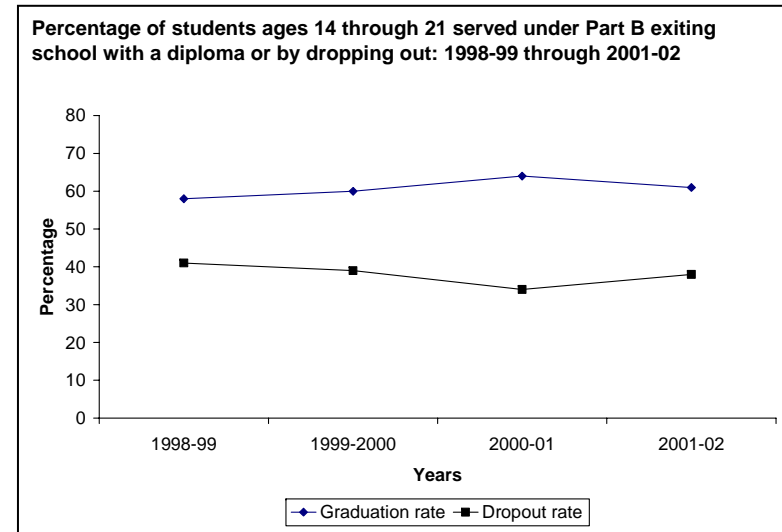
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Kansas (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,828

Part C	Kansas						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	81	83	88	91	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.7	2.0	2.2	2.4	2.5	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

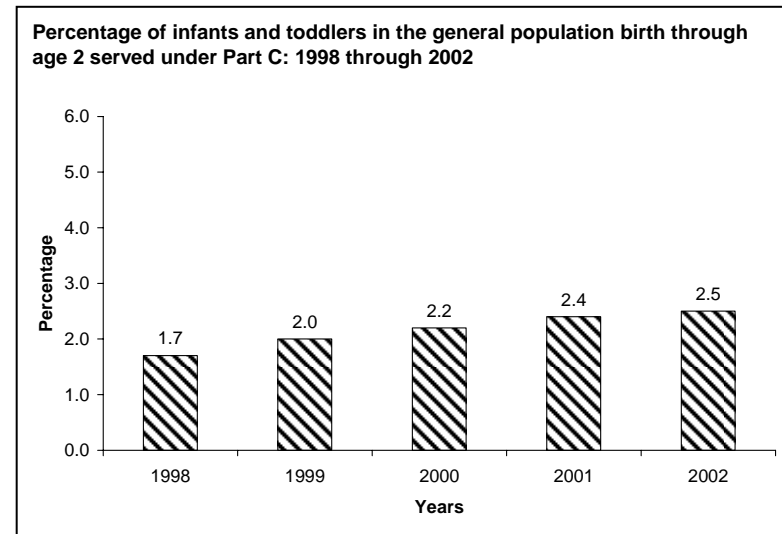
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Kentucky

Number of local school districts ¹	176
Public school preK-12 enrollment ²	660,782
Average per-pupil expenditure for all students ³	\$6,523
Percentage of population in urban areas ⁴	55.8
Percentage of children under age 18 below poverty level ⁵	19.3

Special Education⁶

	Kentucky						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	49	50	51	56	57	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	44	43	46	49	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	49	49	45	42	NA	↓	42	39	↓	20-64	18-63	42	38

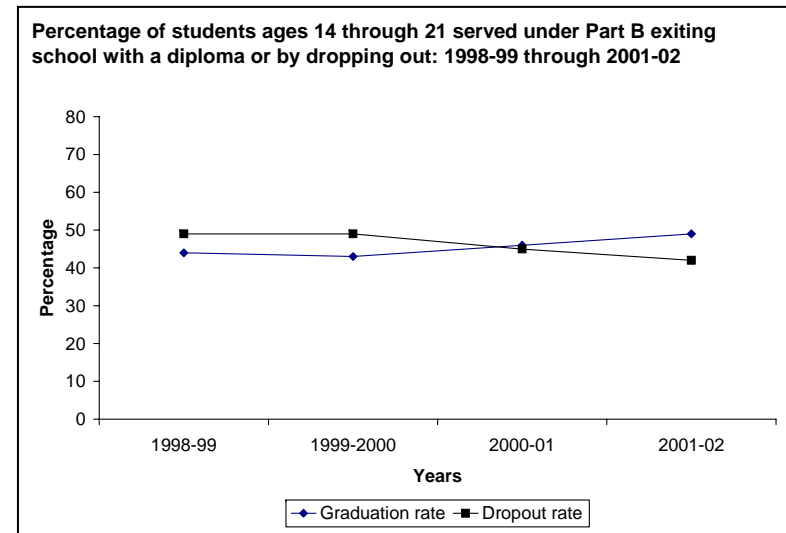
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Kentucky (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Kentucky Cabinet of Health Services

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

No

Number of infants and toddlers receiving early intervention services

4,123

Part C	Kentucky ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	46	78	92	91	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.2	1.9	2.3	2.5	2.7	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

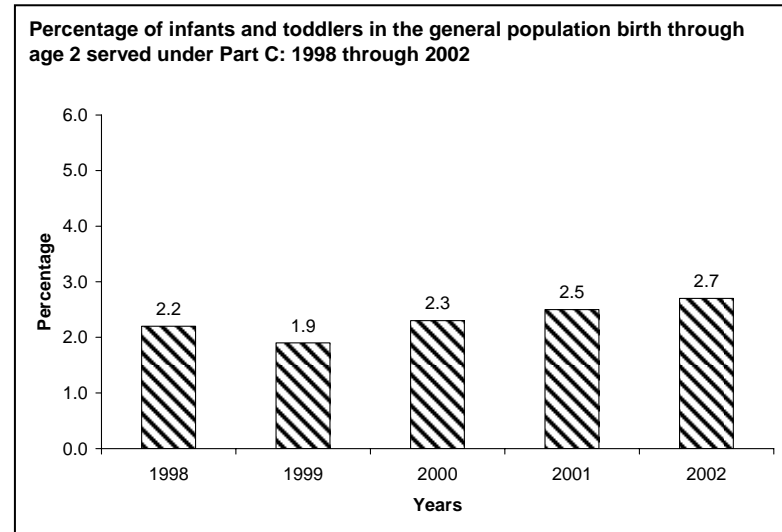
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saife/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Louisiana

Number of local school districts ¹	66
Public school preK-12 enrollment ²	730,464
Average per-pupil expenditure for all students ³	\$6,567
Percentage of population in urban areas ⁴	72.6
Percentage of children under age 18 below poverty level ⁵	24.4

Special Education⁶

	Louisiana ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	32	40	44	46	48	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	15	16	17	22	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	61	57	61	54	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

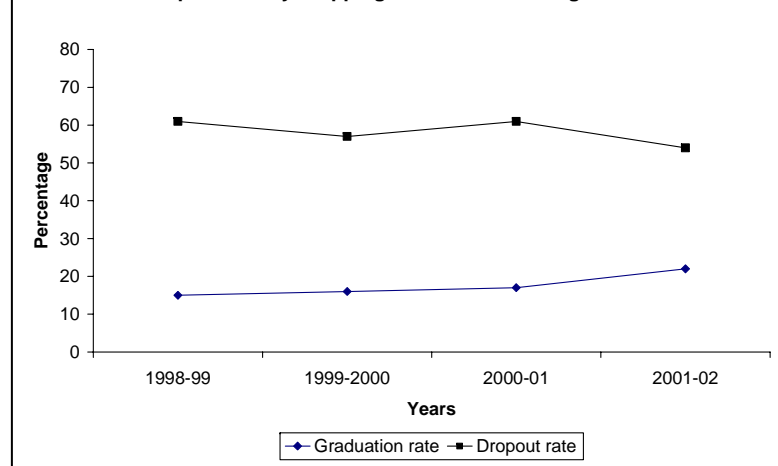
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Louisiana (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Louisiana Department of Health and Hospitals

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

No

Number of infants and toddlers receiving early intervention services

2,483

Part C	Louisiana						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	69	76	89	90	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	0.9	1.0	1.1	1.2	1.2	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

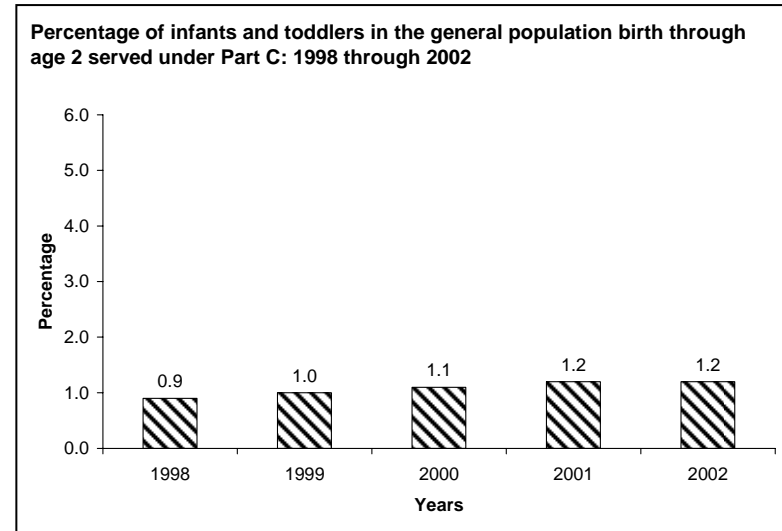
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Maine

Number of local school districts ¹	158
Public school preK-12 enrollment ²	204,337
Average per-pupil expenditure for all students ³	\$8,818
Percentage of population in urban areas ⁴	40.2
Percentage of children under age 18 below poverty level ⁵	12.9

Special Education⁶

	Maine ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	51	51	52	53	53	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	59	59	57	57	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	35	35	38	38	NA	↑	42	39	↓	20-64	18-63	42	38

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

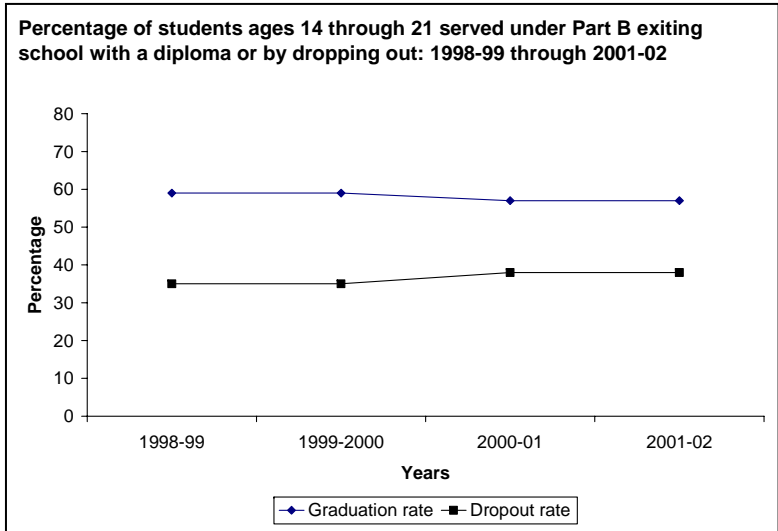
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Maine (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Maine Department of Education

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

No

Number of infants and toddlers receiving early intervention services

1,078

Part C	Maine						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	39	44	46	49	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.9	1.9	2.1	2.5	2.8	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

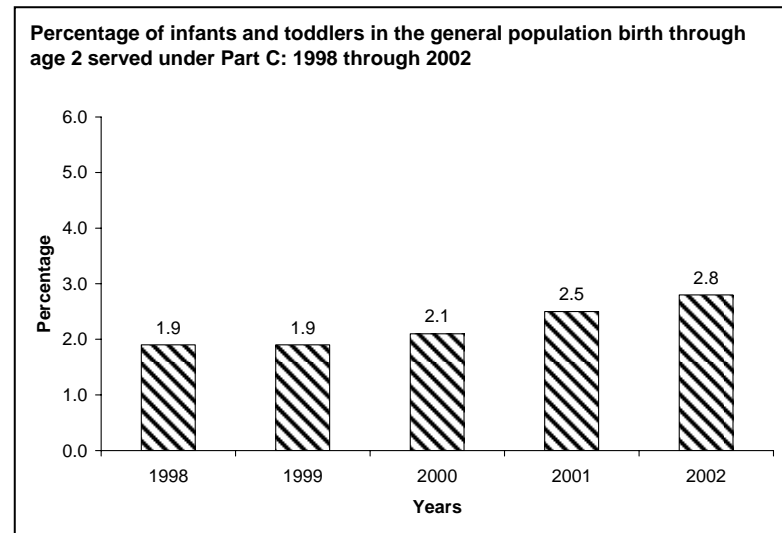
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Maryland

Number of local school districts ¹	24
Public school preK-12 enrollment ²	866,743
Average per-pupil expenditure for all students ³	\$8,692
Percentage of population in urban areas ⁴	86.1
Percentage of children under age 18 below poverty level ⁵	10.7

Special Education⁶

	Maryland ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	46	47	46	49	51	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	53	57	56	60	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	38	33	36	31	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

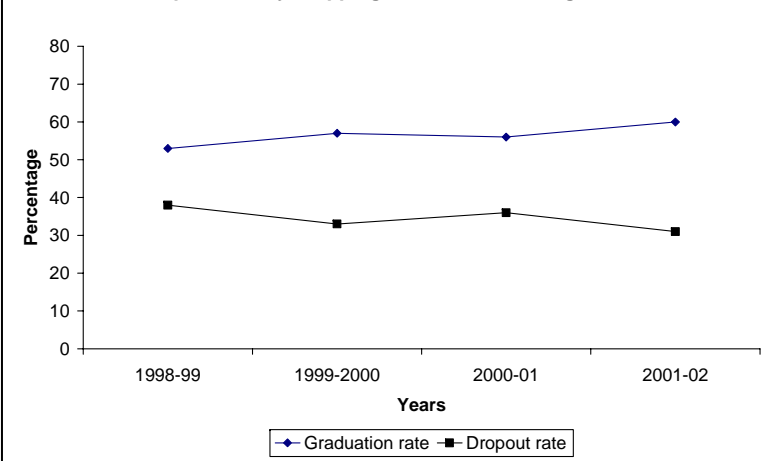
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Maryland (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Maryland State Department of Education

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

No

Number of infants and toddlers receiving early intervention services

5,518

Part C	Maryland ^a						50 states, DC and P.R.			Range of state percentages		Median [†] state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	63	64	73	76	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.0	2.1	2.3	2.3	2.5	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

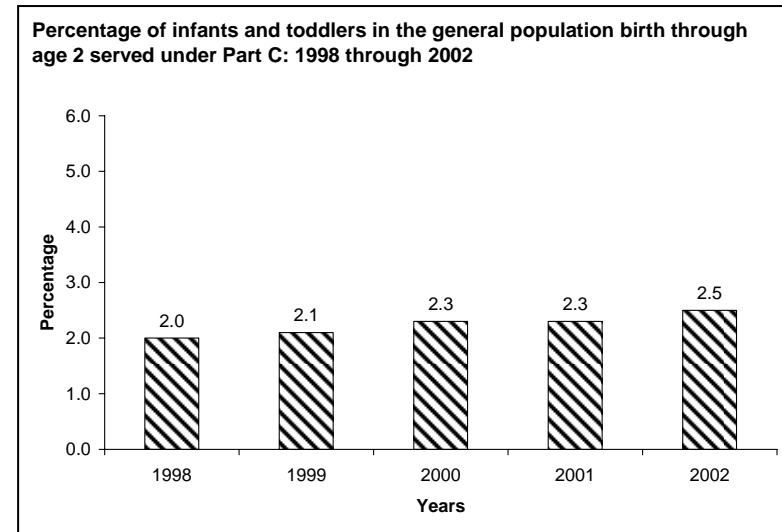
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Massachusetts

Number of local school districts ¹	191
Public school preK-12 enrollment ²	982,989
Average per-pupil expenditure for all students ³	\$10,232
Percentage of population in urban areas ⁴	91.4
Percentage of children under age 18 below poverty level ⁵	11.5

Special Education⁶

	Massachusetts ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	16	14	18	12	12	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma ^b	59	60	59	58	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	38	38	38	39	NA	↑	42	39	↓	20-64	18-63	42	38

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

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

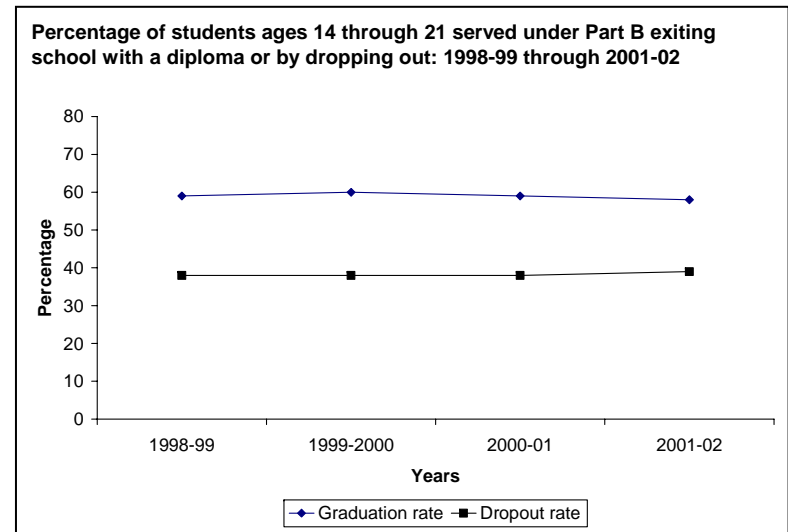
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Massachusetts (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

13,826

Part C	Massachusetts ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	100	100	100	93	NA	↓	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	4.1	4.7	5.2	5.5	5.9	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

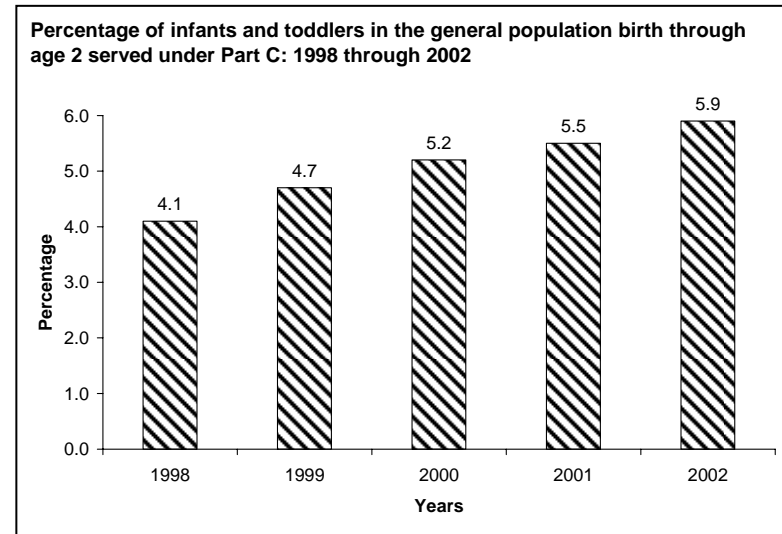
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Michigan

Number of local school districts ¹	553
Public school preK-12 enrollment ²	1,785,160
Average per-pupil expenditure for all students ³	\$8,653
Percentage of population in urban areas ⁴	74.7
Percentage of children under age 18 below poverty level ⁵	13.7

Special Education⁶

	Michigan						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	53	45	44	44	44	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	33	33	37	39	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	61	61	57	51	NA	↓	42	39	↓	20-64	18-63	42	38

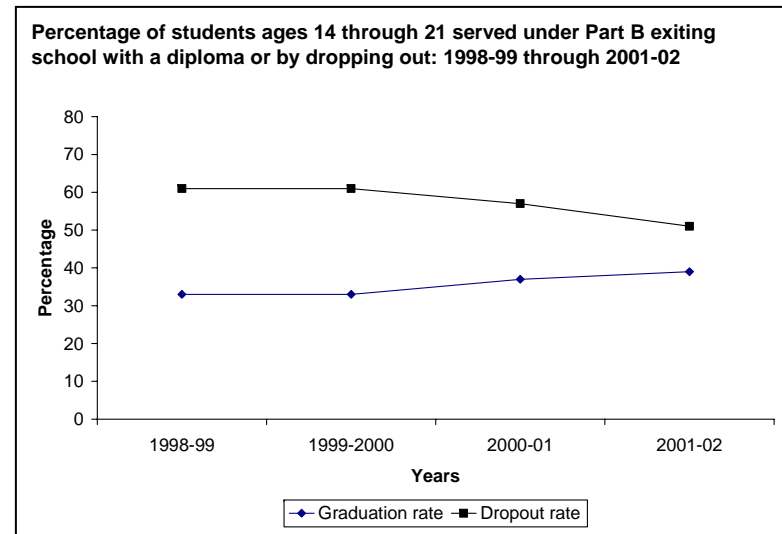
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Michigan (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

7,570

Part C	Michigan						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	71	73	77	77	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.5	1.8	1.8	1.8	1.9	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

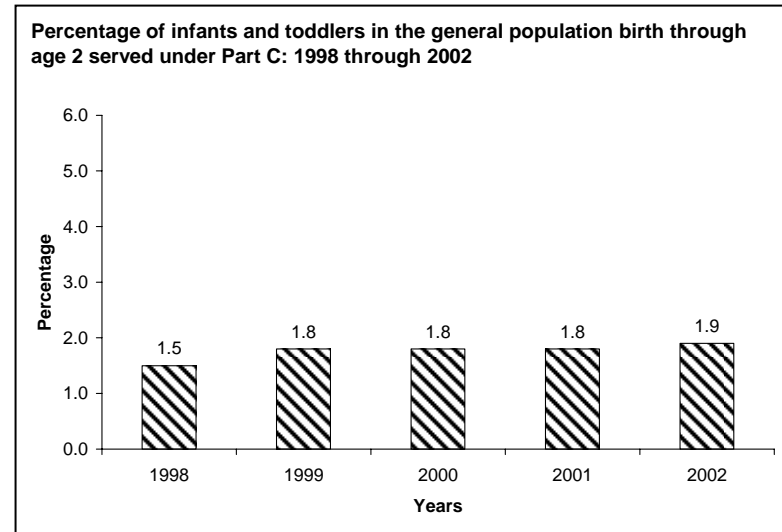
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptlead.asp> (accessed Oct. 29, 2004).



Minnesota

Number of local school districts ¹	417
Public school preK-12 enrollment ²	846,891
Average per-pupil expenditure for all students ³	\$7,736
Percentage of population in urban areas ⁴	70.9
Percentage of children under age 18 below poverty level ⁵	8.7

Special Education⁶

	Minnesota ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	65	64	64	63	62	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma ^b	48	49	48	52	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	51	51	51	47	NA	↓	42	39	↓	20-64	18-63	42	38

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

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

↑ Trend increase

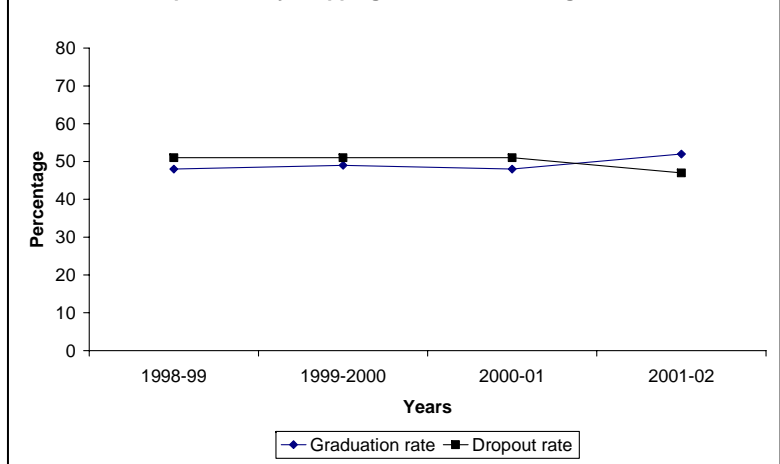
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Minnesota (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Minnesota Department of Education

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

No

Number of infants and toddlers receiving early intervention services

3,267

Part C	Minnesota ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	77	83	82	84	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.5	1.5	1.5	1.6	1.7	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

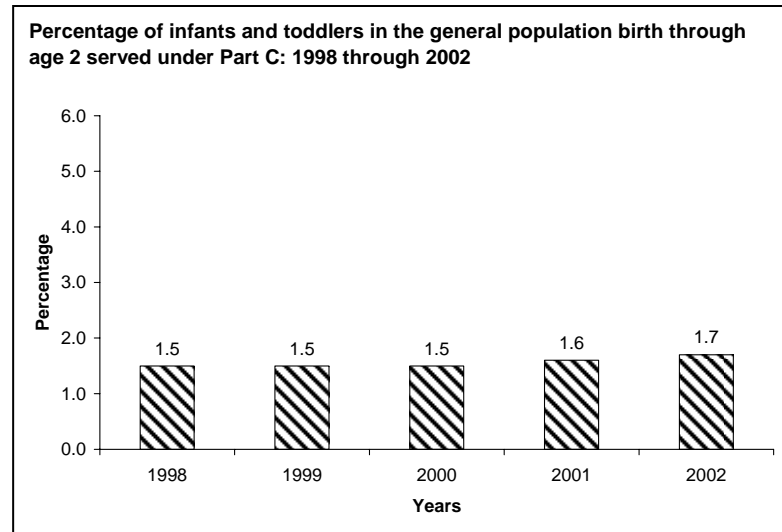
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Mississippi

Number of local school districts ¹	152
Public school preK-12 enrollment ²	492,645
Average per-pupil expenditure for all students ³	\$5,354
Percentage of population in urban areas ⁴	48.8
Percentage of children under age 18 below poverty level ⁵	24.9

Special Education⁶

	Mississippi ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	47	48	47	50	44	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	18	21	22	24	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	36	33	35	32	NA	↓	42	39	↓	20-64	18-63	42	38

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

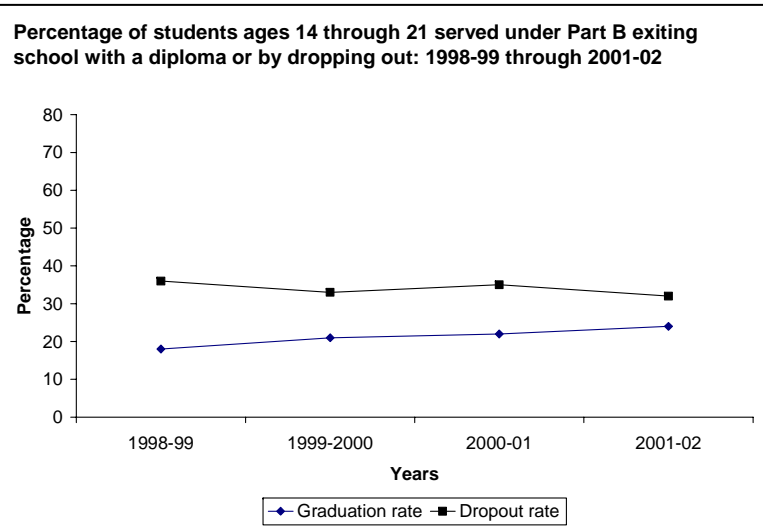
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Mississippi (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Mississippi State Department of Health

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

No

Number of infants and toddlers receiving early intervention services

1,862

Part C	Mississippi						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	57	57	57	57	NA	↔	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.7	1.8	2.0	1.6	1.4	↓	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

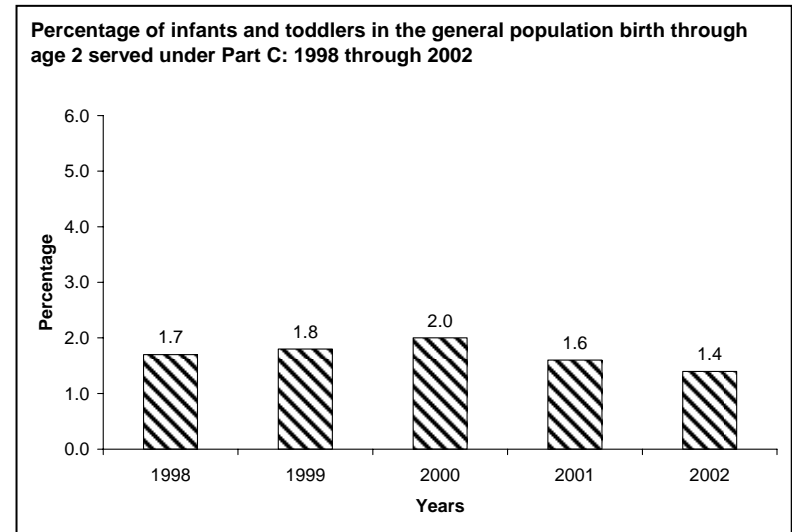
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Missouri

Number of local school districts ¹	524
Public school preK-12 enrollment ²	924,445
Average per-pupil expenditure for all students ³	\$7,135
Percentage of population in urban areas ⁴	69.4
Percentage of children under age 18 below poverty level ⁵	14.8

Special Education⁶

	Missouri ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	51	52	53	54	56	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	51	50	58	61	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	42	44	37	35	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

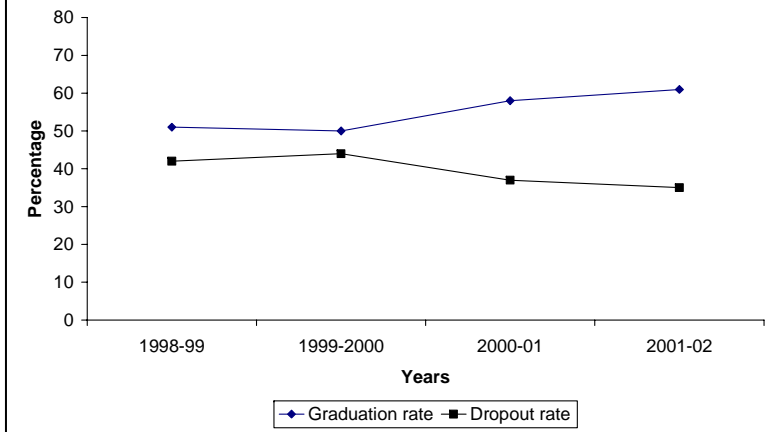
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Missouri (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Missouri Department of Education

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

No

Number of infants and toddlers receiving early intervention services

2,942

Part C	Missouri ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	56	81	87	92	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.2	1.2	1.4	1.3	1.3	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

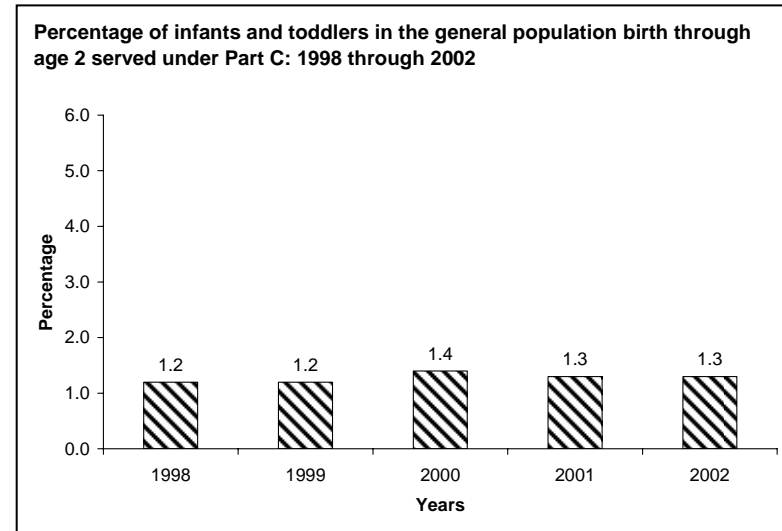
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Montana

Number of local school districts ¹	442
Public school preK-12 enrollment ²	149,995
Average per-pupil expenditure for all students ³	\$7,062
Percentage of population in urban areas ⁴	54.1
Percentage of children under age 18 below poverty level ⁵	18.8

Special Education⁶

	Montana						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	55	55	55	56	55	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	57	52	63	66	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	41	44	35	32	NA	↓	42	39	↓	20-64	18-63	42	38

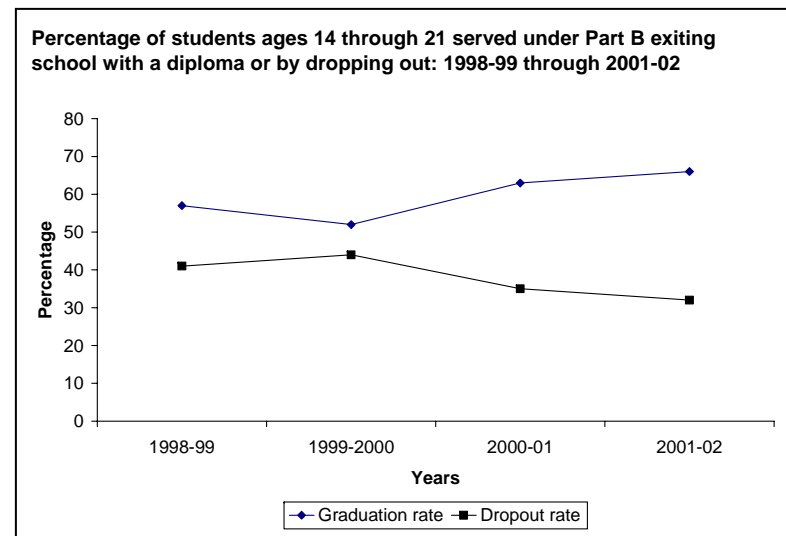
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Montana (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

574

Part C	Montana						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	93	97	96	95	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.9	2.0	1.8	1.9	1.8	↓	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

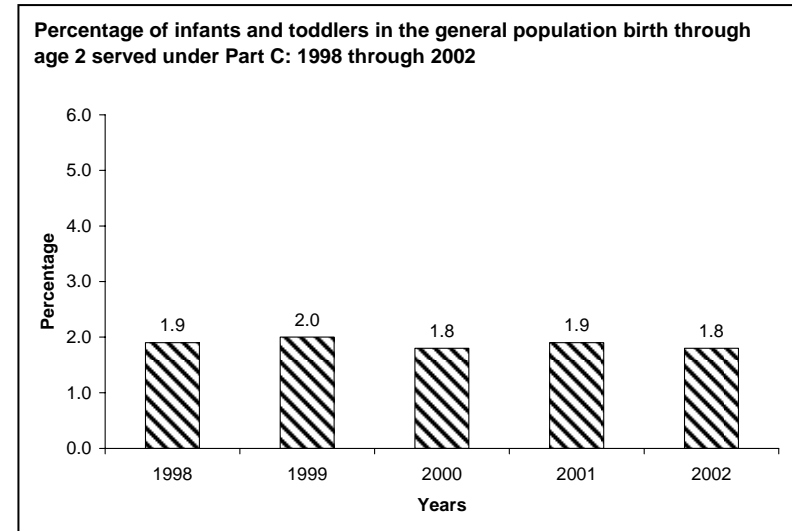
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Nebraska

Number of local school districts ¹	536
Public school preK-12 enrollment ²	285,402
Average per-pupil expenditure for all students ³	\$7,741
Percentage of population in urban areas ⁴	69.8
Percentage of children under age 18 below poverty level ⁵	11.9

Special Education⁶

	Nebraska						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	56	56	59	67	58	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	53	63	42	49	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	44	32	54	48	NA	↑	42	39	↓	20-64	18-63	42	38

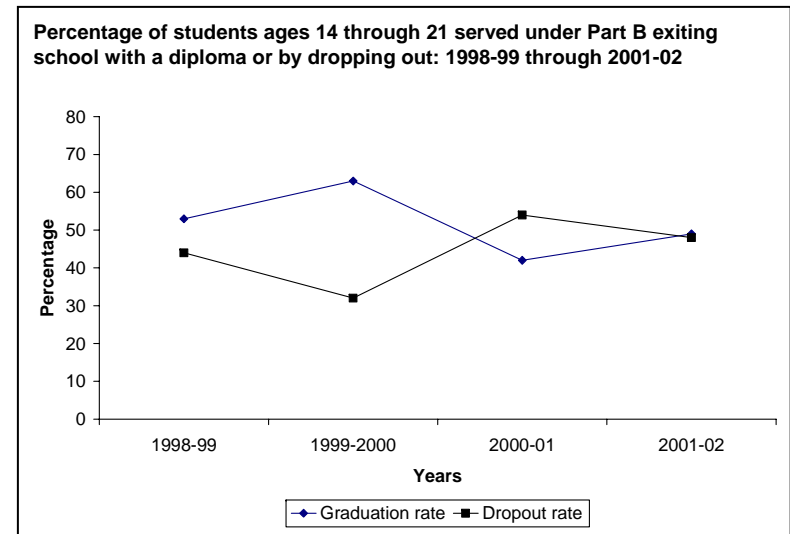
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Nebraska (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Nebraska Department of Education and Health and Human Services

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

No

Number of infants and toddlers receiving early intervention services

1,161

Part C	Nebraska						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^a	Trend	1998	2002 ^a	1998	2002 ^a
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	78	80	79	84	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.2	1.4	1.7	1.6	1.6	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

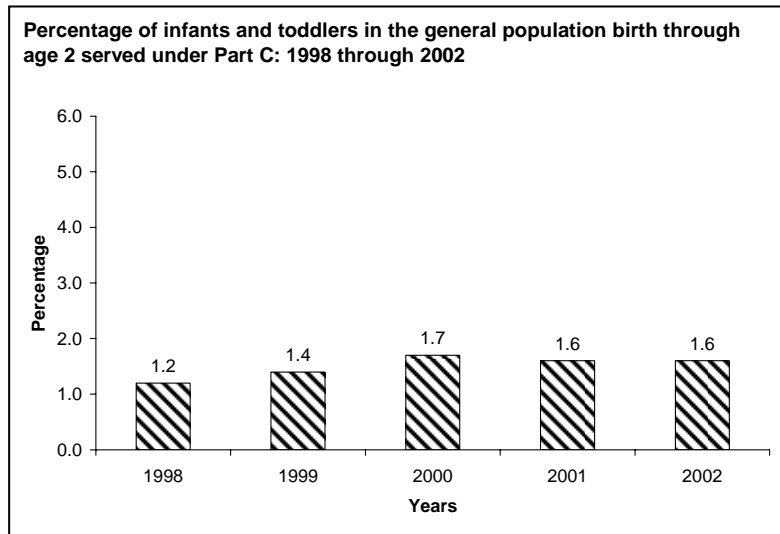
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Nevada

Number of local school districts ¹	17
Public school preK-12 enrollment ²	369,498
Average per-pupil expenditure for all students ³	\$6,079
Percentage of population in urban areas ⁴	91.5
Percentage of children under age 18 below poverty level ⁵	13.6

Special Education⁶

	Nevada						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	48	50	51	51	50	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	21	22	22	24	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	41	46	46	42	NA	↑	42	39	↓	20-64	18-63	42	38

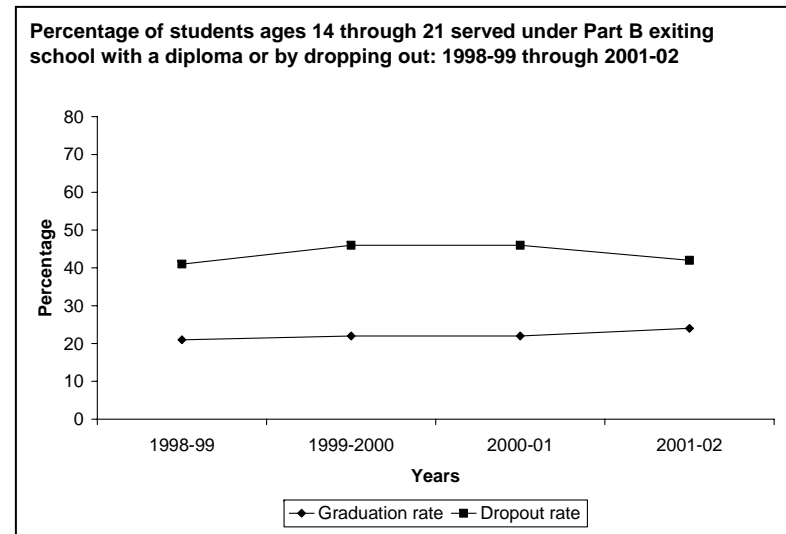
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Nevada (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Nevada 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

885

Part C	Nevada ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	33	42	49	69	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.3	1.2	1.1	0.9	0.9	↓	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

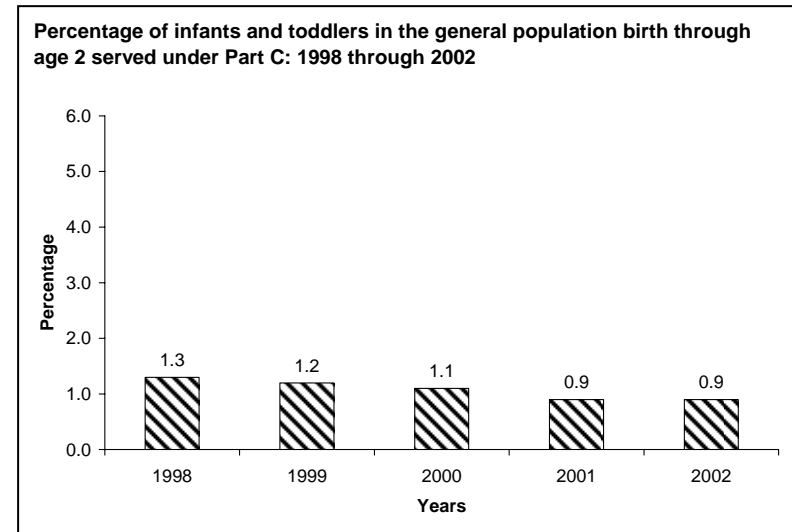
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



New Hampshire

Number of local school districts ¹	257
Public school preK-12 enrollment ²	207,671
Average per-pupil expenditure for all students ³	\$7,935
Percentage of population in urban areas ⁴	59.3
Percentage of children under age 18 below poverty level ⁵	6.9

Special Education⁶

	New Hampshire						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	79	74	74	75	75	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	58	51	49	50	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	35	45	48	48	NA	↑	42	39	↓	20-64	18-63	42	38

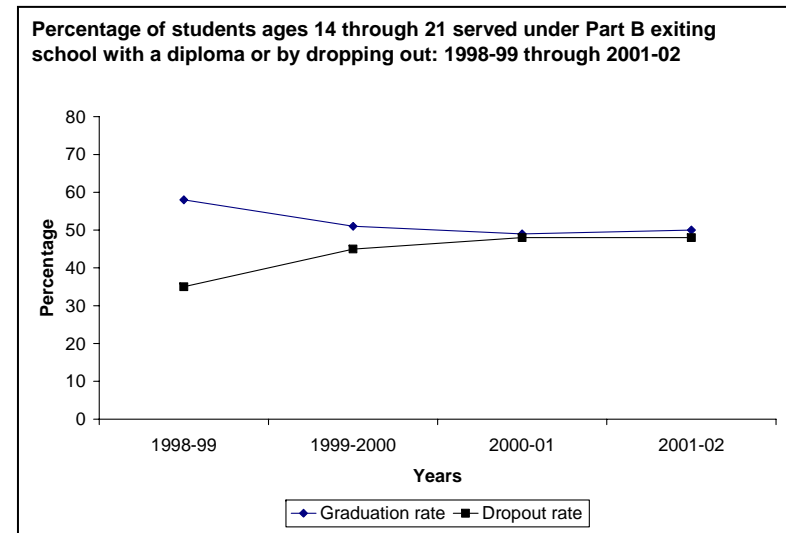
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



New Hampshire (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,221

Part C	New Hampshire						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	91	99	99	99	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.0	2.2	2.8	2.7	2.8	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

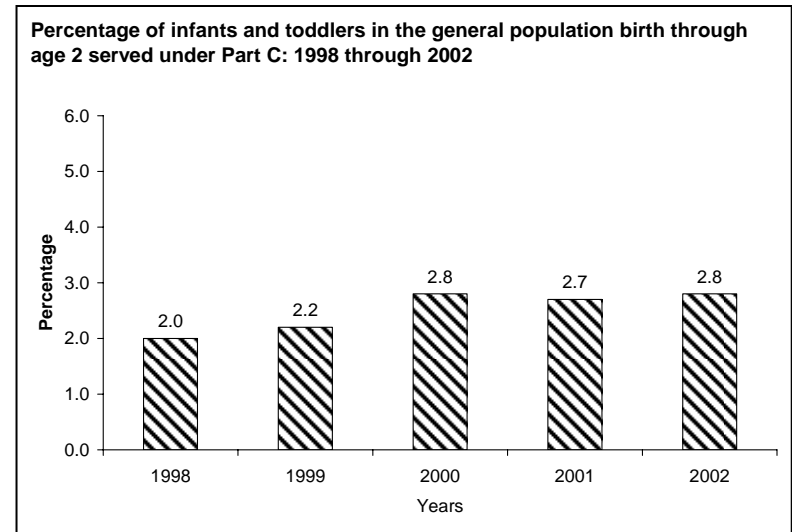
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



New Jersey

Number of local school districts ¹	598
Public school preK-12 enrollment ²	1,367,438
Average per-pupil expenditure for all students ³	\$11,793
Percentage of population in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	10.5

Special Education⁶

	New Jersey ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	45	45	44	44	45	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma ^b	67	66	71	69	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	30	31	27	29	NA	↓	42	39	↓	20-64	18-63	42	38

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

^bNew Jersey did not report any students receiving a certificate-of-completion.

↑ Trend increase

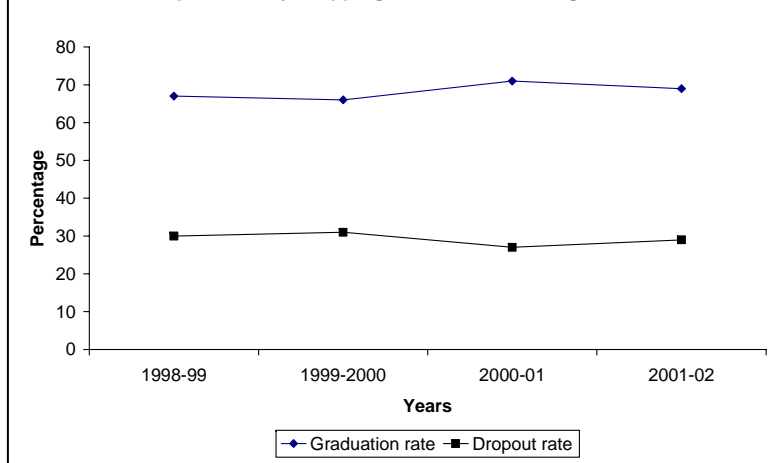
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



New Jersey (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

7,254

Part C	New Jersey						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2002 ^a (%)	1998 (%)	2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	82	95	96	98	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.4	1.5	1.6	1.9	2.1	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

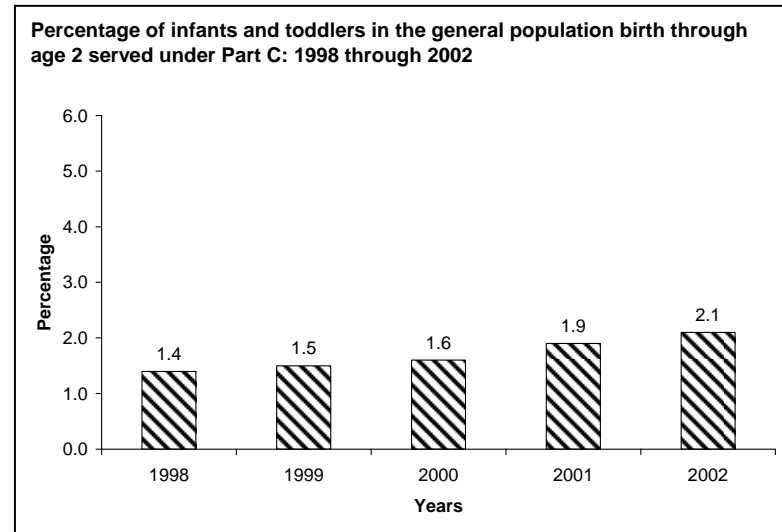
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



New Mexico

Number of local school districts ¹	89
Public school preK-12 enrollment ²	320,234
Average per-pupil expenditure for all students ³	\$6,882
Percentage of population in urban areas ⁴	75.0
Percentage of children under age 18 below poverty level ⁵	25.5

Special Education⁶

	New Mexico ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	41	29	33	34	38	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	47	40	46	46	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	48	58	51	52	NA	↑	42	39	↓	20-64	18-63	42	38

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

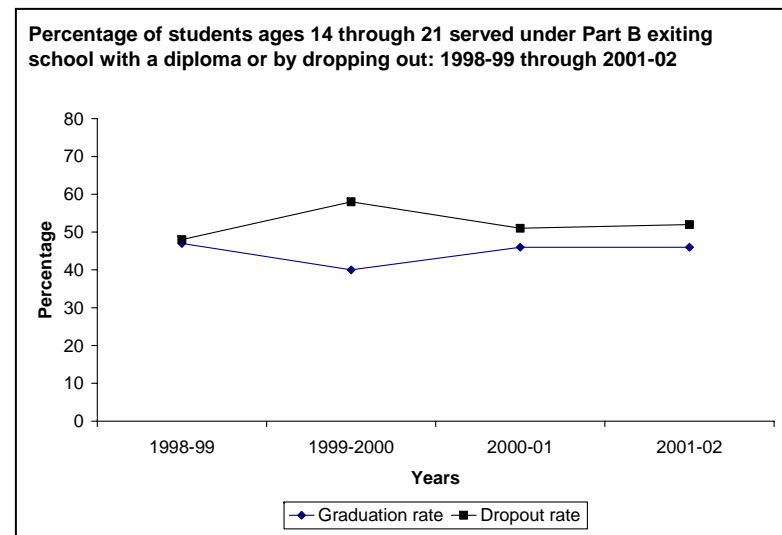
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



New Mexico (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

New Mexico Department of Health

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

Yes

Number of infants and toddlers receiving early intervention services

2,039

Part C	New Mexico						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	65	61	66	73	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.5	1.8	2.3	2.4	2.5	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

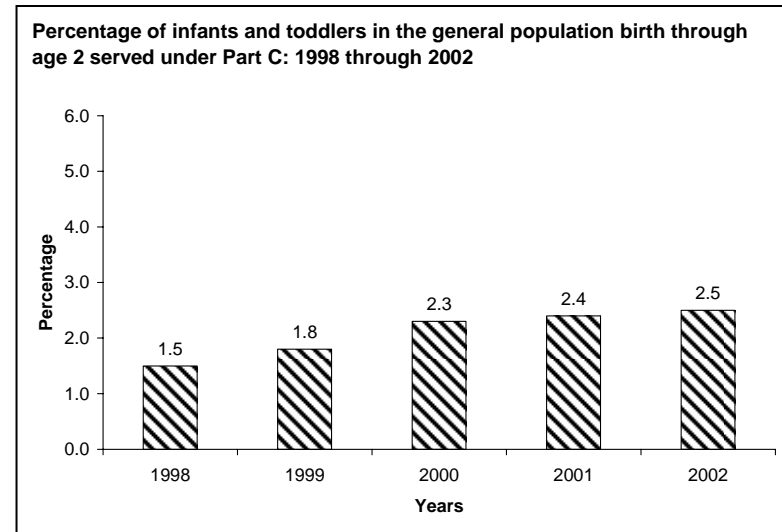
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



New York

Number of local school districts ¹	345
Public school preK-12 enrollment ²	2,888,233
Average per-pupil expenditure for all students ³	\$11,218
Percentage of population in urban areas ⁴	87.5
Percentage of children under age 18 below poverty level ⁵	19.1

Special Education⁶

	New York ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	45	48	50	51	52	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	48	38	37	40	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	34	42	43	40	NA	↑	42	39	↓	20-64	18-63	42	38

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

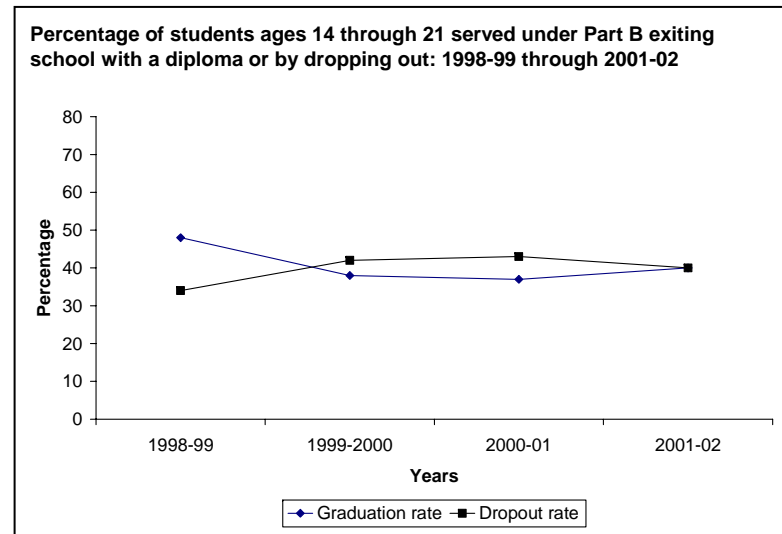
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



New York (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

35,997

Part C	New York ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	73	76	77	81	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.8	3.3	3.7	4.1	4.8	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

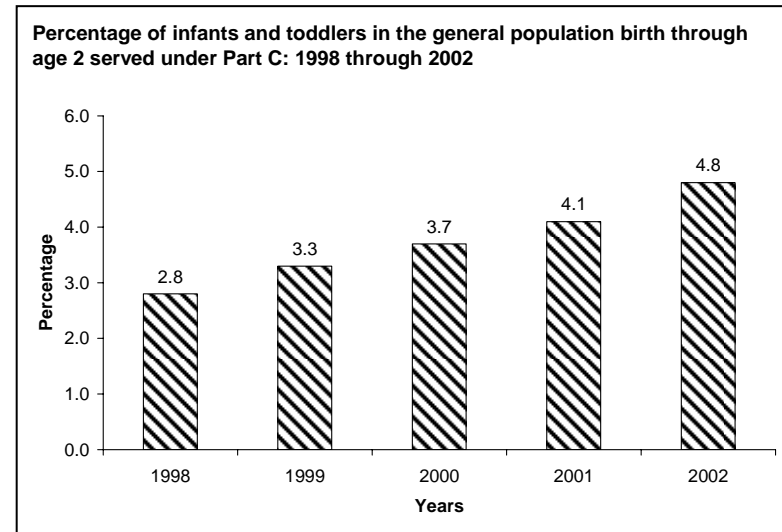
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



North Carolina

Number of local school districts ¹	117
Public school preK-12 enrollment ²	1,335,954
Average per-pupil expenditure for all students ³	\$6,501
Percentage of population in urban areas ⁴	60.2
Percentage of children under age 18 below poverty level ⁵	16.5

Special Education⁶

	North Carolina ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	58	58	58	59	59	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	35	35	34	40	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	46	46	47	43	NA	↓	42	39	↓	20-64	18-63	42	38

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

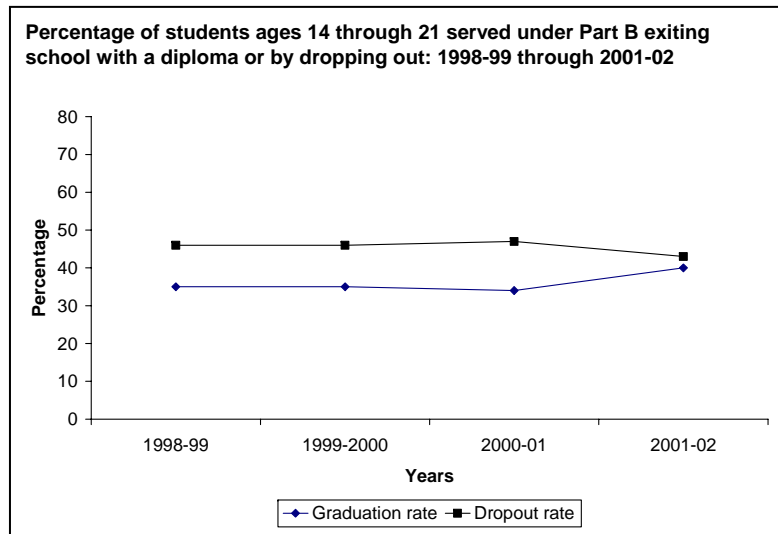
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



North Carolina (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

5,854

Part C	North Carolina ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	NA	95	93	91	NA		66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.6	1.3	1.3	1.6	1.6	↔	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

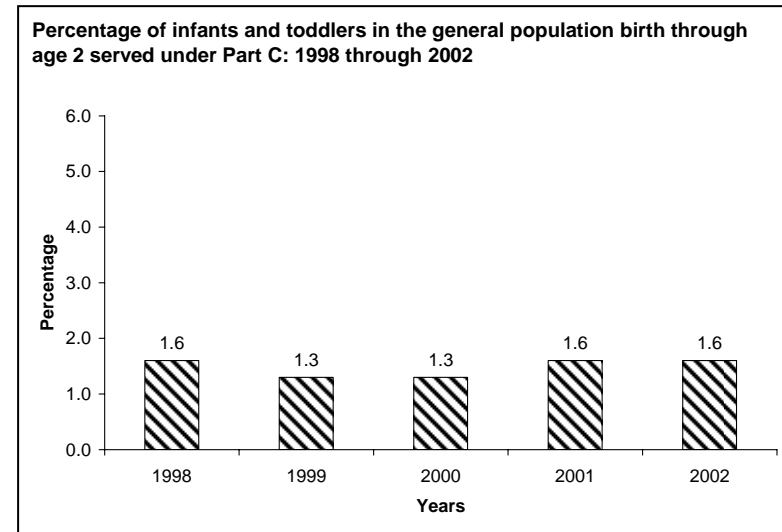
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptlead.asp> (accessed Oct. 29, 2004).



North Dakota

Number of local school districts ¹	221
Public school preK-12 enrollment ²	104,225
Average per-pupil expenditure for all students ³	\$6,709
Percentage of population in urban areas ⁴	55.9
Percentage of children under age 18 below poverty level ⁵	13.1

Special Education⁶

	North Dakota						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	80	80	79	79	78	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	55	63	63	66	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	41	35	33	31	NA	↓	42	39	↓	20-64	18-63	42	38

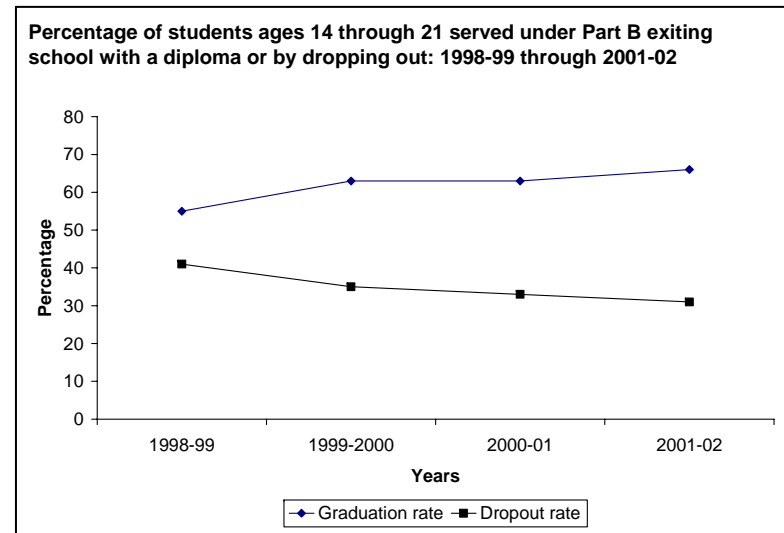
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



North Dakota (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

411

Part C	North Dakota						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	94	94	99	91	NA	↓	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.2	1.4	1.6	1.7	1.9	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

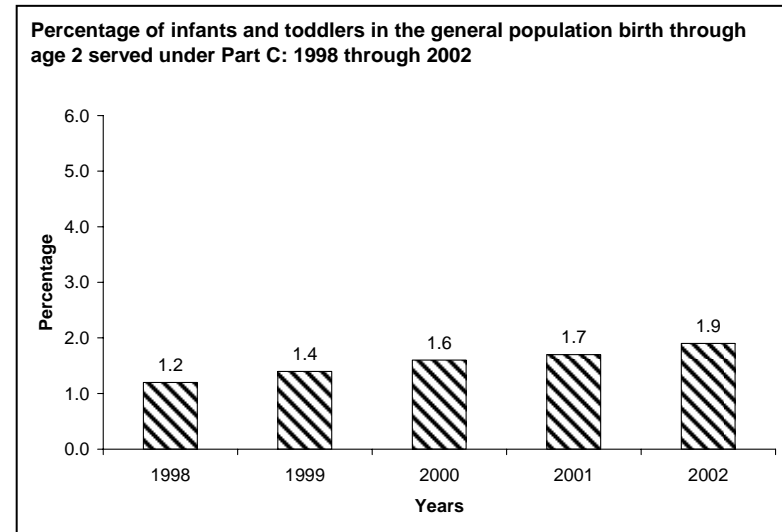
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Ohio

Number of local school districts ¹	241
Public school preK-12 enrollment ²	1,838,285
Average per-pupil expenditure for all students ³	\$8,069
Percentage of population in urban areas ⁴	77.4
Percentage of children under age 18 below poverty level ⁵	14.1

Special Education⁶

	Ohio ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	64	65	41	41	42	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma ^b	77	66	69	80	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	21	25	22	18	NA	↓	42	39	↓	20-64	18-63	42	38

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

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

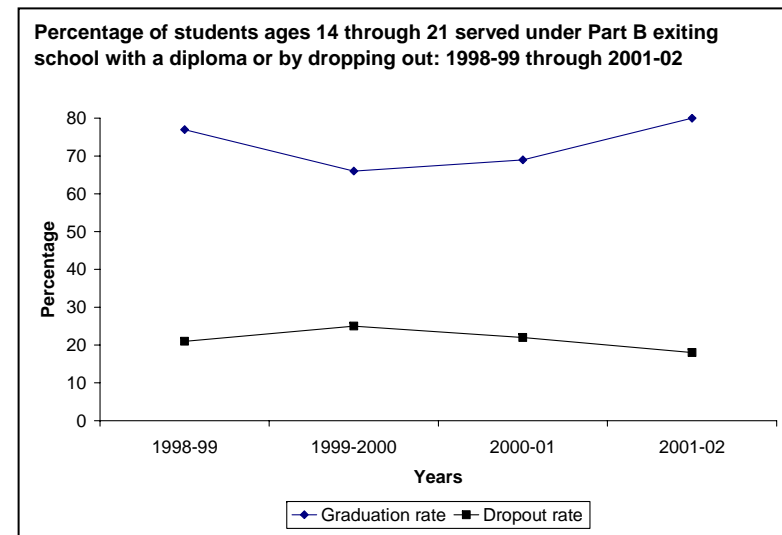
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Ohio (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

6,579

Part C	Ohio ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	56	54	57	64	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.2	1.6	1.8	1.7	1.4	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

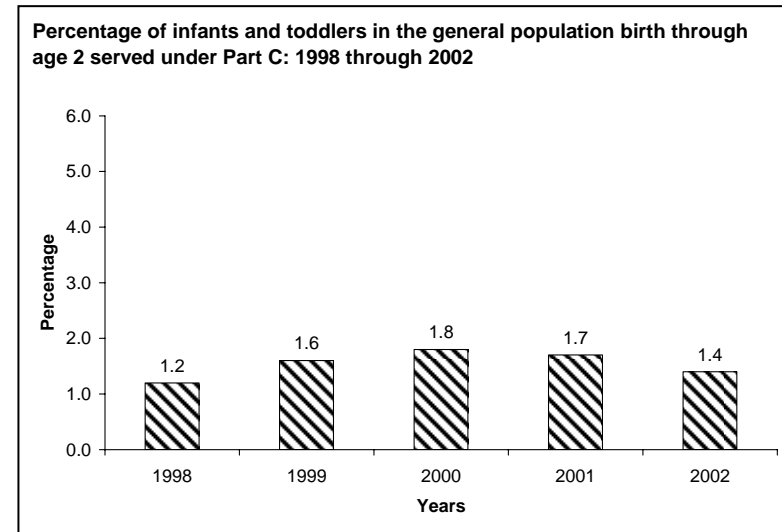
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Oklahoma

Number of local school districts ¹	541
Public school preK-12 enrollment ²	624,548
Average per-pupil expenditure for all students ³	\$6,229
Percentage of population in urban areas ⁴	65.3
Percentage of children under age 18 below poverty level ⁵	20.0

Special Education⁶

	Oklahoma						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	49	47	47	47	47	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma ^a	59	62	58	63	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	40	38	41	36	NA	↓	42	39	↓	20-64	18-63	42	38

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

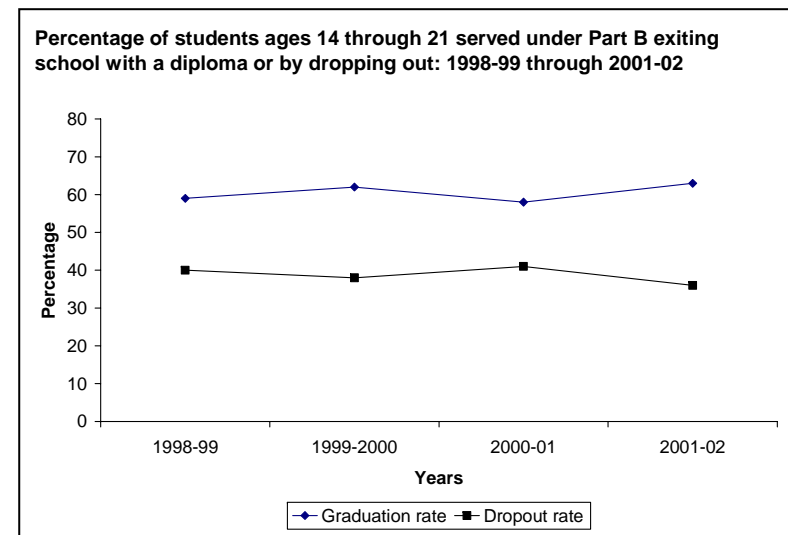
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Oklahoma (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,935

Part C	Oklahoma						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	95	98	93	93	NA	↓	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.5	1.6	1.7	1.8	2.0	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

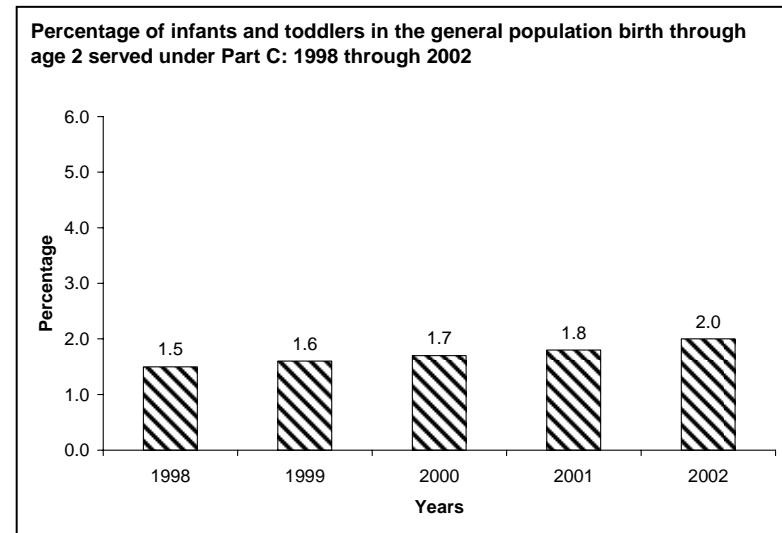
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003.

<http://www.census.gov/cgi-bin/saie/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptlead.asp> (accessed Oct. 29, 2004).



Oregon

Number of local school districts ¹	198
Public school preK-12 enrollment ²	554,071
Average per-pupil expenditure for all students ³	\$7,642
Percentage of population in urban areas ⁴	78.7
Percentage of children under age 18 below poverty level ⁵	15.1

Special Education⁶

	Oregon ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	75	74	72	71	71	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	30	33	33	40	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	57	56	55	47	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

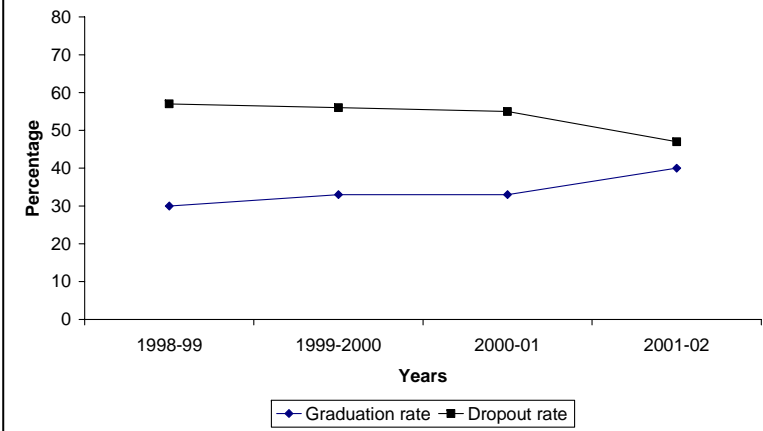
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Oregon (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,933

Part C	Oregon						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^a	Trend	1998	2001/ 2002 ^a	1998	2001/ 2002 ^a
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	55	57	58	64	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.3	1.4	1.4	1.4	1.4	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

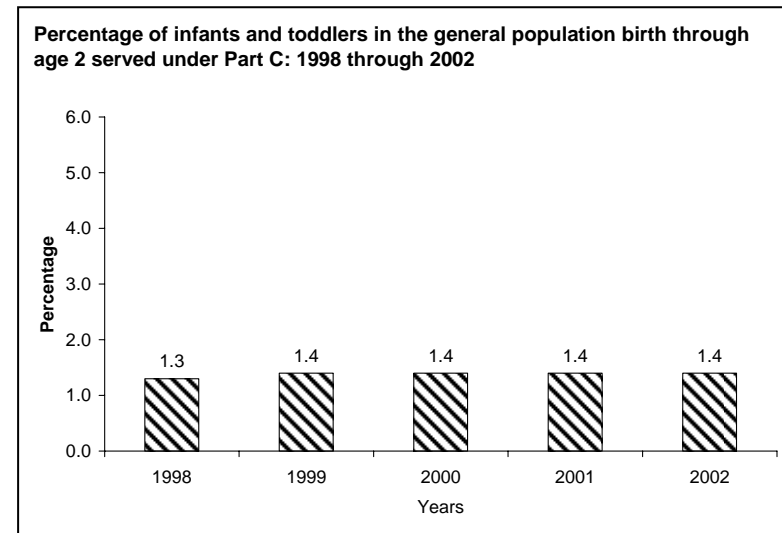
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Pennsylvania

Number of local school districts ¹	501
Public school preK-12 enrollment ²	1,816,747
Average per-pupil expenditure for all students ³	\$8,537
Percentage of population in urban areas ⁴	77.1
Percentage of children under age 18 below poverty level ⁵	13.1

Special Education⁶

	Pennsylvania ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	34	36	41	43	44	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	55	61	59	70	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	44	37	40	28	NA	↓	42	39	↓	20-64	18-63	42	38

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

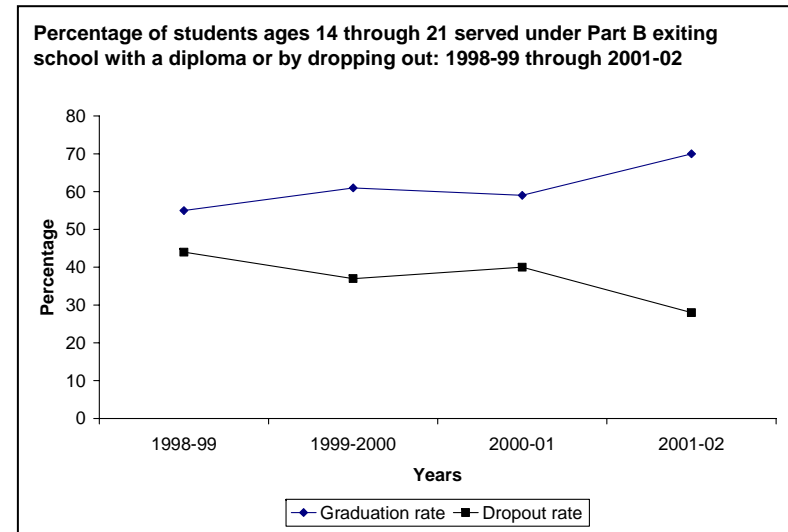
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Pennsylvania (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

11,274

Part C	Pennsylvania						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	82	82	97	96	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.8	1.9	2.2	2.4	2.6	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

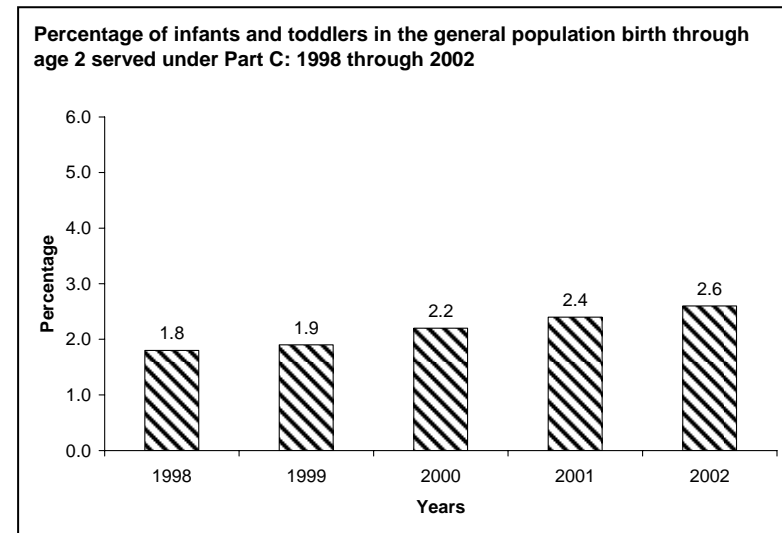
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Puerto Rico

Number of local school districts ¹	1
Public school preK-12 enrollment ²	596,502
Average per-pupil expenditure for all students ³	\$3,563
Percentage of population in urban areas ⁴	94.4
Percentage of children under age 18 below poverty level ⁵	

Special Education⁶

	Puerto Rico ^a					Trend	50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)		1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	51	58	44	71	NA		46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	21	24	25	30	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	50	47	46	43	NA	↓	42	39	↓	20-64	18-63	42	38

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

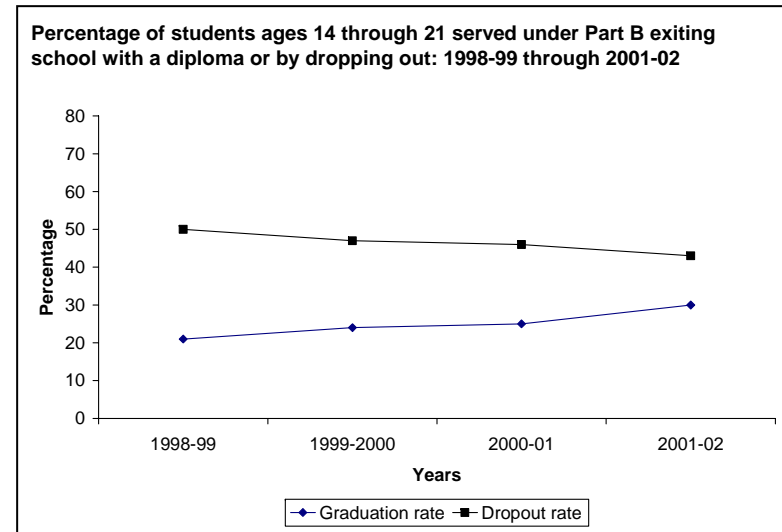
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Puerto Rico (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,778

Part C	Puerto Rico ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2002 ^b (%)	1998 (%)	2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	2	13	37	43	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.4	1.6	1.8	1.7	1.6	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

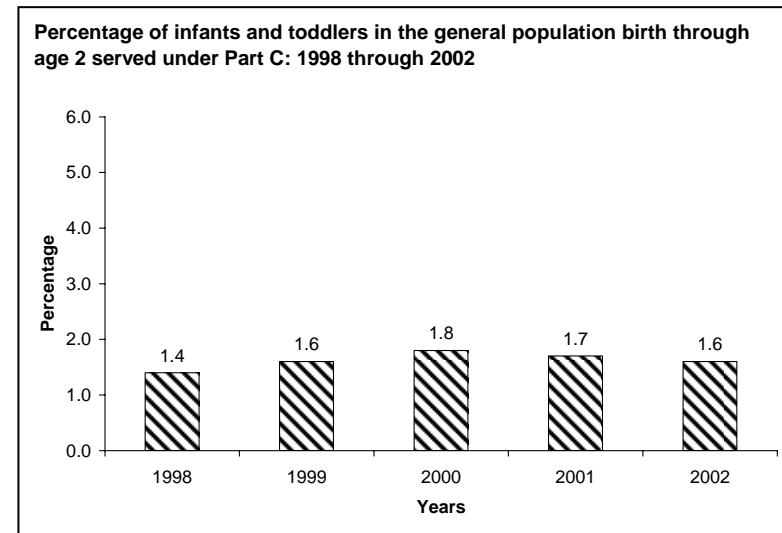
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Rhode Island

Number of local school districts ¹	36
Public school preK-12 enrollment ²	159,205
Average per-pupil expenditure for all students ³	\$9,703
Percentage of population in urban areas ⁴	90.9
Percentage of children under age 18 below poverty level ⁵	15.0

Special Education⁶

	Rhode Island						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	48	48	46	44	43	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	66	66	65	64	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	31	29	29	28	NA	↓	42	39	↓	20-64	18-63	42	38

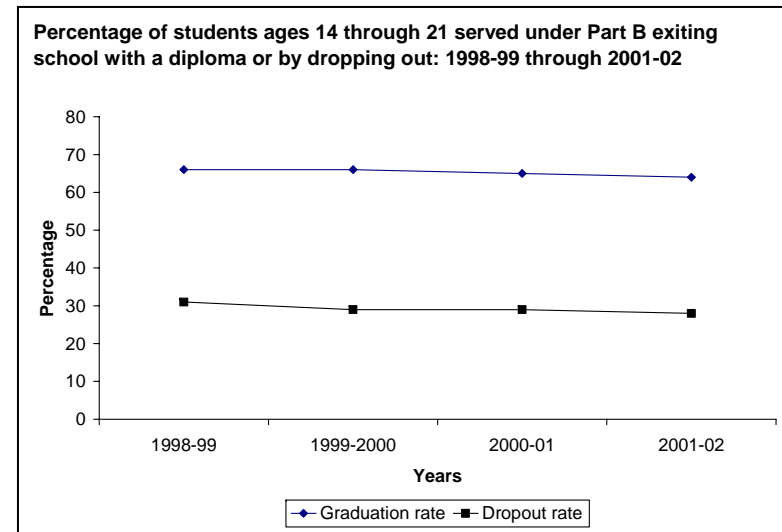
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Rhode Island (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,250

Part C	Rhode Island ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998	1999	2000	2001	2002	Trend	1998	2001/ 2002 ^b	Trend	1998	2001/ 2002 ^b	1998	2001/ 2002 ^b
	(%)	(%)	(%)	(%)	(%)		(%)	(%)		(%)	(%)	(%)	(%)
Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	60	64	70	84	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.7	2.8	2.6	3.0	3.5	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

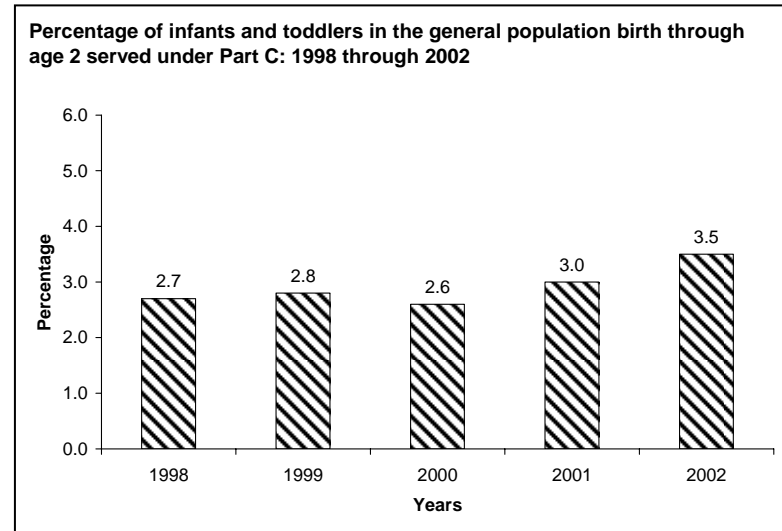
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



South Carolina

Number of local school districts ¹	89
Public school preK-12 enrollment ²	694,584
Average per-pupil expenditure for all students ³	\$7,017
Percentage of population in urban areas ⁴	60.5
Percentage of children under age 18 below poverty level ⁵	18.2

Special Education⁶

	South Carolina ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	34	32	32	39	44	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	24	24	24	24	NA	↔	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	48	49	48	46	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

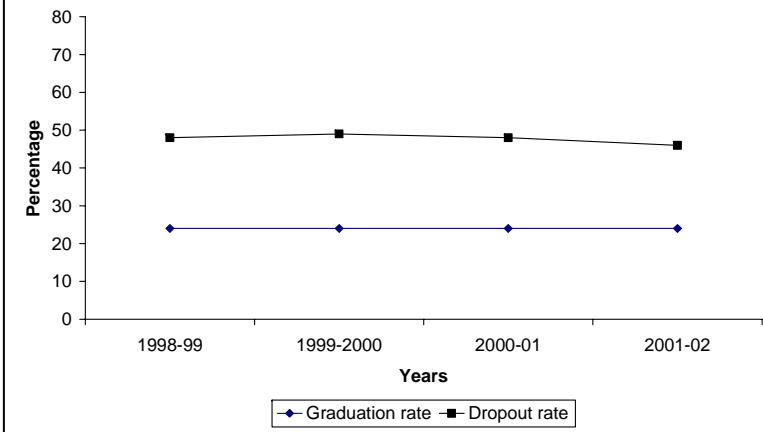
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



South Carolina (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

South Carolina Department of Health and Environmental Control

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

No

Number of infants and toddlers receiving early intervention services

1,695

Part C	South Carolina ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	61	68	68	67	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.4	1.6	1.5	1.3	1.0	↓	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home and programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

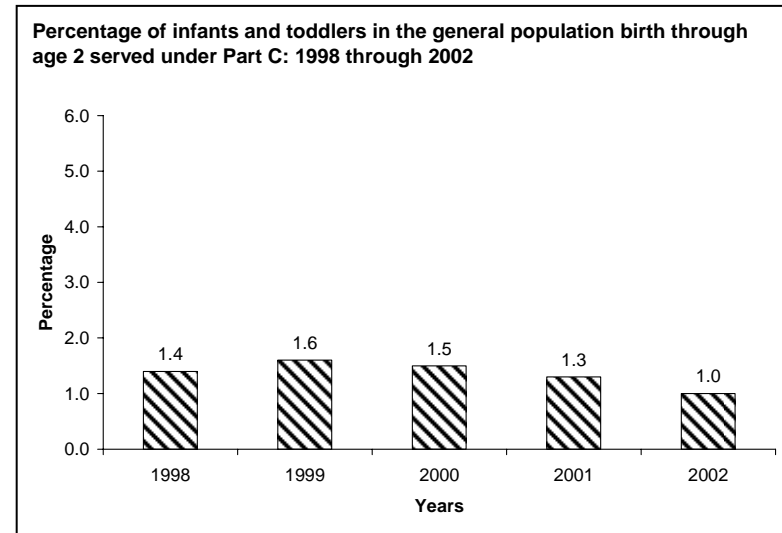
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



South Dakota

Number of local school districts ¹	174
Public school preK-12 enrollment ²	128,039
Average per-pupil expenditure for all students ³	\$6,424
Percentage of population in urban areas ⁴	51.9
Percentage of children under age 18 below poverty level ⁵	15.1

Special Education⁶

	South Dakota						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	67	66	65	64	64	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	51	50	64	67	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	42	45	27	26	NA	↓	42	39	↓	20-64	18-63	42	38

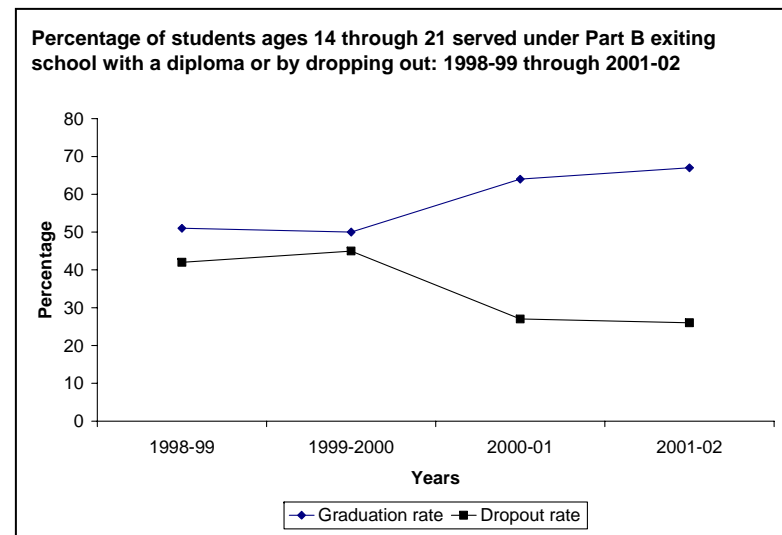
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



South Dakota (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

704

Part C	South Dakota						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	67	91	97	96	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.0	2.1	2.1	2.1	2.3	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

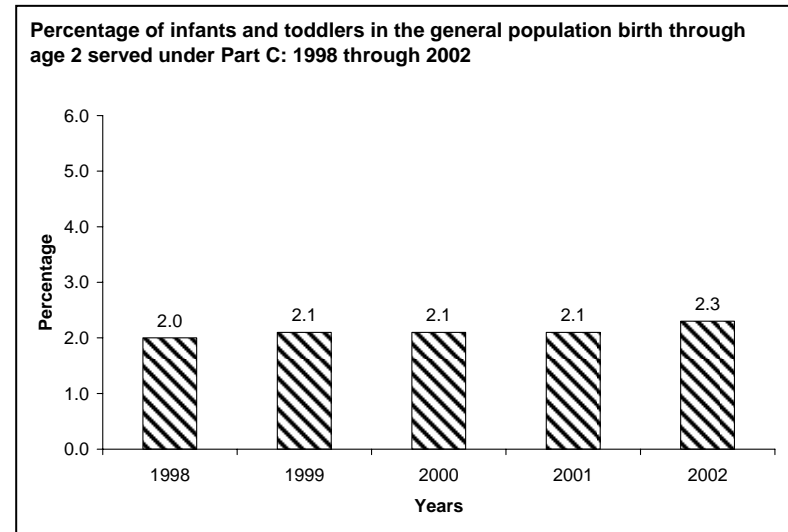
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Tennessee

Number of local school districts ¹	138
Public school preK-12 enrollment ²	928,000
Average per-pupil expenditure for all students ³	\$5,959
Percentage of population in urban areas ⁴	63.6
Percentage of children under age 18 below poverty level ⁵	17.8

Special Education⁶

	Tennessee						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	44	45	45	45	44	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	25	27	31	33	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	40	37	27	25	NA	↓	42	39	↓	20-64	18-63	42	38

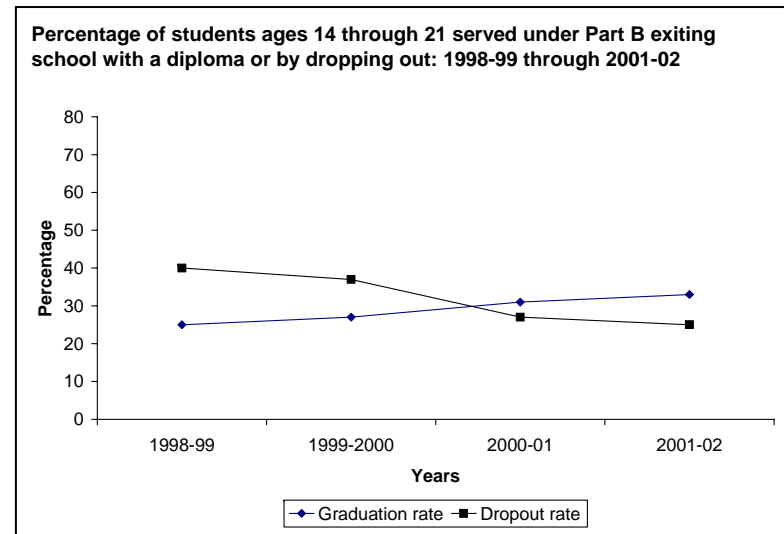
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Tennessee (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

5,426

Part C	Tennessee						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	51	57	70	70	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.6	1.7	1.9	2.0	2.3	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

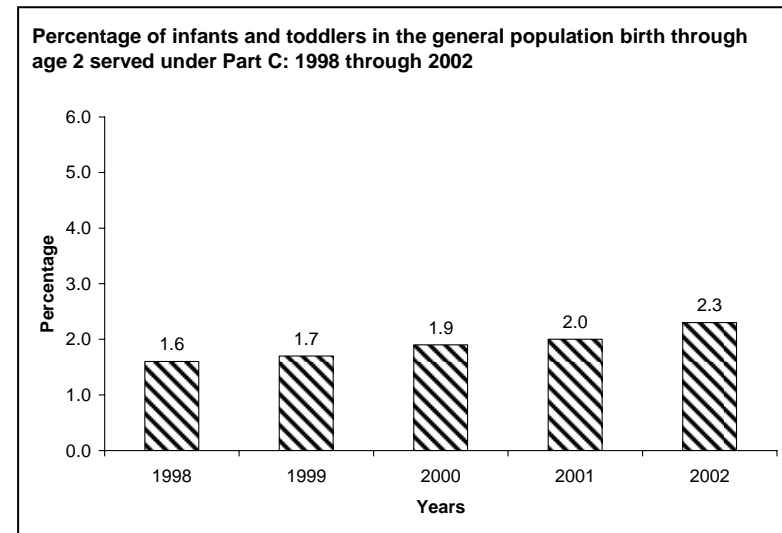
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Texas

Number of local school districts ¹	1,039
Public school preK-12 enrollment ²	4,259,823
Average per-pupil expenditure for all students ³	\$6,771
Percentage of population in urban areas ⁴	82.5
Percentage of children under age 18 below poverty level ⁵	20.7

Special Education⁶

	Texas ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	27	28	29	55	53	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma ^b	71	76	69	70	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	28	24	31	30	NA	↑	42	39	↓	20-64	18-63	42	38

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

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

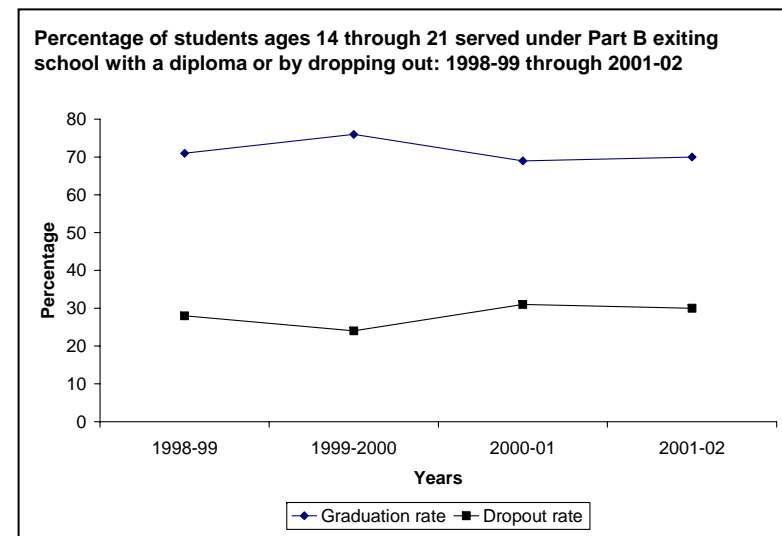
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Texas (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

Texas Department of Assistive and Rehabilitative Services

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

No

Number of infants and toddlers receiving early intervention services

20,296

Part C	Texas						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	98	98	99	98	NA	↔	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.3	1.4	1.6	1.8	1.9	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

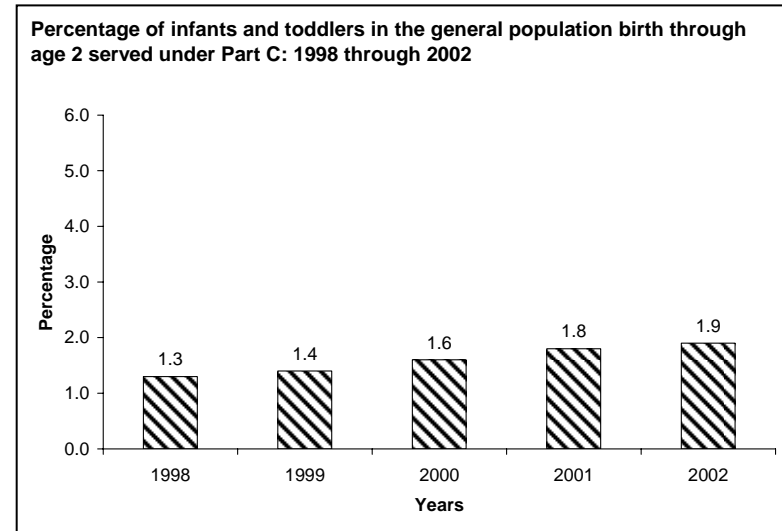
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Utah

Number of local school districts ¹	40
Public school preK-12 enrollment ²	489,072
Average per-pupil expenditure for all students ³	\$4,900
Percentage of population in urban areas ⁴	88.2
Percentage of children under age 18 below poverty level ⁵	11.1

Special Education⁶

	Utah ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	44	44	42	42	41	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	55	50	42	52	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	39	44	54	39	NA	↔	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

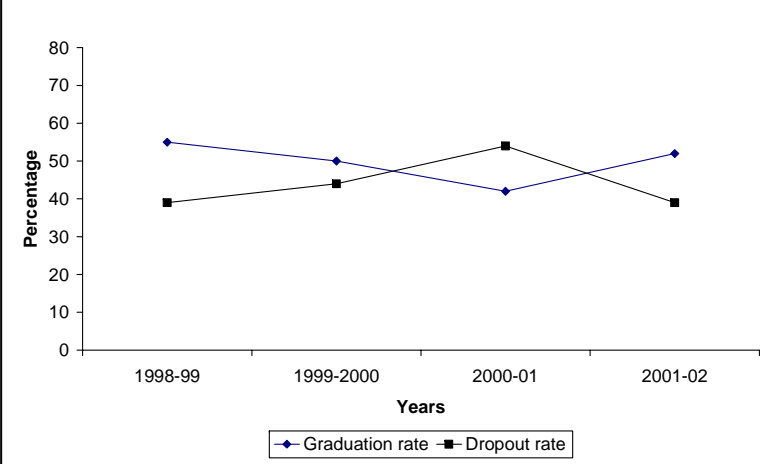
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Utah (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

2,527

Part C	Utah						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	64	80	78	76	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.5	1.6	1.7	1.8	1.9	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

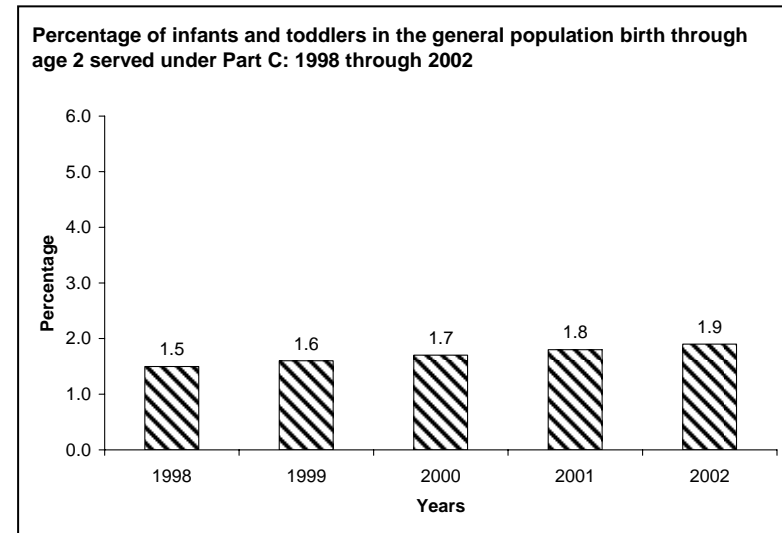
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Vermont

Number of local school districts ¹	5
Public school preK-12 enrollment ²	99,978
Average per-pupil expenditure for all students ³	\$9,806
Percentage of population in urban areas ⁴	38.2
Percentage of children under age 18 below poverty level ⁵	11.6

Special Education⁶

	Vermont ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	82	78	79	77	76	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	48	53	51	56	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	50	43	45	39	NA	↓	42	39	↓	20-64	18-63	42	38

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

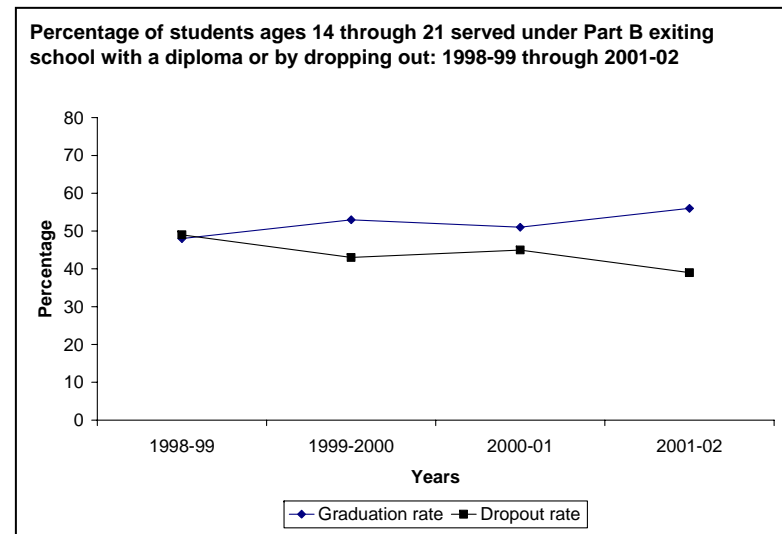
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Vermont (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

576

Part C	Vermont						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	75	98	92	97	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.0	2.2	2.3	2.5	3.1	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

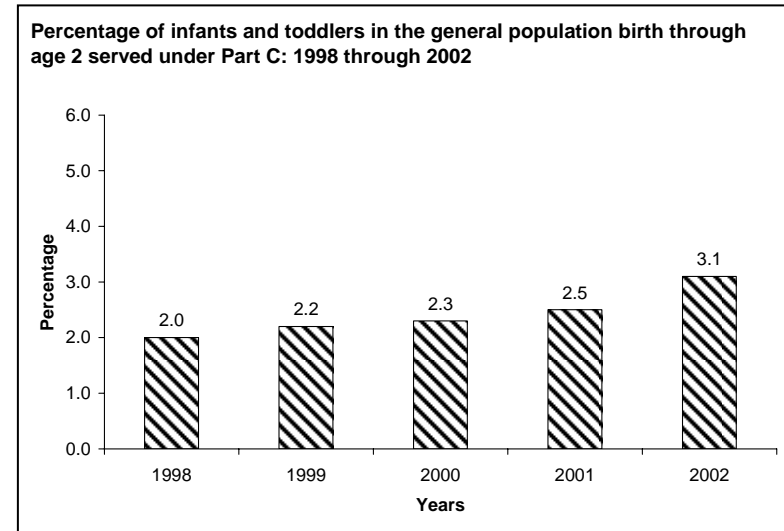
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Virginia

Number of local school districts ¹	132
Public school preK-12 enrollment ²	1,177,229
Average per-pupil expenditure for all students ³	\$7,496
Percentage of population in urban areas ⁴	73.0
Percentage of children under age 18 below poverty level ⁵	12.2

Special Education⁶

	Virginia ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	39	38	37	36	36	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	52	49	49	48	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	33	36	32	27	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

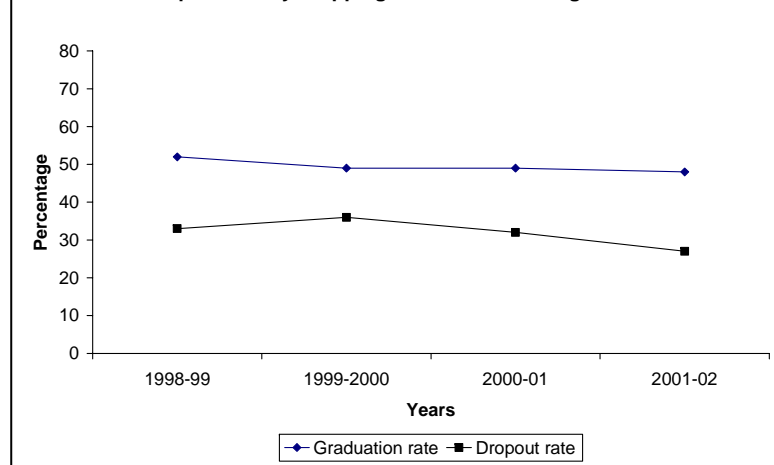
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Virginia (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

4,163

Part C	Virginia						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^{b,c}	56	64	76	84	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.3	1.5	1.5	1.5	1.7	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

^cNine hundred eighty-four children were added to Virginia’s 2002 count of 2-year-olds to adjust for children under the age of 3 who were served under IDEA, Part B. For 1998, this adjustment was 887 children, for 1999, it was 933 children, and for 2000 and 2001, it was 971 children.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey, 2002-03*.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey, 2002-03*.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey, 2001*.

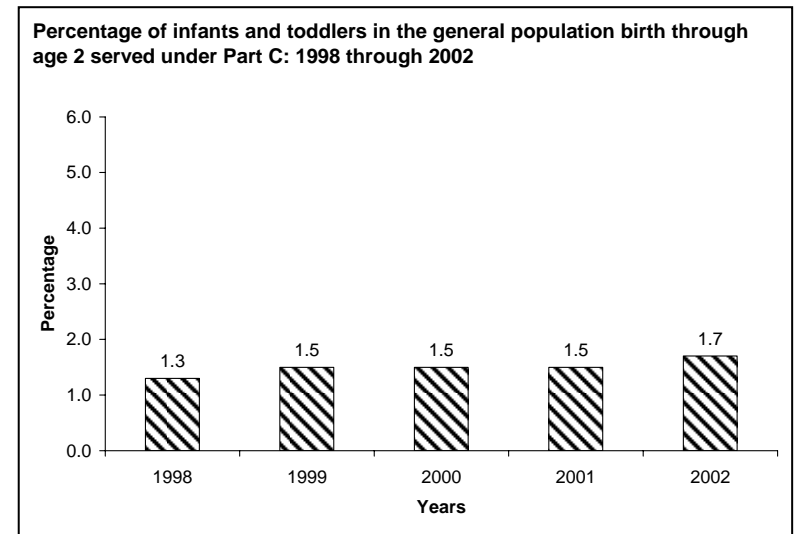
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population, Census 2000*.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Washington

Number of local school districts ¹	296
Public school preK-12 enrollment ²	1,014,798
Average per-pupil expenditure for all students ³	\$7,039
Percentage of population in urban areas ⁴	82.0
Percentage of children under age 18 below poverty level ⁵	13.2

Special Education⁶

	Washington						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	52	51	49	48	47	↓	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	53	52	48	52	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	42	41	44	41	NA	↓	42	39	↓	20-64	18-63	42	38

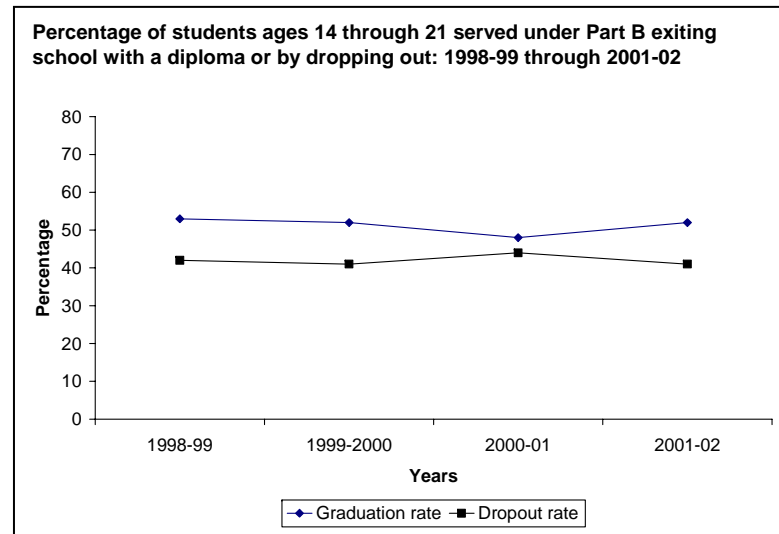
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Washington (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

3,518

Part C	Washington ^a						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	36	35	45	45	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	1.1	1.2	1.2	1.3	1.5	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

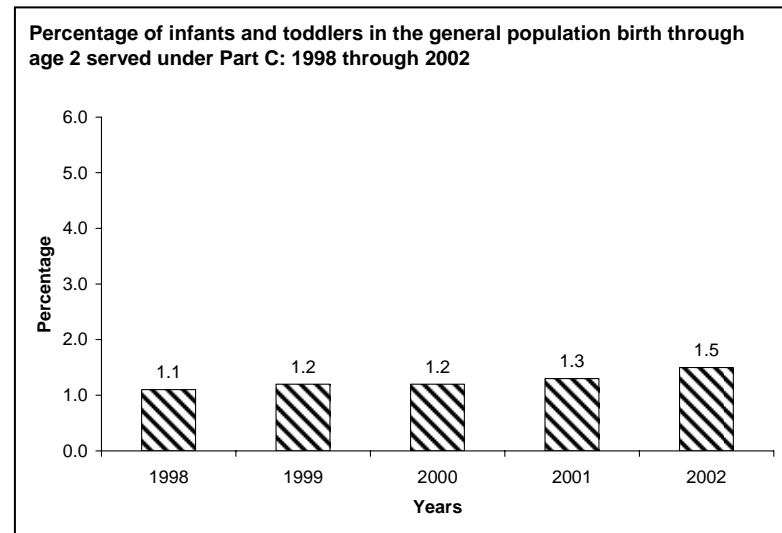
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



West Virginia

Number of local school districts ¹	55
Public school preK-12 enrollment ²	282,455
Average per-pupil expenditure for all students ³	\$7,844
Percentage of population in urban areas ⁴	46.1
Percentage of children under age 18 below poverty level ⁵	21.9

Special Education⁶

	West Virginia						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	48	49	49	50	50	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	54	51	49	49	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	41	44	45	46	NA	↑	42	39	↓	20-64	18-63	42	38

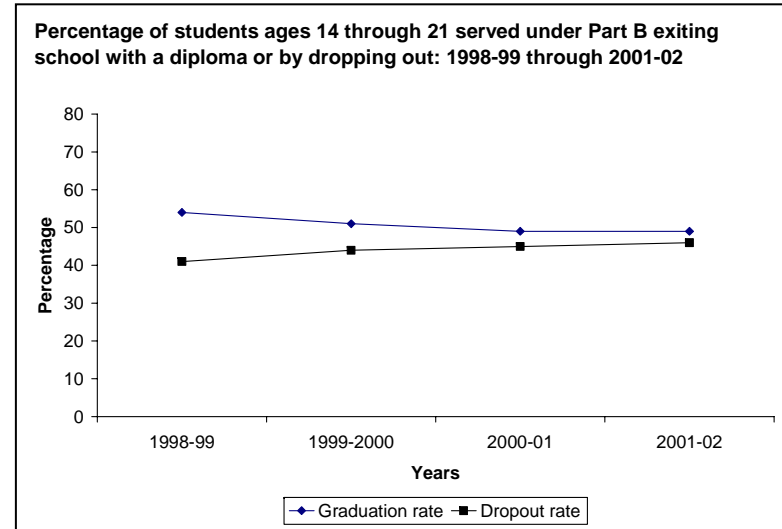
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



West Virginia (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

1,619

Part C	West Virginia						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2002 ^a (%)	1998 (%)	2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	71	94	97	98	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.8	1.4	2.1	2.7	2.9	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

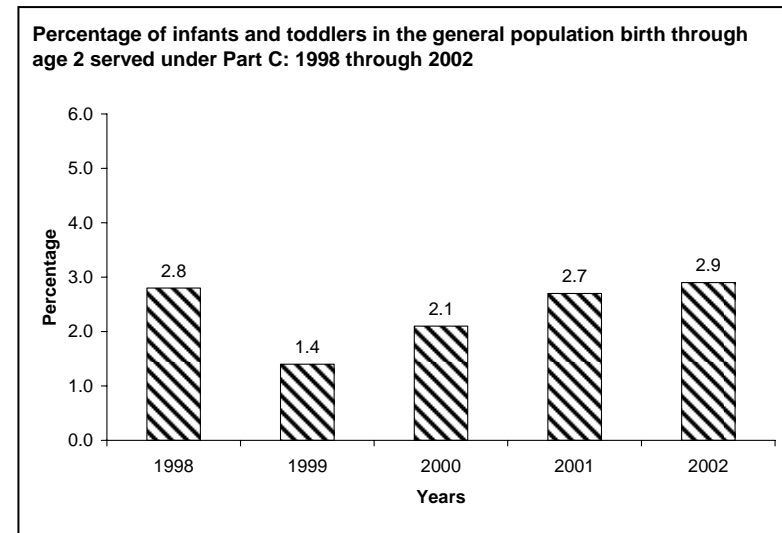
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Wisconsin

Number of local school districts ¹	437
Public school preK-12 enrollment ²	881,231
Average per-pupil expenditure for all students ³	\$8,634
Percentage of population in urban areas ⁴	68.3
Percentage of children under age 18 below poverty level ⁵	11.0

Special Education⁶

	Wisconsin ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	40	41	43	45	45	↑	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
	1998-99 (%)	1999-2000 (%)	2000-01 (%)	2001-02 (%)	2002-03 (%)	Trend	1998-99 (%)	2001-02 (%)	Trend	1998-99 (%)	2001-02 (%)	1998-99 (%)	2001-02 (%)
Percentage of students with disabilities exiting school with a regular high school diploma	56	59	60	54	NA	↓	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	41	38	37	41	NA	↔	42	39	↓	20-64	18-63	42	38

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

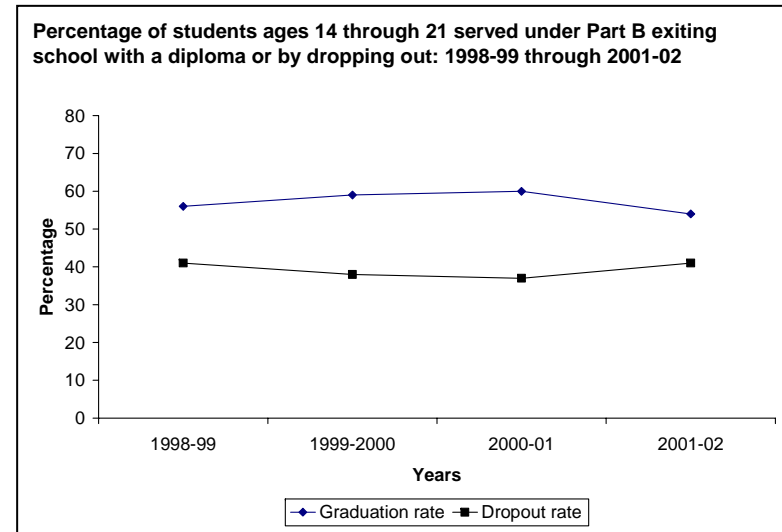
↑ Trend increase

↓ Trend decrease

↔ No trend

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

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



Wisconsin (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

5,323

Part C	Wisconsin						50 states, DC and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^a (%)	Trend	1998 (%)	2001/2002 ^a (%)	1998 (%)	2001/2002 ^a (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^b	57	71	83	91	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.0	2.4	2.5	2.6	2.6	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

^aThe settings data are from 2001; the percentage-served data are from 2002.

^bFor OSEP's data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

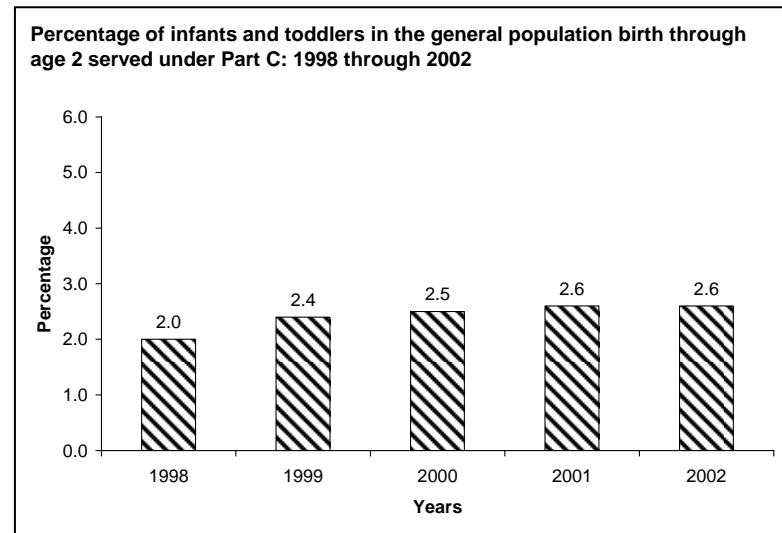
³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

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

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

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

⁷National Early Childhood Technical Assistance Center (NECTAC), "NECTAC List of Part C Lead Agencies," 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Wyoming

Number of local school districts ¹	48
Public school preK-12 enrollment ²	88,116
Average per-pupil expenditure for all students ³	\$8,645
Percentage of population in urban areas ⁴	65.1
Percentage of children under age 18 below poverty level ⁵	13.9

Special Education⁶

	Wyoming ^a						50 states, DC, BIA and P.R.			Range of state percentages		Median† state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	Trend	1998 (%)	2002 (%)	1998 (%)	2002 (%)
Part B, Ages 6 Through 21													
Percentage of children educated in regular classrooms at least 80 percent of the day	54	51	52	54	54	↔	46	48	↑	13-82	12-78	49	50
Part B, Ages 14 Through 21													
Percentage of students with disabilities exiting school with a regular high school diploma	33	43	41	42	NA	↑	47	51	↑	15-77	17-80	50	51
Percentage of students with disabilities who drop out	64	53	56	55	NA	↓	42	39	↓	20-64	18-63	42	38

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

↑ Trend increase

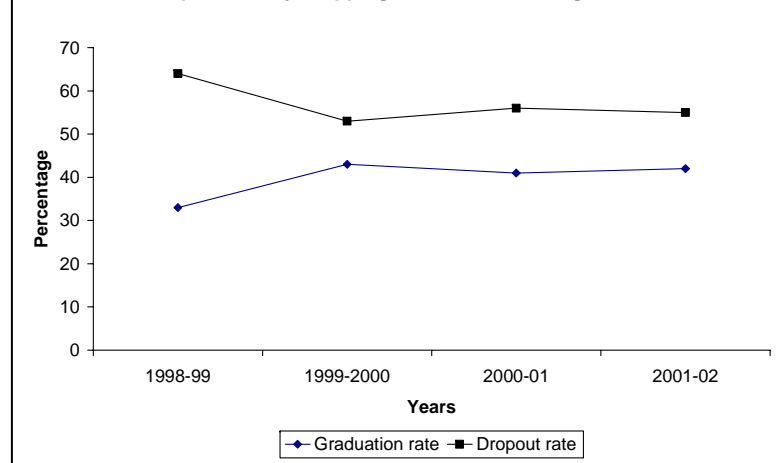
↓ Trend decrease

↔ No trend

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

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

Percentage of students ages 14 through 21 served under Part B exiting school with a diploma or by dropping out: 1998-99 through 2001-02



Wyoming (continued)

Early Intervention Services for Infants and Toddlers⁶

Lead agency for early intervention services⁷

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

618

Part C	Wyoming ^a						50 states, DC and P.R.			Range of state percentages		Median [†] state percentage	
	1998 (%)	1999 (%)	2000 (%)	2001 (%)	2002 (%)	Trend	1998 (%)	2001/2002 ^b (%)	Trend	1998 (%)	2001/2002 ^b (%)	1998 (%)	2001/2002 ^b (%)
	Percentage of Part C infants and toddlers receiving services primarily in settings typical for children without disabilities ^c	77	89	91	94	NA	↑	66	82	↑	2-100	43-100	64	84
Percentage of infants and toddlers in the general population, birth through age 2 served through Part C	2.2	2.2	2.5	2.9	3.4	↑	1.5	2.2	↑	0.4-4.2	0.9-5.7	1.5	2.0

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

^bThe settings data are from 2001; the percentage-served data are from 2002.

^cFor OSEP’s data collection purposes, early intervention settings typical for children without disabilities are the *home* and *programs for typically developing children*.

↑ Trend increase

↓ Trend decrease

↔ No trend

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

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

Sources:

¹U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *Local Education Agency Universe Survey*, 2002-03.

²U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *State Nonfiscal Survey*, 2002-03.

³U.S. Department of Education, National Center for Education Statistics, Common Core of Data, *National Public Education Financial Survey*, 2001.

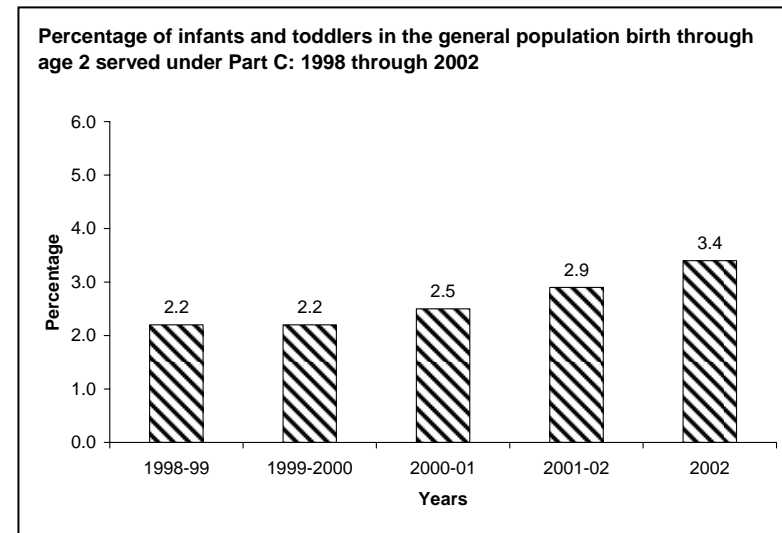
⁴U.S. Census Bureau, *Urban and Rural [6] – Summary File 1 (SF1) 100-Percent Data Universe: Total Population*, Census 2000.

⁵U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch, *State Estimates for People Under Age 18 in Poverty U.S., 2000*, Oct. 2003,

<http://www.census.gov/cgi-bin/saiepe/national.cgi?year=2000#SA31> (accessed Nov. 1, 2003).

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

⁷National Early Childhood Technical Assistance Center (NECTAC), “NECTAC List of Part C Lead Agencies,” 2002, <http://www.nectac.org/partc/ptclead.asp> (accessed Oct. 29, 2004).



Section III.

Rank-Order Tables

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 for the nation as a whole.

Some of the tables show state data trends. These tables are ordered by state name. They are not ranked because there is a different value for every year.

Some of the tables include trend data, with states ranked on the percent change column. Percent change is the percent difference between the current percent value and the percent value in the baseline year. It is measured relative to the size of the baseline year's value.

Table 3-1. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school with a standard diploma, by state: 2001-02^a

All disabilities			
State	#	% ^b	DIF ^c
Ohio	11,053	80	29
Arkansas	1,828	75	24
Hawaii	757	71	20
Pennsylvania	9,671	70	19
Texas	21,199	70	19
New Jersey	9,768	69	18
South Dakota	458	67	16
North Dakota	516	66	15
Montana	768	66	15
Rhode Island	1,110	64	13
Iowa	2,824	64	13
Oklahoma	3,497	63	12
Idaho	973	62	11
Kansas	2,600	61	10
Missouri	5,166	61	10
Maryland	3,780	60	9
Connecticut	3,213	58	7
Massachusetts	6,078	58	7
Maine	1,213	57	6
Vermont	586	56	5
Wisconsin	5,451	54	3
California	18,185	53	2
Utah	1,719	52	1
Washington	3,546	52	1
Delaware	358	52	1
Minnesota	4,792	52	1
Illinois	9,595	51	0
New Hampshire	1,242	50	-1
Arizona	3,093	50	-1
Nebraska	1,193	49	-2
West Virginia	1,634	49	-2
Kentucky	2,187	49	-2
Virginia	3,979	48	-3
New Mexico	1,136	46	-5
Indiana	4,073	43	-8
Wyoming	425	42	-9
New York	10,734	40	-11
Oregon	1,588	40	-11
North Carolina	3,891	40	-11
Colorado	1,970	39	-12
Michigan	5,420	39	-12
Alaska	431	38	-13
Florida	6,234	34	-17
Tennessee	2,308	33	-18
Puerto Rico	666	30	-21
Georgia	2,709	29	-22
South Carolina	1,119	24	-27
Nevada	574	24	-27
Mississippi	781	24	-27
Louisiana	1,275	22	-29
Alabama	1,110	20	-31
District of Columbia	149	17	-34
Bur. of Indian Affairs	224	49	-2
Guam	73	47	-4
American Samoa	11	25	-26
Virgin Islands	15	17	-34
Northern Marianas	3	16	-35
National Baseline	190,951	51	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2001-02. Data updated as of July 30, 2003.
^aThis is a cumulative 12-month count.

^bPercent = Number of students *graduating with a diploma* divided by the number exiting multiplied by 100. Students exiting include those ages 14 and older who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved, not known to continue*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The dropout category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to continue* as dropouts. *Moved, not known to continue* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from National Baseline. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. See Part B Exiting Data Notes for an explanation of individual state differences.

Table 3-2. Number, percentage and difference from national baseline of students ages 14 and older with disabilities dropping out, by state: 2001-02^a

All disabilities			
State	#	% ^b	DIF ^c
Ohio	2,537	18	-20
Arkansas	511	21	-17
Tennessee	1,747	25	-13
Hawaii	266	25	-13
South Dakota	175	26	-12
Virginia	2,217	27	-11
Pennsylvania	3,859	28	-10
Rhode Island	490	28	-10
New Jersey	4,120	29	-9
Florida	5,344	30	-8
Texas	8,993	30	-8
North Dakota	240	31	-7
Maryland	1,960	31	-7
Mississippi	1,035	32	-6
Idaho	494	32	-6
Montana	369	32	-6
Iowa	1,487	34	-4
Missouri	2,922	35	-3
Oklahoma	2,016	36	-2
Connecticut	2,070	37	-1
Kansas	1,592	38	0
California	12,990	38	0
Alabama	2,103	38	0
Maine	810	38	0
Vermont	409	39	1
Utah	1,295	39	1
Massachusetts	4,162	39	1
New York	10,531	40	2
Georgia	3,748	40	2
Delaware	274	40	2
Wisconsin	4,154	41	3
Washington	2,816	41	3
Nevada	979	42	4
Kentucky	1,870	42	4
North Carolina	4,204	43	5
Puerto Rico	969	43	5
Illinois	8,513	45	7
South Carolina	2,093	46	8
West Virginia	1,522	46	8
Indiana	4,431	46	8
Arizona	2,897	47	9
Minnesota	4,354	47	9
Oregon	1,889	47	9
Nebraska	1,146	48	10
New Hampshire	1,179	48	10
Michigan	7,124	51	13
New Mexico	1,301	52	14
Colorado	2,720	54	16
Louisiana	3,164	54	16
Wyoming	560	55	17
Alaska	662	59	21
District of Columbia	554	63	25
Virgin Islands	33	38	0
Northern Marianas	8	42	4
Bur. of Indian Affairs	197	43	5
Guam	82	53	15
American Samoa	28	64	26
National Baseline	140,215	38	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2001-02. Data updated as of July 30, 2003.

^aThis is a cumulative 12-month count.

^bPercent = Number of students *dropping out* divided by the number exiting multiplied by 100. Students exiting include those ages 14 and older who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved, not known to continue*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The dropout category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to continue* as dropouts. *Moved, not known to continue* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from National Baseline. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. See Part B Exiting Data Notes for an explanation of individual state differences.

Table 3-3. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school with a standard diploma, by state: 1997-98^a through 2001-02^a, and percentage change 1997-98^a to 2001-02^a

State	All disabilities								
	1997-98			1998-99			1999-2000		
	#	% ^b	DIF ^c	#	% ^b	DIF ^c	#	% ^b	DIF ^c
Hawaii	342	29	-16	429	34	-13	480	35	-11
Mississippi	441	11	-34	690	18	-29	749	21	-25
California	8,643	29	-16	9,758	34	-13	9,962	34	-12
Arkansas	1,858	49	4	2,253	54	7	2,176	58	12
Puerto Rico	398	20	-25	462	21	-26	553	24	-22
Louisiana	992	15	-30	1,020	15	-32	1,090	16	-30
New Hampshire	887	34	-11	1,030	58	11	1,230	51	5
South Carolina	703	17	-28	1,093	24	-23	1,033	24	-22
Idaho	570	43	-2	743	52	5	866	57	11
Georgia	1,294	20	-25	1,411	29	-18	1,913	19	-27
South Dakota	366	49	4	332	51	4	409	50	4
Pennsylvania	8,653	52	7	9,324	55	8	6,941	61	15
Montana	513	51	6	516	57	10	512	52	6
Ohio	7,020	64	19	8,775	77	30	9,709	66	20
Illinois	7,276	41	-4	7,999	46	-1	7,772	44	-2
Iowa	2,057	51	6	2,257	52	5	2,501	56	10
Rhode Island	966	53	8	1,016	66	19	899	66	20
Connecticut	2,951	49	4	3,042	48	1	3,223	55	9
Arizona	1,359	43	-2	1,949	42	-5	2,290	43	-3
Missouri	3,967	52	7	3,977	51	4	4,391	50	4
North Carolina	2,741	34	-11	2,734	35	-12	2,988	35	-11
Maryland	2,565	53	8	2,819	53	6	3,088	57	11
Tennessee	2,036	29	-16	1,963	25	-22	2,369	27	-19
Michigan	4,464	35	-10	4,707	33	-14	5,000	33	-13
Minnesota	3,748	46	1	4,053	48	1	4,396	49	3
Utah	1,050	47	2	1,596	55	8	1,598	50	4
North Dakota	432	59	14	380	55	8	532	63	17
Maine	996	52	7	1,048	59	12	1,108	59	13
New York	9,400	37	-8	6,813	48	1	9,749	38	-8
Kentucky	1,815	45	0	2,052	44	-3	1,947	43	-3
Oklahoma	2,692	59	14	3,036	59	12	3,449	62	16
Oregon	788	37	-8	1,091	30	-17	1,130	33	-13
Vermont	406	53	8	374	48	1	403	53	7
New Mexico	906	44	-1	1,133	47	0	803	40	-6
Kansas	1,703	59	14	2,065	58	11	2,241	60	14
Alaska	401	37	-8	409	37	-10	413	37	-9
Massachusetts	6,185	57	12	5,851	59	12	6,164	60	14
New Jersey	9,416	69	24	8,778	67	20	9,599	66	20
Florida	4,877	35	-10	4,950	32	-15	5,516	35	-11
Wisconsin	3,922	55	10	4,229	56	9	4,666	59	13
Washington	2,391	54	9	2,702	53	6	2,922	52	6
Delaware	231	54	9	304	53	6	267	53	7
Nebraska	987	52	7	724	53	6	1,246	63	17
Virginia	3,818	51	6	4,023	52	5	4,218	49	3
Indiana	4,185	47	2	4,317	49	2	4,539	50	4
West Virginia	1,730	54	9	1,696	54	7	1,618	51	5
Alabama	1,423	23	-22	1,513	24	-23	1,252	18	-28
Wyoming	326	49	4	332	33	-14	386	43	-3
Texas	18,566	84	39	13,236	71	24	17,406	76	30
Colorado	2,026	50	5	2,170	51	4	2,348	50	4
Nevada	386	32	-13	380	21	-26	454	22	-24
District of Columbia	.	.	.	.	.	.	45	18	-28
American Samoa	4	17	-28	18	47	0	8	22	-24
Guam	43	42	-3	43	62	15	36	55	9
Virgin Islands	17	24	-21	27	42	-5	22	22	-24
Northern Marianas	10	59	14	10	59	12	10	38	-8
Bur. of Indian Affairs	.	.	.	131	34	-13	163	34	-12
National Baseline	147,942	45		149,783	47		162,798	46	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521 "Children with Disabilities Exiting Special Education," 1997-98 through 2001-02. Data updated as of July 30, 2003.

^aThis is a cumulative 12-month count.

^bPercent = Number of students *graduating with a diploma* divided by the number exiting multiplied by 100.

Students exiting include those ages 14 and older who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved, not known to continue*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The dropout category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to continue* as dropouts. *Moved, not known to continue* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from National Baseline. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. See Part B Exiting Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-3. Number, percentage and difference from national baseline of students ages 14 and older with disabilities exiting school with a standard diploma, by state: 1997-98^a through 2001-02^a, and percentage change 1997-98^a to 2001-02^a (continued)

State	All disabilities						% Change 1997-98 to 2001-02 ^d
	2000-01			2001-02			
	#	% ^b	DIF ^c	#	% ^b	DIF ^c	
Hawaii	167	24	-24	757	71	20	149
Mississippi	731	22	-26	781	24	-27	110
California	13,870	48	0	18,185	53	2	81
Arkansas	1,786	57	9	1,828	75	24	53
Puerto Rico	547	25	-23	666	30	-21	51
Louisiana	1,204	17	-31	1,275	22	-29	50
New Hampshire	1,150	49	1	1,242	50	-1	46
South Carolina	1,120	24	-24	1,119	24	-27	46
Idaho	924	61	13	973	62	11	45
Georgia	2,180	19	-29	2,709	29	-22	44
South Dakota	439	64	16	458	67	16	36
Pennsylvania	5,533	59	11	9,671	70	19	35
Montana	739	63	15	768	66	15	28
Ohio	10,225	69	21	11,053	80	29	25
Illinois	9,383	55	7	9,595	51	0	25
Iowa	2,645	56	8	2,824	64	13	24
Rhode Island	1,097	65	17	1,110	64	13	20
Connecticut	2,995	50	2	3,213	58	7	18
Arizona	2,623	42	-6	3,093	50	-1	18
Missouri	5,024	58	10	5,166	61	10	16
North Carolina	2,896	34	-14	3,891	40	-11	16
Maryland	3,353	56	8	3,780	60	9	14
Tennessee	2,224	31	-17	2,308	33	-18	13
Michigan	5,256	37	-11	5,420	39	-12	13
Minnesota	4,306	48	0	4,792	52	1	13
Utah	1,077	42	-6	1,719	52	1	12
North Dakota	516	63	15	516	66	15	12
Maine	1,179	57	9	1,213	57	6	11
New York	10,301	37	-11	10,734	40	-11	9
Kentucky	2,034	46	-2	2,187	49	-2	8
Oklahoma	3,123	58	10	3,497	63	12	7
Oregon	1,279	33	-15	1,588	40	-11	6
Vermont	485	51	3	586	56	5	6
New Mexico	2,262	46	-2	1,136	46	-5	5
Kansas	2,370	64	16	2,600	61	10	3
Alaska	437	37	-11	431	38	-13	3
Massachusetts	5,673	59	11	6,078	58	7	1
New Jersey	9,250	71	23	9,768	69	18	1
Florida	5,558	33	-15	6,234	34	-17	-0
Wisconsin	4,878	60	12	5,451	54	3	-1
Washington	3,150	48	0	3,546	52	1	-4
Delaware	364	55	7	358	52	1	-4
Nebraska	1,006	42	-6	1,193	49	-2	-5
Virginia	4,233	49	1	3,979	48	-3	-7
Indiana	4,071	42	-6	4,073	43	-8	-9
West Virginia	1,621	49	1	1,634	49	-2	-9
Alabama	1,260	20	-28	1,110	20	-31	-12
Wyoming	409	41	-7	425	42	-9	-14
Texas	21,166	69	21	21,199	70	19	-17
Colorado	2,423	47	-1	1,970	39	-12	-22
Nevada	492	22	-26	574	24	-27	-24
District of Columbia	152	21	-27	149	17	-34	†
American Samoa	17	40	-8	11	25	-26	44
Guam	68	53	5	73	47	-4	12
Virgin Islands	55	68	20	15	17	-34	-27
Northern Marianas	3	16	-32	3	16	-35	-73
Bur. of Indian Affairs	194	37	-11	224	49	-2	†
National Baseline	173,523	48		190,951	51		13

^aThis is a cumulative 12-month reporting period.

^bPercent = Number of students *graduating with a diploma* divided by the number exiting multiplied by 100. Students exiting include those ages 14 and older who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved, not known to continue*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The dropout category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to continue* as dropouts. *Moved, not known to continue* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from National Baseline. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. See Part B Exiting Data Notes for an explanation of individual state differences.

^dPercent change = 2001-02 graduation rate minus 1997-98 graduation rate divided by the 1997-98 graduation rate multiplied by 100.

† Percentage cannot be calculated.

Table 3-4. Number, percentage and difference from national baseline of students ages 14 and older with disabilities dropping out, by state: 1997-98^a through 2001-02^a, and percentage change 1997-98^a to 2001-02^a

State	All disabilities								
	1997-98			1998-99			1999-2000		
	#	% ^b	DIF ^c	#	% ^b	DIF ^c	#	% ^b	DIF ^c
Texas	3,647	16	-28	5,220	28	-14	5,494	24	-18
Nevada	380	32	-12	747	41	-1	965	46	4
Colorado	1,774	44	0	1,847	43	1	2,079	44	2
Wyoming	305	46	2	650	64	22	482	53	11
Nebraska	785	42	-2	603	44	2	622	32	-10
West Virginia	1,318	41	-3	1,276	41	-1	1,399	44	2
Alaska	615	57	13	691	62	20	662	60	18
Delaware	167	39	-5	230	40	-2	192	38	-4
Wisconsin	2,924	41	-3	3,045	41	-1	2,995	38	-4
Oregon	989	47	3	2,057	57	15	1,924	56	14
New Mexico	1,080	52	8	1,163	48	6	1,170	58	16
New Jersey	4,009	29	-15	3,945	30	-12	4,514	31	-11
Washington	1,850	42	-2	2,143	42	0	2,314	41	-1
Puerto Rico	888	44	0	1,071	50	8	1,106	47	5
Indiana	4,298	48	4	4,083	46	4	3,990	44	2
Kansas	1,120	39	-5	1,461	41	-1	1,453	39	-3
Alabama	2,475	40	-4	2,565	40	-2	3,321	48	6
Massachusetts	4,451	41	-3	3,814	38	-4	3,890	38	-4
Hawaii	319	27	-17	254	20	-22	227	17	-25
New York	10,933	43	-1	4,944	34	-8	10,732	42	0
Kentucky	1,838	46	2	2,278	49	7	2,218	49	7
Arizona	1,655	52	8	2,568	56	14	2,963	55	13
Oklahoma	1,831	40	-4	2,069	40	-2	2,111	38	-4
Michigan	7,465	58	14	8,653	61	19	9,259	61	19
Maine	837	43	-1	620	35	-7	661	35	-7
Minnesota	4,343	53	9	4,251	51	9	4,606	51	9
Louisiana	4,176	62	18	4,271	61	19	3,884	57	15
Vermont	341	45	1	383	49	7	329	43	1
New Hampshire	1,421	55	11	624	35	-7	1,066	45	3
North Carolina	3,993	50	6	3,543	46	4	3,966	46	4
Georgia	3,006	46	2	1,656	34	-8	5,944	60	18
Maryland	1,810	37	-7	2,010	38	-4	1,769	33	-9
Mississippi	1,478	38	-6	1,369	36	-6	1,169	33	-9
Utah	1,082	48	4	1,133	39	-3	1,387	44	2
Illinois	9,886	55	11	8,424	49	7	9,170	52	10
North Dakota	278	38	-6	283	41	-1	295	35	-7
Virginia	2,521	34	-10	2,549	33	-9	3,135	36	-6
Missouri	3,314	44	0	3,289	42	0	3,794	44	2
Connecticut	2,849	47	3	3,132	50	8	2,572	44	2
South Carolina	2,453	58	14	2,138	48	6	2,101	49	7
Iowa	1,824	46	2	1,965	45	3	1,878	42	0
Florida	5,841	41	-3	6,719	43	1	5,913	38	-4
California	16,027	55	11	13,730	47	5	14,016	47	5
Montana	456	2	378	41	-1	433	44	2	
Idaho	610	46	2	654	45	3	610	40	-2
Rhode Island	750	41	-3	487	31	-11	398	29	-13
South Dakota	298	40	-4	272	42	0	363	45	3
Pennsylvania	7,765	47	3	7,547	44	2	4,166	37	-5
Tennessee	2,971	42	-2	3,208	40	-2	3,245	37	-5
Ohio	3,540	32	-12	2,408	21	-21	3,636	25	-17
Arkansas	1,640	43	-1	1,640	39	-3	1,370	37	-5
District of Columbia	.	.	.	.	.	.	65	26	-16
Northern Marianas	3	18	-26	3	18	-24	12	46	4
American Samoa	15	65	21	16	42	0	23	62	20
Guam	60	58	14	24	35	-7	30	45	3
Virgin Islands	40	56	12	9	14	-28	44	43	1
Bur. of Indian Affairs	.	.	.	200	52	10	287	60	18
National Baseline	142,744	44		136,312	42		148,419	42	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1997-98 through 2001-02. Data updated as of July 30, 2003.

^aThis is a cumulative 12-month count.

^bPercent = Number of students *dropping out* divided by the number exiting multiplied by 100. Students exiting include those ages 14 and older who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved, not known to continue*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The dropout category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to continue* as dropouts. *Moved, not known to continue* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from National Baseline. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. See Part B Exiting Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-4. Number, percentage and difference from national baseline of students ages 14 and older with disabilities dropping out, by state: 1997-98^a through 2001-02^a, and percentage change 1997-98^a to 2001-02^a (continued)

State	All disabilities						% Change 1997-98 to 2001-02 ^d
	2000-01			2001-02			
	#	% ^b	DIF ^c	#	% ^b	DIF ^c	
Texas	9,562	31	-10	8,993	30	-8	80
Nevada	1,021	46	5	979	42	4	31
Colorado	2,461	48	7	2,720	54	16	23
Wyoming	560	56	15	560	55	17	20
Nebraska	1,284	54	13	1,146	48	10	15
West Virginia	1,497	45	4	1,522	46	8	11
Alaska	709	60	19	662	59	21	3
Delaware	243	37	-4	274	40	2	1
Wisconsin	3,053	37	-4	4,154	41	3	1
Oregon	2,109	55	14	1,889	47	9	1
New Mexico	2,529	51	10	1,301	52	14	1
New Jersey	3,560	27	-14	4,120	29	-9	-0
Washington	2,863	44	3	2,816	41	3	-2
Puerto Rico	1,017	46	5	969	43	5	-2
Indiana	4,655	48	7	4,431	46	8	-3
Kansas	1,278	34	-7	1,592	38	0	-4
Alabama	2,901	46	5	2,103	38	0	-4
Massachusetts	3,651	38	-3	4,162	39	1	-4
Hawaii	494	70	29	266	25	-13	-6
New York	12,066	43	2	10,531	40	2	-8
Kentucky	1,962	45	4	1,870	42	4	-8
Arizona	3,457	56	15	2,897	47	9	-10
Oklahoma	2,188	41	0	2,016	36	-2	-10
Michigan	8,072	57	16	7,124	51	13	-11
Maine	790	38	-3	810	38	0	-11
Minnesota	4,533	51	10	4,354	47	9	-11
Louisiana	4,237	61	20	3,164	54	16	-12
Vermont	426	45	4	409	39	1	-12
New Hampshire	1,148	48	7	1,179	48	10	-13
North Carolina	4,014	47	6	4,204	43	5	-14
Georgia	6,526	57	16	3,748	40	2	-14
Maryland	2,130	36	-5	1,960	31	-7	-16
Mississippi	1,182	35	-6	1,035	32	-6	-17
Utah	1,397	54	13	1,295	39	1	-18
Illinois	6,855	40	-1	8,513	45	7	-18
North Dakota	273	33	-8	240	31	-7	-19
Virginia	2,755	32	-9	2,217	27	-11	-21
Missouri	3,195	37	-4	2,922	35	-3	-21
Connecticut	2,867	48	7	2,070	37	-1	-21
South Carolina	2,182	48	7	2,093	46	8	-22
Iowa	1,881	40	-1	1,487	34	-4	-26
Florida	6,036	36	-5	5,344	30	-8	-29
California	11,457	39	-2	12,990	38	0	-30
Montana	415	35	-6	369	32	-6	-31
Idaho	505	33	-8	494	32	-6	-31
Rhode Island	485	29	-12	490	28	-10	-32
South Dakota	181	27	-14	175	26	-12	-36
Pennsylvania	3,777	40	-1	3,859	28	-10	-40
Tennessee	1,943	27	-14	1,747	25	-13	-41
Ohio	3,205	22	-19	2,537	18	-20	-43
Arkansas	1,182	38	-3	511	21	-17	-51
District of Columbia	447	61	20	554	63	25	†
Northern Marianas	8	42	1	8	42	4	139
American Samoa	24	56	15	28	64	26	-2
Guam	56	43	2	82	53	15	-10
Virgin Islands	18	22	-19	33	38	0	-32
Bur. of Indian Affairs	290	55	14	197	43	5	†
National Baseline	149,612	41		140,215	38		-14

^aThis is a cumulative 12-month count.

^bPercent = Number of students *dropping out* divided by the number exiting multiplied by 100. Students exiting include those ages 14 and older who *graduated with a diploma, received a certificate, dropped out, died, reached maximum age, or moved, not known to continue*. *Dropped out* is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. The dropout category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters. For the purpose of calculating dropout rates, OSEP counts students *moved, not known to continue* as dropouts. *Moved, not known to continue* is defined as the total who moved out of the catchment area and are not known to be continuing in another educational program.

^cDIF = Difference from National Baseline. Differences in state graduation rates should be interpreted with caution. Standards for graduation and student tracking systems vary widely across states. See Part B Exiting Data Notes for an explanation of individual state differences.

^dPercent change = 2001-02 dropout rate minus 1997-98 dropout rate divided by the 1997-98 dropout rate multiplied by 100.

† Percentage cannot be calculated.

Table 3-5a. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood setting^a under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^b	DIF ^c
District of Columbia	314	79	44
Massachusetts	10,322	74	39
Rhode Island	2,046	72	37
Colorado	6,370	69	34
North Carolina	13,018	65	30
Wyoming	1,286	63	28
Maine	2,643	59	24
Delaware	1,052	57	22
Illinois	17,140	55	20
Vermont	689	53	18
Tennessee	5,490	53	18
Pennsylvania	11,495	49	14
Mississippi	3,511	48	13
Georgia	8,879	48	13
New Mexico	2,436	47	12
Kentucky	8,620	46	11
New Hampshire	1,187	46	11
Oklahoma	3,360	45	10
California	25,876	43	8
Minnesota	5,267	43	8
Michigan	9,390	42	7
North Dakota	576	41	6
New York	21,541	40	5
West Virginia	2,131	39	4
Arizona	3,807	36	1
Missouri	4,967	36	1
Montana	591	34	-1
Utah	2,058	32	-3
South Carolina	3,635	30	-5
Idaho	1,102	30	-5
Maryland	3,229	28	-7
Wisconsin	4,041	27	-8
Alabama	2,141	27	-8
New Jersey	4,298	25	-10
Iowa	1,391	24	-11
Louisiana	2,559	24	-11
Oregon	1,223	23	-12
Ohio	4,291	22	-13
Indiana	3,772	22	-13
Arkansas	2,085	21	-14
Kansas	1,750	20	-15
South Dakota	455	19	-16
Washington	2,386	19	-16
Virginia	2,715	17	-18
Connecticut	1,194	15	-20
Alaska	274	15	-20
Nevada	593	13	-22
Hawaii	275	13	-22
Florida	3,369	10	-25
Texas	2,231	6	-29
Nebraska	108	3	-32
Puerto Rico	.	.	.
American Samoa	100	98	63
Virgin Islands	155	88	53
Northern Marianas	40	77	42
Bur. of Indian Affairs	193	62	27
Guam	18	8	-27
National Baseline	225,685	35	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5b. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood special education setting^a under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^b	DIF ^c
Puerto Rico	.	.	.
Illinois	259	1	-31
District of Columbia	11	3	-29
Kentucky	550	3	-29
Massachusetts	673	5	-27
Oklahoma	758	10	-22
Arkansas	1,113	11	-21
North Carolina	3,072	15	-17
Colorado	1,505	16	-16
Wyoming	393	19	-13
Mississippi	1,450	20	-12
South Carolina	2,447	21	-11
Vermont	299	23	-9
Maine	1,155	26	-6
Tennessee	2,710	26	-6
West Virginia	1,418	26	-6
Texas	9,887	26	-6
Pennsylvania	6,246	27	-5
Rhode Island	760	27	-5
Maryland	3,150	27	-5
Delaware	516	28	-4
Florida	10,302	30	-2
Connecticut	2,350	30	-2
Montana	526	30	-2
Iowa	1,809	31	-1
New York	17,739	33	1
Kansas	2,848	33	1
Louisiana	3,806	35	3
North Dakota	495	36	4
Michigan	8,079	36	4
Minnesota	4,491	36	4
California	22,735	38	6
Missouri	5,275	38	6
Alabama	2,994	38	6
Utah	2,535	40	8
Georgia	7,768	42	10
Wisconsin	6,165	42	10
Arizona	4,481	42	10
Virginia	7,275	46	14
New Hampshire	1,209	47	15
New Mexico	2,582	50	18
Idaho	1,849	50	18
New Jersey	8,769	50	18
Ohio	9,751	51	19
Oregon	2,722	52	20
South Dakota	1,255	53	21
Indiana	9,883	57	25
Alaska	1,006	57	25
Washington	7,278	58	26
Nevada	2,640	60	28
Hawaii	1,427	68	36
Nebraska	3,412	80	48
American Samoa	0	0	-32
Northern Marianas	2	4	-28
Virgin Islands	12	7	-25
Bur. of Indian Affairs	33	11	-21
Guam	72	31	-1
National Baseline	203,947	32	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5c. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in the home setting^a under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^b	DIF ^c
New York	7,717	14.2	11.1
Nebraska	509	11.9	8.8
Pennsylvania	1,786	7.7	4.6
Vermont	90	6.9	3.8
Minnesota	817	6.6	3.5
Maine	271	6.0	2.9
Virginia	932	5.9	2.8
Georgia	1,083	5.8	2.7
Iowa	261	4.5	1.4
Oklahoma	304	4.1	1.0
Mississippi	286	3.9	0.8
West Virginia	199	3.7	0.6
Missouri	369	2.6	-0.5
Oregon	136	2.6	-0.5
Ohio	458	2.4	-0.7
Louisiana	246	2.3	-0.8
Kansas	192	2.2	-0.9
Florida	732	2.1	-1.0
North Dakota	29	2.1	-1.0
Wyoming	38	1.9	-1.2
Delaware	32	1.7	-1.4
Michigan	350	1.6	-1.5
New Hampshire	38	1.5	-1.6
South Dakota	33	1.4	-1.7
California	833	1.4	-1.7
North Carolina	261	1.3	-1.8
Indiana	221	1.3	-1.8
South Carolina	127	1.1	-2.0
Alabama	79	1.0	-2.1
Washington	113	0.9	-2.2
Maryland	100	0.9	-2.2
Montana	15	0.9	-2.2
Arkansas	73	0.7	-2.4
Nevada	31	0.7	-2.4
Wisconsin	90	0.6	-2.5
Texas	224	0.6	-2.5
Idaho	22	0.6	-2.5
Tennessee	61	0.6	-2.5
New Jersey	98	0.6	-2.5
Hawaii	11	0.5	-2.6
Colorado	42	0.5	-2.6
Kentucky	69	0.4	-2.7
New Mexico	19	0.4	-2.7
Utah	17	0.3	-2.8
Rhode Island	7	0.2	-2.9
Connecticut	13	0.2	-2.9
Illinois	37	0.1	-3.0
Alaska	2	0.1	-3.0
Arizona	10	0.1	-3.0
Massachusetts	7	0.1	-3.0
District of Columbia	0	0.0	-3.1
Puerto Rico	.	.	.
Northern Marianas	10	19.2	16.1
Guam	39	17.0	13.9
Virgin Islands	5	2.8	-0.3
American Samoa	2	2.0	-1.1
Bur. of Indian Affairs	6	1.9	-1.2
National Baseline	19,552	3.1	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5d. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a part-time early childhood/part-time early childhood special education setting^a under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^b	DIF ^c
Puerto Rico	.	.	.
District of Columbia	0	0	-15
Nebraska	0	0	-15
Rhode Island	0	0	-15
Michigan	256	1	-14
Pennsylvania	340	1	-14
Utah	96	2	-13
New Mexico	154	3	-12
Nevada	165	4	-11
North Carolina	796	4	-11
Georgia	778	4	-11
Ohio	839	4	-11
New Hampshire	113	4	-11
Virginia	859	5	-10
New York	3,023	6	-9
Tennessee	604	6	-9
Oregon	328	6	-9
Maine	292	7	-8
Missouri	955	7	-8
Idaho	268	7	-8
Wisconsin	1,078	7	-8
Louisiana	790	7	-8
North Dakota	104	7	-8
New Jersey	1,332	8	-7
Colorado	715	8	-7
Delaware	166	9	-6
Minnesota	1,206	10	-5
Washington	1,241	10	-5
Alaska	180	10	-5
California	6,485	11	-4
South Carolina	1,287	11	-4
Wyoming	235	12	-3
Maryland	1,370	12	-3
Iowa	753	13	-2
Vermont	197	15	0
Texas	5,749	15	0
Connecticut	1,257	16	1
Hawaii	382	18	3
Kansas	1,574	18	3
West Virginia	1,009	19	4
Indiana	3,375	19	4
Arizona	2,104	20	5
Massachusetts	2,818	20	5
Oklahoma	1,533	21	6
Mississippi	1,644	23	8
Montana	392	23	8
South Dakota	587	25	10
Alabama	2,620	33	18
Illinois	11,866	38	23
Arkansas	3,870	39	24
Kentucky	9,182	49	34
Florida	18,978	55	40
American Samoa	0	0	-15
Northern Marianas	0	0	-15
Virgin Islands	5	3	-12
Bur. of Indian Affairs	77	25	10
Guam	93	40	25
National Baseline	96,120	15	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5e. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a residential facility^a under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^b	DIF ^c
Puerto Rico	.	.	.
Alaska	0	0.00	-0.09
Colorado	0	0.00	-0.09
Connecticut	0	0.00	-0.09
Delaware	0	0.00	-0.09
District of Columbia	0	0.00	-0.09
Idaho	0	0.00	-0.09
Kansas	0	0.00	-0.09
Maryland	0	0.00	-0.09
New Mexico	0	0.00	-0.09
Rhode Island	0	0.00	-0.09
Utah	0	0.00	-0.09
Wyoming	0	0.00	-0.09
Washington	1	0.01	-0.08
New York	12	0.02	-0.07
Nebraska	1	0.02	-0.07
Texas	12	0.03	-0.06
California	22	0.04	-0.05
Kentucky	7	0.04	-0.05
New Hampshire	1	0.04	-0.05
Massachusetts	6	0.04	-0.05
Tennessee	5	0.05	-0.04
Missouri	7	0.05	-0.04
Iowa	3	0.05	-0.04
Louisiana	6	0.06	-0.03
New Jersey	10	0.06	-0.03
Illinois	18	0.06	-0.03
Wisconsin	9	0.06	-0.03
Florida	22	0.06	-0.03
Maine	3	0.07	-0.02
Vermont	1	0.08	-0.01
Oregon	4	0.08	-0.01
Virginia	15	0.10	0.01
Minnesota	13	0.11	0.02
North Carolina	22	0.11	0.02
West Virginia	6	0.11	0.02
Pennsylvania	26	0.11	0.02
Montana	2	0.12	0.03
South Carolina	14	0.12	0.03
Arkansas	13	0.13	0.04
Ohio	29	0.15	0.06
Michigan	44	0.20	0.11
Mississippi	15	0.21	0.12
Alabama	17	0.22	0.13
Hawaii	5	0.24	0.15
Georgia	46	0.25	0.16
Oklahoma	22	0.30	0.21
Arizona	34	0.32	0.23
Nevada	15	0.34	0.25
Indiana	61	0.35	0.26
North Dakota	5	0.36	0.27
South Dakota	17	0.72	0.63
American Samoa	0	0.00	-0.09
Guam	0	0.00	-0.09
Northern Marianas	0	0.00	-0.09
Virgin Islands	0	0.00	-0.09
Bur. of Indian Affairs	0	0.00	-0.09
National Baseline	571	0.09	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5f. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a separate school^a under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^b	DIF ^c
Puerto Rico	.	.	.
Alabama	3	0.0	-3.0
Montana	2	0.1	-2.9
Minnesota	18	0.1	-2.9
Texas	65	0.2	-2.8
West Virginia	10	0.2	-2.8
Louisiana	24	0.2	-2.8
North Dakota	4	0.3	-2.7
New Mexico	16	0.3	-2.7
Colorado	29	0.3	-2.7
California	194	0.3	-2.7
Kansas	28	0.3	-2.7
South Carolina	48	0.4	-2.6
Virginia	65	0.4	-2.6
Nevada	19	0.4	-2.6
Iowa	27	0.5	-2.5
Oregon	29	0.6	-2.4
Hawaii	12	0.6	-2.4
Rhode Island	17	0.6	-2.4
South Dakota	15	0.6	-2.4
Wisconsin	96	0.6	-2.4
Georgia	135	0.7	-2.3
Indiana	136	0.8	-2.2
New Hampshire	22	0.9	-2.1
Idaho	33	0.9	-2.1
Washington	112	0.9	-2.1
Massachusetts	129	0.9	-2.1
Arizona	99	0.9	-2.1
Kentucky	209	1.1	-1.9
Missouri	158	1.1	-1.9
Wyoming	25	1.2	-1.8
Oklahoma	94	1.3	-1.7
Tennessee	134	1.3	-1.7
Vermont	24	1.8	-1.2
Pennsylvania	458	2.0	-1.0
Maine	118	2.6	-0.4
Florida	984	2.9	-0.1
Maryland	358	3.1	0.1
Connecticut	248	3.2	0.2
North Carolina	710	3.6	0.6
Delaware	68	3.7	0.7
Mississippi	362	5.0	2.0
Nebraska	224	5.2	2.2
Illinois	1,820	5.8	2.8
Michigan	1,512	6.8	3.8
Ohio	1,396	7.3	4.3
New York	4,038	7.4	4.4
Utah	561	8.8	5.8
Alaska	170	9.6	6.6
New Jersey	2,041	11.7	8.7
District of Columbia	75	18.8	15.8
Arkansas	1,968	19.7	16.7
American Samoa	0	0.0	-3.0
Guam	0	0.0	-3.0
Northern Marianas	0	0.0	-3.0
Virgin Islands	0	0.0	-3.0
Bur. of Indian Affairs	0	0.0	-3.0
National Baseline	19,142	3.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5g. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an itinerant service outside the home^a setting^b under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^c	DIF ^d
Alabama	.	.	.
Delaware	.	.	.
District of Columbia	.	.	.
Florida	.	.	.
Georgia	.	.	.
Hawaii	.	.	.
Illinois	.	.	.
Indiana	.	.	.
Kansas	.	.	.
Kentucky	.	.	.
Maine	.	.	.
Massachusetts	.	.	.
Mississippi	.	.	.
New Hampshire	.	.	.
New Mexico	.	.	.
Puerto Rico	.	.	.
Rhode Island	.	.	.
South Dakota	.	.	.
Arizona	30	0.3	-9.7
New York	258	0.5	-9.5
Vermont	7	0.5	-9.5
Nebraska	36	0.8	-9.2
Wyoming	53	2.6	-7.4
Ohio	742	3.9	-6.1
Minnesota	498	4.0	-6.0
Idaho	173	4.7	-5.3
New Jersey	885	5.1	-4.9
Colorado	539	5.9	-4.1
California	3,970	6.6	-3.4
Alaska	130	7.3	-2.7
Utah	514	8.1	-1.9
Arkansas	825	8.2	-1.8
Washington	1,046	8.4	-1.6
North Carolina	1,740	8.7	-1.3
West Virginia	484	9.0	-1.0
North Dakota	144	10.3	0.3
Oregon	542	10.4	0.4
Montana	188	10.9	0.9
Pennsylvania	2,700	11.6	1.6
Michigan	2,694	12.1	2.1
Tennessee	1,315	12.6	2.6
Missouri	2,235	16.0	6.0
Connecticut	1,340	17.4	7.4
Oklahoma	1,319	17.8	7.8
Nevada	792	18.0	8.0
Iowa	1,219	21.1	11.1
Wisconsin	3,323	22.4	12.4
Virginia	3,773	24.0	14.0
Maryland	3,206	27.9	17.9
Louisiana	3,314	30.8	20.8
South Carolina	4,365	36.6	26.6
Texas	19,228	51.4	41.4
American Samoa	.	.	.
Northern Marianas	.	.	.
Virgin Islands	.	.	.
Bur. of Indian Affairs	.	.	.
Guam	8	3.5	-6.5
National Baseline	63,635	10.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aStates' use of the *itinerant service outside the home* category is optional.

^bFor children under age 6, this is an environment where the children receive their special education and related services.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-5h. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a reverse mainstream^a setting^b under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^c	DIF ^d
Alabama	.	.	.
Colorado	.	.	.
District of Columbia	.	.	.
Florida	.	.	.
Georgia	.	.	.
Hawaii	.	.	.
Illinois	.	.	.
Indiana	.	.	.
Kentucky	.	.	.
Maine	.	.	.
Massachusetts	.	.	.
Michigan	.	.	.
Mississippi	.	.	.
Missouri	.	.	.
Nebraska	.	.	.
New Hampshire	.	.	.
New Jersey	.	.	.
New Mexico	.	.	.
New York	.	.	.
Puerto Rico	.	.	.
Rhode Island	.	.	.
South Dakota	.	.	.
Texas	.	.	.
Vermont	.	.	.
Wisconsin	.	.	.
South Carolina	4	0.0	-1.3
Delaware	2	0.1	-1.2
Louisiana	24	0.2	-1.1
California	150	0.2	-1.1
Oklahoma	24	0.3	-1.0
Wyoming	7	0.3	-1.0
Virginia	57	0.4	-0.9
Arizona	41	0.4	-0.9
Minnesota	60	0.5	-0.8
Arkansas	60	0.6	-0.7
Alaska	12	0.7	-0.6
Montana	12	0.7	-0.6
Maryland	97	0.8	-0.5
Pennsylvania	214	0.9	-0.4
Tennessee	130	1.2	-0.1
North Carolina	302	1.5	0.2
Washington	268	2.2	0.9
West Virginia	143	2.6	1.3
North Dakota	37	2.7	1.4
Nevada	146	3.3	2.0
Oregon	241	4.6	3.3
Iowa	310	5.4	4.1
Idaho	237	6.4	5.1
Ohio	1,676	8.7	7.4
Utah	600	9.4	8.1
Connecticut	1,320	17.1	15.8
Kansas	2,293	26.4	25.1
American Samoa	.	.	.
Guam	.	.	.
Northern Marianas	.	.	.
Virgin Islands	.	.	.
Bur. of Indian Affairs	.	.	.
National Baseline	8,467	1.3	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aStates' use of the reverse mainstream category is optional.

^bFor children under age 6, this is an environment where the children receive their special education and related services.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-6a. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^a	DIF ^b
North Dakota	9,797	78	30
Vermont	9,481	76	28
New Hampshire	21,253	75	27
Oregon	51,148	71	23
Colorado	49,867	69	21
South Dakota	9,676	64	16
Idaho	15,811	62	14
Minnesota	61,836	62	14
North Carolina	100,484	59	11
Kansas	32,518	59	11
Nebraska	22,997	58	10
Indiana	86,590	58	10
Alaska	9,387	57	9
Kentucky	46,228	57	9
Missouri	72,874	56	8
Connecticut	36,933	56	8
Montana	9,654	55	7
Wyoming	6,037	54	6
Texas	243,891	53	5
Maine	17,269	53	5
New York	199,522	52	4
Maryland	52,233	51	3
Nevada	19,076	50	2
California	303,745	50	2
West Virginia	22,454	50	2
Florida	175,806	49	1
Louisiana	43,050	48	0
Arizona	44,223	48	0
Washington	51,780	47	-1
Oklahoma	39,011	47	-1
Wisconsin	50,712	45	-3
New Jersey	97,061	45	-3
Michigan	92,744	44	-4
Tennessee	50,790	44	-4
Mississippi	24,953	44	-4
Iowa	29,625	44	-4
Pennsylvania	104,356	44	-4
South Carolina	42,802	44	-4
Alabama	38,006	44	-4
Rhode Island	12,992	43	-5
Georgia	71,817	43	-5
Ohio	96,009	42	-6
Illinois	117,004	42	-6
Utah	20,216	41	-7
Arkansas	21,774	39	-9
Delaware	6,116	38	-10
New Mexico	17,521	38	-10
Virginia	54,792	36	-12
Hawaii	5,184	24	-24
District of Columbia	1,476	13	-35
Massachusetts	17,265	12	-36
Puerto Rico	.	.	.
American Samoa	661	76	28
Northern Marianas	298	56	8
Bur. of Indian Affairs	4,235	53	5
Guam	746	34	-14
Virgin Islands	429	29	-19
National Baseline	2,844,215	48	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-6b. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^a	DIF ^b
Puerto Rico	.	.	.
Vermont	1,269	10	-19
New York	53,827	14	-15
North Dakota	2,047	16	-13
Oregon	11,864	17	-12
New Hampshire	4,933	17	-12
Colorado	12,702	18	-11
Maryland	21,173	21	-8
North Carolina	36,290	21	-8
California	131,329	22	-7
Rhode Island	6,883	23	-6
Minnesota	23,395	23	-6
Connecticut	15,609	24	-5
Louisiana	21,661	24	-5
Indiana	36,267	24	-5
South Dakota	3,820	25	-4
Florida	91,364	26	-3
Nebraska	10,331	26	-3
Illinois	76,107	27	-2
Alaska	4,452	27	-2
Kansas	15,117	27	-2
Kentucky	22,445	27	-2
Idaho	7,227	28	-1
Missouri	37,344	29	0
Michigan	60,345	29	0
New Jersey	63,041	29	0
South Carolina	29,111	30	1
Georgia	50,598	31	2
Maine	10,158	31	2
Nevada	12,056	32	3
Ohio	72,476	32	3
Arizona	29,463	32	3
Texas	146,133	32	3
Mississippi	18,033	32	3
Montana	5,730	33	4
New Mexico	15,373	33	4
Pennsylvania	79,773	33	4
Utah	16,865	34	5
Wyoming	3,897	35	6
Tennessee	39,923	35	6
Virginia	54,208	35	6
Delaware	5,737	36	7
Washington	39,663	36	7
Iowa	25,435	38	9
West Virginia	17,021	38	9
District of Columbia	4,526	39	10
Wisconsin	44,560	40	11
Oklahoma	33,309	40	11
Hawaii	9,208	43	14
Alabama	38,582	44	15
Arkansas	25,040	45	16
Massachusetts	93,018	66	37
American Samoa	143	16	-13
Northern Marianas	157	29	0
Virgin Islands	510	34	5
Bur. of Indian Affairs	2,759	34	5
Guam	860	40	11
National Baseline	1,695,167	29	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-6c. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^a	DIF ^b
Puerto Rico	.	.	.
New Hampshire	909	3	-16
North Dakota	439	4	-15
South Dakota	910	6	-13
Vermont	867	7	-12
Idaho	1,898	7	-12
Colorado	6,620	9	-10
Minnesota	9,385	9	-10
Wyoming	1,077	10	-9
Alabama	8,417	10	-9
Oregon	7,084	10	-9
Montana	1,816	10	-9
Kansas	5,891	11	-8
West Virginia	4,990	11	-8
Oklahoma	9,574	11	-8
Missouri	15,547	12	-7
Maine	4,011	12	-7
Wisconsin	14,564	13	-6
Nebraska	5,150	13	-6
Arkansas	7,380	13	-6
Alaska	2,198	13	-6
Texas	61,785	13	-6
Kentucky	11,028	14	-5
Connecticut	9,703	15	-4
Iowa	10,323	15	-4
Massachusetts	21,717	15	-4
Washington	17,152	16	-3
Indiana	23,791	16	-3
Nevada	6,241	16	-3
New Jersey	35,945	17	-2
North Carolina	30,186	18	-1
Arizona	16,636	18	-1
Pennsylvania	45,199	19	0
Tennessee	21,780	19	0
Ohio	44,237	19	0
District of Columbia	2,254	19	0
Maryland	20,411	20	1
Delaware	3,268	20	1
Utah	10,705	22	3
Mississippi	12,294	22	3
Florida	79,407	22	3
Michigan	47,907	23	4
Georgia	39,874	24	5
California	149,973	25	6
South Carolina	24,403	25	6
Virginia	38,460	25	6
Illinois	70,724	25	6
Louisiana	23,184	26	7
New York	104,347	27	8
Rhode Island	8,272	28	9
New Mexico	13,008	28	9
Hawaii	6,455	30	11
American Samoa	63	7	-12
Bur. of Indian Affairs	932	12	-7
Northern Marianas	76	14	-5
Guam	569	26	7
Virgin Islands	528	35	16
National Baseline	1,121,564	19	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-6d. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private separate schools under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^a	DIF ^b
Puerto Rico	.	.	.
West Virginia	76	0.2	-2.7
New Mexico	217	0.5	-2.4
North Dakota	64	0.5	-2.4
Louisiana	489	0.5	-2.4
Texas	2,603	0.6	-2.3
Wyoming	65	0.6	-2.3
Indiana	969	0.6	-2.3
Montana	117	0.7	-2.2
South Carolina	707	0.7	-2.2
Washington	943	0.9	-2.0
Mississippi	498	0.9	-2.0
Georgia	1,504	0.9	-2.0
Kentucky	759	0.9	-2.0
Idaho	245	1.0	-1.9
Oklahoma	873	1.0	-1.9
Tennessee	1,227	1.1	-1.8
Arkansas	652	1.2	-1.7
North Carolina	2,164	1.3	-1.6
Wisconsin	1,532	1.4	-1.5
Alabama	1,273	1.5	-1.4
South Dakota	226	1.5	-1.4
Oregon	1,121	1.6	-1.3
Hawaii	336	1.6	-1.3
Alaska	259	1.6	-1.3
Nevada	675	1.8	-1.1
Colorado	1,361	1.9	-1.0
Nebraska	753	1.9	-1.0
Florida	6,860	1.9	-1.0
Arizona	1,967	2.1	-0.8
California	13,476	2.2	-0.7
Kansas	1,292	2.3	-0.6
Iowa	1,613	2.4	-0.5
Virginia	3,883	2.5	-0.4
Maine	832	2.5	-0.4
New Hampshire	807	2.8	-0.1
Missouri	3,697	2.8	-0.1
Pennsylvania	7,647	3.2	0.3
Utah	1,694	3.4	0.5
Michigan	7,271	3.5	0.6
Rhode Island	1,123	3.8	0.9
Delaware	648	4.1	1.2
Minnesota	4,141	4.1	1.2
Connecticut	3,010	4.5	1.6
Vermont	572	4.6	1.7
Illinois	15,287	5.5	2.6
Massachusetts	7,752	5.5	2.6
New York	21,539	5.6	2.7
Ohio	13,278	5.8	2.9
Maryland	6,921	6.8	3.9
New Jersey	19,226	8.9	6.0
District of Columbia	3,098	26.6	23.7
American Samoa	0	0.0	-2.9
Guam	0	0.0	-2.9
Virgin Islands	4	0.3	-2.6
Northern Marianas	3	0.6	-2.3
Bur. of Indian Affairs	46	0.6	-2.3
National Baseline	169,395	2.9	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-6e. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^a	DIF ^b
Puerto Rico	.	.	.
Utah	0	0.0	-0.7
Nevada	4	0.0	-0.7
Tennessee	148	0.1	-0.6
Missouri	183	0.1	-0.6
Alaska	24	0.1	-0.6
Texas	750	0.2	-0.5
Florida	865	0.2	-0.5
Washington	272	0.2	-0.5
New Jersey	659	0.3	-0.4
Illinois	862	0.3	-0.4
North Carolina	676	0.4	-0.3
West Virginia	186	0.4	-0.3
Arizona	386	0.4	-0.3
South Carolina	409	0.4	-0.3
Nebraska	169	0.4	-0.3
Ohio	979	0.4	-0.3
Michigan	897	0.4	-0.3
Idaho	110	0.4	-0.3
Maryland	479	0.5	-0.2
Kansas	270	0.5	-0.2
Oklahoma	472	0.6	-0.1
Wisconsin	662	0.6	-0.1
Hawaii	132	0.6	-0.1
Maine	202	0.6	-0.1
Pennsylvania	1,674	0.7	0.0
Oregon	530	0.7	0.0
Mississippi	429	0.8	0.1
Delaware	128	0.8	0.1
Kentucky	660	0.8	0.1
New Mexico	407	0.9	0.2
Georgia	1,485	0.9	0.2
Alabama	790	0.9	0.2
Arkansas	563	1.0	0.3
Iowa	691	1.0	0.3
Virginia	1,570	1.0	0.3
Montana	197	1.1	0.4
North Dakota	142	1.1	0.4
Massachusetts	1,651	1.2	0.5
New York	4,593	1.2	0.5
California	7,262	1.2	0.5
Indiana	1,870	1.2	0.5
Minnesota	1,272	1.3	0.6
Louisiana	1,148	1.3	0.6
Vermont	164	1.3	0.6
Rhode Island	410	1.4	0.7
Wyoming	158	1.4	0.7
Connecticut	1,042	1.6	0.9
New Hampshire	469	1.7	1.0
Colorado	1,245	1.7	1.0
District of Columbia	298	2.6	1.9
South Dakota	428	2.8	2.1
American Samoa	0	0.0	-0.7
Northern Marianas	0	0.0	-0.7
Guam	1	0.0	-0.7
Bur. of Indian Affairs	20	0.2	-0.5
Virgin Islands	18	1.2	0.5
National Baseline	41,111	0.7	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-6f. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 2002

All disabilities			
State	#	% ^a	DIF ^c
Puerto Rico	.	.	.
District of Columbia	0	0.0	-0.5
Georgia	175	0.1	-0.4
Illinois	312	0.1	-0.4
South Dakota	19	0.1	-0.4
Alaska	22	0.1	-0.4
Massachusetts	203	0.1	-0.4
North Dakota	18	0.1	-0.4
Michigan	310	0.1	-0.4
Iowa	103	0.2	-0.3
Connecticut	107	0.2	-0.3
Pennsylvania	411	0.2	-0.3
Wisconsin	199	0.2	-0.3
Oregon	128	0.2	-0.3
Montana	32	0.2	-0.3
New Hampshire	53	0.2	-0.3
Wyoming	21	0.2	-0.3
Nevada	79	0.2	-0.3
Washington	229	0.2	-0.3
Arizona	207	0.2	-0.3
Minnesota	227	0.2	-0.3
Kansas	132	0.2	-0.3
Alabama	272	0.3	-0.2
Idaho	87	0.3	-0.2
Arkansas	194	0.3	-0.2
New Mexico	171	0.4	-0.1
Hawaii	82	0.4	-0.1
Maryland	401	0.4	-0.1
Missouri	554	0.4	-0.1
Indiana	649	0.4	-0.1
North Carolina	768	0.5	0.0
Utah	224	0.5	0.0
Colorado	332	0.5	0.0
Vermont	62	0.5	0.0
Nebraska	201	0.5	0.0
Delaware	84	0.5	0.0
New Jersey	1,163	0.5	0.0
California	3,397	0.6	0.1
Maine	185	0.6	0.1
Mississippi	332	0.6	0.1
New York	2,359	0.6	0.1
Florida	2,194	0.6	0.1
Virginia	954	0.6	0.1
Kentucky	541	0.7	0.2
Oklahoma	573	0.7	0.2
Rhode Island	208	0.7	0.2
West Virginia	316	0.7	0.2
Louisiana	641	0.7	0.2
South Carolina	703	0.7	0.2
Texas	3,676	0.8	0.3
Ohio	1,966	0.9	0.4
Tennessee	1,072	0.9	0.4
American Samoa	0	0.0	-0.5
Guam	0	0.0	-0.5
Bur. of Indian Affairs	12	0.1	-0.4
Northern Marianas	2	0.4	-0.1
Virgin Islands	8	0.5	0.0
National Baseline	27,370	0.5	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2002. Data updated as of July 30, 2003.

^aPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7a. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood setting^a under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^b			1999			2000			2001			2002		
	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d
Alabama	5,697	77	41	2,495	34	-2	2,069	27	-9	2,299	31	-6	2,141	27	-8
Alaska	366	21	-15	454	28	-8	351	21	-15	265	16	-21	274	15	-20
Arizona	3,360	38	2	3,349	37	1	3,491	38	2	3,639	37	0	3,807	36	1
Arkansas	2,094	24	-12	1,977	22	-14	1,910	20	-16	2,012	21	-16	2,085	21	-14
California	.	.	.	11,734	20	-16	24,916	43	7	24,908	43	6	25,876	43	8
Colorado	4,715	60	24	5,166	64	28	5,917	72	36	5,828	68	31	6,370	69	34
Connecticut	3,429	46	10	1,210	17	-19	1,238	17	-19	1,186	16	-21	1,194	15	-20
Delaware	908	55	19	961	59	23	1,009	61	25	1,167	62	25	1,052	57	22
District of Columbia	.	.	.	.	.	.	65	15	-21	43	12	-25	314	79	44
Florida	1,588	6	-30	2,743	9	-27	2,929	10	-26	3,196	10	-27	3,369	10	-25
Georgia	6,601	44	8	7,353	46	10	7,283	44	8	7,938	45	8	8,879	48	13
Hawaii	191	12	-24	244	13	-23	93	5	-31	111	6	-31	275	13	-22
Idaho	610	18	-18	598	23	-13	621	17	-19	547	15	-22	1,102	30	-5
Illinois	13,970	51	15	14,488	52	16	15,372	53	17	16,066	54	17	17,140	55	20
Indiana	5,967	43	7	5,967	41	5	5,532	37	1	4,920	30	-7	3,772	22	-13
Iowa	909	16	-20	1,169	21	-15	1,263	23	-13	1,349	25	-12	1,391	24	-11
Kansas	1,484	21	-15	1,552	21	-15	1,516	20	-16	1,698	21	-16	1,750	20	-15
Kentucky	12,748	84	48	11,185	70	34	10,668	65	29	11,527	65	28	8,620	46	11
Louisiana	6,285	66	30	5,853	61	25	5,557	56	20	5,936	59	22	2,559	24	-11
Maine	2,016	55	19	2,111	54	18	2,072	52	16	2,453	58	21	2,643	59	24
Maryland	3,774	39	3	3,811	39	3	2,958	30	-6	3,267	31	-6	3,229	28	-7
Massachusetts	10,588	69	33	10,317	71	35	10,348	76	40	10,381	79	42	10,322	74	39
Michigan	5,609	30	-6	6,487	34	-2	7,247	36	0	8,104	39	2	9,390	42	7
Minnesota	4,820	43	7	4,912	43	7	4,956	43	7	4,976	42	5	5,267	43	8
Mississippi	2,416	40	4	2,675	39	3	3,197	46	10	3,360	49	12	3,511	48	13
Missouri	3,973	41	5	4,644	43	7	4,481	40	4	4,276	35	-2	4,967	36	1
Montana	948	56	20	571	35	-1	1,097	67	31	640	38	1	591	34	-1
Nebraska	16	1	-35	30	1	-35	37	1	-35	45	1	-36	108	3	-32
Nevada	1,033	29	-7	1,003	27	-9	370	10	-26	408	10	-27	593	13	-22
New Hampshire	1,165	53	17	1,112	53	17	1,214	51	15	1,146	47	10	1,187	46	11
New Jersey	2,920	18	-18	3,480	22	-14	3,649	22	-14	3,942	24	-13	4,298	25	-10
New Mexico	1,961	38	2	1,352	26	-10	2,048	41	5	2,205	43	6	2,436	47	12
New York	11,621	35	-1	12,338	38	2	13,217	38	2	20,508	38	1	21,541	40	5
North Carolina	12,217	70	34	11,623	67	31	11,906	66	30	12,445	65	28	13,018	65	30
North Dakota	457	38	2	523	41	5	407	33	-3	474	37	0	576	41	6
Ohio	5,303	29	-7	4,245	22	-14	3,780	20	-16	3,809	20	-17	4,291	22	-13
Oklahoma	3,063	53	17	3,321	55	19	2,885	45	9	3,031	45	8	3,360	45	10
Oregon	1,359	31	-5	1,067	24	-12	1,305	26	-10	1,722	33	-4	1,223	23	-12
Pennsylvania	9,640	48	12	9,324	46	10	10,198	48	12	11,312	52	15	11,495	49	14
Puerto Rico	3,157	57	21	3,790	60	24	4,903	63	27	6,451	87	50	.	.	.
Rhode Island	2,429	97	61	1,670	63	27	1,738	66	30	1,839	68	31	2,046	72	37
South Carolina	3,134	29	-7	3,805	34	-2	3,386	29	-7	3,557	30	-7	3,635	30	-5
South Dakota	375	17	-19	376	17	-19	411	18	-18	443	20	-17	455	19	-16
Tennessee	3,276	32	-4	3,374	32	-4	3,808	36	0	5,102	46	9	5,490	53	18
Texas	.	.	.	.	.	.	1,820	5	-31	2,102	6	-31	2,231	6	-29
Utah	1,392	27	-9	1,184	20	-16	913	16	-20	1,169	20	-17	2,058	32	-3
Vermont	733	60	24	577	49	13	635	51	15	649	50	13	689	53	18
Virginia	2,704	20	-16	2,572	18	-18	3,100	21	-15	3,244	22	-15	2,715	17	-18
Washington	2,810	24	-12	2,507	22	-14	2,552	22	-14	2,444	21	-16	2,386	19	-16
West Virginia	3,085	58	22	1,662	31	-5	2,121	39	3	1,988	37	0	2,131	39	4
Wisconsin	4,221	31	-5	2,742	20	-16	2,847	20	-16	4,074	28	-9	4,041	27	-8
Wyoming	1,202	78	42	871	46	10	623	37	1	1,260	68	31	1,286	63	28
American Samoa	50	86	50	44	80	44	37	77	41	60	94	57	100	98	63
Guam	11	7	-29	51	26	-10	0	0	-36	2	1	-36	18	8	-27
Northern Marianas	.	.	.	42	82	46	32	80	44	36	69	32	40	77	42
Virgin Islands	122	68	32	139	83	47	81	76	40	104	87	50	155	88	53
Bur. of Indian Affairs	217	75	39	257	57	21	188	61	25	326	68	31	193	62	27
National Baseline	184,739	36		189,107	36		208,367	36		227,989	37		225,685	35	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7b. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an early childhood special education setting^a under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^b			1999			2000			2001			2002		
	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d
Alabama	398	5	-22	2,828	39	5	2,772	37	6	2,895	38	7	2,994	38	6
Alaska	891	51	24	665	41	7	839	51	20	876	52	21	1,006	57	25
Arizona	2,523	28	1	2,817	31	-3	2,962	32	1	3,604	36	5	4,481	42	10
Arkansas	925	11	-16	1,246	14	-20	1,374	15	-16	1,239	13	-18	1,113	11	-21
California	.	.	.	29,364	50	16	20,897	36	5	21,835	37	6	22,735	38	6
Colorado	1,568	20	-7	1,482	18	-16	1,096	13	-18	1,507	18	-13	1,505	16	-16
Connecticut	2,126	29	2	2,151	30	-4	2,358	33	2	2,443	33	2	2,350	30	-2
Delaware	308	19	-8	301	18	-16	339	21	-10	393	21	-10	516	28	-4
District of Columbia	.	.	.	.	.	.	117	28	-3	170	47	16	11	3	-29
Florida	7,826	29	2	8,916	30	-4	8,799	29	-2	9,421	29	-2	10,302	30	-2
Georgia	5,929	39	12	6,460	41	7	7,048	43	12	7,510	42	11	7,768	42	10
Hawaii	1,212	74	47	1,318	71	37	1,279	67	36	1,640	85	54	1,427	68	36
Idaho	1,260	37	10	598	23	-11	1,595	44	13	1,693	46	15	1,849	50	18
Illinois	7,633	28	1	7,411	27	-7	7,303	25	-6	230	1	-30	259	1	-31
Indiana	6,483	47	20	7,097	49	15	7,850	52	21	8,916	55	24	9,883	57	25
Iowa	1,578	28	1	1,541	28	-6	1,600	29	-2	1,635	30	-1	1,809	31	-1
Kansas	2,548	37	10	2,845	39	5	2,997	39	8	3,086	38	7	2,848	33	1
Kentucky	378	2	-25	842	5	-29	328	2	-29	432	2	-29	550	3	-29
Louisiana	2,708	29	2	3,186	33	-1	4,089	41	10	3,821	38	7	3,806	35	3
Maine	803	22	-5	818	21	-13	857	22	-9	978	23	-8	1,155	26	-6
Maryland	2,238	23	-4	2,607	27	-7	2,326	23	-8	3,200	30	-1	3,150	27	-5
Massachusetts	1,010	7	-20	887	6	-28	942	7	-24	471	4	-27	673	5	-27
Michigan	5,719	30	3	4,464	23	-11	5,395	27	-4	8,419	40	9	8,079	36	4
Minnesota	2,817	25	-2	3,183	28	-6	3,536	31	0	4,346	37	6	4,491	36	4
Mississippi	1,805	30	3	1,762	26	-8	1,548	22	-9	1,433	21	-10	1,450	20	-12
Missouri	3,766	39	12	3,942	37	3	4,390	39	8	4,790	39	8	5,275	38	6
Montana	628	37	10	807	50	16	298	18	-13	551	33	2	526	30	-2
Nebraska	1,698	55	28	1,396	41	7	2,932	79	48	3,242	81	50	3,412	80	48
Nevada	2,258	64	37	2,065	56	22	2,394	65	34	2,469	62	31	2,640	60	28
New Hampshire	926	42	15	854	40	6	1,032	43	12	1,124	46	15	1,209	47	15
New Jersey	8,903	56	29	8,556	53	19	8,556	52	21	8,088	48	17	8,769	50	18
New Mexico	2,930	57	30	3,500	68	34	2,767	56	25	2,783	54	23	2,582	50	18
New York	11,139	34	7	9,678	30	-4	10,434	30	-1	17,077	32	1	17,739	33	1
North Carolina	2,923	17	-10	2,852	16	-18	2,731	15	-16	2,914	15	-16	3,072	15	-17
North Dakota	370	31	4	453	35	1	512	41	10	519	40	9	495	36	4
Ohio	1,108	6	-21	7,556	39	5	7,827	42	11	8,364	44	13	9,751	51	19
Oklahoma	1,799	31	4	1,785	29	-5	899	14	-17	945	14	-17	758	10	-22
Oregon	1,566	36	9	2,003	45	11	2,374	48	17	2,314	45	14	2,722	52	20
Pennsylvania	7,804	39	12	6,462	32	-2	7,044	33	2	5,264	24	-7	6,246	27	-5
Puerto Rico	690	12	-15	699	11	-23	660	9	-22	393	5	-26	.	.	.
Rhode Island	57	2	-25	937	35	1	840	32	1	818	30	-1	760	27	-5
South Carolina	2,102	19	-8	2,027	18	-16	2,449	21	-10	2,120	18	-13	2,447	21	-11
South Dakota	1,192	55	28	1,305	58	24	1,216	53	22	1,155	51	20	1,255	53	21
Tennessee	3,652	35	8	3,908	37	3	3,849	36	5	3,083	28	-3	2,710	26	-6
Texas	.	.	.	.	.	.	3,894	11	-20	8,556	23	-8	9,887	26	-6
Utah	3,021	59	32	3,192	54	20	2,955	51	20	2,761	47	16	2,535	40	8
Vermont	236	19	-8	247	21	-13	303	24	-7	364	28	-3	299	23	-9
Virginia	5,612	41	14	6,744	48	14	6,496	45	14	6,771	46	15	7,275	46	14
Washington	6,302	53	26	6,614	57	23	6,790	58	27	6,864	58	27	7,278	58	26
West Virginia	1,638	31	4	1,526	28	-6	1,490	27	-4	1,396	26	-5	1,418	26	-6
Wisconsin	5,886	43	16	6,297	45	11	6,370	44	13	6,375	44	13	6,165	42	10
Wyoming	197	13	-14	22	1	-33	133	8	-23	313	17	-14	393	19	-13
American Samoa	8	14	-13	11	20	-14	11	23	-8	4	6	-25	0	0	-32
Guam	120	77	50	53	27	-7	70	34	3	89	41	10	72	31	-1
Northern Marianas	49	96	69	0	0	-34	0	0	-31	0	0	-31	2	4	-28
Virgin Islands	9	5	-22	24	14	-20	24	22	-9	13	11	-20	12	7	-25
Bur. of Indian Affairs	55	19	-8	42	9	-25	15	5	-26	31	6	-25	33	11	-21
National Baseline	139,330	27		180,346	34		182,001	31		193,743	31		203,947	32	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7c. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a home setting^a under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^b			1999			2000			2001			2002		
	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d
Alabama	131	1.8	-2.8	131	1.8	-1.8	132	1.7	-1.3	116	1.5	-1.6	79	1.0	-2.1
Alaska	12	0.7	-3.9	8	0.5	-3.1	7	0.4	-2.6	2	0.1	-3.0	2	0.1	-3.0
Arizona	24	0.3	-4.3	25	0.3	-3.3	27	0.3	-2.7	32	0.3	-2.8	10	0.1	-3.0
Arkansas	131	1.5	-3.1	123	1.4	-2.2	103	1.1	-1.9	71	0.7	-2.4	73	0.7	-2.4
California	.	.	.	2,952	5.0	1.4	833	1.4	-1.6	767	1.3	-1.8	833	1.4	-1.7
Colorado	56	0.7	-3.9	146	1.8	-1.8	59	0.7	-2.3	49	0.6	-2.5	42	0.5	-2.6
Connecticut	11	0.1	-4.5	112	1.5	-2.1	35	0.5	-2.5	18	0.2	-2.9	13	0.2	-2.9
Delaware	10	0.6	-4.0	11	0.7	-2.9	18	1.1	-1.9	11	0.6	-2.5	32	1.7	-1.4
District of Columbia	.	.	.	.	.	.	0	0.0	-3.0	0	0.0	-3.1	0	0.0	-3.1
Florida	660	2.5	-2.1	528	1.8	-1.8	419	1.4	-1.6	460	1.4	-1.7	732	2.1	-1.0
Georgia	1,348	8.9	4.3	1,324	8.3	4.7	1,289	7.8	4.8	1,316	7.4	4.3	1,083	5.8	2.7
Hawaii	14	0.9	-3.7	5	0.3	-3.3	28	1.5	-1.5	5	0.3	-2.8	11	0.5	-2.6
Idaho	14	0.4	-4.2	21	0.8	-2.8	26	0.7	-2.3	15	0.4	-2.7	22	0.6	-2.5
Illinois	16	0.1	-4.5	11	0.0	-3.6	22	0.1	-2.9	26	0.1	-3.0	37	0.1	-3.0
Indiana	170	1.2	-3.4	145	1.0	-2.6	137	0.9	-2.1	189	1.2	-1.9	221	1.3	-1.8
Iowa	160	2.9	-1.7	214	3.8	0.2	224	4.0	1.0	247	4.5	1.4	261	4.5	1.4
Kansas	173	2.5	-2.1	166	2.3	-1.3	176	2.3	-0.7	222	2.7	-0.4	192	2.2	-0.9
Kentucky	103	0.7	-3.9	79	0.5	-3.1	88	0.5	-2.5	81	0.5	-2.6	69	0.4	-2.7
Louisiana	249	2.6	-2.0	264	2.7	-0.9	251	2.5	-0.5	250	2.5	-0.6	246	2.3	-0.8
Maine	186	5.0	0.4	213	5.4	1.8	251	6.3	3.3	289	6.8	3.7	271	6.0	2.9
Maryland	138	1.4	-3.2	178	1.8	-1.8	124	1.2	-1.8	129	1.2	-1.9	100	0.9	-2.2
Massachusetts	166	1.1	-3.5	35	0.2	-3.4	15	0.1	-2.9	3	0.0	-3.1	7	0.1	-3.0
Michigan	296	1.6	-3.0	234	1.2	-2.4	286	1.4	-1.6	385	1.8	-1.3	350	1.6	-1.5
Minnesota	2,786	24.6	20.0	2,443	21.5	17.9	1,847	16.0	13.0	904	7.7	4.6	817	6.6	3.5
Mississippi	136	2.2	-2.4	128	1.9	-1.7	105	1.5	-1.5	103	1.5	-1.6	286	3.9	0.8
Missouri	376	3.9	-0.7	362	3.4	-0.2	329	2.9	-0.1	306	2.5	-0.6	369	2.6	-0.5
Montana	0	0.0	-4.6	14	0.9	-2.7	61	3.7	0.7	12	0.7	-2.4	15	0.9	-2.2
Nebraska	563	18.3	13.7	371	10.9	7.3	420	11.3	8.3	414	10.3	7.2	509	11.9	8.8
Nevada	42	1.2	-3.4	170	4.6	1.0	28	0.8	-2.2	31	0.8	-2.3	31	0.7	-2.4
New Hampshire	44	2.0	-2.6	38	1.8	-1.8	30	1.3	-1.7	34	1.4	-1.7	38	1.5	-1.6
New Jersey	65	0.4	-4.2	84	0.5	-3.1	147	0.9	-2.1	119	0.7	-2.4	98	0.6	-2.5
New Mexico	42	0.8	-3.8	20	0.4	-3.2	17	0.3	-2.7	20	0.4	-2.7	19	0.4	-2.7
New York	4,252	12.9	8.3	4,247	12.9	9.3	4,667	13.5	10.5	7,375	13.8	10.7	7,717	14.2	11.1
North Carolina	215	1.2	-3.4	249	1.4	-2.2	258	1.4	-1.6	252	1.3	-1.8	261	1.3	-1.8
North Dakota	21	1.8	-2.8	15	1.2	-2.4	18	1.4	-1.6	20	1.5	-1.6	29	2.1	-1.0
Ohio	8,184	44.1	39.5	534	2.8	-0.8	469	2.5	-0.5	468	2.5	-0.6	458	2.4	-0.7
Oklahoma	34	0.6	-4.0	38	0.6	-3.0	305	4.8	1.8	320	4.8	1.7	304	4.1	1.0
Oregon	192	4.4	-0.2	190	4.2	0.6	159	3.2	0.2	115	2.2	-0.9	136	2.6	-0.5
Pennsylvania	1,256	6.3	1.7	1,525	7.6	4.0	1,583	7.5	4.5	1,763	8.0	4.9	1,786	7.7	4.6
Puerto Rico	221	4.0	-0.6	279	4.4	0.8	482	6.2	3.2	165	2.2	-0.9	.	.	.
Rhode Island	0	0.0	-4.6	3	0.1	-3.5	8	0.3	-2.7	8	0.3	-2.8	7	0.2	-2.9
South Carolina	163	1.5	-3.1	218	1.9	-1.7	242	2.1	-0.9	214	1.8	-1.3	127	1.1	-2.0
South Dakota	24	1.1	-3.5	50	2.2	-1.4	62	2.7	-0.3	52	2.3	-0.8	33	1.4	-1.7
Tennessee	61	0.6	-4.0	63	0.6	-3.0	60	0.6	-2.4	85	0.8	-2.3	61	0.6	-2.5
Texas	.	.	.	.	.	.	261	0.7	-2.3	267	0.7	-2.4	224	0.6	-2.5
Utah	17	0.3	-4.3	26	0.4	-3.2	13	0.2	-2.8	23	0.4	-2.7	17	0.3	-2.8
Vermont	109	8.9	4.3	83	7.1	3.5	84	6.8	3.8	84	6.5	3.4	90	6.9	3.8
Virginia	568	4.1	-0.5	830	5.9	2.3	870	6.0	3.0	810	5.5	2.4	932	5.9	2.8
Washington	82	0.7	-3.9	121	1.0	-2.6	69	0.6	-2.4	47	0.4	-2.7	113	0.9	-2.2
West Virginia	206	3.9	-0.7	195	3.6	0.0	123	2.3	-0.7	179	3.4	0.3	199	3.7	0.6
Wisconsin	93	0.7	-3.9	60	0.4	-3.2	93	0.6	-2.4	86	0.6	-2.5	90	0.6	-2.5
Wyoming	115	7.5	2.9	3	0.2	-3.4	21	1.2	-1.8	41	2.2	-0.9	38	1.9	-1.2
American Samoa	0	0.0	-4.6	0	0.0	-3.6	0	0.0	-3.0	0	0.0	-3.1	2	2.0	-1.1
Guam	0	0.0	-4.6	20	10.3	6.7	31	15.1	12.1	2	0.9	-2.2	39	17.0	13.9
Northern Marianas	2	3.9	-0.7	9	17.6	14.0	8	20.0	17.0	16	30.8	27.7	10	19.2	16.1
Virgin Islands	9	5.0	0.4	4	2.4	-1.2	2	1.9	-1.1	1	0.8	-2.3	5	2.8	-0.3
Bur. of Indian Affairs	11	3.8	-0.8	17	3.8	0.2	1	0.3	-2.7	17	3.5	0.4	6	1.9	-1.2
National Baseline	23,957	4.6		19,334	3.6		17,423	3.0		19,036	3.1		19,552	3.1	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7d. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a part-time early childhood/part-time early childhood special education setting^a under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^b			1999			2000			2001			2002		
	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d
Alabama	933	13	1	1,811	25	12	2,548	34	19	2,188	29	15	2,620	33	18
Alaska	127	7	-5	175	11	-2	120	7	-8	191	11	-3	180	10	-5
Arizona	2,684	30	18	2,534	28	15	2,383	26	11	2,400	24	10	2,104	20	5
Arkansas	2,919	34	22	2,972	33	20	3,453	37	22	3,512	37	23	3,870	39	24
California	.	.	.	4,059	7	-6	5,903	10	-5	5,742	10	-4	6,485	11	-4
Colorado	980	13	1	796	10	-3	763	9	-6	675	8	-6	715	8	-7
Connecticut	456	6	-6	1,573	22	9	1,353	19	4	1,237	17	3	1,257	16	1
Delaware	363	22	10	287	17	4	214	13	-2	239	13	-1	166	9	-6
District of Columbia	.	.	.	.	.	.	44	10	-5	69	19	5	0	0	-15
Florida	15,546	58	46	16,501	56	43	17,834	58	43	18,667	57	43	18,978	55	40
Georgia	883	6	-6	496	3	-10	604	4	-11	660	4	-10	778	4	-11
Hawaii	217	13	1	270	15	2	478	25	10	166	9	-5	382	18	3
Idaho	137	4	-8	178	7	-6	206	6	-9	130	4	-10	268	7	-8
Illinois	3,870	14	2	3,997	14	1	4,373	15	0	11,468	39	25	11,866	38	23
Indiana	858	6	-6	969	7	-6	1,276	8	-7	2,097	13	-1	3,375	19	4
Iowa	879	16	4	858	15	2	836	15	0	752	14	0	753	13	-2
Kansas	655	9	-3	635	9	-4	677	9	-6	749	9	-5	1,574	18	3
Kentucky	1,700	11	-1	3,627	23	10	5,011	31	16	5,464	31	17	9,182	49	34
Louisiana	140	1	-11	184	2	-11	2	0	-15	0	0	-14	790	7	-8
Maine	404	11	-1	610	16	3	538	14	-1	354	8	-6	292	7	-8
Maryland	1,392	14	2	1,255	13	0	1,871	19	4	1,115	11	-3	1,370	12	-3
Massachusetts	3,500	23	11	3,228	22	9	2,038	15	0	2,135	16	2	2,818	20	5
Michigan	773	4	-8	1,143	6	-7	1,805	9	-6	617	3	-11	256	1	-14
Minnesota	590	5	-7	551	5	-8	728	6	-9	993	8	-6	1,206	10	-5
Mississippi	1,550	26	14	2,031	30	17	1,941	28	13	1,865	27	13	1,644	23	8
Missouri	192	2	-10	115	1	-12	574	5	-10	807	7	-7	955	7	-8
Montana	99	6	-6	114	7	-6	106	6	-9	331	20	6	392	23	8
Nebraska	527	17	5	1,366	40	27	0	0	-15	0	0	-14	0	0	-15
Nevada	40	1	-11	83	2	-11	303	8	-7	148	4	-10	165	4	-11
New Hampshire	43	2	-10	94	4	-9	91	4	-11	102	4	-10	113	4	-11
New Jersey	2,026	13	1	1,117	7	-6	1,141	7	-8	1,482	9	-5	1,332	8	-7
New Mexico	171	3	-9	216	4	-9	128	3	-12	133	3	-11	154	3	-12
New York	1,365	4	-8	1,507	5	-8	2,030	6	-9	3,388	6	-8	3,023	6	-9
North Carolina	1,336	8	-4	721	4	-9	706	4	-11	726	4	-10	796	4	-11
North Dakota	143	12	0	98	8	-5	96	8	-7	99	8	-6	104	7	-8
Ohio	3,439	19	7	984	5	-8	1,158	6	-9	754	4	-10	839	4	-11
Oklahoma	693	12	0	771	13	0	812	13	-2	852	13	-1	1,533	21	6
Oregon	528	12	0	541	12	-1	336	7	-8	290	6	-8	328	6	-9
Pennsylvania	761	4	-8	502	2	-11	265	1	-14	315	1	-13	340	1	-14
Puerto Rico	1,127	20	8	1,012	16	3	1,365	18	3	228	3	-11	.	.	.
Rhode Island	0	0	-12	0	0	-13	0	0	-15	0	0	-14	0	0	-15
South Carolina	2,051	19	7	1,416	12	-1	1,820	16	1	1,686	14	0	1,287	11	-4
South Dakota	559	26	14	526	23	10	577	25	10	559	25	11	587	25	10
Tennessee	1,113	11	-1	1,207	11	-2	1,075	10	-5	950	9	-5	604	6	-9
Texas	.	.	.	.	.	.	10,950	30	15	6,602	18	4	5,749	15	0
Utah	114	2	-10	769	13	0	693	12	-3	530	9	-5	96	2	-13
Vermont	110	9	-3	231	20	7	188	15	0	172	13	-1	197	15	0
Virginia	1,872	14	2	938	7	-6	1,118	8	-7	774	5	-9	859	5	-10
Washington	1,529	13	1	1,363	12	-1	1,278	11	-4	1,215	10	-4	1,241	10	-5
West Virginia	339	6	-6	1,280	24	11	945	17	2	1,023	19	5	1,009	19	4
Wisconsin	2,370	17	5	2,329	17	4	2,219	15	0	819	6	-8	1,078	7	-8
Wyoming	22	1	-11	1,012	53	40	918	54	39	197	11	-3	235	12	-3
American Samoa	0	0	-12	0	0	-13	0	0	-15	0	0	-14	0	0	-15
Guam	23	15	3	11	6	-7	94	46	31	104	48	34	93	40	25
Northern Marianas	.	.	.	0	0	-13	0	0	-15	0	0	-14	0	0	-15
Virgin Islands	40	22	10	0	0	-13	0	0	-15	2	2	-12	5	3	-12
Bur. of Indian Affairs	4	1	-11	129	29	16	102	33	18	76	16	2	77	25	10
National Baseline	64,192	12		71,192	13		88,087	15		87,849	14		96,120	15	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7e. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a residential facility^a under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^b			1999			2000			2001			2002		
	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d
Alabama	27	0.37	0.22	25	0.34	0.20	22	0.29	0.15	14	0.19	0.09	17	0.22	0.13
Alaska	0	0.00	-0.15	0	0.00	-0.14	6	0.37	0.23	0	0.00	-0.10	0	0.00	-0.09
Arizona	127	1.43	1.28	113	1.25	1.11	11	0.12	-0.02	1	0.01	-0.09	34	0.32	0.23
Arkansas	5	0.06	-0.09	8	0.09	-0.05	10	0.11	-0.03	7	0.07	-0.03	13	0.13	0.04
California	.	.	.	25	0.04	-0.10	24	0.04	-0.10	19	0.03	-0.07	22	0.04	-0.05
Colorado	2	0.03	-0.12	2	0.02	-0.12	2	0.02	-0.12	3	0.04	-0.06	0	0.00	-0.09
Connecticut	4	0.05	-0.10	9	0.12	-0.02	3	0.04	-0.10	9	0.12	0.02	0	0.00	-0.09
Delaware	1	0.06	-0.09	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
District of Columbia	.	.	.	.	.	.	80	18.96	18.82	0	0.00	-0.10	0	0.00	-0.09
Florida	46	0.17	0.02	26	0.09	-0.05	5	0.02	-0.12	20	0.06	-0.04	22	0.06	-0.03
Georgia	164	1.08	0.93	86	0.54	0.40	104	0.63	0.49	79	0.45	0.35	46	0.25	0.16
Hawaii	2	0.12	-0.03	0	0.00	-0.14	0	0.00	-0.14	2	0.10	0.00	5	0.24	0.15
Idaho	10	0.29	0.14	11	0.41	0.27	8	0.22	0.08	8	0.22	0.12	0	0.00	-0.09
Illinois	41	0.15	0.00	24	0.09	-0.05	24	0.08	-0.06	21	0.07	-0.03	18	0.06	-0.03
Indiana	48	0.35	0.20	57	0.39	0.25	55	0.36	0.22	57	0.35	0.25	61	0.35	0.26
Iowa	6	0.11	-0.04	2	0.04	-0.10	2	0.04	-0.10	0	0.00	-0.10	3	0.05	-0.04
Kansas	0	0.00	-0.15	0	0.00	-0.14	2	0.03	-0.11	0	0.00	-0.10	0	0.00	-0.09
Kentucky	13	0.09	-0.06	6	0.04	-0.10	7	0.04	-0.10	2	0.01	-0.09	7	0.04	-0.05
Louisiana	5	0.05	-0.10	6	0.06	-0.08	6	0.06	-0.08	12	0.12	0.02	6	0.06	-0.03
Maine	5	0.14	-0.01	0	0.00	-0.14	0	0.00	-0.14	3	0.07	-0.03	3	0.07	-0.02
Maryland	68	0.70	0.55	65	0.67	0.53	42	0.42	0.28	0	0.00	-0.10	0	0.00	-0.09
Massachusetts	2	0.01	-0.14	1	0.01	-0.13	2	0.01	-0.13	1	0.01	-0.09	6	0.04	-0.05
Michigan	14	0.07	-0.08	12	0.06	-0.08	38	0.19	0.05	13	0.06	-0.04	44	0.20	0.11
Minnesota	7	0.06	-0.09	15	0.13	-0.01	11	0.10	-0.04	6	0.05	-0.05	13	0.11	0.02
Mississippi	7	0.12	-0.03	12	0.18	0.04	15	0.22	0.08	17	0.25	0.15	15	0.21	0.12
Missouri	8	0.08	-0.07	2	0.02	-0.12	9	0.08	-0.06	10	0.08	-0.02	7	0.05	-0.04
Montana	5	0.30	0.15	8	0.50	0.36	7	0.43	0.29	1	0.06	-0.04	2	0.12	0.03
Nebraska	3	0.10	-0.05	5	0.15	0.01	6	0.16	0.02	11	0.27	0.17	1	0.02	-0.07
Nevada	0	0.00	-0.15	1	0.03	-0.11	1	0.03	-0.11	4	0.10	0.00	15	0.34	0.25
New Hampshire	3	0.14	-0.01	3	0.14	0.00	3	0.13	-0.01	4	0.16	0.06	1	0.04	-0.05
New Jersey	4	0.03	-0.12	23	0.14	0.00	17	0.10	-0.04	23	0.14	0.04	10	0.06	-0.03
New Mexico	29	0.56	0.41	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
New York	0	0.00	-0.15	1	0.00	-0.14	20	0.06	-0.08	22	0.04	-0.06	12	0.02	-0.07
North Carolina	0	0.00	-0.15	31	0.18	0.04	23	0.13	-0.01	30	0.16	0.06	22	0.11	0.02
North Dakota	7	0.58	0.43	3	0.23	0.09	6	0.48	0.34	6	0.46	0.36	5	0.36	0.27
Ohio	0	0.00	-0.15	6	0.03	-0.11	9	0.05	-0.09	14	0.07	-0.03	29	0.15	0.06
Oklahoma	7	0.12	-0.03	7	0.12	-0.02	90	1.41	1.27	94	1.40	1.30	22	0.30	0.21
Oregon	23	0.53	0.38	7	0.16	0.02	2	0.04	-0.10	3	0.06	-0.04	4	0.08	-0.01
Pennsylvania	25	0.13	-0.02	28	0.14	0.00	34	0.16	0.02	25	0.11	0.01	26	0.11	0.02
Puerto Rico	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	.	.	.
Rhode Island	0	0.00	-0.15	3	0.11	-0.03	2	0.08	-0.06	1	0.04	-0.06	0	0.00	-0.09
South Carolina	4	0.04	-0.11	16	0.14	0.00	0	0.00	-0.14	16	0.13	0.03	14	0.12	0.03
South Dakota	8	0.37	0.22	7	0.31	0.17	11	0.48	0.34	21	0.94	0.84	17	0.72	0.63
Tennessee	2	0.02	-0.13	0	0.00	-0.14	0	0.00	-0.14	6	0.05	-0.05	5	0.05	-0.04
Texas	.	.	.	.	.	.	45	0.12	-0.02	24	0.06	-0.04	12	0.03	-0.06
Utah	0	0.00	-0.15	0	0.00	-0.14	1	0.02	-0.12	3	0.05	-0.05	0	0.00	-0.09
Vermont	1	0.08	-0.07	1	0.09	-0.05	1	0.08	-0.06	1	0.08	-0.02	1	0.08	-0.01
Virginia	26	0.19	0.04	15	0.11	-0.03	7	0.05	-0.09	13	0.09	-0.01	15	0.10	0.01
Washington	0	0.00	-0.15	2	0.02	-0.12	2	0.02	-0.12	0	0.00	-0.10	1	0.01	-0.08
West Virginia	7	0.13	-0.02	42	0.78	0.64	15	0.28	0.14	3	0.06	-0.04	6	0.11	0.02
Wisconsin	6	0.04	-0.11	7	0.05	-0.09	6	0.04	-0.10	4	0.03	-0.07	9	0.06	-0.03
Wyoming	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
American Samoa	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
Guam	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
Northern Marianas	.	.	.	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
Virgin Islands	0	0.00	-0.15	0	0.00	-0.14	0	0.00	-0.14	0	0.00	-0.10	0	0.00	-0.09
Bur. of Indian Affairs	1	0.35	0.20	2	0.45	0.31	4	1.29	1.15	0	0.00	-0.10	0	0.00	-0.09
National Baseline	773	0.15		725	0.14		800	0.14		633	0.10		571	0.09	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7f. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a separate school^a under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^b			1999			2000			2001			2002		
	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d	#	% ^c	DIF ^d
Alabama	200	2.7	-1.3	45	0.6	-3.8	8	0.1	-3.3	13	0.2	-3.2	3	0.0	-3.0
Alaska	210	12.0	8.0	189	11.6	7.2	193	11.8	8.4	247	14.7	11.3	170	9.6	6.6
Arizona	105	1.2	-2.8	107	1.2	-3.2	117	1.3	-2.1	129	1.3	-2.1	99	0.9	-2.1
Arkansas	1,346	15.5	11.5	1,470	16.3	11.9	1,587	16.9	13.5	1,830	19.3	15.9	1,968	19.7	16.7
California	.	.	.	541	0.9	-3.5	178	0.3	-3.1	183	0.3	-3.1	194	0.3	-2.7
Colorado	160	2.0	-2.0	90	1.1	-3.3	50	0.6	-2.8	58	0.7	-2.7	29	0.3	-2.7
Connecticut	262	3.5	-0.5	272	3.7	-0.7	288	4.0	0.6	251	3.4	0.0	248	3.2	0.2
Delaware	57	3.4	-0.6	60	3.7	-0.7	66	4.0	0.6	63	3.4	0.0	68	3.7	0.7
District of Columbia	.	.	.	.	.	.	116	27.5	24.1	76	21.2	17.8	75	18.8	15.8
Florida	1,232	4.6	0.6	532	1.8	-2.6	674	2.2	-1.2	826	2.5	-0.9	984	2.9	-0.1
Georgia	209	1.4	-2.6	203	1.3	-3.1	232	1.4	-2.0	206	1.2	-2.2	135	0.7	-2.3
Hawaii	10	0.6	-3.4	23	1.2	-3.2	41	2.1	-1.3	6	0.3	-3.1	12	0.6	-2.4
Idaho	32	0.9	-3.1	0	0.0	-4.4	0	0.0	-3.4	60	1.6	-1.8	33	0.9	-2.1
Illinois	1,763	6.5	2.5	1,758	6.3	1.9	1,693	5.9	2.5	1,835	6.2	2.8	1,820	5.8	2.8
Indiana	252	1.8	-2.2	264	1.8	-2.6	251	1.7	-1.7	168	1.0	-2.4	136	0.8	-2.2
Iowa	42	0.8	-3.2	34	0.6	-3.8	27	0.5	-2.9	24	0.4	-3.0	27	0.5	-2.5
Kansas	26	0.4	-3.6	14	0.2	-4.2	21	0.3	-3.1	22	0.3	-3.1	28	0.3	-2.7
Kentucky	219	1.4	-2.6	158	1.0	-3.4	270	1.6	-1.8	241	1.4	-2.0	209	1.1	-1.9
Louisiana	108	1.1	-2.9	178	1.8	-2.6	52	0.5	-2.9	42	0.4	-3.0	24	0.2	-2.8
Maine	276	7.5	3.5	182	4.6	0.2	260	6.5	3.1	153	3.6	0.2	118	2.6	-0.4
Maryland	801	8.2	4.2	542	5.6	1.2	321	3.2	-0.2	326	3.1	-0.3	358	3.1	0.1
Massachusetts	116	0.8	-3.2	100	0.7	-3.7	183	1.4	-2.0	79	0.6	-2.8	129	0.9	-2.1
Michigan	3,088	16.3	12.3	2,780	14.5	10.1	994	5.0	1.6	841	4.0	0.6	1,512	6.8	3.8
Minnesota	14	0.1	-3.9	10	0.1	-4.3	28	0.2	-3.2	23	0.2	-3.2	18	0.1	-2.9
Mississippi	132	2.2	-1.8	204	3.0	-1.4	127	1.8	-1.6	132	1.9	-1.5	362	5.0	2.0
Missouri	507	5.2	1.2	469	4.4	0.0	414	3.7	0.3	290	2.4	-1.0	158	1.1	-1.9
Montana	0	0.0	-4.0	55	3.4	-1.0	0	0.0	-3.4	1	0.1	-3.3	2	0.1	-2.9
Nebraska	263	8.6	4.6	236	6.9	2.5	211	5.7	2.3	264	6.6	3.2	224	5.2	2.2
Nevada	158	4.5	0.5	86	2.3	-2.1	24	0.7	-2.7	36	0.9	-2.5	19	0.4	-2.6
New Hampshire	9	0.4	-3.6	9	0.4	-4.0	17	0.7	-2.7	22	0.9	-2.5	22	0.9	-2.1
New Jersey	1,753	11.0	7.0	1,824	11.4	7.0	1,756	10.7	7.3	2,029	12.1	8.7	2,041	11.7	8.7
New Mexico	0	0.0	-4.0	27	0.5	-3.9	10	0.2	-3.2	4	0.1	-3.3	16	0.3	-2.7
New York	4,445	13.5	9.5	4,749	14.5	10.1	3,821	11.1	7.7	4,586	8.6	5.2	4,038	7.4	4.4
North Carolina	804	4.6	0.6	756	4.4	0.0	725	4.0	0.6	741	3.9	0.5	710	3.6	0.6
North Dakota	25	2.1	-1.9	10	0.8	-3.6	2	0.2	-3.2	0	0.0	-3.4	4	0.3	-2.7
Ohio	13	0.1	-3.9	3,483	18.0	13.6	3,455	18.5	15.1	3,434	18.0	14.6	1,396	7.3	4.3
Oklahoma	209	3.6	-0.4	155	2.6	-1.8	95	1.5	-1.9	100	1.5	-1.9	94	1.3	-1.7
Oregon	151	3.5	-0.5	59	1.3	-3.1	55	1.1	-2.3	53	1.0	-2.4	29	0.6	-2.4
Pennsylvania	434	2.2	-1.8	362	1.8	-2.6	452	2.1	-1.3	456	2.1	-1.3	458	2.0	-1.0
Puerto Rico	119	2.1	-1.9	268	4.3	-0.1	145	1.9	-1.5	22	0.3	-3.1	.	.	.
Rhode Island	24	1.0	-3.0	38	1.4	-3.0	26	1.0	-2.4	26	1.0	-2.4	17	0.6	-2.4
South Carolina	85	0.8	-3.2	45	0.4	-4.0	77	0.7	-2.7	41	0.3	-3.1	48	0.4	-2.6
South Dakota	6	0.3	-3.7	3	0.1	-4.3	12	0.5	-2.9	14	0.6	-2.8	15	0.6	-2.4
Tennessee	227	2.2	-1.8	231	2.2	-2.2	250	2.3	-1.1	254	2.3	-1.1	134	1.3	-1.7
Texas	.	.	.	.	.	.	23	0.1	-3.3	63	0.2	-3.2	65	0.2	-2.8
Utah	377	7.4	3.4	283	4.8	0.4	256	4.4	1.0	324	5.5	2.1	561	8.8	5.8
Vermont	32	2.6	-1.4	27	2.3	-2.1	20	1.6	-1.8	22	1.7	-1.7	24	1.8	-1.2
Virginia	94	0.7	-3.3	97	0.7	-3.7	56	0.4	-3.0	50	0.3	-3.1	65	0.4	-2.6
Washington	31	0.3	-3.7	102	0.9	-3.5	115	1.0	-2.4	120	1.0	-2.4	112	0.9	-2.1
West Virginia	26	0.5	-3.5	17	0.3	-4.1	0	0.0	-3.4	4	0.1	-3.3	10	0.2	-2.8
Wisconsin	149	1.1	-2.9	97	0.7	-3.7	117	0.8	-2.6	141	1.0	-2.4	96	0.6	-2.4
Wyoming	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4	26	1.4	-2.0	25	1.2	-1.8
American Samoa	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4	0	0.0	-3.4	0	0.0	-3.0
Guam	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4	0	0.0	-3.4	0	0.0	-3.0
Northern Marianas	.	.	.	0	0.0	-4.4	0	0.0	-3.4	0	0.0	-3.4	0	0.0	-3.0
Virgin Islands	0	0.0	-4.0	0	0.0	-4.4	0	0.0	-3.4	0	0.0	-3.4	0	0.0	-3.0
Bur. of Indian Affairs	1	0.3	-3.7	0	0.0	-4.4	0	0.0	-3.4	1	0.2	-3.2	0	0.0	-3.0
National Baseline	20,602	4.0		23,244	4.4		19,911	3.4		20,958	3.4		19,142	3.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aFor children under age 6, this is an environment where the children receive their special education and related services.

^bNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^cPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^dDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7g. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in an itinerant service outside the home^a setting^b under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^c			1999			2000			2001			2002		
	#	% ^d	DIF ^e	#	% ^d	DIF ^e	#	% ^d	DIF ^e	#	% ^d	DIF ^e	#	% ^d	DIF ^e
Alabama	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Alaska	147	8.4	4.3	142	8.7	1.6	121	7.4	-2.2	88	5.2	-4.3	130	7.3	-2.7
Arizona	53	0.6	-3.5	131	1.4	-5.7	153	1.7	-7.9	101	1.0	-8.5	30	0.3	-9.7
Arkansas	1,159	13.4	9.3	1,133	12.5	5.4	863	9.2	-0.4	741	7.8	-1.7	825	8.2	-1.8
California	.	.	.	9,053	15.5	8.4	4,756	8.2	-1.4	4,891	8.4	-1.1	3,970	6.6	-3.4
Colorado	328	4.2	0.1	377	4.7	-2.4	315	3.8	-5.8	439	5.1	-4.4	539	5.9	-4.1
Connecticut	1,155	15.5	11.4	706	9.7	2.6	794	11.1	1.5	1,112	15.0	5.5	1,340	17.4	7.4
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	122	3.3	-6.2	173	4.7	-5.3
Illinois	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Indiana	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iowa	1,874	33.6	29.5	1,574	28.1	21.0	1,420	25.4	15.8	1,224	22.3	12.8	1,219	21.1	11.1
Kansas	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kentucky	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.	.	.	.	3,314	30.8	20.8
Maine	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Maryland	1,296	13.3	9.2	1,289	13.2	6.1	2,312	23.1	13.5	2,526	23.8	14.3	3,206	27.9	17.9
Massachusetts	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Michigan	3,484	18.4	14.3	4,116	21.4	14.3	4,171	20.9	11.3	2,509	12.0	2.5	2,694	12.1	2.1
Minnesota	218	1.9	-2.2	219	1.9	-5.2	346	3.0	-6.6	483	4.1	-5.4	498	4.0	-6.0
Mississippi	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Missouri	876	9.0	4.9	1,149	10.8	3.7	1,110	9.8	0.2	1,743	14.3	4.8	2,235	16.0	6.0
Montana	2	0.1	-4.0	37	2.3	-4.8	23	1.4	-8.2	147	8.7	-0.8	188	10.9	0.9
Nebraska	.	.	.	.	.	.	121	3.2	-6.4	39	1.0	-8.5	36	0.8	-9.2
Nevada	.	.	.	179	4.9	-2.2	467	12.7	3.1	739	18.6	9.1	792	18.0	8.0
New Hampshire	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
New Jersey	326	2.0	-2.1	974	6.1	-1.0	1,095	6.7	-2.9	1,033	6.2	-3.3	885	5.1	-4.9
New Mexico	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
New York	223	0.7	-3.4	276	0.8	-6.3	303	0.9	-8.7	357	0.7	-8.8	258	0.5	-9.5
North Carolina	.	.	.	964	5.6	-1.5	1,370	7.6	-2.0	1,688	8.9	-0.6	1,740	8.7	-1.3
North Dakota	121	10.1	6.0	144	11.2	4.1	173	13.9	4.3	148	11.4	1.9	144	10.3	0.3
Ohio	.	.	.	1,068	5.5	-1.6	694	3.7	-5.9	724	3.8	-5.7	742	3.9	-6.1
Oklahoma	.	.	.	.	.	.	1,278	20.0	10.4	1,343	20.0	10.5	1,319	17.8	7.8
Oregon	298	6.8	2.7	405	9.0	1.9	484	9.8	0.2	489	9.4	-0.1	542	10.4	0.4
Pennsylvania	.	.	.	1,805	9.0	1.9	1,536	7.2	-2.4	2,556	11.7	2.2	2,700	11.6	1.6
Puerto Rico	29	0.5	-3.6	35	0.6	-6.5	79	1.0	-8.6	35	0.5	-9.0	.	.	.
Rhode Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
South Carolina	3,178	29.1	25.0	3,680	32.4	25.3	3,686	31.6	22.0	4,333	36.2	26.7	4,365	36.6	26.6
South Dakota	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Tennessee	1,794	17.4	13.3	1,743	16.3	9.2	1,499	14.0	4.4	1,552	13.9	4.4	1,315	12.6	2.6
Texas	.	.	.	.	.	.	19,447	53.4	43.8	19,630	52.7	43.2	19,228	51.4	41.4
Utah	3	0.1	-4.0	114	1.9	-5.2	514	8.9	-0.7	496	8.4	-1.1	514	8.1	-1.9
Vermont	5	0.4	-3.7	1	0.1	-7.0	3	0.2	-9.4	1	0.1	-9.4	7	0.5	-9.5
Virginia	2,752	20.1	16.0	2,763	19.7	12.6	2,676	18.6	9.0	2,907	19.9	10.4	3,773	24.0	14.0
Washington	763	6.5	2.4	749	6.4	-0.7	789	6.7	-2.9	937	7.9	-1.6	1,046	8.4	-1.6
West Virginia	.	.	.	476	8.8	1.7	552	10.1	0.5	597	11.2	1.7	484	9.0	-1.0
Wisconsin	983	7.2	3.1	2,400	17.2	10.1	2,731	19.0	9.4	3,075	21.1	11.6	3,323	22.4	12.4
Wyoming	.	.	.	.	.	.	.	.	.	10	0.5	-9.0	53	2.6	-7.4
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	2	1.3	-2.8	60	30.8	23.7	10	4.9	-4.7	21	9.6	0.1	8	3.5	-6.5
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Bur. of Indian Affairs	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
National Baseline	21,168	4.1		37,859	7.1		55,985	9.6		58,836	9.5		63,635	10.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aStates' use of the *itinerant service outside the home* category is optional.

^bFor children under age 6, this is an environment where the children receive their special education and related services.

^cNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^dPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^eDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-7h. Number, percentage and difference from national baseline of children ages 3 through 5 receiving services in a reverse mainstream^a setting^b under IDEA, Part B, by state: Fall 1998 through fall 2002

State	All disabilities														
	1998 ^c			1999			2000			2001			2002		
	#	% ^d	DIF ^e	#	% ^d	DIF ^e	#	% ^d	DIF ^e	#	% ^d	DIF ^e	#	% ^d	DIF ^e
Alabama	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Alaska	1	0.1	-1.0	.	.	.	.	.	.	9	0.5	-0.9	12	0.7	-0.6
Arizona	.	.	.	.	.	.	.	.	.	.	.	.	41	0.4	-0.9
Arkansas	98	1.1	0.0	102	1.1	-0.6	76	0.8	-0.6	92	1.0	-0.4	60	0.6	-0.7
California	.	.	.	763	1.3	-0.4	144	0.2	-1.2	111	0.2	-1.2	150	0.2	-1.1
Colorado	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Connecticut	.	.	.	1,242	17.1	15.4	1,103	15.4	14.0	1,134	15.3	13.9	1,320	17.1	15.8
Delaware	.	.	.	.	.	.	6	0.4	-1.0	2	0.1	-1.3	2	0.1	-1.2
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	1,076	29.5	28.1	237	6.4	5.1
Illinois	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Indiana	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Iowa	129	2.3	1.2	207	3.7	2.0	208	3.7	2.3	256	4.7	3.3	310	5.4	4.1
Kansas	2,047	29.5	28.4	2,122	28.9	27.2	2,339	30.3	28.9	2,358	29.0	27.6	2,293	26.4	25.1
Kentucky	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.	.	.	.	24	0.2	-1.1
Maine	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Maryland	7	0.1	-1.0	3	0.0	-1.7	49	0.5	-0.9	52	0.5	-0.9	97	0.8	-0.5
Massachusetts	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Michigan	.	.	.	.	.	.	1	0.0	-1.4	.	.	.	.	.	.
Minnesota	75	0.7	-0.4	37	0.3	-1.4	71	0.6	-0.8	72	0.6	-0.8	60	0.5	-0.8
Mississippi	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Missouri	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Montana	5	0.3	-0.8	8	0.5	-1.2	43	2.6	1.2	4	0.2	-1.2	12	0.7	-0.6
Nebraska	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nevada	.	.	.	77	2.1	0.4	89	2.4	1.0	141	3.5	2.1	146	3.3	2.0
New Hampshire	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
New Mexico	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
New York	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	165	1.0	-0.7	194	1.1	-0.3	214	1.1	-0.3	302	1.5	0.2
North Dakota	53	4.4	3.3	37	2.9	1.2	33	2.6	1.2	29	2.2	0.8	37	2.7	1.4
Ohio	525	2.8	1.7	1,465	7.6	5.9	1,270	6.8	5.4	1,508	7.9	6.5	1,676	8.7	7.4
Oklahoma	.	.	.	.	.	.	29	0.5	-0.9	30	0.4	-1.0	24	0.3	-1.0
Oregon	259	5.9	4.8	208	4.6	2.9	247	5.0	3.6	213	4.1	2.7	241	4.6	3.3
Pennsylvania	.	.	.	78	0.4	-1.3	92	0.4	-1.0	217	1.0	-0.4	214	0.9	-0.4
Puerto Rico	216	3.9	2.8	191	3.0	1.3	112	1.4	0.0	84	1.1	-0.3	.	.	.
Rhode Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
South Carolina	220	2.0	0.9	145	1.3	-0.4	2	0.0	-1.4	.	.	.	4	0.0	-1.3
South Dakota	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Tennessee	166	1.6	0.5	164	1.5	-0.2	158	1.5	0.1	100	0.9	-0.5	130	1.2	-0.1
Texas	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Utah	161	3.2	2.1	331	5.6	3.9	440	7.6	6.2	616	10.4	9.0	600	9.4	8.1
Vermont	.	.	.	3	0.3	-1.4	3	0.2	-1.2	1	0.1	-1.3	.	.	.
Virginia	85	0.6	-0.5	64	0.5	-1.2	96	0.7	-0.7	60	0.4	-1.0	57	0.4	-0.9
Washington	282	2.4	1.3	165	1.4	-0.3	165	1.4	0.0	254	2.1	0.7	268	2.2	0.9
West Virginia	.	.	.	211	3.9	2.2	199	3.7	2.3	142	2.7	1.3	143	2.6	1.3
Wisconsin	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.	17	0.9	-0.5	7	0.3	-1.0
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	.	8,792	1.4	.	8,467	1.3	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aStates' use of the reverse mainstream category is optional.

^bFor children under age 6, this is an environment where the children receive their special education and related services.

^cNational environment percentages for 1998 do not sum across pages to 100 percent because California did not report data for individual preschool environments, but the California data are included in the total across all environments.

^dPercent = Number of children in environment category divided by the total number of children in all environment categories multiplied by 100.

^eDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Table 3-8a. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	All disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Texas	122,916	27	-19	128,404	28	-18	129,886	29	-17
Louisiana	27,221	32	-14	34,752	40	-6	39,098	44	-2
Delaware	4,130	28	-18	4,359	30	-16	4,902	32	-14
Hawaii	3,546	19	-27	3,971	19	-27	9,878	45	-1
Pennsylvania	70,577	34	-12	75,484	36	-10	89,672	41	-5
South Carolina	30,054	34	-12	29,551	32	-14	30,153	32	-14
Georgia	52,457	37	-9	52,095	35	-11	56,011	36	-10
New York	170,740	45	-1	181,896	48	2	192,839	50	4
Kentucky	35,725	49	3	37,741	50	4	39,702	51	5
Illinois	93,550	37	-9	97,002	37	-9	97,734	36	-10
Wisconsin	40,914	40	-6	44,517	41	-5	47,951	43	-3
Maryland	46,384	46	0	47,282	47	1	47,246	46	0
Missouri	61,796	51	5	64,538	52	6	67,028	53	7
West Virginia	21,260	48	2	21,796	49	3	22,217	49	3
Nebraska	23,464	56	10	21,713	56	10	23,119	59	13
Nevada	14,426	48	2	15,987	50	4	17,476	51	5
Maine	15,738	51	5	16,048	51	5	16,456	52	6
Arizona	37,290	47	1	40,918	48	2	42,086	48	2
North Carolina	85,808	58	12	90,517	58	12	94,609	58	12
Arkansas	19,688	39	-7	19,903	38	-8	20,263	38	-8
Florida	154,364	49	3	162,641	50	4	163,789	49	3
Montana	9,433	55	9	9,545	55	9	9,723	55	9
New Jersey	87,090	45	-1	89,991	45	-1	90,688	44	-2
Tennessee	52,469	44	-2	52,189	45	-1	51,901	45	-1
Wyoming	6,332	54	8	6,120	51	5	5,981	52	6
Connecticut	39,147	56	10	38,058	56	10	36,738	55	9
North Dakota	9,578	80	34	9,826	80	34	9,781	79	33
Kansas	30,990	60	14	31,452	60	14	31,473	59	13
Indiana	78,482	59	13	78,650	57	11	82,168	58	12
Colorado	47,795	71	25	48,989	71	25	50,423	72	26
District of Columbia	1,125	13	-33	1,553	23	-23	441	4	-42
Alaska	9,489	59	13	9,333	59	13	9,289	58	12
South Dakota	9,003	67	21	9,263	66	20	9,313	65	19
Alabama	41,753	45	-1	48,213	52	6	44,104	48	2
California	295,767	52	6	287,925	49	3	356,720	61	15
Oregon	48,907	75	29	49,750	74	28	49,740	72	26
Minnesota	61,473	65	19	61,932	64	18	62,741	64	18
Idaho	15,766	66	20	16,614	66	20	16,518	65	19
Oklahoma	36,676	49	3	36,540	47	1	37,091	47	1
New Hampshire	20,036	79	33	19,614	74	28	20,472	74	28
Mississippi	26,083	47	1	26,618	48	2	25,993	47	1
Vermont	9,373	82	36	9,512	78	32	9,734	79	33
Utah	21,622	44	-2	21,720	44	-2	20,405	42	-4
Iowa	31,071	48	2	30,725	46	0	30,197	45	-1
New Mexico	19,252	41	-5	13,551	29	-17	15,724	33	-13
Virginia	54,949	39	-7	54,029	38	-8	54,441	37	-9
Rhode Island	12,283	48	2	12,962	48	2	12,954	46	0
Washington	53,584	52	6	53,611	51	5	52,172	49	3
Michigan	100,218	53	7	87,947	45	-1	89,374	44	-2
Massachusetts	25,082	16	-30	21,106	14	-32	27,487	18	-28
Ohio	135,521	64	18	140,615	65	19	89,679	41	-5
Puerto Rico	24,961	51	5	30,468	58	12	25,544	44	-2
American Samoa	263	50	4	285	44	-2	371	57	11
Guam	683	36	-10	591	29	-17	638	31	-15
Virgin Islands	510	32	-14	423	27	-19	355	25	-21
Bur. of Indian Affairs	3,747	61	15	4,888	59	13	5,296	62	16
Northern Marianas	337	80	34	364	70	24	137	25	-21
National Baseline	2,552,898	46		2,606,087	46		2,687,921	46	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8a. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

All disabilities							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Texas	248,948	55	7	243,891	53	5	94
Louisiana	41,493	46	-2	43,050	48	0	50
Delaware	5,423	35	-13	6,116	38	-10	35
Hawaii	2,321	11	-37	5,184	24	-24	29
Pennsylvania	98,241	43	-5	104,356	44	-4	29
South Carolina	38,082	39	-9	42,802	44	-4	28
Georgia	58,608	37	-11	71,817	43	-5	16
New York	197,824	51	3	199,522	52	4	15
Kentucky	44,776	56	8	46,228	57	9	15
Illinois	108,686	39	-9	117,004	42	-6	14
Wisconsin	50,405	45	-3	50,712	45	-3	13
Maryland	49,446	49	1	52,233	51	3	13
Missouri	70,028	54	6	72,874	56	8	10
West Virginia	22,343	50	2	22,454	50	2	5
Nebraska	26,563	67	19	22,997	58	10	3
Nevada	18,374	51	3	19,076	50	2	3
Maine	17,098	53	5	17,269	53	5	3
Arizona	43,380	48	0	44,223	48	0	2
North Carolina	98,584	59	11	100,484	59	11	1
Arkansas	21,163	39	-9	21,774	39	-9	0
Florida	171,177	49	1	175,806	49	1	-0
Montana	9,818	56	8	9,654	55	7	-0
New Jersey	94,322	44	-4	97,061	45	-3	-1
Tennessee	51,276	45	-3	50,790	44	-4	-1
Wyoming	6,134	54	6	6,037	54	6	-1
Connecticut	36,595	55	7	36,933	56	8	-2
North Dakota	9,735	79	31	9,797	78	30	-2
Kansas	31,290	58	10	32,518	59	11	-2
Indiana	83,484	58	10	86,590	58	10	-2
Colorado	50,625	71	23	49,867	69	21	-3
District of Columbia	293	3	-45	1,476	13	-35	-3
Alaska	9,359	57	9	9,387	57	9	-3
South Dakota	9,430	64	16	9,676	64	16	-4
Alabama	40,094	45	-3	38,006	44	-4	-4
California	316,096	53	5	303,745	50	2	-4
Oregon	50,360	71	23	51,148	71	23	-5
Minnesota	62,032	63	15	61,836	62	14	-5
Idaho	16,402	65	17	15,811	62	14	-5
Oklahoma	37,849	47	-1	39,011	47	-1	-5
New Hampshire	20,669	75	27	21,253	75	27	-6
Mississippi	27,825	50	2	24,953	44	-4	-6
Vermont	9,735	77	29	9,481	76	28	-6
Utah	20,429	42	-6	20,216	41	-7	-7
Iowa	29,939	44	-4	29,625	44	-4	-8
New Mexico	16,118	34	-14	17,521	38	-10	-8
Virginia	54,573	36	-12	54,792	36	-12	-9
Rhode Island	12,941	44	-4	12,992	43	-5	-10
Washington	52,501	48	0	51,780	47	-1	-10
Michigan	90,553	44	-4	92,744	44	-4	-16
Massachusetts	16,853	12	-36	17,265	12	-36	-25
Ohio	90,895	41	-7	96,009	42	-6	-35
Puerto Rico	41,803	71	23	.	.	.	†
American Samoa	478	64	16	661	76	28	52
Guam	702	33	-15	746	34	-14	-4
Virgin Islands	432	29	-19	429	29	-19	-11
Bur. of Indian Affairs	4,656	52	4	4,235	53	5	-13
Northern Marianas	173	32	-16	298	56	8	-30
National Baseline	2,839,432	48		2,844,215	48		5

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8b. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	All disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Indiana	20,175	15	-15	21,618	16	-14	25,774	18	-12
District of Columbia	2,656	31	1	3,034	45	15	2,177	21	-9
Ohio	53,382	25	-5	54,089	25	-5	69,746	32	2
Vermont	941	8	-22	1,233	10	-20	1,161	9	-21
New Hampshire	3,530	14	-16	4,334	16	-14	4,880	18	-12
New Jersey	46,246	24	-6	51,300	26	-4	57,049	28	-2
New Mexico	12,785	27	-3	15,030	32	2	15,327	32	2
Michigan	45,195	24	-6	52,616	27	-3	57,370	28	-2
Rhode Island	4,919	19	-11	5,276	19	-11	5,636	20	-10
North Dakota	1,686	14	-16	1,813	15	-15	1,917	15	-15
Alabama	35,512	39	9	33,647	36	6	37,182	40	10
Oregon	9,509	15	-15	10,149	15	-15	11,119	16	-14
Idaho	6,102	25	-5	6,455	26	-4	6,573	26	-4
Colorado	10,591	16	-14	10,878	16	-14	11,755	17	-13
Washington	33,014	32	2	34,525	33	3	37,076	35	5
Utah	15,119	31	1	15,253	31	1	15,599	32	2
Connecticut	14,664	21	-9	14,515	22	-8	14,907	22	-8
Iowa	22,106	34	4	23,117	35	5	24,236	36	6
Kansas	12,859	25	-5	13,201	25	-5	13,790	26	-4
Virginia	45,480	32	2	48,849	34	4	50,886	34	4
Oklahoma	27,302	37	7	30,071	39	9	31,117	39	9
New York	49,160	13	-17	50,251	13	-17	50,131	13	-17
Minnesota	20,660	22	-8	21,329	22	-8	21,766	22	-8
South Dakota	3,218	24	-6	3,369	24	-6	3,531	25	-5
Mississippi	16,694	30	0	15,823	28	-2	15,806	29	-1
Massachusetts	96,418	63	33	96,917	64	34	87,071	57	27
West Virginia	16,267	36	6	16,753	37	7	16,427	37	7
Arkansas	22,160	44	14	23,076	45	15	23,989	45	15
California	119,452	21	-9	117,564	20	-10	104,865	18	-12
Montana	5,490	32	2	5,556	32	2	5,723	32	2
Tennessee	40,595	34	4	39,572	34	4	39,859	35	5
Wyoming	4,098	35	5	3,816	32	2	4,027	35	5
North Carolina	32,109	22	-8	34,186	22	-8	35,376	22	-8
Wisconsin	42,327	41	11	44,135	41	11	44,875	40	10
Arizona	26,244	33	3	26,900	32	2	27,337	31	1
Maine	9,918	32	2	10,152	32	2	9,901	31	1
Florida	83,559	27	-3	85,747	26	-4	88,419	26	-4
Illinois	72,482	28	-2	72,822	28	-2	77,739	29	-1
Maryland	22,435	22	-8	22,328	22	-8	22,937	23	-7
Alaska	4,658	29	-1	4,494	28	-2	4,448	28	-2
Missouri	38,426	32	2	39,289	32	2	38,914	31	1
Georgia	47,431	34	4	52,604	35	5	54,328	35	5
Nebraska	12,147	29	-1	9,840	25	-5	9,844	25	-5
Pennsylvania	80,009	38	8	69,201	33	3	74,217	34	4
Nevada	10,882	37	7	10,508	33	3	10,810	31	1
Kentucky	23,536	32	2	24,109	32	2	25,048	32	2
South Carolina	33,643	38	8	37,150	40	10	40,024	42	12
Louisiana	26,822	31	1	22,085	25	-5	19,793	23	-7
Hawaii	11,094	59	29	12,457	59	29	7,495	34	4
Delaware	8,291	57	27	7,642	52	22	6,649	44	14
Texas	234,489	52	22	236,637	52	22	237,734	52	22
Puerto Rico	9,665	20	-10	8,226	16	-14	17,873	31	1
Northern Marianas	73	17	-13	123	24	-6	79	14	-16
Virgin Islands	411	26	-4	781	50	20	650	46	16
Bur. of Indian Affairs	1,795	29	-1	2,386	29	-1	2,509	29	-1
Guam	692	36	6	791	39	9	822	40	10
American Samoa	206	39	9	306	47	17	218	34	4
National Baseline	1,651,329	30		1,679,928	30		1,726,511	30	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8b. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

All disabilities							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Indiana	33,297	23	-5	36,267	24	-5	59
District of Columbia	5,118	48	20	4,526	39	10	26
Ohio	67,414	31	3	72,476	32	3	25
Vermont	1,234	10	-18	1,269	10	-19	25
New Hampshire	4,868	18	-10	4,933	17	-12	24
New Jersey	60,235	28	0	63,041	29	0	22
New Mexico	15,987	34	6	15,373	33	4	21
Michigan	59,349	29	1	60,345	29	0	21
Rhode Island	6,452	22	-6	6,883	23	-6	19
North Dakota	1,942	16	-12	2,047	16	-13	16
Alabama	38,059	43	15	38,582	44	15	15
Oregon	11,719	17	-11	11,864	17	-12	14
Idaho	6,606	26	-2	7,227	28	-1	12
Colorado	12,284	17	-11	12,702	18	-11	12
Washington	38,352	35	7	39,663	36	7	12
Utah	15,809	32	4	16,865	34	5	11
Connecticut	15,391	23	-5	15,609	24	-5	11
Iowa	24,881	37	9	25,435	38	9	11
Kansas	14,075	26	-2	15,117	27	-2	10
Virginia	52,235	35	7	54,208	35	6	8
Oklahoma	32,019	39	11	33,309	40	11	8
New York	50,027	13	-15	53,827	14	-15	8
Minnesota	22,149	22	-6	23,395	23	-6	7
South Dakota	3,766	26	-2	3,820	25	-4	7
Mississippi	16,910	31	3	18,033	32	3	6
Massachusetts	89,559	65	37	93,018	66	37	5
West Virginia	16,447	37	9	17,021	38	9	4
Arkansas	24,568	45	17	25,040	45	16	2
California	121,542	20	-8	131,329	22	-7	2
Montana	5,699	32	4	5,730	33	4	2
Tennessee	40,132	35	7	39,923	35	6	1
Wyoming	3,926	34	6	3,897	35	6	-1
North Carolina	35,822	21	-7	36,290	21	-8	-3
Wisconsin	44,603	40	12	44,560	40	11	-4
Arizona	28,641	31	3	29,463	32	3	-4
Maine	9,947	31	3	10,158	31	2	-4
Florida	89,207	26	-2	91,364	26	-3	-4
Illinois	77,394	28	0	76,107	27	-2	-5
Maryland	22,920	23	-5	21,173	21	-8	-6
Alaska	4,458	27	-1	4,452	27	-2	-7
Missouri	39,208	30	2	37,344	29	0	-9
Georgia	55,613	35	7	50,598	31	2	-9
Nebraska	8,110	21	-7	10,331	26	-3	-10
Pennsylvania	75,194	33	5	79,773	33	4	-13
Nevada	11,348	31	3	12,056	32	3	-13
Kentucky	22,465	28	0	22,445	27	-2	-15
South Carolina	32,817	33	5	29,111	30	1	-22
Louisiana	20,148	23	-5	21,661	24	-5	-23
Hawaii	16,130	75	47	9,208	43	14	-27
Delaware	5,928	38	10	5,737	36	7	-37
Texas	137,668	30	2	146,133	32	3	-39
Puerto Rico	4,651	8	-20	.	.	.	†
Northern Marianas	165	31	3	157	29	0	70
Virgin Islands	313	21	-7	510	34	5	31
Bur. of Indian Affairs	3,175	36	8	2,759	34	5	18
Guam	887	41	13	860	40	11	10
American Samoa	208	28	0	143	16	-13	-58
National Baseline	1,659,071	28		1,695,167	29		-4

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8c. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	All disabilities											
	1998			1999			2000					
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b			
Ohio	11,878	6	-14	11,334	5	-15	41,539	19	-1			
Delaware	1,320	9	-11	1,922	13	-7	2,670	18	-2			
Vermont	507	4	-16	671	6	-14	740	6	-14			
Hawaii	3,841	20	0	4,191	20	0	4,659	21	1			
Alaska	1,495	9	-11	1,713	11	-9	1,984	12	-8			
Oregon	4,678	7	-13	5,238	8	-12	5,568	8	-12			
Nevada	3,745	13	-7	4,693	15	-5	5,429	16	-4			
Michigan	35,648	19	-1	39,791	20	0	46,760	23	3			
Minnesota	7,356	8	-12	7,863	8	-12	8,568	9	-11			
New Hampshire	675	3	-17	1,159	4	-16	1,071	4	-16			
Wyoming	998	9	-11	1,418	12	-8	1,107	10	-10			
Washington	14,471	14	-6	15,106	14	-6	16,567	15	-5			
Idaho	1,658	7	-13	1,775	7	-13	1,822	7	-13			
Massachusetts	21,831	14	-6	22,150	15	-5	23,447	15	-5			
California	130,830	23	3	156,298	27	7	104,492	18	-2			
Nebraska	5,205	12	-8	6,505	17	-3	5,013	13	-7			
Rhode Island	6,780	27	7	7,419	7	7	7,837	28	8			
Arizona	13,829	17	-3	14,717	17	-3	15,402	18	-2			
Mississippi	11,750	21	1	11,640	21	1	12,277	22	2			
Colorado	5,991	9	-11	6,154	9	-11	5,607	8	-12			
Tennessee	21,851	19	-1	21,339	18	-2	20,595	18	-2			
Florida	68,155	22	2	71,818	22	2	75,674	22	2			
Iowa	9,793	15	-5	10,095	15	-5	9,911	15	-5			
Utah	10,513	21	1	10,412	21	1	10,314	21	1			
North Carolina	25,818	18	-2	26,917	17	-3	28,318	17	-3			
Virginia	35,567	25	5	36,628	25	5	37,229	25	5			
Montana	1,801	11	-9	1,902	11	-9	1,877	11	-9			
South Carolina	22,711	26	6	23,442	26	6	23,136	24	4			
New Mexico	13,988	30	10	17,674	37	17	15,344	32	12			
Maine	4,025	13	-7	4,134	13	-7	4,190	13	-7			
Arkansas	7,266	14	-6	7,505	14	-6	7,421	14	-6			
South Dakota	888	7	-13	875	6	-14	896	6	-14			
Oklahoma	9,445	13	-7	9,300	12	-8	9,725	12	-8			
Kansas	6,107	12	-8	6,415	12	-8	6,624	12	-8			
Illinois	72,294	28	8	73,816	28	8	76,674	29	9			
Georgia	38,463	27	7	40,781	27	7	41,356	27	7			
Connecticut	11,569	17	-3	10,925	16	-4	10,768	16	-4			
Kentucky	11,725	16	-4	11,857	16	-4	11,530	15	-5			
Missouri	17,429	14	-6	16,326	13	-7	15,864	13	-7			
Pennsylvania	47,198	23	3	58,459	28	8	49,193	22	2			
North Dakota	511	4	-16	474	4	-16	463	4	-16			
Maryland	25,128	25	5	24,358	24	4	23,574	23	3			
New York	127,793	33	13	117,356	31	11	116,112	30	10			
New Jersey	40,978	21	1	38,268	19	-1	37,252	18	-2			
Wisconsin	17,594	17	-3	16,725	16	-4	16,016	14	-6			
Louisiana	29,398	34	14	27,509	32	12	26,747	30	10			
West Virginia	6,659	15	-5	5,897	13	-7	5,785	13	-7			
Texas	83,602	19	-1	81,593	18	-2	79,814	18	-2			
Alabama	12,743	14	-6	7,912	9	-11	8,764	10	-10			
District of Columbia	2,437	28	8	.	.	.	4,229	42	22			
Indiana	31,463	24	4	33,998	25	5	30,065	21	1			
Puerto Rico	10,701	22	2	10,427	20	0	10,627	18	-2			
Northern Marianas	7	2	-18	16	3	-17	329	60	40			
Bur. of Indian Affairs	547	9	-11	623	8	-12	576	7	-13			
Guam	538	28	8	646	32	12	596	29	9			
Virgin Islands	634	40	20	330	21	1	396	28	8			
American Samoa	53	10	-10	55	8	-12	58	9	-11			
National Baseline	1,111,878	20		1,148,564	20		1,130,601	20				

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8c. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	All disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	43,820	20	1	44,237	19	0	244
Delaware	3,238	21	2	3,268	20	1	126
Vermont	773	6	-13	867	7	-12	58
Hawaii	2,943	14	-5	6,455	30	11	49
Alaska	2,179	13	-6	2,198	13	-6	44
Oregon	6,011	8	-11	7,084	10	-9	38
Nevada	5,763	16	-3	6,241	16	-3	30
Michigan	46,870	23	4	47,907	23	4	22
Minnesota	9,060	9	-10	9,385	9	-10	21
New Hampshire	896	3	-16	909	3	-16	20
Wyoming	1,079	9	-10	1,077	10	-9	12
Washington	16,950	16	-3	17,152	16	-3	10
Idaho	1,783	7	-12	1,898	7	-12	8
Massachusetts	21,129	15	-4	21,717	15	-4	8
California	139,768	23	4	149,973	25	6	7
Nebraska	3,810	10	-9	5,150	13	-6	4
Rhode Island	8,006	27	8	8,272	28	9	4
Arizona	16,074	18	-1	16,636	18	-1	3
Mississippi	9,621	17	-2	12,294	22	3	3
Colorado	5,642	8	-11	6,620	9	-10	3
Tennessee	21,155	18	-1	21,780	19	0	2
Florida	77,441	22	3	79,407	22	3	2
Iowa	10,227	15	-4	10,323	15	-4	2
Utah	10,554	22	3	10,705	22	3	1
North Carolina	29,348	18	-1	30,186	18	-1	1
Virginia	37,901	25	6	38,460	25	6	-2
Montana	1,733	10	-9	1,816	10	-9	-2
South Carolina	25,753	26	7	24,403	25	6	-4
New Mexico	14,201	30	11	13,008	28	9	-6
Maine	4,047	13	-6	4,011	12	-7	-7
Arkansas	7,406	14	-5	7,380	13	-6	-8
South Dakota	845	6	-13	910	6	-13	-8
Oklahoma	9,727	12	-7	9,574	11	-8	-10
Kansas	6,624	12	-7	5,891	11	-8	-10
Illinois	73,704	27	8	70,724	25	6	-11
Georgia	43,041	27	8	39,874	24	5	-12
Connecticut	10,369	16	-3	9,703	15	-4	-12
Kentucky	11,233	14	-5	11,028	14	-5	-16
Missouri	15,870	12	-7	15,547	12	-7	-17
Pennsylvania	45,193	20	1	45,199	19	0	-17
North Dakota	449	4	-15	439	4	-15	-18
Maryland	21,699	21	2	20,411	20	1	-19
New York	110,653	29	10	104,347	27	8	-19
New Jersey	36,810	17	-2	35,945	17	-2	-22
Wisconsin	15,210	14	-5	14,564	13	-6	-24
Louisiana	25,385	28	9	23,184	26	7	-25
West Virginia	5,501	12	-7	4,990	11	-8	-26
Texas	61,570	14	-5	61,785	13	-6	-28
Alabama	8,474	10	-9	8,417	10	-9	-30
District of Columbia	1,558	14	-5	2,254	19	0	-32
Indiana	24,950	17	-2	23,791	16	-3	-33
Puerto Rico	10,508	18	-1	.	.	.	†
Northern Marianas	196	36	17	76	14	-5	757
Bur. of Indian Affairs	941	11	-8	932	12	-7	31
Guam	559	26	7	569	26	7	-7
Virgin Islands	738	49	30	528	35	16	-12
American Samoa	63	8	-11	63	7	-12	-28
National Baseline	1,127,051	19		1,121,564	19		-5

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8d. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private separate schools under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	All disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Oklahoma	361	0.5	-2.4	424	0.6	-2.3	478	0.6	-2.4
Maine	466	1.5	-1.4	507	1.6	-1.3	690	2.2	-0.8
Ohio	7,561	3.6	0.7	7,901	3.6	0.7	14,688	6.7	3.7
Virginia	2,401	1.7	-1.2	2,612	1.8	-1.1	3,171	2.1	-0.9
Florida	4,119	1.3	-1.6	4,022	1.2	-1.7	6,074	1.8	-1.2
New Hampshire	496	2.0	-0.9	620	2.4	-0.5	678	2.4	-0.6
Vermont	374	3.3	0.4	468	3.9	1.0	483	3.9	0.9
Indiana	619	0.5	-2.4	658	0.5	-2.4	804	0.6	-2.4
Hawaii	216	1.1	-1.8	202	1.0	-1.9	0	0.0	-3.0
Nebraska	586	1.4	-1.5	462	1.2	-1.7	635	1.6	-1.4
Mississippi	380	0.7	-2.2	488	0.9	-2.0	480	0.9	-2.1
Wisconsin	1,141	1.1	-1.8	1,255	1.2	-1.7	1,404	1.3	-1.7
Kentucky	565	0.8	-2.1	610	0.8	-2.1	665	0.9	-2.1
Rhode Island	801	3.2	0.3	863	3.2	0.3	1,033	3.7	0.7
South Dakota	171	1.3	-1.6	201	1.4	-1.5	237	1.7	-1.3
Alabama	1,180	1.3	-1.6	1,101	1.2	-1.7	1,071	1.2	-1.8
Arizona	1,491	1.9	-1.0	1,622	1.9	-1.0	1,754	2.0	-1.0
Washington	787	0.8	-2.1	808	0.8	-2.1	729	0.7	-2.3
Georgia	1,164	0.8	-2.1	1,442	1.0	-1.9	1,510	1.0	-2.0
Massachusetts	7,743	5.0	2.1	8,030	5.3	2.4	10,940	7.2	4.2
Maryland	6,392	6.3	3.4	6,353	6.2	3.3	6,775	6.7	3.7
Kansas	1,120	2.2	-0.7	1,200	2.3	-0.6	1,160	2.2	-0.8
Arkansas	558	1.1	-1.8	580	1.1	-1.8	487	0.9	-2.1
Connecticut	2,970	4.3	1.4	2,943	4.4	1.5	3,178	4.8	1.8
Iowa	1,526	2.3	-0.6	1,555	2.3	-0.6	1,647	2.5	-0.5
Tennessee	1,240	1.1	-1.8	1,412	1.2	-1.7	1,312	1.1	-1.9
Colorado	1,280	1.9	-1.0	1,137	1.7	-1.2	1,116	1.6	-1.4
District of Columbia	2,316	26.8	23.9	29	0.4	-2.5	2,957	29.2	26.2
Wyoming	69	0.6	-2.3	349	2.9	0.0	97	0.8	-2.2
North Dakota	63	0.5	-2.4	62	0.5	-2.4	59	0.5	-2.5
New Jersey	17,782	9.2	6.3	17,676	8.9	6.0	18,654	9.1	6.1
Illinois	14,462	5.7	2.8	14,505	5.6	2.7	14,921	5.6	2.6
Minnesota	4,107	4.3	1.4	4,125	4.3	1.4	4,015	4.1	1.1
Missouri	3,639	3.0	0.1	3,472	2.8	-0.1	3,622	2.9	-0.1
Alaska	266	1.7	-1.2	276	1.7	-1.2	279	1.7	-1.3
Delaware	633	4.3	1.4	534	3.6	0.7	683	4.5	1.5
Michigan	7,536	4.0	1.1	12,920	6.6	3.7	6,993	3.5	0.5
Texas	2,953	0.7	-2.2	3,249	0.7	-2.2	2,688	0.6	-2.4
New York	24,943	6.5	3.6	25,117	6.6	3.7	22,650	5.8	2.8
Pennsylvania	7,825	3.8	0.9	6,187	2.9	0.0	6,335	2.9	-0.1
Utah	1,994	4.0	1.1	1,474	3.0	0.1	1,593	3.3	0.3
North Carolina	2,247	1.5	-1.4	2,353	1.5	-1.4	2,240	1.4	-1.6
Montana	139	0.8	-2.1	241	1.4	-1.5	140	0.8	-2.2
Idaho	288	1.2	-1.7	221	0.9	-2.0	212	0.8	-2.2
Nevada	658	2.2	-0.7	739	2.3	-0.6	651	1.9	-1.1
California	15,771	2.8	-0.1	15,102	2.6	-0.3	15,839	2.7	-0.3
New Mexico	293	0.6	-2.3	250	0.5	-2.4	242	0.5	-2.5
South Carolina	854	1.0	-1.9	874	1.0	-1.9	974	1.0	-2.0
Louisiana	631	0.7	-2.2	655	0.8	-2.1	490	0.6	-2.4
West Virginia	115	0.3	-2.6	96	0.2	-2.7	61	0.1	-2.9
Oregon	1,638	2.5	-0.4	1,736	2.6	-0.3	1,682	2.4	-0.6
Puerto Rico	2,380	4.9	2.0	2,491	4.7	1.8	2,809	4.9	1.9
Bur. of Indian Affairs	29	0.5	-2.4	36	0.4	-2.5	13	0.2	-2.8
Guam	3	0.2	-2.7	4	0.2	-2.7	3	0.1	-2.9
American Samoa	.	.	.	1	0.2	-2.7	0	0.0	-3.0
Northern Marianas	0	0.0	-2.9	9	1.7	-1.2	4	0.7	-2.3
Virgin Islands	0	0.0	-2.9	0	0.0	-2.9	0	0.0	-3.0
National Baseline	161,342	2.9		164,259	2.9		174,105	3.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8d. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private separate schools under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	All disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Oklahoma	669	0.8	-2.1	873	1.0	-1.9	115
Maine	877	2.7	-0.2	832	2.5	-0.4	67
Ohio	13,985	6.4	3.5	13,278	5.8	2.9	62
Virginia	3,485	2.3	-0.6	3,883	2.5	-0.4	47
Florida	6,350	1.8	-1.1	6,860	1.9	-1.0	46
New Hampshire	721	2.6	-0.3	807	2.8	-0.1	45
Vermont	591	4.7	1.8	572	4.6	1.7	41
Indiana	866	0.6	-2.3	969	0.6	-2.3	38
Hawaii	123	0.6	-2.3	336	1.6	-1.3	38
Nebraska	696	1.8	-1.1	753	1.9	-1.0	36
Mississippi	356	0.6	-2.3	498	0.9	-2.0	29
Wisconsin	1,527	1.4	-1.5	1,532	1.4	-1.5	23
Kentucky	691	0.9	-2.0	759	0.9	-2.0	20
Rhode Island	1,159	4.0	1.1	1,123	3.8	0.9	19
South Dakota	222	1.5	-1.4	226	1.5	-1.4	19
Alabama	1,105	1.2	-1.7	1,273	1.5	-1.4	14
Arizona	2,275	2.5	-0.4	1,967	2.1	-0.8	13
Washington	715	0.7	-2.2	943	0.9	-2.0	11
Georgia	1,581	1.0	-1.9	1,504	0.9	-2.0	10
Massachusetts	7,817	5.7	2.8	7,752	5.5	2.6	9
Maryland	6,906	6.8	3.9	6,921	6.8	3.9	8
Kansas	1,303	2.4	-0.5	1,292	2.3	-0.6	8
Arkansas	619	1.1	-1.8	652	1.2	-1.7	6
Connecticut	3,127	4.7	1.8	3,010	4.5	1.6	6
Iowa	1,641	2.4	-0.5	1,613	2.4	-0.5	2
Tennessee	1,039	0.9	-2.0	1,227	1.1	-1.8	2
Colorado	1,335	1.9	-1.0	1,361	1.9	-1.0	-1
District of Columbia	3,405	31.6	28.7	3,098	26.6	23.7	-1
Wyoming	57	0.5	-2.4	65	0.6	-2.3	-2
North Dakota	52	0.4	-2.5	64	0.5	-2.4	-3
New Jersey	19,254	9.1	6.2	19,226	8.9	6.0	-4
Illinois	15,241	5.5	2.6	15,287	5.5	2.6	-4
Minnesota	4,405	4.4	1.5	4,141	4.1	1.2	-5
Missouri	3,543	2.7	-0.2	3,697	2.8	-0.1	-5
Alaska	293	1.8	-1.1	259	1.6	-1.3	-5
Delaware	625	4.1	1.2	648	4.1	1.2	-7
Michigan	7,450	3.6	0.7	7,271	3.5	0.6	-13
Texas	2,785	0.6	-2.3	2,603	0.6	-2.3	-14
New York	21,376	5.5	2.6	21,539	5.6	2.7	-15
Pennsylvania	7,648	3.4	0.5	7,647	3.2	0.3	-15
Utah	1,659	3.4	0.5	1,694	3.4	0.5	-15
North Carolina	2,218	1.3	-1.6	2,164	1.3	-1.6	-17
Montana	105	0.6	-2.3	117	0.7	-2.2	-18
Idaho	235	0.9	-2.0	245	1.0	-1.9	-20
Nevada	684	1.9	-1.0	675	1.8	-1.1	-20
California	11,723	2.0	-0.9	13,476	2.2	-0.7	-20
New Mexico	187	0.4	-2.5	217	0.5	-2.4	-25
South Carolina	566	0.6	-2.3	707	0.7	-2.2	-26
Louisiana	452	0.5	-2.4	489	0.5	-2.4	-26
West Virginia	74	0.2	-2.7	76	0.2	-2.7	-35
Oregon	1,793	2.5	-0.4	1,121	1.6	-1.3	-38
Puerto Rico	1,018	1.7	-1.2	.	.	.	†
Bur. of Indian Affairs	60	0.7	-2.2	46	0.6	-2.3	22
Guam	2	0.1	-2.8	0	0.0	-2.9	-100
American Samoa	0	0.0	-2.9	0	0.0	-2.9	†
Northern Marianas	1	0.2	-2.7	3	0.6	-2.3	†
Virgin Islands	0	0.0	-2.9	4	0.3	-2.6	†
National Baseline	168,692	2.9		169,395	2.9		-1

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8e. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

All disabilities									
State	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Michigan	269	0.1	-0.6	777	0.4	-0.3	732	0.4	-0.3
California	2,359	0.4	-0.3	2,779	0.5	-0.2	3,110	0.5	-0.2
District of Columbia	95	1.1	0.4	2,128	31.4	30.7	315	3.1	2.4
Texas	376	0.1	-0.6	343	0.1	-0.6	760	0.2	-0.5
New Jersey	353	0.2	-0.5	356	0.2	-0.5	557	0.3	-0.4
South Dakota	239	1.8	1.1	244	1.7	1.0	364	2.5	1.8
Wisconsin	417	0.4	-0.3	392	0.4	-0.3	482	0.4	-0.3
West Virginia	139	0.3	-0.4	139	0.3	-0.4	161	0.4	-0.3
Connecticut	833	1.2	0.5	892	1.3	0.6	1,027	1.5	0.8
Georgia	968	0.7	0.0	1,360	0.9	0.2	1,363	0.9	0.2
Hawaii	90	0.5	-0.2	99	0.5	-0.2	0	0.0	-0.7
Virginia	1,205	0.9	0.2	1,281	0.9	0.2	1,394	0.9	0.2
Montana	167	1.0	0.3	127	0.7	0.0	133	0.8	0.1
Massachusetts	1,573	1.0	0.3	1,561	1.0	0.3	1,906	1.3	0.6
Minnesota	1,059	1.1	0.4	1,134	1.2	0.5	1,234	1.3	0.6
Indiana	1,470	1.1	0.4	1,616	1.2	0.5	1,811	1.3	0.6
Nebraska	159	0.4	-0.3	171	0.4	-0.3	180	0.5	-0.2
North Dakota	123	1.0	0.3	135	1.1	0.4	167	1.3	0.6
New Mexico	371	0.8	0.1	410	0.9	0.2	372	0.8	0.1
Oklahoma	401	0.5	-0.2	407	0.5	-0.2	361	0.5	-0.2
Wyoming	158	1.4	0.7	175	1.5	0.8	217	1.9	1.2
Louisiana	1,057	1.2	0.5	1,311	1.5	0.8	1,151	1.3	0.6
Alabama	809	0.9	0.2	1,182	1.3	0.6	779	0.8	0.1
Colorado	1,156	1.7	1.0	1,237	1.8	1.1	1,296	1.8	1.1
Delaware	120	0.8	0.1	112	0.8	0.1	137	0.9	0.2
Mississippi	443	0.8	0.1	630	1.1	0.4	330	0.6	-0.1
Washington	275	0.3	-0.4	335	0.3	-0.4	314	0.3	-0.4
Kansas	275	0.5	-0.2	322	0.6	-0.1	385	0.7	0.0
Missouri	191	0.2	-0.5	141	0.1	-0.6	126	0.1	-0.6
Arkansas	576	1.1	0.4	567	1.1	0.4	498	0.9	0.2
Iowa	752	1.2	0.5	764	1.2	0.5	759	1.1	0.4
Ohio	1,052	0.5	-0.2	822	0.4	-0.3	1,397	0.6	-0.1
Oregon	568	0.9	0.2	526	0.8	0.1	781	1.1	0.4
Vermont	179	1.6	0.9	181	1.5	0.8	174	1.4	0.7
Rhode Island	422	1.7	1.0	490	1.8	1.1	456	1.6	0.9
Pennsylvania	1,843	0.9	0.2	1,274	0.6	-0.1	1,390	0.6	-0.1
New Hampshire	533	2.1	1.4	541	2.1	1.4	535	1.9	1.2
South Carolina	471	0.5	-0.2	365	0.4	-0.3	1,005	1.1	0.4
North Carolina	749	0.5	-0.2	770	0.5	-0.2	595	0.4	-0.3
Kentucky	768	1.1	0.4	791	1.0	0.3	749	1.0	0.3
Idaho	137	0.6	-0.1	117	0.5	-0.2	148	0.6	-0.1
Alaska	31	0.2	-0.5	26	0.2	-0.5	28	0.2	-0.5
New York	7,038	1.8	1.1	4,819	1.3	0.6	5,732	1.5	0.8
Tennessee	240	0.2	-0.5	201	0.2	-0.5	191	0.2	-0.5
Maine	305	1.0	0.3	311	1.0	0.3	233	0.7	0.0
Arizona	594	0.7	0.0	706	0.8	0.1	511	0.6	-0.1
Illinois	1,419	0.6	-0.1	1,288	0.5	-0.2	1,103	0.4	-0.3
Florida	1,427	0.5	-0.2	1,449	0.4	-0.3	889	0.3	-0.4
Maryland	1,001	1.0	0.3	1,052	1.0	0.3	1,019	1.0	0.3
Nevada	9	0.0	-0.7	16	0.0	-0.7	17	0.0	-0.7
Utah	45	0.1	-0.6	23	0.0	-0.7	.	.	.
Puerto Rico	81	0.2	-0.5	71	0.1	-0.6	114	0.2	-0.5
Virgin Islands	21	1.3	0.6	22	1.4	0.7	11	0.8	0.1
Bur. of Indian Affairs	34	0.6	-0.1	291	3.5	2.8	126	1.5	0.8
Guam	5	0.3	-0.4	3	0.1	-0.6	2	0.1	-0.6
Northern Marianas	2	0.5	-0.2	3	0.6	-0.1	1	0.2	-0.5
American Samoa	.	.	.	0	0.0	-0.7	0	0.0	-0.7
National Baseline	37,452	0.7		39,285	0.7		39,628	0.7	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-8e. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	All disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Michigan	808	0.4	-0.3	897	0.4	-0.3	202
California	6,967	1.2	0.5	7,262	1.2	0.5	186
District of Columbia	397	3.7	3.0	298	2.6	1.9	132
Texas	743	0.2	-0.5	750	0.2	-0.5	95
New Jersey	566	0.3	-0.4	659	0.3	-0.4	66
South Dakota	401	2.7	2.0	428	2.8	2.1	61
Wisconsin	458	0.4	-0.3	662	0.6	-0.1	45
West Virginia	152	0.3	-0.4	186	0.4	-0.3	33
Connecticut	1,034	1.6	0.9	1,042	1.6	0.9	31
Georgia	1,522	0.9	0.2	1,485	0.9	0.2	30
Hawaii	37	0.2	-0.5	132	0.6	-0.1	30
Virginia	1,351	0.9	0.2	1,570	1.0	0.3	19
Montana	192	1.1	0.4	197	1.1	0.4	15
Massachusetts	1,672	1.2	0.5	1,651	1.2	0.5	14
Minnesota	1,197	1.2	0.5	1,272	1.3	0.6	14
Indiana	1,915	1.3	0.6	1,870	1.2	0.5	13
Nebraska	143	0.4	-0.3	169	0.4	-0.3	12
North Dakota	137	1.1	0.4	142	1.1	0.4	11
New Mexico	374	0.8	0.1	407	0.9	0.2	10
Oklahoma	416	0.5	-0.2	472	0.6	-0.1	5
Wyoming	173	1.5	0.8	158	1.4	0.7	4
Louisiana	1,112	1.2	0.5	1,148	1.3	0.6	3
Alabama	824	0.9	0.2	790	0.9	0.2	3
Colorado	1,185	1.7	1.0	1,245	1.7	1.0	0
Delaware	137	0.9	0.2	128	0.8	0.1	-3
Mississippi	413	0.7	0.0	429	0.8	0.1	-5
Washington	375	0.3	-0.4	272	0.2	-0.5	-8
Kansas	318	0.6	-0.1	270	0.5	-0.2	-8
Missouri	132	0.1	-0.6	183	0.1	-0.6	-10
Arkansas	529	1.0	0.3	563	1.0	0.3	-11
Iowa	786	1.2	0.5	691	1.0	0.3	-11
Ohio	1,523	0.7	0.0	979	0.4	-0.3	-14
Oregon	799	1.1	0.4	530	0.7	0.0	-15
Vermont	188	1.5	0.8	164	1.3	0.6	-15
Rhode Island	360	1.2	0.5	410	1.4	0.7	-17
Pennsylvania	1,579	0.7	0.0	1,674	0.7	0.0	-21
New Hampshire	489	1.8	1.1	469	1.7	1.0	-22
South Carolina	662	0.7	0.0	409	0.4	-0.3	-22
North Carolina	587	0.4	-0.3	676	0.4	-0.3	-22
Kentucky	624	0.8	0.1	660	0.8	0.1	-23
Idaho	125	0.5	-0.2	110	0.4	-0.3	-24
Alaska	19	0.1	-0.6	24	0.1	-0.6	-24
New York	5,338	1.4	0.7	4,593	1.2	0.5	-36
Tennessee	359	0.3	-0.4	148	0.1	-0.6	-37
Maine	203	0.6	-0.1	202	0.6	-0.1	-38
Arizona	381	0.4	-0.3	386	0.4	-0.3	-44
Illinois	973	0.4	-0.3	862	0.3	-0.4	-45
Florida	908	0.3	-0.4	865	0.2	-0.5	-47
Maryland	512	0.5	-0.2	479	0.5	-0.2	-52
Nevada	5	0.0	-0.7	4	0.0	-0.7	-65
Utah	0	0.0	-0.7	0	0.0	-0.7	-100
Puerto Rico	53	0.1	-0.6	.	.	.	†
Virgin Islands	19	1.3	0.6	18	1.2	0.5	-9
Bur. of Indian Affairs	49	0.5	-0.2	20	0.2	-0.5	-55
Guam	0	0.0	-0.7	1	0.0	-0.7	-82
Northern Marianas	4	0.7	0.0	0	0.0	-0.7	-100
American Samoa	0	0.0	-0.7	0	0.0	-0.7	†
National Baseline	42,225	0.7		41,111	0.7		3

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8f. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	All disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
North Carolina	62	0.0	-0.5	659	0.4	-0.1	723	0.4	-0.1
Florida	887	0.3	-0.2	952	0.3	-0.2	1,830	0.5	0.0
Virginia	401	0.3	-0.2	573	0.4	-0.1	602	0.4	-0.1
Alaska	12	0.1	-0.4	20	0.1	-0.4	26	0.2	-0.3
South Carolina	365	0.4	-0.1	427	0.5	0.0	405	0.4	-0.1
Oklahoma	298	0.4	-0.1	330	0.4	-0.1	412	0.5	0.0
Idaho	49	0.2	-0.3	69	0.3	-0.2	63	0.2	-0.3
West Virginia	193	0.4	-0.1	224	0.5	0.0	237	0.5	0.0
Missouri	386	0.3	-0.2	501	0.4	-0.1	520	0.4	-0.1
Maine	129	0.4	-0.1	130	0.4	-0.1	185	0.6	0.1
Alabama	217	0.2	-0.3	262	0.3	-0.2	245	0.3	-0.2
New Hampshire	36	0.1	-0.4	63	0.2	-0.3	54	0.2	-0.3
New York	1,804	0.5	0.0	2,497	0.7	0.2	1,801	0.5	0.0
California	2,635	0.5	0.0	2,656	0.5	0.0	2,610	0.4	-0.1
Maryland	352	0.3	-0.2	286	0.3	-0.2	302	0.3	-0.2
Georgia	137	0.1	-0.4	170	0.1	-0.4	164	0.1	-0.4
Delaware	75	0.5	0.0	77	0.5	0.0	67	0.4	-0.1
Minnesota	211	0.2	-0.3	189	0.2	-0.3	190	0.2	-0.3
Indiana	572	0.4	-0.1	560	0.4	-0.1	597	0.4	-0.1
Washington	214	0.2	-0.3	227	0.2	-0.3	233	0.2	-0.3
Louisiana	621	0.7	0.2	649	0.7	0.2	667	0.8	0.3
Connecticut	114	0.2	-0.3	114	0.2	-0.3	96	0.1	-0.4
Kentucky	493	0.7	0.2	516	0.7	0.2	506	0.6	0.1
Utah	231	0.5	0.0	176	0.4	-0.1	225	0.5	0.0
Arkansas	185	0.4	-0.1	202	0.4	-0.1	188	0.4	-0.1
Arizona	189	0.2	-0.3	217	0.3	-0.2	208	0.2	-0.3
Nebraska	230	0.6	0.1	179	0.5	0.0	213	0.5	0.0
Nevada	68	0.2	-0.3	95	0.3	-0.2	101	0.3	-0.2
New Jersey	1,145	0.6	0.1	1,226	0.6	0.1	1,143	0.6	0.1
Rhode Island	196	0.8	0.3	234	0.9	0.4	197	0.7	0.2
South Dakota	19	0.1	-0.4	27	0.2	-0.3	17	0.1	-0.4
Pennsylvania	399	0.2	-0.3	340	0.2	-0.3	326	0.1	-0.4
Kansas	141	0.3	-0.2	112	0.2	-0.3	107	0.2	-0.3
Mississippi	382	0.7	0.2	348	0.6	0.1	335	0.6	0.1
Ohio	2,200	1.0	0.5	2,098	1.0	0.5	1,923	0.9	0.4
Montana	38	0.2	-0.3	30	0.2	-0.3	29	0.2	-0.3
Wisconsin	226	0.2	-0.3	246	0.2	-0.3	247	0.2	-0.3
Texas	4,703	1.0	0.5	4,454	1.0	0.5	4,246	0.9	0.4
North Dakota	23	0.2	-0.3	19	0.2	-0.3	16	0.1	-0.4
Colorado	415	0.6	0.1	404	0.6	0.1	316	0.4	-0.1
Iowa	134	0.2	-0.3	112	0.2	-0.3	131	0.2	-0.3
Wyoming	31	0.3	-0.2	30	0.3	-0.2	31	0.3	-0.2
Tennessee	1,583	1.3	0.8	1,329	1.1	0.6	1,306	1.1	0.6
Illinois	415	0.2	-0.3	353	0.1	-0.4	358	0.1	-0.4
New Mexico	291	0.6	0.1	316	0.7	0.2	277	0.6	0.1
Vermont	109	0.9	0.4	88	0.7	0.2	94	0.8	0.3
Oregon	222	0.3	-0.2	239	0.4	-0.1	234	0.3	-0.2
Michigan	554	0.3	-0.2	298	0.2	-0.3	290	0.1	-0.4
Hawaii	154	0.8	0.3	184	0.9	0.4	0	0.0	-0.5
Massachusetts	935	0.6	0.1	681	0.5	0.0	629	0.4	-0.1
District of Columbia	0	0.0	-0.5	41	0.6	0.1	10	0.1	-0.4
Puerto Rico	811	1.7	1.2	783	1.5	1.0	791	1.4	0.9
Bur. of Indian Affairs	8	0.1	-0.4	9	0.1	-0.4	32	0.4	-0.1
Virgin Islands	9	0.6	0.1	13	0.8	0.3	5	0.4	-0.1
Northern Marianas	4	0.9	0.4	2	0.4	-0.1	0	0.0	-0.5
American Samoa	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
National Baseline	26,317	0.5		27,037	0.5		26,562	0.5	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8f. Number, percentage and difference from national baseline of students ages 6 through 21 receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	All disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
North Carolina	798	0.5	0.1	768	0.5	0.0	966
Florida	1,936	0.6	0.2	2,194	0.6	0.1	117
Virginia	657	0.4	0.0	954	0.6	0.1	116
Alaska	31	0.2	-0.2	22	0.1	-0.4	79
South Carolina	190	0.2	-0.2	703	0.7	0.2	73
Oklahoma	407	0.5	0.1	573	0.7	0.2	71
Idaho	59	0.2	-0.2	87	0.3	-0.2	68
West Virginia	287	0.6	0.2	316	0.7	0.2	62
Missouri	521	0.4	0.0	554	0.4	-0.1	34
Maine	177	0.5	0.1	185	0.6	0.1	34
Alabama	263	0.3	-0.1	272	0.3	-0.2	32
New Hampshire	54	0.2	-0.2	53	0.2	-0.3	31
New York	1,823	0.5	0.1	2,359	0.6	0.1	29
California	3,119	0.5	0.1	3,397	0.6	0.1	20
Maryland	328	0.3	-0.1	401	0.4	-0.1	14
Georgia	165	0.1	-0.3	175	0.1	-0.4	9
Delaware	69	0.4	0.0	84	0.5	0.0	2
Minnesota	235	0.2	-0.2	227	0.2	-0.3	2
Indiana	660	0.5	0.1	649	0.4	-0.1	0
Washington	196	0.2	-0.2	229	0.2	-0.3	-0
Louisiana	674	0.8	0.4	641	0.7	0.2	-2
Connecticut	111	0.2	-0.2	107	0.2	-0.3	-2
Kentucky	610	0.8	0.4	541	0.7	0.2	-2
Utah	197	0.4	0.0	224	0.5	0.0	-3
Arkansas	180	0.3	-0.1	194	0.3	-0.2	-5
Arizona	229	0.3	-0.1	207	0.2	-0.3	-6
Nebraska	211	0.5	0.1	201	0.5	0.0	-8
Nevada	77	0.2	-0.2	79	0.2	-0.3	-9
New Jersey	1,100	0.5	0.1	1,163	0.5	0.0	-9
Rhode Island	206	0.7	0.3	208	0.7	0.2	-10
South Dakota	27	0.2	-0.2	19	0.1	-0.4	-10
Pennsylvania	398	0.2	-0.2	411	0.2	-0.3	-10
Kansas	128	0.2	-0.2	132	0.2	-0.3	-13
Mississippi	265	0.5	0.1	332	0.6	0.1	-14
Ohio	1,835	0.8	0.4	1,966	0.9	0.4	-17
Montana	28	0.2	-0.2	32	0.2	-0.3	-18
Wisconsin	257	0.2	-0.2	199	0.2	-0.3	-19
Texas	3,751	0.8	0.4	3,676	0.8	0.3	-24
North Dakota	20	0.2	-0.2	18	0.1	-0.4	-25
Colorado	312	0.4	0.0	332	0.5	0.0	-25
Iowa	123	0.2	-0.2	103	0.2	-0.3	-26
Wyoming	41	0.4	0.0	21	0.2	-0.3	-30
Tennessee	1,152	1.0	0.6	1,072	0.9	0.4	-30
Illinois	353	0.1	-0.3	312	0.1	-0.4	-32
New Mexico	213	0.5	0.1	171	0.4	-0.1	-41
Vermont	72	0.6	0.2	62	0.5	0.0	-47
Oregon	227	0.3	-0.1	128	0.2	-0.3	-47
Michigan	330	0.2	-0.2	310	0.1	-0.4	-49
Hawaii	42	0.2	-0.2	82	0.4	-0.1	-53
Massachusetts	210	0.2	-0.2	203	0.1	-0.4	-76
District of Columbia	0	0.0	-0.4	0	0.0	-0.5	†
Puerto Rico	463	0.8	0.4	.	.	.	†
Bur. of Indian Affairs	35	0.4	0.0	12	0.1	-0.4	15
Virgin Islands	4	0.3	-0.1	8	0.5	0.0	-6
Northern Marianas	0	0.0	-0.4	2	0.4	-0.1	-61
American Samoa	0	0.0	-0.4	0	0.0	-0.5	-100
Guam	0	0.0	-0.4	0	0.0	-0.5	†
National Baseline	25,856	0.4		27,370	0.5		-2

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8g. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Specific learning disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Texas	46,789	18	-25	49,004	19	-25	48,964	19	-25
Louisiana	7,217	19	-24	11,201	31	-13	13,025	36	-8
South Carolina	7,764	20	-23	7,304	18	-26	6,759	16	-28
Delaware	2,408	27	-16	2,587	29	-15	2,681	30	-14
Pennsylvania	32,201	29	-14	35,317	30	-14	44,997	36	-8
Kentucky	9,436	43	0	9,796	46	2	9,946	49	5
Illinois	32,496	25	-18	35,349	27	-17	33,984	25	-19
Wisconsin	16,927	35	-8	19,165	38	-6	20,891	40	-4
Maryland	21,678	47	4	22,288	49	5	21,853	49	5
New York	109,614	52	9	114,867	56	12	119,339	58	14
Hawaii	1,920	20	-23	2,117	20	-24	4,913	46	2
New Jersey	39,886	37	-6	43,428	39	-5	43,906	39	-5
Georgia	17,901	40	-3	17,048	36	-8	18,610	38	-6
Florida	59,478	39	-4	63,585	40	-4	66,779	41	-3
Missouri	32,600	50	7	33,703	51	7	34,367	52	8
Nevada	8,021	42	-1	9,043	44	0	9,947	46	2
West Virginia	8,509	43	0	8,564	44	0	8,212	43	-1
Maine	7,101	54	11	7,179	54	10	7,277	55	11
Montana	4,939	51	8	5,017	51	7	5,127	53	9
Arizona	20,369	43	0	22,033	45	1	22,991	45	1
North Carolina	43,383	68	25	45,291	68	24	47,497	68	24
Connecticut	21,327	62	19	20,219	62	18	18,769	61	17
Nebraska	9,981	59	16	9,486	58	14	9,775	61	17
Arkansas	8,621	38	-5	8,375	37	-7	8,342	37	-7
Kansas	13,510	61	18	13,880	60	16	14,038	60	16
Tennessee	24,228	42	-1	23,797	43	-1	23,030	42	-2
Indiana	32,460	57	14	32,136	55	11	33,702	57	13
Wyoming	3,146	52	9	3,065	50	6	2,926	51	7
California	165,694	49	6	161,283	47	3	202,876	59	15
Vermont	4,101	89	46	4,041	86	42	4,064	87	43
North Dakota	4,953	88	45	4,964	87	43	4,842	86	42
Colorado	25,781	77	34	26,144	77	33	25,868	76	32
New Hampshire	10,391	82	39	10,339	79	35	10,485	78	34
South Dakota	4,904	70	27	5,068	70	26	5,097	69	25
Mississippi	8,828	32	-11	9,048	33	-11	9,048	33	-11
Oregon	26,401	79	36	26,632	78	34	26,095	77	33
Alaska	5,433	58	15	5,247	58	14	5,230	57	13
Minnesota	28,370	72	29	27,533	70	26	27,152	70	26
Idaho	9,948	70	27	10,315	70	26	9,943	69	25
Oklahoma	20,147	48	5	20,101	46	2	20,188	45	1
Alabama	18,595	46	3	23,183	55	11	20,565	49	5
Rhode Island	7,175	49	6	7,568	48	4	7,381	47	3
Virginia	22,398	33	-10	21,821	32	-12	21,057	31	-13
Iowa	16,434	51	8	16,351	49	5	16,108	48	4
New Mexico	10,738	38	-5	6,682	23	-21	7,693	27	-17
Washington	25,210	51	8	25,032	50	6	23,667	47	3
Utah	11,980	42	-1	11,992	42	-2	10,772	39	-5
Michigan	41,515	46	3	37,371	41	-3	36,482	39	-5
Massachusetts	18,788	20	-23	15,808	17	-27	20,585	23	-21
Ohio	68,455	84	41	70,437	84	40	39,503	46	2
District of Columbia	972	23	-20	1,065	29	-15	139	3	-41
Puerto Rico	14,922	62	19	18,714	69	25	15,723	50	6
American Samoa	232	59	16	261	50	6	341	65	21
Bur. of Indian Affairs	1,919	54	11	2,584	55	11	2,932	59	15
Guam	441	30	-13	336	22	-22	381	25	-19
Virgin Islands	229	35	-8	209	37	-7	205	36	-8
Northern Marianas	261	88	45	263	76	32	93	25	-19
National Baseline	1,219,125	43		1,245,236	44		1,277,162	44	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8g. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Specific learning disabilities							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Texas	134,173	53	6	127,027	50	3	185
Louisiana	13,959	39	-8	14,553	41	-6	113
South Carolina	12,665	28	-19	16,437	36	-11	79
Delaware	2,934	33	-14	3,377	38	-9	42
Pennsylvania	50,369	40	-7	54,092	41	-6	41
Kentucky	11,543	59	12	11,370	60	13	39
Illinois	42,697	31	-16	48,134	35	-12	37
Wisconsin	21,585	41	-6	20,992	42	-5	20
Maryland	22,650	52	5	23,431	56	9	19
New York	118,589	60	13	116,467	61	14	18
Hawaii	1,047	10	-37	2,457	23	-24	16
New Jersey	45,890	42	-5	46,203	43	-4	16
Georgia	18,668	37	-10	22,840	45	-2	13
Florida	71,890	42	-5	76,521	43	-4	10
Missouri	35,235	53	6	34,705	54	7	8
Nevada	10,319	46	-1	10,639	45	-2	6
West Virginia	8,222	44	-3	8,269	45	-2	5
Maine	7,383	57	10	7,173	56	9	4
Montana	5,198	54	7	5,111	53	6	3
Arizona	23,738	45	-2	23,589	44	-3	2
North Carolina	48,765	68	21	48,572	69	22	1
Connecticut	18,168	62	15	17,535	62	15	1
Nebraska	10,644	67	20	9,182	59	12	-0
Arkansas	8,595	38	-9	8,624	38	-9	-1
Kansas	14,015	59	12	14,435	60	13	-1
Tennessee	21,878	41	-6	21,848	42	-5	-1
Indiana	33,890	56	9	35,157	56	9	-2
Wyoming	2,874	52	5	2,742	51	4	-2
California	171,032	50	3	161,721	47	0	-3
Vermont	4,015	86	39	3,855	86	39	-3
North Dakota	4,597	86	39	4,485	86	39	-3
Colorado	25,208	75	28	24,295	74	27	-3
New Hampshire	10,496	80	33	10,672	80	33	-3
South Dakota	5,045	68	21	5,057	68	21	-3
Mississippi	10,643	39	-8	8,708	31	-16	-3
Oregon	25,550	76	29	25,283	76	29	-4
Alaska	5,130	56	9	4,937	55	8	-5
Minnesota	26,256	69	22	25,164	67	20	-7
Idaho	9,542	69	22	8,791	65	18	-7
Oklahoma	20,358	45	-2	20,341	44	-3	-9
Alabama	18,288	44	-3	16,648	41	-6	-10
Rhode Island	6,984	45	-2	6,779	44	-3	-10
Virginia	20,720	30	-17	20,610	29	-18	-11
Iowa	15,665	46	-1	16,607	45	-2	-12
New Mexico	8,042	29	-18	8,858	33	-14	-13
Washington	23,419	46	-1	22,291	45	-2	-13
Utah	10,646	38	-9	10,114	36	-11	-13
Michigan	36,210	38	-9	36,927	38	-9	-17
Massachusetts	11,957	15	-32	11,614	15	-32	-25
Ohio	40,684	47	0	42,786	47	0	-44
District of Columbia	98	2	-45	672	12	-35	-48
Puerto Rico	26,565	82	35	.	.	.	†
American Samoa	456	75	28	634	88	41	49
Bur. of Indian Affairs	2,659	48	1	2,542	51	4	-5
Guam	426	26	-21	443	28	-19	-9
Virgin Islands	199	30	-17	190	29	-18	-18
Northern Marianas	122	38	-9	227	62	15	-29
National Baseline	1,358,595	47		1,332,733	47		8

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8h. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Specific learning disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	10,954	13	-27	11,053	13	-27	37,893	44	4
District of Columbia	1,730	41	1	2,080	56	16	1,527	30	-10
Indiana	14,726	26	-14	15,667	27	-13	17,109	29	-11
North Dakota	609	11	-29	674	12	-28	728	13	-27
Rhode Island	3,446	23	-17	3,623	23	-17	3,708	24	-16
Idaho	3,881	27	-13	4,141	28	-12	4,151	29	-11
New Hampshire	1,802	14	-26	2,137	16	-24	2,364	18	-22
Oregon	5,758	17	-23	6,153	18	-22	6,647	20	-20
New Mexico	9,863	35	-5	11,582	40	0	11,500	41	1
Minnesota	9,777	25	-15	10,040	26	-14	10,120	26	-14
Vermont	372	8	-32	496	11	-29	409	9	-31
Michigan	33,131	37	-3	36,761	40	0	39,704	42	2
Washington	20,219	41	1	21,358	42	2	22,708	45	5
Colorado	6,257	19	-21	6,385	19	-21	6,649	19	-21
Utah	12,199	42	2	12,385	43	3	12,682	45	5
New Jersey	39,262	36	-4	41,627	38	-2	44,594	40	0
Alabama	20,211	50	10	16,957	41	1	19,679	47	7
Connecticut	8,445	25	-15	8,029	25	-15	7,799	25	-15
Oklahoma	19,295	46	6	21,000	48	8	21,777	49	9
Massachusetts	65,669	70	30	66,045	72	32	59,435	65	25
South Dakota	1,961	28	-12	2,056	28	-12	2,161	29	-11
Iowa	12,783	40	0	13,378	40	0	13,878	41	1
Virginia	32,585	48	8	34,193	49	9	34,423	50	10
New York	32,371	15	-25	31,640	15	-25	30,116	15	-25
Wyoming	2,629	44	4	2,480	41	1	2,565	45	5
Kansas	7,437	33	-7	7,489	32	-8	7,813	33	-7
West Virginia	9,725	49	9	9,776	50	10	9,627	51	11
Arkansas	12,328	55	15	12,769	56	16	12,797	57	17
Mississippi	13,035	47	7	12,337	45	5	12,140	45	5
California	99,470	29	-11	95,821	28	-12	84,018	24	-16
Tennessee	26,727	46	6	25,528	46	6	25,430	47	7
Alaska	3,515	37	-3	3,349	37	-3	3,352	36	-4
Arizona	21,424	46	6	21,925	44	4	22,391	44	4
North Carolina	16,531	26	-14	17,662	26	-14	18,168	26	-14
Montana	4,125	43	3	4,107	42	2	4,026	41	1
Maine	5,321	41	1	5,395	41	1	5,148	39	-1
Nebraska	5,999	36	-4	5,256	32	-8	5,205	32	-8
Missouri	26,378	41	1	26,767	41	1	26,506	40	0
Maryland	14,051	31	-9	13,619	30	-10	13,630	31	-9
Wisconsin	28,233	58	18	28,721	56	16	28,551	54	14
Georgia	20,815	46	6	23,026	49	9	22,817	47	7
Florida	64,507	43	3	65,749	41	1	67,006	41	1
Illinois	60,389	47	7	60,039	46	6	63,256	47	7
Pennsylvania	58,254	52	12	51,545	44	4	54,618	44	4
Nevada	9,259	49	9	8,901	44	4	8,983	41	1
Hawaii	6,152	65	25	6,945	66	26	4,525	42	2
Louisiana	18,250	48	8	14,414	39	-1	12,801	36	-4
South Carolina	23,979	62	22	25,999	63	23	28,902	67	27
Kentucky	10,224	47	7	9,455	45	5	8,955	44	4
Delaware	5,987	66	26	5,468	61	21	4,861	54	14
Texas	181,895	69	29	179,840	69	29	178,289	69	29
Puerto Rico	5,946	25	-15	5,253	19	-21	11,906	38	-2
Northern Marianas	37	12	-28	75	22	-18	16	4	-36
Guam	560	39	-1	661	44	4	679	44	4
Bur. of Indian Affairs	1,325	37	-3	1,716	37	-3	1,797	36	-4
Virgin Islands	409	63	23	281	50	10	258	45	5
American Samoa	164	41	1	260	50	10	180	35	-5
National Baseline	1,132,386	40		1,132,088	40		1,162,977	40	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8h. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Specific learning disabilities							% Change 1998 to 2002 ^c
State	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	35,450	41	3	37,504	41	2	208
District of Columbia	3,503	68	30	3,387	61	22	47
Indiana	20,626	34	-4	22,198	36	-3	37
North Dakota	716	13	-25	703	13	-26	23
Rhode Island	4,151	27	-11	4,301	28	-11	19
Idaho	4,013	29	-9	4,367	33	-6	19
New Hampshire	2,250	17	-21	2,266	17	-22	18
Oregon	6,764	20	-18	6,751	20	-19	18
New Mexico	11,774	42	4	10,920	41	2	17
Minnesota	10,139	27	-11	10,759	29	-10	16
Vermont	410	9	-29	415	9	-30	15
Michigan	40,616	43	5	40,662	42	3	15
Washington	22,911	45	7	23,503	47	8	15
Colorado	6,931	21	-17	6,954	21	-18	14
Utah	12,746	46	8	13,376	48	9	13
New Jersey	43,080	40	2	43,794	40	1	12
Alabama	20,931	51	13	21,696	54	15	8
Connecticut	7,697	26	-12	7,457	27	-12	8
Oklahoma	22,311	49	11	23,006	50	11	7
Massachusetts	60,533	75	37	57,887	74	35	6
South Dakota	2,256	30	-8	2,211	30	-9	6
Iowa	14,012	41	3	15,342	41	2	5
Virginia	34,770	50	12	35,115	50	11	4
New York	29,857	15	-23	30,397	16	-23	4
Wyoming	2,504	45	7	2,430	45	6	4
Kansas	7,938	34	-4	8,291	34	-5	3
West Virginia	9,358	50	12	9,245	50	11	3
Arkansas	12,681	56	18	12,755	56	17	2
Mississippi	14,539	53	15	13,645	48	9	2
California	95,945	28	-10	101,714	30	-9	2
Tennessee	25,290	48	10	24,688	47	8	1
Alaska	3,369	37	-1	3,307	37	-2	-1
Arizona	23,263	44	6	23,844	45	6	-2
North Carolina	18,100	25	-13	17,862	25	-14	-3
Montana	3,970	41	3	3,960	41	2	-4
Maine	4,980	38	0	4,962	39	0	-4
Nebraska	4,207	27	-11	5,290	34	-5	-4
Missouri	26,534	40	2	24,292	38	-1	-6
Maryland	13,128	30	-8	11,828	28	-11	-8
Wisconsin	27,436	53	15	26,477	53	14	-9
Georgia	23,096	46	8	21,258	42	3	-10
Florida	67,239	39	1	67,657	38	-1	-10
Illinois	60,670	44	6	58,664	42	3	-10
Pennsylvania	57,235	45	7	60,389	45	6	-13
Nevada	9,458	42	4	9,983	42	3	-13
Hawaii	8,459	79	41	5,313	51	12	-22
Louisiana	12,791	35	-3	13,207	37	-2	-24
South Carolina	23,997	53	15	20,840	45	6	-26
Kentucky	6,738	34	-4	6,186	33	-6	-30
Delaware	4,277	48	10	4,008	45	6	-32
Texas	101,288	40	2	106,489	42	3	-39
Puerto Rico	2,679	8	-30	.	.	.	†
Northern Marianas	93	29	-9	94	26	-13	107
Guam	759	47	9	721	45	6	16
Bur. of Indian Affairs	2,346	42	4	1,998	40	1	8
Virgin Islands	185	28	-10	276	42	3	-33
American Samoa	153	25	-13	90	12	-27	-70
National Baseline	1,093,152	38		1,096,734	39		-4

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8i. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Specific learning disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	1,502	2	-13	1,556	2	-14	6,010	7	-7
Delaware	470	5	-10	774	9	-7	1,263	14	0
Vermont	53	1	-14	86	2	-14	86	2	-12
Hawaii	1,327	14	-1	1,430	14	-2	1,284	12	-2
Alaska	370	4	-11	458	5	-11	535	6	-8
Nevada	1,636	9	-6	2,297	11	-5	2,719	13	-1
Minnesota	884	2	-13	971	2	-14	1,037	3	-11
Iowa	2,697	8	-7	2,894	9	-7	3,162	9	-5
North Dakota	24	0	-15	16	0	-16	20	0	-14
Nebraska	782	5	-10	1,444	9	-7	991	6	-8
Oregon	639	2	-13	647	2	-14	686	2	-12
Michigan	14,609	16	1	16,029	17	1	17,966	19	5
Oklahoma	2,027	5	-10	2,094	5	-11	2,349	5	-9
South Dakota	99	1	-14	102	1	-15	91	1	-13
Washington	3,588	7	-8	3,848	8	-8	4,166	8	-6
Virginia	12,151	18	3	12,653	18	2	12,847	19	5
California	70,857	21	6	85,162	25	9	53,778	16	2
Florida	26,290	17	2	28,287	18	2	29,858	18	4
South Carolina	7,022	18	3	7,507	18	2	7,199	17	3
Rhode Island	3,920	27	12	4,359	28	12	4,337	28	14
North Carolina	3,620	6	-9	3,701	6	-10	3,966	6	-8
Mississippi	5,854	21	6	5,761	21	5	5,920	22	8
Alabama	1,845	5	-10	1,331	3	-13	1,630	4	-10
Tennessee	6,095	11	-4	5,939	11	-5	5,468	10	-4
Arizona	4,927	11	-4	5,198	11	-5	5,337	10	-4
Massachusetts	8,199	9	-6	8,318	9	-7	8,803	10	-4
New Hampshire	225	2	-13	345	3	-13	295	2	-12
Utah	4,428	15	0	4,245	15	-1	4,295	15	1
Montana	486	5	-10	565	6	-10	533	5	-9
Colorado	1,195	4	-11	1,195	3	-13	1,242	4	-10
New Mexico	7,689	27	12	10,235	36	20	8,959	32	18
Georgia	6,268	14	-1	6,766	14	-2	7,020	14	0
Kansas	1,246	6	-9	1,629	7	-9	1,484	6	-8
Wyoming	202	3	-12	360	6	-10	202	4	-10
Idaho	242	2	-13	255	2	-14	286	2	-12
Illinois	34,000	27	12	34,181	26	10	35,777	27	13
Missouri	5,448	8	-7	4,731	7	-9	4,465	7	-7
Connecticut	3,942	11	-4	3,584	11	-5	3,376	11	-3
District of Columbia	733	18	3	.	.	.	2,744	54	40
Arkansas	1,342	6	-9	1,367	6	-10	1,230	5	-9
Wisconsin	3,357	7	-8	2,957	6	-10	2,899	6	-8
Maine	631	5	-10	580	4	-12	599	5	-9
Pennsylvania	20,551	18	3	29,037	25	9	22,491	18	4
Kentucky	1,877	9	-6	1,679	8	-8	1,376	7	-7
Maryland	9,587	21	6	8,992	20	4	8,325	19	5
New York	64,317	31	16	56,100	27	11	52,763	26	12
Louisiana	11,883	32	17	10,388	28	12	9,691	27	13
New Jersey	26,069	24	9	21,624	20	4	19,786	18	4
Texas	34,817	13	-2	32,414	12	-4	30,271	12	-2
West Virginia	1,586	8	-7	1,116	6	-10	1,064	6	-8
Indiana	9,068	16	1	10,052	17	1	7,999	13	-1
Puerto Rico	2,621	11	-4	2,657	10	-6	2,963	9	-5
Virgin Islands	8	1	-14	67	12	-4	109	19	5
Bur. of Indian Affairs	333	9	-6	297	6	-10	226	5	-9
Guam	447	31	16	521	34	18	484	31	17
American Samoa	0	0	-15	0	0	-16	0	0	-14
Northern Marianas	0	0	-15	4	1	-15	266	71	57
National Baseline	436,085	15		450,805	16		414,728	14	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8i. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Specific learning disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	7,774	9	-5	7,909	9	-4	373
Delaware	1,503	17	3	1,385	15	2	198
Vermont	100	2	-12	105	2	-11	104
Hawaii	1,156	11	-3	2,620	25	12	79
Alaska	578	6	-8	605	7	-6	72
Nevada	2,804	12	-2	2,986	13	0	46
Minnesota	1,101	3	-11	1,176	3	-10	40
Iowa	3,504	10	-4	4,336	12	-1	40
North Dakota	24	0	-14	31	1	-12	38
Nebraska	823	5	-9	962	6	-7	33
Oregon	677	2	-12	844	3	-10	32
Michigan	17,862	19	5	18,251	19	6	17
Oklahoma	2,387	5	-9	2,489	5	-8	11
South Dakota	93	1	-13	113	2	-11	7
Washington	4,113	8	-6	3,881	8	-5	7
Virginia	13,258	19	5	13,223	19	6	5
California	71,559	21	7	72,476	21	8	2
Florida	30,596	18	4	31,200	18	5	2
South Carolina	8,612	19	5	8,441	18	5	2
Rhode Island	4,241	27	13	4,148	27	14	1
North Carolina	4,109	6	-8	4,050	6	-7	1
Mississippi	2,259	8	-6	6,019	21	8	1
Alabama	1,735	4	-10	1,829	5	-8	0
Tennessee	5,562	10	-4	5,547	11	-2	-0
Arizona	5,316	10	-4	5,565	10	-3	-1
Massachusetts	6,766	8	-6	6,706	9	-4	-1
New Hampshire	230	2	-12	234	2	-11	-2
Utah	4,205	15	1	4,192	15	2	-2
Montana	448	5	-9	473	5	-8	-3
Colorado	1,088	3	-11	1,124	3	-10	-3
New Mexico	7,960	28	14	6,952	26	13	-4
Georgia	7,900	16	2	6,558	13	0	-7
Kansas	1,540	7	-7	1,210	5	-8	-10
Wyoming	160	3	-11	152	3	-10	-15
Idaho	226	2	-12	194	1	-12	-16
Illinois	32,683	24	10	30,794	22	9	-17
Missouri	4,578	7	-7	4,374	7	-6	-18
Connecticut	3,093	10	-4	2,594	9	-4	-20
District of Columbia	774	15	1	781	14	1	-20
Arkansas	1,173	5	-9	1,081	5	-8	-20
Wisconsin	2,749	5	-9	2,598	5	-8	-25
Maine	522	4	-10	452	4	-9	-26
Pennsylvania	18,144	14	0	17,597	13	0	-28
Kentucky	1,244	6	-8	1,148	6	-7	-30
Maryland	7,021	16	2	6,081	15	2	-30
New York	46,545	24	10	40,110	21	8	-31
Louisiana	8,851	25	11	7,527	21	8	-33
New Jersey	17,489	16	2	16,258	15	2	-37
Texas	18,649	7	-7	17,544	7	-6	-47
West Virginia	932	5	-9	772	4	-9	-47
Indiana	5,723	9	-5	4,501	7	-6	-55
Puerto Rico	3,019	9	-5	.	.	.	†
Virgin Islands	277	42	28	181	28	15	2142
Bur. of Indian Affairs	530	10	-4	426	8	-5	-9
Guam	439	27	13	444	28	15	-10
American Samoa	0	0	-14	0	0	-13	†
Northern Marianas	107	33	19	44	12	-1	†
National Baseline	396,811	14		383,293	13		-13

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8j. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Specific learning disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	99	0.1	-0.5	117	0.1	-0.6	1,652	1.9	1.2
Maine	17	0.1	-0.5	45	0.3	-0.4	68	0.5	-0.2
Indiana	33	0.1	-0.5	34	0.1	-0.6	105	0.2	-0.5
Kansas	49	0.2	-0.4	181	0.8	0.1	85	0.4	-0.3
Arkansas	40	0.2	-0.4	54	0.2	-0.5	48	0.2	-0.5
Virginia	178	0.3	-0.3	211	0.3	-0.4	255	0.4	-0.3
Pennsylvania	343	0.3	-0.3	589	0.5	-0.2	821	0.7	0.0
Alabama	52	0.1	-0.5	98	0.2	-0.5	81	0.2	-0.5
Wisconsin	107	0.2	-0.4	141	0.3	-0.4	158	0.3	-0.4
Iowa	224	0.7	0.1	305	0.9	0.2	370	1.1	0.4
Alaska	42	0.4	-0.2	47	0.5	-0.2	56	0.6	-0.1
South Dakota	18	0.3	-0.3	20	0.3	-0.4	32	0.4	-0.3
Kentucky	57	0.3	-0.3	57	0.3	-0.4	65	0.3	-0.4
New Hampshire	103	0.8	0.2	124	1.0	0.3	141	1.1	0.4
Oklahoma	112	0.3	-0.3	143	0.3	-0.4	154	0.3	-0.4
Washington	106	0.2	-0.4	135	0.3	-0.4	145	0.3	-0.4
Massachusetts	1,138	1.2	0.6	1,180	1.3	0.6	1,668	1.8	1.1
Utah	135	0.5	-0.1	147	0.5	-0.2	171	0.6	-0.1
Vermont	55	1.2	0.6	71	1.5	0.8	66	1.4	0.7
Georgia	12	0.0	-0.6	27	0.1	-0.6	15	0.0	-0.7
Wyoming	11	0.2	-0.4	178	2.9	2.2	17	0.3	-0.4
Montana	22	0.2	-0.4	85	0.9	0.2	22	0.2	-0.5
Nebraska	42	0.2	-0.4	39	0.2	-0.5	38	0.2	-0.5
Illinois	811	0.6	0.0	816	0.6	-0.1	873	0.7	0.0
Mississippi	45	0.2	-0.4	132	0.5	-0.2	41	0.2	-0.5
South Carolina	40	0.1	-0.5	29	0.1	-0.6	63	0.1	-0.6
Idaho	45	0.3	-0.3	49	0.3	-0.4	39	0.3	-0.4
Tennessee	103	0.2	-0.4	150	0.3	-0.4	120	0.2	-0.5
Arizona	122	0.3	-0.3	168	0.3	-0.4	209	0.4	-0.3
Missouri	212	0.3	-0.3	220	0.3	-0.4	254	0.4	-0.3
Delaware	157	1.7	1.1	143	1.6	0.9	200	2.2	1.5
Colorado	176	0.5	-0.1	132	0.4	-0.3	113	0.3	-0.4
New Mexico	87	0.3	-0.3	70	0.2	-0.5	75	0.3	-0.4
Florida	662	0.4	-0.2	576	0.4	-0.3	467	0.3	-0.4
Maryland	391	0.9	0.3	363	0.8	0.1	389	0.9	0.2
Hawaii	38	0.4	-0.2	32	0.3	-0.4	0	0.0	-0.7
Connecticut	468	1.4	0.8	448	1.4	0.7	517	1.7	1.0
Minnesota	437	1.1	0.5	413	1.1	0.4	329	0.8	0.1
New York	2,744	1.3	0.7	2,631	1.3	0.6	2,074	1.0	0.3
Rhode Island	136	0.9	0.3	149	0.9	0.2	148	0.9	0.2
Texas	345	0.1	-0.5	313	0.1	-0.6	307	0.1	-0.6
District of Columbia	733	17.5	16.9	7	0.2	-0.5	695	13.6	12.9
California	2,736	0.8	0.2	2,629	0.8	0.1	2,552	0.7	0.0
North Carolina	84	0.1	-0.5	81	0.1	-0.6	76	0.1	-0.6
Nevada	29	0.2	-0.4	80	0.4	-0.3	24	0.1	-0.6
Oregon	343	1.0	0.4	372	1.1	0.4	345	1.0	0.3
North Dakota	10	0.2	-0.4	12	0.2	-0.5	10	0.2	-0.5
New Jersey	3,062	2.8	2.2	3,007	2.7	2.0	2,632	2.4	1.7
Michigan	576	0.6	0.0	1,765	1.9	1.2	206	0.2	-0.5
Louisiana	24	0.1	-0.5	28	0.1	-0.6	10	0.0	-0.7
West Virginia	4	0.0	-0.6	3	0.0	-0.7	4	0.0	-0.7
Puerto Rico	545	2.3	1.7	651	2.4	1.7	643	2.1	1.4
Bur. of Indian Affairs	1	0.0	-0.6	2	0.0	-0.7	4	0.1	-0.6
Guam	1	0.1	-0.5	0	0.0	-0.7	0	0.0	-0.7
American Samoa	.	.	.	0	0.0	-0.7	0	0.0	-0.7
Northern Marianas	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	-0.7	0	0.0	-0.7
National Baseline	18,162	0.6		19,501	0.7		19,652	0.7	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8j. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Specific learning disabilities							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	2,089	2.4	1.8	2,045	2.3	1.7	1757
Maine	111	0.9	0.3	93	0.7	0.1	462
Indiana	102	0.2	-0.4	119	0.2	-0.4	227
Kansas	92	0.4	-0.2	130	0.5	-0.1	145
Arkansas	80	0.4	-0.2	85	0.4	-0.2	110
Virginia	320	0.5	-0.1	377	0.5	-0.1	105
Pennsylvania	767	0.6	0.0	836	0.6	0.0	104
Alabama	74	0.2	-0.4	105	0.3	-0.3	104
Wisconsin	190	0.4	-0.2	224	0.4	-0.2	102
Iowa	427	1.3	0.7	514	1.4	0.2	100
Alaska	65	0.7	0.1	75	0.8	0.2	87
South Dakota	27	0.4	-0.2	35	0.5	-0.1	82
Kentucky	50	0.3	-0.3	81	0.4	-0.2	64
New Hampshire	136	1.0	0.4	163	1.2	0.6	49
Oklahoma	181	0.4	-0.2	181	0.4	-0.2	45
Washington	100	0.2	-0.4	156	0.3	-0.3	45
Massachusetts	1,304	1.6	1.0	1,354	1.7	1.1	44
Utah	208	0.7	0.1	183	0.7	0.1	40
Vermont	84	1.8	1.2	73	1.6	1.0	37
Georgia	21	0.0	-0.6	18	0.0	-0.6	33
Wyoming	7	0.1	-0.5	13	0.2	-0.4	33
Montana	27	0.3	-0.3	29	0.3	-0.3	32
Nebraska	62	0.4	-0.2	51	0.3	-0.3	32
Illinois	982	0.7	0.1	1,070	0.8	0.2	22
Mississippi	33	0.1	-0.5	54	0.2	-0.4	17
South Carolina	71	0.2	-0.4	54	0.1	-0.5	14
Idaho	39	0.3	-0.3	48	0.4	-0.2	12
Tennessee	126	0.2	-0.4	102	0.2	-0.4	9
Arizona	164	0.3	-0.3	150	0.3	-0.3	8
Missouri	213	0.3	-0.3	223	0.3	-0.3	7
Delaware	182	2.0	1.4	166	1.8	1.2	7
Colorado	171	0.5	-0.1	180	0.5	-0.1	5
New Mexico	63	0.2	-0.4	85	0.3	-0.3	3
Florida	571	0.3	-0.3	764	0.4	-0.2	-1
Maryland	390	0.9	0.3	343	0.8	0.2	-4
Hawaii	13	0.1	-0.5	40	0.4	-0.2	-4
Connecticut	398	1.3	0.7	346	1.2	0.6	-10
Minnesota	473	1.2	0.6	352	0.9	0.3	-15
New York	2,032	1.0	0.4	2,091	1.1	0.5	-16
Rhode Island	123	0.8	0.2	113	0.7	0.1	-21
Texas	263	0.1	-0.5	238	0.1	-0.5	-28
District of Columbia	729	14.1	13.5	682	12.2	11.6	-30
California	2,074	0.6	0.0	1,902	0.6	0.0	-31
North Carolina	78	0.1	-0.5	64	0.1	-0.5	-31
Nevada	28	0.1	-0.5	24	0.1	-0.5	-34
Oregon	392	1.2	0.6	224	0.7	0.1	-35
North Dakota	2	0.0	-0.6	6	0.1	-0.5	-36
New Jersey	1,870	1.7	1.1	1,834	1.7	1.1	-40
Michigan	251	0.3	-0.3	191	0.2	-0.4	-69
Louisiana	3	0.0	-0.6	7	0.0	-0.6	-69
West Virginia	5	0.0	-0.6	1	0.0	-0.6	-73
Puerto Rico	213	0.7	0.1	.	.	.	†
Bur. of Indian Affairs	20	0.4	-0.2	32	0.6	0.0	2186
Guam	1	0.1	-0.5	0	0.0	-0.6	-100
American Samoa	0	0.0	-0.6	0	0.0	-0.6	†
Northern Marianas	1	0.3	-0.3	0	0.0	-0.6	†
Virgin Islands	0	0.0	-0.6	1	0.2	-0.4	†
National Baseline	18,498	0.6		18,327	0.6		-0

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8k. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Specific learning disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
California	151	0.0	-0.1	260	0.1	-0.1	354	0.1	-0.1
Arizona	14	0.0	-0.1	61	0.1	-0.1	86	0.2	0.0
Missouri	6	0.0	-0.1	14	0.0	-0.2	5	0.0	-0.2
Michigan	29	0.0	-0.1	129	0.1	-0.1	119	0.1	-0.1
Wisconsin	15	0.0	-0.1	29	0.1	-0.1	33	0.1	-0.1
Washington	8	0.0	-0.1	47	0.1	-0.1	36	0.1	-0.1
South Dakota	13	0.2	0.1	8	0.1	-0.1	22	0.3	0.1
District of Columbia	12	0.3	0.2	562	15.1	14.9	22	0.4	0.2
West Virginia	9	0.0	-0.1	8	0.0	-0.2	9	0.0	-0.2
Maine	10	0.1	0.0	7	0.1	-0.1	9	0.1	-0.1
New Mexico	24	0.1	0.0	44	0.2	0.0	49	0.2	0.0
Rhode Island	31	0.2	0.1	48	0.3	0.1	80	0.5	0.3
Georgia	87	0.2	0.1	239	0.5	0.3	189	0.4	0.2
North Dakota	11	0.2	0.1	11	0.2	0.0	19	0.3	0.1
Pennsylvania	216	0.2	0.1	205	0.2	0.0	374	0.3	0.1
Massachusetts	199	0.2	0.1	191	0.2	0.0	227	0.3	0.1
Arkansas	35	0.2	0.1	53	0.2	0.0	20	0.1	-0.1
Louisiana	202	0.5	0.4	326	0.9	0.7	266	0.7	0.5
Iowa	182	0.6	0.5	207	0.6	0.4	247	0.7	0.5
Nebraska	43	0.3	0.2	53	0.3	0.1	46	0.3	0.1
Virginia	195	0.3	0.2	206	0.3	0.1	238	0.3	0.1
Alabama	66	0.2	0.1	177	0.4	0.2	79	0.2	0.0
Indiana	212	0.4	0.3	233	0.4	0.2	254	0.4	0.2
New Jersey	27	0.0	-0.1	14	0.0	-0.2	37	0.0	-0.2
South Carolina	6	0.0	-0.1	8	0.0	-0.2	39	0.1	-0.1
Connecticut	124	0.4	0.3	118	0.4	0.2	140	0.5	0.3
Colorado	178	0.5	0.4	222	0.6	0.4	230	0.7	0.5
Oklahoma	83	0.2	0.1	84	0.2	0.0	59	0.1	-0.1
Minnesota	118	0.3	0.2	107	0.3	0.1	137	0.4	0.2
Montana	19	0.2	0.1	15	0.2	0.0	19	0.2	0.0
North Carolina	47	0.1	0.0	48	0.1	-0.1	2	0.0	-0.2
Alaska	11	0.1	0.0	14	0.2	0.0	13	0.1	-0.1
Vermont	21	0.5	0.4	24	0.5	0.3	22	0.5	0.3
Wyoming	26	0.4	0.3	27	0.4	0.2	42	0.7	0.5
Delaware	44	0.5	0.4	30	0.3	0.1	39	0.4	0.2
Oregon	88	0.3	0.2	77	0.2	0.0	142	0.4	0.2
Kansas	36	0.2	0.1	59	0.3	0.1	51	0.2	0.0
Hawaii	27	0.3	0.2	23	0.2	0.0	0	0.0	-0.2
Mississippi	12	0.0	-0.1	48	0.2	0.0	11	0.0	-0.2
New Hampshire	88	0.7	0.6	88	0.7	0.5	80	0.6	0.4
Kentucky	84	0.4	0.3	74	0.4	0.2	60	0.3	0.1
Idaho	25	0.2	0.1	23	0.2	0.0	42	0.3	0.1
Ohio	262	0.3	0.2	199	0.2	0.0	259	0.3	0.1
Tennessee	15	0.0	-0.1	4	0.0	-0.2	1	0.0	-0.2
Maryland	17	0.0	-0.1	25	0.1	-0.1	25	0.1	-0.1
New York	570	0.3	0.2	276	0.1	-0.1	264	0.1	-0.1
Nevada	6	0.0	-0.1	11	0.1	-0.1	11	0.1	-0.1
Illinois	129	0.1	0.0	145	0.1	-0.1	37	0.0	-0.2
Texas	10	0.0	-0.1	1	0.0	-0.2	13	0.0	-0.2
Florida	253	0.2	0.1	230	0.1	-0.1	10	0.0	-0.2
Puerto Rico	23	0.1	0.0	11	0.0	-0.2	27	0.1	-0.1
Utah	0	0.0	-0.1	5	0.0	-0.2	.	.	.
Bur. of Indian Affairs	2	0.1	0.0	77	1.6	1.4	8	0.2	0.0
Virgin Islands	1	0.2	0.1	1	0.2	0.0	1	0.2	0.0
Guam	3	0.2	0.1	1	0.1	-0.1	1	0.1	-0.1
American Samoa	.	.	.	0	0.0	-0.2	0	0.0	-0.2
Northern Marianas	0	0.0	-0.1	0	0.0	-0.2	0	0.0	-0.2
National Baseline	4,125	0.1		5,207	0.2		4,605	0.2	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-8k. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Specific learning disabilities							% Change 1998 to 2002 ^c
State	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
California	1,560	0.5	0.3	1,657	0.5	0.3	995
Arizona	127	0.2	0.0	137	0.3	0.1	760
Missouri	9	0.0	-0.2	40	0.1	-0.1	577
Michigan	127	0.1	-0.1	165	0.2	0.0	432
Wisconsin	43	0.1	-0.1	79	0.2	0.0	409
Washington	42	0.1	-0.1	34	0.1	-0.1	319
South Dakota	25	0.3	0.1	53	0.7	0.5	282
District of Columbia	54	1.0	0.8	51	0.9	0.7	219
West Virginia	20	0.1	-0.1	24	0.1	-0.1	188
Maine	10	0.1	-0.1	23	0.2	0.0	136
New Mexico	33	0.1	-0.1	52	0.2	0.0	129
Rhode Island	82	0.5	0.3	71	0.5	0.3	119
Georgia	210	0.4	0.2	212	0.4	0.2	116
North Dakota	11	0.2	0.0	18	0.3	0.1	75
Pennsylvania	381	0.3	0.1	427	0.3	0.1	65
Massachusetts	218	0.3	0.1	271	0.3	0.1	64
Arkansas	44	0.2	0.0	57	0.3	0.1	61
Louisiana	295	0.8	0.6	305	0.9	0.7	59
Iowa	270	0.8	0.6	283	0.8	0.6	35
Nebraska	38	0.2	0.0	52	0.3	0.1	31
Virginia	230	0.3	0.1	264	0.4	0.2	31
Alabama	91	0.2	0.0	85	0.2	0.0	30
Indiana	312	0.5	0.3	301	0.5	0.3	29
New Jersey	26	0.0	-0.2	33	0.0	-0.2	23
South Carolina	43	0.1	-0.1	8	0.0	-0.2	13
Connecticut	140	0.5	0.3	114	0.4	0.2	12
Colorado	214	0.6	0.4	185	0.6	0.4	7
Oklahoma	95	0.2	0.0	98	0.2	0.0	6
Minnesota	122	0.3	0.1	119	0.3	0.1	6
Montana	13	0.1	-0.1	19	0.2	0.0	-0
North Carolina	4	0.0	-0.2	51	0.1	-0.1	-2
Alaska	6	0.1	-0.1	10	0.1	-0.1	-5
Vermont	33	0.7	0.5	19	0.4	0.2	-7
Wyoming	25	0.4	0.2	20	0.4	0.2	-14
Delaware	41	0.5	0.3	37	0.4	0.2	-15
Oregon	172	0.5	0.3	73	0.2	0.0	-17
Kansas	44	0.2	0.0	27	0.1	-0.1	-31
Hawaii	0	0.0	-0.2	20	0.2	0.0	-33
Mississippi	15	0.1	-0.1	8	0.0	-0.2	-35
New Hampshire	60	0.5	0.3	57	0.4	0.2	-39
Kentucky	44	0.2	0.0	44	0.2	0.0	-40
Idaho	28	0.2	0.0	12	0.1	-0.1	-49
Ohio	292	0.3	0.1	136	0.2	0.0	-53
Tennessee	3	0.0	-0.2	5	0.0	-0.2	-63
Maryland	4	0.0	-0.2	5	0.0	-0.2	-68
New York	210	0.1	-0.1	142	0.1	-0.1	-72
Nevada	0	0.0	-0.2	1	0.0	-0.2	-87
Illinois	19	0.0	-0.2	16	0.0	-0.2	-89
Texas	2	0.0	-0.2	1	0.0	-0.2	-89
Florida	17	0.0	-0.2	14	0.0	-0.2	-95
Puerto Rico	4	0.0	-0.2	.	.	.	†
Utah	0	0.0	-0.2	0	0.0	-0.2	†
Bur. of Indian Affairs	14	0.3	0.1	10	0.2	0.0	257
Virgin Islands	1	0.2	0.0	3	0.5	0.3	197
Guam	0	0.0	-0.2	1	0.1	-0.1	-70
American Samoa	0	0.0	-0.2	0	0.0	-0.2	†
Northern Marianas	0	0.0	-0.2	0	0.0	-0.2	†
National Baseline	5,923	0.2		5,949	0.2		43

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-81. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Specific learning disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
North Carolina	10	0.0	-0.2	112	0.2	0.0	114	0.2	0.0
Oklahoma	59	0.1	-0.1	80	0.2	0.0	105	0.2	0.0
Virginia	97	0.1	-0.1	141	0.2	0.0	154	0.2	0.0
Idaho	9	0.1	-0.1	13	0.1	-0.1	9	0.1	-0.1
West Virginia	43	0.2	0.0	50	0.3	0.1	70	0.4	0.2
Florida	50	0.0	-0.2	43	0.0	-0.2	105	0.1	-0.1
Maine	18	0.1	-0.1	16	0.1	-0.1	25	0.2	0.0
Arizona	31	0.1	-0.1	50	0.1	-0.1	45	0.1	-0.1
Utah	50	0.2	0.0	44	0.2	0.0	53	0.2	0.0
South Carolina	109	0.3	0.1	124	0.3	0.1	127	0.3	0.1
Georgia	14	0.0	-0.2	13	0.0	-0.2	14	0.0	-0.2
Montana	5	0.1	-0.1	8	0.1	-0.1	7	0.1	-0.1
Iowa	30	0.1	-0.1	38	0.1	-0.1	44	0.1	-0.1
Alabama	38	0.1	-0.1	60	0.1	-0.1	45	0.1	-0.1
Missouri	119	0.2	0.0	159	0.2	0.0	167	0.3	0.1
Delaware	12	0.1	-0.1	14	0.2	0.0	5	0.1	-0.1
Pennsylvania	63	0.1	-0.1	79	0.1	-0.1	84	0.1	-0.1
Ohio	177	0.2	0.0	174	0.2	0.0	172	0.2	0.0
New Hampshire	5	0.0	-0.2	10	0.1	-0.1	9	0.1	-0.1
California	987	0.3	0.1	1,048	0.3	0.1	1,017	0.3	0.1
Maryland	132	0.3	0.1	98	0.2	0.0	88	0.2	0.0
North Dakota	2	0.0	-0.2	3	0.1	-0.1	0	0.0	-0.2
Washington	35	0.1	-0.1	37	0.1	-0.1	34	0.1	-0.1
Connecticut	20	0.1	-0.1	12	0.0	-0.2	14	0.0	-0.2
Rhode Island	35	0.2	0.0	45	0.3	0.1	29	0.2	0.0
Wisconsin	36	0.1	-0.1	46	0.1	-0.1	39	0.1	-0.1
Kentucky	70	0.3	0.1	50	0.2	0.0	46	0.2	0.0
Texas	469	0.2	0.0	503	0.2	0.0	538	0.2	0.0
Louisiana	144	0.4	0.2	140	0.4	0.2	150	0.4	0.2
New York	234	0.1	-0.1	305	0.1	-0.1	269	0.1	-0.1
Colorado	62	0.2	0.0	77	0.2	0.0	59	0.2	0.0
Tennessee	332	0.6	0.4	333	0.6	0.4	322	0.6	0.4
Indiana	185	0.3	0.1	166	0.3	0.1	193	0.3	0.1
New Jersey	345	0.3	0.1	385	0.3	0.1	331	0.3	0.1
Vermont	9	0.2	0.0	5	0.1	-0.1	4	0.1	-0.1
Illinois	57	0.0	-0.2	47	0.0	-0.2	49	0.0	-0.2
Minnesota	23	0.1	-0.1	27	0.1	-0.1	27	0.1	-0.1
Nebraska	21	0.1	-0.1	21	0.1	-0.1	14	0.1	-0.1
Massachusetts	52	0.1	-0.1	37	0.0	-0.2	34	0.0	-0.2
Alaska	3	0.0	-0.2	3	0.0	-0.2	5	0.1	-0.1
Arkansas	62	0.3	0.1	46	0.2	0.0	43	0.2	0.0
Kansas	34	0.2	0.0	27	0.1	-0.1	19	0.1	-0.1
Mississippi	119	0.4	0.2	111	0.4	0.2	105	0.4	0.2
New Mexico	104	0.4	0.2	86	0.3	0.1	81	0.3	0.1
Nevada	27	0.1	-0.1	38	0.2	0.0	19	0.1	-0.1
Michigan	108	0.1	-0.1	66	0.1	-0.1	34	0.0	-0.2
Oregon	59	0.2	0.0	55	0.2	0.0	51	0.2	0.0
Hawaii	35	0.4	0.2	40	0.4	0.2	0	0.0	-0.2
Wyoming	10	0.2	0.0	4	0.1	-0.1	4	0.1	-0.1
South Dakota	2	0.0	-0.2	4	0.1	-0.1	2	0.0	-0.2
District of Columbia	0	0.0	-0.2	.	.	.	0	0.0	-0.2
Puerto Rico	30	0.1	-0.1	16	0.1	-0.1	22	0.1	-0.1
Virgin Islands	1	0.2	0.0	2	0.4	0.2	0	0.0	-0.2
Bur. of Indian Affairs	3	0.1	-0.1	2	0.0	-0.2	17	0.3	0.1
American Samoa	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
Northern Marianas	0	0.0	-0.2	0	0.0	-0.2	0	0.0	-0.2
National Baseline	4,786	0.2		5,113	0.2		5,013	0.2	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-81. Number, percentage and difference from national baseline of students ages 6 through 21 with specific learning disabilities receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Specific learning disabilities							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
North Carolina	159	0.2	0.0	146	0.2	0.0	1214
Oklahoma	106	0.2	0.0	229	0.5	0.3	249
Virginia	187	0.3	0.1	303	0.4	0.2	202
Idaho	6	0.0	-0.2	21	0.2	0.0	146
West Virginia	91	0.5	0.3	90	0.5	0.3	126
Florida	136	0.1	-0.1	127	0.1	-0.1	118
Maine	34	0.3	0.1	37	0.3	0.1	111
Arizona	47	0.1	-0.1	62	0.1	-0.1	76
Utah	48	0.2	0.0	75	0.3	0.1	55
South Carolina	40	0.1	-0.1	196	0.4	0.2	52
Georgia	19	0.0	-0.2	24	0.0	-0.2	52
Montana	4	0.0	-0.2	7	0.1	-0.1	40
Iowa	41	0.1	-0.1	47	0.1	-0.1	37
Alabama	52	0.1	-0.1	49	0.1	-0.1	30
Missouri	148	0.2	0.0	151	0.2	0.0	29
Delaware	13	0.1	-0.1	15	0.2	0.0	26
Pennsylvania	91	0.1	-0.1	95	0.1	-0.1	26
Ohio	194	0.2	0.0	238	0.3	0.1	21
New Hampshire	7	0.1	-0.1	6	0.0	-0.2	13
California	1,159	0.3	0.1	1,109	0.3	0.1	12
Maryland	84	0.2	0.0	130	0.3	0.1	8
North Dakota	1	0.0	-0.2	2	0.0	-0.2	7
Washington	52	0.1	-0.1	37	0.1	-0.1	4
Connecticut	17	0.1	-0.1	17	0.1	-0.1	4
Rhode Island	34	0.2	0.0	38	0.2	0.0	4
Wisconsin	49	0.1	-0.1	37	0.1	-0.1	-1
Kentucky	72	0.4	0.2	58	0.3	0.1	-5
Texas	376	0.1	-0.1	422	0.2	0.0	-6
Louisiana	141	0.4	0.2	128	0.4	0.2	-6
New York	193	0.1	-0.1	196	0.1	-0.1	-7
Colorado	69	0.2	0.0	55	0.2	0.0	-9
Tennessee	276	0.5	0.3	265	0.5	0.3	-13
Indiana	187	0.3	0.1	167	0.3	0.1	-18
New Jersey	236	0.2	0.0	281	0.3	0.1	-18
Vermont	11	0.2	0.0	7	0.2	0.0	-20
Illinois	46	0.0	-0.2	49	0.0	-0.2	-21
Minnesota	28	0.1	-0.1	16	0.0	-0.2	-27
Nebraska	20	0.1	-0.1	14	0.1	-0.1	-28
Massachusetts	9	0.0	-0.2	31	0.0	-0.2	-28
Alaska	5	0.1	-0.1	2	0.0	-0.2	-30
Arkansas	34	0.2	0.0	41	0.2	0.0	-34
Kansas	21	0.1	-0.1	22	0.1	-0.1	-40
Mississippi	48	0.2	0.0	69	0.2	0.0	-43
New Mexico	83	0.3	0.1	53	0.2	0.0	-46
Nevada	11	0.0	-0.2	18	0.1	-0.1	-47
Michigan	45	0.0	-0.2	55	0.1	-0.1	-52
Oregon	51	0.2	0.0	24	0.1	-0.1	-59
Hawaii	7	0.1	-0.1	15	0.1	-0.1	-61
Wyoming	5	0.1	-0.1	2	0.0	-0.2	-78
South Dakota	3	0.0	-0.2	0	0.0	-0.2	-100
District of Columbia	0	0.0	-0.2	0	0.0	-0.2	†
Puerto Rico	20	0.1	-0.1	.	.	.	†
Virgin Islands	0	0.0	-0.2	3	0.5	0.3	197
Bur. of Indian Affairs	8	0.1	-0.1	8	0.2	0.0	90
American Samoa	0	0.0	-0.2	0	0.0	-0.2	†
Guam	0	0.0	-0.2	0	0.0	-0.2	†
Northern Marianas	0	0.0	-0.2	0	0.0	-0.2	†
National Baseline	4,824	0.2		5,289	0.2		9

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8m. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Speech or language impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Hawaii	358	16	-71	375	16	-70	1,986	85	-1
District of Columbia	81	23	-64	288	53	-33	257	27	-59
Delaware	1,222	75	-12	1,217	80	-6	1,507	91	5
Pennsylvania	31,023	84	-3	31,254	88	2	31,559	88	2
Maryland	18,005	70	-17	17,370	72	-14	16,915	71	-15
Georgia	23,751	79	-8	24,138	77	-9	24,914	76	-10
Missouri	20,655	83	-4	21,758	85	-1	22,860	87	1
Louisiana	15,362	89	2	17,175	93	7	18,161	95	9
West Virginia	9,967	92	5	10,157	93	7	10,882	99	13
Texas	61,796	90	3	63,032	90	4	63,638	90	4
New York	33,374	61	-26	35,016	62	-24	37,524	63	-23
Arizona	12,800	90	3	13,721	93	7	14,136	93	7
Wyoming	2,317	83	-4	2,207	82	-4	2,198	83	-3
Nebraska	8,861	84	-3	7,887	83	-3	8,289	85	-1
Wisconsin	15,558	91	4	15,738	91	5	16,118	92	6
Utah	7,045	82	-5	7,269	82	-4	7,263	82	-4
New Mexico	5,686	65	-22	5,101	59	-27	5,533	64	-22
Nevada	4,816	96	9	5,140	97	11	5,459	95	9
South Carolina	19,437	97	10	20,014	94	8	19,743	93	7
North Dakota	3,141	93	6	3,268	94	8	3,206	95	9
Minnesota	14,897	94	7	14,990	94	8	15,438	94	8
Kansas	10,803	95	8	10,276	93	7	9,935	95	9
South Dakota	3,110	97	10	3,119	98	12	3,149	98	12
North Carolina	26,634	99	12	27,084	98	12	27,538	98	12
Maine	5,577	76	-11	5,625	74	-12	5,711	76	-10
Kentucky	17,700	99	12	17,481	98	12	17,700	99	13
Illinois	51,246	94	7	50,747	93	7	52,137	93	7
Virginia	23,808	98	11	23,251	98	12	23,009	98	12
Vermont	1,588	86	-1	1,614	84	-2	1,774	85	-1
Indiana	35,112	100	13	35,429	100	14	35,199	98	12
Washington	15,833	97	10	15,998	95	9	14,880	93	7
Florida	67,588	93	6	69,108	92	6	69,138	92	6
Colorado	11,096	91	4	11,531	91	5	11,955	90	4
Tennessee	20,691	83	-4	20,538	83	-3	20,540	82	-4
Oregon	14,261	91	4	14,737	91	5	14,762	89	3
Alaska	3,036	92	5	3,051	92	6	2,973	94	8
Idaho	3,285	87	0	3,515	88	2	3,588	87	1
Arkansas	7,853	90	3	8,131	89	3	8,373	88	2
Michigan	35,993	95	8	34,555	90	4	36,545	92	6
New Hampshire	4,373	83	-4	4,220	79	-7	4,300	78	-8
Oklahoma	12,531	90	3	11,971	85	-1	12,119	85	-1
California	107,229	88	1	102,647	82	-4	105,384	84	-2
Mississippi	15,413	97	10	15,674	97	11	14,942	92	6
Connecticut	9,620	78	-9	9,465	76	-10	9,004	73	-13
New Jersey	41,777	91	4	38,832	89	3	37,221	87	1
Rhode Island	3,579	78	-9	3,663	76	-10	3,741	74	-12
Montana	3,176	96	9	3,149	95	9	3,177	95	9
Ohio	42,238	100	13	41,425	100	14	33,228	86	0
Alabama	15,250	96	9	14,645	93	7	14,468	91	5
Massachusetts	4,016	15	-72	3,379	13	-73	4,400	18	-68
Iowa	5,564	94	7	4,624	93	7	3,888	92	6
Puerto Rico	4,152	72	-15	5,353	84	-2	5,036	67	-19
Guam	149	83	-4	165	85	-1	157	84	-2
American Samoa	20	100	13	23	100	14	26	100	14
Bur. of Indian Affairs	1,243	97	10	1,444	95	9	1,413	93	7
Virgin Islands	206	72	-15	139	64	-22	106	56	-30
Northern Marianas	7	100	13	12	75	-11	10	53	-33
National Baseline	935,909	87		933,735	86		939,112	86	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8m. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Speech or language impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Hawaii	458	26	-61	956	66	-21	312
District of Columbia	165	15	-72	541	51	-36	118
Delaware	1,544	94	7	1,609	93	6	24
Pennsylvania	34,310	95	8	35,933	97	10	15
Maryland	17,210	74	-13	17,618	78	-9	12
Georgia	26,479	78	-9	31,046	88	1	11
Missouri	24,102	89	2	26,509	91	4	10
Louisiana	18,553	96	9	18,744	95	8	7
West Virginia	10,760	99	12	10,578	99	12	7
Texas	67,567	96	9	68,345	95	8	5
New York	39,728	64	-23	41,553	64	-23	5
Arizona	14,579	92	5	15,023	94	7	4
Wyoming	2,228	84	-3	2,193	85	-2	3
Nebraska	8,802	87	0	8,568	86	-1	3
Wisconsin	16,691	93	6	16,918	93	6	2
Utah	7,494	83	-4	7,705	84	-3	2
New Mexico	5,441	65	-22	5,518	66	-21	2
Nevada	5,762	97	10	5,900	97	10	2
South Carolina	21,744	99	12	21,633	99	12	2
North Dakota	3,155	95	8	3,118	94	7	1
Minnesota	15,047	94	7	15,193	95	8	1
Kansas	9,654	95	8	9,787	96	9	1
South Dakota	3,077	98	11	3,146	97	10	0
North Carolina	27,905	99	12	27,670	99	12	0
Maine	5,748	76	-11	5,777	76	-11	0
Kentucky	17,697	99	12	17,513	99	12	-0
Illinois	52,647	93	6	53,029	93	6	-0
Virginia	22,604	98	11	22,321	97	10	-1
Vermont	1,711	85	-2	1,627	85	-2	-1
Indiana	34,708	97	10	35,781	98	11	-1
Washington	15,052	95	8	15,174	95	8	-2
Florida	68,897	92	5	69,110	91	4	-2
Colorado	12,216	89	2	12,515	89	2	-2
Tennessee	20,824	82	-5	20,026	81	-6	-2
Oregon	15,386	89	2	15,485	89	2	-3
Alaska	3,210	87	0	3,195	89	2	-4
Idaho	3,705	86	-1	3,799	84	-3	-4
Arkansas	8,727	87	0	9,058	86	-1	-4
Michigan	37,359	91	4	37,864	91	4	-4
New Hampshire	4,009	78	-9	3,992	79	-8	-5
Oklahoma	11,540	84	-3	10,182	85	-2	-5
California	108,157	85	-2	108,914	83	-4	-6
Mississippi	15,187	96	9	14,180	91	4	-6
Connecticut	9,176	73	-14	9,341	72	-15	-7
New Jersey	35,712	84	-3	36,048	83	-4	-8
Rhode Island	3,950	72	-15	4,008	71	-16	-9
Montana	2,999	89	2	2,905	88	1	-9
Ohio	31,650	88	1	31,741	88	1	-12
Alabama	14,013	87	0	13,911	84	-3	-12
Massachusetts	1,326	11	-76	1,665	11	-76	-28
Iowa	3,395	91	4	4,665	66	-21	-30
Puerto Rico	7,260	89	2	.	.	.	†
Guam	172	87	0	195	90	3	8
American Samoa	22	100	13	22	100	13	0
Bur. of Indian Affairs	1,127	93	6	1,015	89	2	-8
Virgin Islands	149	67	-20	138	64	-23	-10
Northern Marianas	9	82	-5	11	79	-8	-21
National Baseline	952,799	87		961,011	87		0

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8n. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Speech or language impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Indiana	49	0	-8	77	0	-8	765	2	-6
Iowa	304	5	-3	284	6	-2	278	7	-1
Montana	72	2	-6	94	3	-5	127	4	-4
Mississippi	235	1	-7	360	2	-6	590	4	-4
Alabama	583	4	-4	835	5	-3	1,241	8	0
New Jersey	1,717	4	-4	2,279	5	-3	2,924	7	-1
Michigan	1,041	3	-5	1,770	5	-3	1,883	5	-3
Washington	347	2	-6	486	3	-5	483	3	-5
Virginia	241	1	-7	259	1	-7	260	1	-7
Oklahoma	1,354	10	2	1,927	14	6	1,990	14	6
Arkansas	728	8	0	869	9	1	1,007	11	3
Oregon	905	6	-2	919	6	-2	1,224	7	-1
Wisconsin	649	4	-4	744	4	-4	816	5	-3
Idaho	387	10	2	440	11	3	482	12	4
Florida	2,562	4	-4	2,865	4	-4	3,146	4	-4
Connecticut	1,880	15	7	2,037	16	8	2,324	19	11
California	6,511	5	-3	6,964	6	-2	6,384	5	-3
New Mexico	1,493	17	9	1,857	21	13	1,798	21	13
Rhode Island	601	13	5	696	14	6	772	15	7
New Hampshire	747	14	6	861	16	8	962	18	10
Colorado	860	7	-1	905	7	-1	1,064	8	0
Alaska	225	7	-1	226	7	-1	152	5	-3
Illinois	1,161	2	-6	1,330	2	-6	1,502	3	-5
Nevada	58	1	-7	63	1	-7	155	3	-5
North Dakota	147	4	-4	128	4	-4	134	4	-4
Tennessee	3,223	13	5	3,160	13	5	3,263	13	5
North Carolina	144	1	-7	200	1	-7	180	1	-7
New York	5,401	10	2	5,663	10	2	5,743	10	2
Vermont	160	9	1	187	10	2	179	9	1
Massachusetts	20,110	77	69	20,066	79	71	17,667	73	65
Maine	1,447	20	12	1,516	20	12	1,482	20	12
Utah	881	10	2	952	11	3	938	11	3
Kentucky	143	1	-7	191	1	-7	180	1	-7
Nebraska	775	7	-1	637	7	-1	721	7	-1
Kansas	429	4	-4	623	6	-2	363	3	-5
Minnesota	761	5	-3	734	5	-3	751	5	-3
Maryland	3,867	15	7	3,539	15	7	3,680	16	8
Wyoming	416	15	7	369	14	6	387	15	7
South Dakota	89	3	-5	59	2	-6	67	2	-6
District of Columbia	179	52	44	205	38	30	334	35	27
Georgia	5,764	19	11	6,873	22	14	7,346	22	14
Arizona	1,093	8	0	763	5	-3	657	4	-4
Texas	5,492	8	0	5,965	9	1	6,320	9	1
Missouri	3,600	14	6	3,187	12	4	2,562	10	2
South Carolina	462	2	-6	1,126	5	-3	1,335	6	-2
Hawaii	1,738	77	69	1,823	77	69	215	9	1
Louisiana	1,387	8	0	821	4	-4	459	2	-6
Delaware	389	24	16	293	19	11	141	9	1
West Virginia	780	7	-1	679	6	-2	79	1	-7
Pennsylvania	5,296	14	6	2,254	6	-2	2,481	7	-1
Ohio	0	0	-8	0	0	-8	0	0	-8
Puerto Rico	1,391	24	16	741	12	4	2,195	29	21
Bur. of Indian Affairs	29	2	-6	35	2	-6	80	5	-3
Guam	25	14	6	23	12	4	25	13	5
American Samoa	0	0	-8	0	0	-8	0	0	-8
Northern Marianas	0	0	-8	4	25	17	0	0	-8
Virgin Islands	0	0	-8	55	25	17	58	31	23
National Baseline	90,328	8		92,018	8		92,351	8	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

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Table 3-8n. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Speech or language impairments							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Indiana	946	3	-4	473	1	-7	835
Iowa	270	7	0	1,775	25	17	391
Montana	301	9	2	326	10	2	351
Mississippi	457	3	-4	918	6	-2	299
Alabama	1,869	12	5	2,304	14	6	280
New Jersey	4,086	10	3	4,279	10	2	165
Michigan	2,047	5	-2	2,272	5	-3	99
Washington	555	3	-4	626	4	-4	85
Virginia	290	1	-6	331	1	-7	45
Oklahoma	1,891	14	7	1,656	14	6	43
Arkansas	1,109	11	4	1,248	12	4	43
Oregon	1,396	8	1	1,434	8	0	42
Wisconsin	833	5	-2	970	5	-3	40
Idaho	523	12	5	637	14	6	37
Florida	3,255	4	-3	3,624	5	-3	36
Connecticut	2,453	19	12	2,613	20	12	33
California	7,978	6	-1	9,288	7	-1	33
New Mexico	1,896	23	16	1,888	23	15	32
Rhode Island	903	16	9	951	17	9	29
New Hampshire	990	19	12	902	18	10	26
Colorado	1,183	9	2	1,237	9	1	25
Alaska	330	9	2	304	8	0	24
Illinois	1,589	3	-4	1,488	3	-5	24
Nevada	95	2	-5	83	1	-7	19
North Dakota	118	4	-3	167	5	-3	15
Tennessee	3,491	14	7	3,580	14	6	12
North Carolina	160	1	-6	165	1	-7	10
New York	5,878	9	2	6,913	11	3	8
Vermont	180	9	2	173	9	1	4
Massachusetts	9,416	79	72	11,745	78	70	2
Maine	1,492	20	13	1,506	20	12	1
Utah	914	10	3	922	10	2	-3
Kentucky	120	1	-6	134	1	-7	-5
Nebraska	661	7	0	681	7	-1	-7
Kansas	374	4	-3	356	3	-5	-8
Minnesota	734	5	-2	695	4	-4	-10
Maryland	3,393	15	8	2,930	13	5	-13
Wyoming	364	14	7	330	13	5	-14
South Dakota	53	2	-5	74	2	-6	-18
District of Columbia	744	67	60	313	29	21	-43
Georgia	7,040	21	14	3,542	10	2	-48
Arizona	731	5	-2	639	4	-4	-48
Texas	2,505	4	-3	2,743	4	-4	-52
Missouri	2,165	8	1	1,864	6	-2	-56
South Carolina	223	1	-6	210	1	-7	-59
Hawaii	1,254	71	64	410	28	20	-64
Louisiana	400	2	-5	564	3	-5	-64
Delaware	96	6	-1	112	7	-1	-73
West Virginia	46	0	-7	95	1	-7	-88
Pennsylvania	780	2	-5	601	2	-6	-89
Ohio	0	0	-7	0	0	-8	†
Puerto Rico	647	8	1	.	.	.	†
Bur. of Indian Affairs	81	7	0	65	6	-2	152
Guam	21	11	4	18	8	0	-40
American Samoa	0	0	-7	0	0	-8	†
Northern Marianas	1	9	2	3	21	13	†
Virgin Islands	18	8	1	39	18	10	†
National Baseline	81,345	7		83,216	8		-10

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8o. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Speech or language impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Iowa	49	1	-3	45	1	-4	33	1	-4
Michigan	494	1	-3	755	2	-3	976	2	-3
Alabama	97	1	-3	77	0	-5	141	1	-4
South Dakota	4	0	-4	2	0	-5	3	0	-5
Alaska	44	1	-3	38	1	-4	43	1	-4
Indiana	24	0	-4	9	0	-5	59	0	-5
Mississippi	97	1	-3	85	1	-4	482	3	-2
Montana	41	1	-3	49	1	-4	44	1	-4
Massachusetts	1,701	7	3	1,726	7	2	1,827	8	3
California	7,558	6	2	15,114	12	7	13,069	10	5
Rhode Island	404	9	5	422	9	4	515	10	5
Pennsylvania	396	1	-3	1,722	5	0	1,537	4	-1
Oklahoma	82	1	-3	76	1	-4	118	1	-4
New Jersey	2,240	5	1	2,278	5	0	2,379	6	1
Florida	2,415	3	-1	2,590	3	-2	2,784	4	-1
Oregon	334	2	-2	392	2	-3	395	2	-3
Georgia	348	1	-3	413	1	-4	405	1	-4
Tennessee	1,007	4	0	1,074	4	-1	1,088	4	-1
Vermont	67	4	0	74	4	-1	73	4	-1
Wyoming	45	2	-2	82	3	-2	52	2	-3
Arkansas	152	2	-2	171	2	-3	173	2	-3
Arizona	249	2	-2	234	2	-3	397	3	-2
Connecticut	809	7	3	809	7	2	885	7	2
Colorado	205	2	-2	212	2	-3	247	2	-3
Idaho	47	1	-3	30	1	-4	30	1	-4
District of Columbia	34	10	6	.	.	.	272	29	24
Virginia	247	1	-3	227	1	-4	162	1	-4
Illinois	2,169	4	0	2,256	4	-1	2,139	4	-1
Hawaii	148	7	3	156	7	2	125	5	0
New Hampshire	121	2	-2	164	3	-2	155	3	-2
New York	15,541	28	24	15,268	27	22	15,662	26	21
Maine	303	4	0	382	5	0	311	4	-1
Missouri	596	2	-2	612	2	-3	671	3	-2
Utah	623	7	3	641	7	2	633	7	2
Minnesota	98	1	-3	117	1	-4	114	1	-4
Nebraska	608	6	2	748	8	3	455	5	0
Washington	187	1	-3	255	2	-3	548	3	-2
North Carolina	216	1	-3	198	1	-4	212	1	-4
Texas	1,010	1	-3	1,066	2	-3	1,099	2	-3
New Mexico	1,563	18	14	1,735	20	15	1,332	15	10
West Virginia	31	0	-4	22	0	-5	20	0	-5
Maryland	3,729	14	10	3,192	13	8	2,954	12	7
Kansas	118	1	-3	154	1	-4	113	1	-4
Louisiana	510	3	-1	488	3	-2	537	3	-2
Nevada	161	3	-1	91	2	-3	91	2	-3
South Carolina	32	0	-4	22	0	-5	85	0	-5
Kentucky	28	0	-4	41	0	-5	24	0	-5
North Dakota	69	2	-2	57	2	-3	42	1	-4
Wisconsin	838	5	1	674	4	-1	434	2	-3
Delaware	4	0	-4	2	0	-5	2	0	-5
Ohio	0	0	-4	87	0	-5	0	0	-5
Puerto Rico	154	3	-1	171	3	-2	197	3	-2
Bur. of Indian Affairs	9	1	-3	8	1	-4	18	1	-4
Guam	3	2	-2	6	3	-2	4	2	-3
Virgin Islands	82	28	24	24	11	6	25	13	8
American Samoa	0	0	-4	0	0	-5	0	0	-5
Northern Marianas	0	0	-4	0	0	-5	8	42	37
National Baseline	48,141	4		57,343	5		56,199	5	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8o. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

	Speech or language impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Iowa	22	1	-4	536	8	3	820
Michigan	978	2	-3	1,481	4	-1	173
Alabama	200	1	-4	259	2	-3	157
South Dakota	7	0	-5	10	0	-5	148
Alaska	109	3	-2	96	3	-2	100
Indiana	200	1	-4	48	0	-5	94
Mississippi	103	1	-4	178	1	-4	88
Montana	56	2	-3	70	2	-3	70
Massachusetts	1,094	9	4	1,412	9	4	44
California	10,734	8	3	11,698	9	4	44
Rhode Island	619	11	6	659	12	7	33
Pennsylvania	892	2	-3	531	1	-4	33
Oklahoma	139	1	-4	88	1	-4	25
New Jersey	2,532	6	1	2,608	6	1	24
Florida	2,846	4	-1	3,036	4	-1	21
Oregon	413	2	-3	437	3	-2	17
Georgia	416	1	-4	478	1	-4	17
Tennessee	1,079	4	-1	1,125	5	0	13
Vermont	82	4	-1	78	4	-1	12
Wyoming	50	2	-3	45	2	-3	9
Arkansas	178	2	-3	188	2	-3	3
Arizona	427	3	-2	285	2	-3	2
Connecticut	911	7	2	855	7	2	1
Colorado	232	2	-3	238	2	-3	1
Idaho	44	1	-4	54	1	-4	-4
District of Columbia	89	8	3	99	9	4	-5
Virginia	125	1	-4	222	1	-4	-5
Illinois	2,162	4	-1	2,118	4	-1	-6
Hawaii	47	3	-2	88	6	1	-8
New Hampshire	96	2	-3	102	2	-3	-12
New York	16,107	26	21	16,024	25	20	-13
Maine	293	4	-1	272	4	-1	-13
Missouri	692	3	-2	591	2	-3	-15
Utah	599	7	2	559	6	1	-16
Minnesota	104	1	-4	82	1	-4	-17
Nebraska	397	4	-1	456	5	0	-20
Washington	240	2	-3	144	1	-4	-21
North Carolina	202	1	-4	154	1	-4	-31
Texas	632	1	-4	726	1	-4	-32
New Mexico	1,070	13	8	940	11	6	-37
West Virginia	22	0	-5	19	0	-5	-38
Maryland	2,365	10	5	1,904	8	3	-42
Kansas	101	1	-4	57	1	-4	-46
Louisiana	447	2	-3	305	2	-3	-47
Nevada	90	2	-3	76	1	-4	-61
South Carolina	24	0	-5	13	0	-5	-63
Kentucky	15	0	-5	9	0	-5	-68
North Dakota	42	1	-4	19	1	-4	-72
Wisconsin	297	2	-3	246	1	-4	-72
Delaware	2	0	-5	1	0	-5	-76
Ohio	0	0	-5	0	0	-5	†
Puerto Rico	263	3	-2	.	.	.	†
Bur. of Indian Affairs	6	0	-5	66	6	1	724
Guam	4	2	-3	3	1	-4	-17
Virgin Islands	56	25	20	38	18	13	-38
American Samoa	0	0	-5	0	0	-5	†
Northern Marianas	1	9	4	0	0	-5	†
National Baseline	50,953	5		51,826	5		5

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8p. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Speech or language impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Alabama	4	0.0	-0.3	5	0.0	-0.4	11	0.1	-0.7
Nevada	1	0.0	-0.3	15	0.3	-0.1	1	0.0	-0.8
Kentucky	7	0.0	-0.3	34	0.2	-0.2	34	0.2	-0.6
Iowa	9	0.2	-0.1	11	0.2	-0.2	13	0.3	-0.5
Oklahoma	12	0.1	-0.2	27	0.2	-0.2	49	0.3	-0.5
Virginia	37	0.2	-0.1	55	0.2	-0.2	77	0.3	-0.5
Montana	1	0.0	-0.3	6	0.2	-0.2	0	0.0	-0.8
Maine	14	0.2	-0.1	19	0.3	-0.1	18	0.2	-0.6
Washington	15	0.1	-0.2	12	0.1	-0.3	4	0.0	-0.8
Mississippi	98	0.6	0.3	107	0.7	0.3	181	1.1	0.3
California	216	0.2	-0.1	207	0.2	-0.2	199	0.2	-0.6
Georgia	8	0.0	-0.3	17	0.1	-0.3	25	0.1	-0.7
Pennsylvania	21	0.1	-0.2	63	0.2	-0.2	79	0.2	-0.6
Vermont	18	1.0	0.7	19	1.0	0.6	32	1.5	0.7
Wisconsin	43	0.3	0.0	44	0.3	-0.1	51	0.3	-0.5
Massachusetts	177	0.7	0.4	183	0.7	0.3	232	1.0	0.2
Hawaii	1	0.0	-0.3	1	0.0	-0.4	0	0.0	-0.8
New Hampshire	34	0.6	0.3	40	0.8	0.4	53	1.0	0.2
Arizona	2	0.0	-0.3	2	0.0	-0.4	14	0.1	-0.7
New Mexico	4	0.0	-0.3	10	0.1	-0.3	8	0.1	-0.7
North Carolina	21	0.1	-0.2	98	0.4	0.0	100	0.4	-0.4
Colorado	23	0.2	-0.1	16	0.1	-0.3	27	0.2	-0.6
New York	609	1.1	0.8	782	1.4	1.0	620	1.0	0.2
New Jersey	322	0.7	0.4	277	0.6	0.2	281	0.7	-0.1
West Virginia	1	0.0	-0.3	0	0.0	-0.4	0	0.0	-0.8
Illinois	102	0.2	-0.1	92	0.2	-0.2	95	0.2	-0.6
Connecticut	56	0.5	0.2	68	0.5	0.1	116	0.9	0.1
Missouri	29	0.1	-0.2	42	0.2	-0.2	35	0.1	-0.7
Rhode Island	14	0.3	0.0	19	0.4	0.0	19	0.4	-0.4
Maryland	171	0.7	0.4	101	0.4	0.0	118	0.5	-0.3
North Dakota	10	0.3	0.0	2	0.1	-0.3	3	0.1	-0.7
Tennessee	14	0.1	-0.2	11	0.0	-0.4	11	0.0	-0.8
Arkansas	20	0.2	-0.1	9	0.1	-0.3	6	0.1	-0.7
Texas	10	0.0	-0.3	9	0.0	-0.4	8	0.0	-0.8
Nebraska	218	2.1	1.8	164	1.7	1.3	169	1.7	0.9
District of Columbia	53	15.3	15.0	.	.	.	84	8.9	8.1
South Carolina	59	0.3	0.0	21	0.1	-0.3	30	0.1	-0.7
Minnesota	84	0.5	0.2	48	0.3	-0.1	36	0.2	-0.6
Oregon	100	0.6	0.3	88	0.5	0.1	86	0.5	-0.3
Florida	89	0.1	-0.2	66	0.1	-0.3	18	0.0	-0.8
Louisiana	3	0.0	-0.3	2	0.0	-0.4	0	0.0	-0.8
Michigan	283	0.7	0.4	1,359	3.5	3.1	478	1.2	0.4
Kansas	7	0.1	-0.2	17	0.2	-0.2	2	0.0	-0.8
Idaho	39	1.0	0.7	11	0.3	-0.1	7	0.2	-0.6
Wyoming	13	0.5	0.2	30	1.1	0.7	20	0.8	0.0
Delaware	5	0.3	0.0	0	0.0	-0.4	0	0.0	-0.8
South Dakota	1	0.0	-0.3	0	0.0	-0.4	0	0.0	-0.8
Utah	4	0.0	-0.3	2	0.0	-0.4	0	0.0	-0.8
Alaska	0	0.0	-0.3	3	0.1	-0.3	0	0.0	-0.8
Indiana	0	0.0	-0.3	0	0.0	-0.4	17	0.0	-0.8
Ohio	0	0.0	-0.3	0	0.0	-0.4	5,234	13.6	12.8
Puerto Rico	82	1.4	1.1	112	1.8	1.4	101	1.3	0.5
Guam	1	0.6	0.3	0	0.0	-0.4	0	0.0	-0.8
Bur. of Indian Affairs	6	0.5	0.2	6	0.4	0.0	.	.	.
American Samoa	.	.	.	0	0.0	-0.4	0	0.0	-0.8
Northern Marianas	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	-0.4	0	0.0	-0.8
National Baseline	3,171	0.3		4,332	0.4		8,803	0.8	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8p. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Speech or language impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Alabama	15	0.1	-0.6	109	0.7	0.0	2519
Nevada	3	0.1	-0.6	10	0.2	-0.5	730
Kentucky	58	0.3	-0.4	54	0.3	-0.4	679
Iowa	11	0.3	-0.4	61	0.9	0.2	470
Oklahoma	53	0.4	-0.3	36	0.3	-0.4	250
Virginia	85	0.4	-0.3	117	0.5	-0.2	234
Montana	2	0.1	-0.6	3	0.1	-0.6	199
Maine	31	0.4	-0.3	39	0.5	-0.2	169
Washington	9	0.1	-0.6	34	0.2	-0.5	132
Mississippi	108	0.7	0.0	206	1.3	0.6	115
California	492	0.4	-0.3	498	0.4	-0.3	114
Georgia	42	0.1	-0.6	20	0.1	-0.6	113
Pennsylvania	259	0.7	0.0	36	0.1	-0.6	70
Vermont	28	1.4	0.7	31	1.6	0.9	66
Wisconsin	62	0.3	-0.4	73	0.4	-0.3	59
Massachusetts	84	0.7	0.0	160	1.1	0.4	57
Hawaii	0	0.0	-0.7	1	0.1	-0.6	54
New Hampshire	51	1.0	0.3	46	0.9	0.2	41
Arizona	21	0.1	-0.6	3	0.0	-0.7	33
New Mexico	3	0.0	-0.7	5	0.1	-0.6	31
North Carolina	28	0.1	-0.6	25	0.1	-0.6	15
Colorado	28	0.2	-0.5	29	0.2	-0.5	10
New York	689	1.1	0.4	789	1.2	0.5	9
New Jersey	301	0.7	0.0	308	0.7	0.0	2
West Virginia	1	0.0	-0.7	1	0.0	-0.7	1
Illinois	99	0.2	-0.5	104	0.2	-0.5	-2
Connecticut	68	0.5	-0.2	55	0.4	-0.3	-6
Missouri	41	0.2	-0.5	30	0.1	-0.6	-11
Rhode Island	9	0.2	-0.5	14	0.2	-0.5	-18
Maryland	128	0.6	-0.1	122	0.5	-0.2	-19
North Dakota	4	0.1	-0.6	8	0.2	-0.5	-19
Tennessee	7	0.0	-0.7	11	0.0	-0.7	-21
Arkansas	16	0.2	-0.5	19	0.2	-0.5	-21
Texas	7	0.0	-0.7	8	0.0	-0.7	-24
Nebraska	156	1.5	0.8	143	1.4	0.7	-30
District of Columbia	106	9.6	8.9	106	10.0	9.3	-35
South Carolina	42	0.2	-0.5	40	0.2	-0.5	-38
Minnesota	58	0.4	-0.3	48	0.3	-0.4	-43
Oregon	79	0.5	-0.2	43	0.2	-0.5	-61
Florida	33	0.0	-0.7	34	0.0	-0.7	-63
Louisiana	0	0.0	-0.7	1	0.0	-0.7	-71
Michigan	476	1.2	0.5	60	0.1	-0.6	-81
Kansas	3	0.0	-0.7	1	0.0	-0.7	-84
Idaho	22	0.5	-0.2	5	0.1	-0.6	-89
Wyoming	3	0.1	-0.6	1	0.0	-0.7	-92
Delaware	0	0.0	-0.7	0	0.0	-0.7	-100
South Dakota	0	0.0	-0.7	0	0.0	-0.7	-100
Utah	11	0.1	-0.6	0	0.0	-0.7	-100
Alaska	14	0.4	-0.3	11	0.3	-0.4	†
Indiana	2	0.0	-0.7	14	0.0	-0.7	†
Ohio	4,298	12.0	11.3	4,141	11.5	10.8	†
Puerto Rico	5	0.1	-0.6	.	.	.	†
Guam	0	0.0	-0.7	0	0.0	-0.7	-100
Bur. of Indian Affairs	0	0.0	-0.7	0	0.0	-0.7	-100
American Samoa	0	0.0	-0.7	0	0.0	-0.7	†
Northern Marianas	0	0.0	-0.7	0	0.0	-0.7	†
Virgin Islands	0	0.0	-0.7	0	0.0	-0.7	†
National Baseline	8,151	0.7		7,713	0.7		137

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8q. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Speech or language impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
California	8	0.0	0.0	11	0.0	-0.1	8	0.0	0.0
Iowa	3	0.1	0.1	4	0.1	0.0	4	0.1	0.1
Oklahoma	1	0.0	0.0	3	0.0	-0.1	4	0.0	0.0
Maine	1	0.0	0.0	6	0.1	0.0	6	0.1	0.1
Michigan	19	0.0	0.0	9	0.0	-0.1	19	0.0	0.0
South Dakota	1	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
Rhode Island	1	0.0	0.0	2	0.0	-0.1	1	0.0	0.0
New Mexico	3	0.0	0.0	0	0.0	-0.1	2	0.0	0.0
Alabama	1	0.0	0.0	123	0.8	0.7	0	0.0	0.0
Connecticut	9	0.1	0.1	8	0.1	0.0	16	0.1	0.1
Colorado	6	0.0	0.0	15	0.1	0.0	18	0.1	0.1
Indiana	4	0.0	0.0	19	0.1	0.0	11	0.0	0.0
Nebraska	13	0.1	0.1	13	0.1	0.0	17	0.2	0.2
Idaho	1	0.0	0.0	1	0.0	-0.1	1	0.0	0.0
Vermont	6	0.3	0.3	8	0.4	0.3	12	0.6	0.6
Virginia	7	0.0	0.0	4	0.0	-0.1	8	0.0	0.0
Minnesota	31	0.2	0.2	44	0.3	0.2	27	0.2	0.2
New Hampshire	15	0.3	0.3	28	0.5	0.4	24	0.4	0.4
Alaska	2	0.1	0.1	0	0.0	-0.1	1	0.0	0.0
Oregon	11	0.1	0.1	10	0.1	0.0	15	0.1	0.1
Georgia	22	0.1	0.1	31	0.1	0.0	34	0.1	0.1
Louisiana	11	0.1	0.1	8	0.0	-0.1	4	0.0	0.0
Maryland	5	0.0	0.0	14	0.1	0.0	8	0.0	0.0
Massachusetts	51	0.2	0.2	51	0.2	0.1	67	0.3	0.3
Kentucky	8	0.0	0.0	4	0.0	-0.1	1	0.0	0.0
Wyoming	4	0.1	0.1	3	0.1	0.0	2	0.1	0.1
North Carolina	8	0.0	0.0	16	0.1	0.0	2	0.0	0.0
Wisconsin	4	0.0	0.0	4	0.0	-0.1	5	0.0	0.0
South Carolina	4	0.0	0.0	10	0.0	-0.1	0	0.0	0.0
Illinois	10	0.0	0.0	17	0.0	-0.1	7	0.0	0.0
Florida	55	0.1	0.1	89	0.1	0.0	1	0.0	0.0
New York	104	0.2	0.2	16	0.0	-0.1	17	0.0	0.0
Delaware	1	0.1	0.1	0	0.0	-0.1	0	0.0	0.0
Hawaii	1	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
Missouri	1	0.0	0.0	1	0.0	-0.1	1	0.0	0.0
Tennessee	1	0.0	0.0	0	0.0	-0.1	1	0.0	0.0
Arizona	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
Arkansas	0	0.0	0.0	1	0.0	-0.1	3	0.0	0.0
District of Columbia	0	0.0	0.0	20	3.7	3.6	2	0.2	0.2
Kansas	0	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
Mississippi	0	0.0	0.0	0	0.0	-0.1	1	0.0	0.0
Montana	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
Nevada	0	0.0	0.0	1	0.0	-0.1	0	0.0	0.0
New Jersey	0	0.0	0.0	1	0.0	-0.1	2	0.0	0.0
North Dakota	0	0.0	0.0	2	0.1	0.0	4	0.1	0.1
Ohio	0	0.0	0.0	1	0.0	-0.1	4	0.0	0.0
Pennsylvania	0	0.0	0.0	33	0.1	0.0	19	0.1	0.1
Puerto Rico	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
Texas	0	0.0	0.0	0	0.0	-0.1	0	0.0	0.0
Utah	0	0.0	0.0	0	0.0	-0.1	.	.	.
Washington	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	-0.1	0	0.0	0.0
Guam	1	0.6	0.6	1	0.5	0.4	0	0.0	0.0
American Samoa	.	.	.	0	0.0	-0.1	0	0.0	0.0
Northern Marianas	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	-0.1	0	0.0	0.0
Bur. of Indian Affairs	.	.	.	26	1.7	1.6	1	0.1	0.1
National Baseline	434	0.0		663	0.1		383	0.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8q. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Speech or language impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
California	100	0.1	0.1	99	0.1	0.1	1050
Iowa	7	0.2	0.2	33	0.5	0.5	825
Oklahoma	21	0.2	0.2	5	0.0	0.0	484
Maine	2	0.0	0.0	5	0.1	0.1	383
Michigan	30	0.1	0.1	89	0.2	0.2	326
South Dakota	4	0.1	0.1	4	0.1	0.1	296
Rhode Island	2	0.0	0.0	4	0.1	0.1	226
New Mexico	2	0.0	0.0	9	0.1	0.1	214
Alabama	9	0.1	0.1	3	0.0	0.0	188
Connecticut	21	0.2	0.2	23	0.2	0.2	145
Colorado	15	0.1	0.1	15	0.1	0.1	117
Indiana	10	0.0	0.0	8	0.0	0.0	94
Nebraska	16	0.2	0.2	23	0.2	0.2	88
Idaho	0	0.0	0.0	2	0.0	0.0	67
Vermont	6	0.3	0.3	9	0.5	0.5	45
Virginia	8	0.0	0.0	9	0.0	0.0	36
Minnesota	33	0.2	0.2	40	0.2	0.2	28
New Hampshire	22	0.4	0.4	15	0.3	0.3	5
Alaska	3	0.1	0.1	2	0.1	0.1	-8
Oregon	22	0.1	0.1	11	0.1	0.1	-10
Georgia	47	0.1	0.1	15	0.0	0.0	-42
Louisiana	5	0.0	0.0	7	0.0	0.0	-44
Maryland	4	0.0	0.0	2	0.0	0.0	-54
Massachusetts	5	0.0	0.0	13	0.1	0.1	-56
Kentucky	2	0.0	0.0	3	0.0	0.0	-62
Wyoming	0	0.0	0.0	1	0.0	0.0	-73
North Carolina	2	0.0	0.0	2	0.0	0.0	-76
Wisconsin	3	0.0	0.0	1	0.0	0.0	-77
South Carolina	0	0.0	0.0	1	0.0	0.0	-77
Illinois	3	0.0	0.0	2	0.0	0.0	-81
Florida	3	0.0	0.0	7	0.0	0.0	-88
New York	13	0.0	0.0	14	0.0	0.0	-89
Delaware	0	0.0	0.0	0	0.0	0.0	-100
Hawaii	0	0.0	0.0	0	0.0	0.0	-100
Missouri	0	0.0	0.0	0	0.0	0.0	-100
Tennessee	1	0.0	0.0	0	0.0	0.0	-100
Arizona	2	0.0	0.0	0	0.0	0.0	†
Arkansas	3	0.0	0.0	2	0.0	0.0	†
District of Columbia	2	0.2	0.2	4	0.4	0.4	†
Kansas	1	0.0	0.0	1	0.0	0.0	†
Mississippi	1	0.0	0.0	4	0.0	0.0	†
Montana	2	0.1	0.1	3	0.1	0.1	†
Nevada	1	0.0	0.0	0	0.0	0.0	†
New Jersey	1	0.0	0.0	0	0.0	0.0	†
North Dakota	2	0.1	0.1	3	0.1	0.1	†
Ohio	3	0.0	0.0	0	0.0	0.0	†
Pennsylvania	23	0.1	0.1	19	0.1	0.1	†
Puerto Rico	0	0.0	0.0	.	.	.	†
Texas	0	0.0	0.0	0	0.0	0.0	†
Utah	0	0.0	0.0	0	0.0	0.0	†
Washington	2	0.0	0.0	2	0.0	0.0	†
West Virginia	0	0.0	0.0	2	0.0	0.0	†
Guam	0	0.0	0.0	0	0.0	0.0	-100
American Samoa	0	0.0	0.0	0	0.0	0.0	†
Northern Marianas	0	0.0	0.0	0	0.0	0.0	†
Virgin Islands	0	0.0	0.0	0	0.0	0.0	†
Bur. of Indian Affairs	2	0.2	0.2	0	0.0	0.0	†
National Baseline	466	0.0		516	0.0		16

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8r. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Speech or language impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
North Carolina	1	0.0	-0.1	21	0.1	0.0	27	0.1	0.1
Missouri	1	0.0	-0.1	2	0.0	-0.1	13	0.0	0.0
Oklahoma	2	0.0	-0.1	4	0.0	-0.1	14	0.1	0.1
California	56	0.0	-0.1	54	0.0	-0.1	51	0.0	0.0
South Dakota	1	0.0	-0.1	2	0.1	0.0	0	0.0	0.0
Florida	4	0.0	-0.1	5	0.0	-0.1	13	0.0	0.0
Illinois	3	0.0	-0.1	5	0.0	-0.1	14	0.0	0.0
South Carolina	2	0.0	-0.1	0	0.0	-0.1	9	0.0	0.0
Mississippi	6	0.0	-0.1	4	0.0	-0.1	8	0.0	0.0
Pennsylvania	16	0.0	-0.1	7	0.0	-0.1	5	0.0	0.0
New Hampshire	1	0.0	-0.1	6	0.1	0.0	3	0.1	0.1
Virginia	36	0.1	0.0	32	0.1	0.0	24	0.1	0.1
Utah	2	0.0	-0.1	2	0.0	-0.1	2	0.0	0.0
Arkansas	1	0.0	-0.1	6	0.1	0.0	6	0.1	0.1
Kansas	3	0.0	-0.1	5	0.0	-0.1	1	0.0	0.0
Maine	8	0.1	0.0	7	0.1	0.0	9	0.1	0.1
Nebraska	39	0.4	0.3	31	0.3	0.2	46	0.5	0.5
Louisiana	8	0.0	-0.1	8	0.0	-0.1	9	0.0	0.0
Rhode Island	3	0.1	0.0	1	0.0	-0.1	4	0.1	0.1
Tennessee	20	0.1	0.0	25	0.1	0.0	19	0.1	0.1
Colorado	12	0.1	0.0	9	0.1	0.0	6	0.0	0.0
Kentucky	6	0.0	-0.1	11	0.1	0.0	8	0.0	0.0
New Jersey	14	0.0	-0.1	10	0.0	-0.1	14	0.0	0.0
Connecticut	4	0.0	-0.1	3	0.0	-0.1	2	0.0	0.0
Arizona	3	0.0	-0.1	4	0.0	-0.1	5	0.0	0.0
Georgia	1	0.0	-0.1	1	0.0	-0.1	2	0.0	0.0
Washington	11	0.1	0.0	19	0.1	0.0	16	0.1	0.1
New York	22	0.0	-0.1	40	0.1	0.0	30	0.1	0.1
Alabama	11	0.1	0.0	11	0.1	0.0	11	0.1	0.1
Maryland	28	0.1	0.0	21	0.1	0.0	18	0.1	0.1
North Dakota	3	0.1	0.0	2	0.1	0.0	1	0.0	0.0
West Virginia	11	0.1	0.0	8	0.1	0.0	11	0.1	0.1
Indiana	8	0.0	-0.1	5	0.0	-0.1	5	0.0	0.0
Texas	26	0.0	-0.1	19	0.0	-0.1	19	0.0	0.0
Minnesota	16	0.1	0.0	18	0.1	0.0	4	0.0	0.0
Wisconsin	9	0.1	0.0	11	0.1	0.0	5	0.0	0.0
Iowa	20	0.3	0.2	14	0.3	0.2	7	0.2	0.2
New Mexico	11	0.1	0.0	7	0.1	0.0	3	0.0	0.0
Massachusetts	42	0.2	0.1	31	0.1	0.0	28	0.1	0.1
Vermont	14	0.8	0.7	10	0.5	0.4	10	0.5	0.5
Michigan	211	0.6	0.5	10	0.0	-0.1	11	0.0	0.0
Oregon	13	0.1	0.0	13	0.1	0.0	14	0.1	0.1
Alaska	1	0.0	-0.1	1	0.0	-0.1	0	0.0	0.0
Hawaii	1	0.0	-0.1	1	0.0	-0.1	0	0.0	0.0
Montana	2	0.1	0.0	1	0.0	-0.1	0	0.0	0.0
Wyoming	2	0.1	0.0	1	0.0	-0.1	2	0.1	0.1
Delaware	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
Idaho	0	0.0	-0.1	5	0.1	0.0	4	0.1	0.1
Nevada	0	0.0	-0.1	2	0.0	-0.1	22	0.4	0.4
Ohio	0	0.0	-0.1	0	0.0	-0.1	0	0.0	0.0
Puerto Rico	8	0.1	0.0	7	0.1	0.0	11	0.1	0.1
American Samoa	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	0.0
Northern Marianas	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	0.0
Bur. of Indian Affairs	.	.	.	0	0.0	-0.1	.	.	.
National Baseline	723	0.1		552	0.1		546	0.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8r. Number, percentage and difference from national baseline of students ages 6 through 21 with speech or language impairments receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Speech or language impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
North Carolina	16	0.1	0.0	21	0.1	0.0	1924
Missouri	11	0.0	-0.1	12	0.0	-0.1	929
Oklahoma	14	0.1	0.0	11	0.1	0.0	542
California	169	0.1	0.0	335	0.3	0.2	456
South Dakota	2	0.1	0.0	4	0.1	0.0	296
Florida	14	0.0	-0.1	14	0.0	-0.1	236
Illinois	6	0.0	-0.1	9	0.0	-0.1	189
South Carolina	5	0.0	-0.1	6	0.0	-0.1	174
Mississippi	6	0.0	-0.1	14	0.1	0.0	139
Pennsylvania	38	0.1	0.0	35	0.1	0.0	116
New Hampshire	2	0.0	-0.1	2	0.0	-0.1	109
Virginia	33	0.1	0.0	66	0.3	0.2	94
Utah	2	0.0	-0.1	4	0.0	-0.1	86
Arkansas	6	0.1	0.0	2	0.0	-0.1	66
Kansas	3	0.0	-0.1	4	0.0	-0.1	48
Maine	7	0.1	0.0	12	0.2	0.1	45
Nebraska	38	0.4	0.3	47	0.5	0.4	28
Louisiana	12	0.1	0.0	10	0.1	0.0	10
Rhode Island	2	0.0	-0.1	4	0.1	0.0	9
Tennessee	23	0.1	0.0	21	0.1	0.0	6
Colorado	9	0.1	0.0	14	0.1	0.0	1
Kentucky	16	0.1	0.0	6	0.0	-0.1	1
New Jersey	4	0.0	-0.1	13	0.0	-0.1	-1
Connecticut	3	0.0	-0.1	4	0.0	-0.1	-4
Arizona	6	0.0	-0.1	3	0.0	-0.1	-11
Georgia	2	0.0	-0.1	1	0.0	-0.1	-15
Washington	11	0.1	0.0	9	0.1	0.0	-16
New York	19	0.0	-0.1	21	0.0	-0.1	-20
Alabama	12	0.1	0.0	8	0.0	-0.1	-30
Maryland	22	0.1	0.0	17	0.1	0.0	-31
North Dakota	6	0.2	0.1	2	0.1	0.0	-32
West Virginia	9	0.1	0.0	7	0.1	0.0	-36
Indiana	13	0.0	-0.1	5	0.0	-0.1	-39
Texas	17	0.0	-0.1	15	0.0	-0.1	-45
Minnesota	7	0.0	-0.1	8	0.0	-0.1	-51
Wisconsin	10	0.1	0.0	4	0.0	-0.1	-58
Iowa	6	0.2	0.1	6	0.1	0.0	-75
New Mexico	8	0.1	0.0	2	0.0	-0.1	-81
Massachusetts	48	0.4	0.3	4	0.0	-0.1	-83
Vermont	8	0.4	0.3	2	0.1	0.0	-86
Michigan	18	0.0	-0.1	26	0.1	0.0	-89
Oregon	19	0.1	0.0	1	0.0	-0.1	-93
Alaska	6	0.2	0.1	0	0.0	-0.1	-100
Hawaii	0	0.0	-0.1	0	0.0	-0.1	-100
Montana	0	0.0	-0.1	0	0.0	-0.1	-100
Wyoming	2	0.1	0.0	0	0.0	-0.1	-100
Delaware	0	0.0	-0.1	0	0.0	-0.1	†
District of Columbia	0	0.0	-0.1	0	0.0	-0.1	†
Idaho	2	0.0	-0.1	11	0.2	0.1	†
Nevada	0	0.0	-0.1	2	0.0	-0.1	†
Ohio	0	0.0	-0.1	0	0.0	-0.1	†
Puerto Rico	1	0.0	-0.1	.	.	.	†
American Samoa	0	0.0	-0.1	0	0.0	-0.1	†
Guam	0	0.0	-0.1	0	0.0	-0.1	†
Northern Marianas	0	0.0	-0.1	0	0.0	-0.1	†
Virgin Islands	0	0.0	-0.1	0	0.0	-0.1	†
Bur. of Indian Affairs	0	0.0	-0.1	0	0.0	-0.1	†
National Baseline	693	0.1		824	0.1		11

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8s. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Mental retardation								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Texas	342	1	-12	373	2	-12	366	1	-12
New Jersey	147	3	-10	171	3	-11	295	5	-8
Pennsylvania	1,802	6	-7	2,469	9	-5	3,743	14	1
Virginia	299	2	-11	304	2	-12	311	2	-11
Rhode Island	26	2	-11	27	2	-12	33	3	-10
Delaware	135	7	-6	146	7	-7	173	8	-5
Georgia	1,591	5	-8	1,430	5	-9	1,771	6	-7
California	2,066	6	-7	2,669	8	-6	11,535	32	19
Connecticut	365	9	-4	375	10	-4	392	11	-2
Wisconsin	838	7	-6	970	7	-7	1,064	8	-5
Tennessee	1,123	7	-6	1,278	8	-6	1,261	9	-4
Oklahoma	1,056	11	-2	963	11	-3	848	10	-3
Kentucky	3,804	21	8	3,718	20	6	3,692	21	8
Maryland	494	8	-5	590	9	-5	596	9	-4
Iowa	4,757	32	19	5,339	33	19	5,623	34	21
Maine	81	7	-6	74	7	-7	71	7	-6
Indiana	3,346	16	3	2,802	13	-1	3,711	17	4
West Virginia	782	9	-4	874	10	-4	797	9	-4
New York	1,384	8	-5	1,726	11	-3	1,718	11	-2
South Carolina	1,108	6	-7	610	3	-11	529	3	-10
Louisiana	1,270	10	-3	1,099	9	-5	1,078	9	-4
Missouri	763	6	-7	742	6	-8	768	6	-7
South Dakota	265	19	6	257	18	4	262	18	5
Arkansas	1,153	10	-3	1,058	9	-5	989	8	-5
Colorado	1,133	34	21	1,146	34	20	1,419	41	28
Alabama	2,747	12	-1	4,425	21	7	3,214	16	3
Vermont	872	67	54	806	62	48	805	62	49
Nebraska	1,429	24	11	1,367	23	9	1,470	25	12
District of Columbia	20	1	-12	62	7	-7	0	0	-13
Massachusetts	1,010	8	-5	850	6	-8	1,108	8	-5
North Carolina	3,983	14	1	4,203	15	1	4,104	14	1
Arizona	477	7	-6	811	11	-3	427	6	-7
Wyoming	58	9	-4	55	8	-6	45	7	-6
Oregon	1,210	30	17	1,156	27	13	1,184	27	14
North Dakota	393	32	19	384	31	17	372	30	17
Montana	217	19	6	199	17	3	171	14	1
Nevada	113	7	-6	105	6	-8	97	6	-7
New Hampshire	556	57	44	413	41	27	437	43	30
Alaska	137	18	5	121	15	1	113	14	1
Kansas	1,125	20	7	1,147	22	8	907	16	3
Idaho	662	27	14	518	25	11	431	22	9
Minnesota	1,861	18	5	1,660	17	3	1,598	16	3
Florida	7,753	21	8	8,097	21	7	5,989	15	2
Mississippi	465	7	-6	419	7	-7	452	8	-5
Illinois	1,762	7	-6	1,913	7	-7	2,028	7	-6
Washington	1,079	15	2	888	13	-1	809	12	-1
Ohio	14,393	28	15	16,377	32	18	6,969	14	1
Hawaii	260	9	-4	272	9	-5	498	18	5
Utah	171	5	-8	174	5	-9	146	5	-8
Michigan	4,184	18	5	1,836	8	-6	1,360	6	-7
New Mexico	373	18	5	96	5	-9	140	7	-6
Puerto Rico	3,791	29	16	3,988	30	16	2,830	22	9
Virgin Islands	46	10	-3	22	4	-10	11	3	-10
Guam	7	8	-5	4	4	-10	5	5	-8
Bur. of Indian Affairs	110	31	18	183	34	20	183	36	23
Northern Marianas	16	50	37	23	44	30	10	18	5
American Samoa	7	13	0	0	0	-14	0	0	-13
National Baseline	81,417	13		83,784	14		80,958	13	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8s. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Mental retardation						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Texas	1,220	5	-8	1,081	4	-7	200
New Jersey	447	7	-6	426	7	-4	116
Pennsylvania	3,559	13	0	2,988	11	0	70
Virginia	395	3	-10	466	3	-8	60
Rhode Island	32	3	-10	40	3	-8	45
Delaware	217	10	-3	206	10	-1	40
Georgia	1,616	5	-8	2,195	8	-3	39
California	5,816	16	3	3,088	8	-3	29
Connecticut	404	11	-2	406	11	0	28
Wisconsin	1,061	8	-5	1,017	8	-3	25
Tennessee	1,317	9	-4	1,237	9	-2	24
Oklahoma	731	9	-4	987	13	2	14
Kentucky	4,156	23	10	4,260	24	13	14
Maryland	566	8	-5	561	8	-3	8
Iowa	6,181	36	23	4,073	34	23	7
Maine	74	7	-6	70	7	-4	3
Indiana	4,116	19	6	3,527	16	5	1
West Virginia	823	9	-4	808	9	-2	1
New York	1,388	9	-4	1,259	8	-3	0
South Carolina	840	5	-8	978	6	-5	-0
Louisiana	1,118	10	-3	1,122	10	-1	-0
Missouri	767	6	-7	729	6	-5	-1
South Dakota	244	18	5	233	17	6	-8
Arkansas	1,005	9	-4	1,034	9	-2	-9
Colorado	1,467	41	28	1,095	31	20	-9
Alabama	1,993	12	-1	1,639	11	0	-10
Vermont	780	62	49	756	60	49	-10
Nebraska	2,095	37	24	1,179	21	10	-11
District of Columbia	1	0	-13	18	1	-10	-14
Massachusetts	844	7	-6	735	7	-4	-14
North Carolina	3,696	13	0	3,460	12	1	-14
Arizona	441	6	-7	445	6	-5	-15
Wyoming	45	7	-6	44	7	-4	-15
Oregon	1,134	26	13	1,129	25	14	-15
North Dakota	335	28	15	308	27	16	-17
Montana	180	16	3	174	15	4	-18
Nevada	90	5	-8	98	5	-6	-25
New Hampshire	459	46	33	403	42	31	-26
Alaska	92	11	-2	107	13	2	-27
Kansas	807	15	2	743	15	4	-28
Idaho	389	21	8	356	20	9	-28
Minnesota	1,345	14	1	1,251	13	2	-29
Florida	6,383	16	3	5,819	15	4	-29
Mississippi	175	3	-10	240	5	-6	-35
Illinois	1,140	4	-9	1,094	4	-7	-41
Washington	542	9	-4	484	8	-3	-44
Ohio	7,065	14	1	7,376	15	4	-49
Hawaii	67	3	-10	95	4	-7	-53
Utah	97	3	-10	69	2	-9	-57
Michigan	1,334	5	-8	1,442	6	-5	-68
New Mexico	71	4	-9	93	5	-6	-70
Puerto Rico	4,577	39	26	.	.	.	†
Virgin Islands	30	8	-5	35	9	-2	-8
Guam	4	4	-9	6	7	-4	-19
Bur. of Indian Affairs	169	31	18	93	21	10	-32
Northern Marianas	11	12	-1	15	28	17	-44
American Samoa	0	0	-13	0	0	-11	-100
National Baseline	75,951	13		63,592	11		-18

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8t. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Mental retardation								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Illinois	1,253	5	-25	1,344	5	-25	1,450	5	-24
New Jersey	405	9	-21	688	13	-17	978	17	-12
Indiana	3,357	16	-14	3,561	16	-14	4,478	20	-9
New Mexico	240	12	-18	214	11	-19	315	17	-12
New York	1,419	9	-21	1,564	10	-20	1,771	11	-18
Louisiana	1,752	14	-16	1,888	15	-15	2,071	17	-12
Texas	4,711	19	-11	4,856	20	-10	4,940	20	-9
Connecticut	888	22	-8	937	24	-6	998	27	-2
Maryland	1,010	16	-14	1,082	16	-14	1,164	17	-12
Alabama	10,747	48	18	11,682	55	25	11,768	58	29
Kansas	1,764	32	2	1,716	32	2	1,910	34	5
Missouri	3,234	26	-4	3,519	28	-2	3,586	29	0
New Hampshire	244	25	-5	290	29	-1	292	29	0
Michigan	3,949	17	-13	4,620	20	-10	5,027	21	-8
West Virginia	4,077	46	16	4,486	49	19	4,694	51	22
North Dakota	528	43	13	560	46	16	576	47	18
Wisconsin	4,302	34	4	4,646	36	6	4,738	36	7
Rhode Island	65	6	-24	59	5	-25	68	6	-23
Colorado	834	25	-5	835	25	-5	939	27	-2
Georgia	7,852	27	-3	7,914	26	-4	8,042	27	-2
Vermont	187	14	-16	201	15	-15	205	16	-13
Massachusetts	5,033	38	8	5,146	39	9	4,824	35	6
Pennsylvania	9,178	33	3	8,801	32	2	9,559	35	6
Virginia	3,218	22	-8	3,321	23	-7	3,278	23	-6
South Dakota	712	50	20	721	51	21	702	49	20
Oklahoma	4,185	45	15	4,195	47	17	3,969	47	18
Montana	435	37	7	409	34	4	515	42	13
Arkansas	6,267	52	22	6,153	52	22	6,387	54	25
Florida	6,472	17	-13	6,635	17	-13	6,971	18	-11
Minnesota	4,183	41	11	4,180	42	12	4,187	41	12
Kentucky	8,601	47	17	8,660	48	18	8,642	48	19
Idaho	1,013	42	12	864	41	11	803	42	13
Iowa	5,703	38	8	5,911	37	7	6,272	38	9
Tennessee	5,471	34	4	5,224	34	4	5,106	35	6
North Carolina	9,556	34	4	9,745	34	4	9,773	33	4
California	4,244	13	-17	4,379	13	-17	4,216	12	-17
Washington	2,809	38	8	2,724	39	9	2,448	37	8
Nebraska	2,725	45	15	2,375	39	9	2,314	39	10
Utah	425	13	-17	355	11	-19	334	10	-19
Wyoming	274	40	10	176	26	-4	231	36	7
Maine	389	34	4	362	33	3	296	28	-1
Mississippi	2,135	32	2	1,778	28	-2	1,612	28	-1
Oregon	1,085	27	-3	1,117	26	-4	1,076	25	-4
Arizona	1,428	21	-9	1,432	20	-10	1,367	19	-10
Alaska	253	33	3	258	32	2	244	30	1
South Carolina	4,713	27	-3	4,876	28	-2	4,440	26	-3
Nevada	478	29	-1	436	26	-4	404	23	-6
Ohio	31,333	62	32	30,737	60	30	23,073	45	16
District of Columbia	528	34	4	432	50	20	116	9	-20
Hawaii	1,365	49	19	1,425	45	15	1,027	38	9
Delaware	1,136	57	27	1,058	52	22	839	41	12
Puerto Rico	1,603	12	-18	1,618	12	-18	2,546	20	-9
Guam	34	40	10	43	44	14	45	47	18
Bur. of Indian Affairs	158	45	15	200	37	7	211	42	13
Northern Marianas	14	44	14	23	44	14	41	72	43
American Samoa	23	41	11	21	39	9	25	40	11
Virgin Islands	0	0	-30	402	69	39	256	60	31
National Baseline	179,997	30		182,854	30		178,159	29	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
 "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002.
 Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

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Table 3-8t. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Mental retardation							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Illinois	3,013	11	-19	3,549	13	-18	171
New Jersey	1,159	19	-11	1,372	22	-9	153
Indiana	6,560	30	0	7,220	33	2	107
New Mexico	352	19	-11	341	20	-11	72
New York	1,810	12	-18	2,150	14	-17	67
Louisiana	2,156	19	-11	2,381	21	-10	53
Texas	7,140	28	-2	7,207	28	-3	45
Connecticut	1,059	29	-1	1,118	32	1	45
Maryland	1,393	20	-10	1,374	20	-11	30
Alabama	10,186	61	31	9,036	61	30	27
Kansas	1,844	35	5	2,025	40	9	25
Missouri	3,751	31	1	3,864	32	1	24
New Hampshire	267	27	-3	296	31	0	24
Michigan	5,227	21	-9	5,220	21	-10	23
West Virginia	4,748	52	22	5,103	56	25	22
North Dakota	599	50	20	586	51	20	17
Wisconsin	4,871	38	8	4,838	39	8	16
Rhode Island	79	7	-23	77	6	-25	11
Colorado	949	27	-3	981	28	-3	11
Georgia	8,223	27	-3	8,442	29	-2	8
Vermont	195	15	-15	195	16	-15	8
Massachusetts	4,388	38	8	4,559	41	10	7
Pennsylvania	9,251	33	3	9,428	34	3	5
Virginia	3,338	23	-7	3,290	23	-8	5
South Dakota	735	54	24	713	53	22	5
Oklahoma	3,794	48	18	3,575	47	16	5
Montana	456	40	10	438	38	7	4
Arkansas	6,504	55	25	6,367	54	23	3
Florida	6,746	17	-13	7,034	18	-13	2
Minnesota	4,080	42	12	4,015	42	11	2
Kentucky	8,356	47	17	8,340	47	16	-1
Idaho	779	42	12	737	41	10	-3
Iowa	6,558	38	8	4,376	37	6	-4
Tennessee	4,884	34	4	4,659	33	2	-4
North Carolina	9,369	33	3	8,983	32	1	-7
California	4,436	12	-18	4,572	12	-19	-7
Washington	2,318	37	7	2,060	35	4	-8
Nebraska	1,893	34	4	2,268	40	9	-11
Utah	348	11	-19	353	11	-20	-11
Wyoming	206	32	2	215	35	4	-12
Maine	281	28	-2	287	30	-1	-12
Mississippi	462	8	-22	1,427	27	-4	-15
Oregon	1,081	24	-6	982	22	-9	-17
Arizona	1,364	18	-12	1,282	17	-14	-18
Alaska	230	28	-2	220	26	-5	-19
South Carolina	3,877	23	-7	3,341	21	-10	-20
Nevada	419	23	-7	427	22	-9	-23
Ohio	22,895	45	15	23,821	47	16	-24
District of Columbia	420	28	-2	394	24	-7	-28
Hawaii	1,563	65	35	671	31	0	-37
Delaware	769	37	7	768	36	5	-38
Puerto Rico	819	7	-23	.	.	.	†
Guam	41	46	16	43	48	17	19
Bur. of Indian Affairs	243	45	15	220	50	19	12
Northern Marianas	42	44	14	25	46	15	6
American Samoa	28	38	8	27	39	8	-6
Virgin Islands	81	21	-9	139	37	6	†
National Baseline	178,635	30		177,431	31		3

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8u. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Mental retardation								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	4,266	8	-43	3,638	7	-43	20,404	40	-12
Delaware	505	26	-25	721	35	-15	864	42	-10
Hawaii	1,100	40	-11	1,148	37	-13	1,167	43	-9
New Hampshire	124	13	-38	246	24	-26	219	22	-30
District of Columbia	486	31	-20	.	.	.	695	52	0
Vermont	173	13	-38	221	17	-33	235	18	-34
Idaho	701	29	-22	703	33	-17	660	34	-18
Oregon	1,560	38	-13	1,762	41	-9	1,879	43	-9
Nevada	834	51	0	956	56	6	1,062	60	8
Nebraska	1,710	28	-23	2,151	36	-14	1,959	33	-19
Alaska	380	49	-2	408	51	1	453	55	3
Washington	3,376	46	-5	3,321	47	-3	3,289	50	-2
Michigan	11,945	52	1	12,917	55	5	15,095	63	11
Minnesota	3,289	32	-19	3,346	34	-16	3,556	35	-17
Mississippi	3,876	58	7	3,780	61	11	3,585	62	10
Wyoming	314	46	-5	368	55	5	305	48	-4
Arizona	4,579	67	16	4,730	65	15	5,060	70	18
North Carolina	13,276	48	-3	13,604	47	-3	14,227	49	-3
South Carolina	11,244	64	13	11,367	65	15	11,032	65	13
Montana	510	44	-7	555	47	-3	548	44	-8
Maine	650	56	5	621	57	7	634	61	9
Florida	21,492	57	6	22,256	57	7	23,011	58	6
Utah	2,454	74	23	2,505	76	26	2,396	75	23
Rhode Island	930	81	30	941	83	33	1,013	84	32
New Mexico	1,450	70	19	1,635	81	31	1,387	73	21
Colorado	1,255	38	-13	1,290	39	-11	1,030	30	-22
Tennessee	8,942	56	5	8,322	55	5	7,778	54	2
California	23,573	72	21	24,251	71	21	16,719	47	-5
Massachusetts	6,196	47	-4	6,287	48	-2	6,654	48	-4
Arkansas	4,174	35	-16	4,146	35	-15	4,022	34	-18
Maryland	3,813	59	8	3,945	59	9	3,872	58	6
Virginia	10,666	73	22	10,555	72	22	10,263	72	20
Illinois	19,275	73	22	19,679	73	23	20,272	73	21
New York	10,342	62	11	9,760	60	10	9,444	60	8
Kansas	2,489	45	-6	2,283	43	-7	2,509	45	-7
Georgia	19,486	66	15	20,056	67	17	19,875	66	14
Iowa	3,905	26	-25	4,144	26	-24	3,993	24	-28
Kentucky	5,525	30	-21	5,500	30	-20	5,350	30	-22
New Jersey	2,475	53	2	2,983	58	8	3,074	53	1
South Dakota	350	25	-26	357	25	-25	369	26	-26
Missouri	6,729	53	2	6,474	52	2	6,273	51	-1
Louisiana	9,245	72	21	8,745	71	21	8,352	69	17
Pennsylvania	15,258	54	3	14,895	54	4	13,090	47	-5
Oklahoma	3,941	42	-9	3,710	41	-9	3,553	42	-10
North Dakota	266	22	-29	249	20	-30	248	20	-32
Texas	18,452	75	24	18,288	75	25	18,707	75	23
Wisconsin	7,109	56	5	6,944	53	3	6,721	52	0
Connecticut	2,452	60	9	2,226	57	7	1,963	53	1
West Virginia	3,992	45	-6	3,694	40	-10	3,646	40	-12
Indiana	14,223	67	16	14,942	69	19	13,250	61	9
Alabama	8,106	36	-15	4,518	21	-29	4,720	23	-29
Puerto Rico	6,390	48	-3	6,125	47	-3	5,989	46	-6
Bur. of Indian Affairs	73	21	-30	132	24	-26	95	19	-33
American Samoa	26	46	-5	33	61	11	38	60	8
Guam	44	52	1	50	51	1	44	46	-6
Virgin Islands	406	89	38	160	27	-23	159	37	-15
Northern Marianas	0	0	-51	0	0	-50	5	9	-43
National Baseline	310,402	51		308,643	50		316,812	52	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8u. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Mental retardation						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	19,468	39	-13	18,591	37	-16	335
Delaware	964	46	-6	1,041	48	-5	89
Hawaii	736	31	-21	1,356	63	10	58
New Hampshire	200	20	-32	185	19	-34	53
District of Columbia	431	28	-24	754	47	-6	49
Vermont	230	18	-34	245	20	-33	46
Idaho	652	36	-16	695	38	-15	32
Oregon	1,973	45	-7	2,233	50	-3	31
Nevada	1,140	63	11	1,229	64	11	27
Nebraska	1,479	26	-26	1,975	35	-18	24
Alaska	496	60	8	502	60	7	23
Washington	3,319	53	1	3,280	56	3	21
Michigan	15,190	62	10	15,064	61	8	17
Minnesota	3,579	37	-15	3,627	38	-15	17
Mississippi	4,707	86	34	3,451	65	12	13
Wyoming	340	54	2	313	52	-1	12
Arizona	5,325	71	19	5,459	74	21	9
North Carolina	14,462	50	-2	14,622	52	-1	9
South Carolina	11,649	69	17	10,736	69	16	8
Montana	499	44	-8	524	46	-7	6
Maine	605	60	8	576	59	6	5
Florida	23,327	58	6	23,552	59	6	3
Utah	2,408	76	24	2,355	76	23	3
Rhode Island	979	83	31	1,015	83	30	3
New Mexico	1,354	74	22	1,223	71	18	2
Colorado	1,062	30	-22	1,354	39	-14	1
Tennessee	7,872	55	3	7,921	56	3	-1
California	24,126	65	13	26,996	71	18	-1
Massachusetts	5,509	48	-4	5,095	46	-7	-2
Arkansas	3,959	34	-18	3,962	34	-19	-3
Maryland	3,737	55	3	3,843	57	4	-4
Virginia	10,040	70	18	9,956	70	17	-4
Illinois	19,908	71	19	19,236	70	17	-4
New York	9,660	63	11	8,915	59	6	-5
Kansas	2,388	45	-7	2,143	42	-11	-6
Georgia	19,568	65	13	18,122	62	9	-6
Iowa	3,983	23	-29	2,917	25	-28	-7
Kentucky	5,155	29	-23	4,989	28	-25	-8
New Jersey	3,084	50	-2	3,030	49	-4	-9
South Dakota	301	22	-30	305	23	-30	-9
Missouri	5,918	49	-3	5,838	48	-5	-10
Louisiana	7,886	68	16	7,380	65	12	-10
Pennsylvania	13,432	48	-4	13,389	49	-4	-10
Oklahoma	3,308	42	-10	2,882	38	-15	-11
North Dakota	224	19	-33	224	19	-34	-11
Texas	16,376	64	12	16,796	65	12	-14
Wisconsin	6,350	50	-2	5,951	48	-5	-14
Connecticut	1,834	50	-2	1,662	47	-6	-22
West Virginia	3,439	38	-14	3,116	34	-19	-24
Indiana	10,840	49	-3	10,937	49	-4	-26
Alabama	4,094	24	-28	3,619	24	-29	-33
Puerto Rico	5,586	48	-4	.	.	.	†
Bur. of Indian Affairs	114	21	-31	121	28	-25	33
American Samoa	46	62	10	43	61	8	32
Guam	44	49	-3	41	46	-7	-12
Virgin Islands	274	71	19	199	53	0	-41
Northern Marianas	41	43	-9	14	26	-27	†
National Baseline	315,670	52		305,599	53		3

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8v. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Mental retardation								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
New Mexico	7	0.3	-4.7	54	2.7	-2.2	48	2.5	-2.6
Ohio	181	0.4	-4.6	306	0.6	-4.3	563	1.1	-4.0
Hawaii	12	0.4	-4.6	12	0.4	-4.5	0	0.0	-5.1
Florida	1,636	4.4	-0.6	1,758	4.5	-0.4	3,224	8.2	3.1
North Dakota	7	0.6	-4.4	12	1.0	-3.9	9	0.7	-4.4
Wyoming	6	0.9	-4.1	32	4.8	-0.1	13	2.1	-3.0
Nebraska	106	1.8	-3.2	92	1.5	-3.4	119	2.0	-3.1
New Hampshire	33	3.4	-1.6	39	3.8	-1.1	36	3.6	-1.5
Kentucky	83	0.5	-4.5	92	0.5	-4.4	114	0.6	-4.5
Vermont	33	2.6	-2.4	43	3.3	-1.6	36	2.8	-2.3
Iowa	408	2.7	-2.3	436	2.7	-2.2	479	2.9	-2.2
Kansas	132	2.4	-2.6	102	1.9	-3.0	160	2.9	-2.2
Oklahoma	46	0.5	-4.5	41	0.5	-4.4	38	0.4	-4.7
Utah	280	8.4	3.4	244	7.4	2.5	300	9.4	4.3
Maine	29	2.5	-2.5	27	2.5	-2.4	36	3.4	-1.7
Alabama	553	2.5	-2.5	442	2.1	-2.8	451	2.2	-2.9
Wisconsin	396	3.1	-1.9	386	3.0	-1.9	390	3.0	-2.1
Mississippi	64	1.0	-4.0	55	0.9	-4.0	53	0.9	-4.2
Virginia	234	1.6	-3.4	215	1.5	-3.4	233	1.6	-3.5
Tennessee	247	1.6	-3.4	279	1.8	-3.1	232	1.6	-3.5
California	2,357	7.2	2.2	2,338	6.9	2.0	2,648	7.4	2.3
Connecticut	323	7.9	2.9	341	8.7	3.8	320	8.6	3.5
South Dakota	44	3.1	-1.9	46	3.2	-1.7	51	3.5	-1.6
Arkansas	196	1.6	-3.4	198	1.7	-3.2	167	1.4	-3.7
Michigan	2,772	12.1	7.1	4,019	17.1	12.2	2,561	10.6	5.5
Massachusetts	695	5.3	0.3	719	5.5	0.6	948	6.9	1.8
Missouri	1,829	14.5	9.5	1,723	13.7	8.8	1,685	13.6	8.5
New York	3,148	19.0	14.0	2,934	18.1	13.2	2,707	17.1	12.0
Louisiana	334	2.6	-2.4	330	2.7	-2.2	254	2.1	-3.0
Colorado	50	1.5	-3.5	43	1.3	-3.6	50	1.4	-3.7
Pennsylvania	1,618	5.8	0.8	1,244	4.5	-0.4	1,053	3.8	-1.3
Minnesota	805	7.9	2.9	704	7.1	2.2	693	6.9	1.8
Illinois	3,967	15.0	10.0	3,815	14.2	9.3	3,811	13.8	8.7
South Carolina	369	2.1	-2.9	420	2.4	-2.5	434	2.6	-2.5
Indiana	198	0.9	-4.1	179	0.8	-4.1	172	0.8	-4.3
District of Columbia	482	31.2	26.2	.	.	.	501	37.5	32.4
Maryland	1,087	16.9	11.9	1,041	15.5	10.6	1,025	15.3	10.2
North Carolina	1,065	3.8	-1.2	1,061	3.7	-1.2	894	3.1	-2.0
Alaska	6	0.8	-4.2	8	1.0	-3.9	8	1.0	-4.1
Washington	70	1.0	-4.0	59	0.8	-4.1	28	0.4	-4.7
Georgia	195	0.7	-4.3	188	0.6	-4.3	189	0.6	-4.5
Idaho	28	1.2	-3.8	22	1.0	-3.9	19	1.0	-4.1
Rhode Island	104	9.1	4.1	87	7.7	2.8	78	6.5	1.4
New Jersey	1,582	34.1	29.1	1,300	25.1	20.2	1,368	23.7	18.6
Arizona	282	4.2	-0.8	273	3.7	-1.2	323	4.5	-0.6
Texas	766	3.1	-1.9	709	2.9	-2.0	711	2.9	-2.2
Nevada	218	13.2	8.2	201	11.8	6.9	186	10.6	5.5
Delaware	172	8.7	3.7	74	3.6	-1.3	128	6.3	1.2
Oregon	141	3.5	-1.5	166	3.9	-1.0	158	3.6	-1.5
West Virginia	39	0.4	-4.6	26	0.3	-4.6	15	0.2	-4.9
Montana	3	0.3	-4.7	23	1.9	-3.0	0	0.0	-5.1
Puerto Rico	1,206	9.1	4.1	1,194	9.1	4.2	1,472	11.3	6.2
Bur. of Indian Affairs	11	3.1	-1.9	11	2.0	-2.9	.	.	.
American Samoa	.	.	.	0	0.0	-4.9	0	0.0	-5.1
Guam	0	0.0	-5.0	1	1.0	-3.9	1	1.1	-4.0
Northern Marianas	0	0.0	-5.0	5	9.6	4.7	0	0.0	-5.1
Virgin Islands	0	0.0	-5.0	0	0.0	-4.9	0	0.0	-5.1
National Baseline	30,655	5.0		30,169	4.9		31,192	5.1	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8v. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Mental retardation						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
New Mexico	56	3.0	-1.8	58	3.4	-1.5	903
Ohio	519	1.0	-3.8	527	1.0	-3.9	191
Hawaii	21	0.9	-3.9	21	1.0	-3.9	124
Florida	3,215	8.1	3.3	3,197	8.0	3.1	84
North Dakota	8	0.7	-4.1	10	0.9	-4.0	50
Wyoming	11	1.7	-3.1	8	1.3	-3.6	50
Nebraska	124	2.2	-2.6	145	2.6	-2.3	47
New Hampshire	39	3.9	-0.9	47	4.9	0.0	46
Kentucky	120	0.7	-4.1	115	0.6	-4.3	41
Vermont	39	3.1	-1.7	44	3.5	-1.4	38
Iowa	499	2.9	-1.9	432	3.6	-1.3	32
Kansas	177	3.4	-1.4	157	3.1	-1.8	30
Oklahoma	66	0.8	-4.0	47	0.6	-4.3	25
Utah	299	9.5	4.7	324	10.4	5.5	24
Maine	36	3.6	-1.2	30	3.1	-1.8	23
Alabama	414	2.5	-2.3	432	2.9	-2.0	18
Wisconsin	412	3.2	-1.6	421	3.4	-1.5	10
Mississippi	27	0.5	-4.3	55	1.0	-3.9	9
Virginia	251	1.8	-3.0	240	1.7	-3.2	5
Tennessee	196	1.4	-3.4	224	1.6	-3.3	2
California	1,954	5.3	0.5	2,740	7.2	2.3	0
Connecticut	311	8.5	3.7	280	7.9	3.0	-0
South Dakota	48	3.5	-1.3	41	3.0	-1.9	-2
Arkansas	171	1.4	-3.4	184	1.6	-3.3	-4
Michigan	2,725	11.1	6.3	2,811	11.4	6.5	-6
Massachusetts	560	4.9	0.1	541	4.9	0.0	-8
Missouri	1,617	13.3	8.5	1,619	13.3	8.4	-8
New York	2,392	15.5	10.7	2,631	17.4	12.5	-8
Louisiana	230	2.0	-2.8	267	2.3	-2.6	-10
Colorado	52	1.5	-3.3	47	1.3	-3.6	-12
Pennsylvania	1,322	4.8	0.0	1,385	5.1	0.2	-12
Minnesota	723	7.4	2.6	664	6.9	2.0	-13
Illinois	3,712	13.3	8.5	3,585	13.0	8.1	-13
South Carolina	211	1.3	-3.5	281	1.8	-3.1	-14
Indiana	159	0.7	-4.1	173	0.8	-4.1	-16
District of Columbia	632	41.7	36.9	419	26.0	21.1	-17
Maryland	1,076	15.8	11.0	946	14.0	9.1	-17
North Carolina	941	3.3	-1.5	887	3.1	-1.8	-18
Alaska	4	0.5	-4.3	5	0.6	-4.3	-23
Washington	31	0.5	-4.3	43	0.7	-4.2	-23
Georgia	163	0.5	-4.3	148	0.5	-4.4	-24
Idaho	11	0.6	-4.2	15	0.8	-4.1	-29
Rhode Island	74	6.3	1.5	72	5.9	1.0	-35
New Jersey	1,385	22.6	17.8	1,341	21.6	16.7	-37
Arizona	292	3.9	-0.9	184	2.5	-2.4	-40
Texas	515	2.0	-2.8	482	1.9	-3.0	-40
Nevada	160	8.8	4.0	150	7.9	3.0	-41
Delaware	99	4.7	-0.1	108	5.0	0.1	-42
Oregon	172	3.9	-0.9	72	1.6	-3.3	-53
West Virginia	14	0.2	-4.6	16	0.2	-4.7	-60
Montana	2	0.2	-4.6	1	0.1	-4.8	-66
Puerto Rico	632	5.4	0.6	.	.	.	†
Bur. of Indian Affairs	9	1.7	-3.1	5	1.1	-3.8	-64
American Samoa	0	0.0	-4.8	0	0.0	-4.9	†
Guam	0	0.0	-4.8	0	0.0	-4.9	†
Northern Marianas	0	0.0	-4.8	0	0.0	-4.9	†
Virgin Islands	0	0.0	-4.8	1	0.3	-4.6	†
National Baseline	28,928	4.8		28,678	4.9		-2

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8w. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Mental retardation								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Washington	1	0.0	-0.5	5	0.1	-0.5	4	0.1	-0.4
California	51	0.2	-0.3	60	0.2	-0.4	62	0.2	-0.3
Michigan	12	0.1	-0.4	61	0.3	-0.3	40	0.2	-0.3
West Virginia	7	0.1	-0.4	6	0.1	-0.5	4	0.0	-0.5
Colorado	9	0.3	-0.2	13	0.4	-0.2	17	0.5	0.0
Kentucky	40	0.2	-0.3	54	0.3	-0.3	44	0.2	-0.3
Missouri	4	0.0	-0.5	3	0.0	-0.6	4	0.0	-0.5
North Dakota	14	1.2	0.7	16	1.3	0.7	22	1.8	1.3
New Mexico	2	0.1	-0.4	4	0.2	-0.4	3	0.2	-0.3
Maine	2	0.2	-0.3	4	0.4	-0.2	4	0.4	-0.1
North Carolina	57	0.2	-0.3	50	0.2	-0.4	94	0.3	-0.2
Connecticut	47	1.2	0.7	44	1.1	0.5	54	1.4	0.9
Indiana	124	0.6	0.1	166	0.8	0.2	166	0.8	0.3
New Jersey	7	0.2	-0.3	6	0.1	-0.5	16	0.3	-0.2
Wisconsin	58	0.5	0.0	66	0.5	-0.1	69	0.5	0.0
South Dakota	42	3.0	2.5	37	2.6	2.0	53	3.7	3.2
Oklahoma	40	0.4	-0.1	33	0.4	-0.2	22	0.3	-0.2
Virginia	130	0.9	0.4	127	0.9	0.3	139	1.0	0.5
Minnesota	33	0.3	-0.2	33	0.3	-0.3	40	0.4	-0.1
Arkansas	140	1.2	0.7	183	1.6	1.0	157	1.3	0.8
Arizona	6	0.1	-0.4	13	0.2	-0.4	8	0.1	-0.4
Iowa	77	0.5	0.0	95	0.6	0.0	109	0.7	0.2
New Hampshire	24	2.4	1.9	26	2.6	2.0	25	2.5	2.0
Pennsylvania	89	0.3	-0.2	99	0.4	-0.2	82	0.3	-0.2
Wyoming	25	3.7	3.2	31	4.6	4.0	34	5.4	4.9
Mississippi	92	1.4	0.9	163	2.6	2.0	40	0.7	0.2
Delaware	25	1.3	0.8	28	1.4	0.8	28	1.4	0.9
Louisiana	179	1.4	0.9	198	1.6	1.0	165	1.4	0.9
Georgia	254	0.9	0.4	300	1.0	0.4	262	0.9	0.4
Massachusetts	161	1.2	0.7	163	1.2	0.6	213	1.5	1.0
Alabama	77	0.3	-0.2	190	0.9	0.3	40	0.2	-0.3
District of Columbia	30	1.9	1.4	364	42.4	41.8	25	1.9	1.4
South Carolina	70	0.4	-0.1	60	0.3	-0.3	448	2.6	2.1
Nebraska	37	0.6	0.1	32	0.5	-0.1	47	0.8	0.3
Idaho	4	0.2	-0.3	0	0.0	-0.6	2	0.1	-0.4
Vermont	14	1.1	0.6	13	1.0	0.4	7	0.5	0.0
Kansas	72	1.3	0.8	67	1.3	0.7	43	0.8	0.3
Hawaii	14	0.5	0.0	102	3.2	2.6	0	0.0	-0.5
Rhode Island	17	1.5	1.0	13	1.1	0.5	13	1.1	0.6
Illinois	154	0.6	0.1	120	0.4	-0.2	100	0.4	-0.1
Ohio	214	0.4	-0.1	197	0.4	-0.2	235	0.5	0.0
New York	211	1.3	0.8	149	0.9	0.3	158	1.0	0.5
Texas	75	0.3	-0.2	66	0.3	-0.3	63	0.3	-0.2
Montana	2	0.2	-0.3	1	0.1	-0.5	2	0.2	-0.3
Oregon	56	1.4	0.9	48	1.1	0.5	44	1.0	0.5
Maryland	28	0.4	-0.1	25	0.4	-0.2	25	0.4	-0.1
Tennessee	20	0.1	-0.4	18	0.1	-0.5	17	0.1	-0.4
Florida	78	0.2	-0.3	73	0.2	-0.4	35	0.1	-0.4
Alaska	1	0.1	-0.4	0	0.0	-0.6	0	0.0	-0.5
Nevada	1	0.1	-0.4	1	0.1	-0.5	0	0.0	-0.5
Puerto Rico	53	0.4	-0.1	54	0.4	-0.2	55	0.4	-0.1
Utah	0	0.0	-0.5	1	0.0	-0.6	.	.	.
Bur. of Indian Affairs	1	0.3	-0.2	20	3.7	3.1	14	2.8	2.3
Northern Marianas	2	6.3	5.8	1	1.9	1.3	1	1.8	1.3
Virgin Islands	2	0.4	-0.1	0	0.0	-0.6	0	0.0	-0.5
American Samoa	.	.	.	0	0.0	-0.6	0	0.0	-0.5
Guam	0	0.0	-0.5	0	0.0	-0.6	0	0.0	-0.5
National Baseline	2,985	0.5		3,702	0.6		3,354	0.5	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8w. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Mental retardation						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Washington	9	0.1	-0.5	4	0.1	-0.4	400
California	245	0.7	0.1	291	0.8	0.3	392
Michigan	34	0.1	-0.5	56	0.2	-0.3	334
West Virginia	6	0.1	-0.5	25	0.3	-0.2	249
Colorado	23	0.6	0.0	23	0.7	0.2	140
Kentucky	60	0.3	-0.3	82	0.5	0.0	108
Missouri	7	0.1	-0.5	8	0.1	-0.4	108
North Dakota	20	1.7	1.1	26	2.2	1.7	96
New Mexico	5	0.3	-0.3	3	0.2	-0.3	81
Maine	3	0.3	-0.3	3	0.3	0.3	78
North Carolina	106	0.4	-0.2	100	0.4	-0.1	74
Connecticut	47	1.3	0.7	69	2.0	1.5	69
Indiana	215	1.0	0.4	217	1.0	0.5	68
New Jersey	6	0.1	-0.5	15	0.2	-0.3	60
Wisconsin	60	0.5	-0.1	86	0.7	0.2	53
South Dakota	36	2.6	2.0	55	4.1	3.6	37
Oklahoma	37	0.5	-0.1	44	0.6	0.1	35
Virginia	137	1.0	0.4	169	1.2	0.7	33
Minnesota	32	0.3	-0.3	39	0.4	-0.1	25
Arkansas	134	1.1	0.5	169	1.4	0.9	23
Arizona	6	0.1	-0.5	8	0.1	-0.4	22
Iowa	122	0.7	0.1	74	0.6	0.1	20
New Hampshire	23	2.3	1.7	28	2.9	2.4	19
Pennsylvania	89	0.3	-0.3	102	0.4	-0.1	17
Wyoming	30	4.7	4.1	25	4.1	3.6	13
Mississippi	77	1.4	0.8	76	1.4	0.9	5
Delaware	29	1.4	0.8	27	1.3	0.8	-1
Louisiana	150	1.3	0.7	154	1.3	0.8	-3
Georgia	327	1.1	0.5	243	0.8	0.3	-4
Massachusetts	133	1.2	0.6	130	1.2	0.7	-4
Alabama	72	0.4	-0.2	44	0.3	-0.2	-14
District of Columbia	33	2.2	1.6	26	1.6	1.1	-17
South Carolina	180	1.1	0.5	48	0.3	-0.2	-22
Nebraska	27	0.5	-0.1	25	0.4	-0.1	-27
Idaho	0	0.0	-0.6	2	0.1	-0.4	-33
Vermont	10	0.8	0.2	9	0.7	0.2	-34
Kansas	51	1.0	0.4	43	0.8	0.3	-35
Hawaii	4	0.2	-0.4	7	0.3	-0.2	-36
Rhode Island	8	0.7	0.1	11	0.9	0.4	-39
Illinois	106	0.4	-0.2	97	0.4	-0.1	-40
Ohio	321	0.6	0.0	119	0.2	-0.3	-44
New York	104	0.7	0.1	105	0.7	0.2	-45
Texas	61	0.2	-0.4	42	0.2	-0.3	-47
Montana	2	0.2	-0.4	1	0.1	-0.4	-49
Oregon	42	1.0	0.4	30	0.7	0.2	-51
Maryland	18	0.3	-0.3	14	0.2	-0.3	-52
Tennessee	4	0.0	-0.6	5	0.0	-0.5	-72
Florida	35	0.1	-0.5	20	0.1	-0.4	-76
Alaska	0	0.0	-0.6	0	0.0	-0.5	-100
Nevada	0	0.0	-0.6	0	0.0	-0.5	-100
Puerto Rico	34	0.3	-0.3	.	.	.	†
Utah	0	0.0	-0.6	0	0.0	-0.5	†
Bur. of Indian Affairs	5	0.9	0.3	1	0.2	-0.3	-20
Northern Marianas	1	1.1	0.5	0	0.0	-0.5	-100
Virgin Islands	2	0.5	-0.1	0	0.0	-0.5	-100
American Samoa	0	0.0	-0.6	0	0.0	-0.5	†
Guam	0	0.0	-0.6	0	0.0	-0.5	†
National Baseline	3,328	0.6		3,000	0.5		5

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8x. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Mental retardation								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
North Carolina	2	0.0	-0.4	132	0.5	0.1	145	0.5	0.1
Florida	30	0.1	-0.3	28	0.1	-0.3	191	0.5	0.1
Maine	1	0.1	-0.3	3	0.3	-0.1	6	0.6	0.2
Oklahoma	25	0.3	-0.1	27	0.3	-0.1	45	0.5	0.1
South Carolina	111	0.6	0.2	122	0.7	0.3	109	0.6	0.2
Virginia	58	0.4	0.0	70	0.5	0.1	85	0.6	0.2
Minnesota	27	0.3	-0.1	26	0.3	-0.1	23	0.2	-0.2
Arizona	18	0.3	-0.1	26	0.4	0.0	30	0.4	0.0
Tennessee	83	0.5	0.1	93	0.6	0.2	99	0.7	0.3
West Virginia	58	0.6	0.2	89	1.0	0.6	73	0.8	0.4
Texas	99	0.4	0.0	107	0.4	0.0	109	0.4	0.0
Ohio	148	0.3	-0.1	167	0.3	-0.1	227	0.4	0.0
Maryland	13	0.2	-0.2	14	0.2	-0.2	14	0.2	-0.2
Missouri	75	0.6	0.2	83	0.7	0.3	79	0.6	0.2
Washington	10	0.1	-0.3	11	0.2	-0.2	13	0.2	-0.2
Arkansas	40	0.3	-0.1	47	0.4	0.0	47	0.4	0.0
Kansas	8	0.1	-0.3	9	0.2	-0.2	13	0.2	-0.2
Alabama	36	0.2	-0.2	41	0.2	-0.2	26	0.1	-0.3
Utah	8	0.2	-0.2	3	0.1	-0.3	7	0.2	-0.2
Georgia	50	0.2	-0.2	44	0.1	-0.3	65	0.2	-0.2
Illinois	30	0.1	-0.3	33	0.1	-0.3	37	0.1	-0.3
Louisiana	107	0.8	0.4	103	0.8	0.4	102	0.8	0.4
Idaho	6	0.2	-0.2	2	0.1	-0.3	2	0.1	-0.3
Indiana	93	0.4	0.0	79	0.4	0.0	85	0.4	0.0
Wisconsin	48	0.4	0.0	44	0.3	-0.1	47	0.4	0.0
Nebraska	23	0.4	0.0	23	0.4	0.0	31	0.5	0.1
Pennsylvania	61	0.2	-0.2	48	0.2	-0.2	42	0.2	-0.2
New Jersey	30	0.6	0.2	27	0.5	0.1	41	0.7	0.3
Rhode Island	2	0.2	-0.2	4	0.4	0.0	1	0.1	-0.3
Mississippi	59	0.9	0.5	48	0.8	0.4	50	0.9	0.5
Hawaii	8	0.3	-0.1	183	5.8	5.4	0	0.0	-0.4
Connecticut	3	0.1	-0.3	6	0.2	-0.2	4	0.1	-0.3
Kentucky	136	0.7	0.3	121	0.7	0.3	108	0.6	0.2
Michigan	31	0.1	-0.3	32	0.1	-0.3	38	0.2	-0.2
Delaware	5	0.3	-0.1	12	0.6	0.2	7	0.3	-0.1
Iowa	18	0.1	-0.3	14	0.1	-0.3	18	0.1	-0.3
Oregon	21	0.5	0.1	19	0.4	0.0	11	0.3	-0.1
Colorado	17	0.5	0.1	19	0.6	0.2	6	0.2	-0.2
California	430	1.3	0.9	375	1.1	0.7	369	1.0	0.6
New Mexico	14	0.7	0.3	16	0.8	0.4	7	0.4	0.0
Nevada	4	0.2	-0.2	4	0.2	-0.2	8	0.5	0.1
New York	86	0.5	0.1	59	0.4	0.0	52	0.3	-0.1
Massachusetts	38	0.3	-0.1	27	0.2	-0.2	26	0.2	-0.2
Vermont	15	1.2	0.8	13	1.0	0.6	10	0.8	0.4
Montana	4	0.3	-0.1	2	0.2	-0.2	1	0.1	-0.3
North Dakota	9	0.7	0.3	4	0.3	-0.1	5	0.4	0.0
Wyoming	5	0.7	0.3	6	0.9	0.5	5	0.8	0.4
Alaska	0	0.0	-0.4	0	0.0	-0.4	1	0.1	-0.3
District of Columbia	0	0.0	-0.4	.	.	.	0	0.0	-0.4
New Hampshire	0	0.0	-0.4	1	0.1	-0.3	1	0.1	-0.3
Puerto Rico	179	1.4	1.0	157	1.2	0.8	163	1.2	0.8
South Dakota	0	0.0	-0.4	5	0.4	0.0	4	0.3	-0.1
Virgin Islands	1	0.2	-0.2	1	0.2	-0.2	1	0.2	-0.2
American Samoa	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4
Guam	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4
Northern Marianas	0	0.0	-0.4	0	0.0	-0.4	0	0.0	-0.4
Bur. of Indian Affairs	.	.	.	0	0.0	-0.4	1	0.2	-0.2
National Baseline	2,383	0.4		2,629	0.4		2,690	0.4	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-8x. Number, percentage and difference from national baseline of students ages 6 through 21 with mental retardation receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Mental retardation						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
North Carolina	145	0.5	0.1	166	0.6	0.2	8118
Florida	207	0.5	0.1	223	0.6	0.2	599
Maine	8	0.8	0.4	5	0.5	0.1	493
Oklahoma	34	0.4	0.0	60	0.8	0.4	194
South Carolina	64	0.4	0.0	192	1.2	0.8	96
Virginia	86	0.6	0.2	104	0.7	0.3	84
Minnesota	40	0.4	0.0	47	0.5	0.1	84
Arizona	37	0.5	0.1	35	0.5	0.1	78
Tennessee	128	0.9	0.5	113	0.8	0.4	53
West Virginia	87	1.0	0.6	89	1.0	0.6	50
Texas	115	0.5	0.1	147	0.6	0.2	41
Ohio	207	0.4	0.0	196	0.4	0.0	32
Maryland	9	0.1	-0.3	18	0.3	-0.1	32
Missouri	85	0.7	0.3	91	0.7	0.3	26
Washington	7	0.1	-0.3	10	0.2	-0.2	25
Arkansas	41	0.3	-0.1	49	0.4	0.0	25
Kansas	9	0.2	-0.2	9	0.2	-0.2	23
Alabama	44	0.3	-0.1	29	0.2	-0.2	21
Utah	7	0.2	-0.2	9	0.3	-0.1	21
Georgia	57	0.2	-0.2	58	0.2	-0.2	17
Illinois	34	0.1	-0.3	36	0.1	-0.3	15
Louisiana	104	0.9	0.5	108	0.9	0.5	14
Idaho	3	0.2	-0.2	5	0.3	-0.1	11
Indiana	92	0.4	0.0	104	0.5	0.1	8
Wisconsin	49	0.4	0.0	48	0.4	0.0	3
Nebraska	21	0.4	0.0	22	0.4	0.0	3
Pennsylvania	59	0.2	-0.2	59	0.2	-0.2	-1
New Jersey	37	0.6	0.2	38	0.6	0.2	-5
Rhode Island	2	0.2	-0.2	2	0.2	-0.2	-6
Mississippi	40	0.7	0.3	38	0.7	0.3	-18
Hawaii	3	0.1	-0.3	5	0.2	-0.2	-20
Connecticut	6	0.2	-0.2	2	0.1	-0.3	-23
Kentucky	109	0.6	0.2	102	0.6	0.2	-24
Michigan	32	0.1	-0.3	25	0.1	-0.3	-25
Delaware	7	0.3	-0.1	4	0.2	-0.2	-27
Iowa	16	0.1	-0.3	10	0.1	-0.3	-30
Oregon	16	0.4	0.0	15	0.3	-0.1	-35
Colorado	9	0.3	-0.1	10	0.3	-0.1	-45
California	266	0.7	0.3	269	0.7	0.3	-46
New Mexico	3	0.2	-0.2	6	0.3	-0.1	-48
Nevada	8	0.4	0.0	2	0.1	-0.3	-57
New York	33	0.2	-0.2	26	0.2	-0.2	-67
Massachusetts	9	0.1	-0.3	9	0.1	-0.3	-72
Vermont	5	0.4	0.0	4	0.3	-0.1	-72
Montana	1	0.1	-0.3	1	0.1	-0.3	-74
North Dakota	2	0.2	-0.2	2	0.2	-0.2	-77
Wyoming	3	0.5	0.1	1	0.2	-0.2	-77
Alaska	1	0.1	-0.3	3	0.4	0.0	†
District of Columbia	0	0.0	-0.4	0	0.0	-0.4	†
New Hampshire	1	0.1	-0.3	0	0.0	-0.4	†
Puerto Rico	81	0.7	0.3	.	.	.	†
South Dakota	1	0.1	-0.3	3	0.2	-0.2	†
Virgin Islands	1	0.3	-0.1	2	0.5	0.1	142
American Samoa	0	0.0	-0.4	0	0.0	-0.4	†
Guam	0	0.0	-0.4	0	0.0	-0.4	†
Northern Marianas	0	0.0	-0.4	0	0.0	-0.4	†
Bur. of Indian Affairs	2	0.4	0.0	0	0.0	-0.4	†
National Baseline	2,473	0.4		2,611	0.4		15

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8y. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Emotional disturbance								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
District of Columbia	29	2	-23	79	7	-18	21	1	-26
Texas	4,762	13	-12	5,081	14	-11	5,218	15	-12
Louisiana	647	11	-14	728	13	-12	861	16	-11
Pennsylvania	2,650	14	-11	3,068	16	-9	4,779	24	-3
Delaware	88	14	-11	101	16	-9	121	18	-9
Kentucky	1,079	20	-5	1,178	21	-4	1,339	23	-4
South Carolina	640	11	-14	567	9	-16	1,995	27	0
Oklahoma	722	20	-5	836	22	-3	957	23	-4
Maryland	1,458	18	-7	1,588	18	-7	1,805	20	-7
Mississippi	71	15	-10	101	18	-7	144	21	-6
Illinois	3,821	13	-12	4,176	14	-11	4,289	14	-13
California	2,573	13	-12	2,820	13	-12	6,451	29	2
New Jersey	2,130	17	-8	2,590	19	-6	2,946	21	-6
Arkansas	63	15	-10	80	18	-7	76	16	-11
Wisconsin	4,397	28	3	4,916	30	5	5,418	33	6
Massachusetts	585	5	-20	492	4	-21	641	4	-23
New York	8,119	18	-7	8,992	20	-5	9,045	21	-6
Georgia	5,212	23	-2	5,027	21	-4	5,385	22	-5
North Dakota	497	55	30	558	57	32	619	60	33
West Virginia	696	32	7	752	35	10	771	36	9
Arizona	1,266	24	-1	1,370	23	-2	1,331	25	-2
Missouri	3,205	33	8	3,279	35	10	3,241	35	8
North Carolina	2,793	29	4	3,016	30	5	3,034	30	3
Alaska	224	28	3	192	24	-1	224	27	0
South Dakota	226	40	15	248	40	15	310	40	13
Maine	1,287	32	7	1,191	31	6	1,133	31	4
Nebraska	1,152	38	13	1,006	36	11	1,151	44	17
Oregon	1,883	45	20	1,820	42	17	1,818	41	14
Indiana	3,411	32	7	3,540	31	6	3,988	33	6
Idaho	258	39	14	281	39	14	308	39	12
Montana	385	36	11	370	37	12	366	36	9
Iowa	3,154	34	9	3,395	35	10	3,673	37	10
Connecticut	2,436	31	6	2,230	30	5	2,238	31	4
Tennessee	799	24	-1	832	23	-2	852	24	-3
Colorado	4,211	49	24	4,199	49	24	4,484	51	24
Wyoming	246	28	3	229	24	-1	229	24	-3
Virginia	2,261	18	-7	2,323	18	-7	2,368	18	-9
Nevada	502	32	7	521	32	7	609	33	6
Hawaii	645	25	0	783	25	0	1,342	40	13
Florida	12,652	36	11	13,882	38	13	13,624	37	10
Kansas	1,779	40	15	1,759	42	17	1,689	40	13
Minnesota	9,071	51	26	9,121	51	26	8,917	51	24
Alabama	2,168	38	13	2,484	47	22	2,113	44	17
New Hampshire	1,421	64	39	1,334	57	32	1,460	57	30
Washington	1,745	35	10	1,700	34	9	1,578	32	5
Rhode Island	485	22	-3	534	22	-3	499	20	-7
Vermont	1,244	67	42	1,298	63	38	1,338	62	35
Utah	1,458	35	10	1,344	35	10	1,161	33	6
New Mexico	1,084	32	7	622	19	-6	807	26	-1
Ohio	3,239	24	-1	3,608	25	0	2,520	17	-10
Michigan	8,217	45	20	5,552	30	5	5,605	29	2
Puerto Rico	276	34	9	334	41	16	254	31	4
Guam	2	18	-7	3	25	0	11	58	31
Virgin Islands	5	9	-16	6	14	-11	6	9	-18
Bur. of Indian Affairs	178	48	23	303	37	12	341	46	19
Northern Marianas	3	75	50	1	33	8	0	0	-27
American Samoa	0	0	-25	0	0	-25	0	0	-27
National Baseline	115,610	25		118,440	25		127,503	27	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

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Table 3-8y. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Emotional disturbance						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
District of Columbia	13	1	-28	113	5	-24	224
Texas	14,982	42	13	14,778	42	13	212
Louisiana	944	18	-11	998	19	-10	70
Pennsylvania	4,731	22	-7	5,134	23	-6	68
Delaware	146	20	-9	178	23	-6	62
Kentucky	1,687	29	0	1,750	30	1	54
South Carolina	823	14	-15	977	16	-13	53
Oklahoma	1,092	25	-4	1,319	28	-1	38
Maryland	2,049	22	-7	2,309	24	-5	38
Mississippi	112	15	-14	190	21	-8	38
Illinois	4,772	16	-13	5,335	18	-11	37
California	5,145	21	-8	4,474	17	-12	36
New Jersey	2,971	21	-8	2,980	23	-6	32
Arkansas	95	17	-12	123	19	-10	31
Wisconsin	5,831	35	6	5,866	36	7	30
Massachusetts	561	5	-24	766	6	-23	27
New York	9,535	23	-6	9,364	22	-7	26
Georgia	5,608	23	-6	6,783	28	-1	20
North Dakota	714	65	36	745	66	37	20
West Virginia	769	35	6	794	36	7	12
Arizona	1,393	25	-4	1,556	26	-3	11
Missouri	3,250	36	7	3,213	37	8	11
North Carolina	3,155	31	2	3,248	32	3	11
Alaska	229	27	-2	249	31	2	11
South Dakota	348	43	14	353	44	15	8
Maine	1,147	32	3	1,148	34	5	6
Nebraska	1,484	60	31	970	40	11	6
Oregon	1,922	41	12	2,269	47	18	5
Indiana	4,228	33	4	4,505	33	4	5
Idaho	358	40	11	437	41	12	5
Montana	376	37	8	382	38	9	4
Iowa	3,877	38	9	2,673	35	6	4
Connecticut	2,189	30	1	2,329	31	2	3
Tennessee	866	24	-5	922	24	-5	3
Colorado	4,629	52	23	4,579	50	21	2
Wyoming	294	31	2	278	28	-1	2
Virginia	2,510	19	-10	2,370	18	-11	2
Nevada	655	34	5	664	32	3	1
Hawaii	396	13	-16	732	24	-5	-2
Florida	14,022	38	9	13,221	35	6	-2
Kansas	1,536	39	10	1,505	39	10	-3
Minnesota	8,819	50	21	8,660	49	20	-4
Alabama	1,627	39	10	1,329	36	7	-6
New Hampshire	1,471	58	29	1,595	59	30	-7
Washington	1,645	33	4	1,555	31	2	-11
Rhode Island	529	19	-10	532	19	-10	-16
Vermont	1,322	60	31	1,178	56	27	-16
Utah	997	31	2	871	28	-1	-20
New Mexico	699	24	-5	714	25	-4	-23
Ohio	2,652	17	-12	3,056	18	-11	-25
Michigan	5,506	29	0	5,660	29	0	-35
Puerto Rico	381	51	22	.	.	.	†
Guam	17	68	39	11	48	19	163
Virgin Islands	9	14	-15	7	11	-18	23
Bur. of Indian Affairs	266	40	11	281	44	15	-10
Northern Marianas	0	0	-29	1	50	21	-33
American Samoa	0	0	-29	0	0	-29	†
National Baseline	137,384	29		138,029	29		15

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8z. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Emotional disturbance								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Indiana	1,149	11	-12	1,275	11	-13	1,769	15	-8
New Mexico	414	12	-11	504	15	-9	540	18	-5
Vermont	120	6	-17	181	9	-15	194	9	-14
District of Columbia	136	8	-15	215	19	-5	107	6	-17
Arkansas	125	29	6	149	33	9	202	41	18
Michigan	3,792	21	-2	4,922	27	3	5,430	28	5
New Jersey	1,924	16	-7	2,212	17	-7	2,469	18	-5
New York	3,393	7	-16	3,388	8	-16	3,476	8	-15
Maryland	930	11	-12	1,019	12	-12	1,045	11	-12
New Hampshire	261	12	-11	336	14	-10	416	16	-7
Massachusetts	3,071	25	2	3,105	25	1	2,838	20	-3
California	2,121	10	-13	2,350	11	-13	2,340	11	-12
Oregon	447	11	-12	540	12	-12	584	13	-10
Iowa	2,672	29	6	2,914	30	6	3,210	32	9
Mississippi	109	23	0	141	24	0	163	24	1
South Dakota	109	19	-4	141	23	-1	143	18	-5
Tennessee	833	25	2	915	26	2	951	26	3
Oklahoma	1,119	31	8	1,227	32	8	1,356	33	10
Virginia	3,010	24	1	3,454	26	2	3,369	26	3
Rhode Island	316	14	-9	318	13	-11	350	14	-9
Montana	231	22	-1	270	27	3	283	28	5
Alabama	1,988	35	12	1,768	33	9	1,642	34	11
Colorado	1,292	15	-8	1,300	15	-9	1,334	15	-8
North Carolina	2,100	22	-1	2,164	21	-3	2,218	22	-1
Kansas	1,198	27	4	1,076	26	2	1,093	26	3
Utah	1,040	25	2	947	25	1	873	25	2
West Virginia	710	32	9	669	31	7	656	31	8
Illinois	5,414	18	-5	5,109	17	-7	5,398	18	-5
Nebraska	781	26	3	653	23	-1	601	23	0
Louisiana	1,128	20	-3	1,000	18	-6	848	16	-7
Connecticut	1,362	17	-6	1,212	16	-8	1,154	16	-7
Missouri	2,632	27	4	2,758	29	5	2,654	29	6
Idaho	167	25	2	173	24	0	178	23	0
Minnesota	3,389	19	-4	3,196	18	-6	3,136	18	-5
Washington	1,647	33	10	1,529	31	7	1,604	33	10
Wisconsin	6,741	43	20	6,850	42	18	6,764	41	18
Florida	7,511	21	-2	7,522	21	-3	7,568	20	-3
Pennsylvania	5,209	27	4	4,653	25	1	5,108	25	2
Arizona	1,198	22	-1	1,319	23	-1	1,008	19	-4
Georgia	8,085	36	13	8,578	36	12	8,751	36	13
Kentucky	1,359	25	2	1,502	26	2	1,508	26	3
Maine	1,271	32	9	1,204	31	7	1,140	31	8
Alaska	253	31	8	238	30	6	238	28	5
Nevada	456	29	6	386	24	0	428	23	0
Wyoming	329	37	14	235	25	1	303	32	9
South Carolina	2,103	35	12	2,207	36	12	2,094	28	5
Hawaii	1,150	44	21	1,395	44	20	983	29	6
North Dakota	264	29	6	254	26	2	256	25	2
Texas	16,005	45	22	16,402	46	22	17,025	48	25
Ohio	4,606	34	11	4,934	34	10	3,066	20	-3
Delaware	277	45	22	250	39	15	228	34	11
Puerto Rico	123	15	-8	66	8	-16	140	17	-6
Northern Marianas	1	25	2	2	67	43	0	0	-23
American Samoa	10	83	60	4	80	56	7	100	77
Bur. of Indian Affairs	102	28	5	275	34	10	215	29	6
Guam	7	64	41	0	0	-24	1	5	-18
Virgin Islands	0	0	-23	19	43	19	42	60	37
National Baseline	108,190	23		111,425	24		111,497	23	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

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Table 3-8z. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Emotional disturbance						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Indiana	2,539	20	-2	2,916	22	-1	101
New Mexico	527	18	-4	583	20	-3	65
Vermont	202	9	-13	212	10	-13	57
District of Columbia	249	13	-9	247	12	-11	51
Arkansas	219	40	18	270	42	19	45
Michigan	5,586	29	7	5,660	29	6	40
New Jersey	2,778	20	-2	2,812	21	-2	38
New York	3,394	8	-14	4,117	10	-13	33
Maryland	1,238	13	-9	1,338	14	-9	26
New Hampshire	367	15	-7	395	15	-8	25
Massachusetts	3,433	29	7	3,956	31	8	25
California	2,863	12	-10	3,317	13	-10	23
Oregon	632	14	-8	622	13	-10	21
Iowa	3,437	33	11	2,586	34	11	19
Mississippi	138	18	-4	245	27	4	16
South Dakota	150	18	-4	182	22	-1	15
Tennessee	1,027	28	6	1,062	28	5	14
Oklahoma	1,450	33	11	1,678	36	13	14
Virginia	3,372	26	4	3,502	27	4	13
Rhode Island	400	15	-7	456	16	-7	11
Montana	256	25	3	242	24	1	10
Alabama	1,573	37	15	1,404	38	15	9
Colorado	1,350	15	-7	1,471	16	-7	7
North Carolina	2,243	22	0	2,344	23	0	6
Kansas	1,028	26	4	1,099	28	5	6
Utah	816	25	3	809	26	3	4
West Virginia	714	33	11	754	34	11	4
Illinois	5,725	19	-3	5,672	19	-4	3
Nebraska	453	18	-4	636	26	3	2
Louisiana	924	18	-4	1,048	20	-3	2
Connecticut	1,233	17	-5	1,286	17	-6	2
Missouri	2,543	28	6	2,422	28	5	2
Idaho	217	24	2	272	25	2	1
Minnesota	3,172	18	-4	3,363	19	-4	-1
Washington	1,611	32	10	1,631	32	9	-1
Wisconsin	6,763	41	19	6,748	41	18	-3
Florida	7,466	20	-2	7,776	21	-2	-3
Pennsylvania	5,192	25	3	5,694	25	2	-5
Arizona	1,134	20	-2	1,236	21	-2	-7
Georgia	8,770	36	14	8,135	33	10	-7
Kentucky	1,387	24	2	1,319	23	0	-8
Maine	1,044	30	8	979	29	6	-9
Alaska	214	25	3	223	27	4	-12
Nevada	468	24	2	515	25	2	-14
Wyoming	284	30	8	310	31	8	-15
South Carolina	1,752	29	7	1,756	30	7	-16
Hawaii	2,219	70	48	976	33	10	-26
North Dakota	237	22	0	238	21	-2	-28
Texas	9,258	26	4	9,953	28	5	-37
Ohio	2,953	19	-3	3,579	21	-2	-38
Delaware	172	24	2	175	23	0	-49
Puerto Rico	68	9	-13	.	.	.	†
Northern Marianas	0	0	-22	1	50	27	100
American Samoa	12	100	78	7	100	77	20
Bur. of Indian Affairs	215	33	11	206	32	9	16
Guam	4	16	-6	4	17	-6	-73
Virgin Islands	12	19	-3	14	21	-2	†
National Baseline	107,483	22		110,453	23		-2

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8aa. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Emotional disturbance								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	2,174	16	-17	2,163	15	-18	5,737	38	6
Delaware	98	16	-17	123	19	-14	170	25	-7
Vermont	132	7	-26	178	9	-24	215	10	-22
New Hampshire	72	3	-30	154	7	-26	122	5	-27
Hawaii	601	23	-10	729	23	-10	1,046	31	-1
Alaska	127	16	-17	173	22	-11	192	23	-9
Michigan	4,524	25	-8	5,272	29	-4	6,317	33	1
Oregon	821	20	-13	942	22	-11	937	21	-11
Nevada	461	30	-3	574	35	2	634	35	3
Minnesota	2,080	12	-21	2,088	12	-21	2,265	13	-19
Washington	1,376	27	-6	1,380	28	-5	1,441	29	-3
Utah	1,411	34	1	1,297	34	1	1,133	33	1
Idaho	120	18	-15	160	22	-11	185	24	-8
New Mexico	1,548	46	13	1,817	56	23	1,461	48	16
Florida	13,131	37	4	13,450	37	4	13,962	38	6
South Carolina	2,747	46	13	2,815	47	14	2,706	37	5
Rhode Island	759	34	1	779	33	0	842	33	1
Maine	932	23	-10	943	24	-9	871	24	-8
California	7,231	35	2	7,960	38	5	5,092	23	-9
Mississippi	196	42	9	230	40	7	281	42	10
Wyoming	251	28	-5	317	34	1	268	28	-4
Connecticut	2,506	31	-2	2,344	32	-1	2,258	31	-1
New York	19,399	43	10	18,141	41	8	18,043	41	9
Massachusetts	3,675	30	-3	3,728	30	-3	3,946	27	-5
Colorado	1,501	17	-16	1,517	18	-15	1,294	15	-17
Montana	253	24	-9	217	22	-11	212	21	-11
Pennsylvania	6,979	36	3	7,861	42	9	7,204	36	4
Arizona	2,004	38	5	2,148	37	4	1,947	37	5
Tennessee	1,414	42	9	1,353	38	5	1,352	38	6
Kansas	868	20	-13	818	19	-14	813	19	-13
Illinois	11,249	38	5	11,210	38	5	11,090	37	5
Georgia	8,110	36	3	8,427	36	3	8,350	35	3
North Carolina	4,163	43	10	4,245	42	9	4,200	42	10
Louisiana	3,316	58	25	3,056	56	23	3,034	57	25
Maryland	3,059	37	4	3,165	37	4	3,141	34	2
Iowa	2,367	25	-8	2,265	24	-9	2,028	20	-12
Kentucky	2,252	41	8	2,223	39	6	2,165	37	5
West Virginia	693	32	-1	668	31	-2	626	29	-3
Alabama	1,031	18	-15	605	11	-22	656	14	-18
Virginia	5,326	42	9	5,133	39	6	4,685	36	4
Missouri	2,688	28	-5	2,443	26	-7	2,253	25	-7
New Jersey	3,400	27	-6	3,517	26	-7	3,269	24	-8
Nebraska	964	32	-1	1,018	36	3	678	26	-6
North Dakota	72	8	-25	75	8	-25	66	6	-26
Texas	12,588	35	2	11,906	34	1	11,157	32	0
Indiana	5,126	48	15	5,439	48	15	5,002	41	9
Oklahoma	1,518	43	10	1,510	39	6	1,584	38	6
Wisconsin	4,006	25	-8	3,646	23	-10	3,248	20	-12
Arkansas	174	40	7	152	34	1	153	31	-1
South Dakota	142	25	-8	110	18	-15	112	14	-18
District of Columbia	829	47	14	.	.	.	347	19	-13
Puerto Rico	350	43	10	355	43	10	362	44	12
Guam	2	18	-15	9	75	42	7	37	5
Bur. of Indian Affairs	67	18	-15	103	13	-20	104	14	-18
Virgin Islands	39	67	34	13	30	-3	15	21	-11
American Samoa	2	17	-16	0	0	-33	0	0	-32
Northern Marianas	0	0	-33	0	0	-33	2	100	68
National Baseline	152,924	33		152,964	33		151,280	32	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8aa. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Emotional disturbance						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	6,263	40	9	6,523	38	7	140
Delaware	244	34	3	258	34	3	111
Vermont	207	9	-22	251	12	-19	68
New Hampshire	124	5	-26	139	5	-26	60
Hawaii	450	14	-17	1,041	35	4	50
Alaska	224	26	-5	187	23	-8	47
Michigan	6,176	32	1	5,979	31	0	24
Oregon	1,022	22	-9	1,169	24	-7	24
Nevada	641	33	2	696	34	3	15
Minnesota	2,426	14	-17	2,343	13	-18	13
Washington	1,453	29	-2	1,477	29	-2	8
Utah	1,131	35	4	1,127	37	6	7
Idaho	185	21	-10	202	19	-12	4
New Mexico	1,434	50	19	1,344	47	16	2
Florida	13,792	37	6	14,007	37	6	0
South Carolina	3,081	52	21	2,734	46	15	-0
Rhode Island	896	32	1	980	34	3	-1
Maine	810	23	-8	770	23	-8	-2
California	7,580	31	0	8,994	35	4	-2
Mississippi	433	56	25	371	41	10	-2
Wyoming	231	24	-7	268	27	-4	-4
Connecticut	2,158	30	-1	2,203	30	-1	-5
New York	16,933	40	9	16,798	40	9	-5
Massachusetts	3,381	28	-3	3,569	28	-3	-6
Colorado	1,247	14	-17	1,494	16	-15	-7
Montana	227	23	-8	225	22	-9	-7
Pennsylvania	7,074	33	2	7,431	33	2	-8
Arizona	2,035	36	5	2,029	34	3	-8
Tennessee	1,347	37	6	1,411	37	6	-11
Kansas	756	19	-12	671	17	-14	-11
Illinois	10,834	35	4	10,146	33	2	-12
Georgia	8,364	34	3	7,736	32	1	-12
North Carolina	4,064	40	9	3,841	38	7	-12
Louisiana	2,852	54	23	2,618	51	20	-13
Maryland	2,916	31	0	3,010	32	1	-14
Iowa	2,040	20	-11	1,647	22	-9	-15
Kentucky	2,000	34	3	1,939	34	3	-18
West Virginia	614	28	-3	573	26	-5	-19
Alabama	588	14	-17	537	15	-16	-20
Virginia	4,527	35	4	4,394	33	2	-20
Missouri	2,191	24	-7	1,927	22	-9	-21
New Jersey	3,165	23	-8	2,775	21	-10	-23
Nebraska	337	14	-17	569	23	-8	-26
North Dakota	65	6	-25	65	6	-25	-28
Texas	9,313	26	-5	8,974	25	-6	-28
Indiana	4,579	36	5	4,568	34	3	-29
Oklahoma	1,615	36	5	1,406	30	-1	-30
Wisconsin	2,983	18	-13	2,774	17	-14	-33
Arkansas	153	28	-3	159	25	-6	-39
South Dakota	87	11	-20	112	14	-17	-46
District of Columbia	182	9	-22	382	18	-13	-62
Puerto Rico	259	34	3	.	.	.	†
Guam	4	16	-15	8	35	4	91
Bur. Of Indian Affairs	129	20	-11	140	22	-9	20
Virgin Islands	29	45	14	29	44	13	-35
American Samoa	0	0	-31	0	0	-31	-100
Northern Marianas	3	100	69	0	0	-31	†
National Baseline	147,854	31		147,020	31		-8

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8bb. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Emotional disturbance								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Utah	130	3.1	-10.2	146	3.8	-9.2	210	6.1	-7.0
Nebraska	120	3.9	-9.4	92	3.3	-9.7	145	5.5	-7.6
Hawaii	73	2.8	-10.5	88	2.8	-10.2	0	0.0	-13.1
Rhode Island	279	12.7	-0.6	326	13.6	0.6	482	19.0	5.9
Alabama	146	2.6	-10.7	188	3.5	-9.5	173	3.6	-9.5
Florida	1,337	3.8	-9.5	1,243	3.4	-9.6	1,778	4.8	-8.3
Indiana	278	2.6	-10.7	313	2.8	-10.2	376	3.1	-10.0
Georgia	673	3.0	-10.3	889	3.8	-9.2	953	4.0	-9.1
Maine	276	6.9	-6.4	295	7.6	-5.4	344	9.3	-3.8
Wyoming	25	2.8	-10.5	56	6.0	-7.0	23	2.4	-10.7
Vermont	220	11.9	-1.4	274	13.3	0.3	275	12.7	-0.4
District of Columbia	731	41.4	28.1	21	1.9	-11.1	1,092	60.1	47.0
Tennessee	191	5.6	-7.7	313	8.8	-4.2	300	8.4	-4.7
Virginia	1,496	11.8	-1.5	1,498	11.3	-1.7	1,759	13.5	0.4
North Dakota	15	1.7	-11.6	18	1.9	-11.1	18	1.7	-11.4
Kansas	457	10.3	-3.0	419	10.0	-3.0	491	11.7	-1.4
New Hampshire	211	9.4	-3.9	273	11.6	-1.4	275	10.8	-2.3
Washington	252	5.0	-8.3	252	5.1	-7.9	204	4.2	-8.9
Wisconsin	445	2.8	-10.5	485	3.0	-10.0	588	3.6	-9.5
Kentucky	256	4.7	-8.6	274	4.8	-8.2	274	4.7	-8.4
Colorado	618	7.1	-6.2	564	6.6	-6.4	587	6.7	-6.4
Missouri	994	10.3	-3.0	798	8.5	-4.5	870	9.5	-3.6
Arizona	762	14.3	1.0	860	14.7	1.7	859	16.2	3.1
Arkansas	30	6.9	-6.4	32	7.1	-5.9	34	7.0	-6.1
Texas	936	2.6	-10.7	874	2.5	-10.5	788	2.2	-10.9
Illinois	8,439	28.4	15.1	8,583	28.8	15.8	8,760	29.1	16.0
Minnesota	2,393	13.5	0.2	2,523	14.2	1.2	2,400	13.6	0.5
Nevada	122	7.8	-5.5	141	8.6	-4.4	137	7.5	-5.6
Idaho	85	12.9	-0.4	80	11.0	-2.0	84	10.7	-2.4
North Carolina	393	4.1	-9.2	399	3.9	-9.1	402	4.0	-9.1
Michigan	1,547	8.5	-4.8	2,191	11.9	-1.1	1,348	7.0	-6.1
South Carolina	256	4.3	-9.0	284	4.7	-8.3	247	3.4	-9.7
Connecticut	1,185	14.8	1.5	1,088	14.7	1.7	1,092	14.9	1.8
Maryland	2,457	29.6	16.3	2,514	29.0	16.0	2,728	29.9	16.8
Pennsylvania	3,277	16.8	3.5	2,575	13.6	0.6	2,310	11.5	-1.6
New Jersey	4,494	36.2	22.9	4,545	34.2	21.2	4,591	33.3	20.2
Ohio	2,901	21.2	7.9	3,208	22.2	9.2	2,751	18.2	5.1
Oklahoma	62	1.7	-11.6	82	2.1	-10.9	90	2.2	-10.9
Massachusetts	4,394	35.8	22.5	4,566	36.8	23.8	6,389	44.4	31.3
Iowa	762	8.2	-5.1	693	7.2	-5.8	676	6.8	-6.3
New York	9,138	20.0	6.7	8,888	20.2	7.2	8,026	18.4	5.3
South Dakota	38	6.8	-6.5	49	7.9	-5.1	62	8.0	-5.1
Delaware	105	17.2	3.9	109	17.1	4.1	102	15.1	2.0
Alaska	194	23.9	10.6	189	23.5	10.5	180	21.4	8.3
Montana	95	9.0	-4.3	93	9.4	-3.6	106	10.4	-2.7
Louisiana	164	2.9	-10.4	167	3.0	-10.0	128	2.4	-10.7
Oregon	748	18.0	4.7	769	17.8	4.8	721	16.1	3.0
California	6,943	34.0	20.7	6,229	29.4	16.4	6,257	28.2	15.1
Mississippi	31	6.6	-6.7	27	4.7	-8.3	32	4.7	-8.4
New Mexico	90	2.7	-10.6	82	2.5	-10.5	49	1.6	-11.5
West Virginia	15	0.7	-12.6	13	0.6	-12.4	12	0.6	-12.5
Puerto Rico	18	2.2	-11.1	18	2.2	-10.8	19	2.3	-10.8
Bur. Of Indian Affairs	5	1.4	-11.9	6	0.7	-12.3	4	0.5	-12.6
American Samoa	.	.	.	1	20.0	7.0	0	0.0	-13.1
Guam	0	0.0	-13.3	0	0.0	-13.0	0	0.0	-13.1
Northern Marianas	0	0.0	-13.3	0	0.0	-13.0	0	0.0	-13.1
Virgin Islands	0	0.0	-13.3	0	0.0	-13.0	0	0.0	-13.1
National Baseline	61,302	13.3		60,703	13.0		62,601	13.1	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-8bb. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Emotional disturbance						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Utah	206	6.4	-6.1	220	7.1	-5.3	127
Nebraska	160	6.5	-6.0	215	8.8	-3.6	125
Hawaii	49	1.6	-10.9	134	4.5	-7.9	59
Rhode Island	647	23.5	11.0	572	19.9	7.5	57
Alabama	161	3.8	-8.7	148	4.0	-8.4	56
Florida	1,923	5.1	-7.4	2,180	5.8	-6.6	53
Indiana	454	3.6	-8.9	512	3.8	-8.6	46
Georgia	1,123	4.6	-7.9	1,062	4.3	-8.1	46
Maine	376	10.6	-1.9	332	9.8	-2.6	42
Wyoming	29	3.0	-9.5	39	3.9	-8.5	40
Vermont	347	15.7	3.2	339	16.2	3.8	37
District of Columbia	1,232	63.4	50.9	1,197	56.4	44.0	36
Tennessee	273	7.5	-5.0	286	7.5	-4.9	33
Virginia	1,874	14.3	1.8	1,991	15.2	2.8	29
North Dakota	17	1.6	-10.9	23	2.0	-10.4	23
Kansas	506	12.8	0.3	484	12.5	0.1	22
New Hampshire	290	11.5	-1.0	302	11.2	-1.2	19
Washington	233	4.6	-7.9	296	5.9	-6.5	18
Wisconsin	592	3.6	-8.9	538	3.3	-9.1	18
Kentucky	291	5.0	-7.5	304	5.3	-7.1	13
Colorado	739	8.4	-4.1	740	8.0	-4.4	12
Missouri	873	9.7	-2.8	998	11.4	-1.0	11
Arizona	948	16.7	4.2	931	15.8	3.4	11
Arkansas	45	8.2	-4.3	48	7.4	-5.0	7
Texas	995	2.8	-9.7	959	2.7	-9.7	3
Illinois	8,903	29.0	16.5	8,787	29.0	16.6	2
Minnesota	2,477	14.0	1.5	2,396	13.6	1.2	0
Nevada	160	8.3	-4.2	158	7.7	-4.7	-2
Idaho	102	11.5	-1.0	135	12.6	0.2	-2
North Carolina	411	4.1	-8.4	398	3.9	-8.5	-4
Michigan	1,489	7.7	-4.8	1,583	8.2	-4.2	-4
South Carolina	192	3.2	-9.3	245	4.1	-8.3	-4
Connecticut	1,131	15.5	3.0	1,039	14.0	1.6	-5
Maryland	2,722	29.4	16.9	2,532	26.6	14.2	-10
Pennsylvania	3,256	15.4	2.9	3,352	14.8	2.4	-12
New Jersey	4,483	32.2	19.7	4,103	31.1	18.7	-14
Ohio	2,739	17.6	5.1	3,104	18.1	5.7	-14
Oklahoma	92	2.1	-10.4	68	1.4	-11.0	-17
Massachusetts	4,043	33.6	21.1	3,719	29.4	17.0	-18
Iowa	601	5.9	-6.6	504	6.6	-5.8	-19
New York	6,978	16.6	4.1	6,642	15.9	3.5	-21
South Dakota	54	6.6	-5.9	43	5.3	-7.1	-22
Delaware	105	14.6	2.1	100	13.1	0.7	-24
Alaska	176	20.4	7.9	145	17.8	5.4	-26
Montana	54	5.4	-7.1	63	6.2	-6.2	-31
Louisiana	111	2.1	-10.4	94	1.8	-10.6	-37
Oregon	704	15.2	2.7	497	10.4	-2.0	-42
California	4,329	17.7	5.2	4,634	17.8	5.4	-48
Mississippi	27	3.5	-9.0	27	3.0	-9.4	-55
New Mexico	19	0.7	-11.8	27	0.9	-11.5	-65
West Virginia	8	0.4	-12.1	5	0.2	-12.2	-67
Puerto Rico	15	2.0	-10.5	.	.	.	†
Bur. of Indian Affairs	25	3.8	-8.7	7	1.1	-11.3	-20
American Samoa	0	0.0	-12.5	0	0.0	-12.4	†
Guam	0	0.0	-12.5	0	0.0	-12.4	†
Northern Marianas	0	0.0	-12.5	0	0.0	-12.4	†
Virgin Islands	0	0.0	-12.5	2	3.0	-9.4	†
National Baseline	59,789	12.5		59,259	12.4		-7

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8cc. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Emotional disturbance								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Michigan	78	0.4	-3.2	443	2.4	-1.1	404	2.1	-1.5
District of Columbia	42	2.4	-1.2	799	71.5	68.0	244	13.4	9.8
Washington	11	0.2	-3.4	44	0.9	-2.6	32	0.7	-2.9
California	1,091	5.3	1.7	1,408	6.6	3.1	1,638	7.4	3.8
Wyoming	36	4.0	0.4	90	9.6	6.1	114	12.0	8.4
Hawaii	36	1.4	-2.2	44	1.4	-2.1	0	0.0	-3.6
South Dakota	41	7.3	3.7	65	10.5	7.0	149	19.2	15.6
Nebraska	29	0.9	-2.7	39	1.4	-2.1	36	1.4	-2.2
New Jersey	99	0.8	-2.8	35	0.3	-3.2	124	0.9	-2.7
Wisconsin	174	1.1	-2.5	184	1.1	-2.4	218	1.3	-2.3
Arizona	64	1.2	-2.4	92	1.6	-1.9	130	2.4	-1.2
West Virginia	20	0.9	-2.7	18	0.8	-2.7	12	0.6	-3.0
Texas	13	0.0	-3.6	11	0.0	-3.5	18	0.1	-3.5
Oklahoma	76	2.1	-1.5	101	2.6	-0.9	95	2.3	-1.3
Massachusetts	426	3.5	-0.1	427	3.4	-0.1	495	3.4	-0.2
Alabama	247	4.4	0.8	227	4.3	0.8	209	4.3	0.7
Georgia	493	2.2	-1.4	652	2.8	-0.7	632	2.6	-1.0
Minnesota	648	3.7	0.1	716	4.0	0.5	788	4.5	0.9
Virginia	536	4.2	0.6	625	4.7	1.2	646	5.0	1.4
Connecticut	454	5.7	2.1	493	6.6	3.1	551	7.5	3.9
Montana	84	7.9	4.3	34	3.4	-0.1	42	4.1	0.5
Indiana	500	4.7	1.1	586	5.2	1.7	771	6.4	2.8
New Mexico	182	5.4	1.8	164	5.0	1.5	141	4.6	1.0
Louisiana	336	5.9	2.3	425	7.8	4.3	368	6.9	3.3
Ohio	329	2.4	-1.2	48	0.3	-3.2	550	3.6	0.0
Colorado	822	9.5	5.9	835	9.7	6.2	873	10.0	6.4
Kansas	104	2.3	-1.3	115	2.7	-0.8	99	2.4	-1.2
Missouri	21	0.2	-3.4	12	0.1	-3.4	13	0.1	-3.5
Delaware	40	6.5	2.9	41	6.4	2.9	48	7.1	3.5
Vermont	100	5.4	1.8	100	4.8	1.3	95	4.4	0.8
New Hampshire	262	11.7	8.1	249	10.6	7.1	261	10.3	6.7
North Carolina	100	1.0	-2.6	107	1.1	-2.4	44	0.4	-3.2
Oregon	196	4.7	1.1	169	3.9	0.4	327	7.3	3.7
Arkansas	27	6.2	2.6	24	5.3	1.8	7	1.4	-2.2
Nevada	1	0.1	-3.5	1	0.1	-3.4	4	0.2	-3.4
New York	4,631	10.2	6.6	3,128	7.1	3.6	4,008	9.2	5.6
Kentucky	380	6.9	3.3	399	7.0	3.5	420	7.2	3.6
North Dakota	50	5.6	2.0	61	6.3	2.8	70	6.8	3.2
Rhode Island	337	15.3	11.7	394	16.5	13.0	324	12.8	9.2
Iowa	361	3.9	0.3	327	3.4	-0.1	283	2.9	-0.7
Mississippi	32	6.8	3.2	54	9.4	5.9	30	4.4	0.8
Maryland	315	3.8	0.2	315	3.6	0.1	314	3.4	-0.2
Maine	192	4.8	1.2	217	5.6	2.1	144	3.9	0.3
Pennsylvania	1,258	6.4	2.8	666	3.5	0.0	662	3.3	-0.3
Alaska	13	1.6	-2.0	10	1.2	-2.3	2	0.2	-3.4
South Carolina	117	2.0	-1.6	55	0.9	-2.6	229	3.1	-0.5
Illinois	692	2.3	-1.3	669	2.2	-1.3	532	1.8	-1.8
Tennessee	51	1.5	-2.1	31	0.9	-2.6	28	0.8	-2.8
Idaho	14	2.1	-1.5	6	0.8	-2.7	7	0.9	-2.7
Florida	358	1.0	-2.6	387	1.1	-2.4	76	0.2	-3.4
Puerto Rico	4	0.5	-3.1	2	0.2	-3.3	8	1.0	-2.6
Utah	0	0.0	-3.6	16	0.4	-3.1	.	.	.
Virgin Islands	13	22.4	18.8	4	9.1	5.6	6	8.6	5.0
Bur. of Indian Affairs	13	3.5	-0.1	130	15.9	12.4	67	9.1	5.5
American Samoa	.	.	.	0	0.0	-3.5	0	0.0	-3.6
Guam	0	0.0	-3.6	0	0.0	-3.5	0	0.0	-3.6
Northern Marianas	0	0.0	-3.6	0	0.0	-3.5	0	0.0	-3.6
National Baseline	16,549	3.6		16,294	3.5		17,388	3.6	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

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Table 3-8cc. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Emotional disturbance						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Michigan	467	2.4	-1.6	444	2.3	-1.5	435
District of Columbia	267	13.7	9.7	183	8.6	4.8	263
Washington	62	1.2	-2.8	33	0.7	-3.1	201
California	3,891	15.9	11.9	3,967	15.3	11.5	185
Wyoming	96	10.1	6.1	89	9.0	5.2	122
Hawaii	28	0.9	-3.1	88	2.9	-0.9	112
South Dakota	166	20.4	16.4	120	14.8	11.0	102
Nebraska	28	1.1	-2.9	42	1.7	-2.1	82
New Jersey	155	1.1	-2.9	181	1.4	-2.4	72
Wisconsin	192	1.2	-2.8	303	1.9	-1.9	69
Arizona	124	2.2	-1.8	101	1.7	-2.1	43
West Virginia	14	0.6	-3.4	29	1.3	-2.5	42
Texas	12	0.0	-4.0	18	0.1	-3.7	39
Oklahoma	105	2.4	-1.6	137	2.9	-0.9	37
Massachusetts	602	5.0	1.0	587	4.6	0.8	34
Alabama	199	4.7	0.7	207	5.6	1.8	29
Georgia	634	2.6	-1.4	675	2.8	-1.0	27
Minnesota	761	4.3	0.3	816	4.6	0.8	26
Virginia	621	4.8	0.8	673	5.1	1.3	22
Connecticut	541	7.4	3.4	505	6.8	3.0	20
Montana	92	9.1	5.1	95	9.4	5.6	18
Indiana	761	6.0	2.0	734	5.5	1.7	16
New Mexico	140	4.9	0.9	178	6.2	2.4	15
Louisiana	327	6.2	2.2	334	6.4	2.6	9
Ohio	526	3.4	-0.6	428	2.5	-1.3	4
Colorado	768	8.7	4.7	814	8.8	5.0	-7
Kansas	110	2.8	-1.2	81	2.1	-1.7	-10
Missouri	12	0.1	-3.9	17	0.2	-3.6	-10
Delaware	49	6.8	2.8	41	5.4	1.6	-18
Vermont	108	4.9	0.9	91	4.3	0.5	-19
New Hampshire	267	10.6	6.6	253	9.4	5.6	-20
North Carolina	40	0.4	-3.6	84	0.8	-3.0	-20
Oregon	295	6.4	2.4	179	3.7	-0.1	-21
Arkansas	24	4.4	0.4	31	4.8	1.0	-23
Nevada	1	0.1	-3.9	1	0.0	-3.8	-24
New York	3,846	9.2	5.2	3,144	7.5	3.7	-26
Kentucky	291	5.0	1.0	289	5.0	1.2	-28
North Dakota	56	5.1	1.1	44	3.9	0.1	-29
Rhode Island	241	8.7	4.7	288	10.0	6.2	-34
Iowa	275	2.7	-1.3	192	2.5	-1.3	-35
Mississippi	38	4.9	0.9	40	4.4	0.6	-36
Maryland	253	2.7	-1.3	229	2.4	-1.4	-37
Maine	99	2.8	-1.2	101	3.0	-0.8	-38
Pennsylvania	848	4.0	0.0	887	3.9	0.1	-39
Alaska	9	1.0	-3.0	7	0.9	-2.9	-46
South Carolina	91	1.5	-2.5	60	1.0	-2.8	-49
Illinois	421	1.4	-2.6	302	1.0	-2.8	-57
Tennessee	25	0.7	-3.3	15	0.4	-3.4	-74
Idaho	6	0.7	-3.3	5	0.5	-3.3	-78
Florida	60	0.2	-3.8	50	0.1	-3.7	-87
Puerto Rico	0	0.0	-4.0	.	.	.	†
Utah	0	0.0	-4.0	0	0.0	-3.8	†
Virgin Islands	13	20.3	16.3	13	19.7	15.9	-12
Bur. of Indian Affairs	13	2.0	-2.0	8	1.2	-2.6	-65
American Samoa	0	0.0	-4.0	0	0.0	-3.8	†
Guam	0	0.0	-4.0	0	0.0	-3.8	†
Northern Marianas	0	0.0	-4.0	0	0.0	-3.8	†
National Baseline	19,070	4.0		18,233	3.8		6

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8dd. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Emotional disturbance								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Alaska	1	0.1	-1.3	1	0.1	-1.4	7	0.8	-0.5
North Carolina	40	0.4	-1.0	171	1.7	0.2	206	2.0	0.7
Delaware	3	0.5	-0.9	12	1.9	0.4	6	0.9	-0.4
North Dakota	2	0.2	-1.2	5	0.5	-1.0	6	0.6	-0.7
Washington	25	0.5	-0.9	45	0.9	-0.6	49	1.0	-0.3
Virginia	93	0.7	-0.7	180	1.4	-0.1	159	1.2	-0.1
New York	944	2.1	0.7	1,461	3.3	1.8	910	2.1	0.8
Florida	61	0.2	-1.2	63	0.2	-1.3	74	0.2	-1.1
South Carolina	96	1.6	0.2	121	2.0	0.5	92	1.2	-0.1
Missouri	107	1.1	-0.3	137	1.5	0.0	133	1.5	0.2
Georgia	20	0.1	-1.3	65	0.3	-1.2	29	0.1	-1.2
Wyoming	6	0.7	-0.7	13	1.4	-0.1	11	1.2	-0.1
Maine	42	1.1	-0.3	49	1.3	-0.2	65	1.8	0.5
West Virginia	56	2.6	1.2	46	2.1	0.6	47	2.2	0.9
Rhode Island	28	1.3	-0.1	44	1.8	0.3	43	1.7	0.4
New Hampshire	7	0.3	-1.1	11	0.5	-1.0	10	0.4	-0.9
Alabama	61	1.1	-0.3	63	1.2	-0.3	58	1.2	-0.1
Illinois	58	0.2	-1.2	60	0.2	-1.3	60	0.2	-1.1
Oklahoma	69	1.9	0.5	79	2.1	0.6	89	2.1	0.8
California	437	2.1	0.7	415	2.0	0.5	410	1.8	0.5
Connecticut	37	0.5	-0.9	53	0.7	-0.8	39	0.5	-0.8
Kentucky	146	2.7	1.3	165	2.9	1.4	152	2.6	1.3
Louisiana	106	1.9	0.5	102	1.9	0.4	102	1.9	0.6
Arizona	37	0.7	-0.7	44	0.8	-0.7	37	0.7	-0.6
Maryland	80	1.0	-0.4	68	0.8	-0.7	80	0.9	-0.4
Tennessee	94	2.8	1.4	97	2.7	1.2	107	3.0	1.7
New Jersey	356	2.9	1.5	397	3.0	1.5	384	2.8	1.5
Minnesota	100	0.6	-0.8	74	0.4	-1.1	86	0.5	-0.8
Michigan	47	0.3	-1.1	38	0.2	-1.3	43	0.2	-1.1
Indiana	205	1.9	0.5	216	1.9	0.4	201	1.7	0.4
Iowa	33	0.4	-1.0	21	0.2	-1.3	35	0.4	-0.9
Ohio	460	3.4	2.0	488	3.4	1.9	501	3.3	2.0
Wisconsin	82	0.5	-0.9	78	0.5	-1.0	74	0.5	-0.8
Utah	104	2.5	1.1	74	1.9	0.4	94	2.7	1.4
Arkansas	14	3.2	1.8	12	2.7	1.2	16	3.3	2.0
Nebraska	14	0.5	-0.9	11	0.4	-1.1	14	0.5	-0.8
Nevada	14	0.9	-0.5	19	1.2	-0.3	10	0.5	-0.8
Idaho	17	2.6	1.2	25	3.4	1.9	20	2.6	1.3
Kansas	34	0.8	-0.6	15	0.4	-1.1	11	0.3	-1.0
Mississippi	29	6.2	4.8	24	4.2	2.7	27	4.0	2.7
Oregon	61	1.5	0.1	86	2.0	0.5	96	2.1	0.8
Texas	1,320	3.7	2.3	1,241	3.5	2.0	1,086	3.1	1.8
Colorado	220	2.5	1.1	190	2.2	0.7	158	1.8	0.5
New Mexico	49	1.5	0.1	69	2.1	0.6	54	1.8	0.5
Vermont	39	2.1	0.7	31	1.5	0.0	40	1.9	0.6
Pennsylvania	165	0.8	-0.6	99	0.5	-1.0	100	0.5	-0.8
Massachusetts	123	1.0	-0.4	90	0.7	-0.8	84	0.6	-0.7
Montana	9	0.9	-0.5	4	0.4	-1.1	6	0.6	-0.7
South Dakota	3	0.5	-0.9	5	0.8	-0.7	2	0.3	-1.0
Hawaii	89	3.4	2.0	108	3.4	1.9	0	0.0	-1.3
District of Columbia	0	0.0	-1.4	3	0.3	-1.2	5	0.3	-1.0
Puerto Rico	39	4.8	3.4	48	5.8	4.3	36	4.4	3.1
Virgin Islands	1	1.7	0.3	2	4.5	3.0	1	1.4	0.1
Bur. of Indian Affairs	3	0.8	-0.6	0	0.0	-1.5	5	0.7	-0.6
American Samoa	0	0.0	-1.4	0	0.0	-1.5	0	0.0	-1.3
Guam	0	0.0	-1.4	0	0.0	-1.5	0	0.0	-1.3
Northern Marianas	0	0.0	-1.4	0	0.0	-1.5	0	0.0	-1.3
National Baseline	6,286	1.4		7,038	1.5		6,170	1.3	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8dd. Number, percentage and difference from national baseline of students ages 6 through 21 with emotional disturbance receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Emotional disturbance						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Alaska	9	1.0	-0.3	5	0.6	-0.8	398
North Carolina	192	1.9	0.6	164	1.6	0.2	290
Delaware	3	0.4	-0.9	11	1.4	0.0	194
North Dakota	5	0.5	-0.8	7	0.6	-0.8	181
Washington	18	0.4	-0.9	55	1.1	-0.3	120
Virginia	167	1.3	0.0	203	1.5	0.1	111
New York	1,231	2.9	1.6	1,714	4.1	2.7	98
Florida	88	0.2	-1.1	123	0.3	-1.1	89
South Carolina	32	0.5	-0.8	174	2.9	1.5	82
Missouri	140	1.6	0.3	148	1.7	0.3	53
Georgia	20	0.1	-1.2	32	0.1	-1.3	48
Wyoming	19	2.0	0.7	9	0.9	-0.5	35
Maine	55	1.6	0.3	47	1.4	0.0	33
West Virginia	60	2.8	1.5	74	3.3	1.9	30
Rhode Island	44	1.6	0.3	46	1.6	0.2	26
New Hampshire	10	0.4	-0.9	10	0.4	-1.0	18
Alabama	54	1.3	0.0	46	1.3	-0.1	16
Illinois	73	0.2	-1.1	66	0.2	-1.2	11
Oklahoma	85	1.9	0.6	99	2.1	0.7	9
California	594	2.4	1.1	598	2.3	0.9	7
Connecticut	40	0.5	-0.8	35	0.5	-0.9	2
Kentucky	187	3.2	1.9	156	2.7	1.3	2
Louisiana	90	1.7	0.4	92	1.8	0.4	-5
Arizona	37	0.7	-0.6	39	0.7	-0.7	-5
Maryland	88	0.9	-0.4	86	0.9	-0.5	-6
Tennessee	107	2.9	1.6	98	2.6	1.2	-7
New Jersey	375	2.7	1.4	328	2.5	1.1	-13
Minnesota	87	0.5	-0.8	86	0.5	-0.9	-14
Michigan	35	0.2	-1.1	43	0.2	-1.2	-14
Indiana	217	1.7	0.4	216	1.6	0.2	-16
Iowa	36	0.4	-0.9	22	0.3	-1.1	-18
Ohio	463	3.0	1.7	464	2.7	1.3	-19
Wisconsin	80	0.5	-0.8	63	0.4	-1.0	-25
Utah	74	2.3	1.0	57	1.8	0.4	-26
Arkansas	14	2.5	1.2	15	2.3	0.9	-28
Nebraska	12	0.5	-0.8	8	0.3	-1.1	-28
Nevada	10	0.5	-0.8	13	0.6	-0.8	-29
Idaho	19	2.1	0.8	19	1.8	0.4	-31
Kansas	24	0.6	-0.7	19	0.5	-0.9	-36
Mississippi	21	2.7	1.4	35	3.9	2.5	-38
Oregon	67	1.4	0.1	42	0.9	-0.5	-40
Texas	894	2.5	1.2	756	2.1	0.7	-42
Colorado	117	1.3	0.0	130	1.4	0.0	-45
New Mexico	38	1.3	0.0	23	0.8	-0.6	-45
Vermont	22	1.0	-0.3	23	1.1	-0.3	-48
Pennsylvania	83	0.4	-0.9	87	0.4	-1.0	-54
Massachusetts	21	0.2	-1.1	45	0.4	-1.0	-64
Montana	3	0.3	-1.0	2	0.2	-1.2	-77
South Dakota	10	1.2	-0.1	1	0.1	-1.3	-77
Hawaii	18	0.6	-0.7	23	0.8	-0.6	-78
District of Columbia	0	0.0	-1.3	0	0.0	-1.4	†
Puerto Rico	29	3.9	2.6	.	.	.	†
Virgin Islands	1	1.6	0.3	1	1.5	0.1	-12
Bur. Of Indian Affairs	11	1.7	0.4	1	0.2	-1.2	-81
American Samoa	0	0.0	-1.3	0	0.0	-1.4	†
Guam	0	0.0	-1.3	0	0.0	-1.4	†
Northern Marianas	0	0.0	-1.3	0	0.0	-1.4	†
National Baseline	6,229	1.3		6,659	1.4		2

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8ee. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Low-prevalence disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
District of Columbia	12	3	-21	25	7	-17	13	2	-24
Texas	2,250	11	-13	2,630	11	-13	2,738	12	-14
Louisiana	653	16	-8	845	21	-3	997	24	-2
Delaware	83	16	-8	80	14	-10	113	20	-6
New Jersey	2,174	11	-13	2,623	12	-12	2,915	12	-14
Pennsylvania	2,200	23	-1	2,454	26	2	3,171	29	3
Illinois	1,729	24	0	1,896	24	0	2,036	23	-3
New York	6,228	19	-5	7,469	22	-2	8,359	22	-4
Maryland	1,813	20	-4	1,907	20	-4	2,026	20	-6
South Carolina	523	22	-2	504	20	-4	533	20	-6
Montana	261	26	2	278	27	3	307	29	3
Mississippi	257	15	-9	286	16	-8	344	19	-7
Iowa	657	35	11	574	32	8	547	33	7
Maine	770	24	0	830	25	1	897	25	-1
California	6,508	25	1	7,140	25	1	14,208	47	21
Kentucky	1,052	27	3	1,201	28	4	1,227	27	1
Missouri	1,150	30	6	1,258	31	7	1,388	31	5
Hawaii	164	17	-7	172	18	-6	267	25	-1
Oklahoma	761	23	-1	796	22	-2	797	22	-4
Indiana	2,023	37	13	2,246	37	13	2,566	38	12
North Carolina	1,920	29	5	2,027	28	4	2,194	29	3
Georgia	878	26	2	991	25	1	1,068	24	-2
Kansas	1,091	33	9	1,359	36	12	1,214	34	8
Nebraska	640	36	12	609	36	12	691	40	14
West Virginia	432	45	21	413	42	18	444	42	16
Nevada	343	26	2	416	27	3	479	27	1
Arkansas	435	18	-6	455	18	-6	482	18	-8
North Dakota	156	53	29	164	52	28	173	52	26
Wisconsin	1,145	36	12	1,289	36	12	1,402	35	9
Connecticut	1,215	30	6	1,237	29	5	1,312	28	2
Wyoming	159	38	14	164	32	8	162	37	11
Colorado	2,143	44	20	2,255	44	20	2,584	49	23
Virginia	1,049	20	-4	1,103	20	-4	1,258	19	-7
Minnesota	2,106	53	29	2,342	52	28	2,605	51	25
Massachusetts	462	8	-16	392	7	-17	511	8	-18
Ohio	3,402	20	-4	3,948	21	-3	3,081	16	-10
Alabama	889	26	2	1,005	27	3	999	26	0
Oregon	2,091	55	31	2,012	52	28	2,158	52	26
Idaho	467	38	14	480	37	13	506	37	11
Tennessee	1,203	25	1	1,118	23	-1	1,164	23	-3
Florida	2,746	40	16	3,042	40	16	2,995	36	10
Utah	563	16	-8	528	17	-7	507	17	-9
South Dakota	227	24	0	240	25	1	254	25	-1
Vermont	275	66	42	295	63	39	318	60	34
Arizona	1,398	33	9	1,784	34	10	1,966	33	7
New Hampshire	725	72	48	674	62	38	721	61	35
Washington	1,494	24	0	1,488	23	-1	1,345	21	-5
Rhode Island	125	16	-8	118	13	-11	122	13	-13
Michigan	3,838	41	17	2,806	28	4	2,995	28	2
Alaska	292	29	5	279	27	3	207	20	-6
New Mexico	603	27	3	318	14	-10	410	18	-8
Puerto Rico	825	27	3	897	29	5	663	22	-4
Virgin Islands	11	13	-11	14	16	-8	9	11	-15
Guam	28	26	2	34	27	3	33	27	1
Bur. of Indian Affairs	109	31	7	99	28	4	127	31	5
American Samoa	4	10	-14	1	2	-22	2	7	-19
Northern Marianas	32	55	31	27	44	20	3	6	-20
National Baseline	66,789	24		71,637	24		82,613	26	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

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Table 3-8ee. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Low-prevalence disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
District of Columbia	6	1	-25	91	9	-17	205
Texas	7,193	29	3	7,512	28	2	152
Louisiana	1,087	25	-1	1,119	25	-1	54
Delaware	137	22	-4	151	22	-4	40
New Jersey	4,324	14	-12	4,675	15	-11	32
Pennsylvania	3,286	28	2	3,471	28	2	20
Illinois	2,539	26	0	3,037	28	2	19
New York	9,004	24	-2	8,851	23	-3	18
Maryland	2,176	21	-5	2,396	23	-3	17
South Carolina	627	22	-4	748	25	-1	13
Montana	297	29	3	313	29	3	13
Mississippi	458	24	-2	343	17	-9	11
Iowa	503	32	6	1,041	38	12	10
Maine	1,031	26	0	1,102	26	0	9
California	10,876	32	6	9,895	27	1	8
Kentucky	1,451	29	3	1,626	29	3	7
Missouri	1,519	31	5	1,713	32	6	7
Hawaii	88	7	-19	250	18	-8	7
Oklahoma	878	23	-3	917	24	-2	6
Indiana	2,960	39	13	3,359	39	13	6
North Carolina	2,392	30	4	2,557	30	4	5
Georgia	1,254	25	-1	1,553	27	1	4
Kansas	1,209	33	7	1,329	35	9	3
Nebraska	791	47	21	682	37	11	2
West Virginia	509	45	19	554	46	20	2
Nevada	536	27	1	599	27	1	1
Arkansas	516	18	-8	566	18	-8	1
North Dakota	194	54	28	208	53	27	0
Wisconsin	1,616	37	11	1,777	36	10	-1
Connecticut	1,357	28	2	1,509	29	3	-1
Wyoming	186	38	12	190	36	10	-4
Colorado	2,608	47	21	2,403	42	16	-5
Virginia	1,344	19	-7	1,457	19	-7	-5
Minnesota	3,122	50	24	3,550	50	24	-6
Massachusetts	864	7	-19	956	7	-19	-7
Ohio	3,324	16	-10	3,920	18	-8	-8
Alabama	950	24	-2	966	23	-3	-10
Oregon	2,304	51	25	2,510	49	23	-10
Idaho	488	35	9	504	34	8	-10
Tennessee	1,152	22	-4	1,206	22	-4	-10
Florida	3,333	36	10	3,649	36	10	-11
Utah	464	14	-12	471	14	-12	-12
South Dakota	248	22	-4	259	21	-5	-12
Vermont	345	62	36	312	58	32	-12
Arizona	1,744	27	1	1,941	28	2	-13
New Hampshire	756	62	36	795	61	35	-16
Washington	1,336	20	-6	1,331	19	-7	-20
Rhode Island	118	12	-14	134	12	-14	-23
Michigan	3,214	28	2	3,449	29	3	-30
Alaska	209	20	-6	202	20	-6	-32
New Mexico	387	17	-9	412	18	-8	-32
Puerto Rico	1,214	39	13	.	.	.	†
Virgin Islands	13	16	-10	22	28	2	108
Guam	33	27	1	33	24	-2	-6
Bur. of Indian Affairs	103	29	3	82	25	-1	-21
American Samoa	0	0	-26	2	6	-20	-38
Northern Marianas	3	6	-20	9	20	-6	-65
National Baseline	90,676	26		94,709	26		6

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8ff. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

Low-prevalence disabilities									
State	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Indiana	405	7	-11	440	7	-12	672	10	-8
New Hampshire	86	9	-9	172	16	-3	207	17	-1
Massachusetts	1,554	27	9	1,565	27	8	1,428	23	5
Iowa	355	19	1	353	20	1	332	20	2
New Jersey	2,507	13	-5	3,185	15	-4	3,850	16	-2
Michigan	885	9	-9	1,250	12	-7	1,541	14	-4
Utah	277	8	-10	294	10	-9	306	10	-8
Arizona	599	14	-4	828	16	-3	1,179	20	2
Wisconsin	603	19	1	807	23	4	989	25	7
District of Columbia	32	8	-10	51	14	-5	48	7	-11
Vermont	35	8	-10	48	10	-9	55	10	-8
New Mexico	286	13	-5	297	13	-6	375	16	-2
Alabama	616	18	0	845	23	4	894	24	6
Idaho	220	18	0	246	19	0	287	21	3
North Dakota	51	17	-1	67	21	2	70	21	3
Oklahoma	630	19	1	759	21	2	801	22	4
Rhode Island	87	11	-7	114	13	-6	125	13	-5
New York	3,022	9	-9	3,724	11	-8	4,265	11	-7
Arkansas	518	21	3	588	23	4	652	24	6
Kentucky	907	24	6	1,029	24	5	1,226	27	9
Georgia	670	20	2	809	20	1	992	23	5
Colorado	641	13	-5	689	13	-6	788	15	-3
South Dakota	235	25	7	237	25	6	258	25	7
Virginia	821	15	-3	869	15	-4	1,053	16	-2
West Virginia	192	20	2	208	21	2	243	23	5
Missouri	840	22	4	900	22	3	997	22	4
Kansas	730	22	4	864	23	4	827	23	5
Minnesota	794	20	2	911	20	1	1,066	21	3
Maryland	1,101	12	-6	1,369	14	-5	1,436	14	-4
Oregon	614	16	-2	636	16	-3	693	17	-1
Nevada	211	16	-2	265	18	-1	337	19	1
North Carolina	775	12	-6	897	12	-7	935	12	-6
Washington	1,493	24	6	1,566	24	5	1,553	24	6
California	3,280	13	-5	3,631	13	-6	3,304	11	-7
Florida	850	12	-6	929	12	-7	1,158	14	-4
Tennessee	626	13	-5	657	13	-6	707	14	-4
Connecticut	816	20	2	850	20	1	913	20	2
Maine	883	27	9	974	29	10	942	26	8
Mississippi	278	17	-1	275	16	-3	261	14	-4
Wyoming	126	30	12	222	43	24	145	33	15
Nebraska	349	20	2	303	18	-1	292	17	-1
Montana	270	27	9	266	25	6	286	27	9
Hawaii	222	23	5	230	24	5	183	17	-1
Pennsylvania	1,423	15	-3	1,259	13	-6	1,506	14	-4
South Carolina	518	22	4	622	25	6	635	24	6
Illinois	1,473	20	2	1,587	20	1	1,746	20	2
Alaska	198	20	2	209	20	1	172	17	-1
Louisiana	850	21	3	670	17	-2	588	14	-4
Texas	7,027	35	17	8,713	37	18	8,249	35	17
Delaware	189	35	17	210	36	17	134	23	5
Ohio	5,593	33	15	6,290	34	15	3,284	17	-1
Puerto Rico	350	11	-7	308	10	-9	485	16	-2
Virgin Islands	2	2	-16	10	11	-8	16	20	2
American Samoa	9	21	3	19	44	25	6	21	3
Northern Marianas	16	28	10	17	27	8	22	45	27
Bur. of Indian Affairs	156	45	27	118	34	15	135	33	15
Guam	43	39	21	39	31	12	39	32	14
National Baseline	48,339	18		55,290	19		55,688	18	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

Continued on next page

Table 3-8ff. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Low-prevalence disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Indiana	1,186	15	-3	1,546	18	-1	143
New Hampshire	215	18	0	227	17	-2	102
Massachusetts	5,508	47	29	6,287	49	30	83
Iowa	343	22	4	842	31	12	64
New Jersey	5,602	19	1	6,445	20	1	58
Michigan	1,630	14	-4	1,775	15	-4	57
Utah	338	11	-7	405	12	-7	54
Arizona	1,299	20	2	1,399	21	2	47
Wisconsin	1,159	26	8	1,347	27	8	42
District of Columbia	129	16	-2	113	11	-8	42
Vermont	58	10	-8	64	12	-7	42
New Mexico	422	18	0	397	18	-1	38
Alabama	971	24	6	1,023	24	5	38
Idaho	334	24	6	352	24	5	33
North Dakota	79	22	4	90	23	4	33
Oklahoma	869	23	5	946	25	6	32
Rhode Island	143	14	-4	157	14	-5	30
New York	4,251	11	-7	4,642	12	-7	28
Arkansas	734	25	7	822	26	7	23
Kentucky	1,364	27	9	1,564	28	9	20
Georgia	1,063	21	3	1,332	23	4	17
Colorado	844	15	-3	873	15	-4	16
South Dakota	318	28	10	351	29	10	16
Virginia	1,235	17	-1	1,366	18	-1	14
West Virginia	253	23	5	272	23	4	13
Missouri	1,213	25	7	1,301	24	5	11
Kansas	849	23	5	959	25	6	11
Minnesota	1,247	20	2	1,552	22	3	10
Maryland	1,485	14	-4	1,361	13	-6	9
Oregon	786	17	-1	891	18	-1	9
Nevada	348	18	0	393	18	-1	8
North Carolina	1,015	13	-5	1,064	13	-6	8
Washington	1,655	25	7	1,763	25	6	7
California	4,220	13	-5	4,915	13	-6	7
Florida	1,245	13	-5	1,351	13	-6	6
Tennessee	694	13	-5	739	14	-5	6
Connecticut	1,004	21	3	1,065	21	2	4
Maine	1,070	27	9	1,189	28	9	2
Mississippi	243	13	-5	341	17	-2	2
Wyoming	144	29	11	160	31	12	2
Nebraska	278	17	-1	351	19	0	-4
Montana	266	26	8	276	26	7	-4
Hawaii	787	64	46	302	22	3	-5
Pennsylvania	1,488	13	-5	1,780	14	-5	-5
South Carolina	571	20	2	570	19	0	-13
Illinois	1,695	17	-1	1,768	16	-3	-19
Alaska	146	14	-4	149	15	-4	-26
Louisiana	580	13	-5	650	15	-4	-31
Texas	5,530	22	4	5,975	23	4	-36
Delaware	132	21	3	135	19	0	-45
Ohio	3,235	16	-2	3,741	17	-2	-46
Puerto Rico	262	8	-10	.	.	.	†
Virgin Islands	8	10	-8	10	13	-6	419
American Samoa	10	37	19	12	35	16	65
Northern Marianas	21	43	25	17	37	18	34
Bur. of Indian Affairs	137	38	20	137	41	22	-7
Guam	32	26	8	43	31	12	-20
National Baseline	62,743	18		69,597	19		8

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8gg. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Low-prevalence disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	3,446	20	-18	3,439	19	-18	8,353	43	6
Wyoming	74	18	-20	100	20	-17	113	26	-11
Delaware	99	19	-19	99	17	-20	144	25	-12
Vermont	47	11	-27	59	13	-24	74	14	-23
Michigan	2,420	26	-12	2,731	27	-10	3,866	36	-1
Oregon	750	20	-18	846	22	-15	935	22	-15
New Hampshire	52	5	-33	99	9	-28	102	9	-28
Utah	1,250	35	-3	1,322	43	6	1,310	43	6
Alaska	485	49	11	530	51	14	612	60	23
Minnesota	654	16	-22	845	19	-18	985	19	-18
Nevada	455	35	-3	533	35	-2	635	36	-1
Arizona	1,461	34	-4	1,704	33	-4	2,177	36	-1
Florida	2,370	35	-3	2,690	36	-1	3,073	37	0
Washington	2,861	45	7	2,977	46	9	3,207	49	12
Rhode Island	339	43	5	392	45	8	450	46	9
Tennessee	2,251	46	8	2,326	47	10	2,349	47	10
Pennsylvania	3,446	36	-2	3,989	42	5	4,131	38	1
North Dakota	35	12	-26	36	11	-26	42	13	-24
New Mexico	1,132	50	12	1,360	61	24	1,239	55	18
South Carolina	940	40	2	1,001	40	3	1,052	39	2
Colorado	1,556	32	-6	1,643	32	-5	1,444	27	-10
Arkansas	902	37	-1	1,019	39	2	1,093	40	3
Idaho	401	33	-5	445	35	-2	437	32	-5
North Carolina	2,809	42	4	3,046	42	5	3,287	43	6
Mississippi	722	43	5	726	41	4	808	45	8
New York	13,160	40	2	12,993	37	0	14,644	39	2
Illinois	2,992	41	3	3,334	42	5	3,741	42	5
West Virginia	164	17	-21	178	18	-19	186	18	-19
California	12,989	50	12	14,001	50	13	9,038	30	-7
Nebraska	638	36	-2	651	39	2	550	32	-5
Louisiana	2,031	50	12	2,008	49	12	2,045	49	12
Hawaii	494	51	13	500	52	15	608	57	20
Georgia	1,432	43	5	1,771	44	7	1,881	43	6
Alabama	1,166	33	-5	1,007	28	-9	1,120	30	-7
Connecticut	1,159	28	-10	1,220	29	-8	1,352	29	-8
Missouri	1,175	31	-7	1,266	31	-6	1,327	30	-7
South Dakota	265	28	-10	265	28	-9	283	28	-9
Kansas	935	29	-9	1,035	27	-10	1,008	28	-9
Montana	399	40	2	402	38	1	407	38	1
Virginia	2,796	52	14	2,865	51	14	3,281	50	13
Kentucky	1,413	37	-1	1,547	36	-1	1,662	37	0
Maryland	3,655	39	1	3,661	38	1	3,710	37	0
Maine	1,310	41	3	1,370	41	4	1,481	41	4
Texas	9,483	47	9	10,556	45	8	10,776	46	9
New Jersey	6,476	33	-5	7,087	33	-4	7,626	31	-6
Oklahoma	1,554	46	8	1,575	44	7	1,662	45	8
Wisconsin	1,100	35	-3	1,191	33	-4	1,250	32	-5
Massachusetts	1,762	30	-8	1,789	31	-6	1,895	30	-7
Indiana	2,271	42	4	2,674	44	7	2,825	41	4
Iowa	628	33	-5	609	34	-3	540	33	-4
District of Columbia	186	47	9	.	.	.	106	17	-20
Puerto Rico	1,054	34	-4	994	33	-4	973	32	-5
Northern Marianas	7	12	-26	12	19	-18	22	45	8
Bur. of Indian Affairs	59	17	-21	81	23	-14	107	26	-11
Guam	36	33	-5	47	38	1	46	38	1
American Samoa	25	60	22	22	51	14	19	68	31
Virgin Islands	61	74	36	43	49	12	51	62	25
National Baseline	103,832	38		110,711	37		118,140	37	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8gg. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Low-prevalence disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	9,225	45	7	10,024	47	8	133
Wyoming	146	30	-8	154	30	-9	67
Delaware	183	29	-9	192	28	-11	49
Vermont	80	14	-24	90	17	-22	49
Michigan	4,034	35	-3	4,247	35	-4	37
Oregon	1,057	23	-15	1,368	27	-12	37
New Hampshire	82	7	-31	91	7	-32	34
Utah	1,475	46	8	1,553	46	7	31
Alaska	645	63	25	627	62	23	27
Minnesota	1,177	19	-19	1,431	20	-19	23
Nevada	750	38	0	902	40	1	15
Arizona	2,423	37	-1	2,642	39	0	14
Florida	3,499	38	0	3,978	39	0	12
Washington	3,361	50	12	3,506	50	11	11
Rhode Island	472	48	10	520	47	8	11
Tennessee	2,574	50	12	2,778	51	12	10
Pennsylvania	4,669	40	2	4,994	40	1	10
North Dakota	44	12	-26	51	13	-26	10
New Mexico	1,275	55	17	1,245	55	16	10
South Carolina	1,238	44	6	1,293	43	4	9
Colorado	1,618	29	-9	1,930	34	-5	5
Arkansas	1,156	39	1	1,216	39	0	5
Idaho	456	33	-5	503	34	-5	5
North Carolina	3,460	43	5	3,719	44	5	4
Mississippi	804	41	3	892	44	5	3
New York	15,393	40	2	16,042	41	2	1
Illinois	4,238	43	5	4,430	41	2	0
West Virginia	199	18	-20	205	17	-22	-1
California	15,365	46	8	18,059	49	10	-1
Nebraska	447	27	-11	653	35	-4	-2
Louisiana	2,137	50	12	2,195	49	10	-3
Hawaii	302	25	-13	677	49	10	-4
Georgia	2,219	45	7	2,340	41	2	-4
Alabama	1,214	31	-7	1,341	32	-7	-4
Connecticut	1,335	28	-10	1,386	27	-12	-5
Missouri	1,405	29	-9	1,548	29	-10	-5
South Dakota	313	28	-10	324	27	-12	-5
Kansas	1,052	29	-9	1,042	27	-12	-6
Montana	375	36	-2	395	37	-2	-7
Virginia	3,573	50	12	3,791	49	10	-7
Kentucky	1,705	34	-4	1,875	34	-5	-8
Maryland	3,990	39	1	3,778	36	-3	-9
Maine	1,463	37	-1	1,569	37	-2	-9
Texas	10,359	42	4	11,245	42	3	-11
New Jersey	9,015	30	-8	9,354	29	-10	-11
Oklahoma	1,610	43	5	1,565	41	2	-11
Wisconsin	1,330	30	-8	1,472	30	-9	-15
Massachusetts	2,966	25	-13	3,230	25	-14	-17
Indiana	2,737	36	-2	2,902	34	-5	-19
Iowa	521	33	-5	660	24	-15	-27
District of Columbia	57	7	-31	211	21	-18	-54
Puerto Rico	1,167	38	0	.	.	.	†
Northern Marianas	22	45	7	15	33	-6	170
Bur. of Indian Affairs	96	27	-11	109	33	-6	95
Guam	57	46	8	61	45	6	35
American Samoa	17	63	25	20	59	20	-1
Virgin Islands	54	68	30	43	54	15	-27
National Baseline	132,636	38		142,483	39		3

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8hh. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Low-prevalence disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Maine	120	3.7	-11.2	102	3.0	-11.3	189	5.2	-8.6
Arizona	260	6.1	-8.8	273	5.3	-9.0	336	5.6	-8.2
Virginia	335	6.3	-8.6	466	8.3	-6.0	607	9.3	-4.5
Florida	204	3.0	-11.9	220	2.9	-11.4	408	4.9	-8.9
Montana	7	0.7	-14.2	19	1.8	-12.5	3	0.3	-13.5
New Hampshire	57	5.7	-9.2	59	5.4	-8.9	64	5.4	-8.4
Nebraska	73	4.1	-10.8	50	3.0	-11.3	116	6.8	-7.0
District of Columbia	160	40.3	25.4	.	.	.	452	70.4	56.6
Alaska	11	1.1	-13.8	16	1.5	-12.8	19	1.9	-11.9
Vermont	19	4.5	-10.4	26	5.6	-8.7	36	6.8	-7.0
Maryland	2,039	21.9	7.0	2,096	21.5	7.2	2,229	22.1	8.3
New Mexico	22	1.0	-13.9	22	1.0	-13.3	41	1.8	-12.0
Hawaii	79	8.1	-6.8	53	5.5	-8.8	0	0.0	-13.8
Illinois	729	9.9	-5.0	825	10.4	-3.9	939	10.6	-3.2
Delaware	157	29.3	14.4	187	32.1	17.8	178	30.8	17.0
Connecticut	747	18.2	3.3	782	18.3	4.0	860	18.5	4.7
South Dakota	67	7.1	-7.8	81	8.4	-5.9	82	8.0	-5.8
Oklahoma	113	3.4	-11.5	119	3.4	-10.9	120	3.3	-10.5
Washington	143	2.3	-12.6	135	2.1	-12.2	130	2.0	-11.8
Mississippi	95	5.6	-9.3	102	5.8	-8.5	113	6.2	-7.6
Missouri	495	12.9	-2.0	528	12.9	-1.4	594	13.3	-0.5
Louisiana	77	1.9	-13.0	84	2.1	-12.2	74	1.8	-12.0
Michigan	2,126	22.5	7.6	3,061	30.4	16.1	2,166	20.1	6.3
Minnesota	232	5.8	-9.1	236	5.2	-9.1	253	4.9	-8.9
Rhode Island	217	27.3	12.4	230	26.2	11.9	253	26.1	12.3
Wisconsin	126	4.0	-10.9	168	4.7	-9.6	155	3.9	-9.9
California	2,084	8.0	-6.9	2,082	7.4	-6.9	2,468	8.1	-5.7
Tennessee	543	11.1	-3.8	540	11.0	-3.3	535	10.7	-3.1
Alabama	368	10.6	-4.3	318	8.7	-5.6	285	7.5	-6.3
New Jersey	8,169	41.3	26.4	8,297	38.1	23.8	9,361	38.4	24.6
New York	8,421	25.9	11.0	8,865	25.6	11.3	8,305	22.4	8.6
Texas	636	3.2	-11.7	1,107	4.7	-9.6	640	2.7	-11.1
North Carolina	604	9.1	-5.8	618	8.6	-5.7	653	8.6	-5.2
West Virginia	53	5.6	-9.3	53	5.4	-8.9	28	2.7	-11.1
Arkansas	197	8.1	-6.8	209	8.1	-6.2	174	6.4	-7.4
Indiana	101	1.8	-13.1	116	1.9	-12.4	112	1.6	-12.2
Kansas	419	12.9	-2.0	425	11.2	-3.1	318	8.9	-4.9
Colorado	354	7.2	-7.7	325	6.4	-7.9	296	5.6	-8.2
Pennsylvania	2,030	21.5	6.6	1,526	15.9	1.6	1,626	15.1	1.3
Utah	1,427	39.8	24.9	922	29.8	15.5	889	29.2	15.4
Nevada	270	20.8	5.9	283	18.7	4.4	285	16.2	2.4
Massachusetts	1,191	20.5	5.6	1,230	21.3	7.0	1,530	24.2	10.4
Oregon	143	3.7	-11.2	162	4.2	-10.1	179	4.3	-9.5
Kentucky	140	3.7	-11.2	126	3.0	-11.3	120	2.6	-11.2
Ohio	4,304	25.1	10.2	4,205	22.8	8.5	4,351	22.2	8.4
North Dakota	16	5.4	-9.5	15	4.7	-9.6	13	3.9	-9.9
Iowa	120	6.3	-8.6	105	5.9	-8.4	102	6.2	-7.6
Georgia	266	7.9	-7.0	307	7.7	-6.6	309	7.1	-6.7
Wyoming	5	1.2	-13.7	14	2.7	-11.6	5	1.1	-12.7
South Carolina	109	4.6	-10.3	93	3.8	-10.5	175	6.5	-7.3
Idaho	46	3.7	-11.2	19	1.5	-12.8	27	2.0	-11.8
Puerto Rico	405	13.1	-1.8	389	12.8	-1.5	439	14.5	0.7
Bur. of Indian Affairs	6	1.7	-13.2	11	3.1	-11.2	4	1.0	-12.8
Guam	1	0.9	-14.0	3	2.4	-11.9	2	1.7	-12.1
American Samoa	.	.	.	0	0.0	-14.3	0	0.0	-13.8
Northern Marianas	0	0.0	-14.9	2	3.2	-11.1	2	4.1	-9.7
Virgin Islands	0	0.0	-14.9	0	0.0	-14.3	0	0.0	-13.8
National Baseline	41,138	14.9		42,307	14.3		43,650	13.8	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8hh. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Low-prevalence disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Maine	271	6.8	-6.2	267	6.3	-6.2	69
Arizona	824	12.7	-0.3	672	9.8	-2.7	63
Virginia	662	9.3	-3.7	792	10.2	-2.3	62
Florida	423	4.6	-8.4	492	4.8	-7.7	61
Montana	13	1.2	-11.8	12	1.1	-11.4	61
New Hampshire	78	6.4	-6.6	110	8.4	-4.1	48
Nebraska	106	6.3	-6.7	105	5.7	-6.8	38
District of Columbia	594	72.6	59.6	539	54.7	42.2	36
Alaska	21	2.0	-11.0	15	1.5	-11.0	34
Vermont	37	6.6	-6.4	31	5.8	-6.7	27
Maryland	2,284	22.3	9.3	2,663	25.3	12.8	16
New Mexico	28	1.2	-11.8	25	1.1	-11.4	13
Hawaii	36	2.9	-10.1	122	8.8	-3.7	8
Illinois	1,044	10.5	-2.5	1,161	10.7	-1.8	8
Delaware	169	27.0	14.0	211	30.3	17.8	3
Connecticut	897	18.7	5.7	949	18.4	5.9	1
South Dakota	76	6.7	-6.3	87	7.1	-5.4	1
Oklahoma	152	4.0	-9.0	129	3.4	-9.1	0
Washington	133	2.0	-11.0	157	2.3	-10.2	-1
Mississippi	123	6.3	-6.7	109	5.4	-7.1	-5
Missouri	607	12.4	-0.6	623	11.6	-0.9	-10
Louisiana	74	1.7	-11.3	77	1.7	-10.8	-10
Michigan	2,272	19.9	6.9	2,410	19.9	7.4	-11
Minnesota	413	6.7	-6.3	362	5.1	-7.4	-13
Rhode Island	229	23.2	10.2	262	23.8	11.3	-13
Wisconsin	164	3.7	-9.3	167	3.4	-9.1	-16
California	1,832	5.5	-7.5	2,458	6.7	-5.8	-16
Tennessee	332	6.4	-6.6	509	9.3	-3.2	-16
Alabama	357	9.0	-4.0	369	8.8	-3.7	-17
New Jersey	10,604	35.1	22.1	10,905	33.9	21.4	-18
New York	8,261	21.6	8.6	8,261	21.1	8.6	-18
Texas	705	2.8	-10.2	686	2.6	-9.9	-19
North Carolina	592	7.4	-5.6	602	7.1	-5.4	-22
West Virginia	44	3.9	-9.1	51	4.3	-8.2	-24
Arkansas	201	6.8	-6.2	193	6.2	-6.3	-24
Indiana	123	1.6	-11.4	121	1.4	-11.1	-24
Kansas	392	10.8	-2.2	372	9.7	-2.8	-25
Colorado	276	5.0	-8.0	309	5.4	-7.1	-26
Pennsylvania	1,901	16.3	3.3	1,865	15.0	2.5	-30
Utah	900	28.1	15.1	937	27.6	15.1	-31
Nevada	310	15.7	2.7	308	13.8	1.3	-34
Massachusetts	1,590	13.7	0.7	1,707	13.2	0.7	-35
Oregon	199	4.4	-8.6	122	2.4	-10.1	-36
Kentucky	115	2.3	-10.7	124	2.2	-10.3	-38
Ohio	4,146	20.2	7.2	3,172	14.8	2.3	-41
North Dakota	12	3.3	-9.7	12	3.1	-9.4	-44
Iowa	96	6.1	-6.9	93	3.4	-9.1	-46
Georgia	209	4.2	-8.8	237	4.2	-8.3	-48
Wyoming	3	0.6	-12.4	3	0.6	-11.9	-52
South Carolina	40	1.4	-11.6	62	2.1	-10.4	-55
Idaho	19	1.4	-11.6	16	1.1	-11.4	-71
Puerto Rico	146	4.7	-8.3	.	.	.	†
Bur. of Indian Affairs	5	1.4	-11.6	1	0.3	-12.2	-82
Guam	1	0.8	-12.2	0	0.0	-12.5	-100
American Samoa	0	0.0	-13.0	0	0.0	-12.5	†
Northern Marianas	0	0.0	-13.0	3	6.5	-6.0	†
Virgin Islands	0	0.0	-13.0	0	0.0	-12.5	†
National Baseline	45,141	13.0		46,047	12.5		-16

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage not available.

Table 3-8ii. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Low-prevalence disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Hawaii	2	0.2	-4.4	2	0.2	-4.0	0	0.0	-4.0
Texas	276	1.4	-3.2	263	1.1	-3.1	660	2.8	-1.2
District of Columbia	7	1.8	-2.8	287	77.8	73.6	19	3.0	-1.0
Kansas	54	1.7	-2.9	66	1.7	-2.5	183	5.1	1.1
Georgia	99	3.0	-1.6	100	2.5	-1.7	110	2.5	-1.5
Connecticut	144	3.5	-1.1	167	3.9	-0.3	177	3.8	-0.2
New Jersey	218	1.1	-3.5	298	1.4	-2.8	377	1.5	-2.5
Nevada	1	0.1	-4.5	1	0.1	-4.1	2	0.1	-3.9
Delaware	4	0.7	-3.9	6	1.0	-3.2	6	1.0	-3.0
Montana	58	5.8	1.2	73	7.0	2.8	67	6.2	2.2
South Dakota	139	14.8	10.2	132	13.7	9.5	136	13.3	9.3
Colorado	130	2.7	-1.9	125	2.4	-1.8	127	2.4	-1.6
Ohio	247	1.4	-3.2	377	2.0	-2.2	345	1.8	-2.2
New Mexico	157	6.9	2.3	179	8.0	3.8	145	6.4	2.4
Louisiana	293	7.3	2.7	304	7.5	3.3	296	7.1	3.1
Alabama	412	11.8	7.2	442	12.1	7.9	437	11.6	7.6
South Carolina	272	11.4	6.8	230	9.3	5.1	265	9.9	5.9
Michigan	118	1.2	-3.4	118	1.2	-3.0	124	1.1	-2.9
Mississippi	288	17.1	12.5	332	18.7	14.5	238	13.1	9.1
West Virginia	101	10.6	6.0	107	11.0	6.8	135	12.9	8.9
Idaho	91	7.4	2.8	85	6.6	2.4	90	6.6	2.6
Tennessee	147	3.0	-1.6	142	2.9	-1.3	142	2.8	-1.2
Virginia	287	5.4	0.8	264	4.7	0.5	288	4.4	0.4
Florida	651	9.5	4.9	653	8.7	4.5	676	8.1	4.1
New Hampshire	69	6.9	2.3	67	6.1	1.9	67	5.7	1.7
Oklahoma	196	5.8	1.2	183	5.2	1.0	177	4.8	0.8
Oregon	197	5.2	0.6	192	5.0	0.8	190	4.6	0.6
Illinois	423	5.8	1.2	320	4.0	-0.2	412	4.6	0.6
California	1,043	4.0	-0.6	1,015	3.6	-0.6	1,005	3.3	-0.7
Pennsylvania	268	2.8	-1.8	253	2.6	-1.6	239	2.2	-1.8
New York	1,442	4.4	-0.2	1,184	3.4	-0.8	1,190	3.2	-0.8
North Dakota	37	12.5	7.9	32	10.1	5.9	33	9.9	5.9
Nebraska	29	1.6	-3.0	26	1.6	-2.6	23	1.3	-2.7
Wisconsin	163	5.2	0.6	103	2.9	-1.3	147	3.7	-0.3
Washington	247	3.9	-0.7	209	3.3	-0.9	208	3.2	-0.8
Arkansas	333	13.7	9.1	266	10.3	6.1	268	9.9	5.9
Indiana	612	11.2	6.6	589	9.6	5.4	589	8.6	4.6
North Carolina	518	7.8	3.2	522	7.3	3.1	439	5.8	1.8
Kentucky	241	6.3	1.7	233	5.5	1.3	195	4.3	0.3
Vermont	32	7.7	3.1	26	5.6	1.4	31	5.8	1.8
Iowa	124	6.5	1.9	125	7.1	2.9	113	6.9	2.9
Minnesota	205	5.1	0.5	199	4.4	0.2	197	3.8	-0.2
Rhode Island	24	3.0	-1.6	18	2.0	-2.2	18	1.9	-2.1
Missouri	159	4.1	-0.5	109	2.7	-1.5	101	2.3	-1.7
Maine	98	3.0	-1.6	70	2.1	-2.1	59	1.6	-2.4
Massachusetts	699	12.0	7.4	692	12.0	7.8	855	13.5	9.5
Maryland	627	6.7	2.1	663	6.8	2.6	638	6.3	2.3
Arizona	510	11.9	7.3	540	10.4	6.2	285	4.8	0.8
Wyoming	52	12.5	7.9	11	2.2	-2.0	10	2.3	-1.7
Utah	45	1.3	-3.3	0	0.0	-4.2	.	.	.
Alaska	0	0.0	-4.6	1	0.1	-4.1	1	0.1	-3.9
Puerto Rico	1	0.0	-4.6	4	0.1	-4.1	21	0.7	-3.3
Virgin Islands	5	6.1	1.5	16	18.4	14.2	4	4.9	0.9
Guam	1	0.9	-3.7	1	0.8	-3.4	1	0.8	-3.2
Bur. of Indian Affairs	18	5.2	0.6	38	10.8	6.6	35	8.5	4.5
American Samoa	.	.	.	0	0.0	-4.2	0	0.0	-4.0
Northern Marianas	0	0.0	-4.6	2	3.2	-1.0	0	0.0	-4.0
National Baseline	12,614	4.6		12,462	4.2		12,596	4.0	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8ii. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Low-prevalence disabilities						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Hawaii	3	0.2	-3.2	11	0.8	-2.4	285
Texas	657	2.6	-0.8	684	2.6	-0.6	87
District of Columbia	32	3.9	0.5	32	3.2	0.0	84
Kansas	103	2.8	-0.6	104	2.7	-0.5	63
Georgia	222	4.5	1.1	240	4.2	1.0	42
Connecticut	193	4.0	0.6	225	4.4	1.2	24
New Jersey	376	1.2	-2.2	424	1.3	-1.9	20
Nevada	2	0.1	-3.3	2	0.1	-3.1	16
Delaware	5	0.8	-2.6	6	0.9	-2.3	15
Montana	77	7.4	4.0	66	6.2	3.0	7
South Dakota	164	14.6	11.2	187	15.4	12.2	4
Colorado	124	2.2	-1.2	158	2.7	-0.5	3
Ohio	374	1.8	-1.6	283	1.3	-1.9	-8
New Mexico	135	5.9	2.5	138	6.1	2.9	-12
Louisiana	280	6.5	3.1	284	6.3	3.1	-13
Alabama	435	11.0	7.6	417	10.0	6.8	-16
South Carolina	330	11.7	8.3	288	9.6	6.4	-16
Michigan	126	1.1	-2.3	122	1.0	-2.2	-19
Mississippi	265	13.7	10.3	279	13.8	10.6	-19
West Virginia	106	9.4	6.0	101	8.4	5.2	-21
Idaho	90	6.4	3.0	85	5.8	2.6	-22
Tennessee	325	6.3	2.9	122	2.2	-1.0	-26
Virginia	270	3.8	0.4	310	4.0	0.8	-26
Florida	712	7.7	4.3	701	6.9	3.7	-28
New Hampshire	61	5.0	1.6	63	4.8	1.6	-30
Oklahoma	145	3.8	0.4	156	4.1	0.9	-30
Oregon	193	4.2	0.8	182	3.6	0.4	-31
Illinois	404	4.1	0.7	424	3.9	0.7	-32
California	960	2.9	-0.5	961	2.6	-0.6	-34
Pennsylvania	229	2.0	-1.4	227	1.8	-1.4	-36
New York	1,067	2.8	-0.6	1,106	2.8	-0.4	-36
North Dakota	31	8.6	5.2	31	7.9	4.7	-37
Nebraska	22	1.3	-2.1	19	1.0	-2.2	-37
Wisconsin	140	3.2	-0.2	160	3.2	0.0	-37
Washington	192	2.9	-0.5	170	2.4	-0.8	-38
Arkansas	278	9.5	6.1	261	8.4	5.2	-39
Indiana	589	7.7	4.3	587	6.8	3.6	-39
North Carolina	429	5.4	2.0	393	4.7	1.5	-40
Kentucky	201	4.0	0.6	205	3.7	0.5	-41
Vermont	24	4.3	0.9	24	4.5	1.3	-42
Iowa	108	6.8	3.4	104	3.8	0.6	-42
Minnesota	210	3.4	0.0	205	2.9	-0.3	-44
Rhode Island	16	1.6	-1.8	18	1.6	-1.6	-46
Missouri	101	2.1	-1.3	104	1.9	-1.3	-53
Maine	76	1.9	-1.5	58	1.4	-1.8	-55
Massachusetts	685	5.9	2.5	627	4.9	1.7	-59
Maryland	228	2.2	-1.2	223	2.1	-1.1	-69
Arizona	121	1.9	-1.5	135	2.0	-1.2	-83
Wyoming	8	1.6	-1.8	10	1.9	-1.3	-85
Utah	0	0.0	-3.4	0	0.0	-3.2	-100
Alaska	0	0.0	-3.4	4	0.4	-2.8	†
Puerto Rico	15	0.5	-2.9	.	.	.	†
Virgin Islands	3	3.8	0.4	2	2.5	-0.7	-58
Guam	0	0.0	-3.4	0	0.0	-3.2	-100
Bur. of Indian Affairs	11	3.1	-0.3	0	0.0	-3.2	-100
American Samoa	0	0.0	-3.4	0	0.0	-3.2	†
Northern Marianas	3	6.1	2.7	0	0.0	-3.2	†
National Baseline	11,956	3.4		11,728	3.2		-30

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8jj. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Low-prevalence disabilities								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
North Carolina	1	0.0	-1.2	89	1.2	-0.1	89	1.2	0.0
Illinois	4	0.1	-1.1	9	0.1	-1.2	6	0.1	-1.1
Wyoming	1	0.2	-1.0	0	0.0	-1.3	3	0.7	-0.5
Rhode Island	3	0.4	-0.8	7	0.8	-0.5	2	0.2	-1.0
Minnesota	6	0.2	-1.0	10	0.2	-1.1	11	0.2	-1.0
Florida	8	0.1	-1.1	5	0.1	-1.2	15	0.2	-1.0
South Carolina	17	0.7	-0.5	28	1.1	-0.2	22	0.8	-0.4
Idaho	7	0.6	-0.6	11	0.9	-0.4	12	0.9	-0.3
Hawaii	10	1.0	-0.2	11	1.1	-0.2	0	0.0	-1.2
Alabama	33	0.9	-0.3	43	1.2	-0.1	48	1.3	0.1
Missouri	26	0.7	-0.5	46	1.1	-0.2	52	1.2	0.0
Alaska	7	0.7	-0.5	10	1.0	-0.3	10	1.0	-0.2
Georgia	2	0.1	-1.1	7	0.2	-1.1	10	0.2	-1.0
Vermont	10	2.4	1.2	12	2.6	1.3	16	3.0	1.8
California	216	0.8	-0.4	309	1.1	-0.2	305	1.0	-0.2
Maryland	57	0.6	-0.6	54	0.6	-0.7	58	0.6	-0.6
Utah	27	0.8	-0.4	27	0.9	-0.4	34	1.1	-0.1
Ohio	169	1.0	-0.2	166	0.9	-0.4	186	0.9	-0.3
West Virginia	11	1.2	0.0	17	1.7	0.4	14	1.3	0.1
Kansas	29	0.9	-0.3	31	0.8	-0.5	37	1.0	-0.2
New Hampshire	15	1.5	0.3	23	2.1	0.8	22	1.9	0.7
Mississippi	44	2.6	1.4	51	2.9	1.6	51	2.8	1.6
Wisconsin	5	0.2	-1.0	10	0.3	-1.0	10	0.3	-0.9
Maine	36	1.1	-0.1	34	1.0	-0.3	50	1.4	0.2
Arkansas	39	1.6	0.4	56	2.2	0.9	47	1.7	0.5
Michigan	66	0.7	-0.5	97	1.0	-0.3	100	0.9	-0.3
Louisiana	129	3.2	2.0	146	3.6	2.3	157	3.8	2.6
Kentucky	81	2.1	0.9	105	2.5	1.2	119	2.6	1.4
Colorado	60	1.2	0.0	70	1.4	0.1	44	0.8	-0.4
Nevada	16	1.2	0.0	16	1.1	-0.2	25	1.4	0.2
Virginia	47	0.9	-0.3	53	0.9	-0.4	46	0.7	-0.5
Connecticut	26	0.6	-0.6	24	0.6	-0.7	27	0.6	-0.6
Indiana	53	1.0	-0.2	55	0.9	-0.4	69	1.0	-0.2
New Jersey	231	1.2	0.0	271	1.2	-0.1	260	1.1	-0.1
Texas	362	1.8	0.6	401	1.7	0.4	396	1.7	0.5
Oklahoma	109	3.2	2.0	116	3.3	2.0	124	3.4	2.2
Pennsylvania	79	0.8	-0.4	93	1.0	-0.3	80	0.7	-0.5
Nebraska	37	2.1	0.9	30	1.8	0.5	37	2.2	1.0
New Mexico	59	2.6	1.4	65	2.9	1.6	63	2.8	1.6
Tennessee	124	2.5	1.3	124	2.5	1.2	110	2.2	1.0
South Dakota	9	1.0	-0.2	8	0.8	-0.5	8	0.8	-0.4
New York	298	0.9	-0.3	456	1.3	0.0	393	1.1	-0.1
North Dakota	1	0.3	-0.9	2	0.6	-0.7	2	0.6	-0.6
Washington	62	1.0	-0.2	50	0.8	-0.5	54	0.8	-0.4
Montana	11	1.1	-0.1	7	0.7	-0.6	4	0.4	-0.8
Oregon	20	0.5	-0.7	22	0.6	-0.7	16	0.4	-0.8
Arizona	62	1.4	0.2	61	1.2	-0.1	51	0.9	-0.3
Delaware	3	0.6	-0.6	1	0.2	-1.1	2	0.3	-0.9
Massachusetts	152	2.6	1.4	110	1.9	0.6	103	1.6	0.4
Iowa	14	0.7	-0.5	5	0.3	-1.0	7	0.4	-0.8
District of Columbia	0	0.0	-1.2	6	1.6	0.3	4	0.6	-0.6
Puerto Rico	459	14.8	13.6	454	14.9	13.6	446	14.7	13.5
Bur. of Indian Affairs	1	0.3	-0.9	5	1.4	0.1	4	1.0	-0.2
Northern Marianas	3	5.2	4.0	2	3.2	1.9	0	0.0	-1.2
Virgin Islands	3	3.7	2.5	4	4.6	3.3	2	2.4	1.2
American Samoa	4	9.5	8.3	1	2.3	1.0	1	3.6	2.4
Guam	0	0.0	-1.2	0	0.0	-1.3	0	0.0	-1.2
National Baseline	3,364	1.2		3,926	1.3		3,864	1.2	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

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Table 3-8jj. Number, percentage and difference from national baseline of students ages 6 through 21 with low-prevalence disabilities receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Low-prevalence disabilities							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
North Carolina	107	1.3	0.2	100	1.2	0.2	7757
Illinois	17	0.2	-0.9	21	0.2	-0.8	256
Wyoming	4	0.8	-0.3	4	0.8	-0.2	220
Rhode Island	9	0.9	-0.2	12	1.1	0.1	188
Minnesota	25	0.4	-0.7	30	0.4	-0.6	180
Florida	23	0.2	-0.9	30	0.3	-0.7	151
South Carolina	16	0.6	-0.5	49	1.6	0.6	128
Idaho	16	1.1	0.0	18	1.2	0.2	114
Hawaii	12	1.0	-0.1	26	1.9	0.9	82
Alabama	44	1.1	0.0	68	1.6	0.6	72
Missouri	57	1.2	0.1	59	1.1	0.1	63
Alaska	10	1.0	-0.1	11	1.1	0.1	55
Georgia	12	0.2	-0.9	5	0.1	-0.9	47
Vermont	16	2.9	1.8	18	3.3	2.3	40
California	354	1.1	0.0	420	1.1	0.1	38
Maryland	81	0.8	-0.3	84	0.8	-0.2	30
Utah	31	1.0	-0.1	33	1.0	0.0	29
Ohio	204	1.0	-0.1	259	1.2	0.2	23
West Virginia	11	1.0	-0.1	17	1.4	0.4	23
Kansas	41	1.1	0.0	41	1.1	0.1	20
New Hampshire	21	1.7	0.6	23	1.8	0.8	18
Mississippi	48	2.5	1.4	62	3.1	2.1	17
Wisconsin	11	0.2	-0.9	9	0.2	-0.8	15
Maine	48	1.2	0.1	54	1.3	0.3	14
Arkansas	52	1.8	0.7	57	1.8	0.8	14
Michigan	113	1.0	-0.1	92	0.8	-0.2	9
Louisiana	157	3.6	2.5	156	3.5	2.5	9
Kentucky	131	2.6	1.5	125	2.3	1.3	7
Colorado	66	1.2	0.1	75	1.3	0.3	6
Nevada	26	1.3	0.2	29	1.3	0.3	5
Virginia	55	0.8	-0.3	72	0.9	-0.1	5
Connecticut	23	0.5	-0.6	33	0.6	-0.4	1
Indiana	83	1.1	0.0	82	1.0	0.0	-2
New Jersey	322	1.1	0.0	355	1.1	0.1	-5
Texas	397	1.6	0.5	452	1.7	0.7	-6
Oklahoma	119	3.2	2.1	113	3.0	2.0	-9
Pennsylvania	110	0.9	-0.2	90	0.7	-0.3	-13
Nebraska	32	1.9	0.8	33	1.8	0.8	-15
New Mexico	53	2.3	1.2	50	2.2	1.2	-16
Tennessee	117	2.3	1.2	115	2.1	1.1	-17
South Dakota	8	0.7	-0.4	9	0.7	-0.3	-23
New York	240	0.6	-0.5	272	0.7	-0.3	-24
North Dakota	1	0.3	-0.8	1	0.3	-0.7	-25
Washington	50	0.7	-0.4	50	0.7	-0.3	-27
Montana	13	1.2	0.1	8	0.7	-0.3	-32
Oregon	19	0.4	-0.7	16	0.3	-0.7	-40
Arizona	57	0.9	-0.2	34	0.5	-0.5	-66
Delaware	0	0.0	-1.1	1	0.1	-0.9	-74
Massachusetts	22	0.2	-0.9	83	0.6	-0.4	-75
Iowa	7	0.4	-0.7	3	0.1	-0.9	-85
District of Columbia	0	0.0	-1.1	0	0.0	-1.0	†
Puerto Rico	286	9.3	8.2	.	.	.	†
Bur. of Indian Affairs	5	1.4	0.3	2	0.6	-0.4	111
Northern Marianas	0	0.0	-1.1	2	4.3	3.3	-16
Virgin Islands	2	2.5	1.4	2	2.5	1.5	-31
American Samoa	0	0.0	-1.1	0	0.0	-1.0	-100
Guam	0	0.0	-1.1	0	0.0	-1.0	†
National Baseline	3,784	1.1		3,865	1.0		-14

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8kk. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

Orthopedic and other health impairments									
State	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
District of Columbia	11	3	-41	33	19	-26	11	4	-41
Texas	6,977	19	-25	8,284	21	-24	8,962	21	-24
South Carolina	582	18	-26	552	15	-30	594	14	-31
Louisiana	2,030	25	-19	3,140	36	-9	4,013	44	-1
Pennsylvania	701	28	-16	922	33	-12	1,423	40	-5
Nebraska	1,401	39	-5	1,344	53	8	1,665	59	14
Delaware	194	26	-18	228	27	-18	307	27	-18
Illinois	2,496	29	-15	2,921	29	-16	3,260	27	-18
Massachusetts	221	10	-34	185	9	-36	242	12	-33
Kentucky	2,172	44	0	2,731	45	0	3,269	45	0
Georgia	3,124	30	-14	3,461	28	-17	4,263	29	-16
Alaska	367	53	9	443	57	12	534	53	8
Maryland	2,936	49	5	3,539	51	6	4,026	51	6
Hawaii	199	23	-21	252	22	-23	673	46	1
New York	12,021	55	11	13,826	57	12	16,854	59	14
Montana	455	48	4	532	49	4	575	47	2
Arizona	980	45	1	1,199	46	1	1,235	49	4
Nevada	631	50	6	762	51	6	885	52	7
Mississippi	383	27	-17	382	24	-21	436	26	-19
Wyoming	406	47	3	400	41	-4	421	41	-4
Maine	922	52	8	1,149	54	9	1,367	52	7
Wisconsin	2,036	40	-4	2,418	39	-6	3,019	40	-5
Tennessee	4,029	40	-4	3,960	41	-4	4,128	41	-4
New Jersey	976	48	4	2,347	49	4	3,405	47	2
North Carolina	7,095	59	15	8,541	60	15	9,778	60	15
Idaho	655	61	17	739	60	15	817	62	17
New Mexico	768	38	-6	642	30	-15	831	35	-10
South Dakota	271	64	20	331	62	17	241	49	4
Florida	4,147	45	1	4,927	47	2	5,264	42	-3
Arkansas	1,563	35	-9	1,804	35	-10	2,001	34	-11
Colorado	3,431	76	32	3,714	76	31	4,113	74	29
Oregon	3,061	67	23	3,393	67	22	3,723	66	21
Indiana	2,130	62	18	2,497	62	17	3,002	60	15
Connecticut	4,184	65	21	4,532	65	20	5,023	62	17
Kansas	2,608	59	15	2,868	60	15	3,261	57	12
Minnesota	5,168	69	25	5,632	68	23	6,239	67	22
North Dakota	434	74	30	474	72	27	530	71	26
Missouri	3,423	56	12	3,798	54	9	4,404	54	9
California	11,697	45	1	11,366	41	-4	16,266	54	9
New Hampshire	2,570	81	37	2,606	75	30	2,772	74	29
West Virginia	874	47	3	1,036	47	2	1,111	44	-1
Ohio	3,794	58	14	4,820	64	19	4,378	50	5
Alabama	1,732	50	6	2,139	54	9	2,329	51	6
Oklahoma	1,459	57	13	1,873	58	13	2,182	56	11
Vermont	901	88	44	974	84	39	1,085	84	39
Rhode Island	893	47	3	1,052	47	2	1,178	44	-1
Washington	7,781	45	1	7,964	44	-1	7,840	42	-3
Virginia	3,679	37	-7	3,613	33	-12	4,770	32	-13
Iowa	505	52	8	442	50	5	358	44	-1
Michigan	6,471	60	16	5,789	49	4	6,362	49	4
Utah	405	37	-7	413	35	-10	412	31	-14
Puerto Rico	995	62	18	1,182	67	22	1,038	51	6
Virgin Islands	11	26	-18	29	57	12	12	34	-11
Guam	27	48	4	37	57	12	34	48	3
Northern Marianas	9	75	31	16	89	44	2	15	-30
Bur. of Indian Affairs	115	85	41	148	80	35	220	77	32
American Samoa	0	.	.	0	0	-45	2	50	5
National Baseline	129,106	44		144,401	45		167,145	45	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8kk. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class less than 21 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Orthopedic and other health impairments			Orthopedic and other health impairments			% Change 1998 to 2002 ^c
	2001	2001	2001	2002	2002	2002	
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
District of Columbia	10	4	-45	41	14	-35	395
Texas	23,813	54	5	25,148	53	4	175
South Carolina	1,383	28	-21	2,029	35	-14	97
Louisiana	4,346	45	-4	4,709	46	-3	82
Pennsylvania	1,986	45	-4	2,645	45	-4	58
Nebraska	2,565	72	23	2,149	57	8	45
Delaware	445	32	-17	595	36	-13	38
Illinois	4,891	35	-14	6,375	40	-9	36
Massachusetts	493	12	-37	674	13	-36	33
Kentucky	4,586	54	5	5,416	56	7	27
Georgia	4,934	29	-20	7,059	37	-12	22
Alaska	443	60	11	511	63	14	19
Maryland	4,732	53	4	5,776	57	8	17
Hawaii	181	11	-38	497	26	-23	13
New York	19,580	62	13	22,028	62	13	13
Montana	768	56	7	769	54	5	12
Arizona	1,485	50	1	1,669	48	-1	8
Nevada	1,012	52	3	1,176	53	4	7
Mississippi	608	30	-19	711	29	-20	7
Wyoming	507	46	-3	590	49	0	5
Maine	1,715	53	4	1,999	54	5	3
Wisconsin	3,592	41	-8	4,097	41	-8	2
Tennessee	4,128	41	-8	4,436	41	-8	2
New Jersey	4,978	46	-3	6,729	48	-1	2
North Carolina	10,977	60	11	12,164	60	11	0
Idaho	904	63	14	964	60	11	-1
New Mexico	876	35	-14	1,017	38	-11	-1
South Dakota	468	59	10	628	63	14	-2
Florida	6,487	44	-5	7,486	44	-5	-2
Arkansas	2,225	34	-15	2,369	34	-15	-3
Colorado	4,497	74	25	4,980	73	24	-3
Oregon	4,064	64	15	4,472	64	15	-4
Indiana	3,582	60	11	4,261	60	11	-4
Connecticut	5,301	61	12	5,813	62	13	-4
Kansas	3,413	56	7	3,702	56	7	-5
Minnesota	6,714	66	17	7,207	66	17	-5
North Dakota	623	71	22	742	71	22	-5
Missouri	5,094	54	5	5,762	53	4	-6
California	15,070	45	-4	15,653	42	-7	-6
New Hampshire	2,979	75	26	3,169	76	27	-6
West Virginia	1,260	43	-6	1,451	43	-6	-7
Ohio	5,520	53	4	7,130	54	5	-8
Alabama	2,491	49	0	2,601	46	-3	-9
Oklahoma	2,450	54	5	2,712	52	3	-9
Vermont	1,191	81	32	1,308	80	31	-9
Rhode Island	1,328	43	-6	1,499	42	-7	-11
Washington	7,551	40	-9	7,503	39	-10	-13
Virginia	5,496	32	-17	6,111	30	-19	-18
Iowa	318	42	-7	566	42	-7	-19
Michigan	6,902	49	0	7,337	48	-1	-19
Utah	482	31	-18	578	29	-20	-21
Puerto Rico	1,806	80	31	.	.	.	†
Virgin Islands	19	38	-11	23	38	-11	44
Guam	42	52	3	44	53	4	10
Northern Marianas	3	12	-37	15	65	16	-13
Bur. of Indian Affairs	153	57	8	108	59	10	-31
American Samoa	0	0	-49	3	30	-19	†
National Baseline	203,467	49		227,206	49		10

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8II. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Orthopedic and other health impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Ohio	896	14	-16	1,075	14	-17	2,430	28	-4
Indiana	489	14	-16	598	15	-16	981	20	-12
District of Columbia	51	13	-17	48	27	-4	45	18	-14
Vermont	58	6	-24	100	9	-22	102	8	-24
Massachusetts	981	44	14	990	48	17	879	44	12
North Dakota	87	15	-15	129	20	-11	149	20	-12
New Jersey	431	21	-9	1,309	27	-4	2,234	31	-1
Michigan	2,397	22	-8	3,277	28	-3	3,778	29	-3
California	3,826	15	-15	4,419	16	-15	4,603	15	-17
Arizona	502	23	-7	633	24	-7	735	29	-3
New Hampshire	390	12	-18	533	15	-16	599	16	-16
Utah	297	27	-3	320	27	-4	395	30	-2
Oklahoma	719	28	-2	963	30	-1	1,224	31	-1
Iowa	289	30	0	277	31	0	266	33	1
Florida	1,657	18	-12	2,047	19	-12	2,570	21	-11
New Mexico	489	24	-6	558	26	-5	674	29	-3
Mississippi	390	27	-3	470	30	-1	517	31	-1
Rhode Island	404	21	-9	466	21	-10	613	23	-9
Pennsylvania	649	26	-4	689	25	-6	945	26	-6
Wisconsin	1,781	35	5	2,357	38	7	2,998	39	7
Alabama	1,220	35	5	1,409	36	5	1,757	38	6
Missouri	1,742	29	-1	2,158	31	0	2,609	32	0
Virginia	3,801	38	8	4,445	40	9	6,057	41	9
Connecticut	1,273	20	-10	1,450	21	-10	1,719	21	-11
Colorado	707	16	-14	764	16	-15	981	18	-14
Tennessee	3,319	33	3	3,318	34	3	3,346	34	2
Washington	6,298	37	7	6,639	37	6	7,228	39	7
Oregon	700	15	-15	784	15	-16	895	16	-16
West Virginia	783	42	12	935	42	11	1,128	45	13
South Dakota	112	27	-3	155	29	-2	200	40	8
Idaho	307	28	-2	353	29	-2	350	27	-5
Minnesota	1,756	23	-7	2,049	25	-6	2,258	24	-8
Kansas	1,280	29	-1	1,364	28	-3	1,621	28	-4
Arkansas	2,194	50	20	2,548	49	18	2,944	51	19
Wyoming	324	37	7	334	34	3	396	39	7
North Carolina	3,003	25	-5	3,481	24	-7	4,040	25	-7
New York	3,554	16	-14	4,272	17	-14	4,760	17	-15
Maine	607	34	4	701	33	2	893	34	2
Georgia	4,245	41	11	5,404	44	13	6,380	43	11
Illinois	2,792	33	3	3,413	34	3	4,387	37	5
Maryland	1,476	25	-5	1,700	25	-6	1,956	25	-7
Montana	357	38	8	410	38	7	486	40	8
Nevada	420	33	3	457	31	0	503	29	-3
Hawaii	467	54	24	639	55	24	479	33	1
Kentucky	2,117	43	13	2,463	41	10	3,073	43	11
Delaware	313	42	12	363	42	11	446	40	8
South Carolina	1,868	58	28	2,320	63	32	2,618	60	28
Louisiana	3,440	43	13	2,790	32	1	2,387	26	-6
Alaska	214	31	1	214	27	-4	288	29	-3
Nebraska	1,518	43	13	611	24	-7	673	24	-8
Texas	19,359	53	23	20,861	54	23	22,911	55	23
Puerto Rico	252	16	-14	240	14	-17	601	30	-2
Bur. of Indian Affairs	15	11	-19	34	18	-13	45	16	-16
Northern Marianas	2	17	-13	2	11	-20	0	0	-32
Guam	23	41	11	17	26	-5	26	37	5
American Samoa	0	.	.	2	100	69	0	0	-32
Virgin Islands	0	0	-30	7	14	-17	7	20	-12
National Baseline	88,641	30		100,364	31		117,185	32	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8II. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class between 21 percent and 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Orthopedic and other health impairments			Orthopedic and other health impairments			% Change 1998 to 2002 ^c
	2001	2002		2001	2002		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Ohio	2,881	28	-1	3,831	29	-1	110
Indiana	1,440	24	-5	1,914	27	-3	88
District of Columbia	73	32	3	72	24	-6	88
Vermont	152	10	-19	170	10	-20	84
Massachusetts	2,965	73	44	3,807	75	45	69
North Dakota	183	21	-8	237	23	-7	51
New Jersey	3,530	33	4	4,339	31	1	49
Michigan	4,231	30	1	4,716	31	1	41
California	6,100	18	-11	7,523	20	-10	38
Arizona	850	29	0	1,063	31	1	34
New Hampshire	676	17	-12	685	16	-14	33
Utah	466	30	1	703	35	5	32
Oklahoma	1,524	34	5	1,892	36	6	29
Iowa	261	34	5	514	38	8	29
Florida	3,238	22	-7	3,922	23	-7	28
New Mexico	786	32	3	834	31	1	27
Mississippi	608	30	1	857	34	4	26
Rhode Island	776	25	-4	941	26	-4	24
Pennsylvania	1,248	28	-1	1,878	32	2	21
Wisconsin	3,517	40	11	4,154	42	12	19
Alabama	2,046	40	11	2,354	42	12	18
Missouri	2,985	32	3	3,553	33	3	14
Virginia	6,997	41	12	8,623	42	12	12
Connecticut	1,945	22	-7	2,070	22	-8	12
Colorado	1,027	17	-12	1,186	17	-13	12
Tennessee	3,530	35	6	4,007	37	7	12
Washington	7,399	40	11	7,789	41	11	12
Oregon	1,060	17	-12	1,184	17	-13	11
West Virginia	1,328	45	16	1,552	46	16	10
South Dakota	254	32	3	289	29	-1	9
Idaho	419	29	0	487	30	0	7
Minnesota	2,557	25	-4	2,739	25	-5	7
Kansas	1,781	29	0	2,015	31	1	6
Arkansas	3,321	51	22	3,578	52	22	4
Wyoming	424	38	9	452	37	7	1
North Carolina	4,556	25	-4	5,170	25	-5	1
New York	4,837	15	-14	5,608	16	-14	-3
Maine	1,080	33	4	1,235	33	3	-3
Georgia	7,353	44	15	7,530	39	9	-5
Illinois	4,702	33	4	4,966	31	1	-5
Maryland	2,239	25	-4	2,281	23	-7	-8
Montana	450	33	4	488	34	4	-9
Nevada	560	29	0	655	29	-1	-11
Hawaii	1,239	77	48	897	47	17	-13
Kentucky	2,941	35	6	3,269	34	4	-21
Delaware	482	34	5	539	33	3	-23
South Carolina	2,397	48	19	2,394	42	12	-28
Louisiana	2,593	27	-2	2,924	28	-2	-33
Alaska	156	21	-8	164	20	-10	-35
Nebraska	534	15	-14	957	25	-5	-40
Texas	11,947	27	-2	13,766	29	-1	-46
Puerto Rico	176	8	-21	.	.	.	†
Bur. of Indian Affairs	83	31	2	60	33	3	196
Northern Marianas	4	15	-14	5	22	-8	30
Guam	28	35	6	27	33	3	-21
American Samoa	5	100	71	7	70	40	†
Virgin Islands	7	14	-15	20	33	3	†
National Baseline	120,947	29		138,892	30		-2

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8mm. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Orthopedic and other health impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Vermont	30	3	-17	41	4	-16	51	4	-14
Hawaii	171	20	0	228	20	0	319	22	4
New Hampshire	81	3	-17	151	4	-16	168	5	-13
Minnesota	351	5	-15	408	5	-15	477	5	-13
Delaware	144	19	-1	203	24	4	227	20	2
Michigan	1,656	15	-5	2,045	17	-3	2,512	19	1
Ohio	490	8	-12	451	6	-14	1,035	12	-6
Oregon	574	13	-7	649	13	-7	736	13	-5
Rhode Island	428	22	2	526	23	3	680	26	8
Alaska	89	13	-7	106	14	-6	149	15	-3
Colorado	279	6	-14	297	6	-14	350	6	-12
Iowa	147	15	-5	138	16	-4	155	19	1
Washington	2,880	17	-3	3,127	17	-3	3,244	17	-1
Tennessee	1,670	17	-3	1,713	18	-2	1,745	18	0
Utah	347	31	11	402	34	14	461	35	17
Nevada	198	16	-4	242	16	-4	288	17	-1
Virginia	2,415	24	4	2,714	25	5	3,501	24	6
Kansas	446	10	-10	493	10	-10	672	12	-6
Connecticut	701	11	-9	742	11	-9	934	12	-6
California	8,622	33	13	9,810	35	15	6,796	23	5
Arkansas	522	12	-8	650	13	-7	750	13	-5
New Mexico	606	30	10	821	39	19	738	31	13
Wyoming	112	13	-7	191	19	-1	167	16	-2
North Carolina	1,734	15	-5	1,983	14	-6	2,257	14	-4
South Carolina	726	22	2	730	20	0	1,024	24	6
Nebraska	503	14	-6	492	19	-1	372	13	-5
New Jersey	318	16	-4	779	16	-4	1,118	15	-3
Maine	199	11	-9	238	11	-9	294	11	-7
West Virginia	193	10	-10	219	10	-10	243	10	-8
Missouri	793	13	-7	800	11	-9	875	11	-7
Pennsylvania	568	23	3	955	34	14	740	21	3
Mississippi	512	36	16	570	36	16	630	37	19
Idaho	98	9	-11	108	9	-11	119	9	-9
Georgia	2,819	27	7	3,348	27	7	3,825	26	8
Illinois	2,609	30	10	3,156	31	11	3,655	31	13
Alabama	405	12	-8	303	8	-12	389	8	-10
Florida	2,457	27	7	2,545	24	4	2,986	24	6
Louisiana	2,397	30	10	2,482	29	9	2,542	28	10
New York	5,034	23	3	5,094	21	1	5,556	20	2
Montana	112	12	-8	114	11	-9	133	11	-7
Oklahoma	323	13	-7	335	10	-10	459	12	-6
Maryland	1,285	21	1	1,403	20	0	1,559	20	2
Kentucky	583	12	-8	734	12	-8	745	10	-8
South Dakota	28	7	-13	39	7	-13	38	8	-10
Texas	7,252	20	0	7,363	19	-1	7,804	19	1
Arizona	609	28	8	703	27	7	484	19	1
Wisconsin	1,159	23	3	1,288	21	1	1,446	19	1
North Dakota	41	7	-13	37	6	-14	39	5	-13
Massachusetts	298	13	-7	302	15	-5	322	16	-2
Indiana	751	22	2	882	22	2	930	19	1
District of Columbia	169	43	23	.	.	.	63	25	7
Puerto Rico	132	8	-12	125	7	-13	143	7	-11
Bur. of Indian Affairs	5	4	-16	2	1	-19	15	5	-13
Guam	6	11	-9	11	17	-3	11	15	-3
Virgin Islands	28	67	47	10	20	0	15	43	25
American Samoa	0	.	.	0	0	-20	1	25	7
Northern Marianas	0	0	-20	0	0	-20	10	77	59
National Baseline	57,105	20		63,298	20		66,997	18	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8mm. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education outside the regular class more than 60 percent of the school day under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Orthopedic and other health impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Vermont	63	4	-14	91	6	-11	90
Hawaii	181	11	-7	488	25	8	30
New Hampshire	145	4	-14	136	3	-14	28
Minnesota	577	6	-12	642	6	-11	25
Delaware	342	24	6	391	24	7	22
Michigan	2,593	18	0	2,820	19	2	22
Ohio	1,090	10	-8	1,190	9	-8	19
Oregon	869	14	-4	1,033	15	-2	18
Rhode Island	799	26	8	950	26	9	18
Alaska	120	16	-2	121	15	-2	16
Colorado	395	7	-11	480	7	-10	15
Iowa	157	21	3	227	17	0	12
Washington	3,384	18	0	3,465	18	1	9
Tennessee	1,744	17	-1	1,912	18	1	6
Utah	557	36	18	635	32	15	2
Nevada	338	17	-1	352	16	-1	2
Virginia	4,199	25	7	4,962	24	7	2
Kansas	724	12	-6	673	10	-7	1
Connecticut	1,038	12	-6	1,003	11	-6	-2
California	10,404	31	13	11,750	32	15	-4
Arkansas	787	12	-6	774	11	-6	-5
New Mexico	727	29	11	765	28	11	-6
Wyoming	152	14	-4	145	12	-5	-6
North Carolina	2,436	13	-5	2,758	13	-4	-7
South Carolina	1,149	23	5	1,186	21	4	-8
Nebraska	302	8	-10	490	13	-4	-8
New Jersey	1,525	14	-4	1,920	14	-3	-11
Maine	354	11	-7	372	10	-7	-11
West Virginia	295	10	-8	305	9	-8	-12
Missouri	1,075	11	-7	1,242	11	-6	-12
Pennsylvania	982	22	4	1,191	20	3	-12
Mississippi	701	34	16	778	31	14	-13
Idaho	88	6	-12	120	7	-10	-18
Georgia	4,457	26	8	4,323	23	6	-18
Illinois	3,879	27	9	4,000	25	8	-18
Alabama	462	9	-9	534	9	-8	-20
Florida	3,301	22	4	3,634	21	4	-20
Louisiana	2,517	26	8	2,427	24	7	-21
New York	6,015	19	1	6,458	18	1	-21
Montana	128	9	-9	129	9	-8	-23
Oklahoma	467	10	-8	503	10	-7	-23
Maryland	1,581	18	0	1,647	16	-1	-24
Kentucky	808	10	-8	821	8	-9	-28
South Dakota	44	6	-12	46	5	-12	-30
Texas	6,241	14	-4	6,500	14	-3	-32
Arizona	548	19	1	656	19	2	-32
Wisconsin	1,486	17	-1	1,501	15	-2	-34
North Dakota	45	5	-13	43	4	-13	-42
Massachusetts	346	9	-9	390	8	-9	-43
Indiana	871	14	-4	835	12	-5	-47
District of Columbia	25	11	-7	25	8	-9	-80
Puerto Rico	214	10	-8	.	.	.	†
Bur. of Indian Affairs	20	7	-11	13	7	-10	92
Guam	11	14	-4	12	14	-3	35
Virgin Islands	24	48	30	18	30	13	-56
American Samoa	0	0	-18	0	0	-17	†
Northern Marianas	19	73	55	3	13	-4	†
National Baseline	73,801	18		79,885	17		-12

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8nn. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Orthopedic and other health impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
Maine	10	0.6	-1.7	19	0.9	-1.3	35	1.3	-0.8
Nebraska	27	0.8	-1.5	25	1.0	-1.2	44	1.6	-0.5
South Dakota	3	0.7	-1.6	5	0.9	-1.3	10	2.0	-0.1
Wisconsin	24	0.5	-1.8	31	0.5	-1.7	62	0.8	-1.3
Iowa	3	0.3	-2.0	5	0.6	-1.6	7	0.9	-1.2
Virginia	76	0.8	-1.5	126	1.1	-1.1	202	1.4	-0.7
Ohio	76	1.2	-1.1	65	0.9	-1.3	137	1.6	-0.5
Kansas	55	1.2	-1.1	56	1.2	-1.0	103	1.8	-0.3
Kentucky	21	0.4	-1.9	23	0.4	-1.8	52	0.7	-1.4
New Hampshire	58	1.8	-0.5	84	2.4	0.2	109	2.9	0.8
Vermont	19	1.8	-0.5	28	2.4	0.2	35	2.7	0.6
Indiana	9	0.3	-2.0	16	0.4	-1.8	22	0.4	-1.7
Missouri	80	1.3	-1.0	161	2.3	0.1	184	2.3	0.2
District of Columbia	157	40.1	37.8	1	0.6	-1.6	126	50.6	48.5
Connecticut	191	3.0	0.7	216	3.1	0.9	273	3.4	1.3
Minnesota	156	2.1	-0.2	174	2.1	-0.1	191	2.1	0.0
Washington	187	1.1	-1.2	209	1.2	-1.0	208	1.1	-1.0
Idaho	11	1.0	-1.3	19	1.5	-0.7	13	1.0	-1.1
Mississippi	17	1.2	-1.1	24	1.5	-0.7	18	1.1	-1.0
Arkansas	75	1.7	-0.6	78	1.5	-0.7	58	1.0	-1.1
Louisiana	29	0.4	-1.9	42	0.5	-1.7	23	0.3	-1.8
North Carolina	80	0.7	-1.6	81	0.6	-1.6	101	0.6	-1.5
Georgia	10	0.1	-2.2	14	0.1	-2.1	19	0.1	-2.0
Rhode Island	51	2.7	0.4	52	2.3	0.1	53	2.0	-0.1
Utah	18	1.6	-0.7	13	1.1	-1.1	23	1.7	-0.4
Alabama	49	1.4	-0.9	39	1.0	-1.2	52	1.1	-1.0
Oklahoma	16	0.6	-1.7	12	0.4	-1.8	27	0.7	-1.4
Nevada	18	1.4	-0.9	19	1.3	-0.9	18	1.1	-1.0
New York	883	4.1	1.8	1,017	4.2	2.0	918	3.2	1.1
Delaware	37	5.0	2.7	21	2.4	0.2	75	6.7	4.6
Maryland	247	4.1	1.8	238	3.4	1.2	286	3.6	1.5
Illinois	414	4.8	2.5	374	3.7	1.5	443	3.7	1.6
New Jersey	153	7.5	5.2	250	5.2	3.0	421	5.8	3.7
North Dakota	4	0.7	-1.6	3	0.5	-1.7	6	0.8	-1.3
Texas	260	0.7	-1.6	237	0.6	-1.6	234	0.6	-1.5
South Carolina	21	0.7	-1.6	24	0.7	-1.5	25	0.6	-1.5
Oregon	163	3.6	1.3	179	3.5	1.3	193	3.4	1.3
Michigan	232	2.1	-0.2	517	4.4	2.2	228	1.8	-0.3
Colorado	59	1.3	-1.0	57	1.2	-1.0	43	0.8	-1.3
California	1,435	5.5	3.2	1,617	5.8	3.6	1,715	5.7	3.6
Hawaii	13	1.5	-0.8	16	1.4	-0.8	0	0.0	-2.1
Tennessee	140	1.4	-0.9	113	1.2	-1.0	103	1.0	-1.1
Florida	191	2.1	-0.2	159	1.5	-0.7	179	1.4	-0.7
Montana	11	1.2	-1.1	15	1.4	-0.8	9	0.7	-1.4
Alaska	13	1.9	-0.4	13	1.7	-0.5	16	1.6	-0.5
Massachusetts	148	6.7	4.4	152	7.4	5.2	173	8.6	6.5
West Virginia	3	0.2	-2.1	1	0.0	-2.2	2	0.1	-2.0
Arizona	63	2.9	0.6	46	1.8	-0.4	13	0.5	-1.6
New Mexico	83	4.1	1.8	12	0.6	-1.6	19	0.8	-1.3
Pennsylvania	536	21.6	19.3	190	6.8	4.6	446	12.4	10.3
Wyoming	9	1.0	-1.3	39	4.0	1.8	19	1.9	-0.2
Puerto Rico	124	7.8	5.5	127	7.2	5.0	135	6.6	4.5
American Samoa	.	.	.	0	0.0	-2.2	0	0.0	-2.1
Guam	0	0.0	-2.3	0	0.0	-2.2	0	0.0	-2.1
Northern Marianas	0	0.0	-2.3	0	0.0	-2.2	1	7.7	5.6
Virgin Islands	0	0.0	-2.3	0	0.0	-2.2	0	0.0	-2.1
Bur. of Indian Affairs	.	.	.	0	0.0	-2.2	1	0.3	-1.8
National Baseline	6,768	2.3		7,054	2.2		7,908	2.1	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8nn. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in public or private separate school facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Orthopedic and other health impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Maine	52	1.6	-0.3	71	1.9	0.1	237
Nebraska	80	2.2	0.3	81	2.2	0.4	184
South Dakota	17	2.1	0.2	20	2.0	0.2	182
Wisconsin	106	1.2	-0.7	107	1.1	-0.7	127
Iowa	7	0.9	-1.0	9	0.7	-1.1	117
Virginia	249	1.5	-0.4	315	1.5	-0.3	105
Ohio	194	1.9	0.0	289	2.2	0.4	86
Kansas	131	2.2	0.3	147	2.2	0.4	80
Kentucky	50	0.6	-1.3	72	0.7	-1.1	75
New Hampshire	124	3.1	1.2	132	3.2	1.4	73
Vermont	51	3.5	1.6	51	3.1	1.3	68
Indiana	26	0.4	-1.5	30	0.4	-1.4	60
Missouri	189	2.0	0.1	202	1.9	0.1	42
District of Columbia	111	48.7	46.8	155	52.5	50.7	31
Connecticut	322	3.7	1.8	341	3.6	1.8	23
Minnesota	228	2.2	0.3	275	2.5	0.7	21
Washington	195	1.0	-0.9	233	1.2	-0.6	12
Idaho	16	1.1	-0.8	18	1.1	-0.7	10
Mississippi	12	0.6	-1.3	31	1.2	-0.6	5
Arkansas	106	1.6	-0.3	123	1.8	0.0	5
Louisiana	31	0.3	-1.6	37	0.4	-1.4	-0
North Carolina	120	0.7	-1.2	136	0.7	-1.1	-1
Georgia	21	0.1	-1.8	18	0.1	-1.7	-3
Rhode Island	77	2.5	0.6	90	2.5	0.7	-6
Utah	29	1.8	-0.1	30	1.5	-0.3	-7
Alabama	51	1.0	-0.9	73	1.3	-0.5	-9
Oklahoma	25	0.6	-1.3	28	0.5	-1.3	-14
Nevada	23	1.2	-0.7	25	1.1	-0.7	-20
New York	1,024	3.2	1.3	1,125	3.2	1.4	-22
Delaware	70	5.0	3.1	63	3.8	2.0	-23
Maryland	304	3.4	1.5	311	3.1	1.3	-25
Illinois	501	3.5	1.6	580	3.6	1.8	-25
New Jersey	611	5.7	3.8	735	5.3	3.5	-29
North Dakota	9	1.0	-0.9	5	0.5	-1.3	-31
Texas	300	0.7	-1.2	230	0.5	-1.3	-32
South Carolina	10	0.2	-1.7	25	0.4	-1.4	-33
Oregon	247	3.9	2.0	163	2.3	0.5	-34
Michigan	232	1.6	-0.3	205	1.4	-0.4	-37
Colorado	69	1.1	-0.8	56	0.8	-1.0	-37
California	1,042	3.1	1.2	1,244	3.4	1.6	-39
Hawaii	2	0.1	-1.8	17	0.9	-0.9	-41
Tennessee	100	1.0	-0.9	89	0.8	-1.0	-41
Florida	184	1.2	-0.7	193	1.1	-0.7	-45
Montana	7	0.5	-1.4	9	0.6	-1.2	-46
Alaska	13	1.8	-0.1	8	1.0	-0.8	-48
Massachusetts	136	3.3	1.4	166	3.3	1.5	-51
West Virginia	2	0.1	-1.8	2	0.1	-1.7	-63
Arizona	26	0.9	-1.0	27	0.8	-1.0	-73
New Mexico	16	0.6	-1.3	16	0.6	-1.2	-86
Pennsylvania	143	3.3	1.4	173	2.9	1.1	-86
Wyoming	4	0.4	-1.5	1	0.1	-1.7	-92
Puerto Rico	7	0.3	-1.6	.	.	.	†
American Samoa	0	0.0	-1.9	0	0.0	-1.8	†
Guam	0	0.0	-1.9	0	0.0	-1.8	†
Northern Marianas	0	0.0	-1.9	0	0.0	-1.8	†
Virgin Islands	0	0.0	-1.9	0	0.0	-1.8	†
Bur. of Indian Affairs	1	0.4	-1.5	1	0.5	-1.3	†
National Baseline	7,703	1.9		8,583	1.8		-20

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-800. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
California	15	0.1	-0.2	25	0.1	-0.2	43	0.1	-0.2
New Mexico	3	0.1	-0.2	19	0.9	0.6	30	1.3	1.0
Wisconsin	3	0.1	-0.2	6	0.1	-0.2	10	0.1	-0.2
Georgia	13	0.1	-0.2	38	0.3	0.0	136	0.9	0.6
Washington	8	0.0	-0.3	28	0.2	-0.1	27	0.1	-0.2
Alabama	6	0.2	-0.1	23	0.6	0.3	12	0.3	0.0
Colorado	11	0.2	-0.1	27	0.6	0.3	31	0.6	0.3
Maine	2	0.1	-0.2	7	0.3	0.0	11	0.4	0.1
Montana	4	0.4	0.1	4	0.4	0.1	3	0.2	-0.1
Texas	2	0.0	-0.3	2	0.0	-0.3	6	0.0	-0.3
Oregon	20	0.4	0.1	30	0.6	0.3	63	1.1	0.8
Virginia	44	0.4	0.1	54	0.5	0.2	71	0.5	0.2
Minnesota	24	0.3	0.0	35	0.4	0.1	45	0.5	0.2
West Virginia	2	0.1	-0.2	0	0.0	-0.3	1	0.0	-0.3
Louisiana	36	0.4	0.1	49	0.6	0.3	51	0.6	0.3
Connecticut	55	0.9	0.6	62	0.9	0.6	89	1.1	0.8
North Carolina	19	0.2	-0.1	27	0.2	-0.1	12	0.1	-0.2
Delaware	6	0.8	0.5	7	0.8	0.5	16	1.4	1.1
South Dakota	3	0.7	0.4	1	0.2	-0.1	4	0.8	0.5
Kentucky	15	0.3	0.0	26	0.4	0.1	29	0.4	0.1
Vermont	6	0.6	0.3	10	0.9	0.6	5	0.4	0.1
Florida	32	0.3	0.0	17	0.2	-0.1	91	0.7	0.4
Michigan	13	0.1	-0.2	16	0.1	-0.2	26	0.2	-0.1
South Carolina	2	0.1	-0.2	2	0.1	-0.2	24	0.6	0.3
Kansas	9	0.2	-0.1	14	0.3	0.0	9	0.2	-0.1
Illinois	11	0.1	-0.2	17	0.2	-0.1	15	0.1	-0.2
Idaho	2	0.2	-0.1	2	0.2	-0.1	4	0.3	0.0
North Dakota	11	1.9	1.6	13	2.0	1.7	19	2.6	2.3
Oklahoma	5	0.2	-0.1	3	0.1	-0.2	4	0.1	-0.2
Nebraska	8	0.2	-0.1	8	0.3	0.0	11	0.4	0.1
Rhode Island	12	0.6	0.3	15	0.7	0.4	20	0.8	0.5
Iowa	5	0.5	0.2	6	0.7	0.4	3	0.4	0.1
Arkansas	41	0.9	0.6	40	0.8	0.5	43	0.7	0.4
District of Columbia	4	1.0	0.7	92	52.3	52.0	3	1.2	0.9
New York	80	0.4	0.1	66	0.3	0.0	95	0.3	0.0
Wyoming	15	1.7	1.4	13	1.3	1.0	15	1.5	1.2
Mississippi	14	1.0	0.7	27	1.7	1.4	10	0.6	0.3
Indiana	18	0.5	0.2	23	0.6	0.3	20	0.4	0.1
New Hampshire	75	2.4	2.1	83	2.4	2.1	76	2.0	1.7
New Jersey	2	0.1	-0.2	2	0.0	-0.3	1	0.0	-0.3
Maryland	9	0.2	-0.1	10	0.1	-0.2	9	0.1	-0.2
Pennsylvania	12	0.5	0.2	18	0.6	0.3	14	0.4	0.1
Hawaii	10	1.1	0.8	14	1.2	0.9	0	0.0	-0.3
Massachusetts	37	1.7	1.4	37	1.8	1.5	49	2.4	2.1
Alaska	4	0.6	0.3	1	0.1	-0.2	11	1.1	0.8
Tennessee	6	0.1	-0.2	5	0.1	-0.2	2	0.0	-0.3
Arizona	0	0.0	-0.3	0	0.0	-0.3	2	0.1	-0.2
Missouri	0	0.0	-0.3	2	0.0	-0.3	2	0.0	-0.3
Nevada	0	0.0	-0.3	1	0.1	-0.2	0	0.0	-0.3
Ohio	0	0.0	-0.3	0	0.0	-0.3	4	0.0	-0.3
Puerto Rico	0	0.0	-0.3	0	0.0	-0.3	3	0.1	-0.2
Utah	0	0.0	-0.3	1	0.1	-0.2	.	.	.
American Samoa	.	.	.	0	0.0	-0.3	0	0.0	-0.3
Guam	0	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.3
Northern Marianas	0	0.0	-0.3	0	0.0	-0.3	0	0.0	-0.3
Virgin Islands	0	0.0	-0.3	1	2.0	1.7	0	0.0	-0.3
Bur. of Indian Affairs	.	.	.	0	0.0	-0.3	1	0.3	0.0
National Baseline	734	0.3		1,029	0.3		1,281	0.3	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-800. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in public or private residential facilities under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	Orthopedic and other health impairments						% Change 1998 to 2002 ^c
	2001			2002			
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
California	211	0.6	0.3	287	0.8	0.4	1245
New Mexico	55	2.2	1.9	24	0.9	0.5	496
Wisconsin	20	0.2	-0.1	33	0.3	-0.1	459
Georgia	80	0.5	0.2	97	0.5	0.1	301
Washington	68	0.4	0.1	29	0.2	-0.2	227
Alabama	16	0.3	0.0	32	0.6	0.2	225
Colorado	41	0.7	0.4	50	0.7	0.3	203
Maine	13	0.4	0.1	12	0.3	-0.1	185
Montana	6	0.4	0.1	13	0.9	0.5	116
Texas	11	0.0	-0.3	5	0.0	-0.4	91
Oregon	75	1.2	0.9	55	0.8	0.4	81
Virginia	81	0.5	0.2	141	0.7	0.3	59
Minnesota	38	0.4	0.1	51	0.5	0.1	45
West Virginia	6	0.2	-0.1	5	0.1	-0.3	39
Louisiana	54	0.6	0.3	61	0.6	0.2	33
Connecticut	92	1.1	0.8	106	1.1	0.7	33
North Carolina	6	0.0	-0.3	42	0.2	-0.2	29
Delaware	13	0.9	0.6	17	1.0	0.6	27
South Dakota	6	0.8	0.5	9	0.9	0.5	27
Kentucky	23	0.3	0.0	37	0.4	0.0	26
Vermont	7	0.5	0.2	12	0.7	0.3	25
Florida	81	0.5	0.2	73	0.4	0.0	24
Michigan	24	0.2	-0.1	21	0.1	-0.3	16
South Carolina	18	0.4	0.1	4	0.1	-0.3	13
Kansas	9	0.1	-0.2	14	0.2	-0.2	5
Illinois	20	0.1	-0.2	21	0.1	-0.3	2
Idaho	1	0.1	-0.2	3	0.2	-0.2	1
North Dakota	17	1.9	1.6	20	1.9	1.5	1
Oklahoma	9	0.2	-0.1	9	0.2	-0.2	-12
Nebraska	11	0.3	0.0	7	0.2	-0.2	-17
Rhode Island	11	0.4	0.1	18	0.5	0.1	-20
Iowa	4	0.5	0.2	5	0.4	0.0	-28
Arkansas	46	0.7	0.4	43	0.6	0.2	-33
District of Columbia	9	3.9	3.6	2	0.7	0.3	-34
New York	98	0.3	0.0	82	0.2	-0.2	-37
Wyoming	14	1.3	1.0	13	1.1	0.7	-37
Mississippi	12	0.6	0.3	15	0.6	0.2	-38
Indiana	28	0.5	0.2	23	0.3	-0.1	-39
New Hampshire	54	1.4	1.1	53	1.3	0.9	-46
New Jersey	2	0.0	-0.3	6	0.0	-0.4	-56
Maryland	5	0.1	-0.2	6	0.1	-0.3	-60
Pennsylvania	9	0.2	-0.1	11	0.2	-0.2	-62
Hawaii	2	0.1	-0.2	6	0.3	-0.1	-73
Massachusetts	26	0.6	0.3	21	0.4	0.0	-75
Alaska	1	0.1	-0.2	1	0.1	-0.3	-79
Tennessee	1	0.0	-0.3	1	0.0	-0.4	-85
Arizona	1	0.0	-0.3	5	0.1	-0.3	†
Missouri	3	0.0	-0.3	14	0.1	-0.3	†
Nevada	1	0.1	-0.2	0	0.0	-0.4	†
Ohio	7	0.1	-0.2	13	0.1	-0.3	†
Puerto Rico	0	0.0	-0.3	.	.	.	†
Utah	0	0.0	-0.3	0	0.0	-0.4	†
American Samoa	0	0.0	-0.3	0	0.0	-0.4	†
Guam	0	0.0	-0.3	0	0.0	-0.4	†
Northern Marianas	0	0.0	-0.3	0	0.0	-0.4	†
Virgin Islands	0	0.0	-0.3	0	0.0	-0.4	†
Bur. of Indian Affairs	4	1.5	1.2	1	0.5	0.1	†
National Baseline	1,450	0.3		1,629	0.4		39

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-8pp. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	Orthopedic and other health impairments								
	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
North Carolina	8	0.1	-2.9	130	0.9	-1.5	139	0.9	-1.3
Virginia	51	0.5	-2.5	78	0.7	-1.7	117	0.8	-1.4
South Carolina	30	0.9	-2.1	32	0.9	-1.5	46	1.1	-1.1
West Virginia	14	0.7	-2.3	14	0.6	-1.8	22	0.9	-1.3
Montana	7	0.7	-2.3	8	0.7	-1.7	11	0.9	-1.3
Indiana	28	0.8	-2.2	39	1.0	-1.4	44	0.9	-1.3
Florida	734	8.0	5.0	808	7.7	5.3	1,432	11.4	9.2
Nevada	7	0.5	-2.5	16	1.1	-1.3	17	1.0	-1.2
New Hampshire	8	0.3	-2.7	12	0.3	-2.1	9	0.2	-2.0
Alabama	38	1.1	-1.9	43	1.1	-1.3	55	1.2	-1.0
Idaho	8	0.7	-2.3	12	1.0	-1.4	15	1.1	-1.1
Maryland	42	0.7	-2.3	31	0.4	-2.0	44	0.6	-1.6
California	509	1.9	-1.1	455	1.6	-0.8	458	1.5	-0.7
Missouri	58	1.0	-2.0	74	1.1	-1.3	76	0.9	-1.3
Washington	68	0.4	-2.6	58	0.3	-2.1	61	0.3	-1.9
Louisiana	127	1.6	-1.4	148	1.7	-0.7	141	1.5	-0.7
Kentucky	50	1.0	-2.0	60	1.0	-1.4	56	0.8	-1.4
Oklahoma	34	1.3	-1.7	24	0.7	-1.7	35	0.9	-1.3
Pennsylvania	15	0.6	-2.4	14	0.5	-1.9	15	0.4	-1.8
Kansas	32	0.7	-2.3	25	0.5	-1.9	26	0.5	-1.7
Colorado	44	1.0	-2.0	39	0.8	-1.6	43	0.8	-1.4
Nebraska	96	2.7	-0.3	63	2.5	0.1	70	2.5	0.3
Arkansas	29	0.7	-2.3	35	0.7	-1.7	29	0.5	-1.7
Minnesota	39	0.5	-2.5	33	0.4	-2.0	37	0.4	-1.8
Maine	24	1.4	-1.6	21	1.0	-1.4	30	1.1	-1.1
Texas	2,427	6.7	3.7	2,183	5.6	3.2	2,098	5.0	2.8
Utah	40	3.6	0.6	26	2.2	-0.2	34	2.6	0.4
Georgia	50	0.5	-2.5	40	0.3	-2.1	44	0.3	-1.9
Iowa	19	2.0	-1.0	20	2.3	-0.1	20	2.5	0.3
Arizona	38	1.7	-1.3	32	1.2	-1.2	40	1.6	-0.6
Michigan	91	0.8	-2.2	52	0.4	-2.0	64	0.5	-1.7
Hawaii	11	1.3	-1.7	16	1.4	-1.0	0	0.0	-2.2
Wyoming	7	0.8	-2.2	6	0.6	-1.8	6	0.6	-1.6
Mississippi	117	8.2	5.2	101	6.4	4.0	84	5.0	2.8
New Mexico	54	2.7	-0.3	72	3.4	1.0	68	2.9	0.7
Delaware	52	7.0	4.0	38	4.4	2.0	47	4.2	2.0
Connecticut	24	0.4	-2.6	16	0.2	-2.2	10	0.1	-2.1
Tennessee	928	9.2	6.2	654	6.7	4.3	647	6.5	4.3
Rhode Island	125	6.5	3.5	133	5.9	3.5	118	4.4	2.2
Wisconsin	46	0.9	-2.1	57	0.9	-1.5	72	0.9	-1.3
Oregon	48	1.1	-1.9	44	0.9	-1.5	46	0.8	-1.4
North Dakota	6	1.0	-2.0	3	0.5	-1.9	2	0.3	-1.9
New York	220	1.0	-2.0	176	0.7	-1.7	147	0.5	-1.7
Ohio	1,246	19.2	16.2	1,103	14.7	12.3	837	9.5	7.3
Vermont	14	1.4	-1.6	12	1.0	-1.4	13	1.0	-1.2
Illinois	263	3.1	0.1	199	2.0	-0.4	192	1.6	-0.6
South Dakota	4	1.0	-2.0	3	0.6	-1.8	1	0.2	-2.0
New Jersey	169	8.2	5.2	136	2.8	0.4	113	1.5	-0.7
Massachusetts	528	23.9	20.9	386	18.8	16.4	354	17.5	15.3
Alaska	0	0.0	-3.0	5	0.6	-1.8	3	0.3	-1.9
District of Columbia	0	0.0	-3.0	2	1.1	-1.3	1	0.4	-1.8
Puerto Rico	96	6.0	3.0	101	5.7	3.3	113	5.6	3.4
Bur. of Indian Affairs	1	0.7	-2.3	2	1.1	-1.3	5	1.7	-0.5
Northern Marianas	1	8.3	5.3	0	0.0	-2.4	0	0.0	-2.2
Virgin Islands	3	7.1	4.1	4	7.8	5.4	1	2.9	0.7
American Samoa	0	.	.	0	0.0	-2.4	1	25.0	22.8
Guam	0	0.0	-3.0	0	0.0	-2.4	0	0.0	-2.2
National Baseline	8,728	3.0		7,894	2.4		8,209	2.2	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 1998 through 2002. Data updated as of July 30, 2003.

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

. Data not available.

Continued on next page

Table 3-8pp. Number, percentage and difference from national baseline of students ages 6 through 21 with orthopedic and other health impairments receiving special education in a homebound or hospital environment under IDEA, Part B, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

Orthopedic and other health impairments							
State	2001			2002			% Change 1998 to 2002 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
North Carolina	171	0.9	-1.0	163	0.8	-0.9	1091
Virginia	114	0.7	-1.2	188	0.9	-0.8	82
South Carolina	33	0.7	-1.2	86	1.5	-0.2	62
West Virginia	29	1.0	-0.9	39	1.2	-0.5	55
Montana	7	0.5	-1.4	14	1.0	-0.7	33
Indiana	68	1.1	-0.8	75	1.1	-0.6	29
Florida	1,468	9.9	8.0	1,677	9.9	8.2	24
Nevada	22	1.1	-0.8	15	0.7	-1.0	23
New Hampshire	12	0.3	-1.6	12	0.3	-1.4	14
Alabama	54	1.1	-0.8	69	1.2	-0.5	11
Idaho	11	0.8	-1.1	13	0.8	-0.9	9
Maryland	44	0.5	-1.4	66	0.7	-1.0	-7
California	577	1.7	-0.2	666	1.8	0.1	-8
Missouri	80	0.8	-1.1	93	0.9	-0.8	-10
Washington	51	0.3	-1.6	66	0.3	-1.4	-12
Louisiana	161	1.7	-0.2	140	1.4	-0.3	-14
Kentucky	80	0.9	-1.0	84	0.9	-0.8	-14
Oklahoma	46	1.0	-0.9	57	1.1	-0.6	-18
Pennsylvania	17	0.4	-1.5	29	0.5	-1.2	-19
Kansas	30	0.5	-1.4	35	0.5	-1.2	-26
Colorado	42	0.7	-1.2	48	0.7	-1.0	-27
Nebraska	84	2.3	0.4	73	1.9	0.2	-28
Arkansas	33	0.5	-1.4	30	0.4	-1.3	-34
Minnesota	38	0.4	-1.5	36	0.3	-1.4	-37
Maine	25	0.8	-1.1	30	0.8	-0.9	-41
Texas	1,952	4.4	2.5	1,884	4.0	2.3	-41
Utah	34	2.2	0.3	42	2.1	0.4	-42
Georgia	55	0.3	-1.6	54	0.3	-1.4	-42
Iowa	17	2.2	0.3	15	1.1	-0.6	-43
Arizona	45	1.5	-0.4	34	1.0	-0.7	-43
Michigan	84	0.6	-1.3	69	0.5	-1.2	-46
Hawaii	2	0.1	-1.8	13	0.7	-1.0	-46
Wyoming	8	0.7	-1.2	5	0.4	-1.3	-48
Mississippi	98	4.8	2.9	99	4.0	2.3	-51
New Mexico	24	1.0	-0.9	34	1.3	-0.4	-53
Delaware	46	3.3	1.4	53	3.2	1.5	-54
Connecticut	22	0.3	-1.6	16	0.2	-1.5	-54
Tennessee	497	5.0	3.1	456	4.2	2.5	-55
Rhode Island	115	3.7	1.8	106	2.9	1.2	-55
Wisconsin	58	0.7	-1.2	38	0.4	-1.3	-58
Oregon	55	0.9	-1.0	30	0.4	-1.3	-59
North Dakota	5	0.6	-1.3	4	0.4	-1.3	-63
New York	107	0.3	-1.6	130	0.4	-1.3	-64
Ohio	767	7.3	5.4	809	6.1	4.4	-68
Vermont	7	0.5	-1.4	7	0.4	-1.3	-69
Illinois	177	1.2	-0.7	131	0.8	-0.9	-73
South Dakota	3	0.4	-1.5	2	0.2	-1.5	-79
New Jersey	126	1.2	-0.7	148	1.1	-0.6	-87
Massachusetts	100	2.5	0.6	30	0.6	-1.1	-98
Alaska	0	0.0	-1.9	1	0.1	-1.6	†
District of Columbia	0	0.0	-1.9	0	0.0	-1.7	†
Puerto Rico	46	2.0	0.1	.	.	.	†
Bur. Of Indian Affairs	9	3.3	1.4	1	0.5	-1.2	-26
Northern Marianas	0	0.0	-1.9	0	0.0	-1.7	-100
Virgin Islands	0	0.0	-1.9	0	0.0	-1.7	-100
American Samoa	0	0.0	-1.9	0	0.0	-1.7	†
Guam	0	0.0	-1.9	0	0.0	-1.7	†
National Baseline	7,756	1.9		8,015	1.7		-42

^aPercent = Number of students in environment category divided by the total number of students in all environment categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part B Educational Environments Data Notes for an explanation of individual state differences.

^cPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-9. Number, percentage and difference from national baseline of infants and toddlers receiving early intervention services under IDEA, Part C, by age and state: Fall 2002

State	<1	1 yr.	2 yrs.	0-2 yrs. total	Population 0-2	Percentage of population ^a	DIF ^b
Hawaii	2,203	1,506	1,290	4,999	53,300	9.38	7.15
Massachusetts	2,347	4,346	7,133	13,826	235,399	5.87	3.64
New York	2,837	9,384	23,776	35,997	751,679	4.79	2.56
Indiana	1,791	3,196	4,452	9,439	257,480	3.67	1.44
Rhode Island	215	375	660	1,250	35,718	3.50	1.27
Wyoming	82	206	330	618	17,978	3.44	1.21
Delaware	199	304	533	1,036	31,474	3.29	1.06
Vermont	72	177	327	576	18,592	3.10	0.87
Connecticut	476	1,263	2,294	4,033	131,661	3.06	0.83
West Virginia	321	563	735	1,619	56,777	2.85	0.62
New Hampshire	175	359	687	1,221	43,222	2.82	0.59
Maine	107	292	679	1,078	38,765	2.78	0.55
Kentucky	420	1,296	2,407	4,123	154,342	2.67	0.44
Florida	3,189	5,210	8,495	16,894	634,430	2.66	0.43
Pennsylvania	1,744	3,641	5,889	11,274	427,239	2.64	0.41
Wisconsin	621	1,625	3,077	5,323	203,239	2.62	0.39
Arkansas	427	958	1,489	2,874	111,129	2.59	0.36
New Mexico	427	662	950	2,039	80,350	2.54	0.31
Kansas	446	810	1,572	2,828	113,671	2.49	0.26
Maryland	752	1,685	3,081	5,518	224,263	2.46	0.23
Tennessee	811	1,910	2,705	5,426	234,014	2.32	0.09
South Dakota	62	251	391	704	30,885	2.28	0.05
Idaho	209	388	743	1,340	60,348	2.22	-0.01
Alaska	84	178	384	646	30,417	2.12	-0.11
New Jersey	632	2,241	4,381	7,254	342,074	2.12	-0.11
Oklahoma	640	1,037	1,258	2,935	144,301	2.03	-0.20
Illinois	1,291	3,398	6,217	10,906	544,465	2.00	-0.23
Texas	2,877	6,525	10,894	20,296	1,052,181	1.93	-0.30
Michigan	1,207	2,520	3,843	7,570	398,175	1.90	-0.33
North Dakota	62	151	198	411	21,899	1.88	-0.35
Utah	371	811	1,345	2,527	135,856	1.86	-0.37
Montana	127	178	269	574	31,758	1.81	-0.42
Iowa	286	630	1,015	1,931	108,518	1.78	-0.45
Virginia ^c	1,939	1,649	1,559	5,147	298,205	1.73	-0.50
Minnesota	457	908	1,902	3,267	189,518	1.72	-0.51
California	5,562	8,807	12,507	26,876	1,560,030	1.72	-0.51
North Carolina	763	2,047	3,044	5,854	360,660	1.62	-0.61
Nebraska	184	354	623	1,161	71,801	1.62	-0.61
Washington	351	1,136	2,031	3,518	237,778	1.48	-0.75
Colorado	453	882	1,519	2,854	197,288	1.45	-0.78
Mississippi	363	640	859	1,862	129,316	1.44	-0.79
Oregon	235	567	1,131	1,933	135,685	1.42	-0.81
Ohio	969	2,263	3,347	6,579	464,879	1.42	-0.81
Arizona	453	1,147	1,887	3,487	257,201	1.36	-0.87
Missouri	417	841	1,684	2,942	221,756	1.33	-0.90
District of Columbia	24	64	195	283	22,210	1.27	-0.96
Louisiana	331	830	1,322	2,483	198,899	1.25	-0.98
Alabama	234	754	1,169	2,157	182,497	1.18	-1.05
South Carolina	193	562	940	1,695	165,258	1.03	-1.20
Georgia	588	1,353	2,120	4,061	404,710	1.00	-1.23
Nevada	112	315	458	885	97,123	0.91	-1.32
Puerto Rico	231	760	1,787	2,778	.	.	.
American Samoa	27	15	21	63	.	.	.
Guam	27	54	62	143	.	.	.
Northern Marianas	5	15	22	42	.	.	.
Virgin Islands	41	66	53	160	.	.	.
National Baseline	41,469	84,105	143,741	269,315	11,950,413	2.23	

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0556: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2002. Data updated as of July 30, 2003.

U.S. Bureau of the Census. Population data for 2002 retrieved October 2003 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>. This file is now archived as <http://www.census.gov/popest/archives>.

^aPercentage of population = The total number of infants and toddlers ages birth through 2 served, divided by the birth through 2 population multiplied by 100. Because criteria for Part C eligibility vary widely across states, differences in the percentage of population served on this table should be interpreted with caution.

^bDIF = Difference from National Baseline. See Part C Child Count Data Notes for an explanation of individual state differences on how data are reported.

^cA total of 984 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.

. Data not available.

Table 3-10. Number, percentage and difference from national baseline of infants and toddlers (excluding children at-risk) receiving early intervention services under IDEA, Part C, by age and state: Fall 2002

State	<1	1 yr.	2 yrs.	0-2 yrs. total	Population 0-2	Percentage of population ^a	DIF ^b
Massachusetts	2,223	4,176	6,973	13,372	235,399	5.68	3.52
New York	2,837	9,384	23,776	35,997	751,679	4.79	2.63
Hawaii	480	614	908	2,002	53,300	3.76	1.60
Rhode Island	215	375	660	1,250	35,718	3.50	1.34
Wyoming	82	206	330	618	17,978	3.44	1.28
Indiana	1,593	2,919	4,102	8,614	257,480	3.35	1.19
Delaware	199	304	533	1,036	31,474	3.29	1.13
Vermont	72	177	327	576	18,592	3.10	0.94
Connecticut	476	1,263	2,294	4,033	131,661	3.06	0.90
New Hampshire	173	357	684	1,214	43,222	2.81	0.65
Maine	107	292	679	1,078	38,765	2.78	0.62
Kentucky	420	1,296	2,407	4,123	154,342	2.67	0.51
Florida	3,189	5,210	8,495	16,894	634,430	2.66	0.50
Pennsylvania	1,744	3,641	5,889	11,274	427,239	2.64	0.48
Wisconsin	621	1,625	3,077	5,323	203,239	2.62	0.46
Arkansas	427	958	1,489	2,874	111,129	2.59	0.43
West Virginia	242	491	703	1,436	56,777	2.53	0.37
Kansas	446	810	1,572	2,828	113,671	2.49	0.33
Maryland	752	1,685	3,081	5,518	224,263	2.46	0.30
Tennessee	811	1,910	2,705	5,426	234,014	2.32	0.16
South Dakota	62	251	391	704	30,885	2.28	0.12
Idaho	209	388	743	1,340	60,348	2.22	0.06
Alaska	84	178	384	646	30,417	2.12	-0.04
New Jersey	632	2,241	4,381	7,254	342,074	2.12	-0.04
Oklahoma	640	1,037	1,258	2,935	144,301	2.03	-0.13
Illinois	1,291	3,398	6,217	10,906	544,465	2.00	-0.16
Texas	2,877	6,525	10,894	20,296	1,052,181	1.93	-0.23
Michigan	1,207	2,520	3,843	7,570	398,175	1.90	-0.26
North Dakota	62	151	198	411	21,899	1.88	-0.28
Utah	371	811	1,345	2,527	135,856	1.86	-0.30
Montana	127	178	269	574	31,758	1.81	-0.35
Iowa	286	630	1,015	1,931	108,518	1.78	-0.38
Virginia ^c	1,939	1,649	1,559	5,147	298,205	1.73	-0.43
Minnesota	457	908	1,902	3,267	189,518	1.72	-0.44
Nebraska	184	354	623	1,161	71,801	1.62	-0.54
California	5,151	8,163	11,590	24,904	1,560,030	1.60	-0.56
New Mexico	147	388	683	1,218	80,350	1.52	-0.64
Washington	351	1,136	2,031	3,518	237,778	1.48	-0.68
Colorado	453	882	1,519	2,854	197,288	1.45	-0.71
Mississippi	363	640	859	1,862	129,316	1.44	-0.72
Oregon	235	567	1,131	1,933	135,685	1.42	-0.74
Ohio	969	2,263	3,347	6,579	464,879	1.42	-0.74
North Carolina	571	1,700	2,754	5,025	360,660	1.39	-0.77
Arizona	453	1,147	1,887	3,487	257,201	1.36	-0.80
Missouri	417	841	1,684	2,942	221,756	1.33	-0.83
District of Columbia	24	64	195	283	22,210	1.27	-0.89
Louisiana	331	830	1,322	2,483	198,899	1.25	-0.91
Alabama	234	754	1,169	2,157	182,497	1.18	-0.98
South Carolina	193	562	940	1,695	165,258	1.03	-1.13
Georgia	588	1,353	2,120	4,061	404,710	1.00	-1.16
Nevada	112	315	458	885	97,123	0.91	-1.25
Puerto Rico	231	760	1,787	2,778	.	.	.
American Samoa	10	11	21	42	.	.	.
Guam	0	6	24	30	.	.	.
Northern Marianas	5	15	22	42	.	.	.
Virgin Islands	41	66	53	160	.	.	.
National Baseline	38,416	81,375	141,302	261,093	11,950,413	2.16	

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0556: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2002. Data updated as of July 30, 2003.

U.S. Bureau of the Census. Population data for 2002 retrieved October 2003 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV>. This file is now archived as <http://www.census.gov/popest/archives>.

^aPercentage of population = The total number of infants and toddlers ages birth through 2 served, divided by the birth through 2 population multiplied by 100. Because criteria for Part C eligibility vary widely across states, differences in the percentage of population served on this table should be interpreted with caution.

^bDIF = Difference from National Baseline. See Part C Child Count Data Notes for an explanation of individual state differences on how data are reported.

^cA total of 984 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.

. Data not available.

Table 3-11. Number, percentage and difference from national baseline of infants and toddlers (excluding children at-risk) receiving early intervention services under IDEA, Part C, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002

State	1998			1999			2000		
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b
California	5,684	0.4	-1.09	5,784	0.4	-1.24	5,637	0.4	-1.44
Mississippi	794	0.7	-0.81	2,272	1.9	0.23	2,450	2.0	0.19
Iowa	964	0.9	-0.58	1,114	1.0	-0.61	1,420	1.3	-0.53
Illinois	5,355	1.0	-0.45	8,104	1.6	-0.08	11,506	2.2	0.39
New York	20,592	2.8	1.32	23,499	3.3	1.63	26,934	3.7	1.89
Indiana	4,864	2.0	0.52	6,741	2.7	1.09	7,707	3.0	1.19
Hawaii	1,139	2.3	0.84	1,464	3.0	1.41	1,630	3.5	1.69
Wyoming	396	2.2	0.69	401	2.2	0.59	457	2.5	0.69
New Jersey	4,396	1.4	-0.11	4,743	1.5	-0.16	5,470	1.6	-0.19
Vermont	381	2.0	0.53	409	2.2	0.53	438	2.3	0.45
North Dakota	298	1.2	-0.23	328	1.4	-0.22	363	1.6	-0.19
Pennsylvania	7,385	1.8	0.28	8,189	1.9	0.32	9,400	2.2	0.39
Tennessee	3,367	1.6	0.09	3,757	1.7	0.06	4,250	1.9	0.07
Texas	12,877	1.3	-0.15	14,361	1.4	-0.18	16,132	1.6	-0.20
Maine	761	1.9	0.45	748	1.9	0.24	842	2.1	0.29
Kansas	1,884	1.7	0.26	2,187	2.0	0.34	2,485	2.2	0.39
Washington	2,443	1.1	-0.41	2,781	1.2	-0.44	2,900	1.2	-0.59
New Hampshire	870	2.0	0.55	959	2.2	0.57	1,196	2.7	0.90
Louisiana	1,712	0.9	-0.56	1,965	1.0	-0.60	2,167	1.1	-0.68
Arkansas	2,011	1.9	0.44	2,020	1.9	0.26	2,337	2.1	0.33
Massachusetts	9,803	4.2	2.74	10,516	4.5	2.85	11,691	5.0	3.22
Nebraska	828	1.2	-0.26	952	1.4	-0.24	1,185	1.7	-0.12
Oklahoma	2,103	1.5	0.05	2,218	1.6	-0.07	2,465	1.7	-0.08
Arizona	2,281	1.0	-0.44	2,520	1.1	-0.54	2,941	1.2	-0.59
Rhode Island	987	2.7	1.22	1,019	2.8	1.14	951	2.6	0.74
Wisconsin	3,953	2.0	0.54	4,629	2.4	0.73	5,157	2.5	0.72
Virginia ^c	3,538	1.3	-0.14	3,943	1.5	-0.17	4,081	1.5	-0.36
Florida	11,783	2.1	0.61	11,546	2.0	0.39	14,247	2.4	0.62
Utah	1,828	1.5	-0.01	2,013	1.6	-0.07	2,263	1.7	-0.08
Michigan	5,918	1.5	0.05	6,845	1.8	0.13	7,267	1.8	0.01
Alaska	499	1.7	0.24	585	2.0	0.36	651	2.3	0.48
Kentucky	3,373	2.2	0.68	2,885	1.9	0.22	3,510	2.3	0.46
Maryland	4,118	2.0	0.55	4,285	2.1	0.44	4,815	2.3	0.46
Ohio	5,161	1.2	-0.30	7,115	1.6	-0.02	7,973	1.8	-0.04
Alabama	1,726	1.0	-0.49	1,825	1.0	-0.59	1,996	1.1	-0.69
North Carolina	3,652	1.2	-0.31	3,791	1.2	-0.46	3,731	1.1	-0.70
Delaware	812	2.8	1.28	933	3.1	1.45	1,003	3.3	1.48
Minnesota	2,757	1.5	-0.01	2,852	1.5	-0.14	2,948	1.5	-0.31
Idaho	1,056	1.9	0.46	1,204	2.2	0.53	1,274	2.1	0.32
Missouri	2,503	1.2	-0.31	2,666	1.2	-0.40	3,039	1.4	-0.43
South Dakota	595	2.0	0.52	611	2.1	0.43	645	2.1	0.31
Oregon	1,625	1.3	-0.22	1,785	1.4	-0.27	1,833	1.4	-0.46
Connecticut	3,427	2.7	1.27	3,354	2.6	0.97	3,794	2.8	1.03
New Mexico	1,156	1.5	0.00	888	1.1	-0.51	1,052	1.4	-0.47
Montana	580	1.9	0.38	628	2.0	0.37	574	1.8	-0.02
Georgia	3,590	1.0	-0.42	3,731	1.1	-0.57	3,427	0.9	-0.88
District of Columbia	249	1.4	-0.07	212	1.3	-0.34	206	1.1	-0.72
West Virginia	1,625	2.8	1.37	703	1.2	-0.44	1,254	2.1	0.26
Colorado	3,194	1.9	0.44	2,998	1.7	0.10	4,151	2.2	0.43
South Carolina	2,194	1.4	-0.02	2,404	1.6	-0.06	2,289	1.5	-0.35
Nevada	1,066	1.3	-0.16	1,040	1.2	-0.42	947	1.0	-0.79
Puerto Rico	2,592	1.4	-0.11	2,976	1.6	-0.02	3,230	.	.
American Samoa	43	0.9	-0.62	-39	-0.8	-2.40	67	.	.
Guam	221	1.9	0.46	229	1.8	0.21	226	.	.
Northern Marianas	36	0.9	-0.54	40	1.0	-0.63	42	.	.
Virgin Islands	91	1.6	0.10	101	1.6	0.01	87	.	.
Bur. of Indian Affairs	2,107	.	.	.	.	.	.	.	.
National Baseline	171,243	1.5		187,829	1.6		212,733	1.8	

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0556: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 1998 through 2002. Data updated as of July 30, 2003.

U.S. Bureau of the Census. Population data for 2002 retrieved October 2003 from <http://www.census.gov/popest/data/states/files/STCH-6R.CSV/>. This file is now archived as <http://www.census.gov/popest/archives>.

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

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

^aPercentage of population = The total number of infants and toddlers served, ages birth through 2, divided by the birth through 2 population multiplied by 100. Because criteria for Part C eligibility vary widely across states, differences in the percentage of population served on this table should be interpreted with caution.

^bDIF = Difference from National Baseline. See Part C Child Count Data Notes for an explanation of individual state differences on how data are reported.

^cA total of 984 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.

. Data not available.

Table 3-11. Number, percentage and difference from national baseline of infants and toddlers (excluding children at-risk) receiving early intervention services under IDEA, Part C, by state: Fall 1998 through fall 2002, and percentage change fall 1998 to fall 2002 (continued)

State	2001			2002			% Change 1998 to 2002 ^d
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
California	24,425	1.6	-0.42	24,904	1.6	-0.56	324
Mississippi	2,030	1.6	-0.42	1,862	1.4	-0.72	118
Iowa	1,637	1.5	-0.53	1,931	1.8	-0.38	100
Illinois	10,021	1.9	-0.15	10,906	2.0	-0.16	97
New York	30,417	4.1	2.09	35,997	4.8	2.63	72
Indiana	8,645	3.4	1.34	8,614	3.3	1.19	69
Hawaii	1,690	3.4	1.35	2,002	3.8	1.60	63
Wyoming	531	2.9	0.91	618	3.4	1.28	59
New Jersey	6,434	1.9	-0.12	7,254	2.1	-0.04	55
Vermont	472	2.5	0.49	576	3.1	0.94	55
North Dakota	371	1.7	-0.34	411	1.9	-0.28	51
Pennsylvania	10,191	2.4	0.37	11,274	2.6	0.48	50
Tennessee	4,701	2.0	0.02	5,426	2.3	0.16	49
Texas	18,171	1.8	-0.26	20,296	1.9	-0.23	46
Maine	964	2.5	0.44	1,078	2.8	0.62	45
Kansas	2,738	2.4	0.39	2,828	2.5	0.33	44
Washington	3,119	1.3	-0.71	3,518	1.5	-0.68	39
New Hampshire	1,155	2.7	0.65	1,214	2.8	0.65	39
Louisiana	2,311	1.2	-0.85	2,483	1.2	-0.91	37
Arkansas	2,774	2.5	0.49	2,874	2.6	0.43	35
Massachusetts	12,487	5.4	3.33	13,372	5.7	3.52	35
Nebraska	1,115	1.6	-0.45	1,161	1.6	-0.54	34
Oklahoma	2,627	1.8	-0.19	2,935	2.0	-0.13	34
Arizona	2,924	1.2	-0.85	3,487	1.4	-0.80	32
Rhode Island	1,089	3.0	0.96	1,250	3.5	1.34	30
Wisconsin	5,212	2.6	0.54	5,323	2.6	0.46	30
Virginia ^c	4,468	1.5	-0.48	5,147	1.7	-0.43	30
Florida	14,443	2.4	0.35	16,894	2.7	0.50	28
Utah	2,463	1.8	-0.18	2,527	1.9	-0.30	27
Michigan	7,094	1.8	-0.24	7,570	1.9	-0.26	25
Alaska	634	2.2	0.15	646	2.1	-0.04	25
Kentucky	3,867	2.5	0.46	4,123	2.7	0.51	24
Maryland	4,897	2.3	0.22	5,518	2.5	0.30	22
Ohio	7,612	1.7	-0.36	6,579	1.4	-0.74	21
Alabama	2,086	1.2	-0.87	2,157	1.2	-0.98	21
North Carolina	4,783	1.4	-0.66	5,025	1.4	-0.77	20
Delaware	907	2.9	0.90	1,036	3.3	1.13	19
Minnesota	3,052	1.6	-0.44	3,267	1.7	-0.44	18
Idaho	1,257	2.1	0.07	1,340	2.2	0.06	15
Missouri	2,825	1.3	-0.75	2,942	1.3	-0.83	15
South Dakota	655	2.1	0.11	704	2.3	0.12	15
Oregon	1,887	1.4	-0.63	1,933	1.4	-0.74	14
Connecticut	3,879	2.9	0.92	4,033	3.1	0.90	12
New Mexico	1,149	1.5	-0.58	1,218	1.5	-0.64	3
Montana	600	1.9	-0.13	574	1.8	-0.35	-2
Georgia	3,770	1.0	-1.05	4,061	1.0	-1.16	-4
District of Columbia	279	1.4	-0.67	283	1.3	-0.89	-9
West Virginia	1,412	2.4	0.38	1,436	2.5	0.37	-11
Colorado	3,068	1.6	-0.43	2,854	1.4	-0.71	-24
South Carolina	2,093	1.3	-0.73	1,695	1.0	-1.13	-29
Nevada	895	0.9	-1.08	885	0.9	-1.25	-31
Puerto Rico	2,983	.	.	2,778	.	.	†
American Samoa	35	.	.	42	.	.	†
Guam	145	.	.	30	.	.	†
Northern Marianas	48	.	.	42	.	.	†
Virgin Islands	207	.	.	160	.	.	†
Bur. of Indian Affairs	.	.	.	.	.	.	†
National Baseline	241,744	2.0		261,093	2.2		47

^aPercentage of population = The total number of infants and toddlers served, ages birth through 2, divided by the birth through 2 population multiplied by 100. Because criteria for Part C eligibility vary widely across states, differences in the percentage of population served on this table should be interpreted with caution.

^bDIF = Difference from National Baseline. See Part C Child Count Data Notes for an explanation of individual state differences on how data are reported.

^cA total of 984 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.

^dPercent change = 2002 percentage minus 1998 percentage divided by the 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-12a. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention services in programs designed for children with developmental delays or disabilities under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
Connecticut	0	0	-9
Mississippi	0	0	-9
Montana	0	0	-9
New Hampshire	0	0	-9
North Dakota	0	0	-9
Vermont	0	0	-9
West Virginia	0	0	-9
Texas	56	0	-9
Alaska	4	1	-8
Oklahoma	17	1	-8
Georgia	45	1	-8
New Jersey	70	1	-8
South Carolina	29	1	-8
Pennsylvania	159	2	-7
Arizona	53	2	-7
South Dakota	13	2	-7
California	691	3	-6
Wyoming	16	3	-6
Tennessee	169	4	-5
Louisiana	86	4	-5
Kansas	113	4	-5
Colorado	109	4	-5
Iowa	73	4	-5
Missouri	133	5	-4
Indiana	561	6	-3
Wisconsin	316	6	-3
New York	1,930	6	-3
Virginia	228	7	-2
North Carolina	359	7	-2
Massachusetts	890	7	-2
Idaho	102	8	-1
Alabama	172	8	-1
Nevada	78	9	0
Kentucky	349	9	0
Delaware	87	10	1
Rhode Island	128	12	3
Hawaii	482	12	3
Illinois	1,353	14	5
Minnesota	447	15	6
Michigan	1,086	15	6
Nebraska	172	15	6
Florida	2,392	17	8
Utah	519	21	12
Washington	675	22	13
Maryland	1,122	23	14
New Mexico	447	23	14
Oregon	488	26	17
Maine	259	27	18
Arkansas	756	27	18
Ohio	1,924	30	21
District of Columbia	88	32	23
Puerto Rico	1,592	53	44
Northern Marianas	0	0	-9
Virgin Islands	0	0	-9
Guam	44	20	11
American Samoa	55	100	91
National Baseline	20,937	9	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12b. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early services intervention in the home under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
Connecticut	3,800	98	20
West Virginia	1,554	97	19
Texas	17,430	96	18
New Hampshire	1,109	95	17
New Jersey	6,094	95	17
Alaska	589	93	15
Oklahoma	2,440	93	15
Pennsylvania	9,452	93	15
Montana	551	92	14
Kentucky	3,518	91	13
Louisiana	2,071	90	12
North Dakota	327	88	10
Iowa	1,442	88	10
Missouri	2,442	86	8
Indiana	8,657	86	8
Massachusetts	10,785	84	6
Wisconsin	4,330	83	5
Kansas	2,263	83	5
Virginia	2,875	82	4
Colorado	2,129	82	4
Wyoming	433	82	4
Hawaii	3,209	81	3
Idaho	1,018	81	3
New York	24,520	81	3
North Carolina	4,401	80	2
Minnesota	2,384	78	0
South Dakota	497	76	-2
Vermont	358	76	-2
Michigan	5,379	76	-2
Alabama	1,551	74	-4
Georgia	3,518	73	-5
Utah	1,796	73	-5
California	17,757	73	-5
Arizona	2,121	73	-5
Maryland	3,545	72	-6
New Mexico	1,355	71	-7
Nebraska	784	70	-8
Illinois	7,036	70	-8
Rhode Island	730	67	-11
Delaware	607	67	-11
Nevada	588	66	-12
Tennessee	3,058	65	-13
South Carolina	1,361	65	-13
Ohio	3,931	62	-16
Florida	8,731	60	-18
Oregon	1,131	60	-18
Mississippi	1,034	51	-27
Puerto Rico	1,221	41	-37
Washington	1,206	39	-39
Arkansas	1,038	37	-41
District of Columbia	65	23	-55
Maine	199	21	-57
Northern Marianas	47	98	20
Guam	168	77	-1
Virgin Islands	98	64	-14
American Samoa	0	0	-78
National Baseline	190,733	78	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12c. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention services in the hospital (inpatient) under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
Alabama	0	0.00	-0.42
Alaska	0	0.00	-0.42
Arkansas	0	0.00	-0.42
District of Columbia	0	0.00	-0.42
Kansas	0	0.00	-0.42
Kentucky	0	0.00	-0.42
Massachusetts	0	0.00	-0.42
Minnesota	0	0.00	-0.42
Montana	0	0.00	-0.42
New Hampshire	0	0.00	-0.42
New Mexico	0	0.00	-0.42
North Dakota	0	0.00	-0.42
Puerto Rico	0	0.00	-0.42
South Carolina	0	0.00	-0.42
South Dakota	0	0.00	-0.42
Utah	0	0.00	-0.42
Vermont	0	0.00	-0.42
Wyoming	0	0.00	-0.42
Indiana	1	0.01	-0.41
North Carolina	1	0.02	-0.40
Maryland	1	0.02	-0.40
Pennsylvania	3	0.03	-0.39
Arizona	1	0.03	-0.39
Louisiana	1	0.04	-0.38
Hawaii	2	0.05	-0.37
Oregon	1	0.05	-0.37
Washington	2	0.07	-0.35
California	16	0.07	-0.35
Missouri	2	0.07	-0.35
Oklahoma	2	0.08	-0.34
Virginia	3	0.09	-0.33
New Jersey	6	0.09	-0.33
Texas	20	0.11	-0.31
West Virginia	2	0.13	-0.29
Connecticut	5	0.13	-0.29
Georgia	7	0.15	-0.27
Florida	21	0.15	-0.27
Iowa	3	0.18	-0.24
New York	65	0.21	-0.21
Delaware	2	0.22	-0.20
Nevada	2	0.22	-0.20
Tennessee	11	0.23	-0.19
Nebraska	3	0.27	-0.15
Rhode Island	3	0.28	-0.14
Michigan	21	0.30	-0.12
Wisconsin	17	0.33	-0.09
Idaho	6	0.48	0.06
Illinois	51	0.51	0.09
Ohio	45	0.71	0.29
Colorado	41	1.58	1.16
Maine	50	5.19	4.77
Mississippi	624	30.74	30.32
American Samoa	0	0.00	-0.42
Northern Marianas	0	0.00	-0.42
Virgin Islands	0	0.00	-0.42
Guam	1	0.46	0.04
National Baseline	1,042	0.42	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12d. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in a service provider location under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
District of Columbia	0	0	-8
Kentucky	0	0	-8
Massachusetts	0	0	-8
Nebraska	0	0	-8
New Hampshire	1	0	-8
Connecticut	4	0	-8
Texas	40	0	-8
Pennsylvania	29	0	-8
New Jersey	34	1	-7
South Dakota	4	1	-7
Maryland	62	1	-7
Rhode Island	14	1	-7
Oklahoma	36	1	-7
Minnesota	43	1	-7
Wyoming	9	2	-6
Wisconsin	96	2	-6
Alaska	12	2	-6
North Carolina	106	2	-6
West Virginia	34	2	-6
Arkansas	62	2	-6
Georgia	112	2	-6
Iowa	40	2	-6
Missouri	70	2	-6
Utah	67	3	-5
Vermont	13	3	-5
New Mexico	56	3	-5
Puerto Rico	96	3	-5
Indiana	336	3	-5
Kansas	100	4	-4
Louisiana	85	4	-4
Hawaii	152	4	-4
Ohio	245	4	-4
Idaho	55	4	-4
Montana	31	5	-3
Maine	55	6	-2
Colorado	164	6	-2
Alabama	143	7	-1
Michigan	516	7	-1
North Dakota	28	8	0
Virginia	275	8	0
New York	2,644	9	1
Illinois	872	9	1
Oregon	182	10	2
Mississippi	246	12	4
Florida	1,941	13	5
Delaware	133	15	7
Nevada	194	22	14
Tennessee	1,023	22	14
Arizona	708	24	16
California	5,961	24	16
South Carolina	667	32	24
Washington	994	32	24
American Samoa	0	0	-8
Guam	0	0	-8
Northern Marianas	0	0	-8
Virgin Islands	45	30	22
National Baseline	18,835	8	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12e. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in programs for typically developing children under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
District of Columbia	94	33.69	29.53
Arkansas	887	31.98	27.82
Maine	274	28.42	24.26
Vermont	101	21.40	17.24
South Dakota	129	19.69	15.53
Georgia	940	19.49	15.33
Rhode Island	182	16.71	12.55
Nebraska	148	13.27	9.11
Wyoming	68	12.81	8.65
North Carolina	627	11.40	7.24
Massachusetts	1,229	9.52	5.36
Kansas	224	8.18	4.02
Delaware	74	8.16	4.00
Wisconsin	422	8.10	3.94
Alabama	163	7.81	3.65
Florida	915	6.34	2.18
Washington	193	6.27	2.11
Mississippi	126	6.21	2.05
Idaho	72	5.73	1.57
Minnesota	172	5.63	1.47
Missouri	153	5.42	1.26
Tennessee	226	4.81	0.65
Colorado	107	4.13	-0.03
New Hampshire	48	4.11	-0.05
Oregon	71	3.76	-0.40
Iowa	61	3.73	-0.43
Nevada	32	3.58	-0.58
New Jersey	222	3.45	-0.71
Maryland	164	3.35	-0.81
Utah	81	3.29	-0.87
Pennsylvania	295	2.89	-1.27
Montana	17	2.83	-1.33
North Dakota	10	2.70	-1.46
Alaska	17	2.68	-1.48
New Mexico	49	2.55	-1.61
Texas	456	2.51	-1.65
Indiana	243	2.41	-1.75
Hawaii	91	2.30	-1.86
Virginia	74	2.12	-2.04
Puerto Rico	62	2.08	-2.08
Ohio	119	1.89	-2.27
Connecticut	69	1.78	-2.38
South Carolina	34	1.62	-2.54
Illinois	154	1.54	-2.62
New York	242	0.80	-3.36
Michigan	49	0.69	-3.47
Oklahoma	16	0.61	-3.55
West Virginia	7	0.44	-3.72
Louisiana	7	0.30	-3.86
Arizona	0	0.00	-4.16
California	0	0.00	-4.16
Kentucky	0	0.00	-4.16
Virgin Islands	6	3.95	-0.21
Guam	5	2.29	-1.87
Northern Marianas	1	2.08	-2.08
American Samoa	0	0.00	-4.16
National Baseline	10,228	4.16	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12f. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in a residential facility under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
Arizona	0	0.00	-0.06
California	0	0.00	-0.06
Connecticut	0	0.00	-0.06
District of Columbia	0	0.00	-0.06
Idaho	0	0.00	-0.06
Iowa	0	0.00	-0.06
Kansas	0	0.00	-0.06
Kentucky	0	0.00	-0.06
Massachusetts	0	0.00	-0.06
Mississippi	0	0.00	-0.06
Montana	0	0.00	-0.06
Nebraska	0	0.00	-0.06
New Hampshire	0	0.00	-0.06
New Mexico	0	0.00	-0.06
Puerto Rico	0	0.00	-0.06
Rhode Island	0	0.00	-0.06
Tennessee	0	0.00	-0.06
Utah	0	0.00	-0.06
Vermont	0	0.00	-0.06
West Virginia	0	0.00	-0.06
Pennsylvania	1	0.01	-0.05
Illinois	1	0.01	-0.05
Wisconsin	1	0.02	-0.04
New York	6	0.02	-0.04
Maryland	1	0.02	-0.04
Georgia	1	0.02	-0.04
Indiana	3	0.03	-0.03
Ohio	2	0.03	-0.03
Minnesota	1	0.03	-0.03
Louisiana	1	0.04	-0.02
South Carolina	1	0.05	-0.01
Michigan	5	0.07	0.01
Missouri	2	0.07	0.01
North Carolina	4	0.07	0.01
Colorado	2	0.08	0.02
Alabama	2	0.10	0.04
Florida	15	0.10	0.04
Texas	19	0.10	0.04
Nevada	1	0.11	0.05
New Jersey	8	0.12	0.06
Hawaii	5	0.13	0.07
Arkansas	4	0.14	0.08
Oklahoma	4	0.15	0.09
South Dakota	1	0.15	0.09
Washington	5	0.16	0.10
Wyoming	1	0.19	0.13
Alaska	2	0.32	0.26
Delaware	3	0.33	0.27
Virginia	13	0.37	0.31
Oregon	10	0.53	0.47
North Dakota	2	0.54	0.48
Maine	22	2.28	2.22
American Samoa	0	0.00	-0.06
Guam	0	0.00	-0.06
Northern Marianas	0	0.00	-0.06
Virgin Islands	3	1.97	1.91
National Baseline	152	0.06	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12g. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in other settings under IDEA, Part C, by state: Fall 2001

State	#	% ^a	DIF ^b
California	0	0.00	-1.61
Kentucky	0	0.00	-1.61
Mississippi	0	0.00	-1.61
Nevada	0	0.00	-1.61
New Jersey	0	0.00	-1.61
North Carolina	0	0.00	-1.61
Utah	0	0.00	-1.61
Vermont	0	0.00	-1.61
Massachusetts	2	0.02	-1.59
Connecticut	1	0.03	-1.58
Washington	1	0.03	-1.58
Maryland	2	0.04	-1.57
South Carolina	1	0.05	-1.56
West Virginia	1	0.06	-1.55
Delaware	1	0.11	-1.50
Montana	1	0.17	-1.44
Minnesota	6	0.20	-1.41
Oregon	4	0.21	-1.40
Idaho	4	0.32	-1.29
Puerto Rico	12	0.40	-1.21
Hawaii	20	0.50	-1.11
Michigan	38	0.54	-1.07
Wisconsin	30	0.58	-1.03
New Mexico	12	0.63	-0.98
Ohio	44	0.70	-0.91
Nebraska	8	0.72	-0.89
Wyoming	4	0.75	-0.86
Missouri	23	0.81	-0.80
Virginia	29	0.83	-0.78
New Hampshire	10	0.86	-0.75
Texas	175	0.96	-0.65
Arkansas	27	0.97	-0.64
North Dakota	4	1.08	-0.53
Iowa	18	1.10	-0.51
Kansas	38	1.39	-0.22
Arizona	41	1.40	-0.21
Alaska	10	1.58	-0.03
Colorado	41	1.58	-0.03
South Dakota	11	1.68	0.07
Pennsylvania	252	2.47	0.86
Louisiana	60	2.60	0.99
Alabama	55	2.64	1.03
Indiana	291	2.88	1.27
Rhode Island	32	2.94	1.33
Florida	428	2.96	1.35
New York	1,010	3.32	1.71
Georgia	200	4.15	2.54
Oklahoma	112	4.26	2.65
Tennessee	214	4.55	2.94
Illinois	554	5.53	3.92
Maine	105	10.89	9.28
District of Columbia	32	11.47	9.86
American Samoa	0	0.00	-1.61
Guam	0	0.00	-1.61
Northern Marianas	0	0.00	-1.61
Virgin Islands	0	0.00	-1.61
National Baseline	3,964	1.61	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-12h. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in natural environments^a under IDEA, Part C, by state: Fall 2001

State	#	% ^b	DIF ^c
Connecticut	3,869	100	18
New Hampshire	1,157	99	17
Texas	17,886	98	16
New Jersey	6,316	98	16
West Virginia	1,561	98	16
Vermont	459	97	15
Pennsylvania	9,747	96	14
Alaska	606	96	14
South Dakota	626	96	14
Montana	568	95	13
Wyoming	501	94	12
Oklahoma	2,456	93	11
Massachusetts	12,014	93	11
Georgia	4,458	92	10
Missouri	2,595	92	10
Iowa	1,503	92	10
North Carolina	5,028	91	9
Wisconsin	4,752	91	9
Kentucky	3,518	91	9
North Dakota	337	91	9
Kansas	2,487	91	9
Louisiana	2,078	90	8
Indiana	8,900	88	6
Idaho	1,090	87	5
Colorado	2,236	86	4
Virginia	2,949	84	2
Rhode Island	912	84	2
Minnesota	2,556	84	2
Nebraska	932	84	2
Hawaii	3,300	83	1
Alabama	1,714	82	0
New York	24,762	81	-1
Michigan	5,428	77	-5
Utah	1,877	76	-6
Maryland	3,709	76	-6
Delaware	681	75	-7
New Mexico	1,404	73	-9
California	17,757	73	-9
Arizona	2,121	73	-9
Illinois	7,190	72	-10
Tennessee	3,284	70	-12
Arkansas	1,925	69	-13
Nevada	620	69	-13
Florida	9,646	67	-15
South Carolina	1,395	67	-15
Ohio	4,050	64	-18
Oregon	1,202	64	-18
Mississippi	1,160	57	-25
District of Columbia	159	57	-25
Maine	473	49	-33
Washington	1,399	45	-37
Puerto Rico	1,283	43	-39
Northern Marianas	48	100	18
Guam	173	79	-3
Virgin Islands	104	68	-14
American Samoa	0	0	-82
National Baseline	200,961	82	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2001. Data updated as of July 30, 2003.

^aNatural environments is a constructed category that combines the early intervention settings home and programs for typically developing children.

^bPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

Table 3-13a. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in programs for children with developmental delays or disabilities under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Maine	23	3	-15	21	3	-11	29	3	-8	259	27	18	789
Florida	1,272	11	-7	1,081	9	-5	1,958	14	3	2,392	17	8	55
Ohio	1,348	36	18	2,654	41	27	2,744	38	27	1,924	30	21	-15
New Mexico	326	28	10	383	27	13	476	27	16	447	23	14	-16
Oklahoma	17	1	-17	6	0	-14	10	0	-11	17	1	-8	-20
Nebraska	150	20	2	127	19	5	104	9	-2	172	15	6	-24
Michigan	1,237	21	3	1,266	18	4	1,116	15	4	1,086	15	6	-27
Minnesota	547	20	2	436	15	1	483	16	5	447	15	6	-27
Utah	553	30	12	312	15	1	399	18	7	519	21	12	-30
Maryland	1,392	34	16	1,403	33	19	1,243	26	15	1,122	23	14	-32
South Carolina	45	2	-16	39	2	-12	55	2	-9	29	1	-8	-32
Puerto Rico	2,065	80	62	2,368	80	66	1,860	58	47	1,592	53	44	-33
Delaware	119	15	-3	90	10	-4	39	4	-7	87	10	1	-35
Texas	61	0	-18	53	0	-14	41	0	-11	56	0	-9	-35
Oregon	650	40	22	698	40	26	644	35	24	488	26	17	-35
Hawaii	709	23	5	631	20	6	560	16	5	482	12	3	-47
Rhode Island	224	23	5	202	20	6	53	6	-5	128	12	3	-50
Arkansas	1,166	58	40	1,151	57	43	971	42	31	756	27	18	-53
Iowa	92	10	-8	134	12	-2	75	6	-5	73	4	-5	-53
Louisiana	137	8	-10	132	7	-7	84	4	-7	86	4	-5	-53
District of Columbia	191	77	59	97	46	32	105	51	40	88	32	23	-59
Washington	1,317	55	37	1,463	54	40	1,211	42	31	675	22	13	-60
Nevada	239	22	4	187	18	4	137	14	3	78	9	0	-61
Pennsylvania	352	4	-14	352	4	-10	218	2	-9	159	2	-7	-64
Kansas	236	13	-5	224	10	-4	162	7	-4	113	4	-5	-67
Indiana	970	18	0	291	4	-10	400	5	-6	561	6	-3	-68
Idaho	279	26	8	263	22	8	178	14	3	102	8	-1	-69
Illinois	2,289	48	30	2,526	33	19	2,038	19	8	1,353	14	5	-72
Virginia	603	23	5	662	22	8	428	14	3	228	7	-2	-72
New York	5,378	26	8	4,770	20	6	3,634	13	2	1,930	6	-3	-76
Colorado	481	20	2	193	10	-4	175	8	-3	109	4	-5	-79
Georgia	7	4	-14	100	3	-11	62	1	-10	45	1	-8	-79
Missouri	594	24	6	194	7	-7	201	7	-4	133	5	-4	-80
Wisconsin	1,367	35	17	1,066	23	9	628	12	1	316	6	-3	-82
Alabama	812	47	29	594	32	18	295	15	4	172	8	-1	-82
Tennessee	722	21	3	516	14	0	373	9	-2	169	4	-5	-83
Wyoming	74	18	0	37	8	-6	33	6	-5	16	3	-6	-84
South Dakota	104	17	-1	23	4	-10	11	2	-9	13	2	-7	-89
Alaska	38	8	-10	0	0	-14	2	0	-11	4	1	-8	-92
New Jersey	580	13	-5	132	3	-11	76	1	-10	70	1	-8	-92
Connecticut	62	2	-16	0	0	-14	0	0	-11	0	0	-9	-100
Montana	8	1	-17	4	1	-13	2	0	-11	0	0	-9	-100
New Hampshire	30	3	-15	1	0	-14	.	.	.	0	0	-9	-100
North Dakota	7	2	-16	11	3	-11	0	0	-11	0	0	-9	-100
Vermont	81	21	3	0	0	-14	12	3	-8	0	0	-9	-100
West Virginia	274	16	-2	3	0	-14	48	3	-8	0	0	-9	-100
Arizona	.	.	.	95	4	-10	61	2	-9	53	2	-7	†
California	0	0	-18	0	0	-14	0	0	-11	691	3	-6	†
Kentucky	.	.	.	249	8	-6	0	0	-11	349	9	0	†
Massachusetts	.	.	.	.	.	.	0	0	-11	890	7	-2	†
Mississippi	0	0	-18	0	0	-14	0	0	-11	0	0	-9	†
North Carolina	.	.	.	190	4	-10	215	5	-6	359	7	-2	†
American Samoa	26	5	-13	36	100	86	29	100	89	55	100	91	1919
Guam	73	32	14	75	31	17	20	9	-2	44	20	11	-36
Northern Marianas	4	11	-7	6	15	1	5	12	1	0	0	-9	-100
Virgin Islands	0	0	-18	0	0	-14	0	0	-11	0	0	-9	†
National Baseline	29,331	18		27,547	14		23,703	11		20,937	9		-52

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557:

"Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13b. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in the home under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Puerto Rico	37	1	-62	387	13	-55	1,116	35	-37	1,221	41	-37	2767
Alabama	523	30	-33	850	46	-22	1,366	68	-4	1,551	74	-4	145
Nevada	312	29	-34	406	38	-30	426	44	-28	588	66	-12	124
Delaware	248	31	-32	315	33	-35	322	32	-40	607	67	-11	119
Illinois	1,555	32	-31	3,536	46	-22	7,084	65	-7	7,036	70	-8	117
Virginia	993	39	-24	1,789	59	-9	2,263	73	1	2,875	82	4	113
Florida	3,432	29	-34	4,671	40	-28	3,484	24	-48	8,731	60	-18	110
District of Columbia	28	11	-52	30	14	-54	34	17	-55	65	23	-55	107
Kentucky	3,272	46	-17	2,514	78	10	2,766	92	20	3,518	91	13	99
Missouri	1,250	50	-13	1,895	71	3	2,396	79	7	2,442	86	8	73
Colorado	1,233	50	-13	1,136	61	-7	1,299	63	-9	2,129	82	4	64
Wisconsin	2,163	55	-8	3,095	67	-1	4,016	78	6	4,330	83	5	52
Indiana	3,253	59	-4	5,574	78	10	6,934	84	12	8,657	86	8	46
Georgia	82	52	-11	2,594	71	3	3,030	65	-7	3,518	73	-5	41
Washington	673	28	-35	752	28	-40	1,063	37	-35	1,206	39	-39	40
Tennessee	1,568	47	-16	1,911	51	-17	2,561	60	-12	3,058	65	-13	40
West Virginia	1,213	71	8	1,206	94	26	1,463	96	24	1,554	97	19	38
South Dakota	338	57	-6	475	78	10	496	77	5	497	76	-2	34
Louisiana	1,161	68	5	1,462	74	6	1,909	88	16	2,071	90	12	32
Rhode Island	495	52	-11	538	53	-15	644	68	-4	730	67	-11	30
Idaho	668	63	0	841	70	2	951	75	3	1,018	81	3	28
New Jersey	3,326	76	13	4,261	90	22	5,011	92	20	6,094	95	17	25
Hawaii	2,045	66	3	2,114	69	1	2,721	76	4	3,209	81	3	23
Maryland	2,468	60	-3	2,635	61	-7	3,331	69	-3	3,545	72	-6	21
Connecticut	2,824	82	19	3,056	91	23	3,660	96	24	3,800	98	20	19
Wyoming	277	69	6	355	78	10	409	80	8	433	82	4	18
Pennsylvania	6,457	79	16	6,457	79	11	8,558	91	19	9,452	93	15	18
Utah	1,151	63	0	1,578	78	10	1,727	76	4	1,796	73	-5	16
Ohio	2,028	54	-9	3,431	53	-15	3,964	55	-17	3,931	62	-16	15
New York	14,402	70	7	17,261	73	5	20,362	76	4	24,520	81	3	15
Oregon	850	52	-11	942	53	-15	994	54	-18	1,131	60	-18	15
New Mexico	726	62	-1	844	60	-8	1,137	65	-7	1,355	71	-7	14
Arkansas	669	33	-30	556	28	-40	604	26	-46	1,038	37	-41	12
Iowa	771	80	17	928	83	15	1,016	85	13	1,442	88	10	10
Kansas	1,429	76	13	1,698	78	10	2,042	82	10	2,263	83	5	9
Texas	11,395	88	25	12,738	89	21	14,316	89	17	17,430	96	18	8
South Carolina	1,323	60	-3	1,607	67	-1	1,519	66	-6	1,361	65	-13	8
New Hampshire	873	89	26	921	94	26	1,137	94	22	1,109	95	17	7
Michigan	4,212	71	8	4,941	72	4	5,564	77	5	5,379	76	-2	7
California	4,581	68	5	5,021	57	-11	5,709	58	-14	17,757	73	-5	6
Alaska	445	89	26	531	91	23	596	92	20	589	93	15	4
Oklahoma	1,920	91	28	2,098	95	27	2,296	93	21	2,440	93	15	2
Minnesota	2,085	77	14	2,263	79	11	2,284	77	5	2,384	78	0	1
Montana	525	91	28	599	95	27	520	91	19	551	92	14	1
Vermont	286	75	12	333	81	13	322	74	2	358	76	-2	1
Mississippi	1,155	51	-12	1,155	51	-17	1,128	51	-21	1,034	51	-27	0
North Dakota	278	91	28	294	90	22	334	92	20	327	88	10	-4
Maine	168	22	-41	215	29	-39	253	30	-42	199	21	-57	-6
Nebraska	578	78	15	515	76	8	803	68	-4	784	70	-8	-10
Massachusetts	9,803	100	37	10,998	100	32	12,145	100	28	10,785	84	6	-16
Arizona	.	.	.	1,606	64	-4	2,086	71	-1	2,121	73	-5	†
North Carolina	.	.	.	3,354	77	9	3,607	84	12	4,401	80	2	†
Virgin Islands	32	35	-28	64	63	-5	41	47	-25	98	64	-14	83
Northern Marianas	27	75	12	27	68	0	32	76	4	47	98	20	31
Guam	151	65	2	150	62	-6	206	88	16	168	77	-1	18
American Samoa	442	84	21	0	0	-68	0	0	-72	0	0	-78	-100
National Baseline	104,199	63		131,523	68		156,057	72		190,733	78		24

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13c. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in the hospital (inpatient) under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Idaho	1	0.09	-0.78	5	0.42	-0.25	4	0.31	-0.21	6	0.48	0.06	404
Connecticut	1	0.03	-0.84	0	0.00	-0.67	2	0.05	-0.47	5	0.13	-0.29	342
Texas	9	0.07	-0.80	1	0.01	-0.66	5	0.03	-0.49	20	0.11	-0.31	57
West Virginia	2	0.12	-0.75	1	0.08	-0.59	0	0.00	-0.52	2	0.13	-0.29	8
Mississippi	698	30.72	29.85	698	30.72	30.05	679	30.50	29.98	624	30.74	30.32	0
Nebraska	2	0.27	-0.60	1	0.15	-0.52	5	0.42	-0.10	3	0.27	-0.15	-0
New York	52	0.25	-0.62	51	0.22	-0.45	57	0.21	-0.31	65	0.21	-0.21	-15
Pennsylvania	3	0.04	-0.83	3	0.04	-0.63	4	0.04	-0.48	3	0.03	-0.39	-20
Wisconsin	21	0.53	-0.34	28	0.60	-0.07	9	0.17	-0.35	17	0.33	-0.09	-39
Nevada	4	0.38	-0.49	5	0.47	-0.20	3	0.31	-0.21	2	0.22	-0.20	-40
Ohio	46	1.22	0.35	41	0.63	-0.04	27	0.37	-0.15	45	0.71	0.29	-42
Tennessee	17	0.50	-0.37	9	0.24	-0.43	13	0.31	-0.21	11	0.23	-0.19	-54
Virginia	5	0.19	-0.68	5	0.17	-0.50	5	0.16	-0.36	3	0.09	-0.33	-56
Maryland	2	0.05	-0.82	1	0.02	-0.65	0	0.00	-0.52	1	0.02	-0.40	-58
Washington	4	0.17	-0.70	4	0.15	-0.52	21	0.72	0.20	2	0.07	-0.35	-61
Maine	106	13.93	13.06	51	6.82	6.15	90	10.69	10.17	50	5.19	4.77	-63
Colorado	126	5.12	4.25	88	4.75	4.08	85	4.09	3.57	41	1.58	1.16	-69
Delaware	6	0.74	-0.13	9	0.96	0.29	3	0.30	-0.22	2	0.22	-0.20	-70
Michigan	60	1.01	0.14	25	0.37	-0.30	31	0.43	-0.09	21	0.30	-0.12	-71
Oregon	3	0.18	-0.69	0	0.00	-0.67	0	0.00	-0.52	1	0.05	-0.37	-71
Hawaii	6	0.19	-0.68	3	0.10	-0.57	5	0.14	-0.38	2	0.05	-0.37	-74
Louisiana	3	0.18	-0.69	1	0.05	-0.62	0	0.00	-0.52	1	0.04	-0.38	-75
Georgia	1	0.63	-0.24	3	0.08	-0.59	3	0.06	-0.46	7	0.15	-0.27	-77
Indiana	3	0.05	-0.82	0	0.00	-0.67	0	0.00	-0.52	1	0.01	-0.41	-82
New Jersey	25	0.57	-0.30	4	0.08	-0.59	10	0.18	-0.34	6	0.09	-0.33	-84
Florida	144	1.21	0.34	135	1.17	0.50	17	0.12	-0.40	21	0.15	-0.27	-88
Oklahoma	15	0.71	-0.16	5	0.23	-0.44	1	0.04	-0.48	2	0.08	-0.34	-89
Missouri	22	0.88	0.01	44	1.65	0.98	5	0.16	-0.36	2	0.07	-0.35	-92
Alabama	4	0.23	-0.64	2	0.11	-0.56	2	0.10	-0.42	0	0.00	-0.42	-100
Alaska	1	0.20	-0.67	0	0.00	-0.67	0	0.00	-0.52	0	0.00	-0.42	-100
Arkansas	1	0.05	-0.82	28	1.39	0.72	0	0.00	-0.52	0	0.00	-0.42	-100
Kansas	2	0.11	-0.76	0	0.00	-0.67	3	0.12	-0.40	0	0.00	-0.42	-100
Minnesota	7	0.26	-0.61	0	0.00	-0.67	1	0.03	-0.49	0	0.00	-0.42	-100
Montana	3	0.52	-0.35	13	2.07	1.40	4	0.70	0.18	0	0.00	-0.42	-100
South Carolina	6	0.27	-0.60	3	0.12	-0.55	0	0.00	-0.52	0	0.00	-0.42	-100
South Dakota	3	0.50	-0.37	1	0.16	-0.51	1	0.16	-0.36	0	0.00	-0.42	-100
Arizona	.	.	.	4	0.16	-0.51	0	0.00	-0.52	1	0.03	-0.39	†
California	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52	16	0.07	-0.35	†
District of Columbia	.	.	.	0	0.00	-0.67	22	10.68	10.16	0	0.00	-0.42	†
Illinois	0	0.00	-0.87	2	0.03	-0.64	0	0.00	-0.52	51	0.51	0.09	†
Iowa	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52	3	0.18	-0.24	†
Kentucky	.	.	.	.	.	.	0	0.00	-0.52	0	0.00	-0.42	†
Massachusetts	.	.	.	.	.	.	0	0.00	-0.52	0	0.00	-0.42	†
New Hampshire	.	.	.	.	.	.	2	0.16	-0.36	0	0.00	-0.42	†
New Mexico	0	0.00	-0.87	1	0.07	-0.60	2	0.11	-0.41	0	0.00	-0.42	†
North Carolina	.	.	.	3	0.07	-0.60	2	0.05	-0.47	1	0.02	-0.40	†
North Dakota	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52	0	0.00	-0.42	†
Puerto Rico	0	0.00	-0.87	5	0.17	-0.50	0	0.00	-0.52	0	0.00	-0.42	†
Rhode Island	.	.	.	.	.	.	0	0.00	-0.52	3	0.28	-0.14	†
Utah	0	0.00	-0.87	2	0.10	-0.57	1	0.04	-0.48	0	0.00	-0.42	†
Vermont	0	0.00	-0.87	0	0.00	-0.67	1	0.23	-0.29	0	0.00	-0.42	†
Wyoming	0	0.00	-0.87	.	.	.	0	0.00	-0.52	0	0.00	-0.42	†
American Samoa	29	5.52	4.65	0	0.00	-0.67	0	0.00	-0.52	0	0.00	-0.42	-100
Guam	0	0.00	-0.87	1	0.41	-0.26	0	0.00	-0.52	1	0.46	0.04	†
Northern Marianas	0	0.00	-0.87	1	2.50	1.83	1	2.38	1.86	0	0.00	-0.42	†
Virgin Islands	0	0.00	-0.87	0	0.00	-0.67	0	0.00	-0.52	0	0.00	-0.42	†
National Baseline	1,443	0.87		1,287	0.67		1,126	0.52		1,042	0.42		-51

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13d. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention at a service provider location under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
New York	47	0	-13	565	2	-7	1,462	5	-5	2,644	9	1	3708
Alaska	2	0	-13	19	3	-6	21	3	-7	12	2	-6	372
Washington	202	8	-5	271	10	1	329	11	1	994	32	24	285
North Dakota	7	2	-11	8	2	-7	4	1	-9	28	8	0	228
Oregon	54	3	-10	43	2	-7	116	6	-4	182	10	2	190
Hawaii	59	2	-11	271	9	0	187	5	-5	152	4	-4	103
Iowa	12	1	-12	16	1	-8	33	3	-7	40	2	-6	96
Michigan	251	4	-9	430	6	-3	431	6	-4	516	7	-1	71
Delaware	107	13	0	106	11	2	141	14	4	133	15	7	11
Mississippi	278	12	-1	278	12	3	278	12	2	246	12	4	-1
Montana	31	5	-8	2	0	-9	15	3	-7	31	5	-3	-3
Tennessee	829	25	12	1,043	28	19	834	20	10	1,023	22	14	-12
South Carolina	799	36	23	729	30	21	675	29	19	667	32	24	-12
Oklahoma	36	2	-11	17	1	-8	27	1	-9	36	1	-7	-20
California	2,113	32	19	3,832	43	34	4,103	42	32	5,961	24	16	-23
Illinois	557	12	-1	1,009	13	4	1,280	12	2	872	9	1	-25
Vermont	14	4	-9	8	2	-7	20	5	-5	13	3	-5	-25
Ohio	197	5	-8	244	4	-5	284	4	-6	245	4	-4	-26
Arkansas	63	3	-10	146	7	-2	13	1	-9	62	2	-6	-29
Kansas	107	6	-7	111	5	-4	81	3	-7	100	4	-4	-36
Minnesota	61	2	-11	32	1	-8	38	1	-9	43	1	-7	-37
Utah	95	5	-8	89	4	-5	106	5	-5	67	3	-5	-48
Nevada	467	44	31	428	40	31	360	37	27	194	22	14	-51
Idaho	97	9	-4	66	5	-4	82	6	-4	55	4	-4	-52
New Mexico	74	6	-7	122	9	0	96	5	-5	56	3	-5	-54
Virginia	476	19	6	351	12	3	266	9	-1	275	8	0	-58
Colorado	378	15	2	162	9	0	270	13	3	164	6	-2	-59
Maryland	133	3	-10	118	3	-6	63	1	-9	62	1	-7	-61
Texas	76	1	-12	38	0	-9	31	0	-10	40	0	-8	-63
Alabama	326	19	6	260	14	5	113	6	-4	143	7	-1	-64
Wyoming	20	5	-8	6	1	-8	12	2	-8	9	2	-6	-66
New Jersey	88	2	-11	36	1	-8	45	1	-9	34	1	-7	-74
Wisconsin	278	7	-6	226	5	-4	198	4	-6	96	2	-6	-74
Florida	6,896	58	45	2,983	26	17	7,267	51	41	1,941	13	5	-77
Rhode Island	56	6	-7	44	4	-5	0	0	-10	14	1	-7	-78
Pennsylvania	108	1	-12	108	1	-8	77	1	-9	29	0	-8	-78
Louisiana	306	18	5	256	13	4	90	4	-6	85	4	-4	-79
Indiana	942	17	4	712	10	1	471	6	-4	336	3	-5	-80
Puerto Rico	484	19	6	197	7	-2	172	5	-5	96	3	-5	-83
West Virginia	221	13	0	69	5	-4	4	0	-10	34	2	-6	-83
Maine	268	35	22	277	37	28	306	36	26	55	6	-2	-84
Missouri	480	19	6	240	9	0	112	4	-6	70	2	-6	-87
South Dakota	43	7	-6	4	1	-8	4	1	-9	4	1	-7	-92
Georgia	66	42	29	311	9	0	197	4	-6	112	2	-6	-94
Connecticut	95	3	-10	40	1	-8	5	0	-10	4	0	-8	-96
District of Columbia	18	7	-6	49	23	14	9	4	-6	0	0	-8	-100
Kentucky	3,323	47	34	401	12	3	234	8	-2	0	0	-8	-100
Nebraska	3	0	-13	1	0	-9	0	0	-10	0	0	-8	-100
Arizona	.	.	.	752	30	21	766	26	16	708	24	16	†
Massachusetts	.	.	.	.	.	.	0	0	-10	0	0	-8	†
New Hampshire	.	.	.	1	0	-9	4	0	-10	1	0	-8	†
North Carolina	.	.	.	16	0	-9	53	1	-9	106	2	-6	†
Virgin Islands	55	60	47	36	36	27	36	41	31	45	30	22	-51
American Samoa	26	5	-8	0	0	-9	0	0	-10	0	0	-8	-100
Northern Marianas	5	14	1	1	3	-6	2	5	-5	0	0	-8	-100
Guam	0	0	-13	0	0	-9	2	1	-9	0	0	-8	†
National Baseline	21,729	13		17,580	9		21,825	10		18,835	8		-41

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13e. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in programs for typically developing children under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Florida	11	0.09	-3.43	1,890	16.37	11.62	491	3.45	-0.86	915	6.34	2.18	6758
Georgia	3	1.89	-1.63	616	16.95	12.20	784	16.76	12.45	940	19.49	15.33	933
Puerto Rico	6	0.23	-3.29	11	0.37	-4.38	71	2.20	-2.11	62	2.08	-2.08	798
Alabama	16	0.93	-2.59	96	5.23	0.48	212	10.62	6.31	163	7.81	3.65	743
Arkansas	77	3.83	0.31	131	6.49	1.74	743	31.79	27.48	887	31.98	27.82	735
District of Columbia	12	4.82	1.30	36	16.98	12.23	36	17.48	13.17	94	33.69	29.53	599
Idaho	10	0.95	-2.57	24	1.99	-2.76	55	4.32	0.01	72	5.73	1.57	505
South Carolina	9	0.41	-3.11	23	0.96	-3.79	38	1.66	-2.65	34	1.62	-2.54	296
Wisconsin	109	2.76	-0.76	188	4.06	-0.69	269	5.22	0.91	422	8.10	3.94	194
Utah	21	1.15	-2.37	27	1.34	-3.41	30	1.33	-2.98	81	3.29	-0.87	186
Alaska	5	1.00	-2.52	23	3.93	-0.82	20	3.07	-1.24	17	2.68	-1.48	168
Michigan	16	0.27	-3.25	65	0.95	-3.80	34	0.47	-3.84	49	0.69	-3.47	155
Delaware	27	3.33	-0.19	41	4.35	-0.40	31	3.10	-1.21	74	8.16	4.00	145
Rhode Island	79	8.25	4.73	104	10.31	5.56	20	2.10	-2.21	182	16.71	12.55	102
South Dakota	62	10.42	6.90	81	13.26	8.51	127	19.69	15.38	129	19.69	15.53	89
Wyoming	30	7.48	3.96	51	11.16	6.41	55	10.76	6.45	68	12.81	8.65	71
Maine	132	17.35	13.83	117	15.64	10.89	137	16.27	11.96	274	28.42	24.26	64
Illinois	46	0.96	-2.56	90	1.16	-3.59	158	1.45	-2.86	154	1.54	-2.62	60
Kansas	102	5.41	1.89	127	5.81	1.06	150	6.04	1.73	224	8.18	4.02	51
New Hampshire	27	2.74	-0.78	45	4.60	-0.15	64	5.27	0.96	48	4.11	-0.05	50
Montana	13	2.24	-1.28	10	1.59	-3.16	30	5.23	0.92	17	2.83	-1.33	26
Maryland	115	2.79	-0.73	127	2.96	-1.79	174	3.61	-0.70	164	3.35	-0.81	20
Oregon	51	3.14	-0.38	58	3.28	-1.47	62	3.38	-0.93	71	3.76	-0.40	20
North Dakota	7	2.30	-1.22	15	4.57	-0.18	25	6.89	2.58	10	2.70	-1.46	17
Tennessee	157	4.66	1.14	217	5.78	1.03	406	9.55	5.24	226	4.81	0.65	3
Mississippi	141	6.21	2.69	141	6.21	1.46	141	6.33	2.02	126	6.21	2.05	0
Ohio	72	1.92	-1.60	106	1.62	-3.13	147	2.03	-2.28	119	1.89	-2.27	-2
West Virginia	8	0.47	-3.05	0	0.00	-4.75	13	0.85	-3.46	7	0.44	-3.72	-6
Pennsylvania	262	3.20	-0.32	262	3.20	-1.55	518	5.51	1.20	295	2.89	-1.27	-10
Missouri	152	6.07	2.55	264	9.93	5.18	241	7.93	3.62	153	5.42	1.26	-11
Nevada	44	4.13	0.61	40	3.75	-1.00	52	5.32	1.01	32	3.58	-0.58	-13
New Mexico	36	3.06	-0.46	19	1.34	-3.41	17	0.97	-3.34	49	2.55	-1.61	-17
Washington	191	7.95	4.43	205	7.56	2.81	248	8.55	4.24	193	6.27	2.11	-21
Indiana	189	3.41	-0.11	110	1.53	-3.22	217	2.63	-1.68	243	2.41	-1.75	-29
New Jersey	260	5.91	2.39	264	5.57	0.82	264	4.83	0.52	222	3.45	-0.71	-42
Colorado	195	7.93	4.41	77	4.16	-0.59	112	5.39	1.08	107	4.13	-0.03	-48
Iowa	83	8.63	5.11	36	3.23	-1.52	63	5.26	0.95	61	3.73	-0.43	-57
New York	562	2.73	-0.79	506	2.15	-2.60	380	1.41	-2.90	242	0.80	-3.36	-71
Texas	1,236	9.60	6.08	1,350	9.40	4.65	1,642	10.18	5.87	456	2.51	-1.65	-74
Hawaii	294	9.44	5.92	57	1.85	-2.90	85	2.38	-1.93	91	2.30	-1.86	-76
Louisiana	25	1.46	-2.06	41	2.09	-2.66	18	0.83	-3.48	7	0.30	-3.86	-79
Oklahoma	68	3.23	-0.29	70	3.16	-1.59	1	0.04	-4.27	16	0.61	-3.55	-81
Connecticut	445	12.99	9.47	258	7.69	2.94	117	3.08	-1.23	69	1.78	-2.38	-86
Virginia	450	17.52	14.00	125	4.15	-0.60	95	3.06	-1.25	74	2.12	-2.04	-88
Arizona	.	.	.	0	0.00	-4.75	0	0.00	-4.31	0	0.00	-4.16	†
California	0	0.00	-3.52	0	0.00	-4.75	0	0.00	-4.31	0	0.00	-4.16	†
Kentucky	.	.	.	.	.	.	0	0.00	-4.31	0	0.00	-4.16	†
Massachusetts	.	.	.	.	.	.	0	0.00	-4.31	1,229	9.52	5.36	†
Minnesota	0	0.00	-3.52	99	3.47	-1.28	134	4.55	0.24	172	5.63	1.47	†
Nebraska	0	0.00	-3.52	29	4.29	-0.46	128	10.80	6.49	148	13.27	9.11	†
North Carolina	.	.	.	767	17.71	12.96	416	9.67	5.36	627	11.40	7.24	†
Vermont	0	0.00	-3.52	68	16.63	11.88	83	18.95	14.64	101	21.40	17.24	†
Virgin Islands	3	3.30	-0.22	1	0.99	-3.76	9	10.34	6.03	6	3.95	-0.21	20
Guam	7	3.03	-0.49	16	6.61	1.86	6	2.56	-1.75	5	2.29	-1.87	-24
American Samoa	0	0.00	-3.52	0	0.00	-4.75	0	0.00	-4.31	0	0.00	-4.16	†
Northern Marianas	0	0.00	-3.52	5	12.50	7.75	2	4.76	0.45	1	2.08	-2.08	†
National Baseline	5,866	3.52		9,129	4.75		9,371	4.31		10,228	4.16		18

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13f. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in residential facilities under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Michigan	1	0.02	-0.12	6	0.09	0.00	4	0.06	-0.01	5	0.07	0.01	317
Colorado	1	0.04	-0.10	0	0.00	-0.09	2	0.10	0.03	2	0.08	0.02	90
Oklahoma	2	0.10	-0.04	1	0.05	-0.04	1	0.04	-0.03	4	0.15	0.09	60
Florida	12	0.10	-0.04	2	0.02	-0.07	3	0.02	-0.05	15	0.10	0.04	3
Maryland	1	0.02	-0.12	0	0.00	-0.09	1	0.02	-0.05	1	0.02	-0.04	-16
Texas	18	0.14	0.00	11	0.08	-0.01	18	0.11	0.04	19	0.10	0.04	-25
Oregon	14	0.86	0.72	10	0.57	0.48	12	0.65	0.58	10	0.53	0.47	-39
New York	7	0.03	-0.11	3	0.01	-0.08	2	0.01	-0.06	6	0.02	-0.04	-42
Alaska	3	0.60	0.46	0	0.00	-0.09	1	0.15	0.08	2	0.32	0.26	-48
New Jersey	11	0.25	0.11	14	0.30	0.21	17	0.31	0.24	8	0.12	0.06	-50
South Dakota	2	0.34	0.20	1	0.16	0.07	1	0.16	0.09	1	0.15	0.09	-55
Virginia	23	0.90	0.76	47	1.56	1.47	7	0.23	0.16	13	0.37	0.31	-58
Missouri	5	0.20	0.06	1	0.04	-0.05	5	0.16	0.09	2	0.07	0.01	-65
Maine	52	6.83	6.69	31	4.14	4.05	25	2.97	2.90	22	2.28	2.22	-67
Indiana	5	0.09	-0.05	3	0.04	-0.05	3	0.04	-0.03	3	0.03	-0.03	-67
Louisiana	3	0.18	0.04	3	0.15	0.06	1	0.05	-0.02	1	0.04	-0.02	-75
Pennsylvania	4	0.05	-0.09	4	0.05	-0.04	1	0.01	-0.06	1	0.01	-0.05	-80
Minnesota	7	0.26	0.12	4	0.14	0.05	1	0.03	-0.04	1	0.03	-0.03	-87
Alabama	18	1.04	0.90	7	0.38	0.29	3	0.15	0.08	2	0.10	0.04	-91
Arkansas	35	1.74	1.60	8	0.40	0.31	0	0.00	-0.07	4	0.14	0.08	-92
Iowa	1	0.10	-0.04	0	0.00	-0.09	1	0.08	0.01	0	0.00	-0.06	-100
Nebraska	5	0.68	0.54	2	0.30	0.21	0	0.00	-0.07	0	0.00	-0.06	-100
Arizona	.	.	.	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
California	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Connecticut	0	0.00	-0.14	0	0.00	-0.09	1	0.03	-0.04	0	0.00	-0.06	†
Delaware	0	0.00	-0.14	2	0.21	0.12	1	0.10	0.03	3	0.33	0.27	†
District of Columbia	.	.	.	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Georgia	0	0.00	-0.14	0	0.00	-0.09	4	0.09	0.02	1	0.02	-0.04	†
Hawaii	0	0.00	-0.14	1	0.03	-0.06	5	0.14	0.07	5	0.13	0.07	†
Idaho	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Illinois	0	0.00	-0.14	0	0.00	-0.09	20	0.18	0.11	1	0.01	-0.05	†
Kansas	0	0.00	-0.14	0	0.00	-0.09	1	0.04	-0.03	0	0.00	-0.06	†
Kentucky	.	.	.	.	.	.	0	0.00	-0.07	0	0.00	-0.06	†
Massachusetts	.	.	.	.	.	.	0	0.00	-0.07	0	0.00	-0.06	†
Mississippi	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Montana	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Nevada	0	0.00	-0.14	1	0.09	0.00	0	0.00	-0.07	1	0.11	0.05	†
New Hampshire	.	.	.	.	.	.	.	.	.	0	0.00	-0.06	†
New Mexico	0	0.00	-0.14	1	0.07	-0.02	0	0.00	-0.07	0	0.00	-0.06	†
North Carolina	.	.	.	1	0.02	-0.07	10	0.23	0.16	4	0.07	0.01	†
North Dakota	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	2	0.54	0.48	†
Ohio	0	0.00	-0.14	4	0.06	-0.03	3	0.04	-0.03	2	0.03	-0.03	†
Puerto Rico	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Rhode Island	.	.	.	.	.	.	0	0.00	-0.07	0	0.00	-0.06	†
South Carolina	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	1	0.05	-0.01	†
Tennessee	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Utah	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Vermont	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Washington	0	0.00	-0.14	0	0.00	-0.09	4	0.14	0.07	5	0.16	0.10	†
West Virginia	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Wisconsin	0	0.00	-0.14	1	0.02	-0.07	2	0.04	-0.03	1	0.02	-0.04	†
Wyoming	0	0.00	-0.14	.	.	.	0	0.00	-0.07	1	0.19	0.13	†
Virgin Islands	1	1.10	0.96	0	0.00	-0.09	1	1.15	1.08	3	1.97	1.91	80
American Samoa	2	0.38	0.24	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	-100
Guam	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
Northern Marianas	0	0.00	-0.14	0	0.00	-0.09	0	0.00	-0.07	0	0.00	-0.06	†
National Baseline	233	0.14		169	0.09		161	0.07		152	0.06		-56

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13g. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in other settings under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^c
	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	#	% ^a	DIF ^b	
Hawaii	2	0.06	-2.15	8	0.26	-2.31	9	0.25	-2.12	20	0.50	-1.11	686
Maine	12	1.58	-0.63	36	4.81	2.24	2	0.24	-2.13	105	10.89	9.28	591
New York	144	0.70	-1.51	343	1.46	-1.11	1,037	3.85	1.48	1,010	3.32	1.71	375
Iowa	3	0.31	-1.90	0	0.00	-2.57	10	0.83	-1.54	18	1.10	-0.51	253
Idaho	1	0.09	-2.12	5	0.42	-2.15	4	0.31	-2.06	4	0.32	-1.29	236
Kansas	8	0.42	-1.79	27	1.23	-1.34	46	1.85	-0.52	38	1.39	-0.22	227
Nebraska	2	0.27	-1.94	1	0.15	-2.42	145	12.24	9.87	8	0.72	-0.89	165
Florida	141	1.18	-1.03	784	6.79	4.22	1,027	7.21	4.84	428	2.96	1.35	150
Tennessee	74	2.20	-0.01	61	1.62	-0.95	63	1.48	-0.89	214	4.55	2.94	107
Oklahoma	45	2.14	-0.07	21	0.95	-1.62	129	5.23	2.86	112	4.26	2.65	99
Minnesota	3	0.11	-2.10	18	0.63	-1.94	7	0.24	-2.13	6	0.20	-1.41	78
Oregon	2	0.12	-2.09	15	0.85	-1.72	5	0.27	-2.10	4	0.21	-1.40	72
Alabama	27	1.56	-0.65	28	1.52	-1.05	5	0.25	-2.12	55	2.64	1.03	69
Alaska	5	1.00	-1.21	12	2.05	-0.52	11	1.69	-0.68	10	1.58	-0.03	57
Wisconsin	15	0.38	-1.83	25	0.54	-2.03	35	0.68	-1.69	30	0.58	-1.03	52
Texas	82	0.64	-1.57	170	1.18	-1.39	79	0.49	-1.88	175	0.96	-0.65	51
Virginia	19	0.74	-1.47	30	1.00	-1.57	36	1.16	-1.21	29	0.83	-0.78	12
Indiana	177	3.20	0.99	495	6.89	4.32	231	2.80	0.43	291	2.88	1.27	-10
Colorado	46	1.87	-0.34	195	10.53	7.96	134	6.45	4.08	41	1.58	-0.03	-15
Illinois	356	7.41	5.20	593	7.65	5.08	350	3.20	0.83	554	5.53	3.92	-25
North Dakota	5	1.64	-0.57	0	0.00	-2.57	0	0.00	-2.37	4	1.08	-0.53	-34
Louisiana	77	4.50	2.29	70	3.56	0.99	65	3.00	0.63	60	2.60	0.99	-42
New Mexico	15	1.27	-0.94	46	3.25	0.68	27	1.54	-0.83	12	0.63	-0.98	-51
Ohio	67	1.78	-0.43	49	0.75	-1.82	73	1.01	-1.36	44	0.70	-0.91	-61
Rhode Island	103	10.76	8.55	121	11.99	9.42	234	24.61	22.24	32	2.94	1.33	-73
Maryland	7	0.17	-2.04	1	0.02	-2.55	3	0.06	-2.31	2	0.04	-1.57	-76
South Dakota	43	7.23	5.02	26	4.26	1.69	5	0.78	-1.59	11	1.68	0.07	-77
Michigan	140	2.37	0.16	112	1.64	-0.93	87	1.20	-1.17	38	0.54	-1.07	-77
Pennsylvania	1,003	12.25	10.04	1,003	12.25	9.68	24	0.26	-2.11	252	2.47	0.86	-80
New Hampshire	54	5.49	3.28	11	1.12	-1.45	7	0.58	-1.79	10	0.86	-0.75	-84
South Carolina	12	0.55	-1.66	3	0.12	-2.45	2	0.09	-2.28	1	0.05	-1.56	-91
Washington	17	0.71	-1.50	18	0.66	-1.91	24	0.83	-1.54	1	0.03	-1.58	-95
Delaware	305	37.56	35.35	379	40.23	37.66	462	46.25	43.88	1	0.11	-1.50	-100
Kentucky	547	7.66	5.45	71	2.19	-0.38	0	0.00	-2.37	0	0.00	-1.61	-100
New Jersey	106	2.41	0.20	32	0.67	-1.90	47	0.86	-1.51	0	0.00	-1.61	-100
Utah	8	0.44	-1.77	5	0.25	-2.32	0	0.00	-2.37	0	0.00	-1.61	-100
Arizona	.	.	.	63	2.50	-0.07	28	0.95	-1.42	41	1.40	-0.21	†
Arkansas	0	0.00	-2.21	0	0.00	-2.57	6	0.26	-2.11	27	0.97	-0.64	†
California	0	0.00	-2.21	0	0.00	-2.57	.	.	.	0	0.00	-1.61	†
Connecticut	0	0.00	-2.21	0	0.00	-2.57	9	0.24	-2.13	1	0.03	-1.58	†
District of Columbia	.	.	.	0	0.00	-2.57	0	0.00	-2.37	32	11.47	9.86	†
Georgia	0	0.00	-2.21	10	0.28	-2.29	598	12.78	10.41	200	4.15	2.54	†
Massachusetts	.	.	.	.	.	.	0	0.00	-2.37	2	0.02	-1.59	†
Mississippi	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
Missouri	.	.	.	21	0.79	-1.78	79	2.60	0.23	23	0.81	-0.80	†
Montana	0	0.00	-2.21	0	0.00	-2.57	3	0.52	-1.85	1	0.17	-1.44	†
Nevada	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
North Carolina	.	.	.	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
Puerto Rico	0	0.00	-2.21	8	0.27	-2.30	11	0.34	-2.03	12	0.40	-1.21	†
Vermont	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
West Virginia	0	0.00	-2.21	9	0.70	-1.87	1	0.07	-2.30	1	0.06	-1.55	†
Wyoming	.	.	.	8	1.75	-0.82	2	0.39	-1.98	4	0.75	-0.86	†
American Samoa	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
Guam	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
Northern Marianas	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
Virgin Islands	0	0.00	-2.21	0	0.00	-2.57	0	0.00	-2.37	0	0.00	-1.61	†
National Baseline	3,673	2.21		4,933	2.57		5,162	2.37		3,964	1.61		-27

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^bDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^cPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Table 3-13h. Number, percentage and difference from national baseline of infants and toddlers birth through age 2 receiving early intervention in natural environments^a under IDEA, Part C, by state: Fall 1998 through fall 2001, and percentage change fall 1998 to fall 2001

State	1998			1999			2000			2001			% Change 1998 to 2001 ^d
	#	% ^b	DIF ^c	#	% ^b	DIF ^c	#	% ^b	DIF ^c	#	% ^b	DIF ^c	
Puerto Rico	43	2	-64	398	13	-60	1,187	37	-39	1,283	43	-39	2493
District of Columbia	40	16	-50	66	31	-42	70	34	-42	159	57	-25	255
Alabama	539	31	-35	946	51	-22	1,578	79	3	1,714	82	0	163
Florida	3,443	29	-37	6,561	57	-16	3,975	28	-48	9,646	67	-15	131
Delaware	275	34	-32	356	38	-35	353	35	-41	681	75	-7	122
Illinois	1,601	33	-33	3,626	47	-26	7,242	66	-10	7,190	72	-10	115
Nevada	356	33	-33	446	42	-31	478	49	-27	620	69	-13	107
Kentucky	3,272	46	-20	2,514	78	5	2,766	92	16	3,518	91	9	99
Arkansas	746	37	-29	687	34	-39	1,347	58	-18	1,925	69	-13	87
Georgia	85	53	-13	3,210	88	15	3,814	82	6	4,458	92	10	73
Missouri	1,402	56	-10	2,159	81	8	2,637	87	11	2,595	92	10	64
Wisconsin	2,272	57	-9	3,283	71	-2	4,285	83	7	4,752	91	9	59
Virginia	1,443	56	-10	1,914	64	-9	2,358	76	0	2,949	84	2	50
Colorado	1,428	58	-8	1,213	66	-7	1,411	68	-8	2,236	86	4	49
South Dakota	400	67	1	556	91	18	623	97	21	626	96	14	42
Indiana	3,442	62	-4	5,684	79	6	7,151	87	11	8,900	88	6	42
Rhode Island	574	60	-6	642	64	-9	664	70	-6	912	84	2	40
West Virginia	1,221	71	5	1,206	94	21	1,476	97	21	1,561	98	16	37
Tennessee	1,725	51	-15	2,128	57	-16	2,967	70	-6	3,284	70	-12	36
Idaho	678	64	-2	865	72	-1	1,006	79	3	1,090	87	5	35
Louisiana	1,186	69	3	1,503	76	3	1,927	89	13	2,078	90	8	30
Vermont	286	75	9	401	98	25	405	92	16	459	97	15	30
Washington	864	36	-30	957	35	-38	1,311	45	-31	1,399	45	-37	27
Maine	300	39	-27	332	44	-29	390	46	-30	473	49	-33	24
Wyoming	307	77	11	406	89	16	464	91	15	501	94	12	23
Maryland	2,583	63	-3	2,762	64	-9	3,505	73	-3	3,709	76	-6	21
New Jersey	3,586	82	16	4,525	95	22	5,275	96	20	6,316	98	16	20
Utah	1,172	64	-2	1,605	80	7	1,757	78	2	1,877	76	-6	19
Pennsylvania	6,719	82	16	6,719	82	9	9,076	97	21	9,747	96	14	17
Ohio	2,100	56	-10	3,537	54	-19	4,111	57	-19	4,050	64	-18	15
Oregon	901	55	-11	1,000	57	-16	1,056	58	-18	1,202	64	-18	15
New Mexico	762	65	-1	863	61	-12	1,154	66	-10	1,404	73	-9	13
New York	14,964	73	7	17,767	76	3	20,742	77	1	24,762	81	-1	12
Kansas	1,531	81	15	1,825	83	10	2,192	88	12	2,487	91	9	12
Hawaii	2,339	75	9	2,171	70	-3	2,806	79	3	3,300	83	1	11
South Carolina	1,332	61	-5	1,630	68	-5	1,557	68	-8	1,395	67	-15	10
Minnesota	2,085	77	11	2,362	83	10	2,418	82	6	2,556	84	2	9
New Hampshire	900	91	25	966	99	26	1,201	99	23	1,157	99	17	8
Michigan	4,228	71	5	5,006	73	0	5,598	77	1	5,428	77	-5	7
Nebraska	578	78	12	544	80	7	931	79	3	932	84	2	7
California	4,581	68	2	5,021	57	-16	5,709	58	-18	17,757	73	-9	6
Alaska	450	90	24	554	95	22	616	95	19	606	96	14	6
Connecticut	3,269	95	29	3,314	99	26	3,777	100	24	3,869	100	18	5
Iowa	854	89	23	964	87	14	1,079	90	14	1,503	92	10	3
Montana	538	93	27	609	97	24	550	96	20	568	95	13	2
Texas	12,631	98	32	14,088	98	25	15,958	99	23	17,886	98	16	0
Mississippi	1,296	57	-9	1,296	57	-16	1,269	57	-19	1,160	57	-25	0
Oklahoma	1,988	95	29	2,168	98	25	2,297	93	17	2,456	93	11	-1
North Dakota	285	94	28	309	94	21	359	99	23	337	91	9	-3
Massachusetts	9,803	100	34	10,998	100	27	12,145	100	24	12,014	93	11	-7
Arizona	.	.	.	1,606	64	-9	2,086	71	-5	2,121	73	-9	†
North Carolina	.	.	.	4,121	95	22	4,023	93	17	5,028	91	9	†
Virgin Islands	35	38	-28	65	64	-9	50	57	-19	104	68	-14	78
Northern Marianas	27	75	9	32	80	7	34	81	5	48	100	18	33
Guam	158	68	2	166	69	-4	212	91	15	173	79	-3	16
American Samoa	442	84	18	0	0	-73	0	0	-76	0	0	-82	-100
National Baseline	110,065	66		140,652	73		165,428	76		200,961	82		24

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 1998-2001. Data updated as of July 30, 2003.

^aNatural environments is a constructed category that combines two of the early intervention settings—home, and programs for typically developing children.

^bPercent = Number of infants and toddlers in setting category divided by the total number of infants and toddlers in all setting categories multiplied by 100.

^cDIF = Difference from National Baseline. See Part C Settings Data Notes for an explanation of individual state differences on how data are reported.

^dPercent change = 2001 percentage minus 1998 percentage divided by 1998 percentage multiplied by 100.

. Data not available.

† Percentage cannot be calculated.

Appendix A

Data Notes for IDEA, Part C

Note: Table numbers given below refer to tables in vol. 2 of this report.

Table 6-1: Part C, Counts of Infants and Toddlers Served

Alaska—Alaska’s child count includes 46 children over the age of 3 years. All 46 are counted in the column for children ages 2 through 3 years. These 46 children are awaiting enrollment in Part B services. In order to provide continuity of services while the LEA initiates an IEP, Alaska state regulations provide for serving children with Part C funds for up to 6 months past their third birthday (7AAC23.080(d)).

Alaska estimated race/ethnicity for 63 children. The state estimated race/ethnicity by distributing the 63 children proportionally based on the known racial/ethnic makeup of Part C children who are the same age.

Arkansas—The number of Hispanic children served in 2002 increased significantly over 2001 as a result of an increase in public awareness activities and an increase in the state’s Hispanic population.

California—The data are based on the number of Early Start consumers reported by the regional centers and by the California Department of Education. This represents all program participants.

In 2002, the number of children reported to the California Department of Education with a missing or unknown race/ethnicity was smaller than in 2001. This decline is the result of the assistance provided to local program implementers on reporting race/ethnicity and a clarification of the instructions related to reporting race/ethnicity. More accurate reporting also resulted in fewer children reported in the Hispanic category and more children reported in the other racial/ethnic categories. As a result, the number of children reported in each of the race/ethnicity categories varies significantly from last year's data.

In 2001, California did not report the number of at-risk children it served. In 2000, California reported an estimate of the number of at-risk children served. In that year, the state counted any child who did not have a diagnosed developmental disability as *at risk*. In 2002, California based its at-risk count on the results of a study of children entering Part C in 1998. For each regional center, the state determined what proportion of children entering Part C in 1998 became eligible for Part B services based on a diagnosed developmental disability by the time they reach school age. The school-age population was not included in the analysis because California public schools do not serve high-risk children as a distinct target population. The results of this analysis were used to estimate the at-risk count for 2002.

Georgia—Georgia estimated race/ethnicity for 156 children.

Minnesota—One small district did not report its child count and is excluded from the state count.

Nevada—The state attributes the decrease in the number of children served to unfilled and/or frozen direct service positions. Because of staff shortages, Nevada is unable to serve all of the children with disabilities that it identifies. There is a waiting list. In addition, Nevada no longer serves children who are at risk. This change in state policy was implemented for the 2001 child count.

New York—There was a substantial increase in New York’s child count as a result of a number of factors: the impact of the September 11th attacks on the World Trade Center, improved data entry, shortened duration to individualized family services plan (IFSP), and increased rate of referral. New York’s child count includes children over the age of 3 years. All of these children are counted in the column for children ages 2 through 3 years.

New York estimated race/ethnicity for 11,697 children.

Ohio — In 2002, the state implemented a new web-based data collection system. Glitches with this system during its initiation may have led to an undercount in the state's 2002 child count.

Rhode Island—The state reported that the 15 percent increase in its child count reflects increased outreach efforts in 2002.

Rhode Island's child count includes 36 children (2.9 percent of the total count) over the age of 3 years. They are counted in the column for children ages 2 through 3 years.

Rhode Island estimated race/ethnicity for 137 infants and toddlers (10.96 percent) with a reported race/ethnicity outside the five OSEP categories. These children were proportionately assigned to a race/ethnicity based on the distribution of race/ethnicity for other children.

The state also reported that it is changing the response options in its data system in response to feedback and quality assurance reviews. The system is still in development, and data elements are being defined more clearly.

South Carolina—The number of children reported by South Carolina dropped substantially because of better data reporting. South Carolina recently implemented a new web-based data collection system. Using the new system, the 2002 child count includes only those children who are eligible and have a complete initial IFSP. In previous years, South Carolina's child count incorrectly included all children referred for services.

Washington—Because Washington did not estimate race/ethnicity for the 252 (7.2 percent) children coded in the state system as other, the number of children reported by race/ethnicity is smaller than the number of children reported by age.

Table 6-4: Part C, Early Intervention Service Settings

Alaska—Alaska estimated race/ethnicity for 96 children. It estimated race/ethnicity by distributing the 96 children proportionally based on the known racial/ethnic makeup of Part C children.

California—In 2001, California reported primary setting for all children on its child count for that year. In past years, this was not true. For example, in 2000 no settings data were provided for 12,559 (56 percent) children. As a result of this improved reporting, there are dramatic changes in these data.

In California, some infants enter Part C while still residing in a newborn intensive care unit (NICU). These are the children reported in the *hospital* setting.

As a result of revised and improved data sources for determining race/ethnicity, the racial/ethnic distribution of California's Part C children varies from past years.

Connecticut—The one child reported in the other setting category received his/her early intervention services as an office-supervised visit through child protective services.

Colorado—Colorado reported that it did not include 475 children in the settings data because the state was unable to determine what services they received. Eleven of these children are Asian, 16 are black non-Hispanic, 109 are Hispanic, 329 are white non-Hispanic, and 10 are American Indian. For these same 475 children, 86 are in the birth up to 1 age group, 131 are in the 1 up to 2 age group, and 258 are in the 2 up to 3 age group.

District of Columbia—Of the 32 children reported in the *other setting* category, 19 received their early intervention services in a hospital on an outpatient basis; 9 received their services primarily in a school for the deaf; and 4 children received their services primarily in community child care settings.

Delaware—Children reported in the *other setting* category include those receiving their early intervention services primarily in a facility for medically fragile children.

In the past, Delaware interpreted that service coordination should be listed in the category *other setting*. Last year, guidance from Westat indicated that if the location of the service was *home* for service coordination, then that is the appropriate category. This yielded a -99.78 percent difference from one year to the next. Other now includes only those settings not listed in the defined categories.

Florida—Although there was an increase of 22 percent in the number of children served in *programs for developmental delay*, the state believes that this change does not imply the use of more restrictive settings. These programs are predominantly integrated programs where the EI program supports early intervention special instruction in a holistic setting.

Florida explains the 86 percent increase in the number of children reported in the *programs for typically developing children* category, the 150 percent increase in the *home* category, the 73 percent decrease in *service provider location* category, and the 58 percent decrease in *other locations* category to the state's efforts to shift the service delivery model to more natural settings.

Georgia—Georgia estimated race/ethnicity for 124 children.

Illinois—In 2001, Illinois used payment data, rather than the IFSP, to determine primary setting. The children reported in the *other setting* category all had active IFSPs in place on the report date, but because the state had not yet paid for any services for these children (except service coordination) it had no data from which to determine primary setting. There are at least four reasons why no services had been paid for:

1. The child was not ready for services. The state is only tracking the child for supervision. This is most common for infants.
2. Because the IFSP started close to December 1, the state had received no bills to pay.
3. Because the insurance provider paid for all services, there were no state payments to base primary setting on. Illinois requires the use of insurance when it will cover authorized services.
4. In part of the state, a group of school districts provide free early intervention services. Although the local service coordination agency provides supervision and case coordination services to some of the children served, the districts do not accept payment. For children served by these districts, the state has no payment basis from which to determine primary setting.

Kentucky—Kentucky's data collection only includes two service settings: *home or community-based setting* and *office or center based*. Of those children reported in the office or center-based setting, some are receiving services in *settings designed for children with developmental delays*, and others are receiving services in *settings for typically developing children*.

Maryland—Because Maryland did not estimate race/ethnicity for 238 children (4.9 percent), in the settings data, the number of children reported by race/ethnicity is smaller than the total number of children reported by age.

Massachusetts—The settings data reported for 2001 differ from the data reported in previous years because Massachusetts changed how it determines primary setting. In the past, Massachusetts counted 100 percent of its children in the *home* setting because all children receive at least one home visit. In 2001, Massachusetts used the summation of service hours received during early intervention fiscal years 2001 and 2002 to determine program setting.

Missouri—Children reported in the *other setting* category received their early intervention services in clinics, at a parent's office, and at unknown locations.

Nevada—Two of the largest programs, both traditionally clinic/center based, continue to shift their service delivery to natural environments

North Carolina—The state reported that it includes children served in Head Start in the category *programs designed for typically developing children*.

Ohio—Ohio bases primary setting on services received, not on the IFSP. Because the primary site of service was not a required data field on the services database, primary setting could not be determined for 1,297 children. Primary setting could not be determined for an additional five children because they received no services. Ohio's new data system, implemented January 1, 2002, requires data entry for primary site of service. This will reduce the number of children whose primary setting is unknown.

Puerto Rico—According to Puerto Rico, children reported in the *other setting* category received their early intervention services in communal centers, private child care settings, and at the cerebral palsy center

Rhode Island—Rhode Island estimated race/ethnicity for 123 infants and toddlers (11 percent of the total count) reported by setting.

Rhode Island's settings data include three children (1.27 percent of the total count) over the age of 3 years. They are counted in the column for children ages 2 through 3 years.

The state is still reviewing and correcting the data system that was put in place in 2000. Because the new data system defines settings more clearly, the *other setting* category was used less in 2001 than in 2000.

However, the IFSP form does not currently include a space for defining other locations. For the 32 children reported in the *other setting* category, the definition of other comes from the services rendered form. This form is completed by providers at the time the services are provided. In the future, providers will be asked to define other location on the IFSP. Until then, it is possible that the number of children reported in the *other setting* category is inflated. The location codes will be reviewed and more clearly defined in the next 5 months. The state expects that the data for 2003 will be cleaner.

Virgin Islands—Because the settings data reported by age were notably different from the data reported by race/ethnicity, the race/ethnicity data were not included in the *26th Annual Report to Congress*.

Washington—Because Washington did not estimate race/ethnicity for the 191 (6.2 percent) children coded in the state system as other, the number of children reported by race/ethnicity is smaller than the number of children reported by age.

According to Washington, the child reported in the *other setting* category received his/her early intervention services at his/her mother's workplace.

Wyoming—According to Wyoming, children reported in the *other setting* category are those who received their early intervention services at their parents' workplace.

Table 6-5: Part C, Early Intervention Program Exiting

Alaska—Alaska's exit data include 76 children whose race/ethnicity was unknown. The state estimated its race/ethnicity by distributing the 76 children proportionally based on the known racial/ethnic makeup of the exit category.

California—The state explained that because the 2001 race/ethnicity data are more accurate, the racial/ethnic makeup of children in the exit categories may be different from 2000.

The state also reported that this is its first full year of reporting exit data using exit codes that conform to the OSEP exit categories. As a result, the number of children reported in some exit categories is much lower, and the number reported in other exit categories is much higher. The 2001 data were also affected by revised regulations for special incident reporting and by a new automated data system. This system now captures all deaths, resulting in an increase in the number of deaths reported.

Delaware—Delaware implemented a major effort to improve data accuracy for children exiting Part C. These efforts include the introduction of a revised Exit Data Form, now used statewide. In addition, the state is monitoring the exit data more closely, specifically, the use of the exit category Part B eligibility not determined, no referral.

Georgia—Georgia reported that it estimated race/ethnicity for 160 children exiting Part C. Georgia also stated that it reported children whose exit reason was not known in the category *attempt to contact unsuccessful*.

Maryland—Because Maryland did not estimate race/ethnicity for 208 (5.1 percent) children, the number of children reported by race/ethnicity is smaller than the total number of children exiting.

Massachusetts—Massachusetts reported that its exit data include children whose parents signed an IFSP, but who never received any services based on the IFSP. It excluded from its exit data those children who were transferred to another EI program at the time of their discharge.

North Carolina—The state reported that its exit data include children who did not meet eligibility criteria for the Infant-Toddler Program in the exit category *completion of IFSP prior to reaching maximum age*.

The state also reported its crosswalk of other state exit categories into the OSEP exit categories. North Carolina crosswalked:

- entered into preschool program and eligible for preschool program; family refused services into OSEP's exit category *Part B eligible*.
- not eligible for preschool program into OSEP's exit category *not eligible for Part B, exit to other programs*.
- other into OSEP's exit category *Part B eligibility not determined*.

- moved, address unknown or out of state into OSEP's exit category *moved out of state*.
- parent refused enrollment and parent discontinued participation into OSEP's exit category *withdrawal by parent*.
- lost to follow-up into OSEP's exit category *attempts to contact unsuccessful*.
- children who aged out without a closure report into OSEP's exit category *Part B eligibility not determined*.

The state does not report on the exit form those children coded as transferred to another county.

Rhode Island—Rhode Island estimated race/ethnicity for 82 (9.36 percent) of the children exiting Part C in 2001-02.

Some changes in Rhode Island's exit data are the result of revisions to its exit codes. In 2000, Rhode Island implemented a new data collection system. However, when implemented, the system could not distinguish between children *not eligible for Part B who exited with a referral to another program* and those who *exited without a referral*. All of these children were classified by the system as *exit with no referral*. In late 2000, the discharge codes were corrected to make the distinction possible. These revised codes were used for the entire 2001 data collection period. As a result, in 2001 more children were classified as *exiting with referral*, and fewer were classified as *exiting without referral*. Rhode Island state law mandates that all children who exit Part C without completing IFSP goals must be referred when possible.

The state is reviewing the transition process and will conduct transition training in 2003. At that time, the state will make additional code changes to its data system to make the transition data more clear.

Washington—Because Washington did not estimate race/ethnicity for the 144 (5.8 percent) children coded in the state system as other, the number of children reported by race/ethnicity is smaller than the total number of children exiting.

Table 6-6: Part C, Early Intervention Services, by Type of Service on the IFSP

Arizona—For social work services, the number of children reported by race/ethnicity is 300 children (65.4 percent) smaller than the total number of children reported.

Colorado—Children reported in the *other early intervention services* category include children and families receiving monitoring, cranio-sacral therapy, and hippotherapy.

Connecticut—Children reported in the *other early intervention services* category include children and families receiving services from a board-certified behavior analyst.

Delaware—Children reported in the *other early intervention services* category include children who received developmental (non-medical) evaluations. Delaware reported that it continues to refine its data collection effort to better define this service category.

Georgia—Georgia estimated race/ethnicity for 401 children. Children reported in the *other early intervention services* category include children and families who received service coordination or applied behavior analysis, an intervention specifically focused on intensive work with young children with autism spectrum disorders.

Idaho—Children reported in the *other early intervention services* category include children and families who received translation services, interpreters, infant massage, kindermusik, bill assistance (utilities, telephone, funeral), or help with purchases (diapers, strollers, cribs, breast pumps, high chairs, humidifiers, house cleaning).

Indiana—Children reported in the *other early intervention services* category include children and families who received interpreter services, Lovass therapy, or discrete trial training.

Kansas—Children reported in the *other early intervention services* category include children and families who received the Exceptional Family Member Program (military), New Parent Support Program (military), foster care case management, transition planning, deaf educator services, playgroup, interpreter services, services from an autism consultation, services from an autism speech assistant, Early Head Start, or family service and guidance.

Kentucky—Children reported in the *special instruction* service category include children receiving what Kentucky calls developmental intervention.

Maryland—For 13 of the 17 service categories, the number of children reported by race/ethnicity is smaller than the total number of children reported.

Massachusetts—In previous years, Massachusetts used its early intervention personnel data to estimate the number of children receiving services in each service category. This year, Massachusetts based the services data on the IFSP information and service delivery data for the timeframe of the IFSP in place on December 1, 2001. As a result, the services data look quite different this year.

For some categories, Massachusetts continued to estimate services. These service categories are assistive technology services/devices, audiology, nutrition services, special instruction, and vision services.

- Children with an assistive technology or device are counted in the *assistive technology services/devices* category.
- Children whose IFSP includes nutrition as a specialty service are counted in the *nutrition services* category.
- Children receiving autism/Pervasive Developmental Disorder services are counted in the *special instruction* category.
- Children with certain diagnoses are counted in the *audiology or vision services* categories. For example, children with severe hearing loss are counted in the *audiology* category.

Massachusetts does not provide health or medical services according to the OSEP definition.

Michigan—Children reported in the *other early intervention services* category include children who participated in play groups or received service coordination.

Minnesota—Minnesota did not report early intervention services by race/ethnicity.

Missouri—Children reported in the *other early intervention services* category include children who received interpretive services or a developmental assessment.

Montana—Children reported in the *other early intervention services* category include children who participated in a toddler group or who received deaf/blind assistance; Eagle Mount (therapeutic recreation for disabled persons); daycare, neonatal intensive care unit (NICU) follow-up clinics; swimming; massage therapy; Early Head Start; Friends to Youth; Hab aid (Habilitation Trainers who follow through on the family support specialist [FSS] recommendations in the IFSP); travel to medical follow-up; educational material; genetic counseling; ear, nose, and throat medical care; or recreation.

North Carolina—Children reported in the *other early intervention services* category include children and families who received genetic services; a preschool/program (Part B); financial assistance; an alternative residential placement; support through Supplemental Security Income; before and after school and summer care; immunizations; well-child care; housing; Women, Infants, and Children (WIC) program services; a multidisciplinary evaluation and assessment; child care; other referrals; a hearing translator/interpreter; hearing consultant; vision consultant; non-English translator; referral to the Community Alternatives Program for persons with Mental Retardation/Developmental Delay; or referral to behavior management.

Children reported in the *family training, counseling, home visits, and other support service* category include children receiving family counseling and therapy, and in-home support.

Children reported in the *special instruction* category include children receiving home and special instruction.

Nebraska—Children reported in the *other early intervention services* category include children and families who received interpreter services, recreation, or services coordination.

New Hampshire—Children reported in the *other early intervention services* category include children and families receiving transdisciplinary services ($N=478$) and family support ($N=218$).

New Mexico—Children reported in the *other early intervention services* category include children who received service coordination.

Northern Marianas—Children reported in the *other early intervention services* category are those who received services from the Shriner's Clinic or Cleft Palate Clinic.

Ohio—Ohio reported that 1,687 children are missing from its services data, probably because the services data were not required data fields in the old data system at that time.

In January 2002, Ohio implemented a new data system that requires data entry for the services data fields. This should result in better services data next year.

Children reported in the *other early intervention services* category include children and families who received child care, child protective services, clothing, drug/alcohol education, employment, financial help, housing, legal assistance, recreational/social, rehabilitation, shelter (temporary).

Oklahoma—Children reported in the *other early intervention services* category include children and families who received services from an orientation mobility, child development, or child guidance specialist.

Oregon—Children reported in the *other early intervention services* category include those who received: transportation services; behavior evaluation; braille, English as a second language, sign language; services from an instructional aide/assistant/intervener; a language interpreter for the parent; and services for autism spectrum disorder, and transition to Part B.

Rhode Island—Rhode Island estimated the race/ethnicity of 492 (10.62 percent of the total count) children.

In Rhode Island, all children receive service coordination. As per the state’s reporting instructions, service coordination is not included in Rhode Island’s services data.

Children reported in the *other early intervention services* category include those receiving transition planning ($N=167$) and translation services ($N=116$). Together these services account for 48 percent of the children reported in the other services category.

Texas—Children reported in the *other early intervention services* category include children and families who received translation/interpretation services, hippotherapy, sign language education, or music, play, or aquatic therapy.

Vermont—Children reported in the *other early intervention services* category include children and families who received aquatic therapy, services from a personal care assistant or childcare aide, or childcare.

Virginia—Children reported in the *other early intervention services* category include children and families who received service coordination.

Washington—Because Washington did not estimate race/ethnicity for children coded in the state system as other, for most service categories the number of children reported by race/ethnicity is smaller than the total number of children reported.

Other early intervention services include hydrotherapy, interpreter, care-taker, screening and/or assessment consultation, Early Head Start program, aquatic center swimming, screening and evaluation consultation, ENTs, follow-up with Children’s Hospital Regional Medical Center, neurology, support application for developmental delay, and therapeutic horseback riding.

Table 6-7: Part C, Early Intervention Personnel Employed

Alaska—The state reported that personnel in the *other professional staff* category include 8.0 FTE (full-time equivalent) master’s degree in early childhood special education, 2.0 FTE bachelor of science (BS) or bachelor of arts (BA) in special education, 13.2 FTE BS or BA in education or early childhood education, 2.0 FTE BS in speech/communication disorders, 1.0 FTE BA in audiology.

Alabama—The *other professional staff* category includes home trainers, developmental specialists, and a music therapist.

Arizona—The *other professional staff* category includes audiological test assistants, developmental screeners, and sign language instructors.

California—This is the first year California reported Part C personnel data. In past years, the state reported that it had no reliable method for collecting personnel data. This year, California estimated personnel data using a purchased services database. These data were designed for billing purposes and are

not ideal for reporting personnel data. It took many programmer hours to produce these rough estimates. In the future, the state plans to use more refined methods for estimating personnel.

Delaware—Delaware is working to refine the data collected from providers to better define the *other professional staff* personnel category.

Hawaii—The *other professional staff* category includes executive directors, administrative assistants, program managers, support specialists, and clinical staff.

Iowa—The *other professional staff* category includes regional coordinators, technology and staff development staff, and other health service providers.

Illinois—The *other professional staff* category includes ophthalmologists and other vision staff.

Indiana—The *other professional staff* category includes service coordinators, vision specialists, optometrists, and interpreters.

Kansas—The *other professional staff* category includes Spanish interpreters, director/administrative staff, teachers of hearing impaired children, behavior specialists, administrative assistants/secretaries, assistive technology specialists, vision teachers/specialists, transition services staff, deaf educators, teachers of vision impaired children, certified occupational therapy assistants, speech-language assistants, physical therapy assistants, physical therapy/occupational therapy aides, and child development associates.

Kentucky—The *other professional staff* category includes group therapists, teachers of deaf and children who are hard of hearing, and teachers of children with visual impairments.

Massachusetts—The *other professional staff* category includes specialty providers, orientation and mobility specialists, deaf educators, teachers of the deaf, and expressive therapists.

Michigan—The *other professional staff* category includes service coordinators and consultants.

Missouri—The *other professional staff* category includes interpreters and developmental assessors.

Montana—The *other professional staff* category includes special needs assistants, occupational therapist/physical therapist assistants, Early Head Start staff, nurses for neonatal intensive care unit follow-up clinic, swimming instructors, massage therapists, family support specialists, and Friends to Youth staff.

Nebraska—The *other professional staff* category includes program supervisor/directors, program consultants/coordinators, speech language technicians, home school liaisons, special education administrators, administrative supervisor/directors, and administrative coordinators.

Nevada—Nevada experienced a 12.26 percent decrease in total staff between 2000 and 2001. It attributes the decline to the governor's freezing staff vacancies and staff positions. Approximately seven public service intern positions were eliminated as a result.

New Jersey—The *other professional staff* category includes service coordinators (82.23 FTE) and child development specialists (2).

New Mexico—The *other professional staff* category includes service coordinators, parent advisors, and role models for the deaf.

New York—New York assumes that physicians providing services are primarily pediatricians, and therefore counts all physicians providing early intervention services as *peditricians*.

The *other professional staff* category includes certified low-vision specialists.

Northern Marianas—The *other professional staff* category includes site managers and an office/data clerk.

Ohio—This was the first year that Ohio collected personnel data using a survey of each county's Help Me Grow Program. This survey method of collecting personnel data may underreport the non-Help Me Grow personnel listed on IFSPs. In prior years, Ohio collected these data through a different survey method, which may have overestimated the personnel count.

The *other professional staff* category includes adaptive physical education personnel, behavior support personnel, case managers, communication specialists, driver/transportation personnel, Early Start providers, family advocates, family stability coordinators, family support coordinators, mental health therapists, music therapists, outreach personnel, playground leaders, parent coordinators, parent educators, parent mentors, prevention specialists, project directors, regional infant hearing program specialists, rehabilitation technology specialists, respite workers, sign language specialists, and supervisors.

Oklahoma—The *other professional staff* category includes child development specialists, patient care assistants (translators), consultants for children who are deaf or hard of hearing, and vision consultants.

Oregon—The *other professional staff* category includes autism specialists, behavior specialists, assistive technology specialists, communication disorder specialists, and augmentative communication specialist.

Puerto Rico—The *other professional staff* category includes data entry staff, administrators, directors, evaluators, and epidemiologists.

Rhode Island—The *other professional staff* category includes administrators (9.98 FTE), interpreters (2.50 FTE), early interventionists (5.59 FTE), early childhood educators (11 FTE), parent consultants (6.83 FTE), operations support staff (16.83 FTE), service coordinators (31.35 FTE), clinical supervisors (8 FTE), and state staff (6 FTE).

South Carolina—The *other professional staff* category includes intake and eligibility staff.

South Dakota—The state discovered that the query used to report the personnel data for 2000 used 15 minute units to calculate FTEs, not the number of hours. However, the results were reported in hours. As a result, more FTEs were reported than were actually used. This error resulted in an overcount of personnel for 2000 and explains the large decrease in total staff for 2001.

Tennessee—The *other professional staff* category includes program directors and child care personnel.

Texas—The *other professional staff* category includes early intervention specialists, program directors, educational diagnosticians, licensed professional counselors, and psychological associates.

Utah—The *other professional staff* category includes administrative personnel; sociology, early childhood, and family growth and development staff; vision specialists; specialists for deaf children; and mentors for deaf children.

Virgin Islands—The *other professional staff* category includes vision therapists.

Virginia—The *other professional staff* category includes counselors, certified therapeutic recreation therapists and educational interpreters.

West Virginia—The *other professional staff* category includes 12 parent liaisons, 59 early childhood educators, and 41 family services specialists.

Wisconsin—The *other professional staff* category includes program directors.

Appendix B

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. 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 10 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 B-1
 State Reporting Patterns for IDEA, Part B
 Child Count Data, 2002
 Educational Environments Data, 2001 and 2002
 Exiting and Discipline Data, 2001-02

States	Differences from OSEP Reporting Categories ^a			
	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Michigan ^{b,c}		O	H	R
Mississippi ^b		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			

^a States report according to state law. The U.S. Department of Education does not have authority to override state law.
^b Michigan and Mississippi began reporting children in the other health impairments category on the 2002 child count and educational environments tables. In previous years, they reported children with other health impairments in the orthopedic impairments category. This includes the 2001 educational environments, 2001-02 exiting, and 2001-02 discipline tables.
^c Michigan began using the traumatic brain injury category on the 2002 child count and educational environments tables. In previous years, it reported children with traumatic brain injury in other disability categories. This includes the 2001 educational environments, 2001-02 exiting, and 2001-02 discipline tables.

Note: Table numbers given below refer to tables in vol. 2 of this report.

Tables 1-1 through 1-16: Part B, Child Count

Alabama—The state attributed the increase in the number of children ages 6 through 9 in the developmental delay category to a change in the state definition of the category. In 2000, the state changed its definition of developmental delay to include students up to age 9. This is the second year that the child count reflects the new age range.

The state attributed the increase in the number of children ages 6 through 21 with autism to extensive statewide training on the autism spectrum. The state believes this training resulted in more accurate identification and placement of children with this disability.

Arizona—The state attributed the increase in the number of students with other health impairments to the greater number of children identified with attention deficit disorder (ADD) and attention deficit/hyperactivity disorder (ADHD).

California—The state attributed the increase in the number of students ages 6 through 21 with autism to an increase in the total number of children served in special education this year. The state reported that a large number of the new students fall into the autism category. In addition, the state attributed the increase in autism to better identification of children with this disability.

Delaware—The state does not collect data on multiple disabilities or other health impairments. Children with multiple disabilities are reported according to their primary disability, and students with other health impairments are reported in the orthopedic impairments category.

Florida—The state does not collect data on multiple disabilities. Children with multiple disabilities are reported according to their primary disability.

Georgia—The state does not collect data on multiple disabilities. Children with multiple disabilities are reported according to their primary disability.

Hawaii—The state attributed the increase in the number of students ages 6 through 21 in the autism category to a number of factors. First, teachers are better trained to identify students with this disability. Second, pediatricians are more aware of the signs of autism, recognize it, and refer children to psychologists for assessment and diagnosis. In addition, some students previously included in other disability categories were reclassified autistic. Finally, the state broadened the definition of autism when the *Diagnostic and Statistical Manual of Mental Disorders-IV* was released. The broader definition results in more students identified with this disability.

The state attributed the increase in the number of students ages 6 through 9 in the developmental delay category to new training provided to teachers. The training includes how to identify students eligible for this disability category. In addition, Hawaii uses this category for most students ages 3 through 5 who are eligible for special education services. The state reported that as these children get older, the number of children ages 6 through 9 identified with developmental delay increases.

The state attributed the increase in the number of students ages 6 through 21 with other health impairments to a change in the way the state determines eligibility for special education. In the past, district individualized education program (IEP) teams determined students' eligibility. Now, school-based teams are responsible for determining eligibility. The state believes that these school-based teams may be finding an increased number of students eligible for this category because they are more knowledgeable

about their students' history and specific needs. The Department of Education of the State of Hawaii plans to continue teacher training on eligibility criteria. In addition, it plans to monitor data to ensure that students are not overidentified in any disability category.

Idaho—The state attributed the increase in the number of students ages 6 through 21 with autism to a change in the state definition of autism. The state definition now includes Autism Spectrum Disorder. As a result, local education agencies (LEAs) are now including a wider range of diagnoses in the autism category, including Asperger's syndrome.

The state reported 261 children with noncategorical eligibility. Of these, 17 were ages 3 through 5, and 244 were ages 6 through 21. When reporting to OSEP, the state distributed these children into disability categories based upon the distribution of students whose disabilities were known.

Illinois—The state attributed the increase in the number of students ages 6 through 21 with multiple disabilities to the newness of the category. This is only the second year that the state used the multiple disabilities category.

Indiana—The state attributed the increase in the number of children ages 3 through 5 with developmental delay to the newness of the category. This is only the third year the state used the category. It became a recognized exceptionality area in Indiana for the 2000 school year. The state reported that most students currently reported in the developmental delay category received special education previously, but were reported in different disability categories.

The state attributed the increase in the number of students ages 6 through 21 in the other health impairments category to an increase in the identification of students with ADD and ADHD. In addition, the state reported that students in the other health impairments category who have certain medical conditions are living longer and being served in school rather than at home.

The state attributed the increase in the number of students ages 6 through 21 in the autism category to improvements in Indiana's data collection system. The improvements resulted in a more accurate count of students with autism. Previously, Indiana reported many of these students in different disability categories. The state also reported a growing awareness and recognition of autism as a separate disability. In addition, more of the higher functioning children with autism (e.g., those with Asperger's syndrome) are now in special education.

Iowa—The state serves children with disabilities noncategorically. Iowa uses incidence figures to estimate disability data for federal reports. During 2001, the state conducted a study to reassess the incidence percentages it uses. The 2002 child count is the first data report based on the new incidence figures implemented as a result of this study. As a result of the new calculations, the number of children reported in various disability categories changed significantly.

Kansas—The state attributed the increase in the number of students ages 6 through 9 with developmental delay to younger students originally identified with developmental delay getting older. In addition, the state reported that LEAs are beginning to use the developmental delay category for children initially evaluated and identified between the ages of 6 through 9.

Maine—Maine reported that the increase in the number of students ages 6 through 21 in the autism category occurred in two age groups: ages 7 through 11 (roughly 2nd grade through 6th grade) and 14 through 16 (roughly freshman through junior year of high school). The state attributed the increase to new programs for students with autism and to growing awareness of autism. The state reported that the Maine Autistic Society provides information and training on autism and the autism spectrum. In addition,

doctors and professional evaluators are more knowledgeable about this population. Finally, the increase is also attributable to a change in the disability classification of some students. Some students previously classified as mentally retarded, learning disabled, or emotionally disturbed are now identified as students with autism.

Maryland—Maryland attributed the increase in the number of 3- through 5-year-olds and 6- through 21-year-olds with developmental delay to a change in the state’s age range for that disability category and to additional training of school systems about the use of the category. In 2002, the maximum age for developmental delay increased from 5 to 9 years old. In addition, the state provided technical assistance to local school systems at annual data managers’ meetings, Preschool Special Education Coordinators Administrative Briefings, and through the publication of a Technical Assistance Bulletin and Implementation Guidelines in fall 2002. The state believes that the additional attention to this category, along with the increased age range, resulted in an increased use of the category by local school systems.

The state attributed the increase in the number of students ages 6 through 21 with autism to a number of factors. First, the state expanded the definition of autism to include Autism Spectrum Disorders such as pervasive developmental delay and Asperger’s syndrome. Second, there is a greater awareness of autism both among parents and diagnosing professionals. As a result, children are now diagnosed at younger ages. Third, there may be a genuine increase in the prevalence of autism, possibly attributed to environmental triggers. Fourth, there is currently less resistance by parents to the diagnosis of autism. Autism may even be a preferred diagnosis since there is a belief that, with early intervention and intense services, a child can experience significant improvement. Finally, the increase in autism may be due to families of children with autism moving to Maryland to access state programs for these children. The state reported that several local school systems are nationally regarded for providing exemplary programs and services to children with autism.

Massachusetts—The 2002 child count is the second year that Massachusetts used actual student-level data to report students by disability and race/ethnicity. In previous years, Massachusetts did not require individualized education program (IEP) teams to identify the type of disability for each student, only to state that in the opinion of the team, the student had a disability. To report disability data to OSEP, Massachusetts calculated disability and race/ethnicity using ratios based on a survey conducted in 1992, in which districts identified the probable disability for each of their students using the “best information available” to them. The state estimates that the transition from estimated data to actual student-level disability data will be completed in approximately 3 years. During this time, IEP teams in the state will identify all students’ specific disabilities, either when they are first determined to be eligible for special education or at the time of their 3-year reevaluations. The state expects that for the 2004 child count, all children will be reported according to their identified (rather than estimated) disabilities.

Massachusetts includes children with neurological impairments in the traumatic brain injury (TBI) category. The state’s definition of neurological impairments is broader than the federal definition of TBI. This may account for the unexpectedly large number of children reported in the TBI category.

The state attributed the increase in the number of children ages 6 through 21 with speech or language impairments to training sessions that clarified the distinction between this disability category and specific learning disabilities. The number of students reported with specific learning disabilities decreased by 2,958 cases while the number of students with speech or language impairments increased by 3,071.

Massachusetts attributed the increase in the number of students ages 6 through 21 with developmental delay to the newness of this category. The state believes that districts now have a better understanding of which children to report in this category.

Michigan—Michigan used the disability categories other health impairments and TBI for the first time on the 2002 child count. Prior to 2002, the state reported students with other health impairments in the orthopedic impairments category and reported students with TBI in other disability categories. The state expects these categories to grow over the next 3 years as districts implement the categories.

Minnesota—The state reported that the increase in the number of children ages 3 through 5 and 6 through 21 reported in the autism category is due to increased awareness of autism. More tools are available to identify these students, and evaluation measures have improved. In addition, the state reported that it increased the capacity of teachers in this area.

Mississippi—Mississippi used the disability category other health impairments for the first time on the 2002 child count. Prior to 2002, the state reported students with other health impairments in the orthopedic impairments category.

The 2002 school year is also the first year that Mississippi reported data using its new statewide web-based data collection system. The state believes this system will greatly improve its data accuracy.

Missouri—The state attributed the increase in the number of 3- through 5-year-olds with speech or language impairments to changes in the eligibility criteria for sound system disorders. These changes went into effect in October 2001. The previous criterion was that a child's sound production level must be 1 year beyond upper limits of developmental ranges as established by normative data. The current criterion is that a child's sound production level must be equal to or less than the child's actual chronological age as established by accepted normative data. This change essentially removed the "one year beyond" requirement, and made children eligible for special education if their sound production level is "equal to or less than the child's chronological age." The state anticipated that this will increase the number of young children identified with sound system disorders. However, by identifying children at an earlier age when remediation of articulation problems is easier, in the long run the number of children with speech or language impairments at older ages should decrease. That is, the distribution across age groups will change, but the number served will not.

The state reported that it began using the developmental delay category in October 2001. Districts can serve children under that diagnosis until 1 year after the child leaves kindergarten.

Montana—In Montana, a state statute allows school districts to identify a child ages 3 through 5 as a "child with disabilities" (CWD), without specifying a specific disability category. However, Montana encourages schools to use one of the federal disability categories. As a result, districts reported a specific disability for 60 percent of the 3- through 5-year-olds served. The state imputed disability for the remaining 40 percent using the disability distribution for the 3- through 5-year-olds for whom disability data were reported. This is the second year that Montana used this method. Previously the missing disability data for 3- through 5-year-olds was imputed based on the disability distribution for 6-year-olds.

Nebraska—The state attributed the increase in the number of students ages 3 through 5 and 6 through 9 in the developmental delay category to the technical assistance it provided to school districts. Technical assistance targeted early screening, evaluation, and identification of children with special needs. Collaboration with other agencies, such as Health and Human Services, also increased the focus on early childhood intervention strategies and preschool educational services for children birth through the age of 8.

Nevada—The state reported that it is experiencing increased identification of children ages 6 through 21 with autism and that this increase is similar to current national trends.

New Jersey—The state reported that the increase in the number of 6- through 21-year-olds in the other health impairments category and the decrease in the number reported in the TBI category are unusual. The state believes that districts may be using these categories interchangeably. It plans to clarify reporting instructions and further investigate the cause of these changes.

New Mexico—Based on a recommendation from the state legislature, New Mexico did not estimate race/ethnicity data for unknown or missing race/ethnicity cases. The state has missing race/ethnicity data for:

- 3- through 5-year-olds in the following categories: speech or language impairments (12), other health impairments (1), specific learning disabilities (1), multiple disabilities (1), and developmental delay (54); and
- 6- through 21-year-olds in the following categories: mental retardation (16), hearing impairments (3), speech or language impairments (81), visual impairments (2), emotional disturbance (32), orthopedic impairments (1), other health impairments (22), specific learning disabilities (192), multiple disabilities (7), autism (4), TBI (2), and developmental delay (20).

The state attributed the increase in the number of 3- through 5-year-olds with speech and language impairments to a change in data collection methods. The number of students in this age group did not change significantly, but there was a change in the disability categories where they are reported. Prior to 2000, New Mexico's state-level data system was programmed so that the developmental delay category was the only disability option available for reporting 3- and 4-year-olds. The state changed this in 2000 when it revised its state regulations. The developmental delay category is now only used when no other disability category is more appropriate. The state reports that its LEAs now collect more accurate disability information for 3- and 4-year-olds.

The state attributed the increase in the number of students ages 6 through 21 with developmental delay to an increase in the state age range for this category. In 2000, New Mexico changed the upper age range for developmental delay from age 4 to age 9. School year 2001 was the final year for phasing in the new age range. In addition, the state reported that it is not surprised to see increases in developmental delay because the criteria for developmental delay are relatively flexible compared to other disability categories.

New York—New York does not classify preschool children by specific disability. The state reported all children ages 3 through 5 in the developmental delay disability category. Of these, 37,111 are considered by the state to be preschool students, and 17,217 are school age (e.g., kindergarten) students.

New York does not have an individual student record system. It collects aggregated counts of students from local school districts. These aggregate counts do not include a count of the race/ethnicity of 4- and 5-year-old children in school-age environments (e.g., kindergarten) separately from the race/ethnicity count for all school-age students (ages 4 through 21). The state based the race/ethnicity distribution for the 17,217 school-age 4- and 5-year-olds on the race/ethnicity distribution for 3- through 5-year-olds in preschool environments.

The race/ethnicity distribution for 386,187 students ages 6 through 21 is based on the race/ethnicity distribution for students ages 4 through 21 with disabilities.

North Carolina—The state attributed the increase in the number of children ages 3 through 5 with autism to a number of factors. First, the state definition of autism changed to include additional characteristics. Second, the state now identifies children with autism at a younger age. Finally, parents of children with

autism move into the state to get services for their child through the TEACCH program (Treatment and Education of Autistic and Related Communication Handicapped Children).

The state attributed the increase in the number of children ages 6 through 9 in the developmental delay category to the 2001 increase of the state's maximum allowable age (from age 5 to age 7) for a student to be classified as having developmental delay.

The state attributed the increase in the number of American Indian/Alaska Native children reported on its child count of 3- through 5-year-olds to an increase in the American Indian population in the state.

North Dakota—North Dakota has defined and established eligibility criteria for developmental delay for ages children 3 through 5. The state is still piloting this category for ages 6 through 9. Its developmental delay data for ages 6 through 9 are representative of pilot projects only.

North Dakota attributed the increase in the number of students ages 6 through 21 in the other health impairments category to an increase in the number of children with ADD and ADHD. The state continues to train districts on properly reporting students with ADD and ADHD.

The state attributed the increase in the number of American Indian/Alaska Native children ages 3 through 5 served in the state to a new and more effective system for identifying children with disabilities in areas with a high concentration of American Indian students.

North Dakota does not use the multiple disabilities category. Children with multiple disabilities are reported according to their primary disability.

Ohio—The state attributed the increase in the number of children ages 6 through 21 with other health impairments to increased awareness and identification of children with ADD and ADHD. The state reports that the increase is not located in any one particular geographic area, but is equally distributed across the state.

The state reported that the increase in the number of children with autism, ages 6 through 21, is consistent with national trends. It cited a 2002 report to the California legislature, titled *The Epidemiology of Autism in California*, which reports that while autism was once considered relatively rare, "the Centers for Disease Control reports autism prevalence data as 1 in 500 persons in the population."

Oregon—The state reported that it does not collect data on multiple disabilities. Children with multiple disabilities are reported according to their primary disability.

Puerto Rico—Puerto Rico was unable to correct some errors on its child count table. As a result, the race/ethnicity totals are lower than totals by disability in two categories for ages 3 through 5: speech and language impairments and developmental delay.

Rhode Island—The state reported that the increase in the number of students ages 6 through 21 in the other health impairments category is due to increased identification of children with ADD and ADHD.

Rhode Island's definition of developmental delay only includes children ages 3 through 5.

South Carolina—The state attributed the decrease in the number of students ages 6 through 21 reported in the multiple disabilities category to a change in how one residential facility reported students. In 2001, this facility reported 137 students with multiple disabilities, 123 students with hearing impairments, and

42 students with visual impairments. In 2002, this LEA did not report any students with multiple disabilities, but reported all students with either hearing impairments or visual impairments.

South Dakota—The state attributed the increase in the number of students ages 6 through 21 with other health impairments to an increase in the number of students diagnosed with ADD and ADHD.

Tennessee—The state attributed the increase in the number of students ages 6 through 21 with autism to improved awareness and training in this area and to a change in the state definition of autism. In previous years, Asperger’s syndrome, Rhett’s syndrome and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) were not in the state’s definition of autism.

Utah—The state attributed the increase in the number of students ages 6 through 21 in the other health impairments category and the number of students ages 6 through 9 in the developmental delay category to the data from two of the state’s largest districts. The state plans to monitor these districts and provide additional training to them.

West Virginia—West Virginia does not collect data on students with multiple disabilities. Students with multiple disabilities are reported according to their primary disability.

Wisconsin—Wisconsin does not collect data on students with multiple disabilities. Students with multiple disabilities are reported according to their primary disability.

Wyoming—The state reported that it only uses the developmental delay category to report children between the ages of 3 and 5 who are in preschool.

Tables 2-1 through 2-10: Part B, Educational Environments, 2002

Arizona—The state attributed the increase in the number of children ages 3 through 5 in the *early childhood special education* category to a number of factors. First, 2002 was the first year that Arizona used student detail reporting within its new accountability system. The increase could be due to inaccurate reporting resulting from the change in data collection methods. Second, the state reported that it is possible that more severely disabled 3- through 5-year-olds are now accepting special education. Finally, local education agencies may need more assistance in setting up inclusive environments.

Connecticut—The state reported that it calculates the percentage of time outside the regular classroom for students ages 6 through 21 based on a number of variables, including total hours of education, hours of special education, and hours with nondisabled peers.

The state attributed the increase in the number of children ages 3 through 5 who receive *itinerant services outside the home* to an overall increase in demand for services and to better communication between Part B and Part C providers.

The state reported that it collects data using an additional race/ethnicity category of “other.” The state proportionately distributed students in this category into OSEP’s five race/ethnicity categories based on the known race/ethnicity distribution.

Georgia—Georgia reported that 2002 was the first year that it collected service plan information through its electronic data collection system. The state used this information to obtain the duplicated count of *students in private schools, not placed or referred by a public agency*. This change in reporting methodology may explain the large decline in the number of students reported in this category.

The state attributed the increase in the number of students reported *outside of the regular classroom less than 21 percent of the school day* to a concerted effort by the Georgia Department of Education to improve the accuracy of data on educational environments submitted by local school systems.

Hawaii—The state attributed changes on its 2002 educational environments data to the use of a new staffing allocation formula for deriving educational environment in the 2002 school year. This tool uses information, such as levels of support provided to students and the location where special education services are delivered, to create reports. The state expects data accuracy to improve as school personnel continue to train and practice on the staffing allocation formula.

Idaho—The state attributed the increase in the number of children ages 3 through 5 reported in *early childhood* settings and the decrease in the number reported in *reverse mainstream* settings to a change in the state data system. In 2002, Idaho's special education student enrollment data system underwent a major upgrade. In the new data system, each age group has its own unique set of code numbers for educational environments. Prior to 2002, it used the same code numbers for preschool and school-age environments. However, the definition of the code was dependent on the age of the child. For example, code 01 for 3- through 5-year-olds meant *reverse mainstream* setting; when used for 6- through 21-year-olds, it meant *less than 21 percent of the school day outside regular classroom*. The use of the same code numbers for both preschool and school-age environments confused some LEAs and may have led to incorrect reporting of preschool children. The state believes the use of unique codes led to more accurate data in 2002.

Illinois—The state attributed the increase in the number of students reported in *correctional facilities* to one detention center in Chicago. In 2001, the district reported students in this detention center in the various unduplicated environments on the table, but not in the duplicated *correctional facilities* category. In 2002, the district also included these students in the duplicated count of students in *correctional facilities*.

Indiana—The state attributed the decrease in the number of children ages 3 through 5 in *early childhood* settings and the increase in the number in *part-time early childhood/part-time early childhood special education* to more accurate reporting at the district level. In the past, some districts reported 5-year-old kindergarten children in the *early childhood* setting because they incorrectly applied the definition of regular class (outside the classroom less than 21 percent) to this category. As a result, kindergarten children who received a small percentage of speech outside the kindergarten class were sometimes incorrectly reported in the *early childhood* setting rather than in the *part-time early childhood/part-time early childhood special education* setting. To correct this error, the Indiana Department of Education sent a memorandum to districts prior to the 2002 child count to clarify the use of preschool educational environment codes. As a result, the districts reported 5-year-old kindergartners more accurately.

Kentucky—The state attributed the decrease in the number of children ages 3 through 5 in *early childhood* settings and the increase in the number of children in *part-time early childhood/part-time early childhood special education* settings to state efforts to clarify the definitions of these categories. In the past, some districts believed that the early childhood settings definitions were equivalent to the school-age category definitions. As a result, they reported students who received services in an *early childhood special education* setting for a limited time (e.g., speech services or other pullouts for less than 21 percent of their day) in the *early childhood* setting. In 2002, the state emphasized that the *early childhood* category meant 100 percent of children's time was in an *early childhood* setting and that any amount of time in an *early childhood special education* setting precluded these students from being reported in this category. As a result, the number of children reported in *early childhood* settings decreased, and the number reported in *part-time early childhood/part-time early childhood special education* settings

increased. In addition, the state had an increase in the total number of children ages 3 through 5 that it served. This also contributed to the increase in the latter category.

Louisiana—In 2002, Louisiana began using the category *itinerant services outside the home*. It attributed the decrease in the number of children reported in *early childhood* settings to the reporting of these children in the *itinerant services* category who were previously reported in *early childhood* settings.

Maine—The state reported that it does not collect data for children in *correctional facilities* or in *private schools, not placed or referred by public agencies*.

Maryland—The state attributed the changes on the educational environments table to state efforts to improve the accuracy of data reported by local school systems. Because data are used for monitoring practices, local education agencies are striving to increase data accuracy. The state reported that it provided training for data collection/reporting regarding identification of students in *private schools, not placed or referred by a public agency*. The state expects that the data will continue to change as accuracy increases.

Massachusetts—Beginning in September of 2001, Massachusetts required *correctional facilities* to contact districts to ensure that students in their facilities had valid IEPs. The state anticipates that in the long term, this will lead to additional contact between the facilities and districts, better data on these students, and an increase in the number of students reported in correctional facilities. However, the state reported that a short-term consequence of the new policy is that many students have an “IEP in limbo” because it has not yet been signed or coordinated with the district. These students are not reported in the OSEP data. As a result, in 2002 Massachusetts reported fewer students in *correctional facilities*. In addition, Massachusetts reported that, in prior years, its *correctional facilities* count included students with emotional disturbance who were served in *public residential facilities*. The state corrected this error on the 2002 educational environments count.

The state attributed the increase in the number of 3- through 5-year-olds in *part-time early childhood/part-time early childhood special education* settings to a change in data collection methodology. The state collects data on educational environments on October 1 and updates the data in December in order to report to OSEP. Prior to 2002, preschool students receiving less than 2 hours of services were not reported in the October data but were reported in the December data. In 2002, the state included these students in the October data collection, which the state believes resulted in more accurate data in December.

The state attributed the increase in the number of students in *early childhood special education* settings to better data reporting by districts. Last year, when the state’s new data collection system was implemented, many 3- through 5-year-olds were not reported because some districts were unclear on reporting guidelines.

The state reported that the changes from 2001 to 2002 in the number of 6- through 21-year-olds reported in *separate facilities* and *residential facilities* are due to incorrect data on the 2001 report. Districts were confused about which separate facilities were public and which were private. The state set up data validations and trained the districts on how to report students in these categories. As a result, *private separate facilities* decreased by 468 children, *public separate facilities* and *public residential facilities* (combined) increased by 453 children.

The state reported that the decrease in the duplicated count of *private schools, not placed or referred by a public agency*, is due to more accurate reporting. The Massachusetts Department of Education instructed districts to report students in this category only if they have IEPs and receive special education and

related services at the public expense. The state believes that in the past, some districts may have reported all children with IEPs sent to a private school.

Minnesota—The state attributed the increase in the number of children ages 3 through 5 in *part-time early childhood/part-time early childhood special education* settings to efforts to establish stronger local partnerships between early childhood special education programs and other community-based early childhood programs.

Missouri—The state attributed the decrease in the *separate school* category for ages 3 through 5 to the data from two of the largest districts in the state. Both reported fewer children in separate schools. The state believes the decrease is the result of more accurate reporting by those districts.

Missouri had a decrease in the duplicated count of students in *private schools, not placed or referred by a public agency*. The state reported that its count of these students comes from a voluntary survey of non-public schools, and non-reporting by the schools could lead to fluctuations in the numbers of students in this category.

Montana—Educational environments are reported as a cross-tabulation by disability category. 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. Montana encourages schools to use one of the federal disability categories, and, as a result, 60 percent of students ages 3 through 5 were reported with a disability category. The state imputed disability for the remaining 40 percent using the distribution of 3-through 5-year-olds whose disabilities were reported.

New Jersey—New Jersey did not collect race/ethnicity data for 14,327 students whose parents placed them in *private schools*. As a result, in 2002 the state reported no race/ethnicity data for the duplicated count of students in *private schools*. In addition, the state did not report the race/ethnicity for these students in the unduplicated count for environment data. As a result, the race/ethnicity total for students ages 6 through 21 is lower than the total reported by disability. The environments categories affected are *outside the regular classroom less than 21 percent of the school day* and *outside the regular classroom 21-60 percent of the school day*. New Jersey plans to collect race/ethnicity data for these students in 2003.

New Mexico—Based on a recommendation from the state legislature, New Mexico did not estimate race/ethnicity data for students with an unknown or missing race/ethnicity. The state has missing race/ethnicity data for:

- Twenty-nine 3- through 5-year olds in the *early childhood* category, 36 in *early childhood special education*, one at the *home*, two in *part-time early childhood/part-time early childhood special education*, and one in a *separate school*;
- One hundred fifty-five 6- through 21-year-olds in the *outside the regular classroom less than 20 percent* category, 104 *outside the regular classroom 21-60 percent*, 120 *outside the regular classroom greater than 60 percent*, one in *public residential*, one in *private residential*, and one in *homebound/hospital* categories; and
- Twelve students through age 21 in the duplicated counts for students in *correctional facilities* and two in *private schools, not placed or referred by a public agency* categories.

New York—New York collects aggregated race/ethnicity counts for all school-age students with disabilities (ages 4 through 21), but does not separately collect race/ethnicity counts for students with disabilities who are ages 6 through 21. The reported race/ethnicity for 6- through 21-year-olds was

computed using race/ethnicity data from students with disabilities ages 4 through 21. The race/ethnicity of 17,217 4- and 5-year-old children in school-age environments (e.g., kindergarten) is based on the race/ethnicity distribution for 3- through 5-year-olds in preschool educational environments.

New York does not classify preschool children by particular disabilities. The state reported all children ages 3 through 5 in the developmental delay disability category. Of these, 37,111 are considered by the state to be preschool students, and 17,217 are school age (e.g., kindergarten) students.

Ohio—Ohio attributed the decrease in the number of 3- through 5-year-olds in *separate schools* to the additional training it provided to districts to clarify the definition of *separate school*.

The state attributed the decrease in the number of 6- through 21-year olds in *public residential facilities* to the additional training it provided to districts to clarify the definition of *public residential facility*. In addition, the state reported that enrollment in *residential facilities* also declined.

Ohio reported that it allows districts to report students in a “mixed race” category. When it reports these students to OSEP, the state assigns them to any one of the other five race/ethnicity categories. The state believes that the number of American Indian/Alaska Native children ages 3 through 5 may have declined because districts used the mixed race category for many of the children previously reported in this category. The state plans to work with districts to clarify the race/ethnicity categories.

Oregon—The state reported that the decrease in the number of students reported in *public residential facilities* from 2001 to 2002 was due to a change in the way the state reported students in *correctional facilities*. Prior to 2002, the state incorrectly reported students served in *correctional facilities* in the *public residential facilities* category, as well as in the duplicated count of students in *correctional facilities*. In 2002, based on input from OSEP, the state reported students in *correctional facilities* according to time outside the regular classroom, in addition to reporting them in the duplicated count. As a result, the total number of students in *public residential facilities* decreased.

In 2002, the state began reporting the duplicated count of children with disabilities in *private schools, not placed or referred by public agencies*.

The state noted that its age ranges are different from the OSEP definitions. Oregon considers children who are 5 years old on or before September 1 to be school age. These 5-year-olds are included in the school-age educational environments with the 6- through 11-year-old age group rather than in the preschool environments with 3- through 5-year-olds.

Pennsylvania—Pennsylvania Act 212 of 1990 provides the opportunity for parents to continue their child in an early intervention program for an additional year at school district cost. Because of their age, 179 6-year-olds with developmental delay served in preschool environments were reported in school-age environments. In Pennsylvania, the category developmental delay is only used for children in preschool. However, because those 179 children are reported on the school-age form, it appears that developmental delay is a legitimate school-age disability category.

Puerto Rico—Puerto Rico did not submit 2002 educational environments data.

South Carolina—The state reported an unduplicated, rather than duplicated, count of children in *correctional facilities*. Students reported in *correctional facilities* are not reported by educational environment.

Tennessee—The state attributed the decrease in the number of students ages 3 through 5 reported in the *part-time early childhood/part-time early childhood special education* category and the number reported in the *separate school* category to an overall decrease in the number of preschool students with disabilities served.

Texas—The state does not collect race/ethnicity data for students in *private schools, not placed or referred by a public agency*.

Virginia—The state attributed the increase in the number of children ages 3 through 5 receiving *itinerant services outside the home* to more consistent use of this code for children who receive only speech and language services.

The state attributed the increase in the number of students ages 6 through 21 reported in *public residential facilities* to an increase in numbers of students in *correctional facilities*. Virginia incorrectly counts students in *correctional facilities* in the *public residential facility* category as well as in the duplicated count of students served in *correctional facilities*.

Virginia attributed the increase in the number of students reported in *correctional facilities* to an increase in the number of students served in local jails.

The state attributed the increase in the number of students ages 6 through 21 reported in the *homebound/hospital* category to more accurate reporting of *homebound* placements.

Tables F-1 through F-10: Part B, Educational Environments, 2001

Arizona—The state did not use the *reverse mainstream* setting in 2001. The state reported that some children in *reverse mainstream* settings may be included in the *early childhood special education* category. This contributed to the increase in the *early childhood special education* category. The state plans to use the *reverse mainstream* setting in 2002.

Bureau of Indian Affairs—BIA was unable to correct some of the errors on its 2001 educational environments table. Totals by race/ethnicity do not match totals by disability in six categories for ages 3 through 5, in eight categories for ages 6 through 21, and on the duplicated count of children in correctional facilities.

Colorado—The state reported that the increases in the number of children served in *early childhood special education* settings and in the number served in the *itinerant services outside the home* setting are not due to a service delivery shift in a specific LEA or area of the state. The change is cumulative across the state.

Connecticut—The state reported that it calculates the percentage of time outside the regular classroom for students ages 6 through 21 based on a number of variables, including total hours of education, hours of special education, and hours with nondisabled peers.

The state attributed the increase in the number of children ages 3 through 5 reported in the *itinerant services outside the home* category to new data consistency checks, which yielded cleaner and more accurate data.

Connecticut collects race/ethnicity data using an additional category, “other.” The state distributed students in this category proportionally in other race/ethnicity categories.

Georgia—Georgia attributed the decrease in the duplicated count of children in *private schools, not placed or referred by a public agency* to more accurate data. The state clarified the definition of this category for districts. In previous years, many districts were incorrectly including students who were not privately placed in this count.

Illinois—The state reported that districts had the option of reporting 3- through 5-year-olds in either the preschool or school-age educational environments, and most of these students were reported by the districts in the school-age categories. The state crosswalks these students into the preschool categories for federal reporting purposes. Students reported *outside the classroom less than 20 percent* are crosswalked into the *early childhood* category. Students reported *outside the classroom 21-60 percent and more than 60 percent* are crosswalked into the *part-time early childhood/part-time early childhood special education* category.

In previous years, in addition to the duplicated count, students in *correctional facilities* were incorrectly reported in the *public residential facility* category. This year, the state reported these students in the *category outside the regular class more than 60 percent of the day*.

Indiana—The state attributed the 64 percent increase in the number of 3- through 5-year-olds in the *part-time early childhood/part-time early childhood special education* category to more accurate data. Prior to the December 1, 2001, child count, the Indiana Department of Education issued a memorandum to districts clarifying the use of the preschool educational environment codes. The memo was issued because the state was concerned that schools were reporting 5-year-old kindergarten children based on the definitions used for children ages 6 through 21 (e.g., less than 21 percent outside the regular classroom). This meant that 5-year-olds in kindergarten who received some speech services outside the classroom but spent the majority of their time in the general education kindergarten class were incorrectly counted in the *early childhood* environment rather than in the *part-time early childhood/part-time early childhood special education* environment. The memorandum specified that for children to be included in the *early childhood* category, they must receive 100 percent of their instruction with children without disabilities.

The state also had an increase in the number of students ages 6 through 21 served *outside the regular classroom 21-60 percent of the school day*. The state attributed this change to state efforts to educate students in the least restrictive environment. The state attributed most of the increase in this category to the decrease in the number of students served *outside the classroom more than 60 percent of the school day*.

Maine—The state reported that it does not collect data for children in *correctional facilities* or in *private schools, not placed or referred by public agencies*.

The state attributed the decrease in the number of children ages 3 through 5 served in *separate schools* to significant discussions by Early Childhood Teams about the least restrictive environment for each child. Maine is making an effort to ensure that children are served in the general education setting.

Massachusetts—The state attributed year-to-year changes in the number of children reported in different educational environment categories to a change from aggregate reporting in 2000 to student-level reporting in 2001.

Massachusetts reported that the 2001 school year is the second year that the districts reported environments data according to special education placement categories rather than the state's "prototype" categories. The state expects the transition to the new reporting system to take 3 years.

Minnesota—The state reported that it is unable to disaggregate data for students in *correctional facilities*; therefore, these students are not reported in the duplicated count of children in *correctional facilities*. These students are counted in the other unduplicated educational environment categories.

The state attributed the increase in the number of children in part-time *early childhood/part-time early childhood special education* settings to efforts to establish stronger local partnerships between early childhood special education programs and other community-based early childhood programs.

The state attributed the increase in the number of students who received *itinerant services outside the home* to increased use of one-on-one or small group speech-language services. These services are delivered in the school setting rather than in a center-based program.

Mississippi—Mississippi was unable to explain the increase in the number of students in *private schools, not placed or referred by a public agency*. The state reported that the number of students in this category depends upon the number of parents who enroll their children in a private facility and on LEAs accurately reporting these data.

Missouri—The state attributed the increase in the *part-time early childhood/part-time early childhood special education* and the *itinerant services outside the home* categories to an overall increase in the child count for ages 3 through 5 and to a continued emphasis on serving children in the least restrictive environments.

The state attributed the decrease in the *separate school* setting for ages 3 through 5 to the use of more specific definitions of educational environment categories.

Montana—Educational environments are reported as a cross-tabulation by disability category. Montana, by statute, allows schools to report students ages 3 through 5 under the general disability category of “child with a disability,” in addition to, or in place of, one of the specific federal disability categories. Because federal reporting requirements 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 60 percent of the students in this age group were reported by disability. The state imputed disability for the remaining 40 percent using the disability data reported for the 60 percent.

The state attributed the increases in the number of 3- through 5-year-olds in the *part-time early childhood/part-time early childhood special education* category and the *itinerant services outside the home* category to changes in state data collection methodology and to additional district training on category definitions. In the past, each service provider submitted a report of students, and the Office of Public Instruction processed the data to eliminate any duplicated students. One problem with this method was that the different service providers could report two different environments for the same child. In 2001, school districts provided an unduplicated count of eligible students. Districts entered these data on an Internet application, and the state provided training to districts on how to use it. One section of the training focused on clarifying definitions for the preschool environment categories. The state believes this training resulted in more consistent and accurate reporting of the educational environments data in 2001.

New Jersey—New Jersey does not collect race/ethnicity data for *students in private schools, not placed or referred by a public agency*. As a result, the state reported no race/ethnicity data for 14,161 students reported in the duplicated count. As a result, the race/ethnicity total for ages 6 through 21 is lower than the total by disability in the categories *outside the regular classroom less than 21 percent of the school day and outside the regular classroom 21-60 percent of the school day*. New Jersey plans to collect race/ethnicity data for these students in 2003.

New Jersey attributed the increase in the number of 3- through 5-year olds in *part-time early childhood/part-time early childhood special education* settings to districts implementing state policy to place more students in less restrictive settings.

The state attributed the increase in the number of Asian/Pacific Islanders ages 3 through 5 served under IDEA to a substantial increase in the acceptance of special education classification among this population.

New York—New York reported that this year it used a different methodology to report children ages 3 through 5 who were served in school-aged environments. Prior to 2001, New York did not report educational environments of 4- and 5-year-olds served in school-aged environments, which resulted in a large (17,000) discrepancy between the child count and environments data. This year, the state proportionally assigned 17,169 school-age 4- and 5-year-olds into preschool categories based on the distribution of the 3- through 5-year-olds served in preschool settings. This method was approved by OSEP.

New York does not classify preschool children by particular disabilities. The state reported all 53,313 children ages 3 through 5 in the developmental delay disability category.

New York does not collect the race/ethnicity of 4- and 5-year-old children in school-age environments (e.g., kindergarten) separately from the race/ethnicity of all school-age students (ages 4 through 21). The race/ethnicity of 17,169 school-age 4- and 5-year-olds is on the race/ethnicity distribution for 3- through 5-year-olds who received preschool special education services.

New York collects data on race/ethnicity of all school-age students with disabilities (ages 4 through 21), but does not separately collect race/ethnicity data for students with disabilities who are ages 6 through 21. The reported race/ethnicity for 6- through 21-year-olds was computed using race/ethnicity data from students with disabilities ages 4 through 21.

North Carolina—North Carolina does not collect ethnicity data on children with disabilities enrolled in *private schools, not placed or referred by public agencies*.

North Dakota—North Dakota had a significant increase in the number of American Indian students, ages 3 through 5, on the educational environments table. The state reported that over 40 percent of the increase occurred in one, predominantly American Indian, school district. The administrator of this multi-district special education unit reported that this was the result of increased efforts to identify, report, and serve preschool children in the district, as well as the result of the increased accountability required of the district.

Oregon—The state noted that its age ranges differ from the OSEP definitions. Oregon 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 rather than the count of 3- through 5-year-olds.

Oregon does not collect data on children with disabilities *in private schools, not placed or referred by public agencies*.

Oregon does not use the multiple disabilities category.

Puerto Rico—Puerto Rico reported that educational environments are based on children's individual needs and are reevaluated every year by the IEP team. Therefore, the same child may move in and out of different educational environments each year based on need. The team first considers the placement option that is as close as possible to regular education.

South Carolina—The state attributed the increase in the number of students served *outside the regular classroom less than 21 percent of the school day* to an emphasis in South Carolina on serving children in the least restrictive environment. Prior to the 2001 data collection, the state provided training to LEAs on the placement of children in the least restrictive environment, and emphasized the importance of following the federal definitions for each environment category.

The state also reported that it changed one of its educational environments definitions in 2001. Prior to 2001, South Carolina collected data on children who spent more than 50 percent of their time outside of the regular classroom. In 2001, the state changed the cut-off from 50 percent to 60 percent of time outside the regular classroom, in order to match the federal definitions.

The state attributed the decrease in the number of students reported in homebound/hospital environments to the effect of a committee that was formed to examine students in these environments and state training of LEAs on the correct use of this category.

The state attributed the increase in the number of children reported in the duplicated count of children *in private schools, not placed or referred by a public agency* to a reporting error. The state mistakenly included the students from one district in this count. The correct count of students in this category in 2001 is 310 students rather than 2,822 students.

Tennessee—The state attributed the increase in the number of children ages 3 through 5 reported in *early childhood* settings category to increased inclusion of students with disabilities, rather than educating these students in separate special education settings.

Texas—In 2001, the state changed its categories used for reporting the amount of time students ages 6 through 21 spent outside the regular classroom. The state's categories now match the federal categories. Prior to 2001, the state's categories did not match federal definitions, and when Texas crosswalked its state categories into the federal categories, many students were reported as spending more time outside the regular classroom than they actually did. For example, the definition of the mainstream instructional arrangement in Texas included only those students who received 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 were unavailable; therefore, many students who could have been reported *outside the classroom less than 21 percent* were reported *outside the classroom 21 to 60 percent of the school day*. In addition, the definition of self-contained classroom used prior to 2001 included students who spent 50 percent or more of their school day outside the regular classroom whereas the federal definition uses 60 percent as the cutoff. Students in Texas who were outside the regular classroom for 50 to 60 percent of the day were reported *outside the regular classroom greater than 60 percent of the school day*. Now that the state categories match the federal categories, the state experienced significant changes in its educational environments data, including an increase in the number of students *outside the regular classroom less than 21 percent* and decreases in the number of students *outside the regular classroom 21 to 60 percent* and *outside the classroom greater than 60 percent of the school day*.

Texas does not collect data on race/ethnicity for children with disabilities enrolled *in private schools, not placed or referred by public agencies*.

Washington—The state attributed the increase in the number of students ages 3 through 5 reported in *reverse mainstream* settings to a change in the way one medium- to large-sized district serves preschoolers. This district moved from providing special education to preschoolers in an *early childhood special education* setting to providing it in *reverse mainstream* programming. The district believes this philosophical change will positively affect more children overall.

Wyoming—The state included home-schooled children in the duplicated count of students *in private schools, not placed or referred by public agencies*. The state also reported home-schooled children in the other unduplicated categories on the table.

Tables 3-1 through 3-3: Part B, Personnel, 2001

Alabama—The state attributed the increase in the number of fully certified counselors, other professional staff, and non-professional staff to LEAs filling positions that were left vacant last year. These vacant positions were the result of proration (a reduction by 6.7 percent of the expected budget for the 2000 school year).

The state attributed the increases in the number of special education teachers for ages 6 through 21, counselors, and non-professional staff to school systems that rehired personnel previously terminated. The state reported that although school budgets were not increased through state funding in 2001, school systems made adjustments in their budgets (i.e., finding alternative funding sources, realigning budgets so that staff could be rehired). These adjustments facilitated the rehiring of some staff previously terminated.

Arizona—The state attributed the various year-to-year changes on the personnel table to LEA confusion resulting from a change in data reporting procedures. The 2001 school year was the first year the state required LEAs to report personnel data by school or site rather than by district. Next year, the state plans to go back to requiring LEAs to report the data at the district level.

The state reported that overall personnel increases were due to an increase in the student population and an increase in the number of LEAs. More personnel were hired to serve these students.

The state reported that the decrease in the number of special education teachers for ages 3 through 5 may be due to LEAs erroneously reporting a head count of all personnel last year, instead of full-time equivalents (FTEs). Reporting a head count would have resulted in an overcount last year.

Arizona reported that the increases in other professional staff and non-professional staff are due to training sessions that clarified the definitions of these categories.

Arkansas—Arkansas attributed the increase in the number of personnel for several related services personnel categories to the addition of data on personnel serving 3- through 5-year-olds. The 2001 school year was the first year that preschool programs for ages 3 through 5 submitted data on related services personnel. In prior years, these programs did not submit data on related services personnel.

The state counted personnel who provide speech services as special education teachers rather than as related services personnel. Speech is not considered a related service in Arkansas.

California—The state attributed the increase in the number of certified occupational therapists, recreation specialists, interpreters, and both certified and not fully certified occupational therapists and recreation specialists to the increase in special education enrollment.

Connecticut—Personnel in Connecticut are counted according to the grade level they serve rather than the age they serve. The state's count of special education teachers for ages 3 through 5 includes teachers who work in pre-kindergarten and kindergarten. Special education teachers for ages 6 through 21 include teachers who work in grades 1 through 12.

Georgia—The state reported that it changed its definition of fully certified to include only those individuals who do not have additional unfulfilled requirements or conditions attached to the certification. Teachers reported as fully certified for 2001 hold appropriate certification in their fields of instruction and have completed all certification requirements for their positions. Last year, teachers were reported as fully certified if they held appropriate certification in their fields of instruction even if they had not necessarily completed all certification requirements for their positions.

Hawaii—The state attributed the increase in the number of fully certified school social workers and the decrease in not fully certified school counselors to Hawaii's efforts to hire personnel who are fully qualified in their areas of expertise.

Illinois—Illinois does not collect personnel data by ages served. The count of special education teachers reported as serving ages 3 through 5 only includes those serving early childhood or preschool students. All other special education teachers serving ages 3 through 5 are reported as serving ages 6 through 21.

Illinois's personnel data do not include staff employed by and providing services in nonpublic schools. Counts of these personnel are not available.

The state's personnel data also do not include home-hospital personnel. Illinois does not collect FTE data for these personnel. The total number of home/hospital personnel claimed by local school districts during 2001 was 3,005.

The state reported that the total number of SEA administrators reported (47.79 FTE) is the actual number of staff paid with IDEA, Part B funds.

Iowa—Iowa reported that the decrease in the number of interpreters is an error. In 2001, the state incorrectly reported these personnel in the category for teacher aides.

Louisiana—The state attributed the increase in other professional staff to increased funding and to the reorganization of one of the larger districts in the state. Increased funding at the local level led to hiring of personnel in professional positions, such as transition coordinators, job coaches, and behavior interventionists. The reorganization at one of the largest districts in the state changed how some personnel are reported. Several positions that were reported as supervisor/administrators last year were reported in the other professional staff category this year.

Massachusetts—The state attributed the decrease in fully certified psychologists and other professional staff and the increase in fully certified teacher aides, physical therapists, and supervisor/administrators (LEA) to a change in data collection methodology, rather than a true change in the number of personnel in these categories. In 1999 and 2000, Massachusetts began collecting personnel data in an aggregated, detailed, web-based data collection rather than on a paper form. In 2001, the state returned to the paper form. The state considers the current data, collected on paper, to be more reliable and accurate than the data collected from the web-based form.

Minnesota—Minnesota reported that it changed its method for reporting special education teachers for ages 3 through 5. As a result, Minnesota did not report a separate count of these teachers. Prior to 2001, the state collected data on these teachers using a paper data collection form submitted by LEAs. In 2001, the state began using an existing data source that includes data on special education teachers for ages 3 through 21. An advancement in programming allowed crosstabulation of licensure status with special education assignment. While the new report provides more accurate data, the state is no longer able to disaggregate teachers who work with ages 3 through 5. Special education teachers who serve children ages 3 through 5 are now included in the count of teachers serving ages 6 through 21.

The state attributed the increase in non-professional staff to a new state policy. Beginning in 2001, Minnesota began reimbursing districts for the cost of clerical staff who support special education teachers. As a result, many school districts hired additional support staff.

The state attributed the decrease in the number of counselors to an error on last year's report. Last year, districts incorrectly included in their count those school counselors employed for all students. This year, districts only counted counselors employed by school districts exclusively for special education. These counselors typically provide services to students with disabilities through contractual arrangements with the LEAs.

The state attributed the decrease in the number of LEA supervisor/administrators to better data for the 2001 school year. In 2000 the counts of supervisor/administrators also included coordinators, due process facilitators, and administrators. In 2001, the data only include true administrators.

The state reported that some districts may have underreported occupational therapists. These districts erroneously reported some occupational therapists in personnel categories such as other professional or non-professional staff. This misreporting led to a decrease in the occupational therapists category.

Minnesota no longer reimburses school districts for non-certified interpreters. The state attributes the decrease in not fully certified interpreters to the fact that it no longer employs them.

The state attributes the increase in the number of other professional staff to a correction in its data reporting procedures. This year, coordinators and lead teachers are included in this category. Last year, districts mistakenly counted coordinators in the supervisor/administrator category. The state did not report lead teachers anywhere on the personnel form last year.

In Minnesota, the Handicapped Vocational data system is separate from the Special Education data system. The state reported that the systems are currently in transition, which makes it difficult to obtain accurate data on vocational education teachers, work-study coordinators, and rehabilitation counselors.

Missouri—Missouri reported that the supervisor/administrator category at the LEA level includes two categories of personnel: special education administrators and process coordinators. Both of these categories have certification requirements. This year, all LEA supervisors/administrators were fully certified. This is a significant increase over the last year. The state is unsure why such a large number were not fully certified in previous years, but mentioned that it has difficulty matching certification data with Exceptional Pupil Aid payment data and personnel assignment data. Missouri is looking into ways to better collect and report personnel data.

Missouri reported that the diagnostic and evaluation staff category includes school psychological examiners and educational diagnosticians. Both have certification requirements. If these requirements are not met, the state reports the personnel as not fully certified. This year, some of these personnel were reported as fully certified, and others were reported as not fully certified. Last year all were reported as fully certified. The state is unsure why all diagnostic and evaluation staff were reported as fully certified in previous years.

Montana—The state reported that it changed its data collection methodology for the 2001 school year. It integrated the data collection process into a larger, agency-wide collection that school districts complete in the fall of the year.

The state reported that Montana special education teachers frequently teach students of all ages. When reporting personnel counts to OSEP, the state used the proportion of students in each age group to determine the breakout of teachers by age group.

The state attributed the decrease in the total number of personnel to improved data accuracy resulting from its new agency-wide data collection process. Previously, it used the agency-wide collection process to count special education teachers for accreditation purposes. Because those reporting the accreditation information are more likely to know the exact FTE of special education teachers in each district, the state believes the data reported to OSEP are now more accurate.

Montana reports that in previous years, it incorrectly interpreted the supervisor/administrator, state education agency (SEA) category. The state interpreted this category to include only personnel who administer a school that was taken over by the state. Because this has never occurred in Montana, the state did not report any personnel in the supervisor/administrator (SEA) category. This year the state provided data for this category based on OSEP's definition of supervisor/administrator (SEA).

The state attributed the decrease in the number of non-professional staff to a new state data collection process implemented in 2001. The state reported that this new process requires a finer level of detail and places additional constraints on data entry (i.e., does not allow duplicate records), which improves data accuracy. Many of the reporting changes focused specifically on aides (i.e., mobility, speech, behavior), who are reported in the non-professional staff category. Following are changes that the state made to the reporting methods for aides, which may have led to the decrease in the non-professional staff category:

- In the past, school districts reported the number and types of aides (i.e., mobility, speech, behavior) as part of a teacher's reporting form. During the state's validation process, the state asked schools to check total FTE for aides to ensure an unduplicated count. Although the process did catch some duplication, the state believes that it did not catch all duplication. As a result, aides may have been overreported in the past.
- Prior to 2001, school districts were allowed to count time spent prior to and after the regular school day providing services to the student (i.e., riding with the student to and from school). Therefore, an aide could report an FTE greater than 1.0. Beginning with the 2001 data collection, school districts could no longer report aides as being over 1.0 FTE. The state reported that the majority of the reduction in aide FTE can be attributed to a change in the reporting of FTE, rather than a change in the number of aides.

The state reported that these changes not only affect the FTE count for aides reported in the non-professional staff category, but for those in the teacher's aide category as well. The FTE Montana reported for teacher's aides also decreased in 2001.

Nebraska—The state attributed the increase in fully certified diagnostic and evaluation staff and the decrease in other professional staff to a change in reporting methods. This year, the state removed school psychological and speech technicians from the other professional staff category and counted them in the diagnostic and evaluation staff category.

The state reported that in previous years, it did not collect data on interpreters, and these personnel may have been reported as other professional staff. In 2001 the state began collecting data on interpreters. As a result, the reported number of interpreters increased, and the number of other professional staff decreased.

Nevada—This year, Nevada reported an increase in the number of counselors and a decrease in the number of interpreters. The state reported that these data are correct. Variations in counselors and interpreters are common in Nevada. The number employed depends on their availability, and the need for their services is based on changes in service delivery patterns.

New Jersey—New Jersey attributed the increase in the number of not fully certified speech pathologists to the use of emergency certified staff. The state reported that it has difficulty finding and hiring certified staff in these positions. As a result, staff turnover is high and reporting of these staff is inconsistent.

The state attributed the increase in the number of fully certified audiologists to normal fluctuation in the numbers of these staff. The state reported 30 more personnel in the category this year, which it believes is not an unusual fluctuation.

The state attributed the increase in the number of fully certified non-professional staff to inconsistent reporting in this category. The state reported that this category includes many different positions for which there may be a demand or surplus during any given year. For this reason, the state believes that the increase in this category is not unusual.

New Jersey attributed the increase in the number of not fully certified diagnostic and evaluation staff to inconsistent reporting from districts.

New Mexico—In 2000 and in 2001, New Mexico was unable to obtain certification information on audiologists and speech pathologists from the agency that collects these data. In 2001, the state estimated the ratio of certified to uncertified personnel in these categories using certification rates for 2002. The total number of personnel in these two categories is based on actual counts submitted to the state.

New York—New York reported that it included the following positions in the category special education teachers for ages 3 through 5: Preschool Teacher of Special Education, Preschool Teacher of Special Education-Bilingual, Teacher of English as a Second Language, Teacher of the Speech and Hearing Handicapped-Certified Only, Teacher of the Speech and Hearing Handicapped-Bilingual-Certified Only, Teacher of the Deaf and Hearing Impaired, Teacher of the Deaf and Hearing Impaired-Bilingual, Teacher of the Blind and Partially Sighted and Teacher of the Blind and Partially Sighted-Bilingual.

New York also reported that it included the following positions in the category special education teachers for ages 6 through 21: Teacher of Special Education, Teacher of Special Education-Bilingual, Teacher of English as a Second Language, Teacher of the Speech and Hearing Handicapped-Certified Only, Teacher of the Speech and Hearing Handicapped-Bilingual-Certified Only, Teacher of the Deaf and Hearing Impaired, Teacher of the Deaf and Hearing Impaired-Bilingual, Teacher of the Blind and Partially Sighted and Teacher of the Blind and Partially Sighted-Bilingual.

The state included the following positions in the category other professional staff: Teacher Assistant, Teacher Assistant-Bilingual, Physical Therapist Assistant, Physical Therapist Assistant-Bilingual, Occupational Therapist Assistant, Occupational Therapist Assistant-Bilingual, Orientation and Mobility Instructor, Orientation and Mobility Instructor-Bilingual, Registered Nurse, Registered Nurse-Bilingual, Licensed Practical Nurse, Licensed Practical Nurse-Bilingual, and Other Professional Staff.

The state included the following positions in the non-professional staff category: Instructional Volunteer, Instructional Volunteer-Bilingual, Non-Professional Staff, and Administrative Volunteer.

North Carolina—The state explained the decline in some of the personnel categories from 2000 to 2001 as the result of state employees losing their jobs to budget cuts.

South Dakota—South Dakota reported that it changed to a computerized data collection system. The state attributed changes in the data reported for various personnel categories to increased data accuracy.

Texas—The state included the following positions in the other professional staff category: Art Therapist, Corrective Therapist, Music Therapist, Orientation/Mobility Instructor, Vocational Ed Coordinator, Teacher Facilitator, Other Campus Professional Personnel, Other Non-campus Professional Personnel, School Nurse, Visiting Teacher, and Department Head.

Vermont—The state reported that the category other professional staff includes behavior specialists and other professional staff.

Virginia—The state reported speech pathologists and other personnel who provide services to students with speech/language impairments in the count of special education teachers. No speech pathologists were included in the related services personnel count.

Virgin Islands—The Virgin Islands attributed the increase in LEA supervisor/administrators to an error on last year's report. In 2000, Virgin Islands did not report school administrators. These personnel were reported in 2001.

Wyoming—Wyoming reported that it revised its personnel categories to match the federal categories for vocational education teachers, work-study coordinators, and recreation specialists. Last year, these personnel were reported as either other professional or non-professional staff. This year, they are reported in the correct category.

The state reported that it includes psychological therapists in the other professional staff category.

The state does not include contracted services personnel on the personnel table.

The state reported that it included the following positions in the other non-professional staff category: special education clerks, job coaches, related service aides, and other non-professionals.

The state reported that it included psychological therapists in the other professional staff category.

Wyoming reported that its data are taken from its end-of-the-year report. That is, the counts are not for December 1. However, the state feels this provides the most accurate count of staff.

Tables 4-1 through 4-4: Part B, Exiting

Alabama—The state attributed the increase in the number of students with specific learning disabilities that exited with a *certificate* to the availability of an Alabama Occupational Diploma (AOD). This exiting option prepares students for employment. The state reported that the increase in the number of certificates is an indication that more students are choosing to graduate with the AOD. Alabama's high standards for *graduation with a regular diploma* (course content requirements and a graduation exam including reading, language, mathematics, and science) make it difficult for many students with disabilities to receive a regular high school diploma.

The state also attributed the decrease in students who *dropped out* to the AOD. The biggest decrease was in the disability area of specific learning disabilities, the population of students most likely to choose the AOD as an exit. In addition, more higher functioning students with emotional disturbance and mental retardation are choosing the AOD as an exit option. As a result, these students are staying in school rather than dropping out.

Arkansas—The state reported that the decrease in the total number of students on the exiting table may be due to errors associated with implementing a new data collection system in 2001. The agency handling the data collection implemented a new special education module that districts used to enter student withdrawals from special education. Many of the districts reported to the state that they did not understand how this system worked. They continued entering student graduations, dropouts, and other exits with general education exits, thinking that these records would be imported into the special education module. This was not the case. The state believes that many of its special education exits were not captured in the data collection and is working with districts to correct the situation for the 2002 school year and to revise data from 2001.

California—The state attributed the increases in the number of students exiting in the *graduated with a regular high school diploma* category and the number of students with specific learning disabilities exiting in that category to an increase in special education enrollment. The state also reported that in the past 5 years it has worked closely with districts, focusing on the educational benefits for students with disabilities rather than just procedural compliance. Among the focused monitoring indicators used by the state to measure educational benefit are: an increase in the number of students *graduating with a diploma*, a decrease in the number of students *dropping out*, and an increase in the number of students with disabilities who receive instruction with their nondisabled peers. The state believes that the rapid increase in the number of students reported in the category *graduated with a high school diploma* is a direct result of these efforts.

The state reported that the decrease in the number of students with specific learning disabilities who *received a certificate* was a direct result of the increase in the number of these students who *received a regular high school diploma*. The state attributed the increase in the number of students with mental retardation who *received a certificate* to an increase in special education enrollment.

The state attributed the increase in the number of students with specific learning disabilities and all disabilities combined in the *moved, not known to continue* category to an increase in special education enrollment.

The state attributed the decrease in the number of students with specific learning disabilities and all disabilities combined who *dropped out* to the state's quality assurance process. This process has been in place for 4 years and encourages students to get diplomas and certificates.

Colorado—Data reported for 2001-02 are for students exiting between December 2000 and December 2001.

Connecticut—Connecticut reported that its reporting period is from December 1, 2001, to November 30, 2002. It incorrectly calculated students' ages as of December 1, 2002, rather than December 1, 2001.

The state attributed the increase in the number of students who *moved and were known to continue* and the decrease in the number of students who *moved and were not known to continue* to new edit checks conducted by the state. This year, the state verified that students who were initially reported as *moved, not known to be continuing* were not enrolled in another school district. If the state found that one of these students was enrolled in another district, the state re-coded the student as *moved, known to be continuing*. The state conducted similar checks for students to check whether students reported as *dropouts* were actually enrolled in another school district. As a result, the number of *dropouts* reported by the state decreased slightly.

Georgia—Georgia had a significant decrease in the number of students reported as *dropping out* and *moved, not known to continue*. The state reported that in previous years, these counts frequently were duplicated counts based on the number of occurrences rather than unduplicated counts of students. This year, enrollment in the fall was checked against students reported as *dropouts* the prior year. If a student was reported as a *dropout* in the prior year, but enrolled in the fall, he/she was not considered a *dropout* or counted in the *moved, not known to continue* category.

The state attributed the increase in the number of students with disabilities *receiving a regular diploma* to better data collection and an increased emphasis by the Department of Education on test results and inclusion.

Georgia attributed the decrease in the number of students who *no longer receive special education* to a change in the state's data reporting methods. In 2001, the state eliminated duplicated students from its data report. The state did not report students who returned to the regular education environment during the year, but were in special education at the end of the reporting year. In previous years, a student in this situation might have been reported in the *no longer receives special education* category.

Hawaii—In 2000, Hawaii trained teachers on the eligibility criteria for the speech and language impairments category. As a result, 1,220 students in this category exited special education to be served under Section 504 rather than IDEA. In 2001, significantly fewer students with speech and language impairments were reported as *no longer receiving special education*. The state believes that these data are accurate and that the number of students with this disability exiting special education has stabilized.

The state attributed the increase in the number of students with specific learning disabilities reported in the category *no longer receives special education* to the implementation of a Comprehensive Student Support System. Under this new system, students are provided with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based to enable them to achieve in school and return to regular education. The increase may also be attributed to a change in data collection methods in 2001 for students who returned to regular education. Data for these students were gathered using the Integrated Special Education Database, a process-based system which was implemented in 2001.

Illinois—The state reported that it calculated student age for the 2001 exiting report as of the 2001 child count date (December 1, 2001). In the past, Illinois calculated student age based on the school year during which the student exited. The state used the age of the student as of the child count for that school year to calculate the age. For example: If the student exited May 2000, age was calculated from the December 1999 child count. If the student exited October 2000 the age was calculated from the December 2000 child count.

Illinois began using the multiple disabilities category for the 2001 school year.

Louisiana—Louisiana attributed the decrease in the *moved, not known to continue* category to policy and system changes in the state. In prior years, the state allowed local school systems to use the code “other” as a valid exit reason. For federal reporting purposes, students coded as “other” were reported in the *moved, not known to continue* category. In early 2001, the “other” code was eliminated due to a state policy change that required school systems to more accurately track student exits.

The state attributes the slight decrease in the number of *dropouts* to a state policy that requires school districts to implement changes at the local level to reduce *dropouts*. The dropout rate is included in Louisiana's accountability and school performance scores. A school's dropout rate affects its school performance scores and possibly funding.

Maine—Maine reported that its exiting data for 2001 were actually collected between December 1, 2000, and November 30, 2001.

Missouri—The state attributed the increase in the *moved, known to be continuing* category to better understanding of the difference between the two moved categories. This has resulted in more appropriate use of these two moved categories.

Oregon—The state attributed the decrease in the *moved, known to be continuing* category to improved SEA-generated reports, which were sent to LEAs to help eliminate duplicate exit records.

Oregon attributed the decrease in the number of students reported as *moved, known to be continuing* and *moved, not known to be continuing* to better data cleaning at the state level. The state reported that in 2001, it improved its methods for tracking exits by eliminating duplicated exit reasons. In addition, the state implemented a hierarchy of exit codes. For example, a student who moved and *graduated with a diploma* would only be reported as having graduated. Similarly, a student who moved twice and exited with a certificate would only be reported as *exiting with a certificate*. Finally, the state told districts that students in the *moved, not known to be continuing* category would be considered dropouts when the state calculated the district dropout rates. This encouraged districts to use another exit category whenever possible.

Texas—Each fall, the state collects exiting data for the previous year. Data reported for school year 2001 are actually for students exiting between August 2000 and August 2001.

The state reported that it counts students who complete an IEP in the *graduated with a regular high school diploma* category.

Texas does not use the category *received a certificate*.

The state attributed the increase in the number of students reported as *moved, known to be continuing* to changes in the in the TYC (Texas Youth Commission School) methodology for determining if a youth continues in school after release. TYC campuses improved their methods for gathering post-release information about students with respect to continuing education.

Texas reported that 2,044 students on the exiting table were missing disability information. The state imputed disability for these students based on the known disabilities of other students on the table.

Utah—The state attributed the increase in the number of students with disabilities who graduated and the increase in the number who *reached maximum age* to a change in data collection methodology. Prior to 2000, data were collected on paper forms. In 2000, the state began collecting exit data electronically, and districts were unfamiliar with the electronic forms. As a result, the state believes the data were not accurate. The state reports that districts are now more familiar with the electronic forms, and as a result the current data are more accurate.

The state attributed the decrease in the number of students with specific learning disabilities who *no longer receive special education* to better data and to a focus on accountability and making sure that student IEP goals are met.

The state attributed the increase in the number of students reported as *moved, known to be continuing* to better data. The statewide clearinghouse warehouse system makes it possible to better track and follow students as they move from district to district.

Vermont—Data reported for school year 2001 are actually data for students exiting between December 2000 and December 2001.

Wisconsin—Data reported for school year 2001 are actually data for students exiting between December 2000 and December 2001.

Tables 5-1 through 5-4: Part B, Discipline

Arizona—Arizona was unable to correct some errors on its discipline table. The race/ethnicity totals in the following categories do not match the totals by disability: the *unduplicated count of children removed for drug and weapon offenses*, the *unduplicated count of children removed by a hearing officer*, and the *unduplicated count of children with multiple short-term suspensions*.

The state attributed the decrease in the number of children *unilaterally removed by school personnel* to more accurate data resulting from additional training. LEAs were trained on how to properly report data and how to differentiate between suspension/expulsions and removals to alternative educational settings.

The state attributed the decrease in the number of students reported as *unilaterally removed by a hearing officer* to a change in data collection methods. In 2000, public education agencies were responsible for reporting data on removals by hearing officers. The state believes that many public education agencies may have misinterpreted the term hearing officer. They may have been erroneously reporting removals by local hearing officers, rather than state hearing officers. In 2001, the dispute resolution team began collecting these data, utilizing the correct definition of hearing officer. The state believes the data are more accurate for 2001 than for 2000.

Arkansas—Arkansas had an increase in the number of students *unilaterally removed by school personnel for drug and weapon offenses*. The state reported that this increase was due to an increase in the number of removals for drug offenses and not to an increase in the number of removals for weapon offenses. The state reported a statewide effort to make schools weapon and drug free, leading to more disciplinary actions for these types of offenses. School administrators are making an effort to discipline children caught with drugs.

California—The state attributed the decrease in the number of students reported in all categories on the discipline table to an error on previous reports. In previous years, California reported all students with disabilities who had been suspended, rather than only those who were suspended for 10 days or more. This year, the state only reported students who were suspended for more than 10 days.

Colorado—The state attributed the decrease in the number of students who were *unilaterally removed by school personnel to an interim alternative educational setting* to more accurate reporting by LEAs. The state emphasized to the districts that they should only report students in this category if they were removed by school personnel. The state attributed most of this change to data from one of the largest LEAs in the state.

Connecticut—Connecticut reported that data on all in-school and out-of-school suspensions; expulsions; and alcohol, drug, and weapon offenses for both regular and special education for the Individuals with Disabilities Education Act, the Gun-Free Schools Act, and the Drug Free Schools Act are in one individual student database system. To ensure data accuracy, the state implemented a validation system to identify incomplete and erroneous data submitted by school districts. The state then sends reports to districts requesting corrections of their data.

Delaware—The state attributed the decrease in the number of children with multiple short-term suspensions to new edit checks conducted by the state. The state queried the data to check for errors and sent inaccurate data back to districts for correction. In the past, corrections were made at the state level.

Georgia—The state attributed the decrease in the number of children *unilaterally removed by a hearing officer* to a change in the terminology used in the state’s data collection system. It replaced the term “hearing officer” with the term “administrative law judge” because, in Georgia, an administrative law judge is required in the removal process for likely injury. This change in terminology helped local school systems better understand which students they should report. The state believes that previously districts incorrectly counted students disciplined by internal (school system) hearing officers.

Hawaii—The state attributed the decrease in the number of students *unilaterally removed by school personnel for drug and weapon offenses* to a new discipline data tracking system. In 2001, the state used its “Chapter 19 Database” to provide the state’s discipline data for the first time. The state reports that although it trained users on this system, further training is needed. It expects to report more accurate data in future reports.

Illinois—The state reported that it collected the 2001 discipline data using the old data collection format from 2000. As a result, the data reported by the state differ from the federal categories:

- The state reported the number of children with single suspensions greater than 10 days, rather than the *number of suspensions greater than 10 days*. This may result in an undercount of suspensions.
- The state was unable to report an accurate unduplicated count of all children with suspensions and calculated this unduplicated count by adding the number of children with single suspensions greater than 10 days and the *number of children with multiple short-term suspensions*. The calculated count may be higher than a true unduplicated count.
- The state reported the number of drug and weapon acts precipitating removal by school personnel rather than the actual *number of removals for drug and weapon offenses*.

The state was unable to correct logic errors in the unduplicated counts of students reported by race/ethnicity. The unduplicated counts of white and Hispanic students reported as removed by school personnel for drug and weapon offenses was not logical (too high) based on the number of removals reported.

Indiana—The state reported that the decrease in the number of children *unilaterally removed by a hearing officer* (from 46 to 0) is due to an increase in data accuracy in 2001-02. The Indiana Department of Education reviewed the local discipline reports submitted by LEAs for 2000-01 and found that districts reported students disciplined by a “local expulsion examiner” in the *removed by a hearing officer* category. The state corrected this misunderstanding for the 2001-02 report, and these data will be correct in future reports.

Kentucky—The state attributed the decrease in the number of students *unilaterally removed by school personnel to an interim alternative educational setting (IAES) for drug or weapon offenses* to districts’ better understanding of state law. The state reported that Kentucky Revised Statute (state law) is more restrictive than federal law on the authority of school personnel to remove students to an IAES for drug or weapon offenses. Under state law, a student can only be sent to an IAES for 10 days at a time, no matter what the reason for the removal was. In order for a student to be removed for more than 10 days (and thus be reported on the federal discipline table), the student would have to commit multiple offenses. This state

law is fairly new. The state believes that in 2000, districts were not fully aware of the law, and their data were largely based on single events. Districts are becoming more aware that they cannot remove a student for more than 10 days unless there are multiple incidents, which has resulted in a decrease in the category of unilateral removals by school personnel.

Louisiana—The state attributed the increase in the number of students *removed by school personnel for drug and weapon offenses* to district changes in disciplinary policies, coupled with system improvements in data tracking and reporting methods at the local level.

Maryland—Maryland reported that, after the data were published, it discovered an error in the race/ethnicity portion of its discipline data. Asian students were reported as white, non-Hispanic, Native American students were reported as black, non-Hispanic, white, non-Hispanic students were reported as Asian/Pacific Islander, and Hispanic students were reported as Native American.

Maryland attributed the decrease in the number of children *removed by a hearing officer* to new administrative procedures and behavior programs put in place by local school systems. The state reported that last year, all of the removals by hearing officers occurred in 7 of the 24 local school systems in Maryland. This year, the state contacted these districts to determine the reason for the decrease in the number of students they reported as *removed by hearing officials*. Three of the local school systems had a decrease of one or two cases, which the state considers to be a non-significant change. Three other school systems had more significant decreases. Of these, one reported that it developed and implemented definitive criteria that must be used by schools prior to seeking such a removal for a 45-day interim placement by a hearing officer. Another reported that it is the district's aim to maintain all children in school as long as possible, and therefore, it only removes children to a 45-day IAES when it is absolutely necessary to do so. The third reported that it has expanded its efforts in the middle and high schools to provide a high level of effective intervention in the classroom. It implemented class- and grade-wide incentive models and behavior support interventions. All students with IEPs who display problem behavior receive the highest quality of behavior support in the classroom. In addition, IEP teams develop behavior support plans with the appropriate professional specialists to address these behaviors.

Massachusetts—The state reported that it collected the 2001 discipline data using the old data collection format from 2000. As a result, the data reported by the state differ from the federal categories:

- The state reported the number of children with single suspensions greater than 10 days, rather than the *number of suspensions greater than 10 days*. This may result in an undercount of suspensions.
- The state was unable to report an accurate unduplicated count of all children with suspensions and calculated this unduplicated count by adding the number of children with single suspensions greater than 10 days and the *number of children with multiple short-term suspensions*. The calculated count may be higher than a true unduplicated count.

Michigan—Michigan reported that it is unable to provide an accurate unduplicated count of students *removed by school personnel for drug or weapon offenses*. The state currently is unable to identify students who had *multiple removals for drug or weapon offenses*. The state calculated this unduplicated count by adding the number of removals for drugs and the number of removals for weapons. This count may be higher than a true unduplicated count.

Minnesota—The state reported that its counts do not include data from several districts, including one of the largest districts in the state.

The state had a 25 percent increase in the number of children subject to *multiple short-term suspensions*. The state attributes this increase to improved data collection procedures. In addition, the state reported that it is also possible that more students are receiving multiple suspensions summing to more than 10 days.

Missouri—From 2000 to 2001, Missouri had a significant increase in the number of students with *multiple short-term suspensions summing to greater than 10 days*. The state reported that the 2001 school year was the second year the state used a web-based data collection on discipline incidents that was designed to collect information on students with and without disabilities. Since the data collection method is so new, it is difficult to determine the reason for the increase. Missouri reported that there have been no state policy changes related to discipline which would cause this increase, but suggested that the change may be due to better reporting. The state reported that this is supported by an overall increase in the total number of reported incidents for students with and without disabilities as well as an increase in the number of reported *multiple short-term suspensions* for students with and without disabilities.

Nevada—The state attributed the increase in the number of students *unilaterally removed by school personnel* to increased familiarity with discipline regulations (such as making manifestation determinations [Section 615(k)(4) of IDEA, 1997] that are defensible) at the district level. As a result of their increased familiarity with the regulations, districts are more willing to “engage the process” rather than adopting an unstated rule that students with disabilities will not be disciplined by removals.

Oklahoma—The state attributed the increase in the number of students *removed to IAES’s by school personnel for drug or weapon offenses* to two factors. First, the state conducted training with the LEAs on how to report the data. The state believes that this led to more accurate reporting. Second, more schools instituted a “zero tolerance” policy towards drug or weapon offenses; therefore, students who commit these offenses are automatically removed.

Pennsylvania—Pennsylvania had increases in the number of children who were *unilaterally removed by school personnel* and who received *multiple, short-term suspensions summing to more than 10 days*. In addition, the state had a decrease in the number of children *removed by a hearing officer*. The state attributes these changes to statewide and regional training, an improved communication system from state to regional offices to districts, and assistance from a statewide advisory committee. In addition, this is the second year it used the current data system, and districts reported that this year they were more familiar with the system.

South Carolina—The state attributed the increase in the number of students reported as *unilaterally removed by school personnel for drug or weapons offenses* and the increase in the number reported as *removed by hearing officer determination regarding likely injury*, as well as the decrease in the number of students with *multiple short-term suspensions*, to changes in data collection methods. Last year, the discipline data were generated from a database with definitions for the unilateral removal categories that did not match OSEP definitions. As a result of the differences, some removals were not included in the reported data. This year, the state corrected the definitions.

Tennessee—In 2001, the number of students *removed by school personnel for drug and weapons offenses* increased, and the number of students with *multiple short-term suspensions* decreased. The state reported that it experienced an overall increase in the number of offenses in its schools. The state provided additional information and guidance to the school systems about how to respond to these offenses, and as a result, it has become the norm for IEP teams to place special education students in the LEA’s alternative school when a child is suspended or expelled from school, rather than to dismiss the student from school. The state law under Rule 0520-1-9-.15 (4) specifies that FAPE must be provided to children suspended or expelled from school: (b) “In the case of a child eligible for special education who has been removed

from their current placement for more than ten (10) school days in that school year, the local school system, for the remainder of the removals, must: (1) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the goals set out in the child's IEP, if the removal is: (i) Under the school personnel's authority to remove for not more than ten (10) consecutive school days as long as that removal does not constitute a change of placement; (2) Provide services in the appropriate interim alternative educational setting, if the removal is for drug or weapons offenses or based on a hearing officer's determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement."