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**U.S. Department of Education**

**29th Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2007***

**Vol. 2**

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29th Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2007*

Vol. 2

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

Prepared by New Editions Consulting, Inc. for the  
Office of Special Education and Rehabilitative Services  
U.S. Department of Education

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## Preface

The *29th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2007*\* follows the 2006—i.e., the 28th annual report—in sequence. The *29th Annual Report to Congress* is, however, the first to have three volumes. In the 28th and earlier editions, vol. 2 consisted of data tables and data notes for Parts B and C. With the 2007 or 29th annual report, vol. 2 now contains only Part B data tables and data notes and vol. 3 contains data tables and data notes for Part C.

Vol. 1 presents a picture of how children and students are being served under the law nationwide and provides profiles of individual states' special education environments and early intervention settings. It also includes tables of states rank-ordered by their reported data on exiting, dropouts, educational environments and early intervention services and settings. Lastly, it contains abstracts of research projects funded by the National Center for Special Education Research and other studies and evaluations for assessing implementation and effectiveness of key programs and activities supported under the *Individuals with Disabilities Education Act (IDEA)*.

Vols. 2 and 3 of the *29th Annual Report to Congress* consist of tables that also were compiled from data provided by the states. Such data are required under the law. In fact, the collection and analysis of these data are the primary means by which the Office of Special Education Programs monitors activities under *IDEA*, thereby helping to ensure the free and appropriate public education of all children with disabilities.

Data tables in vol. 2 cover a multitude of topics regarding states' implementation of *IDEA*, Part B; data tables in vol. 3 cover a multitude of topics regarding states' implementation of *IDEA*, Part C. In the analysis of data presented in vol. 1, there are frequent references to specific tables in vols. 2 and 3 as sources. In that sense, vols. 2 and 3 can be used as appendices to vol. 1.

However, the tables in vols. 2 and 3 provide much more extensive data than are referenced in vol. 1. As such, they may be used by anyone interested in doing further analysis of state activities funded under *IDEA*.

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\* The year in the title reflects the U.S. Department of Education's target year for submitting the report to Congress.





## Data Sources Used in This Report

The text and graphics contained in the *29th Annual Report to Congress* were developed primarily from 2004/2005 data<sup>1</sup> in the Office of Special Education Programs (OSEP) Data Analysis System (DANS). DANS is a repository for all of the data mandated by the *Individuals with Disabilities Education Act (IDEA)* to be collected from states annually. These data include the number of infants and toddlers being served under Part C of *IDEA* and the settings in which they receive program services as well as their transition at age 3 out of Part C. The states also report early intervention services provided to this population. For Part B, states report the number of children and students who are being served, the educational environments in which they receive education, disciplinary actions that affect them, information on their exiting the program and the personnel providing educational services to them. As they have in previous years, most states submitted 2004/2005 data used in this report to OSEP, which places such data in DANS. However, with the 2004/2005 data collection, several states submitted data held in DANS through *EDFacts*, a U.S. Department of Education initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts and schools. OSEP is part of this initiative and is in the process of transitioning data collection that is required under *IDEA*, Section 618, to *EDFacts*. For the 2005 Part B Child Count, 19 states<sup>2</sup> submitted data through *EDFacts*; 13 states<sup>3</sup> submitted 2005 Part B Educational Environments data through *EDFacts*; and 14 states<sup>4</sup> submitted 2004–05 Part B Exiting data through *EDFacts*.

All Part B and Part C data submitted by states to OSEP, whether via *EDFacts* or DANS, are stored in DANS. Data in the DANS database are not accessible by the public. DANS data used in this report are tabulated from data collection forms; they are not published reports. All federal data collection forms must be approved by the Office of Management and Budget (OMB). The OMB approval number for each of the forms is provided in the source citation. Note that Part B and C data submitted via DANS or *EDFacts* are based on the same data collection forms. For more information on *IDEA*, Part B and Part C data collections, data handling and verification procedures and tables produced from those data tables, go to [www.ideadata.org](http://www.ideadata.org).

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<sup>1</sup> For collection dates of 2004/2005 Part B data, see chart on next page.

<sup>2</sup> Alaska, California, Delaware, Idaho, Maine, Massachusetts, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, West Virginia and Wisconsin.

<sup>3</sup> Alaska, California, Massachusetts, Missouri, Montana, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, West Virginia and Wisconsin.

<sup>4</sup> California, Delaware, Idaho, Maine, Missouri, Montana, Nebraska, North Dakota, Rhode Island, South Dakota, Vermont, Virginia, West Virginia and Wyoming.

A number of tables refer to *fall* of a particular year, and the corresponding source notes indicate that the data were updated as of July 17, 2006 (same is true for source figures and tables in vols. 1 and 3). This is because much of the Part B and Part C data included in this report are *snapshots* of the database maintained by DANS. OSEP permits states to update data as necessary after original state submissions; however, snapshots are used to prepare analyses for the annual reports to Congress. The use of snapshots ensures that the data are not revised while reports are being produced, thereby ensuring consistency of data in presentations and analyses throughout each report. Use of data snapshots also facilitates the Department of Education review process. Certain other categories of data (e.g., Part B exiting) are collected over the course of a year. Unless noted otherwise, the year spans in the titles refer to school years. Additional tables and data related to these data collections are available at [www.ideadata.org](http://www.ideadata.org).

State-reported data<sup>5</sup> from DANS for Part B used in this report consist of the following:

Data category	Collection date	Date due to OSEP
Child Count	Dec. 1, 2005*	Feb. 1, 2006
Educational Environments	Dec. 1, 2005*	Feb. 1, 2006
Personnel	On or about Dec. 1, 2004	Nov. 1, 2005
Exiting	Cumulative, state-determined 12-month reporting period, 2004–05	Nov. 1, 2005
Discipline	School year 2004–05	Nov. 1, 2005

\*Alaska, the Bureau of Indian Affairs (BIA) schools, Iowa, Maryland and Texas used the last Friday in October 2005 as the reference date for reporting these data. Massachusetts used Oct. 1, 2005, as the reference date for reporting these data.

*Note to reader:* Within these categories of data listed above are various subcategories of data, some of which require detailed descriptors.<sup>6</sup> These descriptors are italicized when references are made within text or notes in order to clarify that the reference is to a grouping of data. In table titles, this rule is not followed, with one exception. In sets of tables in which the distinguishing factor is a subcategory of data, that subcategory is italicized in order to highlight the variable for the reader. Such sets of tables appear throughout vol. 2.

In addition to data from DANS, vol. 2 contains data from the National Center for Education Statistics (NCES) and the U.S. Census Bureau that were used in preparing this report. Brief descriptions

<sup>5</sup> The U.S. Department of the Interior reports data for Bureau of Indian Affairs (BIA) schools.

<sup>6</sup> The list of data categories and subcategories for Part B is found at the beginning of the Part B Data Notes (appendix A). In regard to the subcategories of data for Part B, please note that Public Law 111-256, enacted on Oct. 5, 2010, amended *IDEA* and other federal laws to replace the term “mental retardation” with the term “intellectual disabilities.” Therefore, the U.S. Department of Education will refer to the disability subcategory “intellectual disabilities” rather than “mental retardation” in the *30th Annual Report to Congress* and all subsequent annual reports.

of the other data sources used in vol. 2 follow. Further general information about each data source can be found at the Web site at the end of the description. Specific data from NCES and the Census Bureau were used to determine percentages for the snapshots of data mentioned previously (e.g., tables 1-14 and 1-10). The access dates given in the footnotes of such tables go back in time to when data were originally gathered for preparing the tables.

### **National Center for Education Statistics (NCES)**

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

NCES fulfills a congressional mandate to collect, collate, analyze and report complete statistics on the condition of American education; to conduct and publish reports; and to review and report on education activities internationally. NCES statistics and publications are used by Congress, other federal agencies, state education agencies, educational organizations, the news media, researchers and the public. More information can be found at <http://nces.ed.gov> (last accessed Oct. 19, 2010).

#### *Common Core of Data (CCD)*

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

CCD comprises five surveys sent to state education departments. Most of the data are obtained from administrative records maintained by the state education agencies. Statistical information is collected annually from public elementary and secondary schools, public school districts and the 50 states, the District of Columbia, Department of Defense schools, Puerto Rico and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands). This report uses information from the CCD for 2005–06. For more information on CCD, see <http://nces.ed.gov/ccd/aboutccd.asp> (last accessed Oct. 19, 2010).

## **U.S. Census Bureau**

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

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls, and (4) in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for prior years are revised back to the last census. Previously published estimates are superseded and archived. See the Census Bureau's document *Estimates and Projections Area Documentation: State and County Total Population Estimates* for more information about how population estimates are produced ([http://www.census.gov/popest/topics/methodology/2005\\_st\\_co\\_meth.html](http://www.census.gov/popest/topics/methodology/2005_st_co_meth.html), last accessed Oct. 19, 2010). More information about the U.S. Census Bureau can be found at <http://www.census.gov> (last accessed Oct. 19, 2010).

## Notes Concerning the Data Tables That Follow

The following will assist users of this volume:

1. The term *state* is used for column labels in vol. 2 tables to represent the 50 states, the District of Columbia, the Bureau of Indian Affairs (BIA) schools, Puerto Rico and the outlying areas of American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands.
2. Tables that show the percentage of children served based on population data do not include percentages for BIA schools and the four outlying areas. Population data tables include Puerto Rico except when cross-tabulated by race/ethnicity. For the tables in vol. 2, the U.S. Census' annual population estimates exclude residents of the four outlying areas. Annual population estimates by race/ethnicity exclude residents of Puerto Rico and the four outlying areas. The decennial census (last collected in 2000, under way again in 2010) includes residents of Puerto Rico and the four outlying areas. The unavailability of population data results in an inability to calculate associated percentages.
3. Two national rows are included at the bottom of most tables in the report. The first, "50 states and DC (including BIA schools)," includes just the 50 states, the District of Columbia and BIA schools. The second, "U.S. and outlying areas," includes the 50 states, the District of Columbia, the BIA schools, Puerto Rico and the four outlying areas.
4. While *IDEA* is focused on ensuring that services are provided to children with disabilities through age 21, older students may also be eligible to receive services under the act.
5. Available on the Web at <http://www.ideadata.org> are several documents that can provide important background information to these materials. Prior to making any state-to-state comparisons, please consult the posted *Data Dictionary*, *Fact Sheets* and *Data Notes* (Part B Data Notes for 2004–05 are included in appendix A of vol. 2).
6. Beginning with the 2003–04 data, the data tables contain cells in which the numbers are suppressed. Certain data are suppressed to limit disclosure of information consistent with federal law, which, according to 34 CFR 99.35(b)(1) "requires that information collected by the Secretary under this authority [34 CFR 99.31(a)(3)(iii) and 99.35 ] be protected in a manner that does not permit personal identification of individuals by anyone except those officials [i.e., authorized representatives of the Secretary in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs]."

It is the policy of the U.S. Department of Education (Department) to be consistent with the provisions of privacy statutes. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection, and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget.

In preparing this report, the Office of Special Education Programs (OSEP) determined that certain numbers (cells) in the tables that follow would be suppressed in order to avoid the identification of children and students through data publication. With the exception of the all-disability total for age groups in this report, all counts of fewer than five children or students, including counts of zero children or students, are suppressed. Additional cells are suppressed when necessary to prevent the calculation of another suppressed cell. However, national totals in tables broken down by state are not suppressed. In addition, counts of fewer than five, including counts of zero, are not suppressed in tables 3-1, 3-2 and 3-3, which present teachers and personnel employed to provide special education and related services to children and students under *IDEA*, Part B.

7. Since cell suppression was new beginning with the *28th Annual Report to Congress*, the reader may experience some difficulty comparing data across years because small cells are suppressed and data trends are less apparent. In addition, cell suppression affected some tables, such as tables that present multiple variables, more heavily than others. Examples are tables 1-15k and 1-15l. These tables present children ages 3 through 5 by specific disability category, such as low incidence disabilities like deaf-blindness and traumatic brain injury, served under *IDEA*, Part B by state and by race/ethnicity. Usefulness of tables more heavily affected by cell suppression (e.g., tables 1-15k and 1-15l) must be balanced against children's and students' right to privacy. Since the tables in this report were prepared, OSEP has explored alternative cell suppression treatments in order to reduce suppressed cells in future reports. Check <http://www.ideadata.org> for the latest tables.
8. The suppression of numerical data in vol. 2 tables results in an inability to calculate associated percentages.
9. Discrepancies in total counts of children and students served under Part B among different data categories reflect variations in numbers as reported by the states for the various categories and subcategories of data. (For a complete list of Part B data categories and subcategories, see table A-1 in appendix A.)

**Table 1-1. Children and students served under IDEA, Part B, by age group and state: Fall 2005**

State	3-5	6-11	12-17	6-17	14-21	18-21	3-21
Alabama	8,218	36,675	42,497	79,172	33,309	5,245	92,635
Alaska	2,082	7,855	7,309	15,164	5,406	751	17,997
Arizona	14,062	53,375	51,825	105,200	37,706	5,242	124,504
Arkansas	10,286	25,125	29,060	54,185	22,428	2,843	67,314
California	66,653	280,902	302,391	583,293	224,610	26,372	676,318
Colorado	10,540	34,567	34,250	68,817	26,086	4,141	83,498
Connecticut	7,881	27,222	33,079	60,301	25,675	3,786	71,968
Delaware	2,073	7,793	8,203	15,996	6,136	788	18,857
District of Columbia	507	4,537	5,905	10,442	4,513	789	11,738
Florida	34,350	164,811	180,464	345,275	136,380	19,291	398,916
Georgia	20,728	87,681	82,627	170,308	58,733	6,560	197,596
Hawaii	2,423	7,803	11,126	18,929	8,323	611	21,963
Idaho	4,043	12,287	11,649	23,936	8,543	1,042	29,021
Illinois	35,454	131,096	142,645	273,741	107,138	14,249	323,444
Indiana	19,228	76,487	73,460	149,947	56,458	8,651	177,826
Iowa	6,118	27,324	35,477	62,801	27,133	3,538	72,457
Kansas	9,267	26,584	26,937	53,521	20,537	2,807	65,595
Kentucky	21,317	47,000	36,927	83,927	27,212	3,554	108,798
Louisiana	10,597	38,720	36,257	74,977	28,357	4,879	90,453
Maine	4,348	14,512	16,200	30,712	12,118	1,462	36,522
Maryland	12,148	44,192	50,251	94,443	37,250	4,368	110,959
Massachusetts	15,195	65,114	75,351	140,465	56,068	6,994	162,654
Michigan	24,290	99,744	107,473	207,217	82,182	12,100	243,607
Minnesota	13,402	45,633	50,976	96,609	40,365	6,500	116,511
Mississippi	8,319	28,895	27,887	56,782	21,147	2,998	68,099
Missouri	15,268	59,422	61,670	121,092	47,470	6,844	143,204
Montana	1,925	7,823	8,673	16,496	6,509	838	19,259
Nebraska	4,665	19,840	18,686	38,526	14,026	2,048	45,239
Nevada	5,492	20,197	20,507	40,704	14,708	1,598	47,794
New Hampshire	2,902	11,875	15,536	27,411	11,736	1,469	31,782
New Jersey	19,329	105,890	112,829	218,719	85,440	11,337	249,385
New Mexico	6,441	18,930	22,378	41,308	17,361	2,573	50,322
New York	58,297	164,366	201,033	365,399	153,083	23,726	447,422
North Carolina	20,543	82,707	81,772	164,479	61,069	7,798	192,820
North Dakota	1,520	5,756	5,942	11,698	4,514	665	13,883
Ohio	22,702	101,323	126,267	227,590	99,764	16,155	266,447
Oklahoma	8,149	39,822	43,631	83,453	33,546	4,999	96,601
Oregon	8,167	32,798	32,980	65,778	24,699	3,431	77,376
Pennsylvania	25,964	109,737	138,338	248,075	106,441	14,694	288,733
Rhode Island	2,815	12,257	14,167	26,424	10,743	1,442	30,681
South Carolina	11,603	47,123	46,475	93,598	35,991	5,018	110,219
South Dakota	2,747	8,000	6,121	14,121	4,646	763	17,631
Tennessee	12,008	49,724	52,832	102,556	40,816	5,558	120,122
Texas	40,236	203,165	239,714	442,879	177,999	24,290	507,405
Utah	7,462	27,657	23,014	50,671	17,029	2,393	60,526
Vermont	1,556	4,840	6,815	11,655	5,200	706	13,917
Virginia	17,480	68,995	79,652	148,647	61,507	8,513	174,640
Washington	13,429	53,705	51,582	105,287	39,070	5,782	124,498
West Virginia	5,833	20,956	20,473	41,429	16,266	2,415	49,677
Wisconsin	16,077	48,213	58,782	106,995	46,817	7,004	130,076
Wyoming	2,469	5,506	5,184	10,690	3,890	537	13,696
BIA schools	330	3,261	3,816	7,077	2,780	388	7,795
50 states and D.C. (including BIA schools)	698,938	2,729,822	2,979,095	5,708,917	2,256,933	312,545	6,720,400
American Samoa	80	580	532	1,112	269	19	1,211
Guam	171	789	1,318	2,107	1,079	202	2,480
Northern Marianas	70	261	371	632	267	48	750
Puerto Rico	4,677	42,336	36,004	78,340	25,819	4,108	87,125
Virgin Islands	151	486	913	1,399	770	140	1,690
U.S. and outlying areas	704,087	2,774,274	3,018,233	5,792,507	2,285,137	317,062	6,813,656

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

**Table 1-2. Children ages 3 through 5 served under IDEA, Part B, by disability category and state: Fall 2005**

State	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance
Alabama	8,218	18	5,401	x	5
Alaska	2,082	10	608	5	x
Arizona	14,062	289	3,131	340	77
Arkansas	10,286	92	4,484	138	x
California	66,653	2,136	45,531	4,175	108
Colorado	10,540	75	5,207	41	26
Connecticut	7,881	35	2,784	33	12
Delaware	2,073	595	611	184	x
District of Columbia	507	10	193	8	9
Florida	34,350	763	15,567	939	285
Georgia	20,728	151	10,999	562	238
Hawaii	2,423	15	174	16	22
Idaho	4,043	26	1,513	23	x
Illinois	35,454	680	20,251	500	219
Indiana	19,228	218	12,398	966	72
Iowa	6,118	3,133	1,230	905	511
Kansas	9,267	32	3,841	56	16
Kentucky	21,317	x	10,390	64	19
Louisiana	10,597	x	5,028	151	x
Maine	4,348	14	2,233	15	93
Maryland	12,148	14	6,711	76	16
Massachusetts	15,195	119	5,917	72	151
Michigan	24,290	53	16,162	716	72
Minnesota	13,402	35	4,603	145	150
Mississippi	8,319	x	5,657	5	x
Missouri	15,268	60	5,807	217	58
Montana	1,925	20	1,257	13	x
Nebraska	4,665	40	2,426	105	40
Nevada	5,492	31	1,330	90	x
New Hampshire	2,902	5	1,485	x	10
New Jersey	19,329	838	3,927	115	82
New Mexico	6,441	10	2,196	23	x
New York	58,297	x	x	x	x
North Carolina	20,543	35	10,749	41	27
North Dakota	1,520	x	932	x	x
Ohio	22,702	x	6,879	9,206	2,707
Oklahoma	8,149	53	1,772	74	14
Oregon	8,167	11	4,542	75	41
Pennsylvania	25,964	402	11,686	437	121
Rhode Island	2,815	88	1,332	22	31
South Carolina	11,603	121	7,735	243	14
South Dakota	2,747	61	1,139	21	6
Tennessee	12,008	21	7,885	81	x
Texas	40,236	634	31,185	1,173	167
Utah	7,462	721	3,059	36	20
Vermont	1,556	x	x	x	x
Virginia	17,480	164	8,020	189	43
Washington	13,429	12	3,435	x	6
West Virginia	5,833	x	3,391	63	5
Wisconsin	16,077	40	10,930	279	234
Wyoming	2,469	23	1,881	24	6
BIA schools	330	x	208	x	x
50 states and D.C. (including BIA schools)	698,938	11,922	325,895	22,680	5,781
American Samoa	80	14	55	x	x
Guam	171	x	72	x	x
Northern Marianas	70	x	8	x	x
Puerto Rico	4,677	126	3,940	77	x
Virgin Islands	151	x	73	x	x
U.S. and outlying areas	704,087	12,065	330,043	22,759	5,789

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Notes: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-2. Children ages 3 through 5 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments
Alabama	92	85	77	86	37
Alaska	16	13	x	23	x
Arizona	72	251	46	112	176
Arkansas	81	56	20	93	14
California	827	1,135	2,136	2,002	515
Colorado	63	191	386	x	33
Connecticut	95	88	22	144	22
Delaware	x	23	80	75	11
District of Columbia	29	6	8	13	x
Florida	x	405	535	600	149
Georgia	x	162	95	258	55
Hawaii	63	60	20	85	15
Idaho	28	44	18	52	11
Illinois	205	396	375	823	113
Indiana	293	251	293	371	102
Iowa	32	79	75	18	18
Kansas	73	75	67	94	38
Kentucky	129	107	80	159	73
Louisiana	79	121	114	214	43
Maine	101	33	15	157	7
Maryland	205	149	90	266	71
Massachusetts	264	157	255	132	76
Michigan	532	331	642	709	97
Minnesota	18	222	112	87	52
Mississippi	14	58	38	57	31
Missouri	80	103	63	187	48
Montana	10	24	5	13	6
Nebraska	18	77	62	342	25
Nevada	104	56	53	83	16
New Hampshire	35	25	20	157	27
New Jersey	833	70	26	593	23
New Mexico	77	60	33	77	19
New York	x	x	x	x	x
North Carolina	81	260	146	160	96
North Dakota	x	17	29	34	6
Ohio	2,380	448	407	x	193
Oklahoma	54	62	32	69	32
Oregon	x	127	208	169	64
Pennsylvania	246	283	182	276	154
Rhode Island	35	26	20	47	12
South Carolina	27	89	35	102	37
South Dakota	90	22	9	25	5
Tennessee	172	152	108	245	66
Texas	409	744	661	2,485	567
Utah	145	115	37	84	68
Vermont	x	x	x	22	x
Virginia	197	157	85	178	43
Washington	84	118	82	313	29
West Virginia	x	50	5	12	33
Wisconsin	x	164	216	627	55
Wyoming	x	23	28	52	8
BIA schools	x	x	x	x	x
50 states and D.C. (including BIA schools)	8,397	7,777	8,157	12,985	3,399
American Samoa	9	x	x	x	x
Guam	5	5	x	7	x
Northern Marianas	x	x	x	x	x
Puerto Rico	101	60	37	137	23
Virgin Islands	x	x	x	x	x
U.S. and outlying areas	8,515	7,846	8,201	13,135	3,424

x Data suppressed to limit disclosure

Continued on next page

**Table 1-2. Children ages 3 through 5 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay*
Alabama	178	x	13	2,223
Alaska	x	x	x	1,369
Arizona	287	8	10	9,263
Arkansas	106	x	x	5,196
California	7,968	x	93	x
Colorado	157	21	x	4,325
Connecticut	412	x	x	4,228
Delaware	101	12	x	369
District of Columbia	39	x	x	190
Florida	1,598	x	24	13,478
Georgia	550	x	17	7,635
Hawaii	149	x	x	1,800
Idaho	86	x	5	2,231
Illinois	1,256	6	46	10,584
Indiana	777	5	28	3,454
Iowa	102	x	x	x
Kansas	172	x	x	4,786
Kentucky	270	x	16	10,003
Louisiana	294	x	8	4,540
Maine	311	x	x	1,367
Maryland	641	7	13	3,889
Massachusetts	1,370	33	272	6,377
Michigan	1,212	x	x	3,734
Minnesota	1,159	7	21	6,791
Mississippi	69	x	9	2,379
Missouri	283	x	x	8,343
Montana	44	x	x	529
Nebraska	154	x	x	1,362
Nevada	422	x	8	3,295
New Hampshire	112	x	x	1,022
New Jersey	734	x	x	12,066
New Mexico	96	x	16	3,824
New York	x	x	x	x
North Carolina	780	x	x	8,152
North Dakota	39	x	x	451
Ohio	397	x	83	x
Oklahoma	57	x	x	5,923
Oregon	782	12	x	2,130
Pennsylvania	2,063	15	42	10,057
Rhode Island	121	x	x	1,076
South Carolina	281	x	x	2,915
South Dakota	80	x	x	1,287
Tennessee	416	x	18	2,832
Texas	2,123	x	72	x
Utah	247	7	8	2,915
Vermont	48	x	x	1,379
Virginia	548	x	x	7,841
Washington	409	x	15	8,919
West Virginia	33	x	x	2,235
Wisconsin	562	x	x	2,933
Wyoming	37	x	x	382
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	30,160	233	1,069	260,483
American Samoa	x	x	x	x
Guam	15	x	x	58
Northern Marianas	13	x	x	x
Puerto Rico	116	x	x	42
Virgin Islands	x	x	x	71
U.S. and outlying areas	30,305	236	1,077	260,692

\*Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

x Data suppressed to limit disclosure.

**Table 1-3. Students ages 6 through 21 served under IDEA, Part B, by disability category and state: Fall 2005**

State	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance
Alabama	84,417	41,696	16,949	9,448	2,193
Alaska	15,915	7,872	3,499	742	745
Arizona	110,442	59,323	20,247	8,581	8,038
Arkansas	57,028	22,845	11,675	9,882	788
California	609,665	312,622	134,594	38,525	27,398
Colorado	72,958	30,500	15,413	3,417	8,483
Connecticut	64,087	24,537	12,714	2,962	6,569
Delaware	16,784	9,173	1,671	2,070	847
District of Columbia	11,231	5,384	1,132	1,263	1,787
Florida	364,566	178,488	78,307	36,558	34,418
Georgia	176,868	54,322	36,543	25,726	23,257
Hawaii	19,540	9,455	908	1,649	2,330
Idaho	24,978	11,320	5,095	1,733	1,304
Illinois	287,990	140,861	54,147	26,345	28,700
Indiana	158,598	62,969	37,771	21,196	14,590
Iowa	66,339	37,106	7,044	11,229	6,742
Kansas	56,328	23,992	9,613	4,507	3,571
Kentucky	87,481	15,338	19,665	17,601	5,827
Louisiana	79,856	29,475	18,707	8,875	3,100
Maine	32,174	11,344	7,268	842	3,081
Maryland	98,811	37,151	20,723	6,006	9,335
Massachusetts	147,459	66,102	20,689	12,175	13,492
Michigan	219,317	94,646	43,779	24,548	19,039
Minnesota	103,109	33,875	16,599	9,239	16,618
Mississippi	59,780	29,722	14,542	4,657	1,532
Missouri	127,936	52,260	33,012	12,041	8,327
Montana	17,334	8,826	3,555	1,027	1,026
Nebraska	40,574	14,696	10,304	5,227	2,317
Nevada	42,302	25,294	6,660	1,996	2,132
New Hampshire	28,880	13,267	4,705	934	2,570
New Jersey	230,056	104,134	45,978	6,276	12,178
New Mexico	43,881	22,389	8,557	1,724	2,660
New York	389,125	174,692	73,241	13,964	39,105
North Carolina	172,277	64,535	29,454	25,453	9,589
North Dakota	12,363	4,590	3,375	966	1,125
Ohio	243,745	100,563	34,485	41,925	19,164
Oklahoma	88,452	46,587	11,422	6,565	5,106
Oregon	69,209	30,060	15,833	4,218	4,661
Pennsylvania	262,769	144,224	38,979	25,090	25,922
Rhode Island	27,866	12,572	5,293	1,202	3,013
South Carolina	98,616	47,708	21,196	12,693	5,258
South Dakota	14,884	6,688	3,386	1,115	750
Tennessee	108,114	46,558	24,609	11,245	3,766
Texas	467,169	243,509	70,988	27,040	36,849
Utah	53,064	28,216	10,514	3,062	2,741
Vermont	12,361	4,143	1,722	1,091	2,066
Virginia	157,160	65,505	23,969	12,556	12,372
Washington	111,069	46,470	17,032	5,442	4,940
West Virginia	43,844	15,873	11,322	8,535	2,080
Wisconsin	113,999	45,105	20,311	11,283	16,354
Wyoming	11,227	4,763	2,816	558	955
BIA schools	7,465	4,457	1,183	422	496
50 states and D.C. (including BIA schools)	6,021,462	2,727,802	1,143,195	533,426	471,306
American Samoa	1,131	1,028	19	24	x
Guam	2,309	1,638	218	92	53
Northern Marianas	680	437	43	58	x
Puerto Rico	82,448	48,634	13,550	11,585	943
Virgin Islands	1,539	679	190	307	77
U.S. and outlying areas	6,109,569	2,780,218	1,157,215	545,492	472,384

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-3. Students ages 6 through 21 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments
Alabama	1,383	950	585	6,283	445
Alaska	406	169	69	967	40
Arizona	2,154	1,792	666	5,298	555
Arkansas	1,258	589	172	8,065	206
California	4,953	10,180	12,642	36,397	3,899
Colorado	3,036	1,308	8,692	x	313
Connecticut	2,300	692	123	10,906	272
Delaware	x	266	467	1,681	41
District of Columbia	764	45	x	397	23
Florida	x	3,672	3,992	19,410	1,129
Georgia	x	1,655	1,008	24,698	616
Hawaii	359	314	80	2,483	x
Idaho	454	252	105	2,118	87
Illinois	1,038	3,659	2,225	21,120	1,053
Indiana	1,740	1,965	1,493	8,971	856
Iowa	383	767	802	663	x
Kansas	2,120	517	367	6,992	181
Kentucky	4,083	591	452	13,213	412
Louisiana	910	1,135	1,015	9,208	402
Maine	3,175	249	60	4,810	83
Maryland	4,877	1,112	420	12,883	466
Massachusetts	4,771	1,032	1,141	7,919	482
Michigan	2,903	2,885	4,539	15,899	789
Minnesota	515	1,991	1,629	12,496	350
Mississippi	571	597	488	4,023	291
Missouri	1,095	1,248	577	14,336	434
Montana	568	174	61	1,669	x
Nebraska	341	606	394	4,497	215
Nevada	901	495	339	2,754	164
New Hampshire	358	261	87	4,655	108
New Jersey	27,703	1,646	562	23,040	392
New Mexico	947	543	192	3,127	170
New York	21,064	4,748	2,532	44,792	1,398
North Carolina	1,793	2,069	993	25,473	664
North Dakota	x	122	119	1,262	x
Ohio	13,712	2,643	2,240	19,325	1,098
Oklahoma	1,477	856	415	7,306	390
Oregon	x	799	738	7,502	301
Pennsylvania	2,807	2,762	896	11,642	1,173
Rhode Island	270	211	91	4,266	72
South Carolina	348	1,084	779	7,281	382
South Dakota	893	135	89	1,276	37
Tennessee	1,744	1,324	881	11,303	734
Texas	5,259	6,001	4,308	54,686	2,600
Utah	1,455	482	169	2,964	241
Vermont	121	129	75	1,975	30
Virginia	2,784	1,355	842	25,413	440
Washington	2,545	1,287	598	20,658	281
West Virginia	x	428	177	4,367	249
Wisconsin	x	1,493	1,068	12,904	410
Wyoming	x	154	99	1,417	x
BIA schools	145	45	x	x	18
50 states and D.C. (including BIA schools)	132,595	71,484	62,618	557,121	25,369
American Samoa	27	13	x	x	x
Guam	60	46	28	99	11
Northern Marianas	23	17	7	x	x
Puerto Rico	1,170	805	470	3,696	595
Virgin Islands	39	22	x	88	10
U.S. and outlying areas	133,914	72,387	63,127	561,028	25,996

x Data suppressed to limit disclosure.

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**Table 1-3. Students ages 6 through 21 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay*
Alabama	1,874	6	274	2,331
Alaska	390	11	63	942
Arizona	3,287	x	424	x
Arkansas	1,378	x	162	x
California	26,603	x	1,677	x
Colorado	1,346	x	379	x
Connecticut	2,853	x	122	x
Delaware	498	44	x	x
District of Columbia	212	x	x	148
Florida	7,918	x	614	x
Georgia	5,655	x	462	2,905
Hawaii	811	x	71	1,017
Idaho	844	6	128	1,532
Illinois	8,010	x	788	x
Indiana	6,477	x	547	x
Iowa	1,220	x	212	x
Kansas	1,290	9	210	2,959
Kentucky	1,798	13	221	8,267
Louisiana	1,753	6	247	5,023
Maine	1,162	x	95	x
Maryland	4,651	21	324	842
Massachusetts	5,124	235	4,967	9,330
Michigan	8,561	x	x	1,189
Minnesota	7,450	58	438	1,851
Mississippi	780	11	154	2,412
Missouri	3,653	26	416	511
Montana	297	x	74	x
Nebraska	834	8	215	920
Nevada	1,357	x	203	x
New Hampshire	793	x	x	1,076
New Jersey	6,698	x	1,411	x
New Mexico	494	22	203	2,853
New York	12,257	x	1,319	x
North Carolina	5,564	39	507	6,144
North Dakota	281	x	49	433
Ohio	7,596	x	954	x
Oklahoma	1,377	29	266	6,656
Oregon	4,810	x	273	x
Pennsylvania	8,252	x	895	x
Rhode Island	810	x	x	x
South Carolina	1,733	x	149	x
South Dakota	425	x	66	x
Tennessee	2,378	5	256	3,311
Texas	14,608	x	1,241	x
Utah	1,552	85	319	1,264
Vermont	309	5	56	639
Virginia	5,085	28	356	6,455
Washington	4,060	34	337	7,385
West Virginia	675	x	121	x
Wisconsin	4,531	x	394	139
Wyoming	235	x	63	x
BIA schools	34	x	25	296
50 states and D.C. (including BIA schools)	192,643	1,539	23,449	78,915
American Samoa	x	11	x	x
Guam	59	x	x	x
Northern Marianas	33	x	x	26
Puerto Rico	872	41	53	34
Virgin Islands	x	x	x	93
U.S. and outlying areas	193,637	1,592	23,509	79,070

\*Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

x Data suppressed to limit disclosure.

**Table 1-4. Students ages 6 through 11 served under IDEA, Part B, by disability category and state: Fall 2005**

State	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance
Alabama	36,675	12,393	14,345	2,118	574
Alaska	7,855	2,978	2,685	202	207
Arizona	53,375	21,789	18,533	3,390	2,651
Arkansas	25,125	6,723	10,370	3,054	229
California	280,902	101,652	113,112	13,975	6,186
Colorado	34,567	12,512	11,980	1,129	2,408
Connecticut	27,222	8,801	9,089	847	1,359
Delaware	7,793	3,843	x	775	243
District of Columbia	4,537	1,919	819	405	508
Florida	164,811	61,793	64,751	11,655	9,805
Georgia	87,681	19,222	33,457	8,115	8,248
Hawaii	7,803	3,030	x	455	533
Idaho	12,287	4,039	4,073	528	409
Illinois	131,096	48,875	48,623	8,847	7,097
Indiana	76,487	19,239	x	7,845	3,973
Iowa	27,324	14,725	4,094	4,274	2,517
Kansas	26,584	8,067	8,717	1,409	1,059
Kentucky	47,000	4,431	17,993	5,744	1,899
Louisiana	38,720	8,329	16,246	2,450	642
Maine	14,512	3,835	5,506	239	943
Maryland	44,192	12,296	16,494	1,782	2,150
Massachusetts	65,114	22,527	14,688	3,170	3,687
Michigan	99,744	30,294	38,953	8,265	5,310
Minnesota	45,633	11,811	13,795	3,006	4,732
Mississippi	28,895	8,222	13,580	1,231	415
Missouri	59,422	14,054	28,466	4,141	2,487
Montana	7,823	2,981	3,169	378	314
Nebraska	19,840	5,083	8,380	1,663	729
Nevada	20,197	9,518	x	760	650
New Hampshire	11,875	4,624	3,003	190	605
New Jersey	105,890	35,608	38,376	1,854	2,810
New Mexico	18,930	6,164	6,538	453	704
New York	164,366	53,252	55,202	3,772	11,351
North Carolina	82,707	23,013	x	7,502	2,761
North Dakota	5,756	1,447	2,541	238	297
Ohio	101,323	32,580	30,643	12,378	5,239
Oklahoma	39,822	14,533	10,134	2,060	1,454
Oregon	32,798	10,804	13,030	1,252	1,439
Pennsylvania	109,737	46,096	35,269	7,840	6,574
Rhode Island	12,257	4,668	4,222	367	755
South Carolina	47,123	16,777	x	3,749	1,222
South Dakota	8,000	2,822	x	342	245
Tennessee	49,724	14,420	20,689	2,648	858
Texas	203,165	75,813	66,117	9,376	11,192
Utah	27,657	11,905	9,284	1,021	926
Vermont	4,840	1,498	887	294	483
Virginia	68,995	20,339	21,742	3,258	2,890
Washington	53,705	16,549	15,389	1,530	1,562
West Virginia	20,956	4,324	x	2,769	625
Wisconsin	48,213	12,532	17,607	3,508	4,908
Wyoming	5,506	1,700	2,418	192	267
BIA schools	3,261	1,384	x	150	123
50 states and D.C. (including BIA schools)	2,729,822	897,833	981,716	168,595	131,254
American Samoa	580	533	x	x	x
Guam	789	380	x	32	20
Northern Marianas	261	127	x	x	x
Puerto Rico	42,336	21,925	x	3,519	475
Virgin Islands	486	90	x	51	17
U.S. and outlying areas	2,774,274	920,888	994,098	172,214	131,768

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-4. Students ages 6 through 11 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments
Alabama	538	379	281	2,426	x
Alaska	110	80	x	361	23
Arizona	826	883	x	2,443	283
Arkansas	604	261	x	2,914	82
California	2,075	4,498	5,755	15,206	1,695
Colorado	1,096	591	3,764	x	136
Connecticut	894	284	x	4,112	110
Delaware	x	135	242	673	x
District of Columbia	342	x	x	218	x
Florida	x	1,502	1,801	8,038	496
Georgia	x	794	518	10,579	x
Hawaii	168	160	x	1,108	x
Idaho	159	102	x	846	42
Illinois	x	1,678	1,068	9,003	478
Indiana	831	916	769	3,809	387
Iowa	143	339	313	249	x
Kansas	605	238	226	2,456	x
Kentucky	1,349	286	254	5,537	x
Louisiana	338	459	468	3,567	194
Maine	1,158	120	x	1,940	31
Maryland	1,554	529	x	5,477	190
Massachusetts	1,777	477	862	3,102	244
Michigan	1,162	1,329	1,985	6,256	x
Minnesota	233	923	811	4,206	145
Mississippi	225	238	200	1,759	121
Missouri	470	564	x	5,976	193
Montana	163	72	x	505	x
Nebraska	125	256	229	1,811	x
Nevada	344	233	186	1,245	x
New Hampshire	121	121	x	1,630	45
New Jersey	10,223	722	310	11,143	x
New Mexico	329	223	91	1,206	74
New York	8,409	1,992	x	20,719	655
North Carolina	644	963	489	9,940	293
North Dakota	x	53	57	511	x
Ohio	5,436	1,142	1,126	7,716	425
Oklahoma	568	362	199	2,870	164
Oregon	x	377	395	2,844	x
Pennsylvania	1,148	1,223	x	5,374	523
Rhode Island	95	104	x	1,514	x
South Carolina	184	439	364	2,954	157
South Dakota	454	x	54	511	x
Tennessee	656	634	399	4,328	363
Texas	1,940	2,682	2,036	23,912	1,239
Utah	587	216	93	1,239	128
Vermont	x	58	23	742	x
Virginia	971	620	404	9,148	196
Washington	698	575	314	7,350	133
West Virginia	x	169	x	1,593	112
Wisconsin	x	687	521	5,539	x
Wyoming	x	85	53	572	x
BIA schools	x	x	x	x	x
50 states and D.C. (including BIA schools)	50,450	31,889	30,041	229,344	11,448
American Samoa	x	x	x	x	x
Guam	25	x	x	x	x
Northern Marianas	x	x	x	x	x
Puerto Rico	532	361	x	2,359	276
Virgin Islands	15	x	x	31	x
U.S. and outlying areas	51,045	32,305	30,321	231,785	11,742

x Data suppressed to limit disclosure.

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**Table 1-4. Students ages 6 through 11 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>a</sup>
Alabama	1,028	x	x	2,331
Alaska	209	x	x	942
Arizona	1,996	x	145	x
Arkansas	744	x	x	x
California	16,148	x	x	x
Colorado	782	x	140	x
Connecticut	1,612	x	35	x
Delaware	254	18	x	x
District of Columbia	x	x	x	148
Florida	4,761	x	185	x
Georgia	3,387	x	x	2,905
Hawaii	450	x	24	1,017
Idaho	463	x	x	1,532
Illinois	4,608	x	250	x
Indiana	3,537	x	x	x
Iowa	530	x	76	x
Kansas	698	x	x	2,959
Kentucky	970	x	x	8,267
Louisiana	924	x	x	5,023
Maine	691	x	x	x
Maryland	2,532	x	91	842
Massachusetts	2,899	88	2,263	9,330
Michigan	4,487	x	x	1,189
Minnesota	3,990	20	110	1,851
Mississippi	445	x	x	2,412
Missouri	2,105	x	x	511
Montana	168	x	x	x
Nebraska	473	x	x	920
Nevada	862	x	x	x
New Hampshire	403	x	x	1,076
New Jersey	4,224	x	409	x
New Mexico	244	5	46	2,853
New York	7,164	x	371	x
North Carolina	3,018	x	x	6,144
North Dakota	141	x	20	433
Ohio	4,289	x	x	x
Oklahoma	740	14	68	6,656
Oregon	2,434	x	x	x
Pennsylvania	4,990	x	238	x
Rhode Island	445	x	x	x
South Carolina	972	x	x	x
South Dakota	214	x	24	x
Tennessee	1,337	x	x	3,311
Texas	8,399	x	x	x
Utah	864	31	99	1,264
Vermont	135	x	x	639
Virginia	2,849	12	111	6,455
Washington	2,116	14	90	7,385
West Virginia	404	x	32	x
Wisconsin	2,467	x	x	139
Wyoming	125	x	x	x
BIA schools	x	x	x	296
50 states and D.C. (including BIA schools)	109,869	592	7,876	78,915
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	26
Puerto Rico	578	x	x	34
Virgin Islands	x	x	x	93
U.S. and outlying areas	110,529	611	7,898	79,070

<sup>a</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

x Data suppressed to limit disclosure.



**Table 1-5. Students ages 12 through 17 served under IDEA, Part B, by disability category and state: Fall 2005**

State	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance
Alabama	42,497	26,466	2,459	6,029	1,472
Alaska	7,309	4,538	773	405	489
Arizona	51,825	34,806	1,679	3,984	5,016
Arkansas	29,060	14,670	1,269	6,042	532
California	302,391	199,273	20,904	18,050	19,444
Colorado	34,250	16,373	3,250	1,743	5,507
Connecticut	33,079	14,525	3,434	1,457	4,609
Delaware	8,203	4,997	x	1,063	563
District of Columbia	5,905	3,114	302	693	1,119
Florida	180,464	107,829	13,019	19,480	22,275
Georgia	82,627	33,091	3,048	14,998	14,276
Hawaii	11,126	6,200	x	1,048	1,686
Idaho	11,649	6,757	996	997	833
Illinois	142,645	85,144	5,388	14,010	19,565
Indiana	73,460	39,288	x	11,295	9,772
Iowa	35,477	20,511	2,728	6,166	3,858
Kansas	26,937	14,717	871	2,534	2,306
Kentucky	36,927	9,887	1,642	10,503	3,733
Louisiana	36,257	18,776	2,409	5,210	2,225
Maine	16,200	6,997	1,673	486	1,965
Maryland	50,251	23,474	4,127	3,241	6,630
Massachusetts	75,351	41,075	5,825	7,233	8,804
Michigan	107,473	59,217	4,711	12,941	12,651
Minnesota	50,976	19,932	2,684	4,644	10,836
Mississippi	27,887	19,607	944	2,837	1,039
Missouri	61,670	34,397	4,402	6,560	5,343
Montana	8,673	5,345	374	544	678
Nebraska	18,686	8,859	1,854	2,854	1,460
Nevada	20,507	14,875	x	956	1,399
New Hampshire	15,536	8,054	1,565	538	1,808
New Jersey	112,829	63,456	7,293	3,498	8,363
New Mexico	22,378	14,647	1,958	950	1,770
New York	201,033	109,490	17,293	7,458	25,142
North Carolina	81,772	38,424	x	15,478	6,390
North Dakota	5,942	2,870	784	532	782
Ohio	126,267	61,546	3,746	25,401	12,556
Oklahoma	43,631	28,666	1,274	3,865	3,350
Oregon	32,980	17,870	2,673	2,162	2,967
Pennsylvania	138,338	90,059	3,654	14,169	17,440
Rhode Island	14,167	7,265	1,032	645	1,971
South Carolina	46,475	28,486	x	7,304	3,748
South Dakota	6,121	3,536	x	586	479
Tennessee	52,832	29,505	3,707	7,177	2,716
Texas	239,714	154,488	4,767	13,336	23,779
Utah	23,014	15,311	1,203	1,451	1,668
Vermont	6,815	2,472	774	643	1,453
Virginia	79,652	41,499	2,166	7,431	8,571
Washington	51,582	27,612	1,598	2,906	3,119
West Virginia	20,473	10,364	x	4,952	1,345
Wisconsin	58,782	29,541	2,603	5,980	10,356
Wyoming	5,184	2,807	375	259	639
BIA schools	3,816	2,777	x	240	345
50 states and D.C. (including BIA schools)	2,979,095	1,685,485	155,961	294,964	310,842
American Samoa	532	488	x	x	x
Guam	1,318	1,084	x	51	27
Northern Marianas	371	279	x	x	x
Puerto Rico	36,004	24,838	x	6,386	415
Virgin Islands	913	507	x	223	53
U.S. and outlying areas	3,018,233	1,712,681	157,547	301,674	311,339

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-5. Students ages 12 through 17 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments
Alabama	626	480	253	3,586	x
Alaska	211	82	x	567	12
Arizona	988	822	x	2,695	240
Arkansas	561	296	x	4,819	111
California	2,056	5,047	5,484	20,099	1,860
Colorado	1,350	632	4,526	x	150
Connecticut	1,014	359	x	6,359	135
Delaware	x	113	182	950	x
District of Columbia	364	x	x	164	x
Florida	x	1,899	1,781	10,625	540
Georgia	x	761	430	13,417	x
Hawaii	151	142	x	1,336	x
Idaho	228	124	x	1,193	38
Illinois	x	1,762	997	11,468	495
Indiana	698	926	631	4,811	408
Iowa	203	381	433	384	x
Kansas	1,238	250	130	4,166	x
Kentucky	2,428	265	174	7,200	x
Louisiana	396	556	465	5,231	180
Maine	1,738	115	x	2,668	44
Maryland	2,703	532	x	7,128	230
Massachusetts	2,313	480	248	4,635	209
Michigan	1,179	1,420	2,243	9,006	x
Minnesota	217	915	678	7,590	182
Mississippi	267	299	235	2,134	152
Missouri	496	618	x	7,776	191
Montana	337	88	x	1,087	x
Nebraska	143	316	145	2,500	x
Nevada	420	241	141	1,420	x
New Hampshire	171	126	x	2,794	57
New Jersey	14,731	815	226	11,321	x
New Mexico	474	274	81	1,805	81
New York	9,774	2,438	x	22,695	635
North Carolina	878	979	444	14,637	320
North Dakota	x	55	53	703	x
Ohio	5,984	1,281	965	10,742	583
Oklahoma	757	437	190	4,137	192
Oregon	x	362	276	4,302	x
Pennsylvania	1,228	1,370	x	5,957	566
Rhode Island	127	101	x	2,576	x
South Carolina	144	550	355	4,066	185
South Dakota	332	x	27	714	x
Tennessee	778	611	416	6,536	331
Texas	2,358	2,929	1,943	28,821	1,175
Utah	554	233	63	1,580	102
Vermont	x	59	40	1,144	x
Virginia	1,395	646	392	15,172	219
Washington	1,326	630	241	12,100	131
West Virginia	x	219	x	2,600	108
Wisconsin	x	733	463	6,880	x
Wyoming	x	63	40	791	x
BIA schools	x	x	x	x	x
50 states and D.C. (including BIA schools)	63,914	34,928	27,865	307,239	12,008
American Samoa	x	x	x	x	x
Guam	28	x	x	x	x
Northern Marianas	x	x	x	x	x
Puerto Rico	464	397	x	1,247	288
Virgin Islands	17	x	x	51	x
U.S. and outlying areas	64,443	35,364	28,075	308,606	12,309

x Data suppressed to limit disclosure.

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**Table 1-5. Students ages 12 through 17 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Autism	Deaf- blindness	Traumatic brain injury
Alabama	736	x	x
Alaska	160	x	x
Arizona	1,098	x	237
Arkansas	591	x	x
California	9,147	x	x
Colorado	491	x	195
Connecticut	1,056	x	63
Delaware	187	21	x
District of Columbia	x	x	x
Florida	2,626	x	366
Georgia	2,047	x	x
Hawaii	335	x	40
Idaho	351	x	x
Illinois	2,972	x	437
Indiana	2,599	x	x
Iowa	610	x	116
Kansas	511	x	x
Kentucky	756	x	x
Louisiana	664	x	x
Maine	424	x	x
Maryland	1,820	x	198
Massachusetts	1,904	117	2,508
Michigan	3,410	x	x
Minnesota	3,005	32	261
Mississippi	271	x	x
Missouri	1,406	x	x
Montana	117	x	x
Nebraska	325	x	x
Nevada	454	x	x
New Hampshire	343	x	x
New Jersey	2,099	x	839
New Mexico	198	11	129
New York	4,329	x	806
North Carolina	2,242	x	x
North Dakota	122	x	22
Ohio	2,928	x	x
Oklahoma	586	10	167
Oregon	2,058	x	x
Pennsylvania	2,895	x	544
Rhode Island	328	x	x
South Carolina	617	x	x
South Dakota	179	x	32
Tennessee	895	x	x
Texas	5,381	x	x
Utah	617	43	189
Vermont	134	x	x
Virginia	1,942	9	210
Washington	1,697	14	208
West Virginia	236	x	81
Wisconsin	1,801	x	x
Wyoming	97	x	x
BIA schools	x	x	x
50 states and D.C. (including BIA schools)	71,889	704	13,296
American Samoa	x	x	x
Guam	x	x	x
Northern Marianas	x	x	x
Puerto Rico	213	x	x
Virgin Islands	x	x	x
U.S. and outlying areas	72,136	730	13,329

x Data suppressed to limit disclosure.

**Table 1-6. Students ages 18 through 21 served under IDEA, Part B, by disability category and state: Fall 2005**

State	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance
Alabama	5,245	2,837	145	1,301	147
Alaska	751	356	41	135	49
Arizona	5,242	2,728	35	1,207	371
Arkansas	2,843	1,452	36	786	27
California	26,372	11,697	578	6,500	1,768
Colorado	4,141	1,615	183	545	568
Connecticut	3,786	1,211	191	658	601
Delaware	788	333	x	232	41
District of Columbia	789	351	11	165	160
Florida	19,291	8,866	537	5,423	2,338
Georgia	6,560	2,009	38	2,613	733
Hawaii	611	225	x	146	111
Idaho	1,042	524	26	208	62
Illinois	14,249	6,842	136	3,488	2,038
Indiana	8,651	4,442	x	2,056	845
Iowa	3,538	1,870	222	789	367
Kansas	2,807	1,208	25	564	206
Kentucky	3,554	1,020	30	1,354	195
Louisiana	4,879	2,370	52	1,215	233
Maine	1,462	512	89	117	173
Maryland	4,368	1,381	102	983	555
Massachusetts	6,994	2,500	176	1,772	1,001
Michigan	12,100	5,135	115	3,342	1,078
Minnesota	6,500	2,132	120	1,589	1,050
Mississippi	2,998	1,893	18	589	78
Missouri	6,844	3,809	144	1,340	497
Montana	838	500	12	105	34
Nebraska	2,048	754	70	710	128
Nevada	1,598	901	x	280	83
New Hampshire	1,469	589	137	206	157
New Jersey	11,337	5,070	309	924	1,005
New Mexico	2,573	1,578	61	321	186
New York	23,726	11,950	746	2,734	2,612
North Carolina	7,798	3,098	x	2,473	438
North Dakota	665	273	50	196	46
Ohio	16,155	6,437	96	4,146	1,369
Oklahoma	4,999	3,388	14	640	302
Oregon	3,431	1,386	130	804	255
Pennsylvania	14,694	8,069	56	3,081	1,908
Rhode Island	1,442	639	39	190	287
South Carolina	5,018	2,445	x	1,640	288
South Dakota	763	330	x	187	26
Tennessee	5,558	2,633	213	1,420	192
Texas	24,290	13,208	104	4,328	1,878
Utah	2,393	1,000	27	590	147
Vermont	706	173	61	154	130
Virginia	8,513	3,667	61	1,867	911
Washington	5,782	2,309	45	1,006	259
West Virginia	2,415	1,185	x	814	110
Wisconsin	7,004	3,032	101	1,795	1,090
Wyoming	537	256	23	107	49
BIA schools	388	296	x	32	28
50 states and D.C. (including BIA schools)	312,545	144,484	5,518	69,867	29,210
American Samoa	19	7	x	7	x
Guam	202	174	x	9	6
Northern Marianas	48	31	x	8	x
Puerto Rico	4,108	1,871	x	1,680	53
Virgin Islands	140	82	x	33	7
U.S. and outlying areas	317,062	146,649	5,570	71,604	29,277

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-6. Students ages 18 through 21 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments
Alabama	219	91	51	271	x
Alaska	85	7	x	39	5
Arizona	340	87	30	160	32
Arkansas	93	32	x	332	13
California	822	635	1,403	1,092	344
Colorado	590	85	402	x	27
Connecticut	392	49	5	435	27
Delaware	x	18	43	58	x
District of Columbia	58	6	x	15	x
Florida	x	271	410	747	93
Georgia	x	100	60	702	x
Hawaii	40	12	x	39	x
Idaho	67	26	x	79	7
Illinois	97	219	160	649	80
Indiana	211	123	93	351	61
Iowa	37	47	56	30	x
Kansas	277	29	11	370	x
Kentucky	306	40	24	476	x
Louisiana	176	120	82	410	28
Maine	279	14	x	202	8
Maryland	620	51	x	278	46
Massachusetts	681	75	31	182	29
Michigan	562	136	311	637	x
Minnesota	65	153	140	700	23
Mississippi	79	60	53	130	18
Missouri	129	66	x	584	50
Montana	68	14	x	77	x
Nebraska	73	34	20	186	x
Nevada	137	21	12	89	7
New Hampshire	66	14	x	231	6
New Jersey	2,749	109	26	576	23
New Mexico	144	46	20	116	15
New York	2,881	318	x	1,378	108
North Carolina	271	127	60	896	51
North Dakota	x	14	9	48	x
Ohio	2,292	220	149	867	90
Oklahoma	152	57	26	299	34
Oregon	x	60	67	356	x
Pennsylvania	431	169	96	311	84
Rhode Island	48	6	x	176	8
South Carolina	20	95	60	261	40
South Dakota	107	x	8	51	x
Tennessee	310	79	66	439	40
Texas	961	390	329	1,953	186
Utah	314	33	13	145	11
Vermont	20	12	12	89	x
Virginia	418	89	46	1,093	25
Washington	521	82	43	1,208	17
West Virginia	x	40	13	174	29
Wisconsin	x	73	84	485	x
Wyoming	12	6	6	54	x
BIA schools	x	x	x	x	x
50 states and D.C. (including BIA schools)	18,231	4,667	4,712	20,538	1,913
American Samoa	x	x	x	x	x
Guam	7	x	x	x	x
Northern Marianas	x	x	x	x	x
Puerto Rico	174	47	x	90	31
Virgin Islands	7	x	x	6	x
U.S. and outlying areas	18,426	4,718	4,731	20,637	1,945

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**Table 1-6. Students ages 18 through 21 served under IDEA, Part B, by disability category and state: Fall 2005 (continued)**

State	Autism	Deaf- blindness	Traumatic brain injury
Alabama	110	x	39
Alaska	21	x	10
Arizona	193	17	42
Arkansas	43	x	19
California	1,308	28	197
Colorado	73	x	44
Connecticut	185	8	24
Delaware	57	5	x
District of Columbia	x	x	x
Florida	531	x	63
Georgia	221	x	48
Hawaii	26	x	7
Idaho	30	x	7
Illinois	430	9	101
Indiana	341	x	75
Iowa	80	x	20
Kansas	81	x	23
Kentucky	72	x	20
Louisiana	165	x	x
Maine	47	x	16
Maryland	299	x	35
Massachusetts	321	30	196
Michigan	664	x	66
Minnesota	455	6	67
Mississippi	64	x	x
Missouri	142	x	41
Montana	12	x	9
Nebraska	36	x	24
Nevada	41	x	20
New Hampshire	47	x	10
New Jersey	375	8	163
New Mexico	52	6	28
New York	764	x	142
North Carolina	304	x	46
North Dakota	18	x	7
Ohio	379	9	101
Oklahoma	51	5	31
Oregon	318	x	34
Pennsylvania	367	9	113
Rhode Island	37	x	7
South Carolina	144	x	15
South Dakota	32	x	10
Tennessee	146	x	x
Texas	828	13	112
Utah	71	11	31
Vermont	40	x	13
Virginia	294	7	35
Washington	247	6	39
West Virginia	35	x	8
Wisconsin	263	x	49
Wyoming	13	x	7
BIA schools	x	x	x
50 states and D.C. (including BIA schools)	10,885	243	2,277
American Samoa	x	x	x
Guam	x	x	x
Northern Marianas	x	x	x
Puerto Rico	81	5	x
Virgin Islands	x	x	x
U.S. and outlying areas	10,972	251	2,282

x Data suppressed to limit disclosure.

**Table 1-7. Children and students ages 3 through 22+ served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age and disability category: Fall 2005**

Disability category	3 Years old	4 Years old	5 Years old	6 Years old	7 Years old	8 Years old	9 Years old
Specific learning disabilities	1,468	2,990	7,607	26,935	70,022	132,068	192,702
Speech or language impairments	58,418	107,543	164,082	227,386	222,544	193,741	156,528
Mental retardation	4,395	6,676	11,688	15,398	20,716	26,454	32,223
Emotional disturbance	837	1,579	3,373	7,248	13,038	18,812	24,667
Multiple disabilities	1,853	2,491	4,171	6,943	7,038	8,243	9,197
Hearing impairments	2,049	2,569	3,228	4,281	4,867	5,292	5,684
Orthopedic impairments	2,169	2,625	3,407	4,575	4,782	5,200	5,198
Other health impairments	2,829	3,716	6,590	17,531	25,520	36,303	45,568
Visual impairments	928	1,147	1,349	1,644	1,818	2,016	2,080
Autism	6,704	9,753	13,848	18,311	19,103	18,951	18,569
Deaf-blindness	68	82	86	89	99	99	96
Traumatic brain injury	220	353	504	694	947	1,170	1,523
Developmental delay <sup>b</sup>	72,258	106,173	82,261	34,982	27,544	13,665	2,879
All disabilities	154,196	247,697	302,194	366,017	418,038	462,014	496,914

Disability category	10 Years old	11 Years old	12 Years old	13 Years old	14 Years old	15 Years old	16 Years old
Specific learning disabilities	235,787	263,374	282,826	292,663	300,113	303,817	285,137
Speech or language impairments	115,780	78,119	52,389	37,216	25,589	18,607	13,628
Mental retardation	36,678	40,745	45,155	49,011	51,576	53,752	53,039
Emotional disturbance	30,579	37,424	44,415	50,503	55,631	59,109	55,844
Multiple disabilities	9,573	10,051	10,512	10,954	11,095	10,973	10,935
Hearing impairments	5,909	6,272	6,164	6,110	6,188	5,995	5,684
Orthopedic impairments	5,313	5,253	5,075	4,943	4,980	4,700	4,362
Other health impairments	51,225	55,638	56,143	56,408	56,095	53,700	48,027
Visual impairments	2,093	2,091	2,059	2,179	2,080	2,182	1,948
Autism	18,216	17,379	15,773	15,145	13,073	11,253	9,305
Deaf-blindness	112	116	110	117	141	128	128
Traumatic brain injury	1,729	1,835	2,095	2,193	2,247	2,339	2,275
All disabilities	512,994	518,297	522,716	527,442	528,808	526,555	490,312

Disability category	17 Years old	18 Years old	19 Years old	20 Years old	21 Years old	22+ Years old
Specific learning disabilities	248,125	117,186	22,417	5,330	1,716	148
Speech or language impairments	10,118	4,276	906	318	70	2
Mental retardation	49,141	35,002	18,071	12,122	6,409	2,244
Emotional disturbance	45,837	20,606	5,504	2,217	950	110
Multiple disabilities	9,974	7,154	5,120	4,130	2,022	534
Hearing impairments	5,223	2,998	1,082	462	176	20
Orthopedic impairments	4,015	2,321	1,169	778	463	103
Other health impairments	38,233	15,533	3,381	1,257	466	53
Visual impairments	1,861	1,115	422	285	123	15
Autism	7,587	4,775	2,927	2,177	1,093	351
Deaf-blindness	106	113	70	44	24	6
Traumatic brain injury	2,180	1,263	550	320	149	16
All disabilities	422,400	212,342	61,619	29,440	13,661	3,602

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, the District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

**Table 1-8. Children and students ages 3 through 22+ served under IDEA, Part B, by age and state: Fall 2005**

State	3 Years old	4 Years old	5 Years old	6 Years old	7 Years old	8 Years old
Alabama	1,430	2,595	4,193	5,251	5,679	6,193
Alaska	477	704	901	1,130	1,217	1,327
Arizona	3,126	5,176	5,760	6,929	7,736	8,673
Arkansas	2,272	4,345	3,669	3,843	4,089	4,116
California	15,086	23,502	28,065	33,717	40,622	47,234
Colorado	2,532	3,749	4,259	4,380	5,141	5,865
Connecticut	1,967	2,898	3,016	3,192	3,776	4,340
Delaware	459	707	907	1,037	1,238	1,296
District of Columbia	x	x	274	384	517	717
Florida	6,221	11,626	16,503	20,202	24,393	27,256
Georgia	3,409	6,848	10,471	13,471	14,437	14,840
Hawaii	615	844	964	941	1,141	1,266
Idaho	938	1,508	1,597	1,759	1,947	2,057
Illinois	7,624	12,599	15,231	17,269	20,047	21,935
Indiana	4,510	6,250	8,468	10,397	12,426	13,516
Iowa	1,354	2,112	2,652	3,217	3,818	4,448
Kansas	2,182	3,246	3,839	3,988	4,081	4,430
Kentucky	4,349	8,086	8,882	8,951	8,710	8,005
Louisiana	1,892	3,502	5,203	6,467	6,881	6,684
Maine	1,116	1,671	1,561	1,893	2,229	2,459
Maryland	2,988	4,203	4,957	5,993	6,556	7,121
Massachusetts	3,672	5,480	6,043	7,215	9,358	10,759
Michigan	5,300	8,078	10,912	13,073	14,925	16,841
Minnesota	3,186	4,567	5,649	6,017	6,279	7,272
Mississippi	1,154	2,586	4,579	5,514	5,266	4,667
Missouri	3,108	5,465	6,695	7,844	9,375	10,513
Montana	343	639	943	1,056	1,158	1,367
Nebraska	1,159	1,573	1,933	2,370	2,997	3,521
Nevada	1,061	1,964	2,467	2,424	2,875	3,385
New Hampshire	717	1,030	1,155	1,199	1,511	1,940
New Jersey	4,353	6,376	8,600	12,747	16,514	18,053
New Mexico	1,384	2,410	2,647	2,862	2,990	3,102
New York	17,045	23,377	17,875	24,508	21,904	26,582
North Carolina	3,726	6,892	9,925	12,513	13,843	13,583
North Dakota	313	539	668	822	906	940
Ohio	4,855	7,739	10,108	11,507	14,766	16,806
Oklahoma	1,430	2,671	4,048	5,059	6,080	6,890
Oregon	2,143	2,950	3,074	3,595	4,634	5,634
Pennsylvania	6,718	9,847	9,399	11,661	14,803	17,885
Rhode Island	602	1,007	1,206	1,531	1,778	2,034
South Carolina	1,692	3,730	6,181	7,602	8,291	8,241
South Dakota	591	954	1,202	1,266	1,410	1,455
Tennessee	2,190	3,861	5,957	7,577	8,416	8,607
Texas	7,977	13,267	18,992	24,487	28,250	31,473
Utah	1,814	2,671	2,977	3,469	4,276	4,901
Vermont	425	536	595	575	655	766
Virginia	3,583	6,031	7,866	9,707	10,721	11,126
Washington	2,892	4,619	5,918	7,036	8,225	9,176
West Virginia	977	1,858	2,998	3,263	3,711	3,678
Wisconsin	3,524	5,690	6,863	7,324	7,761	7,649
Wyoming	674	946	849	829	890	949
BIA schools	x	x	310	437	488	548
50 states and D.C. (including BIA schools)	153,227	245,705	300,006	361,500	411,737	454,121
American Samoa	24	39	17	35	62	91
Guam	40	49	82	80	101	119
Northern Marianas	18	21	31	28	30	42
Puerto Rico	842	1,829	2,006	4,301	6,036	7,566
Virgin Islands	45	54	52	73	72	75
<b>U.S. and outlying areas</b>	<b>154,196</b>	<b>247,697</b>	<b>302,194</b>	<b>366,017</b>	<b>418,038</b>	<b>462,014</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-8. Children and students ages 3 through 22+ served under IDEA, Part B, by age and state: Fall 2005 (continued)**

State	9 Years old	10 Years old	11 Years old	12 Years old	13 Years old	14 Years old
Alabama	6,279	6,568	6,705	7,077	7,356	7,693
Alaska	1,406	1,400	1,375	1,360	1,294	1,291
Arizona	9,759	10,070	10,208	9,717	9,644	9,182
Arkansas	4,196	4,350	4,531	4,633	4,842	5,073
California	51,838	53,964	53,527	51,899	52,254	52,184
Colorado	6,166	6,499	6,516	6,183	6,122	6,110
Connecticut	5,063	5,198	5,653	5,583	5,607	5,718
Delaware	1,427	1,387	1,408	1,407	1,448	1,476
District of Columbia	802	964	1,153	1,124	1,057	1,098
Florida	29,176	31,610	32,174	31,745	31,630	31,663
Georgia	14,853	15,018	15,062	15,098	15,356	14,971
Hawaii	1,323	1,511	1,621	1,647	1,767	1,953
Idaho	2,251	2,139	2,134	2,072	2,076	2,102
Illinois	23,427	23,897	24,521	24,650	25,106	25,069
Indiana	13,954	13,526	12,668	12,875	12,778	13,049
Iowa	5,015	5,229	5,597	5,720	6,162	6,256
Kansas	4,711	4,784	4,590	4,456	4,751	4,712
Kentucky	7,288	7,137	6,909	6,599	6,670	6,604
Louisiana	6,161	6,227	6,300	6,419	6,360	6,279
Maine	2,595	2,650	2,686	2,694	2,850	2,889
Maryland	7,749	8,323	8,450	8,558	8,811	9,087
Massachusetts	11,924	12,830	13,028	13,102	13,175	12,847
Michigan	17,980	18,475	18,450	18,562	18,829	19,116
Minnesota	8,375	8,826	8,864	8,564	8,547	8,655
Mississippi	4,384	4,464	4,600	4,801	4,937	5,009
Missouri	10,721	10,464	10,505	10,298	10,746	10,784
Montana	1,457	1,416	1,369	1,474	1,528	1,574
Nebraska	3,663	3,728	3,561	3,331	3,377	3,255
Nevada	3,762	3,827	3,924	3,680	3,717	3,673
New Hampshire	2,239	2,441	2,545	2,564	2,705	2,792
New Jersey	19,320	19,598	19,658	19,090	19,636	19,678
New Mexico	3,179	3,278	3,519	3,720	3,870	3,947
New York	30,983	30,037	30,352	36,428	35,248	35,271
North Carolina	14,251	14,289	14,228	14,039	14,462	14,616
North Dakota	1,032	1,051	1,005	1,052	1,041	1,082
Ohio	18,411	19,596	20,237	21,065	21,593	21,956
Oklahoma	7,086	7,419	7,288	7,398	7,686	7,565
Oregon	6,414	6,499	6,022	5,836	5,876	5,800
Pennsylvania	20,638	21,994	22,756	23,106	23,485	23,959
Rhode Island	2,190	2,349	2,375	2,413	2,453	2,487
South Carolina	7,866	7,575	7,548	7,688	7,814	8,259
South Dakota	1,462	1,239	1,168	1,100	1,138	1,102
Tennessee	8,390	8,339	8,395	8,557	9,017	9,282
Texas	36,079	40,140	42,736	43,307	42,698	41,181
Utah	5,348	4,953	4,710	4,270	4,108	4,081
Vermont	913	915	1,016	1,186	1,135	1,173
Virginia	11,883	12,633	12,925	13,080	13,578	13,615
Washington	9,884	9,939	9,445	9,194	9,100	9,122
West Virginia	3,587	3,442	3,275	3,182	3,440	3,647
Wisconsin	8,206	8,542	8,731	9,425	9,544	10,120
Wyoming	957	916	965	929	902	906
BIA schools	561	552	675	702	722	669
50 states and D.C. (including BIA schools)	488,584	504,217	509,663	514,659	520,048	521,682
American Samoa	116	128	148	166	116	86
Guam	125	169	195	209	232	246
Northern Marianas	42	55	64	89	63	69
Puerto Rico	7,985	8,330	8,118	7,455	6,838	6,575
Virgin Islands	62	95	109	138	145	150
U.S. and outlying areas	496,914	512,994	518,297	522,716	527,442	528,808

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**Table 1-8. Children and students ages 3 through 22+ served under IDEA, Part B, by age and state: Fall 2005 (continued)**

State	15 Years old	16 Years old	17 Years old	18 Years old	19 Years old	20 Years old
Alabama	7,630	6,849	5,892	3,637	1,110	397
Alaska	1,272	1,143	949	460	169	71
Arizona	8,804	7,909	6,569	3,345	1,015	547
Arkansas	5,100	4,982	4,430	2,355	386	x
California	52,487	49,113	44,454	16,757	4,585	2,830
Colorado	5,840	5,315	4,680	2,530	929	548
Connecticut	5,911	5,446	4,814	2,308	750	531
Delaware	1,459	1,336	1,077	527	156	94
District of Columbia	959	942	725	451	200	91
Florida	32,275	28,845	24,306	12,089	3,703	1,976
Georgia	14,524	12,613	10,065	4,546	1,201	550
Hawaii	2,023	2,044	1,692	438	145	x
Idaho	2,047	1,826	1,526	753	184	94
Illinois	24,608	23,216	19,996	10,038	2,740	1,229
Indiana	12,846	11,934	9,978	6,388	1,572	450
Iowa	6,426	5,805	5,108	2,450	748	305
Kansas	4,555	4,469	3,994	2,087	481	184
Kentucky	6,365	5,744	4,945	2,698	623	208
Louisiana	6,404	6,046	4,749	2,960	1,147	454
Maine	2,905	2,602	2,260	1,159	259	x
Maryland	8,950	8,227	6,618	2,603	982	684
Massachusetts	13,173	12,554	10,500	4,369	1,349	725
Michigan	19,427	17,250	14,289	7,685	2,224	1,238
Minnesota	8,796	8,455	7,959	4,023	1,386	862
Mississippi	4,873	4,581	3,686	2,136	623	192
Missouri	11,035	10,149	8,658	4,851	1,189	538
Montana	1,552	1,332	1,213	688	114	x
Nebraska	3,233	2,942	2,548	1,393	405	203
Nevada	3,510	3,212	2,715	1,082	273	159
New Hampshire	2,715	2,475	2,285	1,092	240	132
New Jersey	19,243	18,498	16,684	7,943	1,932	1,055
New Mexico	3,948	3,680	3,213	1,680	511	222
New York	34,764	33,754	25,568	13,719	6,351	2,986
North Carolina	14,558	13,027	11,070	5,596	1,502	558
North Dakota	1,012	903	852	466	131	62
Ohio	21,668	21,004	18,981	11,379	2,958	1,168
Oklahoma	7,700	7,070	6,212	3,916	845	177
Oregon	5,614	5,287	4,567	2,141	731	463
Pennsylvania	24,460	23,065	20,263	10,668	2,636	1,126
Rhode Island	2,447	2,357	2,010	1,005	270	143
South Carolina	8,249	8,155	6,310	3,348	1,031	475
South Dakota	1,066	918	797	484	153	94
Tennessee	9,146	8,823	8,007	4,101	868	312
Texas	40,698	37,853	33,977	16,698	4,456	1,915
Utah	3,914	3,463	3,178	1,378	433	326
Vermont	1,218	1,148	955	430	151	74
Virginia	14,023	13,318	12,038	5,896	1,507	666
Washington	8,918	8,240	7,008	3,706	1,235	691
West Virginia	3,715	3,510	2,979	1,841	433	117
Wisconsin	10,369	9,915	9,409	4,896	1,262	672
Wyoming	934	799	714	396	90	43
BIA schools	579	625	519	288	68	27
50 states and D.C. (including BIA schools)	519,947	484,768	417,991	209,873	60,442	28,865
American Samoa	75	54	35	14	x	x
Guam	240	200	191	101	54	30
Northern Marianas	49	49	52	27	x	x
Puerto Rico	6,073	5,077	3,986	2,244	1,065	524
Virgin Islands	171	164	145	83	46	x
U.S. and outlying areas	526,555	490,312	422,400	212,342	61,619	29,440

x Data suppressed to limit disclosure.

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**Table 1-8. Children and students ages 3 through 22+ served under IDEA, Part B, by age and state: Fall 2005 (continued)**

State	21 Years old	22+ Years old
Alabama	101	x
Alaska	51	x
Arizona	335	x
Arkansas	x	x
California	2,200	x
Colorado	134	x
Connecticut	197	x
Delaware	11	x
District of Columbia	47	12
Florida	1,523	258
Georgia	263	x
Hawaii	x	x
Idaho	11	x
Illinois	242	x
Indiana	241	x
Iowa	35	x
Kansas	55	x
Kentucky	25	x
Louisiana	318	137
Maine	x	x
Maryland	99	x
Massachusetts	551	x
Michigan	953	2,850
Minnesota	229	x
Mississippi	47	x
Missouri	266	x
Montana	x	x
Nebraska	47	x
Nevada	84	x
New Hampshire	5	x
New Jersey	407	x
New Mexico	160	x
New York	670	x
North Carolina	142	x
North Dakota	6	x
Ohio	650	x
Oklahoma	61	x
Oregon	96	x
Pennsylvania	264	x
Rhode Island	24	x
South Carolina	164	x
South Dakota	32	x
Tennessee	277	46
Texas	1,221	156
Utah	256	x
Vermont	51	x
Virginia	444	x
Washington	150	x
West Virginia	24	x
Wisconsin	174	x
Wyoming	8	x
BIA schools	5	x
50 states and D.C. (including BIA schools)	13,365	3,464
American Samoa	x	x
Guam	17	11
Northern Marianas	x	x
Puerto Rico	275	126
Virgin Islands	x	x
<b>U.S. and outlying areas</b>	<b>13,661</b>	<b>3,602</b>

x Data suppressed to limit disclosure.

**Table 1-9. Children and students ages 3 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age group, year and disability category: Fall 1996 through fall 2005**

Disability	Age group 3-5				
	1996	1997	1998	1999	2000
Specific learning disabilities	-	-	-	-	17,497
Speech or language impairments	-	-	-	-	309,792
Mental retardation	-	-	-	-	24,439
Emotional disturbance	-	-	-	-	6,909
Multiple disabilities	-	-	-	-	9,746
Hearing impairments	-	-	-	-	7,751
Orthopedic impairments	-	-	-	-	10,139
Other health impairments	-	-	-	-	11,115
Visual impairments	-	-	-	-	3,320
Autism	-	-	-	-	14,064
Deaf-blindness	-	-	-	-	207
Traumatic brain injury	-	-	-	-	817
Developmental delay <sup>b</sup>	-	-	-	-	184,777
All disabilities	557,063	570,312	573,640	589,122	600,573

Disability	Age group 3-5				
	2001	2002	2003	2004	2005
Specific learning disabilities	14,685	14,831	14,464	14,102	12,065
Speech or language impairments	302,801	316,652	331,624	333,664	330,043
Mental retardation	23,533	22,574	22,482	22,750	22,759
Emotional disturbance	6,365	6,004	5,841	5,888	5,789
Multiple disabilities	8,235	8,538	8,491	8,452	8,515
Hearing impairments	7,240	7,237	7,490	7,849	7,846
Orthopedic impairments	9,743	9,638	9,069	8,606	8,201
Other health impairments	12,642	13,392	14,934	12,994	13,135
Visual impairments	3,118	3,130	3,261	3,328	3,424
Autism	16,252	19,108	22,872	26,056	30,305
Deaf-blindness	211	240	248	256	236
Traumatic brain injury	960	999	953	1,061	1,077
Developmental delay <sup>b</sup>	213,966	225,641	239,293	257,511	260,692
All disabilities	619,751	647,984	681,022	702,517	704,087

Disability	Age group 6-11				
	1996	1997	1998	1999	2000
Specific learning disabilities	1,093,817	1,114,419	1,119,450	1,114,583	1,087,064
Speech or language impairments	928,938	939,429	946,798	956,480	958,559
Mental retardation	239,285	240,706	240,226	238,707	232,789
Emotional disturbance	150,400	154,033	157,621	160,045	160,623
Multiple disabilities	48,487	51,038	49,635	51,288	54,752
Hearing impairments	32,922	33,288	33,712	33,724	33,314
Orthopedic impairments	35,571	35,666	36,009	36,846	37,213
Other health impairments	84,868	97,861	110,861	125,089	140,653
Visual impairments	11,842	12,088	12,095	12,492	12,155
Autism	21,669	27,342	35,143	43,517	52,455
Deaf-blindness	488	510	649	821	575
Traumatic brain injury	4,106	4,528	4,878	5,222	5,468
Developmental delay <sup>b</sup>	-	3,792	11,907	19,263	28,612
All disabilities	2,652,393	2,715,603	2,758,984	2,798,077	2,804,232

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 1996-2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Beginning in 1997, states had the option of reporting children ages 3 through 9 in the developmental delay category. For more information, see table A-3 in appendix A.

- Data not available. OSEP did not collect data by disability category for children ages 3 through 5 from 1987 through 1999.

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**Table 1-9. Children and students ages 3 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age group, year and disability category: Fall 1996 through fall 2005 (continued)**

Disability	Age group 6-11				
	2001	2002	2003	2004	2005
Specific learning disabilities	1,035,839	991,368	971,647	951,743	920,888
Speech or language impairments	955,240	961,867	973,516	989,249	994,098
Mental retardation	220,733	205,681	194,785	182,924	172,214
Emotional disturbance	156,476	150,156	143,564	138,280	131,768
Multiple disabilities	55,949	54,863	53,576	51,879	51,045
Hearing impairments	32,984	32,730	32,493	32,407	32,305
Orthopedic impairments	36,887	36,177	33,042	31,659	30,321
Other health impairments	157,263	173,666	194,651	216,331	231,785
Visual impairments	12,068	11,947	11,765	11,706	11,742
Autism	64,094	74,831	86,060	97,427	110,529
Deaf-blindness	655	673	685	658	611
Traumatic brain injury	7,703	7,827	8,018	7,990	7,898
Developmental delay <sup>b</sup>	45,250	58,265	66,259	74,368	79,070
All disabilities	2,781,141	2,760,051	2,770,061	2,786,621	2,774,274

Disability	Age group 12-17				
	1996	1997	1998	1999	2000
Specific learning disabilities	1,447,457	1,500,910	1,551,645	1,608,615	1,655,865
Speech or language impairments	115,351	119,501	122,560	126,237	129,969
Mental retardation	291,669	297,653	303,273	308,613	313,023
Emotional disturbance	271,229	275,105	278,930	283,463	288,225
Multiple disabilities	38,774	41,900	44,121	47,032	52,495
Hearing impairments	31,257	31,785	32,218	32,770	32,831
Orthopedic impairments	26,528	27,481	28,866	29,895	30,961
Other health impairments	71,132	86,677	103,007	121,518	143,836
Visual impairments	12,070	12,033	12,004	11,942	11,900
Autism	10,078	12,211	15,480	18,506	22,498
Deaf-blindness	534	597	721	621	523
Traumatic brain injury	5,182	6,045	6,603	7,125	7,714
All disabilities	2,321,261	2,411,898	2,499,428	2,596,337	2,689,840

Disability	Age group 12-17				
	2001	2002	2003	2004	2005
Specific learning disabilities	1,704,010	1,744,449	1,749,315	1,740,588	1,712,681
Speech or language impairments	132,905	143,852	149,371	154,864	157,547
Mental retardation	316,260	317,030	317,250	313,270	301,674
Emotional disturbance	295,902	304,726	312,566	316,609	311,339
Multiple disabilities	56,557	59,357	61,712	63,572	64,443
Hearing impairments	33,544	34,486	34,876	35,444	35,364
Orthopedic impairments	31,856	32,669	30,195	28,932	28,075
Other health impairments	173,161	205,965	242,371	277,565	308,606
Visual impairments	11,772	12,090	12,204	12,451	12,309
Autism	28,867	37,305	47,042	59,510	72,136
Deaf-blindness	695	717	765	811	730
Traumatic brain injury	10,991	11,575	12,339	12,984	13,329
All disabilities	2,796,520	2,904,221	2,970,006	3,016,600	3,018,233

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Beginning in 1997, states had the option of reporting children ages 3 through 9 in the developmental delay category. For more information, see table A-3 in appendix A.

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**Table 1-9. Children and students ages 3 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age group, year and disability category: Fall 1996 through fall 2005 (continued)**

Disability	Age group 14 and older				
	1996	1997	1998	1999	2000
Specific learning disabilities	1,026,300	1,064,696	1,100,734	1,139,591	1,165,010
Speech or language impairments	51,161	53,348	55,076	57,724	58,854
Mental retardation	253,881	258,977	264,476	268,474	272,026
Emotional disturbance	208,242	210,225	212,429	215,839	217,410
Multiple disabilities	37,315	40,416	42,517	45,194	49,314
Hearing impairments	24,844	25,249	25,485	25,830	25,667
Orthopedic impairments	20,585	21,173	22,517	23,438	24,254
Other health impairments	48,995	58,902	69,692	81,824	96,118
Visual impairments	9,724	9,830	9,916	9,771	9,753
Autism	8,499	10,044	12,385	14,731	17,689
Deaf-blindness	539	618	730	649	568
Traumatic brain injury	4,723	5,421	5,934	6,346	6,868
All disabilities	1,694,808	1,758,899	1,821,891	1,889,411	1,943,531

Disability	Age group 14 and older				
	2001	2002	2003	2004	2005
Specific learning disabilities	1,201,547	1,245,059	1,270,451	1,289,014	1,283,841
Speech or language impairments	59,033	63,944	67,096	71,082	73,512
Mental retardation	274,797	278,051	282,148	283,614	279,112
Emotional disturbance	222,554	231,031	239,282	246,173	245,698
Multiple disabilities	52,427	54,957	57,699	59,814	61,403
Hearing impairments	26,145	26,806	26,953	27,698	27,808
Orthopedic impairments	24,889	25,538	23,830	23,043	22,788
Other health impairments	115,754	138,385	164,473	192,164	216,692
Visual impairments	9,784	9,803	9,707	9,982	10,016
Autism	21,968	27,503	33,850	42,594	52,190
Deaf-blindness	707	663	711	788	754
Traumatic brain injury	9,327	9,604	10,291	11,022	11,323
All disabilities	2,018,932	2,111,344	2,186,491	2,256,988	2,285,137

Disability	Age group 18-21				
	1996	1997	1998	1999	2000
Specific learning disabilities	133,054	139,080	144,441	144,489	138,658
Speech or language impairments	4,446	4,627	4,779	5,083	4,908
Mental retardation	62,643	64,966	67,175	66,956	67,625
Emotional disturbance	24,648	25,301	26,212	26,245	25,468
Multiple disabilities	12,175	13,412	14,051	14,674	15,699
Hearing impairments	4,590	4,706	4,942	4,902	4,665
Orthopedic impairments	4,240	4,267	4,557	4,669	4,801
Other health impairments	5,361	6,603	7,947	8,738	9,474
Visual impairments	1,847	1,909	1,996	1,949	1,949
Autism	2,628	2,964	3,441	4,020	4,633
Deaf-blindness	192	212	240	229	220
Traumatic brain injury	1,185	1,341	1,495	1,515	1,691
All disabilities	257,009	269,386	281,276	283,469	279,791

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

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**Table 1-9. Children and students ages 3 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age group, year and disability category: Fall 1996 through fall 2005 (continued)**

Disability	Age group 18-21				
	2001	2002	2003	2004	2005
Specific learning disabilities	138,470	142,737	146,107	146,964	146,649
Speech or language impairments	5,077	5,139	5,215	5,460	5,570
Mental retardation	68,033	69,010	70,589	71,439	71,604
Emotional disturbance	25,460	27,142	28,418	29,568	29,277
Multiple disabilities	16,218	16,599	17,458	17,915	18,426
Hearing impairments	4,697	4,746	4,633	4,748	4,718
Orthopedic impairments	4,969	5,110	4,947	4,764	4,731
Other health impairments	10,842	13,320	15,686	18,323	20,637
Visual impairments	1,996	2,042	1,906	1,901	1,945
Autism	5,628	6,710	8,038	9,554	10,972
Deaf-blindness	258	210	214	233	251
Traumatic brain injury	2,060	2,085	2,169	2,289	2,282
All disabilities	283,708	294,850	305,380	313,158	317,062

Disability	Age group 6-21				
	1996	1997	1998	1999	2000
Specific learning disabilities	2,674,328	2,754,409	2,815,536	2,867,687	2,881,587
Speech or language impairments	1,048,735	1,063,557	1,074,137	1,087,800	1,093,436
Mental retardation	593,597	603,325	610,674	614,276	613,437
Emotional disturbance	446,277	454,439	462,763	469,753	474,316
Multiple disabilities	99,436	107,250	107,807	112,994	122,946
Hearing impairments	68,769	69,782	70,872	71,396	70,810
Orthopedic impairments	66,339	67,414	69,432	71,410	72,975
Other health impairments	161,361	191,141	221,815	255,345	293,963
Visual impairments	25,759	26,030	26,095	26,383	26,004
Autism	34,375	42,517	54,064	66,043	79,586
Deaf-blindness	1,214	1,319	1,610	1,671	1,318
Traumatic brain injury	10,473	11,914	12,976	13,862	14,873
Developmental delay <sup>b</sup>	-	3,792	11,907	19,263	28,612
All disabilities	5,230,663	5,396,889	5,539,688	5,677,883	5,773,863

Disability	Age group 6-21				
	2001	2002	2003	2004	2005
Specific learning disabilities	2,878,319	2,878,554	2,867,069	2,839,295	2,780,218
Speech or language impairments	1,093,222	1,110,858	1,128,102	1,149,573	1,157,215
Mental retardation	605,026	591,721	582,624	567,633	545,492
Emotional disturbance	477,838	482,024	484,548	484,457	472,384
Multiple disabilities	128,724	130,819	132,746	133,366	133,914
Hearing impairments	71,225	71,962	72,002	72,599	72,387
Orthopedic impairments	73,712	73,956	68,184	65,355	63,127
Other health impairments	341,266	392,951	452,708	512,219	561,028
Visual impairments	25,836	26,079	25,875	26,058	25,996
Autism	98,589	118,846	141,140	166,491	193,637
Deaf-blindness	1,608	1,600	1,664	1,702	1,592
Traumatic brain injury	20,754	21,487	22,526	23,263	23,509
Developmental delay <sup>b</sup>	45,250	58,265	66,259	74,368	79,070
All disabilities	5,861,369	5,959,122	6,045,447	6,116,379	6,109,569

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Beginning in 1997, states had the option of reporting children ages 3 through 9 in the developmental delay category. For more information, see table A-3 in appendix A.

- Data not available.

**Table 1-10. Children and students ages 3 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by age group and state: Fall 2005**

State	3-5 (%)	6-17 (%)	18-21 (%)	3-17 (%)	3-21 (%)
Alabama	4.65	10.78	2.05	9.59	7.93
Alaska	7.01	11.85	1.60	10.94	8.80
Arizona	5.20	10.18	1.61	9.15	7.64
Arkansas	9.33	11.99	1.80	11.47	9.34
California	4.23	8.96	1.30	8.04	6.69
Colorado	5.19	8.88	1.62	8.11	6.76
Connecticut	6.14	10.38	2.03	9.61	8.04
Delaware	6.46	12.28	1.72	11.13	9.05
District of Columbia	2.53	15.19	3.49	12.34	10.54
Florida	5.17	12.63	2.12	11.17	9.27
Georgia	5.11	11.06	1.28	9.82	8.04
Hawaii	4.75	9.76	0.83	8.72	6.89
Idaho	6.59	9.65	1.16	9.05	7.27
Illinois	6.67	12.62	2.02	11.45	9.50
Indiana	7.39	13.82	2.48	12.58	10.50
Iowa	5.81	13.80	2.04	12.29	9.87
Kansas	8.40	11.89	1.67	11.20	9.00
Kentucky	13.40	12.76	1.56	12.89	10.41
Louisiana	5.63	9.82	1.74	8.99	7.34
Maine	10.80	15.65	1.97	14.83	11.75
Maryland	5.39	9.96	1.41	9.08	7.48
Massachusetts	6.46	14.26	2.12	12.75	10.49
Michigan	6.17	11.89	2.12	10.84	9.00
Minnesota	6.90	11.64	2.14	10.74	8.77
Mississippi	6.77	11.44	1.71	10.51	8.57
Missouri	6.98	13.01	2.04	11.86	9.64
Montana	6.21	11.68	1.44	10.69	8.36
Nebraska	6.61	13.50	1.90	12.13	9.75
Nevada	5.26	9.86	1.30	8.93	7.46
New Hampshire	6.48	12.72	2.03	11.64	9.55
New Jersey	5.57	14.92	2.54	13.13	11.04
New Mexico	8.16	12.55	2.12	11.70	9.51
New York	7.94	11.94	2.31	11.17	9.28
North Carolina	5.64	11.62	1.69	10.40	8.60
North Dakota	7.36	12.58	1.61	11.63	8.95
Ohio	5.20	12.09	2.53	10.79	9.01
Oklahoma	5.78	14.80	2.35	13.00	10.53
Oregon	5.98	11.37	1.74	10.34	8.48
Pennsylvania	6.04	12.73	2.18	11.52	9.46
Rhode Island	7.55	15.66	2.50	14.19	11.63
South Carolina	6.88	13.56	2.13	12.25	10.07
South Dakota	9.20	11.19	1.54	10.81	8.58
Tennessee	5.28	11.05	1.72	9.91	8.12
Texas	3.68	10.79	1.79	9.30	7.74
Utah	5.51	10.93	1.42	9.70	7.88
Vermont	8.25	12.31	1.93	11.64	9.27
Virginia	5.82	12.24	1.99	10.97	8.99
Washington	5.73	10.40	1.58	9.52	7.72
West Virginia	9.70	15.90	2.58	14.74	11.99
Wisconsin	7.98	12.03	2.14	11.28	9.17
Wyoming	14.02	13.79	1.64	13.83	10.71
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	5.84	11.59	1.89	10.46	8.64
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	2.85	10.92	1.74	9.42	7.80
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_AGESEX\\_RES.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_AGESEX_RES.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of children and students served under IDEA, Part B, divided by the number of children and students in the population, multiplied by 100. See tables 1-1 for the numerators and B-1, B-2, B-3, B-4 and B-5 for the denominators.

. Cannot be calculated.



**Table 1-11. Children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	4.65	0.01	3.06	.	0.00
Alaska	7.01	0.03	2.05	0.02	.
Arizona	5.20	0.11	1.16	0.13	0.03
Arkansas	9.33	0.08	4.07	0.13	.
California	4.23	0.14	2.89	0.27	0.01
Colorado	5.19	0.04	2.57	0.02	0.01
Connecticut	6.14	0.03	2.17	0.03	0.01
Delaware	6.46	1.85	1.90	0.57	.
District of Columbia	2.53	0.05	0.96	0.04	0.04
Florida	5.17	0.11	2.34	0.14	0.04
Georgia	5.11	0.04	2.71	0.14	0.06
Hawaii	4.75	0.03	0.34	0.03	0.04
Idaho	6.59	0.04	2.47	0.04	.
Illinois	6.67	0.13	3.81	0.09	0.04
Indiana	7.39	0.08	4.77	0.37	0.03
Iowa	5.81	2.97	1.17	0.86	0.48
Kansas	8.40	0.03	3.48	0.05	0.01
Kentucky	13.40	.	6.53	0.04	0.01
Louisiana	5.63	.	2.67	0.08	.
Maine	10.80	0.03	5.55	0.04	0.23
Maryland	5.39	0.01	2.98	0.03	0.01
Massachusetts	6.46	0.05	2.52	0.03	0.06
Michigan	6.17	0.01	4.10	0.18	0.02
Minnesota	6.90	0.02	2.37	0.07	0.08
Mississippi	6.77	.	4.60	0.00	.
Missouri	6.98	0.03	2.65	0.10	0.03
Montana	6.21	0.06	4.05	0.04	.
Nebraska	6.61	0.06	3.44	0.15	0.06
Nevada	5.26	0.03	1.27	0.09	.
New Hampshire	6.48	0.01	3.32	.	0.02
New Jersey	5.57	0.24	1.13	0.03	0.02
New Mexico	8.16	0.01	2.78	0.03	.
New York	7.94	.	.	.	.
North Carolina	5.64	0.01	2.95	0.01	0.01
North Dakota	7.36	.	4.51	.	.
Ohio	5.20	.	1.58	2.11	0.62
Oklahoma	5.78	0.04	1.26	0.05	0.01
Oregon	5.98	0.01	3.33	0.05	0.03
Pennsylvania	6.04	0.09	2.72	0.10	0.03
Rhode Island	7.55	0.24	3.57	0.06	0.08
South Carolina	6.88	0.07	4.59	0.14	0.01
South Dakota	9.20	0.20	3.81	0.07	0.02
Tennessee	5.28	0.01	3.46	0.04	.
Texas	3.68	0.06	2.86	0.11	0.02
Utah	5.51	0.53	2.26	0.03	0.01
Vermont	8.25	.	.	.	.
Virginia	5.82	0.05	2.67	0.06	0.01
Washington	5.73	0.01	1.47	.	0.00
West Virginia	9.70	.	5.64	0.10	0.01
Wisconsin	7.98	0.02	5.42	0.14	0.12
Wyoming	14.02	0.13	10.68	0.14	0.03
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	5.84	0.10	2.72	0.19	0.05
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	2.85	0.08	2.40	0.05	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2003\\_AGESEX\\_RES.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2003_AGESEX_RES.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of children ages 3 through 5 served under IDEA, Part B, divided by the number of children ages 3 through 5 in the population, multiplied by 100. See table 1-2 for the numerator and table B-2 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-11. Children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.05	0.05	0.04	0.05	0.02
Alaska	0.05	0.04	.	0.08	.
Arizona	0.03	0.09	0.02	0.04	0.07
Arkansas	0.07	0.05	0.02	0.08	0.01
California	0.05	0.07	0.14	0.13	0.03
Colorado	0.03	0.09	0.19	.	0.02
Connecticut	0.07	0.07	0.02	0.11	0.02
Delaware	.	0.07	0.25	0.23	0.03
District of Columbia	0.14	0.03	0.04	0.06	.
Florida	.	0.06	0.08	0.09	0.02
Georgia	.	0.04	0.02	0.06	0.01
Hawaii	0.12	0.12	0.04	0.17	0.03
Idaho	0.05	0.07	0.03	0.08	0.02
Illinois	0.04	0.07	0.07	0.15	0.02
Indiana	0.11	0.10	0.11	0.14	0.04
Iowa	0.03	0.07	0.07	0.02	0.02
Kansas	0.07	0.07	0.06	0.09	0.03
Kentucky	0.08	0.07	0.05	0.10	0.05
Louisiana	0.04	0.06	0.06	0.11	0.02
Maine	0.25	0.08	0.04	0.39	0.02
Maryland	0.09	0.07	0.04	0.12	0.03
Massachusetts	0.11	0.07	0.11	0.06	0.03
Michigan	0.14	0.08	0.16	0.18	0.02
Minnesota	0.01	0.11	0.06	0.04	0.03
Mississippi	0.01	0.05	0.03	0.05	0.03
Missouri	0.04	0.05	0.03	0.09	0.02
Montana	0.03	0.08	0.02	0.04	0.02
Nebraska	0.03	0.11	0.09	0.48	0.04
Nevada	0.10	0.05	0.05	0.08	0.02
New Hampshire	0.08	0.06	0.04	0.35	0.06
New Jersey	0.24	0.02	0.01	0.17	0.01
New Mexico	0.10	0.08	0.04	0.10	0.02
New York	.	.	.	.	.
North Carolina	0.02	0.07	0.04	0.04	0.03
North Dakota	.	0.08	0.14	0.16	0.03
Ohio	0.54	0.10	0.09	.	0.04
Oklahoma	0.04	0.04	0.02	0.05	0.02
Oregon	.	0.09	0.15	0.12	0.05
Pennsylvania	0.06	0.07	0.04	0.06	0.04
Rhode Island	0.09	0.07	0.05	0.13	0.03
South Carolina	0.02	0.05	0.02	0.06	0.02
South Dakota	0.30	0.07	0.03	0.08	0.02
Tennessee	0.08	0.07	0.05	0.11	0.03
Texas	0.04	0.07	0.06	0.23	0.05
Utah	0.11	0.08	0.03	0.06	0.05
Vermont	.	.	.	0.12	.
Virginia	0.07	0.05	0.03	0.06	0.01
Washington	0.04	0.05	0.03	0.13	0.01
West Virginia	.	0.08	0.01	0.02	0.05
Wisconsin	.	0.08	0.11	0.31	0.03
Wyoming	.	0.13	0.16	0.30	0.05
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.07	0.06	0.07	0.11	0.03
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	0.06	0.04	0.02	0.08	0.01
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of children ages 3 through 5 served under IDEA, Part B, divided by the number of children ages 3 through 5 in the population, multiplied by 100. See table 1-2 for the numerator and table B-2 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-11. Children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.10	.	0.01	1.26
Alaska	.	.	.	4.61
Arizona	0.11	0.00	0.00	3.43
Arkansas	0.10	.	.	4.71
California	0.51	.	0.01	.
Colorado	0.08	0.01	.	2.13
Connecticut	0.32	.	.	3.30
Delaware	0.31	0.04	.	1.15
District of Columbia	0.19	.	.	0.95
Florida	0.24	.	0.00	2.03
Georgia	0.14	.	0.00	1.88
Hawaii	0.29	.	.	3.53
Idaho	0.14	.	0.01	3.64
Illinois	0.24	0.00	0.01	1.99
Indiana	0.30	0.00	0.01	1.33
Iowa	0.10	.	.	.
Kansas	0.16	.	.	4.34
Kentucky	0.17	.	0.01	6.29
Louisiana	0.16	.	0.00	2.41
Maine	0.77	.	.	3.40
Maryland	0.28	0.00	0.01	1.73
Massachusetts	0.58	0.01	0.12	2.71
Michigan	0.31	.	.	0.95
Minnesota	0.60	0.00	0.01	3.50
Mississippi	0.06	.	0.01	1.94
Missouri	0.13	.	.	3.81
Montana	0.14	.	.	1.71
Nebraska	0.22	.	.	1.93
Nevada	0.40	.	0.01	3.15
New Hampshire	0.25	.	.	2.28
New Jersey	0.21	.	.	3.48
New Mexico	0.12	.	0.02	4.84
New York	.	.	.	.
North Carolina	0.21	.	.	2.24
North Dakota	0.19	.	.	2.18
Ohio	0.09	.	0.02	.
Oklahoma	0.04	.	.	4.20
Oregon	0.57	0.01	.	1.56
Pennsylvania	0.48	0.00	0.01	2.34
Rhode Island	0.32	.	.	2.89
South Carolina	0.17	.	.	1.73
South Dakota	0.27	.	.	4.31
Tennessee	0.18	.	0.01	1.24
Texas	0.19	.	0.01	.
Utah	0.18	0.01	0.01	2.15
Vermont	0.25	.	.	7.31
Virginia	0.18	.	.	2.61
Washington	0.17	.	0.01	3.80
West Virginia	0.05	.	.	3.72
Wisconsin	0.28	.	.	1.46
Wyoming	0.21	.	.	2.17
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.25	0.00	0.01	2.17
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	0.07	.	.	0.03
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of children ages 3 through 5 served under IDEA, Part B, divided by the number of children ages 3 through 5 in the population, multiplied by 100. See table 1-2 for the numerator and table B-2 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-12. Students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	8.52	4.21	1.71	0.95	0.22
Alaska	9.10	4.50	2.00	0.42	0.43
Arizona	8.13	4.37	1.49	0.63	0.59
Arkansas	9.35	3.74	1.91	1.62	0.13
California	7.14	3.66	1.58	0.45	0.32
Colorado	7.07	2.96	1.49	0.33	0.82
Connecticut	8.35	3.20	1.66	0.39	0.86
Delaware	9.53	5.21	0.95	1.17	0.48
District of Columbia	12.30	5.90	1.24	1.38	1.96
Florida	10.01	4.90	2.15	1.00	0.95
Georgia	8.62	2.65	1.78	1.25	1.13
Hawaii	7.29	3.53	0.34	0.62	0.87
Idaho	7.39	3.35	1.51	0.51	0.39
Illinois	10.02	4.90	1.88	0.92	1.00
Indiana	11.07	4.39	2.64	1.48	1.02
Iowa	10.55	5.90	1.12	1.79	1.07
Kansas	9.11	3.88	1.55	0.73	0.58
Kentucky	9.88	1.73	2.22	1.99	0.66
Louisiana	7.65	2.82	1.79	0.85	0.30
Maine	11.89	4.19	2.69	0.31	1.14
Maryland	7.86	2.95	1.65	0.48	0.74
Massachusetts	11.21	5.03	1.57	0.93	1.03
Michigan	9.49	4.09	1.89	1.06	0.82
Minnesota	9.09	2.99	1.46	0.81	1.47
Mississippi	8.90	4.42	2.16	0.69	0.23
Missouri	10.10	4.13	2.61	0.95	0.66
Montana	8.70	4.43	1.78	0.52	0.51
Nebraska	10.31	3.74	2.62	1.33	0.59
Nevada	7.89	4.72	1.24	0.37	0.40
New Hampshire	10.03	4.61	1.63	0.32	0.89
New Jersey	12.03	5.45	2.40	0.33	0.64
New Mexico	9.74	4.97	1.90	0.38	0.59
New York	9.52	4.27	1.79	0.34	0.96
North Carolina	9.17	3.44	1.57	1.36	0.51
North Dakota	9.20	3.41	2.51	0.72	0.84
Ohio	9.66	3.99	1.37	1.66	0.76
Oklahoma	11.39	6.00	1.47	0.85	0.66
Oregon	8.92	3.88	2.04	0.54	0.60
Pennsylvania	10.02	5.50	1.49	0.96	0.99
Rhode Island	12.30	5.55	2.34	0.53	1.33
South Carolina	10.65	5.15	2.29	1.37	0.57
South Dakota	8.47	3.81	1.93	0.63	0.43
Tennessee	8.64	3.72	1.97	0.90	0.30
Texas	8.55	4.46	1.30	0.50	0.67
Utah	8.39	4.46	1.66	0.48	0.43
Vermont	9.42	3.16	1.31	0.83	1.57
Virginia	9.57	3.99	1.46	0.76	0.75
Washington	8.06	3.37	1.24	0.39	0.36
West Virginia	12.38	4.48	3.20	2.41	0.59
Wisconsin	9.37	3.71	1.67	0.93	1.34
Wyoming	10.18	4.32	2.55	0.51	0.87
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	9.15	4.14	1.74	0.81	0.72
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	8.65	5.10	1.42	1.22	0.10
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2003\\_AGESEX\\_RES.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2003_AGESEX_RES.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of students ages 6 through 21 served under *IDEA*, Part B, divided by the number of students ages 6 through 21 in the population multiplied by 100. See table 1-3 for the numerator and table B-7 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-12. Students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.14	0.10	0.06	0.63	0.04
Alaska	0.23	0.10	0.04	0.55	0.02
Arizona	0.16	0.13	0.05	0.39	0.04
Arkansas	0.21	0.10	0.03	1.32	0.03
California	0.06	0.12	0.15	0.43	0.05
Colorado	0.29	0.13	0.84	.	0.03
Connecticut	0.30	0.09	0.02	1.42	0.04
Delaware	.	0.15	0.27	0.95	0.02
District of Columbia	0.84	0.05	.	0.43	0.03
Florida	.	0.10	0.11	0.53	0.03
Georgia	.	0.08	0.05	1.20	0.03
Hawaii	0.13	0.12	0.03	0.93	.
Idaho	0.13	0.07	0.03	0.63	0.03
Illinois	0.04	0.13	0.08	0.74	0.04
Indiana	0.12	0.14	0.10	0.63	0.06
Iowa	0.06	0.12	0.13	0.11	.
Kansas	0.34	0.08	0.06	1.13	0.03
Kentucky	0.46	0.07	0.05	1.49	0.05
Louisiana	0.09	0.11	0.10	0.88	0.04
Maine	1.17	0.09	0.02	1.78	0.03
Maryland	0.39	0.09	0.03	1.02	0.04
Massachusetts	0.36	0.08	0.09	0.60	0.04
Michigan	0.13	0.12	0.20	0.69	0.03
Minnesota	0.05	0.18	0.14	1.10	0.03
Mississippi	0.09	0.09	0.07	0.60	0.04
Missouri	0.09	0.10	0.05	1.13	0.03
Montana	0.28	0.09	0.03	0.84	.
Nebraska	0.09	0.15	0.10	1.14	0.05
Nevada	0.17	0.09	0.06	0.51	0.03
New Hampshire	0.12	0.09	0.03	1.62	0.04
New Jersey	1.45	0.09	0.03	1.20	0.02
New Mexico	0.21	0.12	0.04	0.69	0.04
New York	0.52	0.12	0.06	1.10	0.03
North Carolina	0.10	0.11	0.05	1.36	0.04
North Dakota	.	0.09	0.09	0.94	.
Ohio	0.54	0.10	0.09	0.77	0.04
Oklahoma	0.19	0.11	0.05	0.94	0.05
Oregon	.	0.10	0.10	0.97	0.04
Pennsylvania	0.11	0.11	0.03	0.44	0.04
Rhode Island	0.12	0.09	0.04	1.88	0.03
South Carolina	0.04	0.12	0.08	0.79	0.04
South Dakota	0.51	0.08	0.05	0.73	0.02
Tennessee	0.14	0.11	0.07	0.90	0.06
Texas	0.10	0.11	0.08	1.00	0.05
Utah	0.23	0.08	0.03	0.47	0.04
Vermont	0.09	0.10	0.06	1.50	0.02
Virginia	0.17	0.08	0.05	1.55	0.03
Washington	0.18	0.09	0.04	1.50	0.02
West Virginia	.	0.12	0.05	1.23	0.07
Wisconsin	.	0.12	0.09	1.06	0.03
Wyoming	.	0.14	0.09	1.28	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.20	0.11	0.10	0.85	0.04
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	0.12	0.08	0.05	0.39	0.06
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of students ages 6 through 21 served under IDEA, Part B, divided by the number of students ages 6 through 21 in the population multiplied by 100. See table 1-3 for the numerator and table B-7 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-12. Students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.19	0.00	0.03	0.24
Alaska	0.22	0.01	0.04	0.54
Arizona	0.24	.	0.03	.
Arkansas	0.23	.	0.03	.
California	0.31	.	0.02	.
Colorado	0.13	.	0.04	.
Connecticut	0.37	.	0.02	.
Delaware	0.28	0.02	.	.
District of Columbia	0.23	.	.	0.16
Florida	0.22	.	0.02	.
Georgia	0.28	.	0.02	0.14
Hawaii	0.30	.	0.03	0.38
Idaho	0.25	0.00	0.04	0.45
Illinois	0.28	.	0.03	.
Indiana	0.45	.	0.04	.
Iowa	0.19	.	0.03	.
Kansas	0.21	0.00	0.03	0.48
Kentucky	0.20	0.00	0.02	0.93
Louisiana	0.17	0.00	0.02	0.48
Maine	0.43	.	0.04	.
Maryland	0.37	0.00	0.03	0.07
Massachusetts	0.39	0.02	0.38	0.71
Michigan	0.37	.	.	0.05
Minnesota	0.66	0.01	0.04	0.16
Mississippi	0.12	0.00	0.02	0.36
Missouri	0.29	0.00	0.03	0.04
Montana	0.15	.	0.04	.
Nebraska	0.21	0.00	0.05	0.23
Nevada	0.25	.	0.04	.
New Hampshire	0.28	.	.	0.37
New Jersey	0.35	.	0.07	.
New Mexico	0.11	0.00	0.05	0.63
New York	0.30	.	0.03	.
North Carolina	0.30	0.00	0.03	0.33
North Dakota	0.21	.	0.04	0.32
Ohio	0.30	.	0.04	.
Oklahoma	0.18	0.00	0.03	0.86
Oregon	0.62	.	0.04	.
Pennsylvania	0.31	.	0.03	.
Rhode Island	0.36	.	.	.
South Carolina	0.19	.	0.02	.
South Dakota	0.24	.	0.04	.
Tennessee	0.19	0.00	0.02	0.26
Texas	0.27	.	0.02	.
Utah	0.25	0.01	0.05	0.20
Vermont	0.24	0.00	0.04	0.49
Virginia	0.31	0.00	0.02	0.39
Washington	0.29	0.00	0.02	0.54
West Virginia	0.19	.	0.03	.
Wisconsin	0.37	.	0.03	0.01
Wyoming	0.21	.	0.06	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.29	0.00	0.04	0.12
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	0.09	0.00	0.01	0.00
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of students ages 6 through 21 served under IDEA, Part B, divided by the number of students ages 6 through 21 in the population multiplied by 100. See table 1-3 for the numerator and table B-7 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-13. Students ages 6 through 17 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	10.78	5.29	2.29	1.11	0.28
Alaska	11.85	5.87	2.70	0.47	0.54
Arizona	10.18	5.48	1.96	0.71	0.74
Arkansas	11.99	4.73	2.58	2.01	0.17
California	8.96	4.62	2.06	0.49	0.39
Colorado	8.88	3.73	1.97	0.37	1.02
Connecticut	10.38	4.02	2.16	0.40	1.03
Delaware	12.28	6.79	1.28	1.41	0.62
District of Columbia	15.19	7.32	1.63	1.60	2.37
Florida	12.63	6.21	2.85	1.14	1.17
Georgia	11.06	3.40	2.37	1.50	1.46
Hawaii	9.76	4.76	0.47	0.78	1.14
Idaho	9.65	4.35	2.04	0.62	0.50
Illinois	12.62	6.18	2.49	1.05	1.23
Indiana	13.82	5.40	3.48	1.76	1.27
Iowa	13.80	7.74	1.50	2.29	1.40
Kansas	11.89	5.06	2.13	0.88	0.75
Kentucky	12.76	2.18	2.99	2.47	0.86
Louisiana	9.82	3.55	2.44	1.00	0.38
Maine	15.65	5.52	3.66	0.37	1.48
Maryland	9.96	3.77	2.17	0.53	0.93
Massachusetts	14.26	6.46	2.08	1.06	1.27
Michigan	11.89	5.14	2.51	1.22	1.03
Minnesota	11.64	3.82	1.98	0.92	1.88
Mississippi	11.44	5.61	2.93	0.82	0.29
Missouri	13.01	5.21	3.53	1.15	0.84
Montana	11.68	5.89	2.51	0.65	0.70
Nebraska	13.50	4.88	3.58	1.58	0.77
Nevada	9.86	5.91	1.61	0.42	0.50
New Hampshire	12.72	5.88	2.12	0.34	1.12
New Jersey	14.92	6.76	3.12	0.37	0.76
New Mexico	12.55	6.32	2.58	0.43	0.75
New York	11.94	5.32	2.37	0.37	1.19
North Carolina	11.62	4.34	2.08	1.62	0.65
North Dakota	12.58	4.64	3.58	0.83	1.16
Ohio	12.09	5.00	1.83	2.01	0.95
Oklahoma	14.80	7.66	2.02	1.05	0.85
Oregon	11.37	4.96	2.71	0.59	0.76
Pennsylvania	12.73	6.99	2.00	1.13	1.23
Rhode Island	15.66	7.07	3.11	0.60	1.62
South Carolina	13.56	6.56	3.07	1.60	0.72
South Dakota	11.19	5.04	2.68	0.74	0.57
Tennessee	11.05	4.73	2.63	1.06	0.38
Texas	10.79	5.61	1.73	0.55	0.85
Utah	10.93	5.87	2.26	0.53	0.56
Vermont	12.31	4.19	1.75	0.99	2.05
Virginia	12.24	5.09	1.97	0.88	0.94
Washington	10.40	4.36	1.68	0.44	0.46
West Virginia	15.90	5.64	4.34	2.96	0.76
Wisconsin	12.03	4.73	2.27	1.07	1.72
Wyoming	13.79	5.81	3.60	0.58	1.17
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	11.59	5.24	2.31	0.94	0.90
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	10.92	6.52	1.88	1.38	0.12
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2003\\_AGESEX\\_RES.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2003_AGESEX_RES.csv).  
 Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of students ages 6 through 17 served under *IDEA*, Part B, divided by the number of students ages 6 through 17 in the population, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table B-3 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-13. Students ages 6 through 17 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.16	0.12	0.07	0.82	0.06
Alaska	0.25	0.13	0.05	0.73	0.03
Arizona	0.18	0.17	0.06	0.50	0.05
Arkansas	0.26	0.12	0.04	1.71	0.04
California	0.06	0.15	0.17	0.54	0.05
Colorado	0.32	0.16	1.07	.	0.04
Connecticut	0.33	0.11	0.02	1.80	0.04
Delaware	.	0.19	0.33	1.25	0.03
District of Columbia	1.03	0.06	0.07	0.56	0.03
Florida	.	0.12	0.13	0.68	0.04
Georgia	.	0.10	0.06	1.56	0.04
Hawaii	0.16	0.16	0.04	1.26	.
Idaho	0.16	0.09	0.04	0.82	.
Illinois	0.04	0.16	0.10	0.94	0.04
Indiana	0.14	0.17	0.13	0.79	0.07
Iowa	0.08	0.16	0.16	0.14	.
Kansas	0.41	0.11	0.08	1.47	0.04
Kentucky	0.57	0.08	0.07	1.94	0.06
Louisiana	0.10	0.13	0.12	1.15	0.05
Maine	1.48	0.12	.	2.35	0.04
Maryland	0.45	0.11	0.04	1.33	0.04
Massachusetts	0.42	0.10	0.11	0.79	0.05
Michigan	0.13	0.16	0.24	0.88	0.04
Minnesota	0.05	0.22	0.18	1.42	0.04
Mississippi	0.10	0.11	0.09	0.78	0.05
Missouri	0.10	0.13	0.06	1.48	0.04
Montana	0.35	0.11	0.04	1.13	.
Nebraska	0.09	0.20	0.13	1.51	0.07
Nevada	0.19	0.11	0.08	0.65	0.04
New Hampshire	0.14	0.11	0.04	2.05	0.05
New Jersey	1.70	0.10	0.04	1.53	0.03
New Mexico	0.24	0.15	0.05	0.91	0.05
New York	0.59	0.14	0.08	1.42	0.04
North Carolina	0.11	0.14	0.07	1.74	0.04
North Dakota	.	0.12	0.12	1.31	.
Ohio	0.61	0.13	0.11	0.98	0.05
Oklahoma	0.24	0.14	0.07	1.24	0.06
Oregon	.	0.13	0.12	1.23	0.05
Pennsylvania	0.12	0.13	0.04	0.58	0.06
Rhode Island	0.13	0.12	0.05	2.42	0.04
South Carolina	0.05	0.14	0.10	1.02	0.05
South Dakota	0.62	0.10	0.06	0.97	0.03
Tennessee	0.15	0.13	0.09	1.17	0.07
Texas	0.10	0.14	0.10	1.28	0.06
Utah	0.25	0.10	0.03	0.61	0.05
Vermont	0.11	0.12	0.07	1.99	0.03
Virginia	0.19	0.10	0.07	2.00	0.03
Washington	0.20	0.12	0.05	1.92	0.03
West Virginia	.	0.15	0.06	1.61	0.08
Wisconsin	.	0.16	0.11	1.40	0.04
Wyoming	.	0.19	0.12	1.76	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.23	0.14	0.12	1.09	0.05
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	0.14	0.11	0.06	0.50	0.08
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of students ages 6 through 17 served under IDEA, Part B, divided by the number of students ages 6 through 17 in the population, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table B-3 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-13. Students ages 6 through 17 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.24	.	.	0.32
Alaska	0.29	0.01	0.04	0.74
Arizona	0.30	.	0.04	.
Arkansas	0.30	.	0.03	.
California	0.39	.	0.02	.
Colorado	0.16	.	0.04	.
Connecticut	0.46	.	0.02	.
Delaware	0.34	0.03	.	.
District of Columbia	0.29	.	.	0.22
Florida	0.27	.	0.02	.
Georgia	0.35	.	0.03	0.19
Hawaii	0.40	.	0.03	0.52
Idaho	0.33	.	0.05	0.62
Illinois	0.35	.	0.03	.
Indiana	0.57	.	0.04	.
Iowa	0.25	.	0.04	.
Kansas	0.27	0.00	0.04	0.66
Kentucky	0.26	0.00	0.03	1.26
Louisiana	0.21	0.00	0.03	0.66
Maine	0.57	.	0.04	.
Maryland	0.46	0.00	0.03	0.09
Massachusetts	0.49	0.02	0.48	0.95
Michigan	0.45	.	.	0.07
Minnesota	0.84	0.01	0.04	0.22
Mississippi	0.14	0.00	0.03	0.49
Missouri	0.38	0.00	0.04	0.05
Montana	0.20	.	0.05	.
Nebraska	0.28	0.00	0.07	0.32
Nevada	0.32	.	0.04	.
New Hampshire	0.35	.	.	0.50
New Jersey	0.43	.	0.09	.
New Mexico	0.13	0.00	0.05	0.87
New York	0.38	.	0.04	.
North Carolina	0.37	0.00	0.03	0.43
North Dakota	0.28	.	0.05	0.47
Ohio	0.38	.	0.05	.
Oklahoma	0.24	0.00	0.04	1.18
Oregon	0.78	.	0.04	.
Pennsylvania	0.40	.	0.04	.
Rhode Island	0.46	.	.	.
South Carolina	0.23	.	.	.
South Dakota	0.31	.	0.04	.
Tennessee	0.24	0.00	0.03	0.36
Texas	0.34	.	0.03	.
Utah	0.32	0.02	0.06	0.27
Vermont	0.28	0.01	0.05	0.68
Virginia	0.39	0.00	0.03	0.53
Washington	0.38	0.00	0.03	0.73
West Virginia	0.25	.	0.04	.
Wisconsin	0.48	.	0.04	0.02
Wyoming	0.29	.	0.07	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.37	0.00	0.04	0.16
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	0.11	0.01	0.01	0.00
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of students ages 6 through 17 served under IDEA, Part B, divided by the number of students ages 6 through 17 in the population, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table B-3 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-14. Students ages 6 through 17 served under IDEA, Part B, as a percentage of pre-kindergarten through 12th-grade public school enrollment,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	10.67	5.24	2.27	1.10	0.28
Alaska	11.38	5.64	2.59	0.46	0.52
Arizona	9.61	5.17	1.85	0.67	0.70
Arkansas	11.43	4.51	2.45	1.92	0.16
California	9.06	4.67	2.08	0.50	0.40
Colorado	8.82	3.70	1.95	0.37	1.01
Connecticut	10.49	4.06	2.18	0.40	1.04
Delaware	13.23	7.31	.	1.52	0.67
District of Columbia	13.58	6.55	1.46	1.43	2.12
Florida	12.91	6.34	2.91	1.16	1.20
Georgia	10.65	3.27	2.28	1.45	1.41
Hawaii	10.35	5.05	.	0.82	1.21
Idaho	9.14	4.12	1.93	0.58	0.47
Illinois	12.96	6.35	2.56	1.08	1.26
Indiana	14.49	5.65	.	1.85	1.33
Iowa	12.99	7.29	1.41	2.16	1.32
Kansas	11.45	4.88	2.05	0.84	0.72
Kentucky	12.34	2.11	2.89	2.39	0.83
Louisiana	11.46	4.14	2.85	1.17	0.44
Maine	15.71	5.54	3.67	0.37	1.49
Maryland	10.98	4.16	2.40	0.58	1.02
Massachusetts	14.45	6.54	2.11	1.07	1.29
Michigan	11.90	5.14	2.51	1.22	1.03
Minnesota	11.51	3.78	1.96	0.91	1.86
Mississippi	11.47	5.62	2.93	0.82	0.29
Missouri	13.20	5.28	3.58	1.17	0.85
Montana	11.34	5.73	2.44	0.63	0.68
Nebraska	13.44	4.86	3.57	1.58	0.76
Nevada	9.87	5.91	.	0.42	0.50
New Hampshire	13.32	6.16	2.22	0.35	1.17
New Jersey	15.67	7.10	3.27	0.38	0.80
New Mexico	12.64	6.37	2.60	0.43	0.76
New York	12.98	5.78	2.57	0.40	1.30
North Carolina	11.61	4.34	.	1.62	0.65
North Dakota	11.90	4.39	3.38	0.78	1.10
Ohio	12.37	5.12	1.87	2.05	0.97
Oklahoma	13.15	6.81	1.80	0.93	0.76
Oregon	11.91	5.19	2.84	0.62	0.80
Pennsylvania	13.55	7.44	2.13	1.20	1.31
Rhode Island	17.22	7.78	3.42	0.66	1.78
South Carolina	13.34	6.45	.	1.58	0.71
South Dakota	11.57	5.21	.	0.76	0.59
Tennessee	10.75	4.60	2.56	1.03	0.37
Texas	9.79	5.09	1.57	0.50	0.77
Utah	9.97	5.35	2.06	0.49	0.51
Vermont	12.06	4.11	1.72	0.97	2.00
Virginia	12.24	5.09	1.97	0.88	0.94
Washington	10.20	4.28	1.65	0.43	0.45
West Virginia	14.75	5.23	.	2.75	0.70
Wisconsin	12.23	4.81	2.31	1.08	1.74
Wyoming	12.66	5.34	3.31	0.53	1.07
BIA schools	13.89	8.17	.	0.77	0.92
50 states and DC (including BIA schools)	11.61	5.25	2.31	0.94	0.90

MORE STATES ON NEXT PAGE

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2005-06, version v.1a. Data accessed September 20076 from: <http://nces.ed.gov/ccd/bat/>.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of students ages 6 through 17 served under *IDEA*, Part B, divided by the number of students enrolled in public school grades pre-kindergarten through 12, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table C-1 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

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**Table 1-14. Students ages 6 through 17 served under IDEA, Part B, as a percentage of pre-kindergarten through 12th-grade public school enrollment,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
American Samoa	6.78	6.23	.	.	.
Guam	6.80	4.72	.	0.27	0.15
Northern Marianas	5.39	3.46	.	.	.
Puerto Rico	13.90	8.30	.	1.76	0.16
Virgin Islands	8.35	3.56	.	1.64	0.42
U.S. and outlying areas	11.63	5.29	2.31	0.95	0.89

<sup>a</sup>Percent = Number of students ages 6 through 17 served under *IDEA*, Part B, divided by the number of students enrolled in public school grades pre-kindergarten through 12, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table C-1 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-14. Students ages 6 through 17 served under IDEA, Part B, as a percentage of pre-kindergarten through 12th-grade public school enrollment,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.16	0.12	0.07	0.81	.
Alaska	0.24	0.12	.	0.70	0.03
Arizona	0.17	0.16	.	0.47	0.05
Arkansas	0.25	0.12	.	1.63	0.04
California	0.06	0.15	0.17	0.55	0.06
Colorado	0.31	0.16	1.06	.	0.04
Connecticut	0.33	0.11	.	1.82	0.04
Delaware	.	0.21	0.35	1.34	.
District of Columbia	0.92	.	.	0.50	.
Florida	.	0.13	0.13	0.70	0.04
Georgia	.	0.10	0.06	1.50	.
Hawaii	0.17	0.17	.	1.34	.
Idaho	0.15	0.09	.	0.78	0.03
Illinois	.	0.16	0.10	0.97	0.05
Indiana	0.15	0.18	0.14	0.83	0.08
Iowa	0.07	0.15	0.15	0.13	.
Kansas	0.39	0.10	0.08	1.42	.
Kentucky	0.56	0.08	0.06	1.87	.
Louisiana	0.11	0.16	0.14	1.34	0.06
Maine	1.48	0.12	.	2.36	0.04
Maryland	0.49	0.12	.	1.47	0.05
Massachusetts	0.42	0.10	0.11	0.80	0.05
Michigan	0.13	0.16	0.24	0.88	.
Minnesota	0.05	0.22	0.18	1.41	0.04
Mississippi	0.10	0.11	0.09	0.79	0.06
Missouri	0.11	0.13	.	1.50	0.04
Montana	0.34	0.11	.	1.09	.
Nebraska	0.09	0.20	0.13	1.50	.
Nevada	0.19	0.11	0.08	0.65	.
New Hampshire	0.14	0.12	.	2.15	0.05
New Jersey	1.79	0.11	0.04	1.61	.
New Mexico	0.25	0.15	0.05	0.92	0.05
New York	0.65	0.16	.	1.54	0.05
North Carolina	0.11	0.14	0.07	1.74	0.04
North Dakota	.	0.11	0.11	1.24	.
Ohio	0.62	0.13	0.11	1.00	0.05
Oklahoma	0.21	0.13	0.06	1.10	0.06
Oregon	.	0.13	0.12	1.29	.
Pennsylvania	0.13	0.14	.	0.62	0.06
Rhode Island	0.14	0.13	.	2.67	.
South Carolina	0.05	0.14	0.10	1.00	0.05
South Dakota	0.64	.	0.07	1.00	.
Tennessee	0.15	0.13	0.09	1.14	0.07
Texas	0.09	0.12	0.09	1.17	0.05
Utah	0.22	0.09	0.03	0.55	0.05
Vermont	.	0.12	0.07	1.95	.
Virginia	0.19	0.10	0.07	2.00	0.03
Washington	0.20	0.12	0.05	1.88	0.03
West Virginia	.	0.14	.	1.49	0.08
Wisconsin	.	0.16	0.11	1.42	.
Wyoming	.	0.18	0.11	1.61	.
BIA schools	.	.	.	.	.
50 states and DC (including BIA schools)	0.23	0.14	0.12	1.09	0.05
American Samoa	.	.	.	.	.
Guam	0.17	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	0.18	0.13	.	0.64	0.10
Virgin Islands	0.19	.	.	0.49	.
U.S. and outlying areas	0.23	0.14	0.12	1.09	0.05

<sup>a</sup>Percent = Number of students ages 6 through 17 served under IDEA, Part B, divided by the number of students enrolled in public school grades pre-kindergarten through 12, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table C-1 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-14. Students ages 6 through 17 served under IDEA, Part B, as a percentage of pre-kindergarten through 12th-grade public school enrollment,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.24	.	.	0.31
Alaska	0.28	.	.	0.71
Arizona	0.28	.	0.03	0.00
Arkansas	0.28	.	.	0.00
California	0.39	.	.	0.00
Colorado	0.16	.	0.04	0.00
Connecticut	0.46	.	0.02	0.00
Delaware	0.36	0.03	.	0.00
District of Columbia	.	.	.	0.19
Florida	0.28	.	0.02	0.00
Georgia	0.34	.	.	0.18
Hawaii	0.43	.	0.04	0.56
Idaho	0.31	.	.	0.58
Illinois	0.36	.	0.03	0.00
Indiana	0.59	.	.	0.00
Iowa	0.24	.	0.04	0.00
Kansas	0.26	.	.	0.63
Kentucky	0.25	.	.	1.22
Louisiana	0.24	.	.	0.77
Maine	0.57	.	.	0.00
Maryland	0.51	.	0.03	0.10
Massachusetts	0.49	0.02	0.49	0.96
Michigan	0.45	.	.	0.07
Minnesota	0.83	0.01	0.04	0.22
Mississippi	0.14	.	.	0.49
Missouri	0.38	.	.	0.06
Montana	0.20	.	.	0.00
Nebraska	0.28	.	.	0.32
Nevada	0.32	.	.	0.00
New Hampshire	0.36	.	.	0.52
New Jersey	0.45	.	0.09	0.00
New Mexico	0.14	0.00	0.05	0.87
New York	0.41	.	0.04	0.00
North Carolina	0.37	.	.	0.43
North Dakota	0.27	.	0.04	0.44
Ohio	0.39	.	.	0.00
Oklahoma	0.21	0.00	0.04	1.05
Oregon	0.81	.	.	0.00
Pennsylvania	0.43	.	0.04	0.00
Rhode Island	0.50	.	.	0.00
South Carolina	0.23	.	.	0.00
South Dakota	0.32	.	0.05	0.00
Tennessee	0.23	.	.	0.35
Texas	0.30	.	.	0.00
Utah	0.29	0.01	0.06	0.25
Vermont	0.28	.	.	0.66
Virginia	0.39	0.00	0.03	0.53
Washington	0.37	0.00	0.03	0.72
West Virginia	0.23	.	0.04	0.00
Wisconsin	0.49	.	.	0.02
Wyoming	0.26	.	.	0.00
BIA schools	.	.	.	0.58
50 states and DC (including BIA schools)	0.37	0.00	0.04	0.16
American Samoa	.	.	.	0.00
Guam	.	.	.	0.00
Northern Marianas	.	.	.	0.22
Puerto Rico	0.14	.	.	0.01
Virgin Islands	.	.	.	0.56
U.S. and outlying areas	0.37	0.00	0.04	0.16

<sup>a</sup>Percent = Number of students ages 6 through 17 served under IDEA, Part B, divided by the number of students enrolled in public school grades pre-kindergarten through 12, multiplied by 100. See tables 1-4 and 1-5 for the numerator and table C-1 for the denominator. The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-15. Children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	21	94	2,651	144	5,308	8,218
Alaska	665	72	94	72	1,179	2,082
Arizona	759	291	653	5,205	7,154	14,062
Arkansas	39	71	2,749	503	6,924	10,286
California	408	5,847	4,783	31,124	24,491	66,653
Colorado	103	258	514	2,858	6,807	10,540
Connecticut	32	215	919	1,323	5,392	7,881
Delaware	7	42	600	161	1,263	2,073
District of Columbia	x	x	392	63	x	507
Florida	84	569	7,993	7,480	18,224	34,350
Georgia	38	350	7,166	1,343	11,831	20,728
Hawaii	24	1,767	96	108	428	2,423
Idaho	70	58	35	541	3,339	4,043
Illinois	46	815	4,747	5,374	24,472	35,454
Indiana	36	168	1,769	860	16,395	19,228
Iowa	22	66	300	290	5,440	6,118
Kansas	126	134	705	871	7,431	9,267
Kentucky	39	117	2,007	362	18,792	21,317
Louisiana	92	59	4,239	151	6,056	10,597
Maine	33	29	41	39	4,206	4,348
Maryland	60	454	4,048	811	6,775	12,148
Massachusetts	49	614	1,046	1,931	11,555	15,195
Michigan	245	589	3,249	965	19,242	24,290
Minnesota	355	437	1,165	910	10,535	13,402
Mississippi	12	29	3,668	69	4,541	8,319
Missouri	36	196	1,798	330	12,908	15,268
Montana	269	x	x	54	1,552	1,925
Nebraska	97	74	258	480	3,756	4,665
Nevada	103	228	519	1,556	3,086	5,492
New Hampshire	12	53	50	82	2,705	2,902
New Jersey	24	1,028	2,558	3,082	12,637	19,329
New Mexico	792	52	148	3,356	2,093	6,441
New York	436	1,749	8,330	10,862	36,920	58,297
North Carolina	533	223	6,309	1,466	12,012	20,543
North Dakota	170	13	34	33	1,270	1,520
Ohio	28	250	2,939	558	18,927	22,702
Oklahoma	1,342	105	739	572	5,391	8,149
Oregon	179	237	266	1,464	6,021	8,167
Pennsylvania	100	495	3,406	1,478	20,485	25,964
Rhode Island	29	33	193	448	2,112	2,815
South Carolina	18	103	4,884	372	6,226	11,603
South Dakota	542	23	67	63	2,052	2,747
Tennessee	20	98	2,269	367	9,254	12,008
Texas	151	936	4,839	17,298	17,012	40,236
Utah	107	117	68	659	6,511	7,462
Vermont	x	18	27	x	1,496	1,556
Virginia	47	589	4,457	1,221	11,166	17,480
Washington	363	719	704	2,066	9,577	13,429
West Virginia	6	18	247	32	5,530	5,833
Wisconsin	223	234	1,503	1,176	12,941	16,077
Wyoming	97	23	42	239	2,068	2,469
BIA schools	325	x	x	x	x	330
50 states and D.C. (including BIA schools)	9,418	20,791	102,310	112,883	453,536	698,938
American Samoa	x	x	x	x	x	80
Guam	x	166	x	x	x	171
Northern Marianas	x	66	x	x	x	70
Puerto Rico	x	x	x	4,660	16	4,677
Virgin Islands	x	x	113	23	14	151
<b>U.S. and outlying areas</b>	<b>9,418</b>	<b>21,104</b>	<b>102,424</b>	<b>117,567</b>	<b>453,574</b>	<b>704,087</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15. Children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2005  
(continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.26	1.14	32.26	1.75	64.59	100.00
Alaska	31.94	3.46	4.51	3.46	56.63	100.00
Arizona	5.40	2.07	4.64	37.01	50.87	100.00
Arkansas	0.38	0.69	26.73	4.89	67.31	100.00
California	0.61	8.77	7.18	46.70	36.74	100.00
Colorado	0.98	2.45	4.88	27.12	64.58	100.00
Connecticut	0.41	2.73	11.66	16.79	68.42	100.00
Delaware	0.34	2.03	28.94	7.77	60.93	100.00
District of Columbia	.	.	77.32	12.43	.	100.00
Florida	0.24	1.66	23.27	21.78	53.05	100.00
Georgia	0.18	1.69	34.57	6.48	57.08	100.00
Hawaii	0.99	72.93	3.96	4.46	17.66	100.00
Idaho	1.73	1.43	0.87	13.38	82.59	100.00
Illinois	0.13	2.30	13.39	15.16	69.02	100.00
Indiana	0.19	0.87	9.20	4.47	85.27	100.00
Iowa	0.36	1.08	4.90	4.74	88.92	100.00
Kansas	1.36	1.45	7.61	9.40	80.19	100.00
Kentucky	0.18	0.55	9.42	1.70	88.15	100.00
Louisiana	0.87	0.56	40.00	1.42	57.15	100.00
Maine	0.76	0.67	0.94	0.90	96.73	100.00
Maryland	0.49	3.74	33.32	6.68	55.77	100.00
Massachusetts	0.32	4.04	6.88	12.71	76.04	100.00
Michigan	1.01	2.42	13.38	3.97	79.22	100.00
Minnesota	2.65	3.26	8.69	6.79	78.61	100.00
Mississippi	0.14	0.35	44.09	0.83	54.59	100.00
Missouri	0.24	1.28	11.78	2.16	84.54	100.00
Montana	13.97	.	.	2.81	80.62	100.00
Nebraska	2.08	1.59	5.53	10.29	80.51	100.00
Nevada	1.88	4.15	9.45	28.33	56.19	100.00
New Hampshire	0.41	1.83	1.72	2.83	93.21	100.00
New Jersey	0.12	5.32	13.23	15.94	65.38	100.00
New Mexico	12.30	0.81	2.30	52.10	32.49	100.00
New York	0.75	3.00	14.29	18.63	63.33	100.00
North Carolina	2.59	1.09	30.71	7.14	58.47	100.00
North Dakota	11.18	0.86	2.24	2.17	83.55	100.00
Ohio	0.12	1.10	12.95	2.46	83.37	100.00
Oklahoma	16.47	1.29	9.07	7.02	66.16	100.00
Oregon	2.19	2.90	3.26	17.93	73.72	100.00
Pennsylvania	0.39	1.91	13.12	5.69	78.90	100.00
Rhode Island	1.03	1.17	6.86	15.91	75.03	100.00
South Carolina	0.16	0.89	42.09	3.21	53.66	100.00
South Dakota	19.73	0.84	2.44	2.29	74.70	100.00
Tennessee	0.17	0.82	18.90	3.06	77.07	100.00
Texas	0.38	2.33	12.03	42.99	42.28	100.00
Utah	1.43	1.57	0.91	8.83	87.26	100.00
Vermont	.	1.16	1.74	.	96.14	100.00
Virginia	0.27	3.37	25.50	6.99	63.88	100.00
Washington	2.70	5.35	5.24	15.38	71.32	100.00
West Virginia	0.10	0.31	4.23	0.55	94.81	100.00
Wisconsin	1.39	1.46	9.35	7.31	80.49	100.00
Wyoming	3.93	0.93	1.70	9.68	83.76	100.00
BIA schools	98.48	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.35	2.97	14.64	16.15	64.89	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	97.08	.	.	.	100.00
Northern Marianas	.	94.29	.	.	.	100.00
Puerto Rico	.	.	.	99.64	0.34	100.00
Virgin Islands	.	.	74.83	15.23	9.27	100.00
U.S. and outlying areas	1.34	3.00	14.55	16.70	64.42	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15a. Children ages 3 through 5 with *specific learning disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	x	10	18
Alaska	6	x	x	x	x	10
Arizona	22	5	19	138	105	289
Arkansas	x	x	11	7	71	92
California	9	135	171	1,426	395	2,136
Colorado	x	x	7	26	38	75
Connecticut	x	x	x	x	28	35
Delaware	x	x	208	69	307	595
District of Columbia	x	x	9	x	x	10
Florida	x	x	183	358	217	763
Georgia	x	x	73	11	65	151
Hawaii	x	8	x	x	x	15
Idaho	x	x	x	5	18	26
Illinois	x	x	109	156	408	680
Indiana	x	x	11	x	202	218
Iowa	13	34	153	150	2,783	3,133
Kansas	x	x	x	x	22	32
Kentucky	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x
Maine	x	x	x	x	13	14
Maryland	x	x	x	x	7	14
Massachusetts	x	x	18	22	75	119
Michigan	x	x	22	x	25	53
Minnesota	x	x	x	x	31	35
Mississippi	x	x	x	x	x	x
Missouri	x	x	6	x	53	60
Montana	x	x	x	x	15	20
Nebraska	x	x	5	6	27	40
Nevada	x	x	6	11	13	31
New Hampshire	x	x	x	x	x	5
New Jersey	x	x	116	157	530	838
New Mexico	x	x	x	5	x	10
New York	x	x	x	x	x	x
North Carolina	x	x	15	x	16	35
North Dakota	x	x	x	x	x	x
Ohio	x	x	x	x	x	x
Oklahoma	5	x	8	x	35	53
Oregon	x	x	x	x	9	11
Pennsylvania	x	x	83	43	265	402
Rhode Island	x	x	x	23	52	88
South Carolina	x	x	54	7	58	121
South Dakota	14	x	x	x	44	61
Tennessee	x	x	x	x	18	21
Texas	x	x	134	333	158	634
Utah	x	17	x	103	590	721
Vermont	x	x	x	x	x	x
Virginia	x	x	25	41	78	164
Washington	x	x	x	x	10	12
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	x	x	33	40
Wyoming	x	x	x	x	19	23
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	101	313	1,502	3,131	6,875	11,922
American Samoa	x	x	x	x	x	14
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	126
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	101	330	1,502	3,256	6,876	12,065

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15a. Children ages 3 through 5 with *specific learning disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	.	55.56	100.00
Alaska	60.00	.	.	.	.	100.00
Arizona	7.61	1.73	6.57	47.75	36.33	100.00
Arkansas	.	.	11.96	7.61	77.17	100.00
California	0.42	6.32	8.01	66.76	18.49	100.00
Colorado	.	.	9.33	34.67	50.67	100.00
Connecticut	.	.	.	.	80.00	100.00
Delaware	.	.	34.96	11.60	51.60	100.00
District of Columbia	.	.	90.00	.	.	100.00
Florida	.	.	23.98	46.92	28.44	100.00
Georgia	.	.	48.34	7.28	43.05	100.00
Hawaii	.	53.33	.	.	.	100.00
Idaho	.	.	.	19.23	69.23	100.00
Illinois	.	.	16.03	22.94	60.00	100.00
Indiana	.	.	5.05	.	92.66	100.00
Iowa	0.41	1.09	4.88	4.79	88.83	100.00
Kansas	.	.	.	.	68.75	100.00
Kentucky	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.
Maine	.	.	.	.	92.86	100.00
Maryland	.	.	.	.	50.00	100.00
Massachusetts	.	.	15.13	18.49	63.03	100.00
Michigan	.	.	41.51	.	47.17	100.00
Minnesota	.	.	.	.	88.57	100.00
Mississippi	.	.	.	.	.	.
Missouri	.	.	10.00	.	88.33	100.00
Montana	.	.	.	.	75.00	100.00
Nebraska	.	.	12.50	15.00	67.50	100.00
Nevada	.	.	19.35	35.48	41.94	100.00
New Hampshire	.	.	.	.	.	100.00
New Jersey	.	.	13.84	18.74	63.25	100.00
New Mexico	.	.	.	50.00	.	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	42.86	.	45.71	100.00
North Dakota	.	.	.	.	.	.
Ohio	.	.	.	.	.	.
Oklahoma	9.43	.	15.09	.	66.04	100.00
Oregon	.	.	.	.	81.82	100.00
Pennsylvania	.	.	20.65	10.70	65.92	100.00
Rhode Island	.	.	.	26.14	59.09	100.00
South Carolina	.	.	44.63	5.79	47.93	100.00
South Dakota	22.95	.	.	.	72.13	100.00
Tennessee	.	.	.	.	85.71	100.00
Texas	.	.	21.14	52.52	24.92	100.00
Utah	.	2.36	.	14.29	81.83	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	15.24	25.00	47.56	100.00
Washington	.	.	.	.	83.33	100.00
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	82.50	100.00
Wyoming	.	.	.	.	82.61	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.85	2.63	12.60	26.26	57.67	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.84	2.74	12.45	26.99	56.99	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15b. Children ages 3 through 5 with *speech or language impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	16	61	1,562	58	3,704	5,401
Alaska	215	16	18	22	337	608
Arizona	178	51	135	1,159	1,608	3,131
Arkansas	23	31	832	135	3,463	4,484
California	295	3,437	3,045	21,588	17,166	45,531
Colorado	58	110	207	1,384	3,448	5,207
Connecticut	8	52	226	367	2,131	2,784
Delaware	x	x	116	21	467	611
District of Columbia	x	x	132	34	x	193
Florida	45	244	2,876	2,673	9,729	15,567
Georgia	18	121	3,146	551	7,163	10,999
Hawaii	x	91	x	x	62	174
Idaho	23	19	7	131	1,333	1,513
Illinois	33	383	2,048	2,914	14,873	20,251
Indiana	25	100	972	485	10,816	12,398
Iowa	x	x	60	50	1,106	1,230
Kansas	46	32	222	281	3,260	3,841
Kentucky	17	46	777	157	9,393	10,390
Louisiana	38	20	1,576	65	3,329	5,028
Maine	16	16	19	17	2,165	2,233
Maryland	28	165	1,858	350	4,310	6,711
Massachusetts	19	226	249	693	4,730	5,917
Michigan	171	369	1,824	598	13,200	16,162
Minnesota	103	139	224	275	3,862	4,603
Mississippi	x	x	2,299	32	3,308	5,657
Missouri	13	45	437	77	5,235	5,807
Montana	173	12	17	31	1,024	1,257
Nebraska	56	29	104	235	2,002	2,426
Nevada	28	66	92	231	913	1,330
New Hampshire	x	20	x	34	1,406	1,485
New Jersey	x	x	366	500	2,846	3,927
New Mexico	178	20	50	1,104	844	2,196
New York	x	x	x	x	x	x
North Carolina	427	87	2,690	520	7,025	10,749
North Dakota	99	9	18	18	788	932
Ohio	8	76	891	169	5,735	6,879
Oklahoma	389	12	121	129	1,121	1,772
Oregon	105	104	136	870	3,327	4,542
Pennsylvania	35	164	1,034	466	9,987	11,686
Rhode Island	11	16	81	191	1,033	1,332
South Carolina	9	63	3,083	172	4,408	7,735
South Dakota	186	10	16	16	911	1,139
Tennessee	13	41	1,387	175	6,269	7,885
Texas	130	663	3,545	13,199	13,648	31,185
Utah	45	34	22	182	2,776	3,059
Vermont	x	x	x	x	80	x
Virginia	25	169	1,527	425	5,874	8,020
Washington	80	123	123	487	2,622	3,435
West Virginia	x	x	131	16	3,230	3,391
Wisconsin	135	158	817	772	9,048	10,930
Wyoming	78	18	27	179	1,579	1,881
BIA schools	205	x	x	x	x	208
50 states and D.C. (including BIA schools)	3,824	7,928	41,172	54,252	218,719	325,895
American Samoa	x	x	x	x	x	55
Guam	x	70	x	x	x	72
Northern Marianas	x	7	x	x	x	8
Puerto Rico	x	x	x	3,927	12	3,940
Virgin Islands	x	x	57	x	9	73
U.S. and outlying areas	3,824	8,060	41,230	58,186	218,743	330,043

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15b. Children ages 3 through 5 with *speech or language impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.30	1.13	28.92	1.07	68.58	100.00
Alaska	35.36	2.63	2.96	3.62	55.43	100.00
Arizona	5.69	1.63	4.31	37.02	51.36	100.00
Arkansas	0.51	0.69	18.55	3.01	77.23	100.00
California	0.65	7.55	6.69	47.41	37.70	100.00
Colorado	1.11	2.11	3.98	26.58	66.22	100.00
Connecticut	0.29	1.87	8.12	13.18	76.54	100.00
Delaware	.	.	18.99	3.44	76.43	100.00
District of Columbia	.	.	68.39	17.62	.	100.00
Florida	0.29	1.57	18.47	17.17	62.50	100.00
Georgia	0.16	1.10	28.60	5.01	65.12	100.00
Hawaii	.	52.30	.	.	35.63	100.00
Idaho	1.52	1.26	0.46	8.66	88.10	100.00
Illinois	0.16	1.89	10.11	14.39	73.44	100.00
Indiana	0.20	0.81	7.84	3.91	87.24	100.00
Iowa	.	.	4.88	4.07	89.92	100.00
Kansas	1.20	0.83	5.78	7.32	84.87	100.00
Kentucky	0.16	0.44	7.48	1.51	90.40	100.00
Louisiana	0.76	0.40	31.34	1.29	66.21	100.00
Maine	0.72	0.72	0.85	0.76	96.95	100.00
Maryland	0.42	2.46	27.69	5.22	64.22	100.00
Massachusetts	0.32	3.82	4.21	11.71	79.94	100.00
Michigan	1.06	2.28	11.29	3.70	81.67	100.00
Minnesota	2.24	3.02	4.87	5.97	83.90	100.00
Mississippi	.	.	40.64	0.57	58.48	100.00
Missouri	0.22	0.77	7.53	1.33	90.15	100.00
Montana	13.76	0.95	1.35	2.47	81.46	100.00
Nebraska	2.31	1.20	4.29	9.69	82.52	100.00
Nevada	2.11	4.96	6.92	17.37	68.65	100.00
New Hampshire	.	1.35	.	2.29	94.68	100.00
New Jersey	.	.	9.32	12.73	72.47	100.00
New Mexico	8.11	0.91	2.28	50.27	38.43	100.00
New York	.	.	.	.	.	100.00
North Carolina	3.97	0.81	25.03	4.84	65.35	100.00
North Dakota	10.62	0.97	1.93	1.93	84.55	100.00
Ohio	0.12	1.10	12.95	2.46	83.37	100.00
Oklahoma	21.95	0.68	6.83	7.28	63.26	100.00
Oregon	2.31	2.29	2.99	19.15	73.25	100.00
Pennsylvania	0.30	1.40	8.85	3.99	85.46	100.00
Rhode Island	0.83	1.20	6.08	14.34	77.55	100.00
South Carolina	0.12	0.81	39.86	2.22	56.99	100.00
South Dakota	16.33	0.88	1.40	1.40	79.98	100.00
Tennessee	0.16	0.52	17.59	2.22	79.51	100.00
Texas	0.42	2.13	11.37	42.32	43.76	100.00
Utah	1.47	1.11	0.72	5.95	90.75	100.00
Vermont	.	.	.	.	.	100.00
Virginia	0.31	2.11	19.04	5.30	73.24	100.00
Washington	2.33	3.58	3.58	14.18	76.33	100.00
West Virginia	.	.	3.86	0.47	95.25	100.00
Wisconsin	1.24	1.45	7.47	7.06	82.78	100.00
Wyoming	4.15	0.96	1.44	9.52	83.94	100.00
BIA schools	98.56	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.17	2.43	12.63	16.65	67.11	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	97.22	.	.	.	100.00
Northern Marianas	.	87.50	.	.	.	100.00
Puerto Rico	.	.	.	99.67	0.30	100.00
Virgin Islands	.	.	78.08	.	12.33	100.00
U.S. and outlying areas	1.16	2.44	12.49	17.63	66.28	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15c. Children ages 3 through 5 with *mental retardation* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	x	x	x
Alaska	x	x	x	x	x	5
Arizona	30	9	25	154	122	340
Arkansas	x	x	36	14	86	138
California	24	361	379	2,351	1,060	4,175
Colorado	x	x	x	18	20	41
Connecticut	x	x	x	7	21	33
Delaware	x	x	74	15	89	184
District of Columbia	x	x	x	x	x	8
Florida	x	x	346	215	351	939
Georgia	x	x	295	53	199	562
Hawaii	x	11	x	x	x	16
Idaho	x	x	x	x	19	23
Illinois	x	x	142	121	225	500
Indiana	x	x	199	67	692	966
Iowa	x	x	45	43	803	905
Kansas	x	x	8	6	40	56
Kentucky	x	x	7	x	54	64
Louisiana	x	x	72	6	71	151
Maine	x	x	x	x	x	15
Maryland	x	x	31	9	31	76
Massachusetts	x	x	7	7	54	72
Michigan	7	8	214	41	446	716
Minnesota	x	x	27	11	101	145
Mississippi	x	x	x	x	x	5
Missouri	x	x	47	x	165	217
Montana	x	x	x	x	12	13
Nebraska	x	x	12	11	78	105
Nevada	x	x	14	44	22	90
New Hampshire	x	x	x	x	x	x
New Jersey	x	x	30	30	53	115
New Mexico	x	x	x	5	13	23
New York	x	x	x	x	x	x
North Carolina	x	x	21	x	17	41
North Dakota	x	x	x	x	x	x
Ohio	12	101	1,192	225	7,676	9,206
Oklahoma	x	x	15	15	35	74
Oregon	x	x	5	17	52	75
Pennsylvania	x	x	69	30	329	437
Rhode Island	x	x	x	9	11	22
South Carolina	x	x	131	8	102	243
South Dakota	11	x	x	x	9	21
Tennessee	x	x	36	7	35	81
Texas	x	x	219	676	245	1,173
Utah	x	x	x	9	25	36
Vermont	x	x	x	x	x	x
Virginia	x	x	60	24	88	189
Washington	x	x	x	x	x	x
West Virginia	x	x	6	x	56	63
Wisconsin	5	9	43	31	191	279
Wyoming	x	x	x	x	20	24
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	132	671	3,828	4,295	13,754	22,680
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	77
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	132	673	3,828	4,372	13,754	22,759

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15c. Children ages 3 through 5 with *mental retardation* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	.	.	.
Alaska	.	.	.	.	.	100.00
Arizona	8.82	2.65	7.35	45.29	35.88	100.00
Arkansas	.	.	26.09	10.14	62.32	100.00
California	0.57	8.65	9.08	56.31	25.39	100.00
Colorado	.	.	.	43.90	48.78	100.00
Connecticut	.	.	.	21.21	63.64	100.00
Delaware	.	.	40.22	8.15	48.37	100.00
District of Columbia	.	.	.	.	.	100.00
Florida	.	.	36.85	22.90	37.38	100.00
Georgia	.	.	52.49	9.43	35.41	100.00
Hawaii	.	68.75	.	.	.	100.00
Idaho	.	.	.	.	82.61	100.00
Illinois	.	.	28.40	24.20	45.00	100.00
Indiana	.	.	20.60	6.94	71.64	100.00
Iowa	.	.	4.97	4.75	88.73	100.00
Kansas	.	.	14.29	10.71	71.43	100.00
Kentucky	.	.	10.94	.	84.38	100.00
Louisiana	.	.	47.68	3.97	47.02	100.00
Maine	.	.	.	.	.	100.00
Maryland	.	.	40.79	11.84	40.79	100.00
Massachusetts	.	.	9.72	9.72	75.00	100.00
Michigan	0.98	1.12	29.89	5.73	62.29	100.00
Minnesota	.	.	18.62	7.59	69.66	100.00
Mississippi	.	.	.	.	.	100.00
Missouri	.	.	21.66	.	76.04	100.00
Montana	.	.	.	.	92.31	100.00
Nebraska	.	.	11.43	10.48	74.29	100.00
Nevada	.	.	15.56	48.89	24.44	100.00
New Hampshire	.	.	.	.	.	100.00
New Jersey	.	.	26.09	26.09	46.09	100.00
New Mexico	.	.	.	21.74	56.52	100.00
New York	.	.	.	.	.	100.00
North Carolina	.	.	51.22	.	41.46	100.00
North Dakota	.	.	.	.	.	100.00
Ohio	0.13	1.10	12.95	2.44	83.38	100.00
Oklahoma	.	.	20.27	20.27	47.30	100.00
Oregon	.	.	6.67	22.67	69.33	100.00
Pennsylvania	.	.	15.79	6.86	75.29	100.00
Rhode Island	.	.	.	40.91	50.00	100.00
South Carolina	.	.	53.91	3.29	41.98	100.00
South Dakota	52.38	.	.	.	42.86	100.00
Tennessee	.	.	44.44	8.64	43.21	100.00
Texas	.	.	18.67	57.63	20.89	100.00
Utah	.	.	.	25.00	69.44	100.00
Vermont	.	.	.	.	.	100.00
Virginia	.	.	31.75	12.70	46.56	100.00
Washington	.	.	.	.	.	100.00
West Virginia	.	.	9.52	.	88.89	100.00
Wisconsin	1.79	3.23	15.41	11.11	68.46	100.00
Wyoming	.	.	.	.	83.33	100.00
BIA schools	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	0.58	2.96	16.88	18.94	60.64	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	100.00
U.S. and outlying areas	0.58	2.96	16.82	19.21	60.43	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15d. Children ages 3 through 5 with *emotional disturbance* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	x	x	5
Alaska	x	x	x	x	x	x
Arizona	x	x	13	19	41	77
Arkansas	x	x	x	x	x	x
California	x	x	28	23	48	108
Colorado	x	x	x	x	20	26
Connecticut	x	x	x	x	7	12
Delaware	x	x	x	x	7	x
District of Columbia	x	x	x	x	x	9
Florida	x	x	75	60	148	285
Georgia	x	x	103	8	126	238
Hawaii	x	11	x	x	7	22
Idaho	x	x	x	x	x	x
Illinois	x	x	58	23	135	219
Indiana	x	x	8	x	62	72
Iowa	x	x	26	24	453	511
Kansas	x	x	x	x	x	16
Kentucky	x	x	x	x	14	19
Louisiana	x	x	x	x	x	x
Maine	x	x	x	x	89	93
Maryland	x	x	8	x	6	16
Massachusetts	x	x	21	25	102	151
Michigan	x	x	x	x	54	72
Minnesota	x	x	26	6	112	150
Mississippi	x	x	x	x	x	x
Missouri	x	x	7	x	49	58
Montana	x	x	x	x	x	x
Nebraska	x	x	x	x	33	40
Nevada	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	10
New Jersey	x	x	18	17	46	82
New Mexico	x	x	x	x	x	x
New York	x	x	x	x	x	x
North Carolina	x	x	16	x	8	27
North Dakota	x	x	x	x	x	x
Ohio	x	x	350	67	2,257	2,707
Oklahoma	x	x	x	x	11	14
Oregon	x	x	5	8	27	41
Pennsylvania	x	x	34	x	81	121
Rhode Island	x	x	x	6	19	31
South Carolina	x	x	8	x	x	14
South Dakota	x	x	x	x	x	6
Tennessee	x	x	5	x	x	x
Texas	x	x	27	61	78	167
Utah	x	x	x	x	16	20
Vermont	x	x	x	x	x	x
Virginia	x	x	13	x	28	43
Washington	x	x	x	x	x	6
West Virginia	x	x	x	x	x	5
Wisconsin	x	x	55	14	158	234
Wyoming	x	x	x	x	x	6
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	34	71	970	392	4,314	5,781
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	34	71	970	400	4,314	5,789

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15d. Children ages 3 through 5 with *emotional disturbance* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.
Arizona	.	.	16.88	24.68	53.25	100.00
Arkansas	.	.	.	.	.	.
California	.	.	25.93	21.30	44.44	100.00
Colorado	.	.	.	.	76.92	100.00
Connecticut	.	.	.	.	58.33	100.00
Delaware	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	100.00
Florida	.	.	26.32	21.05	51.93	100.00
Georgia	.	.	43.28	3.36	52.94	100.00
Hawaii	.	50.00	.	.	31.82	100.00
Idaho	.	.	.	.	.	.
Illinois	.	.	26.48	10.50	61.64	100.00
Indiana	.	.	11.11	.	86.11	100.00
Iowa	.	.	5.09	4.70	88.65	100.00
Kansas	.	.	.	.	.	100.00
Kentucky	.	.	.	.	73.68	100.00
Louisiana	.	.	.	.	.	.
Maine	.	.	.	.	95.70	100.00
Maryland	.	.	50.00	.	37.50	100.00
Massachusetts	.	.	13.91	16.56	67.55	100.00
Michigan	.	.	.	.	75.00	100.00
Minnesota	.	.	17.33	4.00	74.67	100.00
Mississippi	.	.	.	.	.	.
Missouri	.	.	12.07	.	84.48	100.00
Montana	.	.	.	.	.	.
Nebraska	.	.	.	.	82.50	100.00
Nevada	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	100.00
New Jersey	.	.	21.95	20.73	56.10	100.00
New Mexico	.	.	.	.	.	.
New York	.	.	.	.	.	.
North Carolina	.	.	59.26	.	29.63	100.00
North Dakota	.	.	.	.	.	.
Ohio	.	.	12.93	2.48	83.38	100.00
Oklahoma	.	.	.	.	78.57	100.00
Oregon	.	.	12.20	19.51	65.85	100.00
Pennsylvania	.	.	28.10	.	66.94	100.00
Rhode Island	.	.	.	19.35	61.29	100.00
South Carolina	.	.	57.14	.	.	100.00
South Dakota	.	.	.	.	.	100.00
Tennessee	.	.	.	.	.	.
Texas	.	.	16.17	36.53	46.71	100.00
Utah	.	.	.	.	80.00	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	30.23	.	65.12	100.00
Washington	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	100.00
Wisconsin	.	.	23.50	5.98	67.52	100.00
Wyoming	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.59	1.23	16.78	6.78	74.62	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.59	1.23	16.76	6.91	74.52	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15e. Children ages 3 through 5 with *multiple disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	43	x	44	92
Alaska	9	x	x	x	x	16
Arizona	x	x	x	24	39	72
Arkansas	x	x	22	x	54	81
California	6	115	88	375	243	827
Colorado	x	x	x	22	37	63
Connecticut	x	x	15	10	61	95
Delaware	x	x	x	x	x	x
District of Columbia	x	x	21	6	x	29
Florida	x	x	x	x	x	x
Georgia	x	x	x	x	x	x
Hawaii	x	60	x	x	x	63
Idaho	x	x	x	x	24	28
Illinois	x	x	31	45	122	205
Indiana	x	x	22	21	244	293
Iowa	x	x	x	x	29	32
Kansas	x	x	9	6	55	73
Kentucky	x	x	9	x	119	129
Louisiana	x	x	32	x	44	79
Maine	x	x	x	x	92	101
Maryland	x	x	92	21	83	205
Massachusetts	x	x	15	36	203	264
Michigan	7	16	91	28	390	532
Minnesota	x	x	x	x	12	18
Mississippi	x	x	x	x	8	14
Missouri	x	x	16	x	60	80
Montana	x	x	x	x	9	10
Nebraska	x	x	x	x	15	18
Nevada	x	x	14	42	44	104
New Hampshire	x	x	x	x	31	35
New Jersey	x	x	211	187	404	833
New Mexico	9	x	x	45	20	77
New York	x	x	x	x	x	x
North Carolina	x	x	31	10	37	81
North Dakota	x	x	x	x	x	x
Ohio	x	x	308	59	1,984	2,380
Oklahoma	11	x	x	5	34	54
Oregon	x	x	x	x	x	x
Pennsylvania	x	x	52	22	167	246
Rhode Island	x	x	x	x	26	35
South Carolina	x	x	19	x	7	27
South Dakota	16	x	x	x	65	90
Tennessee	x	x	52	x	114	172
Texas	x	x	71	194	135	409
Utah	x	5	x	26	113	145
Vermont	x	x	x	x	x	x
Virginia	x	x	44	22	123	197
Washington	x	x	6	12	59	84
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	81	346	1,343	1,259	5,368	8,397
American Samoa	x	x	x	x	x	9
Guam	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	101
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	81	362	1,344	1,360	5,368	8,515

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15e. Children ages 3 through 5 with *multiple disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	46.74	.	47.83	100.00
Alaska	56.25	.	.	.	.	100.00
Arizona	.	.	.	33.33	54.17	100.00
Arkansas	.	.	27.16	.	66.67	100.00
California	0.73	13.91	10.64	45.34	29.38	100.00
Colorado	.	.	.	34.92	58.73	100.00
Connecticut	.	.	15.79	10.53	64.21	100.00
Delaware	.	.	.	.	.	.
District of Columbia	.	.	72.41	20.69	.	100.00
Florida	.	.	.	.	.	.
Georgia	.	.	.	.	.	.
Hawaii	.	95.24	.	.	.	100.00
Idaho	.	.	.	.	85.71	100.00
Illinois	.	.	15.12	21.95	59.51	100.00
Indiana	.	.	7.51	7.17	83.28	100.00
Iowa	.	.	.	.	90.63	100.00
Kansas	.	.	12.33	8.22	75.34	100.00
Kentucky	.	.	6.98	.	92.25	100.00
Louisiana	.	.	40.51	.	55.70	100.00
Maine	.	.	.	.	91.09	100.00
Maryland	.	.	44.88	10.24	40.49	100.00
Massachusetts	.	.	5.68	13.64	76.89	100.00
Michigan	1.32	3.01	17.11	5.26	73.31	100.00
Minnesota	.	.	.	.	66.67	100.00
Mississippi	.	.	.	.	57.14	100.00
Missouri	.	.	20.00	.	75.00	100.00
Montana	.	.	.	.	90.00	100.00
Nebraska	.	.	.	.	83.33	100.00
Nevada	.	.	13.46	40.38	42.31	100.00
New Hampshire	.	.	.	.	88.57	100.00
New Jersey	.	.	25.33	22.45	48.50	100.00
New Mexico	11.69	.	.	58.44	25.97	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	38.27	12.35	45.68	100.00
North Dakota	.	.	.	.	.	.
Ohio	.	.	12.94	2.48	83.36	100.00
Oklahoma	20.37	.	.	9.26	62.96	100.00
Oregon	.	.	.	.	.	.
Pennsylvania	.	.	21.14	8.94	67.89	100.00
Rhode Island	.	.	.	.	74.29	100.00
South Carolina	.	.	70.37	.	25.93	100.00
South Dakota	17.78	.	.	.	72.22	100.00
Tennessee	.	.	30.23	.	66.28	100.00
Texas	.	.	17.36	47.43	33.01	100.00
Utah	.	3.45	.	17.93	77.93	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	22.34	11.17	62.44	100.00
Washington	.	.	7.14	14.29	70.24	100.00
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.96	4.12	15.99	14.99	63.93	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.95	4.25	15.78	15.97	63.04	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15f. Children ages 3 through 5 with *hearing impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	24	x	54	85
Alaska	6	x	x	x	x	13
Arizona	23	8	10	102	108	251
Arkansas	x	x	7	x	44	56
California	6	109	68	561	391	1,135
Colorado	x	9	x	57	120	191
Connecticut	x	x	7	21	56	88
Delaware	x	x	x	x	20	23
District of Columbia	x	x	x	x	x	6
Florida	x	x	76	90	222	405
Georgia	x	x	62	20	73	162
Hawaii	x	51	x	x	x	60
Idaho	x	x	x	x	37	44
Illinois	x	x	60	84	240	396
Indiana	x	x	18	13	216	251
Iowa	x	x	x	10	65	79
Kansas	x	x	x	8	58	75
Kentucky	x	x	8	x	96	107
Louisiana	x	x	43	x	73	121
Maine	x	x	x	x	32	33
Maryland	x	x	38	19	83	149
Massachusetts	x	9	x	16	124	157
Michigan	x	x	56	16	245	331
Minnesota	x	11	x	12	186	222
Mississippi	x	x	x	x	30	58
Missouri	x	x	13	x	85	103
Montana	x	x	x	x	20	24
Nebraska	x	x	x	8	65	77
Nevada	x	x	x	18	33	56
New Hampshire	x	x	x	x	x	25
New Jersey	x	x	8	23	35	70
New Mexico	x	x	x	29	23	60
New York	x	x	x	x	x	x
North Carolina	x	x	63	39	143	260
North Dakota	x	x	x	x	12	17
Ohio	x	x	58	11	373	448
Oklahoma	7	x	x	12	36	62
Oregon	x	x	x	32	87	127
Pennsylvania	x	x	31	23	216	283
Rhode Island	x	x	x	5	19	26
South Carolina	x	x	36	10	39	89
South Dakota	x	x	x	x	17	22
Tennessee	x	x	46	x	101	152
Texas	x	x	81	363	276	744
Utah	x	x	x	20	90	115
Vermont	x	x	x	x	x	x
Virginia	x	x	22	30	96	157
Washington	x	13	x	19	78	118
West Virginia	x	x	x	x	49	50
Wisconsin	x	x	12	11	135	164
Wyoming	x	x	x	x	18	23
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	84	373	943	1,720	4,657	7,777
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	59	x	60
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	84	380	943	1,780	4,659	7,846

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15f. Children ages 3 through 5 with *hearing impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	28.24	.	63.53	100.00
Alaska	46.15	.	.	.	.	100.00
Arizona	9.16	3.19	3.98	40.64	43.03	100.00
Arkansas	.	.	12.50	.	78.57	100.00
California	0.53	9.60	5.99	49.43	34.45	100.00
Colorado	.	4.71	.	29.84	62.83	100.00
Connecticut	.	.	7.95	23.86	63.64	100.00
Delaware	.	.	.	.	86.96	100.00
District of Columbia	.	.	.	.	.	100.00
Florida	.	.	18.77	22.22	54.81	100.00
Georgia	.	.	38.27	12.35	45.06	100.00
Hawaii	.	85.00	.	.	.	100.00
Idaho	.	.	.	.	84.09	100.00
Illinois	.	.	15.15	21.21	60.61	100.00
Indiana	.	.	7.17	5.18	86.06	100.00
Iowa	.	.	.	12.66	82.28	100.00
Kansas	.	.	.	10.67	77.33	100.00
Kentucky	.	.	7.48	.	89.72	100.00
Louisiana	.	.	35.54	.	60.33	100.00
Maine	.	.	.	.	96.97	100.00
Maryland	.	.	25.50	12.75	55.70	100.00
Massachusetts	.	5.73	.	10.19	78.98	100.00
Michigan	.	.	16.92	4.83	74.02	100.00
Minnesota	.	4.95	.	5.41	83.78	100.00
Mississippi	.	.	.	.	51.72	100.00
Missouri	.	.	12.62	.	82.52	100.00
Montana	.	.	.	.	83.33	100.00
Nebraska	.	.	.	10.39	84.42	100.00
Nevada	.	.	.	32.14	58.93	100.00
New Hampshire	.	.	.	.	.	100.00
New Jersey	.	.	11.43	32.86	50.00	100.00
New Mexico	.	.	.	48.33	38.33	100.00
New York	.	.	.	.	.	100.00
North Carolina	.	.	24.23	15.00	55.00	100.00
North Dakota	.	.	.	.	70.59	100.00
Ohio	.	.	12.95	2.46	83.26	100.00
Oklahoma	11.29	.	.	19.35	58.06	100.00
Oregon	.	.	.	25.20	68.50	100.00
Pennsylvania	.	.	10.95	8.13	76.33	100.00
Rhode Island	.	.	.	19.23	73.08	100.00
South Carolina	.	.	40.45	11.24	43.82	100.00
South Dakota	.	.	.	.	77.27	100.00
Tennessee	.	.	30.26	.	66.45	100.00
Texas	.	.	10.89	48.79	37.10	100.00
Utah	.	.	.	17.39	78.26	100.00
Vermont	.	.	.	.	.	100.00
Virginia	.	.	14.01	19.11	61.15	100.00
Washington	.	11.02	.	16.10	66.10	100.00
West Virginia	.	.	.	.	98.00	100.00
Wisconsin	.	.	7.32	6.71	82.32	100.00
Wyoming	.	.	.	.	78.26	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	1.08	4.80	12.13	22.12	59.88	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	98.33	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	1.07	4.84	12.02	22.69	59.38	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15g. Children ages 3 through 5 with *orthopedic impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	25	x	50	77
Alaska	x	x	x	x	x	x
Arizona	x	x	x	17	28	46
Arkansas	x	x	x	x	16	20
California	13	171	144	1,039	769	2,136
Colorado	x	x	13	78	289	386
Connecticut	x	x	x	x	17	22
Delaware	x	x	20	6	52	80
District of Columbia	x	x	7	x	x	8
Florida	x	x	113	128	282	535
Georgia	x	x	21	9	62	95
Hawaii	x	14	x	x	x	20
Idaho	x	x	x	x	15	18
Illinois	x	x	68	78	215	375
Indiana	x	x	21	11	256	293
Iowa	x	x	x	x	68	75
Kansas	x	x	x	5	53	67
Kentucky	x	x	5	x	71	80
Louisiana	x	x	38	5	70	114
Maine	x	x	x	x	13	15
Maryland	x	x	44	5	39	90
Massachusetts	x	x	15	31	195	255
Michigan	7	25	129	25	456	642
Minnesota	x	8	x	6	91	112
Mississippi	x	x	14	x	23	38
Missouri	x	x	7	5	50	63
Montana	x	x	x	x	x	5
Nebraska	x	x	x	5	54	62
Nevada	x	x	x	15	31	53
New Hampshire	x	x	x	x	18	20
New Jersey	x	x	x	6	17	26
New Mexico	x	x	x	17	15	33
New York	x	x	x	x	x	x
North Carolina	x	x	40	11	88	146
North Dakota	x	x	x	x	25	29
Ohio	x	x	53	10	339	407
Oklahoma	x	x	6	5	20	32
Oregon	6	5	5	32	160	208
Pennsylvania	x	x	29	8	138	182
Rhode Island	x	x	x	x	15	20
South Carolina	x	x	12	x	21	35
South Dakota	x	x	x	x	5	9
Tennessee	x	x	23	x	80	108
Texas	x	x	105	332	208	661
Utah	x	x	x	x	34	37
Vermont	x	x	x	x	x	x
Virginia	x	x	17	9	54	85
Washington	x	5	x	9	61	82
West Virginia	x	x	x	x	x	5
Wisconsin	x	x	17	15	178	216
Wyoming	x	x	x	5	20	28
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	67	332	1,027	1,955	4,776	8,157
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	37
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	67	339	1,027	1,992	4,776	8,201

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15g. Children ages 3 through 5 with *orthopedic impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	32.47	.	64.94	100.00
Alaska	.	.	.	.	.	.
Arizona	.	.	.	36.96	60.87	100.00
Arkansas	.	.	.	.	80.00	100.00
California	0.61	8.01	6.74	48.64	36.00	100.00
Colorado	.	.	3.37	20.21	74.87	100.00
Connecticut	.	.	.	.	77.27	100.00
Delaware	.	.	25.00	7.50	65.00	100.00
District of Columbia	.	.	87.50	.	.	100.00
Florida	.	.	21.12	23.93	52.71	100.00
Georgia	.	.	22.11	9.47	65.26	100.00
Hawaii	.	70.00	.	.	.	100.00
Idaho	.	.	.	.	83.33	100.00
Illinois	.	.	18.13	20.80	57.33	100.00
Indiana	.	.	7.17	3.75	87.37	100.00
Iowa	.	.	.	.	90.67	100.00
Kansas	.	.	.	7.46	79.10	100.00
Kentucky	.	.	6.25	.	88.75	100.00
Louisiana	.	.	33.33	4.39	61.40	100.00
Maine	.	.	.	.	86.67	100.00
Maryland	.	.	48.89	5.56	43.33	100.00
Massachusetts	.	.	5.88	12.16	76.47	100.00
Michigan	1.09	3.89	20.09	3.89	71.03	100.00
Minnesota	.	7.14	.	5.36	81.25	100.00
Mississippi	.	.	36.84	.	60.53	100.00
Missouri	.	.	11.11	7.94	79.37	100.00
Montana	.	.	.	.	.	100.00
Nebraska	.	.	.	8.06	87.10	100.00
Nevada	.	.	.	28.30	58.49	100.00
New Hampshire	.	.	.	.	90.00	100.00
New Jersey	.	.	.	23.08	65.38	100.00
New Mexico	.	.	.	51.52	45.45	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	27.40	7.53	60.27	100.00
North Dakota	.	.	.	.	86.21	100.00
Ohio	.	.	13.02	2.46	83.29	100.00
Oklahoma	.	.	18.75	15.63	62.50	100.00
Oregon	2.88	2.40	2.40	15.38	76.92	100.00
Pennsylvania	.	.	15.93	4.40	75.82	100.00
Rhode Island	.	.	.	.	75.00	100.00
South Carolina	.	.	34.29	.	60.00	100.00
South Dakota	.	.	.	.	55.56	100.00
Tennessee	.	.	21.30	.	74.07	100.00
Texas	.	.	15.89	50.23	31.47	100.00
Utah	.	.	.	.	91.89	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	20.00	10.59	63.53	100.00
Washington	.	6.10	.	10.98	74.39	100.00
West Virginia	.	.	.	.	.	100.00
Wisconsin	.	.	7.87	6.94	82.41	100.00
Wyoming	.	.	.	17.86	71.43	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.82	4.07	12.59	23.97	58.55	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.82	4.13	12.52	24.29	58.24	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15h. Children ages 3 through 5 with *other health impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	21	x	63	86
Alaska	8	x	x	x	14	23
Arizona	7	x	x	41	61	112
Arkansas	x	x	25	8	59	93
California	12	162	181	818	829	2,002
Colorado	x	x	x	x	x	x
Connecticut	x	x	10	13	115	144
Delaware	x	x	27	6	41	75
District of Columbia	x	x	11	x	x	13
Florida	x	x	127	119	347	600
Georgia	x	x	74	15	165	258
Hawaii	x	58	x	x	19	85
Idaho	x	x	x	7	43	52
Illinois	x	x	122	94	596	823
Indiana	x	x	32	20	313	371
Iowa	x	x	x	x	14	18
Kansas	x	x	5	7	81	94
Kentucky	x	x	6	x	148	159
Louisiana	x	x	59	6	146	214
Maine	x	x	x	x	151	157
Maryland	5	10	114	21	116	266
Massachusetts	x	x	8	12	110	132
Michigan	6	20	71	30	582	709
Minnesota	x	x	9	6	68	87
Mississippi	x	x	x	x	33	57
Missouri	x	x	22	x	161	187
Montana	x	x	x	x	11	13
Nebraska	x	x	33	38	258	342
Nevada	x	x	12	19	46	83
New Hampshire	x	5	x	5	146	157
New Jersey	x	x	77	83	416	593
New Mexico	8	x	x	38	26	77
New York	x	x	x	x	x	x
North Carolina	x	x	42	6	109	160
North Dakota	x	x	x	x	29	34
Ohio	x	x	x	x	x	x
Oklahoma	x	x	15	13	31	69
Oregon	x	9	x	19	137	169
Pennsylvania	x	x	42	18	206	276
Rhode Island	x	x	7	5	32	47
South Carolina	x	x	33	x	61	102
South Dakota	7	x	x	x	16	25
Tennessee	x	x	32	13	197	245
Texas	7	45	293	1,094	1,046	2,485
Utah	x	5	x	8	70	84
Vermont	x	x	x	x	x	22
Virginia	x	x	37	17	113	178
Washington	x	20	x	28	244	313
West Virginia	x	x	x	x	x	12
Wisconsin	x	x	132	51	432	627
Wyoming	x	x	x	x	44	52
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	119	437	1,741	2,708	7,980	12,985
American Samoa	x	x	x	x	x	x
Guam	x	6	x	x	x	7
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	137
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	119	447	1,741	2,847	7,981	13,135

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15h. Children ages 3 through 5 with *other health impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	24.42	.	73.26	100.00
Alaska	34.78	.	.	.	60.87	100.00
Arizona	6.25	.	.	36.61	54.46	100.00
Arkansas	.	.	26.88	8.60	63.44	100.00
California	0.60	8.09	9.04	40.86	41.41	100.00
Colorado	.	.	.	.	.	.
Connecticut	.	.	6.94	9.03	79.86	100.00
Delaware	.	.	36.00	8.00	54.67	100.00
District of Columbia	.	.	84.62	.	.	100.00
Florida	.	.	21.17	19.83	57.83	100.00
Georgia	.	.	28.68	5.81	63.95	100.00
Hawaii	.	68.24	.	.	22.35	100.00
Idaho	.	.	.	13.46	82.69	100.00
Illinois	.	.	14.82	11.42	72.42	100.00
Indiana	.	.	8.63	5.39	84.37	100.00
Iowa	.	.	.	.	77.78	100.00
Kansas	.	.	5.32	7.45	86.17	100.00
Kentucky	.	.	3.77	.	93.08	100.00
Louisiana	.	.	27.57	2.80	68.22	100.00
Maine	.	.	.	.	96.18	100.00
Maryland	1.88	3.76	42.86	7.89	43.61	100.00
Massachusetts	.	.	6.06	9.09	83.33	100.00
Michigan	0.85	2.82	10.01	4.23	82.09	100.00
Minnesota	.	.	10.34	6.90	78.16	100.00
Mississippi	.	.	.	.	57.89	100.00
Missouri	.	.	11.76	.	86.10	100.00
Montana	.	.	.	.	84.62	100.00
Nebraska	.	.	9.65	11.11	75.44	100.00
Nevada	.	.	14.46	22.89	55.42	100.00
New Hampshire	.	3.18	.	3.18	92.99	100.00
New Jersey	.	.	12.98	14.00	70.15	100.00
New Mexico	10.39	.	.	49.35	33.77	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	26.25	3.75	68.13	100.00
North Dakota	.	.	.	.	85.29	100.00
Ohio	.	.	.	.	.	.
Oklahoma	.	.	21.74	18.84	44.93	100.00
Oregon	.	5.33	.	11.24	81.07	100.00
Pennsylvania	.	.	15.22	6.52	74.64	100.00
Rhode Island	.	.	14.89	10.64	68.09	100.00
South Carolina	.	.	32.35	.	59.80	100.00
South Dakota	28.00	.	.	.	64.00	100.00
Tennessee	.	.	13.06	5.31	80.41	100.00
Texas	0.28	1.81	11.79	44.02	42.09	100.00
Utah	.	5.95	.	9.52	83.33	100.00
Vermont	.	.	.	.	.	100.00
Virginia	.	.	20.79	9.55	63.48	100.00
Washington	.	6.39	.	8.95	77.96	100.00
West Virginia	.	.	.	.	.	100.00
Wisconsin	.	.	21.05	8.13	68.90	100.00
Wyoming	.	.	.	.	84.62	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.92	3.37	13.41	20.85	61.46	100.00
American Samoa	.	.	.	.	.	.
Guam	.	85.71	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.91	3.40	13.25	21.67	60.76	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15i. Children ages 3 through 5 with *visual impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	10	x	25	37
Alaska	x	x	x	x	x	x
Arizona	16	x	x	48	99	176
Arkansas	x	x	x	x	11	14
California	5	54	27	228	201	515
Colorado	x	x	x	9	19	33
Connecticut	x	x	x	x	15	22
Delaware	x	x	x	x	x	11
District of Columbia	x	x	x	x	x	x
Florida	x	x	x	29	98	149
Georgia	x	x	12	6	33	55
Hawaii	x	9	x	x	5	15
Idaho	x	x	x	x	9	11
Illinois	x	x	x	12	89	113
Indiana	x	x	7	5	88	102
Iowa	x	x	x	x	17	18
Kansas	x	x	5	6	26	38
Kentucky	x	x	5	x	66	73
Louisiana	x	x	10	x	31	43
Maine	x	x	x	x	5	7
Maryland	x	x	24	5	39	71
Massachusetts	x	x	x	13	57	76
Michigan	x	x	16	x	74	97
Minnesota	x	x	x	x	42	52
Mississippi	x	x	10	x	17	31
Missouri	x	x	x	x	39	48
Montana	x	x	x	x	x	6
Nebraska	x	x	x	x	19	25
Nevada	x	x	x	9	x	16
New Hampshire	x	x	x	x	25	27
New Jersey	x	x	x	x	21	23
New Mexico	x	x	x	13	x	19
New York	x	x	x	x	x	x
North Carolina	x	x	19	13	62	96
North Dakota	x	x	x	x	x	6
Ohio	x	x	25	5	161	193
Oklahoma	6	x	x	x	21	32
Oregon	x	x	x	16	42	64
Pennsylvania	x	x	37	9	106	154
Rhode Island	x	x	x	x	11	12
South Carolina	x	x	9	x	26	37
South Dakota	x	x	x	x	x	5
Tennessee	x	x	11	x	53	66
Texas	5	10	62	273	217	567
Utah	x	x	x	10	52	68
Vermont	x	x	x	x	x	x
Virginia	x	x	7	x	29	43
Washington	x	x	x	5	20	29
West Virginia	x	x	x	x	30	33
Wisconsin	x	x	x	x	45	55
Wyoming	x	x	x	x	6	8
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	54	128	379	757	2,081	3,399
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	22	x	23
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	54	128	380	780	2,082	3,424

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-15i. Children ages 3 through 5 with *visual impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	27.03	.	67.57	100.00
Alaska	.	.	.	.	.	.
Arizona	9.09	.	.	27.27	56.25	100.00
Arkansas	.	.	.	.	78.57	100.00
California	0.97	10.49	5.24	44.27	39.03	100.00
Colorado	.	.	.	27.27	57.58	100.00
Connecticut	.	.	.	.	68.18	100.00
Delaware	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.
Florida	.	.	.	19.46	65.77	100.00
Georgia	.	.	21.82	10.91	60.00	100.00
Hawaii	.	60.00	.	.	33.33	100.00
Idaho	.	.	.	.	81.82	100.00
Illinois	.	.	.	10.62	78.76	100.00
Indiana	.	.	6.86	4.90	86.27	100.00
Iowa	.	.	.	.	94.44	100.00
Kansas	.	.	13.16	15.79	68.42	100.00
Kentucky	.	.	6.85	.	90.41	100.00
Louisiana	.	.	23.26	.	72.09	100.00
Maine	.	.	.	.	71.43	100.00
Maryland	.	.	33.80	7.04	54.93	100.00
Massachusetts	.	.	.	17.11	75.00	100.00
Michigan	.	.	16.49	.	76.29	100.00
Minnesota	.	.	.	.	80.77	100.00
Mississippi	.	.	32.26	.	54.84	100.00
Missouri	.	.	.	.	81.25	100.00
Montana	.	.	.	.	.	100.00
Nebraska	.	.	.	.	76.00	100.00
Nevada	.	.	.	56.25	.	100.00
New Hampshire	.	.	.	.	92.59	100.00
New Jersey	.	.	.	.	91.30	100.00
New Mexico	.	.	.	68.42	.	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	19.79	13.54	64.58	100.00
North Dakota	.	.	.	.	.	100.00
Ohio	.	.	12.95	2.59	83.42	100.00
Oklahoma	18.75	.	.	.	65.63	100.00
Oregon	.	.	.	25.00	65.63	100.00
Pennsylvania	.	.	24.03	5.84	68.83	100.00
Rhode Island	.	.	.	.	91.67	100.00
South Carolina	.	.	24.32	.	70.27	100.00
South Dakota	.	.	.	.	.	100.00
Tennessee	.	.	16.67	.	80.30	100.00
Texas	0.88	1.76	10.93	48.15	38.27	100.00
Utah	.	.	.	14.71	76.47	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	16.28	.	67.44	100.00
Washington	.	.	.	17.24	68.97	100.00
West Virginia	.	.	.	.	90.91	100.00
Wisconsin	.	.	.	.	81.82	100.00
Wyoming	.	.	.	.	75.00	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	1.59	3.77	11.15	22.27	61.22	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	95.65	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	1.58	3.74	11.10	22.78	60.81	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15j. Children ages 3 through 5 with *autism* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	55	x	117	178
Alaska	x	x	x	x	24	x
Arizona	5	12	15	55	200	287
Arkansas	x	x	15	6	81	106
California	32	1,293	640	2,653	3,350	7,968
Colorado	x	x	9	28	115	157
Connecticut	x	x	49	36	310	412
Delaware	x	7	17	x	71	101
District of Columbia	x	x	32	x	x	39
Florida	x	x	278	467	786	1,598
Georgia	x	28	181	x	315	550
Hawaii	x	98	x	8	42	149
Idaho	x	x	x	5	75	86
Illinois	x	x	194	176	798	1,256
Indiana	x	x	70	29	659	777
Iowa	x	x	5	5	89	102
Kansas	x	x	25	12	130	172
Kentucky	x	x	21	x	243	270
Louisiana	x	x	102	8	179	294
Maine	5	x	x	7	295	311
Maryland	x	44	233	x	335	641
Massachusetts	x	x	97	96	1,114	1,370
Michigan	6	38	190	37	941	1,212
Minnesota	13	62	111	48	925	1,159
Mississippi	x	x	x	x	52	69
Missouri	x	x	67	10	201	283
Montana	x	x	x	x	41	44
Nebraska	x	x	10	14	118	154
Nevada	x	41	x	100	238	422
New Hampshire	x	x	x	x	103	112
New Jersey	x	x	98	98	474	734
New Mexico	x	x	x	44	48	96
New York	x	x	x	x	x	x
North Carolina	x	x	210	29	523	780
North Dakota	x	x	x	x	35	39
Ohio	x	x	51	10	331	397
Oklahoma	x	x	7	7	32	57
Oregon	9	37	34	67	635	782
Pennsylvania	15	62	259	103	1,624	2,063
Rhode Island	x	x	5	15	99	121
South Carolina	x	x	114	10	150	281
South Dakota	x	x	x	x	71	80
Tennessee	x	x	79	18	309	416
Texas	x	x	286	736	969	2,123
Utah	x	x	x	22	220	247
Vermont	x	x	x	x	43	48
Virginia	x	56	102	x	352	548
Washington	5	54	22	16	312	409
West Virginia	x	x	x	x	30	33
Wisconsin	7	14	44	14	483	562
Wyoming	x	x	x	x	34	37
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	156	2,377	3,802	5,101	18,724	30,160
American Samoa	x	x	x	x	x	x
Guam	x	13	x	x	x	15
Northern Marianas	x	x	x	x	x	13
Puerto Rico	x	x	x	x	x	116
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	156	2,402	3,803	5,216	18,728	30,305

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

Continued on next page

**Table 1-15j. Children ages 3 through 5 with *autism* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	30.90	.	65.73	100.00
Alaska	.	.	.	.	.	.
Arizona	1.74	4.18	5.23	19.16	69.69	100.00
Arkansas	.	.	14.15	5.66	76.42	100.00
California	0.40	16.23	8.03	33.30	42.04	100.00
Colorado	.	.	5.73	17.83	73.25	100.00
Connecticut	.	.	11.89	8.74	75.24	100.00
Delaware	.	6.93	16.83	.	70.30	100.00
District of Columbia	.	.	82.05	.	.	100.00
Florida	.	.	17.40	29.22	49.19	100.00
Georgia	.	5.09	32.91	.	57.27	100.00
Hawaii	.	65.77	.	5.37	28.19	100.00
Idaho	.	.	.	5.81	87.21	100.00
Illinois	.	.	15.45	14.01	63.54	100.00
Indiana	.	.	9.01	3.73	84.81	100.00
Iowa	.	.	4.90	4.90	87.25	100.00
Kansas	.	.	14.53	6.98	75.58	100.00
Kentucky	.	.	7.78	.	90.00	100.00
Louisiana	.	.	34.69	2.72	60.88	100.00
Maine	1.61	.	.	2.25	94.86	100.00
Maryland	.	6.86	36.35	.	52.26	100.00
Massachusetts	.	.	7.08	7.01	81.31	100.00
Michigan	0.50	3.14	15.68	3.05	77.64	100.00
Minnesota	1.12	5.35	9.58	4.14	79.81	100.00
Mississippi	.	.	.	.	75.36	100.00
Missouri	.	.	23.67	3.53	71.02	100.00
Montana	.	.	.	.	93.18	100.00
Nebraska	.	.	6.49	9.09	76.62	100.00
Nevada	.	9.72	.	23.70	56.40	100.00
New Hampshire	.	.	.	.	91.96	100.00
New Jersey	.	.	13.35	13.35	64.58	100.00
New Mexico	.	.	.	45.83	50.00	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	26.92	3.72	67.05	100.00
North Dakota	.	.	.	.	89.74	100.00
Ohio	.	.	12.85	2.52	83.38	100.00
Oklahoma	.	.	12.28	12.28	56.14	100.00
Oregon	1.15	4.73	4.35	8.57	81.20	100.00
Pennsylvania	0.73	3.01	12.55	4.99	78.72	100.00
Rhode Island	.	.	4.13	12.40	81.82	100.00
South Carolina	.	.	40.57	3.56	53.38	100.00
South Dakota	.	.	.	.	88.75	100.00
Tennessee	.	.	18.99	4.33	74.28	100.00
Texas	.	.	13.47	34.67	45.64	100.00
Utah	.	.	.	8.91	89.07	100.00
Vermont	.	.	.	.	89.58	100.00
Virginia	.	10.22	18.61	.	64.23	100.00
Washington	1.22	13.20	5.38	3.91	76.28	100.00
West Virginia	.	.	.	.	90.91	100.00
Wisconsin	1.25	2.49	7.83	2.49	85.94	100.00
Wyoming	.	.	.	.	91.89	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.52	7.88	12.61	16.91	62.08	100.00
American Samoa	.	.	.	.	.	.
Guam	.	86.67	.	.	.	100.00
Northern Marianas	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.51	7.93	12.55	17.21	61.80	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15k. Children ages 3 through 5 with *deaf-blindness* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	x	x	x
Alaska	x	x	x	x	x	x
Arizona	x	x	x	5	x	8
Arkansas	x	x	x	x	x	x
California	x	x	x	x	x	x
Colorado	x	x	x	7	x	21
Connecticut	x	x	x	x	x	x
Delaware	x	x	5	x	6	12
District of Columbia	x	x	x	x	x	x
Florida	x	x	x	x	x	x
Georgia	x	x	x	x	x	x
Hawaii	x	x	x	x	x	x
Idaho	x	x	x	x	x	x
Illinois	x	x	x	x	5	6
Indiana	x	x	x	x	x	5
Iowa	x	x	x	x	x	x
Kansas	x	x	x	x	x	x
Kentucky	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x
Maine	x	x	x	x	x	x
Maryland	x	x	x	x	x	7
Massachusetts	x	x	x	5	23	33
Michigan	x	x	x	x	x	x
Minnesota	x	x	x	x	6	7
Mississippi	x	x	x	x	x	x
Missouri	x	x	x	x	x	x
Montana	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x
Nevada	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x
New Jersey	x	x	x	x	x	x
New Mexico	x	x	x	x	x	x
New York	x	x	x	x	x	x
North Carolina	x	x	x	x	x	x
North Dakota	x	x	x	x	x	x
Ohio	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x
Oregon	x	x	x	x	x	12
Pennsylvania	x	x	x	x	13	15
Rhode Island	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x
Tennessee	x	x	x	x	x	x
Texas	x	x	x	x	x	x
Utah	x	x	x	x	6	7
Vermont	x	x	x	x	x	x
Virginia	x	x	x	x	x	x
Washington	x	x	x	x	x	x
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	5	13	22	52	141	233
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	5	14	22	54	141	236

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

Continued on next page

**Table 1-15k. Children ages 3 through 5 with *deaf-blindness* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	.	.	.
Alaska	.	.	.	.	.	.
Arizona	.	.	.	62.50	.	100.00
Arkansas	.	.	.	.	.	.
California	.	.	.	.	.	.
Colorado	.	.	.	33.33	.	100.00
Connecticut	.	.	.	.	.	.
Delaware	.	.	41.67	.	50.00	100.00
District of Columbia	.	.	.	.	.	.
Florida	.	.	.	.	.	.
Georgia	.	.	.	.	.	.
Hawaii	.	.	.	.	.	.
Idaho	.	.	.	.	.	.
Illinois	.	.	.	.	83.33	100.00
Indiana	.	.	.	.	.	100.00
Iowa	.	.	.	.	.	.
Kansas	.	.	.	.	.	.
Kentucky	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.
Maine	.	.	.	.	.	.
Maryland	.	.	.	.	.	100.00
Massachusetts	.	.	.	15.15	69.70	100.00
Michigan	.	.	.	.	.	.
Minnesota	.	.	.	.	85.71	100.00
Mississippi	.	.	.	.	.	.
Missouri	.	.	.	.	.	.
Montana	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.
Nevada	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.
New Mexico	.	.	.	.	.	.
New York	.	.	.	.	.	.
North Carolina	.	.	.	.	.	.
North Dakota	.	.	.	.	.	.
Ohio	.	.	.	.	.	.
Oklahoma	.	.	.	.	.	.
Oregon	.	.	.	.	.	100.00
Pennsylvania	.	.	.	.	86.67	100.00
Rhode Island	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.
Tennessee	.	.	.	.	.	.
Texas	.	.	.	.	.	.
Utah	.	.	.	.	85.71	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	.	.	.	.
Washington	.	.	.	.	.	.
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	2.15	5.58	9.44	22.32	60.52	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	2.12	5.93	9.32	22.88	59.75	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15l. Children ages 3 through 5 with *traumatic brain injury* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	x	9	13
Alaska	x	x	x	x	x	x
Arizona	x	x	x	5	x	10
Arkansas	x	x	x	x	x	x
California	x	x	x	51	29	93
Colorado	x	x	x	x	13	x
Connecticut	x	x	x	x	x	x
Delaware	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x
Florida	x	x	7	x	x	24
Georgia	x	x	x	x	x	17
Hawaii	x	x	x	x	x	x
Idaho	x	x	x	x	x	5
Illinois	x	x	20	x	19	46
Indiana	x	x	x	x	x	28
Iowa	x	x	x	x	x	x
Kansas	x	x	x	x	10	x
Kentucky	x	x	x	x	15	16
Louisiana	x	x	5	x	x	8
Maine	x	x	x	x	x	x
Maryland	x	x	7	x	x	13
Massachusetts	x	x	15	17	230	272
Michigan	x	x	x	x	x	x
Minnesota	x	x	x	x	19	21
Mississippi	x	x	x	x	7	9
Missouri	x	x	x	x	x	x
Montana	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x
Nevada	x	x	x	x	x	8
New Hampshire	x	x	x	x	x	x
New Jersey	x	x	5	9	x	x
New Mexico	x	x	x	6	6	16
New York	x	x	x	x	x	x
North Carolina	x	x	x	x	x	x
North Dakota	x	x	x	x	x	x
Ohio	x	x	x	x	69	83
Oklahoma	x	x	x	x	x	x
Oregon	x	x	x	x	x	x
Pennsylvania	x	x	x	x	29	42
Rhode Island	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x
Tennessee	x	x	x	x	12	18
Texas	x	x	x	31	24	72
Utah	x	x	x	x	6	8
Vermont	x	x	x	x	x	x
Virginia	x	x	x	x	x	x
Washington	x	x	x	x	8	15
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	5	x	x	x
Wyoming	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	15	23	157	170	704	1,069
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	15	23	157	178	704	1,077

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

Continued on next page

**Table 1-15l. Children ages 3 through 5 with *traumatic brain injury* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	.	69.23	100.00
Alaska	.	.	.	.	.	.
Arizona	.	.	.	50.00	.	100.00
Arkansas	.	.	.	.	.	.
California	.	.	.	54.84	31.18	100.00
Colorado	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.
Delaware	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.
Florida	.	.	29.17	.	.	100.00
Georgia	.	.	.	.	.	100.00
Hawaii	.	.	.	.	.	.
Idaho	.	.	.	.	.	100.00
Illinois	.	.	43.48	.	41.30	100.00
Indiana	.	.	.	.	.	100.00
Iowa	.	.	.	.	.	.
Kansas	.	.	.	.	.	.
Kentucky	.	.	.	.	93.75	100.00
Louisiana	.	.	62.50	.	.	100.00
Maine	.	.	.	.	.	.
Maryland	.	.	53.85	.	.	100.00
Massachusetts	.	.	5.51	6.25	84.56	100.00
Michigan	.	.	.	.	.	.
Minnesota	.	.	.	.	90.48	100.00
Mississippi	.	.	.	.	77.78	100.00
Missouri	.	.	.	.	.	.
Montana	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.
Nevada	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.
New Mexico	.	.	.	37.50	37.50	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	.	.	.	.
North Dakota	.	.	.	.	.	.
Ohio	.	.	.	.	83.13	100.00
Oklahoma	.	.	.	.	.	.
Oregon	.	.	.	.	.	.
Pennsylvania	.	.	.	.	69.05	100.00
Rhode Island	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.
Tennessee	.	.	.	.	66.67	100.00
Texas	.	.	.	43.06	33.33	100.00
Utah	.	.	.	.	75.00	100.00
Vermont	.	.	.	.	.	.
Virginia	.	.	.	.	.	.
Washington	.	.	.	.	53.33	100.00
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	1.40	2.15	14.69	15.90	65.86	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	1.39	2.14	14.58	16.53	65.37	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-15m. Children ages 3 through 5 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number						Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)		
	Alabama	x	x	896	70	1,228	
Alaska	411	53	74	49	782	1,369	
Arizona	470	200	418	3,438	4,737	9,263	
Arkansas	11	34	1,796	322	3,033	5,196	
California	-	-	-	-	-	-	
Colorado	41	118	265	1,225	2,676	4,325	
Connecticut	20	126	597	858	2,627	4,228	
Delaware	x	x	129	33	194	369	
District of Columbia	x	x	158	15	14	190	
Florida	29	198	3,888	3,337	6,026	13,478	
Georgia	15	167	3,194	642	3,617	7,635	
Hawaii	22	1,353	73	76	276	1,800	
Idaho	39	33	24	377	1,758	2,231	
Illinois	11	274	1,887	1,665	6,747	10,584	
Indiana	x	x	404	201	2,822	3,454	
Iowa	-	-	-	-	-	-	
Kansas	71	86	410	534	3,685	4,786	
Kentucky	19	65	1,164	188	8,567	10,003	
Louisiana	50	28	2,300	55	2,107	4,540	
Maine	6	6	12	9	1,334	1,367	
Maryland	23	210	1,592	348	1,716	3,889	
Massachusetts	21	272	588	958	4,538	6,377	
Michigan	37	95	618	178	2,806	3,734	
Minnesota	224	203	750	534	5,080	6,791	
Mississippi	6	14	1,268	34	1,057	2,379	
Missouri	17	140	1,170	224	6,792	8,343	
Montana	82	x	x	18	410	529	
Nebraska	28	23	81	154	1,076	1,362	
Nevada	65	98	333	1,063	1,736	3,295	
New Hampshire	6	23	28	33	932	1,022	
New Jersey	16	666	1,625	1,970	7,789	12,066	
New Mexico	582	25	86	2,044	1,087	3,824	
New York	x	x	x	x	x	x	
North Carolina	94	98	3,152	829	3,979	8,152	
North Dakota	59	x	12	x	366	451	
Ohio	-	-	-	-	-	-	
Oklahoma	897	80	556	379	4,011	5,923	
Oregon	54	72	71	397	1,536	2,130	
Pennsylvania	42	218	1,726	747	7,324	10,057	
Rhode Island	14	9	73	188	792	1,076	
South Carolina	7	26	1,384	152	1,346	2,915	
South Dakota	299	8	40	38	902	1,287	
Tennessee	6	32	593	141	2,060	2,832	
Texas	-	-	-	-	-	-	
Utah	53	50	27	272	2,513	2,915	
Vermont	x	14	22	x	1,328	1,379	
Virginia	13	295	2,598	611	4,324	7,841	
Washington	267	494	521	1,485	6,152	8,919	
West Virginia	x	x	102	15	2,110	2,235	
Wisconsin	54	40	371	258	2,210	2,933	
Wyoming	10	x	x	43	319	382	
BIA schools	105	x	x	x	x	x	
50 states and D.C. (including BIA schools)	4,746	7,779	45,424	37,091	165,443	260,483	
American Samoa	x	x	x	x	x	x	
Guam	x	x	x	x	x	58	
Northern Marianas	x	37	x	x	x	x	
Puerto Rico	x	x	x	x	x	42	
Virgin Islands	x	x	x	13	x	71	
U.S. and outlying areas	4,746	7,875	45,477	37,146	165,448	260,692	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

x Data suppressed to limit disclosure.

- Data not available (see table A-3).

Continued on next page



**Table 1-15m. Children ages 3 through 5 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>b</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	40.31	3.15	55.24	100.00
Alaska	30.02	3.87	5.41	3.58	57.12	100.00
Arizona	5.07	2.16	4.51	37.12	51.14	100.00
Arkansas	0.21	0.65	34.57	6.20	58.37	100.00
California	.	.	.	.	.	.
Colorado	0.95	2.73	6.13	28.32	61.87	100.00
Connecticut	0.47	2.98	14.12	20.29	62.13	100.00
Delaware	.	.	34.96	8.94	52.57	100.00
District of Columbia	.	.	83.16	7.89	7.37	100.00
Florida	0.22	1.47	28.85	24.76	44.71	100.00
Georgia	0.20	2.19	41.83	8.41	47.37	100.00
Hawaii	1.22	75.17	4.06	4.22	15.33	100.00
Idaho	1.75	1.48	1.08	16.90	78.80	100.00
Illinois	0.10	2.59	17.83	15.73	63.75	100.00
Indiana	.	.	11.70	5.82	81.70	100.00
Iowa	.	.	.	.	.	.
Kansas	1.48	1.80	8.57	11.16	77.00	100.00
Kentucky	0.19	0.65	11.64	1.88	85.64	100.00
Louisiana	1.10	0.62	50.66	1.21	46.41	100.00
Maine	0.44	0.44	0.88	0.66	97.59	100.00
Maryland	0.59	5.40	40.94	8.95	44.12	100.00
Massachusetts	0.33	4.27	9.22	15.02	71.16	100.00
Michigan	0.99	2.54	16.55	4.77	75.15	100.00
Minnesota	3.30	2.99	11.04	7.86	74.80	100.00
Mississippi	0.25	0.59	53.30	1.43	44.43	100.00
Missouri	0.20	1.68	14.02	2.68	81.41	100.00
Montana	15.50	.	.	3.40	77.50	100.00
Nebraska	2.06	1.69	5.95	11.31	79.00	100.00
Nevada	1.97	2.97	10.11	32.26	52.69	100.00
New Hampshire	0.59	2.25	2.74	3.23	91.19	100.00
New Jersey	0.13	5.52	13.47	16.33	64.55	100.00
New Mexico	15.22	0.65	2.25	53.45	28.43	100.00
New York	.	.	.	.	.	.
North Carolina	1.15	1.20	38.67	10.17	48.81	100.00
North Dakota	13.08	.	2.66	.	81.15	100.00
Ohio	.	.	.	.	.	.
Oklahoma	15.14	1.35	9.39	6.40	67.72	100.00
Oregon	2.54	3.38	3.33	18.64	72.11	100.00
Pennsylvania	0.42	2.17	17.16	7.43	72.82	100.00
Rhode Island	1.30	0.84	6.78	17.47	73.61	100.00
South Carolina	0.24	0.89	47.48	5.21	46.17	100.00
South Dakota	23.23	0.62	3.11	2.95	70.09	100.00
Tennessee	0.21	1.13	20.94	4.98	72.74	100.00
Texas	.	.	.	.	.	.
Utah	1.82	1.72	0.93	9.33	86.21	100.00
Vermont	.	1.02	1.60	.	96.30	100.00
Virginia	0.17	3.76	33.13	7.79	55.15	100.00
Washington	2.99	5.54	5.84	16.65	68.98	100.00
West Virginia	.	.	4.56	0.67	94.41	100.00
Wisconsin	1.84	1.36	12.65	8.80	75.35	100.00
Wyoming	2.62	.	.	11.26	83.51	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	1.82	2.99	17.44	14.24	63.51	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	18.31	.	100.00
U.S. and outlying areas	1.82	3.02	17.44	14.25	63.46	100.00

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16. Students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ ethnicity total
Alabama	529	310	36,693	1,320	45,565	84,417
Alaska	5,476	685	884	630	8,240	15,915
Arizona	8,689	1,412	7,122	41,244	51,975	110,442
Arkansas	406	312	15,142	2,432	38,736	57,028
California	5,510	36,593	73,678	283,175	210,709	609,665
Colorado	1,225	1,285	6,006	19,747	44,695	72,958
Connecticut	247	847	10,590	11,210	41,193	64,087
Delaware	x	x	6,588	1,399	8,596	16,784
District of Columbia	x	x	10,141	661	383	11,231
Florida	1,068	3,638	102,222	74,545	183,093	364,566
Georgia	236	2,054	72,403	10,733	91,442	176,868
Hawaii	128	15,010	489	678	3,235	19,540
Idaho	516	211	317	3,482	20,452	24,978
Illinois	402	4,236	68,688	42,787	171,877	287,990
Indiana	311	728	21,284	5,537	130,738	158,598
Iowa	431	615	5,575	3,432	56,286	66,339
Kansas	926	583	6,710	5,451	42,658	56,328
Kentucky	117	267	11,149	1,076	74,872	87,481
Louisiana	654	348	39,458	942	38,454	79,856
Maine	289	221	568	293	30,803	32,174
Maryland	367	2,061	42,017	6,335	48,031	98,811
Massachusetts	588	3,254	16,049	22,790	104,778	147,459
Michigan	2,407	3,834	47,813	8,265	156,998	219,317
Minnesota	3,565	3,647	12,356	5,526	78,015	103,109
Mississippi	121	173	32,684	434	26,368	59,780
Missouri	447	887	27,167	2,442	96,993	127,936
Montana	2,535	125	222	472	13,980	17,334
Nebraska	990	466	3,519	3,776	31,823	40,574
Nevada	1,027	1,523	6,635	11,713	21,404	42,302
New Hampshire	109	181	389	692	27,509	28,880
New Jersey	390	6,243	49,187	39,020	135,216	230,056
New Mexico	5,392	286	1,396	23,758	13,049	43,881
New York	2,361	9,837	90,089	81,440	205,398	389,125
North Carolina	3,059	1,497	62,508	9,614	95,599	172,277
North Dakota	1,292	60	207	269	10,535	12,363
Ohio	445	1,238	48,844	5,232	187,986	243,745
Oklahoma	15,238	822	11,806	5,370	55,216	88,452
Oregon	1,869	1,619	2,859	9,070	53,792	69,209
Pennsylvania	413	2,316	46,278	16,579	197,183	262,769
Rhode Island	234	401	2,340	4,511	20,380	27,866
South Carolina	221	415	45,544	2,193	50,243	98,616
South Dakota	2,582	122	298	350	11,532	14,884
Tennessee	169	524	30,205	2,259	74,957	108,114
Texas	1,986	5,512	87,546	192,885	179,240	467,169
Utah	1,312	1,131	947	7,047	42,627	53,064
Vermont	x	72	178	x	11,990	12,361
Virginia	473	3,515	50,114	10,554	92,504	157,160
Washington	4,309	5,147	8,596	14,850	78,167	111,069
West Virginia	60	123	2,339	236	41,086	43,844
Wisconsin	2,598	2,496	17,832	6,640	84,433	113,999
Wyoming	558	80	188	1,101	9,300	11,227
BIA schools	7,393	x	8	x	63	7,465
50 states and D.C. (including BIA schools)	91,778	129,163	1,243,867	1,006,257	3,550,397	6,021,462
American Samoa	x	1,126	x	x	x	1,131
Guam	x	2,263	x	x	31	2,309
Northern Marianas	x	673	x	x	x	680
Puerto Rico	x	x	29	82,348	59	82,448
Virgin Islands	x	x	1,187	317	34	1,539
<b>U.S. and outlying areas</b>	<b>91,789</b>	<b>133,228</b>	<b>1,245,087</b>	<b>1,088,933</b>	<b>3,550,532</b>	<b>6,109,569</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16. Students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ethnicity total (%)
	American Indian/Alaska Native (%)	Asian/Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.63	0.37	43.47	1.56	53.98	100.00
Alaska	34.41	4.30	5.55	3.96	51.78	100.00
Arizona	7.87	1.28	6.45	37.34	47.06	100.00
Arkansas	0.71	0.55	26.55	4.26	67.92	100.00
California	0.90	6.00	12.08	46.45	34.56	100.00
Colorado	1.68	1.76	8.23	27.07	61.26	100.00
Connecticut	0.39	1.32	16.52	17.49	64.28	100.00
Delaware	.	.	39.25	8.34	51.22	100.00
District of Columbia	.	.	90.29	5.89	3.41	100.00
Florida	0.29	1.00	28.04	20.45	50.22	100.00
Georgia	0.13	1.16	40.94	6.07	51.70	100.00
Hawaii	0.66	76.82	2.50	3.47	16.56	100.00
Idaho	2.07	0.84	1.27	13.94	81.88	100.00
Illinois	0.14	1.47	23.85	14.86	59.68	100.00
Indiana	0.20	0.46	13.42	3.49	82.43	100.00
Iowa	0.65	0.93	8.40	5.17	84.85	100.00
Kansas	1.64	1.04	11.91	9.68	75.73	100.00
Kentucky	0.13	0.31	12.74	1.23	85.59	100.00
Louisiana	0.82	0.44	49.41	1.18	48.15	100.00
Maine	0.90	0.69	1.77	0.91	95.74	100.00
Maryland	0.37	2.09	42.52	6.41	48.61	100.00
Massachusetts	0.40	2.21	10.88	15.46	71.06	100.00
Michigan	1.10	1.75	21.80	3.77	71.58	100.00
Minnesota	3.46	3.54	11.98	5.36	75.66	100.00
Mississippi	0.20	0.29	54.67	0.73	44.11	100.00
Missouri	0.35	0.69	21.23	1.91	75.81	100.00
Montana	14.62	0.72	1.28	2.72	80.65	100.00
Nebraska	2.44	1.15	8.67	9.31	78.43	100.00
Nevada	2.43	3.60	15.68	27.69	50.60	100.00
New Hampshire	0.38	0.63	1.35	2.40	95.25	100.00
New Jersey	0.17	2.71	21.38	16.96	58.78	100.00
New Mexico	12.29	0.65	3.18	54.14	29.74	100.00
New York	0.61	2.53	23.15	20.93	52.78	100.00
North Carolina	1.78	0.87	36.28	5.58	55.49	100.00
North Dakota	10.45	0.49	1.67	2.18	85.21	100.00
Ohio	0.18	0.51	20.04	2.15	77.12	100.00
Oklahoma	17.23	0.93	13.35	6.07	62.42	100.00
Oregon	2.70	2.34	4.13	13.11	77.72	100.00
Pennsylvania	0.16	0.88	17.61	6.31	75.04	100.00
Rhode Island	0.84	1.44	8.40	16.19	73.14	100.00
South Carolina	0.22	0.42	46.18	2.22	50.95	100.00
South Dakota	17.35	0.82	2.00	2.35	77.48	100.00
Tennessee	0.16	0.48	27.94	2.09	69.33	100.00
Texas	0.43	1.18	18.74	41.29	38.37	100.00
Utah	2.47	2.13	1.78	13.28	80.33	100.00
Vermont	.	0.58	1.44	.	97.00	100.00
Virginia	0.30	2.24	31.89	6.72	58.86	100.00
Washington	3.88	4.63	7.74	13.37	70.38	100.00
West Virginia	0.14	0.28	5.33	0.54	93.71	100.00
Wisconsin	2.28	2.19	15.64	5.82	74.06	100.00
Wyoming	4.97	0.71	1.67	9.81	82.84	100.00
BIA schools	99.04	.	0.11	.	0.84	100.00
50 states and D.C. (including BIA schools)	1.52	2.15	20.66	16.71	58.96	100.00
American Samoa	.	99.56	.	.	.	100.00
Guam	.	98.01	.	.	1.34	100.00
Northern Marianas	.	98.97	.	.	.	100.00
Puerto Rico	.	.	0.04	99.88	0.07	100.00
Virgin Islands	.	.	77.13	20.60	2.21	100.00
U.S. and outlying areas	1.50	2.18	20.38	17.82	58.11	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16a. Students ages 6 through 21 with *specific learning disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	296	113	19,480	786	21,021	41,696
Alaska	2,770	298	462	319	4,023	7,872
Arizona	5,565	505	3,731	24,727	24,795	59,323
Arkansas	190	93	5,862	1,249	15,451	22,845
California	2,900	11,790	43,538	163,805	90,589	312,622
Colorado	554	402	2,476	9,563	17,505	30,500
Connecticut	96	204	4,118	4,819	15,300	24,537
Delaware	26	56	3,869	920	4,302	9,173
District of Columbia	x	x	4,771	383	x	5,384
Florida	537	1,234	44,471	42,387	89,859	178,488
Georgia	74	497	20,544	4,745	28,462	54,322
Hawaii	60	7,425	218	374	1,378	9,455
Idaho	280	72	121	1,831	9,016	11,320
Illinois	191	1,462	33,315	25,577	80,316	140,861
Indiana	128	177	7,573	2,554	52,537	62,969
Iowa	237	324	3,057	1,969	31,519	37,106
Kansas	453	227	2,837	2,827	17,648	23,992
Kentucky	24	25	1,633	277	13,379	15,338
Louisiana	292	71	16,614	326	12,172	29,475
Maine	94	54	182	93	10,921	11,344
Maryland	128	470	16,008	2,982	17,563	37,151
Massachusetts	270	1,119	7,094	10,091	47,528	66,102
Michigan	1,129	1,315	20,853	4,404	66,945	94,646
Minnesota	1,103	1,496	4,376	2,490	24,410	33,875
Mississippi	75	45	18,368	210	11,024	29,722
Missouri	188	226	12,107	1,107	38,632	52,260
Montana	1,517	48	82	243	6,936	8,826
Nebraska	434	126	1,110	1,618	11,408	14,696
Nevada	688	685	4,390	7,860	11,671	25,294
New Hampshire	54	62	170	352	12,629	13,267
New Jersey	180	1,796	22,235	19,616	60,307	104,134
New Mexico	3,000	103	764	12,568	5,954	22,389
New York	1,197	3,673	40,411	37,717	91,694	174,692
North Carolina	1,021	568	20,555	5,038	37,353	64,535
North Dakota	536	11	63	118	3,862	4,590
Ohio	213	397	16,700	2,496	80,757	100,563
Oklahoma	8,567	382	6,655	3,278	27,705	46,587
Oregon	926	452	1,174	4,551	22,957	30,060
Pennsylvania	226	1,033	25,277	10,324	107,364	144,224
Rhode Island	103	197	1,184	2,530	8,558	12,572
South Carolina	119	137	21,499	1,287	24,666	47,708
South Dakota	1,382	46	112	182	4,966	6,688
Tennessee	86	160	13,135	1,089	32,088	46,558
Texas	973	1,807	47,368	114,500	78,861	243,509
Utah	826	588	505	4,493	21,804	28,216
Vermont	x	19	x	x	4,028	4,143
Virginia	216	1,427	20,348	5,877	37,637	65,505
Washington	2,000	1,979	4,012	7,919	30,560	46,470
West Virginia	26	25	864	111	14,847	15,873
Wisconsin	1,007	1,064	6,121	2,901	34,012	45,105
Wyoming	281	23	72	495	3,892	4,763
BIA schools	4,432	x	x	x	x	4,457
50 states and D.C. (including BIA schools)	47,695	46,530	552,541	557,994	1,523,042	2,727,802
American Samoa	x	1,027	x	x	x	1,028
Guam	x	1,612	x	x	19	1,638
Northern Marianas	x	434	x	x	x	437
Puerto Rico	x	x	17	48,572	39	48,634
Virgin Islands	x	x	506	166	x	679
U.S. and outlying areas	47,701	49,604	553,065	606,737	1,523,111	2,780,218

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16a. Students ages 6 through 21 with *specific learning disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.71	0.27	46.72	1.89	50.41	100.00
Alaska	35.19	3.79	5.87	4.05	51.11	100.00
Arizona	9.38	0.85	6.29	41.68	41.80	100.00
Arkansas	0.83	0.41	25.66	5.47	67.63	100.00
California	0.93	3.77	13.93	52.40	28.98	100.00
Colorado	1.82	1.32	8.12	31.35	57.39	100.00
Connecticut	0.39	0.83	16.78	19.64	62.35	100.00
Delaware	0.28	0.61	42.18	10.03	46.90	100.00
District of Columbia	.	.	88.61	7.11	.	100.00
Florida	0.30	0.69	24.92	23.75	50.34	100.00
Georgia	0.14	0.91	37.82	8.73	52.39	100.00
Hawaii	0.63	78.53	2.31	3.96	14.57	100.00
Idaho	2.47	0.64	1.07	16.17	79.65	100.00
Illinois	0.14	1.04	23.65	18.16	57.02	100.00
Indiana	0.20	0.28	12.03	4.06	83.43	100.00
Iowa	0.64	0.87	8.24	5.31	84.94	100.00
Kansas	1.89	0.95	11.82	11.78	73.56	100.00
Kentucky	0.16	0.16	10.65	1.81	87.23	100.00
Louisiana	0.99	0.24	56.37	1.11	41.30	100.00
Maine	0.83	0.48	1.60	0.82	96.27	100.00
Maryland	0.34	1.27	43.09	8.03	47.27	100.00
Massachusetts	0.41	1.69	10.73	15.27	71.90	100.00
Michigan	1.19	1.39	22.03	4.65	70.73	100.00
Minnesota	3.26	4.42	12.92	7.35	72.06	100.00
Mississippi	0.25	0.15	61.80	0.71	37.09	100.00
Missouri	0.36	0.43	23.17	2.12	73.92	100.00
Montana	17.19	0.54	0.93	2.75	78.59	100.00
Nebraska	2.95	0.86	7.55	11.01	77.63	100.00
Nevada	2.72	2.71	17.36	31.07	46.14	100.00
New Hampshire	0.41	0.47	1.28	2.65	95.19	100.00
New Jersey	0.17	1.72	21.35	18.84	57.91	100.00
New Mexico	13.40	0.46	3.41	56.13	26.59	100.00
New York	0.69	2.10	23.13	21.59	52.49	100.00
North Carolina	1.58	0.88	31.85	7.81	57.88	100.00
North Dakota	11.68	0.24	1.37	2.57	84.14	100.00
Ohio	0.21	0.39	16.61	2.48	80.30	100.00
Oklahoma	18.39	0.82	14.29	7.04	59.47	100.00
Oregon	3.08	1.50	3.91	15.14	76.37	100.00
Pennsylvania	0.16	0.72	17.53	7.16	74.44	100.00
Rhode Island	0.82	1.57	9.42	20.12	68.07	100.00
South Carolina	0.25	0.29	45.06	2.70	51.70	100.00
South Dakota	20.66	0.69	1.67	2.72	74.25	100.00
Tennessee	0.18	0.34	28.21	2.34	68.92	100.00
Texas	0.40	0.74	19.45	47.02	32.39	100.00
Utah	2.93	2.08	1.79	15.92	77.28	100.00
Vermont	.	0.46	.	.	97.22	100.00
Virginia	0.33	2.18	31.06	8.97	57.46	100.00
Washington	4.30	4.26	8.63	17.04	65.76	100.00
West Virginia	0.16	0.16	5.44	0.70	93.54	100.00
Wisconsin	2.23	2.36	13.57	6.43	75.41	100.00
Wyoming	5.90	0.48	1.51	10.39	81.71	100.00
BIA schools	99.44	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.75	1.71	20.26	20.46	55.83	100.00
American Samoa	.	99.90	.	.	.	100.00
Guam	.	98.41	.	.	1.16	100.00
Northern Marianas	.	99.31	.	.	.	100.00
Puerto Rico	.	.	0.03	99.87	0.08	100.00
Virgin Islands	.	.	74.52	24.45	.	100.00
U.S. and outlying areas	1.72	1.78	19.89	21.82	54.78	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16b. Students ages 6 through 21 with *speech or language impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	90	103	6,068	224	10,464	16,949
Alaska	1,207	176	175	137	1,804	3,499
Arizona	1,190	443	971	7,279	10,364	20,247
Arkansas	93	111	2,362	551	8,558	11,675
California	1,124	12,144	9,464	60,568	51,294	134,594
Colorado	268	416	1,074	4,304	9,351	15,413
Connecticut	40	272	1,937	2,136	8,329	12,714
Delaware	x	x	378	106	1,153	1,671
District of Columbia	x	x	974	90	58	1,132
Florida	251	1,409	19,361	13,988	43,298	78,307
Georgia	52	774	11,904	2,714	21,099	36,543
Hawaii	9	600	35	34	230	908
Idaho	59	67	44	749	4,176	5,095
Illinois	90	1,275	8,237	7,382	37,163	54,147
Indiana	68	285	3,111	1,374	32,933	37,771
Iowa	40	80	506	356	6,062	7,044
Kansas	150	159	695	808	7,801	9,613
Kentucky	29	85	1,793	282	17,476	19,665
Louisiana	150	140	6,965	312	11,140	18,707
Maine	66	94	126	69	6,913	7,268
Maryland	90	733	7,038	1,778	11,084	20,723
Massachusetts	86	814	1,902	3,245	14,642	20,689
Michigan	451	1,169	7,374	1,565	33,220	43,779
Minnesota	419	795	1,230	808	13,347	16,599
Mississippi	17	68	5,658	120	8,679	14,542
Missouri	116	349	4,631	667	27,249	33,012
Montana	434	41	52	102	2,926	3,555
Nebraska	162	173	648	1,067	8,254	10,304
Nevada	146	360	623	1,807	3,724	6,660
New Hampshire	17	52	68	107	4,461	4,705
New Jersey	74	2,228	5,808	7,070	30,798	45,978
New Mexico	924	80	206	4,749	2,598	8,557
New York	358	2,890	15,284	21,803	32,906	73,241
North Carolina	683	405	7,729	1,644	18,993	29,454
North Dakota	326	25	42	66	2,916	3,375
Ohio	58	308	4,667	698	28,754	34,485
Oklahoma	1,978	145	1,010	685	7,604	11,422
Oregon	403	574	557	2,431	11,868	15,833
Pennsylvania	54	524	4,352	1,526	32,523	38,979
Rhode Island	29	97	313	783	4,071	5,293
South Carolina	44	149	8,045	465	12,493	21,196
South Dakota	502	40	46	58	2,740	3,386
Tennessee	30	180	5,192	539	18,668	24,609
Texas	317	1,388	9,221	29,292	30,770	70,988
Utah	219	221	152	1,127	8,795	10,514
Vermont	12	14	x	x	1,670	1,722
Virginia	64	734	5,882	1,639	15,650	23,969
Washington	568	1,113	848	2,179	12,324	17,032
West Virginia	12	64	417	58	10,771	11,322
Wisconsin	373	631	1,927	1,328	16,052	20,311
Wyoming	122	34	46	312	2,302	2,816
BIA schools	1,172	x	x	x	10	1,183
50 states and D.C. (including BIA schools)	15,240	35,071	177,168	193,188	722,528	1,143,195
American Samoa	x	x	x	x	x	19
Guam	x	212	x	x	x	218
Northern Marianas	x	42	x	x	x	43
Puerto Rico	x	x	x	13,536	7	13,550
Virgin Islands	x	x	137	x	11	190
U.S. and outlying areas	15,243	35,345	177,309	206,765	722,553	1,157,215

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

Continued on next page

**Table 1-16b. Students ages 6 through 21 with *speech or language impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.53	0.61	35.80	1.32	61.74	100.00
Alaska	34.50	5.03	5.00	3.92	51.56	100.00
Arizona	5.88	2.19	4.80	35.95	51.19	100.00
Arkansas	0.80	0.95	20.23	4.72	73.30	100.00
California	0.84	9.02	7.03	45.00	38.11	100.00
Colorado	1.74	2.70	6.97	27.92	60.67	100.00
Connecticut	0.31	2.14	15.24	16.80	65.51	100.00
Delaware	.	.	22.62	6.34	69.00	100.00
District of Columbia	.	.	86.04	7.95	5.12	100.00
Florida	0.32	1.80	24.72	17.86	55.29	100.00
Georgia	0.14	2.12	32.58	7.43	57.74	100.00
Hawaii	0.99	66.08	3.85	3.74	25.33	100.00
Idaho	1.16	1.32	0.86	14.70	81.96	100.00
Illinois	0.17	2.35	15.21	13.63	68.63	100.00
Indiana	0.18	0.75	8.24	3.64	87.19	100.00
Iowa	0.57	1.14	7.18	5.05	86.06	100.00
Kansas	1.56	1.65	7.23	8.41	81.15	100.00
Kentucky	0.15	0.43	9.12	1.43	88.87	100.00
Louisiana	0.80	0.75	37.23	1.67	59.55	100.00
Maine	0.91	1.29	1.73	0.95	95.12	100.00
Maryland	0.43	3.54	33.96	8.58	53.49	100.00
Massachusetts	0.42	3.93	9.19	15.68	70.77	100.00
Michigan	1.03	2.67	16.84	3.57	75.88	100.00
Minnesota	2.52	4.79	7.41	4.87	80.41	100.00
Mississippi	0.12	0.47	38.91	0.83	59.68	100.00
Missouri	0.35	1.06	14.03	2.02	82.54	100.00
Montana	12.21	1.15	1.46	2.87	82.31	100.00
Nebraska	1.57	1.68	6.29	10.36	80.10	100.00
Nevada	2.19	5.41	9.35	27.13	55.92	100.00
New Hampshire	0.36	1.11	1.45	2.27	94.81	100.00
New Jersey	0.16	4.85	12.63	15.38	66.98	100.00
New Mexico	10.80	0.93	2.41	55.50	30.36	100.00
New York	0.49	3.95	20.87	29.77	44.93	100.00
North Carolina	2.32	1.38	26.24	5.58	64.48	100.00
North Dakota	9.66	0.74	1.24	1.96	86.40	100.00
Ohio	0.17	0.89	13.53	2.02	83.38	100.00
Oklahoma	17.32	1.27	8.84	6.00	66.57	100.00
Oregon	2.55	3.63	3.52	15.35	74.96	100.00
Pennsylvania	0.14	1.34	11.16	3.91	83.44	100.00
Rhode Island	0.55	1.83	5.91	14.79	76.91	100.00
South Carolina	0.21	0.70	37.96	2.19	58.94	100.00
South Dakota	14.83	1.18	1.36	1.71	80.92	100.00
Tennessee	0.12	0.73	21.10	2.19	75.86	100.00
Texas	0.45	1.96	12.99	41.26	43.35	100.00
Utah	2.08	2.10	1.45	10.72	83.65	100.00
Vermont	0.70	0.81	.	.	96.98	100.00
Virginia	0.27	3.06	24.54	6.84	65.29	100.00
Washington	3.33	6.53	4.98	12.79	72.36	100.00
West Virginia	0.11	0.57	3.68	0.51	95.13	100.00
Wisconsin	1.84	3.11	9.49	6.54	79.03	100.00
Wyoming	4.33	1.21	1.63	11.08	81.75	100.00
BIA schools	99.07	.	.	.	0.85	100.00
50 states and D.C. (including BIA schools)	1.33	3.07	15.50	16.90	63.20	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	97.25	.	.	.	100.00
Northern Marianas	.	97.67	.	.	.	100.00
Puerto Rico	.	.	.	99.90	0.05	100.00
Virgin Islands	.	.	72.11	.	5.79	100.00
U.S. and outlying areas	1.32	3.05	15.32	17.87	62.44	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16c. Students ages 6 through 21 with *mental retardation* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	37	21	5,324	89	3,977	9,448
Alaska	287	52	41	32	330	742
Arizona	676	121	745	3,675	3,364	8,581
Arkansas	45	36	4,354	314	5,133	9,882
California	320	3,274	4,714	19,304	10,913	38,525
Colorado	48	59	413	1,193	1,704	3,417
Connecticut	9	54	681	649	1,569	2,962
Delaware	x	x	1,106	154	786	2,070
District of Columbia	x	x	1,213	41	x	1,263
Florida	71	378	16,913	6,255	12,941	36,558
Georgia	22	239	15,963	1,241	8,261	25,726
Hawaii	x	1,423	x	45	158	1,649
Idaho	38	17	27	289	1,362	1,733
Illinois	30	491	11,073	3,785	10,966	26,345
Indiana	35	74	5,864	839	14,384	21,196
Iowa	76	100	1,009	599	9,445	11,229
Kansas	66	42	1,000	473	2,926	4,507
Kentucky	13	28	2,684	165	14,711	17,601
Louisiana	48	27	5,951	51	2,798	8,875
Maine	x	x	19	10	804	842
Maryland	13	132	3,562	266	2,033	6,006
Massachusetts	56	331	2,389	3,278	6,121	12,175
Michigan	218	349	9,150	811	14,020	24,548
Minnesota	333	339	1,246	463	6,858	9,239
Mississippi	5	20	3,390	27	1,215	4,657
Missouri	44	87	3,964	234	7,712	12,041
Montana	173	11	17	33	793	1,027
Nebraska	145	56	612	538	3,876	5,227
Nevada	40	119	385	589	863	1,996
New Hampshire	x	x	29	38	851	934
New Jersey	23	208	2,432	1,608	2,005	6,276
New Mexico	215	16	67	997	429	1,724
New York	88	493	4,550	3,159	5,674	13,964
North Carolina	784	165	14,763	1,157	8,584	25,453
North Dakota	108	7	21	25	805	966
Ohio	62	108	13,664	839	27,252	41,925
Oklahoma	1,070	63	1,491	405	3,536	6,565
Oregon	111	124	231	581	3,171	4,218
Pennsylvania	29	216	6,058	1,636	17,151	25,090
Rhode Island	11	33	151	324	683	1,202
South Carolina	29	49	8,657	174	3,784	12,693
South Dakota	199	7	31	23	855	1,115
Tennessee	11	40	5,997	152	5,045	11,245
Texas	82	475	7,894	10,958	7,631	27,040
Utah	54	66	52	327	2,563	3,062
Vermont	x	10	21	x	1,048	1,091
Virginia	24	307	6,182	612	5,431	12,556
Washington	287	286	473	915	3,481	5,442
West Virginia	11	11	526	28	7,959	8,535
Wisconsin	207	280	2,435	701	7,660	11,283
Wyoming	20	x	x	63	463	558
BIA schools	416	x	x	x	x	422
50 states and D.C. (including BIA schools)	6,709	10,887	179,564	70,170	266,096	533,426
American Samoa	x	20	x	x	x	24
Guam	x	89	x	x	x	92
Northern Marianas	x	x	x	x	x	58
Puerto Rico	x	x	x	11,578	x	11,585
Virgin Islands	x	x	252	51	x	307
U.S. and outlying areas	6,709	11,055	179,819	81,801	266,108	545,492

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16c. Students ages 6 through 21 with *mental retardation* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.39	0.22	56.35	0.94	42.09	100.00
Alaska	38.68	7.01	5.53	4.31	44.47	100.00
Arizona	7.88	1.41	8.68	42.83	39.20	100.00
Arkansas	0.46	0.36	44.06	3.18	51.94	100.00
California	0.83	8.50	12.24	50.11	28.33	100.00
Colorado	1.40	1.73	12.09	34.91	49.87	100.00
Connecticut	0.30	1.82	22.99	21.91	52.97	100.00
Delaware	.	.	53.43	7.44	37.97	100.00
District of Columbia	.	.	96.04	3.25	.	100.00
Florida	0.19	1.03	46.26	17.11	35.40	100.00
Georgia	0.09	0.93	62.05	4.82	32.11	100.00
Hawaii	.	86.29	.	2.73	9.58	100.00
Idaho	2.19	0.98	1.56	16.68	78.59	100.00
Illinois	0.11	1.86	42.03	14.37	41.62	100.00
Indiana	0.17	0.35	27.67	3.96	67.86	100.00
Iowa	0.68	0.89	8.99	5.33	84.11	100.00
Kansas	1.46	0.93	22.19	10.49	64.92	100.00
Kentucky	0.07	0.16	15.25	0.94	83.58	100.00
Louisiana	0.54	0.30	67.05	0.57	31.53	100.00
Maine	.	.	2.26	1.19	95.49	100.00
Maryland	0.22	2.20	59.31	4.43	33.85	100.00
Massachusetts	0.46	2.72	19.62	26.92	50.28	100.00
Michigan	0.89	1.42	37.27	3.30	57.11	100.00
Minnesota	3.60	3.67	13.49	5.01	74.23	100.00
Mississippi	0.11	0.43	72.79	0.58	26.09	100.00
Missouri	0.37	0.72	32.92	1.94	64.05	100.00
Montana	16.85	1.07	1.66	3.21	77.22	100.00
Nebraska	2.77	1.07	11.71	10.29	74.15	100.00
Nevada	2.00	5.96	19.29	29.51	43.24	100.00
New Hampshire	.	.	3.10	4.07	91.11	100.00
New Jersey	0.37	3.31	38.75	25.62	31.95	100.00
New Mexico	12.47	0.93	3.89	57.83	24.88	100.00
New York	0.63	3.53	32.58	22.62	40.63	100.00
North Carolina	3.08	0.65	58.00	4.55	33.72	100.00
North Dakota	11.18	0.72	2.17	2.59	83.33	100.00
Ohio	0.15	0.26	32.59	2.00	65.00	100.00
Oklahoma	16.30	0.96	22.71	6.17	53.86	100.00
Oregon	2.63	2.94	5.48	13.77	75.18	100.00
Pennsylvania	0.12	0.86	24.15	6.52	68.36	100.00
Rhode Island	0.92	2.75	12.56	26.96	56.82	100.00
South Carolina	0.23	0.39	68.20	1.37	29.81	100.00
South Dakota	17.85	0.63	2.78	2.06	76.68	100.00
Tennessee	0.10	0.36	53.33	1.35	44.86	100.00
Texas	0.30	1.76	29.19	40.53	28.22	100.00
Utah	1.76	2.16	1.70	10.68	83.70	100.00
Vermont	.	0.92	1.92	.	96.06	100.00
Virginia	0.19	2.45	49.24	4.87	43.25	100.00
Washington	5.27	5.26	8.69	16.81	63.97	100.00
West Virginia	0.13	0.13	6.16	0.33	93.25	100.00
Wisconsin	1.83	2.48	21.58	6.21	67.89	100.00
Wyoming	3.58	.	.	11.29	82.97	100.00
BIA schools	98.58	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.26	2.04	33.66	13.15	49.88	100.00
American Samoa	.	83.33	.	.	.	100.00
Guam	.	96.74	.	.	.	100.00
Northern Marianas	.	.	.	.	.	100.00
Puerto Rico	.	.	.	99.94	.	100.00
Virgin Islands	.	.	82.08	16.61	.	100.00
U.S. and outlying areas	1.23	2.03	32.96	15.00	48.78	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16d. Students ages 6 through 21 with *emotional disturbance* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	868	17	1,294	2,193
Alaska	225	20	69	21	410	745
Arizona	436	42	834	1,608	5,118	8,038
Arkansas	x	x	168	17	593	788
California	348	801	6,159	6,576	13,514	27,398
Colorado	165	77	1,002	1,616	5,623	8,483
Connecticut	41	35	1,562	1,398	3,533	6,569
Delaware	x	x	344	45	448	847
District of Columbia	x	x	1,725	39	x	1,787
Florida	85	94	13,853	4,392	15,994	34,418
Georgia	40	97	11,541	534	11,045	23,257
Hawaii	17	1,728	57	80	448	2,330
Idaho	21	5	27	66	1,185	1,304
Illinois	42	213	10,125	2,549	15,771	28,700
Indiana	44	25	2,714	235	11,572	14,590
Iowa	51	52	699	317	5,623	6,742
Kansas	60	15	591	212	2,693	3,571
Kentucky	12	12	1,469	38	4,296	5,827
Louisiana	x	x	1,882	22	1,179	3,100
Maine	41	11	63	27	2,939	3,081
Maryland	43	56	5,216	232	3,788	9,335
Massachusetts	60	165	2,086	2,386	8,795	13,492
Michigan	241	178	4,291	425	13,904	19,039
Minnesota	1,016	180	3,354	652	11,416	16,618
Mississippi	x	x	703	14	806	1,532
Missouri	29	17	2,689	105	5,487	8,327
Montana	137	x	x	27	835	1,026
Nebraska	103	16	456	86	1,656	2,317
Nevada	50	47	469	215	1,351	2,132
New Hampshire	x	x	26	37	2,494	2,570
New Jersey	16	137	4,334	1,845	5,846	12,178
New Mexico	304	12	116	1,194	1,034	2,660
New York	332	442	15,301	7,954	15,076	39,105
North Carolina	92	18	5,312	151	4,016	9,589
North Dakota	139	x	31	x	929	1,125
Ohio	37	40	6,213	345	12,529	19,164
Oklahoma	730	28	807	158	3,383	5,106
Oregon	133	59	296	312	3,861	4,661
Pennsylvania	47	113	6,723	1,595	17,444	25,922
Rhode Island	46	20	433	454	2,060	3,013
South Carolina	7	13	3,009	54	2,175	5,258
South Dakota	131	x	18	x	583	750
Tennessee	5	11	1,117	53	2,580	3,766
Texas	219	181	8,146	10,724	17,579	36,849
Utah	52	47	99	361	2,182	2,741
Vermont	9	8	33	7	2,009	2,066
Virginia	43	126	4,931	522	6,750	12,372
Washington	223	119	676	270	3,652	4,940
West Virginia	x	x	200	12	1,864	2,080
Wisconsin	714	100	2,836	575	12,129	16,354
Wyoming	51	x	x	72	800	955
BIA schools	480	x	x	x	x	496
50 states and D.C. (including BIA schools)	7,172	5,393	135,730	50,686	272,325	471,306
American Samoa	x	x	x	x	x	x
Guam	x	52	x	x	x	53
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	940	x	943
Virgin Islands	x	x	x	x	x	77
U.S. and outlying areas	7,172	5,450	135,796	51,637	272,329	472,384

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16d. Students ages 6 through 21 with *emotional disturbance* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	39.58	0.78	59.01	100.00
Alaska	30.20	2.68	9.26	2.82	55.03	100.00
Arizona	5.42	0.52	10.38	20.00	63.67	100.00
Arkansas	.	.	21.32	2.16	75.25	100.00
California	1.27	2.92	22.48	24.00	49.32	100.00
Colorado	1.95	0.91	11.81	19.05	66.29	100.00
Connecticut	0.62	0.53	23.78	21.28	53.78	100.00
Delaware	.	.	40.61	5.31	52.89	100.00
District of Columbia	.	.	96.53	2.18	.	100.00
Florida	0.25	0.27	40.25	12.76	46.47	100.00
Georgia	0.17	0.42	49.62	2.30	47.49	100.00
Hawaii	0.73	74.16	2.45	3.43	19.23	100.00
Idaho	1.61	0.38	2.07	5.06	90.87	100.00
Illinois	0.15	0.74	35.28	8.88	54.95	100.00
Indiana	0.30	0.17	18.60	1.61	79.31	100.00
Iowa	0.76	0.77	10.37	4.70	83.40	100.00
Kansas	1.68	0.42	16.55	5.94	75.41	100.00
Kentucky	0.21	0.21	25.21	0.65	73.73	100.00
Louisiana	.	.	60.71	0.71	38.03	100.00
Maine	1.33	0.36	2.04	0.88	95.39	100.00
Maryland	0.46	0.60	55.88	2.49	40.58	100.00
Massachusetts	0.44	1.22	15.46	17.68	65.19	100.00
Michigan	1.27	0.93	22.54	2.23	73.03	100.00
Minnesota	6.11	1.08	20.18	3.92	68.70	100.00
Mississippi	.	.	45.89	0.91	52.61	100.00
Missouri	0.35	0.20	32.29	1.26	65.89	100.00
Montana	13.35	.	.	2.63	81.38	100.00
Nebraska	4.45	0.69	19.68	3.71	71.47	100.00
Nevada	2.35	2.20	22.00	10.08	63.37	100.00
New Hampshire	.	.	1.01	1.44	97.04	100.00
New Jersey	0.13	1.12	35.59	15.15	48.00	100.00
New Mexico	11.43	0.45	4.36	44.89	38.87	100.00
New York	0.85	1.13	39.13	20.34	38.55	100.00
North Carolina	0.96	0.19	55.40	1.57	41.88	100.00
North Dakota	12.36	.	2.76	.	82.58	100.00
Ohio	0.19	0.21	32.42	1.80	65.38	100.00
Oklahoma	14.30	0.55	15.80	3.09	66.26	100.00
Oregon	2.85	1.27	6.35	6.69	82.84	100.00
Pennsylvania	0.18	0.44	25.94	6.15	67.29	100.00
Rhode Island	1.53	0.66	14.37	15.07	68.37	100.00
South Carolina	0.13	0.25	57.23	1.03	41.37	100.00
South Dakota	17.47	.	2.40	.	77.73	100.00
Tennessee	0.13	0.29	29.66	1.41	68.51	100.00
Texas	0.59	0.49	22.11	29.10	47.71	100.00
Utah	1.90	1.71	3.61	13.17	79.61	100.00
Vermont	0.44	0.39	1.60	0.34	97.24	100.00
Virginia	0.35	1.02	39.86	4.22	54.56	100.00
Washington	4.51	2.41	13.68	5.47	73.93	100.00
West Virginia	.	.	9.62	0.58	89.62	100.00
Wisconsin	4.37	0.61	17.34	3.52	74.17	100.00
Wyoming	5.34	.	.	7.54	83.77	100.00
BIA schools	96.77	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.52	1.14	28.80	10.75	57.78	100.00
American Samoa	.	.	.	.	.	.
Guam	.	98.11	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	99.68	.	100.00
Virgin Islands	.	.	.	.	.	100.00
U.S. and outlying areas	1.52	1.15	28.75	10.93	57.65	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16e. Students ages 6 through 21 with *multiple disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	11	8	582	24	758	1,383
Alaska	151	14	16	6	219	406
Arizona	220	37	132	787	978	2,154
Arkansas	8	6	348	48	848	1,258
California	39	538	571	1,975	1,830	4,953
Colorado	33	85	219	725	1,974	3,036
Connecticut	8	59	430	399	1,404	2,300
Delaware	x	x	x	x	x	x
District of Columbia	x	x	675	50	x	764
Florida	x	x	x	x	x	x
Georgia	x	x	x	x	x	x
Hawaii	x	291	x	8	51	359
Idaho	x	x	10	49	385	454
Illinois	x	x	175	x	735	1,038
Indiana	x	x	188	55	1,485	1,740
Iowa	x	x	27	18	331	383
Kansas	32	20	247	145	1,676	2,120
Kentucky	x	x	406	39	3,621	4,083
Louisiana	8	11	371	15	505	910
Maine	23	14	60	23	3,055	3,175
Maryland	23	117	2,076	200	2,461	4,877
Massachusetts	16	120	422	621	3,592	4,771
Michigan	26	68	602	120	2,087	2,903
Minnesota	x	x	57	28	400	515
Mississippi	x	5	289	x	274	571
Missouri	x	17	281	x	779	1,095
Montana	52	x	x	14	493	568
Nebraska	x	x	23	25	286	341
Nevada	19	51	133	247	451	901
New Hampshire	x	5	x	11	336	358
New Jersey	49	700	8,593	4,657	13,704	27,703
New Mexico	170	8	21	431	317	947
New York	95	592	4,063	2,925	13,389	21,064
North Carolina	25	25	580	98	1,065	1,793
North Dakota	x	x	x	x	x	x
Ohio	19	109	2,862	283	10,439	13,712
Oklahoma	242	17	167	89	962	1,477
Oregon	x	x	x	x	x	x
Pennsylvania	x	x	535	222	1,998	2,807
Rhode Island	x	x	7	31	224	270
South Carolina	x	x	129	10	208	348
South Dakota	142	14	41	24	672	893
Tennessee	x	x	420	31	1,274	1,744
Texas	17	112	1,019	2,106	2,005	5,259
Utah	41	56	33	132	1,193	1,455
Vermont	x	x	x	x	118	121
Virginia	7	79	879	111	1,708	2,784
Washington	79	144	166	240	1,916	2,545
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x
Wyoming	9	x	x	9	91	x
BIA schools	x	x	x	x	x	145
50 states and D.C. (including BIA schools)	1,753	3,485	27,874	17,155	82,328	132,595
American Samoa	x	x	x	x	x	27
Guam	x	57	x	x	x	60
Northern Marianas	x	x	x	x	x	23
Puerto Rico	x	x	x	x	x	1,170
Virgin Islands	x	x	x	x	x	39
U.S. and outlying areas	1,753	3,592	27,908	18,329	82,332	133,914

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16e. Students ages 6 through 21 with *multiple disabilities* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.80	0.58	42.08	1.74	54.81	100.00
Alaska	37.19	3.45	3.94	1.48	53.94	100.00
Arizona	10.21	1.72	6.13	36.54	45.40	100.00
Arkansas	0.64	0.48	27.66	3.82	67.41	100.00
California	0.79	10.86	11.53	39.87	36.95	100.00
Colorado	1.09	2.80	7.21	23.88	65.02	100.00
Connecticut	0.35	2.57	18.70	17.35	61.04	100.00
Delaware	.	.	.	.	.	.
District of Columbia	.	.	88.35	6.54	.	100.00
Florida	.	.	.	.	.	.
Georgia	.	.	.	.	.	.
Hawaii	.	81.06	.	2.23	14.21	100.00
Idaho	.	.	2.20	10.79	84.80	100.00
Illinois	.	.	16.86	.	70.81	100.00
Indiana	.	.	10.80	3.16	85.34	100.00
Iowa	.	.	7.05	4.70	86.42	100.00
Kansas	1.51	0.94	11.65	6.84	79.06	100.00
Kentucky	.	.	9.94	0.96	88.68	100.00
Louisiana	0.88	1.21	40.77	1.65	55.49	100.00
Maine	0.72	0.44	1.89	0.72	96.22	100.00
Maryland	0.47	2.40	42.57	4.10	50.46	100.00
Massachusetts	0.34	2.52	8.85	13.02	75.29	100.00
Michigan	0.90	2.34	20.74	4.13	71.89	100.00
Minnesota	.	.	11.07	5.44	77.67	100.00
Mississippi	.	0.88	50.61	.	47.99	100.00
Missouri	.	1.55	25.66	.	71.14	100.00
Montana	9.15	.	.	2.46	86.80	100.00
Nebraska	.	.	6.74	7.33	83.87	100.00
Nevada	2.11	5.66	14.76	27.41	50.06	100.00
New Hampshire	.	1.40	.	3.07	93.85	100.00
New Jersey	0.18	2.53	31.02	16.81	49.47	100.00
New Mexico	17.95	0.84	2.22	45.51	33.47	100.00
New York	0.45	2.81	19.29	13.89	63.56	100.00
North Carolina	1.39	1.39	32.35	5.47	59.40	100.00
North Dakota	.	.	.	.	.	.
Ohio	0.14	0.79	20.87	2.06	76.13	100.00
Oklahoma	16.38	1.15	11.31	6.03	65.13	100.00
Oregon	.	.	.	.	.	.
Pennsylvania	.	.	19.06	7.91	71.18	100.00
Rhode Island	.	.	2.59	11.48	82.96	100.00
South Carolina	.	.	37.07	2.87	59.77	100.00
South Dakota	15.90	1.57	4.59	2.69	75.25	100.00
Tennessee	.	.	24.08	1.78	73.05	100.00
Texas	0.32	2.13	19.38	40.05	38.13	100.00
Utah	2.82	3.85	2.27	9.07	81.99	100.00
Vermont	.	.	.	.	97.52	100.00
Virginia	0.25	2.84	31.57	3.99	61.35	100.00
Washington	3.10	5.66	6.52	9.43	75.28	100.00
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.
BIA schools	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.32	2.63	21.02	12.94	62.09	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	95.00	.	.	.	100.00
Northern Marianas	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	100.00
U.S. and outlying areas	1.31	2.68	20.84	13.69	61.48	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16f. Students ages 6 through 21 with *hearing impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	405	22	511	950
Alaska	46	19	5	8	91	169
Arizona	166	52	63	735	776	1,792
Arkansas	x	x	122	43	410	589
California	83	1,069	811	5,031	3,186	10,180
Colorado	19	45	70	409	765	1,308
Connecticut	x	x	91	129	432	692
Delaware	x	x	77	35	143	266
District of Columbia	x	x	35	8	x	45
Florida	10	80	919	937	1,726	3,672
Georgia	x	x	613	195	797	1,655
Hawaii	x	266	x	x	39	314
Idaho	x	8	x	35	204	252
Illinois	x	x	666	728	2,125	3,659
Indiana	5	37	209	100	1,614	1,965
Iowa	x	x	50	44	654	767
Kansas	8	13	40	74	382	517
Kentucky	x	x	61	21	498	591
Louisiana	16	13	460	27	619	1,135
Maine	x	x	x	5	238	249
Maryland	x	x	354	76	624	1,112
Massachusetts	x	x	114	170	691	1,032
Michigan	21	102	588	150	2,024	2,885
Minnesota	31	192	161	130	1,477	1,991
Mississippi	x	x	317	8	267	597
Missouri	5	27	239	47	930	1,248
Montana	16	x	x	8	146	174
Nebraska	7	17	45	65	472	606
Nevada	13	45	43	174	220	495
New Hampshire	x	8	x	8	238	261
New Jersey	x	x	269	343	911	1,646
New Mexico	70	9	9	309	146	543
New York	24	302	924	1,246	2,252	4,748
North Carolina	28	45	629	217	1,150	2,069
North Dakota	11	x	x	x	106	122
Ohio	x	x	461	74	2,077	2,643
Oklahoma	127	19	86	64	560	856
Oregon	17	42	23	168	549	799
Pennsylvania	7	65	411	217	2,062	2,762
Rhode Island	x	x	17	41	148	211
South Carolina	x	x	479	40	545	1,084
South Dakota	18	x	5	x	107	135
Tennessee	x	x	366	56	882	1,324
Texas	19	154	835	2,841	2,152	6,001
Utah	x	21	x	96	358	482
Vermont	x	x	x	x	123	129
Virginia	x	x	343	134	797	1,355
Washington	41	108	75	232	831	1,287
West Virginia	x	x	21	x	399	428
Wisconsin	23	88	132	124	1,126	1,493
Wyoming	7	x	x	12	132	154
BIA schools	44	x	x	x	x	45
50 states and D.C. (including BIA schools)	930	3,519	11,669	15,651	39,715	71,484
American Samoa	x	x	x	x	x	13
Guam	x	x	x	x	x	46
Northern Marianas	x	x	x	x	x	17
Puerto Rico	x	x	x	804	x	805
Virgin Islands	x	x	x	x	x	22
U.S. and outlying areas	930	3,595	11,687	16,458	39,717	72,387

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16f. Students ages 6 through 21 with *hearing impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	42.63	2.32	53.79	100.00
Alaska	27.22	11.24	2.96	4.73	53.85	100.00
Arizona	9.26	2.90	3.52	41.02	43.30	100.00
Arkansas	.	.	20.71	7.30	69.61	100.00
California	0.82	10.50	7.97	49.42	31.30	100.00
Colorado	1.45	3.44	5.35	31.27	58.49	100.00
Connecticut	.	.	13.15	18.64	62.43	100.00
Delaware	.	.	28.95	13.16	53.76	100.00
District of Columbia	.	.	77.78	17.78	.	100.00
Florida	0.27	2.18	25.03	25.52	47.00	100.00
Georgia	.	.	37.04	11.78	48.16	100.00
Hawaii	.	84.71	.	.	12.42	100.00
Idaho	.	3.17	.	13.89	80.95	100.00
Illinois	.	.	18.20	19.90	58.08	100.00
Indiana	0.25	1.88	10.64	5.09	82.14	100.00
Iowa	.	.	6.52	5.74	85.27	100.00
Kansas	1.55	2.51	7.74	14.31	73.89	100.00
Kentucky	.	.	10.32	3.55	84.26	100.00
Louisiana	1.41	1.15	40.53	2.38	54.54	100.00
Maine	.	.	.	2.01	95.58	100.00
Maryland	.	.	31.83	6.83	56.12	100.00
Massachusetts	.	.	11.05	16.47	66.96	100.00
Michigan	0.73	3.54	20.38	5.20	70.16	100.00
Minnesota	1.56	9.64	8.09	6.53	74.18	100.00
Mississippi	.	.	53.10	1.34	44.72	100.00
Missouri	0.40	2.16	19.15	3.77	74.52	100.00
Montana	9.20	.	.	4.60	83.91	100.00
Nebraska	1.16	2.81	7.43	10.73	77.89	100.00
Nevada	2.63	9.09	8.69	35.15	44.44	100.00
New Hampshire	.	3.07	.	3.07	91.19	100.00
New Jersey	.	.	16.34	20.84	55.35	100.00
New Mexico	12.89	1.66	1.66	56.91	26.89	100.00
New York	0.51	6.36	19.46	26.24	47.43	100.00
North Carolina	1.35	2.17	30.40	10.49	55.58	100.00
North Dakota	9.02	.	.	.	86.89	100.00
Ohio	.	.	17.44	2.80	78.58	100.00
Oklahoma	14.84	2.22	10.05	7.48	65.42	100.00
Oregon	2.13	5.26	2.88	21.03	68.71	100.00
Pennsylvania	0.25	2.35	14.88	7.86	74.66	100.00
Rhode Island	.	.	8.06	19.43	70.14	100.00
South Carolina	.	.	44.19	3.69	50.28	100.00
South Dakota	13.33	.	3.70	.	79.26	100.00
Tennessee	.	.	27.64	4.23	66.62	100.00
Texas	0.32	2.57	13.91	47.34	35.86	100.00
Utah	.	4.36	.	19.92	74.27	100.00
Vermont	.	.	.	.	95.35	100.00
Virginia	.	.	25.31	9.89	58.82	100.00
Washington	3.19	8.39	5.83	18.03	64.57	100.00
West Virginia	.	.	4.91	.	93.22	100.00
Wisconsin	1.54	5.89	8.84	8.31	75.42	100.00
Wyoming	4.55	.	.	7.79	85.71	100.00
BIA schools	97.78	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.30	4.92	16.32	21.89	55.56	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	100.00
Puerto Rico	.	.	.	99.88	.	100.00
Virgin Islands	.	.	.	.	.	100.00
U.S. and outlying areas	1.28	4.97	16.15	22.74	54.87	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16g. Students ages 6 through 21 with *orthopedic impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number						Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)		
Alabama	x	x	165	11	403		585
Alaska	18	x	x	x	43		69
Arizona	41	16	32	209	368		666
Arkansas	x	x	33	10	125		172
California	81	1,045	1,112	5,686	4,718		12,642
Colorado	113	125	621	1,588	6,245		8,692
Connecticut	x	x	x	22	84		123
Delaware	x	x	144	38	276		467
District of Columbia	x	x	50	x	x		x
Florida	12	59	848	772	2,301		3,992
Georgia	x	x	315	71	599		1,008
Hawaii	x	59	x	x	17		80
Idaho	x	x	x	15	89		105
Illinois	x	x	472	364	1,332		2,225
Indiana	x	x	109	57	1,307		1,493
Iowa	5	7	57	43	690		802
Kansas	x	x	x	25	312		367
Kentucky	x	x	40	10	395		452
Louisiana	14	5	358	16	622		1,015
Maine	x	x	x	x	x		60
Maryland	x	x	187	30	184		420
Massachusetts	11	33	106	103	888		1,141
Michigan	38	79	1,361	140	2,921		4,539
Minnesota	28	76	89	69	1,367		1,629
Mississippi	x	5	228	x	249		488
Missouri	x	x	82	11	474		577
Montana	x	x	x	x	51		61
Nebraska	x	x	26	21	337		394
Nevada	x	x	33	91	198		339
New Hampshire	x	x	x	x	83		87
New Jersey	x	x	69	74	382		562
New Mexico	10	x	x	109	62		192
New York	12	119	506	470	1,425		2,532
North Carolina	12	15	245	53	668		993
North Dakota	x	x	x	x	114		119
Ohio	x	x	519	51	1,640		2,240
Oklahoma	66	5	30	30	284		415
Oregon	11	35	23	88	581		738
Pennsylvania	x	x	192	76	612		896
Rhode Island	x	x	x	9	75		91
South Carolina	x	x	256	19	500		779
South Dakota	6	x	x	x	77		89
Tennessee	x	x	127	32	712		881
Texas	15	96	609	1,939	1,649		4,308
Utah	x	x	x	26	133		169
Vermont	x	x	x	x	72		75
Virginia	x	x	180	70	541		842
Washington	11	33	30	68	456		598
West Virginia	x	x	5	x	169		177
Wisconsin	15	38	157	65	793		1,068
Wyoming	x	x	x	6	89		99
BIA schools	x	x	x	x	x		x
50 states and D.C. (including BIA schools)	591	2,168	9,482	12,609	37,768		62,618
American Samoa	x	x	x	x	x		x
Guam	x	27	x	x	x		28
Northern Marianas	x	6	x	x	x		7
Puerto Rico	x	x	x	x	x		470
Virgin Islands	x	x	x	x	x		x
U.S. and outlying areas	591	2,204	9,485	13,078	37,769		63,127

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16g. Students ages 6 through 21 with *orthopedic impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	28.21	1.88	68.89	100.00
Alaska	26.09	.	.	.	62.32	100.00
Arizona	6.16	2.40	4.80	31.38	55.26	100.00
Arkansas	.	.	19.19	5.81	72.67	100.00
California	0.64	8.27	8.80	44.98	37.32	100.00
Colorado	1.30	1.44	7.14	18.27	71.85	100.00
Connecticut	.	.	.	17.89	68.29	100.00
Delaware	.	.	30.84	8.14	59.10	100.00
District of Columbia	.	.	.	.	.	.
Florida	0.30	1.48	21.24	19.34	57.64	100.00
Georgia	.	.	31.25	7.04	59.42	100.00
Hawaii	.	73.75	.	.	21.25	100.00
Idaho	.	.	.	14.29	84.76	100.00
Illinois	.	.	21.21	16.36	59.87	100.00
Indiana	.	.	7.30	3.82	87.54	100.00
Iowa	0.62	0.87	7.11	5.36	86.03	100.00
Kansas	.	.	.	6.81	85.01	100.00
Kentucky	.	.	8.85	2.21	87.39	100.00
Louisiana	1.38	0.49	35.27	1.58	61.28	100.00
Maine	.	.	.	.	.	100.00
Maryland	.	.	44.52	7.14	43.81	100.00
Massachusetts	0.96	2.89	9.29	9.03	77.83	100.00
Michigan	0.84	1.74	29.98	3.08	64.35	100.00
Minnesota	1.72	4.67	5.46	4.24	83.92	100.00
Mississippi	.	1.02	46.72	.	51.02	100.00
Missouri	.	.	14.21	1.91	82.15	100.00
Montana	.	.	.	.	83.61	100.00
Nebraska	.	.	6.60	5.33	85.53	100.00
Nevada	.	.	9.73	26.84	58.41	100.00
New Hampshire	.	.	.	.	95.40	100.00
New Jersey	.	.	12.28	13.17	67.97	100.00
New Mexico	5.21	.	.	56.77	32.29	100.00
New York	0.47	4.70	19.98	18.56	56.28	100.00
North Carolina	1.21	1.51	24.67	5.34	67.27	100.00
North Dakota	.	.	.	.	95.80	100.00
Ohio	.	.	23.17	2.28	73.21	100.00
Oklahoma	15.90	1.20	7.23	7.23	68.43	100.00
Oregon	1.49	4.74	3.12	11.92	78.73	100.00
Pennsylvania	.	.	21.43	8.48	68.30	100.00
Rhode Island	.	.	.	9.89	82.42	100.00
South Carolina	.	.	32.86	2.44	64.18	100.00
South Dakota	6.74	.	.	.	86.52	100.00
Tennessee	.	.	14.42	3.63	80.82	100.00
Texas	0.35	2.23	14.14	45.01	38.28	100.00
Utah	.	.	.	15.38	78.70	100.00
Vermont	.	.	.	.	96.00	100.00
Virginia	.	.	21.38	8.31	64.25	100.00
Washington	1.84	5.52	5.02	11.37	76.25	100.00
West Virginia	.	.	2.82	.	95.48	100.00
Wisconsin	1.40	3.56	14.70	6.09	74.25	100.00
Wyoming	.	.	.	6.06	89.90	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.94	3.46	15.14	20.14	60.31	100.00
American Samoa	.	.	.	.	.	.
Guam	.	96.43	.	.	.	100.00
Northern Marianas	.	85.71	.	.	.	100.00
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.94	3.49	15.03	20.72	59.83	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16h. Students ages 6 through 21 with *other health impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	37	18	1,911	64	4,253	6,283
Alaska	351	29	30	24	533	967
Arizona	201	70	363	1,118	3,546	5,298
Arkansas	47	21	1,569	155	6,273	8,065
California	403	1,454	4,237	10,614	19,689	36,397
Colorado	x	x	x	x	x	x
Connecticut	39	78	1,337	1,346	8,106	10,906
Delaware	x	x	503	77	1,087	1,681
District of Columbia	x	x	340	32	x	397
Florida	71	141	3,795	3,541	11,862	19,410
Georgia	36	157	7,865	756	15,884	24,698
Hawaii	23	1,761	87	64	548	2,483
Idaho	49	13	42	127	1,887	2,118
Illinois	31	204	2,717	1,249	16,919	21,120
Indiana	18	24	741	127	8,061	8,971
Iowa	7	5	54	21	576	663
Kansas	95	38	764	370	5,725	6,992
Kentucky	25	29	1,617	106	11,436	13,213
Louisiana	51	20	3,169	88	5,880	9,208
Maine	47	25	103	51	4,584	4,810
Maryland	44	184	5,223	451	6,981	12,883
Massachusetts	30	88	451	738	6,612	7,919
Michigan	191	271	1,881	392	13,164	15,899
Minnesota	420	191	1,122	490	10,273	12,496
Mississippi	6	7	1,695	22	2,293	4,023
Missouri	47	62	2,314	155	11,758	14,336
Montana	161	10	34	37	1,427	1,669
Nebraska	75	31	480	193	3,718	4,497
Nevada	47	58	353	394	1,902	2,754
New Hampshire	13	15	61	91	4,475	4,655
New Jersey	30	441	3,874	2,776	15,919	23,040
New Mexico	248	16	92	1,389	1,382	3,127
New York	182	659	6,204	4,074	33,673	44,792
North Carolina	302	102	7,860	577	16,632	25,473
North Dakota	104	x	24	x	1,118	1,262
Ohio	34	82	2,433	304	16,472	19,325
Oklahoma	1,135	54	715	214	5,188	7,306
Oregon	165	138	416	548	6,235	7,502
Pennsylvania	22	77	1,336	558	9,649	11,642
Rhode Island	37	30	193	294	3,712	4,266
South Carolina	18	19	2,500	90	4,654	7,281
South Dakota	140	5	35	26	1,070	1,276
Tennessee	15	24	2,251	121	8,892	11,303
Texas	265	532	9,623	15,257	29,009	54,686
Utah	40	45	61	153	2,665	2,964
Vermont	7	7	27	14	1,920	1,975
Virginia	83	284	7,207	960	16,879	25,413
Washington	693	611	1,520	1,440	16,394	20,658
West Virginia	x	x	245	16	4,095	4,367
Wisconsin	197	142	3,742	739	8,084	12,904
Wyoming	53	x	x	114	1,219	1,417
BIA schools	323	x	x	x	x	x
50 states and D.C. (including BIA schools)	6,669	8,301	95,238	52,567	394,346	557,121
American Samoa	x	x	x	x	x	x
Guam	x	97	x	x	x	99
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	3,687	x	3,696
Virgin Islands	x	x	72	12	x	88
U.S. and outlying areas	6,671	8,422	95,313	56,267	394,355	561,028

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16h. Students ages 6 through 21 with *other health impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.59	0.29	30.42	1.02	67.69	100.00
Alaska	36.30	3.00	3.10	2.48	55.12	100.00
Arizona	3.79	1.32	6.85	21.10	66.93	100.00
Arkansas	0.58	0.26	19.45	1.92	77.78	100.00
California	1.11	3.99	11.64	29.16	54.10	100.00
Colorado	.	.	.	.	.	.
Connecticut	0.36	0.72	12.26	12.34	74.33	100.00
Delaware	.	.	29.92	4.58	64.66	100.00
District of Columbia	.	.	85.64	8.06	.	100.00
Florida	0.37	0.73	19.55	18.24	61.11	100.00
Georgia	0.15	0.64	31.84	3.06	64.31	100.00
Hawaii	0.93	70.92	3.50	2.58	22.07	100.00
Idaho	2.31	0.61	1.98	6.00	89.09	100.00
Illinois	0.15	0.97	12.86	5.91	80.11	100.00
Indiana	0.20	0.27	8.26	1.42	89.86	100.00
Iowa	1.06	0.75	8.14	3.17	86.88	100.00
Kansas	1.36	0.54	10.93	5.29	81.88	100.00
Kentucky	0.19	0.22	12.24	0.80	86.55	100.00
Louisiana	0.55	0.22	34.42	0.96	63.86	100.00
Maine	0.98	0.52	2.14	1.06	95.30	100.00
Maryland	0.34	1.43	40.54	3.50	54.19	100.00
Massachusetts	0.38	1.11	5.70	9.32	83.50	100.00
Michigan	1.20	1.70	11.83	2.47	82.80	100.00
Minnesota	3.36	1.53	8.98	3.92	82.21	100.00
Mississippi	0.15	0.17	42.13	0.55	57.00	100.00
Missouri	0.33	0.43	16.14	1.08	82.02	100.00
Montana	9.65	0.60	2.04	2.22	85.50	100.00
Nebraska	1.67	0.69	10.67	4.29	82.68	100.00
Nevada	1.71	2.11	12.82	14.31	69.06	100.00
New Hampshire	0.28	0.32	1.31	1.95	96.13	100.00
New Jersey	0.13	1.91	16.81	12.05	69.09	100.00
New Mexico	7.93	0.51	2.94	44.42	44.20	100.00
New York	0.41	1.47	13.85	9.10	75.18	100.00
North Carolina	1.19	0.40	30.86	2.27	65.29	100.00
North Dakota	8.24	.	1.90	.	88.59	100.00
Ohio	0.18	0.42	12.59	1.57	85.24	100.00
Oklahoma	15.54	0.74	9.79	2.93	71.01	100.00
Oregon	2.20	1.84	5.55	7.30	83.11	100.00
Pennsylvania	0.19	0.66	11.48	4.79	82.88	100.00
Rhode Island	0.87	0.70	4.52	6.89	87.01	100.00
South Carolina	0.25	0.26	34.34	1.24	63.92	100.00
South Dakota	10.97	0.39	2.74	2.04	83.86	100.00
Tennessee	0.13	0.21	19.92	1.07	78.67	100.00
Texas	0.48	0.97	17.60	27.90	53.05	100.00
Utah	1.35	1.52	2.06	5.16	89.91	100.00
Vermont	0.35	0.35	1.37	0.71	97.22	100.00
Virginia	0.33	1.12	28.36	3.78	66.42	100.00
Washington	3.35	2.96	7.36	6.97	79.36	100.00
West Virginia	.	.	5.61	0.37	93.77	100.00
Wisconsin	1.53	1.10	29.00	5.73	62.65	100.00
Wyoming	3.74	.	.	8.05	86.03	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	1.20	1.49	17.09	9.44	70.78	100.00
American Samoa	.	.	.	.	.	.
Guam	.	97.98	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	99.76	.	100.00
Virgin Islands	.	.	81.82	13.64	.	100.00
U.S. and outlying areas	1.19	1.50	16.99	10.03	70.29	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16i. Students ages 6 through 21 with *visual impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number						Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)		
Alabama	8	x	168	x	263		445
Alaska	x	x	x	x	23		40
Arizona	76	13	29	183	254		555
Arkansas	x	x	40	8	153		206
California	25	401	378	1,594	1,501		3,899
Colorado	x	x	24	77	196		313
Connecticut	x	x	51	43	169		272
Delaware	x	x	14	x	25		41
District of Columbia	x	x	19	x	x		23
Florida	x	x	244	236	623		1,129
Georgia	x	x	225	x	350		616
Hawaii	x	x	x	x	x		x
Idaho	x	x	x	x	x		87
Illinois	x	x	211	160	650		1,053
Indiana	x	x	111	34	702		856
Iowa	x	x	x	x	x		x
Kansas	x	x	28	25	122		181
Kentucky	x	x	x	x	381		412
Louisiana	x	5	169	x	223		402
Maine	x	x	x	x	75		83
Maryland	x	x	206	25	214		466
Massachusetts	x	x	48	56	351		482
Michigan	x	39	161	x	552		789
Minnesota	x	24	x	x	266		350
Mississippi	x	x	164	x	124		291
Missouri	x	x	x	12	339		434
Montana	9	x	x	x	x		x
Nebraska	x	x	x	x	183		215
Nevada	x	x	x	x	x		164
New Hampshire	x	x	x	x	99		108
New Jersey	x	x	66	61	253		392
New Mexico	33	x	x	80	x		170
New York	12	68	307	276	735		1,398
North Carolina	x	x	214	34	407		664
North Dakota	x	x	x	x	x		x
Ohio	x	x	184	25	870		1,098
Oklahoma	63	9	35	13	270		390
Oregon	x	14	x	50	225		301
Pennsylvania	5	29	211	56	872		1,173
Rhode Island	x	5	x	x	61		72
South Carolina	x	x	151	5	222		382
South Dakota	x	x	x	x	29		37
Tennessee	x	x	196	20	510		734
Texas	8	62	437	940	1,153		2,600
Utah	x	8	x	31	198		241
Vermont	x	x	x	x	x		30
Virginia	x	x	125	32	261		440
Washington	x	21	x	44	191		281
West Virginia	x	x	x	x	238		249
Wisconsin	x	x	31	24	331		410
Wyoming	x	x	x	x	x		x
BIA schools	x	x	x	x	x		18
50 states and D.C. (including BIA schools)	357	1,015	4,481	4,326	15,190		25,369
American Samoa	x	x	x	x	x		x
Guam	x	x	x	x	x		11
Northern Marianas	x	x	x	x	x		x
Puerto Rico	x	x	x	x	x		595
Virgin Islands	x	x	x	x	x		10
U.S. and outlying areas	357	1,037	4,487	4,924	15,191		25,996

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16i. Students ages 6 through 21 with *visual impairments* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	1.80	.	37.75	.	59.10	100.00
Alaska	.	.	.	.	57.50	100.00
Arizona	13.69	2.34	5.23	32.97	45.77	100.00
Arkansas	.	.	19.42	3.88	74.27	100.00
California	0.64	10.28	9.69	40.88	38.50	100.00
Colorado	.	.	7.67	24.60	62.62	100.00
Connecticut	.	.	18.75	15.81	62.13	100.00
Delaware	.	.	34.15	.	60.98	100.00
District of Columbia	.	.	82.61	.	.	100.00
Florida	.	.	21.61	20.90	55.18	100.00
Georgia	.	.	36.53	.	56.82	100.00
Hawaii	.	.	.	.	.	.
Idaho	.	.	.	.	.	100.00
Illinois	.	.	20.04	15.19	61.73	100.00
Indiana	.	.	12.97	3.97	82.01	100.00
Iowa	.	.	.	.	.	.
Kansas	.	.	15.47	13.81	67.40	100.00
Kentucky	.	.	.	.	92.48	100.00
Louisiana	.	1.24	42.04	.	55.47	100.00
Maine	.	.	.	.	90.36	100.00
Maryland	.	.	44.21	5.36	45.92	100.00
Massachusetts	.	.	9.96	11.62	72.82	100.00
Michigan	.	4.94	20.41	.	69.96	100.00
Minnesota	.	6.86	.	.	76.00	100.00
Mississippi	.	.	56.36	.	42.61	100.00
Missouri	.	.	.	2.76	78.11	100.00
Montana	.	.	.	.	.	.
Nebraska	.	.	.	.	85.12	100.00
Nevada	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	91.67	100.00
New Jersey	.	.	16.84	15.56	64.54	100.00
New Mexico	19.41	.	.	47.06	.	100.00
New York	0.86	4.86	21.96	19.74	52.58	100.00
North Carolina	.	.	32.23	5.12	61.30	100.00
North Dakota	.	.	.	.	.	.
Ohio	.	.	16.76	2.28	79.23	100.00
Oklahoma	16.15	2.31	8.97	3.33	69.23	100.00
Oregon	.	4.65	.	16.61	74.75	100.00
Pennsylvania	0.43	2.47	17.99	4.77	74.34	100.00
Rhode Island	.	6.94	.	.	84.72	100.00
South Carolina	.	.	39.53	1.31	58.12	100.00
South Dakota	.	.	.	.	78.38	100.00
Tennessee	.	.	26.70	2.72	69.48	100.00
Texas	0.31	2.38	16.81	36.15	44.35	100.00
Utah	.	3.32	.	12.86	82.16	100.00
Vermont	.	.	.	.	.	100.00
Virginia	.	.	28.41	7.27	59.32	100.00
Washington	.	7.47	.	15.66	67.97	100.00
West Virginia	.	.	.	.	95.58	100.00
Wisconsin	.	.	7.56	5.85	80.73	100.00
Wyoming	.	.	.	.	.	.
BIA schools	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.41	4.00	17.66	17.05	59.88	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	100.00
U.S. and outlying areas	1.37	3.99	17.26	18.94	58.44	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16j. Students ages 6 through 21 with autism served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	12	20	679	26	1,137	1,874
Alaska	48	21	23	20	278	390
Arizona	77	106	191	758	2,155	3,287
Arkansas	10	19	239	32	1,078	1,378
California	168	3,932	2,486	7,242	12,775	26,603
Colorado	12	52	80	155	1,047	1,346
Connecticut	6	96	351	242	2,158	2,853
Delaware	x	x	134	13	338	498
District of Columbia	x	x	177	10	x	212
Florida	25	217	1,624	1,920	4,132	7,918
Georgia	6	155	1,968	233	3,293	5,655
Hawaii	x	542	21	x	228	811
Idaho	15	11	11	45	762	844
Illinois	8	342	1,435	755	5,470	8,010
Indiana	9	66	597	142	5,663	6,477
Iowa	9	22	87	49	1,053	1,220
Kansas	16	33	140	83	1,018	1,290
Kentucky	x	25	230	x	1,527	1,798
Louisiana	x	32	704	x	994	1,753
Maine	7	9	8	12	1,126	1,162
Maryland	11	248	1,521	202	2,669	4,651
Massachusetts	6	200	338	328	4,252	5,124
Michigan	73	233	1,203	150	6,902	8,561
Minnesota	94	247	418	225	6,466	7,450
Mississippi	x	x	386	9	374	780
Missouri	11	74	562	69	2,937	3,653
Montana	15	x	x	x	272	297
Nebraska	7	16	52	39	720	834
Nevada	14	124	150	234	835	1,357
New Hampshire	7	9	6	13	758	793
New Jersey	10	522	963	748	4,455	6,698
New Mexico	32	11	22	160	269	494
New York	54	565	2,280	1,658	7,700	12,257
North Carolina	24	92	1,725	169	3,554	5,564
North Dakota	x	x	13	9	250	281
Ohio	16	106	972	96	6,406	7,596
Oklahoma	169	30	138	53	987	1,377
Oregon	90	174	119	305	4,122	4,810
Pennsylvania	18	181	1,061	317	6,675	8,252
Rhode Island	x	x	34	32	733	810
South Carolina	x	x	757	47	906	1,733
South Dakota	33	x	x	10	374	425
Tennessee	5	41	472	59	1,801	2,378
Texas	65	682	2,155	3,863	7,843	14,608
Utah	10	31	17	69	1,425	1,552
Vermont	x	x	x	x	296	309
Virginia	9	305	1,262	253	3,256	5,085
Washington	73	320	205	205	3,257	4,060
West Virginia	x	13	35	x	622	675
Wisconsin	47	113	359	146	3,866	4,531
Wyoming	x	x	x	9	215	235
BIA schools	32	x	x	x	x	34
50 states and D.C. (including BIA schools)	1,377	10,108	28,425	21,280	131,453	192,643
American Samoa	x	x	x	x	x	x
Guam	x	56	x	x	x	59
Northern Marianas	x	32	x	x	x	33
Puerto Rico	x	x	x	x	x	872
Virgin Islands	x	x	27	x	x	x
U.S. and outlying areas	1,377	10,197	28,453	22,150	131,460	193,637

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16j. Students ages 6 through 21 with autism served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.64	1.07	36.23	1.39	60.67	100.00
Alaska	12.31	5.38	5.90	5.13	71.28	100.00
Arizona	2.34	3.22	5.81	23.06	65.56	100.00
Arkansas	0.73	1.38	17.34	2.32	78.23	100.00
California	0.63	14.78	9.34	27.22	48.02	100.00
Colorado	0.89	3.86	5.94	11.52	77.79	100.00
Connecticut	0.21	3.36	12.30	8.48	75.64	100.00
Delaware	.	.	26.91	2.61	67.87	100.00
District of Columbia	.	.	83.49	4.72	.	100.00
Florida	0.32	2.74	20.51	24.25	52.18	100.00
Georgia	0.11	2.74	34.80	4.12	58.23	100.00
Hawaii	.	66.83	2.59	.	28.11	100.00
Idaho	1.78	1.30	1.30	5.33	90.28	100.00
Illinois	0.10	4.27	17.92	9.43	68.29	100.00
Indiana	0.14	1.02	9.22	2.19	87.43	100.00
Iowa	0.74	1.80	7.13	4.02	86.31	100.00
Kansas	1.24	2.56	10.85	6.43	78.91	100.00
Kentucky	.	1.39	12.79	.	84.93	100.00
Louisiana	.	1.83	40.16	.	56.70	100.00
Maine	0.60	0.77	0.69	1.03	96.90	100.00
Maryland	0.24	5.33	32.70	4.34	57.39	100.00
Massachusetts	0.12	3.90	6.60	6.40	82.98	100.00
Michigan	0.85	2.72	14.05	1.75	80.62	100.00
Minnesota	1.26	3.32	5.61	3.02	86.79	100.00
Mississippi	.	.	49.49	1.15	47.95	100.00
Missouri	0.30	2.03	15.38	1.89	80.40	100.00
Montana	5.05	.	.	.	91.58	100.00
Nebraska	0.84	1.92	6.24	4.68	86.33	100.00
Nevada	1.03	9.14	11.05	17.24	61.53	100.00
New Hampshire	0.88	1.13	0.76	1.64	95.59	100.00
New Jersey	0.15	7.79	14.38	11.17	66.51	100.00
New Mexico	6.48	2.23	4.45	32.39	54.45	100.00
New York	0.44	4.61	18.60	13.53	62.82	100.00
North Carolina	0.43	1.65	31.00	3.04	63.87	100.00
North Dakota	.	.	4.63	3.20	88.97	100.00
Ohio	0.21	1.40	12.80	1.26	84.33	100.00
Oklahoma	12.27	2.18	10.02	3.85	71.68	100.00
Oregon	1.87	3.62	2.47	6.34	85.70	100.00
Pennsylvania	0.22	2.19	12.86	3.84	80.89	100.00
Rhode Island	.	.	4.20	3.95	90.49	100.00
South Carolina	.	.	43.68	2.71	52.28	100.00
South Dakota	7.76	.	.	2.35	88.00	100.00
Tennessee	0.21	1.72	19.85	2.48	75.74	100.00
Texas	0.44	4.67	14.75	26.44	53.69	100.00
Utah	0.64	2.00	1.10	4.45	91.82	100.00
Vermont	.	.	.	.	95.79	100.00
Virginia	0.18	6.00	24.82	4.98	64.03	100.00
Washington	1.80	7.88	5.05	5.05	80.22	100.00
West Virginia	.	1.93	5.19	.	92.15	100.00
Wisconsin	1.04	2.49	7.92	3.22	85.32	100.00
Wyoming	.	.	.	3.83	91.49	100.00
BIA schools	94.12	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	0.71	5.25	14.76	11.05	68.24	100.00
American Samoa	.	.	.	.	.	.
Guam	.	94.92	.	.	.	100.00
Northern Marianas	.	96.97	.	.	.	100.00
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	0.71	5.27	14.69	11.44	67.89	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16k. Students ages 6 through 21 with *deaf-blindness* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number						Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)		
Alabama	x	x	x	x	x	x	6
Alaska	x	x	x	x	7		11
Arizona	x	x	x	x	x	x	x
Arkansas	x	x	x	x	x	x	x
California	x	x	x	x	x	x	x
Colorado	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x
Delaware	x	x	x	8	25		44
District of Columbia	x	x	x	x	x		x
Florida	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x
Hawaii	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	6
Illinois	x	x	x	x	x	x	x
Indiana	x	x	x	x	x	x	x
Iowa	x	x	x	x	x	x	x
Kansas	x	x	x	x	6		9
Kentucky	x	x	x	x	12		13
Louisiana	x	x	x	x	5		6
Maine	x	x	x	x	x		x
Maryland	x	x	x	x	14		21
Massachusetts	x	x	38	54	136		235
Michigan	x	x	x	x	x		x
Minnesota	x	x	x	x	50		58
Mississippi	x	x	x	x	9		11
Missouri	x	x	x	x	20		26
Montana	x	x	x	x	x		x
Nebraska	x	x	x	x	7		8
Nevada	x	x	x	x	x		x
New Hampshire	x	x	x	x	x		x
New Jersey	x	x	x	x	x		x
New Mexico	5	x	x	10	x		22
New York	x	x	x	x	x		x
North Carolina	x	x	12	x	24		39
North Dakota	x	x	x	x	x		x
Ohio	x	x	x	x	x		x
Oklahoma	5	x	x	x	18		29
Oregon	x	x	x	x	x		x
Pennsylvania	x	x	8	x	43		x
Rhode Island	x	x	x	x	x		x
South Carolina	x	x	x	x	x		x
South Dakota	x	x	x	x	x		x
Tennessee	x	x	x	x	x		5
Texas	x	x	x	x	x		x
Utah	x	x	x	7	73		85
Vermont	x	x	x	x	x		5
Virginia	x	x	11	x	15		28
Washington	x	x	x	x	29		34
West Virginia	x	x	x	x	x		x
Wisconsin	x	x	x	x	x		x
Wyoming	x	x	x	x	x		x
BIA schools	x	x	x	x	x		x
50 states and D.C. (including BIA schools)	25	69	200	298	947		1,539
American Samoa	x	x	x	x	x		11
Guam	x	x	x	x	x		x
Northern Marianas	x	x	x	x	x		x
Puerto Rico	x	x	x	x	x		41
Virgin Islands	x	x	x	x	x		x
U.S. and outlying areas	25	81	200	339	947		1,592

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

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**Table 1-16k. Students ages 6 through 21 with *deaf-blindness* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	.	.	100.00
Alaska	.	.	.	.	63.64	100.00
Arizona	.	.	.	.	.	.
Arkansas	.	.	.	.	.	.
California	.	.	.	.	.	.
Colorado	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.
Delaware	.	.	.	18.18	56.82	100.00
District of Columbia	.	.	.	.	.	.
Florida	.	.	.	.	.	.
Georgia	.	.	.	.	.	.
Hawaii	.	.	.	.	.	.
Idaho	.	.	.	.	.	100.00
Illinois	.	.	.	.	.	.
Indiana	.	.	.	.	.	.
Iowa	.	.	.	.	.	.
Kansas	.	.	.	.	66.67	100.00
Kentucky	.	.	.	.	92.31	100.00
Louisiana	.	.	.	.	83.33	100.00
Maine	.	.	.	.	.	.
Maryland	.	.	.	.	66.67	100.00
Massachusetts	.	.	16.17	22.98	57.87	100.00
Michigan	.	.	.	.	.	.
Minnesota	.	.	.	.	86.21	100.00
Mississippi	.	.	.	.	81.82	100.00
Missouri	.	.	.	.	76.92	100.00
Montana	.	.	.	.	.	.
Nebraska	.	.	.	.	87.50	100.00
Nevada	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.
New Mexico	22.73	.	.	45.45	.	100.00
New York	.	.	.	.	.	.
North Carolina	.	.	30.77	.	61.54	100.00
North Dakota	.	.	.	.	.	.
Ohio	.	.	.	.	.	.
Oklahoma	17.24	.	.	.	62.07	100.00
Oregon	.	.	.	.	.	.
Pennsylvania	.	.	.	.	.	.
Rhode Island	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.
Tennessee	.	.	.	.	.	100.00
Texas	.	.	.	.	.	.
Utah	.	.	.	8.24	85.88	100.00
Vermont	.	.	.	.	.	100.00
Virginia	.	.	39.29	.	53.57	100.00
Washington	.	.	.	.	85.29	100.00
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	1.62	4.48	13.00	19.36	61.53	100.00
American Samoa	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	1.57	5.09	12.56	21.29	59.48	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16l. Students ages 6 through 21 with *traumatic brain injury* served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	5	x	274
Alaska	17	x	x	x	36	63
Arizona	35	x	x	140	216	424
Arkansas	x	x	40	x	x	162
California	x	126	x	703	636	1,677
Colorado	x	10	x	94	244	379
Connecticut	x	x	17	19	82	122
Delaware	x	x	10	x	x	x
District of Columbia	x	x	x	x	x	x
Florida	x	x	183	105	321	614
Georgia	x	x	207	28	222	462
Hawaii	x	59	x	x	11	71
Idaho	x	x	5	16	101	128
Illinois	x	x	253	128	400	788
Indiana	x	x	x	x	461	547
Iowa	x	x	16	8	186	212
Kansas	x	x	28	x	160	210
Kentucky	x	x	31	x	186	221
Louisiana	x	x	x	x	131	247
Maine	x	x	x	x	89	95
Maryland	x	x	x	x	149	324
Massachusetts	20	88	269	348	4,242	4,967
Michigan	x	x	x	x	x	x
Minnesota	15	27	58	21	317	438
Mississippi	x	x	x	x	71	154
Missouri	x	x	96	7	307	416
Montana	13	x	x	x	58	74
Nebraska	x	x	16	15	175	215
Nevada	6	11	31	55	100	203
New Hampshire	x	x	x	x	x	x
New Jersey	x	x	534	213	618	1,411
New Mexico	21	x	x	111	66	203
New York	x	32	258	x	864	1,319
North Carolina	x	x	189	x	283	507
North Dakota	5	x	x	x	37	49
Ohio	x	x	x	x	755	954
Oklahoma	43	x	x	x	181	266
Oregon	7	x	13	x	212	273
Pennsylvania	x	x	101	38	746	895
Rhode Island	x	x	x	8	x	x
South Carolina	x	x	x	x	x	149
South Dakota	14	x	x	x	46	66
Tennessee	x	x	x	x	x	256
Texas	x	x	224	439	552	1,241
Utah	x	6	x	39	268	319
Vermont	x	x	x	x	55	56
Virginia	x	x	122	x	206	356
Washington	15	x	26	x	235	337
West Virginia	x	x	x	x	109	121
Wisconsin	8	18	71	24	273	394
Wyoming	7	x	x	5	49	63
BIA schools	x	x	x	x	x	25
50 states and D.C. (including BIA schools)	338	580	3,994	2,998	15,539	23,449
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	53
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	338	583	3,999	3,050	15,539	23,509

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

Continued on next page

**Table 1-16l. Students ages 6 through 21 with *traumatic brain injury* served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	.	.	.	1.82	.	100.00
Alaska	26.98	.	.	.	57.14	100.00
Arizona	8.25	.	.	33.02	50.94	100.00
Arkansas	.	.	24.69	.	.	100.00
California	.	7.51	.	41.92	37.92	100.00
Colorado	.	2.64	.	24.80	64.38	100.00
Connecticut	.	.	13.93	15.57	67.21	100.00
Delaware	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.
Florida	.	.	29.80	17.10	52.28	100.00
Georgia	.	.	44.81	6.06	48.05	100.00
Hawaii	.	83.10	.	.	15.49	100.00
Idaho	.	.	3.91	12.50	78.91	100.00
Illinois	.	.	32.11	16.24	50.76	100.00
Indiana	.	.	.	.	84.28	100.00
Iowa	.	.	7.55	3.77	87.74	100.00
Kansas	.	.	13.33	.	76.19	100.00
Kentucky	.	.	14.03	.	84.16	100.00
Louisiana	.	.	.	.	53.04	100.00
Maine	.	.	.	.	93.68	100.00
Maryland	.	.	.	.	45.99	100.00
Massachusetts	0.40	1.77	5.42	7.01	85.40	100.00
Michigan	.	.	.	.	.	.
Minnesota	3.42	6.16	13.24	4.79	72.37	100.00
Mississippi	.	.	.	.	46.10	100.00
Missouri	.	.	23.08	1.68	73.80	100.00
Montana	17.57	.	.	.	78.38	100.00
Nebraska	.	.	7.44	6.98	81.40	100.00
Nevada	2.96	5.42	15.27	27.09	49.26	100.00
New Hampshire	.	.	.	.	.	.
New Jersey	.	.	37.85	15.10	43.80	100.00
New Mexico	10.34	.	.	54.68	32.51	100.00
New York	.	2.43	19.56	.	65.50	100.00
North Carolina	.	.	37.28	.	55.82	100.00
North Dakota	10.20	.	.	.	75.51	100.00
Ohio	.	.	.	.	79.14	100.00
Oklahoma	16.17	.	.	.	68.05	100.00
Oregon	2.56	.	4.76	.	77.66	100.00
Pennsylvania	.	.	11.28	4.25	83.35	100.00
Rhode Island	.	.	.	.	.	.
South Carolina	.	.	.	.	.	100.00
South Dakota	21.21	.	.	.	69.70	100.00
Tennessee	.	.	.	.	.	100.00
Texas	.	.	18.05	35.37	44.48	100.00
Utah	.	1.88	.	12.23	84.01	100.00
Vermont	.	.	.	.	98.21	100.00
Virginia	.	.	34.27	.	57.87	100.00
Washington	4.45	.	7.72	.	69.73	100.00
West Virginia	.	.	.	.	90.08	100.00
Wisconsin	2.03	4.57	18.02	6.09	69.29	100.00
Wyoming	11.11	.	.	7.94	77.78	100.00
BIA schools	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	1.44	2.47	17.03	12.79	66.27	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	1.44	2.48	17.01	12.97	66.10	100.00

<sup>a</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-16m. Students ages 6 through 21 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number						Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)		
Alabama	11	18	952	46	1,304	2,331	
Alaska	340	49	56	54	443	942	
Arizona	x	x	x	x	x	x	
Arkansas	x	x	x	x	x	x	
California	-	-	-	-	-	-	
Colorado	x	x	x	x	x	x	
Connecticut	x	x	x	x	x	x	
Delaware	x	x	x	x	x	x	
District of Columbia	x	x	140	x	5	148	
Florida	x	x	x	x	x	x	
Georgia	x	x	1,253	186	1,421	2,905	
Hawaii	8	805	38	48	118	1,017	
Idaho	41	12	25	252	1,202	1,532	
Illinois	x	x	x	x	x	x	
Indiana	x	x	x	x	x	x	
Iowa	-	-	-	-	-	-	
Kansas	33	29	316	392	2,189	2,959	
Kentucky	6	31	1,155	121	6,954	8,267	
Louisiana	53	21	2,703	60	2,186	5,023	
Maine	x	x	x	x	x	x	
Maryland	5	15	482	73	267	842	
Massachusetts	31	207	792	1,372	6,928	9,330	
Michigan	x	x	245	58	850	1,189	
Minnesota	91	54	207	131	1,368	1,851	
Mississippi	5	7	1,402	15	983	2,412	
Missouri	x	x	119	14	369	511	
Montana	x	x	x	x	x	x	
Nebraska	43	9	41	96	731	920	
Nevada	x	x	x	x	x	x	
New Hampshire	x	x	16	27	1,022	1,076	
New Jersey	x	x	x	x	x	x	
New Mexico	360	24	84	1,651	734	2,853	
New York	x	x	x	x	x	x	
North Carolina	82	51	2,695	446	2,870	6,144	
North Dakota	51	x	x	11	361	433	
Ohio	-	-	-	-	-	-	
Oklahoma	1,043	68	641	366	4,538	6,656	
Oregon	x	x	x	x	x	x	
Pennsylvania	x	x	13	x	44	x	
Rhode Island	x	x	x	x	x	x	
South Carolina	x	x	x	x	x	x	
South Dakota	10	x	x	x	x	x	
Tennessee	7	20	877	93	2,314	3,311	
Texas	-	-	-	-	-	-	
Utah	56	34	18	186	970	1,264	
Vermont	x	x	10	x	618	639	
Virginia	20	98	2,642	322	3,373	6,455	
Washington	310	393	549	1,292	4,841	7,385	
West Virginia	x	x	x	x	x	x	
Wisconsin	x	x	x	x	102	139	
Wyoming	x	x	x	x	x	x	
BIA schools	293	x	x	x	x	296	
50 states and D.C. (including BIA schools)	2,922	2,037	17,501	7,335	49,120	78,915	
American Samoa	x	x	x	x	x	x	
Guam	x	x	x	x	x	x	
Northern Marianas	x	25	x	x	x	26	
Puerto Rico	x	x	x	x	x	34	
Virgin Islands	x	x	64	28	x	93	
U.S. and outlying areas	2,922	2,063	17,566	7,398	49,121	79,070	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

x Data suppressed to limit disclosure.

- Data not available (see table A-3).

Continued on next page

**Table 1-16m. Students ages 6 through 21 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)**

State	Percent of race/ethnicity total <sup>b</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.47	0.77	40.84	1.97	55.94	100.00
Alaska	36.09	5.20	5.94	5.73	47.03	100.00
Arizona	.	.	.	.	.	.
Arkansas	.	.	.	.	.	.
California	.	.	.	.	.	.
Colorado	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.
Delaware	.	.	.	.	.	.
District of Columbia	.	.	94.59	.	3.38	100.00
Florida	.	.	.	.	.	.
Georgia	.	.	43.13	6.40	48.92	100.00
Hawaii	0.79	79.15	3.74	4.72	11.60	100.00
Idaho	2.68	0.78	1.63	16.45	78.46	100.00
Illinois	.	.	.	.	.	.
Indiana	.	.	.	.	.	.
Iowa	.	.	.	.	.	.
Kansas	1.12	0.98	10.68	13.25	73.98	100.00
Kentucky	0.07	0.37	13.97	1.46	84.12	100.00
Louisiana	1.06	0.42	53.81	1.19	43.52	100.00
Maine	.	.	.	.	.	.
Maryland	0.59	1.78	57.24	8.67	31.71	100.00
Massachusetts	0.33	2.22	8.49	14.71	74.26	100.00
Michigan	.	.	20.61	4.88	71.49	100.00
Minnesota	4.92	2.92	11.18	7.08	73.91	100.00
Mississippi	0.21	0.29	58.13	0.62	40.75	100.00
Missouri	.	.	23.29	2.74	72.21	100.00
Montana	.	.	.	.	.	.
Nebraska	4.67	0.98	4.46	10.43	79.46	100.00
Nevada	.	.	.	.	.	.
New Hampshire	.	.	1.49	2.51	94.98	100.00
New Jersey	.	.	.	.	.	.
New Mexico	12.62	0.84	2.94	57.87	25.73	100.00
New York	.	.	.	.	.	.
North Carolina	1.33	0.83	43.86	7.26	46.71	100.00
North Dakota	11.78	.	.	2.54	83.37	100.00
Ohio	.	.	.	.	.	.
Oklahoma	15.67	1.02	9.63	5.50	68.18	100.00
Oregon	.	.	.	.	.	.
Pennsylvania	.	.	.	.	.	.
Rhode Island	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.
Tennessee	0.21	0.60	26.49	2.81	69.89	100.00
Texas	.	.	.	.	.	.
Utah	4.43	2.69	1.42	14.72	76.74	100.00
Vermont	.	.	1.56	.	96.71	100.00
Virginia	0.31	1.52	40.93	4.99	52.25	100.00
Washington	4.20	5.32	7.43	17.49	65.55	100.00
West Virginia	.	.	.	.	.	.
Wisconsin	.	.	.	.	73.38	100.00
Wyoming	.	.	.	.	.	.
BIA schools	98.99	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	3.70	2.58	22.18	9.29	62.24	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	96.15	.	.	.	100.00
Puerto Rico	.	.	.	.	.	100.00
Virgin Islands	.	.	68.82	30.11	.	100.00
U.S. and outlying areas	3.70	2.61	22.22	9.36	62.12	100.00

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>Percent = Number of children in the race/ethnicity column divided by the race/ethnicity total, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table 1-17a. American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	4.05	.	3.08	.	.
Alaska	9.85	0.09	3.19	.	.
Arizona	4.57	0.13	1.07	0.18	.
Arkansas	6.37	.	3.76	.	.
California	6.58	0.15	4.75	0.39	.
Colorado	8.20	.	4.62	.	.
Connecticut	10.67	.	2.67	.	.
Delaware	10.45	.	.	.	.
District of Columbia	.	.	.	.	.
Florida	4.95	.	2.65	.	.
Georgia	6.32	.	3.00	.	.
Hawaii	13.79	.	.	.	.
Idaho	8.36	.	2.75	.	.
Illinois	7.89	.	5.66	.	.
Indiana	9.09	.	6.31	.	.
Iowa	5.43	3.21	.	.	.
Kansas	13.65	.	4.98	.	.
Kentucky	19.50	.	8.50	.	.
Louisiana	9.09	.	3.75	.	.
Maine	12.09	.	5.86	.	.
Maryland	13.64	.	6.36	.	.
Massachusetts	13.73	.	5.32	.	.
Michigan	14.63	.	10.21	0.42	.
Minnesota	11.41	.	3.31	.	.
Mississippi	1.76	.	.	.	.
Missouri	5.22	.	1.88	.	.
Montana	7.52	.	4.84	.	.
Nebraska	10.40	.	6.00	.	.
Nevada	8.97	.	2.44	.	.
New Hampshire	17.65	.	.	.	.
New Jersey	6.25	.	.	.	.
New Mexico	7.79	.	1.75	.	.
New York	22.37	.	.	.	.
North Carolina	10.60	.	8.50	.	.
North Dakota	8.20	.	4.78	.	.
Ohio	5.46	.	1.56	2.34	.
Oklahoma	9.31	0.03	2.70	.	.
Oregon	10.73	.	6.29	.	.
Pennsylvania	18.98	.	6.64	.	.
Rhode Island	11.24	.	4.26	.	.
South Carolina	3.88	.	1.94	.	.
South Dakota	11.35	0.29	3.90	0.23	.
Tennessee	5.35	.	3.48	.	.
Texas	6.37	.	5.49	.	.
Utah	6.35	.	2.67	.	.
Vermont	.	.	.	.	.
Virginia	11.33	.	6.02	.	.
Washington	8.38	.	1.85	.	.
West Virginia	10.71	.	.	.	.
Wisconsin	9.59	.	5.81	0.22	.
Wyoming	15.13	.	12.17	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	8.84	0.09	3.59	0.12	0.03
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, divided by the number of American Indian/Alaska Native children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-17a. American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	.	.	.	.	.
Alaska	0.13	0.09	.	0.12	.
Arizona	.	0.14	.	0.04	0.10
Arkansas	.	.	.	.	.
California	0.10	0.10	0.21	0.19	0.08
Colorado	.	.	.	.	.
Connecticut	.	.	.	.	.
Delaware	.	.	.	.	.
District of Columbia	.	.	.	.	.
Florida	.	.	.	.	.
Georgia	.	.	.	.	.
Hawaii	.	.	.	.	.
Idaho	.	.	.	.	.
Illinois	.	.	.	.	.
Indiana	.	.	.	.	.
Iowa	.	.	.	.	.
Kansas	.	.	.	.	.
Kentucky	.	.	.	.	.
Louisiana	.	.	.	.	.
Maine	.	.	.	.	.
Maryland	.	.	.	1.14	.
Massachusetts	.	.	.	.	.
Michigan	0.42	.	0.42	0.36	.
Minnesota	.	.	.	.	.
Mississippi	.	.	.	.	.
Missouri	.	.	.	.	.
Montana	.	.	.	.	.
Nebraska	.	.	.	.	.
Nevada	.	.	.	.	.
New Hampshire	.	.	.	.	.
New Jersey	.	.	.	.	.
New Mexico	0.09	.	.	0.08	.
New York	.	.	.	.	.
North Carolina	.	.	.	.	.
North Dakota	.	.	.	.	.
Ohio	.	.	.	.	.
Oklahoma	0.08	0.05	.	.	0.04
Oregon	.	.	0.36	.	.
Pennsylvania	.	.	.	.	.
Rhode Island	.	.	.	.	.
South Carolina	.	.	.	.	.
South Dakota	0.34	.	.	0.15	.
Tennessee	.	.	.	.	.
Texas	.	.	.	0.30	0.21
Utah	.	.	.	.	.
Vermont	.	.	.	.	.
Virginia	.	.	.	.	.
Washington	.	.	.	.	.
West Virginia	.	.	.	.	.
Wisconsin	.	.	.	.	.
Wyoming	.	.	.	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.08	0.08	0.06	0.11	0.05
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, divided by the number of American Indian/Alaska Native children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-17a. American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	.	.	.	.
Alaska	.	.	.	6.09
Arizona	0.03	.	.	2.83
Arkansas	.	.	.	1.80
California	0.52	.	.	.
Colorado	.	.	.	3.26
Connecticut	.	.	.	6.67
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	.	1.71
Georgia	.	.	.	2.50
Hawaii	.	.	.	12.64
Idaho	.	.	.	4.66
Illinois	.	.	.	1.89
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	.	7.69
Kentucky	.	.	.	9.50
Louisiana	.	.	.	4.94
Maine	1.83	.	.	2.20
Maryland	.	.	.	5.23
Massachusetts	.	.	.	5.88
Michigan	0.36	.	.	2.21
Minnesota	0.42	.	.	7.20
Mississippi	.	.	.	0.88
Missouri	.	.	.	2.46
Montana	.	.	.	2.29
Nebraska	.	.	.	3.00
Nevada	.	.	.	5.66
New Hampshire	.	.	.	8.82
New Jersey	.	.	.	4.17
New Mexico	.	.	.	5.72
New York	.	.	.	.
North Carolina	.	.	.	1.87
North Dakota	.	.	.	2.85
Ohio	.	.	.	.
Oklahoma	.	.	.	6.22
Oregon	0.54	.	.	3.24
Pennsylvania	2.85	.	.	7.97
Rhode Island	.	.	.	5.43
South Carolina	.	.	.	1.51
South Dakota	.	.	.	6.26
Tennessee	.	.	.	1.60
Texas	.	.	.	.
Utah	.	.	.	3.14
Vermont	.	.	.	.
Virginia	.	.	.	3.13
Washington	0.12	.	.	6.16
West Virginia	.	.	.	.
Wisconsin	0.30	.	.	2.32
Wyoming	.	.	.	1.56
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.15	0.00	0.01	4.45
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, divided by the number of American Indian/Alaska Native children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.



**Table 1-17b. Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	6.96	.	4.52	.	.
Alaska	5.02	.	1.12	.	.
Arizona	5.63	0.10	0.99	0.17	.
Arkansas	5.40	.	2.36	.	.
California	3.44	0.08	2.02	0.21	.
Colorado	4.92	.	2.10	.	.
Connecticut	4.41	.	1.07	.	.
Delaware	4.58	.	.	.	.
District of Columbia	.	.	.	.	.
Florida	3.98	.	1.70	.	.
Georgia	3.36	.	1.16	.	.
Hawaii	5.94	0.03	0.31	0.04	0.04
Idaho	11.60	.	3.80	.	.
Illinois	3.89	.	1.83	.	.
Indiana	5.39	.	3.21	.	.
Iowa	3.48	1.79	.	.	.
Kansas	5.33	.	1.27	.	.
Kentucky	7.52	.	2.96	.	.
Louisiana	2.34	.	0.79	.	.
Maine	6.61	.	3.64	.	.
Maryland	4.50	.	1.64	.	.
Massachusetts	4.79	.	1.76	.	.
Michigan	5.72	.	3.58	0.08	.
Minnesota	4.69	.	1.49	.	.
Mississippi	3.17	.	.	.	.
Missouri	5.76	.	1.32	.	.
Montana	.	.	6.78	.	.
Nebraska	6.14	.	2.40	.	.
Nevada	4.03	.	1.17	.	.
New Hampshire	5.11	.	1.93	.	.
New Jersey	3.76	.	.	.	.
New Mexico	5.96	.	2.29	.	.
New York	3.59	.	.	.	.
North Carolina	3.08	.	1.20	.	.
North Dakota	8.02	.	5.56	.	.
Ohio	3.69	.	1.12	1.49	.
Oklahoma	4.82	.	0.55	.	.
Oregon	4.40	.	1.93	.	.
Pennsylvania	4.52	.	1.50	.	.
Rhode Island	2.70	.	1.31	.	.
South Carolina	5.64	.	3.45	.	.
South Dakota	9.75	.	4.24	.	.
Tennessee	2.95	.	1.23	.	.
Texas	2.85	.	2.02	.	.
Utah	4.20	0.61	1.22	.	.
Vermont	7.73	.	.	.	.
Virginia	4.13	.	1.19	.	.
Washington	4.56	.	0.78	.	.
West Virginia	5.42	.	.	.	.
Wisconsin	4.09	.	2.76	0.16	.
Wyoming	25.00	.	19.57	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	3.98	0.06	1.52	0.13	0.01
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, divided by the number of Asian/Pacific Islander children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-17b. Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	.	.	.	.	.
Alaska	.	.	.	.	.
Arizona	.	0.15	.	.	.
Arkansas	.	.	.	.	.
California	0.07	0.06	0.10	0.10	0.03
Colorado	.	0.17	.	.	.
Connecticut	.	.	.	.	.
Delaware	.	.	.	.	.
District of Columbia	.	.	.	.	.
Florida	.	.	.	.	.
Georgia	.	.	.	.	.
Hawaii	0.20	0.17	0.05	0.20	0.03
Idaho	.	.	.	.	.
Illinois	.	.	.	.	.
Indiana	.	.	.	.	.
Iowa	.	.	.	.	.
Kansas	.	.	.	.	.
Kentucky	.	.	.	.	.
Louisiana	.	.	.	.	.
Maine	.	.	.	.	.
Maryland	.	.	.	0.10	.
Massachusetts	.	0.07	.	.	.
Michigan	0.16	.	0.24	0.19	.
Minnesota	.	0.12	0.09	.	.
Mississippi	.	.	.	.	.
Missouri	.	.	.	.	.
Montana	.	.	.	.	.
Nebraska	.	.	.	.	.
Nevada	.	.	.	.	.
New Hampshire	.	.	.	0.48	.
New Jersey	.	.	.	.	.
New Mexico	.	.	.	.	.
New York	.	.	.	.	.
North Carolina	.	.	.	.	.
North Dakota	.	.	.	.	.
Ohio	.	.	.	.	.
Oklahoma	.	.	.	.	.
Oregon	.	.	0.09	0.17	.
Pennsylvania	.	.	.	.	.
Rhode Island	.	.	.	.	.
South Carolina	.	.	.	.	.
South Dakota	.	.	.	.	.
Tennessee	.	.	.	.	.
Texas	.	.	.	0.14	0.03
Utah	0.18	.	.	0.18	.
Vermont	.	.	.	.	.
Virginia	.	.	.	.	.
Washington	.	0.08	0.03	0.13	.
West Virginia	.	.	.	.	.
Wisconsin	.	.	.	.	.
Wyoming	.	.	.	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.07	0.07	0.06	0.08	0.02
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, divided by the number of Asian/Pacific Islander children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-17b. Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	.	.	.	.
Alaska	.	.	.	3.70
Arizona	0.23	.	.	3.87
Arkansas	.	.	.	2.59
California	0.76	.	.	.
Colorado	.	.	.	2.25
Connecticut	.	.	.	2.59
Delaware	0.76	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	.	1.38
Georgia	0.27	.	.	1.60
Hawaii	0.33	.	.	4.55
Idaho	.	.	.	6.60
Illinois	.	.	.	1.31
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	.	3.42
Kentucky	.	.	.	4.18
Louisiana	.	.	.	1.11
Maine	.	.	.	1.37
Maryland	0.44	.	.	2.08
Massachusetts	.	.	.	2.12
Michigan	0.37	.	.	0.92
Minnesota	0.66	.	.	2.18
Mississippi	.	.	.	1.53
Missouri	.	.	.	4.12
Montana	.	.	.	.
Nebraska	.	.	.	1.91
Nevada	0.73	.	.	1.73
New Hampshire	.	.	.	2.22
New Jersey	.	.	.	2.43
New Mexico	.	.	.	2.87
New York	.	.	.	.
North Carolina	.	.	.	1.35
North Dakota	.	.	.	.
Ohio	.	.	.	.
Oklahoma	.	.	.	3.67
Oregon	0.69	.	.	1.34
Pennsylvania	0.57	.	.	1.99
Rhode Island	.	.	.	0.74
South Carolina	.	.	.	1.42
South Dakota	.	.	.	3.39
Tennessee	.	.	.	0.96
Texas	.	.	.	.
Utah	.	.	.	1.80
Vermont	.	.	.	6.01
Virginia	0.39	.	.	2.07
Washington	0.34	.	.	3.13
West Virginia	.	.	.	.
Wisconsin	0.24	.	.	0.70
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.46	0.00	0.00	1.49
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, divided by the number of Asian/Pacific Islander children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-17c. Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	4.64	.	2.73	.	.
Alaska	8.78	.	1.68	.	.
Arizona	7.49	0.22	1.55	0.29	0.15
Arkansas	12.28	0.05	3.72	0.16	.
California	4.75	0.17	3.02	0.38	0.03
Colorado	6.44	0.09	2.59	.	.
Connecticut	6.08	.	1.50	.	.
Delaware	7.20	2.50	1.39	0.89	.
District of Columbia	2.82	0.06	0.95	.	.
Florida	5.45	0.12	1.96	0.24	0.05
Georgia	5.18	0.05	2.28	0.21	0.07
Hawaii	5.71	.	.	.	.
Idaho	15.35	.	3.07	.	.
Illinois	4.94	0.11	2.13	0.15	0.06
Indiana	6.13	0.04	3.37	0.69	0.03
Iowa	9.76	4.98	1.95	1.46	0.85
Kansas	9.60	.	3.02	0.11	.
Kentucky	14.01	.	5.42	0.05	.
Louisiana	5.39	.	2.00	0.09	.
Maine	11.36	.	5.26	.	.
Maryland	5.27	.	2.42	0.04	0.01
Massachusetts	5.81	0.10	1.38	0.04	0.12
Michigan	4.71	0.03	2.64	0.31	.
Minnesota	9.27	.	1.78	0.21	0.21
Mississippi	6.58	.	4.12	.	.
Missouri	5.64	0.02	1.37	0.15	0.02
Montana	.	.	20.99	.	.
Nebraska	6.90	0.13	2.78	0.32	.
Nevada	5.95	0.07	1.05	0.16	.
New Hampshire	11.21	.	.	.	.
New Jersey	4.60	0.21	0.66	0.05	0.03
New Mexico	10.78	.	3.64	.	.
New York	6.20	.	.	.	.
North Carolina	6.96	0.02	2.97	0.02	0.02
North Dakota	18.89	.	10.00	.	.
Ohio	4.44	.	1.35	1.80	0.53
Oklahoma	5.55	0.06	0.91	0.11	.
Oregon	11.13	.	5.69	0.21	0.21
Pennsylvania	5.76	0.14	1.75	0.12	0.06
Rhode Island	7.06	.	2.96	.	.
South Carolina	8.34	0.09	5.26	0.22	0.01
South Dakota	27.02	.	6.45	.	.
Tennessee	4.64	.	2.84	0.07	0.01
Texas	3.78	0.10	2.77	0.17	0.02
Utah	8.67	.	2.81	.	.
Vermont	27.27	.	.	.	.
Virginia	6.48	0.04	2.22	0.09	0.02
Washington	7.92	.	1.38	.	.
West Virginia	12.58	.	6.67	0.31	.
Wisconsin	8.37	.	4.55	0.24	0.31
Wyoming	31.82	.	20.45	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	5.72	0.08	2.30	0.21	0.05
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, divided by the number of Black (not Hispanic) children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-17c. Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.08	0.04	0.04	0.04	0.02
Alaska	.	.	.	.	.
Arizona	.	0.11	.	.	.
Arkansas	0.10	0.03	.	0.11	.
California	0.09	0.07	0.14	0.18	0.03
Colorado	.	.	0.16	.	.
Connecticut	0.10	0.05	.	0.07	.
Delaware	.	.	0.24	0.32	.
District of Columbia	0.15	.	0.05	0.08	.
Florida	.	0.05	0.08	0.09	.
Georgia	.	0.04	0.02	0.05	0.01
Hawaii	.	.	.	.	.
Idaho	.	.	.	.	.
Illinois	0.03	0.06	0.07	0.13	.
Indiana	0.08	0.06	0.07	0.11	0.02
Iowa	.	.	.	.	.
Kansas	0.12	.	.	0.07	0.07
Kentucky	0.06	0.06	0.03	0.04	0.03
Louisiana	0.04	0.05	0.05	0.07	0.01
Maine	.	.	.	.	.
Maryland	0.12	0.05	0.06	0.15	0.03
Massachusetts	0.08	.	0.08	0.04	.
Michigan	0.13	0.08	0.19	0.10	0.02
Minnesota	.	.	.	0.07	.
Mississippi	.	.	0.03	.	0.02
Missouri	0.05	0.04	0.02	0.07	.
Montana	.	.	.	.	.
Nebraska	.	.	.	0.88	.
Nevada	0.16	.	.	0.14	.
New Hampshire	.	.	.	.	.
New Jersey	0.38	0.01	.	0.14	.
New Mexico	.	.	.	.	.
New York	.	.	.	.	.
North Carolina	0.03	0.07	0.04	0.05	0.02
North Dakota	.	.	.	.	.
Ohio	0.47	0.09	0.08	.	0.04
Oklahoma	.	.	0.05	0.11	.
Oregon	.	.	0.21	.	.
Pennsylvania	0.09	0.05	0.05	0.07	0.06
Rhode Island	.	.	.	0.26	.
South Carolina	0.03	0.06	0.02	0.06	0.02
South Dakota	.	.	.	.	.
Tennessee	0.11	0.09	0.05	0.07	0.02
Texas	0.06	0.06	0.08	0.23	0.05
Utah	.	.	.	.	.
Vermont	.	.	.	.	.
Virginia	0.06	0.03	0.02	0.05	0.01
Washington	0.07	.	.	.	.
West Virginia	.	.	.	.	.
Wisconsin	.	0.07	0.09	0.74	.
Wyoming	.	.	.	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.08	0.05	0.06	0.10	0.02
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, divided by the number of Black (not Hispanic) children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-17c. Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.10	.	.	1.57
Alaska	.	.	.	6.91
Arizona	0.17	.	.	4.79
Arkansas	0.07	.	.	8.02
California	0.64	.	.	.
Colorado	0.11	.	.	3.32
Connecticut	0.32	.	.	3.95
Delaware	0.20	0.06	.	1.55
District of Columbia	0.23	.	.	1.14
Florida	0.19	.	0.00	2.65
Georgia	0.13	.	.	2.31
Hawaii	.	.	.	4.35
Idaho	.	.	.	10.53
Illinois	0.20	.	0.02	1.96
Indiana	0.24	.	.	1.40
Iowa	0.16	.	.	.
Kansas	0.34	.	.	5.58
Kentucky	0.15	.	.	8.13
Louisiana	0.13	.	0.01	2.92
Maine	.	.	.	3.32
Maryland	0.30	.	0.01	2.07
Massachusetts	0.54	.	0.08	3.26
Michigan	0.28	.	.	0.90
Minnesota	0.88	.	.	5.97
Mississippi	.	.	.	2.28
Missouri	0.21	.	.	3.67
Montana	.	.	.	.
Nebraska	0.27	.	.	2.17
Nevada	.	.	.	3.82
New Hampshire	.	.	.	6.28
New Jersey	0.18	.	0.01	2.92
New Mexico	.	.	.	6.26
New York	.	.	.	.
North Carolina	0.23	.	.	3.48
North Dakota	.	.	.	6.67
Ohio	0.08	.	.	.
Oklahoma	0.05	.	.	4.17
Oregon	1.42	.	.	2.97
Pennsylvania	0.44	.	.	2.92
Rhode Island	0.18	.	.	2.67
South Carolina	0.19	.	.	2.36
South Dakota	.	.	.	16.13
Tennessee	0.16	.	.	1.21
Texas	0.22	.	.	.
Utah	.	.	.	3.44
Vermont	.	.	.	22.22
Virginia	0.15	.	.	3.77
Washington	0.25	.	.	5.86
West Virginia	.	.	.	5.19
Wisconsin	0.25	.	0.03	2.07
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.21	0.00	0.01	2.54
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, divided by the number of Black (not Hispanic) children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

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**Table 1-17d. Hispanic children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	2.14	.	0.86	.	.
Alaska	2.98	.	0.91	.	.
Arizona	4.54	0.12	1.01	0.13	0.02
Arkansas	5.67	0.08	1.52	0.16	.
California	3.99	0.18	2.77	0.30	0.00
Colorado	4.76	0.04	2.31	0.03	.
Connecticut	6.28	.	1.74	0.03	.
Delaware	4.75	2.04	0.62	0.44	.
District of Columbia	2.90	.	1.56	.	.
Florida	4.58	0.22	1.64	0.13	0.04
Georgia	2.94	0.02	1.20	0.12	0.02
Hawaii	1.25	.	.	.	.
Idaho	6.29	0.06	1.52	.	.
Illinois	4.59	0.13	2.49	0.10	0.02
Indiana	4.54	.	2.56	0.35	.
Iowa	4.19	2.17	0.72	0.62	0.35
Kansas	5.94	.	1.92	0.04	.
Kentucky	7.88	.	3.42	.	.
Louisiana	2.67	.	1.15	0.11	.
Maine	6.12	.	2.67	.	.
Maryland	4.54	.	1.96	0.05	.
Massachusetts	6.35	0.07	2.28	0.02	0.08
Michigan	4.09	.	2.53	0.17	.
Minnesota	7.15	.	2.16	0.09	0.05
Mississippi	2.63	.	1.22	.	.
Missouri	3.58	.	0.83	.	.
Montana	4.40	.	2.52	.	.
Nebraska	5.45	0.07	2.67	0.12	.
Nevada	4.14	0.03	0.61	0.12	.
New Hampshire	4.75	.	1.97	.	.
New Jersey	4.29	0.22	0.70	0.04	0.02
New Mexico	8.10	0.01	2.66	0.01	.
New York	6.84	.	.	.	.
North Carolina	3.51	.	1.25	.	.
North Dakota	6.33	.	3.45	.	.
Ohio	3.80	.	1.15	1.53	0.46
Oklahoma	3.80	.	0.86	0.10	.
Oregon	5.96	.	3.54	0.07	0.03
Pennsylvania	5.22	0.15	1.64	0.11	.
Rhode Island	6.55	0.34	2.79	0.13	0.09
South Carolina	4.24	0.08	1.96	0.09	.
South Dakota	6.09	.	1.55	.	.
Tennessee	3.20	.	1.52	0.06	.
Texas	3.41	0.07	2.60	0.13	0.01
Utah	3.42	0.53	0.94	0.05	.
Vermont	.	.	.	.	.
Virginia	4.46	0.15	1.55	0.09	.
Washington	5.66	.	1.33	.	.
West Virginia	6.12	.	3.06	.	.
Wisconsin	7.45	.	4.89	0.20	0.09
Wyoming	13.86	.	10.38	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	4.39	0.12	2.11	0.17	0.02
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of Hispanic children ages 3 through 5 served under IDEA, Part B, divided by the number of Hispanic children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-17d. Hispanic children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	.	.	.	.	.
Alaska	.	.	.	.	.
Arizona	0.02	0.09	0.01	0.04	0.04
Arkansas	.	.	.	0.09	.
California	0.05	0.07	0.13	0.10	0.03
Colorado	0.04	0.09	0.13	.	0.01
Connecticut	0.05	0.10	.	0.06	.
Delaware	.	.	0.18	0.18	.
District of Columbia	0.28	.	.	.	.
Florida	.	0.06	0.08	0.07	0.02
Georgia	.	0.04	0.02	0.03	0.01
Hawaii	.	.	.	.	.
Idaho	.	.	.	0.08	.
Illinois	0.04	0.07	0.07	0.08	0.01
Indiana	0.11	0.07	0.06	0.11	0.03
Iowa	.	0.14	.	.	.
Kansas	0.04	0.05	0.03	0.05	0.04
Kentucky	.	.	.	.	.
Louisiana	.	.	0.09	0.11	.
Maine	.	.	.	.	.
Maryland	0.12	0.11	0.03	0.12	0.03
Massachusetts	0.12	0.05	0.10	0.04	0.04
Michigan	0.12	0.07	0.11	0.13	.
Minnesota	.	0.09	0.05	0.05	.
Mississippi	.	.	.	.	.
Missouri	.	.	0.05	.	.
Montana	.	.	.	.	.
Nebraska	.	0.09	0.06	0.43	.
Nevada	0.11	0.05	0.04	0.05	0.02
New Hampshire	.	.	.	0.29	.
New Jersey	0.26	0.03	0.01	0.12	.
New Mexico	0.11	0.07	0.04	0.09	0.03
New York	.	.	.	.	.
North Carolina	0.02	0.09	0.03	0.01	0.03
North Dakota	.	.	.	.	.
Ohio	0.40	0.07	0.07	.	0.03
Oklahoma	0.03	0.08	0.03	0.09	.
Oregon	.	0.13	0.13	0.08	0.07
Pennsylvania	0.08	0.08	0.03	0.06	0.03
Rhode Island	.	0.07	.	0.07	.
South Carolina	.	0.11	.	.	.
South Dakota	.	.	.	.	.
Tennessee	.	.	.	0.11	.
Texas	0.04	0.07	0.07	0.22	0.05
Utah	0.13	0.10	.	0.04	0.05
Vermont	.	.	.	.	.
Virginia	0.08	0.11	0.03	0.06	.
Washington	0.03	0.05	0.02	0.08	0.01
West Virginia	.	.	.	.	.
Wisconsin	.	0.07	0.10	0.32	.
Wyoming	.	.	0.29	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.05	0.07	0.08	0.11	0.03
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of Hispanic children ages 3 through 5 served under IDEA, Part B, divided by the number of Hispanic children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page



**Table 1-17d. Hispanic children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	.	.	.	1.04
Alaska	.	.	.	2.03
Arizona	0.05	0.00	0.00	3.00
Arkansas	0.07	.	.	3.63
California	0.34	.	0.01	.
Colorado	0.05	0.01	.	2.04
Connecticut	0.17	.	.	4.07
Delaware	.	.	.	0.97
District of Columbia	.	.	.	0.69
Florida	0.29	.	.	2.04
Georgia	.	.	.	1.40
Hawaii	0.09	.	.	0.88
Idaho	0.06	.	.	4.38
Illinois	0.15	.	.	1.42
Indiana	0.15	.	.	1.06
Iowa	0.07	.	.	.
Kansas	0.08	.	.	3.64
Kentucky	.	.	.	4.09
Louisiana	0.14	.	.	0.97
Maine	1.10	.	.	1.41
Maryland	.	.	.	1.95
Massachusetts	0.32	0.02	0.06	3.15
Michigan	0.16	.	.	0.75
Minnesota	0.38	.	.	4.20
Mississippi	.	.	.	1.29
Missouri	0.11	.	.	2.43
Montana	.	.	.	1.47
Nebraska	0.16	.	.	1.75
Nevada	0.27	.	.	2.83
New Hampshire	.	.	.	1.91
New Jersey	0.14	.	0.01	2.74
New Mexico	0.11	.	0.01	4.93
New York	.	.	.	.
North Carolina	0.07	.	.	1.99
North Dakota	.	.	.	.
Ohio	0.07	.	.	.
Oklahoma	0.05	.	.	2.51
Oregon	0.27	.	.	1.62
Pennsylvania	0.36	.	.	2.64
Rhode Island	0.22	.	.	2.75
South Carolina	0.11	.	.	1.73
South Dakota	.	.	.	3.68
Tennessee	0.16	.	.	1.23
Texas	0.14	.	0.01	.
Utah	0.11	.	.	1.41
Vermont	.	.	.	.
Virginia	.	.	.	2.23
Washington	0.04	.	.	4.07
West Virginia	.	.	.	2.87
Wisconsin	0.09	.	.	1.63
Wyoming	.	.	.	2.49
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.20	0.00	0.01	1.44
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, divided by the number of American Indian/Alaska Native children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-17e. White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	4.78	0.01	3.34	.	.
Alaska	6.54	.	1.87	.	.
Arizona	5.71	0.08	1.28	0.10	0.03
Arkansas	8.99	0.09	4.49	0.11	.
California	4.73	0.08	3.31	0.20	0.01
Colorado	5.30	0.03	2.68	0.02	0.02
Connecticut	6.20	0.03	2.45	0.02	0.01
Delaware	6.51	1.58	2.41	0.46	0.04
District of Columbia	.	.	.	.	.
Florida	5.39	0.06	2.87	0.10	0.04
Georgia	5.62	0.03	3.41	0.09	0.06
Hawaii	3.97	.	0.57	.	0.06
Idaho	6.52	0.04	2.60	0.04	.
Illinois	8.23	0.14	5.00	0.08	0.05
Indiana	7.85	0.10	5.18	0.33	0.03
Iowa	5.84	2.99	1.19	0.86	0.49
Kansas	8.76	0.03	3.84	0.05	.
Kentucky	13.58	.	6.79	0.04	0.01
Louisiana	6.04	.	3.32	0.07	.
Maine	10.91	0.03	5.62	.	0.23
Maryland	5.65	0.01	3.59	0.03	0.01
Massachusetts	6.65	0.04	2.72	0.03	0.06
Michigan	6.66	0.01	4.57	0.15	0.02
Minnesota	6.73	0.02	2.47	0.06	0.07
Mississippi	7.22	.	5.26	.	.
Missouri	7.44	0.03	3.02	0.10	0.03
Montana	5.98	0.06	3.95	0.05	.
Nebraska	6.72	0.05	3.58	0.14	0.06
Nevada	6.01	0.03	1.78	0.04	.
New Hampshire	6.52	.	3.39	.	.
New Jersey	6.58	0.28	1.48	0.03	0.02
New Mexico	8.34	.	3.36	0.05	.
New York	9.45	.	.	.	.
North Carolina	5.47	0.01	3.20	0.01	0.00
North Dakota	7.17	.	4.45	.	.
Ohio	5.43	.	1.64	2.20	0.65
Oklahoma	5.61	0.04	1.17	0.04	0.01
Oregon	5.88	0.01	3.25	0.05	0.03
Pennsylvania	6.20	0.08	3.02	0.10	0.02
Rhode Island	8.05	0.20	3.94	0.04	0.07
South Carolina	6.29	0.06	4.45	0.10	.
South Dakota	8.71	0.19	3.86	0.04	.
Tennessee	5.66	0.01	3.83	0.02	.
Texas	4.04	0.04	3.24	0.06	0.02
Utah	5.87	0.53	2.50	0.02	0.01
Vermont	8.18	.	0.44	.	.
Virginia	5.90	0.04	3.10	0.05	0.01
Washington	5.67	0.01	1.55	.	.
West Virginia	9.66	.	5.64	0.10	.
Wisconsin	8.10	0.02	5.66	0.12	0.10
Wyoming	13.77	0.13	10.51	0.13	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	6.49	0.10	3.13	0.20	0.06
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, divided by the number of White (not Hispanic) children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-17e. White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.04	0.05	0.05	0.06	0.02
Alaska	.	.	.	0.08	.
Arizona	0.03	0.09	0.02	0.05	0.08
Arkansas	0.07	0.06	0.02	0.08	0.01
California	0.05	0.08	0.15	0.16	0.04
Colorado	0.03	0.09	0.22	.	0.01
Connecticut	0.07	0.06	0.02	0.13	0.02
Delaware	.	0.10	0.27	0.21	.
District of Columbia	.	.	.	.	.
Florida	.	0.07	0.08	0.10	0.03
Georgia	.	0.03	0.03	0.08	0.02
Hawaii	.	.	.	0.18	0.05
Idaho	0.05	0.07	0.03	0.08	0.02
Illinois	0.04	0.08	0.07	0.20	0.03
Indiana	0.12	0.10	0.12	0.15	0.04
Iowa	0.03	0.07	0.07	0.02	0.02
Kansas	0.06	0.07	0.06	0.10	0.03
Kentucky	0.09	0.07	0.05	0.11	0.05
Louisiana	0.04	0.07	0.07	0.15	0.03
Maine	0.24	0.08	0.03	0.39	0.01
Maryland	0.07	0.07	0.03	0.10	0.03
Massachusetts	0.12	0.07	0.11	0.06	0.03
Michigan	0.13	0.08	0.16	0.20	0.03
Minnesota	0.01	0.12	0.06	0.04	0.03
Mississippi	0.01	0.05	0.04	0.05	0.03
Missouri	0.03	0.05	0.03	0.09	0.02
Montana	0.03	0.08	.	0.04	.
Nebraska	0.03	0.12	0.10	0.46	0.03
Nevada	0.09	0.06	0.06	0.09	.
New Hampshire	0.07	.	0.04	0.35	0.06
New Jersey	0.21	0.02	0.01	0.22	0.01
New Mexico	0.08	0.09	0.06	0.10	.
New York	.	.	.	.	.
North Carolina	0.02	0.07	0.04	0.05	0.03
North Dakota	.	0.07	0.14	0.16	.
Ohio	0.57	0.11	0.10	.	0.05
Oklahoma	0.04	0.04	0.02	0.03	0.02
Oregon	.	0.08	0.16	0.13	0.04
Pennsylvania	0.05	0.07	0.04	0.06	0.03
Rhode Island	0.10	0.07	0.06	0.12	0.04
South Carolina	0.01	0.04	0.02	0.06	0.03
South Dakota	0.28	0.07	0.02	0.07	.
Tennessee	0.07	0.06	0.05	0.12	0.03
Texas	0.03	0.07	0.05	0.25	0.05
Utah	0.10	0.08	0.03	0.06	0.05
Vermont	.	.	.	.	.
Virginia	0.06	0.05	0.03	0.06	0.02
Washington	0.03	0.05	0.04	0.14	0.01
West Virginia	.	0.09	.	.	0.05
Wisconsin	.	0.08	0.11	0.27	0.03
Wyoming	.	0.12	0.13	0.29	0.04
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.08	0.07	0.07	0.11	0.03
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, divided by the number of White (not Hispanic) children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-17e. White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.11	.	0.01	1.11
Alaska	0.13	.	.	4.34
Arizona	0.16	.	.	3.78
Arkansas	0.11	.	.	3.94
California	0.65	.	0.01	.
Colorado	0.09	.	0.01	2.08
Connecticut	0.36	.	.	3.02
Delaware	0.37	0.03	.	1.00
District of Columbia	.	.	.	0.39
Florida	0.23	.	.	1.78
Georgia	0.15	.	.	1.72
Hawaii	0.39	.	.	2.56
Idaho	0.15	.	.	3.43
Illinois	0.27	0.00	0.01	2.27
Indiana	0.32	.	.	1.35
Iowa	0.10	.	.	.
Kansas	0.15	.	0.01	4.34
Kentucky	0.18	.	0.01	6.19
Louisiana	0.18	.	.	2.10
Maine	0.77	.	.	3.46
Maryland	0.28	.	.	1.43
Massachusetts	0.64	0.01	0.13	2.61
Michigan	0.33	.	.	0.97
Minnesota	0.59	0.00	0.01	3.25
Mississippi	0.08	.	0.01	1.68
Missouri	0.12	.	.	3.91
Montana	0.16	.	.	1.58
Nebraska	0.21	.	.	1.93
Nevada	0.46	.	.	3.38
New Hampshire	0.25	.	.	2.25
New Jersey	0.25	.	.	4.06
New Mexico	0.19	.	0.02	4.33
New York	.	.	.	.
North Carolina	0.24	.	.	1.81
North Dakota	0.20	.	.	2.07
Ohio	0.09	.	0.02	.
Oklahoma	0.03	.	.	4.17
Oregon	0.62	.	.	1.50
Pennsylvania	0.49	0.00	0.01	2.22
Rhode Island	0.38	.	.	3.02
South Carolina	0.15	.	.	1.36
South Dakota	0.30	.	.	3.83
Tennessee	0.19	.	0.01	1.26
Texas	0.23	.	0.01	.
Utah	0.20	0.01	0.01	2.26
Vermont	0.23	.	.	7.26
Virginia	0.19	.	.	2.28
Washington	0.18	.	0.00	3.64
West Virginia	0.05	.	.	3.69
Wisconsin	0.30	.	.	1.38
Wyoming	0.23	.	.	2.12
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.27	0.00	0.01	2.37
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, divided by the number of White (not Hispanic) children ages 3 through 5 in the population, multiplied by 100. See table 1-15 for the numerator and table B-6 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-18a. American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	10.06	5.63	1.71	0.70	.
Alaska	14.86	7.52	3.28	0.78	0.61
Arizona	9.94	6.37	1.36	0.77	0.50
Arkansas	8.89	4.16	2.04	0.99	.
California	11.37	5.98	2.32	0.66	0.72
Colorado	14.98	6.77	3.28	0.59	2.02
Connecticut	13.01	5.06	2.11	0.47	2.16
Delaware	.	5.15	.	.	.
District of Columbia	.	.	.	.	.
Florida	9.71	4.88	2.28	0.65	0.77
Georgia	5.24	1.64	1.15	0.49	0.89
Hawaii	11.62	5.44	0.82	.	1.54
Idaho	10.44	5.66	1.19	0.77	0.42
Illinois	8.80	4.18	1.97	0.66	0.92
Indiana	9.55	3.93	2.09	1.07	1.35
Iowa	18.53	10.19	1.72	3.27	2.19
Kansas	15.50	7.58	2.51	1.10	1.00
Kentucky	6.89	1.41	1.71	0.77	0.71
Louisiana	9.64	4.30	2.21	0.71	.
Maine	14.20	4.62	3.24	.	2.01
Maryland	11.63	4.06	2.85	0.41	1.36
Massachusetts	20.13	9.24	2.94	1.92	2.05
Michigan	16.08	7.54	3.01	1.46	1.61
Minnesota	21.03	6.51	2.47	1.96	5.99
Mississippi	3.42	2.12	0.48	0.14	.
Missouri	8.23	3.46	2.14	0.81	0.53
Montana	13.67	8.18	2.34	0.93	0.74
Nebraska	21.67	9.50	3.55	3.17	2.25
Nevada	15.53	10.40	2.21	0.60	0.76
New Hampshire	16.20	8.02	2.53	.	.
New Jersey	12.73	5.87	2.42	0.75	0.52
New Mexico	9.47	5.27	1.62	0.38	0.53
New York	15.03	7.62	2.28	0.56	2.11
North Carolina	11.54	3.85	2.58	2.96	0.35
North Dakota	12.47	5.17	3.15	1.04	1.34
Ohio	9.20	4.40	1.20	1.28	0.77
Oklahoma	18.04	10.14	2.34	1.27	0.86
Oregon	16.31	8.08	3.52	0.97	1.16
Pennsylvania	11.42	6.25	1.49	0.80	1.30
Rhode Island	17.40	7.66	2.16	0.82	3.42
South Carolina	6.72	3.62	1.34	0.88	0.21
South Dakota	10.91	5.84	2.12	0.84	0.55
Tennessee	5.55	2.83	0.99	0.36	0.16
Texas	11.01	5.40	1.76	0.45	1.21
Utah	14.35	9.04	2.40	0.59	0.57
Vermont	.	.	2.45	.	1.84
Virginia	10.83	4.95	1.47	0.55	0.98
Washington	16.31	7.57	2.15	1.09	0.84
West Virginia	9.88	4.28	1.98	1.81	.
Wisconsin	19.04	7.38	2.73	1.52	5.23
Wyoming	16.41	8.26	3.59	0.59	1.50
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	14.27	7.41	2.37	1.04	1.11
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_allldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_allldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, divided by the number of American Indian/Alaska Native students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18a. American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.21	.	.	0.70	0.15
Alaska	0.41	0.12	0.05	0.95	.
Arizona	0.25	0.19	0.05	0.23	0.09
Arkansas	0.18	.	.	1.03	.
California	0.08	0.17	0.17	0.83	0.05
Colorado	0.40	0.23	1.38	.	.
Connecticut	0.42	.	.	2.05	.
Delaware	.	.	.	.	.
District of Columbia	.	.	.	.	.
Florida	.	0.09	0.11	0.65	.
Georgia	.	.	.	0.80	.
Hawaii	.	.	.	2.09	.
Idaho	.	.	.	0.99	.
Illinois	.	.	.	0.68	.
Indiana	.	0.15	.	0.55	.
Iowa	.	.	0.21	0.30	.
Kansas	0.54	0.13	.	1.59	.
Kentucky	.	.	.	1.47	.
Louisiana	0.12	0.24	0.21	0.75	.
Maine	1.13	.	.	2.31	.
Maryland	0.73	.	.	1.39	.
Massachusetts	0.55	.	0.38	1.03	.
Michigan	0.17	0.14	0.25	1.28	.
Minnesota	.	0.18	0.17	2.48	.
Mississippi	.	.	.	0.17	.
Missouri	.	0.09	.	0.87	.
Montana	0.28	0.09	.	0.87	0.05
Nebraska	.	0.15	.	1.64	.
Nevada	0.29	0.20	.	0.71	.
New Hampshire	.	.	.	1.93	.
New Jersey	1.60	.	.	0.98	.
New Mexico	0.30	0.12	0.02	0.44	0.06
New York	0.60	0.15	0.08	1.16	0.08
North Carolina	0.09	0.11	0.05	1.14	.
North Dakota	.	0.11	.	1.00	.
Ohio	0.39	.	.	0.70	.
Oklahoma	0.29	0.15	0.08	1.34	0.07
Oregon	.	0.15	0.10	1.44	.
Pennsylvania	.	0.19	.	0.61	0.14
Rhode Island	.	.	.	2.75	.
South Carolina	.	.	.	0.55	.
South Dakota	0.60	0.08	0.03	0.59	.
Tennessee	.	.	.	0.49	.
Texas	0.09	0.11	0.08	1.47	0.04
Utah	0.45	.	.	0.44	.
Vermont	.	.	.	1.43	.
Virginia	0.16	.	.	1.90	.
Washington	0.30	0.16	0.04	2.62	.
West Virginia	.	.	.	.	.
Wisconsin	.	0.17	0.11	1.44	.
Wyoming	0.26	0.21	.	1.56	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.27	0.14	0.09	1.04	0.06
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, divided by the number of American Indian/Alaska Native students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-18a. American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.23	.	.	0.21
Alaska	0.13	.	0.05	0.92
Arizona	0.09	.	0.04	.
Arkansas	0.22	.	.	.
California	0.35	.	.	.
Colorado	0.15	.	.	.
Connecticut	0.32	.	.	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	0.23	.	.	.
Georgia	0.13	.	.	.
Hawaii	.	.	.	0.73
Idaho	0.30	.	.	0.83
Illinois	0.18	.	.	.
Indiana	0.28	.	.	.
Iowa	0.39	.	.	.
Kansas	0.27	.	.	0.55
Kentucky	.	.	.	0.35
Louisiana	.	.	.	0.78
Maine	0.34	.	.	.
Maryland	0.35	.	.	0.16
Massachusetts	0.21	.	0.68	1.06
Michigan	0.49	.	.	.
Minnesota	0.55	.	0.09	0.54
Mississippi	.	.	.	0.14
Missouri	0.20	.	.	.
Montana	0.08	.	0.07	.
Nebraska	0.15	.	.	0.94
Nevada	0.21	.	0.09	.
New Hampshire	1.04	.	.	.
New Jersey	0.33	.	.	.
New Mexico	0.06	0.01	0.04	0.63
New York	0.34	.	.	.
North Carolina	0.09	.	.	0.31
North Dakota	.	.	0.05	0.49
Ohio	0.33	.	.	.
Oklahoma	0.20	0.01	0.05	1.23
Oregon	0.79	.	0.06	.
Pennsylvania	0.50	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	0.14	.	0.06	0.04
Tennessee	0.16	.	.	0.23
Texas	0.36	.	.	.
Utah	0.11	.	.	0.61
Vermont	.	.	.	.
Virginia	0.21	.	.	0.46
Washington	0.28	.	0.06	1.17
West Virginia	.	.	.	.
Wisconsin	0.34	.	0.06	.
Wyoming	.	.	0.21	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.21	0.00	0.05	0.45
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, divided by the number of American Indian/Alaska Native students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

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**Table 1-18b. Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	4.01	1.46	1.33	0.27	.
Alaska	7.75	3.37	1.99	0.59	0.23
Arizona	5.43	1.94	1.70	0.46	0.16
Arkansas	5.01	1.49	1.78	0.58	.
California	3.90	1.26	1.29	0.35	0.09
Colorado	5.22	1.63	1.69	0.24	0.31
Connecticut	3.49	0.84	1.12	0.22	0.14
Delaware	.	1.38	.	.	.
District of Columbia	.	.	.	.	.
Florida	4.88	1.66	1.89	0.51	0.13
Georgia	4.06	0.98	1.53	0.47	0.19
Hawaii	9.47	4.68	0.38	0.90	1.09
Idaho	7.17	2.45	2.28	0.58	0.17
Illinois	4.15	1.43	1.25	0.48	0.21
Indiana	4.55	1.11	1.78	0.46	0.16
Iowa	6.44	3.39	0.84	1.05	0.54
Kansas	4.78	1.86	1.30	0.34	0.12
Kentucky	3.51	0.33	1.12	0.37	0.16
Louisiana	2.47	0.50	0.99	0.19	.
Maine	7.82	1.91	3.33	.	0.39
Maryland	3.77	0.86	1.34	0.24	0.10
Massachusetts	5.05	1.74	1.26	0.51	0.26
Michigan	7.57	2.60	2.31	0.69	0.35
Minnesota	7.06	2.90	1.54	0.66	0.35
Mississippi	3.62	0.94	1.42	0.42	.
Missouri	5.65	1.44	2.22	0.55	0.11
Montana	10.73	4.12	3.52	0.94	.
Nebraska	7.78	2.10	2.89	0.93	0.27
Nevada	5.49	2.47	1.30	0.43	0.17
New Hampshire	3.89	1.33	1.12	.	.
New Jersey	4.75	1.37	1.70	0.16	0.10
New Mexico	6.49	2.34	1.81	0.36	0.27
New York	4.02	1.50	1.18	0.20	0.18
North Carolina	4.21	1.60	1.14	0.46	0.05
North Dakota	6.72	1.23	2.80	0.78	.
Ohio	3.74	1.20	0.93	0.33	0.12
Oklahoma	6.99	3.25	1.23	0.54	0.24
Oregon	5.72	1.60	2.03	0.44	0.21
Pennsylvania	3.81	1.70	0.86	0.36	0.19
Rhode Island	5.27	2.59	1.27	0.43	0.26
South Carolina	4.33	1.43	1.56	0.51	0.14
South Dakota	10.23	3.86	3.35	0.59	.
Tennessee	3.39	1.03	1.16	0.26	0.07
Texas	3.60	1.18	0.91	0.31	0.12
Utah	7.49	3.90	1.46	0.44	0.31
Vermont	4.63	1.22	0.90	0.64	0.51
Virginia	5.15	2.09	1.08	0.45	0.18
Washington	5.79	2.23	1.25	0.32	0.13
West Virginia	5.80	1.18	3.02	0.52	.
Wisconsin	7.38	3.15	1.87	0.83	0.30
Wyoming	12.36	3.55	5.26	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	4.74	1.71	1.29	0.40	0.20
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, divided by the number of Asian/Pacific Islander students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18b. Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.10	.	.	0.23	.
Alaska	0.16	0.21	.	0.33	.
Arizona	0.14	0.20	0.06	0.27	0.05
Arkansas	0.10	.	.	0.34	.
California	0.06	0.11	0.11	0.15	0.04
Colorado	0.35	0.18	0.51	.	.
Connecticut	0.24	.	.	0.32	.
Delaware	.	.	.	.	.
District of Columbia	.	.	.	.	.
Florida	.	0.11	0.08	0.19	.
Georgia	.	.	.	0.31	.
Hawaii	0.18	0.17	0.04	1.11	.
Idaho	.	0.27	.	0.44	.
Illinois	.	.	.	0.20	.
Indiana	.	0.23	.	0.15	.
Iowa	.	.	0.07	0.05	.
Kansas	0.16	0.11	.	0.31	.
Kentucky	.	.	.	0.38	.
Louisiana	0.08	0.09	0.04	0.14	0.04
Maine	0.50	.	.	0.88	.
Maryland	0.21	.	.	0.34	.
Massachusetts	0.19	.	0.05	0.14	.
Michigan	0.13	0.20	0.16	0.54	0.08
Minnesota	.	0.37	0.15	0.37	0.05
Mississippi	0.10	.	0.10	0.15	.
Missouri	0.11	0.17	.	0.39	.
Montana	.	.	.	0.86	.
Nebraska	.	0.28	.	0.52	.
Nevada	0.18	0.16	.	0.21	.
New Hampshire	0.11	0.17	.	0.32	.
New Jersey	0.53	.	.	0.34	.
New Mexico	0.18	0.20	.	0.36	.
New York	0.24	0.12	0.05	0.27	0.03
North Carolina	0.07	0.13	0.04	0.29	.
North Dakota	.	.	.	.	.
Ohio	0.33	.	.	0.25	.
Oklahoma	0.14	0.16	0.04	0.46	0.08
Oregon	.	0.15	0.12	0.49	0.05
Pennsylvania	.	0.11	.	0.13	0.05
Rhode Island	.	.	.	0.39	0.07
South Carolina	.	.	.	0.20	.
South Dakota	1.17	.	.	0.42	.
Tennessee	.	.	.	0.16	.
Texas	0.07	0.10	0.06	0.35	0.04
Utah	0.37	0.14	.	0.30	0.05
Vermont	.	.	.	0.45	.
Virginia	0.12	.	.	0.42	.
Washington	0.16	0.12	0.04	0.69	0.02
West Virginia	.	.	.	.	.
Wisconsin	.	0.26	0.11	0.42	.
Wyoming	.	.	.	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.13	0.13	0.08	0.30	0.04
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, divided by the number of Asian/Pacific Islander students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18b. Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.26	.	.	0.23
Alaska	0.24	.	.	0.55
Arizona	0.41	.	.	.
Arkansas	0.30	.	.	.
California	0.42	.	0.01	.
Colorado	0.21	.	0.04	.
Connecticut	0.40	.	.	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	0.29	.	.	.
Georgia	0.31	.	.	.
Hawaii	0.34	.	0.04	0.51
Idaho	0.37	.	.	0.41
Illinois	0.33	.	.	.
Indiana	0.41	.	.	.
Iowa	0.23	.	.	.
Kansas	0.27	.	.	0.24
Kentucky	0.33	.	.	0.41
Louisiana	0.23	.	.	0.15
Maine	0.32	.	.	.
Maryland	0.45	.	.	0.03
Massachusetts	0.31	.	0.14	0.32
Michigan	0.46	.	.	.
Minnesota	0.48	.	0.05	0.10
Mississippi	.	.	.	0.15
Missouri	0.47	.	.	.
Montana	.	.	.	.
Nebraska	0.27	.	.	0.15
Nevada	0.45	.	0.04	.
New Hampshire	0.19	.	.	.
New Jersey	0.40	.	.	.
New Mexico	0.25	.	.	0.54
New York	0.23	.	0.01	.
North Carolina	0.26	.	.	0.14
North Dakota	.	.	.	.
Ohio	0.32	.	.	.
Oklahoma	0.26	.	.	0.58
Oregon	0.61	.	.	.
Pennsylvania	0.30	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	0.26	.	.	0.13
Texas	0.45	.	.	.
Utah	0.21	.	0.04	0.23
Vermont	.	.	.	.
Virginia	0.45	.	.	0.14
Washington	0.36	.	.	0.44
West Virginia	0.61	.	.	.
Wisconsin	0.33	.	0.05	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.37	0.00	0.02	0.07
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, divided by the number of Asian/Pacific Islander students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

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**Table 1-18c. Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	11.38	6.04	1.88	1.65	0.27
Alaska	12.50	6.53	2.47	0.58	0.98
Arizona	13.64	7.14	1.86	1.43	1.60
Arkansas	12.12	4.69	1.89	3.49	0.13
California	11.73	6.93	1.51	0.75	0.98
Colorado	12.95	5.34	2.32	0.89	2.16
Connecticut	11.94	4.64	2.18	0.77	1.76
Delaware	14.77	8.67	0.85	2.48	0.77
District of Columbia	16.89	7.95	1.62	2.02	2.87
Florida	13.25	5.77	2.51	2.19	1.80
Georgia	10.06	2.85	1.65	2.22	1.60
Hawaii	5.13	2.28	0.37	.	0.60
Idaho	16.16	6.17	2.24	1.38	1.38
Illinois	12.97	6.29	1.56	2.09	1.91
Indiana	13.79	4.90	2.01	3.80	1.76
Iowa	27.47	15.06	2.49	4.97	3.44
Kansas	15.22	6.43	1.58	2.27	1.34
Kentucky	13.31	1.95	2.14	3.20	1.75
Louisiana	9.38	3.95	1.66	1.42	0.45
Maine	18.93	6.07	4.20	0.63	2.10
Maryland	10.06	3.83	1.68	0.85	1.25
Massachusetts	16.66	7.37	1.97	2.48	2.17
Michigan	11.74	5.12	1.81	2.25	1.05
Minnesota	19.20	6.80	1.91	1.94	5.21
Mississippi	10.85	6.10	1.88	1.13	0.23
Missouri	14.72	6.56	2.51	2.15	1.46
Montana	22.84	8.44	5.35	1.75	.
Nebraska	16.32	5.15	3.01	2.84	2.12
Nevada	13.53	8.95	1.27	0.79	0.96
New Hampshire	13.27	5.80	2.32	0.99	0.89
New Jersey	16.07	7.26	1.90	0.79	1.42
New Mexico	15.34	8.40	2.26	0.74	1.27
New York	12.33	5.53	2.09	0.62	2.09
North Carolina	12.66	4.16	1.57	2.99	1.08
North Dakota	13.42	4.09	2.72	1.36	2.01
Ohio	13.10	4.48	1.25	3.66	1.67
Oklahoma	14.85	8.37	1.27	1.88	1.02
Oregon	17.31	7.11	3.37	1.40	1.79
Pennsylvania	13.55	7.40	1.27	1.77	1.97
Rhode Island	15.97	8.08	2.14	1.03	2.96
South Carolina	13.83	6.53	2.44	2.63	0.91
South Dakota	16.85	6.33	2.60	1.75	1.02
Tennessee	11.15	4.85	1.92	2.21	0.41
Texas	12.45	6.74	1.31	1.12	1.16
Utah	15.65	8.35	2.51	0.86	1.64
Vermont	15.64	.	.	1.85	2.90
Virginia	12.96	5.26	1.52	1.60	1.28
Washington	14.90	6.95	1.47	0.82	1.17
West Virginia	16.31	6.03	2.91	3.67	1.39
Wisconsin	17.61	6.04	1.90	2.40	2.80
Wyoming	17.64	6.75	4.32	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	12.54	5.57	1.79	1.81	1.37
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, divided by the number of Black (not Hispanic) students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18c. Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.18	0.13	0.05	0.59	0.05
Alaska	0.23	0.07	.	0.42	.
Arizona	0.25	0.12	0.06	0.70	0.06
Arkansas	0.28	0.10	0.03	1.26	0.03
California	0.09	0.13	0.18	0.67	0.06
Colorado	0.47	0.15	1.34	.	0.05
Connecticut	0.49	0.10	.	1.51	0.06
Delaware	.	0.17	0.32	1.13	0.03
District of Columbia	1.12	0.06	0.08	0.57	0.03
Florida	.	0.12	0.11	0.49	0.03
Georgia	.	0.09	0.04	1.09	0.03
Hawaii	.	.	.	0.91	.
Idaho	0.51	.	.	2.14	.
Illinois	0.03	0.13	0.09	0.51	0.04
Indiana	0.12	0.14	0.07	0.48	0.07
Iowa	0.13	0.25	0.28	0.27	.
Kansas	0.56	0.09	.	1.73	0.06
Kentucky	0.48	0.07	0.05	1.93	.
Louisiana	0.09	0.11	0.09	0.75	0.04
Maine	2.00	.	.	3.43	.
Maryland	0.50	0.08	0.04	1.25	0.05
Massachusetts	0.44	0.12	0.11	0.47	0.05
Michigan	0.15	0.14	0.33	0.46	0.04
Minnesota	0.09	0.25	0.14	1.74	.
Mississippi	0.10	0.11	0.08	0.56	0.05
Missouri	0.15	0.13	0.04	1.25	.
Montana	.	.	.	3.50	.
Nebraska	0.11	0.21	0.12	2.23	.
Nevada	0.27	0.09	0.07	0.72	.
New Hampshire	.	.	.	2.08	.
New Jersey	2.81	0.09	0.02	1.27	0.02
New Mexico	0.23	0.10	.	1.01	.
New York	0.56	0.13	0.07	0.85	0.04
North Carolina	0.12	0.13	0.05	1.59	0.04
North Dakota	.	.	.	1.56	.
Ohio	0.77	0.12	0.14	0.65	0.05
Oklahoma	0.21	0.11	0.04	0.90	0.04
Oregon	.	0.14	0.14	2.52	.
Pennsylvania	0.16	0.12	0.06	0.39	0.06
Rhode Island	0.05	0.12	.	1.32	.
South Carolina	0.04	0.15	0.08	0.76	0.05
South Dakota	2.32	0.28	.	1.98	.
Tennessee	0.15	0.14	0.05	0.83	0.07
Texas	0.14	0.12	0.09	1.37	0.06
Utah	0.55	.	.	1.01	.
Vermont	.	.	.	2.37	.
Virginia	0.23	0.09	0.05	1.86	0.03
Washington	0.29	0.13	0.05	2.63	.
West Virginia	.	0.15	0.03	1.71	.
Wisconsin	.	0.13	0.16	3.70	0.03
Wyoming	.	.	.	.	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.28	0.12	0.10	0.96	0.05
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, divided by the number of Black (not Hispanic) students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18c. Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.21	.	.	0.30
Alaska	0.33	.	.	0.79
Arizona	0.37	.	.	.
Arkansas	0.19	.	0.03	.
California	0.40	.	.	.
Colorado	0.17	.	.	.
Connecticut	0.40	.	0.02	.
Delaware	0.30	.	0.02	.
District of Columbia	0.29	.	.	0.23
Florida	0.21	.	0.02	.
Georgia	0.27	.	0.03	0.17
Hawaii	0.22	.	.	0.40
Idaho	0.56	.	0.25	1.27
Illinois	0.27	.	0.05	.
Indiana	0.39	.	.	.
Iowa	0.43	.	0.08	.
Kansas	0.32	.	0.06	0.72
Kentucky	0.27	.	0.04	1.38
Louisiana	0.17	.	.	0.64
Maine	0.27	.	.	.
Maryland	0.36	.	.	0.12
Massachusetts	0.35	0.04	0.28	0.82
Michigan	0.30	.	.	0.06
Minnesota	0.65	.	0.09	0.32
Mississippi	0.13	.	.	0.47
Missouri	0.30	.	0.05	0.06
Montana	.	.	.	.
Nebraska	0.24	.	0.07	0.19
Nevada	0.31	.	0.06	.
New Hampshire	0.20	.	.	0.55
New Jersey	0.31	.	0.17	.
New Mexico	0.24	.	.	0.92
New York	0.31	.	0.04	.
North Carolina	0.35	0.00	0.04	0.55
North Dakota	0.84	.	.	.
Ohio	0.26	.	.	.
Oklahoma	0.17	.	.	0.81
Oregon	0.72	.	0.08	.
Pennsylvania	0.31	0.00	0.03	0.00
Rhode Island	0.23	.	.	.
South Carolina	0.23	.	.	.
South Dakota	.	.	.	.
Tennessee	0.17	.	.	0.32
Texas	0.31	.	0.03	.
Utah	0.28	.	.	0.30
Vermont	.	.	.	0.88
Virginia	0.33	0.00	0.03	0.68
Washington	0.36	.	0.05	0.95
West Virginia	0.24	.	.	.
Wisconsin	0.35	.	0.07	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.29	0.00	0.04	0.18
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, divided by the number of Black (not Hispanic) students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 1-18d. *Hispanic* students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	5.03	3.00	0.85	0.34	0.06
Alaska	6.10	3.09	1.33	0.31	0.20
Arizona	8.13	4.88	1.44	0.72	0.32
Arkansas	6.55	3.36	1.48	0.85	0.05
California	7.46	4.31	1.60	0.51	0.17
Colorado	7.84	3.79	1.71	0.47	0.64
Connecticut	10.43	4.48	1.99	0.60	1.30
Delaware	10.27	6.75	0.78	1.13	0.33
District of Columbia	8.56	4.96	1.17	0.53	0.51
Florida	9.53	5.42	1.79	0.80	0.56
Georgia	6.92	3.06	1.75	0.80	0.34
Hawaii	2.23	1.23	0.11	0.15	0.26
Idaho	8.37	4.40	1.80	0.69	0.16
Illinois	8.45	5.05	1.46	0.75	0.50
Indiana	7.05	3.25	1.75	1.07	0.30
Iowa	10.75	6.17	1.11	1.88	0.99
Kansas	8.05	4.17	1.19	0.70	0.31
Kentucky	5.26	1.35	1.38	0.81	0.19
Louisiana	3.09	1.07	1.02	0.17	0.07
Maine	7.93	2.52	1.87	0.27	0.73
Maryland	7.99	3.76	2.24	0.34	0.29
Massachusetts	16.13	7.14	2.30	2.32	1.69
Michigan	7.20	3.84	1.36	0.71	0.37
Minnesota	10.55	4.75	1.54	0.88	1.24
Mississippi	3.39	1.64	0.94	0.21	0.11
Missouri	5.74	2.60	1.57	0.55	0.25
Montana	6.87	3.54	1.48	0.48	0.39
Nebraska	10.33	4.42	2.92	1.47	0.24
Nevada	7.02	4.71	1.08	0.35	0.13
New Hampshire	8.31	4.23	1.28	0.46	0.44
New Jersey	11.94	6.00	2.16	0.49	0.56
New Mexico	10.43	5.52	2.08	0.44	0.52
New York	10.65	4.93	2.85	0.41	1.04
North Carolina	6.91	3.62	1.18	0.83	0.11
North Dakota	8.66	3.80	2.12	0.80	.
Ohio	7.07	3.37	0.94	1.13	0.47
Oklahoma	7.83	4.78	1.00	0.59	0.23
Oregon	8.48	4.25	2.27	0.54	0.29
Pennsylvania	11.19	6.97	1.03	1.10	1.08
Rhode Island	13.46	7.55	2.34	0.97	1.35
South Carolina	6.60	3.87	1.40	0.52	0.16
South Dakota	7.17	3.73	1.19	0.47	.
Tennessee	5.19	2.50	1.24	0.35	0.12
Texas	8.54	5.07	1.30	0.49	0.47
Utah	9.12	5.81	1.46	0.42	0.47
Vermont	.	.	.	.	0.35
Virginia	9.53	5.31	1.48	0.55	0.47
Washington	8.90	4.75	1.31	0.55	0.16
West Virginia	5.77	2.71	1.42	0.68	0.29
Wisconsin	9.27	4.05	1.85	0.98	0.80
Wyoming	11.22	5.04	3.18	0.64	0.73
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	8.50	4.71	1.63	0.59	0.43
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of *Hispanic* students ages 6 through 21 served under IDEA, Part B, divided by the number of *Hispanic* students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18d. *Hispanic* students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.09	0.08	0.04	0.24	.
Alaska	0.06	0.08	.	0.23	.
Arizona	0.16	0.14	0.04	0.22	0.04
Arkansas	0.13	0.12	0.03	0.42	0.02
California	0.05	0.13	0.15	0.28	0.04
Colorado	0.29	0.16	0.63	.	0.03
Connecticut	0.37	0.12	0.02	1.25	0.04
Delaware	.	0.26	0.28	0.57	.
District of Columbia	0.65	0.10	.	0.41	.
Florida	.	0.12	0.10	0.45	0.03
Georgia	.	0.13	0.05	0.49	.
Hawaii	0.03	.	.	0.21	.
Idaho	0.12	0.08	0.04	0.31	.
Illinois	.	0.14	0.07	0.25	0.03
Indiana	0.07	0.13	0.07	0.16	0.04
Iowa	0.06	0.14	0.13	0.07	.
Kansas	0.21	0.11	0.04	0.55	0.04
Kentucky	0.19	0.10	0.05	0.52	.
Louisiana	0.05	0.09	0.05	0.29	.
Maine	0.62	0.14	.	1.38	.
Maryland	0.25	0.10	0.04	0.57	0.03
Massachusetts	0.44	0.12	0.07	0.52	0.04
Michigan	0.10	0.13	0.12	0.34	.
Minnesota	0.05	0.25	0.13	0.94	.
Mississippi	.	0.06	.	0.17	.
Missouri	.	0.11	0.03	0.36	0.03
Montana	0.20	0.12	.	0.54	.
Nebraska	0.07	0.18	0.06	0.53	.
Nevada	0.15	0.10	0.05	0.24	.
New Hampshire	0.13	0.10	.	1.09	.
New Jersey	1.43	0.10	0.02	0.85	0.02
New Mexico	0.19	0.14	0.05	0.61	0.04
New York	0.38	0.16	0.06	0.53	0.04
North Carolina	0.07	0.16	0.04	0.41	0.02
North Dakota	.	.	.	.	.
Ohio	0.38	0.10	0.07	0.41	0.03
Oklahoma	0.13	0.09	0.04	0.31	0.02
Oregon	.	0.16	0.08	0.51	0.05
Pennsylvania	0.15	0.15	0.05	0.38	0.04
Rhode Island	0.09	0.12	0.03	0.88	.
South Carolina	0.03	0.12	0.06	0.27	0.02
South Dakota	0.49	.	.	0.53	.
Tennessee	0.07	0.13	0.07	0.28	0.05
Texas	0.09	0.13	0.09	0.68	0.04
Utah	0.17	0.12	0.03	0.20	0.04
Vermont	.	.	.	0.69	.
Virginia	0.10	0.12	0.06	0.87	0.03
Washington	0.14	0.14	0.04	0.86	0.03
West Virginia	.	.	.	0.39	.
Wisconsin	.	0.17	0.09	1.03	0.03
Wyoming	0.09	0.12	0.06	1.16	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.14	0.13	0.11	0.44	0.04
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of *Hispanic* students ages 6 through 21 served under IDEA, Part B, divided by the number of *Hispanic* students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

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**Table 1-18d. Hispanic students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.10	.	0.02	0.18
Alaska	0.19	.	.	0.52
Arizona	0.15	.	0.03	.
Arkansas	0.09	.	.	.
California	0.19	.	0.02	.
Colorado	0.06	.	0.04	.
Connecticut	0.23	.	0.02	.
Delaware	0.10	0.06	.	.
District of Columbia	0.13	.	.	.
Florida	0.25	.	0.01	.
Georgia	0.15	.	0.02	0.12
Hawaii	.	.	.	0.16
Idaho	0.11	.	0.04	0.61
Illinois	0.15	.	0.03	.
Indiana	0.18	.	.	.
Iowa	0.15	.	0.03	.
Kansas	0.12	.	.	0.58
Kentucky	.	.	.	0.59
Louisiana	.	.	.	0.20
Maine	0.32	.	.	.
Maryland	0.25	.	.	0.09
Massachusetts	0.23	0.04	0.25	0.97
Michigan	0.13	.	.	0.05
Minnesota	0.43	.	0.04	0.25
Mississippi	0.07	.	.	0.12
Missouri	0.16	.	0.02	0.03
Montana	.	.	.	.
Nebraska	0.11	.	0.04	0.26
Nevada	0.14	.	0.03	.
New Hampshire	0.16	.	.	0.32
New Jersey	0.23	.	0.07	.
New Mexico	0.07	0.00	0.05	0.72
New York	0.22	.	.	.
North Carolina	0.12	.	.	0.32
North Dakota	0.29	.	.	0.35
Ohio	0.13	.	.	.
Oklahoma	0.08	.	.	0.53
Oregon	0.29	.	.	.
Pennsylvania	0.21	.	0.03	.
Rhode Island	0.10	.	0.02	.
South Carolina	0.14	.	.	.
South Dakota	0.20	.	.	.
Tennessee	0.14	.	.	0.21
Texas	0.17	.	0.02	.
Utah	0.09	0.01	0.05	0.24
Vermont	.	.	.	.
Virginia	0.23	.	.	0.29
Washington	0.12	.	.	0.77
West Virginia	.	.	.	.
Wisconsin	0.20	.	0.03	.
Wyoming	0.09	.	0.05	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.18	0.00	0.03	0.06
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of Hispanic students ages 6 through 21 served under IDEA, Part B, divided by the number of Hispanic students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

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**Table 1-18e. White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005**

State	All disabilities (%)	Specific learning disabilities (%)	Speech or language impairments (%)	Mental retardation (%)	Emotional disturbance (%)
Alabama	7.24	3.34	1.66	0.63	0.21
Alaska	7.37	3.60	1.61	0.30	0.37
Arizona	7.58	3.62	1.51	0.49	0.75
Arkansas	8.86	3.53	1.96	1.17	0.14
California	6.75	2.90	1.64	0.35	0.43
Colorado	6.38	2.50	1.34	0.24	0.80
Connecticut	7.56	2.81	1.53	0.29	0.65
Delaware	7.58	3.79	1.02	0.69	0.40
District of Columbia	1.80	.	0.27	.	.
Florida	9.15	4.49	2.16	0.65	0.80
Georgia	8.15	2.54	1.88	0.74	0.98
Hawaii	4.73	2.01	0.34	0.23	0.65
Idaho	7.14	3.15	1.46	0.48	0.41
Illinois	9.93	4.64	2.15	0.63	0.91
Indiana	11.07	4.45	2.79	1.22	0.98
Iowa	9.96	5.58	1.07	1.67	1.00
Kansas	8.74	3.61	1.60	0.60	0.55
Kentucky	9.69	1.73	2.26	1.90	0.56
Louisiana	6.72	2.13	1.95	0.49	0.21
Maine	11.89	4.22	2.67	0.31	1.13
Maryland	6.83	2.50	1.58	0.29	0.54
Massachusetts	10.37	4.70	1.45	0.61	0.87
Michigan	9.10	3.88	1.93	0.81	0.81
Minnesota	8.22	2.57	1.41	0.72	1.20
Mississippi	7.55	3.16	2.48	0.35	0.23
Missouri	9.53	3.79	2.68	0.76	0.54
Montana	8.14	4.04	1.70	0.46	0.49
Nebraska	9.80	3.51	2.54	1.19	0.51
Nevada	7.49	4.09	1.30	0.30	0.47
New Hampshire	10.14	4.65	1.64	0.31	0.92
New Jersey	11.81	5.27	2.69	0.18	0.51
New Mexico	8.58	3.91	1.71	0.28	0.68
New York	8.81	3.93	1.41	0.24	0.65
North Carolina	8.08	3.16	1.61	0.73	0.34
North Dakota	8.89	3.26	2.46	0.68	0.78
Ohio	9.23	3.96	1.41	1.34	0.62
Oklahoma	10.37	5.21	1.43	0.66	0.64
Oregon	8.78	3.75	1.94	0.52	0.63
Pennsylvania	9.53	5.19	1.57	0.83	0.84
Rhode Island	12.03	5.05	2.40	0.40	1.22
South Carolina	9.12	4.48	2.27	0.69	0.39
South Dakota	8.00	3.44	1.90	0.59	0.40
Tennessee	8.16	3.49	2.03	0.55	0.28
Texas	7.70	3.39	1.32	0.33	0.75
Utah	8.12	4.15	1.68	0.49	0.42
Vermont	9.51	3.20	1.33	0.83	1.59
Virginia	8.62	3.51	1.46	0.51	0.63
Washington	7.53	2.94	1.19	0.34	0.35
West Virginia	12.34	4.46	3.23	2.39	0.56
Wisconsin	8.47	3.41	1.61	0.77	1.22
Wyoming	9.75	4.08	2.41	0.49	0.84
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	8.72	3.74	1.78	0.65	0.67
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006; U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/SC\\_EST2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/SC_EST2005_alldata6.csv).

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number of White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, divided by the number of White (not Hispanic) students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-18e. White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Multiple disabilities (%)	Hearing impairments (%)	Orthopedic impairments (%)	Other health impairments (%)	Visual impairments (%)
Alabama	0.12	0.08	0.06	0.68	0.04
Alaska	0.20	0.08	0.04	0.48	0.02
Arizona	0.14	0.11	0.05	0.52	0.04
Arkansas	0.19	0.09	0.03	1.43	0.03
California	0.06	0.10	0.15	0.63	0.05
Colorado	0.28	0.11	0.89	.	0.03
Connecticut	0.26	0.08	0.02	1.49	0.03
Delaware	.	0.13	0.24	0.96	0.02
District of Columbia	.	.	.	.	.
Florida	.	0.09	0.11	0.59	0.03
Georgia	.	0.07	0.05	1.42	0.03
Hawaii	0.07	0.06	0.02	0.80	.
Idaho	0.13	0.07	0.03	0.66	.
Illinois	0.04	0.12	0.08	0.98	0.04
Indiana	0.13	0.14	0.11	0.68	0.06
Iowa	0.06	0.12	0.12	0.10	.
Kansas	0.34	0.08	0.06	1.17	0.02
Kentucky	0.47	0.06	0.05	1.48	0.05
Louisiana	0.09	0.11	0.11	1.03	0.04
Maine	1.18	0.09	.	1.77	0.03
Maryland	0.35	0.09	0.03	0.99	0.03
Massachusetts	0.36	0.07	0.09	0.65	0.03
Michigan	0.12	0.12	0.17	0.76	0.03
Minnesota	0.04	0.16	0.14	1.08	0.03
Mississippi	0.08	0.08	0.07	0.66	0.04
Missouri	0.08	0.09	0.05	1.16	0.03
Montana	0.29	0.08	0.03	0.83	.
Nebraska	0.09	0.15	0.10	1.14	0.06
Nevada	0.16	0.08	0.07	0.67	.
New Hampshire	0.12	0.09	0.03	1.65	0.04
New Jersey	1.20	0.08	0.03	1.39	0.02
New Mexico	0.21	0.10	0.04	0.91	.
New York	0.57	0.10	0.06	1.44	0.03
North Carolina	0.09	0.10	0.06	1.41	0.03
North Dakota	.	0.09	0.10	0.94	.
Ohio	0.51	0.10	0.08	0.81	0.04
Oklahoma	0.18	0.11	0.05	0.97	0.05
Oregon	.	0.09	0.09	1.02	0.04
Pennsylvania	0.10	0.10	0.03	0.47	0.04
Rhode Island	0.13	0.09	0.04	2.19	0.04
South Carolina	0.04	0.10	0.09	0.84	0.04
South Dakota	0.47	0.07	0.05	0.74	0.02
Tennessee	0.14	0.10	0.08	0.97	0.06
Texas	0.09	0.09	0.07	1.25	0.05
Utah	0.23	0.07	0.03	0.51	0.04
Vermont	0.09	0.10	0.06	1.52	.
Virginia	0.16	0.07	0.05	1.57	0.02
Washington	0.18	0.08	0.04	1.58	0.02
West Virginia	.	0.12	0.05	1.23	0.07
Wisconsin	.	0.11	0.08	0.81	0.03
Wyoming	0.10	0.14	0.09	1.28	.
BIA schools	.	.	.	.	.
50 states and D.C. (including BIA schools)	0.20	0.10	0.09	0.97	0.04
American Samoa	.	.	.	.	.
Guam	.	.	.	.	.
Northern Marianas	.	.	.	.	.
Puerto Rico	.	.	.	.	.
Virgin Islands	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.

<sup>a</sup>Percent = Number of White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, divided by the number of White (not Hispanic) students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Cannot be calculated.

Continued on next page

**Table 1-18e. White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, as a percentage of population,<sup>a</sup> by disability category and state: Fall 2005 (continued)**

State	Autism (%)	Deaf-blindness (%)	Traumatic brain injury (%)	Developmental delay <sup>b</sup> (%)
Alabama	0.18	.	.	0.21
Alaska	0.25	0.01	0.03	0.40
Arizona	0.31	.	0.03	.
Arkansas	0.25	.	.	.
California	0.41	.	0.02	.
Colorado	0.15	.	0.03	.
Connecticut	0.40	.	0.02	.
Delaware	0.30	0.02	.	.
District of Columbia	.	.	.	0.02
Florida	0.21	.	0.02	.
Georgia	0.29	.	0.02	0.13
Hawaii	0.33	.	0.02	0.17
Idaho	0.27	.	0.04	0.42
Illinois	0.32	.	0.02	.
Indiana	0.48	.	0.04	.
Iowa	0.19	.	0.03	.
Kansas	0.21	0.00	0.03	0.45
Kentucky	0.20	0.00	0.02	0.90
Louisiana	0.17	0.00	0.02	0.38
Maine	0.43	.	0.03	.
Maryland	0.38	0.00	0.02	0.04
Massachusetts	0.42	0.01	0.42	0.69
Michigan	0.40	.	.	0.05
Minnesota	0.68	0.01	0.03	0.14
Mississippi	0.11	0.00	0.02	0.28
Missouri	0.29	0.00	0.03	0.04
Montana	0.16	.	0.03	.
Nebraska	0.22	0.00	0.05	0.23
Nevada	0.29	.	0.04	.
New Hampshire	0.28	.	.	0.38
New Jersey	0.39	.	0.05	.
New Mexico	0.18	.	0.04	0.48
New York	0.33	.	0.04	.
North Carolina	0.30	0.00	0.02	0.24
North Dakota	0.21	.	0.03	0.30
Ohio	0.31	.	0.04	.
Oklahoma	0.19	0.00	0.03	0.85
Oregon	0.67	.	0.03	.
Pennsylvania	0.32	0.00	0.04	0.00
Rhode Island	0.43	.	.	.
South Carolina	0.16	.	.	.
South Dakota	0.26	.	0.03	.
Tennessee	0.20	.	.	0.25
Texas	0.34	.	0.02	.
Utah	0.27	0.01	0.05	0.18
Vermont	0.23	.	0.04	0.49
Virginia	0.30	0.00	0.02	0.31
Washington	0.31	0.00	0.02	0.47
West Virginia	0.19	.	0.03	.
Wisconsin	0.39	.	0.03	0.01
Wyoming	0.23	.	0.05	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.32	0.00	0.04	0.12
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	.	.	.	.

<sup>a</sup>Percent = Number of White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, divided by the number of White (not Hispanic) students ages 6 through 21 in the population, multiplied by 100. See table 1-16 for the numerator and table B-7 for the denominator. The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

<sup>b</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

. Cannot be calculated.

**Table 2-1. Children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children									
	Categories of educational environments									
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir	
Alabama	1,871	3,040	72	3,192	x	24	x	x	8,218	
Alaska	447	1,021	67	372	x	28	131	x	2,082	
Arizona	4,564	7,275	x	1,670	x	111	220	196	14,062	
Arkansas	2,268	728	x	5,303	x	1,351	474	105	10,286	
California	21,032	30,340	1,370	8,486	30	239	4,995	161	66,653	
Colorado	7,394	1,555	x	682	x	105	723	x	10,540	
Connecticut	1,909	1,337	x	1,701	x	41	1,663	1,217	7,881	
Delaware	1,049	653	64	110	x	165	x	18	2,073	
District of Columbia	351	x	x	x	x	x	x	x	509 <sup>b</sup>	
Florida	2,887	9,919	125	19,187	x	986	1,219	x	34,350	
Georgia	9,761	8,712	701	1,281	x	234	x	x	20,728	
Hawaii	239	1,532	10	630	x	11	x	x	2,423	
Idaho	1,068	2,228	x	239	x	30	215	244	4,043	
Illinois	18,496	3,410	31	12,202	x	1,298	x	x	35,454	
Indiana	9,542	7,691	x	1,632	57	260	x	x	19,228	
Iowa	1,395	2,211	171	1,025	x	x	1,098	196	6,118	
Kansas	1,647	4,675	203	1,645	x	x	906	168	9,267	
Kentucky	8,751	1,522	101	10,845	x	91	x	x	21,317	
Louisiana	2,677	2,563	319	1,517	11	10	3,316	184	10,597	
Maine	3,093	608	114	227	x	305	x	x	4,348	
Maryland	2,655	2,633	x	2,530	x	388	3,680	149	12,148	
Massachusetts	5,835	1,956	14	7,146	x	240	x	x	15,195	
Michigan	11,388	9,755	411	1,168	x	213	1,342	x	24,290	
Minnesota	4,956	4,605	568	2,212	x	x	980	75	13,402	
Mississippi	4,180	2,162	286	1,495	x	187	x	x	8,319	
Missouri	5,259	5,107	170	1,466	x	218	3,047	x	15,268	
Montana	507	767	7	494	x	x	145	x	1,925	
Nebraska	2,011	1,726	672	183	x	71	x	x	4,665	
Nevada	574	3,642	24	185	8	26	835	198	5,492	
New Hampshire	1,482	1,251	32	120	x	x	x	x	2,902	
New Jersey	2,946	9,848	x	2,350	x	1,710	2,380	x	19,329	
New Mexico	3,312	2,524	476	122	x	6	x	x	6,441	
New York	25,133	18,136	8,966	2,608	x	3,306	147	x	58,297	
North Carolina	14,816	3,069	335	610	x	636	1,035	x	20,543	
North Dakota	592	568	29	107	x	x	170	51	1,520	
Ohio	6,019	13,833	447	683	x	1,042	671	x	22,702	
Oklahoma	3,848	1,333	210	1,277	24	41	1,404	12	8,149	
Oregon	1,485	3,978	134	167	x	10	x	83	5,859 <sup>b</sup>	
Pennsylvania	12,096	6,990	1,353	682	11	449	3,902	481	25,964	
Rhode Island	2,351	437	x	x	x	24	x	x	2,815	
South Carolina	2,458	2,809	133	2,240	x	53	3,891	x	11,603	
South Dakota	289	1,458	52	931	x	9	x	x	2,747	
Tennessee	3,117	6,175	x	988	x	192	975	470	12,008	
Texas	2,664	9,310	207	7,368	33	x	20,622	x	40,236	
Utah	3,379	1,844	x	102	x	557	587	916	7,395 <sup>b</sup>	
Vermont	996	322	110	92	x	x	22	x	1,556	
Virginia	2,688	7,810	899	1,754	13	131	4,157	28	17,480	
Washington	2,609	7,549	x	1,418	x	326	1,123	362	13,429	
West Virginia	1,774	1,588	98	1,292	x	x	1,077	x	5,833	
Wisconsin	2,379	6,669	88	3,236	x	68	3,630	x	16,077	
Wyoming	1,525	576	58	173	x	x	44	x	2,380 <sup>b</sup>	
BIA schools	295	x	x	x	x	x	x	x	330	
50 states and D.C. (including BIA schools)	236,059	231,606	19,712	117,176	433	15,309	70,839	5,342	696,476	
American Samoa	x	x	x	x	x	x	x	x	80	
Guam	88	60	x	x	x	x	17	x	171	
Northern Marianas	x	x	7	22	x	x	x	x	70	
Puerto Rico	2,677	585	699	567	x	x	x	x	4,677	
Virgin Islands	138	x	10	x	x	x	x	x	151	
U.S. and outlying areas	239,082	232,255	20,429	117,770	434	15,344	70,889	5,422	701,625	

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1. Children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	22.77	36.99	0.88	38.84	.	0.29	.	.	100.00
Alaska	21.47	49.04	3.22	17.87	.	1.34	6.29	.	100.00
Arizona	32.46	51.74	.	11.88	.	0.79	1.56	1.39	100.00
Arkansas	22.05	7.08	.	51.56	.	13.13	4.61	1.02	100.00
California	31.55	45.52	2.06	12.73	0.05	0.36	7.49	0.24	100.00
Colorado	70.15	14.75	.	6.47	.	1.00	6.86	.	100.00
Connecticut	24.22	16.96	.	21.58	.	0.52	21.10	15.44	100.00
Delaware	50.60	31.50	3.09	5.31	.	7.96	.	0.87	100.00
District of Columbia	68.96	.	.	.	.	.	.	.	100.00
Florida	8.40	28.88	0.36	55.86	.	2.87	3.55	.	100.00
Georgia	47.09	42.03	3.38	6.18	.	1.13	.	.	100.00
Hawaii	9.86	63.23	0.41	26.00	.	0.45	.	.	100.00
Idaho	26.42	55.11	.	5.91	.	0.74	5.32	6.04	100.00
Illinois	52.17	9.62	0.09	34.42	.	3.66	.	.	100.00
Indiana	49.63	40.00	.	8.49	0.30	1.35	.	.49	100.00
Iowa	22.80	36.14	2.80	16.75	.	.	17.95	3.20	100.00
Kansas	17.77	50.45	2.19	17.75	.	.	9.78	1.81	100.00
Kentucky	41.05	7.14	0.47	50.87	.	0.43	.	.	100.00
Louisiana	25.26	24.19	3.01	14.32	0.10	0.09	31.29	1.74	100.00
Maine	71.14	13.98	2.62	5.22	.	7.01	.	.	100.00
Maryland	21.86	21.67	.	20.83	.	3.19	30.29	1.23	100.00
Massachusetts	38.40	12.87	0.09	47.03	.	1.58	.	.	100.00
Michigan	46.88	40.16	1.69	4.81	.	0.88	5.52	.	100.00
Minnesota	36.98	34.36	4.24	16.50	.	.	7.31	0.56	100.00
Mississippi	50.25	25.99	3.44	17.97	.	2.25	.	.	100.00
Missouri	34.44	33.45	1.11	9.60	.	1.43	19.96	.	100.00
Montana	26.34	39.84	0.36	25.66	.	.	7.53	.	100.00
Nebraska	43.11	37.00	14.41	3.92	.	1.52	.	.92	100.00
Nevada	10.45	66.31	0.44	3.37	0.15	0.47	15.20	3.61	100.00
New Hampshire	51.07	43.11	1.10	4.14	.	.	.	.	100.00
New Jersey	15.24	50.95	.	12.16	.	8.85	12.31	.	100.00
New Mexico	51.42	39.19	7.39	1.89	.	0.09	.	.	100.00
New York	43.11	31.11	15.38	4.47	.	5.67	0.25	.	100.00
North Carolina	72.12	14.94	1.63	2.97	.	3.10	5.04	.	100.00
North Dakota	38.95	37.37	1.91	7.04	.	.	11.18	3.36	100.00
Ohio	26.51	60.93	1.97	3.01	.	4.59	2.96	.	100.00
Oklahoma	47.22	16.36	2.58	15.67	0.29	0.50	17.23	0.15	100.00
Oregon	25.35	67.90	2.29	2.85	.	0.17	.	1.42	100.00
Pennsylvania	46.59	26.92	5.21	2.63	0.04	1.73	15.03	1.85	100.00
Rhode Island	83.52	15.52	.	.	.	0.85	.	.	100.00
South Carolina	21.18	24.21	1.15	19.31	.	0.46	33.53	.	100.00
South Dakota	10.52	53.08	1.89	33.89	.	0.33	.	.	100.00
Tennessee	25.96	51.42	.	8.23	.	1.60	8.12	3.91	100.00
Texas	6.62	23.14	0.51	18.31	0.08	.	51.25	.	100.00
Utah	45.69	24.94	.	1.38	.	7.53	7.94	12.39	100.00
Vermont	64.01	20.69	7.07	5.91	.	.	1.41	.	100.00
Virginia	15.38	44.68	5.14	10.03	0.07	0.75	23.78	0.16	100.00
Washington	19.43	56.21	.	10.56	.	2.43	8.36	2.70	100.00
West Virginia	30.41	27.22	1.68	22.15	.	.	18.46	.	100.00
Wisconsin	14.80	41.48	0.55	20.13	.	0.42	22.58	.	100.00
Wyoming	64.08	24.20	2.44	7.27	.	.	1.85	.	100.00
BIA schools	89.39	.	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	33.89	33.25	2.83	16.82	0.06	2.20	10.17	0.77	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	51.46	35.09	.	.	.	.	9.94	.	100.00
Northern Marianas	.	.	10.00	31.43	.	.	.	.	100.00
Puerto Rico	57.24	12.51	14.95	12.12	.	.	.	.	100.00
Virgin Islands	91.39	.	6.62	.	.	.	.	.	100.00
U.S. and outlying areas	34.08	33.10	2.91	16.79	0.06	2.19	10.10	0.77	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1a. Children ages 3 through 5 with specific learning disabilities served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	x	x	12	x	x	x	x	18
Alaska	x	x	x	x	x	x	x	x	10
Arizona	159	59	x	64	x	x	x	x	289
Arkansas	61	7	x	23	x	x	x	x	92
California	579	1,236	28	251	x	x	38	x	2,136
Colorado	70	x	x	x	x	x	x	x	75
Connecticut	5	6	x	18	x	x	x	x	35
Delaware	314	211	5	29	x	28	x	x	595
District of Columbia	8	x	x	x	x	x	x	x	10
Florida	130	114	x	516	x	x	x	x	763
Georgia	67	73	7	x	x	x	x	x	151
Hawaii	x	8	x	6	x	x	x	x	15
Idaho	10	14	x	x	x	x	x	x	26
Illinois	340	15	x	311	x	13	x	x	680
Indiana	86	41	x	70	x	20	x	x	218
Iowa	735	1,267	78	572	x	x	361	110	3,133
Kansas	x	12	x	17	x	x	x	x	32
Kentucky	x	x	x	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x	x	x	x
Maine	12	x	x	x	x	x	x	x	14
Maryland	5	x	x	7	x	x	x	x	14
Massachusetts	51	x	x	60	x	x	x	x	119
Michigan	29	x	x	x	x	x	x	x	53
Minnesota	24	x	x	x	x	x	x	x	35
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	33	x	x	19	x	x	x	x	60
Montana	8	x	x	9	x	x	x	x	20
Nebraska	22	14	x	x	x	x	x	x	40
Nevada	x	23	x	x	x	x	x	x	31
New Hampshire	x	x	x	x	x	x	x	x	5
New Jersey	155	321	x	249	x	x	108	x	838
New Mexico	7	x	x	x	x	x	x	x	10
New York	x	x	x	x	x	x	x	x	x
North Carolina	31	x	x	x	x	x	x	x	35
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	21	20	x	6	x	x	x	x	53
Oregon	x	x	x	x	x	x	x	x	x <sup>b</sup>
Pennsylvania	392	x	x	x	x	x	x	x	402
Rhode Island	69	x	x	x	x	x	x	x	88
South Carolina	8	61	x	36	x	x	14	x	121
South Dakota	6	33	x	20	x	x	x	x	61
Tennessee	7	x	x	x	x	x	x	x	21
Texas	191	167	x	249	x	x	x	x	634
Utah	x	x	x	x	x	x	x	x	721
Vermont	x	x	x	x	x	x	x	x	x
Virginia	18	132	x	11	x	x	x	x	164
Washington	x	x	x	5	x	x	x	x	12
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	19	x	x	5	x	40
Wyoming	x	11	x	x	x	x	x	x	21 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	4,416	3,947	132	2,617	5	90	584	119	11,910
American Samoa	x	x	x	x	x	x	x	x	14
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	73	x	x	x	x	x	x	x	126
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,506	3,962	139	2,640	6	90	585	125	12,053

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1a. Children ages 3 through 5 with *specific learning disabilities* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	.	.	.	66.67	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	100.00
Arizona	55.02	20.42	.	22.15	.	.	.	.	100.00
Arkansas	66.30	7.61	.	25.00	.	.	.	.	100.00
California	27.11	57.87	1.31	11.75	.	.	1.78	.	100.00
Colorado	93.33	.	.	.	.	.	.	.	100.00
Connecticut	14.29	17.14	.	51.43	.	.	.	.	100.00
Delaware	52.77	35.46	0.84	4.87	.	4.71	.	.	100.00
District of Columbia	80.00	.	.	.	.	.	.	.	100.00
Florida	17.04	14.94	.	67.63	.	.	.	.	100.00
Georgia	44.37	48.34	4.64	.	.	.	.	.	100.00
Hawaii	.	53.33	.	40.00	.	.	.	.	100.00
Idaho	38.46	53.85	.	.	.	.	.	.	100.00
Illinois	50.00	2.21	.	45.74	.	1.91	.	.	100.00
Indiana	39.45	18.81	.	32.11	.	9.17	.	.	100.00
Iowa	23.46	40.44	2.49	18.26	.	.	11.52	3.51	100.00
Kansas	.	37.50	.	53.13	.	.	.	.	100.00
Kentucky	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.
Maine	85.71	.	.	.	.	.	.	.	100.00
Maryland	35.71	.	.	50.00	.	.	.	.	100.00
Massachusetts	42.86	.	.	50.42	.	.	.	.	100.00
Michigan	54.72	.	.	.	.	.	.	.	100.00
Minnesota	68.57	.	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.
Missouri	55.00	.	.	31.67	.	.	.	.	100.00
Montana	40.00	.	.	45.00	.	.	.	.	100.00
Nebraska	55.00	35.00	.	.	.	.	.	.	100.00
Nevada	.	74.19	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	100.00
New Jersey	18.50	38.31	.	29.71	.	.	12.89	.	100.00
New Mexico	70.00	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	88.57	.	.	.	.	.	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	39.62	37.74	.	11.32	.	.	.	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	97.51	.	.	.	.	.	.	.	100.00
Rhode Island	78.41	.	.	.	.	.	.	.	100.00
South Carolina	6.61	50.41	.	29.75	.	.	11.57	.	100.00
South Dakota	9.84	54.10	.	32.79	.	.	.	.	100.00
Tennessee	33.33	.	.	.	.	.	.	.	100.00
Texas	30.13	26.34	.	39.27	.	.	.	.	100.00
Utah	.	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	10.98	80.49	.	6.71	.	.	.	.	100.00
Washington	.	.	.	41.67	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	47.50	.	.	12.50	.	100.00
Wyoming	.	52.38	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	37.08	33.14	1.11	21.97	0.04	0.76	4.90	1.00	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	57.94	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	37.38	32.87	1.15	21.90	0.05	0.75	4.85	1.04	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1b. Children ages 3 through 5 with *speech or language impairments* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children									
	Categories of educational environments									
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir	
Alabama	1,281	1,739	42	2,329	x	8	x	x	5,401	
Alaska	181	248	7	133	x	x	26	12	608	
Arizona	2,864	153	x	74	x	x	38	x	3,131	
Arkansas	2,025	120	15	2,000	x	x	316	x	4,484	
California	17,042	16,310	975	6,287	15	111	4,709	82	45,531	
Colorado	3,760	493	x	297	x	39	579	x	5,207	
Connecticut	476	113	x	978	x	x	1,076	139	2,784	
Delaware	425	115	27	42	x	x	x	x	611	
District of Columbia	179	12	x	x	x	x	x	x	193	
Florida	909	4,318	x	8,861	x	289	1,121	x	15,567	
Georgia	6,997	3,407	96	439	x	53	x	x	10,999	
Hawaii	76	x	x	53	x	x	x	x	174	
Idaho	560	503	x	147	x	15	206	74	1,513	
Illinois	14,861	1,241	x	3,992	x	153	x	x	20,251	
Indiana	7,739	4,068	5	534	x	50	x	x	12,398	
Iowa	272	218	46	129	x	x	545	18	1,230	
Kansas	730	1,917	123	326	x	x	743	x	3,841	
Kentucky	3,455	1,066	30	5,814	x	x	x	x	10,390	
Louisiana	1,534	228	69	471	x	x	2,706	9	5,028	
Maine	1,966	149	31	68	x	x	x	x	2,233	
Maryland	1,669	466	62	1,123	x	x	3,345	34	6,711	
Massachusetts	2,640	563	x	2,710	x	x	x	x	5,917	
Michigan	9,038	4,937	250	742	x	38	1,150	x	16,162	
Minnesota	2,072	1,139	141	309	x	x	925	15	4,603	
Mississippi	3,377	913	213	1,080	x	71	x	x	5,657	
Missouri	3,247	429	59	318	x	x	1,744	x	5,807	
Montana	349	408	x	357	x	x	137	x	1,257	
Nebraska	1,178	801	295	119	x	x	x	x	2,426	
Nevada	158	273	x	68	x	x	821	x	1,330	
New Hampshire	783	641	x	49	x	x	x	x	1,485	
New Jersey	1,093	537	x	602	x	13	1,678	x	3,927	
New Mexico	1,262	546	360	x	x	x	x	x	2,196	
New York	x	x	x	x	x	x	x	x	x	
North Carolina	9,522	97	123	68	x	30	901	x	10,749	
North Dakota	411	274	19	50	x	x	165	12	932	
Ohio	1,824	4,192	135	207	x	316	203	x	6,879	
Oklahoma	1,158	70	42	171	x	x	326	x	1,772	
Oregon	820	1,799	58	88	x	x	x	37	2,804 <sup>b</sup>	
Pennsylvania	6,977	691	636	54	x	x	3,267	49	11,686	
Rhode Island	1,259	x	x	x	x	x	x	x	1,332	
South Carolina	2,105	173	33	1,714	x	x	3,691	x	7,735	
South Dakota	143	580	27	387	x	x	x	x	1,139	
Tennessee	2,512	3,372	x	803	x	90	868	186	7,885	
Texas	1,570	5,562	23	3,588	x	x	20,439	x	31,185	
Utah	1,566	621	x	53	x	56	577	148	3,024 <sup>b</sup>	
Vermont	x	14	9	5	x	x	x	x	x	
Virginia	1,466	1,339	513	767	x	26	3,902	x	8,020	
Washington	963	1,004	x	482	x	41	912	25	3,435	
West Virginia	1,198	255	x	874	x	x	1,048	x	3,391	
Wisconsin	1,582	3,966	54	1,856	x	13	3,453	x	10,930	
Wyoming	1,215	392	45	114	x	x	43	x	1,813 <sup>b</sup>	
BIA schools	207	x	x	x	x	x	x	x	208	
50 states and D.C. (including BIA schools)	130,749	72,590	4,791	51,761	71	1,570	61,664	858	324,054	
American Samoa	x	x	x	x	x	x	x	x	55	
Guam	44	x	x	x	x	x	x	x	72	
Northern Marianas	x	x	x	x	x	x	x	x	8	
Puerto Rico	2,344	400	603	480	x	x	31	x	3,940	
Virgin Islands	68	x	x	x	x	x	x	x	73	
U.S. and outlying areas	133,264	73,002	5,400	52,244	71	1,593	61,711	917	328,202	

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page



**Table 2-1b. Children ages 3 through 5 with *speech or language impairments* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	23.72	32.20	0.78	43.12	.	0.15	.	.	100.00
Alaska	29.77	40.79	1.15	21.88	.	.	4.28	1.97	100.00
Arizona	91.47	4.89	.	2.36	.	.	1.21	.	100.00
Arkansas	45.16	2.68	0.33	44.60	.	.	7.05	.	100.00
California	37.43	35.82	2.14	13.81	0.03	0.24	10.34	0.18	100.00
Colorado	72.21	9.47	.	5.70	.	0.75	11.12	.	100.00
Connecticut	17.10	4.06	.	35.13	.	.	38.65	4.99	100.00
Delaware	69.56	18.82	4.42	6.87	.	.	.	.	100.00
District of Columbia	92.75	6.22	.	.	.	.	.	.	100.00
Florida	5.84	27.74	.	56.92	.	1.86	7.20	.	100.00
Georgia	63.61	30.98	0.87	3.99	.	0.48	.	.	100.00
Hawaii	43.68	.	.	30.46	.	.	.	.	100.00
Idaho	37.01	33.25	.	9.72	.	0.99	13.62	4.89	100.00
Illinois	73.38	6.13	.	19.71	.	0.76	.	.	100.00
Indiana	62.42	32.81	0.04	4.31	.	0.40	.	.	100.00
Iowa	22.11	17.72	3.74	10.49	.	.	44.31	1.46	100.00
Kansas	19.01	49.91	3.20	8.49	.	.	19.34	.	100.00
Kentucky	33.25	10.26	0.29	55.96	.	.	.	.	100.00
Louisiana	30.51	4.53	1.37	9.37	.	.	53.82	0.18	100.00
Maine	88.04	6.67	1.39	3.05	.	.	.	.	100.00
Maryland	24.87	6.94	0.92	16.73	.	.	49.84	0.51	100.00
Massachusetts	44.62	9.51	.	45.80	.	.	.	.	100.00
Michigan	55.92	30.55	1.55	4.59	.	0.24	7.12	.	100.00
Minnesota	45.01	24.74	3.06	6.71	.	.	20.10	0.33	100.00
Mississippi	59.70	16.14	3.77	19.09	.	1.26	.	.	100.00
Missouri	55.92	7.39	1.02	5.48	.	.	30.03	.	100.00
Montana	27.76	32.46	.	28.40	.	.	10.90	.	100.00
Nebraska	48.56	33.02	12.16	4.91	.	.	.	.	100.00
Nevada	11.88	20.53	.	5.11	.	.	61.73	.	100.00
New Hampshire	52.73	43.16	.	3.30	.	.	.	.	100.00
New Jersey	27.83	13.67	.	15.33	.	0.33	42.73	.	100.00
New Mexico	57.47	24.86	16.39	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	88.58	0.90	1.14	0.63	.	0.28	8.38	.	100.00
North Dakota	44.10	29.40	2.04	5.36	.	.	17.70	1.29	100.00
Ohio	26.52	60.94	1.96	3.01	.	4.59	2.95	.	100.00
Oklahoma	65.35	3.95	2.37	9.65	.	.	18.40	.	100.00
Oregon	29.24	64.16	2.07	3.14	.	.	.	1.32	100.00
Pennsylvania	59.70	5.91	5.44	0.46	.	.	27.96	0.42	100.00
Rhode Island	94.52	.	.	.	.	.	.	.	100.00
South Carolina	27.21	2.24	0.43	22.16	.	.	47.72	.	100.00
South Dakota	12.55	50.92	2.37	33.98	.	.	.	.	100.00
Tennessee	31.86	42.76	.	10.18	.	1.14	11.01	2.36	100.00
Texas	5.03	17.84	0.07	11.51	.	.	65.54	.	100.00
Utah	51.79	20.54	.	1.75	.	1.85	19.08	4.89	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	18.28	16.70	6.40	9.56	.	0.32	48.65	.	100.00
Washington	28.03	29.23	.	14.03	.	1.19	26.55	0.73	100.00
West Virginia	35.33	7.52	.	25.77	.	.	30.91	.	100.00
Wisconsin	14.47	36.29	0.49	16.98	.	0.12	31.59	.	100.00
Wyoming	67.02	21.62	2.48	6.29	.	.	2.37	.	100.00
BIA schools	99.52	.	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	40.35	22.40	1.48	15.97	0.02	0.48	19.03	0.26	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	61.11	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	100.00
Puerto Rico	59.49	10.15	15.30	12.18	.	.	0.79	.	100.00
Virgin Islands	93.15	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	40.60	22.24	1.65	15.92	0.02	0.49	18.80	0.28	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1c. Children ages 3 through 5 with mental retardation served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	x	x	x	x	x	x	x	x
Alaska	x	x	x	x	x	x	x	x	5
Arizona	45	255	x	31	x	6	x	x	340
Arkansas	29	71	x	33	x	x	x	x	138
California	681	3,022	36	378	x	30	23	x	4,175
Colorado	27	9	x	x	x	x	x	x	41
Connecticut	7	11	x	x	x	x	x	9	33
Delaware	44	100	x	5	x	23	x	7	184
District of Columbia	x	5	x	x	x	x	x	x	8
Florida	41	320	5	448	x	121	x	x	939
Georgia	122	324	83	29	x	x	x	x	562
Hawaii	x	14	x	x	x	x	x	x	16
Idaho	7	15	x	x	x	x	x	x	23
Illinois	52	42	x	256	x	148	x	x	500
Indiana	260	453	x	222	x	26	x	x	966
Iowa	210	365	22	168	x	x	106	31	905
Kansas	6	26	x	20	x	x	x	x	56
Kentucky	14	x	x	42	x	x	x	x	64
Louisiana	16	97	12	18	x	x	5	x	151
Maine	9	5	x	x	x	x	x	x	15
Maryland	x	39	x	14	x	14	x	x	76
Massachusetts	23	11	x	35	x	x	x	x	72
Michigan	197	411	10	35	x	15	46	x	716
Minnesota	25	68	28	x	x	x	x	x	145
Mississippi	x	x	x	x	x	x	x	x	5
Missouri	24	101	x	54	x	34	x	x	217
Montana	x	6	x	x	x	x	x	x	13
Nebraska	70	29	x	x	x	x	x	x	105
Nevada	x	84	x	x	x	x	x	x	90
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	5	80	x	17	x	9	x	x	115
New Mexico	6	16	x	x	x	x	x	x	23
New York	x	x	x	x	x	x	x	x	x
North Carolina	19	17	x	x	x	x	x	x	41
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	2,441	5,608	181	277	x	423	273	x	9,206
Oklahoma	21	28	x	8	x	x	14	x	74
Oregon	x	x	x	x	x	x	x	x	6 <sup>b</sup>
Pennsylvania	291	92	7	x	x	30	8	5	437
Rhode Island	16	x	x	x	x	x	x	x	22
South Carolina	15	166	6	43	x	8	x	x	243
South Dakota	x	5	x	15	x	x	x	x	21
Tennessee	9	61	x	x	x	x	x	x	81
Texas	48	500	6	609	x	x	6	x	1,173
Utah	13	21	x	x	x	x	x	x	36
Vermont	x	x	x	x	x	x	x	x	x
Virginia	8	117	7	50	x	x	x	x	189
Washington	x	x	x	x	x	x	x	x	x
West Virginia	13	16	x	30	x	x	x	x	63
Wisconsin	57	140	x	70	x	5	6	x	279
Wyoming	13	x	x	x	x	x	x	x	18 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	4,905	12,788	431	2,966	11	920	511	73	22,605
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	25	x	8	x	x	x	x	77
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,935	12,814	435	2,975	11	926	512	76	22,684

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1c. Children ages 3 through 5 with *mental retardation* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	.	.	.	.	.	.	.	.	.
Alaska	.	.	.	.	.	.	.	.	100.00
Arizona	13.24	75.00	.	9.12	.	1.76	.	.	100.00
Arkansas	21.01	51.45	.	23.91	.	.	.	.	100.00
California	16.31	72.38	0.86	9.05	.	0.72	0.55	.	100.00
Colorado	65.85	21.95	.	.	.	.	.	.	100.00
Connecticut	21.21	33.33	.	.	.	.	.	27.27	100.00
Delaware	23.91	54.35	.	2.72	.	12.50	.	3.80	100.00
District of Columbia	.	62.50	.	.	.	.	.	.	100.00
Florida	4.37	34.08	0.53	47.71	.	12.89	.	.	100.00
Georgia	21.71	57.65	14.77	5.16	.	.	.	.	100.00
Hawaii	.	87.50	.	.	.	.	.	.	100.00
Idaho	30.43	65.22	.	.	.	.	.	.	100.00
Illinois	10.40	8.40	.	51.20	.	29.60	.	.	100.00
Indiana	26.92	46.89	.	22.98	.	2.69	.	.	100.00
Iowa	23.20	40.33	2.43	18.56	.	.	11.71	3.43	100.00
Kansas	10.71	46.43	.	35.71	.	.	.	.	100.00
Kentucky	21.88	.	.	65.63	.	.	.	.	100.00
Louisiana	10.60	64.24	7.95	11.92	.	.	3.31	.	100.00
Maine	60.00	33.33	.	.	.	.	.	.	100.00
Maryland	.	51.32	.	18.42	.	18.42	.	.	100.00
Massachusetts	31.94	15.28	.	48.61	.	.	.	.	100.00
Michigan	27.51	57.40	1.40	4.89	.	2.09	6.42	.	100.00
Minnesota	17.24	46.90	19.31	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	100.00
Missouri	11.06	46.54	.	24.88	.	15.67	.	.	100.00
Montana	.	46.15	.	.	.	.	.	.	100.00
Nebraska	66.67	27.62	.	.	.	.	.	.	100.00
Nevada	.	93.33	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	4.35	69.57	.	14.78	.	7.83	.	.	100.00
New Mexico	26.09	69.57	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	46.34	41.46	.	.	.	.	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.52	60.92	1.97	3.01	.	4.59	2.97	.	100.00
Oklahoma	28.38	37.84	.	10.81	.	.	18.92	.	100.00
Oregon	.	.	.	.	.	.	.	.	100.00
Pennsylvania	66.59	21.05	1.60	.	.	6.86	1.83	1.14	100.00
Rhode Island	72.73	.	.	.	.	.	.	.	100.00
South Carolina	6.17	68.31	2.47	17.70	.	3.29	.	.	100.00
South Dakota	.	23.81	.	71.43	.	.	.	.	100.00
Tennessee	11.11	75.31	.	.	.	.	.	.	100.00
Texas	4.09	42.63	0.51	51.92	.	.	0.51	.	100.00
Utah	36.11	58.33	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	4.23	61.90	3.70	26.46	.	.	.	.	100.00
Washington	.	.	.	.	.	.	.	.	.
West Virginia	20.63	25.40	.	47.62	.	.	.	.	100.00
Wisconsin	20.43	50.18	.	25.09	.	1.79	2.15	.	100.00
Wyoming	72.22	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	21.70	56.57	1.91	13.12	0.05	4.07	2.26	0.32	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	32.47	.	10.39	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	21.76	56.49	1.92	13.11	0.05	4.08	2.26	0.34	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1d. Children ages 3 through 5 with *emotional disturbance* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	x	x	x	x	x	x	x	5
Alaska	x	x	x	x	x	x	x	x	x
Arizona	14	48	x	5	x	8	x	x	77
Arkansas	x	x	x	x	x	x	x	x	x
California	34	57	x	12	x	x	x	x	108
Colorado	14	6	x	5	x	x	x	x	26
Connecticut	x	5	x	x	x	x	x	x	12
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	5	x	x	x	x	x	x	9
Florida	16	41	x	220	x	x	x	x	285
Georgia	74	105	26	13	x	19	x	x	238
Hawaii	x	13	x	5	x	x	x	x	22
Idaho	x	x	x	x	x	x	x	x	x
Illinois	58	17	x	124	x	17	x	x	219
Indiana	32	18	x	19	x	x	x	x	72
Iowa	120	208	13	94	x	x	56	18	511
Kansas	x	x	x	5	x	x	x	x	16
Kentucky	x	8	x	7	x	x	x	x	19
Louisiana	x	x	x	x	x	x	x	x	x
Maine	54	26	x	x	x	8	x	x	93
Maryland	6	6	x	x	x	x	x	x	16
Massachusetts	49	9	x	77	x	13	x	x	151
Michigan	41	19	x	x	x	x	x	x	72
Minnesota	71	42	x	26	x	x	x	x	150
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	13	27	x	15	x	x	x	x	58
Montana	x	x	x	x	x	x	x	x	x
Nebraska	27	10	x	x	x	x	x	x	40
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	7	x	x	x	x	x	x	x	10
New Jersey	14	47	x	11	x	9	x	x	82
New Mexico	x	x	x	x	x	x	x	x	x
New York	x	x	x	x	x	x	x	x	x
North Carolina	16	6	x	x	x	x	x	x	27
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	719	1,649	53	81	x	124	80	x	2,707
Oklahoma	7	6	x	x	x	x	x	x	14
Oregon	x	5	x	x	x	x	x	x	12 <sup>b</sup>
Pennsylvania	96	x	x	x	x	18	x	x	121
Rhode Island	19	11	x	x	x	x	x	x	31
South Carolina	x	7	x	x	x	7	x	x	14
South Dakota	x	x	x	x	x	x	x	x	6
Tennessee	x	10	x	x	x	x	x	x	x
Texas	44	19	x	99	x	x	x	x	167
Utah	14	x	x	x	x	x	x	x	20
Vermont	x	x	x	x	x	x	x	x	x
Virginia	6	28	x	7	x	x	x	x	43
Washington	x	x	x	x	x	x	x	x	6
West Virginia	x	x	x	x	x	x	x	x	5
Wisconsin	50	125	x	54	x	x	x	x	234
Wyoming	x	x	x	x	x	x	x	x	x <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	1,658	2,623	117	912	10	253	154	23	5,750
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,662	2,626	118	912	10	253	154	23	5,758

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

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**Table 2-1d. Children ages 3 through 5 with *emotional disturbance* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	.	.	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	18.18	62.34	.	6.49	.	10.39	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.
California	31.48	52.78	.	11.11	.	.	.	.	100.00
Colorado	53.85	23.08	.	19.23	.	.	.	.	100.00
Connecticut	.	41.67	.	.	.	.	.	.	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	55.56	.	.	.	.	.	.	100.00
Florida	5.61	14.39	.	77.19	.	.	.	.	100.00
Georgia	31.09	44.12	10.92	5.46	.	7.98	.	.	100.00
Hawaii	.	59.09	.	22.73	.	.	.	.	100.00
Idaho	.	.	.	.	.	.	.	.	.
Illinois	26.48	7.76	.	56.62	.	7.76	.	.	100.00
Indiana	44.44	25.00	.	26.39	.	.	.	.	100.00
Iowa	23.48	40.70	2.54	18.40	.	.	10.96	3.52	100.00
Kansas	.	.	.	31.25	.	.	.	.	100.00
Kentucky	.	42.11	.	36.84	.	.	.	.	100.00
Louisiana	.	.	.	.	.	.	.	.	.
Maine	58.06	27.96	.	.	.	8.60	.	.	100.00
Maryland	37.50	37.50	.	.	.	.	.	.	100.00
Massachusetts	32.45	5.96	.	50.99	.	8.61	.	.	100.00
Michigan	56.94	26.39	.	.	.	.	.	.	100.00
Minnesota	47.33	28.00	.	17.33	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.
Missouri	22.41	46.55	.	25.86	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	67.50	25.00	.	.	.	.	.	.	100.00
Nevada	.	.	.	.	.	.	.	.	.
New Hampshire	70.00	.	.	.	.	.	.	.	100.00
New Jersey	17.07	57.32	.	13.41	.	10.98	.	.	100.00
New Mexico	.	.	.	.	.	.	.	.	.
New York	.	.	.	.	.	.	.	.	.
North Carolina	59.26	22.22	.	.	.	.	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.56	60.92	1.96	2.99	.	4.58	2.96	.	100.00
Oklahoma	50.00	42.86	.	.	.	.	.	.	100.00
Oregon	.	41.67	.	.	.	.	.	.	100.00
Pennsylvania	79.34	.	.	.	.	14.88	.	.	100.00
Rhode Island	61.29	35.48	.	.	.	.	.	.	100.00
South Carolina	.	50.00	.	.	.	.	.	.	100.00
South Dakota	.	.	.	.	.	.	.	.	100.00
Tennessee	.	.	.	.	.	.	.	.	.
Texas	26.35	11.38	.	59.28	.	.	.	.	100.00
Utah	70.00	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	13.95	65.12	.	16.28	.	.	.	.	100.00
Washington	.	.	.	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	21.37	53.42	.	23.08	.	.	.	.	100.00
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	28.83	45.62	2.03	15.86	0.17	4.40	2.68	0.40	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	28.86	45.61	2.05	15.84	0.17	4.39	2.67	0.40	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1e. Children ages 3 through 5 with *multiple disabilities* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	21	49	x	11	7	x	x	x	92
Alaska	x	6	x	x	x	x	x	x	16
Arizona	5	59	x	x	x	6	x	x	72
Arkansas	10	40	6	8	x	x	x	10	81
California	103	622	23	59	x	8	7	x	827
Colorado	38	19	x	x	x	x	x	x	63
Connecticut	17	40	x	9	x	x	5	20	95
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	11	16	x	x	x	x	x	x	29
Florida	x	x	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x	x	x
Hawaii	x	51	x	5	x	x1	x	x	63
Idaho	x	18	x	x	x	x	x	x	28
Illinois	20	25	x	98	x	53	x	x	205
Indiana	37	171	15	39	x	25	x	x	293
Iowa	7	15	x	5	x	x	x	x	32
Kansas	5	35	5	26	x	x	x	x	73
Kentucky	24	19	22	61	x	x	x	x	129
Louisiana	x	36	20	14	x	x	x	x	79
Maine	42	45	x	x	x	6	x	x	101
Maryland	24	59	x	52	x	58	7	x	205
Massachusetts	69	48	x	101	x	40	x	x	264
Michigan	82	351	30	17	x	39	12	x	532
Minnesota	x	12	x	x	x	x	x	x	18
Mississippi	x	6	x	x	x	x	x	x	14
Missouri	5	49	x	9	x	12	x	x	80
Montana	x	7	x	x	x	x	x	x	10
Nebraska	8	8	x	x	x	x	x	x	18
Nevada	x	77	12	x	x	11	x	x	104
New Hampshire	9	18	5	x	x	x	x	x	35
New Jersey	93	394	x	121	x	201	17	x	833
New Mexico	30	37	x	5	x	x	x	x	77
New York	x	x	x	x	x	x	x	x	x
North Carolina	11	29	7	x	x	29	x	x	81
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	630	1,451	47	72	x	109	70	x	2,380
Oklahoma	11	20	6	11	x	x	5	x	54
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	95	76	24	x	x	38	x	7	246
Rhode Island	18	10	x	x	x	x	x	x	35
South Carolina	x	14	7	x	x	x	x	x	27
South Dakota	5	53	x	26	x	x	x	x	90
Tennessee	20	110	x	13	x	10	x	10	172
Texas	8	188	42	154	x	10	x	x	409
Utah	67	42	x	x	x	8	x	23	145
Vermont	x	x	x	x	x	x	x	x	x
Virginia	18	128	9	8	x	29	x	x	197
Washington	13	67	x	x	x	x	x	x	84
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	1,574	4,523	362	955	39	722	145	77	8,397
American Samoa	x	x	x	x	x	x	x	x	9
Guam	x	x	x	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	37	19	34	8	x	x	x	x	101
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,623	4,543	398	965	39	724	145	78	8,515

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1e. Children ages 3 through 5 with *multiple disabilities* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	22.83	53.26	.	11.96	7.61	.	.	.	100.00
Alaska	.	37.50	.	.	.	.	.	.	100.00
Arizona	6.94	81.94	.	.	.	8.33	.	.	100.00
Arkansas	12.35	49.38	7.41	9.88	.	.	.	12.35	100.00
California	12.45	75.21	2.78	7.13	.	0.97	0.85	.	100.00
Colorado	60.32	30.16	.	.	.	.	.	.	100.00
Connecticut	17.89	42.11	.	9.47	.	.	5.26	21.05	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	37.93	55.17	.	.	.	.	.	.	100.00
Florida	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.
Hawaii	.	80.95	.	7.94	.	.	.	.	100.00
Idaho	.	64.29	.	.	.	.	.	.	100.00
Illinois	9.76	12.20	.	47.80	.	25.85	.	.	100.00
Indiana	12.63	58.36	5.12	13.31	.	8.53	.	.	100.00
Iowa	21.88	46.88	.	15.63	.	.	.	.	100.00
Kansas	6.85	47.95	6.85	35.62	.	.	.	.	100.00
Kentucky	18.60	14.73	17.05	47.29	.	.	.	.	100.00
Louisiana	.	45.57	25.32	17.72	.	.	.	.	100.00
Maine	41.58	44.55	.	.	.	5.94	.	.	100.00
Maryland	11.71	28.78	.	25.37	.	28.29	3.41	.	100.00
Massachusetts	26.14	18.18	.	38.26	.	15.15	.	.	100.00
Michigan	15.41	65.98	5.64	3.20	.	7.33	2.26	.	100.00
Minnesota	.	66.67	.	.	.	.	.	.	100.00
Mississippi	.	42.86	.	.	.	.	.	.	100.00
Missouri	6.25	61.25	.	11.25	.	15.00	.	.	100.00
Montana	.	70.00	.	.	.	.	.	.	100.00
Nebraska	44.44	44.44	.	.	.	.	.	.	100.00
Nevada	.	74.04	11.54	.	.	10.58	.	.	100.00
New Hampshire	25.71	51.43	14.29	.	.	.	.	.	100.00
New Jersey	11.16	47.30	.	14.53	.	24.13	2.04	.	100.00
New Mexico	38.96	48.05	.	6.49	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	13.58	35.80	8.64	.	.	35.80	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.47	60.97	1.97	3.03	.	4.58	2.94	.	100.00
Oklahoma	20.37	37.04	11.11	20.37	.	.	9.26	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	38.62	30.89	9.76	.	.	15.45	.	2.85	100.00
Rhode Island	51.43	28.57	.	.	.	.	.	.	100.00
South Carolina	.	51.85	25.93	.	.	.	.	.	100.00
South Dakota	5.56	58.89	.	28.89	.	.	.	.	100.00
Tennessee	11.63	63.95	.	7.56	.	5.81	.	5.81	100.00
Texas	1.96	45.97	10.27	37.65	.	2.44	.	.	100.00
Utah	46.21	28.97	.	.	.	5.52	.	15.86	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	9.14	64.97	4.57	4.06	.	14.72	.	.	100.00
Washington	15.48	79.76	.	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	18.74	53.86	4.31	11.37	0.46	8.60	1.73	0.92	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	36.63	18.81	33.66	7.92	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	19.06	53.35	4.67	11.33	0.46	8.50	1.70	0.92	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1f. Children ages 3 through 5 with hearing impairments served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	14	40	x	24	x	x	x	x	85
Alaska	5	5	x	x	x	x	x	x	13
Arizona	31	169	x	29	x	20	x	x	251
Arkansas	11	15	x	21	x	x	6	x	56
California	222	767	27	69	x	8	39	x	1,135
Colorado	116	44	x	7	x	19	x	x	191
Connecticut	x	21	x	21	x	17	11	10	88
Delaware	11	5	x	x	x	6	x	x	23
District of Columbia	x	x	x	x	x	x	x	x	6
Florida	15	114	x	243	23	6	x	x	405
Georgia	34	83	x	18	9	11	x	x	162
Hawaii	x	39	x	13	x	5	x	x	60
Idaho	6	31	x	x	x	x	x	x	44
Illinois	83	24	x	203	x	81	x	x	396
Indiana	81	76	x	33	38	22	x	x	251
Iowa	11	30	x	16	x	5	6	7	79
Kansas	5	27	x	29	x	12	x	x	75
Kentucky	26	x	x	38	x	25	x	x	107
Louisiana	20	55	x	27	x	x	15	x	121
Maine	20	6	x	x	x	x	x	x	33
Maryland	17	70	x	13	x	28	19	x	149
Massachusetts	35	x	x	44	x	47	x	x	157
Michigan	143	148	x	13	x	x	19	x	331
Minnesota	85	67	17	49	x	x	x	x	222
Mississippi	12	25	x	8	x	11	x	x	58
Missouri	17	34	x	22	x	26	x	x	103
Montana	x	8	x	10	x	x	x	x	24
Nebraska	22	26	12	x	x	16	x	x	77
Nevada	8	46	x	x	x	x	x	x	56
New Hampshire	6	5	x	x	x	13	x	x	25
New Jersey	13	21	x	11	x	15	x	x	70
New Mexico	34	17	x	x	x	x	x	x	60
New York	x	x	x	x	x	x	x	x	x
North Carolina	159	75	x	10	x	6	5	x	260
North Dakota	6	10	x	x	x	x	x	x	17
Ohio	119	273	x	14	x	20	13	x	448
Oklahoma	10	10	x	16	8	5	9	x	62
Oregon	11	66	11	x	x	x	x	x	95 <sup>b</sup>
Pennsylvania	99	94	10	12	x	48	16	x	283
Rhode Island	23	x	x	x	x	x	x	x	26
South Carolina	7	54	x	9	x	x	10	x	89
South Dakota	x	6	x	x	x	7	x	x	22
Tennessee	24	101	x	7	x	10	x	6	152
Texas	90	265	x	328	26	x	26	x	744
Utah	19	12	x	x	x	80	x	x	115
Vermont	x	x	x	x	x	x	x	x	x
Virginia	16	107	5	13	6	x	8	x	157
Washington	15	78	x	9	x	11	x	x	118
West Virginia	6	16	21	x	x	x	x	x	50
Wisconsin	37	69	x	24	x	x	28	x	164
Wyoming	10	10	x	x	x	x	x	x	21 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	1,777	3,320	163	1,428	147	602	262	44	7,743
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	21	20	x	7	x	x	x	x	60
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,802	3,343	173	1,437	147	603	262	45	7,812

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page



**Table 2-1f. Children ages 3 through 5 with hearing impairments served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	16.47	47.06	.	28.24	.	.	.	.	100.00
Alaska	38.46	38.46	.	.	.	.	.	.	100.00
Arizona	12.35	67.33	.	11.55	.	7.97	.	.	100.00
Arkansas	19.64	26.79	.	37.50	.	.	10.71	.	100.00
California	19.56	67.58	2.38	6.08	.	0.70	3.44	.	100.00
Colorado	60.73	23.04	.	3.66	.	9.95	.	.	100.00
Connecticut	.	23.86	.	23.86	.	19.32	12.50	11.36	100.00
Delaware	47.83	21.74	.	.	.	26.09	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	100.00
Florida	3.70	28.15	.	60.00	5.68	1.48	.	.	100.00
Georgia	20.99	51.23	.	11.11	5.56	6.79	.	.	100.00
Hawaii	.	65.00	.	21.67	.	8.33	.	.	100.00
Idaho	13.64	70.45	.	.	.	.	.	.	100.00
Illinois	20.96	6.06	.	51.26	.	20.45	.	.	100.00
Indiana	32.27	30.28	.	13.15	15.14	8.76	.	.	100.00
Iowa	13.92	37.97	.	20.25	.	6.33	7.59	8.86	100.00
Kansas	6.67	36.00	.	38.67	.	16.00	.	.	100.00
Kentucky	24.30	.	.	35.51	.	23.36	.	.	100.00
Louisiana	16.53	45.45	.	22.31	.	.	12.40	.	100.00
Maine	60.61	18.18	.	.	.	.	.	.	100.00
Maryland	11.41	46.98	.	8.72	.	18.79	12.75	.	100.00
Massachusetts	22.29	.	.	28.03	.	29.94	.	.	100.00
Michigan	43.20	44.71	.	3.93	.	.	5.74	.	100.00
Minnesota	38.29	30.18	7.66	22.07	.	.	.	.	100.00
Mississippi	20.69	43.10	.	13.79	.	18.97	.	.	100.00
Missouri	16.50	33.01	.	21.36	.	25.24	.	.	100.00
Montana	.	33.33	.	41.67	.	.	.	.	100.00
Nebraska	28.57	33.77	15.58	.	.	20.78	.	.	100.00
Nevada	14.29	82.14	.	.	.	.	.	.	100.00
New Hampshire	24.00	20.00	.	.	.	52.00	.	.	100.00
New Jersey	18.57	30.00	.	15.71	.	21.43	.	.	100.00
New Mexico	56.67	28.33	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	61.15	28.85	.	3.85	.	2.31	1.92	.	100.00
North Dakota	35.29	58.82	.	.	.	.	.	.	100.00
Ohio	26.56	60.94	.	3.13	.	4.46	2.90	.	100.00
Oklahoma	16.13	16.13	.	25.81	12.90	8.06	14.52	.	100.00
Oregon	11.58	69.47	11.58	.	.	.	.	.	100.00
Pennsylvania	34.98	33.22	3.53	4.24	.	16.96	5.65	.	100.00
Rhode Island	88.46	.	.	.	.	.	.	.	100.00
South Carolina	7.87	60.67	.	10.11	.	.	11.24	.	100.00
South Dakota	.	27.27	.	.	.	31.82	.	.	100.00
Tennessee	15.79	66.45	.	4.61	.	6.58	.	3.95	100.00
Texas	12.10	35.62	.	44.09	3.49	.	3.49	.	100.00
Utah	16.52	10.43	.	.	.	69.57	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	10.19	68.15	3.18	8.28	3.82	.	5.10	.	100.00
Washington	12.71	66.10	.	7.63	.	9.32	.	.	100.00
West Virginia	12.00	32.00	42.00	.	.	.	.	.	100.00
Wisconsin	22.56	42.07	.	14.63	.	.	17.07	.	100.00
Wyoming	47.62	47.62	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	22.95	42.88	2.11	18.44	1.90	7.77	3.38	0.57	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	35.00	33.33	.	11.67	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	23.07	42.79	2.21	18.39	1.88	7.72	3.35	0.58	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1g. Children ages 3 through 5 with *orthopedic impairments* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	17	39	x	19	x	x	x	x	77
Alaska	x	x	x	x	x	x	x	x	x
Arizona	34	x	x	x	x	x	x	x	46
Arkansas	6	5	x	x	x	x	x	x	20
California	363	1,475	49	197	x	x	28	16	2,136
Colorado	268	60	x	26	x	23	5	x	386
Connecticut	6	x	x	x	x	x	7	x	22
Delaware	15	33	x	x	x	20	x	6	80
District of Columbia	7	x	x	x	x	x	x	x	8
Florida	35	167	x	306	x	22	x	x	535
Georgia	36	45	x	9	x	x	x	x	95
Hawaii	x	12	x	6	x	x	x	x	20
Idaho	x	13	x	x	x	x	x	x	18
Illinois	129	34	x	140	x	70	x	x	375
Indiana	146	107	x	31	x	7	x	x	293
Iowa	17	26	x	16	x	x	9	x	75
Kansas	25	25	6	9	x	x	x	x	67
Kentucky	33	x	6	36	x	x	x	x	80
Louisiana	22	46	8	22	x	x	15	x	114
Maine	10	x	x	x	x	x	x	x	15
Maryland	26	13	x	22	x	7	17	x	90
Massachusetts	103	19	x	127	x	5	x	x	255
Michigan	275	295	19	21	x	x	19	x	642
Minnesota	56	20	x	29	x	x	x	x	112
Mississippi	14	15	x	x	x	x	x	x	38
Missouri	29	16	x	12	x	x	x	x	63
Montana	x	x	x	x	x	x	x	x	5
Nebraska	21	21	19	x	x	x	x	x	62
Nevada	5	44	x	x	x	x	x	x	53
New Hampshire	11	6	x	x	x	x	x	x	20
New Jersey	x	12	x	6	x	x	x	x	26
New Mexico	14	13	5	x	x	x	x	x	33
New York	x	x	x	x	x	x	x	x	x
North Carolina	91	25	x	x	x	20	x	x	146
North Dakota	10	13	x	x	x	x	x	x	29
Ohio	108	248	x	12	x	19	12	x	407
Oklahoma	12	10	x	x	x	x	8	x	32
Oregon	30	117	10	x	x	x	x	x	163 <sup>b</sup>
Pennsylvania	87	40	20	x	x	12	12	8	182
Rhode Island	18	x	x	x	x	x	x	x	20
South Carolina	x	16	x	9	x	x	x	x	35
South Dakota	x	x	x	5	x	x	x	x	9
Tennessee	13	63	x	12	x	5	x	13	108
Texas	103	272	13	263	x	x	8	x	661
Utah	16	13	x	x	x	x	x	5	37
Vermont	x	x	x	x	x	x	x	x	x
Virginia	19	46	7	8	x	x	x	x	85
Washington	19	47	x	8	x	x	6	x	82
West Virginia	x	x	x	x	x	x	x	x	5
Wisconsin	39	108	5	50	x	x	12	x	216
Wyoming	13	6	x	x	x	x	x	x	24 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	2,320	3,613	227	1,443	4	245	188	68	8,108
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	20	x	6	5	x	x	x	x	37
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	2,341	3,619	234	1,450	4	245	189	70	8,152

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1g. Children ages 3 through 5 with orthopedic impairments served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	22.08	50.65	.	24.68	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	73.91	.	.	.	.	.	.	.	100.00
Arkansas	30.00	25.00	.	.	.	.	.	.	100.00
California	16.99	69.05	2.29	9.22	.	.	1.31	0.75	100.00
Colorado	69.43	15.54	.	6.74	.	5.96	1.30	.	100.00
Connecticut	27.27	.	.	.	.	.	31.82	.	100.00
Delaware	18.75	41.25	.	.	.	25.00	.	7.50	100.00
District of Columbia	87.50	.	.	.	.	.	.	.	100.00
Florida	6.54	31.21	.	57.20	.	4.11	.	.	100.00
Georgia	37.89	47.37	.	9.47	.	.	.	.	100.00
Hawaii	.	60.00	.	30.00	.	.	.	.	100.00
Idaho	.	72.22	.	.	.	.	.	.	100.00
Illinois	34.40	9.07	.	37.33	.	18.67	.	.	100.00
Indiana	49.83	36.52	.	10.58	.	2.39	.	.	100.00
Iowa	22.67	34.67	.	21.33	.	.	12.00	.	100.00
Kansas	37.31	37.31	8.96	13.43	.	.	.	.	100.00
Kentucky	41.25	.	7.50	45.00	.	.	.	.	100.00
Louisiana	19.30	40.35	7.02	19.30	.	.	13.16	.	100.00
Maine	66.67	.	.	.	.	.	.	.	100.00
Maryland	28.89	14.44	.	24.44	.	7.78	18.89	.	100.00
Massachusetts	40.39	7.45	.	49.80	.	1.96	.	.	100.00
Michigan	42.83	45.95	2.96	3.27	.	.	2.96	.	100.00
Minnesota	50.00	17.86	.	25.89	.	.	.	.	100.00
Mississippi	36.84	39.47	.	.	.	.	.	.	100.00
Missouri	46.03	25.40	.	19.05	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	100.00
Nebraska	33.87	33.87	30.65	.	.	.	.	.	100.00
Nevada	9.43	83.02	.	.	.	.	.	.	100.00
New Hampshire	55.00	30.00	.	.	.	.	.	.	100.00
New Jersey	.	46.15	.	23.08	.	.	.	.	100.00
New Mexico	42.42	39.39	15.15	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	62.33	17.12	.	.	.	13.70	.	.	100.00
North Dakota	34.48	44.83	.	.	.	.	.	.	100.00
Ohio	26.54	60.93	.	2.95	.	4.67	2.95	.	100.00
Oklahoma	37.50	31.25	.	.	.	.	25.00	.	100.00
Oregon	18.40	71.78	6.13	.	.	.	.	.	100.00
Pennsylvania	47.80	21.98	10.99	.	.	6.59	6.59	4.40	100.00
Rhode Island	90.00	.	.	.	.	.	.	.	100.00
South Carolina	.	45.71	.	25.71	.	.	.	.	100.00
South Dakota	.	.	.	55.56	.	.	.	.	100.00
Tennessee	12.04	58.33	.	11.11	.	4.63	.	12.04	100.00
Texas	15.58	41.15	1.97	39.79	.	.	1.21	.	100.00
Utah	43.24	35.14	.	.	.	.	.	13.51	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	22.35	54.12	8.24	9.41	.	.	.	.	100.00
Washington	23.17	57.32	.	9.76	.	.	7.32	.	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	18.06	50.00	2.31	23.15	.	.	5.56	.	100.00
Wyoming	54.17	25.00	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	28.61	44.56	2.80	17.80	0.05	3.02	2.32	0.84	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	54.05	.	16.22	13.51	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	28.72	44.39	2.87	17.79	0.05	3.01	2.32	0.86	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1h. Children ages 3 through 5 with *other health impairments* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	24	36	7	18	x	x	x	x	86
Alaska	7	13	x	x	x	x	x	x	23
Arizona	50	41	x	16	x	x	x	x	112
Arkansas	44	22	7	14	x	x	x	x	93
California	411	1,240	55	225	6	6	43	16	2,002
Colorado	x	x	x	x	x	x	x	x	x
Connecticut	30	32	x	49	x	x	12	17	144
Delaware	39	21	5	x	x	7	x	x	75
District of Columbia	8	x	x	x	x	x	x	x	13
Florida	59	225	21	277	x	15	x	x	600
Georgia	97	118	23	15	x	x	x	x	258
Hawaii	6	56	x	19	x	x	x	x	85
Idaho	14	25	x	x	x	x	x	7	52
Illinois	232	127	9	394	x	60	x	x	823
Indiana	149	159	12	47	x	x	x	x	371
Iowa	x	x	x	6	x	x	x	x	18
Kansas	22	36	6	23	x	x	6	x	94
Kentucky	68	7	x	79	x	x	x	x	159
Louisiana	43	78	25	43	x	x	21	x	214
Maine	104	29	7	6	x	10	x	x	157
Maryland	59	70	15	69	x	22	19	x	266
Massachusetts	52	19	x	56	x	x	x	x	132
Michigan	258	358	22	46	x	x	23	x	709
Minnesota	46	22	x	16	x	x	x	x	87
Mississippi	9	32	5	10	x	x	x	x	57
Missouri	56	65	x	49	x	x	9	x	187
Montana	5	5	x	x	x	x	x	x	13
Nebraska	101	139	90	7	x	x	x	x	342
Nevada	5	68	5	x	x	x	x	x	83
New Hampshire	84	66	x	6	x	x	x	x	157
New Jersey	125	249	x	125	x	23	67	x	593
New Mexico	45	23	5	x	x	x	x	x	77
New York	x	x	x	x	x	x	x	x	x
North Carolina	98	29	12	14	x	5	x	x	160
North Dakota	12	17	x	x	x	x	x	x	34
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	26	20	x	18	x	x	x	x	69
Oregon	18	47	6	x	x	47	x	x	78 <sup>b</sup>
Pennsylvania	202	34	17	x	x	14	x	x	276
Rhode Island	30	16	x	x	x	x	x	x	47
South Carolina	13	61	x	18	x	x	5	x	102
South Dakota	x	17	x	6	x	x	x	x	25
Tennessee	37	147	14	19	x	11	x	14	245
Texas	347	1,066	78	916	x	7	68	x	2,485
Utah	46	19	x	x	x	10	x	7	84
Vermont	10	5	x	6	x	x	x	x	22
Virginia	30	105	10	26	x	x	6	x	178
Washington	75	172	5	22	x	21	14	x	313
West Virginia	9	x	x	x	x	x	x	x	12
Wisconsin	98	264	7	232	x	x	22	x	627
Wyoming	21	16	x	7	x	x	x	x	48 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	3,330	5,428	509	2,922	18	252	338	93	12,890
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	7
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	57	34	x	20	x	x	x	x	137
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	3,395	5,465	530	2,944	18	254	338	96	13,040

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1h. Children ages 3 through 5 with *other health impairments* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	27.91	41.86	8.14	20.93	.	.	.	.	100.00
Alaska	30.43	56.52	.	.	.	.	.	.	100.00
Arizona	44.64	36.61	.	14.29	.	.	.	.	100.00
Arkansas	47.31	23.66	7.53	15.05	.	.	.	.	100.00
California	20.53	61.94	2.75	11.24	0.30	0.30	2.15	0.80	100.00
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	20.83	22.22	.	34.03	.	.	8.33	11.81	100.00
Delaware	52.00	28.00	6.67	.	.	9.33	.	.	100.00
District of Columbia	61.54	.	.	.	.	.	.	.	100.00
Florida	9.83	37.50	3.50	46.17	.	2.50	.	.	100.00
Georgia	37.60	45.74	8.91	5.81	.	.	.	.	100.00
Hawaii	7.06	65.88	.	22.35	.	.	.	.	100.00
Idaho	26.92	48.08	.	.	.	.	.	13.46	100.00
Illinois	28.19	15.43	1.09	47.87	.	7.29	.	.	100.00
Indiana	40.16	42.86	3.23	12.67	.	.	.	.	100.00
Iowa	.	.	.	33.33	.	.	.	.	100.00
Kansas	23.40	38.30	6.38	24.47	.	.	6.38	.	100.00
Kentucky	42.77	4.40	.	49.69	.	.	.	.	100.00
Louisiana	20.09	36.45	11.68	20.09	.	.	9.81	.	100.00
Maine	66.24	18.47	4.46	3.82	.	6.37	.	.	100.00
Maryland	22.18	26.32	5.64	25.94	.	8.27	7.14	.	100.00
Massachusetts	39.39	14.39	.	42.42	.	.	.	.	100.00
Michigan	36.39	50.49	3.10	6.49	.	.	3.24	.	100.00
Minnesota	52.87	25.29	.	18.39	.	.	.	.	100.00
Mississippi	15.79	56.14	8.77	17.54	.	.	.	.	100.00
Missouri	29.95	34.76	.	26.20	.	.	4.81	.	100.00
Montana	38.46	38.46	.	.	.	.	.	.	100.00
Nebraska	29.53	40.64	26.32	2.05	.	.	.	.	100.00
Nevada	6.02	81.93	6.02	.	.	.	.	.	100.00
New Hampshire	53.50	42.04	.	3.82	.	.	.	.	100.00
New Jersey	21.08	41.99	.	21.08	.	3.88	11.30	.	100.00
New Mexico	58.44	29.87	6.49	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	61.25	18.13	7.50	8.75	.	3.13	.	.	100.00
North Dakota	35.29	50.00	.	.	.	.	.	.	100.00
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	37.68	28.99	.	26.09	.	.	.	.	100.00
Oregon	23.08	60.26	7.69	.	.	.	.	.	100.00
Pennsylvania	73.19	12.32	6.16	.	.	5.07	.	.	100.00
Rhode Island	63.83	34.04	.	.	.	.	.	.	100.00
South Carolina	12.75	59.80	.	17.65	.	.	4.90	.	100.00
South Dakota	.	68.00	.	24.00	.	.	.	.	100.00
Tennessee	15.10	60.00	5.71	7.76	.	4.49	.	5.71	100.00
Texas	13.96	42.90	3.14	36.86	.	0.28	2.74	.	100.00
Utah	54.76	22.62	.	.	.	11.90	.	8.33	100.00
Vermont	45.45	22.73	.	27.27	.	.	.	.	100.00
Virginia	16.85	58.99	5.62	14.61	.	.	3.37	.	100.00
Washington	23.96	54.95	1.60	7.03	.	6.71	4.47	.	100.00
West Virginia	75.00	.	.	.	.	.	.	.	100.00
Wisconsin	15.63	42.11	1.12	37.00	.	.	3.51	.	100.00
Wyoming	43.75	33.33	.	14.58	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	25.83	42.11	3.95	22.67	0.14	1.96	2.62	0.72	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	41.61	24.82	.	14.60	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.04	41.91	4.06	22.58	0.14	1.95	2.59	0.74	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1i. Children ages 3 through 5 with visual impairments served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	23	x	7	x	x	x	x	37
Alaska	x	x	x	x	x	x	x	x	x
Arizona	21	109	x	16	x	20	x	x	176
Arkansas	5	x	x	x	x	x	x	x	14
California	94	335	15	41	x	11	17	x	515
Colorado	22	7	x	x	x	x	x	x	33
Connecticut	8	6	x	6	x	x	x	x	22
Delaware	x	5	x	x	x	x	x	x	11
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	12	45	x	81	x	x	x	x	149
Georgia	20	22	5	7	x	x	x	x	55
Hawaii	x	9	x	x	x	x	x	x	15
Idaho	x	x	x	x	x	x	x	x	11
Illinois	45	12	x	49	x	x	x	x	113
Indiana	56	31	x	8	x	x	x	x	102
Iowa	x	9	x	x	x	x	x	x	18
Kansas	x	22	x	7	x	x	x	x	38
Kentucky	31	x	x	39	x	x	x	x	73
Louisiana	9	15	5	x	x	x	x	x	43
Maine	5	x	x	x	x	x	x	x	7
Maryland	17	34	x	5	x	x	8	x	71
Massachusetts	29	8	x	35	x	x	x	x	76
Michigan	44	35	x	9	x	x	x	x	97
Minnesota	22	18	x	8	x	x	x	x	52
Mississippi	x	10	14	x	x	x	x	x	31
Missouri	11	14	x	13	x	8	x	x	48
Montana	x	x	x	x	x	x	x	x	6
Nebraska	7	9	8	x	x	x	x	x	25
Nevada	x	15	x	x	x	x	x	x	16
New Hampshire	9	16	x	x	x	x	x	x	27
New Jersey	11	x	x	6	x	x	x	x	23
New Mexico	16	x	x	x	x	x	x	x	19
New York	x	x	x	x	x	x	x	x	x
North Carolina	57	21	11	x	x	x	x	x	96
North Dakota	x	x	x	x	x	x	x	x	6
Ohio	51	117	x	6	x	9	6	x	193
Oklahoma	14	x	x	9	x	x	x	x	32
Oregon	16	24	6	x	x	x	x	x	49 <sup>b</sup>
Pennsylvania	50	30	13	x	x	53	x	5	154
Rhode Island	11	x	x	x	x	x	x	x	12
South Carolina	x	11	x	5	10	x	6	x	37
South Dakota	x	x	x	x	x	x	x	x	5
Tennessee	12	35	x	5	x	x	6	x	66
Texas	95	208	30	225	x	x	8	x	567
Utah	11	x	x	x	x	43	x	8	68
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	26	5	x	x	x	6	x	43
Washington	7	16	x	x	x	x	x	x	29
West Virginia	5	x	22	x	x	x	x	x	33
Wisconsin	16	21	x	12	x	x	x	x	55
Wyoming	x	x	x	x	x	x	x	x	8
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	888	1,362	162	642	29	188	84	29	3,384
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	10	x	x	x	x	x	x	x	23
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	900	1,370	165	644	29	188	84	29	3,409

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1i. Children ages 3 through 5 with visual impairments served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	.	62.16	.	18.92	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	11.93	61.93	.	9.09	.	11.36	.	.	100.00
Arkansas	35.71	.	.	.	.	.	.	.	100.00
California	18.25	65.05	2.91	7.96	.	2.14	3.30	.	100.00
Colorado	66.67	21.21	.	.	.	.	.	.	100.00
Connecticut	36.36	27.27	.	27.27	.	.	.	.	100.00
Delaware	.	45.45	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	8.05	30.20	.	54.36	.	.	.	.	100.00
Georgia	36.36	40.00	9.09	12.73	.	.	.	.	100.00
Hawaii	.	60.00	.	.	.	.	.	.	100.00
Idaho	.	.	.	.	.	.	.	.	100.00
Illinois	39.82	10.62	.	43.36	.	.	.	.	100.00
Indiana	54.90	30.39	.	7.84	.	.	.	.	100.00
Iowa	.	50.00	.	.	.	.	.	.	100.00
Kansas	.	57.89	.	18.42	.	.	.	.	100.00
Kentucky	42.47	.	.	53.42	.	.	.	.	100.00
Louisiana	20.93	34.88	11.63	.	.	.	.	.	100.00
Maine	71.43	.	.	.	.	.	.	.	100.00
Maryland	23.94	47.89	.	7.04	.	.	11.27	.	100.00
Massachusetts	38.16	10.53	.	46.05	.	.	.	.	100.00
Michigan	45.36	36.08	.	9.28	.	.	.	.	100.00
Minnesota	42.31	34.62	.	15.38	.	.	.	.	100.00
Mississippi	.	32.26	45.16	.	.	.	.	.	100.00
Missouri	22.92	29.17	.	27.08	.	16.67	.	.	100.00
Montana	.	.	.	.	.	.	.	.	100.00
Nebraska	28.00	36.00	32.00	.	.	.	.	.	100.00
Nevada	.	93.75	.	.	.	.	.	.	100.00
New Hampshire	33.33	59.26	.	.	.	.	.	.	100.00
New Jersey	47.83	.	.	26.09	.	.	.	.	100.00
New Mexico	84.21	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	59.38	21.88	11.46	.	.	.	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	100.00
Ohio	26.42	60.62	.	3.11	.	4.66	3.11	.	100.00
Oklahoma	43.75	.	.	28.13	.	.	.	.	100.00
Oregon	32.65	48.98	12.24	.	.	.	.	.	100.00
Pennsylvania	32.47	19.48	8.44	.	.	34.42	.	3.25	100.00
Rhode Island	91.67	.	.	.	.	.	.	.	100.00
South Carolina	.	29.73	.	13.51	27.03	.	16.22	.	100.00
South Dakota	.	.	.	.	.	.	.	.	100.00
Tennessee	18.18	53.03	.	7.58	.	.	9.09	.	100.00
Texas	16.75	36.68	5.29	39.68	.	.	1.41	.	100.00
Utah	16.18	.	.	.	.	63.24	.	11.76	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	.	60.47	11.63	.	.	.	13.95	.	100.00
Washington	24.14	55.17	.	.	.	.	.	.	100.00
West Virginia	15.15	.	66.67	.	.	.	.	.	100.00
Wisconsin	29.09	38.18	.	21.82	.	.	.	.	100.00
Wyoming	.	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	26.24	40.25	4.79	18.97	0.86	5.56	2.48	0.86	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	43.48	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.40	40.19	4.84	18.89	0.85	5.51	2.46	0.85	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1j. Children ages 3 through 5 with autism served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	38	88	x	51	x	x	x	x	178
Alaska	6	15	x	x	x	x	x	x	x
Arizona	69	197	x	12	x	x	5	x	287
Arkansas	12	43	x	20	x	16	x	12	106
California	1,481	5,204	154	957	x	52	85	x	7,968
Colorado	87	59	x	9	x	x	x	x	157
Connecticut	56	236	x	38	x	11	8	60	412
Delaware	5	50	x	20	x	25	x	x	101
District of Columbia	x	20	x	x	x	x	x	x	40 <sup>b</sup>
Florida	75	552	x	854	x	113	x	x	1,598
Georgia	139	315	56	24	x	8	x	x	550
Hawaii	6	111	x	31	x	x	x	x	149
Idaho	19	58	x	x	x	x	x	x	86
Illinois	203	169	x	747	x	136	x	x	1,256
Indiana	202	427	x	139	x	8	x	x	777
Iowa	15	60	x	12	x	x	8	6	102
Kansas	27	78	x	62	x	x	x	x	172
Kentucky	90	18	x	160	x	x	x	x	270
Louisiana	56	156	x	43	x	x	20	11	294
Maine	75	101	7	x	x	122	x	x	311
Maryland	75	314	x	130	x	92	7	21	641
Massachusetts	274	319	x	714	x	61	x	x	1,370
Michigan	303	765	12	77	x	18	36	x	1,212
Minnesota	297	549	64	235	x	x	x	9	1,159
Mississippi	11	37	x	x	x	14	x	x	69
Missouri	64	158	x	55	x	x	x	x	283
Montana	x	30	x	7	x	x	x	x	44
Nebraska	59	78	13	x	x	x	x	x	154
Nevada	18	251	x	x	x	x	x	147	422
New Hampshire	42	59	x	9	x	x	x	x	112
New Jersey	57	379	x	102	x	181	8	x	734
New Mexico	15	75	x	x	x	x	x	x	96
New York	x	x	x	x	x	x	x	x	x
North Carolina	231	408	11	45	x	76	6	x	780
North Dakota	8	25	x	x	x	x	x	x	39
Ohio	105	242	x	12	x	18	12	x	397
Oklahoma	14	21	x	9	x	x	9	x	57
Oregon	53	421	x	12	x	x	x	16	505 <sup>b</sup>
Pennsylvania	676	1,040	52	102	x	122	x	48	2,063
Rhode Island	83	36	x	x	x	x	x	x	121
South Carolina	12	221	7	32	x	x	8	x	281
South Dakota	x	52	x	24	x	x	x	x	80
Tennessee	42	286	x	14	x	16	6	51	416
Texas	162	1,022	x	903	x	5	30	x	2,123
Utah	77	66	x	x	x	81	x	20	247
Vermont	29	x	x	x	x	x	x	x	48
Virginia	50	356	x	99	x	33	x	x	548
Washington	80	253	x	38	x	30	x	6	409
West Virginia	x	19	x	9	x	x	x	x	33
Wisconsin	90	320	x	117	x	5	26	x	562
Wyoming	17	17	x	x	x	x	x	x	36 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	5,642	15,790	436	5,960	15	1,265	318	457	29,883
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	10	x	x	x	x	x	x	15
Northern Marianas	8	x	x	x	x	x	x	x	13
Puerto Rico	57	41	x	13	x	x	x	x	116
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	5,712	15,843	439	5,977	15	1,265	318	459	30,028

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page



**Table 2-1j. Children ages 3 through 5 with autism served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	21.35	49.44	.	28.65	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	24.04	68.64	.	4.18	.	.	1.74	.	100.00
Arkansas	11.32	40.57	.	18.87	.	15.09	.	11.32	100.00
California	18.59	65.31	1.93	12.01	.	0.65	1.07	.	100.00
Colorado	55.41	37.58	.	5.73	.	.	.	.	100.00
Connecticut	13.59	57.28	.	9.22	.	2.67	1.94	14.56	100.00
Delaware	4.95	49.50	.	19.80	.	24.75	.	.	100.00
District of Columbia	.	50.00	.	.	.	.	.	.	100.00
Florida	4.69	34.54	.	53.44	.	7.07	.	.	100.00
Georgia	25.27	57.27	10.18	4.36	.	1.45	.	.	100.00
Hawaii	4.03	74.50	.	20.81	.	.	.	.	100.00
Idaho	22.09	67.44	.	.	.	.	.	.	100.00
Illinois	16.16	13.46	.	59.47	.	10.83	.	.	100.00
Indiana	26.00	54.95	.	17.89	.	1.03	.	.	100.00
Iowa	14.71	58.82	.	11.76	.	.	7.84	5.88	100.00
Kansas	15.70	45.35	.	36.05	.	.	.	.	100.00
Kentucky	33.33	6.67	.	59.26	.	.	.	.	100.00
Louisiana	19.05	53.06	.	14.63	.	.	6.80	3.74	100.00
Maine	24.12	32.48	2.25	.	.	39.23	.	.	100.00
Maryland	11.70	48.99	.	20.28	.	14.35	1.09	3.28	100.00
Massachusetts	20.00	23.28	.	52.12	.	4.45	.	.	100.00
Michigan	25.00	63.12	0.99	6.35	.	1.49	2.97	.	100.00
Minnesota	25.63	47.37	5.52	20.28	.	.	.	0.78	100.00
Mississippi	15.94	53.62	.	.	.	20.29	.	.	100.00
Missouri	22.61	55.83	.	19.43	.	.	.	.	100.00
Montana	.	68.18	.	15.91	.	.	.	.	100.00
Nebraska	38.31	50.65	8.44	.	.	.	.	.	100.00
Nevada	4.27	59.48	.	.	.	.	.	34.83	100.00
New Hampshire	37.50	52.68	.	8.04	.	.	.	.	100.00
New Jersey	7.77	51.63	.	13.90	.	24.66	1.09	.	100.00
New Mexico	15.63	78.13	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	29.62	52.31	1.41	5.77	.	9.74	0.77	.	100.00
North Dakota	20.51	64.10	.	.	.	.	.	.	100.00
Ohio	26.45	60.96	.	3.02	.	4.53	3.02	.	100.00
Oklahoma	24.56	36.84	.	15.79	.	.	15.79	.	100.00
Oregon	10.50	83.37	.	2.38	.	.	.	3.17	100.00
Pennsylvania	32.77	50.41	2.52	4.94	.	5.91	.	2.33	100.00
Rhode Island	68.60	29.75	.	.	.	.	.	.	100.00
South Carolina	4.27	78.65	2.49	11.39	.	.	2.85	.	100.00
South Dakota	.	65.00	.	30.00	.	.	.	.	100.00
Tennessee	10.10	68.75	.	3.37	.	3.85	1.44	12.26	100.00
Texas	7.63	48.14	.	42.53	.	0.24	1.41	.	100.00
Utah	31.17	26.72	.	.	.	32.79	.	8.10	100.00
Vermont	60.42	.	.	.	.	.	.	.	100.00
Virginia	9.12	64.96	.	18.07	.	6.02	.	.	100.00
Washington	19.56	61.86	.	9.29	.	7.33	.	1.47	100.00
West Virginia	.	57.58	.	27.27	.	.	.	.	100.00
Wisconsin	16.01	56.94	.	20.82	.	0.89	4.63	.	100.00
Wyoming	47.22	47.22	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	18.88	52.84	1.46	19.94	0.05	4.23	1.06	1.53	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	66.67	.	.	.	.	.	.	100.00
Northern Marianas	61.54	.	.	.	.	.	.	.	100.00
Puerto Rico	49.14	35.34	.	11.21	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	19.02	52.76	1.46	19.90	0.05	4.21	1.06	1.53	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1k. Children ages 3 through 5 with deaf-blindness served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	x	x	x	x	x	x	x	x
Alaska	x	x	x	x	x	x	x	x	x
Arizona	x	x	x	x	x	x	x	x	8
Arkansas	x	x	x	x	x	x	x	x	x
California	x	x	x	x	x	x	x	x	x
Colorado	x	7	x	x	x	x	x	x	21
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	12
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x	x	x
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	x
Illinois	x	x	x	x	x	x	x	x	6
Indiana	x	x	x	x	x	x	x	x	5
Iowa	x	x	x	x	x	x	x	x	x
Kansas	x	x	x	x	x	x	x	x	x
Kentucky	x	x	x	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x	x	x	x
Maine	x	x	x	x	x	x	x	x	x
Maryland	x	5	x	x	x	x	x	x	7
Massachusetts	9	x	x	10	x	8	x	x	33
Michigan	x	x	x	x	x	x	x	x	x
Minnesota	x	x	x	x	x	x	x	x	7
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	x	x	x	x	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	x
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	x	x	x	x	x	x	x	x
New Mexico	x	x	x	x	x	x	x	x	x
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	x	x	x	x	x	x	x	x
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x	x	x	x
Oregon	x	11	x	x	x	x	x	x	12
Pennsylvania	x	x	x	x	x	x	x	x	15
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	x	x	x	x	x	x	x	x	x
Texas	x	x	x	x	x	x	x	x	x
Utah	x	x	x	x	x	5	x	x	7
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	x	x	x	x	x	x	x	x
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	46	100	15	27	3	35	3	4	233
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	46	102	16	27	3	35	3	4	236

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

Continued on next page

**Table 2-1k. Children ages 3 through 5 with *deaf-blindness* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	.	.	.	.	.	.	.	.	.
Alaska	.	.	.	.	.	.	.	.	.
Arizona	.	.	.	.	.	.	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.
California	.	.	.	.	.	.	.	.	.
Colorado	.	33.33	.	.	.	.	.	.	100.00
Connecticut	.	.	.	.	.	.	.	.	.
Delaware	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	.	.	.	.	.	.
Illinois	.	.	.	.	.	.	.	.	100.00
Indiana	.	.	.	.	.	.	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	.	.	.	.	.	.	.	.	.
Kentucky	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.
Maine	.	.	.	.	.	.	.	.	.
Maryland	.	71.43	.	.	.	.	.	.	100.00
Massachusetts	27.27	.	.	30.30	.	24.24	.	.	100.00
Michigan	.	.	.	.	.	.	.	.	.
Minnesota	.	.	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.
Missouri	.	.	.	.	.	.	.	.	.
Montana	.	.	.	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.	.	.	.
Nevada	.	.	.	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	.	.	.	.	.	.	.	.	.
New York	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	.	.	.	.	.	.
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	.	.	.	.	.	.	.	.	.
Oregon	.	91.67	.	.	.	.	.	.	100.00
Pennsylvania	.	.	.	.	.	.	.	.	100.00
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	.	.	.	.	.	.	.	.	.
Texas	.	.	.	.	.	.	.	.	.
Utah	.	.	.	.	.	71.43	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	.	.	.	.	.	.	.	.	.
Washington	.	.	.	.	.	.	.	.	.
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	19.74	42.92	6.44	11.59	1.29	15.02	1.29	1.72	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	19.49	43.22	6.78	11.44	1.27	14.83	1.27	1.69	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-11. Children ages 3 through 5 with *traumatic brain injury* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrrnt services outside home	Reverse mainstr	All envir
Alabama	x	5	x	x	x	x	x	x	13
Alaska	x	x	x	x	x	x	x	x	x
Arizona	x	8	x	x	x	x	x	x	10
Arkansas	x	x	x	x	x	x	x	x	x
California	x	57	x	x	x	x	x	x	93
Colorado	14	x	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	x	x	x	24
Georgia	x	x	x	x	x	x	x	x	17
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	5
Illinois	x	x	x	x	x	8	x	x	46
Indiana	x	x	x	x	x	x	x	x	28
Iowa	x	7	x	x	x	x	x	x	x
Kansas	x	7	x	x	x	x	x	x	x
Kentucky	5	x	x	8	x	x	x	x	16
Louisiana	x	x	x	x	x	x	x	x	8
Maine	x	x	x	x	x	x	x	x	x
Maryland	5	x	x	x	x	x	x	x	13
Massachusetts	97	31	x	129	x	13	x	x	272
Michigan	x	14	x	x	x	x	x	x	x
Minnesota	8	10	x	x	x	x	x	x	21
Mississippi	x	x	x	x	x	x	x	x	9
Missouri	x	9	x	x	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	x
Nevada	x	7	x	x	x	x	x	x	8
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	8	x	x	x	x	x	x	x
New Mexico	6	6	x	x	x	x	x	x	16
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	6	x	x	x	x	x	x	x
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	51	x	x	x	x	x	x	83
Oklahoma	x	x	x	x	x	x	x	x	x
Oregon	x	x	x	x	x	x	x	x	x <sup>b</sup>
Pennsylvania	x	12	x	x	x	13	x	x	42
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	x	14	x	x	x	x	x	x	18
Texas	x	31	x	28	x	x	x	x	72
Utah	x	x	x	x	x	x	x	x	8
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	x	x	x	x	x	x	x	15
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	5	24	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	286	406	36	255	4	53	19	8	1,067
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	287	410	37	255	4	53	19	10	1,075

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-11. Children ages 3 through 5 with *traumatic brain injury* served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	.	38.46	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	.	80.00	.	.	.	.	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.
California	.	61.29	.	.	.	.	.	.	100.00
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.	.	.	.
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	.	.	.	.	.	.	.	100.00
Georgia	.	.	.	.	.	.	.	.	100.00
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	.	.	.	.	.	100.00
Illinois	.	.	.	.	.	17.39	.	.	100.00
Indiana	.	.	.	.	.	.	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	.	.	.	.	.	.	.	.	.
Kentucky	31.25	.	.	50.00	.	.	.	.	100.00
Louisiana	.	.	.	.	.	.	.	.	100.00
Maine	.	.	.	.	.	.	.	.	.
Maryland	38.46	.	.	.	.	.	.	.	100.00
Massachusetts	35.66	11.40	.	47.43	.	4.78	.	.	100.00
Michigan	.	.	.	.	.	.	.	.	.
Minnesota	38.10	47.62	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	100.00
Missouri	.	.	.	.	.	.	.	.	.
Montana	.	.	.	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.	.	.	.
Nevada	.	87.50	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	37.50	37.50	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	.	.	.	.	.	.
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	61.45	.	.	.	.	.	.	100.00
Oklahoma	.	.	.	.	.	.	.	.	.
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	.	28.57	.	.	.	30.95	.	.	100.00
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	.	77.78	.	.	.	.	.	.	100.00
Texas	.	43.06	.	38.89	.	.	.	.	100.00
Utah	.	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	.	.	.	.	.	.	.	.	.
Washington	.	.	.	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	26.80	38.05	3.37	23.90	0.37	4.97	1.78	0.75	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.70	38.14	3.44	23.72	0.37	4.93	1.77	0.93	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-1m. Children ages 3 through 5 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by educational environment<sup>b</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	460	1,017	16	716	x	11	x	x	2,223
Alaska	238	727	51	223	x	24	104	x	1,369
Arizona	1,270	6,162	x	1,420	x	45	157	192	9,263
Arkansas	x	398	x	3,178	x	1,310	147	78	5,196
California	-	-	-	-	-	-	-	-	-
Colorado	2,971	848	32	326	x	x	133	x	4,325
Connecticut	1,292	863	6	572	x	x	537	953	4,228
Delaware	187	109	14	x	x	49	7	x	369
District of Columbia	108	82	x	x	x	x	x	x	191 <sup>c</sup>
Florida	1,591	4,010	x	7,369	x	403	81	x	13,478
Georgia	2,172	4,206	394	722	x	131	x	x	7,635
Hawaii	139	1,172	x	485	x	x	x	x	1,800
Idaho	439	1,542	x	77	x	14	6	150	2,231
Illinois	2,459	1,699	x	5,863	x	556	x	x	10,584
Indiana	748	2,119	x	485	x	95	x	x	3,454
Iowa	-	-	-	-	-	-	-	-	-
Kansas	813	2,483	58	1,116	x	x	154	159	4,786
Kentucky	5,000	368	35	4,559	x	35	x	x	10,003
Louisiana	974	1,845	166	868	x	x	529	154	4,540
Maine	795	241	x	135	x	135	x	x	1,367
Maryland	746	1,553	x	1,094	x	147	256	71	3,889
Massachusetts	2,404	884	x	3,048	x	40	x	x	6,377
Michigan	966	2,410	56	186	x	84	30	x	3,734
Minnesota	2,246	2,649	294	1,508	x	x	44	47	6,791
Mississippi	749	1,120	45	375	x	84	x	x	2,379
Missouri	1,756	4,197	x	897	x	114	1,282	x	8,343
Montana	127	295	x	98	x	x	7	x	529
Nebraska	490	585	221	50	x	x	x	x	1,362
Nevada	368	2,753	x	107	x	7	11	43	3,295
New Hampshire	527	433	9	51	x	x	x	x	1,022
New Jersey	1,373	7,796	x	1,097	x	1,249	480	x	12,066
New Mexico	1,872	1,782	93	x	x	x	x	x	3,824
New York	x	x	x	x	x	x	x	x	x
North Carolina	4,575	2,353	163	460	x	462	114	x	8,152
North Dakota	138	219	6	51	x	x	x	33	451
Ohio	-	-	-	-	-	-	-	-	-
Oklahoma	2,552	1,124	143	1,027	13	28	1,026	10	5,923
Oregon	532	1,479	40	54	x	x	x	21	2,130
Pennsylvania	3,114	4,873	570	500	x	x	562	353	10,057
Rhode Island	800	260	x	x	x	13	x	x	1,076
South Carolina	289	2,021	69	370	x	22	143	x	2,915
South Dakota	122	701	x	443	x	x	x	x	1,287
Tennessee	440	1,970	x	106	x	41	87	179	2,832
Texas	-	-	-	-	-	-	-	-	-
Utah	825	1,036	x	42	x	272	x	697	2,883 <sup>c</sup>
Vermont	890	284	99	74	x	x	20	x	1,379
Virginia	1,053	5,416	340	759	x	35	214	x	7,841
Washington	1,432	5,887	x	851	x	218	185	322	8,919
West Virginia	533	1,274	36	368	x	x	23	x	2,235
Wisconsin	402	1,619	x	796	x	36	69	x	2,933
Wyoming	215	113	x	49	x	x	x	x	382
BIA schools	79	x	x	25	x	x	x	x	x
50 states and D.C. (including BIA schools)	78,468	105,116	12,331	45,288	77	9,114	6,569	3,489	260,452
American Samoa	x	x	x	x	x	x	x	x	x
Guam	29	27	x	x	x	x	x	x	58
Northern Marianas	25	x	x	9	x	x	x	x	x
Puerto Rico	x	11	5	x	x	x	x	x	42
Virgin Islands	64	x	x	x	x	x	x	x	71
U.S. and outlying areas	78,609	105,156	12,345	45,300	77	9,115	6,569	3,490	260,661

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>c</sup>Number reported for all environments is discrepant with the number reported for total child count.

x Data suppressed to limit disclosure.

- Data not available (see table A-3).

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-1m. Children ages 3 through 5 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by educational environment<sup>b</sup> and state: Fall 2005 (continued)**

State	Percent of children across all environments <sup>c</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	20.69	45.75	0.72	32.21	.	0.49	.	.	100.00
Alaska	17.38	53.10	3.73	16.29	.	1.75	7.60	.	100.00
Arizona	13.71	66.52	.	15.33	.	0.49	1.69	2.07	100.00
Arkansas	.	7.66	.	61.16	.	25.21	2.83	1.50	100.00
California	.	.	.	.	.	.	.	.	.
Colorado	68.69	19.61	0.74	7.54	.	.	3.08	.	100.00
Connecticut	30.56	20.41	0.14	13.53	.	.	12.70	22.54	100.00
Delaware	50.68	29.54	3.79	.	.	13.28	1.90	.	100.00
District of Columbia	56.54	42.93	.	.	.	.	.	.	100.00
Florida	11.80	29.75	.	54.67	.	2.99	0.60	.	100.00
Georgia	28.45	55.09	5.16	9.46	.	1.72	.	.	100.00
Hawaii	7.72	65.11	.	26.94	.	.	.	.	100.00
Idaho	19.68	69.12	.	3.45	.	0.63	0.27	6.72	100.00
Illinois	23.23	16.05	.	55.39	.	5.25	.	.	100.00
Indiana	21.66	61.35	.	14.04	.	2.75	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	16.99	51.88	1.21	23.32	.	.	3.22	3.32	100.00
Kentucky	49.99	3.68	0.35	45.58	.	0.35	.	.	100.00
Louisiana	21.45	40.64	3.66	19.12	.	.	11.65	3.39	100.00
Maine	58.16	17.63	.	9.88	.	9.88	.	.	100.00
Maryland	19.18	39.93	.	28.13	.	3.78	6.58	1.83	100.00
Massachusetts	37.70	13.86	.	47.80	.	0.63	.	.	100.00
Michigan	25.87	64.54	1.50	4.98	.	2.25	0.80	.	100.00
Minnesota	33.07	39.01	4.33	22.21	.	.	0.65	0.69	100.00
Mississippi	31.48	47.08	1.89	15.76	.	3.53	.	.	100.00
Missouri	21.05	50.31	.	10.75	.	1.37	15.37	.	100.00
Montana	24.01	55.77	.	18.53	.	.	1.32	.	100.00
Nebraska	35.98	42.95	16.23	3.67	.	.	.	.	100.00
Nevada	11.17	83.55	.	3.25	.	0.21	0.33	1.31	100.00
New Hampshire	51.57	42.37	0.88	4.99	.	.	.	.	100.00
New Jersey	11.38	64.61	.	9.09	.	10.35	3.98	.	100.00
New Mexico	48.95	46.60	2.43	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	56.12	28.86	2.00	5.64	.	5.67	1.40	.	100.00
North Dakota	30.60	48.56	1.33	11.31	.	.	.	7.32	100.00
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	43.09	18.98	2.41	17.34	0.22	0.47	17.32	0.17	100.00
Oregon	24.98	69.44	1.88	2.54	.	.	.	0.99	100.00
Pennsylvania	30.96	48.45	5.67	4.97	.	.	5.59	3.51	100.00
Rhode Island	74.35	24.16	.	.	.	1.21	.	.	100.00
South Carolina	9.91	69.33	2.37	12.69	.	0.75	4.91	.	100.00
South Dakota	9.48	54.47	.	34.42	.	.	.	.	100.00
Tennessee	15.54	69.56	.	3.74	.	1.45	3.07	6.32	100.00
Texas	.	.	.	.	.	.	.	.	.
Utah	28.62	35.93	.	1.46	.	9.43	.	24.18	100.00
Vermont	64.54	20.59	7.18	5.37	.	.	1.45	.	100.00
Virginia	13.43	69.07	4.34	9.68	.	0.45	2.73	.	100.00
Washington	16.06	66.01	.	9.54	.	2.44	2.07	3.61	100.00
West Virginia	23.85	57.00	1.61	16.47	.	.	1.03	.	100.00
Wisconsin	13.71	55.20	.	27.14	.	1.23	2.35	.	100.00
Wyoming	56.28	29.58	.	12.83	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	30.13	40.36	4.73	17.39	0.03	3.50	2.52	1.34	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	50.00	46.55	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	26.19	11.90	.	.	.	.	.	100.00
Virgin Islands	90.14	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	30.16	40.34	4.74	17.38	0.03	3.50	2.52	1.34	100.00

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>c</sup>Percent = Number of children in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

**Table 2-2. Students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir	envir
Alabama	56,600	19,896	5,584	1,065	105	429	454	284	84,417
Alaska	8,806	4,654	2,158	198	36	5	28	30	15,915
Arizona	55,774	32,828	19,003	1,247	1,195	90	37	268	110,442
Arkansas	27,561	21,079	6,907	333	385	166	369	228	57,028
California	307,289	128,663	147,369	8,410	11,383	765	3,181	2,605	609,665
Colorado	51,092	12,507	6,169	981	549	457	691	512	72,958
Connecticut	41,792	13,075	4,909	1,138	2,128	58	876	111	64,087
Delaware	8,350	4,226	3,383	643	33	x	x	124	16,784
District of Columbia	2,652	3,815	2,096	1,096	1,729	x	x	x	11,578 <sup>a</sup>
Florida	198,750	70,585	84,469	6,277	862	778	161	2,684	364,566
Georgia	95,592	43,774	34,209	1,608	60	1,165	153	307	176,868
Hawaii	4,463	8,019	6,555	237	83	46	59	78	19,540
Idaho	15,933	6,655	2,001	209	38	43	29	70	24,978
Illinois	142,163	74,446	54,534	9,808	5,850	335	450	404	287,990
Indiana	97,877	33,961	22,604	1,402	x	1,786	x	x	158,598
Iowa	32,681	23,686	7,213	1,900	26	367	370	96	66,339
Kansas	33,513	16,678	4,692	958	79	168	115	125	56,328
Kentucky	56,280	19,588	9,716	673	66	348	101	709	87,481
Louisiana	46,688	18,544	13,067	684	x	208	x	603	79,856
Maine	18,376	9,069	3,593	266	564	14	169	123	32,174
Maryland	58,953	15,441	16,630	3,095	4,051	42	266	333	98,811
Massachusetts	72,654	41,945	23,006	3,619	4,633	171	1,254	177	147,459
Michigan	118,455	50,334	39,182	9,957	24	561	503	301	219,317
Minnesota	62,277	25,701	10,248	3,927	159	349	212	236	103,109
Mississippi	32,728	13,060	12,803	351	347	171	120	200	59,780
Missouri	73,430	35,439	14,373	3,087	942	x	x	658	127,936
Montana	8,785	6,269	1,928	35	72	115	101	29	17,334
Nebraska	27,449	7,977	2,943	806	1,036	77	91	195	40,574
Nevada	23,972	11,703	5,870	652	x	x	x	98	42,302
New Hampshire	22,024	4,670	932	19	763	49	377	46	28,880
New Jersey	105,932	64,305	38,367	7,270	12,507	339	187	1,149	230,056
New Mexico	21,817	12,691	8,451	299	x	335	x	269	43,881
New York	212,129	50,808	99,283	10,599	9,845	1,527	2,925	2,009	389,125
North Carolina	106,050	33,320	28,985	2,087	111	408	272	1,044	172,277
North Dakota	9,720	1,892	487	54	62	51	84	13	12,363
Ohio	122,025	73,939	36,225	6,607	1,058	1,782	431	1,678	243,745
Oklahoma	43,580	34,658	8,584	532	150	380	105	463	88,452
Oregon	50,487	11,352	8,103	748	278	262	113	174	71,517 <sup>a</sup>
Pennsylvania	122,230	90,990	37,883	4,418	4,975	913	873	487	262,769
Rhode Island	17,917	3,606	5,091	x	867	x	231	85	27,866
South Carolina	50,602	23,671	22,051	694	92	397	71	1,038	98,616
South Dakota	9,638	3,709	976	157	107	154	113	30	14,884
Tennessee	57,818	32,370	15,879	571	395	222	35	824	108,114
Texas	261,545	140,767	58,920	2,266	168	517	47	2,939	467,169
Utah	25,845	17,526	7,809	1,488	241	x	x	160	53,073 <sup>a</sup>
Vermont	9,617	951	1,058	69	508	x	133	x	12,361
Virginia	88,252	40,384	22,583	2,375	1,539	225	710	1,092	157,160
Washington	54,356	39,849	15,653	541	274	227	16	153	111,069
West Virginia	26,624	12,548	3,897	55	6	146	129	439	43,844
Wisconsin	57,941	40,627	13,807	915	268	232	13	196	113,999
Wyoming	5,484	3,182	853	33	32	122	69	48	9,823 <sup>a</sup>
BIA schools	4,297	2,404	709	x	x	x	9	37	7,465
50 states and D.C. (including BIA schools)	3,266,865	1,513,836	1,003,800	106,533	70,751	17,012	16,971	26,954	6,022,722
American Samoa	1,076	x	x	x	x	x	x	x	1,131
Guam	826	806	x	x	x	x	x	x	2,309
Northern Marianas	459	x	65	x	x	x	x	x	680
Puerto Rico	7,662	60,869	10,620	2,168	322	x	x	767	82,448
Virgin Islands	624	487	386	x	x	x	25	x	1,539
U.S. and outlying areas	3,277,512	1,576,171	1,015,584	108,706	71,082	17,032	17,016	27,726	6,110,829

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count (see table 1-1).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page



**Table 2-2. Students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	67.05	23.57	6.61	1.26	0.12	0.51	0.54	0.34	100.00
Alaska	55.33	29.24	13.56	1.24	0.23	0.03	0.18	0.19	100.00
Arizona	50.50	29.72	17.21	1.13	1.08	0.08	0.03	0.24	100.00
Arkansas	48.33	36.96	12.11	0.58	0.68	0.29	0.65	0.40	100.00
California	50.40	21.10	24.17	1.38	1.87	0.13	0.52	0.43	100.00
Colorado	70.03	17.14	8.46	1.34	0.75	0.63	0.95	0.70	100.00
Connecticut	65.21	20.40	7.66	1.78	3.32	0.09	1.37	0.17	100.00
Delaware	49.75	25.18	20.16	3.83	0.20	.	.	0.74	100.00
District of Columbia	22.91	32.95	18.10	9.47	14.93	.	.	.	100.00
Florida	54.52	19.36	23.17	1.72	0.24	0.21	0.04	0.74	100.00
Georgia	54.05	24.75	19.34	0.91	0.03	0.66	0.09	0.17	100.00
Hawaii	22.84	41.04	33.55	1.21	0.42	0.24	0.30	0.40	100.00
Idaho	63.79	26.64	8.01	0.84	0.15	0.17	0.12	0.28	100.00
Illinois	49.36	25.85	18.94	3.41	2.03	0.12	0.16	0.14	100.00
Indiana	61.71	21.41	14.25	0.88	.	1.13	.	.	100.00
Iowa	49.26	35.70	10.87	2.86	0.04	0.55	0.56	0.14	100.00
Kansas	59.50	29.61	8.33	1.70	0.14	0.30	0.20	0.22	100.00
Kentucky	64.33	22.39	11.11	0.77	0.08	0.40	0.12	0.81	100.00
Louisiana	58.47	23.22	16.36	0.86	.	0.26	.	0.76	100.00
Maine	57.11	28.19	11.17	0.83	1.75	0.04	0.53	0.38	100.00
Maryland	59.66	15.63	16.83	3.13	4.10	0.04	0.27	0.34	100.00
Massachusetts	49.27	28.45	15.60	2.45	3.14	0.12	0.85	0.12	100.00
Michigan	54.01	22.95	17.87	4.54	0.01	0.26	0.23	0.14	100.00
Minnesota	60.40	24.93	9.94	3.81	0.15	0.34	0.21	0.23	100.00
Mississippi	54.75	21.85	21.42	0.59	0.58	0.29	0.20	0.33	100.00
Missouri	57.40	27.70	11.23	2.41	0.74	.	.	0.51	100.00
Montana	50.68	36.17	11.12	0.20	0.42	0.66	0.58	0.17	100.00
Nebraska	67.65	19.66	7.25	1.99	2.55	0.19	0.22	0.48	100.00
Nevada	56.67	27.67	13.88	1.54	.	.	.	0.23	100.00
New Hampshire	76.26	16.17	3.23	0.07	2.64	0.17	1.31	0.16	100.00
New Jersey	46.05	27.95	16.68	3.16	5.44	0.15	0.08	0.50	100.00
New Mexico	49.72	28.92	19.26	0.68	.	0.76	.	0.61	100.00
New York	54.51	13.06	25.51	2.72	2.53	0.39	0.75	0.52	100.00
North Carolina	61.56	19.34	16.82	1.21	0.06	0.24	0.16	0.61	100.00
North Dakota	78.62	15.30	3.94	0.44	0.50	0.41	0.68	0.11	100.00
Ohio	50.06	30.33	14.86	2.71	0.43	0.73	0.18	0.69	100.00
Oklahoma	49.27	39.18	9.70	0.60	0.17	0.43	0.12	0.52	100.00
Oregon	70.59	15.87	11.33	1.05	0.39	0.37	0.16	0.24	100.00
Pennsylvania	46.52	34.63	14.42	1.68	1.89	0.35	0.33	0.19	100.00
Rhode Island	64.30	12.94	18.27	.	3.11	.	0.83	0.31	100.00
South Carolina	51.31	24.00	22.36	0.70	0.09	0.40	0.07	1.05	100.00
South Dakota	64.75	24.92	6.56	1.05	0.72	1.03	0.76	0.20	100.00
Tennessee	53.48	29.94	14.69	0.53	0.37	0.21	0.03	0.76	100.00
Texas	55.99	30.13	12.61	0.49	0.04	0.11	0.01	0.63	100.00
Utah	48.70	33.02	14.71	2.80	0.45	.	.	0.30	100.00
Vermont	77.80	7.69	8.56	0.56	4.11	.	1.08	.	100.00
Virginia	56.15	25.70	14.37	1.51	0.98	0.14	0.45	0.69	100.00
Washington	48.94	35.88	14.09	0.49	0.25	0.20	0.01	0.14	100.00
West Virginia	60.72	28.62	8.89	0.13	0.01	0.33	0.29	1.00	100.00
Wisconsin	50.83	35.64	12.11	0.80	0.24	0.20	0.01	0.17	100.00
Wyoming	55.83	32.39	8.68	0.34	0.33	1.24	0.70	0.49	100.00
BIA schools	57.56	32.20	9.50	.	.	.	0.12	0.50	100.00
50 states and D.C. (including BIA schools)	54.24	25.14	16.67	1.77	1.17	0.28	0.28	0.45	100.00
American Samoa	95.14	.	.	.	.	.	.	.	100.00
Guam	35.77	34.91	.	.	.	.	.	.	100.00
Northern Marianas	67.50	.	9.56	.	.	.	.	.	100.00
Puerto Rico	9.29	73.83	12.88	2.63	0.39	.	.	0.93	100.00
Virgin Islands	40.55	31.64	25.08	.	.	.	1.62	.	100.00
U.S. and outlying areas	53.63	25.79	16.62	1.78	1.16	0.28	0.28	0.45	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2a. Students ages 6 through 21 with *specific learning disabilities* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	29,193	11,222	876	187	15	42	105	56	41,696
Alaska	4,303	3,071	460	23	5	x	7	x	7,872
Arizona	28,038	25,597	5,470	87	76	x	x	44	59,323
Arkansas	11,290	10,390	914	66	47	5	74	59	22,845
California	151,820	93,318	63,488	564	1,935	161	515	821	312,622
Colorado	22,946	6,197	814	141	42	118	108	134	30,500
Connecticut	18,046	5,108	980	56	245	x	78	x	24,537
Delaware	4,829	2,865	1,337	107	x	x	x	30	9,173
District of Columbia	1,230	2,695	753	172	504	x	x	x	5,385 <sup>a</sup>
Florida	98,788	48,976	29,864	539	115	x	x	199	178,488
Georgia	30,279	18,115	5,701	24	x	162	x	37	54,322
Hawaii	2,133	4,558	2,697	29	15	x	x	16	9,455
Idaho	7,608	3,498	167	24	x	x	7	11	11,320
Illinois	65,954	52,597	21,043	708	435	x	x	97	140,861
Indiana	39,240	19,154	3,736	x	x	303	x	287	62,969
Iowa	18,373	13,955	3,476	904	16	151	195	36	37,106
Kansas	14,432	8,611	823	55	5	29	13	24	23,992
Kentucky	10,821	3,853	553	42	x	12	x	48	15,338
Louisiana	16,109	10,150	3,023	18	x	66	x	104	29,475
Maine	7,035	3,920	314	x	31	x	11	23	11,344
Maryland	25,021	7,693	4,055	45	240	x	x	83	37,151
Massachusetts	36,766	23,064	5,197	290	691	x	81	x	66,102
Michigan	48,151	31,584	14,198	442	6	111	104	50	94,646
Minnesota	21,399	11,023	1,109	267	10	25	18	24	33,875
Mississippi	13,772	9,415	6,358	121	x	x	14	32	29,722
Missouri	29,753	18,950	3,135	109	x	x	x	213	52,260
Montana	4,162	4,124	504	x	18	6	6	x	8,826
Nebraska	10,429	3,668	278	132	134	22	19	14	14,696
Nevada	13,637	9,414	2,185	32	x	x	x	x	25,294
New Hampshire	10,749	2,099	218	x	135	9	50	x	13,267
New Jersey	47,344	39,386	15,409	667	1,047	13	11	257	104,134
New Mexico	10,295	8,278	3,586	130	x	x	x	75	22,389
New York	113,693	27,216	31,494	680	1,252	74	67	216	174,692
North Carolina	46,311	14,672	3,240	57	7	28	28	192	64,535
North Dakota	3,892	626	36	x	22	x	7	x	4,590
Ohio	54,836	39,169	5,688	290	55	310	33	182	100,563
Oklahoma	21,095	23,093	1,913	227	21	78	27	133	46,587
Oregon	22,895	6,029	855	171	41	27	14	38	30,070 <sup>a</sup>
Pennsylvania	63,994	66,533	12,084	616	515	301	98	83	144,224
Rhode Island	8,895	1,722	1,821	x	84	x	26	x	12,572
South Carolina	22,723	16,730	7,825	62	17	15	12	324	47,708
South Dakota	4,475	2,035	90	32	11	28	9	8	6,688
Tennessee	24,495	18,686	3,118	49	31	12	10	157	46,558
Texas	132,140	97,805	12,966	191	7	x	x	399	243,509
Utah	13,099	12,615	2,288	111	68	x	x	41	28,225 <sup>a</sup>
Vermont	3,657	285	104	7	68	x	21	x	4,143
Virginia	37,413	21,995	5,429	150	154	5	71	288	65,505
Washington	22,107	21,993	2,225	63	x	27	x	30	46,470
West Virginia	9,547	5,813	336	7	x	x	32	132	15,873
Wisconsin	21,387	21,418	2,171	59	32	x	x	31	45,105
Wyoming	2,117	1,838	93	x	x	19	8	6	4,087 <sup>a</sup>
BIA schools	2,435	1,707	290	x	x	x	x	21	4,457
50 states and D.C. (including BIA schools)	1,485,151	918,528	296,787	9,023	8,305	2,234	1,971	5,147	2,727,146
American Samoa	x	x	x	x	x	x	x	x	1,028
Guam	x	686	485	x	x	x	x	x	1,638
Northern Marianas	334	x	x	x	x	x	x	x	437
Puerto Rico	1,681	42,869	3,455	528	x	x	x	56	48,634
Virgin Islands	309	241	123	x	x	x	x	x	679
U.S. and outlying areas	1,488,970	962,406	300,870	9,554	8,346	2,237	1,974	5,205	2,779,562

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

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**Table 2-2a. Students ages 6 through 21 with *specific learning disabilities* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	70.01	26.91	2.10	0.45	0.04	0.10	0.25	0.13	100.00
Alaska	54.66	39.01	5.84	0.29	0.06	.	0.09	.	100.00
Arizona	47.26	43.15	9.22	0.15	0.13	.	.	0.07	100.00
Arkansas	49.42	45.48	4.00	0.29	0.21	0.02	0.32	0.26	100.00
California	48.56	29.85	20.31	0.18	0.62	0.05	0.16	0.26	100.00
Colorado	75.23	20.32	2.67	0.46	0.14	0.39	0.35	0.44	100.00
Connecticut	73.55	20.82	3.99	0.23	1.00	.	0.32	.	100.00
Delaware	52.64	31.23	14.58	1.17	.	.	.	0.33	100.00
District of Columbia	22.84	50.05	13.98	3.19	9.36	.	.	.	100.00
Florida	55.35	27.44	16.73	0.30	0.06	.	.	0.11	100.00
Georgia	55.74	33.35	10.49	0.04	.	0.30	.	0.07	100.00
Hawaii	22.56	48.21	28.52	0.31	0.16	.	.	0.17	100.00
Idaho	67.21	30.90	1.48	0.21	.	.	0.06	0.10	100.00
Illinois	46.82	37.34	14.94	0.50	0.31	.	.	0.07	100.00
Indiana	62.32	30.42	5.93	.	.	0.48	.	0.46	100.00
Iowa	49.51	37.61	9.37	2.44	0.04	0.41	0.53	0.10	100.00
Kansas	60.15	35.89	3.43	0.23	0.02	0.12	0.05	0.10	100.00
Kentucky	70.55	25.12	3.61	0.27	.	0.08	.	0.31	100.00
Louisiana	54.65	34.44	10.26	0.06	.	0.22	.	0.35	100.00
Maine	62.02	34.56	2.77	.	0.27	.	0.10	0.20	100.00
Maryland	67.35	20.71	10.91	0.12	0.65	.	.	0.22	100.00
Massachusetts	55.62	34.89	7.86	0.44	1.05	.	0.12	.	100.00
Michigan	50.87	33.37	15.00	0.47	0.01	0.12	0.11	0.05	100.00
Minnesota	63.17	32.54	3.27	0.79	0.03	0.07	0.05	0.07	100.00
Mississippi	46.34	31.68	21.39	0.41	.	.	0.05	0.11	100.00
Missouri	56.93	36.26	6.00	0.21	.	.	.	0.41	100.00
Montana	47.16	46.73	5.71	.	0.20	0.07	0.07	.	100.00
Nebraska	70.96	24.96	1.89	0.90	0.91	0.15	0.13	0.10	100.00
Nevada	53.91	37.22	8.64	0.13	.	.	.	.	100.00
New Hampshire	81.02	15.82	1.64	.	1.02	0.07	0.38	.	100.00
New Jersey	45.46	37.82	14.80	0.64	1.01	0.01	0.01	0.25	100.00
New Mexico	45.98	36.97	16.02	0.58	.	.	.	0.33	100.00
New York	65.08	15.58	18.03	0.39	0.72	0.04	0.04	0.12	100.00
North Carolina	71.76	22.73	5.02	0.09	0.01	0.04	0.04	0.30	100.00
North Dakota	84.79	13.64	0.78	.	0.48	.	0.15	.	100.00
Ohio	54.53	38.95	5.66	0.29	0.05	0.31	0.03	0.18	100.00
Oklahoma	45.28	49.57	4.11	0.49	0.05	0.17	0.06	0.29	100.00
Oregon	76.14	20.05	2.84	0.57	0.14	0.09	0.05	0.13	100.00
Pennsylvania	44.37	46.13	8.38	0.43	0.36	0.21	0.07	0.06	100.00
Rhode Island	70.75	13.70	14.48	.	0.67	.	0.21	.	100.00
South Carolina	47.63	35.07	16.40	0.13	0.04	0.03	0.03	0.68	100.00
South Dakota	66.91	30.43	1.35	0.48	0.16	0.42	0.13	0.12	100.00
Tennessee	52.61	40.13	6.70	0.11	0.07	0.03	0.02	0.34	100.00
Texas	54.26	40.16	5.32	0.08	0.00	.	.	0.16	100.00
Utah	46.41	44.69	8.11	0.39	0.24	.	.	0.15	100.00
Vermont	88.27	6.88	2.51	0.17	1.64	.	0.51	.	100.00
Virginia	57.11	33.58	8.29	0.23	0.24	0.01	0.11	0.44	100.00
Washington	47.57	47.33	4.79	0.14	.	0.06	.	0.06	100.00
West Virginia	60.15	36.62	2.12	0.04	.	.	0.20	0.83	100.00
Wisconsin	47.42	47.48	4.81	0.13	0.07	.	.	0.07	100.00
Wyoming	51.80	44.97	2.28	.	.	0.46	0.20	0.15	100.00
BIA schools	54.63	38.30	6.51	.	.	.	.	0.47	100.00
50 states and D.C. (including BIA schools)	54.46	33.68	10.88	0.33	0.30	0.08	0.07	0.19	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	41.88	29.61	.	.	.	.	.	100.00
Northern Marianas	76.43	.	.	.	.	.	.	.	100.00
Puerto Rico	3.46	88.15	7.10	1.09	.	.	.	0.12	100.00
Virgin Islands	45.51	35.49	18.11	.	.	.	.	.	100.00
U.S. and outlying areas	53.57	34.62	10.82	0.34	0.30	0.08	0.07	0.19	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2b. Students ages 6 through 21 with *speech or language impairments* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	15,321	1,405	178	10	14	x	x	17	16,949
Alaska	2,919	442	117	14	x	x	x	x	3,499
Arizona	19,255	688	290	x	x	x	x	6	20,247
Arkansas	10,291	1,146	184	18	22	x	x	6	11,675
California	109,952	10,447	13,451	80	445	53	29	137	134,594
Colorado	13,756	1,343	202	31	x	x	15	55	15,413
Connecticut	10,341	1,944	351	12	51	x	14	x	12,714
Delaware	1,653	14	x	x	x	x	x	x	1,671
District of Columbia	x	331	123	x	91	x	x	x	1,132
Florida	70,143	3,580	4,486	61	x	x	x	35	78,307
Georgia	34,093	1,917	467	x	35	23	5	x	36,543
Hawaii	626	238	x	x	x	x	x	x	908
Idaho	4,358	679	55	x	x	x	x	x	5,095
Illinois	50,936	1,466	1,631	95	x	x	x	12	54,147
Indiana	37,489	218	40	5	x	15	x	x	37,771
Iowa	4,575	1,799	485	124	x	20	27	x	7,044
Kansas	9,173	392	x	x	x	x	x	x	9,613
Kentucky	19,499	80	25	x	36	x	x	19	19,665
Louisiana	18,060	481	158	x	x	x	x	6	18,707
Maine	5,761	1,271	202	7	11	x	x	13	7,268
Maryland	17,768	1,665	1,168	22	80	x	x	19	20,723
Massachusetts	13,723	5,195	1,633	42	89	x	x	x	20,689
Michigan	40,774	2,149	714	81	11	16	13	21	43,779
Minnesota	15,634	765	64	86	x	x	44	x	16,599
Mississippi	13,618	425	155	58	261	x	12	x	14,542
Missouri	29,701	2,566	683	25	x	x	x	27	33,012
Montana	3,068	398	80	x	x	x	x	x	3,555
Nebraska	8,824	499	173	131	605	5	24	43	10,304
Nevada	6,564	57	34	x	x	x	x	x	6,660
New Hampshire	3,817	727	105	x	44	x	10	x	4,705
New Jersey	36,223	5,998	3,420	113	207	x	x	13	45,978
New Mexico	6,560	1,445	534	x	x	x	x	13	8,557
New York	48,095	6,717	17,513	203	669	x	x	34	73,241
North Carolina	29,130	166	74	23	30	5	18	8	29,454
North Dakota	3,200	142	8	x	15	x	x	x	3,375
Ohio	x	x	x	x	x	x	x	x	34,485
Oklahoma	10,359	961	67	x	24	x	x	x	11,422
Oregon	15,781	1,220	506	22	23	x	x	11	17,571 <sup>a</sup>
Pennsylvania	37,555	879	446	25	32	x	x	36	38,979
Rhode Island	4,387	533	356	x	13	x	x	x	5,293
South Carolina	21,063	x	x	x	50	x	x	17	21,196
South Dakota	3,312	46	x	x	x	17	x	x	3,386
Tennessee	20,432	3,305	803	33	9	x	x	26	24,609
Texas	68,398	2,026	553	x	x	x	x	x	70,988
Utah	9,025	1,018	449	x	19	x	x	x	10,514
Vermont	1,497	124	79	x	16	x	x	x	1,722
Virginia	23,192	269	421	15	39	x	x	32	23,969
Washington	16,213	709	90	x	12	x	x	x	17,032
West Virginia	11,291	23	x	x	x	x	x	x	11,322
Wisconsin	18,908	1,193	156	x	45	x	x	6	20,311
Wyoming	2,258	227	15	x	13	x	x	11	2,527 <sup>a</sup>
BIA schools	1,125	50	7	x	x	x	x	x	1,183
50 states and D.C. (including BIA schools)	1,014,733	71,413	52,873	1,400	3,055	200	274	696	1,144,644
American Samoa	x	x	x	x	x	x	x	x	19
Guam	207	8	x	x	x	x	x	x	218
Northern Marianas	x	x	x	x	x	x	x	x	43
Puerto Rico	4,742	8,324	389	x	x	x	x	x	13,550
Virgin Islands	157	22	x	x	x	x	x	x	190
U.S. and outlying areas	1,019,894	79,774	53,276	1,445	3,077	203	275	720	1,158,664

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

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**Table 2-2b. Students ages 6 through 21 with *speech or language impairments* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	90.39	8.29	1.05	0.06	0.08	.	.	0.10	100.00
Alaska	83.42	12.63	3.34	0.40	.	.	.	.	100.00
Arizona	95.10	3.40	1.43	.	.	.	.	0.03	100.00
Arkansas	88.15	9.82	1.58	0.15	0.19	.	.	0.05	100.00
California	81.69	7.76	9.99	0.06	0.33	0.04	0.02	0.10	100.00
Colorado	89.25	8.71	1.31	0.20	.	.	0.10	0.36	100.00
Connecticut	81.34	15.29	2.76	0.09	0.40	.	0.11	.	100.00
Delaware	98.92	0.84	.	.	.	.	.	.	100.00
District of Columbia	.	29.24	10.87	.	8.04	.	.	.	100.00
Florida	89.57	4.57	5.73	0.08	.	.	.	0.04	100.00
Georgia	93.30	5.25	1.28	.	0.10	0.06	0.01	.	100.00
Hawaii	68.94	26.21	.	.	.	.	.	.	100.00
Idaho	85.53	13.33	1.08	.	.	.	.	.	100.00
Illinois	94.07	2.71	3.01	0.18	.	.	.	0.02	100.00
Indiana	99.25	0.58	0.11	0.01	.	0.04	.	.	100.00
Iowa	64.95	25.54	6.89	1.76	.	0.28	0.38	.	100.00
Kansas	95.42	4.08	.	.	.	.	.	.	100.00
Kentucky	99.16	0.41	0.13	.	0.18	.	.	0.10	100.00
Louisiana	96.54	2.57	0.84	.	.	.	.	0.03	100.00
Maine	79.27	17.49	2.78	0.10	0.15	.	.	0.18	100.00
Maryland	85.74	8.03	5.64	0.11	0.39	.	.	0.09	100.00
Massachusetts	66.33	25.11	7.89	0.20	0.43	.	.	.	100.00
Michigan	93.14	4.91	1.63	0.19	0.03	0.04	0.03	0.05	100.00
Minnesota	94.19	4.61	0.39	0.52	.	.	0.27	.	100.00
Mississippi	93.65	2.92	1.07	0.40	1.79	.	0.08	.	100.00
Missouri	89.97	7.77	2.07	0.08	.	.	.	0.08	100.00
Montana	86.30	11.20	2.25	.	.	.	.	.	100.00
Nebraska	85.64	4.84	1.68	1.27	5.87	0.05	0.23	0.42	100.00
Nevada	98.56	0.86	0.51	.	.	.	.	.	100.00
New Hampshire	81.13	15.45	2.23	.	0.94	.	0.21	.	100.00
New Jersey	78.78	13.05	7.44	0.25	0.45	.	.	0.03	100.00
New Mexico	76.66	16.89	6.24	.	.	.	.	0.15	100.00
New York	65.67	9.17	23.91	0.28	0.91	.	.	0.05	100.00
North Carolina	98.90	0.56	0.25	0.08	0.10	0.02	0.06	0.03	100.00
North Dakota	94.81	4.21	0.24	.	0.44	.	.	.	100.00
Ohio	.	.	.	.	.	.	.	.	100.00
Oklahoma	90.69	8.41	0.59	.	0.21	.	.	.	100.00
Oregon	89.81	6.94	2.88	0.13	0.13	.	.	0.06	100.00
Pennsylvania	96.35	2.26	1.14	0.06	0.08	.	.	0.09	100.00
Rhode Island	82.88	10.07	6.73	.	0.25	.	.	.	100.00
South Carolina	99.37	.	.	.	0.24	.	.	0.08	100.00
South Dakota	97.81	1.36	.	.	.	0.50	.	.	100.00
Tennessee	83.03	13.43	3.26	0.13	0.04	.	.	0.11	100.00
Texas	96.35	2.85	0.78	.	.	.	.	.	100.00
Utah	85.84	9.68	4.27	.	0.18	.	.	.	100.00
Vermont	86.93	7.20	4.59	.	0.93	.	.	.	100.00
Virginia	96.76	1.12	1.76	0.06	0.16	.	.	0.13	100.00
Washington	95.19	4.16	0.53	.	0.07	.	.	.	100.00
West Virginia	99.73	0.20	.	.	.	.	.	.	100.00
Wisconsin	93.09	5.87	0.77	.	0.22	.	.	0.03	100.00
Wyoming	89.35	8.98	0.59	.	0.51	.	.	0.44	100.00
BIA schools	95.10	4.23	0.59	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	88.65	6.24	4.62	0.12	0.27	0.02	0.02	0.06	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	94.95	3.67	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	100.00
Puerto Rico	35.00	61.43	2.87	.	.	.	.	.	100.00
Virgin Islands	82.63	11.58	.	.	.	.	.	.	100.00
U.S. and outlying areas	88.02	6.88	4.60	0.12	0.27	0.02	0.02	0.06	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2c. Students ages 6 through 21 with *mental retardation* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	3,236	3,681	2,073	287	43	14	84	30	9,448
Alaska	83	163	471	14	7	x	x	x	742
Arizona	533	1,332	6,280	117	247	x	x	61	8,581
Arkansas	1,335	4,850	3,356	26	140	41	101	33	9,882
California	3,270	4,552	26,720	2,708	844	29	181	221	38,525
Colorado	1,001	1,041	1,282	30	31	x	x	16	3,417
Connecticut	947	1,298	389	104	173	x	43	x	2,962
Delaware	300	524	1,071	151	x	x	10	10	2,070
District of Columbia	148	198	534	152	209	x	x	x	1,263
Florida	3,151	6,342	23,963	2,744	171	6	15	166	36,558
Georgia	3,843	6,901	14,461	162	x	237	x	95	25,726
Hawaii	95	399	1,129	17	x	x	x	x	1,649
Idaho	292	688	741	7	x	x	x	x	1,733
Illinois	1,460	5,461	15,722	2,719	868	10	66	39	26,345
Indiana	3,891	6,826	9,924	227	x	198	x	x	21,196
Iowa	4,864	4,140	1,670	431	5	45	60	14	11,229
Kansas	614	2,094	1,590	143	14	9	33	10	4,507
Kentucky	5,811	7,367	4,155	113	x	x	18	119	17,601
Louisiana	1,638	2,257	4,658	169	33	x	x	110	8,875
Maine	75	280	462	14	5	x	x	x	842
Maryland	649	1,142	3,446	605	142	x	x	13	6,006
Massachusetts	1,742	3,377	6,328	339	261	9	114	5	12,175
Michigan	3,593	4,379	12,579	3,847	x	47	84	x	24,548
Minnesota	1,008	3,743	3,718	697	11	16	7	39	9,239
Mississippi	505	1,134	2,940	34	x	x	20	16	4,657
Missouri	834	4,236	5,200	1,575	125	x	x	70	12,041
Montana	122	356	544	x	x	x	x	x	1,027
Nebraska	1,749	1,877	1,340	180	46	8	6	21	5,227
Nevada	x	432	1,346	112	x	x	x	x	1,996
New Hampshire	423	256	196	x	x	x	31	x	934
New Jersey	364	1,400	3,220	623	620	10	8	31	6,276
New Mexico	154	319	1,167	66	x	x	x	16	1,724
New York	1,009	1,735	8,441	2,088	524	46	76	45	13,964
North Carolina	3,368	7,169	13,797	801	25	18	80	195	25,453
North Dakota	189	522	226	10	x	5	13	x	966
Ohio	9,151	19,722	12,256	285	56	267	36	152	41,925
Oklahoma	700	3,314	2,417	53	7	20	17	37	6,565
Oregon	812	957	2,362	96	17	10	7	26	4,287 <sup>a</sup>
Pennsylvania	2,467	9,071	11,781	1,107	484	33	97	50	25,090
Rhode Island	288	93	770	x	40	x	8	x	1,202
South Carolina	1,068	2,215	8,794	312	6	39	29	230	12,693
South Dakota	187	586	271	17	26	x	15	x	1,115
Tennessee	1,631	3,623	5,705	133	79	5	10	59	11,245
Texas	1,229	7,246	17,887	497	x	35	x	127	27,040
Utah	206	785	1,775	246	43	x	x	x	3,062
Vermont	628	152	271	7	25	x	7	x	1,091
Virginia	1,681	3,827	6,510	192	110	21	81	134	12,556
Washington	287	1,879	3,231	33	8	x	x	x	5,442
West Virginia	1,623	4,186	2,551	12	x	x	41	118	8,535
Wisconsin	961	4,548	5,365	320	x	28	x	45	11,283
Wyoming	x	180	245	x	x	14	x	8	481 <sup>a</sup>
BIA schools	63	184	172	x	x	x	x	x	422
50 states and D.C. (including BIA schools)	75,410	155,039	267,502	24,626	5,532	1,280	1,487	2,542	533,418
American Samoa	x	x	17	x	x	x	x	x	24
Guam	x	30	57	x	x	x	x	x	92
Northern Marianas	19	x	13	x	x	x	x	x	58
Puerto Rico	163	4,867	5,064	1,283	50	x	x	135	11,585
Virgin Islands	37	137	123	x	x	x	x	x	307
U.S. and outlying areas	75,641	160,098	272,776	25,911	5,585	1,291	1,504	2,678	545,484

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

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**Table 2-2c. Students ages 6 through 21 with *mental retardation* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	34.25	38.96	21.94	3.04	0.46	0.15	0.89	0.32	100.00
Alaska	11.19	21.97	63.48	1.89	0.94	.	.	.	100.00
Arizona	6.21	15.52	73.18	1.36	2.88	.	.	0.71	100.00
Arkansas	13.51	49.08	33.96	0.26	1.42	0.41	1.02	0.33	100.00
California	8.49	11.82	69.36	7.03	2.19	0.08	0.47	0.57	100.00
Colorado	29.29	30.47	37.52	0.88	0.91	.	.	0.47	100.00
Connecticut	31.97	43.82	13.13	3.51	5.84	.	1.45	.	100.00
Delaware	14.49	25.31	51.74	7.29	.	.	0.48	0.48	100.00
District of Columbia	11.72	15.68	42.28	12.03	16.55	.	.	.	100.00
Florida	8.62	17.35	65.55	7.51	0.47	0.02	0.04	0.45	100.00
Georgia	14.94	26.83	56.21	0.63	.	0.92	.	0.37	100.00
Hawaii	5.76	24.20	68.47	1.03	.	.	.	.	100.00
Idaho	16.85	39.70	42.76	0.40	.	.	.	.	100.00
Illinois	5.54	20.73	59.68	10.32	3.29	0.04	0.25	0.15	100.00
Indiana	18.36	32.20	46.82	1.07	.	0.93	.	.	100.00
Iowa	43.32	36.87	14.87	3.84	0.04	0.40	0.53	0.12	100.00
Kansas	13.62	46.46	35.28	3.17	0.31	0.20	0.73	0.22	100.00
Kentucky	33.02	41.86	23.61	0.64	.	.	0.10	0.68	100.00
Louisiana	18.46	25.43	52.48	1.90	0.37	.	.	1.24	100.00
Maine	8.91	33.25	54.87	1.66	0.59	.	.	.	100.00
Maryland	10.81	19.01	57.38	10.07	2.36	.	.	0.22	100.00
Massachusetts	14.31	27.74	51.98	2.78	2.14	0.07	0.94	0.04	100.00
Michigan	14.64	17.84	51.24	15.67	.	0.19	0.34	.	100.00
Minnesota	10.91	40.51	40.24	7.54	0.12	0.17	0.08	0.42	100.00
Mississippi	10.84	24.35	63.13	0.73	.	.	0.43	0.34	100.00
Missouri	6.93	35.18	43.19	13.08	1.04	.	.	0.58	100.00
Montana	11.88	34.66	52.97	.	.	.	.	.	100.00
Nebraska	33.46	35.91	25.64	3.44	0.88	0.15	0.11	0.40	100.00
Nevada	.	21.64	67.43	5.61	.	.	.	.	100.00
New Hampshire	45.29	27.41	20.99	.	.	.	3.32	.	100.00
New Jersey	5.80	22.31	51.31	9.93	9.88	0.16	0.13	0.49	100.00
New Mexico	8.93	18.50	67.69	3.83	.	.	.	0.93	100.00
New York	7.23	12.42	60.45	14.95	3.75	0.33	0.54	0.32	100.00
North Carolina	13.23	28.17	54.21	3.15	0.10	0.07	0.31	0.77	100.00
North Dakota	19.57	54.04	23.40	1.04	.	0.52	1.35	.	100.00
Ohio	21.83	47.04	29.23	0.68	0.13	0.64	0.09	0.36	100.00
Oklahoma	10.66	50.48	36.82	0.81	0.11	0.30	0.26	0.56	100.00
Oregon	18.94	22.32	55.10	2.24	0.40	0.23	0.16	0.61	100.00
Pennsylvania	9.83	36.15	46.95	4.41	1.93	0.13	0.39	0.20	100.00
Rhode Island	23.96	7.74	64.06	.	3.33	.	0.67	.	100.00
South Carolina	8.41	17.45	69.28	2.46	0.05	0.31	0.23	1.81	100.00
South Dakota	16.77	52.56	24.30	1.52	2.33	.	1.35	.	100.00
Tennessee	14.50	32.22	50.73	1.18	0.70	0.04	0.09	0.52	100.00
Texas	4.55	26.80	66.15	1.84	.	0.13	.	0.47	100.00
Utah	6.73	25.64	57.97	8.03	1.40	.	.	.	100.00
Vermont	57.56	13.93	24.84	0.64	2.29	.	0.64	.	100.00
Virginia	13.39	30.48	51.85	1.53	0.88	0.17	0.65	1.07	100.00
Washington	5.27	34.53	59.37	0.61	0.15	.	.	.	100.00
West Virginia	19.02	49.05	29.89	0.14	.	.	0.48	1.38	100.00
Wisconsin	8.52	40.31	47.55	2.84	.	0.25	.	0.40	100.00
Wyoming	.	37.42	50.94	.	.	2.91	.	1.66	100.00
BIA schools	14.93	43.60	40.76	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	14.14	29.07	50.15	4.62	1.04	0.24	0.28	0.48	100.00
American Samoa	.	.	70.83	.	.	.	.	.	100.00
Guam	.	32.61	61.96	.	.	.	.	.	100.00
Northern Marianas	32.76	.	22.41	.	.	.	.	.	100.00
Puerto Rico	1.41	42.01	43.71	11.07	0.43	.	.	1.17	100.00
Virgin Islands	12.05	44.63	40.07	.	.	.	.	.	100.00
U.S. and outlying areas	13.87	29.35	50.01	4.75	1.02	0.24	0.28	0.49	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2d. Students ages 6 through 21 with *emotional disturbance* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	1,268	436	196	67	17	26	153	30	2,193
Alaska	223	205	168	115	13	x	12	x	745
Arizona	2,447	1,794	2,654	518	553	x	x	57	8,038
Arkansas	223	278	168	42	30	x	32	x	788
California	5,593	3,949	9,273	1,155	4,845	22	2,188	373	27,398
Colorado	4,300	1,393	1,224	402	351	191	480	142	8,483
Connecticut	2,561	1,079	1,377	318	748	21	432	33	6,569
Delaware	317	143	227	107	13	x	x	34	847
District of Columbia	176	193	311	468	522	x	x	x	1,786 <sup>a</sup>
Florida	11,967	5,780	13,821	2,141	509	15	42	143	34,418
Georgia	9,574	6,261	5,688	1,103	6	461	110	54	23,257
Hawaii	521	669	917	93	32	33	33	32	2,330
Idaho	633	282	233	96	21	x	x	24	1,304
Illinois	6,990	5,933	7,192	4,752	3,473	11	261	88	28,700
Indiana	5,618	3,250	4,126	638	x	639	x	x	14,590
Iowa	2,972	2,374	950	299	x	59	67	x	6,742
Kansas	1,580	1,042	459	382	21	35	35	17	3,571
Kentucky	2,190	1,305	1,695	271	x	106	x	212	5,827
Louisiana	1,037	708	1,039	156	x	68	x	79	3,100
Maine	1,213	798	638	89	243	8	76	16	3,081
Maryland	2,818	1,184	2,443	719	1,993	26	66	86	9,335
Massachusetts	3,221	1,995	3,766	2,005	1,995	66	406	38	13,492
Michigan	7,523	4,661	4,540	1,723	x	260	274	x	19,039
Minnesota	8,546	3,370	2,406	1,834	108	165	111	78	16,618
Mississippi	540	361	498	x	45	x	55	20	1,532
Missouri	3,078	2,362	1,754	532	446	x	x	151	8,327
Montana	331	311	209	29	32	40	65	9	1,026
Nebraska	1,338	422	287	134	98	19	x	x	2,317
Nevada	858	510	623	137	x	x	x	x	2,132
New Hampshire	1,609	318	123	7	320	29	158	6	2,570
New Jersey	3,473	2,413	2,547	736	2,660	39	35	275	12,178
New Mexico	857	636	920	24	x	142	x	65	2,660
New York	9,347	3,855	16,163	3,088	2,464	1,196	1,758	1,234	39,105
North Carolina	3,618	2,325	2,955	373	8	54	10	246	9,589
North Dakota	763	186	85	19	x	22	38	x	1,125
Ohio	4,708	4,062	5,558	2,695	672	775	273	421	19,164
Oklahoma	1,566	2,006	1,204	96	10	83	44	97	5,106
Oregon	2,304	701	1,160	246	131	52	60	36	4,690 <sup>a</sup>
Pennsylvania	7,175	7,115	6,374	1,747	2,415	529	411	156	25,922
Rhode Island	1,072	327	941	x	481	x	166	x	3,013
South Carolina	1,249	1,363	2,081	221	7	64	15	258	5,258
South Dakota	344	187	136	20	x	27	17	x	750
Tennessee	1,345	969	1,127	128	130	x	x	58	3,766
Texas	17,567	9,854	8,060	840	58	17	16	437	36,849
Utah	887	795	812	135	72	x	x	x	2,741
Vermont	1,214	144	313	41	287	x	64	x	2,066
Virginia	4,538	2,922	2,394	1,142	722	34	358	262	12,372
Washington	1,519	1,729	1,401	158	62	49	7	15	4,940
West Virginia	966	604	377	x	x	9	42	78	2,080
Wisconsin	7,367	5,854	2,581	292	129	78	9	44	16,354
Wyoming	250	238	194	19	8	63	38	7	817 <sup>a</sup>
BIA schools	242	160	85	x	x	x	x	x	496
50 states and D.C. (including BIA schools)	163,636	101,811	126,473	32,368	26,799	5,542	8,662	5,905	471,196
American Samoa	x	x	x	x	x	x	x	x	x
Guam	28	x	x	x	x	x	x	x	53
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	107	523	251	x	x	x	x	x	943
Virgin Islands	12	17	30	x	x	x	14	x	77
U.S. and outlying areas	163,788	102,355	126,775	32,385	26,806	5,543	8,677	5,945	472,274

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

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**Table 2-2d. Students ages 6 through 21 with *emotional disturbance* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	57.82	19.88	8.94	3.06	0.78	1.19	6.98	1.37	100.00
Alaska	29.93	27.52	22.55	15.44	1.74	.	1.61	.	100.00
Arizona	30.44	22.32	33.02	6.44	6.88	.	.	0.71	100.00
Arkansas	28.30	35.28	21.32	5.33	3.81	.	4.06	.	100.00
California	20.41	14.41	33.85	4.22	17.68	0.08	7.99	1.36	100.00
Colorado	50.69	16.42	14.43	4.74	4.14	2.25	5.66	1.67	100.00
Connecticut	38.99	16.43	20.96	4.84	11.39	0.32	6.58	0.50	100.00
Delaware	37.43	16.88	26.80	12.63	1.53	.	.	4.01	100.00
District of Columbia	9.85	10.81	17.41	26.20	29.23	.	.	.	100.00
Florida	34.77	16.79	40.16	6.22	1.48	0.04	0.12	0.42	100.00
Georgia	41.17	26.92	24.46	4.74	0.03	1.98	0.47	0.23	100.00
Hawaii	22.36	28.71	39.36	3.99	1.37	1.42	1.42	1.37	100.00
Idaho	48.54	21.63	17.87	7.36	1.61	.	.	1.84	100.00
Illinois	24.36	20.67	25.06	16.56	12.10	0.04	0.91	0.31	100.00
Indiana	38.51	22.28	28.28	4.37	.	4.38	.	.	100.00
Iowa	44.08	35.21	14.09	4.43	.	0.88	0.99	.	100.00
Kansas	44.25	29.18	12.85	10.70	0.59	0.98	0.98	0.48	100.00
Kentucky	37.58	22.40	29.09	4.65	.	1.82	.	3.64	100.00
Louisiana	33.45	22.84	33.52	5.03	.	2.19	.	2.55	100.00
Maine	39.37	25.90	20.71	2.89	7.89	0.26	2.47	0.52	100.00
Maryland	30.19	12.68	26.17	7.70	21.35	0.28	0.71	0.92	100.00
Massachusetts	23.87	14.79	27.91	14.86	14.79	0.49	3.01	0.28	100.00
Michigan	39.51	24.48	23.85	9.05	.	1.37	1.44	.	100.00
Minnesota	51.43	20.28	14.48	11.04	0.65	0.99	0.67	0.47	100.00
Mississippi	35.25	23.56	32.51	.	2.94	.	3.59	1.31	100.00
Missouri	36.96	28.37	21.06	6.39	5.36	.	.	1.81	100.00
Montana	32.26	30.31	20.37	2.83	3.12	3.90	6.34	0.88	100.00
Nebraska	57.75	18.21	12.39	5.78	4.23	0.82	.	.	100.00
Nevada	40.24	23.92	29.22	6.43	.	.	.	.	100.00
New Hampshire	62.61	12.37	4.79	0.27	12.45	1.13	6.15	0.23	100.00
New Jersey	28.52	19.81	20.91	6.04	21.84	0.32	0.29	2.26	100.00
New Mexico	32.22	23.91	34.59	0.90	.	5.34	.	2.44	100.00
New York	23.90	9.86	41.33	7.90	6.30	3.06	4.50	3.16	100.00
North Carolina	37.73	24.25	30.82	3.89	0.08	0.56	0.10	2.57	100.00
North Dakota	67.82	16.53	7.56	1.69	.	1.96	3.38	.	100.00
Ohio	24.57	21.20	29.00	14.06	3.51	4.04	1.42	2.20	100.00
Oklahoma	30.67	39.29	23.58	1.88	0.20	1.63	0.86	1.90	100.00
Oregon	49.13	14.95	24.73	5.25	2.79	1.11	1.28	0.77	100.00
Pennsylvania	27.68	27.45	24.59	6.74	9.32	2.04	1.59	0.60	100.00
Rhode Island	35.58	10.85	31.23	.	15.96	.	5.51	.	100.00
South Carolina	23.75	25.92	39.58	4.20	0.13	1.22	0.29	4.91	100.00
South Dakota	45.87	24.93	18.13	2.67	.	3.60	2.27	.	100.00
Tennessee	35.71	25.73	29.93	3.40	3.45	.	.	1.54	100.00
Texas	47.67	26.74	21.87	2.28	0.16	0.05	0.04	1.19	100.00
Utah	32.36	29.00	29.62	4.93	2.63	.	.	.	100.00
Vermont	58.76	6.97	15.15	1.98	13.89	.	3.10	.	100.00
Virginia	36.68	23.62	19.35	9.23	5.84	0.27	2.89	2.12	100.00
Washington	30.75	35.00	28.36	3.20	1.26	0.99	0.14	0.30	100.00
West Virginia	46.44	29.04	18.13	.	.	0.43	2.02	3.75	100.00
Wisconsin	45.05	35.80	15.78	1.79	0.79	0.48	0.06	0.27	100.00
Wyoming	30.60	29.13	23.75	2.33	0.98	7.71	4.65	0.86	100.00
BIA schools	48.79	32.26	17.14	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	34.73	21.61	26.84	6.87	5.69	1.18	1.84	1.25	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	52.83	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	11.35	55.46	26.62	.	.	.	.	.	100.00
Virgin Islands	15.58	22.08	38.96	.	.	.	18.18	.	100.00
U.S. and outlying areas	34.68	21.67	26.84	6.86	5.68	1.17	1.84	1.26	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2e. Students ages 6 through 21 with *multiple disabilities* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	x	198	725	214	x	111	x	34	1,383
Alaska	29	51	299	12	x	x	x	12	406
Arizona	364	299	1,198	167	71	31	x	x	2,154
Arkansas	95	231	724	17	44	8	88	51	1,258
California	659	503	3,049	253	239	8	33	209	4,953
Colorado	687	562	1,475	167	60	11	26	48	3,036
Connecticut	456	643	566	250	260	17	84	24	2,300
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	74	198	172	136	245	x	x	x	840 <sup>a</sup>
Florida	x	x	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x	x	x
Hawaii	x	x	316	8	x	x	8	9	359
Idaho	57	114	251	15	x	x	x	14	454
Illinois	47	134	547	249	34	x	x	16	1,038
Indiana	x	151	1,210	x	x	118	x	82	1,740
Iowa	156	119	77	23	x	x	5	x	383
Kansas	575	708	569	156	20	37	12	43	2,120
Kentucky	1,152	1,206	1,404	96	x	79	x	129	4,083
Louisiana	x	x	615	66	x	x	x	125	910
Maine	760	996	1,112	69	155	x	46	x	3,175
Maryland	994	633	1,516	925	704	x	x	63	4,877
Massachusetts	996	1,041	1,550	324	488	67	236	69	4,771
Michigan	129	x	709	1,925	x	x	x	78	2,903
Minnesota	24	73	353	35	x	7	x	22	515
Mississippi	x	x	453	14	x	7	x	29	571
Missouri	89	209	504	214	37	x	x	41	1,095
Montana	79	143	304	x	x	24	6	6	568
Nebraska	x	40	162	69	x	6	x	12	341
Nevada	x	59	502	289	x	x	x	31	901
New Hampshire	165	58	51	x	36	x	37	x	358
New Jersey	4,093	6,170	8,076	3,452	5,364	134	81	333	27,703
New Mexico	92	153	620	11	x	30	x	40	947
New York	2,751	2,846	9,999	2,395	2,164	110	549	250	21,064
North Carolina	48	x	1,139	293	x	22	111	86	1,793
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	900	1,747	8,015	2,573	54	87	59	277	13,712
Oklahoma	110	338	885	25	5	6	7	101	1,477
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	120	234	1,595	398	274	10	77	99	2,807
Rhode Island	x	26	155	x	67	x	5	x	270
South Carolina	52	37	219	22	x	x	x	x	348
South Dakota	142	284	303	27	31	47	51	8	893
Tennessee	148	130	1,173	x	58	55	x	140	1,744
Texas	441	677	3,421	281	20	58	6	355	5,259
Utah	x	159	651	540	x	x	x	37	1,455
Vermont	43	24	x	x	6	x	x	6	121
Virginia	569	507	1,269	226	79	22	48	64	2,784
Washington	163	472	1,753	77	x	31	x	32	2,545
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	19	69	x	x	x	x	x	X <sup>a</sup>
BIA schools	26	49	58	x	x	x	x	8	145
50 states and D.C. (including BIA schools)	17,690	22,476	59,853	16,121	10,570	1,179	1,688	3,078	132,655
American Samoa	x	11	x	x	x	x	x	x	27
Guam	x	18	34	x	x	x	x	x	60
Northern Marianas	x	7	x	x	x	x	x	x	23
Puerto Rico	31	168	481	x	6	x	x	356	1,170
Virgin Islands	7	6	23	x	x	x	x	x	39
U.S. and outlying areas	17,747	22,686	60,412	16,247	10,578	1,180	1,689	3,435	133,974

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

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**Table 2-2e. Students ages 6 through 21 with *multiple disabilities* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	.	14.32	52.42	15.47	.	8.03	.	2.46	100.00
Alaska	7.14	12.56	73.65	2.96	.	.	.	2.96	100.00
Arizona	16.90	13.88	55.62	7.75	3.30	1.44	.	.	100.00
Arkansas	7.55	18.36	57.55	1.35	3.50	0.64	7.00	4.05	100.00
California	13.31	10.16	61.56	5.11	4.83	0.16	0.67	4.22	100.00
Colorado	22.63	18.51	48.58	5.50	1.98	0.36	0.86	1.58	100.00
Connecticut	19.83	27.96	24.61	10.87	11.30	0.74	3.65	1.04	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	8.81	23.57	20.48	16.19	29.17	.	.	.	100.00
Florida	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.
Hawaii	.	.	88.02	2.23	.	.	2.23	2.51	100.00
Idaho	12.56	25.11	55.29	3.30	.	.	.	3.08	100.00
Illinois	4.53	12.91	52.70	23.99	3.28	.	.	1.54	100.00
Indiana	.	8.68	69.54	.	.	6.78	.	4.71	100.00
Iowa	40.73	31.07	20.10	6.01	.	.	1.31	.	100.00
Kansas	27.12	33.40	26.84	7.36	0.94	1.75	0.57	2.03	100.00
Kentucky	28.21	29.54	34.39	2.35	.	1.93	.	3.16	100.00
Louisiana	.	.	67.58	7.25	.	.	.	13.74	100.00
Maine	23.94	31.37	35.02	2.17	4.88	.	1.45	.	100.00
Maryland	20.38	12.98	31.08	18.97	14.44	.	.	1.29	100.00
Massachusetts	20.88	21.82	32.49	6.79	10.23	1.40	4.95	1.45	100.00
Michigan	4.44	.	24.42	66.31	.	.	.	2.69	100.00
Minnesota	4.66	14.17	68.54	6.80	.	1.36	.	4.27	100.00
Mississippi	.	.	79.33	2.45	.	1.23	.	5.08	100.00
Missouri	8.13	19.09	46.03	19.54	3.38	.	.	3.74	100.00
Montana	13.91	25.18	53.52	.	.	4.23	1.06	1.06	100.00
Nebraska	.	11.73	47.51	20.23	.	1.76	.	3.52	100.00
Nevada	.	6.55	55.72	32.08	.	.	.	3.44	100.00
New Hampshire	46.09	16.20	14.25	.	10.06	.	10.34	.	100.00
New Jersey	14.77	22.27	29.15	12.46	19.36	0.48	0.29	1.20	100.00
New Mexico	9.71	16.16	65.47	1.16	.	3.17	.	4.22	100.00
New York	13.06	13.51	47.47	11.37	10.27	0.52	2.61	1.19	100.00
North Carolina	2.68	.	63.52	16.34	.	1.23	6.19	4.80	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	6.56	12.74	58.45	18.76	0.39	0.63	0.43	2.02	100.00
Oklahoma	7.45	22.88	59.92	1.69	0.34	0.41	0.47	6.84	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	4.28	8.34	56.82	14.18	9.76	0.36	2.74	3.53	100.00
Rhode Island	.	9.63	57.41	.	24.81	.	1.85	.	100.00
South Carolina	14.94	10.63	62.93	6.32	.	.	.	.	100.00
South Dakota	15.90	31.80	33.93	3.02	3.47	5.26	5.71	0.90	100.00
Tennessee	8.49	7.45	67.26	.	3.33	3.15	.	8.03	100.00
Texas	8.39	12.87	65.05	5.34	0.38	1.10	0.11	6.75	100.00
Utah	.	10.93	44.74	37.11	.	.	.	2.54	100.00
Vermont	35.54	19.83	.	.	4.96	.	.	4.96	100.00
Virginia	20.44	18.21	45.58	8.12	2.84	0.79	1.72	2.30	100.00
Washington	6.40	18.55	68.88	3.03	.	1.22	.	1.26	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	17.93	33.79	40.00	.	.	.	.	5.52	100.00
50 states and D.C. (including BIA schools)	13.34	16.94	45.12	12.15	7.97	0.89	1.27	2.32	100.00
American Samoa	.	40.74	.	.	.	.	.	.	100.00
Guam	.	30.00	56.67	.	.	.	.	.	100.00
Northern Marianas	.	30.43	.	.	.	.	.	.	100.00
Puerto Rico	2.65	14.36	41.11	.	0.51	.	.	30.43	100.00
Virgin Islands	17.95	15.38	58.97	.	.	.	.	.	100.00
U.S. and outlying areas	13.25	16.93	45.09	12.13	7.90	0.88	1.26	2.56	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2f. Students ages 6 through 21 with *hearing impairments* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	517	172	75	29	x	155	x	x	950
Alaska	54	50	64	x	x	x	x	x	169
Arizona	709	528	273	253	x	22	x	x	1,792
Arkansas	238	173	52	48	x	75	x	x	589
California	4,252	1,522	3,490	350	127	399	15	25	10,180
Colorado	797	162	161	90	x	86	x	6	1,308
Connecticut	405	87	29	41	93	x	36	x	692
Delaware	118	64	16	62	x	x	x	x	266
District of Columbia	6	13	19	x	x	x	x	x	46 <sup>a</sup>
Florida	1,524	557	1,003	x	x	547	x	14	3,672
Georgia	720	403	280	170	x	79	x	x	1,655
Hawaii	81	98	73	57	x	x	x	x	314
Idaho	129	58	16	19	x	27	x	x	252
Illinois	1,818	510	915	154	30	217	x	x	3,659
Indiana	1,167	356	171	10	x	258	x	x	1,965
Iowa	382	221	88	13	x	58	x	x	767
Kansas	260	128	29	61	x	36	x	x	517
Kentucky	324	113	58	5	10	80	x	x	591
Louisiana	599	227	145	157	x	x	x	6	1,135
Maine	148	61	13	18	7	x	x	x	249
Maryland	489	108	174	335	x	x	x	x	1,112
Massachusetts	388	180	195	x	207	x	37	x	1,032
Michigan	1,546	516	612	119	x	90	x	x	2,885
Minnesota	1,307	280	143	173	x	84	x	x	1,991
Mississippi	240	106	100	20	6	123	x	x	597
Missouri	591	334	145	156	20	x	x	x	1,248
Montana	72	53	13	x	x	34	x	x	174
Nebraska	411	87	65	8	20	x	x	6	606
Nevada	244	88	161	x	x	x	x	x	495
New Hampshire	188	47	14	x	x	x	7	x	261
New Jersey	659	319	262	227	43	131	x	x	1,646
New Mexico	237	119	82	8	x	95	x	x	543
New York	2,507	449	949	98	626	48	59	12	4,748
North Carolina	1,181	399	285	33	x	162	x	x	2,069
North Dakota	76	17	x	11	x	15	x	x	122
Ohio	1,369	482	502	76	27	179	x	x	2,643
Oklahoma	393	230	102	30	x	97	x	x	856
Oregon	453	117	119	19	x	119	x	x	831 <sup>a</sup>
Pennsylvania	1,608	454	291	30	299	13	62	5	2,762
Rhode Island	101	21	18	67	x	x	x	x	211
South Carolina	458	247	186	x	x	184	x	x	1,084
South Dakota	73	24	x	30	x	x	x	x	135
Tennessee	648	222	288	58	x	101	x	x	1,324
Texas	2,701	1,418	1,551	11	x	306	x	12	6,001
Utah	168	69	28	216	x	x	x	x	482
Vermont	85	x	9	x	17	x	13	x	129
Virginia	753	302	185	7	x	95	6	x	1,355
Washington	434	436	281	25	36	74	x	x	1,287
West Virginia	245	91	8	7	x	73	x	x	428
Wisconsin	872	285	194	65	x	73	x	x	1,493
Wyoming	89	38	x	x	x	x	x	x	137 <sup>a</sup>
BIA schools	28	x	10	x	x	x	x	x	45
50 states and D.C. (including BIA schools)	34,862	13,052	13,950	3,412	1,641	4,154	282	147	71,500
American Samoa	x	7	x	x	x	x	x	x	13
Guam	16	x	27	x	x	x	x	x	46
Northern Marianas	8	8	x	x	x	x	x	x	17
Puerto Rico	54	507	135	x	x	x	x	x	805
Virgin Islands	x	x	13	x	x	x	x	x	22
U.S. and outlying areas	34,949	13,583	14,126	3,429	1,730	4,154	284	148	72,403

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-2f. Students ages 6 through 21 with *hearing impairments* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	54.42	18.11	7.89	3.05	.	16.32	.	.	100.00
Alaska	31.95	29.59	37.87	.	.	.	.	.	100.00
Arizona	39.56	29.46	15.23	14.12	.	1.23	.	.	100.00
Arkansas	40.41	29.37	8.83	8.15	.	12.73	.	.	100.00
California	41.77	14.95	34.28	3.44	1.25	3.92	0.15	0.25	100.00
Colorado	60.93	12.39	12.31	6.88	.	6.57	.	0.46	100.00
Connecticut	58.53	12.57	4.19	5.92	13.44	.	5.20	.	100.00
Delaware	44.36	24.06	6.02	23.31	.	.	.	.	100.00
District of Columbia	13.04	28.26	41.30	.	.	.	.	.	100.00
Florida	41.50	15.17	27.31	.	.	14.90	.	0.38	100.00
Georgia	43.50	24.35	16.92	10.27	.	4.77	.	.	100.00
Hawaii	25.80	31.21	23.25	18.15	.	.	.	.	100.00
Idaho	51.19	23.02	6.35	7.54	.	10.71	.	.	100.00
Illinois	49.69	13.94	25.01	4.21	0.82	5.93	.	.	100.00
Indiana	59.39	18.12	8.70	0.51	.	13.13	.	.	100.00
Iowa	49.80	28.81	11.47	1.69	.	7.56	.	.	100.00
Kansas	50.29	24.76	5.61	11.80	.	6.96	.	.	100.00
Kentucky	54.82	19.12	9.81	0.85	1.69	13.54	.	.	100.00
Louisiana	52.78	20.00	12.78	13.83	.	.	.	0.53	100.00
Maine	59.44	24.50	5.22	7.23	2.81	.	.	.	100.00
Maryland	43.97	9.71	15.65	30.13	.	.	.	.	100.00
Massachusetts	37.60	17.44	18.90	.	20.06	.	3.59	.	100.00
Michigan	53.59	17.89	21.21	4.12	.	3.12	.	.	100.00
Minnesota	65.65	14.06	7.18	8.69	.	4.22	.	.	100.00
Mississippi	40.20	17.76	16.75	3.35	1.01	20.60	.	.	100.00
Missouri	47.36	26.76	11.62	12.50	1.60	.	.	.	100.00
Montana	41.38	30.46	7.47	.	.	19.54	.	.	100.00
Nebraska	67.82	14.36	10.73	1.32	3.30	.	.	0.99	100.00
Nevada	49.29	17.78	32.53	.	.	.	.	.	100.00
New Hampshire	72.03	18.01	5.36	.	.	.	2.68	.	100.00
New Jersey	40.04	19.38	15.92	13.79	2.61	7.96	.	.	100.00
New Mexico	43.65	21.92	15.10	1.47	.	17.50	.	.	100.00
New York	52.80	9.46	19.99	2.06	13.18	1.01	1.24	0.25	100.00
North Carolina	57.08	19.28	13.77	1.59	.	7.83	.	.	100.00
North Dakota	62.30	13.93	.	9.02	.	12.30	.	.	100.00
Ohio	51.80	18.24	18.99	2.88	1.02	6.77	.	.	100.00
Oklahoma	45.91	26.87	11.92	3.50	.	11.33	.	.	100.00
Oregon	54.51	14.08	14.32	2.29	.	14.32	.	.	100.00
Pennsylvania	58.22	16.44	10.54	1.09	10.83	0.47	2.24	0.18	100.00
Rhode Island	47.87	9.95	8.53	31.75	.	.	.	.	100.00
South Carolina	42.25	22.79	17.16	.	.	16.97	.	.	100.00
South Dakota	54.07	17.78	.	22.22	.	.	.	.	100.00
Tennessee	48.94	16.77	21.75	4.38	.	7.63	.	.	100.00
Texas	45.01	23.63	25.85	0.18	.	5.10	.	0.20	100.00
Utah	34.85	14.32	5.81	44.81	.	.	.	.	100.00
Vermont	65.89	.	6.98	.	13.18	.	10.08	.	100.00
Virginia	55.57	22.29	13.65	0.52	.	7.01	0.44	.	100.00
Washington	33.72	33.88	21.83	1.94	2.80	5.75	.	.	100.00
West Virginia	57.24	21.26	1.87	1.64	.	17.06	.	.	100.00
Wisconsin	58.41	19.09	12.99	4.35	.	4.89	.	.	100.00
Wyoming	64.96	27.74	.	.	.	.	.	.	100.00
BIA schools	62.22	.	22.22	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	48.76	18.25	19.51	4.77	2.30	5.81	0.39	0.21	100.00
American Samoa	.	53.85	.	.	.	.	.	.	100.00
Guam	34.78	.	58.70	.	.	.	.	.	100.00
Northern Marianas	47.06	47.06	.	.	.	.	.	.	100.00
Puerto Rico	6.71	62.98	16.77	.	.	.	.	.	100.00
Virgin Islands	.	.	59.09	.	.	.	.	.	100.00
U.S. and outlying areas	48.27	18.76	19.51	4.74	2.39	5.74	0.39	0.20	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2g. Students ages 6 through 21 with *orthopedic impairments* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	327	153	91	x	x	x	x	10	585
Alaska	41	10	17	x	x	x	x	x	69
Arizona	409	106	137	x	x	x	x	13	666
Arkansas	70	59	37	x	x	x	x	x	172
California	3,388	1,427	5,675	1,715	124	7	5	301	12,642
Colorado	6,405	1,484	544	79	38	13	44	85	8,692
Connecticut	83	22	13	x	x	x	x	x	123
Delaware	139	94	187	38	x	x	x	8	467
District of Columbia	x	x	x	30	7	x	x	x	x <sup>a</sup>
Florida	1,566	611	1,634	104	x	x	x	63	3,992
Georgia	455	243	300	x	x	x	x	9	1,008
Hawaii	30	22	25	x	x	x	x	x	80
Idaho	68	17	19	x	x	x	x	x	105
Illinois	1,025	384	659	135	11	x	x	10	2,225
Indiana	1,025	253	188	x	x	x	x	24	1,493
Iowa	399	282	91	18	x	x	6	x	802
Kansas	256	65	44	x	x	x	x	x	367
Kentucky	310	73	58	x	x	x	x	10	452
Louisiana	573	213	194	x	x	x	x	29	1,015
Maine	39	13	5	x	x	x	x	x	60
Maryland	228	57	78	8	42	x	x	x	420
Massachusetts	766	228	103	7	21	11	x	x	1,141
Michigan	2,277	864	1,233	135	x	6	x	23	4,539
Minnesota	924	479	160	52	x	x	x	12	1,629
Mississippi	157	78	229	11	x	x	x	12	488
Missouri	286	152	107	23	x	x	x	7	577
Montana	28	24	x	x	x	x	x	x	61
Nebraska	276	53	28	13	9	x	x	13	394
Nevada	199	80	51	x	x	x	x	5	339
New Hampshire	61	19	x	x	x	x	x	x	87
New Jersey	357	102	62	14	19	x	x	x	562
New Mexico	97	41	41	8	x	x	x	x	192
New York	1,763	199	385	32	142	x	x	8	2,532
North Carolina	561	189	198	24	x	x	x	20	993
North Dakota	69	29	14	x	x	x	x	x	119
Ohio	1,124	645	439	x	x	x	x	25	2,240
Oklahoma	250	118	45	x	x	x	x	x	415
Oregon	350	128	285	x	x	x	x	14	783 <sup>a</sup>
Pennsylvania	277	174	351	49	34	x	x	6	896
Rhode Island	46	25	17	x	x	x	x	x	91
South Carolina	263	155	322	x	x	x	x	32	779
South Dakota	62	20	x	x	x	x	x	x	89
Tennessee	400	165	243	x	x	x	x	63	881
Texas	1,949	1,067	1,115	x	x	x	x	143	4,308
Utah	66	52	42	x	x	x	x	x	169
Vermont	52	13	6	x	x	x	x	x	75
Virginia	509	183	130	x	x	x	x	15	842
Washington	322	163	110	x	x	x	x	x	598
West Virginia	122	29	23	x	x	x	x	x	177
Wisconsin	494	254	303	6	x	x	x	9	1,068
Wyoming	51	22	14	x	x	x	x	x	89 <sup>a</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	31,003	11,346	16,071	2,593	486	54	73	1,021	62,647
American Samoa	x	x	x	x	x	x	x	x	x
Guam	24	x	x	x	x	x	x	x	28
Northern Marianas	6	x	x	x	x	x	x	x	7
Puerto Rico	140	280	26	x	x	x	x	x	470
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	31,176	11,630	16,099	2,596	501	54	73	1,027	63,156

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-2g. Students ages 6 through 21 with *orthopedic impairments* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	< 21%	21-60%	> 60%	Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
Alabama	55.90	26.15	15.56	.	.	.	.	1.71	100.00
Alaska	59.42	14.49	24.64	.	.	.	.	.	100.00
Arizona	61.41	15.92	20.57	.	.	.	.	1.95	100.00
Arkansas	40.70	34.30	21.51	.	.	.	.	.	100.00
California	26.80	11.29	44.89	13.57	0.98	0.06	0.04	2.38	100.00
Colorado	73.69	17.07	6.26	0.91	0.44	0.15	0.51	0.98	100.00
Connecticut	67.48	17.89	10.57	.	.	.	.	.	100.00
Delaware	29.76	20.13	40.04	8.14	.	.	.	1.71	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	39.23	15.31	40.93	2.61	.	.	.	1.58	100.00
Georgia	45.14	24.11	29.76	.	.	.	.	0.89	100.00
Hawaii	37.50	27.50	31.25	.	.	.	.	.	100.00
Idaho	64.76	16.19	18.10	.	.	.	.	.	100.00
Illinois	46.07	17.26	29.62	6.07	0.49	.	.	0.45	100.00
Indiana	68.65	16.95	12.59	.	.	.	.	1.61	100.00
Iowa	49.75	35.16	11.35	2.24	.	.	0.75	.	100.00
Kansas	69.75	17.71	11.99	.	.	.	.	.	100.00
Kentucky	68.58	16.15	12.83	.	.	.	.	2.21	100.00
Louisiana	56.45	20.99	19.11	.	.	.	.	2.86	100.00
Maine	65.00	21.67	8.33	.	.	.	.	.	100.00
Maryland	54.29	13.57	18.57	1.90	10.00	.	.	.	100.00
Massachusetts	67.13	19.98	9.03	0.61	1.84	0.96	.	.	100.00
Michigan	50.17	19.04	27.16	2.97	.	0.13	.	0.51	100.00
Minnesota	56.72	29.40	9.82	3.19	.	.	.	0.74	100.00
Mississippi	32.17	15.98	46.93	2.25	.	.	.	2.46	100.00
Missouri	49.57	26.34	18.54	3.99	.	.	.	1.21	100.00
Montana	45.90	39.34	.	.	.	.	.	.	100.00
Nebraska	70.05	13.45	7.11	3.30	2.28	.	.	3.30	100.00
Nevada	58.70	23.60	15.04	.	.	.	.	1.47	100.00
New Hampshire	70.11	21.84	.	.	.	.	.	.	100.00
New Jersey	63.52	18.15	11.03	2.49	3.38	.	.	.	100.00
New Mexico	50.52	21.35	21.35	4.17	.	.	.	.	100.00
New York	69.63	7.86	15.21	1.26	5.61	.	.	0.32	100.00
North Carolina	56.50	19.03	19.94	2.42	.	.	.	2.01	100.00
North Dakota	57.98	24.37	11.76	.	.	.	.	.	100.00
Ohio	50.18	28.79	19.60	.	.	.	.	1.12	100.00
Oklahoma	60.24	28.43	10.84	.	.	.	.	.	100.00
Oregon	44.70	16.35	36.40	.	.	.	.	1.79	100.00
Pennsylvania	30.92	19.42	39.17	5.47	3.79	.	.	0.67	100.00
Rhode Island	50.55	27.47	18.68	.	.	.	.	.	100.00
South Carolina	33.76	19.90	41.34	.	.	.	.	4.11	100.00
South Dakota	69.66	22.47	.	.	.	.	.	.	100.00
Tennessee	45.40	18.73	27.58	.	.	.	.	7.15	100.00
Texas	45.24	24.77	25.88	.	.	.	.	3.32	100.00
Utah	39.05	30.77	24.85	.	.	.	.	.	100.00
Vermont	69.33	17.33	8.00	.	.	.	.	.	100.00
Virginia	60.45	21.73	15.44	.	.	.	.	1.78	100.00
Washington	53.85	27.26	18.39	.	.	.	.	.	100.00
West Virginia	68.93	16.38	12.99	.	.	.	.	.	100.00
Wisconsin	46.25	23.78	28.37	0.56	.	.	.	0.84	100.00
Wyoming	57.30	24.72	15.73	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	49.49	18.11	25.65	4.14	0.78	0.09	0.12	1.63	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	85.71	.	.	.	.	.	.	.	100.00
Northern Marianas	85.71	.	.	.	.	.	.	.	100.00
Puerto Rico	29.79	59.57	5.53	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	49.36	18.41	25.49	4.11	0.79	0.09	0.12	1.63	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environmental percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2h. Students ages 6 through 21 with *other health impairments* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	4,246	1,456	364	95	x	x	37	70	6,283
Alaska	590	234	127	x	8	x	x	x	967
Arizona	2,694	1,745	773	26	24	x	x	33	5,298
Arkansas	3,519	3,478	823	77	58	6	56	48	8,065
California	18,536	8,783	7,619	238	789	6	113	313	36,397
Colorado	x	x	x	x	x	x	x	x	x
Connecticut	7,622	2,070	702	112	261	x	114	x	10,906
Delaware	887	436	297	16	8	x	x	36	1,681
District of Columbia	x	x	x	75	71	x	x	x	397
Florida	9,195	3,760	4,227	87	19	13	87	2,022	19,410
Georgia	12,387	8,072	3,972	45	x	124	x	92	24,698
Hawaii	589	1,141	704	17	9	x	x	13	2,483
Idaho	1,306	659	117	16	5	x	x	9	2,118
Illinois	10,783	6,195	3,311	396	300	x	x	120	21,120
Indiana	5,576	2,371	850	x	x	50	x	76	8,971
Iowa	302	284	58	13	x	x	x	5	663
Kansas	3,891	2,423	503	111	12	12	15	25	6,992
Kentucky	8,841	3,385	750	101	x	x	13	107	13,213
Louisiana	5,230	2,689	1,135	41	7	x	x	101	9,208
Maine	2,822	1,444	418	39	47	x	x	19	4,810
Maryland	8,614	2,187	1,730	91	206	x	x	50	12,883
Massachusetts	5,044	2,065	556	104	97	7	20	26	7,919
Michigan	9,719	4,207	1,557	347	x	x	17	38	15,899
Minnesota	8,210	3,388	572	247	16	13	17	33	12,496
Mississippi	2,092	1,020	821	15	9	x	x	58	4,023
Missouri	7,172	5,251	1,539	177	81	x	x	115	14,336
Montana	788	703	139	x	12	x	19	5	1,669
Nebraska	3,005	934	318	80	82	5	11	62	4,497
Nevada	1,668	706	330	27	x	x	x	x	2,754
New Hampshire	3,590	722	135	9	123	9	53	14	4,655
New Jersey	11,618	7,259	2,929	255	790	6	6	177	23,040
New Mexico	1,515	941	606	17	x	12	x	35	3,127
New York	28,863	6,414	8,207	564	483	33	80	148	44,792
North Carolina	15,978	6,255	2,807	130	9	43	11	240	25,473
North Dakota	968	226	41	5	7	x	10	x	1,262
Ohio	11,566	5,764	1,199	132	42	51	11	560	19,325
Oklahoma	3,746	2,837	594	41	13	10	5	60	7,306
Oregon	5,102	1,287	997	100	37	14	24	32	7,593 <sup>a</sup>
Pennsylvania	5,810	4,321	1,247	78	133	13	14	26	11,642
Rhode Island	2,831	679	636	x	83	x	x	25	4,266
South Carolina	3,246	2,514	1,348	24	x	7	x	132	7,281
South Dakota	838	357	50	9	11	6	x	x	1,276
Tennessee	6,148	3,614	1,180	49	54	x	x	256	11,303
Texas	30,609	16,414	6,097	199	8	x	x	1,351	54,686
Utah	1,212	1,177	492	51	x	x	x	19	2,964
Vermont	1,613	143	125	10	65	x	15	x	1,975
Virginia	14,199	7,533	2,933	146	250	7	94	251	25,413
Washington	8,334	8,771	3,254	133	80	22	5	59	20,658
West Virginia	2,342	1,605	317	x	x	x	7	89	4,367
Wisconsin	5,844	5,406	1,527	51	22	x	x	47	12,904
Wyoming	597	517	128	6	5	17	13	9	1,292 <sup>a</sup>
BIA schools	163	124	41	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	312,158	156,080	71,240	4,653	4,364	566	962	7,064	557,087
American Samoa	x	x	x	x	x	x	x	x	x
Guam	45	x	28	x	x	x	x	x	99
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	571	2,669	238	x	x	x	x	104	3,696
Virgin Islands	25	33	27	x	x	x	x	x	88
U.S. and outlying areas	312,812	158,813	71,539	4,674	4,455	567	965	7,169	560,994

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

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**Table 2-2h. Students ages 6 through 21 with *other health impairments* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	67.58	23.17	5.79	1.51	.	.	0.59	1.11	100.00
Alaska	61.01	24.20	13.13	.	0.83	.	.	.	100.00
Arizona	50.85	32.94	14.59	0.49	0.45	.	.	0.62	100.00
Arkansas	43.63	43.12	10.20	0.95	0.72	0.07	0.69	0.60	100.00
California	50.93	24.13	20.93	0.65	2.17	0.02	0.31	0.86	100.00
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	69.89	18.98	6.44	1.03	2.39	.	1.05	.	100.00
Delaware	52.77	25.94	17.67	0.95	0.48	.	.	2.14	100.00
District of Columbia	.	.	.	18.89	17.88	.	.	.	100.00
Florida	47.37	19.37	21.78	0.45	0.10	0.07	0.45	10.42	100.00
Georgia	50.15	32.68	16.08	0.18	.	0.50	.	0.37	100.00
Hawaii	23.72	45.95	28.35	0.68	0.36	.	.	0.52	100.00
Idaho	61.66	31.11	5.52	0.76	0.24	.	.	0.42	100.00
Illinois	51.06	29.33	15.68	1.88	1.42	.	.	0.57	100.00
Indiana	62.16	26.43	9.47	.	.	0.56	.	0.85	100.00
Iowa	45.55	42.84	8.75	1.96	.	.	.	0.75	100.00
Kansas	55.65	34.65	7.19	1.59	0.17	0.17	0.21	0.36	100.00
Kentucky	66.91	25.62	5.68	0.76	.	.	0.10	0.81	100.00
Louisiana	56.80	29.20	12.33	0.45	0.08	.	.	1.10	100.00
Maine	58.67	30.02	8.69	0.81	0.98	.	.	0.40	100.00
Maryland	66.86	16.98	13.43	0.71	1.60	.	.	0.39	100.00
Massachusetts	63.69	26.08	7.02	1.31	1.22	0.09	0.25	0.33	100.00
Michigan	61.13	26.46	9.79	2.18	.	.	0.11	0.24	100.00
Minnesota	65.70	27.11	4.58	1.98	0.13	0.10	0.14	0.26	100.00
Mississippi	52.00	25.35	20.41	0.37	0.22	.	.	1.44	100.00
Missouri	50.03	36.63	10.74	1.23	0.57	.	.	0.80	100.00
Montana	47.21	42.12	8.33	.	0.72	.	1.14	0.30	100.00
Nebraska	66.82	20.77	7.07	1.78	1.82	0.11	0.24	1.38	100.00
Nevada	60.57	25.64	11.98	0.98	.	.	.	.	100.00
New Hampshire	77.12	15.51	2.90	0.19	2.64	0.19	1.14	0.30	100.00
New Jersey	50.43	31.51	12.71	1.11	3.43	0.03	0.03	0.77	100.00
New Mexico	48.45	30.09	19.38	0.54	.	0.38	.	1.12	100.00
New York	64.44	14.32	18.32	1.26	1.08	0.07	0.18	0.33	100.00
North Carolina	62.73	24.56	11.02	0.51	0.04	0.17	0.04	0.94	100.00
North Dakota	76.70	17.91	3.25	0.40	0.55	.	0.79	.	100.00
Ohio	59.85	29.83	6.20	0.68	0.22	0.26	0.06	2.90	100.00
Oklahoma	51.27	38.83	8.13	0.56	0.18	0.14	0.07	0.82	100.00
Oregon	67.19	16.95	13.13	1.32	0.49	0.18	0.32	0.42	100.00
Pennsylvania	49.91	37.12	10.71	0.67	1.14	0.11	0.12	0.22	100.00
Rhode Island	66.36	15.92	14.91	.	1.95	.	.	0.59	100.00
South Carolina	44.58	34.53	18.51	0.33	.	0.10	.	1.81	100.00
South Dakota	65.67	27.98	3.92	0.71	0.86	0.47	.	.	100.00
Tennessee	54.39	31.97	10.44	0.43	0.48	.	.	2.26	100.00
Texas	55.97	30.01	11.15	0.36	0.01	.	.	2.47	100.00
Utah	40.89	39.71	16.60	1.72	.	.	.	0.64	100.00
Vermont	81.67	7.24	6.33	0.51	3.29	.	0.76	.	100.00
Virginia	55.87	29.64	11.54	0.57	0.98	0.03	0.37	0.99	100.00
Washington	40.34	42.46	15.75	0.64	0.39	0.11	0.02	0.29	100.00
West Virginia	53.63	36.75	7.26	.	.	.	0.16	2.04	100.00
Wisconsin	45.29	41.89	11.83	0.40	0.17	.	.	0.36	100.00
Wyoming	46.21	40.02	9.91	0.46	0.39	1.32	1.01	0.70	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	56.03	28.02	12.79	0.84	0.78	0.10	0.17	1.27	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	45.45	.	28.28	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	15.45	72.21	6.44	.	.	.	.	2.81	100.00
Virgin Islands	28.41	37.50	30.68	.	.	.	.	.	100.00
U.S. and outlying areas	55.76	28.31	12.75	0.83	0.79	0.10	0.17	1.28	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2i. Students ages 6 through 21 with *visual impairments* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	< 21%	21-60%	> 60%	Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
Alabama	258	x	x	42	x	64	x	x	445
Alaska	25	x	x	x	x	x	x	x	40
Arizona	302	143	67	14	x	25	x	x	555
Arkansas	88	x	x	33	x	25	x	x	206
California	1,714	556	1,156	291	68	72	x	x	3,899
Colorado	234	25	x	16	x	26	x	x	313
Connecticut	186	49	22	x	x	x	x	x	272
Delaware	31	x	x	x	x	x	x	x	41
District of Columbia	283	9	x	x	5	x	x	x	298 <sup>a</sup>
Florida	638	x	157	19	x	179	x	x	1,129
Georgia	441	x	x	x	x	62	x	x	616
Hawaii	36	17	x	x	x	x	x	x	x
Idaho	x	x	x	9	x	10	x	x	87
Illinois	642	176	129	x	x	71	x	x	1,053
Indiana	550	x	87	x	x	121	x	x	856
Iowa	x	x	x	x	x	23	x	x	x
Kansas	107	x	17	9	x	8	x	x	181
Kentucky	321	x	8	x	x	38	x	5	412
Louisiana	248	68	x	x	x	37	x	x	402
Maine	64	x	x	x	x	x	x	x	83
Maryland	269	x	x	x	47	x	94	x	466
Massachusetts	259	119	44	6	34	x	19	x	482
Michigan	530	126	105	25	x	x	x	x	789
Minnesota	236	61	14	11	x	26	x	x	350
Mississippi	129	51	49	32	x	29	x	x	291
Missouri	233	86	x	83	x	x	x	x	434
Montana	28	x	x	x	x	6	x	x	x
Nebraska	153	x	x	x	12	x	x	x	215
Nevada	113	x	x	x	x	x	x	x	164
New Hampshire	86	17	x	x	x	x	x	x	108
New Jersey	258	77	36	x	15	x	x	x	392
New Mexico	78	x	21	x	x	21	x	x	170
New York	744	119	333	97	91	x	x	x	1,398
North Carolina	451	99	54	14	x	44	x	x	664
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	622	189	110	78	x	97	x	x	1,098
Oklahoma	201	83	29	24	x	47	x	x	390
Oregon	198	x	62	x	x	23	x	x	316 <sup>a</sup>
Pennsylvania	707	115	171	19	120	x	37	x	1,173
Rhode Island	39	17	x	x	x	x	x	x	72
South Carolina	188	62	40	x	x	84	x	6	382
South Dakota	22	x	x	x	x	x	x	x	37
Tennessee	509	107	x	26	x	42	x	x	734
Texas	1,509	503	470	x	x	75	x	30	2,600
Utah	104	43	14	79	x	x	x	x	241
Vermont	x	x	x	x	x	x	x	x	30
Virginia	324	51	29	x	x	30	x	x	440
Washington	130	92	35	10	x	13	x	x	281
West Virginia	158	27	7	17	x	38	x	x	249
Wisconsin	257	58	48	19	x	27	x	x	410
Wyoming	23	x	8	x	x	x	x	x	x <sup>a</sup>
BIA schools	10	x	5	x	x	x	x	x	18
50 states and D.C. (including BIA schools)	14,927	3,900	3,641	1,055	419	1,371	183	154	25,650
American Samoa	x	x	x	x	x	x	x	x	x
Guam	8	x	x	x	x	x	x	x	11
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	101	433	31	x	x	x	x	x	595
Virgin Islands	7	x	x	x	x	x	x	x	10
U.S. and outlying areas	15,053	4,337	3,675	1,083	419	1,371	183	156	26,277

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-2i. Students ages 6 through 21 with *visual impairments* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	57.98	.	.	9.44	.	14.38	.	.	100.00
Alaska	62.50	.	.	.	.	.	.	.	100.00
Arizona	54.41	25.77	12.07	2.52	.	4.50	.	.	100.00
Arkansas	42.72	.	.	16.02	.	12.14	.	.	100.00
California	43.96	14.26	29.65	7.46	1.74	1.85	.	.	100.00
Colorado	74.76	7.99	.	5.11	.	8.31	.	.	100.00
Connecticut	68.38	18.01	8.09	.	.	.	.	.	100.00
Delaware	75.61	.	.	.	.	.	.	.	100.00
District of Columbia	94.97	3.02	.	.	1.68	.	.	.	100.00
Florida	56.51	.	13.91	1.68	.	15.85	.	.	100.00
Georgia	71.59	.	.	.	.	10.06	.	.	100.00
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	10.34	.	11.49	.	.	100.00
Illinois	60.97	16.71	12.25	.	.	6.74	.	.	100.00
Indiana	64.25	.	10.16	.	.	14.14	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	59.12	.	9.39	4.97	.	4.42	.	.	100.00
Kentucky	77.91	.	1.94	.	.	9.22	.	1.21	100.00
Louisiana	61.69	16.92	.	.	.	9.20	.	.	100.00
Maine	77.11	.	.	.	.	.	.	.	100.00
Maryland	57.73	.	.	.	10.09	.	20.17	.	100.00
Massachusetts	53.73	24.69	9.13	1.24	7.05	.	3.94	.	100.00
Michigan	67.17	15.97	13.31	3.17	.	.	.	.	100.00
Minnesota	67.43	17.43	4.00	3.14	.	7.43	.	.	100.00
Mississippi	44.33	17.53	16.84	11.00	.	9.97	.	.	100.00
Missouri	53.69	19.82	.	19.12	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	71.16	.	.	.	5.58	.	.	.	100.00
Nevada	68.90	.	.	.	.	.	.	.	100.00
New Hampshire	79.63	15.74	.	.	.	.	.	.	100.00
New Jersey	65.82	19.64	9.18	.	3.83	.	.	.	100.00
New Mexico	45.88	.	12.35	.	.	12.35	.	.	100.00
New York	53.22	8.51	23.82	6.94	6.51	.	.	.	100.00
North Carolina	67.92	14.91	8.13	2.11	.	6.63	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	56.65	17.21	10.02	7.10	.	8.83	.	.	100.00
Oklahoma	51.54	21.28	7.44	6.15	.	12.05	.	.	100.00
Oregon	62.66	.	19.62	.	.	7.28	.	.	100.00
Pennsylvania	60.27	9.80	14.58	1.62	10.23	.	3.15	.	100.00
Rhode Island	54.17	23.61	.	.	.	.	.	.	100.00
South Carolina	49.21	16.23	10.47	.	.	21.99	.	1.57	100.00
South Dakota	59.46	.	.	.	.	.	.	.	100.00
Tennessee	69.35	14.58	.	3.54	.	5.72	.	.	100.00
Texas	58.04	19.35	18.08	.	.	2.88	.	1.15	100.00
Utah	43.15	17.84	5.81	32.78	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	73.64	11.59	6.59	.	.	6.82	.	.	100.00
Washington	46.26	32.74	12.46	3.56	.	4.63	.	.	100.00
West Virginia	63.45	10.84	2.81	6.83	.	15.26	.	.	100.00
Wisconsin	62.68	14.15	11.71	4.63	.	6.59	.	.	100.00
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	55.56	.	27.78	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	58.19	15.20	14.19	4.11	1.63	5.35	0.71	0.60	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	72.73	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	16.97	72.77	5.21	.	.	.	.	.	100.00
Virgin Islands	70.00	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	57.29	16.50	13.99	4.12	1.59	5.22	0.70	0.59	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2j. Students ages 6 through 21 with autism served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	602	482	633	83	12	x	52	x	1,874
Alaska	81	76	225	x	x	x	x	x	390
Arizona	888	440	1,690	36	209	x	x	20	3,287
Arkansas	373	368	584	x	38	x	x	7	1,378
California	7,566	3,270	12,692	975	1,881	6	90	123	26,603
Colorado	733	207	370	x	11	x	x	12	1,346
Connecticut	1,081	735	458	241	267	x	59	x	2,853
Delaware	65	67	218	143	x	x	x	x	498
District of Columbia	45	x	94	x	55	x	x	x	212
Florida	1,547	728	5,055	547	19	x	x	12	7,918
Georgia	2,100	977	2,451	96	11	5	6	9	5,655
Hawaii	162	200	406	10	26	x	x	5	811
Idaho	366	218	239	14	x	x	x	x	844
Illinois	2,256	1,368	3,125	525	662	x	64	x	8,010
Indiana	2,985	1,167	2,084	140	x	67	x	x	6,477
Iowa	482	386	274	65	x	x	6	x	1,220
Kansas	446	375	424	32	5	x	5	x	1,290
Kentucky	572	503	664	31	x	x	x	25	1,798
Louisiana	307	310	1,061	57	x	x	x	15	1,753
Maine	424	254	389	20	59	x	x	11	1,162
Maryland	1,515	547	1,693	299	546	x	44	x	4,651
Massachusetts	1,363	1,057	1,624	304	499	x	267	x	5,124
Michigan	3,288	1,428	2,570	1,245	x	10	x	11	8,561
Minnesota	3,588	1,952	1,523	350	x	x	10	14	7,450
Mississippi	158	79	513	20	5	x	x	x	780
Missouri	1,174	1,044	1,128	175	111	x	x	x	3,653
Montana	84	104	106	x	x	x	x	x	297
Nebraska	428	152	201	23	19	x	x	5	834
Nevada	476	257	578	43	x	x	x	x	1,357
New Hampshire	497	153	56	x	58	x	23	5	793
New Jersey	1,174	762	1,995	1,092	1,605	x	41	x	6,698
New Mexico	117	87	270	16	x	x	x	x	494
New York	2,826	1,023	5,370	1,300	1,391	6	304	37	12,257
North Carolina	1,591	797	2,846	266	13	19	10	22	5,564
North Dakota	145	70	54	x	x	x	6	x	281
Ohio	2,890	1,848	2,229	431	145	10	9	34	7,596
Oklahoma	379	404	564	20	x	x	x	x	1,377
Oregon	2,467	823	1,672	79	24	x	x	12	5,087 <sup>a</sup>
Pennsylvania	2,299	1,844	3,233	308	489	6	57	16	8,252
Rhode Island	222	154	345	x	81	x	7	x	810
South Carolina	246	266	1,154	42	x	x	8	15	1,733
South Dakota	137	132	108	13	11	x	12	x	425
Tennessee	716	418	1,146	38	24	x	x	28	2,378
Texas	4,535	3,330	6,439	180	55	9	22	38	14,608
Utah	349	394	721	73	10	x	x	x	1,552
Vermont	175	39	75	x	12	x	x	5	309
Virginia	1,658	992	1,813	420	136	5	39	22	5,085
Washington	1,046	1,110	1,838	31	27	x	x	x	4,060
West Virginia	252	147	261	5	x	x	x	6	675
Wisconsin	1,633	1,436	1,329	94	18	x	x	11	4,531
Wyoming	54	70	65	x	x	x	x	x	196 <sup>a</sup>
BIA schools	14	x	13	x	x	x	x	x	34
50 states and D.C. (including BIA schools)	60,577	35,068	76,668	9,910	8,560	216	1,208	674	192,881
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	25	19	x	x	x	x	x	59
Northern Marianas	13	x	x	x	x	x	x	x	33
Puerto Rico	51	189	511	x	x	x	x	x	872
Virgin Islands	5	8	14	x	x	x	x	x	x
U.S. and outlying areas	60,661	35,300	77,223	9,994	8,565	216	1,210	706	193,875

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-2j. Students ages 6 through 21 with autism served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	32.12	25.72	33.78	4.43	0.64	.	2.77	.	100.00
Alaska	20.77	19.49	57.69	.	.	.	.	.	100.00
Arizona	27.02	13.39	51.41	1.10	6.36	.	.	0.61	100.00
Arkansas	27.07	26.71	42.38	.	2.76	.	.	0.51	100.00
California	28.44	12.29	47.71	3.67	7.07	0.02	0.34	0.46	100.00
Colorado	54.46	15.38	27.49	.	0.82	.	.	0.89	100.00
Connecticut	37.89	25.76	16.05	8.45	9.36	.	2.07	.	100.00
Delaware	13.05	13.45	43.78	28.71	.	.	.	.	100.00
District of Columbia	21.23	.	44.34	.	25.94	.	.	.	100.00
Florida	19.54	9.19	63.84	6.91	0.24	.	.	0.15	100.00
Georgia	37.14	17.28	43.34	1.70	0.19	0.09	0.11	0.16	100.00
Hawaii	19.98	24.66	50.06	1.23	3.21	.	.	0.62	100.00
Idaho	43.36	25.83	28.32	1.66	.	.	.	.	100.00
Illinois	28.16	17.08	39.01	6.55	8.26	.	0.80	.	100.00
Indiana	46.09	18.02	32.18	2.16	.	1.03	.	.	100.00
Iowa	39.51	31.64	22.46	5.33	.	.	0.49	.	100.00
Kansas	34.57	29.07	32.87	2.48	0.39	.	0.39	.	100.00
Kentucky	31.81	27.98	36.93	1.72	.	.	.	1.39	100.00
Louisiana	17.51	17.68	60.52	3.25	.	.	.	0.86	100.00
Maine	36.49	21.86	33.48	1.72	5.08	.	.	0.95	100.00
Maryland	32.57	11.76	36.40	6.43	11.74	.	0.95	.	100.00
Massachusetts	26.60	20.63	31.69	5.93	9.74	.	5.21	.	100.00
Michigan	38.41	16.68	30.02	14.54	.	0.12	.	0.13	100.00
Minnesota	48.16	26.20	20.44	4.70	.	.	0.13	0.19	100.00
Mississippi	20.26	10.13	65.77	2.56	0.64	.	.	.	100.00
Missouri	32.14	28.58	30.88	4.79	3.04	.	.	.	100.00
Montana	28.28	35.02	35.69	.	.	.	.	.	100.00
Nebraska	51.32	18.23	24.10	2.76	2.28	.	.	0.60	100.00
Nevada	35.08	18.94	42.59	3.17	.	.	.	.	100.00
New Hampshire	62.67	19.29	7.06	.	7.31	.	2.90	0.63	100.00
New Jersey	17.53	11.38	29.79	16.30	23.96	.	0.61	.	100.00
New Mexico	23.68	17.61	54.66	3.24	.	.	.	.	100.00
New York	23.06	8.35	43.81	10.61	11.35	0.05	2.48	0.30	100.00
North Carolina	28.59	14.32	51.15	4.78	0.23	0.34	0.18	0.40	100.00
North Dakota	51.60	24.91	19.22	.	.	.	2.14	.	100.00
Ohio	38.05	24.33	29.34	5.67	1.91	0.13	0.12	0.45	100.00
Oklahoma	27.52	29.34	40.96	1.45	.	.	.	.	100.00
Oregon	48.50	16.18	32.87	1.55	0.47	.	.	0.24	100.00
Pennsylvania	27.86	22.35	39.18	3.73	5.93	0.07	0.69	0.19	100.00
Rhode Island	27.41	19.01	42.59	.	10.00	.	0.86	.	100.00
South Carolina	14.20	15.35	66.59	2.42	.	.	0.46	0.87	100.00
South Dakota	32.24	31.06	25.41	3.06	2.59	.	2.82	.	100.00
Tennessee	30.11	17.58	48.19	1.60	1.01	.	.	1.18	100.00
Texas	31.04	22.80	44.08	1.23	0.38	0.06	0.15	0.26	100.00
Utah	22.49	25.39	46.46	4.70	0.64	.	.	.	100.00
Vermont	56.63	12.62	24.27	.	3.88	.	.	1.62	100.00
Virginia	32.61	19.51	35.65	8.26	2.67	0.10	0.77	0.43	100.00
Washington	25.76	27.34	45.27	0.76	0.67	.	.	.	100.00
West Virginia	37.33	21.78	38.67	0.74	.	.	.	0.89	100.00
Wisconsin	36.04	31.69	29.33	2.07	0.40	.	.	0.24	100.00
Wyoming	27.55	35.71	33.16	.	.	.	.	.	100.00
BIA schools	41.18	.	38.24	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	31.41	18.18	39.75	5.14	4.44	0.11	0.63	0.35	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	42.37	32.20	.	.	.	.	.	100.00
Northern Marianas	39.39	.	.	.	.	.	.	.	100.00
Puerto Rico	5.85	21.67	58.60	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	31.29	18.21	39.83	5.15	4.42	0.11	0.62	0.36	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2k. Students ages 6 through 21 with *deaf-blindness* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	x	x	x	x	x	x	x	x	6
Alaska	x	x	x	x	x	x	x	x	11
Arizona	x	x	x	20	x	x	x	x	x
Arkansas	x	x	x	5	x	x	x	x	x
California	x	x	x	x	x	x	x	x	x
Colorado	x	x	23	12	x	5	x	x	x
Connecticut	x	x	x	x	8	x	x	x	x
Delaware	x	9	17	16	x	x	x	x	44
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	16	x	x	x
Georgia	x	x	x	x	x	x	x	x	x
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	6
Illinois	x	x	x	x	x	16	x	x	x
Indiana	x	x	x	x	x	x	x	x	x
Iowa	x	x	x	x	x	x	x	x	x
Kansas	x	x	x	x	x	x	x	x	9
Kentucky	5	x	6	x	x	x	x	x	13
Louisiana	x	x	x	x	x	x	x	x	6
Maine	x	x	x	x	x	x	x	x	x
Maryland	x	x	x	x	8	x	x	x	21
Massachusetts	62	43	40	x	62	x	20	x	235
Michigan	7	x	x	x	x	x	x	x	9
Minnesota	29	10	9	8	x	x	x	x	58
Mississippi	x	x	7	x	x	x	x	x	11
Missouri	6	12	x	x	x	x	x	x	26
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	8
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	x	x	x	x	x	x	x	x
New Mexico	x	x	16	x	x	x	x	x	22
New York	x	x	x	x	x	x	x	x	x
North Carolina	5	x	14	x	x	11	x	x	39
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	8	x	x	8	x	x	x	x	x
Oklahoma	11	7	6	x	x	x	x	x	29
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	20	x	13	x	x	x	6	x	x
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	x	x	x	x	x	x	x	x	5
Texas	x	x	x	x	x	8	x	x	x
Utah	x	10	48	18	x	x	x	x	85
Vermont	x	x	x	x	x	x	x	x	5
Virginia	7	7	9	x	x	x	x	x	28
Washington	5	8	18	x	x	x	x	x	34
West Virginia	x	x	x	x	x	13	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	351	232	517	156	112	101	49	21	1,539
American Samoa	x	x	x	x	x	x	x	x	11
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	11	x	x	x	x	x	41
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	352	244	540	169	112	101	50	24	1,592

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-2k. Students ages 6 through 21 with *deaf-blindness* served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	.	.	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	100.00
Arizona	.	.	.	.	.	.	.	.	.
Arkansas	.	.	.	.	.	.	.	.	.
California	.	.	.	.	.	.	.	.	.
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.	.	.	.
Delaware	.	20.45	38.64	36.36	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	.	.	.	.	.	100.00
Illinois	.	.	.	.	.	.	.	.	.
Indiana	.	.	.	.	.	.	.	.	.
Iowa	.	.	.	.	.	.	.	.	.
Kansas	.	.	.	.	.	.	.	.	100.00
Kentucky	38.46	.	46.15	.	.	.	.	.	100.00
Louisiana	.	.	.	.	.	.	.	.	100.00
Maine	.	.	.	.	.	.	.	.	.
Maryland	.	.	.	.	38.10	.	.	.	100.00
Massachusetts	26.38	18.30	17.02	.	26.38	.	8.51	.	100.00
Michigan	77.78	.	.	.	.	.	.	.	100.00
Minnesota	50.00	17.24	15.52	13.79	.	.	.	.	100.00
Mississippi	.	.	63.64	.	.	.	.	.	100.00
Missouri	23.08	46.15	.	.	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.	.	.	100.00
Nevada	.	.	.	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	.	.	72.73	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	12.82	.	35.90	.	.	28.21	.	.	100.00
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	37.93	24.14	20.69	.	.	.	.	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	.	.	.	.	.	.	.	.	.
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	.	.	.	.	.	.	.	.	100.00
Texas	.	.	.	.	.	.	.	.	.
Utah	.	11.76	56.47	21.18	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	25.00	25.00	32.14	.	.	.	.	.	100.00
Washington	14.71	23.53	52.94	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	22.81	15.07	33.59	10.14	7.28	6.56	3.18	1.36	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	26.83	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	22.11	15.33	33.92	10.62	7.04	6.34	3.14	1.51	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-21. Students ages 6 through 21 with *traumatic brain injury* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	143	63	40	6	x	x	x	19	274
Alaska	x	21	22	x	x	x	x	x	63
Arizona	120	150	143	5	x	x	x	5	424
Arkansas	x	61	49	x	x	x	6	x	162
California	498	316	670	70	76	x	x	40	1,677
Colorado	212	85	65	x	x	x	x	10	379
Connecticut	55	31	16	x	13	x	5	x	122
Delaware	x	5	8	x	x	x	x	x	x
District of Columbia	x	x	x	5	8	x	x	x	x <sup>a</sup>
Florida	221	124	232	16	x	x	x	19	614
Georgia	178	116	163	x	x	x	x	x	462
Hawaii	15	20	34	x	x	x	x	x	71
Idaho	65	42	18	x	x	x	x	x	128
Illinois	241	216	252	45	26	x	x	6	788
Indiana	222	123	176	11	x	9	x	x	547
Iowa	90	84	27	7	x	x	x	x	212
Kansas	x	87	33	5	x	x	x	x	210
Kentucky	88	79	42	x	x	x	x	7	221
Louisiana	94	70	71	x	x	x	x	9	247
Maine	x	23	35	x	x	x	x	x	95
Maryland	x	72	79	22	36	x	x	x	324
Massachusetts	2,813	1,337	515	92	151	7	41	11	4,967
Michigan	259	132	x	29	x	x	x	5	531
Minnesota	181	144	85	18	x	x	x	5	438
Mississippi	40	42	67	x	x	x	x	x	154
Missouri	117	168	100	14	x	x	x	11	416
Montana	x	37	x	x	x	x	x	x	74
Nebraska	123	45	35	6	x	x	x	x	215
Nevada	84	64	44	5	x	x	x	5	203
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	363	411	402	78	132	x	x	22	1,411
New Mexico	x	57	70	8	x	x	x	x	203
New York	529	233	425	52	x	x	15	18	1,319
North Carolina	198	124	162	x	x	x	x	10	507
North Dakota	32	12	x	x	x	x	x	x	49
Ohio	366	305	214	34	5	x	x	23	954
Oklahoma	93	103	58	x	x	x	x	9	266
Oregon	x	58	79	9	x	x	x	x	275 <sup>a</sup>
Pennsylvania	180	235	264	35	167	x	9	x	895
Rhode Island	20	x	20	x	11	x	x	x	x
South Carolina	x	47	52	x	x	x	x	x	149
South Dakota	27	26	8	x	x	x	x	x	66
Tennessee	x	x	70	x	x	x	x	8	256
Texas	450	415	326	12	x	x	x	37	1,241
Utah	85	116	99	14	x	x	x	x	319
Vermont	35	x	13	x	x	x	x	x	56
Virginia	142	90	96	7	10	x	x	7	356
Washington	88	157	87	x	x	x	x	x	337
West Virginia	x	x	16	x	x	x	x	x	121
Wisconsin	138	141	106	x	x	x	x	x	394
Wyoming	18	19	16	x	x	x	x	x	55 <sup>a</sup>
BIA schools	12	8	x	x	x	x	x	x	25
50 states and D.C. (including BIA schools)	9,387	6,452	5,736	644	711	55	106	351	23,442
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	16	18	x	x	x	x	x	53
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	9,399	6,470	5,757	646	711	55	106	358	23,502

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page



**Table 2-21. Students ages 6 through 21 with *traumatic brain injury* served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	52.19	22.99	14.60	2.19	.	.	.	6.93	100.00
Alaska	.	33.33	34.92	.	.	.	.	.	100.00
Arizona	28.30	35.38	33.73	1.18	.	.	.	1.18	100.00
Arkansas	.	37.65	30.25	.	.	.	3.70	.	100.00
California	29.70	18.84	39.95	4.17	4.53	.	.	2.39	100.00
Colorado	55.94	22.43	17.15	.	.	.	.	2.64	100.00
Connecticut	45.08	25.41	13.11	.	10.66	.	4.10	.	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	35.99	20.20	37.79	2.61	.	.	.	3.09	100.00
Georgia	38.53	25.11	35.28	.	.	.	.	.	100.00
Hawaii	21.13	28.17	47.89	.	.	.	.	.	100.00
Idaho	50.78	32.81	14.06	.	.	.	.	.	100.00
Illinois	30.58	27.41	31.98	5.71	3.30	.	.	0.76	100.00
Indiana	40.59	22.49	32.18	2.01	.	1.65	.	.	100.00
Iowa	42.45	39.62	12.74	3.30	.	.	.	.	100.00
Kansas	.	41.43	15.71	2.38	.	.	.	.	100.00
Kentucky	39.82	35.75	19.00	.	.	.	.	3.17	100.00
Louisiana	38.06	28.34	28.74	.	.	.	.	3.64	100.00
Maine	.	24.21	36.84	.	.	.	.	.	100.00
Maryland	.	22.22	24.38	6.79	11.11	.	.	.	100.00
Massachusetts	56.63	26.92	10.37	1.85	3.04	0.14	0.83	0.22	100.00
Michigan	48.78	24.86	.	5.46	.	.	.	0.94	100.00
Minnesota	41.32	32.88	19.41	4.11	.	.	.	1.14	100.00
Mississippi	25.97	27.27	43.51	.	.	.	.	.	100.00
Missouri	28.13	40.38	24.04	3.37	.	.	.	2.64	100.00
Montana	.	50.00	.	.	.	.	.	.	100.00
Nebraska	57.21	20.93	16.28	2.79	.	.	.	.	100.00
Nevada	41.38	31.53	21.67	2.46	.	.	.	2.46	100.00
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	25.73	29.13	28.49	5.53	9.36	.	.	1.56	100.00
New Mexico	.	28.08	34.48	3.94	.	.	.	.	100.00
New York	40.11	17.66	32.22	3.94	.	.	1.14	1.36	100.00
North Carolina	39.05	24.46	31.95	.	.	.	.	1.97	100.00
North Dakota	65.31	24.49	.	.	.	.	.	.	100.00
Ohio	38.36	31.97	22.43	3.56	0.52	.	.	2.41	100.00
Oklahoma	34.96	38.72	21.80	.	.	.	.	3.38	100.00
Oregon	.	21.09	28.73	3.27	.	.	.	.	100.00
Pennsylvania	20.11	26.26	29.50	3.91	18.66	.	1.01	.	100.00
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	31.54	34.90	.	.	.	.	.	100.00
South Dakota	40.91	39.39	12.12	.	.	.	.	.	100.00
Tennessee	.	.	27.34	.	.	.	.	3.13	100.00
Texas	36.26	33.44	26.27	0.97	.	.	.	2.98	100.00
Utah	26.65	36.36	31.03	4.39	.	.	.	.	100.00
Vermont	62.50	.	23.21	.	.	.	.	.	100.00
Virginia	39.89	25.28	26.97	1.97	2.81	.	.	1.97	100.00
Washington	26.11	46.59	25.82	.	.	.	.	.	100.00
West Virginia	.	.	13.22	.	.	.	.	.	100.00
Wisconsin	35.03	35.79	26.90	.	.	.	.	.	100.00
Wyoming	32.73	34.55	29.09	.	.	.	.	.	100.00
BIA schools	48.00	32.00	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	40.04	27.52	24.47	2.75	3.03	0.23	0.45	1.50	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	30.19	33.96	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	39.99	27.53	24.50	2.75	3.03	0.23	0.45	1.52	100.00

<sup>a</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-2m. Students ages 6 through 21 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	1,405	571	306	41	x	x	x	6	2,331
Alaska	435	322	175	x	x	x	x	x	942
Arizona	x	x	x	x	x	x	x	x	x
Arkansas	x	x	x	x	x	x	x	x	x
California	-	-	-	-	-	-	-	-	-
Colorado	x	x	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	37	43	48	14	x	x	x	x	150 <sup>b</sup>
Florida	x	x	x	x	x	x	x	x	x
Georgia	1,511	690	686	x	x	10	x	x	2,905
Hawaii	170	643	202	x	x	x	x	x	1,017
Idaho	999	386	138	6	x	x	x	x	1,532
Illinois	x	x	x	x	x	x	x	x	x
Indiana	x	x	x	x	x	x	x	x	x
Iowa	-	-	-	-	-	-	-	-	-
Kansas	2,094	712	148	x	x	x	x	x	2,959
Kentucky	6,346	1,583	298	9	x	x	x	27	8,267
Louisiana	2,753	1,321	921	11	x	x	x	16	5,023
Maine	x	x	x	x	x	x	x	x	x
Maryland	475	126	222	16	x	x	x	x	842
Massachusetts	5,511	2,244	1,455	73	38	x	6	x	9,330
Michigan	659	231	260	x	x	x	x	x	1,189
Minnesota	1,191	413	92	149	x	x	x	x	1,851
Mississippi	1,448	315	613	16	x	x	x	13	2,412
Missouri	396	69	43	x	x	x	x	x	511
Montana	x	x	x	x	x	x	x	x	x
Nebraska	663	169	44	23	10	x	x	8	920
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	797	243	26	x	8	x	x	x	1,076
New Jersey	x	x	x	x	x	x	x	x	x
New Mexico	1,750	570	518	x	x	x	x	12	2,853
New York	x	x	x	x	x	x	x	x	x
North Carolina	3,610	1,037	1,414	57	5	x	x	18	6,144
North Dakota	357	56	14	x	x	x	x	x	433
Ohio	-	-	-	-	-	-	-	-	-
Oklahoma	4,677	1,164	700	x	62	33	x	10	6,656
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	18	x	33	x	x	x	x	x	x
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	1,264	1,042	983	x	5	x	x	14	3,311
Texas	-	-	-	-	-	-	-	-	-
Utah	580	293	390	x	x	x	x	x	1,264
Vermont	589	18	21	x	9	x	x	x	639
Virginia	3,267	1,706	1,365	67	30	x	x	12	6,455
Washington	3,708	2,330	1,330	7	7	x	x	x	7,385
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	22	x	x	x	x	x	139
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	172	103	x	x	x	x	x	x	296
50 states and D.C. (including BIA schools)	46,980	18,439	12,489	572	197	60	26	154	78,917
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	16	9	x	x	x	x	x	x	26
Puerto Rico	10	x	10	x	x	x	x	x	34
Virgin Islands	62	x	16	x	x	x	x	x	93
U.S. and outlying areas	47,070	18,475	12,516	573	197	60	26	155	79,072

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

x Data suppressed to limit disclosure.

- Data not available (see table A-3).

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-2m. Students ages 6 through 21 with *developmental delay*<sup>a</sup> served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>b</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	60.27	24.50	13.13	1.76	.	.	.	0.26	100.00
Alaska	46.18	34.18	18.58	.	.	.	.	.	100.00
Arizona	.	.	.	.	.	.	.	.	.
Arkansas	.	.	.	.	.	.	.	.	.
California	.	.	.	.	.	.	.	.	.
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.	.	.	.
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	24.67	28.67	32.00	9.33	.	.	.	.	100.00
Florida	.	.	.	.	.	.	.	.	.
Georgia	52.01	23.75	23.61	.	.	0.34	.	.	100.00
Hawaii	16.72	63.23	19.86	.	.	.	.	.	100.00
Idaho	65.21	25.20	9.01	0.39	.	.	.	.	100.00
Illinois	.	.	.	.	.	.	.	.	.
Indiana	.	.	.	.	.	.	.	.	.
Iowa	.	.	.	.	.	.	.	.	.
Kansas	70.77	24.06	5.00	.	.	.	.	.	100.00
Kentucky	76.76	19.15	3.60	0.11	.	.	.	0.33	100.00
Louisiana	54.81	26.30	18.34	0.22	.	.	.	0.32	100.00
Maine	.	.	.	.	.	.	.	.	.
Maryland	56.41	14.96	26.37	1.90	.	.	.	.	100.00
Massachusetts	59.07	24.05	15.59	0.78	0.41	.	0.06	.	100.00
Michigan	55.42	19.43	21.87	.	.	.	.	.	100.00
Minnesota	64.34	22.31	4.97	8.05	.	.	.	.	100.00
Mississippi	60.03	13.06	25.41	0.66	.	.	.	0.54	100.00
Missouri	77.50	13.50	8.41	.	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	72.07	18.37	4.78	2.50	1.09	.	.	0.87	100.00
Nevada	.	.	.	.	.	.	.	.	.
New Hampshire	74.07	22.58	2.42	.	0.74	.	.	.	100.00
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	61.34	19.98	18.16	.	.	.	.	0.42	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	58.76	16.88	23.01	0.93	0.08	.	.	0.29	100.00
North Dakota	82.45	12.93	3.23	.	.	.	.	.	100.00
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	70.27	17.49	10.52	.	0.93	0.50	.	0.15	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	.	.	.	.	.	.	.	.	.
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	38.18	31.47	29.69	.	0.15	.	.	0.42	100.00
Texas	.	.	.	.	.	.	.	.	.
Utah	45.89	23.18	30.85	.	.	.	.	.	100.00
Vermont	92.18	2.82	3.29	.	1.41	.	.	.	100.00
Virginia	50.61	26.43	21.15	1.04	0.46	.	.	0.19	100.00
Washington	50.21	31.55	18.01	0.09	0.09	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	15.83	.	.	.	.	.	100.00
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	58.11	34.80	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	59.53	23.37	15.83	0.72	0.25	0.08	0.03	0.20	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	61.54	34.62	.	.	.	.	.	.	100.00
Puerto Rico	29.41	.	29.41	.	.	.	.	.	100.00
Virgin Islands	66.67	.	17.20	.	.	.	.	.	100.00
U.S. and outlying areas	59.53	23.36	15.83	0.72	0.25	0.08	0.03	0.20	100.00

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>Percent = Number of students in the educational environment column divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ=separate; hosp=hospital; envir=environments.

**Table 2-3. Children and students ages 3 through 21 served in *correctional facilities* and *private schools not placed or referred by public agencies* placements under IDEA, Part B, by state: Fall 2005**

State	Correctional facility	Private school not placed or referred by public agency
Alabama	192	168
Alaska	60	38
Arizona	314	437
Arkansas	193	328
California	x	-
Colorado	303	x
Connecticut	476	890
Delaware	9	83
District of Columbia	x	x
Florida	4,632	916
Georgia	817	440
Hawaii	74	52
Idaho	141	74
Illinois	869	4,756
Indiana	518	7,408
Iowa	236	906
Kansas	272	1,042
Kentucky	322	1,250
Louisiana	426	2,284
Maine	x	x
Maryland	288	1,562
Massachusetts	147	1,915
Michigan	1,055	1,498
Minnesota	121	-
Mississippi	41	3,833
Missouri	766	-
Montana	18	119
Nebraska	x	1,721
Nevada	151	205
New Hampshire	35	122
New Jersey	922	16,491
New Mexico	212	230
New York	451	16,323
North Carolina	200	235
North Dakota	x	-
Ohio	680	6,383
Oklahoma	173	202
Oregon	281	276
Pennsylvania	391	386
Rhode Island	152	379
South Carolina	150	265
South Dakota	40	-
Tennessee	78	1,667
Texas	1,777	2,068
Utah	118	63
Vermont	60	46
Virginia	924	1,134
Washington	292	561
West Virginia	112	-
Wisconsin	529	1,593
Wyoming	45	x
BIA schools	x	x
50 states and D.C. (including BIA schools)	20,066	80,377
American Samoa	x	x
Guam	5	49
Northern Marianas	x	x
Puerto Rico	74	326
Virgin Islands	6	46
U.S. and outlying areas	20,152	80,815

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," 2005. Data updated as of July 17, 2006.

Notes: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

Both the number of children and students served in *correctional facilities* and the number in *private schools not placed or referred by public agencies* are duplicate counts. These children and students are also reported in one of the other educational environments included in tables 2-1 and 2-2. For more information, see table A-1 in appendix A.

x Data suppressed to limit disclosure.

- Data not available.

**Table 2-4. Children and students ages 3 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age group, educational environment<sup>b</sup> and year: Fall 1996 through fall 2005**

Age group 3-5 <sup>c</sup>									
Categories of educational environments									
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstream	All envir
1998 <sup>d</sup>	184,739	139,330	23,957	64,192	773	20,602	21,168	5,633	460,394
1999	189,107	180,346	19,334	71,192	725	23,244	37,859	8,961	530,768
2000	208,367	182,001	17,423	88,087	800	19,911	55,985	8,206	580,780
2001	227,989	193,743	19,036	87,849	633	20,958	58,836	8,792	617,836
2002	225,824	204,137	19,547	96,368	571	19,127	63,626	8,470	637,670
2003	227,804	216,806	19,638	109,830	439	18,352	69,691	7,651	670,211
2004	231,725	228,542	22,650	116,355	459	19,616	72,560	8,362	700,269
2005	239,082	232,255	20,429	117,770	434	15,344	70,889	5,422	701,625 <sup>e</sup>

Age group 6-11									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
1996	1,475,542	635,749	478,172	32,696	15,977	3,793	2,287	6,151	2,650,367
1997	1,520,998	660,317	467,830	29,904	16,614	4,055	2,617	6,974	2,709,309
1998	1,542,126	693,761	468,930	30,745	18,089	3,746	2,566	5,959	2,765,922
1999	1,550,038	699,208	484,931	32,729	17,504	4,265	2,776	6,058	2,797,509
2000	1,571,673	705,826	464,437	32,867	23,441	3,785	2,609	5,937	2,810,575
2001	1,614,074	652,865	449,839	29,091	23,308	3,436	3,307	6,246	2,782,166
2002	1,586,527	644,445	435,485	27,589	23,049	2,999	3,420	6,378	2,729,892
2003	1,647,391	608,130	418,795	27,677	19,192	2,652	3,093	6,112	2,733,042
2004	1,734,243	582,052	413,302	28,905	20,127	3,030	2,429	5,987	2,790,075
2005	1,760,317	568,003	389,864	27,390	19,224	2,495	2,208	6,346	2,775,847 <sup>e</sup>

Age group 12-17									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
1996	839,187	782,208	562,905	55,888	29,759	13,391	9,455	18,707	2,311,500
1997	893,335	827,791	551,941	52,423	32,309	13,903	11,293	18,396	2,401,391
1998	927,645	878,095	563,071	54,158	33,585	14,084	11,252	16,861	2,498,751
1999	968,358	903,447	584,727	55,757	33,545	13,759	12,113	17,397	2,589,103
2000	1,026,281	943,888	587,559	56,447	36,053	14,302	12,371	17,140	2,694,041
2001	1,133,459	931,104	596,616	53,531	37,935	13,862	14,823	16,382	2,797,712
2002	1,162,506	971,737	603,824	54,834	38,706	12,540	15,779	17,520	2,877,446
2003	1,231,849	966,525	604,223	55,295	38,883	11,159	16,181	17,349	2,941,464
2004	1,326,353	951,272	592,828	59,863	44,136	11,814	12,846	16,991	3,016,103
2005	1,400,569	929,033	544,609	59,561	43,013	11,066	12,224	17,573	3,017,648 <sup>e</sup>

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>c</sup>Prior to 1998, the educational environments of children ages 3 through 5 were collected using categories not comparable to the categories currently in use. Therefore, these data were excluded.

<sup>d</sup>All states, except California, reported the count of children ages 3 through 5 by educational environment for 1998.

<sup>e</sup>Number reported for all environments is discrepant with the number reported for total child count.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; envir = environments; hosp = hospital. Itinerant services outside the home and reverse mainstream are optional reporting categories.

Continued on next page

**Table 2-4. Children and students ages 3 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by age group, educational environment<sup>b</sup> and year: Fall 1996 through fall 2005 (continued)**

Age group 18-21									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	73,152	69,067	75,120	18,725	6,276	3,787	1,881	3,291	251,299
1997	79,821	72,164	76,565	17,058	7,070	3,504	2,121	3,915	262,218
1998	83,127	79,473	79,877	17,973	6,792	3,681	2,123	3,497	276,543
1999	87,691	77,273	78,906	18,053	6,671	4,205	2,167	3,582	278,548
2000	89,967	76,797	78,511	18,639	6,752	4,430	2,131	3,485	280,712
2001	91,898	75,102	80,596	17,725	7,102	4,300	2,497	3,228	282,448
2002	95,467	78,515	82,299	18,066	7,224	3,803	2,570	3,499	291,443
2003	102,325	78,865	83,340	19,262	7,778	3,428	3,053	3,398	301,449
2004	109,901	79,250	84,665	20,078	8,886	3,595	2,497	3,462	312,334
2005	116,626	79,135	81,111	21,755	8,845	3,471	2,584	3,807	317,334 <sup>c</sup>

Age group 6-21									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	2,387,881	1,487,024	1,116,197	107,309	52,012	20,971	13,623	28,149	5,213,166
1997	2,494,154	1,560,272	1,096,336	99,385	55,993	21,462	16,031	29,285	5,372,918
1998	2,552,898	1,651,329	1,111,878	102,876	58,466	21,511	15,941	26,317	5,541,216
1999	2,606,087	1,679,928	1,148,564	106,539	57,720	22,229	17,056	27,037	5,665,160
2000	2,687,921	1,726,511	1,130,507	107,953	66,246	22,517	17,111	26,562	5,785,328
2001	2,839,431	1,659,071	1,127,051	100,347	68,345	21,598	20,627	25,856	5,862,326
2002	2,844,500	1,694,697	1,121,608	100,489	68,979	19,342	21,769	27,397	5,898,781
2003	2,981,565	1,653,520	1,106,358	102,234	65,853	17,239	22,327	26,859	5,975,955
2004	3,170,497	1,612,574	1,090,795	108,846	73,149	18,439	17,772	26,440	6,118,512
2005	3,277,512	1,576,171	1,015,584	108,706	71,082	17,032	17,016	27,726	6,110,829 <sup>c</sup>

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>c</sup>Number reported for all environments is discrepant with the number reported for total child count.

resid=residential; hosp=hospital; enviro=environments.

**Table 2-5. Number of students ages 6 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by disability category, educational environment and year: Fall 1996 through fall 2005**

All disabilities									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	2,387,881	1,487,024	1,116,197	107,309	52,012	20,971	13,623	28,149	5,213,166
1997	2,494,154	1,560,272	1,096,336	99,385	55,993	21,462	16,031	29,285	5,372,918
1998	2,552,898	1,651,329	1,111,878	102,876	58,466	21,511	15,941	26,317	5,541,216
1999	2,606,087	1,679,928	1,148,564	106,539	57,720	22,229	17,056	27,037	5,665,160
2000	2,687,921	1,726,511	1,130,507	107,953	66,246	22,517	17,111	26,562	5,785,328
2001	2,839,431	1,659,071	1,127,051	100,347	68,345	21,598	20,627	25,856	5,862,326
2002	2,844,500	1,694,697	1,121,608	100,489	68,979	19,342	21,769	27,397	5,898,781
2003	2,981,565	1,653,520	1,106,358	102,234	65,853	17,239	22,327	26,859	5,975,955
2004	3,170,497	1,612,574	1,090,795	108,846	73,149	18,439	17,772	26,440	6,118,512
2005	3,277,512	1,576,171	1,015,584	108,706	71,082	17,032	17,016	27,726	6,110,829 <sup>b</sup>

  

Specific learning disabilities									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	1,145,906	1,034,226	453,257	9,272	7,448	2,069	1,303	4,679	2,658,160
1997	1,200,968	1,076,278	437,922	9,077	8,056	2,451	1,586	4,845	2,741,183
1998	1,219,125	1,132,386	436,085	9,393	8,769	2,437	1,688	4,786	2,814,669
1999	1,245,236	1,132,088	450,805	10,584	8,917	2,991	2,216	5,113	2,857,950
2000	1,277,162	1,162,977	414,728	9,890	9,762	2,681	1,924	5,013	2,884,137
2001	1,358,595	1,093,152	396,811	8,375	10,123	3,016	2,907	4,824	2,877,803
2002	1,333,834	1,096,225	383,198	8,426	9,854	2,897	3,051	5,297	2,842,782
2003	1,378,736	1,053,460	366,414	8,299	7,867	2,223	2,955	5,216	2,825,170
2004	1,457,944	1,005,762	346,219	9,521	10,496	2,719	1,836	4,989	2,839,486
2005	1,488,970	962,406	300,870	9,554	8,346	2,237	1,974	5,205	2,779,562 <sup>b</sup>

  

Speech or language impairments									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	927,551	68,827	46,145	1,875	1,422	145	186	725	1,046,876
1997	932,760	77,785	47,184	2,037	1,328	242	230	1,102	1,062,668
1998	935,909	90,328	48,141	1,648	1,523	166	268	723	1,078,706
1999	933,735	92,018	57,343	2,623	1,709	418	245	552	1,088,643
2000	939,112	92,351	56,195	1,765	7,042	163	220	546	1,097,394
2001	952,799	81,345	50,953	1,612	6,539	263	203	693	1,094,407
2002	959,975	83,163	51,656	1,211	6,492	269	246	824	1,103,836
2003	986,567	75,939	51,866	1,256	2,393	201	225	648	1,119,095
2004	1,013,697	75,617	56,421	1,453	2,517	491	239	655	1,151,090
2005	1,019,894	79,774	53,276	1,445	3,077	203	275	720	1,158,664 <sup>b</sup>

  

Mental retardation									
Categories of educational environments									
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	62,299	168,457	320,436	28,957	5,334	1,813	1,230	2,931	591,457
1997	75,172	177,136	309,382	25,483	5,638	1,985	1,452	2,639	598,887
1998	81,417	179,997	310,402	25,162	5,493	1,598	1,387	2,383	607,839
1999	83,784	182,854	308,643	24,843	5,326	2,117	1,498	2,454	611,519
2000	80,958	178,159	316,806	25,693	5,505	2,028	1,326	2,690	613,165
2001	75,951	178,635	315,670	23,370	5,558	1,908	1,420	2,473	604,985
2002	63,579	177,500	305,777	23,380	5,394	1,407	1,591	2,615	581,243
2003	66,632	172,920	296,020	24,888	5,463	1,344	1,668	2,626	571,561
2004	73,893	166,874	290,496	25,071	5,833	1,497	1,602	2,456	567,722
2005	75,641	160,098	272,776	25,911	5,585	1,291	1,504	2,678	545,484 <sup>b</sup>

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

resid=residential; hosp=hospital; enviro=environments.

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**Table 2-5. Number of students ages 6 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by disability category, educational environment and year: Fall 1996 through fall 2005 (continued)**

Emotional disturbance									
	Categories of educational environments								
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	99,929	103,105	156,542	35,638	24,148	7,038	7,593	6,600	440,593
1997	112,322	104,996	150,628	33,398	25,448	7,350	9,023	7,062	450,227
1998	115,610	108,190	152,924	34,631	26,671	7,959	8,590	6,286	460,861
1999	118,440	111,425	152,964	35,022	25,681	7,004	9,290	7,038	466,864
2000	127,503	111,497	151,276	36,756	25,849	7,712	9,676	6,170	476,439
2001	137,383	107,483	147,854	33,957	25,832	7,333	11,737	6,229	477,808
2002	138,326	110,691	147,344	34,372	25,000	6,172	12,073	6,665	480,643
2003	146,635	108,995	146,123	31,687	26,045	5,494	12,400	5,961	483,340
2004	154,011	106,691	140,441	34,762	27,715	5,708	9,478	5,737	484,543
2005	163,788	102,355	126,775	32,385	26,806	5,543	8,677	5,945	472,274 <sup>b</sup>

  

Multiple disabilities									
	Categories of educational environments								
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	9,955	17,254	46,184	18,392	6,550	1,421	1,473	2,550	103,779
1997	11,082	19,089	49,791	16,836	7,813	1,569	1,588	2,729	110,497
1998	11,375	18,728	49,750	18,025	7,452	1,375	1,807	2,509	111,021
1999	13,020	22,553	51,106	17,842	8,041	1,560	1,654	2,960	118,736
2000	14,848	19,649	55,900	17,887	8,569	1,511	1,630	2,879	122,873
2001	15,849	21,312	58,987	16,925	9,564	1,537	1,796	2,739	128,709
2002	14,927	22,232	60,813	16,193	9,561	1,265	1,830	2,682	129,503
2003	15,922	22,607	60,332	16,730	9,984	1,281	1,904	2,878	131,638
2004	17,383	22,409	60,119	16,823	10,635	1,206	1,774	2,947	133,296
2005	17,747	22,686	60,412	16,247	10,578	1,180	1,689	3,435	133,974 <sup>b</sup>

  

Hearing impairments									
	Categories of educational environments								
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	25,607	12,520	18,141	3,372	1,883	6,046	586	124	68,279
1997	26,696	13,101	17,444	3,168	1,888	5,746	585	161	68,789
1998	27,512	13,554	17,835	3,243	1,820	5,737	592	145	70,438
1999	28,296	14,120	17,404	3,833	1,169	5,699	399	165	71,085
2000	29,998	14,186	15,902	3,153	1,353	5,885	391	148	71,016
2001	30,774	13,357	17,371	3,137	1,314	4,851	310	136	71,250
2002	30,642	13,741	16,866	2,933	1,795	4,838	278	158	71,251
2003	32,054	13,629	15,829	3,224	1,776	4,323	314	138	71,287
2004	34,011	13,564	15,301	3,127	1,948	4,250	287	128	72,616
2005	34,949	13,583	14,126	3,429	1,730	4,154	284	148	72,403 <sup>b</sup>

  

Orthopedic impairments									
	Categories of educational environments								
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp enviro	All enviro
	< 21%	21-60%	> 60%						
1996	27,430	13,416	20,232	2,511	684	85	61	1,486	65,905
1997	35,281	16,102	19,839	2,185	614	121	84	1,522	75,748
1998	30,983	14,763	18,885	2,533	611	46	80	1,293	69,194
1999	31,118	16,178	19,767	2,490	464	90	102	1,138	71,347
2000	33,889	17,093	17,721	2,568	477	100	101	1,165	73,114
2001	34,331	15,996	20,055	1,505	417	105	94	1,275	73,778
2002	33,701	16,354	20,219	1,540	462	65	100	1,146	73,587
2003	31,700	14,155	17,736	2,419	476	89	88	1,108	67,771
2004	31,403	12,704	17,083	2,586	533	74	87	955	65,425
2005	31,176	11,630	16,099	2,596	501	54	73	1,027	63,156 <sup>b</sup>

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

resid=residential; hosp=hospital; enviro=environments.

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**Table 2-5. Number of students ages 6 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by disability category, educational environment and year: Fall 1996 through fall 2005 (continued)**

Other health impairments											
	Categories of educational environments										
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir		
	< 21%	21-60%	> 60%								
1996	68,522	57,304	28,675	1,585	964	134	224	8,420	165,828		
1997	75,864	61,913	33,494	1,749	1,280	188	283	8,540	183,311		
1998	98,123	73,878	38,220	2,024	1,600	200	408	7,435	221,888		
1999	113,283	84,186	43,531	2,233	1,867	325	512	6,756	252,693		
2000	133,256	100,092	49,270	2,472	2,397	433	647	7,044	295,611		
2001	169,136	104,951	53,746	3,100	2,681	470	781	6,481	341,346		
2002	193,599	122,640	59,669	3,433	3,126	490	972	6,867	390,796		
2003	229,734	137,014	67,404	3,660	3,298	530	1,000	7,116	449,756		
2004	274,175	149,576	71,349	4,134	4,157	636	905	7,240	512,172		
2005	312,812	158,813	71,539	4,674	4,455	567	965	7,169	560,994 <sup>b</sup>		

Visual impairments											
	Categories of educational environments										
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir		
	< 21%	21-60%	> 60%								
1996	12,526	4,972	4,560	990	597	1,897	268	159	25,969		
1997	12,535	5,233	4,504	1,263	493	1,522	337	172	26,059		
1998	12,768	5,366	4,339	1,226	554	1,589	277	147	26,266		
1999	12,393	5,298	4,556	1,178	289	1,665	238	166	25,783		
2000	13,176	5,238	4,162	1,221	319	1,543	242	170	26,071		
2001	13,679	4,350	4,307	1,089	298	1,746	234	158	25,861		
2002	13,429	4,419	4,213	1,010	466	1,604	241	150	25,532		
2003	13,856	4,285	3,955	998	504	1,366	231	157	25,352		
2004	14,745	4,160	3,889	940	536	1,447	212	134	26,063		
2005	15,053	4,337	3,675	1,083	419	1,371	183	156	26,277 <sup>b</sup>		

Autism											
	Categories of educational environments										
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir		
	< 21%	21-60%	> 60%								
1996	4,893	4,011	18,214	4,193	2,123	121	507	192	34,254		
1997	7,757	5,384	22,054	3,671	2,523	109	655	203	42,356		
1998	10,881	7,082	27,446	4,209	3,054	116	646	241	53,675		
1999	13,515	9,499	32,727	5,178	3,537	112	710	295	65,573		
2000	19,525	12,312	37,254	5,752	4,166	247	754	314	80,324		
2001	23,968	16,577	45,655	6,252	4,808	166	937	393	98,756		
2002	29,208	21,144	53,946	6,912	5,490	122	1,167	513	118,502		
2003	37,687	24,917	61,728	7,934	6,462	156	1,306	503	140,693		
2004	47,977	29,568	70,323	9,132	7,781	168	1,146	610	166,705		
2005	60,661	35,300	77,223	9,994	8,565	216	1,210	706	193,875 <sup>b</sup>		

Deaf-blindness											
	Categories of educational environments										
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir		
	< 21%	21-60%	> 60%								
1996	213	178	571	218	71	177	44	23	1,495		
1997	183	152	523	201	67	148	51	20	1,345		
1998	242	161	597	324	64	248	50	30	1,716		
1999	229	156	614	213	53	189	65	27	1,546		
2000	240	132	453	193	58	165	59	25	1,325		
2001	277	303	474	183	142	147	54	38	1,618		
2002	265	313	496	161	94	131	61	18	1,539		
2003	353	223	538	136	128	132	67	23	1,600		
2004	318	264	621	163	118	129	49	81	1,743		
2005	352	244	540	169	112	101	50	24	1,592		

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

resid=residential; hosp=hospital; envir=environments.

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**Table 2-5. Number of students ages 6 through 21 served under IDEA, Part B, in the U.S. and outlying areas,<sup>a</sup> by disability category, educational environment and year: Fall 1996 through fall 2005 (continued)**

Traumatic brain injury										
Categories of educational environments										
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir	
	< 21%	21-60%	> 60%							
1996	3,050	2,754	3,240	306	788	25	148	260	10,571	
1997	3,534	3,103	3,571	317	845	31	157	290	11,848	
1998	4,011	3,448	3,865	341	826	31	146	292	12,960	
1999	4,184	3,664	4,304	347	627	51	120	313	13,610	
2000	4,826	4,171	4,396	422	630	42	127	328	14,942	
2001	6,129	6,844	5,842	572	857	37	141	320	20,742	
2002	6,080	7,431	5,953	623	752	40	145	355	21,379	
2003	7,776	6,732	6,089	598	735	56	151	339	22,476	
2004	8,695	6,607	6,100	616	720	52	130	358	23,278	
2005	9,399	6,470	5,757	646	711	55	106	358	23,502 <sup>b</sup>	

Developmental delay <sup>c</sup>										
Categories of educational environments										
	Outside the regular classroom			Public separate facility	Private separate facility	Public resid facility	Private resid facility	Home hosp envir	All envir	
	< 21%	21-60%	> 60%							
1998	4,942	3,448	3,389	117	29	9	2	47	11,983	
1999	8,854	5,889	4,800	153	40	8	7	60	19,811	
2000	13,428	8,654	6,444	181	119	7	14	70	28,917	
2001	20,560	14,766	9,326	270	212	19	13	97	45,263	
2002	26,935	18,844	11,458	295	493	42	14	107	58,188	
2003	33,913	18,644	12,324	405	722	44	18	146	66,216	
2004	42,245	18,778	12,433	518	160	62	27	150	74,373	
2005	47,070	18,475	12,516	573	197	60	26	155	79,072 <sup>b</sup>	

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by disability (see table 1-3).

<sup>c</sup>Beginning in 1997, states had the option of reporting children ages 3 through 9 in the developmental delay category. For more information, see table A-3 in appendix A.

resid=residential; hosp=hospital; envir=environments.

**Table 2-6a. American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	7	x	10	x	x	x	x	21
Alaska	212	254	27	137	x	7	24	x	665
Arizona	322	265	5	115	x	x	16	32	759
Arkansas	21	x	x	9	x	6	x	x	39
California	176	139	8	52	x	6	26	x	408
Colorado	82	8	x	x	x	x	7	x	103
Connecticut	14	x	x	5	x	x	6	x	32
Delaware	x	x	x	x	x	x	x	x	7
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	22	x	45	x	7	6	x	84
Georgia	17	11	x	6	x	x	x	x	38
Hawaii	x	16	x	6	x	x	x	x	24
Idaho	28	23	x	x	x	x	x	15	70
Illinois	27	x	x	13	x	x	x	x	46
Indiana	24	10	x	x	x	x	x	x	36
Iowa	x	6	x	6	x	x	5	x	22
Kansas	24	66	x	28	x	x	5	x	126
Kentucky	13	x	x	23	x	x	x	x	39
Louisiana	25	24	x	10	x	x	24	x	92
Maine	27	5	x	x	x	x	x	x	33
Maryland	17	13	x	15	x	x	10	x	60
Massachusetts	20	x	x	23	x	x	x	x	49
Michigan	125	99	7	9	x	x	x	x	245
Minnesota	154	89	19	73	x	x	19	x	355
Mississippi	x	7	x	x	x	x	x	x	12
Missouri	13	14	x	x	x	x	7	x	36
Montana	87	88	x	86	x	x	7	x	269
Nebraska	69	20	5	x	x	x	x	x	97
Nevada	27	53	x	10	x	x	8	x	103
New Hampshire	9	x	x	x	x	x	x	x	12
New Jersey	x	15	x	x	x	x	x	x	24
New Mexico	543	183	36	x	x	x	x	x	792
New York	278	107	23	x	x	16	x	x	436
North Carolina	487	20	x	15	x	x	7	x	534 <sup>b</sup>
North Dakota	84	57	6	13	x	x	8	x	170
Ohio	10	17	x	x	x	x	x	x	28
Oklahoma	790	135	28	156	x	6	223	x	1,342
Oregon	60	59	x	x	x	x	x	x	124 <sup>b</sup>
Pennsylvania	46	35	10	x	x	x	5	x	100
Rhode Island	23	x	x	x	x	x	x	x	29
South Carolina	x	6	x	5	x	x	5	x	18
South Dakota	86	154	12	288	x	x	x	x	542
Tennessee	11	8	x	x	x	x	x	x	20
Texas	x	32	x	20	x	x	92	x	151
Utah	46	16	x	15	x	10	x	14	104 <sup>b</sup>
Vermont	x	x	x	x	x	x	x	x	x
Virginia	6	20	x	x	x	x	14	x	47
Washington	76	198	x	48	x	x	29	8	363
West Virginia	x	x	x	x	x	x	x	x	6
Wisconsin	59	85	x	43	x	x	x	x	223
Wyoming	65	24	x	x	x	x	x	x	92 <sup>b</sup>
BIA schools	290	x	x	x	x	x	x	x	325
50 states and D.C. (including BIA schools)	4,526	2,441	211	1,385	7	89	605	92	9,356

MORE STATES ON NEXT PAGE

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-15).

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-6a. American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Number of children									
	Categories of educational environments									
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir	
American Samoa	x	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,526	2,441	211	1,385	7	89	605	92	9,356	

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-6a. American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across educational environments <sup>p</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir <sup>b</sup>
Alabama	.	33.33	.	47.62	.	.	.	.	100.00
Alaska	31.88	38.20	4.06	20.60	.	1.05	3.61	.	100.00
Arizona	42.42	34.91	0.66	15.15	.	.	2.11	4.22	100.00
Arkansas	53.85	.	.	23.08	.	15.38	.	.	100.00
California	43.14	34.07	1.96	12.75	.	1.47	6.37	.	100.00
Colorado	79.61	7.77	.	.	.	.	6.80	.	100.00
Connecticut	43.75	.	.	15.63	.	.	18.75	.	100.00
Delaware	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	26.19	.	53.57	.	8.33	7.14	.	100.00
Georgia	44.74	28.95	.	15.79	.	.	.	.	100.00
Hawaii	.	66.67	.	25.00	.	.	.	.	100.00
Idaho	40.00	32.86	.	.	.	.	.	21.43	100.00
Illinois	58.70	.	.	28.26	.	.	.	.	100.00
Indiana	66.67	27.78	.	.	.	.	.	.	100.00
Iowa	.	27.27	.	27.27	.	.	22.73	.	100.00
Kansas	19.05	52.38	.	22.22	.	.	3.97	.	100.00
Kentucky	33.33	.	.	58.97	.	.	.	.	100.00
Louisiana	27.17	26.09	.	10.87	.	.	26.09	.	100.00
Maine	81.82	15.15	.	.	.	.	.	.	100.00
Maryland	28.33	21.67	.	25.00	.	.	16.67	.	100.00
Massachusetts	40.82	.	.	46.94	.	.	.	.	100.00
Michigan	51.02	40.41	2.86	3.67	.	.	.	.	100.00
Minnesota	43.38	25.07	5.35	20.56	.	.	5.35	.	100.00
Mississippi	.	58.33	.	.	.	.	.	.	100.00
Missouri	36.11	38.89	.	.	.	.	19.44	.	100.00
Montana	32.34	32.71	.	31.97	.	.	2.60	.	100.00
Nebraska	71.13	20.62	5.15	.	.	.	.	.	100.00
Nevada	26.21	51.46	.	9.71	.	.	7.77	.	100.00
New Hampshire	75.00	.	.	.	.	.	.	.	100.00
New Jersey	.	62.50	.	.	.	.	.	.	100.00
New Mexico	68.56	23.11	4.55	.	.	.	.	.	100.00
New York	63.76	24.54	5.28	.	.	3.67	.	.	100.00
North Carolina	91.20	3.75	.	2.81	.	.	1.31	.	100.00
North Dakota	49.41	33.53	3.53	7.65	.	.	4.71	.	100.00
Ohio	35.71	60.71	.	.	.	.	.	.	100.00
Oklahoma	58.87	10.06	2.09	11.62	.	0.45	16.62	.	100.00
Oregon	48.39	47.58	.	.	.	.	.	.	100.00
Pennsylvania	46.00	35.00	10.00	.	.	.	5.00	.	100.00
Rhode Island	79.31	.	.	.	.	.	.	.	100.00
South Carolina	.	33.33	.	27.78	.	.	27.78	.	100.00
South Dakota	15.87	28.41	2.21	53.14	.	.	.	.	100.00
Tennessee	55.00	40.00	.	.	.	.	.	.	100.00
Texas	.	21.19	.	13.25	.	.	60.93	.	100.00
Utah	44.23	15.38	.	14.42	.	9.62	.	13.46	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	12.77	42.55	.	.	.	.	29.79	.	100.00
Washington	20.94	54.55	.	13.22	.	.	7.99	2.20	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	26.46	38.12	.	19.28	.	.	.	.	100.00
Wyoming	70.65	26.09	.	.	.	.	.	.	100.00
BIA schools	89.23	.	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	48.38	26.09	2.26	14.80	0.07	0.95	6.47	0.98	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	48.38	26.09	2.26	14.80	0.07	0.95	6.47	0.98	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of American Indian/Alaska Native children ages 3 through 5 in the educational environment column divided by the number of American Indian/Alaska Native children in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

**Table 2-6b. Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	x	36	x	42	x	x	x	x	94
Alaska	13	34	6	9	x	x	7	x	72
Arizona	72	194	x	18	x	x	x	x	291
Arkansas	14	x	x	29	x	8	x	x	71
California	1,433	3,073	81	848	x	24	374	x	5,847
Colorado	170	41	5	x	x	x	19	x	258
Connecticut	54	x	x	40	x	x	30	x	215
Delaware	x	x	x	x	x	x	x	x	42
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	216	x	285	x	27	16	x	569
Georgia	130	169	x	25	x	x	x	x	350
Hawaii	159	1,145	8	444	x	10	x	x	1,767
Idaho	12	33	x	x	x	x	8	x	58
Illinois	356	x	x	343	x	x	x	x	815
Indiana	76	76	x	x	x	x	x	x	168
Iowa	x	36	x	6	x	x	9	x	66
Kansas	15	66	x	37	x	5	7	x	134
Kentucky	55	x	x	57	x	x	x	x	117
Louisiana	11	20	7	6	x	x	12	x	59
Maine	18	8	x	x	x	x	x	x	29
Maryland	51	180	x	84	x	x	101	16	454
Massachusetts	216	x	x	281	x	x	x	x	614
Michigan	184	340	5	36	x	x	x	x	589
Minnesota	131	179	20	65	x	x	39	x	437
Mississippi	x	9	x	x	x	5	x	x	29
Missouri	51	83	x	x	x	8	34	x	196
Montana	x	10	x	7	x	x	x	x	x
Nebraska	33	29	7	x	x	x	x	x	74
Nevada	14	140	x	5	x	x	49	x	228
New Hampshire	25	26	x	x	x	x	x	x	53
New Jersey	x	537	x	x	x	x	x	x	1,028
New Mexico	27	17	7	x	x	x	x	x	52
New York	753	645	169	x	x	91	x	x	1,749
North Carolina	141	42	x	5	x	x	11	x	222 <sup>b</sup>
North Dakota	5	5	x	x	x	x	x	x	13
Ohio	46	173	9	x	x	x	12	x	250
Oklahoma	27	28	x	25	x	x	22	x	105
Oregon	19	144	x	7	x	x	x	x	173 <sup>b</sup>
Pennsylvania	188	156	34	x	x	x	82	x	495
Rhode Island	30	x	x	x	x	x	x	x	33
South Carolina	x	32	x	17	x	x	37	x	103
South Dakota	x	16	x	x	x	x	x	x	23
Tennessee	15	50	x	x	x	x	x	x	98
Texas	x	339	x	222	x	x	315	x	936
Utah	67	21	x	x	x	x	8	5	111 <sup>b</sup>
Vermont	13	x	x	x	x	x	x	x	18
Virginia	37	342	x	x	x	x	54	x	589
Washington	144	451	x	35	x	37	33	18	719
West Virginia	x	x	x	x	x	x	x	x	18
Wisconsin	38	114	x	33	x	x	x	x	234
Wyoming	12	7	x	x	x	x	x	x	21 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	5,149	9,518	478	3,434	10	497	1,478	154	20,718

MORE STATES ON NEXT PAGE

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-15).

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2-6b. Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
American Samoa	x	x	x	x	x	x	x	x	x
Guam	86	x	x	x	x	x	x	x	166
Northern Marianas	38	x	6	x	x	x	x	x	66
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	5,354	9,576	485	3,461	10	497	1,494	154	21,031

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

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**Table 2-6b. Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across educational environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir <sup>b</sup>
Alabama	.	38.30	.	44.68	.	.	.	.	100.00
Alaska	18.06	47.22	8.33	12.50	.	.	9.72	.	100.00
Arizona	24.74	66.67	.	6.19	.	.	.	.	100.00
Arkansas	19.72	.	.	40.85	.	11.27	.	.	100.00
California	24.51	52.56	1.39	14.50	.	0.41	6.40	.	100.00
Colorado	65.89	15.89	1.94	.	.	.	7.36	.	100.00
Connecticut	25.12	.	.	18.60	.	.	13.95	.	100.00
Delaware	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	37.96	.	50.09	.	4.75	2.81	.	100.00
Georgia	37.14	48.29	.	7.14	.	.	.	.	100.00
Hawaii	9.00	64.80	0.45	25.13	.	0.57	.	.	100.00
Idaho	20.69	56.90	.	.	.	.	13.79	.	100.00
Illinois	43.68	.	.	42.09	.	.	.	.	100.00
Indiana	45.24	45.24	.	.	.	.	.	.	100.00
Iowa	.	54.55	.	9.09	.	.	13.64	.	100.00
Kansas	11.19	49.25	.	27.61	.	3.73	5.22	.	100.00
Kentucky	47.01	.	.	48.72	.	.	.	.	100.00
Louisiana	18.64	33.90	11.86	10.17	.	.	20.34	.	100.00
Maine	62.07	27.59	.	.	.	.	.	.	100.00
Maryland	11.23	39.65	.	18.50	.	.	22.25	3.52	100.00
Massachusetts	35.18	.	.	45.77	.	.	.	.	100.00
Michigan	31.24	57.72	0.85	6.11	.	.	.	.	100.00
Minnesota	29.98	40.96	4.58	14.87	.	.	8.92	.	100.00
Mississippi	.	31.03	.	.	.	17.24	.	.	100.00
Missouri	26.02	42.35	.	.	.	4.08	17.35	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	44.59	39.19	9.46	.	.	.	.	.	100.00
Nevada	6.14	61.40	.	2.19	.	.	21.49	.	100.00
New Hampshire	47.17	49.06	.	.	.	.	.	.	100.00
New Jersey	.	52.24	.	.	.	.	.	.	100.00
New Mexico	51.92	32.69	13.46	.	.	.	.	.	100.00
New York	43.05	36.88	9.66	.	.	5.20	.	.	100.00
North Carolina	63.51	18.92	.	2.25	.	.	4.95	.	100.00
North Dakota	38.46	38.46	.	.	.	.	.	.	100.00
Ohio	18.40	69.20	3.60	.	.	.	4.80	.	100.00
Oklahoma	25.71	26.67	.	23.81	.	.	20.95	.	100.00
Oregon	10.98	83.24	.	4.05	.	.	.	.	100.00
Pennsylvania	37.98	31.52	6.87	.	.	.	16.57	.	100.00
Rhode Island	90.91	.	.	.	.	.	.	.	100.00
South Carolina	.	31.07	.	16.50	.	.	35.92	.	100.00
South Dakota	.	69.57	.	.	.	.	.	.	100.00
Tennessee	15.31	51.02	.	.	.	.	.	.	100.00
Texas	.	36.22	.	23.72	.	.	33.65	.	100.00
Utah	60.36	18.92	.	.	.	.	7.21	4.50	100.00
Vermont	72.22	.	.	.	.	.	.	.	100.00
Virginia	6.28	58.06	.	.	.	.	9.17	.	100.00
Washington	20.03	62.73	.	4.87	.	5.15	4.59	2.50	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	16.24	48.72	.	14.10	.	.	.	.	100.00
Wyoming	57.14	33.33	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	24.85	45.94	2.31	16.57	0.05	2.40	7.13	0.74	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	51.81	.	.	.	.	.	.	.	100.00
Northern Marianas	57.58	.	9.09	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	25.46	45.53	2.31	16.46	0.05	2.36	7.10	0.73	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of Asian/Pacific Islander children ages 3 through 5 in the educational environment column divided by the number of Asian/Pacific Islander children in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.



**Table 2-6c. Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	683	810	24	1,115	10	x	x	x	2,651
Alaska	11	51	x	23	x	6	x	x	94
Arizona	179	384	x	55	x	14	x	x	653
Arkansas	404	165	x	1,641	x	451	41	40	2,749
California	1,494	2,264	62	536	x	24	387	x	4,783
Colorado	326	112	x	60	x	x	13	x	514
Connecticut	241	215	x	212	x	x	145	101	919
Delaware	299	194	10	30	x	57	x	x	600
District of Columbia	260	130	x	x	x	x	x	x	394 <sup>b</sup>
Florida	711	2,119	22	4,662	x	248	230	x	7,993
Georgia	3,235	3,161	254	431	x	68	x	x	7,166
Hawaii	x	64	x	28	x	x	x	x	96
Idaho	7	22	x	x	x	x	x	x	35
Illinois	2,310	314	x	1,819	x	298	x	x	4,747
Indiana	838	772	x	136	8	10	x	x	1,769
Iowa	74	122	x	51	x	x	38	10	300
Kansas	180	287	7	176	x	x	42	8	705
Kentucky	693	68	x	1,232	x	11	x	x	2,007
Louisiana	1,036	1,215	96	632	x	x	1,190	58	4,239
Maine	30	7	x	x	x	x	x	x	41
Maryland	1,035	916	x	1,003	x	146	853	55	4,048
Massachusetts	300	202	x	530	x	x	x	x	1,046
Michigan	1,522	1,247	16	190	x	9	258	x	3,249
Minnesota	400	518	64	129	x	x	50	x	1,165
Mississippi	2,073	875	74	582	x	56	x	x	3,668
Missouri	571	749	x	149	x	70	242	x	1,798
Montana	x	7	x	6	x	x	x	x	x
Nebraska	111	133	8	5	x	x	x	x	258
Nevada	32	377	x	8	x	x	72	22	519
New Hampshire	27	x	x	x	x	x	x	x	50
New Jersey	489	1,222	x	266	x	382	191	x	2,558
New Mexico	68	60	16	x	x	x	x	x	148
New York	3,617	2,812	395	327	x	1,151	27	x	8,330
North Carolina	4,416	1,143	56	242	x	239	193	x	6,307 <sup>b</sup>
North Dakota	8	23	x	x	x	x	x	x	34
Ohio	696	1,947	16	79	x	170	30	x	2,939
Oklahoma	247	201	50	122	x	x	113	x	739
Oregon	50	119	x	x	x	x	x	x	177 <sup>b</sup>
Pennsylvania	1,784	1,066	122	x	x	113	178	88	3,406
Rhode Island	166	x	x	x	x	x	x	x	193
South Carolina	1,088	1,322	50	873	x	14	1,532	x	4,884
South Dakota	x	45	x	x	x	x	x	x	67
Tennessee	444	1,400	x	131	x	53	192	42	2,269
Texas	342	1,283	17	1,146	6	x	2,038	x	4,839
Utah	34	13	x	x	x	x	x	6	59 <sup>b</sup>
Vermont	15	7	x	x	x	x	x	x	27
Virginia	574	2,533	87	392	x	32	833	x	4,457
Washington	195	418	x	28	x	x	28	9	704
West Virginia	107	62	x	51	x	x	23	x	247
Wisconsin	165	435	x	773	x	x	126	x	1,503
Wyoming	23	8	x	6	x	x	x	x	38 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	33,628	33,669	1,556	19,960	112	3,711	9,086	486	102,208

MORE STATES ON NEXT PAGE

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-15).

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

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**Table 2-6c. Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	104	x	x	x	x	x	x	x	113
U.S. and outlying areas	33,733	33,672	1,562	19,960	112	3,711	9,086	486	102,322

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

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**Table 2-6c. Black (not Hispanic) children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across educational environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir <sup>b</sup>
Alabama	25.76	30.55	0.91	42.06	0.38	.	.	.	100.00
Alaska	11.70	54.26	.	24.47	.	6.38	.	.	100.00
Arizona	27.41	58.81	.	8.42	.	2.14	.	.	100.00
Arkansas	14.70	6.00	.	59.69	.	16.41	1.49	1.46	100.00
California	31.24	47.33	1.30	11.21	.	0.50	8.09	.	100.00
Colorado	63.42	21.79	.	11.67	.	.	2.53	.	100.00
Connecticut	26.22	23.39	.	23.07	.	.	15.78	10.99	100.00
Delaware	49.83	32.33	1.67	5.00	.	9.50	.	.	100.00
District of Columbia	65.99	32.99	.	.	.	.	.	.	100.00
Florida	8.90	26.51	0.28	58.33	.	3.10	2.88	.	100.00
Georgia	45.14	44.11	3.54	6.01	.	0.95	.	.	100.00
Hawaii	.	66.67	.	29.17	.	.	.	.	100.00
Idaho	20.00	62.86	.	.	.	.	.	.	100.00
Illinois	48.66	6.61	.	38.32	.	6.28	.	.	100.00
Indiana	47.37	43.64	.	7.69	0.45	0.57	.	.	100.00
Iowa	24.67	40.67	.	17.00	.	.	12.67	3.33	100.00
Kansas	25.53	40.71	0.99	24.96	.	.	5.96	1.13	100.00
Kentucky	34.53	3.39	.	61.39	.	0.55	.	.	100.00
Louisiana	24.44	28.66	2.26	14.91	.	.	28.07	1.37	100.00
Maine	73.17	17.07	.	.	.	.	.	.	100.00
Maryland	25.57	22.63	.	24.78	.	3.61	21.07	1.36	100.00
Massachusetts	28.68	19.31	.	50.67	.	.	.	.	100.00
Michigan	46.85	38.38	0.49	5.85	.	0.28	7.94	.	100.00
Minnesota	34.33	44.46	5.49	11.07	.	.	4.29	.	100.00
Mississippi	56.52	23.85	2.02	15.87	.	1.53	.	.	100.00
Missouri	31.76	41.66	.	8.29	.	3.89	13.46	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	43.02	51.55	3.10	1.94	.	.	.	.	100.00
Nevada	6.17	72.64	.	1.54	.	.	13.87	4.24	100.00
New Hampshire	54.00	.	.	.	.	.	.	.	100.00
New Jersey	19.12	47.77	.	10.40	.	14.93	7.47	.	100.00
New Mexico	45.95	40.54	10.81	.	.	.	.	.	100.00
New York	43.42	33.76	4.74	3.93	.	13.82	0.32	.	100.00
North Carolina	70.02	18.12	0.89	3.84	.	3.79	3.06	.	100.00
North Dakota	23.53	67.65	.	.	.	.	.	.	100.00
Ohio	23.68	66.25	0.54	2.69	.	5.78	1.02	.	100.00
Oklahoma	33.42	27.20	6.77	16.51	.	.	15.29	.	100.00
Oregon	28.25	67.23	.	.	.	.	.	.	100.00
Pennsylvania	52.38	31.30	3.58	.	.	3.32	5.23	2.58	100.00
Rhode Island	86.01	.	.	.	.	.	.	.	100.00
South Carolina	22.28	27.07	1.02	17.87	.	0.29	31.37	.	100.00
South Dakota	.	67.16	.	.	.	.	.	.	100.00
Tennessee	19.57	61.70	.	5.77	.	2.34	8.46	1.85	100.00
Texas	7.07	26.51	0.35	23.68	0.12	.	42.12	.	100.00
Utah	57.63	22.03	.	.	.	.	.	10.17	100.00
Vermont	55.56	25.93	.	.	.	.	.	.	100.00
Virginia	12.88	56.83	1.95	8.80	.	0.72	18.69	.	100.00
Washington	27.70	59.38	.	3.98	.	.	3.98	1.28	100.00
West Virginia	43.32	25.10	.	20.65	.	.	9.31	.	100.00
Wisconsin	10.98	28.94	.	51.43	.	.	8.38	.	100.00
Wyoming	60.53	21.05	.	15.79	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	32.90	32.94	1.52	19.53	0.11	3.63	8.89	0.48	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	92.04	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	32.97	32.91	1.53	19.51	0.11	3.63	8.88	0.47	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of Black (not Hispanic) children ages 3 through 5 in the educational environment column divided by the number of Black (not Hispanic) children in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-6d. Hispanic children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	28	70	x	41	x	x	x	x	144
Alaska	9	39	x	15	x	x	x	x	72
Arizona	1,789	2,571	x	665	x	41	68	63	5,205
Arkansas	82	59	5	251	x	78	27	x	503
California	10,224	14,209	483	4,139	15	76	1,920	58	31,124
Colorado	1,979	515	25	233	x	x	86	x	2,858
Connecticut	395	264	x	299	x	5	246	110	1,323
Delaware	66	70	x	9	x	11	x	x	161
District of Columbia	48	x	x	x	x	x	x	x	63
Florida	913	1,775	11	4,454	x	210	111	x	7,480
Georgia	510	649	60	79	x	41	x	x	1,343
Hawaii	14	61	x	32	x	x	x	x	108
Idaho	143	337	x	14	x	10	8	27	541
Illinois	2,756	433	x	1,934	x	249	x	x	5,374
Indiana	297	487	x	64	x	x	x	x	860
Iowa	72	120	x	50	x	x	30	12	290
Kansas	162	391	10	243	x	x	56	7	871
Kentucky	146	13	x	201	x	x	x	x	362
Louisiana	34	44	x	24	x	x	38	x	151
Maine	26	10	x	x	x	x	x	x	39
Maryland	149	246	x	165	x	31	211	x	811
Massachusetts	733	220	x	955	x	21	x	x	1,931
Michigan	375	462	9	72	x	13	33	x	965
Minnesota	318	375	35	130	x	x	51	x	910
Mississippi	30	23	x	13	x	x	x	x	69
Missouri	107	128	x	40	x	x	50	x	330
Montana	19	18	x	11	x	x	x	x	54
Nebraska	221	179	54	15	x	x	x	x	480
Nevada	144	1,116	x	40	x	14	171	58	1,556
New Hampshire	38	42	x	x	x	x	x	x	82
New Jersey	578	1,599	x	249	x	355	286	x	3,082
New Mexico	1,637	1,468	187	60	x	x	x	x	3,356
New York	4,361	4,330	596	427	x	1,125	x	x	10,862
North Carolina	935	329	42	56	x	53	50	x	1,467 <sup>b</sup>
North Dakota	14	15	x	x	x	x	x	x	33
Ohio	105	399	x	16	x	26	x	x	558
Oklahoma	236	132	x	75	5	9	96	x	572
Oregon	311	712	19	56	x	x	x	x	1,102 <sup>b</sup>
Pennsylvania	669	489	96	27	x	x	127	45	1,478
Rhode Island	364	79	x	x	x	x	x	x	448
South Carolina	64	157	x	47	x	x	93	x	372
South Dakota	5	38	x	18	x	x	x	x	63
Tennessee	88	200	x	25	x	x	30	15	367
Texas	1,260	3,959	99	3,180	x	10	8,784	x	17,298
Utah	367	142	x	14	x	53	30	49	658 <sup>b</sup>
Vermont	x	x	x	x	x	x	x	x	x
Virginia	135	651	112	122	x	11	187	x	1,221
Washington	433	1,211	x	257	x	32	96	23	2,066
West Virginia	10	10	x	10	x	x	x	x	32
Wisconsin	142	466	7	394	x	x	163	x	1,176
Wyoming	129	61	x	23	x	x	x	x	219 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	33,676	41,389	1,983	19,250	54	2,569	13,088	492	112,501

MORE STATES ON NEXT PAGE

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-15).

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

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**Table 2-6d. Hispanic children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	2,668	583	697	x	x	x	x	x	4,660
Virgin Islands	x	x	x	x	x	x	x	x	23
U.S. and outlying areas	36,364	41,973	2,683	19,813	55	2,604	13,121	572	117,185

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

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**Table 2-6d. Hispanic children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Percent of children across educational environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir <sup>b</sup>
Alabama	19.44	48.61	.	28.47	.	.	.	.	100.00
Alaska	12.50	54.17	.	20.83	.	.	.	.	100.00
Arizona	34.37	49.39	.	12.78	.	0.79	1.31	1.21	100.00
Arkansas	16.30	11.73	0.99	49.90	.	15.51	5.37	.	100.00
California	32.85	45.65	1.55	13.30	0.05	0.24	6.17	0.19	100.00
Colorado	69.24	18.02	0.87	8.15	.	.	3.01	.	100.00
Connecticut	29.86	19.95	.	22.60	.	0.38	18.59	8.31	100.00
Delaware	40.99	43.48	.	5.59	.	6.83	.	.	100.00
District of Columbia	76.19	.	.	.	.	.	.	.	100.00
Florida	12.21	23.73	0.15	59.55	.	2.81	1.48	.	100.00
Georgia	37.97	48.32	4.47	5.88	.	3.05	.	.	100.00
Hawaii	12.96	56.48	.	29.63	.	.	.	.	100.00
Idaho	26.43	62.29	.	2.59	.	1.85	1.48	4.99	100.00
Illinois	51.28	8.06	.	35.99	.	4.63	.	.	100.00
Indiana	34.53	56.63	.	7.44	.	.	.	.	100.00
Iowa	24.83	41.38	.	17.24	.	.	10.34	4.14	100.00
Kansas	18.60	44.89	1.15	27.90	.	.	6.43	0.80	100.00
Kentucky	40.33	3.59	.	55.52	.	.	.	.	100.00
Louisiana	22.52	29.14	.	15.89	.	.	25.17	.	100.00
Maine	66.67	25.64	.	.	.	.	.	.	100.00
Maryland	18.37	30.33	.	20.35	.	3.82	26.02	.	100.00
Massachusetts	37.96	11.39	.	49.46	.	1.09	.	.	100.00
Michigan	38.86	47.88	0.93	7.46	.	1.35	3.42	.	100.00
Minnesota	34.95	41.21	3.85	14.29	.	.	5.60	.	100.00
Mississippi	43.48	33.33	.	18.84	.	.	.	.	100.00
Missouri	32.42	38.79	.	12.12	.	.	15.15	.	100.00
Montana	35.19	33.33	.	20.37	.	.	.	.	100.00
Nebraska	46.04	37.29	11.25	3.13	.	.	.	.	100.00
Nevada	9.25	71.72	.	2.57	.	0.90	10.99	3.73	100.00
New Hampshire	46.34	51.22	.	.	.	.	.	.	100.00
New Jersey	18.75	51.88	.	8.08	.	11.52	9.28	.	100.00
New Mexico	48.78	43.74	5.57	1.79	.	.	.	.	100.00
New York	40.15	39.86	5.49	3.93	.	10.36	.	.	100.00
North Carolina	63.74	22.43	2.86	3.82	.	3.61	3.41	.	100.00
North Dakota	42.42	45.45	.	.	.	.	.	.	100.00
Ohio	18.82	71.51	.	2.87	.	4.66	.	.	100.00
Oklahoma	41.26	23.08	.	13.11	0.87	1.57	16.78	.	100.00
Oregon	28.22	64.61	1.72	5.08	.	.	.	.	100.00
Pennsylvania	45.26	33.09	6.50	1.83	.	.	8.59	3.04	100.00
Rhode Island	81.25	17.63	.	.	.	.	.	.	100.00
South Carolina	17.20	42.20	.	12.63	.	.	25.00	.	100.00
South Dakota	7.94	60.32	.	28.57	.	.	.	.	100.00
Tennessee	23.98	54.50	.	6.81	.	.	8.17	4.09	100.00
Texas	7.28	22.89	0.57	18.38	.	0.06	50.78	.	100.00
Utah	55.78	21.58	.	2.13	.	8.05	4.56	7.45	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	11.06	53.32	9.17	9.99	.	0.90	15.32	.	100.00
Washington	20.96	58.62	.	12.44	.	1.55	4.65	1.11	100.00
West Virginia	31.25	31.25	.	31.25	.	.	.	.	100.00
Wisconsin	12.07	39.63	0.60	33.50	.	.	13.86	.	100.00
Wyoming	58.90	27.85	.	10.50	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	29.93	36.79	1.76	17.11	0.05	2.28	11.63	0.44	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	57.25	12.51	14.96	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	31.03	35.82	2.29	16.91	0.05	2.22	11.20	0.49	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of Hispanic children ages 3 through 5 in the educational environment column divided by the number of Hispanic children in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-6e. White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005**

State	Number of children								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir
Alabama	1,141	2,117	45	1,984	x	14	x	x	5,308
Alaska	202	643	29	188	x	13	96	x	1,179
Arizona	2,202	3,861	x	817	x	51	126	85	7,154
Arkansas	1,747	492	x	3,373	x	808	397	62	6,924
California	7,705	10,655	736	2,911	7	109	2,288	80	24,491
Colorado	4,837	879	x	363	x	80	598	x	6,807
Connecticut	1,205	811	x	1,145	x	28	1,236	958	5,392
Delaware	664	371	50	67	x	92	x	13	1,263
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	1,236	5,787	90	9,741	x	494	856	x	18,224
Georgia	5,869	4,722	368	740	x	115	x	x	11,831
Hawaii	60	246	x	120	x	x	x	x	428
Idaho	878	1,813	x	220	x	19	195	198	3,339
Illinois	13,047	2,594	27	8,093	x	698	x	x	24,472
Indiana	8,307	6,346	x	1,417	44	243	x	x	16,395
Iowa	1,234	1,927	159	912	x	x	1,016	173	5,440
Kansas	1,266	3,865	183	1,161	x	x	796	149	7,431
Kentucky	7,844	1,436	99	9,332	x	77	x	x	18,792
Louisiana	1,571	1,260	201	845	x	x	2,052	118	6,056
Maine	2,992	578	113	223	x	299	x	x	4,206
Maryland	1,403	1,278	x	1,263	x	187	2,505	73	6,775
Massachusetts	4,566	1,425	12	5,357	x	191	x	x	11,555
Michigan	9,182	7,607	374	861	x	189	1,024	x	19,242
Minnesota	3,953	3,444	430	1,815	x	x	821	66	10,535
Mississippi	2,065	1,248	207	896	x	x	x	x	4,541
Missouri	4,517	4,133	149	1,256	x	138	2,714	x	12,908
Montana	383	644	x	384	x	x	130	x	1,552
Nebraska	1,577	1,365	598	157	x	57	x	x	3,756
Nevada	357	1,956	10	122	x	x	535	97	3,086
New Hampshire	1,383	1,157	31	117	x	x	x	x	2,705
New Jersey	1,754	6,475	x	1,681	x	862	1,797	x	12,637
New Mexico	1,037	796	230	x	x	x	x	x	2,093
New York	16,124	10,242	7,783	1,755	x	923	x	x	36,920
North Carolina	8,837	1,535	230	292	x	324	774	x	12,013 <sup>b</sup>
North Dakota	481	468	22	90	x	x	161	45	1,270
Ohio	5,162	11,297	415	582	x	841	624	x	18,927
Oklahoma	2,548	837	114	899	11	25	950	7	5,391
Oregon	1,045	2,944	109	98	x	x	x	76	4,283 <sup>b</sup>
Pennsylvania	9,409	5,244	1,091	589	9	294	3,510	339	20,485
Rhode Island	1,768	322	x	x	x	20	x	x	2,112
South Carolina	1,290	1,292	76	1,298	x	36	2,224	x	6,226
South Dakota	193	1,205	37	604	x	7	x	x	2,052
Tennessee	2,559	4,517	x	823	x	129	745	397	9,254
Texas	998	3,697	89	2,800	20	x	9,393	x	17,012
Utah	2,865	1,652	x	72	x	482	544	842	6,463 <sup>b</sup>
Vermont	959	311	105	88	x	11	x	x	1,496
Virginia	1,936	4,264	628	1,159	6	79	3,069	25	11,166
Washington	1,761	5,271	x	1,050	x	230	937	304	9,577
West Virginia	1,648	1,511	94	1,226	x	x	1,047	x	5,530
Wisconsin	1,975	5,569	77	1,993	x	61	3,259	x	12,941
Wyoming	1,296	476	52	141	x	x	42	x	2,010 <sup>b</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	159,080	144,589	15,484	73,147	250	8,443	46,582	4,118	451,693

MORE STATES ON NEXT PAGE

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-15).

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

Continued on next page

**Table 2-6e. White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Number of children									
	Categories of educational environments									
	EC setting	EC spec ed setting	Home	PT EC/PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir	
American Samoa	x	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x	x
Puerto Rico	8	x	x	x	x	x	x	x	x	16
Virgin Islands	13	x	x	x	x	x	x	x	x	14
U.S. and outlying areas	159,105	144,593	15,488	73,151	250	8,443	46,583	4,118	451,731	

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

x Data suppressed to limit disclosure.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. *Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Continued on next page



**Table 2-6e. White (not Hispanic) children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup> and state: Fall 2005 (continued)**

State	Percent of children across educational environments <sup>b</sup>								
	Categories of educational environments								
	EC setting	EC spec ed setting	Home	PT spec ed setting	Resid facility	Separate school	Itinrnt services outside home	Reverse mainstr	All envir <sup>b</sup>
Alabama	21.50	39.88	0.85	37.38	.	0.26	.	.	100.00
Alaska	17.13	54.54	2.46	15.95	.	1.10	8.14	.	100.00
Arizona	30.78	53.97	.	11.42	.	0.71	1.76	1.19	100.00
Arkansas	25.23	7.11	.	48.71	.	11.67	5.73	0.90	100.00
California	31.46	43.51	3.01	11.89	0.03	0.45	9.34	0.33	100.00
Colorado	71.06	12.91	.	5.33	.	1.18	8.79	.	100.00
Connecticut	22.35	15.04	.	21.24	.	0.52	22.92	17.77	100.00
Delaware	52.57	29.37	3.96	5.30	.	7.28	.	1.03	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	6.78	31.75	0.49	53.45	.	2.71	4.70	.	100.00
Georgia	49.61	39.91	3.11	6.25	.	0.97	.	.	100.00
Hawaii	14.02	57.48	.	28.04	.	.	.	.	100.00
Idaho	26.30	54.30	.	6.59	.	0.57	5.84	5.93	100.00
Illinois	53.31	10.60	0.11	33.07	.	2.85	.	.	100.00
Indiana	50.67	38.71	.	8.64	0.27	1.48	.	.	100.00
Iowa	22.68	35.42	2.92	16.76	.	.	18.68	3.18	100.00
Kansas	17.04	52.01	2.46	15.62	.	.	10.71	2.01	100.00
Kentucky	41.74	7.64	0.53	49.66	.	0.41	.	.	100.00
Louisiana	25.94	20.81	3.32	13.95	.	.	33.88	1.95	100.00
Maine	71.14	13.74	2.69	5.30	.	7.11	.	.	100.00
Maryland	20.71	18.86	.	18.64	.	2.76	36.97	1.08	100.00
Massachusetts	39.52	12.33	0.10	46.36	.	1.65	.	.	100.00
Michigan	47.72	39.53	1.94	4.47	.	0.98	5.32	.	100.00
Minnesota	37.52	32.69	4.08	17.23	.	.	7.79	0.63	100.00
Mississippi	45.47	27.48	4.56	19.73	.	.	.	.	100.00
Missouri	34.99	32.02	1.15	9.73	.	1.07	21.03	.	100.00
Montana	24.68	41.49	.	24.74	.	.	8.38	.	100.00
Nebraska	41.99	36.34	15.92	4.18	.	1.52	.	.	100.00
Nevada	11.57	63.38	0.32	3.95	.	.	17.34	3.14	100.00
New Hampshire	51.13	42.77	1.15	4.33	.	.	.	.	100.00
New Jersey	13.88	51.24	.	13.30	.	6.82	14.22	.	100.00
New Mexico	49.55	38.03	10.99	.	.	.	.	.	100.00
New York	43.67	27.74	21.08	4.75	.	2.50	.	.	100.00
North Carolina	73.56	12.78	1.91	2.43	.	2.70	6.44	.	100.00
North Dakota	37.87	36.85	1.73	7.09	.	.	12.68	3.54	100.00
Ohio	27.27	59.69	2.19	3.07	.	4.44	3.30	.	100.00
Oklahoma	47.26	15.53	2.11	16.68	0.20	0.46	17.62	0.13	100.00
Oregon	24.40	68.74	2.54	2.29	.	.	.	1.77	100.00
Pennsylvania	45.93	25.60	5.33	2.88	0.04	1.44	17.13	1.65	100.00
Rhode Island	83.71	15.25	.	.	.	0.95	.	.	100.00
South Carolina	20.72	20.75	1.22	20.85	.	0.58	35.72	.	100.00
South Dakota	9.41	58.72	1.80	29.43	.	0.34	.	.	100.00
Tennessee	27.65	48.81	.	8.89	.	1.39	8.05	4.29	100.00
Texas	5.87	21.73	0.52	16.46	0.12	.	55.21	.	100.00
Utah	44.33	25.56	.	1.11	.	7.46	8.42	13.03	100.00
Vermont	64.10	20.79	7.02	5.88	.	0.74	.	.	100.00
Virginia	17.34	38.19	5.62	10.38	0.05	0.71	27.49	0.22	100.00
Washington	18.39	55.04	.	10.96	.	2.40	9.78	3.17	100.00
West Virginia	29.80	27.32	1.70	22.17	.	.	18.93	.	100.00
Wisconsin	15.26	43.03	0.60	15.40	.	0.47	25.18	.	100.00
Wyoming	64.48	23.68	2.59	7.01	.	.	2.09	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	35.22	32.01	3.43	16.19	0.06	1.87	10.31	0.91	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	50.00	.	.	.	.	.	.	.	100.00
Virgin Islands	92.86	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	35.22	32.01	3.43	16.19	0.06	1.87	10.31	0.91	100.00

<sup>a</sup>For children under age 6, this is the environment where the children receive their special education and related services.

<sup>b</sup>Percent = Number of White (not Hispanic) children ages 3 through 5 in the educational environment column divided by the number of White (not Hispanic) children in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

EC = early childhood; spec ed = special education; PT = part-time; Resid = residential; Itinrnt = itinerant; mainstr = mainstream; envir = environments. Itinerant services outside the home and reverse mainstream are optional reporting categories.

**Table 2-7a. American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir	
Alabama	387	109	27	x	x	x	x	x	529
Alaska	3,100	1,674	607	53	14	x	x	13	5,476
Arizona	3,857	3,386	1,276	64	50	27	12	17	8,689
Arkansas	204	147	50	x	x	x	x	x	406
California	2,675	1,407	1,188	70	95	x	x	x	5,510
Colorado	842	227	91	23	x	x	13	6	1,225
Connecticut	153	58	20	x	10	x	5	x	247
Delaware	x	9	6	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	656	178	212	10	x	x	x	6	1,068
Georgia	132	61	42	x	x	x	x	x	236
Hawaii	47	45	x	x	x	x	x	x	128
Idaho	339	139	35	x	x	x	x	x	516
Illinois	220	97	58	11	15	x	x	x	402
Indiana	184	69	53	x	x	x	x	x	311
Iowa	179	173	60	12	x	x	x	x	431
Kansas	500	293	95	27	x	x	x	x	926
Kentucky	77	22	12	x	x	x	x	x	117
Louisiana	452	138	52	x	x	x	x	6	654
Maine	143	94	24	12	x	x	x	x	289
Maryland	229	39	62	11	24	x	x	x	367
Massachusetts	277	190	91	13	15	x	x	x	588
Michigan	1,386	605	334	71	x	x	x	x	2,407
Minnesota	1,878	1,048	437	146	x	36	x	12	3,565
Mississippi	68	23	28	x	x	x	x	x	121
Missouri	246	132	53	13	x	x	x	x	447
Montana	1,180	1,016	290	x	7	12	15	x	2,535
Nebraska	577	284	76	23	19	8	x	x	990
Nevada	590	329	92	x	x	x	x	x	1,027
New Hampshire	78	22	x	x	x	x	x	x	109
New Jersey	163	124	67	15	19	x	x	x	390
New Mexico	2,631	1,736	926	16	x	44	x	36	5,392
New York	1,179	278	702	79	73	8	22	20	2,361
North Carolina	1,752	945	313	16	x	x	x	x	3,061 <sup>a</sup>
North Dakota	953	239	48	13	x	x	18	x	1,292
Ohio	225	132	71	13	x	x	x	x	445
Oklahoma	7,730	6,100	1,178	86	18	51	10	65	15,238
Oregon	1,272	434	180	13	8	7	x	x	1,924 <sup>a</sup>
Pennsylvania	181	137	69	8	15	x	x	x	413
Rhode Island	119	51	48	x	13	x	x	x	234
South Carolina	101	68	48	x	x	x	x	x	221
South Dakota	1,733	580	150	27	x	33	27	x	2,582
Tennessee	91	55	20	x	x	x	x	x	169
Texas	1,168	555	243	9	x	x	x	10	1,986
Utah	539	509	222	32	x	x	x	7	1,312
Vermont	52	x	x	x	x	x	x	x	x
Virginia	278	125	53	x	6	x	x	x	473
Washington	2,052	1,650	557	30	x	7	x	x	4,309
West Virginia	37	13	x	x	x	x	x	x	60
Wisconsin	1,100	1,022	435	19	9	x	x	6	2,598
Wyoming	243	211	52	9	x	7	x	x	526 <sup>a</sup>
BIA schools	4,251	2,384	703	x	x	x	x	x	7,393
50 states and D.C. (including BIA schools)	48,533	29,367	11,510	997	477	308	239	372	91,803
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	48,534	29,376	11,511	997	477	308	239	372	91,814

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-16).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-7a. American Indian/Alaska Native students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	73.16	20.60	5.10	.	.	.	.	.	100.00
Alaska	56.61	30.57	11.08	0.97	0.26	.	.	0.24	100.00
Arizona	44.39	38.97	14.69	0.74	0.58	0.31	0.14	0.20	100.00
Arkansas	50.25	36.21	12.32	.	.	.	.	.	100.00
California	48.55	25.54	21.56	1.27	1.72	.	.	.	100.00
Colorado	68.73	18.53	7.43	1.88	.	.	1.06	0.49	100.00
Connecticut	61.94	23.48	8.10	.	4.05	.	2.02	.	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	61.42	16.67	19.85	0.94	.	.	.	0.56	100.00
Georgia	55.93	25.85	17.80	.	.	.	.	.	100.00
Hawaii	36.72	35.16	.	.	.	.	.	.	100.00
Idaho	65.70	26.94	6.78	.	.	.	.	.	100.00
Illinois	54.73	24.13	14.43	2.74	3.73	.	.	.	100.00
Indiana	59.16	22.19	17.04	.	.	.	.	.	100.00
Iowa	41.53	40.14	13.92	2.78	.	.	.	.	100.00
Kansas	54.00	31.64	10.26	2.92	.	.	.	.	100.00
Kentucky	65.81	18.80	10.26	.	.	.	.	.	100.00
Louisiana	69.11	21.10	7.95	.	.	.	.	0.92	100.00
Maine	49.48	32.53	8.30	4.15	.	.	.	.	100.00
Maryland	62.40	10.63	16.89	3.00	6.54	.	.	.	100.00
Massachusetts	47.11	32.31	15.48	2.21	2.55	.	.	.	100.00
Michigan	57.58	25.14	13.88	2.95	.	.	.	.	100.00
Minnesota	52.68	29.40	12.26	4.10	.	1.01	.	0.34	100.00
Mississippi	56.20	19.01	23.14	.	.	.	.	.	100.00
Missouri	55.03	29.53	11.86	2.91	.	.	.	.	100.00
Montana	46.55	40.08	11.44	.	0.28	0.47	0.59	.	100.00
Nebraska	58.28	28.69	7.68	2.32	1.92	0.81	.	.	100.00
Nevada	57.45	32.04	8.96	.	.	.	.	.	100.00
New Hampshire	71.56	20.18	.	.	.	.	.	.	100.00
New Jersey	41.79	31.79	17.18	3.85	4.87	.	.	.	100.00
New Mexico	48.79	32.20	17.17	0.30	.	0.82	.	0.67	100.00
New York	49.94	11.77	29.73	3.35	3.09	0.34	0.93	0.85	100.00
North Carolina	57.24	30.87	10.23	0.52	.	.	.	.	100.00
North Dakota	73.76	18.50	3.72	1.01	.	.	1.39	.	100.00
Ohio	50.56	29.66	15.96	2.92	.	.	.	.	100.00
Oklahoma	50.73	40.03	7.73	0.56	0.12	0.33	0.07	0.43	100.00
Oregon	66.11	22.56	9.36	0.68	0.42	0.36	.	.	100.00
Pennsylvania	43.83	33.17	16.71	1.94	3.63	.	.	.	100.00
Rhode Island	50.85	21.79	20.51	.	5.56	.	.	.	100.00
South Carolina	45.70	30.77	21.72	.	.	.	.	.	100.00
South Dakota	67.12	22.46	5.81	1.05	.	1.28	1.05	.	100.00
Tennessee	53.85	32.54	11.83	.	.	.	.	.	100.00
Texas	58.81	27.95	12.24	0.45	.	.	.	0.50	100.00
Utah	41.08	38.80	16.92	2.44	.	.	.	0.53	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	58.77	26.43	11.21	.	1.27	.	.	.	100.00
Washington	47.62	38.29	12.93	0.70	.	0.16	.	.	100.00
West Virginia	61.67	21.67	.	.	.	.	.	.	100.00
Wisconsin	42.34	39.34	16.74	0.73	0.35	.	.	0.23	100.00
Wyoming	46.20	40.11	9.89	1.71	.	1.33	.	.	100.00
BIA schools	57.50	32.25	9.51	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	52.87	31.99	12.54	1.09	0.52	0.34	0.26	0.41	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	52.86	32.00	12.54	1.09	0.52	0.34	0.26	0.41	100.00

<sup>a</sup>Percent = Number of American Indian/Alaska Native students ages 6 through 21 in the educational environment column divided by the number of American Indian/Alaska Native students in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

**Table 2-7b. Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	194	70	35	9	x	x	x	x	310
Alaska	315	222	136	x	x	x	x	x	685
Arizona	790	307	288	13	11	x	x	x	1,412
Arkansas	161	98	47	x	x	x	x	x	312
California	19,863	5,636	9,658	578	545	x	x	x	36,593
Colorado	947	168	131	16	x	x	7	9	1,285
Connecticut	531	173	89	x	25	x	5	x	847
Delaware	x	31	34	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	2,280	503	744	65	x	x	x	32	3,638
Georgia	1,208	351	467	x	x	x	x	x	2,054
Hawaii	3,208	6,146	5,293	169	59	31	46	58	15,010
Idaho	153	25	29	x	x	x	x	x	211
Illinois	2,371	813	783	182	74	x	x	x	4,236
Indiana	505	111	103	x	x	x	x	x	728
Iowa	307	197	88	18	x	x	x	x	615
Kansas	359	151	62	8	x	x	x	x	583
Kentucky	173	45	40	5	x	x	x	x	267
Louisiana	203	67	69	x	x	x	x	x	348
Maine	133	61	26	x	x	x	x	x	221
Maryland	1,234	257	427	84	49	x	6	x	2,061
Massachusetts	1,559	841	653	68	96	x	x	x	3,254
Michigan	2,466	778	422	156	x	x	x	x	3,834
Minnesota	2,181	893	429	122	x	x	x	11	3,647
Mississippi	108	19	42	x	x	x	x	x	173
Missouri	540	182	109	40	x	x	x	x	887
Montana	74	37	13	x	x	x	x	x	125
Nebraska	332	61	39	16	16	x	x	x	466
Nevada	880	334	278	x	x	x	x	x	1,523
New Hampshire	130	31	x	x	x	x	x	x	181
New Jersey	3,233	1,388	984	282	302	x	x	x	6,243
New Mexico	136	78	63	x	x	x	x	x	286
New York	5,502	706	2,799	384	333	20	40	53	9,837
North Carolina	977	209	267	30	x	x	7	x	1,497
North Dakota	43	15	x	x	x	x	x	x	60
Ohio	708	288	193	28	x	x	x	x	1,238
Oklahoma	416	274	115	x	x	x	x	5	822
Oregon	1,194	215	247	10	6	5	x	x	1,683 <sup>a</sup>
Pennsylvania	1,070	678	467	34	49	x	x	x	2,316
Rhode Island	288	33	63	x	9	x	x	x	401
South Carolina	247	74	80	x	x	x	x	x	415
South Dakota	79	30	9	x	x	x	x	x	122
Tennessee	296	131	83	x	x	x	x	x	524
Texas	3,063	1,298	1,079	19	x	x	x	34	5,512
Utah	551	358	176	36	x	x	x	x	1,131
Vermont	x	7	9	x	x	x	x	x	72
Virginia	2,002	867	565	x	10	x	x	x	3,515
Washington	2,590	1,609	900	28	9	6	x	x	5,147
West Virginia	99	10	x	x	x	x	x	x	123
Wisconsin	1,338	769	355	12	x	x	x	6	2,496
Wyoming	x	14	x	x	x	x	x	x	59 <sup>a</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	67,213	27,673	29,021	2,578	1,673	280	278	490	129,206
American Samoa	1,071	x	x	x	x	x	x	x	1,126
Guam	805	788	x	x	x	x	x	x	2,263
Northern Marianas	453	153	x	x	x	x	x	x	673
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	69,543	28,635	29,792	2,578	1,673	280	278	492	133,271

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-16).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-7b. Asian/Pacific Islander students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	62.58	22.58	11.29	2.90	.	.	.	.	100.00
Alaska	45.99	32.41	19.85	.	.	.	.	.	100.00
Arizona	55.95	21.74	20.40	0.92	0.78	.	.	.	100.00
Arkansas	51.60	31.41	15.06	.	.	.	.	.	100.00
California	54.28	15.40	26.39	1.58	1.49	.	.	.	100.00
Colorado	73.70	13.07	10.19	1.25	.	.	0.54	0.70	100.00
Connecticut	62.69	20.43	10.51	.	2.95	.	0.59	.	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	62.67	13.83	20.45	1.79	.	.	.	0.88	100.00
Georgia	58.81	17.09	22.74	.	.	.	.	.	100.00
Hawaii	21.37	40.95	35.26	1.13	0.39	0.21	0.31	0.39	100.00
Idaho	72.51	11.85	13.74	.	.	.	.	.	100.00
Illinois	55.97	19.19	18.48	4.30	1.75	.	.	.	100.00
Indiana	69.37	15.25	14.15	.	.	.	.	.	100.00
Iowa	49.92	32.03	14.31	2.93	.	.	.	.	100.00
Kansas	61.58	25.90	10.63	1.37	.	.	.	.	100.00
Kentucky	64.79	16.85	14.98	1.87	.	.	.	.	100.00
Louisiana	58.33	19.25	19.83	.	.	.	.	.	100.00
Maine	60.18	27.60	11.76	.	.	.	.	.	100.00
Maryland	59.87	12.47	20.72	4.08	2.38	.	0.29	.	100.00
Massachusetts	47.91	25.85	20.07	2.09	2.95	.	.	.	100.00
Michigan	64.32	20.29	11.01	4.07	.	.	.	.	100.00
Minnesota	59.80	24.49	11.76	3.35	.	.	.	0.30	100.00
Mississippi	62.43	10.98	24.28	.	.	.	.	.	100.00
Missouri	60.88	20.52	12.29	4.51	.	.	.	.	100.00
Montana	59.20	29.60	10.40	.	.	.	.	.	100.00
Nebraska	71.24	13.09	8.37	3.43	3.43	.	.	.	100.00
Nevada	57.78	21.93	18.25	.	.	.	.	.	100.00
New Hampshire	71.82	17.13	.	.	.	.	.	.	100.00
New Jersey	51.79	22.23	15.76	4.52	4.84	.	.	.	100.00
New Mexico	47.55	27.27	22.03	.	.	.	.	.	100.00
New York	55.93	7.18	28.45	3.90	3.39	0.20	0.41	0.54	100.00
North Carolina	65.26	13.96	17.84	2.00	.	.	0.47	.	100.00
North Dakota	71.67	25.00	.	.	.	.	.	.	100.00
Ohio	57.19	23.26	15.59	2.26	.	.	.	.	100.00
Oklahoma	50.61	33.33	13.99	.	.	.	.	0.61	100.00
Oregon	70.94	12.77	14.68	0.59	0.36	0.30	.	.	100.00
Pennsylvania	46.20	29.27	20.16	1.47	2.12	.	.	.	100.00
Rhode Island	71.82	8.23	15.71	.	2.24	.	.	.	100.00
South Carolina	59.52	17.83	19.28	.	.	.	.	.	100.00
South Dakota	64.75	24.59	7.38	.	.	.	.	.	100.00
Tennessee	56.49	25.00	15.84	.	.	.	.	.	100.00
Texas	55.57	23.55	19.58	0.34	.	.	.	0.62	100.00
Utah	48.72	31.65	15.56	3.18	.	.	.	.	100.00
Vermont	.	9.72	12.50	.	.	.	.	.	100.00
Virginia	56.96	24.67	16.07	.	0.28	.	.	.	100.00
Washington	50.32	31.26	17.49	0.54	0.17	0.12	.	.	100.00
West Virginia	80.49	8.13	.	.	.	.	.	.	100.00
Wisconsin	53.61	30.81	14.22	0.48	.	.	.	0.24	100.00
Wyoming	.	23.73	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	52.02	21.42	22.46	2.00	1.29	0.22	0.22	0.38	100.00
American Samoa	95.12	.	.	.	.	.	.	.	100.00
Guam	35.57	34.82	.	.	.	.	.	.	100.00
Northern Marianas	67.31	22.73	.	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	52.18	21.49	22.35	1.93	1.26	0.21	0.21	0.37	100.00

<sup>a</sup>Percent = Number of Asian/Pacific Islander students ages 6 through 21 in the educational environment column divided by the number of Asian/Pacific Islander students in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

**Table 2-7c. Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								All envir
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	
< 21%	21-60%	> 60%							
Alabama	22,388	10,412	2,748	580	57	216	183	109	36,693
Alaska	392	304	144	36	5	x	x	x	884
Arizona	2,895	2,261	1,618	150	181	x	x	x	7,122
Arkansas	6,084	6,316	2,192	145	177	60	108	60	15,142
California	31,706	14,887	21,927	1,187	2,868	105	736	262	73,678
Colorado	3,890	944	744	108	96	73	96	55	6,006
Connecticut	6,159	2,320	1,228	291	328	21	217	26	10,590
Delaware	2,923	1,743	1,550	300	x	x	8	51	6,588
District of Columbia	2,184	3,476	1,983	1,063	1,434	x	x	x	10,321 <sup>a</sup>
Florida	47,018	20,994	30,621	2,417	350	190	51	581	102,222
Georgia	33,233	19,311	18,119	849	8	720	65	98	72,403
Hawaii	108	240	x	x	x	x	x	x	489
Idaho	164	101	44	x	x	x	x	x	317
Illinois	24,065	17,295	21,405	3,673	1,932	95	129	94	68,688
Indiana	8,950	5,075	6,232	301	x	486	x	x	21,284
Iowa	1,907	2,133	1,058	368	x	65	30	x	5,575
Kansas	2,912	2,498	959	247	9	36	24	25	6,710
Kentucky	5,783	2,755	2,190	214	x	67	x	111	11,149
Louisiana	20,611	10,103	7,985	320	x	155	x	269	39,458
Maine	281	181	80	10	12	x	x	x	568
Maryland	20,079	8,238	9,864	1,505	2,054	27	117	133	42,017
Massachusetts	6,041	4,459	4,406	507	521	19	87	9	16,049
Michigan	17,921	9,112	17,261	3,037	x	239	196	x	47,813
Minnesota	5,891	3,326	2,304	681	25	58	29	42	12,356
Mississippi	15,753	8,086	8,244	218	71	143	60	109	32,684
Missouri	13,239	7,007	5,093	1,087	524	x	x	214	27,167
Montana	104	67	38	x	x	6	x	x	222
Nebraska	1,883	1,039	400	98	79	7	6	7	3,519
Nevada	2,926	2,302	1,270	126	x	x	x	x	6,635
New Hampshire	293	57	28	x	x	x	x	x	389
New Jersey	14,398	14,644	13,247	2,591	3,833	130	19	325	49,187
New Mexico	604	412	344	x	x	x	x	x	1,396
New York	40,862	8,690	31,736	3,917	2,483	702	1,034	665	90,089
North Carolina	31,680	14,298	14,817	943	19	154	120	506	62,537 <sup>a</sup>
North Dakota	148	38	x	x	x	x	x	x	207
Ohio	17,957	15,206	12,297	1,748	364	772	145	355	48,844
Oklahoma	4,376	5,722	1,427	85	15	93	16	72	11,806
Oregon	1,956	449	413	84	22	10	9	5	2,948 <sup>a</sup>
Pennsylvania	15,084	18,048	9,999	952	1,709	269	168	49	46,278
Rhode Island	1,497	129	543	9	131	x	23	x	2,340
South Carolina	20,081	11,366	12,946	382	x	187	x	534	45,544
South Dakota	145	109	28	7	6	x	x	x	298
Tennessee	13,172	10,615	5,759	282	192	x	x	117	30,205
Texas	41,170	31,968	13,238	548	65	94	8	455	87,546
Utah	466	260	189	21	x	x	x	6	947
Vermont	133	x	13	x	6	x	x	x	178
Virginia	23,086	14,067	10,511	1,133	578	77	242	420	50,114
Washington	3,418	3,413	1,652	65	20	15	x	x	8,596
West Virginia	1,194	776	308	x	x	14	12	31	2,339
Wisconsin	6,828	7,371	3,531	41	x	36	x	13	17,832
Wyoming	x	34	x	x	x	x	x	x	107 <sup>a</sup>
BIA schools	x	x	x	x	x	x	x	x	8
50 states and D.C. (including BIA schools)	546,086	324,685	304,899	32,357	20,250	5,428	4,211	6,168	1,244,084
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	29
Virgin Islands	441	388	326	x	x	x	x	x	1,187
U.S. and outlying areas	546,532	325,095	305,230	32,361	20,258	5,428	4,230	6,170	1,245,304

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-16).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-7c. Black (not Hispanic) students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	61.01	28.38	7.49	1.58	0.16	0.59	0.50	0.30	100.00
Alaska	44.34	34.39	16.29	4.07	0.57	.	.	.	100.00
Arizona	40.65	31.75	22.72	2.11	2.54	.	.	.	100.00
Arkansas	40.18	41.71	14.48	0.96	1.17	0.40	0.71	0.40	100.00
California	43.03	20.21	29.76	1.61	3.89	0.14	1.00	0.36	100.00
Colorado	64.77	15.72	12.39	1.80	1.60	1.22	1.60	0.92	100.00
Connecticut	58.16	21.91	11.60	2.75	3.10	0.20	2.05	0.25	100.00
Delaware	44.37	26.46	23.53	4.55	.	.	0.12	0.77	100.00
District of Columbia	21.16	33.68	19.21	10.30	13.89	.	.	.	100.00
Florida	46.00	20.54	29.96	2.36	0.34	0.19	0.05	0.57	100.00
Georgia	45.90	26.67	25.03	1.17	0.01	0.99	0.09	0.14	100.00
Hawaii	22.09	49.08	.	.	.	.	.	.	100.00
Idaho	51.74	31.86	13.88	.	.	.	.	.	100.00
Illinois	35.04	25.18	31.16	5.35	2.81	0.14	0.19	0.14	100.00
Indiana	42.05	23.84	29.28	1.41	.	2.28	.	.	100.00
Iowa	34.21	38.26	18.98	6.60	.	1.17	0.54	.	100.00
Kansas	43.40	37.23	14.29	3.68	0.13	0.54	0.36	0.37	100.00
Kentucky	51.87	24.71	19.64	1.92	.	0.60	.	1.00	100.00
Louisiana	52.24	25.60	20.24	0.81	.	0.39	.	0.68	100.00
Maine	49.47	31.87	14.08	1.76	2.11	.	.	.	100.00
Maryland	47.79	19.61	23.48	3.58	4.89	0.06	0.28	0.32	100.00
Massachusetts	37.64	27.78	27.45	3.16	3.25	0.12	0.54	0.06	100.00
Michigan	37.48	19.06	36.10	6.35	.	0.50	0.41	.	100.00
Minnesota	47.68	26.92	18.65	5.51	0.20	0.47	0.23	0.34	100.00
Mississippi	48.20	24.74	25.22	0.67	0.22	0.44	0.18	0.33	100.00
Missouri	48.73	25.79	18.75	4.00	1.93	.	.	0.79	100.00
Montana	46.85	30.18	17.12	.	.	2.70	.	.	100.00
Nebraska	53.51	29.53	11.37	2.78	2.24	0.20	0.17	0.20	100.00
Nevada	44.10	34.69	19.14	1.90	.	.	.	.	100.00
New Hampshire	75.32	14.65	7.20	.	.	.	.	.	100.00
New Jersey	29.27	29.77	26.93	5.27	7.79	0.26	0.04	0.66	100.00
New Mexico	43.27	29.51	24.64	.	.	.	.	.	100.00
New York	45.36	9.65	35.23	4.35	2.76	0.78	1.15	0.74	100.00
North Carolina	50.66	22.86	23.69	1.51	0.03	0.25	0.19	0.81	100.00
North Dakota	71.50	18.36	.	.	.	.	.	.	100.00
Ohio	36.76	31.13	25.18	3.58	0.75	1.58	0.30	0.73	100.00
Oklahoma	37.07	48.47	12.09	0.72	0.13	0.79	0.14	0.61	100.00
Oregon	66.35	15.23	14.01	2.85	0.75	0.34	0.31	0.17	100.00
Pennsylvania	32.59	39.00	21.61	2.06	3.69	0.58	0.36	0.11	100.00
Rhode Island	63.97	5.51	23.21	0.38	5.60	.	0.98	.	100.00
South Carolina	44.09	24.96	28.43	0.84	.	0.41	.	1.17	100.00
South Dakota	48.66	36.58	9.40	2.35	2.01	.	.	.	100.00
Tennessee	43.61	35.14	19.07	0.93	0.64	.	.	0.39	100.00
Texas	47.03	36.52	15.12	0.63	0.07	0.11	0.01	0.52	100.00
Utah	49.21	27.46	19.96	2.22	.	.	.	0.63	100.00
Vermont	74.72	.	7.30	.	3.37	.	.	.	100.00
Virginia	46.07	28.07	20.97	2.26	1.15	0.15	0.48	0.84	100.00
Washington	39.76	39.70	19.22	0.76	0.23	0.17	.	.	100.00
West Virginia	51.05	33.18	13.17	.	.	0.60	0.51	1.33	100.00
Wisconsin	38.29	41.34	19.80	0.23	.	0.20	.	0.07	100.00
Wyoming	.	31.78	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	43.89	26.10	24.51	2.60	1.63	0.44	0.34	0.50	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	100.00
Virgin Islands	37.15	32.69	27.46	.	.	.	.	.	100.00
U.S. and outlying areas	43.89	26.11	24.51	2.60	1.63	0.44	0.34	0.50	100.00

<sup>a</sup>Percent = Number of Black (not Hispanic) students ages 6 through 21 in the educational environment column divided by the number of Black (not Hispanic) students in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

**Table 2-7d. Hispanic students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir	
Alabama	843	359	91	x	x	14	6	x	1,320
Alaska	316	217	92	x	x	x	x	x	630
Arizona	19,763	13,328	7,212	509	316	x	x	87	41,244
Arkansas	1,123	956	332	5	5	x	x	x	2,432
California	137,970	62,322	74,231	3,985	2,620	314	767	966	283,175
Colorado	13,359	3,990	1,669	175	122	159	167	106	19,747
Connecticut	6,727	2,388	1,388	181	324	x	174	x	11,210
Delaware	571	430	330	57	x	x	x	9	1,399
District of Columbia	281	277	96	30	84	x	x	x	772 <sup>a</sup>
Florida	37,817	17,431	17,753	687	87	160	24	586	74,545
Georgia	5,271	3,064	2,297	72	x	22	x	5	10,733
Hawaii	126	312	220	12	x	x	x	x	678
Idaho	1,939	1,253	249	25	x	9	x	x	3,482
Illinois	19,915	11,620	9,408	1,209	554	35	31	15	42,787
Indiana	2,924	1,447	1,040	x	x	62	x	35	5,537
Iowa	1,522	1,442	374	63	x	21	9	x	3,432
Kansas	2,880	1,941	532	58	x	21	x	9	5,451
Kentucky	705	245	111	x	x	9	x	5	1,076
Louisiana	576	196	155	11	x	x	x	x	942
Maine	145	92	41	x	9	x	x	x	293
Maryland	3,580	1,251	1,243	145	102	x	x	12	6,335
Massachusetts	8,222	7,577	5,640	604	629	29	69	20	22,790
Michigan	4,277	2,178	1,491	286	x	16	x	10	8,265
Minnesota	3,091	1,690	560	149	x	x	13	9	5,526
Mississippi	258	85	82	x	5	x	x	x	434
Missouri	1,275	801	280	60	14	x	x	x	2,442
Montana	191	201	68	x	x	x	5	x	472
Nebraska	2,367	1,008	283	55	43	x	x	8	3,776
Nevada	6,157	3,662	1,719	151	x	x	x	23	11,713
New Hampshire	525	99	52	x	7	x	6	x	692
New Jersey	13,665	12,332	9,554	1,209	1,955	71	12	222	39,020
New Mexico	11,363	7,187	4,798	143	x	124	x	132	23,758
New York	41,191	7,179	27,322	2,709	1,794	344	431	470	81,440
North Carolina	5,724	2,116	1,620	86	x	35	x	31	9,620 <sup>a</sup>
North Dakota	192	59	17	x	x	x	x	x	269
Ohio	2,208	1,754	1,056	124	9	35	15	31	5,232
Oklahoma	2,244	2,489	558	x	x	x	x	18	5,370
Oregon	6,864	1,549	901	52	13	40	x	x	9,432 <sup>a</sup>
Pennsylvania	5,991	6,593	3,373	271	175	126	29	21	16,579
Rhode Island	3,019	200	1,091	25	121	x	38	x	4,511
South Carolina	1,057	585	510	15	x	11	x	13	2,193
South Dakota	191	122	24	x	9	x	x	x	350
Tennessee	1,160	730	341	10	6	x	x	7	2,259
Texas	106,458	60,787	23,591	678	x	156	x	1,180	192,885
Utah	3,216	2,281	1,350	157	22	x	x	x	7,047
Vermont	x	x	x	x	x	x	x	x	x
Virginia	5,281	3,507	1,550	101	48	13	22	32	10,554
Washington	6,569	6,212	1,982	27	x	30	x	18	14,850
West Virginia	141	62	24	x	x	x	x	x	236
Wisconsin	3,091	2,604	876	49	x	8	x	10	6,640
Wyoming	449	315	67	x	10	11	5	x	860 <sup>a</sup>
BIA schools	x	x	x	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	504,839	260,526	209,650	14,263	9,158	1,965	1,899	4,195	1,006,495
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	7,655	60,783	10,615	2,166	x	x	x	x	82,348
Virgin Islands	171	88	48	x	x	x	x	x	317
U.S. and outlying areas	512,668	321,402	220,316	16,431	9,481	1,985	1,925	4,963	1,089,171

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-16).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

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**Table 2-7d. Hispanic students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ facil	Private separ facil	Public resid facil	Private resid facil	Home hosp envir	All envir
	< 21%	21-60%	> 60%						
Alabama	63.86	27.20	6.89	.	.	1.06	0.45	.	100.00
Alaska	50.16	34.44	14.60	.	.	.	.	.	100.00
Arizona	47.92	32.32	17.49	1.23	0.77	.	.	0.21	100.00
Arkansas	46.18	39.31	13.65	0.21	0.21	.	.	.	100.00
California	48.72	22.01	26.21	1.41	0.93	0.11	0.27	0.34	100.00
Colorado	67.65	20.21	8.45	0.89	0.62	0.81	0.85	0.54	100.00
Connecticut	60.01	21.30	12.38	1.61	2.89	.	1.55	.	100.00
Delaware	40.81	30.74	23.59	4.07	.	.	.	0.64	100.00
District of Columbia	36.40	35.88	12.44	3.89	10.88	.	.	.	100.00
Florida	50.73	23.38	23.82	0.92	0.12	0.21	0.03	0.79	100.00
Georgia	49.11	28.55	21.40	0.67	.	0.20	.	0.05	100.00
Hawaii	18.58	46.02	32.45	1.77	.	.	.	.	100.00
Idaho	55.69	35.99	7.15	0.72	.	0.26	.	.	100.00
Illinois	46.54	27.16	21.99	2.83	1.29	0.08	0.07	0.04	100.00
Indiana	52.81	26.13	18.78	.	.	1.12	.	0.63	100.00
Iowa	44.35	42.02	10.90	1.84	.	0.61	0.26	.	100.00
Kansas	52.83	35.61	9.76	1.06	.	0.39	.	0.17	100.00
Kentucky	65.52	22.77	10.32	.	.	0.84	.	0.46	100.00
Louisiana	61.15	20.81	16.45	1.17	.	.	.	.	100.00
Maine	49.49	31.40	13.99	.	3.07	.	.	.	100.00
Maryland	56.51	19.75	19.62	2.29	1.61	.	.	0.19	100.00
Massachusetts	36.08	33.25	24.75	2.65	2.76	0.13	0.30	0.09	100.00
Michigan	51.75	26.35	18.04	3.46	.	0.19	.	0.12	100.00
Minnesota	55.94	30.58	10.13	2.70	.	.	0.24	0.16	100.00
Mississippi	59.45	19.59	18.89	.	1.15	.	.	.	100.00
Missouri	52.21	32.80	11.47	2.46	0.57	.	.	.	100.00
Montana	40.47	42.58	14.41	.	.	.	1.06	.	100.00
Nebraska	62.69	26.69	7.49	1.46	1.14	.	.	0.21	100.00
Nevada	52.57	31.26	14.68	1.29	.	.	.	0.20	100.00
New Hampshire	75.87	14.31	7.51	.	1.01	.	0.87	.	100.00
New Jersey	35.02	31.60	24.48	3.10	5.01	0.18	0.03	0.57	100.00
New Mexico	47.83	30.25	20.20	0.60	.	0.52	.	0.56	100.00
New York	50.58	8.82	33.55	3.33	2.20	0.42	0.53	0.58	100.00
North Carolina	59.50	22.00	16.84	0.89	.	0.36	.	0.32	100.00
North Dakota	71.38	21.93	6.32	.	.	.	.	.	100.00
Ohio	42.20	33.52	20.18	2.37	0.17	0.67	0.29	0.59	100.00
Oklahoma	41.79	46.35	10.39	.	.	.	.	0.34	100.00
Oregon	72.77	16.42	9.55	0.55	0.14	0.42	.	.	100.00
Pennsylvania	36.14	39.77	20.35	1.63	1.06	0.76	0.17	0.13	100.00
Rhode Island	66.93	4.43	24.19	0.55	2.68	.	0.84	.	100.00
South Carolina	48.20	26.68	23.26	0.68	.	0.50	.	0.59	100.00
South Dakota	54.57	34.86	6.86	.	.	2.57	.	.	100.00
Tennessee	51.35	32.32	15.10	0.44	0.27	.	.	0.31	100.00
Texas	55.19	31.51	12.23	0.35	.	0.08	.	0.61	100.00
Utah	45.64	32.37	19.16	2.23	0.31	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	50.04	33.23	14.69	0.96	0.45	0.12	0.21	0.30	100.00
Washington	44.24	41.83	13.35	0.18	.	0.20	.	0.12	100.00
West Virginia	59.75	26.27	10.17	.	.	.	.	.	100.00
Wisconsin	46.55	39.22	13.19	0.74	.	0.12	.	0.15	100.00
Wyoming	52.21	36.63	7.79	.	1.16	1.28	0.58	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states and D.C. (including BIA schools)	50.16	25.88	20.83	1.42	0.91	0.20	0.19	0.42	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	9.30	73.81	12.89	2.63	.	.	.	.	100.00
Virgin Islands	53.94	27.76	15.14	.	.	.	.	.	100.00
U.S. and outlying areas	47.07	29.51	20.23	1.51	0.87	0.18	0.18	0.46	100.00

<sup>a</sup>Percent = Number of Hispanic students ages 6 through 21 in the educational environment column divided by the number of Hispanic students in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

**Table 2-7e. White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Number of students								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir	envir
Alabama	32,788	8,946	2,683	468	47	197	264	172	45,565
Alaska	4,683	2,237	1,179	97	x	x	14	14	8,240
Arizona	28,469	13,546	8,609	511	637	34	19	150	51,975
Arkansas	19,989	13,562	4,286	181	200	102	256	160	38,736
California	115,075	44,411	40,365	2,590	5,255	269	1,564	1,180	210,709
Colorado	32,054	7,178	3,534	659	314	212	408	336	44,695
Connecticut	28,222	8,136	2,184	643	1,441	29	475	63	41,193
Delaware	4,753	2,013	1,463	270	22	x	x	62	8,596
District of Columbia	175	48	x	x	199	x	5	x	439 <sup>a</sup>
Florida	110,979	31,479	35,139	3,098	423	414	82	1,479	183,093
Georgia	55,748	20,987	13,284	672	51	411	86	203	91,442
Hawaii	974	1,276	877	50	18	13	9	18	3,235
Idaho	13,338	5,137	1,644	178	36	32	25	62	20,452
Illinois	95,592	44,621	22,880	4,733	3,275	198	285	293	171,877
Indiana	85,314	27,259	15,176	1,069	x	1,230	x	x	130,738
Iowa	28,766	19,741	5,633	1,439	25	275	325	82	56,286
Kansas	26,862	11,795	3,044	618	65	104	81	89	42,658
Kentucky	49,542	16,521	7,363	451	60	269	75	591	74,872
Louisiana	24,846	8,040	4,806	344	x	52	x	321	38,454
Maine	17,674	8,641	3,422	238	539	12	161	116	30,803
Maryland	33,831	5,656	5,034	1,350	1,822	14	141	183	48,031
Massachusetts	56,555	28,878	12,216	2,427	3,372	120	1,068	142	104,778
Michigan	92,405	37,661	19,674	6,407	20	300	293	238	156,998
Minnesota	49,236	18,744	6,518	2,829	125	242	159	162	78,015
Mississippi	16,541	4,847	4,407	131	270	25	59	88	26,368
Missouri	58,130	27,317	8,838	1,887	391	x	x	426	96,993
Montana	7,236	4,948	1,519	25	62	91	77	22	13,980
Nebraska	22,290	5,585	2,145	614	879	56	76	178	31,823
Nevada	13,419	5,076	2,511	331	x	x	x	61	21,404
New Hampshire	20,998	4,461	839	x	745	46	359	x	27,509
New Jersey	74,473	35,817	14,515	3,173	6,398	114	147	579	135,216
New Mexico	7,083	3,278	2,320	122	x	152	x	89	13,049
New York	123,395	33,955	36,724	3,510	5,162	453	1,398	801	205,398
North Carolina	65,917	15,752	11,968	1,012	87	213	138	475	95,562 <sup>a</sup>
North Dakota	8,384	1,541	403	40	56	37	65	9	10,535
Ohio	100,927	56,559	22,608	4,694	677	971	269	1,281	187,986
Oklahoma	28,814	20,073	5,306	328	104	216	72	303	55,216
Oregon	39,201	8,705	6,362	589	229	200	93	151	55,530 <sup>a</sup>
Pennsylvania	99,904	65,534	23,975	3,153	3,027	514	665	411	197,183
Rhode Island	12,994	3,193	3,346	x	593	x	161	59	20,380
South Carolina	29,116	11,578	8,467	292	78	190	35	487	50,243
South Dakota	7,490	2,868	765	121	81	108	83	16	11,532
Tennessee	43,099	20,839	9,676	273	194	154	29	693	74,957
Texas	109,686	46,159	20,769	1,012	64	254	36	1,260	179,240
Utah	21,073	14,118	5,872	1,242	207	x	x	120	42,636 <sup>a</sup>
Vermont	9,337	917	1,026	65	493	x	127	x	11,990
Virginia	57,605	21,818	9,904	1,090	897	126	439	625	92,504
Washington	39,727	26,965	10,562	391	225	169	14	114	78,167
West Virginia	25,153	11,687	3,542	51	5	131	115	402	41,086
Wisconsin	45,584	28,861	8,610	794	238	174	11	161	84,433
Wyoming	4,704	2,608	711	22	21	101	59	45	8,271 <sup>a</sup>
BIA schools	44	13	x	x	x	x	x	x	63
50 states and D.C. (including BIA schools)	2,100,194	871,585	448,720	56,338	39,193	9,031	10,344	15,729	3,551,134
American Samoa	x	x	x	x	x	x	x	x	x
Guam	17	13	x	x	x	x	x	x	31
Northern Marianas	5	x	x	x	x	x	x	x	x
Puerto Rico	x	53	x	x	x	x	x	x	59
Virgin Islands	11	x	x	x	x	x	x	x	34
U.S. and outlying areas	2,100,235	871,663	448,735	56,339	39,193	9,031	10,344	15,729	3,551,269

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," 2005. Data updated as of July 17, 2006.

Note: Please see the Part B Educational Environments Data Notes in appendix A for information the states submitted to clarify their data submissions

<sup>a</sup>Number reported for all environments is discrepant with the number reported for total child count by race/ethnicity (see table 1-16).

x Data suppressed to limit disclosure.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

Continued on next page

**Table 2-7e. White (not Hispanic) students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

State	Percent of students across all environments <sup>a</sup>								
	Categories of educational environments								
	Outside regular class			Public separ	Private separ	Public resid	Private resid	Home hosp	All
	< 21%	21-60%	> 60%	facil	facil	facil	facil	envir	envir
Alabama	71.96	19.63	5.89	1.03	0.10	0.43	0.58	0.38	100.00
Alaska	56.83	27.15	14.31	1.18	.	.	0.17	0.17	100.00
Arizona	54.77	26.06	16.56	0.98	1.23	0.07	0.04	0.29	100.00
Arkansas	51.60	35.01	11.06	0.47	0.52	0.26	0.66	0.41	100.00
California	54.61	21.08	19.16	1.23	2.49	0.13	0.74	0.56	100.00
Colorado	71.72	16.06	7.91	1.47	0.70	0.47	0.91	0.75	100.00
Connecticut	68.51	19.75	5.30	1.56	3.50	0.07	1.15	0.15	100.00
Delaware	55.29	23.42	17.02	3.14	0.26	.	.	0.72	100.00
District of Columbia	39.86	10.93	.	.	45.33	.	1.14	.	100.00
Florida	60.61	17.19	19.19	1.69	0.23	0.23	0.04	0.81	100.00
Georgia	60.97	22.95	14.53	0.73	0.06	0.45	0.09	0.22	100.00
Hawaii	30.11	39.44	27.11	1.55	0.56	0.40	0.28	0.56	100.00
Idaho	65.22	25.12	8.04	0.87	0.18	0.16	0.12	0.30	100.00
Illinois	55.62	25.96	13.31	2.75	1.91	0.12	0.17	0.17	100.00
Indiana	65.26	20.85	11.61	0.82	.	0.94	.	.	100.00
Iowa	51.11	35.07	10.01	2.56	0.04	0.49	0.58	0.15	100.00
Kansas	62.97	27.65	7.14	1.45	0.15	0.24	0.19	0.21	100.00
Kentucky	66.17	22.07	9.83	0.60	0.08	0.36	0.10	0.79	100.00
Louisiana	64.61	20.91	12.50	0.89	.	0.14	.	0.83	100.00
Maine	57.38	28.05	11.11	0.77	1.75	0.04	0.52	0.38	100.00
Maryland	70.44	11.78	10.48	2.81	3.79	0.03	0.29	0.38	100.00
Massachusetts	53.98	27.56	11.66	2.32	3.22	0.11	1.02	0.14	100.00
Michigan	58.86	23.99	12.53	4.08	0.01	0.19	0.19	0.15	100.00
Minnesota	63.11	24.03	8.35	3.63	0.16	0.31	0.20	0.21	100.00
Mississippi	62.73	18.38	16.71	0.50	1.02	0.09	0.22	0.33	100.00
Missouri	59.93	28.16	9.11	1.95	0.40	.	.	0.44	100.00
Montana	51.76	35.39	10.87	0.18	0.44	0.65	0.55	0.16	100.00
Nebraska	70.04	17.55	6.74	1.93	2.76	0.18	0.24	0.56	100.00
Nevada	62.69	23.72	11.73	1.55	.	.	.	0.28	100.00
New Hampshire	76.33	16.22	3.05	.	2.71	0.17	1.31	.	100.00
New Jersey	55.08	26.49	10.73	2.35	4.73	0.08	0.11	0.43	100.00
New Mexico	54.28	25.12	17.78	0.93	.	1.16	.	0.68	100.00
New York	60.08	16.53	17.88	1.71	2.51	0.22	0.68	0.39	100.00
North Carolina	68.98	16.48	12.52	1.06	0.09	0.22	0.14	0.50	100.00
North Dakota	79.58	14.63	3.83	0.38	0.53	0.35	0.62	0.09	100.00
Ohio	53.69	30.09	12.03	2.50	0.36	0.52	0.14	0.68	100.00
Oklahoma	52.18	36.35	9.61	0.59	0.19	0.39	0.13	0.55	100.00
Oregon	70.59	15.68	11.46	1.06	0.41	0.36	0.17	0.27	100.00
Pennsylvania	50.67	33.24	12.16	1.60	1.54	0.26	0.34	0.21	100.00
Rhode Island	63.76	15.67	16.42	.	2.91	.	0.79	0.29	100.00
South Carolina	57.95	23.04	16.85	0.58	0.16	0.38	0.07	0.97	100.00
South Dakota	64.95	24.87	6.63	1.05	0.70	0.94	0.72	0.14	100.00
Tennessee	57.50	27.80	12.91	0.36	0.26	0.21	0.04	0.92	100.00
Texas	61.20	25.75	11.59	0.56	0.04	0.14	0.02	0.70	100.00
Utah	49.43	33.11	13.77	2.91	0.49	.	.	0.28	100.00
Vermont	77.87	7.65	8.56	0.54	4.11	.	1.06	.	100.00
Virginia	62.27	23.59	10.71	1.18	0.97	0.14	0.47	0.68	100.00
Washington	50.82	34.50	13.51	0.50	0.29	0.22	0.02	0.15	100.00
West Virginia	61.22	28.45	8.62	0.12	0.01	0.32	0.28	0.98	100.00
Wisconsin	53.99	34.18	10.20	0.94	0.28	0.21	0.01	0.19	100.00
Wyoming	56.87	31.53	8.60	0.27	0.25	1.22	0.71	0.54	100.00
BIA schools	69.84	20.63	.	.	.	.	.	.	100.00
50 states and D.C. (including BIA schools)	59.14	24.54	12.64	1.59	1.10	0.25	0.29	0.44	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	54.84	41.94	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	89.83	.	.	.	.	.	.	100.00
Virgin Islands	32.35	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	59.14	24.55	12.64	1.59	1.10	0.25	0.29	0.44	100.00

<sup>a</sup>Percent = Number of White (not Hispanic) students ages 6 through 21 in the educational environment column divided by the number of White (not Hispanic) students in the all environments column, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

facil=facility; resid=residential; separ = separate; hosp=hospital; envir=environments.

**Table 3-1. Special education teachers employed (FTE) to provide special education and related services to children ages 3 through 5 under IDEA, Part B, by certification status and state: Fall 2004**

State	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	734	711	23
Alaska	61	60	1
Arizona	1,590	1,349	241
Arkansas	509	431	78
California	1,919	1,682	237
Colorado	271	192	79
Connecticut	27	27	0
Delaware	106	104	2
District of Columbia	0	0	0
Florida	2,092	2,024	68
Georgia	668	549	119
Hawaii	217	208	9
Idaho	160	131	29
Illinois	1,254	1,228	26
Indiana	1,047	1,010	37
Iowa	388	373	15
Kansas	451	426	25
Kentucky	285	265	20
Louisiana	905	719	186
Maine	303	303	0
Maryland	429	373	56
Massachusetts	0	0	0
Michigan	647	549	98
Minnesota	545	528	17
Mississippi	651	564	88
Missouri	715	671	44
Montana	87	84	3
Nebraska	256	254	2
Nevada	335	224	111
New Hampshire	135	104	31
New Jersey	1,056	1,027	29
New Mexico	345	320	24
New York	4,723	3,178	1,545
North Carolina	987	882	105
North Dakota	77	68	8
Ohio	1,342	1,340	2
Oklahoma	400	398	2
Oregon	181	166	15
Pennsylvania	1,320	1,291	28
Rhode Island	128	116	12
South Carolina	853	816	38
South Dakota	107	96	11
Tennessee	455	443	12
Texas	898	777	121
Utah	197	165	32
Vermont	103	96	7
Virginia	1,341	1,298	43
Washington	545	525	21
West Virginia	239	219	21
Wisconsin	700	689	11
Wyoming	62	48	14
BIA schools	18	17	1
50 states and D.C. (including BIA schools) <sup>b</sup>	32,866	29,121	3,745
American Samoa	6	0	6
Guam	11	11	0
Northern Marianas	11	3	8
Puerto Rico	104	104	0
Virgin Islands	143	51	92
U.S. and outlying areas <sup>b</sup>	33,141	29,290	3,851

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed To Provide Special Education and Related Services for Children with Disabilities," 2004. Data updated as of July 17, 2006.

Note: Please see the Part B Personnel Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

**Table 3-2. Special education teachers employed (FTE) to provide special education and related services to students ages 6 through 21 under IDEA, Part B, by certification status and state: Fall 2004**

State	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	5,439	5,214	225
Alaska	918	910	8
Arizona	6,238	5,409	829
Arkansas	4,022	3,697	325
California	31,485	26,314	5,171
Colorado	4,499	3,599	900
Connecticut	4,874	4,874	0
Delaware	1,506	1,356	150
District of Columbia	695	602	93
Florida	21,756	20,582	1,174
Georgia	13,404	10,372	3,032
Hawaii	2,125	1,672	454
Idaho	1,218	1,121	97
Illinois	23,105	22,203	902
Indiana	6,866	5,844	1,022
Iowa	5,558	4,957	601
Kansas	3,722	3,529	192
Kentucky	6,300	5,583	717
Louisiana	6,813	5,363	1,451
Maine	2,272	2,030	243
Maryland	6,672	5,578	1,094
Massachusetts	10,490	9,328	1,162
Michigan	13,962	12,121	1,841
Minnesota	8,297	7,921	376
Mississippi	3,715	3,675	40
Missouri	9,385	9,174	211
Montana	816	788	28
Nebraska	2,273	2,230	43
Nevada	2,303	1,927	377
New Hampshire	2,063	1,665	398
New Jersey	20,464	19,097	1,367
New Mexico	4,326	4,063	263
New York	43,837	37,650	6,187
North Carolina	10,590	9,186	1,404
North Dakota	811	781	30
Ohio	14,336	14,043	293
Oklahoma	4,326	4,260	67
Oregon	3,314	3,120	194
Pennsylvania	20,178	19,918	261
Rhode Island	2,372	2,317	55
South Carolina	4,323	4,018	306
South Dakota	911	853	58
Tennessee	5,915	5,625	290
Texas	29,558	24,334	5,224
Utah	2,545	2,357	188
Vermont	1,044	965	78
Virginia	13,880	13,229	651
Washington	5,440	5,289	151
West Virginia	2,857	2,257	599
Wisconsin	7,775	7,681	94
Wyoming	804	776	28
BIA schools	578	524	54
50 states and D.C. (including BIA schools) <sup>b</sup>	412,977	371,978	41,000
American Samoa	150	29	121
Guam	189	189	0
Northern Marianas	49	49	0
Puerto Rico	4,383	4,182	201
Virgin Islands	143	51	92
<b>U.S. and outlying areas<sup>b</sup></b>	<b>417,891</b>	<b>376,478</b>	<b>41,414</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed To Provide Special Education and Related Services for Children with Disabilities," 2004. Data updated as of July 17, 2006.

Note: Please see the Part B Personnel Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004**

State	Vocational education teachers			Physical education teachers		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	109	100	9	156	151	5
Alaska	4	3	1	14	14	0
Arizona	191	167	24	241	219	21
Arkansas	7	7	0	3	3	0
California	371	330	42	1,002	927	75
Colorado	20	18	2	40	37	3
Connecticut	0	0	0	0	0	0
Delaware	0	0	0	0	0	0
District of Columbia	0	0	0	6	6	0
Florida	161	160	1	193	193	0
Georgia	165	159	6	64	60	4
Hawaii	8	8	0	4	4	0
Idaho	0	0	0	3	3	0
Illinois	133	132	1	218	217	1
Indiana	37	28	9	21	21	0
Iowa	14	14	0	11	11	0
Kansas	69	69	0	52	50	2
Kentucky	53	52	1	16	16	0
Louisiana	46	41	5	405	383	22
Maine	6	5	1	23	21	2
Maryland	147	119	28	750	718	32
Massachusetts	68	68	0	149	142	7
Michigan	0	0	0	82	74	8
Minnesota	29	29	0	382	377	5
Mississippi	9	2	7	755	612	143
Missouri	57	57	0	22	22	0
Montana	3	3	0	6	6	0
Nebraska	0	0	0	0	0	0
Nevada	15	15	0	79	66	13
New Hampshire	17	10	7	51	49	2
New Jersey	514	500	14	299	284	15
New Mexico	0	0	0	0	0	0
New York	394	300	93	1,455	1,239	216
North Carolina	344	321	23	268	260	8
North Dakota	7	6	1	7	7	0
Ohio	28	28	0	133	123	10
Oklahoma	26	26	0	41	41	0
Oregon	155	155	0	59	59	0
Pennsylvania	204	188	16	697	669	28
Rhode Island	187	180	7	98	98	0
South Carolina	75	70	5	30	30	0
South Dakota	2	2	0	12	12	0
Tennessee	9	9	0	12	12	0
Texas	0	0	0	0	0	0
Utah	6	6	0	22	20	3
Vermont	6	4	2	7	7	0
Virginia	383	372	11	296	288	8
Washington	154	147	7	42	39	3
West Virginia	38	37	1	9	9	0
Wisconsin	22	21	1	128	127	1
Wyoming	0	0	0	25	19	7
BIA schools	5	4	1	5	4	1
50 states and DC (including BIA schools) <sup>b</sup>	4,296	3,971	325	8,393	7,749	644
American Samoa	0	0	0	0	0	0
Guam	0	0	0	0	0	0
Northern Marianas	0	0	0	0	0	0
Puerto Rico	173	153	20	180	170	10
Virgin Islands	4	1	3	3	1	2
U.S. and outlying areas <sup>b</sup>	4,473	4,125	348	8,576	7,920	656

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed To Provide Special Education and Related Services for Children with Disabilities," 2004. Data updated as of July 17, 2006.

Note: Please see the Part B Personnel Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the Total employed column may not equal the sum of the Fully certified and Not fully certified columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Work-study coordinators			Psychologists		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	30	28	2	56	56	0
Alaska	1	1	0	76	76	0
Arizona	76	61	14	769	742	28
Arkansas	2	2	0	9	9	0
California	70	63	7	3,775	3,711	64
Colorado	0	0	0	600	562	38
Connecticut	0	0	0	870	870	0
Delaware	0	0	0	108	108	0
District of Columbia	0	0	0	90	78	12
Florida	241	241	0	1,312	1,312	0
Georgia	9	8	1	670	661	9
Hawaii	23	23	0	65	65	0
Idaho	3	3	0	146	140	6
Illinois	0	0	0	1,980	1,939	41
Indiana	17	17	0	472	467	5
Iowa	50	44	6	340	317	23
Kansas	14	14	0	472	472	0
Kentucky	40	32	8	332	319	13
Louisiana	16	15	1	348	343	5
Maine	3	2	1	147	145	2
Maryland	33	29	4	482	441	41
Massachusetts	12	0	12	271	264	6
Michigan	46	36	11	1,039	989	50
Minnesota	170	170	0	630	628	2
Mississippi	18	16	2	23	21	2
Missouri	47	47	0	150	150	0
Montana	1	1	0	116	116	0
Nebraska	0	0	0	116	116	0
Nevada	1	1	0	212	212	0
New Hampshire	37	29	8	97	96	1
New Jersey	105	105	0	1,638	1,595	43
New Mexico	0	0	0	141	136	5
New York	83	72	11	4,718	4,260	458
North Carolina	38	36	2	632	615	17
North Dakota	4	4	0	42	42	0
Ohio	12	12	0	612	606	6
Oklahoma	46	46	0	203	203	0
Oregon	13	8	5	296	287	9
Pennsylvania	94	91	3	1,130	1,122	8
Rhode Island	0	0	0	189	189	0
South Carolina	30	25	5	400	392	8
South Dakota	24	9	15	58	56	2
Tennessee	10	9	1	422	421	1
Texas	0	0	0	851	851	0
Utah	3	3	0	221	197	24
Vermont	16	12	4	50	47	3
Virginia	63	57	6	658	650	8
Washington	48	46	2	909	904	5
West Virginia	14	14	0	132	126	6
Wisconsin	0	0	0	858	856	2
Wyoming	0	0	0	77	75	2
BIA schools	8	7	1	62	57	5
50 states and DC (including BIA schools) <sup>b</sup>	1,569	1,438	131	30,069	29,111	957
American Samoa	1	1	0	0	0	0
Guam	1	1	0	2	2	0
Northern Marianas	0	0	0	5	5	0
Puerto Rico	1	1	0	5	5	0
Virgin Islands	0	0	0	6	5	1
U.S. and outlying areas <sup>b</sup>	1,572	1,441	131	30,087	29,128	958

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	School social workers			Occupational therapists		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	39	38	0	82	80	2
Alaska	0	0	0	47	46	1
Arizona	163	140	23	286	286	0
Arkansas	23	23	0	202	202	0
California	139	135	4	783	747	37
Colorado	311	294	17	289	279	11
Connecticut	710	710	0	0	0	0
Delaware	0	0	0	24	5	19
District of Columbia	110	90	20	35	35	0
Florida	810	810	0	610	610	0
Georgia	98	98	0	244	244	0
Hawaii	66	66	0	40	40	0
Idaho	48	44	4	22	22	0
Illinois	3,184	3,152	32	881	881	0
Indiana	81	74	7	214	209	5
Iowa	242	242	0	76	76	0
Kansas	241	241	0	188	188	0
Kentucky	22	22	0	204	202	3
Louisiana	307	307	0	154	154	0
Maine	177	173	3	209	160	49
Maryland	417	417	0	275	259	16
Massachusetts	77	72	5	456	0	456
Michigan	1,742	1,563	180	594	557	37
Minnesota	787	0	787	511	0	511
Mississippi	6	6	0	20	20	0
Missouri	109	109	0	245	245	0
Montana	34	34	0	25	25	0
Nebraska	0	0	0	34	34	0
Nevada	12	12	0	88	88	0
New Hampshire	59	47	13	207	207	0
New Jersey	2,093	2,044	49	929	924	5
New Mexico	377	361	16	215	201	15
New York	3,952	3,660	292	3,341	3,341	0
North Carolina	201	197	4	367	356	11
North Dakota	46	46	0	41	40	1
Ohio	431	399	32	584	575	9
Oklahoma	20	20	0	142	141	1
Oregon	41	33	8	143	139	3
Pennsylvania	299	290	9	682	678	4
Rhode Island	201	197	4	93	93	0
South Carolina	59	56	3	160	158	2
South Dakota	6	5	1	69	32	38
Tennessee	73	73	0	189	189	1
Texas	72	72	0	475	475	0
Utah	40	39	1	58	54	4
Vermont	41	40	1	47	44	3
Virginia	481	469	12	315	187	128
Washington	38	37	1	413	412	2
West Virginia	3	3	0	62	60	2
Wisconsin	499	496	3	425	424	1
Wyoming	4	2	2	43	43	0
BIA schools	30	27	3	30	30	1
50 states and DC (including BIA schools) <sup>b</sup>	19,021	17,488	1,533	15,870	14,494	1,376
American Samoa	1	1	0	0	0	0
Guam	4	4	0	2	2	0
Northern Marianas	0	0	0	6	6	0
Puerto Rico	106	106	0	11	11	0
Virgin Islands	13	8	5	3	3	0
U.S. and outlying areas <sup>b</sup>	19,145	17,607	1,538	15,892	14,516	1,376

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Audiologists			Teacher aides		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	10	10	0	3,872	2,808	1,064
Alaska	2	2	0	1,239	1,239	0
Arizona	50	45	6	7,389	7,389	0
Arkansas	5	5	0	2,920	2,157	763
California	240	114	126	47,054	34,052	13,001
Colorado	48	45	4	5,559	5,559	0
Connecticut	0	0	0	0	0	0
Delaware	16	10	6	1,061	733	328
District of Columbia	4	4	0	0	0	0
Florida	55	55	0	15,567	15,559	8
Georgia	29	29	0	10,221	10,221	0
Hawaii	1	1	0	2,232	2,187	45
Idaho	4	4	0	1,563	1,563	0
Illinois	37	37	0	28,629	28,629	0
Indiana	9	9	0	8,409	8,409	0
Iowa	49	49	0	5,791	5,791	0
Kansas	23	23	0	9,339	9,339	0
Kentucky	5	5	0	5,113	5,094	19
Louisiana	23	23	0	7,086	6,934	152
Maine	9	9	0	3,998	3,953	46
Maryland	31	30	1	5,447	5,447	0
Massachusetts	12	0	12	13,416	0	13,416
Michigan	40	36	4	3,698	3,698	0
Minnesota	55	0	55	11,853	0	11,853
Mississippi	2	1	1	1,269	1,269	0
Missouri	17	17	0	7,056	7,056	0
Montana	4	4	0	1,143	1,143	0
Nebraska	7	7	0	2,959	2,959	0
Nevada	4	4	0	1,914	1,802	112
New Hampshire	2	2	0	5,224	4,629	596
New Jersey	106	105	1	20,452	20,452	0
New Mexico	32	29	3	2,817	2,752	64
New York	101	101	0	24,615	24,615	0
North Carolina	84	83	1	8,173	6,673	1,500
North Dakota	2	2	0	1,316	1,248	68
Ohio	46	45	1	8,499	8,499	0
Oklahoma	5	5	0	3,533	3,391	141
Oregon	17	14	3	5,727	5,727	0
Pennsylvania	37	27	10	14,643	14,643	0
Rhode Island	0	0	0	2,124	2,124	0
South Carolina	12	12	0	3,865	2,300	1,565
South Dakota	6	4	2	1,337	40	1,297
Tennessee	16	16	0	5,526	4,323	1,203
Texas	46	46	0	26,571	26,571	0
Utah	21	21	0	3,485	22	3,464
Vermont	2	2	0	3,155	3,155	0
Virginia	40	23	17	10,299	1,533	8,766
Washington	24	24	0	6,678	6,678	0
West Virginia	14	14	0	1,641	1,641	0
Wisconsin	21	19	2	6,036	5,998	39
Wyoming	6	6	0	997	997	0
BIA schools	4	4	0	608	423	185
50 states and DC (including BIA schools) <sup>b</sup>	1,434	1,182	253	383,117	323,422	59,695
American Samoa	0	0	0	12	0	12
Guam	1	1	0	328	328	0
Northern Marianas	1	1	0	137	137	0
Puerto Rico	0	0	0	3,269	3,269	0
Virgin Islands	0	0	0	116	8	108
U.S. and outlying areas <sup>b</sup>	1,436	1,184	253	386,979	327,164	59,815

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Recreation and therapeutic recreation specialists			Diagnostic and evaluation staff		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	21	9	12	220	217	3
Alaska	0	0	0	0	0	0
Arizona	43	20	23	173	169	4
Arkansas	0	0	0	178	174	5
California	120	119	1	135	128	7
Colorado	0	0	0	0	0	0
Connecticut	0	0	0	0	0	0
Delaware	0	0	0	0	0	0
District of Columbia	0	0	0	0	0	0
Florida	29	29	0	376	376	0
Georgia	18	18	0	463	463	0
Hawaii	0	0	0	217	207	10
Idaho	0	0	0	2	2	0
Illinois	3	3	0	20	20	0
Indiana	6	6	0	62	62	0
Iowa	4	4	0	1	1	0
Kansas	1	1	0	2	2	0
Kentucky	3	3	0	110	110	1
Louisiana	3	3	0	390	390	0
Maine	3	0	3	79	58	22
Maryland	9	3	6	414	394	20
Massachusetts	10	0	10	320	0	320
Michigan	0	0	0	0	0	0
Minnesota	0	0	0	0	0	0
Mississippi	31	29	2	141	137	4
Missouri	0	0	0	419	405	15
Montana	2	2	0	2	2	0
Nebraska	0	0	0	74	65	9
Nevada	0	0	0	7	4	3
New Hampshire	10	10	0	193	191	2
New Jersey	10	10	0	67	63	4
New Mexico	15	14	1	336	329	6
New York	0	0	0	0	0	0
North Carolina	19	16	3	130	125	5
North Dakota	0	0	0	0	0	0
Ohio	0	0	0	122	121	1
Oklahoma	4	4	0	94	92	2
Oregon	8	8	1	62	62	0
Pennsylvania	44	43	1	92	88	4
Rhode Island	0	0	0	0	0	0
South Carolina	8	8	0	8	7	1
South Dakota	2	2	0	22	19	3
Tennessee	1	1	0	90	87	3
Texas	6	6	0	3,482	3,038	444
Utah	4	3	1	6	6	0
Vermont	1	1	0	32	32	0
Virginia	3	3	0	202	137	65
Washington	0	0	0	0	0	0
West Virginia	0	0	0	97	97	0
Wisconsin	0	0	0	341	339	2
Wyoming	0	0	0	20	17	2
BIA schools	0	0	0	8	8	0
50 states and DC (including BIA schools) <sup>b</sup>	442	377	64	9,210	8,244	966
American Samoa	0	0	0	8	6	2
Guam	2	2	0	14	14	0
Northern Marianas	1	1	0	0	0	0
Puerto Rico	0	0	0	27	27	0
Virgin Islands	1	0	1	6	0	6
U.S. and outlying areas <sup>b</sup>	446	380	65	9,265	8,291	974

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Physical therapists			Counselors		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	47	46	1	154	146	8
Alaska	18	18	0	0	0	0
Arizona	150	150	0	637	604	33
Arkansas	140	140	0	36	35	1
California	120	118	2	655	639	16
Colorado	87	86	1	0	0	0
Connecticut	0	0	0	1,336	1,336	0
Delaware	9	6	3	0	0	0
District of Columbia	14	14	0	0	0	0
Florida	250	250	0	2,215	2,203	12
Georgia	94	94	0	9	9	0
Hawaii	16	16	0	552	552	0
Idaho	5	5	0	0	0	0
Illinois	371	371	0	969	754	215
Indiana	128	126	2	26	26	0
Iowa	49	49	0	6	6	0
Kansas	77	77	0	39	39	0
Kentucky	109	105	5	200	198	2
Louisiana	70	70	0	29	29	0
Maine	78	61	17	30	25	5
Maryland	127	126	1	389	379	10
Massachusetts	182	0	182	201	191	11
Michigan	325	297	28	0	0	0
Minnesota	161	0	161	38	37	0
Mississippi	17	0	17	14	12	1
Missouri	81	81	0	2	2	0
Montana	17	17	0	0	0	0
Nebraska	17	17	0	8	7	1
Nevada	37	37	0	268	267	1
New Hampshire	61	61	0	193	185	8
New Jersey	514	514	0	1,956	1,938	18
New Mexico	97	95	2	0	0	0
New York	1,949	1,949	0	2,583	2,334	249
North Carolina	189	182	8	603	593	10
North Dakota	18	18	0	0	0	0
Ohio	266	263	3	236	232	4
Oklahoma	114	114	1	64	64	0
Oregon	74	72	2	234	224	10
Pennsylvania	309	305	4	1,086	1,054	32
Rhode Island	42	42	0	393	393	0
South Carolina	86	85	1	100	100	0
South Dakota	53	36	18	19	19	0
Tennessee	105	105	0	84	82	2
Texas	242	242	0	438	438	0
Utah	30	27	3	57	57	0
Vermont	17	17	0	41	41	1
Virginia	129	75	54	434	367	67
Washington	166	166	0	400	397	3
West Virginia	41	41	0	14	12	1
Wisconsin	224	223	1	0	0	0
Wyoming	17	17	0	0	0	0
BIA schools	14	14	1	37	36	1
50 states and DC (including BIA schools) <sup>b</sup>	7,555	7,038	517	16,783	16,062	722
American Samoa	1	1	0	4	3	1
Guam	2	2	0	0	0	0
Northern Marianas	1	1	0	1	1	0
Puerto Rico	3	3	0	11	11	0
Virgin Islands	2	2	0	79	27	52
U.S. and outlying areas <sup>b</sup>	7,564	7,047	517	16,878	16,104	775

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Speech pathologists			Supervisors/administrators (LEA)		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	628	623	5	304	294	11
Alaska	154	152	2	21	21	0
Arizona	1,122	1,075	47	663	596	67
Arkansas	0	0	0	269	217	51
California	5,216	4,973	242	129	129	0
Colorado	909	853	56	245	207	37
Connecticut	934	934	0	113	113	0
Delaware	121	84	37	8	6	2
District of Columbia	95	82	13	29	29	0
Florida	0	0	0	552	552	0
Georgia	1,736	1,712	24	597	593	5
Hawaii	200	200	0	0	0	0
Idaho	211	197	14	62	53	9
Illinois	0	0	0	983	982	1
Indiana	1,223	1,195	28	288	283	5
Iowa	514	510	4	167	164	3
Kansas	737	737	0	172	171	1
Kentucky	1,045	976	69	207	206	2
Louisiana	1,044	1,036	8	243	243	0
Maine	127	127	0	170	162	8
Maryland	1,172	1,076	96	358	328	30
Massachusetts	491	0	491	460	409	51
Michigan	2,058	1,887	171	467	364	102
Minnesota	1,626	1,626	0	176	176	0
Mississippi	444	359	85	152	143	8
Missouri	170	170	0	434	434	0
Montana	163	163	0	39	39	0
Nebraska	525	525	0	27	14	13
Nevada	355	355	0	120	120	0
New Hampshire	369	364	5	331	300	32
New Jersey	2,827	2,657	170	1,067	1,059	8
New Mexico	396	372	24	58	54	5
New York	5,350	4,896	455	3,460	3,332	128
North Carolina	1,471	1,447	24	355	344	11
North Dakota	259	254	5	68	68	0
Ohio	2,682	2,658	24	1,063	991	72
Oklahoma	560	558	2	240	240	0
Oregon	578	571	7	209	200	9
Pennsylvania	430	419	11	1,146	1,130	16
Rhode Island	319	312	7	82	81	1
South Carolina	679	652	27	220	215	5
South Dakota	242	240	2	65	51	14
Tennessee	783	748	35	200	200	0
Texas	3,555	3,555	0	687	493	194
Utah	469	445	24	137	133	5
Vermont	248	228	20	94	92	3
Virginia	0	0	0	591	575	16
Washington	1,102	1,080	22	656	651	5
West Virginia	507	493	14	78	77	1
Wisconsin	1,682	1,676	6	305	300	6
Wyoming	179	171	8	33	30	3
BIA schools	82	78	4	36	36	1
50 states and DC (including BIA schools) <sup>b</sup>	47,787	45,499	2,287	18,632	17,696	936
American Samoa	0	0	0	21	21	0
Guam	21	21	0	0	0	0
Northern Marianas	6	5	1	2	2	0
Puerto Rico	11	11	0	127	127	0
Virgin Islands	18	8	10	78	74	4
U.S. and outlying areas <sup>b</sup>	47,843	45,544	2,298	18,860	17,920	940

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Supervisors/administrators (SEA)			Interpreters		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	8	7	1	83	78	6
Alaska	0	0	0	0	0	0
Arizona	72	72	0	233	163	70
Arkansas	25	25	0	67	47	20
California	129	129	0	801	688	114
Colorado	0	0	0	156	64	92
Connecticut	0	0	0	0	0	0
Delaware	0	0	0	21	7	14
District of Columbia	7	7	0	0	0	0
Florida	34	34	0	454	453	1
Georgia	23	23	0	199	44	155
Hawaii	0	0	0	0	0	0
Idaho	6	6	0	62	62	0
Illinois	64	64	0	229	229	0
Indiana	0	0	0	108	107	1
Iowa	35	35	0	131	131	0
Kansas	16	16	0	58	58	0
Kentucky	4	4	0	112	95	18
Louisiana	58	58	0	160	146	14
Maine	16	16	0	40	39	1
Maryland	0	0	0	104	78	26
Massachusetts	0	0	0	34	0	34
Michigan	22	22	0	70	29	41
Minnesota	74	74	0	215	0	215
Mississippi	0	0	0	52	52	0
Missouri	27	27	0	161	161	0
Montana	19	19	0	33	33	0
Nebraska	16	16	0	68	0	68
Nevada	0	0	0	72	57	15
New Hampshire	17	13	4	44	25	19
New Jersey	115	115	0	139	135	4
New Mexico	0	0	0	46	41	5
New York	1	1	0	321	321	0
North Carolina	62	62	0	328	244	84
North Dakota	0	0	0	16	14	2
Ohio	0	0	0	0	0	0
Oklahoma	37	37	0	110	105	5
Oregon	9	9	0	143	98	45
Pennsylvania	65	65	0	237	237	0
Rhode Island	9	9	0	13	13	0
South Carolina	26	23	3	123	90	33
South Dakota	0	0	0	30	1	29
Tennessee	60	60	0	164	152	12
Texas	0	0	0	461	354	107
Utah	11	11	0	96	75	21
Vermont	0	0	0	13	13	0
Virginia	0	0	0	296	133	163
Washington	16	16	0	217	212	5
West Virginia	2	2	0	93	90	3
Wisconsin	35	35	0	212	210	1
Wyoming	7	7	0	21	21	0
BIA schools	18	17	1	3	1	2
50 states and DC (including BIA schools) <sup>b</sup>	1,143	1,134	9	6,850	5,406	1,443
American Samoa	5	5	0	0	0	0
Guam	2	2	0	9	9	0
Northern Marianas	2	2	0	0	0	0
Puerto Rico	54	54	0	0	0	0
Virgin Islands	4	4	0	1	1	0
U.S. and outlying areas <sup>b</sup>	1,210	1,201	9	6,860	5,416	1,443

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Rehabilitation counselors			Other professional staff		
	Total employed <sup>a</sup>	Fully certified	Not fully certified	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	7	6	1	585	571	14
Alaska	0	0	0	0	0	0
Arizona	13	9	4	883	656	226
Arkansas	0	0	0	152	106	46
California	7	5	2	2,383	2,288	95
Colorado	0	0	0	578	443	134
Connecticut	0	0	0	0	0	0
Delaware	0	0	0	0	0	0
District of Columbia	0	0	0	54	54	0
Florida	0	0	0	4,459	4,437	21
Georgia	6	6	0	81	81	0
Hawaii	0	0	0	501	289	212
Idaho	9	9	0	8	8	0
Illinois	10	10	0	1,147	1,067	80
Indiana	0	0	0	1,441	1,441	0
Iowa	4	4	0	476	459	17
Kansas	0	0	0	187	187	0
Kentucky	8	8	0	234	233	1
Louisiana	1	1	0	538	532	6
Maine	0	0	0	116	111	6
Maryland	2	1	1	792	687	106
Massachusetts	3	0	3	1,982	887	1,096
Michigan	0	0	0	403	403	0
Minnesota	0	0	0	543	0	543
Mississippi	0	0	0	26	26	0
Missouri	0	0	0	255	255	0
Montana	0	0	0	58	58	0
Nebraska	0	0	0	1	1	0
Nevada	0	0	0	391	376	15
New Hampshire	13	13	0	586	524	62
New Jersey	48	39	9	884	803	81
New Mexico	19	18	1	110	103	7
New York	27	27	0	31,823	31,581	242
North Carolina	9	9	0	634	587	47
North Dakota	0	0	0	17	14	3
Ohio	0	0	0	0	0	0
Oklahoma	27	27	0	270	269	1
Oregon	7	7	0	404	368	37
Pennsylvania	33	25	9	1,633	1,565	68
Rhode Island	0	0	0	138	138	0
South Carolina	34	34	0	172	167	5
South Dakota	4	4	0	146	52	94
Tennessee	16	15	1	421	403	18
Texas	0	0	0	1,063	1,045	18
Utah	0	0	0	203	197	6
Vermont	0	0	0	111	90	21
Virginia	3	3	0	3,320	3,219	101
Washington	0	0	0	247	240	7
West Virginia	0	0	0	170	170	0
Wisconsin	0	0	0	0	0	0
Wyoming	1	1	0	67	58	9
BIA schools	0	0	0	22	20	2
50 states and DC (including BIA schools) <sup>b</sup>	310	280	30	60,714	57,269	3,445
American Samoa	0	0	0	4	4	0
Guam	0	0	0	11	11	0
Northern Marianas	0	0	0	0	0	0
Puerto Rico	0	0	0	103	103	0
Virgin Islands	0	0	0	6	6	0
U.S. and outlying areas <sup>b</sup>	310	280	30	60,838	57,393	3,445

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

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**Table 3-3. Personnel other than special education teachers employed (FTE) to provide special education and related services to children and youth ages 3 through 21 under IDEA, Part B, by personnel type, certification status and state: Fall 2004 (continued)**

State	Non-professional staff		
	Total employed <sup>a</sup>	Fully certified	Not fully certified
Alabama	795	658	137
Alaska	0	0	0
Arizona	1,342	830	512
Arkansas	474	474	0
California	2,933	2,236	697
Colorado	657	657	0
Connecticut	7,923	7,923	0
Delaware	0	0	0
District of Columbia	30	30	0
Florida	5,035	5,035	0
Georgia	1,704	1,704	0
Hawaii	37	37	0
Idaho	11	11	0
Illinois	4,674	4,674	0
Indiana	0	0	0
Iowa	356	356	0
Kansas	0	0	0
Kentucky	491	489	2
Louisiana	1,234	1,192	42
Maine	165	161	3
Maryland	993	493	500
Massachusetts	750	0	750
Michigan	66	66	0
Minnesota	617	0	617
Mississippi	500	500	0
Missouri	0	0	0
Montana	185	185	0
Nebraska	0	0	0
Nevada	68	56	12
New Hampshire	627	627	0
New Jersey	1,430	1,429	1
New Mexico	0	0	0
New York	5,135	5,135	0
North Carolina	837	606	230
North Dakota	0	0	0
Ohio	0	0	0
Oklahoma	537	532	6
Oregon	373	373	0
Pennsylvania	1,791	1,655	136
Rhode Island	116	116	0
South Carolina	771	549	222
South Dakota	128	22	105
Tennessee	415	267	147
Texas	0	0	0
Utah	52	48	4
Vermont	56	49	7
Virginia	726	59	667
Washington	105	103	1
West Virginia	557	557	0
Wisconsin	5	4	1
Wyoming	50	46	4
BIA schools	26	15	11
50 states and DC (including BIA schools)	44,773	39,958	4,815
American Samoa	17	14	3
Guam	39	39	0
Northern Marianas	11	11	0
Puerto Rico	278	278	0
Virgin Islands	21	21	0
U.S. and outlying areas <sup>b</sup>	45,139	40,321	4,818

<sup>a</sup>Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the *Total employed* column may not equal the sum of the *Fully certified* and *Not fully certified* columns.

<sup>b</sup>The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

**Table 4-1. Students ages 14 through 21 served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	5,764	1,138	2,342	154	32	2,098
Alaska	800	416	84	x	x	292
Arizona	6,976	4,150	x	159	x	2,628
Arkansas	3,851	2,903	80	x	x	846
California	35,760	20,863	1,724	555	146	12,472
Colorado	4,008	2,799	125	185	26	873
Connecticut	4,831	3,330	34	85	20	1,362
Delaware	842	573	68	x	x	189
District of Columbia	-	-	-	-	-	-
Florida	22,455	9,164	6,486	x	x	6,689
Georgia	10,492	2,804	4,176	x	x	3,473
Hawaii	1,427	1,170	69	87	10	91
Idaho	1,688	1,117	24	23	10	514
Illinois	17,598	12,516	194	242	76	4,570
Indiana	10,690	4,308	996	116	66	5,204
Iowa	5,468	3,638	206	31	23	1,570
Kansas	4,121	2,882	x	62	x	1,152
Kentucky	4,889	2,990	372	26	35	1,466
Louisiana	4,274	1,270	1,095	x	x	1,853
Maine	2,614	1,614	49	14	12	925
Maryland	6,628	3,973	576	128	44	1,907
Massachusetts	9,230	6,388	429	17	37	2,359
Michigan	11,812	8,199	294	x	x	3,242
Minnesota	7,298	5,122	x	27	x	2,128
Mississippi	2,896	807	1,549	23	10	507
Missouri	9,133	6,249	71	158	40	2,615
Montana	1,417	944	10	x	x	455
Nebraska	2,533	1,771	48	81	23	610
Nevada	2,417	503	1,311	x	x	586
New Hampshire	3,097	1,587	34	x	x	1,465
New Jersey	17,023	12,323	x	273	x	4,365
New Mexico	2,610	1,375	704	x	x	522
New York	27,739	12,792	5,472	418	116	8,941
North Carolina	9,375	5,345	950	119	71	2,890
North Dakota	911	633	x	25	x	240
Ohio	18,245	6,387	7,481	1,109	65	3,203
Oklahoma	6,486	4,505	x	x	22	1,955
Oregon	4,574	2,108	658	275	19	1,514
Pennsylvania	15,180	13,400	28	156	45	1,551
Rhode Island	1,807	1,320	5	24	10	448
South Carolina	6,878	1,938	1,623	132	45	3,140
South Dakota	685	335	16	x	x	325
Tennessee	8,382	2,766	2,890	17	48	2,661
Texas	31,529	13,439	12,645	17	162	5,266
Utah	2,406	1,686	73	26	8	613
Vermont	865	543	14	x	x	299
Virginia	10,462	3,876	4,124	55	41	2,366
Washington	NS	NS	NS	NS	NS	NS
West Virginia	3,298	2,170	173	x	x	931
Wisconsin	9,373	6,846	217	176	54	2,080
Wyoming	951	438	10	18	5	480
BIA schools	602	240	36	x	x	319
50 states and D.C. (including BIA schools)	384,723	209,878	59,638	5,071	1,869	108,267
American Samoa	62	42	5	x	x	14
Guam	50	40	x	x	x	7
Northern Marianas	38	16	x	x	x	14
Puerto Rico	2,782	1,024	302	123	24	1,309
Virgin Islands	134	33	51	x	x	45
U.S. and outlying areas	387,789	211,033	60,004	5,199	1,897	109,656

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.



**Table 4-1a. Students ages 14 through 21 with *specific learning disabilities* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	3,447	847	1,174	46	13	1,367
Alaska	510	264	41	x	x	200
Arizona	5,001	3,043	x	39	x	1,909
Arkansas	2,038	1,551	27	x	x	451
California	25,288	16,096	580	20	46	8,546
Colorado	2,076	1,617	35	x	x	400
Connecticut	2,220	1,640	x	17	x	554
Delaware	585	451	14	x	x	118
District of Columbia	-	-	-	-	-	-
Florida	13,234	6,612	2,787	x	x	3,792
Georgia	4,241	1,726	1,167	x	x	1,341
Hawaii	860	769	x	25	x	41
Idaho	1,091	714	x	8	x	359
Illinois	10,685	8,041	41	43	20	2,540
Indiana	5,996	2,941	286	12	21	2,736
Iowa	3,096	2,105	99	10	10	872
Kansas	2,193	1,596	x	11	x	579
Kentucky	1,646	1,196	x	x	12	434
Louisiana	2,570	837	518	x	x	1,198
Maine	1,220	849	9	x	x	354
Maryland	3,413	2,311	84	24	11	983
Massachusetts	5,757	4,373	139	x	x	1,236
Michigan	7,492	5,491	162	x	x	1,819
Minnesota	3,211	2,379	x	x	6	825
Mississippi	2,106	648	1,055	x	x	398
Missouri	5,957	4,132	28	123	16	1,658
Montana	953	653	5	x	x	291
Nebraska	1,325	987	19	x	x	306
Nevada	1,752	361	927	x	x	459
New Hampshire	1,512	826	7	x	x	678
New Jersey	10,093	7,922	x	16	x	2,145
New Mexico	1,871	1,061	488	x	x	320
New York	17,298	8,959	2,571	150	34	5,584
North Carolina	4,671	3,145	152	14	25	1,335
North Dakota	460	358	x	x	x	101
Ohio	9,472	3,712	3,791	525	27	1,417
Oklahoma	4,509	3,160	x	x	8	1,340
Oregon	2,762	1,457	358	x	x	921
Pennsylvania	10,269	9,258	19	57	15	920
Rhode Island	1,017	804	x	x	x	208
South Carolina	3,933	1,377	593	5	11	1,947
South Dakota	438	220	6	x	x	211
Tennessee	4,919	1,949	1,383	x	x	1,567
Texas	22,257	9,692	8,791	5	54	3,715
Utah	1,665	1,218	13	x	x	429
Vermont	313	229	x	x	x	78
Virginia	5,660	2,557	1,955	12	9	1,127
Washington	NS	NS	NS	NS	NS	NS
West Virginia	1,825	1,348	x	x	x	473
Wisconsin	5,261	4,168	82	56	15	940
Wyoming	543	285	x	x	x	253
BIA schools	439	184	25	x	x	224
50 states and D.C. (including BIA schools)	231,348	138,258	29,518	1,280	583	61,709
American Samoa	56	x	x	x	x	13
Guam	37	31	x	x	x	x
Northern Marianas	26	x	x	x	x	x
Puerto Rico	1,868	801	174	46	7	840
Virgin Islands	67	25	x	x	x	23
U.S. and outlying areas	233,402	139,171	29,710	1,328	591	62,602

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1b. Students ages 14 through 21 with *speech or language impairments* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	158	30	58	x	x	64
Alaska	44	25	x	x	x	16
Arizona	55	x	x	x	x	34
Arkansas	85	71	x	x	x	x
California	965	654	36	x	x	272
Colorado	252	206	x	x	x	42
Connecticut	293	246	x	x	x	45
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	921	568	155	x	x	194
Georgia	102	43	x	x	x	37
Hawaii	10	8	x	x	x	x
Idaho	60	34	x	x	x	24
Illinois	221	173	x	x	x	47
Indiana	x	x	x	x	x	26
Iowa	354	236	12	x	x	105
Kansas	52	36	x	x	x	x
Kentucky	40	30	x	x	x	9
Louisiana	47	30	x	x	x	13
Maine	196	139	x	x	x	54
Maryland	285	225	10	x	x	48
Massachusetts	275	209	x	x	x	59
Michigan	232	166	x	x	x	53
Minnesota	170	139	x	x	x	x
Mississippi	19	14	x	x	x	x
Missouri	268	217	x	x	x	49
Montana	23	18	x	x	x	x
Nebraska	121	99	x	x	x	18
Nevada	x	x	x	x	x	x
New Hampshire	312	180	6	x	x	125
New Jersey	334	251	x	x	x	78
New Mexico	106	56	22	x	x	27
New York	824	409	205	x	x	208
North Carolina	47	30	x	x	x	12
North Dakota	72	49	x	x	x	19
Ohio	142	107	x	x	x	20
Oklahoma	52	36	x	x	x	15
Oregon	220	107	32	x	x	76
Pennsylvania	x	x	x	x	x	x
Rhode Island	74	63	x	x	x	x
South Carolina	21	8	x	x	x	10
South Dakota	8	x	x	x	x	x
Tennessee	368	146	108	x	x	112
Texas	159	103	x	x	x	17
Utah	75	58	x	x	x	x
Vermont	102	69	x	x	x	31
Virginia	87	42	18	x	x	26
Washington	NS	NS	NS	NS	NS	NS
West Virginia	x	x	x	x	x	x
Wisconsin	153	138	x	x	x	14
Wyoming	42	x	x	x	x	24
BIA schools	20	x	x	x	x	15
50 states and D.C. (including BIA schools)	8,594	5,603	784	34	25	2,148
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	74	25	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	8,670	5,630	789	37	26	2,188

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1c. Students ages 14 through 21 with *mental retardation* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	1,282	41	831	58	6	346
Alaska	60	31	18	x	x	x
Arizona	530	313	x	52	x	159
Arkansas	991	703	40	x	x	240
California	2,129	530	669	326	13	591
Colorado	255	141	x	51	x	40
Connecticut	250	161	x	18	x	54
Delaware	89	38	28	x	x	18
District of Columbia	-	-	-	-	-	-
Florida	3,347	209	2,221	x	x	888
Georgia	2,711	75	1,927	x	x	688
Hawaii	144	90	29	14	x	x
Idaho	185	134	x	9	x	33
Illinois	2,019	1,362	108	138	29	382
Indiana	1,731	334	511	58	13	815
Iowa	1,039	718	58	x	x	250
Kansas	452	357	x	23	x	70
Kentucky	1,625	873	248	16	12	476
Louisiana	703	29	411	x	x	253
Maine	106	73	6	x	x	24
Maryland	564	115	260	54	5	130
Massachusetts	1,023	465	189	8	5	356
Michigan	1,196	687	59	x	x	438
Minnesota	784	616	x	18	x	144
Mississippi	468	49	347	x	x	65
Missouri	1,025	762	17	10	11	225
Montana	101	83	x	x	x	17
Nebraska	468	292	x	58	x	100
Nevada	169	x	155	x	x	11
New Hampshire	106	41	x	x	x	57
New Jersey	585	383	x	63	x	132
New Mexico	123	26	77	x	x	19
New York	1,351	x	1,009	61	x	226
North Carolina	2,180	910	585	54	22	609
North Dakota	121	77	x	15	x	22
Ohio	4,539	951	2,349	303	5	931
Oklahoma	642	489	x	x	x	152
Oregon	372	x	125	135	x	81
Pennsylvania	1,848	1,626	x	48	x	167
Rhode Island	612	35	x	x	x	14
South Carolina	1,515	112	825	81	22	475
South Dakota	79	39	x	5	x	32
Tennessee	1,381	94	901	10	6	370
Texas	1,952	501	1,180	x	x	246
Utah	216	129	39	x	x	31
Vermont	71	41	x	x	x	28
Virginia	1,165	22	896	19	11	217
Washington	NS	NS	NS	NS	NS	NS
West Virginia	918	514	150	x	x	239
Wisconsin	1,177	839	38	72	16	212
Wyoming	57	29	x	13	x	11
BIA schools	x	15	x	x	x	18
50 states and D.C. (including BIA schools)	45,991	16,263	16,408	1,856	340	11,124
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	7	x	x	x	x	x
Puerto Rico	518	66	103	57	7	285
Virgin Islands	48	6	24	x	x	15
U.S. and outlying areas	46,571	16,338	16,544	1,915	348	11,426

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1d. Students ages 14 through 21 with *emotional disturbance* served under IDEA, Part B, who exited school, by exit reason and state: 2004-05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	278	45	38	x	x	175
Alaska	68	20	x	x	x	43
Arizona	702	305	x	x	6	385
Arkansas	54	35	x	x	x	18
California	3,556	1,327	101	6	11	2,111
Colorado	665	318	41	x	x	284
Connecticut	974	498	x	21	x	454
Delaware	x	21	x	x	x	28
District of Columbia	-	-	-	-	-	-
Florida	3,039	807	747	x	x	1,470
Georgia	1,801	337	477	x	x	984
Hawaii	257	181	x	39	x	29
Idaho	113	53	x	x	x	55
Illinois	3,213	1,753	35	24	10	1,391
Indiana	1,828	420	77	19	12	1,300
Iowa	669	365	25	x	x	274
Kansas	477	218	x	9	x	249
Kentucky	482	214	5	x	x	261
Louisiana	294	48	40	x	x	197
Maine	422	148	9	x	x	262
Maryland	1,091	528	47	12	6	498
Massachusetts	1,176	581	36	x	x	554
Michigan	1,539	787	32	x	x	715
Minnesota	1,888	974	x	x	x	907
Mississippi	70	x	37	x	x	26
Missouri	787	315	15	x	x	441
Montana	103	33	x	x	x	69
Nebraska	214	94	x	x	x	116
Nevada	156	24	65	x	x	66
New Hampshire	542	203	7	x	x	330
New Jersey	2,145	1,105	x	21	x	1,010
New Mexico	192	53	x	x	x	109
New York	3,871	1,216	462	49	20	2,124
North Carolina	795	215	38	9	6	527
North Dakota	137	69	x	x	x	64
Ohio	1,819	496	448	x	x	660
Oklahoma	511	233	x	x	x	277
Oregon	432	138	45	x	x	238
Pennsylvania	2,017	1,560	8	30	7	412
Rhode Island	341	193	x	x	x	142
South Carolina	693	129	67	x	x	494
South Dakota	70	22	x	x	x	47
Tennessee	520	118	140	x	x	256
Texas	2,879	986	1,065	7	11	810
Utah	167	81	x	x	x	84
Vermont	248	111	6	x	x	130
Virginia	1,460	414	456	7	7	576
Washington	NS	NS	NS	NS	NS	NS
West Virginia	220	82	x	x	x	135
Wisconsin	1,872	962	87	34	12	777
Wyoming	155	36	x	x	x	116
BIA schools	66	22	5	x	x	38
50 states and D.C. (including BIA schools)	47,179	18,939	4,732	588	197	22,723
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	41	7	x	x	x	28
Virgin Islands	7	x	x	x	x	x
U.S. and outlying areas	47,229	18,947	4,737	591	198	22,756

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1e. Students ages 14 through 21 with *multiple disabilities* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	87	x	55	12	x	11
Alaska	31	17	10	x	x	x
Arizona	149	81	x	40	x	21
Arkansas	85	70	x	x	x	9
California	229	x	39	57	x	56
Colorado	156	74	8	54	7	13
Connecticut	114	61	6	16	7	24
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	x	x	x	x	x	x
Georgia	x	x	x	x	x	x
Hawaii	10	x	x	x	x	x
Idaho	26	14	x	x	x	6
Illinois	8	x	x	x	x	x
Indiana	60	x	27	x	9	17
Iowa	29	17	x	x	x	9
Kansas	240	145	x	15	x	72
Kentucky	264	94	69	x	x	89
Louisiana	30	x	x	x	9	13
Maine	264	155	20	x	x	83
Maryland	326	135	87	17	11	76
Massachusetts	199	106	29	5	11	48
Michigan	54	x	x	x	27	22
Minnesota	x	x	x	x	x	x
Mississippi	37	x	19	14	x	x
Missouri	56	44	x	x	x	x
Montana	58	37	x	x	x	14
Nebraska	17	x	x	7	x	x
Nevada	93	34	43	x	x	11
New Hampshire	17	x	x	x	x	11
New Jersey	2,310	1,450	x	125	x	712
New Mexico	53	13	33	x	x	6
New York	1,256	211	736	115	32	162
North Carolina	119	x	49	20	x	13
North Dakota	x	x	x	x	x	x
Ohio	556	126	358	18	14	40
Oklahoma	99	79	x	x	6	13
Oregon	x	x	x	x	x	x
Pennsylvania	131	111	x	7	9	x
Rhode Island	17	6	x	8	x	x
South Carolina	35	6	x	16	x	8
South Dakota	12	6	x	x	x	5
Tennessee	81	x	49	x	7	19
Texas	386	145	194	x	23	x
Utah	76	44	8	x	x	18
Vermont	x	x	x	x	x	x
Virginia	158	18	97	8	7	28
Washington	NS	NS	NS	NS	NS	NS
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x
BIA schools	7	x	x	x	x	x
50 states and D.C. (including BIA schools)	7,966	3,441	1,967	599	284	1,675
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	18	x	x	6	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	7,992	3,446	1,972	606	287	1,681

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1f. Students ages 14 through 21 with *hearing impairments* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	56	17	28	x	x	x
Alaska	9	8	x	x	x	x
Arizona	123	97	x	x	x	23
Arkansas	43	35	x	x	x	x
California	642	470	39	x	x	119
Colorado	90	70	x	11	x	x
Connecticut	49	46	x	x	x	x
Delaware	17	11	5	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	274	142	100	x	x	31
Georgia	121	36	67	x	x	x
Hawaii	21	14	x	x	x	x
Idaho	29	26	x	x	x	x
Illinois	196	164	x	5	x	26
Indiana	168	115	15	x	x	37
Iowa	58	46	x	x	x	11
Kansas	46	42	x	x	x	x
Kentucky	36	30	x	x	x	x
Louisiana	77	49	x	x	x	18
Maine	13	12	x	x	x	x
Maryland	86	80	x	x	x	x
Massachusetts	41	35	x	x	x	x
Michigan	162	149	x	x	x	10
Minnesota	129	109	x	x	x	18
Mississippi	24	10	13	x	x	x
Missouri	93	82	x	x	x	x
Montana	9	6	x	x	x	x
Nebraska	52	47	x	x	x	x
Nevada	35	15	16	x	x	x
New Hampshire	19	12	x	x	x	x
New Jersey	137	115	x	x	x	17
New Mexico	39	24	14	x	x	x
New York	284	164	58	x	x	55
North Carolina	99	74	7	x	x	16
North Dakota	7	6	x	x	x	x
Ohio	185	91	77	x	x	12
Oklahoma	73	63	x	x	x	x
Oregon	63	42	x	8	x	8
Pennsylvania	155	151	x	x	x	x
Rhode Island	10	x	x	x	x	x
South Carolina	181	145	17	x	x	11
South Dakota	5	x	x	x	x	x
Tennessee	75	34	24	x	x	x
Texas	336	150	160	x	x	24
Utah	17	10	x	x	x	5
Vermont	x	x	x	x	x	x
Virginia	103	51	41	x	x	9
Washington	NS	NS	NS	NS	NS	NS
West Virginia	30	25	x	x	x	x
Wisconsin	100	90	x	x	x	8
Wyoming	12	11	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	4,637	3,239	709	71	19	599
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	36	19	5	x	x	10
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	4,681	3,260	718	73	19	611

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1g. Students ages 14 through 21 with orthopedic impairments served under IDEA, Part B, who exited school, by exit reason and state: 2004-05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	38	15	21	x	x	x
Alaska	x	x	x	x	x	x
Arizona	32	25	x	x	x	5
Arkansas	x	x	x	x	x	x
California	526	245	87	48	37	109
Colorado	419	304	18	x	x	77
Connecticut	x	x	x	x	x	x
Delaware	78	46	7	x	x	22
District of Columbia	-	-	-	-	-	-
Florida	303	122	141	x	x	37
Georgia	62	28	27	x	x	x
Hawaii	6	5	x	x	x	x
Idaho	12	11	x	x	x	x
Illinois	153	133	x	x	6	9
Indiana	72	49	7	x	x	x
Iowa	71	51	x	x	x	14
Kansas	x	18	x	x	x	x
Kentucky	37	34	x	x	x	x
Louisiana	74	39	18	x	x	12
Maine	x	x	x	x	x	x
Maryland	27	21	5	x	x	x
Massachusetts	42	32	x	x	x	x
Michigan	390	308	x	x	6	71
Minnesota	65	58	x	x	x	6
Mississippi	31	10	17	x	x	x
Missouri	31	26	x	x	x	x
Montana	x	x	x	x	x	x
Nebraska	x	11	x	x	x	x
Nevada	14	6	7	x	x	x
New Hampshire	x	5	x	x	x	x
New Jersey	30	x	x	x	x	x
New Mexico	13	x	x	x	x	x
New York	116	85	x	x	x	x
North Carolina	61	43	8	x	x	7
North Dakota	10	8	x	x	x	x
Ohio	165	78	73	x	x	11
Oklahoma	x	x	x	x	x	x
Oregon	50	15	9	16	x	x
Pennsylvania	62	55	x	x	x	x
Rhode Island	5	x	x	x	x	x
South Carolina	46	14	20	x	x	9
South Dakota	x	x	x	x	x	x
Tennessee	59	25	26	x	x	x
Texas	306	154	115	x	x	28
Utah	x	x	x	x	x	x
Vermont	x	x	x	x	x	x
Virginia	43	31	9	x	x	x
Washington	NS	NS	NS	NS	NS	NS
West Virginia	12	7	x	x	x	x
Wisconsin	98	79	x	x	5	9
Wyoming	8	5	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	3,676	2,297	659	108	109	503
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	3,751	2,325	665	108	109	544

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1h. Students ages 14 through 21 with *other health impairments* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	285	96	86	x	x	98
Alaska	54	30	x	x	x	18
Arizona	240	160	x	13	x	63
Arkansas	464	354	5	x	x	103
California	1,626	1,064	45	8	15	494
Colorado	-	-	-	-	-	-
Connecticut	845	609	x	x	7	224
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	998	565	185	x	x	229
Georgia	1,260	494	392	x	x	367
Hawaii	97	81	x	x	x	9
Idaho	113	85	x	x	x	26
Illinois	784	634	x	x	7	137
Indiana	477	261	21	x	x	188
Iowa	36	17	x	x	x	12
Kansas	565	409	x	x	x	150
Kentucky	668	459	26	x	x	180
Louisiana	411	200	68	x	x	138
Maine	345	198	x	x	x	142
Maryland	626	437	18	5	7	159
Massachusetts	420	339	9	x	x	69
Michigan	540	433	14	x	x	90
Minnesota	787	614	x	x	x	171
Mississippi	102	48	45	x	x	8
Missouri	738	518	x	x	7	206
Montana	139	88	x	x	x	x
Nebraska	253	184	x	x	x	58
Nevada	133	42	60	x	x	29
New Hampshire	529	280	x	x	x	240
New Jersey	1,040	821	x	x	8	210
New Mexico	168	98	31	x	x	36
New York	2,202	1,474	214	11	12	491
North Carolina	1,192	774	57	x	x	352
North Dakota	83	51	x	x	x	30
Ohio	1,038	656	251	34	9	88
Oklahoma	464	329	x	x	x	131
Oregon	453	232	45	x	x	147
Pennsylvania	353	313	x	x	x	36
Rhode Island	259	186	x	x	x	70
South Carolina	374	127	59	x	x	176
South Dakota	59	32	x	x	x	25
Tennessee	841	335	213	x	x	285
Texas	2,746	1,458	877	x	x	373
Utah	116	96	x	x	x	17
Vermont	110	75	x	x	x	31
Virginia	1,573	654	555	x	x	357
Washington	NS	NS	NS	NS	NS	NS
West Virginia	228	151	x	x	x	71
Wisconsin	544	424	7	x	x	105
Wyoming	110	43	x	x	x	63
BIA schools	26	10	x	x	x	15
50 states and D.C. (including BIA schools)	27,517	17,039	3,324	141	245	6,768
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	116	x	6	x	x	46
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	27,637	17,095	3,331	144	252	6,815

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.



**Table 4-1i. Students ages 14 through 21 with *visual impairments* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	x	17	x	x	x	5
Alaska	7	x	x	x	x	x
Arizona	38	34	x	x	x	x
Arkansas	16	15	x	x	x	x
California	227	140	34	x	x	x
Colorado	x	24	x	x	x	x
Connecticut	17	13	x	x	x	x
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	80	60	14	x	x	x
Georgia	x	22	x	x	x	x
Hawaii	x	x	x	x	x	x
Idaho	x	x	x	x	x	x
Illinois	83	76	x	x	x	5
Indiana	67	37	x	x	x	24
Iowa	x	x	x	x	x	x
Kansas	20	x	x	x	x	x
Kentucky	x	24	x	x	x	x
Louisiana	30	21	5	x	x	x
Maine	6	x	x	x	x	x
Maryland	50	26	17	x	x	6
Massachusetts	x	x	x	x	x	x
Michigan	71	63	x	x	x	x
Minnesota	20	18	x	x	x	x
Mississippi	x	9	x	x	x	x
Missouri	40	37	x	x	x	x
Montana	7	x	x	x	x	x
Nebraska	15	12	x	x	x	x
Nevada	13	7	5	x	x	x
New Hampshire	11	8	x	x	x	x
New Jersey	24	x	x	x	x	x
New Mexico	16	13	x	x	x	x
New York	x	71	30	x	x	x
North Carolina	x	30	x	x	x	x
North Dakota	x	x	x	x	x	x
Ohio	x	50	24	x	x	x
Oklahoma	36	28	x	x	x	7
Oregon	x	x	x	7	x	x
Pennsylvania	64	62	x	x	x	x
Rhode Island	7	6	x	x	x	x
South Carolina	23	12	x	x	x	x
South Dakota	x	x	x	x	x	x
Tennessee	46	28	x	x	x	8
Texas	150	92	46	x	x	x
Utah	11	7	x	x	x	x
Vermont	5	x	x	x	x	x
Virginia	50	37	x	x	x	x
Washington	NS	NS	NS	NS	NS	NS
West Virginia	23	17	x	x	x	x
Wisconsin	46	42	x	x	x	x
Wyoming	6	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	1,766	1,283	242	35	14	192
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	30	18	x	x	x	10
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	1,799	1,302	243	36	14	204

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1j. Students ages 14 through 21 with autism served under IDEA, Part B, who exited school, by exit reason and state: 2004-05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	48	12	27	x	x	x
Alaska	8	6	x	x	x	x
Arizona	58	39	x	5	x	11
Arkansas	45	40	x	x	x	x
California	422	196	83	x	x	91
Colorado	25	x	x	x	x	x
Connecticut	47	39	x	6	x	x
Delaware	14	x	13	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	172	40	109	x	x	22
Georgia	100	27	59	x	x	x
Hawaii	11	8	x	x	x	x
Idaho	22	16	x	x	x	x
Illinois	150	112	x	18	x	16
Indiana	165	82	36	x	x	30
Iowa	82	60	6	x	x	13
Kansas	24	20	x	x	x	x
Kentucky	31	x	13	x	x	x
Louisiana	x	8	5	x	x	x
Maine	32	27	x	x	x	x
Maryland	137	81	38	13	x	x
Massachusetts	85	69	9	x	x	5
Michigan	111	91	5	x	x	14
Minnesota	191	170	x	x	x	16
Mississippi	14	5	5	x	x	x
Missouri	99	90	x	x	x	x
Montana	9	x	x	x	x	x
Nebraska	26	17	x	7	x	x
Nevada	29	5	23	x	x	x
New Hampshire	32	24	x	x	x	6
New Jersey	122	80	x	30	x	x
New Mexico	x	10	x	x	x	x
New York	243	68	122	x	x	35
North Carolina	134	67	40	15	x	x
North Dakota	11	8	x	x	x	x
Ohio	160	80	68	x	x	8
Oklahoma	40	36	x	x	x	x
Oregon	157	61	33	39	x	x
Pennsylvania	122	118	x	x	x	x
Rhode Island	11	10	x	x	x	x
South Carolina	43	x	24	12	x	x
South Dakota	6	x	x	x	x	x
Tennessee	x	12	21	x	x	11
Texas	255	107	138	x	x	x
Utah	24	15	x	x	x	x
Vermont	x	x	x	x	x	x
Virginia	122	42	65	x	x	10
Washington	NS	NS	NS	NS	NS	NS
West Virginia	16	8	5	x	x	x
Wisconsin	81	66	x	5	x	9
Wyoming	5	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	3,823	2,126	974	289	21	413
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	5	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	3,830	2,129	974	291	21	415

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-1k. Students ages 14 through 21 with *deaf-blindness* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	x	x	x	x	x	x
Alaska	x	x	x	x	x	x
Arizona	6	x	x	x	x	x
Arkansas	x	x	x	x	x	x
California	13	x	x	x	x	x
Colorado	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	x	x	x	x	x	x
Georgia	x	x	x	x	x	x
Hawaii	x	x	x	x	x	x
Idaho	x	x	x	x	x	x
Illinois	5	x	x	x	x	x
Indiana	x	x	x	x	x	x
Iowa	x	x	x	x	x	x
Kansas	x	x	x	x	x	x
Kentucky	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x
Maine	x	x	x	x	x	x
Maryland	x	x	x	x	x	x
Massachusetts	x	x	x	x	x	x
Michigan	x	x	x	x	x	x
Minnesota	x	x	x	x	x	x
Mississippi	x	x	x	x	x	x
Missouri	6	x	x	x	x	x
Montana	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x
Nevada	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x
New Jersey	5	x	x	x	x	x
New Mexico	x	x	x	x	x	x
New York	x	x	x	x	x	x
North Carolina	x	x	x	x	x	x
North Dakota	x	x	x	x	x	x
Ohio	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x
Oregon	x	x	x	x	x	x
Pennsylvania	x	x	x	x	x	x
Rhode Island	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x
Tennessee	x	x	x	x	x	x
Texas	x	x	x	x	x	x
Utah	x	x	x	x	x	x
Vermont	x	x	x	x	x	x
Virginia	x	x	x	x	x	x
Washington	NS	NS	NS	NS	NS	NS
West Virginia	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	94	51	13	9	3	18
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	95	51	13	9	3	19

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-11. Students ages 14 through 21 with *traumatic brain injury* served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age	Died	Dropped out <sup>b</sup>
Alabama	52	16	15	x	x	15
Alaska	7	6	x	x	x	x
Arizona	42	29	x	x	x	12
Arkansas	17	16	x	x	x	x
California	137	72	x	x	x	48
Colorado	42	28	x	6	x	5
Connecticut	12	9	x	x	x	x
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	75	34	22	x	x	18
Georgia	54	x	28	x	x	x
Hawaii	6	5	x	x	x	x
Idaho	24	18	x	x	x	x
Illinois	81	60	x	x	x	16
Indiana	70	39	9	x	x	19
Iowa	22	15	x	x	x	x
Kansas	30	20	x	x	x	7
Kentucky	29	20	x	x	x	5
Louisiana	19	7	9	x	x	x
Maine	6	x	x	x	x	x
Maryland	x	x	7	x	x	x
Massachusetts	191	162	5	x	x	22
Michigan	x	x	x	x	x	x
Minnesota	42	34	x	x	x	x
Mississippi	14	6	7	x	x	x
Missouri	33	x	x	x	x	8
Montana	10	x	x	x	x	5
Nebraska	27	21	x	x	x	x
Nevada	18	6	9	x	x	x
New Hampshire	10	x	x	x	x	6
New Jersey	198	145	x	9	x	43
New Mexico	17	13	x	x	x	x
New York	179	87	44	9	5	34
North Carolina	41	30	6	x	x	x
North Dakota	5	x	x	x	x	x
Ohio	88	x	30	x	x	11
Oklahoma	35	30	x	x	x	x
Oregon	44	19	x	8	x	11
Pennsylvania	97	92	x	x	x	x
Rhode Island	x	x	x	x	x	x
South Carolina	x	5	5	x	x	x
South Dakota	x	x	x	x	x	x
Tennessee	46	21	17	x	x	x
Texas	x	x	40	x	x	x
Utah	28	20	x	x	x	5
Vermont	x	x	x	x	x	x
Virginia	x	x	23	x	x	10
Washington	NS	NS	NS	NS	NS	NS
West Virginia	20	15	x	x	x	x
Wisconsin	x	x	x	x	x	x
Wyoming	9	5	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	2,132	1,339	308	61	29	395
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	2,132	1,339	308	61	29	395

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-2. Students ages 14 through 21 served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	7,086	128	41	-	263	6,654
15	11,645	51	44	-	334	11,216
16	24,563	1,718	632	-	393	21,820
17	124,885	78,786	16,074	-	389	29,636
18	142,116	91,080	24,930	703	255	25,148
19	50,510	28,891	10,600	412	141	10,466
20	16,321	7,344	4,241	1,169	74	3,493
21	10,663	3,035	3,442	2,915	48	1,223
14-21	387,789	211,033	60,004	5,199	1,897	109,656

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2a. Students ages 14 through 21 with specific learning disabilities served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	3,813	13	22	-	69	3,709
15	6,495	31	26	-	111	6,327
16	13,865	1,034	338	-	136	12,357
17	81,691	54,819	9,561	-	161	17,150
18	90,455	61,627	13,789	318	83	14,638
19	28,978	17,941	4,842	195	21	5,979
20	5,969	3,033	896	205	6	1,829
21	2,136	673	236	610	4	613
14-21	233,402	139,171	29,710	1,328	591	62,602

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2b. Students ages 14 through 21 with *speech or language impairments* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	300	0	5	-	4	291
15	319	1	2	-	5	311
16	492	68	15	-	6	403
17	2,946	2,193	233	-	7	513
18	3,193	2,417	347	4	3	422
19	1,117	796	134	1	1	185
20	216	119	43	8	0	46
21	87	36	10	24	0	17
14-21	8,670	5,630	789	37	26	2,188

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2c. Students ages 14 through 21 with *mental retardation* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	593	1	1	-	53	538
15	1,044	5	3	-	53	983
16	2,208	48	57	-	64	2,039
17	8,563	2,975	2,810	-	50	2,728
18	16,071	6,747	6,216	188	56	2,864
19	8,480	3,391	3,505	102	40	1,442
20	5,106	1,998	1,976	524	18	590
21	4,506	1,173	1,976	1,101	14	242
14-21	46,571	16,338	16,544	1,915	348	11,426

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2d. Students ages 14 through 21 with *emotional disturbance* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	1,339	1	8	-	28	1,302
15	2,577	8	8	-	44	2,517
16	5,446	313	146	-	43	4,944
17	15,794	7,697	1,653	-	51	6,393
18	14,542	7,581	1,864	155	20	4,922
19	5,124	2,462	714	86	7	1,855
20	1,648	688	226	109	4	621
21	759	197	118	241	1	202
14-21	47,229	18,947	4,737	591	198	22,756

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2e. Students ages 14 through 21 with *multiple disabilities* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	138	0	1	-	35	102
15	194	0	0	-	40	154
16	397	16	7	-	60	314
17	1,461	812	211	-	37	401
18	1,963	1,177	373	12	37	364
19	1,129	547	348	2	31	201
20	1,186	430	503	114	29	110
21	1,524	464	529	478	18	35
14-21	7,992	3,446	1,972	606	287	1,681

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2f. Students ages 14 through 21 with *hearing impairments* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	173	113	0	-	5	55
15	58	0	0	-	5	53
16	115	30	4	-	1	80
17	1,358	1,068	149	-	2	139
18	1,741	1,314	268	2	4	153
19	764	508	165	5	2	84
20	309	159	95	19	0	36
21	163	68	37	47	0	11
14-21	4,681	3,260	718	73	19	611

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2g. Students ages 14 through 21 with *orthopedic impairments* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	75	0	0	-	13	62
15	70	0	2	-	17	51
16	128	23	1	-	19	85
17	1,006	745	128	-	20	113
18	1,289	955	212	0	14	108
19	574	378	124	0	12	60
20	313	147	88	30	7	41
21	296	77	110	78	7	24
14-21	3,751	2,325	665	108	109	544

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.



**Table 4-2h. Students ages 14 through 21 with *other health impairments* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	539	0	1	-	47	491
15	769	6	3	-	46	714
16	1,718	157	56	-	58	1,447
17	10,070	6,957	1,084	-	47	1,982
18	10,338	7,378	1,446	21	24	1,469
19	3,199	2,119	516	15	20	529
20	703	384	133	43	7	136
21	301	94	92	65	3	47
14-21	27,637	17,095	3,331	144	252	6,815

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2i. Students ages 14 through 21 with *visual impairments* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	12	0	1	-	1	10
15	28	0	0	-	2	26
16	43	10	1	-	3	29
17	612	516	38	-	3	55
18	589	484	63	1	3	38
19	259	188	44	2	1	24
20	154	75	51	8	0	20
21	102	29	45	25	1	2
14-21	1,799	1,302	243	36	14	204

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2j. Students ages 14 through 21 with *autism* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	72	0	2	-	4	66
15	50	0	0	-	4	46
16	73	11	5	-	0	57
17	795	588	136	-	5	66
18	1,081	783	233	0	3	62
19	512	322	135	1	3	51
20	576	239	198	91	2	46
21	671	186	265	199	0	21
14-21	3,830	2,129	974	291	21	415

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2k. Students ages 14 through 21 with *deaf-blindness* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004–05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	3	0	0	-	1	2
15	2	0	0	-	0	2
16	4	1	0	-	0	3
17	18	10	2	-	1	5
18	24	18	3	0	0	3
19	13	8	3	0	0	2
20	12	6	1	2	1	2
21	19	8	4	7	0	0
14-21	95	51	13	9	3	19

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-2l. Students ages 14 through 21 with *traumatic brain injury* served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason and age: 2004-05<sup>b</sup>**

Age	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>c</sup>	Died	Dropped out <sup>d</sup>
14	29	0	0	-	3	26
15	39	0	0	-	7	32
16	74	7	2	-	3	62
17	571	406	69	-	5	91
18	830	599	116	2	8	105
19	361	231	70	3	3	54
20	129	66	31	16	0	16
21	99	30	20	40	0	9
14-21	2,132	1,339	308	61	29	395

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB 1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from a cumulative 12-month reporting period.

<sup>c</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>d</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

- Data not available. OSEP did not collect maximum age data for students younger than 18.

**Table 4-3. Students ages 14 through 22+ served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason, reporting year and student's age: 1995-96 through 2004-05<sup>b</sup>**

Graduated with a diploma										
Reporting year										
Age	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 <sup>c</sup>	2002-03 <sup>c</sup>	2003-04 <sup>c</sup>	2004-05 <sup>d</sup>
14	42	25	73	46	23	17	-	-	-	128
15	61	32	60	49	25	77	-	-	-	51
16	403	407	686	530	915	1,174	1,506	1,577	1,633	1,718
17	16,193	17,224	25,504	26,321	30,552	42,803	52,906	60,392	73,370	78,786
18	53,523	56,647	66,310	69,806	76,335	80,299	87,936	90,479	94,921	91,080
19	40,208	43,521	40,973	40,432	41,566	37,143	36,059	32,797	32,548	28,891
20	10,222	10,470	9,321	8,247	8,616	8,284	7,579	7,397	7,855	7,344
21	3,692	4,757	4,148	3,695	3,943	3,956	4,188	3,553	3,613	3,035
14-21	124,344	133,083	147,075	149,126	161,975	173,753	190,174	196,195	213,940	211,033
22+	1,707	1,527	867	657	823	607	777	712	682	-

Received a certificate										
Reporting year										
Age	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 <sup>d</sup>
14	114	63	82	52	8	29	131	60	52	41
15	114	47	52	56	20	34	123	66	48	44
16	234	128	152	189	202	218	370	433	614	632
17	2,285	2,616	3,088	3,301	3,517	4,746	6,109	10,726	14,181	16,074
18	9,150	10,417	11,397	11,708	12,816	13,002	14,376	19,906	21,036	24,930
19	7,849	8,701	8,464	8,349	9,561	8,831	8,225	8,966	8,155	10,600
20	3,199	3,293	3,630	2,925	3,656	3,445	3,050	3,833	3,836	4,241
21	2,354	2,452	2,300	2,026	2,244	2,260	2,160	2,679	3,090	3,442
14-21	25,299	27,717	29,165	28,606	32,024	32,565	34,544	46,669	51,012	60,004
22+	838	891	744	772	942	1,102	1,066	1,047	873	-

Reached maximum age <sup>e</sup>										
Reporting year										
Age	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 <sup>f</sup>	2002-03 <sup>f</sup>	2003-04 <sup>f</sup>	2004-05 <sup>d,g</sup>
14	1	2	0	0	1	5	-	-	-	-
15	16	2	3	1	7	4	-	-	-	-
16	20	5	6	5	15	8	-	-	-	-
17	23	21	19	42	66	48	-	-	-	-
18	116	97	166	244	899	777	-	-	-	703
19	91	55	119	109	510	418	-	-	-	412
20	365	523	527	761	883	982	559	820	1,053	1,169
21	1,953	2,152	2,059	2,131	2,726	2,651	3,142	2,842	2,679	2,915
14-21	2,585	2,857	2,899	3,293	5,107	4,893	3,701	3,662	3,732	5,199
22+	1,591	1,539	1,708	1,560	1,826	1,143	1,089	1,297	1,401	-

Died										
Reporting year										
Age	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 <sup>d</sup>
14	232	223	248	228	207	247	292	266	284	263
15	247	262	268	281	337	312	316	302	307	334
16	272	297	315	316	322	339	356	379	366	393
17	249	305	292	320	340	340	323	355	357	389
18	246	211	224	224	239	266	285	255	266	255
19	128	111	136	146	130	139	117	131	156	141
20	70	79	86	95	97	77	76	103	91	74
21	98	90	92	69	81	59	50	51	60	48
14-21	1,542	1,578	1,661	1,679	1,753	1,779	1,815	1,842	1,887	1,897
22+	21	83	60	28	26	26	26	26	22	-

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 1995-96 through 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from cumulative 12-month reporting periods.

<sup>c</sup>During this reporting period, OSEP did not collect graduation data for students younger than 16.

<sup>d</sup>In 2004-05, states had the option to not report exiting data for students in the 22+ age range.

<sup>e</sup>Children may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>f</sup>During this reporting period, OSEP did not collect maximum age data for students younger than 20.

<sup>g</sup>During this reporting period, OSEP did not collect maximum age data for students younger than 18.

- Data not available.

Continued on next page

**Table 4-3. Students ages 14 through 22+ served under IDEA, Part B, in the U.S. and outlying areas<sup>a</sup> who exited school, by exit reason, reporting year and student's age: 1995–96 through 2004–05<sup>b</sup> (continued)**

Dropped out <sup>c</sup>										
Reporting year										
Age	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 <sup>d</sup>
14	13,323	13,913	13,263	13,207	14,332	14,121	13,122	10,579	9,613	6,654
15	17,887	18,336	17,270	17,444	18,122	19,292	18,018	15,043	14,459	11,216
16	29,637	30,030	29,497	28,518	31,384	31,739	29,299	26,106	24,360	21,820
17	31,319	32,330	34,110	32,026	34,985	35,785	34,333	31,915	31,282	29,636
18	27,115	27,590	28,950	27,123	28,723	29,123	27,787	25,882	26,032	25,148
19	12,788	13,635	13,103	11,951	13,248	12,897	11,932	10,752	11,030	10,466
20	4,796	4,880	4,634	3,982	4,718	4,502	3,995	3,802	3,900	3,493
21	1,806	2,589	1,466	1,431	2,014	1,616	1,386	1,469	1,416	1,223
14-21	138,671	143,303	142,293	135,682	147,526	149,075	139,872	125,548	122,092	109,656
22+	445	432	451	630	893	404	343	367	438	-

Exiting total										
Reporting year										
Age	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 <sup>d</sup>
14	13,712	14,226	13,666	13,533	14,571	14,419	13,545	10,905	9,949	7,086
15	18,325	18,679	17,653	17,831	18,511	19,719	18,457	15,411	14,814	11,645
16	30,566	30,867	30,656	29,558	32,838	33,478	31,531	28,495	26,973	24,563
17	50,069	52,496	63,013	62,010	69,460	83,722	93,671	103,388	119,190	124,885
18	90,150	94,962	107,047	109,105	119,012	123,467	130,384	136,522	142,255	142,116
19	61,064	66,023	62,795	60,987	65,015	59,428	56,333	52,646	51,889	50,510
20	18,652	19,245	18,198	16,010	17,970	17,290	15,259	15,955	16,735	16,321
21	9,903	12,040	10,065	9,352	11,008	10,542	10,926	10,594	10,858	10,663
14-21	292,441	308,538	323,093	318,386	348,385	362,065	370,106	373,916	392,663	387,789
22+	4,602	4,472	3,830	3,647	4,510	3,282	3,301	3,449	3,416	-

<sup>a</sup>Includes the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>b</sup>Data are from cumulative 12-month reporting periods.

<sup>c</sup>*Dropped out* is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting year and did not exit through any of the other bases described. In 2004-05, the data collection category *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The *dropped out* category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

<sup>d</sup>In 2004-05, states had the option to not report exiting data for students in the 22+ age range

- Data not available.

**Table 4-4a. American Indian/Alaska Native students ages 14 through 21 served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>b</sup>	Died	Dropped out <sup>c</sup>
Alabama	24	x	9	x	x	11
Alaska	276	89	56	x	x	128
Arizona	700	352	x	12	x	332
Arkansas	19	12	x	x	x	x
California	424	237	17	x	x	166
Colorado	70	47	x	x	x	19
Connecticut	16	11	x	x	x	x
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	102	42	26	x	x	30
Georgia	11	x	x	x	x	8
Hawaii	7	5	x	x	x	x
Idaho	54	30	x	x	x	x
Illinois	20	15	x	x	x	x
Indiana	29	8	x	x	x	x
Iowa	35	20	x	x	x	x
Kansas	67	32	x	x	x	32
Kentucky	x	x	x	x	x	x
Louisiana	51	8	10	x	x	32
Maine	22	6	x	x	x	15
Maryland	26	13	x	x	x	10
Massachusetts	44	29	x	x	x	10
Michigan	144	79	x	x	x	62
Minnesota	294	134	x	x	x	158
Mississippi	7	x	x	x	x	x
Missouri	21	13	x	x	x	x
Montana	248	127	x	x	x	116
Nebraska	87	35	x	x	x	x
Nevada	60	12	29	x	x	x
New Hampshire	11	x	x	x	x	x
New Jersey	42	24	x	x	x	x
New Mexico	267	122	80	x	x	62
New York	134	43	28	x	x	61
North Carolina	84	48	x	x	x	29
North Dakota	104	42	x	x	x	61
Ohio	38	13	13	x	x	x
Oklahoma	1,091	732	x	x	x	356
Oregon	116	51	x	x	x	50
Pennsylvania	22	x	x	x	x	x
Rhode Island	22	14	x	x	x	x
South Carolina	7	x	x	x	x	x
South Dakota	170	31	x	x	x	136
Tennessee	10	x	6	x	x	x
Texas	118	55	48	x	x	x
Utah	65	46	x	x	x	16
Vermont	6	x	x	x	x	x
Virginia	30	11	5	x	x	x
Washington	NS	NS	NS	NS	NS	NS
West Virginia	x	x	x	x	x	x
Wisconsin	243	122	x	9	x	105
Wyoming	59	18	x	x	x	39
BIA schools	599	239	x	x	x	317
50 states and D.C. (including BIA schools)	6,106	3,015	418	48	38	2,587
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	6,106	3,015	418	48	38	2,587

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>c</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category moved, not known to be continuing was eliminated and exiters who moved and were not known to be continuing in an education program were added to the dropped out category. The dropped out category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-4b. Asian/Pacific Islander students ages 14 through 21 served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>b</sup>	Died	Dropped out <sup>c</sup>
Alabama	12	x	9	x	x	x
Alaska	34	25	x	x	x	5
Arizona	66	50	x	x	x	15
Arkansas	17	16	x	x	x	x
California	1,585	1,031	153	x	x	328
Colorado	64	50	x	x	x	6
Connecticut	42	35	x	x	x	x
Delaware	x	x	x	x	x	x
District of Columbia	-	-	-	-	-	-
Florida	153	76	58	x	x	18
Georgia	81	x	x	x	x	17
Hawaii	1,136	931	55	71	7	72
Idaho	15	7	x	x	x	x
Illinois	234	177	x	x	x	x
Indiana	19	10	x	x	x	x
Iowa	53	37	x	x	x	x
Kansas	37	28	x	x	x	7
Kentucky	x	x	x	x	x	x
Louisiana	9	5	x	x	x	x
Maine	15	7	x	x	x	x
Maryland	110	87	x	x	x	10
Massachusetts	158	114	x	x	x	31
Michigan	135	94	x	x	x	38
Minnesota	211	142	x	x	x	68
Mississippi	5	x	x	x	x	x
Missouri	30	24	x	x	x	x
Montana	11	8	x	x	x	x
Nebraska	27	22	x	x	x	x
Nevada	80	14	57	x	x	x
New Hampshire	5	x	x	x	x	x
New Jersey	303	249	x	x	x	x
New Mexico	13	7	x	x	x	x
New York	498	245	127	x	x	113
North Carolina	51	30	x	x	x	11
North Dakota	7	x	x	x	x	x
Ohio	84	33	45	x	x	x
Oklahoma	52	39	x	x	x	11
Oregon	80	42	x	13	x	15
Pennsylvania	111	x	x	x	x	x
Rhode Island	20	9	x	x	x	x
South Carolina	11	x	x	x	x	x
South Dakota	9	x	x	x	x	x
Tennessee	20	x	6	x	x	x
Texas	261	109	130	x	x	x
Utah	51	36	x	x	x	12
Vermont	x	x	x	x	x	x
Virginia	198	112	47	x	x	x
Washington	NS	NS	NS	NS	NS	NS
West Virginia	x	x	x	x	x	x
Wisconsin	155	130	x	x	x	16
Wyoming	6	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	6,296	4,204	799	207	39	1,047
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	37	x	7	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	6,445	4,302	811	208	42	1,082

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>c</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category moved, not known to be continuing was eliminated and exiters who moved and were not known to be continuing in an education program were added to the dropped out category. The dropped out category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-4c. Black (not Hispanic) students ages 14 through 21 served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>b</sup>	Died	Dropped out <sup>c</sup>
Alabama	2,591	316	1,320	104	15	836
Alaska	43	27	x	x	x	15
Arizona	463	256	x	x	x	197
Arkansas	1,088	788	30	x	x	265
California	5,890	2,693	214	68	22	2,893
Colorado	287	185	x	26	x	69
Connecticut	741	402	x	25	x	300
Delaware	356	233	24	x	x	93
District of Columbia	-	-	-	-	-	-
Florida	6,601	1,844	2,403	x	x	2,316
Georgia	4,563	685	2,373	x	x	1,491
Hawaii	19	10	x	x	x	x
Idaho	18	13	x	x	x	x
Illinois	4,537	2,704	94	65	27	1,647
Indiana	1,391	379	158	16	11	827
Iowa	450	224	7	x	x	211
Kansas	544	341	x	13	x	188
Kentucky	652	357	47	x	x	244
Louisiana	2,345	467	691	x	x	1,158
Maine	36	22	x	x	x	x
Maryland	2,674	1,249	247	66	24	1,088
Massachusetts	1,065	625	56	x	x	374
Michigan	2,268	1,169	31	x	x	1,058
Minnesota	863	365	x	x	x	495
Mississippi	1,884	458	1,097	x	x	310
Missouri	2,309	1,289	37	73	17	893
Montana	11	7	x	x	x	x
Nebraska	220	117	x	11	x	87
Nevada	457	41	277	x	x	136
New Hampshire	30	x	x	x	x	17
New Jersey	4,449	2,748	x	76	x	1,601
New Mexico	110	54	x	x	x	x
New York	6,683	1,984	1,612	134	27	2,926
North Carolina	3,783	1,881	544	43	26	1,289
North Dakota	11	x	x	x	x	x
Ohio	4,206	975	1,839	234	18	1,140
Oklahoma	856	583	x	x	x	270
Oregon	146	61	23	x	x	45
Pennsylvania	2,230	1,995	x	52	x	175
Rhode Island	113	82	x	x	x	28
South Carolina	3,477	783	1,068	68	18	1,540
South Dakota	13	x	x	x	x	12
Tennessee	2,501	547	1,205	5	15	729
Texas	6,186	2,372	2,760	12	30	1,012
Utah	42	30	x	x	x	10
Vermont	x	6	x	x	x	x
Virginia	3,223	712	1,587	21	18	885
Washington	NS	NS	NS	NS	NS	NS
West Virginia	154	103	x	x	x	39
Wisconsin	1,289	606	20	51	8	604
Wyoming	16	x	x	x	x	x
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	84,196	33,012	19,894	1,244	452	29,594
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	84,307	33,041	19,941	1,248	453	29,624

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>c</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category moved, not known to be continuing was eliminated and exiters who moved and were not known to be continuing in an education program were added to the dropped out category. The dropped out category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.



**Table 4-4d. Hispanic students ages 14 through 21 served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>b</sup>	Died	Dropped out <sup>c</sup>
Alabama	66	45	13	x	x	x
Alaska	33	17	x	x	x	15
Arizona	2,423	1,218	x	53	x	1,139
Arkansas	107	67	x	x	x	36
California	14,705	8,352	678	172	48	5,455
Colorado	862	493	23	55	10	281
Connecticut	834	405	7	18	8	396
Delaware	40	30	x	x	x	6
District of Columbia	-	-	-	-	-	-
Florida	3,786	1,437	997	x	x	1,339
Georgia	323	79	116	x	x	127
Hawaii	58	49	x	5	x	x
Idaho	196	106	x	x	x	84
Illinois	2,151	1,458	16	34	6	637
Indiana	297	82	36	x	x	176
Iowa	219	123	x	x	x	94
Kansas	322	184	x	5	x	132
Kentucky	33	19	x	x	x	13
Louisiana	42	23	x	x	x	x
Maine	14	11	x	x	x	x
Maryland	232	176	16	x	x	36
Massachusetts	1,239	534	84	x	x	617
Michigan	286	160	6	x	x	117
Minnesota	273	132	x	x	x	140
Mississippi	13	x	7	x	x	x
Missouri	142	98	x	x	x	42
Montana	42	22	x	x	x	x
Nebraska	181	99	x	5	x	71
Nevada	515	63	315	x	x	134
New Hampshire	56	x	x	x	x	37
New Jersey	2,760	1,768	x	38	x	942
New Mexico	1,325	660	392	x	x	270
New York	5,088	1,511	1,075	63	19	2,420
North Carolina	247	119	21	x	x	102
North Dakota	14	x	x	x	x	7
Ohio	335	72	143	x	x	99
Oklahoma	270	161	x	x	x	107
Oregon	448	161	72	x	x	195
Pennsylvania	686	566	x	25	x	86
Rhode Island	170	110	x	x	x	56
South Carolina	80	x	23	x	x	43
South Dakota	15	x	x	x	x	x
Tennessee	88	x	25	x	x	41
Texas	12,296	4,636	4,859	x	x	2,734
Utah	271	187	8	x	x	71
Vermont	x	x	x	x	x	x
Virginia	540	220	156	x	x	160
Washington	NS	NS	NS	NS	NS	NS
West Virginia	11	6	x	x	x	x
Wisconsin	386	229	9	x	x	141
Wyoming	85	31	x	x	x	52
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	54,631	26,007	9,135	544	230	18,715
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	23	x	x	x	x	15
U.S. and outlying areas	57,436	27,035	9,441	667	254	20,039

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>c</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category moved, not known to be continuing was eliminated and exiters who moved and were not known to be continuing in an education program were added to the dropped out category. The dropped out category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 4-4e. White (not Hispanic) students ages 14 through 21 served under IDEA, Part B, who exited school, by exit reason and state: 2004–05<sup>a</sup>**

State	Exiting total	Graduated with diploma	Received a certificate	Reached maximum age <sup>b</sup>	Died	Dropped out <sup>c</sup>
Alabama	3,071	771	991	50	17	1,242
Alaska	414	258	22	x	x	129
Arizona	3,324	2,274	x	85	x	945
Arkansas	2,620	2,020	48	x	x	538
California	13,156	8,550	662	249	65	3,630
Colorado	2,725	2,024	92	96	15	498
Connecticut	3,198	2,477	16	42	8	655
Delaware	438	304	41	x	x	88
District of Columbia	-	-	-	-	-	-
Florida	11,813	5,765	3,002	x	x	2,986
Georgia	5,514	2,019	1,643	x	x	1,830
Hawaii	207	175	10	x	x	13
Idaho	1,405	961	21	19	8	396
Illinois	10,656	8,162	81	135	42	2,236
Indiana	8,954	3,829	799	96	53	4,177
Iowa	4,711	3,234	196	25	20	1,236
Kansas	3,151	2,297	x	41	x	793
Kentucky	4,191	2,607	320	25	32	1,207
Louisiana	1,827	767	386	x	x	650
Maine	2,527	1,568	48	x	x	885
Maryland	3,586	2,448	300	55	20	763
Massachusetts	6,724	5,086	274	12	25	1,327
Michigan	8,979	6,697	253	x	x	1,967
Minnesota	5,657	4,349	x	24	x	1,267
Mississippi	987	345	439	7	6	190
Missouri	6,631	4,825	32	83	23	1,668
Montana	1,105	780	x	x	6	312
Nebraska	2,018	1,498	39	64	18	399
Nevada	1,305	373	633	x	x	290
New Hampshire	2,995	1,548	x	x	x	1,402
New Jersey	9,469	7,534	x	150	x	1,760
New Mexico	895	532	193	x	x	168
New York	15,336	9,009	2,630	209	67	3,421
North Carolina	5,210	3,267	373	70	41	1,459
North Dakota	775	573	8	x	x	165
Ohio	13,582	5,294	5,441	847	47	1,953
Oklahoma	4,217	2,990	x	x	14	1,211
Oregon	3,784	1,793	544	222	16	1,209
Pennsylvania	12,131	10,710	21	78	35	1,287
Rhode Island	1,482	1,105	x	21	x	347
South Carolina	3,303	1,135	526	64	27	1,551
South Dakota	478	295	14	x	x	162
Tennessee	5,763	2,183	1,648	12	33	1,887
Texas	12,668	6,267	4,848	x	x	1,484
Utah	1,977	1,387	60	19	7	504
Vermont	842	527	x	x	x	292
Virginia	6,471	2,821	2,329	32	20	1,269
Washington	NS	NS	NS	NS	NS	NS
West Virginia	3,128	2,057	160	x	x	887
Wisconsin	7,300	5,759	182	103	42	1,214
Wyoming	785	383	x	16	x	374
BIA schools	x	x	x	x	x	x
50 states and D.C. (including BIA schools)	233,494	143,640	29,392	3,028	1,110	56,324
American Samoa	x	x	x	x	x	x
Guam	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x
U.S. and outlying areas	233,495	143,640	29,393	3,028	1,110	56,324

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Children with Disabilities Exiting Special Education," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Exiting Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>c</sup>Dropped out is defined as the total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period and did not exit through any of the other bases described. In 2004-05, the data collection category moved, not known to be continuing was eliminated and exiters who moved and were not known to be continuing in an education program were added to the dropped out category. The dropped out category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

x Data suppressed to limit disclosure.

- Data not available.

NS Data not submitted.

**Table 5-1. Children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004-05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	50	25	1,919	1,735
Alaska	30	7	282	221
Arizona	452	x	825	608
Arkansas	22	x	438	350
California	319	x	319	61
Colorado	25	15	1,656	1,119
Connecticut	x	16	1,571	1,453
Delaware	6	x	482	464
District of Columbia	26	x	x	x
Florida	58	x	9,679	9,679
Georgia	169	x	1,351	1,219
Hawaii	x	x	232	114
Idaho	25	5	43	24
Illinois	422	232	1,867	1,507
Indiana	496	x	1,572	1,112
Iowa	11	17	429	423
Kansas	91	22	478	413
Kentucky	10	x	305	265
Louisiana	285	x	982	918
Maine	65	22	87	48
Maryland	82	x	2,195	1,461
Massachusetts	18	30	789	508
Michigan	191	154	2,997	2,375
Minnesota	20	x	80	7
Mississippi	23	x	521	413
Missouri	232	x	1,351	1,127
Montana	33	x	92	62
Nebraska	27	x	581	471
Nevada	493	x	1,095	987
New Hampshire	x	x	220	204
New Jersey	43	x	1,216	1,164
New Mexico	913	x	527	469
New York	389	164	5,504	4,317
North Carolina	57	7	1,880	1,679
North Dakota	7	6	x	x
Ohio	1,768	202	912	668
Oklahoma	359	x	1,338	687
Oregon	126	x	507	236
Pennsylvania	847	16	2,532	2,337
Rhode Island	x	x	486	472
South Carolina	289	26	1,750	1,445
South Dakota	11	x	70	61
Tennessee	127	40	496	305
Texas	3,135	146	5,732	5,092
Utah	372	50	853	587
Vermont	x	x	49	41
Virginia	61	x	4,933	3,898
Washington	626	x	1,689	1,105
West Virginia	10	x	925	910
Wisconsin	175	x	1,909	1,673
Wyoming	x	x	40	15
BIA schools	54	x	176	86
50 states and D.C. (including BIA schools)	13,059	1,222	67,966	56,595
American Samoa	x	x	x	x
Guam	33	x	84	84
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	10	x
U.S. and outlying areas	13,095	1,222	68,066	56,683

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1a. Children and students ages 3 through 21 with *specific learning disabilities* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	40	14	1,237	1,111
Alaska	16	5	168	123
Arizona	294	x	581	423
Arkansas	11	x	222	178
California	268	x	268	42
Colorado	14	x	680	441
Connecticut	x	11	588	528
Delaware	x	x	271	262
District of Columbia	22	x	x	x
Florida	40	x	4,560	4,560
Georgia	52	x	392	365
Hawaii	x	x	113	48
Idaho	20	x	33	18
Illinois	228	107	908	708
Indiana	250	x	652	436
Iowa	9	11	233	229
Kansas	43	14	195	157
Kentucky	x	x	66	55
Louisiana	152	x	490	456
Maine	27	7	34	14
Maryland	22	x	936	589
Massachusetts	7	18	402	240
Michigan	103	80	1,542	1,203
Minnesota	x	x	22	x
Mississippi	20	x	375	291
Missouri	157	x	720	533
Montana	21	x	68	46
Nebraska	17	x	245	186
Nevada	367	x	780	709
New Hampshire	x	x	74	67
New Jersey	20	x	709	677
New Mexico	564	x	299	266
New York	211	108	2,585	1,868
North Carolina	5	x	390	320
North Dakota	x	x	x	x
Ohio	868	46	414	306
Oklahoma	223	x	671	376
Oregon	92	x	274	127
Pennsylvania	528	8	1,526	1,411
Rhode Island	x	x	219	213
South Carolina	165	11	951	771
South Dakota	8	x	43	35
Tennessee	58	14	274	168
Texas	2,195	96	3,301	2,874
Utah	269	31	532	367
Vermont	x	x	17	12
Virginia	36	x	1,938	1,378
Washington	350	x	823	519
West Virginia	6	x	387	379
Wisconsin	77	x	616	514
Wyoming	x	x	22	7
BIA schools	40	x	108	49
50 states and D.C. (including BIA schools)	7,929	602	32,956	26,657
American Samoa	x	x	x	x
Guam	27	x	73	73
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	5	x
U.S. and outlying areas	7,958	602	33,039	26,733

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1b. Children and students ages 3 through 21 with *speech or language impairments* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	95	90
Alaska	x	x	7	6
Arizona	5	x	17	11
Arkansas	x	x	23	20
California	5	x	5	x
Colorado	x	x	53	26
Connecticut	x	x	81	74
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	473	473
Georgia	5	x	33	24
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	47	43
Indiana	x	x	7	5
Iowa	x	x	32	31
Kansas	x	x	x	x
Kentucky	x	x	9	8
Louisiana	10	x	33	31
Maine	x	x	6	x
Maryland	x	x	102	62
Massachusetts	x	x	25	11
Michigan	x	x	58	44
Minnesota	x	x	x	x
Mississippi	x	x	21	19
Missouri	11	x	36	20
Montana	x	x	x	x
Nebraska	x	x	27	18
Nevada	x	x	8	8
New Hampshire	x	x	19	18
New Jersey	x	x	14	14
New Mexico	98	x	51	47
New York	x	x	153	93
North Carolina	x	x	37	30
North Dakota	x	x	x	x
Ohio	47	x	20	16
Oklahoma	x	x	27	17
Oregon	x	x	22	9
Pennsylvania	11	x	36	32
Rhode Island	x	x	16	15
South Carolina	6	x	37	37
South Dakota	x	x	x	x
Tennessee	x	8	16	x
Texas	30	x	73	69
Utah	9	x	9	7
Vermont	x	x	x	x
Virginia	x	x	177	156
Washington	5	x	21	11
West Virginia	x	x	11	9
Wisconsin	x	x	17	11
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	286	28	1,972	1,631
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	286	28	1,972	1,631

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1c. Children and students ages 3 through 21 with *mental retardation* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004-05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	263	242
Alaska	x	x	8	8
Arizona	18	x	30	19
Arkansas	x	x	103	90
California	x	x	x	x
Colorado	x	x	76	65
Connecticut	x	x	44	43
Delaware	x	x	54	51
District of Columbia	x	x	x	x
Florida	6	x	916	916
Georgia	11	x	259	226
Hawaii	x	x	10	5
Idaho	x	x	x	x
Illinois	34	23	166	122
Indiana	42	x	224	156
Iowa	x	x	75	74
Kansas	8	x	61	57
Kentucky	x	x	74	62
Louisiana	30	x	119	113
Maine	x	x	x	x
Maryland	x	x	74	55
Massachusetts	x	x	72	51
Michigan	17	14	372	312
Minnesota	x	x	x	x
Mississippi	x	x	42	32
Missouri	6	x	98	98
Montana	x	x	x	x
Nebraska	x	x	67	58
Nevada	x	x	23	20
New Hampshire	x	x	7	7
New Jersey	x	x	22	22
New Mexico	16	x	16	15
New York	5	x	154	134
North Carolina	x	x	382	362
North Dakota	x	x	x	x
Ohio	300	90	217	140
Oklahoma	31	x	156	54
Oregon	x	x	16	9
Pennsylvania	63	x	137	121
Rhode Island	x	x	9	9
South Carolina	28	8	270	212
South Dakota	x	x	6	6
Tennessee	35	8	56	48
Texas	41	x	156	148
Utah	15	5	19	11
Vermont	x	x	x	x
Virginia	6	x	438	395
Washington	19	x	56	43
West Virginia	x	x	180	179
Wisconsin	10	x	159	149
Wyoming	x	x	x	x
BIA schools	x	x	5	x
50 states and D.C. (including BIA schools)	776	161	5,706	4,945
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	776	161	5,707	4,945

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1d. Children and students ages 3 through 21 with *emotional disturbance* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	184	164
Alaska	5	x	51	48
Arizona	102	x	139	110
Arkansas	x	x	14	9
California	26	x	26	9
Colorado	x	7	606	430
Connecticut	x	x	478	457
Delaware	x	x	84	83
District of Columbia	x	x	x	x
Florida	9	x	3,266	3,266
Georgia	62	x	448	402
Hawaii	x	x	77	44
Idaho	x	x	5	x
Illinois	126	83	584	495
Indiana	150	x	586	434
Iowa	x	x	73	73
Kansas	13	x	99	90
Kentucky	x	x	97	87
Louisiana	40	x	169	165
Maine	16	x	20	15
Maryland	36	x	604	419
Massachusetts	6	7	204	149
Michigan	47	43	777	631
Minnesota	10	x	31	x
Mississippi	x	x	30	27
Missouri	29	x	299	299
Montana	8	x	15	10
Nebraska	x	x	131	114
Nevada	76	x	210	185
New Hampshire	x	x	63	59
New Jersey	8	x	232	224
New Mexico	119	x	87	76
New York	101	29	1,779	1,494
North Carolina	23	x	581	539
North Dakota	x	x	x	x
Ohio	350	49	187	147
Oklahoma	65	x	293	164
Oregon	15	x	98	43
Pennsylvania	222	5	773	721
Rhode Island	x	x	123	120
South Carolina	63	6	362	307
South Dakota	x	x	12	11
Tennessee	17	x	63	40
Texas	517	33	1,498	1,378
Utah	47	5	218	150
Vermont	x	x	17	15
Virginia	12	x	1,265	1,047
Washington	93	x	309	217
West Virginia	x	x	201	198
Wisconsin	67	x	787	696
Wyoming	x	x	9	6
BIA schools	7	x	52	29
50 states and D.C. (including BIA schools)	2,508	293	18,318	15,902
American Samoa	x	x	x	x
Guam	x	x	6	6
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	2,511	293	18,328	15,909

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1e. Children and students ages 3 through 21 with *multiple disabilities* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	x	x	x	x
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	x	x	19	12
Connecticut	x	x	17	15
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	x	x
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	5	10	8
Indiana	x	x	x	x
Iowa	x	x	x	x
Kansas	6	x	39	36
Kentucky	x	x	15	15
Louisiana	x	x	x	x
Maine	6	x	7	x
Maryland	x	x	x	x
Massachusetts	x	x	17	13
Michigan	x	x	x	x
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	9	x	163	156
New Mexico	7	x	x	x
New York	6	10	135	120
North Carolina	x	x	14	11
North Dakota	x	x	x	x
Ohio	19	x	x	x
Oklahoma	x	x	x	x
Oregon	x	x	x	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	x	x	7	7
Utah	x	x	23	17
Vermont	x	x	x	x
Virginia	x	x	34	25
Washington	5	x	15	14
West Virginia	x	x	x	x
Wisconsin	x	x	x	x
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	79	21	549	475
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	79	21	549	475

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.



**Table 5-1f. Children and students ages 3 through 21 with *hearing impairments* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	5	5
Alaska	x	x	x	x
Arizona	x	x	10	8
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	x	x	10	7
Connecticut	x	x	x	x
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	26	26
Georgia	x	x	6	6
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	8	6
Indiana	x	x	6	5
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	8	x
Massachusetts	x	x	x	x
Michigan	x	x	8	7
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	5	x	x	x
New York	x	x	23	17
North Carolina	x	x	7	7
North Dakota	x	x	x	x
Ohio	9	x	x	x
Oklahoma	x	x	7	x
Oregon	x	x	x	x
Pennsylvania	x	x	9	8
Rhode Island	x	x	x	x
South Carolina	x	x	9	6
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	11	x	19	17
Utah	x	x	5	x
Vermont	x	x	x	x
Virginia	x	x	10	7
Washington	5	x	12	7
West Virginia	x	x	x	x
Wisconsin	x	x	12	10
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	56	2	247	193
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	56	2	249	195

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1g. Children and students ages 3 through 21 with orthopedic impairments served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	x	x	x	x
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	6	x	196	126
Connecticut	x	x	x	x
Delaware	x	x	66	63
District of Columbia	x	x	x	x
Florida	x	x	8	8
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	x	x
Indiana	x	x	x	x
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	x	x
Massachusetts	x	x	x	x
Michigan	x	x	45	30
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	17	13
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	x	x	x	x
New York	x	x	x	x
North Carolina	x	x	x	x
North Dakota	x	x	x	x
Ohio	7	x	x	x
Oklahoma	x	x	x	x
Oregon	x	x	x	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	5	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	6	x	6	6
Utah	x	x	x	x
Vermont	x	x	x	x
Virginia	x	x	x	x
Washington	x	x	11	x
West Virginia	x	x	x	x
Wisconsin	x	x	x	x
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	36	3	393	284
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	36	3	393	284

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1h. Children and students ages 3 through 21 with other health impairments served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004-05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	122	110
Alaska	7	x	37	26
Arizona	25	x	34	27
Arkansas	6	x	74	51
California	14	x	14	7
Colorado	x	x	x	x
Connecticut	x	x	344	319
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	394	394
Georgia	39	x	206	189
Hawaii	x	x	26	13
Idaho	x	x	x	x
Illinois	19	12	122	104
Indiana	40	x	64	52
Iowa	x	x	x	x
Kansas	20	x	79	69
Kentucky	x	x	38	33
Louisiana	50	x	157	140
Maine	13	5	18	12
Maryland	18	x	403	283
Massachusetts	x	x	45	31
Michigan	15	14	164	125
Minnesota	6	x	13	x
Mississippi	x	x	42	36
Missouri	26	x	167	154
Montana	x	x	7	x
Nebraska	x	x	95	84
Nevada	32	x	61	52
New Hampshire	x	x	55	52
New Jersey	5	x	65	62
New Mexico	85	x	40	38
New York	58	13	642	566
North Carolina	25	x	447	390
North Dakota	x	x	x	x
Ohio	153	15	61	50
Oklahoma	28	x	168	60
Oregon	15	x	85	42
Pennsylvania	18	x	42	38
Rhode Island	x	x	114	111
South Carolina	24	x	108	104
South Dakota	x	x	8	8
Tennessee	14	7	80	43
Texas	311	13	646	568
Utah	16	x	32	23
Vermont	x	x	5	5
Virginia	x	x	1,003	829
Washington	136	x	413	272
West Virginia	x	x	138	137
Wisconsin	15	x	303	281
Wyoming	x	x	8	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	1,264	102	7,194	6,002
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	1,268	102	7,198	6,005

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1i. Children and students ages 3 through 21 with *visual impairments* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	x	x	x	x
Arizona	x	x	8	6
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	x	x	x	x
Connecticut	x	x	5	x
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	7	7
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	x	x
Indiana	x	x	7	5
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	x	x
Massachusetts	x	x	x	x
Michigan	x	x	5	x
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	x	x	x	x
New York	x	x	5	5
North Carolina	x	x	x	x
North Dakota	x	x	x	x
Ohio	5	x	x	x
Oklahoma	x	x	5	x
Oregon	x	x	x	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	x	x	9	9
Utah	x	x	x	x
Vermont	x	x	x	x
Virginia	x	x	22	21
Washington	x	x	x	x
West Virginia	x	x	x	x
Wisconsin	x	x	x	x
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	22	4	104	88
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	22	4	104	88

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1j. Children and students ages 3 through 21 with autism served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004-05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	x	x	x	x
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	x	x	x	x
Connecticut	x	x	x	x
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	9	9
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	8	8
Indiana	5	x	14	12
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	x	x
Massachusetts	x	x	x	x
Michigan	x	x	22	16
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	x	x	x	x
New York	x	x	7	6
North Carolina	x	x	11	11
North Dakota	x	x	x	x
Ohio	6	x	x	x
Oklahoma	x	x	x	x
Oregon	x	x	6	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	7	x	x	x
Utah	10	x	10	7
Vermont	x	x	x	x
Virginia	x	x	12	10
Washington	x	x	11	7
West Virginia	x	x	x	x
Wisconsin	x	x	6	5
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	38	2	166	133
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	38	2	166	133

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1k. Children and students ages 3 through 21 with deaf-blindness served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004-05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	x	x	x	x
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	x	x	x	x
Connecticut	x	x	x	x
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	x	x
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	x	x
Indiana	x	x	x	x
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	-	-
Massachusetts	x	x	x	x
Michigan	x	x	x	x
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	x	x	x	x
New York	x	x	x	x
North Carolina	x	x	x	x
North Dakota	x	x	x	x
Ohio	x	x	x	x
Oklahoma	x	x	x	x
Oregon	x	x	x	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	x	x	x	x
Utah	x	x	x	x
Vermont	x	x	x	x
Virginia	x	x	x	x
Washington	x	x	x	x
West Virginia	x	x	x	x
Wisconsin	x	x	x	x
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	2	0	21	17
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	2	0	21	17

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

- Data not available.

**Table 5-11. Children and students ages 3 through 21 with *traumatic brain injury* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	5	5
Alaska	x	x	x	x
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	x	x	x	x
Colorado	x	x	12	9
Connecticut	x	x	x	x
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	13	13
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	5	x
Indiana	x	x	7	x
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	7	5
Massachusetts	x	x	12	8
Michigan	x	x	x	x
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	6	5
New Mexico	x	x	x	x
New York	x	x	12	7
North Carolina	x	x	x	x
North Dakota	x	x	x	x
Ohio	x	x	x	x
Oklahoma	x	x	x	x
Oregon	x	x	x	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	10	x	13	12
Utah	x	x	x	x
Vermont	x	x	x	x
Virginia	x	x	9	6
Washington	x	x	8	x
West Virginia	x	x	x	x
Wisconsin	x	x	5	x
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	36	1	162	125
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	36	1	162	125

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-1m. Children and students ages 3 through 21 with *developmental delay*<sup>a</sup> served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	x	x	x	x
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	-	-	-	-
Colorado	x	x	x	x
Connecticut	x	x	5	5
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	7	7
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	x	x
Indiana	x	x	x	x
Iowa	-	-	-	-
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	5	x
Maine	x	x	x	x
Maryland	x	x	x	x
Massachusetts	x	x	x	x
Michigan	x	x	x	x
Minnesota	x	x	x	x
Mississippi	x	x	6	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	x	x
Nevada	x	x	x	x
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	15	x	28	23
New York	x	x	x	x
North Carolina	x	x	5	5
North Dakota	x	x	x	x
Ohio	-	-	-	-
Oklahoma	x	x	5	5
Oregon	x	x	x	x
Pennsylvania	x	x	x	x
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	-	-	-	-
Utah	x	x	x	x
Vermont	x	x	x	x
Virginia	x	x	24	23
Washington	x	x	8	6
West Virginia	x	x	x	x
Wisconsin	x	x	x	x
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	27	3	119	98
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	27	3	119	98

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 days," 2004–05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

- Data not available (see table A-3).



**Table 5-2. Children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	0.05	0.03	2.05	1.86
Alaska	0.17	0.04	1.56	1.22
Arizona	0.38	.	0.69	0.51
Arkansas	0.03	.	0.64	0.51
California	0.05	.	0.05	0.01
Colorado	0.03	0.02	1.99	1.34
Connecticut	.	0.02	2.15	1.99
Delaware	0.03	.	2.58	2.48
District of Columbia	0.19	.	.	.
Florida	0.01	.	2.42	2.42
Georgia	0.09	.	0.69	0.62
Hawaii	.	.	1.02	0.50
Idaho	0.09	0.02	0.15	0.08
Illinois	0.13	0.07	0.58	0.47
Indiana	0.28	.	0.90	0.63
Iowa	0.01	0.02	0.58	0.57
Kansas	0.14	0.03	0.73	0.63
Kentucky	0.01	.	0.29	0.25
Louisiana	0.28	.	0.96	0.90
Maine	0.17	0.06	0.23	0.13
Maryland	0.07	.	1.95	1.30
Massachusetts	0.01	0.02	0.49	0.31
Michigan	0.08	0.06	1.24	0.98
Minnesota	0.02	.	0.07	0.01
Mississippi	0.03	.	0.76	0.60
Missouri	0.16	.	0.95	0.79
Montana	0.17	.	0.47	0.32
Nebraska	0.06	.	1.27	1.03
Nevada	1.05	.	2.33	2.10
New Hampshire	.	.	0.69	0.64
New Jersey	0.02	.	0.49	0.47
New Mexico	1.77	.	1.02	0.91
New York	0.09	0.04	1.22	0.95
North Carolina	0.03	0.00	0.97	0.87
North Dakota	0.05	0.04	.	.
Ohio	0.68	0.08	0.35	0.26
Oklahoma	0.38	.	1.41	0.72
Oregon	0.16	.	0.66	0.31
Pennsylvania	0.30	0.01	0.90	0.83
Rhode Island	.	.	1.54	1.50
South Carolina	0.26	0.02	1.57	1.30
South Dakota	0.06	.	0.39	0.34
Tennessee	0.10	0.03	0.40	0.25
Texas	0.61	0.03	1.11	0.99
Utah	0.62	0.08	1.43	0.98
Vermont	.	.	0.35	0.30
Virginia	0.03	.	2.83	2.23
Washington	0.50	.	1.36	0.89
West Virginia	0.02	.	1.84	1.81
Wisconsin	0.14	.	1.48	1.30
Wyoming	.	.	0.30	0.11
BIA schools	0.67	.	2.19	1.07
50 states and D.C. (including BIA schools)	0.19	0.02	1.01	0.84
American Samoa	.	.	.	.
Guam	1.33	.	3.38	3.38
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	0.57	.
U.S. and outlying areas	0.19	0.02	1.00	0.83

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004–05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1 for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2a. Children and students ages 3 through 21 with *specific learning disabilities* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	0.10	0.03	2.97	2.67
Alaska	0.20	0.06	2.07	1.52
Arizona	0.50	.	0.99	0.72
Arkansas	0.05	.	0.98	0.79
California	0.08	.	0.08	0.01
Colorado	0.04	.	2.18	1.41
Connecticut	.	0.04	2.27	2.04
Delaware	.	.	2.78	2.69
District of Columbia	0.36	.	.	.
Florida	0.02	.	2.52	2.52
Georgia	0.10	.	0.73	0.68
Hawaii	.	.	1.15	0.49
Idaho	0.17	.	0.28	0.15
Illinois	0.16	0.08	0.64	0.50
Indiana	0.40	.	1.03	0.69
Iowa	0.02	0.03	0.57	0.56
Kansas	0.18	0.06	0.81	0.66
Kentucky	.	.	0.39	0.33
Louisiana	0.45	.	1.44	1.34
Maine	0.22	0.06	0.28	0.12
Maryland	0.06	.	2.43	1.53
Massachusetts	0.01	0.03	0.58	0.35
Michigan	0.11	0.08	1.60	1.25
Minnesota	.	.	0.06	.
Mississippi	0.06	.	1.21	0.94
Missouri	0.28	.	1.29	0.96
Montana	0.23	.	0.73	0.49
Nebraska	0.11	.	1.61	1.22
Nevada	1.45	.	3.08	2.80
New Hampshire	.	.	0.55	0.50
New Jersey	0.02	.	0.66	0.63
New Mexico	2.33	.	1.23	1.10
New York	0.12	0.06	1.43	1.03
North Carolina	0.01	.	0.58	0.48
North Dakota	.	.	.	.
Ohio	0.89	0.05	0.42	0.31
Oklahoma	0.48	.	1.43	0.80
Oregon	0.30	.	0.88	0.41
Pennsylvania	0.37	0.01	1.07	0.99
Rhode Island	.	.	1.65	1.60
South Carolina	0.34	0.02	1.99	1.61
South Dakota	0.11	.	0.61	0.50
Tennessee	0.12	0.03	0.57	0.35
Texas	0.87	0.04	1.31	1.14
Utah	0.94	0.11	1.86	1.28
Vermont	.	.	0.40	0.28
Virginia	0.05	.	2.87	2.04
Washington	0.73	.	1.72	1.09
West Virginia	0.04	.	2.30	2.25
Wisconsin	0.16	.	1.31	1.10
Wyoming	.	.	0.45	0.14
BIA schools	0.82	.	2.22	1.01
50 states and D.C. (including BIA schools)	0.28	0.02	1.18	0.95
American Samoa	.	.	.	.
Guam	1.60	.	4.31	4.31
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	0.71	.
U.S. and outlying areas	0.28	0.02	1.16	0.94

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1a for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2b. Children and students ages 3 through 21 with *speech or language impairments* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	0.43	0.40
Alaska	.	.	0.16	0.14
Arizona	0.02	.	0.08	0.05
Arkansas	.	.	0.15	0.13
California	0.00	.	0.00	.
Colorado	.	.	0.27	0.13
Connecticut	.	.	0.51	0.47
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	0.50	0.50
Georgia	0.01	.	0.07	0.05
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	0.06	0.06
Indiana	.	.	0.01	0.01
Iowa	.	.	0.38	0.37
Kansas	.	.	.	.
Kentucky	.	.	0.03	0.03
Louisiana	0.04	.	0.12	0.12
Maine	.	.	0.06	.
Maryland	.	.	0.36	0.22
Massachusetts	.	.	0.10	0.04
Michigan	.	.	0.10	0.07
Minnesota	.	.	.	.
Mississippi	.	.	0.10	0.09
Missouri	0.03	.	0.10	0.05
Montana	.	.	.	.
Nebraska	.	.	0.21	0.14
Nevada	.	.	0.10	0.10
New Hampshire	.	.	0.31	0.29
New Jersey	.	.	0.03	0.03
New Mexico	0.94	.	0.49	0.45
New York	.	.	0.22	0.13
North Carolina	.	.	0.09	0.07
North Dakota	.	.	.	.
Ohio	0.11	.	0.05	0.04
Oklahoma	.	.	0.21	0.13
Oregon	.	.	0.11	0.05
Pennsylvania	0.02	.	0.07	0.06
Rhode Island	.	.	0.23	0.22
South Carolina	0.02	.	0.12	0.12
South Dakota	.	.	.	.
Tennessee	.	0.02	0.05	.
Texas	0.03	.	0.07	0.07
Utah	0.07	.	0.07	0.05
Vermont	.	.	.	.
Virginia	.	.	0.56	0.49
Washington	0.02	.	0.10	0.05
West Virginia	.	.	0.08	0.06
Wisconsin	.	.	0.06	0.04
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.02	0.00	0.13	0.11
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.02	0.00	0.13	0.11

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1b for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2c. Children and students ages 3 through 21 with *mental retardation* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	2.45	2.25
Alaska	.	.	1.07	1.07
Arizona	0.21	.	0.34	0.22
Arkansas	.	.	0.95	0.83
California	.	.	.	.
Colorado	.	.	2.12	1.81
Connecticut	.	.	1.38	1.35
Delaware	.	.	2.32	2.19
District of Columbia	.	.	.	.
Florida	0.02	.	2.35	2.35
Georgia	0.04	.	0.94	0.82
Hawaii	.	.	0.55	0.27
Idaho	.	.	.	.
Illinois	0.12	0.08	0.60	0.44
Indiana	0.18	.	0.98	0.69
Iowa	.	.	0.60	0.59
Kansas	0.17	.	1.26	1.18
Kentucky	.	.	0.41	0.35
Louisiana	0.27	.	1.09	1.03
Maine	.	.	.	.
Maryland	.	.	1.15	0.85
Massachusetts	.	.	0.58	0.41
Michigan	0.07	0.05	1.44	1.21
Minnesota	.	.	.	.
Mississippi	.	.	0.87	0.66
Missouri	0.05	.	0.81	0.81
Montana	.	.	.	.
Nebraska	.	.	1.21	1.05
Nevada	.	.	1.09	0.95
New Hampshire	.	.	0.73	0.73
New Jersey	.	.	0.34	0.34
New Mexico	0.89	.	0.89	0.84
New York	0.03	.	1.07	0.93
North Carolina	.	.	1.43	1.36
North Dakota	.	.	.	.
Ohio	0.56	0.17	0.40	0.26
Oklahoma	0.45	.	2.25	0.78
Oregon	.	.	0.36	0.20
Pennsylvania	0.24	.	0.52	0.46
Rhode Island	.	.	0.73	0.73
South Carolina	0.20	0.06	1.93	1.52
South Dakota	.	.	0.48	0.48
Tennessee	0.27	0.06	0.43	0.36
Texas	0.15	.	0.56	0.53
Utah	0.48	0.16	0.61	0.35
Vermont	.	.	.	.
Virginia	0.05	.	3.30	2.97
Washington	0.34	.	1.00	0.77
West Virginia	.	.	2.00	1.99
Wisconsin	0.08	.	1.33	1.25
Wyoming	.	.	.	.
BIA schools	.	.	1.23	.
50 states and D.C. (including BIA schools)	0.13	0.03	0.99	0.86
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.13	0.03	0.97	0.84

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1c for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2d. Children and students ages 3 through 21 with *emotional disturbance* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	7.12	6.34
Alaska	0.66	.	6.68	6.29
Arizona	1.28	.	1.74	1.38
Arkansas	.	.	1.93	1.24
California	0.09	.	0.09	0.03
Colorado	.	0.08	6.86	4.87
Connecticut	.	.	6.87	6.57
Delaware	.	.	9.18	9.07
District of Columbia	.	.	.	.
Florida	0.02	.	9.05	9.05
Georgia	0.26	.	1.86	1.67
Hawaii	.	.	2.87	1.64
Idaho	.	.	0.40	.
Illinois	0.42	0.28	1.94	1.64
Indiana	1.04	.	4.07	3.01
Iowa	.	.	0.96	0.96
Kansas	0.35	.	2.66	2.42
Kentucky	.	.	1.70	1.53
Louisiana	0.89	.	3.76	3.67
Maine	0.48	.	0.60	0.45
Maryland	0.37	.	6.18	4.29
Massachusetts	0.04	0.05	1.49	1.09
Michigan	0.24	0.22	3.93	3.19
Minnesota	0.06	.	0.18	.
Mississippi	.	.	2.24	2.01
Missouri	0.35	.	3.65	3.65
Montana	0.79	.	1.49	0.99
Nebraska	.	.	5.23	4.55
Nevada	3.42	.	9.44	8.32
New Hampshire	.	.	2.36	2.21
New Jersey	0.06	.	1.81	1.75
New Mexico	4.34	.	3.18	2.77
New York	0.24	0.07	4.32	3.62
North Carolina	0.23	.	5.90	5.47
North Dakota	.	.	.	.
Ohio	1.63	0.23	0.87	0.68
Oklahoma	1.30	.	5.85	3.27
Oregon	0.32	.	2.08	0.91
Pennsylvania	0.88	0.02	3.06	2.85
Rhode Island	.	.	3.87	3.77
South Carolina	1.09	0.10	6.26	5.31
South Dakota	.	.	1.42	1.30
Tennessee	0.44	.	1.62	1.03
Texas	1.38	0.09	3.99	3.67
Utah	1.60	0.17	7.41	5.10
Vermont	.	.	0.81	0.71
Virginia	0.09	.	9.87	8.17
Washington	1.83	.	6.09	4.28
West Virginia	.	.	9.34	9.20
Wisconsin	0.41	.	4.78	4.23
Wyoming	.	.	0.92	0.61
BIA schools	1.26	.	9.39	5.23
50 states and D.C. (including BIA schools)	0.51	0.06	3.74	3.25
American Samoa	.	.	.	.
Guam	.	.	18.18	18.18
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.51	0.06	3.74	3.24

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1d for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2e. Children and students ages 3 through 21 with *multiple disabilities* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	.	.
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	0.60	0.38
Connecticut	.	.	0.73	0.65
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	.	.
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	0.50	0.99	0.79
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	0.27	.	1.78	1.65
Kentucky	.	.	0.35	0.35
Louisiana	.	.	.	.
Maine	0.18	.	0.21	.
Maryland	.	.	.	.
Massachusetts	.	.	0.31	0.24
Michigan	.	.	.	.
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	0.03	.	0.60	0.57
New Mexico	0.67	.	.	.
New York	0.03	0.05	0.63	0.56
North Carolina	.	.	0.75	0.59
North Dakota	.	.	.	.
Ohio	0.12	.	.	.
Oklahoma	.	.	.	.
Oregon	.	.	.	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	.	.	0.11	0.11
Utah	.	.	1.48	1.09
Vermont	.	.	.	.
Virginia	.	.	1.17	0.86
Washington	0.20	.	0.59	0.55
West Virginia	.	.	.	.
Wisconsin	.	.	.	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.06	0.01	0.39	0.34
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.06	0.01	0.39	0.33

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1e for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2f. Children and students ages 3 through 21 with *hearing impairments* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	0.48	0.48
Alaska	.	.	.	.
Arizona	.	.	0.51	0.40
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	0.69	0.49
Connecticut	.	.	.	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	0.65	0.65
Georgia	.	.	0.33	0.33
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	0.20	0.15
Indiana	.	.	0.27	0.23
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	0.60	.
Massachusetts	.	.	.	.
Michigan	.	.	0.25	0.22
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	0.84	.	.	.
New York	.	.	0.45	0.33
North Carolina	.	.	0.31	0.31
North Dakota	.	.	.	.
Ohio	0.30	.	.	.
Oklahoma	.	.	0.77	.
Oregon	.	.	.	.
Pennsylvania	.	.	0.29	0.26
Rhode Island	.	.	.	.
South Carolina	.	.	0.74	0.49
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	0.17	.	0.29	0.26
Utah	.	.	0.89	.
Vermont	.	.	.	.
Virginia	.	.	0.66	0.46
Washington	0.36	.	0.87	0.50
West Virginia	.	.	.	.
Wisconsin	.	.	0.73	0.61
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.07	0.00	0.31	0.24
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.07	0.00	0.31	0.24

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1f for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2g. Children and students ages 3 through 21 with orthopedic impairments served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	.	.
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	0.07	.	2.29	1.47
Connecticut	.	.	.	.
Delaware	.	.	3.02	2.89
District of Columbia	.	.	.	.
Florida	.	.	0.17	0.17
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	.	.
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	.	.
Massachusetts	.	.	.	.
Michigan	.	.	0.73	0.49
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	2.73	2.09
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	.	.	.	.
New York	.	.	.	.
North Carolina	.	.	.	.
North Dakota	.	.	.	.
Ohio	0.27	.	.	.
Oklahoma	.	.	.	.
Oregon	.	.	.	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	0.62	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	0.12	.	0.12	0.12
Utah	.	.	.	.
Vermont	.	.	.	.
Virginia	.	.	.	.
Washington	.	.	1.51	.
West Virginia	.	.	.	.
Wisconsin	.	.	.	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.05	0.00	0.54	0.39
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.05	0.00	0.53	0.38

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1g for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.



**Table 5-2h. Children and students ages 3 through 21 with *other health impairments* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	2.01	1.81
Alaska	0.74	.	3.90	2.74
Arizona	0.56	.	0.76	0.61
Arkansas	0.08	.	0.95	0.66
California	0.04	.	0.04	0.02
Colorado	.	.	.	.
Connecticut	.	.	3.29	3.05
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	2.19	2.19
Georgia	0.17	.	0.90	0.82
Hawaii	.	.	1.05	0.53
Idaho	.	.	.	.
Illinois	0.09	0.06	0.61	0.52
Indiana	0.48	.	0.77	0.63
Iowa	.	.	.	.
Kansas	0.29	.	1.14	0.99
Kentucky	.	.	0.31	0.27
Louisiana	0.49	.	1.54	1.37
Maine	0.28	0.11	0.39	0.26
Maryland	0.15	.	3.31	2.33
Massachusetts	.	.	0.64	0.44
Michigan	0.11	0.11	1.24	0.95
Minnesota	0.05	.	0.11	.
Mississippi	.	.	1.25	1.07
Missouri	0.20	.	1.27	1.17
Montana	.	.	0.43	.
Nebraska	.	.	2.04	1.81
Nevada	1.19	.	2.27	1.94
New Hampshire	.	.	1.15	1.09
New Jersey	0.02	.	0.32	0.30
New Mexico	2.75	.	1.30	1.23
New York	0.14	0.03	1.56	1.37
North Carolina	0.11	.	1.89	1.65
North Dakota	.	.	.	.
Ohio	0.94	0.09	0.37	0.31
Oklahoma	0.43	.	2.58	0.92
Oregon	0.21	.	1.18	0.58
Pennsylvania	0.19	.	0.45	0.41
Rhode Island	.	.	2.72	2.65
South Carolina	0.35	.	1.58	1.53
South Dakota	.	.	0.63	0.63
Tennessee	0.12	0.06	0.70	0.38
Texas	0.56	0.02	1.17	1.03
Utah	0.59	.	1.19	0.85
Vermont	.	.	0.27	0.27
Virginia	.	.	4.13	3.41
Washington	0.67	.	2.04	1.34
West Virginia	.	.	3.41	3.39
Wisconsin	0.12	.	2.50	2.32
Wyoming	.	.	0.58	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.24	0.02	1.38	1.15
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.24	0.02	1.37	1.14

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1h for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2i. Children and students ages 3 through 21 with *visual impairments* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	.	.
Arizona	.	.	1.11	0.83
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	.	.
Connecticut	.	.	1.62	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	0.54	0.54
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	.	.
Indiana	.	.	0.74	0.53
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	.	.
Massachusetts	.	.	.	.
Michigan	.	.	0.55	.
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	.	.	.	.
New York	.	.	0.31	0.31
North Carolina	.	.	.	.
North Dakota	.	.	.	.
Ohio	0.42	.	.	.
Oklahoma	.	.	1.23	.
Oregon	.	.	.	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	.	.	0.29	0.29
Utah	.	.	.	.
Vermont	.	.	.	.
Virginia	.	.	4.32	4.13
Washington	.	.	.	.
West Virginia	.	.	.	.
Wisconsin	.	.	.	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.08	0.01	0.36	0.31
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.07	0.01	0.35	0.30

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1i for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2j. Children and students ages 3 through 21 with autism served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	.	.
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	.	.
Connecticut	.	.	.	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	0.11	0.11
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	0.10	0.10
Indiana	0.08	.	0.22	0.19
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	.	.
Massachusetts	.	.	.	.
Michigan	.	.	0.26	0.19
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	.	.	.	.
New York	.	.	0.06	0.06
North Carolina	.	.	0.20	0.20
North Dakota	.	.	.	.
Ohio	0.09	.	.	.
Oklahoma	.	.	.	.
Oregon	.	.	0.12	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	0.05	.	.	.
Utah	0.67	.	0.67	0.47
Vermont	.	.	.	.
Virginia	.	.	0.25	0.21
Washington	.	.	0.29	0.19
West Virginia	.	.	.	.
Wisconsin	.	.	0.14	0.11
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.02	0.00	0.09	0.07
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.02	0.00	0.09	0.07

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1j for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2k. Children and students ages 3 through 21 with *deaf-blindness* served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	.	.
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	.	.
Connecticut	.	.	.	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	.	.
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	.	.
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	.	.
Massachusetts	.	.	.	.
Michigan	.	.	.	.
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	.	.	.	.
New York	.	.	.	.
North Carolina	.	.	.	.
North Dakota	.	.	.	.
Ohio	.	.	.	.
Oklahoma	.	.	.	.
Oregon	.	.	.	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	.	.	.	.
Utah	.	.	.	.
Vermont	.	.	.	.
Virginia	.	.	.	.
Washington	.	.	.	.
West Virginia	.	.	.	.
Wisconsin	.	.	.	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.11	0.00	1.11	0.90
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.10	0.00	1.07	0.87

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1k for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

- Data not available.

**Table 5-21. Children and students ages 3 through 21 with *traumatic brain injury* served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	1.62	1.62
Alaska	.	.	.	.
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	3.12	2.34
Connecticut	.	.	.	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	2.15	2.15
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	0.57	.
Indiana	.	.	1.18	.
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	2.10	1.50
Massachusetts	.	.	0.25	0.17
Michigan	.	.	.	.
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	0.37	0.30
New Mexico	.	.	.	.
New York	.	.	0.88	0.51
North Carolina	.	.	.	.
North Dakota	.	.	.	.
Ohio	.	.	.	.
Oklahoma	.	.	.	.
Oregon	.	.	.	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	0.78	.	1.01	0.93
Utah	.	.	.	.
Vermont	.	.	.	.
Virginia	.	.	2.43	1.62
Washington	.	.	2.14	.
West Virginia	.	.	.	.
Wisconsin	.	.	1.23	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.15	0.00	0.67	0.52
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.15	0.00	0.67	0.51

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-11 for the numerator and table D-1 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-2m. Children and students ages 3 through 21 with *developmental delay*<sup>a</sup> served under IDEA, Part B, *unilaterally removed or suspended/expelled more than 10 days*, as a percentage of the 2004 child count,<sup>b</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>c</sup>		Suspension/expulsion <sup>d</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	.	.
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	.	.	.	.
Colorado	.	.	.	.
Connecticut	.	.	0.12	0.12
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	0.05	0.05
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	.	.
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	0.05	.
Maine	.	.	.	.
Maryland	.	.	.	.
Massachusetts	.	.	.	.
Michigan	.	.	.	.
Minnesota	.	.	.	.
Mississippi	.	.	0.13	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	.	.
Nevada	.	.	.	.
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	0.23	.	0.43	0.36
New York	.	.	.	.
North Carolina	.	.	0.04	0.04
North Dakota	.	.	.	.
Ohio	.	.	.	.
Oklahoma	.	.	0.04	0.04
Oregon	.	.	.	.
Pennsylvania	.	.	.	.
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	.	.	.	.
Utah	.	.	.	.
Vermont	.	.	.	.
Virginia	.	.	0.17	0.17
Washington	.	.	0.05	0.04
West Virginia	.	.	.	.
Wisconsin	.	.	.	.
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.01	0.00	0.04	0.03
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.01	0.00	0.04	0.03

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Use of the developmental delay category is optional. For more information, see table A-3 in appendix A.

<sup>b</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-1m for the numerator and table D-1 for the denominator.

<sup>c</sup>IAES is an interim alternative educational setting.

<sup>d</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-3a. American Indian/Alaska Native children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004-05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	x	x	x	x
Alaska	6	x	95	73
Arizona	67	x	135	106
Arkansas	x	x	x	x
California	9	x	9	x
Colorado	x	x	30	21
Connecticut	x	x	6	5
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	21	21
Georgia	x	x	x	x
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	x	x	x	x
Indiana	x	x	x	x
Iowa	x	x	x	x
Kansas	x	x	6	5
Kentucky	x	x	x	x
Louisiana	7	x	x	x
Maine	x	x	x	x
Maryland	x	x	11	9
Massachusetts	x	x	5	x
Michigan	x	x	50	36
Minnesota	x	x	6	x
Mississippi	x	x	x	x
Missouri	x	x	6	6
Montana	7	x	48	33
Nebraska	x	x	35	27
Nevada	14	x	21	14
New Hampshire	x	x	x	x
New Jersey	x	x	x	x
New Mexico	182	x	93	78
New York	x	x	56	41
North Carolina	x	x	19	14
North Dakota	x	x	x	x
Ohio	x	x	x	x
Oklahoma	48	x	177	79
Oregon	8	x	19	12
Pennsylvania	x	x	x	x
Rhode Island	x	x	12	10
South Carolina	x	x	7	7
South Dakota	9	x	49	44
Tennessee	x	x	x	x
Texas	13	x	18	17
Utah	10	x	17	13
Vermont	x	x	x	x
Virginia	x	x	19	15
Washington	39	x	119	77
West Virginia	x	x	x	x
Wisconsin	11	x	178	168
Wyoming	x	x	5	x
BIA schools	54	x	173	84
50 states and D.C. (including BIA schools)	513	12	1,480	1,053
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	513	12	1,480	1,053

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-3b. Asian/Pacific Islander children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	Multiples sum to > 10 days
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	
Alabama	x	x	x	x
Alaska	x	x	11	10
Arizona	x	x	x	x
Arkansas	x	x	x	x
California	6	x	6	x
Colorado	x	x	12	7
Connecticut	x	x	5	x
Delaware	x	x	x	x
District of Columbia	x	x	x	x
Florida	x	x	14	14
Georgia	x	x	x	x
Hawaii	x	x	193	97
Idaho	x	x	x	x
Illinois	5	x	5	x
Indiana	x	x	x	x
Iowa	x	x	x	x
Kansas	x	x	x	x
Kentucky	x	x	x	x
Louisiana	x	x	x	x
Maine	x	x	x	x
Maryland	x	x	10	5
Massachusetts	x	x	9	5
Michigan	x	x	12	10
Minnesota	x	x	x	x
Mississippi	x	x	x	x
Missouri	x	x	x	x
Montana	x	x	x	x
Nebraska	x	x	6	x
Nevada	12	x	28	22
New Hampshire	x	x	x	x
New Jersey	x	x	9	8
New Mexico	x	x	x	x
New York	x	x	41	30
North Carolina	x	x	7	7
North Dakota	x	x	x	x
Ohio	7	x	x	x
Oklahoma	x	x	6	5
Oregon	x	x	9	x
Pennsylvania	x	x	11	10
Rhode Island	x	x	x	x
South Carolina	x	x	x	x
South Dakota	x	x	x	x
Tennessee	x	x	x	x
Texas	11	x	8	5
Utah	x	x	10	x
Vermont	x	x	x	x
Virginia	x	x	40	18
Washington	22	x	43	26
West Virginia	x	x	x	x
Wisconsin	x	x	11	9
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	89	7	543	332
American Samoa	x	x	x	x
Guam	33	x	84	84
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	122	7	630	417

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004–05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.



**Table 5-3c. Black (not Hispanic) children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	Multiples sum to > 10 days
Alabama	27	17	1,515	1,407
Alaska	x	x	40	37
Arizona	26	x	104	83
Arkansas	11	x	256	227
California	41	x	41	11
Colorado	x	x	601	446
Connecticut	x	11	601	570
Delaware	x	x	316	307
District of Columbia	25	x	x	x
Florida	23	x	5,358	5,358
Georgia	49	x	1,032	928
Hawaii	x	x	x	x
Idaho	x	x	x	x
Illinois	178	134	998	796
Indiana	83	x	537	378
Iowa	x	x	189	189
Kansas	26	x	201	186
Kentucky	x	x	105	97
Louisiana	173	x	740	691
Maine	x	x	x	x
Maryland	58	x	1,556	1,017
Massachusetts	x	11	187	131
Michigan	33	40	1,223	1,012
Minnesota	6	x	6	x
Mississippi	14	x	437	340
Missouri	60	x	644	435
Montana	x	x	x	x
Nebraska	x	x	278	256
Nevada	116	x	486	454
New Hampshire	x	x	8	8
New Jersey	18	x	502	485
New Mexico	22	x	19	16
New York	115	100	2,673	2,069
North Carolina	40	x	1,380	1,266
North Dakota	x	x	x	x
Ohio	358	97	358	242
Oklahoma	88	x	470	204
Oregon	x	x	37	32
Pennsylvania	413	5	1,239	1,211
Rhode Island	x	x	74	70
South Carolina	145	19	1,225	1,039
South Dakota	x	x	x	x
Tennessee	66	31	265	176
Texas	474	34	2,287	2,095
Utah	7	x	16	11
Vermont	x	x	x	x
Virginia	18	x	2,915	2,413
Washington	140	x	228	118
West Virginia	x	x	113	113
Wisconsin	62	x	1,040	996
Wyoming	x	x	x	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	2,932	517	32,315	27,931
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	10	x
U.S. and outlying areas	2,932	517	32,325	27,931

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004–05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-3d. Hispanic children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	Multiples sum to > 10 days
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	
Alabama	x	x	6	6
Alaska	x	x	11	11
Arizona	167	x	348	249
Arkansas	x	x	x	x
California	169	x	169	28
Colorado	7	x	608	395
Connecticut	x	x	436	396
Delaware	x	x	35	35
District of Columbia	x	x	x	x
Florida	13	x	1,599	1,599
Georgia	12	x	36	36
Hawaii	x	x	8	x
Idaho	x	x	x	x
Illinois	50	31	186	145
Indiana	16	x	51	33
Iowa	x	x	31	31
Kansas	9	x	57	50
Kentucky	x	x	x	x
Louisiana	x	x	5	5
Maine	x	x	x	x
Maryland	8	x	82	47
Massachusetts	x	8	203	135
Michigan	9	x	129	110
Minnesota	x	x	16	x
Mississippi	x	x	x	x
Missouri	7	x	17	17
Montana	x	x	5	x
Nebraska	x	x	40	30
Nevada	114	x	218	202
New Hampshire	x	x	7	6
New Jersey	7	x	228	218
New Mexico	512	x	321	295
New York	50	22	956	651
North Carolina	x	x	37	30
North Dakota	x	x	x	x
Ohio	39	7	19	17
Oklahoma	32	x	118	80
Oregon	22	x	88	35
Pennsylvania	82	x	255	240
Rhode Island	x	x	104	103
South Carolina	x	x	13	10
South Dakota	x	x	x	x
Tennessee	x	x	7	x
Texas	1,726	49	2,379	2,091
Utah	43	18	112	64
Vermont	x	x	x	x
Virginia	7	x	197	99
Washington	84	x	259	167
West Virginia	x	x	x	x
Wisconsin	5	x	64	53
Wyoming	x	x	7	x
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	3,218	152	9,487	7,746
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	3,221	152	9,490	7,749

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004–05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-3e. White (not Hispanic) children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, by type of removal and state: 2004–05**

State	Removed to an IAES <sup>a</sup>		Suspension/expulsion <sup>b</sup>	Multiples sum to > 10 days
	By school personnel for drugs/weapons	By hearing officer for likely injury	> 10 days in school year	
Alabama	23	8	390	315
Alaska	22	5	125	90
Arizona	190	x	234	168
Arkansas	10	x	176	118
California	94	x	94	22
Colorado	17	11	405	250
Connecticut	x	x	523	478
Delaware	x	x	131	122
District of Columbia	x	x	x	x
Florida	22	x	2,687	2,687
Georgia	108	x	281	253
Hawaii	x	x	27	11
Idaho	21	x	35	20
Illinois	189	65	675	559
Indiana	395	x	979	697
Iowa	10	16	203	197
Kansas	54	14	213	171
Kentucky	7	x	197	165
Louisiana	100	x	233	218
Maine	62	20	82	45
Maryland	15	x	536	383
Massachusetts	12	11	385	234
Michigan	142	109	1,583	1,207
Minnesota	13	x	49	x
Mississippi	8	x	80	70
Missouri	163	x	682	668
Montana	22	x	35	24
Nebraska	19	x	222	155
Nevada	237	x	342	295
New Hampshire	x	x	203	188
New Jersey	16	x	476	452
New Mexico	195	x	94	80
New York	220	41	1,778	1,526
North Carolina	14	x	437	362
North Dakota	x	x	x	x
Ohio	1,363	98	530	405
Oklahoma	189	x	567	319
Oregon	94	x	354	153
Pennsylvania	346	11	1,024	873
Rhode Island	x	x	293	286
South Carolina	138	7	504	388
South Dakota	x	x	19	16
Tennessee	60	9	222	126
Texas	911	62	1,040	884
Utah	309	26	698	495
Vermont	x	x	45	38
Virginia	35	x	1,762	1,353
Washington	341	x	1,040	717
West Virginia	10	x	805	790
Wisconsin	95	x	616	447
Wyoming	x	x	28	10
BIA schools	x	x	x	x
50 states and D.C. (including BIA schools)	6,307	534	24,141	19,533
American Samoa	x	x	x	x
Guam	x	x	x	x
Northern Marianas	x	x	x	x
Puerto Rico	x	x	x	x
Virgin Islands	x	x	x	x
U.S. and outlying areas	6,307	534	24,141	19,533

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004–05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>IAES is an interim alternative educational setting.

<sup>b</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

x Data suppressed to limit disclosure.

**Table 5-4a. American Indian/Alaska Native children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	0.10	.	1.58	1.22
Arizona	0.72	.	1.46	1.14
Arkansas	.	.	.	.
California	0.15	.	0.15	.
Colorado	.	.	2.30	1.61
Connecticut	.	.	2.14	1.78
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	1.50	1.50
Georgia	.	.	.	.
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	.	.	.	.
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	0.60	0.50
Kentucky	.	.	.	.
Louisiana	0.95	.	.	.
Maine	.	.	.	.
Maryland	.	.	2.50	2.05
Massachusetts	.	.	0.73	.
Michigan	.	.	1.95	1.40
Minnesota	.	.	0.16	.
Mississippi	.	.	.	.
Missouri	.	.	1.59	1.59
Montana	0.24	.	1.67	1.15
Nebraska	.	.	3.11	2.40
Nevada	1.19	.	1.79	1.19
New Hampshire	.	.	.	.
New Jersey	.	.	.	.
New Mexico	2.82	.	1.44	1.21
New York	.	.	2.17	1.59
North Carolina	.	.	0.54	0.40
North Dakota	.	.	.	.
Ohio	.	.	.	.
Oklahoma	0.30	.	1.12	0.50
Oregon	0.41	.	0.97	0.61
Pennsylvania	.	.	.	.
Rhode Island	.	.	4.53	3.77
South Carolina	.	.	2.86	2.86
South Dakota	0.28	.	1.50	1.35
Tennessee	.	.	.	.
Texas	0.62	.	0.86	0.81
Utah	0.70	.	1.19	0.91
Vermont	.	.	.	.
Virginia	.	.	4.07	3.21
Washington	0.82	.	2.49	1.61
West Virginia	.	.	.	.
Wisconsin	0.40	.	6.43	6.07
Wyoming	.	.	0.76	.
BIA schools	0.68	.	2.18	1.06
50 states and D.C. (including BIA schools)	0.51	0.01	1.47	1.05
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.51	0.01	1.47	1.05

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-3a for the numerator and table D-2 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-4b. Asian/Pacific Islander children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	.	.
Alaska	.	.	1.49	1.36
Arizona	.	.	.	.
Arkansas	.	.	.	.
California	0.01	.	0.01	.
Colorado	.	.	0.82	0.48
Connecticut	.	.	0.47	.
Delaware	.	.	.	.
District of Columbia	.	.	.	.
Florida	.	.	0.35	0.35
Georgia	.	.	.	.
Hawaii	.	.	1.12	0.56
Idaho	.	.	.	.
Illinois	0.11	.	0.11	.
Indiana	.	.	.	.
Iowa	.	.	.	.
Kansas	.	.	.	.
Kentucky	.	.	.	.
Louisiana	.	.	.	.
Maine	.	.	.	.
Maryland	.	.	0.42	0.21
Massachusetts	.	.	0.24	0.13
Michigan	.	.	0.38	0.32
Minnesota	.	.	.	.
Mississippi	.	.	.	.
Missouri	.	.	.	.
Montana	.	.	.	.
Nebraska	.	.	1.17	.
Nevada	0.70	.	1.64	1.29
New Hampshire	.	.	.	.
New Jersey	.	.	0.13	0.12
New Mexico	.	.	.	.
New York	.	.	0.36	0.26
North Carolina	.	.	0.42	0.42
North Dakota	.	.	.	.
Ohio	0.49	.	.	.
Oklahoma	.	.	0.61	0.51
Oregon	.	.	0.52	.
Pennsylvania	.	.	0.44	0.40
Rhode Island	.	.	.	.
South Carolina	.	.	.	.
South Dakota	.	.	.	.
Tennessee	.	.	.	.
Texas	0.18	.	0.13	0.08
Utah	.	.	0.84	.
Vermont	.	.	.	.
Virginia	.	.	1.03	0.47
Washington	0.39	.	0.76	0.46
West Virginia	.	.	.	.
Wisconsin	.	.	0.41	0.33
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.06	0.00	0.38	0.23
American Samoa	.	.	.	.
Guam	1.35	.	3.45	3.45
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.08	0.00	0.42	0.28

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-3b for the numerator and table D-2 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-4c. Black (not Hispanic) children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	0.07	0.04	3.85	3.57
Alaska	.	.	3.94	3.64
Arizona	0.36	.	1.43	1.14
Arkansas	0.06	.	1.40	1.24
California	0.05	.	0.05	0.01
Colorado	.	.	9.16	6.80
Connecticut	.	0.09	5.18	4.92
Delaware	.	.	4.37	4.24
District of Columbia	0.21	.	.	.
Florida	0.02	.	4.78	4.78
Georgia	0.06	.	1.32	1.19
Hawaii	.	.	.	.
Idaho	.	.	.	.
Illinois	0.24	0.18	1.35	1.08
Indiana	0.37	.	2.38	1.68
Iowa	.	.	3.38	3.38
Kansas	0.35	.	2.74	2.54
Kentucky	.	.	0.82	0.76
Louisiana	0.33	.	1.41	1.32
Maine	.	.	.	.
Maryland	0.13	.	3.43	2.24
Massachusetts	.	0.06	1.04	0.73
Michigan	0.07	0.08	2.46	2.03
Minnesota	0.05	.	0.05	.
Mississippi	0.04	.	1.20	0.94
Missouri	0.21	.	2.26	1.52
Montana	.	.	.	.
Nebraska	.	.	7.31	6.73
Nevada	1.61	.	6.75	6.31
New Hampshire	.	.	1.92	1.92
New Jersey	0.04	.	0.98	0.95
New Mexico	1.35	.	1.17	0.98
New York	0.11	0.10	2.65	2.05
North Carolina	0.06	.	1.99	1.82
North Dakota	.	.	.	.
Ohio	0.70	0.19	0.70	0.48
Oklahoma	0.70	.	3.74	1.62
Oregon	.	.	1.25	1.08
Pennsylvania	0.87	0.01	2.60	2.54
Rhode Island	.	.	3.11	2.94
South Carolina	0.28	0.04	2.36	2.00
South Dakota	.	.	.	.
Tennessee	0.20	0.09	0.79	0.53
Texas	0.52	0.04	2.49	2.28
Utah	0.72	.	1.64	1.12
Vermont	.	.	.	.
Virginia	0.03	.	5.42	4.49
Washington	1.50	.	2.44	1.26
West Virginia	.	.	4.31	4.31
Wisconsin	0.33	.	5.56	5.32
Wyoming	.	.	.	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.22	0.04	2.39	2.06
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	0.73	.
U.S. and outlying areas	0.22	0.04	2.38	2.06

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-3c for the numerator and table D-2 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-4d. Hispanic children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	.	.	0.48	0.48
Alaska	.	.	1.54	1.54
Arizona	0.38	.	0.79	0.57
Arkansas	.	.	.	.
California	0.06	.	0.06	0.01
Colorado	0.03	.	2.81	1.82
Connecticut	.	.	3.47	3.16
Delaware	.	.	2.42	2.42
District of Columbia	.	.	.	.
Florida	0.02	.	2.05	2.05
Georgia	0.11	.	0.34	0.34
Hawaii	.	.	0.98	.
Idaho	.	.	.	.
Illinois	0.11	0.07	0.41	0.32
Indiana	0.28	.	0.89	0.57
Iowa	.	.	0.90	0.90
Kansas	0.15	.	0.95	0.83
Kentucky	.	.	.	.
Louisiana	.	.	0.41	0.41
Maine	.	.	.	.
Maryland	0.12	.	1.22	0.70
Massachusetts	.	0.03	0.89	0.59
Michigan	0.11	.	1.52	1.29
Minnesota	.	.	0.28	.
Mississippi	.	.	.	.
Missouri	0.28	.	0.68	0.68
Montana	.	.	0.99	.
Nebraska	.	.	0.99	0.75
Nevada	0.91	.	1.74	1.61
New Hampshire	.	.	1.01	0.87
New Jersey	0.02	.	0.57	0.55
New Mexico	1.87	.	1.17	1.08
New York	0.05	0.02	1.03	0.70
North Carolina	.	.	0.38	0.31
North Dakota	.	.	.	.
Ohio	0.73	0.13	0.36	0.32
Oklahoma	0.60	.	2.22	1.50
Oregon	0.23	.	0.92	0.37
Pennsylvania	0.50	.	1.54	1.45
Rhode Island	.	.	2.30	2.28
South Carolina	.	.	0.61	0.47
South Dakota	.	.	.	.
Tennessee	.	.	0.31	.
Texas	0.82	0.02	1.14	1.00
Utah	0.61	0.25	1.59	0.91
Vermont	.	.	.	.
Virginia	0.06	.	1.79	0.90
Washington	0.52	.	1.61	1.04
West Virginia	.	.	.	.
Wisconsin	0.07	.	0.91	0.75
Wyoming	.	.	0.54	.
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.30	0.01	0.88	0.72
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.28	0.01	0.81	0.66

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-3d for the numerator and table D-2 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.

**Table 5-4e. White (not Hispanic) children and students ages 3 through 21 served under IDEA, Part B, unilaterally removed or suspended/expelled more than 10 days, as a percentage of the 2004 child count,<sup>a</sup> by type of removal and state: 2004–05**

State	Removed to an IAES <sup>b</sup>		Suspension/expulsion <sup>c</sup>	
	By school personnel for drugs/weapons (%)	By hearing officer for likely injury (%)	> 10 days in school year (%)	Multiples sum to > 10 days (%)
Alabama	0.04	0.02	0.75	0.61
Alaska	0.23	0.05	1.29	0.93
Arizona	0.33	.	0.40	0.29
Arkansas	0.02	.	0.38	0.25
California	0.04	.	0.04	0.01
Colorado	0.03	0.02	0.77	0.48
Connecticut	.	.	1.10	1.01
Delaware	.	.	1.34	1.24
District of Columbia	.	.	.	.
Florida	0.01	.	1.31	1.31
Georgia	0.10	.	0.27	0.24
Hawaii	.	.	0.69	0.28
Idaho	0.09	.	0.15	0.08
Illinois	0.10	0.03	0.34	0.28
Indiana	0.27	.	0.67	0.48
Iowa	0.02	0.03	0.32	0.31
Kansas	0.11	0.03	0.42	0.34
Kentucky	0.01	.	0.21	0.18
Louisiana	0.21	.	0.49	0.46
Maine	0.17	0.06	0.23	0.12
Maryland	0.03	.	0.93	0.67
Massachusetts	0.01	0.01	0.33	0.20
Michigan	0.08	0.06	0.89	0.68
Minnesota	0.01	.	0.06	.
Mississippi	0.03	.	0.25	0.22
Missouri	0.15	.	0.62	0.60
Montana	0.14	.	0.22	0.15
Nebraska	0.05	.	0.61	0.43
Nevada	0.97	.	1.40	1.21
New Hampshire	.	.	0.67	0.62
New Jersey	0.01	.	0.32	0.31
New Mexico	1.24	.	0.60	0.51
New York	0.09	0.02	0.73	0.62
North Carolina	0.01	.	0.40	0.33
North Dakota	.	.	.	.
Ohio	0.67	0.05	0.26	0.20
Oklahoma	0.31	.	0.94	0.53
Oregon	0.15	.	0.58	0.25
Pennsylvania	0.16	0.01	0.48	0.41
Rhode Island	.	.	1.22	1.19
South Carolina	0.24	0.01	0.89	0.68
South Dakota	.	.	0.14	0.12
Tennessee	0.07	0.01	0.26	0.15
Texas	0.44	0.03	0.51	0.43
Utah	0.63	0.05	1.42	1.01
Vermont	.	.	0.33	0.28
Virginia	0.03	.	1.67	1.28
Washington	0.39	.	1.18	0.81
West Virginia	0.02	.	1.70	1.67
Wisconsin	0.10	.	0.63	0.46
Wyoming	.	.	0.25	0.09
BIA schools	.	.	.	.
50 states and D.C. (including BIA schools)	0.16	0.01	0.60	0.48
American Samoa	.	.	.	.
Guam	.	.	.	.
Northern Marianas	.	.	.	.
Puerto Rico	.	.	.	.
Virgin Islands	.	.	.	.
U.S. and outlying areas	0.16	0.01	0.60	0.48

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days," 2004-05. Data updated as of July 17, 2006.

Note: Please see the Part B Discipline Data Notes in appendix A for information the states submitted to clarify their data submissions.

<sup>a</sup>Percent = Number reported in the removal category divided by the 2004 child count of children ages 3 through 21, multiplied by 100. See table 5-3e for the numerator and table D-2 for the denominator.

<sup>b</sup>IAES is an interim alternative educational setting.

<sup>c</sup>Children are reported only once within each column. However, the same child may be reported in more than one column if the child was involved in two or more incidents. In addition, the children reported in the final column (Number of children subject to multiple short-term suspensions or expulsions summing to > 10 days in school year) are a subset of the children reported in the third column (Unduplicated count of children suspended or expelled for > 10 days in school year).

. Cannot be calculated.



## **Appendix A**

### **Data Notes for *IDEA*, Part B**



## DATA NOTES FOR *IDEA*, PART B

These data notes contain information provided by the states<sup>1</sup> on the ways in which they collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions, (b) other information provided by states that they believe is necessary for understanding the data they have reported and (c) states' explanations in the event of *substantial changes* in data reported from the previous year. For the latter, OSEP flags *substantial changes* in the state-reported data for further inquiry. Specifically, OSEP asks states to explain whether a flagged change is indicative of a change in policy, a change in reporting practices, a change in practices in the field or a data validity problem.

The Part B data covered in these data notes are:

- 2005 Child Count,
- 2005 Educational Environments,
- 2004 Personnel,
- 2004–05 Exiting, and
- 2004–05 Discipline.

### Year-to-Year Substantial Change Criteria

In 2005, OSEP changed the criteria to define what constitutes a *substantial change*—that is, a change in numbers reported by a state in a given data category from one year to the next (e.g., Part B Child Count from 2004 to 2005; Part B Personnel from 2003 to 2004). That change is reflected for the first time in this *29th Annual Report to Congress*. Known as the “more than 10 percent and more than 10 people rule,” the new criteria require that a reported number be flagged if:

- There is an increase or decrease of 10 percent or more from the number reported for the previous year. A change of more than 10 percent occurs when the result of the difference reported for two consecutive years, divided by the number reported for the prior year, multiplied by 100, is larger than 10.0 or smaller than -10.0.
- An additional threshold of “more than 10 people” is applied, whereby any change of 10 percent or more must represent a numeric change greater than 10.

The “more than 10 percent and more than 10 people” rule differs noticeably in the following three ways from the criteria explained in the *28th Annual Report to Congress* (see <http://www.ed.gov/about/reports/annual/osep/index.html>, last accessed Oct. 24, 2008):

- The “more than 10 percent and more than 10 people” criteria are more stringent than the year-to-year substantial change criteria described in the *28th Annual Report to Congress*, which ranged from 20 to 30 percent and 25 to 10,000 children/students, depending on the data category.

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<sup>1</sup> In these Data Notes, references to “states” may encompass the 50 states, the District of Columbia, BIA schools, Puerto Rico and the outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands).

- The “more than 10 percent and more than 10 people” criteria apply consistently across the data collection categories in the *29th Annual Report to Congress* instead of varying across the categories, as the criteria did for the *28th Annual Report to Congress*.
- The new criteria led to lengthier data notes in the *29th Annual Report to Congress* than have appeared in previous annual reports. The more stringent criteria increased the number of year-to-year changes flagged by OSEP as substantial, causing OSEP to make more requests for explanations, resulting in many more data notes being provided by the states.<sup>2</sup>

OSEP instituted the more restrictive “more than 10 percent and more than 10 people” criteria for flagging substantial year-to-year changes in fall 2005 to enhance data quality, standardize the criteria across the data categories and encourage states to investigate changes at the state and district levels.

### **Compilation of Part B Data Notes**

The data notes that follow accurately reflect data notes as submitted by the states to OSEP. Some data notes were added to point out data changes that were not explained by the states. In some cases, light edits were made to the data notes for clarity and consistency in format for publication in this annual report to Congress.

### **Part B Data Categories and Subcategories**

Table A-1 lists the categories and subcategories of data that states were required to collect during 2004/2005 and report to OSEP regarding children and students ages 3 through 21 served under *IDEA*, Part B.<sup>3</sup>

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<sup>2</sup> Where a change occurred that met the “more than 10 percent and more than 10 people” criteria described above, and there was no accompanying data note, it was because the state did not explain the change in the data.

<sup>3</sup> In regard to the subcategories of data for Part B, please note that Public Law 111-256, enacted on Oct. 5, 2010, amended *IDEA* and other federal laws to replace the term “mental retardation” with the term “intellectual disabilities.” Therefore, the U.S. Department of Education will refer to the disability subcategory “intellectual disabilities” rather than “mental retardation” in the *30th Annual Report to Congress* and all subsequent annual reports.

**Table A-1. Categories and subcategories of data required for children and students ages 3 through 21 served under IDEA, Part B: 2004–05**

Data category	Data subcategories	Age group
Child count	<i>Disability conditions</i>	
	All disability conditions (total)	3-5 and 6-21
	Specific learning disabilities	3-5 and 6-21
	Speech or language impairments	3-5 and 6-21
	Mental retardation	3-5 and 6-21
	Emotional disturbance	3-5 and 6-21
	Multiple disabilities	3-5 and 6-21
	Hearing impairments	3-5 and 6-21
	Orthopedic impairments	3-5 and 6-21
	Other health impairments	3-5 and 6-21
	Visual impairments	3-5 and 6-21
	Autism	3-5 and 6-21
	Deaf-blindness	3-5 and 6-21
	Traumatic brain injury	3-5 and 6-21
	Developmental delay <sup>a</sup>	3-5 and 6-9
	<i>Race/ethnicity (by disability and all disability conditions)</i>	
	Race/ethnicity groups (total)	3-5 and 6-21
	American Indian or Alaska Native	3-5 and 6-21
	Asian or Pacific Islander	3-5 and 6-21
	Black (not Hispanic)	3-5 and 6-21
Hispanic	3-5 and 6-21	
White (not Hispanic)	3-5 and 6-21	
Educational environments	<i>Educational environments</i>	
	All educational environments (total)	3-5 and 6-21
	Early childhood setting	3-5
	Early childhood special education setting	3-5
	Home	3-5
	Part-time early childhood/part-time early childhood special education setting	3-5
	Residential facility	3-5
	Separate school	3-5
	Itinerant service outside the home (optional)	3-5
	Reverse mainstream setting (optional)	3-5
	Special education outside regular class less than 21% of day	6-21
	Special education outside regular class at least 21% of day and no more than 60% of day	6-21
	Special education outside regular class more than 60% of day	6-21
	Public separate school	6-21
	Private separate school	6-21

<sup>a</sup>States' use of the developmental delay category is optional for children ages 3 through 9 and is not applicable to children over 9 years of age. For more information on the category, see table A-3 in appendix A.

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**Table A-1. Categories and subcategories of data required for children and students ages 3 through 21 served under IDEA, Part B: 2004–05 (continued)**

Data category	Data subcategories	Age group	
Educational environments (continued)	Public residential facility	6-21	
	Private residential facility	6-21	
	Homebound/hospital	6-21	
	Correctional facilities <sup>a</sup>	3-21	
	Enrolled in private schools not placed or referred by public agencies <sup>a</sup>	3-21	
	<i>Disability conditions (by educational environment and all educational environments)</i>		
	All disability conditions (total)	3-5 and 6-21	
	Specific learning disabilities	3-5 and 6-21	
	Speech or language impairments	3-5 and 6-21	
	Mental retardation	3-5 and 6-21	
	Emotional disturbance	3-5 and 6-21	
	Multiple disabilities	3-5 and 6-21	
	Hearing impairments	3-5 and 6-21	
	Orthopedic impairments	3-5 and 6-21	
	Other health impairments	3-5 and 6-21	
	Visual impairments	3-5 and 6-21	
	Autism	3-5 and 6-21	
	Deaf-blindness	3-5 and 6-21	
	Traumatic brain injury	3-5 and 6-21	
	Developmental delay <sup>b</sup>	3-5 and 6-9	
	<i>Race/ethnicity (by educational environment and all educational environments)</i>		
	Race/ethnicity groups (total)	3-5 and 6-21	
	American Indian or Alaska Native	3-5 and 6-21	
	Asian or Pacific Islander	3-5 and 6-21	
	Black (not Hispanic)	3-5 and 6-21	
	Hispanic	3-5 and 6-21	
White (not Hispanic)	3-5 and 6-21		
Personnel	<i>Special education teachers</i>		
	Total employed	3-5 and 6-21	
	Employed, fully certified	3-5 and 6-21	
	Employed, not fully certified	3-5 and 6-21	

<sup>a</sup>Data on children/students in *correctional facilities* and children/students in *private schools not placed or referred by public agencies* are not included in tables on educational environments for children/students ages 3 through 21 in vols. 1 and 2 of the 29<sup>th</sup> ARC, but are treated in the separate table 2-3 in vol. 2. This is consistent with treatment in previous annual reports.

<sup>b</sup>States' use of the developmental delay category is optional for children ages 3 through 9 and is not applicable to children over 9 years of age. For more information on the category, see table A-3 in appendix A.

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**Table A-1. Categories and subcategories of data required for children and students ages 3 through 21 served under IDEA, Part B: 2004–05 (continued)**

Data category	Data subcategories	Age group
Personnel (continued)	<i>Other special education and related services personnel</i> Total employed (by personnel type and all personnel types) Employed, fully certified (by personnel type and all personnel types) Employed, not fully certified (by personnel type and all personnel types) Vocational education teachers Physical education teachers Work-study coordinators Psychologists School social workers Occupational therapists Audiologists Teacher aides Recreation and therapeutic recreation specialists Diagnostic and evaluation staff Physical therapists Counselors Speech pathologists Supervisors/administrators (LEA) Supervisors/administrators (SEA) Interpreters Rehabilitation counselors Other professional staff Non-professional staff	3-21 3-21 3-21
Exiting <sup>a</sup>	<i>Basis (reason) for exit<sup>b</sup></i> Total exiting special education Graduated with regular high school diploma Received a certificate Reached maximum age Died Dropped out <sup>c</sup> Transferred to regular education Moved, known to be continuing	14-21 14-21 14-21 18-21 14-21 14-21 14-21 14-21

<sup>a</sup>In 2004–05, states had the option to not report exiting data for students in the 22+ age range.

<sup>b</sup>OSEP collects data on five subcategories of exiters from school (i.e., *graduated with a regular high school diploma; received a certificate; reached maximum age for services; died; and dropped out*) and two subcategories of exiters from special education, but not school (i.e., *transferred to regular education; and moved, known to be continuing* in education). Data on students who transferred to regular education and moved, were known to be continuing in education are not included in tables/figures on exiting for students ages 14 through 21 in vols. 1 and 2 of the 29<sup>th</sup> ARC. Data on these two subcategories of exiters are available at <http://www.ideadata.org>.

<sup>c</sup>In 2004–05, the data subcategory *moved, not known to be continuing* was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* subcategory.

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**Table A-1. Categories and subcategories of data required for children and students ages 3 through 21 served under IDEA, Part B: 2004–05 (continued)**

Data category	Data subcategories	Age group
Exiting <sup>a</sup> (continued)	<i>Disability conditions (by exit reason and all exit reasons)</i>	
	All disability conditions (total)	14-21
	Specific learning disabilities	14-21
	Speech or language impairments	14-21
	Mental retardation	14-21
	Emotional disturbance	14-21
	Multiple disabilities	14-21
	Hearing impairments	14-21
	Orthopedic impairments	14-21
	Other health impairments	14-21
	Visual impairments	14-21
	Autism	14-21
	Deaf-blindness	14-21
	Traumatic brain injury	14-21
	<i>Race/ethnicity (by exit reason and all exit reasons)</i>	
	Race/ethnicity groups (total)	14-21
	American Indian or Alaska Native	14-21
Asian or Pacific Islander	14-21	
Black (not Hispanic)	14-21	
Hispanic	14-21	
White (not Hispanic)	14-21	
Discipline	<i>Disciplinary action</i>	
	Unduplicated count <sup>b</sup> of children subjected to unilateral removals <sup>c</sup> to an interim alternative educational setting by school personnel	3-21
	Number of unilateral removals for drugs	3-21
	Number of unilateral removals for weapons	3-21
	Unduplicated count <sup>b</sup> of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury	3-21

<sup>a</sup>In 2004–05, states had the option to not report exiting data for students in the 22+ age range.

<sup>b</sup>Unduplicated count means a child may be counted only once within a given subcategory.

<sup>c</sup>Unilateral removals refers to the number of acts and may be a duplicated count. The same child may be counted in both subcategories (i.e., number of unilateral removals for drugs and number of unilateral removals for weapons) and may be counted more than once in each subcategory.

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**Table A-1. Categories and subcategories of data required for children and students ages 3 through 21 served under IDEA, Part B: 2004–05 (continued)**

Data category	Data subcategories	Age group	
Discipline (continued)	Unduplicated count <sup>a</sup> of children suspended or expelled for more than 10 days	3-21	
	Number of single suspensions or expulsions <sup>b</sup> for more than 10 days	3-21	
	Number of children with multiple short-term suspensions <sup>c</sup> summing to more than 10 days	3-21	
	<i>Disability conditions (by disciplinary action)</i>		
	All disability conditions (total)	3-21	
	Specific learning disabilities	3-21	
	Speech or language impairments	3-21	
	Mental retardation	3-21	
	Emotional disturbance	3-21	
	Multiple disabilities	3-21	
	Hearing impairments	3-21	
	Orthopedic impairments	3-21	
	Other health impairments	3-21	
	Visual impairments	3-21	
	Autism	3-21	
	Deaf-blindness	3-21	
	Traumatic brain injury	3-21	
	Developmental delay <sup>d</sup>	3-9	
		<i>Race/ethnicity (by disciplinary action)</i>	
		Race/ethnicity groups (total)	3-21
		American Indian or Alaska Native	3-21
		Asian or Pacific Islander	3-21
		Black (not Hispanic)	3-21
		Hispanic	3-21
White (not Hispanic)		3-21	

<sup>a</sup>Unduplicated count means a child may be counted only once within a given subcategory.

<sup>b</sup>Single suspensions or expulsions refers to the number of acts and may be a duplicated count (i.e., the same child may be counted more than once).

<sup>c</sup>The same child may be counted only once in the number of children with multiple short-term suspensions or expulsions summing to more than 10 days. However, this same child may be counted in the number of times the child was subject to single suspensions or expulsions for more than 10 days category as well.

<sup>d</sup>States' use of the developmental delay category is optional for children ages 3 through 9 and is not applicable to children over 9 years of age. For more information on the category, see table A-3 in appendix A.

Table A-2 summarizes how nine states reported students with deaf-blindness, *other health impairments* and multiple disabilities in different disability categories for child count and educational environments data collections in 2005 and for exiting and discipline data collections in 2004–05. In particular, Michigan reported students with deaf-blindness in the hearing impairments category, while Colorado reported students with *other health impairments* in the orthopedic impairments category. Seven states reported students who had multiple disabilities in the primary disability category listed on their individualized education program (IEP).

**Table A-2. States that reported students with deaf-blindness, *other health impairments* and multiple disabilities in different disability categories for IDEA, Part B child count and educational environments data collections: 2005; and exiting and discipline data collections: 2004–05<sup>a</sup>**

State	IDEA disability categories <sup>b</sup>		
	Deaf-blindness	Other health impairments	Multiple disabilities
Colorado		O	
Delaware			P
Florida			P
Georgia			P
Michigan	H		
North Dakota			P
Oregon			P
West Virginia			P
Wisconsin			P

<p>H = Reported students with deaf-blindness in hearing impairments category.  O = Reported students with <i>other health impairments</i> in orthopedic impairments category.  P = Reported students with multiple impairments in primary disability category identified on IEP.</p>
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<sup>a</sup>Exiting data were collected over the course of a cumulative, state-determined 12-month reporting period; discipline data were collected over the course of the school year.

<sup>b</sup>States report data according to state law. States do not uniformly categorize children with disabilities according to *IDEA* disability categories as defined for purposes of these data collections.

Table A-3 summarizes differences in collecting and reporting data for the developmental delay category for 23 states. These variations affected the way these 23 states collected and reported data for the *IDEA*, Part B child count and educational environments collections, as well as exiting and discipline since data are cross-tabulated by discipline and disability category.

Additional notes on how states reported data for specific data collections follow these tables.

**Table A-3. States with different practices in reporting children with developmental delay<sup>a</sup> receiving services under IDEA, Part B, by state: 2005**

	Does not use developmental delay category	Uses developmental delay category for children under age 6 only	Uses only developmental delay category and no other for children under age 6
Arizona		X	
Arkansas		X	
California	X		
Colorado		X	
Connecticut		X	
Delaware		X	
Florida		X	
Illinois		X	
Indiana		X	
Iowa	X		
Maine		X	
Montana		X	
Nevada		X	
New Jersey		X	
New York		X	X
Ohio	X		
Oregon		X	
Rhode Island		X	
South Carolina		X	
South Dakota		X	
Texas	X		
West Virginia		X	
Wyoming		X	

<sup>a</sup>IDEA allows states flexibility in the use of the developmental delay category. Per statute, use of the category is optional. Only children ages 3 through 9 may be reported in the developmental delay disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social, emotional or adaptive development. States must have defined and established eligibility criteria for developmental delay in order to report children in this category. Although federal law does not require that states and local education agencies (LEAs) categorize children according to developmental delay, if this category is required by state law, states are expected to report these children in the developmental delay category.

### Tables 1-1 Through 1-18: IDEA Part B Child Count, 2005

**Alabama**—The state attributed the significant changes in child count and environment during this reporting period (2005) to several factors, including:

1. Increased emphasis on prereferral interventions for behavior and instruction that are implemented in regular education classrooms through Building-Based Student Support Teams (BBSSTs), which are mandatory in each school;
2. Continued efforts to address disproportionality that is the result of inappropriate identification, especially in the disability areas of specific learning disabilities, emotional disturbance and mental retardation;
3. Continued emphasis on appropriateness of referrals, evaluations and identification through mandatory training/technical assistance on cultural sensitivity and awareness for children ages 3 through 21 who are suspected of having a disability;
4. Statewide training on writing standards-based individualized education programs (IEPs) that improve special education services delivery in the general curriculum;
5. Increased emphasis on accessing the general education curriculum as a result of the *No Child Left Behind (NCLB)* legislation;
6. Continued emphasis on and expanded use of state-adopted instructional strategies, interventions and positive behavior support intervention programs for all students; and
7. Frequent state monitoring of special education programs in local education agencies (LEAs) through the focused monitoring process geared toward continuous improvement of identified areas of concern.

**Alaska**—The state attributed an increase in the number of students ages 6 through 21 with autism to an increase in the number of people able to correctly diagnose autism and a greater awareness of autism.

Alaska began reporting data on students with developmental delay in 2000. Although the state definition applies to children ages 3 through 9, in the first year the state used the category, the vast majority of students identified with this disability were ages 3 through 5. The state reported that as these children aged, there was a concomitant increase in the number of children ages 6 through 9 reported with developmental delay.

**American Samoa**—The number of children ages 3 through 5 with emotional disturbance decreased. In 2004, 19 children were reported as having emotional disturbance. In 2005, none were reported with the disability. The 2004 number was based on the information collected from schools based on students' behavior. At that time, American Samoa did not have a school psychologist to legally diagnose this disability, and the territory put these students under the emotional disturbance disability category. However, this year, American Samoa followed up on these cases with teachers with the assistance of the school psychologist. These cases were determined to be behavior problems related to other disabilities such as speech and language impairments or multiple disabilities.

The total number of children with disabilities for ages 3 through 5 was 98 for 2004 compared to 80 in 2005. This drop occurred as students exited the program. Some students exit to return to regular education, and some exit by moving off island.

**Arizona**—The state data system allows LEAs to submit all disabilities for each eligible student receiving special education services. To determine the primary disability, a hierarchy was used. Beginning in FY 2007, the state will require LEAs to indicate a primary disability for each student with multiple disabilities.

During the 2005–06 school year, the Arizona Department of Education no longer allowed LEAs to submit data on preschoolers attending Head Start programs and students attending approved private special education schools or those incarcerated in certain *correctional facilities* using an old data entry program called DELREP. For the first time, the state Information Technology (IT) department implemented a new Web-based application for LEAs to report these students. However, this application had numerous problems up to the end of the fiscal year, which caused the 3 through 5 child count and *correctional facilities* count to change significantly from last year. The state IT department hopes to have all remaining issues resolved for FY 2007 data reporting, resulting in more accurate counts.

The state explained individual changes below.

- The increase in the number of children ages 3 through 5 with mental retardation may have been a result of the increase in the general population.
- The increase in the number of children and students ages 3 through 21 with *other health impairments* was most likely due to the increase in the general population, increased medical diagnosis and the housing boom that resulted in higher pollution levels.
- The increase in the number of children ages 3 through 5 with specific learning disabilities was probably the result of early intervening services to identify these students earlier.
- The increase in the number of children and students ages 3 through 21 with autism was consistent with the rise in autism cases nationwide.
- The decrease in the number of American Indian or Alaska Native children ages 3 through 5 with disabilities was attributed to the improvement of general living conditions and health care as well as early intervening services to identify students with disabilities.
- The state had no explanation for the increase in the number of Asian or Pacific Islander children ages 3 through 5.

**Arkansas**—The early childhood enrollment declined by 1,352 children ages 3 through 5. This change involved the educational setting of *separate school*. Part of Arkansas' early childhood programs are operated through the Department of Health and Human Services Division of Developmental Disabilities Services (DDS). When the interagency agreement was entered into, the DDS programs were strictly *separate schools*; however, over the years, the programs have grown to include *reverse mainstream*<sup>4</sup> preschools, and a few have Arkansas Better Chance for Success preschools. According to the data submitted to the Arkansas Department of Education from DDS, enrollment in the DDS programs has fluctuated greatly in recent years, with a 20 percent increase one year and a 50 percent decrease the next. Therefore, while the interagency agreement is in the revision process, the Arkansas Department of Education will closely examine the child count and educational settings of these programs.

The state attributed an increase in the number of Hispanic students ages 6 through 21 to the increased Hispanic population in Arkansas.

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<sup>4</sup> Data subcategories may be mentioned in shortened or slightly altered forms in the Data Notes and still be italicized.

**Bureau of Indian Affairs**—The Bureau of Indian Affairs (BIA) schools are schools of choice, and Native American students in any given area may attend a public school or BIA-funded school if one is located in their area. Attending an off-reservation boarding school also may be a choice. The BIA has schools for which the highest grade may be kindergarten, second grade, third grade, fourth grade, fifth grade, eighth grade or 12th grade. Many students, after reaching the highest grade in a local BIA-funded school, move to a public school. Because the number of students in BIA schools is small compared to the number in a state, the changes listed below can appear to be significant.

The increase in 3- through 5-year-olds with speech or language impairments was proportionate to the overall increases in children served. It was not clear why the proportional increase in the developmental delay category was higher.

There was a decrease in the number of students ages 6 through 21 with emotional disturbance. Emotional disturbance overidentification has been a concern in one agency within BIA. Technical assistance in appropriate identification procedures was provided to the agency. This training may have contributed to the decrease.

BIA could not provide a reason for the increase in the number of students ages 6 through 21 reported with *other health impairments*.

There were students who attended BIA-funded schools who met the *Part B Data Dictionary* definition of American Indian or Alaska Native but who did not have sufficient blood quantum verification to be counted under the BIA funding system. Better training was provided so that these students, who were recognized as American Indian in their communities but who previously may have been reported as Hispanic based on blood quantum, were reported as American Indian.

**California**—California noted a review of local data indicated that the differences were based on accurate reporting and were normal data variations. The change in data was due to improvements in the data system of one of the largest school districts in the state.

The state noted the decrease in the number of children ages 3 through 5 with emotional disturbance was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state was unable to explain why the change occurred.

The state noted that the decrease in the number of children ages 3 through 5 with specific learning disabilities was due to improvements in reporting practices in one of the largest districts in the state. The district implemented a new management system that enhanced capacity to capture student-level information.

The state noted the increase in the number of children and students ages 3 through 21 with autism was due to a statewide trend in identifying children and students with autism. The data were reported accurately and reflected what was reported at the student level.

The state noted the increase in the number of students ages 6 through 21 with *other health impairments* was due to improvements in reporting practices in one of the largest districts in the state. The district implemented a new management system that enhanced capacity to capture student-level information.

The state noted the decrease in the number of students ages 6 through 21 with deaf blindness was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state was unable to explain why the change occurred.

The state noted the increase in the number of Asian children ages 3 through 5 was due to a statewide increase in migration. The data were reported accurately and reflected what was reported at the student level.

**Colorado**—The state could not provide a reason for the increase in the number of children ages 3 through 5 with specific learning disabilities. A review of individual LEA-level data did not indicate a significant increase in any specific LEA's data. The change in specific learning disabilities was a function of normal fluctuations in the data.

There was a steady increase in the number of children ages 3 through 5 with hearing impairments. The state attributed the increase to a concerted effort to increase services to this population. Increased outreach services were offered throughout the state.

The number of children and students ages 3 through 21 with autism increased from 2004 to 2005 and continued to increase throughout the state. This was the result of improved identification processes and training.

The state could not provide a reason for the decrease in the number of American Indian or Alaska Native children or the increase in the number of Asian or Pacific Islander children ages 3 through 5 served under *IDEA*, Part B. A review of individual LEA-level data did not result in identifying a significant increase in any LEA's data.

Colorado does not collect data on children with developmental delay. Children reported to OSEP in the developmental delay category were those who were reported by districts in Colorado's category of preschooler with a disability.

Colorado reported that one of its state disability categories is physical disability. The state reported these students to OSEP in the orthopedic impairments category. The state does not collect data on *other health impairments*.

**Connecticut**—The state attributed the increased number of children and students ages 3 through 21 with autism to improved diagnostic techniques, increased professional and parental awareness and the growth of professional organizations advocating services for children with autism. Children were identified earlier and remaining in special education. The state expected the upward trend to continue.

**Delaware**—Delaware does not report students in the disability category of multiple disabilities. Children and students with multiple disabilities were reported according to their primary disability. Starting with the 2005 child count, Delaware began using the *other health impairments* category. Prior to the 2005 child count, the state reported students with *other health impairments* in the orthopedic impairments category.

The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**District of Columbia**—The District had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The District did not provide a data note explaining why the changes occurred.

The numbers the District reported for children ages 3 through 5 with autism and developmental delay in all environments were discrepant with the numbers reported for ages 3 through 5 child counts. The numbers the District reported for students ages 6 through 21 with specific learning disabilities, emotional

disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, traumatic brain injury and developmental delay were discrepant with numbers reported for ages 6 through 21 child counts.

**Florida**—Consistent with national trends, Florida saw an increase in the number of children and students ages 3 through 21 identified as having autism. Increases in the number of students ages 6 through 21 identified as having *other health impairments* were likely a combination of students with attention deficit disorder and students on the mild end of the autism spectrum disorder who were not eligible under the current State Board Rule for Autism (rule is being revised to include the full spectrum).

Florida does not collect data on multiple disabilities. Students and children with multiple disabilities were reported according to their primary disability. Florida does not collect data on developmental delay for students ages 6 through 21.

**Georgia**—Georgia collects aggregate data using a single multiracial category. The racial/ethnic category of some students is unknown. The state estimated race/ethnicity for multiracial students using the district-level racial/ethnic distribution, as prescribed by OSEP in *Handling Missing Data When Reporting Race/Ethnicity*.

In the age group 3 through 5, a total of 598 children (2.94 percent of the 20,370 children ages 3 through 5 with disabilities) were reported as multiracial. In the age group 6 through 21, a total of 4,054 students (2.29 percent of the 177,359 students ages 6 through 21 with disabilities) were reported as multiracial.

The state explained specific year-to-year changes below.

- The decrease in the number of children ages 3 through 5 with hearing impairments (39 students) was attributed to the large number of students age 5 who were reported in the 2004 *IDEA* child count who were included in the child count for students ages 6 through 21 (an increase of 59 students ages 6 through 21). The number of students ages 3 and 4 with hearing impairments remained stable between 2004 and 2005.
- The state attributed an increase in the number of Hispanic students receiving special education to a 13 percent increase in the number of Hispanic students in Georgia schools since the same reporting cycle for the 2004 school year (FY 2005). The first full-time equivalent (FTE) reporting cycle for the 2005 school year (FY 2006) was completed in October 2005.
- The state attributed an increase in the number of Asian/Pacific Islander children and students receiving special education to a statewide increase of 2 percent in the number of Asian/Pacific Islander students for the reporting cycle for the 2004 school year (FY 2005). The first FTE reporting cycle for the 2005 school year (FY 2006) was completed in October 2005.

The state does not collect data on multiple disabilities. Children with multiple disabilities were reported according to their primary disability.

**Guam**—Guam noted the increase in the number of students ages 6 through 21 with emotional disturbance could have been due to the territory's hiring more social workers and increased community awareness presentations that resulted in a greater number of children identified as having emotional disturbance.



Guam attributed the increase in the number of students ages 6 through 21 with *other health impairments* to increased community awareness presentations (child find activities) that resulted in a greater number of students identified in this area.

The decrease in the number of students with developmental delay was attributed to a change in disability status for students when an eligibility/tri-annual evaluation was conducted.

**Hawaii**—The state attributed the increase in the number of children ages 3 through 5 with all disabilities to efforts to comply with transition requirements between Part C and Part B. This included the increase in the number of children with speech or language impairments.

The state attributed the decrease in the number of children ages 3 through 5 with *other health impairments* to heightened awareness of alternatives and prereferral intervention strategies available to schools for students with attention deficit disorders.

Overall, the numbers for students ages 6 through 21 in special education decreased over the past few years. The Comprehensive Student Support Services (CSSS) program expanded and improved. Hawaii's CSSS is an effort to fulfill the government's obligation to help all students meet the state's rigorous content and performance standards. Established by the legislature in 1999, CSSS draws together classroom, school, neighborhood and community resources to provide the social, emotional, intellectual and physical supports that individual students may need to succeed in school. CSSS requires all schools in the state to create systematic and integrated responses to student needs, and it expects these responses to focus on prevention and early intervention rather than on ad hoc crisis management, as was often the case in schools prior to the implementation of CSSS. The implementation of this program seems to have had a positive effect on the number of children requiring special education services.

The state attributed the decrease in the number of students ages 6 through 21 with speech or language impairments to improvement in prereferral strategies and school-level awareness of these strategies. There has been a decreasing trend over the past few years in this disability category.

The state noted there also has been a decreasing trend in the number of students ages 6 through 21 with emotional disturbance. The state attributed the decrease to increased services being available. Implementation of Felix mandates had a significant positive effect and resulted in a decrease in numbers in this category. The Felix Consent Decree grew out of a lawsuit filed in 1993 on behalf of then-student Jennifer Felix. The case subsequently grew into a class-action lawsuit on behalf of all children with learning disabilities in Hawaii. In 1994, an out-of-court settlement was reached, and the consent decree was implemented.

The state noted there was an increase in the number of students with autism over the past few years. The state attributed the increase to heightened public awareness about autism.

**Idaho**—The state could not provide a reason for the decrease in the number of children ages 3 through 5 with multiple disabilities. The state does not track individual disabilities within the multiple disabilities category, so it was unable to determine whether one disability was driving the decrease. The decrease appeared to be the function of normal fluctuations in the data.

There was an increase in the number of children and students ages 3 through 21 with autism. The state attributed the change to increased public awareness, which led to more children and students being identified with this disability.

There was an increase in the number of students ages 6 through 21 with *other health impairments*. The increase could have been affected by an increase in medical diagnoses of students with attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD) and/or by intolerance of some regular education teachers for students with higher activity levels in an age of increased accountability for all students meeting state standards. The result was an increase in students referred to special education under this category.

**Illinois**—Illinois attributed data changes to the reasons below:

- Districts increased use of the developmental delay and multiple disabilities categories for children ages 3 through 5. The increase may have contributed to the decrease in the use of mental retardation, emotional disturbance, orthopedic impairments and specific learning disabilities categories.
- The state attributed the increase in the number of students ages 6 through 21 with *other health impairments* to the fact that more students are being diagnosed with ADD/ADHD, which resulted in a determination of *other health impairments*.
- Public awareness and increased staff knowledge about autism may have resulted in more referrals and determinations under the autism category for students ages 6 through 21.
- The increase in the number of students ages 6 through 21 reported with multiple disabilities may be attributed to an increase in students with concomitant impairments and the sometimes difficult decision of which disability is primary.
- The increase in the identification of Hispanic children ages 3 through 5 with disabilities was attributed to bilingual programs, particularly the Prevention Initiative 0-3, that reached out to Hispanic families to provide information regarding disabilities and assistance that was available.

**Indiana**—The increase in the number of children and students ages 3 through 21 with autism was a result of improvements to Indiana’s data collection system that allowed for a more accurate count of students with autism. Previously, many of these students were counted under other disability areas, such as having mental retardation. Nationally, there was a growing awareness and a better recognition and identification of autism as a separate disability. In addition, advances were recently made in identifying higher functioning children with autism (e.g., those with Asperger’s Disorder) for placement in special education.

The increase in the number of students ages 6 through 21 with *other health impairments* was a result of pressure placed on school districts to identify and serve students who had ADD/ADHD. Also, students with certain medical conditions were living longer and thus were being served by school districts in special education programs.

The increase in the number of Hispanic and Asian students was a direct result of overall population increases of these two racial/ethnic groups residing in Indiana.

There were no unusual circumstances or contributing factors identified to explain the increase in the number of students ages 3 through 5 with visual impairments.

**Iowa**—The state had a decrease in the number of children ages 3 through 5 with autism. Verification and validation show the reported data were accurate. Iowa uses eligible individual (EI) as a noncategorical designation for children meeting all of the requirements for services under *IDEA* and the state’s special education delivery system. The number reported included records with the specific disability label and a

portion of the records with the noncategorical label (EI). The use of the noncategorical designation increased and changed the number apportioned versus those actually identified with a specific label.

The number of students ages 6 through 21 reported with *other health impairments* in the state increased. The count was verified and validated and was accurate. The change was the subject of further study.

The state had an increase in the number of black (not Hispanic) children ages 3 through 5. The data underwent a validation and verification process. Collaborative efforts increased between Iowa's special education programming staff and other early childhood programming staff (e.g., Head Start, Empowerment and Shared Visions—two state efforts in early childhood), ensuring comprehensive coverage in services provided to at-risk populations. This collaborative effort, partnered with the corresponding increase in the potential population receiving special education services, was a possible explanation for the increase. The change was the subject of further study.

**Kansas**—The Kansas State Department of Education believed a categorization change took place. There was a decrease in the number of children ages 3 through 5 with speech or language impairments and an increase in the number of children ages 3 through 5 with developmental delay. More LEAs and IEP teams statewide determined that developmental delay was a more appropriate category of identification. Looking at the state's trend across 5 years, the developmental delay student count increased significantly, whereas the speech or language impairments student count remained stagnant and, in the case of FY 2006 numbers, dropped significantly. For clarification, Kansas does not fund on a per-student/disability category basis.

Autism also had an upward trend in Kansas over the past 5 years, which was consistent with national trends. The upward trend of developmental delay in students ages 6 through 9 was a reflection of the same upward trend in the 3 through 5 population. These students were identified at an early age, and as they aged, they continued to carry the developmental delay label until the age of 10. These were not newly identified students; they were the population who represented upward trends in prior years and who were now older.

**Kentucky**—Kentucky explained individual changes in the data below.

- Kentucky experienced increases in *other health impairments* and to a lesser extent autism for several years. *Other health impairments* increased significantly every year since 1993. In 1993, there were 556 children and students with *other health impairments*, and in 2005, a total of 13,372 children and students were reported with *other health impairments*. This increase stemmed from the inclusion of ADD/ADHD as a medical reason that could be used to qualify for this category. The rise in autism numbers reflected national trends in this area.
- The increase in visual impairments was attributed to the decline in the number of children ages 3 through 5 in the multiple disabilities category. Clarification went to districts via a statewide email to directors of special education at the local level that stressed the guidelines for the identification of a child with disabilities under the multiple disabilities category. A number of children with visual impairments who had a speech or language disability also previously were being reported as having multiple disabilities. The message of clarification that went out to districts noted that the combination of speech/language with another disability did not meet the eligibility criteria for multiple disabilities. The statewide email was distributed in the spring/summer of 2005. The December 2005 count was the first time in three years that visual impairments showed any increase. The number of children with multiple disabilities declined this year for the first time in a number of years.

- The state attributed an increase in the number of Hispanic special education students ages 6 through 21 to an overall increase in the number of students in the state who are identified as Hispanic. The number of Hispanic children and students ages 3 through 21 with disabilities increased. This increase was proportionate to the overall increase in the number of Hispanic students in public schools.

**Louisiana**—Louisiana child counts decreased from previous years across all categories due to Hurricanes Katrina and Rita. Some students evacuated to other states and did not return to Louisiana.

**Maine**—The state attributed the decrease in the number of students ages 3 through 5 served to the Maine Department of Education’s examination of children with developmental delay. Between 2004–05, the count of children ages 3 through 5 served went from 4,806 to 4,348, a decline of 458 children. The number of children ages 3 through 5 with developmental delay declined by 415 students. The Maine Department of Education’s effort to examine this population and determine appropriateness of disability may have resulted in the decline along with a decline in the 3 through 5 population.

The state attributed the increase in the number of children and students ages 3 through 21 identified with autism to better identification procedures, more qualified staff to identify this disability and more programs and services available for students with autism.

The state attributed the increase in the number of American Indian, Asian, black (not Hispanic) and Hispanic students ages 6 through 21 served under Part B to the identification of ethnic groups that resulted from the state focus around disproportionality in the State Improvement Plan. Data regarding these populations were used in the state monitoring and educational planning process.

Additionally, the Hispanic population in the state increased and may have contributed to the increase in the number of Hispanic children and students served under *IDEA*, Part B.

**Maryland**—Maryland attributed a 20.03 percent increase in the number of students ages 6 through 21 with developmental delay to a change in coding and reporting practices relating to the state definition. More attention to the use of this definition increased the use and extension of the age requirements (up to age 9) in this category.

Maryland attributed a decrease in the number of children ages 3 through 5 with mental retardation (30.28 percent), emotional disturbance (23.81 percent), specific learning disabilities (62.61 percent) and multiple disabilities (14.58 percent) to an increase in the use of developmental delay. That increase also was attributed to an increase in the number of students with autism being labeled as having developmental delay.

Maryland attributed a 7.70 percent increase in the Hispanic 3 through 5 age group to an increase in the Hispanic population in Maryland. Since 2000, the Hispanic population in Maryland increased overall; the special education Hispanic population increased about 1 percent less than the Hispanic population in regular education.

Maryland attributed a 14.11 percent increase in the number of students ages 6 through 21 with autism to the following:

- Changes in diagnosis and treatment;
- Autism no longer being thought of as one disability, but as a spectrum, so students who were “pervasive developmentally delayed” could be placed in the autism category;

- Parents moving to Maryland to access autism support services;
- Increased awareness; and
- Better understanding/recognition.

**Massachusetts**—The increase in the number of children and students ages 3 through 21 with autism reflected national trends, and it is accurate to say that awareness about autism increased significantly over the past several years. For the past few years, the Massachusetts Department of Education sponsored a program focused on improving supports and services for students with autism in inclusive settings.

Massachusetts continued to support the efforts of agencies and LEAs to conduct screening and outreach for children with visual impairments. The increase in the number of children ages 3 through 5 with visual impairments may have reflected a clearer understanding of the categories of deaf-blind, visually impaired and hard-of-hearing or deaf, all three of which are preceded by the words sensory impairment in the Massachusetts regulations. Historically, the state overreported deaf-blind due to misinterpretation of the category. The state focused on clearer understanding of primary disability, and there may have been more reporting for the deaf-blind group in multiple disabilities.

The state did not have a program closure, and funding did not decrease for children ages 3 through 5 with hearing impairments; however, there was a decrease in the number of children identified with the disability. Massachusetts continued to support identification and services for children with hearing impairments through a variety of programs, policies and funding streams.

The increase in the number of Hispanic children ages 3 through 5 was consistent with a state trend. For all students in Massachusetts, the rate of Hispanic students increased from 11.5 percent in 2003–04, to 11.8 percent in 2004–05 and 12.9 percent in 2005–06.

Massachusetts continued to support the efforts of agencies and LEAs to conduct screening and outreach for students with hearing impairments, deaf-blindness and visual impairments; however, the number of students ages 6 through 21 with these disabilities decreased, possibly reflecting a clearer understanding of the categories of deaf-blind, visually impaired and hard-of-hearing or deaf.

The number of students ages 6 through 21 with *other health impairments* increased. Massachusetts LEAs reported on the broad disability category, but did not provide additional levels of detail. The national increase in the number of students with ADD/ADHD could have played a role in the state’s increase.

**Michigan**—The Office of Special Education and Early Intervention Services (OSE/EIS) emphasized to intermediate school districts (ISDs), schools and LEAs the need to increase data accuracy with respect to special education data reporting. In addition, LEA and ISD data were publicly reported, further increasing the content validity of data on students with disabilities. Programs such as the Continuous Improvement Monitoring System (CIMS) broadened the state’s monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan. In turn, CIMS focused on assessing and improving the quality of data the OSE/EIS received from school districts. These interventions resulted in more accurate data reporting, resulting in better data being submitted to OSEP.

The state attributed a decrease in the number of children ages 3 through 21 with orthopedic impairments and an increase in the number of children ages 3 through 5 with *other health impairments* and traumatic brain injury to changes in the data collection. In the past, orthopedic impairments, *other health impairments* and traumatic brain injuries were combined into one state data collection category: physical and *other health impairments*. Disaggregating these disabilities enabled the state to report them

separately, beginning Dec. 1, 2005. In addition, a developmental delay category was added, which resulted in changes in other categories.

The state reported an increase in the number of students ages 6 through 21 with *other health impairments*, autism, traumatic brain injury and developmental delay. Besides the classification changes that occurred with respect to reporting state data, research showed that rates of autism, traumatic brain injury and developmental delay were increasing. The number of people, particularly children, identified with a traumatic brain injury increased significantly in recent years due to faster and more effective emergency care, quicker and safer transportation to trauma centers and advances in acute medical management. According to a national study published by the Centers for Disease Control and Prevention, an average of 475,000 traumatic brain injuries occurred across the United States each year among children ages 0 through 14 years.

The number of Asian children and students ages 3 through 21 increased in Michigan. When comparing the 2004 and 2005 data on increased numbers of Asian or Pacific Islander children and students identified as having a disability, the state noted that both years displayed small population numbers; therefore, any change created a notable percentage change. In addition, the population of children identified as Asian and/or Pacific Islander increased over the last several years in Michigan, which could have led to greater numbers of these children and students found to have a disability.

The state does not collect data on deaf-blindness. Children with deaf-blindness were reported in the hearing impairments category.

**Minnesota**—The state attributed an increase in the number of children ages 3 through 5 with mental retardation, orthopedic impairments, *other health impairments* and autism to training efforts by the state. The Minnesota Department of Education teams, who are charged with initial evaluation and eligibility determination for children ages 3 through 5, were trained to think comprehensively in planning an evaluation. Minnesota stepped up its training efforts to facilitate child find, particularly in the birth to 5 age group, and the data reflected this. The training resulted in more children being categorically identified earlier, rather than being initially identified as developmentally delayed.

The state attributed an increase in the number of students ages 6 through 21 with multiple disabilities to a change in reporting procedures in the category in Minnesota in 2001. Prior to 2001, students with multiple disabilities were reported according to their primary disability. The increase was attributed to the category's being relatively new.

The state noted that the increase in the number of students ages 6 through 21 with autism (19 percent) was similar to national trends.

The state attributed an increase in the number of Asian and Hispanic children and students to the overall growth in the Asian and Hispanic populations in Minnesota.

**Mississippi**—The state child count decreased from previous years as a result of Hurricane Katrina.

As a result of the devastation, many of the state's coastal schools most affected were not open during September and part of October. Many students previously attending those schools moved throughout the state and to other states during this period.

The state attributed the increase in the number of children and students ages 3 through 21 with *other health impairments* to the emphasis placed on this disability from the Mattie T Consent Decree. *Other health impairments* was not a disability category three years ago in the state. The state made it a category

and saw a steady increase of students in this particular disability category. The state's Mattie T Consent Decree mandates that the state identify 0.30 percent of students with *other health impairments* by 2009–10. The state has yearly goals that it must meet. For school year 2005–06, the state goal was 0.15 percent. The state met that goal for the 2005–06 school year.

Mississippi experienced significant growth in the number of children ages 3 through 5 with autism, as did many other states. The increase was due, in part, to heightened awareness among parents and medical professionals and improved identification of preschool children with autism.

The state attributed the increase in the number of students ages 6 through 21 with emotional disturbance to emphasis placed on this disability from the Mattie T Consent Decree, which mandates that the state must identify 0.55 percent of students with emotional disturbance by 2009–10. The state has yearly goals that it must meet. For school year 2005–06, the state goal was 0.15 percent. The state met that goal for the 2005–06 school year.

The state attributed the increase in the number of students ages 6 through 8 with developmental delay to Mississippi's emphasis on early intervention and improved transition from Part C. An increase in the number of children transitioning from Part C resulted in an increase in the preschool/619 population in past years. Those children entered the 6 through 21 count. Mississippi allows an eligibility ruling of developmental delay to be maintained through the age of 8.

A portion of the increase in the number of American Indian students ages 6 through 21 served occurred in three school districts that received a large number of displaced students from Hurricane Katrina. Additionally, one school district accounting for much of the growth was the county district where the Mississippi Band of Choctaw Indians is located, and there was an increase in students who elected to attend state public schools rather than schools on the reservation.

**Missouri**—The state reported that the decrease in the number of children ages 3 through 5 with development delay was offset by increases in a number of disability categories (mental retardation, visual impairments, emotional disturbance, *other health impairments* and autism). This indicated that more children were receiving a categorical diagnosis rather than the broad developmental delay diagnosis. The decrease in the number of children ages 3 through 5 with specific learning disabilities mirrored a decrease in the 6 through 21 age group.

The state reported that increases in the number of students ages 6 through 21 with *other health impairments* and autism were continuations of upward trends over the past several years.

The increase in the number of students reported with developmental delay was due to a change put in place in the 2001–02 year. Beginning in 2001–02, children could keep the developmental delay diagnosis through the kindergarten year. Prior to 2001–02, children needed to have a categorical diagnosis prior to entering kindergarten.

The increases in the number of Asian/Pacific Islander and Hispanic/Latino children and students ages 3 through 21 with disabilities were due to increases in these population groups in larger urban areas of the state.

**Montana**—Montana experienced a significant change in the way its data for children ages 3 through 5 were reported on the Dec. 1, 2005, child count.

Prior to 2005, Montana statute allowed children ages 3 through 5 to be reported under a general (noncategorical) disability category called Child with Disabilities Ages 3-5 (CW). This statute had two parts: The first part allowed for a noncategorical identification if the child met the criteria for any other disability category listed in administrative rule, and the second part allowed for identification based on a severe delay in development in any one of several areas. When OSEP changed its reporting requirements for children ages 3 through 5, requiring that they be reported under specific disability categories, Montana strongly encouraged LEAs to use a specific disability category for children ages 3 through 5, if they met the criteria. Instructions to school districts stated that if a child was identified with a specific disability, the child had to be reported under that disability category for child count. As a result, the number of students reported under CW decreased by about 40 percent. For federal reporting purposes, those children who continued to be reported under CW were then reported to OSEP under specific disability categories based on the proportionate breakout of all other children ages 3 through 5 who were reported under specific disability categories.

In October 2005, the statute was changed to conform to *IDEA 2004*, and Montana adopted an administrative rule that allowed identification and reporting of a child ages 3 through 5 as having developmental delay.

For the Dec. 1, 2005, federal child count report and succeeding years' reports until 2008, Montana will combine all students who have been reported under the two categories of CW and developmental delay and report them as developmental delay. Rationale for doing this is as follows:

- For the past several years, Montana provided specific instruction to school districts that, for reporting child count, districts should use the CW category only if a student was not identified under any other disability category. Because of these instructions, the majority of students reported under CW were reported that way because they fit the criteria for severe delay in development.
- Almost every disability category under which a preschool child was identified (i.e., speech-language impairment, cognitive delay, emotional disturbance.) has a standard that requires two or more standard deviations below the mean for cognitive development, communication development, social emotional development, etc. Thus, even though the disability category of CW was chosen as the label, the child would also qualify under the developmental delay category.
- The number of students with CW represented only 16 percent of all students ages 3 through 5 in the Dec. 1, 2005, child count, and this will decrease with each succeeding year.

**Nebraska**—The decrease in the number of children ages 3 through 5 with hearing impairments was due primarily to an unanticipated spike in the 2004 data. The total number of children in 2004 (90) as well as the number of 5-year-olds reported with hearing impairment in 2004 (39) represented an unusually high number compared to the six-year trend data from 2000–05. The six-year average was 77 children reported per year in this category, and the average number of 5-year-olds was 31. The trend data were comparable to the numbers reported in 2005 and in years prior to 2004. In addition, with an increase in the number of children reported in the developmental delay category, it was likely that several children of this young age group in 2005 were initially verified as developmentally delayed, prior to a positive later identification of hearing impairment.

There was a decrease in the number of children ages 3 through 5 reported with emotional disturbance and an increase in the number of children with developmental delay and autism. Nebraska suspected that children previously identified in the category of emotional disturbance were being identified in the



categories of autism and developmental delay. This was due to the increased awareness of the characteristics of these two disability categories and the increased staff development in these areas.

The increase in the number of students ages 6 through 21 with autism and developmental delay was not unexpected. There was a national increase in the identification rate of children with autism. Additionally, districts had an increased awareness of these categories due to staff development.

**Nevada**—The increase in the number of children and students ages 3 through 21 with autism reflected a nationwide increase in identification within this category, based in part on improved techniques for identification and increased public awareness.

**New Hampshire**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**New Jersey**—The state reported 64 and 59 children ages 3 through 5 classified with hearing impairments in 2002 and 2003, respectively. The statewide numbers of 55 and 70 were on the low and high sides of the numbers reported in 2002 and 2003. The state was not sure why there was a 15-student difference between the present years and only a 5-student difference between the years two years ago. The state believed that with such small numbers, there was a likelihood of greater variation from year to year.

The number of children and students ages 3 through 21 classified with autism grew substantially every year since 1991. In 1991, New Jersey had a statewide count of 204 students classified with autism. That number grew to 7,396 in 2005. The state was not surprised that the number increased nearly 13 percent from 2004 to 2005. At the current trend, the state anticipated similar increases in both age groups 3 through 5 and 6 through 21 next year and into the near future.

The state noted that over the last four years, the number of children ages 3 through 5 classified with emotional disturbance was generally in the mid to low 90s. In 2002, there were 93 children, and in 2003 there were 94 children classified with emotional disturbance. The increase to 104 in 2004 was higher than usual. It seemed that 82 children in 2005 was low. The difference between the two years suggested a greater difference between these somewhat unusual high and low trends. The state believed the average generally fell in the 90s and that this trend was simply the difference between two reporting years that were unusually higher and lower than in prior years.

The state noted the number of students ages 6 through 21 with *other health impairments* steadily increased by approximately 3,000 students per year. The state believed that since the reauthorization of *IDEA* in 1997, the inclusion of ADD/ADHD contributed to the increased number of children classified as having *other health impairments*.

The number of students ages 6 through 21 classified with traumatic brain injury decreased by approximately 200 students per year since 2002. The numbers for 2002, 2003, 2004 and 2005 were 2,274, 1,897, 1,621 and 1,411, respectively. The reason for this decreasing trend was not clear to the state. It may have been due to technological improvements in diagnoses over the years. The state anticipated that this trend would continue.

The state has had an increase in the number of Asian students ages 3 through 5 since 2002. In 2002, 2003, 2004 and 2005, there were 749, 812, 895, and 1,028 classified Asian students, respectively. There was a similar increase in the number of Asian students ages 6 through 21. The number of Asian students was growing, and this trend reflected that.

The number of Native Americans, statewide, was quite small, so year-to-year changes fluctuated substantially. Overall, there was some year-to-year fluctuation in the number of Native American students receiving services under *IDEA* (in 2002, 361 students; in 2003, a total of 732 students; in 2004, a total of 332 students; and in 2005, a total of 390 students). The state was unclear why there was so much variation, but suspected that some of these fluctuations were due to how individual districts with larger numbers of Native American students were reporting these numbers. In 2005, there was an increase in the number of American Indian or Alaska Native students ages 6 through 21.

**New Mexico**—The state noted when comparing the 2004 and 2005 child count tables that several districts showed an increase in the number of children ages 3 through 5 with hearing impairments. The districts and the New Mexico School for the Deaf were contacted and gave the following explanations for the increase:

- The 2004 child count report was accurate, showing zero students with hearing impairments in the 3- through 5-year-old age group. However, the number reported in the 2005 child count report was in error (six students were reported). The error was corrected after the snapshot deadline.
- The state increased resources to hire personnel and expended more effort to locate and identify students with hearing impairments as part of its child find process.
- In the 2005–06 school year, one district opened an Early Learning Center specifically for preschool-age children.

The state noted when comparing the 2004 and 2005 child count tables that several districts showed an increase in the number of children and students ages 3 through 21 with autism. The districts were contacted and gave the following explanations for the increase:

- This increase followed a national trend that showed an increase in the number of students identified as having autism.
- In recent years, districts provided professional development training for staff, specifically in the area of autism.
- One district stated that it improved the ability to identify students that may have autism. The Southwest Autism Network trained three teams in the district specifically for identifying students. The teams consisted of a diagnostician, a speech or language therapist, an occupational therapist and a psychologist.
- An increase in the number of students with autism may have been due to one district's starting an elementary-level autism program.
- Another district stated that students had received services under different eligibilities and were now specifically diagnosed as students with autism. Additionally, a military base in the district recently received a new mission, and this resulted in fewer families being relocated and more families moving to the city.
- One district stated that families were moving to the area as part of the Federal Law Enforcement Training Center (FLETC) component of the border control program. Some of these families had children with disabilities who attended the public schools in the district.
- Another district stated the increase was due to the transition from Part C to Part B. All of the children were diagnosed with autism through the University of New Mexico Southwest Autism Network.

- One district stated that it was seeing many children who received a diagnosis of autism before they entered a preschool program or were identified by the district through a child find process.

**New York**—On Oct. 6, 2006, after the snapshot was taken for the *29th Annual Report to Congress*, New York submitted revised data to OSEP for the Dec. 1 child counts of 1999 through 2003. This was necessary because New York was not consistent over the years in how many students it reported as ages 3, 4 and 5 to the U.S. Department of Education. The most accurate way to report these students by discrete age is to report all kindergarten students who are 4 and 5 years of age as of Dec. 1 as 5 years old, since the majority of these students are 5 years old on Dec. 1. (In 2005, New York did not collect individual child count data by discrete age.) For the data submitted between 2000 and 2003, New York added its kindergarten students (ages 4 and 5) to its preschool students, ages 3, 4 and 5 according to the proportion of preschool students who were reported by discrete age. In hindsight, this was not a good way to report these students, and New York revised its methodology with the 2004 report.

Beginning on Dec. 1, 2004, New York reported all kindergarten students as 5 years of age. This is the most accurate way to report these students for now. Therefore, the state revised its 1999 to 2003 child count data to be consistent with the 2004 and later reporting methodology. The state anticipated that it would have an individual student-level database beginning with Dec. 1, 2007, at which time the state would be able to report the actual numbers of kindergarten students with disabilities by discrete age (age 4 and age 5).

New York noted a multiple-year trend in the decrease of the number of students ages 6 through 21 with visual impairments and an increase in the number of students with autism. This trend was evident in both numbers of students as well as in the percentage of total number of students with disabilities. This trend was also noted in the New York City Department of Education data system.

The state attributed the increase in the number of American Indian or Alaska Native children ages 3 through 5 to one district that may have reported inaccurate data for this item. The district will make the necessary corrections to its race/ethnicity data for future reporting. The state was unable to correct these data by the snapshot deadline for the *29th Annual Report to Congress*.

New York collects race/ethnicity for an aggregated count of all school-age students with disabilities (ages 4 through 21). It does not separate race/ethnicity for students ages 6 through 21 with disabilities or for all students ages 3 through 5 with disabilities. The reported race/ethnicity for 6- through 21-year-olds was estimated using race/ethnicity data from students ages 4 through 21 with disabilities. The race/ethnicity of 4- and 5-year-old children in school-age environments (e.g., kindergarten) was based on the race/ethnicity distribution for 3- through 5-year-olds in preschool education environments.

New York does not classify preschool children by particular disabilities. The state reported all children ages 3 through 5 in the developmental delay category.

The state reported 4- and 5-year-old children who attended kindergarten and received special education services as age 5 on both the child count and the educational environments data.

**North Carolina**—The state attributed the increase in the number of children ages 3 through 5 with emotional disturbance and specific learning disabilities to staff turnover. Although North Carolina does not recommend these categories for preschool, new administrators without a preschool background may have identified students in these categories instead of using developmental delay. The state definition for developmental delay covers two areas. One area is delayed atypical development, which is having delayed/atypical patterns of development in the five developmental domains. The other area is

delayed/atypical behavior, which covers children whose behaviors are so significantly inadequate or inappropriate that they interfere with the child's ability to learn. These categories should be used and not the categories of emotional disturbance and learning disabilities (which are really defined according to school-age criteria). There are no appropriate assessments to determine if a child has a learning disability at the preschool level. Many new directors without preschool background (and compliance staff with no knowledge of preschool) did not understand that some of the state definitions used with the school-age population were not recommended for use with preschool.

The increase in the number of children ages 3 through 5 with multiple disabilities may have occurred due to the increase in technology that allowed more children with severe disabilities to receive services.

The state attributed the increase in the number of children and students with autism (ages 3 through 21) to the Division for the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) program. The program is located in the Department of Psychiatry, School of Medicine, at the University of North Carolina at Chapel Hill. TEACCH was the first statewide, comprehensive community-based program dedicated to improving the understanding of and services for children with autism and communication handicaps and their families. TEACCH was established in the 1980s but is well-known nationally. Some families move to North Carolina from other states so their children can participate in this program. This influx increased dramatically over the last five years.

The state attributed the decrease in the number of children ages 3 through 5 with orthopedic impairments to those children being identified in the developmental delay category. This was a change for 2005 for directors who have worked for the state for several years. These directors became more accustomed to using the developmental delay category for preschool children.

The state attributed the increase in the number of students ages 6 through 21 with deaf-blindness to the great support network in North Carolina. The state conference on deaf-blindness attracts families from other states. In 2006, North Carolina hosted the national deaf-blind conference.

North Carolina was identified as one of the highest growing states for Hispanic families in the nation. The increase in Hispanic children and students ages 3 through 21 in special education may have occurred due to the increase of Hispanic families in the state.

**North Dakota**—North Dakota used a new Web-based student data collection system for the first time during the 2004–05 school year. The new Web-based system incorporates unique student identifiers as the link to all special education Section 618 data requirements. The Web-based electronic data collection system greatly increased the accuracy of all state and federal reports and reduced the number of duplicated students reported. The 2005 child count was the second year of data that were collected using the new on-line reporting system. The state attributed the decrease in the number of children and students reported from 2004 to 2005 (5.4 percent or 798 students and children) to the change in reporting systems.

The state addressed responses to the increases in specific categories as follows:

- The state attributed the increase in the number of children ages 3 through 5 with hearing impairments to better reporting in this category for the 2005–06 school year. Often these students received minimal supports in their home environment, and schools found little financial benefit in reporting this category. In 2005, the state worked directly with each of the 31 special education units to improve the reporting of this population.

- The state noted that the increase in the number of children and students with autism reflected a similar national data trend. The state attributed the increase to improved identification of children and students with autism.
- The state attributed the increase in the number of children ages 6 through 9 reported with developmental delay to a statewide increase in the upper age limit for this disability category from age 5 to age 9. In 1998, five of the 31 units in the state began using the increased upper age limit as a pilot project. In 2004, the new age limit was implemented throughout the state.

The state does not collect data on multiple disabilities. Children with multiple disabilities were reported according to their primary disability.

**Northern Marianas**—Northern Marianas attributed the increase in the number of students ages 6 through 21 with autism to better training and community awareness. The decrease in the number of students with mental retardation was likely due to increased identification in the autism category.

There was no change in the definition of developmental delay that contributed to the increase in the number of students ages 6 through 21 with the disability. Cultural stigma may be a factor in not immediately placing children or students in a category other than developmental delay. Categorizing a child with developmental delay and then reclassifying the child at age 9 provides a smoother transition into the realm of having a child with special needs.

**Ohio**—The state attributed the increase in the number of students ages 6 through 21 with *other health impairments* to the increased diagnosis of ADHD in the state. Ohio's increase followed national growth rates.

The state attributed increases in the number of students ages 6 through 21 with autism to national growth rates and to increased testing and greater use of diagnosis within the autism spectrum.

The state reported that it will need to further review the data to determine the cause of the increase in the number of students ages 6 through 21 with traumatic brain injury.

The state had no explanation for the increase in the number of Asian and black (not Hispanic) children ages 3 through 5. Additional research needs to be completed in order to address the variance noted.

**Oklahoma**—The observed changes from 2004 to 2005 were likely the result of several edit checks that were added to the online reporting system. Therefore, the Oklahoma State Department of Education was confident that the data submitted to OSEP were an accurate portrayal of the child count data for special education students as of Dec. 1, 2005.

**Oregon**—The state attributed the increase in the number of children ages 3 through 5 with mental retardation and with hearing impairments to one large county that had a significant increase in both categories. The state attributed the increase in the number of children ages 3 through 5 with visual impairments to small increases across multiple agencies. The changes in these categories were a function of normal fluctuations in the data.

The state attributed the increase in the number of children ages 3 through 5 with deaf-blindness to one large county that had a significant increase in this category. All of the children were new to the agency this year.

Oregon continued to see an increase in the proportion of children and students ages 3 through 21 in the state who were reported with autism as their primary disability. This level of increase was consistent with prior years and was not attributed to selected agencies.

The state noted the increase in the number of American Indian or Alaska Native children ages 3 through 5 with disabilities was due to numerous small increases. When viewed at the county level, no significant changes occurred.

The state attributed the increase in the number of Hispanic children ages 3 through 5 to general increases across many agencies; however, specific counties showed larger increases that reflected the changing ethnicity of those counties. The Hispanic counts increased in Oregon over many years. This latest year increase was proportional with the previous increases.

Oregon does not collect data on multiple disabilities. Students and children with multiple disabilities were reported according to their primary disability.

For students ages 3 through 5, the count included all children correctly by their age. However, the number of 5-year-olds does not align with the number of 5-year-olds shown in the educational environments table. Students who are age 5 as of Sept. 1 of each year are considered school age and served by the school system. Students who have their fifth birthday after Sept. 2 remain the responsibility of the state's Early Intervention/Early Childhood Special Education (EI/ECSE) system. Oregon has a single statewide program that serves children from birth through preschool. It is implemented at the state level, with regional contractors and subcontractors providing services around the state. Once children reach school age (age 5 on or before Sept. 1), they become the responsibility of the school district. Oregon does not ask school personnel—who have no knowledge of 619 program placements—to cross-walk school-age students into the 619 placement categories. School-age 5-year-olds are in school-age education environments and were included with the 6-year-olds in the counts of school-age students on the educational environment table.

The numbers the state reported for students ages 6 through 21 in all environments were discrepant with the numbers reported for ages 6 through 21 child counts.

**Palau**—Palau attributed the increase in the number of students ages 6 through 21 with specific learning disabilities (an increase of 13 students) to an increase overall in students with disabilities (an increase of 11 students).

**Pennsylvania**—The state attributed changes to increased data training and technical assistance to state LEAs. The training was provided consistently to ensure that the quality of the data improved from year to year. Some of the changes that occurred in the data due to training were an increase in the number of children ages 3 through 5 reported with autism and a decrease in the number of children ages 3 through 5 reported with emotional disturbance and traumatic brain injury. Additionally, there was an increase in the number of students ages 6 through 21 with *other health impairments* and autism and a decrease in the number of students with traumatic brain injury and developmental delay.

**Puerto Rico**—The Puerto Rico Department of Education had a decrease in the number of children and students receiving special education services in 2005. Although the decrease in enrollment between 2004 and 2005 was small and did not appear to be significant, the Puerto Rico Department of Education was in the process of identifying reasons for the decrease in the students reported from one year to the other. A validation process was being carried out to ensure accuracy of data. One of the reasons for this validation was that in analyzing data over the years, the trend was steady in terms of increases in enrollment; the above data departed from this trend.

**Rhode Island**—eRIDE is the Rhode Island Department of Education’s latest initiative to streamline data collection and information management. eRIDE provides a secured portal for each school district and school to submit or upload data through a single web-based system. Key student-level data collected through eRIDE include enrollment, graduation, dropout and program participation and services received (special education, English language learners, discipline, vocational education and the free or reduced-price lunch program). The Rhode Island Department of Education, in conjunction with the school districts, processes the data and improves the accuracy, timelines and utility of the data collected through eRIDE. The accuracy of the data improved substantially.

The state had an increase in the number of children and students ages 3 through 21 with autism. This followed the national trend of an increase in the reporting of autism. Wider definitions of this disorder accounted for some of the increase, but the reason for the rest of the increase was unknown.

As the Rhode Island Department of Education and the local schools districts aligned data among the various databases, the state focused on ensuring that race/ethnicity was accurately reflected in all databases, and the data were reliable. The state suspected that there was overreporting in the white (not Hispanic) age 3 through 5 count in 2004, as this number decreased by 9.71 percent, while the count of Hispanic children ages 3 through 5 increased by 26.55 percent.

The state attributed the decrease in the number of students with orthopedic impairments from 2004 to 2005 to students who left the system either through graduation, having all objectives met, parents’ request or dropping out of school.

**South Carolina**—The state had an increase in reporting agencies for the 2005 child count. The state gave all Head Start agencies that were not previously participating in the Dec. 1 child count the opportunity to submit data this year. Due to this change, the state numbers increased for the number of children ages 3 through 5 with mental retardation, *other health impairments* and autism.

The state attributed the increase in the number of students ages 6 through 21 with multiple disabilities and autism to the fact that the state had more specific identification and evaluation practices; outside agencies such as the Department of Disabilities and Special Needs were identifying students at a higher rate; and the state began dealing with more children with more complex needs.

South Carolina had an influx of Hispanic students and a slight increase in the Asian population attending public schools in the past year. The state also had better identification criteria for children who fell under the category of students for whom English is a second language. As a result of these two changes, the state had an increase in the number of Asian and Hispanic children and students ages 3 through 21 with disabilities.

**South Dakota**—The state reviewed and verified that the child count data submitted by each public school district were accurate.

South Dakota attributed a number of changes in the Part B child count to coding of students at the district level following an audit of child count data the summer of 2004. This may have resulted in a more thorough review of reported data at the district level.

South Dakota attributed the increase in the number of children ages 3 through 21 reported with autism to several factors. First, public awareness in the state increased through the work of the Autism and Related Disorders Program and the West River Autism Project in the state, which resulted in more referrals and referrals of younger children. National educational organizations brought speakers on autism to the Midwest more often than in the past, which also led to more awareness. Second, the Autism and Related

Disorders Program and the West River Autism Project provided training to district personnel, agency personnel and parents, which aided in identification of and services for children with autism. Last, more staff in the state were trained to identify children with autism. Three autism teams, two educational cooperatives and some individual school districts were available in the state to help diagnose autism.

South Dakota attributed the increase in Hispanic students ages 6 through 21 for all disabilities to the increase (49.7 percent from 2000 to 2004) in the overall percentage of Hispanic students attending public school.

South Dakota did not change any categories or definitions and did not make any policy changes or changes in the methods of collecting data. However, the data manager changed for the state.

**Tennessee**—The decrease in the number of students ages 6 through 21 with mental retardation was attributed to five factors. A large LEA in the state began implementation of a Response to Intervention program. There was an increased use of research-based effective practices (especially in reading) and an increase in the number of students with greater access to the general curriculum. Special education personnel showed an improved awareness of culturally responsive education practices, and the state emphasized elimination of overrepresentation of black (not Hispanic) students identified as having mental retardation.

The increase in the number of students ages 6 through 21 being identified with visual impairments was attributed to statewide awareness efforts, including those of Project PAVE (Providing Access to the Visual Environment), a cooperative effort between the Tennessee Department of Education and Vanderbilt University.

The increase in the number of children and students ages 3 through 21 with autism was attributable to several factors. The 2003 publication of Tennessee's broadened definition of autism, which includes the full spectrum of autism disorders, continued to have an impact. Both continuing improvement in LEA child find and later stage diagnoses of more mild forms of autism contributed to the steady increase in the number of students identified as having an autism spectrum disorder. Public awareness of autism and the work of parent advocacy groups also contributed to the increase.

The increases in the number of Asian or Pacific Islander and Hispanic children and students ages 3 through 21 were attributed to overall population increases in these racial/ethnic groups in the state and improved practices in identifying and properly evaluating children from non-English-speaking backgrounds.

No policy or program change was identified that may have led to the decrease in the number of children ages 3 through 5 with orthopedic impairments.

Students identified under the state definitions of intellectually gifted or functionally delayed are recognized as being in need of specialized services under state law and have IEPs developed for them. Students who receive special education services based on an IEP team decision that they met criteria to be served as intellectually gifted or functionally delayed were counted as students with IEPs in in-state counts but were not included in any data tables submitted to OSEP.

**Texas**—The number of children ages 3 through 5 found eligible under the autism category continued to increase as did as the two-year trend for rate of change (15 percent to 16.4 percent). The number of students ages 6 through 21 found eligible under the autism category also continued to increase; however, the two-year trend for rate of change decreased slightly (19.9 percent to 17.8 percent). The decrease in the number of students with multiple disabilities was attributed to improved guidance on coding these



students. Students with visual impairments continued to be identified at an early age in the state, which could have contributed to the increase.

**Utah**—One large district incorrectly reported 550 children ages 3 through 5 as having specific learning disabilities instead of developmental delay, which accounted for the large increase in the number of children with specific learning disabilities and the decrease in the number of children with developmental delay. This will be corrected in the 2006 data collection. The state was unable to change the data for the 2005 data collection.

The state has had a steady increase in the number of children and students ages 3 through 21 with autism and *other health impairments*. The state expected this trend to continue.

The reason for the decrease in the number of children and students ages 3 through 21 with deaf-blindness was unknown. The state will be watching next year for a trend in these data. Utah realigned the LEAs in the state with the Utah School for the Deaf and Blind. The state thought this would increase data quality and reporting in the years to come.

The Hispanic population increased rapidly in Utah in general, and, as a result, the number of Hispanic children and students ages 3 through 21 with disabilities also increased.

The numbers the state reported for children ages 3 through 5 with speech or language impairments and developmental delay in all environments were discrepant with numbers reported for ages 3 through 5 child counts. The numbers the state reported for students ages 6 through 21 with specific learning disabilities in all environments were discrepant with numbers reported for ages 6 through 21 child counts.

**Vermont**—The number of children ages 3 through 5 with speech or language impairments decreased from 97 in 2004 to 83 in 2005, a decrease of 14 students or a 14.43 percent decrease. This decrease was attributed to an increase in the appropriate use of the developmental delay disability category for children ages 3 through 5. The number of children with developmental delay increased over 5 percent from 2004 to 2005, the largest significant increase recorded in this time period.

The number of students ages 6 through 21 with orthopedic impairments decreased from 86 in 2004 to 75 in 2005, a decrease of 11 students or a 12.79 percent decrease. These data were verified, and no changes in state policy or data collection methodologies were thought to be attributable to this change. Future changes in this disability category will be analyzed to understand if this is a trend.

The number of students ages 6 through 21 with *other health impairments* increased from 1,793 in 2004 to 1,975 in 2005, a difference of 182 or 10.15 percent increase. These data were verified, and no changes in state policy or data collection methodologies were thought to be contributing to this change. Future changes in this disability category will be analyzed to understand if this is a trend.

The number of American Indian or Alaska Native students ages 6 through 21 decreased from 74 in 2004 to 62 in 2005, a decrease of 12 students or a 16.22 percent decrease. This decrease reflected a similar decrease of almost 9 percent in this race/ethnicity category in the total Vermont student population between the 2004–05 and 2005–06 school years.

The number of Asian or Pacific Islander students ages 6 through 21 increased from 59 in 2004 to 72 in 2005, an increase of 13 or 22.03 percent. This increase, combined with the increase of 25 black (not Hispanic) students from 153 to 178 (a 16.34 percent increase) appeared to reflect an overall trend in the Vermont student population of an increasing minority population. Overall, the 6 through 21 special

education minority population in Vermont increased 0.2 percent over the last year, while the total minority student population in Vermont increased 0.5 percent.

**Virgin Islands**—The increase in the reported number of children ages 3 through 5 with speech or language impairments was due to more children being referred and deemed eligible for services from the Infant and Toddlers Program Part C to Part B and to child find and transition activities.

The decrease in the reported number of children ages 3 through 5 with developmental delay was a direct result of specific guidelines provided by the SEA to the local LEAs. The guidelines provided LEAs with the appropriate criteria for determining this eligibility. The LEAs purchased the necessary evaluation tools to assess children with the suspected disability of developmental delay. These assessments were used to ensure that the children were properly diagnosed.

**Virginia**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Washington**—The state attributed an increase in the number of children ages 3 through 5 with hearing impairments, multiple disabilities or autism to increased identification. State data were verified and were correct. It was not clear whether the reported increase was attributable to a rise in occurrence or due to improved means for identifying children in these categories. The state will look further into this question in the coming year.

The state attributed an increase in the number of students ages 6 through 21 with autism to an increase in the number of students being identified in this disability category. State data were verified and were correct.

The state attributed an increase in the number of Asian children ages 3 through 5 to an increase in the number of Asian children in the state. State data were verified and were correct.

**West Virginia**—The Hispanic percentage of school enrollment increased from 0.62 percent in 2004 to 0.73 percent in 2004 in West Virginia. The percentage of Hispanic students ages 6 through 21 with disabilities increased from 0.46 percent in 2004 to 0.54 percent in 2005. Therefore, the increase in Hispanic students with disabilities paralleled an increase in the state's school enrollment.

The number of students ages 6 through 21 with autism served by the state continued to increase, consistent with previous years. The data were correct as reported in individual student records. The number of children and students ages 3 through 21 with mental retardation continued to decrease. The state speculated that students with characteristics previously thought to be mental retardation were reported with autism, which was relatively new. The state did not change any definitions or eligibility criteria.

The state does not collect data on multiple disabilities. Children with multiple disabilities were reported according to their primary disability.

**Wisconsin**—The state attributed the decrease in the number of children ages 3 through 5 with specific learning disabilities to difficulty identifying children with the disability at the preschool level. The state will continue to monitor these data in the future.

The number of children and students ages 3 through 21 with autism continues to increase each year, as does the national trend. Wisconsin conducted extensive training of staff in the area of autism, which led to better identification and programming for students with autism. Wisconsin also has a reputation as

providing good services as well as having good medical facilities for students with autism, which led to more students moving to Wisconsin from out of state. In reviewing the 2005–06 data, the greatest increases in the number of preschoolers and students identified with autism occurred in the larger school districts in the state. The increases, however, did not seem out of line for the districts. Many LEAs in the state had only one preschooler or student identified with autism.

The increase in the number of students ages 6 through 21 identified with *other health impairments* was an area of concern for the state. As a result, the state began conducting in-services in the documentation of *other health impairments* and developed an *other health impairments* checklist for LEA use.

The state had an increase in the number of students ages 6 through 21 with developmental delay. The state's definition of developmental delay is limited to those students who are ages 3 through 5. A student may continue to be identified as having developmental delay through the school year in which the child turns age 6, provided the student's birth date is after the start of the school year (Sept. 1). In other words, the use of developmental delay for children age 6 is dependent on the child's birth date. There were more children in school year 2005–06 who could continue to be identified as having developmental delay because their birth dates fell between Sept. 2 and the count date of Dec. 1 than those who could continue during the previous school year of 2004–05.

The increase in the number of Hispanic children ages 3 through 5 identified with a disability coincided with the state's overall enrollment increase for Hispanic children. The specific LEAs showing the greatest increases in the number of Hispanic preschoolers were also the LEAs showing the greatest increases in overall Hispanic enrollment in the state. Hispanic students also showed the greatest percentage increase in school-age (ages 6 through 21) students with disabilities.

**Wyoming**—With the exception of multiple disabilities, visual impairments, deaf blindness and developmental delay, the numbers the state reported for children ages 3 through 5 in all environments were discrepant with numbers reported for ages 3 through 5 child counts. With the exception of deaf-blindness, the numbers the state reported for students ages 6 through 21 in all environments were discrepant with the numbers reported for ages 6 through 21 child counts. The state looked critically at the accuracy of state data submitted over the last two years and discovered some mapping and definition errors in the state's internal databases. The state worked to resubmit corrected data, but because this was a complicated study and the state had a turnover in staff, this process was difficult to complete. The state was unable to submit corrected data prior to the snapshot deadline for the *29th Annual Report to Congress*. The state believed that the changes in child count data had a great deal to do with more accurate data definitions and better follow up between the SEA and LEA. The state planned to continue to resubmit data to get better historical data recorded.

### **Tables 2-1 Through 2-10: IDEA Part B Educational Environments, 2005**

Educational environments for children ages 3 through 5 are defined as follows:

<i>Early childhood setting</i>	Educational programs designed primarily for children without disabilities. No special education or related services are provided in separate special education settings. This setting may include, but is not limited to, special education provided in regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible prekindergarten population by the public school system, home/early childhood combinations, home/Head Start combinations and other combinations of <i>early childhood settings</i> .
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<i>Early childhood special education setting</i>	Educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in an <i>early childhood setting</i> or other settings. This may include, but is not limited to special education and related services provided in special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities, on an outpatient basis or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.
<i>Home</i>	The principal residence of the child’s family or caregivers.
<i>Part-time early childhood/part-time early childhood special education setting</i>	Multiple settings: (1) the <i>home</i> , (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) <i>residential facilities</i> and (5) <i>separate schools</i> . Settings may include, but are not limited to: <i>home/early childhood special education</i> combinations; Head Start, child care, nursery school facilities or other community-based settings; regular kindergarten classes combined with special education provided outside of the regular class; <i>separate school/early childhood</i> combinations; and <i>residential facility/early childhood</i> combinations.
<i>Residential facility</i>	Public or private residential schools or medical facilities where services are provided on an in-patient basis.
<i>Separate school</i>	Facilities that do not house programs for students without disabilities.
<i>Itinerant service outside the home</i>	Special education and related services provided at a school, hospital facility on an outpatient basis or other location for a short period of time (i.e., no more than three hours per week). These services may be provided individually or to a small group of children. Services may include, but are not limited to, speech instruction up to three hours per week in a school, hospital or other community-based setting. This is an optional category.
<i>Reverse mainstream setting</i>	Educational programs that are designed primarily for children with disabilities but include 50 percent or more children without disabilities. This is an optional category.

**Alabama**—The state attributed the increase in the number of children ages 3 through 5 in *separate schools* to normal fluctuation in the data.

The state recognized the increase in the number of students with disabilities *outside the regular class less than 21 percent of the day*. This has been a state trend since 2002. The state determined that inclusion was a primary focus for encouraging greater student participation in the regular education environment. This emphasis was accomplished through the focused monitoring process and increased technical assistance to local systems.

**Alaska**—The state attributed a decrease in the number of children ages 3 through 5 in *separate schools* to the closure of a special education *separate school* that served a large portion of these students. The closure of the *separate school* also increased the number of children in *early childhood special education settings*. As the school moved toward closure in 2004, many of the students were transferred to other settings. Upon closure in 2005, more students were moved to *early childhood special education settings*, greatly reducing the number of students served in *separate school* settings.

**American Samoa**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Arizona**—The state data system allows LEAs to submit all disabilities for each eligible student receiving special education services. To determine the primary disability, a hierarchy was used. Beginning in FY 2007, the state will require LEAs to indicate which disability is the primary disability for each student with more than one disability.

During the 2005–06 school year, the Arizona Department of Education no longer allowed LEAs to submit data on preschoolers attending Head Start programs and students attending approved private special education schools or those incarcerated in certain *correctional facilities* using an old data entry program called DELREP. For the first time, the state Information Technology (IT) department implemented a new Web-based application for LEAs to report these students. However, this application had numerous problems up to the end of the fiscal year, which resulted in the 3 through 5 child count and *correctional facilities* count changing significantly from the previous year. The state IT department hoped to have all remaining issues resolved for FY 2007 data reporting, resulting in more accurate counts.

The explanations for individual data changes are provided below.

- The state attributed the increase in the number of children ages 3 through 5 *receiving itinerant service outside the home* to an increase in children in general and lack of space, so parents and districts opted to serve many children with speech-language impairments itinerantly.
- The increase in the number of children ages 3 through 5 in a *reverse mainstream setting* may have been due to an improvement in data reporting.
- The state believed that the decrease in the number of students ages 6 through 21 in a *private residential facility* was due to appropriate IEP placements versus court placements. Placements for non-IEP-driven reasons may also have contributed to the decrease in this category.
- Some possibilities for the decrease in *correctional facilities* counts include a combination of the following:
  - In some counties, presiding juvenile court judges placed fewer students in juvenile detention facilities, which could have led to a decrease in identified students in the correctional system.
  - Some facilities may have double counted students, and as reporting requirements became more centralized, double counting occurred less.
  - In contrast, it was also possible that some of the larger juvenile detention facilities underidentified students in the chaos they experienced over the last year, resulting in a decrease in numbers.

**Arkansas**—The increase in the number of students ages 6 through 21 receiving services in a *public separate school* and the decrease in the number of students receiving services in a *public residential facility* were correlated. The state-operated deaf and blind schools saw a decrease in the number of students living at the schools. Instead, parents opted to have their children live at home and attend the school only during the day.

The increased count of students being served in *correctional facilities* was due to reporting on all state prisons and youth facilities. Prior to 2005, these organizations reported only on primary locations.

There was a decrease in the number of children ages 3 through 5 in the *separate school* setting by more than 50 percent from 2004. Part of the early childhood programs are operated through the Department of Health and Human Services DDS. When the interagency agreement was entered into, the DDS programs were strictly *separate schools*; however, over the years, the programs have grown to include *reverse mainstream* preschools, and a few have Arkansas Better Chance for Success preschools.

**Bureau of Indian Affairs**—The Bureau reported the increase in the two educational environment categories for children ages 3 through 5, *early childhood setting* and *part-time early childhood/part-time special education setting*, was consistent with the increase in the child count. This change was normal fluctuation. The Bureau will monitor the data to watch for future trends.

The increase in the number of students ages 6 through 21 in *homebound/hospital* settings was not attributed to any reason. This change was normal fluctuation. The Bureau will monitor the data to watch for future trends.

**California**—California noted that a review of local data indicated that the differences were based on accurate reporting, and they were normal data variations. The change in data was due to improvements in the data system of one of the largest school districts in the state.

The state noted the increases in the number of children ages 3 through 5 in the *residential facility* and *separate school* settings were due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted the decrease in the number of students ages 6 through 21 in the *public residential facility* setting was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state was unable to explain why the change occurred.

The state noted the increase in the number of students ages 6 through 21 in the *private residential facility* setting was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

**Colorado**—There was an increase in the number of children ages 3 through 5 served in *home* settings. Although this was a 50 percent change from 2004, there were no significant changes in any individual LEA's data. This change was normal fluctuation. The state will monitor the data to watch for future trends.

There was a decrease in the number of children ages 3 through 5 served in *part-time early childhood/part-time special education settings*. A review of data submitted by individual LEAs did not indicate a significant change in the data submitted from any individual LEA. This change was normal fluctuation. The state will monitor the data to watch for future trends.

There was an increase in the number of students ages 6 through 21 in *homebound/hospital* setting. A review of data submitted by individual LEAs did not indicate a significant change in the data submitted by any individual LEA. The change was the result of small differences in LEA-level data that, when summed, produced an overall increase of 117 students statewide. From 1996–2001, Colorado had a decrease every year for this data element, then an increase in 2005. The state was unable to attribute a reason for the switch but will watch the data for further trends.

The state attributed an increase in the number of students in *correctional facilities* to Colorado's Adult Correctional system, which hired a full-time special education director who focused on identification of inmates with disabilities. Prior to 2005, Colorado's Adult Correctional system was cited by the Colorado Department of Education for inadequate identification processes.

**Connecticut**—When OSEP announced changes to the definitions for children ages 3 through 5 in 2005 that reflected where children attend school, the Connecticut State Department of Education (CSDE) trained school districts to report information using the new definitions. However, when OSEP announced later in 2005 that states were to use the previous definitions based on where special education services were provided, the CSDE was given permission to cross-walk data because the state had information on where students attended school, their school hours and the amount of time they spent with peers without disabilities (TWNP). Students were coded depending on a combination of education location, education, school hours, grade and TWNP variables that closely matched the definitions.

- Students in certain education locations that had 100 percent TWNP and had more than three hours a week of total school hours were coded as 1 – *early childhood setting*.
- Students in certain education locations that had 79 percent or less TWNP and had more than three hours a week of total school hours were coded as 2 – *early childhood special education setting*.
- Students reported in an education location of *home* were coded as 3 – *home*.
- Students in certain education locations that had a range of 79.1 – 99.9 TWNP and had more than three hours a week of total school hours were coded as 4 – *part-time early childhood/part-time early childhood special education setting*.
- Students reported in certain education facilities were coded as 5 – residential special education.
- Students reported in certain education facilities were coded as 6 – separate special education setting.
- Prekindergarten students in certain education locations that had three hours or less a week of total school hours were coded as 7 – itinerant service.
- Prekindergarten students in certain education locations that had more than three hours a week of total and special education school hours and had a range of 50 – 99.9 TWNP were coded as 8 – *reverse mainstream setting*.

Once the cross-walk was completed, the state compared the results with the educational environments data for 2004 and found the numbers to be comparable. Data changes in environments for children ages 3 through 5 were due to the cross-walk of data.

Changes in educational environments for students ages 6 through 21 showed a decrease in the number of students who received *special education outside the regular class at least 21 percent to 60 percent and more than 60 percent of the day*, while the number of students who received *special education outside the regular class less than 21 percent of the day* increased. This was due to the ongoing efforts of the CSDE and school districts to meet free appropriate public education (FAPE) requirements.

The decrease in the number of students in *correctional facilities* and in *private schools, not placed or referred by public agencies* was a reflection of the overall decrease in the total *IDEA* child count.

No comments were provided for changes in the number of students ages 6 through 21 in *private separate* and *public residential settings* because the numbers were too small to derive any meaningful explanation.

**Delaware**—The state attributed an increase in the number of children ages 3 through 5 in an *early childhood special education setting* to improved understanding of definitions. Districts that previously counted speech-only students in other categories counted them in the *early childhood special education setting*.

The state attributed an increase in the number of children ages 3 through 5 in the *part-time early childhood/part-time early childhood special education setting* and a decrease in the number of children in the *separate schools* setting to one district moving 33 students from a *separate school* to more inclusive settings. Year 2005 was the first year the district moved the students. The students were permanently moved.

The state attributed an increase in the number of children ages 3 through 5 in a *reverse mainstream setting* to districts counting children in other settings when they were in settings designed primarily for children with disabilities but that included 50 percent or more regular education students. In 2005, districts began counting these students as *reverse mainstream*.

The state attributed a decrease in the number of students ages 6 through 21 who receive special education *outside the regular class at least 21 percent of the day and no more than 60 percent of the day* and *outside the regular class more than 60 percent of the day* to districts moving students to less restrictive environments. Districts made this shift due to: (1) focused monitoring on districts with a low percentage of students in the environment *outside regular class less than 21 percent of the day*; (2) the inclusive schools initiative, which gave districts, schools and teachers training in inclusive practices and curriculum that support all students; and (3) a pilot funding program that allowed districts to place students in less restrictive environments and receive funding based on the intensity of the needs of the student. The traditional funding system requires students to have 12.5 or more hours of special education to be counted as a full-time special education student to receive the full funding based on their disability type.

The state attributed a decrease in the number of students ages 6 through 21 in *private* and *public residential facility* environments and an increase in the number of students in *homebound/hospital* environments to improved district understanding of definitions. Prior to 2005, students receiving treatment in *hospital/homebound* environments were counted in the *private* and *public residential facility* categories. They were counted in *homebound/hospital* environments in 2005.

The state attributed an increase in the number of students in the category *private schools, not placed or referred by public agencies* to improved understanding of reporting requirements. Due to training in 2005 and requirements for districts to work with private schools within their district, districts were more aware of requirements to report students who were attending private schools and receiving special education services.

**District of Columbia**—The District of Columbia attributed an increase in the number of children ages 3 through 5 in the *early childhood setting* and in the *early childhood special education setting* to an increased involvement of its charter schools in the counting process.

The District of Columbia noted the decrease in the number of students ages 3 through 5 in the categories *part-time early childhood/part-time early childhood special education setting*, *residential facility* and *separate school* was due to normal fluctuation in the data. The District of Columbia will monitor the data to look for trends.



The District of Columbia noted the increase in the number of students ages 6 through 21 in the categories *outside the regular classroom less than 21 percent of the day* and a decrease in the number of students *outside the regular class at least 21 percent and no more than 60 percent of the day*, in *public separate schools* or in a *private residential facility* were due to normal fluctuation in the data. The District of Columbia will monitor the data to look for trends.

The numbers the District reported for children ages 3 through 5 with autism and developmental delay in all environments were discrepant with the numbers reported for ages 3 through 5 child counts. The numbers the District reported for students ages 6 through 21 with specific learning disabilities, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, traumatic brain injury and developmental delay were discrepant with numbers reported for ages 6 through 21 child counts.

**Florida**—In 2005–06, Florida implemented a Voluntary Prekindergarten Program (VPK) for all 4-year-olds in the state. The state believed this created more inclusive settings for provision of specially designed instruction and related services, which reduced the number of children with disabilities receiving services at *home* or in *early childhood special education settings*. Florida also used the category *itinerant service outside the home* for the first time in 2005. Children reported under this category were previously reported under *early childhood special education setting*.

The state continued to see increases in the number of students ages 6 through 21 in the category *private schools, not placed or referred by public agencies* as a result of Florida’s scholarship programs, including the McKay program for students with disabilities.

**Georgia**—During the 2005–06 school year, the Georgia Department of Human Resources closed three *public residential facilities*. These closures influenced data on private placements and *separate school* placements for children ages 3 through 5 with significant service needs. As a result, in 2005, the following changes were reported:

- An increase in the number of children ages 3 through 5 in *separate schools*,
- An increase in the number of children ages 6 through 21 in *private separate schools*,
- An increase in the number of children ages 6 through 21 in *private residential facilities*,
- An increase in the number of students in *private schools not placed or referred by public agencies*,
- A decrease in the number of students in *public residential facilities*.

Georgia collects aggregate data using a single multiracial category. The racial/ethnic category of some students was unknown. The state estimated race/ethnicity for students using the district-level racial/ethnic distribution as prescribed by OSEP in *Handling Missing Data When Reporting Race/Ethnicity*.

In the age group 3 through 5, some 598 children (2.94 percent of the 20,370 children ages 3 through 5 with disabilities) were reported as multiracial. In the age group 6 through 21, a total of 4,054 students (2.29 percent of the 177,359 students ages 6 through 21 with disabilities) were reported as multiracial.

**Guam**—Guam noted the increase in children ages 3 through 5 in *early childhood settings* was offset by a decrease in the number of children in *early childhood special education settings*. More students were being placed in natural environments with their peers without disabilities.

**Hawaii**—Hawaii had a number of changes from data reported in 2004 to data reported in 2005. Individual changes in the data included:

- A decrease in the number of students ages 6 through 21 in *private separate schools*;
- A decrease in the number of students ages 6 through 21 in *public residential facilities*; and
- A decrease in the number of students ages 6 through 21 in *homebound/hospital* environments.

The changes in the state data were all attributed to random fluctuation. There was no pattern of consistent change, but the state will work to understand the changes in the data.

**Idaho**—The state had no explanation for the increase in the number of children ages 3 through 5 in the *separate school* setting. This was a random fluctuation in numbers.

The state attributed the decrease in the number of students ages 6 through 21 educated *outside the regular class at least 21 percent and no more than 60 percent of the day* to improved data validations added to the state data system that correlated total amount of time special education and related services were received and the environment where students received the education. Additionally, the state provided extensive training on educational environments coding.

The state attributed the decrease in the number of students ages 6 through 21 educated *outside the regular class more than 60 percent of the day* to improved data validations added to the state data system that correlated total amount of time special education and related services were received and the environment where students received the education. Additionally, the state provided extensive training on educational environments coding.

The state had no reason to explain the decrease in the number of students ages 6 through 21 in *public residential facilities*. This was a random fluctuation in numbers.

The state explained the increase in the number of students ages 6 through 21 in *homebound/hospital* environments as miscoding of home-schooled students. Increased training by the state on educational environments coding will reduce errors.

**Illinois**—The increase in the *early childhood special education setting* may have been due to data coding and input issues. Trainings were provided to assist districts in appropriate submission of data.

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 cross-walks these students into the preschool categories for federal reporting purposes. Students reported *outside the class less than 20 percent of the day* were cross-walked into the *early childhood* category. Students reported *outside the class 21-60 percent of the day* and *more than 60 percent of the day* were cross-walked into the *part-time early childhood/part-time early childhood special education* category.

**Indiana**—Based on guidance and direction received from the U.S. Department of Education at the 2005 Data Managers meeting in Washington, D.C., Indiana used the presented draft forms for all data collections required during the 2005–06 school year. Thus, the reported data represented a best case, good faith effort on Indiana’s part to cross-walk the data from the new draft forms to the old standard forms. As a result, the number of children in *early childhood settings* and in *separate schools* increased, and the number of children in *early childhood special education settings*, at home and in *part-time early childhood/part-time early childhood special education* decreased.

The state collected the 2005 educational environment data using the new revised format. Thus, all *separate school* and residential student data were reported under *public separate school* and *public residential facility*, respectively.

**Iowa**—The state attributed a decrease in the number of children ages 3 through 5 in the categories *home*, *separate school* and receiving *itinerant service outside the home* to increased state emphasis on serving children in preschool settings rather than *home*.

The state attributed an increase in the number of children ages 3 through 5 in the category *part-time early childhood/part-time early childhood special education setting* to an increased state emphasis on serving children in preschool settings rather than *home*.

The state attributed a decrease in the number of students ages 6 through 21 served in the category *outside the regular class more than 60 percent of the day* to the increased emphasis on monitoring educational environments of students. Educational environments received more attention through dissemination of area education agency (AEA) and LEA data tables and maps. Placement in least restrictive environments is a state monitoring priority, and the SEA disseminated detailed data by AEA and LEA, which raised awareness and improved placement practices.

The state attributed an increase in the number of students ages 6 through 21 in the categories *private residential facility* and *correctional facilities* to more accurate tracking of resident students served out of state.

The state attributed a decrease in the number of students in the category *private schools not placed or referred by public agencies* to more accurate tracking of resident students served out of state.

**Kansas**—The decrease in the number of children ages 3 through 5 receiving services in *reverse mainstream settings* was parallel to the increase in the number of children ages 3 through 5 receiving services in *early childhood special education settings*. This shift was attributed to:

1. A change in the Kansas State Department of Education (KSDE) administration;
2. A change in the KSDE collection methodology, resulting in re-formulating the cross-walking of KSDE placement/setting codes and *IDEA* categories on the educational environments table.

Since 1988, the KSDE has collected data on an individual student basis. Each student record collected included all special education services listed on the IEP, reported in terms of frequency, duration and location. Since 1994, one of the location options for children ages 3 through 5 was a setting called *integrated*. Over the years, the *integrated* setting was defined very vaguely as a blended program. The definition did not clearly address ratios of students with disabilities and those without disabilities. Under the reporting requirements of *IDEA 97*, Kansas' data showed a large proportion of its 3-through-5 population in the *early childhood special education* category.

In 1998, the KSDE administration began using the optional category of *reverse mainstream setting* and populating this category with the students coded as receiving services in an *integrated* setting.

In 2004, the KSDE had a change in administration; the Part B coordinator retired, and a new director was acting as Part B coordinator. After attending an OSEP conference, the KSDE received clarification on the collection of early childhood placement data. The decision was made by the then current KSDE administration to add a new placement category to the collection methodology called *reverse mainstream*,

define this category according to OSEP direction and only count children on the educational environments table in the *reverse mainstream setting* who were coded as such. It was also decided that the integrated setting be redefined as a program intending to have a population of at least 50 percent children with disabilities and to count those coded as such in the *early childhood special education setting* on the educational environments table. This issue was based on a KSDE decision to align its collection, coding and methodology with OSEP requirements, resulting in a one-time shift in numbers for Dec. 1, 2005.

There continued to be a statewide effort to provide more special education services in the regular education classroom. District-level educational environments data were disseminated last year as part of the state's Focused Assistance and Monitoring System. This new method of data dissemination heightened the awareness to improve outcomes for students with disabilities. KSDE believed this shift was an indication of this movement. The state had decreases in the number of students ages 6 through 21 in the categories receiving services *outside the regular class more than 60 percent of the school day*, in *public separate schools*, in *private separate schools*, in *public residential facilities* and in *private residential facilities*.

**Kentucky**—In 2005, there was an increase in the number of students ages 3 through 5 in the *part-time early childhood/part-time early childhood special education setting*. The state noted this required an ongoing explanation with school districts who continued to treat these placements the same as the percentages they used when reporting settings for the 6 through 21 age range. At trainings across the state in 2005, continuing emphasis was placed on the fact that for ages 3 through 5, the placement was where the child received his or her special education services.

For ages 3 through 5, the environments categories were: with regular education peers, with special education students and a combination of the two. No percentages were reported; the student was either educated with regular education students, not educated with regular education students or educated in a combination of the two. In addition, data were reported for this age range only for time in special education, not other educational portions of the child's day where special education was not being provided. For ages 6 through 21, there were three percentage categories as opposed to the absolutes. These categories were based on the entire educational day, not just special education services received. Districts, however, wanted to apply the same rule to the 3- through 5-year-olds when reporting in these three placement categories. The ongoing training and emphasis focused on overcoming that tendency. It appears now that the new environment categories will change such that children ages 3 through 5 will be reported similarly to the 6-through-21 age range.

**Louisiana**—Louisiana child counts decreased from previous years across all categories due to Hurricanes Katrina and Rita. Some students evacuated to other states and had not returned to Louisiana.

**Maine**—The state attributed the decrease in the number of children ages 3 through 5 in *home* environments to the decline in enrollment of children ages 3 through 5 and to a state initiative to educate children in the least restrictive environment with their peers.

Children who received special education and related services in the category *correctional facilities* should have been reported in the duplicated count of children in *correctional facilities* as well as in one of the categories for the percentage of time spent outside the regular classroom. Maine reported children in the category *correctional facilities* in the *public residential facility* category.

The state did not report any children in the duplicated count of children *in private schools, not placed or by referred public agencies*; however, there were children in the state who were placed by their parents in private schools. Maine reported all of these parentally placed children in either the *private separate school* or the *private residential facility* category.

**Maryland**—Maryland attributed the decrease in the number of children ages 3 through 5 in *early childhood settings* and *separate school* setting and the increase in the number of children in the *part-time early childhood/part-time early childhood special education setting* to a better understanding of the preschool environment definitions in the local school systems. The increase in understanding of the definitions resulted in better data reporting.

**Massachusetts**—The state believed that there was great confusion over reporting for children ages 3 through 5 in the *part-time early childhood/part-time special education setting*. The state could not explain the increase in the number of children in the setting. The state has been discussing how to increase clarity of reporting for this age group.

The state had an increase in the number of students ages 6 through 21 receiving services *less than 20 percent of the day outside the regular class* and a decrease in the number of students receiving services in *homebound/hospital settings* and *outside the regular class 20 to 60 percent of the day*. As noted in the Massachusetts State Performance Plan, Massachusetts made considerable efforts to improve the quality and accuracy of educational environments data reporting for students ages 6 through 21. Additionally, the Massachusetts Department of Education continued to implement and support initiatives that promoted the education of students in inclusive environments.

Prior to 2003, Massachusetts reported all children ages 3 through 5 in either the *early childhood* category or the *home* category. Beginning in 2003, Massachusetts began using all required educational environment reporting categories for this age group. The state collects data on children ages 3 through 5 according to the percentage of time they are in inclusive environments with peers without disabilities, rather than according to the environment in which they receive special education and related services. This is inconsistent with OSEP reporting instructions. Children ages 3 through 5 were reported by Massachusetts as follows:

- The state reported children in the *early childhood setting* if they attended an early childhood program that was fully inclusive and were removed from the early childhood program for 20 percent or less of their time to receive special education and related services. These children may have received special education or related services during the early childhood program hours and may have received services from the school in addition to the hours of the early childhood program.
- The state reported children in the *early childhood special education setting* if they did not participate in an inclusive early childhood program or if they participated in an inclusive early childhood program but were removed from this environment for more than 80 percent of their time to receive special education and related services.
- The state reported children in the *part-time early childhood/part-time early childhood special education* category if they received special education and related services in some combination of an inclusive early childhood program, a partial inclusion setting or a *separate* setting and if the children were removed from the inclusive *early childhood setting* to receive special education and related services for more than 20 percent of their time.

**Michigan**—Michigan significantly altered its methodology for collecting data on students ages 6 through 21 who were removed from the general education classroom in the three categories *less than 20 percent of the day*, *21 to 60 percent of the day* and *more than 60 percent of the day*. In previous years, Michigan used student full-time equivalency (FTE) in special education to compute these values. In 2005, Michigan asked districts to self-report on each student from the student's IEP as to the amount of time he/she is removed from the regular education classroom. This should have had a significant impact on better accuracy in data reporting.

Michigan's OSE/EIS emphasized to ISDs, schools and LEAs the need to increase data accuracy with respect to special education data/information. In addition, the LEA and the ISD data were publicly reported, further increasing the content validity of data on students with disabilities. Programs such as the Continuous Improvement and Monitoring System (CIMS) broadened the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving education results for students with disabilities in Michigan. In turn, CIMS also focused on assessing and improving the quality of data the OSE/EIS received from school districts. These interventions resulted in more accurate data reporting, resulting in better data being submitted to OSEP.

The state noted that the increases in the number of children ages 3 through 5 served in the categories *home, part-time early childhood/part-time early childhood special education setting* or receiving *itinerant service outside the home* represent year-to-year changes that can be expected in terms of identification. However, the state noted that, in 2005, Michigan changed its rubric for the collection of environmental settings for students. Districts improved their reporting by using this new rubric and providing more accurate data.

The state attributed a decrease in the number of children ages 3 through 5 in the *separate school* category to state emphasis on the placement of children for more time in regular education settings. This became a priority for the state's CIMS. These changes reflected state priorities for children with disabilities.

The number of students ages 6 through 21 increased in the categories *outside the regular class more than 21 percent of the day, in public separate schools, in public and private residential facilities* and in *homebound/hospital* settings. Data verification procedures revealed a number of districts incorrectly reported students as residing in a *public residential facility*. Nonetheless, the number of students with disabilities in a *public residential facility* environment changes from year to year, especially depending upon the number of students placed in institutions and classified as having emotional impairment. The increase in the number of students in *homebound/hospital* settings reflected year-to-year variations. The number of students who are too ill to attend school on a regular basis changes from year to year with no predictable pattern.

The state noted that the increase in the number of students in *correctional facilities* and the decrease in the number of students in *private schools, not placed by public agencies* were due to the move to a new rubric by the OSE/EIS for the collection of school environment data. Changes in these categories may have reflected the utilization of this new rubric by local school districts.

The state does not collect data on deaf-blindness. Children with deaf-blindness were reported in the hearing impairments category.

**Minnesota**—The state attributed a decrease in the number of children ages 3 through 5 educated in *separate schools* to a greater understanding on the part of staff members in districts about how to accurately report settings for young children.

The state attributed an increase in the number of children ages 3 through 5 receiving *itinerant services outside the home* to a shift in how IEP teams chose to meet the needs of young children with delays exclusively in the area of speech/language.

The state attributed a decrease in the number of students ages 6 through 21 in *private separate school* and *public and private residential facility* environments to a clarification in data reporting procedures/methods. Prior to a policy memo that was distributed Feb. 9, 2005, districts were incorrectly reporting students in *separate schools* and *public and private residential facilities* as if those programs were special education only. This resulted in a reduced number of students reported in the environments with an

increase in the number of students correctly reported. Prior to the policy memo, LEAs were incorrectly overreporting students as being served in separate settings when the services were actually not being provided in separate settings. The state sent out the clarifying policy memo, and the accuracy of the LEA data improved and reflected fewer students served in separate settings. These students were correctly reported in the settings in which they were being served.

The state attributed an increase in the number of students in *correctional facilities* to a change in reporting procedures. In 2005, Minnesota was able to disaggregate and report data through every *correctional facility* in the state that served children and youth ages birth through 21 with disabilities. The change resulted in fluctuations in the number of students reported in *correctional facilities*.

**Mississippi**—Mississippi suffered on Aug. 29, 2005, when Hurricane Katrina left devastation on the state's Gulf Coast. The state worked with districts to help them take in displaced students from the Mississippi Gulf Coast as well as many from Louisiana (New Orleans in particular). The state also worked with other states to take in students. After Katrina, the state spent the next three months filling thousands of requests from within and outside the state concerning student records that the state could provide to assist the displaced students' new schools. Due to the thousands and thousands of families and students who were displaced, the state's 2005–06 data were somewhat skewed due to students coming into the state from Louisiana and from students leaving the state.

**Missouri**—The decrease in the number of children ages 3 through 5 reported in *home* settings was offset by the increase in the *early childhood setting*. The state was unable to provide a reason for the shift; however, the state will watch the data for trends in the coming years. The increase in the *part-time early childhood/part-time early childhood special education* category was most likely offset by a decrease in the number of children in the *early childhood special education setting*. The state was unable to provide a reason for the shift; however, the state will watch the data for trends in the coming years.

A small decrease in numbers results in a large decrease in the percentage of students ages 6 through 21 in *private residential facilities*. IEP teams make these environment decisions, and the individual reasons for the decrease were not known. A large part of the increase in *homebound/hospital* environments was attributable to one large urban district. The reason for the change of placements was unknown.

**Nebraska**—The state had an increase in the number of children ages 3 through 5 in the *early childhood setting* and a decrease in the number of children in the settings *early childhood special education*, *separate school* and receiving *itinerant service outside the home*. The changes in the four settings reflected an emphasis on serving children in natural environments. Extensive training was provided to help service providers understand the concept of coaching care providers to allow children with disabilities to participate in settings with their peers without disabilities. The data changes reflected the movement of children from more restrictive to less restrictive settings.

Training was provided to school districts to improve the accuracy and precision of the data reported concerning the amount of time students ages 6 through 21 participate in general education. The Web-based IEP system used by the majority of school districts in the state was modified to include the amount of time students participate in regular education instead of the previous recording of percentage of time in special education. This elimination of an additional calculation improved accuracy. These changes were attributed to the increase in students receiving services in the category *outside the regular class less than 21 percent of the day* and a decrease in students receiving services outside the regular class for more than 21 percent of the school day.

Nebraska revised the state administrative rule regarding the approval of programs providing special education services to students (92 NAC 18). It was suspected that the increase in students in *public separate schools* and *residential facilities* was a result of better understanding and clarification of the correct reporting of students in these categories. Nebraska continued to investigate the source of the increase in the number of students reported in *private separate schools*.

The state had a decrease in the number of students reported in the *correctional facilities* category. *Correctional facilities* operate schools that are approved under 92 NAC 18. It was suspected that students attending programs operated by *correctional facilities* were reported by their resident school district in other categories. The Nebraska Department of Education continued efforts to clarify accurate reporting requirements for this category.

The Nebraska Department of Education conducted training on the category *private schools not placed or referred by public agencies*. It was suspected that the increase in this category was due to more accurate reporting because of improved understanding.

**Nevada**—The state attributed a decrease in the number of children ages 3 through 5 in the *early childhood setting* category and the increase in the number of children in the *early childhood special education setting* category and receiving *itinerant service outside home* category to difficulties associated with establishing and maintaining placements in regular community-based preschools. Placements in regular community-based preschools declined, while *itinerant service outside the home* placements increased. *Early childhood special education setting* placements increased in response to the nature and severity of students' needs.

The state attributed the decrease in the number of students ages 6 through 21 educated *outside the regular class for more than 60 percent of the day* to training and results that showed access to the regular curriculum improves academic performance for students with disabilities.

The state attributed the increase in the number of children and students in *private schools not placed or referred by public agencies* to increased options and interest in private school education as public education comes under increased accountability.

**New Hampshire**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**New Jersey**—The state noted there was an increase in the number of children ages 3 through 5 in *part-time early childhood/part-time early childhood special education settings* and receiving *itinerant service outside the home* settings. These two categories also showed increases in the 2003 and 2004 school years. Clearly, increasing numbers of students were being placed in these categories. The state was unclear whether this reflected true placement trends or perceived placement trends, given the difficulty districts had over the years with the definitions of the 3-through-5 placement categories. It will be interesting and useful to observe if these same trends exist with the newly proposed placement categories.

There was a noticeable decrease in all *public* and *private residential facilities* placements. Efforts throughout the year, including correspondence with districts, communication and visits from monitors and ongoing trainings with districts to clarify the placement categories and improve the relatively high numbers of children placed in these settings, may have contributed to these trends. The fact that the numbers for students in *private residential facilities* decreased more so than the others was not alarming given the overall trends.



Since 2002, the number of students in *homebound/hospital* settings has been about 1,100. There has been some variation from this but not a great deal. The increase in 2005 cannot be clearly explained. In 2002 and 2003, the numbers of students receiving services in these environments were 1,162 and 1,173, respectively. There was a substantial drop in 2004, which appeared to be a natural variation in numbers. This may have been due, in part, to the tenuous nature of *homebound/hospital* care.

**New Mexico**—The state had a decrease in the number of students served *outside the regular class for more than 60 percent of the day*. Districts demonstrating decreases in the number of students with disabilities served *outside the regular class for more than 60 percent of the day* were contacted. They reported the following reasons for the decrease:

- Statewide least restrictive environment initiatives affecting how IEP teams determine where students with IEPs received services;
- Increase in team teaching and inclusion programs in districts;
- Heightened awareness of regular education as the first option for students with disabilities when making service and setting decisions by IEP teams;
- Adequate yearly progress (AYP) status of districts, providing students with IEPs access to the regular curriculum in order to meet AYP goals; and
- Overall statewide decrease in the total number of students with disabilities (with IEPs).

The state had an increase in the number of children ages 3 through 5 in the *home* setting. OSEP defines the *home* setting as, “total of preschoolers who receive all of their special education services and related services in the principal residence of the child’s family or caregivers.”

The state determined through the analysis of district data that one district was notably discrepant in the number of children reported in the *home* setting between 2004 and 2005. The district was contacted and provided the following explanation:

- Some preschoolers who were not involved in center-based programs, but were receiving therapy-only services at schools, were being reported in a segregated setting. In order to more accurately reflect the fact that these therapy-only students were not involved in a center-based program, the district began reporting the students in the *home* setting.
- Additionally, between 2004 and 2005, the largest increase in the number of children receiving services in the *home* setting was for students receiving speech-language therapy.

**New York**—The state noted that a few individual districts accounted for the majority of the change in the educational environments categories. The state will monitor the data to look for further trends and patterns that may emerge.

**North Carolina**—The state attributed the increase in the number of children ages 3 through 5 served in the *early childhood setting*, *early childhood special education setting* and in the *home* setting to more children receiving services in the least restrictive environment. Due to Medicaid funding cutbacks, there was a decrease in the number of children receiving services in the categories *separate schools*, *itinerant service outside the home* and *reverse mainstream setting*.

There was a decrease in the number of students ages 6 through 21 attending *private separate schools* and *public residential facilities* due to Medicaid funding cutbacks. Students in these facilities returned to their local school system. This may have contributed to the increase in the number of students placed in *private residential facilities*.

**North Dakota**—The state attributed an increase in the number of American Indian/Alaska Native children ages 3 through 5 to an effort to better report this category electronically during the 2005–06 school year. Often, these students received minimal supports in their *home* environment, and schools found little financial benefit in reporting this category. In 2005, the state worked with each of its 31 special education units to improve the reporting of this population.

The state attributed an increase in the number of black (not Hispanic) students ages 6 through 21 to three special education units in North Dakota. The Fargo Special Education Unit is the state’s largest and most urban growth center. Fargo had an increase of 14 black (not Hispanic) students identified. The state attributed the increase at two other units to United States Air Force Bases, one in Grand Forks and the other in Minot. In the first instance, the state had a growing population, and in the second, the state had transient populations. Both conditions may have accounted for the increased numbers of black (not Hispanic) students identified.

**Northern Marianas**—Northern Marianas reported that with the creation of two centers for children with autism and for children who are deaf or hard of hearing and staff getting intense specialized training, combined with an increase of child care facilities, there was an environment placement shift from *early childhood settings* to *part-time early childhood/part-time early childhood special education settings*.

Northern Marianas attributed the decrease in the number of students ages 6 through 21 in *private separate schools* to an error in reporting in 2004. In the 2004 report, the number reported in *private separate schools* was the number of children placed in private schools by their parents (Federal Statute Section 612(a)(10)(A)).

Northern Marianas attributed the increase in the number of students ages 6 through 21 reported in the *outside the regular class for more than 60 percent of the day* category to better identification of students with autism and an increase in discipline and emotional problems that necessitated one-to-one assistance.

**Ohio**—The state attributed the increases in the number of children ages 3 through 5 in the *early childhood setting* and *early childhood special education setting* categories to additional clarification of data definitions and technical assistance from the Ohio Department of Education on reporting data.

The state attributed the decreases in the number of children ages 3 through 5 in the *part-time early childhood/part-time early childhood special education setting* and *separate school* categories to additional clarification of data definitions and technical assistance from the Ohio Department of Education on reporting data.

The state attributed decreases in the number of students ages 6 through 21 in *public separate school* and *private separate school* categories to a decrease in nonpublic school enrollment within the state for the last three years. A decrease in the number of students in *public* and *private separate school* categories was a reflection of statewide trend.

The state attributed a decrease in the number of students in *correctional facilities* to data reporting/timing issues. Since the child count was taken on Dec. 1, it was a snapshot of the number of children in *correctional facilities* at one point in time and may not have represented what was happening within the state.

**Oklahoma**—The observed changes from 2004 to 2005 were likely the result of several edit checks that were added to the online reporting system. Therefore, the Oklahoma State Department of Education was confident that the data submitted to the U.S. Department of Education were an accurate portrayal of the educational environments data for special education students as of Dec. 1, 2005.

**Oregon**—The state attributed an increase in the number of children ages 3 through 5 in the *early childhood special education setting* category to a total increase in the number of children in the 619 program and to changes in service delivery models or errors in coding in previous years. Two large programs reported high numbers of children in the *reverse mainstream setting* category in 2004 and none in 2005.

The state noted that an increase in the number of children ages 3 through 5 in *home* settings was scattered across programs. The highest increase, 12 children, occurred in one large urban program.

The state attributed the increases in the number of children ages 3 through 5 in the *part-time early childhood/part-time early childhood special education setting* category to one program. This program increased from 23 children to 77 children receiving services in this type of setting.

The state noted that two large programs that reported high numbers of children ages 3 through 5 in the *reverse mainstream setting* category in 2004 reported none in 2005. This was due to a change in the service delivery model and errors in coding in previous years. The new coding system should help reduce errors in coding in the future.

Oregon noted the Children's Mental Health Systems Change Initiative led to a change in the way that students are placed in *separate schools* and *residential facilities*. This change led to an increase in the numbers of students ages 6 through 21 served *outside the regular class for more than 60 percent of the day* and in *private residential facilities* and a decrease in the numbers of students being served in *private separate schools* and *public residential facilities*.

The state attributed the decrease in the number of students ages 6 through 21 in *homebound/hospital* settings to a hospital program serving 17 students that was shut-down. The students were placed in other environments.

The state attributed the decrease in the number of students in *correctional facilities* to a decline in the count reported from three youth *correctional facilities*, which together accounted for 85 percent of the decline.

The state attributed the increase in the number of students in *private schools not placed or referred by public agencies* to one large district that incorrectly reported far fewer parentally placed students in 2004. This district accounted for much of the reported increase.

Oregon does not collect data on multiple disabilities. Students and children with multiple disabilities were reported according to their primary disability.

The state's data contain information on 3-year-old, 4-year-old and 5-year-old children whose fifth birthday fell on or after Sept. 2, 2005. These children were not yet eligible for school-age services and continued to be served and were reported by the 619 program. All 5-year-olds who were age 5 by Sept. 1, 2005, were school age and were reported by the school system as being in one of the school-age education environments categories with students ages 6 through 11. Therefore, the number of children shown in the educational environments table does not match the number of children on the child count table.

The numbers the state reported for students ages 6 through 21 in all environments were discrepant with numbers reported for ages 6 through 21 child counts.

**Palau**—The territory has seen a decrease in the number of 6- through 21-year-old students receiving special education services *outside the regular class less than 21 percent of the day* and an increase in the number of students receiving special education services *outside the regular class 21 percent to 60 percent of the day*. The territory indicates that the shift in categories reflects its policy that teachers have to more strongly address the students' specific needs before the students are mainstreamed into a regular classroom.

**Pennsylvania**—The Bureau of Special Education determined that inconsistencies and incorrect use of the federal definitions of the education environments were occurring among preschool agencies. The state developed a stakeholder group to analyze the data and clarify the PennData Resource Guide to align it with the federal education environments definitions. Changes in categories reflected this effort.

**Puerto Rico**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Rhode Island**—The number of children ages 3 through 5 decreased in the *early childhood special education setting* category as school districts focused on a more inclusive setting for students with disabilities and started to report them in the *early childhood setting* category.

The state had a decrease in the number of students ages 6 through 21 reported in *homebound/hospital* settings. In 2004, the local school districts were still reporting students who had previously not had an IEP, but who had incurred an accident or illness. These students were given a temporary IEP. Starting in 2005, the new regulations took effect, and local school districts could no longer continue this practice. They had to change their policy on these students. They still had to provide services, but these students were no longer provided an IEP, and they were no longer reported on the census. This caused the numbers to decrease.

**South Carolina**—For children ages 3 through 5, the *early childhood setting* and *home* categories increased due to an increased emphasis on improving the child find process. The state also emphasized serving children in least restrictive environments, and there was a significant decrease in the number of students ages 3 through 5 being served in the *separate schools* and receiving *itinerant service outside the home* categories.

South Carolina counted students who were receiving services at *home* due to medical reasons and due to discipline issues. The state began the implementation of positive behavioral supports in the schoolwide model. The state anticipated an increase of students reported in the *home* category until the new system was completely implemented.

**South Dakota**—The state reviewed the educational environments data and verified they were accurate. The state preschool educational environment categories did not clearly align with OSEP's current data collection preschool environment categories, which may have accounted for the new data manager's interpreting the definitions differently from the previous data manager. In order to make things more accurate in the coming year, South Dakota adopted the new preschool educational environments categories into the state data system.

The state was unable to determine an exact cause for the changes in the data. It was not aware of any policies or procedural changes that would cause a change in the coding of the disabilities. State special education staff provided clear direction and training to school districts and, in recent years, did a post-audit of the child count data, which may have resulted in a more thorough review of reported data. All districts were provided a detailed 2005 child count that included the primary disability, age levels, placement category and services provided. All districts verified these counts. The South Dakota School for the Deaf closed its residential facilities. This was the only residential program closure that South Dakota had. There was no decrease in funding.

**Tennessee**—The decrease in the number of children ages 3 through 5 in the *early childhood setting* and receiving *itinerant service outside the home* categories and increase in the number of children ages 3 through 5 in the categories *early childhood special education setting*, *separate school* and *reverse mainstream setting* were attributed to the technical assistance provided by preschool consultants to LEAs regarding the appropriate categorization of service types and locations.

The increase in the number of students *outside the regular class less than 21 percent of the day* and decrease in the number of students in the categories *outside the regular class at least 21 percent of the day but no more than 60 percent of the day* and *outside the regular class for more than 60 percent of the day* along with the significant decreases in students receiving services in *public* and *private separate schools* were primarily attributed to LEA efforts to provide students with disabilities greater access to the general curriculum. The implementation of the new statewide special education student data system by 135 of the 143 reporting LEAs allowed the districts greater capacity to clearly report the provision of special services in regular education settings.

**Texas**—The state did not report race/ethnicity data for students in *private schools not placed or referred by public agencies* because it does not collect these data.

The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Utah**—The state launched a new data collection system to collect the educational environments data by the federal percentages. This was the sole reason for the changes in the state report. The state then collected the data as required and reported them more accurately.

The numbers the state reported for children ages 3 through 5 with speech or language impairments and developmental delay in all environments were discrepant with numbers reported for ages 3 through 5 child counts. The numbers the state reported for students ages 6 through 21 with specific learning disabilities in all environments were discrepant with numbers reported for ages 6 through 21 child counts.

**Vermont**—The number of children ages 3 through 5 reported in *separate schools* decreased 51.72 percent, from 29 to 14. This was the result of an additional data cleaning check that was implemented to ensure that this category was properly reported. As a result of this edit check, it was discovered that some students reported in *separate school* placements should have been reported in *early education setting*, *early childhood special education setting* or *part-time early childhood/part-time early childhood special education setting* categories.

The number of students ages 6 through 21 reported in *public separate schools* decreased 71.37 percent from 241 to 69. This was the result of an additional data cleaning check that was implemented to ensure that this category was properly reported. As a result of this edit check, it was discovered that some students reported in the *public separate school* category often should have been reported as being in *private separate school* placements or other environments.

The number of students ages 6 through 21 in *private separate schools* increased 24.51 percent from 408 to 508. This was the result of an additional data edit check that was implemented to ensure that this category was properly reported. As a result of this edit check, it was discovered that some students reported in the *public separate school* category often should have been reported as being in *private separate school* placements or other environments.

The number of students ages 6 through 21 in *public residential facilities* decreased. This was the result of an additional data edit check that was implemented to ensure that this category was properly reported. As a result of this edit check, it was discovered that some students reported in the *public residential facility* category often should have been reported as being in *private residential facility* placements or other environments.

The number of students ages 6 through 21 reported in *private residential facilities* decreased 10.74 percent from 149 to 133. This may have been the result of an additional data edit check that was implemented to ensure that this category was properly reported. As a result of this edit check, it was discovered that some students reported in the *private residential facility* category often should have been reported as being in *private separate school* placements or other environments.

The number of students ages 6 through 21 in *homebound/hospital* placements decreased 34.21 percent from 38 to 25. This may have been the result of an additional data edit check that was implemented to ensure that this category was properly reported. As a result of this edit check, it was discovered that some students reported in *homebound/hospital* placement often should have been reported in other environments.

The number of special education students reported in *correctional facilities* increased from 46 to 60, a 30.43 percent increase. These data were verified, and no changes in state policy or data collection methodologies were thought to be responsible for this change. Future changes in this placement category will be analyzed to understand if this is a trend.

The number of special education students receiving services in *private schools not placed by public agencies* decreased from 67 to 46, a 31.34 percent decrease. These data were verified, and no changes in state policy or data collection methodologies were thought to be responsible for this change. Future changes in this placement category will be analyzed to understand if this is a trend.

**Virgin Islands**—Virgin Islands attributed the increase in the number of students ages 6 through 21 reported in the category *outside the regular class less than 21 percent of the day* and concomitant decreases in the number of students in the categories *outside the regular class at least 21 percent of the day but no more than 60 percent of the day* and *outside regular class for more than 60 percent of the day* to district efforts to increase the total hours of education in the general education environment.

**Virginia**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Washington**—The state attributed an increase in the number of children ages 3 through 5 in *early childhood setting* and *reverse mainstream setting* categories as a result of a related target of the state's Annual Performance Report (APR) and State Performance Plan (SPP). The state saw movement to more inclusive settings as a result of state activities, including developing a rating scale to assist districts in analyzing their performance data and identifying districts in need of technical assistance, training and targeted review and/or assistance in the revision of district policies/procedures for determining appropriate placements for special education students.

The state attributed an increase in the number of students ages 6 through 21 in *public separate schools* and a decrease in the number of students in residential facilities to the fact that more students were served in the regular classroom in their resident districts or in day schools than were being placed in residential facilities.

**West Virginia**—In 2005, West Virginia discontinued the *reverse mainstream setting* optional category for children ages 3 through 5. The change was a result of changes in service delivery, including the requirement for collaborative community general education/special education programs under Policy 2525: Universal Pre-K. Reverse mainstream was no longer an accurate description of recommended service delivery. Students reported in this category prior to 2005 were reported in other categories.

The state attributed a decrease in the numbers of students ages 6 through 21 reported in the categories *outside the regular class at least 21 percent of the day but no more than 60 percent of the day* and *outside the regular class for more than 60 percent of the day* to West Virginia's focused monitoring and district self-assessment targets for increasing placement in the *outside the regular class less than 21 percent of the day* category.

**Wisconsin**—The state attributed the decrease in the number of children ages 3 through 5 reported in the *home* category to one of the largest districts in the state. In comparing the preschoolers who had been reported in this district in 2004 in the educational environments category of *home*, it was noted that only 10 children continued to be reported in that educational environments category for the 2005 school year. The majority of the children were moved to the educational environments category of *early childhood setting*.

The state attributed the decrease in the number of children ages 3 through 5 in *separate schools* to one district that closed its *separate school* for preschoolers beginning with the 2005–06 school year. There were also several districts in the state that placed preschoolers in a separate county-run school. A discretionary grant was awarded to these districts to look at alternative placements for their preschoolers. It was noted that several of these districts placed more of their preschoolers in district-run programs.

The state attributed an increase in the number of students ages 6 through 21 in *private separate schools* to districts that may have reported students incorrectly in that environments category. The state will continue to monitor these data and will continue to provide training emphasizing that students should be reported in the *private separate school* educational environments category only when the school is for students with disabilities and only when the placement is for educational purposes.

The state hypothesizes the increase in the number of students in *private schools not placed or referred by public agencies* who received special education services was due to the increased consultation between the LEA and the private school representatives as required by *IDEA 2004*. The state will continue to monitor these data in the future. The biggest increase was in the number of students receiving speech and language services.

**Wyoming**—With the exception of multiple disabilities, visual impairments, deaf-blindness and developmental delay, the numbers the state reported for children ages 3 through 5 in all environments were discrepant with numbers reported for ages 3 through 5 child counts. With the exception of deaf-blindness, the numbers the state reported for students ages 6 through 21 in all environments were discrepant with numbers reported for ages 6 through 21 child counts. The state looked critically at the accuracy of state data submitted over the last two years and discovered some mapping and definition errors in the state's internal databases. The state worked to resubmit corrected data, but because this was a complicated study and the state had a turnover in staff, this process was difficult to complete. The state was unable to submit corrected data prior to the snapshot deadline for the *29th Annual Report to*

*Congress*. The state believed that the changes in educational environments data had a great deal to do with more accurate data definitions and better follow up between the SEA and LEA. The state planned to continue to resubmit data to get better historical data recorded.

### **Tables 3-1 Through 3-3: IDEA Part B Personnel, 2004**

**Alabama**—Alabama attributed the increases in personnel to efforts to hire additional personnel to provide special education and related services for students with disabilities in response to federal mandates. The state had increases in the following categories of personnel employed:

- *Vocational education teachers,*
- *Physical education teachers,*
- *Psychologists,*
- *School social workers,*
- *Occupational workers,*
- *Counselors,*
- *Supervisors/administrators,*
- *Other professional staff and*
- *Nonprofessional staff.*

**Alaska**—The increase in the number of *fully certified special education teachers* for children ages 3 through 5 was attributed to specific statewide activities designed to increase the number of early childhood professionals. In the past two years, the state Department of Education and Early Development worked with the University of Alaska to create and promote the university's master's degree in early childhood special education program. The state also helped to fund this education program. Recently, the first cohort of students completed their degrees. As more of these graduates are placed in Alaska's schools, the state expected to report more *fully certified special education teachers* for children ages 3 through 5. In addition, the teacher certification unit within the Alaska Department of Education and Early Development instituted the *special education teacher* waiver program to encourage more teachers to complete special education training necessary to achieve full certification. These waivers give regular education teachers temporary waivers to teach special education while they complete the special education certification requirements. The waivers were instituted in the 2003–04 school year. Many of the teachers who were on a waiver for 2003–04 completed their special education training in 2004 and added the endorsement to their regular certificate. For the 2005–06 school year, those teachers will be fully certified for teaching special education.

Due to changes in Alaska's data collection system in 2004, Alaska was able to report the number of FTE *vocational education teachers, work-study coordinators, teacher aides* and *counselors*. In 2002 and 2003, this information was not reported because it was not included in the state's data collection system. Prior to 2002, this information was reported by Alaska Teacher Placement (ATP) at the University of Alaska-Fairbanks. However, the contract with ATP was not renewed for the 2002–03 school year. At that time, the Alaska Department of Education and Early Development began modifying its staffing data collection system to include these personnel categories. Alaska does not certify *teacher aides*; therefore, *teacher aides* were all reported as fully certified.



Alaska explained specific changes in its data as follows:

- The overall increase in the number of *special education teachers* for students ages 3 through 5 was attributed to the nearly 30 percent increase in the number of preschool students enrolled in special education. As a result of this increased enrollment, more *special education teachers* were required.
- The decrease in the number of *noncertified special education teachers* for students ages 6 through 21 was also attributed to the University of Alaska graduating an increased number of students with a master's in early childhood special education. As these graduates were placed in Alaska schools, fewer emergency waivers were required to meet the special education teacher needs in the state. To receive a waiver, the teachers must:
  - Hold full certification for teaching;
  - Have completed nine semester hours of special education coursework;
  - Be enrolled in a special education program that they can complete within three years; and
  - Submit a letter from the district indicating that the district has advertised for a *certified special education teacher* to fill a vacancy and was unable to find a candidate and, therefore, will hire this regular education teacher to fill the special education position if a waiver is granted.
- An overall increase in the number of special education related services staff and the number of fully certified staff was attributed to the modifications to the data collection, mentioned above, that allow Alaska to report *teacher aides*. *Teacher aides* added a significant number of FTEs that were not included in Alaska's personnel data for 2002–04.
- An overall increase in *teacher aides*, and the increase in the number of *fully certified teacher aides* was also the result of the modifications to the data collection system. 2004 was the first year Alaska was able to report special education *teacher aide* FTEs.

**American Samoa**—American Samoa hired and recruited teachers who graduated from its local community college with an associate of arts or associate of science degree. American Samoa hired some personnel as *teacher aides* with a minimum of a high school diploma or some kind of teaching certificate. Therefore, the number of *not fully certified special education teachers* for students ages 6 through 21 increased.

The decrease in the total number of not fully certified staff was a reflection of personnel upgrades in qualifications. Some *diagnostic and evaluation staff* who were not fully certified in 2003 were certified. Additional *other professional staff* accomplished certifications based on their role and were considered fully certified in their field.

**Arizona**—The state student population increased as did the number of LEAs. This overall increase resulted in an increased need for and subsequent number of *special education teachers*.

*Teacher aides, physical therapists and occupational therapists* did not have state certification requirements. Thus, they were all reported as fully certified.

Because LEA training efforts continued, the state believed its data continued to improve in accuracy. Every year, the state offers workshops on the Web-based application that is used to collect much of the data required by OSEP under *IDEA*. This workshop covers the federal definitions from the data dictionary used in the various data collections, all of the instructions/business rules associated with the various data

collections and a complete walk-through of the online Web-based application used to collect the required data. Workshop participants include LEA staff—special education secretaries and/or administrative assistants, special education directors, Student Accountability Information System (SAIS) coordinators, *special education teachers, psychologists, etc.*

**Arkansas**—Arkansas saw an increase in the number of *school social workers, counselors, other professional staff* and *nonprofessional staff* in the 2004 school year. The growth in *social workers, counselors* and *other professional staff* was due in part to the growing school-based mental health initiative across the state. In addition, *nonprofessional staff* increased due to the growing need for support staff in special education at school districts and educational cooperatives.

Arkansas had a shortage of *special education teachers*. The increase in the number of teachers not fully licensed in special education reflected the number of regular education teachers who were pursuing an additional licensure endorsement in special education. The increase in not fully licensed *supervisors/administrators* appeared to be due largely to increased retirements of such professionals, which was anticipated to continue over the next several years, and more individuals being on additional licensure paths to get administrative credentials added to existing teacher licenses. The increase in *other professional staff* may have been linked in part to the growing school-based mental health initiative, as well as other district-level programs designed to increase student learning.

The overall growth of special education personnel reflected the growing changes within the state. With mental health services becoming more important, the need for *social workers, counselors* and *other professional staff* increased. The shortage of fully licensed *special education teachers* left many districts and programs relying on teachers who were on additional licensure plans pursuing their special education credentials to fill the gaps. In addition, schools were providing more support services that used additional support staff.

Because speech is not considered a related service in Arkansas, the state reported all personnel providing speech services as *special education teachers* for students ages 3- to 5-years-old. It did not report these personnel as related services personnel.

To be considered a certified *teacher aide* for special education, *teacher aides* must complete the special education three-module core training. Most of the *noncertified teacher aides* were in the Department of Human Services (DHS), Division of Developmental Disability program centers. Recently, the Arkansas Department of Education began working with DHS to provide the three-module core training to all special education *teacher aides*. As a result of these training sessions, the state reported an increase in the number of *fully certified teacher aides*.

**Bureau of Indian Affairs**—The BIA had a significant increase in the number of *fully certified special education teachers* for students ages 6 through 21 and *teacher aides* coupled with a decrease in not *fully certified other professional staff*.

The BIA also had an increase in the total number of employed *special education teachers* for students ages 6 through 21. This was a change BIA schools had been trying to make to meet the needs of students with disabilities. The BIA contracted with institutions of higher education across the country to help with professional development to address needs in the area of special education. Some universities focused on paraprofessional training or providing supplemental training for teachers; others focused on degree-related programs. School personnel also applied for financial support to achieve appropriate degrees in special education.

The BIA had difficulty with sufficient certified staff for special education for many years. One solution was to provide paraprofessionals to work under the supervision of certified staff. There also was a tendency for staff to not clearly understand when students might need one-on-one paraprofessional support. A significant recruiting effort was made to replace paraprofessionals with certified staff. Technical assistance also was provided to schools to help staff better understand when a student needed one-on-one assistance and when this was not a real student need.

The BIA also had a decrease in the number of *other professional staff*. In the past years, there was an effort to better define, across states, each listed professional category. It was believed that more professional positions were specifically identified rather than being placed in the generic *other* category. This is an ongoing task.

**California**—California noted a review of local data indicated that the differences were based on accurate reporting, and they were normal data variations. The change in data was due to improvements in the data system of one of the largest school districts in the state.

The state noted the increase in the number of *fully certified work-study coordinators, school social workers, interpreters* and *nonprofessional staff* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted the decrease in the number of *fully certified diagnostic and evaluation staff* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted the decrease in the number of *not fully certified nonprofessional staff, other professional staff, supervisors/administrators, speech pathologists, teacher aides, psychologists* and *special education teachers* for students ages 6 through 21 was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted the increase in the number of *not fully certified audiologists* and *interpreters* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

**Colorado**—Teacher FTE was reported according to caseload.

The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Connecticut**—2004 was the 13th year that the Connecticut State Department of Education collected personnel data electronically. The numbers reported were the sum of the FTEs for all special education teaching assignments.

Connecticut's personnel data are collected by grade level rather than by the age of children served. The state's count of *special education teachers* for ages 3 through 5 included teachers who worked in prekindergarten and kindergarten. *Special education teachers* for ages 6 through 21 included teachers who worked in grades 1 through 12.

In school year 2004–05, Connecticut collapsed several specialization areas into more general groupings: Special Education Pre-Kindergarten, Special Education Kindergarten and Special Education Grades 1-12 classification. The former areas included: learning disabilities, socially and emotionally maladjusted,

mentally intellectually disabled, physically and orthopedically, other disabled, autism and general education resource room.

The state reported that, because it was unable to distinguish *physical education* and *vocational education teachers* who served special education students from those who served regular education students, the state did not include these staff in its personnel data.

The state-reported data for the *psychologists* and *school social workers* categories included staff who served both regular education and special education students.

**Delaware**—The state attributed the decrease in the number of *special education teachers* and the increases in the number of *audiologists* and speech and language pathologists to the state's decision to change how it reported speech/language staff. Beginning in 2004–05, the state reported speech/language staff according to service provided instead of as *special education teachers*. Districts began recoding the *speech pathologists* in 2003–04, but all were not recoded until 2004–05. At that point, the state began reporting them to OSEP separately from teachers.

The state reported it improved the personnel categories used by the Delaware personnel data system. The revised categories allow more accurate reporting of paraprofessional staff. Previously, the state could not report *audiologists*. The state reported the new categories in 2004–05.

**District of Columbia**—The District of Columbia did not include contracted personnel on its 2004 personnel report. No *physical therapists* were reported because the District did not directly employ any *physical therapists*; it contracted with personnel to provide these services.

The District of Columbia provides bus transportation to special education students and students receiving services under Section 504. It does not provide bus transportation to other students. Bus drivers and bus attendants were included in the count of *nonprofessional staff*.

Directors and supervisors in the central office of the District of Columbia public schools were reported as *SEA supervisors/administrators*. Principals and supervisors at the school level were reported as *LEA supervisors/administrators*.

**Florida**—The significant increase in *nonprofessional staff* and *interpreters* may have resulted from an increase in the number of students with disabilities being supported in regular education settings.

The decrease in the number of *not fully certified special education teachers* may have resulted from increased efforts in Florida to recruit and retain qualified teachers, including *special education teachers*. There was a similar increase in the number of *fully certified special education teachers*.

**Georgia**—The state attributed an increase in the number of personnel reported to inclusion of staff from three state schools and the Department of Juvenile Justice (DJJ). Teachers and related-service providers from the three state schools and the DJJ were not reported as part of Georgia's Comprehensive Personnel Inventory (CPI) and, as a result of this practice, previously were not included in the personnel data. However, students from these entities were reported in the child count. State school and DJJ personnel data were collected and reported for the first time in 2004–05. The state believed this more accurately represented the actual number of personnel serving students with disabilities in Georgia.

**Hawaii**—There may be a different person completing the personnel data every year, and as a result, it is difficult to get consistency in reporting. For example, a position title may vary from district to district and may not match the exact position title in the personnel table. Therefore, the decision of whether to count a

person with a similar title on the personnel table is made by the person completing the report. OSEP data training sessions with district personnel improved data gathering for the personnel data collection. The state had the following changes in the data:

- An increase in the number of *psychologists, teacher aides, diagnostic and evaluation staff* and *other professional staff*;
- A decrease in the number of *school social workers*; and
- An increase in the total number of staff employed.

**Idaho**—The state attributed a decrease in the number of *fully certified school social workers* to budget constraints in larger school districts. Larger school districts were the most likely to hire *social workers* in the state.

The state was unable to determine the reason for the increase in the number of *speech pathologists* and *not fully certified special education teachers* for students ages 6 through 21. The state believed the changes were possibly due to changes in data collection and reporting systems.

The state attributed the increase in the number of *special education teachers* for students ages 3 through 5 to the move from early childhood certificate to early childhood blended certificate for the developmental age group. Financial scholarships were available for those interested in seeking early childhood blended certificates for the developmental age group.

**Illinois**—Illinois did not collect personnel data by ages served. As a result, the state was only able to provide a separate count of teachers serving 3- through 5-year-olds when services were provided in an early childhood or preschool setting. All other personnel who may have served students ages 3 through 5 were reported as serving 6- through 21-year-old students. As a result, the number of teachers for children ages 3 through 5 was an undercount, and the number of teachers for students ages 6 through 21 was an overcount.

Illinois' personnel data did not include personnel employed by private agencies or staff serving in nonpublic schools. In addition, Illinois' personnel data did not include the 3,225 personnel providing special education services in a *home* or *hospital* environment. As a result of these omissions, Illinois's related services personnel data were also an undercount.

**Indiana**—The increase in the number of *teacher aides, physical therapists* and *interpreters* was a result of the need for additional personnel providing these services. The decrease in *social workers* and *counselors* reflected budget cutbacks at the local school level.

The increases in the number of not fully certified teachers reflected the ongoing difficulty of having a sufficient supply of fully licensed *special education teachers*. This increase represented personnel working under an "emergency permit."

**Iowa**—The state attributed an increase in the number of not fully certified staff to a change in the definition of not fully certified. In 2002, Iowa estimated the number of personnel not fully certified based on data about temporary endorsements. In 2003, a decision was made that all personnel were fully certified. The decision was reversed in 2004 because of interpretations of the meaning of highly qualified teachers in *No Child Left Behind (NCLB)*. The reversal resulted in the same procedures that were used in 2002 being used in 2004. The change resulted in an increase in the number of *special education teachers, psychologists* and *other professional staff* from 2003 to 2004.

The state attributed a decrease in the number of *audiologists* and *interpreters* to a decrease from 2003 to 2004 in the number of students ages 3 through 21 with hearing impairments. *Audiologists* decreased by 19 percent, and *interpreters* decreased by 17 percent. The number of children ages 3 through 5 with hearing impairments decreased by 7 percent, and the number of students ages 6 through 21 with hearing impairments decreased by 5 percent.

The state attributed an increase in the number of *special education teachers* for children ages 3 through 5 to an increase in the number of children ages 3 through 5 with IEPs.

**Kentucky**—The state noted that it was difficult to explain some of the changes in data as districts changed directors, and criteria and reporting of data varied. For instance, the number of *fully certified vocational education teachers* increased by nearly 15 FTE in 2004, and the number of *not fully certified vocational education teachers* decreased by just over 12 FTE. However, the overall total of *vocational education teachers* changed only by 2.23 teachers.

The number of *fully certified counselors* decreased because of an emphasis placed on reporting only the percentage of counselors' time spent providing special education and related services to students.

The number of *special education teachers* for children ages 3 through 5 decreased. The state noted there were problems with this category in determining when to count or not to count a teacher as a preschool *special education teacher*. The definition or instructions provided in the federal data tables made it hard to determine in many cases whether these teachers were to be reported, and if they were to be reported, the appropriate percentage of time to report. The state had difficulty trying to determine if a *special education teacher* for children ages 3 through 5 was hired specifically for special education because of the blended nature of the preschool programs offered by local districts. One year a teacher may be reported and the next year not, then the following year reported again. Until such time that the definition can be clarified, there is too much potential for varying interpretations to have a consistent standard applied in all districts from year to year. The specific direction that is problematic says not to include regular preschool teachers who work with students with disabilities. Kentucky operates a blended program that often will have at-risk students and special education students. Sometimes the preschool teachers work exclusively with students with disabilities; sometimes they do not. This makes it difficult to get an accurate and consistent feel for these data from one year to the next.

The decrease in *not fully certified special education teachers* for children ages 3 through 5 was a result of initiatives that have been ongoing in Kentucky to increase the number of certified teachers in all areas. For special education, Kentucky funds a traineeship program that offers tuition incentives. The program allows teachers to become special education certified. Not only did the 2003–2004 numbers decrease for *not fully certified special education teachers*, but there was a similar drop for 2004–05.

There was an increase in the number of *fully certified teacher aides* in the state. *Teacher aides* do not require certification, and often a district will report *teacher aides* as not fully certified. This was not caught in the reporting of these data to OSEP. The state was not able to correct the data for the deadline of the *29th Annual Report to Congress*.

The state noted the number of *interpreters* employed was more a result of availability and need versus any specific reason for changes in the total from one year to the next. There is a program in Kentucky for certification for *interpreters*, but it was hard to explain why there was an increase of 10 *interpreters* across the state. One reason could be that the *interpreter* licensure law went into effect in 2003. The numbers easily could have jumped around as people became accustomed to the new requirements. Many people dropped out of the field as a result of increased standards. However, many people became

*interpreters* to meet the even greater demand in the LEAs. Job descriptions in the LEAs also have changed in response to the law, with a subsequent transfer of personnel from one category to another.

Kentucky attributed the decrease in the number of *not fully certified special education teachers* for students ages 6 through 21 to a statewide emphasis on improved teacher performance and highly qualified teachers. Districts were placing more emphasis on employing teachers with appropriate certification.

The state attributed the decrease in the number of *counselors* reported to the fact that districts used *psychologists* and other trained evaluators instead of *counselors* to meet the growing demand for evaluations. This explanation was based on discussions with district personnel, not quantifiable data. However, the increase in the reported number of *psychologists* and the number of *diagnostic and evaluation staff* FTEs was similar to the decrease in the number of *counselor* FTEs reported.

**Louisiana**—The state attributed a decrease in the reported number of *employed, not fully certified, special education teachers* and *other professional staff* to a statewide effort to hire more fully certified personnel. Additionally, the state reported an increase in the number of teacher certification programs available. The certification programs were offered in conjunction with local universities. Louisiana was attempting to improve the overall education environment. The teachers who worked in the state had to meet the state certification criteria. Some teachers were meeting the national certification standards as personnel goals, which attributed to the statewide increase.

**Maine**—Maine attributed changes in personnel to *IDEA 2004* revisions and additional requirements under *NCLB* that caused LEA changes. The movement to get students with reading-only problems out of special education and Response to Intervention (RTI) activities resulted in the first decline in special education enrollment since 1991. The decline included a decrease of 669 students identified as having specific learning disabilities. Maine also saw declines in other categories of exceptionality: mental retardation, emotional disabilities and developmental delay. The decline in *special education teachers* for students 3 through 5 years old was attributed to the decline in students 3 through 5 years old, since most of these students were identified as having developmental delay. The decline in teachers for students 6 to 21 years old was due to a decline in the four categories of students with disabilities.

The decline in students and teachers also affected the number of educational technicians, and this number was declining. It resulted in declines in *not fully certified occupational therapists, physical therapists* and *diagnostic staff*. The real effect was on teachers and educational technicians. The number of *not fully certified teachers* and *teacher aides* will continue so long as Maine issues provisional certificates. The number of *occupational therapists, physical therapists* and *diagnostic and evaluation staff* may have been due to some confusion about what categories were affected by *NCLB*'s highly qualified staff provision; a number of these personnel were contracted personnel.

Additionally, the Department of Education in Maine had a new funding formula, established in 2005, that limited the amount of special education funding to 15 percent of special education students in the student body overall, with reduced levels of funding to those LEAs that exceeded the 15 percent. The funding formula may have forced units to re-examine the special education populations and their delivery system. It was too early to determine what impact this formula had on special education enrollment and special education staff. Maine will continue to monitor special education for any impact of the funding formula. The state reported *speech pathologists* and other personnel who provided services to students ages 5 through 20 with speech or language impairments as *special education teachers* for ages 6 through 21. *Speech pathologists* who served children ages 3 and 4 were reported as *speech pathologists* in the related-services personnel count.

**Maryland**—Maryland attributed changes in personnel data to several factors:

- Maryland attributed changes from year to year in personnel data to fluctuations in student enrollment that affected the personnel required to provide services.
- All LEAs submitted personnel data in 2003; however, one large LEA did not submit complete personnel data in 2004. The omission caused several personnel categories to appear significantly lower, so the data were not a comprehensive representation of the state. Maryland continued to work with the LEA to obtain accurate 2004 personnel data and revised the 2004 personnel submission to OSEP to reflect the additional data after the snapshot deadline for the *29th Annual Report to Congress*.
- To further facilitate consistency in reporting, in the future, Maryland will provide LEAs with the OSEP Data Dictionary and the OSEP General Instructions for completing personnel data forms.

**Massachusetts**—In 2004, the staff/personnel data collection was modified. Mild and moderate categories were combined into one moderate category. The exclusionary categories for each were re-named to refer to *special education teachers* who were the sole content instructors in the core academic areas. This instruction could have been provided in a variety of settings but likely was in resource rooms or self-contained classrooms. These educators had to meet the highly qualified standard in the core academic area in which they were the sole instructor and had to be fully licensed by the Massachusetts Department of Education. The inclusionary categories were re-named as supportive content instructors. These teachers provided supportive content instruction to students in various settings. These services were provided in a regular education classroom, resource room or self-contained setting. The students receiving services from these educators also received direct content instruction in core academic areas from a teacher who met the highly qualified teacher requirements; therefore, these educators were not required to meet the highly qualified standard. However, they had to be fully licensed by the Massachusetts Department of Education.

As a result of the change to the data categories, there were some adjustments to the data. Although there were clear instructions on how to cross-walk the 2003 data into the 2004 categories, the state believed some of the moderate data were misreported. The increase from 2003 to 2004 in the moderate disabilities supportive content instructors data was similar to the decrease from 2003 to 2004 in the moderate disabilities sole content instructor in core academic areas category. For this reason, the state believed it was possible that districts used the opposite moderate category for approximately 3,500 teachers. The state did not plan to resubmit the data. The severe disabilities supportive content instructors category increased by 369 teachers from 2003 to 2004.

The state attributed the increase in the vision category to an additional vision category on the data collection tool in 2004. The increase in data for this category may have been a result of double counting by districts, although they were instructed to count teachers only once.

Explanations of year-to-year changes in the data are found below. The majority of the changes in the data were most likely corrections by districts from one year to the next. In some categories, districts either reported staff in categories for 2005 that they did not report in 2004 or corrected overreporting of staff from 2004.

- The state attributed the increase in *fully certified vocational education teachers* to one district within the state that did not report any educators in this category in 2004 and had a significant increase in 2005. The state attributed the increase in *fully certified physical education teachers, psychologists, school social workers and counselors* to select districts either



increasing their numbers between 2004 and 2005 or reporting educators in these categories in 2005 when they did not report any in 2004. The state did not plan to resubmit the data.

- The state was unable to explain the decrease in the number of *fully certified other professional staff*.
- The state attributed an increase in the number of *speech pathologists* and *not fully certified special education teachers* for students ages 6 through 21 to an overall trend in the categories.
- The state attributed the increase in the number of *not fully certified nonprofessional staff* to an increase in one large district within the state and increases in special education administrative aides and administrative clerks/secretaries.
- The state attributed the decrease in the number of *not fully certified supervisors/administrators* and *other professional staff* to a significant drop in staff in one of the state's largest districts from 2004 to 2005. The 2004 data seemed to be more accurate and reliable, given what was reported in previous years. The state did not plan to resubmit the data.

**Michigan**—The state had a decrease in the number of *fully certified special education teachers* for children ages 3 through 5, *work-study coordinators*, *interpreters* and *other professional staff*. Requiring public reporting of data pertaining to special education resulted in improved data quality. In addition, improvements in the definitions of special education personnel produced more valid data. The state noted that, beginning in 2006, Michigan will be capturing these data in the Registry of Educational Personnel (REP), maintained by the Center for Educational Performance and Information (CEPI). The REP not only has improved definitions of *special education teachers*, coordinators, etc., but also includes data on the primary age group served by special education personnel, thus further improving the quality of the data being gathered and reported. Therefore, the state anticipated more significant changes with respect to data quality in the upcoming years.

The state attributed an increase in the number of *fully certified supervisors/administrators* to more accurate data recording and reporting practices used by schools throughout Michigan.

An increase in *not fully certified special education teachers* for students ages 6 through 21, *psychologists*, *school social workers*, *occupational therapists*, *physical therapists*, *speech pathologists*, *interpreters* and total not fully certified staff was attributed to job turnover of these professionals. Over the last several years, Michigan experienced a significant decline in the number of *fully certified supervisors and administrators*, necessitating the hiring of professionals without full certification. *Supervisors and administrators* with only partial certification were filling this void, while at the same time working toward full certification through a department approval process.

The state noted there was an overall decrease in *special education teachers* for students ages 3 through 5, *work-study coordinators* and *other professional staff* and an overall increase in the number of *physical therapists*, *supervisors/administrators* and *nonprofessional staff*. Improvements in the definitions of special education personnel enabled the state to improve the quality of data on special education staff, thus improving the validity of the data.

**Minnesota**—Minnesota attributed the increase in the number of *work-study coordinators* and the decrease in the number of *vocational education teachers* between 2003 and 2004 to confusion by the state about which staff met the definition of work study teacher and which staff were career and technical education teachers. The state made concerted efforts to clarify the issue with special education, career and technical education and licensure staff in the Minnesota Department of Education. It believed that the problem was corrected, and the data will be reported correctly in the 2005 data collection.

Minnesota does not collect data for *recreation and therapeutic recreation specialists* or *rehabilitation counselors*.

**Mississippi**—In 2004–05, Mississippi state legislators did not fund the state add-on programs (special education programs, vocational programs, gifted programs, transportation and alternative education programs) as part of the state’s previous funding practices. As a result, the districts were not required to submit personnel data for funding. The state believed the personnel data were underreported. The state reported that when districts do not receive any funding for the add-on programs, they tend to not review their data. The districts will enter the data, but they generally will not update them as well as they do in a funding year. In 2005–06, legislators did fund teacher units so districts paid more attention to their personnel data entries. However, in 2005–06 many of the districts in the southern part of the state and on the coast lost teachers after Hurricane Katrina; as a result, the state expected the numbers to be lower.

The state’s Office of Special Education will continue to work with districts to try to ensure that they enter their data, but it has no control over the legislators or state law. The state’s Office of Special Education planned over the summer to do some intensive regional training concerning personnel and teacher units.

**Missouri**—The increase in the number of FTE *work study coordinators* was the result of a change in reporting practices. The increase was due to the fact that the data were reported according to the time teachers spent coordinating work study programs, rather than the case management time of the coordinators.

The state attributed the increase in *psychologists* and decrease in *diagnostic and evaluation staff* to a change in reporting by one very large school district. Staff prior to 2004–05 reported by that district as school psychological examiners were reported as *psychologists* in 2004–05.

**Montana**—Montana reported that *special education teachers* frequently teach across all age levels. The state reported the breakout by age group for 3- through 5-year-olds and 6- through 21-year-olds was a proportionate breakout based on the number of special education students from the child count in each age group.

**Nebraska**—Historical data show that the number of *fully certified* and total *special education teachers* for children ages 3 through 5 was consistently between 250 to 280 each year. In 2003, there was an aberrant decrease. The 2004 data were consistent with Nebraska’s historical data.

In 2003, the number of *fully certified occupational therapists* and *physical therapists* holding a license from Health and Human Services was erroneously omitted from the count of fully certified personnel. As a result, the number reported in 2004 showed a substantial increase. The state was unable to correct the error before the *29th Annual Report to Congress* data submission deadline.

The decrease in *fully certified* and total *teacher aides* was unexpected, and Nebraska reviewed the data to determine the relevant factors causing the decrease.

There was a decrease in the number of *not fully certified occupational therapists, physical therapists* and *speech-language pathologists* who were licensed by the Health and Human Services System. In 2003, these staff positions were erroneously counted as not fully certified. However, they did meet full state licensure.

**New Hampshire**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**New Jersey**—The state attributed the increase in the number of *fully certified vocational education teachers, work-study coordinators and nonprofessional staff* to NCLB and statewide policy changes. Current teachers were becoming certified across an array of fields and areas. The increase in these areas may have been a demonstration of this trend.

The state attributed a decrease in the number of *recreation specialists* to an increased district reliance on subcontractors.

The state attributed an increase in the percentage of *not fully certified other professional staff* to using the category as a catch-all area. The category fluctuates considerably from year to year.

**New Mexico**—The state attributed the increase in the number of *fully certified social workers* to:

- Increased need for social work services being determined at the IEP level and
- The use of social work services rather than more expensive psychological services.

The state attributed the decrease in the number of *fully certified physical therapists* to a district salary structure that was not able to compete with private-sector salaries.

The state attributed the decrease in the number of *fully certified other professional staff* (defined as a staff member who performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree, but not necessarily requiring skills in the field of education) to decreased funding due to declining student enrollment, resulting in elimination of positions.

The state attributed the decrease in the number of *not fully certified special education teachers* for students ages 6 through 21 to:

- Teachers not meeting state certification or licensure requirements, such as highly qualified at the secondary level;
- Teachers opting to retire earlier than anticipated rather than meet highly qualified requirements;
- Paperwork load required of *special education teachers*;
- Stress related to the occupation; and
- Transfer to regular education.

The state had an increase in the number of *not fully certified speech pathologists*. Speech therapists with a master's degree participating in their Clinical Fellowship Year (CFY) under the supervision of a master's degree *speech pathologist* with a Certificate of Clinical Competence are provisionally licensed by the American Speech-Hearing Association. These therapists are funded by a caseload of students at the district level. However, the New Mexico Public Education Department Licensure Bureau does not recognize these individuals as fully certified; therefore, they were reported as not fully certified.

**New York**—The increase in the number of *fully certified special education teachers* for children ages 3 through 5 occurred because the state's certification structure was revised effective February 2004. There were significant changes in reporting categories.

The increase in the number of *fully certified vocational education teachers* was due to one district reporting inaccurate data. Its data were subsequently been revised; however, the data were not submitted in time for the *29th Annual Report to Congress*.

The decrease in the number of *fully certified recreation specialists* and *diagnostic and evaluation staff* occurred because the state stopped collecting data for these titles and instructed all programs to report such staff under *other professional staff*. The change also caused an increase in the number of *fully certified other professional staff* reported.

The increase in the number of *fully certified counselors* was attributed to state instructions that changed regarding how to count guidance counselors. Fifty-one districts accounted for most of the difference.

The increase in the number of *fully certified speech pathologists* was due to one district underreporting in 2003. It subsequently revised its data; however, the data were not submitted in time for the *29th Annual Report to Congress*.

The state revised its form and directions for collecting not fully certified staff data. This led to the significant decrease in the number of *not fully certified other professional staff* and all staff. The forms and directions were revised again for 2005, which may have resulted in an increase in staff reported in this category.

The increase in the total number of *vocational education teachers* was due to one district reporting inaccurate data. Its data were subsequently revised; however, the data were not submitted in time for the *29th Annual Report to Congress*.

The decrease in the total number of *recreation specialists* and *diagnostic and evaluation staff* occurred because the state stopped collecting data for these titles and instructed all programs to report such staff under *other professional staff*. The change also caused an increase in the total number of *other professional staff* reported.

The increase in the total number of *counselors* was attributed to state instructions that changed regarding how to count guidance *counselors*. Fifty-one districts accounted for most of the difference.

The increase in the total number of *speech pathologists* was due to one district underreporting in 2003. It subsequently revised its data; however, the data were not submitted in time for the *29th Annual Report to Congress*.

The state explained that it reported the following state teacher categories as *special education teachers* for children ages 3 through 5:

- Preschool teacher of special education;
- Teacher of students with disabilities (birth-grade 2);
- Preschool teacher of special education-bilingual;
- Teacher of students with disabilities (birth-grade 2)-bilingual;
- Teacher of English as a second language;
- Teacher of English to speakers of other languages (all grades);
- Teacher of the speech and hearing handicapped-certified only;

- Teacher of speech and language disabilities (all grades)-certified only;
- Teacher of the speech and hearing handicapped-bilingual-certified only;
- Teacher of speech and language disabilities (all grades)-bilingual-certified only;
- Teacher of the deaf and hearing impaired;
- Teacher of the deaf and hard of hearing (all grades);
- Teacher of the deaf and hearing impaired-bilingual;
- Teacher of the deaf and hard of hearing (all grades)-bilingual;
- Teacher of the blind and partially sighted;
- Teacher of the blind and visually impaired (all grades);
- Teacher of the blind and partially sighted-bilingual;
- Teacher of the blind and visually impaired (all grades)-bilingual.

The state also explained that it reports the following state teacher categories as *special education teachers* for children ages 6 through 21:

- Teacher of students with disabilities (birth-grade 2);
- Teacher of students with disabilities (birth-grade 2)-bilingual;
- Teacher of special education;
- Teacher of special education-bilingual;
- Teacher of students with disabilities (grades 1-6);
- Teacher of students with disabilities (grades 1-6)-bilingual;
- Teacher of students with disabilities (grades 5-9);
- Teacher of students with disabilities (grades 5-9)-bilingual;
- Teacher of students with disabilities (grades 7-12);
- Teacher of students with disabilities (grades 7-12)-bilingual;
- Teacher of English as a second language;
- Teacher of English to speakers of other languages (all grades);
- Teacher of the speech and hearing handicapped-certified only;
- Teacher of speech and language disabilities (all grades)-certified only;
- Teacher of the speech and hearing handicapped-bilingual-certified only;
- Teacher of speech and language disabilities (all grades)-bilingual-certified only;
- Teacher of the deaf and hearing impaired;
- Teacher of the deaf and hard of hearing (all grades);
- Teacher of the deaf and hearing impaired-bilingual;
- Teacher of the deaf and hard of hearing (all grades)-bilingual;

- Teacher of the blind and partially sighted;
- Teacher of the blind and visually impaired (all grades);
- Teacher of the blind and partially sighted-bilingual;
- Teacher of the blind and visually impaired (all grades)-bilingual.

When reporting *special education teachers* by staff classification, the state combined the following titles and reported them to OSEP as personnel for 6- through 21-year-olds:

- Teacher of students with disabilities (birth-grade 2);
- Teacher of students with disabilities (grades 1-6);
- Teacher of students with disabilities (grades 5-9);
- Teacher of students with disabilities (grades 7-12).

The count of personnel for 6- through 21-year-olds also includes the same titles as above that have the “bilingual” extension.

The reported number of counselors included the following state titles:

- Guidance counselor; and
- Guidance counselor-bilingual.

The count of *other professional staff* included the following state titles:

- Teacher assistant;
- Teacher assistant-bilingual;
- Physical therapist assistant;
- Occupational therapist assistant;
- 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 reported that it no longer included the following state titles in the data it reported to OSEP:

- Recreation and therapeutic recreation specialists;
- Diagnostic and evaluation staff;
- Physical therapist assistant-bilingual; and

- Occupational therapist assistant-bilingual.

The number of *nonprofessional staff* reported to OSEP included the state title *nonprofessional staff*.

**North Carolina**—There was a significant decrease in the number of *special education teachers* for students ages 6 through 21. North Carolina changed the special education licensure process to align with *NCLB* requirements. The new special education license was changed to include indicators of ability to teach reading and elementary math. The increase in the number of *teacher aides* could also be attributed to the *NCLB* requirements. The number of related-services personnel may have increased due to vacant positions being filled across North Carolina.

**North Dakota**—*Teachers' aides* reported as *not fully certified* included new hires. New hires have up to one calendar year to complete the 20 hours of training required by North Dakota's Administrative Rule 67-11-14 to meet the certification requirements for special education paraprofessionals. Many of the training courses for paraprofessionals are not available to new hires until after the certification data are reported to OSEP.

**Northern Marianas**—The increase in the number of *teacher aides* was due primarily to increased need.

The total number of fully certified personnel increased due to need and better identification of children and students with special needs.

**Oklahoma**—The state reported a substantial decline in the number of *special education teachers* employed to serve children ages 3 through 5 with disabilities. However, the state believed the decline was the result of past reporting errors and did not reflect an actual change in personnel employed. In 2003, the state reported 885 teachers. In 2004, the state reported only 398 teachers in this age group. The state believed that the count for 2004 was accurate and reflected the proportion of teachers' time spent serving preschool children with disabilities. In the past, the state believed that districts incorrectly reported the number of teachers serving the students rather than the number of FTEs. That is, it believed the reported numbers were inflated. In addition, Oklahoma implemented a new Web-based data system for 2004–05. This new system included edits that flag unusually high or low numbers. The state contacted districts with unusual numbers and asked them to verify the count and hand checked each district's data for accuracy.

**Oregon**—Only those *special education teachers* who taught children ages 3 and 4 and some 5-year-olds with disabilities were included in Oregon's count of *special education teachers* for students ages 3 through 5. In Oregon, children who have reached age 5 as of Sept. 1 are considered school age. *Special education teachers* of children who reached their fifth birthday and were in school were reported as *special education teachers* of students ages 6 through 21. Oregon has a seamless system of early intervention and early childhood special education. School districts are not involved with preschool students until students attend (or begin transition into) school. Many 5-year-olds are school age (and in kindergarten) as of the Dec. 1 census. Therefore, teachers who teach school-age 5-year-olds were included in the school-age portion of the Part B personnel census, and special education staff for 5-year-olds not in school as of Dec. 1 (plus all 3- and 4-year-olds) were included in the preschool (619) personnel counts.

An endorsement area is a state licensure qualifying a teacher to teach in a specific area. The state-reported special education endorsement area was the newest endorsement area and was increasing relative to the older endorsement areas of handicapped learner and severely handicapped learner. This trend should continue. Newly licensed teachers were granted the special education endorsement area. Other endorsement areas were no longer being issued (though many current teachers still had these endorsements on their licenses). Therefore, if there are no changes, over time, there will be attrition of the

older categories and an increasing number of newer teachers with the more general special education endorsement area.

Oregon was redesigning its personnel collection and planned to have the new collection in place for the 2006–07 school year. This new system will be a staff-level system (i.e., not aggregate) for the collection of personnel data from all teachers, service provider personnel, administrators, etc. This redesign came about, in part, from an effort to address inconsistencies in the *IDEA* aggregate personnel collection that existed through 2005–06. The inconsistencies resulted in:

- An increase in the number of *fully certified vocational education teachers, other professional staff and nonprofessional staff*;
- A decrease in the number of *fully certified interpreters*;
- An increase in the number of *not fully certified special education teachers* for students ages 6 through 21 and *interpreters*; and
- An increase in the total number of *vocational education teachers, interpreters, other professional staff and nonprofessional staff*.

**Pennsylvania**—The state attributed the increase in the number of *fully certified vocational education teachers* to greater emphasis on career and vocational training and to additional grant opportunities becoming available.

The state had no explanation for the increase in the number of *fully certified work-study coordinators and diagnostic and evaluation staff*. The state noted this was an accurate reflection of a routine increase in number of staff hired across LEAs.

The state attributed the decrease in the number of *fully certified speech pathologists* to difficulty in recruiting and maintaining staff in this area. Pennsylvania routinely identified this as a regional difficulty, and the state anticipated seeing fluctuation across the state.

The state attributed the increase in the number of *fully certified supervisors/administrators (SEA)* to state hiring. The state had a number of resignations and vacancies and made significant gains in filling vacated staff positions.

The state had no reason for the decrease in the number of *fully certified rehabilitation counselors*. The state noted this was an accurate reflection of routine decrease in number of staff across LEAs.

The state attributed the increase in the number of *fully certified other professional staff* to intensive efforts on behalf of the Bureau of State Employment to support more inclusion throughout Pennsylvania. Districts saw a rise in the number of support personnel across the state.

The state had no reason for the increase in the number of *not fully certified special education teachers* for children ages 3 through 5. The state noted this was an accurate reflection of routine increase in number of staff hired across LEAs.

The state attributed the decrease in the number of *not fully certified special education teachers* for students ages 6 through 21, nonprofessional staff and supervisors/administrators to state efforts under *NCLB* to ensure that all mandated personnel meet certification requirements. The state anticipated this decrease would continue. Pennsylvania promoted the hiring of staff that met the requirements.



The state had no reason for the decrease in the number of *not fully certified other professional staff*. The state noted this was an accurate reflection of routine increase in number of staff hired across LEAs.

The state attributed the increase in the number of *vocational education teachers, work-study coordinators, occupational therapists, diagnostic and evaluation staff* and *supervisors/administrators* to the increase in special education across the state. The state anticipated that the hiring trend for increased numbers of personnel required would continue until the number of students in special education either leveled off or began to decrease.

The state attributed the decrease in the total number of *speech pathologists* to difficulty in recruiting and maintaining staff in this area. Pennsylvania routinely identified this as a regional difficulty, and the state anticipated seeing fluctuation across the state.

The state attributed the decrease in the number of *rehabilitation counselors* to annual fluctuations relative to the needs identified for individual students' IEPs. This category is typically related services personnel. The variability from year to year will continue to fluctuate relative to the identified needs of students' IEPs.

**Puerto Rico**—Puerto Rico attributed the increase in the number of personnel to the increase in the number of special education students. In 2004, there was a 15 percent increase in the number of students ages 6 through 21 served under *IDEA*, Part B. In 2004, there was a corresponding increase (14 percent) in the total number of personnel employed in special education. Puerto Rico increased school districts' personnel with *supervisor/administrator* personnel, *diagnostic/evaluation staff* and *other professional staff* for evaluation and therapy services for special education students.

**Rhode Island**—The number of *fully certified special education teachers* for children and students ages 3 through 21, *occupational therapists, speech pathologists* and related services providers continued to increase and included and reflected the demand in low-incidence disabilities.

The number of *physical education teachers* increased. The number more accurately reflected the count in the state and was attributed to the change in the state's data management system.

Personnel completed certification programs resulting in an increase in the number of *fully certified supervisors/administrators* and decrease in the numbers of *not fully certified supervisors/administrators* on emergency certificates.

**South Carolina**—The state attributed the significant changes in the number of staff reported to the inability of the Statewide Student Information Systems to capture these data. Districts collect and manage these data differently, and reporting from year to year varies. The state implemented special education software for the 2006–07 school year and will be able to more accurately capture these data and, thus, anticipated an improvement.

**South Dakota**—South Dakota attributed an increase in the number of *fully certified teacher aides* to more paraprofessionals working toward becoming highly qualified/fully certified under *NCLB*.

The state attributed the increase in the number of *fully certified counselors* to an error on the 2003 report. South Dakota suspects the LEAs may have miscoded counselors in 2003. The 2002 data for *fully certified counselors* were nearly the same as the 2004 count.

The state attributed a decrease in the number of *not fully certified special education teachers* for students ages 6 through 21 to an increase in the number of teachers becoming fully certified.

The state attributed a decrease in the number of *psychologists* to an increase in the *diagnostic and evaluation staff*. Districts may have used psychometrists to do more evaluations and coded them under *diagnostic and evaluation staff* instead of hiring a school *psychologist*. Some districts reorganized school *psychologist* positions to include shared administrative duties and counseling duties or to serve as behavior interventionists. This decreased the FTE of school *psychologists* by splitting the FTE into other areas.

The state attributed the increase in the number of *other professional staff* to districts needing more services from specialists such as special education nurses, orientation and mobility specialists, psychiatrists and occupational technicians.

South Dakota reported an increase in the number of *nonprofessional staff*. This included personnel who were employed on an emergency, provisional or other basis and did not hold a standard state certification or licensure for the position to which they were assigned. It also included those who did not meet other state requirements for the position held. Nonprofessional support staff also were included in this total. This increase may have been due to districts' having to hire *nonprofessional staff* because there were no fully certified professionals available to hire in their area of the state.

**Tennessee**—The decrease in the number of *not fully certified special education teachers* for students ages 6 through 21 in Tennessee was attributed to efforts to move toward 100 percent highly qualified personnel under *NCLB*, including the public awareness campaign and financial assistance guidance offered through the Become a Special Educator in Tennessee Program (<http://www.state.tn.us/education/base-tn/>).

The increase in the number of *fully certified* and total number of school *psychologists* was inversely related to the decrease in the number of *fully certified* and total number of *diagnostic and evaluation staff*. Tennessee does not have a certification specifically for *diagnostic and evaluation staff* only for school *psychologists*. In the past, some LEAs employed certified *special education teachers* to provide support to school *psychologists* by completing individualized achievement testing, observations and other aspects of the individualized evaluation process. Efforts to move toward 100 percent highly qualified personnel under *NCLB* increased the efforts to hire *fully certified psychologists*.

The state-reported data for *psychologists* and *school social workers* included some personnel who served both regular and special education students.

The state provided technical assistance to several LEAs regarding the need to report personnel employed through contractual agreement, which led to an increase in the number of *fully certified* and total number of *occupational therapists* reported by LEAs.

The personnel data reported by Tennessee were provided to the state by each LEA at the end of each school year. In the past, these data were not cross-checked against the state's teacher licensure/employment databases to ensure accuracy of the licensing/employment categories that can be reviewed in those databases.

**Texas**—Because the state has no certification requirements for substitute teachers, when reporting the number of *special education teachers* of children ages 3 through 5 and 6 through 21, the FTEs of substitute teachers were all reported as fully certified.

Texas indicated that not all staff serving children ages 3 through 5 were included in the State Board for Educator Certification (SBEC) database. That is, SBEC did not maintain certification/licensing information for all types of professionals reported to OSEP. When the state was unable to determine

certification from the SBEC system, it reported the staff as fully certified. The state also indicated that the number of certified personnel reported could be affected by the time lag of reporting.

In Texas, educational aides and *interpreters* are considered to be *nonprofessional staff*. However, these staff were reported to OSEP in the counts of *teacher aides* and *interpreters* and not as *nonprofessional staff*.

**Utah**—The state had an increase in the use of *counselors* in secondary schools in special education services. The state is watching to see if the trend continues.

The state had double reporting of *other professional staff* and *supervisors and administrators* for 2004. The state was unable to correct the problem for the 2004 data collection, but the problem will be corrected for the 2005 data collection.

The state wrongly reported all *teacher aides* in Utah as fully certified in 2003. The state certifies aides only in Title I schools. This also had a large effect on the total certified staff count.

Many of the state's *interpreters* left education for the regular work force where they made more money.

The state continued to suffer from shortages in *special education teachers*. Utah is using an alternative route to licensure, but the state still saw an increase in the number of *not fully certified special education teachers* for students ages 6 through 21 in 2004.

The decrease in the number of *evaluation and diagnostic staff* was due to the fact that the state had a slight increase in the number and availability of *psychologists* to do testing and evaluations.

The state's preschool population increased by 7.25 percent in 2003–04, resulting in an increased need for *special education teachers* for children ages 3 through 5. There was an increase of 10.16 percent of *special education teachers* for children ages 3 through 5.

**Vermont**—The category *other professional staff* included professionals categorized in Vermont as behavior specialists.

Vermont explained changes in its personnel data:

- The state attributed the increase in the number of *other professional staff* to efforts to recruit, train and place related services personnel in rural locations. These efforts were spearheaded by the Higher Education Collaborative, whose mission is to provide special personnel development training opportunities in local settings to directly affect outcomes for students with disabilities. The increase was 27.69 FTE or 33.23 percent of the previous year's count. *Fully certified other professional staff* included behavior specialists, nurses, psychiatrists and other specialized staff trained to provide services to children ages 3 through 21 with disabilities.
- The state attributed the decrease in the number of *not fully certified special education teachers* for students ages 6 through 21 to ongoing efforts to increase the number of *fully certified special education teachers* in the state. Vermont had a decrease from 93.20 FTE in 2003 to 78.12 FTE in 2004. This is a difference of 15.08 FTE or 16.18 percent of the 2003 count. During the same period, Vermont had an increase in the number of *fully certified special education teachers* of 29.74 FTE. This suggested a developing trend in Vermont

toward decreasing the number of *not fully certified special education teachers* while increasing the number of *fully certified special education teachers*.

**Virgin Islands**—The decrease in the reported number of *fully certified special education teachers* and *teacher aides* was due to retirement, relocation stateside, heavy recruitment from stateside educational systems, *special education teacher/teacher aide* burnout and collective bargaining problems.

The increase in the reported number of *not fully certified teachers aides* resulted from the noncompetitive wages offered.

The increase in the reported total number of *supervisors/administrators* resulted from an increase in the number of students eligible for special education and related services.

**Virginia**—The state reported *speech pathologists* and other personnel who provide services to students with speech/language impairments as *special education teachers*. No *speech pathologists* were reported in the related services personnel count.

The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Washington**—The state attributed changes in the personnel data to a change in the type of students being served. In both 2004 and 2005, there was a 20 percent increase in the number of students with autism served. The state needs project (the Autism Outreach Project) provides peer support to parents and families of students with autism. It also conducts staff training all over the state to assist staff in properly interacting with students with autism. As the number of students increased, so did the number of staff serving them.

The state also contracts with a company called teachers-teachers.com. This is a free service for people looking for a job in Washington to post their resume and for districts looking for specific staff. The state had an increase in the number of personnel for special education students because it was able to match applicants to jobs by using this service. The state began advertising the program in September 2003.

**West Virginia**—West Virginia attributed the increase in *nonprofessional staff* of 217.91 FTE and the decrease in *other professional staff* of 289.87 FTE to a change in how the state reported bus drivers. For 2004, West Virginia clarified the definition of *nonprofessional staff*, indicating that bus drivers are *nonprofessional staff*, in accordance with the example give in the OSEP Data Dictionary. Prior to 2004, the state interpreted the description of *other professional staff* to include bus drivers and bus aides and reported these personnel accordingly.

**Wisconsin**—Wisconsin continued to conduct license checks of special education staff during the school year and to provide LEAs with summary reports of staff who were not appropriately licensed. This practice led to LEAs being more responsive in ensuring that staff were appropriately licensed. The state believed this contributed to the:

- Increase in the number of *not fully certified special education teachers* reported for children and students ages 3 through 21 and
- Increase in the number of *not fully certified teacher aides* reported for students.

**Wyoming**—The state reported it cannot extract the amount of time *counselors* and *social workers* spend with special education students. The state staff report verifies certification but does not track how much time is spent on special education. Many staff have not had their certification status verified. When certification status cannot be determined, staff are reported as not fully certified.

The state reported that it included special education clerks, job coaches and related services aides in the *nonprofessional staff* category. It included psychological therapists, case managers and school nurses in the *other professional staff* category.

#### **Tables 4-1 Through 4-4: IDEA Part B Exiting, 2004–05**

**Alabama**—The decreases for exiting students with mental retardation and emotional disturbance were 22 percent and 37 percent, respectively. The state believed the smaller population of students in these disability areas affected the percentage of those exiting.

The state attributed the increase in the total number of students with speech or language impairments and *other health impairments* who *transferred to regular education* to efforts to increase the number of students with disabilities educated with their peers without disabilities in the regular education curriculum. The Alabama State Board of Education adopted rules that added alternative routes for students with disabilities to receive the Alabama High School Diploma (AHSD). The impact was that more students with disabilities graduated with the AHSD in the regular education curriculum. The rules were adopted May 13, 2004. There was an upward trend for students with speech or language impairments from 2000–01 until 2003–04, followed by a decrease. There was a downward trend for students with emotional disturbance from 2000–01 through 2003–04. In 2004–05, there was an upward turn in both disability areas.

The state attributed the decrease in the number of students with specific learning disabilities *transferring to regular education* to the rise in students with specific learning disabilities who were pursuing the Alabama Occupational Diploma (AOD) (an exit option available to students with disabilities). The first school year that the AOD was in effect was 1997–98. State data showed a decreasing trend in the number of students with disabilities who returned to regular education from 2000–01. The only increase occurred in 2003–04. During that same time, there was an upward trend in the number of students with disabilities who pursued the AOD, followed by a decrease in 2003–04. In 2004–05, the upward trend continued.

The state attributed the decrease in the total number of students with emotional disturbance who *received a certificate* to efforts to increase the number of students with disabilities who were educated with peers without disabilities in the general education curriculum.

The state attributed the decrease in the number of students with mental retardation who *received a certificate* to the increase in students with mental retardation who were pursuing the AOD.

The state attributed the increase in the number of students with mental retardation, emotional disturbance and specific learning disabilities in the *reached maximum age* category to increased opportunities to earn the AHSD. Students in Alabama must pass a rigorous graduation exam to be awarded the AHSD. The rules provide for the exemption from one portion of the exam based a number of factors, including the following: The student must complete all required course credits; the student must meet attendance requirements of the local school system; the student must pass all but one part of the exam; there must be documentation that the student's disability poses substantial limits in the area of the exam that is not passed; the student must have maintained a cumulative C average in grades 9 through 12; the student must have attempted the failed part numerous times; the student must have participated in school-sponsored exam remediation activities.

The state attributed the increase in the number of students with speech or language impairments, *other health impairments* or specific learning disabilities in the *moved, known to be continuing* category to improved student tracking through an electronic statewide, student-level student information management system. The elimination of the moved, not known to be continuing category for the 2004–05 data collection required the state to report students as dropouts and contributed to efforts to determine the status of students.

The state attributed the decrease in the number of students with mental retardation and emotional disturbance who *dropped out* to opportunities to earn the AHSD. There was approximately a 15 percent reduction of students in each of these disability areas and a rise in the number of students with disabilities who were pursuing the AOD.

The state attributed the increase in the number of students with speech or language impairments, *other health impairments*, multiple disabilities or traumatic brain injury to increases in the population in these disability areas, the requirement to count students as dropouts when they moved and could be tracked to determine if they were continuing in special education and possibly, in some instances, to the severity and extent of the disabilities of some of the students in these disability areas.

The state attributed the decrease in Hispanic students who exited to a reduction in the number of dropouts in this race/ethnicity category. Factors contributing to this decrease included: (1) increased emphasis on educating students with disabilities in inclusive environments to the extent appropriate; (2) increased effort to ensure that students with disabilities pursue the highest possible exit option; (3) the approval by the Alabama Board of Education of the exemption from one part of the graduation exam for students with disabilities who pursued the AHSD based on very stringent criteria; and (4) pursuit of the AOD, which prepared students with disabilities for post-school employment.

**Alaska**—The race/ethnicity of 13 exiting students was estimated for this report.

This (2004–05) was the second year of exit data Alaska collected using its new, end-of-year, student-level data collection that includes both special education and regular education students enrolled at any time during the school year. In the past, Alaska collected aggregate exit counts from districts and believed that districts did not accurately unduplicate counts of exiting students. The state continued to train districts in this new data collection system. In 2003–04, there was confusion about how the state collected data on students who *transferred to regular education*, so it modified the data collection system to better capture these data. As a result of these revisions and the recent changes in the data collection system, Alaska expected variations in the data for a few more years.

Alaska explained specific changes in its data as follows:

- The state believed that the apparent decrease in the number of students reported as *transferred to regular education* was actually the result of an overreport in 2003–04. The overreporting of students *transferred to regular education* was due to district confusion about the new data collection system. The state modified the system for 2004–05 to reduce overreporting of this exit type.
- The state attributed the decrease in the number of students reported as *graduated with a regular high school diploma* to the new high school graduation exam requirement. Beginning in 2003–04, Alaska required students to pass a high school competency test, the High School Graduate Qualifying Exam (HSGQE), to receive a high school diploma. However, if they met all of the other requirements for graduation, this requirement was not applied to students with disabilities until 2004–05.

- The state attributed the increase in the number of students who *received a certificate* to the new high school graduation exam requirement. In 2004–05, not all students with disabilities were able to meet the new graduation requirement and instead *received a certificate of completion*.
- The state also attributed the decrease in the number of students reported in the *reached maximum age* category to the new graduation exam requirement. Some students with disabilities took advantage of the one-year waiver and left school with a diploma rather than staying in school until they *reached the maximum age* for services and risking the possibility of not passing the required exit exam.
- The state believed the increase in the number of students reported as *moved, known to be continuing* was the result of closer tracking of students who moved. The elimination of the *moved, not known to be continuing* category and OSEP’s decision to treat students who moved and were not known to be continuing as dropouts made it particularly important for districts to make an effort to determine whether students who moved from their district were enrolled in a different district. The new data system also allowed districts to more accurately track these students. Because the system was only in its second year, the state was uncertain whether the numbers would stabilize over the next few years.
- The overall increase of exiting students with mental retardation, *other health impairments* or multiple disabilities may have reflected the correction of the unexplained decreases in the number of exits reported for these categories for 2003–04. The number of exits reported for these disability categories for 2004–05 was similar to that reported for 2002–03.
- The state could not explain the overall decrease in the number of exiting students with speech or language impairments.

**American Samoa**—American Samoa explained the changes in its data as follows:

- The territory attributed the increase in the number of students with specific learning disabilities who *graduated with a regular high school diploma* to an increase in the number of students with IEPs in the 12th grade. In 2003–04, there were 35 senior students with IEPs; in 2004–05, there were 47 senior students with IEPs. In 2003–04, a total of 23 students *graduated with a regular diploma* compared to 42 students in 2004–05. A large percentage of senior students had specific learning disabilities.
- The territory attributed the increase in the number of students with specific learning disabilities who *dropped out* to students who had problems with immigration status.
- The territory attributed the increase in the number of students with specific learning disabilities exiting for any reason to an increase in the number of students with IEPs. The increase in total number of students with specific learning disabilities exiting for any reason reflected the increase in the number of students who *graduated with a regular diploma*, those who returned to regular education and those who *dropped out*.

American Samoa’s requirements for *graduated with a regular high school diploma* were the same for students with and without disabilities. Students with disabilities who did not meet standard graduation requirements were issued certificates of completion.

**Arizona**—Arizona does not collect data on which students with disabilities *graduated with a regular high school diploma* and met the same the requirements as students without disabilities and those who did not. Arizona offers a regular high school diploma only, provided that students meet the graduation

requirements as outlined in statute. Graduation requirements for special education students are specified in the students' IEPs. OSEP's instructions state to report students who did not meet the same standards as students without disabilities as *received a certificate* instead of *graduated with a regular high school diploma*.

Arizona does not issue certificates of completion. Students who received a regular diploma but did not meet the same standards for graduation as students without disabilities were reported in the *graduated with a regular high school diploma* category. This was inconsistent with the OSEP definition of *graduated with a regular high school diploma*. Certificates are not sanctioned by the state, but they are issued by LEAs. In 2006–07, the state plans to implement *received a certificate* as an exit category in the state data collection in order to allow more appropriate reporting of students who receive certificates of completion.

The state believed that ongoing LEA trainings continued to improve data accuracy. Every year, the state offers workshops to LEAs on the use of the Web-based data collection application used to collect much of the data reported to OSEP. The workshops cover the federal definitions of terms used in the various data collections, all of the instructions/business rules associated with the various data collections and a complete walkthrough of the online Web-based application used to collect the required data. Workshop participants include LEA staff—special education secretaries and/or administrative assistants, special education directors, Student Accountability Information System (SAIS) coordinators, special education teachers, psychologists, etc.

**Arkansas**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Bureau of Indian Affairs**—The BIA had no explanation for the decrease in the number of students with specific learning disabilities *transferred to regular education*. This change was normal fluctuation. The state will monitor the data to watch for future trends.

The BIA attributed the decrease in the number of students who *graduated with a regular high school diploma* to states that tightened the requirements for a regular diploma, which meant fewer students with disabilities were able to meet expectations.

The BIA attributed the increase in the number of students with specific learning disabilities who *received a certificate* to the decrease in the number of students with the same disability who were able to meet state requirements for graduation. Some of these students were provided with a certificate of completion.

The BIA had no explanation for the decrease in the number of students with specific learning disabilities reported as *moved, known to be continuing*. This change was normal fluctuation. The Bureau will monitor the data to watch for future trends.

**California**—California noted a review of local data indicated that the differences were based on accurate reporting, and they were normal data variation. The change in data was due to improvements in the data system of one of the largest school districts in the state.

The state noted that the increase in the number of students with mental retardation, hearing impairments, speech or language impairments or orthopedic impairments *transferred to regular education* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state did not attribute the change to any reason.



The state noted that the increase in the number of students with *other health impairments transferred to regular education* was due to improvements in reporting practices in one of the largest districts in the state. The district implemented a new management system that enhanced capacity to capture student-level information.

The state noted that the increase in the number of students with autism *transferred to regular education* was due to a statewide trend in the increase in identifying students with autism. The data were reported accurately and reflected what was reported at the student level.

The state noted that the decrease in the number of students with mental retardation or speech or language impairments in the category *graduated with a regular high school diploma* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state had no reason for the change.

The state noted that the increase in the number of students with hearing impairments or emotional disturbance in the category *graduated with a regular high school diploma* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state had no reason for the change.

The state noted that the increase in the number of students with *other health impairments* in the category *graduated with a regular high school diploma* was due to improvements in reporting practices in one of the largest districts in the state. The district implemented a new management system that enhanced capacity to capture student-level information.

The state noted that the decrease in the number of students with mental retardation or orthopedic impairments in the category *reached maximum age* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state had no reason for the change.

The state noted that the decrease in the number of students with mental retardation who *died* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted that the increase in the number of students with hearing impairments, visual impairments or multiple disabilities reported as *moved, known to be continuing* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level. The state had no reason for the change.

The state noted that the increase in the number of students with *other health impairments* reported as *moved, known to be continuing* was due to improvements in reporting practices in one of the largest districts in the state. The district implemented a new management system that enhanced capacity to capture student-level information.

The state noted that the decrease in the number of students with deaf-blindness reported as *moved, known to be continuing* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted that the increase in the number of students with autism reported as *moved, known to be continuing* was due to a statewide trend in the increase in identifying students with autism. The data were reported accurately and reflected what was reported at the student level.

The state noted that the increase in the number of students with mental retardation, visual impairments, emotional disturbance, orthopedic impairments or traumatic brain injury who *dropped out* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted that the increase in the number of students with multiple disabilities, specific learning disabilities, hearing impairments or *other health impairments* who *dropped out* was due to improvements in reporting practices in one of the largest districts in the state. The district implemented a new management system that enhanced capacity to capture student-level information.

The state noted that the increase in the number of students with autism who *dropped out* was due to a statewide increase in identifying students with autism. The data were reported accurately and reflected what was reported at the student level.

The state noted that the increase in the number of black (not Hispanic) students exiting for any reason was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted that the increase in the number of Hispanic students exiting for any reason was due to a statewide increase in migration. The data were reported accurately and reflected what was reported at the student level.

**Colorado**—The state had an increase in the number of students with speech or language impairments or orthopedic impairments who *transferred to regular education*. There was no significant change in any individual LEA's data to which this change could be attributed.

There was a statewide increase in the number of students with mental retardation or orthopedic impairments who *graduated with a regular high school diploma*. One of the reasons for this change was an increased emphasis on graduation requirements throughout the state. However, no individual LEA's data indicated a significant change from the previous year.

There was a decrease in the number of students with multiple disabilities in the category *graduated with a regular high school diploma*. This change could not be attributed to data from any individual LEAs.

The state had an increase in the number of students with orthopedic impairments and a decrease in the number of students with multiple disabilities in the category *received a certificate*. These changes could not be attributed to data submitted by any individual LEAs.

There were increases in the number of students with mental retardation, orthopedic impairments, multiple disabilities and all disabilities who *reached maximum age*. Although there were no significant increases in data reported from any individual LEAs, these changes were the result of more transition programs and services throughout the state.

The state had an increase in the number of students with speech or language impairments, orthopedic impairments or multiple disabilities who were reported as *moved, known to be continuing*. Colorado LEAs are instructed not to report any students in this exit category unless they have verified that the family no longer lives in the district. They do this by sending a certified letter to the last known address. Therefore, there is documentation in the file of all students reported as *moved, known to be continuing* that indicates that the student, in fact, no longer lives in the district. If the student is in school somewhere else, the district will get a request to transfer records.

The state had decreases in all disability categories of students who *dropped out*. The state continued to provide training about the definition of dropouts, but there was still inconsistency in the data. Colorado was revising all of the state data systems. As part of the new systems, the state built in error checks similar to those used by OSEP/Westat to assist the state in identifying anomalies in the data.

There was an increase in the number of Asian/Pacific Islander students with disabilities exiting for any reason. Although this was a change of 11.05 percent, the number was too small to trace to any individual LEAs.

There was a decrease of 774, or 11.45 percent, in the number of white (not Hispanic) students exiting for any reason. A review of individual LEA data did not identify significant changes in any specific LEA's data.

The reporting period for the data was December 2003 to December 2004.

**Connecticut**—The increase in the number of students with multiple disabilities who *transferred to regular education* was due to normal fluctuations in the data.

The number of students with speech or language impairments who *transferred to regular education* increased an average of 32 percent every year since 1995. The state was unable to explain this change.

The number of students with hearing impairments who *graduated with a regular high school diploma* increased an average of 42 percent every year since 1998. This year, there was a decrease. The state was unable to explain the change.

Overall, the number of students who *moved and were known to be continuing* increased since 1995. The number of students with speech or language impairments reported as *moved, known to be continuing* increased due to a better reporting mechanism that dovetailed with Personal Computer Information, the state's special education data collection tool. The state now has the Public Student Information System, so the state can collect information on individual students instead of reporting aggregate data. Students are registered when they enter a district and unregistered when they leave.

There was a significant decrease in the total number of students who *dropped out*, including some disability subgroups. This reflected the overall decrease in all Connecticut students who *dropped out* over the past few years. This decline also affected the special education population. Hopefully, this downward trend will persist as the state continues efforts to increase the number of students who graduate and decrease the number who drop out.

**Delaware**—The state attributed increases in students who *transferred to regular education* to data system changes at two of the largest districts in the state. The districts are now on the statewide data system, which more accurately reflects students who move to regular education.

The state attributed decreases in the number of students with mental retardation who *received a certificate* to changes in Department of Education policy regarding certificates and diplomas. Prior to 2004–05, a student had to complete high school in four years to get a regular diploma with his graduating cohort. Students who did not complete high school in four years were given a certificate of completion. In 2004–05, students whose IEP allowed them to take more than four years to graduate could continue to try to get a regular diploma and be included in the cohort year in which they actually graduated instead of getting the certificate after four years. Many of these students had mental retardation.

The state also attributed the decrease in the number of students with mental retardation who *received a certificate* to reporting timelines. The final status of many students is not known when the special education exit report is prepared during the summer. Districts allow students to attend summer school and retake the state assessment before their final status is determined. Students have until September 30 to return to school if they want to continue (until they are 21) or if they want to work toward a diploma. The final status for many students may not be determined until December or January. This is when the September 30 enrollment is complete and verification of dropout and diploma/certificate data is finalized.

The state attributed the decrease in the number of students who *moved and were known to be continuing* to changes in policy that required the districts to be able to provide documentation that the student was continuing at another school. If the districts were not able to provide documentation, the student was reported as *dropped out*.

Another reason for decreases in the number of students who *moved and were known to be continuing* was the change in the OSEP data collection instructions, which said to only include students “who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period.” Students who entered after the beginning of the school year and left before the end of the school year were no longer included in the exit report.

The state attributed decreases in the number of students who *dropped out* to increased efforts and programs to reduce the number of special education students dropping out. The dropout rate for special education students in grades 9 through 12 decreased from 8.6 percent in 2003–04 to 5 percent in 2004–05.

**District of Columbia**—District of Columbia Public Schools implemented two new data systems within the past two years, and exiting data were problematic. The fluctuations in the 2004–05 exiting data were due to the new system. The changes in the data included:

- An increase in the number of students with specific learning disabilities and all disabilities who *transferred to regular education*.
- A decrease in the number of students with mental retardation, specific learning disabilities and all disabilities who *received a certificate*.
- An increase in the number of students with emotional disturbance and all disabilities who *moved and were known to be continuing*.
- A decrease in the number of students with mental retardation, speech or language impairments, emotional disturbance, *other health impairments*, specific learning disabilities, multiple disabilities and all disabilities who exited for any reason.
- A decrease in the number of black (not Hispanic), Hispanic, white (not Hispanic) and total students who exited for any reason.

The District of Columbia did not provide any additional information that clarified what it considered problematic about its 2004–05 exiting data.

**Florida**—The increase in the number of students with mental retardation, orthopedic impairments, *other health impairments* or specific learning disabilities who *transferred to regular education* may have been a function of improved instruction, especially a focus on reading, which may have reduced the need for special education services. The reasons for a decrease in the number of students with speech and language impairments who *transferred to regular education* were unclear.

The decrease in the number of students with mental retardation and hearing impairments in the category *graduated with a regular high school diploma* was attributed to increased rigor in the high school curriculum coupled with requirements for high school students who were struggling readers to be enrolled in intensive reading courses as electives. The reasons for an increase in the number of students with speech and language impairments who *graduated with a regular high school diploma* were unclear.

The increase in the number of students with emotional disturbance, *other health impairments*, orthopedic impairments or autism who *received a certificate* was attributed to increased rigor in the high school curriculum coupled with requirements for high school students who were struggling readers to be enrolled in intensive reading courses as electives. These new requirements decreased the number of students *graduating with a regular diploma* and increased those *receiving a certificate*.

The state had no explanation for changes in the number of students in the categories *died; moved, known to be continuing; or dropped out*.

Prior to the 2002–03 school year, the state did not report students with disabilities in the *graduated with a regular high school diploma* category unless they passed the state graduation test. As a result of a law passed in 2003, students with disabilities who met all graduation requirements except for passing the state graduation exam received a regular high school diploma if the IEP team determined that the test did not reflect their academic abilities, and they had taken the test in both 10th and 11th grades and had been provided with remediation opportunities.

**Georgia**—Prior to the 2004–05 submission of special education exiting data, Georgia’s exit report contained student-level data collected in aggregate. After close review by the state, it was determined that the data would be reported more accurately using individual student-level data aggregated at the state level. 2004–05 was the first year that districts submitted individual special education disaggregated data to the Georgia Department of Education.

The state reported that several LEAs allowed students who did not meet graduation requirements to participate in graduation activities with their age appropriate class but return to school. These students were not reported as exiting until they actually graduated or *reached maximum age*.

**Guam**—Guam reported that its graduation and dropout numbers were lower than previous years because the territory corrected its exit reporting period from a 13-month (July through August) to a 12-month (July through June) period. A large amount of the paperwork about exiting students (graduates, moved, cannot locate, dropouts, etc.) was reported during July and August, and previously August was counted twice.

Guam does not issue certificates of completion. Students with disabilities must meet the same graduation criteria as students without disabilities.

**Hawaii**—Hawaii had decreases in all disability categories of students exiting for any reason. Decreases were likely due to the requirement that the exiting table include only students who were in special education at the start of the reporting period and were not in special education at the end of the reporting period. This requirement reduced the population for this table, which used to include all exits for all special education students, whether they were in the system at the start of the year or not.

Additionally, a new data collection system was developed that allowed schools to monitor and verify their exit data via a report that was updated daily based on exit information entered by the schools. This system gave schools access to their exit data and the opportunity to monitor the accuracy of the report. As schools gained training and experience with this report, the state expected data accuracy to increase. The

state did not provide a specific explanation for the change in the dropout percentage from 2003–04 (18 percent) to 2004–05 (6 percent).

**Idaho**—The state attributed an increase in the number of students with speech or language impairments who *transferred to regular education* to the following reasons:

- Growing awareness of disproportionality issues; and
- State training regarding appropriate identification practices for second-language learners and districts using more appropriate practices when re-evaluations occurred.

The state attributed an increase in the number of students with *other health impairments transferred to regular education* to child count verification and monitoring that found that students identified with ADD/ADHD were found eligible based on a doctor’s diagnosis, but they failed to meet all three prongs of eligibility with regard to adverse effect and need for specially designed instruction. The state expected that some of these students would be subsequently returned to regular education.

The state had no reason for the increase in the number of students with mental retardation who *graduated with a regular high school diploma*. This category increased steadily from 1995–99, then decreased from 1999–2003; the category increased again. The state was unable to explain the trend in the data.

The state attributed the increase in the number of students with hearing impairments and *other health impairments who graduated with a regular high school diploma* to an unusually large cohort of students with hearing impairments reaching graduation age.

The state attributed an increase in the number of students with emotional disturbance who *graduated with a regular high school diploma* and a decrease in the number of students with emotional disturbance who *dropped out* to significant efforts across the state to improve the collaboration between Children’s Mental Health and school districts to provide better wrap-around services for students with emotional disturbance.

The state attributed the increase in the number of students reported as *moved, known to be continuing* to the increasing number of charter school LEAs that were opening in the state. Students who transferred to these charter schools were coded in this category. Any other reason for the increase was unknown.

The state had no reason for the increase in the number of students with speech or language impairments who *dropped out*. This was a normal fluctuation in the data. The state will watch the data further for trends.

The state attributed the decrease in the number of students with emotional disturbance who *dropped out* to the following reasons:

- There were significant efforts across the state to improve the collaboration between Children’s Mental Health and school districts to provide better wrap-around services for students with emotional disturbance.
- The state continued to offer the positive behavior supports grant that enables districts to access assistance in dealing with students with challenging behaviors and to build the capacity of teachers, schools and districts to proactively address problem behaviors, keeping students in school.

The population of black (not Hispanic) students enrolled in Idaho schools grew significantly as a result of adoptions, out-of-state placement of students in Idaho group homes, diversity recruitment efforts by large employers and large clusters of immigrants from Africa. As the black (not Hispanic) population in the state increased as much as 10 percent a year, the number of black (not Hispanic) students identified with disabilities also increased. Therefore, an increased number of black (not Hispanic) students also moved, graduated, met IEP goals and returned to regular education, etc.

Statewide training on appropriately identifying and serving students who were acquiring English as a second language resulted in the exit of some Hispanic students who were inappropriately identified as having a disability.

Prior to 2004–05, students who received a regular diploma but did not meet the same standards for graduation as students without disabilities were reported in the *graduated with a regular high school diploma* category. In 2004–05, Idaho began reporting graduation data that were consistent with the data definitions from OSEP. Annual training continued to emphasize those definitions.

**Illinois**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

The state did not know whether students reported in the *graduated with a regular high school diploma* category met the same standards for graduation as students without disabilities because it does not collect information about students' courses of study. Decisions on the issuance of diplomas are made at the local school district level. Districts issue diplomas when they determine that students have met the requirements for graduation. A certificate of completion is also offered in Illinois. Students who *received a certificate* of completion rather than a diploma were the only students reported in the *received a certificate* category.

**Indiana**—The increase in the total number of students who *transferred to regular education* represented systematic efforts to return students to general education who no longer required special education services. These efforts were targeted to higher functioning students, such as students with speech impairments, emotional disturbance, *other health impairments* or specific learning disabilities.

The increase in the number of students with hearing impairments, emotional disturbance or *other health impairments* in the category *graduated with a regular high school diploma* represented efforts to ensure that more students with disabilities were served in programs that allowed them to qualify for a regular diploma. The specific reasons for the decrease in the area of speech or language impairments were unknown. However, there was an increase in the number of students with speech or language impairments who *dropped out* during the 2004–05 school year.

The decrease in the number of students with emotional disturbance who *received a certificate* was due to more of these students *receiving a regular diploma*. The increase in the number of students who *reached maximum age* was a result of students staying in school through age 21. The state Department of Education believed that more students with emotional disturbance *received a regular diploma* and more students exited by *reaching maximum age* (22) because of a commitment on the part of the SEAs and LEAs to keep students in school longer and provide them with educational programming that resulted in the issuance of more regular diplomas. This primarily involved districts making changes that had the greatest impact on students with disabilities.

The increase in the number of *moved, known to be continuing* students was a result of diligent efforts by local school districts to determine if students who moved were receiving services in order to avoid reporting students as dropping out who moved but were not receiving services. The reason for the

decrease in the number of students with hearing impairments reported as *moved, known to be continuing* was unknown.

The total number of students who *dropped out* decreased by 53 students or 1.01 percent. There were no unusual circumstances or contributing factors identified to explain the specific decrease in the number of students with speech impairments who *dropped out* or the increase in the number of students with *other health impairments* who *dropped out*.

In Indiana, students must pass the Indiana Graduation Qualifying Exam to receive a diploma. Students who did not pass the test, but completed other requirements, received a certificate instead of a diploma and were reported in the *received a certificate* category.

**Iowa**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Kansas**—Kansas had a decrease in the number of students who *dropped out* and a corresponding increase in special education students who *transferred to regular education*. This shift represented a statewide trend of decreasing dropout rates for all students over the past five years. Across the state, an increase in the number of alternative high school programs occurred during the past five years. These programs supported students to stay in school rather than drop out. The increase in the number of students *transferring to regular education* was a result of standards-based reform and use of a tiered model to support students in the regular education setting. These practices dramatically increased in Kansas over the past five years.

Kansas does not issue certificates of completion. All students in the state must meet the same standards for graduation in order to receive a diploma. Students with disabilities who do not receive a diploma are reported in the *reached maximum age* for services category if they continue to receive services until age 21. If these students exit prior to reaching maximum age, they are reported as dropouts.

**Kentucky**—Kentucky explained specific changes in its data as follows:

- *Transferred to regular education:*
  - The state could not attribute an increase (71 to 85) in students with mental retardation who *transferred to regular education* to any particular reason.
  - The state attributed a decrease (307 to 264) in the number of students with specific learning disabilities who *transferred to regular education* to an overall decrease in Kentucky's child count of this disability over several years. From the December 2003 to the December 2004 child count, Kentucky's population of students with a specific learning disability dropped by 1,093 students or just over 6 percent. As the population of students in this category decreased, it was anticipated that the number of students exiting this category for any reason would also decline.
- *Graduated with a regular high school diploma:*
  - The state attributed the increase (2,708 to 2,990) in the total number of students who *graduated with a regular diploma* to an increase in the total number of students in the program. This number reflected the increasing expectations of students with disabilities as the state tried to close the performance gap between students with and without disabilities. Strategies in place to reach proficiency by 2014 resulted in improved student performance, and, thus, a higher percentage of students with disabilities *graduated with regular diplomas*. Closing the achievement gap is a major priority in Kentucky, and the



state strives to have students with disabilities closer to proficiency. Kentucky has a cadre of highly skilled educators (HSE) who work with districts to help them improve student performance in a variety of ways. These methods vary from district to district, but also from HSE to HSE.

- The state could not attribute an increase (789 to 873) in students with mental retardation who *graduated with a regular high school diploma* to a clear cause. The state found no similar increase in child count. The state looked at individual districts and found that there was no clear trend, with many up a few students and many down. An 84-student change was less than a single child for every two districts on average. The state was unable to explain the change in the data.
- The state could not attribute the increase (174 to 214) in students with emotional disturbance who *graduated with a regular diploma* to a clear cause. This population as a whole only had a slight increase that would not explain the change. Reviewing district by district did not reveal widely different data. The state attributed the overall change to improved student performance. The state was unable to explain the change in the data.
- The state could not attribute the increase (20 to 34) in students with orthopedic impairments who *graduated with a regular diploma* to a clear cause. However, most of this change occurred in the largest district, as it alone accounted for eight additional graduates from this disability category. This was a normal fluctuation in state data. The state will investigate this further to see if patterns occur.
- The state attributed the increase (329 to 459) in the number of students with *other health impairments* who *graduated with a regular diploma* to a count that increased by nearly 14 percent. *Other health impairments* was one of the fastest growing categories of disability in Kentucky. Two districts accounted for the increase of 57 of these students.
- The state could not attribute the decrease in students with deaf/blindness who *graduated with a regular high school diploma* to a clear cause. This change was a pattern of normal fluctuation. The state will monitor the data to watch for future trends.
- The state attributed the increase (77 to 94) in students with multiple disabilities who *graduated with a regular high school diploma* to an increase of 472 students or a 14.45 percent increase in the count for this disability category.
- The state attributed the increase (302 to 372) in the number of students who *received a certificate* of completion to two disability categories (*other health impairments* and multiple disabilities) that experienced increases in the child count of over 14 percent. With these increases in child count, the relative increase in these two categories did not reach the threshold of being significant.
- The state could not attribute the increase (16 to 26) in the number of students who *reached maximum age* to a clear cause. This change was a pattern of normal fluctuation. The state will monitor the data to watch for future trends.
- The state could not attribute the increase (19 to 35) in the number of students who *died* to any one factor.
- The state attributed the increase (2,866 to 3,611) in the number of students who were reported as *moved, known to be continuing* to the state's student information system. The system was starting to go online statewide, and districts were better able to contact or notify other districts about the status of children who exited their districts. As Kentucky moved to a statewide student-level tracking system and a statewide catchment area for this data table, it

was suspected that this number would drop, as students would be discovered not to have exited special education within the state.

- The state attributed the increase in exiters by race/ethnicity to increases in the total number of exiters. Specifically, white (not Hispanic), which is the predominant race category, increased at a rate of 10.54 percent, while the overall total increased by a similar percentage of 10.40 percent. The exiting of the Hispanic population increased by 43.86 percent; however, this was a total of only 25 students. Statewide, the population of Hispanic students in the child count increased by nearly a third from the previous year to 2004–05. As a result, an increased percentage of Hispanic exiters was expected.

**Louisiana**—The state attributed an increase in the number of students who were reported as *transferred to regular education* to a data system and a procedural change. In the past, the state’s data system included a code for exiting students whose parents withdrew them from special education when they enrolled in private schools or home school or just refused special education services (withdrawal of approval). That code was eliminated from the system. These students were reported as *transferred to regular education*. In the past, these students were not reported.

The state attributed an increase in the exiting category *moved, known to be continuing* to a change in data collection categories. Prior to 2004, Louisiana’s data system included an exit code moved/transferred out of state. In 2004, this exit reason was removed and replaced with the exit reason *moved, known to be continuing*.

The state reported a decrease in the number of dropouts. It attributed this change to using the exiting question-and-answer document provided by OSEP to educate LEAs. As a result of the training, LEAs reported exiting students more accurately. Students who did not meet any of the other exit categories were reported as dropouts.

**Maine**—The state attributed the decrease in the number of students with emotional disturbance and *other health impairments* who *transferred to regular education*, students with mental retardation and all disabilities who *received a certificate* and students with specific learning impairments exiting for any reason to declining enrollment in regular education as well as in special education. In 2004–05, the state had a decline in 10 disability groupings.

The state had an increase in the number of students with *other health impairments* or multiple disabilities who *graduated with a regular high school diploma*. The state also had an increase in the number of students with emotional disturbance, *other health impairments*, specific learning disabilities or multiple disabilities who *dropped out*. The priorities of the Maine Department of Education included improving the graduation rate and decreasing the dropout rate. The state was having success with the improved graduation rate and with the dropout rate. However, the three large categories of disabilities, emotional disturbance, specific learning disabilities and multiple disabilities, showed less improvement in the dropout area, even though overall, the dropout rate was improving. The state continued to work to keep students in school by offering alternative education and other options.

In Maine, some changes were due to the decline in general enrollment and special education enrollment. However, the state saw some old trends continue, like the increases in autism for 3- through 21-year-olds and higher than average dropout rates for students with emotional disturbance or specific learning disabilities.

The reporting period for the state’s exiting data was November 2003 to December 2004.

**Maryland**—Maryland reviewed students who exited in June 2004 and also appeared in the October 2004 child count. This review caused local school systems to more closely analyze and clean their data. Local school systems and the state reported better, more accurate data in both child count and exiting. The review of students who exited and also appeared in the child count will be conducted annually.

**Massachusetts**—The state had a decrease in the number of dropouts in all disability categories. Massachusetts continued to implement initiatives that increased the number of students with disabilities staying and succeeding in school. For detailed information on state policies for which a decreased number of dropouts was a potential result, see Indicators #1, #2, #3, #4, #5, and #13 of the Massachusetts SPP at <http://www.doe.mass.edu/sped/spp/>.

The state attributed the increase in the number of students *moved, known to be continuing* to districts that may have reported this information more correctly. With the advent of the state individual student reporting, the state found districts were more able to determine prior school placements for Massachusetts students.

When the data were reported for the 2003–04 school year, there was a variable specifically designated for special education—“Reason for Leaving School District.” For the 2004–05 school year, this variable no longer existed. Therefore, the state code for “transferred” was used instead. The state thought originally that OSEP was asking for a count of students who were continuing in special education, but then later realized OSEP was asking for a count of students who were continuing in school (i.e., transferred, not *dropped out*). The state dropped the variable since it could get that data from the enrollment status at time of data collection. This was confusing for districts, and the state thought this change might have affected the data reported.

The state reported that the 2002–03 school year was the first year that students had to pass a statewide assessment to receive a high school diploma. Students who did not pass the assessment and met local requirements were issued certificates of attainment. Prior to 2002–03, diplomas were granted based solely on local criteria, and certificates of attainment were not issued in the state. In 2002–03, Massachusetts reported students who met local graduation criteria but did not pass the statewide assessment in the *graduated with a regular high school diploma* category. It did this because the state could not differentiate between students who passed the state assessment and received diplomas and those who did not pass the assessment and *received a certificate* of completion. In 2003–04, the state reported students who received certificates of attainment in the *received a certificate* category. Prior to 2003–04, the state did not report any students in the *received a certificate* category. This year, students with disabilities reported as *graduated with a regular high school diploma* were only those who met the same standards for graduation as students without disabilities.

**Michigan**—The OSE/EIS emphasized to ISDs, schools and LEAs the need to increase data accuracy with respect to special education data/information. In addition, the LEA and the ISD data were publicly reported, further increasing the content validity of data on students with disabilities. Programs such as the CIMS broadened the state’s monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan. In turn, CIMS also focused on assessing and improving the quality of data the OSE/EIS receives from school districts. These interventions resulted in more accurate data reporting, resulting in better data being submitted to OSEP.

The state had a decrease in the number of students with mental retardation, speech or language impairments, emotional disturbance, orthopedic impairments, specific learning disabilities and all disabilities who *transferred to regular education*. There were no significant policy changes related to these special education disability categories, and the state believed such a decrease was due to more accurate data and public reporting.

The state had an increase in the number of students with *other health impairments* who transferred to regular education and a decrease in the number of students with orthopedic impairments who graduated with a regular high school diploma. In the past, orthopedic impairments, *other health impairments* and traumatic brain injury were combined into one state category: physical and *other health impairments*. Changes to the state data collection methods and systems enabled the state to report these disabilities separately, beginning Dec. 1, 2005. That change accounted for some of the changes in state data.

Michigan had an increase in the number of students with mental retardation, hearing impairments, visual impairments, emotional disturbance, *other health impairments*, specific learning disabilities, autism, traumatic brain injury and all disabilities who graduated with a regular high school diploma and a decrease in the number of students with mental retardation, speech or language impairments, emotional disturbance, orthopedic impairments, specific learning disabilities and all disabilities who received a certificate. Michigan emphasized improving graduation rates for all students. In addition, the OSE/EIS implemented policies and practices to evaluate and improve schools' graduation rates for students with disabilities. For example, CIMS included monitoring practices carried out on a sample of school districts throughout Michigan. Based on results obtained, schools implemented new policies/practices, resulting in increased graduation rates and decreases in the number of students with disabilities who received a certificate of completion.

The state had a decrease in the number of students with orthopedic impairments who were reported as moved, known to be continuing. In the past, orthopedic impairments, *other health impairments* and traumatic brain injury were combined into one category: physical and *other health impairments*. Changes to the state data collection methods and systems enabled Michigan to report these disabilities separately, beginning Dec. 1, 2005.

Michigan had an increase in the number of students with mental retardation, *other health impairments* and traumatic brain injury who were reported as moved, known to be continuing. The OSE/EIS stressed to schools the need to follow more closely students who moved, so that their records could go with them. More emphasis was placed on data accuracy, which also improved the data collected and reported. Finally, classification of these special education disabilities changed.

The state had a decrease in the number of students with mental retardation, hearing impairments, speech or language impairments, emotional disturbance, orthopedic impairments, specific learning disabilities, autism and all disabilities who dropped out. Again, the OSE/EIS implemented policies and practices to evaluate and reduce schools' dropout rates for students with disabilities (e.g., CIMS). Because of this work, schools implemented new policies/practices, resulting in lower dropout rates.

**Minnesota**—Minnesota state statute requires that a regular diploma for high school graduation be granted at the local district level. There is no state diploma, and there are no alternatives to the regular diploma. The decision to grant a diploma is made at the local level. School districts in Minnesota do not issue certificates of completion.

The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Mississippi**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Missouri**—The category *graduated with a regular high school diploma* included all graduates who received a high school diploma. This included graduates who obtained the necessary number of credits as well as graduates who met the goals and objectives of their IEPs. Data collection was not set up to differentiate between the two groups. Missouri had a certificate of attendance available for students who *reached maximum age*, but did not meet graduation requirements. These students were reported in the *received a certificate* category. The increase in the number of students who *graduated with a regular high school diploma* and decrease in students who *dropped out* was attributed to efforts related to increasing postsecondary outcomes for students with disabilities, which was identified as a priority area for the state by its Special Education Advisory Panel.

The increase in the number of students with specific learning disabilities and all disabilities who *received a certificate* was due to reporting by the Department of Corrections, where students can earn a GED (reported as a certificate) rather than a regular high school diploma. This explained the overall increase in the *received a certificate* category.

The decrease in the number of students with mental retardation who *received a certificate* indicated a shift toward awarding diplomas rather than certificates. This was also related to the state's efforts toward increasing postsecondary outcomes.

The increase in the number of students with specific learning disabilities *reaching maximum age* was due to reporting by the Department of Corrections.

Decreases in the multiple disabilities category for *graduated with a regular high school diploma*; *moved, known to be continuing*; and *dropped out* were due to a shift in reporting by State Schools for the Severely Handicapped. In 2003–04, for the child count and exit data, all students were reported under the multiple disabilities category, but for 2004–05, all students were reported in the mental retardation category.

Increases in the number of students with *other health impairments* reported as *moved, known to be continuing* and *dropped out* were attributed to an overall increase in the number of students with *other health impairments*.

The increase in the number of students with speech or language impairments who *dropped out* was attributed to an overall increase in the number of students with speech or language impairments.

The decreases in the number of students with emotional disturbance and specific learning disabilities who *transferred to regular education* were seen in many districts across the state where decisions on the need for continuing services were made on a student-by-student basis.

The increase in the number of Hispanic students exiting special education corresponded with an increase in the number of Hispanic students receiving special education services in the state.

**Montana**—There were flags on 17 categories in Montana's report that represented a significant change in data reported from 2004 to 2005. Exiting data for 2004 and for 2005 were disaggregated to the district level to determine if there were any districts that met the criteria for significant change. In Montana, there were 450 school districts in 2004 and 446 in 2005. Total public school enrollment was under 150,000 students, with a special education child count of fewer than 20,000 students. Fifty-six percent of the state's schools had fewer than 100 students enrolled. The category *graduated with a regular high school diploma* increased for 2005. This was consistent with the emphasis in Montana to decrease dropout rates and increase graduation rates. Montana's focused intervention process specifically targeted districts for intervention services using these data, and programs were implemented at the district level to address

these issues. There were seven districts in which the change in exiting data was explained by a change in child count data.

The Montana Office of Public Instruction (OPI) awarded a contract to a company for a student information system, data warehouse and special education records and information management system (SERIMS). It is anticipated that the system will be fully operational in the 2008–09 school year. When in place, the system will allow the OPI to use student-level data for reporting, which will enhance the validity and consistency of the data across programs.

The state provided the following explanations for changes in the data:

- The state attributed the increase in the number of students with specific learning disabilities *transferring to regular education* to one school district in Montana that showed a significant change between 2004 and 2005 of 11 students. This district converted to a student-level database system for all students in the district in fall of 2004. Subsequent data reporting was believed to be more accurate.
- The state had an increase in the number of students with *other health impairments* who *graduated with a regular high school diploma*. There were 45 districts that reported data in this category for 2004 and/or 2005. A careful review of the data at the district level did not indicate any noticeable issues. Minor changes at the district level may have had a significant change at the state level but did not indicate a problem at the district level.
- The state attributed an increase in the number of students with specific learning disabilities who *graduated with a regular high school diploma* to one district. In a review of the district's records, errors were found in the 2004 data. Those data were corrected, and an amended 2004 exiting report was submitted to OSEP.
- The state had an increase in the number of students with multiple disabilities who *graduated with a regular high school diploma*. Careful review of the data at the district level did not indicate any noticeable issues. Minor changes at the district level may have rolled up to a significant change at the state level but did not indicate a problem at the district level.
- The state had an increase in the number of students with emotional disturbance and *other health impairments* who *moved and were known to be continuing*. A careful review of the data at the district level did not indicate any noticeable issues. Minor changes at the district level may have rolled up to a significant change at the state level but did not indicate a problem at the district level.
- The state had an increase in the number of students with specific learning disabilities who *moved and were known to be continuing*. Data for three school districts in Montana showed a significant change between 2004 and 2005. All three districts were large high school districts that had issues of students transferring in and out from smaller high school districts in the surrounding area. This fluctuation of the data was not new. An additional factor may have been the deletion of the exiting category moved, not known to be continuing and the instructions that any students who would have previously been reported under this category should be reported under the category *dropped out*, which prompted school districts to dig a little deeper when a student left to discover where the student went.
- The state had an increase in the number of students with all disabilities who moved and were known to be continuing. Data for four school districts in Montana showed a significant change between 2004 and 2005. Three of the districts were discussed above. The fourth

district was contacted and its data reviewed. Errors in the 2004 data were corrected, and an amended 2004 exiting report was submitted to OSEP.

- The total number of students with specific learning disabilities exiting for any reason increased. Data for nine school districts in Montana showed a significant change between 2004 and 2005. Two districts experienced an increase in child count of students with specific learning disabilities between 2004 and 2005 proportionate to the increase in exiting of students with specific learning disabilities. In one small district, there was frequent moving of students between the district and two other districts, making data collection a challenge. This district will be targeted for technical assistance in this area in the future. In one district, there was a decrease in students exiting. A large part of that decrease was in students who *dropped out*. The district implemented several new programs to target at-risk students and successfully reduced its dropout rate.
- There was an increase in the number of Hispanic students exiting for any reason. While there were 40 districts that reported data in this category for 2004 and/or 2005, no district met the criteria for significant change. Minor changes at the district level may have rolled up to a significant change at the state level but did not indicate a problem at the district level.
- There was an increase in the number of white (not Hispanic) students exiting for any reason. Data for 13 school districts in Montana showed a significant change between 2004 and 2005. The category covers 78 to 79 percent of all students who exited in 2004 and 2005. The other major category was American Indian (17 to 18 percent).

**Nebraska**—In 2004–05, the state’s percentage of students ages 14 through 21 served under Part B who exited school by *graduating with a regular high school diploma* was 70 percent compared to 18 percent in 2003–04. The percentage who *dropped out* was 24 percent in 2004–05 compared to 81 percent in 2003–04. The state did not provide an explanation for these changes.

**Nevada**—Certificates in Nevada include an adjusted diploma for IEP students based upon IEP requirements as well as a certificate of attendance for students who earn all units required for a regular diploma but cannot pass the high school proficiency examination.

The increase in number of students reported as *received a certificate* and the decrease in number of students reported as *graduated with a regular high school diploma* was the result of the state’s implementing a high-stakes exit examination. To receive a regular high school diploma, students had to pass the examination. Although the exam was implemented in the 1980s, over time, it became more difficult to pass, particularly for students with disabilities. Cut scores increased over time, and the content was aligned to more rigorous standards for knowledge and skills partly in response to the standards-based reform initiatives begun in the 1990s and continuing under *NCLB*.

**New Hampshire**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**New Jersey**—The state explained individual year-to-year changes in the data.

- The state attributed an increase in the number of students with speech or language impairments, *other health impairments*, specific learning disabilities or multiple disabilities who *transferred to regular education* to the variation in the movement of students in these classifications (especially speech) from special education to regular education and vice versa

from year-to-year. The state did not find the differences between the 2003–04 and 2004–05 data to be unusual or surprising.

- The state attributed a decrease in the number of students with emotional disturbance who *transferred to regular education* to a statewide decrease over the past 5 years in students with emotional disturbance. The state expected that the overall number of students returning to regular education from year to year also would decrease. The percentage of students with emotional disturbance of all students with disabilities was 6.24 in 2001, 6.19 in 2002, 5.88 in 2003, 5.56 in 2004 and 5.25 in 2005. This suggested that of all students with disabilities, the percentage of students classified with emotional disturbance was steadily decreasing. The percentage of students with emotional disturbance exiting special education was 16.0 in 2001, 14.8 in 2002, 15.9 in 2003 and 15.1 in 2004.
- The state attributed an increase in the number of students with speech or language impairments, *other health impairments*, multiple disabilities or autism who *graduated with a regular high school diploma* to the state's increasingly working with districts to put into place policies and procedures to help more students with disabilities graduate and do so with a regular high school diploma. Many of the efforts that were in place had a positive effect as reflected in the trends within the specific classification categories. The state recently invested resources in developing a data warehouse to assist statewide monitors in providing feedback to districts with which they are working. The system allows monitors to use very specific data (such as graduation rates, discipline, disability counts, etc.) in a way that was not as accessible and available in previous years. Monitors can share information with districts in new ways with this information. In addition, there was considerable emphasis on increasing the number of students with disabilities who graduated with diplomas. This was more evident with the requirements and statewide efforts of New Jersey's SPP and the goals and objectives set within.
- The state attributed a decrease in the number of students with orthopedic impairments and traumatic brain injury who *graduated with a regular high school diploma* to the extremely small numbers involved and the likelihood of year-to-year fluctuations. The percentages of students exiting classified as having traumatic brain injury and orthopedic impairments were 1 percent and 0.1 percent, respectively. With such small percentages overall, it seemed likely that there would be a fair amount of fluctuation when data were broken down by exiting reason. For this reason, the state suspected that this decrease was more likely the result of chance than trend.
- An increase in the number of students with speech or language impairments, emotional disturbance, *other health impairments* or multiple disabilities reported as *moved, known to be continuing* may have been due to the relatively high transient nature of students in the classifications above (especially speech) moving from special education to regular education and vice versa. The state did not believe the differences between the 2003–04 and 2004–05 data were unusual or surprising.
- The state attributed the increase in the number of students with hearing impairments, speech or language impairments, *other health impairments*, specific learning disabilities or multiple disabilities who *dropped out* to the overall annual increase in students with disabilities. In 2002, New Jersey reported 221,188 students with disabilities and 21,171 exiting. In 2003, the numbers were 225,837 students and 23,823 exiting. In 2004 there were 229,773 students with disabilities and 25,536 exiting. The state believed that the increased number of students in certain categories was responsible for these increasing trends.



- The state attributed the decrease in the number of students with orthopedic impairments and traumatic brain injury exiting for any reason to an overall decrease in the number of students classified in these two categories from 2003–04 to 2004–05. The state believed this was reflected in the total numbers reported as exiting special education. Since 2000, numbers of students with traumatic brain injury or orthopedic impairments decreased. Traumatic brain injury exits dropped from 3.03 percent of total exits in 2000 to 0.71 percent of exits in 2004. For orthopedic impairments, the percentage dropped from 0.31 in 2000 to 0.25 in 2004.
- The state attributed an increase in the number of American Indian, Asian and Hispanic students exiting for any reason to the fact that these racial groups were increasing substantially in the state population. The state believed that this increase would also be reflected in disability classifications for these groups.

New Jersey does not award certificates of completion. Students with disabilities who completed their IEPs were awarded diplomas and were included in the *graduated with a regular high school diploma* category. The state data collection cannot differentiate between graduates who met the goals and objectives of their IEPs and students who met the same graduation criteria as students without disabilities. This is inconsistent with the OSEP definition of *graduated with a regular high school diploma*.

**New Mexico**—The state had a decrease in the number of students who *received a certificate*. New Mexico has three graduation pathways for students with disabilities. These options include the standard graduation pathway for all students and two alternative pathways, all leading to a regular high school diploma. For federal purposes, New Mexico was allowed to report only those students graduating on the standard graduation pathway as receiving a regular diploma. Students graduating on one of the alternative pathways were reported as *received a certificate* even though they exited with a regular high school diploma. State rules implemented in 2004–05 required districts to maintain an accurate accounting of students with disabilities graduating on an alternative pathway and to limit the percentage of students exiting on the alternative options, thus reducing the number of students exiting with a certificate. Students were continuing their educational program beyond the standard number of years in order to graduate on the standard pathway, which reduced the number of students who *received a certificate* in a given year.

The state attributed the decrease in the number of students who were reported as *moved, known to be continuing* to one district that reported a high mobility rate due to a military installation.

The state attributed the decrease in students who *dropped out* to one district that had a significant decrease in students dropping out for all disabilities. Another district had a significant increase in dropouts for students with specific learning disabilities.

The state attributed changes by ethnicity to four active military installations and one out-of-state installation (Fort Bliss Army Base borders New Mexico) that affect multiple districts that process students with disabilities within the United States and overseas. Districts providing educational services to military installations reported high mobility rates, which directly affected all areas.

**New York**—The state noted a few individual districts accounted for the majority of the change in the exiting categories. The state will monitor the data to look for further statewide trends and patterns that may emerge.

**North Carolina**—There was a significant decrease in the number of students with mental retardation who *dropped out* of high school. This decrease was due to more courses of study being made available to all high school students in North Carolina. Students entered high school and faced a rigorous course of study that led to acquisition of a high school diploma. In addition, with the statewide implementation of the four

courses of study, there was an increased emphasis locally on provision of support, guidance/counseling and comprehensive transition services. The state's provision of more comprehensive support services and alternate assessments to students with mental retardation increased participation in the general curriculum significantly. Greater participation in the general curriculum resulted in slight increases in the number of students with mental retardation who could meet requirements for *graduated with a regular high school diploma* versus *received a certificate*.

Over the past few years, the number of students identified as having a specific learning disability consistently decreased. This may have contributed to the significant increase in the *other health impairments* category. It appeared that more and more children diagnosed with ADD and ADHD were identified in the *other health impairments* category. Since many LEAs implemented positive behavior support (PBS), there was a decrease in the number of students identified as having behavioral-emotional disabilities who *dropped out* and an increase in the number of students in this group who *graduated with a regular high school diploma* and *received a certificate*.

**North Dakota**—North Dakota used a Web-based student data collection system for the first time during the 2004–05 school year that incorporated unique student identifiers as the link to all special education section 618 data requirements. However, as exiting data were based on the previous school year, the Web-based data collection system could not be used to collect exiting data for the 2003–04 school year. Therefore, the state compared student data that crossed two different collection processes. Exiting data for the 2003–04 school year were collected via paper and pencil; exiting data for the 2004–05 school year were electronically collected via the state On-Line Reporting System (ORS), which automatically populates various special education federal reporting data spreadsheets. The new system prevented the duplication of student records that the state had sometimes seen in the past due to excessive mobility of segments of the student population. It will take two to three years for all school districts to be adequately trained with the new system. North Dakota believed the exiting data collected electronically in 2004–05 were considerably more accurate than the data collected in the past.

The state attributed a decrease in the number of students exiting in 2004–05 (19.4 percent) to an overall reduction in the number of students in special education from 2003–04 to 2004–05 (5.4 percent decrease).

**Ohio**—The decrease in the number of students reported as *graduated with a regular high school diploma* was the result of a change in how students who did not pass the high stakes exit exam were reported. The data for 2004–05 were the first for which Ohio reported students who did not pass the exit exam in the *received a certificate* reporting category. In the past, students with disabilities who were excused from the consequences of this exam by their IEP teams were reported in the *graduated with a regular high school diploma* category. In addition, the 1 percent of students with the most severe cognitive disabilities who took an alternate exam to receive a high school diploma were also previously reported in the *graduated with a regular high school diploma* category. In 2004–05, they were reported in the *received a certificate* category because they did not meet the same standards for graduation as students without disabilities.

**Oklahoma**—The state attributed year-to-year changes in its exit data to a change in the state's data reporting system. Prior to the 2004–05 reporting period, districts aggregated their exit totals for each disability category and race and reported the aggregate to the state. In 2004–05, districts reported individual child data (the same system by which the state collected child count information), and the state aggregated the counts electronically. The state believed that, as a result, the data were more accurate.

The state did not report students in the *received a certificate* category. Oklahoma state law prohibits graduation with certifications other than a high school diploma. All special education students who graduated were reported in the *graduated with a regular high school diploma* category, regardless of whether they met the same criteria for graduation as students without disabilities.

**Oregon**—The state had no reason for the decrease in the number of students with emotional disturbance who *transferred to regular education*. This change was normal fluctuation. The state will monitor the data to watch for future trends.

The state had an increase in the number of students with *other health impairments* who *transferred to regular education* since 1997. The clarification (in *IDEA 97*) in the definition of *other health impairments* to include ADD/ADHD might have resulted in identification of a population with milder disabilities than previously identified as having *other health impairments*, which would mean that the students could benefit from a shorter duration in special education services and increased transfer out to regular education. This was supported by the data on the number of children eligible to receive services under the category of *other health impairments*. From the 2001–02 to 2005–06 school years, the number of students reported as eligible for *other health impairments* increased by over 2,000, for an average increase of over 500 students per year. This increase, combined with statewide monitoring and technical assistance, led to improved outcomes for students with disabilities.

The state had no reason for the decrease in the number of students with mental retardation, hearing impairments or orthopedic impairments who *graduated with regular high school diploma*. This change was normal fluctuation. The state will monitor the data to watch for future trends.

The state attributed the decrease in the number of students with speech or language impairments who *graduated with a regular high school diploma* to one large district that significantly overreported the previous year. This was corrected in the 2004–05 data and accounted for the entire decrease in this area.

The state had an increase in the number of students with emotional disturbance who *graduated with a regular high school diploma* since 1995. This change was attributed to a state effort to improve outcomes for students with disabilities. Educational outcomes are a major focus of Oregon’s special education monitoring system, and districts are required to address any concerns in their improvement plans. Oregon also has a Transition Advisory Committee (a subcommittee of the State Advisory Committee for Special Education) that helps to coordinate training and technical assistance related to improving outcomes for students with disabilities throughout the state. In addition to statewide monitoring of special education programs and technical assistance, regular education requirements (e.g., high school reform efforts, school and district report cards, *NCLB* accountability, etc.) led to an even greater focus on accurately reporting the exiting status of students with disabilities. This focus led to improved outcomes for students with disabilities.

The state had no reason for the increase in the number of students with autism who *graduated with a regular high school diploma*. This change was normal fluctuation. The state will monitor the data to watch for future trends.

The state had an increase in the number of students with mental retardation who *received a certificate* since 1995. This change was attributed to a state effort to improve outcomes for students with disabilities.

The state had no reason for the increase in the number of students with autism who *received a certificate*. This change was normal fluctuation. The state will monitor the data to watch for future trends.

The state had an increase in the number of students with speech/language impairments who *received a certificate* since 1995. This change was attributed to a state effort to improve outcomes for students with disabilities.

The state attributed the decrease in the number of students with *other health impairments* who *received a certificate* to a simultaneous increase in the number of students with *other health impairments* who *transferred to regular education* or *graduated with a regular diploma*. The trend was attributed to a state effort to improve outcomes for students with disabilities.

The state had no reason for the increase in the number of students with autism who *reached maximum age*. This change was normal fluctuation. The state will monitor the data to watch for future trends.

The state had an increase in the number of students with all disabilities who *reached maximum age* since 1995. During this same period, Oregon had a severe fiscal crisis that resulted in very limited services for adults with disabilities. This, in turn, resulted in students staying in school longer to receive needed services. The decrease in services for adults with disabilities, combined with the efforts of the Transition Advisory Committee to coordinate training and provide technical assistance to districts throughout the state, led to greater district capacity to provide services for students who were ages 18 to 21.

Oregon attributed the increase in the number of students with speech or language impairments or autism in the category *moved, known to be continuing* to one large district that reported an increase from 15 to 19.

Oregon attributed the increase in the number of students with emotional disturbance, specific learning disabilities or *other health impairments* in the category *moved, known to be continuing* to one large district. The district improved its follow-up capacity.

Statewide, the number of students who *dropped out* decreased across the vast majority of districts. This was because of a concerted effort to inform districts that dropouts and the old moved, not known to be continuing categories were used in monitoring. Also, the state generated some new reports that assisted the districts in locating students who left their district but may have received services in other districts. Districts used this to find students who otherwise would have been coded as *dropped out*. Decreases occurred in the following disability categories: mental retardation, speech or language impairments, emotional disturbance, *other health impairments*, specific learning disabilities and all disabilities.

The state had no reason for the decrease in the number of students with hearing impairments or visual impairments who exited for any reason.

The state had no reason for the increase in the number of students with autism or traumatic brain injury who exited for any reason.

The state had no reason for the decrease in the number of American Indian/Alaska Native students who exited for any reason.

As per OSEP's instructions, students' ages were reported according to their age as of the child count prior to their exit. Prior to 2003–04, Oregon reported students according to their age at the time of exit.

**Palau**—Palau found that a significant number of students exited special education and *transferred to regular education*. The students no longer needed special education services. Others left school for other reasons like graduating and family problems. Palau's students fall into one race and ethnicity category, Asian or Pacific Islander.

**Pennsylvania**—The number of students with visual impairments who *transferred to regular education* decreased. This reflected the positive impact of the effectiveness of the services provided through the visual impairment program in successfully transitioning students back to regular education. This was due to the natural fluctuations in this low-incidence population from year to year.

The number of students with orthopedic impairments who *transferred to regular education* decreased. This reflected the positive impact of the effectiveness of the special education services provided in successfully transitioning students back to regular education. This was due to the natural fluctuations in this low-incidence population from year to year.

The decrease in the number of students with specific learning disabilities who *transferred to regular education* was attributed to an increase in the number of students with specific learning disabilities who *graduated with a regular high school diploma*. It was anticipated that fewer students would *transfer to regular education* because of the rise in graduates. This was due to a statewide effort to increase graduates. A lot of emphasis in Pennsylvania was placed on ensuring that all students received an appropriate education following the Pennsylvania standards, which reflect *NCLB*.

The state attributed the increase in the number of students with hearing impairments, visual impairments, orthopedic impairments, *other health impairments* and traumatic brain injury who *graduated with a regular high school diploma* to the natural fluctuations in these low-incidence population disability categories. The state anticipated fluctuations on a year-to-year basis. The state anticipated a continued increase in the number of students with hearing impairments, visual impairments, orthopedic impairments, *other health impairments* or traumatic brain injury who *graduated with a regular high school diploma*.

The state attributed the increase in the number of students with emotional disturbance who *graduated with a regular high school diploma* to the continued efforts on behalf of the Bureau of Special Education of the Pennsylvania Department of Education SPP initiatives to ensure the graduation of students with disabilities with a regular high school diploma. The state anticipated seeing an increase in these numbers. The state anticipated the increase to be reflected in other disability categories in the future.

The state attributed the increase in the number of students with autism who *graduated with a regular high school diploma* to the natural progression of students with autism approaching graduation. The rate of autism increased significantly over the past five years; the state anticipated seeing this increase reflected in the graduation rates over the subsequent years.

The state attributed the increase in the number of students with mental retardation, emotional disturbance and specific learning disabilities who *reached maximum age* to the natural fluctuations in these low-incidence disability categories. The state anticipated fluctuations on a year-to-year basis.

The state had no reason for the decrease in the number of students with emotional disturbance and specific learning disabilities who *died*. These circumstances were outside of the control of the Bureau of Special Education of the Pennsylvania Department of Education and reflected the natural fluctuation of this population during any given year.

The state attributed the increase in the number of students with hearing impairments, speech or language impairments, emotional disturbance, *other health impairments* or traumatic brain injury who *moved and were known to be continuing* to the elimination of the previous category of moved, not known to be continuing and the subsequent requirement for greater accountability on this reporting item. The state anticipated that this trend would continue.

The state attributed the decrease in the number of students with mental retardation, hearing impairments, emotional disturbance, *other health impairments* or specific learning disabilities who *dropped out* to the significant efforts of the SPP initiatives to improve dropout prevention. The state anticipated this trend to continue as the state attempted to have more students continue in education through dropout prevention. This initiative was part of the training of stakeholders on the Pennsylvania SPP.

**Rhode Island**—During the 2003–04 school year, 79 students with speech or language impairments *transferred to regular education* as all of their IEP objectives were met. In 2004–05, there were 110 students who *transferred to regular education*. There was an increase of 31 students who *transferred to regular education* from 2003–04 or a 39.24 percent increase. This improvement was a result of progress monitoring toward moving students to achieve all of the goals on their IEP.

During the 2003–04 school year, there were 303 students with specific learning disabilities. During the 2004–05 school year, there were 272 students with specific learning disabilities. There was a decrease of 31 students or a 10.23 percent decrease from the previous school year. As fewer students were designated statewide in the category of specific learning disabilities and the numbers continued to decrease, the number of students exiting also went down.

During the 2003–04 school year, there were 262 students in the 12th grade identified as having mental retardation. Out of those initial 262 students, 189 continued to the next school year. Forty-eight of the 12th graders in the mental retardation category *graduated with a regular high school diploma*. Sixteen of the 12th graders who were classified as having mental retardation left school because they *reached maximum age*. Nine of the 12th-grade students classified as having mental retardation *dropped out*. Seventy-three students were eligible to *graduate with a regular diploma*. There were no students reported in the 12th grade who *received a certificate* instead of a diploma.

During the 2004–05 school year, there were 292 students identified with mental retardation in the 12th grade. Out of those initial 292 students, 230 continued to the next school year. Thirty-five of the 12th graders *graduated with a regular high school diploma*. Thirteen of the 12th graders left school because they *reached maximum age*. Fourteen of the 12th-grade students *dropped out*. Forty-nine students were eligible to *graduate with a regular diploma*. There were no students reported in the 12th grade who *received a certificate* instead of a diploma.

Comparing the number of eligible students in the 12th grade who had mental retardation and who were eligible to *graduate with a regular high school diploma* revealed that in 2003–04, there were 73 students eligible and in 2004–05, there were 62 students eligible. The state was unable to explain why the change occurred in the data.

There was a decrease in the number of students with emotional disturbance who *graduated with a regular high school diploma*. The number of students reported for 2005 for the Dec. 1 child count decreased from those reported in 2004, so there were fewer students to graduate. The decrease in this category was attributed to the shift in some students who were previously reported as having emotional disturbance to being reported as having autism.

**South Carolina**—The state attributed the significant changes in the number of students reported in the exiting data report to the inability of its Statewide Student Information Systems to accurately capture these data. Districts collected and managed these data differently, and reporting from year to year varied. The state implemented a statewide Special Education Software Package for the 2006–07 school year, which was anticipated to improve the data reporting and more accurately capture these data.

**South Dakota**—South Dakota had a new data manager who was not involved in the collection and/or reporting of the 2003–04 exiting data. South Dakota cannot fully explain the changes between the 2003–04 exiting data and the 2004–05 exiting data. The state did not change the category, definition or the method of collecting data. The data for 2002–03 were more consistent with the data reported for 2004–05. In order to receive accurate data from the local districts, South Dakota developed a training tool that was used with districts in fall 2006 to ensure that the district personnel who encoded data into the Student Information Management System (SIMS) understood all current coding requirements and vocabulary. South Dakota also reviewed district data for changes annually. An initial live training for SIMS data coordinators was held on Oct. 5, 2006. This training was replicated and made available to all districts via Dakota Digital Network presentations, video streaming or Web-X. The state posted training materials on the Web. The state also put additional information into the SIMS newsletter, which included links to the data dictionary and updated information that district personnel needed to know. This SIMS newsletter is published at least twice a year.

**Tennessee**—The increases in the number of students with mental retardation, speech or language impairments, *other health impairments*, specific learning disabilities and all disabilities in the category *graduated with a regular high school diploma* and the decrease in the number of students with speech or language impairments in the category *received a certificate* were attributed to the expansion of efforts by LEAs to provide inclusive education to students with disabilities and efforts to close the student achievement gap under *NCLB*. This included the awareness work conducted by the Tennessee Closing the Achievement Gap statewide task force. These same efforts appeared to have contributed somewhat to the increase in the number of students with speech or language impairments, emotional disturbance, orthopedic impairments, specific learning disabilities and all disabilities who *transferred to regular education* and, as an unintended consequence, to the increase in the number of students with speech or language impairments, emotional disturbance, *other health impairments*, specific learning disabilities, multiple disabilities and all disabilities who *dropped out*.

Improved LEA followup on transient students and continued improvement in the accuracy of reporting data for transient students accounted for the increase in the number of students with mental retardation, speech or language impairments, emotional disturbance, orthopedic impairments, *other health impairments*, specific learning disabilities and all disabilities who were reported as *moved, known to be continuing*. The elimination of the moved, not known to be continuing exit category appeared to have helped encourage LEAs to do better followup on transient students and also significantly increased the state's count of students who *dropped out*.

The decreases in the number of students with hearing impairments who *graduated with a regular high school diploma* and those who exited for any reason were attributed in part to the Tennessee School for the Deaf's implementation of a secondary/postsecondary school program to provide students with hearing impairments and deafness more specialized transition training before they exited the high school education setting.

No policy or program change was identified that may have led to the decrease in the number of students with mental retardation who *transferred to regular education*.

**Texas**—The state anticipated continued positive increases in graduation rates long term for all students as a result of statewide activities such as the implementation of the state-required Personal Graduation Plan (beginning with the 2003–04 school year) for students at risk of not graduating. These statewide efforts increased the number of students who *graduated with a regular high school diploma* and decreased the number of students who *dropped out*.

Texas reported that its 2004–05 exit data were actually for the 2003–04 school year.

Students with disabilities who received a regular high school diploma, but did not meet the same standards for graduation as students without disabilities were reported as *received a certificate*.

The state imputed the disability category of 1,243 exiting students with disabilities. These students did not have a recorded disability category because of difficulties merging different databases. The state imputed disability for these students based on the distribution of the disabilities of students with the same exit reason whose disabilities were known. The state estimated disability data in the following categories:

- *Graduated with a regular high school diploma* (439);
- *Received a certificate* (162);
- *Died* (8);
- *Moved, known to be continuing* (450); and
- *Dropped out* (184).

**Utah**—The decrease in the number of students who *transferred to regular education* was only 51 students and varied from year to year. The reason for the decrease was unknown.

The state had some difficulty with the data collection accuracy for the *graduated with a regular high school diploma* and *received a certificate* categories as the state was shifting to an electronic collection of these data. Utah believed this would be corrected in the 2005–06 data collection.

Students who *died* varied from year to year, and the state had no reason to question the data.

The overall exiting numbers in all categories decreased in 2005 due to the state transition to an electronic collection. Utah believed this decrease would level off in the years to come.

**Vermont**—Overall, Vermont reported a reduction of 25.67 percent, from 2,002 to 1,488 students, in the number of students reported as exiting special education. This decrease was attributable to a new data edit check that was implemented to ensure that all students reported as exited from special education were not also in special education elsewhere within Vermont (the reporting catchment area) at the end of the reporting period.

As a result of this new data collection methodology, there were significant decreases in the number of students reported as exited in every disability category: mental retardation, hearing impairments, speech or language impairments, emotional disturbance, *other health impairments* and specific learning disabilities. These data were to be used as the baseline for comparison for future significant changes in exiting students across disability categories.

The reporting period of the exiting data was December 2003 to December 2004.

**Virgin Islands**—The increase in the reported number of students with specific learning disabilities and all disabilities in the category *graduated with a regular high school diploma* resulted from more students with disabilities participating in the regular curriculum with modifications and accommodations.

A decrease in the number of students with all disabilities who were reported as *moved, known to be continuing* resulted from students exiting, returning to the territory and reregistering.

The increase in the number of students with mental retardation who exited for any reason resulted from graduation with diplomas or *received a certificate*; parent/student withdrawals; *reached maximum age*; and *moved, known to be continuing* in other school districts.



**Virginia**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Washington**—Washington did not submit 2004–05 exiting data.

**West Virginia**—The state revised its exit data collection procedures to ensure consistency of data reported to meet accountability requirements under *NCLB* and *IDEA*, Part B. The state data collection for dropouts and graduates for general education and students with disabilities were merged. In addition to separate data verifications previously conducted for each report, the two data collections were cross-checked. Districts and the state corrected any discrepancies between the two data sources. This improved the accuracy of both reports.

The state reported that some students who received a GED may have been included in the *received a certificate* category. According to OSEP’s reporting instructions, these students should have been reported as dropouts.

**Wisconsin**—Some of the changes in the exiting data were attributed to the fact that there were more students overall ages 14 through 21 during the 2004–05 school year (Wisconsin report year of Dec. 1, 2003, through Dec. 1, 2004) rather than the 2003–04 school year (Wisconsin report year of Dec. 1, 2002, through Dec. 1, 2003). Many of the changes in the data were positive for the state. The graduation gap was one of the focused monitoring indicators for the state, so attention was given to the graduation and dropout data. In 2004–05, the state had an overall increase in both the number of students who *dropped out* and the number who *graduated with a regular high school diploma*.

Because the exiting special education reporting system was limited to a catchment area of the LEA, the *moved, known to be continuing* category was a catch-all category. Wisconsin developed a new exiting reporting system that will be able to expand the catchment area across the state.

The data reported for 2004–05 were actually for the reporting period from Dec. 1, 2003, through Dec. 1, 2004. The catchment area was the LEA.

**Wyoming**—The state critically looked at the accuracy of state data submitted over the last two years and discovered some mapping and definition errors in the state’s internal databases. The state continued to work to resubmit corrected data, but because this was a complicated study and the state had a turnover in staff, this process was difficult to complete. The state was unable to submit corrected data prior to the snapshot deadline for the *29th Annual Report to Congress*. The state believed that the changes in exiting data had a great deal to do with more accurate data definitions and better followup between the SEA and LEA. The state planned to continue to resubmit data to get better historical data recorded.

#### **Tables 5-1 Through 5-4: IDEA Part B Discipline, 2004–05**

**Alabama**—Alabama attributed the increases to better reporting of discipline data via a statewide, electronic student-level information management system. The state had increases in the number of:

- Children *unilaterally removed to interim alternative educational settings*;
- Children *suspended for more than 10 days*;
- Children with *single suspensions/expulsions more than 10 days*; and
- Children with *multiple short-term suspensions/expulsions summing to more than 10 days*.

**Alaska**—Alaska was in its second year of gathering and reporting discipline data through an on-line, student-level, incident-level reporting tool. Prior to 2003–04, Alaska collected aggregate discipline data from districts. Alaska collected these data for all students, not just for special education students. A unique student identifier was used in the database, and no names were stored. As the result of data entry errors in the identifier, the state continued to have difficulty determining which students in the discipline database were special education students. However, the state believed it increased the accuracy of these data for the 2004–05 submission. As the result of less data entry error, more students in the discipline database were identified as students with disabilities. Although it appeared that the number of students with disabilities subject to disciplinary action increased, the state believed that this actually reflected an undercount in past reports.

Alaska redesigned the data entry screens for the 2005–06 data submissions. This redesign allowed the person keying the data to see the student’s name and demographics associated with the student identifier. This helped the person entering see immediately if an incorrect student ID was entered (the wrong student name showed up) and correct the error. The person entering the data also no longer had to key the demographic data, thus reducing the number of errors. The state reported that modifications to the student ID(s) allowed Alaska to improve data for calculating *multiple suspensions/expulsions summing to more than 10 days*.

**Arkansas**—Arkansas implemented a school-based mental health network in 2004–05, decreasing the number of behavioral incidents leading to long-term suspension/expulsion. As a result, the *number of suspensions for more than 10 days* decreased by 16 percent.

**Bureau of Indian Affairs**—The BIA attributed the increase in the number of suspensions/expulsions and unilateral removals to two agencies that reported suspensions in all categories significantly above the BIA average.

**California**—California noted a review of local data indicated that the differences were based on accurate reporting, and they were normal data variations. The change in data was due to improvements in the data system of one of the largest school districts in the state.

The state noted the increase in the number of students *unilaterally removed for drug offenses to an interim alternative educational setting* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted the decrease in the *number of unilateral removals for weapons* to an interim alternative educational setting was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

The state noted the decrease in the *number of students with multiple suspensions/expulsions summing to more than 10 days* was due to normal variations in the data. The data were reported accurately and reflected what was reported at the student level.

**Colorado**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Connecticut**—In the 2004–05 data collection, all offenses resulting in an out-of-school suspension were collected. This allowed school districts to report incidents that would normally go unreported on the ED166 Disciplinary Offense Data Collection. Prior to 2004–05, out-of-school suspensions were collected for only a subset of incident types, i.e., serious offense. Adding the new offense type to the state data

collection allowed for accurate reporting of all out-of-school suspensions by school districts. This explained the overall increase in the number of suspensions reported on the 2004–05 discipline table to OSEP. The change in reporting resulted in an increase in the number of:

- Children *removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury*;
- Unduplicated count of children *suspended or expelled for more than 10 days*; and
- *Number of children with multiple suspensions/expulsions summing to more than 10 days.*

**Delaware**—Increases in the number of students and incidents of *suspensions/expulsions for more than 10 days* were attributed to additional training on reporting of incidents and improved reporting by the districts.

**District of Columbia**—The District of Columbia investigated why the numbers reported on the discipline table for 2004–05 were lower than the numbers reported on the discipline table in 2003–04. The District continued to review the discrepancies presented on the tables.

**Florida**—In general, the numbers were very small (increases of less than 30 students statewide). The state attributed the increases in the number of children *unilaterally removed to an interim alternative educational setting, children unilaterally removed to an interim alternative educational setting for weapons* and the *number of suspensions/expulsions for more than 10 days* to increased zero tolerance policies in schools.

**Georgia**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Guam**—Guam attributed the increase in the number of students who were unilaterally removed and the *number of unilateral removals for drugs* to very overcrowded high schools and serious drug problems. Guam has had an ongoing challenge to improve the discipline data collection component of Guam Public School System’s data system.

Guam attributed the decrease in the number of students suspended and the number of *multiple suspensions/expulsions summing to more than 10 days* to schools that were providing more in-school suspension options rather than excluding students. The change resulted in a decrease in the *number of expulsions more than 10 days*.

**Hawaii**—The state attributed the increase in the number of children with *multiple suspensions/expulsions summing to more than 10 days* to a new report. A new suspension report was developed to provide the schools with data on their special education students expelled or suspended more than 10 days. Schools monitored and verified these data. The state expected increased accuracy of these data as districts acquired further training on monitoring this report. Due to monitoring monthly reports on discipline for special education students, administrators were inputting data on a more consistent basis.

**Idaho**—Reductions in numbers of students suspended may have been the result of Idaho’s ongoing provision of PBS training. PBS training was contracted by the Idaho State Department of Education through the University of Idaho and was made available to schools and districts without cost.

Originally, PBS activities focused on problem-solving activities and writing a behavior intervention plan for a specific student who presented staff with exceptionally challenging behaviors. PBS training progressed over the years and was directed toward entire schools or districts, including both general and

special educators and administrators, and was increasing staff capacity to proactively deal with challenging behaviors. The result was that discipline referrals and suspensions were reduced significantly.

**Illinois**—The increase in discipline data may have been attributed to data coding and input issues. Due to concerns about the validity of the LEAs' discipline data, Illinois provided continued training on how to accurately report the data.

**Iowa**—The state attributed the year-to-year changes in the discipline data to changes in Iowa's data collection procedures. In 2003–04, discipline events were reported by LEAs to Area Education Agencies (AEAs) and then summarized and sent to the state department. In 2004–05, the process was computerized, with LEAs directly uploading discipline events from their student information systems to the new state student-by-student database.

**Kansas**—School staff made the connection between improved student outcomes and behavior that results in suspensions and expulsions. Increased accountability in meeting Adequate Yearly Progress (AYP) and proficiency goals prompted educators to consider alternative discipline practices for all students; as a result, all discipline categories decreased.

**Kentucky**—The state attributed the decrease in the number of suspensions to the CHAMPS program. CHAMPS is a school-wide behavior management system. In 2004–05, Kentucky middle schools completed their second year of CHAMPS implementation, and selected high schools introduced the schoolwide behavior management program.

The decrease in the number of students reported as *suspended/expelled for more than 10 days* was the result of data from one district. Kentucky addressed specific changes in the data:

- **Removal for drugs:** The state attributed the increase in the number of *unilateral removals for drugs* to Kentucky statute, which is more restrictive than federal law in removing children to an interim alternative educational setting regardless of the reason. A change in 10 students from year to year, although representing a high percentage, was not a substantial number indicative of a trend or concern.
- **Children suspended and *multiple short-term suspensions*:** The state attributed a decrease in the number of students suspended to Kentucky's largest district. The district actively monitored school suspension rates for many years. Since 2002–03, the district reported increasing its monitoring efforts by having a retired administrator call schools and review the suspension records of every student suspended over five days during the school year. This ongoing monitoring increased focus on these students and significantly affected suspension rates.

**Louisiana**—The state attributed the decrease in the *number of unilateral removals for weapons* for 2004–05 to an increase in the number of security staff in schools. Additional training of security staff was conducted by individual schools and districts and varied among districts. The training reinforced discipline guidelines.

The state attributed the decrease in *the number of suspensions and expulsions greater than 10 days* and those *summing to 10 days* or more to holding schools accountable for FAPE requirements of IDEA and the required manifestation determination reviews. The state has a state- and local-level monitoring system, and LEAs conduct self-reviews.

**Maine**—Maine reported that students in special education with specific learning disabilities and students with emotional needs had the greatest number of suspensions and expulsions. The state attributed a decline in suspensions and expulsions to a decline in these two disabilities.

The state attributed a decline in incidences involving drugs and weapons to a culture change plus the focus of the work being done by the Safe and Drug Free consulting staff and the technical assistance provided to LEAs. The state reported that with the preponderance of drugs in schools and threats of violence, i.e., shootings and bomb scares, there was an increase in awareness of behaviors that might lead to these incidences. Consequently, schools hired law enforcement officers for the school to address these problems. Many schools still employed resource officers for their schools. Safe and Drug Free funding intended to affect these areas; special education funding alternatives for special education students and more training in the area of school climate (bullying, under-age drinking, etc.) affected the schools in a positive way.

Safe and Drug Free consulting staff were collecting better data, and those data were being used by districts to plan change. The Safe and Drug Free consultants were assisting districts in the use and interpretation of the data and information provided in a positive and constructive way.

**Maryland**—Maryland attributed an increase in the number of children unilaterally removed to the Maryland State Department of Education conducting intensive suspension data audits at the local school system level over the past several years to improve the accuracy of reporting unilateral removals. This increase reflected an improvement in the accuracy level of such reporting brought about as a result of corrective action plans and improvement plans. For example, between March 2004 and August 2005, suspension record reviews were conducted in seven local school systems. A total of 258 records were reviewed in this process. The state scheduled such reviews for at least five additional local school systems prior to September 2006.

Maryland attributed a decrease in the unduplicated count of children *suspended for more than 10 days* to the Maryland State Department of Education's commitment to continued implementation of positive behavior initiatives and supports training provided to all Maryland local school systems. By 2005, 289 school teams were trained and actively functioning, including 94 teams trained during summer of 2005. The schools represented all 24 local school systems in Maryland. Since 1999, the state trained 150 behavior support coaches to provide leadership and support to local school teams with training of as many as 75 additional school teams scheduled in summer 2006.

**Massachusetts**—The 2003–04 discipline data included students with *suspensions more than 10 days* and *the number of children with multiple suspensions/expulsions summing to more than 10 days*. As a result, the data for 2003–04 were higher in the unduplicated count of children and the *number of single suspensions/expulsions more than 10 days* than the data in the 2004–05 data submission. The state removed the cases where students were suspended for more than 10 days and only counted occurrences of 10 days or less to determine if the student should be counted in the *number of children with multiple suspensions/expulsions summing to more than 10 days*.

The 2004–05 data for the *number of single suspensions/expulsions greater than 10 days* was consistent with the data the state submitted in 2003–04.

**Michigan**—The state had a decrease in the number of students who were unilaterally removed and an increase in the number of students who were removed by hearing officers. The Continuous Improvement Monitoring System (CIMS) worked with districts to maintain better records on students with disabilities who were unilaterally removed or removed by a hearing officer. As part of CIMS, focused monitoring practices worked to help schools better identify and report on students removed from typical educational

environments. In addition, CIMS also provided assistance to schools in improving policies and practices related to student removals.

Michigan had a decrease in students who were *unilaterally removed for drugs or weapons to an interim alternative educational setting by school personnel*. The state attributed the decrease in the number of students with disabilities removed for drugs and weapons to:

- An increase in the unduplicated count of children suspended;
- An increase in the *number of suspensions more than 10 days*;
- An increase in *multiple short-term suspensions/expulsions summing to more than 10 days*.

The state implemented discipline data verification practices to ensure that schools properly recorded and reported suspensions of students with disabilities. For example, the state contacted those schools that reported either zero suspensions/expulsions of students with disabilities or left these data fields blank in order to verify discipline data. Those schools that had significantly high numbers of students with disabilities who accrued *multiple suspensions/expulsions that summed to more than 10 days* and/or who had high numbers of students with disabilities who received a *single suspension/expulsion greater than 10 days* were subject to focused monitoring. These schools' discipline practices/policies were closely reviewed, and schools were asked to implement practices to reduce these numbers.

**Minnesota**—The number of students reported for disciplinary incidents in 2004–05 increased from 2003–04. The Minnesota Department of Education attributed the increase to a statewide implementation of a new data collection system that increased accountability built into the reporting process. LEAs that had not entered data into the 2004–05 system were contacted personally by the Minnesota Department of Education in order to ensure that all students and incidents were reported. The data collection system was open until mid-November 2005 in order to allow all LEAs to enter the 2004–05 data. The Minnesota Department of Education believed this new system more accurately reflected the actual incidence of disciplinary actions than data prior to 2004–05.

**Mississippi**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Missouri**—Discipline policies varied from district to district and were under district control. Due to the local control of discipline policies, it was not known if the changes in reporting from the 2003–04 school year in several categories were due to actual changes in the types of discipline incidents or the policy dealing with the incidents. Also, discipline data reported by large school districts will be amended, but it was not known what impact the changes would have on the data.

**Montana**—Montana attributed a decrease in the unduplicated count of children *unilaterally removed to an interim alternative educational setting by school personnel for weapons or drugs*, an increase in the unduplicated count of children *suspended/expelled a single time for greater than 10 days* and children *suspended/expelled short-term (10 days or less) multiple times during the year that summed to more than 10 days* to inconsistency and inaccuracies in data reporting at the level of individual districts. Montana is developing a statewide student-level database system that will replace many of the individual data collection systems currently being used, including the school discipline application. This system will increase the accuracy of the data reported on students with disabilities. The new system is expected to be fully operational by the 2008–09 school year.

**Nebraska**—The state noted data submission training and support increased accuracy of district data. The Nebraska State Improvement Grant implemented positive behavioral supports in school districts that included the two largest systems. The decrease in disciplinary actions was attributed to increased use of PBS. The state had a decrease in the number of all incidents reported.

**Nevada**—The state attributed a decrease in the number of *single suspensions of more than 10 days* and the increase in the number of multiple short-term suspensions to local-level policy decisions about the length of time for suspensions. The data suggested that different policy decisions were being made within school districts for offenses that did not involve drugs or weapons.

The increase in numbers of Asian/Pacific Islander and American Indian/Alaska Native students *suspended/expelled for more than 10 days* were for small populations and were, therefore, particularly sensitive to what were very small numerical increases.

The increase in Hispanic students and decrease in white (not Hispanic) students removed for weapons offenses may have reflected patterns of gun-possession activities connected with juvenile crime, but further analysis was required. The data changes were not the result of changes in policies or procedures or in data collection methods.

**New Mexico**—The state updated the data shortly after the deadline because the state was awaiting accurate data and information at the LEA level to ensure the data reported were valid with a high confidence level. The updated data were not included in the *29th Annual Report to Congress*. In comparing the 2004–05 and 2005–06 child count tables and the specific district data submitted with regard to removals for drugs and weapons, one district incorrectly reported the number of removals; these data were not corrected in time for the *29th Annual Report to Congress*.

The district incorrectly reported:

- *Removals for drugs* for 2004–05: 1,322 students;
- *Removals for weapons* for 2004–05: 1,313 students.

Corrected statewide totals are as follows:

- *Removal for drugs*: 645;
- *Removals for weapons*: 202.

The state attributed the decrease in the *number of students suspended or expelled for more than 10 days* and the *number of multiple-short-term suspensions summing to more than 10 days* to:

- Districts using functional behavior assessments to identify problem behaviors and designing behavior intervention plans to address the behaviors;
- Districts using behavior intervention plans in lieu of suspensions for less serious rule infractions;
- Statewide PBS initiative providing schoolwide intervention training for staff, including administrators;
- Triennial and Directors Academy, including professional development training for district special education directors; and

- An increase in the use of *social work services* to provide support for students who may exhibit behaviors that would otherwise result in a discipline referral.

The state attributed the increase in the *number of single suspensions or expulsions for more than 10 days* to districts using the interim alternative educational setting option for students in order to continue to provide special education services. This gave the district time to complete any evaluations or gather additional information that the IEP team needed in order to determine the appropriate service and setting for the student.

**New York**—The state attributed the decrease in the number of students unilaterally removed to one school district. The state attributed the decrease in the number of students *unilaterally removed for drugs* to one school district. The state attributed the decrease in the number of students *removed by a hearing officer* to one school district. The state attributed the increase in the number of children suspended to two school districts. The state attributed the increase in the *number of suspensions more than 10 days* to one school district. During 2005–06, this district was required to engage in a self-review of its suspension procedures. The state attributed the increase in the number of *multiple short-term suspensions/expulsions summing to more than 10 days* to three school districts. The state will monitor the data for statewide trends.

The state attributed the increase in the number of black (not Hispanic) students and white (not Hispanic) students unilaterally removed to one school district. The state attributed the decrease in the number of black (not Hispanic) students *removed by a hearing officer* to one agency that revised its definition for reporting in this category to make it consistent with reporting instructions. The state attributed the increase in the number of black (not Hispanic), Hispanic, Asian and American Indian children suspended to three school districts. The state attributed the increase in the number of black (not Hispanic), Hispanic, Asian and American Indian students with *suspensions more than 10 days* to one school district. During 2005–06, this district was required to engage in a self-review of its suspension procedures. The state attributed the increase in the number of black (not Hispanic), Hispanic and Asian students with *multiple short-term suspensions* to three school districts. The state will monitor the data for statewide trends.

**Ohio**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Oklahoma**—The observed changes from 2003–04 to 2004–05 were likely the result of several edit checks that were added to the online reporting system. Therefore, the Oklahoma State Department of Education was confident that the data submitted to the U.S. Department of Education were an accurate portrayal of the discipline data for special education students.

**Oregon**—Oregon revised the discipline collection for 2005–06. Its new system was a student-level system for the collection of discipline data for all students. It came about, in part, to address inconsistencies in the *IDEA* aggregate discipline collection that existed through 2004–05. This collection affected the categories unduplicated count of children *unilaterally removed to an interim alternative educational setting*, *removals for weapons to an interim alternative educational setting* and children *removed by hearing officer*. This decrease was due to several districts that, in the past, had misunderstood the definition of “hearing officer” and incorrectly reported incidences in that category that should have been reported in a different category. This was corrected for the 2004–05 school year, and reports of no incidence of *removal by a hearing officer* were corrected. The students were reported in whichever category was appropriate to the type of removal in question.



The student-level data system also affected the unduplicated count of children *suspended for more than 10 days, number of suspensions/expulsions for more than 10 days and multiple short-term suspensions summing to more than 10 days.*

**Pennsylvania**—The Pennsylvania Bureau of Special Education continued collaborating with the Violence and Safe Schools Office to improve the quality of the state’s discipline data. Data were verified at the intermediate unit, contractor and state levels for accuracy. The data reported for 2005–06 were accurate. They reflected the fact that the population reported for this table fluctuates from year to year.

**Rhode Island**—The state attributed an increase in the number of students *suspended or expelled for more than 10 days* to the integration and refinement of a statewide student identifier system with the state’s data collection process.

**South Carolina**—The state attributed the significant changes in the number of students reported in the discipline data report to the inability of the Statewide Student Information Systems to capture these data. Districts collect and manage these data differently, and reporting from year to year varies. The state was implementing a statewide Special Education Software Package for the 2006–07 school year and will be able to capture these data accurately and anticipated an improvement.

**South Dakota**—The state attributed an increase in the *number of multiple short-term suspensions* to two large districts.

One district had a substantial increase in the number of students who transferred to a school within the district. Many of the students had IEPs from their former schools and contributed to the increase in suspensions. When students move into a new district they have to deal with new friends, new teachers, new curriculum and new rules. The students moving into this district had a difficult time adjusting. Normally, districts do not have such a substantial increase in students moving into a district.

Another district attributed the increase in suspensions to changes in both the middle school and high school handbooks and a change in staffing (vice-principal) at the high school level. The new vice-principal took a consistent stance on dealing with infractions. Prior to 2004–05, there was a fairly flexible hierarchy of discipline options. The previous principal was inconsistent in the number of days he would assign for suspensions. In 2004–05, the new principal enacted a more equitable system. For example, a student’s first fight may receive a 2-day suspension, the second a 4-day suspension, etc. For repeat offenders, the total number of days increased, causing a total increase in the overall numbers.

The listing of infractions also increased in the state. Prior to 2004–05, the state did not have viable cell phone service. In 2004–05, the state got service, so the number of infractions dealing with cell phone usage increased dramatically.

There was also an increase in the number of staff who were available to patrol school grounds. This also accounted for an increase in the number of students caught smoking or skipping class.

**Tennessee**—The state attributed the decrease in the *number of unilateral removals for weapons to an interim alternative setting* to an effect of multiple projects being conducted through the SEA’s Tennessee School Safety Center, including the No Bullying program and the Yes to Kids 2004 program that provided training to school resource officers, counselors and others.

**Texas**—The number of *removals by a hearing officer* decreased in the state because the number of decisions by a hearing officer decreased. The increase in *multiple short-term suspensions* was attributed to the addition of disciplinary action codes to the annual federal data report.

**Utah**—The state saw the positive behavior initiative emphasis make a big difference in state schools. This was an increased effort to get more schools and districts involved in this behavior initiative. The state saw decreases in the number of suspensions and expulsions where this initiative was implemented. Teachers were learning to deal more positively with students on a daily basis, thus relationships were improved, and disciplinary problems decreased. The state also emphasized better reporting of all discipline issues through a reporting program called RISEP, which is an electronic data collection system that can, at any time, report expulsions, suspensions, weapon incidents, etc.

**Virginia**—The state had year-to-year numeric changes greater than 10 and more than 10 percent in one or more categories for these data. The state did not provide a data note explaining why the changes occurred.

**Washington**—Districts must review their 618 discipline data and determine activities in this area annually in their application for federal flow-through funds. Many activities the districts included in the plan focused on continually providing training to staff (some districts multiple times during the school year) on behavioral intervention plans/functional behavioral assessments and appropriate behavior plans for students in special education programs. Safe schools became a priority for all students, not just special education students, so an overall decrease was starting to become apparent on a district-by-district basis.

Additionally, a couple of the districts had significant declines in the unduplicated count of children *unilaterally removed to an interim alternative educational settings by school personnel*, the *number of unilateral removals for drugs* and the *number of suspensions or expulsions for more than 10 days*. These districts were those that participated in the BEACONS project (Behavioral and Emotional Assessment and Curriculum for the Ongoing Needs of Students with or At-Risk of Developing Emotional Disturbance). This federal grant was originally funded in 1998 but grew and received more state support so as to be implemented in more schools statewide. This was a slow process, but the state had a decline in the number of suspensions/expulsions for all students in some of those districts.

Additional school staff were trained and will begin implementing PBS, so the state hoped to see a steady decline in suspension/expulsion referrals as that program developed in those sites. This was a project/goal within Washington's State Improvement Grant.

**Wisconsin**—The state had a decrease in the *number of children unilaterally removed to an interim alternative educational setting* and a decrease in the *number of unilateral removals for drugs*. *Unilateral removals by school personnel to an interim alternative educational setting* (IAES) seemed to be incident specific. Approximately the same number of LEAs unilaterally removed students to an IAES during the 2004–05 and 2005–06 school years, but of those LEAs, only one-third unilaterally removed students to an IAES two years in a row. For the majority of LEAs, one or two students were unilaterally removed to an IAES. The largest district in the state reported the greatest number of students unilaterally removed to an IAES. This district reported 10 fewer students as being unilaterally removed to an IAES for the 2005–06 school year. With fewer overall unilateral removals during the 2005–06 school year compared to the prior year, it was expected that the number of incidents (drug or weapon related) would also be fewer than in the prior year.

In comparing the 2004–05 discipline data to the 2003–04 discipline data, there were fewer students overall who had a *single suspension/expulsion more than 10 days*. For the 2005–06 school year, the state will provide LEAs with summary reports of the discipline data submitted. For the 2006–07 school year, the state is rewriting its discipline data collection to be student/incident specific versus the current aggregate reporting. The state will monitor the data for changes or trends.

**Wyoming**—Wyoming attributed the increase in the number of students who were suspended and the increase in the *number of suspensions for more than 10 days* to reporting at a large district. The district tightened its attendance and discipline policies and put an increased effort into the collection and reporting of the discipline data. This change was implemented at the start of the 2004–05 school year (September 2004). The district held a meeting at the beginning of the 2004–05 school year to ensure that all building administrators and district administrators were aware of the expectations for recording disciplinary events. It also revised its student conduct policy in June 2004 and revised its attendance policy in March and April 2004. In Wyoming, the number of students is so small that when a larger district makes policy and collection changes, the state numbers are drastically affected.



**Appendix B**  
**Population Data**



**Table B-1. Estimated resident population ages 3 through 21, by state: 1996, 2004 and 2005**

State	Number			Change in number <sup>a</sup>		Percentage change in number <sup>b</sup>	
	1996	2004	2005	2005 less 1996	2005 less 2004	2005 less 1996	2005 less 2004
Alabama	1,157,845	1,173,632	1,167,669	9,824	-5,963	0.85	-0.51
Alaska	195,538	204,989	204,601	9,063	-388	4.63	-0.19
Arizona	1,201,045	1,589,054	1,628,638	427,593	39,584	35.60	2.49
Arkansas	705,018	723,311	720,391	15,373	-2,920	2.18	-0.40
California	8,984,456	10,028,252	10,108,014	1,123,558	79,762	12.51	0.80
Colorado	1,047,791	1,227,838	1,234,306	186,515	6,468	17.80	0.53
Connecticut	820,549	894,573	895,356	74,807	783	9.12	0.09
Delaware	184,896	206,223	208,278	23,382	2,055	12.65	1.00
District of Columbia	115,291	110,284	111,353	-3,938	1,069	-3.42	0.97
Florida	3,523,006	4,234,234	4,305,246	782,240	71,012	22.20	1.68
Georgia	2,044,701	2,419,880	2,456,796	412,095	36,916	20.15	1.53
Hawaii	321,382	317,980	318,953	-2,429	973	-0.76	0.31
Idaho	376,540	399,831	399,361	22,821	-470	6.06	-0.12
Illinois	3,251,997	3,412,849	3,405,010	153,013	-7,839	4.71	-0.23
Indiana	1,593,253	1,694,043	1,693,160	99,907	-883	6.27	-0.05
Iowa	778,032	746,363	734,417	-43,615	-11,946	-5.61	-1.60
Kansas	729,504	738,298	728,503	-1,001	-9,795	-0.14	-1.33
Kentucky	1,052,799	1,050,640	1,044,925	-7,874	-5,715	-0.75	-0.54
Louisiana	1,317,382	1,253,405	1,232,581	-84,801	-20,824	-6.44	-1.66
Maine	325,851	315,920	310,832	-15,019	-5,088	-4.61	-1.61
Maryland	1,322,698	1,474,652	1,482,859	160,161	8,207	12.11	0.56
Massachusetts	1,489,715	1,552,490	1,550,604	60,889	-1,886	4.09	-0.12
Michigan	2,681,492	2,718,216	2,705,782	24,290	-12,434	0.91	-0.46
Minnesota	1,314,132	1,343,314	1,328,103	13,971	-15,211	1.06	-1.13
Mississippi	813,982	802,485	794,538	-19,444	-7,947	-2.39	-0.99
Missouri	1,474,184	1,494,492	1,484,942	10,758	-9,550	0.73	-0.64
Montana	253,909	234,852	230,346	-23,563	-4,506	-9.28	-1.92
Nebraska	472,929	468,333	464,020	-8,909	-4,313	-1.88	-0.92
Nevada	418,394	621,131	640,318	221,924	19,187	53.04	3.09
New Hampshire	307,841	333,277	332,661	24,820	-616	8.06	-0.18
New Jersey	2,041,213	2,247,416	2,259,282	218,069	11,866	10.68	0.53
New Mexico	524,780	532,690	529,325	4,545	-3,365	0.87	-0.63
New York	4,704,141	4,842,875	4,822,033	117,892	-20,842	2.51	-0.43
North Carolina	1,927,581	2,213,640	2,242,315	314,734	28,675	16.33	1.30
North Dakota	184,082	159,361	155,068	-29,014	-4,293	-15.76	-2.69
Ohio	3,023,880	2,986,718	2,958,697	-65,183	-28,021	-2.16	-0.94
Oklahoma	943,650	928,412	917,581	-26,069	-10,831	-2.76	-1.17
Oregon	856,260	914,655	912,051	55,791	-2,604	6.52	-0.28
Pennsylvania	3,064,924	3,075,625	3,052,489	-12,435	-23,136	-0.41	-0.75
Rhode Island	248,699	264,588	263,743	15,044	-845	6.05	-0.32
South Carolina	1,014,753	1,091,321	1,094,900	80,147	3,579	7.90	0.33
South Dakota	219,352	209,286	205,605	-13,747	-3,681	-6.27	-1.76
Tennessee	1,403,360	1,479,757	1,479,228	75,868	-529	5.41	-0.04
Texas	5,655,930	6,499,757	6,553,224	897,294	53,467	15.86	0.82
Utah	724,358	765,536	768,154	43,796	2,618	6.05	0.34
Vermont	157,642	151,596	150,103	-7,539	-1,493	-4.78	-0.98
Virginia	1,735,582	1,929,697	1,942,887	207,305	13,190	11.94	0.68
Washington	1,513,042	1,620,102	1,612,509	99,467	-7,593	6.57	-0.47
West Virginia	470,556	419,014	414,219	-56,337	-4,795	-11.97	-1.14
Wisconsin	1,437,679	1,432,840	1,418,498	-19,181	-14,342	-1.33	-1.00
Wyoming	147,030	131,265	127,888	-19,142	-3,377	-13.02	-2.57
50 states and D.C.	72,274,646	77,680,992	77,802,362	5,527,716	121,370	7.65	0.16
American Samoa	-	-	-	.	.	.	.
Guam	-	-	-	.	.	.	.
Northern Marianas	-	-	-	.	.	.	.
Puerto Rico	1,233,607	1,130,658	1,117,300	-116,307	-13,358	-9.43	-1.18
Virgin Islands	-	-	-	.	.	.	.

Source: U.S. Bureau of the Census. Population data for 1996 for ages 3 through 5 accessed September 2004 and population data for 1996 for ages 6 through 21 accessed July 2003 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-icen1996.txt>. Population data for 2004 and 2005 accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv). These data are now archived at <http://www.census.gov/popest/archives>.

<sup>a</sup>Change in number = 2005 number minus 2004 number or 2005 number minus 1996 number.

<sup>b</sup>Percentage change in number = change in number divided by 1996 number or 2004 number, multiplied by 100.

- Data not available.

. Cannot be calculated.

**Table B-2. Estimated resident population ages 3 through 5, by state: 1996, 2004 and 2005**

State	Number			Change in number <sup>a</sup>		Percentage change in number <sup>b</sup>	
	1996	2004	2005	2005 less 1996	2005 less 2004	2005 less 1996	2005 less 2004
Alabama	185,683	177,081	176,705	-8,978	-376	-4.84	-0.21
Alaska	31,723	29,101	29,688	-2,035	587	-6.41	2.02
Arizona	212,390	261,544	270,335	57,945	8,791	27.28	3.36
Arkansas	110,137	110,072	110,242	105	170	0.10	0.15
California	1,731,139	1,528,134	1,575,158	-155,981	47,024	-9.01	3.08
Colorado	166,837	198,196	202,978	36,141	4,782	21.66	2.41
Connecticut	143,223	129,689	128,269	-14,954	-1,420	-10.44	-1.09
Delaware	31,886	31,056	32,093	207	1,037	0.65	3.34
District of Columbia	24,907	18,298	20,026	-4,881	1,728	-19.60	9.44
Florida	594,270	643,917	664,435	70,165	20,518	11.81	3.19
Georgia	339,836	393,074	405,321	65,485	12,247	19.27	3.12
Hawaii	56,640	48,319	50,991	-5,649	2,672	-9.97	5.53
Idaho	55,704	61,079	61,356	5,652	277	10.15	0.45
Illinois	561,483	526,790	531,925	-29,558	5,135	-5.26	0.97
Indiana	252,913	261,614	260,121	7,208	-1,493	2.85	-0.57
Iowa	114,667	106,659	105,390	-9,277	-1,269	-8.09	-1.19
Kansas	111,291	111,060	110,300	-991	-760	-0.89	-0.68
Kentucky	162,157	159,750	159,086	-3,071	-664	-1.89	-0.42
Louisiana	203,989	188,911	188,161	-15,828	-750	-7.76	-0.40
Maine	48,584	40,805	40,265	-8,319	-540	-17.12	-1.32
Maryland	229,849	220,614	225,222	-4,627	4,608	-2.01	2.09
Massachusetts	259,553	232,163	235,244	-24,309	3,081	-9.37	1.33
Michigan	434,840	395,762	393,756	-41,084	-2,006	-9.45	-0.51
Minnesota	199,577	194,175	194,240	-5,337	65	-2.67	0.03
Mississippi	126,835	122,392	122,849	-3,986	457	-3.14	0.37
Missouri	232,835	218,527	218,779	-14,056	252	-6.04	0.12
Montana	35,708	31,160	31,001	-4,707	-159	-13.18	-0.51
Nebraska	70,161	69,839	70,577	416	738	0.59	1.06
Nevada	73,738	101,541	104,469	30,731	2,928	41.68	2.88
New Hampshire	49,622	44,732	44,777	-4,845	45	-9.76	0.10
New Jersey	362,444	342,513	347,117	-15,327	4,604	-4.23	1.34
New Mexico	84,729	78,483	78,952	-5,777	469	-6.82	0.60
New York	841,935	724,435	734,176	-107,759	9,741	-12.80	1.34
North Carolina	316,818	357,768	364,282	47,464	6,514	14.98	1.82
North Dakota	25,289	20,880	20,653	-4,636	-227	-18.33	-1.09
Ohio	481,371	440,310	436,760	-44,611	-3,550	-9.27	-0.81
Oklahoma	143,637	140,734	141,054	-2,583	320	-1.80	0.23
Oregon	130,848	137,019	136,475	5,627	-544	4.30	-0.40
Pennsylvania	492,623	429,888	429,565	-63,058	-323	-12.80	-0.08
Rhode Island	42,853	37,286	37,276	-5,577	-10	-13.01	-0.03
South Carolina	168,774	166,490	168,678	-96	2,188	-0.06	1.31
South Dakota	31,961	30,090	29,863	-2,098	-227	-6.56	-0.75
Tennessee	227,274	226,535	227,570	296	1,035	0.13	0.46
Texas	954,268	1,058,517	1,092,001	137,733	33,484	14.43	3.16
Utah	109,067	133,780	135,532	26,465	1,752	24.26	1.31
Vermont	24,072	19,105	18,866	-5,206	-239	-21.63	-1.25
Virginia	286,455	294,075	300,225	13,770	6,150	4.81	2.09
Washington	242,317	235,992	234,441	-7,876	-1,551	-3.25	-0.66
West Virginia	67,091	60,099	60,111	-6,980	12	-10.40	0.02
Wisconsin	213,830	201,915	201,561	-12,269	-354	-5.74	-0.18
Wyoming	19,988	17,759	17,611	-2,377	-148	-11.89	-0.83
50 states and D.C.	12,119,821	11,809,727	11,976,528	-143,293	166,801	-1.18	1.41
American Samoa	-	-	-	.	.	.	.
Guam	-	-	-	.	.	.	.
Northern Marianas	-	-	-	.	.	.	.
Puerto Rico	192,866	169,241	163,938	-28,928	-5,303	-15.00	-3.13
Virgin Islands	-	-	-	.	.	.	.

Source: U.S. Bureau of the Census. Population data for 1996 accessed September 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-icen1996.txt>. Population data for 2004 and 2005 accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv). These data are now archived at <http://www.census.gov/popest/archives>.

<sup>a</sup>Change in number = 2005 number minus 2004 number or 2005 number minus 1996 number.

<sup>b</sup>Percentage change in number = change in number divided by 1996 number or 2004 number, multiplied by 100.

- Data not available.

. Cannot be calculated.



**Table B-3. Estimated resident population ages 6 through 17, by state: 1996, 2004 and 2005**

State	Number			Change in number <sup>a</sup>		Percentage change in number <sup>b</sup>	
	1996	2004	2005	2005 less 1996	2005 less 2004	2005 less 1996	2005 less 2004
Alabama	719,328	740,613	734,656	15,328	-5,957	2.13	-0.80
Alaska	123,975	128,978	127,959	3,984	-1,019	3.21	-0.79
Arizona	738,684	1,012,986	1,032,974	294,290	19,988	39.84	1.97
Arkansas	447,838	454,772	451,973	4,135	-2,799	0.92	-0.62
California	5,548,936	6,468,015	6,508,250	959,314	40,235	17.29	0.62
Colorado	671,575	776,275	774,977	103,402	-1,298	15.40	-0.17
Connecticut	527,690	581,608	580,921	53,231	-687	10.09	-0.12
Delaware	115,806	129,640	130,243	14,437	603	12.47	0.47
District of Columbia	67,507	69,148	68,720	1,213	-428	1.80	-0.62
Florida	2,262,861	2,704,170	2,732,898	470,037	28,728	20.77	1.06
Georgia	1,287,524	1,528,452	1,540,087	252,563	11,635	19.62	0.76
Hawaii	196,244	194,894	193,917	-2,327	-977	-1.19	-0.50
Idaho	239,941	248,830	247,944	8,003	-886	3.34	-0.36
Illinois	2,054,925	2,176,066	2,169,136	114,211	-6,930	5.56	-0.32
Indiana	1,005,325	1,082,937	1,084,823	79,498	1,886	7.91	0.17
Iowa	499,544	463,997	455,202	-44,342	-8,795	-8.88	-1.90
Kansas	470,136	457,974	450,082	-20,054	-7,892	-4.27	-1.72
Kentucky	656,613	660,652	657,660	1,047	-2,992	0.16	-0.45
Louisiana	837,677	779,421	763,757	-73,920	-15,664	-8.82	-2.01
Maine	212,162	200,641	196,198	-15,964	-4,443	-7.52	-2.21
Maryland	848,851	948,316	948,222	99,371	-94	11.71	-0.01
Massachusetts	945,688	992,701	985,226	39,538	-7,475	4.18	-0.75
Michigan	1,720,585	1,751,507	1,742,515	21,930	-8,992	1.27	-0.51
Minnesota	863,512	844,035	830,247	-33,265	-13,788	-3.85	-1.63
Mississippi	510,179	501,458	496,503	-13,676	-4,955	-2.68	-0.99
Missouri	949,395	940,691	930,778	-18,617	-9,913	-1.96	-1.05
Montana	165,074	145,146	141,287	-23,787	-3,859	-14.41	-2.66
Nebraska	305,230	289,644	285,476	-19,754	-4,168	-6.47	-1.44
Nevada	268,132	401,291	412,848	144,716	11,557	53.97	2.88
New Hampshire	203,891	217,158	215,540	11,649	-1,618	5.71	-0.75
New Jersey	1,293,988	1,461,219	1,465,974	171,986	4,755	13.29	0.33
New Mexico	336,994	333,090	329,206	-7,788	-3,884	-2.31	-1.17
New York	2,938,973	3,091,723	3,059,562	120,589	-32,161	4.10	-1.04
North Carolina	1,212,477	1,403,173	1,415,562	203,085	12,389	16.75	0.88
North Dakota	118,783	96,233	92,990	-25,793	-3,243	-21.71	-3.37
Ohio	1,929,434	1,903,235	1,882,160	-47,274	-21,075	-2.45	-1.11
Oklahoma	604,777	571,381	563,696	-41,081	-7,685	-6.79	-1.34
Oregon	552,251	580,717	578,675	26,424	-2,042	4.78	-0.35
Pennsylvania	1,969,268	1,974,806	1,949,137	-20,131	-25,669	-1.02	-1.30
Rhode Island	158,229	169,661	168,735	10,506	-926	6.64	-0.55
South Carolina	628,881	690,459	690,268	61,387	-191	9.76	-0.03
South Dakota	142,091	129,160	126,239	-15,852	-2,921	-11.16	-2.26
Tennessee	882,139	932,452	928,434	46,295	-4,018	5.25	-0.43
Texas	3,552,482	4,086,854	4,104,818	552,336	17,964	15.55	0.44
Utah	453,896	464,428	463,688	9,792	-740	2.16	-0.16
Vermont	103,207	97,183	94,665	-8,542	-2,518	-8.28	-2.59
Virginia	1,081,618	1,211,089	1,213,962	132,344	2,873	12.24	0.24
Washington	969,424	1,019,920	1,012,090	42,666	-7,830	4.40	-0.77
West Virginia	292,704	263,628	260,601	-32,103	-3,027	-10.97	-1.15
Wisconsin	934,624	902,453	889,316	-45,308	-13,137	-4.85	-1.46
Wyoming	95,323	80,092	77,516	-17,807	-2,576	-18.68	-3.22
50 states and D.C.	45,716,391	49,354,972	49,258,313	3,541,922	-96,659	7.75	-0.20
American Samoa	-	-	-	.	.	.	.
Guam	-	-	-	.	.	.	.
Northern Marianas	-	-	-	.	.	.	.
Puerto Rico	764,036	721,897	717,218	-46,818	-4,679	-6.13	-0.65
Virgin Islands	-	-	-	.	.	.	.

Source: U.S. Bureau of the Census. Population data for 1996 accessed July 2003 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-icen1996.txt>. Population data for 2004 and 2005 accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv). These data are now archived at <http://www.census.gov/popest/archives>.

<sup>a</sup>Change in number = 2005 number minus 2004 number or 2005 number minus 1996 number.

<sup>b</sup>Percentage change in number = change in number divided by 1996 number or 2004 number, multiplied by 100.

- Data not available.

. Cannot be calculated.

**Table B-4. Estimated resident population ages 18 through 21, by state: 1996, 2004 and 2005**

State	Number			Change in number <sup>a</sup>		Percentage change in number <sup>b</sup>	
	1996	2004	2005	2005 less 1996	2005 less 2004	2005 less 1996	2005 less 2004
Alabama	252,834	255,938	256,308	3,474	370	1.37	0.14
Alaska	39,840	46,910	46,954	7,114	44	17.86	0.09
Arizona	249,971	314,524	325,329	75,358	10,805	30.15	3.44
Arkansas	147,043	158,467	158,176	11,133	-291	7.57	-0.18
California	1,704,381	2,032,103	2,024,606	320,225	-7,497	18.79	-0.37
Colorado	209,379	253,367	256,351	46,972	2,984	22.43	1.18
Connecticut	149,636	183,276	186,166	36,530	2,890	24.41	1.58
Delaware	37,204	45,527	45,942	8,738	415	23.49	0.91
District of Columbia	22,877	22,838	22,607	-270	-231	-1.18	-1.01
Florida	665,875	886,147	907,913	242,038	21,766	36.35	2.46
Georgia	417,341	498,354	511,388	94,047	13,034	22.53	2.62
Hawaii	68,498	74,767	74,045	5,547	-722	8.10	-0.97
Idaho	80,895	89,922	90,061	9,166	139	11.33	0.15
Illinois	635,589	709,993	703,949	68,360	-6,044	10.76	-0.85
Indiana	335,015	349,492	348,216	13,201	-1,276	3.94	-0.37
Iowa	163,821	175,707	173,825	10,004	-1,882	6.11	-1.07
Kansas	148,077	169,264	168,121	20,044	-1,143	13.54	-0.68
Kentucky	234,029	230,238	228,179	-5,850	-2,059	-2.50	-0.89
Louisiana	275,716	285,073	280,663	4,947	-4,410	1.79	-1.55
Maine	65,105	74,474	74,369	9,264	-105	14.23	-0.14
Maryland	243,998	305,722	309,415	65,417	3,693	26.81	1.21
Massachusetts	284,474	327,626	330,134	45,660	2,508	16.05	0.77
Michigan	526,067	570,947	569,511	43,444	-1,436	8.26	-0.25
Minnesota	251,043	305,104	303,616	52,573	-1,488	20.94	-0.49
Mississippi	176,968	178,635	175,186	-1,782	-3,449	-1.01	-1.93
Missouri	291,954	335,274	335,385	43,431	111	14.88	0.03
Montana	53,127	58,546	58,058	4,931	-488	9.28	-0.83
Nebraska	97,538	108,850	107,967	10,429	-883	10.69	-0.81
Nevada	76,524	118,299	123,001	46,477	4,702	60.74	3.97
New Hampshire	54,328	71,387	72,344	18,016	957	33.16	1.34
New Jersey	384,781	443,684	446,191	61,410	2,507	15.96	0.57
New Mexico	103,057	121,117	121,167	18,110	50	17.57	0.04
New York	923,233	1,026,717	1,028,295	105,062	1,578	11.38	0.15
North Carolina	398,286	452,699	462,471	64,185	9,772	16.12	2.16
North Dakota	40,010	42,248	41,425	1,415	-823	3.54	-1.95
Ohio	613,075	643,173	639,777	26,702	-3,396	4.36	-0.53
Oklahoma	195,236	216,297	212,831	17,595	-3,466	9.01	-1.60
Oregon	173,161	196,919	196,901	23,740	-18	13.71	-0.01
Pennsylvania	603,033	670,931	673,787	70,754	2,856	11.73	0.43
Rhode Island	47,617	57,641	57,732	10,115	91	21.24	0.16
South Carolina	217,098	234,372	235,954	18,856	1,582	8.69	0.67
South Dakota	45,300	50,036	49,503	4,203	-533	9.28	-1.07
Tennessee	293,947	320,770	323,224	29,277	2,454	9.96	0.77
Texas	1,149,180	1,354,386	1,356,405	207,225	2,019	18.03	0.15
Utah	161,395	167,328	168,934	7,539	1,606	4.67	0.96
Vermont	30,363	35,308	36,572	6,209	1,264	20.45	3.58
Virginia	367,509	424,533	428,700	61,191	4,167	16.65	0.98
Washington	301,301	364,190	365,978	64,677	1,788	21.47	0.49
West Virginia	110,761	95,287	93,507	-17,254	-1,780	-15.58	-1.87
Wisconsin	289,225	328,472	327,621	38,396	-851	13.28	-0.26
Wyoming	31,719	33,414	32,761	1,042	-653	3.29	-1.95
50 states and D.C.	14,438,434	16,516,293	16,567,521	2,129,087	51,228	14.75	0.31
American Samoa	-	-	-	.	.	.	.
Guam	-	-	-	.	.	.	.
Northern Marianas	-	-	-	.	.	.	.
Puerto Rico	276,705	239,520	236,144	-40,561	-3,376	-14.66	-1.41
Virgin Islands	-	-	-	.	.	.	.

Source: U.S. Bureau of the Census. Population data for 1996 accessed July 2003 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-icen1996.txt>. Population data for 2004 and 2005 accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv). These data are now archived at <http://www.census.gov/popest/archives>.

<sup>a</sup>Change in number = 2005 number minus 2004 number or 2005 number minus 1996 number.

<sup>b</sup>Percentage change in number = change in number divided by 1996 or 2004 number, multiplied by 100.

- Data not available.

. Cannot be calculated.

**Table B-5. Estimated resident population ages 3 through 17, by state: 1996, 2004 and 2005**

State	Number			Change in number <sup>a</sup>		Percentage change in number <sup>b</sup>	
	1996	2004	2005	2005 less 1996	2005 less 2004	2005 less 1996	2005 less 2004
Alabama	905,011	917,694	911,361	6,350	-6,333	0.70	-0.69
Alaska	155,698	158,079	157,647	1,949	-432	1.25	-0.27
Arizona	951,074	1,274,530	1,303,309	352,235	28,779	37.04	2.26
Arkansas	557,975	564,844	562,215	4,240	-2,629	0.76	-0.47
California	7,280,075	7,996,149	8,083,408	803,333	87,259	11.03	1.09
Colorado	838,412	974,471	977,955	139,543	3,484	16.64	0.36
Connecticut	670,913	711,297	709,190	38,277	-2,107	5.71	-0.30
Delaware	147,692	160,696	162,336	14,644	1,640	9.92	1.02
District of Columbia	92,414	87,446	88,746	-3,668	1,300	-3.97	1.49
Florida	2,857,131	3,348,087	3,397,333	540,202	49,246	18.91	1.47
Georgia	1,627,360	1,921,526	1,945,408	318,048	23,882	19.54	1.24
Hawaii	252,884	243,213	244,908	-7,976	1,695	-3.15	0.70
Idaho	295,645	309,909	309,300	13,655	-609	4.62	-0.20
Illinois	2,616,408	2,702,856	2,701,061	84,653	-1,795	3.24	-0.07
Indiana	1,258,238	1,344,551	1,344,944	86,706	393	6.89	0.03
Iowa	614,211	570,656	560,592	-53,619	-10,064	-8.73	-1.76
Kansas	581,427	569,034	560,382	-21,045	-8,652	-3.62	-1.52
Kentucky	818,770	820,402	816,746	-2,024	-3,656	-0.25	-0.45
Louisiana	1,041,666	968,332	951,918	-89,748	-16,414	-8.62	-1.70
Maine	260,746	241,446	236,463	-24,283	-4,983	-9.31	-2.06
Maryland	1,078,700	1,168,930	1,173,444	94,744	4,514	8.78	0.39
Massachusetts	1,205,241	1,224,864	1,220,470	15,229	-4,394	1.26	-0.36
Michigan	2,155,425	2,147,269	2,136,271	-19,154	-10,998	-0.89	-0.51
Minnesota	1,063,089	1,038,210	1,024,487	-38,602	-13,723	-3.63	-1.32
Mississippi	637,014	623,850	619,352	-17,662	-4,498	-2.77	-0.72
Missouri	1,182,230	1,159,218	1,149,557	-32,673	-9,661	-2.76	-0.83
Montana	200,782	176,306	172,288	-28,494	-4,018	-14.19	-2.28
Nebraska	375,391	359,483	356,053	-19,338	-3,430	-5.15	-0.95
Nevada	341,870	502,832	517,317	175,447	14,485	51.32	2.88
New Hampshire	253,513	261,890	260,317	6,804	-1,573	2.68	-0.60
New Jersey	1,656,432	1,803,732	1,813,091	156,659	9,359	9.46	0.52
New Mexico	421,723	411,573	408,158	-13,565	-3,415	-3.22	-0.83
New York	3,780,908	3,816,158	3,793,738	12,830	-22,420	0.34	-0.59
North Carolina	1,529,295	1,760,941	1,779,844	250,549	18,903	16.38	1.07
North Dakota	144,072	117,113	113,643	-30,429	-3,470	-21.12	-2.96
Ohio	2,410,805	2,343,545	2,318,920	-91,885	-24,625	-3.81	-1.05
Oklahoma	748,414	712,115	704,750	-43,664	-7,365	-5.83	-1.03
Oregon	683,099	717,736	715,150	32,051	-2,586	4.69	-0.36
Pennsylvania	2,461,891	2,404,694	2,378,702	-83,189	-25,992	-3.38	-1.08
Rhode Island	201,082	206,947	206,011	4,929	-936	2.45	-0.45
South Carolina	797,655	856,949	858,946	61,291	1,997	7.68	0.23
South Dakota	174,052	159,250	156,102	-17,950	-3,148	-10.31	-1.98
Tennessee	1,109,413	1,158,987	1,156,004	46,591	-2,983	4.20	-0.26
Texas	4,506,750	5,145,371	5,196,819	690,069	51,448	15.31	1.00
Utah	562,963	598,208	599,220	36,257	1,012	6.44	0.17
Vermont	127,279	116,288	113,531	-13,748	-2,757	-10.80	-2.37
Virginia	1,368,073	1,505,164	1,514,187	146,114	9,023	10.68	0.60
Washington	1,211,741	1,255,912	1,246,531	34,790	-9,381	2.87	-0.75
West Virginia	359,795	323,727	320,712	-39,083	-3,015	-10.86	-0.93
Wisconsin	1,148,454	1,104,368	1,090,877	-57,577	-13,491	-5.01	-1.22
Wyoming	115,311	97,851	95,127	-20,184	-2,724	-17.50	-2.78
50 states and D.C.	57,836,212	61,164,699	61,234,841	3,398,629	70,142	5.88	0.11
American Samoa	-	-	-	.	.	.	.
Guam	-	-	-	.	.	.	.
Northern Marianas	-	-	-	.	.	.	.
Puerto Rico	276,705	239,520	236,144	-40,561	-3,376	-14.66	-1.41
Virgin Islands	-	-	-	.	.	.	.

Source: U.S. Bureau of the Census. Population data for 1996 for ages 3 through 5 accessed September 2004 and population data for 1996 for ages 6 through 17 accessed July 2003 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-icen1996.txt>. Population data for 2004 and 2005 accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv). These data are now archived at <http://www.census.gov/popest/archives>.

<sup>a</sup>Change in number = 2005 number minus 2004 number or 2005 number minus 1996 number.

<sup>b</sup>Percentage change in number = change in number divided by 1996 or 2004 number, multiplied by 100.

- Data not available.

. Cannot be calculated.

**Table B-6. Estimated resident population ages 3 through 5, by race/ethnicity and state: 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	519	1,351	57,167	6,730	110,937	176,704
Alaska	6,748	1,433	1,071	2,416	18,019	29,687
Arizona	16,597	5,165	8,721	114,658	125,195	270,336
Arkansas	612	1,314	22,385	8,877	77,055	110,243
California	6,204	170,010	100,740	780,154	518,050	1,575,158
Colorado	1,256	5,247	7,984	60,036	128,454	202,977
Connecticut	300	4,871	15,111	21,068	86,920	128,270
Delaware	67	918	8,330	3,388	19,391	32,094
District of Columbia	29	378	13,895	2,173	3,551	20,026
Florida	1,696	14,314	146,576	163,432	338,416	664,434
Georgia	601	10,429	138,226	45,727	210,337	405,320
Hawaii	174	29,741	1,680	8,608	10,788	50,991
Idaho	837	500	228	8,607	51,184	61,356
Illinois	583	20,960	96,157	117,041	297,184	531,925
Indiana	396	3,115	28,868	18,947	208,795	260,121
Iowa	405	1,899	3,075	6,915	93,095	105,389
Kansas	923	2,512	7,344	14,655	84,867	110,301
Kentucky	200	1,556	14,323	4,593	138,412	159,084
Louisiana	1,012	2,517	78,693	5,647	100,293	188,162
Maine	273	439	361	637	38,555	40,265
Maryland	440	10,091	76,829	17,870	119,992	225,222
Massachusetts	357	12,812	18,011	30,410	173,654	235,244
Michigan	1,675	10,305	69,036	23,609	289,132	393,757
Minnesota	3,110	9,326	12,570	12,726	156,509	194,241
Mississippi	680	914	55,736	2,628	62,891	122,849
Missouri	690	3,400	31,907	9,230	173,552	218,779
Montana	3,576	177	81	1,228	25,938	31,000
Nebraska	933	1,206	3,740	8,802	55,895	70,576
Nevada	1,148	5,654	8,722	37,562	51,384	104,470
New Hampshire	68	1,037	446	1,728	41,499	44,778
New Jersey	384	27,365	55,626	71,818	191,924	347,117
New Mexico	10,169	872	1,373	41,435	25,103	78,952
New York	1,949	48,716	134,270	158,737	390,504	734,176
North Carolina	5,026	7,250	90,646	41,716	219,643	364,281
North Dakota	2,072	162	180	521	17,719	20,654
Ohio	513	6,776	66,132	14,680	348,660	436,761
Oklahoma	14,414	2,179	13,319	15,070	96,072	141,054
Oregon	1,668	5,390	2,391	24,577	102,448	136,474
Pennsylvania	527	10,946	59,172	28,339	330,581	429,565
Rhode Island	258	1,224	2,732	6,839	26,225	37,278
South Carolina	464	1,826	58,580	8,766	99,042	168,678
South Dakota	4,774	236	248	1,034	23,571	29,863
Tennessee	374	3,327	48,872	11,485	163,512	227,570
Texas	2,369	32,833	128,115	507,650	421,033	1,092,000
Utah	1,686	2,783	784	19,273	111,004	135,530
Vermont	27	233	99	207	18,298	18,864
Virginia	415	14,260	68,823	27,384	189,343	300,225
Washington	4,332	15,778	8,890	36,496	168,944	234,440
West Virginia	56	332	1,964	523	57,237	60,112
Wisconsin	2,325	5,725	17,958	15,784	159,768	201,560
Wyoming	641	92	132	1,725	15,020	17,610
50 states and D.C.	106,552	521,896	1,788,319	2,574,161	6,985,595	11,976,523
American Samoa	-	-	-	-	-	-
Guam	-	-	-	-	-	-
Northern Marianas	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-
Virgin Islands	-	-	-	-	-	-
U.S. and outlying areas	-	-	-	-	-	-

Source: U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2005\\_allldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2005_allldata6.csv).

Notes: The following rules were used to assign Census' 12 race and ethnicity combinations to one of the five race/ethnicity categories used by the U.S. Department of Education. All of Census' Hispanic categories, regardless of race, were combined and reported as *Hispanic*. The categories *Asian Alone not Hispanic* and the *Native Hawaiian and Other Pacific Islander Alone not Hispanic* were combined and reported as *Asian/Pacific Islander*. The Census category *Two or More Races, not Hispanic*, was proportionately distributed into the four non-Hispanic categories according to the relative size of these categories.

- Data not available.

Continued on next page

**Table B-6. Estimated resident population ages 3 through 5, by race/ethnicity and state: 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.29	0.76	32.35	3.81	62.78	100.00
Alaska	22.73	4.83	3.61	8.14	60.70	100.00
Arizona	6.14	1.91	3.23	42.41	46.31	100.00
Arkansas	0.56	1.19	20.31	8.05	69.90	100.00
California	0.39	10.79	6.40	49.53	32.89	100.00
Colorado	0.62	2.59	3.93	29.58	63.29	100.00
Connecticut	0.23	3.80	11.78	16.42	67.76	100.00
Delaware	0.21	2.86	25.96	10.56	60.42	100.00
District of Columbia	0.14	1.89	69.38	10.85	17.73	100.00
Florida	0.26	2.15	22.06	24.60	50.93	100.00
Georgia	0.15	2.57	34.10	11.28	51.89	100.00
Hawaii	0.34	58.33	3.29	16.88	21.16	100.00
Idaho	1.36	0.81	0.37	14.03	83.42	100.00
Illinois	0.11	3.94	18.08	22.00	55.87	100.00
Indiana	0.15	1.20	11.10	7.28	80.27	100.00
Iowa	0.38	1.80	2.92	6.56	88.33	100.00
Kansas	0.84	2.28	6.66	13.29	76.94	100.00
Kentucky	0.13	0.98	9.00	2.89	87.01	100.00
Louisiana	0.54	1.34	41.82	3.00	53.30	100.00
Maine	0.68	1.09	0.90	1.58	95.75	100.00
Maryland	0.20	4.48	34.11	7.93	53.28	100.00
Massachusetts	0.15	5.45	7.66	12.93	73.82	100.00
Michigan	0.43	2.62	17.53	6.00	73.43	100.00
Minnesota	1.60	4.80	6.47	6.55	80.57	100.00
Mississippi	0.55	0.74	45.37	2.14	51.19	100.00
Missouri	0.32	1.55	14.58	4.22	79.33	100.00
Montana	11.54	0.57	0.26	3.96	83.67	100.00
Nebraska	1.32	1.71	5.30	12.47	79.20	100.00
Nevada	1.10	5.41	8.35	35.95	49.19	100.00
New Hampshire	0.15	2.32	1.00	3.86	92.68	100.00
New Jersey	0.11	7.88	16.03	20.69	55.29	100.00
New Mexico	12.88	1.10	1.74	52.48	31.80	100.00
New York	0.27	6.64	18.29	21.62	53.19	100.00
North Carolina	1.38	1.99	24.88	11.45	60.29	100.00
North Dakota	10.03	0.78	0.87	2.52	85.79	100.00
Ohio	0.12	1.55	15.14	3.36	79.83	100.00
Oklahoma	10.22	1.54	9.44	10.68	68.11	100.00
Oregon	1.22	3.95	1.75	18.01	75.07	100.00
Pennsylvania	0.12	2.55	13.77	6.60	76.96	100.00
Rhode Island	0.69	3.28	7.33	18.35	70.35	100.00
South Carolina	0.28	1.08	34.73	5.20	58.72	100.00
South Dakota	15.99	0.79	0.83	3.46	78.93	100.00
Tennessee	0.16	1.46	21.48	5.05	71.85	100.00
Texas	0.22	3.01	11.73	46.49	38.56	100.00
Utah	1.24	2.05	0.58	14.22	81.90	100.00
Vermont	0.14	1.24	0.52	1.10	97.00	100.00
Virginia	0.14	4.75	22.92	9.12	63.07	100.00
Washington	1.85	6.73	3.79	15.57	72.06	100.00
West Virginia	0.09	0.55	3.27	0.87	95.22	100.00
Wisconsin	1.15	2.84	8.91	7.83	79.27	100.00
Wyoming	3.64	0.52	0.75	9.80	85.29	100.00
50 states and D.C.	0.89	4.36	14.93	21.49	58.33	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.

<sup>a</sup>Percent = population in the race/ethnicity column divided by the race/ethnicity total, column multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.

**Table B-7. Estimated resident population ages 6 through 21, by race/ethnicity and state: 2005**

State	Number					Race/ ethnicity total
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	5,257	7,740	322,330	26,239	629,398	990,964
Alaska	36,839	8,838	7,072	10,330	111,835	174,914
Arizona	87,429	26,027	52,227	507,146	685,471	1,358,300
Arkansas	4,567	6,231	124,913	37,151	437,287	610,149
California	48,480	938,321	628,159	3,796,233	3,121,663	8,532,856
Colorado	8,178	24,600	46,393	251,993	700,167	1,031,331
Connecticut	1,899	24,273	88,659	107,507	544,752	767,090
Delaware	505	4,051	44,603	13,625	113,404	176,188
District of Columbia	164	2,147	60,024	7,722	21,268	91,325
Florida	10,997	74,492	771,307	782,411	2,001,605	3,640,812
Georgia	4,505	50,618	719,685	155,154	1,121,514	2,051,476
Hawaii	1,102	158,497	9,541	30,369	68,457	267,966
Idaho	4,944	2,942	1,962	41,599	286,556	338,003
Illinois	4,569	102,165	529,654	506,497	1,730,194	2,873,079
Indiana	3,257	15,983	154,398	78,510	1,180,894	1,431,042
Iowa	2,326	9,550	20,293	31,934	564,926	629,029
Kansas	5,974	12,190	44,101	67,737	488,200	618,202
Kentucky	1,699	7,597	83,755	20,468	772,318	885,837
Louisiana	6,784	14,089	420,520	30,520	572,505	1,044,418
Maine	2,035	2,826	3,000	3,694	259,012	270,567
Maryland	3,156	54,676	417,714	79,275	702,816	1,257,637
Massachusetts	2,921	64,379	96,320	141,262	1,010,477	1,315,359
Michigan	14,965	50,643	407,093	114,802	1,724,525	2,312,028
Minnesota	16,956	51,631	64,347	52,382	948,546	1,133,862
Mississippi	3,540	4,782	301,164	12,803	349,400	671,689
Missouri	5,432	15,702	184,530	42,511	1,017,990	1,266,165
Montana	18,540	1,165	972	6,872	171,797	199,346
Nebraska	4,568	5,990	21,560	36,568	324,757	393,443
Nevada	6,615	27,725	49,031	166,776	285,701	535,848
New Hampshire	673	4,650	2,931	8,328	271,305	287,887
New Jersey	3,064	131,402	306,130	326,752	1,144,819	1,912,167
New Mexico	56,919	4,409	9,100	227,856	152,086	450,370
New York	15,706	244,973	730,378	764,592	2,332,206	4,087,855
North Carolina	26,519	35,570	493,833	139,123	1,182,987	1,878,032
North Dakota	10,360	893	1,542	3,108	118,510	134,413
Ohio	4,836	33,081	372,849	74,000	2,037,173	2,521,939
Oklahoma	84,470	11,764	79,485	68,550	532,260	776,529
Oregon	11,460	28,302	16,516	106,979	612,319	775,576
Pennsylvania	3,615	60,789	341,654	148,094	2,068,774	2,622,926
Rhode Island	1,345	7,610	14,648	33,510	169,354	226,467
South Carolina	3,287	9,579	329,282	33,234	550,839	926,221
South Dakota	23,663	1,193	1,769	4,879	144,236	175,740
Tennessee	3,044	15,472	271,004	43,491	918,644	1,251,655
Texas	18,032	152,967	703,017	2,258,837	2,328,368	5,461,221
Utah	9,141	15,092	6,051	77,287	525,051	632,622
Vermont	489	1,556	1,138	2,027	126,025	131,235
Virginia	4,368	68,266	386,598	110,779	1,072,650	1,642,661
Washington	26,424	88,868	57,701	166,769	1,038,306	1,378,068
West Virginia	607	2,119	14,337	4,089	332,955	354,107
Wisconsin	13,648	33,827	101,269	71,612	996,578	1,216,934
Wyoming	3,400	647	1,066	9,816	95,350	110,279
BIA schools	-	-	-	-	-	-
50 states and D.C.	643,273	2,722,899	9,917,625	11,843,802	40,698,230	65,825,829
American Samoa	-	-	-	-	-	-
Guam	-	-	-	-	-	-
Northern Marianas	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-
Virgin Islands	-	-	-	-	-	-
U.S. and outlying areas	-	-	-	-	-	-

Source: U.S. Bureau of the Census. Population data for 2005 accessed October 2006 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2005_alldata6.csv).

Notes: The following rules were used to assign Census' 12 race and ethnicity combinations to one of the five race/ethnicity categories used by the U.S. Department of Education. All of Census' Hispanic categories, regardless of race, were combined and reported as *Hispanic*. The categories *Asian Alone not Hispanic* and the *Native Hawaiian and Other Pacific Islander Alone not Hispanic* were combined and reported as *Asian/Pacific Islander*. The Census category *Two or More Races, not Hispanic*, was proportionately distributed into the four non-Hispanic categories according to the relative size of these categories.

- Data not available.

Continued on next page

**Table B-7. Estimated resident population ages 6 through 21, by race/ethnicity and state: 2005 (continued)**

State	Percent of race/ethnicity total <sup>a</sup>					Race/ ethnicity total (%)
	American Indian/ Alaska Native (%)	Asian/ Pacific Islander (%)	Black (not Hispanic) (%)	Hispanic (%)	White (not Hispanic) (%)	
Alabama	0.53	0.78	32.53	2.65	63.51	100.00
Alaska	21.06	5.05	4.04	5.91	63.94	100.00
Arizona	6.44	1.92	3.85	37.34	50.47	100.00
Arkansas	0.75	1.02	20.47	6.09	71.67	100.00
California	0.57	11.00	7.36	44.49	36.58	100.00
Colorado	0.79	2.39	4.50	24.43	67.89	100.00
Connecticut	0.25	3.16	11.56	14.01	71.02	100.00
Delaware	0.29	2.30	25.32	7.73	64.37	100.00
District of Columbia	0.18	2.35	65.73	8.46	23.29	100.00
Florida	0.30	2.05	21.19	21.49	54.98	100.00
Georgia	0.22	2.47	35.08	7.56	54.67	100.00
Hawaii	0.41	59.15	3.56	11.33	25.55	100.00
Idaho	1.46	0.87	0.58	12.31	84.78	100.00
Illinois	0.16	3.56	18.44	17.63	60.22	100.00
Indiana	0.23	1.12	10.77	5.48	82.40	100.00
Iowa	0.37	1.52	3.23	5.08	89.81	100.00
Kansas	0.97	1.97	7.13	10.96	78.97	100.00
Kentucky	0.19	0.86	9.45	2.31	87.19	100.00
Louisiana	0.65	1.35	40.26	2.92	54.82	100.00
Maine	0.75	1.04	1.11	1.37	95.73	100.00
Maryland	0.25	4.35	33.21	6.30	55.88	100.00
Massachusetts	0.22	4.89	7.32	10.74	76.82	100.00
Michigan	0.65	2.19	17.61	4.97	74.59	100.00
Minnesota	1.50	4.55	5.68	4.62	83.66	100.00
Mississippi	0.53	0.71	44.84	1.91	52.02	100.00
Missouri	0.43	1.24	14.57	3.36	80.40	100.00
Montana	9.30	0.58	0.49	3.45	86.18	100.00
Nebraska	1.16	1.52	5.48	9.29	82.54	100.00
Nevada	1.23	5.17	9.15	31.12	53.32	100.00
New Hampshire	0.23	1.62	1.02	2.89	94.24	100.00
New Jersey	0.16	6.87	16.01	17.09	59.87	100.00
New Mexico	12.64	0.98	2.02	50.59	33.77	100.00
New York	0.38	5.99	17.87	18.70	57.05	100.00
North Carolina	1.41	1.89	26.30	7.41	62.99	100.00
North Dakota	7.71	0.66	1.15	2.31	88.17	100.00
Ohio	0.19	1.31	14.78	2.93	80.78	100.00
Oklahoma	10.88	1.51	10.24	8.83	68.54	100.00
Oregon	1.48	3.65	2.13	13.79	78.95	100.00
Pennsylvania	0.14	2.32	13.03	5.65	78.87	100.00
Rhode Island	0.59	3.36	6.47	14.80	74.78	100.00
South Carolina	0.35	1.03	35.55	3.59	59.47	100.00
South Dakota	13.46	0.68	1.01	2.78	82.07	100.00
Tennessee	0.24	1.24	21.65	3.47	73.39	100.00
Texas	0.33	2.80	12.87	41.36	42.63	100.00
Utah	1.44	2.39	0.96	12.22	83.00	100.00
Vermont	0.37	1.19	0.87	1.54	96.03	100.00
Virginia	0.27	4.16	23.53	6.74	65.30	100.00
Washington	1.92	6.45	4.19	12.10	75.35	100.00
West Virginia	0.17	0.60	4.05	1.15	94.03	100.00
Wisconsin	1.12	2.78	8.32	5.88	81.89	100.00
Wyoming	3.08	0.59	0.97	8.90	86.46	100.00
BIA schools	.	.	.	.	.	.
50 states and D.C.	0.98	4.14	15.07	17.99	61.83	100.00
American Samoa	.	.	.	.	.	.
Guam	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.

<sup>a</sup>Percent = population in the race/ethnicity column divided by the race/ethnicity total column, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Cannot be calculated.





## **Appendix C**

### **Enrollment Data**



**Table C-1. Public school enrollment of students in pre-kindergarten through 12th grade, by state: School years 1996–97, 2004–05 and 2005–06**

State	Number			Change in number		Percentage change in number	
	1996-97	2004-05	2005-06	2005-06	2005-06	2005-06	2005-06
				less	less	less	less
	1996-97	2004-05	2005-06	1996-97	2004-05	1996-97	2004-05
Alabama	747,932	730,140	741,758	-6,174	11,618	-0.83	1.59
Alaska	129,919	132,970	133,288	3,369	318	2.59	0.24
Arizona	799,250	1,043,298	1,094,454	295,204	51,156	36.94	4.90
Arkansas	457,349	463,115	474,206	16,857	11,091	3.69	2.39
California	5,686,198	6,441,557	6,437,202	751,004	-4,355	13.21	-0.07
Colorado	673,438	765,976	779,826	106,388	13,850	15.80	1.81
Connecticut	527,129	577,390	575,059	47,930	-2,331	9.09	-0.40
Delaware	110,549	119,091	120,937	10,388	1,846	9.40	1.55
District of Columbia	78,648	76,714	76,876	-1,772	162	-2.25	0.21
Florida	2,242,212	2,639,336	2,675,024	432,812	35,688	19.30	1.35
Georgia	1,346,761	1,553,437	1,598,461	251,700	45,024	18.69	2.90
Hawaii	187,653	183,185	182,818	-4,835	-367	-2.58	-0.20
Idaho	245,252	256,084	261,982	16,730	5,898	6.82	2.30
Illinois	1,973,040	2,097,503	2,111,706	138,666	14,203	7.03	0.68
Indiana	982,876	1,021,348	1,035,074	52,198	13,726	5.31	1.34
Iowa	502,941	478,319	483,482	-19,459	5,163	-3.87	1.08
Kansas	466,293	469,136	467,285	992	-1,851	0.21	-0.39
Kentucky	656,089	674,796	679,878	23,789	5,082	3.63	0.75
Louisiana	793,296	724,281	654,526	-138,770	-69,755	-17.49	-9.63
Maine	213,593	198,820	195,498	-18,095	-3,322	-8.47	-1.67
Maryland	818,583	865,561	860,020	41,437	-5,541	5.06	-0.64
Massachusetts	933,898	975,574	971,909	38,011	-3,665	4.07	-0.38
Michigan	1,685,714	1,750,919	1,741,845	56,131	-9,074	3.33	-0.52
Minnesota	847,204	838,503	839,243	-7,961	740	-0.94	0.09
Mississippi	503,967	495,376	494,954	-9,013	-422	-1.79	-0.09
Missouri	900,517	905,449	917,705	17,188	12,256	1.91	1.35
Montana	164,627	146,705	145,416	-19,211	-1,289	-11.67	-0.88
Nebraska	291,967	285,761	286,646	-5,321	885	-1.82	0.31
Nevada	282,131	400,083	412,395	130,264	12,312	46.17	3.08
New Hampshire	198,308	206,852	205,767	7,459	-1,085	3.76	-0.52
New Jersey	1,227,832	1,393,347	1,395,602	167,770	2,255	13.66	0.16
New Mexico	332,632	326,102	326,758	-5,874	656	-1.77	0.20
New York	2,843,131	2,836,337	2,815,581	-27,550	-20,756	-0.97	-0.73
North Carolina	1,210,108	1,385,754	1,416,436	206,328	30,682	17.05	2.21
North Dakota	120,123	100,513	98,283	-21,840	-2,230	-18.18	-2.22
Ohio	1,844,698	1,840,032	1,839,683	-5,015	-349	-0.27	-0.02
Oklahoma	620,695	629,476	634,739	14,044	5,263	2.26	0.84
Oregon	537,854	552,322	552,194	14,340	-128	2.67	-0.02
Pennsylvania	1,804,256	1,828,089	1,830,684	26,428	2,595	1.46	0.14
Rhode Island	151,324	156,498	153,422	2,098	-3,076	1.39	-1.97
South Carolina	652,816	703,736	701,544	48,728	-2,192	7.46	-0.31
South Dakota	143,331	122,798	122,012	-21,319	-786	-14.87	-0.64
Tennessee	904,818	941,091	953,928	49,110	12,837	5.43	1.36
Texas	3,828,975	4,405,215	4,525,394	696,419	120,179	18.19	2.73
Utah	481,812	503,607	508,430	26,618	4,823	5.52	0.96
Vermont	106,341	98,352	96,638	-9,703	-1,714	-9.12	-1.74
Virginia	1,096,093	1,204,739	1,214,472	118,379	9,733	10.80	0.81
Washington	974,504	1,020,005	1,031,985	57,481	11,980	5.90	1.17
West Virginia	304,052	280,129	280,866	-23,186	737	-7.63	0.26
Wisconsin	879,259	864,757	875,174	-4,085	10,417	-0.46	1.20
Wyoming	99,058	84,733	84,409	-14,649	-324	-14.79	-0.38
BIA schools	-	-	50,938	.	.	.	.
50 states and D.C. (including BIA schools)	45,611,046	48,794,911	49,164,412	3,553,366	369,501	7.79	0.76
American Samoa	14,766	16,126	16,399	1,633	273	11.06	1.69
Guam	33,393	30,605	30,986	-2,407	381	-7.21	1.24
Northern Marianas	9,041	11,601	11,718	2,677	117	29.61	1.01
Puerto Rico	618,861	575,648	563,490	-55,371	-12,158	-8.95	-2.11
Virgin Islands	22,385	16,429	16,750	-5,635	321	-25.17	1.95
U.S. and outlying areas	46,309,492	49,445,320	49,803,755	3,494,263	358,435	7.55	0.72

Sources: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): "State Nonfiscal Survey of Public Elementary/Secondary Education," 2005-06 (version v.1a). Data accessed September 2007 from <http://nces.ed.gov/ccd/bat/>. Common Core of Data (CCD), "Common Core Data State Nonfiscal Survey of Public Elementary/Secondary Education: School 2004-05, version 1e," Sable, J. (2007). Documentation for the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2004-05 (NCES 2006-441R). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Data accessed September 2007 from <http://nces.ed.gov/ccd/bat/>. U.S. Department of Education, National Center for Education Statistics, Common Core of Data, State Nonfiscal Survey, Documentation for the State Nonfiscal Survey of Public Elementary and Secondary Education: School Year 1996-97 (Revised 1c)," by Bose, J. Washington, DC. Data accessed September 2007 from <http://nces.ed.gov/ccd/bat/>.

Notes: Change in number = 2005-06 number minus 2004-05 number (or 2005-06 number minus 1996-97 number). Percentage change in number = change in number divided by 2004-05 number (or 1996-07 number) multiplied by 100.

- Data not available.  
 . Cannot be calculated.



## **Appendix D**

### **2004 Child Count by Disability and Race/Ethnicity**



**Table D-1. Number of children and students ages 3 through 21 served under IDEA, Part B, by disability category and state: Fall 2004**

State	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance
Alabama	93,402	41,665	22,244	10,751	2,585
Alaska	18,134	8,102	4,243	745	763
Arizona	120,015	58,865	22,055	8,764	7,988
Arkansas	68,088	22,547	15,598	10,864	726
California	675,417	328,322	175,150	43,149	27,904
Colorado	83,249	31,236	19,965	3,585	8,831
Connecticut	73,028	25,919	15,729	3,195	6,957
Delaware	18,698	9,757	2,209	2,330	915
District of Columbia	13,424	6,147	1,469	1,513	2,333
Florida	400,001	180,609	94,022	39,006	36,079
Georgia	195,928	53,415	49,325	27,676	24,077
Hawaii	22,711	9,810	1,215	1,819	2,680
Idaho	28,880	11,965	6,211	1,773	1,236
Illinois	321,501	142,217	74,103	27,784	30,154
Indiana	175,205	63,120	49,550	22,747	14,411
Iowa	73,637	40,541	8,482	12,467	7,575
Kansas	65,290	23,969	15,396	4,826	3,721
Kentucky	106,916	16,789	29,015	17,910	5,699
Louisiana	102,498	34,077	26,602	10,960	4,500
Maine	37,573	12,020	9,797	898	3,336
Maryland	112,388	38,580	28,489	6,454	9,775
Massachusetts	161,993	68,873	25,015	12,432	13,712
Michigan	242,083	96,541	59,713	25,805	19,763
Minnesota	115,464	35,163	21,426	9,656	16,884
Mississippi	68,694	30,994	20,417	4,834	1,342
Missouri	142,930	55,762	37,313	12,064	8,181
Montana	19,515	9,313	5,187	1,097	1,010
Nebraska	45,712	15,210	12,993	5,535	2,503
Nevada	47,015	25,312	7,831	2,111	2,224
New Hampshire	31,675	13,382	6,136	955	2,672
New Jersey	245,878	107,194	48,992	6,438	12,803
New Mexico	51,464	24,220	10,420	1,788	2,739
New York	452,312	180,695	70,962	14,420	41,227
North Carolina	193,377	67,034	40,528	26,677	9,850
North Dakota	14,681	4,973	4,619	1,092	1,278
Ohio	260,710	97,519	41,539	53,629	21,486
Oklahoma	95,022	46,783	12,863	6,923	5,012
Oregon	77,094	31,112	19,974	4,394	4,710
Pennsylvania	282,356	142,757	50,451	26,263	25,269
Rhode Island	31,532	13,284	6,850	1,231	3,180
South Carolina	111,509	47,876	29,618	13,984	5,786
South Dakota	17,921	7,035	4,541	1,240	847
Tennessee	122,643	48,303	32,293	13,167	3,894
Texas	514,236	252,425	104,741	27,960	37,548
Utah	59,840	28,649	13,237	3,111	2,942
Vermont	13,894	4,262	1,803	1,185	2,099
Virginia	174,417	67,528	31,617	13,280	12,813
Washington	124,067	47,747	20,028	5,575	5,073
West Virginia	50,377	16,826	14,489	8,978	2,153
Wisconsin	129,179	46,920	30,707	11,913	16,449
Wyoming	13,556	4,922	4,522	599	980
BIA schools	8,051	4,855	1,291	407	554
50 states and D.C. (including BIA schools)	6,725,180	2,803,141	1,462,985	577,959	489,228
American Samoa	1,239	1,037	79	22	22
Guam	2,485	1,692	284	91	33
Northern Marianas	751	456	48	71	4
Puerto Rico	87,485	46,370	19,575	11,910	978
Virgin Islands	1,756	701	266	330	80
U.S. and outlying areas	6,818,896	2,853,397	1,483,237	590,383	490,345

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2004. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

Continued on next page

**Table D-1. Number of children and students ages 3 through 21 served under IDEA, Part B, by disability category and state: Fall 2004 (continued)**

State	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments
Alabama	1,442	1,034	627	6,064	473
Alaska	440	166	75	948	47
Arizona	2,173	1,976	680	4,452	721
Arkansas	1,291	611	215	7,771	221
California	5,624	11,063	14,453	34,071	4,423
Colorado	3,152	1,442	8,543	0	361
Connecticut	2,314	813	173	10,442	308
Delaware	0	295	2,182	0	45
District of Columbia	911	106	45	395	29
Florida	0	3,997	4,657	17,957	1,299
Georgia	0	1,796	1,084	22,946	680
Hawaii	408	393	106	2,474	69
Idaho	525	298	122	1,923	101
Illinois	1,010	4,071	2,713	20,060	1,165
Indiana	1,959	2,216	1,785	8,297	944
Iowa	423	861	898	612	183
Kansas	2,185	624	472	6,956	216
Kentucky	4,270	706	553	12,113	460
Louisiana	1,143	1,401	1,339	10,216	474
Maine	3,317	288	81	4,603	95
Maryland	5,278	1,334	528	12,166	534
Massachusetts	5,509	1,416	1,332	6,995	604
Michigan	3,415	3,245	6,161	13,201	907
Minnesota	399	2,140	1,706	11,540	412
Mississippi	591	662	558	3,354	322
Missouri	1,154	1,397	623	13,144	478
Montana	579	205	72	1,620	65
Nebraska	361	711	497	4,646	237
Nevada	959	549	400	2,684	187
New Hampshire	392	281	120	4,767	139
New Jersey	27,367	1,712	586	20,504	417
New Mexico	1,039	594	226	3,086	191
New York	21,508	5,145	2,571	41,217	1,607
North Carolina	1,869	2,289	1,161	23,622	711
North Dakota	0	137	182	1,236	52
Ohio	15,796	2,969	2,599	16,346	1,198
Oklahoma	1,487	906	429	6,503	407
Oregon	0	915	953	7,194	372
Pennsylvania	2,979	3,103	1,094	9,251	1,310
Rhode Island	314	242	132	4,189	75
South Carolina	307	1,221	801	6,817	417
South Dakota	930	160	96	1,262	40
Tennessee	1,992	1,412	1,033	11,395	658
Texas	6,090	6,569	5,050	55,178	3,051
Utah	1,557	563	214	2,700	312
Vermont	119	139	88	1,821	32
Virginia	2,898	1,515	913	24,280	509
Washington	2,543	1,387	730	20,270	321
West Virginia	0	457	183	4,043	285
Wisconsin	0	1,647	1,321	12,135	453
Wyoming	105	181	148	1,388	67
BIA schools	151	52	15	296	22
50 states and D.C. (including BIA schools)	140,275	79,412	73,325	521,150	28,706
American Samoa	41	14	4	5	6
Guam	60	44	28	83	16
Northern Marianas	24	22	12	23	7
Puerto Rico	1,378	933	591	3,868	635
Virgin Islands	40	23	1	84	16
U.S. and outlying areas	141,818	80,448	73,961	525,213	29,386

Continued on next page



**Table D-1. Number of children and students ages 3 through 21 served under IDEA, Part B, by disability category and state: Fall 2004 (continued)**

State	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>a</sup>
Alabama	1,756	7	309	4,445
Alaska	370	15	58	2,162
Arizona	2,873	77	431	8,960
Arkansas	1,294	13	178	6,759
California	29,289	240	1,729	0
Colorado	1,193	76	385	4,480
Connecticut	2,745	46	120	4,267
Delaware	531	51	19	364
District of Columbia	222	2	22	230
Florida	8,293	67	604	13,411
Georgia	5,171	29	479	9,250
Hawaii	868	5	75	2,789
Idaho	763	9	147	3,807
Illinois	8,293	44	877	9,010
Indiana	6,262	27	591	3,296
Iowa	1,350	2	243	0
Kansas	1,313	20	206	5,386
Kentucky	1,783	18	234	17,366
Louisiana	2,203	11	315	9,257
Maine	1,255	4	97	1,782
Maryland	4,659	27	334	4,230
Massachusetts	5,706	299	4,736	15,364
Michigan	8,350	0	443	4,539
Minnesota	7,225	58	446	8,409
Mississippi	775	11	167	4,667
Missouri	3,393	25	413	8,983
Montana	290	6	71	0
Nebraska	825	11	221	1,962
Nevada	1,455	7	211	3,085
New Hampshire	799	6	60	1,966
New Jersey	6,403	40	1,643	11,779
New Mexico	489	25	206	6,441
New York	10,891	13	1,364	60,692
North Carolina	5,406	34	522	13,674
North Dakota	278	4	46	784
Ohio	6,674	37	918	0
Oklahoma	1,182	28	271	12,228
Oregon	5,027	13	291	2,139
Pennsylvania	8,616	63	1,167	10,033
Rhode Island	790	2	64	1,179
South Carolina	1,726	7	149	2,800
South Dakota	445	2	65	1,258
Tennessee	2,390	7	280	5,819
Texas	14,236	99	1,289	0
Utah	1,484	185	331	4,555
Vermont	355	5	52	1,934
Virginia	4,736	38	370	13,920
Washington	3,746	41	374	16,232
West Virginia	624	21	130	2,188
Wisconsin	4,361	7	408	2,858
Wyoming	221	1	69	353
BIA schools	26	0	25	357
50 states and D.C. (including BIA schools)	191,410	1,885	24,255	331,449
American Samoa	1	8	0	0
Guam	70	2	2	80
Northern Marianas	28	0	1	55
Puerto Rico	1,013	63	63	108
Virgin Islands	25	0	3	187
U.S. and outlying areas	192,547	1,958	24,324	331,879

<sup>a</sup>Developmental delay is applicable only to children ages 3 through 9. For more information, see table A-3 in appendix A.

**Table D-2. Children ages 3 through 21 served under IDEA, Part B, by race/ethnicity and state: 2004**

State	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ ethnicity total
Alabama	569	366	39,391	1,241	51,835	93,402
Alaska	6,006	736	1,016	714	9,662	18,134
Arizona	9,267	1,592	7,272	43,996	57,888	120,015
Arkansas	437	371	18,346	2,596	46,338	68,088
California	6,089	41,527	80,131	307,114	240,556	675,417
Colorado	1,306	1,458	6,559	21,660	52,266	83,249
Connecticut	281	1,055	11,596	12,547	47,549	73,028
Delaware	45	170	7,238	1,445	9,800	18,698
District of Columbia	8	54	12,071	818	473	13,424
Florida	1,401	3,969	111,984	78,190	204,457	400,001
Georgia	302	2,217	77,972	10,617	104,820	195,928
Hawaii	141	17,236	613	816	3,905	22,711
Idaho	559	244	334	3,840	23,903	28,880
Illinois	426	4,738	73,659	45,552	197,126	321,501
Indiana	315	783	22,539	5,743	145,825	175,205
Iowa	464	679	5,593	3,455	63,446	73,637
Kansas	1,008	687	7,324	6,015	50,256	65,290
Kentucky	179	372	12,783	1,237	92,345	106,916
Louisiana	733	501	52,503	1,227	47,534	102,498
Maine	286	190	535	265	36,297	37,573
Maryland	440	2,395	45,420	6,697	57,436	112,388
Massachusetts	684	3,731	18,005	22,930	116,643	161,993
Michigan	2,564	3,162	49,756	8,505	178,096	242,083
Minnesota	3,861	3,976	12,814	5,745	89,068	115,464
Mississippi	121	204	36,276	518	31,575	68,694
Missouri	377	934	28,545	2,502	110,572	142,930
Montana	2,870	155	211	503	15,776	19,515
Nebraska	1,126	514	3,805	4,022	36,245	45,712
Nevada	1,172	1,712	7,198	12,550	24,383	47,015
New Hampshire	121	202	416	693	30,243	31,675
New Jersey	355	6,930	51,283	39,800	147,510	245,878
New Mexico	6,450	328	1,630	27,366	15,690	51,464
New York	2,579	11,441	100,716	92,440	245,136	452,312
North Carolina	3,534	1,660	69,396	9,789	108,998	193,377
North Dakota	1,502	82	199	362	12,536	14,681
Ohio	469	1,421	50,865	5,343	202,612	260,710
Oklahoma	15,754	980	12,555	5,319	60,414	95,022
Oregon	1,952	1,733	2,959	9,571	60,879	77,094
Pennsylvania	528	2,522	47,680	16,546	215,080	282,356
Rhode Island	265	414	2,383	4,527	23,943	31,532
South Carolina	245	456	51,863	2,132	56,813	111,509
South Dakota	3,260	141	341	366	13,813	17,921
Tennessee	178	482	33,404	2,228	86,351	122,643
Texas	2,097	6,161	91,812	209,351	204,815	514,236
Utah	1,423	1,187	978	7,062	49,190	59,840
Vermont	80	74	170	61	13,509	13,894
Virginia	467	3,868	53,734	11,021	105,327	174,417
Washington	4,774	5,659	9,361	16,091	88,182	124,067
West Virginia	68	135	2,621	231	47,322	50,377
Wisconsin	2,767	2,690	18,712	7,059	97,951	129,179
Wyoming	658	93	204	1,303	11,298	13,556
BIA schools	7,946	0	0	22	83	8,051
50 states and D.C. (including BIA schools)	100,509	144,387	1,354,771	1,081,743	4,043,770	6,725,180
American Samoa	0	1,234	0	2	3	1,239
Guam	1	2,437	3	13	31	2,485
Northern Marianas	0	738	1	0	12	751
Puerto Rico	8	2	41	87,385	49	87,485
Virgin Islands	0	2	1,362	354	38	1,756
U.S. and outlying areas	100,518	148,800	1,356,178	1,169,497	4,043,903	6,818,896

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2004. Data updated as of July 17, 2006.

Note: Please see the Part B Child Count Data Notes in appendix A for information the states submitted to clarify their data submissions.

## **Appendix E**

### **Budget Data**



**Table E-1. State grant awards under Parts B and C of IDEA: Federal fiscal year 2006**

State	Part B, Section 611	Part B, Section 619	Part C
Alabama	167,634,539	5,599,787	5,975,115
Alaska	32,451,580	1,263,865	2,138,714
Arizona	162,327,526	5,378,592	9,215,123
Arkansas	103,400,423	5,362,909	3,774,372
California	1,130,940,237	38,677,085	54,072,123
Colorado	137,481,329	4,955,794	6,906,967
Connecticut	122,566,945	4,903,638	4,307,723
Delaware	29,741,783	1,257,388	2,138,714
District of Columbia	14,954,256	247,636	2,138,714
Florida	580,456,790	18,482,473	22,138,291
Georgia	285,369,440	9,821,015	13,888,437
Hawaii	36,801,265	1,002,741	2,138,714
Idaho	50,036,448	2,186,122	2,138,714
Illinois	466,849,594	17,650,453	18,086,752
Indiana	235,740,001	8,896,223	8,641,192
Iowa	112,541,643	3,990,543	3,709,329
Kansas	98,509,450	4,332,784	3,867,324
Kentucky	145,505,322	10,210,755	5,398,887
Louisiana	174,506,030	6,479,600	6,643,788
Maine	50,442,155	2,512,715	2,138,714
Maryland	184,573,624	6,673,967	7,632,067
Massachusetts	261,680,975	9,889,606	8,086,420
Michigan	369,261,760	12,563,792	13,048,084
Minnesota	174,985,014	7,426,561	6,827,631
Mississippi	109,702,542	4,227,760	4,247,850
Missouri	209,399,652	6,013,302	7,613,348
Montana	33,879,040	1,184,868	2,138,714
Nebraska	68,833,781	2,256,430	2,536,938
Nevada	61,046,424	2,249,894	3,404,659
New Hampshire	43,747,597	1,557,434	2,138,714
New Jersey	333,206,250	11,374,919	11,904,582
New Mexico	84,015,541	3,186,991	2,727,201
New York	699,789,265	33,742,308	25,550,992
North Carolina	288,431,050	11,309,601	12,081,093
North Dakota	24,149,971	816,499	2,138,714
Ohio	403,484,832	12,552,373	14,720,511
Oklahoma	136,350,331	3,655,257	4,992,412
Oregon	118,887,274	3,863,597	4,548,634
Pennsylvania	393,753,113	13,977,054	14,607,252
Rhode Island	40,312,171	1,671,061	2,138,714
South Carolina	161,464,733	7,138,751	5,668,046
South Dakota	28,768,898	1,464,899	2,138,714
Tennessee	214,982,394	6,889,673	7,849,124
Texas	888,269,029	22,953,699	37,890,634
Utah	98,326,665	3,564,265	4,794,783
Vermont	23,285,183	866,996	2,138,714
Virginia	259,641,368	9,125,517	10,127,614
Washington	204,037,061	8,166,835	7,774,992
West Virginia	70,009,031	3,482,965	2,138,714
Wisconsin	191,909,223	9,469,801	6,879,936
Wyoming	24,428,464	1,059,920	2,138,714
BIA schools	86,306,409	0	5,387,653
50 states and D.C. (including BIA schools)	10,429,175,421	377,588,713	427,469,875
American Samoa	6,122,495	0	592,467
Guam	13,575,347	0	1,449,722
Northern Marianas	4,652,485	0	454,521
Puerto Rico	99,227,228	3,162,317	5,660,545
Virgin Islands	8,628,258	0	772,790
U.S. and outlying areas	10,561,381,234	380,751,030	436,399,920

Source: U.S. Department of Education, "President's FY 2006 Budget Request for the U.S. Department of Education: State tables by program." These data were compiled for Web posting by the Budget Service on October 5, 2006. Accessed October 2006 from <http://www.ed.gov/about/overview/budget/statetables/07stbyprogram.xls>.

Notes: Detail may not add to total due to rounding.

Amounts listed for IDEA, Part B Section 611 do not include funding for studies and evaluation or a competition for Pacific Basin entities. When included, the total appropriation for Part B is \$10,582,961,000.





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