

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION A: Distribution of children with disabilities (IDEA) Ages 3 through 5 receiving special education by discrete age and early education environment.

EDUCATIONAL ENVIRONMENT:		AGE			
Column 1	Column 2	3	4	5	TOTAL
Row set (A)					
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	2827	5889	7243	15959
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	474	901	424	1799
Row Set (B)					
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	869	1330	2158	4357
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	485	745	306	1536
Row Set (C)					
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	1948	2046	762	4756
	(C2) ...specifically, a SEPARATE SCHOOL	105	171	221	497
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	1	5	7
ROW Set (D)					
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	1172	753	209	2134
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any other category	917	565	199	1681
TOTAL (OF ROWS A1-D2)		8798	12401	11527	32726

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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SECTION B: Distribution of Children with Disabilities (IDEA) Ages 3 through 5 receiving special education by disability category and early education environment.

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM			
	(A) AT LEAST 10 HOURS PER WEEK		(B) LESS THAN 10 HOURS PER WEEK	
	(A1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION
	INTELLECTUAL DISABILITY	56	5	252
HEARING IMPAIRMENTS	133	32	66	18
SPEECH OR LANGUAGE IMPAIRMENTS	8365	794	1246	962
VISUAL IMPAIRMENTS	65	4	24	4
EMOTIONAL DISTURBANCE	76	6	80	0
ORTHOPEDIC IMPAIRMENTS	85	5	31	9
OTHER HEALTH IMPAIRMENTS	453	27	259	16
SPECIFIC LEARNING DISABILITIES	196	0	139	0
DEAF-BLINDNESS	1	0	0	1
MULTIPLE DISABILITIES	46	12	76	20
AUTISM	923	214	887	121
TRAUMATIC BRAIN INJURY	11	1	8	0
DEVELOPMENTAL DELAY ¹	5549	699	1289	379
TOTAL:	15959	1799	4357	1536

¹ The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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SECTION B (CONTINUED)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM <u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM)			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS	(C2) SEPARATE SCHOOL	(C3) RESIDENTIAL FACILITY	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION
INTELLECTUAL DISABILITY	51	15	0	3	2
HEARING IMPAIRMENTS	50	85	0	21	12
SPEECH OR LANGUAGE IMPAIRMENTS	224	3	0	800	1262
VISUAL IMPAIRMENTS	26	51	2	24	2
EMOTIONAL DISTURBANCE	7	14	0	1	0
ORTHOPEDIC IMPAIRMENTS	23	12	0	21	9
OTHER HEALTH IMPAIRMENTS	109	34	0	59	17
SPECIFIC LEARNING DISABILITIES	4	1	0	0	1
DEAF-BLINDNESS	1	3	0	1	0
MULTIPLE DISABILITIES	114	125	3	67	5
AUTISM	1139	90	2	114	29
TRAUMATIC BRAIN INJURY	6	3	0	8	0
DEVELOPMENTAL DELAY ¹	3002	61	0	1015	342
TOTAL:	4756	497	7	2134	1681

¹ The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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SECTION B (CONTINUED)

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM (PERCENT) ¹			
	(A) AT LEAST 10 HOURS PER WEEK (PERCENT)		(B) LESS THAN 10 HOURS PER WEEK (PERCENT)	
	(A1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION
INTELLECTUAL DISABILITY	0%	0%	6%	0%
HEARING IMPAIRMENTS	1%	2%	2%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	52%	44%	29%	63%
VISUAL IMPAIRMENTS	0%	0%	1%	0%
EMOTIONAL DISTURBANCE	0%	0%	2%	0%
ORTHOPEDIC IMPAIRMENTS	1%	0%	1%	1%
OTHER HEALTH IMPAIRMENTS	3%	2%	6%	1%
SPECIFIC LEARNING DISABILITIES	1%	0%	3%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	2%	1%
AUTISM	6%	12%	20%	8%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	35%	39%	30%	25%
TOTAL:	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

² The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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SECTION B (CONTINUED)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM <u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM) (PERCENT) ¹			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS (PERCENT)	(C2) SEPARATE SCHOOL (PERCENT)	(C3) RESIDENTIAL FACILITY (PERCENT)	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME (PERCENT)	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION (PERCENT)
INTELLECTUAL DISABILITY	1%	3%	0%	0%	0%
HEARING IMPAIRMENTS	1%	17%	0%	1%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	5%	1%	0%	37%	75%
VISUAL IMPAIRMENTS	1%	10%	29%	1%	0%
EMOTIONAL DISTURBANCE	0%	3%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	0%	2%	0%	1%	1%
OTHER HEALTH IMPAIRMENTS	2%	7%	0%	3%	1%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	1%	0%	0%	0%
MULTIPLE DISABILITIES	2%	25%	43%	3%	0%
AUTISM	24%	18%	29%	5%	2%
TRAUMATIC BRAIN INJURY	0%	1%	0%	0%	0%
DEVELOPMENTAL DELAY ²	63%	12%	0%	48%	20%
TOTAL:	100%	100%	100%	100%	100%

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² The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION C. Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by race/ethnicity and early childhood environment.

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY							TOTAL
		HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	1905	26	346	2825	4	10181	672	15959
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	146	1	49	264	2	1250	87	1799
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	407	4	115	367	2	3155	307	4357
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	72	2	32	53	0	1328	49	1536
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	742	7	141	694	2	2983	187	4756
	(C2) ...specifically, a SEPARATE SCHOOL	44	1	20	146	0	264	22	497
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	0	0	0	0	5	1	7
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	322	2	60	403	3	1236	108	2134
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	225	2	38	104	0	1256	56	1681
(C) TOTAL (OF ROW A1 - D2)		3864	45	801	4856	13	21658	1489	32726

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY (PERCENT) ¹							
		HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
Row set (A)									
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	12%	0%	2%	18%	0%	64%	4%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	8%	0%	3%	15%	0%	69%	5%	100%
Row Set (B)									
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	9%	0%	3%	8%	0%	72%	7%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	5%	0%	2%	3%	0%	86%	3%	100%
Row Set (C)									
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	16%	0%	3%	15%	0%	63%	4%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	9%	0%	4%	29%	0%	53%	4%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	14%	0%	0%	0%	0%	71%	14%	100%
ROW Set (D)									
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	15%	0%	3%	19%	0%	58%	5%	100%
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	13%	0%	2%	6%	0%	75%	3%	100%
(C) TOTAL (OF ROW A1 -D2)		12%	0%	2%	15%	0%	66%	5%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

SECTION D: Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by Gender and Early Childhood environment.

EDUCATIONAL ENVIRONMENT:		GENDER		
		MALE	FEMALE	TOTAL
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	10981	4978	15959
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	1300	499	1799
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	3143	1214	4357
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	1097	439	1536
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	3534	1222	4756
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	322	175	497
	(C3) ...specifically, a RESIDENTIAL FACILITY	5	2	7
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	1438	696	2134
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	1168	513	1681
(C) TOTAL (OF ROW A1 -D2)		22988	9738	32726

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

SECTION D (CONTINUED)

		GENDER (PERCENT) ¹		
		MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:				
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	69%	31%	100%
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	72%	28%	100%
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	72%	28%	100%
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	71%	29%	100%
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	74%	26%	100%
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	65%	35%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	71%	29%	100%
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	67%	33%	100%
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	69%	31%	100%
(C) TOTAL (OF ROW A1 -D2)		70%	30%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

SECTION E: Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by Limited English Proficiency (LEP) Status and Early Childhood environment.

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES	NO	TOTAL
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	1045	14914	15959
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	93	1706	1799
Row Set (B)	SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	186	4171	4357
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	49	1487	1536
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	488	4268	4756
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	28	469	497
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	6	7
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	229	1905	2134
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	124	1557	1681
(C) TOTAL (OF ROW A1 -D2)		2243	30483	32726

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

SECTION E (CONTINUED)

		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
		YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:				
Row Set (A)				
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	7%	93%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	5%	95%	100%
Row Set (B)				
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	4%	96%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	3%	97%	100%
Row Set (C)				
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	10%	90%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	6%	94%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	14%	86%	100%
ROW Set (D)				
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	11%	89%	100%
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	7%	93%	100%
(C) TOTAL (OF ROW A1 -D2)		7%	93%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

SECTION F: Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by disability, educational environment, and age group.

DISABILITY	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
	(1)	(2)	(3)	(4)	(5)	(6)
	6-11	12-17	18-21	6-11	12-17	18-21
INTELLECTUAL DISABILITY	642	909	277	1938	3081	957
HEARING IMPAIRMENTS	889	827	74	184	152	28
SPEECH OR LANGUAGE IMPAIRMENTS	32490	3752	57	777	276	10
VISUAL IMPAIRMENTS	313	319	38	77	48	6
EMOTIONAL DISTURBANCE	2736	7029	939	1404	2931	320
ORTHOPEDIC IMPAIRMENTS	193	165	22	78	87	17
OTHER HEALTH IMPAIRMENTS	8767	13365	1105	4322	4330	322
SPECIFIC LEARNING DISABILITIES	23248	49410	5291	14692	17669	1427
DEAF-BLINDNESS	6	4	1	3	6	4
MULTIPLE DISABILITIES	62	42	18	140	136	55
AUTISM	5452	5230	490	2974	2527	393
TRAUMATIC BRAIN INJURY	72	180	43	54	87	25
DEVELOPMENTAL DELAY ¹	78			15		
TOTAL:	74948	81232	8355	26658	31330	3564

¹The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

**PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS**

Reporting Date:

DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF THE DAY			(D) SEPARATE SCHOOL		
	(7)	(8)	(9)	(10)	(11)	(12)
	6-11	12-17	18-21	6-11	12-17	18-21
INTELLECTUAL DISABILITY	2915	3994	1107	271	821	597
HEARING IMPAIRMENTS	95	59	20	132	102	30
SPEECH OR LANGUAGE IMPAIRMENTS	266	33	2	33	11	4
VISUAL IMPAIRMENTS	46	24	5	83	79	45
EMOTIONAL DISTURBANCE	1453	1523	131	957	2511	338
ORTHOPEdic IMPAIRMENTS	64	43	20	11	16	11
OTHER HEALTH IMPAIRMENTS	1078	803	87	248	632	121
SPECIFIC LEARNING DISABILITIES	1320	2130	281	107	764	204
DEAF-BLINDNESS	5	5	0	13	9	5
MULTIPLE DISABILITIES	657	570	229	285	301	185
AUTISM	3711	2030	358	780	1156	435
TRAUMATIC BRAIN INJURY	43	60	21	8	27	18
DEVELOPMENTAL DELAY ¹	0			26		
TOTAL:	11653	11274	2261	2954	6429	1993

¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION F (CONTINUED)

DISABILITY	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
INTELLECTUAL DISABILITY	5	73	37	9	30	10
HEARING IMPAIRMENTS	11	28	11	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	1	0	20	2	0
VISUAL IMPAIRMENTS	5	8	7	1	0	0
EMOTIONAL DISTURBANCE	28	339	36	12	48	10
ORTHOPEDIC IMPAIRMENTS	0	0	1	3	3	2
OTHER HEALTH IMPAIRMENTS	12	65	6	28	29	9
SPECIFIC LEARNING DISABILITIES	4	120	22	7	49	13
DEAF-BLINDNESS	0	3	3	1	0	0
MULTIPLE DISABILITIES	5	35	19	61	69	13
AUTISM	19	73	31	6	18	4
TRAUMATIC BRAIN INJURY	0	1	1	3	5	2
DEVELOPMENTAL DELAY ¹	0			13		
TOTAL:	89	746	174	164	253	63

¹ The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION F (CONTINUED)

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
INTELLECTUAL DISABILITY	0	5	9	6	10	10
HEARING IMPAIRMENTS	0	0	1	10	3	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	369	51	2
VISUAL IMPAIRMENTS	0	0	0	5	2	1
EMOTIONAL DISTURBANCE	3	79	111	4	4	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	4	2	0
OTHER HEALTH IMPAIRMENTS	0	17	12	37	36	4
SPECIFIC LEARNING DISABILITIES	0	50	87	218	158	8
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	1	5	9	6
AUTISM	0	2	0	42	21	2
TRAUMATIC BRAIN INJURY	0	0	0	0	2	0
DEVELOPMENTAL DELAY ¹	0			0		
TOTAL:	3	153	221	700	298	33

¹ The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION F (CONTINUED)

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) ¹							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 79-40% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITY (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
INTELLECTUAL DISABILITY	1%	10%	32%	15%	11%	10%	4%	3%
HEARING IMPAIRMENTS	1%	1%	1%	2%	5%	0%	0%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	22%	2%	1%	0%	0%	5%	0%	41%
VISUAL IMPAIRMENTS	0%	0%	0%	2%	2%	0%	0%	1%
EMOTIONAL DISTURBANCE	7%	8%	12%	33%	40%	15%	51%	1%
ORTHOPEDIC IMPAIRMENTS	0%	0%	1%	0%	0%	2%	0%	1%
OTHER HEALTH IMPAIRMENTS	14%	15%	8%	9%	8%	14%	8%	7%
SPECIFIC LEARNING DISABILITIES	47%	55%	15%	9%	14%	14%	36%	37%
DEAF-BLINDNESS	0%	0%	0%	0%	1%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	6%	7%	6%	30%	0%	2%
AUTISM	7%	10%	24%	21%	12%	6%	1%	6%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%	2%	0%	0%
DEVELOPMENTAL DELAY ²	0%	0%	0%	0%	0%	3%	0%	0%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

² The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION G: Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by race ethnicity and educational environment.

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY							
	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	15697	297	2267	23974	79	117238	4983	164535
(B) INSIDE REGULAR CLASS 79-40% OF DAY	7935	125	855	12325	31	38113	2168	61552
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	3594	46	494	6065	9	13438	1542	25188
(D) SEPARATE SCHOOL	842	20	125	2592	7	7359	431	11376
(E) RESIDENTIAL FACILITY	90	4	13	199	1	675	27	1009
(F) HOMEBOUND/HOSPITAL	43	1	8	32	0	377	19	480
(G) CORRECTIONAL FACILITIES	51	1	0	196	0	119	10	377
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	74	0	12	56	1	873	15	1031
(I) TOTAL(OF ROW A-H)	28326	494	3774	45439	128	178192	9195	265548

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT) ¹							
	HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	10%	0%	1%	15%	0%	71%	3%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	13%	0%	1%	20%	0%	62%	4%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	14%	0%	2%	24%	0%	53%	6%	100%
(D) SEPARATE SCHOOL	7%	0%	1%	23%	0%	65%	4%	100%
(E) RESIDENTIAL FACILITY	9%	0%	1%	20%	0%	67%	3%	100%
(F) HOMEBOUND/HOSPITAL	9%	0%	2%	7%	0%	79%	4%	100%
(G) CORRECTIONAL FACILITIES	14%	0%	0%	52%	0%	32%	3%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	7%	0%	1%	5%	0%	85%	1%	100%
(I) TOTAL(OF ROW A-H)	11%	0%	1%	17%	0%	67%	3%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

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SECTION H: Distribution of children with disabilities (IDEA) ages 6 through 21 receiving special education by educational environment and sex.

EDUCATIONAL ENVIRONMENT:	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	106150	58385	164535
(B) INSIDE REGULAR CLASS 79-40% OF DAY	40019	21533	61552
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	17414	7774	25188
(D) SEPARATE SCHOOL	8360	3016	11376
(E) RESIDENTIAL FACILITY	737	272	1009
(F) HOMEBOUND/HOSPITAL	274	206	480
(G) CORRECTIONAL FACILITIES	354	23	377
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	650	381	1031
(I) TOTAL(OF ROW A-H)	173958	91590	265548

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SECTION H (CONTINUED)

EDUCATIONAL ENVIRONMENT:	GENDER (PERCENT) ¹		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	65%	35%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	65%	35%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	69%	31%	100%
(D) SEPARATE SCHOOL	73%	27%	100%
(E) RESIDENTIAL FACILITY	73%	27%	100%
(F) HOMEBOUND/HOSPITAL	57%	43%	100%
(G) CORRECTIONAL FACILITIES	94%	6%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	63%	37%	100%
(I) TOTAL(OF ROW A-H)	66%	34%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

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SECTION I: Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by Educational Environment and LEP Status.

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	4498	160037	164535
(B) INSIDE REGULAR CLASS 79-40% OF DAY	3364	58188	61552
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1213	23975	25188
(D) SEPARATE SCHOOL	125	11251	11376
(E) RESIDENTIAL FACILITY	7	1002	1009
(F) HOMEBOUND/HOSPITAL	9	471	480
(G) CORRECTIONAL FACILITIES	0	377	377
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	4	1027	1031
(I) TOTAL(OF ROW A-H)	9220	256328	265548

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SECTION I (CONTINUED)

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	3%	97%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	5%	95%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	5%	95%	100%
(D) SEPARATE SCHOOL	1%	99%	100%
(E) RESIDENTIAL FACILITY	1%	99%	100%
(F) HOMEBOUND/HOSPITAL	2%	98%	100%
(G) CORRECTIONAL FACILITIES	0%	100%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	0%	100%	100%
(I) TOTAL(OF ROW A-H)	3%	97%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.