

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2015

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	2862	6109	7411	16382
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	499	844	368	1711
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	836	1281	2124	4241
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	455	779	293	1527
Row Set (C)					
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	2028	2016	733	4777
	(C2) ...specifically, a SEPARATE SCHOOL	125	135	236	496
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	1	4	6
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	1183	730	216	2129
	(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	936	621	196	1753
TOTAL (OF ROWS A1-D2)		8925	12516	11581	33022

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

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	59	3	268
HEARING IMPAIRMENTS	137	35	55	16
SPEECH OR LANGUAGE IMPAIRMENTS	8413	763	1198	957
VISUAL IMPAIRMENTS	61	7	21	3
EMOTIONAL DISTURBANCE	96	5	70	1
ORTHOPEDIC IMPAIRMENTS	82	6	36	6
OTHER HEALTH IMPAIRMENTS	529	29	280	23
SPECIFIC LEARNING DISABILITIES	235	1	142	2
DEAF-BLINDNESS	3	0	1	0
MULTIPLE DISABILITIES	47	10	70	6
AUTISM	1006	241	903	119
TRAUMATIC BRAIN INJURY	11	2	12	0
DEVELOPMENTAL DELAY ¹	5703	609	1185	390
TOTAL:	16382	1711	4241	1527

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

Reporting Date:

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	54	21	0	4	0
HEARING IMPAIRMENTS	68	91	0	29	9
SPEECH OR LANGUAGE IMPAIRMENTS	206	6	1	752	1248
VISUAL IMPAIRMENTS	14	38	2	13	2
EMOTIONAL DISTURBANCE	10	18	0	6	2
ORTHOPEDIC IMPAIRMENTS	29	11	0	26	11
OTHER HEALTH IMPAIRMENTS	141	30	1	68	16
SPECIFIC LEARNING DISABILITIES	4	1	0	0	2
DEAF-BLINDNESS	1	1	0	0	0
MULTIPLE DISABILITIES	127	121	1	84	6
AUTISM	1320	95	1	116	47
TRAUMATIC BRAIN INJURY	11	3	0	6	2
DEVELOPMENTAL DELAY ¹	2792	60	0	1025	408
TOTAL:	4777	496	6	2129	1753

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

Reporting Date:

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%	1%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	51%	45%	28%	63%
VISUAL IMPAIRMENTS	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	1%	0%	2%	0%
ORTHOPEDIC IMPAIRMENTS	1%	0%	1%	0%
OTHER HEALTH IMPAIRMENTS	3%	2%	7%	2%
SPECIFIC LEARNING DISABILITIES	1%	0%	3%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	2%	0%
AUTISM	6%	14%	21%	8%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	35%	36%	28%	26%
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

Reporting Date:

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%	4%	0%	0%	0%
HEARING IMPAIRMENTS	1%	18%	0%	1%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	4%	1%	17%	35%	71%
VISUAL IMPAIRMENTS	0%	8%	33%	1%	0%
EMOTIONAL DISTURBANCE	0%	4%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	1%	2%	0%	1%	1%
OTHER HEALTH IMPAIRMENTS	3%	6%	17%	3%	1%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	3%	24%	17%	4%	0%
AUTISM	28%	19%	17%	5%	3%
TRAUMATIC BRAIN INJURY	0%	1%	0%	0%	0%
DEVELOPMENTAL DELAY ²	58%	12%	0%	48%	23%
TOTAL:	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)

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	1990	26	386	2882	5	10364	729	16382
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	130	2	41	223	1	1231	83	1711
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	411	7	128	417	4	3022	252	4241
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	65	3	26	52	1	1322	58	1527
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	725	6	144	703	2	2984	213	4777
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	54	1	18	149	2	241	31	496
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	1	1	0	4	0	6
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	341	2	60	354	0	1263	109	2129
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	235	1	37	135	1	1255	89	1753
(C) TOTAL (OF ROW A1 -D2)		3951	48	841	4916	16	21686	1564	33022

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%	63%	4%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	8%	0%	2%	13%	0%	72%	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	10%	0%	3%	10%	0%	71%	6%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	4%	0%	2%	3%	0%	87%	4%	100%
Row Set (C)									
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	15%	0%	3%	15%	0%	62%	4%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	11%	0%	4%	30%	0%	49%	6%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	17%	17%	0%	67%	0%	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	16%	0%	3%	17%	0%	59%	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%	8%	0%	72%	5%	100%
(C) TOTAL (OF ROW A1 -D2)		12%	0%	3%	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	11261	5121	16382
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	1221	490	1711
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	3041	1200	4241
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	1085	442	1527
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	3532	1245	4777
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	330	166	496
	(C3) ...specifically, a RESIDENTIAL FACILITY	4	2	6
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	1421	708	2129
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	1222	531	1753
(C) TOTAL (OF ROW A1 -D2)		23117	9905	33022

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	71%	29%	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	67%	33%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	67%	33%	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	70%	30%	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	1112	15270	16382
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	78	1633	1711
Row Set (B)	SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	185	4056	4241
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	44	1483	1527
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	494	4283	4777
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	32	464	496
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	6	6
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	259	1870	2129
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	145	1608	1753
(C) TOTAL (OF ROW A1 -D2)		2349	30673	33022

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	0%	100%	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	12%	88%	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	8%	92%	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	756	970	333	1898	3060	915
HEARING IMPAIRMENTS	857	808	74	214	178	23
SPEECH OR LANGUAGE IMPAIRMENTS	32032	3720	64	800	261	11
VISUAL IMPAIRMENTS	323	324	23	74	59	3
EMOTIONAL DISTURBANCE	2901	7204	910	1424	2943	315
ORTHOPEDIC IMPAIRMENTS	194	163	24	71	83	14
OTHER HEALTH IMPAIRMENTS	9560	14457	1257	4645	4625	347
SPECIFIC LEARNING DISABILITIES	24182	48565	5218	15177	17750	1324
DEAF-BLINDNESS	4	6	3	3	2	1
MULTIPLE DISABILITIES	75	42	18	157	149	69
AUTISM	5593	5741	555	2992	2760	390
TRAUMATIC BRAIN INJURY	74	185	35	63	91	16
DEVELOPMENTAL DELAY ¹	99			9		
TOTAL:	76650	82185	8514	27527	31961	3428

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	2947	3908	1109	267	801	559
HEARING IMPAIRMENTS	99	63	10	143	106	23
SPEECH OR LANGUAGE IMPAIRMENTS	281	56	1	42	15	2
VISUAL IMPAIRMENTS	47	26	4	85	80	42
EMOTIONAL DISTURBANCE	1403	1537	110	963	2548	350
ORTHOPEDIC IMPAIRMENTS	48	44	12	28	19	12
OTHER HEALTH IMPAIRMENTS	1206	924	87	281	667	134
SPECIFIC LEARNING DISABILITIES	1261	2186	262	100	801	178
DEAF-BLINDNESS	1	4	2	16	10	4
MULTIPLE DISABILITIES	663	554	246	309	324	177
AUTISM	3969	2229	398	823	1263	466
TRAUMATIC BRAIN INJURY	39	45	14	13	22	16
DEVELOPMENTAL DELAY ¹	0			29		
TOTAL:	11964	11576	2255	3099	6656	1963

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:

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	8	77	37	6	32	19
HEARING IMPAIRMENTS	11	33	13	2	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	2	0	0	14	2	0
VISUAL IMPAIRMENTS	5	8	8	1	2	0
EMOTIONAL DISTURBANCE	42	391	39	15	43	10
ORTHOPEDIC IMPAIRMENTS	0	0	0	3	1	2
OTHER HEALTH IMPAIRMENTS	17	100	10	26	34	10
SPECIFIC LEARNING DISABILITIES	5	135	20	3	35	7
DEAF-BLINDNESS	0	1	2	1	0	1
MULTIPLE DISABILITIES	9	26	16	71	70	22
AUTISM	24	80	28	7	17	6
TRAUMATIC BRAIN INJURY	0	1	0	3	3	2
DEVELOPMENTAL DELAY ¹	0			6		
TOTAL:	123	852	173	158	239	79

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
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

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	2	4	10	15	4
HEARING IMPAIRMENTS	0	0	0	7	1	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	1	1	321	34	1
VISUAL IMPAIRMENTS	0	0	0	3	3	0
EMOTIONAL DISTURBANCE	1	94	71	2	5	1
ORTHOPEDIC IMPAIRMENTS	0	0	0	1	0	0
OTHER HEALTH IMPAIRMENTS	0	23	5	31	26	1
SPECIFIC LEARNING DISABILITIES	0	41	69	170	169	8
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	6	5	3
AUTISM	0	1	2	39	24	4
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY ¹	0			0		
TOTAL:	1	162	152	590	282	22

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
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date:

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%	9%	31%	14%	11%	12%	2%	3%
HEARING IMPAIRMENTS	1%	1%	1%	2%	5%	0%	0%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	21%	2%	1%	1%	0%	3%	1%	40%
VISUAL IMPAIRMENTS	0%	0%	0%	2%	2%	1%	0%	1%
EMOTIONAL DISTURBANCE	7%	7%	12%	33%	41%	14%	53%	1%
ORTHOPEdic IMPAIRMENTS	0%	0%	0%	1%	0%	1%	0%	0%
OTHER HEALTH IMPAIRMENTS	15%	15%	9%	9%	11%	15%	9%	6%
SPECIFIC LEARNING DISABILITIES	47%	54%	14%	9%	14%	9%	35%	39%
DEAF-BLINDNESS	0%	0%	0%	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	6%	7%	4%	34%	0%	2%
AUTISM	7%	10%	26%	22%	11%	6%	1%	7%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%	2%	0%	0%
DEVELOPMENTAL DELAY ²	0%	0%	0%	0%	0%	1%	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)

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

Reporting Date:

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	16620	326	2372	24864	92	117463	5612	167349
(B) INSIDE REGULAR CLASS 79-40% OF DAY	8537	125	881	12332	29	38629	2383	62916
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	3885	45	546	6205	9	13660	1445	25795
(D) SEPARATE SCHOOL	936	21	150	2706	6	7402	497	11718
(E) RESIDENTIAL FACILITY	115	3	14	267	1	710	38	1148
(F) HOMEBOUND/HOSPITAL	44	0	8	57	0	349	18	476
(G) CORRECTIONAL FACILITIES	42	0	0	169	0	99	5	315
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	49	0	6	28	2	795	14	894
(I) TOTAL(OF ROW A-H)	30228	520	3977	46628	139	179107	10012	270611

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

Reporting Date:

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%	70%	3%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	14%	0%	1%	20%	0%	61%	4%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	15%	0%	2%	24%	0%	53%	6%	100%
(D) SEPARATE SCHOOL	8%	0%	1%	23%	0%	63%	4%	100%
(E) RESIDENTIAL FACILITY	10%	0%	1%	23%	0%	62%	3%	100%
(F) HOMEBOUND/HOSPITAL	9%	0%	2%	12%	0%	73%	4%	100%
(G) CORRECTIONAL FACILITIES	13%	0%	0%	54%	0%	31%	2%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	5%	0%	1%	3%	0%	89%	2%	100%
(I) TOTAL(OF ROW A-H)	11%	0%	1%	17%	0%	66%	4%	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 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	108094	59255	167349
(B) INSIDE REGULAR CLASS 79-40% OF DAY	40858	22058	62916
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	17845	7950	25795
(D) SEPARATE SCHOOL	8644	3074	11718
(E) RESIDENTIAL FACILITY	830	318	1148
(F) HOMEBOUND/HOSPITAL	260	216	476
(G) CORRECTIONAL FACILITIES	278	37	315
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	546	348	894
(I) TOTAL(OF ROW A-H)	177355	93256	270611

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

Reporting Date:

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	74%	26%	100%
(E) RESIDENTIAL FACILITY	72%	28%	100%
(F) HOMEBOUND/HOSPITAL	55%	45%	100%
(G) CORRECTIONAL FACILITIES	88%	12%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	61%	39%	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.

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

Reporting Date:

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	4790	162559	167349
(B) INSIDE REGULAR CLASS 79-40% OF DAY	3547	59369	62916
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1384	24411	25795
(D) SEPARATE SCHOOL	148	11570	11718
(E) RESIDENTIAL FACILITY	11	1137	1148
(F) HOMEBOUND/HOSPITAL	8	468	476
(G) CORRECTIONAL FACILITIES	2	313	315
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	22	872	894
(I) TOTAL(OF ROW A-H)	9912	260699	270611

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

Reporting Date:

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	6%	94%	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	1%	99%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	2%	98%	100%
(I) TOTAL(OF ROW A-H)	4%	96%	100%

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