

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2019

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	3754	7765	8733	20252
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	493	802	344	1639
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	861	1245	2315	4421
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	425	641	229	1295
Row Set (C)					
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	2001	2099	887	4987
	(C2) ...specifically, a SEPARATE SCHOOL	113	138	111	362
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	1	4	5
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	1252	677	216	2145
	(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	1075	610	221	1906
TOTAL (OF ROWS A1-D2)		9974	13978	13060	37012

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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	47	6	246
HEARING IMPAIRMENTS	179	24	48	11
SPEECH OR LANGUAGE IMPAIRMENTS	9793	632	1211	748
VISUAL IMPAIRMENTS	76	2	15	2
EMOTIONAL DISTURBANCE	91	3	73	1
ORTHOPEDIC IMPAIRMENTS	115	7	41	10
OTHER HEALTH IMPAIRMENTS	720	29	331	19
SPECIFIC LEARNING DISABILITIES	223	3	131	1
DEAF-BLINDNESS	1	0	1	0
MULTIPLE DISABILITIES	50	16	75	5
AUTISM	1404	280	1105	154
TRAUMATIC BRAIN INJURY	11	2	13	0
DEVELOPMENTAL DELAY ¹	7542	635	1131	343
TOTAL:	20252	1639	4421	1295

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 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	44	0	0	4	2
HEARING IMPAIRMENTS	71	85	2	23	11
SPEECH OR LANGUAGE IMPAIRMENTS	131	1	0	653	1172
VISUAL IMPAIRMENTS	20	30	0	21	2
EMOTIONAL DISTURBANCE	14	0	0	5	1
ORTHOPEDIC IMPAIRMENTS	18	8	0	24	11
OTHER HEALTH IMPAIRMENTS	154	31	0	87	24
SPECIFIC LEARNING DISABILITIES	6	0	0	0	0
DEAF-BLINDNESS	2	2	0	1	0
MULTIPLE DISABILITIES	143	117	2	93	11
AUTISM	1696	51	1	126	117
TRAUMATIC BRAIN INJURY	7	0	0	3	1
DEVELOPMENTAL DELAY ¹	2681	37	0	1105	554
TOTAL:	4987	362	5	2145	1906

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 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%	1%	1%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	48%	39%	27%	58%
VISUAL IMPAIRMENTS	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	2%	0%
ORTHOPEDIC IMPAIRMENTS	1%	0%	1%	1%
OTHER HEALTH IMPAIRMENTS	4%	2%	7%	1%
SPECIFIC LEARNING DISABILITIES	1%	0%	3%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	2%	0%
AUTISM	7%	17%	25%	12%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	37%	39%	26%	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)

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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%	0%	0%	0%	0%
HEARING IMPAIRMENTS	1%	23%	40%	1%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	3%	0%	0%	30%	61%
VISUAL IMPAIRMENTS	0%	8%	0%	1%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	0%	2%	0%	1%	1%
OTHER HEALTH IMPAIRMENTS	3%	9%	0%	4%	1%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	1%	0%	0%	0%
MULTIPLE DISABILITIES	3%	32%	40%	4%	1%
AUTISM	34%	14%	20%	6%	6%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	54%	10%	0%	52%	29%
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)

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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	2831	36	608	3420	7	12206	1144	20252
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	172	3	63	187	0	1142	72	1639
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	433	6	184	401	3	3177	217	4421
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	46	1	36	36	2	1122	52	1295
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	963	12	232	652	3	2838	287	4987
	(C2) ...specifically, a SEPARATE SCHOOL	45	1	26	100	0	156	34	362
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	0	2	1	2	0	5
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	358	3	82	374	2	1177	149	2145
	(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	283	2	54	134	1	1312	120	1906
(C) TOTAL (OF ROW A1 -D2)		5131	64	1285	5306	19	23132	2075	37012

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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	14%	0%	3%	17%	0%	60%	6%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	10%	0%	4%	11%	0%	70%	4%	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%	4%	9%	0%	72%	5%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	4%	0%	3%	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	19%	0%	5%	13%	0%	57%	6%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	12%	0%	7%	28%	0%	43%	9%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	0%	40%	20%	40%	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	17%	0%	4%	17%	0%	55%	7%	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	15%	0%	3%	7%	0%	69%	6%	100%
(C) TOTAL (OF ROW A1 -D2)		14%	0%	3%	14%	0%	62%	6%	100%

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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	13855	6397	20252
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	1176	463	1639
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	3115	1306	4421
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	894	401	1295
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	3650	1337	4987
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	222	140	362
	(C3) ...specifically, a RESIDENTIAL FACILITY	3	2	5
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	1461	684	2145
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	1291	615	1906
(C) TOTAL (OF ROW A1 -D2)		25667	11345	37012

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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	68%	32%	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	70%	30%	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	69%	31%	100%
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	73%	27%	100%
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	61%	39%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	60%	40%	100%
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	68%	32%	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	68%	32%	100%
(C) TOTAL (OF ROW A1 -D2)		69%	31%	100%

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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) 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	1675	18577	20252
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	124	1515	1639
Row Set (B) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	182	4239	4421
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	49	1246	1295
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	677	4310	4987
	(C2) ...specifically, a SEPARATE SCHOOL	47	315	362
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	5	5
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	255	1890	2145
	(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	1671	1906
(C) TOTAL (OF ROW A1 -D2)		3244	33768	37012

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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	8%	92%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	8%	92%	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	4%	96%	100%
Row Set (C)				
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	14%	86%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	13%	87%	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	12%	88%	100%
(C) TOTAL (OF ROW A1 -D2)		9%	91%	100%

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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	660	812	287	2341	3330	942
HEARING IMPAIRMENTS	902	828	55	147	183	22
SPEECH OR LANGUAGE IMPAIRMENTS	33275	3594	59	630	202	12
VISUAL IMPAIRMENTS	323	293	25	62	70	6
EMOTIONAL DISTURBANCE	3463	7705	925	1666	3285	358
ORTHOPEDIC IMPAIRMENTS	207	149	16	65	74	17
OTHER HEALTH IMPAIRMENTS	11933	18108	1490	5807	5946	436
SPECIFIC LEARNING DISABILITIES	26598	48976	4693	16021	18596	1278
DEAF-BLINDNESS	5	2	1	1	2	1
MULTIPLE DISABILITIES	54	50	20	161	158	52
AUTISM	5770	6681	698	3592	3491	559
TRAUMATIC BRAIN INJURY	77	160	33	75	103	33
DEVELOPMENTAL DELAY ¹	43			5		
TOTAL:	83310	87358	8302	30573	35440	3716

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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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	3164	4036	1092	342	776	520
HEARING IMPAIRMENTS	87	54	6	97	70	21
SPEECH OR LANGUAGE IMPAIRMENTS	137	45	2	26	13	2
VISUAL IMPAIRMENTS	43	29	3	60	67	28
EMOTIONAL DISTURBANCE	1552	1464	116	1118	2594	326
ORTHOPEDIC IMPAIRMENTS	36	54	12	7	3	4
OTHER HEALTH IMPAIRMENTS	1401	1023	107	436	841	150
SPECIFIC LEARNING DISABILITIES	1031	1624	179	114	765	237
DEAF-BLINDNESS	3	5	3	15	12	2
MULTIPLE DISABILITIES	687	608	230	276	325	172
AUTISM	5121	2784	492	1011	1334	552
TRAUMATIC BRAIN INJURY	44	34	18	10	18	14
DEVELOPMENTAL DELAY ¹	0			13		
TOTAL:	13306	11760	2260	3525	6818	2028

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	10	58	28	7	25	18
HEARING IMPAIRMENTS	8	29	9	1	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	4	3	0	18	1	0
VISUAL IMPAIRMENTS	1	5	3	0	0	0
EMOTIONAL DISTURBANCE	43	309	24	16	42	10
ORTHOPEDIC IMPAIRMENTS	0	0	0	2	1	0
OTHER HEALTH IMPAIRMENTS	20	106	11	19	45	13
SPECIFIC LEARNING DISABILITIES	5	105	20	8	21	9
DEAF-BLINDNESS	1	0	1	0	1	0
MULTIPLE DISABILITIES	16	19	14	69	65	33
AUTISM	17	95	35	14	24	11
TRAUMATIC BRAIN INJURY	0	1	2	2	2	4
DEVELOPMENTAL DELAY ¹	1			14		
TOTAL:	126	730	147	170	227	98

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	1	6	6	12	3
HEARING IMPAIRMENTS	0	0	0	1	6	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	244	41	1
VISUAL IMPAIRMENTS	0	0	0	1	1	0
EMOTIONAL DISTURBANCE	0	63	77	5	5	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	1	0	0
OTHER HEALTH IMPAIRMENTS	1	19	24	30	38	0
SPECIFIC LEARNING DISABILITIES	0	32	53	126	125	9
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	10	9	1
AUTISM	0	0	0	17	30	4
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY ¹	0			0		
TOTAL:	1	115	160	441	267	18

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%	9%	30%	13%	10%	10%	3%	3%
HEARING IMPAIRMENTS	1%	1%	1%	2%	5%	0%	0%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	21%	1%	1%	0%	1%	4%	0%	39%
VISUAL IMPAIRMENTS	0%	0%	0%	1%	1%	0%	0%	0%
EMOTIONAL DISTURBANCE	7%	8%	11%	33%	37%	14%	51%	1%
ORTHOPEdic IMPAIRMENTS	0%	0%	0%	0%	0%	1%	0%	0%
OTHER HEALTH IMPAIRMENTS	18%	17%	9%	12%	14%	16%	16%	9%
SPECIFIC LEARNING DISABILITIES	45%	51%	10%	9%	13%	8%	31%	36%
DEAF-BLINDNESS	0%	0%	0%	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	6%	6%	5%	34%	0%	3%
AUTISM	7%	11%	31%	23%	15%	10%	0%	7%
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							TOTAL
	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	21120	307	2785	25995	97	120900	7766	178970
(B) INSIDE REGULAR CLASS 79-40% OF DAY	11102	150	987	14149	42	40035	3264	69729
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	4572	72	697	6475	24	13815	1671	27326
(D) SEPARATE SCHOOL	1272	22	194	2943	7	7281	652	12371
(E) RESIDENTIAL FACILITY	103	3	16	174	0	649	58	1003
(F) HOMEBOUND/HOSPITAL	59	4	6	45	0	367	14	495
(G) CORRECTIONAL FACILITIES	47	0	1	138	0	86	4	276
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	47	2	5	34	0	625	13	726
(I) TOTAL(OF ROW A-H)	38322	560	4691	49953	170	183758	13442	290896

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT) ¹							TOTAL (PERCENT)
	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)	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	12%	0%	2%	15%	0%	68%	4%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	16%	0%	1%	20%	0%	57%	5%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	17%	0%	3%	24%	0%	51%	6%	100%
(D) SEPARATE SCHOOL	10%	0%	2%	24%	0%	59%	5%	100%
(E) RESIDENTIAL FACILITY	10%	0%	2%	17%	0%	65%	6%	100%
(F) HOMEBOUND/HOSPITAL	12%	1%	1%	9%	0%	74%	3%	100%
(G) CORRECTIONAL FACILITIES	17%	0%	0%	50%	0%	31%	1%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	6%	0%	1%	5%	0%	86%	2%	100%
(I) TOTAL(OF ROW A-H)	13%	0%	2%	17%	0%	63%	5%	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	114123	64847	178970
(B) INSIDE REGULAR CLASS 79-40% OF DAY	44800	24929	69729
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	19062	8264	27326
(D) SEPARATE SCHOOL	9208	3163	12371
(E) RESIDENTIAL FACILITY	744	259	1003
(F) HOMEBOUND/HOSPITAL	287	208	495
(G) CORRECTIONAL FACILITIES	239	37	276
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	437	289	726
(I) TOTAL (OF ROW A-H)	188900	101996	290896

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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	64%	36%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	64%	36%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	70%	30%	100%
(D) SEPARATE SCHOOL	74%	26%	100%
(E) RESIDENTIAL FACILITY	74%	26%	100%
(F) HOMEBOUND/HOSPITAL	58%	42%	100%
(G) CORRECTIONAL FACILITIES	87%	13%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	60%	40%	100%
(I) TOTAL(OF ROW A-H)	65%	35%	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	5539	173431	178970
(B) INSIDE REGULAR CLASS 79-40% OF DAY	3476	66253	69729
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1398	25928	27326
(D) SEPARATE SCHOOL	200	12171	12371
(E) RESIDENTIAL FACILITY	10	993	1003
(F) HOMEBOUND/HOSPITAL	12	483	495
(G) CORRECTIONAL FACILITIES	1	275	276
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	24	702	726
(I) TOTAL(OF ROW A-H)	10660	280236	290896

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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	2%	98%	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	3%	97%	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.