



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	10	19	0	17
HEARING IMPAIRMENTS	47	32	9	32
SPEECH OR LANGUAGE IMPAIRMENTS	1847	1571	309	791
VISUAL IMPAIRMENTS	25	11	7	10
EMOTIONAL DISTURBANCE	13	16	1	15
ORTHOPEDIC IMPAIRMENTS	45	19	20	22
OTHER HEALTH IMPAIRMENTS	81	54	27	95
SPECIFIC LEARNING DISABILITIES	0	1	0	0
DEAF-BLINDNESS	0	0	1	1
MULTIPLE DISABILITIES	-9	-9	-9	-9
AUTISM	187	140	98	189
TRAUMATIC BRAIN INJURY	4	5	3	5
DEVELOPMENTAL DELAY <sup>1</sup>	695	139	266	136
<b>TOTAL:</b>	<b>2954</b>	<b>2007</b>	<b>741</b>	<b>1313</b>

<sup>1</sup> 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 (NOT IN ANY REGULAR EARLY CHILDHOOD PROGRAM)			(D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR 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	6	1	0	0	0
HEARING IMPAIRMENTS	52	7	0	14	4
SPEECH OR LANGUAGE IMPAIRMENTS	862	44	0	214	184
VISUAL IMPAIRMENTS	14	2	0	10	1
EMOTIONAL DISTURBANCE	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	59	3	0	24	3
OTHER HEALTH IMPAIRMENTS	55	3	1	24	5
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0
DEAF-BLINDNESS	1	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9
AUTISM	353	21	0	35	4
TRAUMATIC BRAIN INJURY	3	0	0	0	0
DEVELOPMENTAL DELAY <sup>1</sup>	753	49	1	130	30
<b>TOTAL:</b>	<b>2158</b>	<b>130</b>	<b>2</b>	<b>451</b>	<b>231</b>

<sup>1</sup> 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) <sup>1</sup>			
	(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%	1%	0%
HEARING IMPAIRMENTS	2%	2%	1%	2%
SPEECH OR LANGUAGE IMPAIRMENTS	63%	78%	42%	60%
VISUAL IMPAIRMENTS	1%	1%	1%	1%
EMOTIONAL DISTURBANCE	0%	1%	0%	1%
ORTHOPEDIC IMPAIRMENTS	2%	1%	3%	2%
OTHER HEALTH IMPAIRMENTS	3%	3%	4%	7%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	0%	0%	0%
AUTISM	6%	7%	13%	14%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	24%	7%	36%	10%
<b>TOTAL:</b>	100%	100%	100%	100%

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

<sup>2</sup> 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 (NOT IN ANY REGULAR EARLY CHILDHOOD PROGRAM) (PERCENT) <sup>1</sup>			(D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR 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	0%	1%	0%	0%	0%
HEARING IMPAIRMENTS	2%	5%	0%	3%	2%
SPEECH OR LANGUAGE IMPAIRMENTS	40%	34%	0%	47%	80%
VISUAL IMPAIRMENTS	1%	2%	0%	2%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	3%	2%	0%	5%	1%
OTHER HEALTH IMPAIRMENTS	3%	2%	50%	5%	2%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	0%	0%	0%	0%
AUTISM	16%	16%	0%	8%	2%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	35%	38%	50%	29%	13%
<b>TOTAL:</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

<sup>2</sup> 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 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	862	57	82	116	6	1722	109	2954
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	490	20	42	31	10	1337	77	2007
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	137	10	24	24	4	519	23	741
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	220	20	31	52	3	917	70	1313
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	540	6	52	27	13	1425	95	2158
	(C2) ...specifically, a SEPARATE SCHOOL	58	0	2	1	2	65	2	130
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	0	0	0	0	1	0	2
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	123	5	22	15	7	258	21	451
	(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	49	4	2	5	0	163	8	231
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>2480</b>	<b>122</b>	<b>257</b>	<b>271</b>	<b>45</b>	<b>6407</b>	<b>405</b>	<b>9987</b>

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

Reporting Date:

SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY ( PERCENT) <sup>1</sup>							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)	
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	29%	2%	3%	4%	0%	58%	4%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	24%	1%	2%	2%	0%	67%	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	18%	1%	3%	3%	1%	70%	3%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	17%	2%	2%	4%	0%	70%	5%	100%
Row Set (C)									
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	25%	0%	2%	1%	1%	66%	4%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	45%	0%	2%	1%	2%	50%	2%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	50%	0%	0%	0%	0%	50%	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	27%	1%	5%	3%	2%	57%	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	21%	2%	1%	2%	0%	71%	3%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>25%</b>	<b>1%</b>	<b>3%</b>	<b>3%</b>	<b>0%</b>	<b>64%</b>	<b>4%</b>	<b>100%</b>

<sup>1</sup> 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	2054	900	2954
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	1373	634	2007
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	528	213	741
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	941	372	1313
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	1572	586	2158
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	88	42	130
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	1	2
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	322	129	451
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	147	84	231
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>7026</b>	<b>2961</b>	<b>9987</b>

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

Reporting Date:

**SECTION D (CONTINUED)**

EDUCATIONAL ENVIRONMENT:		GENDER (PERCENT) <sup>1</sup>		
		MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
Row set (A)	(A1) ... 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 AT LEAST 10 HRS PER WEEK, ...	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	68%	32%	100%
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	71%	29%	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	72%	28%	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	68%	32%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	50%	50%	100%
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	71%	29%	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	64%	36%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>70%</b>	<b>30%</b>	<b>100%</b>

<sup>1</sup> 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	759	2195	2954
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	349	1658	2007
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	149	592	741
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	172	1141	1313
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	457	1701	2158
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	50	80	130
	(C3) ...specifically, a RESIDENTIAL FACILITY	1	1	2
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	134	317	451
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	62	169	231
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>2133</b>	<b>7854</b>	<b>9987</b>

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

Reporting Date:

SECTION E (CONTINUED)

		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
		YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
<b>EDUCATIONAL ENVIRONMENT:</b>				
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	26%	74%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	17%	83%	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	20%	80%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	13%	87%	100%
Row Set (C)				
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	21%	79%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	38%	62%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	50%	50%	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	30%	70%	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	27%	73%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>21%</b>	<b>79%</b>	<b>100%</b>

<sup>1</sup> 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) 6-11	(2) 12-17	(3) 18-21	(4) 6-11	(5) 12-17	(6) 18-21
INTELLECTUAL DISABILITY	218	231	95	290	669	281
HEARING IMPAIRMENTS	308	212	20	44	53	10
SPEECH OR LANGUAGE IMPAIRMENTS	12655	1865	77	478	420	31
VISUAL IMPAIRMENTS	99	70	8	14	17	5
EMOTIONAL DISTURBANCE	876	1515	172	189	454	58
ORTHOPEDIC IMPAIRMENTS	101	72	20	39	58	24
OTHER HEALTH IMPAIRMENTS	3391	4799	453	652	1037	125
SPECIFIC LEARNING DISABILITIES	7409	13279	1161	980	2639	192
DEAF-BLINDNESS	0	1	0	0	1	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	1932	1984	236	513	766	181
TRAUMATIC BRAIN INJURY	38	87	10	15	33	6
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	<b>27027</b>	<b>24115</b>	<b>2252</b>	<b>3214</b>	<b>6147</b>	<b>913</b>

<sup>1</sup>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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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	635	1034	347	6	21	21
HEARING IMPAIRMENTS	58	23	4	17	19	12
SPEECH OR LANGUAGE IMPAIRMENTS	282	90	8	7	5	0
VISUAL IMPAIRMENTS	31	26	9	0	3	2
EMOTIONAL DISTURBANCE	465	386	45	74	184	26
ORTHOPEDIC IMPAIRMENTS	154	132	37	0	1	8
OTHER HEALTH IMPAIRMENTS	585	444	68	32	93	11
SPECIFIC LEARNING DISABILITIES	97	216	33	2	27	3
DEAF-BLINDNESS	1	2	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	1379	884	215	45	83	52
TRAUMATIC BRAIN INJURY	23	19	9	0	5	0
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	<b>3710</b>	<b>3256</b>	<b>775</b>	<b>183</b>	<b>441</b>	<b>135</b>

<sup>1</sup>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	(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	0	0	0	5	5	3
HEARING IMPAIRMENTS	1	43	19	1	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	3	0	1
VISUAL IMPAIRMENTS	3	0	1	2	0	1
EMOTIONAL DISTURBANCE	0	1	0	10	19	6
ORTHOPEDIC IMPAIRMENTS	0	1	1	6	10	3
OTHER HEALTH IMPAIRMENTS	2	3	0	14	28	12
SPECIFIC LEARNING DISABILITIES	0	0	0	4	26	8
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	1	1	1	9	20	3
TRAUMATIC BRAIN INJURY	0	0	0	0	1	2
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	7	49	22	54	109	39

<sup>1</sup> 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	-9	0	1	5	6	1
HEARING IMPAIRMENTS	-9	1	0	5	1	0
SPEECH OR LANGUAGE IMPAIRMENTS	-9	3	1	295	15	0
VISUAL IMPAIRMENTS	-9	1	0	4	0	0
EMOTIONAL DISTURBANCE	-9	61	23	5	8	0
ORTHOPEDIC IMPAIRMENTS	-9	0	0	5	1	0
OTHER HEALTH IMPAIRMENTS	-9	31	29	30	22	1
SPECIFIC LEARNING DISABILITIES	-9	29	22	42	60	5
DEAF-BLINDNESS	-9	0	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	-9	4	0	30	20	5
TRAUMATIC BRAIN INJURY	-9	0	0	0	0	0
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	-9	130	76	421	133	12

<sup>1</sup> 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) <sup>1</sup>							
	(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%	12%	26%	6%	0%	6%	0%	2%
HEARING IMPAIRMENTS	1%	1%	1%	6%	81%	0%	0%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	27%	9%	5%	2%	0%	2%	2%	55%
VISUAL IMPAIRMENTS	0%	0%	1%	1%	5%	1%	0%	1%
EMOTIONAL DISTURBANCE	5%	7%	12%	37%	1%	17%	41%	2%
ORTHOPEDIC IMPAIRMENTS	0%	1%	4%	1%	3%	9%	0%	1%
OTHER HEALTH IMPAIRMENTS	16%	18%	14%	18%	6%	27%	29%	9%
SPECIFIC LEARNING DISABILITIES	41%	37%	4%	4%	0%	19%	25%	19%
DEAF-BLINDNESS	0%	0%	0%	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	0%	0%	0%	0%	0%	0%	0%
AUTISM	8%	14%	32%	24%	4%	16%	2%	10%
TRAUMATIC BRAIN INJURY	0%	1%	1%	1%	0%	1%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	0%	0%	0%	0%	0%	0%	0%	0%
<b>TOTAL:</b>	100%	100%	100%	100%	100%	100%	100%	100%

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

<sup>2</sup> 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	12743	1109	1032	1675	274	33715	2846	53394
(B) INSIDE REGULAR CLASS 79-40% OF DAY	2715	272	208	367	55	6153	504	10274
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1630	141	213	263	47	4981	466	7741
(D) SEPARATE SCHOOL	95	18	17	79	2	513	35	759
(E) RESIDENTIAL FACILITY	25	6	4	5	1	36	1	78
(F) HOMEBOUND/HOSPITAL	41	9	2	6	0	132	12	202
(G) CORRECTIONAL FACILITIES	32	10	1	27	1	131	4	206
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	57	4	21	10	0	458	16	566
<b>(I) TOTAL(OF ROW A-H)</b>	<b>17338</b>	<b>1569</b>	<b>1498</b>	<b>2432</b>	<b>380</b>	<b>46119</b>	<b>3884</b>	<b>73220</b>

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT) <sup>1</sup>							
	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	24%	2%	2%	3%	1%	63%	5%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	26%	3%	2%	4%	1%	60%	5%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	21%	2%	3%	3%	1%	64%	6%	100%
(D) SEPARATE SCHOOL	13%	2%	2%	10%	0%	68%	5%	100%
(E) RESIDENTIAL FACILITY	32%	8%	5%	6%	1%	46%	1%	100%
(F) HOMEBOUND/HOSPITAL	20%	4%	1%	3%	0%	65%	6%	100%
(G) CORRECTIONAL FACILITIES	16%	5%	0%	13%	0%	64%	2%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	10%	1%	4%	2%	0%	81%	3%	100%
(I) TOTAL(OF ROW A-H)	24%	2%	2%	3%	1%	63%	5%	100%

<sup>1</sup> 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	34772	18622	53394
(B) INSIDE REGULAR CLASS 79-40% OF DAY	6803	3471	10274
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	5511	2230	7741
(D) SEPARATE SCHOOL	593	166	759
(E) RESIDENTIAL FACILITY	47	31	78
(F) HOMEBOUND/HOSPITAL	130	72	202
(G) CORRECTIONAL FACILITIES	181	25	206
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	370	196	566
<b>(I) TOTAL(OF ROW A-H)</b>	<b>48407</b>	<b>24813</b>	<b>73220</b>

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**SECTION H (CONTINUED)**

EDUCATIONAL ENVIRONMENT:	GENDER (PERCENT) <sup>1</sup>		
	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	66%	34%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	71%	29%	100%
(D) SEPARATE SCHOOL	78%	22%	100%
(E) RESIDENTIAL FACILITY	60%	40%	100%
(F) HOMEBOUND/HOSPITAL	64%	36%	100%
(G) CORRECTIONAL FACILITIES	88%	12%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	65%	35%	100%
<b>(I) TOTAL(OF ROW A-H)</b>	<b>66%</b>	<b>34%</b>	<b>100%</b>

<sup>1</sup> 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	6028	47366	53394
(B) INSIDE REGULAR CLASS 79-40% OF DAY	1206	9068	10274
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	648	7093	7741
(D) SEPARATE SCHOOL	9	750	759
(E) RESIDENTIAL FACILITY	2	76	78
(F) HOMEBOUND/HOSPITAL	5	197	202
(G) CORRECTIONAL FACILITIES	1	205	206
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	5	561	566
<b>(I) TOTAL(OF ROW A-H)</b>	<b>7904</b>	<b>65316</b>	<b>73220</b>

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**SECTION I (CONTINUED)**

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	11%	89%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	12%	88%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	8%	92%	100%
(D) SEPARATE SCHOOL	1%	99%	100%
(E) RESIDENTIAL FACILITY	3%	97%	100%
(F) HOMEBOUND/HOSPITAL	2%	98%	100%
(G) CORRECTIONAL FACILITIES	0%	100%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	1%	99%	100%
(I) TOTAL(OF ROW A-H)	11%	89%	100%

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