



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	11	15	4	10
HEARING IMPAIRMENTS	59	32	18	12
SPEECH OR LANGUAGE IMPAIRMENTS	2046	1725	342	480
VISUAL IMPAIRMENTS	25	10	3	7
EMOTIONAL DISTURBANCE	23	16	2	11
ORTHOPEDIC IMPAIRMENTS	52	23	20	23
OTHER HEALTH IMPAIRMENTS	123	75	36	40
SPECIFIC LEARNING DISABILITIES	1	0	0	0
DEAF-BLINDNESS	0	0	0	1
MULTIPLE DISABILITIES	-9	-9	-9	-9
AUTISM	281	161	79	147
TRAUMATIC BRAIN INJURY	4	5	2	3
DEVELOPMENTAL DELAY <sup>1</sup>	762	167	247	126
<b>TOTAL:</b>	<b>3387</b>	<b>2229</b>	<b>753</b>	<b>860</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	(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	3	2	0	0	0
HEARING IMPAIRMENTS	56	7	1	11	2
SPEECH OR LANGUAGE IMPAIRMENTS	910	20	1	237	167
VISUAL IMPAIRMENTS	18	3	0	10	2
EMOTIONAL DISTURBANCE	4	0	0	1	0
ORTHOPEDIC IMPAIRMENTS	59	2	1	20	1
OTHER HEALTH IMPAIRMENTS	69	2	0	20	6
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0
DEAF-BLINDNESS	2	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9
AUTISM	351	14	0	48	9
TRAUMATIC BRAIN INJURY	5	1	0	0	0
DEVELOPMENTAL DELAY <sup>1</sup>	861	25	0	159	35
<b>TOTAL:</b>	<b>2338</b>	<b>76</b>	<b>3</b>	<b>506</b>	<b>222</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%	1%	1%
HEARING IMPAIRMENTS	2%	1%	2%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	60%	77%	45%	56%
VISUAL IMPAIRMENTS	1%	0%	0%	1%
EMOTIONAL DISTURBANCE	1%	1%	0%	1%
ORTHOPEDIC IMPAIRMENTS	2%	1%	3%	3%
OTHER HEALTH IMPAIRMENTS	4%	3%	5%	5%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	0%	0%	0%
AUTISM	8%	7%	10%	17%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	22%	7%	33%	15%
<b>TOTAL:</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 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%	3%	0%	0%	0%
HEARING IMPAIRMENTS	2%	9%	33%	2%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	39%	26%	33%	47%	75%
VISUAL IMPAIRMENTS	1%	4%	0%	2%	1%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	3%	3%	33%	4%	0%
OTHER HEALTH IMPAIRMENTS	3%	3%	0%	4%	3%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	0%	0%	0%	0%
AUTISM	15%	18%	0%	9%	4%
TRAUMATIC BRAIN INJURY	0%	1%	0%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	37%	33%	0%	31%	16%
<b>TOTAL:</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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<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

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	90	118	989	60	146	17	1967	3387
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	51	26	533	23	99	9	1488	2229
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	18	10	146	3	29	3	544	753
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	29	14	137	11	35	1	633	860
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	46	23	572	9	82	8	1598	2338
	(C2) ...specifically, a SEPARATE SCHOOL	3	3	15	0	2	1	52	76
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	2	0	0	0	1	3
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	26	20	124	6	23	6	301	506
	(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	6	6	49	1	7	0	153	222
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>269</b>	<b>220</b>	<b>2567</b>	<b>113</b>	<b>423</b>	<b>45</b>	<b>6737</b>	<b>10374</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	3%	3%	29%	2%	4%	1%	58%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	2%	1%	24%	1%	4%	0%	67%	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	2%	1%	19%	0%	4%	0%	72%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	3%	2%	16%	1%	4%	0%	74%	100%
Row Set (C)									
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	2%	1%	24%	0%	4%	0%	68%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	4%	4%	20%	0%	3%	1%	68%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	67%	0%	0%	0%	33%	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	5%	4%	25%	1%	5%	1%	59%	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	3%	3%	22%	0%	3%	0%	69%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>3%</b>	<b>2%</b>	<b>25%</b>	<b>1%</b>	<b>4%</b>	<b>0%</b>	<b>65%</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	1084	2303	3387
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	684	1545	2229
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	225	528	753
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	265	595	860
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	616	1722	2338
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	23	53	76
	(C3) ...specifically, a RESIDENTIAL FACILITY	2	1	3
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	136	370	506
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	75	147	222
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>3110</b>	<b>7264</b>	<b>10374</b>

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

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**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	32%	68%	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	31%	69%	100%
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	30%	70%	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	31%	69%	100%
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	26%	74%	100%
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	30%	70%	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	27%	73%	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	34%	66%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>30%</b>	<b>70%</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) 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	841	2546	3387
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	408	1821	2229
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	155	598	753
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	131	729	860
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	497	1841	2338
	(C2) ...specifically, a SEPARATE SCHOOL	16	60	76
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	3	3
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	149	357	506
	(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	65	157	222
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>2262</b>	<b>8112</b>	<b>10374</b>

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

Reporting Date:

SECTION E (CONTINUED)

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
		YES (PERCENT)	NO (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	25%	75%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	18%	82%	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	21%	79%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	15%	85%	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	21%	79%	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	29%	71%	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	29%	71%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>22%</b>	<b>78%</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	258	253	103	301	791
HEARING IMPAIRMENTS	324	205	22	43	43	8
SPEECH OR LANGUAGE IMPAIRMENTS	12620	1970	71	497	398	41
VISUAL IMPAIRMENTS	97	81	8	13	19	4
EMOTIONAL DISTURBANCE	969	1593	169	203	480	83
ORTHOPEDIC IMPAIRMENTS	117	68	17	47	67	23
OTHER HEALTH IMPAIRMENTS	3544	5220	495	603	1130	138
SPECIFIC LEARNING DISABILITIES	7297	13213	1182	948	2608	188
DEAF-BLINDNESS	0	2	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	1979	2112	273	491	857	232
TRAUMATIC BRAIN INJURY	39	85	10	18	34	5
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	<b>27244</b>	<b>24802</b>	<b>2350</b>	<b>3164</b>	<b>6427</b>	<b>1003</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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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	616	936	334	6	21	19
HEARING IMPAIRMENTS	55	22	3	22	19	8
SPEECH OR LANGUAGE IMPAIRMENTS	318	81	11	6	3	0
VISUAL IMPAIRMENTS	26	23	7	0	0	4
EMOTIONAL DISTURBANCE	458	357	24	67	153	11
ORTHOPEdic IMPAIRMENTS	126	115	39	0	1	7
OTHER HEALTH IMPAIRMENTS	649	416	68	40	69	6
SPECIFIC LEARNING DISABILITIES	76	189	23	5	27	4
DEAF-BLINDNESS	0	3	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	1445	865	196	30	62	34
TRAUMATIC BRAIN INJURY	22	16	8	0	0	0
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	<b>3791</b>	<b>3023</b>	<b>713</b>	<b>176</b>	<b>355</b>	<b>93</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	8
HEARING IMPAIRMENTS	1	41	16	1	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	2	2	1
VISUAL IMPAIRMENTS	0	4	1	1	0	0
EMOTIONAL DISTURBANCE	0	2	0	10	26	5
ORTHOPEDIC IMPAIRMENTS	2	0	1	7	7	1
OTHER HEALTH IMPAIRMENTS	3	0	0	23	22	6
SPECIFIC LEARNING DISABILITIES	0	0	0	3	18	4
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	1	0	0	6	13	7
TRAUMATIC BRAIN INJURY	0	0	0	0	0	1
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	7	47	18	58	93	33

<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	0	3	2	0	8	1
HEARING IMPAIRMENTS	0	0	0	9	2	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	3	1	255	14	0
VISUAL IMPAIRMENTS	0	0	0	3	0	0
EMOTIONAL DISTURBANCE	0	62	21	7	4	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	3	1	0
OTHER HEALTH IMPAIRMENTS	0	45	25	32	33	2
SPECIFIC LEARNING DISABILITIES	0	29	19	45	51	2
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	-9	-9	-9	-9	-9	-9
AUTISM	0	5	5	25	26	1
TRAUMATIC BRAIN INJURY	0	0	0	0	2	0
DEVELOPMENTAL DELAY <sup>1</sup>	-9			-9		
<b>TOTAL:</b>	0	147	73	379	141	6

<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%	13%	25%	7%	0%	10%	2%	2%
HEARING IMPAIRMENTS	1%	1%	1%	8%	81%	1%	0%	2%
SPEECH OR LANGUAGE IMPAIRMENTS	27%	9%	5%	1%	0%	3%	2%	51%
VISUAL IMPAIRMENTS	0%	0%	1%	1%	7%	1%	0%	1%
EMOTIONAL DISTURBANCE	5%	7%	11%	37%	3%	22%	38%	2%
ORTHOPEDIC IMPAIRMENTS	0%	1%	4%	1%	4%	8%	0%	1%
OTHER HEALTH IMPAIRMENTS	17%	18%	15%	18%	4%	28%	32%	13%
SPECIFIC LEARNING DISABILITIES	40%	35%	4%	6%	0%	14%	22%	19%
DEAF-BLINDNESS	0%	0%	0%	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	0%	0%	0%	0%	0%	0%	0%
AUTISM	8%	15%	33%	20%	1%	14%	5%	10%
TRAUMATIC BRAIN INJURY	0%	1%	1%	0%	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	13229	1066	1053	1688	293	34013	3054	54396
(B) INSIDE REGULAR CLASS 79-40% OF DAY	2752	268	215	365	58	6321	615	10594
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1555	138	214	261	43	4855	461	7527
(D) SEPARATE SCHOOL	97	11	10	56	1	412	37	624
(E) RESIDENTIAL FACILITY	21	4	4	7	1	33	2	72
(F) HOMEBOUND/HOSPITAL	33	3	2	2	0	137	7	184
(G) CORRECTIONAL FACILITIES	40	21	0	32	0	120	7	220
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	49	2	16	18	1	423	17	526
<b>(I) TOTAL(OF ROW A-H)</b>	<b>17776</b>	<b>1513</b>	<b>1514</b>	<b>2429</b>	<b>397</b>	<b>46314</b>	<b>4200</b>	<b>74143</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%	6%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	26%	3%	2%	3%	1%	60%	6%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	21%	2%	3%	3%	1%	65%	6%	100%
(D) SEPARATE SCHOOL	16%	2%	2%	9%	0%	66%	6%	100%
(E) RESIDENTIAL FACILITY	29%	6%	6%	10%	1%	46%	3%	100%
(F) HOMEBOUND/HOSPITAL	18%	2%	1%	1%	0%	74%	4%	100%
(G) CORRECTIONAL FACILITIES	18%	10%	0%	15%	0%	55%	3%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	9%	0%	3%	3%	0%	80%	3%	100%
(I) TOTAL(OF ROW A-H)	24%	2%	2%	3%	1%	62%	6%	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	35294	19102	54396
(B) INSIDE REGULAR CLASS 79-40% OF DAY	7050	3544	10594
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	5475	2052	7527
(D) SEPARATE SCHOOL	470	154	624
(E) RESIDENTIAL FACILITY	41	31	72
(F) HOMEBOUND/HOSPITAL	135	49	184
(G) CORRECTIONAL FACILITIES	198	22	220
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	336	190	526
<b>(I) TOTAL(OF ROW A-H)</b>	<b>48999</b>	<b>25144</b>	<b>74143</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	67%	33%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	73%	27%	100%
(D) SEPARATE SCHOOL	75%	25%	100%
(E) RESIDENTIAL FACILITY	57%	43%	100%
(F) HOMEBOUND/HOSPITAL	73%	27%	100%
(G) CORRECTIONAL FACILITIES	90%	10%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	64%	36%	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	6225	48171	54396
(B) INSIDE REGULAR CLASS 79-40% OF DAY	1222	9372	10594
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	653	6874	7527
(D) SEPARATE SCHOOL	15	609	624
(E) RESIDENTIAL FACILITY	2	70	72
(F) HOMEBOUND/HOSPITAL	8	176	184
(G) CORRECTIONAL FACILITIES	2	218	220
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	6	520	526
<b>(I) TOTAL(OF ROW A-H)</b>	<b>8133</b>	<b>66010</b>	<b>74143</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	9%	91%	100%
(D) SEPARATE SCHOOL	2%	98%	100%
(E) RESIDENTIAL FACILITY	3%	97%	100%
(F) HOMEBOUND/HOSPITAL	4%	96%	100%
(G) CORRECTIONAL FACILITIES	1%	99%	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.