

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 10/31/2012

2013

STATE: Maryland

SECTION A. DATA COLLECTION DATE

COUNT DATE:	<u>10</u>	<u>25</u>	<u>2013</u>
	MONTH	DAY	YEAR

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SECTION B. DISCRETE AGE BY DISABILITY FOR CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

DISABILITY	AGE AS OF DATA COLLECTION DATE				
	3	4	5	3-5	3-5 (PERCENT) ¹
INTELLECTUAL DISABILITY	7	6	53	66	1%
HEARING IMPAIRMENTS	46	50	57	153	1%
SPEECH OR LANGUAGE IMPAIRMENTS	598	1623	2338	4559	35%
VISUAL IMPAIRMENTS	8	9	12	29	0%
EMOTIONAL DISTURBANCE	0	1	9	10	0%
ORTHOPEDIC IMPAIRMENTS	6	13	19	38	0%
OTHER HEALTH IMPAIRMENTS	68	72	129	269	2%
SPECIFIC LEARNING DISABILITIES	0	1	1	2	0%
DEAF-BLINDNESS	0	0	2	2	0%
MULTIPLE DISABILITIES	27	52	91	170	1%
AUTISM	175	287	456	918	7%
TRAUMATIC BRAIN INJURY	1	5	5	11	0%
DEVELOPMENTAL DELAY ²	2405	2354	2150	6909	53%
TOTAL: (Sum of all of the above)	3341	4473	5322	13136	100%

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

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

2013

STATE: Maryland

SECTION C. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

DISABILITY	RACE/ETHNICITY							
	HISPANIC/LATI NO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAII OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	TOTAL
INTELLECTUAL DISABILITY	14	0	1	25	0	23	3	66
HEARING IMPAIRMENTS	31	1	13	41	0	63	4	153
SPEECH OR LANGUAGE IMPAIRMENTS	419	17	109	1308	6	2517	183	4559
VISUAL IMPAIRMENTS	1	0	4	10	0	14	0	29
EMOTIONAL DISTURBANCE	0	0	0	4	0	6	0	10
ORTHOPEDIC IMPAIRMENTS	4	0	2	15	0	14	3	38
OTHER HEALTH IMPAIRMENTS	43	1	10	82	3	118	12	269
SPECIFIC LEARNING DISABILITIES	1	0	0	1	0	0	0	2
DEAF-BLINDNESS	1	0	0	1	0	0	0	2
MULTIPLE DISABILITIES	21	0	10	63	0	74	2	170
AUTISM	111	2	66	359	0	321	59	918
TRAUMATIC BRAIN INJURY	1	0	1	6	0	2	1	11
DEVELOPMENTAL DELAY ¹	1298	27	398	2459	18	2422	287	6909
TOTAL: (Sum of all of the above)	1945	48	614	4374	27	5574	554	13136
TOTAL (PERCENT) ²	15%	0%	5%	33%	0%	42%	4%	100%

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TABLE 1

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO.: 1820-0043

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SECTION D. DISCRETE AGE BY DISABILITY OF CHILDREN AGE 6-21 RECEIVING SPECIAL EDUCATION

DISABILITY	AGE AS OF DATA COLLECTION DATE					
	6	7	8	9	10	11
INTELLECTUAL DISABILITY	107	187	293	338	331	387
HEARING IMPAIRMENTS	89	58	75	68	71	67
SPEECH OR LANGUAGE IMPAIRMENTS	2797	2836	2267	1789	1327	870
VISUAL IMPAIRMENTS	14	26	26	24	13	28
EMOTIONAL DISTURBANCE	64	163	238	305	445	534
ORTHOPEDIC IMPAIRMENTS	14	28	11	21	17	16
OTHER HEALTH IMPAIRMENTS	317	791	1255	1457	1617	1619
SPECIFIC LEARNING DISABILITIES	103	597	1428	2258	2828	3206
DEAF-BLINDNESS	1	2	0	0	2	1
MULTIPLE DISABILITIES	171	212	255	306	310	342
AUTISM	595	673	769	796	837	840
TRAUMATIC BRAIN INJURY	12	8	9	13	9	17
DEVELOPMENTAL DELAY ¹	1502	777	-9	-9		
TOTAL: (Sum of all the above)	5786	6358	6626	7375	7807	7927

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TABLE 1

OMB NO.: 1820-0043

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 10/31/2012

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SECTION D (CONTINUED)

DISABILITY	AGE AS OF DATA COLLECTION DATE					
	12	13	14	15	16	17
INTELLECTUAL DISABILITY	407	405	439	443	436	380
HEARING IMPAIRMENTS	63	78	69	64	81	67
SPEECH OR LANGUAGE IMPAIRMENTS	603	445	292	212	153	141
VISUAL IMPAIRMENTS	24	23	27	30	30	12
EMOTIONAL DISTURBANCE	591	644	755	812	775	670
ORTHOPEDIC IMPAIRMENTS	19	26	28	22	19	17
OTHER HEALTH IMPAIRMENTS	1553	1691	1624	1583	1381	1111
SPECIFIC LEARNING DISABILITIES	3303	3240	3295	3301	2981	2746
DEAF-BLINDNESS	0	2	0	1	1	1
MULTIPLE DISABILITIES	375	346	336	337	340	278
AUTISM	780	699	706	674	617	534
TRAUMATIC BRAIN INJURY	21	9	22	26	33	20
DEVELOPMENTAL DELAY						
TOTAL: (Sum of all the above)	7739	7608	7593	7505	6847	5977

ED FORM: 869-5

TABLE 1

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2013

SECTION D (COUNTINUED)

DISABILITY	AGE AS OF DATA COLLECTION DATE					
	18	19	20	21	6-21 (Actual Data)	6-21 (PERCENT) ¹
INTELLECTUAL DISABILITY	355	320	333	63	5224	6%
HEARING IMPAIRMENTS	27	19	9	0	905	1%
SPEECH OR LANGUAGE IMPAIRMENT	39	13	1	0	13785	15%
VISUAL IMPAIRMENT	6	1	0	0	284	0%
EMOTIONAL DISTURBANCE	338	188	95	8	6625	7%
ORTHOPEDIC IMPAIRMENTS	11	4	3	0	256	0%
OTHER HEALTH IMPAIRMENTS	491	141	70	14	16715	18%
SPECIFIC LEARNING DISABILITIES	1187	281	97	23	30874	34%
DEAF-BLINDNESS	1	2	2	0	16	0%
MULTIPLE DISABILITIES	191	170	164	32	4165	5%
AUTISM	278	252	202	41	9293	10%
TRAUMATIC BRAIN INJURY	15	8	7	2	231	0%
DEVELOPMENTAL DELAY ²					2279	3%
TOTAL (Sum of all the above)	2939	1399	983	183	90652	100%

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SECTION E. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

DISABILITY	RACE/ETHNICITY							TOTAL
	HISPANIC/LATI NO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	
INTELLECTUAL DISABILITY	524	10	151	2908	5	1527	99	5224
HEARING IMPAIRMENTS	128	3	67	253	1	430	23	905
SPEECH OR LANGUAGE IMPAIRMENTS	1816	39	577	4512	14	6335	492	13785
VISUAL IMPAIRMENTS	30	2	28	105	0	109	10	284
EMOTIONAL DISTURBANCE	304	26	59	3863	6	2146	221	6625
ORTHOPEDIC IMPAIRMENTS	32	1	14	103	0	102	4	256
OTHER HEALTH IMPAIRMENTS	1424	71	246	7727	17	6642	588	16715
SPECIFIC LEARNING DISABILITIES	4934	107	462	13975	22	10509	865	30874
DEAF-BLINDNESS	3	0	0	4	0	8	1	16
MULTIPLE DISABILITIES	365	15	133	1428	3	2073	148	4165
AUTISM	833	30	552	3299	7	4247	325	9293
TRAUMATIC BRAIN INJURY	21	2	8	103	0	89	8	231
DEVELOPMENTAL DELAY ¹	557	5	115	884	3	642	73	2279
TOTAL (Sum of all the above)	10971	311	2412	39164	78	34859	2857	90652
TOTAL (PERCENT) ²	12%	0%	3%	43%	0%	38%	3%	100%

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STATE: Maryland

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL 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	1462	2009	3190	6661
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	171	415	634	1220
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	285	291	203	779
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	74	204	338	616
Row Set (C)					
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	946	844	481	2271
	(C2) ...specifically, a SEPARATE SCHOOL	48	79	149	276
	(C3) ...specifically, a RESIDENTIAL FACILITY	2	2	1	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	7	46	27	80
	(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	346	583	299	1228
TOTAL (OF ROWS A1-D2)		3341	4473	5322	13136

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SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5 BY DISABILITY

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	24	4	6	15
HEARING IMPAIRMENTS	29	16	2	8
SPEECH OR LANGUAGE IMPAIRMENTS	2346	608	271	185
VISUAL IMPAIRMENTS	20	1	2	2
EMOTIONAL DISTURBANCE	4	2	1	1
ORTHOPEDIC IMPAIRMENTS	18	1	5	4
OTHER HEALTH IMPAIRMENTS	85	23	14	10
SPECIFIC LEARNING DISABILITIES	1	1	0	0
DEAF-BLINDNESS	1	0	0	1
MULTIPLE DISABILITIES	34	7	9	15
AUTISM	288	84	38	104
TRAUMATIC BRAIN INJURY	2	1	1	0
DEVELOPMENTAL DELAY ¹	3809	472	430	271
TOTAL:	6661	1220	779	616

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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	14	3	0	0	0
HEARING IMPAIRMENTS	42	55	0	0	1
SPEECH OR LANGUAGE IMPAIRMENTS	127	7	0	31	984
VISUAL IMPAIRMENTS	2	0	0	0	2
EMOTIONAL DISTURBANCE	2	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	3	3	0	1	3
OTHER HEALTH IMPAIRMENTS	92	36	0	4	5
SPECIFIC LEARNING DISABILITIES	0	0	0	0	0
DEAF-BLINDNESS	0	0	0	0	0
MULTIPLE DISABILITIES	44	51	0	8	2
AUTISM	360	39	1	0	4
TRAUMATIC BRAIN INJURY	2	5	0	0	0
DEVELOPMENTAL DELAY ¹	1583	77	4	36	227
TOTAL:	2271	276	5	80	1228

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STATE: Maryland

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%	1%
HEARING IMPAIRMENTS	0%	1%	0%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	35%	50%	35%	30%
VISUAL IMPAIRMENTS	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	0%	0%	1%	1%
OTHER HEALTH IMPAIRMENTS	1%	2%	2%	2%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	1%	1%	1%	2%
AUTISM	4%	7%	5%	17%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	57%	39%	55%	44%
TOTAL:	100%	100%	100%	100%

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SECTION B (continued)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (NOT IN ANY REGULAR EARLY CHILDHOOD PROGRAM) (PERCENT) ¹			(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)	(D2)
				RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME (PERCENT)	RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION (PERCENT)
INTELLECTUAL DISABILITY	1%	1%	0%	0%	0%
HEARING IMPAIRMENTS	2%	20%	0%	0%	0%
SPEECH OR LANGUAGE IMPAIRMENTS	6%	3%	0%	39%	80%
VISUAL IMPAIRMENTS	0%	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	0%	1%	0%	1%	0%
OTHER HEALTH IMPAIRMENTS	4%	13%	0%	5%	0%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	2%	18%	0%	10%	0%
AUTISM	16%	14%	20%	0%	0%
TRAUMATIC BRAIN INJURY	0%	2%	0%	0%	0%
DEVELOPMENTAL DELAY ²	70%	28%	80%	45%	18%
TOTAL:	100%	100%	100%	100%	100%

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STATE: Maryland

SECTION C. RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY 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	
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	860	31	292	2238	13	2931	296	6661
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	154	3	49	418	0	527	69	1220
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	140	2	32	199	2	377	27	779
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	102	1	20	243	4	222	24	616
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	488	8	156	902	4	622	91	2271
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	34	2	20	111	0	102	7	276
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	2	1	0	1	1	5
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	20	0	3	22	0	35	0	80
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	1	40	240	4	757	39	1228
(C) TOTAL (OF ROW A1 -D2)		1945	48	614	4374	27	5574	554	13136

ED FORM: 869-4

2013

STATE: Maryland

SECTION C (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)	
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	13%	0%	4%	34%	0%	44%	4%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	13%	0%	4%	34%	0%	43%	6%	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%	0%	4%	26%	0%	48%	3%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	17%	0%	3%	39%	1%	36%	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	21%	0%	7%	40%	0%	27%	4%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	12%	1%	7%	40%	0%	37%	3%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	40%	20%	0%	20%	20%	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	25%	0%	4%	28%	0%	44%	0%	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%	0%	3%	20%	0%	62%	3%	100%
(C) TOTAL (OF ROW A1 -D2)		15%	0%	5%	33%	0%	42%	4%	100%

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STATE: Maryland

SECTION D: GENDER OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL 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	4750	1911	6661
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	875	345	1220
	Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	571	208
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	440	176	616
	Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	1633	638
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	178	98	276
	(C3) ...specifically, a RESIDENTIAL FACILITY	4	1	5
	ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	59	21
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	833	395	1228
	(C) TOTAL (OF ROW A1 -D2)	9343	3793	13136

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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	71%	29%	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	73%	27%	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	72%	28%	100%
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	64%	36%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	80%	20%	100%
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	74%	26%	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)		71%	29%	100%

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

SECTION E: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL 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	386	6275	6661
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	44	1176	1220
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	23	756	779
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	14	602	616
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	128	2143	2271
	(C2) ...specifically, a SEPARATE SCHOOL	3	273	276
	(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	10	70	80
	(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	41	1187	1228
(C) TOTAL (OF ROW A1 -D2)		649	12487	13136

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	6%	94%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	4%	96%	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	3%	97%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	2%	98%	100%
Row Set (C)				
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	6%	94%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	1%	99%	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	13%	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	3%	97%	100%
(C) TOTAL (OF ROW A1 -D2)		5%	95%	100%

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

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SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 6 -21 BY DISABILITY

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	276	332	93	272	512	282
HEARING IMPAIRMENTS	195	194	12	22	38	13
SPEECH OR LANGUAGE IMPAIRMENTS	10974	1623	44	225	115	4
VISUAL IMPAIRMENTS	107	106	4	8	10	0
EMOTIONAL DISTURBANCE	821	1770	170	158	570	81
ORTHOPEdic IMPAIRMENTS	71	87	8	12	18	4
OTHER HEALTH IMPAIRMENTS	5545	6995	462	569	954	103
SPECIFIC LEARNING DISABILITIES	8916	15177	1059	895	2069	262
DEAF-BLINDNESS	1	0	1	0	2	0
MULTIPLE DISABILITIES	623	632	46	163	189	61
AUTISM	2120	1693	78	521	585	129
TRAUMATIC BRAIN INJURY	41	69	9	10	18	3
DEVELOPMENTAL DELAY ¹	1652			131		
TOTAL:	31342	28678	1986	2986	5080	942

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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STATE: Maryland

SECTION F (CONTINUED)

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	970	1457	555	120	193	128
HEARING IMPAIRMENTS	76	11	6	123	170	24
SPEECH OR LANGUAGE IMPAIRMENTS	179	40	2	12	7	3
VISUAL IMPAIRMENTS	2	2	1	8	5	1
EMOTIONAL DISTURBANCE	490	685	71	265	1113	241
ORTHOPEDIC IMPAIRMENTS	15	19	4	8	4	1
OTHER HEALTH IMPAIRMENTS	707	675	66	145	211	43
SPECIFIC LEARNING DISABILITIES	510	1345	153	28	148	34
DEAF-BLINDNESS	3	0	0	1	1	1
MULTIPLE DISABILITIES	334	430	163	444	666	254
AUTISM	1384	972	268	447	725	289
TRAUMATIC BRAIN INJURY	8	25	12	9	12	8
DEVELOPMENTAL DELAY ¹	380			57		
TOTAL:	5058	5661	1301	1667	3255	1027

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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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	2	2	0	7	2
HEARING IMPAIRMENTS	0	0	0	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	4	4	0
VISUAL IMPAIRMENTS	3	17	1	0	0	0
EMOTIONAL DISTURBANCE	1	0	2	10	34	3
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	2	1
OTHER HEALTH IMPAIRMENTS	1	3	0	24	29	5
SPECIFIC LEARNING DISABILITIES	1	1	0	8	20	2
DEAF-BLINDNESS	1	2	3	0	0	0
MULTIPLE DISABILITIES	8	35	19	20	39	12
AUTISM	1	9	8	4	9	1
TRAUMATIC BRAIN INJURY	0	2	0	0	4	0
DEVELOPMENTAL DELAY ¹	1			2		
TOTAL:	17	71	35	72	148	26

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION F (CONTINUED)

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
INTELLECTUAL DISABILITY	0	5	9	5	2	0
HEARING IMPAIRMENTS	0	1	0	12	8	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	1	0	492	56	0
VISUAL IMPAIRMENTS	0	0	0	3	6	0
EMOTIONAL DISTURBANCE	0	73	61	4	2	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	1	1	0
OTHER HEALTH IMPAIRMENTS	0	37	36	65	39	1
SPECIFIC LEARNING DISABILITIES	0	40	72	62	66	6
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	5	2	4	16	0
AUTISM	1	0	0	32	17	0
TRAUMATIC BRAIN INJURY	0	1	0	0	0	0
DEVELOPMENTAL DELAY ¹	0			56		
TOTAL:	1	163	180	736	213	7

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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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%	12%	25%	7%	3%	4%	4%	1%
HEARING IMPAIRMENTS	1%	1%	1%	5%	0%	0%	0%	2%
SPEECH OR LANGUAGE IMPAIRMENTS	20%	4%	2%	0%	0%	3%	0%	57%
VISUAL IMPAIRMENTS	0%	0%	0%	0%	17%	0%	0%	1%
EMOTIONAL DISTURBANCE	4%	9%	10%	27%	2%	19%	39%	1%
ORTHOPEDIC IMPAIRMENTS	0%	0%	0%	0%	0%	1%	0%	0%
OTHER HEALTH IMPAIRMENTS	21%	18%	12%	7%	3%	24%	21%	11%
SPECIFIC LEARNING DISABILITIES	41%	36%	17%	4%	2%	12%	33%	14%
DEAF-BLINDNESS	0%	0%	0%	0%	5%	0%	0%	0%
MULTIPLE DISABILITIES	2%	5%	8%	23%	50%	29%	2%	2%
AUTISM	6%	14%	22%	25%	15%	6%	0%	5%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	2%	2%	0%	0%
DEVELOPMENTAL DELAY ²	3%	1%	3%	1%	1%	1%	0%	6%
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 SUBMITTED.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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STATE: Maryland

SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY 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	7707	221	1545	24318	58	26035	2122	62006
(B) INSIDE REGULAR CLASS 79-40% OF DAY	1221	31	226	4423	3	2853	251	9008
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1530	33	406	6997	7	2753	294	12020
(D) SEPARATE SCHOOL	433	21	189	2893	7	2248	158	5949
(E) RESIDENTIAL FACILITY	11	0	5	60	0	44	3	123
(F) HOMEBOUND/HOSPITAL	13	0	6	104	0	121	2	246
(G) CORRECTIONAL FACILITIES	17	1	1	283	3	36	3	344
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	39	4	34	86	0	769	24	956
(I) TOTAL(OFF ROW A-H)	10971	311	2412	39164	78	34859	2857	90652

ED FORM: 869-4

TABLE 3 (continued)
PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT
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STATE: Maryland

SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT) ¹							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	12%	0%	2%	39%	0%	42%	3%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	14%	0%	3%	49%	0%	32%	3%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	13%	0%	3%	58%	0%	23%	2%	100%
(D) SEPARATE SCHOOL	7%	0%	3%	49%	0%	38%	3%	100%
(E) RESIDENTIAL FACILITY	9%	0%	4%	49%	0%	36%	2%	100%
(F) HOMEBOUND/HOSPITAL	5%	0%	2%	42%	0%	49%	1%	100%
(G) CORRECTIONAL FACILITIES	5%	0%	0%	82%	1%	10%	1%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	4%	0%	4%	9%	0%	80%	3%	100%
(I) TOTAL(OF ROW A-H)	12%	0%	3%	43%	0%	38%	3%	100%

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

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
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STATE: Maryland

SECTION H: GENDER OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	41700	20306	62006
(B) INSIDE REGULAR CLASS 79-40% OF DAY	6247	2761	9008
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	8480	3540	12020
(D) SEPARATE SCHOOL	4316	1633	5949
(E) RESIDENTIAL FACILITY	87	36	123
(F) HOMEBOUND/HOSPITAL	141	105	246
(G) CORRECTIONAL FACILITIES	325	19	344
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	617	339	956
(I) TOTAL(OFF ROW A-H)	61913	28739	90652

ED FORM: 869-4

2013

STATE: Maryland

SECTION H (CONTINUED)

EDUCATIONAL ENVIRONMENT:	GENDER (PERCENT) ¹		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	67%	33%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	69%	31%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	71%	29%	100%
(D) SEPARATE SCHOOL	73%	27%	100%
(E) RESIDENTIAL FACILITY	71%	29%	100%
(F) HOMEBOUND/HOSPITAL	57%	43%	100%
(G) CORRECTIONAL FACILITIES	94%	6%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	65%	35%	100%
(I) TOTAL(OF ROW A-H)	68%	32%	100%

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

ED FORM: 869-4

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

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STATE: Maryland

SECTION I: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	3470	58536	62006
(B) INSIDE REGULAR CLASS 79-40% OF DAY	413	8595	9008
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	687	11333	12020
(D) SEPARATE SCHOOL	92	5857	5949
(E) RESIDENTIAL FACILITY	5	118	123
(F) HOMEBOUND/HOSPITAL	4	242	246
(G) CORRECTIONAL FACILITIES	4	340	344
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	2	954	956
(I) TOTAL(OF ROW A-H)	4677	85975	90652

ED FORM: 869-4

TABLE 3
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 IMPLEMENTATION OF FAPE REQUIREMENTS

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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	6%	94%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	5%	95%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	6%	94%	100%
(D) SEPARATE SCHOOL	2%	98%	100%
(E) RESIDENTIAL FACILITY	4%	96%	100%
(F) HOMEBOUND/HOSPITAL	2%	98%	100%
(G) CORRECTIONAL FACILITIES	1%	99%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	0%	100%	100%
(I) TOTAL(OF ROW A-H)	5%	95%	100%

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

**PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES**

SECTION A. SPECIAL EDUCATION TEACHERS SERVING CHILDREN WITH DISABILITIES.

	(1) HIGHLY QUALIFIED	(2) NOT HIGHLY QUALIFIED	(3) TOTAL
SPECIAL EDUCATION TEACHERS FOR AGES 3-5	708	56	764
SPECIAL EDUCATION TEACHERS FOR AGES 6-21	7441.06	496.27	7937.33
TOTAL	8149.06	552.27	8701.33

COMPUTED TOTAL

8149.06

552.27

8701.33

**PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES**

SECTION B. SPECIAL EDUCATION PARAPROFESSIONALS SERVING CHILDREN WITH DISABILITIES.

	(1) QUALIFIED	(2) NOT QUALIFIED	(3) TOTAL
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3-5	439.5	0	439.5
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6-21	5129.91	0	5129.91
TOTAL	5569.41	0	5569.41
COMPUTED TOTAL	5569.41	0	5569.41

**PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES**

SECTION C. RELATED SERVICES PERSONNEL SERVING CHILDREN WITH DISABILITIES AGES 3-21.

	(1) FULLY CERTIFIED	(2) NOT FULLY CERTIFIED	(3) TOTAL
RELATED SERVICES PERSONNEL			
1. AUDIOLOGISTS	30.8	0	30.8
2. SPEECH-LANGUAGE PATHOLOGISTS	1359.85	18	1377.85
3. INTERPRETERS	193.59	0	193.59
4. PSYCHOLOGISTS	364.03	2	366.03
5. OCCUPATIONAL THERAPISTS	515.73	7	522.73
6. PHYSICAL THERAPISTS	215.4	2.1	217.5
7. PHYSICAL EDUCATION TEACHERS AND RECREATION AND THERAPEUTIC RECREATION SPECIALISTS	523.07	11.4	534.47
8. SOCIAL WORKERS	519.49	3	522.49
9. MEDICAL/NURSING SERVICE STAFF	202.82	1.5	204.32
10. COUNSELORS AND REHABILITATION COUNSELORS	213.43	1	214.43
11. ORIENTATION AND MOBILITY SPECIALISTS	26.7	1.5	28.2

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A: DISCRETE AGE AND DISABILITY BY BASIS OF EXIT

BASIS OF EXIT	INTELLECTUAL DISABILITY								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	0	2	2	0	0	2	0	0	6
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	3	22	27	9	7	68
(C) RECEIVED A CERTIFICATE	0	0	0	3	18	13	24	272	330
(D) REACHED MAXIMUM AGE					0	0	0	8	8
(E) DIED	0	1	1	0	1	1	0	2	6
(F) MOVED, KNOWN TO BE CONTINUING	29	31	35	22	25	19	13	1	175
(G) DROPPED OUT	3	5	5	8	6	10	11	4	52
(H) TOTAL (OF ROWS A-G):	32	39	43	36	72	72	57	294	645
COMPUTED TOTALS	32	39	43	36	72	72	57	294	645

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	HEARING IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	2	2	3	3	0	2	0	0	12
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	3	31	9	7	2	52
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	0	1	6	7
(D) REACHED MAXIMUM AGE					0	0	0	1	1
(E) DIED	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	1	1	4	1	5	1	2	1	16
(G) DROPPED OUT	0	0	0	3	0	0	0	0	3
(H) TOTAL (OF ROWS A-G):	3	3	7	10	36	12	10	10	91
COMPUTED TOTALS	3	3	7	10	36	12	10	10	91

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	SPEECH OR LANGUAGE IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	98	35	29	21	10	1	0	0	194
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	1	12	80	26	4	0	123
(C) RECEIVED A CERTIFICATE	0	0	0	0	1	0	1	0	2
(D) REACHED MAXIMUM AGE					0	0	0	1	1
(E) DIED	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	10	14	7	7	2	0	0	0	40
(G) DROPPED OUT	0	0	1	3	4	3	1	2	14
(H) TOTAL (OF ROWS A-G):	108	49	38	43	97	30	6	3	374
COMPUTED TOTALS	108	49	38	43	97	30	6	3	374

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	VISUAL IMPAIRMENTS									COMPUTED TOTALS
	14	15	16	17	18	19	20	21	14-21 TOTAL	
(A) TRANSFERRED TO REGULAR EDUCATION	0	2	0	1	0	0	0	0	3	3
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	3	5	4	0	0	12	12
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	0	0	0	0	0
(D) REACHED MAXIMUM AGE					0	0	0	1	1	1
(E) DIED	0	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	1	0	0	0	0	0	0	0	1	1
(G) DROPPED OUT	0	0	0	1	1	1	0	0	3	3
(H) TOTAL (OF ROWS A-G):	1	2	0	5	6	5	0	1	20	20
COMPUTED TOTALS	1	2	0	5	6	5	0	1	20	

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	EMOTIONAL DISTURBANCE								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	26	28	30	20	21	8	4	0	137
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	1	46	242	129	60	30	508
(C) RECEIVED A CERTIFICATE	0	0	0	0	2	3	4	16	25
(D) REACHED MAXIMUM AGE					0	0	0	12	12
(E) DIED	0	1	1	0	0	0	0	0	2
(F) MOVED, KNOWN TO BE CONTINUING	113	144	146	118	87	37	14	4	663
(G) DROPPED OUT	3	18	66	87	79	77	43	9	382
(H) TOTAL (OF ROWS A-G):	142	191	244	271	431	254	125	71	1729
COMPUTED TOTALS	142	191	244	271	431	254	125	71	1729

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	ORTHOPEDIC IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	0	3	0	0	0	0	0	0	3
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	3	9	7	0	0	19
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	0	0	2	2
(D) REACHED MAXIMUM AGE					0	0	0	0	0
(E) DIED	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	1	0	0	0	0	0	0	0	1
(G) DROPPED OUT	0	0	0	0	0	0	0	0	0
(H) TOTAL (OF ROWS A-G):	1	3	0	3	9	7	0	2	25
COMPUTED TOTALS	1	3	0	3	9	7	0	2	25

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	OTHER HEALTH IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	55	53	50	41	30	4	1	0	234
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	104	514	250	38	11	917
(C) RECEIVED A CERTIFICATE	0	0	0	1	4	3	2	21	31
(D) REACHED MAXIMUM AGE					0	0	0	15	15
(E) DIED	0	0	1	1	0	0	0	0	2
(F) MOVED, KNOWN TO BE CONTINUING	143	159	138	127	51	12	5	2	637
(G) DROPPED OUT	6	18	39	82	67	54	32	8	306
(H) TOTAL (OF ROWS A-G):	204	230	228	356	666	323	78	57	2142
COMPUTED TOTALS	204	230	228	356	666	323	78	57	2142

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	SPECIFIC LEARNING DISABILITIES								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	158	119	117	102	65	16	5	0	582
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	230	1377	754	141	19	2521
(C) RECEIVED A CERTIFICATE	0	0	0	0	9	5	6	18	38
(D) REACHED MAXIMUM AGE					0	0	2	20	22
(E) DIED	0	1	0	0	0	0	0	0	1
(F) MOVED, KNOWN TO BE CONTINUING	249	263	229	167	113	44	13	8	1086
(G) DROPPED OUT	20	31	82	121	139	113	53	14	573
(H) TOTAL (OF ROWS A-G):	427	414	428	620	1703	932	220	79	4823
COMPUTED TOTALS	427	414	428	620	1703	932	220	79	4823

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	DEAF-BLINDNESS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	0	0	0	0	0	0	0	0	0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	0	1	0	0	0	1
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	0	0	2	2
(D) REACHED MAXIMUM AGE					0	0	0	0	0
(E) DIED	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	0	0	1	0	0	0	0	0	1
(G) DROPPED OUT	0	0	0	0	0	0	1	0	1
(H) TOTAL (OF ROWS A-G):	0	0	1	0	1	0	1	2	5
COMPUTED TOTALS	0	0	1	0	1	0	1	2	5

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	MULTIPLE DISABILITIES								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	3	7	1	3	4	2	0	0	20
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	10	29	26	9	11	85
(C) RECEIVED A CERTIFICATE	0	0	0	0	1	5	3	124	133
(D) REACHED MAXIMUM AGE					0	0	0	6	6
(E) DIED	2	1	0	3	1	1	2	0	10
(F) MOVED, KNOWN TO BE CONTINUING	27	27	20	22	11	7	2	1	117
(G) DROPPED OUT	4	1	7	7	11	8	5	0	43
(H) TOTAL (OF ROWS A-G):	36	36	28	45	57	49	21	142	414
COMPUTED TOTALS	36	36	28	45	57	49	21	142	414

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	AUTISM								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	19	12	8	10	5	0	0	0	54
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	36	191	63	23	12	325
(C) RECEIVED A CERTIFICATE	0	0	0	0	4	4	4	153	165
(D) REACHED MAXIMUM AGE					0	0	0	2	2
(E) DIED	1	0	0	0	0	0	0	0	1
(F) MOVED, KNOWN TO BE CONTINUING	35	32	25	28	9	7	9	1	146
(G) DROPPED OUT	1	4	6	7	5	2	3	0	28
(H) TOTAL (OF ROWS A-G):	56	48	39	81	214	76	39	168	721
COMPUTED TOTALS	56	48	39	81	214	76	39	168	721

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION A (CONTINUED)

BASIS OF EXIT	TRAUMATIC BRAIN INJURY								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	0	1	1	2	0	0	0	0	4
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	1	9	3	1	1	15
(C) RECEIVED A CERTIFICATE	0	0	0	0	1	0	0	2	3
(D) REACHED MAXIMUM AGE					0	0	0	0	0
(E) DIED	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	0	1	0	3	1	0	1	0	6
(G) DROPPED OUT	0	0	0	0	1	3	0	0	4
(H) TOTAL (OF ROWS A-G):	0	2	1	6	12	6	2	3	32
COMPUTED TOTALS	0	2	1	6	12	6	2	3	32

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION B: DISCRETE AGE BY BASIS OF EXIT

BASIS OF EXIT	ALL DISABILITIES								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	361	264	241	203	135	35	10	0	1249
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	2	451	2510	1298	292	93	4646
(C) RECEIVED A CERTIFICATE	0	0	0	4	40	33	45	616	738
(D) REACHED MAXIMUM AGE					0	0	2	66	68
(E) DIED	3	4	3	4	2	2	2	2	22
(F) MOVED, KNOWN TO BE CONTINUING	609	672	605	495	304	127	59	18	2889
(G) DROPPED OUT	37	77	206	319	313	271	149	37	1409
(H) TOTAL (OF ROWS A-G):	1010	1017	1057	1476	3304	1766	559	832	11021
COMPUTED TOTALS	1010	1017	1057	1476	3304	1766	559	832	11021

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION B (CONTINUED)

BASIS OF EXIT	ALL DISABILITIES (PERCENT) ¹								
	14 (PERCENT)	15 (PERCENT)	16 (PERCENT)	17 (PERCENT)	18 (PERCENT)	19 (PERCENT)	20 (PERCENT)	21 (PERCENT)	14-21 TOTAL (PERCENT)
(A) TRANSFERRED TO REGULAR EDUCATION	29%	21%	19%	16%	11%	3%	1%	0%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0%	0%	0%	10%	54%	28%	6%	2%	100%
(C) RECEIVED A CERTIFICATE	0%	0%	0%	1%	5%	4%	6%	83%	100%
(D) REACHED MAXIMUM AGE	0%	0%	0%	0%	0%	0%	3%	97%	100%
(E) DIED	14%	18%	14%	18%	9%	9%	9%	9%	100%
(F) MOVED, KNOWN TO BE CONTINUING	21%	23%	21%	17%	11%	4%	2%	1%	100%
(G) DROPPED OUT	3%	5%	15%	23%	22%	19%	11%	3%	100%
(H) TOTAL (OF ROWS A-G):	9%	9%	10%	13%	30%	16%	5%	8%	100%

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

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION C: RACE/ETHNICITY BY BASIS OF EXIT

BASIS OF EXIT:	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) TRANSFERRED TO REGULAR EDUCATION	107	3	38	433	1	634	33	1249
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	524	18	92	2163	2	1739	108	4646
(C) RECEIVED A CERTIFICATE	58	2	27	349	0	294	8	738
(D) REACHED MAXIMUM AGE	1	0	1	53	0	13	0	68
(E) DIED	3	0	0	10	0	9	0	22
(F) MOVED, KNOWN TO BE CONTINUING	236	11	33	1689	5	842	73	2889
(G) DROPPED OUT	176	5	8	773	2	417	28	1409
(H) TOTAL (OF ROWS A-G):	1105	39	199	5470	10	3948	250	11021
COMPUTED TOTALS	1105	39	199	5470	10	3948	250	11021

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION C (CONTINUED)

BASIS OF EXIT:	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) TRANSFERRED TO REGULAR EDUCATION	9%	0%	3%	35%	0%	51%	3%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	11%	0%	2%	47%	0%	37%	2%	100%
(C) RECEIVED A CERTIFICATE	8%	0%	4%	47%	0%	40%	1%	100%
(D) REACHED MAXIMUM AGE	1%	0%	1%	78%	0%	19%	0%	100%
(E) DIED	14%	0%	0%	45%	0%	41%	0%	100%
(F) MOVED, KNOWN TO BE CONTINUING	8%	0%	1%	58%	0%	29%	3%	100%
(G) DROPPED OUT	12%	0%	1%	55%	0%	30%	2%	100%
(H) TOTAL (OF ROWS A-G):	10%	0%	2%	50%	0%	36%	2%	100%

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

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION D: GENDER BY BASIS OF EXIT

	GENDER		
	MALE	FEMALE	TOTAL
BASIS OF EXIT:			
(A) TRANSFERRED TO REGULAR EDUCATION	833	416	1249
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	3024	1622	4646
(C) RECEIVED A CERTIFICATE	480	258	738
(D) REACHED MAXIMUM AGE	47	21	68
(E) DIED	13	9	22
(F) MOVED, KNOWN TO BE CONTINUING	2012	877	2889
(G) DROPPED OUT	974	435	1409
(H) TOTAL (OF ROWS A-G):	7383	3638	11021
Computed Totals	7383	3638	11021

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION D (CONTINUED)

	GENDER (PERCENT)¹		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
BASIS OF EXIT:			
(A) TRANSFERRED TO REGULAR EDUCATION	67%	33%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	65%	35%	100%
(C) RECEIVED A CERTIFICATE	65%	35%	100%
(D) REACHED MAXIMUM AGE	69%	31%	100%
(E) DIED	59%	41%	100%
(F) MOVED, KNOWN TO BE CONTINUING	70%	30%	100%
(G) DROPPED OUT	69%	31%	100%
(H) TOTAL (OF ROWS A-G):	67%	33%	100%

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

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION E: LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	16	1233	1249
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	95	4551	4646
(C) RECEIVED A CERTIFICATE	16	722	738
(D) REACHED MAXIMUM AGE	1	67	68
(E) DIED	0	22	22
(F) MOVED, KNOWN TO BE CONTINUING	48	2841	2889
(G) DROPPED OUT	37	1372	1409
(H) TOTAL (OF ROWS A-G):	213	10808	11021
Computed Totals	213	10808	11021

**REPORT OF CHILDREN WITH DISABILITIES
EXITING SPECIAL EDUCATION**

SECTION E: LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT (CONTINUED)

	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
BASIS OF EXIT:			
(A) TRANSFERRED TO REGULAR EDUCATION	1%	99%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	2%	98%	100%
(C) RECEIVED A CERTIFICATE	2%	98%	100%
(D) REACHED MAXIMUM AGE	1%	99%	100%
(E) DIED	0%	100%	100%
(F) MOVED, KNOWN TO BE CONTINUING	2%	98%	100%
(G) DROPPED OUT	3%	97%	100%
(H) TOTAL (OF ROWS A-G):	2%	98%	100%

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

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	6821	64953
4	7210	64631
5	7938	63950
6	7363	63300
7	7089	61740
8	7338	62478
HIGH SCHOOL (SPECIFY GRADE:)	7018	59639

¹At a date as close as possible to the State's NCLB testing window.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES (IDEA) WHO PARTICIPATED IN REGULAR (GENERAL) MATHEMATICS ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO PARTICIPATED IN THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	6158	4866
4	6543	5311
5	7290	6212
6	6529	5696
7	6258	5518
8	6473	5767
HIGH SCHOOL (SPECIFY GRADE:) 0	3826	1801

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES (IDEA) WHO PARTICIPATED IN AN ALTERNATE MATHEMATICS ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	593	-9	-9	593
4	605	-9	-9	605
5	588	-9	-9	588
6	698	-9	-9	698
7	649	-9	-9	649
8	712	-9	-9	712
HIGH SCHOOL (SPECIFY GRADE:) 0	3108	-9	2338	770

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES (IDEA) COUNTED AS NON-PARTICIPANTS IN ACCORDANCE WITH ESEA					
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID (5)	STUDENTS WHO PARTICIPATED IN OUT-OF-GRADE LEVEL TESTS (6)	STUDENTS WITH DISABILITIES WHO DID NOT PARTICIPATE IN ANY ASSESSMENT			MEDICAL EMERGENCY (10)
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT PARTICIPATE FOR OTHER REASONS (9)	
3	0	-9	-9	37	33	-9
4	0	-9	-9	36	26	-9
5	0	-9	-9	32	28	-9
6	0	-9	-9	84	52	-9
7	0	-9	-9	115	67	-9
8	0	-9	-9	98	55	-9
HIGH SCHOOL (SPECIFY GRADE:) 0	2	-9	-9	14	68	-9

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR (GENERAL) MATHEMATICS ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11A)									
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced				11A ROW TOTAL ¹
			Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	
3		MSA	3699	2134	325	-9	-9	-9	6158
4		MSA	3558	2417	568	-9	-9	-9	6543
5		MSA	4867	2191	232	-9	-9	-9	7290
6		MSA	4777	1569	183	-9	-9	-9	6529
7		MSA	4859	1251	148	-9	-9	-9	6258
8		MSA	5368	898	207	-9	-9	-9	6473
HIGH SCHOOL (SPECIFY GRADE:)	0	H.S.A.	1809	1704	313	-9	-9	-9	3826

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹The total number of students reported by achievement in 11A is to equal the number reported in column 3.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE MATHEMATICS ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11B)									
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced				11B ROW TOTAL ¹
			Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	
3		Alt-MSA	-9	-9	-9	-9	-9	-9	-9
4		Alt-MSA	-9	-9	-9	-9	-9	-9	-9
5		Alt-MSA	-9	-9	-9	-9	-9	-9	-9
6		Alt-MSA	-9	-9	-9	-9	-9	-9	-9
7		Alt-MSA	-9	-9	-9	-9	-9	-9	-9
8		Alt-MSA	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL (SPECIFY GRADE:)	0	Alt-H.S.A.	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹The total number of students reported by achievement level in 11B is equal the number reported in column 4A

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE MATHEMATICS ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (11C)									
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced				
			Achievement Achievement Level #1	Achievement Achievement Level #2	Achievement Achievement Level #3	Achievement Achievement Level #4	Achievement Achievement Level #5	Achievement Achievement Level #6	11C ROW TOTAL ¹
3			-9	-9	-9	-9	-9	-9	-9
4			-9	-9	-9	-9	-9	-9	-9
5			-9	-9	-9	-9	-9	-9	-9
6			-9	-9	-9	-9	-9	-9	-9
7			-9	-9	-9	-9	-9	-9	-9
8			-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL (SPECIFY GRADE:)	0	MOD-H.S.A.	1747	575	16	-9	-9	-9	2338

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹The total number of students reported by achievement level in 11C is to equal the number reported in column 4B.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE MATHEMATICS ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (11D)									
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced				11D ROW TOTAL ¹
			Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	
3		Alt-MSA	74	213	306	-9	-9	-9	593
4		Alt-MSA	89	205	311	-9	-9	-9	605
5		Alt-MSA	111	237	240	-9	-9	-9	588
6		Alt-MSA	112	258	328	-9	-9	-9	698
7		Alt-MSA	86	207	356	-9	-9	-9	649
8		Alt-MSA	127	254	331	-9	-9	-9	712
HIGH SCHOOL (SPECIFY GRADE:)	0	Alt-H.S.A.	171	264	335	-9	-9	-9	770

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹The total number of students reported by achievement level in 11D is to equal the number reported in column 4C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 11A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 11B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 11C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 11D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (12)	TOTAL ^{1,3} (13)
3	6158	-9	-9	593	70	6821
4	6543	-9	-9	605	62	7210
5	7290	-9	-9	588	60	7938
6	6529	-9	-9	698	136	7363
7	6258	-9	-9	649	182	7089
8	6473	-9	-9	712	153	7338
HIGH SCHOOL :	0	-9	2338	770	84	7018

¹Do not enter data on this page. These data are auto calculated. Please review for errors.

²Column titled 'No Valid Score' (12) is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

³Column 13 should equal the number of students with IEPs reported in column 1 of Section A. Column 13 is calculated by summing the numbers reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION D. ENROLLMENT DATA FOR THE READING/LANGUAGE ARTS ASSESSMENT¹

DATE OF ENROLLMENT COUNT:

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	6639	65294
4	7244	64969
5	7941	64279
6	7289	63639
7	7205	62073
8	7351	62866
HIGH SCHOOL (SPECIFY GRADE:)	6779	61279

¹At a date as close as possible to the State's ESEA testing window.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES (IDEA) WHO PARTICIPATED IN REGULAR (GENERAL) READING/LANGUAGE ARTS ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
	TOTAL (3)	SUBSET (OF 3) WHO PARTICIPATED IN THE ASSESSMENT WITH ACCOMODATIONS (3A)	
3	5984	4738	0
4	6590	5315	2
5	7306	6208	2
6	6464	5617	3
7	6406	5652	1
8	6508	5749	2
HIGH SCHOOL (SPECIFY GRADE:)	0	3777	1947

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES (IDEA) WHO PARTICIPATED IN ALTERNATE READING/LANGUAGE ARTS ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	593	-9	-9	593
4	605	-9	-9	605
5	588	-9	-9	588
6	698	-9	-9	698
7	649	-9	-9	649
8	712	-9	-9	712
HIGH SCHOOL (SPECIFY GRADE:) 0	2921	-9	2151	770

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES (IDEA) COUNTED AS NON-PARTICIPANTS IN ACCORDANCE WITH ESEA						Sum of columns 3 through 10 should equal col 1, Section D
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID (5)	STUDENTS WHO PARTICIPATED IN OUT-OF-GRADE LEVEL TESTS (6)	STUDENTS WITH DISABILITIES WHO DID NOT PARTICIPATE IN ANY ASSESSMENT			MEDICAL EMERGENCY (10)	
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT PARTICIPATE FOR OTHER REASONS (9)		
3	0	-9	-9	32	30	-9	6639
4	0	-9	-9	22	25	-9	7244
5	0	-9	-9	21	24	-9	7941
6	1	-9	-9	73	50	-9	7289
7	0	-9	-9	92	57	-9	7205
8	0	-9	-9	80	49	-9	7351
HIGH SCHOOL (SPECIFY GRADE:) 0	1	-9	-9	14	66	-9	6779

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT

REGULAR (GENERAL) READING/LANGUAGE ARTS ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11A)									
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced				11A ROW TOTAL ¹
			Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	
3		MSA	2844	2919	221	-9	-9	-9	5984
4		MSA	2714	3411	465	-9	-9	-9	6590
5		MSA	2684	3279	1343	-9	-9	-9	7306
6		MSA	3490	2390	584	-9	-9	-9	6464
7		MSA	3977	1943	486	-9	-9	-9	6406
8		MSA	4349	1751	408	-9	-9	-9	6508
HIGH SCHOOL (SPECIFY GRADE:)	0	H.S.A.	1929	1648	200	-9	-9	-9	3777

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement in 11A is to equal the number reported in column 3.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT (CONTINUED)

ALTERNATE READING/LANGUAGE ARTS ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11B)									
GRADE LEVEL		TEST NAME	Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	11B ROW TOTAL ¹
3			-9	-9	-9	-9	-9	-9	-9
4			-9	-9	-9	-9	-9	-9	-9
5			-9	-9	-9	-9	-9	-9	-9
6			-9	-9	-9	-9	-9	-9	-9
7			-9	-9	-9	-9	-9	-9	-9
8			-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL (SPECIFY GRADE:)	0		-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹The total number of students reported by achievement level in 11B is equal the number reported in column 4A.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT (CONTINUED)

ALTERNATE READING/LANGUAGE ARTS ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (11C)										
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced					11C ROWTOTAL ¹
			Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6		
3			-9	-9	-9	-9	-9	-9	-9	-9
4			-9	-9	-9	-9	-9	-9	-9	-9
5			-9	-9	-9	-9	-9	-9	-9	-9
6			-9	-9	-9	-9	-9	-9	-9	-9
7			-9	-9	-9	-9	-9	-9	-9	-9
8			-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL (SPECIFY GRADE:)	0	Mod-H.S.A.	1517	615	19	-9	-9	-9	-9	2151

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹The total number of students reported by achievement level in 11C is to equal the number reported in column 4B.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT (CONTINUED)

ALTERNATE READING/LANGUAGE ARTS ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (11D)									
GRADE LEVEL		TEST NAME	Basic	Proficient	Advanced				
			Achievement Achievement Level #1	Achievement Achievement Level #2	Achievement Achievement Level #3	Achievement Achievement Level #4	Achievement Achievement Level #5	Achievement Achievement Level #6	11D ROW TOTAL ¹
3		Alt-MSA	61	157	375	-9	-9	-9	593
4		Alt-MSA	72	147	386	-9	-9	-9	605
5		Alt-MSA	67	147	374	-9	-9	-9	588
6		Alt-MSA	93	164	441	-9	-9	-9	698
7		Alt-MSA	79	136	434	-9	-9	-9	649
8		Alt-MSA	90	175	447	-9	-9	-9	712
HIGH SCHOOL (SPECIFY GRADE:)	0	Alt-H.S.A.	145	205	420	-9	-9	-9	770

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹The total number of students reported by achievement level in 11D is to equal the number reported in column 4C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

Reporting Year: 2013-2014

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING/LANGUAGE ARTS ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 11A (FROM PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 11B (FROM PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 11C (FROM PAGE 16) ¹	TOTAL REPORTED FOR COLUMN 11D (FROM PAGE 17) ¹	NO VALID SCORE ^{1,2} (12)	TOTAL ^{1,3} (13)
3	5984	-9	-9	593	62	6639
4	6590	-9	-9	605	47	7244
5	7306	-9	-9	588	45	7941
6	6464	-9	-9	698	124	7289
7	6406	-9	-9	649	149	7205
8	6508	-9	-9	712	129	7351
HIGH SCHOOL (SPECIFY GRADE:) 0	3777	-9	2151	770	81	6779

¹Do not enter data on this page. These data are auto calculated. Please review for errors.

²Column titled 'No Valid Score (12)' is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

³Column 13 should equal the number of students with IEPs reported in column 1 of Section A. Column 13 is calculated by summing the numbers reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION A. DISCIPLINARY REMOVAL TYPE BY DISABILITY

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
1. Intellectual Disability	1	0	1	0	0
2. Hearing Impairments	0	0	0	0	0
3. Speech or Language Impairments	0	0	0	0	0
4. Visual Impairments	0	0	0	0	0
5. Emotional Disturbance	12	1	9	2	0
6. Orthopedic Impairments	0	0	0	0	0
7. Other Health Impairments	3	1	2	0	0
8. Specific Learning Disabilities	2	1	1	0	0
9. Deaf-Blindness	0	0	0	0	0
10. Multiple Disabilities	0	0	0	0	0
11. Autism	0	0	0	0	0
12. Traumatic Brain Injury	0	0	0	0	0
13. Developmental Delay ¹	1	0	1	0	0
14. Total	19	3	14	2	0
COMPUTED TOTALS	19	3	14	2	0

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting (PERCENT) ¹				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children (PERCENT)	B. Number of Removals for Drugs (PERCENT)	C. Number of Removals for Weapons (PERCENT)	D. Number of Removals for Serious Bodily Injury (PERCENT)	Number of Children (PERCENT)
Disability					
1. Intellectual Disability	5%	0%	7%	0%	0%
2. Hearing Impairments	0%	0%	0%	0%	0%
3. Speech or Language Impairments	0%	0%	0%	0%	0%
4. Visual Impairments	0%	0%	0%	0%	0%
5. Emotional Disturbance	63%	33%	64%	100%	0%
6. Orthopedic Impairments	0%	0%	0%	0%	0%
7. Other Health Impairments	16%	33%	14%	0%	0%
8. Specific Learning Disabilities	11%	33%	7%	0%	0%
9. Deaf-Blindness	0%	0%	0%	0%	0%
10. Multiple Disabilities	0%	0%	0%	0%	0%
11. Autism	0%	0%	0%	0%	0%
12. Traumatic Brain Injury	0%	0%	0%	0%	0%
13. Developmental Delay ²	5%	0%	7%	0%	0%
14. Total	100%	100%	100%	100%	100%

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

²States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling > 10 Days
Disability				
1. Intellectual Disability	269	33	64	0
2. Hearing Impairments	14	2	5	0
3. Speech or Language Impairments	421	23	190	2
4. Visual Impairments	12	2	2	0
5. Emotional Disturbance	1781	297	319	2
6. Orthopedic Impairments	2	0	1	0
7. Other Health Impairments	2379	285	682	2
8. Specific Learning Disabilities	2829	273	908	4
9. Deaf-Blindness	0	0	0	0
10. Multiple Disabilities	366	18	97	0
11. Autism	22	2	3	0
12. Traumatic Brain Injury	350	5	98	0
13. Developmental Delay ¹	81	3	9	0
14. Total	8526	943	2378	10
COMPUTED TOTAL:	8526	943	2378	10

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less (PERCENT) ¹	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days (PERCENT) ¹	A. Number of Children with In-School Suspensions Totaling 10 Days or Less (PERCENT) ¹	B. Number of Children with In-School Suspensions Totaling > 10 Days (PERCENT) ¹
Disability				
1. Intellectual Disability	3%	3%	3%	0%
2. Hearing Impairments	0%	0%	0%	0%
3. Speech or Language Impairments	5%	2%	8%	20%
4. Visual Impairments	0%	0%	0%	0%
5. Emotional Disturbance	21%	31%	13%	20%
6. Orthopedic Impairments	0%	0%	0%	0%
7. Other Health Impairments	28%	30%	29%	20%
8. Specific Learning Disabilities	33%	29%	38%	40%
9. Deaf-Blindness	0%	0%	0%	0%
10. Multiple Disabilities	4%	2%	4%	0%
11. Autism	0%	0%	0%	0%
12. Traumatic Brain Injury	4%	1%	4%	0%
13. Developmental Delay ²	1%	0%	0%	0%
14. Total	100%	100%	100%	100%

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

²States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totalling 1 Day	C. Number of Children with Disciplinary Removals Totalling 2-10 Days	D. Number of Children with Disciplinary Removals Totalling > 10 Days
1. Intellectual Disability	577	83	216	36
2. Hearing Impairments	29	7	11	2
3. Speech or Language Impairments	912	150	376	29
4. Visual Impairments	28	4	8	3
5. Emotional Disturbance	4921	346	1511	324
6. Orthopedic Impairments	4	0	1	0
7. Other Health Impairments	6044	614	2011	333
8. Specific Learning Disabilities	6311	744	2535	321
9. Deaf-Blindness	0	0	0	0
10. Multiple Disabilities	911	112	284	22
11. Autism	37	9	14	2
12. Traumatic Brain Injury	642	128	261	5
13. Developmental Delay ¹	165	21	57	4
14. Total	20581	2218	7285	1081
COMPUTED TOTAL:	20581	2218	7285	1081

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION B. DISCIPLINARY REMOVAL TYPE BY RACE/ETHNICITY

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
1. Hispanic/Latino	2	1	1	0	0
2. American Indian or Alaska Native	0	0	0	0	0
3. Asian	0	0	0	0	0
4. Black or African American	13	1	11	1	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0	0
6. White	4	1	2	1	0
7. Two or More Races	0	0	0	0	0
8. Total	19	3	14	2	0
COMPUTED TOTAL:	19	3	14	2	0
SECTION A COLUMN TOTAL:	19	3	14	2	0

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting (PERCENT) ¹				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children (PERCENT)	B. Number of Removals for Drugs (PERCENT)	C. Number of Removals for Weapons (PERCENT)	D. Number of Removals for Serious Bodily Injury (PERCENT)	Number of Children (PERCENT)
Race/Ethnicity					
1. Hispanic/Latino	11%	33%	7%	0%	0%
2. American Indian or Alaska Native	0%	0%	0%	0%	0%
3. Asian	0%	0%	0%	0%	0%
4. Black or African American	68%	33%	79%	50%	0%
5. Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%
6. White	21%	33%	14%	50%	0%
7. Two or More Races	0%	0%	0%	0%	0%
8. Total	100%	100%	100%	100%	100%

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

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling > 10 Days
Race/Ethnicity				
1. Hispanic/Latino	581	56	177	1
2. American Indian or Alaska Native	27	1	6	0
3. Asian	56	2	7	0
4. Black or African American	5199	755	1201	4
5. Native Hawaiian or Other Pacific Islander	6	0	0	0
6. White	2345	113	887	5
7. Two or More Races	312	16	100	0
8. Total	8526	943	2378	10

COMPUTED TOTAL:	8526	943	2378	10
SECTION A COLUMN TOTAL:	8526	943	2378	10

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less (PERCENT)	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days (PERCENT)	A. Number of Children with In-School Suspensions Totaling 10 Days or Less (PERCENT)	B. Number of Children with In-School Suspensions Totaling > 10 Days (PERCENT)
Race/Ethnicity				
1. Hispanic/Latino	7%	6%	7%	10%
2. American Indian or Alaska Native	0%	0%	0%	0%
3. Asian	1%	0%	0%	0%
4. Black or African American	61%	80%	51%	40%
5. Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%
6. White	28%	12%	37%	50%
7. Two or More Races	4%	2%	4%	0%
8. Total	100%	100%	100%	100%

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

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21		5. Disciplinary Removals		
Race/Ethnicity	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 Day	C. Number of Children with Disciplinary Removals Totaling 2-10 Days	D. Number of Children with Disciplinary Removals Totaling > 10 Days
1. Hispanic/Latino	1295	170	497	65
2. American Indian or Alaska Native	45	12	19	1
3. Asian	100	23	39	2
4. Black or African American	12599	1083	4551	837
5. Native Hawaiian or Other Pacific Islander	12	4	2	0
6. White	5739	831	1914	156
7. Two or More Races	791	95	263	20
8. Total	20581	2218	7285	1081
COMPUTED TOTAL:	20581	2218	7285	1081
SECTION A COLUMN TOTAL:	20581	2218	7285	1081

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION C. DISCIPLINARY REMOVAL TYPE BY GENDER

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
Gender					
1. Male	16	3	12	1	0
2. Female	3	0	2	1	0
3. Total	19	3	14	2	0

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	(PERCENT) ¹				
Gender	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
1. Male	84%	100%	86%	50%	0%
2. Female	16%	0%	14%	50%	0%
3. Total	100%	100%	100%	100%	100%

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling > 10 Days
Gender				
1. Male	6703	752	1910	8
2. Female	1823	191	468	2
3. Total	8526	943	2378	10

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less ¹	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days ¹	A. Number of Children with In-School Suspensions Totaling 10 Days or Less ¹	B. Number of Children with In-School Suspensions Totaling > 10 Days ¹
Gender				
1. Male	79%	80%	80%	80%
2. Female	21%	20%	20%	20%
3. Total	100%	100%	100%	100%

COMPUTED TOTAL:	8526	943	2378	10
SECTION A COLUMN TOTAL:	8526	943	2378	10

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

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21		5. Disciplinary Removals			
Gender	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 Day	C. Number of Children with Disciplinary Removals Totaling 2-10 Days	D. Number of Children with Disciplinary Removals Totaling > 10 Days	
1. Male	16594	1765	5691	865	
2. Female	3987	453	1594	216	
3. Total	20581	2218	7285	1081	
COMPUTED TOTAL:	20581	2218	7285	1081	
SECTION A COLUMN TOTAL:	20581	2218	7285	1081	

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION D. DISCIPLINARY REMOVAL TYPE BY LIMITED ENGLISH PROFICIENCY STATUS

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
Limited English Proficiency Status					
1. Yes	1	1	0	0	0
2. No	18	2	14	2	0
3. Total	19	3	14	2	0

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	(PERCENT) ¹				
Limited English Proficiency Status	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
1. Yes	5%	33%	0%	0%	0%
2. No	95%	67%	100%	100%	0%
3. Total	100%	100%	100%	100%	100%

COMPUTED TOTAL:	19	3	14	2	0
SECTION A COLUMN TOTAL:	19	3	14	2	0

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

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
Limited English Proficiency Status	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling > 10 Days
1. Yes	151	12	50	1
2. No	8375	931	2328	9
3. Total	8526	943	2378	10

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
Gender	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less ¹	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days ¹	A. Number of Children with In-School Suspensions Totaling 10 Days or Less ¹	B. Number of Children with In-School Suspensions Totaling > 10 Days ¹
1. Male	2%	1%	2%	10%
2. Female	98%	99%	98%	90%
3. Total	100%	100%	100%	100%

COMPUTED TOTAL:	8526	943	2378	10
SECTION A COLUMN TOTAL:	8526	943	2378	10

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

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
Limited English Proficiency Status	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 Day	C. Number of Children with Disciplinary Removals Totaling 2-10 Days	D. Number of Children with Disciplinary Removals Totaling > 10 Days
1. Yes	345	56	120	16
2. No	20236	2162	7165	1065
3. Total	20581	2218	7285	1081
COMPUTED TOTAL:	20581	2218	7285	1081
SECTION A COLUMN TOTAL:	20581	2218	7285	1081

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

SECTION E. CHILDREN SUBJECT TO EXPULSION WITH AND WITHOUT EDUCATIONAL SERVICES BY DISABILITY STATUS

	6. Children Subject to Expulsion			
	Number		Percent¹	
	A. Received Educational Services During Expulsion	B. Did Not Receive Educational Services During Expulsion	A. Received Educational Services During Expulsion	B. Did Not Receive Educational Services During Expulsion
1. Children with Disabilities Ages 3-21	292	0	100.00%	0.00%
2. Children without Disabilities, Grades K-12	689	0	100.00%	0.00%

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