

618 Part B Educational Environment

Reporting Year: 2014-2015

The count and percentage of children with disabilities (IDEA) in the state by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this report does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category.

The count and percentage of children with disabilities (IDEA) in the state by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facility. Note that this report does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category.

This report has been redacted in accordance with the Idaho Data Council recommendations to protect students in small populations or where it is possible to identify an individual student.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Year: 2014-2015

SECTION A: Distribution of Children with Disabilities ages three through five receiving special education by discrete age and early education environment.

These data come from file spec C089 Children with Disabilities early childhood, data group 613: Children with Disabilities early childhood table, Category Set A: Childred with Disabilities early childhood, Subtotal 2: Age, Subtotal 6: Educational Environment ED, and Grand Total

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	63	148	464	675
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	31	76	183	290

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	74	99	118	291
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	35	54	45	134
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	370	550	528	1448
	(C2) ...specifically, a SEPARATE SCHOOL	66	128	47	241
	(C3) ...specifically, a RESIDENTIAL FACILITY				
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				
	(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	34	77	70	181
TOTAL (OF ROWS A1-D2)		674	1134	1459	3267

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Year: 2014-2015

SECTION B: Distribution of Children with Disabilities ages three through five receiving special education by disability category and early education environment.

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by disability category and early education environment. These data come from file spec C089 Children with Disabilities early childhood, data group 613: Children with Disabilities early childhood table, Category Set A: Children with Disabilities early childhood, Subtotal 3: disability category, subtotal 6: educational environment EC, and grand total.

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM			
	(A)		(B)	
	AT LEAST 10 HOURS PER WEEK		LESS THAN 10 HOURS PER WEEK	
	(A1)	(A2)	(B1)	(B2)
	RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC	RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER	RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC	RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER
INTELLECTUAL DISABILITY				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS	310	136	126	51
VISUAL IMPAIRMENTS				

EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS	28		15	
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM	26			12
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY ¹	284	132	138	60
TOTAL:	675	290	291	134

¹ The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Year: 2014-2015

SECTION B (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by disability category and early education environment. These data come from file spec C089 Children with Disabilities early childhood, data group 613: Children with Disabilities early childhood table, Category Set A: Children with Disabilities early childhood, Subtotal 3: disability category, subtotal 6: educational environment EC, and grand total.

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	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION
	(C1) SEPARATE CLASS	(C2) SEPARATE SCHOOL	(C3) RESIDENTIAL FACILITY	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME	

INTELLECTUAL DISABILITY			
HEARING IMPAIRMENTS	13		154
SPEECH OR LANGUAGE IMPAIRMENTS	382	76	
VISUAL IMPAIRMENTS			
EMOTIONAL DISTURBANCE			
ORTHOPEDIC IMPAIRMENTS	10		
OTHER HEALTH IMPAIRMENTS	24		
SPECIFIC LEARNING DISABILITIES			
DEAF-BLINDNESS			
MULTIPLE DISABILITIES	16		
AUTISM	99		
TRAUMATIC BRAIN INJURY			22
DEVELOPMENTAL DELAY ¹	893	133	181
TOTAL:	1448	241	

¹ The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Year: 2014-2015

SECTION B (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by disability category and early education environment. These data come from file spec C089 Children with Disabilities early childhood, data group 613: Children with Disabilities early childhood table, Category Set A: Children with Disabilities early childhood, Subtotal 3: disability category, subtotal 6: educational environment EC, and grand total.

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM (PERCENT)			
	(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	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER
	INTELLECTUAL DISABILITY			
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS	46%	47%	43%	38%

VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS	4%		5%	
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM	4%			9%
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY ¹	42%	46%	47%	45%
TOTAL:	100%	100%	100%	100%

¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Year: 2014-2015

SECTION B (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by disability category and early education environment. These data come from file spec C089 Children with Disabilities early childhood, data group 613: Children with Disabilities early childhood table, Category Set A: Children with Disabilities early childhood, Subtotal 3: disability category, subtotal 6: educational environment EC, and grand total.

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (<u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM) (PERCENT)			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS (PERCENT)	(C2) SEPARATE SCHOOL (PERCENT)	(C3) RESIDENTIAL FACILITY (PERCENT)	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES
INTELLECTUAL DISABILITY					
HEARING IMPAIRMENTS	1%				
SPEECH OR LANGUAGE IMPAIRMENTS	26%	32%			85%
VISUAL IMPAIRMENTS					
EMOTIONAL DISTURBANCE					

ORTHOPEDIC IMPAIRMENTS	1%		
OTHER HEALTH IMPAIRMENTS	2%		
SPECIFIC LEARNING DISABILITIES			
DEAF-BLINDNESS			
MULTIPLE DISABILITIES	1%		
AUTISM	7%		
TRAUMATIC BRAIN INJURY			
DEVELOPMENTAL DELAY ¹	62%	55%	12%
TOTAL:	100%	100%	100%

¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Year: 2014-2015

SECTION C. Distribution of Children with Disabilities ages three through five receiving special education by race/ethnicity and early childhood environment.

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through 5 receiving special education by race/ethnicity and early childhood environment. These data come from EDfacts.

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
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM		13				630	21	675
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION						264	14	290

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								291
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION								134
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	27				1326	74		1448
	(C2) ...specifically, a SEPARATE SCHOOL					214	18		241
	(C3) ...specifically, a RESIDENTIAL FACILITY								
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								
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in								
						171			181
(C) TOTAL (OF ROW A1 -D2)		47	26	19		3025	141		3267

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

Reporting Year: 2014-2015

SECTION C (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through 5 receiving special education by race/ethnicity and early childhood environment. These data come from ED Facts.

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY							
		HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in		2%				93%	3%	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						91%	5%	100%

Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in								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								100%
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	2%				92%	5%	100%	
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood	(C2) ...specifically, a SEPARATE SCHOOL						89%	7%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY								
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES								
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						94%		100%
(C) TOTAL (OF ROW A1 -D2)		1%	1%	1%	0%	0%	93%	4%	100%

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

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

Reporting Year: 2014-2015

SECTION D: Distribution of Children with Disabilities ages three through five receiving special education by gender and early childhood environment.

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by gender and early childhood environment. These data come from EDFacts.

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	460	215	675
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	191	99	290

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	192	99	291
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	89	45	134
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	1030	418	1448
	(C2) ...specifically, a SEPARATE SCHOOL	160	81	241
	(C3) ...specifically, a RESIDENTIAL FACILITY			
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			
	(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	126	55	181
(C) TOTAL (OF ROW A1 -D2)		2252	1015	3267

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

Reporting Year: 2014-2015

SECTION D (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by gender and early childhood environment. These data come from EDFacts.

EDUCATIONAL ENVIRONMENT:		GENDER		
		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	68%	32%	100%
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	66%	34%	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	66%	34%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	66%	34%	100%
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	71%	29%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	66%	34%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY			
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			
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	70%	30%	100%
(C) TOTAL (OF ROW A1 -D2)		69%	31%	100%

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

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

Reporting Year: 2014-2015

SECTION E: Distribution of Children with Disabilities ages three through five receiving special education by Limited English Proficiency (LEP) Status and Early Childhood environment.

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by Limited English Proficiency (LEP) status and early childhood environment. These data come from ED Facts.

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES	NO	TOTAL
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	23	652	675
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			290

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			291
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION			134
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	31	1417	1448
	(C2) ...specifically, a SEPARATE SCHOOL			241
	(C3) ...specifically, a RESIDENTIAL FACILITY			
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			
	(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			181
(C) TOTAL (OF ROW A1 -D2)		72	3195	3267

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

Reporting Year: 2014-2015

SECTION E (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages three through five receiving special education by Limited English Proficiency (LEP) status and early childhood environment. These data come from EDFacts.

		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT)		
		YES (PERCENT)	NO (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			
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...		3%	97%	100%

	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION			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			100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION			100%
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	2%	98%	100%
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL			100%
	(C3) ...specifically, a RESIDENTIAL FACILITY			

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			
	(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			100%
(C) TOTAL (OF ROW A1 -D2)		2%	98%	100%

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

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

Reporting Year: 2014-2015

SECTION F: Distribution of Children with Disabilities ages six through twenty-one receiving special education by disability, educational

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving education by disability, educational environment, and age group. These data come from ED Facts.

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	97	160	21	264	511
HEARING IMPAIRMENTS	66	60		33	35	
SPEECH OR LANGUAGE IMPAIRMENT	3469	762	45	387	394	22
VISUAL IMPAIRMENTS	26	27				
EMOTIONAL DISTURBANCE	206	442	35	81	223	22
ORTHOPEDIC IMPAIRMENTS	65	16			10	
OTHER HEALTH IMPAIRMENTS	1281	1579	122	590	832	50
SPECIFIC LEARNING DISABILITIES	1768	2484	184	558	1399	89
DEAF-BLINDNESS		11				

MULTIPLE DISABILITIES	27	18		43	54	11
AUTISM	546	564	48	232	324	36
TRAUMATIC BRAIN INJURY		21		10	21	
DEVELOPMENTAL DELAY ¹	1142			430		
TOTAL:	8721	6144	475	2657	3814	327

¹The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

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

Reporting Year: 2014-2015

SECTION F (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving education by disability, educational environment, and age group. These data come from EDFacts.

DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF THE DAY			(D) SEPARATE SCHOOL		
	(7) 6-11	(8) 12-17	(9) 18-21	(10) 6-11	(11) 12-17	(12) 18-21
INTELLECTUAL DISABILITY	249	378	146			
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRME	27	27				
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE	76	110	11	42	56	
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS	115	91	20			
SPECIFIC LEARNING DISABILITIES	21	44				
DEAF-BLINDNESS						
MULTIPLE DISABILITIES	156	164	40		11	

AUTISM	302	253	64	13	15	
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹	179					
TOTAL:	1160	1084	303	85	120	28

¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION F (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving education by disability, educational environment, and age group. These data come from EDFacts.

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						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENT						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹						

TOTAL:	13	20	13	12
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¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a

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SECTION F (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving education by disability, educational environment, and age group. These data come from EDFacts.

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19)	(20)	(21)	(22)	(23)	(24)
	6-11	12-17	18-21	6-11	12-17	18-21
INTELLECTUAL DISABILITY						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENT				55		
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE		48	23			
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS		21				
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						

AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY ¹				
TOTAL:		91	52	65

¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION F (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving education by disability, educational environment, and age group. These data come from EDFacts.

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT)							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY	(B) INSIDE THE REGULAR CLASS 79-40% OF DAY	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND /HOSPITAL (PERCENT)	(G) CORRECTI ONAL FACILITY (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
INTELLECTUAL DISABILITY	2%	13%	30%	7%	5%	11%	6%	1%
HEARING IMPAIRMENTS	1%	1%		4%	45%	4%		
SPEECH OR LANGUAGE IMPAIRMENT	28%	12%	2%		3%		6%	79%
VISUAL IMPAIRMENTS				6%	16%			
EMOTIONAL DISTURBANCE		5%	8%	45%	5%	4%	50%	
ORTHOPEDIC IMPAIRMENTS	1%		1%					5%
OTHER HEALTH IMPAIRMENTS	19%	22%	9%	7%	3%	30%	21%	4%
SPECIFIC LEARNING DISABILITIES	29%	30%	3%	3%			11%	6%

DEAF-BLINDNESS				3%	24%			
MULTIPLE DISABILITIES		2%	14%	9%		48%	1%	
AUTISM	8%	9%	24%	13%			4%	5%
TRAUMATIC BRAIN INJURY		1%	1%				2%	
DEVELOPMENTAL DELAY ¹	7%	6%	7%	3%				
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

¹The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

(G) CORRECTIONAL FACILITIES	20					114		145
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS								82
(I) TOTAL(OF ROW A-H)	519	211	133	203	35	22750	1359	25210

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SECTION G (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP) and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving special education by race ethnicity and educational environment SA. These data come from EDFacts.

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY							
	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	2%	1%	1%	1%	0%	90%	6%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	2%	1%		1%		91%	6%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1%		1%	1%		92%	4%	100%
(D) SEPARATE SCHOOL	7%					83%		100%
(E) RESIDENTIAL FACILITY	42%					45%		100%

(F) HOMEBOUND/HOSPITAL								100%
(G) CORRECTIONAL FACILITIES	14%						79%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS								100%
(I) TOTAL(OF ROW A-H)	2%	1%	1%	1%	0%	90%	5%	100%

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SECTION H: Distribution of Children with Disabilities ages six through twenty-one receiving special education by educational environment and sex.

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving special education by educational environment SA and Sex (Membership). These data come from ED Facts.

EDUCATIONAL ENVIRONMENT:	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	10040	5300	15340
(B) INSIDE REGULAR CLASS 79-40% OF DAY	4360	2438	6798
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1697	850	2547
(D) SEPARATE SCHOOL	174	59	233
(E) RESIDENTIAL FACILITY	17	21	38
(F) HOMEBOUND/HOSPITAL			27
(G) CORRECTIONAL FACILITIES			145

(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	53	29	82
(I) TOTAL(OF ROW A-H)	16492	8718	25210

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SECTION H (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving special education by educational environment SA and Sex (Membership). These data come from EDFacts.

EDUCATIONAL ENVIRONMENT:	GENDER		
	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	64%	36%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	67%	33%	100%
(D) SEPARATE SCHOOL	75%	25%	100%
(E) RESIDENTIAL FACILITY	45%	55%	100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%

(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	65%	35%	100%
(I) TOTAL(OF ROW A-H)	65%	35%	100%

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SECTION I: Distribution of Children with Disabilities ages six through twenty-one receiving special education by Educational Environment

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving special education by Educational Environment SA with LEP status (both). These data come from ED Facts.

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	1158	14182	15340
(B) INSIDE REGULAR CLASS 79-40% OF DAY	786	6012	6798
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	171	2376	2547
(D) SEPARATE SCHOOL			233
(E) RESIDENTIAL FACILITY			38
(F) HOMEBOUND/HOSPITAL			27

(G) CORRECTIONAL FACILITIES			145
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			82
(I) TOTAL(OF ROW A-H)	2130	23080	25210

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SECTION I (CONTINUED)

This report provides the U.S. Department of Education, Office of Special Education Programs (OSEP), and state education agencies (SEAs) with the distribution of Children with Disabilities ages six through twenty-one receiving special education by Educational Environment SA with LEP status (both). These data come from EDFacts.

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	8%	92%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	12%	88%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	7%	93%	100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%

(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL(OF ROW A-H)	8%	92%	100%