

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

Reporting Year:

SECTION A. Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by age and disability

DISABILITY	AGE				TOTAL (PERCENT) <sup>1</sup>
	3	4	5	TOTAL	
INTELLECTUAL DISABILITY	5	9	35	49	0%
HEARING IMPAIRMENTS	34	50	54	138	1%
SPEECH OR LANGUAGE IMPAIRMENTS	654	1425	2162	4241	32%
VISUAL IMPAIRMENTS	5	15	14	34	0%
EMOTIONAL DISTURBANCE	0	0	6	6	0%
ORTHOPEDIC IMPAIRMENTS	2	6	13	21	0%
OTHER HEALTH IMPAIRMENTS	51	80	125	256	2%
SPECIFIC LEARNING DISABILITIES	0	2	7	9	0%
DEAF-BLINDNESS	1	0	0	1	0%
MULTIPLE DISABILITIES	37	47	105	189	1%
AUTISM	169	296	421	886	7%
TRAUMATIC BRAIN INJURY	2	4	10	16	0%
DEVELOPMENTAL DELAY <sup>2</sup>	2495	2553	2211	7259	55%
<b>TOTAL: (Sum of all of the above)</b>	<b>3455</b>	<b>4487</b>	<b>5163</b>	<b>13105</b>	<b>100%</b>

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

<sup>2</sup> The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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

Reporting Year:

**SECTION B. Distribution of Children with Disabilities (IDEA) ages 3 through 5 receiving special education by discrete Race/Ethnicity and disability**

DISABILITY	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	
INTELLECTUAL DISABILITY	6	0	0	27	0	15	1	49
HEARING IMPAIRMENTS	33	1	13	32	0	56	3	138
SPEECH OR LANGUAGE IMPAIRMENTS	419	17	98	1147	3	2373	184	4241
VISUAL IMPAIRMENTS	0	0	4	13	0	17	0	34
EMOTIONAL DISTURBANCE	0	0	0	4	0	2	0	6
ORTHOPEDIC IMPAIRMENTS	5	0	1	8	0	6	1	21
OTHER HEALTH IMPAIRMENTS	29	1	6	82	2	124	12	256
SPECIFIC LEARNING DISABILITIES	1	0	0	1	0	7	0	9
DEAF-BLINDNESS	0	0	0	0	0	1	0	1
MULTIPLE DISABILITIES	28	1	12	77	0	67	4	189
AUTISM	93	3	69	345	1	326	49	886
TRAUMATIC BRAIN INJURY	1	0	1	9	0	5	0	16
DEVELOPMENTAL DELAY <sup>1</sup>	1442	24	456	2570	14	2459	294	7259
<b>TOTAL: (Sum of all of the above)</b>	<b>2057</b>	<b>47</b>	<b>660</b>	<b>4315</b>	<b>20</b>	<b>5458</b>	<b>548</b>	<b>13105</b>
<b>TOTAL (PERCENT) <sup>2</sup></b>	<b>16%</b>	<b>0%</b>	<b>5%</b>	<b>33%</b>	<b>0%</b>	<b>42%</b>	<b>4%</b>	<b>100%</b>

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

<sup>2</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE ENTERED.

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

Reporting Year:

SECTION C. Distribution of children with disabilities (IDEA) ages 6 through 21 receiving special education by age and disability

DISABILITY	AGE					
	6	7	8	9	10	11
INTELLECTUAL DISABILITY	117	168	304	375	398	367
HEARING IMPAIRMENTS	66	79	59	78	64	70
SPEECH OR LANGUAGE IMPAIRMENTS	2744	2655	2348	1637	1284	818
VISUAL IMPAIRMENTS	15	14	27	29	26	14
EMOTIONAL DISTURBANCE	39	181	264	334	400	500
ORTHOPEDIC IMPAIRMENTS	22	10	24	10	19	15
OTHER HEALTH IMPAIRMENTS	369	738	1334	1551	1626	1725
SPECIFIC LEARNING DISABILITIES	131	692	1628	2245	2827	3090
DEAF-BLINDNESS	2	1	2	0	0	2
MULTIPLE DISABILITIES	154	248	310	331	363	371
AUTISM	614	714	759	809	835	822
TRAUMATIC BRAIN INJURY	10	12	11	10	14	12
DEVELOPMENTAL DELAY <sup>1</sup>	1610	898	-9	-9		
<b>TOTAL: (Sum of all the above)</b>	<b>5893</b>	<b>6410</b>	<b>7070</b>	<b>7409</b>	<b>7856</b>	<b>7806</b>

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

Reporting Year:

**SECTION C (CONTINUED)**

DISABILITY	AGE					
	12	13	14	15	16	17
INTELLECTUAL DISABILITY	417	433	445	434	449	435
HEARING IMPAIRMENTS	63	58	70	66	68	66
SPEECH OR LANGUAGE IMPAIRMENTS	550	430	259	193	164	102
VISUAL IMPAIRMENTS	28	20	26	28	35	22
EMOTIONAL DISTURBANCE	582	646	708	785	793	695
ORTHOPEDIC IMPAIRMENTS	19	13	22	25	23	17
OTHER HEALTH IMPAIRMENTS	1558	1640	1674	1639	1499	1167
SPECIFIC LEARNING DISABILITIES	3273	3253	3216	3164	3114	2575
DEAF-BLINDNESS	1	0	2	0	1	1
MULTIPLE DISABILITIES	374	417	358	363	363	339
AUTISM	859	787	714	696	658	561
TRAUMATIC BRAIN INJURY	17	19	13	26	29	27
DEVELOPMENTAL DELAY						
<b>TOTAL: (Sum of all the above)</b>	<b>7741</b>	<b>7716</b>	<b>7507</b>	<b>7419</b>	<b>7196</b>	<b>6007</b>

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

Reporting Year:

SECTION C (COUNTINUED)

DISABILITY	AGE					TOTAL	TOTAL (PERCENT) <sup>1</sup>
	18	19	20	21			
INTELLECTUAL DISABILITY	328	295	289	35	5289	6%	
HEARING IMPAIRMENTS	31	12	7	0	857	1%	
SPEECH OR LANGUAGE IMPAIRMENT	42	6	3	0	13235	15%	
VISUAL IMPAIRMENT	7	2	1	0	294	0%	
EMOTIONAL DISTURBANCE	309	120	78	11	6445	7%	
ORTHOPEDIC IMPAIRMENTS	5	3	5	0	232	0%	
OTHER HEALTH IMPAIRMENTS	452	137	62	7	17178	19%	
SPECIFIC LEARNING DISABILITIES	1061	243	89	11	30612	34%	
DEAF-BLINDNESS	0	1	2	0	15	0%	
MULTIPLE DISABILITIES	230	156	159	17	4553	5%	
AUTISM	319	199	217	23	9586	11%	
TRAUMATIC BRAIN INJURY	12	5	7	3	227	0%	
DEVELOPMENTAL DELAY <sup>2</sup>					2508	3%	
<b>TOTAL (Sum of all the above)</b>	<b>2796</b>	<b>1179</b>	<b>919</b>	<b>107</b>	<b>91031</b>	<b>100%</b>	

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

<sup>2</sup> The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

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

Reporting Year:

SECTION D. Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by discrete Race/Ethnicity and disability

DISABILITY	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	
INTELLECTUAL DISABILITY	562	8	154	2998	5	1454	108	5289
HEARING IMPAIRMENTS	140	1	62	233	1	397	23	857
SPEECH OR LANGUAGE IMPAIRMENTS	1762	37	527	4263	15	6152	479	13235
VISUAL IMPAIRMENTS	31	1	26	106	0	118	12	294
EMOTIONAL DISTURBANCE	340	24	59	3669	9	2120	224	6445
ORTHOPEDIC IMPAIRMENTS	28	1	12	85	0	100	6	232
OTHER HEALTH IMPAIRMENTS	1487	73	255	8012	11	6691	649	17178
SPECIFIC LEARNING DISABILITIES	5185	110	468	13597	26	10326	900	30612
DEAF-BLINDNESS	3	0	0	3	0	8	1	15
MULTIPLE DISABILITIES	427	18	147	1496	5	2288	172	4553
AUTISM	942	31	589	3486	7	4177	354	9586
TRAUMATIC BRAIN INJURY	23	2	7	96	0	87	12	227
DEVELOPMENTAL DELAY <sup>1</sup>	623	7	142	938	5	709	84	2508
<b>TOTAL (Sum of all the above)</b>	<b>11553</b>	<b>313</b>	<b>2448</b>	<b>38982</b>	<b>84</b>	<b>34627</b>	<b>3024</b>	<b>91031</b>
<b>TOTAL (PERCENT)<sup>2</sup></b>	<b>13%</b>	<b>0%</b>	<b>3%</b>	<b>43%</b>	<b>0%</b>	<b>38%</b>	<b>3%</b>	<b>100%</b>

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

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PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2014

**SECTION A: Distribution of children with disabilities (IDEA) Ages 3 through 5 receiving special education by discrete age and early education environment.**

EDUCATIONAL ENVIRONMENT:		AGE			
Column 1	Column 2	3	4	5	TOTAL
Row set (A)					
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	1558	2180	3327	7065
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	149	357	602	1108
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	318	255	118	691
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	99	181	312	592
Row Set (C)					
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	902	933	406	2241
	(C2) ...specifically, a SEPARATE SCHOOL	50	66	132	248
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	0	0
ROW Set (D)					
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	12	33	15	60
	(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	367	482	251	1100
<b>TOTAL (OF ROWS A1-D2)</b>		<b>3455</b>	<b>4487</b>	<b>5163</b>	<b>13105</b>

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION B: Distribution of Children with Disabilities (IDEA) Ages 3 through 5 receiving special education by disability category and early education environment.

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM			
	(A) AT LEAST 10 HOURS PER WEEK		(B) LESS THAN 10 HOURS PER WEEK	
	(A1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION
	INTELLECTUAL DISABILITY	20	4	2
HEARING IMPAIRMENTS	31	12	3	5
SPEECH OR LANGUAGE IMPAIRMENTS	2326	534	198	186
VISUAL IMPAIRMENTS	21	5	2	0
EMOTIONAL DISTURBANCE	3	0	1	2
ORTHOPEDIC IMPAIRMENTS	13	2	2	2
OTHER HEALTH IMPAIRMENTS	105	16	9	11
SPECIFIC LEARNING DISABILITIES	5	2	1	0
DEAF-BLINDNESS	0	0	0	0
MULTIPLE DISABILITIES	35	8	3	17
AUTISM	312	89	26	91
TRAUMATIC BRAIN INJURY	5	0	1	1
DEVELOPMENTAL DELAY <sup>1</sup>	4189	436	443	268
<b>TOTAL:</b>	<b>7065</b>	<b>1108</b>	<b>691</b>	<b>592</b>

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



PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION B (CONTINUED)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM <u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM)			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS	(C2) SEPARATE SCHOOL	(C3) RESIDENTIAL FACILITY	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION
INTELLECTUAL DISABILITY	9	5	0	0	0
HEARING IMPAIRMENTS	41	46	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	103	11	0	28	855
VISUAL IMPAIRMENTS	6	0	0	0	0
EMOTIONAL DISTURBANCE	0	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	1	0	0	1
OTHER HEALTH IMPAIRMENTS	82	28	0	1	4
SPECIFIC LEARNING DISABILITIES	0	0	0	1	0
DEAF-BLINDNESS	1	0	0	0	0
MULTIPLE DISABILITIES	53	65	0	6	2
AUTISM	330	37	0	0	1
TRAUMATIC BRAIN INJURY	5	4	0	0	0
DEVELOPMENTAL DELAY <sup>1</sup>	1611	51	0	24	237
<b>TOTAL:</b>	<b>2241</b>	<b>248</b>	<b>0</b>	<b>60</b>	<b>1100</b>

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

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION B (CONTINUED)

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM (PERCENT) <sup>1</sup>			
	(A) AT LEAST 10 HOURS PER WEEK (PERCENT)		(B) LESS THAN 10 HOURS PER WEEK (PERCENT)	
	(A1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION
INTELLECTUAL DISABILITY	0%	0%	0%	2%
HEARING IMPAIRMENTS	0%	1%	0%	1%
SPEECH OR LANGUAGE IMPAIRMENTS	33%	48%	29%	31%
VISUAL IMPAIRMENTS	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENTS	1%	1%	1%	2%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	0%	3%
AUTISM	4%	8%	4%	15%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	59%	39%	64%	45%
<b>TOTAL:</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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<sup>2</sup> The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION B (CONTINUED)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM <u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM) (PERCENT) <sup>1</sup>			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS (PERCENT)	(C2) SEPARATE SCHOOL (PERCENT)	(C3) RESIDENTIAL FACILITY (PERCENT)	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME (PERCENT)	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION (PERCENT)
INTELLECTUAL DISABILITY	0%	2%	0%	0%	0%
HEARING IMPAIRMENTS	2%	19%	0%	0%	0%
SPEECH OR LANGUAGE IMPAIRMENTS	5%	4%	0%	47%	78%
VISUAL IMPAIRMENTS	0%	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENTS	0%	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENTS	4%	11%	0%	2%	0%
SPECIFIC LEARNING DISABILITIES	0%	0%	0%	2%	0%
DEAF-BLINDNESS	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	2%	26%	0%	10%	0%
AUTISM	15%	15%	0%	0%	0%
TRAUMATIC BRAIN INJURY	0%	2%	0%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	72%	21%	0%	40%	22%
<b>TOTAL:</b>	100%	100%	0%	100%	100%

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PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date:

SECTION C. Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by race/ethnicity and early childhood environment.

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY							TOTAL
		HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	1043	32	323	2385	11	2943	328	7065
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	127	1	47	298	3	569	63	1108
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	124	3	33	189	0	325	17	691
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	87	2	23	217	0	243	20	592
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	486	5	168	905	4	595	78	2241
	(C2) ...specifically, a SEPARATE SCHOOL	30	1	16	105	0	91	5	248
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	0	0	0	0	0	0
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	22	0	4	7	0	27	0	60
	(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	138	3	46	209	2	665	37	1100
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>2057</b>	<b>47</b>	<b>660</b>	<b>4315</b>	<b>20</b>	<b>5458</b>	<b>548</b>	<b>13105</b>

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

Reporting Date:

SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY ( PERCENT) <sup>1</sup>							
		HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
Row set (A)									
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	15%	0%	5%	34%	0%	42%	5%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	11%	0%	4%	27%	0%	51%	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%	5%	27%	0%	47%	2%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	15%	0%	4%	37%	0%	41%	3%	100%
Row Set (C)									
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	22%	0%	7%	40%	0%	27%	3%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	12%	0%	6%	42%	0%	37%	2%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	0%	0%	0%	0%	0%	0%
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	37%	0%	7%	12%	0%	45%	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	13%	0%	4%	19%	0%	60%	3%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>16%</b>	<b>0%</b>	<b>5%</b>	<b>33%</b>	<b>0%</b>	<b>42%</b>	<b>4%</b>	<b>100%</b>

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

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**SECTION D: Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by Gender and Early Childhood environment.**

EDUCATIONAL ENVIRONMENT:		GENDER		
		MALE	FEMALE	TOTAL
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	5022	2043	7065
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	792	316	1108
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	495	196	691
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	402	190	592
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	1654	587	2241
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	154	94	248
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	0
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	42	18	60
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	756	344	1100
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>9317</b>	<b>3788</b>	<b>13105</b>

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SECTION D (CONTINUED)

		GENDER (PERCENT) <sup>1</sup>		
		MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
<b>EDUCATIONAL ENVIRONMENT:</b>				
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	71%	29%	100%
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	72%	28%	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	68%	32%	100%
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	74%	26%	100%
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL	62%	38%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	0%
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	70%	30%	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	69%	31%	100%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>71%</b>	<b>29%</b>	<b>100%</b>

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

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**SECTION E: Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by Limited English Proficiency (LEP) Status and Early Childhood environment.**

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES	NO	TOTAL
Row set (A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	407	6658	7065
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	46	1062	1108
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	9	682	691
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	5	587	592
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	124	2117	2241
	(C2) ...specifically, a SEPARATE SCHOOL	4	244	248
	(C3) ...specifically, a RESIDENTIAL FACILITY	0	0	0
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	47	60
	(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	38	1062	1100
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>646</b>	<b>12459</b>	<b>13105</b>



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SECTION E (CONTINUED)

		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
		YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
<b>EDUCATIONAL ENVIRONMENT:</b>				
Row Set (A)				
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	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	1%	99%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	1%	99%	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	2%	98%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	0%
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	22%	78%	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%
<b>(C) TOTAL (OF ROW A1 -D2)</b>		<b>5%</b>	<b>95%</b>	<b>100%</b>

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

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**SECTION F: Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by disability, educational environment, and age group.**

DISABILITY	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
	(1)	(2)	(3)	(4)	(5)	(6)
	6-11	12-17	18-21	6-11	12-17	18-21
INTELLECTUAL DISABILITY	332	341	99	253	520	224
HEARING IMPAIRMENTS	183	182	6	23	30	7
SPEECH OR LANGUAGE IMPAIRMENTS	10591	1492	37	223	108	7
VISUAL IMPAIRMENTS	100	116	4	7	13	0
EMOTIONAL DISTURBANCE	870	1813	161	139	559	59
ORTHOPEDIC IMPAIRMENTS	70	79	6	16	14	3
OTHER HEALTH IMPAIRMENTS	5846	7265	417	607	927	84
SPECIFIC LEARNING DISABILITIES	9117	14954	982	899	2057	180
DEAF-BLINDNESS	0	2	1	1	1	0
MULTIPLE DISABILITIES	716	768	54	175	213	60
AUTISM	2172	1789	114	537	616	112
TRAUMATIC BRAIN INJURY	32	69	9	15	22	3
DEVELOPMENTAL DELAY <sup>1</sup>	1893			140		
<b>TOTAL:</b>	<b>31922</b>	<b>28870</b>	<b>1890</b>	<b>3035</b>	<b>5080</b>	<b>739</b>

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

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DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF THE DAY			(D) SEPARATE SCHOOL		
	(7)	(8)	(9)	(10)	(11)	(12)
	6-11	12-17	18-21	6-11	12-17	18-21
INTELLECTUAL DISABILITY	1031	1536	492	108	193	120
HEARING IMPAIRMENTS	75	17	8	125	156	26
SPEECH OR LANGUAGE IMPAIRMENTS	161	35	1	10	5	4
VISUAL IMPAIRMENTS	3	2	0	11	7	3
EMOTIONAL DISTURBANCE	452	688	45	253	1051	198
ORTHOPEDIC IMPAIRMENTS	6	21	3	8	5	1
OTHER HEALTH IMPAIRMENTS	664	668	79	148	215	50
SPECIFIC LEARNING DISABILITIES	477	1309	136	37	141	33
DEAF-BLINDNESS	4	0	0	1	1	1
MULTIPLE DISABILITIES	378	458	153	478	691	254
AUTISM	1336	1059	236	468	774	289
TRAUMATIC BRAIN INJURY	12	22	9	9	15	5
DEVELOPMENTAL DELAY <sup>1</sup>	368			63		
<b>TOTAL:</b>	4967	5815	1162	1719	3254	984

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

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SECTION F (CONTINUED)

DISABILITY	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
INTELLECTUAL DISABILITY	0	3	2	2	11	0
HEARING IMPAIRMENTS	0	0	0	0	1	0
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	2	0	0
VISUAL IMPAIRMENTS	0	16	3	1	0	0
EMOTIONAL DISTURBANCE	0	3	3	3	18	5
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	1	1	0	21	25	3
SPECIFIC LEARNING DISABILITIES	2	0	1	3	20	5
DEAF-BLINDNESS	1	1	1	0	0	0
MULTIPLE DISABILITIES	5	37	21	19	29	16
AUTISM	1	9	6	6	6	0
TRAUMATIC BRAIN INJURY	0	2	0	1	1	1
DEVELOPMENTAL DELAY <sup>1</sup>	0			1		
<b>TOTAL:</b>	<b>10</b>	<b>72</b>	<b>37</b>	<b>59</b>	<b>111</b>	<b>30</b>

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

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SECTION F (CONTINUED)

DISABILITY	(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	7	10	3	2	0
HEARING IMPAIRMENTS	0	0	1	10	5	2
SPEECH OR LANGUAGE IMPAIRMENTS	0	0	0	498	58	2
VISUAL IMPAIRMENTS	0	0	0	3	5	0
EMOTIONAL DISTURBANCE	0	76	46	2	1	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	33	25	56	43	1
SPECIFIC LEARNING DISABILITIES	0	36	61	78	78	6
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	3	4	6	15	0
AUTISM	0	3	1	33	19	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY <sup>1</sup>	0			43		
<b>TOTAL:</b>	0	158	148	732	226	11

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

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SECTION F (CONTINUED)

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) <sup>1</sup>							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 79-40% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITY (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
INTELLECTUAL DISABILITY	1%	11%	26%	7%	4%	7%	6%	1%
HEARING IMPAIRMENTS	1%	1%	1%	5%	0%	1%	0%	2%
SPEECH OR LANGUAGE IMPAIRMENTS	19%	4%	2%	0%	0%	1%	0%	58%
VISUAL IMPAIRMENTS	0%	0%	0%	0%	16%	1%	0%	1%
EMOTIONAL DISTURBANCE	5%	9%	10%	25%	5%	13%	40%	0%
ORTHOPEdic IMPAIRMENTS	0%	0%	0%	0%	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENTS	22%	18%	12%	7%	2%	25%	19%	10%
SPECIFIC LEARNING DISABILITIES	40%	35%	16%	4%	3%	14%	32%	17%
DEAF-BLINDNESS	0%	0%	0%	0%	3%	0%	0%	0%
MULTIPLE DISABILITIES	2%	5%	8%	24%	53%	32%	2%	2%
AUTISM	7%	14%	22%	26%	13%	6%	1%	5%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	2%	2%	0%	0%
DEVELOPMENTAL DELAY <sup>2</sup>	3%	2%	3%	1%	0%	1%	0%	4%
<b>TOTAL:</b>	100%	100%	100%	100%	100%	100%	100%	100%

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

<sup>2</sup> The definition of developmental delay is state-determined and applies to Children with Disabilities (IDEA) aged three through nine, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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**SECTION G: Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by race ethnicity and educational environment.**

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY							
	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	8083	227	1552	24505	63	26016	2236	62682
(B) INSIDE REGULAR CLASS 79-40% OF DAY	1293	28	261	4283	4	2700	285	8854
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	1612	29	406	6878	7	2722	290	11944
(D) SEPARATE SCHOOL	491	20	189	2823	8	2246	180	5957
(E) RESIDENTIAL FACILITY	11	0	5	53	0	44	6	119
(F) HOMEBOUND/HOSPITAL	8	0	6	81	0	101	4	200
(G) CORRECTIONAL FACILITIES	7	0	1	260	2	31	5	306
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	48	9	28	99	0	767	18	969
<b>(I) TOTAL(OF ROW A-H)</b>	<b>11553</b>	<b>313</b>	<b>2448</b>	<b>38982</b>	<b>84</b>	<b>34627</b>	<b>3024</b>	<b>91031</b>

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT) <sup>1</sup>							TOTAL (PERCENT)
	HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	13%	0%	2%	39%	0%	42%	4%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	15%	0%	3%	48%	0%	30%	3%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	13%	0%	3%	58%	0%	23%	2%	100%
(D) SEPARATE SCHOOL	8%	0%	3%	47%	0%	38%	3%	100%
(E) RESIDENTIAL FACILITY	9%	0%	4%	45%	0%	37%	5%	100%
(F) HOMEBOUND/HOSPITAL	4%	0%	3%	41%	0%	51%	2%	100%
(G) CORRECTIONAL FACILITIES	2%	0%	0%	85%	1%	10%	2%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	5%	1%	3%	10%	0%	79%	2%	100%
(I) TOTAL(OF ROW A-H)	13%	0%	3%	43%	0%	38%	3%	100%

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



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**SECTION H: Distribution of children with disabilities (IDEA) ages 6 through 21 receiving special education by educational environment and sex.**

EDUCATIONAL ENVIRONMENT:	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	42157	20525	62682
(B) INSIDE REGULAR CLASS 79-40% OF DAY	6087	2767	8854
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	8462	3482	11944
(D) SEPARATE SCHOOL	4343	1614	5957
(E) RESIDENTIAL FACILITY	81	38	119
(F) HOMEBOUND/HOSPITAL	122	78	200
(G) CORRECTIONAL FACILITIES	290	16	306
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	642	327	969
<b>(I) TOTAL(OF ROW A-H)</b>	<b>62184</b>	<b>28847</b>	<b>91031</b>

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**SECTION H (CONTINUED)**

EDUCATIONAL ENVIRONMENT:	GENDER (PERCENT) <sup>1</sup>		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	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	68%	32%	100%
(F) HOMEBOUND/HOSPITAL	61%	39%	100%
(G) CORRECTIONAL FACILITIES	95%	5%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	66%	34%	100%
<b>(I) TOTAL(OF ROW A-H)</b>	<b>68%</b>	<b>32%</b>	<b>100%</b>

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

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**SECTION I: Distribution of Children with Disabilities (IDEA) ages 6 through 21 receiving special education by Educational Environment and LEP Status.**

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	3825	58857	62682
(B) INSIDE REGULAR CLASS 79-40% OF DAY	495	8359	8854
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	761	11183	11944
(D) SEPARATE SCHOOL	110	5847	5957
(E) RESIDENTIAL FACILITY	5	114	119
(F) HOMEBOUND/HOSPITAL	3	197	200
(G) CORRECTIONAL FACILITIES	0	306	306
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	5	964	969
<b>(I) TOTAL(OF ROW A-H)</b>	<b>5204</b>	<b>85827</b>	<b>91031</b>

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**SECTION I (CONTINUED)**

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	6%	94%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	6%	94%	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%	99%	100%
(G) CORRECTIONAL FACILITIES	0%	100%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	1%	99%	100%
(I) TOTAL(OF ROW A-H)	6%	94%	100%

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

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

**Reporting Year: 2014-2015**

**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	727.3	44.5	771.8
SPECIAL EDUCATION TEACHERS FOR AGES 6-21	7890.68	636.84	8527.52
TOTAL	8617.98	681.34	9299.32

COMPUTED TOTAL 8617.98 681.34 9299.32

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

**Reporting Year: 2014-2015**

**SECTION B. SPECIAL EDUCATION PARAPROFESSIONALS SERVING CHILDREN WITH DISABILITIES.**

	(1) QUALIFIED	(2) NOT QUALIFIED	(3) TOTAL
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3-5	587	-9	587
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6-21	7839.21	-9	7839.21
TOTAL	8426.21	-9	8426.21
COMPUTED TOTAL	8426.21	0	8426.21

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

Reporting Year: 2014-2015

**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	32.2	0	32.2
2. SPEECH-LANGUAGE PATHOLOGISTS	1436.99	23.7	1460.69
3. INTERPRETERS	126.47	0	126.47
4. PSYCHOLOGISTS	508.8	1	509.8
5. OCCUPATIONAL THERAPISTS	467.96	0	467.96
6. PHYSICAL THERAPISTS	233.95	0	233.95
7. PHYSICAL EDUCATION TEACHERS AND RECREATION AND THERAPEUTIC RECREATION SPECIALISTS	520.86	4.5	525.36
8. SOCIAL WORKERS	490.92	0	490.92
9. MEDICAL/NURSING SERVICE STAFF	215.07	0	215.07
10. COUNSELORS AND REHABILITATION COUNSELORS	182.91	0	182.91
11. ORIENTATION AND MOBILITY SPECIALISTS	18.7	0	18.7

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

Reporting Year: 2014-2015

**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	2	1	2	1	1	2	0	0	9
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	1	24	34	13	4	0	76
(C) RECEIVED A CERTIFICATE	0	0	3	10	18	22	236	38	327
(D) REACHED MAXIMUM AGE					0	0	10	3	13
(E) DIED	0	0	0	0	0	1	1	0	2
(F) MOVED, KNOWN TO BE CONTINUING	33	40	27	35	23	10	8	0	176
(G) DROPPED OUT	1	6	10	15	15	10	9	0	66
(H) TOTAL (OF ROWS A-G):	36	47	43	85	91	58	268	41	669
<b>COMPUTED TOTALS</b>	<b>36</b>	<b>47</b>	<b>43</b>	<b>85</b>	<b>91</b>	<b>58</b>	<b>268</b>	<b>41</b>	<b>669</b>



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

Reporting Year: 2014-2015

**SECTION A (CONTINUED)**

BASIS OF EXIT	HEARING IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	5	1	2	0	0	0	0	0	8
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	7	35	16	3	3	0	64
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	1	4	0	5
(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	3	5	4	4	1	0	0	0	17
(G) DROPPED OUT	0	0	1	1	0	2	0	0	4
(H) TOTAL (OF ROWS A-G):	8	6	14	40	17	6	7	0	98
<b>COMPUTED TOTALS</b>	<b>8</b>	<b>6</b>	<b>14</b>	<b>40</b>	<b>17</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>98</b>

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

Reporting Year: 2014-2015

**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	64	25	17	7	4	2	0	0	119
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	14	51	26	2	0	0	93
(C) RECEIVED A CERTIFICATE	0	0	0	1	1	0	1	0	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	13	8	9	2	1	0	0	0	33
(G) DROPPED OUT	0	1	4	8	3	3	0	0	19
(H) TOTAL (OF ROWS A-G):	77	34	44	69	35	7	1	0	267
<b>COMPUTED TOTALS</b>	<b>77</b>	<b>34</b>	<b>44</b>	<b>69</b>	<b>35</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>267</b>

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

Reporting Year: 2014-2015

**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	1	2	3	0	0	0	0	6	6
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	6	16	3	0	1	0	26	26
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	0	0	0	0	0
(D) REACHED MAXIMUM AGE					0	0	0	0	0	0
(E) DIED	0	0	0	0	0	0	0	0	0	0
(F) MOVED, KNOWN TO BE CONTINUING	2	2	0	0	1	1	0	0	6	6
(G) DROPPED OUT	0	1	0	0	0	0	0	0	1	1
(H) TOTAL (OF ROWS A-G):	2	4	8	19	4	1	1	0	39	39
<b>COMPUTED TOTALS</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>39</b>	

**REPORT OF CHILDREN WITH DISABILITIES  
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**SECTION A (CONTINUED)**

BASIS OF EXIT	EMOTIONAL DISTURBANCE								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	25	30	32	19	10	2	1	0	119
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	49	233	109	44	32	4	471
(C) RECEIVED A CERTIFICATE	0	0	0	3	5	0	11	5	24
(D) REACHED MAXIMUM AGE					0	0	2	10	12
(E) DIED	1	0	0	1	1	0	0	0	3
(F) MOVED, KNOWN TO BE CONTINUING	114	140	139	95	46	19	11	0	564
(G) DROPPED OUT	9	41	105	110	87	40	31	4	427
(H) TOTAL (OF ROWS A-G):	149	211	325	461	258	105	88	23	1620
<b>COMPUTED TOTALS</b>	<b>149</b>	<b>211</b>	<b>325</b>	<b>461</b>	<b>258</b>	<b>105</b>	<b>88</b>	<b>23</b>	<b>1620</b>

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

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**SECTION A (CONTINUED)**

BASIS OF EXIT	ORTHOPEDIC IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	2	1	1	0	0	0	0	0	4
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	0	6	4	0	1	0	11
(C) RECEIVED A CERTIFICATE	0	0	0	1	0	0	3	0	4
(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	3	1	0	0	1	0	0	5
(G) DROPPED OUT	0	0	0	1	0	0	0	0	1
(H) TOTAL (OF ROWS A-G):	2	4	2	8	4	1	4	0	25
<b>COMPUTED TOTALS</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>25</b>

**REPORT OF CHILDREN WITH DISABILITIES  
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**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	61	62	58	41	17	5	1	0	245
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	92	545	243	52	14	1	947
(C) RECEIVED A CERTIFICATE	0	0	0	5	4	2	16	4	31
(D) REACHED MAXIMUM AGE					0	0	1	12	13
(E) DIED	1	2	2	0	0	0	0	0	5
(F) MOVED, KNOWN TO BE CONTINUING	145	162	146	93	42	11	5	0	604
(G) DROPPED OUT	7	29	96	85	64	39	25	2	347
(H) TOTAL (OF ROWS A-G):	214	255	394	769	370	109	62	19	2192
<b>COMPUTED TOTALS</b>	<b>214</b>	<b>255</b>	<b>394</b>	<b>769</b>	<b>370</b>	<b>109</b>	<b>62</b>	<b>19</b>	<b>2192</b>

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

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**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	137	93	120	88	34	9	1	0	482
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	209	1328	740	124	28	3	2432
(C) RECEIVED A CERTIFICATE	0	0	0	9	12	3	18	0	42
(D) REACHED MAXIMUM AGE					0	0	12	23	35
(E) DIED	1	1	0	2	0	0	0	0	4
(F) MOVED, KNOWN TO BE CONTINUING	218	239	214	142	54	22	7	1	897
(G) DROPPED OUT	13	41	141	142	126	77	33	8	581
(H) TOTAL (OF ROWS A-G):	369	374	684	1711	966	235	99	35	4473
<b>COMPUTED TOTALS</b>	<b>369</b>	<b>374</b>	<b>684</b>	<b>1711</b>	<b>966</b>	<b>235</b>	<b>99</b>	<b>35</b>	<b>4473</b>

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

Reporting Year: 2014-2015

**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	0	0	0	0	0
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	0	1	0	1
(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	0	0	0	0	0	0	0
(G) DROPPED OUT	0	0	0	0	0	0	0	0	0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	1	0	1
<b>COMPUTED TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>



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

Reporting Year: 2014-2015

**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	5	4	5	1	0	0	0	18
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	9	45	31	8	8	0	101
(C) RECEIVED A CERTIFICATE	0	0	0	2	5	2	129	17	155
(D) REACHED MAXIMUM AGE					0	0	5	2	7
(E) DIED	0	0	1	2	1	1	0	0	5
(F) MOVED, KNOWN TO BE CONTINUING	21	20	18	28	10	11	3	0	111
(G) DROPPED OUT	0	5	13	15	10	4	0	0	47
(H) TOTAL (OF ROWS A-G):	24	30	45	97	58	26	145	19	444
<b>COMPUTED TOTALS</b>	<b>24</b>	<b>30</b>	<b>45</b>	<b>97</b>	<b>58</b>	<b>26</b>	<b>145</b>	<b>19</b>	<b>444</b>

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

Reporting Year: 2014-2015

**SECTION A (CONTINUED)**

BASIS OF EXIT	AUTISM								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	11	10	16	12	2	1	0	0	52
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	25	197	86	22	14	4	348
(C) RECEIVED A CERTIFICATE	0	0	1	0	3	3	169	22	198
(D) REACHED MAXIMUM AGE					0	0	3	0	3
(E) DIED	0	0	0	0	0	0	2	0	2
(F) MOVED, KNOWN TO BE CONTINUING	38	37	22	8	11	2	2	0	120
(G) DROPPED OUT	0	3	5	4	5	0	0	0	17
(H) TOTAL (OF ROWS A-G):	49	50	69	221	107	28	190	26	740
<b>COMPUTED TOTALS</b>	<b>49</b>	<b>50</b>	<b>69</b>	<b>221</b>	<b>107</b>	<b>28</b>	<b>190</b>	<b>26</b>	<b>740</b>

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

Reporting Year: 2014-2015

**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	1	0	2	1	0	0	0	0	4
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	1	13	3	1	1	0	19
(C) RECEIVED A CERTIFICATE	0	0	0	0	0	2	6	1	9
(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	2	1	0	1	1	1	0	0	6
(G) DROPPED OUT	0	2	0	2	1	0	0	0	5
(H) TOTAL (OF ROWS A-G):	3	3	3	17	5	4	7	2	44
<b>COMPUTED TOTALS</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>17</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>44</b>

**REPORT OF CHILDREN WITH DISABILITIES  
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Reporting Year: 2014-2015

**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	311	229	256	177	69	21	3	0	1066
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0	0	413	2493	1295	269	106	12	4588
(C) RECEIVED A CERTIFICATE	0	0	4	31	48	35	594	87	799
(D) REACHED MAXIMUM AGE					0	0	33	51	84
(E) DIED	3	3	3	5	2	2	3	0	21
(F) MOVED, KNOWN TO BE CONTINUING	589	657	580	408	190	78	36	1	2539
(G) DROPPED OUT	30	129	375	383	311	175	98	14	1515
(H) TOTAL (OF ROWS A-G):	933	1018	1631	3497	1915	580	873	165	10612
<b>COMPUTED TOTALS</b>	<b>933</b>	<b>1018</b>	<b>1631</b>	<b>3497</b>	<b>1915</b>	<b>580</b>	<b>873</b>	<b>165</b>	<b>10612</b>

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

Reporting Year: 2014-2015

**SECTION B (CONTINUED)**

BASIS OF EXIT	ALL DISABILITIES (PERCENT) <sup>1</sup>								
	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%	24%	17%	6%	2%	0%	0%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	0%	0%	9%	54%	28%	6%	2%	0%	100%
(C) RECEIVED A CERTIFICATE	0%	0%	1%	4%	6%	4%	74%	11%	100%
(D) REACHED MAXIMUM AGE	0%	0%	0%	0%	0%	0%	39%	61%	100%
(E) DIED	14%	14%	14%	24%	10%	10%	14%	0%	100%
(F) MOVED, KNOWN TO BE CONTINUING	23%	26%	23%	16%	7%	3%	1%	0%	100%
(G) DROPPED OUT	2%	9%	25%	25%	21%	12%	6%	1%	100%
(H) TOTAL (OF ROWS A-G):	9%	10%	15%	33%	18%	5%	8%	2%	100%

<sup>1</sup>STATES 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**

Reporting Year: 2014-2015

**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	73	2	31	399	0	529	32	1066
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	504	16	100	2139	3	1699	127	4588
(C) RECEIVED A CERTIFICATE	71	1	26	374	0	320	7	799
(D) REACHED MAXIMUM AGE	3	0	0	67	0	13	1	84
(E) DIED	1	0	2	9	0	7	2	21
(F) MOVED, KNOWN TO BE CONTINUING	228	12	35	1524	3	644	93	2539
(G) DROPPED OUT	169	5	9	872	2	425	33	1515
(H) TOTAL (OF ROWS A-G):	1049	36	203	5384	8	3637	295	10612
<b>COMPUTED TOTALS</b>	<b>1049</b>	<b>36</b>	<b>203</b>	<b>5384</b>	<b>8</b>	<b>3637</b>	<b>295</b>	<b>10612</b>

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

Reporting Year: 2014-2015

**SECTION C (CONTINUED)**

BASIS OF EXIT:	RACE/ETHNICITY (PERCENT) <sup>1</sup>							
	HISPANIC /LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
(A) TRANSFERRED TO REGULAR EDUCATION	7%	0%	3%	37%	0%	50%	3%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	11%	0%	2%	47%	0%	37%	3%	100%
(C) RECEIVED A CERTIFICATE	9%	0%	3%	47%	0%	40%	1%	100%
(D) REACHED MAXIMUM AGE	4%	0%	0%	80%	0%	15%	1%	100%
(E) DIED	5%	0%	10%	43%	0%	33%	10%	100%
(F) MOVED, KNOWN TO BE CONTINUING	9%	0%	1%	60%	0%	25%	4%	100%
(G) DROPPED OUT	11%	0%	1%	58%	0%	28%	2%	100%
(H) TOTAL (OF ROWS A-G):	10%	0%	2%	51%	0%	34%	3%	100%

<sup>1</sup>STATES 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**

Reporting Year: 2014-2015

**SECTION D: GENDER BY BASIS OF EXIT**

BASIS OF EXIT:	GENDER		
	MALE	FEMALE	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	705	361	1066
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	3042	1546	4588
(C) RECEIVED A CERTIFICATE	532	267	799
(D) REACHED MAXIMUM AGE	61	23	84
(E) DIED	16	5	21
(F) MOVED, KNOWN TO BE CONTINUING	1799	740	2539
(G) DROPPED OUT	1023	492	1515
(H) TOTAL (OF ROWS A-G):	7178	3434	10612
<b>Computed Totals</b>	<b>7178</b>	<b>3434</b>	<b>10612</b>



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

Reporting Year: 2014-2015

**SECTION D (CONTINUED)**

	<b>GENDER (PERCENT)<sup>1</sup></b>		
	<b>MALE (PERCENT)</b>	<b>FEMALE (PERCENT)</b>	<b>TOTAL (PERCENT)</b>
<b>BASIS OF EXIT:</b>			
(A) TRANSFERRED TO REGULAR EDUCATION	66%	34%	100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	66%	34%	100%
(C) RECEIVED A CERTIFICATE	67%	33%	100%
(D) REACHED MAXIMUM AGE	73%	27%	100%
(E) DIED	76%	24%	100%
(F) MOVED, KNOWN TO BE CONTINUING	71%	29%	100%
(G) DROPPED OUT	68%	32%	100%
(H) TOTAL (OF ROWS A-G):	68%	32%	100%

<sup>1</sup>STATES 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**

**Reporting Year: 2014-2015**

**SECTION E: LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT**

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION	14	1052	1066
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA	74	4514	4588
(C) RECEIVED A CERTIFICATE	12	787	799
(D) REACHED MAXIMUM AGE	0	84	84
(E) DIED	0	21	21
(F) MOVED, KNOWN TO BE CONTINUING	57	2482	2539
(G) DROPPED OUT	26	1489	1515
(H) TOTAL (OF ROWS A-G):	183	10429	10612
<b>Computed Totals</b>	<b>183</b>	<b>10429</b>	<b>10612</b>

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

Reporting Year: 2014-2015

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

	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
<b>BASIS OF EXIT:</b>			
(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	0%	100%	100%
(E) DIED	0%	100%	100%
(F) MOVED, KNOWN TO BE CONTINUING	2%	98%	100%
(G) DROPPED OUT	2%	98%	100%
(H) TOTAL (OF ROWS A-G):	2%	98%	100%

<sup>1</sup>STATES 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: 2014-2015

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT: \_\_\_\_\_

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	7892	66607
4	7997	65356
5	8059	64879
6	7818	63808
7	7663	63538
8	7443	62344
HIGH SCHOOL (SPECIFY GRADE:) 10	6648	58375

<sup>1</sup>At 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: 2014-2015

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	7209	5673
4	7256	6256
5	7325	6511
6	6937	6109
7	6623	5990
8	6400	5812
HIGH SCHOOL (SPECIFY GRADE:) 10	3765	1838

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

Reporting Year: 2014-2015

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		570	-9	-9	570
4		648	-9	-9	648
5		639	-9	-9	639
6		667	-9	-9	667
7		772	-9	-9	772
8		638	-9	-9	638
HIGH SCHOOL (SPECIFY GRADE:)	10	2843	-9	2102	741

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

Reporting Year: 2014-2015

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	-9	-9	-9	-9	113	-9
4	-9	-9	-9	-9	93	-9
5	-9	-9	-9	-9	95	-9
6	-9	-9	-9	-9	214	-9
7	-9	-9	-9	-9	268	-9
8	-9	-9	-9	-9	405	-9
HIGH SCHOOL (SPECIFY GRADE:) 10	2	-9	-9	-9	38	-9

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

Reporting Year: 2014-2015

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	Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	11A ROW TOTAL <sup>1</sup>	
			3			2905	2306	1205		708
4			2865	2913	1025	415	38	-9	7256	
5			2487	3387	1079	325	47	-9	7325	
6			2768	2971	864	302	32	-9	6937	
7			2787	2758	832	230	16	-9	6623	
8			3830	1702	588	264	16	-9	6400	
HIGH SCHOOL (SPECIFY GRADE:)	10		-9	-9	-9	-9	-9	-9	3765	3765

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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	Achievement Level #1	Achievement Level #2	Achievement Level #3	Achievement Level #4	Achievement Level #5	Achievement Level #6	11B ROW TOTAL <sup>1</sup>
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:)	10		-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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	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 <sup>1</sup>
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:)	10		10	451	1641	-9	-9	-9	2102

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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	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 <sup>1</sup>
3			241	219	110	-9	-9	-9	570
4			299	217	132	-9	-9	-9	648
5			259	228	152	-9	-9	-9	639
6			300	215	152	-9	-9	-9	667
7			421	242	109	-9	-9	-9	772
8			281	249	108	-9	-9	-9	638
HIGH SCHOOL (SPECIFY GRADE:)	10		328	243	170	-9	-9	-9	741

LOWEST ACHIEVEMENT LEVEL  
CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 11A (FROM PAGE 5) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 11B (FROM PAGE 6) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 11C (FROM PAGE 7) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 11D (FROM PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (12)	TOTAL <sup>1,3</sup> (13)
3	7209	-9	-9	570	113	7892
4	7256	-9	-9	648	93	7997
5	7325	-9	-9	639	95	8059
6	6937	-9	-9	667	214	7818
7	6623	-9	-9	772	268	7663
8	6400	-9	-9	638	405	7443
<b>HIGH SCHOOL :</b> 10	3765	-9	2102	741	40	6648

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

<sup>2</sup>Column 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.

<sup>3</sup>Column 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: 2014-2015

SECTION D. ENROLLMENT DATA FOR THE READING/LANGUAGE ARTS ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT:

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		7869	66363
4		7961	65175
5		8042	64669
6		7825	63959
7		7654	63481
8		7446	61749
HIGH SCHOOL (SPECIFY GRADE:)	10	6434	59911

<sup>1</sup>At 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: 2014-2015

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	7156	5240	26
4	7171	5894	33
5	7287	6280	22
6	6950	5919	6
7	6622	5829	5
8	6412	5637	6
HIGH SCHOOL (SPECIFY GRADE:) 10	3819	1857	0

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

Reporting Year: 2014-2015

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	570	-9	-9	570
4	648	-9	-9	648
5	639	-9	-9	639
6	667	-9	-9	667
7	772	-9	-9	772
8	638	-9	-9	638
HIGH SCHOOL (SPECIFY GRADE:) 10	2569	-9	1828	741

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

Reporting Year: 2014-2015

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	-9	-9	-9	-9	117	-9	7869
4	-9	-9	-9	-9	109	-9	7961
5	-9	-9	-9	-9	94	-9	8042
6	-9	-9	-9	-9	202	-9	7825
7	-9	-9	-9	-9	255	-9	7654
8	-9	-9	-9	-9	390	-9	7446
HIGH SCHOOL (SPECIFY GRADE:) 10	3	-9	-9	-9	43	-9	6434



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

Reporting Year: 2014-2015

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	Achievement Achievement Level #1	Achievement Achievement Level #2	Achievement Achievement Level #3	Achievement Achievement Level #4	Achievement Achievement Level #5	Achievement Achievement Level #6	11A ROW TOTAL <sup>1</sup>
3			3859	1679	927	674	43	-9	7182
4			3121	2311	1174	551	47	-9	7204
5			3251	2531	1115	399	13	-9	7309
6			3314	2350	977	304	11	-9	6956
7			3990	1567	766	260	44	-9	6627
8			3844	1479	784	287	24	-9	6418
HIGH SCHOOL (SPECIFY GRADE:)	10		-9	-9	-9	-9	-9	3819	3819

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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 <sup>1</sup>
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:)	10		-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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	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 ROWTOTAL <sup>1</sup>
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:)	10		11	418	1399	-9	-9	-9	1828

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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	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 <sup>1</sup>
3			311	165	94	-9	-9	-9	570
4			353	182	113	-9	-9	-9	648
5			343	191	105	-9	-9	-9	639
6			391	164	112	-9	-9	-9	667
7			512	176	84	-9	-9	-9	772
8			370	184	84	-9	-9	-9	638
HIGH SCHOOL (SPECIFY GRADE:)	10		395	205	141	-9	-9	-9	741

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The 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: 2014-2015

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) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 11B (FROM PAGE 15) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 11C (FROM PAGE 16) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 11D (FROM PAGE 17) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (12)	TOTAL <sup>1,3</sup> (13)
3	7182	-9	-9	570	117	7869
4	7204	-9	-9	648	109	7961
5	7309	-9	-9	639	94	8042
6	6956	-9	-9	667	202	7825
7	6627	-9	-9	772	255	7654
8	6418	-9	-9	638	390	7446
HIGH SCHOOL (SPECIFY GRADE:) 10	3819	-9	1828	741	46	6434

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

<sup>2</sup>Column 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.

<sup>3</sup>Column 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**

Reporting Year: 2014-2015

**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	0	0	0	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	1	0	1	0	0
6. Orthopedic Impairments	0	0	0	0	0
7. Other Health Impairments	2	0	2	0	0
8. Specific Learning Disabilities	0	0	0	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 <sup>1</sup>	0	0	0	0	0
14. Total	3	0	3	0	0
<b>COMPUTED TOTALS</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>

<sup>1</sup>States 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

Reporting Year: 2014-2015

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting (PERCENT) <sup>1</sup>				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	0%	0%	0%	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	33%	0%	33%	0%	0%
6. Orthopedic Impairments	0%	0%	0%	0%	0%
7. Other Health Impairments	67%	0%	67%	0%	0%
8. Specific Learning Disabilities	0%	0%	0%	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 <sup>2</sup>	0%	0%	0%	0%	0%
14. Total	100%	100%	100%	100%	100%

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

<sup>2</sup>States 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

Reporting Year: 2014-2015

## 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	287	22	59	0
2. Hearing Impairments	11	1	5	0
3. Speech or Language Impairments	378	22	132	0
4. Visual Impairments	9	0	5	0
5. Emotional Disturbance	1679	235	313	0
6. Orthopedic Impairments	3	0	0	0
7. Other Health Impairments	2333	190	633	1
8. Specific Learning Disabilities	2573	218	711	1
9. Deaf-Blindness	0	0	0	0
10. Multiple Disabilities	357	18	110	0
11. Autism	313	11	74	0
12. Traumatic Brain Injury	14	3	3	0
13. Developmental Delay <sup>1</sup>	83	1	16	0
14. Total	8040	721	2061	2
<b>COMPUTED TOTAL:</b>	<b>8040</b>	<b>721</b>	<b>2061</b>	<b>2</b>

<sup>1</sup>States 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**

Reporting Year: 2014-2015

**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) <sup>1</sup>	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days (PERCENT) <sup>1</sup>	A. Number of Children with In-School Suspensions Totaling 10 Days or Less (PERCENT) <sup>1</sup>	B. Number of Children with In-School Suspensions Totaling > 10 Days (PERCENT) <sup>1</sup>
Disability				
1. Intellectual Disability	4%	3%	3%	0%
2. Hearing Impairments	0%	0%	0%	0%
3. Speech or Language Impairments	5%	3%	6%	0%
4. Visual Impairments	0%	0%	0%	0%
5. Emotional Disturbance	21%	33%	15%	0%
6. Orthopedic Impairments	0%	0%	0%	0%
7. Other Health Impairments	29%	26%	31%	50%
8. Specific Learning Disabilities	32%	30%	34%	50%
9. Deaf-Blindness	0%	0%	0%	0%
10. Multiple Disabilities	4%	2%	5%	0%
11. Autism	4%	2%	4%	0%
12. Traumatic Brain Injury	0%	0%	0%	0%
13. Developmental Delay <sup>2</sup>	1%	0%	1%	0%
14. Total	100%	100%	100%	100%

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

<sup>2</sup>States 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**

**Reporting Year: 2014-2015**

**SECTION A (CONTINUED)**

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
	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. Intellectual Disability	578	83	234	23
2. Hearing Impairments	27	5	10	1
3. Speech or Language Impairments	789	157	283	26
4. Visual Impairments	19	3	10	0
5. Emotional Disturbance	4559	311	1441	256
6. Orthopedic Impairments	3	2	1	0
7. Other Health Impairments	5544	574	2012	229
8. Specific Learning Disabilities	5559	667	2256	250
9. Deaf-Blindness	0	0	0	0
10. Multiple Disabilities	943	111	277	25
11. Autism	612	119	229	11
12. Traumatic Brain Injury	39	2	13	3
13. Developmental Delay <sup>1</sup>	172	26	63	1
14. Total	18844	2060	6829	825
<b>COMPUTED TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>

<sup>1</sup>States 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**

Reporting Year: 2014-2015

**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	0	0	0	0	0
2. American Indian or Alaska Native	0	0	0	0	0
3. Asian	1	0	1	0	0
4. Black or African American	0	0	0	0	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0	0
6. White	2	0	2	0	0
7. Two or More Races	0	0	0	0	0
8. Total	3	0	3	0	0
<b>COMPUTED TOTAL:</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL**

Reporting Year: 2014-2015

**SECTION B (CONTINUED)**

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting (PERCENT) <sup>1</sup>				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	0%	0%	0%	0%	0%
2. American Indian or Alaska Native	0%	0%	0%	0%	0%
3. Asian	33%	0%	33%	0%	0%
4. Black or African American	0%	0%	0%	0%	0%
5. Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%
6. White	67%	0%	67%	0%	0%
7. Two or More Races	0%	0%	0%	0%	0%
8. Total	100%	100%	100%	100%	100%

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

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL**

**Reporting Year: 2014-2015**

**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	569	35	138	0
2. American Indian or Alaska Native	22	3	5	0
3. Asian	40	1	13	0
4. Black or African American	4994	598	1037	2
5. Native Hawaiian or Other Pacific Islander	5	0	1	0
6. White	2089	69	758	0
7. Two or More Races	321	15	109	0
8. Total	8040	721	2061	2

<b>COMPUTED TOTAL:</b>	<b>8040</b>	<b>721</b>	<b>2061</b>	<b>2</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>8040</b>	<b>721</b>	<b>2061</b>	<b>2</b>

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL**

**Reporting Year: 2014-2015**

**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%	5%	7%	0%
2. American Indian or Alaska Native	0%	0%	0%	0%
3. Asian	0%	0%	1%	0%
4. Black or African American	62%	83%	50%	100%
5. Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%
6. White	26%	10%	37%	0%
7. Two or More Races	4%	2%	5%	0%
8. Total	100%	100%	100%	100%

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

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL**

**Reporting Year: 2014-2015**

**SECTION B (CONTINUED)**

<b>Children with Disabilities Ages 3-21</b>	<b>5. Disciplinary Removals</b>			
<b>Race/Ethnicity</b>	<b>A. Total Disciplinary Removals</b>	<b>B. Number of Children with Disciplinary Removals Totaling 1 Day</b>	<b>C. Number of Children with Disciplinary Removals Totaling 2-10 Days</b>	<b>D. Number of Children with Disciplinary Removals Totaling &gt; 10 Days</b>
1. Hispanic/Latino	1176	165	478	36
2. American Indian or Alaska Native	50	6	19	3
3. Asian	71	19	25	3
4. Black or African American	11736	1048	4346	660
5. Native Hawaiian or Other Pacific Islander	10	0	6	0
6. White	4999	728	1696	100
7. Two or More Races	802	94	259	23
8. Total	18844	2060	6829	825
<b>COMPUTED TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL**

**Reporting Year: 2014-2015**

**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	3	0	3	0	0
2. Female	0	0	0	0	0
3. Total	3	0	3	0	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) <sup>1</sup>				
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	100%	0%	100%	0%	0%
2. Female	0%	0%	0%	0%	0%
3. Total	100%	100%	100%	100%	100%



**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:**

**Reporting Year: 2014-2015**

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	6310	576	1650	2
2. Female	1730	145	411	0
3. Total	8040	721	2061	2

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 <sup>1</sup>	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days <sup>1</sup>	A. Number of Children with In-School Suspensions Totaling 10 Days or Less <sup>1</sup>	B. Number of Children with In-School Suspensions Totaling > 10 Days <sup>1</sup>
Gender				
1. Male	78%	80%	80%	100%
2. Female	22%	20%	20%	0%
3. Total	100%	100%	100%	100%

COMPUTED TOTAL:	8040	721	2061	2
SECTION A COLUMN TOTAL:	8040	721	2061	2

<sup>1</sup>STATES 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

Reporting Year: 2014-2015

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	15188	1594	5378	655
2. Female	3656	466	1451	170
3. Total	18844	2060	6829	825
<b>COMPUTED TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

Reporting Year: 2014-2015

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
	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
1. Yes	0	0	0	0	0
2. No	3	0	3	0	0
3. Total	3	0	3	0	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) <sup>1</sup>				
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	0%	0%	0%	0%	0%
2. No	100%	0%	100%	0%	0%
3. Total	100%	100%	100%	100%	100%

<b>COMPUTED TOTAL:</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>

<sup>1</sup>STATES 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**

**Reporting Year: 2014-2015**

**SECTION D (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
Limited English Proficiency Status				
1. Yes	149	7	50	0
2. No	7891	714	2011	2
3. Total	8040	721	2061	2

**SECTION D (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 <sup>1</sup>	B. Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days <sup>1</sup>	A. Number of Children with In-School Suspensions Totaling 10 Days or Less <sup>1</sup>	B. Number of Children with In-School Suspensions Totaling > 10 Days <sup>1</sup>
Gender				
1. Male	2%	1%	2%	0%
2. Female	98%	99%	98%	100%
3. Total	100%	100%	100%	100%

<b>COMPUTED TOTAL:</b>	<b>8040</b>	<b>721</b>	<b>2061</b>	<b>2</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>8040</b>	<b>721</b>	<b>2061</b>	<b>2</b>

<sup>1</sup>STATES 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

Reporting Year: 2014-2015

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
	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
Limited English Proficiency Status				
1. Yes	303	48	123	9
2. No	18541	2012	6706	816
3. Total	18844	2060	6829	825
<b>COMPUTED TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>
<b>SECTION A COLUMN TOTAL:</b>	<b>18844</b>	<b>2060</b>	<b>6829</b>	<b>825</b>

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL**

**Reporting Year: 2014-2015**

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

	<b>6. Children Subject to Expulsion</b>			
	<b>Number</b>		<b>Percent<sup>1</sup></b>	
	<b>A. Received Educational Services During Expulsion</b>	<b>B. Did Not Receive Educational Services During Expulsion</b>	<b>A. Received Educational Services During Expulsion</b>	<b>B. Did Not Receive Educational Services During Expulsion</b>
1. Children with Disabilities Ages 3-21	128	0	100.00%	0.00%
2. Children without Disabilities, Grades K-12	403	0	100.00%	0.00%

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