

Twenty-Eighth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, Parts B and C.

<http://www.ed.gov/about/reports/annual/osep/2006/parts-b-c/index.html>

*HOW HAVE THE PERCENTAGES OF STUDENTS RECEIVING SPECIAL EDUCATION AND RELATED SERVICES FOR PARTICULAR DISABILITIES CHANGED OVER TIME?*

**Table 1-6. Percentage<sup>a</sup> of the population ages 6 through 21 receiving special education and related services under IDEA, Part B, by disability category: Fall 1995 through fall 2004**

Disability <sup>b</sup>	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	Percent									
Specific learning disabilities	4.3	4.3	4.4	4.4	4.4	4.4	4.3	4.3	4.3	4.2
Speech or language impairments	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.7	1.7	1.7
Mental retardation	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.8
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
<b>Hearing impairments</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.2	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
Visual impairments	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Autism	♦	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3
Deaf-blindness	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Traumatic brain injury	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
All disabilities above	8.4	8.5	8.5	8.6	8.7	8.7	8.7	8.9	9.0	9.0

- For most disability categories, annual change in the percentage of the population served was negligible over the decade from 1995 through 2004.
- For two disability categories, the percentage of population ages 6 through 21 receiving special education and related services increased between 1995 and 2004. These categories are *other health impairments* (0.2 percent vs. 0.8 percent) and *autism* (<0.05 percent vs. 0.3 percent) (see also figures 1-18 and 1-19).

What is the disability distribution among students of various races or ethnicities who are receiving special education and related services?

**Table 1-7. Disability distribution of students ages 6 through 21 receiving special education and related services under IDEA, Part B, by race/ethnicity: Fall 2004**

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Percent				
Specific learning disabilities	53.3	38.4	44.8	56.6	44.1
Speech or language impairments	16.3	26.2	14.4	18.6	20.2
Mental retardation	7.4	8.6	14.9	7.6	7.9
Emotional disturbance	8.0	4.4	11.0	4.9	7.9
Multiple disabilities	2.0	2.7	2.2	1.7	2.3
Hearing impairments	1.0	2.8	0.9	1.5	1.1
Orthopedic impairments	0.7	1.6	0.8	1.2	1.1
Other health impairments	6.4	5.8	6.9	4.7	10.1
Visual impairments	0.3	0.8	0.4	0.5	0.4
Autism	1.3	6.6	2.0	1.7	3.1
Deaf-blindness	♦	0.1	♦	♦	♦
Traumatic brain injury	0.4	0.4	0.3	0.3	0.4
Developmental delay	3.0	1.5	1.3	0.6	1.3
All disabilities <sup>a</sup>	100.0	100.0	100.0	100.0	100.0

- In 2004, for all racial/ethnic groups, the largest disability category was specific learning disabilities.
- Specific learning disabilities, speech or language impairments, mental retardation and *other health impairments* were among the five largest disability categories for all racial/ethnic groups. Emotional disturbance was also among the five largest disabilities for all racial/ethnic groups except Asian/Pacific Islander. Autism appears in the top five disability categories only for the Asian/Pacific Islander racial/ethnic group.

*For students ages 6 through 21, how does the proportion of a particular racial/ethnic group served under IDEA, Part B, compare to the proportion served of all of the same age students in all other racial groups combined?*

Risk ratios compare the proportion of a particular racial/ethnic group served under Part B to the proportion so served among the other racial/ethnic groups combined. In the table below, the risk ratio of 1.79 for American Indian/Alaska Native children with specific learning disabilities indicates that these children were 1.79 times more likely to receive special education services under *IDEA*, Part B, than were their age peers from the other racial/ethnic groups combined.

**Table 1-9. Risk ratios<sup>a</sup> for students ages 6 through 21 receiving special education and related services for a given primary disability category under IDEA, Part B, by race/ethnicity: Fall 2004**

Disability <sup>b</sup>	American				
	Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Specific learning disabilities	1.79	0.40	1.42	1.15	0.80
Speech or language impairments	1.33	0.71	1.06	0.90	1.07
Mental retardation	1.24	0.47	2.83	0.66	0.63
Emotional disturbance	1.55	0.28	2.24	0.54	0.85
Multiple disabilities	1.38	0.61	1.50	0.67	1.02
<b>Hearing impairments</b>	<b>1.31</b>	<b>1.22</b>	<b>1.12</b>	<b>1.24</b>	<b>0.78</b>
Orthopedic impairments	0.97	0.77	0.99	1.08	1.00
Other health impairments	1.18	0.35	1.15	0.46	1.52
Visual impairments	1.27	1.00	1.24	0.94	0.91
Autism	0.71	1.26	1.03	0.55	1.30
Deaf-blindness	1.73	1.14	0.87	1.08	0.97
Traumatic brain injury	1.46	0.59	1.17	0.66	1.21
All disabilities above	1.52	0.49	1.47	0.90	0.89

- In 2004, American Indian/Alaska Native students and black, not Hispanic students were more likely to be served under Part B than all other racial/ethnic groups combined (1.52 and 1.47 times more likely, respectively); Asian/Pacific Islander students, Hispanic students and white, not Hispanic students were less likely to be served under Part B than all other racial/ethnic groups combined (0.49, 0.90 and 0.89, respectively).
- **For American Indian/Alaska Native students**, the largest risk ratio was for specific learning disabilities (1.79 times more likely to receive special education and related services than all other racial/ethnic groups combined) and **deaf-blindness (1.73 times more likely)**.

- For Asian/Pacific Islander students, the largest risk ratios were for autism (1.26 times more likely to receive special education and related services than all other racial/ethnic groups combined) and hearing impairments (1.22 times more likely).
- For black students, the largest risk ratios were for mental retardation (2.83 times more likely to receive special education and related services than all other racial/ethnic groups combined) and emotional disturbance (2.24 times more likely).
- For Hispanic students, the largest risk ratios were for hearing impairments (1.24 times more likely to receive special education and related services than all other racial/ethnic groups combined) and specific learning disabilities (1.15 times more likely).
- White (not Hispanic) students were 1.52 times more likely to receive special education and related services for *other health impairments* than all other racial/ethnic groups combined, 1.30 times more likely to receive special education and related services for autism and 1.21 times more likely to receive special education and related services for traumatic brain injury.

How do educational environments differ by disability category?

**Table 1-10. Percentage of students ages 6 through 21 with disabilities receiving special education and related services under IDEA, Part B, in each educational environment, by disability category: Fall 2004**

Disabilities	Time outside the regular class			
	<21 percent of the day (%)	21-60 percent of the day (%)	>60 percent of the day (%)	Separate environments <sup>a</sup> (%)
Specific learning disabilities	51.6	35.4	12.0	1.0
Speech or language impairments	88.3	6.6	4.7	0.5
Mental retardation	13.8	29.3	50.5	6.4
Emotional disturbance	32.4	22.0	28.4	17.2
Multiple disabilities	13.0	16.8	45.1	25.0
Hearing impairments	47.1	18.7	20.9	13.4
Orthopedic impairments	48.5	19.4	25.6	6.5
Other health impairments	53.9	29.2	13.6	3.3
Visual impairments	56.8	16.0	14.7	12.5
Autism	29.1	17.7	41.8	11.3
Deaf-blindness	18.8	15.1	35.3	30.8
Traumatic brain injury	37.6	28.4	25.9	8.1
Developmental delay	56.8	25.2	16.7	1.2
All disabilities	52.1	26.3	17.5	4.0

- In 2004, the percentage of students with disabilities receiving special education in each environment varied by disability category.
- Most students with speech or language impairments (88.3 percent) were educated in regular classes for most of the school day (that is, *outside the regular class less than 21 percent of the day*). Only 4.7 percent of students with speech or language impairments were educated *outside the regular class for more than 60 percent of the day*. Less than 1 percent (0.5 percent) were educated in separate environments.
- Only 13.8 percent of students with mental retardation and 13.0 percent of students with multiple disabilities were educated inside the regular classroom for most of the day (that is, *outside the regular classroom less than 21 percent of the day*).

- Over one-third of students with specific learning disabilities (35.4 percent) were educated *outside the regular classroom for 21 through 60 percent of the day*. More than 29 percent of students with *other health impairments* or mental retardation were also educated *outside the regular class for 21 through 60 percent of the day*.
- Half (50.5 percent) of students with mental retardation were educated *outside the regular class for more than 60 percent of the day*. A little less than half of students with multiple disabilities (45.1 percent) or autism (41.8 percent) were also educated *outside the regular class for more than 60 percent of the day*.
- A larger percentage of students with deaf-blindness (30.8 percent) or multiple disabilities (25.0 percent) were educated in *separate environments* than other students with disabilities.

*How has the graduation rate changed over time for students with different disabilities?<sup>1</sup>*

**Table 1-18. Students ages 14 through 21 with disabilities who graduated with a regular high school diploma, by disability category: 1994-95<sup>a</sup> through 2003-04<sup>a</sup>**

Disability	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>b</sup>	1999-2000	2000-01	2001-02	2002-03	2003-04
	Percent <sup>c</sup>									
Specific learning disabilities	47.7	48.2	48.8	51.1	52.0	51.8	53.8	57.0	57.7	59.6
Speech or language impairments	41.8	42.3	44.9	48.3	51.4	53.5	52.9	56.0	59.6	61.3
Mental retardation	33.7	33.8	33.0	35.0	36.8	35.2	35.6	38.5	37.8	39.0
Emotional disturbance	26.0	25.1	25.8	27.5	29.3	28.7	29.1	32.2	35.6	38.4
Multiple disabilities	30.3	34.0	35.0	40.3	43.1	43.3	43.0	45.7	46.6	48.1
Hearing impairments	58.4	58.9	62.0	62.5	61.2	61.8	60.6	67.1	67.1	67.6
Orthopedic impairments	55.4	54.9	56.2	59.6	55.9	52.8	58.4	57.4	57.7	62.7
Other health impairments	52.4	53.1	53.0	57.0	55.3	56.7	56.3	59.3	60.0	60.5
Visual impairments	64.6	66.3	64.9	65.8	68.2	66.9	63.4	71.5	69.5	73.4
Autism	35.3	38.5	38.2	41.3	43.9	44.4	44.3	54.0	54.0	58.5
Deaf-blindness <sup>d</sup>	30.1	45.8	41.4	72.5	53.4	40.4	42.7	49.7	57.7	51.6
Traumatic brain injury	52.1	54.9	57.4	58.7	60.7	57.2	57.8	65.0	64.2	61.9
All disabilities	42.2	42.5	43.1	45.5	46.8	46.5	48.0	51.4	52.5	54.5

- From 1994-95 through 2003-04, the graduation rate improved for students in all disability categories. The largest gains were made by students with autism or deaf-blindness. Notable gains were also made by students with speech or language impairments or those with multiple disabilities.
- From 1994-95 through 2003-04, there was little change in the relative standing of the graduation rates for the various disability categories. Students with visual impairments and students with hearing impairments consistently had the highest graduation rates. Students with emotional disturbance consistently had the lowest graduation rate.
- Since 1995-96, students with mental retardation have consistently had the second lowest graduation rate.

<sup>1</sup> See footnote 12 on p. 90.

*How has the dropout rate changed over time for students with different disabilities?<sup>2</sup>*

**Table 1-19. Students ages 14 through 21 with disabilities who dropped out of school, by disability category: 1994-95<sup>a</sup> through 2003-04<sup>a</sup>**

Disability	1994-95	1995-96	1996-97	1997-98	1998-99 <sup>b</sup>	1999-2000	2000-01	2001-02	2002-03	2003-04
	Percent <sup>c</sup>									
Specific learning disabilities	44.7	44.5	43.4	41.3	40.2	39.9	38.6	35.4	31.4	29.1
Speech or language impairments	51.6	50.5	48.1	44.6	40.9	39.2	39.4	35.9	31.0	29.4
Mental retardation	40.0	40.2	40.0	37.6	36.0	36.8	35.2	32.2	29.3	27.6
Emotional disturbance	69.3	70.1	69.3	67.3	65.6	65.3	65.0	61.3	55.9	52.3
Multiple disabilities	40.2	31.9	32.0	29.0	29.8	27.8	27.8	27.3	24.9	22.2
<b>Hearing impairments</b>	<b>28.3</b>	<b>28.5</b>	<b>25.9</b>	<b>23.7</b>	<b>24.9</b>	<b>23.8</b>	<b>24.6</b>	<b>21.2</b>	<b>18.8</b>	<b>16.7</b>
Orthopedic impairments	28.8	30.0	28.5	25.2	28.3	31.5	27.3	24.8	22.4	16.5
Other health impairments	38.7	37.3	38.2	35.0	36.5	35.3	36.2	32.8	28.9	27.8
Visual impairments	24.7	22.8	22.0	22.2	20.9	20.6	23.3	17.8	15.5	12.7
Autism	33.6	30.5	29.1	21.0	25.4	25.6	22.2	18.7	16.1	13.2
Deaf-blindness <sup>d</sup>	27.2	15.3	28.7	12.9	26.2	29.8	24.2	28.7	27.6	17.5
Traumatic brain injury	33.6	31.3	30.4	26.6	27.7	29.2	28.8	24.8	22.8	23.0
All disabilities	47.5	47.4	46.4	44.0	42.6	42.3	41.2	37.8	33.6	31.1

- From 1994-95 through 2003-04, the dropout rate declined for students in all disability categories. Improvements were most notable for students with speech or language impairments, autism, multiple disabilities and emotional disturbance.
- From 1994-95 through 2003-04, there was little change in the relative standing of the dropout rates for the various disability categories. **Students with visual impairments and students with hearing impairments were consistently among the students with the lowest dropout rate.**
- Students with emotional disturbance consistently had the highest dropout rates. In every year, the dropout rate for students with emotional disturbance was substantially higher than the dropout rate for the next highest disability category.

<sup>2</sup> See footnote 12 on p. 90.



*How do the graduation and dropout rates compare for students with disabilities in different racial/ethnic groups?*

**Table 1-20. Students ages 14 through 21 with disabilities who graduated or dropped out, by race/ethnicity: 2003-04<sup>a</sup>**

Race/ethnicity	Graduated with a regular diploma		Dropped out	
	Number	Percentage <sup>b</sup>	Number	Percentage <sup>c</sup>
American Indian/Alaska Native	3,052	47.8	2,850	44.6
Asian/Pacific Islander	4,297	63.5	1,486	22.0
Black (not Hispanic)	32,507	39.1	31,843	38.3
Hispanic	25,925	47.6	19,438	35.7
White (not Hispanic)	148,291	61.3	66,444	27.5

*Source:* U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Children with Disabilities Exiting Special Education,” 2003-04. Data updated as of July 30, 2005. Also tables 4-4a through 4-4e in vol. 2 of this report. These data are for the 50 states, District of Columbia, BIA schools, Puerto Rico and the four outlying areas.

<sup>a</sup>Data are from a cumulative 12-month reporting period.

<sup>b</sup>See note a on figure 1-40 as to how this percentage was calculated.

<sup>c</sup>See note b on figure 1-40 as to how this percentage was calculated.

- In 2003-04, the graduation rate was highest for Asian/Pacific Islander (63.5 percent) and white (61.3 percent) students with disabilities. The graduation rate for all students ages 14 through 21 with disabilities was 54.5 percent (see table 1-18).
- The graduation rate was lowest for black students with disabilities (39.1 percent).
- The dropout rate was lowest for Asian/Pacific Islander (22.0 percent) and white (27.5 percent) students with disabilities. The dropout rate for all students ages 14 through 21 with disabilities was 31.1 percent (see table 1-19).
- The dropout rate was highest for American Indian/Alaska Native students with disabilities (44.6 percent).
- Hispanic (35.7 percent) and black (38.3 percent) students with disabilities had similar dropout rates.

