

MAINE STATE LEGISLATURE

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MAINE
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MAINE SPECIAL EDUCATION DATA SUMMARY REPORT

1992-93

AS REPORTED FOR THE
P.L. 101-476 AND P.L. 100-297 PROGRAMS



OCTOBER, 1994

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The Maine Department of Education insures equal employment, equal educational opportunities, and affirmative action regardless of race, sex, color, national origin, religion, marital status, age or handicap.

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The State of Maine receives \$11,505,794 in P.L. 101-476 Part B IDEA federal funds for the 1993-94 school year. The publication of this booklet is paid 100% from Part B funds, and there are no local or state funds used in this activity.

INTRODUCTION

In 1986-87 the Maine Department of Education, Division of Special Education converted its data collection system for P.L. 94-142, Part B, Education of All Handicapped Children's Act (EHA) from age and exceptionality to a system based on student information. The change was made to meet data requirements under P.L. 98-199, Amendments to P.L. 94-142, EHA. Current information collected include: name, date of birth, gender, disability, educational placement, related services, exiting status and anticipated services needed. Personnel data is also collected, and includes: personnel employed (special education teachers and other personnel) and anticipated personnel needed (special education teachers and other personnel).

Changes were made in the data collection system for P.L. 89-313, ECIA in the 1987-88 school year. These two programs now incorporate the same data elements. This year's Special Education Data Summary Report encompasses data on both the P.L. 101-476 (formerly P.L. 94-142) and P.L. 100-297 (formerly P.L. 89-313) programs for the 1992-93 school year.

The Division of Special Services has come a long way in its data collection efforts over the past eight years thanks to John T. Kierstead, Donna Gray-Hanc and the Data Advisory Committee established in 1986. The Division of Special Services has attempted to make this information relevant to special educators in the State of Maine and at the same time meet it's responsibility for reporting to the Office of Special Education Programs, U.S.O.E.

We are pleased to be able to provide you with the seventh annual State summary of data on students with disabilities. This publication includes the following:

- Disability Data
- Educational Placement Data
- Related Services Data
- Exit Data
- Anticipated Services Needed Data (14-21 yr olds)
- Personnel Employed
- Anticipated Personnel Needed
- 5 Year Comparison of P.L. 101-476 Data

We encourage you to examine your school unit's data with the state data provided. (Superintendents of Schools and Directors of State Operated/State Supported Programs have been provided a copy of their individual school unit data.) This information should prove useful in program planning, management and budgeting. Packets of county data are available on request.

Please feel free to copy this booklet or any of the information contained within. Copies have been sent to superintendents, special education directors, directors of state operated/state supported programs, preschool coordination sites and special education faculty in the University of Maine system.

HIGHLIGHTS OF 1992-93 SPECIAL EDUCATION DATA

- * 29,005 students ages 3-21 received special education and related services in 1992-93 (a 4% increase from 1991-92). This figure represents 13.4% of the school-age (4 year olds-12th grade) population in Maine.
- * Nationally, 5,170,242 students ages 3-21 received special education and related services (a 4% increase from 1991-92). This represents 12.1% of the total national fall enrollment.
- * Four types of disabilities account for 90% of the students served in Maine: learning disabled (42%), speech/language impaired (27%), behaviorally impaired (15%) and mentally retarded (6%).
- * Nationally, these same four disabilities account for 93% of the students served: learning disabled (51%), speech/language impaired (21.6%), mentally retarded (11.5%) and behaviorally impaired (8.7%).
- * Over the past five years, students identified as mentally retarded have declined by approximately 42%. The numbers of students with speech/language impairments, learning disabilities and multihandicaps have experienced overall increases. Nationally, the numbers are very similar, with speech/language beginning to increase after approximately 15 years of decreases. The number of behaviorally impaired students in Maine has remained fairly constant, while the number nationally continues to increase.
- * Approximately 95% of students with disabilities ages 3-21 received special education and related services in regular school buildings (regular classrooms, resource rooms, or self-contained classes). Nationally, the figure was 94% for 1991-92.
- * 50% were served in regular classes, 34% in resource room/resource room composite classes, and 11% in self-contained/self-contained composite classes. The national figures for 1991-92 are 35% regular class, 34% resource room and 24% self-contained.
- * For all disabilities except mental retardation and multihandicapped, the primary educational placement was in regular class settings. The primary placement for students with mental retardation and multihandicaps was in self-contained settings.

- * Of the 7197 students with disabilities (ages 5-21) who left special education services in 1992-93, 12.7% graduated with diploma or certificate, 5.5% dropped out, 34.1% exited to regular education and 43.2% moved.
- * 45% of the students who dropped out are learning disabled, and 40% are behaviorally impaired.
- * The number of special education teachers employed to teach students with disabilities ages 3-21 has increased 9% (149) since 1988 while the number of students with disabilities has remained fairly constant. The number of other personnel employed increased by 32%.
- * 74% of the increase in other personnel employed is in the teacher aide category. In 1992-93, there was one aide for every 1.1 teachers. Nationally, in 1991-92, there was one aide for every 1.8 teachers.
- * The number of special education teachers needed to teach students with disabilities ages 3-21 decreased by 3% over the past 5 years, while the number of other personnel needed increased by 56%.
- * The majority of special education teachers needed continue to be teachers of the learning disabled, behaviorally impaired and speech/language impaired, with an increase in 1992-93 of teachers of students with mental retardation.
- * 62% of other personnel needed in 1992-93 are teacher aides, while 91% of other personnel needed since 1988 were teacher aides.
- * An approximate ratio of teachers to students is 1:15. Nationally, the ratio is also 1:15.
- * An approximate ratio of aides (educational technicians) to students is 1:16. Nationally, the ratio is 1:27.

DISABILITY DATA

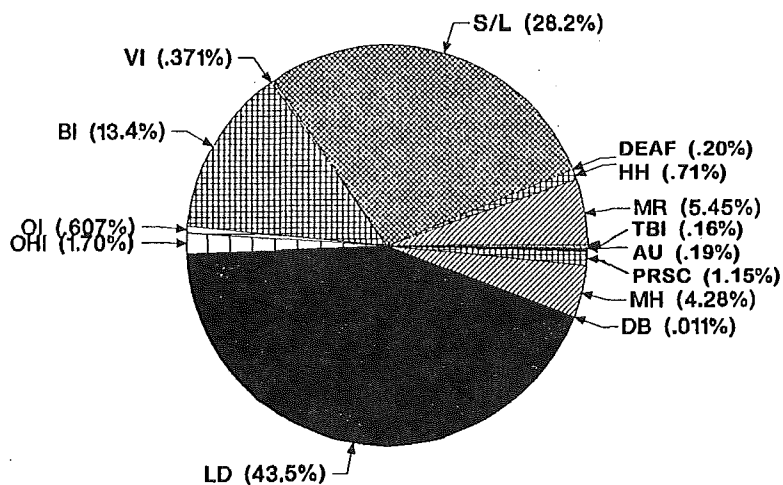
A total of 29,005 students ages 3-21 were provided special education and related services in 1992-93 (as reported on the EF-S-05 and EF-S-204/A). This represents 13.4% of the school aged (4 yr-12th grade) population in Maine (216,365 on the October 1st enrollment, which includes public schools plus 10 private schools acting as high schools).

Five Most Frequently Identified Disabilities:

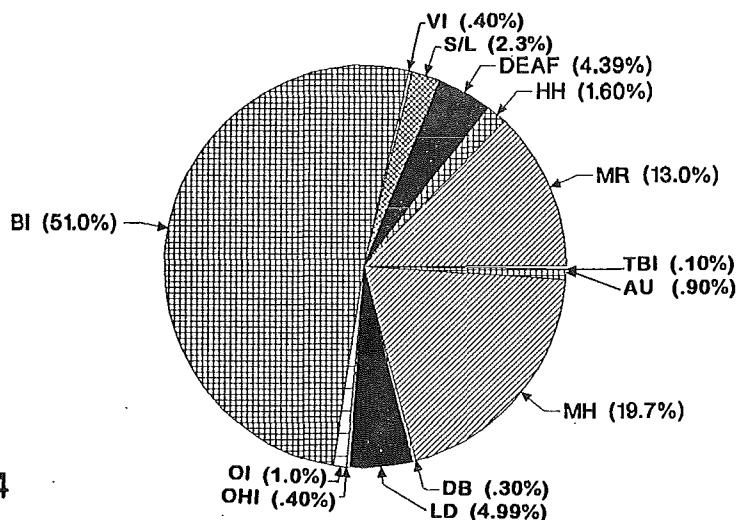
	P.L. 101-476	P.L. 100-297	Totals	<u>MAINE</u> % Total Sp.Ed.	<u>NATIONAL</u> % Total Sp.Ed.	<u>MAINE</u> % Total Sch.Enr.
Mental Retardation	1,527 (5.5%)	130 (13.0%)	1,657	5.7%	11.5%	.8%
Speech/ Language	7,908 (28.2%)	23 (2.3%)	7,931	27.3%	21.6%	3.7%
Behavioral Impairment	3,758 (13.4%)	511 (51.0%)	4,269	14.7%	8.7%	2.0%
Learning Disabilities	12,182 (43.5%)	50 (5.0%)	12,232	42.2%	51.1%	5.7%
Multi- handicapped	1,199 (4.3%)	197 (19.7%)	1,396	4.8%	2.2%	.7%

While the majority of students under P.L. 101-476 are reported in the five disabilities shown in the above chart, the majority of students under P.L. 100-297 are reported in the following disabilities: Behavioral Impairment 511 (51.0%), Multihandicapped 197 (19.7%), and Mental Retardation 130 (13.0%). This reflects the severity of the disabilities served under the P.L. 100-297 program.

P.L. 101-476
DISABILITY DATA



P.L. 100-297
DISABILITY DATA



**DISABILITY DATA (P.L. 101-476) for 1992-93
AS REPORTED ON THE EF-S-05**

STATE TOTALS

EXCEPTIONALITY		AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
1.	MENTAL RETARDOATION	-	4	18	37	56	84	93	89	117	101	114	142	141	122	111	90	59	13	2	1393	
2.	HARD OF HEARING	3	8	11	12	14	17	15	18	16	11	11	8	16	15	12	8	2	-	-	197	
3.	DEAF	1	2	2	2	2	2	2	4	7	2	4	2	8	4	3	2	1	-	-	50	
4.	SPEECH & LANGUAGE IMPAIRMENT	386	830	664	967	1093	958	815	569	460	362	236	189	132	106	71	36	9	1	-	7884	
5.	VISION IMPAIRMENT	4	5	1	5	9	4	9	8	11	8	7	8	9	6	3	2	-	-	-	99	
6.	BEHAVIOR IMPAIRMENT	24	73	46	102	158	264	305	309	316	348	364	363	420	345	215	123	30	6	1	3812	
7.	ORTHOPEDIC IMPAIRMENT	13	11	8	13	12	22	19	11	8	15	6	8	8	3	2	4	1	-	-	164	
8.	OTHER HEALTH IMPAIRMENT	33	28	23	33	58	57	55	44	49	44	49	42	41	42	33	13	5	-	-	649	
9.	LEARNING DISABILITY	-	9	62	342	822	1107	1386	1320	1308	1287	1166	1075	930	760	503	144	10	2	12233		
10.	DEAF/BLIND	-	-	1	-	-	-	1	-	-	-	-	2	-	-	-	1	-	-	-	5	
11.	MULTIHANDICAPPED	30	45	78	86	106	129	122	140	106	97	92	75	66	64	56	56	30	6	-	1384	
12.	PRESCHOOL NON-CATEGORICAL	164	238	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	448	
13.	AUTISM	3	5	11	15	14	6	10	5	2	3	2	1	4	2	3	-	-	1	-	87	
14.	TRAUMATIC BRAIN INJURY	-	-	3	4	5	2	2	5	2	8	2	8	4	2	4	3	-	-	-	54	
TOTALS		661	1249	921	1338	1869	2367	2555	2588	2414	2307	2174	2014	1924	1641	1273	841	281	37	5	28459	

EXCEPTIONALITY	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.		
1. MENTAL RETARDATION	22	.08	476	1.67	731	2.57	164	.58	1393	4.89		
2. HARD OF HEARING	22	.08	92	.32	73	.26	10	.04	197	.69		
3. DEAF	5	.02	19	.07	23	.08	3	.01	50	.18		
4. SPEECH & LANGUAGE IMPAIRMENT	1880	6.61	4862	17.08	1096	3.85	46	.16	7884	27.70		
5. VISION IMPAIRMENT	10	.04	46	.16	41	.14	2	.01	99	.35		
6. BEHAVIOR IMPAIRMENT	143	.50	1454	5.11	2055	7.22	160	.56	3812	13.39		
7. ORTHOPEDIC IMPAIRMENT	32	.11	85	.30	42	.15	5	.02	164	.58		
8. OTHER HEALTH IMPAIRMENT	84	.30	296	1.04	251	.88	18	.06	649	2.28		
9. LEARNING DISABILITY	9	.03	5039	17.71	6526	22.93	659	2.32	12233	42.98		
10. DEAF/BLIND	1	.01	1	.01	2	.01	1	.01	5	.02		
11. MULTIHANDICAPPED	153	.54	689	2.42	450	1.58	92	.32	1384	4.86		
12. PRESCHOOL NON-CATEGORICAL	448	1.57	-	-	-	-	-	-	448	1.57		
13. AUTISM	19	.07	52	.18	15	.05	1	.01	87	.31		
14. TRAUMATIC BRAIN INJURY	3	.01	20	.07	28	.10	3	.01	54	.19		
TOTALS			2831	9.95	13131	46.14	11333	39.82	1164	4.09	28459	100.00

**DISABILITY DATA (P.L. 100-297) for 1992-93
AS REPORTED ON THE EF-S-204/A**

STATE TOTALS

EXCEPTIONALITY	AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
1. MENTAL RETARDATION		-	-	1	-	4	2	-	5	3	7	4	11	8	7	17	10	15	2	1	97
2. HARD OF HEARING		3	2	3	1	2	-	-	3	2	1	1	-	1	-	1	1	-	-	-	21
3. DEAF		3	4	6	4	2	3	1	4	3	7	3	1	1	1	2	3	-	-	-	45
4. SPEECH & LANGUAGE IMPAIRMENT		1	4	1	2	3	1	-	2	-	-	-	-	-	-	-	-	-	-	-	14
5. VISION IMPAIRMENT		-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	2
6. BEHAVIOR IMPAIRMENT		-	-	1	3	5	11	21	29	33	53	66	66	66	66	55	17	11	1	-	438
7. ORTHOPEDIC IMPAIRMENT		-	-	-	1	-	-	-	2	-	1	-	1	-	-	-	1	-	-	-	6
8. OTHER HEALTH IMPAIRMENT		1	1	-	-	-	-	-	1	-	2	1	-	-	1	-	-	-	-	-	7
9. LEARNING DISABILITY		-	-	-	1	3	3	3	3	2	1	4	3	12	9	13	5	-	-	-	59
10. DEAF/BLIND		-	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-	3
11. MULTIHANDICAPPED		3	6	3	5	11	6	10	12	7	12	19	23	18	16	17	14	12	6	-	200
13. AUTISM		-	-	-	-	-	1	3	1	1	1	-	3	1	-	-	-	-	1	-	12
14. TRAUMATIC BRAIN INJURY		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS		11	18	13	12	29	18	28	52	50	64	86	108	109	101	105	51	38	10	1	904

EXCEPTIONALITY	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
1. MENTAL RETARDATION	1	.11	14	1.55	54	5.97	28	3.10	97	10.73
2. HARD OF HEARING	8	.88	8	.88	4	.44	1	.11	21	2.32
3. DEAF	14	1.55	13	1.44	15	1.66	3	.33	45	4.98
4. SPEECH & LANGUAGE IMPAIRMENT	6	.66	8	.88	-	-	-	-	14	1.55
5. VISION IMPAIRMENT	-	-	-	-	2	.22	-	-	2	.22
6. BEHAVIOR IMPAIRMENT	-	-	70	7.74	339	37.50	29	3.21	438	48.45
7. ORTHOPEDIC IMPAIRMENT	-	-	3	.33	2	.22	1	.11	6	.66
8. OTHER HEALTH IMPAIRMENT	1	.11	2	.22	4	.44	-	-	7	.77
9. LEARNING DISABILITY	-	-	12	1.33	42	4.65	5	.55	59	6.53
10. DEAF/BLIND	-	-	2	.22	1	.11	-	-	3	.33
11. MULTIHANDICAPPED	12	1.33	51	5.64	105	11.62	32	3.54	200	22.12
13. AUTISM	-	-	6	.66	5	.55	1	.11	12	1.33
14. TRAUMATIC BRAIN INJURY	-	-	-	-	-	-	-	-	-	-
TOTALS	42	4.65	189	20.91	573	63.38	100	11.06	904	100.00

EDUCATIONAL PLACEMENT DATA

The majority (83.5%) of students with disabilities in Maine are receiving special education and related services in the regular classroom, resource room or resource room/composite environments. Approximately 11.3% received services in a self-contained and/or self-contained/composite setting. The remaining 5.2% are educated in more restrictive placements (separate day, residential and homebound/hospital settings).

	P.L. 101-476	P.L. 100-297	Totals	% of Total Sp.Ed. (29,005)
Regular Class	14357 (51.3%)	135 (13.5%)	14,492	50.0%
Resource Rm.	7667 (27.4%)	84 (8.4%)	7,751	26.7%
Res.Rm/Composite	1932 (6.9%)	48 (4.8%)	1,980	6.8%
Self-Contained	1975 (7.1%)	194 (19.4%)	2,169	7.5%
Self-Cont/Comp.	1071 (3.8%)	33 (3.3%)	1,104	3.8%

Differences do exist in educational placements between the P.L. 101-476 IDEA and P.L. 100-297 Chapter 1 programs. Eighty-six percent of the students reported under P.L. 101-476 are in regular class, resource room or resource room/composite settings, while only 26.7% of the students reported under P.L. 100-297 are in these settings. The three major placements identified under P.L. 100-297 are self-contained (19.4%), private residential (19.3%) and, private separate day (18.1%).

The top three placements for the four major disabilities were:

Mental Retardation

self-contained
resource room
self-cont/composite

Speech/Language Impairment

regular class
resource room
private sep. day*

Behavioral Impairment

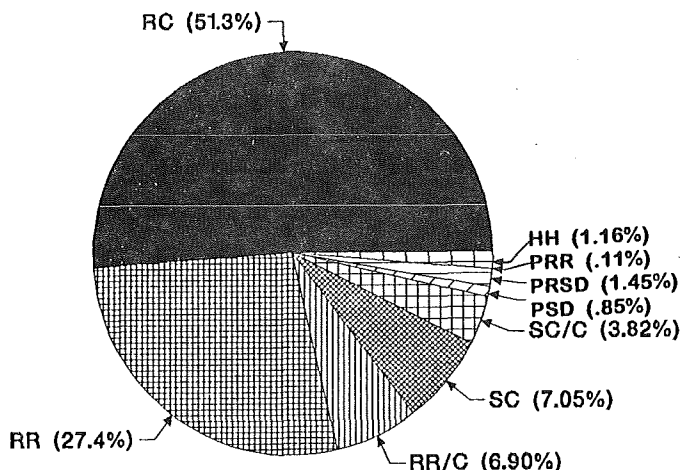
regular class
resource room
self-contained

Learning Disability

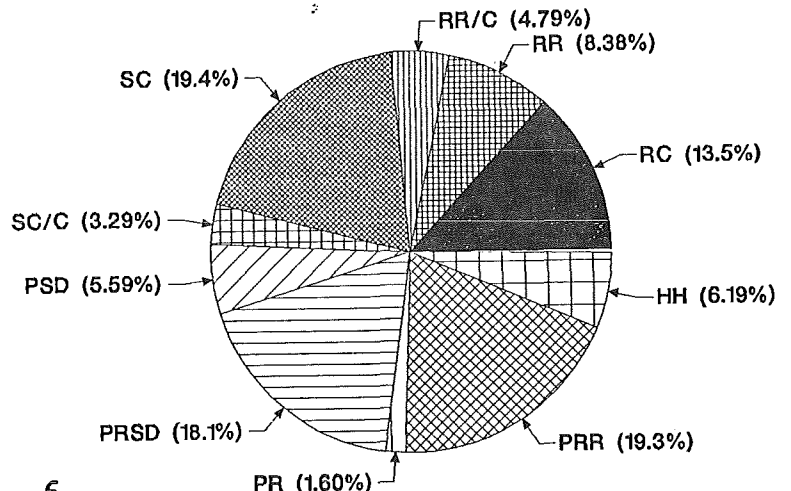
regular class
resource room
res.rm/composite

* 99% of these were preschool children with disabilities reported by the preschool coordination sites.

P.L. 101-476
EDUCATIONAL PLACEMENT DATA



P.L. 100-297
EDUCATIONAL PLACEMENT DATA



**EDUCATIONAL PLACEMENT DATA (P.L. 101-476) for 1992-93
AS REPORTED ON THE EF-S-05**

STATE TOTALS

EDUCATIONAL PLACEMENT		AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
21.	REGULAR CLASS:	331	798	680	987	1244	1365	1406	1347	1148	1083	952	852	790	697	580	356	105	8	1	14730	
22.	RESOURCE ROOM:	-	-	50	166	342	670	734	810	758	756	718	657	662	570	437	313	76	7	2	7728	
23.	RESOURCE ROOM/COMPOSITE:	2	-	14	39	110	142	169	174	218	188	210	181	173	130	93	63	22	6	-	1934	
24.	SELF-CONTAINED:	5	30	75	99	120	119	167	166	186	171	172	195	169	114	84	48	52	10	1	1983	
25.	SELF-CONTAINED/COMPOSITE:	15	31	32	41	45	61	70	83	96	92	101	95	95	92	55	46	16	4	-	1070	
26.	PUBLIC SEPARATE DAY SCH:	20	25	3	3	2	5	5	3	2	8	10	17	22	21	12	8	7	2	-	175	
27.	PRIVATE SEPARATE DAY SCH:	156	257	45	-	1	-	2	-	1	3	4	2	3	3	1	-	-	-	-	478	
28.	PUBLIC RESIDENTIAL:	-	-	1	-	-	-	-	2	-	-	-	1	-	1	-	-	-	-	-	5	
29.	PRIVATE RESIDENTIAL:	-	2	-	-	-	-	1	-	1	3	3	5	1	1	5	1	-	-	-	23	
30.	HOMEBOUND/HOSPITAL:	-	-	-	3	5	5	1	3	4	3	4	9	9	12	6	6	3	-	1	74	
31.	HOMEBOUND (PRE-SCHOOL):	87	73	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	173	
32.	HOSPITAL (PRE-SCHOOL):	45	33	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	86	
TOTALS		661	1249	921	1338	1869	2367	2555	2588	2414	2307	2174	2014	1924	1641	1273	841	281	37	5	28459	

EDUCATIONAL PLACEMENT	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
21. REGULAR CLASS:	1809	6.36	7497	26.34	4954	17.41	470	1.65	14730	51.76
22. RESOURCE ROOM:	50	.18	3480	12.23	3800	13.35	398	1.40	7728	27.15
23. RESOURCE ROOM/COMPOSITE:	16	.06	852	2.99	975	3.43	91	.32	1934	6.80
24. SELF-CONTAINED:	110	.39	857	3.01	905	3.18	111	.39	1983	6.97
25. SELF-CONTAINED/COMPOSITE:	78	.27	396	1.39	530	1.86	66	.23	1070	3.76
26. PUBLIC SEPARATE DAY SCH:	48	.17	20	.07	90	.32	17	.06	175	.61
27. PRIVATE SEPARATE DAY SCH:	458	1.61	4	.01	16	.06	-	-	478	1.68
28. PUBLIC RESIDENTIAL:	1	.01	2	.01	2	.01	-	-	5	.02
29. PRIVATE RESIDENTIAL:	2	.01	2	.01	18	.06	1	.01	23	.08
30. HOMEBOUND/HOSPITAL:	-	-	21	.07	43	.15	10	.04	74	.26
31. HOMEBOUND (PRE-SCHOOL):	173	.61	-	-	-	-	-	-	173	.61
32. HOSPITAL (PRE-SCHOOL):	86	.30	-	-	-	-	-	-	86	.30
TOTALS	2831	9.95	13131	46.14	11333	39.82	1164	4.09	28459	100.00

**EDUCATIONAL PLACEMENT DATA (P.L. 100-297) for 1992-93
AS REPORTED ON THE EF-S-204/A**

STATE TOTALS

EDUCATIONAL PLACEMENT		AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
21.	REGULAR CLASS:	-	-	2	5	6	4	2	3	4	3	4	9	12	22	33	4	-	-	-	-	113
22.	RESOURCE ROOM:	-	-	-	-	2	2	5	4	3	4	4	8	14	24	17	13	4	2	-	-	106
23.	RESOURCE RDM/COMPOSITE:	-	-	-	-	2	-	-	2	2	2	8	3	6	1	3	7	1	-	-	-	37
24.	SELF-CONTAINED:	-	-	1	-	3	4	6	10	5	11	19	19	25	17	18	16	14	5	1	-	174
25.	SELF-CONTAINED/COMPOSITE:	-	-	2	2	-	1	1	2	1	2	2	5	3	4	4	2	1	-	-	-	32
26.	PUBLIC SEPERATE DAY SCH:	8	11	6	3	4	-	2	9	5	5	2	-	-	4	3	-	-	-	-	-	62
27.	PRIVATE SEPARATE DAY SCH:	3	7	2	1	8	4	8	8	15	13	13	28	13	12	11	4	10	3	2	-	163
28.	PUBLIC RESIDENTIAL:	-	-	-	1	1	-	-	1	1	1	3	-	2	-	1	2	-	-	-	-	13
29.	PRIVATE RESIDENTIAL:	-	-	-	-	3	2	4	12	14	22	30	30	34	14	14	3	8	-	-	-	190
30.	HOMEBOUND/HOSPITAL:	-	-	-	-	-	1	-	1	-	1	1	6	-	3	1	-	6	-	-	-	14
50.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS			11	18	13	12	29	18	28	52	50	64	86	108	109	101	105	51	38	10	1	904

EDUCATIONAL PLACEMENT	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
21. REGULAR CLASS:	2	.22	24	2.65	83	9.18	4	.44	113	12.50
22. RESOURCE ROOM:	-	-	16	1.77	71	7.85	19	2.10	106	11.73
23. RESOURCE ROOM/COMPOSITE:	-	-	6	.66	23	2.54	8	.88	37	4.09
24. SELF-CONTAINED:	1	.11	28	3.10	109	12.06	36	3.98	174	19.25
25. SELF-CONTAINED/COMPOSITE:	2	.22	7	.77	20	2.21	3	.33	32	3.54
26. PUBLIC SEPARATE DAY SCH:	25	2.77	23	2.54	14	1.55	-	-	62	6.86
27. PRIVATE SEPARATE DAY SCH:	12	1.33	44	4.87	90	9.96	17	1.88	163	18.03
28. PUBLIC RESIDENTIAL:	-	-	4	.44	7	.77	2	.22	13	1.44
29. PRIVATE RESIDENTIAL:	-	-	35	3.87	144	15.93	11	1.22	190	21.02
30. HOMEBOUND/HOSPITAL:	-	-	2	.22	12	1.33	-	-	14	1.55
50.	-	-	-	-	-	-	-	-	-	-
TOTALS	42	4.65	189	20.91	573	63.38	100	11.06	904	100.00

RELATED SERVICES DATA

The related service most frequently identified as being provided to students with disabilities in Maine was speech/language (27.7%). Occupational Therapy was the second most frequently identified related service with 2,747 (14.3%) while Other Related Services, which previously was the second most frequently identified related service, was the third most frequently identified with 2,637 (13.8%).

Upon closer review, 55% (1462) of the other related services are provided to preschool students ages 3-5. These services are defined by Child Development Services as case management, case coordination and transportation (subsidized costs other than special transportation services), and make up 44% of all related services provided to preschool age students. When deducted from the total number of other related services, the percentage becomes 6.6% of all related services.

The four most frequently identified related services in the P.L. 100-297 program were (in order) Speech/Language, Psychological Services, School Social Work and Occupational Therapy.

Five Most Frequently Identified Related Services (errors in the data were deducted from the figures):

	P.L. 101-476	P.L. 100-297	Totals	% of Total (18,703)
Speech/Language	4772 (30.0%)	407 (14.7%)	5179	27.7%
Occupational Therapy	2444 (15.3%)	303 (10.9%)	2747	14.7%
Other Related Svcs	2405 (15.1%)	232 (8.4%)	2637	14.1%
School Social Work	1999 (12.5%)	397 (14.3%)	2396	12.8%
Counseling	1177 (7.4%)	215 (7.8%)	1392	7.4%

When looking at the four major disabilities, the related services most frequently identified vary:

<u>Mental Retardation</u>	<u>Speech/Language Impairment</u>	<u>Behavioral Impairment</u>	<u>Learning Disability</u>
speech/language	other related svcs	school social work	speech/language
occupational thrpy	occupational thrpy	counseling	school social work
transportation	school social work	speech/language	occupational thrpy

**RELATED SERVICES DATA (P.L. 101-476) for 1992-93
AS REPORTED ON THE EF-S-05**

STATE TOTALS

RELATED SERVICES	AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
31. PSYCHOLOGICAL SERVICES:	18	30	12	21	29	28	42	58	56	70	54	46	71	43	40	21	12	-	-	651	
32. SCH. SOCIAL WORK SERVICES:	57	81	36	35	86	107	137	172	164	190	217	200	213	201	138	71	23	7	-	2135	
33. OCCUPATIONAL THERAPY:	133	203	174	232	302	371	342	306	194	165	112	67	67	35	41	21	18	2	-	2785	
34. SPEECH AND LANGUAGE SERVICES:	165	250	154	187	318	467	549	576	488	438	372	302	264	192	135	84	53	8	-	5002	
35. AUDIOLOGICAL SERVICES:	15	25	13	9	6	10	12	9	15	12	9	7	12	9	6	4	-	-	-	173	
36. RECREATIONAL SERVICES:	1	-	3	4	6	8	2	5	3	7	4	9	18	5	6	6	2	-	-	89	
37. PHYSICAL THERAPY:	96	81	62	71	89	101	69	58	48	57	37	39	32	27	24	19	12	1	-	923	
38. TRANSPORT SERVICES: (SPECIAL)	90	183	79	74	93	99	113	108	90	81	68	75	80	60	48	34	31	5	-	1411	
39. SCHOOL HEALTH SERVICES:	11	31	15	6	3	7	2	9	9	10	6	3	11	6	4	8	4	-	-	145	
40. COUNSELING SERVICES:	30	61	15	17	30	61	87	92	110	123	129	109	106	87	52	36	8	2	-	1155	
41. OTHER RELATED SERVICES:	428	829	191	38	58	84	78	103	85	90	73	82	96	65	57	43	29	3	1	2433	
42. REHABILITATION COUNSELING:	-	-	-	-	-	-	-	1	-	-	-	2	2	3	5	6	7	-	-	26	
TOTALS:		1044	1774	754	694	1020	1343	1433	1497	1262	1243	1081	941	972	733	556	353	199	28	1	16928

RELATED SERVICES	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
31. PSYCHOLOGICAL SERVICES:	60	.35	234	1.38	324	1.91	33	.19	651	3.85
32. SCH. SOCIAL WORK SERVICES:	174	1.03	701	4.14	1159	6.85	101	.60	2135	12.61
33. OCCUPATIONAL THERAPY:	510	3.01	1747	10.32	487	2.88	41	.24	2785	16.45
34. SPEECH AND LANGUAGE SERVICES:	569	3.36	2585	15.27	1703	10.06	145	.86	5002	29.55
35. AUDIOLOGICAL SERVICES:	53	.31	61	.36	55	.32	4	.02	173	1.02
36. RECREATIONAL SERVICES:	4	.02	28	.17	49	.29	8	.05	89	.53
37. PHYSICAL THERAPY:	239	1.41	436	2.58	216	1.28	32	.19	923	5.45
38. TRANSPORT SERVICES: (SPECIAL)	352	2.08	577	3.41	412	2.43	70	.41	1411	8.34
39. SCHOOL HEALTH SERVICES:	57	.34	36	.21	40	.24	12	.07	145	.86
40. COUNSELING SERVICES:	106	.63	397	2.35	606	3.58	46	.27	1155	6.82
41. OTHER RELATED SERVICES:	1448	8.55	446	2.63	463	2.74	76	.45	2433	14.37
42. REHABILITATION COUNSELING:	-	-	1	.01	12	.07	13	.08	26	.15
TOTALS:	3572	21.10	7249	42.82	5526	32.64	581	3.43	16928	100.00

**RELATED SERVICES DATA (P.L. 100-297) for 1992-93
AS REPORTED ON THE EF-S-204/A**

STATE TOTALS

RELATED SERVICES		AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
31.	PSYCHOLOGICAL SERVICES:	-	-	-	-	7	5	9	14	30	33	42	58	47	30	23	7	17	3	1	326	
32.	SCH. SOCIAL WORK SERVICES:	11	17	7	6	10	4	11	22	30	33	42	61	42	28	27	7	11	2	-	371	
33.	OCCUPATIONAL THERAPY:	4	7	7	7	15	10	15	25	17	26	19	31	23	17	20	9	18	7	-	277	
34.	SPEECH AND LANGUAGE SERVICES:	5	15	12	9	20	12	19	35	27	32	38	43	38	28	32	27	28	7	-	422	
35.	AUDIOLOGICAL SERVICES:	8	9	6	4	6	2	2	9	6	8	7	-	3	2	3	2	-	-	-	77	
36.	RECREATIONAL SERVICES:	-	1	-	2	2	2	5	9	8	14	15	20	16	11	9	5	9	2	1	129	
37.	PHYSICAL THERAPY:	3	6	5	3	11	5	4	11	10	12	12	16	18	14	8	12	7	7	-	164	
38.	TRANSPORT SERVICES: (SPECIAL)	3	7	4	2	9	1	8	11	12	20	19	25	21	20	21	13	15	6	1	218	
39.	SCHOOL HEALTH SERVICES:	8	10	6	4	7	2	6	8	10	13	13	24	26	9	6	5	-	-	-	157	
40.	COUNSELING SERVICES:	-	-	-	-	8	2	4	6	14	12	24	28	27	19	16	6	3	-	-	170	
41.	OTHER RELATED SERVICES:	-	7	1	4	5	1	6	8	9	18	15	27	27	13	13	7	9	3	-	173	
42.	REHABILITATION COUNSELING:	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	2	1	-	5	
TOTALS:			42	79	49	39	100	46	89	158	173	221	246	333	288	187	178	101	119	38	3	2489

RELATED SERVICES	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
31. PSYCHOLOGICAL SERVICES:	-	-	65	2.61	233	9.36	28	1.12	326	13.10
32. SCH. SOCIAL WORK SERVICES:	35	1.41	83	3.33	233	9.36	20	.80	371	14.91
33. OCCUPATIONAL THERAPY:	18	.72	89	3.58	136	5.46	34	1.37	277	11.13
34. SPEECH AND LANGUAGE SERVICES:	32	1.29	122	4.90	206	8.28	62	2.49	422	16.95
35. AUDIOLOGICAL SERVICES:	23	.92	29	1.17	23	.92	2	.08	77	3.08
36. RECREATIONAL SERVICES:	1	.04	26	1.04	85	3.42	17	.68	129	5.18
37. PHYSICAL THERAPY:	14	.56	44	1.77	80	3.21	26	1.04	164	6.59
38. TRANSPORT SERVICES: (SPECIAL)	14	.56	43	1.73	126	5.06	35	1.41	218	8.76
39. SCHOOL HEALTH SERVICES:	24	.96	37	1.49	91	3.66	5	.20	157	6.31
40. COUNSELING SERVICES:	1	.04	34	1.37	126	5.06	9	.36	170	6.83
41. OTHER RELATED SERVICES:	8	.32	33	1.33	113	4.54	19	.76	173	6.95
42. REHABILITATION COUNSELING:	-	-	-	-	1	.04	4	.16	5	.20
TOTALS:	170	6.83	605	24.31	1453	58.38	261	10.49	2489	100.00

EXIT DATA

Note: In 1993, the system for collecting exit data changed, resulting in the collection of exit data for all students for a 12 month period. (Previously, the data was collected for students ages 14-21, for the period of December through June.) Therefore, the data presented here will look very different from previous data summaries. Errors and inconsistencies in the data have been removed from the figures used below.

Of the 27,050 school-age students in the 1992-93 child count, 26.6% (7,197) exited from special education services in the following manner:

	P.L. 101-476	% of Total	P.L. 100-297	% of Total	Totals	% of Total (7,197)
Grad.w/Diploma	820	12.1%	38	9.5%	858	11.9%
Grad.w/Certif.	46	.7%	13	3.3%	59	.8%
Reached Max.Age	8	.1%	12	3.0%	20	.3%
Dropped Out	373	5.5%	23	5.8%	396	5.5%
Status Unknown	262	3.9%	9	2.3%	271	3.8%
Exited to Reg.Ed.	2438	35.8%	17	4.3%	2455	34.1%
Moved Out-of-Dist.	2124	31.2%	197	49.3%	2321	32.3%
Deceased	25	.4%	2	.5%	27	.4%
Moved, Not Known to be Continuing	701	10.3%	89	22.3%	790	11.0%
	6797	26.1%	400	40.7%	7197	26.6%

The larger numbers seen in status unknown, exit to regular education, moved and deceased are the direct result of the new data system. In each of these exit categories, students under the age of 12 represent approximately 50% of the data reported.

Exiting data reported by disability reveals the following:

	Graduation (Dip/Cert)	Dropped Out	Exited to Regular Ed.	Moved Out of District
Mental Ret.	13% (121)	9% (34)	1% (25)	6% (173)
Sp/Lang. Imp.	4% (40)	3% (13)	49% (1193)	21% (649)
Beh. Imp.	16% (147)	40% (157)	10% (237)	27% (853)
Lrng. Dis.	56% (516)	45% (179)	38% (930)	39% (1211)
Multihand.	5% (45)	1% (5)	.6% (15)	4% (139)
Totals-All Dis.	917	396	2455	3111

Of the students with disabilities who dropped out (396) in the 1992-93 school year, 45% (179) were learning disabled, and 40% (157) were behavior impaired - a switch from the previous six years of data. Over one-half of those graduating (917) were identified as learning disabled (516), while nearly half of those exiting to regular education (2455) were identified as speech/ language impaired (1193). The new data shows a lot of movement of students leaving the district, with the majority of movers being under 12 years of age. Students with learning disabilities comprised the majority (39%) of the movers.

**EXIT DATA (P.L. 101-476) for 1992-93
AS REPORTED ON THE EF-S-05**

STATE TOTALS

PART II EXITING DATA																						
AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL		
1. GRADUATION W/DIPLOMA	-	-	-	-	-	-	-	-	-	-	3 *	1 *	-	10	166	442	175	27	-	824		
2. GRADUATION W/CERTIFICATE	-	-	-	-	-	-	-	-	-	-	3 *	-	-	-	4	16	17	9	-	49		
3. REACHED MAXIMUM AGE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	3	-	8		
4. DROPPED OUT	-	-	-	-	-	-	-	1	1	1	2	24	52	65	123	80	21	2	-	373		
5. STATUS UNKNOWN	-	5	13	15	25	28	21	16	27	18	15	15	26	19	14	4	1	-	-	262		
6. EXITED TO REGULAR EDUCATION	36	110	226	256	262	271	253	199	187	179	164	141	107	41	4	1	1	1	2438			
7. MOVED OUT-OF-DISTRICT	56	123	144	208	225	183	171	174	203	216	161	132	74	41	10	3	-	-	2124			
9. DECEASED	-	-	-	1	1	3	2	5	2	-	1	1	3	3	3	-	-	-	25			
10. MOVED, NOT KNOWN IF CONTINUING	30	58	61	75	81	76	69	81	56	35	29	21	19	8	2	-	-	-	701			
11. PRE-SCHOOL EXITED TO L.E.A.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTALS	127	304	447	566	599	554	515	484	472	471	422	398	515	645	238	46	1	1	6804			

PART II EXITING DATA	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
1. GRADUATION W/DIPLOMA	-	-	-	-	180	2.65	644	9.47	824	12.11
2. GRADUATION W/CERTIFICATE	-	-	-	-	7	.10	42	.62	49	.72
3. REACHED MAXIMUM AGE	-	-	-	-	-	-	12	.18	17	.25
4. DROPPED OUT	-	-	3	.04	267	3.92	103	1.51	373	5.48
5. STATUS UNKNOWN	5	.07	118	1.73	120	1.76	19	.28	262	3.85
6. EXITED TO REGULAR EDUCATION	36	.53	1378	20.26	977	14.36	47	.69	2438	35.83
7. MOVED OUT-OF-DISTRICT	56	.82	1054	15.49	960	14.11	54	.79	2124	31.22
9. DECEASED	-	-	12	.18	10	.15	3	.04	25	.37
10. MOVED, NOT KNOWN IF CONTINUING	30	.44	420	6.17	241	3.54	10	.15	701	10.30
11. PRE-SCHOOL EXITED TO L.E.A.	-	-	-	-	-	-	-	-	-	-
TOTALS	127	1.87	2985	43.87	2762	40.59	930	13.67	6804	100.00

**EXIT DATA (P.L. 100-297) for 1992-93
AS REPORTED ON THE EF-S-204/A**

STATE TOTALS

PART II EXITING DATA																						
AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL		
1. GRADUATION W/DIPLOMA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	12	10	6	1	38		
2. GRADUATION W/CERTIFICATE	-	-	-	-	-	-	-	-	-	-	-	1 *	1 *	1	-	1	6	5	-	15		
3. REACHED MAXIMUM AGE	-	-	-	-	-	-	-	-	-	-	-	1 *	-	1 *	-	1	10	1	1	14		
4. DROPPED OUT	1	-	-	-	-	-	-	-	-	-	-	2	2	8	7	2	2	-	-	24		
5. STATUS UNKNOWN	-	-	-	-	-	-	1	-	-	-	-	-	2	2	3	1	-	-	-	9		
6. EXITED TO REGULAR ED	1	4	2	-	-	-	1	1	2	-	2	4	4	1	1	1	-	-	-	24		
7. MOVED OUT-OF-DISTRICT	1	8	3	1	7	2	3	10	13	17	29	26	29	38	12	4	4	1	1	208		
9. DECEASED	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2		
10. MOVED, NOT KNOWN IF CONTINUING	-	5	2	2	1	5	5	4	6	5	7	5	9	7	27	3	1	1	1	89		
TOTALS	3	12	10	3	9	5	9	16	21	22	39	38	48	57	59	25	33	13	1	423		

PART II EXITING DATA	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
1. GRADUATION W/DIPLOMA	-	-	-	-	9	2.13	29	6.86	38	8.98
2. GRADUATION W/CERTIFICATE	-	-	-	-	3	.71	12	2.84	15	3.55
3. REACHED MAXIMUM AGE	-	-	-	-	2	.47	12	2.84	14	3.31
4. DROPPED OUT	1	.24	-	-	19	4.49	4	.95	24	5.67
5. STATUS UNKNOWN	-	-	1	.24	7	1.65	1	.24	9	2.13
6. EXITED TO REGULAR ED	7	1.65	4	.95	12	2.84	1	.24	24	5.67
7. MOVED OUT-OF-DISTRICT	12	2.84	36	8.51	151	35.70	9	2.13	208	49.17
9. DECEASED	-	-	2	.47	-	-	-	-	2	.47
10. MOVED, NOT KNOWN IF CONTINUING	5	1.18	20	4.73	60	14.18	4	.95	89	21.04
TOTALS	25	5.91	63	14.89	263	62.17	72	17.02	423	100.00

*reporting or data entry errors

ANTICIPATED SERVICES DATA

Of the 10,658 students who were 14-21 years of age during the 1992-93 reporting period, 38.0% were identified as needing vocational training/job placement services once they left school. Almost thirty percent (29.6%) were identified as needing case management/counseling services, 28.2% need post-secondary education and 15.6% need mental health services.

Almost one quarter (24.5%) of the 14-21 year old students have no need for community-based services. The majority of these were students with learning disabilities.

Four Most Frequently Identified Anticipated Service Needs for Students Ages 14-21 by the Five Major Disabilities

Mental Retardation -	<ol style="list-style-type: none">1. Voc Trng/Job Placement2. Case Mngmt/Counseling3. Independent Living4. Employment Related
Speech/Language -	<ol style="list-style-type: none">1. No Services Needed2. Voc Trng/Job Placement3. Postsecondary Ed4. Case Mngmt/Counseling
Behavioral Impairment -	<ol style="list-style-type: none">1. Mental Health2. Voc Trng/Job Placement3. Case Mngmt/Counseling4. No Services Needed
Learning Disability -	<ol style="list-style-type: none">1. Postsecondary Education2. Voc Trng/Job Placement3. No Services Needed4. Case Mngmt/Counseling
Multihandicapped -	<ol style="list-style-type: none">1. Case Mngmt/Counseling2. Voc Trng/Job Placement3. Independent Living4. Employment Related

ANTICIPATED SERVICES DATA (P.L. 101-476) for 1992-93
AS REPORTED ON THE EF-S-05
STATE TOTALS

PART III ANTICIPATED SERVICES																				
AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
1. CASE MNGMT/COUNSELING:	-	-	-	-	-	-	-	-	-	-	485	610	515	424	321	219	79	26	-	2679
2. TRANSPORTION:	-	-	-	-	-	-	-	-	-	-	54	74	61	55	42	34	24	16	-	360
3. TECHNOLOGICAL AIDS:	-	-	-	-	-	-	-	-	-	-	35	56	22	22	21	9	8	-	-	173
4. COMMUNICATION:	-	-	-	-	-	-	-	-	-	-	25	55	38	29	37	22	5	2	-	213
5. MENTAL HEALTH:	-	-	-	-	-	-	-	-	-	-	250	349	343	245	166	123	30	8	-	1514
6. PHY. RESTORATION SERVICE:	-	-	-	-	-	-	-	-	-	-	15	22	20	23	25	17	7	3	-	132
7. FAMILY SERVICES:	-	-	-	-	-	-	-	-	-	-	101	108	127	61	53	39	18	5	-	512
8. INDEPENDENT LIVING:	-	-	-	-	-	-	-	-	-	-	139	165	148	150	119	103	52	16	-	892
9. RESIDENTIAL LIVING:	-	-	-	-	-	-	-	-	-	-	33	40	34	39	30	30	20	10	-	236
10. POSTSECONDARY ED.	-	-	-	-	-	-	-	-	-	-	475	634	531	503	418	294	66	4	-	2925
11. VOC. TRNG/JOB PLACEMENT:	-	-	-	-	-	-	-	-	-	-	619	741	746	608	524	347	123	22	-	3730
12. EMPLOYMENT RELATED:	-	-	-	-	-	-	-	-	-	-	173	194	184	164	126	119	47	13	-	1020
13. OTHER SERVICES:	-	-	-	-	-	-	-	-	-	-	139	133	132	73	61	31	13	2	-	584
14. NO SERVICES NEEDED:	-	-	-	-	-	-	-	-	-	-	613	526	419	344	335	247	67	14	1	2566
TOTALS	-	-	-	-	-	-	-	-	-	-	3156	3707	3320	2740	2278	1634	559	141	1	17536

PART III ANTICIPATED SERVICES	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
1. CASE MNGMT/COUNSELING:	-	-	-	-	2355	13.43	324	1.85	2679	15.28
2. TRANSPORTION:	-	-	-	-	286	1.63	74	.42	360	2.05
3. TECHNOLOGICAL AIDS:	-	-	-	-	156	.89	17	.10	173	.99
4. COMMUNICATION:	-	-	-	-	184	1.05	29	.17	213	1.21
5. MENTAL HEALTH:	-	-	-	-	1353	7.72	161	.92	1514	8.63
6. PHY. RESTORATION SERVICE:	-	-	-	-	105	.60	27	.15	132	.75
7. FAMILY SERVICES:	-	-	-	-	450	2.57	62	.35	512	2.92
8. INDEPENDENT LIVING:	-	-	-	-	721	4.11	171	.98	892	5.09
9. RESIDENTIAL LIVING:	-	-	-	-	176	1.00	60	.34	236	1.35
10. POSTSECONDARY ED.	-	-	-	-	2561	14.60	364	2.08	2925	16.68
11. VOC. TRNG/JOB PLACEMENT:	-	-	-	-	3238	18.46	492	2.81	3730	21.27
12. EMPLOYMENT RELATED:	-	-	-	-	841	4.80	179	1.02	1020	5.82
13. OTHER SERVICES:	-	-	-	-	538	3.07	46	.26	584	3.33
14. NO SERVICES NEEDED:	-	-	-	-	2237	12.76	329	1.88	2566	14.63
TOTALS	-	-	-	-	15201	86.66	2335	13.32	17536	100.00

ANTICIPATED SERVICES DATA (P.L. 100-297) for 1992-93
AS REPORTED ON THE EF-S-204/A
STATE TOTALS

PART III ANTICIPATED SERVICES																				
AGE:	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
1. CASE MNGMT/COUNSELING:	-	-	-	-	-	-	-	-	-	-	73	74	71	86	63	43	27	11	1	449
2. TRANSPORTION:	-	-	-	-	-	-	-	-	-	-	30	25	18	27	23	25	19	7	-	174
3. TECHNOLOGICAL AIDS:	-	-	-	-	-	-	-	-	-	-	9	10	10	13	6	2	7	1	-	58
4. COMMUNICATION:	-	-	-	-	-	-	-	-	-	-	15	10	11	10	8	4	4	1	-	63
5. MENTAL HEALTH:	-	-	-	-	-	-	-	-	-	-	63	57	59	64	39	17	10	1	-	310
6. PHY. RESTORATION SERVICE:	-	-	-	-	-	-	-	-	-	-	5	4	11	8	6	10	5	2	-	51
7. FAMILY SERVICES:	-	-	-	-	-	-	-	-	-	-	53	41	37	30	20	22	13	3	1	220
8. INDEPENDENT LIVING:	-	-	-	-	-	-	-	-	-	-	16	14	17	21	34	27	14	6	1	150
9. RESIDENTIAL LIVING:	-	-	-	-	-	-	-	-	-	-	29	35	27	24	19	14	8	5	1	162
10. POSTSECONDARY ED.	-	-	-	-	-	-	-	-	-	-	5	4	6	12	15	7	3	1	-	53
11. VOC. TRNG/JOB PLACEMENT:	-	-	-	-	-	-	-	-	-	-	39	35	49	56	42	31	20	9	-	281
12. EMPLOYMENT RELATED:	-	-	-	-	-	-	-	-	-	-	11	15	14	11	12	12	14	8	-	97
13. OTHER SERVICES:	-	-	-	-	-	-	-	-	-	-	7	9	11	25	14	6	6	2	-	80
14. NO SERVICES NEEDED:	-	-	-	-	-	-	-	-	-	-	3	2	4	7	1	1	1	-	-	19
TOTALS	-	-	-	-	-	-	-	-	-	-	358	335	345	394	302	221	151	57	4	2167

PART III ANTICIPATED SERVICES	3-5	PCT.	6-11	PCT.	12-17	PCT.	18-21	PCT.	TOTAL	PCT.
1. CASE MNGMT/COUNSELING:	-	-	-	-	367	16.94	82	3.78	449	20.72
2. TRANSPORTION:	-	-	-	-	123	5.68	51	2.35	174	8.03
3. TECHNOLOGICAL AIDS:	-	-	-	-	48	2.22	10	.46	58	2.68
4. COMMUNICATION:	-	-	-	-	54	2.49	9	.42	63	2.91
5. MENTAL HEALTH:	-	-	-	-	282	13.01	28	1.29	310	14.31
6. PHY. RESTORATION SERVICE:	-	-	-	-	34	1.57	17	.78	51	2.35
7. FAMILY SERVICES:	-	-	-	-	181	8.35	39	1.80	220	10.15
8. INDEPENDENT LIVING:	-	-	-	-	102	4.71	48	2.22	150	6.92
9. RESIDENTIAL LIVING:	-	-	-	-	134	6.18	28	1.29	162	7.48
10. POSTSECONDARY ED.	-	-	-	-	42	1.94	11	.51	53	2.45
11. VOC. TRNG/JOB PLACEMENT:	-	-	-	-	221	10.20	60	2.77	281	12.97
12. EMPLOYMENT RELATED:	-	-	-	-	63	2.91	34	1.57	97	4.48
13. OTHER SERVICES:	-	-	-	-	66	3.05	14	.65	80	3.69
14. NO SERVICES NEEDED:	-	-	-	-	17	.78	2	.09	19	.88
TOTALS	-	-	-	-	1734	80.02	433	19.98	2167	100.00

PERSONNEL EMPLOYED

Teachers of the learning disabled and speech/language impaired compose 61% of the special education teachers employed in the 1992-93 school year, while serving 72% of students with disabilities. Teachers of the mentally retarded and behaviorally impaired compose 29% of the special education teachers employed, while serving 19% of students with disabilities. Upon totaling these four exceptionalities, 90% of the special education teachers employed are providing services to 91% of students with disabilities.

SPECIAL EDUCATION TEACHERS	FTE EMPLOYED	% OF TOTAL	# STUDENTS (P.L. 101-476)	% OF TOTAL (28,003)
MENTAL RETARDATION	215.03	12.0%	1527	5.6%
HARD OF HEARING	16.34	.9%	200	.7%
DEAF	8.94	.5%	57	.2%
SPEECH & LANGUAGE IMPAIRMENT	347.96	19.4%	7908	28.2%
VISUAL IMPAIRMENT	6.06	.3%	104	.4%
BEHAVIORAL IMPAIRMENT	298.15	16.6%	3758	13.4%
ORTHOPEDIC IMPAIRMENT	7.63	.4%	170	.6%
OTHER HEALTH IMPAIRMENT	18.33	1.0%	475	1.7%
LEARNING DISABILITY	750.14	41.9%	12182	43.5%
DEAF/BLIND	1.53	.1%	3	.01%
MULTIHANDICAPPED	112.06	6.3%	1199	4.3%
AUTISM	6.76	.4%	54	.2%
TRAUMATIC BRAIN INJURY	3.18	.2%	44	.2%
TOTALS:	1792.11			

The majority (88%) of other personnel are employed rather than contracted to provide services to students with disabilities. Seventy-eight percent of these are teacher aides (Educational Technicians I, II, III) . Of the 12% who are contracted, psychologists, teacher aides, occupational therapists, and physical therapists are the personnel most frequently contracted.

OTHER PERSONNEL CONTRACTED OR EMPLOYED	FTE CONTRACTED	% OF TOTAL CONTRACTED	FTE EMPLOYED	% OF TOTAL EMPLOYED	TOTAL	% OF TOTAL
VOCATIONAL EDUCATION TEACHERS	.62		10.52		11.14	
PHYSICAL EDUCATION TEACHERS	.30		10.68		10.98	
WORK-STUDY COORDINATORS	.23		6.79		7.02	
PSYCHOLOGISTS	53.73	19.9%	21.39		75.12	3.4%
SCHOOL SOCIAL WORKERS	19.31		64.46		83.77	3.8%
OCCUPATIONAL THERAPISTS	47.34	17.5%	19.85		67.19	
AUDIOLOGISTS	7.28		.10		7.38	
TEACHER AIDES	50.40	18.6%	1514.02	78.5%	1564.42	71.1%
RECREATION THERAPISTS	.05		2.50		2.55	
DIAGNOSTIC STAFF	20.24		27.80		48.04	
PHYSICAL THERAPISTS	30.26	11.2%	10.69		40.95	
COUNSELORS	13.00		18.26		31.26	
SUPERVISORS/ADMINISTRATORS	4.72		119.70	6.2%	124.42	5.7%
OTHER NON-INSTRUCTIONAL STAFF	23.07		102.98	5.3%	126.05	5.7%
TOTALS:	270.55		1929.74		2200.29	

ANTICIPATED PERSONNEL NEEDED

In 1992-93, 58.5% of the anticipated special education personnel needed were teachers of the learning disabled (35%) and behaviorally impaired (23.5%). Fifty-three percent of the vacancies were for speech/language teachers, while teachers of the learning disabled comprised 37% of the personnel needed to fill positions occupied by unqualified staff category.

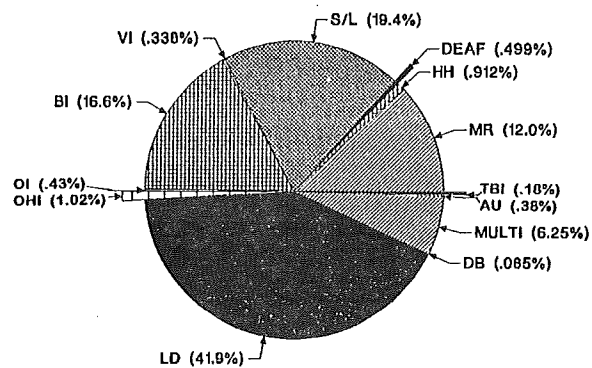
SPECIAL EDUCATION TEACHERS	FTE VACANCIES NEVER FILLED	% OF VACANCIES	FTE NEEDED QUALIFIED	% OF NEEDED QUALIFIED	TOTAL	% OF TOTAL
MENTAL RETARDATION	.75		19.59	18.0%	20.34	15.3%
HARD OF HEARING	.00		.44		.44	
DEAF	.00		.46		.46	
SPEECH & LANGUAGE IMPAIRED	12.77	52.8%	14.37	13.2%	27.14	20.4%
VISUAL IMPAIRMENT	.00		.08		.08	
BEHAVIORAL IMPAIRMENT	3.30	13.6%	28.01	25.7%	31.31	23.5%
ORTHOPEdic IMPAIRMENT	.00		.07		.07	
OTHER HEALTH IMPAIRMENT	.17		.74		.91	
LEARNING DISABILITY	6.42	26.5%	40.37	37.0%	46.79	35.1%
DEAF/BLIND	.79		.79		1.58	
MULTIHANDICAPPED	.00		4.11	3.8%	4.11	3.1%
AUTISM	.00		.00		.00	
TRAUMATIC BRAIN INJURY	.00		.00		.00	
TOTALS:	24.20		109.03		133.23	

In the Other Personnel Needed category, the majority of vacancies consist of occupational therapists, work-study coordinators, teacher aides and physical therapists. Teacher aides (Educational Technicians I, II, III) are identified as the other personnel most frequently unqualified for the position they are holding (71.9%).

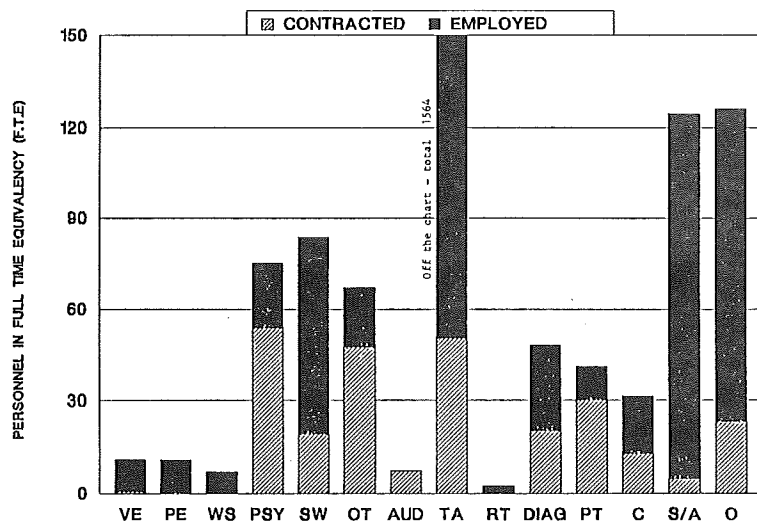
OTHER PERSONNEL NEEDED	FTE VACANCIES NEVER FILLED	% OF VACANCIES	FTE NEEDED QUALIFIED	% OF NEEDED QUALIFIED	TOTAL	% OF TOTAL
VOCATIONAL EDUCATION TEACHERS	1.00		.05		1.05	
PHYSICAL EDUCATION TEACHERS	1.00		.30		1.30	
WORK-STUDY COORDINATORS	3.50	13.1%	2.50		6.00	
PSYCHOLOGISTS	2.22		3.43		5.65	
SCHOOL SOCIAL WORKERS	1.90		4.40		6.30	
OCCUPATIONAL THERAPISTS	6.10	22.8%	3.03		9.13	5.7%
AUDIOLOGISTS	.00		1.08		1.08	
TEACHER AIDES	3.00	11.2%	96.88	71.9%	99.88	61.8%
RECREATION THERAPISTS	1.00		.00		1.00	
DIAGNOSTIC STAFF	1.20		2.50		3.70	
PHYSICAL THERAPISTS	2.30		2.23		4.53	
COUNSELORS	1.50		2.10		3.60	
SUPERVISORS/ADMINISTRATORS	.00		7.00	5.2%	7.00	
OTHER NON-INSTRUCTIONAL STAFF	2.00		9.30	6.9%	11.30	7.0%
TOTALS:	26.72		134.80		161.52	

PERSONNEL EMPLOYED

SPECIAL EDUCATION TEACHERS EMPLOYED

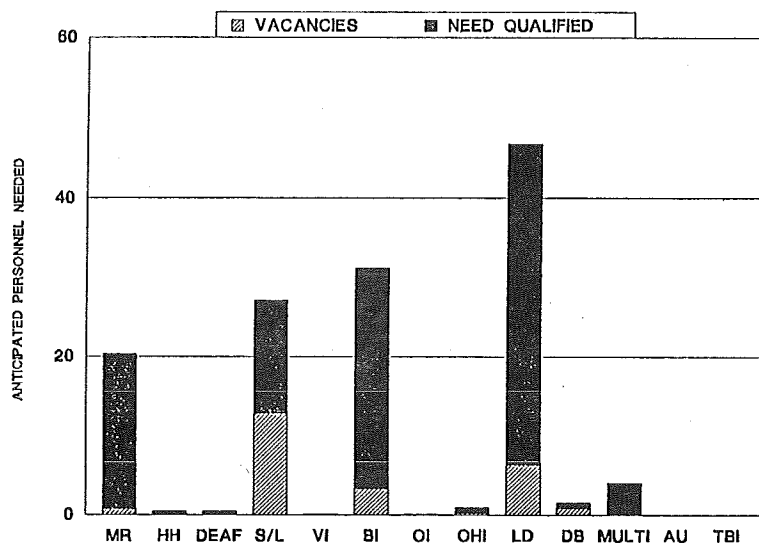


OTHER PERSONNEL Contracted or Employed

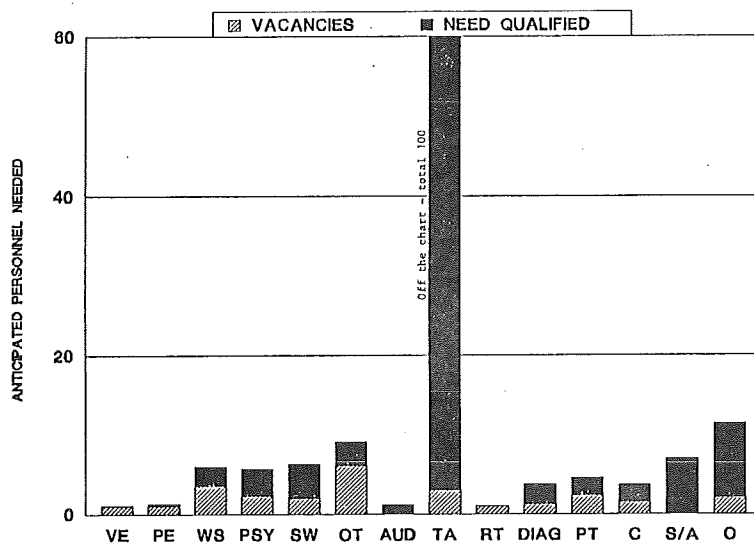


ANTICIPATED PERSONNEL NEEDED

SPECIAL ED. TEACHERS NEEDED



OTHER PERSONNEL NEEDED



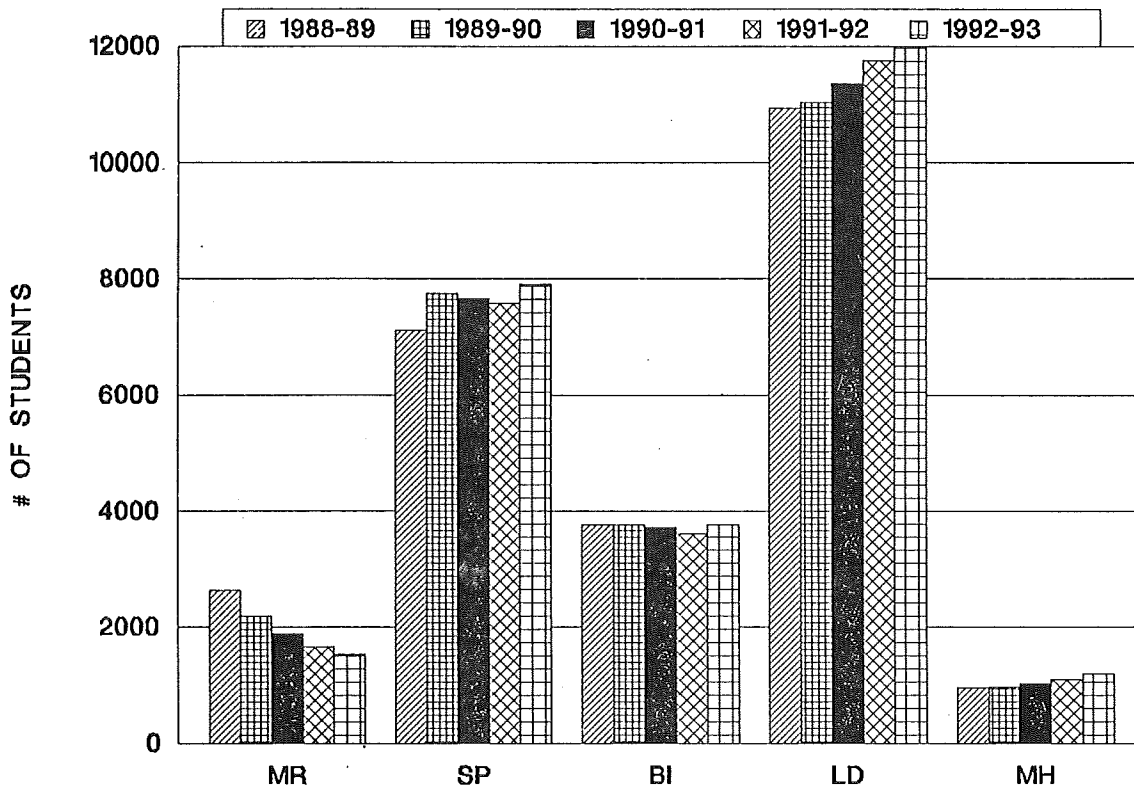
**Five Year Comparison of P.L. 101-476 Data
1988-89, 1989-90, 1990-91, 1991-92 and 1992-93**

The following section contains comparative information of P.L. 101-476 data only for the 1988-89, 1989-90, 1990-91, 1991-92 and 1992-93 school years for disability, educational placement, related services, exit data, anticipated services, personnel employed and anticipated personnel needed.

If readers wish to look at seven years of available data (1986-87 through 1992-93), the 1986-87 and 1987-88 data is included in the April 1992 Data Summary Report which was provided to all superintendents, directors of state supported/state operated schools, special education directors, preschool coordination sites (CDS) and special education faculty in the University of Maine system. Limited copies may be available from the Division of Special Services, Maine Department of Education.

DISABILITY DATA

5 Year Comparison (P.L. 101-476 ONLY)



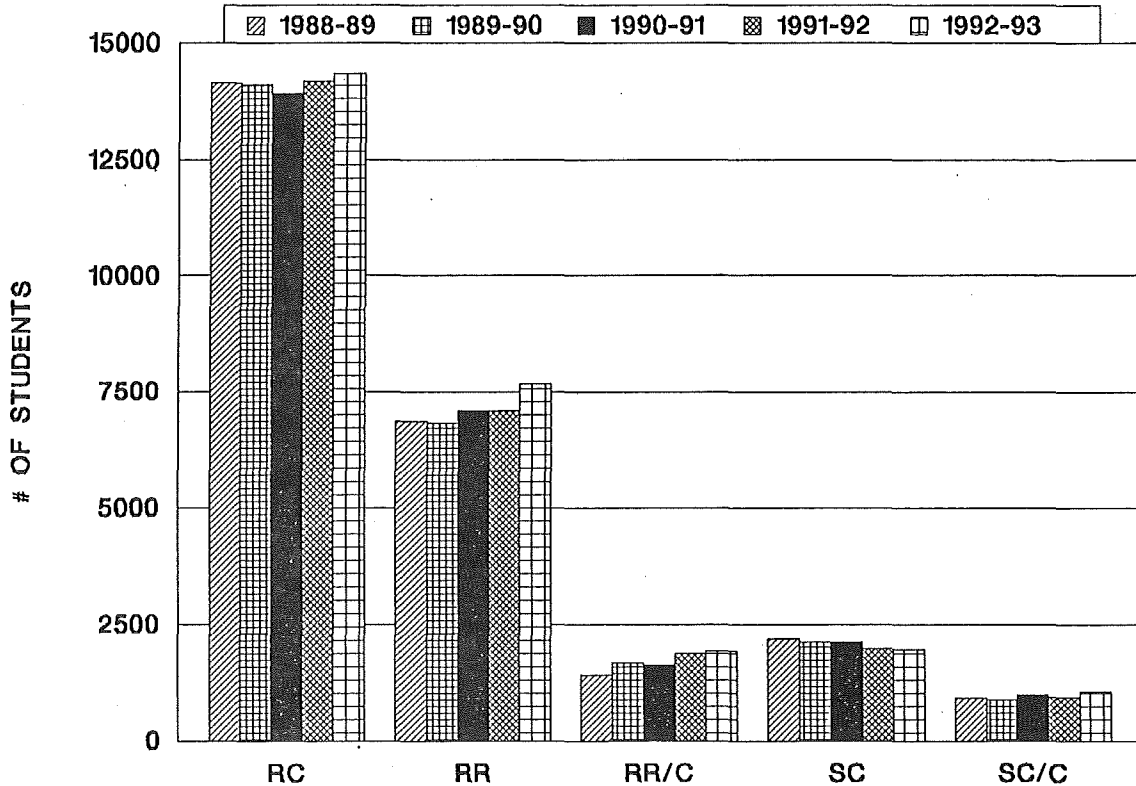
The total number of students with disabilities educated under P.L. 101-476 has remained fairly constant over the previous 4 years, but a significant increase (4%) occurred in 1992-93. The number of students with speech/language impairments has experienced an overall increase of 11%. The numbers of students identified as learning disabled and multihandicapped have been steadily increasing, with a 5 year increase of 11% for learning disabilities and 28% for multihandicapped.

The number of students with behavioral impairments has remained fairly constant for these five years, while a 42% (-1088) decrease has occurred in the number of students identified with mental retardation.

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS ON GRAPH
MENTAL RETARDATION	2615	2181	1886	1666	1527	-1088	-41.6%	MR
HARD OF HEARING	250	224	214	207	200	-50	-20.0%	
DEAF	64	63	58	56	57	-7	-10.9%	
SPEECH & LANGUAGE IMP.	7120	7742	7646	7580	7908	788	11.1%	S/L
VISUAL IMPAIRMENT	112	113	114	110	104	-8	-7.1%	
BEHAVIORAL IMPAIRMENT	3760	3772	3709	3596	3758	-2	-.1%	BI
ORTHOPEDIC IMPAIRMENT	272	232	203	202	170	-102	-37.5%	
OTHER HEALTH IMPAIRMENT	365	355	385	365	475	110	30.1%	
LEARNING DISABILITY	10937	11028	11343	11742	12182	1245	11.4%	LD
DEAF/BLIND	7	10	4	5	3	-4	-57.1%	
MULTIHANDICAPPED	937	964	1016	1086	1199	262	28.0%	MULTI
PRESCHOOL NON-CATEGORICAL	361	378	294	228	322	-39	-10.8%	
AUTISM				38	54	54		
TRAUMATIC BRAIN INJURY				27	44	44		
TOTAL	26800	27062	26872	26908	28003	1203	4.5%	

EDUCATIONAL PLACEMENT DATA

5 Year Comparison (P.L. 101-476 ONLY)

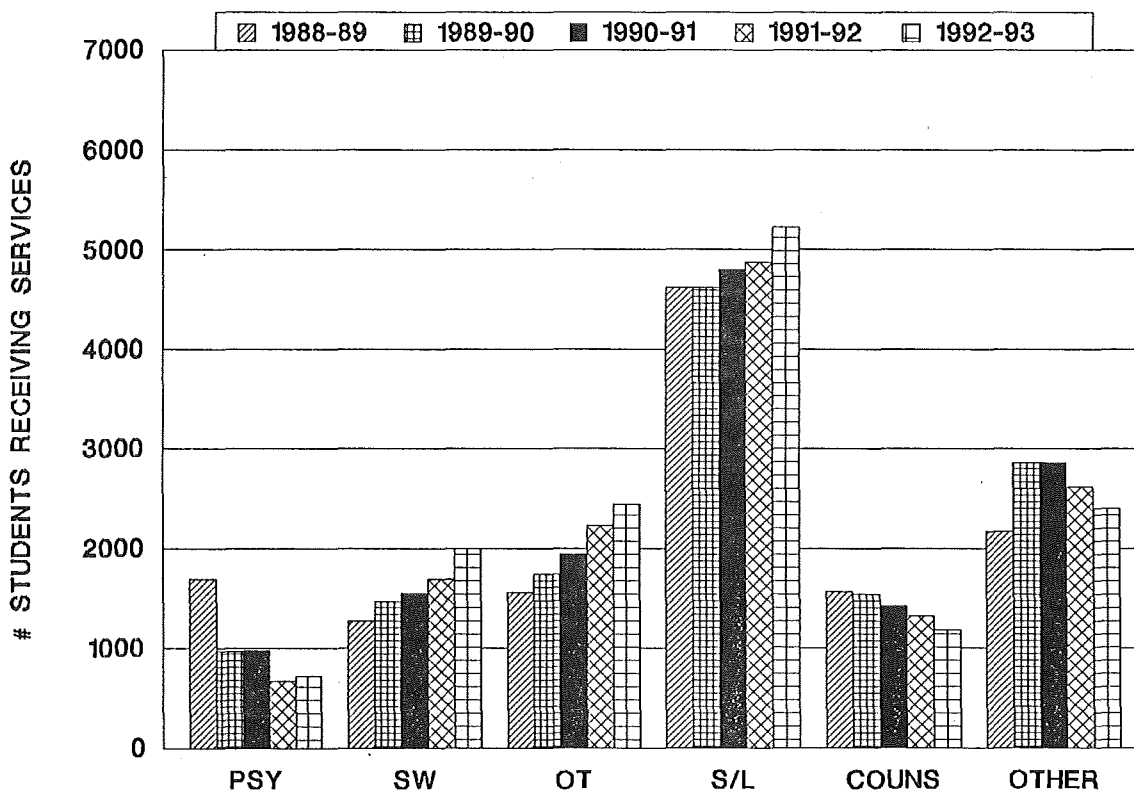


The number of students served in regular class has remained fairly constant from 1988-89 to 1992-93. An overall increase of 16% (+1311) occurred in the number of students receiving resource room services (resource room and/or composite). There was an overall decrease of 3% (-83) in the number of students served in self-contained and/or self-contained/composite room programs.

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS ON GRAPH
REGULAR CLASS	14164	14120	13930	14188	14357	193	1.4%	RC
RESOURCE ROOM	6862	6823	7080	7083	7667	805	11.7%	RR
RR/COMPOSITE	1426	1684	1630	1877	1932	506	35.5%	RR/C
SELF-CONT	2203	2125	2127	1994	1975	-228	-10.4%	SC
S-C/COMPOSITE	926	884	977	934	1071	145	15.7%	SC/C
PUBLIC SEP DAY	392	326	303	209	237	-155	-39.5%	
PRIVATE SEP DAY	266	343	223	232	406	140	52.6%	
PUBLIC RESID	30	23	14	1	0	-30	-100.0%	
PRIVATE RESID	33	28	25	20	32	-1	-3.0%	
HOMEBOUND/HOSP	498	706	563	370	326	-172	-34.5%	
TOTAL	26800	27062	26872	26908	28003	1203	4.5%	

RELATED SERVICES DATA

5 Year Comparison (P.L. 101-476 ONLY)



There has been a 7% (+1127) increase in related services provided to students with disabilities from 1988-89 to 1992-93. The largest increases in this five year period were in occupational therapy services (58%) and school social work (57%).

The largest decrease occurred in psychological services (-58%) with additional large decreases in recreational services (-56%), counseling services (-25%) and school health services (-21%).

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS ON GRAPH
PSYCHOLOGICAL SVCS	1687	972	975	672	713	-974	-57.7%	PSY
SCH. SOCIAL WORK SVCS	1272	1463	1546	1693	1999	727	57.2%	SW
OCCUPATIONAL THERAPY	1550	1733	1943	2233	2444	894	57.7%	OT
SPEECH/LANGUAGE SVCS	4610	4615	4792	4871	5223	613	13.3%	S/L
AUDIOLOGICAL SVCS	205	303	339	178	185	-20	-9.8%	
RECREATIONAL SVCS	172	139	94	78	75	-97	-56.4%	
PHYSICAL THERAPY	772	804	808	794	852	80	10.4%	
SPECIAL TRANSPORT. SVCS	1016	1134	1085	1133	1107	91	9.0%	
SCHOOL HEALTH SVCS	233	229	282	237	184	-49	-21.0%	
COUNSELING SVCS	1564	1537	1424	1322	1177	-387	-24.7%	COUNS
OTHER RELATED SVCS	2174	2852	2862	2619	2405	231	10.6%	OTHER
REHAB. COUNSELING				28	18	18		
TOTAL	15255	15781	16150	15858	16382	1127	7.4%	

EXIT DATA

5 Year Comparison (P.L. 101-476 ONLY)

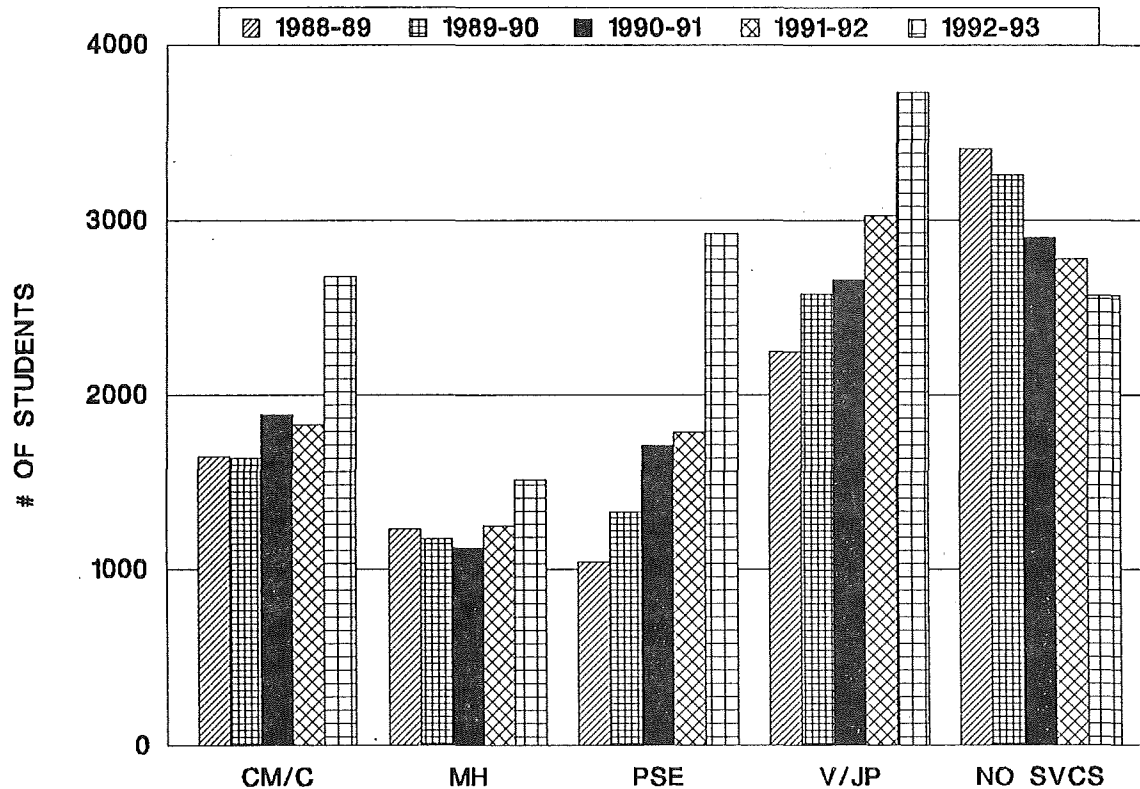
From 1986 until 1992, exit data has been collected on students with disabilities, ages 14 or 16-21. In 1993, changes were made to the collection of exit data based on new data requirements at the federal level. As a result, exit data on students in the 1992 child count reflects a 12 month period, and is collected on all students. Because of the changes in the data now being collected, it is difficult to make five year comparisons for exiting students.

The table below contains the closest approximation of similar data reported for students with disabilities ages 14-21 for the past five years (errors and inconsistencies in the data were removed from the figures). While graduation and maximum age data seem to be fairly consistent over the past several years, the data for drop outs, status unknown, exit to regular education, moved out-of-district and deceased appear to have tremendous increases in the 1992-93 data. This may be due to the fact that the data portray an entire year, and a large number of students may be exiting special education services as a result of exiting to regular education in the last six months of the year, or moving or dropping out over the summer months and early part of the 1993-94 school year.

	1988-89	1989-90	1990-91	1991-92	1992-93
GRADUATION W/DIPLOMA	709	703	742	810	820
GRADUATION W/CERTIFICATE	35	40	55	40	46
REACHED MAXIMUM AGE	7	5	8	8	8
DROPPED OUT	370	299	234	247	367
STATUS UNKNOWN	99	91	58	57	94
EXITED TO REGULAR ED	621	467	438	463	638
MOVED OUT-OF-DISTRICT	286	274	294	299	637
STILL RECEIVE SP.ED.SVCS	5093	5217	5282	5397	5084
DECEASED	4	5	8	2	11
MOVED, NOT KNOWN IF CONTINUING					114
TOTAL	7224	7101	7119	7323	7819

ANTICIPATED SERVICES DATA

5 Year Comparison (P.L. 101-476 ONLY)

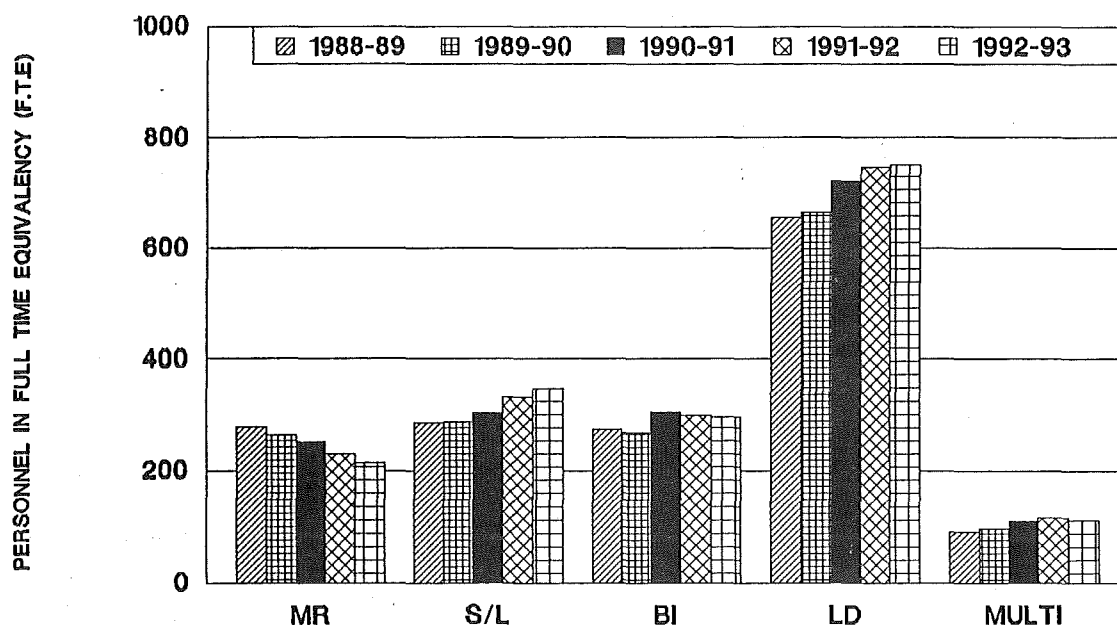


The 1993 changes in collecting exit data also affect the anticipated services data, in that the data now reflect all thirteen year old students (these students were 14 by the December, 1993 child count). Previously the data included about half the 13 year old population who had turned 14 by the end of the school year. The inclusion of all thirteen year olds may account for the large increases in some of the anticipated services identified.

The largest increases occurred in postsecondary education (+1885), vocational training/job placement (+1481) and case management/counseling (+1032). The only decreases appear in no services needed (-836) and other services (-82).

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS ON GRAPH
CASE MNGMT/COUNSELING	1647	1641	1883	1826	2679	1032	62.7%	CM/C
TRANSPORTATION	268	239	247	267	360	92	34.3%	
TECHNOLOGICAL AIDS	62	74	103	96	173	111	179.0%	
COMMUNICATION	98	101	121	147	213	115	117.4%	
MENTAL HEALTH	1231	1176	1122	1246	1514	283	23.0%	MH
PHYS. RESTORATION SVCS	110	122	116	111	132	22	20.0%	
FAMILY SVCS	450	500	441	464	512	62	13.8%	
INDEPENDENT LIVING	511	589	584	714	892	381	74.6%	
RESIDENTIAL LIVING	189	170	199	179	236	47	24.9%	
POSTSECONDARY ED.	1040	1330	1708	1784	2925	1885	181.3%	PSE
VOC. TRNG/JOB PLACEMENT	2249	2579	2653	3029	3730	1481	65.9%	V/JP
EMPLOYMENT RELATED	925	887	905	967	1020	95	10.3%	
OTHER SVCS	666	576	535	630	584	-82	-12.3%	
NO SVCS NEEDED	3402	3255	2899	2776	2566	-836	-24.6%	NO SVCS
TOTAL	12848	13239	13516	14236	17536	4688	36.5%	
# OF STUDENTS FOR WHICH THIS DATA WAS COLLECTED	8141	8020	8086	8369	9925	1784	21.9%	

SPECIAL EDUCATION TEACHERS EMPLOYED



The number of special education teachers employed in 1992-93 increased by 9% (+149) from 1988-89, an average increase of 30 teachers per year. There was a 22% (+20) increase in teachers of multihandicapped, a 21% (+61) increase in teachers of the speech/language impaired, a 14% (+95) increase in teachers of the learning disabled, and an 8% (+23) increase in teachers of the behaviorally impaired. Increases also occurred in teachers of the hard of hearing, deaf and other health impaired, while decreases occurred in teachers of the mentally retarded, visually impaired, orthopedic impaired and deaf/blind.

These increases/decreases parallel most of the increases/decreases in the number of students with disabilities over the past five years.

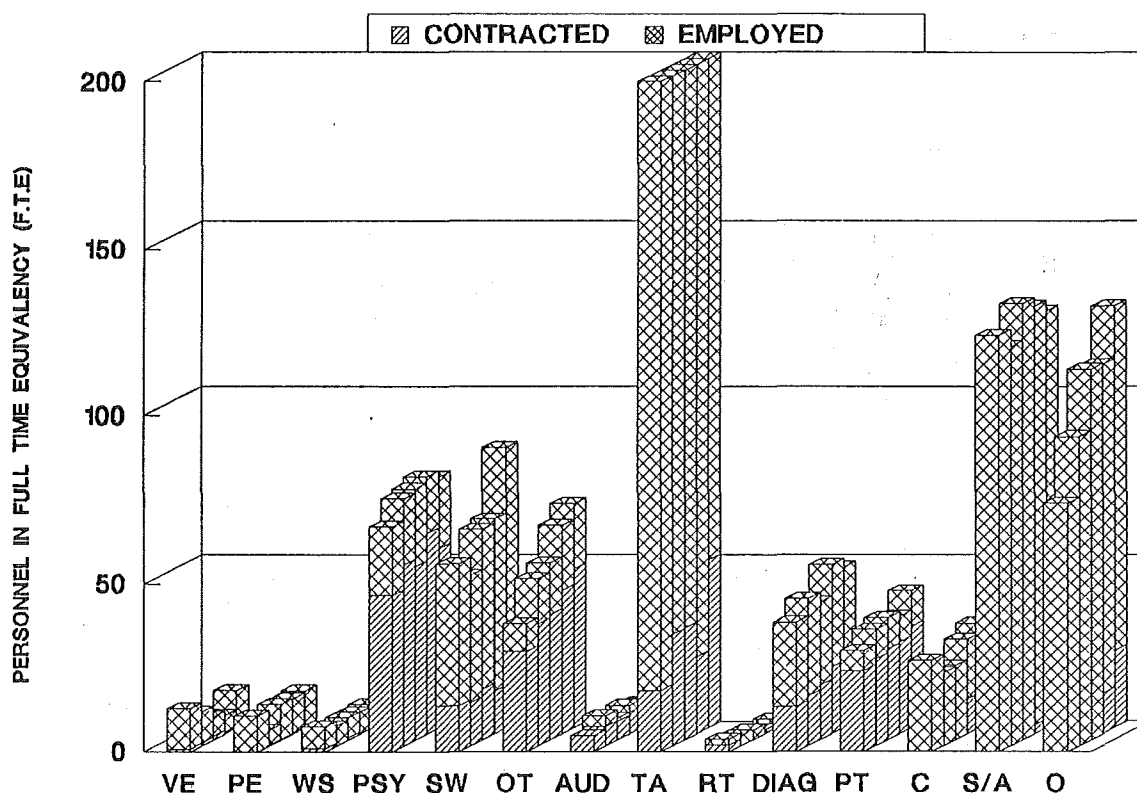
SPECIAL EDUCATION TEACHERS EMPLOYED

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS
MENTAL RETARDATION	279.72	264.88	251.73	229.47	215.03	-64.69	-23.1%	MR
HARD OF HEARING	13.11	13.17	13.12	17.79	16.34	3.23	24.6%	
DEAF	8.44	10.06	8.27	10.11	8.94	.50	5.9%	
SPEECH & LANGUAGE IMP.	287.09	288.02	304.47	332.83	347.96	60.87	21.2%	S/L
VISUAL IMPAIRMENT	6.50	7.13	5.46	6.13	6.06	-.44	-6.8%	
BEHAVIORAL IMPAIRMENT	274.92	268.91	306.28	300.08	298.15	23.23	8.5%	BI
ORTHOPEDIC IMPAIRMENT	9.72	9.83	5.44	6.77	7.63	-2.09	-21.5%	
OTHER HEALTH IMPAIRMENT	11.80	17.42	20.32	17.08	18.33	6.53	55.3%	
LEARNING DISABILITY	655.51	663.47	721.07	744.49	750.14	94.63	14.4%	LD
DEAF/BLIND	4.26	3.36	4.14	2.72	1.53	-2.73	-64.1%	
MULTIHANDICAPPED	92.09	96.97	111.33	116.04	112.06	19.97	21.7%	MULTI
AUTISM				5.45	6.76			
TRAUMATIC BRAIN INJURY				1.32	3.18			
TOTAL	1643.16	1643.22	1751.63	1790.28	1792.11	148.95	9.1%	

OTHER PERSONNEL CONTRACTED OR EMPLOYED

The number of other personnel specifically employed and/or contracted to serve students with disabilities increased overall by 32% (+537). At least five of the related services personnel plus teacher aides increased by more than 30%. Contracted personnel increased 77% (+118), and other personnel employed increased by 28% (+420). Decreases occurred in vocational education teachers, work-study coordinators, and recreation therapists.

OTHER PERSONNEL Contracted or Employed



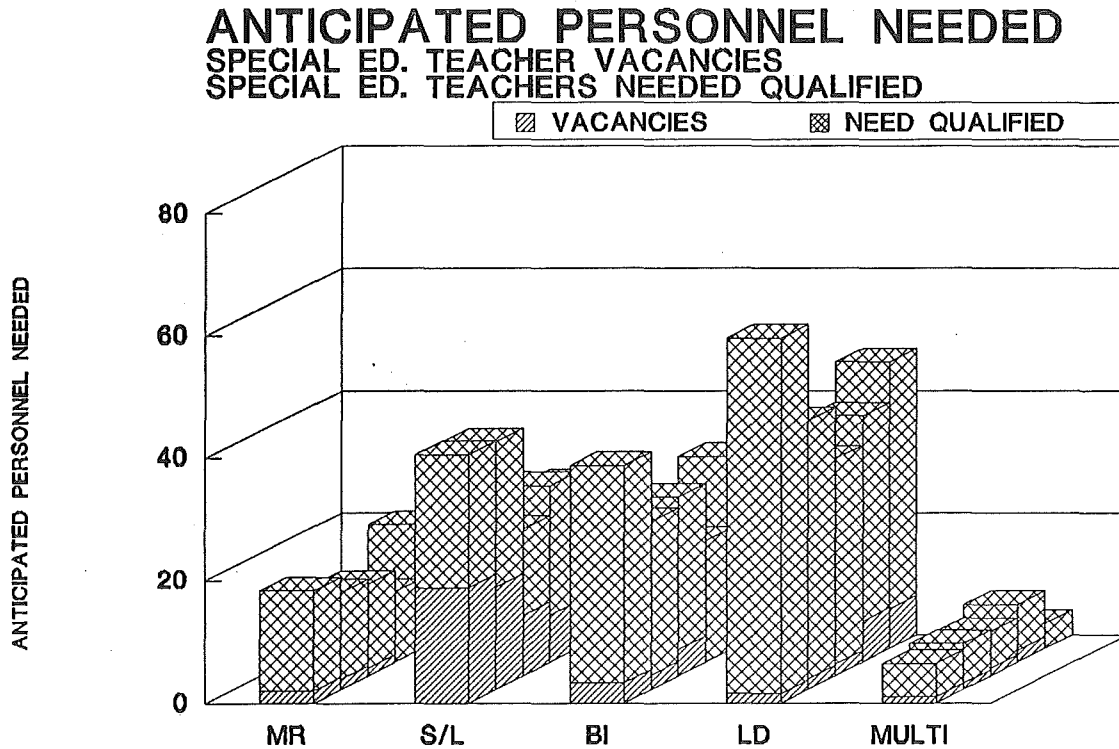
OTHER PERSONNEL CONTRACTED OR EMPLOYED

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS
VOCATIONAL ED TEACHERS	12.73	10.01	6.73	5.62	11.14	-1.59	-12.5%	VE
PHYSICAL ED TEACHERS	10.57	4.73	10.50	10.40	10.98	.41	3.9%	PE
WORK-STUDY COORDINATORS	7.31	5.65	6.35	6.35	7.02	-.29	-4.0%	WS
PSYCHOLOGISTS	67.15	73.95	74.95	76.75	75.12	7.97	11.9%	PSY
SCHOOL SOCIAL WORKERS	56.15	50.84	63.01	64.20	83.77	27.62	49.2%	SW
OCCUPATIONAL THERAPISTS	38.23	49.79	52.76	62.20	67.19	28.96	75.8%	OT
AUDIOLOGISTS	4.62	8.80	6.41	8.41	7.38	2.76	59.8%	AUD
TEACHER AIDES	1168.33	1194.44	1326.06	1424.23	1564.42	396.09	33.9%	TA
RECREATION THERAPISTS	3.62	3.00	2.64	1.05	2.55	-1.07	-29.6%	RT
DIAGNOSTIC STAFF	38.51	44.02	41.11	50.67	48.04	9.53	24.8%	DIAG
PHYSICAL THERAPISTS	30.08	34.74	36.56	35.18	40.95	10.87	36.1%	PT
COUNSELORS	27.23	21.62	21.94	28.21	31.26	4.03	14.8%	C
SUPERVISORS/ADMINISTRATOR	124.23	119.10	130.19	127.47	124.42	.19	.2%	S/A
OTHER NON-INSTRUCTIONAL	74.43	92.28	110.68	110.35	126.05	51.62	69.4%	O
TOTALS	1663.19	1712.97	1889.89	2011.09	2200.29	537.10	32.3%	

ANTICIPATED PERSONNEL NEEDED

Special Education Teachers Needed

There was a 37% decrease (-22) in the number of special education teachers needed between 1988-89 and 1992-93. For most of the disability areas, the greatest need has been for teachers who are fully qualified. In the area of teachers of speech/language impaired, however, there has been a fairly consistent split (almost 50-50) between vacancies and needed qualified. The majority of vacancies over the past five years have been for teachers of students with speech/language impairments, while the majority of needed qualified personnel have been for teachers of students with learning disabilities and behavioral impairments.



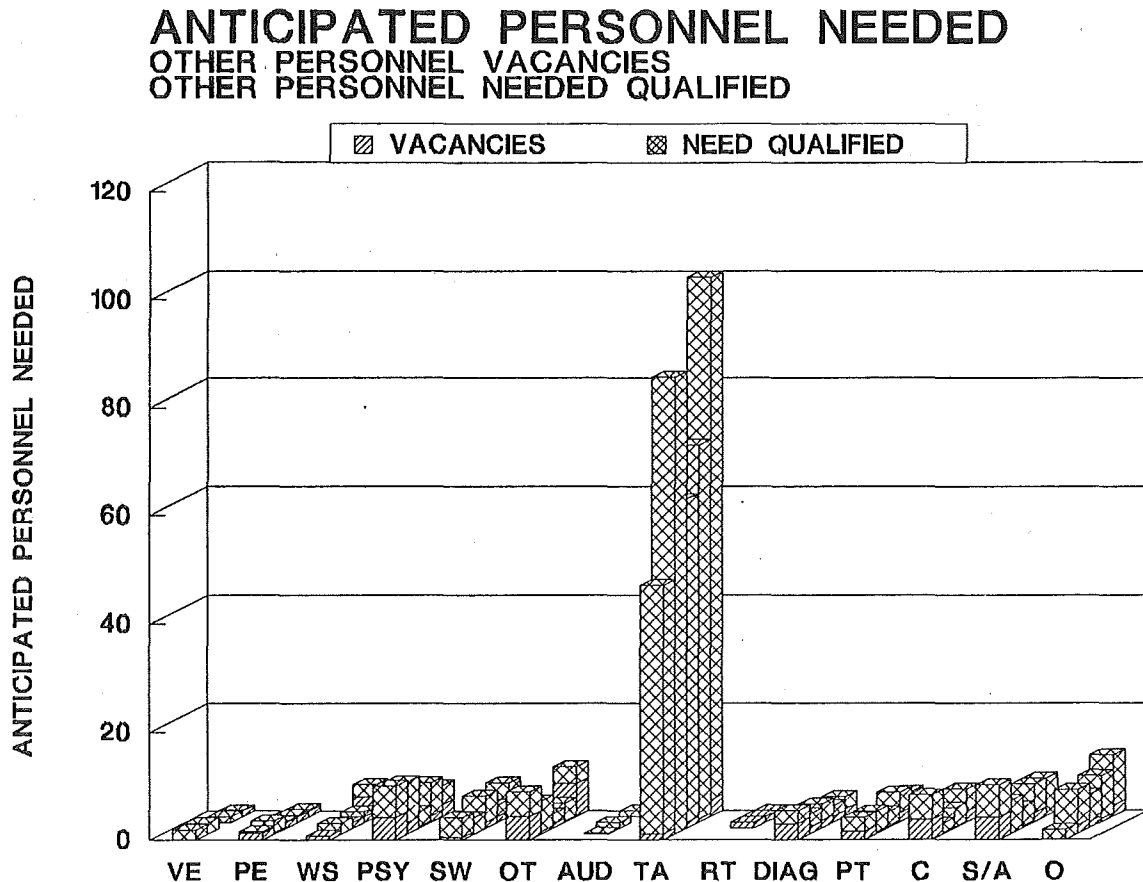
SPECIAL ED. TEACHERS - VACANCIES/NEEDED QUALIFIED

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS
MENTAL RETARDATION	18.26	15.75	14.94	11.41	20.34	2.08	11.4%	MR
HARD OF HEARING	.62	.48	.85	.78	.44	-.18	-29.0%	
DEAF	1.00	1.00	.20	.00	.46	-.54	-54.0%	
SPEECH & LANGUAGE IMP.	40.46	40.39	24.15	28.80	27.14	-13.32	-32.9%	S/L
VISUAL IMPAIRMENT	1.28	.55	1.18	.00	.08	-1.20	-93.8%	
BEHAVIORAL IMPAIRMENT	38.79	27.54	29.19	19.96	31.31	-7.48	-19.3%	BI
ORTHOPEDIC IMPAIRMENT	.00	.04	.17	.11	.07	.07		
OTHER HEALTH IMPAIRMENT	1.13	2.37	.98	1.13	.91	-.22	-19.5%	
LEARNING DISABILITY	59.62	43.96	35.39	40.22	46.79	-12.83	-21.5%	LD
DEAF/BLIND	3.00	1.00	.30	.08	1.58	-1.42	-47.3%	
MULTIHANDICAPPED	6.47	7.57	7.27	9.42	4.11	-2.36	-36.5%	MULTI
AUTISM				.00	.00			
TRAUMATIC BRAIN INJURY				.00	.00			
TOTAL	170.63	140.65	114.62	111.91	133.23	-37.40	-21.9%	

Other Personnel Needed

There was a 56% (+58) increase in the number of other personnel needed between 1988-89 and 1992-93. Vacancies increased by 13% (+3), and other personnel needed to fill positions occupied by less than fully qualified staff increased by 69% (+55). The overall increase is due mainly to the perceived need for qualified teacher aides (Educational Technicians I, II, III).

NOTE: There appears to be no logical reason why the number of qualified personnel needed is high among the teacher aide category. While there may be educational technicians employed who do not possess the necessary qualifications, it is more likely that people are misinterpreting the form and providing data on teacher aides who they wish were more qualified, but who actually are qualified according to the Division of Certification.



OTHER PERSONNEL - VACANCIES/NEEDED QUALIFIED

	1988-89	1989-90	1990-91	1991-92	1992-93	5 YR.CHANGE	% CHANGE	LABELS
VOCATIONAL ED TEACHERS	1.68	2.00	.00	1.00	1.05	-.63	-37.5%	VE
PHYSICAL ED TEACHERS	1.50	2.42	1.25	1.20	1.30	-.20	-13.3%	PE
WORK-STUDY COORDINATORS	.60	2.00	1.00	2.00	6.00	5.40	900.0%	WS
PSYCHOLOGISTS	9.94	9.62	3.01	7.29	5.65	-4.29	-43.2%	PSY
SCHOOL SOCIAL WORKERS	4.10	3.12	6.03	3.23	6.30	2.20	53.7%	SW
OCCUPATIONAL THERAPISTS	8.89	6.17	2.54	3.45	9.13	.24	2.7%	OT
AUDIOLOGISTS	.00	.07	1.00	.00	1.08	1.08		AUD
TEACHER AIDES	47.27	84.50	60.85	69.90	99.88	52.61	111.3%	TA
RECREATION THERAPISTS	.00	.00	1.00	1.00	1.00	1.00		RT
DIAGNOSTIC STAFF	5.40	3.59	4.40	3.00	3.70	-1.70	-31.5%	DIAG
PHYSICAL THERAPISTS	4.00	4.12	2.75	5.55	4.53	.53	13.3%	PT
COUNSELORS	8.36	1.89	3.51	6.10	3.60	-4.76	-56.9%	C
SUPERVISORS/ADMINISTRATOR	9.99	6.11	3.84	7.03	7.00	-2.99	-29.9%	S/A
OTHER NON-INSTRUCTIONAL	1.75	8.11	6.10	8.52	11.30	9.55	545.7%	O
TOTALS	103.48	133.72	97.28	119.27	161.52	58.04	56.1%	

APPENDIX

Definitions of data elements collected for students with disabilities and teachers of students with disabilities are provided in the instructions for the EF-S-05 and EF-S-204/204A reporting forms.

DISABILITIES

Definitions of these disabilities can be found in Maine Special Education Regulations Chapter 101, 3.2-3.14:

- Mental Retardation
- Hard of Hearing
- Deaf
- Speech and Language Impairment
- Visual Impairment
- Behavioral Impairment
- Orthopedic Impairment
- Other Health Impairment
- Learning Disability
- Deaf/Blind
- Multihandicapped
- Autism
- Traumatic Brain Injury

RELATED SERVICES

Definitions of these related services can be found in 34 CFR 300.16 (EDGAR Code of Federal Regulations)

Diagnostic services are reported under the appropriate related service code.

- Psychological Services
- School Social Work Services
- Occupational Therapy
- Speech and Language Services
- Audiological Services
- Recreation Services
- Physical Therapy
- Transportation Services (special transportation arrangements)
- School Health Services
- Counseling Services
- Other Related Services
- Rehabilitation Counseling Services

APPENDIX

EDUCATIONAL PLACEMENT

(This terminology is derived from federal reporting requirements and does not imply a change in Maine Regulations or definitions.

Regular Class includes children with disabilities receiving special education and related services for less than 21 percent of the school day. Students receiving monitoring services should be included in this category.

Resource Room includes children with disabilities receiving special education and related services for 60 percent or less of the school day and at least 21 percent of the school day in a resource room.

Resource Room/Composite includes children with disabilities receiving special education and related services for 60 percent or less of the school day and at least 21 percent of the school day in a composite program.

Self-Contained includes children with disabilities receiving special education and related services for more than 60 percent of the school day in a self-contained program.

Self-Contained/Composite includes children with disabilities receiving special education and related services for more than 60 percent of the school day in a composite program.

Public Separate Day School includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public separate day school facilities.

Private Separate Day School includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in private separate day school facilities.

Public Residential includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public residential facilities.

Private Residential includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in private residential facilities.

Homebound/Hospital includes children with disabilities receiving special education and related services in homebound/hospital environments.

APPENDIX

EXIT DATA

Graduation with Diploma

Exited an educational program through receipt of a high school diploma identical to that for which non-exceptional students are eligible.

Graduation through Certificate of Completion/Fulfillment of I.E.P. Requirement

Exited an educational program through receipt of a certificate of completion, modified diploma, fulfillment of an IEP, or some similar mechanism.

Reached Maximum Age

Exited special education as a consequence of reaching the maximum age for receipt of special education services and did not receive a diploma/certificate of completion.

Dropped Out

Exited special education as a consequence of dropping out of school without completing the individual education program.

Status Unknown

Exited the educational system but specific causes of departure could not be determined or were not known.

Exited to Regular Education

Exited to regular education as a result of completion of an I.E.P. and termination of special education services.

Moved Out-of-District

Exited to another school administrative unit and known to be continuing in school.

Still Receiving Special Education Services

Student has not exited from special education services.

Deceased

Moved, Not Known To Be Continuing

Moved out of the school administrative unit, and not known to be continuing in another educational program.

APPENDIX

ANTICIPATED SERVICES NEEDED

Case management/counseling services, including referral and counseling needed to help exceptional individuals secure services from other agencies, and coordination and follow-up to assure delivery of appropriate services.

Transportation, including specialized travel and related expenses including meals and lodging during travel (or per diem payments in lieu of meals and lodging) in connection with transporting exceptional individuals and their attendants or escorts for the purpose of supporting and deriving the full benefit of other services being provided.

Technological aids, including telecommunications, sensory and other technological aids and devices.

Communication services, including rehabilitation teaching services, note-taking services, and orientation and mobility services for the blind and interpreter services and note-taking services for the deaf, including tactile interpreting for deaf-blind individuals.

Mental health services, including personal adjustment counseling, community mental health services, psychiatric/psychological therapy, and substance abuse programs.

Physical restoration services including services necessary to correct or modify a physical condition which is stable or progressive.

Family services to members of an exceptional individual's family when needed for the rehabilitation and increased independence of the exceptional individual.

Independent living services including assistance in performing daily living activities (e.g. financial management, transportation, etc.) and maintenance to enable a person to live with minimal formal support in the community; maintenance also includes support income maintenance programs (e.g., SSI, SSDI) or welfare.

Residential living services, including maintenance and supervised residential service programs for people who cannot live independently or with their own family.

Postsecondary education, including colleges with programs leading to a baccalaureate or associate degree, vocational schools, proprietary schools, etc.

Vocational training and job placement, including on-site training and placement, and training through the use of job coaches or other special training personnel to assist exceptional persons to become employed.

Employment related services necessary to maintain suitable employment, including ongoing support services necessary to maintain severely disabled persons in employment (i.e. support work options), specialized vocational evaluation and counseling.

Other services which are needed by an exceptional individual.

NO SERVICES NEEDED.