

MAINE STATE LEGISLATURE

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**MAINE
SPECIAL EDUCATION DATA
SUMMARY REPORT**

1993-94

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



Spring, 1998

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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 \$17,103,698 in P.L. 101-476 Part B IDEA federal funds for the 1997-98 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.

Please Note:

The data summary report for 1993-94 was completed last summer after having been started in Lotus Smart Suite, converted to Word 97 and being worked on by three different people. Unfortunately, even after our best efforts at proofreading, we discovered a few errors in the data after the publication was printed. We have enclosed the four revised pages along with the original document - please be sure to use these pages in place of the originals (the revised pages have a notation at the bottom, and the page numbers are smaller).

If you have any questions, please feel free to call us.

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 which resulted in both programs incorporating the same data elements. This 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 1993-94 school year.

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

We encourage you to examine your school unit's data with the state data provided. (Directors of Special Education 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. County data is 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.

This will be the last printed version of the data summary report. In our efforts to make child count data available to you and the general public, we are now utilizing electronic formats. Preliminary and final count data is posted immediately upon completion on DSS FirstClass in the SpEdForms conference, and therefore on the Web conferences at <http://www.mecite.doe.k12.me.us>. State totals data (currently 1997 data, with more to be added as time allows) is currently posted on the World Wide Web, at <http://www.mecite.doe.k12.me.us/~kfellows>, or go to the Department of Education Special Services page at <http://www.state.me.us/education/specserv.htm> and click on Special Education data.

HIGHLIGHTS OF 1993-94 SPECIAL EDUCATION DATA

- 29,363 students ages 3-21 received special education and related services in 1993-94 (a 1% increase from 1992-93). This figure represents 13% of the school-age (4 year olds-12th grade) population in Maine.
- Nationally, 5,279,490 students ages 3-21 received special education and related services (a 2% increase from 1992-93). This represents 12.1% of the total national fall enrollment.
- Four types of disabilities account for 89% of the students served in Maine: learning disabled (42%), speech/language impaired (27%), behaviorally impaired (15%) and mentally retarded (5%).
- Nationally, these same four disabilities account for 93% of the students served: learning disabled (51%), speech/language impaired (21%), mentally retarded (12%) and behaviorally impaired (9%).
- Over the past five years, students identified as mentally retarded have declined by approximately 36%. The numbers of students with speech/language impairments, behavioral impairments, learning disabilities and multihandicaps have experienced overall increases. Nationally, the numbers of students with mental retardation and speech/language impairments continue to decrease, while students with learning disabilities continue to increase. The number of behaviorally impaired students in Maine and the nation has remained fairly constant.
- Significant increases are now appearing in the other health impairments category. In Maine, there was a 30% increase in 1992, and a 37% increase in 1993. Nationally, there was a 26% increase in 1993. The increase may be due to growth in the numbers of students with attention deficit disorder reported in this category.
- 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 95% for 1993-94.
- 51% were served in regular classes, 33% in resource room/resource room composite classes, and 11% in self-contained/self-contained composite classes.
- The national figures for 1993-94 are 40% regular class, 32% resource room and 23% 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 7000 students with disabilities (ages 5-21) who no longer received special education services in 1993-94, 13.1% graduated with diploma or certificate, 5.6% dropped out, 33.8% exited to regular education and 44.6% moved.
- 44% of the students who dropped out are learning disabled, and 42% are behaviorally impaired.
- The number of special education teachers employed to teach students with disabilities ages 3-21 has increased 6% (+93) since 1989 while the number of students with disabilities has increased 5%. The number of other personnel employed increased by 34%.
- 74% of the increase in other personnel employed is in the teacher aide category. In 1993-94, there was one aide for every 1.1 teachers. Nationally, in 1993-94, there was one aide for every 1.7 teachers.
- The number of special education teachers needed to teach students with disabilities ages 3-21 decreased by 36% over the past 5 years, while the number of other personnel needed increased by 35%.
- The majority of special education teachers needed continue to be teachers of the learning disabled, speech/language impaired and behaviorally impaired.
- 68% of other personnel needed in 1993-94 are teacher aides, while nationally in 1993-94, 35% of other personnel needed were teacher aides.
- An approximate ratio of teachers to students is 1:17. Nationally, the ratio is 1:15.
- An approximate ratio of aides (educational technicians) to students is 1:18. Nationally, the ratio is 1:30.

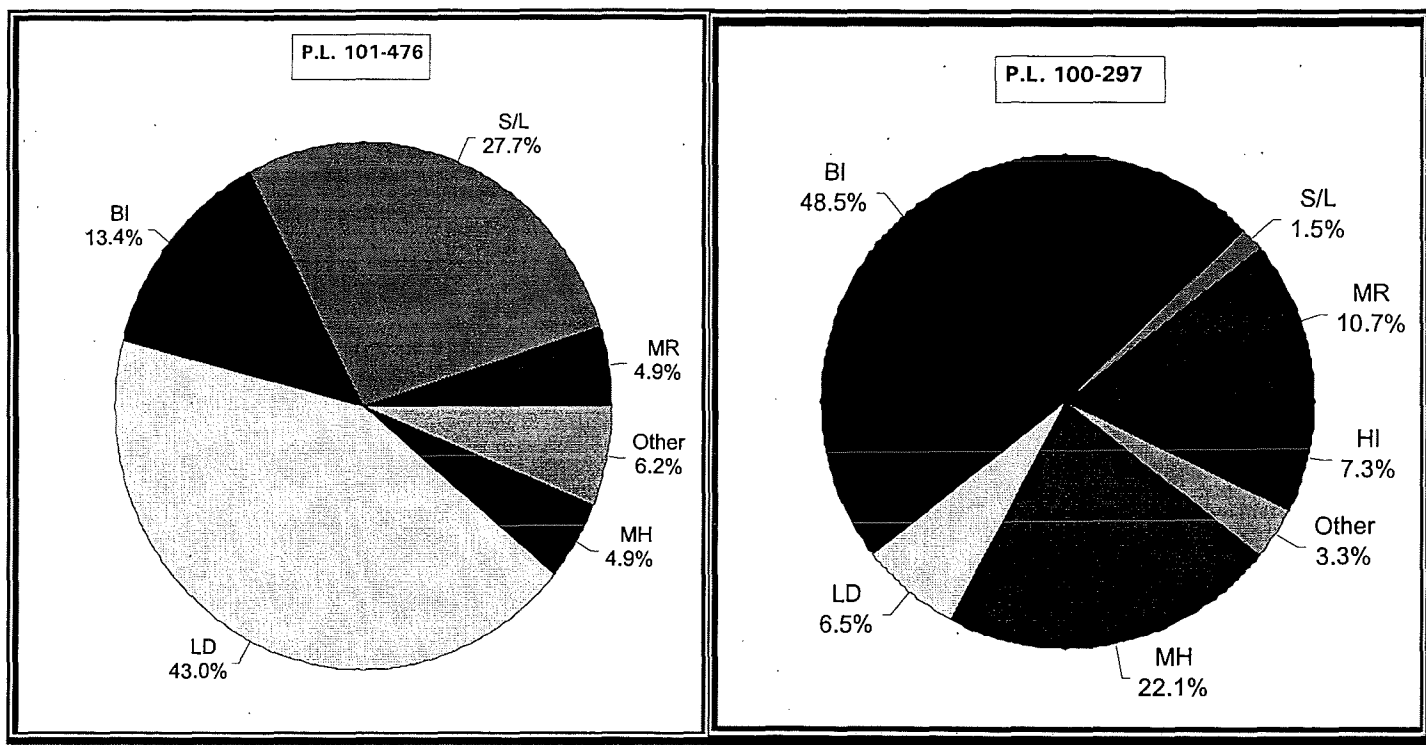
DISABILITY DATA

A total of 29,363 students ages 3-21 were provided special education and related services in 1993-94 (as reported on the EF-S-05 and EF-S-204/A). This represents 13% of the school aged (4 yr-12th grade) population in Maine (213,406) 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	Maine % Total Sp.Ed.	National % Total Sp.Ed.	Maine % Total Sch. Enr.
Mental Retardation	1,393 (4.9%)	97 (10.7%)	1,490	5.1%	11.6%	.7%
Speech/Language Imp.	7,884 (27.7%)	14 (1.6%)	7,898	26.9%	21.1%	3.7%
Behavioral Imp.	3,812 (13.4%)	438 (48.5)	4,250	14.5%	8.7%	2.0%
Learning Disabilities	12,233 (43.0%)	59 (6.5%)	12,292	41.9%	51.1%	5.8%
Multi-Handicapped	1,384 (4.9%)	200 (22.1%)	1,584	5.4%	2.3%	.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 438 (48.5%), Multihandicapped 200 (22.1%), and Mental Retardation 97 (10.7%). This reflects the severity of the disabilities served under the P.L. 100-297 program.



EDUCATIONAL PLACEMENT DATA

The majority (84%) 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 11.1% received services in a self-contained and/or self-contained/composite setting. The remaining 4.9% 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. (29,363)
Regular Class	14,730 (51.8%)	113 (12.5%)	14,843	50.6%
Resource Room	7,728 (27.2%)	106 (11.7%)	7,834	26.7%
Res. Rm. Composite	1,934 (6.8%)	37 (4.1%)	1,971	6.7%
Self-Contained	1,983 (7.0%)	174 (19.3%)	2,157	7.3%
Self-Contained/Composite	1,070 (3.8%)	32 (3.5%)	1,102	3.8%

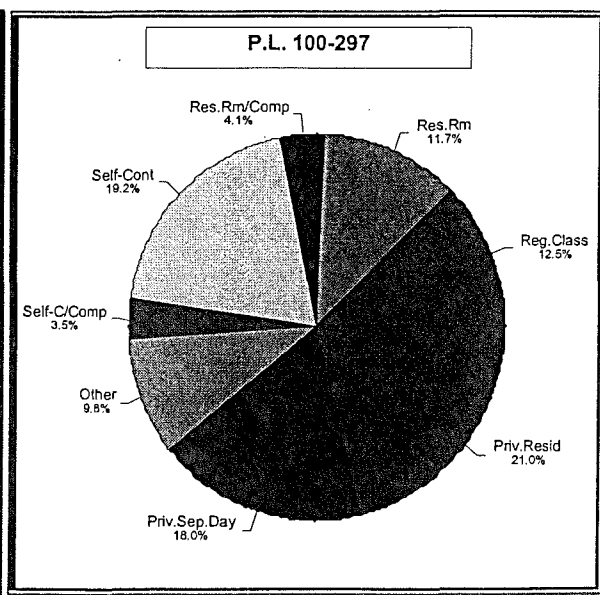
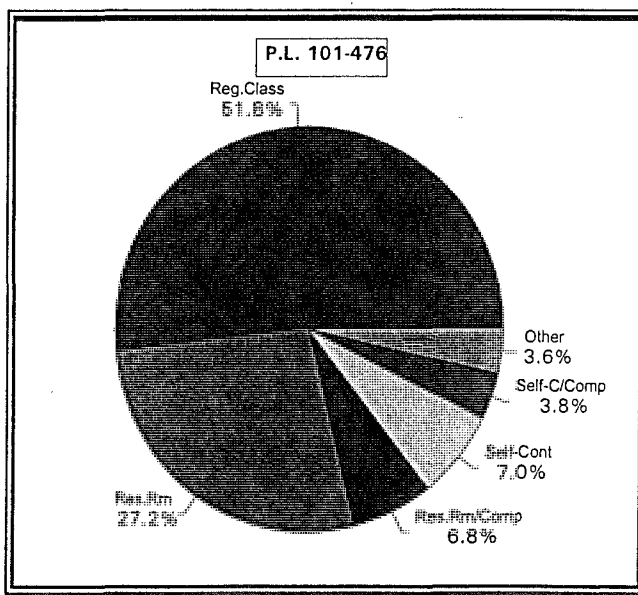
Differences do exist in educational placements between the P.L. 101-476 IDEA and P.L. 100-297 Chapter I, Handicapped programs. Eighty-six percent of the students reported under P.L. 101-476 are in regular class, resource room or resource room/composite settings, while only 28.3% of the students reported under P.L. 100-297 are in these settings. The three major placements identified under P.L. 100-297 are private residential (21.0%), self-contained (19.3%), and private separate day (18.0%).

The top three placements for the four major disabilities were:

Mental Retardation Speech/Language Imp. Behavioral Impairment Learning Disabilities

self-contained	regular class	regular class	regular class
resource room	resource room	resource room	resource room
self-cont/comp.	private separate day*	self-contained	res. rm/composite

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



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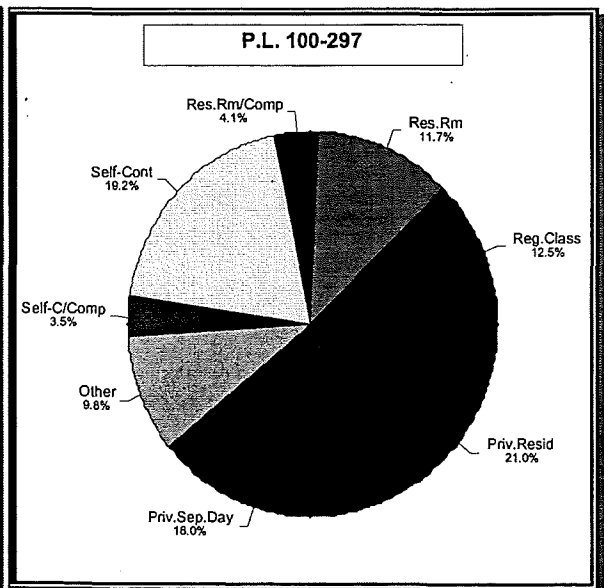
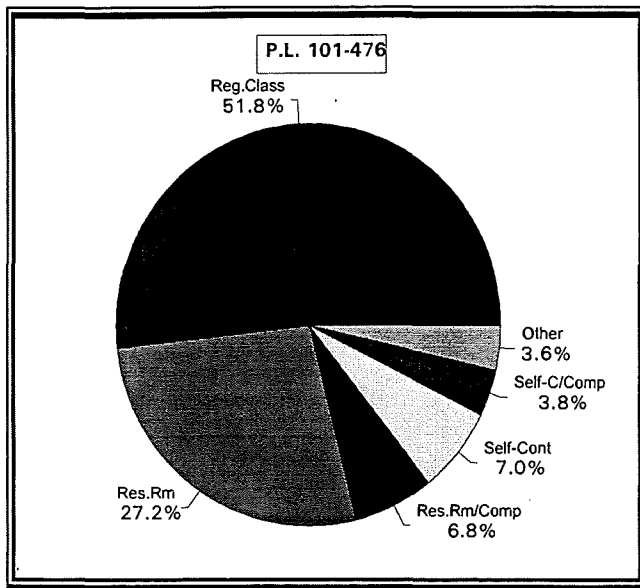
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self-cont/comp.	private separate day*	self-contained	res. rm/composite

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



RELATED SERVICES DATA

The related service most frequently identified as being provided to students with disabilities in Maine was speech/language (27.9%). Occupational Therapy was the second most frequently identified related service with 3,062 (15.8%) while Other Related Services was the third most frequently identified with 2,606 (13.4%).

Upon closer review, 60% (1448) 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 40.5% of all related services provided to preschool age students. When deducted from the total number of other related services, the percentage becomes 6.3% of all related services.

The four most frequently identified related services in the P.L. 100-297, Chapter I, Handicapped 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 (19,413)
Speech/Language	5,002 (29.6%)	421 (16.9%)	5,423	27.9%
Occupational Therapy	2,785 (16.5%)	277 (11.2%)	3,062	15.8%
Other Related Services	2,433 (14.4%)	173 (7.0%)	2,606	13.4%
School Social Work	2,135 (12.6%)	370 (14.9%)	2,505	12.9%
Special Transportation	1,411 (8.3%)	218 (8.8%)	1,629	8.4%

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

<u>Mental Retardation</u>	<u>Speech/Language Imp.</u>	<u>Behavioral Impairment</u>	<u>Learning Disability</u>
speech/language occupational therapy transportation	other related services occupational therapy transportation	school social work counseling speech/language	speech/language school social work occupational therapy

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 27,184 school-age students in the 1993-94 child count, 25.7% (7,000) exited from special education services in the following manner:

	P.L. 101-476	% of Total	P.L. 100-297	% of Total	Totals	% of Total (7,000)
Graduated w/Diploma	814	12.2%	37	11.9%	851	12.2%
Graduated w/Certificate	56	.8%	9	2.9%	65	.9%
Reached Max. Age	5	.1%	13	4.2%	18	.3%
Dropped Out	393	5.9%	15	4.8%	408	5.8%
Status Unknown	145	2.2%	14	4.5%	159	2.3%
Exited to Regular Ed.	2,350	35.1%	13	4.2%	2,363	33.8%
Moved Out-of-District	2,396	35.8%	199	64.0%	2,595	37.1%
Deceased	17	.3%	1	.3%	18	.3%
Moved, Not Known to be Continuing	513	7.7%	10	3.2%	523	7.5%
Total Exiters	6,689	25.4%	311	35.5%	7,000	25.7%

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

Exiting data reported by disability reveals the following:

	Graduation (Diploma/Cert)		Dropped Out		Exited to Regular Ed.		Moved Out of District	
Mental Retardation	11%	(105)	3%	(13)	1%	(15)	6%	(176)
Speech/Lang. Imp.	4%	(40)	5%	(21)	48%	(2,058)	21%	(640)
Behavior Impairment	15%	(137)	42%	(171)	11%	(255)	26%	(797)
Learning Disabilities	59%	(541)	44%	(181)	40%	(936)	38%	(1,187)
Multihandicapped	5%	(47)	4%	(16)	1%	(20)	1%	(190)
Totals-All Disabilities		916		408		2,363		3,118

Of the students with disabilities who dropped out (408) in the 1993-94 school year, 44% (181) were learning disabled, and 42% (171) were behavior impaired. Over one-half of those graduating (916) were identified as learning disabled (541), while nearly half of those exiting to regular education (2363) were identified as speech/language impaired (1058). 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 (38%) of the movers.

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ANTICIPATED SERVICES DATA

Of the 10,799 students who were 14-21 years of age during the 1993-94 reporting period, 39.5% were identified as needing vocational training/job placement services once they left school. Almost thirty percent (29.9%) were identified as needing case management/counseling services, 29.3% need post-secondary education and 16.4% need mental health services.

Almost one quarter (22.9%) of the 14-21 year old students have no need for community-based services. The majority of these students were students with learning disabilities.

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

Mental Retardation -	<ol style="list-style-type: none">1. Vocational Training/Job Placement2. Case Management/Counseling3. Independent Living4. Employment Related
Speech/Language -	<ol style="list-style-type: none">1. No Services Needed2. Vocational Training/Job Placement3. Postsecondary Education4. Case Management/Counseling
Behavioral Impairment -	<ol style="list-style-type: none">1. Vocational Training/Job Placement2. Mental Health3. Case Management/Counseling4. Postsecondary Education
Learning Disability -	<ol style="list-style-type: none">1. Postsecondary Education2. Vocational Training/Job Placement3. No Services Needed4. Case Management/Counseling
Multihandicapped -	<ol style="list-style-type: none">1. Vocational Training/Job Placement2. Case Management/Counseling3. Independent Living4. Employment Related

PERSONNEL EMPLOYED

Teachers of the learning disabled and speech/language impaired compose 61% of the special education teachers employed in the 1993-94 school year, while serving 71% of students with disabilities. Teachers of the mentally retarded and behaviorally impaired compose 26.5% of the special education teachers employed, while serving 18% of students with disabilities. Upon totaling these four exceptionalities, 88% of the special education teachers employed are providing services to 89% of students with disabilities.

Special Education Teachers	FTE	% of Total	# Students (P.L: 101-476)	% of Total (28,459)
Mental Retardation	181.17	10.4%	1,393	4.9%
Hard of Hearing	15.55	0.9%	197	.7%
Deaf	8.28	0.5%	50	.2%
Speech & Language Imp.	331.22	19.1%	7,884	27.7%
Visual Impairment	7.85	0.5%	99	.3%
Behavioral Impairment	279.87	16.1%	3,812	13.4%
Orthopedic Impairment	5.9	0.3%	164	.6%
Other Health Impairment	28.48	1.6%	649	2.3%
Learning Disability	727.19	41.9%	12,233	43.0%
Deaf/Blind	4.31	0.3%	5	.01%
Multihandicapped	128.43	7.4%	1,384	4.9%
Autism	11.43	0.7%	87	.3%
Traumatic Brain Injury	6.53	0.4%	54	.2%
Totals	1,736.21		28,459	

The majority (86%) of other personnel are employed rather than contracted to provide services to students with disabilities. Seventy-nine percent of these are teacher aides (Educational Technicians I, II, III). Of the 14% who are contracted, teacher aides, psychologists, occupational therapists, school social workers, 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 Tch	0.67		8.52		9.19	
Physical Education Tch	0.53		12.97		13.50	
Work-Study Coordinators	0.30		1.20		1.50	
Psychologists	53.39	16.8%	17.27		70.66	3.1%
School Social Workers	30.76	9.7%	56.85		87.61	3.8%
Occupational Therapists	48.51	5.2%	23.04		71.55	3.1%
Audiologists	6.86		2.10		8.96	
Teacher Aides	64.20	0.2%	1,557.43	79.0%	1621.63	70.8%
Recreation Therapist	0.00		1.00		1.00	
Diagnostic Staff	22.60		28.48		51.08	
Physical Therapists	30.16	9.5%	9.21		39.37	
Counselors	7.64		6.45		14.09	
Supervisors/Administrators	9.76		111.49	5.7%	121.25	5.3%
Other Non-Instructional	8.38		81.48	4.1%	89.86	3.9%
Interpreters	18.03		9.00		27.03	
Rehabilitation Counselors	0.00		0.00		0.00	
Other Professional Staff	16.38		45.23		61.61	
Totals	318.17		1,971.72		2,289.89	

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The majority (86%) of other personnel are employed rather than contracted to provide services to students with disabilities. Seventy-nine percent of these are teacher aides (Educational Technicians I, II, III). Of the 14% who are contracted, teacher aides, psychologists, occupational therapists, school social workers, 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 Tch	0.67		8.52		9.19	
Physical Education Tch	0.53		12.97		13.50	
Work-Study Coordinators	0.30		1.20		1.50	
Psychologists	53.3	16.8%	17.27		70.66	3.1%
School Social Workers	30.76	9.7%	56.85		87.61	3.8%
Occupational Therapists	48.51	5.2%	23.04		71.55	3.1%
Audiologists	6.86		2.10		8.96	
Teacher Aides	64.20	0.2%	1,557.43	79.0%	1621.63	70.8%
Recreation Therapist	0.00		1.00		1.00	
Diagnostic Staff	22.60		28.48		51.08	
Physical Therapists	30.16	9.5%	9.21		39.37	
Counselors	7.64		6.45		14.09	
Supervisors/Administrators	9.76		111.49	5.7%	121.25	5.3%
Other Non-Instructional	8.38		81.48	4.1%	89.86	3.9%
Interpreters	18.03		9.00		27.03	
Rehabilitation Counselors	0.00		0.00		0.00	
Other Professional Staff	16.38		45.23		61.61	
Totals	318.17		1,971.72		2,228.20	

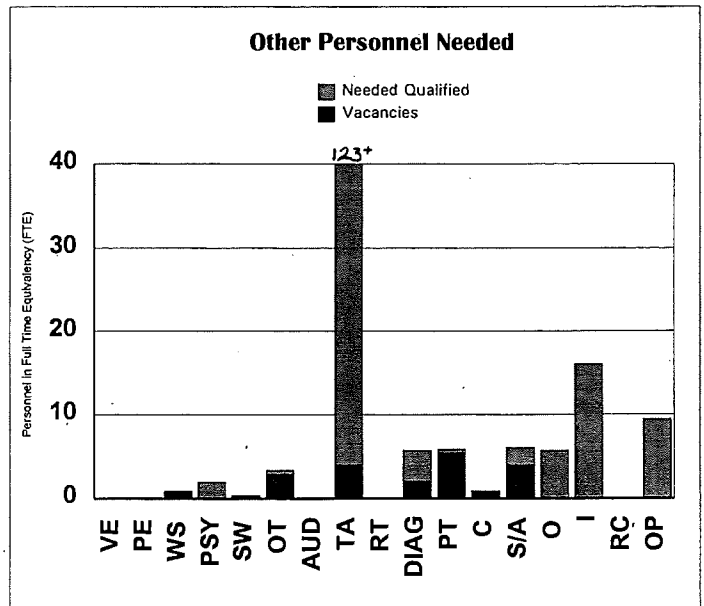
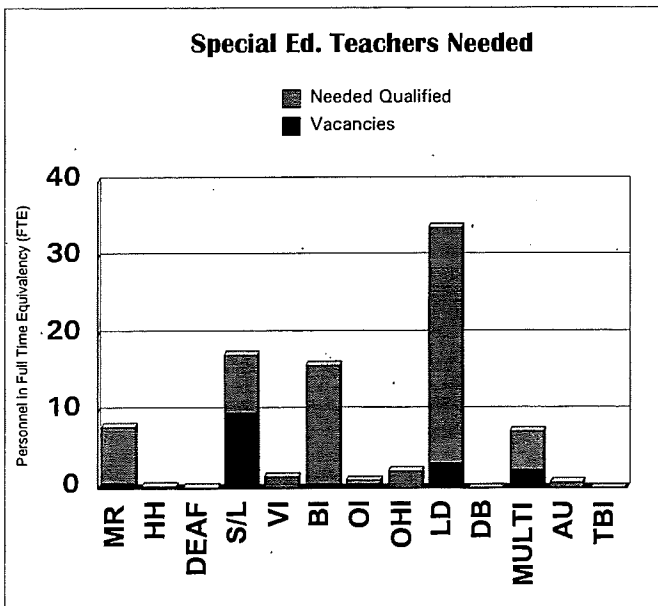
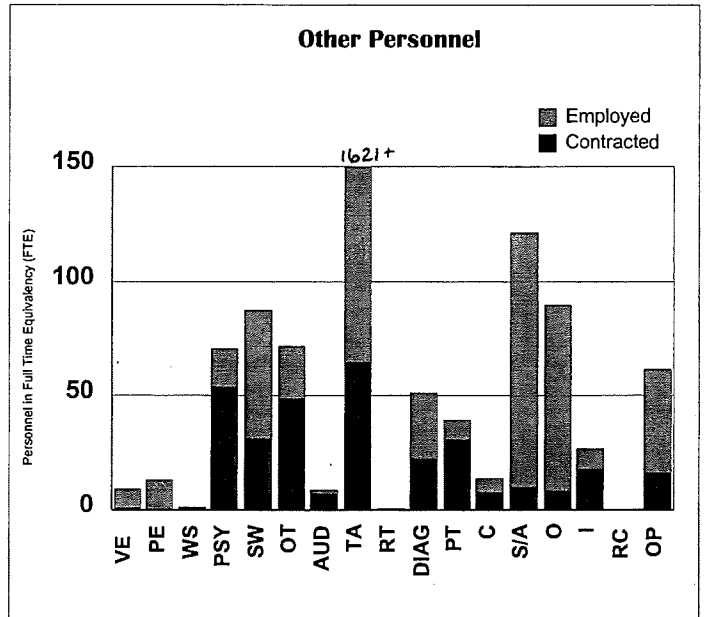
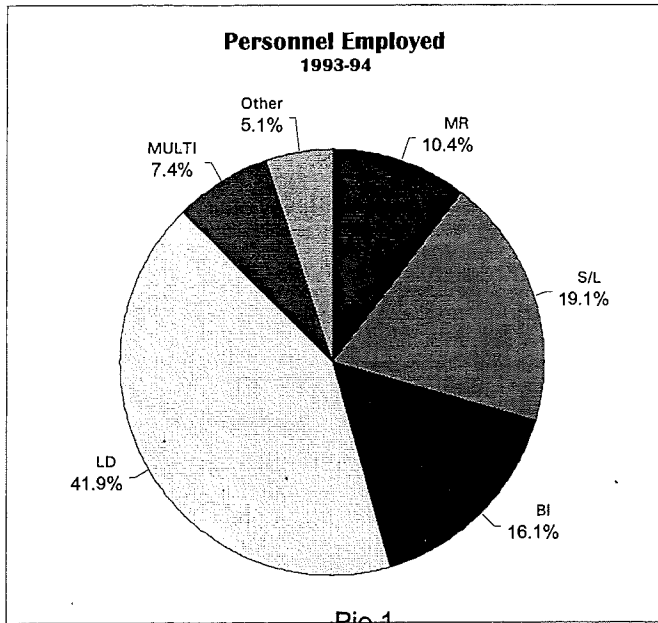
ANTICIPATED PERSONNEL NEEDED

In 1993-94, 57.6% of the anticipated special education personnel needed were teachers of the learning disabled (38.1%) and speech/language impaired (19.5%). Fifty-four percent of the vacancies were for speech/language teachers, while teachers of the learning disabled comprised 43.1% 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	.81		7.25	10.2%	8.06	
Hard of Hearing	.02		.30		.32	
Deaf	.22		.00		.22	
Speech & Language Imp.	9.87	54.2%	7.57	10.6%	17.44	19.5%
Visual Impairment	.00		1.52		1.52	
Behavioral Impairment	.67		15.39	21.6%	16.06	18.0%
Orthopedic Impairment	.75		.32		1.07	
Other Health Impairment	.05		2.23		2.28	
Learning Disability	3.33	18.3%	30.72	43.1%	34.05	38.1%
Deaf/Blind	.00		.00		.00	
Multihandicapped	2.48	13.6%	4.99		7.47	
Autism	.00		.80		.80	
Traumatic Brain Injury	.00		.15		.15	
Totals	18.20		71.24		89.44	

In the Other Personnel Needed category, the majority of vacancies consist of physical therapists, teacher aides, supervisors/administrators, and occupational therapists. Teacher aides (Educational Technicians I, II, III) are identified as the other personnel most frequently unqualified for the position they are holding (74.7%).

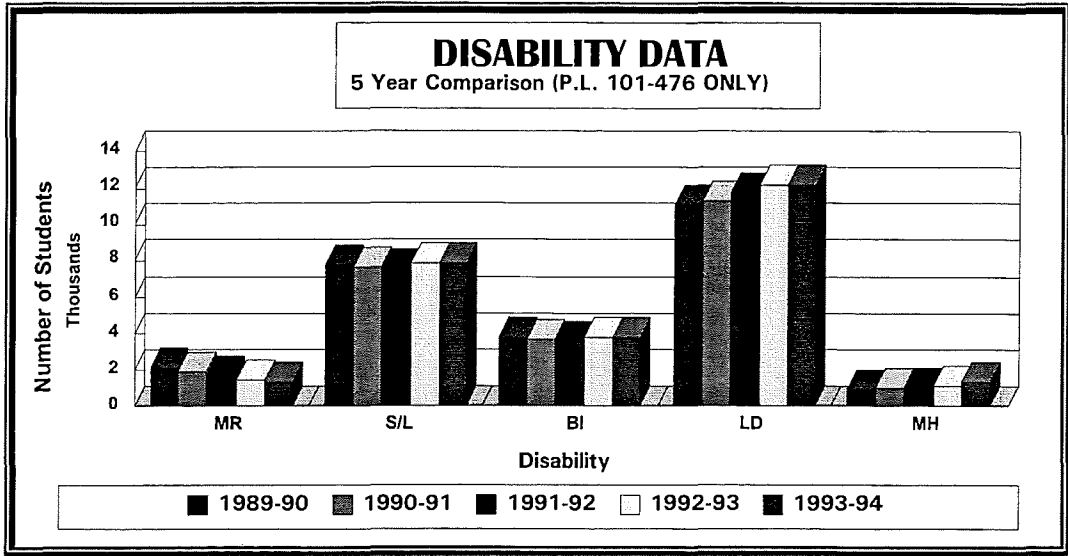
Other Personnel Needed	FTE Vacancies Never Filled	% of Vacancies	FTE Needed Qualified	% of Needed Qualified	Total	% of Total
Vocational Education Tch	0.00		0.00		0.00	
Physical Education Tch	0.00		0.00		0.00	
Work-Study Coordinators	1.00		0.00		1.00	
Psychologists	0.00		2.00		2.00	
School Social Workers	0.50		0.00		0.50	
Occupational Therapists	2.91	14.0%	0.50		3.41	
Audiologists	0.00		0.00		0.00	
Teacher Aides	4.00	19.2%	119.65	74.7%	123.65	68.3%
Recreation Therapists	0.00		0.00		0.00	
Diagnostic Staff	2.00		3.80		5.80	
Physical Therapists	5.43	26.1	0.50		5.93	
Counselors	1.00		0.00		1.00	
Supervisors/Administrators	3.95	19.0%	2.25		6.20	
Other Non-Instructional Stf	0.00		5.83		5.83	
Interpreters	0.00		16.00	10.0%	16.00	
Rehabilitation Counselors	0.00		0.00		0.00	
Other Professional Staff	0.00		9.60		9.60	
Totals	20.79		160.13		180.92	



**Five Year Comparison of P.L. 101-476 Data
1989-90, 1990-91, 1991-92, 1992-93, and 1993-94**

The following section contains comparative information of P.L. 101-476 data only for the 1989-90, 1990-91, 1991-92, 1992-93 and 1993-94 school years for disability, educational placement, related services, exit data, anticipated services, personnel employed and anticipated personnel needed.

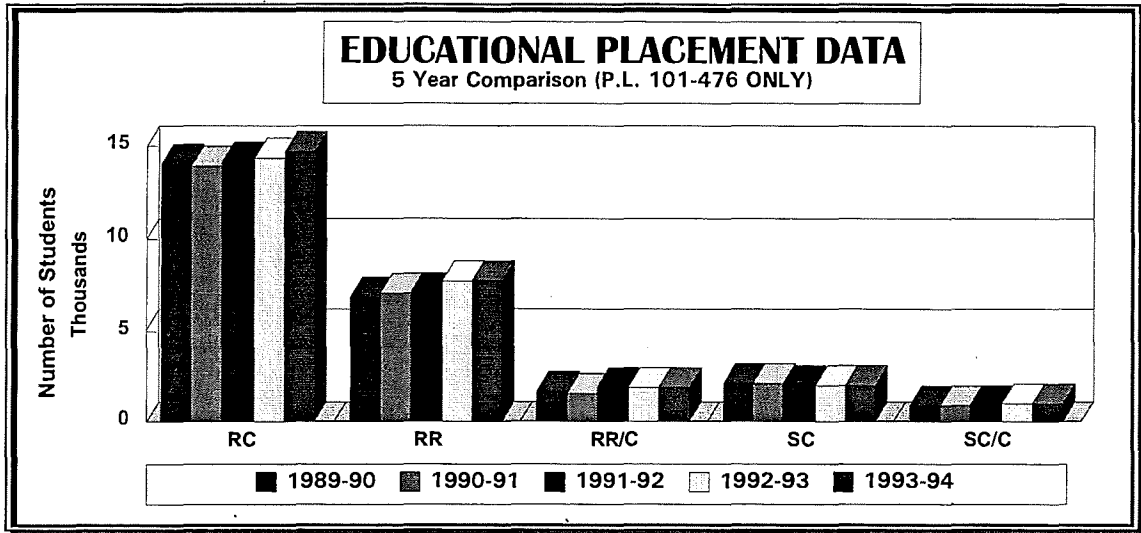
To view more recent data, visit our Web site at <http://www.mecite.doe.k12.me.us/~kfellows>, or go to the Department of Education Special Services page at <http://www.state.me.us/education/specserv.htm> and click on Special Education data.



The total number of students with disabilities educated under P.L. 101-476 continues to increase with a 5.2% increase since 1989. The number of students identified as learning disabled and multihandicapped have been steadily increasing, with a 5 year increase of 11% for learning disabilities and 44% for multihandicapped. The number of students with speech/language impairments is beginning to decrease after peaking in 1992-93, with an overall 5 year increase of 2%. The greatest 5 year increase occurred in Other Health Impairment (83%) with a 37% increase alone between 1992-93 and 1993-94.

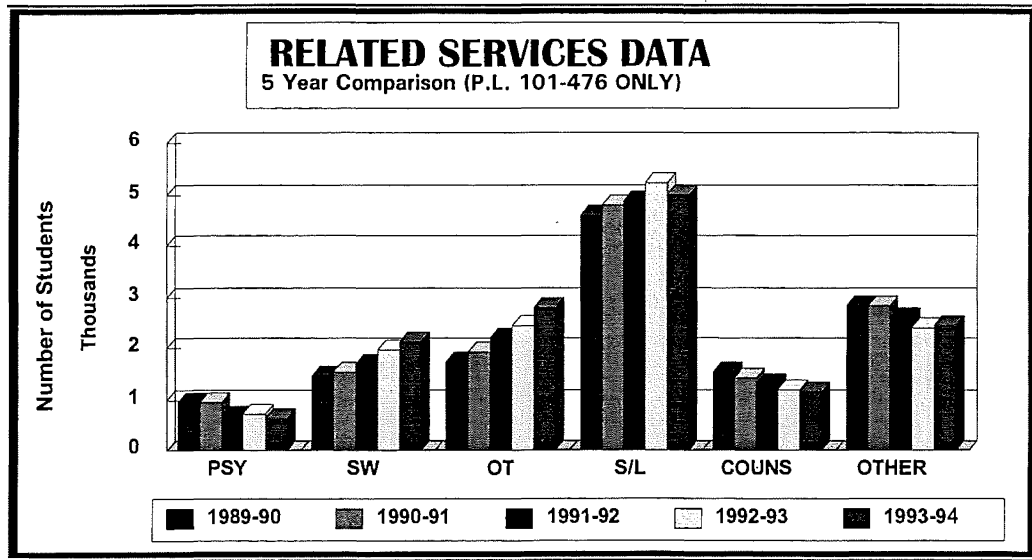
The number of students with behavioral impairments has remained fairly constant for these five years, while a 36% decrease (-788) has occurred in the number of students identified with mental retardation.

	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
MENTAL RETARDATION	2181	1886	1666	1527	1393	-788	-36.1%	MR
HARD OF HEARING	224	214	207	200	197	-27	-12.1%	
DEAF	63	58	56	57	50	-13	-20.6%	
SPEECH & LANGUAGE IMP.	7742	7646	7580	7908	7884	142	1.8%	S/L
VISUAL IMPAIRMENT	113	114	110	104	99	-14	-12.4%	
BEHAVIORAL IMP.	3772	3709	3596	3758	3812	40	1.1%	BI
ORTHOPEDIC IMP.	232	203	202	170	164	-68	-29.3%	
OTHER HEALTH IMP.	355	385	365	475	649	294	82.8%	
LEARNING DISABILITY	11028	11343	11742	12182	12233	1205	10.9%	LD
DEAF/BLIND	10	4	5	3	5	-5	-50.0%	
MULTIHANDICAPPED	964	1016	1086	1199	1384	420	43.6%	MH
PRESCHOOL NON-CATEG.	378	294	228	322	448	70	18.5%	
AUTISM			38	54	87	87		
TRAUMATIC BRAIN INJURY			27	44	54	54		
TOTAL	27062	26872	26908	28003	28459	1397	5.2%	



The number of students served in regular class has remained fairly constant from 1989-90 to 1993-94. An overall increase of 14% (+1155) occurred in the number of students receiving resource room services (resource room and/or composite). There was a decrease of 7% (-142) in the number of students served in self-contained programs, and an increase of 21% (+186) in the number of students served in self-contained composite room programs.

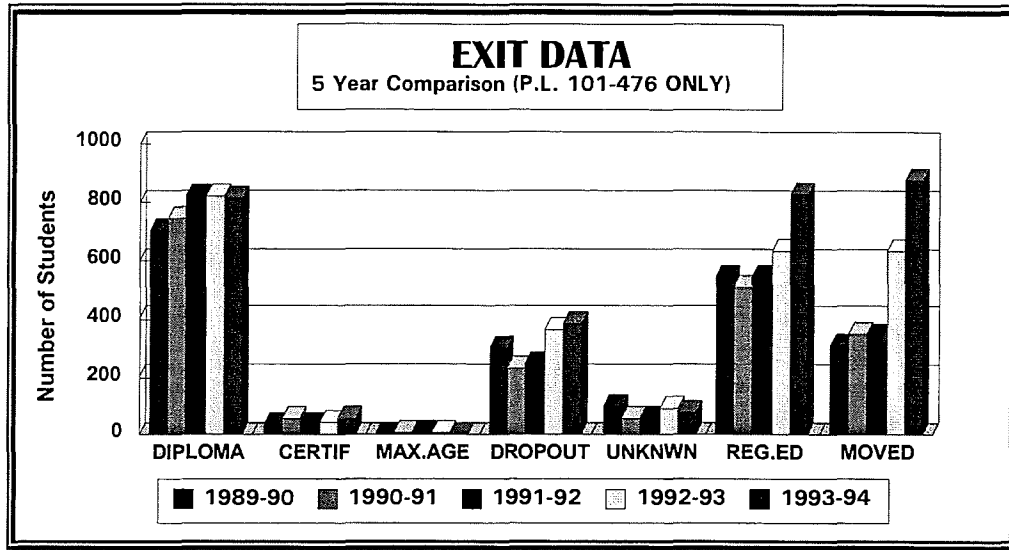
	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
REGULAR CLASS	14120	13930	14188	14357	14730	610	4.3%	RC
RESOURCE ROOM	6823	7080	7083	7667	7728	905	13.3%	RR
RESOURCE RM/COMPOSITE	1684	1630	1877	1932	1934	250	14.8%	RR/C
SELF-CONTAINED	2125	2127	1994	1975	1983	-142	-6.7%	SC
SELF-CONT/COMPOSITE	884	977	934	1071	1070	186	21.0%	SC/C
PUBLIC SEPARATE DAY	326	303	209	237	175	-151	-46.3%	
PRIVATE SEPARATE DAY	343	223	232	406	478	135	39.4%	
PUBLIC RESIDENTIAL	23	14	1	0	5	-18	-78.3%	
PRIVATE RESIDENTIAL	28	25	20	32	23	-5	-17.9%	
HOMEBOUND/HOSPITAL	706	563	370	326	74	-632	-89.5%	
HOMEBOUND/PRE-SCHOOL					173	173		
HOSPITAL/PRE-SCHOOL					86	86		
TOTAL	27062	26872	26908	28003	28459	1397	5.2%	



There has been a 7% (+1147) increase in related services provided to students with disabilities from 1989-90 to 1993-94. The largest increases in this five year period were in occupational therapy services (61%), school social work (46%), and special transportation services (24%).

The largest decrease occurred in audiological services (-43%) with additional large decreases in school health services (-37%), recreational services (-36%), psychological services (-33%), and counseling services (-25%).

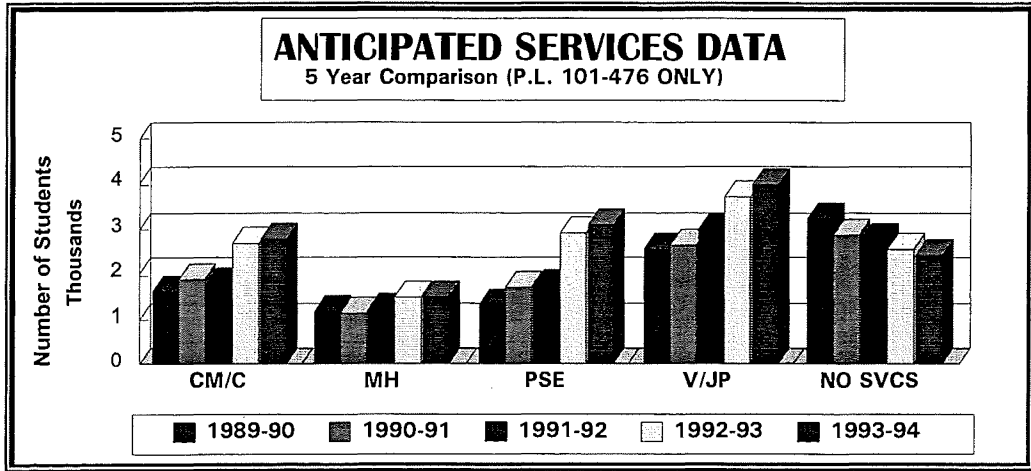
	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
PSYCHOLOGICAL SVCS	972	975	672	713	651	-321	-33.0%	PSY
SCH. SOCIAL WORK SVCS	1463	1546	1693	1999	2135	672	45.9%	SW
OCCUPATIONAL THERAPY	1733	1943	2233	2444	2785	1052	60.7%	OT
SPEECH/LANGUAGE SVCS	4615	4792	4871	5223	5002	387	8.4%	S/L
AUDIOLOGICAL SVCS	303	339	178	185	173	-130	-42.9%	
RECREATIONAL SVCS	139	94	78	75	89	-50	-36.0%	
PHYSICAL THERAPY	804	808	794	852	923	119	14.8%	
SPECIAL TRANSPORT. SVCS	1134	1085	1133	1107	1411	277	24.4%	
SCHOOL HEALTH SVCS	229	282	237	184	145	-84	-36.7%	
COUNSELING SVCS	1537	1424	1322	1177	1155	-382	-24.9%	COUNS
OTHER RELATED SVCS	2852	2862	2619	2405	2433	-419	-14.7%	OTHER
REHAB. COUNSELING			28	18	26	26		
TOTAL	15781	16150	15858	16382	16928	1147	7.3%	



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 and 1993 child counts reflect 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 some of the exiting data.

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, and moved out-of-district appear to have tremendous increases. 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 next school year.

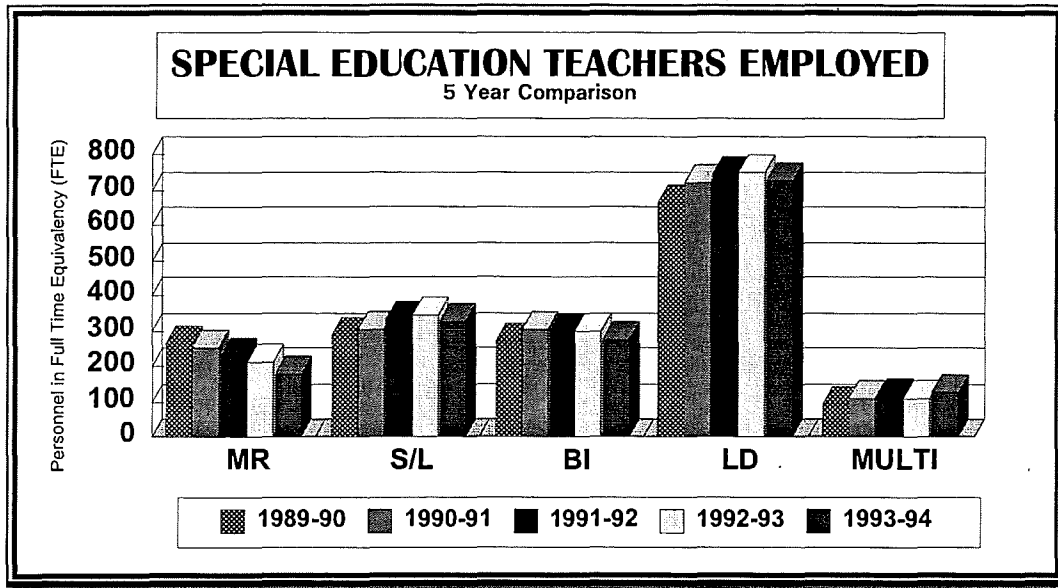
	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
GRADUATION W/DIPLOMA	706	747	820	820	814	108	15.3%	DIPLOMA
GRADUATION W/CERTIFICATE	40	56	41	46	56	16	40.0%	CERTIF
REACHED MAXIMUM AGE	5	8	8	8	5	0	0.0%	MAX.AGE
DROPPED OUT	305	234	247	367	384	79	25.9%	DROPOUT
STATUS UNKNOWN	103	62	59	94	82	-21	-20.4%	UNKNWN
EXITED TO REGULAR ED	545	509	542	638	831	286	52.5%	REG.ED
MOVED OUT-OF-DISTRICT	308	350	341	637	881	573	186.0%	MOVED
DECEASED	5	8	4	11	6	1	20.0%	
MOVED, NOT KNOW IF CONTINUING				114	200			
TOTAL	2017	1974	2062	2735	3259	1242	61.6%	



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, 1994 child count). Previously the data included about half of 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 for the 1992-93 and 1993-94 counts.

The largest increases occurred in postsecondary education (+1789), vocational training/job placement (+1422) and case management/counseling (+1169). The only decrease occurs in no services needed (-819).

	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
CASE MNGMT/COUNSELING	1641	1883	1826	2679	2810	1169	71.2%	CM/C
TRANSPORTATION	239	247	267	360	365	126	52.7%	
TECHNOLOGICAL AIDS	74	103	96	173	187	113	152.7%	
COMMUNICATION	101	121	147	213	213	112	110.9%	
MENTAL HEALTH	1176	1122	1246	1514	1504	328	27.9%	MH
PHYS. RESTORATION SVCS	122	116	111	132	143	21	17.2%	
FAMILY SVCS	500	441	464	512	541	41	8.2%	
INDEPENDENT LIVING	589	584	714	892	926	337	57.2%	
RESIDENTIAL LIVING	170	199	179	236	232	62	36.5%	
POSTSECONDARY ED.	1330	1708	1784	2925	3119	1789	134.5%	PSE
VOC. TRNG/JOB PLACEMENT	2579	2653	3029	3730	4001	1422	55.1%	V/JP
EMPLOYMENT RELATED	887	905	967	1020	1180	293	33.0%	
OTHER SERVICES	576	535	630	584	611	35	6.1%	
NO SVCS NEEDED	3255	2899	2776	2566	2436	-819	-25.2%	NO SVCS
TOTAL	13239	13516	14236	17536	18268	5029	38.0%	

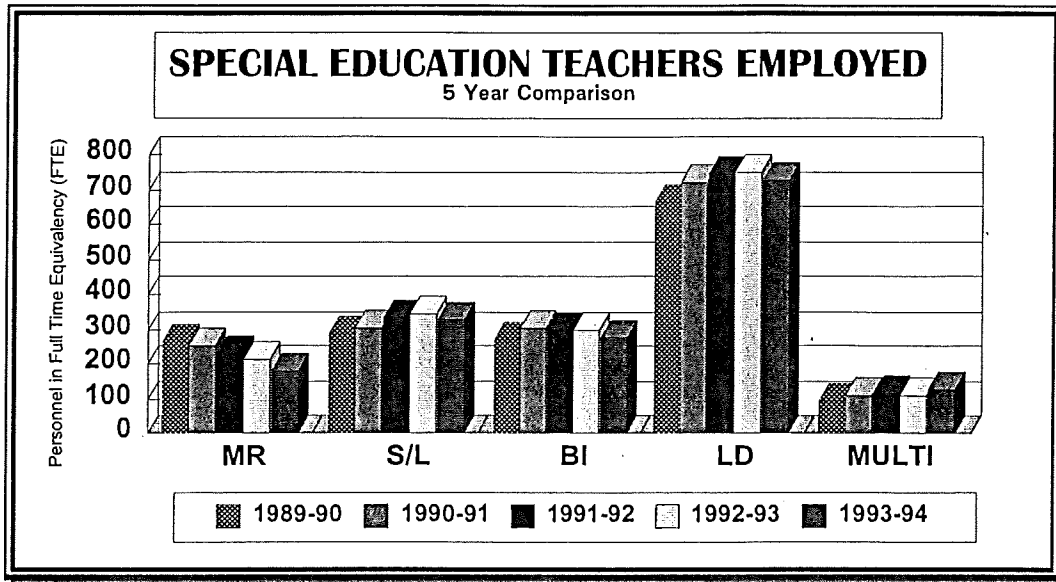


The number of special education teachers employed in 1993-94 increased by 5.6% (+93) from 1989-90, an average increase of 19 teachers per year. There was a 32% (+31) increase in teachers of multihandicapped, a 15% (+43) increase in teachers of the speech/language impaired, 10% (+64) increase in teachers of the learning disabled, and a 4% (+11) increase in teachers of the behaviorally impaired.

Increases also occurred in teachers of the hard of hearing, visually impaired, other health impaired and deaf/blind, while decreases occurred in teachers of the mentally retarded, deaf and orthopedic impaired.

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

	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
MENTAL RETARDATION	264.88	251.73	229.47	215.03	181.17	-83.71	-31.6%	MR
HARD OF HEARING	13.17	13.12	17.79	16.34	15.55	2.38	18.1%	
DEAF	10.06	8.27	10.11	8.94	8.28	-1.78	-17.7%	
SPEECH & LANGUAGE IMP.	288.02	304.47	332.83	347.96	331.22	43.2	15.0%	S/L
VISUAL IMPAIRMENT	7.13	5.46	6.13	6.06	7.85	0.72	10.1%	
BEHAVIORAL IMPAIRMENT	268.91	306.28	300.08	298.15	279.87	10.96	4.1%	BI
ORTHOPEDIC IMPAIRMENT	9.83	5.44	6.77	7.63	5.90	-3.93	-40.0%	
OTHER HEALTH IMPAIRMENT	17.42	20.32	17.08	18.33	28.48	11.06	63.5%	
LEARNING DISABILITY	663.47	721.07	744.49	750.14	727.19	63.72	9.6%	LD
DEAF/BLIND	3.36	4.14	2.72	1.53	4.31	0.95	28.3%	
MULTIHANDICAPPED	96.97	111.33	116.04	112.06	128.43	31.46	32.4%	MULTI
AUTISM			5.45	6.76	11.43	11.43		
TRAUMATIC BRAIN INJURY			1.32	3.18	6.53	6.53		
TOTAL	1643.22	1751.63	1790.28	1792.11	1736.21	92.99	5.7%	

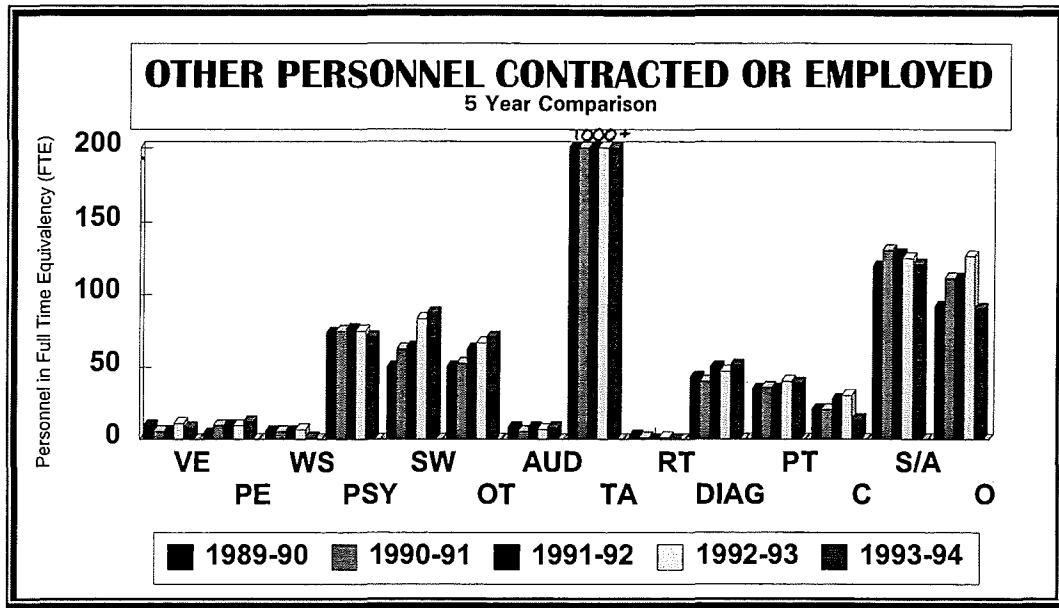


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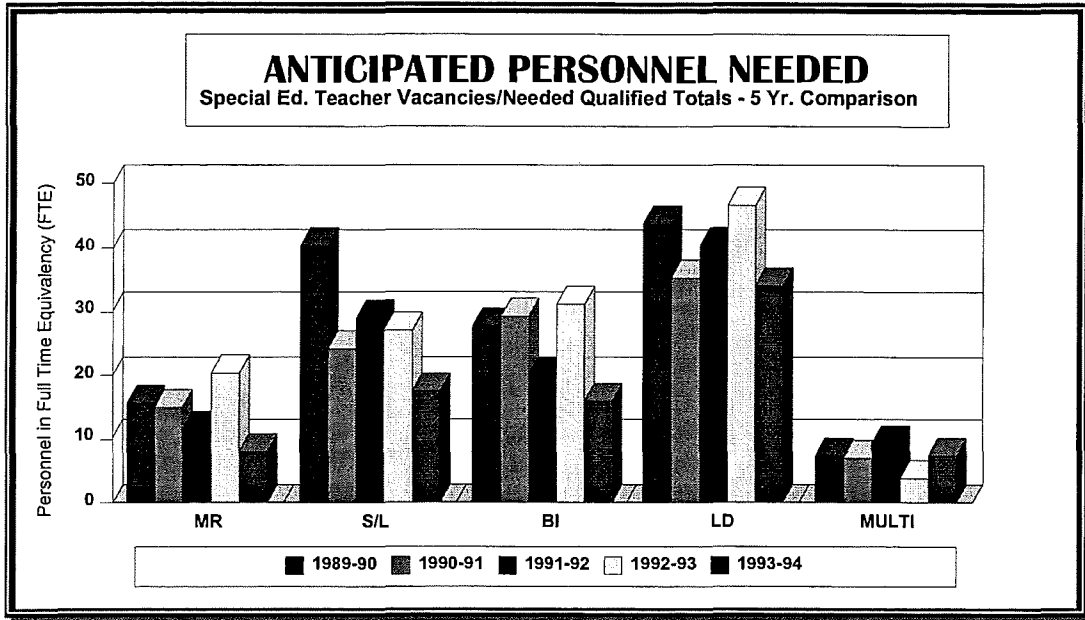
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AUTISM			5.45	6.76	11.43	11.43		
TRAUMATIC BRAIN INJURY			1.32	3.18	6.53	6.53		
TOTAL	1643.22	1751.63	1790.28	1792.11	1736.21	92.99	5.7%	



The number of other personnel specifically employed and/or contracted to serve students with disabilities increased overall by 34% (+577). At least four of the related services personnel plus teacher aides increased by more than 30%. Contracted personnel increased 73% (+435), and other personnel employed increased by 29% (+442). Decreases occurred in vocational education teachers, psychologists, work-study coordinators, recreation therapists and counselors.

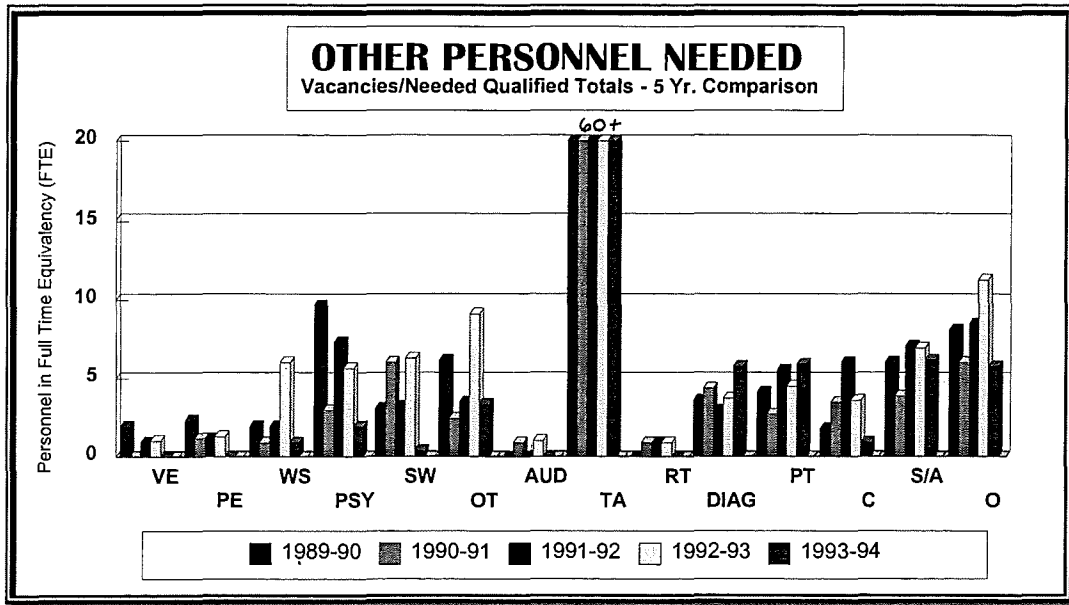
	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change	Labels on Graph
VOCATIONAL ED TEACHERS	10.01	6.73	5.62	11.14	9.19	-0.82	-8.2%	VE
PHYSICAL ED TEACHERS	4.73	10.50	10.40	10.98	13.50	8.77	185.4%	PE
WORK-STUDY COORDINATORS	5.65	6.35	6.35	7.02	1.50	-4.15	-73.5%	WS
PSYCHOLOGISTS	73.95	74.95	76.75	75.12	70.66	-3.29	-4.4%	PSY
SCHOOL SOCIAL WORKERS	50.84	63.01	64.20	83.77	87.61	36.77	72.3%	SW
OCCUPATIONAL THERAPISTS	49.79	52.76	62.20	67.19	71.55	21.76	43.7%	OT
AUDIOLOGISTS	8.80	6.41	8.41	7.38	8.96	0.16	1.8%	AUD
TEACHER AIDES	1194.44	1326.06	1424.23	1564.42	1621.63	427.19	35.8%	TA
RECREATION THERAPISTS	3.00	2.64	1.05	2.55	1.00	-2.00	-66.7%	RT
DIAGNOSTIC STAFF	44.02	41.11	50.67	48.04	51.08	7.06	16.0%	DIAG
PHYSICAL THERAPISTS	34.74	36.56	35.18	40.95	39.37	4.63	13.3%	PT
COUNSELORS	21.62	21.94	28.21	31.26	14.09	-7.53	-34.8%	C
SUPERVISORS/ADMINISTRATOR	119.10	130.19	127.47	124.42	121.25	2.15	1.8%	S/A
OTHER NON-INSTRUCTIONAL	92.28	110.68	110.35	126.05	89.86	-2.42	-2.6%	O
INTERPRETERS					27.03			**
REHABILITATION COUNSELORS					0.00			**
OTHER PROFESSIONAL STAFF					61.61			**
TOTALS	1712.97	1889.89	2011.09	2200.29	2289.89	576.92	33.7%	

** 1993-94 was the first year this data was collected, therefore no comparison data is displayed



There was a 36% decrease (-51) in the number of special education teachers needed between 1989-90 and 1993-94. 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.

	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change.	Labels on Graph
MENTAL RETARDATION	15.75	14.94	11.41	20.34	8.06	-7.69	-48.8%	MR
HARD OF HEARING	0.48	0.85	0.78	0.44	0.32	-0.16	-33.3%	
DEAF	1.00	0.20	0.00	0.46	0.22	-0.78	-78.0%	
SPEECH & LANGUAGE IMP.	40.39	24.15	28.80	27.14	17.44	-22.95	-56.8%	S/L
VISUAL IMPAIRMENT	0.55	1.18	0.00	0.08	1.52	0.97	176.4%	
BEHAVIORAL IMPAIRMENT	27.54	29.19	19.96	31.31	16.06	-11.48	-41.7%	BI
ORTHOPEDIC IMPAIRMENT	0.04	0.17	0.11	0.07	1.07	1.03	2575.0%	
OTHER HEALTH IMPAIRMENT	2.37	0.98	1.13	0.91	2.28	-0.09	-3.8%	
LEARNING DISABILITY	43.96	35.39	40.22	46.79	34.05	-9.91	-22.5%	LD
DEAF/BLIND	1.00	0.30	0.08	1.58	0.00	-1.00	-100.0%	
MULTIHANDICAPPED	7.57	7.27	9.42	4.11	7.47	-0.10	-1.3%	MULTI
AUTISM			0.00	0.00	0.80			
TRAUMATIC BRAIN INJURY			0.00	0.00	0.15			
TOTALS	140.65	114.62	111.91	133.23	89.44	-51.21	-36.4%	



There was a 35% (+47) increase in the number of other personnel needed between 1989-90 and 1993-94. Vacancies increased by 27.3% (+15), and other personnel needed to fill positions occupied by less than fully qualified staff increased 25% (+32). The overall increase is due mainly to the perceived need for qualified teacher aides (Educational Technicians I, II, III).

Note: One possible reason for the high number of qualified teacher aides needed is that the registration process may not be completed by the December 1st collection of this data, therefore some aides are reported as "not fully certified". In addition, it could be that people are misinterpreting the form and providing data on teacher aides who they wish were more qualified, but who are qualified according to the Division of Certification.

	1989-90	1990-91	1991-92	1992-93	1993-94	5 Year Change	% Change.	Labels on Graph
VOCATIONAL ED TEACHERS	2.00	0.00	1.00	1.05	0.00	-2.00	-100.0%	VE
PHYSICAL ED TEACHERS	2.42	1.25	1.20	1.30	0.00	-2.42	-100.0%	PE
WORK-STUDY COORDINATORS	2.00	1.00	2.00	6.00	1.00	-1.00	-50.0%	WS
PSYCHOLOGISTS	9.62	3.01	7.29	5.65	2.00	-7.62	-79.2%	PSY
SCHOOL SOCIAL WORKERS	3.12	6.03	3.23	6.30	0.50	-2.62	-84.0%	SW
OCCUPATIONAL THERAPISTS	6.17	2.54	3.45	9.13	3.41	-2.76	-44.7%	OT
AUDIOLOGISTS	0.07	1.00	0.00	1.08	0.00	-0.07	-100.0%	AUD
TEACHER AIDES	84.50	60.85	69.90	99.88	123.65	39.15	46.3%	TA
RECREATION THERAPISTS	0.00	1.00	1.00	1.00	0.00	0.00	0.0%	RT
DIAGNOSTIC STAFF	3.59	4.40	3.00	3.70	5.80	2.21	61.6%	DIAG
PHYSICAL THERAPISTS	4.12	2.75	5.55	4.53	5.93	1.81	43.9%	PT
COUNSELORS	1.89	3.51	6.10	3.60	1.00	-0.89	-47.1%	C
SUPERVISORS/ADMINISTRATOR	6.11	3.84	7.03	7.00	6.20	0.09	1.5%	S/A
OTHER NON-INSTRUCTIONAL INTERPRETERS	8.11	6.10	8.52	11.30	5.83	-2.28	-28.1%	O
REHABILITATION COUNSELORS					16.00			**
OTHER PROFESSIONAL STAFF					0.00			**
					9.60			**
TOTALS	133.72	97.28	119.27	161.52	180.92	47.20	35.3%	

** 1993-94 was the first year this data was collected, therefore no comparison data is displayed

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
- Therapy 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 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 to 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 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 program 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 supportive 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