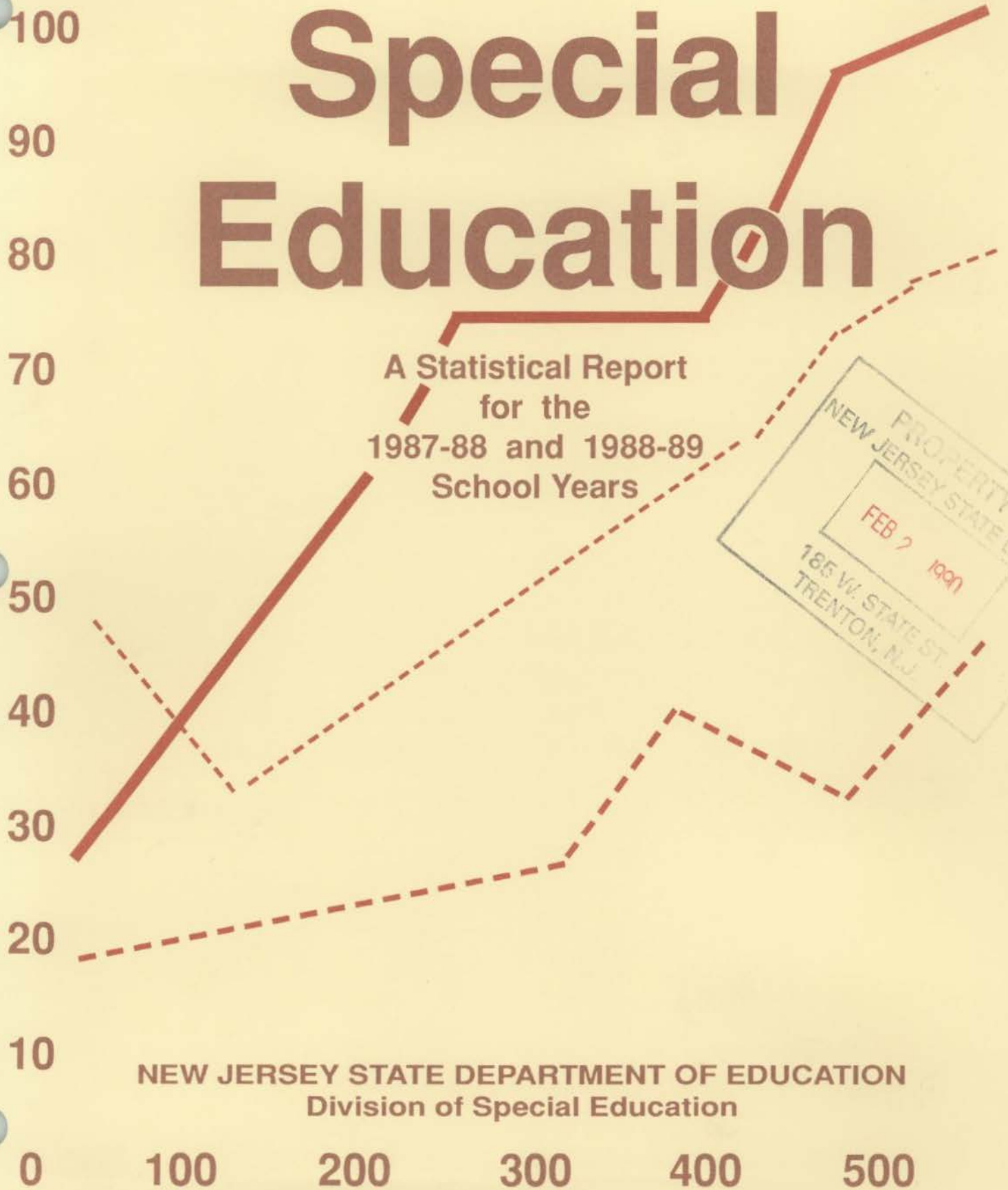


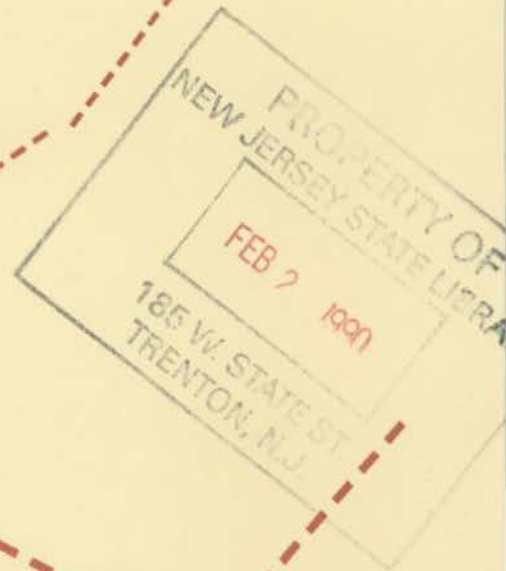
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Special Education

A Statistical Report
for the
1987-88 and 1988-89
School Years



NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Special Education



SPECIAL EDUCATION

A Statistical Report for the 1987-88 and 1988-89 School Years

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FOREWORD

This publication is designed to assist New Jersey's special education community in planning and evaluating educational efforts for the handicapped. It contains statistics about handicapped pupils, their programs, special education personnel and other special education data.

These data are based on four major collections. The Special Education Plan counts all classified pupils, including those in special classes as well as those who receive supplemental instruction and/or speech correction services in both public and non-public schools. The Special Education End of the Year Report counts pupils receiving related services, pupils exiting, the number of referrals and new classifications, as well as pupils on home instruction. The Handicapped Pupils and Graduation Requirements Report collects information on exemptions from the High School Proficiency Test and referrals and classifications in the secondary grades. The Application for State School Aid was used to count handicapped pupils served in state agencies through Chapter 207. It was also used to determine the district's resident enrollment.

Special appreciation is extended to all the school districts and other education agencies in New Jersey which provided the information collected in this publication.

Jeffrey V. Osowski, Ph.D., Director
Division of Special Education

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Highlights in Special Education in 1988-89

Initiatives

Plan to Revise Special Education

The Division of Special Education completed the second year of the Plan To Revise Special Education In New Jersey pilot project. In May 1987, 10 pilot projects were chosen to test the program components of the Plan prior to making decisions regarding statewide implementation.

Two major goals of the project are:

1. to increase the capacity of regular education to meet the needs of nonhandicapped pupils with learning or behavior problems; and
2. to develop a program-based categorical system that focuses on the pupil's instructional needs as opposed to a medical disability model.

After a year of training and transition activities the pilot districts began implementing the Plan in September 1988. The following activities were accomplished this year:

- school resource committees were established in each building;
- all handicapped pupils were reclassified into one of the three program categories (eligible for related services, part-time special education, or full-time special education);
- all programs were reconfigured to the new program types;
- child study teams used new assessment procedures and eligibility criteria; and
- pilot districts developed new programs involving special education provided within the regular class.

The Educational Testing Service completed the second year of evaluation activities. Onsite interviews were conducted with various district personnel and questionnaires were completed by school resource committee members, teachers and parents. Specific data were collected on all handicapped pupils as well as those pupils seen by the school resource committee. The focus of the evaluation is to identify effective program components and implementation strategies. The Plan To Revise Special Education pilot project will continue through June 1990. Based upon the evaluation study of ETS, decisions will then be made regarding statewide implementation.

Graduation Requirements for Special Education Students

In August 1987, the New Jersey State Board of Education adopted administrative code amendments regarding high school graduation requirements for handicapped pupils. The purpose of the amendments is to ensure that high and fair standards are maintained for handicapped pupils. The rules provide that:

- all handicapped pupils meet the state and local high school graduation requirements unless exempted in their individualized education programs (IEPs) with the written approval of the chief school administrator;
- criteria be established for districts to determine which pupils should be exempted from the high school graduation requirements; and
- the IEPs of pupils exempted from the high school graduation test contain a statement of the alternate proficiencies that must be achieved to qualify for a high school diploma.

In 1988-89, the Division of Special Education assisted all local school districts in implementing the regulations by:

- preparing a new technical assistance guide;
- conducting workshops at the Learning Resource Centers;
- consulting individuals and districts identified as out of compliance through monitoring; and
- collecting and analyzing data to determine the exemption rates for educationally handicapped pupils in individual districts.

Secondary Special Education

The Secondary Special Education Initiative is in its last year of full implementation. The nine project districts received supplemental funding to improve basic skills, lower the dropout rate, and increase employment. Districts also developed booklets and media materials to share with other secondary districts.

Evaluation of the secondary initiative revealed the common practices that were effective across districts as well as individual district practices which improved basic skills, lowered dropout rates, and increased employment. The evaluation also identified constraints to progress and proposed a model to overcome those constraints. The final report on the initiative is available on request.

Parent-Professional Partnerships

During the 1988-89 school year, committees of parents and professionals worked in the areas of secondary special education, transition and post-secondary programs, professional partnerships, and transportation. Highlights of the year included:

- three regional convocations held by the director of the Division of Special Education for parents of educationally handicapped students. These meetings dealt with such topics as implementation of the Plan to Revise Special Education initiative, special education in the least restrictive environment and the revision of special education regulations;
- a training packet for school districts that focused on enhancing communication between parents and professionals;
- distribution of a handbook translated into Spanish for parents who are new to special education in New Jersey. The original English handbook was reprinted to respond to numerous parental requests. Both handbooks are available at the learning resource centers; and
- updating the Directory of Parent and Parent/Professional Groups for the Handicapped in New Jersey and sharing it with other agencies. The Learning Resource Center newsletters included parent news from the State Parent Advisory Council for the Handicapped and was sent to more than 400 parent groups.

Governor's Supported Work Initiative

During the past year the Division of Special Education continued its efforts with the departments of Labor and Human Services to increase employment opportunities for the developmentally disabled as they leave the education system.

Responding to high unemployment among the developmentally disabled, Governor Kean announced in 1987 an initiative to address the problem. The Governor appointed the New Jersey Policy Academy to coordinate the activities of three state agencies. The supported work model was chosen for the delivery of services. It differs from traditional preemployment programs in that job training is delivered at the site by a "job coach" until all skills are mastered. In addition, the supported work model stresses support services to maintain a successful work experience.

The Division of Special Education designated 55 education agencies to participate. Each agency appointed a case manager to coordinate the agency's efforts and to act as a liaison to the local Department of Labor and Department of Human Services personnel. Because of these combined efforts, more than 100 developmentally disabled graduates of special education are newly employed.

Operations

Division of Special Education

The Division of Special Education consolidated two bureaus (North I and II) into one bureau (North) which provides programs and services for special education in the northern counties. The other two programs and services bureaus, Central and South, provide similar support services in their regions. These services are: providing technical assistance in interpreting and applying regulations, reviewing grant applications for federal aid, approving private schools for the handicapped, and processing due process

requests. Due process cases are brought either by parents or districts when there is no agreement on the referral, evaluation, classification or program for a handicapped pupil.

A new Bureau of Early Childhood Special Education was established to oversee early intervention programs (EIPs) for handicapped infants and toddlers, as well as preschool handicapped programs. The departments of Health and Human Services collaborate with the Department of Education in planning and supervising the 44 EIP centers which provided services last year to 2,600 handicapped children between birth and age three. Both federal and state aid support these services.

The Bureau of Program Development oversees the implementation of the pilot project for the Plan To Revise Special Education in New Jersey. The bureau is responsible for developing and providing training to the 13 districts and ongoing technical assistance in implementing the program components. The bureau oversees 10 federal training grants to the pilot districts. The bureau oversees the evaluation of the project conducted by Educational Testing Service and also collects and analyzes data from the pilot districts. The bureau conducts a simulation and analysis of the funding proposal. In addition, the bureau coordinates the division's Comprehensive System of Personnel Development.

The Bureau of Policy and Planning coordinates grants management, operates the four learning resource centers, implements the State Plan for the Hearing Impaired, coordinates the use of technology for management within the division, analyzes proposed legislation, revises regulations and prepares statistical reports. The learning resource centers provide in-service in special education as well as maintain media centers with reference and instructional materials available on loan to parents and teachers.

The Division of Special Education also has several topical committees, whose members represent several bureaus. In addition, there are several special projects conducted by one or more staff members. Committees and these special projects coordinate activities for all regions in the state. Listed below are accomplishments and 1988-89 projects:

Education for the Handicapped Act--Part B

The Education for the Handicapped Act--Part B (EHA-B) committee is responsible for the distribution of federal funds to districts. Federal entitlement funds of approximately \$55 million were awarded to programs for handicapped pupils. The funds also supported instructional mini-grants of up to \$10,000 each. These grants aimed to increase the effectiveness of current programs serving handicapped pupils by encouraging teachers and other instructional personnel to develop projects to provide students with improved direct services. Federal funds were also used to support cooperative arrangements among school districts, mainstreaming, and programs for the severely handicapped as well as the four Learning Resource Centers.

Administrative Code Review

The revised N.J.A.C. 6:28 was adopted by the State Board of Education in April 1989. Several additional amendments were subsequently prepared in

response to public comments. These amendments will be submitted to the state board in 1989-90. Training on the regulatory changes was provided to child study teams, administrators, teachers, and parents.

Due Process in Special Education

The Division of Special Education processed just over 400 requests for due process in disputes between parents and education agencies regarding matters of identification, evaluation, educational placement, or the provision of a free appropriate public education for handicapped children and youth. In addition, the division conducted conferences on working with attorneys, conducting and reviewing pupil evaluations, as well as the administrators' and parents' viewpoints on due process.

Complaint Investigation

In accordance with N.J.A.C. 6:28-9.2, the division director is responsible for reviewing, investigating, and taking action on written complaints of substance regarding the provision of special education and/or related services on behalf of handicapped pupils. In 1988, the division responded to 30 such complaints, originating from all regions of the state. During the past two years in which the complaint investigation procedures have been in effect, there has been a slight increase in the number of complaints received. Through the collaborative efforts of division staff and the county offices of education, the complaint investigation process provided a systematic approach for addressing legitimate allegations of noncompliance against local school districts.

Compliance Investigation

The Division of Special Education participated extensively in Level III monitoring of special education services in Jersey City and Paterson. Testimony on the findings in Jersey City was presented at the hearing to determine whether the state department should take over operations there.

Federal Monitoring Report

In April 1989, the Division of Special Education received the final report of the 1987 compliance review conducted by the United States Department of Education, Office of Special Education Programs. In response to the report, the division prepared a set of five corrective action plans which delineate activities already completed or in progress to ensure compliance with all federal mandates.

Early Childhood Education

Approximately 2,600 handicapped infants and toddlers were served through the initiation or expansion of 44 early intervention programs in 1988-89. Programs and services to handicapped children ages three to five are mandated by state law. More than 13,500 preschool pupils were enrolled in preschool handicapped programs operated by local boards of education through a combination of local, state, and federal EHA-B funds. Major activities in the area of early childhood education for 1988-89 include:

- administering 44 early intervention programs in conjunction with the departments of Health and Human Services. The three departments reviewed grant applications, monitored programs, determined whether appropriate levels of services were being provided, and sponsored training for early intervention program administrators;
- providing statewide information and referrals for all handicapped children through Project Child Find;
- coordinating efforts with Head Start to provide services to handicapped children ages three to five;
- supporting 12 federally funded preschool handicapped resource system projects that provide technical assistance to all districts; and
- providing discretionary grants to early intervention programs for professional development activities; and

Education of the Hearing Impaired

The Division of Special Education continued to fund two regional child study teams with expertise in the evaluation of hearing impaired children. These teams provided district child study teams with evaluation services for over 100 students. The division also supports four regional consultants and a federal Title VI-C coordinator for deaf-blind pupils. The consultants provide assistance to districts in educational evaluation, development of appropriate individualized education programs and placement for classified students with significant hearing loss. The Title VI-C coordinator administers a collaborative interagency project that provides technical assistance to teachers of children and youth who are deaf-blind.

This year the division:

- revised and/or published the following:
 - * a technical assistance document, Evaluating Students with Hearing Impairment; and
 - * a Directory of Educational Programs and Services;
- monitored the Marie H. Katzenbach School for the Deaf, the Millburn Regional Day School and the two child study teams for the hearing impaired for their compliance with regulations;
- established an ad hoc Advisory Committee on Hearing Impaired Children and Youth to evaluate the accomplishments of the current State Plan for the Hearing Impaired and to develop a new three-year plan;
- served on subcommittees of the State Commission for the Deaf;

- conducted the Fifth Annual New Jersey State Conference on Education of Hearing Impaired Children and Youth for parents and professionals, a topical conference for teachers of hearing impaired students; and
- implemented and applied for funds to continue a Title VI-C project for deaf-blind students.

Special Education in State Facilities

The State Facilities Education Committee of the Division of Special Education monitors special education programs for handicapped pupils in facilities operated by the state departments of Human Services and Corrections. In 1988-89 the committee:

- completed another year of monitoring;
- completed the annual report on state facilities education for the New Jersey State Legislature;
- represented the division on the department's AIDS Advisory Committee; and
- developed interagency agreements to identify areas needing improvement and set specific timelines for remediating deficient areas.

Private Schools for the Handicapped

The Department of Education approves and reviews for compliance 120 private schools for the handicapped in the state. These private schools serve more than 8,900 handicapped pupils through tuition from districts and are monitored for compliance with federal and state regulations once every three years. During this school year, 42 private schools were monitored. The 1988-89 school year was the second year under the revised private school tuition code. The effect of the new actual cost tuition system was evaluated to determine its impact.

Learning Resource Centers

Last year the division's four Learning Resource Centers conducted regional workshops and statewide conferences for teachers, professionals, administrators, and parents of educationally handicapped pupils. These workshops and conferences explored such subjects as: mainstreaming; uses of the computer; secondary special education; transition planning; grant writing; the special education roles of school psychologists, social workers and physicians; special education in rural and urban settings; intervention strategies for hearing impaired students; and parental involvement in special education. The project also made available:

- Directory of Programs and Services for Handicapped Adults;

- Guidelines for Conducting a Needs Assessment of the Special Education Plan;
- the State Plan for Special Education in New Jersey;
- the revised regulations N.J.A.C. 6:28;
- a due process brochure for parents;
- a handbook for parents of handicapped children;
- Special Education in New Jersey, a brochure describing available services and eligibility requirements for handicapped students in the state and indicating where to obtain further information;
- Special Education High School Graduation Requirements;
- A Plan to Revise Special Education in New Jersey - Update, January 1988; and
- A Plan to Revise Special Education in New Jersey, Parent Information Packet.

Comprehensive System of Personnel Development

The Comprehensive System of Personnel Development (CSPD) project involves preservice and in-service training for special educators. In-service training was provided by the state's four learning resource centers.

New Jersey's Comprehensive System of Personnel Development is designed to:

- provide in-service training to general and special education instructional, related services, and support personnel;
- assure that all personnel necessary to carry out the purposes of the Education of the Handicapped Act are qualified, and that activities sufficient to carry out a plan of personnel development are scheduled in local agencies; and
- develop and implement procedures for acquiring and disseminating research, demonstration and project information, and for adopting promising educational practices and materials.

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New Jersey State Department of Education
Division of Special Education

TRENDS IN SPECIAL EDUCATION

The following are highlights of the trends in special education found by analyzing the reports submitted each year in December from education agencies serving the handicapped.

The increase in the number of handicapped pupils is beginning to level off. From 1982 through 1985 the rate of increase averaged just 1.2% each year. For the last two years the rate of increase dropped to an average of .7%. Part of this leveling is due to a decreasing overall enrollment. The proportion of the enrollment which is handicapped is also stabilizing. For the past five years the state classification rate has remained between 13.0% and 14.1%. This percent is calculated by dividing the age 5-17 handicapped enrollment (minus non-public handicapped pupils) by the public district enrollment. It is projected that this leveling trend will continue over the next five years.

Three northern counties decreased in the number of handicapped pupils: Essex, Hudson and Passaic. Eight central and southern counties increased. The remaining 10 counties, rural and suburban, stayed about the same in the number of handicapped pupils. The overall proportion of the population which is receiving special education varies little from county to county. In general, the rates are somewhat higher in rural or southern counties than they are in urban or northeastern counties.

The distribution of Child Study Team (CST) classification rates for 1988 shows that most districts fall between 8% and 14% of their resident enrollment (minus non-public pupils). This calculation, in contrast to the one in the second paragraph; includes handicapped pupils ages 3-21 classified by a CST, minus non-public pupils divided by the district resident enrollment. The variation in rates is affected by district size and to a lesser extent by district factor grouping and community type. The distribution of speech classification rates for 1988 shows that most districts fall between 2% and 6% of their resident enrollment (minus non-public pupils). Again, the speech classification rate is calculated by dividing all ESCS pupils ages 3-21 minus non-public pupils by the public district resident enrollment.

New Jersey State Department of Education
Division of Special Education

HANDICAPPED PUPILS BY CLASSIFICATION AND AGE

December 1, 1988

Classi- fication	District Reports (Public, Private and Non-Public Pupils)																				Voc. Rehab., Katzen- bach Human Correc- Ser. tions	
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL	TOTAL	TOTAL
EMR			33	53	97	121	181	148	162	200	247	229	263	323	276	248	152	77	22	2,832	13	10
TMR			65	78	78	82	85	95	103	105	115	122	134	173	158	180	190	186	71	2,020	1,300	0
NI			313	634	973	1,277	1,485	1,599	1,642	1,493	1,426	1,288	1,146	987	910	557	149	61	9	15,949	37	27
PI			384	948	2,279	3,729	5,044	5,787	6,201	6,288	6,172	6,021	5,851	5,401	4,660	2,497	475	53	4	61,794	43	141
ED			52	144	261	443	589	730	924	1,071	1,150	1,489	1,733	1,729	1,659	836	199	62	29	13,100	412	303
MH			417	538	517	522	471	415	377	403	343	358	354	332	359	255	138	113	50	5,962	494	50
AH-HH			18	53	40	54	48	55	69	52	54	41	48	44	49	27	9	2	1	664	0	0
AH-D			32	40	32	30	36	25	30	28	37	36	21	20	27	16	7	2		419	276	2
D-B											1									1	40	0
OH			35	43	37	33	42	42	35	25	32	22	35	29	37	26	15	15	5	508	79	0
CI			8	17	20	26	25	24	21	20	31	35	84	66	75	30	9	3	1	495	37	0
VH-PS			2	1	5	4	6	7	4	3	5	7	9	5	11	2			1	72	60	0
VH-B			1	2		5	1	1	1	4	2	1		1	6	1				26	260	1
CH			188	289	353	364	294	276	253	194	145	103	85	65	42	20	7	3		2,681	2	1
ESC			7,528	11,821	10,992	8,094	5,171	3,432	2,148	1,376	944	637	344	301	179	94	25	14	2	53,102	0	26
PH	1,454	2,196	534																	4,184	211	0
SM				2	5	11	15	18	17	19	21	45	76	79	87	36	8	1		440	7	60
P2R	37	62	194	303	419	473	426	381	375	357	284	313	362	355	341	209	55	24	15	4,985	0	0
TOTAL	1,491	2,258	9,804	14,966	16,108	15,268	13,919	13,035	12,362	11,638	11,009	10,747	10,545	9,910	8,876	5,034	1,438	616	210	169,234	3,271	621

Source: Special Education Plan, 1988

P2R: Plan to Revise Project - 13 districts

- Notes:
- 1) Not included above are handicapped Head Start pupils or handicapped placed in private schools for the handicapped by their parents.
 - 2) Federal funding for handicapped pupils is provided under: Education of the Handicapped Act (EHA or P.L. 94-142 and 98-199) through local education agencies and Education Consolidation Improvement Act, Chapter I (ECIA), through state facilities such as the Department of Human Services and Katzenbach School for the Deaf (P.L. 89-313) and through the Department of Corrections (P.L. 89-750).
 - 3) SM pupils are not federally funded.

New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS BY CLASSIFICATION AND PLACEMENT

December, 1988

<u>Classification of Pupil</u>	<u>Supplemental Instruction Resource Room Speech</u>	<u>Self Con- tained Class</u>	<u>Private Day School</u>	<u>Private Residential</u>	<u>Home Inst. Hospital</u>	<u>Non-Public Schools</u>	<u>Total</u>
EMR	161	2,485	157	2	19	8	2,832
TMR	2	1,507	479	16	10	6	2,020
NI	3,393	11,182	1,247	7	44	76	15,949
PI	35,009	24,712	105	1	84	1,883	61,794
ED	2,732	6,451	3,527	30	318	42	13,100
MH	413	3,580	1,839	45	68	17	5,962
AH-HH	258	314	87	0	1	4	664
AH-D	38	326	51	2	3	0	420
OH	171	208	121	0	8	0	508
CI	185	154	6	0	147	3	495
VH-PS	56	10	4	0	2	0	72
VH-B	6	17	3	0	0	0	26
CH	502	1,725	440	0	3	11	2,681
ESCS	44,185	0	0	0	0	8,917	53,102
PRE	2	3,699	474	4	3	2	4,184
SM	113	272	48	0	7	0	440
P2R	2,426	1,995	232	0	6	326	4,985
TOTAL 1988	89,652	58,637	8,820	107	723	11,295	169,234
TOTAL 1987	90,461	57,341	8,208	133	587	11,116	167,846
TOTAL 1986	91,398	55,587	7,916	105	754	10,763	166,793

Note: Pupils in private day schools may also attend residential programs sponsored by DYFS. Districts pay both educational and residential costs for pupils reported in private residential programs.

P2R: Plan to Revise Special Education - 13 districts

Source: Special Education Plan 1986, 1987, 1988.

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF HANDICAPPED PUPIL ENROLLMENT FOR ELEVEN YEARS

Classifi- cation	1977-1988										
	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
EMR	12,884	10,407*	9,377	8,787	7,163	6,004	5,038	4,333	3,692	3,250	2,832
TMR	3,879	3,708*	3,536	3,498	3,287	3,089	2,857	2,577	2,443	2,217	2,020
NI	10,792	9,958*	11,451	12,756	13,360	13,689	14,079	14,816	15,565	16,146	15,949
PI	31,083	35,324*	39,565	45,819	50,057	51,868	54,459	56,649	60,214	62,066	61,794
ED	12,237	12,477	13,792	14,952	14,876	14,641	14,276	13,955	14,224	13,824	13,100
MH	**	3,430	4,066	3,722	3,641	3,418	4,237	4,675	5,131	5,648	5,962
AH-HH	1,259	907	947	983	922	944	868	724	707	681	664
AH-Deaf	755	830	892	785	627	443	371	518	465	428	419
Deaf-Blind	NA	60	69	32	25	14	15	13	3	0	1
OH	1,648	1,213	1,084	1,224	1,091	916	779	770	621	619	508
CI	1,440	1,605	1,330	1,226	1,324	875	824	747	688	427	495
VH-PS	417	391	263	235	222	195	173	140	127	104	72
VH-Blind	NA	NA	91	84	82	53	44	60	27	41	26
CH	5,154	4,157*	3,159	2,901	2,990	2,308	2,421	2,518	2,615	2,792	2,681
ESCS	58,303	55,965	59,382	59,689	57,878	57,861	58,062	57,943	55,738	55,034	53,102
Preschool	NA	NA	NA	NA	NA	3,188	3,260	3,468	3,918	4,049	4,184
SM	1,648	1,515	1,471	1,079	906	779	783	773	615	520	440
P2R	--	--	--	--	--	--	--	--	--	--	4,984
TOTAL	141,499	141,947	150,475	157,772	158,451	160,285	162,546	164,679	166,793	167,846	169,234

Source: Annual Plans for All Handicapped Children, 1978-1982.
Program Plan for All Handicapped Children, 1983-84.
Special Education Plan, 1984, 1985, 1986, 1987, 1988.

P2R = Plan to Revise - 13 districts

* Estimated
** Counted by primary handicap

New State Jersey Department of Education
Division of Special Education

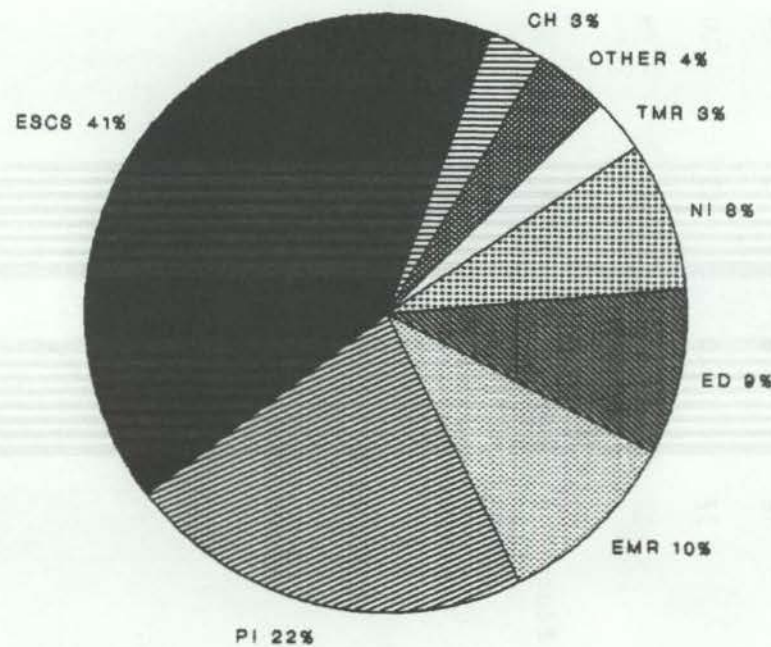
PERCENTAGE OF ALL HANDICAPPED PUPILS FOR ELEVEN YEARS

	<u>NI</u>	<u>PI</u>	<u>ED</u>	<u>ESCS</u>	<u>Other</u>	<u>Total</u>
1978	8	22	8	41	21	100
1979	7	25	9	39	20	100
1980	8	26	9	39	18	100
1981	8	29	9	38	16	100
1982	8	32	9	37	14	100
1983	8	32	9	36	15	100
1984	8	33	8	35	16	100
1985	9	34	10	33	12	100
1986	9	36	8	33	14	100
1987	10	37	10	33	10	100
1988	10	38	10	33	9	100

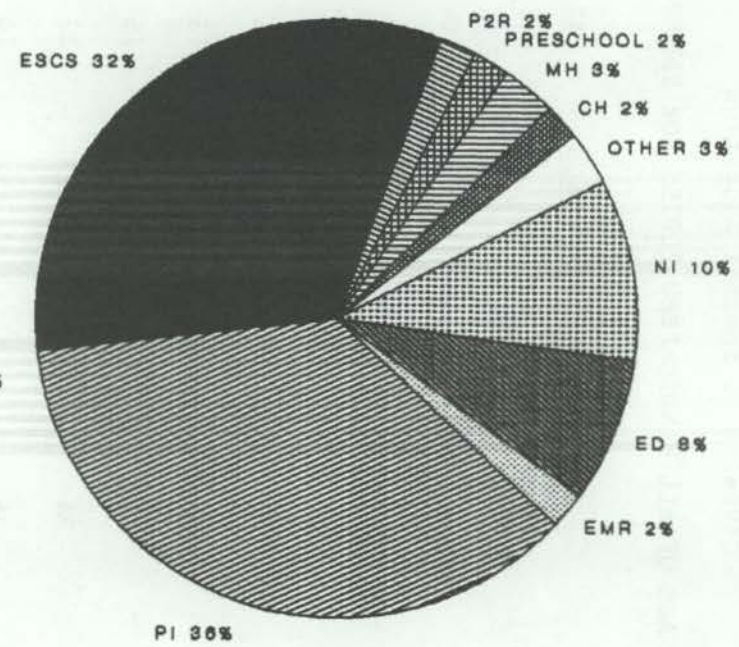
Source: Special Education Plans 1983 to 1988

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CLASSIFICATIONS OF HANDICAPPED PUPILS OVER ELEVEN YEARS



1977



1988

SOURCE: SPECIAL EDUCATION PLAN,
NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

New Jersey State Department of Education
Division of Special Education

PROPORTION OF CLASSIFIED PUPILS
COMPARED TO THE TOTAL PUBLIC SCHOOL ENROLLMENT

1977-1988

Year	Total Public Enrollment (1)	Classified Pupils (2)	Proportion Classified (3)	Percent Classified (4)
1977	1,421,348	127,401	9.0	NA
1978	1,381,528	141,999	10.3	NA
1979	1,337,327	141,947	10.6	NA
1980	1,288,259	150,475	11.7	NA
1981	1,204,718	157,772	13.1	NA
1982	1,172,520	158,451	13.5	NA
1983	1,147,841	160,285	14.0	NA
1984	1,129,223	162,546	14.4	13.0
1985	1,116,194	164,679	14.8	13.3
1986	1,107,467	166,793	15.1	13.7
1987	1,092,982	167,846	15.4	13.9
1988	1,080,868	169,234	15.6	14.1
*1989	1,078,331	170,376	15.8	14.3
*1990	1,087,383	173,981	16.0	14.5
*1991	1,104,313	178,899	16.2	14.7
*1992	1,127,194	184,860	16.4	14.9
*1993	1,154,401	191,631	16.6	15.1
*1994	1,186,555	199,341	16.8	15.3
*1995	1,220,299	207,451	17.0	15.5
*1996	1,257,823	215,088	17.1	15.6

* Projected

(1) Source: Fall report of public school pupils.

(2) Source: Annual Plan for All Handicapped Children, 1977-82.
Source: Annual Plan for All Handicapped Children, 1983-84.
Special Education Plan, 1984, 1985, 1986, 1987, 1988.

(3) Proportion = $\frac{\text{No. of classified pupils ages 3-21} \times 100}{\text{Total public school enrollment}}$
Classified

This figure is 2-3 points above the percentage in the population since the populations are not directly comparable, e.g. non-public school pupils, 3 and 4 year-olds and 19 to 21-year-olds are included in the handicapped population (numerator), but not in the denominator.

(4) Percent = $\frac{\text{No. of classified pupils ages 5-19 minus non-public pupils} \times 100}{\text{Total public school enrollment}}$
Classified

This figure is 1-2 points above the percentage in the population since nonpublic schools do not serve handicapped pupils in need of programs more substantial than supplemental instruction and speech. Pupils in need of more substantial programs are served through public schools.

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New Jersey State Department of Education
Division of Special Education

A COMPARISON OF TOTAL ESTIMATED POPULATION, PUBLIC SCHOOL ENROLLMENT AND HANDICAPPED PUPILS FOR FIVE YEARS
1984-1988

County	1984			1985			1986			1987			1988		
	People	Pupils	Handi.	People	Pupils	Handi.	People	Pupils	Handi.	People	Pupils	Handi.	People	Pupils	Handi.
Atlantic	201300	30991	4973	205100	30882	5112	206300	31025	5212	208500	31487	5453	212900	32001	5516
Bergen	844300	106597	15427	841200	103860	15039	836900	102094	14959	830400	99652	14748	827100	99712	14777
Burlington	378800	62017	8080	380100	61279	8400	382500	61537	8530	388000	61824	9045	397000	61089	9357
Camden	482000	79529	12444	488100	79772	12680	492900	79833	12240	496300	79712	12500	500600	79665	12869
Cape May	89100	11666	1756	90600	12007	1771	92200	12296	1913	94200	12569	2007	95900	12969	2170
Cumberland	133500	25425	3477	134900	25200	3621	136500	25007	3784	137600	25041	3942	138400	24696	4015
Essex	831800	128645	16930	845700	126714	16383	843900	123851	16835	844500	119326	16513	838500	116573	15692
Gloucester	207300	36300	4898	207100	36060	5321	210700	36367	5745	213000	36678	5980	218800	37433	6235
Hudson	559900	70983	10508	555900	69744	11211	551800	68499	10738	547200	67128	10,638	541000	65496	10490
Hunterdon	92600	16867	2011	92800	16785	2067	96500	16819	2079	98900	16545	2176	100500	16329	2286
Mercer	313800	44164	6435	317700	44165	6668	322500	44052	6972	327100	43873	7131	331700	43528	7375
Middlesex	618400	86555	12773	626700	84996	12619	636200	84463	13139	645700	84325	13022	653200	84373	13318
Monmouth	525300	84019	12153	530900	83356	12406	542400	83199	12735	553600	82436	12951	559700	81488	13208
Morris	417900	67533	9272	417100	65599	9557	418500	64197	9679	419400	66214	9556	420600	61270	9512
Ocean	375200	59131	9033	380000	60004	9090	393600	60714	9606	403000	60753	9806	413000	60523	10116
Passaic	455200	68598	10565	461400	67224	10665	461500	66139	10464	463700	64163	10087	463400	62411	9888
Salem	66500	12055	1644	65200	12052	1607	65500	11978	1602	65400	12019	1688	66300	12013	1749
Somerset	210900	30716	4190	210300	30532	4314	215200	30432	4481	221600	30382	4475	227300	30173	4434
Sussex	120200	23982	3599	119600	23886	3665	122800	23973	3754	124300	23557	3660	126600	23142	3755
Union	505500	68226	9896	506700	67131	9828	504700	66131	9799	502500	64522	9979	499700	63276	9897
Warren	85400	15224	2482	85200	14946	2655	86600	14911	2505	87200	14777	2489	89000	14711	2570
TOTAL	7514900	1129223	162546	7562300	1116194	164679	7620000	1107467	166793	7672000	1092982	167846	7721000	1080871	169229

Source: Department of Labor Census estimates, Fall Report, Annual Plan for All Handicapped Children, Special Education Plan.
Dates: 1983, 1984, 1985, 1986, 1987, 1988.

People = estimated total population
Pupils = public school enrollment
Handi. = all classified pupils.

New Jersey State Department of Education
Division of Special Education

ENROLLMENT OF HANDICAPPED PUPILS BY COUNTY FOR NINE YEARS

1980-1988

County	Total Handicapped								
	1980	1981	1982	1983	1984	1985	1986	1987	1988
Atlantic	4,395	4,695	4,838	4,991	4,973	5,112	5,212	5,453	5,516
Bergen	16,225	16,223	16,019	15,792	15,427	15,039	14,958	14,748	14,777
Burlington	7,835	8,240	8,173	8,060	8,080	8,400	8,553	9,045	9,357
Camden	10,537	11,805	12,134	12,097	12,444	12,680	12,240	12,500	12,869
Cape May	1,506	2,000	1,847	1,569	1,756	1,771	1,913	2,007	2,170
Cumberland	3,407	3,483	3,471	3,353	3,477	3,621	3,784	3,942	4,015
Essex	16,150	16,271	16,003	16,905	16,930	16,383	16,835	16,513	15,692
Gloucester	4,108	4,311	4,530	4,700	4,898	5,321	5,745	5,980	6,235
Hudson	7,645	9,850	9,272	9,827	10,508	11,211	10,738	10,638	10,490
Hunterdon	2,006	2,055	1,994	2,056	2,011	2,067	2,079	2,176	2,289
Mercer	6,256	6,134	6,175	6,157	6,435	6,668	6,972	7,131	7,375
Middlesex	12,685	12,683	12,498	12,618	12,773	12,619	13,139	13,022	13,318
Monmouth	10,758	11,297	11,903	12,003	12,153	12,406	12,735	12,951	13,209
Morris	9,655	9,816	9,373	9,528	9,272	9,557	9,679	9,556	9,512
Ocean	6,756	7,208	8,095	8,361	9,033	9,090	9,606	9,806	10,116
Passaic	9,947	10,288	10,378	10,390	10,565	10,665	10,464	10,087	9,888
Salem	1,381	1,705	1,716	1,563	1,644	1,607	1,602	1,688	1,749
Somerset	4,245	4,203	4,099	4,351	4,190	4,314	4,481	4,475	4,435
Sussex	3,141	3,503	3,384	3,516	3,599	3,665	3,754	3,660	3,755
Union	9,523	9,516	10,080	9,803	9,896	9,828	9,799	9,979	9,897
Warren	2,314	2,486	2,469	2,645	2,482	2,655	2,505	2,489	2,570
Total	150,475	157,772	158,451	160,285	162,546	164,679	166,793	167,846	169,234

Source: Annual Plan, December 1, 1980, 1981 and 1982.
Program Plan for all Handicapped Children 1983-84.
Special Education Plan, 1984, 1985, 1986, 1987, 1988.

New Jersey State Department of Education
Division of Special Education

RATES OF CLASSIFICATION

Some of the most common comparisons districts make with one another is with the rates of child study team (CST) classified pupils and speech-language specialist classified pupils. Districts try to compare themselves with other districts having similar demographics (district factor grouping-DFG-a measure of socioeconomic status, size and community type-urban, suburban, rural). Another comparison which might be considered is their grade plan (elementary, K-12, secondary and vocational). This year, means and standard deviations for these three grade plans are included in this report. Next year, vocational schools will be separated from the secondary group. The distribution of districts by size, DFG and community type are also included. It is clear from the size of the standard deviations that there is a large variation of rates among districts.

In the past two years, the Division of Special Education has been analyzing the rates to determine the reasons for the variation in CST and speech classification rates among districts. Calculating the percentage itself was problematic, since no single source of data provided both the handicapped and non-handicapped enrollments. The method described on the accompanying chart represents the easiest method to calculate a comparable percentage of handicapped resident pupils in each district. Note: Non-public pupils are excluded since the corresponding resident non-public, non-handicapped enrollment is unknown.

The distribution of rates is affected by a district's total enrollment, DFG and community type. The total enrollment (size) of district affects the range of classification rates. The range of rates for districts with fewer than 500 pupils is very large, between 2% and 25% classified. This range decreases in steps to the point where the largest districts show a range of only 7% to 13%. This decrease in range due to increasing district size is a statistical phenomenon known as the regression toward the mean and is to be expected because of the differential impact on the classification rate by a relatively small number of pupils. For example, a change of 10 pupils has a larger influence on the classification rate of a small district than it has on a large district. The classification rate is also influenced by the policies in each district. A single administrator in a small district has a larger impact on policy than in a large district. A policy of regular education intervention prior to referral can result in a lower classification rate than a policy of favoring earlier referral. The effect of a district's total enrollment on CST classification rates is shown graphically and in chart form for 1988. The total enrollment of a district should be taken into account when examining or comparing classification rates.

To a lesser extent, the distribution of CST classification rates is also affected by DFG. In general, poorer districts have a somewhat higher range of CST classification rates (from 5% to more than 18% in districts in group A) than wealthier districts (from 2% to more than 14% in districts in group J). The relationship between classification rates and DFG is shown graphically and in chart form for 1988. Note: There is substantial overlap among the different DFG groups. The groups are more alike than different in their classification rates.

The distribution of CST classification rates is somewhat affected by community type as shown by the smallest range for regional districts. This is expected because regional districts tend to be larger and draw from a larger cross section of the population. Urban (including urban-suburban) districts have a higher range of classification rates (from 5% to 18%) than suburban districts (from 2% to more than 16%), however, as in DFG, there is considerable overlap in these ranges. The relationship between classification rates and community type is shown graphically and in chart form for 1988. Most urban and suburban districts have similar classification rates. The range of rates in rural districts is very large (from 2% to 19%). Again, suburban and rural districts tend to be smaller and there can be a substantial impact of a small change in the number of handicapped pupils on the classification rate. The apparent effect of DFG and community type must be considered only after the effect of size is taken into account.

Comparisons of CST classification rates among districts must be done with some caution. The effect of district size should be considered first. Only then should the other characteristics such as DFG and community type be considered. There are also factors other than size, DFG and community type which might affect classification rates in a given district.

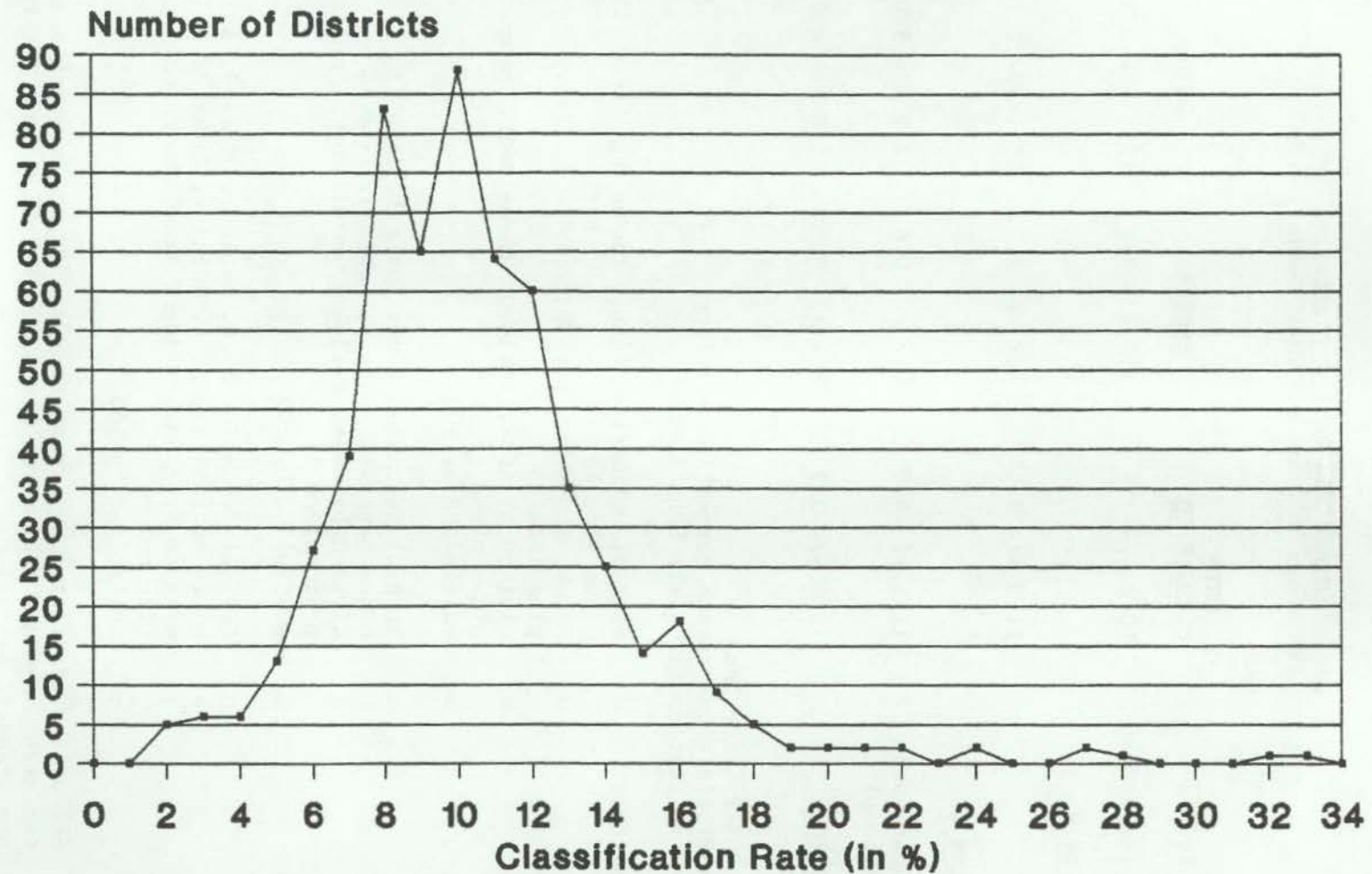
New Jersey State Department of Education
Division of Special Education

DISTRIBUTION OF DISTRICTS BY EACH
CST CLASSIFICATION RATE

<u>Percent CST Classified</u>	<u>Number Districts</u>	<u>Percent Districts</u>	<u>Cumulative Districts</u>	<u>Cumulative Percent</u>	
2	5	.8	5	0.8	
3	6	1.0	11	1.9	
4	6	1.0	17	2.9	
5	13	2.2	30	5.1	
6	27	4.6	57	9.8	
7	39	6.7	96	16.6	
8	83	14.3	179	31.0	
9	65	11.2	244	42.2	Median
10	88	15.2	332	57.5	
11	64	11.0	396	68.6	Mean
12	60	10.3	456	79.0	
13	35	6.0	491	85.0	
14	25	4.3	516	89.4	
15	14	2.4	530	91.8	
16	18	3.1	548	94.9	
17	9	1.5	557	96.5	
18	5	0.8	562	97.4	
19	2	0.3	564	97.7	
20	2	0.3	566	98.0	
21	2	0.3	568	98.4	
22	2	0.3	570	98.7	
23	0	----	570	98.7	
24	2	0.3	572	99.1	
25+	5	0.8	577	100.0	
	577				

Source: Special Education Plan 12-1-88
Application for State School Aid 9-30-88

Number of Districts at Each CST Classification Rate



Source: Special Education Plan, 12-1-88

RATES OF CLASSIFICATION BY GRADE PLAN OF DISTRICT

<u>GRADE PLAN A</u>	<u>CST*</u> <u>CLASSIFIED</u>	<u>ESCS**</u>	<u>BOTH</u>
Elementary	10.2 +/- 3.5	7.6 +/- 3.1	17.6 +/- 4.8
<u>GRADE PLAN B</u>			
K-12	11.0 +/- 3.4	4.7 +/- 2.3	15.7 +/- 4.1
<u>GRADE PLAN C</u>			
Secondary and Vocational	11.5 +/- 4.9	0.7 +/- 0.6	11.9 +/- 5.0
ALL DISTRICTS	10.8 +/- 3.7	5.4 +/- 3.2	15.9 +/- 4.7

ASSA = Application for State School Aid

Both:

- o Special Education Plan, Table 1, lines 17 & 18
- o minus nonpublic pupils, Table 4, lines 17 & 18
- o divided by ASSA, resident enrollment, column 9 total plus column 17
- o multiplied by 100

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New Jersey State Department of Education
Division of Special Education

DISTRIBUTION OF DISTRICTS BY SIZE AND
RATE OF CST CLASSIFIED PUPILS
(minus non-public pupils)

<u>CST Classified Rate</u>	<u>Enrollment Less Than 500</u>	<u>500- 999</u>	<u>1000- 1999</u>	<u>2000- 2999</u>	<u>3000- 3999</u>	<u>4000- 4999</u>	<u>5000- 9999</u>	<u>Greater Than 10,000</u>	<u>TOTAL</u>
2	2		1	1					4
3	4	1							5
4	7		2	1					10
5	3	3	3		1	1			11
6	8	6	5	6		2	2		29
7	10	12	11	7	5	2	5	5	57
8	22	14	16	12	5	7	5	1	82
9	26	21	13	6	7	3	2	3	81
10	7	16	27	5	3	4	4	3	69
11	23	12	17	4	2		2	1	61
12	11	8	9	4	2	3	3		40
13	6	15	12	7	2	2	1	1	46
14	8	6	3	1	2	1	1		22
15	9	3	2	2		2			18
16	4	2	1	1					8
17	2	2	2	1					7
18	4	2							6
19	1								1
20	3	2	1						6
21									
22									
23									
24	1								1
25+	2								2
TOTAL	163	125	125	58	29	27	25	14	566

Source: Special Education Plan 12-1-87
Application for State School Aid 9-30-87

Note: Vocational Schools were excluded from this count.

New Jersey State Department of Education
Division of Special Education

CST CLASSIFICATION RATES IN DISTRICTS WITH VARIOUS ENROLLMENTS
MEANS AND STANDARD DEVIATIONS

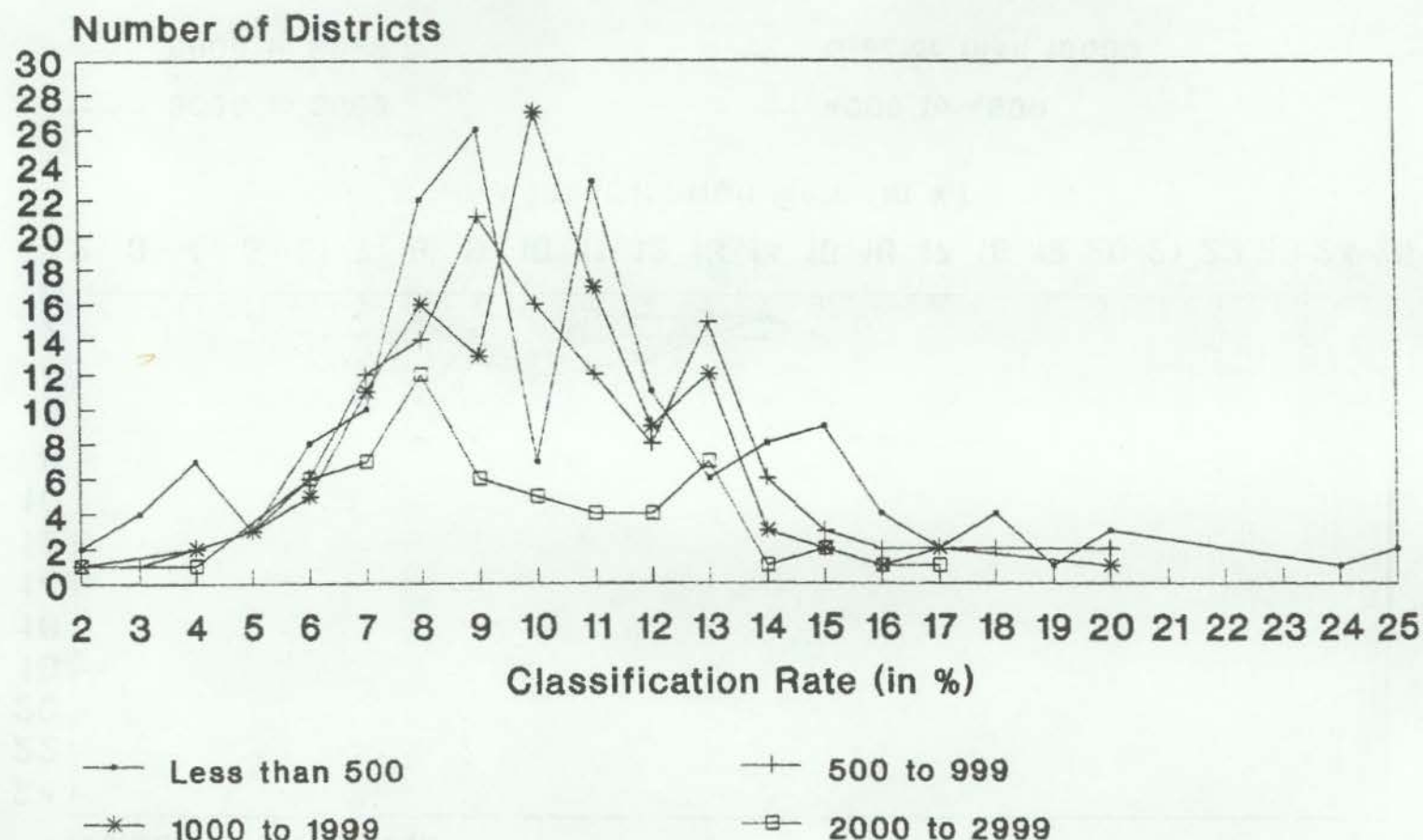
<u>District Enrollment</u>	<u>Mean CST Classification Rate*</u>	<u>Standard Deviation</u>
Less than 500	11.2	4.1
500-999	10.8	3.6
1000-1999	10.9	3.3
2000-2999	10.5	3.7
3000-3999	10.6	2.8
4000-4999	10.3	2.8
5000-9999	10.1	2.0
Greater than 10,000	10.3	1.5

Source: Special Education Plan, December 1, 1988

*Calculated by taking the December 1988 handicapped pupil count from the Special Education Plan, Table 1, line 17 and 18 minus line 15; subtract the non-public pupils from table 4, lines 17 and 18 plus line 15; divide by the application for state school aid resident enrollment, column 9 total plus column 17; and multiply by 100.

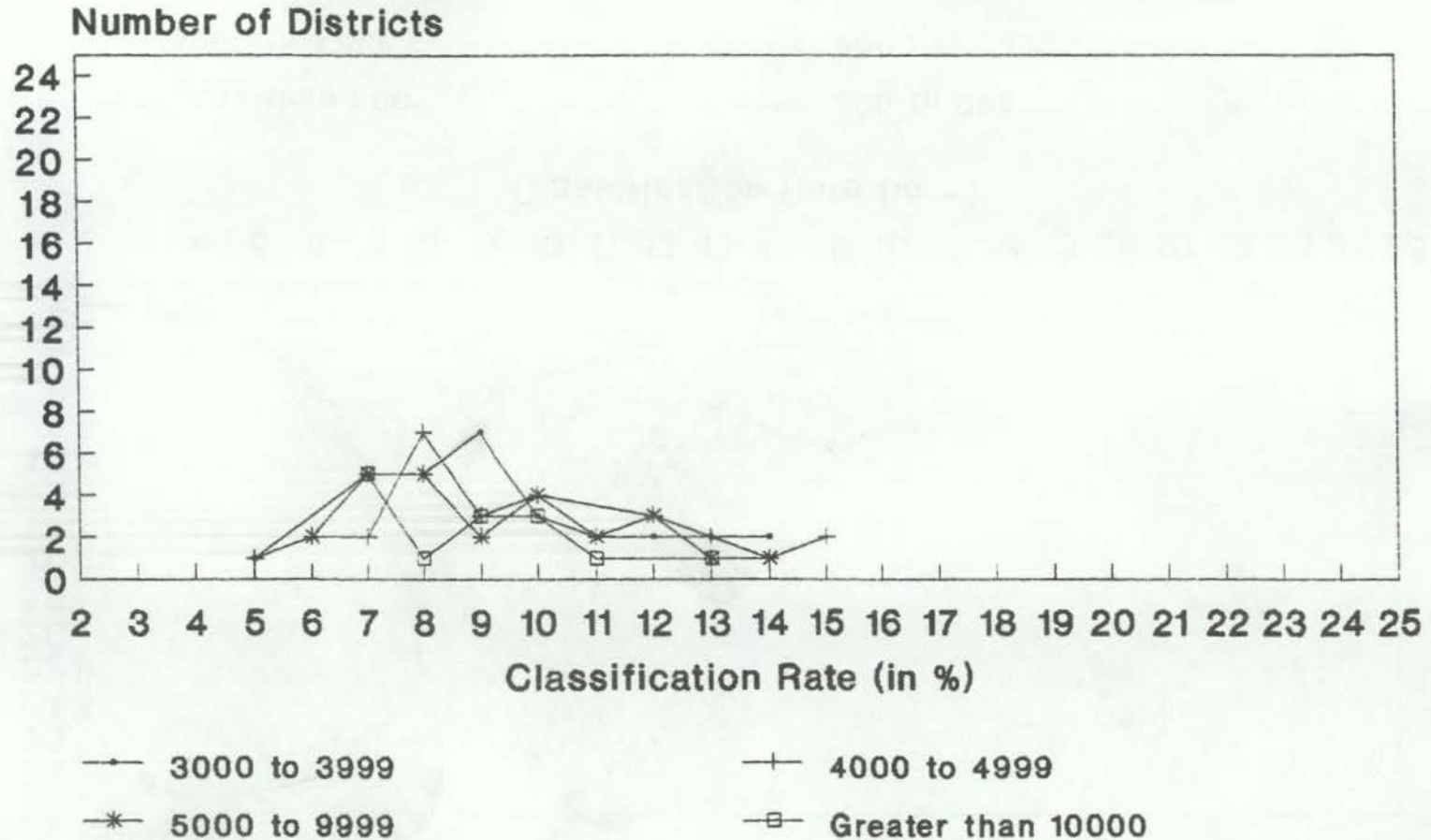
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Distribution of Districts by Size and Rate of CST Classified Pupils in 1987



data excludes non-public pupils

Distribution of Districts by Size and Rate of CST Classified Pupils in 1987



data excludes non-public pupils

New Jersey State Department of Education
Division of Special Education

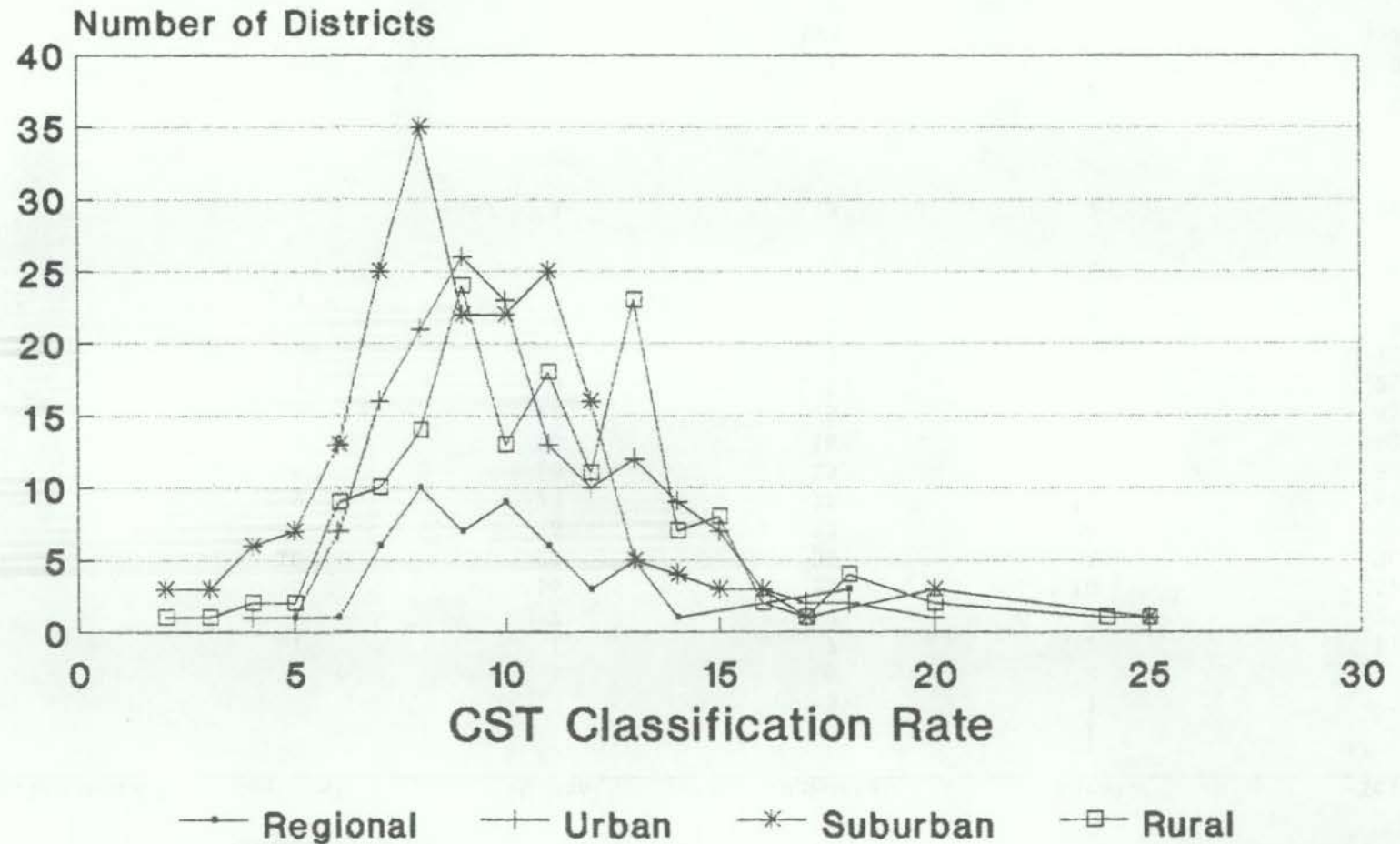
DISTRIBUTION OF DISTRICTS BY COMMUNITY TYPE
AND RATE OF CST CLASSIFIED PUPILS
(minus non-public pupils)

CST Classification Rate	Community Type				Total
	Regional	Urban	Suburban	Rural	
2			3	1	4
3			3	1	4
4		1	6	3	10
5	1	1	7	2	11
6		7	13	9	29
7	6	16	25	10	57
8	10	21	35	14	80
9	7	26	22	24	79
10	9	23	22	13	67
11	6	13	25	18	62
12	3	10	16	11	40
13	5	12	5	23	45
14	1	9	4	7	21
15		7	3	8	18
16		3	3	2	8
17	3	2	1	1	7
18		2		4	6
19					
20		1	3	2	6
21					
22					
23					
24				1	1
25+			1	1	2
Total	51	154	197	155	557

Source: Special Education Plan December 1, 1987
Application for State School Aid September 30, 1987

Note: Does not include districts without community type designation

DISTRIBUTION OF DISTRICTS BY COMMUNITY TYPE AND RATE OF CST CLASSIFIED PUPILS



1987 (minus non-public school pupils)

New Jersey State Department of Education
Division of Special Education

DISTRIBUTION OF DISTRICTS BY DISTRICT FACTOR GROUPING
AND RATE OF CST CLASSIFIED PUPILS
(minus non-public pupils)

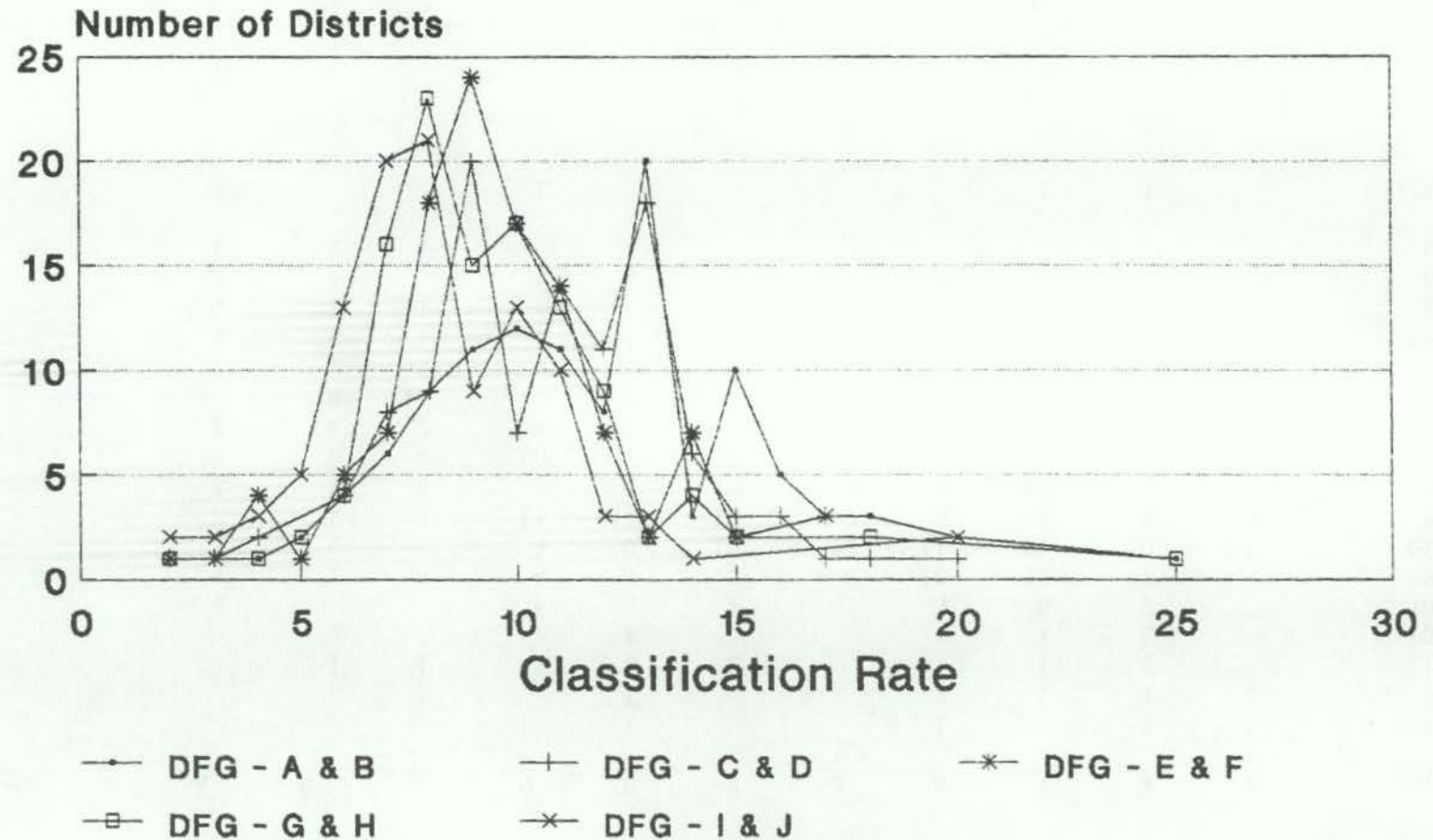
District Factor Grouping

<u>CST Classif. Rate</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>	<u>V</u>	<u>TOTAL</u>
2					1			1		2	1	5
3			1		1				1	1	1	5
4		1	1	1	2	2		1	1	2		11
5		2			1			2	1	4		10
6	4			4	3	2	1	3	6	7		30
7	4	2	4	4	5	2	6	10	13	7		57
8	3	6	5	4	8	10	12	11	11	10	1	81
9	7	4	9	11	11	13	7	8	4	5	3	82
10	3	9	4	3	7	10	8	9	10	3	1	67
11	5	6	4	10	7	7	8	5	6	4		62
12	2	6	7	4	2	5	5	4	1	2		38
13	12	8	14	4	2		2		2	1		45
14	1	2	2	4	4	3	4			1	1	22
15	4	6	1	2	1	1	2					17
16	4	1	1	2								8
17	2	1		1	3						1	8
18	2	1	1				1	1				6
19												
20	2			1					1	1		5
21												
22												
23											1	1
24	1						1					1
25+		1									3	5
Total	56	55	55	55	58	55	57	55	57	50	13	566

Source: Special Education Plan December 1, 1987
Application for State School Aid September 30, 1987

Note: Does not include districts without a DFG designation

DISTRIBUTION OF DISTRICTS BY DFG AND RATE OF CST CLASSIFIED PUPILS - 1987



DFG - DISTRICT FACTOR GROUPING

New Jersey State Department of Education
Division of Special Education

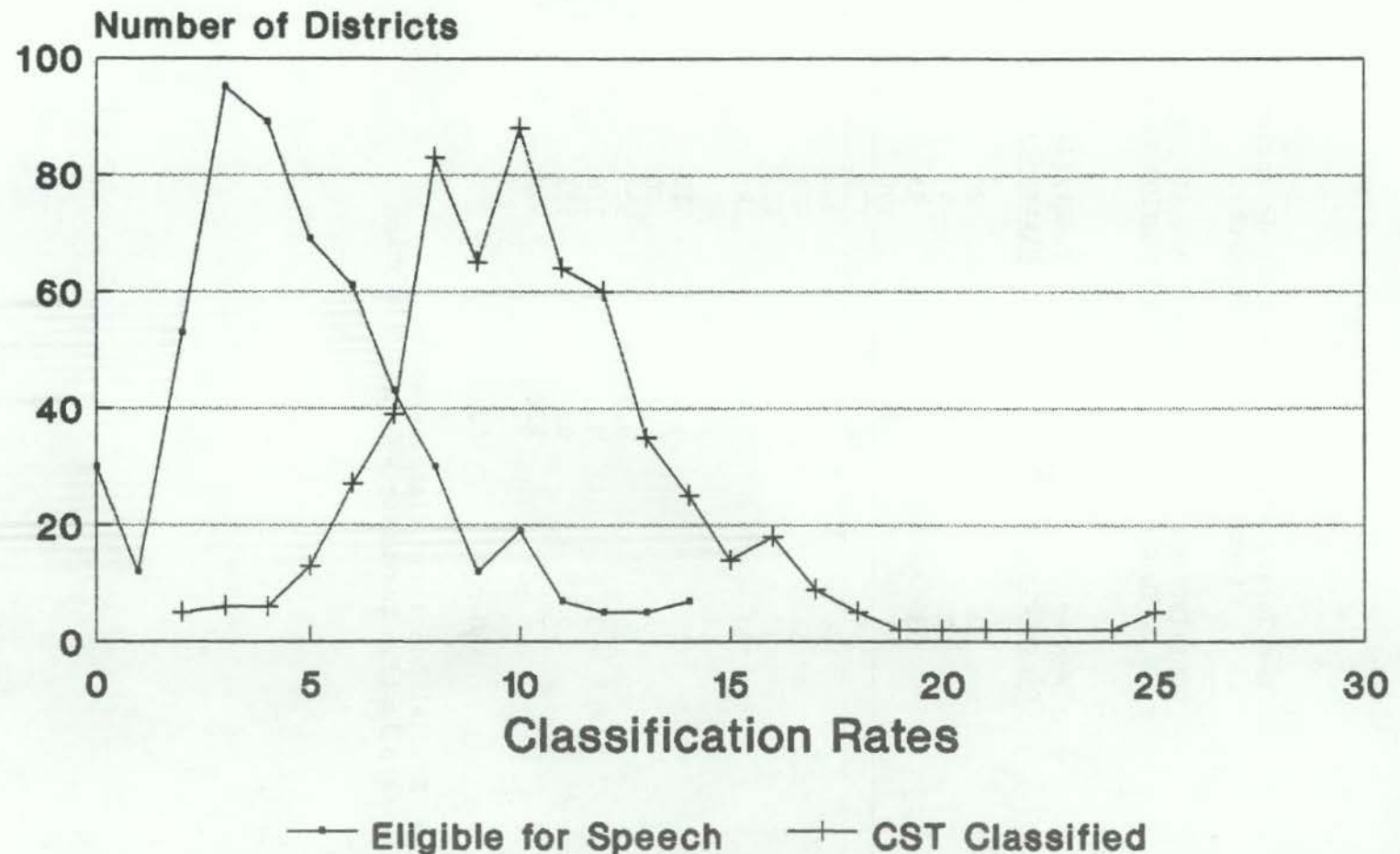
DISTRIBUTION OF DISTRICTS BY EACH ELIGIBLE
FOR SPEECH CORRECTION CLASSIFICATION RATE

<u>Percent Classified</u>	<u>Number Districts</u>	<u>Percent Districts</u>	<u>Cumulative Districts</u>	<u>Cumulative Percent</u>
Less Than 1	30	5.5	30	5.5
1	12	2.2	42	7.7
2	53	9.8	95	17.5
3	95	17.5	190	35.1
4	89	16.4	279	51.6
5	69	12.7	348	64.4
6	61	11.2	409	75.7
7	43	7.9	452	83.7
8	30	5.5	482	89.2
9	12	2.2	494	91.4
10	19	3.5	513	95.0
11	7	1.2	520	96.2
12	5	0.9	525	97.2
13	3	0.5	528	97.7
14	5	0.9	533	98.7
15	7	1.2	540	100.0
TOTAL	540	100		

Source: Special Education Plan 12-1-88
Application for State School Aid 9-30-88

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DISTRIBUTION OF DISTRICTS BY SPEECH AND CST CLASSIFICATION RATES - 1988



MINUS NON-PUBLIC PUPILS

New Jersey State Department of Education
Division of Special Education

ENROLLMENT AND PREVALENCE RATE BY CLASSIFICATION, RACE, AND SEX
Public Schools
December 1, 1988

Classification	American Indian Alaskan Native		Asian or Pacific Islander		Black		Hispanic		White		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
EMR	--	1	8	15	565	472	260	244	606	651	1439	1383	2822
TMR	1	3	22	22	307	231	162	143	665	474	1157	873	2030
NI	13	5	99	35	2823	1151	1131	464	7378	2825	11444	4480	15924
PI	69	37	304	159	7879	3935	3446	1844	28415	13566	40113	19541	59654
ED	15	3	66	14	3240	775	996	175	6130	1593	10447	2560	13007
MH	3	4	55	23	1060	445	443	217	2460	1203	4021	1892	5913
SM	--	--	--	--	109	31	34	5	206	56	349	92	441
AH	1	2	16	13	108	91	103	97	328	331	556	534	1090
OH	1	--	5	4	72	69	34	29	167	135	279	237	516
CI	--	--	--	2	49	90	22	22	174	136	245	250	495
VH	--	--	2	2	23	13	6	4	46	28	77	47	124
CH	4	2	49	21	366	165	267	122	1208	703	1894	1013	2907
ESCS	31	10	921	522	4173	2448	2780	1571	19657	11763	27562	16314	43876
PRE-SCHOOL	4	5	54	17	500	268	262	134	1967	921	2787	1345	4132
P2R	6	3	39	26	655	277	561	276	1940	909	3201	1491	4692
TOTAL BY SEX AND RACE	148	75	1640	875	21929	10461	10507	5347	71347	35294	105571	52052	157623
TOTAL BY RACE	223		2515		32390		15854		106641		157623		
Enrollment by Sex and Race	586	587	21339	20022	101387	98267	60670	55679	372491	349840	556473	524395	1080868
Enrollment by Race	1173		41361		199654		116349		722331		1080868		
Percent Handicapped with Speech (ESCS)	19.0%		6.0%		16.2%		13.6%		14.7%		14.5%		14.5%
Percent Handicapped without Speech (ESCS)	15.5%		2.5%		12.9%		9.8%		10.4%		10.5%		10.5%

Source: Fall Report, Special Education Plan, 1988.

Note: Total handicapped enrollment does not include handicapped pupils from non-public schools

P2R: Plan to Revise Special Education - 13 districts, speech pupils in P2R districts were excluded from the calculation of the percent handicapped without speech.

*Prevalence Rates were calculated as a percentage of the total enrollment for each racial/ethnic and sex grouping.

5202k

New Jersey State Department of Education
Division of Special Education

HANDICAPPED PUPILS RECEIVING RELATED SERVICES

CLASSIFI- CATION	PSYCH COUN- SELING*	SW COUN- SELING*	OCCUPA- TIONAL THERAPY	PHYSICAL THERAPY	GUIDANCE COUN- SELING*	SPEECH	TRANS.	SCHOOL HEALTH***	AUDIO.	EDUCATION FOR RECREATION	OTHER	TOTAL
EMR	100	156	154	79	242	1075	1653	125	17	74	207	3882
TMR	59	65	234	210	42	1051	1526	124	10	57	213	3591
NI	896	735	1180	513	946	4987	6176	604	94	190	738	17059
PI	2598	2554	582	159	4456	8302	6561	1149	187	183	1081	27812
ED	2738	1860	110	31	1448	773	6042	390	15	70	422	13899
MH	412	315	1065	886	229	2539	3645	265	49	93	324	9822
AH-HH	23	17	23	14	33	429	325	20	231	1	33	1149
AH-D	27	19	5	8	19	175	329	7	218	2	8	817
D-B			1	4		9	5	1			1	21
OH	14	31	210	359	10	98	434	49	1	9	63	1278
CI	15	34	10	13	13	26	121	30	1		18	281
VH-PS	4	14	5	3	8	17	16	5	2		9	83
VH-B	4	6	4	3	3	2	33	1	1		10	67
CH	115	95	274	87	65	2099	1316	72	21	28	129	4301
ESC			25	2		26	9					62
PH	97	189	1461	891	19	3194	3111	147	91	67	150	9417
SM	48	47	3	2	76	53	74	2		5	10	320
P2R	344	274	180	95	337	1048	1146	22	15	4	143	3608
TOTAL 1988	7494	6411	5526	3359	7946	25903	32522	3013	953	783	3559	97469
TOTAL 1987	8243	6904	5024	3115	9105	25691	32229	7802	2169	1306	3758	105346

* Counseling provided individually or in small groups by a school psychologist or school social worker.

** Counseling provided by a guidance counselor above and beyond that provided to a non-handicapped pupil.

*** Health services such as dispensing medication, catheterization, tube feeding, aspirating or other such supportive services.

P2R: Plan to Revise Project - 13 districts

Source: Special Education Plan, 1987, 1988.

NOTE: The large variance in totals from 1987 to 1988 in the cases of Guidance Counseling, School Health, Audiological and recreation may be an artifact of the difficulties in understanding of the definitions by districts of what should be reported under those services.

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New Jersey State Department of Education
Division of Special Education

NUMBER OF PUPILS AND NUMBER OF WAIVERS* IN EACH CLASS TYPE

December 1, 1988

<u>Class Type</u>	<u>Total Number of Pupils</u>	<u>Classification</u>	<u>Age</u>	<u>Class Size</u>	<u>Length of School Day</u>	<u>Total Waivers</u>	<u>Percentage</u>
EMR	2,098	103	30	-	6	139	6.6
TMR	1,332	64	41	-	13	118	8.8
PI	23,574	1,278	67	84	27	1,456	6.1
OH	147	7	-	-	-	7	4.7
NI	9,719	747	48	63	14	872	8.9
AH	344	4	-	2	-	6	1.7
CH	1,547	109	9	10	6	134	8.6
ED	4,510	171	24	17	53	265	5.8
SM	153	4	-	-	-	4	2.6
CI	51	-	-	-	-	-	-
MH	1,391	161	13	21	13	208	14.9
PRESCH	3,132	69	40	18	-	127	4.0
<hr/>							
TOTAL - 88	47,998	2,717	272	215	132	3,336	6.9
TOTAL - 87	43,718	1,829	210	217	87	2,343	5.4
TOTAL - 86	47,716	1,843	278	373	177	2,670	5.6
TOTAL - 85	45,509	1,707	245	501	31	2,484	5.5

* Waivers for the placement of classified students into self-contained classes may be granted by the county supervisor of child study for the following reasons:

1. classification of student is different from the class type
2. age of student is above or below the four year age range for class
3. class size is above number set for that class type
4. length of school day is extended or curtailed

Note: The percentage is calculated by dividing the total number of waivers by the total pupils in column one

Source: Special Education Plan, 1985, 1986, 1987, 1988.

New Jersey State Department of Education
Division of Special Education

NUMBER OF PUPILS SERVED THROUGH CHAPTER 207 OVER NINE YEARS

<u>Fiscal Year</u>	<u>Res. Fac. for Retarded</u>	<u>Day Trng. Centers</u>	<u>Res. Yth. Centers</u>	<u>Trng. Sch. or Corr. Facility</u>	<u>C. Trt. Ctr. or Psy. Hos.</u>	<u>State Responsible</u>	<u>Total</u>
1988	252	1,204	108	1,793	149	205	3,711
1987	326	1,229	111	1,855	186	191	3,898
1986	388	1,272	125	1,769	158	161	3,873
1985	488	1,182	128	1,542	186	NA	3,526
1984	615	1,217	149	1,765	192	NA	3,938
1983	752	1,240	190	1,899	193	NA	4,274
1982	794	1,184	156	1,662	196	NA	3,992
1981	1,030	1,264	193	1,550	175	NA	4,212
1980	1,283	866	183	1,240	167	NA	3,739

Source: Application for State School Aid, 1980 - 1988.

Note: Districts are financially responsible through a state aid assessment. The State is responsible for those pupils for whom a resident district cannot be determined.

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New Jersey State Department of Education
Division of Special Education

TRENDS IN STAFF RATIOS

Staff ratios have remained fairly stable over the past nine years. The calculation of staff ratios was done with data from tables 1-5 of the Special Education Plan as described in the following page. Student-teacher ratios for preschool handicapped programs dropped during the last year while others were unchanged.

Child study team (CST) ratios have decreased considerably over the past eight years when their numbers are compared with total enrollment. However, the CST ratios increased when their numbers are compared with the number of CST classified pupils. Psychologist ratios to total enrollment decreased from about 1:1500 in 1980 to 1:1150 in 1988. At the same time the ratio to the CST classified pupils increased from 1:110 to 1:124. Similar changes are found with the LDTC and social workers. The numbers of CST members dropped slightly for the first time after four years of steady increase.

There are still more learning disability teacher consultants (LDTCs) than psychologists and social workers, but the difference is decreasing (220 in 1980 to about 164 in 1988). The ratio of LDTCs to total enrollment decreased slightly from 1:1063 in 1980 to 1:982 in 1988 while the ratio to CST classified pupils jumped from 1:86 in 1980 to 1:105 in 1988.

Speech-language specialist (speech correctionists) ratios to total enrollment dropped significantly from 1:1200 in 1980 to 1:843 in 1988. The ratio of speech-language specialists (correctionists) to pupils receiving speech remained stable at about 1:65 for the past five years, but dropped to 1:61 this year.

The number of special education administrators was compared with the total enrollment, the total number of handicapped, the CST classified handicapped and the total number of special education staff reported on table 5 of the Special Education Plan. The ratio to total enrollment decreased by 36% between 1980 and 1988, however, the ratio to total handicapped decreased by only 15%. The ratios of special education administrators to CST classified pupils and total special education staff remained stable over the same period.

Staff ratios were calculated from data reported on the Special Education Plan through the following formulas:

Resource Room/SI =	Table 2: Handicapped pupils in Resource Rooms or Supplemental Instructions (minus ESCS) Table 5: Resource Room Teachers and Supplemental Instructors
Special Class =	Table 2: Handicapped Pupils in Public Self Contained Classes Table 5: Special Class Teachers
Preschool =	Table 1: Number of Preschool Handicapped Table 5: Preschool Teachers
Aides =	Table 2: Handicapped Pupils in Public Self Contained Classes Table 5: Number of Aides
CST/Speech = Specialist/ Correctionist	Fall Report: Total enrollment Table 5: Child Study Team Members (or Speech Specialists/Correctionists)
CST	Table 1: Total Handicapped - Table 1: ESCS Table 5: CST Members
Speech-Language = Specialist/ Correctionist	Table 1: ESCS + Table 6: Speech as a Related Service Table 5: Speech/Language Specialist/Correctionists
Special Ed. = Administrators	Fall Report: Total Enrollment Table 5: Special Education Administrators
Special Ed. = Administrators	Table 1: Total Handicapped Table 5: Special Education Administrators
Special ed. = Administrators	Table 5: Total Special Education Staff Table 5: Special Education Administrators

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New Jersey State Department of Education
Division of Special Education

A COMPARISON OF DISTRICT STAFFING PATTERNS FOR NINE YEARS*

<u>Personnel Category</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
Special Class Teachers	3,879	3,950	4,408	4,347	4,671	4,780	4,532	5,040	5,085
Resource Room Teachers	1,742	2,072	2,133	2,387	2,464	2,502	2,699	2,788	2,869
Supplemental Teachers	1,037	1,298	1,200	983	884	821	743	708	679
Preschool Teachers	204	187	201	281	260	247	238	262	274
Home Instructors	NA	NA	NA	NA	398	659	637	616	668
Voc. Ed. Tch. Spec. Ed.	NA	422	485	459	468	355	373	327	279
Phys. Ed. (adaptive)	NA	212	235	209	180	185	190	200	268
Teacher Aides	2,196	2,397	2,656	2,785	3,051	2,961	3,143	3,355	3,529
School Psychologists	843	894	918	845	908	909	922	943	937
School Social Workers	862	899	905	894	914	905	914	948	946
LDTCs	1,063	1,086	1,091	1,080	1,082	1,060	1,088	1,104	1,101
Speech Correctionists	1,065	1,137	1,197	1,166	1,226	1,224	1,226	1,254	1,282
School Counselors	1,589	1,454	1,410	1,386	1,371	1,658	1,751	1,716	1,715
School Nurses	1,389	1,630	1,640	1,595	1,615	1,603	1,665	1,618	1,587
School Physicians	163	242	255	267	290	288	316	311	301
Psychiatrists	25	83	81	75	**	**	**	**	**
Neurologists	12	59	69	62	**	**	**	**	**
Ophthalmologists	7	23	29	21	**	**	**	**	**
Optometrists	10	22	19	15	**	**	**	**	**
Otolaryngologists	2	15	8	9	**	**	**	**	**
Other Diagnostic Staff**	**	**	**	**	134	140	133	107	134
Audiologists	NA	27	39	30	28	27	29	35	28
Occupational Therapists	21	46	56	61	64	63	81	95	117
Physical Therapists	49	56	60	60	67	63	66	77	94
Recreation Therapists	NA	4	5	8	6	3	7	4	4
Special Educ. Admin	374	454	457	453	509	491	491	489	493
Other	642	660	896	487	751	704	347	631	776
TOTAL	17,174	19,329	20,453	19,965	21,341	21,648	21,591	22,628	23,166

* In full time equivalents (FTE).

** Psychiatrists, neurologists, ophthalmologists, optometrists, and otolaryngologists were grouped under "Other Diagnostic Staff."

Source: Annual Plan for All Handicapped Children, 1980, 1981, 1982.
Program Plan for All Handicapped Children, 1983-84, 84-85.
Special Education Plan, 1984, 1985, 1986, 1987, 1988.

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New Jersey State Department of Education
Division of Special Education

STAFF RATIOS IN SPECIAL EDUCATION FROM 1980 TO 1988

Personnel	1980	1981	1982	1983	1984	1985	1986	1987	1988
Resource Room Teachers	NA	13.2	14.5	13.2	NA	NA	NA	NA	NA
Resource Room/SI Teachers	NA	NA	NA	NA	13.3	13.1	12.8	12.7	12.8
Special Class Teachers	10.4	12.8	10.5	10.5	10.0	10.3	11.6	10.7	10.8
Preschool Teachers	NA	NA	NA	11.3	12.5	14.0	16.5	15.4	13.5
Teacher Aides	18.4	21.0	17.4	16.4	15.4	16.7	16.7	16.1	16.6
Psychologists									
- Total Enrollment	1,528	1,348	1,277	1,358	1,244	1,228	1,201	1159	1,154
- Handi. Minus ESC	108	110	110	121	115	117	120	120	124
Social Workers									
- Total Enrollment	1,495	1,340	1,296	1,284	1,235	1,233	1,212	1153	1,143
- Handi. Minus ESC	106	109	111	115	114	118	122	119	123
LDTCS									
- Total Enrollment	1,063	1,086	1,091	1,080	1,082	1,060	1,088	990	982
- Handi. Minus ESC	86	90	92	95	97	101	102	102	105
Speech Correctionists									
- Total Enrollment	1,210	1,060	980	984	921	912	903	872	843
- ESC Plus CPRS*	68	66	62	65	64	66	65	64	61
Special Education Admin.									
- Total Enrollment	3,445	2,654	2,566	2,534	2,219	2,273	2,256	2235	2,192
- Handicapped Inc. ESC	402	348	347	354	319	335	340	343	343
- Handicapped Minus ESC	244	216	220	226	205	217	226	231	236
- Special Education Staff	46	43	45	44	42	44	44	46	47

Source: Special Education Plan

* ESC - Eligible for speech correction
CPRS - Classified pupils receiving speech as a related service

New Jersey State Department of Education
Division of Special Education

TRENDS IN HANDICAPPED PUPILS EXITING EDUCATION

For three years, data have been collected on the number of handicapped pupils exiting the educational system. The state data are based on a random sample for 1987 and 1988 and a stratified sample for 1989. Because it is a relatively new collection, the data have not yet stabilized and should be interpreted with some caution. The increased numbers of pupils graduating and dropping out are probably due in part to improved record keeping at a district level.

Two-thirds of the handicapped pupils who left education did so because they graduated. About one-third dropped out of school. A very few, approximately 100, stayed until they reached the age 21, the last year for which they were eligible for special education. Two-thirds students who stayed until age 21 were either multiply handicapped or trainable mentally retarded.

The reasons for leaving education vary by classification. Three-quarters of the neurologically or perceptually impaired pupils graduated while one-quarter dropped out. Two-thirds of the educable mentally retarded pupils graduated while the rest dropped out or left for unknown reasons. Just one-half of the emotionally disturbed pupils graduated while 41% dropped out and another 6% left for unknown reasons. As expected, most (three quarters) handicapped pupils graduated at age 18 and 19. Sixteen percent graduated before and 13% graduated after. Also as expected, most dropouts left at the legal age of 16 when 31% of the dropouts occurred. A similar percentage (30%) dropped out at age 17 and 25% at age 18. The remainder of the dropouts did so after age 18 without waiting to achieve a diploma.

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New Jersey State Department of Education
Division of Special Education

NUMBER OF AGE 16-21 HANDICAPPED PUPILS EXITING EDUCATION

FOR THE YEARS ENDING IN 1987, 1988 and 1989

Class- ifica- tion	Graduated With Diploma			Reached Max. Age			Dropped Out			Status Unknown			Total		
	1987	1988	1989	1987	1988	1989	1987	1988	1989	1987	1988	1989	1987	1988	1989
EMR	343	347	288	7	13	9	85	111	94	33	32	11	468	503	402
TMR	147	172	144	58	31	39	9	18	11	2	0	6	216	221	200
NI	715	774	768	19	3	14	163	287	225	63	21	50	960	1085	1057
PI	3015	3851	4478	3	0	0	1114	1531	1706	174	62	284	4306	5444	6468
ED	1093	1304	1163	13	13	11	1035	1039	1094	127	161	150	2268	2517	2418
MH	126	210	182	30	35	23	64	88	41	0	6	18	220	339	264
AH-HH	78	72	48	0	0	0	15	0	9	0	0	4	93	72	6
AH-D	38	81	43	0	0	0	1	9	9	0	0	0	39	90	52
OH	65	78	49	0	3	2	4	12	4	7	0	0	76	93	55
CI	75	43	69	0	0	0	11	15	18	2	0	2	88	58	89
VH-PS	12	22	21	0	0	0	3	15	2	0	0	0	15	37	23
VH-B	7	6	11	0	0	0	2	0	0	0	0	0	9	6	11
CH	26	53	21	0	0	0	4	0	2	0	0	0	30	53	23
ESC	98	271	155	0	3	0	22	59	11	0	18	2	120	351	168
SM	69	87	52	0	0	0	135	78	54	12	19	14	216	184	120
TOTAL	5907	7371	7492	130	101	98	2667	3262	3280	420	319	541	9124	11053	11411

Source: End of the Year Reports, 1987, 1988 and 1989.

Note: These data were extrapolated from a sample of districts.

New Jersey Department of Education
Division of Special Education

NUMBER OF PUPILS EXITING EDUCATION

Graduated

	Age	16	17	18	19	20	21	Total	Reached Maximum Age
EMR		0	19	110	88	54	76	347	13
TMR		0	0	3	3	9	157	172	31
NI		0	69	435	176	63	31	774	3
PI	50		614	2129	929	110	19	3851	0
ED	13		195	746	268	47	35	1304	13
MH	0		9	35	66	31	69	210	35
AHH	0		9	25	22	13	3	72	0
AHD	0		6	22	31	16	6	81	0
OH	0		6	31	19	9	13	78	3
CI	0		6	31	6	0	0	43	0
PSVH	0		0	13	9	0	0	22	0
VHB	0		0	6	0	0	0	6	0
CH	0		13	31	6	0	3	53	0
ESC	0		35	123	79	28	6	271	3
SM	0		9	72	3	3	0	87	0
Total		63	990	3812	1705	383	418	7371	101

Source: Special Education End of the Year Report
1987-88 School Year

New Jersey Department of Education
Division of Special Education

NUMBER OF PUPILS EXITING EDUCATION

	Status Unknown						Total
	Age 16	17	18	19	20	21	
EMR	3	0	13	3	13	0	32
TMR	0	0	0	0	0	0	0
NI	6	9	3	3	0	0	21
PI	9	31	19	0	3	0	62
ED	76	44	19	19	3	0	161
MH	0	3	0	3	0	0	6
AH	0	0	0	0	0	0	0
AHD	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	0
CI	0	0	0	0	0	0	0
PSVH	0	0	0	0	0	0	0
VHB	0	0	0	0	0	0	0
CH	0	0	0	0	0	0	0
ESC	6	0	3	6	0	3	18
SM	6	13	0	0	0	0	19
Total	106	100	57	34	19	3	319

Source: Special Education End of the Year Report
1987-88 School Year

	Dropped Out						Total
	Age 16	17	18	19	20	21	
EMR	19	25	13	13	41	0	111
TMR	3	0	0	6	6	3	18
NI	88	79	76	38	6	0	287
PI	520	526	397	66	19	3	1531
ED	353	409	192	66	16	3	1039
MH	16	31	38	0	3	0	88
AH	0	0	0	0	0	0	0
AHD	0	3	0	0	6	0	9
OH	0	6	3	0	0	3	12
CI	6	6	3	0	0	0	15
PSVH	3	9	3	0	0	0	15
VHB	0	0	0	0	0	0	0
CH	0	0	0	0	0	0	0
ESC	28	19	3	0	6	3	59
SM	25	28	9	16	0	0	78
Total	1061	1141	737	205	103	15	3262

Source: Special Education End of the Year Report
1987-88 School Year

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New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS EXITING EDUCATION
DURING THE 1987-88 SCHOOL YEAR

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	63	990	3812	1705	383	418	7371
Dropped Out	1061	1141	737	205	103	15	3262
Status Unk.	106	100	57	34	19	3	319
Reached Max. Age	-	-	-	-	-	101	101
Total	1230	2231	4606	1944	505	537	11053

PERCENT REASON FOR EXIT BY EACH AGE

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	5	44	83	88	76	78	66
Dropped Out	86	51	16	10	20	3	30
Status Unknown	9	5	1	2	4	-	3
Reached Max. Age	-	-	-	-	-	19	1
Total	100	100	100	100	100	100	100

PERCENT OF EACH AGE BY REASON FOR EXIT

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	1	13	52	23	5	6	100
Dropped Out	32	35	23	6	3	1	100
Status Unknown	33	31	18	11	6	1	100
Reached Max. Age	-	-	-	-	-	100	100
Total	11	20	42	17	5	5	100

Source: End of the Year Report 1987-88

New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS LEAVING EDUCATION

Ages	16	17	18	19	20	21	Total
EMR	34	30	121	128	37	52	402
TMR		4	5	7	9	175	200
NI	86	159	477	258	50	27	1,057
PI	543	1,227	3,270	1,246	150	32	6,468
ED	399	572	1,000	326	66	55	2,418
MH	21	13	87	36	11	96	264
AH		7	25	25	2	2	61
AHD	2	4	16	21	9		52
OH	2	5	32	5	4	7	55
CI	2	23	48	11	5		89
PS		7	11	5			23
VHB		2	5	2		2	11
CH		4	5	9	5		23
ESC	4	52	85	25		2	168
SM	25	20	62	11	2		120
Total	1,118	2,129	5,249	2,115	350	450	11,411

NUMBER EXITING BY REASONS FOR LEAVING

Graduated	10	990	4,135	1,764	266	327	7,492
Reached Max Age						98	98
Dropped Out	929	1,001	976	290	68	16	3,280
Status Unknown	179	138	138	61	16	9	541
Total	1,118	2,219	5,249	2,115	350	450	11,411

Source: End of the Year Report 1988-89

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New Jersey State Department of Education
Division of Special Education

NUMBER OF PUPILS EXITING EDUCATION

Graduated

	Age	16	17	18	19	20	21	Total	Reached Maximum Age
EMR		0	5	100	112	30	41	288	9
TMR		0	0	5	5	2	132	144	39
NI		0	82	415	219	41	11	768	14
PI		5	609	2663	1067	109	25	4478	0
ED		5	189	650	228	52	39	1163	11
MH		0	9	71	27	7	68	182	23
AH		0	5	18	21	2	2	48	0
AHD		0	2	11	21	9	0	43	0
OH		0	5	32	5	2	5	49	2
CI		0	16	39	9	5	0	69	0
VHPS		0	5	11	5	0	0	21	0
VHB		0	2	5	2	0	2	11	0
CH		0	2	5	9	5	0	21	0
ESC		0	50	80	23	0	2	155	0
SM		0	9	30	11	2	0	52	0
Total		10	990	4135	1764	266	327	7492	98

Source: Special Education End of the Year Report
1988-89 School Year

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New Jersey State Department of Education
Division of Special Education

NUMBER OF PUPILS EXITING EDUCATION

	Status Unknown						Total
	Age 16	17	18	19	20	21	
EMR	2	2	5	2	0	0	11
TMR	0	2	0	2	0	2	6
NI	18	18	5	7	0	2	50
PI	75	78	87	30	14	0	284
ED	68	36	27	14	0	5	150
MH	5	2	7	2	2	0	18
AH	0	0	2	2	0	0	4
AHD	0	0	0	0	0	0	0
OH	0	0	0	0	0	0	0
CI	0	0	0	2	0	0	2
PSVH	0	0	0	0	0	0	0
VHB	0	0	0	0	0	0	0
CH	0	0	0	0	0	0	0
ESC	2	0	0	0	0	0	2
SM	9	0	5	0	0	0	14
Total	179	138	138	61	16	9	541

Source: Special Education End of the Year Report
1988-89 School Year

	Dropped Out						Total
	Age 16	17	18	19	20	21	
EMR	32	23	16	14	7	2	94
TMR	0	2	0	0	7	2	11
NI	68	59	57	32	9	0	225
PI	463	540	520	149	27	7	1706
ED	326	347	323	84	14	0	1094
MH	16	2	9	7	2	5	41
AH	0	2	5	2	0	0	9
AHD	2	2	5	0	0	0	9
OH	2	0	0	0	2	0	4
CI	2	7	9	0	0	0	18
PS	0	2	0	0	0	0	2
VHB	0	0	0	0	0	0	0
CH	0	2	0	0	0	0	2
ESC	2	2	5	2	0	0	11
SM	16	11	27	0	0	0	54
Total	929	1001	976	290	68	16	3280

Source: Special Education End of the Year Report
1988-89 School Year

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New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS EXITING EDUCATION
DURING THE 1988-89 SCHOOL YEAR

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	10	990	4135	1764	266	327	7492
Dropped Out	929	1001	976	290	68	16	3280
Status Unk.	179	138	138	61	16	9	541
Reached Max. Age	-	-	-	-	-	98	98
Total	1118	2129	5249	2115	350	450	11411

PERCENT REASON FOR EXIT BY EACH AGE

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	1	47	79	83	76	73	65
Dropped Out	83	47	19	14	19	4	29
Status Unknown	16	6	2	3	5	1	5
Reached Max. Age	-	-	-	-	-	22	1
Total	100	100	100	100	100	100	100

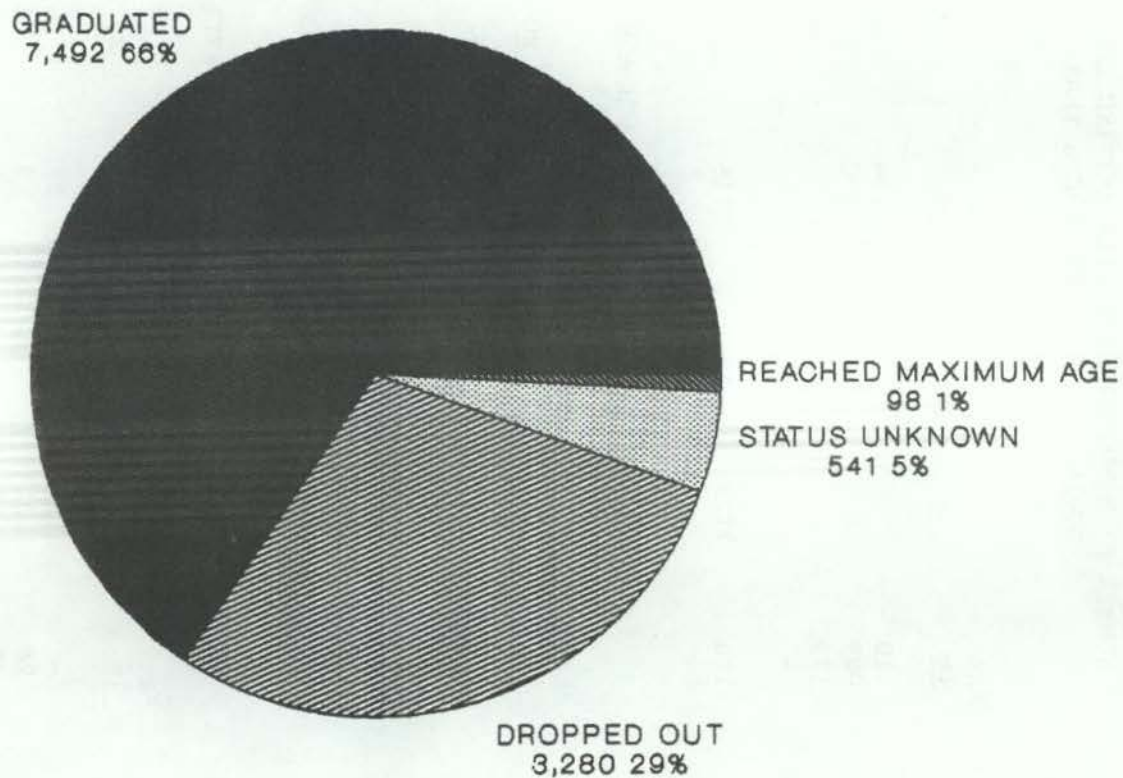
PERCENT OF EACH AGE BY REASON FOR EXIT

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	-	13	55	24	4	4	100
Dropped Out	28	31	30	9	2	0	100
Status Unknown	33	26	26	11	3	1	100
Reached Max. Age	-	-	-	-	-	100	100
Total	10	19	46	18	3	4	100

Source: End of the Year Report 1988-89

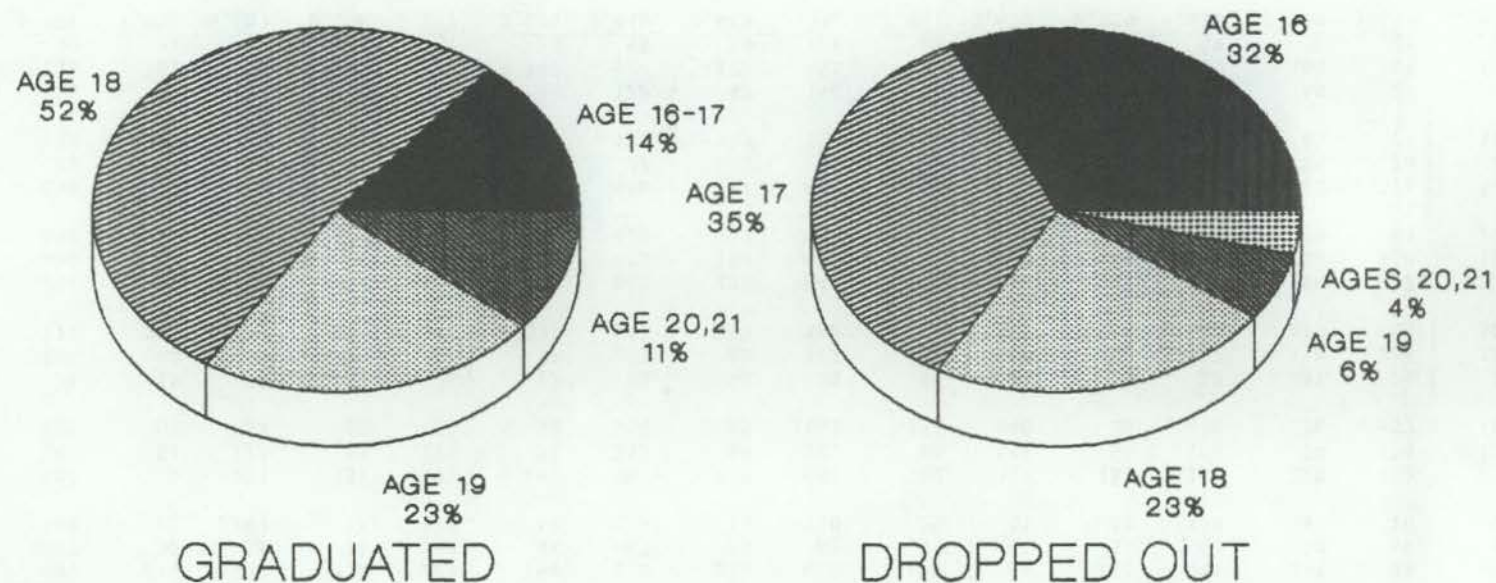
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REASONS FOR HANDICAPPED PUPILS LEAVING EDUCATION DURING 1988-89



**SOURCE: END OF THE YEAR REPORT 1988-89
NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION**

REASONS FOR AND AGES OF HANDICAPPED PUPILS LEAVING EDUCATION IN 1988-89



SOURCE: END OF THE YEAR REPORT 1988-89
NEW JERSEY DEPARTMENT OF EDUCATION,
DIVISION OF SPECIAL EDUCATION

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF THE NUMBERS OF PUPILS ON HOME INSTRUCTION FOR NINE YEARS

1980-81 to 1987-88

County	1980-81		1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88		1988-89	
	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.
Atlantic	61	182	60	170	50	172	68	191	63	258	98	168	73	126	94	181	110	24
Bergen	275	828	238	864	323	610	245	646	189	599	153	326	165	436	200	269	235	362
Burlington	117	352	168	272	109	396	164	304	142	362	107	155	144	167	125	190	141	170
Camden	253	699	216	516	177	603	199	576	220	623	172	94	152	141	214	85	198	209
Cape May	28	47	26	65	31	282	34	67	25	62	33	61	31	63	50	45	47	9
Cumberland	23	168	22	187	21	114	18	130	15	150	25	41	33	140	49	16	52	125
Essex	235	887	6	231	181	502	242	751	259	582	162	112	163	359	220	412	222	221
Gloucester	74	245	53	213	50	229	73	233	89	283	80	135	61	146	74	114	104	105
Hudson	79	625	63	604	90	456	58	554	62	1063	126	440	82	430	76	557	150	54
Hunterdon	20	71	19	75	27	76	17	93	16	80	34	33	23	38	41	24	36	20
Mercer	90	296	60	265	90	265	77	275	62	313	77	250	109	331	118	228	144	205
Middlesex	214	774	203	597	259	618	271	641	327	488	250	253	219	503	273	335	307	270
Monmouth	273	714	105	588	187	688	218	643	232	640	171	250	197	225	254	237	272	116
Morris	137	493	97	465	96	424	96	435	138	443	97	297	99	247	166	150	195	155
Ocean	156	503	136	362	160	607	120	469	127	588	140	130	144	508	229	80	212	392
Passaic	177	516	119	480	121	687	91	446	111	476	71	347	77	344	120	376	125	502
Salem	20	82	14	91	7	49	7	77	11	69	10	18	26	84	24	26	21	30
Somerset	104	198	101	163	90	181	86	165	117	132	89	80	85	76	83	74	110	63
Sussex	40	156	43	110	40	149	48	128	42	146	38	36	29	87	55	28	69	50
Union	129	535	162	576	165	528	147	524	172	498	99	380	97	391	163	164	137	225
Warren	34	90	25	93	22	81	26	98	30	121	29	24	20	14	30	23	37	32
Total	2,539	8,461	1,936	6,987	2,296	7,717	2,305	7,446	2,449	7,976	2,061	3,630	2,029	4,856	2,658	3,614	2,924	3,339
Grand Total	11,000		8,923		10,013		9,751		10,425		5,691		6,885		6,272		6,263	

Source: Home Instruction Survey, 1980-81; Special Education End of the Year Report, 1981-1988.

Note: The decreases reported for 1981-82 and 1985-86 reflect changes in the means of collecting the data.

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New Jersey State Department of Education
Division of Special Education
A COMPARISON OF REFERRALS, EVALUATIONS, REEVALUATIONS
DECLASSIFICATIONS AND CLASSIFICATIONS FOR NINE YEARS
1980-81 to 1988-89

Item	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Referrals	44,641	44,114	46,191	40,347	39,754	32,686	31,894	28,735	28,071
Percent of enrollment referred	3.6	3.7	3.9	3.5	3.5	2.9	2.8	2.6	2.5
Percent of referrals classified	44	45	46	50	51	58	62	65	67
Evals. and Reevals.	53,035	55,092	56,295	55,521	56,906	45,434	58,528	45,448	48,298
Average per child study team	63	62	61	66	63	50	63	49	52
Declassifications	1,765	2,078	2,205	2,409	2,612	2,184	2,086	2,153	2,405
Changed Classifications	NA	NA	NA	NA	NA	NA	3,730	3,864	3,608
<u>Initial Classification</u>									
EMR	885	678	640	454	351	314	282	195	178
TMR	291	277	235	235	211	91	66	75	39
PI	9,835	10,414	11,777	10,003	10,101	9,902	10,799	10,198	9,989
OH	179	175	113	128	115	66	73	48	49
NI	2,354	1,936	1,793	1,926	2,105	1,947	1,953	1,841	1,760
VH	56	62	101	94	72	54	54	36	54
AH	207	176	143	140	160	98	103	56	81
CH	735	581	569	508	517	441	432	339	339
ED	3,526	3,203	2,984	3,120	3,136	2,774	2,843	2,403	2,293
CI	120	187	303	241	337	223	184	178	184
SM	374	419	287	271	284	282	202	170	104
MH	885	867	644	611	600	441	543	466	514
PRE	NA	708	1,277	2,211	2,190	2,258	2,337	2,700	2,711
EDT	NA	190	158	132	124	70	NA	62	75
P2R-FT	NA	NA	NA	NA	NA	NA	NA	NA	286
P2R-PT	NA	NA	NA	NA	NA	NA	NA	NA	174
P2R-RS	NA	NA	NA	NA	NA	NA	NA	NA	25
Total	19,447	19,873	21,024	20,074	20,303	18,985	19,871	18,769	18,885

Source: Special Education End of the Year Reports.

Note: Means of collecting data changed in 1985-86.

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New Jersey State Department of Education
Division of Special Education

TRENDS IN HANDICAPPED PUPILS AND GRADUATION REQUIREMENTS

Since 1987, handicapped pupils were required to complete all graduation requirements unless exempted through their Individualized Education Program (IEP). Handicapped pupils could only be exempted from the High School Proficiency Test (HSPT) if they would be adversely affected by taking the High School Proficiency Test (HSPT) or if the goals and objectives in their IEP did not address the proficiencies tested on the HSPT. In such cases alternative proficiencies are to be specified. Since 1986 the number of ninth grade handicapped pupils taking the HSPT increased from 4,299 to 5,550 in 1989. During the same period, the rate of passage also increased from 12.1% to 22.6% for ninth grade handicapped pupils.

Data from 1988 on handicapped pupils taking the HSPT indicate the 74% are perceptually impaired, 11% are emotionally disturbed, 8% are neurologically impaired and 7% are all other classifications combined. These classification proportions have remained stable. About 50% of all ninth grade handicapped pupils took the HSPT, but only half of those who took it were required to pass it. Altogether three-quarters of the ninth grade handicapped pupils were either exempt from taking the HSPT or took the test but were exempt from passing it.

There was a concern that some districts might classify non-handicapped pupils as handicapped and exempt them from the HSPT in order to improve their district's HSPT passage rates. It was recognized that the exemption rate cannot be examined apart from the classification rate. A district with 7% of its enrollment classified as handicapped and 100% exempt differs from a district with 18% of its pupils handicapped and 100% exempt. Benchmarks were established for exemption and classification rates. If a district exceeds 85% exempt and 11% CST classified pupils, they are asked to complete a self-study and action plan regarding recordkeeping policies and procedures on HSPT exemption, and analysis of their referral and classification practices. In 1989, 34 districts were asked for such a plan.

New Jersey State Department of Education
Division of Special Education

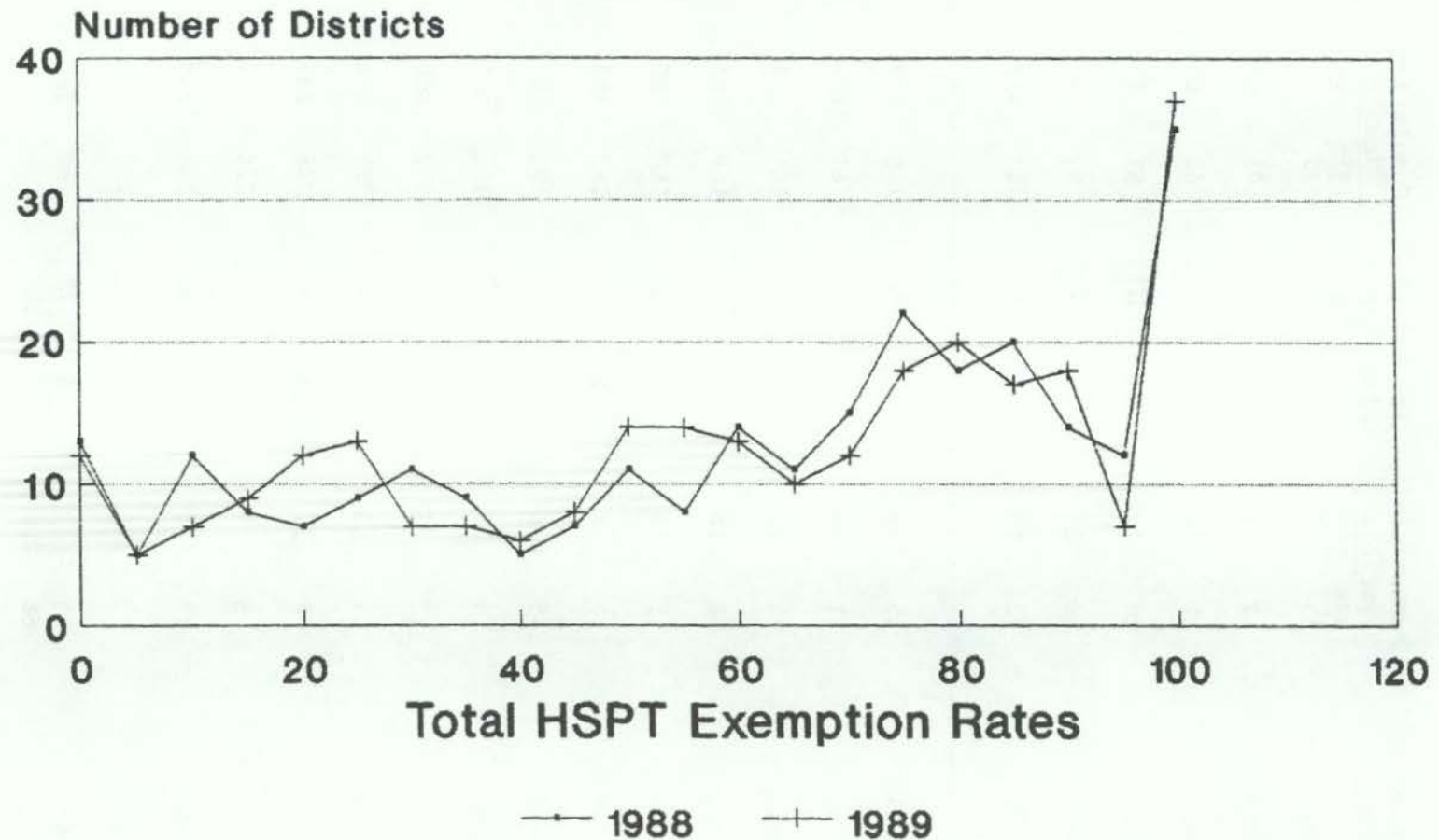
1988 and 1989 HSPT EXEMPTION RATES

	Percent Exempt	Number of Districts		Percent of Districts		Cumulative Number		Cumulative Percent	
		1988	1989	1988	1989	1988	1989	1988	1989
		35	37	13	13	35	37	13	13
100+									
95-99		12	7	4	2	47	44	18	16
90-94		14	18	5	6	61	62	23	23
85-89		20	17	7	6	81	79	30	30
80-84		18	20	6	7	99	99	37	37
75-79		22	18	8	6	121	117	45	43
<hr/>									
70-74		15	12	5	4	136	129	51	48
65-69		11	10	4	3	147	139	55	52
60-64		14	13	5	4	161	152	60	57
55-59		8	14	3	5	169	166	63	62
50-54		11	14	4	5	180	180	67	67
45-49		7	8	2	3	187	188	70	70
40-44		5	6	1	2	192	194	72	72
35-39		9	7	3	2	201	201	75	75
30-34		11	7	4	2	212	208	79	78
25-29		9	13	3	4	221	221	83	83
20-24		7	12	2	4	228	233	85	87
15-19		8	9	3	3	236	242	88	90
10-14		12	7	4	2	248	249	93	93
5-9		5	5	1	1	253	254	95	95
0-4		<u>13</u>	12	<u>4</u>	<u>4</u>	266	266	100	100
		266	266	100	100				

Source: Handicapped Pupils and Graduation Requirements - 1988, 1989
General Academic Education-HSPT Answer Sheets Exemption status 1988, 1989

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1988 and 1989 HSPT EXEMPTION RATES (exempt from taking or passing HSPT)



exempt from one or more subtests

New Jersey Department of Education
Division of Special Education

NINTH GRADE HANDICAPPED PUPILS AND THE HSPT

<u>Year</u>	<u>9th Grade Enrollment*</u>	<u>Exempt From Taking HSPT**</u>	<u>Took HSPT</u>	<u>Took HSPT Exempt from Passing</u>	<u>Exempt From Taking or Passing</u>	<u>Percent Passed</u>		<u>Exempt and Not Exempt</u>
						<u>Not Exempt</u>	<u>Exempt</u>	
1984	NA	NA	4469	NA	NA	NA	NA	NA
1985	10,294	6111	4183 (41%)	NA	NA	NA	NA	NA
1986	10,550	6251	4299 (41%)	2686 (25%)	85%	NA	NA	12.1%
1987	10,252	5589	4663 (45%)	3199 (31%)	86%	NA	NA	18.7%
1988	10,270	4720	5550 (54%)	2387 (23%)	69%	32.5%	11.9%	22.6%
1989	10,510	4718	5796 (55%)	2630 (26%)	70%	43.1%	13.8%	29.8%

* The enrollment was estimated for 1985-1987 from the number of 14 year olds classified by a child study team. In 1988 and 1989, the count was reported directly.

** The number exempt from taking the HSPT was calculated by subtracting the number who took the HSPT from the enrollment for 1985-1988. In 1989 the count was reported directly.

Source: Special Education Plan
Handicapped Pupils and Graduation Requirements Report
General Academic Education, HSPT Answer Sheets.

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GLOSSARY OF ABBREVIATIONS

Classifications

Elig. for Day Trng.	-	eligible for day training (severely and profoundly retarded)
EDT	-	eligible for day training
EMR	-	educable mentally retarded
TMR	-	trainable mentally retarded
AH-HH	-	auditorily handicapped - hard of hearing
AH-D	-	auditorily handicapped - deaf
D-B	-	deaf-blind
VH	-	visually handicapped
CH	-	communication handicapped
ESCS	-	eligible for speech correction services
ED	-	emotionally disturbed
OH	-	orthopedically handicapped
NI	-	neurologically impaired
PI	-	perceptually impaired
CI	-	chronically ill
MH	-	multiply handicapped
SM	-	socially maladjusted
PRE	-	preschool handicapped
P2R	-	Plan to Revise Special Education includes eligible for full-time special education, eligible for part-time special education, and eligible for related services

Chapter 207

Res. Fac. for Retarded - Residential facilities for the retarded
Day Trng. Centers - Day Training Centers
Res. Yth. Centers - Residential Youth Centers
Trng. Sch. or Corr. Facilities - Training School or Correctional Facilities
C. Trt. Ctr. or Psy. Hosp. - Children's Treatment Centers or Psychiatric Hospital

Ethnic Groups

Am. Ind./Alkn. Natv. - American Indian or Alaskan Native
Asian or Pac. Isl. - Asian or Pacific Islander

Other

F.T.E. - Full Time Equivalent
LEA - Local Education Agency
CST - Child Study Team

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