

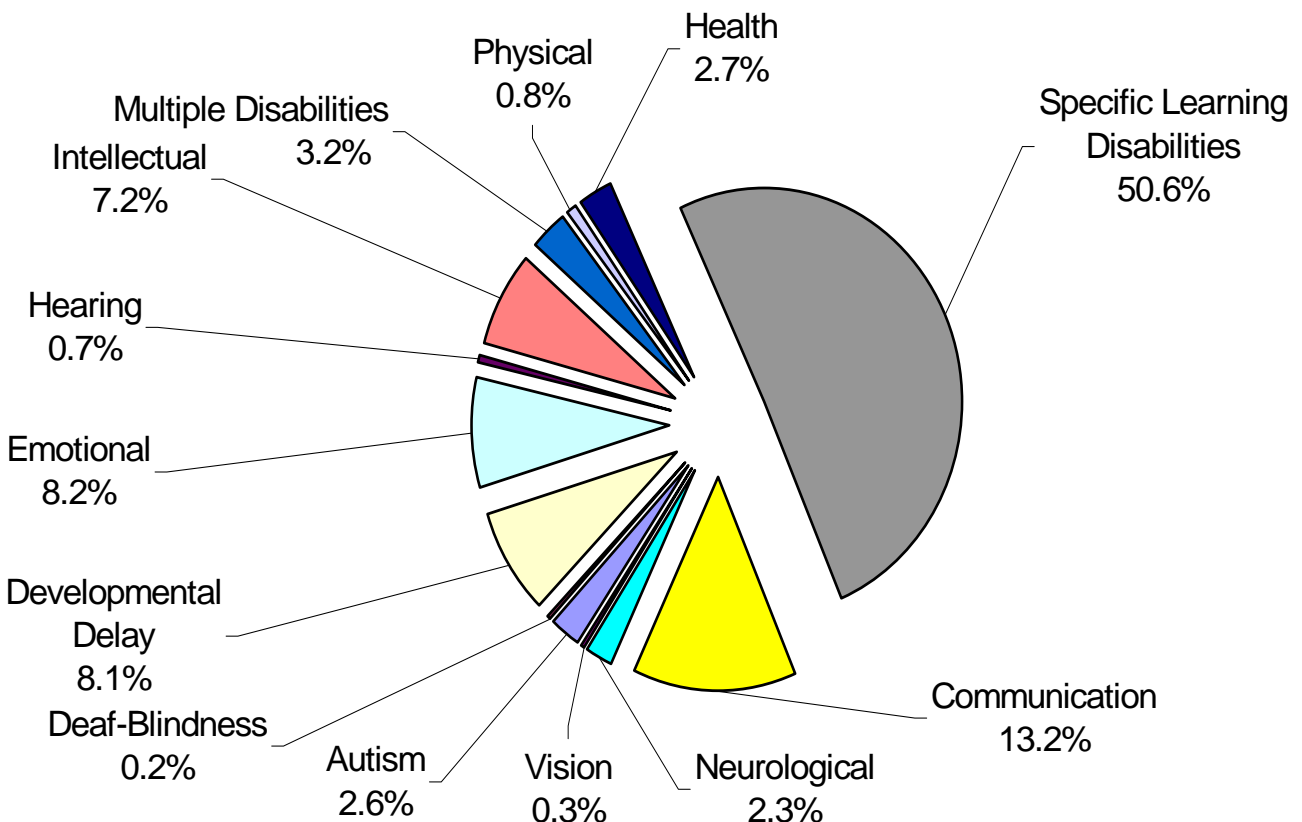
Physical Impairment Data Focus Group Discussion Guide – Part 2

Massachusetts Department
of Education
Special Education Planning
and Policy Development

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State Disability Distribution: School Year 2002-03



Placement * Race/Ethnicity * Disability Type Crosstabulation

Disability Type: Physical

			Race/Ethnicity					Total
			Native American	Asian	African-American	White	Hispanic	
Placemen Gen ed. 80%+	Count		1	3	6	103	6	119
	% within Placeme		.8%	2.5%	5.0%	86.6%	5.0%	100.0%
Resource Room 20-6	Count		7	21	71	654	66	819
	% within Placeme		.9%	2.6%	8.7%	79.9%	8.1%	100.0%
Separate Class 60%+	Count		2	5	37	53	24	121
	% within Placeme		1.7%	4.1%	30.6%	43.8%	19.8%	100.0%
Public Day School	Count				1	14		15
	% within Placeme				6.7%	93.3%		100.0%
Private Day School	Count				4	19	3	26
	% within Placeme				15.4%	73.1%	11.5%	100.0%
Residential Facility	Count					5		5
	% within Placeme					100.0%		100.0%
Home or Hospital	Count				2	7	1	10
	% within Placeme				20.0%	70.0%	10.0%	100.0%
3-4 year olds	Count			3	1	105	11	120
	% within Placeme			2.5%	.8%	87.5%	9.2%	100.0%
Total	Count		10	32	122	960	111	1235
	% within Placeme		.8%	2.6%	9.9%	77.7%	9.0%	100.0%

Participant Notes:



Placement * Gender * Disability Type Crosstabulation

Disability Type: Physical

			Gender		Total
			Male	Female	
Placement	Gen ed. 80%+	Count	79	40	119
		% within Placement	66.4%	33.6%	100.0%
	Resource Room 20-60%	Count	591	228	819
		% within Placement	72.2%	27.8%	100.0%
	Separate Class 60%+	Count	69	52	121
		% within Placement	57.0%	43.0%	100.0%
	Public Day School	Count	12	3	15
		% within Placement	80.0%	20.0%	100.0%
	Private Day School	Count	14	12	26
		% within Placement	53.8%	46.2%	100.0%
	Residential Facility	Count	4	1	5
		% within Placement	80.0%	20.0%	100.0%
	Home or Hospital	Count	6	4	10
		% within Placement	60.0%	40.0%	100.0%
	3-4 year olds	Count	65	55	120
		% within Placement	54.2%	45.8%	100.0%
Total		Count	840	395	1235
		% within Placement	68.0%	32.0%	100.0%

Participant Notes



Physical Impairment – Placement by Grade

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT
RATE	1.6	1.9	2.2	1.5	1.2	0.9	0.7	0.5	0.4	0.3	0.4	0.3	0.3	0.5	0.9	0.0
COUNT	162	118	169	149	137	107	86	61	50	38	51	34	31	40	5	0

Placement * Limited English Proficiency * Disability Type Crosstabulation

Disability Type: Physical

		Limited English Proficiency		Total	
		Limited English Proficiency -- NO	Limited English Proficiency -- YES		
Placement	Gen ed. 80%+	Count	114	5	119
		% within Placement	95.8%	4.2%	100.0%
Resource Room 20-60%		Count	793	26	819
		% within Placement	96.8%	3.2%	100.0%
Separate Class 60%+		Count	111	10	121
		% within Placement	91.7%	8.3%	100.0%
Public Day School		Count	15		15
		% within Placement	100.0%		100.0%
Private Day School		Count	26		26
		% within Placement	100.0%		100.0%
Residential Facility		Count	5		5
		% within Placement	100.0%		100.0%
Home or Hospital		Count	9	1	10
		% within Placement	90.0%	10.0%	100.0%
3-4 year olds		Count	118	2	120
		% within Placement	98.3%	1.7%	100.0%
Total		Count	1191	44	1235
		% within Placement	96.4%	3.6%	100.0%

Participant Notes:



Placement * Low Income Status * Disability Type Crosstabulation

Disability Type: Physical

			Low Income Status		Total
			Low Income -- NO	Low Income -- YES	
Placement	Gen ed. 80%+	Count	101	18	119
		% within Placement	84.9%	15.1%	100.0%
	Resource Room 20-60%	Count	604	215	819
		% within Placement	73.7%	26.3%	100.0%
	Separate Class 60%+	Count	57	64	121
		% within Placement	47.1%	52.9%	100.0%
	Public Day School	Count	13	2	15
		% within Placement	86.7%	13.3%	100.0%
	Private Day School	Count	21	5	26
		% within Placement	80.8%	19.2%	100.0%
	Residential Facility	Count	5		5
		% within Placement	100.0%		100.0%
	Home or Hospital	Count	10		10
		% within Placement	100.0%		100.0%
	3-4 year olds	Count	108	12	120
		% within Placement	90.0%	10.0%	100.0%
Total		Count	919	316	1235
		% within Placement	74.4%	25.6%	100.0%

Level of Need – Physical Impairment School Year 2002-03

	Low	Moderate	High	Total
Physical Impairment	369	608	258	1235
Total (All Disabilities)	30,257	88,673	36,274	155,204

Participant Notes:

