

VI. MAINE STUDENTS WITH DISABILITIES PREVALENCE DATA: 2003-2004

It is important to place “students with disability dropout data” in the larger context of *overall* child count numbers and percentages. For example, during the 2002-2003 school year, how many Maine students were identified as receiving special education services – and in which categories? How are these numbers and percentages of students identified across age ranges? What percentage of Maine students, based on resident enrollment, are identified as having a disability – and in which categories? How much variance exists among Maine SAUs with respect to “identifying students” – by both total disabilities and by individual disability categories? It is suggested that this type of information is necessary in order to place student dropout data in the proper perspective.

Thus, prior to presenting and discussing information related to Maine students with disabilities who drop out of school, basic information involving Maine’s child count statistics for the 2003-2004 school year will be presented (December 1, 2003 Child Count). A general overview of the number and percentage of Maine students, ages 3 through 21, who were identified as receiving special education services during the 2003-2004 school year is presented in Table 10.