The Effectiveness of the Lee vs. Macon Consent Decree of 2003 with African Americans and Special Needs Students in Alabama's Schools

by

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Abstract

The idea of an inclusive setting is far from being a new theory in education. Various provisos with a great deal of narrations include integration, least restrictive environment, mainstreaming, deinstitutionalization, regular education initiative and normalization. These ideas are synonymously used to categorize the educational setting of students with special needs. Terminology commonly used to express important differences in the placement of student with special needs differ in meaning. Some of the common terms such as inclusion, mainstreaming and integration have perplexed the issues involving providing access to the general education curriculum.

Inclusion implies that students with disabilities will receive academic instruction in a classroom setting with non-disabled peers (Danforth & Rhodes, 1997). In Alabama's Black Belt and other areas of the State of Alabama student have been too long segregated based on their specific disability. Research has shown that students regardless of the severity of the disability receive both social and education benefit from the general education setting. According to IDEA, the goal of inclusion is to ensure that students with disabilities are educated in the appropriate least restrictive environment (2001). According the Alabama State Department of Education Director of Student Assessment Dr. Gloria Turner stated in a speech to the Alabama Association of Federal Program Education Program Administrators that, "As a result of inclusion and No Child Left Behind Act of 2001 special education student are significantly closing the achievement gaps." (Ivey & Sanders, 2004)

In many of the counties across the State of Alabama schools have been placed on the list of schools in need of school improvement. In most cases this is a result of lack of students meeting the standards set by *No Child Left Behind* and student with special needs are usually the cause of new schools being added to the list of school in school improvement (Ivey & Sanders, 2004). The results are far less in counties where inclusion has become a practice. One example of this is Central High School in Lowndes County, Alabama. The students in this school not only met the standard but 100% of students in last year's senior class passed the graduation exam and received a high school diploma. During the 2003-2004 school year Central High School met ten of the thirteen goals set by *No Child Left Behind* the three goals not met was a result of participation. This was a direct result of lack of participation of special need students participating in the Alabama High School Graduation Exam administration. The next year the school realized that more students must be included in the administration and fully included all students in the general education setting. During the 2004-2005 school year, all academic and participation goals were met along with a 100% graduation rate for all special education children. The only goal not met by the school was anticipated dropout rate. The dropout numbers did not include any special education students.

Although the schools in Alabama's Black Belt are still falling behind many schools in the state there are some who can be shining examples for the others. Inclusive environments are painstaking in the beginning; however, the final result for the school and the individual student is tremendous. When students are exposed to the general education curriculum the end result is a win-win for all parties involved.

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List of Abbreviations

EBD	Emotional Behavior Disturbed
MR	Mental Retardation
HI	Hearing Impairments
SL	Speech or Language Impairments
VI	Visual Impairments
OI	Orthopedic Impairments
OHI	Other Heath Impairments
SLD	Specific Learning Disabilities
DB	Deaf-Blindness
MD	Multiple Disabilities
A	Autism
TBI	Traumatic Brain Injury
DD	Developmental Delay
SPED	Special Education
AA	African American/Black
AP	Asian-Pacific Islander
W	White
H	Hispanic
AL	Alabama

SE	Social/Economic Status
ALL	All Disabilities
ENV	Environment
DIA	Disability
ECS	Early Childhood Setting
ECSES	Early childhood Special Education Setting
H	Home
PTCH	Part-time Early Childhood/Part-Time Special Education
RF	Residential Facility
SS	Separate School
ISOHS	Itinerant Service Outside the Home
RMS	Reverse Mainstream Setting
TOTAL	All Special Education Students
OS<21%	Outside Regular Class<21% of School Day
OS21-60%	Outside Regular Class 21-60% of the School Day
OS>60%	Outside Regular Class > 60% of School Day
PUBLIC SS	Public Separate School
PRIVATE SS	Private Separate School
PUBLIC RF	Public Residential Facility
PRIVATE RF	Private Residential Facility
H/H	Homebound/Hospital
CFDC	Correctional Facility (Duplicated Count)
IN PRIVATE SCH	In Private School –Not Placed in Public Agency (Duplicated Count)

X	No Longer Receives Special Education
REG	Graduated with Regular High Scholl Diploma
CERT	Received a Certificate
MAX	Reached Maximum Age
DIED	Death Before Graduation
MOVE	Moved Known to be Continuing
NOT	Moved Not Known to be Continuing
OUT	Dropped Out
TX	Total Exiting

CHAPTER 1

INTRODUCTION

Lawson (1989) indicated that, "to be young, African American and gifted is a blessing, but to be young, African American and educated is even more remarkable! The latter is an achievement, something within your reach. Being educated is a gift to bestow upon yourself." However prior to Plessey v. Ferguson and even after the Brown v. the Board of Education, America's public schools have continually failed a high percentage of it African-American students and even a higher number of African-American children with disabilities.

African-American students drop out of school, are suspended, expelled, and assigned to special education programs at significantly higher rates than Caucasians or than from other ethnic backgrounds (Cook, 2004). Failure of African-American students at higher rates continues to increase at alarming rates and signs of their failure are more visible in rural and urban school districts with a high percentage of poverty and poorly funded schools (Cook, 2004).

According to data reported in the *No Child Left Behind* documentation, only half of American high school students can read on the 6th grade level or perform junior high school mathematics (2002). Danforth and Rhodes states, the picture is even bleaker for African Americans who are ill prepared for the high tech jobs of the future. The numbers are even bleaker when special education children are "placed in the mix." The disparity in interest and achievement are extremely high for African-American and even higher for African-American students with disabilities (1997, pg. 361).

The biggest problem facing parents of special needs children, especially minority parents, is a lack of access to the "System." Due to a lack of formal education, inflexible work hours, limited transportation, and not knowing who to call to cut through the bureaucratic "red tape" frequently caused parents to fail to become active in their children's education.

Ivey and Sanders postulates that the Black Belt region of Alabama has always been a land of contrasts; a land of haves and have-nots. Prior to the Civil War, cotton ruled and made fortunes for some slaves owners. It's still a land of contrasts. Poverty grinds away at many of its citizens. Unemployment is often doubled-digit in some counties, 59 percent of all births are to un-wed mothers and opportunities seem out of reach (2004). Archibald and Hansen (2005) further states, while the population of the Black Belt, both white and black, believes that it is overall a good place to live, the "outsider" perception exists that Black Belt counties are worse off than other Alabama counties and there is substantial concern about the children who live there. The major problems identified are lack of jobs, a poor economy, bad roads, and inadequate education. Often called the state's "Third World, the problems of the Black Belt impact all of Alabama's citizens (2005).

The Black Belt Action Commission (2005) provides the following statistical data: Alabama's Black Belt is a rural, almost totally minority (African American) geographic area. The area is composed of thirteen counties that spans throughout Central Alabama. The Black Belt Counties Schools employs approximately 2,964 faculty members and administrators, with 42 percent holding advanced degrees. The average number of years of experience of teachers is 13. Currently, these counties serve approximately 34, 450 students with a 99+% minority population. A single parent heads 78% of the families represented in the region. Ninety-two percent of the students are economically disadvantaged and qualify for free or reduced lunches,

compared to the Alabama average of 57%. Fifteen percent of the students are under the auspice of the Individuals with Disabilities Education Act where 2% of the total population is gifted. The dropout rate of 22.3% far surpasses the state average of 15.3%. A large majority of the schools qualified for Title I funding (2006, pg. 3-4).

A major case began in one of the counties in Alabama's Black Belt which sparked some severe changes in the way that African-American and other minorities are placed in to special education. The case began in Macon County, Alabama known as Lee vs. Macon, where civil rights attorneys appealed to the federal court to integrate the schools of Macon County (ALSDE, 2002, pg 2). The Alabama State Department of Education (ALSDE) memorandum went on to explain that after six months of deliberations, on Aug. 13, 1963, Federal Judge Frank Johnson ordered Macon County to integrate its schools. Although this case began as an integration law suit it has greatly been expanded to determine how student with disabilities in Alabama are placed (2002). The following is an excerpt from the Alabama State Department of Education (2002) to ensure that a screening process is utilized and the needs of all students including African-American are met. The goal is to guarantee that students are not over-represented in special education and to increase the representation of minorities in gifted programs.

In this school desegregation case, the parties entered into a consent decree, which provided for the closure of two K-12 schools and the consolidation of the student into central school zones. One of the K-12 schools to be closed had a virtually all-white student body and had never graduated a black student. The day after the decree was filed the school board voted to rescind its consent. The section filed a motion to enforce the consent decree, arguing that once the board had given its consent, granted authority to counsel to sign on its behalf and jointly filed the consent decree, the board was bound by the terms of the consent decree. On May 13,

2003, the district court accepted all of the Section's arguments and entered an order (1) denying the Board's motion to enforcing the consent decree. The parties worked to implement the consent decree and the two schools were successfully closed prior to the beginning of the 2003-04 school year. The two groups of unsuccessful interveners appealed to the Eleventh Circuit Court of Appeals, which ultimately dismissed the appeal for lack of jurisdiction. This statewide settlement resolved issues relating to the overrepresentation of black students in the mental retardation and emotional disturbance special education classifications and the underrepresentation of black students in the specific learning disabilities and gifted and talented special education classifications. This consent decree, approved by the court on August 30, 2000, involves special education issues that were raised as a result of information gathered during unitary status reviews in eleven desegregation cases pending before the United States District Court in the Middle District of Alabama. Parties to the decree include the United States, private plaintiffs, and the Alabama State Department of Education. (Eleventh Circuit Court of Appeals, 2005).

Statement of the Problem

The current trend across the nation, Alabama and especially in the Black Belt Counties of Alabama is to diminish the access to the general education curriculum for students with disabilities. These students are not exposed to basic science, mathematics, social studies and technology courses resulting in great measure from inadequate teacher preparation and insufficient counseling and student/teacher support services. Many of these students in numerous circumstances cannot read on a third grade level, which is a result of using instructional methods that are inappropriate for various learning styles, including hands-on activities; failing to link reading to science, social studies and basic English to real life situations;

lacking instructional materials, supplies and equipment for effective instruction; providing derisory counseling activities to guide students into the pursuit of careers that are appropriate to the students ability levels; and a lack of parental involvement---all contributed to the problem. Although attempts have been made to bridge the achievement gap between students with disabilities and other students, school systems in the Black Belt do not meet the needs of the many students that they serve especially students with special needs.

In the Black Belt Counties of Alabama, the science curriculum is organized into the following three domains earth and space science, physical science and biological science. Emphasis was placed on the interrelationship of the curricula is encouraged. Social Studies is organized into the following domains Alabama History, World History, American History and American Government and Economics. The Language Arts Curriculum focus on Reading, Writing, Grammar and American and World Literature

The Secondary school mathematics curriculum includes: Applies Mathematics, Algebra I, Geometry, Algebra II, Algebra II with Trigonometry and some districts offer Calculus taught every other year, due to low enrollment. Teachers were encouraged to utilize a variety of resources and methodologies with problem solving as method of inquiry and application. Throughout the districts, science and technology laboratory equipment was very limited. No elementary schools had science laboratories, and secondary school had little space and virtually no equipment for scientific hands-on experimentation and students consistently performed far below state average on the ACT. The numbers are not able to be compared for students with special needs due to the fact that very few if any take the ACT or college entrance exams.

No district or state in the United States prescribes a Special Education Curriculum for students with special needs. These students are expected to master the same skills if they are to graduate from high school in the state with a regular high school diploma.

Therefore, based on the foregoing there is a need to determine the effectiveness of students acquiring academic instruction in the general education setting. This research will address the issue of inclusion in Alabama's Black Belt region.

Significance of the Study

The significance of this study is rooted in the attempt to provide the reader with a historical background for low achievement levels of African American male and special education (Gifted Services included in Special education) placement for African American male students and pertinent data relating to students with special needs, while concurrently conveying avenues by which effective instructional programs can be developed and implemented to address their diverse learning needs. The results of the study may provide valuable information in the area of inclusive environments in the core academic subjects.

Public school educators (central office and school based administrators, teachers and curriculum specialists) can use the findings of this study to ascertain whether the issues concerning special education students in the area of reading, mathematics, science and social studies are meeting the requirements placed on their students. Parents and students can use this research to assist with monitoring and insuring that curriculum offerings are effectively addressing students' needs.

Research Questions

What effects have the Lee v. Macon and inclusive practices had on African American students with special needs in Alabama Schools? The purpose of this study is:

1. Has there been any change in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree?

2. Is there a difference in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree in the State of Alabama?

3. Is there a difference in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications?

Methodology

The data were obtained from the United States Department of Education Office of Civil Rights, with additional district data on racial demographics taken from the Alabama Department of Education. All questions were satisfied using applicable frequency counts and percentages, with totals provided to give perspectives.

Delimitations of the Study

There are several notable limitations of this study which are as follow:

1. The research is limited to the State of Alabama.
2. This research is limited to the 1998-2008 academic school years.
3. This study is limited to grades three through twelve.
4. This study is limited to the state reported data.

Assumptions of the Study

Based on the current academic performance of African American students and research, there is a need to restructure placement of African-American students (grades three through twelve) and access to the general curriculum in order to ensure greater support for students with disabilities in the State of Alabama.

Definition of Terms

Accommodations - supports or services provided to help a student access the general curriculum and validly demonstrate learning.

Adaptations - any procedure intended to meet an educational situation with respect to individual differences in ability or purpose.

Annual Goal - a statement in a student's Individual Education Program (IEP) that describes what a child with a disability can reasonably be expected to accomplish within a 12-month period in the student's special education program. There should be a direct relationship between the annual goals and the present levels of educational performance.

Free Appropriate Public Education – one provision of IDEA; states that students with disabilities must receive necessary education and services without cost to the child and family.

Full Inclusion – means that all students, regardless of handicapping condition or severity, will be in a regular classroom / program full time. All services must be taken to the child in that setting.

General Curriculum - the standards and benchmarks adopted by a Local Education Agency (LEA) or schools within the LEA that applies to ALL children. It is applicable to children with disabilities as well as non-disabled children and related to the content of the curriculum and not to the setting in which it is used. It is the basis of planning instruction for all students.

Individualized Education Program (IEP) - a written statement for a child with a disability that is developed, reviewed, and revised.

Instructional Services - specially designed instruction and accommodations provided by instructional personnel to eligible individuals.

Least Restrictive Environment - to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled.

Modifications - changes made to the content and performance expectations for students.

Present Level of Educational Performance - an evaluation and a summary statement which describes the student's current achievement in the areas of need.

Organization of the Study

The research questions provide the organizational structure to guide the collection and reporting of data. The following chapter outline provided a systematic overview of the research findings:

Chapter I provide an introduction and the statement of the problem. The chapter highlights the research question, the delimitations and assumption of the study. Additionally it provides definitions of terms and expound on the organization and importance of the study.

Chapter II provides a review of the related literature relative to placement of students with special needs. It further provides critical historical background on the educational struggles of African Americans since arriving in America. It highlights the early struggles for educational struggles of the African people in America. It also discusses the importance of structural and institutional violence perpetrated against African American as a result of superior feels of the Europeans who colonized the United States of America.

Chapter III describes the research design of the study, it methodology, procedures, and results. Chapter IV provides a detailed analysis and interpretation of the data. Chapter V offers the summary, findings, conclusion, and recommendations based upon the findings of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Writing a century ago, the noted African American sociologist W.E.B. Du Bois felt the oppression of marginality in American society as both a gift and a curse. In 1991, an African American high school student from the "other world" of special educations echoes Du Bois's feelings of oppression: "Everyone has problems and alter-eagles to maintain. And mine is to success in life and not let anyone else be pulling me down." Du Bois's question—"How does it feel to be a problem?"—is still unasked today of the 4,000,000 students labeled as learning disabled in American schools and shunted off to special education classes where they are reminded in small and large ways every day that they are a problem. The reminders manifest themselves in jeers from other students who call them "loco-dummies," in embarrassing announcements over the school intercom system ("Will the special ed students please report for their field trip"), and in the school counselor's belief in the " superiority of grouping students according to ability' with the subsequent low expectations that the students feel acutely. (Franklin, 1998 pg. 99)

Students with Disabilities

A conference held in the White House in 1810 was the first time that the United States government attempted to address the needs of what would be later called special education students. (Yell, Rodgers, & Lodge, 1998). The first really litigation around fair treatment of all students who attend public school in all state in the United States did not occur until 1954 with

the case of Brown vs. the Board of Education. This case began as a legal fight by the National Association for the Advancement of Colored People (NAACP) against the injustice of separate but equal school benefited all students attending public and private school in the U.S. The United State Supreme Court ruled that the separate but equal doctrine had no place in education in the U.S. This statement appears intended t end not only racial discrimination but also any other form or discrimination that might exist against a minority group, such as student with disabilities (Laski, 1995).

The way that children are trained and schooled is a critical demonstration of the way that they are perceived and treated in a society. Many complex treads-social, political, economics and even religious-must interweave to create a propitious climate that respects the rights of all individuals in a certain society (Winzer, 1993, pg xi). Alongside gender and ethnicity, disability is recognized and studied as a social cultural and historical construction (Drenth, 2005, pg 107). According to Winzer (1993), a history of special education and a history or exceptionality are not the same. One deals with educational and institutional arrangement first formally established in the eighteenth century, the other, with people who have been present in society since its beginnings. Nevertheless, the two histories are inextricably messed, and the essential themes of both is the varying treatment afforded the disabled population (pg 3).

Today, disability studies are many-sided and basically interdisciplinary, extending the new social history's attention to marginalized groups, while espousing a cultural studies contention of the implicit political orientation of research and pedagogy (Drenth, 2005, pg 109). Drenth (2005) further postulates that down the centuries, the visibility in the public domain of person with malformations of the body increased considerably through public exposure of

individuals for their queer and freak characteristics. Subsequently, the disabled were also exposed to the public view for their educational achievements (pg 109).

In the case of Brown v. Board of Education the central contention was the fourteenth amendment of the United States constitution. The amendment is clear-states may not deny and person within its jurisdiction equal protection under the law. The Civil Rights Movement sought changes in society that would allow minorities, particularly African Americans, equality of opportunity, led to litigation and changes in legislation. This legislation provide greater constitutional protection for minorities and eventually persons with disabilities (Yell, Rodgers, & Lodge, 1998). According to Yell, Rogers, & Lodge (1998) the Brown decision not only had a tremendous impact on societal rights for minorities, but allow affected many aspects of educational law and procedure. Although it took time the precedents set by Born resulted in sweeping changes in the schools policies and approaches to students with disabilities (pg3).

In 1948 only 12 percent of all children with disabilities received special education services (Ballard, Ramirez, and Weintraub, 1982, pg 15). As late as 1962, only 16 states had laws that included special education students in the regular classroom with even mild mental retardation under mandatory school attendance requirements (Roos, 1970, pg 5). According to Deutsch-Smith, "after years of exclusion, segregation, and denial of basic educational opportunities, students with disabilities and their families made imperative a national civil rights law guaranteeing these students access to the education system." (2006, pg 9).

Deutsch-Smith believed that congress, when first considering passage of a national special education law, recognized the importance of special education for children with disabilities. The new law under consideration was also concerned about widespread discrimination (2006, pg 15). Deutsch-Smith thought that the research pointed out that many

students with disabilities were excluded from attending school and that frequently, those who did attend school failed to benefit because their disabilities went undetected or ignored. Congress realized that special education, with proper financial assistance and educational support, could make a positive difference in the lives of these children and their families (2006).

Reynolds used the term "progressive inclusion" to describe the evolution of services to those with various disabilities. He pointed out that as the United States emerged as a nation, no educational services were available to people with disabilities (1988). He further suggested that in the early 1800s, residential institutions (mental facilities), or asylums, began to emerge in order to accommodate those with hearing, visual, mental, or emotional impairments. Reynolds stated that the access to those facilities were far from universal; mental institutions remained the primary educational option for the disabled until special day schools came into fashion in the early 1900s. Schools allowed greater, more localized access and somewhat better services to individuals with disabilities (1988).

The Association of Supervision and Curriculum Development asserted that during the 1950s and 1960s, parents of children with disabilities organized to pressure courts and legislatures for changes in educational services available to their children. They began to seek access to public school as an issue of civil rights for those with disabilities (1995). They believed that the nations' policymakers reacted to injustices by passing laws to protect the civil rights of individuals with disabilities (Deutsch-Smith, 2006).

In 1973 Congress passed Section 504 of the Rehabilitation Act, which required accommodations, such as access to public buildings, for people with disabilities (Deutsch-Smith, 2006). Section 504 also set the stage for IDEA, because it included some protection of the rights of students with disabilities to public education. Most other laws address children's rights to an

education separately from laws that address adults' civil rights and access to American society (Deutsh-Smith, 2006). Deutsch-Smith also believed that among the results of these efforts was the Education for All Handicapped Children Act of 1975, which mandated that all children, regardless of the disability, had the right to a free appropriate public education in those with disabilities expanded in public schools. Before the law was passed, students with disabilities were either not provided an education at all, were educated in their homes, or were provided an inferior education in a separate setting, apart from their age-mate and separate from their community schools (2006).

Kelman and Lester (1997) declared that legal issues laid the groundwork for Congress's 1975 passage of PL 94-142, the Education of All Handicapped Children Act, which significantly amended the EHA and gave public schools in the United States what is essentially the current federal law. (It has since been renamed the Individuals with Disabilities Education Act or IDEA.) PL 94-142 dramatically enhanced all protections provided before 1975. It contained a number of substantive mandates, including the requirement that districts create an Individualized Educational Plan (IEP) for each child in special education; The requirement that states affirmatively undertake to identify and locate all underserved children with disabilities; and the obligation to educate children with disabilities with regular education students to the maximum extent possible, in particular demanding that disabled students be placed in the "least restrictive environment"(1997).

Deutsch-Smith declared that the Education for All Handicapped Children Act was reauthorized the first time in 1986. Congress added services to infants, toddlers, and their families in this version of the special education law. In its next reauthorization, Congress changed the name of the law to PL 101-476, the Individuals with Disabilities Education Act

(IDEA). In addition, changing the name, Congress called out two conditions (autism and traumatic brain injury) as special education categories and strengthened transitional services for adolescents with disabilities (Deutsch-Smith, 2006).

IDEA reauthorized in 1990 and 1997, spawned the delivery of services to millions of student previously denied access to an appropriate education. (Pardini, 2002, pg 51) Pardini also contended that between 1990 and 1997 students with special needs were not only in school, but also, in the best case scenarios, assigned to small classes where specially trained teachers tailored their lessons to each student's individuals needs. Schools also were required to provide any additional services – such as interpreters for the deaf or computer-assisted technology for the physically impaired- that students needed in order to reach their full potential. In more and more cases, special education students began spending time every day in regular classroom settings with their non-special education peers (pg. 52-53).

Ziegler observed that IDEA was once again reauthorized (extended, sanctioned, and updated) in 2004. Issues like access to the general education curriculum, participation in statewide and district-wide testing, discipline, and streamlining the Individual Education Plan (IEP) assumed prominence in these versions of the law (2002 pg 21). In the last reauthorization of the Elementary and Secondary Education Act, which is known as the "No Child Left Behind Act of 2001, student with disabilities were included in many ways. This law requires that 95 percent of all school children be full participants in state and district testing. It also includes as a goal that all students demonstrate proficiency in reading and mathematics by 2012 as suggested by Ziegler (2002, pg 23). Thus this law ties "No Child Left Behind" and IDEA together due to the inclusion of special needs students into states academic testing programs.

According to Kochhar, Taymans, & West (2000), special education and civil rights laws have promoted the practice of educating students with disabilities with their nondisabled peers, to the extent that this is possible and reasonable. School are now required to assure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the student has such a severe disability that his or her education in regular classes cannot be achieved even with the use of supplementary aids and services (Kochhar, Taymans, & West, 2000, pg 4).

Sailor (1991) proposed six major components for inclusion of students with disabilities into general education classrooms. Component 1: Home school placements. This means that students are educated in their community schools. No students are educated in their community schools. No students are educated in separate special schools, or magnet schools, or enclaves with high concentrations of students with disabilities. Neighborhood schools provide opportunities for social inclusion at the school and in the community. Component 2: Natural proportion at each school. Each school and each class contain the same proportion of students with disabilities found in the general community. For example, in a community with 10 percent disabilities among the population, an inclusive classroom would contain no more than 10 percent students with disabilities (or 2 to 3 for a 25 to 30 student classroom). Components 3: A zero-reject philosophy. A zero-reject philosophy exists so that no student will be excluded on the basis of type or extent of disability. In other words, every school serves all children within its district. This philosophy helps develop a sense of community and fosters belongingness, interdependence, and relationships that value diversity. Components 4: Age- and grade-appropriate placements. School and general education placements are age and grade appropriate so that no self-contained special education classes will exist. There is no cascade of services or

continuum of placements for students with differing needs. Components 5: Cooperative learning and peer instructional methods. Cooperative learning and peer instruction are replacing traditional teaching as the preferred methods for inclusive classrooms. Components 6: Special education in integrated environments. Special education supports exist within the general education class and in other integrated environments (Sailor, 1991). This means that in the inclusive class, special education resources, such as personnel, supplies, and equipment, are redistributed for use by all students in the classroom. Also team teaching arrangements (a general education and a special education teacher) can be used to individualize instruction for students with disabilities (Sailor, 1991).

Sailor (2004) believes that the six components of special education and its inclusive efforts remain a great deal of controversy among inclusion advocates about how to implements these components. Inclusion model are effective when they take into consideration (1) the expectations that the student can benefit for the educational program into which the student is being placed, (2) the conditions and resources needed to attain such benefits, and (3) the actual impacts of the placement on the total classroom. It is these models of effective inclusion which provide all educators with an understanding of the possibilities and potential of the inclusion movement (2004, pg 26).

It is impossible to ignore the fact that special education is controversial in America and other industrialized nations (Horn & Tynan, 2001, pg 4). Criticisms come from all sectors of society. Special education programs, which had once been so widely acclaimed, appear to be falling out of favor (Rouse & Florian, 2001). Although schooling is no longer denied to any child in the U.S., and the outcomes of students with disabilities are significantly improved over the last 100 years, complaints about special education, its costs, and its practices continue to be

pervasive in the press, in public conversations, and in Congress (Gotsch, 2001, pg. 60). Gotsch deemed that special education is blamed for many problems found in the public schools (2001).

Deutsch –Smith concluded that the fairly recent but overwhelmingly negative feelings about special education held by many in American society are one of the significant legacies of the 20th Century. Here are some of the major concerns and issues that must be resolved. 1) Is ineffective and unnecessary? 2) Is IDEA discriminatory? 3) IDEA unnecessarily segregates students with disabilities from their non-disabled peers. 4) Some states or school districts include too many students. 5) IDEA is too costly and places too great a financial burden on states and local schools. 6) IDEA imposes on administrative burden when school officials must address disruptive or violent behavior (2006, pg 76). Debates about special education's effectiveness are often emotional and irrational. There is great confusion about what standards should be applied to measure special education's effectiveness. The goals for special education are implied, not specific.

Many policymakers, educators, and parents also seem unclear about their expectations for special education. Many of them believe that special education is effective only if it "cures" or "fixes" disabilities – if it makes them go away (Lovitt & Cushing, 1999). If this becomes the standard by which to measure the effectiveness of special education services, then possibly the graduation rate of students with disabilities is the outcome to watch. These data are dismal: although this figure is gradually increasing, only 57 percent of students with disabilities presently leave the educational system with a standard high school diploma, compared to some 83 percent of students with disabilities (U.S. Department of Education, 2001).

Smith surmised that graduation rates vary considerably by disability category (e.g., 75 percent for students with visual disabilities, 63 percent for those with learning disabilities, 47

percent for students with autism, and 42 percent for those with mental retardation (2006). Remember, the "No Child Left Behind Act of 2001" requires that eventually all children become proficient in reading and mathematics. As indicated by Zeigler five percent of students can be excused from state and district assessments (2001).

Will this ambitious goal become an unreasonable expectation for special education, resulting in its always being judged ineffective? The related attitude of minimizing the impact of disabilities leads to arguments that "good teaching" and "high expectations" in general education classes alone can meet the needs of students with disabilities. Others, however, recognize that special education teachers work with students who are "difficult to teach" and who present some of the most serious challenges to the educational system, but the goals for their efforts are not clearly articulated. For example, some experts believe that general education teachers have been asked to include too many students who are increasingly diverse in learning abilities, particularly students with emotional or behavioral disorders (White et al., 2001). Regardless, evidence does exist that the long-term effects of educating students with disabilities are positive (Hehir, 1996).

There is no question that this was historically a problem; to many, it remains a problem today (Danforth & Rhodes, 1997). When the field of special education began, the few services that were available were offered primarily in segregated settings. The students were often in classroom separated from other students in the building or completely removed from the regular school building all together. Sometimes these services were provided in residential schools, which in many cases became terrible institutions, geographically isolated in the rural parts of a state. As public school programs became more readily available and inclusion was limited, students with disabilities often found themselves in separate schools or separate classes, removed from their peers. The concepts of least restrictive environment (review again the IDEA box

about LRE) and fully inclusive education are guided by the principle of normalization. The result is that most students with disabilities (some 96 percent) attend neighborhood schools, and almost half receive more than 79 percent of their education in the general education class (U.S. Department of Education, 2001). The percentage of students with disabilities who are being included for the vast majority of the school day has consistently increased since 1985, growing from 25 percent in 1985 to 47 percent in 1999 (U.S. Department of Education, 2001).

Many professionals and parents believe that this participation rate is insufficient. However, views on placement (where students receive their education) vary wildly, ranging from support for full inclusion in general education classes to endorsement of full-time placement in center (residential) schools. On the one hand, the argument is that being educated in classes with non-disabled peers of the same age providing students who have disabilities with the opportunity to learn age or the goal to provide opportunities for the disabled students to acquire appropriate social skills from their classmates. The extremely opposite position centers on the impossibility of offering a truly individualized education entirely within the constraints of the general education classroom and curriculum (Hallahan, Hockenbury, &,Kauffman, 1999-2000). As debate continues about placement, particularly among professionals and federal policymakers, it is important to listen to the other voices. For example, according to a Gallup/Kappan public opinion poll, two-thirds (66 percent) of Americans believe that students with learning problems belong in separate classes (Rose & Gallup, 1998). Many special needs students prefer to receive their instruction outside of the general education setting (Klingner, Vaughn, Schumm et al., 1998; Lovitt, Plavins, & Cushing, 1999).

Clearly, the number of students participating in special education has increased since the initial passage of IDEA in 1975. While the overall student population in America increased in

the last decade of the 20th Century by some 14 percent, special education enrollment increased by 30 percent (U.S. Department of Education, 2001). Is this growth unreasonable? First, let's think about students identified as having disabilities. Prevalence is the term professionals use to refer to the total number of cases at a given time, but to make fair comparisons, it is usually better to think in terms of the proportion or percentage of these individuals, rather than in terms of absolute numbers. When Congress passed IDEA in 1975, estimates were that special education would not serve any more than 12 percent of schoolchildren (U.S. Department of Education, 2001).

According to the federal government, 5,383,009 children and youth from age 6 through age 17 are currently served in special education programs (U.S. Department of Education, 2001). This total represents more than 11 percent of all children and youth in this age group. Although the percentage of students served through special education is still below researched estimates, many administrators and policymakers think the number served is too high (Berman et. al, 2001).

Some fear that the number and proportion will rise for the following reasons: a) Medical advances are resulting in the survival of more infants with moderate and severe disabilities, b) More children with disabilities who might formerly have been educated at state-run residential institutions have been shifted to local public schools, c) Increasing numbers of preschoolers with disabilities will age into regular school programs, d) Raising general education standards and expectations will lead to more school failure. Concerns about the growth in the number of students receiving special education could result in lower cap or limit, for the percentage of students who can be included or could lead to more alternatives to the present general education and special education options (Berman, 2001, pg 7).

Many state and school district officials believe that the costs for special education services reduce funding available for general education students because the current federal contribution toward special education costs is insufficient. In 1975 when IDEA was first passed, Congress authorized the federal government to pay up to 40 percent of the extra funds, excess cost, needed to provide special education services. Although federal appropriations have increased considerably over the last few years, the federal share of costs is only about 12 percent (Chambers, Parrish, & Harr, 2000). Many school administrators and the media believe that schools are left with an unfair burden (Clayton, 2001). Today, the cost of educating a student with disabilities is about 1.9 times to 2.08 times greater than to educate regular education students. Thus, the nation spends about twice as much to educate a student with a disability as it does to educate a typical learner. Of course, the costs vary by state and also by the severity of the student's disability. It is interesting that these costs have actually decreased over recent years: In 1985, the cost of educating a student with disabilities was 2.28 times greater than the cost of educating a student without disabilities (U.S. Department of Education, 2001).

Arguments supporting inclusion generally center around the benefits derived both academically and socially for children with disabilities. Academic achievement is enhanced, advocates contend, when children with disabilities are expected to adhere to the higher standards that usually exist in the-regular classroom setting. To further this argument, supporters stress that these higher standards are necessary because special education students are far less likely than their nondisabled peers to graduate from high school, successfully maintain employment, or live without assistance provided from a variety of sources (O'Neil, 1993). Models of appropriate social behavior are more readily available in regular education classrooms; students have the

opportunity to form friendships with nondisabled peers as well as with those who live in surrounding neighborhoods (O'Neil, 1993).

Advocates for full inclusion endorse the practice of placing all students with disabilities in a regular education classroom housed in their neighborhood school regardless of the nature of severity of their exceptionalities. Full inclusionists favor the abolishment of placement options, advocating instead that all special education students should receive instruction in the regular education classroom. This environment, supporters stress, more appropriately reflects mainstream society and establishes a supportive, humane atmosphere for all students (Johnson, Proctor & Corey, 1995; Sapon-Shevin, 1994). Advocates further implies that special education provided outside the regular education classroom is cost ineffective; student potential is limited when labels are applied; students frequently endure long bus rides to locations housing special education programs; and the special education curriculum lacks continuation and flow (O'Neil, 1993).

Researchers have found several positive aspects of inclusion. One such finding is that inclusion allows students to interact in adverse environments (Godwin & Watkinson, 2000). One of the most positive outcomes from this type of interaction is that students without disabilities experience a shift to more positive attitudes about students with disabilities (Slininger, Sherrill & Jankowski, 2000). The positive aspects of these interactions may be explained through contact theory. The contact theory states that students tend to learn from each other and by including special needs student in the regular classroom they will have a great opportunity to learn a concept. There are several other positive aspects of appropriately implemented inclusion. First, research has indicated that students' social skills can be improved when they are educated in an inclusive environment (Suomi, Collier & Brown, 2003). Students

with and without disabilities have demonstrated favorable attitudes toward peers, coaches, and teachers as a result of inclusion. Furthermore, when games are appropriately modified to create successful experience for all learners, children without disabilities are more receptive to accommodating children disabilities (Kalyvas & Reid, 2003).

Reynolds (1988) suggested that supporters argue the educational merits of inclusion form two perspectives. First, the weaknesses of special education, as it currently is structured, are highlighted (1988). Reynolds (1988) states , "Generally speaking, literature reviews of special education efficacy studies suggest "no advantages for special education placements (pg. 76). More specifically, the National Association of State Boards of Education (1992) reports that 43 percent of students in special education do not graduate; youth with disabilities have a significantly higher likelihood of being arrested than their non-disabled peers (12 percent versus 8 percent); only 13.4 percent of youth with disabilities are living independently two years after leaving high school (compared to 33.2 percent of their non-disabled peers); and less than half of all youth with disabilities are employed after having been out of school one to two years.

According to the Kids County Data Book, in contrast to these statistics about students with disabilities, "the overall high school dropout rate is estimated to be between 18 and 21 percent (1994). Further, the overall unemployment rate of high school dropouts in 1992 was 11.4 percent, while students who graduated but did not go on to college had an unemployment rate of 6.8 percent" (1994).

African American and Education

A commonly held belief and a widely held concern is that too many students of color are placed in special education programs (Artiles, Aguirre-Munoza, & Abedi, 1998; Townsend & Patton, 2001). The concern stems from the belief that special education is equivalent to

placement in a lower academic track, to removal from the academic mainstream, and to a renewing of a cycle of poverty (Ewing, 2001). It is a fact that students of color have rates of placement in special education that exceed their proportions in the school populations. Many different explanations for their disproportionate representation exists, ranging from documentation of these youngsters' low academic achievement and disruptive behaviors, to expected outcomes of being raised in poverty and having limited access to health care, to institutional racism, and to white teachers having limited understanding or tolerance for diverse students' culture and behavior patterns (Carledge, Tillman, & Johnson, 2001pg 5). Thus to some educators, special education is being provided to students who are not succeeding in the general education curriculum, and it giving them the extra assistance and supports they require. To others, special education is a means to remove disruptive or undesirable students from the general education classroom. And still others perceive it as a student to low achievement and a "watered down" curriculum guaranteeing poor lifetime opportunities (Carledge, Tillman, & Johnson, 2001, pg 5). .

Tyson (2002) states the entire nation is painfully cognizant that an increasing number of students experiencing school failure are African-American. African-American students drop out of school, are suspended, expelled, and assigned to special education programs at significantly higher rates than Caucasians or than from other ethnic backgrounds. Failure of African-American students at higher rates continues to increase at alarming rates and signs of their failure are more visible in rural and urban school districts with a high percentage of poverty and poorly funded schools. Curriculum areas where African-American students usually fall short are in the areas of mathematics and science (Tyson, 2002).

According to the national studies (*A Nation at Risk* and *Goals 2000*), reduced participation in pre-college science, mathematics and technology courses has contributed to a crisis in education. *Science in Education* reports that students in the United States rank near the bottom of industrialized countries in science and mathematics achievement. According to recent data reported in the *No Child Left Behind* documentation, only half of American high school students can perform junior high school mathematics. The picture is even bleaker for African Americans who are ill prepared for the high tech jobs of the future. The disparity in interest and achievement in science, mathematics, and technology is also observed at the postsecondary level (*Project GEms*, 2000).

Almost from the beginning of the American republic, African-Americans have struggled for the right of self-determination and of full participation in the political, social, and economic life of the nation (Cooper, 1995, pg 6). Brought from the African wilds to constitute the laboring class of a pioneering society in the new world, the heathen slaves had to be trained to meet the needs of their environment. It required little argument to convince intelligent masters that slaves who had some conception of modern civilization and understood the language of third owners would be more valuable than rude men with whom one could not communicate. The questions, however, as to exactly what kind of training these Negroes should have, and how far it should go were up to the white race then as much a matter of perplexity as they are now. Yet believing that slaves could not be enlightened without developing in them a longing for liberty, not a few masters maintained that the more brutish the bondmen the more plaint they become for purposes of exploitation. It was this class of slaveholders that finally won the majority of southerners to their way of thinking and determined that Negroes should not be educated. (Woodson, 1919,2004)

South Carolina Prohibits the Teaching of Slaves to Write 1740…And *whereas*, the having of slaves taught to write, or suffering them to be employed in writing, may be attended with great inconveniences; *Be it therefore enacted* by the authority aforesaid, That all and every person or persons whatsoever, who shall hereafter teach, or cause any slave or slaves to be taught, to write, or shall use or employ any slave as a scribe in any manner of writing whatsoever, hereafter taught to write, every such person or persons, shall, for every such offense, forfeit the sum of one hundred pounds current money (McCord, 1740, VII, pg.413).

No goal has been more important to this struggle than education. This is true more than ever today, since efforts to renew American public education, while paying lip service to equality and excellence for all, have largely ignored the needs and concerns of African-American students (Cooper, 1995, pg 6).

It is crucial for an understanding of American educational history, however, to recognize that within American democracy there have been classes of oppressed people and that there has been essential relationships between popular education and politics of oppression. Both schooling for democratic citizenship and schooling for second-class citizenship have been basic traditions in American education. (Anderson, 1988, pg 1) Anderson (1988) went on to explain that it was believed that Virginia's peace, prosperity, and "civilization" depended as much, if not more, on the containment and repression of literate culture among its enslaved population as it did on the diffusion of literate culture among its free population (pg 1). As a result according to Kaestle (1994) the South's literacy rate lagged behind the North's wile in all areas, women, blacks, Native Americans, and poor whites where to differing degrees excluded from the culture of the printed English word (pg 4).

Blacks emerged from slavery with a strong belief in the desirability of learning to read and write. Anderson (1988) quoted a former slave who stated, "There is one sin that slavery committed against me, which I will never forgive. It robbed me of my education. (pg. 5). Anderson went on to explain, in 1879 Harriet Beecher Stowe said of the freedmen's campaign for education: "They rushed not to the grog-shop but to the schoolroom---they cried for the spelling-books as bread, and pleaded for teachers as a necessity of life (pg 5). Booker T. Washington described most vividly his people's struggle for education: "Few people who were not right in the midst of the scenes can form any exact idea of the intense desire which the people of my race showed for education. It was a whole race trying to go to school. Few were too young, and none too old, to make the attempt to learn" (Anderson, 1988, pg. 5)

Before Northern benevolent societies entered the South in 1862, before President Abraham Lincoln issued the Emancipation Proclamation in 1863, and before Congress created the Bureau of Refugees, freedmen and Abandoned Lands (Freedmen's Bureau) in 1865, Slaves and free persons of color had already begun to make plans for the systematic instruction of their illiterates. Early black schools were established and supported largely through the Afro-American's own efforts (Anderson, 1988, pg 7).

Kaestle argues that public schools in the early republic were primarily designed to protect the ideology of an Anglo-American Protestant culture. Spring (2007) suggested that the English beliefs in their cultural and racial superiority over Native Americans and later, enslaved Africans, Mexican American, Puerto Ricans and Asians were not born on American soil. They were part of the cultural baggage English colonists brought to North America. English beliefs in their cultural and racial superiority were reinforced by the justifications given for taking over Native American lands. North American acted as a hot-house for the growth of white racism and

cultural chauvinism. This phenomenon was not unique to North America, but it followed the British flag around the world (pg 5).

Philanthropic northerners, perturbed by the social and economic hindrances placed on black southerners by white southerners sought to cushion the Negro against the shock of racism and to keep public education open as an avenue of Negro against the shock of racism and to keep public education open as an avenue of Negro advancement (Anderson, 1988, pg 79). Anderson further held that they were deflected for their original aim to challenge racism by good will, tact, and hard work, and they compromised with the region's white supremacist to save for the former slaves what could be salvaged. What could be salvaged, the story continues, was a system of universal common schooling for black children which would serve as the last avenue of black advancement in an otherwise oppressive society.

According to Spring (2007) plantation owners were in constant fear of slave revolts and, consequently, denied their workers any form of education. As a result between 1800 and 1835, southern state passed laws making it a crime to educate slaves (pg. 42). The most oppressive feature of black education was that southern local and state governments, though maintaining and expanding the benefits of public education for white children, fused to provide public schools facilities for black children (Anderson, 1988, pg. 186). After the civil war , African Americans faced many attempts to limit their educational opportunities through underfunding of their schools or by educational segregation (Spring, 2007, pg. 42).

According to Spring (2007) northern schools by the 1820s, the African American community realized that a segregated education was resulting in an inferior education for their children. In 1849, the protest over segregated schools finally reached the Massachusetts Supreme Judicial Court when Benjamin Roberts sued the city for excluding his 5-year-old daughter for the

schools. In this particular case, his daughter passed fie white primary schools before reaching the black school. Consequently, Rober decided to enroll her in one of the closer, white schools. He lost the case on a decision by the Court that the school system had provided equal schools for black children (pg 49).

The concepts of race and racism are rather vague. Race is primarily a social construction. Defining racism in concrete terms as citizenship laws, education laws , and court rulings that are prejudicial toward a particular group of students (Spring, 2007, pg 6). Spring (2007) declared that colonial powers developed a variety of methods of dealing with captured cultures. For instance, in Malaysia in the nineteenth century, the British tried to assimilate ethic Chinese into Anglo-Saxon culture by providing them with an English education while attempting to control the indigenous Malay population by denying them an education so that they would remain hunter and gatherers and not threaten British rule. Similarly in the United States, Southern states made it illegal to educate enslaved Africans so that they would be denied the knowledge that might lead them to revolt against the slave system (pg. 7).

Deculturalization was also considered key to making enslaved African dependent on their owners. One of the first things planters did after purchasing enslaved Africans was to take away their identities by giving them new names. Because plantation owners made little effort to provide organized instruction in English enslaved African on plantation had to create a language of communication that would be understood by owners and overseers and by their fellow slaves. The enslaved African had to create new modes of interaction since they came from a variety of African cultures and had been separated from traditional cultural patterns related to marriage, family relations, property, child rearing friendships, and social status (Spring, 2007, pg. 50).

Ira Berlin Describes the result of this deculturalization and cultural transformation as not being “assimilation to a European ideal. Black people kept their African ways as they understood them, worshiping in manner that white observers condemned a s idolatry and superstition. If a new generation of American-born peoples was tempted toward Christianity, an older generation would have nothing of it. Indeed, the distinctive nature of African-American culture led some white observers to conclude there could be no reconciliation of African and European ways (Spring, 2007, pg. 51).

Literacy was a punishable crime for enslaved Africans in the South. However, by the outbreak of the Civil War in 1860, it is estimated that 5 percent of slaves had learned how to read, sometimes at the risk of life or limb (Spring, 2007, pg. 52). Anderson (1988) quoted a former slave, Fereve Rogers, about her husband’s educational work prior to the Civil War: “On his dying bed he said he been de death o’ many a nigger ‘cause he taught so may to read and write (pg 17). Between 1800 and 1835, most of the southern states enacted legislation making it a crime to teach enslaved children to read or write (Anderson, 1988, pg. 2).

Blacks were specifically denied U.S. citizenship and the political rights recognized in the Declaration of Independence and the Constitution by the U.S. Supreme Court in the 1857 Dred Scott Decision. As a result of a complicated set of events, Dred Scott, an African American, sued to win recognition as a free person, a citizen of the state of Missouri, and a U.S. citizen. Writing for the majority, Chief Justice Roger Taney argued that the Declaration of Independence and the U.S. Constitution were not intended to provide protection for political rights of blacks. In addition, U.S. citizenship could only be achieved through naturalization, birth on U.S. soil, or birth to an American father (Spring, 2007, pg. 53-54)

As postulated by Spring (2007) ratified in 1868, the Fourteenth Amendment with its clause providing equal protection under the laws has had an enormous impact on public schools. Section 1. All person born or naturalized in the United States, and subject to jurisdiction thereof, are citizens of the United States and the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law (Microsoft, 2009). In 1896, the protection under the fourteenth amendment was severely restricted by a U.S. Supreme Court decision that declared segregation of blacks for whites, including segregation of schools, constitution. In the 1896 Plessy decision, the Supreme Court ruled that segregation did not create a badge of inferiority if segregated facilities were equal and the law was reasonable. In establishing the "separate but equal doctrine," the Supreme Court failed to clearly define what constitutes equal facilities and what is reasonable. Concurrent with the "separate but equal ruling," the citizenship rights of African Americans in the1880 and 1890s swiftly disappeared in southern states as state laws curtailed the right of black citizens to vote, created segregated public institutions and restricted judicial rights (Spring, 2007, pg. 55)

In contrast, a massive campaign to achieve popular schooling for free American developed between 1830 and 1860, and out of this campaign emanated designs for state systems of public education (Anderson, 1988, pg 2) Despite school segregation and harassment from the white population, the African American population of the United States made one of the greatest educational advancements in the history of education. Denied an education by law in slave states and facing inequality of educational opportunities in free states, only seven percent of the

African American population was literate in 1863. Within a 90-year period, the literacy rate jumped to 90 percent (Spring, 2007, pg. 55).

Spring (2007) provides the following approaches to the interception of cultures resulting from globalization: Culture Genocide---the controlling power uses education to attempt to destroy the culture of the dominated group. In the United States, Native Americans, Puerto Ricans, and Mexican American have been the major target of attempts at cultural genocide; Deculturalization---is the education process of destroying a people's culture (cultural genocide) and replacing it with a new culture. Language is an important part of culture. In the case of the United States, schools have used varying forms of this method of this method in attempts to eradicate the cultures of Native Americans, African Americans, Mexican Americans, Puerto Ricans, and immigrants from Ireland, Southern and Eastern Europe and Asia. Believing that Anglo-American culture was the superior culture and the only culture that would support republican and democratic institutions, educators forbade for speaking of non-English languages, particularly Spanish and Native American tongues, and forced students to learn an Anglo-American centered curriculum; Assimilation---education programs designed to absorb and integrate cultures into the dominant culture. American schools have primarily used assimilation programs to integrate immigrant groups into mainstream American culture; Cultural Pluralism---educational practices designed to maintain the languages and cultures of each cultural group. After World War II, many Native Americans, Puerto Ricans and Mexican Americans wanted schools to maintain their languages and cultures. They envisioned a pluralistic society with each different culture existing harmoniously side by side; Denial of Education---attempt by a ruling group to control another culture by denying it an education. The assumption is that education will empower a group to throw off the shackles of its domination. This method was used in the

United States to attempt to control enslaved Africans, and sometimes used with other groups, such as Chinese Americans, Mexican Americans, and Native Americans; Hybridity---is the term often used to describe the cultural changes resulting from the intersection of two differing cultures. Social psychologists Daphna Oyerman, Izumi Sakanoto, and Armand Lauffer write, "Hybridization involved the melding of cultural lenses or frames such that values and goals that were focused on in one context are transposed to a new context; Cultural hybridization may be said to occur when an individual or group is exposed to an influenced by more than one cultural context. The process of hybridization has affected most cultures in the United States. Contact with students from differing cultures promoted cultural hybridization (pg. 8).

Anderson (1988) stated, in 1863, the enslaved American were emancipated whereby they temporarily joined the ranks of the nation's free citizens at the very moment that public educational systems were being developed into their modern form. For a brief period during the late 1860s and 1870s, as free laborers, citizens and voters, and the ex-slaves entered into a new social system of capitalism, Republican government, and wage labor. Their campaign for first-class citizenship, however, was successfully undermined by federal and state governments and by extralegal organizations and tactics. Soon after the late 1870s, blacks were ruthless disfranchised; their civil and political subordination was fixed in southern law, and they were trapped by statutes and social customs in an agricultural economy that rested heavily on coercive control and allocation of labor. From the end of Reconstruction until the late 1960, black southerners existed in a social system that virtually denied them citizenship, the right to vote, and the voluntary control of their labor power. They remained an oppressed people. Black education developed within this context of political and economic oppression, Hence, although black southerners were formally free during the time when American popular education was

transformed into a highly formal and critical social institution, their schooling took a different path (pg. 2).

Structural Violence

The entire history of this country has been driven by violence. The whole power structure and economic system was based essentially on the extermination of the native populations and the bringing of slaves. The Industrial Revolution was based on cheap cotton, which wasn't kept cheap by market principles but by conquest. It was kept cheap by the use of land stolen from the indigenous populations and then by the cheap labor of those exploited in slavery (Davrian, Sherlolom & Szulc, 1995, pg. 128).

According to dictionary.com violence is defined as, swift and intense force: the violence of a storm, rough or injurious physical force, action, or treatment: to die by violence, an unjust or unwarranted exertion of force or power, as against rights or laws: to take over a government by violence, a violent act or proceeding, rough or immoderate vehemence, as of feeling or language: the violence of his hatred, damage through distortion or unwarranted alteration: to do editorial violence to a text, physical force exerted for the purpose of violating, damaging, or abusing: crimes of violence, the act or an instance of violent action or behavior, intensity or severity, as in natural phenomena; untamed force: the violence of a tornado, abusive or unjust exercise of power, abuse or injury to meaning, content, or intent: do violence to a text, and vehemence of feeling or expression; fervor (2009).

Leech (2007) Galtung's uses of the terms of violence and conflict have specific meanings to go beyond the traditional dictionary definition of the words. According to Galtung conflict is a triadic construct (71 Galtung, 1996) it is therefore made up of three aspects that are interdependent (conflict: attitudes/assumptions + behavior + contradiction/content) and which

cannot be properly understood as individuals independent of the whole. Leech goes on to postulate that the term violence is explained in general terms as 'Violence of needs deprivation' (200 Galtung, 1996) or violence is 'avoidable insults to basic human needs' (197 Galtung, 1996). In more detail Galtung's understanding of violence is comprehendible with reference to three subgroups or supertypes. Galtung offers a metaphor that is extremely useful for explaining the three supertypes. The analogy is when we consider an earthquake we first think of a physical event – the shaking of the earth – that is quantifiable and obvious. However this not the whole story, the point at which the quake occurs is usually centered upon a fault line. Fault lines are constant and not themselves deadly – it is possible to conceive to a fault line that exists yet has never been the site of an earthquake. The relationship between the fault line and the event of a quake is tied together by means of a process. This process is a tectonic shift. It is important to note here that none of the three aspects of an earthquake are the same as each other. Rather, they are possible to view as three substantive parts of a grater whole, and it is allow possible to student and examine them as independent phenomenon (199 Galtung, 1996 taken from Leech, 2007 , pg 2).

Gewalt (1993) states that, "I understand violence as the avoidable impairment of fundamental human needs or, the impairment of human life, which lower the actual degree to which someone is able to meet their need below that which would otherwise be possible. The threat of violence is also violence. (pg 106)" Gewalt goes on to state that this understanding of violence goes far beyond direct violence in which one or more people inflict violence on other people. In addition to direct violence, Galtung emphasizes another form of violence structural violence, which is not carried out by individuals but is hidden to a greater or lesser extent in structures (pg 106).

Leech (2007) goes on to define direct violence, cultural violence and structural violence. Direct violence is an event. It is characterized by coercion, the use of force or the treat of forces. Direct violence is what we mean by warfare; however its definition is not limited to this. Cultural violence is the unchanging difference between people's perhaps ethnic or economic divides that make one group of people obviously distinct for another. Structural violence is an ostensive label that may be applies to a broad range of phenomena. Structural violence is the process of deprivation of needs. Each part of the violence equation depends o the existence of the other two before the violent conflict become truly serious and sustained (197-200 Galtung, 1996 as taken from Leech, 2007). It need not be consistent or radical. Simply put, it is violence embodies by a structure, or violence that operates regardless of intent (93 Galtung, 1996 as taken from Leech, 2007). It is characterized politically as repression, and economically by exploitation (Leech, 2007 pg 3).

As put forward by Grewal (2003) Galtung defines violence as being "present when human being are being influenced so that their actual somatic and mental realizations are below their potential realization (pg. 168). This definition is much wider than violence as being merely somatic or direct and includes structural violence (pg. 2). In structural violence, "violence is built into the structure, and shows up as unequal power and consequently as unequal life chances." It is the unequal distribution of resources, and the unequal distribution of the "*power to decide over the distribution of resources*" that give rise to structural violence. In this interpretation, resources are seen as not only material or economic, but also non-material, such as education, health care, etc. (Galtung 1969, 171).

In "Typologies of Violence," Galtung argues that violence can also be defined in terms of the kind of harm it produces, in terms of what human needs it limits. Both direct and structural

violence hamper bodily and psychological integrity, basic material needs (such as the need for sleep, nutrition, movement, health, love, etc.), classical human rights (freedom of expression, need for mobilization, need for work, etc.), and nonmaterial needs (such as solidarity, friendship, happiness, self-actualization, and so on. Galtung 1981, 271-272). Nohlen (1991) believes that violence is built into the social system and expresses itself in the unequal distribution of power and , as a result, unequal opportunities i.e. inequality in the distribution of income, education opportunities etc. He goes on to state that as far as Galtung is concerned structural violence is synonymous with social injustice (Nohlen, 1991 pg 621-622).

Ford (2009) asks the question, "Why haven't the problems of the ghettos improved along with race relations generally?" His answer is conservatives have a ready answer. Racism is not the problem; instead, a pervasive culture of instant gratification, violence and loose morals – think gangsta rap – keeps poor blacks for enjoying the American dream, not white racists. Liberals have a more charitable, but unfortunately more obscure, rejoinder (pg. 8). Galtung maintain that resources are unevenly distributed, as when income distributions are heavily skewed, literacy/education unevenly distributed, medical services existent in some districts and for some groups only, and so on. Above all, the power to decide over the distribution of resources is unevenly distributed. The situation is arrogated further if the persons low on income is also low on education, low on health, and low on power as in frequently the case because these rank dimension tend to be heavily correlated due to the way they are tied together in social structure (pg. 464).

He goes on to contend that violence with a clear subject-object relation is manifest because it is visible as action. It is easily captured expressed verbally since it has the same structure as elementary sentences in languages: subject-verb-object, with bother subject and

object being persons. Violence without this relation is structural, built into but when one million husbands keep one million wives in ignorance there is structural violence (Galtung, 1969, pg.464 - 465).

Ford (2009) goes on to explain poor blacks suffer from covert racism, unconscious racism, institutional racism, environmental racism and a host of other theoretically abstruse "racism" that don't involve cross-burning white supremacists or crude Archie Bunker-style bigots – and may not even involve racial animus or discrimination. Each side has little patience for the claims of the other. Conservatives reject the idea of structural and institutional racism (violence) as an intellectual's way of playing the race card. Liberals attack any emphasis on the dysfunctional culture of the poor as "blaming the victim" (pg 8). It's an absolute farce, except that it's serving its purpose. Its purpose in this country is to criminalize Blacks and other marginalized groups, to treat them like a population under military occupation, to lock them up in effect without constitutional rights, and race and class are closely enough correlated in the United States, so that this is also part of the class war (Davrian, Sherlolom & Szulc, 1995, pg. 136).

For example the drug war, which was almost completely phony, was simply used as a technique of incarceration. There was a huge increase in imprisonment during the Regan years, and some enormous percentage of it, like two-thirds, was for drug use. And most of it isn't even crime its victimless crime, like catching somebody with a joint in their pocket. In fact, if you look in the federal prisons, you don't find many bankers and chemical corporation executives and so on, although they're involved in the drug racket. Banks are involved in money laundering and government agencies pointed out years ago that the big chemical corporations are exporting chemicals to Latin America way beyond any industrial use. What they're exporting, in fact, is

what's used for commercial production of drugs. But the idea is to go after the Black kid on the corner in the ghetto, because he's the one you want to get rid of. The drug most often used in the ghettos is crack; in the White suburbs, it's power. Well you know, the way the laws are crafted, powdered cocaine gets much less of a sentence than crack cocaine. That's social policy (violence) it's parrot of criminalizing the "irrelevant" population; even drugs are used for that purpose. Thus incarceration is a technique for social control. It's the counterpart in a rich society of the death squads in a poor society (Davrian, Sherlolom & Szulc, 1995, pg. 135).

State enforced racial discrimination created the ghettos: in the early 20th century local governments separated the races into segregated neighbor hoods by force of law, and later, whites used private agreements and violent intimidation to deep blacks out of white neighborhoods. Worst, and most surprising of all the federal government played a major role in encouraging the racism of private actors and state governments. Until the 1960s, federal housing agencies engaged in racial redlining, refusing to guarantee mortgages in inner-city neighborhoods; private lenders quickly followed suit (Ford, 2009, pg. 8).

Galtung (1969) maintain that violence is present when human beings are being influenced so that their actual somatic and mental realizations are below their potential. Violence is defined as the cause of the difference between the potential and the actual, between what could have been and what is (pg. 426). The National Index of Violence and Harm defines violence as an action of structural arrangement that results in physical or non-physical harm to one or more persons. Such action or hierarchies need to be purposely done, perpetuated, or condoned. However, violence occurs whether harm is intended or not, whether the action is justified or not, can be psychological, and need not be recognized by the perpetrator or the receiver of the harm (Brumbaugh-Smith, Gross, Wollman, & Yoder, 2006, pg. 3). Thus if a person died from

tuberculosis in the eighteenth century it would have been hard to conceive of this as violence since it might have been quite unavoidable, but id he dies from it today, despite all the medical resources in the world, then violence is present according to our definition. Correspondingly, the case of people dying from earthquakes today would hot warrant an analysis in terms of violence, but he day after tomorrow, when earthquakes may become avoidable, such deaths may be seen as the result of violence. In other words, when the potential is higher than the actual the difference is by definition avoidable and when it is avoidable, then violence is present.

Curtin and Litke (1999) subscribes to the theory of Robert Audi who proposes that violence is a vigorous attack or abuse of persons in physical or psychological ways. He supports his proposal by showing that we can carry force against people in a variety of physically and psychologically devastating ways (pg. 439). Violence is causing injury through the use of vigorous physical force and the injury must be intended or foreseen (Curtin &Litke, 1999, pg. 439). Garver and Robert Holmes suggest, the meaning of violence by focusing on the idea of violating person. People can be violated in both physical and psychological ways. Garver provides the taxonomy of violence as occurs in several markedly different forms, and can be usefully classified into four different kinds based on two criteria, whether the violence is personal or institutionalized, or whether the violence is overt or covert and quiet (Curtin & Litke, 1999, pg. 440).

If a pervasive assumption is made within a school district that boys, but not girls, should take additional years of science or mathematics, this is cover institutional violence. If a retail store hire only Caucasian clerks because it operates on the assumption that its customers will not feel comfortable being waited on by persons of color, this is covert institutional violence (Curtin & Litke, 1999, pg. 440). Curtin and Litke suggested that when institutional violence becomes

the status quo, it generally moves from overt forms to covert forms. When institutional violence takes on the character of the status quo the institutions that create and facilitate violence become synonymous with justice. Before the elimination of apartheid in South Africa, racist legal institutions were so pervasive that justice was equated with racist oppression. Institutional violence is violence made possible and facilitated by social organizations having relatively explicit rules and formal status within a culture i.e. the States educational system, the military, the police force, and the judicial system.

Ford, Obiakor, and Patton (1995) indicated that the entire nation is painfully aware that a growing number of students experiencing school failure are African American.
Statistics indicate that every seven seconds of the school day an African-American student is suspended from public school. Every forty-seconds of the school day an African-American student drops out of school (p. 85).

According to Tyson (2002), many of the prevailing theories concerning the relatively low academic performance of African American Students tend to center on the attitudes of adolescents. Much less research attention has been paid to the attitudes of younger students. As a result, the image of African American adolescents who, like most American adolescents, exhibit oppositional attitudes – has come to represent much of what we know and take for granted about African American students as a group.

A considerable measure of academic peril for these students is created by teachers' diverse cultural ineptness, improper attitudes, and differential behaviors toward African American students (Nieto, 1992, pg 203). The National Council on Educating African American Children (1998) states its case of self-determination in clear and direct language: "'A Blueprint for Action is predicated on a whole village' concept; a collaborative effort where the

stakeholders-parents and families, teachers, administrators, churches, and students themselves—take part." The African-American community must ultimately rely upon itself to reinforce a substantive and relevant education for its children (Cooper, 1995).

Murrell (2002) pointed out that in the midst of national conversations and initiatives concerning how to improve curriculum in our increasingly diverse urban school, African American children continue to be the most severely shortchanged. It is not news that in every major urban school system, African American children, particularly males, fare less well than their European American counterparts. Murrell emphasized that somewhere between the first and the fourth grade, African American children, especially male, begin to disengage and lose enthusiasm for learning in school. They gradually give up expecting school to make sense in the context of their lives. African American children, more than their European American counterparts, begin to experience schools as places that encourage learning, inspire creativity, and enable thinking.

The National Coalition of Advocates for Students (1986) reported that American African children generally fall below grade level as early as elementary school, and the gap rapidly increase as they get older. American African children are tracked into slow learner groups at disproportionate rates, and they are three times as likely as their American European counterparts to be placed into classes for the educable mentally retarded, the behaviorally disturbed, and the emotionally impaired. Conversely, African American youth are half as likely to be placed in classes for gifted and talented students. Furthermore, they are often encouraged by school staff to employ courses of study that are less academically rigorous and less challenging and which tend to leave them trapped in general or vocational track much more often than American

European students. Irvine (1990) stated that African American students, compared to American Europeans are twice as likely to drop out of high school and are suspended three times as often.

Wilson (1987) argued that living in socially isolated neighborhoods will have a negative effect on educational attainment, due to the influence of adult role models. In socially isolated neighborhoods, he argues, a lack of positive role models makes dropping out of high school more likely. Wilson also argues that institutional factors play a role. In particular, school quality may be higher in wealthy neighborhoods leading to the predicted relationship. Others argue that the influence of peers may lead to this relationship (Wilson, 1987). Young people tend to do what their peers are doing, and since children from wealthy families are more likely than those from poor families to do well in school, having wealthy neighbors will have a negative effect on the high school dropout rate and a positive effect on the college graduation rate. Whatever the mechanism, the social isolation theory predicts that neighborhood quality, as measured primarily by wealth, will have a positive effect on educational attainment.

Murrell (2002) stated that public school systems are still failing African American children in epidemic proportions. Nationwide, African American students are disproportionately expelled, suspended, and referred to special education programs in urban public schools. African American students lag behind Euro-American students in high school completion and employment. Murrell concluded that the statistics belie the fact that huge numbers of African American students are not even in this test-taking picture. He further indicated that significant numbers of African American students, and other students of color, drop out of school—as much as one-half to two thirds in some city districts. Fewer than 10 percent of African American men go to college, yet they constitute 76 percent of the nation's prison population. More African American young people drop out of high school than graduate.

Cooper (1995) argued that the obstacles confronting African-Americans—under-funded urban school, a decline in the number of minority teachers and principals who can serve as role models, a Euro-centric curriculum—call for new initiatives determined by the African-American community. Cooper (1995) further indicated that the National Council for the Education of African-American Children responds by detailing over 200 "implementation activities" offered to all of the stakeholders in the African-American community. Peterson and Scott suggest that the black community must mobilize itself to confront not only the institutional (violence) barriers but also the familial and cultural impediments to academic achievement. Poor blacks would benefit greatly from systems that systems that provide an extended day for students, keeping them occupied until parents get home from work and centering primarily on academic support and secondarily on recreational activities.

CHAPTER 3

METHODOLOGY

This study analyzes existing data to investigate potential impacts of the Lee vs. Macon Decree in the State of Alabama. More specifically, this study seeks to address the following three research questions:

1. Has there been any change in the portion of special education students spending 80% or more time a day in regular classrooms in the State of Alabama since the enforcement of the Lee vs. Macon Decree?
2. Has there been any change in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree in the State of Alabama?
3. Has there been any change in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications in the State of Alabama?

The null hypothesis and alternative hypothesis associated with research question one are:

H_{10}: There has not been any significant change in the portion of special education students spending 80% or more time a day in regular classrooms in the State of Alabama since the enforcement of the Lee vs. Macon Decree.

H_{1A}: There has been a significant change in the portion of special education students spending 80% or more time a day in regular classrooms in the State of Alabama since the enforcement of the Lee vs. Macon Decree.

The null hypothesis and alternative hypothesis associated with research question two are:

H_{20}: There has not been any significant change in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree in the State of Alabama.

H_{2A}: There has been a significant change in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree in the State of Alabama.

The null hypothesis and alternative hypothesis associated with research question three are:

H_{30}: There has not been any significant change in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications in the State of Alabama.

H_{3A}: There has been a significant change in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications in the State of Alabama.

In this chapter, the research methodology used to address the research questions is outlined, including research design and approach, data sources and variables. In addition, plan for data analysis and limitations are discussed.

Research Design and Approach

A quantitative study, analyzing archival data (or a secondary analysis of existing data), will be conducted. Given that the purpose and the research questions of this study are quantitatively oriented, qualitative methods were not used. The major source of data will come from the United States Department of Education Office of Civil Rights and the Alabama Department of Education. The study is longitudinal in nature, examining data from 10 years (1998 -- 2008). The Lee vs. Macon Decree was first enforced in 2002 (Alabama State

Department of Education, 2002, pg 1). This study examines data 4 years prior to the enforcement of the Decree and 6 years after the Decree.

Data Sources and Variables

Data for this study will be retrieved from The United State Department of Education and the Alabama State Department of Education. The State of Alabama is one of 52 states and territories that receives funds from the Individuals with Disabilities Education Act, thus the state is required to provide data each year to the United State Department of Education. The United State Department of Education data is reported by the number of children with disabilities based on race, gender and ethnicity (Section 618 of IDEA, 2001).

During the months between October 1 and December 1, states are responsible for counting students ages 3 through 21 who receive special education services. The child count data must be reported to the state departments of education with disabilities by age and race/ethnicity with the age. This data is then reported in two separately age groups 3 through 5 and 6 through 21 to the United States Department of Education (Section 618 of IDEA, 2001).

Dimensions of Data

Alabama is one of 50 states and territories that are responsible for reporting data to the United States Department of Education Office of Civil Rights. This data includes age, disability (mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, multiple disabilities, deaf-blindness, specific learning disabilities, and developmental delay), and race/ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black or African American (not Hispanic), Hispanic or Latino, and White (not Hispanic).

The main focus variable for research question 1 is the portion of special education students spending 80% or more time a day in regular classrooms. This variable can be found in part B of the environment data set compiled by the Alabama Department of Education. Since this study looks at the State of Alabama only, only the State of Alabama's data reported between the years of 1998-2008 will be used.

The main focus variable for research question 2 is the graduation rate of special education students in the state of Alabama. This variable can be found in part B of the existing data set complied by the state department of education. The data for this variable was collected between the years of 1998-2008.

The main focus variable for research question 3 is part B child count students placed in Emotional Behavior Disturbed and Mental Retardation classifications in the State of Alabama. This variable data was collected between the years of 1998-2008 and can be found in part B of the child count data set complied by the state department of education.

Data Analysis Plan

As indicated earlier, a total of 10 years of data will be collected. Given that this study focuses only on the State of Alabama and uses data at the state level, it coincides with a single-system research design with 10 data points. Data analysis method appropriate for single-system research design, therefore, will be used to analyze the data for this study. More specifically, data will be analyzed with the conservative dual-criteria (CDC) approach (Stewart, Carr, Brandt & McHenry, 2007). The CDC approach is a relatively new and simple approach to the analysis single-system design data. This approach has been found to work quite well when there is autocorrelation in data typically found in single-system research design (Wambaugh & Ferguson, 2007). A CDC chart will be presented for each of the three focus variables related to each of the

three research questions. Baseline mean, regression and adjusted regression lines will then be computed. The alternative hypothesis will be accepted if the results indicate a statistically significant change. Significance (α) level for the study is set at the .05 level (Bloom, Fischer & Orme, 2009; Stewart et al., 2007).

Limitations

There are several limitations associated with the research methodology employed in this study. The first limitation has to do with the nature of a secondary analysis. Given that this study will use archival data collected and managed by the United State Department of Education and the Alabama Department of Education, the researcher does not have control over the quality of the data. Any potential errors in the data that could not be detected by the researcher in data collection and management processes could lead to biased results. Second, there is several notable limitation of this study. The study is limited to the State of Alabama with the reporting dates between the 1998-2008 academic school years. The study is also limited to the grades of three through twelve. All of the data is self reported data from the Alabama State Department of Education to the United States Department of Education.

The first limitation relates to the collection of the data by the State of Alabama and the United State department of Education is each school and district involved in the state collect data individually report it to the state, thus the data can be manipulated by individual organizations. Each of the districts in the state has its own system for assessing, referring and placement of students in the special education program this data cannot be determined by the researcher. This do not create a serious limitation to the researcher due to the fact that the Lee v. Macon Decree does set some guidelines for the assessing, referring and placement of student in special education.

The second limitation of this study is the data being collected from one state and thus cannot be universally used to apply to other states or populations. The only state included in this study is the State of Alabama. In the event that there is an attempt to compare this study to other populations it should be done with caution and concern. With that in mind, the methodology used in this study can be used with any data set contain data pertaining to special education children.

Thus, this research cannot provide data on the type of services provided to the student served under IDEA in the state or districts. The data is limited to the time in the classroom, graduation/exiting, and placement category. The types of classroom instructional strategies and didactic theories used to assist students to be successful can do be determined using the data sets.

CHAPTER 4

ANALYSIS

This chapter summarizes the research findings of this dissertation study. The purpose of this study was to explore the effects that the Lee vs. Macon Consent Decree of 2003 has had on education for African American Students and students with special needs in the State of Alabama. More specifically, the research questions for this dissertation study were as follows:

1. Has there been any change in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree?

2. Has there been any change in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree in the State of Alabama?

3. Has there been any change in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications since the enforcement of the Lee vs. Macon Decree in the State of Alabama?

Analyzing archival data, this study reports the findings in relation to the above research questions. First, descriptive data are presented to provide an overview of special education in the State of Alabama. Then, analysis findings, using the conservative dual-criteria (CDC) approach (Stewart, Carr, Brandt & McHenry, 2007) to address the research questions, are reported.

Alabama's Data

All school in all states are required to report data regarding special education students in their perspective state to the United State Department of Education Office of Civil Rights (OCR) in what is known as a December 1 Child Count. The OCR works in conjunction with the United

State Department of Education (USDOE) to coordinate and publish the state reported data. The OCR compiles the data for compliance with federal laws i.e. Federal Consent Decrees and Individual with Disabilities Education Act (IDEA) that was reauthorized in 2004 by President George W. Bush. The OCR and USDOE is a partnership that serves as a oversight organization due to the passage of the Tenth Amendment giving the rights of education to the states. The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. The Individuals with Disabilities Education Act (IDEA) authorizes formula grants to states, and discretionary grants to institutions of higher education and other non-profit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development and parenting-training (2010, pg. 1). The research period includes the school years ranging from 1998-2008 with all school in the state reporting data on all students that range from a low of 726,367 in 2001 to a high of 743,704 in 2007.

Table 1 is an overview of all the students in Alabama's Special Education program and the total number of students in the state. The table lists the students by race/ethnicity and the total number of student in each category. This table also includes the total number of students in the state per year. Students served under IDEA may attend regular public school between the years of 6 and 22 thus the data in the table is also reported based on this criterion.

Table 1. Number of Students in Special Education in Alabama per each year

Years	American Indian or Alaska Native Age 6 to 21	Asian or Pacific Islander Age 6 to 21	Black (not Hispanic) Age 6 to 21	Hispanic Age 6 to 21	White (not Hispanic) Age 6 to 21	Age 22	Age 6 to 22		Total number student in the State
1998	500	199	38,041	452	53,094	1	92,315		735,979
1999	499	218	38,641	530	52,456	0	92,417		730,092
2000	475	216	39,230	621	51,663	0	92,274		728,511
2001	495	261	37,662	717	49,816	0	88,951		726,367
2002	502	265	37,312	835	48,426	0	87,340		730,169
2003	497	291	36,549	967	46,909	0	85,213		731,483
2004	536	291	36,785	1,129	46,391	0	85,132		732,458
2005	529	310	36,693	1,320	45,565	0	84,417		733,971
2006	517	319	34,899	1,490	43,762	0	80,987		739,552
2007	528	324	32,989	1,587	42,233	0	77,661		743,704
2008	513	337	31,871	1,705	41,356	0	75,782		742,789

Table 2 contains the total number of students in special education in the State of Alabama who spend 80% of the school day in the regular education classroom. One of the requirements of IDEA is the placement of special needs students in the least restrictive environment. This means that these students should be included in the regular classroom as much as possible. This table records the data based on race/ethnicity.. The data for the year 1998 was not reported properly by the state thus it was exclude from this table.

Table 2. Number of Students in Special Education per year in Regular Classes 80% of the day

years	American Indian	Asian	Black (not Hispanic)	Hispanic	White (not Hispanic)		Total
1998	No Data for this Year						
1999	251	115	17,285	278	30,241		48,170
2000	225	108	15,960	245	27,533		44,071
2001	232	119	14,130	259	25,354		40,094
2002	204	110	13,566	325	23,801		38,006
2003	213	145	14,922	432	25,094		40,806
2004	312	160	18,276	604	28,653		48,005
2005	387	194	22,388	843	32,788		36,600
2006	417	214	24,254	1,072	34,025		59,982
2007	448	227	24,958	1,224	34,449		77,661
2008	437	246	25,054	1,348	34,283		75,782

Table 3 presents the number of students in special education in the State of Alabama who graduated with a regular high school diploma or exited through other means. This table descriptions of data is based on exiting totals, maximum age reached (22 in the state of Alabama), received a certificated of attendance, died or dropped out.

Table 3. Number of Students Exiting Special Education per School Year in the State of Alabama

	State	Exiting Total	Graduated with HS Diploma	Received a certificate	Reached Maximum Age	Died	Dropped out
yr98-99	Alabama	8,586	1,513	2,154	86	38	1,910
yr99-00	Alabama	5,282	1,252	2,077	216	29	2,086
yr00-01	Alabama	9,544	1,260	2,097	68	43	1,977
yr01-02	Alabama	8,001	1,110	2,243	56	25	1,512
yr02-03	Alabama	9,344	1,050	2,503	287	29	1,624
yr03-04	Alabama	6,222	1,105	2,522	216	38	2,335
yr04-05	Alabama	5,764	1,138	2,342	154	32	2,098
yr05-06	Alabama	9,357	1,438	2,251	76	40	2,169
yr06-07	Alabama	8,608	1,371	2,229	145	30	1,615
yr07-08	Alabama	8,561	1,584	2,113	172	30	1,387

Tables 4A and 4B show the amount of African American Students in special education in the State of Alabama who had a classification of Mental Retardation and Emotional and Behaviorally Disturbed.

Table 4A. Total Number of African American Students per year with a Mental Retardation Classification in the State of Alabama

1998	Alabama	Mental Retardation	14,516
1999	Alabama	Mental Retardation	13,956
2000	Alabama	Mental Retardation	13,349
2001	Alabama	Mental Retardation	10,687
2002	Alabama	Mental Retardation	9,352
2003	Alabama	Mental Retardation	7,804
2004	Alabama	Mental Retardation	6,333
2005	Alabama	Mental Retardation	5,324
2006	Alabama	Mental Retardation	4,424
2007	Alabama	Mental Retardation	3,746
2008	Alabama	Mental Retardation	3,387

Table 4B. Total Number of African American Students per year with an Emotional Disturbance Classification in the State of Alabama

1998	Alabama	Emotional Disturbance	2,195
1999	Alabama	Emotional Disturbance	2,127
2000	Alabama	Emotional Disturbance	1,958
2001	Alabama	Emotional Disturbance	1,741
2002	Alabama	Emotional Disturbance	1,518
2003	Alabama	Emotional Disturbance	1,193
2004	Alabama	Emotional Disturbance	1,009
2005	Alabama	Emotional Disturbance	868
2006	Alabama	Emotional Disturbance	705
2007	Alabama	Emotional Disturbance	605
2008	Alabama	Emotional Disturbance	585

Special Education Students Spending 80% or More Time a Day in Regular Classrooms

To explore if there has been any change in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree (research question 1), data from Table 1 and Table 2 were used. Following the approach described in Chapter 3, Figure 1 shows the CDC chart of the trends in inclusive education, represented by the portion of special education students spending 80% or more time a day in regular classrooms, from 1999-2008. Data from 1999-2001 (first 3 years) were used for the baseline phase (before the enforcement of the Decree), and the remaining data (years 2002-2008) were used for the intervention phase (after the enforcement of the Decree). The results of the analysis, based on the CDC approach, show that there has been a statistically significant change ($p = < .001$) in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree. The trends indicate an upward change (increase) in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree.

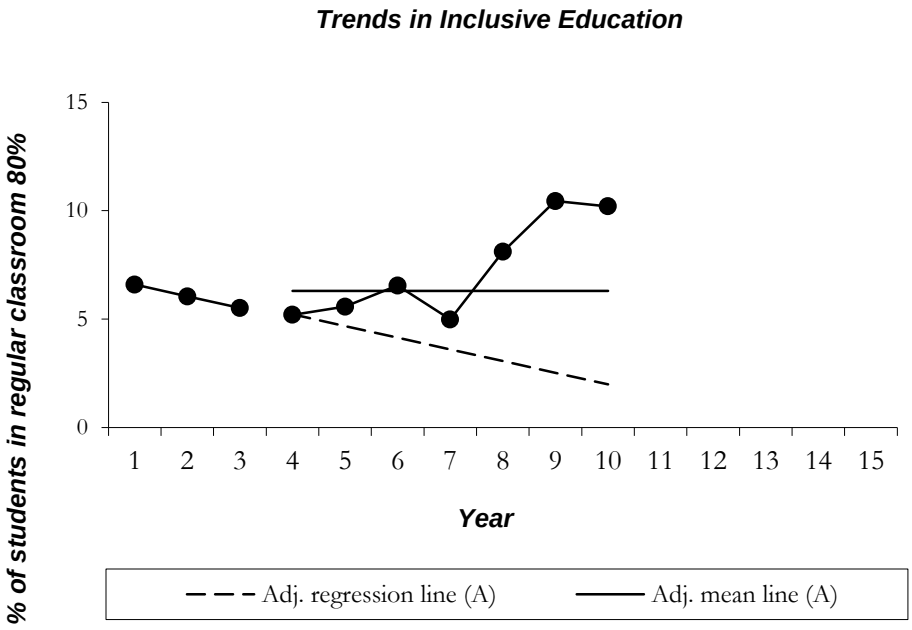

Figure 1. ***Trends in Inclusive Education in the State of Alabama 1999-2008***

Graduation Rate of Special Education Students

To explore if there has been any change in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree (research question 2), data from Table 1 and Table 3 were used. Following the approach described in Chapter 3, Figure 2 shows the CDC chart of the trends in graduation rate of special education students for school years of 1998-2008. Data from 1998-2001 (first 3 years) were used for the baseline phase (before the enactment of the Decree), and the remaining data (years 2002-2008) were used for the intervention phase (after the enactment of the Decree). The results of the analysis, based on the CDC approach, show that there has been no statistically significant change (p = .75) in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree.

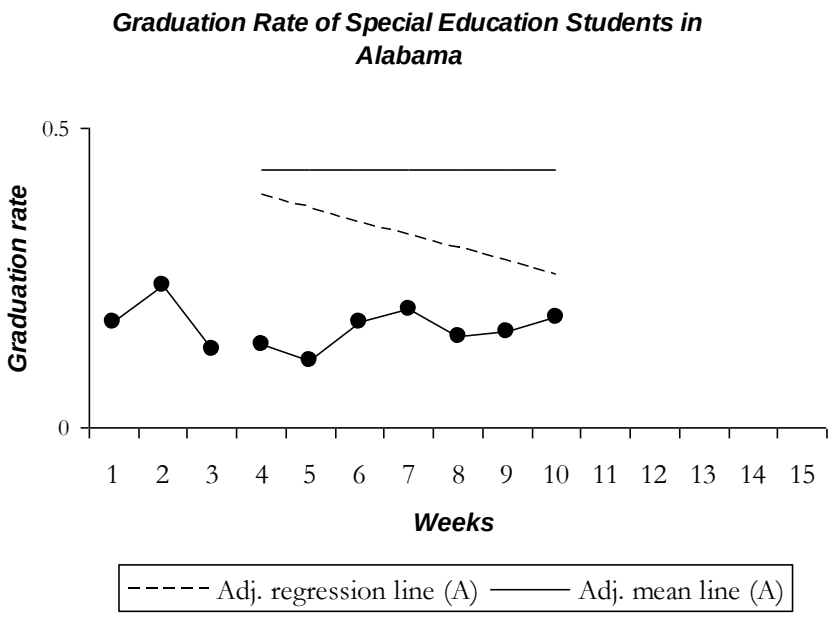

Figure 2. ***Trends in Graduation Rate of Students in Special Education in the State of Alabama 1998-2008***

African Americans Students Classified as Emotional Behavior Disturbed or Mental Retardation

To explore if there has been any change in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications since the enforcement of the Lee vs. Macon Decree (research question 3), data from Table 1 and Table 3A and Table 3B were used. Following the approach described in Chapter 3, Figure 3 shows the CDC chart of the trends in the percentage of African American students placed in Emotional Behavior Disturbed and Mental Retardation classifications, from 1999-2008. Data from 1998-2001 (first 4 years) were used for the baseline phase (before the enforcement of the Decree), and the remaining data (years 2002-2008) were used for the intervention phase (after the enforcement of the Decree). The results of the analysis, based on the CDC approach, show that there has been a statistically significant change (p = .04) in the percentage of African American students placed in Emotional Behavior Disturbed and Mental Retardation since the enforcement of the Lee vs.

Macon Decree. The trends indicate an downward change (decrease) in the 30 percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation since the enforcement of Lee vs. Macon.

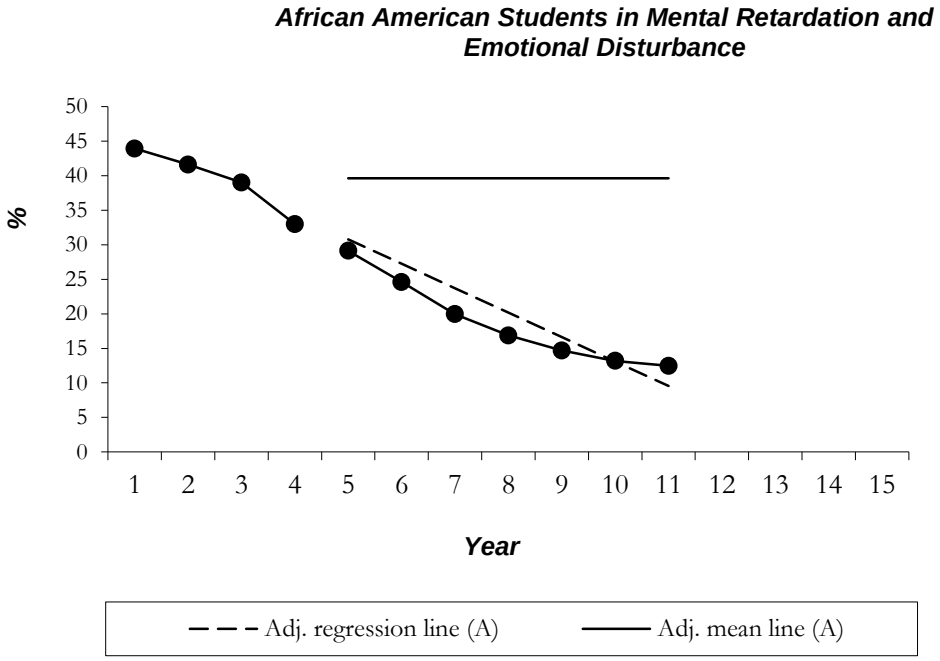

Figure 3. ***Trends in Percentage of African American Students Classified as Emotional Behavior Disturbed and Mental Retardation in the State of Alabama 1998-2008***

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will draw conclusions and report the findings that were provided by the data analysis collected throughout this research. The need to determine the effectiveness of the Lee vs Macon Consent Decree and all of it mandates was examined followed by an interpretation, conclusions and recommendations. The demographic data was reviewed alone with an analysis of the individual research questions. The conclusion were explored and the recommendations on how to improve the implementations of the consent decree.

The current state of education in the United States and the number of African American and Hispanic males that dropout of schools this study is a critical component of any self reflection for the State of Alabama. The need to examine the effectiveness of the Lee vs. Macon Consent Decree and any other practice in the Alabama States' Departments of Education is critical to improving the success rate of minority students in all of the country's public schools. The consent decree was examined to determine the effectiveness of the Lee vs. Macon Consent Decree put forth by the federal courts in 2002.

Introduction

This study examined the effects of the Lee v. Macon Consent Decree and inclusive practices have on African American students with special needs in Alabama Schools. The Decree resolved Alabama place procedures for students served under IDEA in the state. A major issue in the Lee vs. Macon litigation is the overrepresentation of African American students

classified as mentally retarded and emotionally disturbed and a underrepresentation of these same students with a specific learning disability and gifted and talented classifications. The Consent Decree was settled by the federal court in 2000 but allowed the state three years to provide teacher training, establish a program to improve reading achievement and to make changes to administrative law in the areas of pre-referral, referral, evaluation procedures, and eligibility criteria. The full implementation of the Consent Decree did not occur until the fall of 2003.

Many advocates of special education services and civil rights in the State of Alabama applauded the Consent Decree because the assumption was that it would provide reform for African American students in the state. Most parents agree with Kaufman, McGee and Brigham (2004) when they stated that schools need demanding and distinctive special education that is clearly focused on instruction and habilitation (pg. 613).

Restatement of the Procedures

In order to study the effectiveness of the Lee vs. Macon Consent Decree it was determined that data reported to the United State Department of Education Office of Civil Rights in the December 1 child count data would be the appropriate for this study. The initial data was reported to the Alabama State Department of Education by every district in the state and all state department of education including Alabama must report their data to the US Department of Education. The data was collected over a three week period from the US Department of Education's IDEA website.

A total of 10 years of data was collected. Given that this study focuses only on the State of Alabama and uses data at the state level, it coincides with a single-system research design with 10 data points. Data analysis method appropriate for single-system research design,

therefore, was used to analyze the data for this study. More specifically, data was analyzed with the conservative dual-criteria (CDC) approach (Stewart, Carr, Brandt & McHenry, 2007). The CDC approach is a relatively new and simple approach to the analysis single-system design data. This approach has been found to work quite well when there is autocorrelation in data typically found in single-system research design (Wambaugh & Ferguson, 2007). A CDC chart was presented for each of the three focus variables related to each of the three research questions. Baseline mean, regression and adjusted regression lines will then be computed. The alternative hypothesis was accepted due to the results indicating a statistically significant change. Significance (α) level for the study is set at the .05 level (Bloom, Fischer & Orme, 2009; Stewart et al., 2007).

Interpretations and Conclusions

The reported data for the school districts in the State of Alabama between the years of 1998-2008 ranges from a high of 743,704 in 2007 to a low of 726,367 in 2001. Included in this number of total students attending schools in Alabama 92, 417 for a high in 1999 were served under the auspicious of IDEA and a low of 75, 782 in 2008 with 2008 being the second large number of total students attending schools in Alabama.

The study attempted to determine if the Consent Decree was making a significant difference in Alabama's Schools for students served under IDEA using three research questions. This section includes the findings from the analysis of data for each of the research questions.

> *Research Question 1:* Has there been any change in the portion of special education students spending 80% or more time a day in regular classrooms in the State of Alabama since the enforcement of the Lee vs. Macon Decree?

The results of the analysis, based on the CDC approach, show that there has been a statistically significant change ($p = < .001$) in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree. The trends indicate an upward change (increase) in the portion of special education students spending 80% or more time a day in regular classrooms since the enforcement of the Lee vs. Macon Decree.

Research Question 2: Has there been any change in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree in the State of Alabama?

The results of the analysis, based on the CDC approach, show that there has been no statistically significant change ($p = .75$) in the graduation rate of special education students since the enforcement of the Lee vs. Macon Decree.

Research Question 3: Has there been any change in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation classifications in the State of Alabama?

The results of the analysis, based on the CDC approach, show that there has been a statistically significant change ($p = .04$) in the percentage of African American students placed in Emotional Behavior Disturbed and Mental Retardation since the enforcement of the Lee vs. Macon Decree. The trends indicate a downward change (decrease) in the percentage of African Americans students placed in Emotional Behavior Disturbed and Mental Retardation since the enforcement of the Lee vs. Macon Decree.

Discussion of Conclusions

Research Question number one (1) results indicates that there was a significant statistical change in the portion of the school day that special education students are spending in the regular classroom. This suggests that the Consent Decree for the State of Alabama is working to assist schools and students in the state to be place in the least restrictive environments during the majority of the school day. One of the major requirements of IDEA and the Consent Decree was the placement of African Americans in the regular classroom, thus it appears as if the current mandate is working to accomplish this goal.

No statistically significant change was made with result to research question number two (2). This research question addressed the graduation rate of special education students in the State of Alabama during the period of the enforcement of the Consent Decree. This suggest that although there is a change in the placement of students in the regular classroom many of the students served under IDEA is having a difficult time passing the Alabama High School Graduation Exam. There are some bright spots in the State of Alabama where the graduation rate is up for many of the students served under IDEA in the schools in the Black Belt region of the state i.e. Lowndes County Public Schools' Central High School.

Research Question number three (3) results indicates that there is a statistically significant change in the percentage of African American students being placed in Emotional Behavior Disturbed and Mental Retardation since the enforcement of the Consent Decree. A major component of the Consent Decree and the legal issue behind the consent is the number of African American students classified as Emotional Behavior Disturbed and Mental Retarded. Over the past ten years the numbers has been reduced significantly.

Recommendations

To continue to improve the academic expansion for students served under the Individuals with Disability Education Act (IDEA) the State of Alabama has made over the past 10 years it is important the state department of education continue to support the reforms set into motion by the Lee vs. Macon Consent Decree. As in most cases with federal consent decree the decree will end and it is up to the state to continue to follow the law. In many cases in the south with reforms involving minorities the states have been known to revert back to the old practices set forth before the intervention by the federal government. It is this authors recommendation that the state continue the reforms and attempt to find new way to improve on the success made thus far.

The graduation rates can be improved in this area by looking at those schools where success in taking place with special education students specifically Central High School in Lowndes County Alabama. This small poverty rich school has shown that it is possible to educate all students regardless of their economic background.

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APPENDIX A
PROTOCOL RESEACH APPROVAL LETTER FROM AUBURN UNIVERSITY

AUBURN
UNIVERSITY

Office of Research Compliance
307 Samford Hall
Auburn University, AL 36849

Telephone: 334-844-5966
Fax: 334-844-4391
hsubjec@auburn.edu

August 16, 2010

MEMORANDUM TO: Mr. Andrew Foster
Department of Educational Foundations, Leadership, and Technology

PROTOCOL TITLE: "The Effectiveness of the Lee vs. Macon Consent Decree of 2003 with African Americans and Special Needs Students in Alabama Schools"

IRB FILE NO.: 10-310 EX 1010

APPROVAL DATE: October 27, 2010
EXPIRATION DATE: October 26, 2011

The referenced protocol was approved "Exempt" by the IRB under 45 CFR 46.101 (b) (2):

> "Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
> (ii) any disclosure of the human subjects' response outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation."

You should retain this letter in your files, along with a copy of the revised protocol and other pertinent information concerning your study. If you anticipate a change in any of the procedures authorized in this protocol, you must request and receive IRB approval prior to implementation of any revision. Please reference the above IRB file number in any correspondence regarding this project.

If you will be unable to file a Final Report on your project before October 26, 2011, you must submit a request for an extension of approval to the IRB no later than October 1, 2011. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to October 26, 2011 you must suspend the project immediately and contact the Office of Research Compliance.

A Final Report will be required to close your IRB project file.

If you have any questions concerning this Board action, please contact the Office of Research Compliance.

Sincerely,

Kathy Jo Ellison

Kathy Jo Ellison, RN, DSN, CIP
Chair of the Institutional Review Board
for the Use of Human Subjects in Research

cc: Ms. Sherida Downer
Dr. Ivan Watts

APPENDIX B

STUDENTS EXITING SPECIAL EDUCATION IN ALABAMA 1998-2008

Year	Code	Dis	AGE_14	AGE_15	AGE_16	AGE_17	AGE_18	AGE_19	AGE_20	AGE_21	22	14-22	AP	AA	H	W
1998	X	MR	5	10	5	7	1	2	1	0	0	31	.	.	.	.
1998	X	HI	1	1	1	2	1	0	0	0	0	6	.	.	.	.
1998	X	SL	26	10	7	5	4	4	5	0	0	61	.	.	.	.
1998	X	VI	3	2	0	0	0	0	0	0	0	5	.	.	.	.
1998	X	EBD	9	26	17	23	7	6	4	0	0	92	.	.	.	.
1998	X	OI	0	0	1	0	0	0	0	0	0	1	.	.	.	.
1998	X	OHI	1	1	3	1	0	0	0	0	0	6	.	.	.	.
1998	X	SLD	61	61	57	43	21	13	4	0	2	262	.	.	.	.
1998	X	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	X	MD	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	X	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	X	TBI	2	0	0	0	2	0	0	0	0	4	.	.	.	.
1998	X	ALL	108	111	91	81	36	25	14	0	2	468	1	175	1	290
1998	REG	MR	0	0	0	5	46	30	1	1	0	83	.	.	.	.
1998	REG	HI	0	0	0	2	23	7	2	0	0	34	.	.	.	.
1998	REG	SL	0	0	0	1	7	2	1	0	0	11	.	.	.	.
1998	REG	VI	0	0	0	0	12	2	2	1	0	17	.	.	.	.
1998	REG	EBD	0	0	0	15	62	26	5	0	0	108	.	.	.	.
1998	REG	OI	0	0	0	0	7	6	1	0	0	14	.	.	.	.
1998	REG	OHI	0	0	0	11	42	16	0	0	0	69	.	.	.	.
1998	REG	SLD	0	0	0	138	653	329	39	3	0	1162	.	.	.	.
1998	REG	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	REG	MD	0	0	0	4	0	0	0	0	0	4	.	.	.	.
1998	REG	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	REG	TBI	0	0	0	4	4	3	0	0	0	11	.	.	.	.

1998	REG	ALL	0	0	0	180	856	421	51	5	0	1513	1	346	3	1128
1998	CERT	MR	0	0	0	81	501	438	102	68	0	1190	.	.	.	.
1998	CERT	HI	0	0	0	0	10	6	9	1	0	26	.	.	.	.
1998	CERT	SL	0	0	0	2	1	4	0	1	0	8	.	.	.	.
1998	CERT	VI	0	0	0	1	2	0	0	1	0	4	.	.	.	.
1998	CERT	EBD	0	0	1	6	26	17	6	0	0	56	.	.	.	.
1998	CERT	OI	0	0	0	0	5	4	2	1	0	12	.	.	.	.
1998	CERT	OHI	0	0	0	1	8	11	6	1	0	27	.	.	.	.
1998	CERT	SLD	0	0	0	46	375	310	47	3	0	781	.	.	.	.
1998	CERT	DB	0	0	0	0	0	0	0	1	1	2	.	.	.	.
1998	CERT	MD	0	0	0	0	6	7	6	12	5	36	.	.	.	.
1998	CERT	A	0	0	0	0	1	2	1	3	0	7	.	.	.	.
1998	CERT	TBI	0	0	0	1	0	4	0	0	0	5	.	.	.	.
1998	CERT	ALL	0	0	1	138	935	803	179	92	6	2154	3	1166	11	874
1998	MAX	MR	0	0	0	0	0	0	3	30	2	35	.	.	.	.
1998	MAX	HI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	MAX	SL	0	0	0	0	0	0	0	1	0	1	.	.	.	.
1998	MAX	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	MAX	EBD	0	0	0	0	0	0	0	6	2	8	.	.	.	.
1998	MAX	OI	0	0	0	0	1	1	0	2	0	4	.	.	.	.
1998	MAX	OHI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	MAX	SLD	0	0	0	0	4	0	0	6	0	10	.	.	.	.
1998	MAX	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	MAX	MD	0	0	0	0	0	0	0	23	1	24	.	.	.	.
1998	MAX	A	0	0	0	0	0	0	0	1	0	1	.	.	.	.
1998	MAX	TBI	0	0	0	0	0	0	0	3	0	3	.	.	.	.
1998	MAX	ALL	0	0	0	0	5	1	3	72	5	86	0	30	0	56
1998	DIED	MR	2	1	3	5	0	0	1	0	0	12	.	.	.	.
1998	DIED	HI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	DIED	SL	0	0	0	0	0	0	0	0	0	0	.	.	.	.

1998	DIED	VI	0	0	0	0	1	0	0	0	0	1	.	.	.	.
1998	DIED	EBD	1	1	0	0	1	0	0	0	0	3	.	.	.	.
1998	DIED	OI	0	0	0	1	1	0	0	0	0	2	.	.	.	.
1998	DIED	OHI	1	2	0	0	0	0	0	0	0	3	.	.	.	.
1998	DIED	SLD	3	1	3	3	3	1	0	0	0	14	.	.	.	.
1998	DIED	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	DIED	MD	2	0	0	0	1	0	0	0	0	3	.	.	.	.
1998	DIED	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	DIED	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	DIED	ALL	9	5	6	9	7	1	1	0	0	38	0	12	0	21
1998	MOVE	MR	102	120	125	54	38	8	2	1	0	450	.	.	.	.
1998	MOVE	HI	2	0	2	1	1	0	1	0	0	7	.	.	.	.
1998	MOVE	SL	9	5	6	1	0	0	0	0	0	21	.	.	.	.
1998	MOVE	VI	0	1	2	2	0	0	0	0	0	5	.	.	.	.
1998	MOVE	EBD	113	96	98	54	16	4	1	0	0	382	.	.	.	.
1998	MOVE	OI	5	1	0	1	1	0	0	0	0	8	.	.	.	.
1998	MOVE	OHI	5	9	7	6	2	0	0	0	0	29	.	.	.	.
1998	MOVE	SLD	241	217	180	124	52	19	2	0	8	843	.	.	.	.
1998	MOVE	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	MOVE	MD	1	6	0	3	0	0	0	1	0	11	.	.	.	.
1998	MOVE	A	0	0	1	0	0	1	0	0	0	2	.	.	.	.
1998	MOVE	TBI	0	1	2	0	1	0	0	0	0	4	.	.	.	.
1998	MOVE	ALL	478	456	423	246	111	32	6	2	8	1762	5	629	13	1036
1998	NOT	MR	30	29	35	23	36	18	10	0	0	181	.	.	.	.
1998	NOT	HI	1	1	0	1	0	0	0	0	0	3	.	.	.	.
1998	NOT	SL	2	1	0	1	0	0	0	0	0	4	.	.	.	.
1998	NOT	VI	1	0	4	0	1	0	1	0	0	7	.	.	.	.
1998	NOT	EBD	9	25	17	21	16	15	13	2	0	118	.	.	.	.
1998	NOT	OI	1	1	0	1	0	0	0	0	0	3	.	.	.	.
1998	NOT	OHI	4	3	4	1	2	1	0	0	0	15	.	.	.	.

1998	NOT	SLD	65	48	57	48	39	37	20	1	1	316	.	.	.	.
1998	NOT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	NOT	MD	2	0	2	2	1	1	0	0	0	8	.	.	.	.
1998	NOT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	NOT	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	NOT	ALL	115	108	119	98	95	72	44	3	1	655	0	262	14	378
1998	OUT	MR	8	17	164	153	142	74	22	4	0	584	.	.	.	.
1998	OUT	HI	0	2	1	0	2	2	1	0	0	8	.	.	.	.
1998	OUT	SL	0	0	4	1	1	2	0	0	0	8	.	.	.	.
1998	OUT	VI	0	0	1	0	2	1	1	0	0	5	.	.	.	.
1998	OUT	EBD	4	9	88	56	41	14	4	0	1	217	.	.	.	.
1998	OUT	OI	0	0	0	1	0	0	1	0	0	2	.	.	.	.
1998	OUT	OHI	0	1	6	7	7	2	0	0	0	23	.	.	.	.
1998	OUT	SLD	8	26	330	299	263	108	12	2	1	1049	.	.	.	.
1998	OUT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1998	OUT	MD	0	0	1	5	2	0	1	0	0	9	.	.	.	.
1998	OUT	A	0	0	0	0	2	0	0	0	0	2	.	.	.	.
1998	OUT	TBI	0	0	0	2	1	0	0	0	0	3	.	.	.	.
1998	OUT	ALL	20	55	595	524	463	203	42	6	2	1910	1	673	8	1135
1998	TX	MR	147	177	332	328	764	570	142	104	2	2566	.	.	.	.
1998	TX	HI	4	4	4	6	37	15	13	1	0	84	.	.	.	.
1998	TX	SL	37	16	17	11	13	12	6	2	0	114	.	.	.	.
1998	TX	VI	4	3	7	3	18	3	4	2	0	44	.	.	.	.
1998	TX	EBD	136	157	221	175	169	82	33	8	3	984	.	.	.	.
1998	TX	OI	6	2	1	4	15	11	4	3	0	46	.	.	.	.
1998	TX	OHI	11	16	20	27	61	30	6	1	0	172	.	.	.	.
1998	TX	SLD	378	353	627	701	1410	817	124	15	12	4437	.	.	.	.
1998	TX	DB	0	0	0	0	0	0	0	1	1	2	.	.	.	.
1998	TX	MD	5	6	3	14	10	8	7	36	6	95	.	.	.	.
1998	TX	A	0	0	1	0	3	3	1	4	0	12	.	.	.	.

1998	TX	TBI	2	1	2	7	8	7	0	3	0	30	.	.	.	.
1998	TX	ALL	730	735	1235	1276	2508	1558	340	180	24	8586	11	3293	50	4918
1999	X	MR	7	6	8	3	10	5	0	0	0	39	.	.	.	.
1999	X	HI	1	1	3	0	0	0	0	0	0	5	.	.	.	.
1999	X	SL	36	26	1	9	2	0	0	0	0	74	.	.	.	.
1999	X	VI	0	2	0	0	0	0	0	0	0	2	.	.	.	.
1999	X	EBD	19	19	13	11	2	0	0	0	0	64	.	.	.	.
1999	X	OI	0	1	1	0	0	0	0	0	0	2	.	.	.	.
1999	X	OHI	3	7	1	5	1	0	0	0	0	17	.	.	.	.
1999	X	SLD	108	100	86	62	34	8	2	1	0	401	.	.	.	.
1999	X	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	X	MD	0	0	0	0	1	0	2	0	0	3	.	.	.	.
1999	X	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	X	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	X	ALL	174	162	113	90	50	13	4	1	0	607	2	184	4	414
1999	REG	MR	0	0	0	3	34	23	5	0	0	65	.	.	.	.
1999	REG	HI	0	0	0	5	23	6	0	1	0	35	.	.	.	.
1999	REG	SL	0	0	0	1	3	1	0	0	0	5	.	.	.	.
1999	REG	VI	0	0	0	5	4	1	3	0	0	13	.	.	.	.
1999	REG	EBD	0	0	0	14	37	14	0	0	0	65	.	.	.	.
1999	REG	OI	0	0	0	2	9	8	2	0	0	21	.	.	.	.
1999	REG	OHI	0	0	0	10	47	14	2	0	0	73	.	.	.	.
1999	REG	SLD	0	0	0	110	553	267	35	1	0	966	.	.	.	.
1999	REG	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	REG	MD	0	0	0	0	0	0	0	1	0	1	.	.	.	.
1999	REG	A	0	0	0	0	1	0	0	0	0	1	.	.	.	.
1999	REG	TBI	0	0	0	0	6	1	0	0	0	7	.	.	.	.
1999	REG	ALL	0	0	0	150	717	335	47	3	0	1252	3	299	1	936
1999	CERT	MR	0	0	0	81	463	388	73	49	24	1078	.	.	.	.
1999	CERT	HI	0	0	0	1	8	16	14	1	0	40	.	.	.	.

1999	CERT	SL	0	0	0	6	2	1	1	1	0	11	.	.	.	.
1999	CERT	VI	0	0	0	0	2	3	0	3	0	8	.	.	.	.
1999	CERT	EBD	0	0	0	12	26	19	3	0	0	60	.	.	.	.
1999	CERT	OI	0	0	0	2	4	4	3	1	0	14	.	.	.	.
1999	CERT	OHI	0	0	0	3	12	22	6	2	0	45	.	.	.	.
1999	CERT	SLD	0	0	0	58	349	308	52	6	0	773	.	.	.	.
1999	CERT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	CERT	MD	0	0	0	1	3	2	6	15	0	27	.	.	.	.
1999	CERT	A	0	0	0	1	2	1	2	7	0	13	.	.	.	.
1999	CERT	TBI	0	0	0	0	4	4	0	0	0	8	.	.	.	.
1999	CERT	ALL	0	0	0	165	875	768	160	85	24	2077	5	1193	12	851
1999	MAX	MR	0	0	0	0	1	0	0	81	34	116	.	.	.	.
1999	MAX	HI	0	0	0	0	0	0	0	1	0	1	.	.	.	.
1999	MAX	SL	0	0	0	0	0	0	0	1	0	1	.	.	.	.
1999	MAX	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	MAX	EBD	0	0	0	0	0	0	0	21	1	22	.	.	.	.
1999	MAX	OI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	MAX	OHI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	MAX	SLD	0	0	0	0	0	0	0	48	0	48	.	.	.	.
1999	MAX	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	MAX	MD	0	0	0	0	0	0	0	25	0	25	.	.	.	.
1999	MAX	A	0	0	0	0	0	0	0	2	0	2	.	.	.	.
1999	MAX	TBI	0	0	0	0	0	0	0	1	0	1	.	.	.	.
1999	MAX	ALL	0	0	0	0	1	0	0	180	35	216	1	130	0	85
1999	DIED	MR	0	2	0	4	4	1	0	1	0	12	.	.	.	.
1999	DIED	HI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	DIED	SL	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	DIED	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	DIED	EBD	0	1	1	0	0	0	0	0	0	2	.	.	.	.
1999	DIED	OI	0	0	0	0	0	0	0	0	0	0	.	.	.	.

1999	DIED	OHI	1	1	0	0	0	0	0	0	0	2	.	.	.	.
1999	DIED	SLD	0	2	5	1	1	2	0	0	0	11	.	.	.	.
1999	DIED	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	DIED	MD	2	0	0	0	0	0	0	0	0	2	.	.	.	.
1999	DIED	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	DIED	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	DIED	ALL	3	6	6	5	5	3	0	1	0	29	0	11	0	17
1999	MOVE	MR	130	104	98	71	41	16	3	0	0	463	.	.	.	.
1999	MOVE	HI	1	1	2	1	0	0	0	0	0	5	.	.	.	.
1999	MOVE	SL	3	2	1	0	0	0	0	0	0	6	.	.	.	.
1999	MOVE	VI	0	5	0	1	0	1	0	0	0	7	.	.	.	.
1999	MOVE	EBD	98	81	87	46	13	5	0	1	0	331	.	.	.	.
1999	MOVE	OI	1	1	0	0	0	0	0	0	0	2	.	.	.	.
1999	MOVE	OHI	7	12	8	3	2	0	0	0	0	32	.	.	.	.
1999	MOVE	SLD	275	228	209	132	51	18	1	0	0	914	.	.	.	.
1999	MOVE	DB	0	1	0	0	1	0	0	0	0	2	.	.	.	.
1999	MOVE	MD	5	0	3	1	0	0	0	0	0	9	.	.	.	.
1999	MOVE	A	1	1	1	1	0	0	0	0	0	4	.	.	.	.
1999	MOVE	TBI	1	1	2	1	1	0	0	0	0	6	.	.	.	.
1999	MOVE	ALL	522	437	411	257	109	40	4	1	0	1781	1	651	12	1107
1999	NOT	MR	43	70	75	46	30	25	24	16	0	329	.	.	.	.
1999	NOT	HI	0	0	2	1	0	1	0	0	0	4	.	.	.	.
1999	NOT	SL	3	3	4	0	0	0	1	0	0	11	.	.	.	.
1999	NOT	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	NOT	EBD	49	55	47	31	27	27	7	1	0	244	.	.	.	.
1999	NOT	OI	1	0	0	0	0	0	0	0	0	1	.	.	.	.
1999	NOT	OHI	3	2	3	2	3	0	1	0	0	14	.	.	.	.
1999	NOT	SLD	116	130	134	96	56	43	35	12	1	623	.	.	.	.
1999	NOT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	NOT	MD	1	3	1	1	0	0	0	0	0	6	.	.	.	.

1999	NOT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	NOT	TBI	1	0	0	1	0	1	0	0	0	3	.	.	.	.
1999	NOT	ALL	217	263	266	178	116	97	68	29	1	1235	0	634	9	590
1999	OUT	MR	11	28	136	156	156	82	32	8	0	609	.	.	.	.
1999	OUT	HI	0	0	2	1	1	1	1	0	0	6	.	.	.	.
1999	OUT	SL	0	2	1	4	4	1	0	0	0	12	.	.	.	.
1999	OUT	VI	0	0	1	0	1	0	0	0	0	2	.	.	.	.
1999	OUT	EBD	6	12	93	78	50	21	4	0	0	264	.	.	.	.
1999	OUT	OI	0	0	1	0	1	1	0	0	0	3	.	.	.	.
1999	OUT	OHI	0	2	7	16	8	3	1	0	0	37	.	.	.	.
1999	OUT	SLD	20	38	315	324	255	135	42	6	0	1135	.	.	.	.
1999	OUT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	OUT	MD	0	0	4	2	3	1	0	0	0	10	.	.	.	.
1999	OUT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
1999	OUT	TBI	0	0	1	3	3	1	0	0	0	8	.	.	.	.
1999	OUT	ALL	37	82	561	584	482	246	80	14	0	2086	1	776	7	1282
1999	TX	MR	191	210	317	364	739	540	137	155	58	2711	.	.	.	.
1999	TX	HI	2	2	9	9	32	24	15	3	0	96	.	.	.	.
1999	TX	SL	42	33	7	20	11	3	2	2	0	120	.	.	.	.
1999	TX	VI	0	7	1	6	7	5	3	3	0	32	.	.	.	.
1999	TX	EBD	172	168	241	192	155	86	14	23	1	1052	.	.	.	.
1999	TX	OI	2	2	2	4	14	13	5	1	0	43	.	.	.	.
1999	TX	OHI	14	24	19	39	73	39	10	2	0	220	.	.	.	.
1999	TX	SLD	519	498	749	783	1299	781	167	74	1	4871	.	.	.	.
1999	TX	DB	0	1	0	0	1	0	0	0	0	2	.	.	.	.
1999	TX	MD	8	3	8	5	7	3	8	41	0	83	.	.	.	.
1999	TX	A	1	1	1	2	3	1	2	9	0	20	.	.	.	.
1999	TX	TBI	2	1	3	5	14	7	0	1	0	33	.	.	.	.
1999	TX	ALL	953	950	1357	1429	2355	1502	363	314	60	9283	13	3878	45	5282
2000	X	MR	27	30	21	13	26	5	1	0	0	123	.	.	.	.

2000	X	HI	2	0	0	0	0	0	0	2	0	4	.	.	.	.
2000	X	SL	25	12	16	5	3	0	0	0	0	61	.	.	.	.
2000	X	VI	2	1	0	0	0	0	0	0	0	3	.	.	.	.
2000	X	EBD	25	28	14	17	6	3	1	0	0	94	.	.	.	.
2000	X	OI	0	0	0	0	0	1	0	0	0	1	.	.	.	.
2000	X	OHI	10	5	6	3	2	0	0	0	0	26	.	.	.	.
2000	X	SLD	138	124	118	74	57	16	6	0	0	533	.	.	.	.
2000	X	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	X	MD	1	0	0	0	0	0	0	0	0	1	.	.	.	.
2000	X	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	X	TBI	1	0	1	0	0	0	0	0	0	2	.	.	.	.
2000	X	ALL	231	200	176	112	94	25	8	2	0	848	2	378	5	462
2000	REG	MR	0	0	0	10	44	28	3	2	0	87	.	.	.	.
2000	REG	HI	0	0	0	2	12	6	0	0	0	20	.	.	.	.
2000	REG	SL	0	0	0	2	15	0	1	0	0	18	.	.	.	.
2000	REG	VI	0	0	0	3	12	0	1	0	0	16	.	.	.	.
2000	REG	EBD	0	0	0	10	36	11	2	0	0	59	.	.	.	.
2000	REG	OI	0	0	0	2	5	0	1	0	0	8	.	.	.	.
2000	REG	OHI	0	0	0	8	38	17	0	0	0	63	.	.	.	.
2000	REG	SLD	0	0	0	118	604	225	23	4	0	974	.	.	.	.
2000	REG	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	REG	MD	0	0	0	0	0	1	0	0	0	1	.	.	.	.
2000	REG	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	REG	TBI	0	0	0	2	8	3	1	0	0	14	.	.	.	.
2000	REG	ALL	0	0	0	157	774	291	32	6	0	1260	1	316	5	928
2000	CERT	MR	0	0	0	85	445	335	115	84	3	1067	.	.	.	.
2000	CERT	HI	0	0	0	0	4	7	8	5	1	25	.	.	.	.
2000	CERT	SL	0	0	0	2	11	6	1	0	0	20	.	.	.	.
2000	CERT	VI	0	0	0	1	1	1	0	0	0	3	.	.	.	.
2000	CERT	EBD	0	0	0	6	27	22	6	0	0	61	.	.	.	.

2000	CERT	OI	0	0	0	0	2	2	3	4	0	11	.	.	.	.
2000	CERT	OHI	0	0	0	5	19	20	9	2	0	55	.	.	.	.
2000	CERT	SLD	0	0	0	57	391	293	52	5	0	798	.	.	.	.
2000	CERT	DB	0	0	0	0	0	0	1	0	0	1	.	.	.	.
2000	CERT	MD	0	0	0	3	5	4	9	15	1	37	.	.	.	.
2000	CERT	A	0	0	0	2	2	2	0	3	0	9	.	.	.	.
2000	CERT	TBI	0	0	0	1	3	4	2	0	0	10	.	.	.	.
2000	CERT	ALL	0	0	0	162	910	696	206	118	5	2097	0	1152	7	935
2000	MAX	MR	0	0	0	0	0	0	0	33	2	35	.	.	.	.
2000	MAX	HI	0	0	0	0	0	0	0	1	0	1	.	.	.	.
2000	MAX	SL	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	MAX	VI	0	0	0	0	0	0	0	2	1	3	.	.	.	.
2000	MAX	EBD	0	0	0	0	0	0	0	2	1	3	.	.	.	.
2000	MAX	OI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	MAX	OHI	0	0	0	0	0	0	0	5	0	5	.	.	.	.
2000	MAX	SLD	0	0	0	0	0	0	0	3	0	3	.	.	.	.
2000	MAX	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	MAX	MD	0	0	0	0	0	0	0	15	0	15	.	.	.	.
2000	MAX	A	0	0	0	0	0	0	0	3	0	3	.	.	.	.
2000	MAX	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	MAX	ALL	0	0	0	0	0	0	0	64	4	68	2	29	0	37
2000	DIED	MR	0	2	2	1	1	3	0	1	0	10	.	.	.	.
2000	DIED	HI	0	0	0	1	0	0	0	0	0	1	.	.	.	.
2000	DIED	SL	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	DIED	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	DIED	EBD	0	0	1	0	0	0	0	0	0	1	.	.	.	.
2000	DIED	OI	0	0	1	1	0	0	0	0	0	2	.	.	.	.
2000	DIED	OHI	1	2	0	1	1	0	0	0	0	5	.	.	.	.
2000	DIED	SLD	1	6	3	2	4	0	0	0	0	16	.	.	.	.
2000	DIED	DB	0	1	0	0	0	0	0	0	0	1	.	.	.	.

2000	DIED	MD	1	0	1	2	1	2	0	0	0	7	.	.	.	.
2000	DIED	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	DIED	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	DIED	ALL	3	11	8	8	7	5	0	1	0	43	0	19	0	24
2000	MOVE	MR	136	151	109	96	45	11	1	0	0	549	.	.	.	.
2000	MOVE	HI	0	4	4	1	2	0	0	0	0	11	.	.	.	.
2000	MOVE	SL	9	5	4	4	1	1	0	0	0	24	.	.	.	.
2000	MOVE	VI	3	4	1	1	1	0	0	0	0	10	.	.	.	.
2000	MOVE	EBD	127	151	117	52	10	7	1	0	0	465	.	.	.	.
2000	MOVE	OI	0	1	0	3	0	0	0	0	0	4	.	.	.	.
2000	MOVE	OHI	27	18	13	11	3	1	0	0	0	73	.	.	.	.
2000	MOVE	SLD	320	317	298	152	62	20	4	1	0	1174	.	.	.	.
2000	MOVE	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	MOVE	MD	5	2	2	2	1	0	0	0	0	12	.	.	.	.
2000	MOVE	A	0	1	0	0	0	0	0	0	0	1	.	.	.	.
2000	MOVE	TBI	0	1	1	1	1	0	0	0	0	4	.	.	.	.
2000	MOVE	ALL	627	655	549	323	126	40	6	1	0	2327	5	764	29	1525
2000	NOT	MR	28	32	50	39	31	21	24	8	1	234	.	.	.	.
2000	NOT	HI	0	2	0	0	0	1	0	0	0	3	.	.	.	.
2000	NOT	SL	1	4	6	1	2	0	2	0	0	16	.	.	.	.
2000	NOT	VI	0	0	0	0	1	0	0	0	1	2	.	.	.	.
2000	NOT	EBD	21	24	29	35	25	20	18	9	1	182	.	.	.	.
2000	NOT	OI	0	0	0	0	1	0	0	0	0	1	.	.	.	.
2000	NOT	OHI	1	0	2	2	2	0	0	0	0	7	.	.	.	.
2000	NOT	SLD	53	79	89	88	63	34	41	23	2	472	.	.	.	.
2000	NOT	DB	0	0	0	1	0	0	0	0	0	1	.	.	.	.
2000	NOT	MD	0	1	1	0	2	0	0	1	0	5	.	.	.	.
2000	NOT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	NOT	TBI	0	1	0	0	0	0	0	0	0	1	.	.	.	.
2000	NOT	ALL	104	143	177	166	127	76	85	41	5	924	1	373	6	542

2000	OUT	MR	13	24	163	140	139	66	12	5	1	563	.	.	.	.
2000	OUT	HI	0	0	2	1	4	1	1	0	0	9	.	.	.	.
2000	OUT	SL	0	0	6	4	1	0	0	0	0	11	.	.	.	.
2000	OUT	VI	1	0	3	1	3	2	0	0	0	10	.	.	.	.
2000	OUT	EBD	16	17	72	65	45	16	6	0	0	237	.	.	.	.
2000	OUT	OI	0	0	0	0	1	0	1	0	0	2	.	.	.	.
2000	OUT	OHI	2	1	7	15	12	10	4	0	0	51	.	.	.	.
2000	OUT	SLD	19	55	324	295	239	119	27	2	0	1080	.	.	.	.
2000	OUT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	OUT	MD	1	0	2	3	0	1	0	0	0	7	.	.	.	.
2000	OUT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2000	OUT	TBI	0	0	1	3	1	0	2	0	0	7	.	.	.	.
2000	OUT	ALL	52	97	580	527	445	215	53	7	1	1977	5	740	6	1219
2000	TX	MR	204	239	345	384	731	469	156	133	7	2668	.	.	.	.
2000	TX	HI	2	6	6	5	22	15	9	8	1	74	.	.	.	.
2000	TX	SL	35	21	32	18	33	7	4	0	0	150	.	.	.	.
2000	TX	VI	6	5	4	6	18	3	1	2	2	47	.	.	.	.
2000	TX	EBD	189	220	233	185	149	79	34	11	2	1102	.	.	.	.
2000	TX	OI	0	1	1	6	9	3	5	4	0	29	.	.	.	.
2000	TX	OHI	41	26	28	45	77	48	13	7	0	285	.	.	.	.
2000	TX	SLD	531	581	832	786	1420	707	153	38	2	5050	.	.	.	.
2000	TX	DB	0	1	0	1	0	0	1	0	0	3	.	.	.	.
2000	TX	MD	8	3	6	10	9	8	9	31	1	85	.	.	.	.
2000	TX	A	0	1	0	2	2	2	0	6	0	13	.	.	.	.
2000	TX	TBI	1	2	3	7	13	7	5	0	0	38	.	.	.	.
2000	TX	ALL	1017	1106	1490	1455	2483	1348	390	240	15	9544	16	3771	58	5672
2001	X	MR	10	11	21	18	17	11	4	1	0	93	.	.	.	.
2001	X	HI	0	1	1	0	0	0	0	0	0	2	.	.	.	.
2001	X	SL	33	7	5	3	1	0	0	0	0	49	.	.	.	.
2001	X	VI	1	1	1	0	1	0	0	0	0	4	.	.	.	.

2001	X	EBD	17	16	12	11	4	1	0	0	0	61	.	.	.	.
2001	X	OI	3	4	7	3	0	0	0	0	0	17	.	.	.	.
2001	X	OHI	9	2	5	8	0	0	0	0	0	24	.	.	.	.
2001	X	SLD	132	106	103	76	36	13	4	3	3	476	.	.	.	.
2001	X	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	X	MD	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	X	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	X	TBI	2	0	0	0	0	0	0	0	0	2	.	.	.	.
2001	X	ALL	207	148	155	119	59	25	8	4	3	728	0	282	9	433
2001	REG	MR	.	.	0	7	23	15	2	0	0	47	.	.	.	.
2001	REG	HI	.	.	0	2	11	4	0	0	0	17	.	.	.	.
2001	REG	SL	.	.	0	5	14	2	1	0	0	22	.	.	.	.
2001	REG	VI	.	.	0	4	11	1	3	0	0	19	.	.	.	.
2001	REG	EBD	.	.	0	12	25	16	0	1	0	54	.	.	.	.
2001	REG	OI	.	.	0	3	13	3	1	0	0	20	.	.	.	.
2001	REG	OHI	.	.	0	21	31	9	0	0	0	61	.	.	.	.
2001	REG	SLD	.	.	0	113	513	205	25	0	1	857	.	.	.	.
2001	REG	DB	.	.	0	0	0	0	0	0	0	0	.	.	.	.
2001	REG	MD	.	.	0	0	0	1	0	0	0	1	.	.	.	.
2001	REG	A	.	.	0	0	2	0	0	0	0	2	.	.	.	.
2001	REG	TBI	.	.	0	2	7	0	0	1	0	10	.	.	.	.
2001	REG	ALL	.	.	0	169	650	256	32	2	1	1110	4	302	6	795
2001	CERT	MR	0	0	0	83	410	289	73	81	0	936	.	.	.	.
2001	CERT	HI	0	0	0	1	4	8	7	2	0	22	.	.	.	.
2001	CERT	SL	0	0	0	3	14	7	1	0	0	25	.	.	.	.
2001	CERT	VI	0	0	0	1	2	2	0	1	0	6	.	.	.	.
2001	CERT	EBD	0	0	0	14	31	13	5	0	0	63	.	.	.	.
2001	CERT	OI	0	0	0	4	1	3	0	1	1	10	.	.	.	.
2001	CERT	OHI	0	0	0	21	30	13	12	0	0	76	.	.	.	.
2001	CERT	SLD	0	0	0	97	521	376	50	4	2	1050	.	.	.	.

2001	CERT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	CERT	MD	0	0	0	1	9	4	7	9	4	34	.	.	.	.
2001	CERT	A	0	0	0	0	1	2	3	5	0	11	.	.	.	.
2001	CERT	TBI	0	0	0	1	4	2	0	3	0	10	.	.	.	.
2001	CERT	ALL	0	0	0	226	1027	719	158	106	7	2243	3	1241	13	979
2001	MAX	MR	.	.	.	.	.	.	0	33	5	38	.	.	.	.
2001	MAX	HI	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2001	MAX	SL	.	.	.	.	.	.	0	0	1	1	.	.	.	.
2001	MAX	VI	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2001	MAX	EBD	.	.	.	.	.	.	0	0	1	1	.	.	.	.
2001	MAX	OI	.	.	.	.	.	.	0	1	0	1	.	.	.	.
2001	MAX	OHI	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2001	MAX	SLD	.	.	.	.	.	.	0	2	0	2	.	.	.	.
2001	MAX	DB	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2001	MAX	MD	.	.	.	.	.	.	0	11	2	13	.	.	.	.
2001	MAX	A	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2001	MAX	TBI	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2001	MAX	ALL	.	.	.	.	.	.	0	47	9	56	0	23	1	32
2001	DIED	MR	0	0	2	1	1	1	0	0	0	5	.	.	.	.
2001	DIED	HI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	DIED	SL	0	0	0	1	0	0	0	0	0	1	.	.	.	.
2001	DIED	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	DIED	EBD	0	0	0	1	0	1	0	0	0	2	.	.	.	.
2001	DIED	OI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	DIED	OHI	1	1	0	1	1	0	0	0	0	4	.	.	.	.
2001	DIED	SLD	0	0	0	3	2	0	1	0	0	6	.	.	.	.
2001	DIED	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	DIED	MD	0	1	0	2	2	0	1	0	0	6	.	.	.	.
2001	DIED	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	DIED	TBI	0	0	1	0	0	0	0	0	0	1	.	.	.	.

2001	DIED	ALL	1	2	3	9	6	2	2	0	0	25	0	10	0	15
2001	MOVE	MR	86	101	107	52	35	6	3	0	0	390	.	.	.	.
2001	MOVE	HI	2	0	4	3	1	2	0	0	0	12	.	.	.	.
2001	MOVE	SL	14	5	8	5	0	0	0	0	0	32	.	.	.	.
2001	MOVE	VI	4	6	3	1	0	0	0	0	0	14	.	.	.	.
2001	MOVE	EBD	77	71	80	54	17	6	2	0	0	307	.	.	.	.
2001	MOVE	OI	4	6	6	1	5	0	0	0	0	22	.	.	.	.
2001	MOVE	OHI	18	11	15	20	2	0	2	0	0	68	.	.	.	.
2001	MOVE	SLD	226	223	202	137	58	17	6	1	0	870	.	.	.	.
2001	MOVE	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	MOVE	MD	1	0	2	1	1	2	0	0	0	7	.	.	.	.
2001	MOVE	A	0	1	1	0	1	0	0	0	0	3	.	.	.	.
2001	MOVE	TBI	5	2	2	1	1	0	0	0	0	11	.	.	.	.
2001	MOVE	ALL	437	426	430	275	121	33	13	1	0	1736	4	630	19	1077
2001	NOT	MR	9	12	28	30	24	11	8	10	1	133	.	.	.	.
2001	NOT	HI	0	0	1	0	0	0	0	0	0	1	.	.	.	.
2001	NOT	SL	3	2	3	1	1	0	0	0	0	10	.	.	.	.
2001	NOT	VI	2	0	1	0	0	0	0	0	0	3	.	.	.	.
2001	NOT	EBD	10	21	22	17	7	2	8	5	0	92	.	.	.	.
2001	NOT	OI	1	0	0	1	1	0	0	0	0	3	.	.	.	.
2001	NOT	OHI	3	2	3	2	0	0	0	0	0	10	.	.	.	.
2001	NOT	SLD	53	56	77	63	53	21	4	11	0	338	.	.	.	.
2001	NOT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	NOT	MD	0	1	0	0	0	0	0	0	0	1	.	.	.	.
2001	NOT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	NOT	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	NOT	ALL	81	94	135	114	86	34	20	26	1	591	0	216	15	359
2001	OUT	MR	9	13	113	122	102	57	11	3	0	430	.	.	.	.
2001	OUT	HI	0	1	5	2	0	1	0	0	0	9	.	.	.	.
2001	OUT	SL	0	1	6	3	3	3	0	0	0	16	.	.	.	.

2001	OUT	VI	0	0	4	3	3	1	0	1	0	12	.	.	.	.
2001	OUT	EBD	4	10	44	46	20	14	7	1	0	146	.	.	.	.
2001	OUT	OI	0	0	4	3	1	1	0	1	0	10	.	.	.	.
2001	OUT	OHI	3	2	7	10	9	8	1	1	0	41	.	.	.	.
2001	OUT	SLD	11	33	232	226	220	92	21	4	0	839	.	.	.	.
2001	OUT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	OUT	MD	0	0	0	1	4	0	0	0	0	5	.	.	.	.
2001	OUT	A	0	0	1	0	0	0	0	1	0	2	.	.	.	.
2001	OUT	TBI	0	0	0	1	0	1	0	0	0	2	.	.	.	.
2001	OUT	ALL	27	60	416	417	362	178	40	12	0	1512	0	544	10	950
2001	TX	MR	114	137	271	313	612	390	101	128	6	2072	.	.	.	.
2001	TX	HI	2	2	11	8	16	15	7	2	0	63	.	.	.	.
2001	TX	SL	50	15	22	21	33	12	2	0	1	156	.	.	.	.
2001	TX	VI	7	7	9	9	17	4	3	2	0	58	.	.	.	.
2001	TX	EBD	108	118	158	155	104	53	22	7	1	726	.	.	.	.
2001	TX	OI	8	10	17	15	21	7	1	3	1	83	.	.	.	.
2001	TX	OHI	34	18	30	83	73	30	15	1	0	284	.	.	.	.
2001	TX	SLD	422	418	614	715	1403	724	111	25	6	4438	.	.	.	.
2001	TX	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2001	TX	MD	1	2	2	5	16	7	8	20	6	67	.	.	.	.
2001	TX	A	0	1	2	0	4	2	3	6	0	18	.	.	.	.
2001	TX	TBI	7	2	3	5	12	3	0	4	0	36	.	.	.	.
2001	TX	ALL	753	730	1139	1329	2311	1247	273	198	21	8001	11	3248	73	4640
2002	REG	MR	.	.	0	2	21	22	9	0	0	54	.	.	.	.
2002	REG	HI	.	.	0	2	10	8	1	0	0	21	.	.	.	.
2002	REG	SL	.	.	0	4	16	6	1	1	0	28	.	.	.	.
2002	REG	VI	.	.	0	4	8	1	0	0	0	13	.	.	.	.
2002	REG	EBD	.	.	0	7	29	5	3	0	0	44	.	.	.	.

2002	REG	OI	.	.	0	1	5	2	1	0	0	9	.	.	.	.
2002	REG	OHI	.	.	0	20	71	16	1	2	0	110	.	.	.	.
2002	REG	SLD	.	.	0	95	439	199	20	3	1	757	.	.	.	.
2002	REG	DB	.	.	0	1	0	0	0	0	0	1	.	.	.	.
2002	REG	MD	.	.	0	0	1	0	0	0	0	1	.	.	.	.
2002	REG	A	.	.	0	0	3	0	1	0	0	4	.	.	.	.
2002	REG	TBI	.	.	0	0	7	0	0	1	0	8	.	.	.	.
2002	REG	ALL	.	.	0	136	610	259	37	7	1	1,050	5	289	3	745
2002	CERT	MR	0	0	0	83	432	290	92	67	0	964	.	.	.	.
2002	CERT	HI	0	0	0	2	13	13	6	4	0	38	.	.	.	.
2002	CERT	SL	0	0	0	3	15	11	0	2	0	31	.	.	.	.
2002	CERT	VI	0	0	0	2	2	4	2	1	0	11	.	.	.	.
2002	CERT	EBD	0	0	0	8	32	20	7	1	0	68	.	.	.	.
2002	CERT	OI	0	0	0	0	1	1	0	3	0	5	.	.	.	.
2002	CERT	OHI	0	0	0	7	39	25	7	0	0	78	.	.	.	.
2002	CERT	SLD	0	0	0	90	592	479	70	7	0	1,238	.	.	.	.
2002	CERT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	CERT	MD	0	0	0	2	9	3	12	19	0	45	.	.	.	.
2002	CERT	A	0	0	0	1	1	1	5	5	0	13	.	.	.	.
2002	CERT	TBI	0	0	0	0	8	2	1	1	0	12	.	.	.	.
2002	CERT	ALL	0	0	0	198	1,144	849	202	110	0	2,503	1	1,342	15	1,138
2002	MAX	MR	.	.	.	.	.	.	0	71	54	125	.	.	.	.
2002	MAX	HI	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2002	MAX	SL	.	.	.	.	.	.	0	1	3	4				.

2002	MAX	VI	.	.	.	.	.	.	0	1	0	1	.	.	.	.
2002	MAX	EBD	.	.	.	.	.	.	0	12	32	44	.	.	.	.
2002	MAX	OI	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2002	MAX	OHI	.	.	.	.	.	.	0	3	0	3	.	.	.	.
2002	MAX	SLD	.	.	.	.	.	.	0	25	58	83	.	.	.	.
2002	MAX	DB	.	.	.	.	.	.	0	0	0	0	.	.	.	.
2002	MAX	MD	.	.	.	.	.	.	0	15	7	22	.	.	.	.
2002	MAX	A	.	.	.	.	.	.	0	4	0	4	.	.	.	.
2002	MAX	TBI	.	.	.	.	.	.	0	1	0	1	.	.	.	.
2002	MAX	ALL	.	.	.	.	.	.	0	133	154	287	0	188	2	97
2002	Transferred to regular education	MR	13	8	9	9	10	4	0	0	0	53	.	.	.	.
2002	Transferred to regular education	HI	3	0	1	1	2	0	0	0	0	7	.	.	.	.
2002	Transferred to regular education	SL	36	22	9	7	2	0	0	0	0	76	.	.	.	.
2002	Transferred to regular education	VI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Transferred to regular education	EBD	15	19	19	7	4	3	0	0	0	67	.	.	.	.
2002	Transferred to regular education	OI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Transferred to regular education	OHI	12	20	17	9	8	0	1	0	0	67	.	.	.	.
2002	Transferred to regular education	SLD	148	121	122	90	43	12	6	1	0	543	.	.	.	.
2002	Transferred to regular education	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.

2002	Transferred to regular education	MD	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Transferred to regular education	A	1	2	0	0	0	0	0	0	0	3	.	.	.	.
2002	Transferred to regular education	TBI	2	0	0	0	0	0	0	0	0	2	.	.	.	.
2002	Transferred to regular education	ALL	230	192	177	123	69	19	7	1	0	818	1	240	6	567
2002	Died	MR	0	1	0	1	1	1	0	2	0	6	.	.	.	.
2002	Died	HI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Died	SL	0	1	0	0	0	0	0	0	0	1	.	.	.	.
2002	Died	VI	0	0	0	0	1	0	0	0	0	1	.	.	.	.
2002	Died	EBD	0	1	0	1	1	0	0	0	0	3	.	.	.	.
2002	Died	OI	0	0	0	2	1	0	0	0	0	3	.	.	.	.
2002	Died	OHI	3	1	0	0	0	0	0	0	0	4	.	.	.	.
2002	Died	SLD	0	0	5	0	0	0	0	0	0	5	.	.	.	.
2002	Died	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Died	MD	0	0	1	1	0	1	1	1	0	5	.	.	.	.
2002	Died	A	0	0	1	0	0	0	0	0	0	1	.	.	.	.
2002	Died	TBI	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Died	ALL	3	4	7	5	4	2	1	3	0	29	0	11	0	18
2002	Moved, known to be continuing	MR	106	101	91	67	46	16	2	2	0	431	.	.	.	.
2002	Moved, known to be continuing	HI	5	8	6	3	3	0	0	0	0	25	.	.	.	.

2002	Moved, known to be continuing	SL	11	3	1	4	3	0	0	0	0	22	.	.	.	.
2002	Moved, known to be continuing	VI	2	0	1	4	2	0	0	0	0	9	.	.	.	.
2002	Moved, known to be continuing	EBD	85	90	78	58	27	4	1	0	0	343	.	.	.	.
2002	Moved, known to be continuing	OI	1	0	0	1	1	0	0	0	0	3	.	.	.	.
2002	Moved, known to be continuing	OHI	26	25	18	18	4	2	0	0	0	93	.	.	.	.
2002	Moved, known to be continuing	SLD	313	257	250	185	118	36	3	1	2	1,165	.	.	.	.
2002	Moved, known to be continuing	DB	5	0	0	0	0	0	0	0	0	5	.	.	.	.
2002	Moved, known to be continuing	MD	2	2	2	1	3	0	1	0	0	11	.	.	.	.
2002	Moved, known to be continuing	A	2	2	1	2	0	1	0	0	0	8	.	.	.	.
2002	Moved, known to be continuing	TBI	2	3	3	0	3	0	1	0	0	12	.	.	.	.
2002	Moved, known to be continuing	ALL	560	491	451	343	210	59	8	3	2	2,127	4	862	22	1,230
2002	Moved, not known to be	MR	13	26	29	25	19	22	29	32	0	195	.	.	.	.

2002	Moved, not known to be continuing	HI	1	0	1	4	4	1	2	0	0	13	.	.	.	.
2002	Moved, not known to be continuing	SL	5	4	4	2	1	3	2	1	0	22	.	.	.	.
2002	Moved, not known to be continuing	VI	0	0	0	0	1	0	0	0	0	1	.	.	.	.
2002	Moved, not known to be continuing	EBD	20	13	21	19	20	17	19	23	2	154	.	.	.	.
2002	Moved, not known to be continuing	OI	1	0	0	0	0	0	0	0	0	1	.	.	.	.
2002	Moved, not known to be continuing	OHI	4	5	6	5	4	0	1	3	0	28	.	.	.	.
2002	Moved, not known to be continuing	SLD	36	59	88	77	79	42	54	49	1	485	.	.	.	.
2002	Moved, not known to be continuing	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	Moved, not known to be continuing	MD	0	0	1	0	0	0	1	0	0	2	.	.	.	.
2002	Moved, not known to be continuing	A	0	0	1	0	0	0	1	0	0	2	.	.	.	.
2002	Moved, not known to be continuing	TBI	0	0	1	0	1	0	0	1	0	3	.	.	.	.
2002	Moved, not known to be	ALL	80	107	152	132	129	85	109	109	3	906	0	425	11	466

2002	OUT	MR	1	10	80	83	91	62	14	8	0	349	.	.	.	.
2002	OUT	HI	0	0	1	1	2	2	1	0	0	7	.	.	.	.
2002	OUT	SL	0	0	2	9	3	1	1	1	0	17	.	.	.	.
2002	OUT	VI	0	0	2	2	2	0	1	0	0	7	.	.	.	.
2002	OUT	EBD	2	2	43	36	40	12	6	9	0	150	.	.	.	.
2002	OUT	OI	1	0	1	0	1	2	0	0	0	5	.	.	.	.
2002	OUT	OHI	1	2	17	13	12	7	3	0	0	55	.	.	.	.
2002	OUT	SLD	4	25	267	288	298	113	25	7	1	1,028	.	.	.	.
2002	OUT	DB	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	OUT	MD	0	0	0	0	2	1	0	0	0	3	.	.	.	.
2002	OUT	A	0	0	0	0	0	0	0	0	0	0	.	.	.	.
2002	OUT	TBI	0	0	0	1	1	1	0	0	0	3	.	.	.	.
2002	OUT	ALL	9	39	413	433	452	201	51	25	1	1,624	3	565	8	1,042
2002	TX	MR	133	146	209	270	620	417	146	182	54	2,177	.	.	.	.
2002	TX	HI	9	8	9	13	34	24	10	4	0	111	.	.	.	.
2002	TX	SL	52	30	16	29	40	21	4	6	3	201	.	.	.	.
2002	TX	VI	2	0	3	12	16	5	3	2	0	43	.	.	.	.
2002	TX	EBD	122	125	161	136	153	61	36	45	34	873	.	.	.	.
2002	TX	OI	3	0	1	4	9	5	1	3	0	26	.	.	.	.
2002	TX	OHI	46	53	58	72	138	50	13	8	0	438	.	.	.	.
2002	TX	SLD	501	462	732	825	1,569	881	178	93	63	5,304	.	.	.	.
2002	TX	DB	5	0	0	1	0	0	0	0	0	6	.	.	.	.
2002	TX	MD	2	2	4	4	15	5	15	35	7	89	.	.	.	.

2002	TX	A	3	4	3	3	4	2	7	9	0	35	.	.	.	.
2002	TX	TBI	4	3	4	1	20	3	2	4	0	41	.	.	.	.
2002	TX	ALL	882	833	1,200	1,370	2,618	1,474	415	391	161	9,344	14	3,922	67	5,303
2003	REG	MR	x	x	x	x	19	24	x	x	x	x				
2003	REG	HI	x	x	x	x	10	7	x	x	x	x				
2003	REG	SL	x	x	x	x	11	5	x	x	x	x				
2003	REG	VI	x	x	x	x	10	5	x	x	x	x				
2003	REG	EBD	x	x	x	8	15	x	x	x	x	x				
2003	REG	OI	x	x	x	x	x	x	x	x	x	x				
2003	REG	OHI	x	x	x	11	43	22	x	x	x	x				
2003	REG	SLD	x	x	x	89	505	235	x	x	x	x				
2003	REG	DB	x	x	x	x	x	x	x	x	x	x				
2003	REG	MD	x	x	x	x	x	x	x	x	x	x				
2003	REG	A	x	x	x	x	7	x	x	x	x	x				
2003	REG	TBI	x	x	x	x	7	x	x	x	x	x				
2003	REG	ALL	x	x	x	119	634	314	33	5	x	x				
2003	CERT	MR	x	x	x	79	373	342	103	56	x	x				
2003	CERT	HI	x	x	x	x	16	10	x	x	x	x				
2003	CERT	SL	x	x	x	x	36	16	x	x	x	x				
2003	CERT	VI	x	x	x	x	x	x	x	x	x	x				
2003	CERT	EBD	x	x	x	x	20	17	6	x	x	x				
2003	CERT	OI	x	x	x	x	x	x	x	x	x	x				
2003	CERT	OHI	x	x	x	x	49	24	5	x	x	x				

2003	CERT	SLD	x	x	x	89	588	495	65	10	x	x				
2003	CERT	DB	x	x	x	x	x	x	x	x	x	x				
2003	CERT	MD	x	x	x	x	8	8	6	21	x	x				
2003	CERT	A	x	x	x	x	x	x	x	5	x	x				
2003	CERT	TBI	x	x	x	x	x	x	x	x	x	x				
2003	CERT	ALL	x	x	x	190	1,106	924	199	103	x	x				
2003	MAX	MR	x	x	x	x	x	x	x	x	x	x				
2003	MAX	HI	x	x	x	x	x	x	x	x	x	x				
2003	MAX	SL	x	x	x	x	x	x	x	x	x	x				
2003	MAX	VI	x	x	x	x	x	x	x	x	x	x				
2003	MAX	EBD	x	x	x	x	x	x	x	x	x	34				
2003	MAX	OI	x	x	x	x	x	x	x	x	x	x				
2003	MAX	OHI	x	x	x	x	x	x	x	x	x	x				
2003	MAX	SLD	x	x	x	x	x	x	x	x	x	x				
2003	MAX	DB	x	x	x	x	x	x	x	x	x	x				
2003	MAX	MD	x	x	x	x	x	x	x	x	x	x				
2003	MAX	A	x	x	x	x	x	x	x	x	x	x				
2003	MAX	TBI	x	x	x	x	x	x	x	x	x	x				
2003	MAX	ALL	x	x	x	x	x	x	x	x	115	216				
2003	Transferred to regular education	MR	8	10	6	14	8	7	6	9	x	x				
2003	Transferred to regular education	HI	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	SL	16	11	x	x	x	x	x	x	x	x				

2003	Transferred to regular education	VI	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	EBD	18	15	11	7	6	x	9	x	x	x				
2003	Transferred to regular education	OI	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	OHI	13	7	x	5	5	x	x	x	x	x				
2003	Transferred to regular education	SLD	154	135	121	73	45	19	10	10	x	x				
2003	Transferred to regular education	DB	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	MD	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	A	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	TBI	x	x	x	x	x	x	x	x	x	x				
2003	Transferred to regular education	ALL	210	179	147	102	67	30	28	24	x	x				
2003	Died	MR	x	x	x	x	x	x	x	x	x	x				
2003	Died	HI	x	x	x	x	x	x	x	x	x	x				
2003	Died	SL	x	x	x	x	x	x	x	x	x	x				
2003	Died	VI	x	x	x	x	x	x	x	x	x	x				
2003	Died	EBD	x	x	x	x	x	x	x	x	x	x				
2003	Died	OI	x	x	x	x	x	x	x	x	x	x				
2003	Died	OHI	x	x	x	x	x	x	x	x	x	x				
2003	Died	SLD	x	x	x	x	x	x	x	x	x	x				

2003	Died	DB	x	x	x	x	x	x	x	x	x	x				
2003	Died	MD	x	x	x	x	x	x	x	x	x	x				
2003	Died	A	x	x	x	x	x	x	x	x	x	x				
2003	Died	TBI	x	x	x	x	x	x	x	x	x	x				
2003	Died	ALL	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	MR	85	90	84	61	49	12	x	x	x	x				
2003	Moved, known to be continuing	HI	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	SL	10	7	14	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	VI	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	EBD	81	73	81	51	18	x	x	x	x	x				
2003	Moved, known to be continuing	OI	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	OHI	38	39	26	17	11	x	x	x	x	x				
2003	Moved, known to be continuing	SLD	235	282	247	177	66	16	x	x	x	x				
2003	Moved, known to be continuing	DB	x	x	x	x	x	x	x	x	x	x				

2003	Moved, known to be continuing	MD	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	A	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	TBI	x	x	x	x	x	x	x	x	x	x				
2003	Moved, known to be continuing	ALL	459	501	462	317	156	40	7	5	x	x				
2003	OUT	MR	x	x	91	106	89	86	43	23	x	x				
2003	OUT	HI	x	x	x	x	x	x	x	x	x	x				
2003	OUT	SL	x	x	x	6	x	x	x	x	x	x				
2003	OUT	VI	x	x	x	x	x	x	x	x	x	x				
2003	OUT	EBD	x	x	x	53	41	10	25	20	x	x				
2003	OUT	OI	x	x	x	x	x	x	x	x	x	x				
2003	OUT	OHI	6	8	13	20	25	x	x	x	x	x				
2003	OUT	SLD	76	x	328	324	337	163	77	x	x	x				
2003	OUT	DB	x	x	x	x	x	x	x	x	x	x				
2003	OUT	MD	x	x	x	x	x	x	x	x	x	x				
2003	OUT	A	x	x	x	x	x	x	x	x	x	x				
2003	OUT	TBI	x	x	x	x	x	x	x	x	x	x				
2003	OUT	ALL	113	170	492	514	515	273	152	106	x	x				
2003	TXS	MR	9	36	95	187	482	453	147	123	36	1,568				
2003	TXS	HI	x	x	x	7	33	18	6	5	x	x				

2003	TXS	SL	x	x	8	11	57	25	5	x	x	x				
2003	TXS	VI	x	x	x	x	12	10	5	x	x	x				
2003	TXS	EBD	19	17	46	64	77	34	33	34	25	349				
2003	TXS	OI	x	x	x	7	14	x	x	x	x	x				
2003	TXS	OHI	x	9	14	39	118	52	10	x	5	255				
2003	TXS	SLD	78	101	329	507	1,431	896	165	93	47	3,647				
2003	TXS	DB	x	x	x	x	x	x	x	5	x	x				
2003	TXS	MD	x	x	x	x	x	10	7	36	x	x				
2003	TXS	A	x	x	x	x	13	8	x	9	x	x				
2003	TXS	TBI	x	x	x	x	13	5	x	x	x	x				
2003	TXS	ALL	119	173	500	830	2,262	1,516	385	316	121	6,222				
2004	REG	MR	x	x	x	x	x	13	x	x	x	41	.	.	.	.
2004	REG	HI	x	x	x	x	7	6	x	x	x	17	.	.	.	.
2004	REG	SL	x	x	x	x	16	x	x	x	x	30	.	.	.	.
2004	REG	VI	x	x	x	6	10	x	x	x	x	17	.	.	.	.
2004	REG	EBD	x	x	x	x	30	x	x	x	x	45	.	.	.	.
2004	REG	OI	x	x	x	x	10	x	x	x	x	15	.	.	.	.
2004	REG	OHI	x	x	x	9	64	21	x	x	x	96	.	.	.	.
2004	REG	SLD	x	x	x	105	515	197	x	x	x	847	.	.	.	.
2004	REG	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	REG	MD	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	REG	A	x	x	x	x	7	x	x	x	x	12	.	.	.	.
2004	REG	TBI	x	x	x	x	x	6	x	x	x	16	.	.	.	.
2004	REG	ALL	x	x	x	139	693	270	31	5	x	1,138	x	316	45	771

2004	CERT	MR	x	x	x	76	366	275	56	58	x	831	.	.	.	.
2004	CERT	HI	x	x	x	x	9	11	7	x	x	28	.	.	.	.
2004	CERT	SL	x	x	x	8	27	19	x	x	x	58	.	.	.	.
2004	CERT	VI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	CERT	EBD	x	x	x	x	x	16	x	x	x	38	.	.	.	.
2004	CERT	OI	x	x	x	x	5	10	x	x	x	21	.	.	.	.
2004	CERT	OHI	x	x	x	10	42	26	5	x	x	86	.	.	.	.
2004	CERT	SLD	x	x	x	107	605	404	54	x	x	1,174	.	.	.	.
2004	CERT	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	CERT	MD	x	x	x	x	8	x	8	30	x	55	.	.	.	.
2004	CERT	A	x	x	x	x	10	7	x	5	x	27	.	.	.	.
2004	CERT	TBI	x	x	x	x	8	x	x	x	x	15	.	.	.	.
2004	CERT	ALL	x	x	x	211	1,101	782	143	105	x	2,342	9	1,320	13	991
2004	MAX	MR	x	x	x	x	x	x	x	x	x	58	.	.	.	.
2004	MAX	HI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	SL	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	VI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	EBD	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	OI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	OHI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	SLD	x	x	x	x	x	x	x	x	x	46	.	.	.	.
2004	MAX	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	MD	x	x	x	x	x	x	x	x	x	12	.	.	.	.

2004	MAX	A	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	TBI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	MAX	ALL	x	x	x	x	x	x	x	x	x	154	x	104	x	50
2004	Transferred to regular education	MR	6	x	9	13	15	x	x	x	x	53	.	.	.	.
2004	Transferred to regular education	HI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	SL	34	9	7	x	x	x	x	x	x	58	.	.	.	.
2004	Transferred to regular education	VI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	EBD	15	10	11	8	x	x	x	x	x	45	.	.	.	.
2004	Transferred to regular education	OI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	OHI	15	12	6	12	x	x	x	x	x	50	.	.	.	.
2004	Transferred to regular education	SLD	97	72	79	57	32	8	x	x	x	348	.	.	.	.
2004	Transferred to regular education	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	MD	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	A	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	TBI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Transferred to regular education	ALL	170	109	113	93	54	17	x	x	x	559	x	201	x	348
2004	Died	MR	x	x	x	x	x	x	x	x	x	6	.	.	.	.

2004	Died	HI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	SL	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	VI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	EBD	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	OI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	OHI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	SLD	x	x	x	x	x	x	x	x	x	13	.	.	.	.
2004	Died	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	MD	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	A	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	TBI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Died	ALL	x	x	x	x	x	x	x	x	x	32	x	15	x	17
2004	Moved, known to be continuing	MR	75	69	75	75	42	15	x	x	x	353	.	.	.	.
2004	Moved, known to be continuing	HI	8	x	x	x	x	x	x	x	x	13	.	.	.	.
2004	Moved, known to be continuing	SL	29	13	18	11	6	x	x	x	x	79	.	.	.	.
2004	Moved, known to be continuing	VI	x	x	x	x	x	x	x	x	x	7	.	.	.	.
2004	Moved, known to be continuing	EBD	74	60	71	49	28	7	x	x	x	290	.	.	.	.
2004	Moved, known to	OI	x	x	x	x	x	x	x	x	x	x	.	.	.	.

2004	Moved, known to be continuing	OHI	39	39	36	25	9	5	x	x	x	153	.	.	.	.
2004	Moved, known to be continuing	SLD	325	329	310	245	124	39	x	x	x	1,372	.	.	.	.
2004	Moved, known to be continuing	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	Moved, known to be continuing	MD	5	x	x	x	x	x	x	x	x	18	.	.	.	.
2004	Moved, known to be continuing	A	x	x	x	x	x	x	x	x	x	8	.	.	.	.
2004	Moved, known to be continuing	TBI	x	x	x	x	x	x	x	x	x	16	.	.	.	.
2004	Moved, known to be continuing	ALL	565	522	521	416	213	72	x	x	x	2,315	x	942	25	1,339
2004	OUT	MR	7	12	82	84	94	38	x	x	x	346	.	.	.	.
2004	OUT	HI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	OUT	SL	x	x	x	20	x	11	x	x	x	64	.	.	.	.
2004	OUT	VI	x	x	x	x	x	x	x	x	x	5	.	.	.	.
2004	OUT	EBD	x	x	x	29	33	15	34	7	x	175	.	.	.	.
2004	OUT	OI	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	OUT	OHI	7	x	x	31	x	x	5	x	x	98	.	.	.	.
2004	OUT	SLD	41	76	353	336	324	x	72	x	x	1,367	.	.	.	.
2004	OUT	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.

2004	OUT	MD	x	x	x	x	x	x	x	x	x	11	.	.	.	.
2004	OUT	A	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	OUT	TBI	x	x	x	x	x	x	x	x	x	15	.	.	.	.
2004	OUT	ALL	69	107	519	508	495	219	146	35	x	2,098	x	836	x	1,242
2004	TXS	MR	8	13	84	164	485	327	80	121	x	1,282	.	.	.	.
2004	TXS	HI	x	x	x	5	21	18	9	x	x	56	.	.	.	.
2004	TXS	SL	x	x	16	33	53	39	5	7	x	158	.	.	.	.
2004	TXS	VI	x	x	x	8	15	x	x	x	x	x	.	.	.	.
2004	TXS	EBD	11	9	37	34	81	40	36	30	x	278	.	.	.	.
2004	TXS	OI	x	x	x	x	16	15	x	x	x	38	.	.	.	.
2004	TXS	OHI	8	x	24	51	129	50	12	x	x	285	.	.	.	.
2004	TXS	SLD	42	81	355	552	1,445	746	153	73	x	3,447	.	.	.	.
2004	TXS	DB	x	x	x	x	x	x	x	x	x	x	.	.	.	.
2004	TXS	MD	x	x	x	6	x	7	14	42	x	87	.	.	.	.
2004	TXS	A	x	x	x	x	19	12	5	9	x	48	.	.	.	.
2004	TXS	TBI	x	x	x	7	15	13	x	7	x	52	.	.	.	.
2004	TXS	ALL	73	116	524	866	2,291	1,273	322	299	x	5,764	12	2,591	66	3,071
2005	REG	MR	x	0	0	x	37	25	x	x	0	71	-	-	-	-
2005	REG	HI	0	0	0	x	11	x	x	0	0	27	-	-	-	-
2005	REG	SL	0	0	0	6	32	11	0	0	0	49	-	-	-	-
2005	REG	VI	0	0	0	x	10	x	x	0	0	18	-	-	-	-
2005	REG	EBD	0	0	0	x	17	9	x	x	0	36	-	-	-	-
2005	REG	OI	0	0	0	x	11	7	0	x	0	21	-	-	-	-

2005	REG	OHI	0	0	0	20	76	40	5	0	0	141	-	-	-	-
2005	REG	SLD	0	0	0	128	574	304	x	x	x	1,044	-	-	-	-
2005	REG	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	REG	MD	x	0	0	0	0	x	0	0	0	x	-	-	-	-
2005	REG	A	0	0	0	0	x	x	x	0	0	16	-	-	-	-
2005	REG	TBI	0	0	0	5	x	x	0	0	0	x	-	-	-	-
2005	REG	ALL	0	0	0	177	781	420	50	10	x	1,438	x	468	21	933
2005	CERT	MR	x	0	0	76	275	218	x	66	x	690	-	-	-	-
2005	CERT	HI	0	0	0	x	11	11	x	x	0	35	-	-	-	-
2005	CERT	SL	0	0	0	x	34	20	x	x	0	62	-	-	-	-
2005	CERT	VI	0	0	0	x	x	x	x	x	0	20	-	-	-	-
2005	CERT	EBD	0	0	0	x	20	15	x	0	0	40	-	-	-	-
2005	CERT	OI	0	0	0	0	x	x	x	x	x	x	-	-	-	-
2005	CERT	OHI	0	0	0	x	47	34	x	5	x	95	-	-	-	-
2005	CERT	SLD	0	0	0	81	583	450	x	x	0	1,187	-	-	-	-
2005	CERT	DB	x	0	0	0	0	0	x	0	0	x	-	-	-	-
2005	CERT	MD	0	0	0	0	10	7	6	29	0	52	-	-	-	-
2005	CERT	A	0	0	0	0	10	x	x	12	x	38	-	-	-	-
2005	CERT	TBI	0	0	0	x	x	x	x	x	0	17	-	-	-	-
2005	CERT	ALL	0	0	0	173	1,008	778	164	128	10	2,251	x	1,305	33	890
2005	MAX	MR	-	-	-	-	0	0	x	x	0	34	-	-	-	-
2005	MAX	HI	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2005	MAX	SL	-	-	-	-	x	0	0	x	0	x	-	-	-	-

2005	MAX	VI	-	-	-	-	0	0	0	0	0	0	-	-	-	-
2005	MAX	EBD	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2005	MAX	OI	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2005	MAX	OHI	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2005	MAX	SLD	-	-	-	-	0	0	0	12	0	12	-	-	-	-
2005	MAX	DB	-	-	-	-	0	0	0	0	0	0	-	-	-	-
2005	MAX	MD	-	-	-	-	0	0	0	12	0	12	-	-	-	-
2005	MAX	A	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2005	MAX	TBI	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2005	MAX	ALL	-	-	-	-	0	0	x	x	0	76	0	35	0	41
2005	Transferred to regular education	MR	x	8	x	x	x	0	0	0	0	22	-	-	-	-
2005	Transferred to regular education	HI	0	x	x	0	0	0	0	0	0	x	-	-	-	-
2005	Transferred to regular education	SL	34	23	9	6	x	0	x	0	0	74	-	-	-	-
2005	Transferred to regular education	VI	x	0	x	x	0	0	0	0	0	x	-	-	-	-
2005	Transferred to regular education	EBD	8	x	x	10	x	0	0	0	0	46	-	-	-	-
2005	Transferred to regular education	OI	x	x	x	0	x	0	0	0	0	x	-	-	-	-
2005	Transferred to regular education	OHI	17	15	14	x	x	x	0	0	0	66	-	-	-	-
2005	Transferred to regular education	SLD	85	90	x	x	x	x	x	0	0	341	-	-	-	-
2005	Transferred to regular education	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-

2005	Transferred to regular education	MD	x	x	0	0	0	0	0	0	0	x	-	-	-	-
2005	Transferred to regular education	A	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	Transferred to regular education	TBI	x	0	0	x	0	0	0	0	0	x	-	-	-	-
2005	Transferred to regular education	ALL	153	156	101	98	45	x	x	0	0	562	x	193	7	352
2005	Died	MR	0	x	x	x	x	x	0	x	0	8	-	-	-	-
2005	Died	HI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	Died	SL	0	0	0	x	x	0	0	0	0	x	-	-	-	-
2005	Died	VI	x	x	0	0	0	0	0	0	0	x	-	-	-	-
2005	Died	EBD	x	0	x	0	0	0	0	0	0	x	-	-	-	-
2005	Died	OI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	Died	OHI	x	0	0	0	x	0	0	0	0	x	-	-	-	-
2005	Died	SLD	0	6	x	x	x	x	0	0	0	18	-	-	-	-
2005	Died	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	Died	MD	x	x	x	0	0	0	x	x	0	6	-	-	-	-
2005	Died	A	x	x	0	0	0	0	0	0	0	x	-	-	-	-
2005	Died	TBI	x	0	0	x	0	0	0	0	0	x	-	-	-	-
2005	Died	ALL	x	10	8	6	7	x	x	x	0	40	0	16	0	24
2005	Moved, known to be continuing	MR	72	108	92	67	36	x	x	x	x	400	-	-	-	-
2005	Moved, known to be continuing	HI	x	x	x	6	x	0	0	0	0	18	-	-	-	-

2005	Moved, known to be continuing	SL	21	18	16	14	x	x	0	0	0	77	-	-	-	-
2005	Moved, known to be continuing	VI	x	x	x	x	0	0	0	0	0	8	-	-	-	-
2005	Moved, known to be continuing	EBD	91	92	65	65	32	5	0	0	0	350	-	-	-	-
2005	Moved, known to be continuing	OI	0	0	x	x	x	x	0	0	0	8	-	-	-	-
2005	Moved, known to be continuing	OHI	57	74	58	21	x	x	0	0	0	226	-	-	-	-
2005	Moved, known to be continuing	SLD	346	459	398	255	145	55	10	0	0	1,668	-	-	-	-
2005	Moved, known to be continuing	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	Moved, known to be continuing	MD	x	7	x	x	x	x	x	x	0	27	-	-	-	-
2005	Moved, known to be continuing	A	10	5	x	x	x	0	0	x	0	22	-	-	-	-
2005	Moved, known to be continuing	TBI	x	x	x	x	x	0	0	0	0	17	-	-	-	-
2005	Moved, known to be continuing	ALL	609	770	644	442	244	91	x	x	x	2,821	13	1,105	68	1,596
2005	OUT	MR	x	x	69	68	76	32	21	23	0	308	-	-	-	-

2005	OUT	HI	0	x	x	x	x	x	0	x	0	8	-	-	-	-
2005	OUT	SL	0	0	9	10	12	x	x	x	0	46	-	-	-	-
2005	OUT	VI	0	x	x	x	x	0	0	0	0	7	-	-	-	-
2005	OUT	EBD	x	x	37	33	29	12	13	17	0	148	-	-	-	-
2005	OUT	OI	x	x	x	0	x	x	0	0	0	10	-	-	-	-
2005	OUT	OHI	x	7	30	29	23	10	x	x	x	110	-	-	-	-
2005	OUT	SLD	32	91	334	373	363	196	76	46	0	1,511	-	-	-	-
2005	OUT	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2005	OUT	MD	x	0	x	0	x	x	0	0	0	12	-	-	-	-
2005	OUT	A	x	0	x	x	0	x	0	0	0	x	-	-	-	-
2005	OUT	TBI	0	0	x	0	x	0	0	0	0	x	-	-	-	-
2005	OUT	ALL	x	122	490	518	514	267	117	x	x	2,169	19	896	34	1,200
2005	TXS	MR	81	133	167	218	427	296	85	126	7	1,533	-	-	-	-
2005	TXS	HI	x	6	x	14	26	20	11	6	0	92	-	-	-	-
2005	TXS	SL	55	41	34	41	87	41	8	6	0	313	-	-	-	-
2005	TXS	VI	x	x	5	9	21	11	x	x	0	58	-	-	-	-
2005	TXS	EBD	100	115	108	116	104	41	18	25	0	627	-	-	-	-
2005	TXS	OI	x	x	5	x	25	14	x	x	x	58	-	-	-	-
2005	TXS	OHI	81	96	102	86	164	91	13	9	x	642	-	-	-	-
2005	TXS	SLD	463	646	802	905	1,697	1,012	186	70	x	5,781	-	-	-	-
2005	TXS	DB	x	0	0	0	0	0	x	0	0	x	-	-	-	-
2005	TXS	MD	9	8	x	x	14	16	11	43	0	112	-	-	-	-
2005	TXS	A	12	x	x	6	20	12	12	16	x	85	-	-	-	-

2005	TXS	TBI	x	x	7	12	14	11	x	x	0	x	-	-	-	-
2005	TXS	ALL	815	1,058	1,243	1,414	2,599	1,565	354	309	13	9,357	41	4,018	163	5,036
2006	REG	MR	x	x	0	x	16	23	5	x	0	50	-	-	-	-
2006	REG	HI	x	0	0	x	15	x	0	0	0	19	-	-	-	-
2006	REG	SL	0	0	0	x	14	x	0	0	0	29	-	-	-	-
2006	REG	VI	0	0	0	x	x	x	0	0	0	13	-	-	-	-
2006	REG	EBD	0	0	0	x	18	13	x	0	x	38	-	-	-	-
2006	REG	OI	0	0	0	0	11	x	x	x	0	17	-	-	-	-
2006	REG	OHI	0	0	0	21	81	41	7	0	0	150	-	-	-	-
2006	REG	SLD	0	0	0	151	544	289	x	x	x	1,030	-	-	-	-
2006	REG	DB	x	x	0	0	x	0	0	0	0	0	-	-	-	-
2006	REG	MD	0	0	0	0	0	x	0	0	0	x	-	-	-	-
2006	REG	A	0	0	0	x	x	x	0	0	0	x	-	-	-	-
2006	REG	TBI	0	0	0	x	11	x	0	x	0	14	-	-	-	-
2006	REG	ALL	0	0	0	197	725	386	54	9	6	1,371	0	466	20	874
2006	CERT	MR	x	0	0	49	250	195	55	x	x	588	-	-	-	-
2006	CERT	HI	0	0	0	x	15	16	13	x	0	48	-	-	-	-
2006	CERT	SL	0	0	0	13	40	24	x	x	0	79	-	-	-	-
2006	CERT	VI	0	x	0	x	x	x	0	0	0	x	-	-	-	-
2006	CERT	EBD	0	0	0	x	x	9	x	x	0	28	-	-	-	-
2006	CERT	OI	0	0	0	x	x	6	x	x	x	x	-	-	-	-
2006	CERT	OHI	0	0	0	17	56	31	x	x	0	115	-	-	-	-
2006	CERT	SLD	0	0	x	127	599	421	65	x	0	1,224	-	-	-	-
2006	CERT	DB	x	x	0	0	0	0	0	0	0	0				-

2006	CERT	MD	0	0	0	x	10	8	x	28	0	51	-	-	-	-
2006	CERT	A	0	0	0	x	15	14	x	x	0	54	-	-	-	-
2006	CERT	TBI	0	0	0	0	10	x	x	x	0	19	-	-	-	-
2006	CERT	ALL	0	0	x	220	1,013	732	157	x	7	2,229	x	1,205	20	990
2006	MAX	MR	-	-	-	-	x	x	6	52	6	64	-	-	-	-
2006	MAX	HI	-	-	-	-	0	0	0	0	x	0	-	-	-	-
2006	MAX	SL	-	-	-	-	0	0	0	x	0	x	-	-	-	-
2006	MAX	VI	-	-	-	-	0	0	0	0	0	0	-	-	-	-
2006	MAX	EBD	-	-	-	-	x	0	0	x	x	8	-	-	-	-
2006	MAX	OI	-	-	-	-	0	0	0	x	0	x	-	-	-	-
2006	MAX	OHI	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2006	MAX	SLD	-	-	-	-	x	0	x	37	x	43	-	-	-	-
2006	MAX	DB	-	-	-	-	x	0	0	x	0	x	-	-	-	-
2006	MAX	MD	-	-	-	-	0	0	x	x	x	14	-	-	-	-
2006	MAX	A	-	-	-	-	0	0	x	x	x	6	-	-	-	-
2006	MAX	TBI	-	-	-	-	0	0	0	0	0	0	-	-	-	-
2006	MAX	ALL	-	-	-	-	x	x	13	120	21	145	x	x	0	x
2006	Transferred to regular education	MR	x	x	x	x	x	0	0	0	x	16	-	-	-	-
2006	Transferred to regular education	HI	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2006	Transferred to regular education	SL	38	18	9	x	x	0	0	0	0	76	-	-	-	-
2006	Transferred to regular education	VI	0	x	x	0	0	0	0	0	0	x	-	-	-	-

2006	Transferred to regular education	EBD	x	x	6	x	x	0	0	0	0	30	-	-	-	-
2006	Transferred to regular education	OI	0	x	x	0	0	0	0	0	0	x	-	-	-	-
2006	Transferred to regular education	OHI	x	13	x	10	x	x	x	0	0	70	-	-	-	-
2006	Transferred to regular education	SLD	85	77	69	47	23	x	x	0	0	311	-	-	-	-
2006	Transferred to regular education	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Transferred to regular education	MD	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Transferred to regular education	A	0	x	0	0	0	0	0	0	0	x	-	-	-	-
2006	Transferred to regular education	TBI	0	x	0	x	0	0	0	0	0	x	-	-	-	-
2006	Transferred to regular education	ALL	162	121	106	67	43	x	x	0	x	513	0	170	8	335
2006	Died	MR	x	0	0	x	0	x	x	x	0	6	-	-	-	-
2006	Died	HI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Died	SL	x	0	0	0	0	0	0	0	0	x	-	-	-	-
2006	Died	VI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Died	EBD	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Died	OI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Died	OHI	x	x	x	0	x	0	0	0	0	x	-	-	-	-
2006	Died	SLD	x	x	x	5	x	x	0	0	0	14	-	-	-	-
2006	Died	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Died	MD	0	0	0	x	x	0	0	0	0	x				-

2006	Died	A	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Died	TBI	x	0	0	0	0	0	0	0	0	x	-	-	-	-
2006	Died	ALL	x	x	x	7	x	x	x	x	0	30	0	x	0	x
2006	Moved, known to be continuing	MR	53	64	79	66	45	10	x	x	39	328	-	-	-	-
2006	Moved, known to be continuing	HI	x	7	x	6	x	x	0	0	0	25	-	-	-	-
2006	Moved, known to be continuing	SL	x	x	15	13	x	x	0	0	0	57	-	-	-	-
2006	Moved, known to be continuing	VI	x	x	x	0	0	x	0	0	0	9	-	-	-	-
2006	Moved, known to be continuing	EBD	60	77	64	47	28	6	0	0	0	282	-	-	-	-
2006	Moved, known to be continuing	OI	x	x	x	0	x	x	x	0	0	13	-	-	-	-
2006	Moved, known to be continuing	OHI	40	50	54	50	20	x	x	0	0	218	-	-	-	-
2006	Moved, known to be continuing	SLD	319	378	435	320	200	63	5	0	0	1,720	-	-	-	-
2006	Moved, known to be continuing	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	Moved, known to be continuing	MD	x	x	x	x	x	x	x	0	0	24	-	-	-	-
2006																-

2006	Moved, known to be continuing	TBI	x	x	0	x	x	0	0	0	0	7	-	-	-	-
2006	Moved, known to be continuing	ALL	503	604	667	511	306	91	x	x	39	2,705	7	1,015	45	1,623
2006	OUT	MR	x	x	x	50	46	31	18	x	0	196	-	-	-	-
2006	OUT	HI	0	0	x	0	x	x	0	0	x	x	-	-	-	-
2006	OUT	SL	0	x	5	8	14	15	x	x	0	52	-	-	-	-
2006	OUT	VI	0	x	x	5	x	0	0	0	0	8	-	-	-	-
2006	OUT	EBD	x	x	22	21	26	23	21	9	0	130	-	-	-	-
2006	OUT	OI	x	0	0	0	0	0	0	0	0	x	-	-	-	-
2006	OUT	OHI	0	x	21	16	21	11	x	x	0	75	-	-	-	-
2006	OUT	SLD	x	x	257	292	247	173	87	22	0	1,132	-	-	-	-
2006	OUT	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2006	OUT	MD	x	x	0	x	0	0	x	x	0	8	-	-	-	-
2006	OUT	A	0	0	x	x	0	0	0	0	0	x	-	-	-	-
2006	OUT	TBI	0	x	x	0	x	x	0	0	0	5	-	-	-	-
2006	OUT	ALL	x	x	346	396	358	255	137	38	x	1,615	x	679	26	894
2006	TXS	MR	61	74	119	172	367	262	92	101	52	1,248	-	-	-	-
2006	TXS	HI	x	7	8	9	35	21	13	x	x	96	-	-	-	-
2006	TXS	SL	50	32	29	47	77	48	9	7	0	299	-	-	-	-
2006	TXS	VI	x	x	5	9	10	7	0	0	0	x	-	-	-	-
2006	TXS	EBD	72	91	92	81	86	51	23	20	x	516	-	-	-	-
2006	TXS	OI	5	x	x	x	18	12	5	x	x	51	-	-	-	-

2006	TXS	OHI	65	68	93	114	184	89	x	x	0	637	-	-	-	-
2006	TXS	SLD	421	494	769	942	1,620	956	199	73	14	5,474	-	-	-	-
2006	TXS	DB	0	0	0	0	0	0	0	x	0	x	-	-	-	-
2006	TXS	MD	x	8	x	7	14	11	13	38	x	100	-	-	-	-
2006	TXS	A	x	7	8	11	23	17	x	22	x	98	-	-	-	-
2006	TXS	TBI	x	x	x	x	25	6	x	x	0	48	-	-	-	-
2006	TXS	ALL	693	790	1,130	1,398	2,459	1,480	383	275	75	8,608	16	3,639	119	4,786
2007	REG	MR	0	x	0	x	x	x	x	0	0	54	-	-	-	-
2007	REG	HI	x	0	0	0	11	x	x	0	x	20	-	-	-	-
2007	REG	SL	0	0	0	9	22	11	x	x	0	44	-	-	-	-
2007	REG	VI	0	0	0	x	14	x	x	0	0	20	-	-	-	-
2007	REG	EBD	0	0	0	x	18	x	0	0	x	31	-	-	-	-
2007	REG	OI	x	0	0	x	13	x	0	x	x	17	-	-	-	-
2007	REG	OHI	0	0	0	x	67	40	x	0	x	139	-	-	-	-
2007	REG	SLD	0	0	x	166	639	363	47	x	x	1,220	-	-	-	-
2007	REG	DB	x	x	x	0	x	0	x	x	0	x	-	-	-	-
2007	REG	MD	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2007	REG	A	0	0	0	x	x	x	x	x	0	23	-	-	-	-
2007	REG	TBI	0	0	0	x	5	x	0	0	x	x	-	-	-	-
2007	REG	ALL	0	0	x	226	831	460	59	x	x	1,584	7	576	20	972
2007	CERT	MR	x	0	0	x	247	187	50	46	0	576	-	-	-	-
2007	CERT	HI	0	0	0	x	8	14	12	x	x	37	-	-	-	-
2007	CERT	SL	0	x	0	x	35	17	0	0	0	64	-	-	-	-

2007	CERT	VI	0	0	0	x	x	x	x	x	0	10	-	-	-	-
2007	CERT	EBD	0	0	x	x	17	13	x	x	0	39	-	-	-	-
2007	CERT	OI	0	0	0	x	x	x	x	x	0	11	-	-	-	-
2007	CERT	OHI	0	0	0	17	58	39	x	x	x	128	-	-	-	-
2007	CERT	SLD	0	0	x	149	555	366	68	x	0	1,150	-	-	-	-
2007	CERT	DB	x	x	x	0	0	0	0	0	0	0	-	-	-	-
2007	CERT	MD	0	0	x	x	8	10	6	12	0	38	-	-	-	-
2007	CERT	A	0	0	0	x	16	9	x	14	0	46	-	-	-	-
2007	CERT	TBI	0	0	0	x	6	x	x	x	0	14	-	-	-	-
2007	CERT	ALL	0	0	6	236	957	665	156	93	x	2,113	6	1,186	13	892
2007	MAX	MR	-	-	-	-	-	-	9	35	x	44	-	-	-	-
2007	MAX	HI	-	-	-	-	-	-	x	0	0	x	-	-	-	-
2007	MAX	SL	-	-	-	-	-	-	0	x	0	x	-	-	-	-
2007	MAX	VI	-	-	-	-	-	-	0	0	0	0	-	-	-	-
2007	MAX	EBD	-	-	-	-	-	-	0	10	x	10	-	-	-	-
2007	MAX	OI	-	-	-	-	-	-	0	x	0	x	-	-	-	-
2007	MAX	OHI	-	-	-	-	-	-	0	x	0	x	-	-	-	-
2007	MAX	SLD	-	-	-	-	-	-	x	x	x	85	-	-	-	-
2007	MAX	DB	-	-	-	-	-	-	x	x	0	0	-	-	-	-
2007	MAX	MD	-	-	-	-	-	-	x	x	x	22	-	-	-	-
2007	MAX	A	-	-	-	-	-	-	0	x	0	x	-	-	-	-
2007	MAX	TBI	-	-	-	-	-	-	0	0	x	0	-	-	-	-
2007	MAX	ALL	-	-	-	-	-	-	12	160	19	172	0	x	x	x

2007	Transferred to regular education	MR	x	x	0	x	0	0	0	0	0	6	-	-	-	-
2007	Transferred to regular education	HI	x	0	0	0	x	0	0	0	0	5	-	-	-	-
2007	Transferred to regular education	SL	34	x	x	x	x	0	x	0	0	72	-	-	-	-
2007	Transferred to regular education	VI	x	0	0	x	0	0	0	0	0	x	-	-	-	-
2007	Transferred to regular education	EBD	9	x	x	x	x	x	0	0	0	31	-	-	-	-
2007	Transferred to regular education	OI	x	0	0	0	0	0	0	0	0	x	-	-	-	-
2007	Transferred to regular education	OHI	x	19	13	x	x	0	0	0	0	58	-	-	-	-
2007	Transferred to regular education	SLD	92	62	48	x	x	x	x	0	0	259	-	-	-	-
2007	Transferred to regular education	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Transferred to regular education	MD	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Transferred to regular education	A	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Transferred to regular education	TBI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Transferred to regular education	ALL	x	110	81	53	24	x	x	0	0	435	x	155	x	269
2007	Died	MR	0	x	x	0	x	x	x	0	0	6	-	-	-	-
2007	Died	HI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Died	SL	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2007	Died	VI	0	0	0	0	0	0	0	0	0	0	-	-	-	-

2007	Died	EBD	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Died	OI	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2007	Died	OHI	0	x	0	x	x	0	0	0	0	x	-	-	-	-
2007	Died	SLD	0	0	x	x	x	x	x	0	0	9	-	-	-	-
2007	Died	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Died	MD	0	x	x	x	x	x	x	0	0	10	-	-	-	-
2007	Died	A	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Died	TBI	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Died	ALL	0	x	x	9	6	x	x	0	0	30	0	x	0	x
2007	Moved, known to be continuing	MR	48	63	82	81	42	32	x	x	0	353	-	-	-	-
2007	Moved, known to be continuing	HI	x	x	x	x	6	x	x	0	0	31	-	-	-	-
2007	Moved, known to be continuing	SL	x	19	x	8	x	x	0	0	0	60	-	-	-	-
2007	Moved, known to be continuing	VI	0	x	x	0	x	x	0	0	0	6	-	-	-	-
2007	Moved, known to be continuing	EBD	46	60	56	50	30	5	x	x	0	249	-	-	-	-
2007	Moved, known to be continuing	OI	x	x	x	0	x	0	0	0	0	12	-	-	-	-
2007	Moved, known to be continuing	OHI	57	45	61	44	20	x	0	x	0	235	-	-	-	-

2007	Moved, known to be continuing	SLD	292	402	464	353	235	71	6	0	0	1,823	-	-	-	-
2007	Moved, known to be continuing	DB	0	0	0	0	0	0	0	0	0	0	-	-	-	-
2007	Moved, known to be continuing	MD	x	x	5	6	x	x	0	x	0	25	-	-	-	-
2007	Moved, known to be continuing	A	7	6	x	6	x	x	0	0	0	30	-	-	-	-
2007	Moved, known to be continuing	TBI	x	5	x	x	x	0	x	0	0	16	-	-	-	-
2007	Moved, known to be continuing	ALL	491	611	693	557	346	125	x	x	0	2,840	x	1,171	56	1,599
2007	OUT	MR	x	x	x	24	34	35	23	x	0	155	-	-	-	-
2007	OUT	HI	0	0	x	0	x	0	0	0	0	x	-	-	-	-
2007	OUT	SL	x	0	x	x	x	x	18	0	0	35	-	-	-	-
2007	OUT	VI	0	0	x	0	x	0	0	0	0	x	-	-	-	-
2007	OUT	EBD	0	x	17	10	x	10	16	x	0	74	-	-	-	-
2007	OUT	OI	0	0	0	0	0	0	x	0	0	x	-	-	-	-
2007	OUT	OHI	x	x	24	34	25	x	9	0	0	113	-	-	-	-
2007	OUT	SLD	7	35	198	225	252	159	96	10	0	982	-	-	-	-
2007	OUT	DB	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2007	OUT	MD	0	0	x	x	x	x	x	0	0	x	-	-	-	-
2007	OUT	A	0	0	x	x	0	x	x	x	0	x	-	-	-	-

2007	OUT	TBI	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2007	OUT	ALL	x	x	280	301	343	226	165	16	0	1,387	x	591	19	763
2007	TXS	MR	52	72	114	158	346	279	89	84	x	1,194	-	-	-	-
2007	TXS	HI	11	x	6	8	30	23	16	x	0	99	-	-	-	-
2007	TXS	SL	57	37	21	39	68	33	x	x	0	278	-	-	-	-
2007	TXS	VI	x	x	5	x	21	x	5	x	0	44	-	-	-	-
2007	TXS	EBD	55	70	83	71	83	38	19	15	x	434	-	-	-	-
2007	TXS	OI	6	x	x	x	19	x	x	5	x	46	-	-	-	-
2007	TXS	OHI	73	68	98	135	174	102	19	8	x	677	-	-	-	-
2007	TXS	SLD	391	499	717	932	1,697	965	221	106	15	5,528	-	-	-	-
2007	TXS	DB	0	0	0	0	x	0	0	0	0	x	-	-	-	-
2007	TXS	MD	x	x	9	12	20	16	10	34	x	108	-	-	-	-
2007	TXS	A	7	6	8	12	34	14	8	20	0	109	-	-	-	-
2007	TXS	TBI	x	5	x	8	x	6	x	x	x	x	-	-	-	-
2007	TXS	ALL	661	769	1,066	1,382	2,507	1,485	412	279	25	8,561	24	3,794	114	4,581

APPENDIX C

STUDENTS ENVIROMENT IN SPECIAL EDUCATION IN ALABAMA 1998-2008

YEAR	ENV	DIA	AGE 3	AGE 4	AGE 5	AGE 3 TO 5	AN 3 TO 5	A 3 TO 5	W AGE 3 TO 5	AGE 6 TO 11	AGE 12 TO 17	AGE 18 TO 21	AA 6 TO 21	H 6 TO 21	W 6 TO 21
1998	ECS	ALL	710	1650	3337	5697	13	15	3492	.	.	.	.	.	.
1998	ECSES	ALL	57	100	241	398	1	2	219	.	.	.	.	.	.
1998	H	ALL	40	59	32	131	.	.	44	.	.	.	.	.	.
1998	PTCH	ALL	240	350	343	933	.	1	566	.	.	.	.	.	.
1998	RF	ALL	10	8	9	27	.	.	7	.	.	.	.	.	.
1998	SS	ALL	72	72	56	200	.	.	96	.	.	.	.	.	.
1998	ISOHS	ALL	0	0	0	0	.	.	.	.	.	.	.	.	.
1998	RMS	ALL	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	TOTAL	ALL	1129	2239	4018	7386	14	18	4424	.	.	.	.	.	.
1998	OS<21%	MR	.	.	.	.	.	.	.	1257	1242	248	.	.	.
1998	OS<21%	HI	.	.	.	.	.	.	.	212	156	28	.	.	.
1998	OS<21%	SL	.	.	.	.	.	.	.	14219	1007	24	.	.	.
1998	OS<21%	VI	.	.	.	.	.	.	.	101	122	9	.	.	.
1998	OS<21%	EBD	.	.	.	.	.	.	.	856	1194	118	.	.	.
1998	OS<21%	OI	.	.	.	.	.	.	.	203	112	14	.	.	.
1998	OS<21%	OHI	.	.	.	.	.	.	.	745	605	53	.	.	.
1998	OS<21%	SLD	.	.	.	.	.	.	.	7585	10018	992	.	.	.
1998	OS<21%	DB	.	.	.	.	.	.	.	0	8	0	.	.	.
1998	OS<21%	MD	.	.	.	.	.	.	.	48	21	5	.	.	.
1998	OS<21%	A	.	.	.	.	.	.	.	85	18	3	.	.	.
1998	OS<21%	TBI	.	.	.	.	.	.	.	26	41	6	.	.	.
1998	OS<21%	DD	.	.	.	.	.	.	.	372	.	.	.	.	.
1998	OS<21%	ALL	.	.	.	.	.	.	.	25709	14544	1500	16076	306	43299

1998	OS 21-60%	MR	.	.	.	.	.	.	.	3419	6209	1119	.	.	.
1998	OS 21-60%	HI	.	.	.	.	.	.	.	113	96	13	.	.	.
1998	OS 21-60%	SL	.	.	.	.	.	.	.	519	64	0	.	.	.
1998	OS 21-60%	VI	.	.	.	.	.	.	.	24	30	2	.	.	.
1998	OS 21-60%	EBD	.	.	.	.	.	.	.	672	1203	113	.	.	.
1998	OS 21-60%	OI	.	.	.	.	.	.	.	82	69	6	.	.	.
1998	OS 21-60%	OHI	.	.	.	.	.	.	.	524	502	37	.	.	.
1998	OS 21-60%	SLD	.	.	.	.	.	.	.	7725	11120	1366	.	.	.
1998	OS 21-60%	DB	.	.	.	.	.	.	.	2	0	0	.	.	.
1998	OS 21-60%	MD	.	.	.	.	.	.	.	73	64	12	.	.	.
1998	OS 21-60%	A	.	.	.	.	.	.	.	75	27	5	.	.	.
1998	OS 21-60%	TBI	.	.	.	.	.	.	.	23	47	10	.	.	.
1998	OS 21-60%	DD	.	.	.	.	.	.	.	147	.	.	.	.	.
1998	OS 21-60%	ALL	.	.	.	.	.	.	.	13398	19431	2683	15570	193	21010
1998	OS >60%	MR	.	.	.	.	.	.	.	2769	4582	755	.	.	.
1998	OS >60%	HI	.	.	.	.	.	.	.	68	41	8	.	.	.
1998	OS >60%	SL	.	.	.	.	.	.	.	76	19	2	.	.	.
1998	OS >60%	VI	.	.	.	.	.	.	.	8	13	1	.	.	.
1998	OS >60%	EBD	.	.	.	.	.	.	.	456	549	26	.	.	.
1998	OS >60%	OI	.	.	.	.	.	.	.	52	49	20	.	.	.
1998	OS >60%	OHI	.	.	.	.	.	.	.	152	114	18	.	.	.
1998	OS >60%	SLD	.	.	.	.	.	.	.	452	1271	122	.	.	.
1998	OS >60%	DB	.	.	.	.	.	.	.	1	3	1	.	.	.
1998	OS >60%	MD	.	.	.	.	.	.	.	330	333	109	.	.	.
1998	OS >60%	A	.	.	.	.	.	.	.	144	62	6	.	.	.
1998	OS >60%	TBI	.	.	.	.	.	.	.	16	18	4	.	.	.
1998	OS >60%	DD	.	.	.	.	.	.	.	93	.	.	.	.	.
1998	OS >60%	ALL	.	.	.	.	.	.	.	4617	7054	1072	7740	42	5152
1998	PUBLIC SS	MR	.	.	.	.	.	.	.	132	245	136	.	.	.
1998	PUBLIC SS	HI	.	.	.	.	.	.	.	18	19	1	.	.	.

1998	PUBLIC SS	SL	.	.	.	.	.	.	.	4	0	0	.	.	.
1998	PUBLIC SS	VI	.	.	.	.	.	.	.	17	19	2	.	.	.
1998	PUBLIC SS	EBD	.	.	.	.	.	.	.	44	78	2	.	.	.
1998	PUBLIC SS	OI	.	.	.	.	.	.	.	4	2	1	.	.	.
1998	PUBLIC SS	OHI	.	.	.	.	.	.	.	23	14	5	.	.	.
1998	PUBLIC SS	SLD	.	.	.	.	.	.	.	13	31	5	.	.	.
1998	PUBLIC SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
1998	PUBLIC SS	MD	.	.	.	.	.	.	.	87	77	22	.	.	.
1998	PUBLIC SS	A	.	.	.	.	.	.	.	31	19	8	.	.	.
1998	PUBLIC SS	TBI	.	.	.	.	.	.	.	3	0	0	.	.	.
1998	PUBLIC SS	DD	.	.	.	.	.	.	.	8	.	.	.	.	.
1998	PUBLIC SS	ALL	.	.	.	.	.	.	.	384	504	182	543	4	566
1998	PRIVATE SS	MR	.	.	.	.	.	.	.	2	32	6	.	.	.
1998	PRIVATE SS	HI	.	.	.	.	.	.	.	1	0	0	.	.	.
1998	PRIVATE SS	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	EBD	.	.	.	.	.	.	.	15	4	3	.	.	.
1998	PRIVATE SS	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	SLD	.	.	.	.	.	.	.	2	1	0	.	.	.
1998	PRIVATE SS	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	MD	.	.	.	.	.	.	.	0	2	1	.	.	.
1998	PRIVATE SS	A	.	.	.	.	.	.	.	11	21	9	.	.	.
1998	PRIVATE SS	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE SS	ALL	.	.	.	.	.	.	.	31	60	19	73	.	37
1998	PUBLIC RF	MR	.	.	.	.	.	.	.	1	8	3	.	.	.
1998	PUBLIC RF	HI	.	.	.	.	.	.	.	48	99	43	.	.	.
1998	PUBLIC RF	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PUBLIC RF	VI	.	.	.	.	.	.	.	18	45	9	.	.	.

1998	PUBLIC RF	EBD	.	.	.	.	.	.	.	14	19	4	.	.	.
1998	PUBLIC RF	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PUBLIC RF	OHI	.	.	.	.	.	.	.	3	0	0	.	.	.
1998	PUBLIC RF	SLD	.	.	.	.	.	.	.	1	8	1	.	.	.
1998	PUBLIC RF	DB	.	.	.	.	.	.	.	0	1	0	.	.	.
1998	PUBLIC RF	MD	.	.	.	.	.	.	.	40	56	19	.	.	.
1998	PUBLIC RF	A	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PUBLIC RF	TBI	.	.	.	.	.	.	.	0	1	0	.	.	.
1998	PUBLIC RF	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PUBLIC RF	ALL	.	.	.	.	.	.	.	125	237	79	226	1	259
1998	PRIVATE RF	MR	.	.	.	.	.	.	.	13	50	2	.	.	.
1998	PRIVATE RF	HI	.	.	.	.	.	.	.	0	1	2	.	.	.
1998	PRIVATE RF	SL	.	.	.	.	.	.	.	0	1	0	.	.	.
1998	PRIVATE RF	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE RF	EBD	.	.	.	.	.	.	.	20	189	1	.	.	.
1998	PRIVATE RF	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE RF	OHI	.	.	.	.	.	.	.	0	3	0	.	.	.
1998	PRIVATE RF	SLD	.	.	.	.	.	.	.	6	48	2	.	.	.
1998	PRIVATE RF	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE RF	MD	.	.	.	.	.	.	.	1	12	6	.	.	.
1998	PRIVATE RF	A	.	.	.	.	.	.	.	1	9	0	.	.	.
1998	PRIVATE RF	TBI	.	.	.	.	.	.	.	0	1	0	.	.	.
1998	PRIVATE RF	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	PRIVATE RF	ALL	.	.	.	.	.	.	.	41	314	13	148	3	216
1998	H/H	MR	.	.	.	.	.	.	.	8	21	7	.	.	.
1998	H/H	HI	.	.	.	.	.	.	.	0	1	1	.	.	.
1998	H/H	SL	.	.	.	.	.	.	.	11	0	0	.	.	.
1998	H/H	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	H/H	EBD	.	.	.	.	.	.	.	2	52	7	.	.	.
1998	H/H	OI	.	.	.	.	.	.	.	0	2	0	.	.	.

1998	H/H	OHI	.	.	.	.	.	.	.	9	20	7	.	.	.
1998	H/H	SLD	.	.	.	.	.	.	.	3	33	2	.	.	.
1998	H/H	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	H/H	MD	.	.	.	.	.	.	.	6	11	3	.	.	.
1998	H/H	A	.	.	.	.	.	.	.	1	1	1	.	.	.
1998	H/H	TBI	.	.	.	.	.	.	.	0	7	1	.	.	.
1998	H/H	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	H/H	ALL	.	.	.	.	.	.	.	40	148	29	74	2	140
1998	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
1998	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	26	.	12
1998	IN PRIVATE SCHOOL-NOT PLACED BY PUBLIC AGENCY (DUPLICATED COUNT)	ALL	.	.	.	.	.	.	.	.	.	.	42	.	128
1999	ECS	ALL	333	765	1,397	2,495	6	7	1,311	.	.	.	.	.	.
1999	ECSES	ALL	588	892	1,348	2,828	5	16	1,884	.	.	.	.	.	.
1999	H	ALL	56	39	36	131	1	0	42	.	.		.	.	.

1999	PTCH	ALL	192	466	1,153	1,811	5	5	1,225	.	.	.	.	.	.
1999	RF	ALL	2	14	9	25	0	0	11	.	.	.	.	.	.
1999	SS	ALL	10	18	17	45	0	1	27	.	.	.	.	.	.
1999	ISOHS.	ALL	.	.	.	0	.	.	.	.	.	.	.	.	.
1999	RMS	ALL	.	.	.	0	.	.	.	.	.	.	.	.	.
1999	Total	ALL	1,181	2,194	3,960	7,335	17	29	4,500	.	.	.	.	.	.
1999	OS<21%	MR	.	.	.	.	.	.	.	1,456	2,456	513	.	.	.
1999	OS<21%	HI	.	.	.	.	.	.	.	255	206	17	.	.	.
1999	OS<21%	SL	.	.	.	.	.	.	.	13,569	1,049	27	.	.	.
1999	OS<21%	VI	.	.	.	.	.	.	.	99	110	13	.	.	.
1999	OS<21%	EBD	.	.	.	.	.	.	.	941	1,379	164	.	.	.
1999	OS<21%	OI	.	.	.	.	.	.	.	190	121	14	.	.	.
1999	OS<21%	OHI	.	.	.	.	.	.	.	915	851	48	.	.	.
1999	OS<21%	SLD	.	.	.	.	.	.	.	8,849	13,024	1,310	.	.	.
1999	OS<21%	DB	.	.	.	.	.	.	.	0	3	0	.	.	.
1999	OS<21%	MD	.	.	.	.	.	.	.	39	24	8	.	.	.
1999	OS<21%	A	.	.	.	.	.	.	.	108	30	5	.	.	.
1999	OS<21%	TBI	.	.	.	.	.	.	.	26	55	7	.	.	.
1999	OS<21%	DD	.	.	.	.	.	.	.	332	.	.	.	.	.
1999	OS<21%	ALL	.	.	.	.	.	.	.	26,779	19,308	2,126	17,285	278	30,241
1999	OS 21-60%	MR	.	.	.	.	.	.	.	4,026	6,670	986	.	.	.
1999	OS 21-60%	HI	.	.	.	.	.	.	.	114	86	11	.	.	.
1999	OS 21-60%	SL	.	.	.	.	.	.	.	712	117	6	.	.	.

1999	OS 21-60%	VI	.	.	.	.	.	.	.	31	26	4	.	.	.
1999	OS 21-60%	EBD	.	.	.	.	.	.	.	653	1,039	76	.	.	.
1999	OS 21-60%	OI	.	.	.	.	.	.	.	108	82	21	.	.	.
1999	OS 21-60%	OHI	.	.	.	.	.	.	.	616	531	51	.	.	.
1999	OS 21-60%	SLD	.	.	.	.	.	.	.	6,791	9,282	884	.	.	.
1999	OS 21-60%	DB	.	.	.	.	.	.	.	0	1	0	.	.	.
1999	OS 21-60%	MD	.	.	.	.	.	.	.	141	129	33	.	.	.
1999	OS 21-60%	A	.	.	.	.	.	.	.	141	47	3	.	.	.
1999	OS 21-60%	TBI	.	.	.	.	.	.	.	21	50	7	.	.	.
1999	OS 21-60%	DD	.	.	.	.	.	.	.	151	.	.	.	.	.
1999	OS 21-60%	ALL	.	.	.	.	.	.	.	13,505	18,060	2,082	15,785	191	17,368
1999	OS >60%	MR	.	.	.	.	.	.	.	1,707	2,349	462	.	.	.
1999	OS >60%	HI	.	.	.	.	.	.	.	44	17	4	.	.	.
1999	OS >60%	SL	.	.	.	.	.	.	.	56	20	1	.	.	.
1999	OS >60%	VI	.	.	.	.	.	.	.	1	7	1	.	.	.
1999	OS >60%	EBD	.	.	.	.	.	.	.	251	338	16	.	.	.
1999	OS >60%	OI	.	.	.	.	.	.	.	39	33	5	.	.	.
1999	OS >60%	OHI	.	.	.	.	.	.	.	118	86	22	.	.	.
1999	OS >60%	SLD	.	.	.	.	.	.	.	285	928	118	.	.	.
1999	OS >60%	DB	.	.	.	.	.	.	.	1	2	0	.	.	.
1999	OS >60%	MD	.	.	.	.	.	.	.	318	256	93	.	.	.
1999	OS >60%	A	.	.	.	.	.	.	.	146	73	11	.	.	.
1999	OS >60%	TBI	.	.	.	.	.	.	.	17	11	5	.	.	.

1999	OS >60%	DD	.	.	.	.	.	.	.	71	.	.	.	.	.
1999	OS >60%	ALL	.	.	.	.	.	.	.	3,054	4,120	738	4,288	54	3,506
1999	Public SS	MR	.	.	.	.	.	.	.	90	214	95	.	.	.
1999	Public SS	HI	.	.	.	.	.	.	.	19	21	5	.	.	.
1999	Public SS	SL	.	.	.	.	.	.	.	1	1	0	.	.	.
1999	Public SS	VI	.	.	.	.	.	.	.	17	17	2	.	.	.
1999	Public SS	EBD	.	.	.	.	.	.	.	35	74	4	.	.	.
1999	Public SS	OI	.	.	.	.	.	.	.	2	1	0	.	.	.
1999	Public SS	OHI	.	.	.	.	.	.	.	6	26	1	.	.	.
1999	Public SS	SLD	.	.	.	.	.	.	.	27	69	2	.	.	.
1999	Public SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Public SS	MD	.	.	.	.	.	.	.	61	66	22	.	.	.
1999	Public SS	A	.	.	.	.	.	.	.	27	14	4	.	.	.
1999	Public SS	TBI	.	.	.	.	.	.	.	3	1	0	.	.	.
1999	Public SS	DD	.	.	.	.	.	.	.	11	.	.	.	.	.
1999	Public SS	ALL	.	.	.	.	.	.	.	299	504	135	484	3	444
1999	Private SS	MR	.	.	.	.	.	.	.	6	30	7	.	.	.
1999	Private SS	HI	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private SS	SL	.	.	.	.	.	.	.	3	0	0	.	.	.
1999	Private SS	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private SS	EBD	.	.	.	.	.	.	.	14	56	5	.	.	.
1999	Private SS	OI	.	.	.	.	.	.	.	2	0	0	.	.	.
1999	Private SS	OHI	.	.	.	.	.	.	.	1	0	0	.	.	.

1999	Private SS	SLD	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private SS	MD	.	.	.	.	.	.	.	0	1	0	.	.	.
1999	Private SS	A	.	.	.	.	.	.	.	6	23	9	.	.	.
1999	Private SS	TBI	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private SS	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
1999	Private SS	ALL	.	.	.	.	.	.	.	32	110	21	87	0	75
1999	Public RF	MR	.	.	.	.	.	.	.	43	106	6	.	.	.
1999	Public RF	HI	.	.	.	.	.	.	.	55	104	45	.	.	.
1999	Public RF	SL	.	.	.	.	.	.	.	121	2	0	.	.	.
1999	Public RF	VI	.	.	.	.	.	.	.	18	50	8	.	.	.
1999	Public RF	EBD	.	.	.	.	.	.	.	18	14	1	.	.	.
1999	Public RF	OI	.	.	.	.	.	.	.	0	1	0	.	.	.
1999	Public RF	OHI	.	.	.	.	.	.	.	7	3	0	.	.	.
1999	Public RF	SLD	.	.	.	.	.	.	.	56	79	9	.	.	.
1999	Public RF	DB	.	.	.	.	.	.	.	0	1	1	.	.	.
1999	Public RF	MD	.	.	.	.	.	.	.	38	59	21	.	.	.
1999	Public RF	A	.	.	.	.	.	.	.	7	1	0	.	.	.
1999	Public RF	TBI	.	.	.	.	.	.	.	1	2	0	.	.	.
1999	Public RF	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
1999	Public RF	ALL	.	.	.	.	.	.	.	364	422	91	499	3	374
1999	Private RF	MR	.	.	.	.	.	.	.	8	24	3	.	.	.
1999	Private RF	HI	.	.	.	.	.	.	.	0	2	0	.	.	.

1999	Private RF	SL	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private RF	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private RF	EBD	.	.	.	.	.	.	.	29	162	3	.	.	.
1999	Private RF	OI	.	.	.	.	.	.	.	0	1	0	.	.	.
1999	Private RF	OHI	.	.	.	.	.	.	.	1	10	0	.	.	.
1999	Private RF	SLD	.	.	.	.	.	.	.	3	30	0	.	.	.
1999	Private RF	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	Private RF	MD	.	.	.	.	.	.	.	1	10	8	.	.	.
1999	Private RF	A	.	.	.	.	.	.	.	3	6	0	.	.	.
1999	Private RF	TBI	.	.	.	.	.	.	.	0	1	0	.	.	.
1999	Private RF	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
1999	Private RF	ALL	.	.	.	.	.	.	.	45	246	14	98	0	206
1999	H/H	MR	.	.	.	.	.	.	.	6	25	10	.	.	.
1999	H/H	HI	.	.	.	.	.	.	.	2	0	0	.	.	.
1999	H/H	SL	.	.	.	.	.	.	.	10	1	0	.	.	.
1999	H/H	VI	.	.	.	.	.	.	.	0	2	0	.	.	.
1999	H/H	EBD	.	.	.	.	.	.	.	6	49	8	.	.	.
1999	H/H	OI	.	.	.	.	.	.	.	0	6	2	.	.	.
1999	H/H	OHI	.	.	.	.	.	.	.	15	14	6	.	.	.
1999	H/H	SLD	.	.	.	.	.	.	.	6	46	8	.	.	.
1999	H/H	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
1999	H/H	MD	.	.	.	.	.	.	.	14	9	8	.	.	.
1999	H/H	A	.	.	.	.	.	.	.	3	1	0	.	.	.

1999	H/H	TBI	.	.	.	.	.	.	.	0	2	2	.	.	.
1999	H/H	DD	.	.	.	.	.	.	.	1	.	.	.	.	.
1999	H/H	ALL	.	.	.	.	.	.	.	63	155	44	87	1	171
1999	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
1999	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	287	.	60
1999	In private school, not placed by public agency (duplicated count)	ALL	.	.	.	.	.	.	.	.	.	.	30	.	80
1999	Total	ALL	.	.	.	.	.	.	.	.	.	.	38,613	530	52,385
2000	ECS	MR	.	.	.	7	.	.	.	.	.	.	.	.	.
2000	ECS	HI	.	.	.	17	.	.	.	.	.	.	.	.	.

2000	ECS	SL	.	.	.	1493	.	.	.	.	.	.	.	.	.
2000	ECS	VI	.	.	.	7	.	.	.	.	.	.	.	.	.
2000	ECS	EBD	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	ECS	OI	.	.	.	9	.	.	.	.	.	.	.	.	.
2000	ECS	OHI	.	.	.	13	.	.	.	.	.	.	.	.	.
2000	ECS	SLD	.	.	.	3	.	.	.	.	.	.	.	.	.
2000	ECS	DB	.	.	.	1	.	.	.	.	.	.	.	.	.
2000	ECS	MD	.	.	.	25	.	.	.	.	.	.	.	.	.
2000	ECS	A	.	.	.	15	.	.	.	.	.	.	.	.	.
2000	ECS	TBI	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	ECS	DD	.	.	.	475	.	.	.	.	.	.	.	.	.
2000	ECS	ALL	307	705	1057	2069	3	5	1027	.	.	.	.	.	.
2000	ECSES	MR	.	.	.	19	.	.	.	.	.	.	.	.	.
2000	ECSES	HI	.	.	.	49	.	.	.	.	.	.	.	.	.
2000	ECSES	SL	.	.	.	1490	.	.	.	.	.	.	.	.	.
2000	ECSES	VI	.	.	.	25	.	.	.	.	.	.	.	.	.
2000	ECSES	EBD	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	ECSES	OI	.	.	.	27	.	.	.	.	.	.	.	.	.
2000	ECSES	OHI	.	.	.	43	.	.	.	.	.	.	.	.	.
2000	ECSES	SLD	.	.	.	6	.	.	.	.	.	.	.	.	.
2000	ECSES	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ECSES	MD	.	.	.	75	.	.	.	.	.	.	.	.	.
2000	ECSES	A	.	.	.	50	.	.	.	.	.	.	.	.	.
2000	ECSES	TBI	.	.	.	3	.	.	.	.	.	.	.	.	.
2000	ECSES	DD	.	.	.	983	.	.	.	.	.	.	.	.	.
2000	ECSES	ALL	603	884	1285	2772	7	26	1814	.	.	.	.	.	.
2000	H	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	H	HI	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	H	SL	.	.	.	45	.	.	.	.	.	.	.	.	.
2000	H	VI	.	.	.	4	.	.	.	.	.	.	.	.	.

2000	H	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	H	OI	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	H	OHI	.	.	.	5	.	.	.	.	.	.	.	.	.
2000	H	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	H	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	H	MD	.	.	.	7	.	.	.	.	.	.	.	.	.
2000	H	A	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	H	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	H	DD	.	.	.	65	.	.	.	.	.	.	.	.	.
2000	H	ALL	56	48	28	132	1	1	72	.	.	.	.	.	.
2000	PTCH	MR	.	.	.	10	.	.	.	.	.	.	.	.	.
2000	PTCH	HI	.	.	.	19	.	.	.	.	.	.	.	.	.
2000	PTCH	SL	.	.	.	1955	.	.	.	.	.	.	.	.	.
2000	PTCH	VI	.	.	.	9	.	.	.	.	.	.	.	.	.
2000	PTCH	EBD	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	PTCH	OI	.	.	.	14	.	.	.	.	.	.	.	.	.
2000	PTCH	OHI	.	.	.	19	.	.	.	.	.	.	.	.	.
2000	PTCH	SLD	.	.	.	5	.	.	.	.	.	.	.	.	.
2000	PTCH	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	PTCH	MD	.	.	.	10	.	.	.	.	.	.	.	.	.
2000	PTCH	A	.	.	.	17	.	.	.	.	.	.	.	.	.
2000	PTCH	TBI	.	.	.	2	.	.	.	.	.	.	.	.	.
2000	PTCH	DD	.	.	.	486	.	.	.	.	.	.	.	.	.
2000	PTCH	ALL	284	669	1595	2548	16	11	1743	.	.	.	.	.	.
2000	RF	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	HI	.	.	.	12	.	.	.	.	.	.	.	.	.
2000	RF	SL	.	.	.	1	.	.	.	.	.	.	.	.	.
2000	RF	VI	.	.	.	1	.	.	.	.	.	.	.	.	.
2000	RF	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	OI	.	.	.	0	.	.	.	.	.	.	.	.	.

2000	RF	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	MD	.	.	.	7	.	.	.	.	.	.	.	.	.
2000	RF	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	RF	DD	.	.	.	1	.	.	.	.	.	.	.	.	.
2000	RF	ALL	4	5	13	22	0	0	9	.	.	.	.	.	.
2000	SS	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	HI	.	.	.	1	.	.	.	.	.	.	.	.	.
2000	SS	SL	.	.	.	3	.	.	.	.	.	.	.	.	.
2000	SS	VI	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	MD	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2000	SS	DD	.	.	.	4	.	.	.	.	.	.	.	.	.
2000	SS	ALL	3	3	2	8	0	0	5	.	.	.	.	.	.
2000	ISOHS	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.

2000	ISOHS	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	ISOHS	ALL	.	.	.	0	0	0	0	.	.	.	.	.	.
2000	RMS	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	RMS	ALL	.	.	.	0	0	0	0	.	.	.	.	.	.
2000	TOTAL	ALL	1257	2314	3980	7551	27	43	4670	.	.	.	.	.	.
2000	OS<21%	MR	.	.	.	.	.	.	.	1132	1733	349	.	.	.
2000	OS<21%	HI	.	.	.	.	.	.	.	230	189	12	.	.	.
2000	OS<21%	SL	.	.	.	.	.	.	.	13396	1050	22	.	.	.
2000	OS<21%	VI	.	.	.	.	.	.	.	109	105	6	.	.	.
2000	OS<21%	EBD	.	.	.	.	.	.	.	754	1202	157	.	.	.
2000	OS<21%	OI	.	.	.	.	.	.	.	187	108	6	.	.	.
2000	OS<21%	OHI	.	.	.	.	.	.	.	981	997	50	.	.	.
2000	OS<21%	SLD	.	.	.	.	.	.	.	7502	11851	1212	.	.	.
2000	OS<21%	DB	.	.	.	.	.	.	.	0	3	0	.	.	.

2000	OS<21%	MD	.	.	.	.	.	.	.	47	28	10	.	.	.
2000	OS<21%	A	.	.	.	.	.	.	.	117	37	2	.	.	.
2000	OS<21%	TBI	.	.	.	.	.	.	.	26	67	11	.	.	.
2000	OS<21%	DD	.	.	.	.	.	.	.	416	.	.	.	.	.
2000	OS<21%	ALL	.	.	.	.	.	.	.	24897	17370	1837	15960	245	27533
2000	OS 21-60%	MR	.	.	.	.	.	.	.	3817	6922	1029	.	.	.
2000	OS 21-60%	HI	.	.	.	.	.	.	.	115	115	13	.	.	.
2000	OS 21-60%	SL	.	.	.	.	.	.	.	939	292	10	.	.	.
2000	OS 21-60%	VI	.	.	.	.	.	.	.	34	39	3	.	.	.
2000	OS 21-60%	EBD	.	.	.	.	.	.	.	573	994	75	.	.	.
2000	OS 21-60%	OI	.	.	.	.	.	.	.	99	86	17	.	.	.
2000	OS 21-60%	OHI	.	.	.	.	.	.	.	760	738	57	.	.	.
2000	OS 21-60%	SLD	.	.	.	.	.	.	.	7450	11154	1075	.	.	.
2000	OS 21-60%	DB	.	.	.	.	.	.	.	0	1	0	.	.	.
2000	OS 21-60%	MD	.	.	.	.	.	.	.	109	127	34	.	.	.
2000	OS 21-60%	A	.	.	.	.	.	.	.	138	63	10	.	.	.
2000	OS 21-60%	TBI	.	.	.	.	.	.	.	30	56	7	.	.	.
2000	OS 21-60%	DD	.	.	.	.	.	.	.	201	.	.	.	.	.
2000	OS 21-60%	ALL	.	.	.	.	.	.	.	14265	20587	2330	17486	310	19070
2000	OS >60%	MR	.	.	.	.	.	.	.	1659	2673	388	.	.	.
2000	OS >60%	HI	.	.	.	.	.	.	.	43	18	2	.	.	.
2000	OS >60%	SL	.	.	.	.	.	.	.	116	22	3	.	.	.
2000	OS >60%	VI	.	.	.	.	.	.	.	7	7	4	.	.	.
2000	OS >60%	EBD	.	.	.	.	.	.	.	271	367	18	.	.	.
2000	OS >60%	OI	.	.	.	.	.	.	.	41	34	4	.	.	.
2000	OS >60%	OHI	.	.	.	.	.	.	.	158	128	24	.	.	.
2000	OS >60%	SLD	.	.	.	.	.	.	.	321	1188	121	.	.	.
2000	OS >60%	DB	.	.	.	.	.	.	.	0	1	1	.	.	.
2000	OS >60%	MD	.	.	.	.	.	.	.	320	280	94	.	.	.
2000	OS >60%	A	.	.	.	.	.	.	.	190	102	13	.	.	.

2000	OS >60%	TBI	.	.	.	.	.	.	.	17	13	8	.	.	.
2000	OS >60%	DD	.	.	.	.	.	.	.	108	.	.	.	.	.
2000	OS >60%	ALL	.	.	.	.	.	.	.	3251	4833	680	4836	49	3820
2000	PUBLIC SS	MR	.	.	.	.	.	.	.	88	214	105	.	.	.
2000	PUBLIC SS	HI	.	.	.	.	.	.	.	16	24	1	.	.	.
2000	PUBLIC SS	SL	.	.	.	.	.	.	.	3	1	0	.	.	.
2000	PUBLIC SS	VI	.	.	.	.	.	.	.	18	17	2	.	.	.
2000	PUBLIC SS	EBD	.	.	.	.	.	.	.	39	86	2	.	.	.
2000	PUBLIC SS	OI	.	.	.	.	.	.	.	4	4	1	.	.	.
2000	PUBLIC SS	OHI	.	.	.	.	.	.	.	9	29	1	.	.	.
2000	PUBLIC SS	SLD	.	.	.	.	.	.	.	13	53	4	.	.	.
2000	PUBLIC SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PUBLIC SS	MD	.	.	.	.	.	.	.	49	55	22	.	.	.
2000	PUBLIC SS	A	.	.	.	.	.	.	.	21	18	3	.	.	.
2000	PUBLIC SS	TBI	.	.	.	.	.	.	.	1	4	0	.	.	.
2000	PUBLIC SS	DD	.	.	.	.	.	.	.	18	.	.	.	.	.
2000	PUBLIC SS	ALL	.	.	.	.	.	.	.	279	505	141	440	4	472
2000	PRIVATE SS	MR	.	.	.	.	.	.	.	6	25	13	.	.	.
2000	PRIVATE SS	HI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE SS	SL	.	.	.	.	.	.	.	6	1	0	.	.	.
2000	PRIVATE SS	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE SS	EBD	.	.	.	.	.	.	.	0	45	1	.	.	.
2000	PRIVATE SS	OI	.	.	.	.	.	.	.	0	1	0	.	.	.
2000	PRIVATE SS	OHI	.	.	.	.	.	.	.	0	3	0	.	.	.
2000	PRIVATE SS	SLD	.	.	.	.	.	.	.	0	10	1	.	.	.
2000	PRIVATE SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE SS	MD	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE SS	A	.	.	.	.	.	.	.	7	19	8	.	.	.
2000	PRIVATE SS	TBI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE SS	DD	.	.	.	.	.	.	.	0	.	.	.	.	.

2000	PRIVATE SS	ALL	.	.	.	.	.	.	.	19	104	23	74	0	72
2000	PUBLIC RF	MR	.	.	.	.	.	.	.	2	0	0	.	.	.
2000	PUBLIC RF	HI	.	.	.	.	.	.	.	51	96	44	.	.	.
2000	PUBLIC RF	SL	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PUBLIC RF	VI	.	.	.	.	.	.	.	19	44	13	.	.	.
2000	PUBLIC RF	EBD	.	.	.	.	.	.	.	8	9	0	.	.	.
2000	PUBLIC RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PUBLIC RF	OHI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PUBLIC RF	SLD	.	.	.	.	.	.	.	5	18	1	.	.	.
2000	PUBLIC RF	DB	.	.	.	.	.	.	.	0	1	1	.	.	.
2000	PUBLIC RF	MD	.	.	.	.	.	.	.	38	53	20	.	.	.
2000	PUBLIC RF	A	.	.	.	.	.	.	.	1	0	0	.	.	.
2000	PUBLIC RF	TBI	.	.	.	.	.	.	.	1	0	1	.	.	.
2000	PUBLIC RF	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
2000	PUBLIC RF	ALL	.	.	.	.	.	.	.	125	221	80	76	3	165
2000	PRIVATE RF	MR	.	.	.	.	.	.	.	2	32	4	.	.	.
2000	PRIVATE RF	HI	.	.	.	.	.	.	.	1	2	0	.	.	.
2000	PRIVATE RF	SL	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE RF	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE RF	EBD	.	.	.	.	.	.	.	29	157	6	.	.	.
2000	PRIVATE RF	OI	.	.	.	.	.	.	.	0	1	0	.	.	.
2000	PRIVATE RF	OHI	.	.	.	.	.	.	.	1	9	1	.	.	.
2000	PRIVATE RF	SLD	.	.	.	.	.	.	.	3	50	2	.	.	.
2000	PRIVATE RF	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	PRIVATE RF	MD	.	.	.	.	.	.	.	6	19	14	.	.	.
2000	PRIVATE RF	A	.	.	.	.	.	.	.	2	7	0	.	.	.
2000	PRIVATE RF	TBI	.	.	.	.	.	.	.	1	2	0	.	.	.
2000	PRIVATE RF	DD	.	.	.	.	.	.	.	2	.	.	.	.	.
2000	PRIVATE RF	ALL	.	.	.	.	.	.	.	47	279	27	213	4	207
2000	H/H	MR	.	.	.	.	.	.	.	3	16	7	.	.	.

2000	H/H	HI	.	.	.	.	.	.	.	1	0	0	.	.	.
2000	H/H	SL	.	.	.	.	.	.	.	7	4	0	.	.	.
2000	H/H	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	H/H	EBD	.	.	.	.	.	.	.	2	47	9	.	.	.
2000	H/H	OI	.	.	.	.	.	.	.	4	5	0	.	.	.
2000	H/H	OHI	.	.	.	.	.	.	.	15	28	3	.	.	.
2000	H/H	SLD	.	.	.	.	.	.	.	0	40	5	.	.	.
2000	H/H	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2000	H/H	MD	.	.	.	.	.	.	.	15	8	8	.	.	.
2000	H/H	A	.	.	.	.	.	.	.	3	2	2	.	.	.
2000	H/H	TBI	.	.	.	.	.	.	.	0	4	5	.	.	.
2000	H/H	DD	.	.	.	.	.	.	.	2	.	.	.	.	.
2000	H/H	ALL	.	.	.	.	.	.	.	52	154	39	130	6	214
2000	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2000	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	289	0	88
2000	IN PRIVATE SCHOOL- NOT PLACED BY PUBLIC	ALL	.	.	.	.	.	.	.	.	.	.	15	0	111

2000	TOTAL	ALL	.	.	.	.	.	.	.	.	.	.	39215	621	51553
2001	ECS	MR	.	.	.	8	.	.	.	.	.	.	.	.	.
2001	ECS	HI	.	.	.	13	.	.	.	.	.	.	.	.	.
2001	ECS	SL	.	.	.	1,743	.	.	.	.	.	.	.	.	.
2001	ECS	VI	.	.	.	11	.	.	.	.	.	.	.	.	.
2001	ECS	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	ECS	OI	.	.	.	18	.	.	.	.	.	.	.	.	.
2001	ECS	OHI	.	.	.	14	.	.	.	.	.	.	.	.	.
2001	ECS	SLD	.	.	.	6	.	.	.	.	.	.	.	.	.
2001	ECS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	ECS	MD	.	.	.	34	.	.	.	.	.	.	.	.	.
2001	ECS	A	.	.	.	19	.	.	.	.	.	.	.	.	.
2001	ECS	TBI	.	.	.	1	.	.	.	.	.	.	.	.	.
2001	ECS	DD	.	.	.	432	.	.	.	.	.	.	.	.	.
2001	ECS	ALL	324	694	1,281	2,299	8	11	1,226	.	.	.	.	.	.
2001	ECSES	MR	.	.	.	14	.	.	.	.	.	.	.	.	.
2001	ECSES	HI	.	.	.	38	.	.	.	.	.	.	.	.	.
2001	ECSES	SL	.	.	.	1,574	.	.	.	.	.	.	.	.	.
2001	ECSES	VI	.	.	.	28	.	.	.	.	.	.	.	.	.
2001	ECSES	EBD	.	.	.	2	.	.	.	.	.	.	.	.	.
2001	ECSES	OI	.	.	.	29	.	.	.	.	.	.	.	.	.
2001	ECSES	OHI	.	.	.	52	.	.	.	.	.	.	.	.	.
2001	ECSES	SLD	.	.	.	12	.	.	.	.	.	.	.	.	.

2001	ECSES	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	ECSES	MD	.	.	.	59	.	.	.	.	.	.	.	.	.
2001	ECSES	A	.	.	.	70	.	.	.	.	.	.	.	.	.
2001	ECSES	TBI	.	.	.	1	.	.	.	.	.	.	.	.	.
2001	ECSES	DD	.	.	.	1,016	.	.	.	.	.	.	.	.	.
2001	ECSES	ALL	653	985	1,257	2,895	13	26	2,037	.	.	.	.	.	.
2001	H	MR	.	.	.	1	.	.	.	.	.	.	.	.	.
2001	H	HI	.	.	.	6	.	.	.	.	.	.	.	.	.
2001	H	SL	.	.	.	30	.	.	.	.	.	.	.	.	.
2001	H	VI	.	.	.	3	.	.	.	.	.	.	.	.	.
2001	H	EBD	.	.	.	1	.	.	.	.	.	.	.	.	.
2001	H	OI	.	.	.	2	.	.	.	.	.	.	.	.	.
2001	H	OHI	.	.	.	8	.	.	.	.	.	.	.	.	.
2001	H	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	H	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	H	MD	.	.	.	10	.	.	.	.	.	.	.	.	.
2001	H	A	.	.	.	5	.	.	.	.	.	.	.	.	.
2001	H	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	H	DD	.	.	.	50	.	.	.	.	.	.	.	.	.
2001	H	ALL	47	37	32	116	2	1	59	.	.	.	.	.	.
2001	PTCH	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	PTCH	HI	.	.	.	22	.	.	.	.	.	.	.	.	.
2001	PTCH	SL	.	.	.	1,671	.	.	.	.	.	.	.	.	.

2001	PTCH	VI	.	.	.	9	.	.	.	.	.	.	.	.	.
2001	PTCH	EBD	.	.	.	2	.	.	.	.	.	.	.	.	.
2001	PTCH	OI	.	.	.	13	.	.	.	.	.	.	.	.	.
2001	PTCH	OHI	.	.	.	23	.	.	.	.	.	.	.	.	.
2001	PTCH	SLD	.	.	.	7	.	.	.	.	.	.	.	.	.
2001	PTCH	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	PTCH	MD	.	.	.	9	.	.	.	.	.	.	.	.	.
2001	PTCH	A	.	.	.	12	.	.	.	.	.	.	.	.	.
2001	PTCH	TBI	.	.	.	3	.	.	.	.	.	.	.	.	.
2001	PTCH	DD	.	.	.	417	.	.	.	.	.	.	.	.	.
2001	PTCH	ALL	258	643	1,287	2,188	7	11	1,418	.	.	.	.	.	.
2001	RF	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	HI	.	.	.	5	.	.	.	.	.	.	.	.	.
2001	RF	SL	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	VI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	MD	.	.	.	9	.	.	.	.	.	.	.	.	.
2001	RF	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.

2001	RF	DD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RF	ALL	0	6	8	14	0	0	5	.	.	.	.	.	.
2001	SS	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	HI	.	.	.	1	.	.	.	.	.	.	.	.	.
2001	SS	SL	.	.	.	2	.	.	.	.	.	.	.	.	.
2001	SS	VI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	MD	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	SS	DD	.	.	.	10	.	.	.	.	.	.	.	.	.
2001	SS	ALL	4	5	4	13	0	0	5	.	.	.	.	.	.
2001	ISOHS.	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.

2001	ISOHS.	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	ISOHS.	ALL	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	RMS	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	RMS	ALL	.	.	.	0	.	.	.	.	.	.	.	.	.
2001	Total	ALL	1,286	2,370	3,869	7,525	30	49	4,750	.	.	.	.	.	.
2001	OS<21%	MR	.	.	.	.	.	.	.	636	1,153	204	.	.	.

2001	OS<21%	HI	.	.	.	.	.	.	.	185	192	10	.	.	.
2001	OS<21%	SL	.	.	.	.	.	.	.	12,837	1,142	34	.	.	.
2001	OS<21%	VI	.	.	.	.	.	.	.	130	103	5	.	.	.
2001	OS<21%	EBD	.	.	.	.	.	.	.	537	996	94	.	.	.
2001	OS<21%	OI	.	.	.	.	.	.	.	165	134	9	.	.	.
2001	OS<21%	OHI	.	.	.	.	.	.	.	981	1,142	60	.	.	.
2001	OS<21%	SLD	.	.	.	.	.	.	.	5,864	11,324	1,100	.	.	.
2001	OS<21%	DB	.	.	.	.	.	.	.	0	1	0	.	.	.
2001	OS<21%	MD	.	.	.	.	.	.	.	43	22	3	.	.	.
2001	OS<21%	A	.	.	.	.	.	.	.	116	49	2	.	.	.
2001	OS<21%	TBI	.	.	.	.	.	.	.	25	57	7	.	.	.
2001	OS<21%	DD	.	.	.	.	.	.	.	732	.	.	.	.	.
2001	OS<21%	ALL	.	.	.	.	.	.	.	22,251	16,315	1,528	14,130	259	25,354
2001	OS 21-60%	MR	.	.	.	.	.	.	.	2,952	6,258	976	.	.	.
2001	OS 21-60%	HI	.	.	.	.	.	.	.	117	141	15	.	.	.
2001	OS 21-60%	SL	.	.	.	.	.	.	.	1,313	538	18	.	.	.
2001	OS 21-60%	VI	.	.	.	.	.	.	.	38	43	8	.	.	.
2001	OS 21-60%	EBD	.	.	.	.	.	.	.	479	1,014	80	.	.	.
2001	OS 21-60%	OI	.	.	.	.	.	.	.	89	96	14	.	.	.
2001	OS 21-60%	OHI	.	.	.	.	.	.	.	868	913	66	.	.	.
2001	OS 21-60%	SLD	.	.	.	.	.	.	.	7,367	12,345	1,219	.	.	.
2001	OS 21-60%	DB	.	.	.	.	.	.	.	0	2	0	.	.	.
2001	OS 21-60%	MD	.	.	.	.	.	.	.	85	100	34	.	.	.

2001	OS 21-60%	A	.	.	.	.	.	.	.	205	70	9	.	.	.
2001	OS 21-60%	TBI	.	.	.	.	.	.	.	33	59	12	.	.	.
2001	OS 21-60%	DD	.	.	.	.	.	.	.	483	.	.	.	.	.
2001	OS 21-60%	ALL	.	.	.	.	.	.	.	14,029	21,579	2,451	17,884	371	19,482
2001	OS >60%	MR	.	.	.	.	.	.	.	1,237	2,444	413	.	.	.
2001	OS >60%	HI	.	.	.	.	.	.	.	53	23	1	.	.	.
2001	OS >60%	SL	.	.	.	.	.	.	.	131	64	5	.	.	.
2001	OS >60%	VI	.	.	.	.	.	.	.	12	4	2	.	.	.
2001	OS >60%	EBD	.	.	.	.	.	.	.	227	342	19	.	.	.
2001	OS >60%	OI	.	.	.	.	.	.	.	38	30	6	.	.	.
2001	OS >60%	OHI	.	.	.	.	.	.	.	185	181	22	.	.	.
2001	OS >60%	SLD	.	.	.	.	.	.	.	349	1,244	142	.	.	.
2001	OS >60%	DB	.	.	.	.	.	.	.	0	0	1	.	.	.
2001	OS >60%	MD	.	.	.	.	.	.	.	310	305	118	.	.	.
2001	OS >60%	A	.	.	.	.	.	.	.	199	117	28	.	.	.
2001	OS >60%	TBI	.	.	.	.	.	.	.	17	15	9	.	.	.
2001	OS >60%	DD	.	.	.	.	.	.	.	181	.	.	.	.	.
2001	OS >60%	ALL	.	.	.	.	.	.	.	2,939	4,769	766	4,637	71	3,706
2001	Public SS	MR	.	.	.	.	.	.	.	85	196	94	.	.	.
2001	Public SS	HI	.	.	.	.	.	.	.	20	25	6	.	.	.
2001	Public SS	SL	.	.	.	.	.	.	.	6	0	0	.	.	.
2001	Public SS	VI	.	.	.	.	.	.	.	18	17	3	.	.	.
2001	Public SS	EBD	.	.	.	.	.	.	.	31	91	3	.	.	.

2001	Public SS	OI	.	.	.	.	.	.	.	2	0	1	.	.	.
2001	Public SS	OHI	.	.	.	.	.	.	.	20	26	0	.	.	.
2001	Public SS	SLD	.	.	.	.	.	.	.	15	46	2	.	.	.
2001	Public SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Public SS	MD	.	.	.	.	.	.	.	73	70	27	.	.	.
2001	Public SS	A	.	.	.	.	.	.	.	28	20	4	.	.	.
2001	Public SS	TBI	.	.	.	.	.	.	.	1	3	1	.	.	.
2001	Public SS	DD	.	.	.	.	.	.	.	33	.	.	.	.	.
2001	Public SS	ALL	.	.	.	.	.	.	.	332	494	141	464	5	485
2001	Private SS	MR	.	.	.	.	.	.	.	3	26	10	.	.	.
2001	Private SS	HI	.	.	.	.	.	.	.	0	0	1	.	.	.
2001	Private SS	SL	.	.	.	.	.	.	.	7	2	0	.	.	.
2001	Private SS	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Private SS	EBD	.	.	.	.	.	.	.	2	33	1	.	.	.
2001	Private SS	OI	.	.	.	.	.	.	.	0	0	1	.	.	.
2001	Private SS	OHI	.	.	.	.	.	.	.	0	1	0	.	.	.
2001	Private SS	SLD	.	.	.	.	.	.	.	1	10	0	.	.	.
2001	Private SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Private SS	MD	.	.	.	.	.	.	.	0	0	1	.	.	.
2001	Private SS	A	.	.	.	.	.	.	.	7	20	12	.	.	.
2001	Private SS	TBI	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Private SS	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
2001	Private SS	ALL	.	.	.	.	.	.	.	20	92	26	69	0	69

2001	Public RF	MR	.	.	.	.	.	.	.	0	3	4	.	.	.
2001	Public RF	HI	.	.	.	.	.	.	.	43	104	41	.	.	.
2001	Public RF	SL	.	.	.	.	.	.	.	4	0	1	.	.	.
2001	Public RF	VI	.	.	.	.	.	.	.	21	36	16	.	.	.
2001	Public RF	EBD	.	.	.	.	.	.	.	4	12	0	.	.	.
2001	Public RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Public RF	OHI	.	.	.	.	.	.	.	1	2	0	.	.	.
2001	Public RF	SLD	.	.	.	.	.	.	.	2	19	3	.	.	.
2001	Public RF	DB	.	.	.	.	.	.	.	0	0	1	.	.	.
2001	Public RF	MD	.	.	.	.	.	.	.	37	51	26	.	.	.
2001	Public RF	A	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Public RF	TBI	.	.	.	.	.	.	.	1	0	0	.	.	.
2001	Public RF	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
2001	Public RF	ALL	.	.	.	.	.	.	.	113	227	92	217	3	209
2001	Private RF	MR	.	.	.	.	.	.	.	5	57	3	.	.	.
2001	Private RF	HI	.	.	.	.	.	.	.	1	1	0	.	.	.
2001	Private RF	SL	.	.	.	.	.	.	.	1	3	0	.	.	.
2001	Private RF	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Private RF	EBD	.	.	.	.	.	.	.	29	147	7	.	.	.
2001	Private RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	Private RF	OHI	.	.	.	.	.	.	.	2	9	2	.	.	.
2001	Private RF	SLD	.	.	.	.	.	.	.	8	56	3	.	.	.
2001	Private RF	DB	.	.	.	.	.	.	.	0	0	0	.	.	.

2001	Private RF	MD	.	.	.	.	.	.	.	5	21	16	.	.	.
2001	Private RF	A	.	.	.	.	.	.	.	2	7	3	.	.	.
2001	Private RF	TBI	.	.	.	.	.	.	.	0	1	1	.	.	.
2001	Private RF	DD	.	.	.	.	.	.	.	2	.	.	.	.	.
2001	Private RF	ALL	.	.	.	.	.	.	.	55	302	35	155	6	229
2001	H/H	MR	.	.	.	.	.	.	.	2	28	14	.	.	.
2001	H/H	HI	.	.	.	.	.	.	.	0	1	0	.	.	.
2001	H/H	SL	.	.	.	.	.	.	.	8	4	0	.	.	.
2001	H/H	VI	.	.	.	.	.	.	.	1	0	0	.	.	.
2001	H/H	EBD	.	.	.	.	.	.	.	1	41	12	.	.	.
2001	H/H	OI	.	.	.	.	.	.	.	4	4	3	.	.	.
2001	H/H	OHI	.	.	.	.	.	.	.	14	24	5	.	.	.
2001	H/H	SLD	.	.	.	.	.	.	.	3	37	12	.	.	.
2001	H/H	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2001	H/H	MD	.	.	.	.	.	.	.	13	10	3	.	.	.
2001	H/H	A	.	.	.	.	.	.	.	3	2	0	.	.	.
2001	H/H	TBI	.	.	.	.	.	.	.	1	5	5	.	.	.
2001	H/H	DD	.	.	.	.	.	.	.	3	.	.	.	.	.
2001	H/H	ALL	.	.	.	.	.	.	.	53	156	54	93	1	167
2001	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.

2001	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2001	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	177	0	55
2001	In private school, not placed by public agency (duplicated count)	ALL	.	.	.	.	.	.	.	.	.	.	13	0	112
2001	Total	ALL	.	.	.	.	.	.	.	.	.	.	37,649	716	49,701
2002	ECS	MR	.	.	.	1	.	.	.	.	.	.	.	.	.
2002	ECS	HI	.	.	.	22	.	.	.	.	.	.	.	.	.
2002	ECS	SL	.	.	.	1,561	.	.	.	.	.	.	.	.	.
2002	ECS	VI	.	.	.	8	.	.	.	.	.	.	.	.	.
2002	ECS	EBD	.	.	.	1	.	.	.	.	.	.	.	.	.
2002	ECS	OI	.	.	.	32	.	.	.	.	.	.	.	.	.
2002	ECS	OHI	.	.	.	21	.	.	.	.	.	.	.	.	.
2002	ECS	SLD	.	.	.	7	.	.	.	.	.	.	.	.	.
2002	ECS	DB											.	.	.

2002	ECS	MD	.	.	.	35	.	.	.	.	.	.	.	.	.
2002	ECS	A	.	.	.	32	.	.	.	.	.	.	.	.	.
2002	ECS	TBI	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	ECS	DD	.	.	.	419	.	.	.	.	.	.	.	.	.
2002	ECS	ALL	281	636	1,224	2,141	5	8	1,172	.	.	.	.	.	.
2002	ECSES	MR	.	.	.	6	.	.	.	.	.	.	.	.	.
2002	ECSES	HI	.	.	.	43	.	.	.	.	.	.	.	.	.
2002	ECSES	SL	.	.	.	1,646	.	.	.	.	.	.	.	.	.
2002	ECSES	VI	.	.	.	30	.	.	.	.	.	.	.	.	.
2002	ECSES	EBD	.	.	.	3	.	.	.	.	.	.	.	.	.
2002	ECSES	OI	.	.	.	31	.	.	.	.	.	.	.	.	.
2002	ECSES	OHI	.	.	.	44	.	.	.	.	.	.	.	.	.
2002	ECSES	SLD	.	.	.	13	.	.	.	.	.	.	.	.	.
2002	ECSES	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	ECSES	MD	.	.	.	56	.	.	.	.	.	.	.	.	.
2002	ECSES	A	.	.	.	84	.	.	.	.	.	.	.	.	.
2002	ECSES	TBI	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	ECSES	DD	.	.	.	1,036	.	.	.	.	.	.	.	.	.
2002	ECSES	ALL	662	1,030	1,302	2,994	14	28	2,115	.	.	.	.	.	.
2002	H	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	H	HI	.	.	.	1	.	.	.	.	.	.	.	.	.
2002	H	SL	.	.	.	24	.	.	.	.	.	.	.	.	.
2002	H	VI	.	.	.	1	.	.	.	.	.	.	.	.	.

2002	H	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	H	OI	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	H	OHI	.	.	.	5	.	.	.	.	.	.	.	.	.
2002	H	SLD	.	.	.	1	.	.	.	.	.	.	.	.	.
2002	H	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	H	MD	.	.	.	6	.	.	.	.	.	.	.	.	.
2002	H	A	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	H	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	H	DD	.	.	.	37	.	.	.	.	.	.	.	.	.
2002	H	ALL	31	30	18	79	1	1	47	.	.	.	.	.	.
2002	PTCH	MR	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	PTCH	HI	.	.	.	14	.	.	.	.	.	.	.	.	.
2002	PTCH	SL	.	.	.	2,020	.	.	.	.	.	.	.	.	.
2002	PTCH	VI	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	PTCH	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	PTCH	OI	.	.	.	14	.	.	.	.	.	.	.	.	.
2002	PTCH	OHI	.	.	.	17	.	.	.	.	.	.	.	.	.
2002	PTCH	SLD	.	.	.	8	.	.	.	.	.	.	.	.	.
2002	PTCH	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	PTCH	MD	.	.	.	14	.	.	.	.	.	.	.	.	.
2002	PTCH	A	.	.	.	18	.	.	.	.	.	.	.	.	.
2002	PTCH	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	PTCH	DD	.	.	.	511	.	.	.	.	.	.	.	.	.

2002	PTCH	ALL	332	749	1,539	2,620	4	14	1,712	.	.	.	.	.	.
2002	RF	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	HI	.	.	.	4	.	.	.	.	.	.	.	.	.
2002	RF	SL	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	VI	.	.	.	2	.	.	.	.	.	.	.	.	.
2002	RF	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	MD	.	.	.	10	.	.	.	.	.	.	.	.	.
2002	RF	A	.	.	.	1	.	.	.	.	.	.	.	.	.
2002	RF	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	DD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RF	ALL	6	3	8	17	0	0	8	.	.	.	.	.	.
2002	SS	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	HI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	SL	.	.	.	3	.	.	.	.	.	.	.	.	.
2002	SS	VI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.

2002	SS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	MD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	DD	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	SS	ALL	0	3	0	3	0	0	3	.	.	.	.	.	.
2002	ISOHS.	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	ISOHS.	ALL	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	RMS	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	SL	.	.	.	.	.	.	.	.	.	.	.	.	.

2002	RMS	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	RMS	ALL	.	.	.	0	.	.	.	.	.	.	.	.	.
2002	Total	ALL	1,312	2,451	4,091	7,854	24	51	5,057	.	.	.	.	.	.
2002	OS<21%	MR	.	.	.	.	.	.	.	489	986	164	.	.	.
2002	OS<21%	HI	.	.	.	.	.	.	.	187	191	17	.	.	.
2002	OS<21%	SL	.	.	.	.	.	.	.	12,618	1,259	34	.	.	.
2002	OS<21%	VI	.	.	.	.	.	.	.	124	103	9	.	.	.
2002	OS<21%	EBD	.	.	.	.	.	.	.	377	867	85	.	.	.
2002	OS<21%	OI	.	.	.	.	.	.	.	153	124	8	.	.	.
2002	OS<21%	OHI	.	.	.	.	.	.	.	974	1,256	86	.	.	.
2002	OS<21%	SLD	.	.	.	.	.	.	.	4,842	10,835	971	.	.	.
2002	OS<21%	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	OS<21%	MD	.	.	.	.	.	.	.	29	14	3	.	.	.
2002	OS<21%	A	.	.	.	.	.	.	.	151	58	2	.	.	.

2002	OS<21%	TBI	.	.	.	.	.	.	.	25	48	5	.	.	.
2002	OS<21%	DD	.	.	.	.	.	.	.	912	.	.	.	.	.
2002	OS<21%	ALL	.	.	.	.	.	.	.	20,881	15,741	1,384	13,566	325	23,801
2002	OS 21-60%	MR	.	.	.	.	.	.	.	2,427	5,633	976	.	.	.
2002	OS 21-60%	HI	.	.	.	.	.	.	.	103	136	21	.	.	.
2002	OS 21-60%	SL	.	.	.	.	.	.	.	1,520	741	43	.	.	.
2002	OS 21-60%	VI	.	.	.	.	.	.	.	31	52	8	.	.	.
2002	OS 21-60%	EBD	.	.	.	.	.	.	.	423	907	74	.	.	.
2002	OS 21-60%	OI	.	.	.	.	.	.	.	79	100	13	.	.	.
2002	OS 21-60%	OHI	.	.	.	.	.	.	.	952	1,117	93	.	.	.
2002	OS 21-60%	SLD	.	.	.	.	.	.	.	6,963	13,272	1,461	.	.	.
2002	OS 21-60%	DB	.	.	.	.	.	.	.	1	1	0	.	.	.
2002	OS 21-60%	MD	.	.	.	.	.	.	.	89	92	31	.	.	.
2002	OS 21-60%	A	.	.	.	.	.	.	.	223	113	10	.	.	.
2002	OS 21-60%	TBI	.	.	.	.	.	.	.	30	73	9	.	.	.
2002	OS 21-60%	DD	.	.	.	.	.	.	.	765	.	.	.	.	.
2002	OS 21-60%	ALL	.	.	.	.	.	.	.	13,606	22,237	2,739	18,262	408	19,561
2002	OS >60%	MR	.	.	.	.	.	.	.	922	2,210	487	.	.	.
2002	OS >60%	HI	.	.	.	.	.	.	.	58	33	1	.	.	.
2002	OS >60%	SL	.	.	.	.	.	.	.	152	102	5	.	.	.
2002	OS >60%	VI	.	.	.	.	.	.	.	13	6	4	.	.	.
2002	OS >60%	EBD	.	.	.	.	.	.	.	159	318	60	.	.	.
2002	OS >60%	OI	.	.	.	.	.	.	.	31	33	6	.	.	.

2002	OS >60%	OHI	.	.	.	.	.	.	.	210	231	23	.	.	.
2002	OS >60%	SLD	.	.	.	.	.	.	.	336	1,306	187	.	.	.
2002	OS >60%	DB	.	.	.	.	.	.	.	0	1	0	.	.	.
2002	OS >60%	MD	.	.	.	.	.	.	.	310	321	118	.	.	.
2002	OS >60%	A	.	.	.	.	.	.	.	258	142	31	.	.	.
2002	OS >60%	TBI	.	.	.	.	.	.	.	13	21	11	.	.	.
2002	OS >60%	DD	.	.	.	.	.	.	.	298	.	.	.	.	.
2002	OS >60%	ALL	.	.	.	.	.	.	.	2,760	4,724	933	4,487	84	3,781
2002	Public SS	MR	.	.	.	.	.	.	.	70	223	96	.	.	.
2002	Public SS	HI	.	.	.	.	.	.	.	13	22	6	.	.	.
2002	Public SS	SL	.	.	.	.	.	.	.	3	1	0	.	.	.
2002	Public SS	VI	.	.	.	.	.	.	.	16	20	3	.	.	.
2002	Public SS	EBD	.	.	.	.	.	.	.	35	89	2	.	.	.
2002	Public SS	OI	.	.	.	.	.	.	.	2	0	1	.	.	.
2002	Public SS	OHI	.	.	.	.	.	.	.	24	30	4	.	.	.
2002	Public SS	SLD	.	.	.	.	.	.	.	16	68	4	.	.	.
2002	Public SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Public SS	MD	.	.	.	.	.	.	.	75	74	42	.	.	.
2002	Public SS	A	.	.	.	.	.	.	.	26	24	4	.	.	.
2002	Public SS	TBI	.	.	.	.	.	.	.	0	1	2	.	.	.
2002	Public SS	DD	.	.	.	.	.	.	.	34	.	.	.	.	.
2002	Public SS	ALL	.	.	.	.	.	.	.	314	552	164	476	4	521
2002	Private SS	MR	.	.	.	.	.	.	.	5	23	15	.	.	.

2002	Private SS	HI	.	.	.	.	.	.	.	2	1	0	.	.	.
2002	Private SS	SL	.	.	.	.	.	.	.	99	6	0	.	.	.
2002	Private SS	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Private SS	EBD	.	.	.	.	.	.	.	2	19	1	.	.	.
2002	Private SS	OI	.	.	.	.	.	.	.	1	0	1	.	.	.
2002	Private SS	OHI	.	.	.	.	.	.	.	3	6	1	.	.	.
2002	Private SS	SLD	.	.	.	.	.	.	.	5	10	2	.	.	.
2002	Private SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Private SS	MD	.	.	.	.	.	.	.	0	1	1	.	.	.
2002	Private SS	A	.	.	.	.	.	.	.	6	21	8	.	.	.
2002	Private SS	TBI	.	.	.	.	.	.	.	1	0	0	.	.	.
2002	Private SS	DD	.	.	.	.	.	.	.	3	.	.	.	.	.
2002	Private SS	ALL	.	.	.	.	.	.	.	127	87	29	64	1	176
2002	Public RF	MR	.	.	.	.	.	.	.	0	3	6	.	.	.
2002	Public RF	HI	.	.	.	.	.	.	.	45	101	29	.	.	.
2002	Public RF	SL	.	.	.	.	.	.	.	1	0	1	.	.	.
2002	Public RF	VI	.	.	.	.	.	.	.	20	35	11	.	.	.
2002	Public RF	EBD	.	.	.	.	.	.	.	2	4	1	.	.	.
2002	Public RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Public RF	OHI	.	.	.	.	.	.	.	3	2	0	.	.	.
2002	Public RF	SLD	.	.	.	.	.	.	.	2	11	4	.	.	.
2002	Public RF	DB	.	.	.	.	.	.	.	0	0	1	.	.	.
2002	Public RF	MD	.	.	.	.	.	.	.	37	52	28	.	.	.

2002	Public RF	A	.	.	.	.	.	.	.	1	0	0	.	.	.
2002	Public RF	TBI	.	.	.	.	.	.	.	1	1	0	.	.	.
2002	Public RF	DD	.	.	.	.	.	.	.	1	.	.	.	.	.
2002	Public RF	ALL	.	.	.	.	.	.	.	113	209	81	207	8	183
2002	Private RF	MR	.	.	.	.	.	.	.	3	30	2	.	.	.
2002	Private RF	HI	.	.	.	.	.	.	.	2	1	1	.	.	.
2002	Private RF	SL	.	.	.	.	.	.	.	0	1	0	.	.	.
2002	Private RF	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Private RF	EBD	.	.	.	.	.	.	.	31	158	11	.	.	.
2002	Private RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Private RF	OHI	.	.	.	.	.	.	.	4	22	1	.	.	.
2002	Private RF	SLD	.	.	.	.	.	.	.	6	60	2	.	.	.
2002	Private RF	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	Private RF	MD	.	.	.	.	.	.	.	4	22	10	.	.	.
2002	Private RF	A	.	.	.	.	.	.	.	3	6	4	.	.	.
2002	Private RF	TBI	.	.	.	.	.	.	.	0	1	1	.	.	.
2002	Private RF	DD	.	.	.	.	.	.	.	1	.	.	.	.	.
2002	Private RF	ALL	.	.	.	.	.	.	.	54	301	32	170	3	214
2002	H/H	MR	.	.	.	.	.	.	.	3	24	2	.	.	.
2002	H/H	HI	.	.	.	.	.	.	.	1	0	0	.	.	.
2002	H/H	SL	.	.	.	.	.	.	.	8	0	0	.	.	.
2002	H/H	VI	.	.	.	.	.	.	.	0	1	0	.	.	.
2002	H/H	EBD	.	.	.	.	.	.	.	3	32	11	.	.	.

2002	H/H	OI	.	.	.	.	.	.	.	4	8	1	.	.	.
2002	H/H	OHI	.	.	.	.	.	.	.	17	33	6	.	.	.
2002	H/H	SLD	.	.	.	.	.	.	.	5	33	11	.	.	.
2002	H/H	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2002	H/H	MD	.	.	.	.	.	.	.	22	16	8	.	.	.
2002	H/H	A	.	.	.	.	.	.	.	2	3	0	.	.	.
2002	H/H	TBI	.	.	.	.	.	.	.	1	7	7	.	.	.
2002	H/H	DD	.	.	.	.	.	.	.	3	.	.	.	.	.
2002	H/H	ALL	.	.	.	.	.	.	.	69	157	46	80	2	189
2002	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2002	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	212	1	62

2002	In private school, not placed by public agency (duplicated count)	ALL	.	.	.	.	.	.	.	.	.	.	16	1	109
2002	Total	ALL	.	.	.	.	.	.	.	.	.	.	37,312	835	48,426
2003	ECS	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ECS	HI	.	.	.	17	.	.	.	.	.	.	.	.	.
2003	ECS	SL	.	.	.	1,350	.	.	.	.	.	.	.	.	.
2003	ECS	VI	.	.	.	14	.	.	.	.	.	.	.	.	.
2003	ECS	EBD	.	.	.	1	.	.	.	.	.	.	.	.	.
2003	ECS	OI	.	.	.	24	.	.	.	.	.	.	.	.	.
2003	ECS	OHI	.	.	.	13	.	.	.	.	.	.	.	.	.
2003	ECS	SLD	.	.	.	3	.	.	.	.	.	.	.	.	.
2003	ECS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ECS	MD	.	.	.	28	.	.	.	.	.	.	.	.	.
2003	ECS	A	.	.	.	29	.	.	.	.	.	.	.	.	.
2003	ECS	TBI	.	.	.	3	.	.	.	.	.	.	.	.	.
2003	ECS	DD	.	.	.	417	.	.	.	.	.	.	.	.	.
2003	ECS	ALL	313	608	978	1,899	6	14	1,189	.	.	.	.	.	.
2003	ECSES	MR	.	.	.	10	.	.	.	.	.	.	.	.	.
2003	ECSES	HI	.	.	.	45	.	.	.	.	.	.	.	.	.
2003	ECSES	SL	.	.	.	1,801	.	.	.	.	.	.	.	.	.
2003	ECSES	VI	.	.	.	25	.	.	.	.	.	.	.	.	.
2003	ECSES	EBD											.	.	.

2003	ECSES	OI	.	.	.	27	.	.	.	.	.	.	.	.	.
2003	ECSES	OHI	.	.	.	40	.	.	.	.	.	.	.	.	.
2003	ECSES	SLD	.	.	.	8	.	.	.	.	.	.	.	.	.
2003	ECSES	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ECSES	MD	.	.	.	57	.	.	.	.	.	.	.	.	.
2003	ECSES	A	.	.	.	98	.	.	.	.	.	.	.	.	.
2003	ECSES	TBI	.	.	.	6	.	.	.	.	.	.	.	.	.
2003	ECSES	DD	.	.	.	889	.	.	.	.	.	.	.	.	.
2003	ECSES	ALL	665	977	1,365	3,007	10	22	2,017	.	.	.	.	.	.
2003	H	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	H	HI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	H	SL	.	.	.	29	.	.	.	.	.	.	.	.	.
2003	H	VI	.	.	.	4	.	.	.	.	.	.	.	.	.
2003	H	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	H	OI	.	.	.	3	.	.	.	.	.	.	.	.	.
2003	H	OHI	.	.	.	5	.	.	.	.	.	.	.	.	.
2003	H	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	H	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	H	MD	.	.	.	11	.	.	.	.	.	.	.	.	.
2003	H	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	H	TBI	.	.	.	1	.	.	.	.	.	.	.	.	.
2003	H	DD	.	.	.	22	.	.	.	.	.	.	.	.	.
2003	H	ALL	31	30	14	75	1	2	47	.	.	.	.	.	.

2003	PTCH	MR	.	.	.	3	.	.	.	.	.	.	.	.	.
2003	PTCH	HI	.	.	.	17	.	.	.	.	.	.	.	.	.
2003	PTCH	SL	.	.	.	2,155	.	.	.	.	.	.	.	.	.
2003	PTCH	VI	.	.	.	4	.	.	.	.	.	.	.	.	.
2003	PTCH	EBD	.	.	.	2	.	.	.	.	.	.	.	.	.
2003	PTCH	OI	.	.	.	11	.	.	.	.	.	.	.	.	.
2003	PTCH	OHI	.	.	.	21	.	.	.	.	.	.	.	.	.
2003	PTCH	SLD	.	.	.	9	.	.	.	.	.	.	.	.	.
2003	PTCH	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	PTCH	MD	.	.	.	12	.	.	.	.	.	.	.	.	.
2003	PTCH	A	.	.	.	32	.	.	.	.	.	.	.	.	.
2003	PTCH	TBI	.	.	.	4	.	.	.	.	.	.	.	.	.
2003	PTCH	DD	.	.	.	556	.	.	.	.	.	.	.	.	.
2003	PTCH	ALL	359	767	1,700	2,826	14	24	1,926	.	.	.	.	.	.
2003	RF	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	HI	.	.	.	6	.	.	.	.	.	.	.	.	.
2003	RF	SL	.	.	.	1	.	.	.	.	.	.	.	.	.
2003	RF	VI	.	.	.	5	.	.	.	.	.	.	.	.	.
2003	RF	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	DB	.	.	.	0	.	.	.	.	.	.	.	.	.

2003	RF	MD	.	.	.	10	.	.	.	.	.	.	.	.	.
2003	RF	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	TBI	.	.	.	1	.	.	.	.	.	.	.	.	.
2003	RF	DD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RF	ALL	4	8	11	23	0	0	9	.	.	.	.	.	.
2003	SS	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	HI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	SL	.	.	.	3	.	.	.	.	.	.	.	.	.
2003	SS	VI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	MD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	A	.	.	.	1	.	.	.	.	.	.	.	.	.
2003	SS	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	SS	DD	.	.	.	9	.	.	.	.	.	.	.	.	.
2003	SS	ALL	3	5	5	13	0	0	7	.	.	.	.	.	.
2003	ISOHS.	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	HI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	SL	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	VI	.	.	.	0	.	.	.	.	.	.	.	.	.

2003	ISOHS.	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	MD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	DD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	ISOHS.	ALL	0	0	0	0	0	0	0	.	.	.	.	.	.
2003	RMS	MR	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	HI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	SL	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	VI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	EBD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	OI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	OHI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	SLD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	DB	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	MD	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	A	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	TBI	.	.	.	0	.	.	.	.	.	.	.	.	.
2003	RMS	DD	.	.	.	0	.	.	.	.	.	.	.	.	.

2003	RMS	ALL	0	0	0	0	0	0	0	.	.	.	.	.	.
2003	Total	ALL	1,375	2,395	4,073	7,843	31	62	5,195	.	.	.	.	.	.
2003	OS<21%	MR	.	.	.	.	.	.	.	468	1,222	183	.	.	.
2003	OS<21%	HI	.	.	.	.	.	.	.	183	214	15	.	.	.
2003	OS<21%	SL	.	.	.	.	.	.	.	12,227	1,354	37	.	.	.
2003	OS<21%	VI	.	.	.	.	.	.	.	111	92	13	.	.	.
2003	OS<21%	EBD	.	.	.	.	.	.	.	371	919	79	.	.	.
2003	OS<21%	OI	.	.	.	.	.	.	.	135	122	8	.	.	.
2003	OS<21%	OHI	.	.	.	.	.	.	.	1,113	1,580	66	.	.	.
2003	OS<21%	SLD	.	.	.	.	.	.	.	5,323	12,437	1,109	.	.	.
2003	OS<21%	DB	.	.	.	.	.	.	.	0	1	0	.	.	.
2003	OS<21%	MD	.	.	.	.	.	.	.	23	17	1	.	.	.
2003	OS<21%	A	.	.	.	.	.	.	.	201	83	3	.	.	.
2003	OS<21%	TBI	.	.	.	.	.	.	.	31	55	10	.	.	.
2003	OS<21%	DD	.	.	.	.	.	.	.	1,000	.	.	.	.	.
2003	OS<21%	ALL	.	.	.	.	.	.	.	21,186	18,096	1,524	14,922	432	25,094
2003	OS 21-60%	MR	.	.	.	.	.	.	.	1,931	4,686	781	.	.	.
2003	OS 21-60%	HI	.	.	.	.	.	.	.	111	132	19	.	.	.
2003	OS 21-60%	SL	.	.	.	.	.	.	.	1,592	839	62	.	.	.
2003	OS 21-60%	VI	.	.	.	.	.	.	.	35	40	8	.	.	.
2003	OS 21-60%	EBD	.	.	.	.	.	.	.	300	666	55	.	.	.
2003	OS 21-60%	OI	.	.	.	.	.	.	.	85	102	21	.	.	.
2003	OS 21-60%	OHI	.	.	.	.	.	.	.	949	1,141	97	.	.	.

2003	OS 21-60%	SLD	.	.	.	.	.	.	.	6,626	11,965	1,336	.	.	.
2003	OS 21-60%	DB	.	.	.	.	.	.	.	1	1	1	.	.	.
2003	OS 21-60%	MD	.	.	.	.	.	.	.	85	80	30	.	.	.
2003	OS 21-60%	A	.	.	.	.	.	.	.	255	131	17	.	.	.
2003	OS 21-60%	TBI	.	.	.	.	.	.	.	29	66	14	.	.	.
2003	OS 21-60%	DD	.	.	.	.	.	.	.	882	.	.	.	.	.
2003	OS 21-60%	ALL	.	.	.	.	.	.	.	12,881	19,849	2,441	16,967	443	17,436
2003	OS >60%	MR	.	.	.	.	.	.	.	648	1,753	462	.	.	.
2003	OS >60%	HI	.	.	.	.	.	.	.	48	38	3	.	.	.
2003	OS >60%	SL	.	.	.	.	.	.	.	102	92	8	.	.	.
2003	OS >60%	VI	.	.	.	.	.	.	.	12	11	1	.	.	.
2003	OS >60%	EBD	.	.	.	.	.	.	.	89	179	51	.	.	.
2003	OS >60%	OI	.	.	.	.	.	.	.	37	39	5	.	.	.
2003	OS >60%	OHI	.	.	.	.	.	.	.	176	205	20	.	.	.
2003	OS >60%	SLD	.	.	.	.	.	.	.	252	1,090	179	.	.	.
2003	OS >60%	DB	.	.	.	.	.	.	.	0	1	1	.	.	.
2003	OS >60%	MD	.	.	.	.	.	.	.	287	325	112	.	.	.
2003	OS >60%	A	.	.	.	.	.	.	.	284	189	35	.	.	.
2003	OS >60%	TBI	.	.	.	.	.	.	.	15	19	9	.	.	.
2003	OS >60%	DD	.	.	.	.	.	.	.	314	.	.	.	.	.
2003	OS >60%	ALL	.	.	.	.	.	.	.	2,264	3,941	886	3,682	70	3,256
2003	Public SS	MR	.	.	.	.	.	.	.	58	227	83	.	.	.
2003	Public SS	HI	.	.	.	.	.	.	.	10	19	5	.	.	.

2003	Public SS	SL	.	.	.	.	.	.	.	6	6	0	.	.	.
2003	Public SS	VI	.	.	.	.	.	.	.	14	16	1	.	.	.
2003	Public SS	EBD	.	.	.	.	.	.	.	17	65	3	.	.	.
2003	Public SS	OI	.	.	.	.	.	.	.	1	0	1	.	.	.
2003	Public SS	OHI	.	.	.	.	.	.	.	30	26	3	.	.	.
2003	Public SS	SLD	.	.	.	.	.	.	.	15	68	3	.	.	.
2003	Public SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Public SS	MD	.	.	.	.	.	.	.	67	85	33	.	.	.
2003	Public SS	A	.	.	.	.	.	.	.	31	28	4	.	.	.
2003	Public SS	TBI	.	.	.	.	.	.	.	0	2	1	.	.	.
2003	Public SS	DD	.	.	.	.	.	.	.	41	.	.	.	.	.
2003	Public SS	ALL	.	.	.	.	.	.	.	290	542	137	482	7	464
2003	Private SS	MR	.	.	.	.	.	.	.	0	20	22	.	.	.
2003	Private SS	HI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private SS	SL	.	.	.	.	.	.	.	8	0	0	.	.	.
2003	Private SS	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private SS	EBD	.	.	.	.	.	.	.	2	7	0	.	.	.
2003	Private SS	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private SS	OHI	.	.	.	.	.	.	.	0	2	1	.	.	.
2003	Private SS	SLD	.	.	.	.	.	.	.	0	1	1	.	.	.
2003	Private SS	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private SS	MD	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private SS	A	.	.	.	.	.	.	.	3	18	13	.	.	.

2003	Private SS	TBI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private SS	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
2003	Private SS	ALL	.	.	.	.	.	.	.	13	48	37	49	0	49
2003	Public RF	MR	.	.	.	.	.	.	.	1	3	1	.	.	.
2003	Public RF	HI	.	.	.	.	.	.	.	34	93	25	.	.	.
2003	Public RF	SL	.	.	.	.	.	.	.	1	2	1	.	.	.
2003	Public RF	VI	.	.	.	.	.	.	.	18	44	8	.	.	.
2003	Public RF	EBD	.	.	.	.	.	.	.	4	8	0	.	.	.
2003	Public RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Public RF	OHI	.	.	.	.	.	.	.	2	10	0	.	.	.
2003	Public RF	SLD	.	.	.	.	.	.	.	1	15	4	.	.	.
2003	Public RF	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Public RF	MD	.	.	.	.	.	.	.	34	47	30	.	.	.
2003	Public RF	A	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Public RF	TBI	.	.	.	.	.	.	.	1	0	0	.	.	.
2003	Public RF	DD	.	.	.	.	.	.	.	0	.	.	.	.	.
2003	Public RF	ALL	.	.	.	.	.	.	.	96	222	69	198	10	176
2003	Private RF	MR	.	.	.	.	.	.	.	7	52	7	.	.	.
2003	Private RF	HI	.	.	.	.	.	.	.	1	0	1	.	.	.
2003	Private RF	SL	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private RF	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private RF	EBD	.	.	.	.	.	.	.	19	160	8	.	.	.
2003	Private RF	OI	.	.	.	.	.	.	.	0	0	0	.	.	.

2003	Private RF	OHI	.	.	.	.	.	.	.	6	21	0	.	.	.
2003	Private RF	SLD	.	.	.	.	.	.	.	6	85	3	.	.	.
2003	Private RF	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	Private RF	MD	.	.	.	.	.	.	.	4	19	8	.	.	.
2003	Private RF	A	.	.	.	.	.	.	.	6	7	4	.	.	.
2003	Private RF	TBI	.	.	.	.	.	.	.	0	3	1	.	.	.
2003	Private RF	DD	.	.	.	.	.	.	.	1	.	.	.	.	.
2003	Private RF	ALL	.	.	.	.	.	.	.	50	347	32	176	3	249
2003	H/H	MR	.	.	.	.	.	.	.	1	18	5	.	.	.
2003	H/H	HI	.	.	.	.	.	.	.	0	1	0	.	.	.
2003	H/H	SL	.	.	.	.	.	.	.	8	3	0	.	.	.
2003	H/H	VI	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	H/H	EBD	.	.	.	.	.	.	.	1	26	9	.	.	.
2003	H/H	OI	.	.	.	.	.	.	.	3	3	0	.	.	.
2003	H/H	OHI	.	.	.	.	.	.	.	21	44	4	.	.	.
2003	H/H	SLD	.	.	.	.	.	.	.	2	33	7	.	.	.
2003	H/H	DB	.	.	.	.	.	.	.	0	0	0	.	.	.
2003	H/H	MD	.	.	.	.	.	.	.	21	18	6	.	.	.
2003	H/H	A	.	.	.	.	.	.	.	3	4	0	.	.	.
2003	H/H	TBI	.	.	.	.	.	.	.	2	8	8	.	.	.
2003	H/H	DD	.	.	.	.	.	.	.	3	.	.	.	.	.
2003	H/H	ALL	.	.	.	.	.	.	.	65	158	39	73	2	185
2003	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.

2003	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2003	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	208	0	57
2003	In private school, not placed by public agency (duplicated count)	ALL	.	.	.	.	.	.	.	.	.	.	27	0	166
2003	Total	ALL	.	.	.	.	.	.	.	.	.	.	36,549	967	46,909
2004	ECS	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECS	HI	.	.	.	11	.	.	.	.	.	.	.	.	.
2004	ECS	SL	.	.	.	1,311	.	.	.	.	.	.	.	.	.
2004	ECS	VI	.	.	.	13	.	.	.	.	.	.	.	.	.
2004	ECS	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECS	OI											.	.	.

2004	ECS	OHI	.	.	.	10	.	.	.	.	.	.	.	.	.
2004	ECS	SLD	.	.	.	6	.	.	.	.	.	.	.	.	.
2004	ECS	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECS	MD	.	.	.	22	.	.	.	.	.	.	.	.	.
2004	ECS	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECS	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECS	DD	.	.	.	457	.	.	.	.	.	.	.	.	.
2004	ECS	ALL	281	587	1,022	1,890	x	x	1,126	.	.	.	.	.	.
2004	ECSES	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECSES	HI	.	.	.	41	.	.	.	.	.	.	.	.	.
2004	ECSES	SL	.	.	.	1,684	.	.	.	.	.	.	.	.	.
2004	ECSES	VI	.	.	.	21	.	.	.	.	.	.	.	.	.
2004	ECSES	EBD	.	.	.	5	.	.	.	.	.	.	.	.	.
2004	ECSES	OI	.	.	.	25	.	.	.	.	.	.	.	.	.
2004	ECSES	OHI	.	.	.	41	.	.	.	.	.	.	.	.	.
2004	ECSES	SLD	.	.	.	5	.	.	.	.	.	.	.	.	.
2004	ECSES	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ECSES	MD	.	.	.	55	.	.	.	.	.	.	.	.	.
2004	ECSES	A	.	.	.	80	.	.	.	.	.	.	.	.	.
2004	ECSES	TBI	.	.	.	5	.	.	.	.	.	.	.	.	.
2004	ECSES	DD	.	.	.	968	.	.	.	.	.	.	.	.	.
2004	ECSES	ALL	668	1,026	1,242	2,936	9	32	2,049	.	.	.	.	.	.
2004	H	MR	.	.	.	x	.	.	.	.	.	.	.	.	.

2004	H	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	SL	.	.	.	44	.	.	.	.	.	.	.	.	.
2004	H	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	MD	.	.	.	9	.	.	.	.	.	.	.	.	.
2004	H	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	H	DD	.	.	.	19	.	.	.	.	.	.	.	.	.
2004	H	ALL	30	34	18	82	x	x	44	.	.	.	.	.	.
2004	PTCH	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	PTCH	HI	.	.	.	26	.	.	.	.	.	.	.	.	.
2004	PTCH	SL	.	.	.	2,457	.	.	.	.	.	.	.	.	.
2004	PTCH	VI	.	.	.	7	.	.	.	.	.	.	.	.	.
2004	PTCH	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	PTCH	OI	.	.	.	18	.	.	.	.	.	.	.	.	.
2004	PTCH	OHI	.	.	.	24	.	.	.	.	.	.	.	.	.
2004	PTCH	SLD	.	.	.	18	.	.	.	.	.	.	.	.	.
2004	PTCH	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	PTCH	MD	.	.	.	8	.	.	.	.	.	.	.	.	.

2004	PTCH	A	.	.	.	55	.	.	.	.	.	.	.	.	.
2004	PTCH	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	PTCH	DD	.	.	.	717	.	.	.	.	.	.	.	.	.
2004	PTCH	ALL	430	940	1,966	3,336	15	32	2,213	.	.	.	.	.	.
2004	RF	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	SL	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	DD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RF	ALL	x	9	x	20	x	x	11	.	.	.	.	.	.
2004	SS	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	SL	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.

2004	SS	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	SS	DD	.	.	.	5	.	.	.	.	.	.	.	.	.
2004	SS	ALL	x	x	x	x	x	x	x	.	.	.	.	.	.
2004	ISOHS.	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	SL	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	DD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	ISOHS.	ALL	x	x	x	x	x	x	x	.	.	.	.	.	.

2004	RMS	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	SL	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	DD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	RMS	ALL	x	x	x	x	x	x	x	.	.	.	.	.	.
2004	T 3-5	MR	.	.	.	8	.	.	.	.	.	.	.	.	.
2004	T 3-5	HI	.	.	.	83	.	.	.	.	.	.	.	.	.
2004	T 3-5	SL	.	.	.	5,499	.	.	.	.	.	.	.	.	.
2004	T 3-5	VI	.	.	.	45	.	.	.	.	.	.	.	.	.
2004	T 3-5	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2004	T 3-5	OI	.	.	.	60	.	.	.	.	.	.	.	.	.
2004	T 3-5	OHI	.	.	.	83	.	.	.	.	.	.	.	.	.
2004	T 3-5	SLD	.	.	.	30	.	.	.	.	.	.	.	.	.
2004	T 3-5	DB	.	.	.	x	.	.	.	.	.	.	.	.	.

2004	T 3-5	MD	.	.	.	101	.	.	.	.	.	.	.	.	.
2004	T 3-5	A	.	.	.	174	.	.	.	.	.	.	.	.	.
2004	T 3-5	TBI	.	.	.	11	.	.	.	.	.	.	.	.	.
2004	T 3-5	DD	.	.	.	2,168	.	.	.	.	.	.	.	.	.
2004	T 3-5	ALL	1,414	2,599	4,257	8,270	33	75	5,444	.	.	.	.	.	.
2004	OS<21%	MR	.	.	.	.	.	.	.	593	1,733	192	.	.	.
2004	OS<21%	HI	.	.	.	.	.	.	.	200	217	22	.	.	.
2004	OS<21%	SL	.	.	.	.	.	.	.	12,827	1,608	52	.	.	.
2004	OS<21%	VI	.	.	.	.	.	.	.	105	109	7	.	.	.
2004	OS<21%	EBD	.	.	.	.	.	.	.	336	886	70	.	.	.
2004	OS<21%	OI	.	.	.	.	.	.	.	143	123	16	.	.	.
2004	OS<21%	OHI	.	.	.	.	.	.	.	1,375	2,013	101	.	.	.
2004	OS<21%	SLD	.	.	.	.	.	.	.	6,889	15,251	1,378	.	.	.
2004	OS<21%	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	OS<21%	MD	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	OS<21%	A	.	.	.	.	.	.	.	290	129	11	.	.	.
2004	OS<21%	TBI	.	.	.	.	.	.	.	34	81	13	.	.	.
2004	OS<21%	DD	.	.	.	.	.	.	.	1,155	.	.	.	.	.
2004	OS<21%	ALL	.	.	.	.	.	.	.	23,976	22,164	1,865	18,276	604	28,653
2004	OS 21-60%	MR	.	.	.	.	.	.	.	1,360	3,387	629	.	.	.
2004	OS 21-60%	HI	.	.	.	.	.	.	.	87	124	22	.	.	.
2004	OS 21-60%	SL	.	.	.	.	.	.	.	1,204	759	57	.	.	.
2004	OS 21-60%	VI	.	.	.	.	.	.	.	x	x	x	.	.	.

2004	OS 21-60%	EBD	.	.	.	.	.	.	.	201	471	48	.	.	.
2004	OS 21-60%	OI	.	.	.	.	.	.	.	83	85	25	.	.	.
2004	OS 21-60%	OHI	.	.	.	.	.	.	.	806	1,016	79	.	.	.
2004	OS 21-60%	SLD	.	.	.	.	.	.	.	5,499	9,866	1,172	.	.	.
2004	OS 21-60%	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	OS 21-60%	MD	.	.	.	.	.	.	.	76	101	25	.	.	.
2004	OS 21-60%	A	.	.	.	.	.	.	.	262	148	26	.	.	.
2004	OS 21-60%	TBI	.	.	.	.	.	.	.	32	50	13	.	.	.
2004	OS 21-60%	DD	.	.	.	.	.	.	.	815	.	.	.	.	.
2004	OS 21-60%	ALL	.	.	.	.	.	.	.	10,451	16,052	2,101	14,325	444	13,571
2004	OS >60%	MR	.	.	.	.	.	.	.	466	1,508	411	.	.	.
2004	OS >60%	HI	.	.	.	.	.	.	.	54	30	5	.	.	.
2004	OS >60%	SL	.	.	.	.	.	.	.	104	77	8	.	.	.
2004	OS >60%	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	OS >60%	EBD	.	.	.	.	.	.	.	70	147	50	.	.	.
2004	OS >60%	OI	.	.	.	.	.	.	.	33	39	8	.	.	.
2004	OS >60%	OHI	.	.	.	.	.	.	.	160	191	18	.	.	.
2004	OS >60%	SLD	.	.	.	.	.	.	.	194	850	180	.	.	.
2004	OS >60%	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	OS >60%	MD	.	.	.	.	.	.	.	282	310	112	.	.	.
2004	OS >60%	A	.	.	.	.	.	.	.	306	230	40	.	.	.
2004	OS >60%	TBI	.	.	.	.	.	.	.	17	21	11	.	.	.
2004	OS >60%	DD	.	.	.	.	.	.	.	268	.	.	.	.	.

2004	OS >60%	ALL	.	.	.	.	.	.	.	1,965	3,415	847	3,104	60	2,988
2004	Public SS	MR	.	.	.	.	.	.	.	47	192	73	.	.	.
2004	Public SS	HI	.	.	.	.	.	.	.	x	19	x	.	.	.
2004	Public SS	SL	.	.	.	.	.	.	.	6	x	x	.	.	.
2004	Public SS	VI	.	.	.	.	.	.	.	23	x	x	.	.	.
2004	Public SS	EBD	.	.	.	.	.	.	.	x	48	x	.	.	.
2004	Public SS	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public SS	OHI	.	.	.	.	.	.	.	34	48	5	.	.	.
2004	Public SS	SLD	.	.	.	.	.	.	.	x	97	x	.	.	.
2004	Public SS	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public SS	MD	.	.	.	.	.	.	.	72	109	33	.	.	.
2004	Public SS	A	.	.	.	.	.	.	.	27	39	8	.	.	.
2004	Public SS	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public SS	DD	.	.	.	.	.	.	.	33	.	.	.	.	.
2004	Public SS	ALL	.	.	.	.	.	.	.	302	572	131	506	x	482
2004	Private SS	MR	.	.	.	.	.	.	.	x	23	x	.	.	.
2004	Private SS	HI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	SL	.	.	.	.	.	.	.	15	x	x	.	.	.
2004	Private SS	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	EBD	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	OHI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	SLD	.	.	.	.	.	.	.	x	5	x	.	.	.

2004	Private SS	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	MD	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	A	.	.	.	.	.	.	.	6	10	17	.	.	.
2004	Private SS	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private SS	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2004	Private SS	ALL	.	.	.	.	.	.	.	31	53	34	64	x	53
2004	Public RF	MR	.	.	.	.	.	.	.	x	9	x	.	.	.
2004	Public RF	HI	.	.	.	.	.	.	.	36	87	34	.	.	.
2004	Public RF	SL	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public RF	VI	.	.	.	.	.	.	.	14	43	5	.	.	.
2004	Public RF	EBD	.	.	.	.	.	.	.	x	12	x	.	.	.
2004	Public RF	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public RF	OHI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public RF	SLD	.	.	.	.	.	.	.	x	34	x	.	.	.
2004	Public RF	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public RF	MD	.	.	.	.	.	.	.	35	45	33	.	.	.
2004	Public RF	A	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public RF	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Public RF	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2004	Public RF	ALL	.	.	.	.	.	.	.	98	240	75	207	11	193
2004	Private RF	MR	.	.	.	.	.	.	.	6	61	10	.	.	.
2004	Private RF	HI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private RF	SL	.	.	.	.	.	.	.	x	x	x	.	.	.

2004	Private RF	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private RF	EBD	.	.	.	.	.	.	.	16	135	7	.	.	.
2004	Private RF	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private RF	OHI	.	.	.	.	.	.	.	x	34	x	.	.	.
2004	Private RF	SLD	.	.	.	.	.	.	.	5	116	8	.	.	.
2004	Private RF	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private RF	MD	.	.	.	.	.	.	.	x	11	x	.	.	.
2004	Private RF	A	.	.	.	.	.	.	.	x	12	x	.	.	.
2004	Private RF	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	Private RF	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2004	Private RF	ALL	.	.	.	.	.	.	.	47	376	38	205	x	252
2004	H/H	MR	.	.	.	.	.	.	.	x	21	x	.	.	.
2004	H/H	HI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	H/H	SL	.	.	.	.	.	.	.	13	x	x	.	.	.
2004	H/H	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	H/H	EBD	.	.	.	.	.	.	.	x	x	17	.	.	.
2004	H/H	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	H/H	OHI	.	.	.	.	.	.	.	20	49	9	.	.	.
2004	H/H	SLD	.	.	.	.	.	.	.	6	43	5	.	.	.
2004	H/H	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	H/H	MD	.	.	.	.	.	.	.	23	x	x	.	.	.
2004	H/H	A	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	H/H	TBI	.	.	.	.	.	.	.	x	11	x	.	.	.

2004	H/H	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2004	H/H	ALL	.	.	.	.	.	.	.	78	174	47	98	x	199
2004	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2004	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	162	x	x
2004	In private school, not placed by public agency (duplicated count)	ALL	.	.	.	.	.	.	.	.	.	.	29	x	150
2004	T 6-21	MR	.	.	.	.	.	.	.	2,475	6,934	1,334	.	.	.
2004	T 6-21	HI	.	.	.	.	.	.	.	385	479	87	.	.	.
2004	T 6-21	SL	.	.	.	.	.	.	.	14,170	2,456	119	.	.	.
2004	T 6-21	VI								179	228	x	.	.	.

2004	T 6-21	EBD	.	.	.	.	.	.	.	657	1,727	195	.	.	.
2004	T 6-21	OI	.	.	.	.	.	.	.	264	253	50	.	.	.
2004	T 6-21	OHI	.	.	.	.	.	.	.	2,405	3,361	215	.	.	.
2004	T 6-21	SLD	.	.	.	.	.	.	.	12,624	26,262	2,749	.	.	.
2004	T 6-21	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2004	T 6-21	MD	.	.	.	.	.	.	.	519	605	217	.	.	.
2004	T 6-21	A	.	.	.	.	.	.	.	901	576	105	.	.	.
2004	T 6-21	TBI	.	.	.	.	.	.	.	x	x	44	.	.	.
2004	T 6-21	DD	.	.	.	.	.	.	.	2,277	.	.	.	.	.
2004	T 6-21	ALL	.	.	.	.	.	.	.	36,948	43,046	5,138	36,785	1,129	46,391
2005	ECS	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECS	HI	.	.	.	14	.	.	.	.	.	.	.	.	.
2005	ECS	SL	.	.	.	1,281	.	.	.	.	.	.	.	.	.
2005	ECS	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECS	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECS	OI	.	.	.	17	.	.	.	.	.	.	.	.	.
2005	ECS	OHI	.	.	.	24	.	.	.	.	.	.	.	.	.
2005	ECS	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECS	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECS	MD	.	.	.	21	.	.	.	.	.	.	.	.	.
2005	ECS	A	.	.	.	38	.	.	.	.	.	.	.	.	.
2005	ECS	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECS	DD	.	.	.	460	.	.	.	.	.	.	.	.	.

2005	ECS	ALL	274	559	1,038	1,871	x	x	1,141	.	.	.	.	.	.
2005	ECSES	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECSES	HI	.	.	.	40	.	.	.	.	.	.	.	.	.
2005	ECSES	SL	.	.	.	1,739	.	.	.	.	.	.	.	.	.
2005	ECSES	VI	.	.	.	23	.	.	.	.	.	.	.	.	.
2005	ECSES	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECSES	OI	.	.	.	39	.	.	.	.	.	.	.	.	.
2005	ECSES	OHI	.	.	.	36	.	.	.	.	.	.	.	.	.
2005	ECSES	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECSES	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ECSES	MD	.	.	.	49	.	.	.	.	.	.	.	.	.
2005	ECSES	A	.	.	.	88	.	.	.	.	.	.	.	.	.
2005	ECSES	TBI	.	.	.	5	.	.	.	.	.	.	.	.	.
2005	ECSES	DD	.	.	.	1,017	.	.	.	.	.	.	.	.	.
2005	ECSES	ALL	705	1,060	1,275	3,040	7	36	2,117	.	.	.	.	.	.
2005	H	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	SL	.	.	.	42	.	.	.	.	.	.	.	.	.
2005	H	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	OHI	.	.	.	7	.	.	.	.	.	.	.	.	.
2005	H	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.

2005	H	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	H	DD	.	.	.	16	.	.	.	.	.	.	.	.	.
2005	H	ALL	25	25	22	72	x	x	45	.	.	.	.	.	.
2005	PTCH	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	PTCH	HI	.	.	.	24	.	.	.	.	.	.	.	.	.
2005	PTCH	SL	.	.	.	2,329	.	.	.	.	.	.	.	.	.
2005	PTCH	VI	.	.	.	7	.	.	.	.	.	.	.	.	.
2005	PTCH	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	PTCH	OI	.	.	.	19	.	.	.	.	.	.	.	.	.
2005	PTCH	OHI	.	.	.	18	.	.	.	.	.	.	.	.	.
2005	PTCH	SLD	.	.	.	12	.	.	.	.	.	.	.	.	.
2005	PTCH	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	PTCH	MD	.	.	.	11	.	.	.	.	.	.	.	.	.
2005	PTCH	A	.	.	.	51	.	.	.	.	.	.	.	.	.
2005	PTCH	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	PTCH	DD	.	.	.	716	.	.	.	.	.	.	.	.	.
2005	PTCH	ALL	420	935	1,837	3,192	10	42	1,984	.	.	.	.	.	.
2005	RF	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	SL	.	.	.	x	.	.	.	.	.	.	.	.	.

2005	RF	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	MD	.	.	.	7	.	.	.	.	.	.	.	.	.
2005	RF	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	DD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RF	ALL	x	x	x	x	x	x	x	.	.	.	.	.	.
2005	SS	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	SL	.	.	.	8	.	.	.	.	.	.	.	.	.
2005	SS	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	SS	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.

2005	SS	DD	.	.	.	11	.	.	.	.	.	.	.	.	.
2005	SS	ALL	x	x	12	24	x	x	14	.	.	.	.	.	.
2005	ISOHS.	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	SL	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	DD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	ISOHS.	ALL	x	x	x	x	x	x	x	.	.	.	.	.	.
2005	RMS	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	HI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	SL	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	VI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	EBD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	OI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	OHI	.	.	.	x	.	.	.	.	.	.	.	.	.

2005	RMS	SLD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	MD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	A	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	TBI	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	DD	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	RMS	ALL	x	x	x	x	x	x	x	.	.	.	.	.	.
2005	T 3-5	MR	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	T 3-5	HI	.	.	.	85	.	.	.	.	.	.	.	.	.
2005	T 3-5	SL	.	.	.	5,401	.	.	.	.	.	.	.	.	.
2005	T 3-5	VI	.	.	.	37	.	.	.	.	.	.	.	.	.
2005	T 3-5	EBD	.	.	.	5	.	.	.	.	.	.	.	.	.
2005	T 3-5	OI	.	.	.	77	.	.	.	.	.	.	.	.	.
2005	T 3-5	OHI	.	.	.	86	.	.	.	.	.	.	.	.	.
2005	T 3-5	SLD	.	.	.	18	.	.	.	.	.	.	.	.	.
2005	T 3-5	DB	.	.	.	x	.	.	.	.	.	.	.	.	.
2005	T 3-5	MD	.	.	.	92	.	.	.	.	.	.	.	.	.
2005	T 3-5	A	.	.	.	178	.	.	.	.	.	.	.	.	.
2005	T 3-5	TBI	.	.	.	13	.	.	.	.	.	.	.	.	.
2005	T 3-5	DD	.	.	.	2,223	.	.	.	.	.	.	.	.	.
2005	T 3-5	ALL	1,430	2,595	4,193	8,218	21	94	5,308	.	.	.	.	.	.
2005	OS<21%	MR	.	.	.	.	.	.	.	751	2,184	301	.	.	.
2005	OS<21%	HI	.	.	.	.	.	.	.	227	266	24	.	.	.

2005	OS<21%	SL	.	.	.	.	.	.	.	13,425	1,821	75	.	.	.
2005	OS<21%	VI	.	.	.	.	.	.	.	122	127	9	.	.	.
2005	OS<21%	EBD	.	.	.	.	.	.	.	349	853	66	.	.	.
2005	OS<21%	OI	.	.	.	.	.	.	.	165	139	23	.	.	.
2005	OS<21%	OHI	.	.	.	.	.	.	.	1,647	2,440	159	.	.	.
2005	OS<21%	SLD	.	.	.	.	.	.	.	8,847	18,526	1,820	.	.	.
2005	OS<21%	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	OS<21%	MD	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	OS<21%	A	.	.	.	.	.	.	.	382	212	8	.	.	.
2005	OS<21%	TBI	.	.	.	.	.	.	.	30	95	18	.	.	.
2005	OS<21%	DD	.	.	.	.	.	.	.	1,405	.	.	.	.	.
2005	OS<21%	ALL	.	.	.	.	.	.	.	27,389	26,704	2,507	22,388	843	32,788
2005	OS 21-60%	MR	.	.	.	.	.	.	.	936	2,294	451	.	.	.
2005	OS 21-60%	HI	.	.	.	.	.	.	.	71	83	18	.	.	.
2005	OS 21-60%	SL	.	.	.	.	.	.	.	786	567	52	.	.	.
2005	OS 21-60%	VI	.	.	.	.	.	.	.	22	x	x	.	.	.
2005	OS 21-60%	EBD	.	.	.	.	.	.	.	116	295	25	.	.	.
2005	OS 21-60%	OI	.	.	.	.	.	.	.	73	65	15	.	.	.
2005	OS 21-60%	OHI	.	.	.	.	.	.	.	565	827	64	.	.	.
2005	OS 21-60%	SLD	.	.	.	.	.	.	.	3,384	7,010	828	.	.	.
2005	OS 21-60%	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	OS 21-60%	MD	.	.	.	.	.	.	.	87	94	17	.	.	.
2005	OS 21-60%	A	.	.	.	.	.	.	.	273	187	22	.	.	.

2005	OS 21-60%	TBI	.	.	.	.	.	.	.	x	40	x	.	.	.
2005	OS 21-60%	DD	.	.	.	.	.	.	.	571	.	.	.	.	.
2005	OS 21-60%	ALL	.	.	.	.	.	.	.	6,901	11,491	1,504	10,412	359	8,946
2005	OS >60%	MR	.	.	.	.	.	.	.	387	1,248	438	.	.	.
2005	OS >60%	HI	.	.	.	.	.	.	.	40	26	9	.	.	.
2005	OS >60%	SL	.	.	.	.	.	.	.	96	66	16	.	.	.
2005	OS >60%	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	OS >60%	EBD	.	.	.	.	.	.	.	48	113	35	.	.	.
2005	OS >60%	OI	.	.	.	.	.	.	.	39	41	11	.	.	.
2005	OS >60%	OHI	.	.	.	.	.	.	.	151	186	27	.	.	.
2005	OS >60%	SLD	.	.	.	.	.	.	.	120	610	146	.	.	.
2005	OS >60%	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	OS >60%	MD	.	.	.	.	.	.	.	285	324	116	.	.	.
2005	OS >60%	A	.	.	.	.	.	.	.	327	256	50	.	.	.
2005	OS >60%	TBI	.	.	.	.	.	.	.	x	20	x	.	.	.
2005	OS >60%	DD	.	.	.	.	.	.	.	306	.	.	.	.	.
2005	OS >60%	ALL	.	.	.	.	.	.	.	1,825	2,900	859	2,748	91	2,683
2005	Public SS	MR	.	.	.	.	.	.	.	32	179	76	.	.	.
2005	Public SS	HI	.	.	.	.	.	.	.	x	20	x	.	.	.
2005	Public SS	SL	.	.	.	.	.	.	.	7	x	x	.	.	.
2005	Public SS	VI	.	.	.	.	.	.	.	21	x	x	.	.	.
2005	Public SS	EBD	.	.	.	.	.	.	.	x	44	x	.	.	.
2005	Public SS	OI	.	.	.	.	.	.	.	x	x	x	.	.	.

2005	Public SS	OHI	.	.	.	.	.	.	.	34	56	5	.	.	.
2005	Public SS	SLD	.	.	.	.	.	.	.	26	145	16	.	.	.
2005	Public SS	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public SS	MD	.	.	.	.	.	.	.	72	96	46	.	.	.
2005	Public SS	A	.	.	.	.	.	.	.	30	40	13	.	.	.
2005	Public SS	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public SS	DD	.	.	.	.	.	.	.	41	.	.	.	.	.
2005	Public SS	ALL	.	.	.	.	.	.	.	291	604	170	580	x	468
2005	Private SS	MR	.	.	.	.	.	.	.	5	26	12	.	.	.
2005	Private SS	HI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	SL	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	EBD	.	.	.	.	.	.	.	x	10	x	.	.	.
2005	Private SS	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	OHI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	SLD	.	.	.	.	.	.	.	x	8	x	.	.	.
2005	Private SS	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	MD	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	A	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private SS	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2005	Private SS	ALL	.	.	.	.	.	.	.	34	51	20	57	x	47
2005	Public RF	MR	.	.	.	.	.	.	.	x	13	x	.	.	.

2005	Public RF	HI	.	.	.	.	.	.	.	38	84	33	.	.	.
2005	Public RF	SL	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public RF	VI	.	.	.	.	.	.	.	19	35	10	.	.	.
2005	Public RF	EBD	.	.	.	.	.	.	.	x	18	x	.	.	.
2005	Public RF	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public RF	OHI	.	.	.	.	.	.	.	7	x	x	.	.	.
2005	Public RF	SLD	.	.	.	.	.	.	.	x	36	x	.	.	.
2005	Public RF	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public RF	MD	.	.	.	.	.	.	.	35	49	27	.	.	.
2005	Public RF	A	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public RF	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Public RF	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2005	Public RF	ALL	.	.	.	.	.	.	.	109	242	78	216	14	197
2005	Private RF	MR	.	.	.	.	.	.	.	5	62	17	.	.	.
2005	Private RF	HI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private RF	SL	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private RF	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private RF	EBD	.	.	.	.	.	.	.	25	117	11	.	.	.
2005	Private RF	OI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private RF	OHI	.	.	.	.	.	.	.	x	32	x	.	.	.
2005	Private RF	SLD	.	.	.	.	.	.	.	6	91	8	.	.	.
2005	Private RF	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private RF	MD	.	.	.	.	.	.	.	x	x	x	.	.	.

2005	Private RF	A	.	.	.	.	.	.	.	11	29	12	.	.	.
2005	Private RF	TBI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	Private RF	DD	.	.	.	.	.	.	.	x	.	.	.	.	.
2005	Private RF	ALL	.	.	.	.	.	.	.	55	340	59	183	6	264
2005	H/H	MR	.	.	.	.	.	.	.	x	23	x	.	.	.
2005	H/H	HI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	H/H	SL	.	.	.	.	.	.	.	14	x	x	.	.	.
2005	H/H	VI	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	H/H	EBD	.	.	.	.	.	.	.	x	22	x	.	.	.
2005	H/H	OI	.	.	.	.	.	.	.	x	5	x	.	.	.
2005	H/H	OHI	.	.	.	.	.	.	.	18	39	13	.	.	.
2005	H/H	SLD	.	.	.	.	.	.	.	x	40	x	.	.	.
2005	H/H	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	H/H	MD	.	.	.	.	.	.	.	17	x	x	.	.	.
2005	H/H	A	.	.	.	.	.	.	.	x	6	x	.	.	.
2005	H/H	TBI	.	.	.	.	.	.	.	x	11	x	.	.	.
2005	H/H	DD	.	.	.	.	.	.	.	6	.	.	.	.	.
2005	H/H	ALL	.	.	.	.	.	.	.	71	165	48	109	x	172
2005	CFDC	MR	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	HI	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	SL	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	VI	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	EBD	.	.	.	.	.	.	.	.	.	.	.	.	.

2005	CFDC	OI	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	OHI	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	SLD	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	DB	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	MD	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	A	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	TBI	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	DD	.	.	.	.	.	.	.	.	.	.	.	.	.
2005	CFDC	ALL	.	.	.	.	.	.	.	.	.	.	149	x	x
2005	PSPAD#	ALL	.	.	.	.	.	.	.	.	.	.	18	x	144
2005	T 6-21	MR	.	.	.	.	.	.	.	2,118	6,029	1,301	.	.	.
2005	T 6-21	HI	.	.	.	.	.	.	.	379	480	91	.	.	.
2005	T 6-21	SL	.	.	.	.	.	.	.	14,345	2,459	145	.	.	.
2005	T 6-21	VI	.	.	.	.	.	.	.	197	218	x	.	.	.
2005	T 6-21	EBD	.	.	.	.	.	.	.	574	1,472	147	.	.	.
2005	T 6-21	OI	.	.	.	.	.	.	.	281	253	51	.	.	.
2005	T 6-21	OHI	.	.	.	.	.	.	.	2,426	3,586	271	.	.	.
2005	T 6-21	SLD	.	.	.	.	.	.	.	12,393	26,466	2,837	.	.	.
2005	T 6-21	DB	.	.	.	.	.	.	.	x	x	x	.	.	.
2005	T 6-21	MD	.	.	.	.	.	.	.	538	626	219	.	.	.
2005	T 6-21	A	.	.	.	.	.	.	.	1,028	736	110	.	.	.
2005	T 6-21	TBI	.	.	.	.	.	.	.	x	x	39	.	.	.
2005	T 6-21	DD	.	.	.	.	.	.	.	2,331	.	.	.	.	.

2005	T 6-21	ALL	.	.	.	.	.	.	.	36,675	42,497	5,245	36,693	1,320	45,565
2006	H	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	H	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	H	SL	-	-	-	74	-	-	-	-	-	-	-	-	-
2006	H	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	H	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	H	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	H	OHI	-	-	-	12	-	-	-	-	-	-	-	-	-
2006	H	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	H	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	H	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	H	A	-	-	-	31	-	-	-	-	-	-	-	-	-
2006	H	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	H	DD	-	-	-	236	-	-	-	-	-	-	-	-	-
2006	H	ALL	127	160	85	372	x	x	238	-	-	-	-	-	-
2006	RF	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	RF	HI	-	-	-	11	-	-	-	-	-	-	-	-	-
2006	RF	SL	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	RF	VI	-	-	-	15	-	-	-	-	-	-	-	-	-
2006	RF	EBD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	RF	OI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	RF	OHI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	RF	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-

2006	RF	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	RF	MD	-	-	-	8	-	-	-	-	-	-	-	-	-
2006	RF	A	-	-	-	13	-	-	-	-	-	-	-	-	-
2006	RF	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	RF	DD	-	-	-	42	-	-	-	-	-	-	-	-	-
2006	RF	ALL	x	x	36	140	0	0	110	-	-	-	-	-	-
2006	SS	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SS	SL	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SS	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SS	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	OI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	OHI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	MD	-	-	-	7	-	-	-	-	-	-	-	-	-
2006	SS	A	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SS	DD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SS	ALL	x	x	8	16	0	0	10	-	-	-	-	-	-
2006	Total	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	Total	HI	-	-	-	84	-	-	-	-	-	-	-	-	-
2006	Total	SL	-	-	-	5,163	-	-	-	-	-	-	-	-	-
2006	Total	VI	-	-	-	29			-	-	-	-	-	-	-

2006	Total	EBD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	Total	OI	-	-	-	63	-	-	-	-	-	-	-	-	-
2006	Total	OHI	-	-	-	93	-	-	-	-	-	-	-	-	-
2006	Total	SLD	-	-	-	17	-	-	-	-	-	-	-	-	-
2006	Total	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	Total	MD	-	-	-	100	-	-	-	-	-	-	-	-	-
2006	Total	A	-	-	-	195	-	-	-	-	-	-	-	-	-
2006	Total	TBI	-	-	-	16	-	-	-	-	-	-	-	-	-
2006	Total	DD	-	-	-	2,256	-	-	-	-	-	-	-	-	-
2006	Total	ALL	1,420	2,490	4,116	8,026	30	69	5,257	-	-	-	-	-	-
2006	REC80	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC80	HI	-	-	-	32	-	-	-	-	-	-	-	-	-
2006	REC80	SL	-	-	-	3,414	-	-	-	-	-	-	-	-	-
2006	REC80	VI	-	-	-	8	-	-	-	-	-	-	-	-	-
2006	REC80	EBD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC80	OI	-	-	-	34	-	-	-	-	-	-	-	-	-
2006	REC80	OHI	-	-	-	32	-	-	-	-	-	-	-	-	-
2006	REC80	SLD	-	-	-	14	-	-	-	-	-	-	-	-	-
2006	REC80	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC80	MD	-	-	-	26	-	-	-	-	-	-	-	-	-
2006	REC80	A	-	-	-	76	-	-	-	-	-	-	-	-	-
2006	REC80	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC80	DD	-	-	-	1,078	-	-	-	-	-	-	-	-	-

2006	REC80	ALL	750	1,326	2,647	4,723	19	29	3,034	-	-	-	-	-	-
2006	REC40-79	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40-79	HI	-	-	-	14	-	-	-	-	-	-	-	-	-
2006	REC40-79	SL	-	-	-	538	-	-	-	-	-	-	-	-	-
2006	REC40-79	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40-79	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40-79	OI	-	-	-	15	-	-	-	-	-	-	-	-	-
2006	REC40-79	OHI	-	-	-	16	-	-	-	-	-	-	-	-	-
2006	REC40-79	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40-79	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40-79	MD	-	-	-	35	-	-	-	-	-	-	-	-	-
2006	REC40-79	A	-	-	-	36	-	-	-	-	-	-	-	-	-
2006	REC40-79	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40-79	DD	-	-	-	429	-	-	-	-	-	-	-	-	-
2006	REC40-79	ALL	131	359	602	1,092	x	x	727	-	-	-	-	-	-
2006	REC40	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40	SL	-	-	-	123	-	-	-	-	-	-	-	-	-
2006	REC40	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40	OHI	-	-	-	10	-	-	-	-	-	-	-	-	-
2006	REC40	SLD	-	-	-	x	-	-	-	-	-	-	-	-	-

2006	REC40	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	REC40	MD	-	-	-	9	-	-	-	-	-	-	-	-	-
2006	REC40	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	REC40	DD	-	-	-	39	-	-	-	-	-	-	-	-	-
2006	REC40	ALL	86	76	27	189	x	x	135	-	-	-	-	-	-
2006	SPC	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPC	HI	-	-	-	15	-	-	-	-	-	-	-	-	-
2006	SPC	SL	-	-	-	691	-	-	-	-	-	-	-	-	-
2006	SPC	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPC	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPC	OI	-	-	-	7	-	-	-	-	-	-	-	-	-
2006	SPC	OHI	-	-	-	17	-	-	-	-	-	-	-	-	-
2006	SPC	SLD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPC	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPC	MD	-	-	-	8	-	-	-	-	-	-	-	-	-
2006	SPC	A	-	-	-	35	-	-	-	-	-	-	-	-	-
2006	SPC	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPC	DD	-	-	-	395	-	-	-	-	-	-	-	-	-
2006	SPC	ALL	148	358	669	1,175	5	14	735	-	-	-	-	-	-
2006	SPL	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPL	SL	-	-	-	274	-	-	-	-	-	-	-	-	-

2006	SPL	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	OI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	OHI	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPL	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPL	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPL	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2006	SPL	DD	-	-	-	x	-	-	-	-	-	-	-	-	-
2006	SPL	ALL	125	152	42	319	0	x	268	-	-	-	-	-	-
2006	REG80	MR	-	-	-	-	-	-	-	851	2,153	329	-	-	-
2006	REG80	HI	-	-	-	-	-	-	-	261	274	30	-	-	-
2006	REG80	SL	-	-	-	-	-	-	-	12,945	1,895	97	-	-	-
2006	REG80	VI	-	-	-	-	-	-	-	140	122	8	-	-	-
2006	REG80	EBD	-	-	-	-	-	-	-	330	806	47	-	-	-
2006	REG80	OI	-	-	-	-	-	-	-	186	173	23	-	-	-
2006	REG80	OHI	-	-	-	-	-	-	-	1,701	2,648	187	-	-	-
2006	REG80	SLD	-	-	-	-	-	-	-	9,603	20,358	2,098	-	-	-
2006	REG80	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	REG80	MD	-	-	-	-	-	-	-	65	53	5	-	-	-
2006	REG80	A	-	-	-	-	-	-	-	551	305	18	-	-	-
2006	REG80	TBI	-	-	-	-	-	-	-	41	94	19	-	-	-

2006	REG80	DD	-	-	-	-	-	-	-	1,566	-	-	-	-	-
2006	REG80	ALL	-	-	-	-	-	-	-	28,240	28,881	2,861	24,254	1,072	34,025
2006	REG40-79	MR	-	-	-	-	-	-	-	616	1,581	317	-	-	-
2006	REG40-79	HI	-	-	-	-	-	-	-	54	59	19	-	-	-
2006	REG40-79	SL	-	-	-	-	-	-	-	454	333	36	-	-	-
2006	REG40-79	VI	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	REG40-79	EBD	-	-	-	-	-	-	-	80	184	18	-	-	-
2006	REG40-79	OI	-	-	-	-	-	-	-	54	55	11	-	-	-
2006	REG40-79	OHI	-	-	-	-	-	-	-	356	621	57	-	-	-
2006	REG40-79	SLD	-	-	-	-	-	-	-	1,978	4,696	638	-	-	-
2006	REG40-79	DB	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	REG40-79	MD	-	-	-	-	-	-	-	69	78	17	-	-	-
2006	REG40-79	A	-	-	-	-	-	-	-	257	177	20	-	-	-
2006	REG40-79	TBI	-	-	-	-	-	-	-	x	33	x	-	-	-
2006	REG40-79	DD	-	-	-	-	-	-	-	412	-	-	-	-	-
2006	REG40-79	ALL	-	-	-	-	-	-	-	4,357	7,839	1,143	7,101	294	5,822
2006	REG40	MR	-	-	-	-	-	-	-	364	1,153	332	-	-	-
2006	REG40	HI	-	-	-	-	-	-	-	38	x	x	-	-	-
2006	REG40	SL	-	-	-	-	-	-	-	73	x	x	-	-	-
2006	REG40	VI	-	-	-	-	-	-	-	19	x	x	-	-	-
2006	REG40	EBD	-	-	-	-	-	-	-	x	82	x	-	-	-
2006	REG40	OI	-	-	-	-	-	-	-	46	46	7	-	-	-
2006	REG40	OHI	-	-	-	-	-	-	-	124	185	30	-	-	-

2006	REG40	SLD	-	-	-	-	-	-	-	106	418	45	-	-	-
2006	REG40	DB	-	-	-	-	-	-	-	x	0	x	-	-	-
2006	REG40	MD	-	-	-	-	-	-	-	278	327	116	-	-	-
2006	REG40	A	-	-	-	-	-	-	-	362	266	64	-	-	-
2006	REG40	TBI	-	-	-	-	-	-	-	12	19	6	-	-	-
2006	REG40	DD	-	-	-	-	-	-	-	309	-	-	-	-	-
2006	REG40	ALL	-	-	-	-	-	-	-	1,776	2,566	616	2,305	95	2,499
2006	SS	MR	-	-	-	-	-	-	-	38	185	100	-	-	-
2006	SS	HI	-	-	-	-	-	-	-	x	17	x	-	-	-
2006	SS	SL	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	SS	VI	-	-	-	-	-	-	-	x	22	x	-	-	-
2006	SS	EBD	-	-	-	-	-	-	-	x	43	x	-	-	-
2006	SS	OI	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	SS	OHI	-	-	-	-	-	-	-	x	54	x	-	-	-
2006	SS	SLD	-	-	-	-	-	-	-	20	130	15	-	-	-
2006	SS	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	SS	MD	-	-	-	-	-	-	-	57	109	45	-	-	-
2006	SS	A	-	-	-	-	-	-	-	36	63	13	-	-	-
2006	SS	TBI	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	SS	DD	-	-	-	-	-	-	-	42	-	-	-	-	-
2006	SS	ALL	-	-	-	-	-	-	-	303	630	190	566	x	531
2006	RF	MR	-	-	-	-	-	-	-	x	65	x	-	-	-
2006	RF	HI	-	-	-	-	-	-	-	36	81	37	-	-	-

2006	RF	SL	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	RF	VI	-	-	-	-	-	-	-	16	47	6	-	-	-
2006	RF	EBD	-	-	-	-	-	-	-	28	103	10	-	-	-
2006	RF	OI	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	RF	OHI	-	-	-	-	-	-	-	8	38	5	-	-	-
2006	RF	SLD	-	-	-	-	-	-	-	8	149	9	-	-	-
2006	RF	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	RF	MD	-	-	-	-	-	-	-	40	54	23	-	-	-
2006	RF	A	-	-	-	-	-	-	-	x	12	x	-	-	-
2006	RF	TBI	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	RF	DD	-	-	-	-	-	-	-	x	-	-	-	-	-
2006	RF	ALL	-	-	-	-	-	-	-	x	552	x	368	13	425
2006	H/H	MR	-	-	-	-	-	-	-	x	15	x	-	-	-
2006	H/H	HI	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	H/H	SL	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	H/H	VI	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	H/H	EBD	-	-	-	-	-	-	-	x	14	x	-	-	-
2006	H/H	OI	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	H/H	OHI	-	-	-	-	-	-	-	21	x	x	-	-	-
2006	H/H	SLD	-	-	-	-	-	-	-	5	53	6	-	-	-
2006	H/H	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	H/H	MD	-	-	-	-	-	-	-	x	x	5	-	-	-
2006	H/H	A	-	-	-	-	-	-	-	0	x	x	-	-	-

2006	H/H	TBI	-	-	-	-	-	-	-	x	7	x	-	-	-
2006	H/H	DD	-	-	-	-	-	-	-	11	-	-	-	-	-
2006	H/H	ALL	-	-	-	-	-	-	-	x	161	x	111	x	182
2006	CF	MR	-	-	-	-	-	-	-	0	x	x	-	-	-
2006	CF	HI	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	CF	SL	-	-	-	-	-	-	-	x	0	x	-	-	-
2006	CF	VI	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	CF	EBD	-	-	-	-	-	-	-	0	0	21	-	-	-
2006	CF	OI	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	CF	OHI	-	-	-	-	-	-	-	x	0	x	-	-	-
2006	CF	SLD	-	-	-	-	-	-	-	0	x	x	-	-	-
2006	CF	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	CF	MD	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	CF	A	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	CF	TBI	-	-	-	-	-	-	-	x	0	x	-	-	-
2006	CF	DD	-	-	-	-	-	-	-	0	-	-	-	-	-
2006	CF	ALL	-	-	-	-	-	-	-	0	x	x	160	0	49
2006	PPPS	MR	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	PPPS	HI	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	PPPS	SL	-	-	-	-	-	-	-	220	9	0	-	-	-
2006	PPPS	VI	-	-	-	-	-	-	-	0	x	x	-	-	-
2006	PPPS	EBD	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	PPPS	OI	-	-	-	-	-	-	-	0	0	0	-	-	-

2006	PPPS	OHI	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	PPPS	SLD	-	-	-	-	-	-	-	9	x	x	-	-	-
2006	PPPS	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	PPPS	MD	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	PPPS	A	-	-	-	-	-	-	-	x	x	0	-	-	-
2006	PPPS	TBI	-	-	-	-	-	-	-	0	0	0	-	-	-
2006	PPPS	DD	-	-	-	-	-	-	-	x	-	-	-	-	-
2006	PPPS	ALL	-	-	-	-	-	-	-	244	x	x	34	x	229
2006	Total	MR	-	-	-	-	-	-	-	1,875	5,155	1,114	-	-	-
2006	Total	HI	-	-	-	-	-	-	-	396	457	95	-	-	-
2006	Total	SL	-	-	-	-	-	-	-	13,721	2,285	138	-	-	-
2006	Total	VI	-	-	-	-	-	-	-	210	220	x	-	-	-
2006	Total	EBD	-	-	-	-	-	-	-	514	1,232	114	-	-	-
2006	Total	OI	-	-	-	-	-	-	-	294	281	45	-	-	-
2006	Total	OHI	-	-	-	-	-	-	-	2,247	3,583	299	-	-	-
2006	Total	SLD	-	-	-	-	-	-	-	11,729	25,812	2,968	-	-	-
2006	Total	DB	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	Total	MD	-	-	-	-	-	-	-	539	636	211	-	-	-
2006	Total	A	-	-	-	-	-	-	-	1,216	836	126	-	-	-
2006	Total	TBI	-	-	-	-	-	-	-	x	x	x	-	-	-
2006	Total	DD	-	-	-	-	-	-	-	2,349	-	-	-	-	-
2006	Total	ALL	-	-	-	-	-	-	-	35,160	40,654	5,173	34,899	1,490	43,762
2006	H	MR	-	-	-	0	-	-	-	-	-	-	-	-	-

2006	H	HI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	H	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	H	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	H	SL	-	-	-	118	-	-	-	-	-	-	-	-	-
2007	H	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	H	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	H	OI	-	-	-	5	-	-	-	-	-	-	-	-	-
2007	H	OHI	-	-	-	8	-	-	-	-	-	-	-	-	-
2007	H	SLD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	H	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	H	MD	-	-	-	9	-	-	-	-	-	-	-	-	-
2007	H	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	H	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	H	DD	-	-	-	46	-	-	-	-	-	-	-	-	-
2007	H	ALL	81	73	37	191	0	x	147	-	-	-	-	-	-
2007	RF	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	HI	-	-	-	7	-	-	-	-	-	-	-	-	-
2007	RF	SL	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	OI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	OHI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-

2007	RF	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	RF	A	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	RF	DD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	RF	ALL	x	7	x	14	0	0	x	-	-	-	-	-	-
2007	SS	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	SL	-	-	-	23	-	-	-	-	-	-	-	-	-
2007	SS	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SS	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	OHI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SS	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SS	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SS	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SS	DD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SS	ALL	x	18	x	47	0	x	x	-	-	-	-	-	-
2007	Total	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	Total	HI	-	-	-	80	-	-	-	-	-	-	-	-	-
2007	Total	SL	-	-	-	4,278	-	-	-	-	-	-	-	-	-

2007	Total	VI	-	-	-	30	-	-	-	-	-	-	-	-	-
2007	Total	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	Total	OI	-	-	-	64	-	-	-	-	-	-	-	-	-
2007	Total	OHI	-	-	-	83	-	-	-	-	-	-	-	-	-
2007	Total	SLD	-	-	-	7	-	-	-	-	-	-	-	-	-
2007	Total	DB	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	Total	MD	-	-	-	88	-	-	-	-	-	-	-	-	-
2007	Total	A	-	-	-	228	-	-	-	-	-	-	-	-	-
2007	Total	TBI	-	-	-	16	-	-	-	-	-	-	-	-	-
2007	Total	DD	-	-	-	2,233	-	-	-	-	-	-	-	-	-
2007	Total	ALL	1,232	2,175	3,704	7,111	21	67	4,598	-	-	-	-	-	-
2007	REC80	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC80	HI	-	-	-	50	-	-	-	-	-	-	-	-	-
2007	REC80	SL	-	-	-	3,565	-	-	-	-	-	-	-	-	-
2007	REC80	VI	-	-	-	14	-	-	-	-	-	-	-	-	-
2007	REC80	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC80	OI	-	-	-	36	-	-	-	-	-	-	-	-	-
2007	REC80	OHI	-	-	-	53	-	-	-	-	-	-	-	-	-
2007	REC80	SLD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	REC80	DB	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	REC80	MD	-	-	-	29	-	-	-	-	-	-	-	-	-
2007	REC80	A	-	-	-	136	-	-	-	-	-	-	-	-	-
2007	REC80	TBI	-	-	-	8	-	-	-	-	-	-	-	-	-

2007	REC80	DD	-	-	-	1,473	-	-	-	-	-	-	-	-	-
2007	REC80	ALL	821	1,593	2,957	5,371	14	47	3,405	-	-	-	-	-	-
2007	REC40-79	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	REC40-79	HI	-	-	-	7	-	-	-	-	-	-	-	-	-
2007	REC40-79	SL	-	-	-	121	-	-	-	-	-	-	-	-	-
2007	REC40-79	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40-79	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40-79	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	REC40-79	OHI	-	-	-	5	-	-	-	-	-	-	-	-	-
2007	REC40-79	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40-79	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40-79	MD	-	-	-	9	-	-	-	-	-	-	-	-	-
2007	REC40-79	A	-	-	-	20	-	-	-	-	-	-	-	-	-
2007	REC40-79	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40-79	DD	-	-	-	193	-	-	-	-	-	-	-	-	-
2007	REC40-79	ALL	49	102	208	359	x	x	247	-	-	-	-	-	-
2007	REC40	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40	HI	-	-	-	6	-	-	-	-	-	-	-	-	-
2007	REC40	SL	-	-	-	146	-	-	-	-	-	-	-	-	-
2007	REC40	VI	-	-	-	7	-	-	-	-	-	-	-	-	-
2007	REC40	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	REC40	OHI	-	-	-	8	-	-	-	-	-	-	-	-	-

2007	REC40	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	REC40	MD	-	-	-	21	-	-	-	-	-	-	-	-	-
2007	REC40	A	-	-	-	28	-	-	-	-	-	-	-	-	-
2007	REC40	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	REC40	DD	-	-	-	220	-	-	-	-	-	-	-	-	-
2007	REC40	ALL	47	94	303	444	x	x	284	-	-	-	-	-	-
2007	SPC	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SPC	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SPC	SL	-	-	-	58	-	-	-	-	-	-	-	-	-
2007	SPC	VI	-	-	-	7	-	-	-	-	-	-	-	-	-
2007	SPC	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPC	OI	-	-	-	10	-	-	-	-	-	-	-	-	-
2007	SPC	OHI	-	-	-	9	-	-	-	-	-	-	-	-	-
2007	SPC	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPC	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPC	MD	-	-	-	13	-	-	-	-	-	-	-	-	-
2007	SPC	A	-	-	-	37	-	-	-	-	-	-	-	-	-
2007	SPC	TBI	-	-	-	5	-	-	-	-	-	-	-	-	-
2007	SPC	DD	-	-	-	244	-	-	-	-	-	-	-	-	-
2007	SPC	ALL	119	154	113	386	x	x	240	-	-	-	-	-	-
2007	SPL	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPL	HI	-	-	-	x	-	-	-	-	-	-	-	-	-

2007	SPL	SL	-	-	-	247	-	-	-	-	-	-	-	-	-
2007	SPL	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SPL	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPL	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SPL	OHI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPL	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPL	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPL	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SPL	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2007	SPL	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2007	SPL	DD	-	-	-	40	-	-	-	-	-	-	-	-	-
2007	SPL	ALL	101	134	64	299	x	x	237	-	-	-	-	-	-
2007	REG80	MR	-	-	-	-	-	-	-	829	2,001	334	-	-	-
2007	REG80	HI	-	-	-	-	-	-	-	265	286	38	-	-	-
2007	REG80	SL	-	-	-	-	-	-	-	12,524	1,895	101	-	-	-
2007	REG80	VI	-	-	-	-	-	-	-	x	142	x	-	-	-
2007	REG80	EBD	-	-	-	-	-	-	-	332	718	44	-	-	-
2007	REG80	OI	-	-	-	-	-	-	-	178	174	21	-	-	-
2007	REG80	OHI	-	-	-	-	-	-	-	1,745	2,821	202	-	-	-
2007	REG80	SLD	-	-	-	-	-	-	-	9,592	21,481	2,316	-	-	-
2007	REG80	DB	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	REG80	MD	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	REG80	A	-	-	-	-	-	-	-	746	407	23	-	-	-

2007	REG80	TBI	-	-	-	-	-	-	-	42	84	11	-	-	-
2007	REG80	DD	-	-	-	-	-	-	-	1,675	-	-	-	-	-
2007	REG80	ALL	-	-	-	-	-	-	-	28,125	30,073	3,108	24,958	1,224	34,449
2007	REG40-79	MR	-	-	-	-	-	-	-	475	1,196	282	-	-	-
2007	REG40-79	HI	-	-	-	-	-	-	-	43	36	9	-	-	-
2007	REG40-79	SL	-	-	-	-	-	-	-	288	197	27	-	-	-
2007	REG40-79	VI	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	REG40-79	EBD	-	-	-	-	-	-	-	54	112	19	-	-	-
2007	REG40-79	OI	-	-	-	-	-	-	-	x	53	x	-	-	-
2007	REG40-79	OHI	-	-	-	-	-	-	-	251	410	58	-	-	-
2007	REG40-79	SLD	-	-	-	-	-	-	-	1,110	2,944	465	-	-	-
2007	REG40-79	DB	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	REG40-79	MD	-	-	-	-	-	-	-	70	77	18	-	-	-
2007	REG40-79	A	-	-	-	-	-	-	-	230	178	23	-	-	-
2007	REG40-79	TBI	-	-	-	-	-	-	-	x	35	x	-	-	-
2007	REG40-79	DD	-	-	-	-	-	-	-	393	-	-	-	-	-
2007	REG40-79	ALL	-	-	-	-	-	-	-	2,981	5,254	908	4,753	230	4,073
2007	REG40	MR	-	-	-	-	-	-	-	344	982	352	-	-	-
2007	REG40	HI	-	-	-	-	-	-	-	x	28	x	-	-	-
2007	REG40	SL	-	-	-	-	-	-	-	68	x	x	-	-	-
2007	REG40	VI	-	-	-	-	-	-	-	18	x	x	-	-	-
2007	REG40	EBD	-	-	-	-	-	-	-	x	82	x	-	-	-
2007	REG40	OI	-	-	-	-	-	-	-	48	44	13	-	-	-

2007	REG40	OHI	-	-	-	-	-	-	-	127	171	26	-	-	-
2007	REG40	SLD	-	-	-	-	-	-	-	100	264	46	-	-	-
2007	REG40	DB	-	-	-	-	-	-	-	x	0	x	-	-	-
2007	REG40	MD	-	-	-	-	-	-	-	246	324	137	-	-	-
2007	REG40	A	-	-	-	-	-	-	-	345	322	74	-	-	-
2007	REG40	TBI	-	-	-	-	-	-	-	11	21	6	-	-	-
2007	REG40	DD	-	-	-	-	-	-	-	348	-	-	-	-	-
2007	REG40	ALL	-	-	-	-	-	-	-	1,726	2,283	668	2,081	103	2,424
2007	SS	MR	-	-	-	-	-	-	-	27	142	77	-	-	-
2007	SS	HI	-	-	-	-	-	-	-	x	8	x	-	-	-
2007	SS	SL	-	-	-	-	-	-	-	10	6	0	-	-	-
2007	SS	VI	-	-	-	-	-	-	-	23	x	x	-	-	-
2007	SS	EBD	-	-	-	-	-	-	-	x	50	x	-	-	-
2007	SS	OI	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	SS	OHI	-	-	-	-	-	-	-	23	48	7	-	-	-
2007	SS	SLD	-	-	-	-	-	-	-	x	137	x	-	-	-
2007	SS	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	SS	MD	-	-	-	-	-	-	-	44	78	41	-	-	-
2007	SS	A	-	-	-	-	-	-	-	30	56	18	-	-	-
2007	SS	TBI	-	-	-	-	-	-	-	x	0	x	-	-	-
2007	SS	DD	-	-	-	-	-	-	-	35	-	-	-	-	-
2007	SS	ALL	-	-	-	-	-	-	-	253	545	171	498	x	451
2007	RF	MR	-	-	-	-	-	-	-	8	88	19	-	-	-

2007	RF	HI	-	-	-	-	-	-	-	29	91	31	-	-	-
2007	RF	SL	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	RF	VI	-	-	-	-	-	-	-	11	46	6	-	-	-
2007	RF	EBD	-	-	-	-	-	-	-	35	111	13	-	-	-
2007	RF	OI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	RF	OHI	-	-	-	-	-	-	-	13	41	6	-	-	-
2007	RF	SLD	-	-	-	-	-	-	-	x	133	x	-	-	-
2007	RF	DB	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	RF	MD	-	-	-	-	-	-	-	x	33	x	-	-	-
2007	RF	A	-	-	-	-	-	-	-	x	24	x	-	-	-
2007	RF	TBI	-	-	-	-	-	-	-	0	x	x	-	-	-
2007	RF	DD	-	-	-	-	-	-	-	0	-	-	-	-	-
2007	RF	ALL	-	-	-	-	-	-	-	136	571	112	423	14	376
2007	H/H	MR	-	-	-	-	-	-	-	x	12	x	-	-	-
2007	H/H	HI	-	-	-	-	-	-	-	0	x	x	-	-	-
2007	H/H	SL	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	H/H	VI	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	H/H	EBD	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	H/H	OI	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	H/H	OHI	-	-	-	-	-	-	-	16	x	x	-	-	-
2007	H/H	SLD	-	-	-	-	-	-	-	x	52	x	-	-	-
2007	H/H	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	H/H	MD	-	-	-	-	-	-	-	26	x	x	-	-	-

2007	H/H	A	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	H/H	TBI	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	H/H	DD	-	-	-	-	-	-	-	x	-	-	-	-	-
2007	H/H	ALL	-	-	-	-	-	-	-	67	161	46	95	6	173
2007	CF	MR	-	-	-	-	-	-	-	0	0	17	-	-	-
2007	CF	HI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	SL	-	-	-	-	-	-	-	x	0	x	-	-	-
2007	CF	VI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	EBD	-	-	-	-	-	-	-	x	0	x	-	-	-
2007	CF	OI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	OHI	-	-	-	-	-	-	-	x	0	x	-	-	-
2007	CF	SLD	-	-	-	-	-	-	-	0	8	137	-	-	-
2007	CF	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	MD	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	A	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	TBI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	CF	DD	-	-	-	-	-	-	-	0	-	-	-	-	-
2007	CF	ALL	-	-	-	-	-	-	-	0	8	164	146	0	26
2007	PPPS	MR	-	-	-	-	-	-	-	x	9	x	-	-	-
2007	PPPS	HI	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	PPPS	SL	-	-	-	-	-	-	-	223	13	0	-	-	-
2007	PPPS	VI	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	PPPS	EBD	-	-	-	-	-	-	-	x	x	0	-	-	-

2007	PPPS	OI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	PPPS	OHI	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	PPPS	SLD	-	-	-	-	-	-	-	12	11	0	-	-	-
2007	PPPS	DB	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	PPPS	MD	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	PPPS	A	-	-	-	-	-	-	-	x	x	0	-	-	-
2007	PPPS	TBI	-	-	-	-	-	-	-	0	0	0	-	-	-
2007	PPPS	DD	-	-	-	-	-	-	-	x	-	-	-	-	-
2007	PPPS	ALL	-	-	-	-	-	-	-	251	41	9	35	x	261
2007	Total	MR	-	-	-	-	-	-	-	1,687	4,430	1,096	-	-	-
2007	Total	HI	-	-	-	-	-	-	-	373	452	90	-	-	-
2007	Total	SL	-	-	-	-	-	-	-	13,118	2,148	135	-	-	-
2007	Total	VI	-	-	-	-	-	-	-	201	235	x	-	-	-
2007	Total	EBD	-	-	-	-	-	-	-	492	1,085	90	-	-	-
2007	Total	OI	-	-	-	-	-	-	-	273	281	43	-	-	-
2007	Total	OHI	-	-	-	-	-	-	-	2,178	3,534	315	-	-	-
2007	Total	SLD	-	-	-	-	-	-	-	10,850	25,030	3,002	-	-	-
2007	Total	DB	-	-	-	-	-	-	-	x	x	x	-	-	-
2007	Total	MD	-	-	-	-	-	-	-	460	600	226	-	-	-
2007	Total	A	-	-	-	-	-	-	-	1,369	996	144	-	-	-
2007	Total	TBI	-	-	-	-	-	-	-	x	x	23	-	-	-
2007	Total	DD	-	-	-	-	-	-	-	2,465	-	-	-	-	-
2007	Total	ALL	-	-	-	-	-	-	-	33,539	38,936	5,186	32,989	1,587	42,233

2008	H	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	H	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	H	SL	-	-	-	142	-	-	-	-	-	-	-	-	-
2008	H	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	H	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	H	OI	-	-	-	7	-	-	-	-	-	-	-	-	-
2008	H	OHI	-	-	-	9	-	-	-	-	-	-	-	-	-
2008	H	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	H	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	H	MD	-	-	-	5	-	-	-	-	-	-	-	-	-
2008	H	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	H	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	H	DD	-	-	-	43	-	-	-	-	-	-	-	-	-
2008	H	ALL	80	88	48	216	x	x	187	-	-	-	-	-	-
2008	RF	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	HI	-	-	-	7	-	-	-	-	-	-	-	-	-
2008	RF	SL	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	RF	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	OI	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	OHI	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	DB	-	-	-	0	-	-	-	-	-	-	-	-	-

2008	RF	MD	-	-	-	5	-	-	-	-	-	-	-	-	-
2008	RF	A	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	TBI	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	RF	DD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	RF	ALL	x	x	9	16	0	0	7	-	-	-	-	-	-
2008	SS	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SS	HI	-	-	-	12	-	-	-	-	-	-	-	-	-
2008	SS	SL	-	-	-	8	-	-	-	-	-	-	-	-	-
2008	SS	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SS	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	OHI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SS	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SS	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	A	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	DD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SS	ALL	x	x	23	68	0	x	42	-	-	-	-	-	-
2008	Total	MR	-	-	-	6	-	-	-	-	-	-	-	-	-
2008	Total	HI	-	-	-	85	-	-	-	-	-	-	-	-	-
2008	Total	SL	-	-	-	4,067	-	-	-	-	-	-	-	-	-
2008	Total	VI	-	-	-	36	-	-	-	-	-	-	-	-	-

2008	Total	EBD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	Total	OI	-	-	-	53	-	-	-	-	-	-	-	-	-
2008	Total	OHI	-	-	-	83	-	-	-	-	-	-	-	-	-
2008	Total	SLD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	Total	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	Total	MD	-	-	-	70	-	-	-	-	-	-	-	-	-
2008	Total	A	-	-	-	285	-	-	-	-	-	-	-	-	-
2008	Total	TBI	-	-	-	15	-	-	-	-	-	-	-	-	-
2008	Total	DD	-	-	-	2,374	-	-	-	-	-	-	-	-	-
2008	Total	ALL	1,373	2,285	3,421	7,079	36	82	4,636	-	-	-	-	-	-
2008	REC80	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC80	HI	-	-	-	49	-	-	-	-	-	-	-	-	-
2008	REC80	SL	-	-	-	3,382	-	-	-	-	-	-	-	-	-
2008	REC80	VI	-	-	-	16	-	-	-	-	-	-	-	-	-
2008	REC80	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC80	OI	-	-	-	32	-	-	-	-	-	-	-	-	-
2008	REC80	OHI	-	-	-	58	-	-	-	-	-	-	-	-	-
2008	REC80	SLD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC80	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC80	MD	-	-	-	28	-	-	-	-	-	-	-	-	-
2008	REC80	A	-	-	-	187	-	-	-	-	-	-	-	-	-
2008	REC80	TBI	-	-	-	8	-	-	-	-	-	-	-	-	-
2008	REC80	DD	-	-	-	1,826	-	-	-	-	-	-	-	-	-

2008	REC80	ALL	918	1,772	2,903	5,593	30	60	3,550	-	-	-	-	-	-
2008	REC40-79	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40-79	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40-79	SL	-	-	-	47	-	-	-	-	-	-	-	-	-
2008	REC40-79	VI	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40-79	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40-79	OI	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40-79	OHI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40-79	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40-79	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40-79	MD	-	-	-	6	-	-	-	-	-	-	-	-	-
2008	REC40-79	A	-	-	-	15	-	-	-	-	-	-	-	-	-
2008	REC40-79	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40-79	DD	-	-	-	122	-	-	-	-	-	-	-	-	-
2008	REC40-79	ALL	42	49	105	196	x	x	138	-	-	-	-	-	-
2008	REC40	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40	SL	-	-	-	69	-	-	-	-	-	-	-	-	-
2008	REC40	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40	EBD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40	OHI	-	-	-	5	-	-	-	-	-	-	-	-	-
2008	REC40	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-

2008	REC40	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	REC40	MD	-	-	-	9	-	-	-	-	-	-	-	-	-
2008	REC40	A	-	-	-	21	-	-	-	-	-	-	-	-	-
2008	REC40	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	REC40	DD	-	-	-	137	-	-	-	-	-	-	-	-	-
2008	REC40	ALL	44	57	150	251	0	7	164	-	-	-	-	-	-
2008	SPC	MR	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPC	HI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPC	SL	-	-	-	55	-	-	-	-	-	-	-	-	-
2008	SPC	VI	-	-	-	8	-	-	-	-	-	-	-	-	-
2008	SPC	EBD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPC	OI	-	-	-	7	-	-	-	-	-	-	-	-	-
2008	SPC	OHI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPC	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SPC	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SPC	MD	-	-	-	13	-	-	-	-	-	-	-	-	-
2008	SPC	A	-	-	-	30	-	-	-	-	-	-	-	-	-
2008	SPC	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPC	DD	-	-	-	155	-	-	-	-	-	-	-	-	-
2008	SPC	ALL	87	105	87	279	x	x	185	-	-	-	-	-	-
2008	SPL	MR	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SPL	HI	-	-	-	6	-	-	-	-	-	-	-	-	-
2008	SPL	SL	-	-	-	364	-	-	-	-	-	-	-	-	-

2008	SPL	VI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPL	EBD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SPL	OI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPL	OHI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPL	SLD	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SPL	DB	-	-	-	0	-	-	-	-	-	-	-	-	-
2008	SPL	MD	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPL	A	-	-	-	16	-	-	-	-	-	-	-	-	-
2008	SPL	TBI	-	-	-	x	-	-	-	-	-	-	-	-	-
2008	SPL	DD	-	-	-	64	-	-	-	-	-	-	-	-	-
2008	SPL	ALL	175	189	96	460	x	x	363	-	-	-	-	-	-
2008	REG80	MR	-	-	-	-	-	-	-	-	-	-	-	-	888
2008	REG80	HI	-	-	-	-	-	-	-	-	-	-	-	-	282
2008	REG80	SL	-	-	-	-	-	-	-	-	-	-	-	-	11,958
2008	REG80	VI	-	-	-	-	-	-	-	-	-	-	-	-	134
2008	REG80	EBD	-	-	-	-	-	-	-	-	-	-	-	-	361
2008	REG80	OI	-	-	-	-	-	-	-	-	-	-	-	-	187
2008	REG80	OHI	-	-	-	-	-	-	-	-	-	-	-	-	2,053
2008	REG80	SLD	-	-	-	-	-	-	-	-	-	-	-	-	9,759
2008	REG80	DB	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	REG80	MD	-	-	-	-	-	-	-	-	-	-	-	-	58
2008	REG80	A	-	-	-	-	-	-	-	-	-	-	-	-	930
2008	REG80	TBI	-	-	-	-	-	-	-	-	-	-	-	-	x

2008	REG80	DD	-	-	-	-	-	-	-	-	-	-	-	-	1,836
2008	REG80	ALL	-	-	-	-	-	-	-	-	-	-	-	-	28,491
2008	REG40-79	MR	-	-	-	-	-	-	-	-	-	-	-	-	423
2008	REG40-79	HI	-	-	-	-	-	-	-	-	-	-	-	-	48
2008	REG40-79	SL	-	-	-	-	-	-	-	-	-	-	-	-	180
2008	REG40-79	VI	-	-	-	-	-	-	-	-	-	-	-	-	12
2008	REG40-79	EBD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	REG40-79	OI	-	-	-	-	-	-	-	-	-	-	-	-	48
2008	REG40-79	OHI	-	-	-	-	-	-	-	-	-	-	-	-	227
2008	REG40-79	SLD	-	-	-	-	-	-	-	-	-	-	-	-	874
2008	REG40-79	DB	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	REG40-79	MD	-	-	-	-	-	-	-	-	-	-	-	-	72
2008	REG40-79	A	-	-	-	-	-	-	-	-	-	-	-	-	266
2008	REG40-79	TBI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	REG40-79	DD	-	-	-	-	-	-	-	-	-	-	-	-	339
2008	REG40-79	ALL	-	-	-	-	-	-	-	-	-	-	-	-	2,533
2008	REG40	MR	-	-	-	-	-	-	-	-	-	-	-	-	358
2008	REG40	HI	-	-	-	-	-	-	-	-	-	-	-	-	26
2008	REG40	SL	-	-	-	-	-	-	-	-	-	-	-	-	42
2008	REG40	VI	-	-	-	-	-	-	-	-	-	-	-	-	13
2008	REG40	EBD	-	-	-	-	-	-	-	-	-	-	-	-	41
2008	REG40	OI	-	-	-	-	-	-	-	-	-	-	-	-	40
2008	REG40	OHI	-	-	-	-	-	-	-	-	-	-	-	-	125

2008	REG40	SLD	-	-	-	-	-	-	-	-	-	-	-	-	84
2008	REG40	DB	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	REG40	MD	-	-	-	-	-	-	-	-	-	-	-	-	266
2008	REG40	A	-	-	-	-	-	-	-	-	-	-	-	-	383
2008	REG40	TBI	-	-	-	-	-	-	-	-	-	-	-	-	11
2008	REG40	DD	-	-	-	-	-	-	-	-	-	-	-	-	367
2008	REG40	ALL	-	-	-	-	-	-	-	-	-	-	-	-	1,756
2008	SS	MR	-	-	-	-	-	-	-	-	-	-	-	-	32
2008	SS	HI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	SS	SL	-	-	-	-	-	-	-	-	-	-	-	-	10
2008	SS	VI	-	-	-	-	-	-	-	-	-	-	-	-	22
2008	SS	EBD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	SS	OI	-	-	-	-	-	-	-	-	-	-	-	-	5
2008	SS	OHI	-	-	-	-	-	-	-	-	-	-	-	-	35
2008	SS	SLD	-	-	-	-	-	-	-	-	-	-	-	-	18
2008	SS	DB	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	SS	MD	-	-	-	-	-	-	-	-	-	-	-	-	57
2008	SS	A	-	-	-	-	-	-	-	-	-	-	-	-	45
2008	SS	TBI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	SS	DD	-	-	-	-	-	-	-	-	-	-	-	-	36
2008	SS	ALL	-	-	-	-	-	-	-	-	-	-	-	-	303
2008	RF	MR	-	-	-	-	-	-	-	-	-	-	-	-	5
2008	RF	HI	-	-	-	-	-	-	-	-	-	-	-	-	28

2008	RF	SL	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	VI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	EBD	-	-	-	-	-	-	-	-	-	-	-	-	25
2008	RF	OI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	OHI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	SLD	-	-	-	-	-	-	-	-	-	-	-	-	11
2008	RF	DB	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	MD	-	-	-	-	-	-	-	-	-	-	-	-	29
2008	RF	A	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	TBI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	DD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	RF	ALL	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	MR	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	HI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	H/H	SL	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	VI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	H/H	EBD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	OI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	OHI	-	-	-	-	-	-	-	-	-	-	-	-	15
2008	H/H	SLD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	DB	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	H/H	MD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	A	-	-	-	-	-	-	-	-	-	-	-	-	x

2008	H/H	TBI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	H/H	DD	-	-	-	-	-	-	-	-	-	-	-	-	9
2008	H/H	ALL	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	CF	MR	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	CF	HI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	SL	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	CF	VI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	EBD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	CF	OI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	OHI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	SLD	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	DB	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	MD	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	A	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	TBI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	DD	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	CF	ALL	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	PPPS	MR	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	HI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	SL	-	-	-	-	-	-	-	-	-	-	-	-	225
2008	PPPS	VI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	EBD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	OI	-	-	-	-	-	-	-	-	-	-	-	-	x

2008	PPPS	OHI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	SLD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	DB	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	PPPS	MD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	A	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	TBI	-	-	-	-	-	-	-	-	-	-	-	-	0
2008	PPPS	DD	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	PPPS	ALL	-	-	-	-	-	-	-	-	-	-	-	-	254
2008	Total	MR	-	-	-	-	-	-	-	-	-	-	-	-	1,711
2008	Total	HI	-	-	-	-	-	-	-	-	-	-	-	-	397
2008	Total	SL	-	-	-	-	-	-	-	-	-	-	-	-	12,420
2008	Total	VI	-	-	-	-	-	-	-	-	-	-	-	-	191
2008	Total	EBD	-	-	-	-	-	-	-	-	-	-	-	-	493
2008	Total	OI	-	-	-	-	-	-	-	-	-	-	-	-	282
2008	Total	OHI	-	-	-	-	-	-	-	-	-	-	-	-	2,466
2008	Total	SLD	-	-	-	-	-	-	-	-	-	-	-	-	10,759
2008	Total	DB	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	Total	MD	-	-	-	-	-	-	-	-	-	-	-	-	509
2008	Total	A	-	-	-	-	-	-	-	-	-	-	-	-	1,645
2008	Total	TBI	-	-	-	-	-	-	-	-	-	-	-	-	x
2008	Total	DD	-	-	-	-	-	-	-	-	-	-	-	-	2,596
2008	Total	ALL	-	-	-	-	-	-	-	-	-	-	-	-	33,543