

**Post-School Status Report**  
**2001 Special Education Graduates**

Prepared for

***Office of State Superintendent of Public Instruction***  
***Special Education Section***

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**The Center for Change in Transition Services**  
**University of Washington**

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## TABLE OF CONTENTS

POST-SCHOOL STATUS REPORT OF THE 2001 SPECIAL EDUCATION GRADUATES	4
METHOD .....	4
How Were These Data Collected? .....	4
RESULTS .....	5
How Many Special Education Students Graduated From These 124 Districts? ....	5
What was the Employment Rate of the Graduates? .....	8
How Many Of The Graduates Were Attending Some Form Of Post-Secondary Education Program? .....	10
How Many Of These Students Were Productively Engaged (Working And/Or Attending Post-Secondary Education)? .....	14
How Many of the Graduates had Planned Contact With an Adult Agency on Their Transition Plan? .....	16
Comparisons Among 1998, 1999, 2000 and 2001 Graduates .....	18
CONCLUSIONS	21
APPENDIX A: DATA TABLES	24
APPENDIX B: WASHINGTON STATE POST-SCHOOL STATUS REPORT	70
APPENDIX C: STUDENT DEMOGRAPHIC FORM	74
APPENDIX D: FOLLOW-UP STUDY DEMOGRAPHIC FORM AND TELEPHONE SURVEY	76

### List of Figures

FIGURE 1: SPECIAL EDUCATION GRADUATES .....	6
FIGURE 2: EMPLOYMENT BY GENDER AND ETHNICITY .....	8
FIGURE 3: EMPLOYMENT STATED AS A TRANSITION GOAL .....	9
FIGURE 4: EMPLOYED WHEN STATED AS A TRANSITION GOAL .....	10
FIGURE 5: ATTENDING POST-SECONDARY EDUCATION .....	12
FIGURE 6: POST-SECONDARY EDUCATION STATED AS A TRANSITION GOAL .....	12
FIGURE 7: ATTENDING POST-SECONDARY EDUCATION WHEN STATED AS A TRANSITION GOAL .....	13
FIGURE 8: EMPLOYED AND/OR ATTENDING POST-SECONDARY EDUCATION .....	16

FIGURE 9: AGENCY CONNECTION STATED AS A TRANSITION GOAL .....	17
FIGURE 10: CONNECTED TO AGENCY WHEN STATED AS A TRANSITION GOAL.....	17
FIGURE 11: EMPLOYMENT BY YEAR.....	18
FIGURE 12: ATTENDING POST-SECONDARY BY YEAR .....	19
FIGURE 13: EMPLOYED AND/OR ATTENDING POST-SECONDARY BY YEAR .....	20
FIGURE 14: CONNECTION WITH AN APPROPRIATE ADULT AGENCY BY YEAR.....	20

### **List of Tables**

TABLE A2: SPECIAL EDUCATION STUDENTS, BY DISABILITY STATUS, BY EXIT STATUS, 124 SCHOOL DISTRICTS, 2001 .....	7
TABLE A14: SPECIAL EDUCATION STUDENTS, BY ATTENDING POST-HIGH SCHOOL PROGRAMS, 124 SCHOOL DISTRICTS.....	10
TABLE A20: SPECIAL EDUCATION STUDENTS, BY DISABILITY STATUS, BY EMPLOYED AND/OR ATTENDING POST-SECONDARY EDUCATION PROGRAMS, 124 SCHOOL DISTRICTS.....	14

## **Post-School Status Report of the 2001 Special Education Graduates**

This report on the post-school status of the 2001 special education graduates is a continuation of the study initiated in 1998 by the Center for Change in Transition Services in collaboration with the Office of State Superintendent of Public Instruction (OSPI). The procedures used in this study were similar to those used in the 1998 study and continues a data collection process established with the 1998 baseline report.<sup>1</sup> The purpose of this study is to expand the baseline of data on the post school status of special education graduates. Districts may use these data in developing goals for improving educational services for youth with disabilities.

This report concerns 2,718 special education youth from 124 districts that graduated from high school between September 1, 2000 and August 31, 2001. These 124 districts represent 51% of all of the districts with secondary programs in Washington State that serve special education students. These districts responded to the 2001 LEA Application for Federal Funds for Special Education requiring the applicant to include a plan addressing post-school performance in the areas of employment, enrollment in post-secondary education, and appropriate inter-agency connection. Although these districts were not randomly selected, we believe these results are close approximations for the entire state.

### **Method**

#### **How Were These Data Collected?**

The questions addressed in this study were determined in 1998 by the members of the project advisory board<sup>2</sup>. The data collection procedures consisted of a review of the transition portion of the students' Individualized Education Plan (IEP), and a telephone survey conducted either with the graduate or a family member of the graduate. The survey probed the current life status of the

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<sup>1</sup> See "Biennial Performance Report for Part B," Fiscal Years 1997-1999, [www.k12.wa.us/SpecialEd/Publications/perfrpt.pdf](http://www.k12.wa.us/SpecialEd/Publications/perfrpt.pdf), p.12.

<sup>2</sup> Eric Andreassen, Puyallup School District, Sandra Owen, Pullman School District, Teresa Clifford, Puget Sound ESD, Eugene Edgar, University of Washington (project staff) and Jim Rich, OSPI.

graduate as well as aspects of the graduate's transition plan. Staff from the participating local districts conducted the telephone interviews.

District staff collected the data in November and December, 2001. These data were collected from district records for all 2,718 graduates and through subsequent telephone surveys. Multiple attempts were made to contact all of the graduates by telephone. Successful contact was made with 2,086 (77%) of the total group of 2,718 graduates (see Table A5 in Appendix A). At least 70% of the graduates from each of the disability categories were contacted. Contacts with white graduates (78%) outnumbered contacts with graduates of color (73%). The lowest contacted groups were females of color (72%) and males of color (73%) and the highest contacted group were white males (79%).

Questions referring to the transition portion of the final IEP address all 2,718 graduates, while follow-up questions concerning information gathered from the IEP included the 2,086 who were contacted as part of the follow-up telephone calls. The results are reported in terms of the total population of special education graduates that participated in the study and, at other times, results are based on the number of graduates contacted. Data are provided by gender, ethnicity (white students and students of color), and by the various disability categories. Data on all of these subgroups are available and can be found in Appendix A. Completed protocols were returned to Sandy Grummick at OSPI and entered into a statistical program for analysis by staff at the Center for Change in Transition Services, University of Washington.

## **Results**

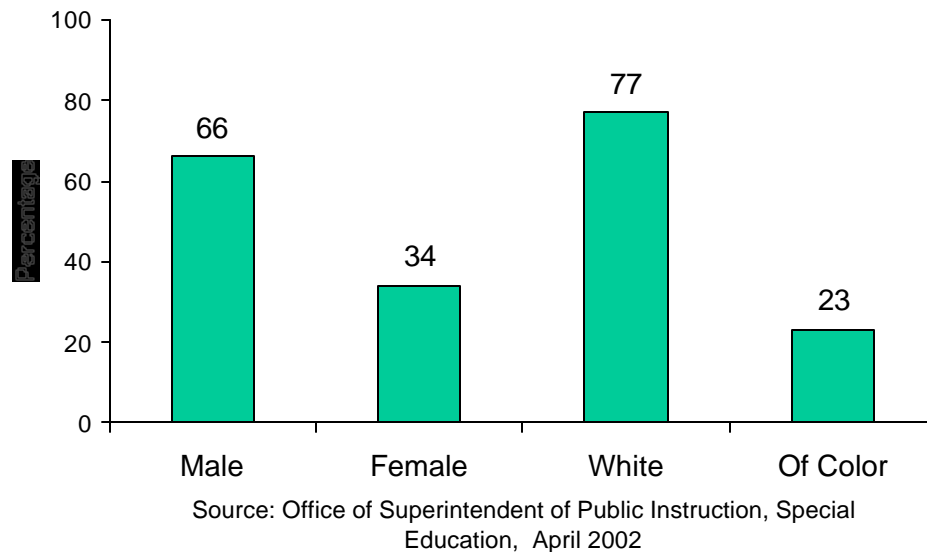
### **How Many Special Education Students Graduated From These 124 Districts?**

Graduation is defined as leaving high school with a diploma or aging out of special education services at age 21. Washington State recognizes a diploma attained by completing the credit requirements or the goals and objectives of the IEP.

A total of 2,718 special education youth graduated from these districts, representing 6% of all the students who graduated from these 124 districts. Since 11.89% of the total K-12 population is in special education we would expect close to 11% of the high school graduates to be in special education. We believe this 5% discrepancy represents special education dropouts.

Males are generally over-represented in special education. In Washington State, 51.6% of the K-12 enrollment is male. In this study, 66% of the special education graduates are male and 34% are female. White students comprise 77% of the graduates while 23% are students of color (Figure 1).

Figure 1: Special Education Graduates



Special education students predominantly graduated with diplomas (94%)<sup>3</sup>. Both males and females obtained diplomas at comparable rates (94% for males, 92% for females). White special education students and students of color obtained diplomas at the same rate (94%).

Those students who did not graduate with diplomas either aged out of services at age 21 (5%) or received something 'other' than a standard high school diploma

<sup>3</sup> Percentages in the report narrative were rounded up.

(2%). Students of color, white students, males and females all received something 'other' than a diploma at nearly the same rates.

**Graduates by disability category.** Of the 2,718 youth in this study, 61% were students with learning disabilities, 17% were students with health impairments, 9% were students with mental retardation, 3% were students with multiple disabilities, 4% were students with emotional/behavioral disabilities, and 1% students with hearing impairments. These data are represented in Table A2 below and in Appendix A.

**Table A2: Special Education Students, by Disability Status, by Exit Status, 124 School Districts, 2001**

		Exit Status			
		Diploma	Aged Out	Other	Total
Autism	Count	10	6		16
	Percent	62.5%	37.5%		.6%
Communication disorders	Count	8			8
	Percent	100.0%			.3%
Deaf-Blindness	Count	6	1		7
	Percent	85.7%	14.3%		.3%
Deafness	Count	26	1		27
	Percent	96.3%	3.7%		1.0%
Emotionally/behaviorally disabled	Count	92	3	6	101
	Percent	91.1%	3.0%	5.9%	3.7%
Health impairments	Count	448	11	10	469
	Percent	95.5%	2.3%	2.1%	17.3%
Hearing impairments	Count	27	1		28
	Percent	96.4%	3.6%		1.0%
Mental retardation	Count	188	58	10	256
	Percent	73.4%	22.7%	3.9%	9.4%
Multiple disabilities	Count	49	36	1	86
	Percent	56.9%	41.9%	1.2%	3.2%
Orthopedic impairments	Count	26	1	1	28
	Percent	92.9%	3.6%	3.6%	1.0%
Specific learning disabilities	Count	1633	10	18	1661
	Percent	98.3%	.6%	1.1%	61.1%
Traumatic brain injury	Count	15	2		17
	Percent	88.2%	11.8%		.6%
Visual impairments	Count	14			14
	Percent	100.0%			.5%
Total	Count	2542	130	46	2718
	Percent	93.5%	4.8%	1.7%	100%

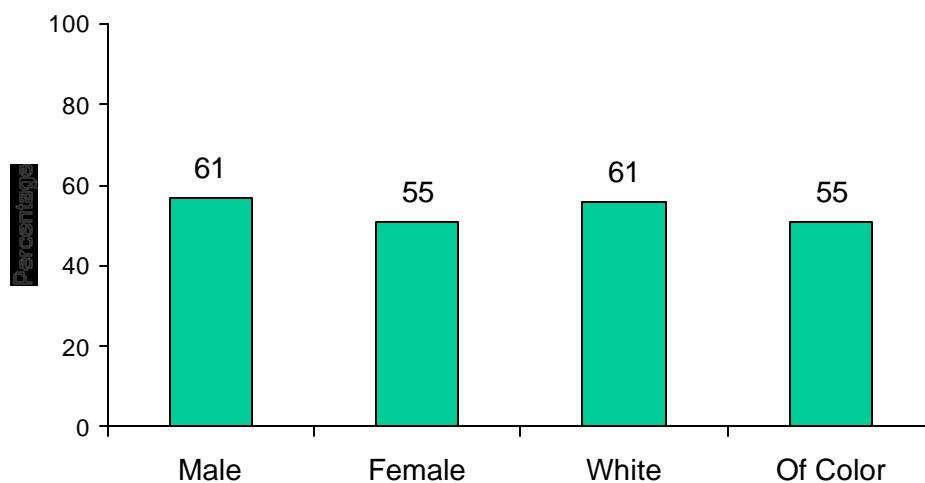
Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

## What was the Employment Rate of the Graduates?

Employment was defined in this study as working for pay, and 1,237 of the graduates contacted (59%) reported that they were employed. Of these, 604 graduates (49%) reported both hours worked per week and hourly wage. Graduates reported working an average of 30 hours per week at \$8.17 per hour. This includes students with learning disabilities (33%) working an average of 31.5 hours/week at \$7.90/hour; students with health impairments (19%) working 27 hours/week at \$8.29/hour; students with mental retardation (9%) working 23.5 hours/week at \$6.87/hour and students with emotional/behavioral disabilities (3%) working an average of 34 hours/week at \$8.03/hour.

The graduates of 2001 are experiencing differential employment rates between graduates of color (55%) and white graduates (61%), males (61%) and females (55%) (see Figure 2). Females also reported working fewer hours per week than males (27.5 vs. 30) at a lower hourly wage (\$7.62 for females; \$8.47 for males).

Figure 2: Employment by Gender and Ethnicity



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

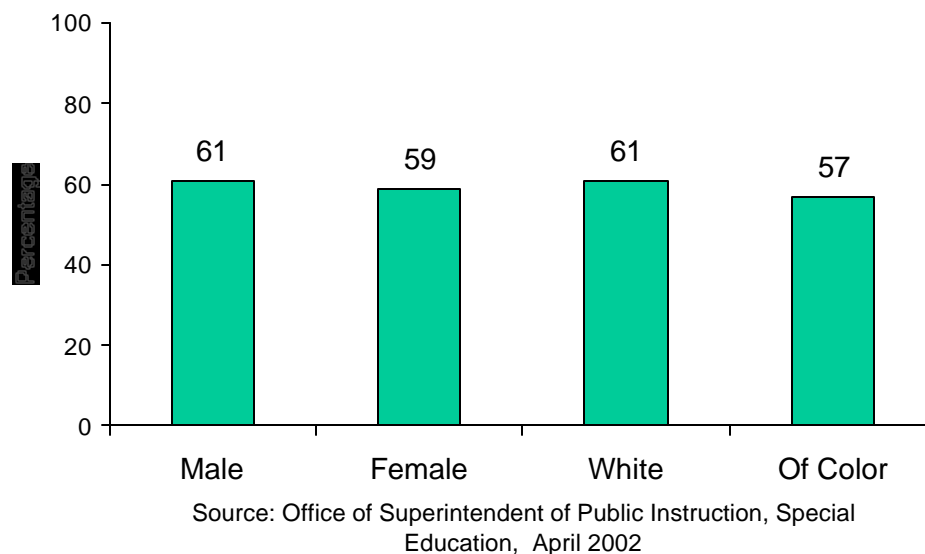
The employment rates for all groups are lower than for their peers who graduated in the year 2000. This reflects a change in employment rates statewide. The unemployment rate in Washington State for November 2000 was 5.5%; in



November 2001 (when these data were collected), the unemployment rate increased to 7.3%.

**Employment as part of the transition plan.** A major part of special education services concerns developing the transition portion of the students' IEP. Transition planning begins by age 14, is updated annually and includes the post-high school goals for the student. Of the 2,718 graduates, 1,638 (60%) had a post-school transition goal of employment. The transition goal of employment is relatively equal across the demographic categories (Figure 3).

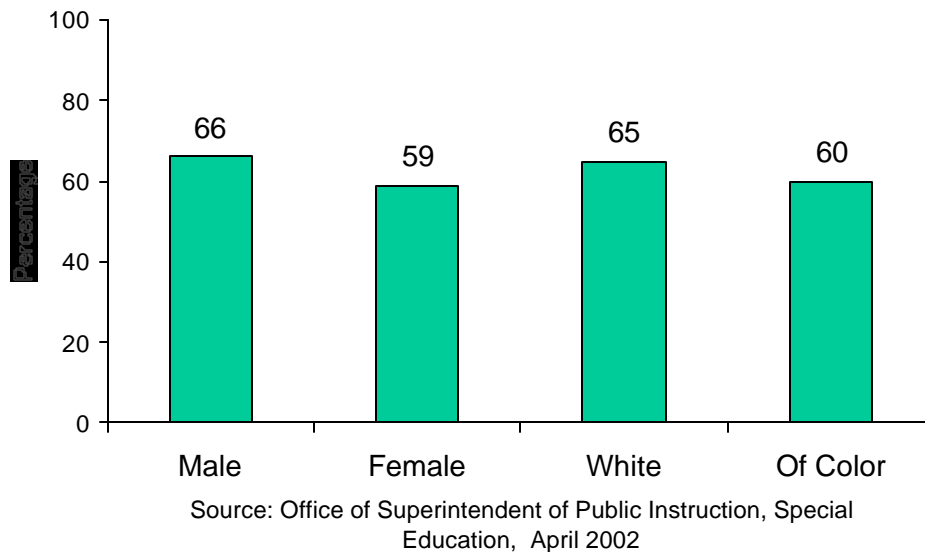
Figure 3: Employment Stated as a Transition Goal



Of the 1,290 graduates who were interviewed with employment as a transition goal, 819 (64%) were employed in the following proportions: males, 66%; females, 59%; white graduates, 65%; and graduates of color, 60%. For those graduates with emotional/behavioral disabilities with employment as a goal, 51% were employed compared to 72% of those graduates with learning disabilities and employment as a goal. For those with mental retardation and employment as a goal, 50% were employed. Having a transition goal of employment does not seem to increase the chances of employment, especially for females, students of

color and students with significant disabilities. This continues to be a disturbing finding and needs to be explored with district personnel (Figure 4).

Figure 4: Employed When Stated as a Transition Goal



### How Many Of The Graduates Were Attending Some Form Of Post-Secondary Education Program?

**Post-high school training.** Post-high school training programs include any type of formal education program, e.g., post-secondary on-the-job training with an employment services vendor (included in this category as “other”). Using this definition, 773 (37%) of the graduates were attending some form of post-high school training program. These data are represented in Table A14 below and in Appendix A

**Table A14: Special Education Students, by Attending Post-High School Programs, 124 School Districts, 2001**

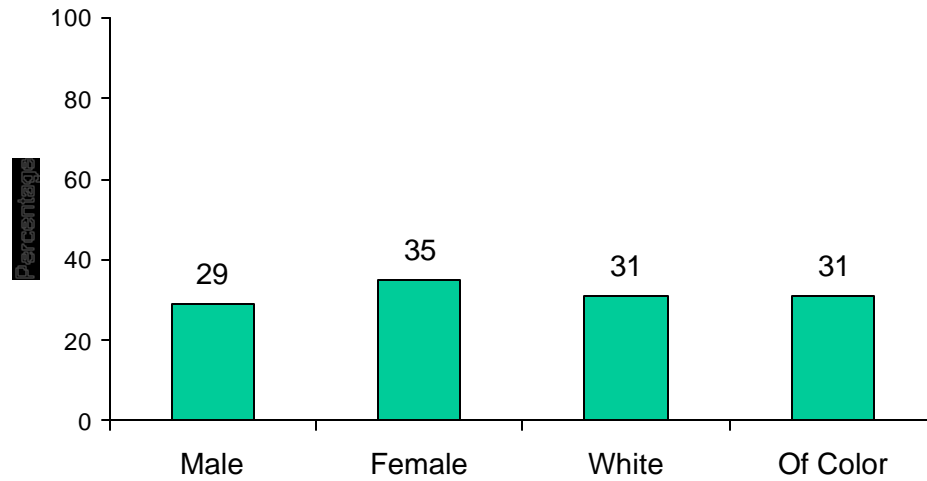
	Attending Post-High School Programs	
	Frequency	Valid Percent
None	1311	62.9%
University/4 year college	71	3.4%
Community college/2 year college	434	20.8%
Vocational/Trade school	140	6.7%
GED program	1	0.1%
Job Corps	14	0.7%
Other	113	5.4%
Unknown	634	
Total	2718	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Post-secondary education.** The definition of post-secondary education for this study includes university/4 year college, community/2 year college and/or vocational/technical schools. Using this definition, 645 (31%) of the graduates reported attending post-secondary educational institutions. The rate of attending post-secondary education by special education graduates continues to be low.

Among the year 2001 graduates, females (35%) are attending post-secondary education programs at a higher rate than males (29%). For the first time since this study was initiated in 1998, youth of color and white youth are attending post secondary education programs at the same rate (31%). This information is presented in Figure 5 below.

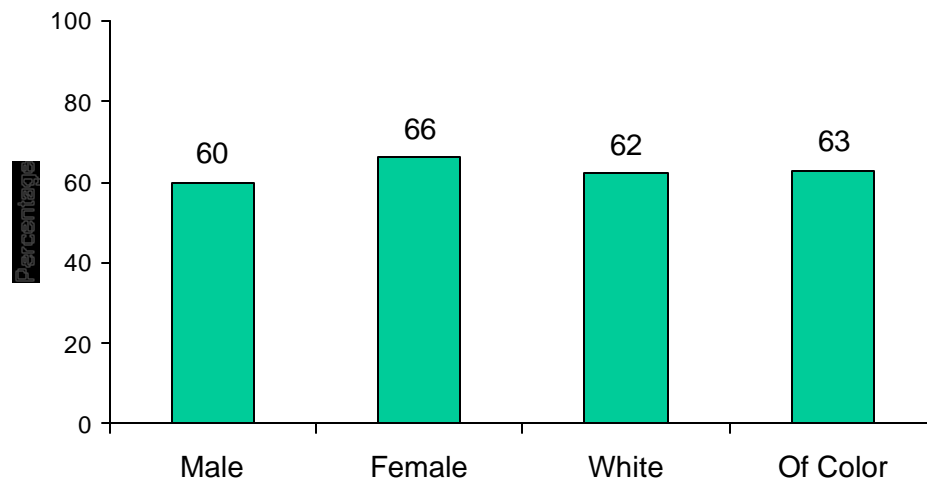
Figure 5: Attending Post-Secondary Education



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

**Post-secondary education as part of the transition plan.** Although 31% of special education graduates are attending post-secondary education, 62% of these youth (1,689) had post-secondary education as a transition goal (males, 60%; females, 66%; white graduates, 62% and graduates of color, 63% (Figure 6).

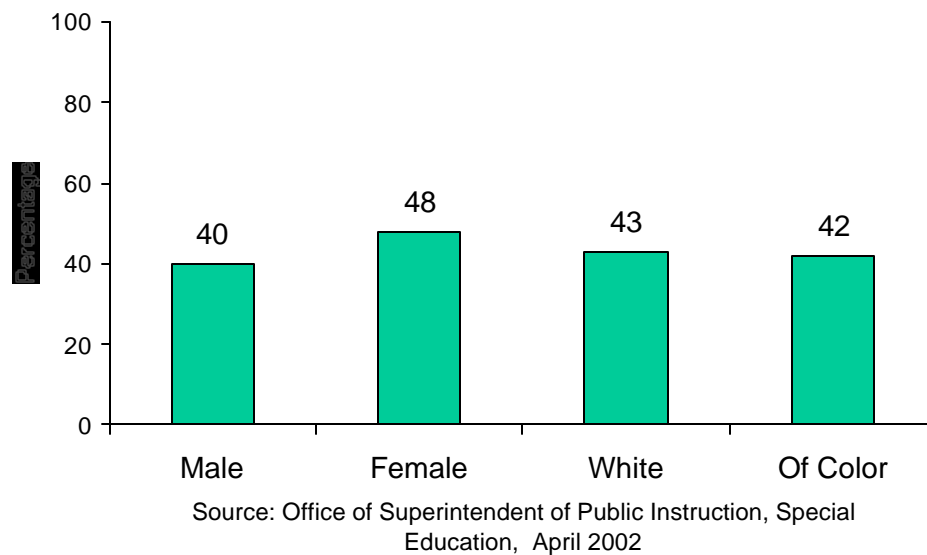
Figure 6: Post-Secondary Education Stated as a Transition Goal



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

Of the 1,294 graduates who were interviewed with post-secondary education as a transition goal, 557 (43%) were attending a post-secondary education program in the following proportions: males 40%, females 48%, white graduates 43%, and graduates of color 42% (Figure 7). This rate has increased from 36% for the graduates of 2000.

Figure 7: Attending Post-Secondary Education When Stated as a Transition Goal



Analyzing these data by disability status indicate that youth with mental retardation and emotional/behavioral disabilities were least likely to attend post-secondary education when identified as a goal. Perhaps of more concern, although 61% of the youth with emotional/behavioral disabilities indicated post-secondary education as a goal, only 26% of these graduates are attending within 6 months of school leaving. Youth with learning disabilities who identified post secondary education as a goal (68%) are attending at a much higher rate (42%). These discrepancies by disability category should be examined at the district level.

Regardless of having post-secondary education as a goal or not, few graduates are attending within six months of graduation from high school. Females, however, are achieving their goal at higher rates than males.

District staff should become familiar with the academic requirements and available accommodations for students with disabilities at the post-secondary level in order to assist students in setting and reaching realistic goals. District staff should review these data to determine if the students with post-secondary education as a goal are receiving appropriate programs and guidance while in high school.

**How Many Of These Students Were Productively Engaged (Working And/Or Attending Post-Secondary Education)?**

Of the 2,086 graduates interviewed, 1,551 (74%) were either working and/or attending post-secondary education programs. These data indicate that 3 out of 4 special education graduates are productively engaged within six months after graduation from high school. This continues to be the most powerful statistic supporting the assertion that graduates from special education achieve productive post-school outcomes. District staff should examine their data to further analyze these outcomes in order to identify graduates who are not productively engaged after graduation. Rate of engagement varies by disability as presented in the Table A20 below and in Appendix A. The engagement rate for students with the most significant disabilities (autism, mental retardation, multiple disabilities, and orthopedic impairments) continues to be low.

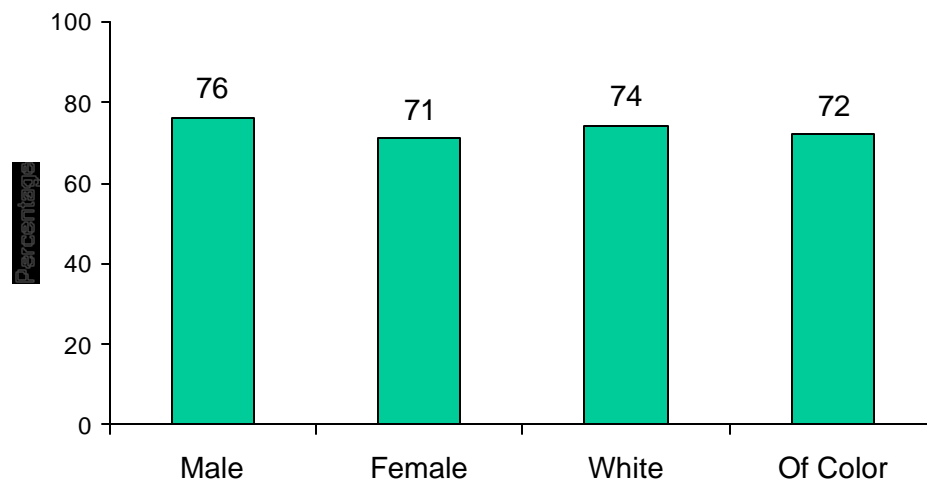
**Table A20: Special Education Students, by Disability Status, by Employed and/or Attending Post-Secondary Education Programs, 124 School Districts**

		Employed and/or Attending Post-Secondary		
		Yes	No	Total
Autism	Count	5	9	14
	Percent	35.7%	64.3%	.7%
Communication disorders	Count	6		6
	Percent	100.0%		.3%
Deaf-Blindness	Count	3	3	6
	Percent	50.0%	50.0%	.3%
Deafness	Count	15	9	24
	Percent	62.5%	37.5%	1.1%
Emotional behavioral disability	Count	45	26	71
	Percent	63.4%	36.6%	3.4%
Health impairments	Count	276	95	371
	Percent	74.4%	25.6%	17.8%
Hearing impairments	Count	14	6	20
	Percent	70.0%	30.0%	1.0%
Mental retardation	Count	97	99	196
	Percent	49.5%	50.5%	9.4%
Multiple disabilities	Count	23	48	71
	Percent	32.4%	67.6%	3.4%
Orthopedic impairments	Count	9	12	21
	Percent	42.9%	57.1%	1.0%
Specific learning disabilities	Count	1039	220	1259
	Percent	82.5%	17.5%	60.4%
Traumatic brain injury	Count	11	5	16
	Percent	68.8%	31.3%	.8%
Visual impairments	Count	8	3	11
	Percent	72.7%	27.3%	.5%
Total	Count	1551	535	2086
	Percent	74.45%	25.65%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

Of the male graduates, 76% were employed and/or attending post-secondary education programs compared to 71% of the females, 75% of the white graduates, and 72% of the graduates of color (Figure 8). For white males, 77% were employed and/or attending post-secondary programs and for white females, 72% were so engaged. Males of color were engaged at a rate of 74%, and females of color at 69%. The lower rate for females, especially females of color, is disturbing.

Figure 8: Employed and/or Attending Post-Secondary Education



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

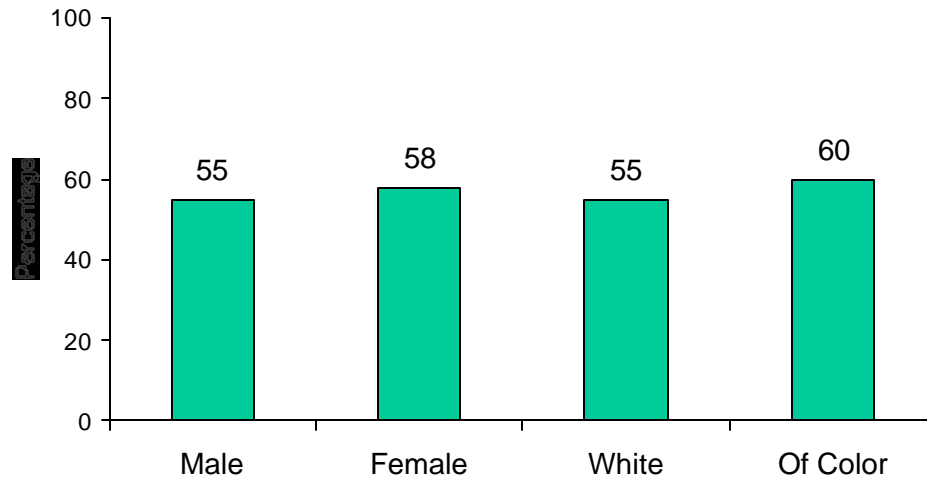
### **How Many of the Graduates had Planned Contact With an Adult Agency on Their Transition Plan?**

Of the 2,718 graduates, 1,523 (56%) had planned contact with an adult agency identified on their transition plan. Interviewers contacted 961 graduates who had contacts with adult agencies listed on their transition plans and of these, 534 (56%) reported actually meeting with the planned adult service agency after graduation.

Planned connection with agencies was as follows: males 55%; females 58%; white graduates 55%; and graduates of color 60% (Figure 9 presents this information below.)



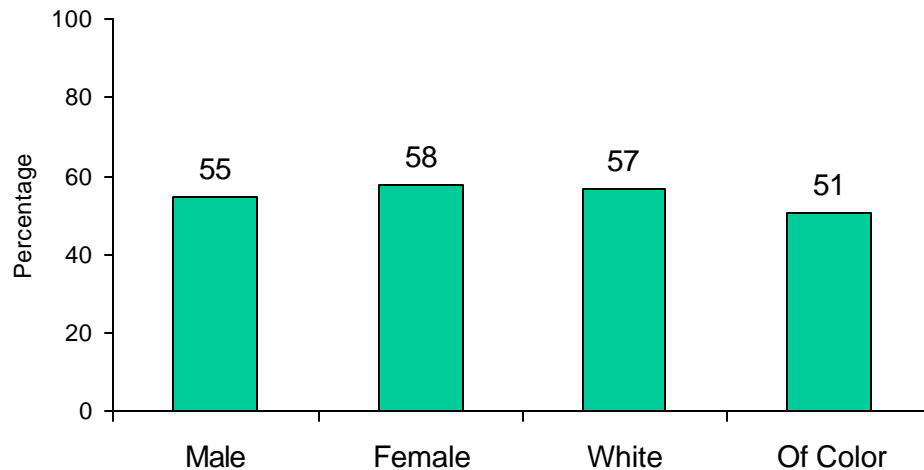
Figure 9: Agency Connection Stated as a Transition Goal



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

When an agency connection was stated as a transition goal, 55% of the males contacted connected with that agency within six months of graduation, females 58%, white graduates 57%, and graduates of color 51% (Figure 10).

Figure 10: Connected to Agency When Stated as a Transition Goal



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

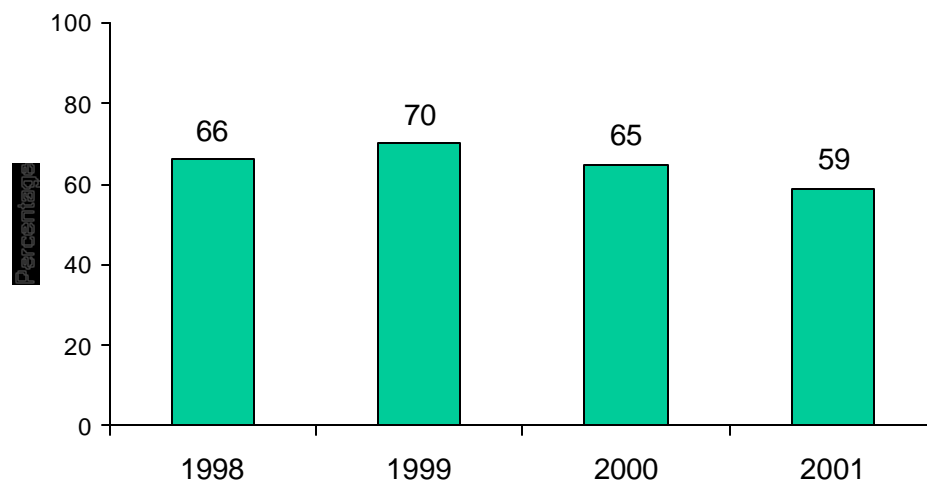
There continue to be many graduates not taking advantage of adult services, particularly students of color. These data indicate that many students do not

have adult agency connections indicated on the IEP. Those that do have an agency indicated show that the type of agency to which graduates are connecting is limited. Review of the protocols also indicates that teachers are listing services on the IEP that are not adult agencies. Examples include connections to off-campus transition programs, school counselors, and other school-based services. Teachers should expand their knowledge of community agencies in order to assist graduates in connecting to a variety of appropriate support agencies that may better meet the graduates' individual needs.

### **Comparisons Among 1998, 1999, 2000 and 2001 Graduates**

The graduates for the year 2001 are employed at a much lower rate than those who graduated from special education in 1998 (Figure 11 below).

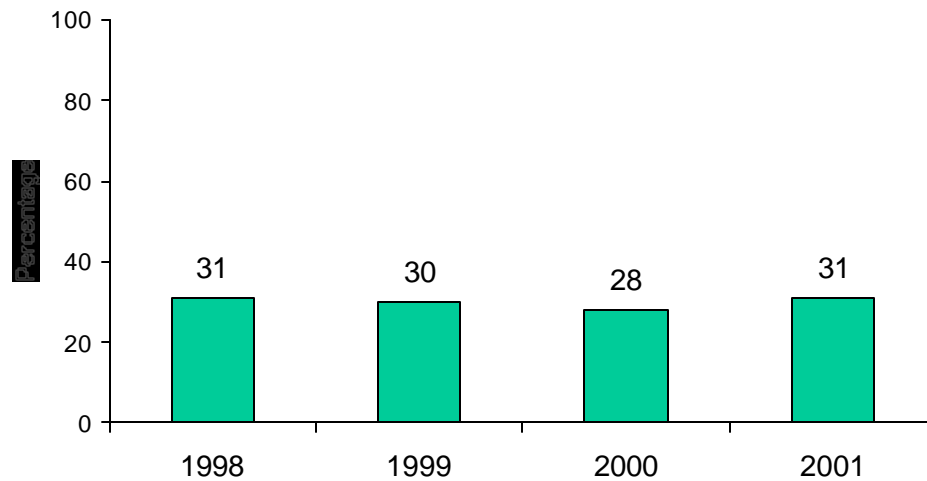
Figure 11: Employment by Year



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

The attendance rate in post-secondary education programs has remained relatively stable over the last four years (see Figure 12). Although it may not be realistic to expect a much higher attendance rate, districts should examine these data in comparison with the number of students that identify college as an anticipated outcome either on the IEP or in conversation with teachers.

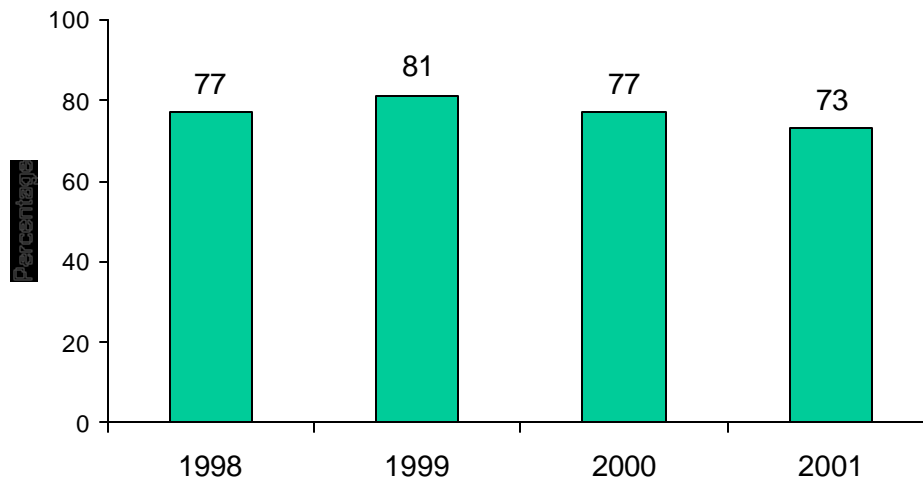
Figure 12: Attending Post-Secondary by Year



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

The overall engagement rate has decreased from previous years (presented in Figure 13). These data become meaningful only when examined by district personnel to discover which graduates are not engaged and the quality of that engagement, e.g., working full time at a livable wage with benefits, attending a certificate or degree program at a local community college, or meaningful community participation.

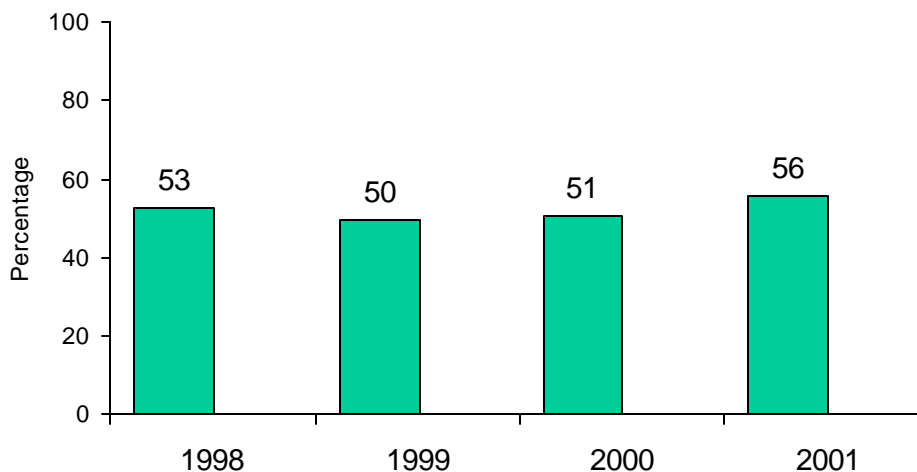
Figure 13: Employed and/or Attending Post-Secondary by Year



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

Although fewer students had connection to an adult agency indicated on their IEPs, those that did have an agency listed connected at slightly higher rates than in previous years. This is an encouraging statistic and should dispel a misconception that adult agencies such as the Division of Vocational Rehabilitation are not serving students due to funding constraints.

Figure 14: Connection with an Appropriate Adult Agency by Year



Source: Office of Superintendent of Public Instruction, Special Education, April 2002

## **Conclusions**

Collecting data for four years (1998, 1999, 2000, 2001) provides information that districts may use to evaluate the effectiveness of their special education programs. Data were collected from 124 school districts, representing 2,718 youth. These districts responded to the 2001 LEA Application for Federal Funds for Special Education requiring the applicant to include a plan addressing the post-school performance of special education graduates. The areas addressed include: employment, enrollment in post-secondary education, employment and /or enrollment in post-secondary (engagement), and connection to appropriate adult agencies based on the 1998 data. The data collected in these 4 areas for the 1998, 1999, 2000 and 2001 graduates follows:

Comparison of Four Outcomes for Years 1998-2001

Performance Indicators	Employment	Post-secondary enrollment	Engagement	Adult Agency Connection
1998 Cohort	66%	31%	77%	53%
1999 Cohort	70%	30%	81%	50%
2000 Cohort	65%	28%	77%	51%
2001 Cohort	59%	31%	73%	56%

These data reflect positive outcomes for many of the youth in this study.

However, the picture provided by these data also indicates a need for improvement and specific areas to consider:

- OSPI now has a four-year history of collecting data on the post-school status of the special education graduates. Administration should encourage and support district personnel to examine these data for their own district. Superintendents, principals and other administrators should become knowledgeable about these data.
- The percentage of graduates who are employed (59%) has decreased considerably from previous years. While this may reflect changes in the local economy, it may also indicate a shift away from preparing students for gainful employment and an increased focus on academic

programs. The discrepancy between graduates with learning disabilities (68%), graduates with emotional/behavioral disabilities (51%), and graduates with mental retardation (42%) continues to be of concern.

- The percentage of graduates who are employed and/or attending some form of post-secondary education program has decreased slightly from previous years but continues to be high. However, the discrepancy in outcomes between males and females has narrowed dramatically, not because females with disabilities are experiencing better outcomes in employment and/or attending post-secondary education, but because males are experiencing poorer outcomes. This is a cause for concern at the district and state levels.
- The low percentage of special education graduates (6%) when compared with the percentage of all graduates continues to be a serious issue. Districts need to review their data concerning the number of special education students who are not completing high school.
- There continues to be an inflated number of transition goals associated with attendance at post-secondary programs. Staff, students and families should review the feasibility of such goals.
- For students with a goal of attending post-secondary education programs, districts need to align the secondary programs with this goal and develop a better “hand-off” to post-secondary programs. Districts should consider following graduates who enroll in post-secondary education programs in order to determine which students are successful and what barriers hinder graduates from success in these programs.
- Districts awarding “Other” certificates need to assure that they are knowledgeable of state and district policy concerning graduation requirements and practicing these policies. Graduates receiving a diploma based on meeting their IEP should be included in “Diploma.” A

sample of the protocols indicated that some of the graduates receiving a diploma based on their IEP were identified as “Other.” We will continue to refine and clarify this finding in the 2002 study.

This report can also be found on the Center for Change in Transition Services web page at: <http://depts.washington.edu/ccts> or the OSPI website: <http://www.k12.wa.us>

## **Appendix A: Data Tables**



**Table A1. Special Education Students, by Diploma, 124 School Districts, 2001**

	Exit Status	
	Frequency	Percent
Diploma	2542	93.52%
Aged Out	130	4.78%
Other	46	1.70%
Total	2718	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A2. Special Education Students, by Disability Status, by Exit Status, 124 School Districts, 2001**

		Exit Status			
		Diploma	Aged Out	Other	Total
Autism	Count	10	6		16
	Percent	62.5%	37.5%		.6%
Communication disorders	Count	8			8
	Percent	100.0%			.3%
Deaf-Blindness	Count	6	1		7
	Percent	85.7%	14.3%		.3%
Deafness	Count	26	1		27
	Percent	96.3%	3.7%		1.0%
Emotionally/behaviorally disabled	Count	92	3	6	101
	Percent	91.1%	3.0%	5.9%	3.7%
Health impairments	Count	448	11	10	469
	Percent	95.5%	2.3%	2.1%	17.3%
Hearing impairments	Count	27	1		28
	Percent	96.4%	3.6%		1.0%
Mental retardation	Count	188	58	10	256
	Percent	73.4%	22.7%	3.9%	9.4%
Multiple disabilities	Count	49	36	1	86
	Percent	56.9%	41.9%	1.2%	3.2%
Orthopedic impairments	Count	26	1	1	28
	Percent	92.9%	3.6%	3.6%	1.0%
Specific learning disabilities	Count	1633	10	18	1661
	Percent	98.3%	.6%	1.1%	61.1%
Traumatic brain injury	Count	15	2		17
	Percent	88.2%	11.8%		.6%
Visual impairments	Count	14			14
	Percent	100.0%			.5%
Total	Count	2542	130	46	2718
	Percent	93.5%	4.8%	1.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A3. Special Education Students, by Gender, by Diploma, 124 School Districts, 2001**

		Exit Status			
		Diploma	Aged Out	Other	Total
Female	Count	859	59	14	932
	Percent	92.2%	6.3%	1.5%	34.3%
Male	Count	1683	71	32	1786
	Percent	94.2%	4.0%	1.8%	65.7%
Total	Count	2542	130	46	2718
	Percent	93.5%	4.8%	1.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A4. Special Education Students, by Race/Ethnicity, by Diploma, 124 School Districts, 2001**

		Exit Status			
		Diploma	Aged Out	Other	Total
Students of Color	Count	571	32	8	611
	Percent	93.5%	5.2%	1.3%	22.5%
White	Count	1964	98	37	2099
	Percent	93.6%	4.7%	1.8%	77.2%
Undisclosed	Count	7		1	8
	Percent	87.5%		12.5%	.3%
Total	Count	2542	130	46	2718
	Percent	93.5%	4.8%	1.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A5. Special Education Students, by Interview Completed, 124 School Districts, 2001**

	Interview Completed	
	Frequency	Percent
Yes	2086	76.75%
No	632	23.25%
Total	2718	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A6. Special Education Students, by Disability Status, by Interview Completed, 124 School Districts, 2001**

		Interview Completed		
		Yes	No	Total
Autism	Count	14	2	16
	Percent	87.5%	12.5%	.6%
Communication disorders	Count	6	2	8
	Percent	75.0%	25.0%	.3%
Deaf-Blindness	Count	6	1	7
	Percent	85.7%	14.3%	.3%
Deafness	Count	24	3	27
	Percent	88.9%	11.1%	1.0%
Emotional behavioral disability	Count	71	30	101
	Percent	70.3%	29.7%	3.7%
Health impairments	Count	371	98	469
	Percent	79.1%	20.9%	17.3%
Hearing impairments	Count	20	8	28
	Percent	71.4%	28.6%	1.0%
Mental retardation	Count	196	60	256
	Percent	76.6%	23.4%	9.4%
Multiple disabilities	Count	71	15	86
	Percent	82.6%	17.4%	3.2%
Orthopedic impairments	Count	21	7	28
	Percent	75.0%	25.0%	1.0%
Specific learning disabilities	Count	1259	402	1661
	Percent	75.8%	24.2%	61.1%
Traumatic brain injury	Count	16	1	17
	Percent	94.1%	5.9%	.6%
Visual impairments	Count	11	3	14
	Percent	78.6%	21.4%	.5%
Total	Count	2086	632	2718
	Percent	76.75%	23.25%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A7. Special Education Students, by Gender, by Interview Completed, 124 School Districts, 2001**

		Interview Completed		
		Yes	No	Total
Female	Count	699	233	932
	Percent	75.0%	24.0%	34.3%
Male	Count	1387	399	1786
	Percent	77.7%	22.3%	65.7%
Total	Count	2086	632	2718
	Percent	76.75%	23.25%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A8. Special Education Students, by Race/Ethnicity, by Interview Completed, 124 School Districts, 2001**

		Interview Completed		
		Yes	No	Total
Students of Color	Count	443	168	611
	Percent	72.5%	27.5%	22.5%
White	Count	1639	460	2099
	Percent	78.1%	21.9%	77.2%
Undisclosed	Count	4	4	8
	Percent	50.0%	50.0%	.3%
Total	Count	2086	632	2718
	Percent	76.75%	23.25%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A9. Special Education Students, Special Education Graduates/All Graduates, 124 School Districts, 2001**

School District	Frequency	Percent
Aberdeen	9/214	4.2
Arlington	21/318	6.6
Auburn	35/828	4.2
Bainbridge Island	15/226	6.6
Battle Ground	38/776	4.9
Bellevue	64/1,055	6.1
Bellingham	36/820	4.3
Blaine	8/112	7.1
Brewster	4/44	9.1
Bridgeport	2/32	6.2
Burlington-Edison	13/215	6.0
Cascade	9/101	8.9
Cashmere	8/94	8.5
Castle Rock	3/93	3.2
Central Kitsap	51/799	6.4
Central Valley	42/766	5.5
Centralia	8/164	4.9
Chehalis	5/214	2.3
Cheney	16/229	7.0
Chewelah	4/159	2.5
Chimacum	4/76	2.3

**Table A9. Special Education Students Special Education Graduates/All Graduates, 124 School Districts, 2001 (continued)**

<b>School District</b>	<b>Frequency</b>	<b>Valid Percent</b>
Colville	1/175	6.3
Coupeville	6/65	9.2
East Valley No. 361	10/310	3.2
East Valley No. 90	8/152	5.3
Eastmont	18/301	6.0
Eatonville	9/105	8.6
Edmonds	61/1,060	5.8
Elma	12/172	7.0
Enumclaw	16/283	5.7
Everett	45/863	5.2
Evergreen No. 114	45/1064	4.2
Federal Way	94/1,087	8.6
Fife	6/166	3.6
Franklin Pierce	24/401	6.0
Granite Falls	10/105	9.5
Grand Coulee Dam	3/71	4.2
Highland	9/99	9.1
Highline	56/1,050	5.3
Hoquiam	12/177	38.1
Inchelium	2/18	11.1
Issaquah	79/865	9.1
Kelso	10/313	3.2
Kent	80/1,503	5.3
Lake Chelan	14/77	18.1
Lake Stevens	17/324	5.2
Lake Washington	88/1,520	5.8
Longview	32/351	9.1
Lynden	23/185	12.4
Manson	5/54	9.3
Marysville	35/569	6.2
Mead	22/685	3.2
Medical Lake	6/134	4.5
Mercer Island	18/387	4.7
Meridian	9/112	8.0
Methow Valley	1/59	1.7
Monroe	17/317	5.4
Montesano	6/105	5.7
Mount Adams	4/47	8.5
Mount Baker	15/124	12.1
Mount Vernon	14/201	7.0
Mukilteo	23/813	2.8
Naches Valley	2/96	2.1
Napavine	3/41	7.3
Newport	7/102	6.9
Nine Mile Falls	8/108	7.4
Nooksack Valley	7/95	7.4
North Beach	2/39	5.1
North Franklin	10/140	7.1
North Mason	10/152	6.6

**Table A9. Special Education Students Special Education Graduates/All Graduates, 124 School Districts, 2001 (continued)**

<b>School District</b>	<b>Frequency</b>	<b>Valid Percent</b>
North Thurston	74/836	8.9
Northshore	91/1,405	6.5
Oak Harbor	21/339	6.2
Okanogan	4/75	6.3
Omak	6/96	6.3
Orcas Island	3/34	8.8
Oroville	1/43	2.3
Orting	10/88	11.4
Palouse	5/42	11.9
Pasco	29/343	8.5
Peninsula	50/661	7.6
Port Angeles	21/307	6.8
Prosser	7/187	3.7
Puyallup	70/1,069	6.5
Quillayute Valley	4/91	4.4
Rainier	5/60	8.3
Renton	44/600	7.3
Richland	34/619	5.5
Riverview	7/154	4.5
Royal	3/62	9.7
School for the Deaf	16/16	100.0
Seattle	81/2459	3.3
Sedro-Woolley	14/251	5.6
Selah	21/220	9.5
Shelton	23/295	7.8
Shoreline	41/593	6.9
Skykomish	1/5	20.0
Snohomish	25/556	4.5
South Kitsap	52/572	9.0
South Whidbey	10/151	6.6
Spokane	130/1,827	7.1
Stanwood-Camano	25/315	7.9
Steilacoom Historical	3/115	2.6
Stevenson-Carson	1/82	1.2
Sultan	14/73	19.2
Sunnyside	29/264	11.0
Tacoma	142/1,486	9.6
Taholah	3/10	30.0
Tahoma	25/315	8.9
Tenino	4/79	5.1
Toledo	8/83	9.6
Tonasket	2/85	2.4
University Place	15/362	4.1
Walla Walla	27/416	6.5
Wapato	13/190	6.8
Warden	5/49	10.2
Washougal	13/145	9.0
Waterville	3/29	10.3
Wenatchee	15/437	3.4

**Table A9. Special Education Students Special Education Graduates/All Graduates, 124 School Districts, 2001 (continued)**

<b>School District</b>	<b>Frequency</b>	<b>Valid Percent</b>
White Salmon	5/93	5.4
Wishram	1/93	1.1
Woodland	3/107	2.8
Yakima	35/608	5.8
Zillah	2/78	2.6
<b>Total</b>	<b>2,718/44,150</b>	<b>6.2%</b>

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A10. Special Education Students, by Employed, 124 School Districts, 2001**

	<b>Employed</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	1237	59.3%
No	849	40.7%
Unknown	632	
<b>Total</b>	<b>2718</b>	<b>100.0%</b>

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A11. Special Education Students, by Disability Status, by Employed, 124 School Districts, 2001**

		Employed		
		Yes	No	Total
Autism	Count	3	11	14
	Percent	21.4%	78.6%	.7%
Communication disorders	Count	2	4	6
	Percent	33.3%	66.7%	.3%
Deaf-Blindness	Count	2	4	6
	Percent	33.3%	66.7%	.3%
Deafness	Count	7	17	24
	Percent	29.2%	70.8%	1.2%
Emotional behavioral disability	Count	36	35	71
	Percent	50.7%	49.3%	3.4%
Health impairments	Count	213	158	371
	Percent	57.4%	42.6%	17.8%
Hearing impairments	Count	11	9	20
	Percent	55.0%	45.0%	1.0%
Mental retardation	Count	82	114	196
	Percent	41.8%	58.2%	9.5%
Multiple disabilities	Count	18	53	71
	Percent	25.4%	74.6%	3.4%
Orthopedic impairments	Count	2	19	21
	Percent	9.5%	90.5%	1.0%
Specific learning disabilities	Count	853	406	1259
	Percent	67.8%	32.2%	60.4%
Traumatic brain injury	Count	5	11	16
	Percent	31.3%	68.8%	.8%
Visual impairments	Count	3	8	11
	Percent	27.3%	72.7%	.5%
Total	Count	1237	849	2086
	Percent	59.3%	40.7%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.



**Table A12. Special Education Students, by Gender, by Employed, 124 School Districts, 2001**

		Employed		
		Yes	No	Total
Female	Count	386	313	699
	Percent	55.2%	44.8%	33.5%
Male	Count	851	536	1387
	Percent	61.4%	38.6%	66.5%
Total	Count	1237	849	2086
	Percent	59.3%	40.7%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A13. Special Education Students, by Race/Ethnicity, by Employed, 124 School Districts, 2001**

		Employed		
		Yes	No	Total
Students of Color	Count	242	201	443
	Percent	54.6%	45.4%	21.2%
White	Count	994	645	1639
	Percent	60.6%	39.4%	78.6%
Undisclosed	Count	1	3	4
	Percent	25.0%	75.0%	.2%
Total	Count	1237	849	2086
	Percent	59.3%	40.7%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A14. Special Education Students, by Attending Post-High School Programs, 124 School Districts, 2001**

	Attending Post-High School Programs	
	Frequency	Valid Percent
None	1311	62.9%
University/4 year college	71	3.4%
Community college/2 year college	434	20.8%
Vocational/Trade school	140	6.7%
GED program	1	0.1%
Job Corps	14	0.7%
Other	113	5.4%
Unknown	634	
Total	2718	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A15. Special Education Students, by Attending Post-Secondary Education Programs, 124 School Districts, 2001**

	<b>Attending Post-Secondary Education Programs</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	645	30.92%
No	1441	69.08%
Unknown	632	
Total	2718	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A16. Special Education Students, by Disability Status, by Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Attending Post-Secondary Education Programs			
		University/ 4 year college	Community / 2 year college	Vocational/ Tech. college	Total
Autism	Count		2		2
	Percent		100.0%		.3%
Communication disorders	Count	1	5		6
	Percent	16.7%	83.3%		.9%
Deaf-Blindness	Count	2			2
	Percent	100.0%			.3%
Deafness	Count	6	7		13
	Percent	46.2%	53.8%		2.0%
Emotional behavioral disability	Count	2	7	5	14
	Percent	14.3%	50.0%	35.7%	2.2%
Health impairments	Count	10	92	26	128
	Percent	7.8%	71.9%	20.3%	19.8%
Hearing impairments	Count	3	3		6
	Percent	50.0%	50.0%		.9%
Mental retardation	Count		15	4	19
	Percent		78.9%	21.1%	2.9%
Multiple disabilities	Count		6		6
	Percent		100.0%		.9%
Orthopedic impairments	Count	1	5	1	7
	Percent	14.3%	71.4%	14.3%	1.1%
Specific learning disabilities	Count	44	281	104	429
	Percent	10.3%	65.5%	24.2%	66.5%
Traumatic brain injury	Count	1	7		8
	Percent	12.5%	87.5%		1.2%

		Attending Post-Secondary Education Programs			
		University/ 4 year college	Community / 2 year college	Vocational/ Tech. college	Total
Visual impairments	Count	1	4		5
	Percent	20.0%	80.0%		.8%
Total	Count	71	434	140	645
	Percent	11%	67.3%	21.7%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A17. Special Education Students, by Gender, by Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Attending Post-Secondary		Total
		Yes	No	
Female	Count	243	456	699
	Percent	34.8%	65.2%	33.5%
Male	Count	402	985	1387
	Percent	28.9%	71.1%	66.5%
Total	Count	645	1441	2086
	Percent	30.9%	69.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A17(a). Special Education Students, by Gender, by Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Attending Post-Secondary			Total
		University/ 4 year college	Community / 2 year college	Vocational/ Trade school	
Female	Count	28	172	43	243
	Percent	11.5%	70.8%	17.7%	37.7%
Male	Count	43	262	97	402
	Percent	10.7%	65.2%	24.1%	62.3%
Total	Count	71	434	140	645
	Percent	11%	67.3%	21.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A18. Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Attending Post-Secondary		Total
		Yes	No	
Students of Color	Count	139	304	443
	Percent	31.4%	68.6%	21.2%
White	Count	506	1133	1639
	Percent	30.9%	69.1%	78.6%
Undisclosed	Count		4	4
	Percent		100.0%	.2%
Total	Count	645	1441	2086
	Percent	30.9%	69.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A18(a). Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Attending Post-Secondary			Total
		University/ 4 year college	Community /2 year college	Vocational/ Trade school	
Students of Color	Count	14	100	25	139
	Percent	10.1%	71.9%	18%	21.6%
White	Count	57	334	115	506
	Percent	11.3%	66.0%	22.7%	78.4%
Total	Count	71	434	140	645
	Percent	11%	67.3%	21.7%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A19. Special Education Students, by Employed and/or Attending Post-Secondary Education Programs, 124 School Districts, 2001**

	Employed and/or Attending Post-Secondary	
	Frequency	Valid Percent
Yes	1551	74.35%
No	535	25.65%
Unknown	632	
Total	2718	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A20. Special Education Students, by Disability Status, by Employed and/or Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Employed and/or Attending Post-Secondary		
		Yes	No	Total
Autism	Count	5	9	14
	Percent	35.7%	64.3%	.7%
Communication disorders	Count	6		6
	Percent	100.0%		.3%
Deaf-Blindness	Count	3	3	6
	Percent	50.0%	50.0%	.3%
Deafness	Count	15	9	24
	Percent	62.5%	37.5%	1.1%
Emotional behavioral disability	Count	45	26	71
	Percent	63.4%	36.6%	3.4%
Health impairments	Count	276	95	371
	Percent	74.4%	25.6%	17.8%
Hearing impairments	Count	14	6	20
	Percent	70.0%	30.0%	1.0%
Mental retardation	Count	97	99	196
	Percent	49.5%	50.5%	9.4%
Multiple disabilities	Count	23	48	71
	Percent	32.4%	67.6%	3.4%
Orthopedic impairments	Count	9	12	21
	Percent	42.9%	57.1%	1.0%
Specific learning disabilities	Count	1039	220	1259
	Percent	82.5%	17.5%	60.4%
Traumatic brain injury	Count	11	5	16
	Percent	68.8%	31.3%	.8%
Visual impairments	Count	8	3	11
	Percent	72.7%	27.3%	.5%
Total	Count	1551	535	2086
	Percent	74.35%	25.65%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A21. Special Education Students, by Gender, by Employed and/or Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Employed and/or Attending Post-Secondary		Total
		Yes	No	
Female	Count	498	201	699
	Percent	71.2%	28.8%	33.5%
Male	Count	1053	334	1387
	Percent	75.9%	24.1%	66.5%
Total	Count	1551	535	2086
	Percent	74.35%	25.65%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A22. Special Education Students, by Race/Ethnicity, by Employed and/or Attending Post-Secondary Education Programs, 124 School Districts, 2001**

		Employed and/or Attending Post-Secondary		Total
		Yes	No	
Students of Color	Count	318	125	443
	Percent	71.8%	28.2%	21.2%
White	Count	1232	407	1639
	Percent	75.2%	24.8%	78.6%
Undisclosed	Count	1	3	4
	Percent	25.0%	75.0%	.2%
Total	Count	1551	535	2086
	Percent	74.35%	25.65%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A23. Special Education Students, by Employment Stated as a Transition Goal, 124 School Districts, 2001**

	Employment Stated as a Transition Goal	
	Frequency	Percent
Yes	1638	60.3%
No	1080	39.7%
Total	2718	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.



**Table A24. Special Education Students, by Disability Status by Employment Stated as a Transition Goal, 124 School Districts, 2001**

		Employment Stated as a Transition Goal		Total
		Yes	No	
Autism	Count	11	5	16
	Percent	68.8%	31.3%	.6%
Communication disorders	Count	3	5	8
	Percent	37.5%	62.5%	.3%
Deaf-Blindness	Count	5	2	7
	Percent	71.4%	28.6%	.3%
Deafness	Count	16	11	27
	Percent	59.3%	40.7%	1.0%
Emotionally/behaviorally disabled	Count	64	37	101
	Percent	63.4%	36.6%	3.7%
Health impairments	Count	271	198	469
	Percent	57.8%	42.2%	17.3%
Hearing impairments	Count	16	12	28
	Percent	57.1%	42.9%	1.0%
Mental retardation	Count	175	81	256
	Percent	68.4%	31.6%	9.4%
Multiple disabilities	Count	41	45	86
	Percent	47.7%	52.3%	3.2%
Orthopedic impairments	Count	15	13	28
	Percent	53.6%	46.4%	1.0%
Specific learning disabilities	Count	1005	656	1661
	Percent	60.5%	39.5%	61.1%
Traumatic brain injury	Count	7	10	17
	Percent	41.2%	58.8%	.6%
Visual impairments	Count	9	5	14
	Percent	64.3%	35.7%	.5%
Total	Count	1638	1080	2718
	Percent	60.3%	39.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A25. Special Education Students, by Gender, by Employment Stated as a Transition Goal, 124 School Districts, 2001**

		Employment Stated as a Transition Goal		Total
		Yes	No	
Female	Count	550	382	932
	Percent	59.0%	41.0%	34.3%
Male	Count	1088	698	1786
	Percent	60.9%	39.1%	65.7%
Total	Count	1638	1080	2718
	Percent	60.3%	39.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A26. Special Education Students, by Race/Ethnicity, by Employment Stated as Transition Goal, 124 School Districts, 2001**

		Employment Stated as a Transition Goal		Total
		Yes	No	
Students of Color	Count	349	262	611
	Percent	57.1%	42.9%	22.5%
White	Count	1286	813	2099
	Percent	61.3%	38.7%	77.2%
Undisclosed	Count	3	5	8
	Percent	37.5%	62.5%	.3%
Total	Count	1638	1080	2718
	Percent	60.3%	39.7%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A27. Special Education Students, by Employed When Employment Stated as a Transition Goal, 124 School Districts, 2001**

	Employed When Stated as a Transition Goal		
	Frequency	Percent	Valid Percent
Yes	819	50.0%	63.5%
No	471	28.75%	36.5%
Unknown	348	21.25%	
Total	1638	100.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A28. Special Education Students, By Disability Status, by Employed When Employment Stated as a Transition Goal, 124 School Districts, 2001**

		Employed When Stated as a Transition Goal		
		Yes	No	Total
Autism	Count	2	8	10
	Percent	20.0%	80.0%	.8%
Communication disorders	Count	2	1	3
	Percent	66.7%	33.3%	.2%
Deaf-Blindness	Count	2	3	5
	Percent	40.0%	60.0%	.4%
Deafness	Count	4	9	13
	Percent	30.8%	69.2%	1.0%
Emotional behavioral disability	Count	25	24	49
	Percent	51.0%	49.0%	3.8%
Health impairments	Count	131	85	216
	Percent	60.6%	39.4%	16.7%
Hearing impairments	Count	5	5	10
	Percent	50.0%	50.0%	.8%
Mental retardation	Count	70	70	140
	Percent	50.0%	50.0%	10.9%
Multiple disabilities	Count	12	26	38
	Percent	31.6%	68.4%	2.9%
Orthopedic impairments	Count	2	10	12
	Percent	16.7%	83.3%	.9%
Specific learning disabilities	Count	560	221	781
	Percent	71.7%	28.3%	60.5%
Traumatic brain injury	Count	2	4	6
	Percent	33.3%	66.7%	.5%
Visual impairments	Count	2	5	7
	Percent	28.6%	71.4%	.5%
Total	Count	819	471	1290
	Percent	63.5%	36.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A29. Special Education Students, by Gender, by Employed When Employment Stated as a Transition Goal, 124 School Districts, 2001**

		Employed When Stated as a Transition Goal		Total
		Yes	No	
Female	Count	254	176	430
	Percent	59.1%	40.9%	33.3%
Male	Count	565	295	860
	Percent	65.7%	34.3%	66.7%
Total	Count	819	471	1290
	Percent	63.5%	36.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A30. Special Education Students, by Race/Ethnicity, by Employed When Employment Stated as a Transition Goal, 123 School Districts, 2001**

		Employed When Stated as a Transition Goal		Total
		Yes	No	
Students of Color	Count	155	105	260
	Percent	59.6%	40.4%	20.1%
White	Count	663	365	1028
	Percent	64.5%	35.5%	79.7%
Undisclosed	Count	1	1	2
	Percent	50.0%	50.0%	.2%
Total	Count	819	471	1290
	Percent	63.5%	36.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A31. Special Education Students, by Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

	Post-Secondary Education Stated as a Transition Goal	
	Frequency	Percent
Yes	1689	62.1%
No	1029	37.9%
Total	2718	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A32. Special Education Students, by Disability Status, by Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

		Post-Secondary Education Stated as a Transition Goal		
		Yes	No	Total
Autism	Count	8	8	16
	Percent	50.0%	50.0%	.6%
Communication disorders	Count	6	2	8
	Percent	75.0%	25.0%	.3%
Deaf-Blindness	Count	3	4	7
	Percent	42.9%	57.1%	.3%
Deafness	Count	19	8	27
	Percent	70.4%	29.6%	1.0%
Emotionally/behaviorally disabled	Count	62	39	101
	Percent	61.4%	38.6%	3.7%
Health impairments	Count	318	151	469
	Percent	67.8%	32.2%	17.3%
Hearing impairments	Count	22	6	28
	Percent	78.6%	21.4%	1.0%
Mental retardation	Count	75	181	256
	Percent	29.3%	70.7%	9.4%
Multiple disabilities	Count	15	71	86
	Percent	17.4%	82.6%	3.2%
Orthopedic impairments	Count	16	12	28
	Percent	57.1%	42.9%	1.0%
Specific learning disabilities	Count	1123	538	1661
	Percent	67.6%	32.4%	61.1%
Traumatic brain injury	Count	12	5	17
	Percent	70.6%	29.4%	.6%
Visual impairments	Count	10	4	14
	Percent	71.4%	28.6%	.5%
Total	Count	1689	1029	2718
	Percent	62.1%	37.9%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A33. Special Education Students, by Gender, by Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

		Post-Secondary Education Stated as a Transition Goal		
		Yes	No	Total
Female	Count	612	320	932
	Percent	65.7%	34.3%	34.3%
Male	Count	1077	709	1786
	Percent	60.3%	39.7%	65.7%
Total	Count	1689	1029	2718
	Percent	62.1%	37.9%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A34. Special Education Students, by Race/Ethnicity, by Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

		Post-Secondary Education Stated as a Transition Goal		Total
		Yes	No	
Students of Color	Count	385	226	611
	Percent	63.0%	37.0%	22.5%
White	Count	1301	798	2099
	Percent	62.0%	38.0%	77.2%
Undisclosed	Count	3	5	8
	Percent	37.5%	62.5%	.3%
Total	Count	1689	1029	2718
	Percent	62.1%	37.9%	100%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A35. Special Education Students, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

	Attending Post-Secondary Education When Stated as a Transition Goal	
	Frequency	Valid Percent
Yes	557	43.0%
No	737	57.0%
Unknown	395	
Total	1689	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A36. Special Education Students, by Disability Status, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

		Attending Post-Secondary Education When Stated as a Transition Goal		
		Yes	No	Total
Autism	Count	2	4	6
	Percent	33.3%	66.7%	.5%
Communication disorders	Count	6		6
	Percent	100.0%		.5%
Deaf-Blindness	Count	2	1	3
	Percent	66.7%	33.3%	.2%
Deafness	Count	11	6	17
	Percent	64.7%	35.3%	1.3%
Emotionally/behaviorally disabled	Count	11	32	43
	Percent	25.6%	74.4%	3.3%
Health impairments	Count	109	143	252
	Percent	43.3%	56.7%	19.5%
Hearing impairments	Count	6	12	18
	Percent	33.3%	66.6%	1.4%
Mental retardation	Count	11	42	53
	Percent	20.8%	79.2%	4.1%
Multiple disabilities	Count	4	8	12
	Percent	33.3%	66.7%	.9%
Orthopedic impairments	Count	6	6	12
	Percent	50.0%	50.0%	.9%
Specific learning disabilities	Count	377	476	853
	Percent	42.2%	55.8%	65.9%
Traumatic brain injury	Count	8	4	12
	Percent	66.7%	33.3%	.9%
Visual impairments	Count	4	3	7
	Percent	57.1%	42.9%	.5%
Total	Count	557	737	1294
	Percent	43.0%	57.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A37. Special Education Students, by Gender, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

		Attending Post-Secondary Education When Stated as a Transition Goal		
		Yes	No	Total
Female	Count	222	234	456
	Percent	48.4%	51.6%	35.2%
Male	Count	335	503	838
	Percent	40.0%	60.0%	64.8%
Total	Count	557	737	1294
	Percent	43.0%	57.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A38. Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education When Post Secondary Education Stated as a Transition Goal, 124 School Districts, 2001**

		Attending Post-Secondary Education When Stated as a Transition Goal		
		Yes	No	Total
Students of Color	Count	116	158	274
	Percent	42.3%	57.7%	21.2%
White	Count	441	577	1018
	Percent	43.3%	56.7%	78.7%
Undisclosed	Count		2	2
	Percent		100.0%	.2%
Total	Count	557	737	1294
	Percent	43.0%	57.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A39. Special Education Students, by Adult Agency Connection Stated as a Transition Goal, 124 School Districts, 2001**

	Adult Agency Connection Stated as a Transition Goal	
	Frequency	Percent
Yes	1523	56.0%
No	1195	44.0%
Total	2718	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.



**Table A40. Special Education Students, by Connected With at Least one Specified Adult Agency When Adult Agency Connection Stated as a Transition Goal, 124 School Districts. 2001**

	<b>Connected With at Least one Adult Agency When Adult Agency Connection Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	534	55.57
No	427	44.43
Unknown	562	
Total	1523	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A41. Females of Color, Diploma**

	<b>Exit Status</b>	
	<b>Frequency</b>	<b>Percent</b>
Diploma	209	92.90%
Aged Out	14	6.22%
Other	2	0.88%
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table 42A. Males of Color, Diploma**

	<b>Exit Status</b>	
	<b>Frequency</b>	<b>Percent</b>
Aged Out	18	4.7%
Diploma	362	93.8%
Other	6	1.5%
Total	386	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A43. White Females, Diploma**

	<b>Exit Status</b>	
	<b>Frequency</b>	<b>Percent</b>
Aged Out	45	6.4%
Diploma	648	91.9%
Other	12	1.7%
Total	705	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A44. White Males, Diploma**

	<b>Exit Status</b>	
	<b>Frequency</b>	<b>Percent</b>
Aged Out	53	3.8%
Diploma	1316	94.4%
Other	25	1.8%
Total	1394	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A45. Females of Color, Interview Completed**

	Interview Completed	
	Frequency	Percent
Yes	163	72.0%
No	62	28.0%
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A46. Males of Color, Interview Completed**

	Interview Completed	
	Frequency	Percent
Yes	280	73.00%
No	106	27.00%
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A47. While Females, Interview Completed**

	Interview Completed	
	Frequency	Percent
Yes	534	75.74%
No	171	24.26%
Total	705	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A48. White Males, Interview Completed**

	Interview Completed	
	Frequency	Percent
Yes	1105	79.27%
No	289	20.73%
Total	1394	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A49. Females of Color, Service District**

<b>District</b>	<b>Frequency</b>	<b>Percent</b>
Arlington	2	0.88%
Auburn	3	1.33%
Bellevue	10	4.44%
Bellingham	1	0.44%
Brewster	1	0.44%
Burlington-Edison	4	1.77%
Cascade	1	0.44%
Central Kitsap	3	1.33%
Central Valley	2	0.88%
Chimacum	2	0.88%
East Valley No. 90	1	0.44%
Eastmont	1	0.44%
Eatonville	1	0.44%
Edmonds	1	0.44%
Everett	1	0.44%
Evergreen No. 114	4	1.77%
Federal Way	12	5.33%
Fife	1	0.44%
Franklin Pierce	1	0.44%
Grand Coulee Dam	2	0.88%
Highline	8	3.55%
Hoquiam	1	0.44%
Inchelium	2	0.88%
Issaquah	2	0.88%
Kent	11	4.88%
Lake Chelan	1	0.44%
Lake Washington	3	1.33%
Lynden	1	0.44%
Manson	1	0.44%
Medical Lake	1	0.44%
Monroe	1	0.44%
Mount Adams	1	0.44%
Mukilteo	1	0.44%
Napavine	1	0.44%
Nooksack Valley	1	0.44%

**Table A49. Females of Color, Service District (continued)**

<b>District</b>	<b>Frequency</b>	<b>Percent</b>
North Franklin	2	0.88%
North Mason	1	0.44%
North Thurston	6	2.66%
Northshore	2	0.88%
Okanogan	1	0.44%
Omak	2	0.88%
Pasco	8	3.55%
Peninsula	1	0.44%
Prosser	2	0.88%
Puyallup	2	0.88%
Renton	6	2.66%
Richland	1	0.44%
School for the Deaf	3	1.33%
Seattle	19	8.33%
Sedro-Woolley	1	0.44%
Selah	2	0.88%
Shelton	1	0.44%
Shoreline	2	0.88%
South Kitsap	3	1.32%
Spokane	6	2.66%
Stanwood-Camano	1	0.44%
Sunnyside	13	5.77%
Tacoma	25	11.00%
Taholah	2	0.88%
Tahoma	2	0.88%
University Place	4	1.77%
Walla Walla	4	1.77%
Wapato	2	0.88%
Warden	1	0.44%
Waterville	1	0.44%
Wenatchee	1	0.44%
Woodland	2	0.88%
Yakima	8	3.55%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A50. Males of Color, Service District**

<b>District</b>	<b>Frequency</b>	<b>Percent</b>
Aberdeen	3	0.77%
Arlington	1	0.26%
Auburn	3	0.77%
Bainbridge Island	1	0.26%
Bellevue	15	3.83%
Bellingham	2	0.51%
Blaine	1	0.26%
Bridgeport	2	0.51%
Burlington-Edison	2	0.51%
Cashmere	2	0.51%
Central Kitsap	8	2.04%
Central Valley	1	0.26%
Cheney	4	1.02%
Chimacum	1	0.26%
East Valley No. 90	1	0.26%
Eastmont	4	1.02%
Edmonds	6	1.53%
Elma	3	0.77%
Everett	5	1.28%
Evergreen No. 114	5	1.28%
Federal Way	14	3.57%
Franklin Pierce	9	2.30%
Granite Falls	1	0.26%
Highline	6	1.53%
Issaquah	7	1.79%
Kelso	2	0.51%
Kent	12	3.06%
Lake Chelan	4	1.02%
Lake Washington	6	1.53%
Longview	2	0.51%
Lynden	4	1.02%
Manson	2	0.51%
Marysville	4	1.02%
Mercer Island	4	1.02%
Meridian	1	0.26%
Mount Adams	2	0.51%
Mount Baker	2	0.51%
Mount Vernon	6	1.53%
Mukilteo	3	0.77%
Newport	2	0.51%
Nooksack Valley	3	0.77%
North Franklin	4	1.02%

**Table A50. Males of Color, Service District (continued)**

<b>District</b>	<b>Frequency</b>	<b>Percent</b>
North Mason	1	0.26%
North Thurston	18	4.59%
Northshore	2	0.51%
Oak Harbor	5	1.28%
Okanogan	1	0.26%
Omak	2	0.51%
Orcas Island	1	0.26%
Orting	1	0.26%
Pasco	13	3.32%
Port Angeles	6	1.53%
Prosser	2	0.51%
Puyallup	6	1.53%
Renton	11	2.81%
Richland	3	0.77%
Royal	1	0.26%
School for the Deaf	2	0.51%
Seattle	26	6.63%
Sedro-Woolley	3	0.77%
Selah	3	0.77%
Shelton	4	1.02%
Shoreline	2	0.51%
Snohomish	3	0.77%
South Kitsap	4	1.02%
South Whidbey	2	0.51%
Spokane	22	5.61%
Stanwood-Camano	2	0.51%
Steilacoom Historical	2	0.51%
Sunnyside	12	3.06%
Tacoma	28	7.14%
Toledo	1	0.26%
Tonasket	1	0.26%
University Place	4	1.02%
Walla Walla	5	1.28%
Wapato	9	2.30%
Warden	4	1.02%
Wenatchee	1	0.26%
White Salmon	1	0.26%
Yakima	6	1.53%
Zillah	2	0.51%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A51. White Females, Service District**

District	Frequency	Percent
Aberdeen	2	0.28%
Arlington	5	0.71%
Auburn	13	1.84%
Bainbridge Island	4	0.57%
Battle Ground	15	2.13%
Bellevue	14	1.99%
Bellingham	11	1.56%
Blaine	2	0.28%
Burlington-Edison	3	0.43%
Cascade	3	0.43%
Cashmere	2	0.28%
Castle Rock	1	0.14%
Central Kitsap	10	1.42%
Central Valley	18	2.55%
Centralia	4	0.57%
Cheney	5	0.71%
Chimacum	1	0.14%
Colville	3	0.43%
Coupeville	1	0.14%
East Valley No. 361	3	0.43%
East Valley No. 90	2	0.28%
Eastmont	3	0.43%
Eatonville	3	0.43%
Edmonds	15	2.13%
Elma	3	0.43%
Enumclaw	3	0.43%
Everett	17	2.41%
Evergreen No. 114	17	2.41%
Federal Way	25	3.55%
Fife	1	0.14%
Franklin Pierce	6	0.85%
Granite Falls	2	0.28%
Highline	13	1.84%
Hoquiam	5	0.71%
Issaquah	16	2.27%
Kelso	1	0.14%
Kent	16	2.27%
Lake Chelan	2	0.28%
Lake Stevens	5	0.71%
Lake Washington	18	2.55%
Longview	14	1.99%
Lynden	1	0.14%

**Table A51. White Females, Service District (continued)**

<b>District</b>	<b>Frequency</b>	<b>Percent</b>
Manson	1	0.14%
Marysville	13	1.84%
Mead	8	1.13%
Medical Lake	2	0.28%
Mercer Island	3	0.43%
Meridian	4	0.57%
Monroe	4	0.57%
Montesano	1	0.14%
Mount Baker	5	0.71%
Mount Vernon	4	0.57%
Mukilteo	6	0.85%
Naches Valley	1	0.14%
Napavine	1	0.14%
Newport	4	0.57%
Nine Mile Falls	4	0.57%
Nooksack Valley	1	0.14%
North Franklin	2	0.28%
North Mason	2	0.28%
North Thurston	18	2.55%
Northshore	36	5.11%
Oak Harbor	6	0.85%
Okanogan	2	0.28%
Omak	2	0.28%
Orting	3	0.43%
Palouse	3	0.43%
Pasco	1	0.14%
Peninsula	15	2.13%
Port Angeles	9	1.28%
Prosser	1	0.14%
Puyallup	21	2.98%
Quillayute Valley	1	0.14%



**Table A51. White Females, Service District (continued)**

District	Frequency	Percent
Rainier	1	0.14%
Renton	8	1.13%
Richland	10	1.42%
Riverview	2	0.28%
Royal	1	0.14%
School for the Deaf	6	0.85%
Seattle	13	1.84%
Sedro-Woolley	2	0.28%
Selah	8	1.13%
Shelton	6	0.85%
Shoreline	12	1.70%
Snohomish	3	0.43%
South Kitsap	17	2.41%
Spokane	37	5.25%
Stanwood-Camano	8	1.13%
Steilacoom Historical	1	0.14%
Sultan	4	0.57%
Sunnyside	2	0.28%
Tacoma	28	3.97%
Tahoma	10	1.42%
Tenino	2	0.28%
Toledo	2	0.28%
University Place	4	0.57%
Walla Walla	6	0.85%
Washougal	4	0.57%
Waterville	2	0.28%
Wenatchee	2	0.28%
White Salmon	2	0.28%
Yakima	10	1.42%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A52. White Males, Service District**

District	Frequency	Percent
Aberdeen	4	0.29%
Arlington	13	0.93%
Auburn	16	1.15%
Bainbridge Island	10	0.72%
Battle Ground	23	1.65%
Bellevue	25	1.79%
Bellingham	22	1.58%
Blaine	5	0.36%
Brewster	3	0.22%
Burlington-Edison	4	0.29%
Cascade	5	0.36%
Cashmere	4	0.29%
Castle Rock	2	0.14%
Central Kitsap	30	2.15%
Central Valley	21	1.51%
Centralia	4	0.29%
Chehalis	5	0.36%
Cheney	7	0.50%
Chewelah	4	0.29%
Colville	8	0.57%
Coupeville	5	0.36%
East Valley No. 361	7	0.50%
East Valley No. 90	4	0.29%
Eastmont	10	0.72%
Eatonville	5	0.36%
Edmonds	39	2.80%
Elma	6	0.43%
Enumclaw	13	0.93%
Everett	22	1.58%
Evergreen No. 114	19	1.36%
Federal Way	43	3.08%
Fife	4	0.29%
Franklin Pierce	8	0.57%
Grand Coulee Dam	1	0.07%
Granite Falls	7	0.50%
Highland	9	0.65%
Highline	29	2.08%
Hoquiam	6	0.43%
Issaquah	54	3.87%
Kelso	7	0.50%
Kent	41	2.94%
Lake Chelan	7	0.50%

**Table A52. White Males, Service District (continued)**

Lake Stevens	12	0.86%
Lake Washington	61	4.38%
Longview	16	1.15%
Lynden	17	1.22%
Manson	1	0.07%
Marysville	18	1.29%
Mead	14	1.00%
Medical Lake	3	0.22%
Mercer Island	11	0.79%
Meridian	4	0.29%
Methow Valley	1	0.07%
Monroe	12	0.86%
Montesano	5	0.36%
Mount Adams	1	0.07%
Mount Baker	8	0.57%
Mount Vernon	4	0.29%
Mukilteo	13	0.93%
Naches Valley	1	0.07%
Napavine	1	0.07%
Newport	1	0.07%
Nine Mile Falls	4	0.29%
Nooksack Valley	2	0.14%
North Beach	2	0.14%
North Franklin	2	0.14%
North Mason	6	0.43%
North Thurston	32	2.30%
Northshore	51	3.66%
Oak Harbor	10	0.72%
Orcas Island	2	0.14%
Oroville	1	0.07%
Orting	6	0.43%
Palouse	2	0.14%
Pasco	7	0.50%
Peninsula	34	2.44%
Port Angeles	6	0.43%
Prosser	2	0.14%
Puyallup	41	2.94%
Quillayute Valley	3	0.22%
Rainier	4	0.29%
Renton	19	1.36%
Richland	20	1.43%
Riverview	5	0.36%
Royal	1	0.07%

**Table A52. White Males, Service District (continued)**

<b>District</b>	<b>Frequency</b>	<b>Percent</b>
School for the Deaf	5	0.36%
Seattle	23	1.65%
Sedro-Woolley	8	0.57%
Selah	8	0.57%
Shelton	12	0.86%
Shoreline	25	1.79%
Snohomish	19	1.36%
South Kitsap	28	2.01%
South Whidbey	8	0.57%
Spokane	65	4.66%
Stanwood-Camano	14	1.00%
Steptoe	1	0.07%
Stevenson-Carson	1	0.07%
Sultan	10	0.72%
Sunnyside	2	0.14%
Tacoma	61	4.38%
Taholah	1	0.07%
Tahoma	16	1.15%
Tenino	2	0.14%
Toledo	5	0.36%
Tonasket	1	0.07%
University Place	3	0.22%
Walla Walla	12	0.86%
Wapato	2	0.14%
Washougal	9	0.65%
Wenatchee	11	0.79%
White Salmon	2	0.14%
Wishram	1	0.07%
Woodland	1	0.07%
Yakima	11	0.79%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A53. Females of Color, Employed**

	<b>Employed</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	85	52.15%
No	78	47.85%
Unknown	62	
Total	225	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A54. Males of Color, Employed**

	<b>Employed</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	157	56.27%
No	123	43.73%
Unknown	106	
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A55. White Females, Employed**

	<b>Employed</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	300	56.40%
No	234	43.60%
Unknown	171	
Total	705	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A56. White Males, Employed**

	<b>Employed</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	694	62.81%
No	411	37.19%
Unknown	289	
Total	1394	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A57. Females of Color, Post-High School Programs**

	<b>Attending Post-High School Programs</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
None	95	42.22%	60.51%
Community college/2 year college	41	18.22%	26.11%
Vocational/Trade school	10	4.44%	6.37%
Other	7	3.11%	4.46%
University/4 year college	4	1.78%	2.55%
Unknown	68	30.22%	
Total	225	99.99%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A58. Males of Color, Post-High School Programs**

	Attending Post-High School Programs		
	Frequency	Percent	Valid Percent
None	170	44.04%	63.92%
Community college/2 year college	59	15.28%	22.18%
Vocational/Trade school	15	3.89%	5.63%
University/4 year college	10	2.59%	3.76%
Other	8	2.07%	3.01%
Job Corps	4	1.04%	1.50%
Unknown	120	31.09%	
Total	386	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A59. White Females, Post-High School Programs**

	Attending Post-High School Programs		
	Frequency	Percent	Valid Percent
None	304	43.41%	59.26%
Community college/2 year college	131	18.58%	25.54%
Vocational/Trade school	33	4.68%	6.43%
University/4 year college	24	3.40%	4.68%
Other	18	2.55%	3.51%
Job Corps	2	0.28%	0.39%
GED program	1	0.14%	0.19%
Unknown	192	26.96%	
Total	705	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A60. White Males, Post-High School Programs**

	Attending Post-High School Programs		
	Frequency	Percent	Valid Percent
None	663	47.85%	62.02%
Community college/2 year college	203	14.63%	18.99%
Vocational/Trade school	82	5.88%	7.67%
Other	80	5.74%	7.48%
University/4 year college	33	2.37%	3.09%
Job Corps	8	0.57%	0.75%
Unknown	325	22.96%	
Total	1394	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A61. Females of Color, Post-Secondary Attend**

	<b>Attending Post-Secondary</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	55	33.70%
No	108	66.30%
Unknown	62	
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A62. Males of Color, Post-Secondary Attend**

	<b>Attending Post-Secondary</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	84	30.00%
No	196	70.00%
Unknown	106	
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A63. White Females, Post-Secondary Attend**

	<b>Attending Post-Secondary</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	188	35.2%
No	346	64.8%
Unknown	171	
Total	705	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A64. White Males, Post-Secondary Attend**

	<b>Attending Post-Secondary</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	318	28.8%
No	787	71.2%
Unknown	289	
Total	1394	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A65. Females of Color, Employ and/or Attend**

	<b>Employed and/or Attending</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	112	68.71%
No	51	31.29%
Unknown	62	
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A66. Males of Color, Employ and/or Attend**

	<b>Employed and/or Attend</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	206	73.57%
No	74	26.43%
Unknown	106	
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A67. White Females, Employ and/or Attend**

	<b>Employed and/or Attend</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	385	72.10%
No	149	27.90%
Unknown	171	
Total	705	100.00

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A68. White Males, Employ and/or Attend**

	<b>Employed and/or Attend</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	847	76.65%
No	258	23.35%
Unknown	289	
Total	1394	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A69. Females of Color, Anticipate Employment**

	<b>Anticipate Employment</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	128	56.90%
No	97	43.10%
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A70. Males of Color, Anticipate Employment**

	<b>Anticipate Employment</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	221	57.30%
No	165	42.70%
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.



**Table A71. White Females, Anticipate Employment**

	<b>Anticipate Employment</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	421	59.70%
No	284	40.30%
Total	705	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A72. White Males, Anticipate Employment**

	<b>Anticipate Employment</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	865	62.10%
No	529	37.90%
Total	1394	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A73. Females of Color, Employed When Employment Stated as a Transition Goal**

	<b>Employed When Stated as a Transition Goal</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	53	41.41%	60.92%
No	34	26.56%	39.08%
Unknown	41	32.03%	
Total	128	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A74. Males of Color, Employed When Employment Stated as a Transition Goal**

	<b>Employed When Stated as a Transition Goal</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	97	43.89%	65.54%
No	51	23.08%	34.46%
Unknown	73	33.03%	
Total	221	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A75. White Females. Employed When Employment Stated as a Transition Goal**

	<b>Employed When Stated as a Transition Goal</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	191	45.37%	63.67%
No	109	25.89%	36.33%
Unknown	121	28.74%	
Total	421	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A76. White Males, Employed When Employment Stated as a Transition Goal**

	<b>Employed When Stated as a Transition Goal</b>		
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	439	50.75%	69.57%
No	192	22.20%	30.43%
Unknown	234	27.05%	
Total	865	100.00%	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A77. Females of Color, Post-Secondary as Transition Goal**

	<b>Post-Secondary as a Transition Goal</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	147	65.33%
No	78	34.67%
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A78. Males of Color, Post-Secondary as a Transition Goal**

	<b>Post-Secondary as a Transition Goal</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	238	61.66%
No	148	38.34%
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A79. White Females, Post-Secondary as Transition Goal**

	<b>Post-Secondary as a Transition Goal</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	464	65.82%
No	241	34.18%
Total	705	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A80. White Males, Post-Secondary as Transition Goal**

	<b>Post-Secondary as a Transition Goal</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	837	60.04%
No	557	39.96%
Total	1394	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A81. Females of Color, Post Secondary Attend When Post-Secondary Stated as a Transition Goal**

	<b>Attend Post-Secondary When Post-Secondary Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	48	100.00%
Unknown	99	
Total	147	

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A82. Males of Color, Post Secondary Attend When Post-Secondary Stated as a Transition Goal**

	<b>Attend Post-Secondary When Post-Secondary Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	70	43.48%
No	91	56.52%
Unknown	77	
Total	238	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A83. White Females, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal**

	<b>Attend Post-Secondary When Post-Secondary Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	179	53.12%
No	158	46.88%
Unknown	127	
Total	464	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A84. White Males, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal**

	<b>Attend Post-Secondary When Post-Secondary Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	276	43.74%
No	355	56.26%
Unknown	206	
Total	837	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A85. Females of Color, Adult Agency Specified on Transition Plan**

	<b>Adult Agency Specified on Transition Plan</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	136	60.44%
No	89	39.56%
Total	225	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A86. Males of Color, Adult Agency Specified on Transition Plan**

	<b>Adult Agency Specified on Transition Plan</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	229	59.33%
No	157	40.67%
Total	386	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A87. White Females, Adult Agency Specified on Transition Plan**

	<b>Adult Agency Specified on Transition Plan</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	406	57.59%
No	299	42.41%
Total	705	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A88. White Males, Adult Agency Specified on Transition Plan**

	<b>Adult Agency Specified on Transition Plan</b>	
	<b>Frequency</b>	<b>Percent</b>
Yes	750	53.80%
No	644	46.20%
Total	1394	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A89. Females of Color, Connect with at least One Adult Agency When Adult Agency Stated as a Transition Goal**

	<b>Connect with at Lease One Adult Agency When Adult Agency Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	45	54.88%
No	37	45.12%
Unknown	54	
Total	136	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A90. Males of Color, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	<b>Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	67	48.91%
No	70	51.09%
Unknown	92	
Total	229	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A91. White Females, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	<b>Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	149	58.43%
No	106	41.57%
Unknown	151	
Total	406	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

**Table A92. White Males, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	<b>Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal</b>	
	<b>Frequency</b>	<b>Valid Percent</b>
Yes	276	56.44%
No	213	43.56%
Unknown	261	
Total	750	100.00%

Source: Office of Superintendent of Public Instruction, Special Education, April 2002.

## **Appendix B: Washington State Post-School Status Report**

**Washington State: 124 School Districts**  
**Post-School Status Report**  
**June, 2001 Special Education Graduates/Age Outs**

	<u><b># of Students</b></u>	<u><b>State %</b></u>
<b>Interviews Completed</b>		
Yes	2086	76.75%
No	632	23.25%
<b>Gender</b>		
Female	932	34.29%
Male	1786	65.71%
<b>Disability</b>		
Autism	16	0.59%
Communication disorders	8	0.29%
Deaf-Blindness	7	0.26%
Deafness	27	0.99%
Emotionally/behaviorally disabled	101	3.72%
Health impairments	469	17.26%
Hearing impairments	28	1.03%
Mental retardation	256	9.42%
Multiple disabilities	86	3.16%
Orthopedic impairments	28	1.03%
Specific learning disabilities	1661	61.11%
Traumatic brain injury	17	0.63%
Visual impairments	14	0.52%
<b>Race/Ethnicity</b>		
Students of Color	611	22.50%
White	2099	77.20%
Undisclosed	8	.30%
<b>Exit Status</b>		
Diploma	2542	93.52%
Aged Out	130	4.78%
Other	46	1.70%
<b>Performance Indicators</b>		
Post-secondary enrollment	645	30.92%
Employed	1237	59.30%
Employed and/or attending	1551	74.35%
Inter-agency connection	534	55.57%

**Washington State: 124 School Districts**  
**Post-School Status Report**  
**June, 2001 Special Education Graduates/Age Outs**

	<u><b># of Students</b></u>	<u><b>State %</b></u>
<b>Post-secondary enrollment</b>		
Yes	645	30.92%
No	1441	69.08%
Unknown	632	
<b>Employed</b>		
Yes	1237	59.30%
No	849	40.70%
Unknown	632	
<b>Employed and/or attending</b>		
Yes	1551	74.35%
No	535	25.65%
Unknown	632	
<b>Appropriate inter-agency connection</b>		
Yes	534	55.57%
No	427	44.43%
Unknown	562	
<b>Attending post-high school programs</b>		
Community college/2 year college	434	20.8%
GED program	1	0.1%
Job Corps	14	0.9%
None	1311	62.9%
Other	113	5.4%
University/4 year college	71	3.4%
Vocational/Trade school	140	6.7%
<b><u>Linking Outcomes to the Transition Plan</u></b>		
<b>Employment as transition goal</b>		
Yes	1638	60.26%
No	1080	39.74%
<b>Employed when employment stated as transition goal</b>		
Yes	819	63.49%
No	471	36.51%
Unknown	348	



**Washington State: 124 School Districts**  
**Post-School Status Report**  
**June, 2001 Special Education Graduates/Age Outs**

	<b><u># of Students</u></b>	<b><u>State %</u></b>
<b>Post-secondary as transition goal</b>		
Yes	1689	62.14%
No	1029	37.86%
<b>Attend post-secondary when stated as transition goal</b>		
Yes	557	43.04%
No	737	56.96%
Unknown	395	
<b>Agency specified on transition plan</b>		
Yes	1523	56.03%
No	1195	43.97%
<b>Connect with at least one adult agency listed on transition plan</b>		
Yes	534	55.57%
No	427	44.43%
Unknown	562	

## **Appendix C: Student Demographic Form**

## Student Demographic Form

Teacher information: Post-school data are collected in November for 2002 graduating special education students. This form can be completed for all seniors in special education that plan to graduate before August 31, 2002. The information will assist teachers in gathering the information next fall. **This form is for district use only and is not returned to the Office of State Superintendent of Public Instruction.**

Student information: Please provide the following information. Return to your teacher. Thank you.

Student's Name: \_\_\_\_\_

Anticipated Post-school Outcome from IEP: \_\_\_\_\_

Someone from your school will call you next November and ask you questions about your work or school. This information helps your teachers plan their programs. Please provide the following information:

Home telephone number: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name of parent or guardian at home number: \_\_\_\_\_

Phone number of someone that will always know where you are and what you are doing (Grandmother, brother or sister, friend): \_\_\_\_\_

Name and relationship of the person at that number: \_\_\_\_\_

## **Appendix D: Follow-up Study Demographic Form and Telephone Survey**

**Post School Status of Special Education Graduates, 2002  
Follow-up Study Demographic Form and Telephone Survey**

**1. Graduate Number:** \_\_\_\_\_

**NOTE:** (DO NOT WRITE THE GRADUATE'S NAME ON THIS FORM. ASSIGN EACH GRADUATE A NUMBER, WRITE THAT NUMBER ON THE SURVEY FORM. KEEP A RECORD OF THE GRADUATE'S NAME AND NUMBER. IF ADDITIONAL INFORMATION OR CLARIFICATION IS REQUIRED, WE WILL REQUEST THAT INFORMATION BY THE GRADUATE'S NUMBER)

**2. District Name & No.:** \_\_\_\_\_

**3. Date graduated or Aged out** (exiting at age 21): \_\_\_\_/\_\_\_\_/\_\_\_\_

**4. Exit Status:**        ☐ Diploma        ☐ Aged Out        ☐ Other

**NOTE:** STUDENTS MEETING GRADUATION REQUIREMENTS VIA THE IEP SHOULD BE MARKED "DIPLOMA." STUDENTS EXITING WITHOUT A DIPLOMA AT AGE 21 SHOULD BE MARKED "AGED OUT."

**5. Gender:**    ☐ Male    ☐ Female

**6. Birth Date** (Mo./Day/Yr): \_\_\_\_/\_\_\_\_/\_\_\_\_

**7. Race/Ethnicity:**

- |  |   |
|--|---|
| <input type="checkbox"/> Asian                       | <input type="checkbox"/> Indian/Native Alaskan                  |
| <input type="checkbox"/> Black/African American      | <input type="checkbox"/> Native Hawaiian/Other Pacific Islander |
| <input type="checkbox"/> Hispanic or Latino American | <input type="checkbox"/> White                                  |
| <input type="checkbox"/> Two+ races                  |   |

**8. Disability** (Refer to list below & write out the disability status/code): \_\_\_\_\_

- |  |                              |
|--|------------------------------|
| 02 – Emotionally/behaviorally disabled | 09 – Hearing impairments     |
| 03 – Orthopedic impairments            | 10 – Visual impairments      |
| 04 – Health impairments                | 11 – Deaf-Blindness          |
| 05 – Specific learning disabilities    | 12 – Communication disorders |
| 06 – Mental retardation                | 13 – Autism                  |
| 07 – Multiple disabilities             | 14 – Traumatic brain injury  |
| 08 – Deafness                          |                              |

**From the Final Transition Plan, please obtain the following information:**

**9. Anticipated post school outcome** (Mark those that apply):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> University/4year College | <input type="checkbox"/> Community/2year College | <input type="checkbox"/> Vocational/Technical College |
| <input type="checkbox"/> Employment               | <input type="checkbox"/> Left Blank              | <input type="checkbox"/> Other                        |

**10. Which of the following linkages with adult services were recommended for the student at graduation** (Check all that apply):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Division of Vocational Rehabilitation | <input type="checkbox"/> Division of Developmental Disabilities | <input type="checkbox"/> Disabled Student Services Coordinator |
| <input type="checkbox"/> Not Applicable                        | <input type="checkbox"/> Left Blank                             | <input type="checkbox"/> Other (list) _____                    |

**Telephone Interview (complete A1 & A2 before beginning):**

**Name of Interviewer:** \_\_\_\_\_

**Status of Telephone Interview:**    ☐ Completed        ☐ Not Completed

**Post School Status of Special Education Graduates, 2002  
Follow-up Study Demographic Form and Telephone Survey**

Hello, I'd like to speak with \_\_\_\_\_. My name is \_\_\_\_\_. I am calling for the \_\_\_\_\_ School District. We are conducting a study on last year's graduates. I'd like to ask you how \_\_\_\_\_ is doing. All information is strictly confidential. This will take a few minutes.

**A1. On \_\_\_\_\_ Transition Plan we thought \_\_\_\_\_ would be \_\_\_\_\_ (refer to #9 on Demographic Form). Is s/he doing that?**

☐ Yes    ☐ No    ☐ Don't know

And/or Is s/he \_\_\_\_\_

☐ Yes    ☐ No    ☐ Don't know

And/or Is s/he \_\_\_\_\_

☐ Yes    ☐ No    ☐ Don't know

**A2. \_\_\_\_\_ was to have made contact with \_\_\_\_\_ (Note: this does not necessarily mean the graduate is receiving services, but has contacted the agency. Refer to #10 on Demographic Form). Did this happen?**

☐ Yes    ☐ No    ☐ Don't know

(Repeat for each adult agency that was listed on #10 of the Demographic Form)

List second agency \_\_\_\_\_ ☐ Yes    ☐ No    ☐ Don't know

List third agency \_\_\_\_\_ ☐ Yes    ☐ No    ☐ Don't know

**B1. Is \_\_\_\_\_ currently in any type of school or training program?**

☐ Yes    ☐ No    ☐ Don't know

If yes, list name and record type. Name \_\_\_\_\_

☐ University/4 year college    ☐ Community college/2 year college

☐ GED program    ☐ Vocational/Technical school    ☐ Job Corps

☐ Other (list) \_\_\_\_\_    ☐ Unknown

**C1. Does \_\_\_\_\_ currently work for pay?**    ☐ Yes    ☐ No    ☐ Don't know

If Yes, who does \_\_\_\_\_ work for? \_\_\_\_\_

How many hours does \_\_\_\_\_ work per week? \_\_\_\_\_ What is the hourly wage? \$ \_\_\_\_\_

Weekly \_\_\_\_\_ Monthly \_\_\_\_\_ Annual \_\_\_\_\_

**D1. Does \_\_\_\_\_ currently live with you?**    ☐ Yes    ☐ No

**E1. How satisfied are you with \_\_\_\_\_ current overall life situation (i.e. employment, schooling, residence, and social life)?**

☐ Very satisfied

☐ Somewhat satisfied

☐ Not very satisfied

☐ Not at all satisfied

☐ Don't know/refused

**Package together all surveys for the district and return to:**

Sandy Grummick

Office of State Superintendent of Public Instruction

Old Capitol Building, PO Box 47200

Olympia, Washington 98504-7200