

DENVER PUBLIC SCHOOLS

SPECIAL EDUCATION REPORT

2002-2003



**Prepared by
Department of Planning and Research
June 2003**

Special Education Report

Special education statistics have been collected annually for many years. Special education reporting is done separately from the official membership count. Only students identified as disabled in the official Special Education count are included in the tables that follow. Typically, the statistics change significantly during the school year as new students are identified and as identified students are exited from the program.

For the 2002-03 school year 7,816 students were reported to be disabled and receiving some special education service. This represents an increase of 118 students from 2001-02 (see Table 1). The percentage of the student membership identified as disabled increased only slightly to 10.8 percent in 2002-03.

Decreases in the number of students served occurred in the categories of Autism, Deaf/Blind, Learning Disabled, and Traumatic Brain Injuries. There were increases in the number of students classified as Cognitive Disability, Emotionally Disabled, Hearing Disabled, Multiple Disabilities, Physically Disabled/Other Health Impaired, Preschool, Speech/Language, and Visually Disabled.

In 2002-03 1,450 English Language Learning (ELL) students were identified as disabled (see Table 3). This represents 18.6 percent of all students identified as disabled, an increase from the previous year. During the same period, the percent of district students identified as ELL increased from 25.3 percent to 29.4 percent.

DENVER PUBLIC SCHOOLS
Department of Planning and Research
Special Education

Table 1

District Summary
by Ethnicity and Gender

School	Am. Indian		Black		Asian		Hispanic		White		Total		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Special Education Membership																
1998-99	133	1.8%	1910	26.2%	106	1.5%	3247	44.5%	1902	26.1%	7298	100.0%	4810	65.9%	2488	34.1%
1999-00	140	2.0%	1845	25.8%	105	1.5%	3269	45.8%	1784	25.0%	7143	100.0%	4764	66.7%	2379	33.3%
2000-01	138	1.9%	1852	25.5%	113	1.6%	3439	47.3%	1732	23.8%	7274	100.0%	4849	66.7%	2425	33.3%
2001-02	136	1.8%	1961	25.5%	107	1.4%	3682	47.8%	1812	23.5%	7698	100.0%	5107	66.3%	2591	33.7%
2002-03	132	1.7%	1940	24.8%	104	1.3%	3825	48.9%	1815	23.2%	7816	100.0%	5153	65.9%	2663	34.1%
Total District Membership																
1998-99	943	1.4%	14497	21.0%	2360	3.4%	34280	49.8%	16814	24.4%	68894	100.0%	35072	50.9%	33822	49.1%
1999-00	909	1.3%	14550	20.9%	2367	3.4%	35653	51.1%	16297	23.4%	69776	100.0%	35567	51.0%	34209	49.0%
2000-01	892	1.3%	14412	20.3%	2315	3.3%	37702	53.1%	15634	22.0%	70955	100.0%	36212	51.0%	34743	49.0%
2001-02	847	1.2%	14305	19.7%	2361	3.3%	39791	54.9%	15133	20.9%	72437	100.0%	36986	51.1%	35451	48.9%
2002-03	872	1.2%	13986	19.3%	2371	3.3%	40672	56.0%	14716	20.3%	72617	100.0%	37057	51.0%	35560	49.0%
Percentage of Special Ed Students in Total District																
1998-99		14.1%		13.2%		4.5%		9.5%		11.3%		10.6%		13.7%		7.4%
1999-00		15.4%		12.7%		4.4%		9.2%		10.9%		10.2%		13.4%		7.0%
2000-01		15.5%		12.9%		4.9%		9.1%		11.1%		10.3%		13.4%		7.0%
2001-02		16.1%		13.7%		4.5%		9.3%		12.0%		10.6%		13.8%		7.3%
2002-03		15.1%		13.9%		4.4%		9.4%		12.3%		10.8%		13.9%		7.5%

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Table 2

District Summary
by Ethnicity and Gender

School	Am. Indian		Black		Asian		Hispanic		White		Total		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism																
1998-99	0	0.0%	5	33.3%	1	6.7%	3	20.0%	6	40.0%	15	100.0%	14	93.3%	1	6.7%
1999-00	0	0.0%	13	33.3%	4	10.3%	7	17.9%	15	38.5%	39	100.0%	32	82.1%	7	17.9%
2000-01	0	0.0%	15	29.4%	2	3.9%	10	19.6%	24	47.1%	51	100.0%	44	86.3%	7	13.7%
2001-02	0	0.0%	20	32.8%	1	1.6%	10	16.4%	30	49.2%	61	100.0%	54	88.5%	7	11.5%
2002-03	0	0.0%	18	31.6%	1	1.8%	10	17.5%	28	49.1%	57	100.0%	50	87.7%	7	12.3%
Cognitive Disability																
1998-99	4	0.7%	171	31.7%	3	0.6%	238	44.2%	123	22.8%	539	100.0%	283	52.5%	256	47.5%
1999-00	9	1.8%	164	32.7%	5	1.0%	227	45.2%	97	19.3%	502	100.0%	258	51.4%	244	48.6%
2000-01	6	1.2%	146	29.0%	4	0.8%	259	51.4%	89	17.7%	504	100.0%	272	54.0%	232	46.0%
2001-02	4	0.8%	156	29.4%	7	1.3%	271	51.0%	93	17.5%	531	100.0%	269	50.7%	262	49.3%
2002-03	4	0.7%	151	27.6%	9	1.6%	293	53.5%	91	16.6%	548	100.0%	283	51.6%	265	48.4%
Deaf/Blind																
1998-99	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%
1999-00	0	0.0%	1	14.3%	0	0.0%	5	71.4%	1	14.3%	7	100.0%	5	71.4%	2	28.6%
2000-01	0	0.0%	2	50.0%	0	0.0%	1	25.0%	1	25.0%	4	100.0%	1	25.0%	3	75.0%
2001-02	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2	100.0%	1	50.0%	1	50.0%
Emotionally Disabled																
1998-99	16	2.0%	262	32.7%	9	1.1%	271	33.8%	244	30.4%	802	100.0%	607	75.7%	195	24.3%
1999-00	16	2.0%	272	34.2%	8	1.0%	266	33.5%	233	29.3%	795	100.0%	627	78.9%	168	21.1%
2000-01	15	2.0%	275	35.9%	6	0.8%	255	33.3%	214	28.0%	765	100.0%	597	78.0%	168	22.0%
2001-02	10	1.3%	283	36.2%	5	0.6%	263	33.6%	221	28.3%	782	100.0%	618	79.0%	164	21.0%
2002-03	14	1.8%	273	34.4%	0	0.0%	278	35.1%	228	28.8%	793	100.0%	610	76.9%	183	23.1%

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District Summary
by Ethnicity and Gender

Table 2

School	Am. Indian		Black		Asian		Hispanic		White		Total		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hearing Disabled																
1998-99	3	1.9%	20	12.6%	7	4.4%	76	47.8%	53	33.3%	159	100.0%	80	50.3%	79	49.7%
1999-00	1	0.7%	23	16.2%	6	4.2%	70	49.3%	42	29.6%	142	100.0%	72	50.7%	70	49.3%
2000-01	2	1.4%	22	15.8%	7	5.0%	67	48.2%	41	29.5%	139	100.0%	75	54.0%	64	46.0%
2001-02	1	0.7%	19	13.8%	3	2.2%	71	51.4%	44	31.9%	138	100.0%	68	49.3%	70	50.7%
2002-03	1	0.7%	19	13.2%	3	2.1%	79	54.9%	42	29.2%	144	100.0%	67	46.5%	77	53.5%
Infant w/Disabilities																
1998-99	0	0.0%	0	0.0%	0	0.0%	3	60.0%	2	40.0%	5	100.0%	3	60.0%	2	40.0%
Learning Disabled																
1998-99	66	1.8%	962	26.7%	48	1.3%	1705	47.4%	819	22.8%	3600	100.0%	2393	66.5%	1207	33.5%
1999-00	67	1.9%	881	25.6%	47	1.4%	1709	49.6%	743	21.6%	3447	100.0%	2317	67.2%	1130	32.8%
2000-01	67	2.0%	865	25.3%	48	1.4%	1737	50.7%	708	20.7%	3425	100.0%	2290	66.9%	1135	33.1%
2001-02	72	1.9%	946	25.5%	50	1.3%	1877	50.6%	764	20.6%	3709	100.0%	2453	66.1%	1256	33.9%
2002-03	68	1.9%	900	24.9%	43	1.2%	1893	52.3%	714	19.7%	3618	100.0%	2381	65.8%	1237	34.2%
Multiple Disabilities																
1998-99	4	2.2%	34	18.7%	2	1.1%	76	41.8%	66	36.3%	182	100.0%	119	65.4%	63	34.6%
1999-00	2	1.1%	38	21.5%	2	1.1%	72	40.7%	63	35.6%	177	100.0%	114	64.4%	63	35.6%
2000-01	3	1.6%	52	27.2%	2	1.0%	76	39.8%	58	30.4%	191	100.0%	119	62.3%	72	37.7%
2001-02	2	1.0%	53	26.2%	1	0.5%	81	40.1%	65	32.2%	202	100.0%	131	64.9%	71	35.1%
2002-03	3	1.4%	61	28.6%	2	0.9%	81	38.0%	66	31.0%	213	100.0%	133	62.4%	80	37.6%
Physically Disabled/Other Health Impaired																
1998-99	10	1.9%	129	24.6%	12	2.3%	184	35.1%	189	36.1%	524	100.0%	382	72.9%	142	27.1%
1999-00	14	2.6%	132	24.5%	7	1.3%	205	38.0%	181	33.6%	539	100.0%	397	73.7%	142	26.3%
2000-01	10	1.6%	147	24.0%	9	1.5%	250	40.8%	196	32.0%	612	100.0%	435	71.1%	177	28.9%
2001-02	14	2.0%	160	23.4%	9	1.3%	289	42.3%	211	30.9%	683	100.0%	483	70.7%	200	29.3%
2002-03	9	1.3%	166	23.6%	10	1.4%	294	41.8%	224	31.9%	703	100.0%	505	71.8%	198	28.2%

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	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Preschool																
1998-99	5	2.1%	72	29.9%	6	2.5%	118	49.0%	40	16.6%	241	100.0%	161	66.8%	80	33.2%
1999-00	4	1.6%	62	24.9%	5	2.0%	112	45.0%	66	26.5%	249	100.0%	168	67.5%	81	32.5%
2000-01	5	1.7%	69	23.0%	7	2.3%	148	49.3%	71	23.7%	300	100.0%	209	69.7%	91	30.3%
2001-02	5	1.7%	68	23.3%	0	0.0%	143	49.0%	76	26.0%	292	100.0%	196	67.1%	96	32.9%
2002-03	6	1.4%	88	20.4%	6	1.4%	201	46.6%	130	30.2%	431	100.0%	292	67.7%	139	32.3%
Speech/Language																
1998-99	23	2.0%	250	21.3%	17	1.4%	544	46.4%	339	28.9%	1173	100.0%	735	62.7%	438	37.3%
1999-00	25	2.1%	239	20.3%	19	1.6%	570	48.3%	327	27.7%	1180	100.0%	732	62.0%	448	38.0%
2000-01	28	2.3%	241	19.9%	26	2.1%	606	50.0%	311	25.7%	1212	100.0%	760	62.7%	452	37.3%
2001-02	25	2.0%	237	19.4%	28	2.3%	646	52.8%	287	23.5%	1223	100.0%	784	64.1%	439	35.9%
2002-03	22	1.8%	250	20.2%	27	2.2%	666	53.8%	274	22.1%	1239	100.0%	789	63.7%	450	36.3%
Traumatic Brain Injury																
1998-99	1	4.2%	0	0.0%	0	0.0%	14	58.3%	9	37.5%	24	100.0%	13	54.2%	11	45.8%
1999-00	1	2.9%	13	37.1%	0	0.0%	13	37.1%	8	22.9%	35	100.0%	21	60.0%	14	40.0%
2000-01	2	4.7%	12	27.9%	0	0.0%	18	41.9%	11	25.6%	43	100.0%	28	65.1%	15	34.9%
2001-02	2	4.5%	13	29.5%	1	2.3%	16	36.4%	12	27.3%	44	100.0%	30	68.2%	14	31.8%
2002-03	4	10.5%	8	21.1%	1	2.6%	16	42.1%	9	23.7%	38	100.0%	23	60.5%	15	39.5%
Visually Disabled																
1998-99	1	3.0%	5	15.2%	1	3.0%	14	42.4%	12	36.4%	33	100.0%	19	57.6%	14	42.4%
1999-00	1	3.2%	7	22.6%	2	6.5%	13	41.9%	8	25.8%	31	100.0%	21	67.7%	10	32.3%
2000-01	0	0.0%	6	21.4%	2	7.1%	12	42.9%	8	28.6%	28	100.0%	19	67.9%	9	32.1%
2001-02	1	3.2%	5	16.1%	2	6.5%	14	45.2%	9	29.0%	31	100.0%	20	64.5%	11	35.5%
2002-03	1	3.1%	6	18.8%	2	6.3%	14	43.8%	9	28.1%	32	100.0%	20	62.5%	12	37.5%

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Table 2

District Summary
by Ethnicity and Gender

School	Am. Indian		Black		Asian		Hispanic		White		Total		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Special Education Membership																
1998-99	133	1.8%	1910	26.2%	106	1.5%	3247	44.5%	1902	26.1%	7298	100.0%	4810	65.9%	2488	34.1%
1999-00	140	2.0%	1845	25.8%	105	1.5%	3269	45.8%	1784	25.0%	7143	100.0%	4764	66.7%	2379	33.3%
2000-01	138	1.9%	1852	25.5%	113	1.6%	3439	47.3%	1732	23.8%	7274	100.0%	4849	66.7%	2425	33.3%
2001-02	136	1.8%	1961	25.5%	107	1.4%	3682	47.8%	1812	23.5%	7698	100.0%	5107	66.3%	2591	33.7%
2002-03	132	1.7%	1940	24.8%	104	1.3%	3825	48.9%	1815	23.2%	7816	100.0%	5153	65.9%	2663	34.1%
Total District Membership																
1998-99	943	1.4%	14497	21.0%	2360	3.4%	34280	49.8%	16814	24.4%	68894	100.0%	35072	50.9%	33822	49.1%
1999-00	909	1.3%	14550	20.9%	2367	3.4%	35653	51.1%	16297	23.4%	69776	100.0%	35567	51.0%	34209	49.0%
2000-01	892	1.3%	14412	20.3%	2315	3.3%	37702	53.1%	15634	22.0%	70955	100.0%	36212	51.0%	34743	49.0%
2001-02	847	1.2%	14305	19.7%	2361	3.3%	39791	54.9%	15133	20.9%	72437	100.0%	36986	51.1%	35451	48.9%
2002-03	872	1.2%	13986	19.3%	2371	3.3%	40672	56.0%	14716	20.3%	72617	100.0%	37057	51.0%	35560	49.0%

Data for Attention Deficit Disorder is included in the category Physically Disabled/Other Health Impaired (per Pat Hall).

Data for Trainable Mentally Disabled and Educable Mentally Disabled are included in the category Cognitive Disability (per Pat Hall).

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Table 3

Special Education

District Summary
by English Language Learner Status

School	English Language Learner		Other		Total	
	#	%	#	%	#	%
Autism						
1998-99	0	0.0%	15	100.0%	15	100.0%
1999-00	2	5.1%	37	94.9%	39	100.0%
2000-01	2	3.9%	49	96.1%	51	100.0%
2001-02	2	3.3%	59	96.7%	61	100.0%
2002-03	3	5.3%	54	94.7%	57	100.0%
Cognitive Disability						
1998-99	1	0.2%	538	99.8%	539	100.0%
1999-00	32	6.4%	470	93.6%	502	100.0%
2000-01	55	10.9%	449	89.1%	504	100.0%
2001-02	117	22.0%	414	78.0%	531	100.0%
2002-03	162	29.6%	386	70.4%	548	100.0%
Deaf/Blind						
1998-99	0	0.0%	1	100.0%	1	100.0%
1999-00	0	0.0%	7	100.0%	7	100.0%
2000-01	0	0.0%	4	100.0%	4	100.0%
2001-02	1	50.0%	1	50.0%	2	100.0%
Emotionally Disabled						
1998-99	35	4.4%	767	95.6%	802	100.0%
1999-00	50	6.3%	745	93.7%	795	100.0%
2000-01	37	4.8%	728	95.2%	765	100.0%
2001-02	47	6.0%	735	94.0%	782	100.0%
2002-03	46	5.8%	747	94.2%	793	100.0%
Hearing Disabled						
1998-99	27	17.0%	132	83.0%	159	100.0%
1999-00	30	21.1%	112	78.9%	142	100.0%
2000-01	31	22.3%	108	77.7%	139	100.0%
2001-02	26	18.8%	112	81.2%	138	100.0%
2002-03	37	25.7%	107	74.3%	144	100.0%
Infant w/Disabilities						
1998-99	1	20.0%	4	80.0%	5	100.0%
Learning Disabled						
1998-99	432	12.0%	3168	88.0%	3600	100.0%
1999-00	463	13.4%	2984	86.6%	3447	100.0%
2000-01	501	14.6%	2924	85.4%	3425	100.0%
2001-02	504	13.6%	3205	86.4%	3709	100.0%
2002-03	692	19.1%	2926	80.9%	3618	100.0%

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District Summary
by English Language Learner Status

School	English Language Learner		Other		Total	
	#	%	#	%	#	%
Multiple Disabilities						
1998-99	20	11.0%	162	89.0%	182	100.0%
1999-00	19	10.7%	158	89.3%	177	100.0%
2000-01	17	8.9%	174	91.1%	191	100.0%
2001-02	23	11.4%	179	88.6%	202	100.0%
2002-03	33	15.5%	180	84.5%	213	100.0%
Physically Disabled/Other Health Impaired						
1998-99	47	9.0%	477	91.0%	524	100.0%
1999-00	50	9.3%	489	90.7%	539	100.0%
2000-01	56	9.2%	556	90.8%	612	100.0%
2001-02	69	10.1%	614	89.9%	683	100.0%
2002-03	90	12.8%	613	87.2%	703	100.0%
Preschool						
1998-99	47	19.5%	194	80.5%	241	100.0%
1999-00	25	10.0%	224	90.0%	249	100.0%
2000-01	25	8.3%	275	91.7%	300	100.0%
2001-02	41	14.0%	251	86.0%	292	100.0%
2002-03	87	20.2%	344	79.8%	431	100.0%
Speech/Language						
1998-99	152	13.0%	1021	87.0%	1173	100.0%
1999-00	161	13.6%	1019	86.4%	1180	100.0%
2000-01	184	15.2%	1028	84.8%	1212	100.0%
2001-02	214	17.5%	1009	82.5%	1223	100.0%
2002-03	286	23.1%	953	76.9%	1239	100.0%
Traumatic Brain Injury						
1998-99	3	12.5%	21	87.5%	24	100.0%
1999-00	3	8.6%	32	91.4%	35	100.0%
2000-01	6	14.0%	37	86.0%	43	100.0%
2001-02	8	18.2%	36	81.8%	44	100.0%
2002-03	8	21.1%	30	78.9%	38	100.0%
Visually Disabled						
1998-99	7	21.2%	26	78.8%	33	100.0%
1999-00	7	22.6%	24	77.4%	31	100.0%
2000-01	7	25.0%	21	75.0%	28	100.0%
2001-02	2	6.5%	29	93.5%	31	100.0%
2002-03	6	18.8%	26	81.3%	32	100.0%

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Special Education
District Summary
by English Language Learner Status

Table 3

School	English Language Learner		Other		Total	
	#	%	#	%	#	%
Total Special Education Membership						
1998-99	772	10.6%	6526	89.4%	7298	100.0%
1999-00	842	11.8%	6301	88.2%	7143	100.0%
2000-01	921	12.7%	6353	87.3%	7274	100.0%
2001-02	1054	13.7%	6644	86.3%	7698	100.0%
2002-03	1450	18.6%	6366	81.4%	7816	100.0%
Total District Membership						
1998-99	14385	20.9%	54509	79.1%	68894	100.0%
1999-00	15790	22.6%	53986	77.4%	69776	100.0%
2000-01	16431	23.2%	54524	76.8%	70955	100.0%
2001-02	18338	25.3%	54099	74.7%	72437	100.0%
2002-03	21320	29.4%	51297	70.6%	72617	100.0%