

# **Serving Exceptional Children**

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**A Report to the  
Idaho Legislature  
January 2006**

**Presented by  
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State Superintendent of Public Instruction**



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## Contents

**Introduction**..... iii

### **PART I: STUDENTS WITH DISABILITIES**

**A. State Department of Education Accomplishments on Behalf of Students with Disabilities** ..... 1

**B. Results for Students with Disabilities** ..... 3

    Accomplishments ..... 3

    Opportunities for Improvement ..... 4

    Qualified Personnel ..... 4

    Over-Representation of Minorities in Special Education ..... 6

    Long-Term Suspensions and Expulsions ..... 7

    Post-School Outcomes ..... 7

**C. School District Programs and Services for Students with Disabilities** ..... 8

    Students with Disabilities Served ..... 8

    Related Services ..... 9

    Placement in the Least Restrictive Environment ..... 9

**D. Resolving Special Education Disputes** ..... 10

**E. Special Education Funding** ..... 11

    State and Local Special Education Funds ..... 11

    Federal Special Education Funds ..... 11

    Medicaid Funds ..... 12

**F. Unmet Needs of Students with Disabilities** ..... 12

    Funding for Least Restrictive Environment Training and Personnel ..... 12

    Recruitment and Retention of Special Education Teachers and Speech/Language Pathologists ..... 13

    Results of the Annual Performance Report ..... 13

### **PART II: GIFTED AND TALENTED STUDENTS**

**A. State Department of Education Accomplishments on Behalf of Gifted and Talented Students** ..... 15

**B. Gifted and Talented Students Served** ..... 16

**C. Gifted and Talented Funding** ..... 16

**D. Unmet Needs of Gifted and Talented Students** ..... 16

    External Study ..... 16

**E. Professional/Parent Development Recommendations** ..... 17

**List of Appendices**..... 20

Appendix A: 2004-2005 State and Local Special Education Funding by District..... 24

Appendix B: 2004-2005 Number of Students Served and  
Federal Special Education Allocations by District..... 27

Appendix C: 2004-2005 Gifted/Talented Students and Expenditures by District..... 31

**List of Figures and Tables for Part I: Special Education**

Figure 1: Special Education Students by Race..... 6

Figure 2: Percentage of Students with Disabilities Ages 6-21 Educated in the General Education  
Classroom ..... 9

Figure 3: Educational Environments for Students with Disabilities Ages 3-5 ..... 10

Figure 4: State and Local Fund Expenditures for Special Education ..... 11

Figure 5: School Age Federal Flow-Through Allocations to Districts..... 11

Table 1: Special Education Personnel Shortages in 2004-2005..... 4

Table 2: Special Education Personnel in Idaho School Districts in 2004-2005..... 5

Table 3: Postsecondary Education and Employment Class of 2001 ..... 7

Table 4: Agencies Serving Students with Disabilities in 2004-2005 ..... 8

Table 5: Number of Students with Disabilities Served in Each Disability Category..... 8

Table 6: Number of Special Education Disputes ..... 10

Table 7: Federal Grants for Special Education in 2004-2005 ..... 12

Table 8: School-Based Medicaid Activity per Calendar Year ..... 12

**List of Tables for Part II: Gifted and Talented Students**

Table 9: Gifted and Talented Students Identified and Served by Talent Area..... 16

## Introduction

This report provides information on 2004-2005 school year activities involving exceptional students. The term “exceptional students” refers to individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations, or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEA 2004) Amendments of 2004, state law, and regulations. Programs for students who are gifted and talented are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

Monitoring Priorities and Indicators included in a six-year State Performance Plan and Annual Performance Reports based on that state plan were established in IDEA 2004. These priorities and indicators are playing a pivotal role in serving students with disabilities. Performance goals and indicators provide direction in nine key areas:

- Graduation, dropout rates, and transition planning in the IEP
- Participation in and performance on statewide assessments
- Post-school outcomes
- Suspension and expulsion rates
- Placement of children with disabilities in the least restrictive environment
- Parent involvement as a means of improving services and results for children with disabilities
- Decrease of over-representation of minority groups in special education programs
- Timely evaluations
- Timely and successful dispute resolution

With the reauthorization of 2004, the State Department of Education continues to take critical steps to redefine priorities and to focus attention and resources on student *results*. IDEA 2004 has also influenced changes in the focus of the Bureau of Special Population Services self-assessment and monitoring process used with school districts to ensure that students with disabilities receive a free appropriate public education. This year’s report to the legislature includes a section titled “Results for Students with Disabilities,” which provides statistical data related to performance goals.

### **Bureau of Special Population Services, Special Education Section Planning**

In order to align with federal and state requirements and guide long-term activities, the Special Education Section of the Bureau of Special Populations developed the following mission, vision and long-term goals:

#### **Mission**

The Special Education Section of the Bureau of Special Populations was created to improve social and academic results for all special needs children while promoting quality education and

equal educational opportunities for all students. Through its advocacy, equitable distribution of resources, and technical assistance, the bureau empowers and supports administrators, educators, and parents in their efforts to prepare all Idaho children to lead rewarding, productive lives.

### **Vision**

During the next decade trends toward accountability, student proficiency, complex standards, and demand for multiple educational choices will grow more prominent. Competition for limited resources will flourish and influences from outside education will continue to drive teachers to do more with less. The Bureau of Special Population Services will meet these challenges through innovative options for special needs students, a greater reliance on data to guide policies and resource allocation, and better use of educational research to drive productivity and efficiency. Data will be more visibly and effectively used to demonstrate desired proficiency impact but in a manner that refocuses educational efforts toward the betterment of all children.

### **Statement of Values:**

We are a knowledgeable and committed team known for its educational leadership, tenacity, and professionalism. As leaders, we maintain our optimism and high expectations in a collaborative, data driven environment fueled by innovation and adaptability and sustained by a deep and lasting concern for children.

### **Long-Term Goals:**

- Goal 1: To maintain general supervision activities so all eligible children with disabilities receive Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
- Goal 2: To reduce over-representation of minorities in special education
- Goal 3: To ensure effective transitions at the preschool and secondary levels
- Goal 4: To increase the number of fully certified special education/Gifted and Talented personnel and increase the retention rates of existing special education teachers.
- Goal 4: To increase the number of desired outcomes for gifted/talented students and students with disabilities.
- Goal 5: To increase the level and frequency of parent and stakeholder involvement in all levels of decision-making processes for Gifted and Talented students and students with disabilities.

## **Part I: Students with Disabilities**

### **A. State Department of Education Accomplishments on Behalf of Students with Disabilities**

**State Performance Plan:** On December 2, 2005, Idaho's State Performance Plan (SPP) was submitted to the Federal Office of Special Education Program (OSEP). It was developed with attention to OSEP requirements and widespread stakeholder input. Discussion across all SDE bureaus ensured that the SDE Strategic Plan and Leadership Team activities were incorporated into the SPP as appropriate. The report included data and information on general supervision requirements, early childhood transition, parent involvement, free appropriate public education in the least restrictive environment and secondary transition, with measurable and rigorous targets and improvement activities for each area.

**The Bureau of Special Population Services, Special Education Section Programs Verification Visit:** On April 21-23, 2004, OSEP staff conducted a verification visit with the Idaho State Department of Education. The purpose of the visit was to determine how Idaho uses its general supervision, state reported data collection, and statewide assessment system to assess and improve state performance and the protection of child and family rights. On May 11, the SDE received a letter from OSEP stating that it believes "that Idaho's system for general supervision constitutes a reasonable approach to the identification and correction of noncompliance." OSEP also stated that it believes "the Idaho Department of Education's system for collecting and reporting data is reasonably calculated to ensure the accuracy of the data that the Idaho Department of Education reports to OSEP under section 618". In regard to assessment, OSEP determined, "through its review of the State's written procedures for statewide assessment and the State's reports to the public and the Secretary on the participation and performance...that those procedures, as written, and those reports are consistent with Part B requirements."

**State Improvement Grant – "Partnering for Success:"** The Bureau of Special Population Services was awarded a new three-year state improvement grant in May of 2004. This grant is designed to ensure improved post school outcomes for students with disabilities through goals that address the following:

- An adequate supply of highly qualified professionals;
- Educational teams, which include parents, that have the knowledge and skills to provide effective interventions and supports to students with disabilities in the areas of reading and mathematics;
- An education and adult service system that provides effective secondary transition services and supports that prepare students for successful post school outcomes; and
- Effective administration, systematic evaluation and continuous improvement of the project through partnerships with critical stakeholders.

The outcome of these ambitious goals will be an education system that supports highly qualified professionals who are able to provide reading and math interventions that allow each student to achieve his or her full potential. In addition, education and adult service agencies will have developed a strong state and local system of services and supports that increase positive post school opportunities for youth with disabilities in the areas of employment, postsecondary education and community participation.

**National Center for Special Education Personnel Grant:** Idaho applied for and received a one-year grant from the National Center for Special Education Personnel to develop a comprehensive plan to

address the immediate and long-term personnel shortages. The activities of this grant include:

- Analysis of current data;
- Development of a long-term plan to address recruitment and retention of special education personnel;
- Training for district personnel on recruitment and retention strategies; and
- Targeted district access to Teachers-Teachers.com, an online recruitment company.

**Charter Schools and Special Education Project:** Idaho was selected to participate in the National State Directors of Special Education (NASDSE) TA Customizer Project sponsored by the National Association of State Directors of Special Education. Through the facilitation of the project staff, state stakeholders have developed three guidance documents for charter authorizers and providers on implementation of special education requirements in charter schools. These documents will be provided to all charter applicants, and will form the basis for training and technical assistance to charter authorizers and petitioners in the future.

**Children's Mental Health:** Due to a long-standing lawsuit on children's mental health against the Department of Health and Welfare and the Department of Juvenile Corrections, the Idaho State Department of Education has been committed to participating with these partner agencies around these issues. Activities include the development of policies and procedures for ensuring services to students who are identified as having emotional impairments, collecting and reporting specific data on identified indicators, and regional training.

**District Data Reports:** The bureau prepared and provided each district a report that included data from the past three years on performance indicators. Performance indicators include graduation and dropout rates, participation in and performance on student assessments, quality of personnel, suspension and expulsion rates, and post-school outcomes. Performance indicators from Idaho's State Performance Plan are being added to district data reports for the 2005-2006 school year. District data reports include the average or mean data for similar districts on each indicator, providing targets for improvement. Districts are grouped with "similar districts" based on resources and needs. District data reports can be located at [www.sde.state.id.us/specialed/DDR/ddranalysis.asp](http://www.sde.state.id.us/specialed/DDR/ddranalysis.asp).

**Training and Technical Assistance:** The State Department of Education provided a wide range of special education training and technical assistance to general and special education teachers and administrators, related service providers, paraprofessionals, and parents. Training topics included serving children with Autism Spectrum Disorders, children with severe disabilities and deaf-blindness, emotional disturbance and/or behavior issues, curriculum adaptations, assistive technology, identification of student needs through a problem-solving approach, curriculum-based assessments, instructional strategies in reading, and social skills training.

#### Education Data Exchange Network (EDEN)

Idaho is among the first states to be excused from traditional reporting of IDEA exiting data to the U.S. Department of Education (ED). Due to the high quality of Idaho's EDEN submissions for SY 2003-2004, Idaho has been qualified to supply the data for the Report of Children with Disabilities Exiting Special Education During the School Year (OMB number 1820-0521) exclusively through the EDEN.

## B. Results for Students with Disabilities

The Individuals with Disabilities Education Act Amendments of 1997 require the state to establish performance goals and indicators for children with disabilities that are consistent, to the maximum extent appropriate, with goals and standards established for all other children. Annually, the state must report progress in meeting these goals to the U. S. Department of Education and the public.

In September 1998, a task force of general and special educators and State Department of Education personnel selected the following performance indicators concerning students with disabilities:

- increase the graduation rate;
- decrease the dropout rate;
- include all students in statewide assessments;
- improve academic performance;
- increase the quality of personnel;
- decrease suspensions and expulsions; and
- improve post-school outcomes.

The State Department of Education reports the results of performance goals and indicators for each school district as well as a statewide aggregate. Data from the reports is incorporated into the special education monitoring process and is increasingly used at both the state and district level to determine priorities, set policies, and allocate resources. It should be noted that although initial student expectations for post-school outcomes are reported, longitudinal data will not be available until 2005. The 2003-2004 statewide data report is available on the web at <http://www.sde.state.id.us/SpecialEd/DDR/DDRReports.asp>. Highlights from the report are listed below under “Accomplishments” and “Opportunities for Improvement.”

### **Accomplishments**

- Dropout rate for students with disabilities continued to decline.
- Graduation rate increased for students with disabilities.
- The number of students with disabilities participating in the statewide ISAT in grades 3 through 8 and 10 ranged between 99 and 100 percent.
- Students with disabilities who participated in the Idaho Alternate Assessment comprised 0.64 percent of the total school enrollment.
- Performance gains were posted by students with disabilities at every grade level on the Idaho Reading Indicator.
- Performance increased at four out of five grade levels for students with disabilities on the ISAT Reading and Math assessments.
- Hispanics are no longer over-represented in special education programs in Idaho.

- Identification rates for students with disabilities are remaining lower than the national average.
- Students with disabilities in Idaho schools are far more likely to be served in less restrictive settings than is typical across the nation.
- A longitudinal study concerning post-school outcomes continued to track the success of special education students after high school completion. A survey of students who graduated in the Class of 2001 indicated that, after three years, 60.3 percent are working either full or part time; 15.6 percent are enrolled in post secondary education programs; 4.6 percent are in the military; and 19.3 percent are not working or continuing their education.

**Opportunities for Improvement**

- Increase the number of students with disabilities who score at or above proficient on the statewide assessments at all grade levels.
- Decrease the shortage of special education personnel. The top 3 most difficult vacancies to fill were special education positions.
- Decrease over-identification of American Indians and Blacks that is due to use of inappropriate assessment policies, practices, or procedures.
- Decrease the percentage of students with disabilities not working or not enrolled in an educational program following graduation.

**Qualified Personnel**

School districts that are unable to fill vacancies with certified educators must seek approval from the State Department of Education to hire candidates who do not meet the state’s standards. Candidates who do not meet the standards for special education and related services positions are being hired under letters of authorization (LOAs) or as consultant specialists.

Table 1  
Special Education Personnel Shortages in 2003-2004

<b>Position</b>	<b>Number of Personnel Employed with Letters of Authorization</b>	<b>Number of Personnel Employed as Consultant Specialists</b>
Special Education Teacher	63	52
Early Childhood Special Education Teacher	8	22
Speech/Language Pathologist	4	12
School Psychologist	2	2
Director of Special Education	1	0
Social Worker	0	0
<b>TOTAL for Special Education</b>	<b>78</b>	<b>88</b>
<b>TOTAL for Special <u>and</u> General Education</b>	<b>108</b>	<b>304</b>

The type and number of special education personnel employed by Idaho school districts in 2004-2005 are listed in table 1 below. Table 1 shows that school districts rely heavily on support and assistance from paraprofessionals.

Table 2  
Special Education Personnel in Idaho School Districts in 2004-2005

	<b>Fully Certified FTE</b>	<b>Not Fully Certified FTE</b>	<b>Full-Time Equivalents Employed</b>
Early Childhood Special Education Teachers	130.87	28.69	159.56
Elementary Special Education Teachers	583.05	64.45	647.50
Secondary Special Education Teachers	424.21	31.87	456.08
Other Teachers *	114.10	.50	114.60
<b>Total Special Education Teachers</b>	<b>1252.23</b>	<b>125.51</b>	<b>1377.74</b>
Speech/Language Therapists	197.46	14.00	211.46
School Psychologists	146.24		146.24
Psychological Examiners	1.90		1.90
Special Education Administrators (Directors, Supervisors and Coordinators)	62.11		62.11
Occupational Therapists	21.91		21.91
Physical Therapists	5.02		5.02
School Social Workers	48.41		48.41
Audiologists	4.4		4.4
Physical Education Teachers	2.88		2.88
Work-study coordinators	3.19		3.19
<b>Total Other Special Education and Related Service Providers</b>	<b>493.52</b>	<b>14.00</b>	<b>507.52</b>
<b>Total Certificated Personnel</b>	<b>1745.75</b>	<b>139.51</b>	<b>1885.26</b>
Instructional Assistants			1562.58
Interpreters			62.2
<b>Total Noncertificated Personnel</b>			<b>1624.78</b>
<b>Total Certificated and Noncertificated Personnel</b>			<b>3510.04</b>

\* Other Teachers includes teachers of the visually impaired, consulting teachers, etc.

### Over-Representation of Minorities in Special Education

Federal law prohibits discrimination based on race. Fair treatment includes the use of valid and unbiased procedures to determine eligibility for special education and placement in the least restrictive environment. Over-representation of minorities in special education is an indication that these procedures are not being carried out in an unbiased manner.

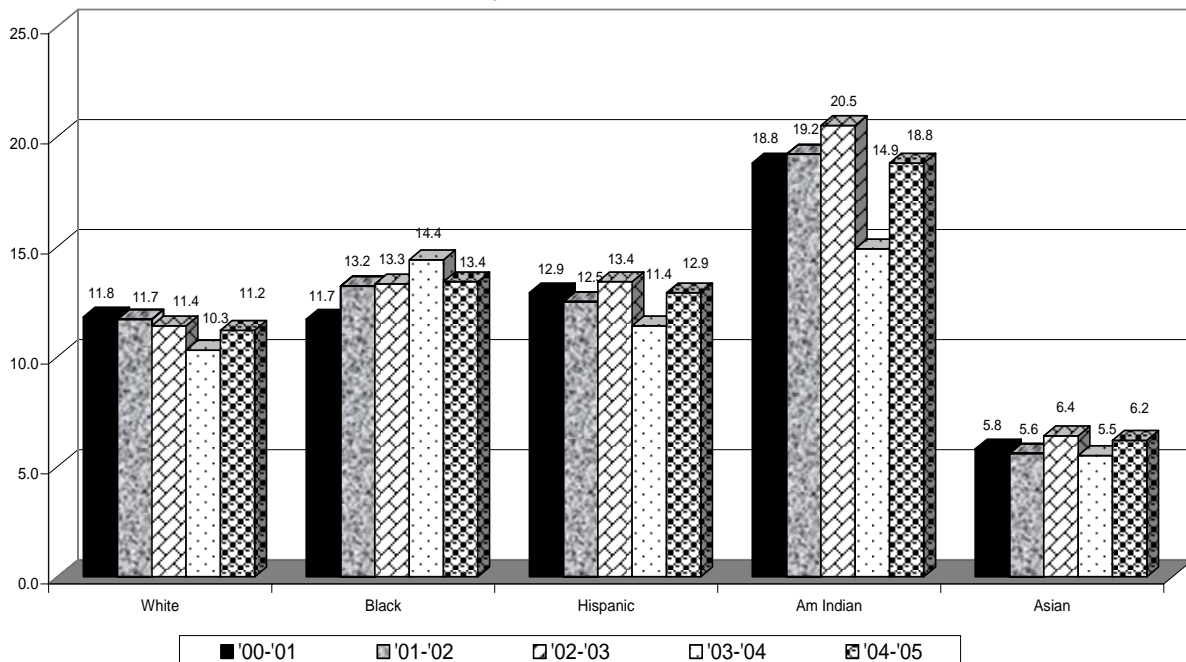
Idaho has chosen to use the “equity formula,” or E-formula, established by the Ninth U.S. Circuit Court of Appeals, to determine if significant over-representation based on race exists in special education. The E-formula is based on the overall ethnic composition of the state and allows for a standard error of measurement that results in an expected range.

Data and monitoring activities for 2004-05 indicate an improvement in policies, practices, and procedures used to identify students who have true disabilities but who are also culturally or linguistically diverse. Hispanic numbers are within statistical expectations. Training will continue on appropriate identification of Hispanic students as being language impaired.

During the past year we have seen a rise in the identification rate for Black students, due partly to some communities choosing to adopt Black children with disabilities and to group homes that care for children coming from other states. Further investigation is needed to determine whether this rate of identification is a concern or a true anomaly.

Figure 1 below compares the percentage of students identified for special education services by race for the past six years.

**Fig. 1. Special Education Students by Race**  
(Percentage of Idaho Public School Enrollment)



## Long-Term Suspensions and Expulsions

During the 2004-2005 school year, 58 students with disabilities were suspended for more than ten school days or expelled, down from 74 in the previous year. This was 0.20 percent of the entire population of students with disabilities. This reflects the fact that several districts have proactively implemented positive behavior supports to deal with behaviors early, before a suspension becomes necessary.

## Post-School Outcomes

The State Department of Education uses an independent contractor to collect post-school outcome data by means of a survey. The purpose of the survey is to determine the level of post-school success experienced by former students with disabilities. Specifically, this project tracks for five years former students with disabilities who have completed regular graduation requirements or Individualized Education Program graduation requirements. Individuals receive a letter from the State Department of Education annually, accompanied by a short survey at the end of the first, third, and fifth years. Table 3 lists post-school outcomes for graduates with disabilities for a three-year period for the class of 2001.

Table 3  
Postsecondary Education and Employment Class of 2001

<b>Survey Question:</b>	<b>At Graduation</b>	<b>1 year</b>	<b>3 year</b>
<b>Are you...</b>	<i>(Anticipated Status)</i>	<i>(Actual Status)</i>	<i>(Actual Status)</i>
Working full time?	30%	38.6%	43.4%
Working part time?	15%	22.6%	16.9%
Military?	6.7%	3.4%	4.6%
4-year college?	21.9%	7.4%	7.7%
2-year college?	20.3%	6.3%	4.2%
Voc/Tech School?	21%	4.7%	3.7%
Parenting?	-	3.2%	11.4%
Not working or going to school?	-	20.3%	19.3%

## C. School District Programs and Services for Students with Disabilities

### Students with Disabilities Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 categories of disabilities. In 2004-2005, public schools and agencies served 28,808 students with disabilities, a decrease of 224 students from the prior year. Idaho's identification rate of students with disabilities continues to be lower than the national average. Table 3 lists the number of students with disabilities served by districts and agencies during the last school year. Table 4 lists the number of students served in each disability category.

Table 4  
Agencies Serving Students with Disabilities in 2004-2005

Agency	Number of Students
Idaho Public Schools	28,556
Idaho School for the Deaf and the Blind	76
Idaho Department of Juvenile Corrections	95
Idaho Department of Correction	(all incarcerated in adult prisons) 33
Idaho Department of Health and Welfare	(all preschoolers) 1
Federally Funded Head Start Programs	(all 4-year-olds) 47
Total	28,808

Table 5  
Number of Students with Disabilities Served in Each Disability Category

	2000-01	2001-02	2002-03	2003-04	2004-2005
Autism	318	393	525	629	753
Deafness	100	93	83	77	84
Deaf-Blindness	15	16	15	16	8
Developmental Delay	3,511	3,615	3,566	3,757	3,752
Emotional Disturbance	819	935	1,062	1,163	1,234
Hearing Impairment	223	233	222	225	211
Mental Retardation	1,945	1,868	1,806	1,740	1,754
Multiple Disability	538	525	504	498	526
Noncategorical Eligibility*				311	381
Other Health Impairment	1,236	1,365	1,507	1,688	1,911
Orthopedic Impairment	130	137	136	123	122
Specific Learning Disability	14,614	13,988	13,588	12,652	11,734
Speech/Language Impairment	5,414	5,648	5,776	5,883	6,089
Traumatic Brain Injury	159	167	160	160	147
Visual Impairment	128	124	114	110	102
Total	29,150	29,107	29,064	29,032	28,808

\*Students reported under "noncategorical eligibility" met the criteria as having a disability because they did not respond to research-based interventions.

## Related Services

In 2004-2005, districts provided an assortment of related services to students with disabilities. Regulations under the Individuals with Disabilities Education Act define related services as follows:

Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training.

The related services in highest demand were speech/language therapy services, followed by transportation, occupational therapy, physical therapy, Title 1 services, one-on-one aide for mainstreaming, family support services, counseling, extended school year, assistive technology device, intensive behavior intervention, one-on-one aide in resource, vocational services, LEP services, and adaptive P.E.

## Placement in the Least Restrictive Environment

Federal law and regulations require that students with disabilities be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in those settings. Educational settings may include general education classrooms with supplementary assistance, special education resource rooms, separate classrooms, separate schools and facilities, or residential or homebound settings. Determination of the appropriate educational placement is made for each student with a disability by a team of individuals. Participants on the team include school personnel, parents, the student (when appropriate), and other agency representatives when collaborative service planning is indicated. Figure 2 shows the percentage of students with disabilities ages 6-21 who received services in the general education classroom with their nondisabled peers.

**Fig. 2. Percentage of Students with Disabilities Ages 6-21 Educated in the General Education Classroom**

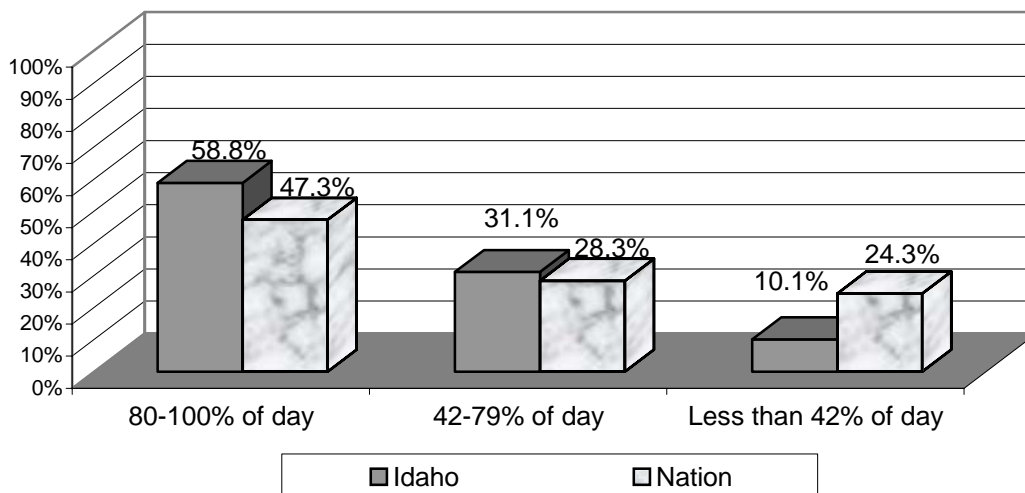
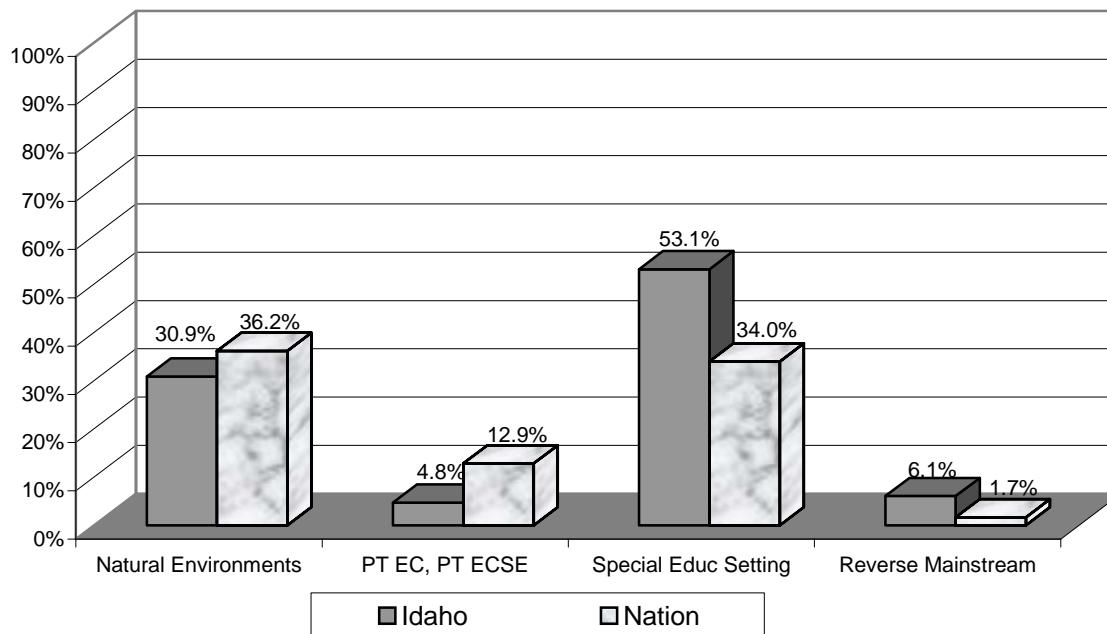


Figure 3 shows the percentage of students with disabilities ages 3-5 who are in natural environments (home, day care or kindergarten); part time early childhood or part time early childhood special education settings; special education settings; and reverse mainstream (with more than fifty percent typical peers).

**Fig. 3. Educational Environments for Students with Disabilities Ages 3-5**



#### D. Resolving Special Education Disputes

Idaho continued to meet its obligation to resolve disputes regarding special education in 2004-2005. Compared to the previous four years, requests for due process hearings decreased substantially, while the numbers of hearings are at zero. During this same period, the number of mediations continued to decrease. Mediation is less adversarial and less costly than a due process hearing and typically results in a written agreement. Formal complaints to the State Department of Education increased by thirteen, while the overall trend declined.

Table 6  
Number of Special Education Disputes

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Requests for Due Process Hearing</b>	11	11	13	5	1
Hearings held	2	4	4	3	0
Request for hearing withdrawn, dismissed by hearing officer, or resolved through mediation	9	7	9	2	1
<b>Mediations Conducted</b>	14	13	10	9	4
Mediations resulting in written agreement	11	11	9	8	4
<b>Formal Complaints Resolved by SDE</b>	19	18	16	17	30

Idaho has implemented an IDEA 2004 requirement for resolution sessions and is one of the first states to implement a system for “IEP Facilitation.” A cohort of IEP facilitators were trained in September, 2005, and have been providing services to districts since that time.

### E. Special Education Funding

Idaho school districts expended \$174,745,432 for special education services during 2004-2005. Approximately 62 percent of that amount came from state sources, 11 percent from local sources, and 27 percent from federal sources.

#### State and Local Special Education Funds

State and local fund expenditures for 2004-2005 totaled \$128,214,219. Expenditures over the past several years have increased steadily, as figure 4 indicates.

Based on the special education funding formula, state funds disbursed to Idaho school districts during 2004-2005 are estimated at \$78,693,395. This total includes the state share of staff allocation and unit funding, which \$69,647,944 and the state portion of equalization, which is estimated at \$6,162,928. It also includes special distributions of \$215,092 in district-to-agency contract funding, \$1,219,312 in special education tuition equivalency funds, and an emotional disabilities allotment of \$1,448,118. Local property taxes available for special education programs equaled approximately \$19,558,079 in 2004-2005.

The funding formula for special education is defined in Idaho Code and Administrative Rules of the State Board of Education. Appendix A, beginning on page 23, reports special education revenue and expenditures from state and local sources for each school district for 2004-2005.

#### Federal Special Education Funds

The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure a free appropriate public education for all children with disabilities. Two separate federal grants are authorized under Title VI-B of the IDEA: the School Age grant for children ages 3-21 and the Preschool grant for children ages 3-5. All states receive Title VI-B grants based on a federal formula. Table 7 on page 12 lists the amount of Title VI-B grants to Idaho, the portion districts received (flow-through), and the portion available for state use.

Appendix B, beginning on page 28, details each school district’s flow-through award for 2004-2005 School Age and Preschool Title VI-B grants.

Most school districts use the majority of flow-through funds for special

Fig. 4. State and Local Fund Expenditures for Special Education (in millions)

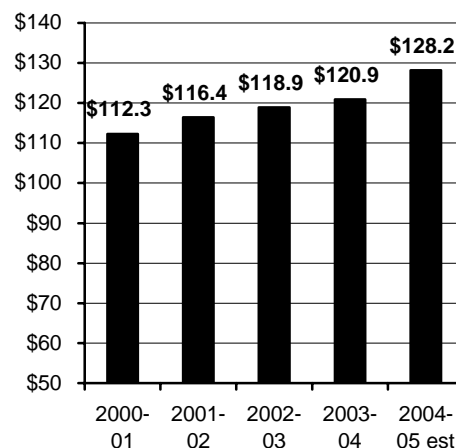
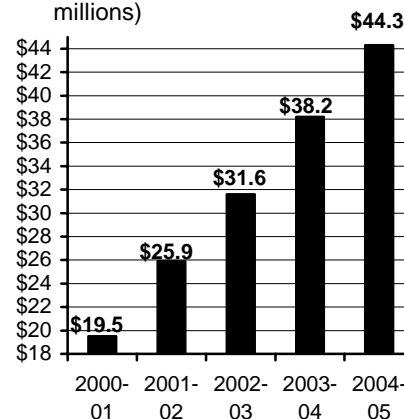


Fig. 5. School Age Federal Flow-Through Allocations to Districts and Charter LEAs (in millions)



education staff salaries and benefits and related services contracts. Districts may also use flow-through funds for supplies, materials, and training. The state is allowed to use a maximum of 2 percent of each grant to support administrative activities, including grant administration, monitoring, complaint investigations, and due process hearing management. After paying administrative and flow-through costs, the state may use any remaining portion of the Title VI-B grants for other direct and support services to students with disabilities. In Idaho, the majority of these funds are allocated to statewide training and support to school districts. A smaller amount is used to respond to emergency funding requests from school districts.

Table 7  
Federal Grants for Special Education in 2004-2005

	<b>Grant Amount</b>	<b>District Use (Flow-Through)</b>	State Use for admin and direct and support services to LEAs
<b>School Age Grant</b>	\$47,389,266	\$43,969,495 (93 percent of grant)	\$3,419,771
<b>Preschool Grant</b>	\$2,221,713	\$2,221,713 (100 percent of grant)	0
Total	\$49,610,979	\$40,443,904	\$3,419,771

## Medicaid Funds

The number of districts billing Medicaid and amount of reimbursements paid to school districts by Medicaid is increasing steadily.

Table 8  
School-Based Medicaid Activity per Calendar Year

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Medicaid Reimbursement to School Districts</b>	\$2,791,197	\$3,900,814	\$8,675,951	\$7,882,147	\$10,700,000
<b>Number of Districts Actively Billing Medicaid</b>	48	49	92	84	91

## F. Unmet Needs of Students with Disabilities

### Funding for Least Restrictive Environment Training and Personnel

According to federal laws and regulations, students with disabilities must be educated in the least restrictive environment possible. Case law continues to make it clear that the least restrictive environment in most situations is the general education classroom. Further, parents are often strong advocates of placing their children in general education classrooms. In 2003-2004, 58.8 percent of students with disabilities in Idaho spent most of the school day in the general education classroom. However, general education teachers often feel ill prepared or that they lack the time to deal with the special needs of students with disabilities.

In each of the 1997-2004 sessions, the legislature appropriated \$1 million to help school districts meet the needs of students with disabilities in the general education classroom. Specifically, the legislature's intent

was to provide money for the following:

- training general education teachers to meet the needs of students with disabilities who are included in their classrooms;
- hiring and training paraprofessionals to assist general education teachers in meeting the needs of students with disabilities; and
- employing substitute teachers to allow general education teachers time to attend meetings, contact parents, and collaborate with special education staff.

During the last legislative session, the Least Restrictive Environment (LRE) funding was eliminated. With the challenges of having students with disabilities meet the proficiency scores for reading and math, it is critical that general education teachers receive training and support in providing appropriate instruction to these students in the LRE. Funding for this program needs to be restored in order for school districts and teachers to meet this challenge.

### **Recruitment and Retention of Special Education Teachers and Speech/Language Pathologists**

It was reported last year in the Idaho Educator Supply and Demand Annual Report that speech/language pathologists and special education teachers have been ranked as two of the most difficult positions to fill for the past five years. In addition, the total number of special education teachers on emergency certification in Idaho continued to rise. The average number of applications for special education teachers is 2.08 and 1.14 for speech pathologists. Caseloads for special education teachers in Idaho are some of the highest in the country. The average caseload nationally is 18, while Idaho's is 25. The Bureau of Special Population Services, Special Education Section, engages in activities through the State Improvement Grant and through a grant from the National Association of State Directors of Special Education to address these needs at the local level.

### **Results of the Annual Performance Report**

The Bureau of Special Population Services, Special Education Section, is required by the Office of Special Education Programs in the U.S. Department of Education to submit an annual performance report (APR) that focuses in the following five areas:

- General Supervision Responsibilities;
- Early Childhood Transition;
- Parent Involvement;
- A Free Appropriate Public Education in the Least Restrictive Environment; and
- Secondary Transition.

Each of these areas has goals and indicators of performance that the state is accountable to report—trend data, targets, slippage, and projected improvement activities. Idaho's APR, submitted in March of 2005, identified strengths and areas for improvement. Long-Term Goals 1-5, found in the introduction of this report, were based on the outcomes from the APR and identified in the Bureau Strategic Plan. These are the areas on which the Bureau of Special Population Services, Special Education Section, has focused to ensure improved outcomes for students with disabilities in Idaho.



## **Part II: Gifted and Talented Students**

### **A. State Department of Education Accomplishments**

#### On Behalf of Gifted and Talented Students

**External Study:** The 2001 Idaho Legislature allocated \$100,000 for an external study focusing on the Gifted and Talented mandate. Following a Request for Proposal, a contract was awarded to the College of William and Mary to conduct a statewide evaluation of gifted programs. The statewide evaluation addressed questions related to (1) the impact of the gifted and talented training grant on students and teachers, (2) similarities and differences concerning implementation of the gifted and talented mandate in rural and urban school districts, and (3) barriers that prevent districts from fully implementing the gifted and talented mandate. The study resulted in 13 recommendations in 7 areas of need that will be used to plan the direction the State Department of Education will take concerning the gifted and talented grant and mandate. The overall recommendation of the evaluation report was to “Convene a statewide task force to review the evaluation report in order to develop a coherent plan of action that complements overall program recommendations.” During the fall of 2003, the State Department of Education Gifted and Talented Specialist convened the Gifted and Talented Task Force, a committee consisting of parents and educators from across the state, to review the College of William and Mary findings. The committee prioritized the recommendations and developed a plan for implementing the College of William and Mary Evaluation Report recommendations.

**Gifted and Talented Plans:** The 2001 Idaho Legislature approved rules and regulations for gifted and talented programs. The purpose of the rules and regulations is to increase uniformity and provide direction for gifted and talented programs statewide. The rules and regulations required each district to compose and submit a gifted and talented plan no later than October 15, 2001. Plans were re-submitted on October 15, 2004, in compliance with IDAPA 08.02.03.999.

**Training and Technical Assistance:** The State Department of Education provided training and technical assistance to school personnel to help districts meet Idaho’s gifted and talented mandate. This included presenting workshops on building success, differentiation of instruction, evaluating district programs, and helping districts develop and implement updated district plans.

**B. Gifted and Talented Students Served**

Idaho’s gifted and talented mandate requires school districts to identify and serve gifted and talented students ages 5 through 18 who qualify in one or more of the following talent areas: intellectual, specific academic, leadership, creativity and visual/performing arts. Each year on December 1, school districts report the number of students who qualify for and receive services in gifted and talented programs. During the 2004-2005 school year, 13,223 Idaho students, or 5.7% of all students, were identified as gifted and/or talented. This is an increase from the 2003-2004 school year of over 3,000 students. Table 10 illustrates how many students in the state were served in each of the five talent areas.

Table 9: Gifted and Talented Students Identified and Served by Talent Area

<b>Talent Areas</b>	<b>Number of Students</b>
Academic	10,859
Intellectual	1,448
Leadership	214
Visual/Performing Arts	415
Creativity	287

**C. Gifted and Talented Funding**

During the 2004-2005 school year, school districts received no federal funding for gifted and talented programs. The only dedicated source of state funding that districts received was from the gifted and talented training grant, which totaled \$500,000. Districts used the grant to train gifted and talented facilitators, general education teachers, and parents. Activities included on-site workshops, conferences, courses, and presentations.

The main source for funding gifted and talented programs in 2004-2005 was each district’s maintenance and operations budget. Programming and teacher salaries in gifted and talented programs typically made up the bulk of the expenditures.

**D. Unmet Needs of Gifted and Talented Students**

**External Study**

The 2001 Legislature allocated \$100,000 for an external study focusing on the gifted and talented mandate. Following a Request for Proposal, a contract was awarded to the College of William and Mary to conduct a statewide evaluation of gifted programs.

To assess the direction the State Department of Education should take concerning the gifted and talented grant and mandate, the statewide evaluation addressed the following questions:

1. What impact has the gifted and talented training grant had on students and teachers concerning the implementation of the gifted and talented mandate?
2. What are the similarities and differences concerning the implementation of the gifted and talented mandate in rural and urban school districts?
3. What barriers prevent districts from fully implementing the gifted and talented mandate, and what ideas are presented for eliminating these barriers?

The study resulted in 13 recommendations in 7 areas of need. These recommendations are listed below:

#### Policy Recommendations

Develop state policies and procedures regarding acceleration, pacing, and continuous progress across the K-12 spectrum as they would affect gifted programs implementation at the local level.

Develop statewide counseling and guidance policies and procedures for all gifted learners at elementary, middle, and high school levels. Lack of evidence for a comprehensive model for addressing the affective and future planning needs of the gifted suggests a deficit in local program design. Using the National Association for Gifted Children (NAGC) standards on counseling and guidance as a basis, Idaho should develop a strong program dimension in this area.

#### Curriculum Recommendations

Develop curriculum frameworks and scope and sequence documents at each program level and across K-12 that demonstrate adaptations in addressing the general education state standards for gifted learners. Align all current and future gifted curriculum work with the general education state standards so that neither duplication of coverage nor learning gaps occur.

Develop a statewide effort on curriculum development for gifted learners, blending teacher-developed curriculum approaches with extant exemplary curriculum for gifted learners where available to form a richer base for differentiating instruction. Seek to adopt alternative texts and other materials appropriate for the population served.

Strengthen secondary options at both middle and high school levels by providing more options and special classes. Both Advanced Placement courses and dual enrollment opportunities need to be increased.

#### **Professional/Parent Development Recommendations**

Develop a statewide plan for training grant emphases to focus on weaker areas found in the classroom observation data. Organize the plan in such a way that a targeted group of strategies is emphasized each year with teachers, and institute appropriate follow-up monitoring procedures to ensure that effective use occurs. The following strategies might be used to encourage the institutionalization of best practices for instruction of students with gifts and talents:

- More monitoring of classrooms by program coordinators using a standard classroom observation form,
- demonstration teaching, and
- videotape analyses of teaching.

Training of principals and other administrators should be built into in-service training plans as well in order to coordinate follow-up efforts and to socialize administrators to the educational needs of the population.

Develop a statewide parent education program that focuses on strengthening parent understanding of the gifted program via written materials and special workshops. The data suggests that parents are dissatisfied with communication about the program. Thus, it is important to involve them in understanding all phases of the program. We recommend offering a series of parent workshops/dialogue. These events could focus on specific program highlights in particular regions of the state, as well as general topics of interest to parents of gifted learners, and might highlight individual student work as well as program performance results. This would elevate the understanding of what districts are already doing to meet the needs of gifted learners and provide positive channels for communication with parents.

#### Evaluation Recommendations

Develop a state system of annual program evaluation that routinely collects evidence of student growth in gifted programs at each stage of development, possibly at the end of grades 3, 6, 8 and 12. Assessments of stakeholder perception should also be done biennially. Create and implement a system to collect trend data on graduating seniors as a basis for assessing the impact of the program over time. Track course-taking patterns in Advanced Placement (AP) and dual enrollment for identified gifted students as well as performance on high-stakes tests such as the Preliminary Scholastic Assessment Test (PSAT).

#### Resource and Funding Recommendations

Provide a state funding mechanism that allows local districts flexibility in how gifted education dollars are expended within the parameters of gifted program development guidelines. It is very clear to the evaluators that the responsibilities of this program require greater staffing than it currently enjoys. Increased district wide assistance in areas such as curriculum and staff development, expansion to incorporate areas like counseling, and service articulation at secondary levels are important foci needing increased attention and resources. However, we are reluctant to recommend particular staffing allocations as we feel these options should be generated internally, with attention to available revenues and individual district needs. In fact, in addition to considering new personnel resources as a way to accomplish some of these recommendations, the state might also consider such alternatives as stronger collaboration with curriculum and instructional areas to bolster the capacity to upgrade classroom practices and similar collaborations with special education, bilingual education, and other federally supported programs to address gifted underrepresented population needs in the state.

Provide full-time program leadership in all districts. Such coordination would require educators to be endorsed in gifted education and highly conversant in gifted program options.

Provide a “fair share” of funding for the gifted program in order to address the disparities between programs at the same level with similar outcomes.

Overall Recommendation

Convene a statewide task force to review the evaluation report in order to develop a coherent plan of action that compliments overall program recommendations.

The State Department of Education Gifted and Talented Specialist convened a statewide committee, consisting of educators and parents from all parts of Idaho. The Gifted and Talented Task Force reviewed the recommendations of the College of William and Mary Evaluation Report and prioritized the recommendations in the following order:

Professional Development and Parent Education  
Policy  
Curriculum  
Identification  
Evaluation  
Funding

The direction of the State Department of Education gifted programs will be to focus on implementing the prioritized recommendations.

## List of Appendices

<b>Appendix A:</b> 2004-2005 State and Local Special Education Funding by District.....	24
<b>Appendix B:</b> 2004-2005 Number of Students Served and Federal Special Education Allocations by District.....	27
<b>Appendix C:</b> 2004-2005 Gifted/Talented Students and Expenditures by District .....	31



## Appendix A

### 2004-2005 State and Local Special Education Funding by District

The table in this appendix reports special education revenue and expenditure information for each school district for 2004-2005. The contents of columns A-H of the table that follows describe the following:

#### Column A

Column A includes state entitlement and base support funds pro-rated in accordance with the proportion of units generated by special education.

Exceptional child support units are computed with a divisor of 14.5. An exceptional child support unit provides districts the same amount of funding as a regular education unit, but it generally takes fewer students to generate a special education unit. However, in small districts, the general education secondary divisor, which is less than 14.5, was used to calculate secondary special education funding in Appendix A. State rules specify that 6 percent of elementary students and 5.5 percent of secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students. The total funds allocated through unit funding mechanism are referred to as a district's entitlement.

Pursuant to Idaho Code §33-1002, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in general education, special education, and alternative school programs. For each support unit, districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience. The total dollars allocated to a district for staff allocation funding are referred to as base support. Basic benefits (unemployment, social security, and retirement) are also paid by the state.

#### Column B

Column B includes special distributions for contracts with private agencies, special education tuition equivalency funding, and funding for students with emotional disturbance.

School districts may claim reimbursement for a portion of the costs of approved contracts with private agencies that meet state standards. The disbursement of contract funds provides the same level of state support for contracted students as for students served in public school programs.

Districts that provide special education for students whose parents reside in other school districts may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. Additional funds are provided under an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor was \$5,393 per eligible student in the 2004-2005 school year.

Districts that identify and serve high numbers of students with emotional disabilities receive additional state support to offset these costs.

#### Column C

This column identifies the type(s) of special distributions that are included in Column B.

#### Column D

Column D identifies state general funds that currently provide .001 of a district's adjusted market value as a property tax relief measure. The equalization portion of the foundation program consists

primarily of local funds (see Column F) but includes state funds that replace local property taxes.

**Column E**

Column E is the sum of columns A, B and D.

**Column F**

Column F estimates the local property taxes, that would have been available for special education programs, by multiplying the district's adjusted market value by .003. The foundation program equalizes disparities in local wealth based on .004 of each district's adjusted market value. Property taxes comprise .003 of this amount; the other .001 is comprised of state general funds that are allocated as a property tax relief measure (see Column D).

**Column G**

This column is the sum of Columns E and F.

**Column H**

Column H shows the amount of state and local funds expended to provide special education and related services as reported by each school district via the Idaho Financial Accounting and Reporting Management System (IFARMS). The figures in Column D show the most accurate data available at the time this report was printed and do not reflect corrections made after mid-January 2005. It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

**Appendix A: 2004-2005 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
001	Boise Independent	5,375,828	605,100	E,T	1,081,071	7,061,999	3,429,288	10,491,287	20,351,584
002	Meridian Joint	7,640,801	321,871	C,E	624,149	8,586,821	1,925,010	10,511,831	13,818,655
003	Kuna Joint	1,099,289	19,270	C,T	55,014	1,173,573	169,336	1,342,909	1,608,993
011	Meadows Valley	55,465	505		9,576	65,546	29,474	95,020	93,277
013	Council	56,858	9,148	E	3,493	69,499	10,751	80,250	217,990
021	Marsh Valley Joint	404,284	0		22,420	426,704	69,011	495,715	487,825
025	Pocatello	3,896,434	14,472	C,E	186,097	4,097,003	652,337	4,749,340	5,605,298
033	Bear Lake County	422,807	0		31,504	454,311	96,970	551,281	516,824
041	St. Maries Joint	303,978	0	E	26,325	330,303	81,491	411,794	656,422
044	Plummer / Worley Joint	64,240	15,040		13,397	92,677	42,098	134,775	496,950
052	Snake River	629,653	0		16,447	646,100	50,625	696,725	725,583
055	Blackfoot	1,424,447	85,489	E,T	44,121	1,554,057	142,732	1,696,789	2,250,589
058	Aberdeen	244,956	6,903		11,624	263,483	35,780	299,263	297,581
059	Firth	277,727	0		9,274	287,001	28,546	315,547	321,536
060	Shelley Joint	695,110	0		22,355	717,465	70,022	787,487	973,665
061	Blaine County	148,156	34,626	E	631,562	814,344	1,944,198	2,758,542	3,793,362
071	Garden Valley	34,873	0		9,468	44,341	29,142	73,483	150,378
072	Basin	102,013	15,938		13,678	131,629	42,100	173,729	169,954
073	Horseshoe Bend	51,313	26,096	E	3,409	80,818	10,492	91,310	143,962
083	West Bonner County	248,803	0		72,126	320,929	224,766	545,695	665,506
084	Lake Pend Oreille	648,826	45,626	E	190,885	885,337	592,120	1,477,457	1,856,644
091	Idaho Falls	3,171,871	92,651	T	193,796	3,458,318	613,932	4,072,250	5,232,184
092	Swan Valley Elementary	12,803	0		12,621	25,424	39,942	65,366	19,510
093	Bonneville Joint	2,495,528	98,608	C,E	99,574	2,693,710	313,597	3,007,307	3,591,213
101	Boundary County	434,640	6,285	E	46,546	487,471	144,795	632,266	765,782
111	Butte County	171,293	0		13,062	184,355	40,783	225,138	241,268
121	Camas County	29,301	0		3,349	32,650	10,309	42,959	63,603
131	Nampa	4,005,566	199,622	E,T	187,923	4,393,111	723,864	5,116,975	5,864,950
132	Caldwell	2,189,834	68,607	C,E,T	91,436	2,349,877	303,097	2,652,974	3,319,422
133	Wilder	105,585	0	E	5,571	111,156	17,149	128,305	283,508
134	Middleton	801,763	3,585	C,E,T	33,950	839,298	104,499	943,797	707,963
135	Notus	78,200	7,329		2,834	88,363	8,722	97,085	157,373
136	Melba Joint	222,150	0		11,673	233,823	35,932	269,755	254,346
137	Parma	320,551	7,029		13,844	341,424	42,612	384,036	534,950
139	Vallivue	1,511,466	129,038	C,E,T	86,829	1,727,333	329,883	2,057,216	2,704,676
148	Grace Joint	111,730	0		3,894	115,624	11,986	127,610	247,885
149	North Gem	74,853	0		4,588	79,441	14,121	93,562	99,952
150	Soda Springs Joint	204,117	0		34,625	238,742	106,841	345,583	464,309

\* T = Special Education Tuition Equivalency, C = District to Agency Contract, E = High Incidence of Students with Emotional Disturbance

\*\* These small elementary districts do not operate special education programs.

**Appendix A: 2004-2005 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
151	Cassia County Joint	1,609,153	0	E	71,242	1,680,395	221,563	1,901,958	1,930,407
161	Clark County Joint	66,516	16,948	E	6,123	89,587	18,856	108,443	94,781
171	Orofino Joint	372,628	21,943	E	29,843	424,414	93,085	517,499	785,844
181	Challis Joint	92,384	0		21,125	113,509	67,691	181,200	189,602
182	Mackay Joint	73,680	168		5,193	79,041	16,450	95,491	141,033
191	Prairie Elementary	0	0		0	0	0	0	0
192	Glenns Ferry Joint	84,887	0		6,703	91,590	20,633	112,223	182,572
193	Mountain Home	1,289,621	0		59,548	1,349,169	183,290	1,532,459	2,682,722
201	Preston Joint	793,815	0		24,766	818,581	76,232	894,813	720,299
202	West Side Joint	119,679	6,948		3,120	129,747	9,603	139,350	97,490
215	Fremont County Joint	580,887	0		73,589	654,476	233,166	887,642	1,284,343
221	Emmett Independent	1,043,240	251,303	C,T	52,740	1,347,283	162,337	1,509,620	1,366,858
231	Gooding Joint	390,080	74,471	E	21,702	486,253	66,799	553,052	776,893
232	Wendell	354,681	0	T	16,503	371,184	50,798	421,982	415,505
233	Hagerman Joint	69,231	6,734	E	4,166	80,131	12,822	92,953	120,166
234	Bliss Joint	55,570	6,454	E	2,612	64,636	8,040	72,676	88,328
241	Grangeville Joint	368,590	0		44,482	413,072	138,610	551,682	954,968
242	Cottonwood Joint	132,447	393		6,645	139,485	20,871	160,356	176,160
251	Jefferson County Joint	1,272,885	12,763	T	38,911	1,324,559	121,831	1,446,390	1,304,766
252	Ririe Joint	229,057	0	E	5,651	234,708	17,465	252,173	356,303
253	West Jefferson	244,659	0		8,881	253,540	27,339	280,879	207,917
261	Jerome Joint	922,399	30,226	T	56,566	1,009,191	199,625	1,208,816	1,203,474
262	Valley	208,155	0		9,576	217,731	29,474	247,205	289,154
271	Coeur d' Alene	2,025,596	41,157		329,302	2,396,055	1,033,267	3,429,322	5,049,671
272	Lakeland	1,052,373	0		109,144	1,161,517	339,068	1,500,585	1,497,821
273	Post Falls	1,366,497	23,083	E,T	115,186	1,504,766	362,036	1,866,802	2,222,129
274	Kootenai Joint	32,057	0		9,117	41,174	28,306	69,480	134,137
281	Moscow	639,041	0		70,729	709,770	220,989	930,759	1,857,822
282	Genesee Joint	54,679	0		3,377	58,056	10,544	68,600	160,120
283	Kendrick Joint	57,326	3,224	C	2,745	63,295	8,629	71,924	157,059
285	Potlatch	79,568	0		5,068	84,636	15,783	100,419	471,373
287	Troy	55,832	0		2,872	58,704	8,942	67,646	247,773
288	Whitepine Joint	173,679	0	E	5,902	179,581	18,253	197,834	192,143
291	Salmon	262,574	0		31,429	294,003	99,181	393,184	556,932
292	South Lemhi	40,749	0	E	1,966	42,715	6,052	48,767	52,476
302	Nezperce Joint	52,254	0		4,475	56,729	14,032	70,761	84,269
304	Kamiah Joint	158,960	0		9,730	168,690	30,312	199,002	178,651
305	Highland Joint	34,479	0		3,313	37,792	10,366	48,158	137,822
312	Shoshone Joint	155,557	0		7,465	163,022	22,979	186,001	168,586

\* T = Special Education Tuition Equivalency, C = District to Agency Contract, E = High Incidence of Students with Emotional Disturbance

\*\* These small elementary districts do not operate special education programs.

**Appendix A: 2004-2005 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
314	Dietrich	61,390	1,066		1,620	64,076	4,987	69,063	44,332
316	Richfield	78,271	393	E	3,507	82,171	10,796	92,967	105,428
321	Madison	1,271,295	0	T	64,557	1,335,852	206,781	1,542,633	1,547,714
322	Sugar-Salem Joint	475,760	0		13,984	489,744	43,161	532,905	469,944
331	Minidoka County Joint	1,422,868	65,373	T	74,825	1,563,066	232,088	1,795,154	1,221,178
340	Lewiston Independent	1,236,544	350,743	E,T	150,468	1,737,755	463,341	2,201,096	3,524,429
341	Lapwai	188,160	11,962	C	8,152	208,274	25,789	234,063	445,064
342	Culdesac Joint	62,246	0		1,929	64,175	6,094	70,269	68,172
351	Oneida County	275,100	0		14,689	289,789	45,223	335,012	322,007
363	Marsing Joint	259,335	6,949		10,095	276,379	31,073	307,452	371,479
364	Pleasant Valley Elementary	0	0		0	0	0	0	0
365	Bruneau-Grand View	50,306	0		3,968	54,274	12,214	66,488	159,696
370	Homedale Joint	407,537	0		10,520	418,057	32,381	450,438	537,764
371	Payette Joint	570,334	31,274	C,E,T	21,733	623,341	66,896	690,237	696,154
372	New Plymouth	357,181	0	C	12,389	369,570	38,135	407,705	261,440
373	Fruitland	528,630	14,266	C	25,470	568,366	78,399	646,765	596,444
381	American Falls Joint	393,570	0		43,505	437,075	133,945	571,020	681,227
382	Rockland	62,165	0		1,452	63,617	4,469	68,086	80,986
383	Arbon Elementary	21,176	0		3,131	24,307	9,636	33,943	0
391	Kellogg	398,489	0		23,972	422,461	73,787	496,248	910,217
392	Mullan	43,671	0	E	930	44,601	2,863	47,464	157,872
393	Wallace	83,430	0		5,563	88,993	17,124	106,117	333,435
394	Avery	0	0		0	0	0	0	0
401	Teton County	251,724	0		66,454	318,178	208,877	527,055	547,395
411	Twin Falls	1,892,786	74,918	E	154,360	2,122,064	500,259	2,622,323	3,078,467
412	Buhl Joint	362,347	0		29,447	391,794	91,738	483,532	564,787
413	Filer	453,040	0		21,206	474,246	65,272	539,518	535,220
414	Kimberly	506,933	0		16,356	523,289	50,345	573,634	438,807
415	Hansen	113,525	0		5,518	119,043	16,984	136,027	178,555
416	Three Creek Elementary	0	0		0	0	0	0	0
417	Castleford Joint	54,802	0		2,840	57,642	8,741	66,383	127,135
418	Murtaugh Joint	34,832	168	E	2,398	37,398	7,380	44,778	55,802
421	McCall-Donnelly Joint	74,520	0		111,022	185,542	347,874	533,416	528,820
422	Cascade	55,342	0		17,902	73,244	55,104	128,348	285,942
431	Weiser	529,804	15,243		25,449	570,496	78,334	648,830	512,159
432	Cambridge Joint	51,444	1,515		4,897	57,856	15,074	72,930	88,861
433	Midvale	35,827	0		3,003	38,830	9,243	48,073	69,888
	Victory Charter School	82,350	0		0	82,350	0	82,350	0

\* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**

\*\* These small elementary districts do not operate special education programs.

**Appendix A: 2004-2005 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
	Idaho Virtual Academy	518,633	0		0	518,633	0	518,633	373,558
	Richard McKenna Charter	0	0		0	0	0	0	0
	<b>Total</b>	69,647,944	2,882,523		6,162,928	78,693,395	19,558,079	98,251,474	128,214,219

\* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**

\*\* These small elementary districts do not operate special education programs.

**Appendix B: 2004-2005 Number of Students Served and Federal Special Education Allocations by District**

Dist #	District Name	Special Education Child Count 12/1/04	2004-2005 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2004-2005	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2004-2005	Total IDEA Title VI-B Flow-through Funds Awarded for 2004-2005
001	Boise	2,977	26,268	11.3%	4,584,831	225,968	4,810,799
002	Meridian	3,046	28,655	10.6%	4,075,227	168,907	4,244,134
003	Kuna	380	3,867	9.8%	533,896	17,656	551,552
011	Meadows Valley	25	193	13.0%	41,227	4,381	45,608
013	Council	44	304	14.5%	65,119	3,311	68,430
021	Marsh Valley	172	1,351	12.7%	282,481	21,010	303,491
025	Pocatello	1,343	11,979	11.2%	2,407,850	135,131	2,542,981
033	Bear Lake	121	1,305	9.3%	262,930	18,529	281,459
041	St. Maries	152	1,102	13.8%	209,280	9,713	218,993
044	Plummer/Worley	91	514	17.7%	124,844	8,521	133,365
052	Snake River	166	2,018	8.2%	360,914	18,563	379,477
055	Blackfoot	543	4,263	12.7%	741,340	47,425	788,765
058	Aberdeen	100	844	11.8%	163,836	6,689	170,525
059	Firth	95	830	11.4%	182,523	11,724	194,247
060	Shelley	238	2,084	11.4%	333,559	30,969	364,528
061	Blaine	372	3,188	11.7%	572,902	14,853	587,755
071	Garden Valley	25	281	8.9%	46,538	1,209	47,747
072	Basin	54	467	11.6%	86,979	4,112	91,091
073	Horseshoe Bend	49	314	15.6%	59,370	1,362	60,732
083	West Bonner	191	1,548	12.3%	324,464	14,350	338,814
084	Lake Pend Oreille	471	4,098	11.5%	704,071	27,625	731,696
091	Idaho Falls	1,038	10,248	10.1%	1,858,423	99,908	1,958,331
092	Swan Valley	10	59	16.9%	14,412	660	15,072
093	Bonneville	890	8,292	10.7%	1,331,602	60,641	1,392,243
101	Boundary	197	1,573	12.5%	300,518	12,933	313,451
111	Butte	97	521	18.6%	117,358	15,005	132,363
121	Camas	18	174	10.3%	30,619	218	30,837
131	Nampa	1,818	13,150	13.8%	2,338,367	88,039	2,426,406
132	Caldwell	749	5,971	12.5%	1,046,947	61,840	1,108,787
134	Middleton	262	2,623	10.0%	404,920	17,227	422,147
136	Melba	75	673	11.1%	125,512	6,793	132,305
139	Vallivue	539	5,062	10.6%	844,989	52,232	897,221

\*These small elementary districts do not operate special education programs.

**Appendix B: 2004-2005 Number of Students Served and Federal Special Education Allocations by District**

Dist #	District Name	Special Education Child Count 12/1/04	2004-2005 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2004-2005	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2004-2005	Total IDEA Title VI-B Flow-through Funds Awarded for 2004-2005
148	Grace	56	510	11.0%	106,128	9,158	115,286
149	North Gem	30	200	15.0%	44,602	3,693	48,295
150	Soda Springs	104	966	10.8%	173,804	8,027	181,831
151	Cassia	504	4,947	10.2%	914,220	50,649	964,869
161	Clark	25	239	10.5%	45,099	4,831	49,930
171	Orofino	192	1,377	13.9%	283,369	17,936	301,305
181	Challis	28	461	6.1%	118,501	4,801	123,302
182	Mackay	24	228	10.5%	48,653	5,216	53,869
191	Prairie*	0	3	0.0%	470	2	472
192	Glenns Ferry	80	541	14.8%	121,385	5,403	126,788
193	Mountain Home	601	4,095	14.7%	801,182	43,482	844,664
201	Preston	281	2,451	11.5%	391,018	20,354	411,372
202	West Side	64	580	11.0%	102,125	8,489	110,614
215	Fremont	288	2,395	12.0%	469,517	48,280	517,797
221	Emmett	409	3,042	13.4%	521,176	21,429	542,605
231	Gooding	162	1,321	12.3%	228,996	15,204	244,200
232	Wendell	145	1,104	13.1%	219,398	14,478	233,876
233	Hagerman	41	408	10.0%	70,008	3,983	73,991
234	Bliss	28	187	15.0%	35,363	384	35,747
241	Grangeville	195	1,389	14.0%	307,985	18,287	326,272
242	Cottonwood	47	437	10.8%	87,541	4,092	91,633
251	Jefferson	340	3,987	8.5%	647,946	24,404	672,350
252	Ririe	90	689	13.1%	137,581	6,350	143,931
253	West Jefferson	69	688	10.0%	111,507	6,254	117,761
261	Jerome	316	3,287	9.6%	547,075	30,379	577,454
262	Valley	59	670	8.8%	107,296	3,945	111,241
271	Coeur D'Alene	1,006	10,096	10.0%	1,601,346	42,593	1,643,939
272	Lakeland	404	4,332	9.3%	697,418	19,826	717,244
273	Post Falls	520	5,062	10.3%	831,724	29,121	860,845
274	Kootenai	30	282	10.6%	44,458	1,002	45,460
281	Moscow	289	2,564	11.3%	462,973	24,606	487,579
282	Genesee	32	314	10.2%	47,864	1,839	49,703

\*These small elementary districts do not operate special education programs.

**Appendix B: 2004-2005 Number of Students Served and Federal Special Education Allocations by District**

Dist #	District Name	Special Education Child Count 12/1/04	2004-2005 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2004-2005	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2004-2005	Total IDEA Title VI-B Flow-through Funds Awarded for 2004-2005
283	Kendrick	59	328	18.0%	65,962	6,482	72,444
285	Potlatch	80	556	14.4%	111,978	7,557	119,535
287	Troy	52	321	16.2%	67,492	1,357	68,849
288	Whitepine	50	254	19.7%	54,292	415	54,707
291	Salmon	125	1,060	11.8%	211,931	12,272	224,203
292	South Lemhi	6	111	5.4%	19,307	203	19,510
302	Nezperce	19	170	11.2%	37,004	2,126	39,130
304	Kamiah	67	538	12.5%	107,401	7,942	115,343
305	Highland	32	224	14.3%	46,964	2,925	49,889
312	Shoshone	49	502	9.8%	91,459	4,902	96,361
314	Dietrich	23	166	13.9%	40,233	5,548	45,781
316	Richfield	26	212	12.3%	42,141	5,603	47,744
321	Madison	436	4,263	10.2%	696,408	29,904	726,312
322	Sugar-Salem	134	1,336	10.0%	227,111	13,290	240,401
331	Minidoka	446	4,123	10.8%	846,969	49,780	896,749
340	Lewiston	603	5,044	12.0%	866,656	40,942	907,598
341	Lapwai	82	533	15.4%	122,056	3,395	125,451
342	Culdesac	25	199	12.6%	38,876	2,823	41,699
351	Oneida	102	902	11.3%	157,867	7,012	164,879
364	Pleasant Valley*	4	26	15.4%	2,437	9	2,446
365	Bruneau-Grand View	57	468	12.2%	101,699	10,422	112,121
371	Payette	183	1,795	10.2%	318,269	11,670	329,939
372	New Plymouth	105	919	11.4%	178,453	15,094	193,547
373	Fruitland	184	1,587	11.6%	267,111	9,456	276,567
381	American Falls	173	1,617	10.7%	292,627	13,003	305,630
382	Rockland	18	144	12.5%	30,178	3,920	34,098
383	Arbon	0	7	0.0%	2,851	3	2,854
391	Kellogg	181	1,421	12.7%	271,259	13,459	284,718
392	Mullan	24	139	17.3%	24,347	687	25,034
393	Wallace	70	555	12.6%	127,565	6,461	134,026
394	Avery*	0	19	0.0%	2,258	9	2,267
401	Teton	169	1,420	11.9%	237,971	16,052	254,023

\*These small elementary districts do not operate special education programs.

**Appendix B: 2004-2005 Number of Students Served and Federal Special Education Allocations by District**

Dist #	District Name	Special Education Child Count 12/1/04	2004-2005 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2004-2005	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2004-2005	Total IDEA Title VI-B Flow-through Funds Awarded for 2004-2005
411	Twin Falls	798	7,020	11.4%	1,266,033	70,338	1,336,371
412	Buhl	110	1,306	8.4%	235,597	14,598	250,195
413	Filer	137	1,325	10.3%	245,810	12,686	258,496
414	Kimberly	107	1,327	8.1%	218,979	23,587	242,566
415	Hansen	47	383	12.3%	82,511	11,522	94,033
416	Three Creek*	0	6	0.0%	941	4	945
417	Castleford	27	325	8.3%	62,773	3,863	66,636
418	Murtaugh	25	236	10.6%	40,355	1,378	41,733
421	McCall-Donnelly	85	1,012	8.4%	162,906	7,957	170,863
422	Cascade	72	359	20.1%	75,212	9,166	84,378
431	Weiser	150	1,649	9.1%	269,417	13,956	283,373
432	Cambridge	27	170	15.9%	39,343	1,979	41,322
433	Midvale	19	142	13.4%	23,054	1,825	24,879
900	COSSA	421	3,885	10.8%	735,114	37,286	772,400
452	Idaho Virtual Academy	109	1,738	6.3%	219,527	844	220,371
453	Richard McKenna Charter HS	0	248	0.0%	17,220	0	17,220
	Totals	28,557	255,385	11.2%	44,309,500	2,221,713	46,531,213

\*These small elementary districts do not operate special education programs.

**Appendix C: 2004-2005 Gifted/Talented Students and Expenditures by District**

District #	District Name	2004-2005 Total Enrollment	Gifted/Talented Child Count 12/01/04	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2004-2005
001	Boise Independent	25,681	808	3.1%	1,764,515
002	Meridian Joint	28,067	3,997	14.2%	947,263
003	Kuna Joint	3,867	78	2.0%	63,687
011	Meadows Valley	193	0	0.0%	na
013	Council	304	5	1.6%	615
021	Marsh Valley Joint	1,351	77	5.7%	3,623
025	Pocatello	11,799	561	4.8%	190,403
033	Bear Lake County	1,305	26	2.0%	na
041	St. Maries Joint	1,102	0	0.0%	na
044	Plummer / Worley Joint	514	0	0.0%	510
052	Snake River	1,882	114	6.1%	69,260
055	Blackfoot	4,186	120	2.9%	111,786
058	Aberdeen	844	31	3.7%	27,972
059	Firth	830	0	0.0%	na
060	Shelley Joint	2,084	84	4.0%	20,963
061	Blaine County	3,188	132	4.1%	300,087
071	Garden Valley	281	0	0.0%	86
072	Basin	467	20	4.3%	910
073	Horseshoe Bend	314	4	1.3%	334
083	West Bonner County	1,548	83	5.4%	2,252
084	Lake Pend Oreille	3,958	193	4.9%	101,372
091	Idaho Falls	10,248	465	4.5%	352,721
092	Swan Valley Elementary	59	0	0.0%	na
093	Bonneville Joint	8,034	287	3.6%	163,560
101	Boundary County	1,573	27	1.7%	55,037
111	Butte County	521	0	0.0%	na
121	Camas County	174	0	0.0%	na
131	Nampa	13,150	386	2.9%	164,674
132	Caldwell	5,971	276	4.6%	186,269
133	Wilder	465	5	1.1%	na
134	Middleton	2,623	96	3.7%	56,065
135	Notus	300	25	8.3%	na
136	Melba Joint	673	46	6.8%	16,865
137	Parma	1,016	55	5.4%	na
139	Vallivue	4,828	97	2.0%	92,763
148	Grace Joint	510	0	0.0%	na
149	North Gem	200	9	4.5%	na
150	Soda Springs Joint	966	57	5.9%	14,038
151	Cassia County Joint	4,947	104	2.1%	5,760
161	Clark County Joint	239	1	0.4%	na
171	Orofino Joint	1,377	46	3.3%	8,566
181	Challis Joint	461	0	0.0%	na
182	Mackay Joint	228	0	0.0%	na
191	Prairie Elementary	3	0	0.0%	na
192	Glenns Ferry Joint	541	16	3.0%	29,496

**Appendix C: 2004-2005 Gifted/Talented Students and Expenditures by District**

District #	District Name	2004-2005 Total Enrollment	Gifted/Talented Child Count 12/01/04	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2004-2005
193	Mountain Home	4,095	82	2.0%	122,156
201	Preston Joint	2,451	109	4.4%	59,083
202	West Side Joint	580	0	0.0%	na
215	Fremont County Joint	2,395	158	6.6%	61,633
221	Emmett Independent	3,042	78	2.6%	7,054
231	Gooding Joint	1,321	66	5.0%	-1,180
232	Wendell	1,104	0	0.0%	1,812
233	Hagerman Joint	408	7	1.7%	na
234	Bliss Joint	187	0	0.0%	na
241	Grangeville Joint	1,389	26	1.9%	1,541
242	Cottonwood Joint	437	20	4.6%	336
251	Jefferson County Joint	3,987	118	3.0%	68,866
252	Ririe Joint	689	0	0.0%	na
253	West Jefferson	688	34	4.9%	1,632
261	Jerome Joint	3,287	89	2.7%	63,788
262	Valley	670	0	0.0%	418
271	Coeur d' Alene	10,096	1,087	10.8%	1,084,462
272	Lakeland	4,332	111	2.6%	102,075
273	Post Falls	5,062	188	3.7%	234,658
274	Kootenai Joint	282	0	0.0%	na
281	Moscow	2,435	249	10.2%	232,354
282	Genesee Joint	314	18	5.7%	8,420
283	Kendrick Joint	328	6	1.8%	1,903
285	Potlatch	556	39	7.0%	11,893
287	Troy	321	10	3.1%	na
288	Whitepine Joint	254	13	5.1%	526
291	Salmon	1,060	22	2.1%	na
292	South Lemhi	111		0.0%	450
302	Nezperce Joint	170	9	5.3%	na
304	Kamiah Joint	538	30	5.6%	1,152
305	Highland Joint	224	4	1.8%	647
312	Shoshone Joint	502	39	7.8%	na
314	Dietrich	166	4	2.4%	na
316	Richfield	212	30	14.2%	na
321	Madison	4,263	151	3.5%	54,929
322	Sugar-Salem Joint	1,336	41	3.1%	28,638
331	Minidoka County Joint	4,123	118	2.9%	117,221
340	Lewiston Independent	5,044	300	5.9%	409,750
341	Lapwai	533	0	0.0%	na
342	Culdesac Joint	199	5	2.5%	na
351	Oneida County	902	106	11.8%	na
363	Marsing Joint	791	48	6.1%	na
364	Pleasant Valley Elementary	26	0	0.0%	na
365	Bruneau-Grand View Joint	468	0	0.0%	na
370	Homedale Joint	1,313	66	5.0%	na
371	Payette Joint	1,795	284	15.8%	29,210

**Appendix C: 2004-2005 Gifted/Talented Students and Expenditures by District**

District #	District Name	2004-2005 Total Enrollment	Gifted/Talented Child Count 12/01/04	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2004-2005
372	New Plymouth	919	25	2.7%	1,705
373	Fruitland	1,587	218	13.7%	3,019
381	American Falls Joint	1,617	82	5.1%	22,313
382	Rockland	144	0	0.0%	na
383	Arbon Elementary	7	0	0.0%	na
391	Kellogg	1,421	115	8.1%	na
392	Mullan	139	11	7.9%	na
393	Wallace	555	0	0.0%	51,956
394	Avery	19	0	0.0%	na
401	Teton County	1,420	12	0.8%	8,502
411	Twin Falls	7,020	183	2.6%	75,938
412	Buhl Joint	1,306	121	9.3%	773
413	Filer	1,325	15	1.1%	-3,684
414	Kimberly	1,327	42	3.2%	15,473
415	Hansen	383	0	0.0%	na
416	Three Creek Joint Elementary	6	0	0.0%	na
417	Castleford Joint	325	6	1.8%	na
418	Murtaugh Joint	236	0	0.0%	na
421	McCall-Donnelly Joint	1,012	10	1.0%	1,516
422	Cascade	359	4	1.1%	419
431	Weiser	1,649	27	1.6%	14,309
432	Cambridge Joint	170	0	0.0%	492
433	Midvale	142	21	14.8%	na
451	Victory Charter School	236	0	0.0%	na
452	Idaho Virtual Academy	1,738	67	3.9%	3,745
453	Richard McKenna Charter	248	0	0.0%	na
458	Liberty Charter School	388	15	3.9%	na
	ANSER of Idaho, Inc.	192	0	0.0%	na
	Hidden Springs Charter School	395	0	0.0%	na
	Meridian Charter High School, Inc.	193			na
	Meridian Medical Arts Charter	263			na
	North Star Charter School	170			na
	Pocatello Community Charter School	180	6	3.3%	na
	Idaho Leadership Academy	136	0	0.0%	na
	Blackfoot Charter Community Learning Center	77	0	0.0%	na
	Sandpoint Charter School	141			na
	Whitepine Charter	258	0	0.0%	na
	Thomas Jefferson Charter School	234	0	0.0%	na
	Coeur d' Alene Charter Academy				na
	Moscow Charter School	129	1	0.8%	na
	Idaho Distance Education Academy	619	0	0.0%	na
	<b>TOTAL</b>	<b>256,004</b>	<b>13,077</b>	<b>5.1%</b>	<b>7,653,502</b>

Na: data for these districts or charter not available.