

Table A1. Standard errors for Table 1: Percentage of the kindergarten class of 1998–99 receiving special education in various grades, by sex and disability: 1998–99, 1999–2000, 2001–02, and 2003–04

Primary disability	Kindergarten	Grade 1	Grade 3	Grade 5
All disabilities	0.362	0.454	0.403	0.640
Autism	0.021	0.026	0.033	0.071
Blind/visual impairment	†	†	†	†
Deaf/blind	†	†	†	†
Deaf/hard of hearing	0.012	0.012	0.024	0.018
Development delay	0.071	0.149	0.045	†
Health impairment	0.029	0.030	0.076	0.177
Specific learning disability	0.058	0.188	0.248	0.461
Mental retardation	0.038	0.073	0.071	0.196
Multiple impairments	0.032	0.023	0.045	0.042
Physical impairment	0.028	0.027	0.039	0.094
Serious emotional disturbance	0.021	0.040	0.089	0.173
Speech or language impairment	0.248	0.222	0.125	0.225
Traumatic brain injury	†	†	†	†
Missing primary disability	0.131	0.137	0.244	0.171

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), "Special Education Teacher/Service Provider Questionnaire," spring 1999, spring 2000, spring 2002, and spring 2004.

Table A2. Standard errors for Table 2: Percentage of the kindergarten class of 1998–99 receiving special education in various grades, by primary disability and student and school characteristics: 1998–99, 1999–2000, 2001–02, and 2003–04

Student or school characteristic	Kindergarten			Grade 1			Grade 3			Grade 5		
	All disabilities	SLI ¹	LD ²	All disabilities	SLI ¹	LD ²	All disabilities	SLI ¹	LD ²	All disabilities	SLI ¹	LD ²
All students	0.362	0.248	0.058	0.454	0.222	0.188	0.403	0.125	0.248	0.640	0.225	0.461
Student characteristics												
Sex												
Male	0.502	0.323	0.091	0.558	0.347	0.234	0.618	0.191	0.332	0.972	0.320	0.693
Female	0.286	0.221	0.086	0.437	0.187	0.232	0.385	0.130	0.278	0.857	0.305	0.556
Race/ethnicity												
White, non-Hispanic	0.448	0.323	0.089	0.592	0.262	0.288	0.515	0.178	0.356	0.852	0.297	0.634
Black, non-Hispanic	0.719	0.420	0.110	0.778	0.366	0.141	0.873	0.227	0.364	1.578	0.646	1.016
Hispanic	0.519	0.407	0.169	0.722	0.299	0.418	0.727	0.195	0.483	1.225	0.476	0.989
Other/more than one race, non-Hispanic	0.615	0.404	0.193	0.971	0.498	0.546	1.166	0.514	1.039	1.679	0.280	1.614
Poverty ³												
Poor	0.785	0.455	0.156	0.778	0.375	0.429	0.993	0.280	0.583	1.858	0.903	1.149
Nonpoor	0.306	0.222	0.056	0.432	0.246	0.126	0.394	0.143	0.261	0.650	0.173	0.507
School characteristics												
School control												
Public	0.421	0.283	0.069	0.497	0.244	0.212	0.442	0.139	0.267	0.679	0.255	0.484
Private	0.339	0.204	0.076	0.353	0.282	0.065	0.564	0.249	0.170	1.712	0.052	1.527
Urbanicity												
Central city	0.424	0.250	0.095	0.360	0.141	0.128	0.741	0.166	0.325	1.045	0.415	0.861
Urban fringe/large town	0.504	0.356	0.171	0.718	0.351	0.212	0.632	0.244	0.335	1.129	0.315	0.652
Small town/rural	1.039	0.734	0.353	1.612	0.515	0.893	0.755	0.355	0.708	1.707	0.618	1.174
Region												
Northeast	1.047	0.654	0.208	0.945	0.411	0.320	1.285	0.201	0.781	1.559	0.552	1.039
Midwest	0.480	0.361	0.152	1.138	0.226	0.304	0.799	0.304	0.619	1.376	0.392	1.413
South	0.663	0.453	0.058	0.769	0.513	0.369	0.654	0.232	0.324	1.164	0.434	0.648
West	0.430	0.447	0.049	0.581	0.237	0.397	0.520	0.175	0.353	1.483	0.441	1.027
Poverty concentration ⁴												
Higher poverty	0.637	0.429	0.117	0.671	0.464	0.406	0.726	0.220	0.520	0.929	0.367	0.676
Lower poverty	0.458	0.340	0.090	0.725	0.267	0.187	0.470	0.222	0.344	0.920	0.348	0.675

¹ Speech or language impairment.

² Specific learning disability.

³ Children in families whose incomes are at or below the poverty threshold are classified as poor; those in families with incomes above the poverty threshold are classified as nonpoor.

⁴ Higher poverty schools are those with 50 percent or more students eligible for the National School Lunch Program; lower poverty schools are those with fewer than 50 percent of students eligible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), "Special Education Teacher/Service Provider Questionnaire," spring 1999, spring 2000, spring 2002, and spring 2004.