

Part B Data Display: NORTHERN MARIANA ISLANDS
Publication Year: 2022

Identification of Children with Disabilities

STUDENT ENROLLMENT, SCHOOL AGE

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	-		45,088,331	
Children with disabilities (IDEA)	899	-	6,712,010	14.9

Explanatory Note: The total number of students enrolled in public schools in the state and nation as of October 1, 2020 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percent of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in the state and nation as of the state-designated child count date (between October 1 and December 1, 2020). Children with disabilities (IDEA) are served by the Individuals with Disabilities Education Act (IDEA). Data reported via ED*Facts* file specification (FS) 002/ data group (DG) 74 for IDEA 2020 Child Count and Educational Environments and the SY 2020-21 Common Core of Data (CCD). National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and the national CCD data represent the US and Outlying Areas.

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2018-19	State (%) SY 2019-20	State (%) SY 2020-21	Nation (%) SY 2020-21
Early Childhood	-	-	-	4.2
School Age	-	-	-	10.1

Explanatory Note: The percent of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date. For SY 2018-19, “early childhood” represents counts for children with disabilities (IDEA) for ages 3 through 5 and “school age” represents counts for children with disabilities (IDEA) for ages 6 through 21. For SY 2019-20, “early childhood” represents counts for children with disabilities (IDEA) ages 3 through 5/ age 5 and in early childhood educational environments and “school age” represents counts for children with disabilities (IDEA) for age 5 and in kindergarten/ age 6 through age 21. For SY 2019-20, states had the option to report children age 5 (not kindergarten) with the early childhood data and children age 5 (kindergarten) with the school age data or report all children age 5 with the early childhood data. For SY 2020-21, “early childhood” represents counts for children with disabilities (IDEA) for age 3 through age 5 and in early childhood educational environments and “school age” represents counts for children with disabilities (IDEA) for age 5 and in early kindergarten through age 21. For the denominator of all years, “early childhood” represents counts of children ages 3 through 5 in Census data, and “school age” represents counts of children ages 6 through 21 in Census data. Data reported for IDEA Child Count and Educational Environments and Census. National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and national Census data represent the 50 states and DC (including BIE).

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, SCHOOL AGE

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	-	1.70
Deaf-blindness	-	0.00
Emotional disturbance	-	0.77
Hearing impairment	-	0.14
Intellectual disability	-	0.91
Multiple disabilities	-	0.27
Orthopedic impairment	-	0.07
Other health impairment	-	2.43
Specific learning disabilities	-	5.14
Speech or language impairment	-	2.62
Traumatic brain injury	-	0.05
Visual impairment	-	0.05

Explanatory Note: The percent of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age 5 and in kindergarten through age 21 (excluding children reported in the category of developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2020) for age 5 and in kindergarten through age 21 (excluding children reported in the category of developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2020 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. Data reported via FS002/DG74 for IDEA 2020 Child Count and Educational Environments and SY 2020-2021 CCD. National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and national CCD data represent US and Outlying Areas.

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Early Childhood State (%)	CWDs (IDEA), Early Childhood Nation (%)	CWDs (IDEA), School Age State (%)	CWDs (IDEA), School Age Nation (%)
All disabilities	100.0	100.0	100.0	100.0
Autism	40.5	12.1	16.8	11.9
Deaf-blindness	0.0	0.0	0.0	0.0
Developmental delay*	51.9	44.7		
Emotional disturbance	0.0	0.1	1.8	5.3
Hearing impairment	2.5	1.1	1.9	1.0
Intellectual disability	3.8	1.2	7.6	6.3
Multiple disabilities	0.0	0.8	6.6	1.9
Orthopedic impairment	1.3	0.6	0.6	0.5
Other health impairment	0.0	2.5	14.0	17.0
Specific learning disabilities	0.0	0.1	47.0	35.9
Speech or language impairment	0.0	35.5	3.1	18.3
Traumatic brain injury	0.0	0.1	0.1	0.4
Visual impairment	0.0	0.3	0.4	0.4

*Developmental delay is only allowable through age 9, so a 6-21 percent cannot be calculated.

Explanatory Note: The percent represents a distribution of children with disabilities (IDEA) by disability category for ages 3 through age 5 in early childhood educational environments (early childhood) and age 5 and in kindergarten through age 21 (school age) (excluding children reported in the category of developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for school age. Data reported for IDEA 2020 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Graduation

FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE

	CWDs (IDEA) (%)	All Students (%)
SY 2019-20	-	-

Explanatory Note: The percent of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for Consolidated State Performance Report (CSPR) purposes.

EXITING SPECIAL EDUCATION AND SCHOOL, AGES 14 THROUGH 21

Method of Exiting:	Graduated with a Regular High School Diploma (%)	Graduated with an Alternate High School Diploma (%)	Received a Certificate (%)	Dropped Out (%)	Reached Maximum Age (%)
SY 2019-20	94.1	-	-	4.4	0.0

Explanatory Note: The percents were calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma, graduated with an alternate high school diploma, received a certificate, dropped out, or reached maximum age*) for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in the six categories that represent exiting from special education and school (i.e., *graduated with a regular high school diploma, graduated with an alternate high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) for that year, then multiplying the result by 100. The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, graduated with an alternate high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing in education*). The eight categories are mutually exclusive. Students with disabilities reported in the *graduated with a regular high school diploma* category represent students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), “the term regular high school diploma does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.” Students with disabilities reported in the *graduated with an alternate high school diploma* category represent students who exited an educational program through receipt of an alternate diploma defined in accordance with Section 8101(23) and (25) of the ESEA, as amended by the ESSA, which states that it must be (1) standards-based, (2) aligned with the State requirements for the regular high school diploma; and (3) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (*IDEA*). Only students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) are eligible for the State-defined alternate diploma. The percents of students who exited special education and school by graduating as required under *IDEA* and included in this report are not comparable to the graduation rates required for reporting in CSPR. The data used to calculate percents of students who exited special education and school by graduating or dropping out are different from those used to calculate other graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates for the CSPR. These exiting data are from the reporting period between July 1, 2019 and June 30, 2020. Data reported for *IDEA* 2019-20 Exiting.

Educational Environment

EDUCATIONAL ENVIRONMENTS, EARLY CHILDHOOD

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	43.0	39.8	0.0	30.0
Autism	53.1	28.7	0.0	55.0
Deaf-blindness	0.0	27.5	0.0	41.9
Developmental delay	36.6	44.1	0.0	35.9
Emotional disturbance	0.0	53.5	0.0	20.3
Hearing impairment	50.0	31.3	0.0	43.5
Intellectual disability	33.3	22.8	0.0	55.5
Multiple disabilities	0.0	23.2	0.0	52.1
Orthopedic impairment	0.0	38.9	0.0	35.6
Other health impairment	0.0	37.5	0.0	38.8
Specific learning disabilities	0.0	51.3	0.0	23.2
Speech or language impairment	0.0	39.3	0.0	12.1
Traumatic brain injury	0.0	39.2	0.0	39.2
Visual impairment	0.0	40.1	0.0	34.0

Explanatory Note: The percent of children with disabilities (IDEA) in the state and nation by disability category attending and receiving the majority of special education and related services in a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5 reported in the early childhood educational environments data, in a specified disability category. Data reported via FS089/DG613 for IDEA 2020 Child Count and Educational Environments. National data represent, ages 3 through 5 reported in early childhood educational environments (FS089) the US, Outlying Areas, and Freely Associated States.

EDUCATIONAL ENVIRONMENTS, SCHOOL AGE
Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	88.4	66.0	5.3	16.5	1.9	12.5	0.0	2.9
Autism	85.5	40.8	6.1	17.8	4.6	33.1	0.0	6.9
Deaf-blindness	0.0	27.9	0.0	12.3	0.0	33.6	0.0	22.5
Emotional disturbance	78.6	52.7	7.1	16.9	0.0	15.8	0.0	12.7
Hearing impairment	66.7	64.0	33.3	13.8	0.0	9.8	0.0	10.4
Intellectual disability	88.1	17.9	10.2	27.9	1.7	47.6	0.0	5.7
Multiple disabilities	72.5	15.0	15.7	18.0	9.8	43.6	0.0	18.6
Orthopedic impairment	80.0	56.7	0.0	15.0	20.0	20.5	0.0	4.0
Other health impairment	87.2	69.6	3.7	18.4	1.8	7.9	0.0	1.9
Specific learning disabilities	93.7	74.8	2.2	19.4	0.0	4.0	0.0	0.4
Speech or language impairment	83.3	87.9	4.2	4.0	0.0	3.8	0.0	0.3
Traumatic brain injury	100.0	51.4	0.0	21.2	0.0	19.2	0.0	5.3
Visual impairment	100.0	69.4	0.0	11.5	0.0	8.9	0.0	7.9

Explanatory Note: The percent of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facilities. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), age 5 and in kindergarten through age 21 (excluding children with developmental delays), in a specified disability category. Data reported via FS002/DG74 for IDEA 2020 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Participation and Performance on Assessments

PERFORMANCE ON 2019 NAEP ASSESSMENTS

Grade and Subject Assessed	At or Above (%) Basic (CWD)	At or Above (%) Basic (Non-CWD)	At or Above (%) Proficient (CWD)	At or Above (%) Proficient (Non-CWD)
4th grade reading/language arts	-	-	-	-
8th grade reading/language arts	-	-	-	-
4th grade mathematics	-	-	-	-
8th grade mathematics	-	-	-	-

Explanatory Note: The percent of students in the state who scored at or above the Basic level and at or above the Proficient level on the National Assessment of Educational Progress (NAEP), for children with disabilities (IDEA) and children without disabilities. Since the NAEP is administered every other year, the percents reported in this table will remain consistent for a two-year period of time. Due to the extraordinary circumstances created by the novel Coronavirus disease 2019 (COVID-19) pandemic data the 2021 NAEP assessment was postponed to 2022, and data from the 2019 NAEP assessment is reported for the third year. Elementary and Secondary Education Act (ESEA) requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. State NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., children with disabilities (IDEA)).

INCLUSION RATES FOR CHILDREN WITH DISABILITIES ON 2019 NAEP ASSESSMENTS

Grade and Subject Assessed	Inclusion Rate State (%)	Inclusion Rate Nation (%)
4th grade reading/language arts	-	88
8th grade reading/language arts	-	89
4th grade mathematics	-	89
8th grade mathematics	-	91

Explanatory Note: The percent of students identified as having a disability who were included in the NAEP assessment. A state's inclusion rate of students identified as having a disability is the weighted percent of students identified as having a disability in the state sampled by NAEP who participate in NAEP. In other words, the weighted number of students identified as having a disability in a state who are selected for participation in NAEP is in the denominator, the weighted number of those students who participate in NAEP is in the numerator, and the fraction is multiplied by 100 to turn it into a percent. National inclusion rates were based on figures available under "National (public)." Since the NAEP is administered every other year, the percents reported in this table will remain consistent for a two-year period of time. Due to the extraordinary circumstances created by the novel Coronavirus disease 2019 (COVID-19) pandemic data the 2021 NAEP assessment was postponed to 2022, and data from the 2019 NAEP assessment is reported for the third year.

Race/Ethnicity

PERCENT OF STATE CHILDREN WITH DISABILITIES (IDEA) BY RACE/ETHNICITY,
SCHOOL AGE

Disability Category	Hispanic / Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All students	-	-	-	-	-	-	-	100.0
All disabilities	0.0	0.0	0.3	25.5	0.0	60.4	13.8	100.0
Autism	0.0	0.0	0.0	39.7	0.0	40.5	19.8	100.0
Deaf-blindness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Emotional disturbance	0.0	0.0	0.0	42.9	0.0	50.0	7.1	100.0
Hearing impairment	0.0	0.0	0.0	53.3	0.0	46.7	0.0	100.0
Intellectual disability	0.0	0.0	0.0	16.9	0.0	71.2	11.9	100.0
Multiple disabilities	0.0	0.0	0.0	41.2	0.0	45.1	13.7	100.0
Orthopedic impairment	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Other health impairment	0.0	0.0	0.9	22.0	0.0	63.3	13.8	100.0
Specific learning disabilities	0.0	0.0	0.3	20.5	0.0	67.8	11.5	100.0
Speech or language impairment	0.0	0.0	0.0	20.8	0.0	54.2	25.0	100.0
Traumatic brain injury	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Visual impairment	0.0	0.0	0.0	0.0	0.0	66.7	33.3	100.0

Explanatory Note: The percent of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in a particular disability category and particular race/ethnicity category in the state. The numerator is the number of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in a particular disability category and race/ethnicity category as of the state designated child count date (between October 1 and December 1, 2020) and the denominator is the total number of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in a particular disability category. The "All Student" row is calculated using the total number of students enrolled in public schools in grade 1 through grade 12, as well as ungraded, in the state as of October 1, 2020 (or the closest day to October 1). Data reported via FS002/DG74 for IDEA 2020 Child Count and SY 2020-2021 CCD.

**PERCENT OF CWDS (IDEA) IN STATE BY EDUCATIONAL ENVIRONMENT AND RACE/ETHNICITY,
SCHOOL AGE**

Educational Environment	Hispanic/Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/Ethnicities (%)
≥ 80% of day spent inside regular classroom	0.0	0.0	66.7	82.1	0.0	92.8	82.3	88.5
40 to 79% of day spent inside regular classroom	0.0	0.0	0.0	6.1	0.0	3.9	8.9	5.1
< 40% of day spent inside regular classroom	0.0	0.0	0.0	2.6	0.0	1.5	0.8	1.7
Separate school; Residential facility	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Explanatory Note: The percent of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in a particular race/ethnicity category and particular educational environment in the state. Note that this table does not include all reported educational environment categories. The numerator is the number of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in a particular race/ethnicity category and particular educational environment as of the state-designated child count date (between October 1 and December 1, 2020) and the denominator is the total number of children with disabilities (IDEA), age 5 and in kindergarten through age 21, in a particular race/ethnicity category. Data reported via FS002/DG74 for IDEA 2020 Child Count and Educational Environments.

**TOTAL DISCIPLINARY REMOVALS OF CWD (IDEA) IN STATE BY RACE/ETHNICITY,
AGES 3 THROUGH 21**

Student Group	Hispanic / Latino	Black or African American	White	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or more races	All Race/Ethnicities
Number of Disciplinary Removals per Child with a Disability	0.0	0.0	-	0.0	0.0	0.1	x	0.1

Explanatory Note: The number of disciplinary removals per child with a disability (IDEA), ages 3 through 21, by race/ethnicity category. The numerator is the total number of disciplinary removals in a particular race/ethnicity category and the denominator is the total number of children with disabilities (IDEA), ages 3 through 21, in a particular race/ethnicity category as of the state-designated child count date (between October 1 and December 1, 2019). Data reported for IDEA 2019-20 Discipline and 2019 Child Count and Educational Environments.

Parental Involvement

INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2020 APR, 2022)

	State (%)
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	92.1

Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percent is not applicable to the state. The following states/territories chose to report preschool children separately, so the data provided in this report do not include preschool children in AR, MD, MI, OR, PA, PW.

Preschool Outcomes

INDICATOR 7: PRESCHOOL OUTCOMES (FFY 2020 APR, 2022)

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each of the following outcomes, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	93.8
Acquisition and use of knowledge and skills	97.4
Use of appropriate behaviors to meet their needs	96.4

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program.	State (%)
Positive social-emotional skills	33.3
Acquisition and use of knowledge and skills	15.4
Use of appropriate behaviors to meet their needs	43.6

Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percent is not applicable to the state. The Early Childhood Technical Assistance Center provides a national summary of the outcomes for children served through IDEA's early childhood programs annually in the Child Outcomes Highlights FFY2020 document on the [Outcomes Measurement page](#).

Post School Outcomes

INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2020 APR, 2022)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	17.0
Enrolled in higher education or competitively employed within one year of leaving high school	40.4
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	40.4

Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percent is not applicable to the state.

x Data have been suppressed to protect personally identifiable information due to small cell counts.

<=3 Data in the cell are less than or equal to three.

- Data not available.

* Data flagged due to questionable data quality. These data violated data quality edit checks. Additional information explaining the discrepancies in the data may be available in the data notes documents.

Note: Sum of percents may not equal 100 percent because of rounding.

References: Additional information clarifying states' data submissions are available in the data notes documents on the [IDEA Section 618 Data Products: Collection Documents page](#).

Additional state-level data on children with disabilities (IDEA) can be found on the following pages:

- [IDEA Section 618 Data Products: State Level Data Files](#)
- [Data.gov - The home of the U.S. Government's open data](#)
- [ED Data Express](#)
- [NCES Elementary/Secondary Information System \(EISi\)](#)
- [Data Tools NAEP Data Explorer](#)
- [Census – data.census.gov](#)