

2007-2008 Illinois Special Education Profile

Illinois State Board of Education
Department of Special Education



CRETE MONEE CUSD 201U

CRETE, ILLINOIS

Member of Speed SEJA #802

Section One: Background Information

Student Population

	Total Enrollment	Students with IEPs**	
		Enrollment	Percent
District	4,898	1,001	20.4
Cooperative	37,729	6,140	16.3
All Unit Districts*	892,954	142,656	16.0
State	2,113,435	318,478	15.1

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi Racial
District	All Students	30.1	60.6	7.4	0.9	0.1	0.9
	Students with IEPs	36.7	57.2	5.0	0.9	0.2	
Cooperative	All Students	18.0	66.5	11.7	0.6	0.2	3.0
	Students with IEPs	21.7	69.3	8.5	0.4	0.2	
State	All Students	53.8	19.4	19.9	3.9	0.2	2.8
	Students with IEPs	58.5	22.7	16.9	1.8	0.2	

Percent of Students in Each Disability Category

Disability Category	Percent of All Students				Percent of Students with IEPs			
	District	Coop	All Unit Districts*	State	District	Coop	All Unit Districts*	State
Autism	0.368	0.493	0.582	0.576	1.80	3.03	3.64	3.82
Cognitive Disability	1.572	1.760	1.151	1.168	7.69	10.81	7.20	7.75
Deafness	0.041	0.074	0.015	0.016	0.20	0.46	0.10	0.10
Deaf-Blindness	0.000	0.000	0.001	0.001	0.00	0.00	0.01	0.01
Developmental Delay	1.041	0.572	0.692	0.634	5.09	3.52	4.33	4.20
Emotional Disability	2.042	2.028	1.204	1.257	9.99	12.46	7.53	8.34
Hearing Impairment	0.184	0.175	0.184	0.176	0.90	1.07	1.15	1.17
Multiple Disabilities	0.102	0.239	0.084	0.079	0.50	1.47	0.53	0.52
Orthopedic Impairment	0.163	0.148	0.102	0.110	0.80	0.91	0.64	0.73
Other Health Impairment	0.960	1.081	1.479	1.213	4.70	6.64	9.26	8.05
Specific Learning Disability	6.492	5.979	6.401	6.410	31.77	36.74	40.07	42.54
Speech or Language Impairment	7.248	3.573	3.982	3.337	35.46	21.95	24.93	22.14
Traumatic Brain Injury	0.082	0.061	0.040	0.040	0.40	0.37	0.25	0.26
Visual Impairment	0.143	0.090	0.057	0.054	0.70	0.55	0.36	0.36

*Unit type district does not include Chicago Public Schools.

**Students enrolled by the parent/guardian in a non-public (e.g. parochial) school for general education and are not enrolled in the public school district but are receiving special education and/or related services provided by the public school district specified on an individualized services plan (ISP) have been removed from all calculations on the 2007-2008 Special Education Profile.

Section Two: Student Performance

In order to protect students' identities, test data for groups of fewer than 10 students are not reported. A blank cell indicates no data were reported.

Participation Rate for State Assessments

As reported on the Illinois State Board of Education Report Cards.

		2006		2007		2008	
		Students with IEPs	All Students	Students with IEPs	All Students	Students with IEPs	All Students
District	Enrollment*	332	2,622	295	2,477	273	2,594
	Reading	95.2	98.1	100.0	100.0	98.5	99.7
	Mathematics	95.2	98.1	100.0	100.0	98.5	99.7
State	Enrollment*	159,872	1,097,187	158,457	1,084,882	153,444	1,080,912
	Reading	99.4	99.7	99.5	99.8	99.5	99.7
	Mathematics	99.4	99.7	99.5	99.8	99.7	99.7

*Enrollment in the tested grades on the first day of testing.

Overall Student Performance

The following table presents the overall percentages of state test scores considered proficient or above. This combines all subjects for all grades tested for the following tests: the **Illinois Standards Achievement Test (ISAT)** for students in grades 3 through 8; the **Prairie State Achievement Examination (PSAE)** for students in grade 11; the **Illinois Measure of Annual Growth in English (IMAGE)** for students who are unable to take the ISAT or PSAE due to their lack of proficiency in English; and the **Illinois Alternate Assessment (IAA)** for students with disabilities whose Individual

	2006			2007			2008		
	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
District	36.2	74.8	-38.6	39.7	77.8	-38.2	44.6	68.7	-24.1
Cooperative	36.3	69.1	-32.8	36.4	71.7	-35.3	41.4	70.8	-29.5
All Unit Districts*	48.4	78.6	-30.2	48.0	77.7	-29.7	49.6	76.5	-26.9

*Unit type district does not include Chicago Public Schools.

Illinois Alternate Assessment (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of students who scored in the Progressing or Attaining performance levels.

Grade		Reading	Math
3	District		
	State	57.0	61.9
4	District		
	State	59.3	66.7
5	District		
	State	58.7	64.7
6	District		
	State	64.3	70.1
7	District		
	State	61.0	68.5
8	District	81.8	81.8
	State	69.4	68.1
11	District		
	State	72.1	71.8

Student Performance by Subject

The following tables show student performance by subject area for Reading and Mathematics for the past three years. Each table displays the percentage of students who scored in the Meets or Exceeds performance levels. Grades 3 through 8 use the ISAT; grade 11 uses the PSAT. A blank cell indicates no data were reported.

Student Performance in Reading

Grade		2006			2007			2008		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
3	District	41.4	76.1	-34.7	40.0	68.3	-28.3	52.2	71.8	-19.6
	State	39.8	75.8	-36.0	42.9	77.9	-35.0	42.8	76.1	-33.3
4	District	40.9	73.4	-32.5	27.6	78.2	-50.6	56.5	71.6	-15.1
	State	39.7	78.6	-38.9	41.1	79.3	-38.2	41.2	78.3	-37.1
5	District	22.7	62.9	-40.2	30.8	67.0	-36.2	35.5	75.1	-39.6
	State	30.9	74.6	-43.7	33.7	75.7	-42.0	38.5	79.1	-40.6
6	District	35.5	76.7	-41.2	39.0	72.6	-33.6	44.4	78.9	-34.5
	State	33.0	79.3	-46.3	34.2	79.7	-45.5	42.9	84.6	-41.7
7	District	28.3	70.4	-42.1	26.5	72.9	-46.4	29.7	72.8	-43.1
	State	29.6	79.0	-49.4	31.7	80.3	-48.6	38.1	83.8	-45.7
8	District	28.8	72.5	-43.7	38.1	81.3	-43.2	35.8	76.6	-40.8
	State	37.6	86.2	-48.6	40.7	88.6	-47.9	42.3	87.4	-45.1
11	District	5.6	56.6	-51.0	11.8	59.4	-47.6	4.3	33.7	-29.4
	State	12.7	55.5	-42.8	14.0	55.7	-41.7	13.4	55.8	-42.4

Student Performance in Mathematics

Grade		2006			2007			2008		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
3	District	68.9	88.1	-19.2	70.0	86.2	-16.2	65.2	86.2	-21.0
	State	66.8	88.7	-21.9	70.0	89.5	-19.5	67.8	87.7	-19.9
4	District	60.5	85.9	-25.4	51.6	87.7	-36.1	78.2	86.1	-7.9
	State	62.0	88.7	-26.7	64.5	90.2	-25.7	63.8	87.9	-24.1
5	District	45.4	78.7	-33.3	61.5	82.6	-21.1	41.9	80.4	-38.5
	State	50.3	83.3	-33.0	55.9	86.9	-31.0	54.5	85.6	-31.1
6	District	51.1	86.5	-35.4	51.2	75.3	-24.1	50.0	77.5	-27.5
	State	45.6	84.5	-38.9	49.2	86.7	-37.5	52.1	87.3	-35.2
7	District	35.5	80.9	-45.4	35.4	80.9	-45.5	60.0	79.4	-19.4
	State	36.2	82.7	-46.5	41.9	85.6	-43.7	45.2	85.7	-40.5
8	District	30.8	75.7	-44.9	42.9	82.5	-39.6	31.0	76.0	-45.0
	State	37.7	85.1	-47.4	42.0	87.8	-45.8	43.2	86.1	-42.9
11	District	5.6	40.7	-35.1	11.1	45.8	-34.7	4.3	32.2	-27.9
	State	13.1	58.6	-45.5	14.5	57.6	-43.1	13.3	57.9	-44.6

Section Three: Educational Environment

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with disabilities who are educated in the *least restrictive environment* show increased motivation, higher self-esteem, improved communication and socialization skills and greater academic achievement than those students in a more restrictive, or segregated, environment.

Educational environments for students ages 6 through 21 can be generally classified into four settings:

1. Students receiving special education or related services inside the general classroom 80% or more of the time,
2. Students receiving special education or related services inside the general classroom 40% to 79% of the time,
3. Students receiving special education or related services outside the general classroom less than 40% of the time, and
4. Students receiving special education or related services in a separate educational facility.

The following information is provided for students ages 6 through 21.

Percent of Students with IEPs in Various Educational Environments

	2006				2007				2008			
	% of Time Inside the General Classroom			Separate Facility	% of Time Inside the General Classroom			Separate Facility	% of Time Inside the General Classroom			Separate Facility
	≥80%	40-79%	<40%		≥80%	40-79%	<40%		≥80%	40-79%	<40%	
District	40.3	10.0	39.0	10.7	42.8	8.7	38.3	10.2	43.5	12.4	34.5	9.7
Cooperative	35.9	19.9	33.0	11.2	37.5	20.2	30.6	11.6	38.4	19.3	29.6	12.7
All Unit Districts*	51.1	27.1	16.8	5.1	50.7	27.5	16.8	5.0	50.8	27.3	16.9	5.0

Educational Environments for Selected Disabilities

		Inside ≥80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	14.3	0.0	42.9	42.9
	All Unit Districts*	34.9	20.9	31.9	12.2
Cognitive Disability	District	5.3	10.5	68.4	15.8
	All Unit Districts*	5.6	26.4	58.1	9.8
Emotional Disability	District	14.0	7.0	32.0	47.0
	All Unit Districts*	25.1	21.3	24.5	29.0
Other Health Impairment	District	55.3	12.8	25.5	6.4
	All Unit Districts*	48.0	31.5	16.2	4.3
Specific Learning Disability	District	46.2	20.1	33.0	0.6
	All Unit Districts*	46.9	39.6	12.5	0.9
Speech or Language Impairment	District	64.1	6.9	27.2	1.8
	All Unit Districts*	94.1	2.8	3.0	0.1

Educational Environments by Race / Ethnicity

	Inside ≥80%	Inside 40-79%	Inside <40%	Separate Facility
White	53.9	10.2	29.8	6.1
Black	37.3	13.3	37.3	12.1
Hispanic	46.3	12.2	34.1	7.3
Asian / Pacific Islander	57.1	28.6	14.3	0.0
Native American	0.0	50.0	50.0	0.0

*Unit type district does not include Chicago Public Schools.

Early Childhood Educational Environments (ages 3-5)

Educational environments for children ages 3 through 5 include those used for students ages 6 through 21, described on the preceding page, as well as the following additional settings:

1. Children receiving special education or related services fulltime in a separate class/facility,
2. Children receiving special education or related services fulltime in a child's home, and
3. Children receiving special education or related services from a service provider, and who not attend an early childhood or special education program.

The following information is provided for children ages 3 through 5.

Percent of Students with IEPs in Various Educational Environments

	Time Inside the General Classroom			Separate Class/ Facility	Home	Service Provider
	≥ 80%	40-79%	< 40%			
District	33.1	9.6	48.5	8.8	0.0	0.0
Cooperative	42.6	9.3	16.1	27.9	0.0	4.2
All Unit Districts*	51.2	6.1	9.6	25.1	0.4	7.7

Educational Environments for Selected Disabilities

		% of Time Inside the General Classroom			Sep. Class/ Facility	Home	Service Provider
		≥ 80%	40-79%	<40%			
Autism	District	0.0	25.0	50.0	25.0	0.0	0.0
	All Unit Districts*	23.1	9.6	23.8	42.9	0.1	0.4
Cognitive Disability	District	100.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	14.9	8.0	26.4	50.6	0.0	0.0
Developmental Delay	District	10.0	16.0	60.0	14.0	0.0	0.0
	All Unit Districts*	29.5	11.4	15.5	43.0	0.1	0.6
Emotional Disability	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	25.6	13.4	22.0	37.8	0.0	1.2
Other Health Impairment	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	39.7	9.3	11.6	36.1	2.6	0.8
Specific Learning Disability	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	53.3	14.0	13.2	12.8	0.0	6.6
Speech or Language Impairment	District	49.4	5.1	43.0	2.5	0.0	0.0
	All Unit Districts*	67.1	2.4	4.5	12.8	0.5	12.8

Educational Environments by Race/Ethnicity

	Inside ≥ 80 %	Inside 40-79%	Inside <40%	Separate Class/ Facility	Home	Service Provider
White	41.7	9.7	43.1	5.6	0.0	0.0
Black	22.6	7.5	58.5	11.3	0.0	0.0
Hispanic	33.3	22.2	22.2	22.2	0.0	0.0
Asian / Pacific Islander	0.0	0.0	100.0	0.0	0.0	0.0
Native American	0.0	0.0	0.0	0.0	0.0	0.0

* Unit type district does not include Chicago Public Schools.

Section Four: High School Completion

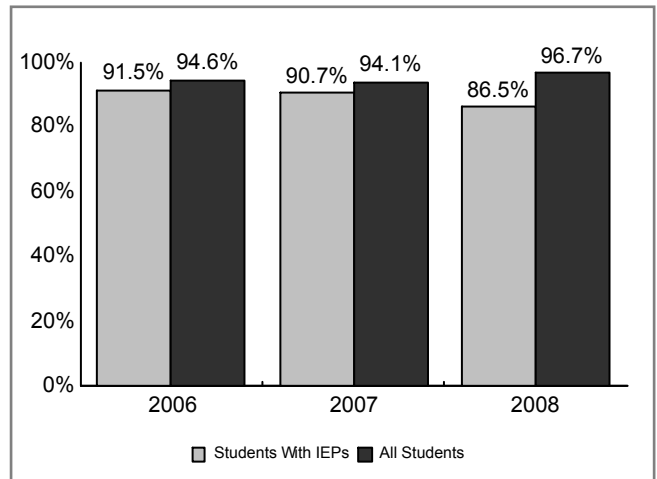
Progression through and completion of high school are significant in assessing the success of an educational system. Dropout rate and graduation rate are both critical indicators related to high school completion, reflecting the level at which students receiving special education services both remain in school and graduate with a standard diploma, respectively.

Graduation Rate

The **Graduation Rate** in Illinois is defined as the percent of the original freshman class who graduated with a standard diploma, adjusted for student transfers and deaths.

Graduation Rates for Students with IEPs

	2006	2007	2008
District	91.5	90.7	86.5
Cooperative	82.4	84.0	85.6
State	77.0	71.9	81.2



Compared to All Students

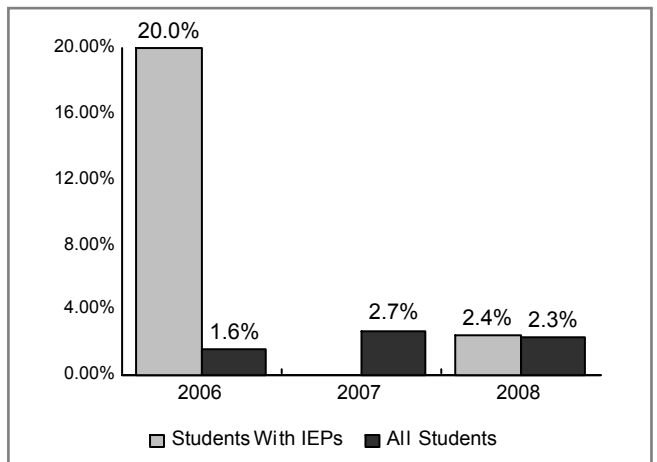
	Students with IEPs	All Students	Gap
District	86.5	96.7	-10.3
Cooperative	85.6	87.6	-2.0
State	81.2	86.5	-5.3

Dropout Rate

A **Dropout** is defined as any child whose name has been removed from the district-housed roster for any reason other than death, extended illness, graduation, or completion of a program of studies and who has not transferred to another public or private school, or who did not re-enroll as expected in the fall.

Dropout Rates for Students with IEPs

	2006	2007	2008
District	20.0	0.0	2.4
Cooperative	5.3	5.1	5.9
State	6.2	6.1	5.0



Compared to All Students

	Students with IEPs	All Students	Gap
District	2.4	2.3	-0.1
Cooperative	5.9	5.4	0.5
State	5.0	4.3	-0.7

Section Five: State Performance Plan

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education. The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the six-year period. States are required to publicly report on SPP Indicators 1-5 and 8-14 for the 2007-2008 school year

A link to the Illinois State Performance Plan, Part B for 2005-2010 can be found on the Special Education Services home page, www.isbe.net/spec-ed.

The table below shows how this school district performed on specific indicators and whether or not it met the annual targets for those indicators as defined in the Illinois State Performance Plan.

Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

SPP Indicator	Indicator Description	2007-2008 District Data	2007-2008 State Target	District Met State Target? ✓ = Yes
1	The gap between the graduation rates of students with IEPs and all students	-10.25%	-10.50%	✓
2	The gap between the dropout rates of students with IEPs and all students	-0.09%	-1.30%	✓
3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	98.5%	95.0%	✓
3b	Math assessment participation rate for students with IEPs	98.5%	95.0%	✓
3c	Students with IEPs meeting or exceeding standards on state reading assessments	40.53%	36.00%	✓
3c	Students with IEPs meeting or exceeding standards on state math assessments	49.62%	37.00%	✓
4a	Did the district have a significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days?	No	No	✓
5a	Students with IEPs ages 6-21 outside of the general classroom < 21%, or inside ≥ 80%, of the time	43.5%	49.0%	
5b	Students with IEPs ages 6-21 outside of the general classroom > 60%, or inside < 40%, of the time	34.5%	19.7%	
5c	Students ages 6-21 with IEPs in separate educational facilities	9.71%	4.90%	
6	Children ages 3-5 in fulltime early childhood, part-time early childhood and part-time special education or home settings	States are not required to report on Indicator 6 for the 2007-2008 school year.		

SPP Indicator	Indicator Description	2007-2008 District Data	2007-2008 State Target	District Met State Target? ✓ = Yes
7a	Children ages 3-5 exiting Early Childhood Special Education with improved functioning in positive social-emotional skills	Baseline data is currently being collected. Indicator 7a will be reported in future years.		
7b	Children ages 3-5 exiting Early Childhood Special Education with improved acquisition and use of knowledge and skills	Baseline data is currently being collected. Indicator 7b will be reported in future years.		
7c	Children ages 3-5 exiting Early Childhood Special Education with improved use of appropriate behavior to meet needs	Baseline data is currently being collected. Indicator 7c will be reported in future years.		
8	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	N/A	N/A	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	✓
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	✓
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.00%	100.00%	✓
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	92.31%	100.00%	
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	1.28%	100.00%	
14	Youth who had IEPs, are no longer in secondary school and have been competitively employed, enrolled in some type of post-secondary school, or both within one year of leaving high school	N/A	N/A	N/A

SPP Indicators 1 - 8 and 14 are **Results Indicators**

SPP Indicators 9 - 13 are **Compliance Indicators**

Further changes to the SPP indicators and annual targets may still occur and be reflected on this page.