# 2008-2009 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**

		Students v	vith IEPs**
	Total Enrollment	Enrollment	Percent
District	4,940	1,010	20.4
Cooperative	37,146	6,108	16.4
All Unit Districts*	885,955	140,170	15.8
State	2,126,086	314,155	14.8

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi Racial
District	All Students	29.2	59.9	7.6	0.9	0.2	2.3
	Students with IEPs	34.8	58.9	5.6	0.5	0.2	
Cooperative	All Students	17.2	66.0	12.1	0.7	0.2	3.8
	Students with IEPs	20.8	69.5	9.0	0.4	0.2	
State	All Students	52.9	19.5	20.8	4.1	0.2	2.6
	Students with IEPs	57.4	22.6	17.9	1.9	0.2	

# Percent of Students in Each Disability Category

		Percent of	All Students		Pe	rcent of Stud	lents with IEF	's
Disability Category	District	Соор	All Unit Districts*	State	District	Соор	All Unit Districts*	State
Autism	0.405	0.558	0.666	0.645	1.98	3.39	4.19	4.35
Cognitive Disability	1.599	1.735	1.105	1.108	7.82	10.54	6.95	7.47
Deafness	0.020	0.073	0.014	0.033	0.10	0.44	0.09	0.22
Deaf-Blindness	0.020	0.003	0.002	0.002	0.10	0.02	0.01	0.01
Developmental Delay	1.802	0.884	0.959	0.835	8.81	5.37	6.03	5.63
Emotional Disability	1.883	1.985	1.140	1.176	9.21	12.07	7.17	7.93
Hearing Impairment	0.202	0.172	0.191	0.157	0.99	1.05	1.20	1.06
Multiple Disabilities	0.121	0.237	0.096	0.086	0.59	1.44	0.60	0.58
Orthopedic Impairment	0.121	0.135	0.097	0.103	0.59	0.82	0.61	0.69
Other Health Impairment	0.891	1.088	1.517	1.226	4.36	6.61	9.55	8.27
Specific Learning Disability	6.194	5.948	6.152	6.115	30.30	36.15	38.70	41.24
Speech or Language Impairment	6.862	3.491	3.853	3.250	33.56	21.22	24.24	21.92
Traumatic Brain Injury	0.121	0.059	0.041	0.038	0.59	0.36	0.26	0.25
Visual Impairment	0.202	0.086	0.062	0.055	0.99	0.52	0.39	0.37

<sup>\*</sup>Unit type district does not include Chicago Public Schools.

<sup>\*\*</sup>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 2008-2009 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.

# **Participation Rate for State Assessments**

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

		20	007	20	08	2009		
		Students with	All	Students with	All	Students with	All	
		IEPs	Students	IEPs	Students	IEPs	Students	
District	Enrollment*	295	2,477	273	2,594	227	2,567	
	Reading	100.0	100.0	98.5	99.7	100.0	100.0	
	Mathematics	100.0	100.0	98.5	99.7	100.0	100.0	
State	Enrollment*	158,457	1,084,882	153,444	1,080,912	152,593	1,073,392	
	Reading	99.5	99.8	99.5	99.7	99.6	99.7	
	Mathematics	99.5	99.8	99.5	99.7	99.7	99.7	

<sup>\*</sup>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; and the **Illinois Alternate Assessment** (IAA) for students with disabilities whose Individual Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

		2007			2008		2009		
	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
District	39.7	77.9	-38.2	44.6	68.7	-24.1	42.3	71.1	-28.8
Cooperative	36.4	71.7	-35.3	41.4	70.8	-29.5	43.1	72.7	-29.6
All Unit Districts*	48.0	77.7	-29.7	49.6	76.5	-26.9	49.2	76.5	-27.3

<sup>\*</sup>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	56.3	60.3
4	District		
	State	59.3	65.2
_	District		
5	State	58.6	64.7
6	District		
	State	67.7	71.1
_	District		
7	State	65.4	69.9
	District		
8	State	68.2	68.5
44	District		
11	State	69.6	70.4

# **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 PSAE. In order to protect students' identities, test data for groups of fewer than 10 students are not reported.

# **Student Performance in Reading**

			2007			2008			2009	
		Students with	Students without		Students with	Students without		Students with	Students without	
Grade		IEPs	IEPs	Gap	IEPs	IEPs	Gap	IEPs	IEPs	Gap
3	District	40.0	68.3	-28.3	52.2	71.8	-19.6	56.3	76.7	-20.4
	State	42.9	77.9	-35.0	42.8	76.1	-33.3	41.8	76.6	-34.8
	District	27.6	78.2	-50.6	56.5	71.6	-15.1	45.5	67.6	-22.1
4	State	41.1	79.3	-38.2	41.2	78.3	-37.1	40.4	79.0	-38.6
5	District	30.8	67.0	-36.2	35.5	75.1	-39.6	54.5	70.8	-16.3
5	State	33.7	75.7	-42.0	38.5	79.1	-40.6	37.6	79.2	-41.6
6	District	39.0	72.6	-33.6	44.4	78.9	-34.5	46.4	79.6	-33.2
	State	34.2	79.7	-45.5	42.9	84.6	-41.7	43.9	85.4	-41.5
_	District	26.5	72.9	-46.4	29.7	72.8	-43.1	35.3	71.8	-36.5
7	State	31.7	80.3	-48.6	38.1	83.8	-45.7	38.3	83.4	-45.1
8	District	38.1	81.3	-43.2	35.8	76.6	-40.8	42.9	80.5	-37.6
0	State	40.7	88.6	-47.9	42.3	87.4	-45.1	46.2	89.3	-43.1
11	District	11.8	59.4	-47.6	4.3	33.7	-29.4	5.6	50.2	-44.6
11	State	14.0	55.7	-41.7	13.4	55.8	-42.4	13.9	55.0	-41.1

# **Student Performance in Mathematics**

			2007			2008			2009	
		Students with	Students without		Students with	Students without		Students with	Students without	
Grade		IEPs	IEPs	Gap	IEPs	IEPs	Gap	IEPs	IEPs	Gap
	District	70.0	86.2	-16.2	65.2	86.2	-21.0	56.3	82.3	-26.0
3	State	70.0	89.5	-19.5	67.8	87.7	-19.9	66.2	88.0	-21.8
4	District	51.6	87.7	-36.1	78.2	86.1	-7.9	69.6	81.7	-12.1
4	State	64.5	90.2	-25.7	63.8	87.9	-24.1	64.0	89.1	-25.1
5	District	61.5	82.6	-21.1	41.9	80.4	-38.5	40.9	76.5	-35.6
5	State	55.9	86.9	-31.0	54.5	85.6	-31.1	54.9	86.7	-31.8
6	District	51.20	75.30	-24.10	50.0	77.5	-27.5	42.9	78.6	-35.7
· ·	State	49.20	86.70	-37.50	52.1	87.3	-35.2	50.6	87.3	-36.7
7	District	35.40	80.90	-45.50	60.0	79.4	-19.4	50.0	74.8	-24.8
	State	41.90	85.60	-43.7	45.2	85.7	-40.5	47.7	88.1	-40.4
8	District	42.9	82.5	-39.6	31.0	76.0	-45.0	34.3	68.9	-34.6
U	State	42.0	87.8	-45.8	43.2	86.1	-42.9	44.7	87.3	-42.6
11	District	11.1	45.8	-34.7	4.3	32.2	-27.9	2.8	38.8	-36.0
	State	14.5	57.6	-43.1	13.3	57.9	-44.6	12.1	56.5	-44.4

# **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.
- 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

		2008				2009							
		% of Time Inside the General Classroom		· · · · · · · · · · · · · · · · · · ·			% of Time Inside the General Classroom		Separate Facility	% of Time Inside the General Classroom			parate
	<u>&gt;</u> 80%	40-79%	<40%	Sepa <sub>l</sub> Faci	<u>&gt;</u> 80%	40-79%	<40%	Sel	<u>&gt;</u> 80%	40-79%	<40%	Separ	
District	42.8	8.7	38.3	10.2	43.5	12.4	34.5	9.7	42.3	12.0	36.1	9.7	
Cooperative	37.5	20.2	30.6	11.6	38.4	19.3	29.6	12.7	37.7	19.3	30.2	12.9	
All Unit Districts*	50.7	27.5	16.8	5.0	50.8	27.3	16.9	5.0	52.2	26.7	15.8	5.2	

# **Educational Environments for Selected Disabilities**

		Inside	Inside	Inside	Separate
		<u>≥</u> 80%	40-79%	<40%	Facility
Autism	District	17.6	0.0	47.1	35.3
	All Unit Districts*	37.1	20.5	29.8	12.6
Cognitive Disability	District	5.1	9.0	70.5	15.4
	All Unit Districts*	5.7	26.4	56.7	11.2
Emotional Disability	District	15.1	7.5	31.2	46.2
·	All Unit Districts*	26.3	21.4	23.4	29.0
Other Health Impairment	District	47.7	18.2	27.3	6.8
·	All Unit Districts*	49.8	31.3	14.1	4.8
Specific Learning Disability	District	47.4	19.9	31.7	1.0
. 2 ,	All Unit Districts*	49.2	38.7	11.0	1.1
Speech or Language Impairment	District	59.2	5.9	33.6	1.4
epocon or cangaage impairment	All Unit Districts*	94.6	2.8	2.5	0.1

# **Educational Environments by Race / Ethnicity**

	Inside	Inside	Inside	Separate
	<u>&gt;</u> 80%	40-79%	<40%	Facility
White	49.1	10.9	34.4	5.6
Black	38.7	12.1	37.2	12.1
Hispanic	43.8	12.5	35.4	8.3
Asian / Pacific Islander	40.0	40.0	20.0	0.0
Native American	0.0	50.0	50.0	0.0

<sup>\*</sup>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 seperate 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 Insi	Separate	Home	Service		
	<u>&gt;</u> 80%	40-79%	< 40%	Class/ Facility		Provider
District	26.4	15.0	52.9	5.7	0.0	0.0
Cooperative	41.9	10.2	18.4	26.7	0.0	2.7
All Unit Districts*	52.1	6.4	8.1	25.2	0.5	7.7

# **Educational Environments for Selected Disabilities**

		% of Time Inside the General Classroom		Sep. Class/ Home		Service	
		<u>&gt;</u> 80%	40-79%	<40%	Facility		Provider
Autism	District	33.3	33.3	33.3	0.0	0.0	0.0
	All Unit Districts*	29.5	9.3	19.5	41.3	0.0	0.4
Cognitive Disability	District	100.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	11.0	9.1	35.4	43.3	0.0	1.2
Developmental Delay	District	9.4	17.6	65.9	7.1	0.0	0.0
	All Unit Districts*	31.7	12.0	14.1	41.5	0.1	0.5
Emotional Disability	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	35.5	11.3	25.8	22.6	3.2	1.6
Other Health Impairment	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	41.5	9.4	9.7	34.9	2.4	2.1
Specific Learning Disability	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	55.5	16.0	12.6	13.4	1.7	0.8
Speech or Language Impairment	District	54.0	10.0	34.0	2.0	0.0	0.0
	All Unit Districts*	68.7	2.3	2.6	12.5	0.5	13.4

# **Educational Environments by Race/Ethnicity**

	Inside ≥ 80 %	Inside 40-79%	Inside <40%	Separate Class/ Facility	Home	Service Provider	
White	39.4	12.1	43.9	4.5	0.0	0.0	
Black	13.8	16.9	63.1	6.2	0.0	0.0	
Hispanic	22.2	22.2	44.4	11.1	0.0	0.0	
Asian / Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0	
Native American	0.0	0.0	0.0	0.0	0.0	0.0	

<sup>\*</sup> Unit type district does not include Chicago Public Schools.

# Section Four: High School Completion in the 2007-08 School Year

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. Per federal reporting requirements, the reporting of graduation rates lags one year.

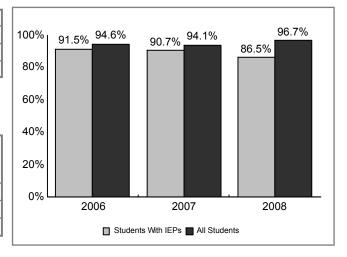
#### **Graduation Rates for Students with IEPs**

	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

81.2



#### **Dropout Rate**

State

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.

-5.3

86.5

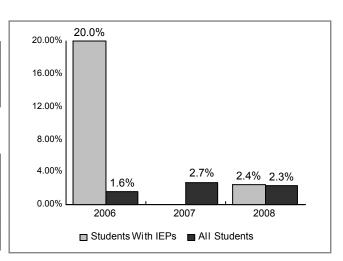
**Dropout Rate** is calculated as the percent of students in grades 9 through 12 who dropped out. Per federal reporting requirements, the reporting of dropout rates lags one year.

### **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	4.4	-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 8-12 for the 2008-2009 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, <a href="https://www.isbe.net/spec-ed">www.isbe.net/spec-ed</a>.

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" that either the district did not have enough studentst 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	2008-2009 District Data	2008-2009 State Target	District Met State Target?  √ = Yes
1	2007-08 Graduation rate for students with IEPs (Data lag one year)	86.49%	75.00%	<b>✓</b>
2	2007-08 Dropout rate for students with IEPs (Data lag one year)	2.39%	5.50%	$\checkmark$
3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	100.00%	95.00%	$\checkmark$
3b	Math assessment participation rate for students with IEPs	100.00%	95.00%	$\checkmark$
3c	Students with IEPs meeting or exceeding standards on state reading assessments	41.20%	38.00%	$\checkmark$
3c	Students with IEPs meeting or exceeding standards on state math assessments	43.70%	38.00%	$\checkmark$
4a	Did the district have a significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in 2007-08?  (Data lag one year)	No	No	<b>√</b>
4b	Did the district have a significant discrepancy, by race/ethnicity, in the rate of suspensions and expulsions of children with IEPs for greater than 10 days and have policies, procedures or practices that	States are not required to report on Indicator 4b for the 2008-2009 school year.		
5a	Students with IEPs ages 6-21 inside the general classroom <u>&gt;</u> 80% of the time	42.30%	49.30%	
5b	Students with IEPs ages 6-21 inside the general classroom < 40% of the time	36.09%	19.30%	
5c	Students ages 6-21 with IEPs in separate educational placements	9.66%	4.58%	

SPP Indicator	Indicator Description	2008-2009 District Data	2008-2009 State Target	District Met State Target?  √ = Yes
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 2008-2009 school year.		
7a	Children ages 3-5 exiting Early Childhood Special Education with improved functioning in positive social-emotional skills	States are not required to report on Indicator 7a for the 2008-2009 school year.		
7b	Children ages 3-5 exiting Early Childhood Special Education with improved acquisition and use of knowledge and skills	States are not required to report on Indicator 7b for the 2008-2009 school year.		
7c	Children ages 3-5 exiting Early Childhood Special Education with improved use of appropriate behavior to meet their needs	States are not required to report on Indicator 7c for the 2008-2009 school year.		
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	<b>✓</b>
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification?	No	No	<b>✓</b>
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	N/A	N/A	N/A
12	Children referred by early intervention prior to age three who are found eligible for special education services and have an IEP developed and implemented by their third birthdays	N/A	N/A	N/A
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	States are not required to report on Indicator 13 for the 2008-2009 school year.		
14	Youth who had IEPs, are no longer in secondary school and have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	States are not required to report on Indicator 14 for the 2008-2009 school year.		

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.