

2009-2010 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	5,214	978	18.8
Cooperative	36,534	6,022	16.5
All Unit Districts*	886,985	137,304	15.5
State	2,097,972	308,795	14.7

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi Racial
District	All Students	27.8	61.1	7.4	0.8	0.2	2.7
	Students with IEPs	31.4	61.5	6.3	0.6	0.2	
Cooperative	All Students	16.6	66.2	12.1	0.7	0.2	4.3
	Students with IEPs	19.6	70.1	9.7	0.4	0.2	
State	All Students	52.6	18.9	21.1	4.2	0.2	2.9
	Students with IEPs	56.5	22.6	18.8	2.0	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	0.652	0.651	0.732	0.721	3.48	3.95	4.73	4.90
Cognitive Disability	1.343	1.670	1.009	1.054	7.16	10.13	6.52	7.16
Deafness	0.038	0.088	0.015	0.032	0.20	0.53	0.10	0.22
Deaf-Blindness	0.000	0.000	0.002	0.002	0.00	0.00	0.01	0.01
Developmental Delay	2.685	1.262	1.177	1.048	14.31	7.66	7.60	7.12
Emotional Disability	1.688	1.949	1.089	1.137	9.00	11.82	7.03	7.72
Hearing Impairment	0.230	0.170	0.180	0.158	1.23	1.03	1.16	1.07
Multiple Disabilities	0.211	0.238	0.110	0.096	1.12	1.44	0.71	0.65
Orthopedic Impairment	0.192	0.134	0.090	0.097	1.02	0.81	0.58	0.66
Other Health Impairment	1.093	1.147	1.520	1.255	5.83	6.96	9.82	8.53
Specific Learning Disability	6.233	5.866	5.764	5.882	33.23	35.59	37.23	39.96
Speech or Language Impairment	4.143	3.137	3.692	3.146	22.09	19.03	23.85	21.37
Traumatic Brain Injury	0.096	0.074	0.039	0.036	0.51	0.45	0.25	0.25
Visual Impairment	0.153	0.099	0.062	0.055	0.82	0.60	0.40	0.37

*The "Unit District" category 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 District 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.

		2008		2009		2010	
		Students with IEPs	All Students	Students with IEPs	All Students	Students with IEPs	All Students
District	Enrollment*	273	2,594	227	2,567	454	2,677
	Reading	98.5	99.7	100.0	100.0	99.8	99.9
	Mathematics	98.5	99.7	100.0	100.0	99.8	99.9
State	Enrollment*	153,444	1,080,912	152,593	1,073,392	150,721	1,068,202
	Reading	99.5	99.7	99.6	99.7	99.5	99.8
	Mathematics	99.5	99.7	99.6	99.7	99.8	99.8

*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.

	2008			2009			2010		
	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
District	44.6	68.7	-24.1	42.3	71.1	-28.8	32.9	76.7	-43.8
Cooperative	41.4	70.8	-29.5	43.1	72.7	-29.6	43.5	74.2	-30.7
All Unit Districts*	49.6	76.5	-26.9	49.2	76.5	-27.3	50.4	77.6	-27.2

*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	53.7	61.1
4	District		
	State	60.7	67.5
5	District		
	State	58.9	66.1
6	District		
	State	68.3	75.2
7	District		
	State	69.0	72.1
8	District		
	State	70.6	73.1
11	District		
	State	70.8	73.4

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

Student Performance in Reading

Grade		2008			2009			2010		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
3	District	52.2	71.8	-19.6	56.3	76.7	-20.4	40.7	84.3	-43.6
	State	42.8	76.1	-33.3	41.8	76.6	-34.8	44.5	77.9	-33.4
4	District	56.5	71.6	-15.1	45.5	67.6	-22.1	25.9	81.0	-55.1
	State	41.2	78.3	-37.1	40.4	79.0	-38.6	39.8	78.9	-39.1
5	District	35.5	75.1	-39.6	54.5	70.8	-16.3	26.0	80.1	-54.1
	State	38.5	79.1	-40.6	37.6	79.2	-41.6	38.0	80.5	-42.5
6	District	44.4	78.9	-34.5	46.4	79.6	-33.2	31.0	79.1	-48.1
	State	42.9	84.6	-41.7	43.9	85.4	-41.5	43.8	86.8	-43.0
7	District	29.7	72.8	-43.1	35.3	71.8	-36.5	10.9	74.8	-63.9
	State	38.1	83.8	-45.7	38.3	83.4	-45.1	37.6	83.5	-45.9
8	District	35.8	76.6	-40.8	42.9	80.5	-37.6	21.8	86.8	-65.0
	State	42.3	87.4	-45.1	46.2	89.3	-43.1	46.9	89.7	-42.8
11	District	4.3	33.7	-29.4	5.6	50.2	-44.6	10.0	42.4	-32.4
	State	13.4	55.8	-42.4	13.9	55.0	-41.1	14.0	57.1	-43.1

Student Performance in Mathematics

Grade		2008			2009			2010		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
3	District	65.2	86.2	-21.0	56.3	82.3	-26.0	59.4	91.9	-32.5
	State	67.8	87.7	-19.9	66.2	88.0	-21.8	68.4	88.9	-20.5
4	District	78.2	86.1	-7.9	69.6	81.7	-12.1	51.8	91.0	-39.2
	State	63.8	87.9	-24.1	64.0	89.1	-25.1	62.8	89.6	-26.8
5	District	41.9	80.4	-38.5	40.9	76.5	-35.6	37.5	87.5	-50.0
	State	54.5	85.6	-31.1	54.9	86.7	-31.8	55.4	87.7	-32.3
6	District	50.00	77.50	-27.50	42.9	78.6	-35.7	34.5	86.7	-52.2
	State	52.10	87.30	-35.20	50.6	87.3	-36.7	53.5	89.3	-35.8
7	District	60.00	79.40	-19.40	50.0	74.8	-24.8	25.8	82.3	-56.5
	State	45.20	85.70	-40.5	47.7	88.1	-40.4	50.1	89.5	-39.4
8	District	31.0	76.0	-45.0	34.3	68.9	-34.6	23.6	82.6	-59.0
	State	43.2	86.1	-42.9	44.7	87.3	-42.6	46.4	89.2	-42.8
11	District	4.3	32.2	-27.9	2.8	38.8	-36.0	6.0	36.9	-30.9
	State	13.3	57.9	-44.6	12.1	56.5	-44.4	13.4	57.6	-44.2

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

	2008				2009				2010			
	% 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	43.5	12.4	34.5	9.7	42.3	12.0	36.1	9.7	39.8	14.5	35.3	10.4
Cooperative	38.4	19.3	29.6	12.7	37.7	19.3	30.2	12.9	37.2	18.9	30.7	13.1
All Unit Districts*	50.8	27.3	16.9	5.0	52.2	26.7	15.8	5.2	53.6	26.7	14.3	5.4

Educational Environments for Selected Disabilities

		Inside ≥80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	12.5	6.3	46.9	34.4
	All Unit Districts*	37.9	21.6	27.7	12.7
Cognitive Disability	District	5.7	5.7	77.1	11.4
	All Unit Districts*	5.5	28.9	53.8	11.8
Emotional Disability	District	18.2	15.9	22.7	43.2
	All Unit Districts*	27.2	21.7	21.1	30.0
Other Health Impairment	District	46.4	19.6	25.0	8.9
	All Unit Districts*	51.1	31.3	12.7	4.9
Specific Learning Disability	District	42.9	23.5	32.1	1.5
	All Unit Districts*	51.6	38.1	9.1	1.1
Speech or Language Impairment	District	70.1	4.3	24.1	1.6
	All Unit Districts*	95.3	2.8	1.8	0.1

Educational Environments by Race / Ethnicity

	Inside ≥80%	Inside 40-79%	Inside <40%	Separate Facility
White	46.2	13.3	33.7	6.8
Black	36.6	15.2	35.7	12.5
Hispanic	44.4	7.4	40.7	7.4
Asian / Pacific Islander	33.3	33.3	33.3	0.0
Native American	0.0	100.0	0.0	0.0

*The "Unit District" category 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	46.5	3.1	46.5	3.1	0.0	0.8
Cooperative	40.7	6.1	23.3	28.9	0.2	0.8
All Unit Districts*	53.0	7.4	7.1	22.9	0.6	9.0

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	0.0	50.0	50.0	0.0	0.0
	All Unit Districts*	26.8	12.5	19.0	40.9	0.4	0.4
Cognitive Disability	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	14.2	8.3	29.2	45.8	0.0	2.5
Developmental Delay	District	32.3	4.3	61.3	2.2	0.0	0.0
	All Unit Districts*	33.7	13.9	12.7	38.5	0.4	0.9
Emotional Disability	District	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	36.9	10.8	24.6	26.2	0.0	1.5
Other Health Impairment	District	0.0	0.0	0.0	0.0	0.0	100.0
	All Unit Districts*	36.6	17.0	10.4	31.9	2.1	2.1
Specific Learning Disability	District	0.0	0.0	100.0	0.0	0.0	0.0
	All Unit Districts*	54.5	20.5	12.5	11.4	0.0	1.1
Speech or Language Impairment	District	93.1	0.0	3.4	3.4	0.0	0.0
	All Unit Districts*	70.1	2.0	1.9	9.6	0.7	15.7

Educational Environments by Race/Ethnicity

	Inside ≥ 80 %	Inside 40-79%	Inside <40%	Separate Class/ Facility	Home	Service Provider
White	62.1	1.7	32.8	1.7	0.0	1.7
Black	36.5	4.8	54.0	4.8	0.0	0.0
Hispanic	12.5	0.0	87.5	0.0	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

*The "Unit District" category does not include Chicago Public Schools.

Section Four: High School Completion in the 2008-09 School Year

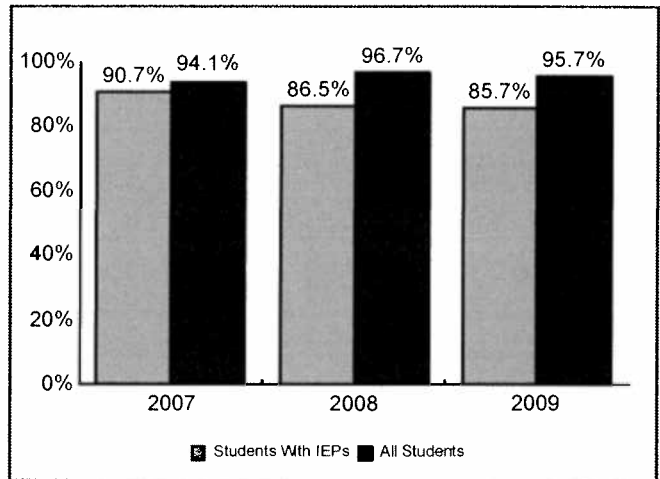
Progression through and completion of high school are significant in assessing the success of an educational system. Dropout rate and graduation rate are both critical indicators related to high school completion, reflecting the level at which students receiving special education services both remain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

	2007	2008	2009
District	90.7	86.5	85.7
Cooperative	84.0	85.6	80.6
State	71.9	81.2	78.1



Compared to All Students

	Students with IEPs	All Students	Gap
District	85.7	95.7	-10.0
Cooperative	80.6	92.1	-11.5
State	78.1	87.1	-9.0

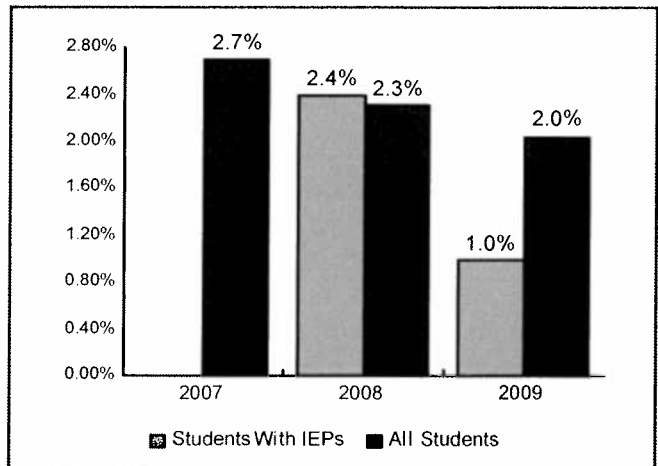
Dropout Rate

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 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

	2007	2008	2009
District	0.0	2.4	1.0
Cooperative	5.1	5.9	0.0
State	6.1	5.0	5.1



Compared to All Students

	Students with IEPs	All Students	Gap
District	1.0	2.0	1.1
Cooperative	0.0	0.0	0.0
State	5.1	3.4	-1.7

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 1-14 for the 2009-2010 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" 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	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
1	2008-09 Graduation Rate for students with IEPs (Data lag one year)	85.7%	78.0%	✓
2	2008-09 Dropout Rate for students with IEPs (Data lag one year)	1.0%	5.5%	✓
3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	99.8%	95.0%	✓
3b	Math assessment participation rate for students with IEPs	99.8%	95.0%	✓
3c	Students with IEPs meeting or exceeding standards on state reading assessments	27.9%	40.0%	
3c	Students with IEPs meeting or exceeding standards on state math assessments	37.7%	39.0%	
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in 2008-09? (Data lag one year)	Yes	No	
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy in 2008-09?	Yes	Baseline Year: Comparison to state target will be made in future school years.	
5a	Students with IEPs ages 6-21 inside the general classroom $\geq$ 80% of the time	39.8%	49.6%	
5b	Students with IEPs ages 6-21 inside of the general classroom < 40% of the time	35.3%	18.9%	
5c	Students ages 6-21 with IEPs in separate educational facilities	10.37%	4.25%	

SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	States are not required to report on Indicator 6 for the 2009-2010 school year.		
6b	Children ages 3-5 in separate special education class, separate school or residential facility	States are not required to report on Indicator 6 for the 2009-2010 school year.		
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	94.3%	89.5%	✓
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	48.7%	61.0%	
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	94.6%	90.0%	✓
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	33.3%	61.5%	
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	97.0%	90.5%	✓
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	76.9%	73.0%	✓
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	✓

SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0%	100.0%	✓
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	100.0%	100.0%	✓
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	99.5%	Baseline Year: Comparison to state target will be made in future school years.	
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	35.3%	Baseline Year: Comparison to state target will be made in future school years.	
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	35.3%	Baseline Year: Comparison to state target will be made in future school years.	
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	52.9%	Baseline Year: Comparison to state target will be made in future school years.	

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.