

2005 - 2006 Illinois Special Education Profile
 Illinois State Board of Education
 Department of Special Education



MCLEAN COUNTY USD 5
 NORMAL, ILLINOIS

Member of *MACKINAW VALLEY SPEC EDUC ASSOC*

Section One: Background Information

Student Population

	Total Enrollment	Students with IEPs	
		Enrollment	Percent
District	11,760	1,807	15.4
Cooperative	13,101	2,000	15.3
All Unit Districts*	880,760	143,733	16.3
State	2,111,706	322,541	15.3

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi Racial
District	All Students	75.1	12.1	4.7	3.8	0.1	4.3
	Students with IEPs	75.8	17.5	4.6	1.5	0.6	
Cooperative	All Students	77.3	10.9	4.2	3.5	0.2	3.9
	Students with IEPs	77.9	15.9	4.3	1.4	0.6	
State	All Students	55.4	20.3	18.6	3.8	0.2	1.8
	Students with IEPs	60.6	22.7	14.9	1.6	0.1	

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	0.782	0.725	0.450	0.448	5.09	4.75	2.76	2.93
Cognitive Disability	0.961	0.946	1.273	1.275	6.25	6.20	7.80	8.35
Deafness	0.017	0.015	0.014	0.014	0.11	0.10	0.09	0.09
Deaf-Blindness	0.000	0.000	0.002	0.002	0.00	0.00	0.01	0.01
Developmental Delay	0.349	0.382	0.565	0.482	2.27	2.50	3.46	3.16
Emotional Disability	1.267	1.198	1.310	1.374	8.25	7.85	8.02	9.00
Hearing Impairment	0.119	0.114	0.184	0.178	0.77	0.75	1.13	1.16
Multiple Disabilities	0.085	0.084	0.063	0.060	0.55	0.55	0.38	0.40
Orthopedic Impairment	0.213	0.221	0.113	0.120	1.38	1.45	0.69	0.79
Other Health Impairment	1.437	1.359	1.289	1.057	9.35	8.90	7.90	6.92
Specific Learning Disability	5.238	5.061	6.850	6.713	34.09	33.15	41.98	43.95
Speech or Language Impairment	4.813	5.076	4.110	3.456	31.32	33.25	25.18	22.62
Traumatic Brain Injury	0.068	0.061	0.037	0.040	0.44	0.40	0.23	0.26
Visual Impairment	0.017	0.023	0.060	0.055	0.11	0.15	0.37	0.36

*Unit type district does not include Chicago Public Schools.

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.

		2004		2005		2006	
		Students with IEPs	All Students	Students with IEPs	All Students	Students with IEPs	All Students
District	Enrollment*	482	3,263	512	3,318	1,028	6,284
	Reading	99.2	99.5	99.8	99.9	99.4	99.8
	Mathematics	99.2	99.5	99.8	99.9	99.4	99.8
State	Enrollment*	89,417	618,424	89,769	621,620	159,872	1,097,187
	Reading	97.6	99.1	98.8	99.4	99.4	99.7
	Mathematics	97.6	99.1	98.8	99.4	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

	2004			2005			2006		
	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
District	46.5	81.3	-34.8	47.0	82.8	-35.8	51.5	89.4	-37.9
Cooperative	47.6	81.2	-33.6	45.4	82.2	-36.7	52.2	88.8	-36.6
All Unit Districts*	32.7	71.8	-39.2	37.5	73.7	-36.3	43.6	81.3	-37.8

*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	Science
3	District			
	State	71.6	66.3	
4	District			
	State	69.8	61.3	51.0
5	District			
	State	65.5	58.9	
6	District			
	State	75.0	43.8	
7	District			
	State	66.6	61.0	47.6
8	District			
	State	100.0	90.0	
11	District			
	State	68.5	62.8	
11	District			
	State	66.9	62.3	53.7

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. A blank cell indicates no data were reported.

Student Performance in Reading

Grade		2004			2005			2006		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
3	District	40.3	83.1	-42.8	42.8	80.7	-37.9	51.2	87.1	-35.9
	State	35.6	69.9	-34.3	38.6	71.3	-32.6	39.8	75.8	-36.0
4	District							42.0	87.8	-45.8
	State							39.7	78.6	-38.9
5	District	37.8	76.5	-38.7	37.1	80.9	-43.8	42.0	86.6	-44.6
	State	24.9	67.1	-42.2	26.2	65.7	-39.4	30.9	74.6	-43.7
6	District							43.4	90.1	-46.7
	State							33.0	79.3	-46.3
7	District							35.6	86.5	-50.9
	State							29.6	79.0	-49.4
8	District	32.6	87.2	-54.6	46.2	88.8	-42.6	42.6	92.7	-50.1
	State	24.2	74.6	-50.4	30.9	80.0	-49.1	37.6	86.2	-48.6
11	District	22.4	72.9	-50.5	13.9	73.9	-60.0	24.5	77.6	-53.1
	State	16.1	61.4	-45.3	15.9	64.7	-48.8	12.7	55.5	-42.8

Student Performance in Mathematics

Grade		2004			2005			2006		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
3	District	76.4	92.9	-16.5	71.9	92.6	-20.7	76.3	94.9	-18.6
	State	59.7	82.4	-22.7	60.2	82.4	-22.3	66.8	88.7	-21.9
4	District							67.3	95.2	-27.9
	State							62.0	88.7	-26.7
5	District	57.7	89.4	-31.7	51.8	90.5	-38.7	67.7	95.0	-27.3
	State	39.0	77.5	-38.5	41.8	78.6	-36.8	50.3	83.3	-33.0
6	District							62.3	94.3	-32.0
	State							45.6	84.5	-38.9
7	District							51.5	94.4	-42.9
	State							36.2	82.7	-46.5
8	District	29.2	77.8	-48.6	25.8	79.6	-53.8	45.9	95.1	-49.2
	State	13.8	61.5	-47.7	15.1	61.2	-46.1	37.7	85.1	-47.4
11	District	14.9	70.5	-55.6	7.6	73.0	-65.4	19.8	76.4	-56.6
	State	12.2	57.7	-45.5	12.5	57.6	-45.1	13.1	58.6	-45.5

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 outside the general classroom less than 21% of the time,
2. Students receiving special education or related services outside the general classroom 21% to 60% of the time,
3. Students receiving special education or related services outside the general classroom more than 60% 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

	2004			Separate Facility	2005			Separate Facility	2006			Separate Facility
	% of Time Outside the General Classroom				% of Time Outside the General Classroom				% of Time Outside the General Classroom			
	<21%	21-60%	>60%		<21%	21-60%	>60%		<21%	21-60%	>60%	
District	61.9	16.6	18.7	2.8	63.9	17.4	16.7	2.0	61.4	17.5	18.7	2.4
Cooperative	61.8	16.5	18.8	2.9	64.5	17.2	16.3	2.0	62.2	17.2	18.1	2.5
All Unit Districts*	42.3	27.5	24.9	5.2	50.1	26.8	18.4	4.8	51.1	27.1	16.8	5.1

Educational Environments for Selected Disabilities

		Outside	Outside	Outside	Separate
		<21%	21-60%	>60%	Facility
Autism	District	36.1	19.3	44.6	0.0
	All Unit Districts*	33.3	19.1	35.2	12.4
Cognitive Disability	District	0.0	18.9	80.2	0.9
	All Unit Districts*	5.9	26.0	57.9	10.2
Emotional Disability	District	25.7	17.6	36.5	20.3
	All Unit Districts*	23.7	21.3	25.7	29.3
Other Health Impairment	District	69.6	13.3	15.8	1.3
	All Unit Districts*	48.8	31.4	15.6	4.2
Specific Learning Disability	District	67.9	24.7	7.3	0.2
	All Unit Districts*	47.9	39.0	12.2	0.9
Speech or Language Impairment	District	84.3	8.1	7.6	0.0
	All Unit Districts*	95.1	2.3	2.5	0.1

Educational Environments by Race / Ethnicity

	Outside	Outside	Outside	Separate
	<21%	21-60%	>60%	Facility
White	64.7	15.1	17.5	2.7
Black	46.3	26.3	25.3	2.0
Hispanic	64.0	24.0	12.0	0.0
Asian / Pacific Islander	76.5	5.9	17.6	0.0
Native American	77.8	11.1	11.1	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 an early childhood educational program designed primarily for children without disabilities,
2. Children receiving special education or related services fulltime in an educational program designed primarily for children with disabilities, and
3. Children receiving special education or related services part-time in an early childhood educational program designed primarily for children without disabilities and part-time in an educational program designed primarily for children with disabilities.

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

Percent of Students with IEPs in Various Educational Environments

	Full-time E.C.	Full-time SPED	P.T. E.C./ P.T. SPED	Time Outside the General Classroom			Separate Facility
				< 21%	21-60%	> 60%	
District	0.0	63.1	0.0	24.8	1.4	10.8	0.0
Cooperative	0.0	53.8	1.9	29.2	1.1	14.0	0.0
All Unit Districts*	10.5	10.5	6.9	46.4	3.4	19.8	2.6

Educational Environments for Selected Disabilities

		Full-time E.C.	Full-time SPED	P.T. E.C./P.T. SPED	% of Time Outside the General Classroom			Sep. Facility
					< 21	21-60	>60	
Autism	District	0.0	55.6	0.0	0.0	0.0	44.4	0.0
	All Unit Districts*	6.4	17.7	4.7	14.5	11.3	37.4	8.1
Cognitive Disability	District	0.0	14.3	0.0	14.3	0.0	71.4	0.0
	All Unit Districts*	3.3	8.6	4.1	9.8	10.2	41.2	22.9
Developmental Delay	District	0.00	82.93	0.00	0.00	4.88	12.20	0.00
	All Unit Districts*	11.16	18.54	8.63	12.83	5.25	40.31	3.28
Emotional Disability	District	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	3.8	6.7	2.9	26.0	9.6	44.2	6.7
Other Health Impairment	District	0.0	54.5	0.0	27.3	9.1	9.1	0.0
	All Unit Districts*	6.4	12.3	7.1	30.3	4.9	32.3	6.7
Specific Learning Disability	District	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Unit Districts*	3.5	3.7	1.5	50.7	13.3	26.4	0.9
Speech or Language Impairment	District	0.0	61.0	0.0	33.6	0.0	5.5	0.0
	All Unit Districts*	11.2	6.8	6.6	65.8	1.3	7.5	0.9

Educational Environments by Race/Ethnicity

	Full-time E.C.	Full-time SPED	P.T.E.C./ P.T.SPED	Outside < 21 %	Outside 21-60%	Outside >60%	Separate Facility
White	0.0	63.8	0.0	27.0	1.6	7.6	0.0
Black	0.0	62.5	0.0	12.5	0.0	25.0	0.0
Hispanic	0.0	33.3	0.0	33.3	0.0	33.3	0.0
Asian / Pacific Islander	0.0	70.0	0.0	0.0	0.0	30.0	0.0
Native American	0.0	100.0	0.0	0.0	0.0	0.0	0.0

* Unit type district does not include Chicago Public Schools.

Section Four: High School Completion

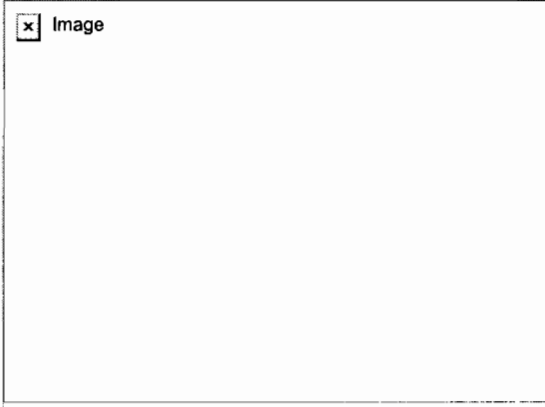
Progression through and completion of high school are significant in assessing the success of an educational system. Dropout rate and graduation rate are both critical indicators related to high school completion, reflecting the level at which students receiving special education services both remain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

	2004	2005	2006
District	81.1	82.4	88.0
Cooperative	81.6	82.5	88.5
State	75.8	76.1	77.0



Compared to All Students

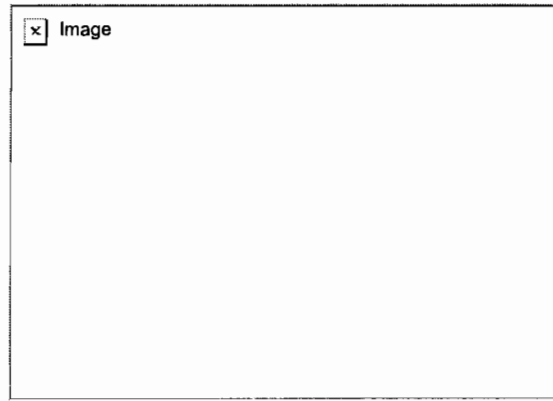
	Students with IEPs	All Students	Gap
District	88.0	92.6	-4.6
Cooperative	88.5	93.3	-4.8
State	77.0	87.7	-10.7

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*

	2004	2005	2006
District		4.4	4.9
Cooperative		4.2	4.6
State		6.1	6.2



Compared to All Students

	Students with IEPs	All Students	Gap
District	4.9	3.6	-1.3
Cooperative	4.6	3.4	-1.2
State	6.2	3.6	-2.6

*2005 was the first year dropout data were collected in this manner.

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.

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. A blank cell indicates that the district did not have enough students for that particular indicator. "N/A" indicates that the indicator is Not Applicable for this district since it does not serve the grade levels measured by the indicator.

SPP Indicator	Indicator Description	2005-2006 District Data	2005-2006 State Target	Met State Target
1	The gap between the graduation rates of students with IEPs and all students	-4.63%	-11.00%	Yes
2	The gap between the dropout rates of students with IEPs and all students	-1.30%	-1.85%	Yes
3a	Made adequate yearly progress (AYP) for students with IEPs	Yes	Yes	Yes
3b	Reading assessment participation rate for students with IEPs	99.40%	95.00%	Yes
3b	Math assessment participation rate for students with IEPs	99.40%	95.00%	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	51.48%	47.50%	Yes
3c	Students with IEPs meeting or exceeding standards on state math assessments	58.37%	47.50%	Yes
4a	Students with IEPs expelled or suspended for more than 10 days	0.06%	1.13%	Yes
5a	Students with IEPs ages 6-21 outside of the general classroom < 21% of the time	61.39%	48.00%	Yes
5b	Students with IEPs ages 6-21 outside of the general classroom > 60% of the time	18.68%	20.50%	Yes
5c	Students ages 6-21 with IEPs in separate educational facilities	2.40%	5.57%	Yes
6	Children ages 3-5 in fulltime early childhood, part-time early childhood and part-time special education, or home settings	26.13%	67.00%	No

SPP Indicator	Indicator Description	2005-2006 District Data	2005-2006 State Target	Met State Target
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	Baseline data is currently being collected. Indicator 8 will be reported in future years.		
9	Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification	Baseline data is currently being collected. Indicator 9 will be reported in future years.		
10	Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.	Baseline data is currently being collected. Indicator 10 will be reported in future years.		
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days.	Baseline data is currently being collected. Indicator 11 will be reported in future years.		
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	71.42%	100.00%	No
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	Baseline data is currently being collected. Indicator 13 will be reported in future years.		
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	Baseline data is currently being collected. Indicator 14 will be reported in future 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.