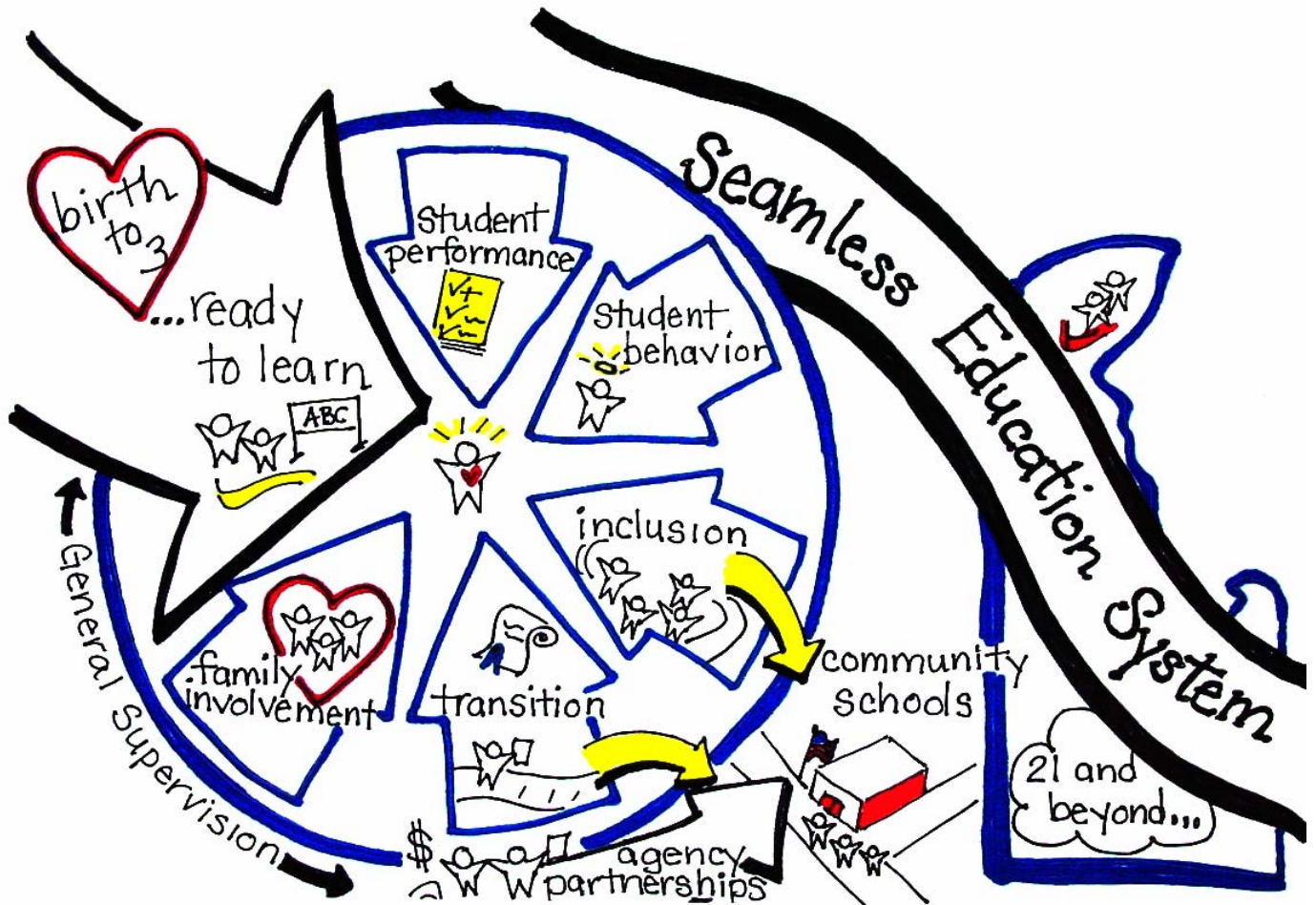


# Special Education Services In The First State

Fourth Annual Report of the  
State Improvement Plan 2004 - 2005



Exceptional Children and Early Childhood Group  
Curriculum and Instructional Improvement Branch  
Delaware Department of Education

September 2005

The “*Special Education in the First State*” cover illustrates Delaware’s *Planning Alternative Tomorrows with Hope (PATH)* to the future for children with disabilities. The vision was developed by stakeholders as the first step in creating the State Improvement Plan. Special thanks go to Vicki Spence, Educational Diagnostician at Leach School in the Colonial School District for the design of Delaware’s vision.

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## Introduction

Delaware's commitment to the concept of "Continuous Improvement" represents unity of stakeholders across our state. Delaware is dedicated to implementing the reform initiative, improving student achievement, and providing access to a high quality education for *all* students. Children with disabilities represent one of the most diverse groups within our overall student population and the annual *Special Education in the First State* report is designed to provide information on how this special group of students is doing.

Beginning in the Summer of 2000, a large group of Delaware stakeholders supported by staff from the Exceptional Children and Early Childhood Education Group at the Department of Education conducted a comprehensive self-assessment that closely examined the impact of special education services for children with disabilities in our state. The Self-Assessment Report was submitted to the Office of Special Education Programs, U.S. Department of Education in December, 2000.

Once the Self-Assessment was completed the Partners Council for Children with Disabilities (PCCD) began the development of the State Improvement Plan (SIP). A series of focus groups were held across the state to help create the vision of what educational services should look like for children with disabilities in our state. The picture on the front of this report represents that vision. The priority areas in the vision became the priority areas for the SIP. It is important to note that these priority areas are clearly aligned with Delaware's Annual Performance Report, the State Improvement Grant, the Department of Education's Strategic Plan and the direction adopted by the Delaware State Board of Education through the Delaware Content Standards.

The following six priority areas were identified:

- ▲ Improve student performance.
- ▲ Increase student placement in the least restrictive environment.
- ▲ Improve student behavior.
- ▲ Increase family involvement.
- ▲ Increase student completion of high school.
- ▲ Improve general supervision.

Indicators of the present level of performance under each of the priority areas were identified. The PCCD also established several agreed-upon areas for disaggregation of data. These include disability categories, race/ethnicity, and gender. There are also two target areas that you will see across most of the priority areas – professional development and the district/charter school level Continuous-Improvement Comprehensive Monitoring System (CCMS).

The next step in the process was the development of Goals under each of the priority areas. These were followed by Strategies for Improvement and Evidence of Change indicators. Timelines were also established. The purpose of this report is to provide current information on how the state is doing in each of these areas. Under each of the priority

areas you will see an update of currently available data on the performance indicators that establish the present levels of performance.

The next section under each priority area will be a statement of the Goals, with the Strategies for Improvement and Evidence of Change under each of them. Evidence of Change items that were targeted for twelve months are reported.

The Special Education Services in the First State, State Improvement Plan Annual Report has been designed in an effort to annually reflect to our stakeholders, progress made and continuous improvement needed. Each Fall, the PCCD reviews all of the priority areas and makes adjustments to the State Improvement Plan. Consequently, you may see changes in Priority Areas, Indicators, Goals or Strategies for Improvement. For example, in 2003-2004 a seventh priority area, Improve Availability of Family Friendly Information, was absorbed into the other six priority areas. In 2004, some indicators in Priority Area 5 (Increase the number of students with disabilities who complete High School) and Priority Area Six (Improve General Supervision) were revised to adopt baselines, clarify data collection and address requests from the Office of Special Education Programs of the United States Department of Education.

More changes are on the horizon. The Individuals with Disabilities Education Improvement Act was signed into law in December 2004 and became effective on July 1, 2005. IDEA 2004 requires that each state submit a State Performance Plan (SPP) by December 2, 2005. The SPP must include measurable and rigorous targets for priority areas established in the new law. The ECECE Group of the Delaware Department of Education will collaborate with the Partners Council for Children with Disabilities about any changes to the priority areas required by IDEA 2004 and to establish the measurable and rigorous targets that will be included in the SPP.

IDEA 2004 also requires each state to submit an Annual Performance Report (APR). Delaware's first APR is due in February 2007. The ECECE Group will consult with PCCD about the format and content of the APR. We hope to draw on broad stakeholder input *and* the particular expertise we have acquired through these Annual Reports to produce an APR that is an even more useful and accurate reflection of Delaware's special education services.

An Executive Summary of highlights accompanies this report. The Executive Summary and this report can be obtained at:

[http://www.doe.k12.de.us/exceptional\\_child/ececehome.htm](http://www.doe.k12.de.us/exceptional_child/ececehome.htm)

Requests for copies can be addressed to:

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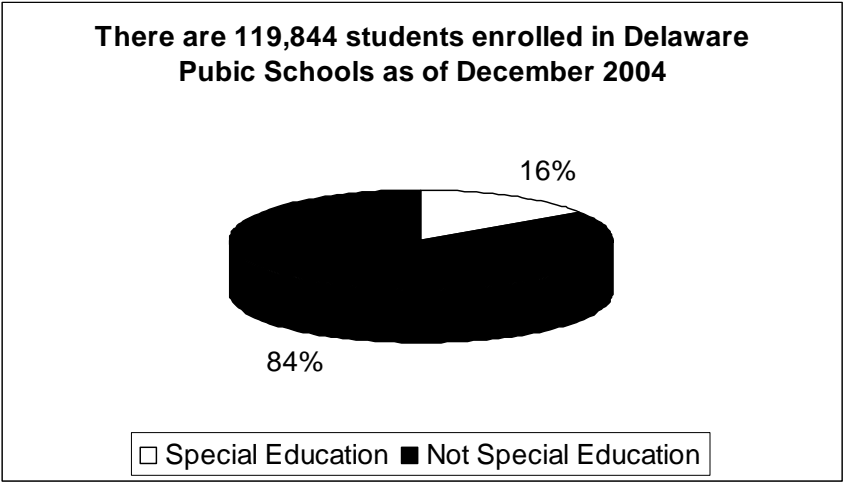
## ACRONYM LIST

BLT	Building Leadership Team
CCMS	Continuous-Improvement Compliance Monitoring System
CDS	Center for Disabilities Studies (Univ. of Delaware)
CEC	Council for Exceptional Children
DAPA	Delaware Alternate Portfolio Assessment
DCDT	Division of Career Development and Transition (a division of the Council for Exception Children-CEC)
DD	Developmental Delay
DDDS	Division for Developmental Disabilities Services (was DMR)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOC	Department of Corrections
DOE	Department of Education
DSCYF	Department of Services for Children, Youth, and their Families
DSTP	Delaware Student Testing Program
DSU	Delaware State University
DTCC	Delaware Technical & Community College
DVI	Division for the Visually Impaired
DVR	Division of Vocational Rehabilitation
ECECE	Exceptional Children and Early Childhood Education Group
ED	Emotionally Disturbed
FAPE	Free Appropriate Public Education
ICT	Interagency Collaborative Team
IEP	Individualized Education Program
IHE	Institutions of Higher Education
ILC	Intensive Learning Center
INTASC	Interstate New Teacher Assessment and Support Consortium
IST	Instructional Support Team
LD	Learning Disability
LEA	Local Education Agency (synonymous with school district)
LRE	Least Restrictive Environment
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NCATE	National Council for Accreditation of Teacher Education
OI	Orthopedic Impairment
OHI	Other Health Impairment
OSEP	Office of Special Education Programs, (U.S. Dept. of Education)
PBS	Positive Behavioral Supports
PCCD	Partners Council for Children with Disabilities
PSB	Professional Standards Board
PIC	Parent Information Center
PIE	Partners in Excellence
R&D	Research and Development (R&D Center at the Univ. of Delaware)
SBE	State Board of Education
SEA	State Education Agency (Dept. of Education)
SIG	State Improvement Grant
SSSR	Success for Secondary Struggling Readers
SY	School Year
UDE	University of Delaware
UDL	Universal Design for Learning
YTP	Youth Transition Program

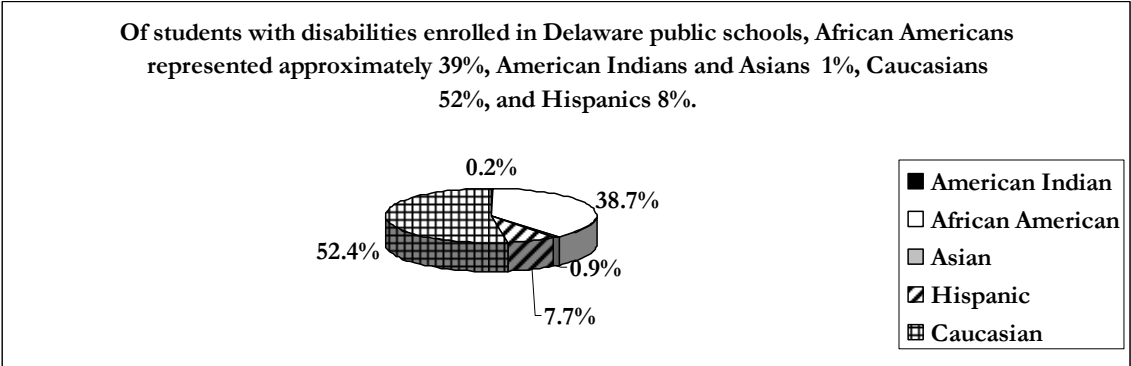
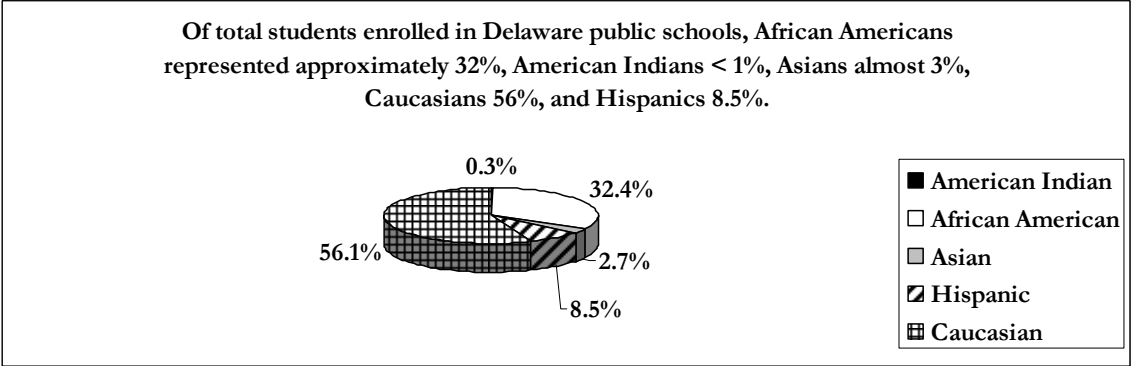


## Statewide Enrollment Demographics

Delaware's 19 school districts and 13 charter schools enrolled 119,844 students as of December 2004. The December 2004, Child Count Report submitted to the Office of Special Education Programs (OSEP) indicated 18,697 students with disabilities ages 3 – 21 being served in Delaware. This is approximately 16% of the total number of students enrolled in Delaware public schools.



The charts below show data disaggregated by race/ethnicity, representing total students enrolled and students with disabilities enrolled in Delaware public schools as of December 2004.



## Priority Area One: Improve Student Performance

**Indicator A: Increase the percentage of children with disabilities participating in the Delaware Student Testing Program (DSTP) with no accommodations, with accommodations, and on the Delaware Alternate Portfolio Assessment (DAPA).**

### Targets and Benchmarks – Indicator A

The participation rate for students with disabilities in all grades is targeted at 95%, which is aligned with the state's definition of participation rate as included in Delaware's approved school and district accountability plan.

### Present Levels of Performance – Indicator A

Assessments are made available for all Delaware students. Students with disabilities participate in the DSTP unless included in the DAPA. In March, the 2005 DSTP-1 reading, mathematics, and writing tests were administered to all students in grades 3, 5, 8, and 10. In 2005, students with disabilities at grades 3, 5, 8 and 10 combined participated at a rate of 98.7% for Reading, 98.4% for Mathematics, and 98.0% for writing. Grade 10, which was slightly below 95% in Mathematics (2004) and Writing (2003), is now above 95% in Reading, Writing and Mathematics in 2005.

Students with Disabilities Participating in Spring Administrations of the Delaware Student Testing Program (DSTP)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2005 Reading	100%	99.8%	98.1%	96.5%
2005 Mathematics	100%	99.6%	97.9%	95.8%
2005 Writing	99.5%	99.7%	97.7%	97.9%
2004 Reading	99.3%	99.8%	98.4%	96.2%
2004 Mathematics	99.6%	99.7%	98.2%	94.7%
2004 Writing	99.4%	99.5%	98.0%	95.8%
2003 Reading	99.6%	99.7%	98.9%	96.5%
2003 Mathematics	99.7%	99.7%	98.5%	95.5%
2003 Writing	99.7%	99.5%	98.4%	94.9%

Students included in the 2005 DAPA at grades 3, 5, 8, and 10 are shown on the chart to follow. In 2005, the participation rate for DAPA in grades 3, 5, 8 and 10 combined was 98%. These students participated at a rate of 99% and above in grades 3, 5 and 8. In grade 10 the participation rate dropped from previous years to 94.5%. It is difficult, however, to

make interpretations in year-to-year changes due to the small sample size of students which may skew results.

Students with Disabilities Participating in the Delaware Alternate Portfolio Assessment (DAPA)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2005	N = 52	N = 93	N = 121	N = 127
	100%	100%	99.2%	94.5%
2004	N = 69	N = 97	N = 102	N = 58
	100%	100%	100%	98.3%
2003	N = 78	N = 92	N = 89	N = 74
	98.7%	96.7%	100%	98.6%

### **Indicator B: Increase the percentage of children with disabilities meeting the standards.**

#### **Targets and Benchmarks – Indicator B**

The PCCD set the following targets and benchmarks for reading and mathematics:

- ▲ By 2005, children with disabilities meeting/exceeding the reading standards will be targeted at approximately 56% in grade 3, 35% in grade 5, 28% in grade 8, and 23% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the reading standards will increase per year by 6% in grade 3, 4% in grade 5, 3% in grade 8, and 3% in grade 10 to the targeted percentage for each grade by 2005, with a two year progress check point in 2003.
- ▲ By 2005, children with disabilities meeting/exceeding the mathematics standards will be targeted at approximately 51% in grade 3, 41% in grade 5, 13% in grade 8, and 12% in grade 10. Approved benchmarks indicate that the percentage of children with disabilities meeting/exceeding the mathematics standards will increase per year by 6% in grade 3, 6% in grade 5, 2% in grade 8, and 2% in grade 10 to the targeted percentage for each grade by 2005, with a two year progress check point in 2003.

DSTP writing performance targets and benchmarks for children with disabilities at grades 3, 5, 8, and 10 have not been set by the PCCD. The Council is still gathering information to determine if fair benchmarks can be set for this test. In the meantime, trend data is maintained and does provide valuable feedback at the school level.

#### **Present Levels of Performance – Indicator B**

Students with disabilities are performing below the standard at all grade levels on the DSTP reading, mathematics, and writing; however, across 2002 - 2004 data generally indicate an increase in the percentage of students with disabilities with a valid score, meeting/exceeding the standard at all grade levels. Results from the 2002, 2003, and 2004 administrations of the DSTP are presented on pages 4 – 7. The charts represent all students - those tested under regular conditions and those tested with accommodations. Students tested with accommodations that did not interfere with the comparability of their scores to the scores of students tested under regular conditions are included (aggregated) in the school, district, and

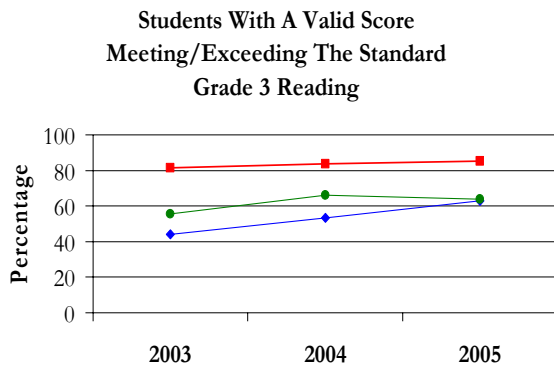
state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*. Students tested with accommodations that interfered with the comparability of their scores to the scores of students tested under regular conditions were not included (non-aggregated) in the school, district, and state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*; however, **all** students receive an individual score report.

The DSTP for the last three years represents different groups of students at each grade level, a fact that must be considered when evaluating progress, or a lack thereof.

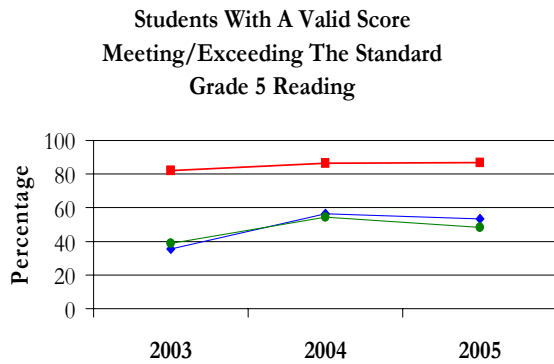
Scores for **all** students with disabilities (DSTP/DAPA) with a valid score are included as earned in the state’s district, school, and student accountability indices. Adequate Yearly Progress (AYP) ratings for Delaware schools are available on the department’s school profiles website at <http://profiles.doe.k12.de.us> Additionally, information about Delaware’s plan is described in “Delaware’s Accountability Plan for Schools, Districts, and the State” which can be obtained at [http://www.doe.k12.de.us/AAB/DSTP\\_School\\_Accountability.html](http://www.doe.k12.de.us/AAB/DSTP_School_Accountability.html).

**Reading:**

■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated

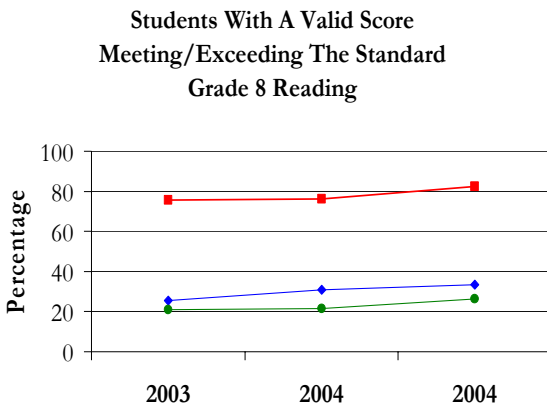


<b>Target: 56% meeting/exceeding by 2005</b>						
<b>Benchmark: 6% increase per year to target year 2005</b>						
	N	2003	N	2004	N	2005
■	7758	81.44%	7519	83.75%	7380	85.26%
◆	471	44.16%	329	53.50%	273	63.00%
●	627	55.74%	788	66.01%	808	63.99%

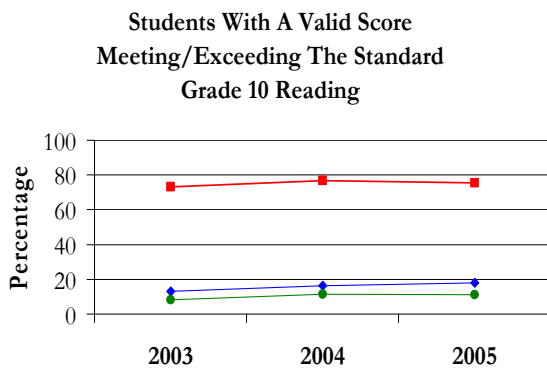


<b>Target: 35% meeting/exceeding by 2005</b>						
<b>Benchmark: 4% increase per year to target year 2005</b>						
	N	2003	N	2004	N	2005
■	7593	82.26%	7506	86.45%	7596	86.93%
◆	664	35.39%	446	56.28%	421	53.44%
●	588	38.69%	804	54.47%	893	48.38%

■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated



Target: 28% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2003	N	2004	N	2005
■	8056	75.62%	8257	76.10%	8690	82.50%
◆	1062	25.52%	958	30.79%	776	33.38%
●	459	21.07%	528	21.53%	589	26.32%



Target: 23% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2003	N	2004	N	2005
■	6717	73.05%	6498	76.92%	6855	75.40%
◆	809	13.10%	588	16.50%	705	17.87%
●	147	8.01%	157	11.39%	224	11.16%

The gap in DSTP Reading scores between regular and special education students in grades 3 and 5 continues to close. The gap for grade 3 Reading for special education aggregated and non-aggregated decreased by 15.02 percentage points and 4.43 percentage points, respectively, from 2003 to 2005. The gap for grade 5 Reading special education aggregated and non-aggregated decreased by 13.38 percentage points and 5.02 percentage points, respectively between 2003 and 2005. For grades 8 and 10 the gap has barely closed.

The percentage of students that were non-aggregated for the DSTP Reading continues to increase for grades 3, 5 and 8. 57% of special education students in grade 3 were non-aggregated in Reading for 2003, compared to 75% in 2005; 47% in grade 5 were non-aggregated in 2003, compared to 70% in 2005; and 30% in grade 8 were non-aggregated for 2003, compared to 43% in 2005.

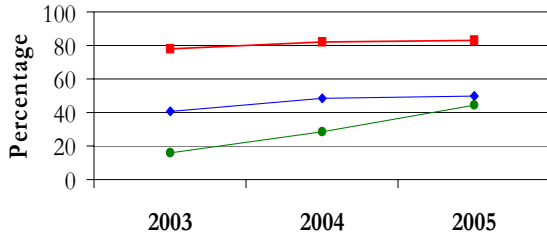
### State and Federal Initiatives

Reading First has completed its second year of implementation with its first cohort of twelve schools. Each Institute consisted of 24 hours of training in the five components of reading, assessment, and classroom management. In addition, reading training for Grade 4-12 entitled Success for Secondary Struggling Readers (SSSR) was offered during the 2004-2005 school year. 14 district level trainers attended Institute I which consisted of five modules and 12 districts implemented the program. Training on the second five modules for Institute II (SSSR<sup>2</sup>) will be completed in August 2005. Instructional Support Team Training was provided to 9 school teams in 2004-2005, and 9 more are scheduled for 2005-2006.

**Mathematics:** Decrease in Non-Aggregated is due to reporting change. Students in Special Schools are no longer considered non-aggregated unless they have non-aggregated accommodations. This accounts for change in non-aggregated trends.

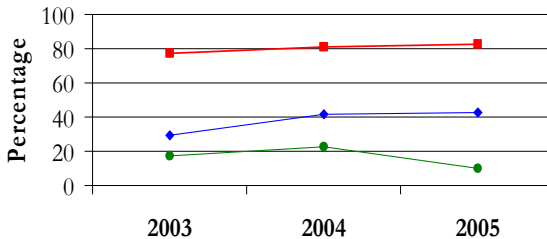
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Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 3 Mathematics



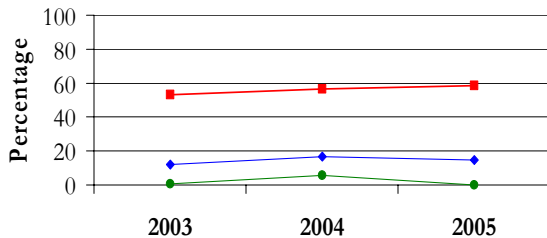
<b>Target: 51% meeting/exceeding by 2005</b>						
<b>Benchmark: 6% increase per year to target year 2005</b>						
	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>	<u>N</u>	<u>2005</u>
■	7797	77.91%	7557	82.02%	7461	83.06%
◆	1021	40.65%	1065	48.36%	1073	49.67%
●	81	16.05%	63	28.57%	9	44.44%

Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 5 Mathematics



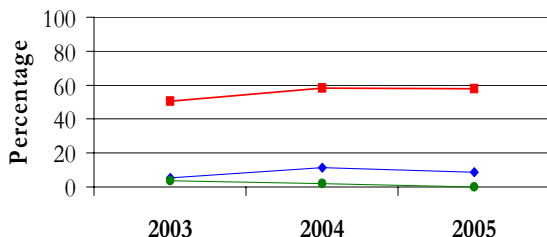
<b>Target: 41% meeting/exceeding by 2005</b>						
<b>Benchmark: 6% increase per year to target year 2005</b>						
	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>	<u>N</u>	<u>2005</u>
■	7609	77.32%	7574	81.09%	7610	82.72%
◆	1156	29.33%	1166	41.77%	1300	42.62%
●	95	17.33%	88	22.72%	10	10.00%

Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 8 Mathematics



<b>Target: 13% meeting/exceeding by 2005</b>						
<b>Benchmark: 2% increase per year to target year 2005</b>						
	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>	<u>N</u>	<u>2005</u>
■	8068	53.26%	8264	56.58%	8685	58.61%
◆	1400	12.14%	1403	16.61%	1344	14.88%
●	120	0.83%	87	4.74%	10	0.00%

Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 10 Mathematics

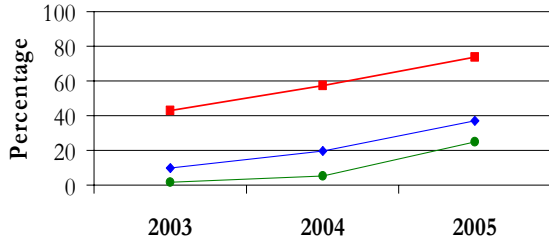


<b>Target: 12% meeting/exceeding by 2005</b>						
<b>Benchmark: 2% increase per year to target year 2005</b>						
	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>	<u>N</u>	<u>2005</u>
■	6697	50.40%	6605	58.11%	6853	57.81%
◆	874	5.49%	683	11.27%	915	8.74%
●	85	3.53%	54	1.85%	12	0.00%

**Writing:** Decrease in Non-Aggregated is due to reporting change. Students in Special Schools are no longer considered non-aggregated unless they have non-aggregated accommodations. This accounts for change in non-aggregated trends.

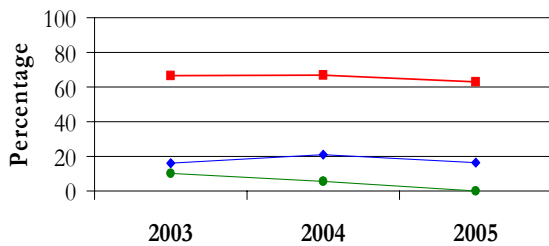
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Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 3 Writing



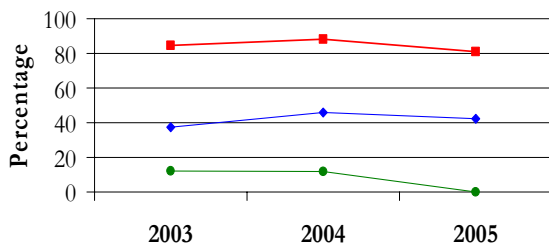
	N	2003	N	2004	N	2005
■	7769	42.94%	7532	57.24%	7412	73.66%
◆	1007	9.73%	1052	19.68%	1059	37.11%
●	83	1.61%	56	5.36%	8	25.00%

Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 5 Writing



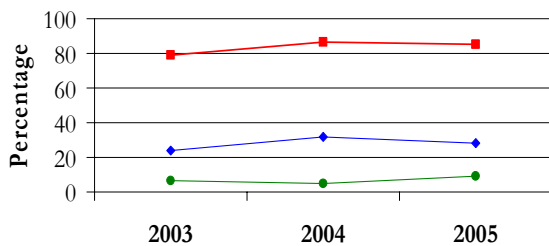
	N	2003	N	2004	N	2005
■	7609	66.63%	7526	66.86%	7614	62.96%
◆	1152	16.15%	1166	20.84%	1302	16.36%
●	93	10.18%	85	5.55%	9	0.00%

Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 8 Writing



	N	2003	N	2004	N	2005
■	8062	84.66%	8291	88.20%	8711	80.85%
◆	1382	37.48%	1406	45.95%	1347	42.17%
●	118	12.01%	85	11.77%	10	0.00%

Students With A Valid Score  
Meeting/Exceeding The Standard  
Grade 10 Writing



	N	2003	N	2004	N	2005
■	6740	78.87%	6626	86.70%	6875	85.37%
◆	879	23.78%	696	31.75%	928	28.13%
●	80	6.42%	61	4.91%	11	9.09%

## Implementation of SIP '04 – '05 Goals: Priority Area One

The following describes established Goals, Strategies for Improvement, and Evidence of Change for Priority Area One. All Evidence of Change items targeted for 12 month review are reported in this section.

### **Goal I**

By the end of Grade 3 all children will meet or exceed the reading standard on the Delaware Student Testing Program (DSTP) or have an instructional support system in place to assist each child to achieve a greater level of literacy. (Aligned with State Improvement Grant (SIG) Goal I, which reads: Through the use of teachers trained in the implementation of Scientifically-Based Reading Research (SBRR) regarding the teaching of literacy and reading skills as recommended by the National Reading Panel, preschool and school-age (K-12) students with disabilities will make significant reading gains over their baseline (entry level) scores, or against comparable control groups.)

**Strategy for Improvement:** The reading skills of children with disabilities in grades K-3 will improve through intensive and comprehensive professional development, follow-up, and on-site assistance for general and special education teachers with the 20 lowest performing schools selected annually throughout Delaware. (SIG Objective 1.2)

### **Evidence of Change**

**Institute I training modules will be implemented in all Reading First schools. Institute II training modules will be developed and piloted. Both modules will be reviewed and approved as a Cluster by the Professional Standards Board (PSB) and State Board of Education (SBE).** The DDOE Reading First staff assisted non-Reading First districts in implementing SBRR reading strategies and methods. They provided training in DIBELS to the Thomas Edison Charter School, a school that had not been selected as a RF grantee. Delaware used a train-the-trainer model for providing professional development in Institutes I and II. These trainers represented each of Delaware's nineteen school districts and many have implemented different pieces of the Reading First program in their districts, especially the use of DIBELS. Brandywine School District, a non Reading First district, worked with the state's RF staff in providing all their K-3 teachers with training in the use and analysis of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the methods for implementing differentiated instruction based on this assessment data. This district has continued to spread this training to grades 4-6. Another non-Reading First district, Caesar Rodney, utilized the DIBELS information to modify its kindergarten assessment and instructional program. Reading First has thus begun to spread across the state which is a goal of the Reading First grant.

**The SIP Annual Report, the Reading First Annual Report, and the OSEP Annual Performance Report document academic progress of K-3 students in reading and establish benchmarks for improvement aligned with NCLB.** Academic progress of grade 3 is currently tracked in all of these reports. However, the State legislature repealed the K-1 Working Sampling Assessment System. There are currently no plans to implement a K-1 assessment process.

**Strategy for Improvement:** The early literacy skills of preschool children with disabilities ages 3-5 will increase through intensive and scientifically-based professional development and follow-up assistance given to their teaching staff. (SIG Objective 1.1)

#### Evidence of Change

**Competency background for all preschool teachers reflects an emphasis in early literacy practices.** Two graduate level courses in early literacy have been developed: Emerging Literacy: Supporting Reading, Writing and Language; Supporting Emerging Literacy in English Language Learners: Reading, Writing and Communication. The Emerging Literacy course has been offered twice and the English Language Learners course has been offered once. Plans include developing a third course focusing on instruction in the area of emerging literacy with children with severe and profound disabilities.

**Training module(s) that meet the PSB standards for Professional Development designed to provide preschool teachers early literacy content knowledge and instructional strategies are completed and implemented.** The University of Delaware, Center for Disability Studies (CDS), has completed six training modules, designed to be offered to individuals working in Head Start, Delaware's state pre-kindergarten programs and early care and education sites. The modules can be taken for undergraduate credit or for child care training hours. All of the modules have been offered at least twice. Five individuals have completed all six modules. The modules will be offered again this year, two in the fall, two in the winter, and two in the spring.

**Nine family members received information on providing early literacy strategies during the baseline year.** This past year, a total of 71 family members participated in one or more of the parent information sessions. Three different topics have been developed and are available for use: Using language and communication; Supporting early literacy development, and support early writing development. One of the sessions is currently available in Spanish, with plans to translate the remaining two sessions into Spanish as well.

**Provide baseline data for SIG Early Literacy activities.** Since the beginning of the training process, a total of 127 non-certified staff have participated in the training for Modules I through VI. A total of over 35 certified professionals have taken either or both of the graduate-level courses available through the University of Delaware.

**Strategy for Improvement:** The reading skills of children with disabilities in grades 4-12 will be enhanced through intensive and comprehensive professional development and follow-up through on-site assistance for general and special education teachers in approximately 30 low performing schools selected annually throughout Delaware. (SIG Objective 1.3)

#### Evidence of Change

**Training module(s) that meet the PSB standards for Professional Development designed to provide all G 4-12 teachers with skills for the teaching of reading and the remediation of reading problems are completed and piloted.** Training for special education teachers, TAM teachers, and English Language Arts teachers in 14 districts throughout all three counties in Delaware was completed during the 2004-2005 school year. A 2% cluster has been approved

and is in the first year of statewide participation for targeted and self-selected teachers of secondary struggling readers in grades 4-12. The Motivational and Instructional Management Modules of this 90 hour program includes training in Universal Design for Learning (UDL) and Differentiated Instruction. The second level of training with an additional 2% cluster will be offered in the fall of 2005. This level of professional development includes an in-depth study with more advanced strategies and assessments for improving reading of struggling readers, especially techniques related to Universal Design for Learning.

**The State Improvement Plan Annual Report and the Annual Performance Report document academic progress of G 4-12 students in reading and establish benchmarks for improvement.** The progress of students in grade 4-12 was documented in the State Improvement Plan Annual Report and the Annual Performance Report. The PCCD will now use this data to determine improvement targets for the next six years.

**Strategy for Improvement:** Increase building level capacity to provide instructional supports, including on-site supports, to teachers.

#### Evidence of Change

**Training module(s) that meet the PSB standards for Professional Development for team building and function, diagnosis, problem solving, and consultation are completed and piloted.** The training modules are under development by way of the Reading First Initiative. First modules were completed in June, 2003.

#### **Goal II**

At the end of three years, all educators will use differentiated instructional techniques and other adaptations so that all students progress in the general education curriculum. (FAPE/LRE)

**Strategy for Improvement:** Develop teacher education programs based on Delaware state standards for teachers of students with disabilities.

#### Evidence of Change

**Alignment of curriculum for all teachers-in-training across the Institutions of Higher Education (IHEs) in the State to include content for how to teach all students Pre-K-12, including students with disabilities.** A conference for Higher Education is being planned. At this conference, Deans and professors will be informed about Interstate New Teacher Assessment and Support Consortium (INTASC) standards for all teachers that include being prepared to teach in diverse classrooms. They will be encouraged to look at how their curriculum aligns with INTASC teacher standards and to review their syllabi for alignment.

**Strategy for Improvement:** Link professional standards to licensure – initial license, induction, continuing license, and career development (advanced licensure, re-licensure, salary) for teachers of students with disabilities.

### Evidence of Change

**Alignment document for performance appraisal system, the framework for teacher training, the mentoring program, and induction for teachers with Delaware standards for teachers of students with disabilities will be completed.** Document is complete and shows a comparison between NCATE teacher standards and Delaware teacher standards and how they are aligned.

### **Goal III**

The Statewide Assessment will appropriately reflect the performance of all students with disabilities. (FAPE/LRE)

**Strategy for Improvement:** Develop and implement plan to ensure 95% participation in the state assessment program for children with IEPs.

### Evidence of Change

**Participation benchmarks were reviewed by the PCCD based on requirements of No Child Left Behind. Participation rates of students with disabilities are reported based on the spring 2004 DSTP/DAPA administration.** The new federal law, NCLB, requires 95% participation; therefore, it is not necessary for the PCCD to set benchmarks.

## **Priority Area Two: Increase Student Placement in the LRE**

**Indicator A: There will be an increase in the number of students with disabilities effectively included in the general education classroom and participating with their non-disabled peers. (Compliance Issue)**

**Indicator B: New school building plans include classrooms that are inclusive and facilities that are fully accessible.**

**Indicator C: Measure impact of student placement on individual student outcomes.**

### **Targets and Benchmarks – Indicator A**

By 2005, the percentage of preschool children with disabilities ages 3-5:

- In early childhood settings will increase by 2%.
- In early childhood special education and segregated settings will decrease by 2%

By 2005, the number of students with disabilities ages 6 – 21:

- In general education classes greater than 80% of the day, will increase to 47% in target year 2005, an increase by 3% per year, with a two year progress check point in 2003.

- In separate settings will decrease to 3% in target year 2005, a decrease by 0.5% per year, with a two year progress check point in 2003.

### Targets and Benchmarks – Indicator B

By June 2004, new-school-building construction standards/codes will incorporate accessibility language and by June 2005, new school buildings will have incorporated these standards during construction.

By June 2004, a baseline will be developed regarding accessibility in new school buildings.

By June 2004, current new-school-building codes will be compared to changes made based on recommendation to DOE's School Construction Group.

### Targets and Benchmarks – Indicator C

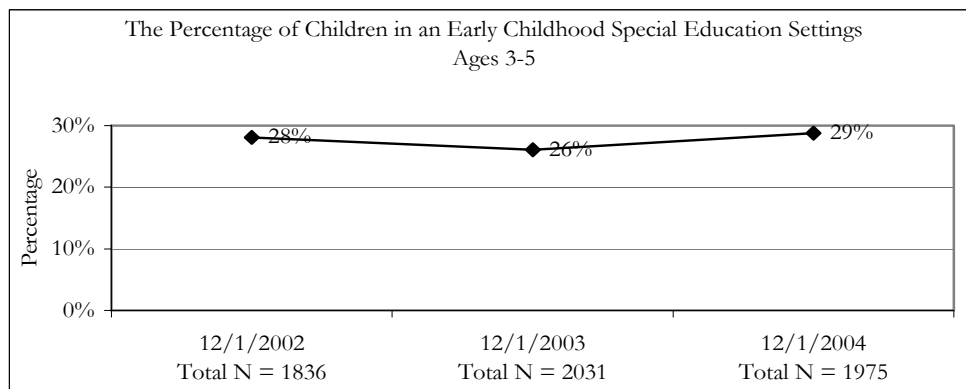
Once baseline data are available, the Inclusive Schools Subcommittee will make recommendations to the PCCD in order to make data-based decisions and set appropriate targets and benchmarks for this indicator.

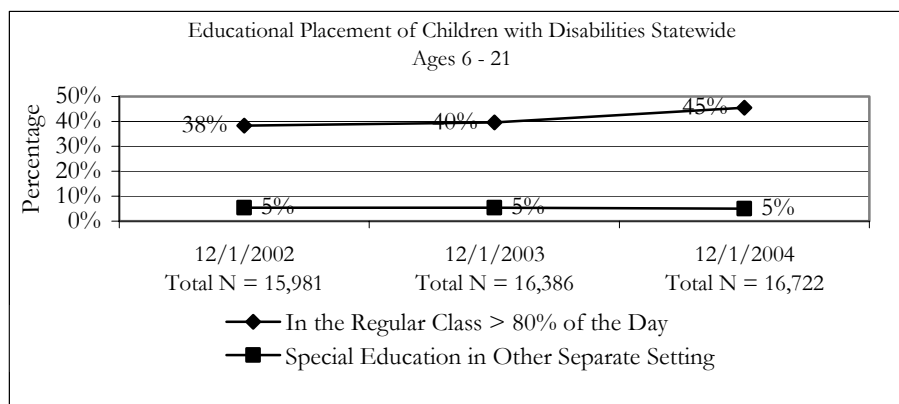
### Present Levels of Performance – Indicator A

The charts that follow show statewide, educational placement data for children with disabilities served in Delaware.

As indicated in the first chart, children served in the Early Childhood Special Education Setting in 2004 – 2005 represented 29% of 3 – 5 year olds, an increase of 3% from the previous school year. This increase is primarily a result of districts interpreting placement definitions in a more consistent manner.

Nationally, approximately 48% of students with disabilities ages 6 – 21 receive special education services in the regular education class 80% or more of the day, as reported in 2002 – 2003. During this same time, Delaware served about 38%. Students served in the regular education class remain slightly below the national average; however, more recent data shown in the second chart indicates a significant increase over the previous year. Our 2004-2005 data indicates 45% of our students with disabilities are effectively included in the general education classroom and participating with their non-disabled peers.





### Present Levels of Performance – Indicator B

Delaware's Administration Services has developed New Construction Standards. The Department of Education will use these standards from which to build their New School Construction Standards. This indicator has been met.

### Present Levels of Performance – Indicator C

2004 cohort of third grade students has been identified. Protocols for tracking individual students have been developed. The DDOE will complete this study.

### The Delaware Inclusive Schools Initiative

The Delaware Department of Education established the Inclusion Project in 1996 with the intent to provide the means for appropriately serving children with disabilities in quality inclusive settings whenever and wherever possible. During the 2002-2003 school year, the name changed from the Delaware Inclusion Project to the Delaware Inclusive Schools Initiative. The focus expanded from students with significant cognitive and sensory disabilities to all students with disabilities. The purpose of this initiative is to promote meaningful inclusion for toddlers, children, and youth with disabilities.

#### Vision

All students with disabilities will have the opportunity to participate in the general education curriculum and activities within regular education settings with their peers. The vision is that this inclusive environment will lead to positive social and educational outcomes for all students.

#### Goal

Students will attend schools and classes with their neighborhood peers. In order to facilitate this change, the initiative focuses on:

- Raising awareness levels of teachers, parents, students, and administrators of the benefits and possibilities to be achieved by including students with disabilities in the general education curriculum and activities within the regular educational setting;
- Enhancing the skills of teachers in providing accommodations and modifications of the curriculum, setting, and material to meet student needs;

- Facilitating regular and special education staff cooperation and collaboration through joint planning and teaching;
- Developing program configurations that facilitate the integration of children with disabilities into age appropriate classrooms with their typical peers;
- Developing a cadre of trained teachers and administrators who will, in turn, share their knowledge and skills with others; and
- Developing Universal Design for Learning (UDL) demonstration schools

## Implementation of SIP '04 – '05 Goals: Priority Area Two

The following describes established Goals, Strategies for Improvement, and Evidence of Change for Priority Area Two. All Evidence of Change items targeted for 12 month review are reported in this section.

### **Goal IV**

Students with disabilities are effectively included in the general education classroom in natural proportions and participate with their non-disabled peers. (FAPE/LRE)

**Strategy for Improvement:** Improve the accuracy of the data provided by school districts to allow for better identification of targets for the preschool population.

### **Evidence of Change**

Re-train district early childhood special education representatives on accurate coding of early childhood setting definitions. Work individually with some districts to track their placement coding to ensure accuracy.

**Strategy for Improvement:** Provide a mechanism for school districts that are providing high levels of inclusive settings to highlight their successes.

### **Evidence of Change**

School districts with high numbers of children in early childhood special education and segregated settings will have made contact with highlighted schools, including onsite visits.

**Strategy for Improvement:** Refine and provide training to increase capacity of all teachers to support children with disabilities to ensure access and progress in the general education curriculum within the least restrictive environment, first considering the general education classroom.

### **Evidence of Change**

**Two clusters have been approved by the professional standards board, the Inclusive Schools Initiative Leadership Cluster and the Inclusive School Initiative Practitioner**

**Cluster.** The Leadership cluster is designed to train members of a building leadership team (BLT) to guide the implementation of inclusive practices in their schools and enhance overall school improvement efforts. The Inclusive School Initiative (ISI) Practitioner Cluster is designed to train the entire building-based staff effective inclusive practices and techniques for teaching and assessing all students. The BLT and ISI Practitioner Cluster were approved by the Professional Standards Board in November 2004.

**Best practice of natural proportions is imbedded in all modules of training clusters.** Inclusive Schools Initiative module revision committees are in the process of ensuring language that supports natural proportions is imbedded in the ISI modules. Completion of work is scheduled for December 2005.

**ISI training provided in all cluster modules to a state-wide cadre of trainers.** Training has been completed for all modules with the first cadre of state-wide trainers. Training in all modules is scheduled for the second cohort from September 2005 through January 2006.

**ISI training provided in all cluster modules to five pilot schools by 2006. ISI Building Leadership Cluster training modules provided to seven new schools in year 2004-05.** BLT training is complete for 4/5 pilot schools. ISI practitioner training has begun in all five pilot schools and is on schedule for completion by 2006. BLT training is complete for 2 new schools and partially complete for 3 additional schools. These five schools are scheduled for practitioner training to begin 2005-2006 school year. Two additional schools are scheduled to begin BLT training beginning 2005-2006 school year.

**Eight new schools will be trained in curriculum-based assessment through the Instructional Support Team Model.** Eight new schools began training in August 2005.

**Training module designed to help teachers connect IEPs with the Delaware Content Standards completed and piloted. Module in alternate assessment will be provided for all teachers with students using the DAPA.** Accessing the General Education Curriculum training module connecting IEPs with the Delaware Content Standards is scheduled for completion and delivery in January, 2006. All teachers using DAPA have been trained.

**Establish a baseline for the number of performance indicators that are taught in the general education ELA, math, science and social studies classes for students with most significant cognitive disabilities who are part of the DAPA.** Baselines were established by June 2005.

**Use random teacher surveys to identify supports needed in the general education classroom that ensure children with disabilities gain access and make progress in the general education curriculum.** This is a new evidence of change added June 2005.

**Strategy for Improvement:** Increase access to and participation and progress in the general curriculum for students with disabilities regardless of placement. (SIG Objective 2.2)

### Evidence of Change

**UDL booklet, UDL brochure, and ISI parent and educator brochures will be disseminated electronically to PCCD, IS Subcommittee, IS Cadre, district and building administrators, parent groups, and university and college deans and department heads. Print copies will also be disseminated. All information will be placed on the ISI website.** UDL booklet and UDL brochure has been disseminated electronically and in print to the PCCD, IS Subcommittee, IS Cadre, district and building administrators, parent groups, and university and college deans and department heads. The ISI parent and educator brochures have been disseminated electronically and in print copy to the PCCD, IS Subcommittee, IS Cadre, ISI participating schools, district administrators, and parent groups.

**UDL rubric developed. Baseline needs assessment completed to determine how well UDL pilot schools are providing access to the general curriculum.** The UDL rubric has been developed. The first UDL pilot school is scheduled to begin the initiative during the 05-06 school year.

**ISI pilot schools will develop implementation training plan for UDL Module.** An implementation training plan has not been developed with the pilot schools.

**Strategy for Improvement:** Expand and refine the Inclusive Schools Initiative evaluation component to measure progress toward placement in the least restrictive environment and natural proportions.

### Evidence of Change

**Increase the number of students served in the least restrictive placements. The data will be reported in the Inclusive Schools Initiative Evaluation Report and the State Improvement Plan Annual Report.** Students with disabilities receiving services in the general education setting have increased from 40% in 2003-2004 to 45% in 2004-2005.

**Improved student performance in inclusive settings based on a sample of case studies will be submitted by cluster participants from the ISI pilot schools in 2005-06. The sample will include at least three different age groups and three different disability types. Results will be reported in the Inclusive Schools Initiative Evaluation Report.** Schools will complete the case studies as part of the cluster requirements. The first schools to complete this section will be available during the 2005-2006 school year.

**There will be three separate evaluations; natural proportions (baseline Spring 2004), self-assessment (baseline fall 2004), and accessing the general education curriculum (baseline spring 2005), that will measure progress toward placement in the least restrictive placement and access to the general curriculum. There will be an increase in all three evaluation measures over baseline taken in the five pilot schools. Results will be reported in the Inclusive Schools Initiative Evaluation Report.** Baseline for natural proportions was completed May 2004 in survey format for the five pilot schools. Due to the low number of returns, an accurate baseline could not be determined. A second baseline was completed in May 2005 for the five pilot schools and for three new schools. This evaluation will

be conducted during the spring of 2006 and 2007 for indication of an increase in the number of students with disabilities receiving special education services in the general classroom. Baselines for the Inclusive Schools Self-Assessment have been completed for all five pilot schools and for two new schools. All schools will complete the Self-Assessment again during the spring 2007 to indicate if identified program needs have been addressed. Accessing the general education curriculum evaluation was completed in the five pilot schools in the spring of 2005. A second evaluation will be completed to obtain comparison data in the spring of 2007.

**An equity team will be formed at the state level to review identification criteria with consideration to bias.** This is a new evidence of change added June, 2005.

**Strategy for Improvement:** Develop and implement a certificate and endorsement program for teachers of students and administrators with severe disabilities.

### Evidence of Change

**Approval of certification requirements by the Professional Standards Board and State Board of Education.** A committee is in place and revisions for the Special Education Certificate (at all grade levels) are underway with an expected approval in early 2006.

Requirements for teachers of children with autism/severe disabilities have been revised and will be approved in September 2005.

The Department revised the requirements for interpreter/tutor and resident advisor and these will be approved in July 2005

**Strategy for Improvement:** New school buildings will follow the code to include classrooms that are inclusive and fully accessible.

### Evidence of Change

**Committee will be formed and include two IS Subcommittee members to set minimum school building construction codes.** One IS Subcommittee member attended the committee meetings responsible for setting school building construction codes. IS Subcommittee recommendations were accepted by the school building construction code committee.

**Strategy for Improvement:** Develop and implement a protocol to follow performance of student cohorts who have exited special education and returned to regular education.

### Evidence of Change

**DDOE will follow a 2004 third grade special education cohort of students for two years, through grade five, to identify students that have exited special education and students that remain in special education and look at their third and fifth grade DSTP scores; stratified by inclusive general education settings and non-inclusive general education**

settings (general education vs. resource room, self contained, separate settings). A third grade special education cohort has been established and the first year of data has been collected.

### **Goal V**

The funding system is placement neutral. (Compliance issue) (FAPE/LRE)

**Strategy for Improvement:** Change State funding formulas to ensure funding distribution is placement neutral.

### **Evidence of Change**

**Recommendations will be developed based on evaluation of funding pilot districts.** In 2003, the General Assembly authorized the DOE, with the approval of the Budget Director and the Controller General, to pilot proposed changes to the State educational funding system in two school districts during the 2003-2004 school year. That authority was extended and Year Two of the Funding Pilot (2004-2005) is now complete. A brief report summarizing the Pilot model and reporting on Year Two is available. Among other activities, a single funding unit for grades K-3 was adopted during Year Two. Criteria for assigning students to needs-based funding categories were refined and the pilot districts assigned students to a funding level based on the revised draft criteria.

The Pilot will continue in Year Three (2005-2006) with the same districts. Planned activities for Year Three include cross-checking that appropriate funding levels are provided for the needs-based criteria developed in Year Two; finalizing the appropriate funding percentage for summer school for the intensive needs unit; and the appropriate funding ratio for related services at all need-based levels.

**Preschool unit code law language will be approved.** The preschool unit code change was not introduced in the last legislative session, but the Department is hopeful it will move forward in the upcoming year.

## **Priority Area Three: Improve Student Behavior**

**Indicator A: The percentage of all children, including children with disabilities, receiving long-term suspensions or expulsions will decrease.**

**Indicator B: The number of days all children, including children with disabilities, are suspended will decrease.**

**Indicator C: The percentage of all children, including children with disabilities, committing Title 14, Delaware Code §4112 incidents will decrease.**

**Indicator D: The number of school achieving a SET-D score of 80/80 and/or improvement of the previous year SET-D score will increase.**

**Indicator E: The number of schools showing positive scores on student, staff, and parent surveys of school climate will increase.**

**Targets and Benchmarks – Indicators A**

By target year 2005, the number of all students, including students with disabilities, receiving long-term suspensions will decrease by 10%.

**Targets and Benchmarks – Indicators B**

By target year 2005, the number of days all students, including students with disabilities, are suspended will decrease by 10%.

**Targets and Benchmarks – Indicators C**

By target year 2005, the number of all students, including students with disabilities, committing Title 14, Delaware Code §4112 incidents will decrease by 10%.

**Targets and Benchmarks – Indicators D**

By target year 2008, 80% of the number of PBS schools will achieve a SET-D score of 80/80. Each year 100% of PBS schools will show improvement over the previous year SET-D score until achieving a minimum score of 80/80.

**Targets and Benchmarks – Indicators E**

By target year 2008, 80% of schools' data will report positive scores on student, staff, and parent surveys of school climate. In year one, DOE will have the means to gather meaningful and accurate school climate data. In year two, each PBS school will establish a school climate baseline and DDOE will determine cut scores that indicate positive school climate on measures developed by DDOE.

**Present Levels of Performance – Indicators A, B, and C**

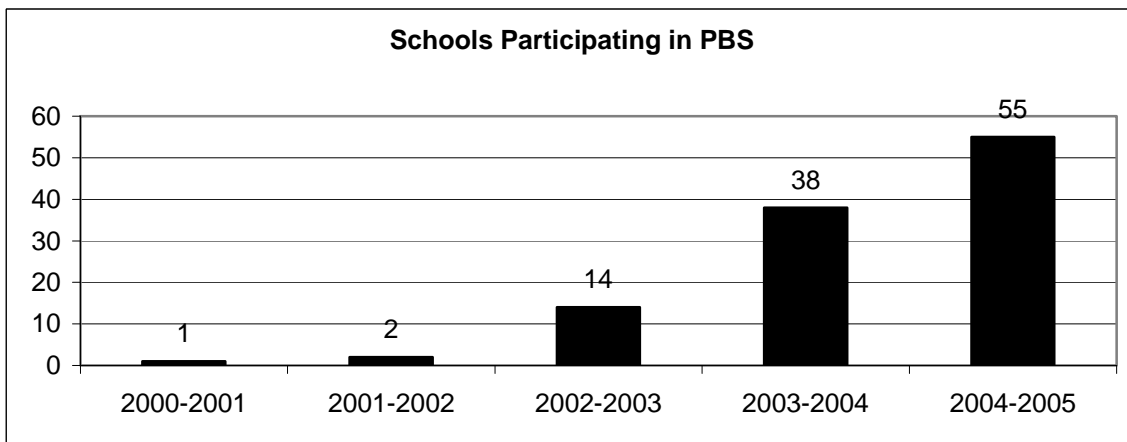
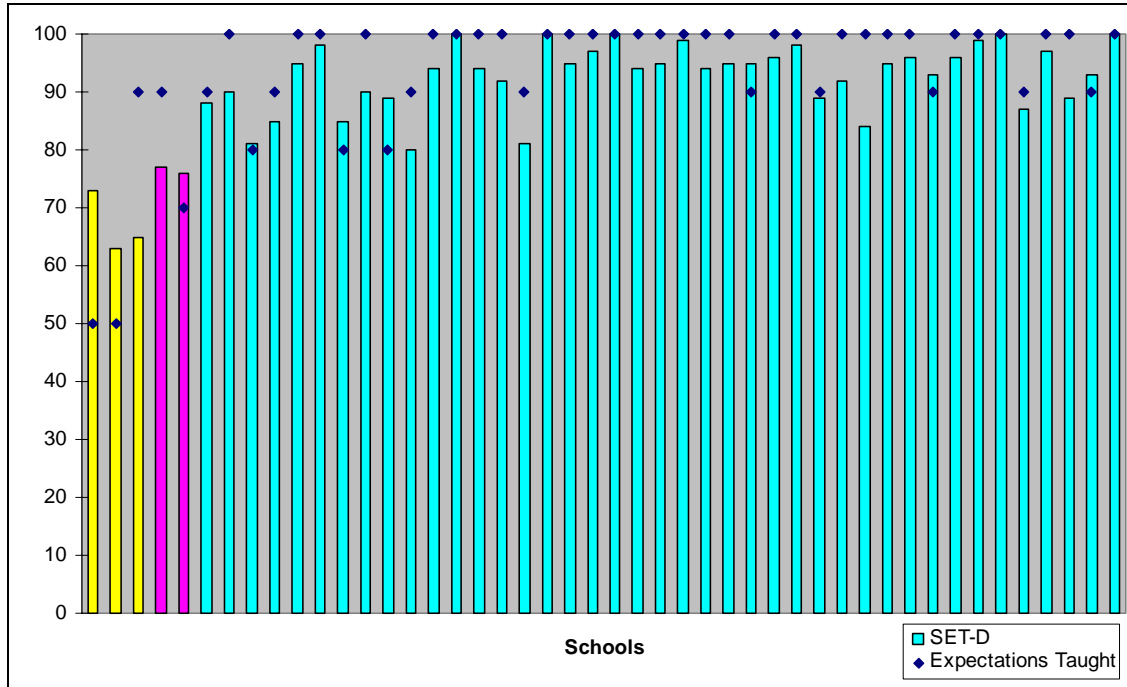
The PCCD will be asked to review Indicators A, B and C in comparison to the indicators required in the new State Performance Plan Report.

**Delaware Positive Behavior Support Initiative**

The Delaware Positive Behavior Support Initiative is a collaborative project with the Delaware Department of Education, University of Delaware Center for Disabilities Studies, and Delaware's Public Schools. The systems change goal of the Delaware Positive Behavior Support Initiative is to have every teacher and administrator in every school district in the state knowledgeable about, and engaged in, the use of Positive Behavior Supports as a means to enhance the learning of every student.

The Positive Behavior Support Initiative (PBS) has been working with schools to gather multiple sources and types of information related to improving student behavior. During the spring of 2005, data were collected from 46 schools using the School-wide Evaluation Tool, SET-D (Sugai, Lewis-Palmer, Todd and Horner, 2001; adapted by Kathleen Minke and George Bear, University of Delaware, 2004). The SET-D results can be used to determine which features of PBS are in place, set annual goals, design and revise procedures, and compare year to year efforts. The results indicate 41 of the 46 schools evaluated met at least the overall minimum mean score of 80 and the minimum score of 80 on the behavior expectations taught, indicators that the school is effectively implementing PBS. These schools are in Phase III, our top implementation phase. The graph also indicates that an additional 2 schools met at least 70/70 on the SET-D that places them in our Phase II category and will need some additional supports

to pass the evaluation next year. Three schools remain in Phase I category that is indicative to the beginning stages of PBS. The PBS Evaluation report, with detailed results, will be available during the fall 2005. Because of the positive effects PBS is having in Delaware schools, the number of schools fully implementing school-wide PBS expanded from 22 to 55 as seen in the chart below.



To emphasize the hard work of our exemplary PBS schools, DDOE recognized 30 schools in eight school districts as PBS Star Schools for the 2004-2005 school year. 18 schools were first year recipients. Ten schools were second year recipients. One school was a third year recipient and another school was a fourth year recipient. Each school will be recognized with a PBS Star School banner. These PBS Star Schools met at least the minimum requirements of the SET-D and demonstrated the involvement of parents in their school program, implementation of a character education program, and successfully used their school data to make decisions on program implementation.

## Implementation of SIP '04 – '05 Goals: Priority Area Three

The following describes established Goals, Strategies for Improvement, and Evidence of Change for Priority Area Three. All Evidence of Change items are targeted for 12 month review reported in this section.

### Goal VI

School and early childhood staff will have the knowledge and supports they need to address the social, emotional and behavioral needs of all children to improve climates in settings serving preschool through grade 12. (FAPE/LRE)

**Strategy for Improvement:** Refine and provide training and technical assistance to increase the capacity of all school personnel and families to support the social, emotional and behavioral needs of all children.

### Evidence of Change

**Two additional clusters, Individual PBS and Coaches' PBS, that meet PSB standards for professional development are completed and approved.** PBS for Individual Students was approved by the PSB in July 2005. Coaches' PBS will be submitted for approval in the fall 2005.

**Training and technical assistance will be provided by DDOE/CDS and district cadre to the existing (2004-2005) 50 PBS schools and increased by 20 new schools each year.**

Training and technical assistance were provided to 55 schools across the state for developing a school-wide program. 19 new schools have been trained for implementation for the 2005-2006 school year.

**DDOE/ CDS will assist in the integration of Partners In Excellence (PIE) Plus Initiative and PBS in ECAP, Head Start programs and other early care and education programs.** The first cohort of early care and education programs has been confirmed and consists of thirty-two sites consisting of Head Start, ECAP and child care. One district is part of the early childhood model. Start-up began for sites in January 2005 and included Devereux Early Childhood Assessments and training. Full year, full model implementation is beginning in September 2005 and will impact 1600 children ages 2-5. In mid-September, Nemours will release data to build a description of children in the cohort. The Office of Early Care and Education is providing a set of recommended social-emotional books to all PIE sites and listing second titles on the RIF list. In addition, teachers of 3-5 year olds and kindergarten teachers in PBS schools in two districts were trained and are implementing PIE as part of the PBS program.

**DDOE will have valid, reliable, and useful measures of school climate, an accurate data base to indicate the status of a school's climate and established scores that indicate a positive school climate.** A school climate survey was developed by University of Delaware staff. 10 PBS schools participated in a pilot study. Item analysis was completed. Districts are scheduled for training using this instrument in September, 2005. All PBS schools will have the availability to use the survey in the spring 2006.

**Promote better data collection and reporting through training.** Promotion will be determined by the number of trainings provided, number of diversity participants trained, and the number of joint trainings between school climate/ discipline and exceptional children workgroups. This is a new evidence of change added June 2005.

**Develop a training module for Creating a Culturally Responsive Classroom.** This is a new evidence of change added June 2005. A committee was formed to develop this module. Completion and first state roll-out is scheduled for October 2005.

**Enhance current training modules to include consequence strategies in School-wide and Classroom Management training, specific strategies and interventions to Targeted Team training, and specific strategies to connect training to the school community.** This is a new evidence of change added June 2005. New content was added to a school-wide training module and delivered June 2005. Content will be added to the other trainings in the Fall 2005. Classroom Management will be delivered October 2005. Targeted Team training will be delivered November 2005.

**Provide discipline training for administrators.** This is a new evidence of change added June 2005.

**Strategy for Improvement:** Expand and refine the PBS evaluation to measure progress toward improving the support system for individuals and schools.

#### Evidence of Change

**Data collected from PBS schools will document a decrease in the number of suspensions, expulsions and Title 14, Delaware Code §4112 offenses. The amount of the decrease will be reported in the State Improvement Plan Annual Report, the Annual Performance Report, and the PBS Evaluation Report.** There was no decrease in the number of suspensions, expulsions and Title 14, Delaware Code §4112 offenses. This could in part be due to the increased level of training provided by DDOE for accurate reporting.

**Data collected from PBS schools will document improvement in SET-D scores, suspensions/ expulsions, and office referrals over baseline year data. This improvement will be documented in the PBS evaluation Report.** All schools that received a SET-D the previous year improved or matched their score in overall mean score and score for teaching behavior expectations. School suspension/expulsions did not show a decrease over baseline. This could in part be due to the increased level of training provided by DDOE for accurate reporting. Since school data belong to the schools, we rely on schools to share their data with the state. In the PBS schools that reported school level data to the PBS project, they showed some improvement in at least one area of referral data for portions of the school year.

**An evaluation rubric is created and piloted in 2 schools to determine if Behavior Support Plans are written effectively.** The evaluation rubric/Individual Behavior Support Guide was piloted in three schools. Specific issues were identified with the process of writing plans and with the quality of plans. Training has been developed to address these issues statewide.

The coordination between DDOE, CDS and district PBS cadre will enhance use of evaluation data (SET-D, team implementation checklist, behavioral data and school climate data) by establishing areas of improvements for each individual PBS school. Technical assistance will be provided to facilitate growth in areas of need.

The statewide district coaches received training in how to use data to improve practice. Monthly technical assistance was provided.

## **Priority Area Four: Increase Family Involvement**

**Indicator A: The percentage of families satisfied with their child's education will increase.**

**Indicator B: The percentage of families (youth) responding they were actively involved in decision-making will increase.**

**Indicator C: The percentage of families (youth) responding they were treated with courtesy and respect will increase.**

**Indicator D: The percentage of families satisfied with their child's placement will increase.**

**Indicator E: Improve the availability of user-friendly information**

### **Targets and Benchmarks – Indicators A, B, C, D and E**

The percentage of families responding on the Family Survey, indicating information is accessible and easily understood, will increase.

Guides and brochures are developed by committees that include parents/consumers.

A variety of guides, brochures and other technical assistance materials are available.

Materials are available on the web and are available in Spanish.

### **Present Levels of Performance – Indicators A, B, C, D and E**

The third Biennial Family Satisfaction Survey was distributed in Winter 2004, and results will be reported in November 2005.

All standing committees included parents as members. The chart on the next page illustrates the current composition.

Family Involvement in ECECE/DOE Standing Committees				
Committee Name	2003-2004		2004-2005	
	Total Number of Members	Number of Parents	Total Number of Members	Number of Parents
DAPA Advisory	45	4	43	4
DE Transition Advisory Council	21	2	21	2
DSTP Disability Task Force	36	3	36	3
Family Involvement	7	5	8	5
General Supervision	7	2	7	2
LRE/Inclusion Subcommittee	34	3	41	4
PBS State Team	59	2	12	1
PCCD	42	8	36	6
Professional Development/ CSPD Subcommittee	11	1	9	1

Increasing the diversity of methods of sharing information with families, educators and the general public is a target of this Priority Area. Activities to achieve these specific targets are:

- ▲ The Family Involvement Subcommittee has completed work on the development of a family friendly packet of information to inform families and assist them in partnering in the education of their children with disabilities. This packet was disseminated in spring 2005.
- ▲ Information and materials are available and up-to-date on the Delaware Exceptional Children web site at <http://www.doe.k12.de.us/programs/specialed>.

## Implementation of SIP '04 – '05 Goals: Priority Area Four

The following describes established Goals, Strategies for Improvement, and Evidence of Change for Priority Area Four. All Evidence of Change items targeted for 12 month review are reported in this section.

### Goal VII

Family satisfaction with opportunities, availability, variety, and convenience of training activities will increase. (Parent Involvement)

**Strategy for Improvement:** Biennial family satisfaction survey was completed. A mass mailing was used with five basic questions as well as a longer survey which was sent to a sample of families within each district.

### Evidence of Change

**Biennial Family Satisfaction Survey results are published and analyzed and return rate for survey to increase from 16% to 20%.** The third family survey was disseminated in the winter of 2005 with a report to be ready for dissemination in November 2005.

**Strategy for Improvement:** Collaboratively develop a plan to support family training.

**Evidence of Change**

**Training and technical assistance plan to support family training to be developed based on the needs identified through data collected.** The Family Involvement Group will begin analysis of data during school year 2005-2006.

**Strategy for Improvement:** Develop and disseminate family-friendly materials.

**Evidence of Change**

**Family Guide to special education will be widely disseminated and readily available.** The packet was developed and reviewed. Dissemination occurred during the Spring of 2005. It is available on the DOE and PIC website as well in both English and Spanish.

**Goal VIII**

Family involvement in all state/district/school level activities involving the education of children with disabilities will increase. (Parent Involvement)

**Strategy for Improvement:** Families were members of all working committees.

**Evidence of Change**

**A shared database of interested families is established with PIC.** Database has been established and the subcommittee will begin analysis.

**Strategy for Improvement:** Parents were represented in district self assessment process (Focused Monitoring) and they were not district employees.

**Evidence of Change**

**DOE approval confirms that there are Parents on District Steering Committees who are not district employees.** All self assessment teams had a parent that was not a district employee.

**The State Improvement Plan and the Annual Performance Report will document a percentage of working committees with active family involvement and set targets for improvement.** All working committees have parents. (See Chart on Page 24.)

**Strategy for Improvement:** DOE website updated to be more family friendly.

**Evidence of Change**

**Family use of the DOE website increases.** DOE has updated all DOE web pages to a standard format.

## Priority Area Five: Increase The Number Of Youth In Special Education Who Successfully Complete High School

**Indicator A: The percentage of youth in special education completing high school will increase.**

**Indicator B: The annual dropout rate for youth in special education will decrease at the secondary level.**

### Targets and Benchmarks – Indicator A

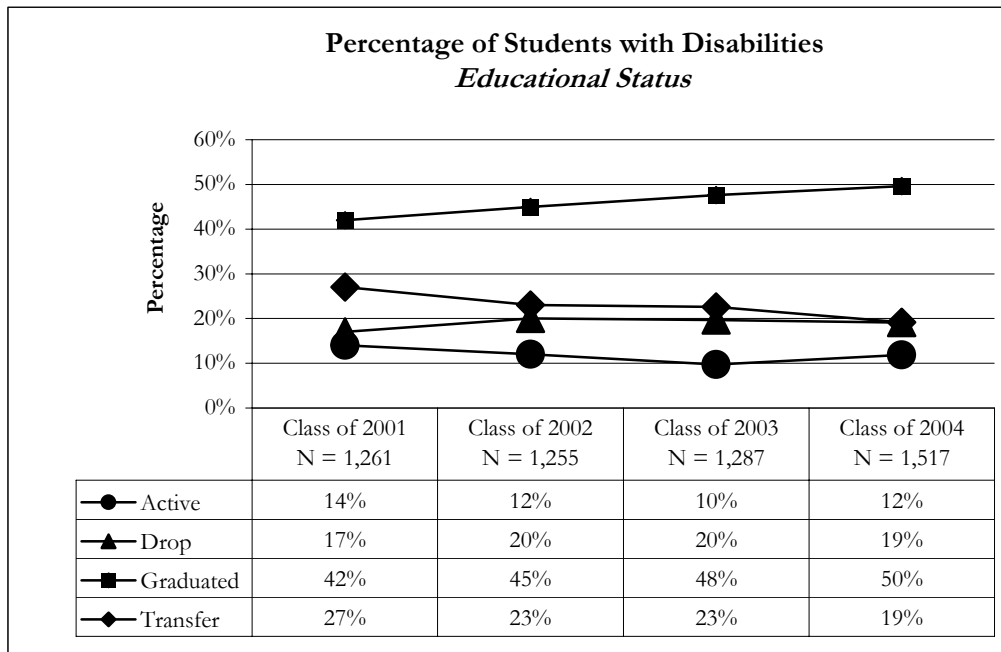
By target year 2005, the number of youth in special education completing high school will increase to 44%; an increase of 0.5% per year, with a two year progress check point in 2003.

### Targets and Benchmarks – Indicator B

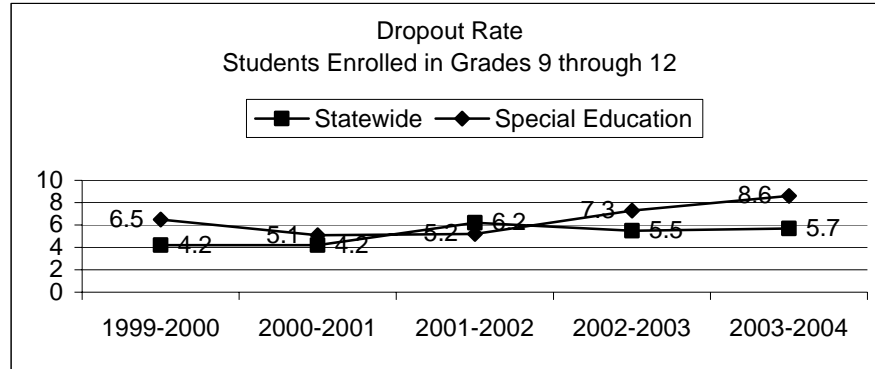
By 2005, the annual dropout rate for youth in special education will decrease to 3.1 percent. The annual dropout rate for youth in special education will be less than, or equal to, their non-disabled peers; a decrease of 0.5 percent per year to 3.1 in target year 2005, with a two year progress check point in 2003.

### Present Levels of Performance – Indicators A and B

The chart below identifies the “educational status” of a cohort of youth receiving special education services four years after entering the 9<sup>th</sup> grade. This information permits DDOE and schools to make data-based decisions for planning and programming. The graduation rate has increased each of the last four years and is currently 50% for the Class of 2004. This is 6% above the target for 2005, which was set at 44%.



The annual dropout rate has increased for the second consecutive year, after a four-year decline. It is 8.6% for the 2003-2004 school year, rising from 7.3% in the 2002-2003 school year. This increase is partially due to a change in reporting requirements from the districts to DDOE. School districts may no longer report students as “unknown”. They must report these students as “dropouts”.



**Indicator C: The percentage of youth in special education receiving a diploma compared to a certificate of performance will increase.**

**Indicator D: The percentage of youth in special education going on to 2- or 4-year colleges will increase.**

**Indicator E: The percentage of youth in special education employed within 2 years of leaving school will increase.**

**Targets and Benchmarks – Indicator C**

By 2005, the percentage of youth in special education receiving diplomas, compared to certificates of performance, will increase to 95% in target year 2005; an increase of .75% per year (based on 2001 data), with a two year check point in 2003.

**Present Levels of Performance – Indicator C**

Over the last five years, the percentage of youth receiving special education services graduating with a diploma compared to a certificate of performance has remained between 5% and 8% of the graduates. The DDOE and PCCD will continue to monitor this indicator, due to changes expected in diploma requirements for the Class of 2008.

	Diplomas	Certificates
Class of 2000	92%	8%
Class of 2001	92%	8%
Class of 2002	92%	8%
Class of 2003	95%	5%
Class of 2004	92%	8%

### Targets and Benchmarks – Indicators D

In the past year, the State Transition Council recommended changes to questions in the follow-up survey that has been conducted annually for the past four years. The Class of 2002 survey found that 20.2% of students completing the survey stated that they had enrolled in 2-4 year college and university programs since leaving high school. This information will be used to develop targets and benchmarks in 2007.

### Targets and Benchmarks – Indicators E

DOE Annual Exiter Survey			
	Working Full-Time	Working Part-Time	Total Working
Class of 1998	41%	17%	58%
Class of 1999	41%	16%	57%
Class of 2000	43%	18%	61%
Class of 2001	37%	15%	52%
Class of 2002	38%	17%	55%

### Present Levels of Performance – Indicator E

55% of students completing the Class of 2002 Follow-Up Survey reported that they are working full or part-time. This is a 3% increase from the Class of 2001 Survey.

## Implementation of SIP '04 – '05 Goals: Priority Area Five

The following describes established Goals, Strategies for Improvement, and Evidence of Change for Priority Area Five. All Evidence of Change items targeted for 12 month review are reported in this section.

### Goal IX

Students will complete 12th grade with a high school diploma. (Transition)

**Strategy for Improvement:** Implement action plans to replicate successful LD/ED programs statewide.

### Evidence of Change

DDOE has worked this past year with one high school to develop a Youth Transition Program (YTP) pilot, which begins implementation in September, 2005. The intent of this pilot is to use a nationally-recognized dropout prevention model for students with learning disabilities and emotional/behavioral problems in a Delaware high school program. This high school has identified 15 at-risk students to pilot the YTP during the coming school year. Along with training and technical assistance, DDOE will include an evaluation component to the YTP. DDOE will work with other districts to replicate the model in other high schools and ILC Programs statewide in the 2006-2007 school year.

**The State Improvement Plan Annual Report and the Annual Performance Report document an increase in students classified with LD and ED graduating.** According to Educational Status information provided by the DDOE, there has been a five-year increase in graduation rates for students with disabilities. The graduation rate for students classified as having a learning disability has also risen continually over the last five years, from 42% for the Class of 2001 to 52% for the Class of 2004. Students identified as having Emotional Disturbance experienced a 10% increase in graduation rates for the Class of 2004, rising from 19% for the Class of 2003 to 29%.

**Strategy for Improvement:** Improve student capacity for self-determination in transition planning through the IEP process.

### Evidence of Change

Beginning in September 2004, the State of Delaware adopted a “transition-driven” IEP form and process for all students in 8<sup>th</sup> grade through high school. Statewide adoption was a result of a very successful statewide pilot conducted in 2003 and 2004. The secondary IEP focuses on student plans for the future, taking into account individual strengths, preferences and interests. All schools with secondary students are using this form.

Each year, DDOE staff conducts “Meeting Transition Requirements” reports for districts wishing to determine how they are doing in meeting the transition requirements in IDEA. This past year, one school district participated in the report and documented 100% student invitation to IEP meetings. Over 89% of 8<sup>th</sup> graders attended their IEP meetings, while over 76% of high school students in that district attended their meetings. Over the past five years, about 95% of high school students were invited to their IEP meetings, according to the reports.

The 2004 September 30 Unit Count showed that 88% of high school students attended their IEP meetings. These data were gathered from on-site investigation of 107 IEPs in 14 high school programs.

**The State Improvement Plan Annual Report and the Annual Performance Report document an increase in graduation rates of students receiving special education services.** The graduation rate for students receiving special education services has steadily increased over the last five years, from 40% for the Class of 2000 to 50% for the Class of 2004. These increases coincide with the increase in student attendance at IEP meetings.

**Strategy for Improvement:** Expand “Student Connections” activities through PIC, DD Council, and other stakeholders.

### Evidence of Change

The Student Leadership Advisory Council (SLAC) recently completed its Third Annual Youth Leadership Forum in May 2005. This organization has grown to include student representatives from 13 different high school programs. There were 10 high school programs participating in the previous year. This past year, students from the SLAC have presented at Delaware and Pennsylvania Transition Conferences, and in October 2005 will present on their activities at the

2005 International Division on Career Development and Transition (DCDT) Conference in Albuquerque, New Mexico.

The Developmental Disabilities Planning Council piloted a “Junior Partners in Policymaking” program this past summer for over 25 students from around the state. This initiative will expand in the coming year.

The Parent Information Center of Delaware will begin work in October 2005 with local high school clubs (SOAR clubs) to support disability awareness and self-determination to help students learn about the IEP process, becoming more involved in the educational and adult life planning. PIC/DE has identified this project as a priority activity for the coming year.

### **Goal X**

Youth with disabilities will advance to post-secondary education, training, and/or employment upon completion of high school. (Transition)

**Strategy for Improvement:** Expand and refine data collection to improve the monitoring of outcome data for students with disabilities involved in postsecondary education and employment.

### **Evidence of Change**

Each year, DVR provides an annual report to DDOE on the numbers of students served as well as employment outcomes. For the past three years, they have also provided each high school program in Delaware with employment and postsecondary education outcomes of the students in those programs. DDOE and the Division on Developmental Disabilities Services (DDDS) have improved data collection, as well. DDOE provides long-term numbers of students likely to be eligible for DDDS services, permitting them to plan five years ahead. Data on supported employment from DVR and DDDS has led to a pilot to improve transition services for students likely to need long-term job supports. This pilot is supported by 3 state agencies and adult service providers, and is currently focusing on 17 students to be placed in jobs before graduation from high school. DVR, DDDS and DDOE will continue this pilot, in hopes of improving our transition services to youth with significant disabilities.

New Interagency Agreements between DDDS, DVR, DDOE and Local Education Agencies were completed and signed by all parties in the past year.

**Strategy for Improvement:** Increase content knowledge and instructional strategies of K-12 guidance counselors, general and special education teachers, transition specialists, and adult agency professionals relative to career counseling, integration of academics and career development, transition planning and student self-determination for students with disabilities.

### **Evidence of Change**

The University of Delaware, in collaboration with DDOE, is implementing a **Transition Course of Study** for educators and others interested in transition services. The course of study has been approved at the DDOE and is currently in its first year of implementation.

The Center for Disability Studies at the University of Delaware, DVR and DDOE sponsored the third year of **Supported Employment Training** for professionals and paraprofessionals from a variety of agencies. This training continues to receive the highest ratings for quality from participants.

**State and Regional Transition Advisory Councils, along with the Annual Summer Transition Institute** provide multiple opportunities each year to share information and learn about critical issues to improve transition services and outcomes to youth.

**Follow-Up Surveys document and increase in postsecondary education, training, and/or employment.** The Class of 2004 Follow-Up Survey report showed improvement in both employment and postsecondary education. (See Present Levels of Performance, Indicator E)

**Strategy for Improvement:** Conduct regular strategic planning with LEA's, DVR, Delaware IHE's, regional advisory councils and other agencies.

### Evidence of Change

The "Early Start to Supported Employment" pilot is supported by 3 state agencies and adult service providers, and is currently focusing on 17 students to be placed in jobs before graduation from high school. This was due to strategic interagency planning through state and regional council activities.

The Youth Transition Program is a cooperative pilot supported by both DVR and DDOE to improve graduation rates and employment outcomes.

New Interagency Agreements have been finalized by DDDS, DVR, DDOE and all Local Education Agencies.

## **Priority Area Six: Improve General Supervision**

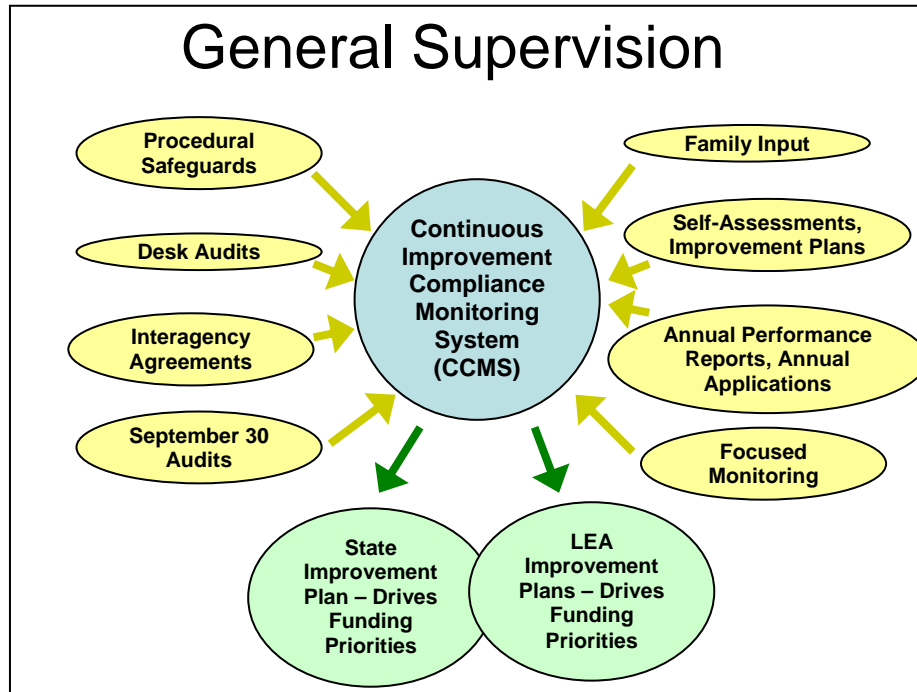
**Indicator A: The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.) used by the SEA, identify and correct IDEA noncompliance in a timely manner in all programs including Charter Schools, interagency programs and incarcerated youth.**

**Indicator B: System issues are identified and remediated through the analysis of finding from information and data collected from all available sources, including monitoring, complaint investigation and hearing resolutions**

**Indicator C: Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.**

## Targets and Benchmarks – Indicators A, B, C

These data are under development based on district and charter school participation in the Continuous-Improvement Compliance Monitoring System (CCMS) process.



## Present Levels of Performance – Indicators A

All Districts have engaged in some level of self assessment, improvement planning, or annual reporting during school year 2003-2004. Status of all districts is as follows:

- 2002 Cycle: Four districts engaged in self assessment, and all four have completed their self assessments. Of those four districts, all but one has completed the improvement plan. One district has submitted an update to their improvement plan.
- 2003 Cycle: Eight districts engaged in self assessment, and all eight districts have submitted a written document. Of those eight districts, five have submitted improvement plans.
- 2004 Cycle – Eight districts engaged in self assessment, and two have submitted a self assessment.
- 2005 Cycle: All districts have engaged in self assessments and submitted improvement plans. In addition, two districts submitted to Focused Monitoring, a new monitoring tool approved by the PCCD in 2004.

Monitoring teams visited two districts piloting the Focused Monitoring Process. Final reports are available on the website at: [http://www.doe.state.de.us/exceptional\\_child/CCMS.htm](http://www.doe.state.de.us/exceptional_child/CCMS.htm).

### Present Levels of Performance – Indicator C

All indicators were aligned with the OSEP indicators in the Spring of 2005.

A data system has been developed to track data relating to hearings, complaints and mediation. The following tables summarize due this for 2002-2003, 2003-2004 and 2004-2005.

Complaints					
	Number of Complaints	Number of Complaints with Findings	Number of Complaints with No Findings	Number of Complaints not Investigated – Withdrawn or No Jurisdiction	Number of Complaints Completed within Timelines
2002-2003	21	15	5	1	20
2003-2004	15	12	3	0	15
2004-2005	11	3	7	0	10

Mediations				
	Number of Mediations		Number of Mediation Agreements	
	Not Related to Hearing Requests	Related to Hearing Requests	Not Related to Hearing Requests	Related to Hearing Requests
2002-2003	4	5	1	5
2003-2004	2	3	1	3
2004-2005	6	10	5	9

Due Process Hearings		
	Number of Hearing Requests	Number of Hearings Held
2002-2003	19	3
2003-2004	21	3
2004-2005	32	6(3 pending)

## Implementation of SIP '04 – '05 Goals: Priority Area Six

The following describes established Goals, Strategies for Improvement, and Evidence of Change for Priority Area Six. All Evidence of Change items targeted for 12 month review are reported in this section.

### **Goal XI**

The Continuous-Improvement Compliance Monitoring System (CCMS) process will be developed and implemented in all LEAs and Agencies serving children with disabilities. (General Supervision)

**Strategy for Improvement:** Implement the Continuous-Improvement Compliance Monitoring System (CCMS) for LEAs, and charter schools with the following focus at the district/building level:

- Placement in LRE
- Student progress in reading
- Improving student behavior
- Increasing family involvement
- Student involvement in IEP/transition
- Increasing graduation rates
- Decreasing drop-out rates

### **Evidence of Change**

**Self Assessment Reports and Improvement Plans reflecting the five priority areas are available for all districts.** All districts have engaged in self assessments and submitted improvement plans.

Self assessment and improvement planning activities are part of the continuous improvement cycle. Districts will submit Annual Performance Reports in October 2005 on all the priority areas. All districts will align with the State's Performance Plan and Annual Performance Report by October, 2007.

On-site monitoring has been done in three charter schools and corrective action plans have been completed. On-site monitoring will be done at two charter schools during school year 2005-2006.

**Strategy for Improvement:** Implement the Continuous-Improvement Compliance Monitoring System for programs supporting students with disabilities in the Department of Services to Children, Youth and Their Families (DSCYF), the Department of Corrections (DOC), and alternative schools through on site visits consistent with the six year cycle and targets in the State Performance Plan.

### Evidence of Change

**CCMS process modified for DSCYF and DOC, alternative education and charter schools, and available for review. CCMS Reports are available for DSCYF, DOC and charter school programs.** The General supervision subcommittee will make recommendations regarding any change in the CCMS process for DSCYF, DOC and charters schools during the Spring of 2006.

**Strategy for Improvement:** Develop plans to add Focused Monitoring to the CCMS process.

### Evidence of Change

**Focused Monitoring developed and approved by PCCD.** Recommendations for focused monitoring were developed by the General Supervision subcommittee and approved by PCCD in Spring of 2004.

Focused Monitoring was piloted in two school districts during 2004-2005. The districts were identified for FM because of poor DSTP results in reading in certain grades and the small percentage special education students being served primarily in their regular education setting. The DOE constructed FM teams which included its own staff, parents of children with disabilities and district special education staff. The FM teams reviewed DOE-data regarding disproportionality, placement and DSTP scores. In April 2005, the teams visited several schools within the monitored districts. The teams interviewed principals and regular and special education staff, reviewed student records, and debriefed building principals. The teams held parent meetings within each monitored district to solicit concerns, compliments and suggestions.

Focused Monitoring Reports were produced for each monitored district and are available for review. The reports identify promising practices, make recommendations and prescribe corrective action as appropriate to improve student outcomes, increase placement in the LRE, and correct procedural compliance concerns.

### **Goal XII**

The procedural safeguard systems will be reviewed and refined, as needed, to ensure quality service. (General Supervision)

**Strategy for Improvement:** Provide training to increase the number and capacity of due process hearing officers, mediators, and administrative complaint investigators, to ensure the maintenance of fair and impartial procedural safeguard systems.

### Evidence of Change

**Training module(s) and schedules for training are refined and implemented.** Formal public comment and adoption of the Due Process Procedures Manual were postponed because changes to the due process hearing system were likely as part of the federal reauthorization.

As anticipated, IDEA 2004 made several changes to the hearing system, effective July 1, 2005. In May 2005, experienced hearing officers were trained on the changes in IDEA 2004 and generally updated on developments in special education law. New hearing officers were trained on hearing procedures and IDEA 2004. The DOE continued to sponsor hearing officer attendance at appropriate special education seminars and trainings offered by other entities.

Federal regulations implementing IDEA 2004 changes have been published for comment. Additional revisions to the Due Process Procedures Manual will be completed and published for comment once the federal regulations are final.

**The State Improvement Plan Annual Report and the Annual Performance Report document the number of hearings, complaints, and mediations.** A newly developed data system was used in 2004-2005 to track data relating to hearings, complaints, and mediation. Additional refinements to the data system will be made to improve analysis of the causes and outcomes of hearings, complaints and mediations.

**Strategy for Improvement:** Develop Administrative Complaint Manual.

#### Evidence of Change

**Administrative Complaint Manual will be completed and available for review.** The Administrative Complaint Manual was completed and available for review. The Manual may need revisions once federal regulations implementing IDEA 2004 are final.

**Strategy for Improvement:** Develop and implement an ongoing evaluation system that measures client satisfaction and system effectiveness for mediation, due process and administrative complaints.

#### Evidence of Change

**System is in place, and the Procedural Safeguards Evaluation Report is published by June of 2005 and available for analysis by DOE, stakeholders, and the public.** No progress on this activity during the 2004-2005 year.

#### **Goal XIII**

Agreements among agencies jointly serving youth will be reviewed or developed to ensure all students are receiving a free appropriate public education. (General Supervision)

**Strategy for Improvement:** Assess the FAPE needs of youth in private or out-of-state placements and ensure the implementation of FAPE. (Student Accountability) Assess the performance of each service system (program) and interagency coordinated systems for individual children served. (System Accountability)

#### Evidence of Change

**Refine evaluation system to make it more Delaware Specific, implement for a sample population of ICT students, and determine how well service system functions are**

**working for individual students.** As previously reported, DOE was working with Human Systems and Outcomes, Inc., The Department for Services for Youth, Children and Their Families (DSCYF) and the Division of Developmental Disability Services (DDDS) to develop this evaluation system known as Coordinated Services Review. The sample pilot test included children served through DDOE and DSCYF. The evaluation system was modified to be more Delaware specific and a pilot test was completed on a sample population and minor changes were made to the tool for clarity. The pilot was successful in showing that the tool was valid and is it now ready for use in an ongoing basis.

**Strategy for Improvement:** Review all current MOUs (DSCYF, DDDS, DVR, DVI, Sussex ICT). Identify additional MOUs needed.

### Evidence of Change

**MOUs updated and reviewed for DVI, DDDS, DVR, DSCYF, and DAP.** Interagency agreements are in place with DVI, DDDS, DVR, DSCYF and DAP

DOE has begun discussions with Division of Substance Abuse and Mental Health concerning the provision of FAPE to eligible individuals committed to the Delaware Psychiatric Center.

## Next Steps

Delaware is committed to the concept of “Continuous Improvement” and the PCCD and its various subcommittees meet on a regular basis to review, plan, and update Delaware’s plan for improvement for special education services and to align it with all state and federal initiatives.

The Individuals with Disabilities Education Improvement Act was signed into law in December 2004 and became effective on July 1, 2005. IDEA 2004 requires that each state submit a State Performance Plan (SPP) by December 2, 2005. The SPP must include measurable and rigorous targets for priority areas established in the new law. The ECECE Group will collaborate with the Partners Council for Children with Disabilities about any changes to the priority areas required by IDEA 2004 and to establish the measurable and rigorous targets that will be included in the SPP.

IDEA 2004 also requires each state to submit an Annual Performance Report (APR). Delaware’s first APR is due in February 2007. The ECECE Group will consult with PCCD about the format and content of the APR. We hope to draw on broad stakeholder input *and* the particular expertise we have acquired through these State Improvement Plan Annual Reports to produce an APR that is an even more useful and accurate reflection of Delaware’s special education services.

## APPENDICES

### Disaggregated Data: Priority Area One

The tables and charts in the following appendices contain the reading, mathematics, and writing disaggregated results for 2003, 2004, and 2005 by grade. A dash (-) appears in these tables and charts when N is less than 15. The following glossary of terms can be referenced to understand terminology used within each table and chart.

**Accommodated:** The IEP and instructional program includes accommodations and/or assistive devices in the instructional process and for state and local testing.

**Aggregated:** Testing with accommodations that do not change the construct(s) of the test and as a result test scores are comparable to scores earned by students who are tested under regular conditions.

**Invalid Score:** Student did not attempt enough items to provide a total score.

**Not Accommodated:** The IEP and instructional program does not include accommodations and/or assistive devices in the instructional process or for state and local testing.

**Non-Aggregated:** Testing with accommodations that change the construct(s) of the test and as a result test scores are not comparable to scores earned by students who have no accommodation or aggregated accommodations.

**Not Special Education:** All students not identified as a student with a disability. (i.e., general education, speech, LEP, Section 504, Title I)

**Participation:** A student who is present for the DSTP/DAPA.

**Performance Level:** Performance level (PL) tells how students are performing relative to the State's content standards. PL 5: Distinguished, PL 4: Exceeds, PL 3: Meets, PL 2: Below, and PL 1: Well Below.

**Standards-Based Score (Scale Score):** Standards-based scores for reading and mathematics are reported on a scale. The scale score gives a sense of how students are progressing across the grade levels as well as over time.

**Valid Score:** Student attempted enough items to provide a total score.

## Delaware Student Testing Program (DSTP)

### Grade 3, Reading

#### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1104	1050	54	1100	4	4
2004	1125	1065	60	1117	8	7
2005	1081	1044	37	1081	0	4

#### Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>										
2003	1098	471	10	22	18	26	180	303	94	154	169	122
2004	1117	329	12	51	28	65	136	406	82	153	71	113
2005	1081	273	14	27	25	54	133	436	54	145	47	146

#### Students with Disabilities With A Valid Score - Grade 3 Reading

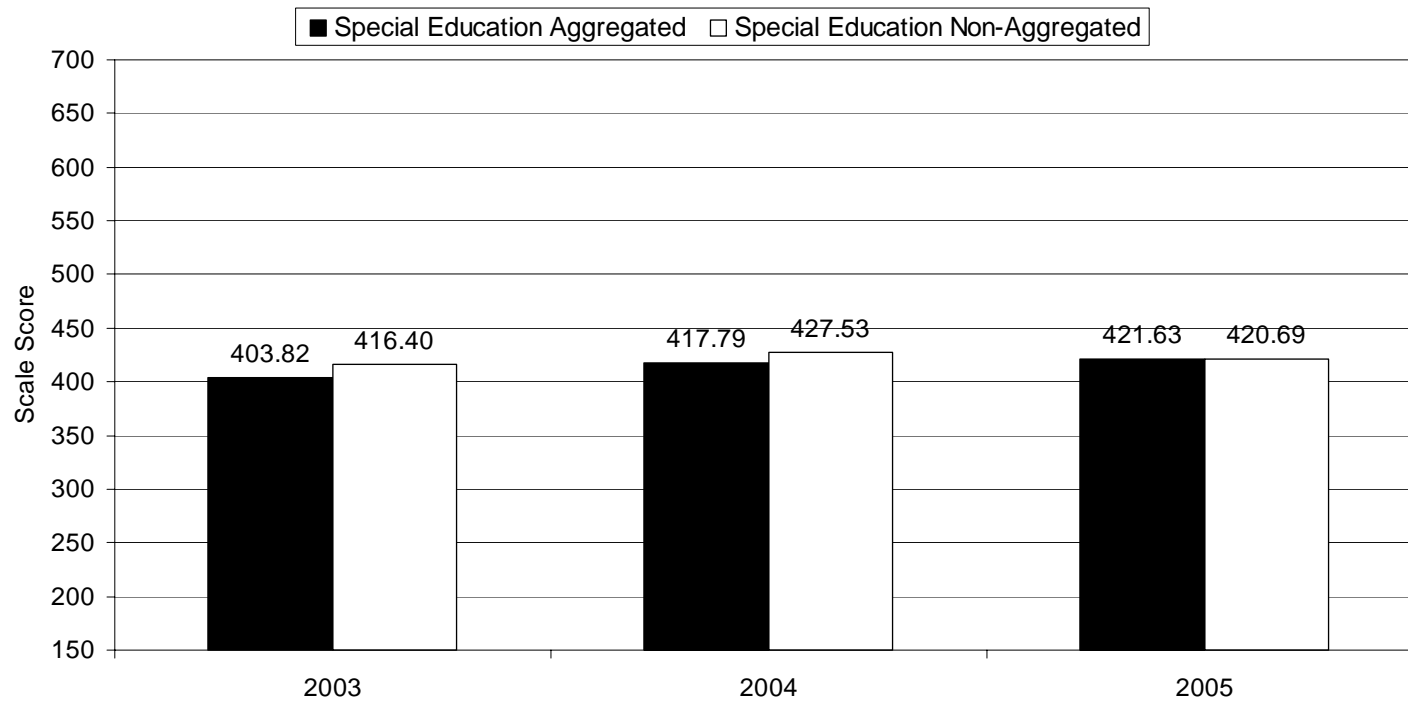
**Target:** 56% meeting/exceeding by 2005

**Benchmark:** 6% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
<i>Aggregated</i>	471	44.16	55.84	329	53.50	46.50	273	63.00	37.00
<i>Non-Aggregated</i>	627	55.74	44.26	788	66.01	33.99	808	63.99	36.01

All Students With Disabilities With A Valid Score  
 DSTP Grade 3  
 Reading Scale Score Average

PL1: 164 to 386    PL2: 387 to 410    PL3: 411 to 464    PL4: 465 to 481    PL5: 482 to 655



Reading Scale Score Average	N	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	471	403.82	329	417.79	273	421.63
Special Education: <i>Non-Aggregated</i>	627	416.40	788	427.53	808	420.69

## Performance on Grade 3, Reading: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 471 Non-Aggregated N = 627			2004 Aggregated N = 329 Non-Aggregated N = 788			2005 Aggregated N = 273 Non-Aggregated N = 808		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	173	43.35	56.65	106	57.55	42.45	97	63.54	36.46
<i>Male</i>	298	44.63	55.37	223	51.57	48.43	177	62.71	37.29
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	193	55.72	44.28	273	64.59	35.41	274	63.50	36.50
<i>Male</i>	434	55.78	44.22	515	66.80	33.20	534	64.23	35.77
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	3	-	-	2	-	-	2	-	-
<i>African American</i>	188	25.53	74.47	129	40.31	59.69	96	48.96	51.04
<i>Asian</i>	2	-	-	2	-	-	2	-	-
<i>Hispanic</i>	32	56.25	43.75	14	-	-	15	66.67	33.33
<i>Caucasian</i>	246	56.50	43.50	182	62.64	37.36	158	71.52	28.48
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	2	-	-	1	-	-	1	-	-
<i>African American</i>	242	49.47	50.53	311	59.40	40.60	332	55.72	44.28
<i>Asian</i>	4	-	-	6	-	-	4	-	-
<i>Hispanic</i>	74	51.16	48.84	94	55.73	44.27	74	66.22	33.78
<i>Caucasian</i>	305	62.29	37.71	376	74.73	25.27	397	70.28	29.72
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	41	19.51	80.49	18	27.78	72.22	11	-	-
<i>Hearing Impairments</i>	7	-	-	9	-	-	4	-	-
<i>Visual Impairments</i>	2	-	-	1	-	-	3	-	-
<i>Emotional Disturbance</i>	19	52.63	47.37	21	52.38	47.62	13	-	-
<i>Orthopedic Impairments</i>	76	56.58	43.42	58	53.45	46.55	52	67.31	32.69
<i>Specific Learning Disabilities</i>	323	43.34	56.66	218	54.13	45.87	187	64.17	35.83
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	3	-	-	4	-	-	3	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	85	26.77	73.23	107	29.80	70.20	92	32.60	67.40
<i>Hearing Impairments</i>	14	-	-	11	-	-	15	40.00	60.00
<i>Visual Impairments</i>	2	-	-	2	-	-	2	-	-
<i>Emotional Disturbance</i>	36	58.33	41.67	24	72.22	27.78	39	79.49	20.51
<i>Orthopedic Impairments</i>	71	60.56	39.44	96	71.88	28.12	102	71.57	28.43
<i>Specific Learning Disabilities</i>	405	61.75	38.25	535	73.32	26.68	546	67.95	32.05
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	14	-	-	12	-	-	10	-	-
<i>Traumatic Brain Injury</i>	0	-	-	1	-	-	2	-	-

## Delaware Student Testing Program (DSTP) Grade 3, Mathematics

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1106	1054	52	1103	3	5
2004	1133	1071	62	1128	5	2
2005	1082	1031	51	1082	0	3

### Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
2003	All Students With Disabilities	Students With Disabilities Aggregated	6	0	45	0	364	13	248	16	358	52
2004	1102	1021	15	2	99	2	401	14	239	7	311	38
2005	1128	1065	15	-	74	-	444	-	205	-	335	-

#### Students with Disabilities With A Valid Score - Grade 3 Mathematics

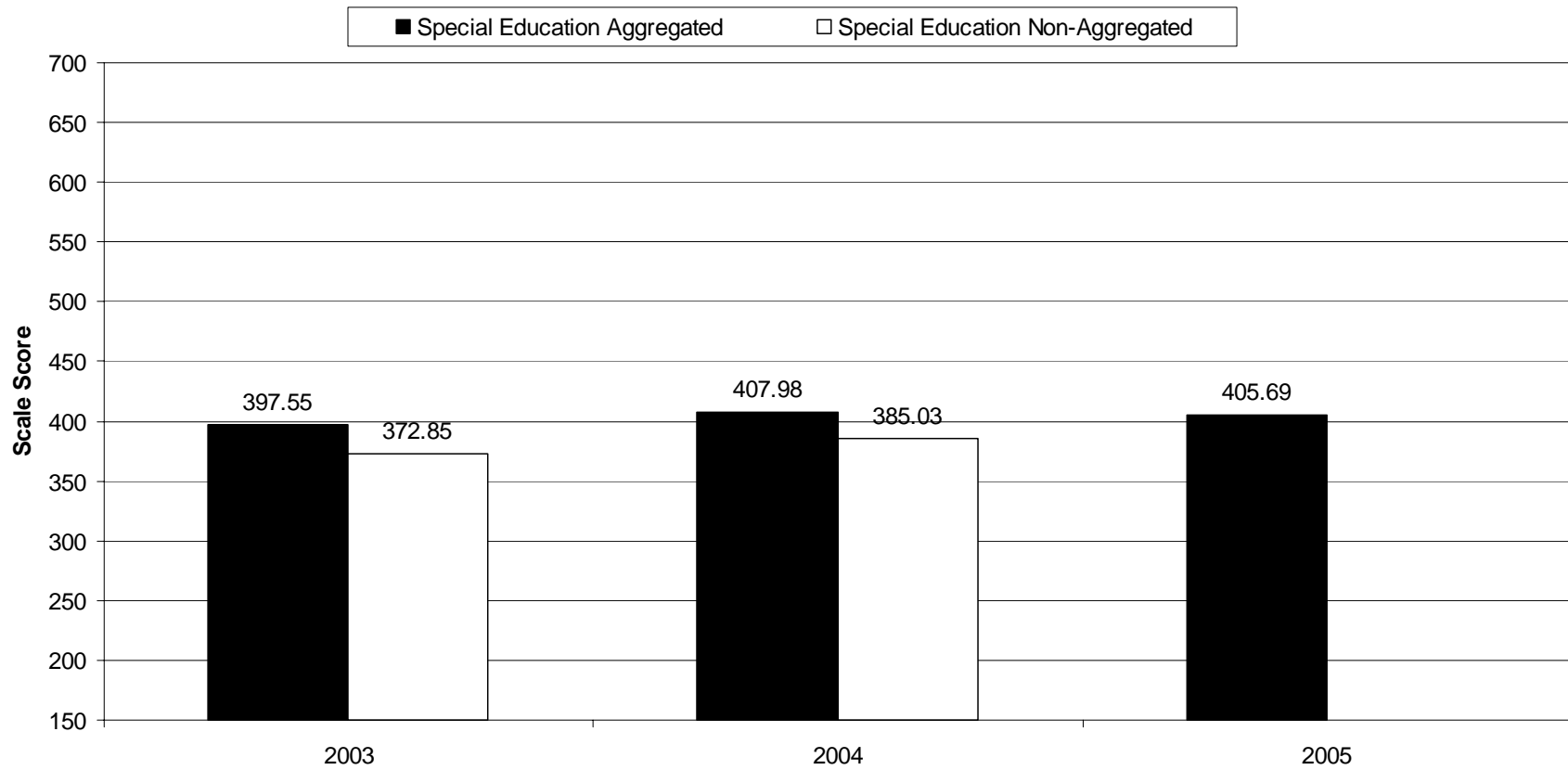
**Target:** 51% meeting/exceeding by 2005

**Benchmark:** 6% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	1021	40.65	59.35	1065	48.36	51.64	1073	49.67	50.33
<i>Non-Aggregated</i>	81	16.05	83.95	63	28.57	71.43	9	-	-

**All Students With Disabilities With A Valid Score  
DSTP Grade 3  
Mathematics Scale Score Average**

PL1: 174 to 381    PL2: 382 to 406    PL3: 407 to 463    PL4: 464 to 498    PL5: 499 to 614



Mathematics Scale Score Average	N	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	1021	397.55	1065	407.98	1073	405.69
Special Education: <i>Non-Aggregated</i>	81	372.85	63	385.03	9	-

## Performance on Grade 3, Mathematics: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1021 Non-Aggregated N = 81			2004 Aggregated N = 1065 Non-Aggregated N = 63			2005 Aggregated N = 1073 Non-Aggregated N = 9		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	349	34.38	65.62	365	43.01	56.99	368	40.49	59.51
<i>Male</i>	672	43.90	56.10	700	51.14	48.86	705	54.47	45.53
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	18	11.11	88.89	16	12.50	87.50	2	-	-
<i>Male</i>	63	17.46	82.54	47	34.04	65.96	7	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	5	-	-	3	-	-	3	-	-
<i>African American</i>	401	26.68	73.32	423	33.33	66.67	426	41.55	58.45
<i>Asian</i>	3	-	-	6	-	-	5	-	-
<i>Hispanic</i>	95	48.42	51.58	96	47.92	52.08	84	48.81	51.19
<i>Caucasian</i>	517	49.90	50.10	537	60.52	39.48	555	56.04	43.96
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	31	9.67	90.33	24	25.00	75.00	2	-	-
<i>Asian</i>	3	-	-	3	-	-	1	-	-
<i>Hispanic</i>	11	-	-	13	-	-	6	-	-
<i>Caucasian</i>	36	22.23	77.77	23	39.13	60.87	9	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	112	8.04	91.96	112	12.50	87.50	103	15.53	84.47
<i>Hearing Impairments</i>	11	-	-	16	62.50	37.50	19	36.84	63.16
<i>Visual Impairments</i>	4	-	-	2	-	-	5	-	-
<i>Emotional Disturbance</i>	43	34.88	65.12	40	42.50	57.50	51	50.98	49.02
<i>Orthopedic Impairments</i>	139	46.05	53.95	151	47.02	52.98	154	55.20	44.80
<i>Specific Learning Disabilities</i>	705	45.25	54.75	737	54.00	46.00	726	53.58	46.62
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	7	-	-	7	-	-	13	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	2	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	14	-	-	14	-	-	0	-	-
<i>Hearing Impairments</i>	10	-	-	4	-	-	0	-	-
<i>Visual Impairments</i>	0	-	-	1	-	-	0	-	-
<i>Emotional Disturbance</i>	11	-	-	6	-	-	1	-	-
<i>Orthopedic Impairments</i>	9	-	-	5	-	-	0	-	-
<i>Specific Learning Disabilities</i>	27	7.41	92.59	23	17.39	82.61	8	-	-
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	10	-	-	9	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	1	-	-	0	-	-

# Delaware Student Testing Program (DSTP) Grade 3, Writing

## Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1104	1050	54	1101	3	4
2004	1132	1072	60	1125	7	3
2005	1081	1031	50	1076	5	4

## Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>										
2003	1090	1007	0	0	0	0	98	2	244	6	665	75
2004	1108	1052	0	0	0	0	207	3	377	9	468	44
2005	1067	1059	0	-	14	-	379	-	274	-	392	-

### Students with Disabilities With A Valid Score - Grade 3 Writing

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	1007	9.73	90.27	1052	19.68	80.32	1059	37.11	62.89
<i>Non-Aggregated</i>	83	1.61	98.39	56	5.36	94.64	8	-	-

## Performance on Grade 3, Writing: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1007 Non-Aggregated N = 83			2004 Aggregated N = 1052 Non-Aggregated N = 56			2005 Aggregated N = 1052 Non-Aggregated N = 56		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	342	8.77	91.23	362	22.38	77.62	365	41.10	58.90
<i>Male</i>	665	10.23	89.77	690	18.26	81.74	694	35.01	64.99
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	18	4.17	95.83	15	0.00	100.00	2	-	-
<i>Male</i>	65	0.77	99.23	41	7.31	92.69	6	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	5	-	-	3	-	-	3	-	-
<i>African American</i>	395	7.09	92.91	419	15.27	84.73	421	30.17	69.83
<i>Asian</i>	3	-	-	6	-	-	5	-	-
<i>Hispanic</i>	93	6.45	93.55	95	16.84	83.16	82	40.24	59.76
<i>Caucasian</i>	511	12.52	87.48	529	23.82	76.18	548	41.79	58.21
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	32	1.04	98.96	21	4.76	95.24	2	-	-
<i>Asian</i>	3	-	-	2	-	-	1	-	-
<i>Hispanic</i>	13	-	-	12	-	-	5	-	-
<i>Caucasian</i>	35	0.00	100.00	21	9.52	90.48	0	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	106	6.60	93.40	109	7.34	92.66	97	19.00	81.00
<i>Hearing Impairments</i>	11	-	-	15	-	-	19	21.05	78.95
<i>Visual Impairments</i>	4	-	-	2	-	-	5	-	-
<i>Emotional Disturbance</i>	43	9.30	90.70	38	15.79	84.21	50	40.00	60.00
<i>Orthopedic Impairments</i>	137	12.41	87.59	149	18.79	81.21	153	44.44	55.56
<i>Specific Learning Disabilities</i>	699	9.59	90.41	732	21.58	78.42	720	28.33	71.67
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	7	-	-	7	-	-	13	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	2	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	13	-	-	11	-	-	0	-	-
<i>Hearing Impairments</i>	10	-	-	4	-	-	0	-	-
<i>Visual Impairments</i>	0	-	-	1	-	-	0	-	-
<i>Emotional Disturbance</i>	12	-	-	5	-	-	1	-	-
<i>Orthopedic Impairments</i>	9	-	-	3	-	-	0	-	-
<i>Specific Learning Disabilities</i>	29	3.45	96.55	22	0.00	100.00	7	-	-
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	10	-	-	9	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	1	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 5, Reading

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1256	1167	89	1252	4	10
2004	1255	1130	125	1252	3	12
2005	1316	1248	68	1314	2	6

### Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>										
2002	1150	776	10	0	16	7	237	98	183	89	330	180
2003	1252	664	10	5	16	19	209	204	174	149	255	211
2004	1250	446	9	15	21	32	221	393	96	169	99	195
2005	1316	421	5	7	18	27	202	398	100	217	96	244

#### Students with Disabilities With A Valid Score - Grade 5 Reading

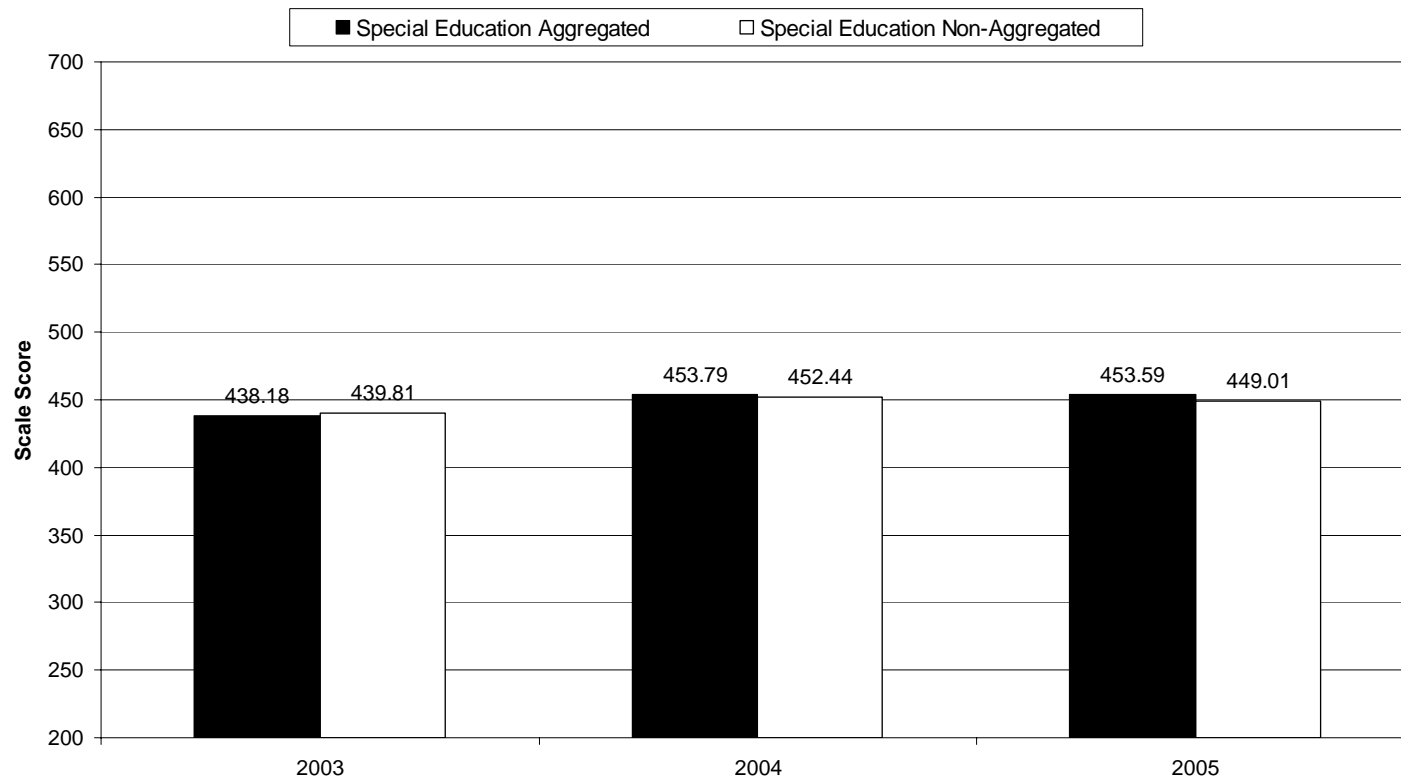
**Target:** 35% meeting/exceeding by 2005

**Benchmark:** 4% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	664	35.39	64.61	446	56.28	43.72	421	53.44	46.56
<i>Non-Aggregated</i>	588	38.69	61.31	804	54.47	45.53	893	48.38	51.62

**All Students With Disabilities With A Valid Score  
DSTP Grade 5  
Reading Scale Score Average**

PL1: 213 to 426    PL2: 427 to 450    PL3: 451 to 507    PL4: 508 to 528    PL5: 529 to 698



Reading Scale Score Average	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	438.18	446	453.79	421	453.59
Special Education: <i>Non-Aggregated</i>	439.81	804	452.44	895	449.01

## Performance on Grade 5, Reading: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 664 Non-Aggregated N = 588			2004 Aggregated N = 446 Non-Aggregated N = 804			2005 Aggregated N = 421 Non-Aggregated N = 893		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	233	35.62	64.38	153	50.98	49.02	140	52.86	47.14
<i>Male</i>	431	35.27	64.73	293	55.08	44.92	281	53.74	46.26
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	191	42.41	57.59	269	59.04	40.96	301	49.50	50.50
<i>Male</i>	397	36.89	63.11	535	54.61	45.84	592	47.80	52.20
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	1	-	-	2	-	-	1	-	-
<i>African American</i>	274	19.71	80.29	184	36.96	63.04	154	35.71	64.29
<i>Asian</i>	3	-	-	3	-	-	1	-	-
<i>Hispanic</i>	33	18.18	81.82	27	66.67	33.33	25	52.00	48.00
<i>Caucasian</i>	353	48.73	51.27	230	71.30	28.70	240	64.58	35.42
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	3	-	-	4	-	-
<i>African American</i>	274	30.66	69.34	340	47.36	52.64	391	37.85	47.36
<i>Asian</i>	2	-	-	4	-	-	5	-	-
<i>Hispanic</i>	68	19.12	80.88	76	44.73	55.27	103	47.57	52.43
<i>Caucasian</i>	244	53.28	46.72	381	63.00	37.00	390	58.92	41.08
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	46	2.17	97.83	23	21.74	78.26	15	13.33	86.67
<i>Hearing Impairments</i>	7	-	-	9	-	-	9	-	-
<i>Visual Impairments</i>	3	-	-	3	-	-	2	-	-
<i>Emotional Disturbance</i>	40	30.00	70.00	30	50.00	50.00	36	58.33	41.67
<i>Orthopedic Impairments</i>	106	50.94	49.06	99	58.58	41.42	88	52.27	47.73
<i>Specific Learning Disabilities</i>	455	34.51	65.49	280	57.50	42.50	263	55.89	44.11
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	7	-	-	2	-	-	8	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	95	13.69	86.31	114	22.81	77.19	111	25.23	74.77
<i>Hearing Impairments</i>	9	-	-	7	-	-	14	-	-
<i>Visual Impairments</i>	1	-	-	1	-	-	1	-	-
<i>Emotional Disturbance</i>	32	34.38	65.62	51	51.71	48.29	40	52.50	51.71
<i>Orthopedic Impairments</i>	60	43.89	56.11	97	54.64	45.36	112	50.89	49.11
<i>Specific Learning Disabilities</i>	379	43.54	56.46	522	61.61	38.39	604	53.15	61.61
<i>Deaf-Blindness</i>	2	-	-	0	-	-	0	-	-
<i>Autism</i>	10	-	-	11	-	-	11	-	-
<i>Traumatic Brain Injury</i>	0	-	-	1	-	-	0	-	-

## Delaware Student Testing Program (DSTP)

### Grade 5, Mathematics

#### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1259	1161	98	1255	4	8
2004	1259	1136	123	1255	4	8
2005	1316	1246	70	1311	5	6

#### Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>										
2003	1251	1156	6	5	31	1	302	11	297	22	520	56
2004	1254	1166	16	0	45	5	426	15	316	26	363	42
2005	1310	1300	7	-	49	-	498	-	404	-	342	-

#### Students with Disabilities With A Valid Score - Grade 5 Mathematics

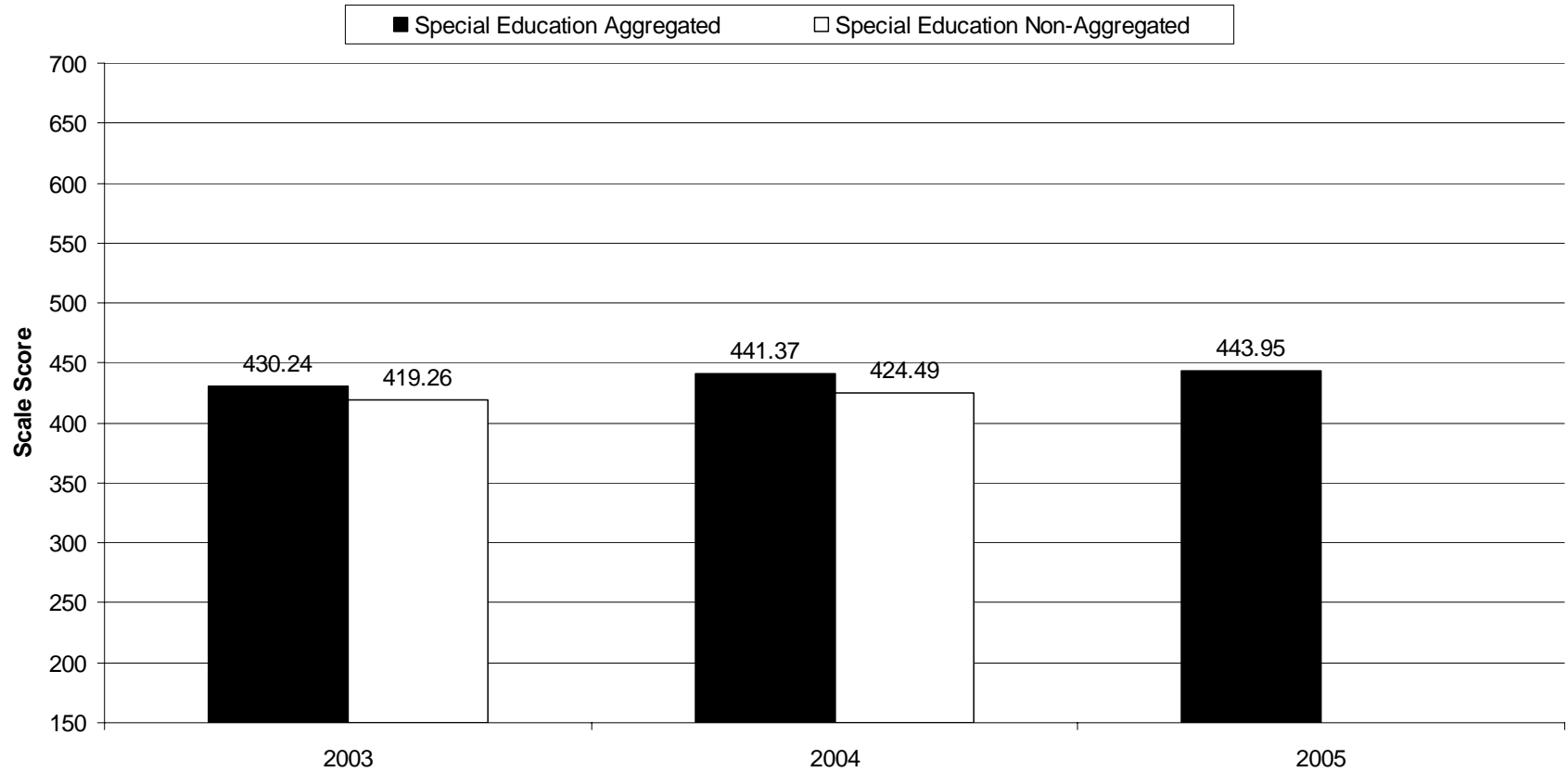
**Target:** 41% meeting/exceeding by 2005

**Benchmark:** 6% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	1156	29.33	70.67	1166	41.77	58.23	1300	42.62	57.38
<i>Non-Aggregated</i>	95	17.33	82.67	88	22.72	77.28	10	-	-

**All Students With Disabilities With A Valid Score  
DSTP Grade 5  
Mathematics Scale Score Average**

PL1: 233 to 423    PL2: 424 to 448    PL3: 449 to 502    PL4: 503 to 524    PL5: 525 to 656



Mathematics Scale Score Average	N	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	1156	430.24	1166	441.37	1300	443.95
Special Education: <i>Non-Aggregated</i>	95	419.26	88	424.49	10	-

## Performance on Grade 5, Mathematics: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1156 Non-Aggregated N = 95			2004 Aggregated N = 1166 Non-Aggregated N = 88			2005 Aggregated N = 1300 Non-Aggregated N = 10		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	407	27.76	72.24	403	38.46	61.54	436	38.30	61.70
<i>Male</i>	749	30.17	69.83	763	43.51	56.49	864	44.79	55.21
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	17	11.76	88.24	20	20.00	80.00	4	-	-
<i>Male</i>	78	18.53	81.47	68	23.53	76.47	6	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	1	-	-	5	-	-	5	-	-
<i>African American</i>	507	14.99	85.01	496	28.02	71.98	543	29.83	70.17
<i>Asian</i>	5	-	-	5	-	-	6	-	-
<i>Hispanic</i>	87	20.69	79.31	89	33.70	66.29	121	43.80	56.20
<i>Caucasian</i>	556	43.71	56.29	571	54.99	45.01	625	53.12	46.88
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	39	7.69	92.31	30	23.34	76.66	0	-	-
<i>Asian</i>	0	-	-	2	-	-	0	-	-
<i>Hispanic</i>	14	-	-	16	18.75	81.25	8	-	-
<i>Caucasian</i>	42	30.95	69.05	40	22.50	77.50	2	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	121	5.79	94.21	118	16.10	83.90	124	13.71	86.29
<i>Hearing Impairments</i>	9	-	-	11	-	-	21	38.10	61.90
<i>Visual Impairments</i>	4	-	-	4	-	-	2	-	-
<i>Emotional Disturbance</i>	57	21.05	78.95	63	41.27	58.73	76	43.42	56.58
<i>Orthopedic Impairments</i>	154	38.96	61.04	195	45.64	54.36	199	46.23	53.77
<i>Specific Learning Disabilities</i>	801	31.09	68.91	771	43.84	56.16	860	45.93	54.07
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	10	-	-	3	-	-	18	44.44	55.56
<i>Traumatic Brain Injury</i>	0	-	-	1	-	-	0	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	20	5.00	95.00	18	11.11	88.89	2	-	-
<i>Hearing Impairments</i>	7	-	-	5	-	-	0	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	1	-	-
<i>Emotional Disturbance</i>	14	-	-	17	23.53	76.47	0	-	-
<i>Orthopedic Impairments</i>	12	-	-	2	-	-	0	-	-
<i>Specific Learning Disabilities</i>	33	3.03	96.97	36	19.44	80.56	7	-	-
<i>Deaf-Blindness</i>	2	-	-	0	-	-	0	-	-
<i>Autism</i>	7	-	-	10	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 5, Writing

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		<i>Accom.</i>	<i>Not Accom.</i>			
2003	1255	1169	86	1249	6	10
2004	1259	1132	127	1253	6	8
2005	1316	1237	79	1312	4	6

### Performance

Test Year	N of Valid Scores		Performance Levels										
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)		
			<i>Agg.</i>	<i>Non-Agg.</i>	<i>Agg.</i>	<i>Non-Agg.</i>	<i>Agg.</i>	<i>Non-Agg.</i>	<i>Agg.</i>	<i>Non-Agg.</i>	<i>Agg.</i>	<i>Non-Agg.</i>	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2003	1245	1152	0	0	5	1	181	9	574	24	392	59	
2004	1251	1166	0	0	5	1	238	4	648	32	275	48	
2005	1312	1302	0	-	2	-	211	-	851	-	238	-	

### Students with Disabilities With A Valid Score - Grade 5 Writing

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	1152	16.15	83.85	1166	20.84	79.16	1302	16.36	83.64
<i>Non-Aggregated</i>	93	10.18	89.82	85	5.55	94.45	10	-	-

## Performance on Grade 5, Writing: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1152 Non-Aggregated N = 93			2004 Aggregated N = 1166 Non-Aggregated N = 85			2004 Aggregated N = 1302 Non-Aggregated N = 10		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	406	21.92	78.08	402	25.87	74.13	437	20.59	79.41
<i>Male</i>	746	13.00	87.00	764	18.19	81.81	865	14.22	85.78
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	17	5.88	94.12	21	3.17	96.83	4	-	-
<i>Male</i>	76	11.12	88.88	64	6.25	93.75	6	-	93.75
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	1	-	-	5	-	-	5	-	-
<i>African American</i>	507	9.66	90.34	498	16.27	83.73	543	10.87	89.13
<i>Asian</i>	4	-	-	5	-	-	6	-	-
<i>Hispanic</i>	87	9.20	90.80	87	19.54	80.46	119	10.08	89.92
<i>Caucasian</i>	553	23.15	76.85	571	24.69	75.31	629	21.94	78.06
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	37	2.71	97.29	29	0.00	100.00	1	-	-
<i>Asian</i>	0	-	-	2	-	-	0	-	-
<i>Hispanic</i>	14	-	-	16	6.25	93.75	8	-	-
<i>Caucasian</i>	42	19.05	80.95	38	10.53	89.47	1	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	121	4.96	95.04	119	10.92	89.08	123	6.50	93.50
<i>Hearing Impairments</i>	9	-	-	11	-	-	22	13.64	86.36
<i>Visual Impairments</i>	4	-	-	4	-	-	3	-	-
<i>Emotional Disturbance</i>	58	3.45	96.55	64	15.63	84.37	76	15.79	84.21
<i>Orthopedic Impairments</i>	153	24.84	75.16	195	24.10	75.90	200	24.00	76.00
<i>Specific Learning Disabilities</i>	797	16.81	83.19	769	21.59	78.41	859	16.41	83.59
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	10	-	-	3	-	-	19	0.00	100.00
<i>Traumatic Brain Injury</i>	0	-	-	1	-	-	0	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	18	5.56	94.44	17	0.00	100.00	2	-	-
<i>Hearing Impairments</i>	7	-	-	5	-	-	0	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	0	-	-
<i>Emotional Disturbance</i>	13	-	-	16	6.25	93.75	0	-	-
<i>Orthopedic Impairments</i>	13	-	-	2	-	-	0	-	-
<i>Specific Learning Disabilities</i>	33	0.00	100.00	35	2.38	97.62	8	-	-
<i>Deaf-Blindness</i>	2	-	-	0	-	-	0	-	-
<i>Autism</i>	7	-	-	10	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 8, Reading

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1548	1351	197	1531	17	16
2004	1523	1410	113	1498	25	6
2005	1393	1264	129	1366	27	7

### Performance

Test Year	N of Valid Scores		Performance Levels										
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)		
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2003	1521	1062	6	0	6	2	259	96	292	134	499	227	
2004	1486	958	2	0	3	2	290	114	272	145	391	267	
2005	1365	776	1	0	9	2	249	153	220	183	297	251	

#### Students with Disabilities With A Valid Score - Grade 8 Reading

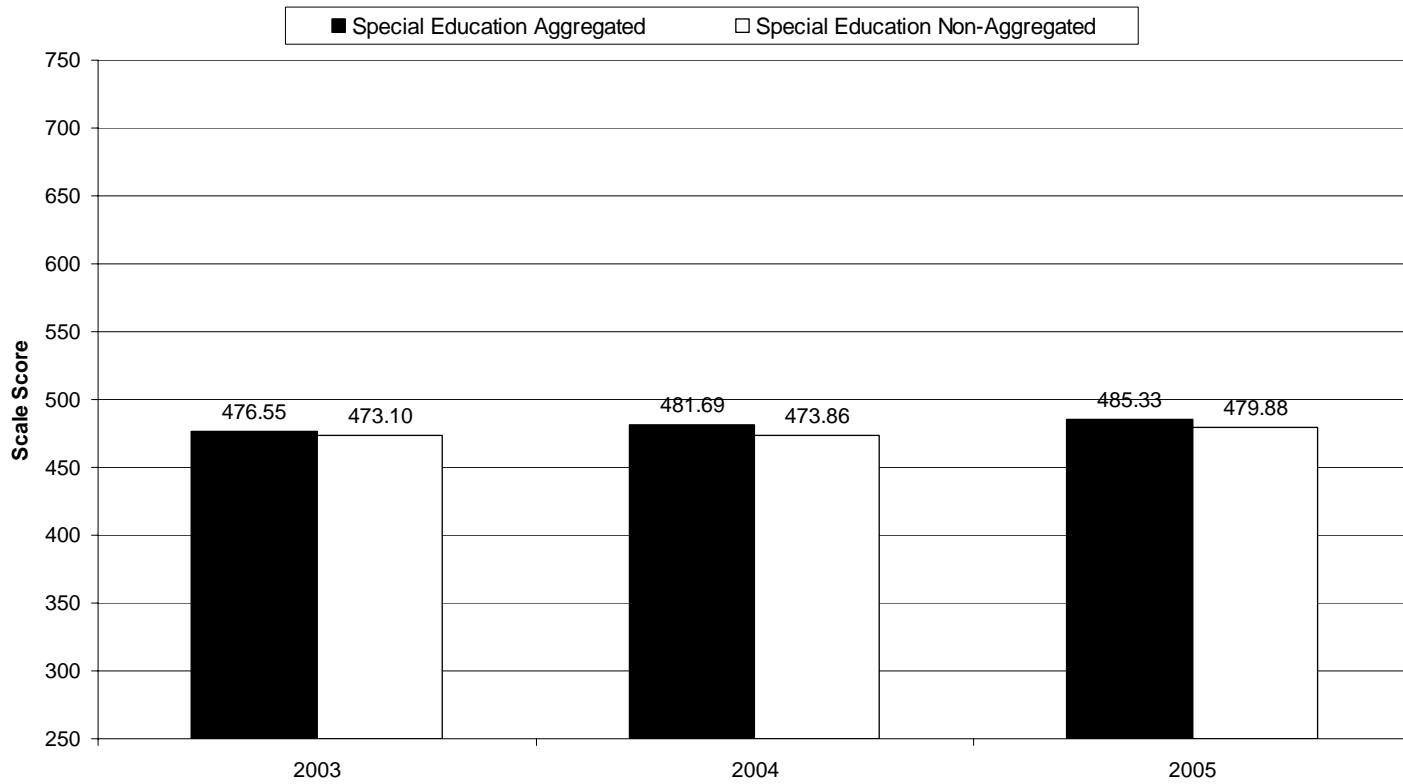
**Target:** 28% meeting/exceeding by 2005

**Benchmark:** 3% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
<i>Aggregated</i>	1062	25.52	74.48	958	30.79	69.21	776	33.38	66.62
<i>Non-Aggregated</i>	459	21.07	78.93	528	21.53	78.47	589	26.32	73.68

**All Students With Disabilities With A Valid Score  
DSTP Grade 8  
Reading Scale Score Average**

PL1: 256 to 474    PL2: 475 to 499    PL3: 500 to 563    PL4: 564 to 583    PL5: 584 to 721



Reading Scale Score Average	N	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	1062	476.55	958	481.69	776	485.33
Special Education: <i>Non-Aggregated</i>	459	473.10	528	473.86	589	479.88

## Performance on Grade 8, Reading: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1062 Non-Aggregated N = 459			2004 Aggregated N = 958 Non-Aggregated N = 528			2005 Aggregated N = 776 Non-Aggregated N = 589		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	379	27.97	72.03	332	31.33	68.67	257	33.85	66.15
<i>Male</i>	683	24.16	75.84	626	30.51	69.49	519	33.33	66.67
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	144	25.69	74.31	194	20.92	79.08	214	30.37	69.63
<i>Male</i>	315	18.99	81.01	334	21.87	78.13	375	24.00	76.00
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	2	-	-	4	-	-	3	-	-
<i>African American</i>	433	16.17	83.83	427	18.50	81.50	353	24.36	75.64
<i>Asian</i>	2	-	-	3	-	-	4	-	-
<i>Hispanic</i>	69	24.64	75.36	49	18.37	81.63	53	28.30	71.70
<i>Caucasian</i>	556	32.91	67.09	475	43.37	56.63	363	42.70	43.37
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	2	-	-	0	-	-	3	-	-
<i>African American</i>	206	13.83	86.17	216	13.08	86.92	250	16.40	83.60
<i>Asian</i>	0	-	-	1	-	-	1	-	-
<i>Hispanic</i>	25	8.00	92.00	62	22.18	77.82	59	28.81	71.19
<i>Caucasian</i>	226	29.51	70.49	249	28.84	71.16	276	34.78	65.22
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	87	5.75	94.25	78	6.41	93.59	55	5.45	94.55
<i>Hearing Impairments</i>	22	22.73	77.27	10	-	-	9	-	-
<i>Visual Impairments</i>	6	-	-	3	-	-	3	-	-
<i>Emotional Disturbance</i>	52	30.77	69.23	74	32.43	67.57	76	39.47	60.53
<i>Orthopedic Impairments</i>	109	38.53	61.47	122	35.24	64.76	131	48.09	51.91
<i>Specific Learning Disabilities</i>	783	25.67	74.33	669	32.14	67.86	498	31.73	68.27
<i>Deaf-Blindness</i>	1	-	-	0	-	-	1	-	-
<i>Autism</i>	2	-	-	2	-	-	2	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	1	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	67	4.48	95.52	78	9.92	90.08	81	3.70	96.30
<i>Hearing Impairments</i>	13	-	-	13	-	-	4	-	-
<i>Visual Impairments</i>	1	-	-	0	-	-	2	-	-
<i>Emotional Disturbance</i>	35	31.43	68.57	33	17.58	82.42	35	25.71	74.29
<i>Orthopedic Impairments</i>	59	26.55	73.45	58	21.29	78.71	66	37.88	62.12
<i>Specific Learning Disabilities</i>	282	23.13	76.87	345	23.75	76.25	401	28.93	71.07
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	2	-	-	1	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 8, Mathematics

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1549	1363	186	1526	23	16
2004	1523	1416	107	1495	28	6
2005	1392	1272	120	1363	29	8

### Performance

Test Year	N of Valid Scores		Performance Levels										
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)		
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2003	1520	1400	8	0	12	0	150	1	339	16	891	103	
2004	1490	1403	9	0	20	0	204	5	308	6	862	76	
2005	1355	1344	11	-	25	-	164	-	230	-	914	-	

#### Students with Disabilities With A Valid Score - Grade 8 Mathematics

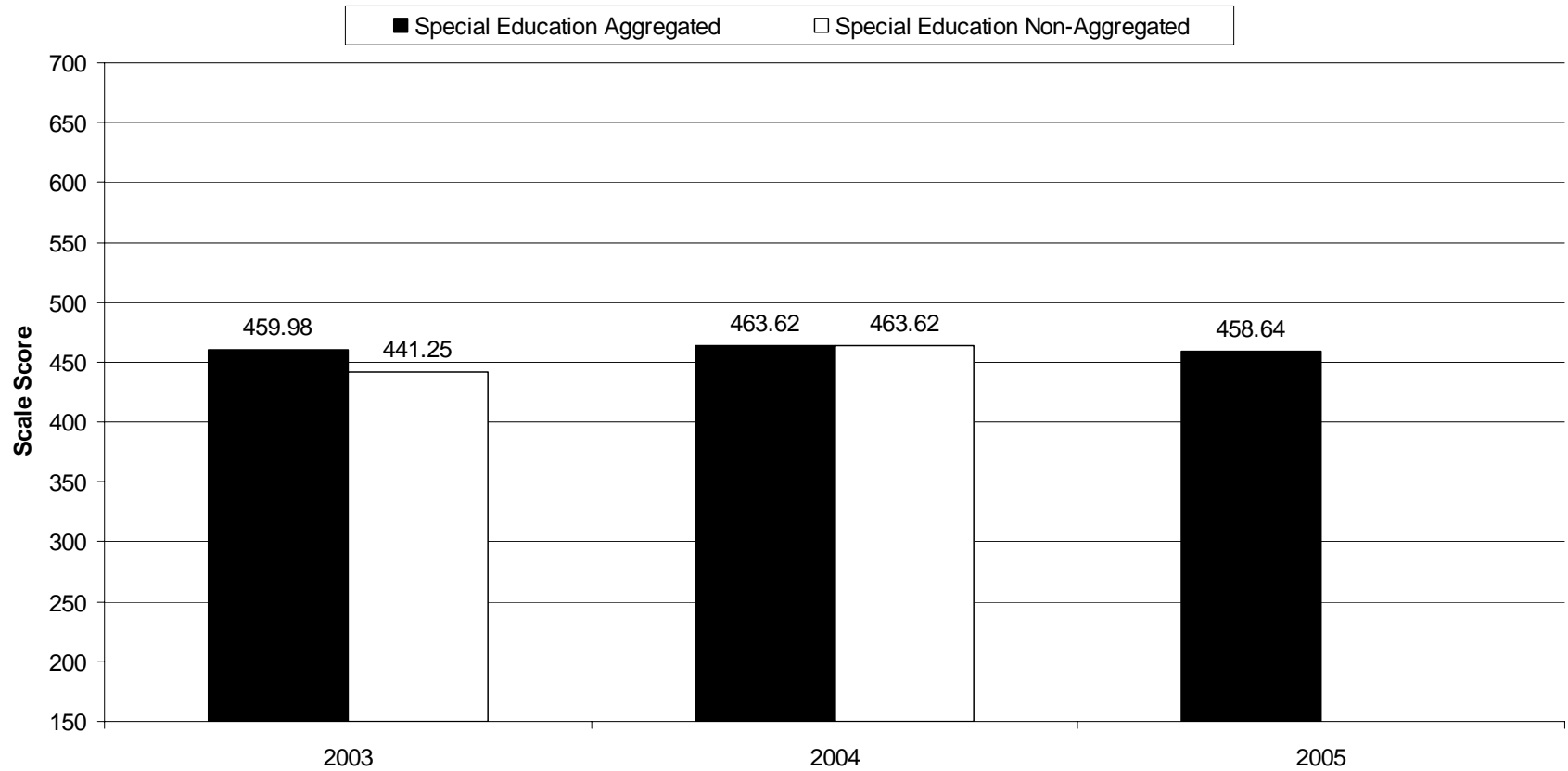
**Target:** 13% meeting/exceeding by 2005

**Benchmark:** 2% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	1400	12.14	87.86	1403	16.61	83.39	1344	14.88	85.12
<i>Non-Aggregated</i>	120	0.83	99.17	87	5.74	94.26	10	-	-

**All Students With Disabilities With A Valid Score  
DSTP Grade 8  
Mathematics Scale Score Average**

PL1: 275 to 468    PL2: 469 to 492    PL3: 493 to 530    PL4: 531 to 548    PL5: 549 to 689



Mathematics Scale Score Average	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>	<u>N</u>	<u>2005</u>
Special Education: <i>Aggregated</i>	1400	459.98	1403	463.62	1344	458.64
Special Education: <i>Non-Aggregated</i>	120	441.25	87	441.66	10	-

## Performance on Grade 8, Mathematics: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1400 Non-Aggregated N = 120			2004 Aggregated N = 1403 Non-Aggregated N = 87			2005 Aggregated N = 1344 Non-Aggregated N = 10		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	492	11.59	88.41	500	10.20	89.80	469	9.59	90.41
<i>Male</i>	908	12.44	87.56	903	20.16	79.84	875	17.71	82.29
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	32	0.00	100.00	27	11.11	88.89	2	-	-
<i>Male</i>	88	1.13	98.87	60	3.34	96.66	10	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	4	-	-	4	-	-	6	-	-
<i>African American</i>	577	5.37	94.63	603	9.12	90.88	596	7.89	92.11
<i>Asian</i>	2	-	-	4	-	-	5	-	-
<i>Hispanic</i>	79	8.86	91.14	97	8.25	91.75	106	8.49	91.51
<i>Caucasian</i>	738	17.89	82.11	695	24.17	75.83	631	22.66	77.34
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	62	1.62	98.38	39	2.56	97.44	2	-	-
<i>Asian</i>	0	-	-	0	-	-	0	-	-
<i>Hispanic</i>	15	-	-	16	12.50	87.50	6	-	-
<i>Caucasian</i>	43	0.00	100.00	32	6.25	93.75	2	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	129	1.55	98.45	141	2.13	97.87	136	2.94	97.06
<i>Hearing Impairments</i>	25	28.00	72.00	12	-	-	12	-	-
<i>Visual Impairments</i>	7	-	-	3	-	-	5	-	-
<i>Emotional Disturbance</i>	63	12.70	87.30	88	23.86	76.14	109	7.34	92.66
<i>Orthopedic Impairments</i>	151	11.26	88.74	173	17.34	82.66	197	22.84	77.16
<i>Specific Learning Disabilities</i>	1022	12.92	87.08	983	17.29	82.71	881	15.55	84.45
<i>Deaf-Blindness</i>	1	-	-	0	-	-	1	-	-
<i>Autism</i>	2	-	-	3	-	-	2	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	1	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	23	0.00	100.00	17	0.00	100.00	0	-	-
<i>Hearing Impairments</i>	10	-	-	11	-	-	1	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	0	-	-
<i>Emotional Disturbance</i>	23	0.00	100.00	20	0.00	100.00	0	-	-
<i>Orthopedic Impairments</i>	18	0.00	100.00	8	-	-	0	-	-
<i>Specific Learning Disabilities</i>	44	2.28	97.72	31	3.23	96.77	9	-	-
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	2	-	-	0	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 8, Writing

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1549	1341	208	1524	25	16
2004	1524	1405	119	1493	31	5
2005	1394	1260	134	1362	32	6

### Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>										
2003	1500	1382	1	0	29	0	488	16	687	57	177	45
2004	1491	1406	2	0	31	0	613	10	589	28	171	47
2005	1357	1347	1	-	9	-	558	-	593	-	186	-

### Students with Disabilities With A Valid Score - Grade 8 Writing

	2003			2004			2005		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
<i>Aggregated</i>	1382	37.48	62.52	1406	45.95	54.05	1347	42.17	57.83
<i>Non-Aggregated</i>	118	12.01	87.99	85	11.77	88.23	10	-	-

## Performance on Grade 8, Writing: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 1382 Non-Aggregated N = 118			2004 Aggregated N = 1406 Non-Aggregated N = 85			2005 Aggregated N = 1347 Non-Aggregated N = 10		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	487	45.38	54.62	502	55.18	44.82	470	51.28	55.18
<i>Male</i>	895	33.18	66.82	904	40.82	59.18	877	37.29	62.71
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	29	19.70	80.30	25	20.00	80.00	2	-	-
<i>Male</i>	89	10.11	89.89	60	8.33	91.67	8	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	4	-	-	4	-	-	6	-	-
<i>African American</i>	566	27.39	72.61	607	41.52	58.48	597	37.52	58.48
<i>Asian</i>	2	-	-	4	-	-	5	-	-
<i>Hispanic</i>	78	32.05	67.95	96	30.21	69.79	105	41.90	69.79
<i>Caucasian</i>	732	45.90	54.10	695	52.23	47.77	634	46.85	47.77
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	61	6.76	93.24	40	7.5	92.50	2	-	-
<i>Asian</i>	0	-	-	0	-	-	0	-	-
<i>Hispanic</i>	14	-	-	14	-	-	6	-	-
<i>Caucasian</i>	43	18.60	81.40	31	16.13	83.87	2	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	120	14.17	85.83	140	25.00	75.00	134	22.39	75.00
<i>Hearing Impairments</i>	24	62.50	37.50	12	-	-	12	-	-
<i>Visual Impairments</i>	6	-	-	3	-	-	5	-	-
<i>Emotional Disturbance</i>	60	31.67	68.33	88	45.45	54.55	110	33.64	54.55
<i>Orthopedic Impairments</i>	151	42.38	57.62	173	50.29	49.71	195	52.31	49.71
<i>Specific Learning Disabilities</i>	1018	38.90	61.10	987	47.82	52.18	887	44.31	52.18
<i>Deaf-Blindness</i>	1	-	-	0	-	-	1	-	-
<i>Autism</i>	2	-	-	3	-	-	2	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	1	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	23	0.00	100.00	15	-	-	0	-	-
<i>Hearing Impairments</i>	10	-	-	11	-	-	1	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	0	-	-
<i>Emotional Disturbance</i>	23	8.70	91.30	19	15.79	84.21	1	-	-
<i>Orthopedic Impairments</i>	17	23.53	76.47	9	-	-	0	-	-
<i>Specific Learning Disabilities</i>	43	11.63	88.37	31	0.00	100.00	8	-	-
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	2	-	-	0	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 10, Reading

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1014	879	135	974	40	10
2004	792	710	82	762	30	2
2005	977	867	110	943	34	7

### Performance

Test Year	N of Valid Scores		Performance Levels									
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)	
			All Students With Disabilities	Students With Disabilities Aggregated	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
2002	1023	862	2	0	0	0	118	30	151	27	591	104
2003	956	809	0	0	0	0	106	13	157	17	546	117
2004	745	588	1	0	0	0	96	21	123	24	368	112
2005	929	705	2	0	0	0	124	25	163	53	416	146

#### Students with Disabilities With A Valid Score - Grade 10 Reading

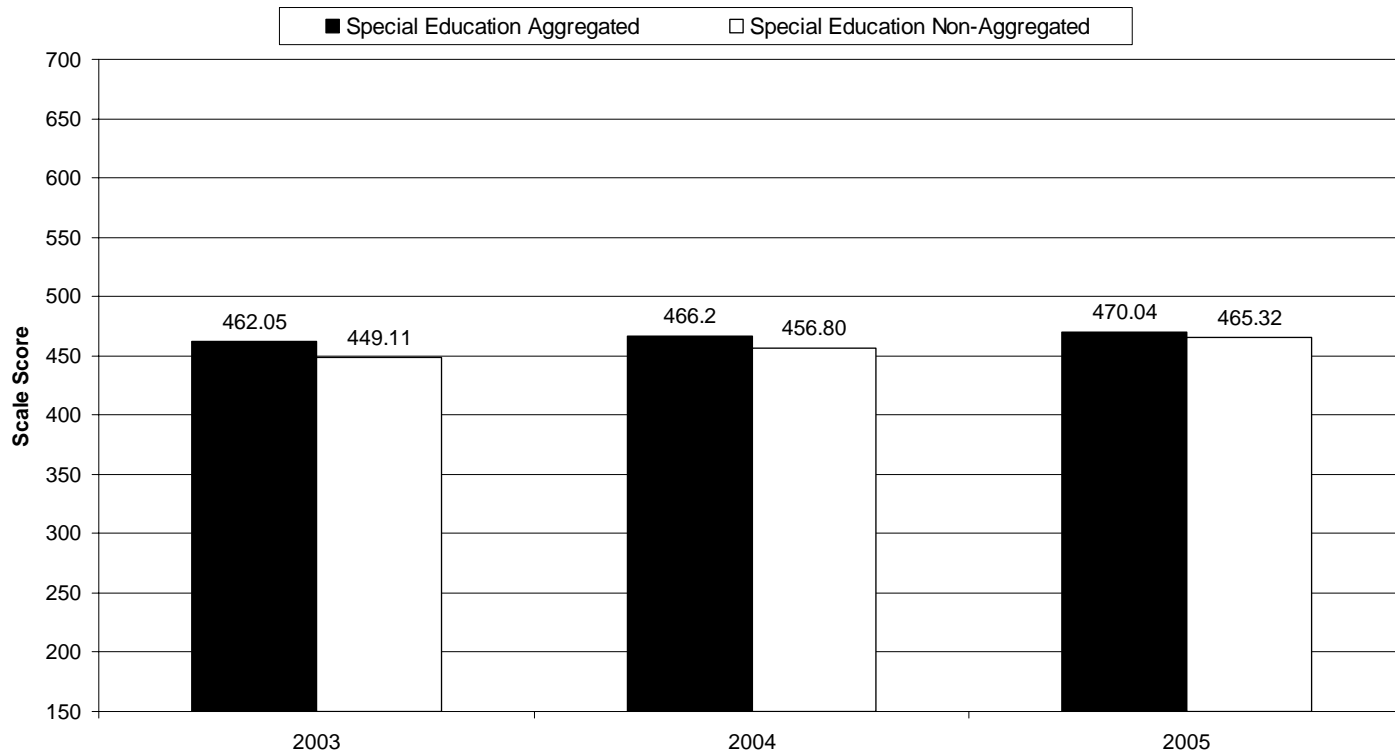
**Target:** 23% meeting/exceeding by 2005

**Benchmark:** 3% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	809	13.10	86.90	588	16.50	83.50	705	17.87	82.13
<i>Non-Aggregated</i>	147	8.01	91.99	157	11.39	88.61	224	11.16	88.84

**All Students With Disabilities With A Valid Score  
DSTP Grade 10  
Reading Scale Score Average**

PL1: 264 to 476    PL2: 477 to 501    PL3: 502 to 572    PL4: 573 to 592    PL5: 593 to 745



Reading Scale Score Average	N	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	809	462.05	588	466.20	705	470.04
Special Education: <i>Non-Aggregated</i>	147	449.11	157	456.80	224	465.32

## Performance on Grade 10, Reading: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 809 Non-Aggregated N = 147			2004 Aggregated N = 588 Non-Aggregated N = 157			2005 Aggregated N = 705 Non-Aggregated N = 224		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	316	13.61	86.39	213	10.80	89.20	246	21.95	78.05
<i>Male</i>	493	12.78	87.22	375	19.73	80.27	459	15.69	84.31
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	56	6.90	93.10	43	12.71	87.29	96	12.50	87.50
<i>Male</i>	91	8.54	91.46	114	10.86	89.14	128	10.16	89.84
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	4	-	-	0	-	-	3	-	-
<i>African American</i>	351	5.41	94.59	253	6.72	93.28	319	8.78	91.22
<i>Asian</i>	4	-	-	4	-	-	2	-	-
<i>Hispanic</i>	49	2.04	97.96	20	5.00	95.00	35	8.57	91.43
<i>Caucasian</i>	401	20.95	79.05	311	24.76	75.24	346	26.88	73.12
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	67	1.24	98.76	65	8.01	91.99	84	5.95	94.05
<i>Asian</i>	2	-	-	1	-	-	0	0.00	0.00
<i>Hispanic</i>	11	-	-	8	-	-	15	13.33	86.67
<i>Caucasian</i>	67	13.31	86.69	83	14.73	85.27	125	14.40	85.60
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	49	0.00	100.00	48	2.08	97.92	54	1.85	98.15
<i>Hearing Impairments</i>	6	-	-	4	-	-	9	-	-
<i>Visual Impairments</i>	0	-	-	3	-	-	4	-	-
<i>Emotional Disturbance</i>	28	21.43	78.57	49	28.57	71.43	53	28.30	71.70
<i>Orthopedic Impairments</i>	53	26.41	73.59	62	25.81	74.19	76	23.68	76.32
<i>Specific Learning Disabilities</i>	672	12.65	87.35	421	15.20	84.80	502	17.13	82.87
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	0	-	-	1	-	-	5	-	-
<i>Traumatic Brain Injury</i>	1	-	-	0	-	-	2	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	26	3.85	96.15	24	4.17	95.83	24	0	100.00
<i>Hearing Impairments</i>	10	-	-	5	-	-	5	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	0	-	-
<i>Emotional Disturbance</i>	21	4.76	95.24	20	10.00	90.00	13	7.69	92.31
<i>Orthopedic Impairments</i>	9	-	-	10	-	-	30	16.67	83.33
<i>Specific Learning Disabilities</i>	79	5.62	94.38	97	11.13	88.87	151	12.58	87.42
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	2	-	-	1	-	-	1	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

# Delaware Student Testing Program (DSTP) Grade 10, Mathematics

## Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1012	890	122	966	46	12
2004	791	718	73	749	42	3
2005	977	885	92	936	41	7

## Performance

Test Year	N of Valid Scores		Performance Levels										
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)		
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2003	959	874	3	0	8	1	37	2	135	7	691	75	
2004	737	683	8	0	11	0	58	1	140	2	466	51	
2005	927	915	2	-	6	-	72	-	177	-	658	-	

### Students with Disabilities With A Valid Score - Grade 10 Mathematics

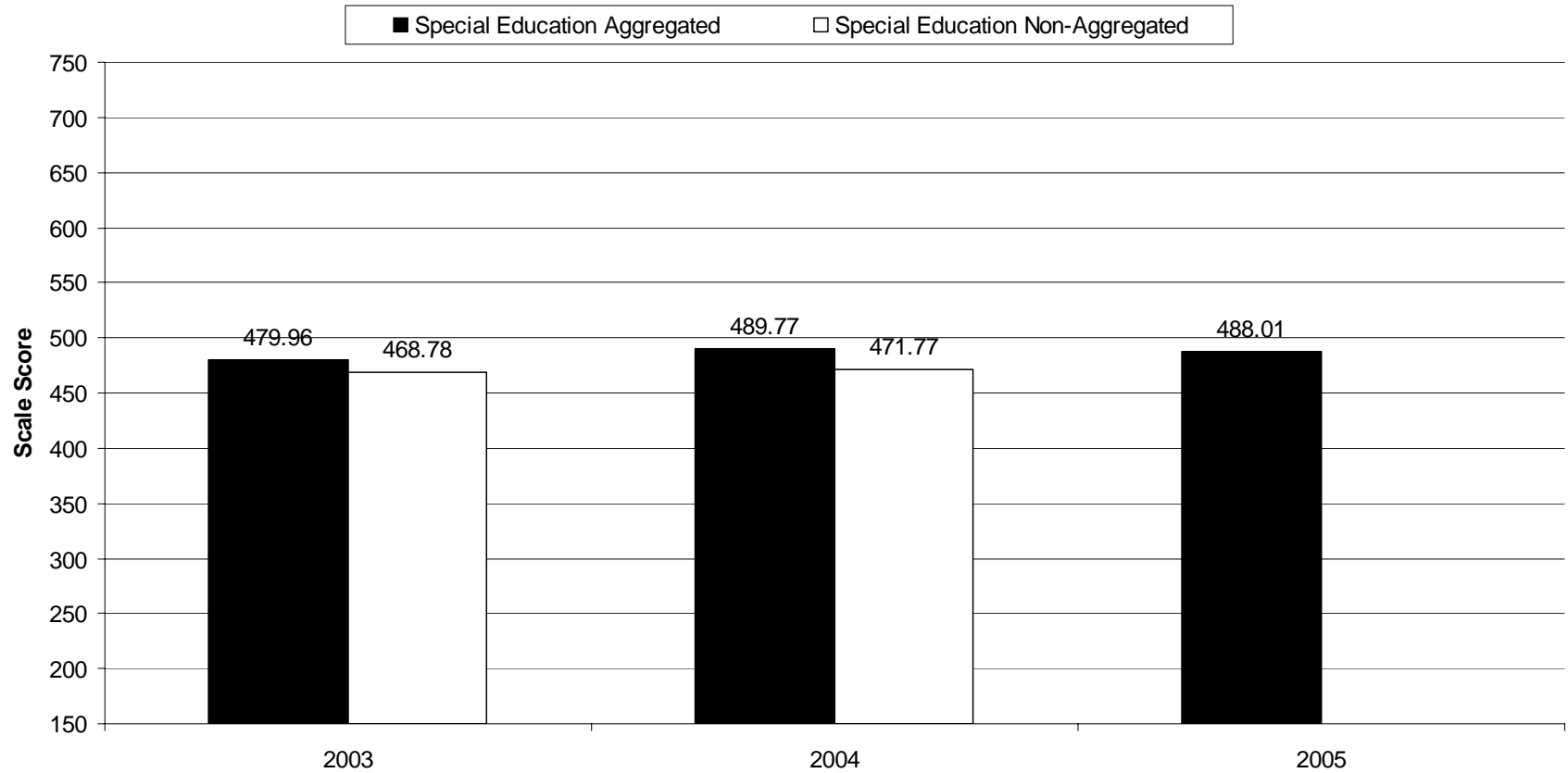
**Target:** 12% meeting/exceeding by 2005

**Benchmark:** 2% increase per year to target year 2005

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	874	5.49	94.51	683	11.27	88.73	915	8.74	91.26
<i>Non-Aggregated</i>	85	3.53	96.47	54	1.85	98.15	12	-	-

**All Students With Disabilities With A Valid Score  
DSTP Grade 10  
Mathematics Scale Score Average**

PL1: 324 to 499    PL2: 500 to 524    PL3: 525 to 558    PL4: 559 to 573    PL5: 574 to 728



Mathematics Scale Score Average	N	2003	N	2004	N	2005
Special Education: <i>Aggregated</i>	874	479.96	683	489.77	915	488.01
Special Education: <i>Non-Aggregated</i>	85	468.78	54	471.77	12	-

## Performance on Grade 10, Mathematics: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 874 Non-Aggregated N = 85			2004 Aggregated N = 683 Non-Aggregated N = 54			2005 Aggregated N = 915 Non-Aggregated N = 12		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	349	2.58	97.42	236	6.36	93.64	337	9.5	90.50
<i>Male</i>	525	7.43	92.57	447	13.87	86.13	578	8.3	91.70
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	25	0.00	100.00	17	5.89	94.11	3	-	-
<i>Male</i>	60	5.00	95.00	37	0.00	100.00	9	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	4	-	-	0	0.00	0.00	3	-	-
<i>African American</i>	374	1.34	98.66	284	2.82	97.18	396	3.28	96.72
<i>Asian</i>	4	-	-	4	-	-	2	-	-
<i>Hispanic</i>	54	3.70	96.30	26	15.38	84.62	50	6.00	94.00
<i>Caucasian</i>	438	8.90	91.10	369	17.62	82.38	464	13.79	86.21
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	46	0.00	100.00	27	0.00	100.00	6	-	-
<i>Asian</i>	2	-	-	1	-	-	0	0.00	0.00
<i>Hispanic</i>	5	-	-	3	-	-	1	-	-
<i>Caucasian</i>	32	6.25	93.75	23	4.35	95.65	5	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	62	0.00	100.00	60	0.00	100.00	77	0.00	100.00
<i>Hearing Impairments</i>	6	-	-	5	-	-	14	-	-
<i>Visual Impairments</i>	0	-	-	3	-	-	4	-	-
<i>Emotional Disturbance</i>	30	10.00	90.00	49	18.37	81.63	62	8.06	91.94
<i>Orthopedic Impairments</i>	56	14.28	85.72	69	15.94	84.06	103	9.71	90.29
<i>Specific Learning Disabilities</i>	719	5.15	94.85	495	11.52	88.48	647	8.96	91.04
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	0	-	-	2	-	-	6	-	-
<i>Traumatic Brain Injury</i>	1	-	-	0	-	-	2	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	10	-	-	9	-	-	1	-	-
<i>Hearing Impairments</i>	10	-	-	4	-	-	0	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	0	-	-
<i>Emotional Disturbance</i>	22	0.00	100.00	16	6.25	93.75	5	-	-
<i>Orthopedic Impairments</i>	8	-	-	3	-	-	2	-	-
<i>Specific Learning Disabilities</i>	33	0.00	100.00	22	0.00	100.00	4	-	-
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	2	-	-	0	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Student Testing Program (DSTP) Grade 10, Writing

### Participation

Year	N Eligible	N Accommodated or Not Accommodated		N Participated	N Eligible, But Not Tested (PL 0)	N Special Exemptions (PL 9)
		Accom.	Not Accom.			
2003	1014	860	154	962	52	10
2004	792	704	88	759	33	2
2005	976	866	110	956	34	7

### Performance

Test Year	N of Valid Scores		Performance Levels										
			N Distinguished (PL 5)		N Exceeds (PL 4)		N Meets (PL 3)		N Below (PL 2)		N Well Below (PL 1)		
			Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2003	959	879	0	0	11	2	198	4	441	22	229	52	
2004	757	696	1	0	5	0	215	3	356	23	119	35	
2005	939	928	2	-	9	-	250	-	446	-	221	-	

#### Students with Disabilities With A Valid Score - Grade 10 Writing

	2003			2004			2005		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<i>Aggregated</i>	879	23.78	76.22	696	31.75	68.25	928	28.13	71.87
<i>Non-Aggregated</i>	80	6.42	93.58	61	4.91	95.09	11	-	-

## Performance on Grade 10, Writing: Gender, Race/Ethnicity, & Disability

	2003 Aggregated N = 879 Non-Aggregated N = 80			2004 Aggregated N = 696 Non-Aggregated N = 61			2005 Aggregated N = 928 Non-Aggregated N = 11		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
<b>Aggregated By Gender</b>									
<i>Female</i>	349	29.51	70.49	240	40.42	59.58	343	42.27	57.73
<i>Male</i>	530	20.00	80.00	456	27.19	72.81	585	19.83	80.17
<b>Non-Aggregated By Gender</b>									
<i>Female</i>	23	8.70	91.30	17	5.89	94.11	2	-	-
<i>Male</i>	57	5.72	94.28	44	4.55	95.45	9	-	-
<b>Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	4	-	-	0	-	-	3	-	-
<i>African American</i>	377	17.77	82.23	295	23.39	76.61	403	18.86	81.14
<i>Asian</i>	4	-	-	4	-	-	2	-	-
<i>Hispanic</i>	55	16.36	83.64	26	23.08	76.92	50	22.00	78.00
<i>Caucasian</i>	439	30.07	69.93	371	38.54	61.46	470	36.60	63.40
<b>Non-Aggregated By Race/Ethnicity</b>									
<i>American Indian</i>	0	-	-	0	-	-	0	-	-
<i>African American</i>	40	0.00	100.00	32	0.00	100.00	5	-	-
<i>Asian</i>	2	-	-	1	-	-	0	-	-
<i>Hispanic</i>	5	-	-	3	-	-	1	-	-
<i>Caucasian</i>	33	12.80	87.20	25	12.00	88.00	5	-	-
<b>Aggregated By Disability</b>									
<i>Mental Retardation</i>	62	9.68	90.32	67	11.94	88.06	76	9.21	88.06
<i>Hearing Impairments</i>	6	-	-	5	-	-	14	-	-
<i>Visual Impairments</i>	0	-	-	3	-	-	5	-	-
<i>Emotional Disturbance</i>	30	26.67	73.33	48	33.33	66.67	64	23.44	66.67
<i>Orthopedic Impairments</i>	56	25.00	75.00	70	37.14	62.86	104	32.69	62.86
<i>Specific Learning Disabilities</i>	724	24.72	75.28	501	32.93	67.07	657	28.92	67.07
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	0	-	-	2	-	-	0	-	-
<i>Traumatic Brain Injury</i>	1	-	-	0	-	-	2	-	-
<b>Non-Aggregated By Disability</b>									
<i>Mental Retardation</i>	11	-	-	11	-	-	1	-	-
<i>Hearing Impairments</i>	10	-	-	4	-	-	0	-	-
<i>Visual Impairments</i>	0	-	-	0	-	-	0	-	-
<i>Emotional Disturbance</i>	19	0.00	100.00	19	5.27	94.73	4	5.27	94.73
<i>Orthopedic Impairments</i>	7	-	-	4	-	-	2	-	-
<i>Specific Learning Disabilities</i>	31	6.45	93.55	23	0.00	100.00	4	0.00	100.00
<i>Deaf-Blindness</i>	0	-	-	0	-	-	0	-	-
<i>Autism</i>	2	-	-	0	-	-	0	-	-
<i>Traumatic Brain Injury</i>	0	-	-	0	-	-	0	-	-

## Delaware Alternate Portfolio Assessment (DAPA), Spring 2005 Reading – Statewide

Grade	N Eligible	N Participated	Percent Meet/Exceed Standard	Percent Below Standard	Percent Exempted from Reading
3	52	52	82.69	17.31	15.87
5	93	93	88.17	11.83	6.06
8	121	120	67.50	32.50	7.63
10	127	120	84.17	15.83	3.05

A dash (-) is printed when N is less than 15.

Test Year	Grade	Student Group	N Eligible	N Participated	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent Exempted from Reading
Spring 2005	Grade 3	Female	16	10	70.00	30.00	37.50
		Male	47	42	85.71	14.29	8.51
	Grade 5	Female	38	36	80.56	19.44	5.26
		Male	61	57	92.98	7.02	6.56
	Grade 8	Female	38	35	71.43	28.57	7.89
		Male	93	85	65.88	34.12	7.53
	Grade 10	Female	55	50	90.00	10.00	5.45
		Male	76	70	80.00	20.00	1.32
Spring 2005	Grade 3	Educable Mental Disability	8	-	-	-	-
		Learning Disability	1	-	-	-	-
		Trainable Mental Disability	14	-	-	-	-
		Severe Mental Disability	2	-	-	-	-
		Physically Impaired	1	-	-	-	-
		PI – Other Health Impairment	7	-	-	-	-
		Autism	23	20	95.00	5.00	8.70
	Grade 5	Deaf -Blind	2	-	-	-	-
		Educable Mental Disability	17	16	93.75	6.25	5.88
		Learning Disability	3	-	-	-	-
		Trainable Mental Disability	37	35	77.14	22.86	5.41
		Severe Mental Disability	6	-	-	-	-
		Physically Impaired	4	-	-	-	-
		PI – Other Health Impairment	1	-	-	-	-
Grade 8	PI - Orthopedic Impairment	6	-	-	-	-	
	Autism	22	21	100.00	0.00	4.55	

Test Year	Grade	Student Group	N Eligible	N Participated	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent Exempted from Reading	
	Grade 8	Educable Mental Disability	40	35	42.86	57.14	10.00	
		Learning Disability	11	-	-	-	-	
		Trainable Mental Disability	36	35	77.14	22.86	2.78	
		Severely Mental Disability	9	-	-	-	-	
		Physically Impaired	1	-	-	-	-	
		PI – Other Health Impairment	1					
		PI – Orthopedic Impairment	5	-	-	-	-	
		Hearing Impairment	5	-	-	-	-	
		Autism	19	18	94.44	5.56	5.26	
		Deaf-Blind	3	-	-	-	-	
		Grade 10	Educable Mental Disability	37	34	70.59	29.41	8.13
			Emotional Disturbance	1	-	-	-	-
			Learning Disability	4	-	-	-	-
	Trainable Mental Disability		40	35	97.14	2.86	0.00	
	Severe Mental Disability		11	-	-	-	-	
	Physically Impaired		7	-	-	-	-	
	PI – Other Health Impairment		1					
	PI – Orthopedic Impairment		14	-	-	-	-	
	Autism		14	-	-	-	-	
	Deaf-Blind	2	-	-	-	-		
Spring 2005	Grade 3	African American	26	19	89.47	10.53	26.92	
		Hispanic	5	-	-	-	-	
		White	30	26	88.46	11.54	10.00	
		Asian American	2	-	-	-	-	
	Grade 5	African American	41	39	89.74	10.26	4.88	
		Hispanic	3	-	-	-	-	
		White	54	50	86.00	14.00	7.41	
		Asian American	1	-	-	-	-	
	Grade 8	African American	56	51	62.75	37.25	8.93	
		Hispanic	12	-	-	-	-	
		White	59	55	70.91	29.09	5.08	
		Asian American	4	-	-	-	-	
	Grade 10	African American	56	52	75.00	25.00	1.79	
		Hispanic	3	-	-	-	-	
		White	68	63	90.48	9.52	4.41	
Asian American		4	-	-	-	-		

## Delaware Alternate Portfolio Assessment (DAPA), Spring 2005 Math – Statewide

Grade	N Eligible	N Participated	Percent Meet/Exceed Standard	Percent Below Standard	Percent Exempted from Math
3	63	53	81.13	18.87	15.87
5	99	93	88.17	11.83	11.11
8	131	81	67.50	32.50	7.63
10	131	120	80.83	19.17	3.05

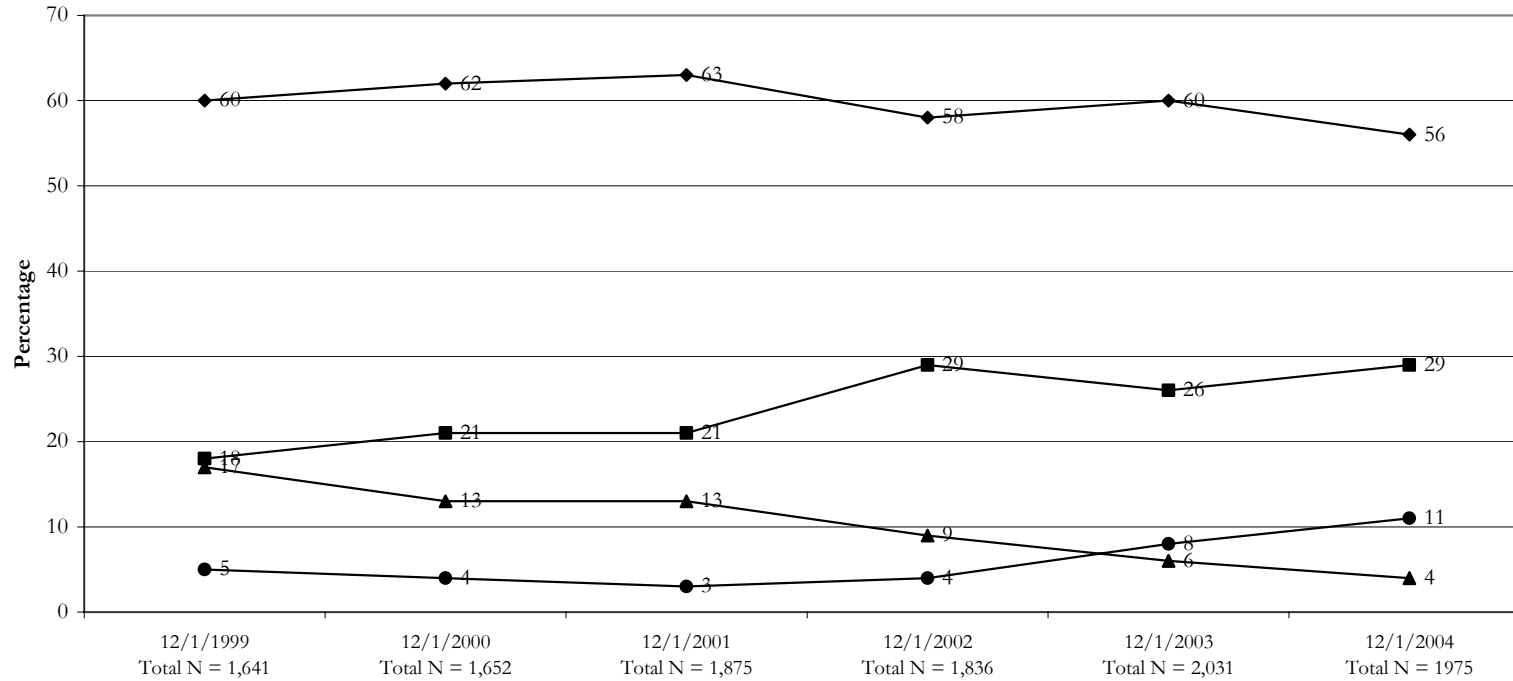
A dash (-) is printed when N is less than 15.

Test Year	Grade	Student Group	N Eligible	N Participated	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent Exempted from Math
Spring 2004	Grade 3	Female	16	10	60.00	40.00	37.50
		Male	47	43	86.05	13.95	8.51
	Grade 5	Female	38	36	80.56	19.44	5.26
		Male	61	57	92.98	7.02	6.56
	Grade 8	Female	38	35	71.43	28.57	7.89
		Male	93	85	65.88	34.12	7.53
	Grade 10	Female	55	50	84.00	16.00	5.45
		Male	76	70	78.57	21.43	1.32
Spring 2004	Grade 3	Educable Mental Disability	8	-	-	-	-
		Learning Disability	1	-	-	-	-
		Trainable Mental Disability	14	-	-	-	-
		Severe Mental Disability	2	-	-	-	-
		Physically Impaired	2	-	-	-	-
		PI – Orthopedic Impairment	11	-	-	-	-
		Hearing Impairment	0	-	-	-	-
		Autism	23	21	95.24	4.76	8.70
		Deaf -Blind	2	-	-	-	-
	Grade 5	Educable Mental Disability	17	16	93.75	6.25	5.88
		Learning Disability	3	-	-	-	-
		Trainable Mental Disability	37	35	77.14	22.86	5.41
		Severely Mental Disability	6	-	-	-	-
		Physically Impaired	4	-	-	-	-
		PI – Other Health Impairment	2	-	-	-	-
		PI – Orthopedic Impairment	8	-	-	-	-
		Blind	0	-	-	-	-
		Autism	22	21	100.00	0.00	4.55

Test Year	Grade	Student Group	N Eligible	N Participated	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent Exempted from Math	
	Grade 8	Educable Mental Disability	40	35	42.86	57.14	10.00	
		Emotional Disturbance	1	-	-	-	-	
		Learning Disability	11	-	-	-	-	
		Trainable Mental Disability	36	35	77.14	22.86	2.78	
		Severe Mental Disability	9	-	-	-	-	
		Physically Impaired	1	-	-	-	-	
		PI – Other Health Impairment	1	-	-	-	-	
		PI – Orthopedic Impairment	5					
		Hearing Impairment	5	-	-	-	-	
		Autism	19	18	94.44	5.56	5.26	
		Deaf-Blind	3	-	-	-	-	
		Grade 10	Educable Mental Disability	37	34	70.59	29.41	8.11
			Emotional Disturbance	1	-	-	-	-
	Learning Disability		4	-	-	-	-	
	Trainable Mental Disability		40	35	94.29	5.71	5.00	
	Severely Mental Disability		11	-	-	-	-	
	Physically Impaired		7	-	-	-	-	
	PI – Other Health Impairment		1					
	PI - Orthopedic Impairment		14	-	-	-	-	
	Autism		14	-	-	-	-	
	Deaf-Blind	2	-	-	-	-		
Spring 2005	Grade 3	African American	26	19	89.47	10.53	26.92	
		Hispanic	5	-	-	-	-	
		White	30	27	85.19	14.81	10.00	
		Asian American	2	-	-	-	-	
	Grade 5	African American	41	39	89.74	10.26	4.88	
		Hispanic	3	-	-	-	-	
		White	54	50	86.00	14.00	7.41	
		Asian American	1	-	-	-	-	
	Grade 8	African American	56	51	58.82	41.18	8.93	
		Hispanic	12	-	-	-	-	
		White	59	55	76.36	23.64	5.08	
		Asian American	4	-	-	-	-	
	Grade 10	African American	56	52	75.00	25.00	1.79	
		Hispanic	3	-	-	-	-	
		White	68	63	84.13	15.87	4.41	
	Asian American	4	-	-	-	-		

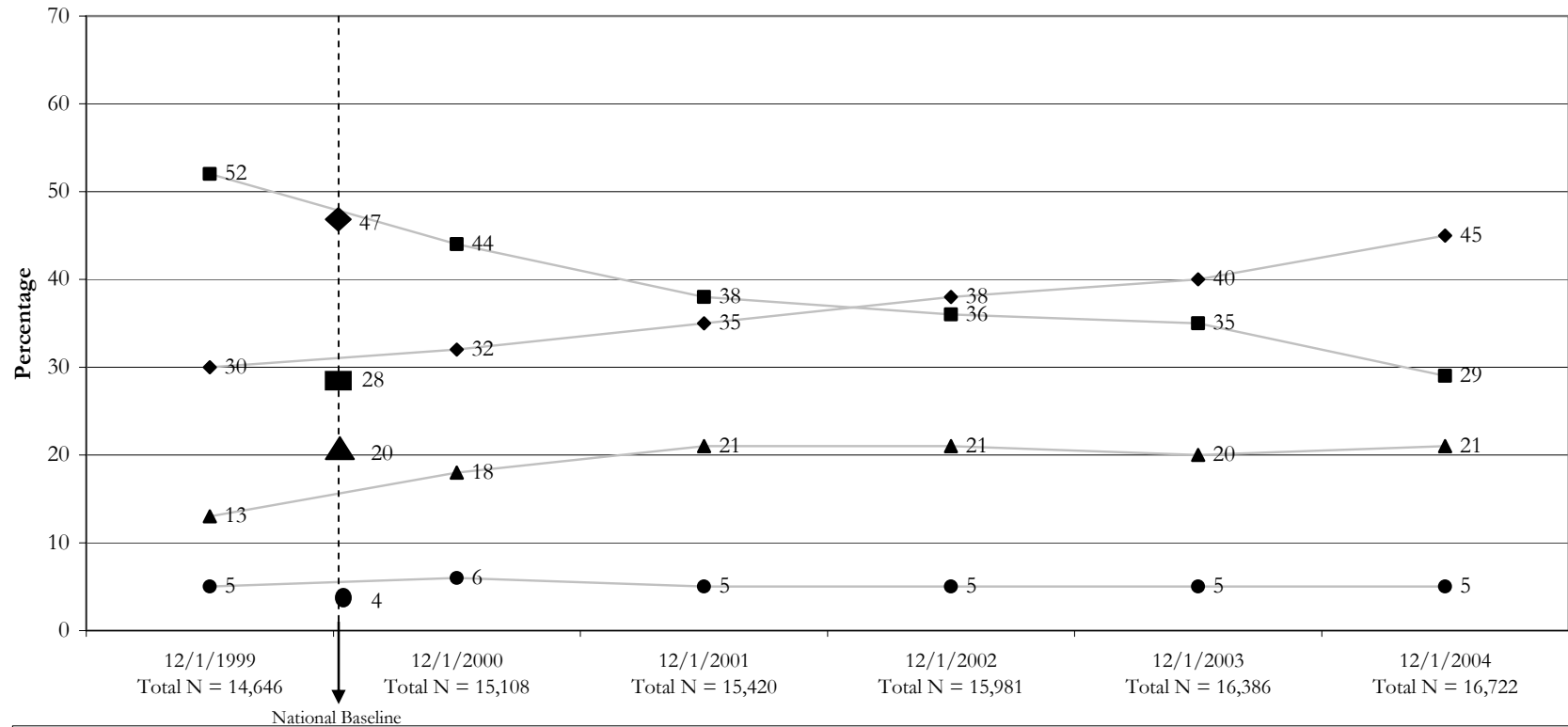
## Disaggregated Data: Priority Area Two

Educational Placement of Children with Disabilities - Statewide  
Ages 3 - 5



<ul style="list-style-type: none"> <li>◆ Early Childhood Setting 12/1/1999 N = 972 12/1/2000 N = 1,027 12/1/2001 N = 1,178 12/1/2002 N = 1,063 12/1/2003 N = 1,213 12/1/2004 N = 1,155</li> </ul>	<ul style="list-style-type: none"> <li>■ Early Childhood Special Education Setting 12/1/1999 N = 301 12/1/2000 N = 339 12/1/2001 N = 393 12/1/2002 N = 537 12/1/2003 N = 529 12/1/2004 N = 568</li> </ul>
<ul style="list-style-type: none"> <li>▲ Part-time Early Childhood/Part-time Special Education Setting 12/1/1999 N = 287 12/1/2000 N = 214 12/1/2001 N = 239 12/1/2002 N = 166 12/1/2003 N = 131 12/1/2004 N = 87</li> </ul>	<ul style="list-style-type: none"> <li>● Early Childhood Special Education In Other Separate Settings 12/1/1999 N = 81 12/1/2000 N = 72 12/1/2001 N = 65 12/1/2002 N = 70 12/1/2003 N = 158 12/1/2004 N = 219</li> </ul>

**Educational Placement of Children with Disabilities - Statewide  
Ages 6 - 21**



<ul style="list-style-type: none"> <li>◆ In the Regular Class &gt; 80% of the Day 12/1/1999 N = 4,359 12/1/2000 N = 4,902 12/1/2001 N = 5,423 12/1/2002 N = 6,031 12/1/2003 N = 6,494 12/1/2004 N = 7,600</li> </ul>	National Baseline (47)	<ul style="list-style-type: none"> <li>■ In the Regular Class 40 - 79% of the Day 12/1/1999 N = 7,642 12/1/2000 N = 6,649 12/1/2001 N = 5,928 12/1/2002 N = 5,754 12/1/2003 N = 5,728 12/1/2004 N = 4,823</li> </ul>	National Baseline (28)
<ul style="list-style-type: none"> <li>▲ In the Regular Class &lt; 40% of the Day 12/1/1999 N = 1,922 12/1/2000 N = 2,670 12/1/2001 N = 3,238 12/1/2002 N = 3,337 12/1/2003 N = 3,283 12/1/2004 N = 3,462</li> </ul>	National Baseline (20)	<ul style="list-style-type: none"> <li>● Special Education In Other Separate Settings 12/1/1999 N = 723 12/1/2000 N = 887 12/1/2001 N = 831 12/1/2002 N = 859 12/1/2003 N = 881 12/1/2004 N = 837</li> </ul>	National Baseline (4)

**by Gender - STATEWIDE**

	Special Education Population	Percent In The Regular Class > 80% Of The Day	Percent In The Regular Class For 40 – 79% Of The Day	Percent In The Regular Class < 40% Of The Day	Percent In Separate Settings
<b>1999-2000</b>	<b>N = 14,646</b>	<b>N = 4,359</b>	<b>N = 7,642</b>	<b>N = 1,922</b>	<b>N = 723</b>
Female	33.37	33.17	35.46	30.23	20.89
Male	66.63	66.83	64.54	69.77	79.11
<b>2000-2001</b>	<b>N = 15,108</b>	<b>N = 4,902</b>	<b>N = 6,649</b>	<b>N = 2,670</b>	<b>N = 887</b>
Female	33.84	35.25	35.22	30.49	25.7
Male	66.16	64.75	64.78	69.51	74.3
<b>2001-2002</b>	<b>N = 15,420</b>	<b>N = 5,423</b>	<b>N = 5,928</b>	<b>N = 3,238</b>	<b>N = 831</b>
Female	33.99	35.55	36.12	29.15	27.56
Male	66.01	64.45	63.88	70.85	72.44
<b>2002-2003</b>	<b>N = 15,981</b>	<b>N = 6,031</b>	<b>N = 5,754</b>	<b>N = 3,337</b>	<b>N = 859</b>
Female	34.22	35.62	36.29	29.61	28.41
Male	65.78	64.38	63.71	70.39	71.59
<b>2003-2004</b>	<b>N = 16,386</b>	<b>N = 6,494</b>	<b>N = 5,728</b>	<b>N = 3,283</b>	<b>N = 881</b>
Female	34.21	35.42	36.17	29.79	29.63
Male	65.76	64.58	63.83	70.21	70.37
<b>2004-2005</b>	<b>N = 16,722</b>	<b>N = 7,600</b>	<b>N = 4,823</b>	<b>N = 3,462</b>	<b>N = 837</b>
Female	33.99	34.67	36.57	30.88	25.69
Male	66.01	65.33	63.43	69.12	74.31

## Educational Placement of Children with Disabilities Ages 6 – 21 by Race/Ethnicity - STATEWIDE

	Percent of Total Population	Percent of Special Education Population	Percent In The Regular Class > 80% Of Day	Percent In The Regular Class 40 – 79% Of Day	Percent In The Regular Class < 40% Of Day	Percent In Separate Settings
<b>1999-2000</b>	<b>N = 112,423</b>	<b>N = 14,646</b>	<b>N = 4,359</b>	<b>N = 7,642</b>	<b>N = 1,922</b>	<b>N = 723</b>
American Indian	< 1	0.2	0.2	0.2	0.2	0.4
African American	31	40.6	33.9	43.4	43.1	45.2
Asian	2	0.6	0.7	0.4	0.7	1.2
Hispanic	5	5.2	4.2	5.4	7.0	5.0
Caucasian	62	53.4	61.1	50.7	49.1	48.1
<b>2000-2001</b>	<b>N = 114,281</b>	<b>N = 15,108</b>	<b>N = 4,902</b>	<b>N = 6,649</b>	<b>N = 2,670</b>	<b>N = 887</b>
American Indian	< 1	0.3	0.2	0.3	0.4	0.3
African American	31	40.2	33.5	42.9	43.8	45.9
Asian	2.3	0.6	0.8	0.4	0.7	0.7
Hispanic	6	5.6	4.3	6.3	6.0	5.9
Caucasian	60.5	53.4	61.2	50.2	49.1	47.2
<b>2001-2002</b>	<b>N = 115,955</b>	<b>N = 15,420</b>	<b>N = 5,423</b>	<b>N = 5,928</b>	<b>N = 3,238</b>	<b>N = 831</b>
American Indian	< 1	0.3	0.3	0.3	0.2	0.4
African American	31.4	40.1	33.0	42.6	45.6	48.0
Asian	2.4	0.6	0.7	0.4	0.7	0.8
Hispanic	6.7	6.2	5.0	7.4	6.0	5.4
Caucasian	59.2	52.9	61.0	49.3	47.6	45.4
<b>2002-2003</b>	<b>N = 115,748</b>	<b>N = 15,981</b>	<b>N = 6,031</b>	<b>N = 5,754</b>	<b>N = 3,337</b>	<b>N = 859</b>
American Indian	< 1	0.2	0.3	0.3	0.1	0.0
African American	31.5	39.5	31.0	42.7	46.9	48.4
Asian	2.6	0.6	0.8	0.4	0.7	1.0
Hispanic	7.3	6.6	5.1	8.4	6.5	5.1
Caucasian	58.3	53.1	62.8	48.2	45.8	45.4
<b>2003-2004</b>	<b>N = 116,271</b>	<b>N = 16,386</b>	<b>N = 6,494</b>	<b>N = 5,728</b>	<b>N = 3,283</b>	<b>N = 881</b>
American Indian	< 1	0.2	0.3	0.2	0.1	0.1
African American	31.1	39.5	31.6	42.6	47.5	46.7
Asian	2.6	0.7	0.7	0.5	0.9	1.1
Hispanic	7.2	7.3	6.2	9.3	6.6	12.5
Caucasian	57.0	52.3	61.2	47.4	44.8	46.3
<b>2004-2005</b>	<b>N = 117,081</b>	<b>N = 16,722</b>	<b>N = 7,600</b>	<b>N = 4,823</b>	<b>N = 3,462</b>	<b>N = 837</b>
American Indian	< 1	0.2	0.3	0.1	0.2	0.5
African American	32.5	39.8	34.3	41.8	48.0	45.8
Asian	2.7	0.8	0.8	0.6	1.0	1.0
Hispanic	8.5	7.6	6.0	10.3	8.1	4.9















