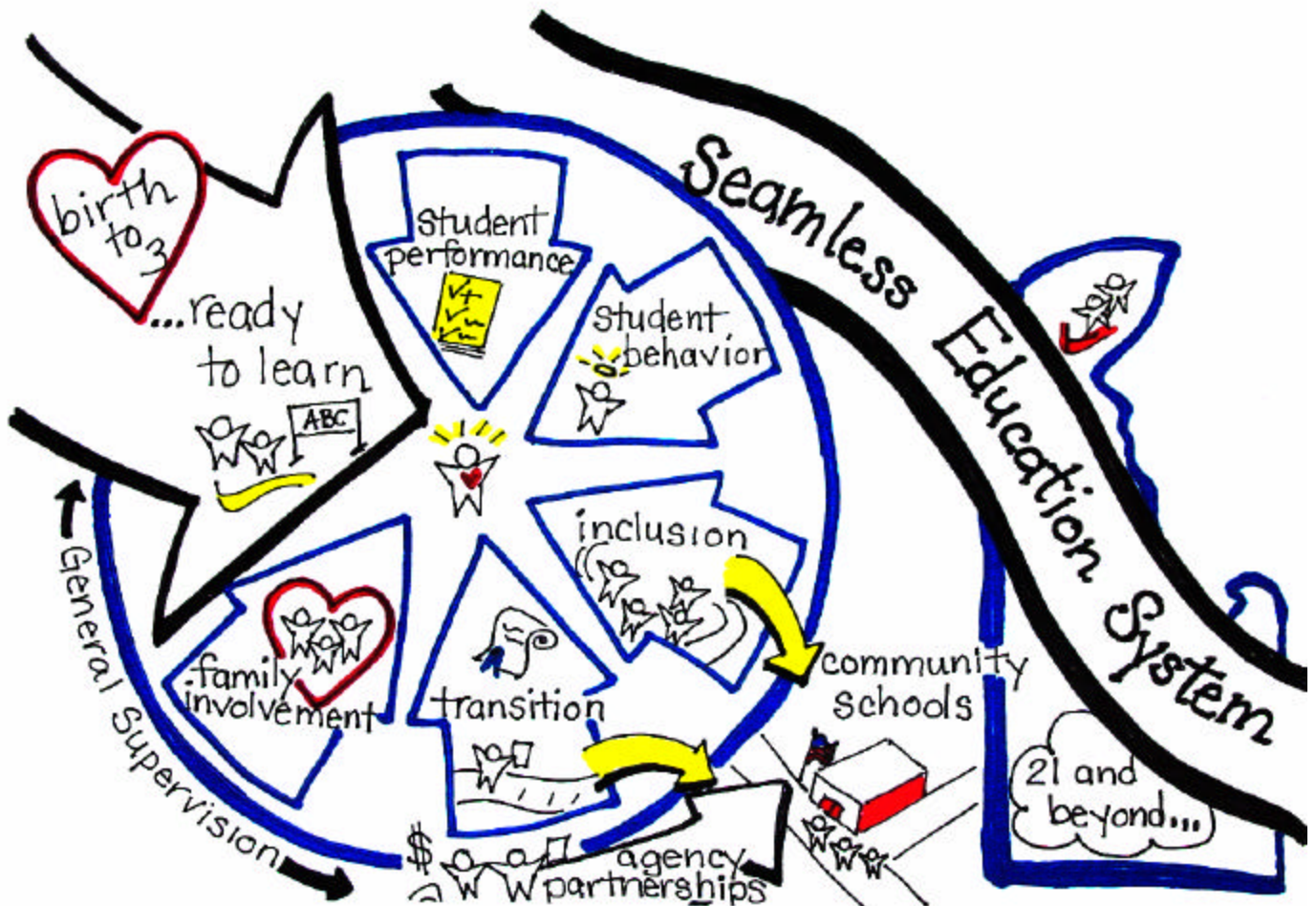


Special Education Services In The First State

Third Annual Report of the
State Improvement Plan 2003 - 2004



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

September 2004

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. In some areas data are readily available. In other areas data are still not available or are not reliable. You will also see in several of the priority areas the Targets and Benchmarks the PCCD has established. Work in setting targets and benchmarks will continue as data sources are established and provide reliable information upon which to base the targets.

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. All Evidence of Change items that were targeted for twelve months are reported on. In some cases you will find data, in others you will see progress (or lack thereof) notes.

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, this past year a seventh priority area, Improve Availability of Family Friendly Information, has been absorbed into the other six priority areas.

Feedback from our stakeholders is very welcome and we would appreciate any comments or suggestions you may have relative to the content and/or the format of this report.

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

http://www.doe.state.de.us/exceptional_child/ececehome.htm

Requests for copies can be addressed to:

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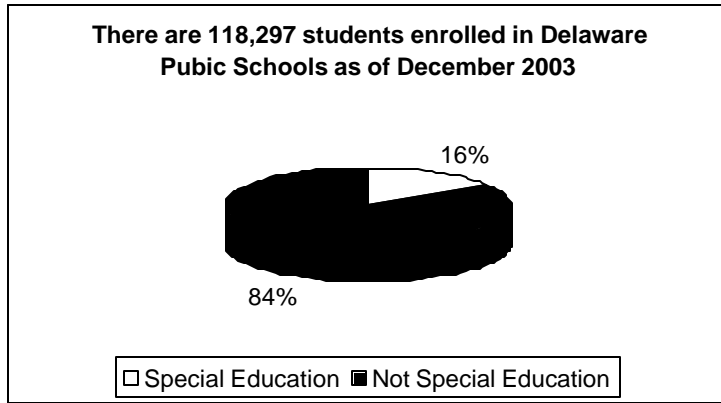
ACRONYM LIST

CAP	Corrective Action Plan
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
OH	Orthopedically Handicapped
OHI	Other Health Impaired
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
STW	School-to-Work
SY	School Year
UDE	University of Delaware
UDL	Universal Design for Learning

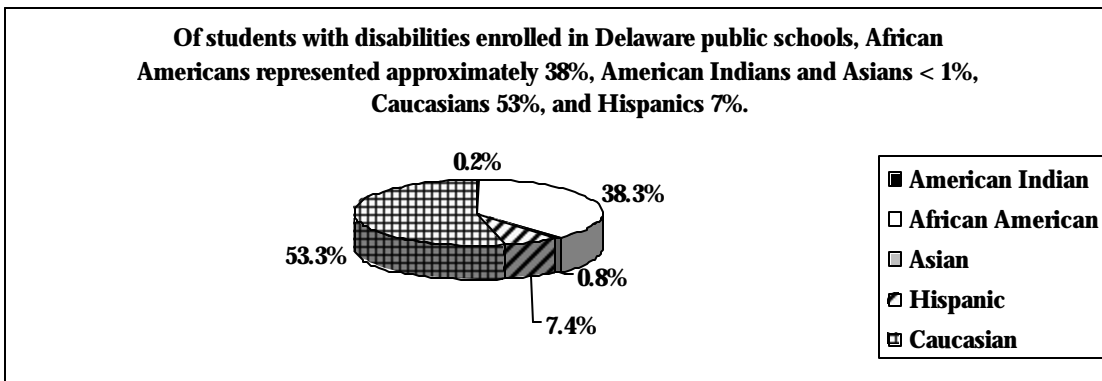
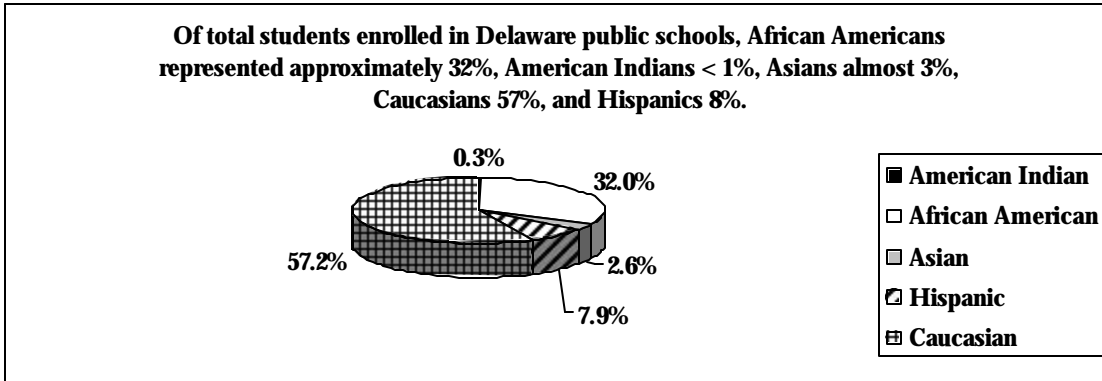


Statewide Enrollment Demographics

Delaware's 19 school districts and 13 charter schools enrolled 118,297 students as of December 2003. The December 2003, Child Count Report submitted to the Office of Special Education Programs (OSEP) indicated 18,417 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 2003.



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 2004 DSTP-1 reading, mathematics, and writing tests were administered to all students in grades 3, 5, 8, and 10. Students with disabilities at grades 3, 5, and 8 participated at a rate of approximately 97% and above, and have remained so over the last three years. Grade 10, though above 93%, has been inconsistent over the last three years.

Students with Disabilities Participating in Spring Administrations of the Delaware Student Testing Program (DSTP)				
Year	Grade 3	Grade 5	Grade 8	Grade 10
2004 Reading	99.3%	99.6%	97.6%	94.1%
2004 Mathematics	99.6%	99.6%	97.8%	93.2%
2004 Writing	97.9%	99.4%	97.8%	95.6%
2003 Reading	99.6%	99.7%	98.9%	96.1%
2003 Mathematics	99.7%	99.7%	98.5%	95.5%
2003 Writing	99.7%	99.5%	98.4%	94.9%
2002 Reading	98.6%	98.4%	97.0%	94.8%
2002 Mathematics	98.8%	98.5%	97.1%	94.1%
2002 Writing	97.0%	99.0%	97.4%	94.9%

Students included in the 2004 DAPA at grades 3, 5, 8, and 10 are shown on the following page. These students participated at a rate of 98% and above, an increase from 92% and above in 2003. It is difficult 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
2004	N = 69	N = 97	N = 102	N = 58
	100.0%	100.0%	100.0%	98.3%
2003	N = 78	N = 92	N = 89	N = 74
	98.7%	96.7%	91.0%	93.2%
2002	N = 73	N = 75	N = 93	N = 109
	100.0%	100.0%	93.5%	98.2%

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 primarily 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.

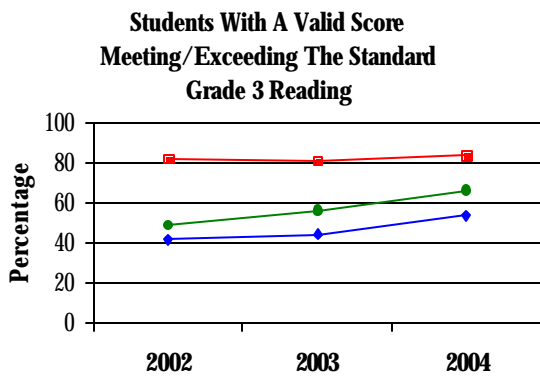
The DSTP for the last three years represents different groups of students at each grade level, a fact that must be considered when evaluating progress, or a lack thereof.

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 were released in August, 2004 and are available on the department’s school profiles website at

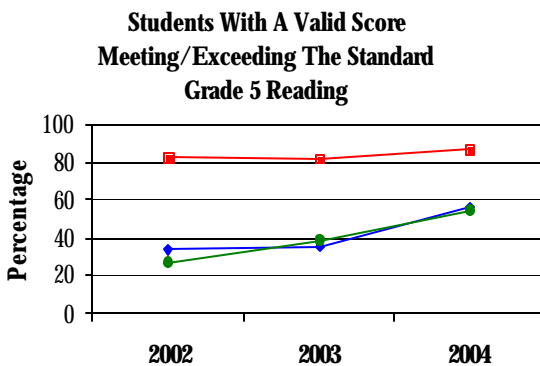
http://www.doe.state.de.us/del_schools/school_information.htm. Additionally, information about Delaware’s plan is described in “Delaware’s Accountability Plan for Schools, Districts, and the State” which can be obtained at http://www.doe.state.de.us/AAB/DSTP_School_Accountability.html.

Reading:

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



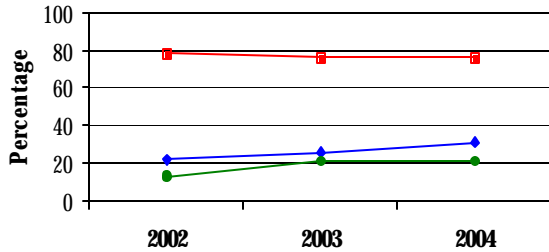
Target: 56% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7788	82.06%	7758	81.44%	7519	83.75%
◆	577	42.11%	471	44.16%	329	53.50%
●	481	48.03%	627	55.74%	788	66.01%



Target: 35% meeting/exceeding by 2005						
Benchmark: 4% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7469	82.57%	7593	82.26%	7506	86.45%
◆	776	33.89%	664	35.39%	446	56.28%
●	374	26.95%	588	38.69%	804	54.47%

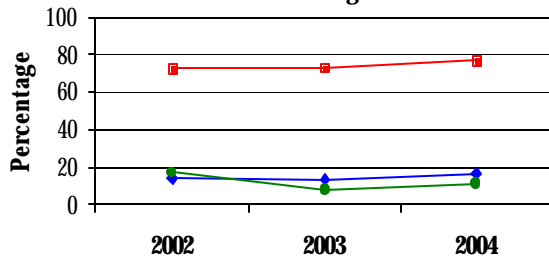
■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated

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



Target: 28% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7737	78.08%	8056	75.62%	8257	76.10%
◆	1030	22.04%	1062	25.52%	958	30.79%
●	232	12.63%	459	21.07%	528	21.53%

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



Target: 23% meeting/exceeding by 2005						
Benchmark: 3% increase per year to target year 2005						
	N	2002	N	2003	N	2004
■	7011	72.89%	6717	73.05%	6498	76.92%
◆	862	13.92%	809	13.10%	588	16.50%
●	161	16.95%	147	8.01%	157	11.39%

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 9.7 percentage points and 16.29 percentage points, respectively, from 2002 to 2004. The gap for grade 5 Reading special education aggregated and non-aggregated decreased by 18.51 percentage points and 23.64 percentage points, respectively, between 2002 and 2004. For grades 8 and 10, however, the gap has barely closed.

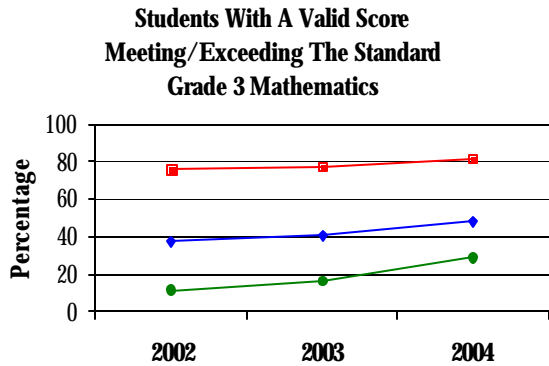
The percentage of students that were non-aggregated for the DSTP Reading almost doubled for grades 3, 5 and 8. 45% of special education students in grade 3 were non-aggregated in Reading for 2002, compared to 71% in 2004; 33% in grade 5 were non-aggregated in 2002, compared to 64% in 2004; and 18% in grade 8 were non-aggregated for 2002, compared to 35% in 2004.

State and Federal Initiatives

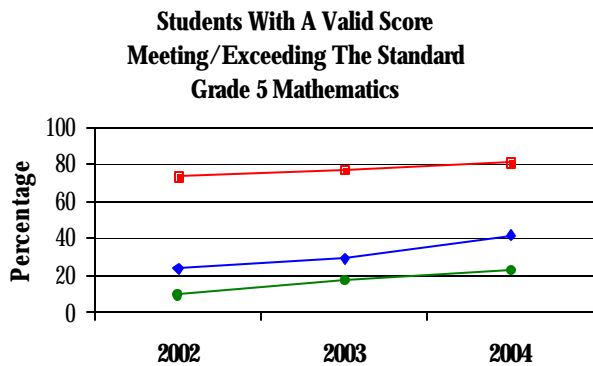
The reading focus of the State Improvement Plan is underway. Twelve Reading First Schools have completed the year one training. In addition, training in the early literacy modules has started and the first module for Success for Secondary Struggling Readers (SSSR) is being offered during the 2004-2005 school year. Instructional Support Team Training was provided to 15 school teams last year, and 10 more are scheduled for 2004-2005.

Mathematics:

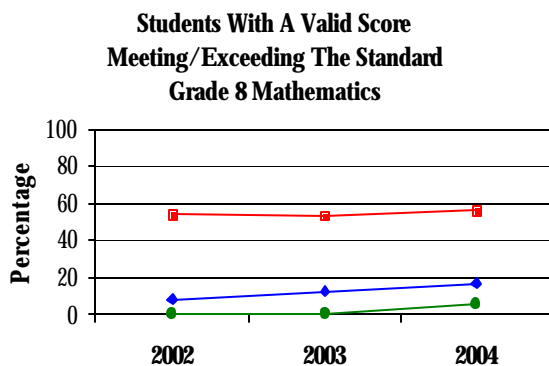
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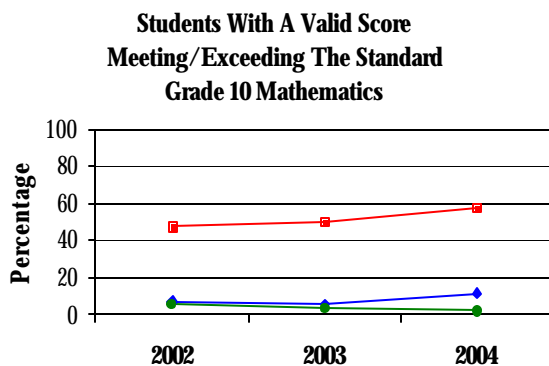
Target: 51% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7781	76.39%	7797	77.91%	7557	82.02%
◆	971	37.18%	1021	40.65%	1065	48.36%
●	91	11.46%	81	16.05%	63	28.57%



Target: 41% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7484	73.38%	7609	77.32%	7574	81.09%
◆	1069	23.76%	1156	29.33%	1166	41.77%
●	82	9.62%	95	17.33%	88	22.72%



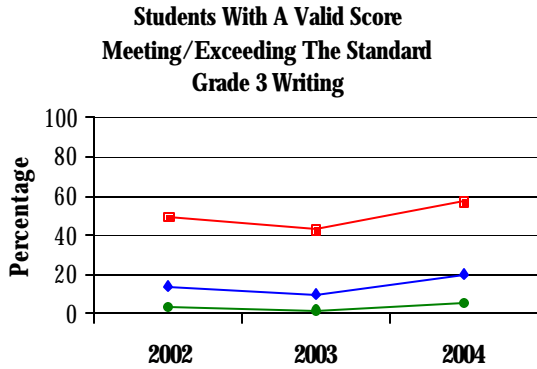
Target: 13% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7687	54.09%	8068	53.26%	8264	56.58%
◆	1158	8.12%	1400	12.14%	1403	16.61%
●	102	0.47%	120	0.83%	87	5.74%



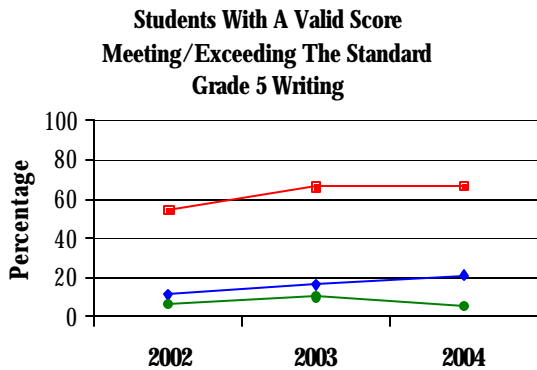
Target: 12% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	6984	47.82%	6697	50.40%	6605	58.11%
◆	908	6.72%	874	5.49%	683	11.27%
●	97	5.43%	85	3.53%	54	1.85%

Writing:

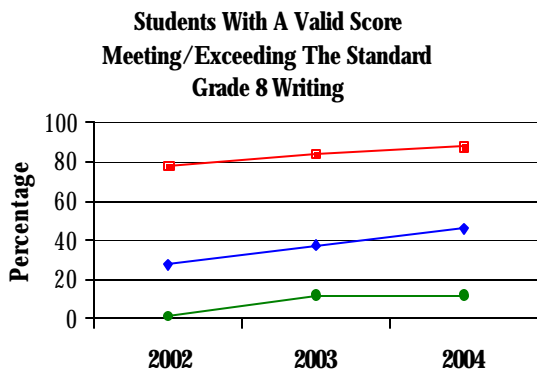
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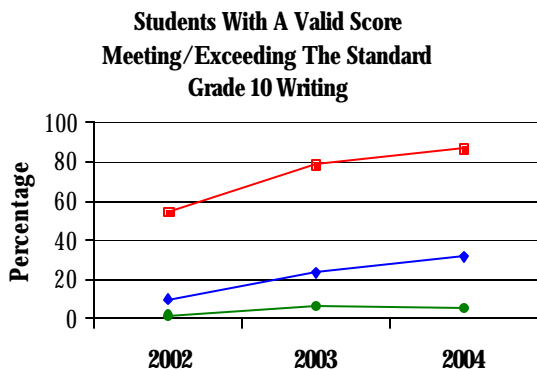
	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7803	49.51%	7769	42.94%	7532	57.24%
◆	954	13.73%	1007	9.73%	1052	19.68%
●	65	3.08%	83	1.61%	56	5.36%



	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7488	54.77%	7609	66.63%	7526	66.86%
◆	1080	11.30%	1152	16.15%	1166	20.84%
●	79	6.33%	93	10.18%	85	5.55%



	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7769	78.36%	8062	84.66%	8291	88.20%
◆	1176	27.64%	1382	37.48%	1406	45.95%
●	89	1.13%	118	12.01%	85	11.77%



	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
■	7057	54.63%	6740	78.87%	6626	86.70%
◆	940	9.57%	879	23.78%	696	31.75%
●	78	1.28%	80	6.42%	61	4.91%

Implementation of SIP '03 – '04 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

Because certification requirements have changed to reflect graduation from accredited programs, the content of National Council for Accreditation of Teacher Education (NCATE) approved programs needs to be evaluated, including the standards used from CEC (Council for Exceptional Children) and IRA (International Reading Association), to determine alignment with recommendations from the National Reading Panel.

Recent mandates from No Child Left Behind (NCLB) require highly qualified teachers. These requirements are currently being developed and implemented.

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). This summer, several Reading First districts began to train all their elementary schools and K-12 special education teachers in Institute I. Institute I was offered to non-Reading First schools and was presented in one school in the Red Clay Consolidated School District. The course will be offered again during the fall to any teacher who is interested; however, the districts will need to agree to teachers' attendance, as it involves 4 days with six hours of training each day.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment comprises 6 hours of training in each Reading First Institute. A non-Reading First district is going to train all of its elementary teachers and paraprofessionals in the use of the DIBELS assessment. In addition, the Institute II training module for all Reading First teachers will be developed and ready for piloting by the end of this summer. 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. We are currently exploring other options to measure student progress in grades K-2.

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

Certification requirements for all preschool teachers reflect early literacy competencies. Work is currently progressing on the development of graduate level courses in early literacy. It is necessary to have a bank of early literacy courses and/or professional development sessions available before requiring teachers to take these courses as a part of the certification process.

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 piloted. The University of Delaware, Center for Disability Studies (CDS), is currently under contract with the Department of Education to develop and implement the training modules. Modules One and Two were completed in the Spring of 2004. The University piloted the sessions March through May, and an evaluation survey was completed by each of the participants.

“X” number of families (baseline) received information on providing early literacy strategies. A total of nine families received early literacy-based information. Due to vendor issues, it was not possible to fully implement the parent education component. For early literacy, only one parent education activity was completed, and a total of nine families participated in that event.

Provide baseline data for SIG Early Literacy activities. A total of 24 non-certified staff participated in the training for Modules I and II. A total of 19 certified professionals took the graduate-level course completed in the summer of 2004.

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

Certification requirements for all G 4-12 teachers reflect reading competencies. The PSB has established a committee to make recommendations for certification requirements.

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 is underway for 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 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. G 4-12 progress will be assessed using the Spring 2003 DSTP data as a baseline year. SIG Associate, Dr. Jo-Ann Baca, will oversee this endeavor through the SIG evaluation and the University of Delaware's R & D Center.

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

Delaware State University (2003) NCATE approved based on the NCATE 2000 process. The NCATE review is complete and DSU is approved.

University of Delaware (2004) NCATE approved based on the NCATE 2000 process. The NCATE review is complete and UD is approved.

Wilmington College (2004) State approved based on the CEC standards. The DOE process is complete and Wilmington College is approved.

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 reviewed by the PCCD given No Child Left Behind requirements. 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

Preschool targets will be reset when more accurate data is collected. The new data will be used to establish a new baseline.

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.

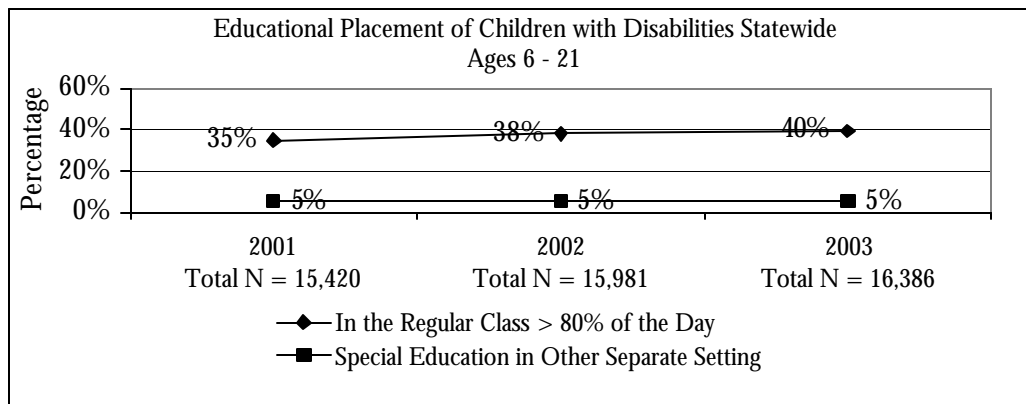
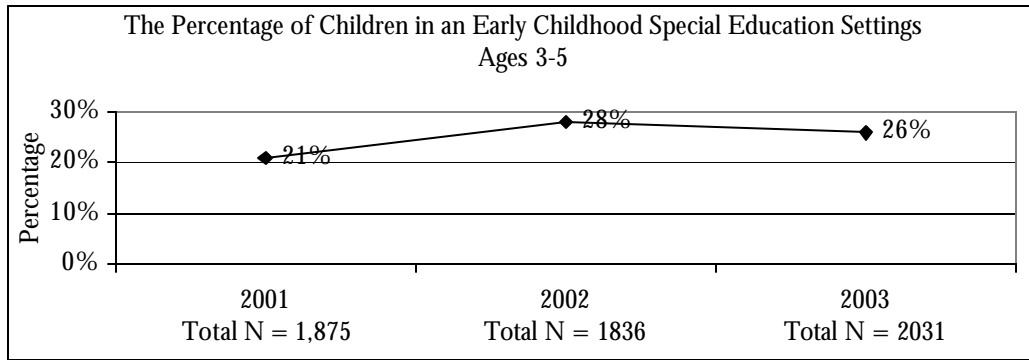
Targets and Benchmarks – Indicator C

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 on the following page 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 2003 – 2004 represented 26% of 3 – 5 year olds, a decrease of 2% from the previous school year. This decrease 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 well below the current national average; however, more recent data shown in the second chart indicate a minimal, but consistent increase in the number of students with disabilities 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. The Inclusive Schools Initiative Subcommittee collected data regarding acoustics, lighting, electricity, telecommunications, physical access, transportation, curriculum, supplies, and books from a variety of persons working in the building with students with disabilities. The findings were synthesized and communicated with the School Construction program in the Financial Management workgroup at DOE for incorporation into the New Construction Standards.

Present Levels of Performance – Indicator C

The CDS is conducting a study following a cohort of students through the fifth grade to determine effects of placement on student assessment results. The Exceptional Children Workgroup is in the midst of developing a protocol for identifying student placement from year to year. A report on student achievement looking at the variable of placement will be ready by the end of the 2004-2005 school year.

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

During the past year, two training modules on research and practice-based inclusive practices for all students were completed and approved. Six more are under development. During the coming year, the ISI training will be piloted in five schools.

Implementation of SIP '03 – '04 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: Refine training to increase capacity of all teachers to support children with disabilities in the general education curriculum within the least restrictive environment.

Evidence of Change

Training Modules that meet the PSB standards for Professional Development for Intro to Inclusion, Person Centered Planning, and Accommodations and Adaptations are completed and approved. Two applications for clusters are in process. One is for the Building Leadership Team and consists of a module for Mining Data and a module for Building a Leadership Team. The second cluster is for all school staff and consists of modules on Opening Doors to Inclusion, Collaboration, Classroom Grading and Assessment of Students, Universal Design, Peer Assisted Literacy Learning Strategies, and Cultural Responsiveness.

Training modules on research and practice-based inclusive practices for students with mild to moderate disabilities are completed and approved. Two training modules on research and practice-based inclusive practices for all students are completed and approved. Approximately 35 statewide trainers have been trained.

Training modules for curriculum-based assessment completed and piloted. Instructional Support Team training has been completed with 15 schools. Ten more schools will receive training during 2004-2005. A large component of Instructional Support Team (IST) training consists of curriculum/instructional based assessment in reading, writing, and mathematics. Participants will be eligible to apply for a 2% pay increase upon completion.

Training module(s) designed to help teachers connect IEPs with the Delaware Content Standards completed and piloted. Training module(s) have not been completed; however, discussions are ongoing, and this evidence of change will be completed in 2004 – 2005.

Training module(s) to increase capacity of teachers to use the differentiated instructional strategies completed and piloted. On-line training developed through Southern Regional Education Board will be facilitated by two DOE staff with approximately 20 teachers from the five pilot Inclusive Schools. Plans have been developed, and August 30, 2004 will be the kick-off with a 3 hour live web-cast through Knowledge Delivery Systems. Approximately 35 teachers will attend this, and approximately 20 teachers will self-select for the on-line course.

By October 2004, a 3 hour academy on differentiated instruction, a 3 hour academy on Universal Design for Learning, and a 3 hour academy on Designing Personalized Learning will be developed and statewide train-the-trainers will be trained.

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

Evidence of Change

Inclusive Schools Initiative Evaluation Report documents percentage increase in the number of students served in least restrictive placements. The State Improvement Plan Annual Report and the Annual Performance Report document percentage increase in the number of students served in least restrictive placements. Percentage of students served in the general education classroom 80% or more of their school day increased from 38% to 40%.

Inclusive Schools Initiative Evaluation Report documents improved student performance in inclusive settings based on 3 case studies. This will include quality review of the inclusive programming across 3 age groups and 3 disability types by tracking student-specific data. This activity was not completed.

Strategy for Improvement: Develop and implement a certificate and endorsement program for teachers of students 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 the initial review is complete. Edits are in process and approvals granted during 2003 – 2004 for Special Education K-8 and 7-12. Plans are to have the committee reconvene to propose certification requirements for specific disabilities certification (Deaf Blind and Autistic). The committee continued to work on certification for interpreter/tutor and resident advisor (house parent at Sterck). Regular and special education regulations are being streamlined so that if a student graduates from a Delaware approved or NCATE approved program in any other state, or takes the Praxis II, they are eligible for certification. Otherwise, teacher candidates must go through a course count.

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

The State Improvement Plan Annual Report and the Annual Performance Report document the academic progress of students with disabilities who exit special education. Documentation not collected or reported. Information will be ready at the end of the 2004-2005 school year.

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

Summary Report completed and broadly disseminated on existing universal design research. Collaborative work between Mid-South Regional Resource Center (MSRRC), Delaware Assistive Technology Initiative (DATI), and DOE culminated with a user-friendly

document geared toward both parents and professional educators. The brochure has been sent for publication. Dissemination vehicles such as DOE's website, Parent Information Center's (PIC's) website, and direct mail distribution are planned.

Rubric and assessment protocol developed. Baseline needs assessment completed to determine how well project schools are providing access to the general curriculum. A checklist has been developed and revised. During September 2004, this checklist will be used to develop a baseline on provision of inclusive education, use of a universally designed curriculum, and access to the general curriculum.

Implementation plan is developed for training districts in universally designed curricula. DOE, CDS and DATI worked together in the development of a long-term plan. Included in this plan are working with 4-6 teachers in Science and Mathematics to develop lesson plans or units of study. Further plans include identifying monetary sources for carrying out small scale implementation in 3 or 4 schools that are ready to begin implementing UDL, and develop action plans with those schools.

Statewide trainers will receive training in a 9-hour module on Universal Design in October 2004.

Develop method for determining whether students have access to the general education curriculum. A strategy has been determined to answer this question. This strategy includes observations of a sample of students within the project schools and document review, as necessary, based on a flow chart. Baseline needs assessment will be completed in the fall of 2004 by CDS and DOE staff to determine how well project schools are providing access to the general curriculum.

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. Year one of the Funding Pilot is complete. A brief report summarizing the model and the year one report is available. The Pilot will continue in year two with the same districts. Issues still to be resolved include defining the needs based criteria, Summer School and ESY, and related services. During year two the third party evaluation will continue, and a plan for expansion will be developed.

Preschool unit code law language will be approved. The preschool unit code change was not introduced, but the Department plans to move it forward during 2004-2005

Priority Area Three: Improve Student Behavior

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

Indicator B: The number of days children with disabilities are suspended will decrease.

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

Targets and Benchmarks – Indicators A, B, & C

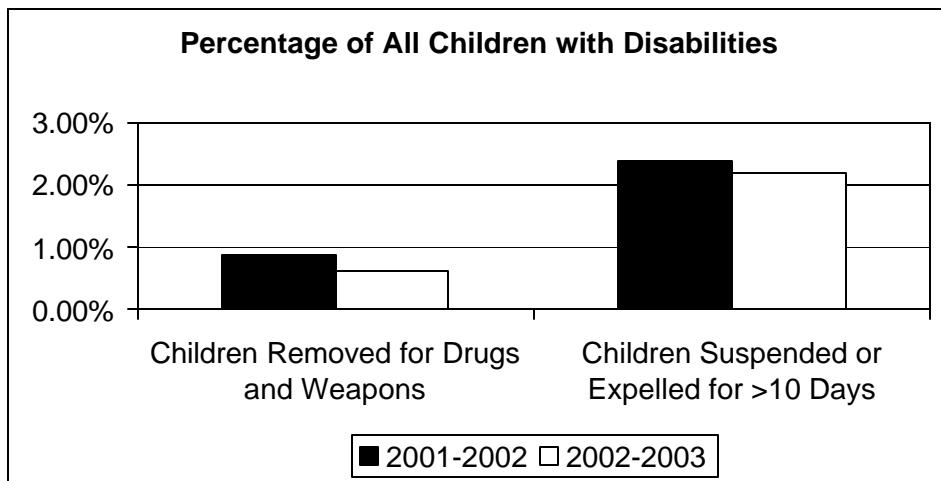
Targets and benchmarks will be set by the Partners' Council for Children with Disabilities (PCCD) in 2003 – 2004; which are aligned with “No Child Left Behind”.

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

It is important to set benchmarks for improving student behavior based on accurate and consistent data. DOE has been creating a data reporting system along with district training to ensure accuracy and consistency across all districts. Two years of data reported to OSEP in 2001-2002 and 2002-2003, shown in the following tables, will be used as baseline years for Indicators A, B, and C.

Children with Disabilities Ages 3-21	Number and Percentage of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons					
	Unduplicated Count and Percentage of Children By Disability		Number and Percentage of Unilateral Removals by School Personnel for Drugs By Disability		Number and Percentage of Unilateral Removals by School Personnel for Weapons By Disability	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
	N = 152	N = 113	N = 108	N = 70	N = 100	N = 51
Percentage of All Children with Disabilities	0.88%	0.63%				
Mental Retardation	11.8%	11.5%	10.2%	10.0%	14%	15.7%
Emotional Disturbance	9.9%	9.7%	14.8%	14.3%	10%	5.9%
Physically Impaired	8.6%	13.3%	11.1%	14.3%	5%	11.8%
Specific Learning Disabilities	65.8%	63.7%	59.3%	60.0%	70%	64.7%
All Other Disabilities	3.9%	1.8%	4.6%	1.4%	1%	1.9%

Children with Disabilities Ages 3-21	Number and Percentage of Children Suspended or Expelled > 10 Days and Number Percentage of Out-of-School Suspension/Expulsions					
	Unduplicated Count and Percentage of Children By Disability		Number and Percentage of Single Suspension/Expulsions > 10 Days By Disability		Number and Percentage of Children with Multiple Suspension/Expulsions Summing to > 10 Days By Disability	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
	N = 408	N = 391	N = 17	N = 13	N = 397	N = 383
Percentage of All Children with Disabilities	2.4%	2.2%				
Mental Retardation	14.5%	13.5%	5.9%	7.7%	14.9%	13.8%
Emotional Disturbance	12.3%	14.6%	0.0%	15.3%	12.6%	14.6%
Physically Impairments	9.8%	11.0%	11.8%	7.7%	9.8%	11.2%
Specific Learning Disabilities	62.3%	58.8%	82.3%	61.5%	61.5%	58.5%
All Other Disabilities	1.1%	2.1%	0.0%	7.8%	1.2%	1.9%

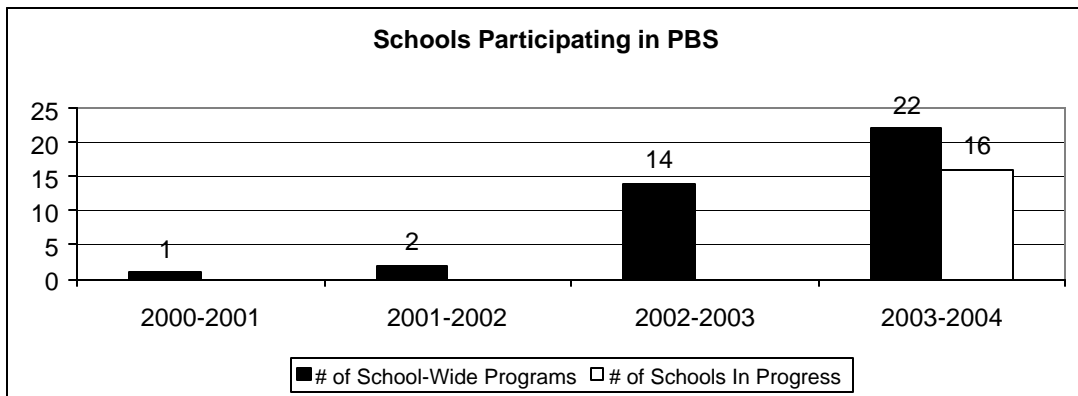
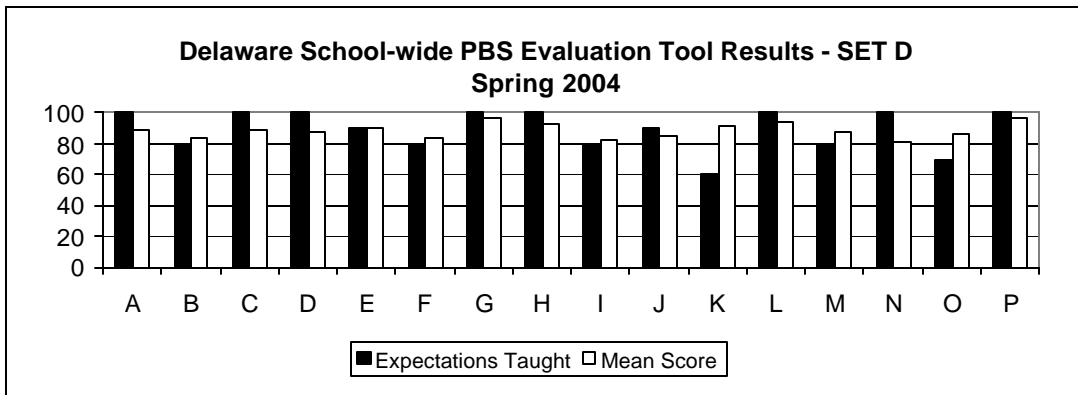


Delaware Positive Behavior Support Initiative

The Delaware Positive Behavior Support Initiative is a collaborative project with the Delaware Department of Education, CDS, 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 2004, data was collected from 16 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 14 of the 16 schools evaluated met at least the minimum score (80/80), an indicator that the school is effectively implementing PBS. The PBS Evaluation report, with

detailed results, will be available during the fall 2004. Because of the positive effects PBS is having in Delaware schools, the number of schools fully implementing school-wide PBS expanded from 14 to 22, with additional schools in various stages of implementation.



To emphasize the hard work of our exemplary PBS schools, DOE recognized Harlan Elementary, Brandywine School District (second year recipient) and Keene Elementary, Christina School District, as PBS Star Schools. Each school was presented with a banner. These PBS Star Schools were able to reduce the number of office referrals and suspensions.



From left: Martha Brooks and Brian Touchette from DE Department of Education; Beth Nobbs, Lincoln Hohler (assistant principal, Harlan Elementary), Ann Hilkert, and Bet Talley from Brandywine School District, and Debby Boyer from Center for Disabilities Studies at U of D.

From left: Martha Brooks and Brian Touchette from DE Department of Education; Patricia Uniatowski and Beatrice Speir from Keene Elementary in Christina School District, Debby Boyer from Center for Disabilities Studies at U of D, and Sally Farr from Christina School District.

Implementation of SIP '03 – '04 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 targeted for 12 month review are reported in this section.

Goal VI

School staff will have the knowledge and supports they need to address the needs of children who are at risk of school failure, suspension and/or expulsion. (FAPE/LRE)

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

Evidence of Change

Two additional clusters that meet PSB standards for professional development (Individual PBS and Coaches' PBS) are completed and approved. Individual PBS and Coaches' PBS Clusters will be submitted for approval during the 2004-2005 school year.

PBS technical assistance will follow through on the coordination and delivery of training to the previous 12 schools, as well as 16 new schools developing a School-wide PBS Program. Technical assistance and training were provided to 38 schools across the state for developing a school-wide program. These schools are at varying levels of implementation.

Assist in the implementation of the plan for Partners In Excellence (PIE) Training and PBS in ECAP, Head Start programs and other early care and education programs. Collaboration with early care and education programs has expanded to include child care and targeted districts housing such programs. The strategic plan for promoting emotional wellness and reducing behaviors is complete and organizations are completing an analysis of strategies that can be adopted and implemented. Seventy-two individuals have been trained in the PIE curriculum, and preparation is underway to offer professional development and technical assistance at the local level. A screening tool has been recommended to use for individualization and to report outcomes. First year implementation is expected to occur during the Fall of 2004 and is targeted to impact over 1500 preschool children ages 2-5 being served at 45 sites.

Strategy for Improvement: Expand and refine the PBS Evaluation to measure progress toward improving student behavior for individuals, classrooms, and schools.

Evidence of Change

The State Improvement Plan Annual Report, the Biennial Performance Report, and the PBS Evaluation Report document a decrease in the number of suspensions, expulsions and Title 14, Delaware Code §4112 offenses in schools participating in School-wide PBS Program training, and establish targets for improvement. Targets and benchmarks will be set by subcommittee in September 2004 to be approved by the PCCD in October 2004.

The PBS Evaluation Report documents differences between various schools with School-wide PBS Programs and comparable schools without School-wide PBS Programs (e.g., student and staff attendance rates, drop-out rates, suspension/expulsion rates, office referrals, etc.) The PBS Evaluation Report documents the various differences for each component of the PBS evaluation (SET) for PBS schools and non-PBS schools. The overall average percent for PBS schools was 80%, compared to non-PBS schools, which had an overall average of 35%.

The PBS Evaluation Report will show 80% or more of schools implementing School-wide PBS will have met the minimum critical features required by the School-wide Evaluation Tool (SET). The School-Wide Evaluation Tool (SET-D) used to evaluate 16 schools during the Spring of 2004 indicates that 87.5% met the minimum critical features. Result details will be reported in the PBS Evaluation Report to be compiled in the Fall of 2004 and disseminated during the 2004 – 2005 school year.

The PBS Evaluation Report documents a percentage of Accommodations, IEP objectives, and Behavior Support Plans (BSP) written when behavior is an identified need from the September 30 unit count audit and establishes targets for improvement. The BSP count was completed in the September 30 audit in 2003. Preliminary data show a high percentage of IEP's with behavior identified as a need had either accommodations, goals/objectives, and/or a Behavior Support Plan to address the specific behavior. An accurate count of each of these from the September 30 audit will be included in the PBS Evaluation Report. A limitation of this data collection process is that the data does not indicate the quality of the plan addressing the identified behavior. The results will be evaluated by the subcommittee with a recommendation to PCCD for next steps during the 2004-2005 school year.

An evaluation rubric is created and piloted in 2 schools to determine if Behavior Support Plans are written effectively. The evaluation rubric has been completed and is ready for pilot in September, 2004.

Strategy for Improvement: Explore dedicated unit funding for school social workers.

Evidence of Change

Establish baseline for school-based social workers. Through the Pilot Funding study, greater flexibility in the use of related service units is being explored and explained. One option available to districts will be the hiring of social workers under these units.

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 (Formerly Priority Area VII).

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

The 2002 - 2003 Family Satisfaction Survey data, along with October 2000, baseline data, will be used by the PCCD to make data-based decisions and set appropriate targets and benchmarks for this priority area.

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

Information on the second Family Satisfaction Survey was reported last year. The third Biennial Family Satisfaction Survey will be distributed in October 2004, and results will be reported during the 2004-2005 school year.

All standing committees included parents as members. The chart below illustrates the current composition.

Family Involvement in ECECE/DOE Standing Committees				
Committee Name	2002-2003		2003-2004	
	Total Number of Members	Number of Parents	Total Number of Members	Number of Parents
DAPA Advisory	47	3	45	4
DE Transition Advisory Council	21	2	21	2
DSTP Disability Task Force	36	5	36	3
Family Involvement	6	6	7	5
General Supervision	9	2	7	2
LRE/Inclusion Subcommittee	32	4	34	3
PBS State Team	60	4	59	2
PCCD	42	8	42	8
Professional Development/CSPD Subcommittee	11	1	11	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 will be disseminated in 2004-2005 school year.
- ▲ Information and materials are available and up-to-date on the Delaware Exceptional Children web site at <http://www.doe.state.de.us/programs/specialed>.

Implementation of SIP '03 – '04 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: Continue to implement a biennial family satisfaction survey. Recommend a variety of dissemination methods for family survey (internal, stamped post card, etc.)

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 will be disseminated in the fall of 2004 with a report expected to be ready for dissemination in February 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 2004-2005.

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 has been developed and reviewed. Dissemination will occur during the 2004 – 2005 school year.

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: Involve families as 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: Ensure there is parent representation in district self assessment process who is not a district employee.

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 23.)

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

Evidence of Change

Family use of the DOE website increases. DOE is currently in the process of updating all DOE web pages to a standard State format. A request has been made to change the link for Special Education from Special Education to Services for Children with Disabilities and moving it to the DOE homepage.

Strategy for Improvement: Develop and disseminate collaboratively among multiple agencies (PIC, DOE, DVR, DDDS) and professional organizations (DCDT, CEC) information on student and family involvement in transition planning and access to postsecondary education, employment, and living options.

Evidence of Change

A system of information/material development and dissemination established to inform students, families, and professionals on a regular basis, information on student and family involvement in transition planning, and access to postsecondary education, employment and living options. Secondary Transition has been an area of focus for both DOE and PIC. They have collaborated to create materials informing students and their families about the transition from school to adult life. The Student Guide to Transition and The Future Starts Now (transition information for families) have been disseminated to each school program

in Delaware and to parents through the IEP process and the PIC network. This information is also available on the DOE website and through print in Spanish. PIC mails out The Link newsletter to thousands of parents throughout Delaware, and regularly has information on transition issues in that publication. They also provide parent training on The Future Starts Now in all Delaware counties. DOE and PIC share calendars to disseminate training opportunities, and both are regular members of the State Transition Council and the two regional Transition Councils that meet three times per year.

Strategy for Improvement: Develop materials in Spanish.

Evidence of Change

System is in place so all forms are available in Spanish. DOE has translated various forms into Spanish. DOE materials designed specifically for parents are also available in Spanish.

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

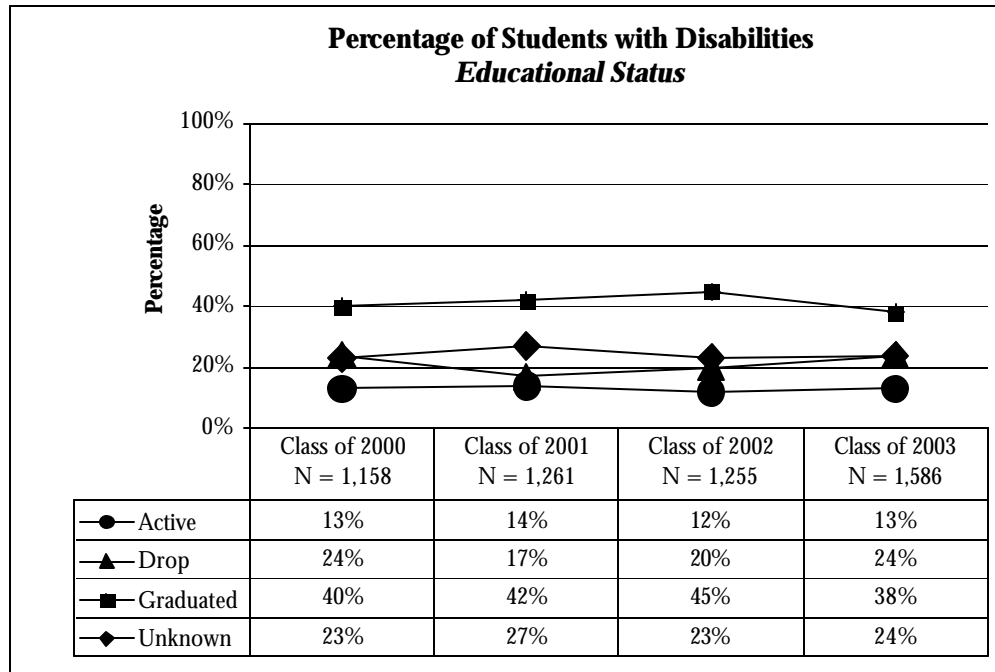
By target year 2005, the number of youth in special education completing high school will increase to 44%; an increase of 0.5% per year, with a two year progress check point in 2003.

Targets and Benchmarks – Indicator B

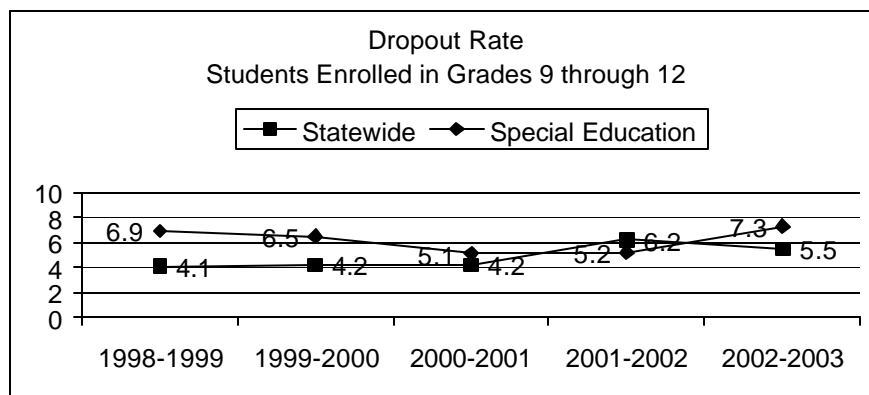
By 2005, the annual dropout rate for youth in special education will decrease to 3.1 percent. The annual dropout rate for youth in special education will be less than, or equal to, their non-disabled peers; a decrease of 0.5 percent per year to 3.1 in target year 2005, with a two year progress check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

Present Levels of Performance – Indicators A and B

The chart below shows the educational status of a cohort of youth receiving special education services four years after entering the 9th grade. This information permits DOE and schools to make data-based decisions for planning and programming. After a three-year increase in graduation rates for students in special education, the Class of 2003 showed a 7% decrease in graduation rates, coinciding with the increased dropout rates.



Increasing the percentage of youth receiving special education services completing high school, and decreasing the percentage of these youth who drop out are critical indicators for student success in transition. After four years of declining drop out rates, there was an increase this year. This increase may be partially due to a change in district reporting of “dropouts”. School Districts may no longer report students as “missing”. DOE currently is working with schools to conduct focus group discussions with recent dropouts to use in planning effective secondary programs for youth.



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

	Diplomas	Certificates
Class of 1999	91%	9%
Class of 2000	92%	8%
Class of 2001	92%	8%
Class of 2002	92%	8%
Class of 2003	95%	5%

The vast majority of youth in special education receive a high school diploma as compared to a certificate of performance. The PCCD set a 2005 target of 95% for students receiving a diploma. This target was met during the 2002-2003 school year. The PCCD will continue to monitor this indicator due to upcoming changes in diploma levels in Delaware for the Class of 2005 and beyond.

Targets and Benchmarks – Indicators D and 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%

Each year, DOE conducts a follow-up survey 18 months after each graduating class. The surveys go to all students in that cohort, including graduates and those who dropped out. The Transition Advisory Council continues to develop recommendations for targets and benchmarks for Indicator D. This past year, the council recommended adjustments to the follow-up survey in use over the last four years to more accurately inform the State about youth continuing to post-secondary education and training. Modifications were made to questions in the Class of 2003 Follow-Up Survey, and these will provide more information to identify targets, benchmarks and strategies for improvement for Indicator D during the coming year.

The Follow-Up surveys indicate that, for the Class of 2001, approximately 52% of students reported being employed either full-time or part-time. The PCCD has set a target of 60% reporting that they are employed for the Class of 2005. In the fall of 2004, the Class of 2002

Follow-Up Survey will be published, and the PCCD will determine any adjustments to strategies for improvements for this indicator.

Student Connections

The Student Leadership Advisory Council held its second annual Youth Leadership Forum in April 2004. Over 85 youth and adults participated. The Council used that day to endorse a Student Bill of Rights and Responsibilities, along with the awarding of two youth leadership awards to Delaware High School seniors. Ten high school clubs have formed in the last two years, each focusing on advocacy for individuals with disabilities and leadership development.

Implementation of SIP '03 – '04 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

Youth with disabilities 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

The information on national models and effective practices will be shared statewide with LD/ED programs. Action plans will be refined and will include timelines and strategies for improvement. DOE and one ILC program worked during the past year to identify key components to successful transition for students with emotional and behavior problems, and to develop an action plan. Supports have been identified to assist with a variety of school-based and community vocational experiences for all students in that program. The program and DOE staff will refine their action plan. Another secondary ILC program will be identified during the coming year to develop an action plan to adopt successful national models supporting youth with emotional and behavioral disorders. Information has been gathered and will be shared through the State Transition Council, Regional Transition Advisory Councils and local Transition Teams during the 2004-2005 school year. DOE will provide training and technical assistance to school programs that identify critical components of successful transition for youth with emotional and/or behavior problems. Action plans for these programs will be developed, identifying strategies for improved graduation rates and post-school outcomes.

The State Improvement Plan Annual Report and the Annual Performance Report document an increase in students classified with LD and ED graduating. According to Education Status information provided by DOE, after a three-year increase in graduation rates for students in special education, the Class of 2003 showed a 7% decrease in graduation rates, coinciding with the increased annual dropout rate. The graduation rate of students classified with Learning Disabilities had also improved for three consecutive years (from 42% to 50%). This past year it fell from 50% in 2002 to 42% in 2003 (an 8% decrease). The graduation rate for students classified with Emotional Disturbance continues to decline, dropping from 16% in

2002 to 15% in 2003. This information has been disseminated to all school districts for their use in their self-assessments and improvement plans.

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

Evidence of Change

Meeting Transition Requirements Reports to LEAs document student participation in IEP/Transition planning and establish benchmarks for improvement. DOE piloted a secondary IEP form and process with schools from 17 of the 19 school districts during the 2003-2004 school year. Over 520 teachers conducted 1600 IEP meetings focusing on the student identifying post-school goals and providing supports and services to assist students in meeting those goals. Due to the success of the pilot, Delaware will adopt the secondary IEP form for use with all students ages 14-21. The discussion of post-school goals as the foundation for the IEP has helped focus the IEP on student strengths, interests and preferences. DOE will ensure that students, families, and school professionals will receive training, technical assistance, and support materials for the new form during the coming school year. DOE will continue to develop reports to schools on meeting transition requirements in IDEA as they conduct training in schools on the new "transition-driven" IEP process. Student led IEP training will continue to be provided for students and professionals, hopefully ensuring that students will become more involved in their education planning and programming.

Meeting Transition Requirements reports conducted over the last four years indicate a tremendous increase in documentation of student invitation to IEP meetings. In the 1999-2000 school year, only 41% of middle school and 66% of high school students were invited to their IEP meetings according to a sample of over 600 IEPs statewide. The most recent data shows that 76% of middle school students and 95% of high school students were invited to their IEP meetings.

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 had been steadily improving over three consecutive years, going from 40% for the Class of 2000 to 45% for the Class of 2002. The graduation rate for special education students dropped to 38% for the Class of 2003, a decrease of 7%. Annual December 1 counts indicate a bulge in the 9th grade with more students failing to obtain the required credits to move on to the 10th grade in their high schools. DOE is working with all school districts involved in self-assessments and improvement plans to identify effective strategies to improve the promotion power (helping students gain the needed credits to move to the next grade) in our schools and raise the graduation rates for students receiving special education services. Further, the Positive Behavior Supports initiative, the Secondary Reading effort, and middle school/high school reforms will be more closely linked to increasing the focus on school completion for struggling students.

The State Improvement Plan Annual Report and the Annual Performance Report document a decrease in drop-out rates of students receiving special education services.

Improve Student Capacity for Self-Determination through the IEP Process. Over the five year period from 1997 to 2002, the annual dropout rate had dramatically decreased from 7.9% to 5.2%. For the 2002-2003 school year, the annual dropout rate rose significantly to 7.3%, a rise of 2.1% over the previous year. Part of the reason for the increase in the drop out rate may be due to improvements in the method of collecting dropout data. Districts may no longer report students as “missing”, possibly increasing the number of students reported as dropping out. DOE will conduct focus group discussions with dropouts from the past year during the fall months to identify effective strategies for improvement and make new recommendations to the PCCD for enhanced strategies to continue the long-term trend of reduced dropout rates.

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

Evidence of Change

DOE, PIC, and DD Planning Council, and other stakeholders establish Student Connections Network. The Student Leadership Advisory Council (SLAC) continued activities during the 2003-2004 school year, meeting three times, and conducting the second annual Youth Leadership Forum. The Council used that day to endorse a Student Bill of Rights and Responsibilities, and awarded youth leadership awards to two Delaware High School seniors. SLAC is made up of representatives from local high school clubs formed to promote disability awareness in school and community, and to provide leadership opportunities for youth. Currently, there are ten clubs in existence, and plans are to strengthen these clubs and support the formation of at least three more during 2004-2005. The Delaware Division on Career Development and Transition (DE-DCDT), a division of the Council for Exceptional Children, will sustain the SLAC and student high school clubs in the coming years. Continuing a strategy from last year, DE-DCDT will award mini-grants to schools interested in developing local high school clubs.

The Delaware Developmental Disabilities Planning Council (DD Council) has worked very hard during the past year to form a “Junior Partners in Policymaking” program for students in Delaware to learn about advocacy on the local, state, and national level for people with disabilities. The DD Council will have its first annual “Juniors” program during the coming school year.

The PIC will collaborate with DOE, schools and students to support student led IEPs this year. PIC has been a tremendous supporter of the Student Connections network, and will focus on helping students become more involved in involvement in IEPs and self advocacy.

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

DOE, IHEs, and adult agencies align a data collection system to monitor postsecondary education and employment outcomes for students with disabilities. Over the last few years, DOE and DVR have exchanged information to enhance the delivery of transition services as well as to evaluate the effectiveness of services provided. DVR provides an annual report to each school in the state on the numbers of students they have served during the preceding year and the current status of each student. They also provide DOE with total numbers of students served, along with post-school outcome information, annually. DDS has also worked closely over the last two years with DOE to identify post-school outcomes for students they have served. DOE provides each agency with information that will assist those agencies in long-range planning for improved transition services. New Interagency Agreements have been developed with each agency, LEA, and Charter School to enhance transition services, including the continued sharing of important transition information.

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

Training Modules Meeting Professional Standards Board (PSB) standards for Professional Development, designed to provide teachers and counselors skills for career counseling and transition services, are completed and piloted. DOE has completed its pilot with 17 school districts on a secondary IEP form and process, and will adopt a revised form for all IEP meetings with students ages 14 and up during the coming school year. Significant professional development will be provided to focus on post-school outcomes as the foundation for IEP development in secondary programs for students receiving special education services.

DOE is working with the University of Delaware to provide a 90 and 180-hour professional development cluster for transition specialists approved by the Professional Standards Board. It is expected that these “clusters” will be completed and approved by the PSB during the 2004-2005 school year. DOE will investigate aligning these clusters with requirements for DVR counselors as part of their master’s requirements. This would provide another opportunity for cross-agency professional development, currently done through Supported Employment Training offered over the last three years, and the Annual Summer Transition Institutes, which have taken place over the last six years.

DOE continues to work closely with local school districts, agencies, and other stakeholders to hold three regional and state-level transition council meetings each year, along with the Annual Summer Transition Institute. These are effective vehicles to share information, learn about

effective secondary transition, and identify critical issues to improving services and outcomes for youth with disabilities.

Follow-Up Surveys Document an Increase in postsecondary education, training, and/or employment. Follow-Up Surveys conducted for the Classes of 1998 through 2001 document a general decrease in employment outcomes for students receiving special education services. Sixty-one percent of the Class of 2000 students reporting full or part-time employment, compared to 52% of the Class of 2001 reporting full or part-time employment. The PCCD has determined that the target for the Class of 2005 will be 60%. This fall, the Class of 2002 data will be available for review.

The Secondary Transition Subcommittee of the PCCD reviewed previous Follow-Up Surveys and made recommendations to modify some questions in the Class of 2002 survey to better answer questions related to student involvement in post-secondary education and/or training. The revisions were made and included in that survey, which was sent to all exiters from the Class of 2002. Results from this survey will be completed and returned to DOE in the fall of 2004, and benchmarks, targets, and strategies for improvements will be identified at that time.

As a result of district self-assessments in the Secondary Transition priority area, many districts have decided to conduct their own follow-up surveys. DOE will work closely with those districts to improve the collection of information leading to program improvements in secondary schools.

Strategy for Improvement: Conduct regular strategic planning with LEAs, DVR and other agencies, IHEs through state, and regional advisory councils.

Evidence of Change

DVR Case Outcome Report indicates the increase in students with disabilities with successful employment outcomes. Over the last five years, the Delaware Division of Vocational Rehabilitation (DVR) has annually reported employment outcomes for the students they have served through their School to Careers initiative. During DVR's Fiscal Year 2003, they reported that 261 transition students were successfully employed for more than 90 days during that year. This is a 7% increase over the previous year (243 students). Since 1999, employment outcomes through DVR for transition students have increased over 145%.

The level of cooperation and collaboration between DVR, DOE, and the school districts has created improved outcomes for the students in Delaware receiving special education services. Each year, DVR transition counselors create a regular schedule in all Delaware high schools. They provide career guidance and counseling to students, help find training opportunities, and work with students to prepare for post-secondary education, training, or employment. This past year, DVR provided services to 548 students in high school programs, an increase of 170% over the 1999-2000 school year.

Priority Area Six: Improve General Supervision

Indicator A: Monitoring at the state/LEA/agency levels will lead to direct improvement in student performance at the school/program level.

Indicator B: The monitoring process at the LEA/agency levels will involve continuous monitoring that ensures on-going improvement in program quality.

Indicator C: Level of parent awareness improves regarding pre-referral intervention processes for their children.

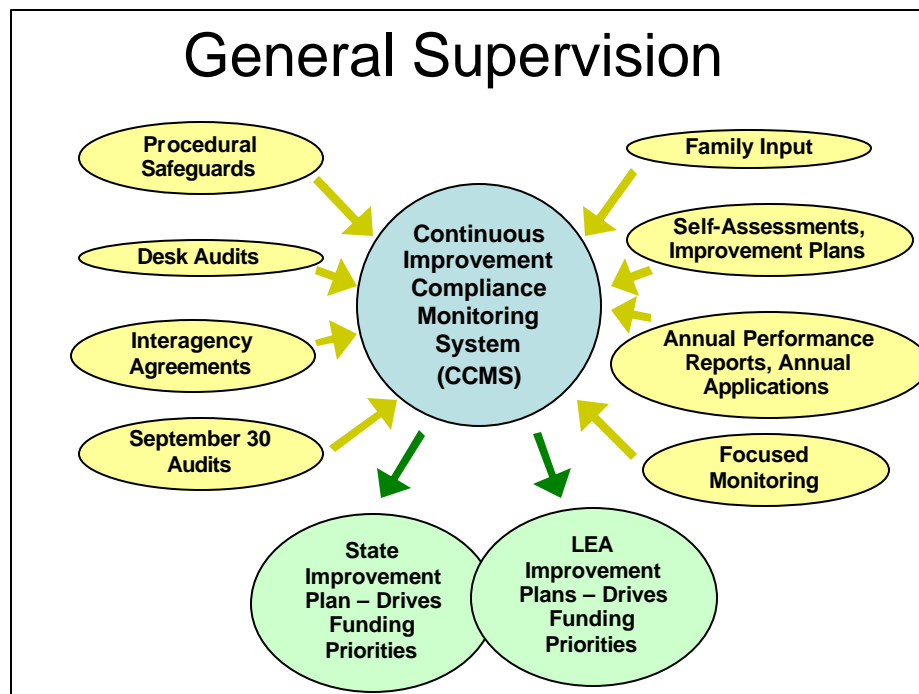
Indicator D: There is a decrease in the number of days between request and decision for due process cases.

Indicator E: The state is able to ensure that FAPE is provided to all students in interagency programs, including incarcerated youth with disabilities.

Indicator F: Process for ensuring FAPE is developed for children with disabilities in charter schools.

Targets and Benchmarks – Indicators A, B, C, D, E and F

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 and B

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.

Part B funds will not be released until all districts have submitted a self assessment document, improvement plan, or annual report.

The General Supervision subcommittee made recommendations to the PCCD regarding focused monitoring. It was recommended that the focus should be on improving student outcomes and LRE. Specific triggers for each area were recommended so that districts could be ranked, and the low performers could be identified for focused monitoring. It was also recommended that a team composed of DOE staff, a district representative, and a parent or community representative pilot the focused monitoring process during school year 2004-2005 in two districts. PCCD approved all recommendations.

Present Levels of Performance – Indicators C, D, E and F

The General Supervision subcommittee will review these indicators and make recommendations at the October PCCD meeting regarding any change. The goal is to align the indicators with the new OSEP indicators.

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

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

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

Due Process Hearings		
	Number of Hearing Requests	Number of Hearings Held
2002-2003	19	3
2003-2004	21	3 (2 pending)

Implementation of SIP '03 – '04 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. Self Assessment Reports and Improvement Plans are available 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 have completed the improvement plan. One district has submitted an update on 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.

On-site monitoring has been done in one charter school and the corrective action plan has been completed. On-site monitoring will be done at four charter schools and the alternative schools during school year 2004-2005.

Strategy for Improvement: Develop and 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 charter schools.

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 fall of 2004.

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 will be piloted at two school districts during the 2004-2005 school year.

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. The Due Process Procedures Manual has completed the informal review process and will begin the formal public comment period in September. The draft manual was used for training of new hearing officers during the Spring of 2004.

The State Improvement Plan Annual Report and the Annual Performance Report document the number of hearings, complaints, and mediations. A data system has been developed to track data relating to hearings, complaints, and mediation. The new system will be completed and in use for the 2004-2005 school year.

Strategy for Improvement: Develop Administrative Complaint Manual.

Evidence of Change

Administrative Complaint Manual will be completed and available for review. The Administrative Complaint Manual is complete and available for review.

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 2003-2004 year.

Goal XIII

Parent knowledge of their rights, prior to eligibility determination, will improve. (General Supervision)

Strategy for Improvement: Increase understanding of families and educators of the requirements for pre-referral and initial evaluation for eligibility.

Evidence of Change

Family Survey and Parent TA data document a decrease in requests for information of referral and initial evaluation requirements. The Family Involvement Subcommittee will review this data during the 2004-2005 school year as a part of an overall review of the parent tracking from the PIC and DOE.

Goal XIV

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 and Human Systems and Outcomes, Inc. reviewed a sample of twenty students served through the Interagency Collaborative Team (ICT) in December 2002 using a Coordinated Services Review Protocol for examining child outcomes and system performance. As a follow-up to this process, DOE convened a design work group of school district representatives, Children's Department representatives, and a representative from the Division of Developmental Disabilities Services to refine the protocol. Using what was learned during the review, the purpose of the work was to design the protocol to address items that the education and agency professionals felt are relevant to measure and to ensure that the categories fit the Delaware system. The draft protocol will be pilot tested with a sample of ICT and Children's Department cases in October 2004, and revised as appropriate.

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

Evidence of Change

Develop a CCMS process to ensure FAPE is provided to youth publicly placed in private placements by other agencies. As a first step, DOE is currently reviewing and updating MOUs with DVI, DDDS, DVR, DSCYF and DAP to ensure FAPE is provided for youth publicly placed in private placements.

MOUs updated and reviewed for DVI, DDDS, DVR, DSCYF, and DAP. The MOU with DVI was signed in January 2004.

The MOUs with DDDS, DVR and DSCYF are completed and scheduled to go out for public comment in the fall.

The first Delaware Autistic Program (DAP) agreement between the Christina School District and the Delaware Department of Education was signed in February 2004. This agreement articulates the responsibilities of the Office of the Director of the Statewide DAP program. Agreements between county and district programs and the Office of the Director are currently under development.

The MOU still needs to be developed with member agencies of the ICT that will detail case management and funding responsibilities.

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 views the State Improvement Plan (SIP) as a working document. The PCCD and its various subcommittees meet on a regular basis to review, plan, and update Delaware’s SIP and to align it with all state and federal initiatives. In 2004 – 2005, the PCCD will be charged with reviewing all indicators, targets, and benchmarks for the two year check point. All strategies for improvement and evidence of change will continue to evolve as new data inform programs on improving results for students with disabilities.

APPENDICES

Disaggregated Data: Priority Area One

The tables and charts on appendices pages 34 - 67 contain the reading, mathematics, and writing disaggregated results for 2002, 2003, and 2004 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.			
2002	1073	987	86	1058	15	0
2003	1104	1050	54	1100	4	0
2004	1125	1065	60	1117	8	0

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.
2002	All Students With Disabilities	Students With Disabilities Aggregated	9	7	22	21	212	207	106	105	228	141
2003			10	22	18	26	180	303	94	154	169	122
2004			12	51	28	65	136	406	82	153	71	113

Students with Disabilities With A Valid Score - Grade 3 Reading

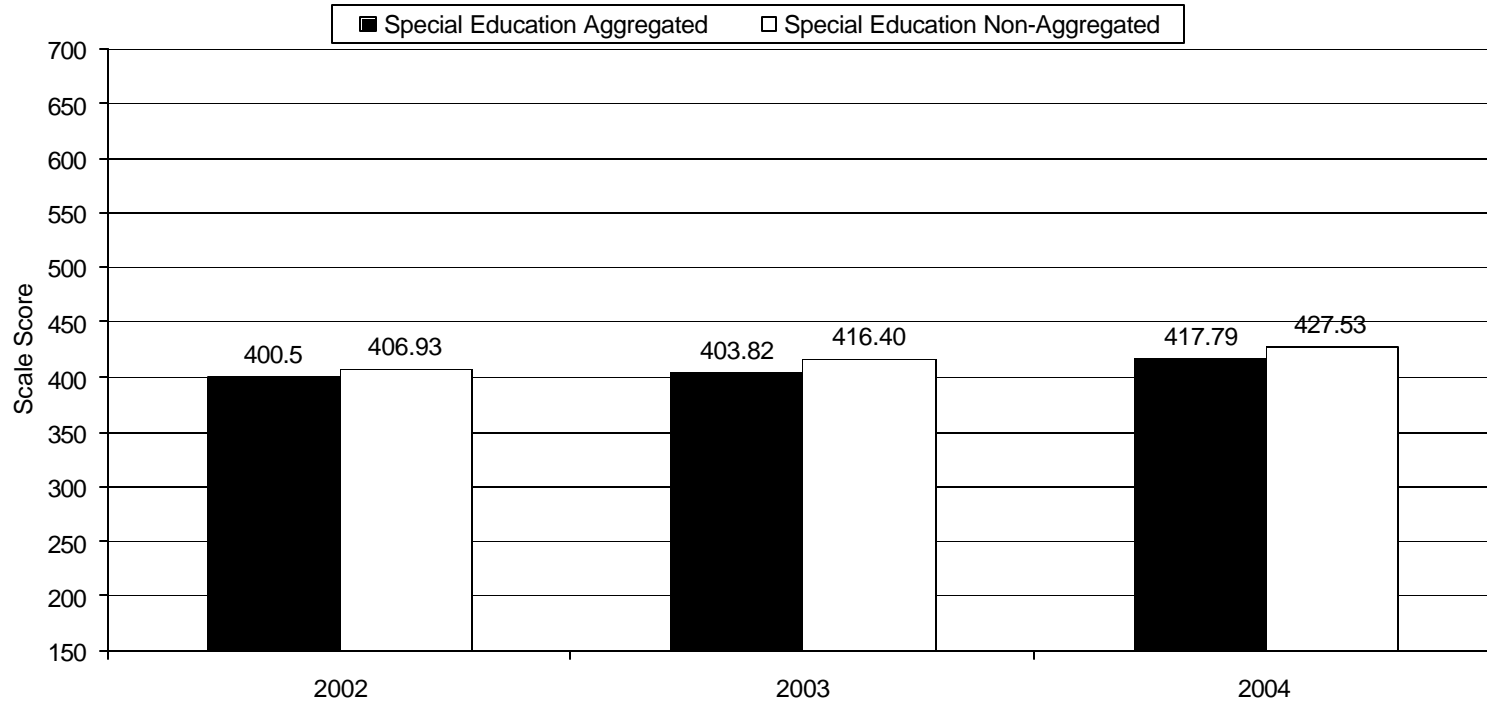
Target: 56% meeting/exceeding by 2005

Benchmark: 6% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	577	42.11	57.89	471	44.16	55.84	329	53.50	46.50
Non-Aggregated	481	48.03	51.97	627	55.74	44.26	788	66.01	33.99

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	2002	N	2003	N	2004
Special Education: <i>Aggregated</i>	577	400.50	471	403.82	329	417.79
Special Education: <i>Non-Aggregated</i>	481	406.93	627	416.40	788	427.53

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

	2002 Aggregated N = 577 Non-Aggregated N = 481			2003 Aggregated N = 471 Non-Aggregated N = 627			2004 Aggregated N = 329 Non-Aggregated N = 788		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	195	39.49	60.51	173	43.35	56.65	106	57.55	42.45
<i>Male</i>	382	43.46	56.54	298	44.63	55.37	223	51.57	48.43
Non-Aggregated By Gender									
<i>Female</i>	148	49.07	50.93	193	55.72	44.28	273	64.59	35.41
<i>Male</i>	333	47.52	52.48	434	55.78	44.22	515	66.80	33.20
Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	3	-	-	2	-	-
<i>African American</i>	234	29.91	70.09	188	25.53	74.47	129	40.31	59.69
<i>Asian</i>	2	-	-	2	-	-	2	-	-
<i>Hispanic</i>	22	50.00	50.00	32	56.25	43.75	14	-	-
<i>Caucasian</i>	317	50.47	49.53	246	56.50	43.50	182	62.64	37.36
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	2	-	-	1	-	-
<i>African American</i>	186	40.56	59.44	242	49.47	50.53	311	59.40	40.60
<i>Asian</i>	0	0.00	0.00	4	-	-	6	-	-
<i>Hispanic</i>	49	33.26	66.74	74	51.16	48.84	94	55.73	44.27
<i>Caucasian</i>	245	57.01	42.99	305	62.29	37.71	376	74.73	25.27
Aggregated By Disability									
<i>Mental Retardation</i>	42	11.90	88.10	41	19.51	80.49	18	27.78	72.22
<i>Hearing Impairments</i>	13	-	-	7	-	-	9	-	-
<i>Visual Impairments</i>	4	-	-	2	-	-	1	-	-
<i>Emotional Disturbance</i>	16	50.00	50.00	19	52.63	47.37	21	52.38	47.62
<i>Orthopedic Impairments</i>	79	56.96	43.04	76	56.58	43.42	58	53.45	46.55
<i>Specific Learning Disabilities</i>	420	41.43	58.57	323	43.34	56.66	218	54.13	45.87
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	3	-	-	3	-	-	4	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	86	20.55	79.45	85	26.77	73.23	107	29.80	70.20
<i>Hearing Impairments</i>	11	-	-	14	-	-	11	-	-
<i>Visual Impairments</i>	1	-	-	2	-	-	2	-	-
<i>Emotional Disturbance</i>	28	35.71	64.29	36	58.33	41.67	24	72.22	27.78
<i>Orthopedic Impairments</i>	46	43.48	56.52	71	60.56	39.44	96	71.88	28.12
<i>Specific Learning Disabilities</i>	299	59.03	40.97	405	61.75	38.25	535	73.32	26.68
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	9	-	-	14	-	-	12	-	-
<i>Traumatic Brain Injury</i>	1	-	-	0	0.00	0.00	1	-	-

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.			
2002	1075	987	86	1062	13	0
2003	1106	1054	52	1103	3	0
2004	1133	1071	62	1128	5	0

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	1062	971	5	1	60	2	296	10	242	9	368	69
2003	1102	1021	6	0	45	0	364	13	248	16	358	52
2004	1128	1065	15	2	99	2	401	14	239	7	311	38

Students with Disabilities With A Valid Score - Grade 3 Mathematics

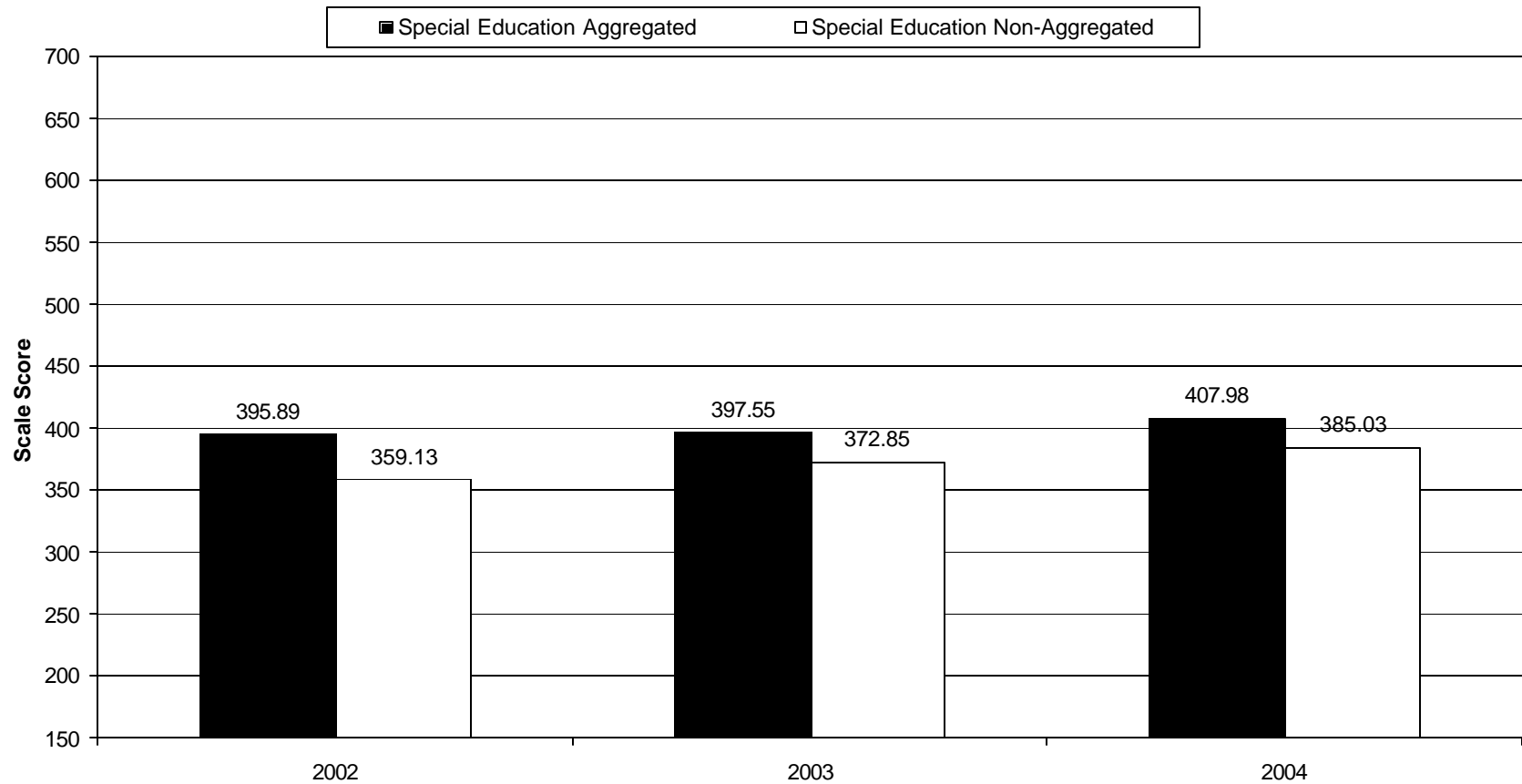
Target: 51% meeting/exceeding by 2005

Benchmark: 6% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	971	37.18	62.82	1021	40.65	59.35	1065	48.36	51.64
Non-Aggregated	91	11.46	88.54	81	16.05	83.95	63	28.57	71.43

**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	2002	N	2003	N	2004
Special Education: <i>Aggregated</i>	971	395.89	1021	397.55	1065	407.98
Special Education: <i>Non-Aggregated</i>	91	359.13	81	372.85	63	385.03

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

	2002 Aggregated N = 971 Non-Aggregated N = 91			2003 Aggregated N = 1021 Non-Aggregated N = 81			2004 Aggregated N = 1065 Non-Aggregated N = 63		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	322	31.68	68.32	349	34.38	65.62	365	43.01	56.99
<i>Male</i>	649	39.91	60.09	672	43.90	56.10	700	51.14	48.86
Non-Aggregated By Gender									
<i>Female</i>	22	0.00	100.00	18	11.11	88.89	16	12.50	87.50
<i>Male</i>	69	14.78	85.22	63	17.46	82.54	47	34.04	65.96
Aggregated By Race/Ethnicity									
<i>American Indian</i>	3	-	-	5	-	-	3	-	-
<i>African American</i>	390	25.38	74.62	401	26.68	73.32	423	33.33	66.67
<i>Asian</i>	2	-	-	3	-	-	6	-	-
<i>Hispanic</i>	54	22.22	77.78	95	48.42	51.58	96	47.92	52.08
<i>Caucasian</i>	522	47.32	52.68	517	49.90	50.10	537	60.52	39.48
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	31	6.45	93.55	31	9.67	90.33	24	25.00	75.00
<i>Asian</i>	0	0.00	0.00	3	-	-	3	-	-
<i>Hispanic</i>	18	20.51	79.49	11	-	-	13	-	-
<i>Caucasian</i>	42	15.48	84.52	36	22.23	77.77	23	39.13	60.87
Aggregated By Disability									
<i>Mental Retardation</i>	109	8.25	91.75	112	8.04	91.96	112	12.50	87.50
<i>Hearing Impairments</i>	16	68.75	31.25	11	-	-	16	62.50	37.50
<i>Visual Impairments</i>	5	-	-	4	-	-	2	-	-
<i>Emotional Disturbance</i>	26	34.62	65.38	43	34.88	65.12	40	42.50	57.50
<i>Orthopedic Impairments</i>	117	39.32	60.68	139	46.05	53.95	151	47.02	52.98
<i>Specific Learning Disabilities</i>	691	40.52	59.48	705	45.25	54.75	737	54.00	46.00
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	5	-	-	7	-	-	7	-	-
<i>Traumatic Brain Injury</i>	2	-	-	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	18	0.00	100.00	14	-	-	14	-	-
<i>Hearing Impairments</i>	8	-	-	10	-	-	4	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
<i>Emotional Disturbance</i>	19	21.05	78.95	11	-	-	6	-	-
<i>Orthopedic Impairments</i>	8	-	-	9	-	-	5	-	-
<i>Specific Learning Disabilities</i>	31	12.44	87.56	27	7.41	92.59	23	17.39	82.61
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	7	-	-	10	-	-	9	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-

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.			
2002	1071	976	95	1038	33	0
2003	1104	1050	54	1101	3	0
2004	1132	1072	60	1125	7	0

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	1019	954	1	0	2	0	128	2	423	7	400	56	
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	

Students with Disabilities With A Valid Score - Grade 3 Writing

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	954	13.73	86.27	1007	9.73	90.27	1052	19.68	80.32
Non-Aggregated	65	3.08	96.92	83	1.61	98.39	56	5.36	94.64

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

	2002 Aggregated N = 954 Non-Aggregated N = 65			2003 Aggregated N = 1007 Non-Aggregated N = 83			2004 Aggregated N = 1052 Non-Aggregated N = 56		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	317	15.14	84.86	342	8.77	91.23	362	22.38	77.62
<i>Male</i>	637	13.03	86.97	665	10.23	89.77	690	18.26	81.74
Non-Aggregated By Gender									
<i>Female</i>	16	0.00	100.00	18	4.17	95.83	15	0.00	100.00
<i>Male</i>	49	4.08	95.92	65	0.77	99.23	41	7.31	92.69
Aggregated By Race/Ethnicity									
<i>American Indian</i>	3	-	-	5	-	-	3	-	-
<i>African American</i>	382	8.64	91.36	395	7.09	92.91	419	15.27	84.73
<i>Asian</i>	2	-	-	3	-	-	6	-	-
<i>Hispanic</i>	54	11.11	88.89	93	6.45	93.55	95	16.84	83.16
<i>Caucasian</i>	513	17.54	82.46	511	12.52	87.48	529	23.82	76.18
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	22	0.00	100.00	32	1.04	98.96	21	4.76	95.24
<i>Asian</i>	0	0.00	0.00	3	-	-	2	-	-
<i>Hispanic</i>	17	0.00	100.00	13	-	-	12	-	-
<i>Caucasian</i>	26	7.69	92.31	35	0.00	100.00	21	9.52	90.48
Aggregated By Disability									
<i>Mental Retardation</i>	104	3.85	96.15	106	6.60	93.40	109	7.34	92.66
<i>Hearing Impairments</i>	16	43.75	56.25	11	-	-	15	-	-
<i>Visual Impairments</i>	5	-	-	4	-	-	2	-	-
<i>Emotional Disturbance</i>	23	4.35	95.65	43	9.30	90.70	38	15.79	84.21
<i>Orthopedic Impairments</i>	114	16.67	83.33	137	12.41	87.59	149	18.79	81.21
<i>Specific Learning Disabilities</i>	686	14.29	85.71	699	9.59	90.41	732	21.58	78.42
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	5	-	-	7	-	-	7	-	-
<i>Traumatic Brain Injury</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	9	-	-	13	-	-	11	0.00	100.00
<i>Hearing Impairments</i>	7	-	-	10	-	-	4	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
<i>Emotional Disturbance</i>	13	-	-	12	-	-	5	-	-
<i>Orthopedic Impairments</i>	5	-	-	9	-	-	3	-	-
<i>Specific Learning Disabilities</i>	24	0.00	100.00	29	3.45	96.55	22	0.00	100.00
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	7	-	-	10	-	-	9	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-

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.			
2002	1168	1037	131	1150	18	0
2003	1256	1167	89	1252	4	0
2004	1255	1130	125	1252	3	0

*Special exemption regulations were established in 2001 – 2002.

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.
2002	All Students With Disabilities	Students With Disabilities Aggregated	10	0	16	7	237	98	183	89	330	180
2003			10	5	16	19	209	204	174	149	255	211
2004			9	15	21	32	221	393	96	169	99	195

Students with Disabilities With A Valid Score - Grade 5 Reading

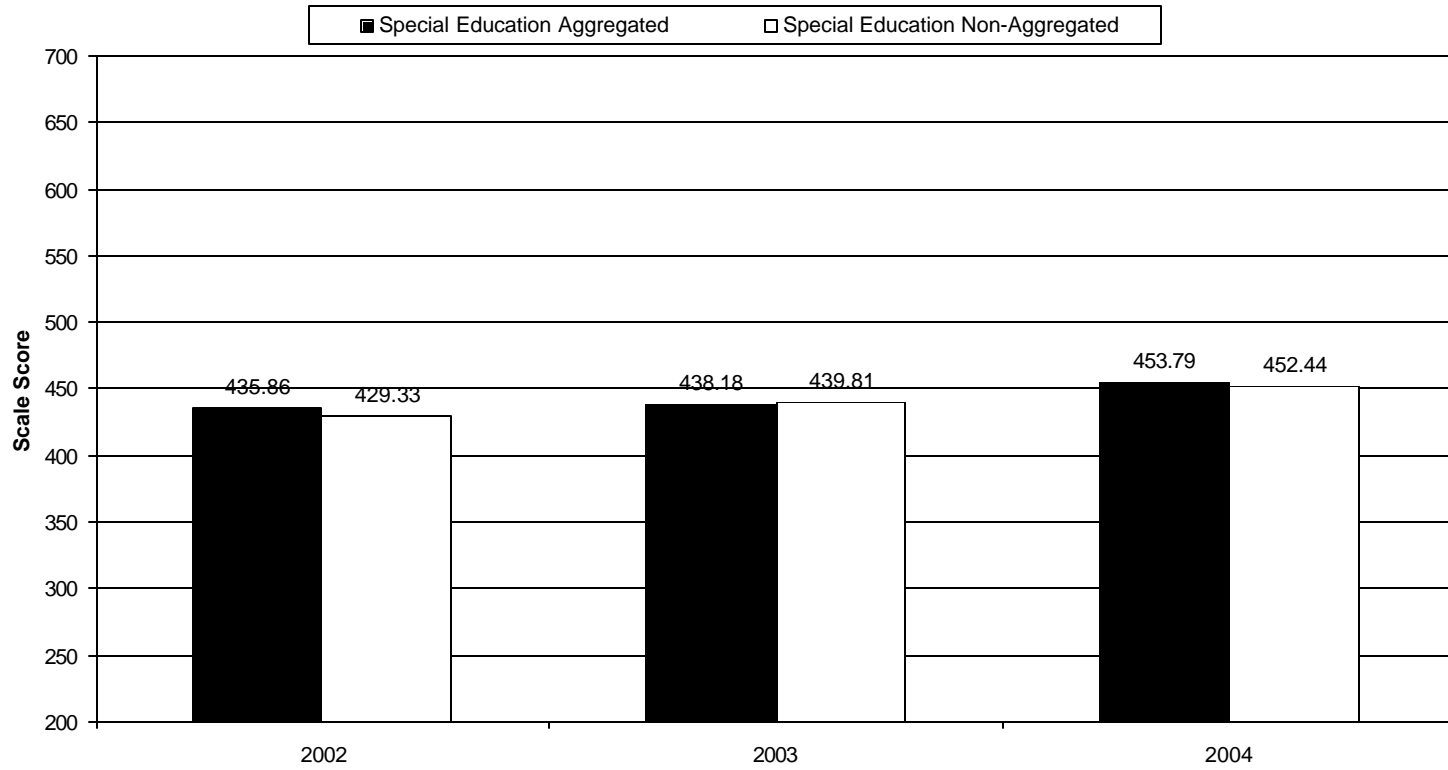
Target: 35% meeting/exceeding by 2005

Benchmark: 4% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	776	33.89	66.11	664	35.39	64.61	446	56.28	43.72
Non-Aggregated	374	26.95	73.05	588	38.69	61.31	804	54.47	45.53

**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	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
Special Education: <i>Aggregated</i>	776	435.86	664	438.18	446	453.79
Special Education: <i>Non-Aggregated</i>	374	429.33	588	439.81	804	452.44

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

	2002 Aggregated N = 776 Non-Aggregated N = 374			2003 Aggregated N = 664 Non-Aggregated N = 588			2004 Aggregated N = 446 Non-Aggregated N = 804		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	263	32.32	67.68	233	35.62	64.38	153	50.98	49.02
<i>Male</i>	513	34.70	65.30	431	35.27	64.73	293	55.08	44.92
Non-Aggregated By Gender									
<i>Female</i>	130	29.20	70.80	191	42.41	57.59	269	59.04	40.96
<i>Male</i>	244	25.77	74.23	397	36.89	63.11	535	54.16	45.84
Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	1	-	-	2	-	-
<i>African American</i>	325	20.92	79.08	274	19.71	80.29	184	36.96	63.04
<i>Asian</i>	2	-	-	3	-	-	3	-	-
<i>Hispanic</i>	47	27.66	72.34	33	18.18	81.82	27	66.67	33.33
<i>Caucasian</i>	400	44.50	55.50	353	48.73	51.27	230	71.30	28.70
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	3	-	-
<i>African American</i>	182	23.18	76.82	274	30.66	69.34	340	47.36	52.64
<i>Asian</i>	0	0.00	0.00	2	-	-	4	-	-
<i>Hispanic</i>	32	24.80	75.20	68	19.12	80.88	76	44.73	55.27
<i>Caucasian</i>	160	31.61	68.39	244	53.28	46.72	381	63.00	37.00
Aggregated By Disability									
<i>Mental Retardation</i>	67	5.97	94.03	46	2.17	97.83	23	21.74	78.26
<i>Hearing Impairments</i>	10	-	-	7	-	-	9	-	-
<i>Visual Impairments</i>	4	-	-	3	-	-	3	-	-
<i>Emotional Disturbance</i>	49	48.98	51.02	40	30.00	70.00	30	50.00	50.00
<i>Orthopedic Impairments</i>	106	44.34	55.66	106	50.94	49.06	99	58.58	41.42
<i>Specific Learning Disabilities</i>	540	33.33	66.67	455	34.51	65.49	280	57.50	42.50
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	7	-	-	2	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	70	4.21	95.79	95	13.69	86.31	114	22.81	77.19
<i>Hearing Impairments</i>	6	-	-	9	-	-	7	-	-
<i>Visual Impairments</i>	0	0.00	0.00	1	-	-	1	-	-
<i>Emotional Disturbance</i>	33	39.39	60.61	32	34.38	65.62	51	51.71	48.29
<i>Orthopedic Impairments</i>	26	40.89	59.11	60	43.89	56.11	97	54.64	45.36
<i>Specific Learning Disabilities</i>	238	30.63	69.37	379	43.54	56.46	522	61.61	38.39
<i>Deaf-Blindness</i>	1	-	-	2	-	-	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	10	-	-	11	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-

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.			
2002	1168	1037	131	1151	17	0
2003	1259	1161	98	1255	4	0
2004	1259	1136	123	1255	4	0

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	1151	1069	3	0	18	1	233	9	213	15	602	57	
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	

Students with Disabilities With A Valid Score - Grade 5 Mathematics

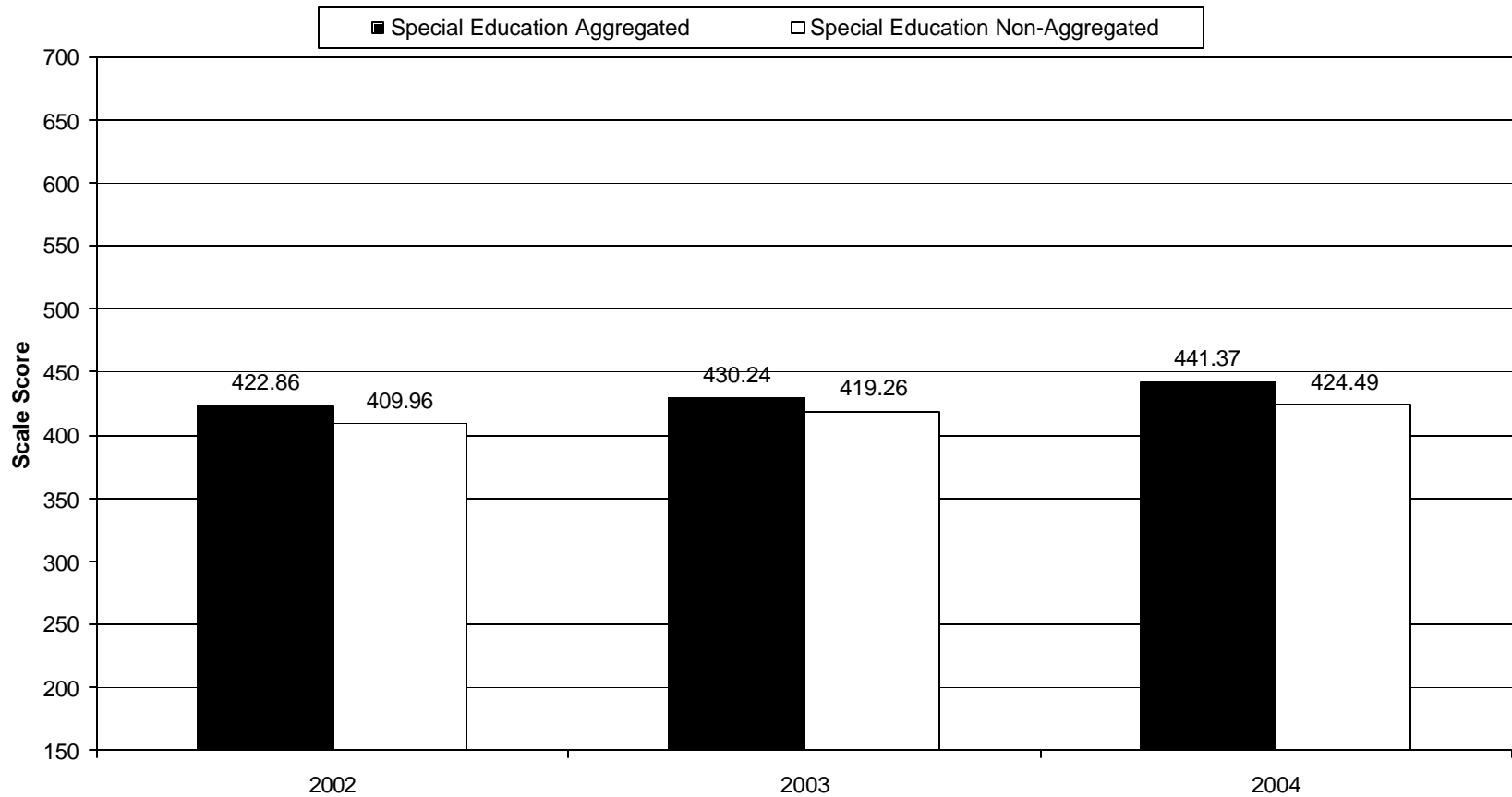
Target: 41% meeting/exceeding by 2005

Benchmark: 6% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	1069	23.76	76.24	1156	29.33	70.67	1166	41.77	58.23
Non-Aggregated	82	9.62	90.38	95	17.33	82.67	88	22.72	77.28

**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	2002	N	2003	N	2004
Special Education: <i>Aggregated</i>	1069	422.86	1156	430.24	1166	441.37
Special Education: <i>Non-Aggregated</i>	82	409.96	95	419.26	88	424.49

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

	2002 Aggregated N = 1069 Non-Aggregated N = 82			2003 Aggregated N = 1156 Non-Aggregated N = 95			2004 Aggregated N = 1166 Non-Aggregated N = 88		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	371	21.29	78.71	407	27.76	72.24	403	38.46	61.54
<i>Male</i>	698	25.07	74.93	749	30.17	69.83	763	43.51	56.49
Non-Aggregated By Gender									
<i>Female</i>	22	3.22	96.78	17	11.76	88.24	20	20.00	80.00
<i>Male</i>	60	12.08	87.92	78	18.53	81.47	68	23.53	76.47
Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	1	-	-	5	-	-
<i>African American</i>	462	12.77	87.23	507	14.99	85.01	496	28.02	71.98
<i>Asian</i>	2	-	-	5	-	-	5	-	-
<i>Hispanic</i>	70	24.29	75.71	87	20.69	79.31	89	33.70	66.29
<i>Caucasian</i>	533	32.83	67.17	556	43.71	56.29	571	54.99	45.01
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	44	6.06	93.94	39	7.69	92.31	30	23.34	76.66
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	2	-	-
<i>Hispanic</i>	10	-	-	14	-	-	16	18.75	81.25
<i>Caucasian</i>	28	19.29	80.71	42	30.95	69.05	40	22.50	77.50
Aggregated By Disability									
<i>Mental Retardation</i>	120	2.50	97.50	121	5.79	94.21	118	16.10	83.90
<i>Hearing Impairments</i>	11	-	-	9	-	-	11	-	-
<i>Visual Impairments</i>	4	-	-	4	-	-	4	-	-
<i>Emotional Disturbance</i>	61	29.51	70.49	57	21.05	78.95	63	41.27	58.73
<i>Orthopedic Impairments</i>	127	37.01	62.99	154	38.96	61.04	195	45.64	54.36
<i>Specific Learning Disabilities</i>	746	24.13	75.87	801	31.09	68.91	771	43.84	56.16
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	10	-	-	3	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
Non-Aggregated By Disability									
<i>Mental Retardation</i>	16	0.00	100.00	20	5.00	95.00	18	11.11	88.89
<i>Hearing Impairments</i>	5	-	-	7	-	-	5	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	21	9.52	90.48	14	-	-	17	23.53	76.47
<i>Orthopedic Impairments</i>	5	-	-	12	-	-	2	-	-
<i>Specific Learning Disabilities</i>	34	10.19	89.81	33	3.03	96.97	36	19.44	80.56
<i>Deaf-Blindness</i>	1	-	-	2	-	-	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	7	-	-	10	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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)
		Accom.	Not Accom.			
2002	1170	1020	150	1159	11	0
2003	1255	1169	86	1249	6	0
2004	1259	1132	127	1253	6	0

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	1159	1080	1	0	9	0	112	5	693	15	265	59	
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	

Students with Disabilities With A Valid Score - Grade 5 Writing

	2002			2003			2004		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	1080	11.30	88.70	1152	16.15	83.85	1166	20.84	79.16
Non-Aggregated	79	6.33	93.67	93	10.18	89.82	85	5.55	94.45

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

	2002 Aggregated N = 1080 Non-Aggregated N = 79			2003 Aggregated N = 1152 Non-Aggregated N = 93			2004 Aggregated N = 1166 Non-Aggregated N = 85		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	376	14.63	85.37	406	21.92	78.08	402	25.87	74.13
<i>Male</i>	704	9.52	90.48	746	13.00	87.00	764	18.19	81.81
Non-Aggregated By Gender									
<i>Female</i>	20	5.00	95.00	17	5.88	94.12	21	3.17	96.83
<i>Male</i>	59	6.78	93.22	76	11.12	88.88	64	6.25	93.75
Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	1	-	-	5	-	-
<i>African American</i>	467	7.07	92.93	507	9.66	90.34	498	16.27	83.73
<i>Asian</i>	2	-	-	4	-	-	5	-	-
<i>Hispanic</i>	70	14.29	85.71	87	9.20	90.80	87	19.54	80.46
<i>Caucasian</i>	539	14.29	85.71	553	23.15	76.85	571	24.69	75.31
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	43	6.98	93.02	37	2.71	97.29	29	0.00	100.00
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	2	-	-
<i>Hispanic</i>	10	-	-	14	-	-	16	6.25	93.75
<i>Caucasian</i>	26	7.69	92.31	42	19.05	80.95	38	10.53	89.47
Aggregated By Disability									
<i>Mental Retardation</i>	122	3.28	96.72	121	4.96	95.04	119	10.92	89.08
<i>Hearing Impairments</i>	11	-	-	9	-	-	11	-	-
<i>Visual Impairments</i>	4	-	-	4	-	-	4	50.00	50.00
<i>Emotional Disturbance</i>	63	6.35	93.65	58	3.45	96.55	64	15.63	84.38
<i>Orthopedic Impairments</i>	128	13.28	86.72	153	24.84	75.16	195	24.10	75.90
<i>Specific Learning Disabilities</i>	752	12.50	87.50	797	16.81	83.19	769	21.59	78.41
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	10	-	-	3	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
Non-Aggregated By Disability									
<i>Mental Retardation</i>	16	0.00	100.00	18	5.56	94.44	17	0.00	100.00
<i>Hearing Impairments</i>	5	-	-	7	-	-	5	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	20	15.00	85.00	13	-	-	16	6.25	93.75
<i>Orthopedic Impairments</i>	5	-	-	13	-	-	2	-	-
<i>Specific Learning Disabilities</i>	32	0.00	100.00	33	0.00	100.00	35	2.38	97.62
<i>Deaf-Blindness</i>	1	-	-	2	-	-	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	7	-	-	10	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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.			
2002	1302	1046	256	1263	36	3
2003	1548	1351	197	1531	17	0
2004	1523	1410	113	1498	25	0

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	1262	1030	1	0	2	0	224	31	300	53	503	148	
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	

Students with Disabilities With A Valid Score - Grade 8 Reading

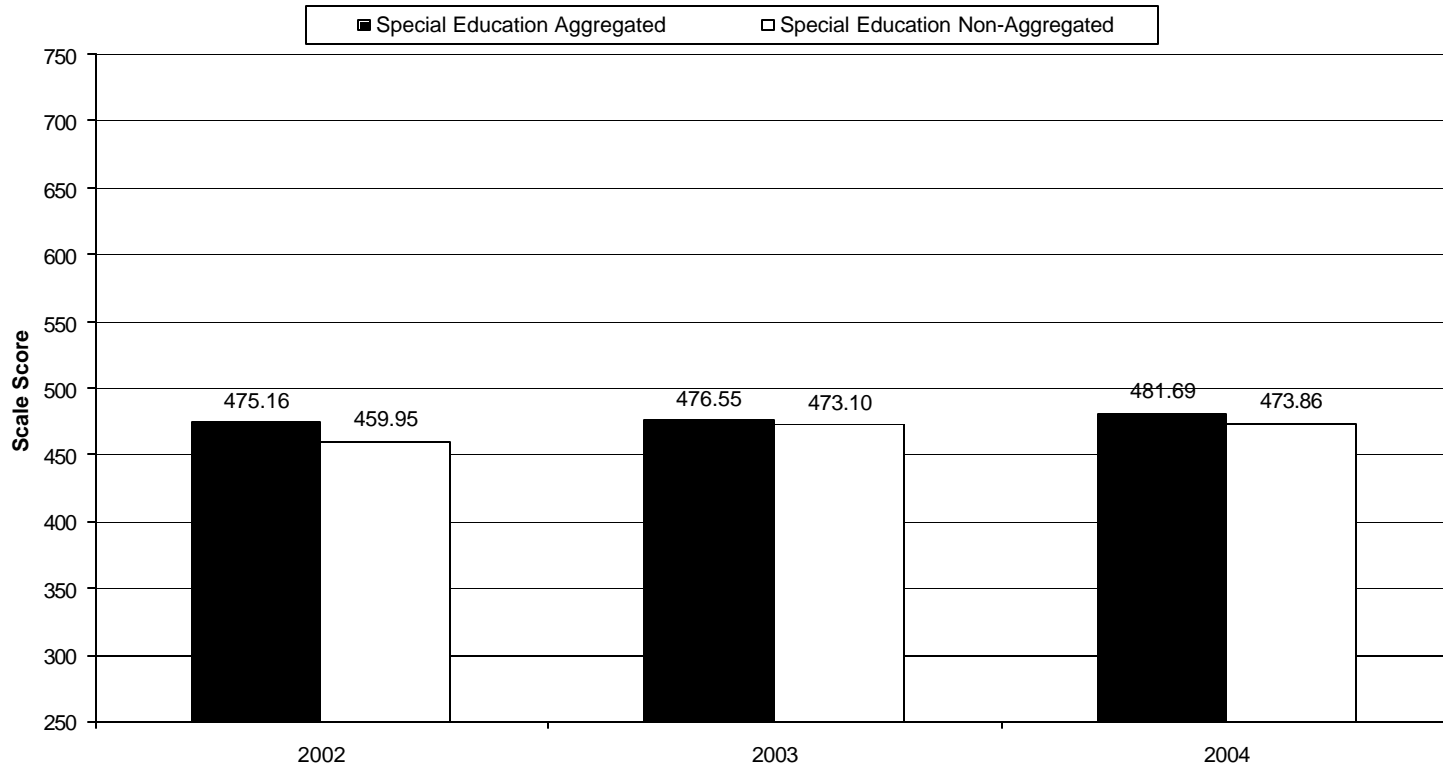
Target: 28% meeting/exceeding by 2005

Benchmark: 3% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	1030	22.04	77.96	1062	25.52	74.48	958	30.79	69.21
Non-Aggregated	232	12.63	87.37	459	21.07	78.93	528	21.53	78.47

**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	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>	<u>N</u>	<u>2004</u>
Special Education: <i>Aggregated</i>	1030	475.16	1062	476.55	958	481.69
Special Education: <i>Non-Aggregated</i>	232	459.95	459	473.10	528	473.86

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

	2002 Aggregated N = 1030 Non-Aggregated N = 232			2003 Aggregated N = 1062 Non-Aggregated N = 459			2004 Aggregated N = 958 Non-Aggregated N = 528		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	358	24.58	75.42	379	27.97	72.03	332	31.33	68.67
<i>Male</i>	672	20.68	79.32	683	24.16	75.84	626	30.51	69.49
Non-Aggregated By Gender									
<i>Female</i>	64	5.89	94.11	144	25.69	74.31	194	20.92	79.08
<i>Male</i>	168	15.20	84.80	315	18.99	81.01	334	21.87	78.13
Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	2	-	-	4	-	-
<i>African American</i>	435	13.79	86.21	433	16.17	83.83	427	18.50	81.50
<i>Asian</i>	4	-	-	2	-	-	3	-	-
<i>Hispanic</i>	40	27.50	72.50	69	24.64	75.36	49	18.37	81.63
<i>Caucasian</i>	550	28.00	72.00	556	32.91	67.09	475	43.37	56.63
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	2	-	-	0	0.00	0.00
<i>African American</i>	130	9.38	90.62	206	13.83	86.17	216	13.08	86.92
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
<i>Hispanic</i>	20	18.82	81.18	25	8.00	92.00	62	22.18	77.82
<i>Caucasian</i>	80	16.70	83.30	226	29.51	70.49	249	28.84	71.16
Aggregated By Disability									
<i>Mental Retardation</i>	74	8.11	91.89	87	5.75	94.25	78	6.41	93.59
<i>Hearing Impairments</i>	12	-	-	22	22.73	77.27	10	-	-
<i>Visual Impairments</i>	1	-	-	6	-	-	3	-	-
<i>Emotional Disturbance</i>	59	25.42	74.58	52	30.77	69.23	74	32.43	67.57
<i>Orthopedic Impairments</i>	102	30.39	69.61	109	38.53	61.47	122	35.24	64.76
<i>Specific Learning Disabilities</i>	782	21.87	78.13	783	25.67	74.33	669	32.14	67.86
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Autism</i>	0	0.00	0.00	2	-	-	2	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	43	2.33	97.67	67	4.48	95.52	78	9.92	90.08
<i>Hearing Impairments</i>	1	-	-	13	-	-	13	-	-
<i>Visual Impairments</i>	1	-	-	1	-	-	0	0.00	0.00
<i>Emotional Disturbance</i>	27	3.71	96.29	35	31.43	68.57	33	17.58	82.42
<i>Orthopedic Impairments</i>	13	-	-	59	26.55	73.45	58	21.29	78.71
<i>Specific Learning Disabilities</i>	144	16.46	83.54	282	23.13	76.87	345	23.75	76.25
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	3	-	-	2	-	-	1	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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.			
2002	1303	1046	257	1265	38	0
2003	1549	1363	186	1526	23	0
2004	1523	1416	107	1495	28	0

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	1260	1158	2	0	6	0	86	1	217	8	847	93	
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	

Students with Disabilities With A Valid Score - Grade 8 Mathematics

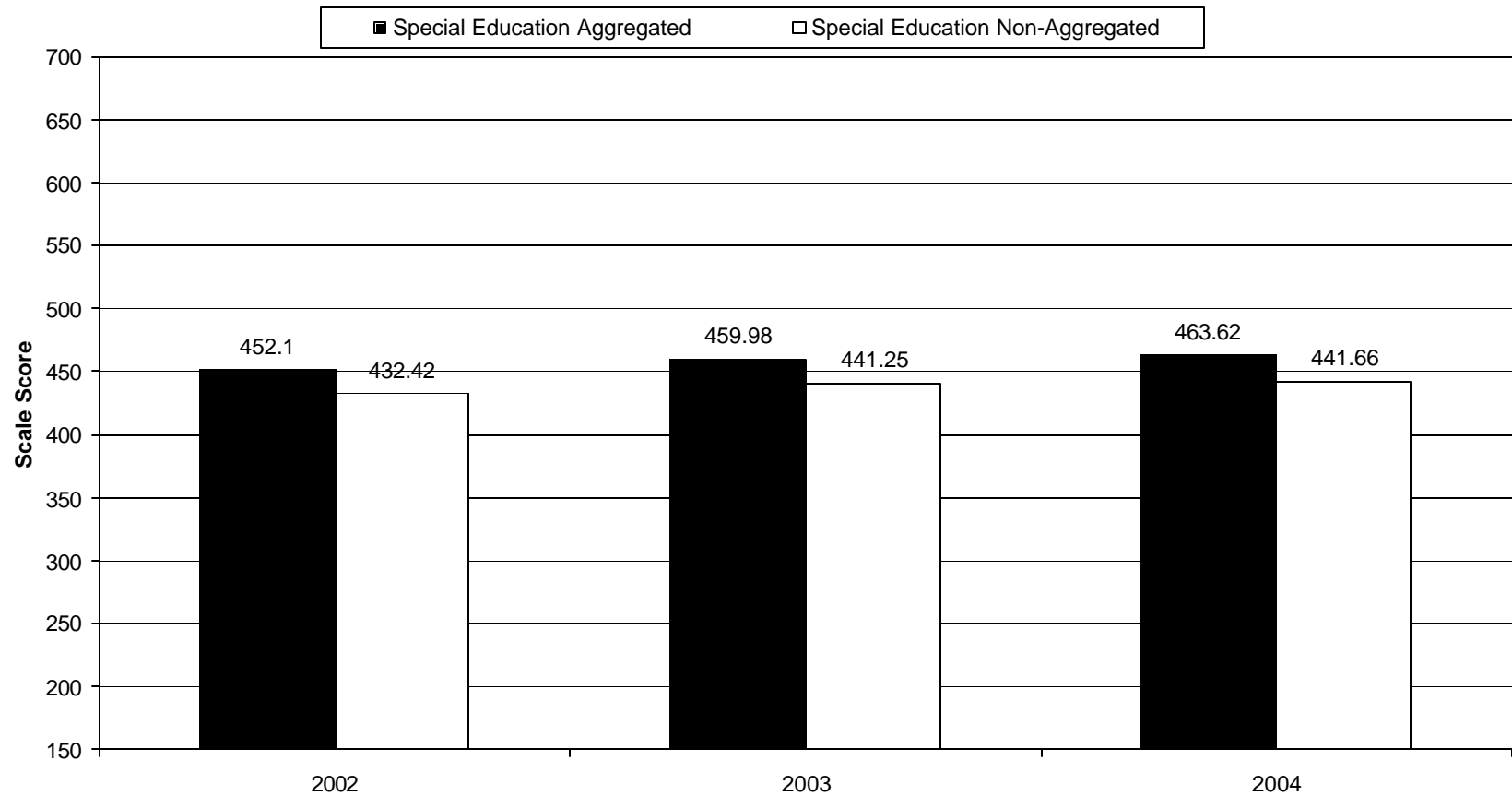
Target: 13% meeting/exceeding by 2005

Benchmark: 2% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	1158	8.12	91.88	1400	12.14	87.86	1403	16.61	83.39
Non-Aggregated	102	0.47	99.53	120	0.83	99.17	87	5.74	94.26

**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	N	2002	N	2003	N	2004
Special Education: <i>Aggregated</i>	1158	452.10	1400	459.98	1403	463.62
Special Education: <i>Non-Aggregated</i>	102	432.42	120	441.25	87	441.66

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

	2002 Aggregated N = 1158 Non-Aggregated N = 102			2003 Aggregated N = 1400 Non-Aggregated N = 120			2004 Aggregated N = 1403 Non-Aggregated N = 87		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	403	4.96	95.04	492	11.59	88.41	500	10.20	89.80
<i>Male</i>	755	9.80	90.20	908	12.44	87.56	903	20.16	79.84
Non-Aggregated By Gender									
<i>Female</i>	19	3.01	96.99	32	0.00	100.00	27	11.11	88.89
<i>Male</i>	83	0.00	100.00	88	1.13	98.87	60	3.34	96.66
Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	4	-	-	4	-	-
<i>African American</i>	499	2.61	97.39	577	5.37	94.63	603	9.12	90.88
<i>Asian</i>	4	-	-	2	-	-	4	-	-
<i>Hispanic</i>	56	7.14	92.86	79	8.86	91.14	97	8.25	91.75
<i>Caucasian</i>	597	12.90	87.10	738	17.89	82.11	695	24.17	75.83
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	63	0.00	100.00	62	1.62	98.38	39	2.56	97.44
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	6	-	-	15	-	-	16	12.50	87.50
<i>Caucasian</i>	32	1.79	98.21	43	0.00	100.00	32	6.25	93.75
Aggregated By Disability									
<i>Mental Retardation</i>	97	3.10	96.90	129	1.55	98.45	141	2.13	97.87
<i>Hearing Impairments</i>	13	-	-	25	28.00	72.00	12	-	-
<i>Visual Impairments</i>	2	-	-	7	-	-	3	-	-
<i>Emotional Disturbance</i>	61	14.75	85.25	63	12.70	87.30	88	23.86	76.14
<i>Orthopedic Impairments</i>	107	8.41	91.59	151	11.26	88.74	173	17.34	82.66
<i>Specific Learning Disabilities</i>	877	7.87	92.13	1022	12.92	87.08	983	17.29	82.71
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Autism</i>	1	-	-	2	-	-	3	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	18	0.00	100.00	23	0.00	100.00	17	0.00	100.00
<i>Hearing Impairments</i>	1	-	-	10	-	-	11	27.27	72.73
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	27	0.00	100.00	23	0.00	100.00	20	0.00	100.00
<i>Orthopedic Impairments</i>	8	-	-	18	0.00	100.00	8	-	-
<i>Specific Learning Disabilities</i>	46	1.19	98.81	44	2.28	97.72	31	3.23	96.77
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	2	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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.			
2002	1303	1056	247	1269	34	0
2003	1549	1341	208	1524	25	0
2004	1524	1405	119	1493	31	0

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	1265	1176	0	0	4	0	321	1	696	32	155	56	
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	

Students with Disabilities With A Valid Score - Grade 8 Writing

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	1176	27.64	72.36	1382	37.48	62.52	1406	45.95	54.05
Non-Aggregated	89	1.13	98.87	118	12.01	87.99	85	11.77	88.23

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

	2002 Aggregated N = 1176 Non-Aggregated N = 89			2003 Aggregated N = 1382 Non-Aggregated N = 118			2004 Aggregated N = 1406 Non-Aggregated N = 85		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	408	34.80	65.20	487	45.38	54.62	502	55.18	44.82
<i>Male</i>	768	23.83	76.17	895	33.18	66.82	904	40.82	59.18
Non-Aggregated By Gender									
<i>Female</i>	15	-	-	29	19.70	80.30	25	20.00	80.00
<i>Male</i>	74	1.35	98.65	89	10.11	89.89	60	8.33	91.67
Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	4	-	-	4	-	-
<i>African American</i>	506	19.96	80.04	566	27.39	72.61	607	41.52	58.48
<i>Asian</i>	4	-	-	2	-	-	4	-	-
<i>Hispanic</i>	57	17.54	82.46	78	32.05	67.95	96	30.21	69.79
<i>Caucasian</i>	607	34.93	65.07	732	45.90	54.10	695	52.23	47.77
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	60	0.00	100.00	61	6.76	93.24	40	7.5	92.50
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	3	-	-	14	-	-	14	-	-
<i>Caucasian</i>	25	4.00	96.00	43	18.60	81.40	31	16.13	83.87
Aggregated By Disability									
<i>Mental Retardation</i>	97	11.34	88.66	120	14.17	85.83	140	25.00	75.00
<i>Hearing Impairments</i>	13	-	-	24	62.50	37.50	12	75.00	25.00
<i>Visual Impairments</i>	2	-	-	6	-	-	3	-	-
<i>Emotional Disturbance</i>	60	26.67	73.33	60	31.67	68.33	88	45.45	54.55
<i>Orthopedic Impairments</i>	109	35.78	64.22	151	42.38	57.62	173	50.29	49.71
<i>Specific Learning Disabilities</i>	894	28.08	71.92	1018	38.90	61.10	987	47.82	52.18
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Autism</i>	1	-	-	2	-	-	3	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	18	0.00	100.00	23	0.00	100.00	15	-	-
<i>Hearing Impairments</i>	1	-	-	10	-	-	11	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	27	0.00	100.00	23	8.70	91.30	19	15.79	84.21
<i>Orthopedic Impairments</i>	7	-	-	17	23.53	76.47	9	-	-
<i>Specific Learning Disabilities</i>	34	0.00	100.00	43	11.63	88.37	31	0.00	100.00
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	2	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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.			
2002	1079	910	169	1023	51	5
2003	1014	879	135	974	40	0
2004	792	710	82	762	30	0

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	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	

Students with Disabilities With A Valid Score - Grade 10 Reading

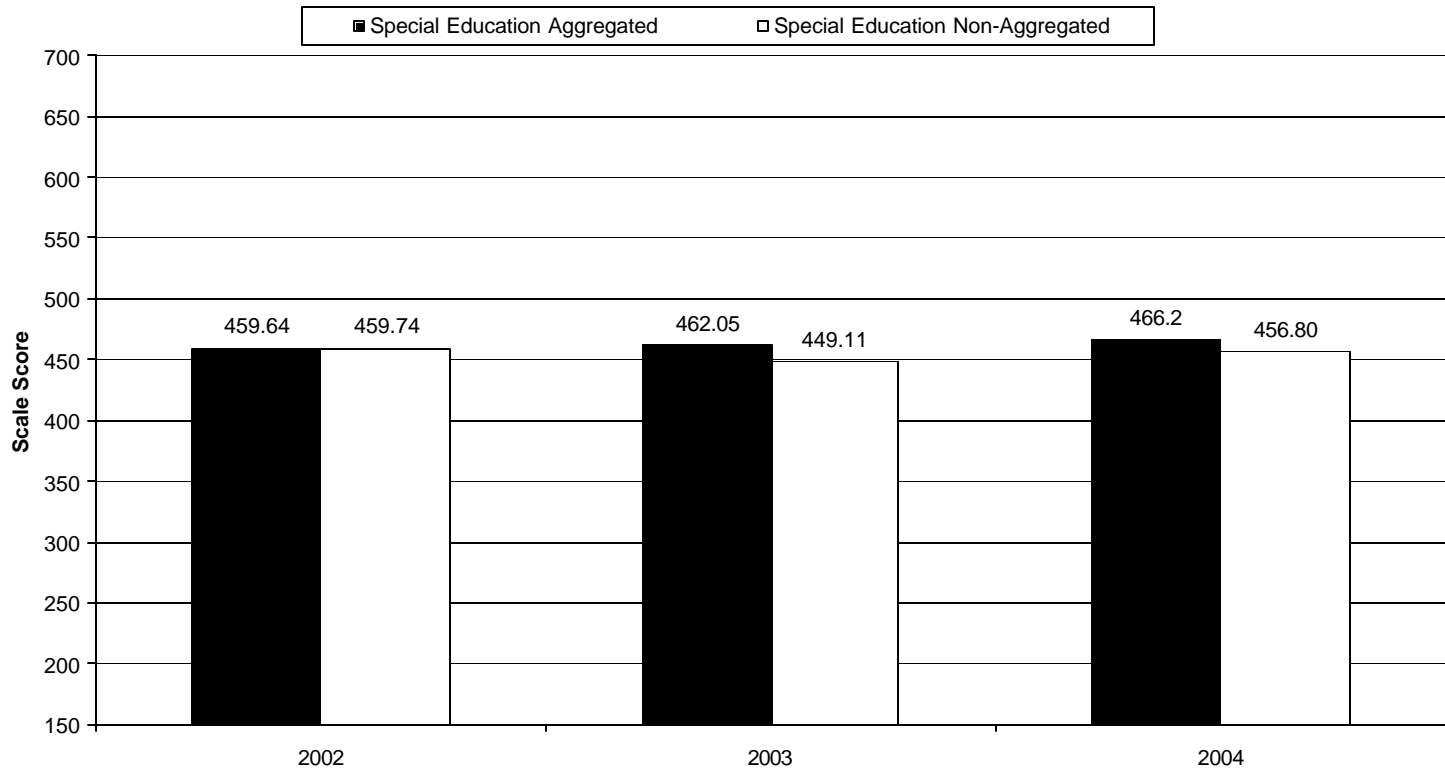
Target: 23% meeting/exceeding by 2005

Benchmark: 3% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	862	13.92	86.08	809	13.10	86.90	588	16.50	83.50
Non-Aggregated	161	16.95	83.05	147	8.01	91.99	157	11.39	88.61

**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	2002	N	2003	N	2004
Special Education: <i>Aggregated</i>	862	459.64	809	462.05	588	466.20
Special Education: <i>Non-Aggregated</i>	161	459.74	147	449.11	157	456.80

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

	2002 Aggregated N = 862 Non-Aggregated N = 161			2003 Aggregated N = 809 Non-Aggregated N = 147			2004 Aggregated N = 588 Non-Aggregated N = 157		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	295	12.20	87.80	316	13.61	86.39	213	10.80	89.20
<i>Male</i>	567	14.81	85.19	493	12.78	87.22	375	19.73	80.27
Non-Aggregated By Gender									
<i>Female</i>	55	18.85	81.15	56	6.90	93.10	43	12.71	87.29
<i>Male</i>	106	15.89	84.11	91	8.54	91.46	114	10.86	89.14
Aggregated By Race/Ethnicity									
<i>American Indian</i>	6	-	-	4	-	-	0	0.00	0.00
<i>African American</i>	344	3.78	96.22	351	5.41	94.59	253	6.72	93.28
<i>Asian</i>	8	-	-	4	-	-	4	-	-
<i>Hispanic</i>	40	0.00	100.00	49	2.04	97.96	20	5.00	95.00
<i>Caucasian</i>	464	22.84	77.16	401	20.95	79.05	311	24.76	75.24
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	74	4.05	95.95	67	1.24	98.76	65	8.01	91.99
<i>Asian</i>	0	0.00	0.00	2	-	-	1	-	-
<i>Hispanic</i>	3	-	-	11	-	-	8	-	-
<i>Caucasian</i>	84	29.68	70.32	67	13.31	86.69	83	14.73	85.27
Aggregated By Disability									
<i>Mental Retardation</i>	71	1.41	98.59	49	0.00	100.00	48	2.08	97.92
<i>Hearing Impairments</i>	7	-	-	6	-	-	4	-	-
<i>Visual Impairments</i>	3	-	-	0	0.00	0.00	3	-	-
<i>Emotional Disturbance</i>	39	35.90	64.10	28	21.43	78.57	49	28.57	71.43
<i>Orthopedic Impairments</i>	62	24.19	75.81	53	26.41	73.59	62	25.81	74.19
<i>Specific Learning Disabilities</i>	679	12.52	87.48	672	12.65	87.35	421	15.20	84.80
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	1	-	-	0	0.00	0.00	1	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	25	12.00	88.00	26	3.85	96.15	24	4.17	95.83
<i>Hearing Impairments</i>	8	-	-	10	-	-	5	-	-
<i>Visual Impairments</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	20	20.00	80.00	21	4.76	95.24	20	10.00	90.00
<i>Orthopedic Impairments</i>	10	-	-	9	-	-	10	-	-
<i>Specific Learning Disabilities</i>	95	17.06	82.94	79	5.62	94.38	97	11.13	88.87
<i>Deaf-Blindness</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	1	-	-	2	-	-	1	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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.			
2002	1083	905	178	1017	66	0
2003	1012	890	122	966	46	0
2004	791	718	73	749	42	0

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	1005	908	5	0	4	0	52	7	125	11	722	79	
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	

Students with Disabilities With A Valid Score - Grade 10 Mathematics

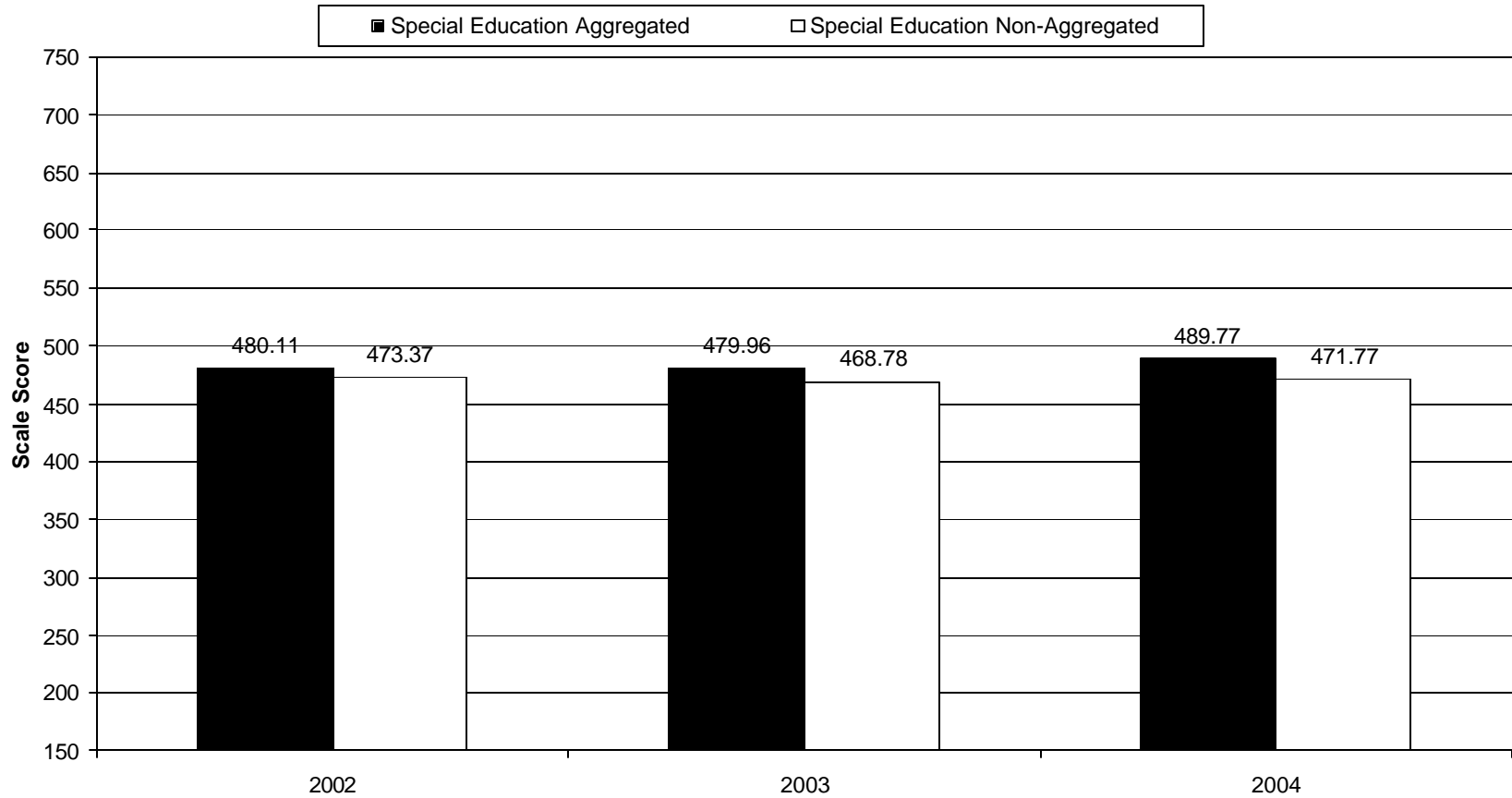
Target: 12% meeting/exceeding by 2005

Benchmark: 2% increase per year to target year 2005

	2002			2003			2004		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	908	6.72	93.28	874	5.49	94.51	683	11.27	88.73
Non-Aggregated	97	5.43	94.57	85	3.53	96.47	54	1.85	98.15

**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	2002	N	2003	N	2004
Special Education: <i>Aggregated</i>	908	480.11	874	479.96	683	489.77
Special Education: <i>Non-Aggregated</i>	97	473.37	85	468.78	54	471.77

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

	2002 Aggregated N = 908 Non-Aggregated N = 97			2003 Aggregated N = 874 Non-Aggregated N = 85			2004 Aggregated N = 683 Non-Aggregated N = 54		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	314	3.18	96.82	349	2.58	97.42	236	6.36	93.64
<i>Male</i>	594	8.59	91.41	525	7.43	92.57	447	13.87	86.13
Non-Aggregated By Gender									
<i>Female</i>	24	4.16	95.84	25	0.00	100.00	17	5.89	94.11
<i>Male</i>	73	6.39	93.61	60	5.00	95.00	37	0.00	100.00
Aggregated By Race/Ethnicity									
<i>American Indian</i>	6	-	-	4	-	-	0	0.00	0.00
<i>African American</i>	357	1.96	98.04	374	1.34	98.66	284	2.82	97.18
<i>Asian</i>	8	-	-	4	-	-	4	-	-
<i>Hispanic</i>	39	2.56	97.44	54	3.70	96.30	26	15.38	84.62
<i>Caucasian</i>	498	10.44	89.56	438	8.90	91.10	369	17.62	82.38
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	52	1.92	98.08	46	0.00	100.00	27	0.00	100.00
<i>Asian</i>	0	0.00	0.00	2	-	-	1	-	-
<i>Hispanic</i>	3	-	-	5	-	-	3	-	-
<i>Caucasian</i>	42	11.19	88.81	32	6.25	93.75	23	4.35	95.65
Aggregated By Disability									
<i>Mental Retardation</i>	86	0.00	100.00	62	0.00	100.00	60	0.00	100.00
<i>Hearing Impairments</i>	7	-	-	6	-	-	5	-	-
<i>Visual Impairments</i>	4	-	-	0	0.00	0.00	3	0.00	100.00
<i>Emotional Disturbance</i>	41	7.32	92.68	30	10.00	90.00	49	18.37	81.63
<i>Orthopedic Impairments</i>	61	9.84	90.16	56	14.28	85.72	69	15.94	84.06
<i>Specific Learning Disabilities</i>	708	6.21	93.79	719	5.15	94.85	495	11.52	88.48
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	1	-	-	0	0.00	0.00	2	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	11	-	-	10	-	-	9	-	-
<i>Hearing Impairments</i>	8	-	-	10	-	-	4	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	17	11.77	88.23	22	0.00	100.00	16	6.25	93.75
<i>Orthopedic Impairments</i>	7	-	-	8	-	-	3	0.00	100.00
<i>Specific Learning Disabilities</i>	52	0.78	99.22	33	0.00	100.00	22	0.00	100.00
<i>Deaf-Blindness</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	1	-	-	2	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

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.			
2002	1075	916	159	1020	55	0
2003	1014	860	154	962	52	0
2004	792	704	88	759	33	0

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	1018	940	1	0	1	1	88	0	642	45	208	32
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

Students with Disabilities With A Valid Score - Grade 10 Writing

	2002			2003			2004		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	940	9.57	90.43	879	23.78	76.22	696	31.75	68.25
Non-Aggregated	78	1.28	98.72	80	6.42	93.58	61	4.91	95.09

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

	2002 Aggregated N = 940 Non-Aggregated N = 78			2003 Aggregated N = 879 Non-Aggregated N = 80			2004 Aggregated N = 696 Non-Aggregated N = 61		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	326	12.58	87.42	349	29.51	70.49	240	40.42	59.58
<i>Male</i>	614	7.98	92.02	530	20.00	80.00	456	27.19	72.81
Non-Aggregated By Gender									
<i>Female</i>	20	0.00	100.00	23	8.70	91.30	17	5.89	94.11
<i>Male</i>	58	1.72	98.28	57	5.72	94.28	44	4.55	95.45
Aggregated By Race/Ethnicity									
<i>American Indian</i>	6	-	-	4	-	-	0	0.00	0.00
<i>African American</i>	362	5.52	94.48	377	17.77	82.23	295	23.39	76.61
<i>Asian</i>	8	-	-	4	-	-	4	-	-
<i>Hispanic</i>	40	7.50	92.50	55	16.36	83.64	26	23.08	76.92
<i>Caucasian</i>	524	12.40	87.60	439	30.07	69.93	371	38.54	61.46
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	51	0.00	100.00	40	0.00	100.00	32	0.00	100.00
<i>Asian</i>	0	0.00	0.00	2	-	-	1	-	-
<i>Hispanic</i>	2	-	-	5	-	-	3	-	-
<i>Caucasian</i>	25	4.00	96.00	33	12.80	87.20	25	12.00	88.00
Aggregated By Disability									
<i>Mental Retardation</i>	84	1.19	98.81	62	9.68	90.32	67	11.94	88.06
<i>Hearing Impairments</i>	7	-	-	6	-	-	5	-	-
<i>Visual Impairments</i>	5	-	-	0	0.00	0.00	3	-	-
<i>Emotional Disturbance</i>	42	9.52	90.48	30	26.67	73.33	48	33.33	66.67
<i>Orthopedic Impairments</i>	66	13.64	86.36	56	25.00	75.00	70	37.14	62.86
<i>Specific Learning Disabilities</i>	735	9.66	90.34	724	24.72	75.28	501	32.93	67.07
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	1	-	-	0	0.00	0.00	2	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	12	-	-	11	-	-	11	-	-
<i>Hearing Impairments</i>	8	-	-	10	-	-	4	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	15	-	-	19	0.00	100.00	19	5.27	94.73
<i>Orthopedic Impairments</i>	6	-	-	7	-	-	4	-	-
<i>Specific Learning Disabilities</i>	35	0.00	100.00	31	6.45	93.55	23	0.00	100.00
<i>Deaf-Blindness</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	1	-	-	2	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00

Delaware Alternate Portfolio Assessment (DAPA), Spring 2004 Reading – Statewide

Grade	N Eligible	N Participated	Percent Meet/Exceed Standard	Percent Below Standard	Percent Exempted from Reading
3	74	72	87.50	12.50	2.78
5	103	100	92.00	8.00	3.00
8	121	117	82.05	17.95	3.42
10	78	72	90.28	9.72	2.78

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 2004	Grade 3	Female	17	16	93.75	6.25	6.25
		Male	57	56	85.71	14.29	1.79
	Grade 5	Female	30	28	85.71	14.29	7.14
		Male	73	72	94.44	5.56	1.39
	Grade 8	Female	47	47	72.34	27.66	.00
		Male	74	70	88.57	11.43	5.71
	Grade 10	Female	29	25	96.00	4.00	.00
		Male	49	47	87.23	12.77	4.26
Spring 2004	Grade 3	Educable Mentally Handicapped	8	-	-	-	-
		Learning Disability	1	-	-	-	-
		Trainable Mentally Handicapped	16	16	100.00	.00	.00
		Severely Mentally Handicapped	4	-	-	-	-
		Physically Impaired	5	-	-	-	-
		PI - Sensory Impairment	8	-	-	-	-
		Hard of Hearing - Partially Deaf	1	-	-	-	-
		Autistic	30	30	86.67	13.33	.00
	Grade 5	Deaf and Blind	1	-	-	-	-
		Educable Mentally Handicapped	15	14	100.00	.00	7.14
		Learning Disability	2	-	-	-	-
		Trainable Mentally Handicapped	32	32	93.75	6.25	.00
		Severely Mentally Handicapped	8	-	-	-	-
		Physically Impaired	10	-	-	-	-
		PI - Attention Deficit/Hyperactivity Dis	1	-	-	-	-
		PI - Sensory Impairment	11	-	-	-	-
		Hard of Hearing - Partially Deaf	2	-	-	-	-
		Blind	1	-	-	-	-
		Autistic	16	15	93.33	6.67	6.67
		Deaf and Blind	4	-	-	-	-
Traumatic Brain Injury	1	-	-	-	-		

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 Mentally Handicapped	31	30	93.33	6.67	3.33
		Learning Disability	7	-	-	-	-
		Trainable Mentally Handicapped	29	28	75.00	25.00	3.57
		Severely Mentally Handicapped	12	-	-	-	-
		Physically Impaired	8	-	-	-	-
		PI - Sensory Impairment	11	-	-	-	-
		Hard of Hearing - Partially Deaf	2	-	-	-	-
		Autistic	18	17	94.12	5.88	5.88
		Deaf and Blind	3	-	-	-	-
	Grade 10	Educable Mentally Handicapped	13	-	-	-	-
		Seriously Emotionally Disturbed	3	-	-	-	-
		Learning Disability	19	19	100.00	.00	.00
		Trainable Mentally Handicapped	20	18	94.44	5.56	11.11
		Severely Mentally Handicapped	6	-	-	-	-
		Physically Impaired	3	-	-	-	-
		PI - Sensory Impairment	3	-	-	-	-
	Autistic	11	-	-	-	-	
Spring 2004	Grade 3	African American	24	23	95.65	4.35	4.35
		Hispanic	5	-	-	-	-
		White	41	41	82.93	17.07	.00
		Asian American	4	-	-	-	-
	Grade 5	African American	39	37	94.59	5.41	5.41
		Hispanic	8	-	-	-	-
		White	55	54	90.74	9.26	1.85
		Asian American	1	-	-	-	-
	Grade 8	African American	36	36	72.22	27.78	.00
		Hispanic	5	-	-	-	-
		White	79	76	85.53	14.47	3.95
		Asian American	1	-	-	-	-
	Grade 10	African American	37	32	84.38	15.63	3.13
		Hispanic	2	-	-	-	-
		White	38	37	94.59	5.41	2.70
		Asian American	1	-	-	-	-

Delaware Alternate Portfolio Assessment (DAPA), Spring 2004 Math – Statewide

Grade	N Eligible	N Participated	Percent Meet/Exceed Standard	Percent Below Standard	Percent Exempted from Math
3	74	72	91.67	8.33	2.78
5	103	100	84.00	16.00	3.00
8	121	117	82.91	17.09	3.42
10	78	72	90.28	9.72	2.78

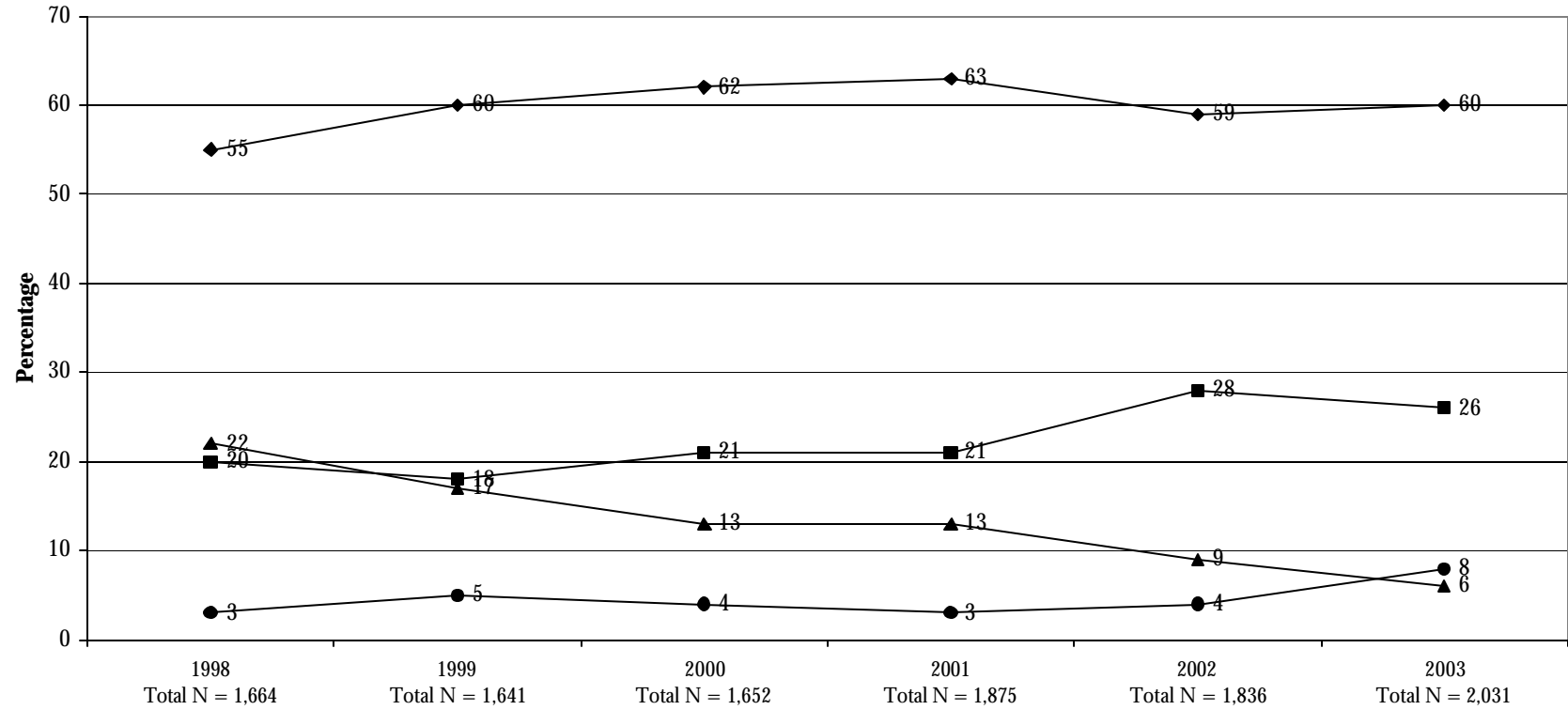
A dash (-) is printed when N is less than 15.

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	17	16	100.00	0.00	6.25
		Male	57	56	89.29	10.71	1.79
	Grade 5	Female	30	28	82.14	17.86	7.14
		Male	73	72	84.72	15.28	1.39
	Grade 8	Female	47	47	78.72	21.28	.00
		Male	74	70	85.71	14.29	5.71
	Grade 10	Female	29	25	100.00	0.00	0.00
		Male	49	47	85.11	14.89	4.26
Spring 2004	Grade 3	Educable Mentally Handicapped	8	-	-	-	-
		Learning Disability	1	-	-	-	-
		Trainable Mentally Handicapped	16	16	100.00	0.00	0.00
		Severely Mentally Handicapped	4	-	-	-	-
		Physically Impaired	5	-	-	-	-
		PI - Sensory Impairment	8	-	-	-	-
		Hard of Hearing - Partially Deaf	1	-	-	-	-
		Autistic	30	30	90.00	10.00	0.00
	Grade 5	Deaf and Blind	1	-	-	-	-
		Educable Mentally Handicapped	15	14	92.86	7.14	7.14
		Learning Disability	2	-	-	-	-
		Trainable Mentally Handicapped	32	32	81.25	18.75	0.00
		Severely Mentally Handicapped	8	-	-	-	-
		Physically Impaired	10	-	-	-	-
		PI - Attention Deficit/Hyperactivity Dis	1	-	-	-	-
		PI - Sensory Impairment	11	-	-	-	-
		Hard of Hearing - Partially Deaf	2	-	-	-	-
		Blind	1	-	-	-	-
		Autistic	16	15	86.67	13.33	6.67
		Deaf and Blind	4	-	-	-	-
Traumatic Brain Injury	1	-	-	-	-		

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 Mentally Handicapped	31	30	93.33	6.67	3.33
		Learning Disability	7	-	-	-	-
		Trainable Mentally Handicapped	29	28	71.43	28.57	3.57
		Severely Mentally Handicapped	12	-	-	-	-
		Physically Impaired	8	-	-	-	-
		PI - Sensory Impairment	11	-	-	-	-
		Hard of Hearing - Partially Deaf	2	-	-	-	-
		Autistic	18	17	88.24	11.76	5.88
		Deaf and Blind	3	-	-	-	-
	Grade 10	Educable Mentally Handicapped	13	-	-	-	-
		Seriously Emotionally Disturbed	3	-	-	-	-
		Learning Disability	19	19	100.00	0.00	0.00
		Trainable Mentally Handicapped	20	18	100.00	0.00	11.11
		Severely Mentally Handicapped	6	-	-	-	-
		Physically Impaired	3	-	-	-	-
		PI - Sensory Impairment	3	-	-	-	-
	Autistic	11	-	-	-	-	
Spring 2004	Grade 3	African American	24	23	95.65	4.35	4.35
		Hispanic	5	-	-	-	-
		White	41	41	90.24	9.76	0.00
		Asian American	4	-	-	-	-
	Grade 5	African American	39	37	83.78	16.22	5.41
		Hispanic	8	-	-	-	-
		White	55	54	85.19	14.81	1.85
		Asian American	1	-	-	-	-
	Grade 8	African American	36	36	75.00	25.00	0.00
		Hispanic	5	-	-	-	-
		White	79	76	85.53	14.47	3.95
		Asian American	1	-	-	-	-
	Grade 10	African American	37	32	84.38	15.63	3.13
		Hispanic	2	-	-	-	-
		White	38	37	94.59	5.41	2.70
		Asian American	1	-	-	-	-

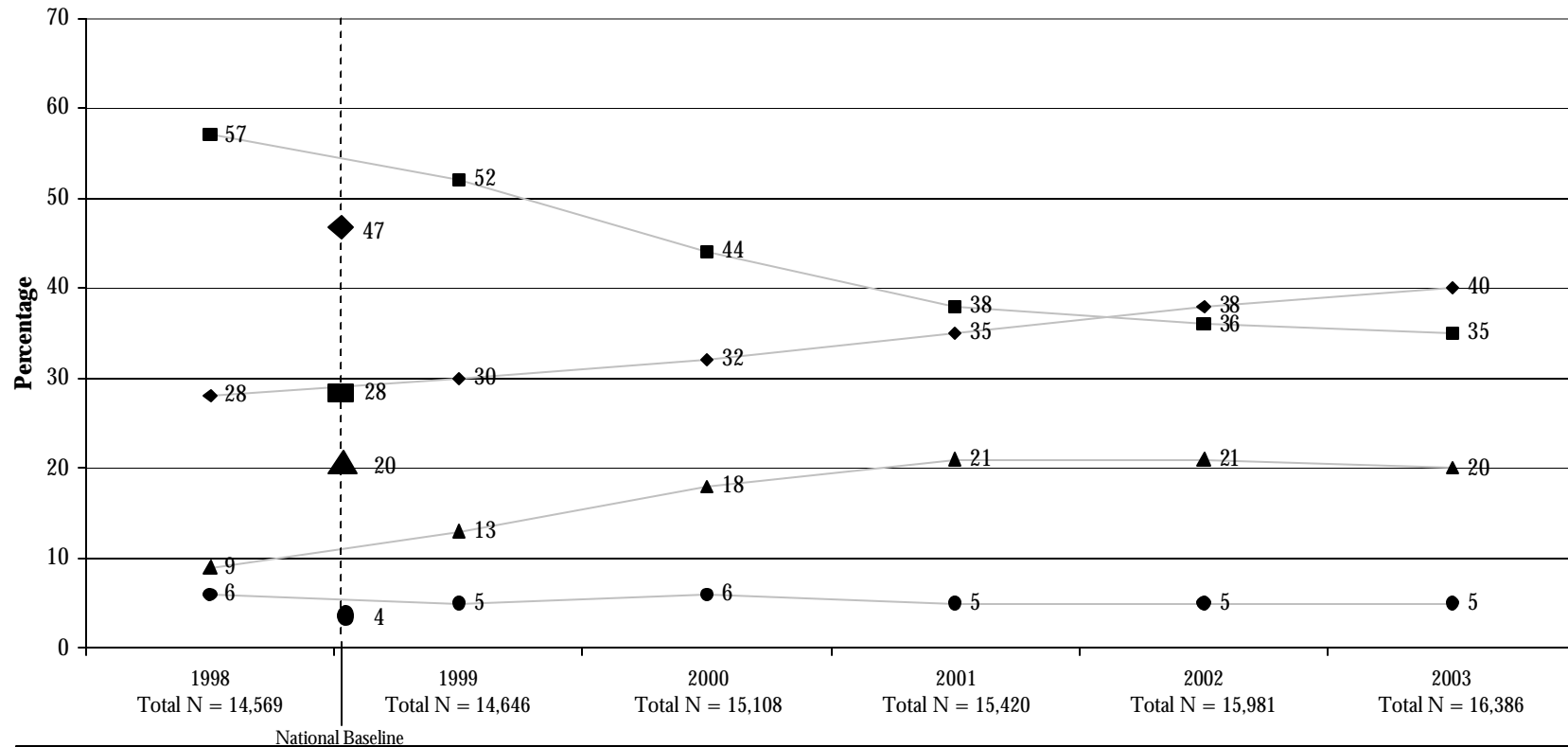
Disaggregated Data: Priority Area Two

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



<ul style="list-style-type: none"> ◆ Early Childhood Setting 1998 N = 918 1999 N = 972 2000 N = 1,027 2001 N = 1,178 2002 N = 1,084 2003 N = 1,213 	<ul style="list-style-type: none"> ■ Early Childhood Special Education Setting 1998 N = 325 1999 N = 301 2000 N = 339 2001 N = 393 2002 N = 516 2003 N = 529
<ul style="list-style-type: none"> ▲ Part-time Early Childhood/Part-time Special Education Setting 1998 N = 363 1999 N = 287 2000 N = 214 2001 N = 239 2002 N = 166 2003 N = 131 	<ul style="list-style-type: none"> ● Early Childhood Special Education In Other Separate Settings 1998 N = 58 1999 N = 81 2000 N = 72 2001 N = 65 2002 N = 70 2003 N = 158

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



<p>◆ In the Regular Class > 80% of the Day 1998 N = 4,130 1999 N = 4,359 2000 N = 4,902 2001 N = 5,423 2002 N = 6,116 2003 N = 6,494 National Baseline (47)</p>	<p>■ In the Regular Class 40 - 79% of the Day 1998 N = 8,291 1999 N = 7,642 2000 N = 6,649 2001 N = 5,928 2002 N = 5,737 2003 N = 5,728 National Baseline (28)</p>
<p>▲ In the Regular Class < 40% of the Day 1998 N = 1,320 1999 N = 1,922 2000 N = 2,670 2001 N = 3,238 2002 N = 3,268 2003 N = 3,283 National Baseline (20)</p>	<p>● Special Education In Other Separate Settings 1998 N = 828 1999 N = 723 2000 N = 887 2001 N = 831 2002 N = 860 2003 N = 881 National Baseline (4)</p>

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
1998-1999	N = 14,569	N = 4130	N = 8291	N = 1320	N = 828
Female	32.92	32.54	34.56	30.15	22.83
Male	67.08	67.46	65.44	69.85	77.17
1999-2000	N = 14,646	N = 4,359	N = 7,642	N = 1,922	N = 723
Female	33.37	33.17	35.46	30.23	20.89
Male	66.63	66.83	64.54	69.77	79.11
2000-2001	N = 15,108	N = 4,902	N = 6,649	N = 2,670	N = 887
Female	33.84	35.25	35.22	30.49	25.7
Male	66.16	64.75	64.78	69.51	74.3
2001-2002	N = 15,420	N = 5423	N = 5928	N = 3238	N = 831
Female	33.99	35.55	36.12	29.15	27.56
Male	66.01	64.45	63.88	70.85	72.44
2002-2003	N = 15,981	N = 6,116	N = 5,737	N = 3,268	N = 860
Female	34.22	35.60	36.38	29.38	28.37
Male	65.78	64.40	63.62	70.62	71.63
2003-2004	N = 16,386	N = 6,494	N = 5,728	N = 3,283	N = 881
Female	34.24	35.42	36.17	29.79	29.63
Male	65.76	64.58	63.83	70.21	70.37

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
1998-1999	N = 113,420	N = 14,569	N = 4,130	N = 8,291	N = 1,320	N = 828
American Indian	< 1	0.2	0.2	0.2	0.1	0.1
African American	30	40.1	32.9	42.4	46.1	43.4
Asian	2	0.6	0.7	0.5	0.6	0.9
Hispanic	5	4.8	3.9	5.0	7.1	4.7
Caucasian	62	54.3	62.4	51.9	46.1	51.0
1999-2000	N = 112,423	N = 14,646	N = 4,359	N = 7,642	N = 1,922	N = 723
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
2000-2001	N = 114,281	N = 15,108	N = 4,902	N = 6,649	N = 2,670	N = 887
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
2001-2002	N = 115,955	N = 15,420	N = 5,423	N = 5,928	N = 3,238	N = 831
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
2002-2003	N = 115,748	N = 15,981	N = 6,116	N = 5,737	N = 3,268	N = 860
American Indian	< 1	0.2	0.3	0.3	0.2	0.0
African American	31.5	39.5	30.7	42.8	47.7	48.5
Asian	2.6	0.6	0.8	0.4	0.7	1.1
Hispanic	7.3	6.6	5.1	8.4	6.6	5.1
Caucasian	58.3	53.1	63.2	48.1	44.9	45.4
2003-2004	N = 116,271	N = 16,386	N = 6,494	N = 5,728	N = 3,283	N = 881
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

Educational Placement of Children with Disabilities Ages 6 – 21 by Disability - STATEWIDE

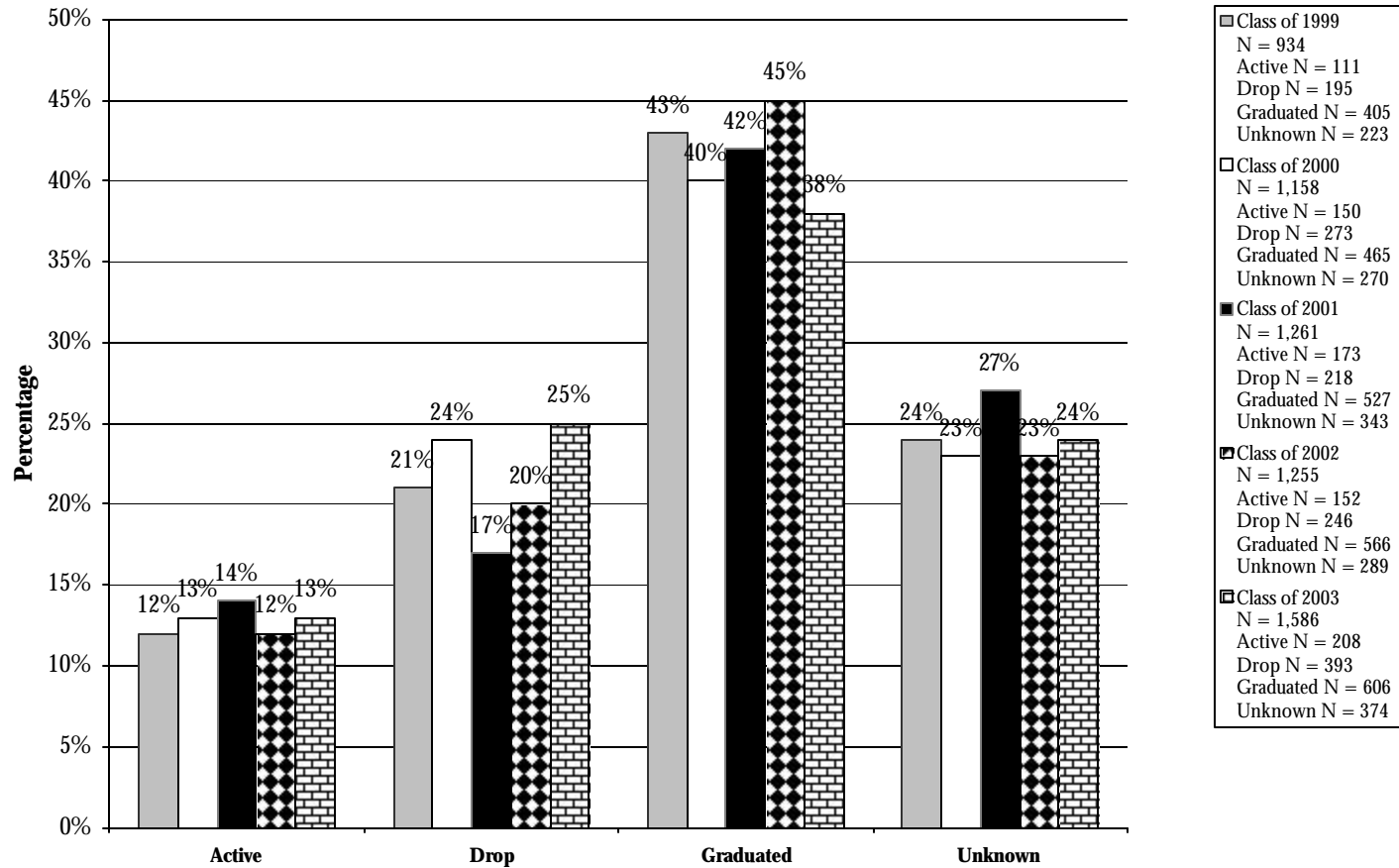
	Percent of Special Education Population	Percent In The Regular Class > 80% Of The Day	Percent In The Regular Class For 40 – 79% Of The Day	Percent In The Regular Class < 40% Of The Day	Percent In Separate Settings
1998-1999	N = 14,569	N = 4,130	N = 8,291	N = 1,320	N = 828
Mental Retardation	13.6	3.3	13.7	38.3	24.4
Hearing Impairments	1.5	0.9	1.3	0.2	8.2
Speech or Language Impairments	11.1	29.6	4.7	0.3	0.7
Visual Impairments	0.4	1.0	0.2	0.1	0.2
Emotional Disturbance	4.2	2.1	3.3	7.4	17.9
Orthopedic Impairments	5.1	4.7	3.8	10.9	11.5
Specific Learning Disabilities	62.3	58.3	72.2	35.6	25.7
Deaf-Blindness	0.3	0.0	0.2	1.1	2.3
Autism	1.4	0.1	0.6	6.1	9.1
Traumatic Brain Injury	0.0	0.1	0.0	0.1	0.0
1999-2000	N = 14,646	N = 4,359	N = 7,642	N = 1,922	N = 723
Mental Retardation	13.9	3.4	13.8	37.5	15.8
Hearing Impairments	1.6	1.1	1.4	0.5	9.8
Speech or Language Impairments	10.3	27.9	3.8	0.1	0.0
Visual Impairments	0.4	0.7	0.3	0.1	0.1
Emotional Disturbance	4.3	2.3	3.3	6.4	22.4
Orthopedic Impairments	5.9	5.2	4.8	10.6	9.1
Specific Learning Disabilities	61.6	59.4	71.6	40.3	25.9
Deaf-Blindness	0.3	0.0	0.2	0.9	1.2
Autism	1.7	0.1	0.8	3.6	15.6
Traumatic Brain Injury	0.0	0.0	0.0	0.1	0.0
2000-2001	N = 15,108	N = 4,902	N = 6,649	N = 2,670	N = 887
Mental Retardation	13.5	3.5	12.6	32.4	18.4
Hearing Impairments	1.5	1.4	1.0	0.6	7.9
Speech or Language Impairments	10.9	30.7	2.1	0.1	0.0
Visual Impairments	0.3	0.6	0.2	0.2	0.1
Emotional Disturbance	4.5	2.5	3.4	6.4	17.6
Orthopedic Impairments	7.4	6.3	6.7	8.5	15.6
Specific Learning Disabilities	59.9	54.7	73.1	47.3	27.5
Deaf-Blindness	0.3	0.0	0.2	0.5	2.0
Autism	1.7	0.3	0.6	4.2	10.8
Traumatic Brain Injury	0.0	0.0	0.0	0.0	0.1

Educational Placement of Children with Disabilities Ages 6 – 21 by Disability - Statewide (Continued)

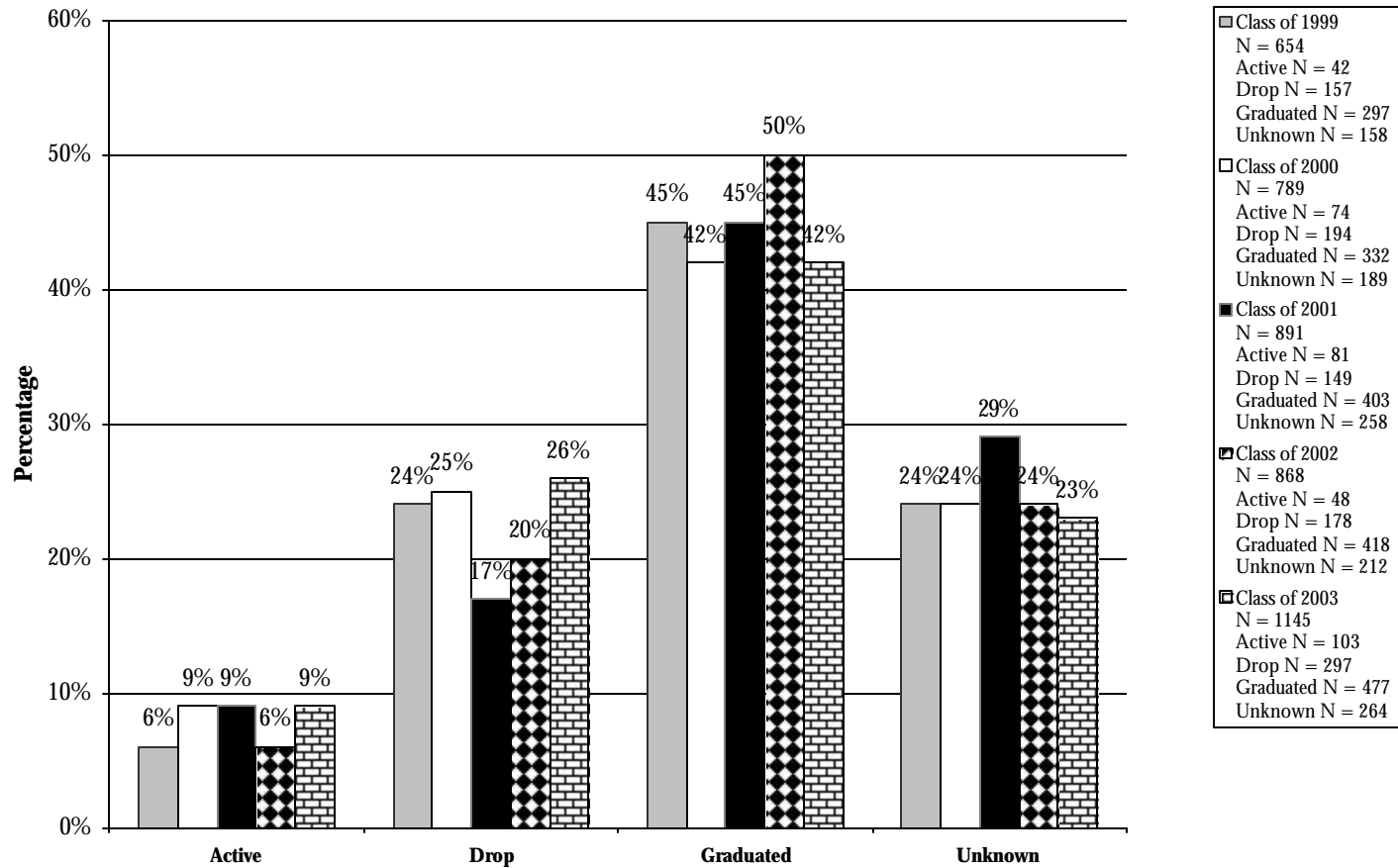
	Percent of Special Education Population	Percent In The Regular Class > 80% Of The Day	Percent In The Regular Class For 40 – 79% Of The Day	Percent In The Regular Class < 40% Of The Day	Percent In Separate Settings
2001-2002	N = 15,420	N = 5,423	N = 5,928	N = 3,238	N = 831
Mental Retardation	13.5	4.0	13.0	29.8	16.3
Hearing Impairments	1.5	1.5	1.2	0.6	7.9
Speech or Language Impairments	10.7	28.5	1.6	0.1	0.0
Visual Impairments	0.3	0.6	0.2	0.3	0.0
Emotional Disturbance	4.7	2.7	2.9	7.5	18.9
Orthopedic Impairments	9.1	8.2	8.1	10.6	15.5
Specific Learning Disabilities	58.0	54.1	72.2	46.4	28.4
Deaf-Blindness	0.3	0.0	0.2	0.4	1.6
Autism	1.9	0.4	0.6	4.3	11.3
Traumatic Brain Injury	0.0	0.0	0.0	0.1	0.1
2002-2003	N = 15,981	N = 6,031	N = 5,754	N = 3,337	N = 859
Mental Retardation	13.5	3.3	13.4	31.3	16.1
Hearing Impairments	1.6	1.4	1.3	0.5	9.1
Speech or Language Impairments	10.8	26.7	1.9	0.0	0.0
Visual Impairments	0.3	0.6	0.0	0.0	0.0
Emotional Disturbance	4.8	2.9	3.0	7.8	17.7
Orthopedic Impairments	10.4	9.7	9.3	11.9	15.5
Specific Learning Disabilities	56.2	54.8	69.9	43.1	25.4
Deaf-Blindness	0.2	0.0	0.0	0.0	1.8
Autism	2.1	0.5	0.7	4.5	14.3
Traumatic Brain Injury	0.0	0.0	0.0	0.0	0.0
2003-2004	N = 16,386	N = 6,494	N = 5,728	N = 3,283	N = 881
Mental Retardation	13.4	3.7	13.4	31.1	19.9
Hearing Impairments	1.5	1.4	1.3	0.5	6.9
Speech or Language Impairments	10.1	23.9	1.7	0.2	0.0
Visual Impairments	0.3	0.5	0.1	0.2	0.0
Emotional Disturbance	5.3	3.2	3.9	8.0	20.0
Orthopedic Impairments	11.4	11.0	10.3	12.7	16.0
Specific Learning Disabilities	55.3	55.9	68.2	40.8	21.9
Deaf-Blindness	0.3	0.0	0.2	0.5	1.9
Autism	2.4	0.5	0.9	5.8	13.4
Traumatic Brain Injury	0.0	0.0	0.1	0.1	0.0

Disaggregated Data: Priority Area Five

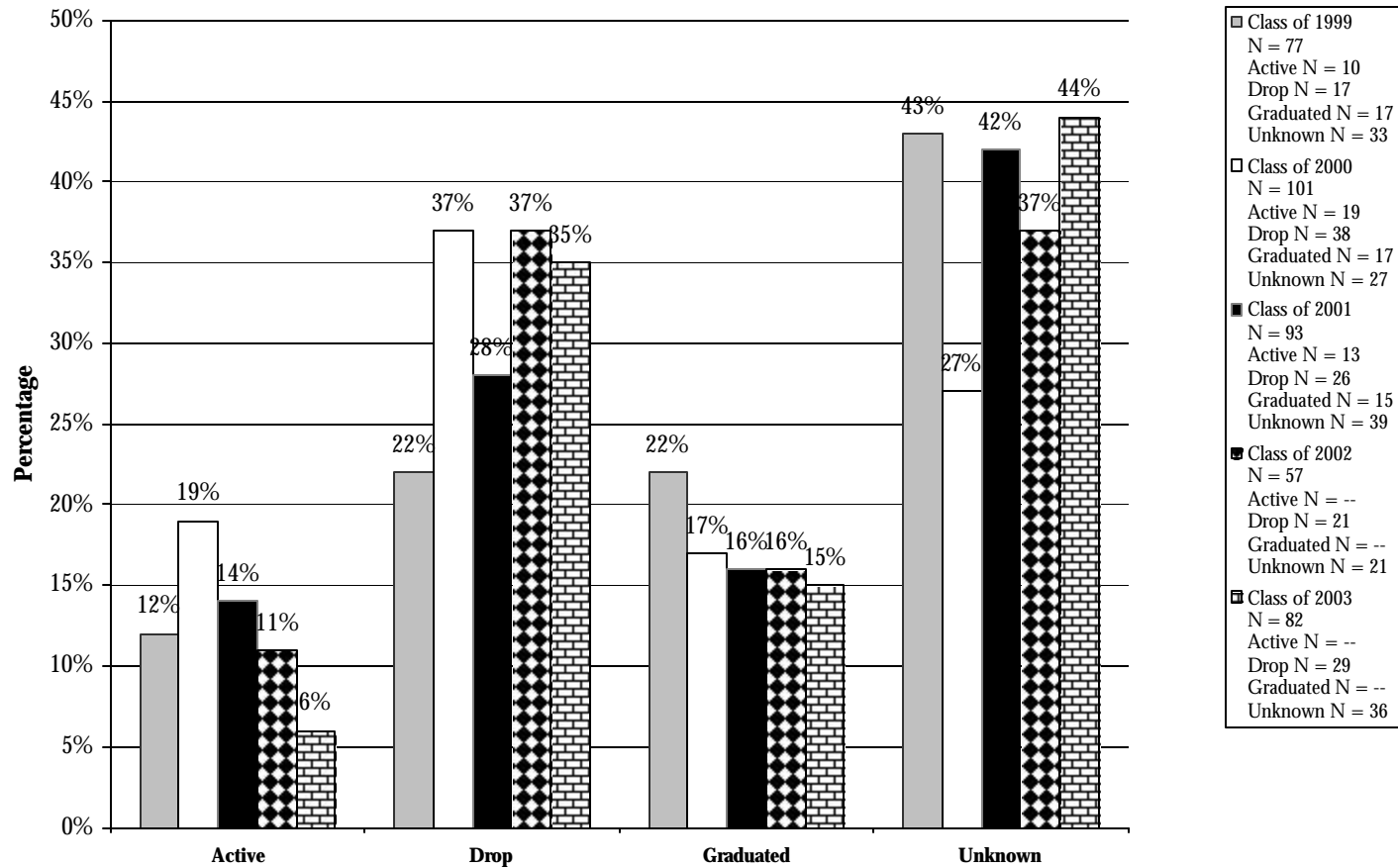
**Students with Disabilities
Educational Status**
(Class of 1999, Class of 2000, Class of 2001, Class of 2002 and Class of 2003)



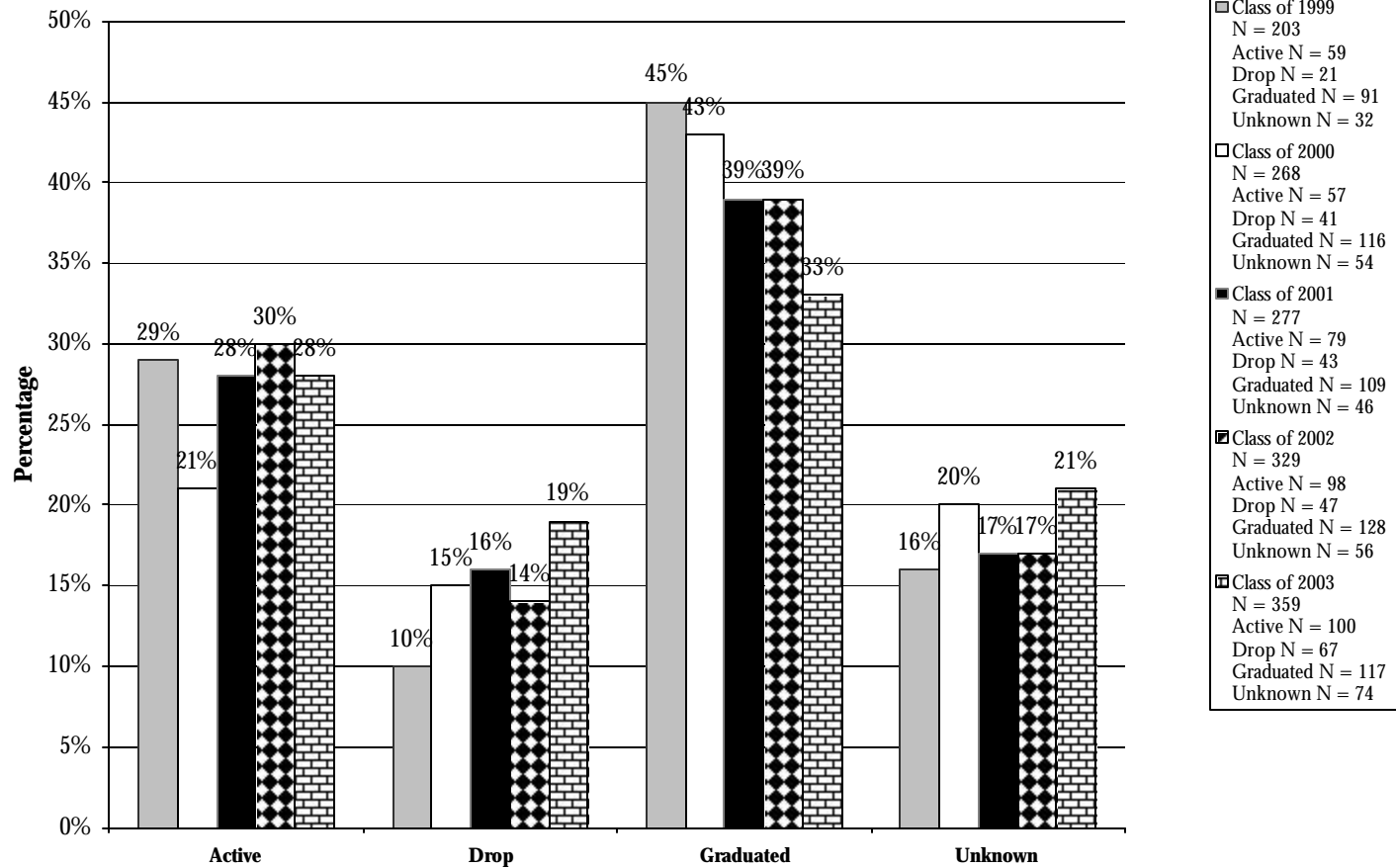
Students with Disabilities - Learning Disability Educational Status (Class of 1999, Class of 2000, Class of 2001, Class of 2002 and Class of 2003)



Students with Disabilities - Emotionally Disturbed Educational Status (Class of 1999, Class of 2000, Class of 2001, Class of 2002 and Class of 2003)



Students with Disabilities - Other (excluding ED, LD)
Educational Status
 (Class of 1999, Class of 2000, Class of 2001, Class of 2002, Class of 2003)



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Martha Toomey	Delaware Department of Education
George Smith	Delaware Department of Education, Executive Secretary to the PCCD
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Pat Maichle	Developmental Disabilities Planning Council
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Roy Lafontaine	Division of Developmental Disabilities Services
Robert Patterson	Division of Visually Impaired
Faith Moore	Education Surrogate Parent Program
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Bernhard Greenfield	Governor's Advisory Council for Exceptional Citizens
Wendy Strauss	Governor's Advisory Council for Exceptional Citizens
Tom Pledge	Innovative School Development
Kim Beauchamp	Parent Information Center of Delaware
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Crystal Taylor	Parent/Charter Schools
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Kathie Cherry	Parent of Children with Disabilities
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Candace Bedrock	Scottish Rite Masons Learning Center
Peggy Lashbrook	Statewide Deaf/Blind Program
Edward Bosso	Statewide Deaf/Deaf-Blind Programs
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Marilyn Baker	Teacher
Rita Landgraf	The ARC of Delaware
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