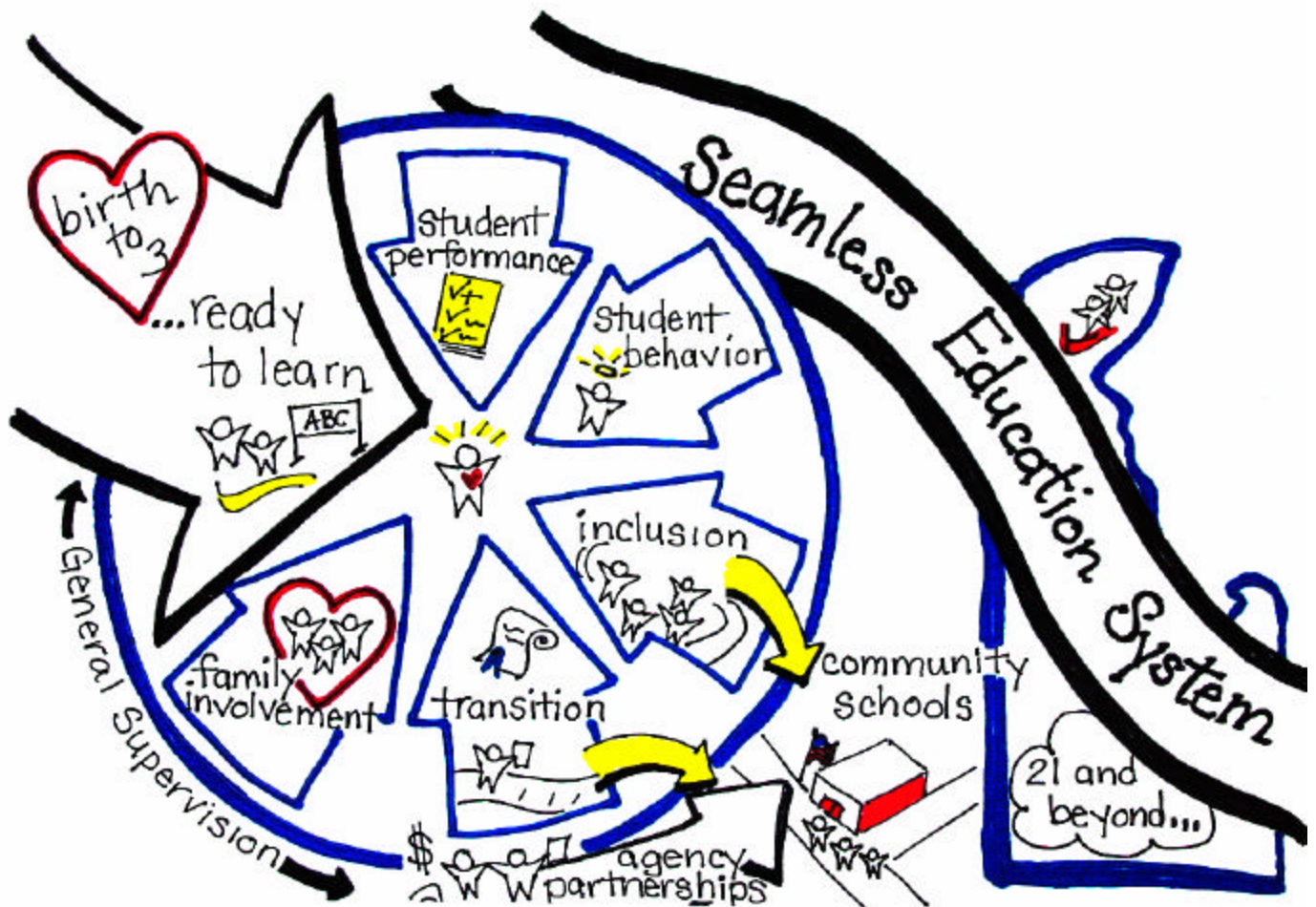


Special Education Services In The First State

Second Annual Report of the
State Improvement Plan 2002 - 2003



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

September 2003

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 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 Biennial 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 seven 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.
- ▲ Improve availability of family friendly information.

The seventh was added at the end of the process – improving the availability of family friendly information. 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. During the Fall, the PCCD will review all of the priority areas and make adjustments to the Strategies for Improvement and the Evidence of Change in the SIP. 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 or requests for copies can be addressed to:

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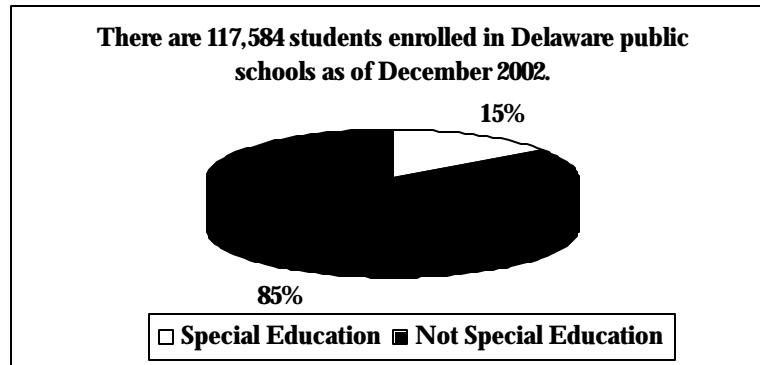
ACRONYM LIST

CAP	Corrective Action Plan
CCMS	Continuous-Improvement Comprehensive 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)
DMR	Division of Mental Retardation
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
ECT	Exceptional Children's Team now the Exceptional Children Group at DOE
ED	Emotionally Disturbed
FAPE	Free Appropriate Public Education
HB85	House Bill
ICT	Interagency Collaborative Team
IEP	Individualized Education Program
IHE	Institutions of Higher Education
ILC	Intensive Learning Center
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
RFP	Request for Proposal
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
STW	School-to-Work
SY	School Year
UDE	University of Delaware

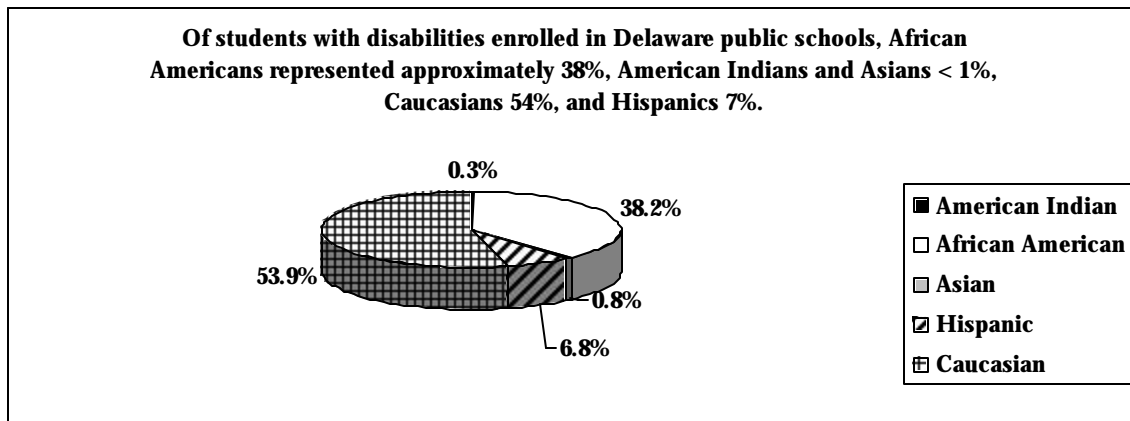
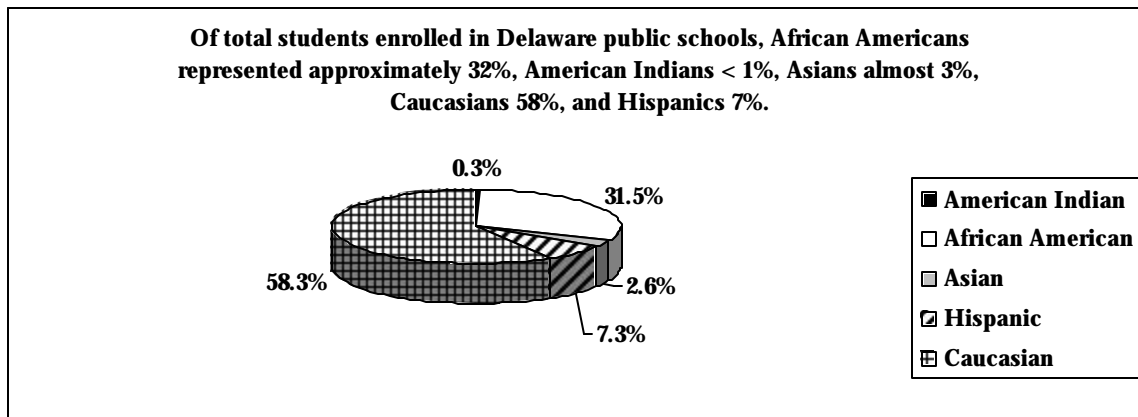


Statewide Enrollment Demographics

Delaware's 19 school districts and 11 charter schools enrolled 117,584 students as of December 2002. The December 2002, Child Count Report submitted to the Office of Special Education Programs (OSEP) indicated 17,817 students with disabilities ages 3 – 21 being served in Delaware. This is approximately 15% 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 2002.



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 100% 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, 2003 DSTP-1 reading, mathematics, and writing was 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 98% and above; a consistent increase from previous years. Grade 10 students' participation increased at an average over 7% across the 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
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%
2001 Reading	97.7%	98.0%	95.1%	88.3%
2001 Mathematics	97.7%	98.0%	95.1%	88.3%
2001 Writing	97.7%	98.0%	95.1%	88.3%

Students included in the 2003 DAPA at grades 3, 5, 8, and 10 are shown on the following page. These students participated at a rate of 91% and above; a decrease from 93% and above in 2002. It is difficult to make interpretations 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
2003	98.7%	96.7%	91.0%	93.2%
2002	100.0%	100.0%	93.5%	98.2%
2001	100.0%	95.8%	90.0%	98.5%

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 were not set by the PCCD during 2002 – 2003. The group is still gathering information to determine if fair benchmarks can be set for this test.

In 2003 – 2004 the PCCD will be charged with establishing new targets and benchmarks for English language arts and mathematics which will align with the state's targets and annual benchmarks as included in Delaware's approved school and district accountability plan.

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 2001 - 2003, 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 2001, 2002, and 2003 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.

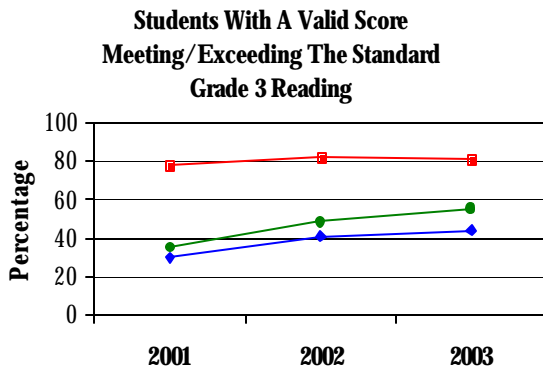
Students tested with accommodations that did not interfere with the comparability of their scores to the scores of students tested under regular conditions are included (aggregated) in the school, district, and state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*. Students 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.

When making interpretations of data across the three years of the DSTP, note that these data represent different groups of students at each grade level, and this should be considered when measuring progress or a lack thereof.

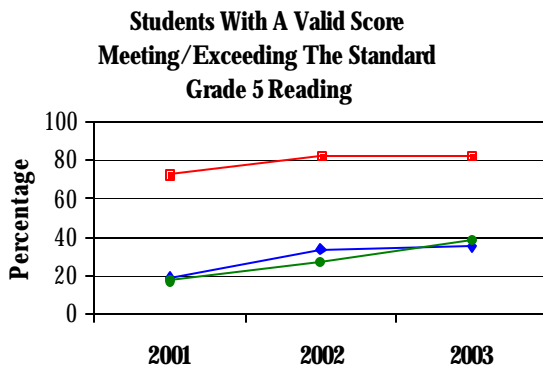
Scores for **all** students with disabilities (DSTP/DAPA) with a valid score are included as earned in the state’s district, school, and student accountability indices. Adequate Yearly Progress (AYP) ratings for Delaware schools and districts were released in August, 2003 and are available on the department’s 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



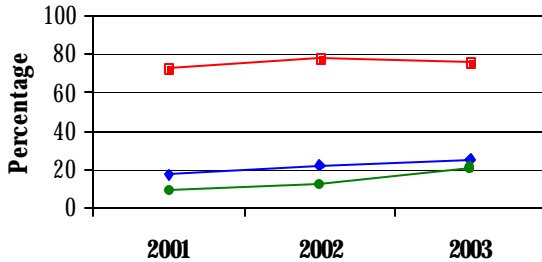
Target: 56% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7760	77.73%	7788	82.06%	7758	81.44%
◆	634	29.81%	577	42.11%	471	44.16%
●	388	35.16%	481	48.03%	627	55.74%



Target: 35% meeting/exceeding by 2005						
Benchmark: 4% increase per year to target year 2005						
	N	2001	N	2002	N	2003
■	7234	72.48%	7469	82.57%	7593	82.26%
◆	832	18.99%	776	33.89%	664	35.39%
●	387	17.27%	374	26.95%	588	38.69%

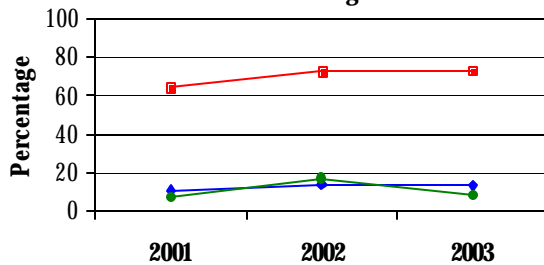
■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated

**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						
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7346	72.79%	7737	78.08%	8056	75.62%
◆	994	17.51%	1030	22.04%	1062	25.52%
●	262	9.36%	232	12.63%	459	21.07%

**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						
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7070	64.31%	7011	72.89%	6717	73.05%
◆	687	11.06%	862	13.92%	809	13.10%
●	156	7.19%	161	16.95%	147	8.01%

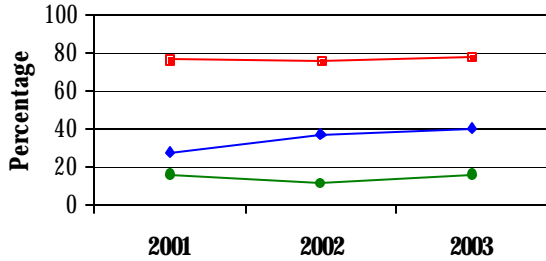
State and Federal Initiatives

The reading focus of the State Improvement Plan is underway. Twelve Reading First Schools are completing the initial training and will be fully operational at the start of the 2003 – 2004 school year. Planning efforts are underway for early literacy and reading/writing supports for grades four through twelve. This year an added focus will be on the concept of universal design for learning and other strategies to ensure students with disabilities have access to the general education curriculum.

Mathematics:

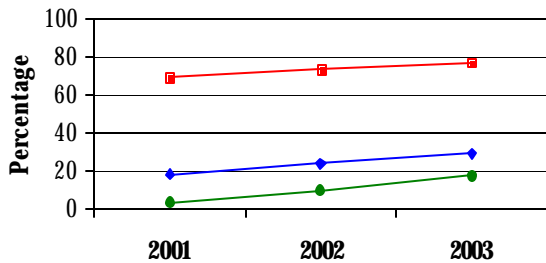
■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated

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



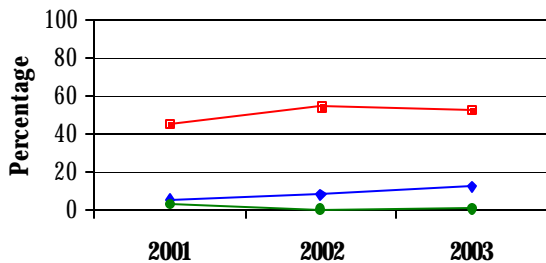
Target: 51% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7770	76.60%	7781	76.39%	7797	77.91%
◆	941	27.74%	971	37.18%	1021	40.65%
●	82	15.85%	91	11.46%	81	16.05%

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



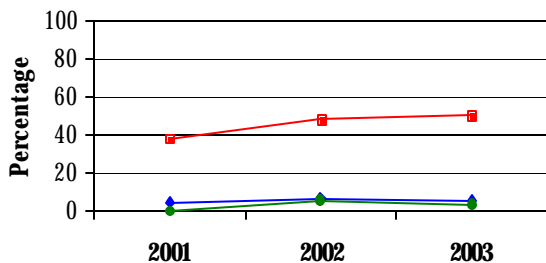
Target: 41% meeting/exceeding by 2005						
Benchmark: 6% increase per year to target year 2005						
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7244	69.27%	7484	73.38%	7609	77.32%
◆	1159	18.03%	1069	23.76%	1156	29.33%
●	59	3.39%	82	9.62%	95	17.33%

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



Target: 13% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7323	45.76%	7687	54.09%	8068	53.26%
◆	1183	5.58%	1158	8.12%	1400	12.14%
●	69	2.90%	102	0.47%	120	0.83%

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

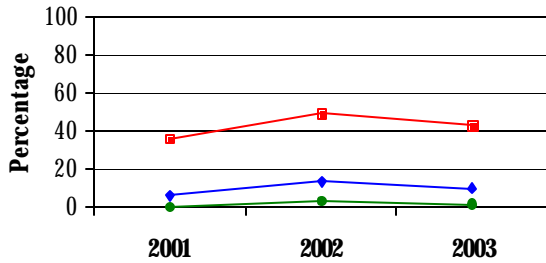


Target: 12% meeting/exceeding by 2005						
Benchmark: 2% increase per year to target year 2005						
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7028	38.15%	6984	47.82%	6697	50.40%
◆	781	4.74%	908	6.72%	874	5.49%
●	50	0.00%	97	5.43%	85	3.53%

Writing:

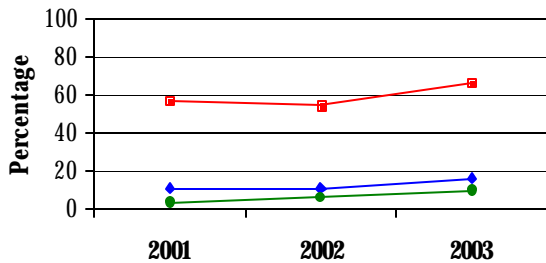
■ Not Special Education ◆ Special Education – Aggregated ● Special Education – Non-Aggregated

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



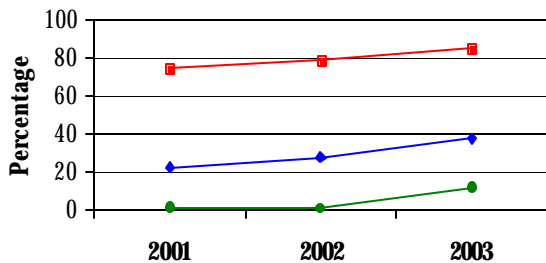
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7775	35.94%	7803	49.51%	7769	42.94%
◆	924	6.49%	954	13.73%	1007	9.73%
●	56	0.00%	65	3.08%	83	1.61%

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



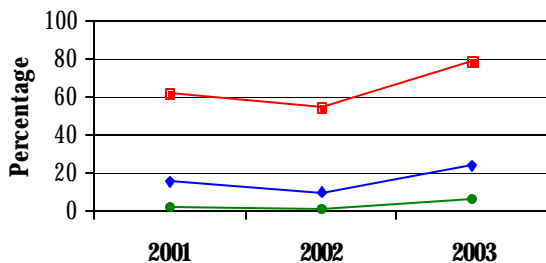
	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7253	57.16%	7488	54.77%	7609	66.63%
◆	1170	11.03%	1080	11.30%	1152	16.15%
●	56	3.58%	79	6.33%	93	10.18%

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



	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7371	74.48%	7769	78.36%	8062	84.66%
◆	1196	22.83%	1176	27.64%	1382	37.48%
●	68	1.47%	89	1.13%	118	12.01%

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



	<u>N</u>	<u>2001</u>	<u>N</u>	<u>2002</u>	<u>N</u>	<u>2003</u>
■	7132	61.68%	7057	54.63%	6740	78.87%
◆	795	15.60%	940	9.57%	879	23.78%
●	51	1.96%	78	1.28%	80	6.42%

Implementation of SIP '02 – '03 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 on 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 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.)

Strategies 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)
- ▲ 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)
- ▲ The reading skills of children with disabilities in grades 4-12 will be enhanced through intensive and comprehensive professional development and follow-up, on-site assistance for general and special education teachers in approximately 30 low performing schools selected annually throughout Delaware. (SIG Objective 1.3)
- ▲ Increase building level capacity to provide instructional supports, including on-site supports, to teachers.
- ▲ Utilize the CCMS process to assure student achievement data in reading as a focus at the district and building level.

Evidence of Change – 12 Month Review

Certification requirements for all K-3 teachers reflect reading competencies.

The development of teacher competencies in reading and the training needed to implement them is an essential component of our State Improvement Grant. The Professional Standards Board (PSB), which was given the responsibility for this, recommended the change to DOE. DOE has implemented the PSB recommendation such that teachers are certified by virtue of graduating from an approved (i.e. NCATE) teacher training program. Certification remains a work in progress, continuously improved.

Certification requirements for all preschool teachers reflect early literacy competencies.

The development of teacher competencies in early literacy and the training to implement them is an essential component of the State Improvement Grant. Training programs are currently under development that will target scientific and evidence-based instructional practices to be used in early care and education settings. The training structure development process and formative feedback from implementation will enable us to move forward with any changes to certification as appropriate.

The State Improvement Plan Annual Report and the Biennial Performance Report document academic progress of G 4-12 students in reading and establish benchmarks for improvement.

G 4-12 progress will be assessed based on spring 2003 DSTP data. Furthermore, a SIG Associate, Jo-Ann Baca, has been hired to oversee this endeavor.

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.

Self Assessment Reports and Improvement Plans addressing student progress in reading are available for eight additional districts and two charter schools.

Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.

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)

Strategies for Improvement

- ▲ Develop teacher education programs based on Delaware adopted state standards for teachers of students with disabilities.
- ▲ 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 – 12 Month Review***Delaware Teacher Standards revised to include new INTASC Standards for general and special education teachers who work with children with disabilities.***

Teacher standards were revised and State Board approval was granted on June 19, 2003.

Delaware State University (2003) NCATE approved based on the NCATE 2000 process.

The NCATE review is in process and will be reported on at the October 2003 PCCD meeting.

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)

Strategies for Improvement

- ▲ Develop and implement plan to ensure 100% participation in the state assessment program for children with IEPs.

Evidence of Change – 12 Month Review

The DSTP Disability Task Force will be reviewing the use of the other indicators by students in special education, and examining them to see if modifications or additions are needed.

The “other indicators” defined in Delaware accountability law were developed at the district level and approved by the Accountability Branch at the DOE. The DSTP Disability Task Force is not authorized to review or recommend change to the “other indicators”. Further recommendations will be made at the October 2003 PCCD meeting.

Participation benchmarks are established by the PCCD. Participation rates of students with disabilities are reported based on the spring 2003 DSTP/DAPA administration.

The new federal law, NCLB, requires 100% participation; therefore, it is not necessary for the PCCD to set benchmarks.

Priority Area Two: Increase Student Placement in the LRE

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

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

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

Targets and Benchmarks – Indicator A

By 2003, the number of preschoolers in an Early Childhood Special Education Setting will decrease to 19%; a decrease by 1% per year to 19% in target year 2003.

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%; an increase by 3% per year to 47% in target year 2005, with a two year progress check point in 2003.
- in separate settings will decrease to 3%; a decrease by 0.5% per year to 3% in target year 2005, with a two year progress check point in 2003.

Targets and Benchmarks – Indicator B

This is an indicator in process. Targets and benchmarks will be established as development and implementation progress.

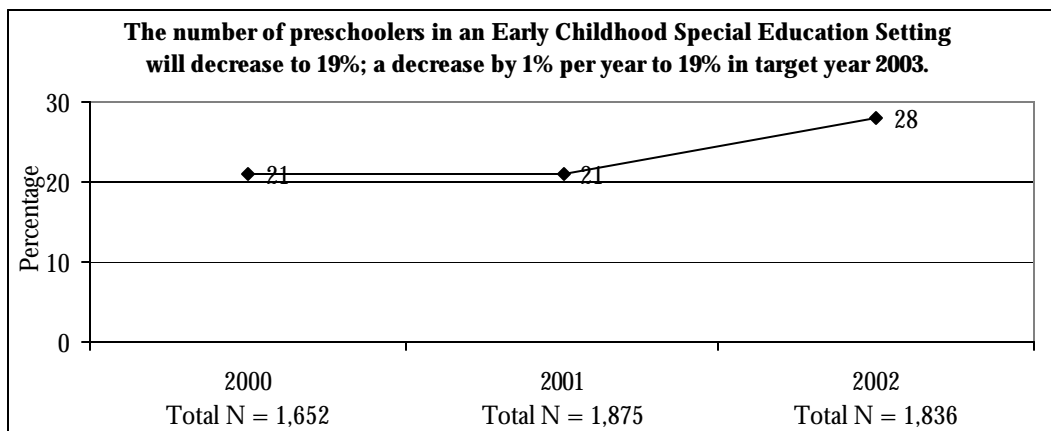
Targets and Benchmarks – Indicator C

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

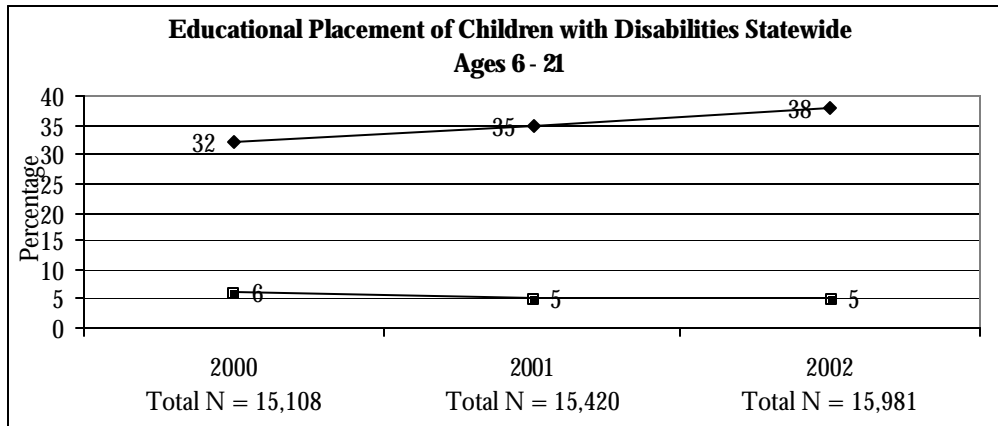
Present Levels of Performance – Indicator A

The charts below and 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 2002 – 2003 represented 28% of 3 – 5 year olds, an increase of 7% from the previous school year. This increase is primarily a result of several district's self-assessment findings. The findings were directly related to inconsistencies in data collection and reporting definitions at the district-level. These districts have identified the inconsistencies as an area for improvement and strategies for improvement were established in their improvement plans.

Nationally approximately 46% of students with disabilities ages 6 – 21 receive special education services in the regular class 80% or more of the day, as reported in 2000 – 2001. During this same time, Delaware served about 32%. Students served in the regular 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.



- ◆ In the Regular Class > 80% of the Day
- Special Education in Other Separate Settings



Present Levels of Performance – Indicator B

Delaware's Administration Services is developing 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 is currently collecting data regarding acoustics; lighting; electricity; telecommunications; physical access; transportation; and curriculum, supplies, and books from a variety of persons working in the building with students with disabilities. The findings will be synthesized and communicated with the School Construction program at DOE for incorporation into the New Construction Standards.

Present Levels of Performance – Indicator C

The University of Delaware, Center for Disabilities Studies is conducting a study following a cohort of students through the fifth grade to determine effects of placement on student assessment results. The findings will be available early in the 2003-2004 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 project 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; and
- Developing a cadre of trained teachers and administrators who will, in turn, share their knowledge and skills with others.

Implementation of SIP '02 – '03 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 on 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)

Strategies 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.
- ▲ Expand and refine the Inclusive Schools Initiative Evaluation component to measure progress toward placement in the least restrictive environment.
- ▲ Develop and implement a certificate and endorsement program for teachers of students with severe disabilities.
- ▲ Utilize CCMS process to assure placement in the LRE as a focus at the district and building level.
- ▲ 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 – 12 Month Review

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.

The main focus of the first cluster application will be for children with intense educational needs. The application for this cluster is in process.

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 2003 – 2004.

Inclusive Schools Initiative Evaluation Report documents percentage increase in the number of students served in least restrictive placements. Inclusive Schools Initiative Evaluation Report documents improved student performance in inclusive settings.

The evaluation report has not been completed. The report will be completed and available in 2003 – 2004.

Certification requirements by the Professional Standards Board and State Board of Education are approved.

A committee is in place and initial review is complete. Final review and edits are in process and approvals granted during 2003 – 2004.

Self Assessment Reports and Improvement Plans addressing student placement in the LRE are available for eight additional districts and two charter schools.

Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.

Summary Report completed and broadly disseminated on existing universal design research.

Collaborative work between MSRRRC, the Access Center, and DOE has begun on the development of the document. Two user-friendly documents are planned: one geared toward parents and one toward professional educators. Dissemination vehicles such as DOE's website, PIC's website, and direct mail distribution are being explored.

Assessment completed to determine which schools/districts are approaching or utilizing universally designed curricula.

DOE in collaboration with the National Center on Accessing the Curriculum and the Access Center will prepare a rubric for evaluating schools' and districts' preparedness in this area.

Implementation plan is developed for training districts in universally designed curricula.

DOE, University of DE, and Parent Information Center staff attended the Universal Design for Learning Summer Institute in order to begin to develop modules for training the three districts that will be chosen for implementation.

Goal V

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

Strategies for Improvement

- ▲ Change State funding formulas to ensure funding distribution is placement neutral.

Evidence of Change – 12 Month Review

Legislation passed that OSEP has approved. Compliance issue closed.

The Brandywine and Seaford School Districts are currently involved in the funding pilot. The pilot is being carefully evaluated and monitored to identify and correct any issues that may develop and to watch for unintended consequences. The evaluation advisory work group will also develop recommendations for expansion of the pilot.

The preschool unit code law language has been drafted and will be introduced in January, 2004.

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 PCCD in 2003 – 2004; which are aligned with “No Child Left Behind”.

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

While all of our stakeholders agree addressing challenging behavior is an important issue, there have been reporting issues surrounding regulations for student conduct, suspensions, and expulsions. Because of the inconsistencies in the data, there are no benchmarks currently set for this priority area. DOE has created a data reporting system to ensure accuracy of these data. These data will be used to set benchmarks in the fall 2003, with the PCCD. Data reported to OSEP in 2001 – 2002, are shown in the tables on the following page. These data will serve as the baseline year for Indicator A. The baseline year for Indicators B and C is based on 2002 – 2003 data. These data will be available in the fall 2003, and incorporated into the 2003 – 2004 State Improvement Plan.

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		
	Disability*	Unduplicated Count and Percentage of Children By Disability N = 152	Number and Percentage of Unilateral Removals by School Personnel for Drugs By Disability N = 108
Mental Retardation	11.8%	10.2%	14%
Emotional Disturbance	9.9%	14.8%	10%
Orthopedic Impairments	8.6%	11.1%	5%
Specific Learning Disabilities	65.8%	59.3%	70%

*Only disabilities with the largest number reported are shown in the table.

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		
	Disability*	Unduplicated Count and Percentage of Children By Disability N = 408	Number and Percentage of Single Suspension/Expulsions > 10 Days By Disability N = 17
Mental Retardation	14.5%	5.9%	14.9%
Emotional Disturbance	12.3%	0.0%	12.6%
Orthopedic Impairments	9.8%	11.8%	9.8%
Specific Learning Disabilities	62.3%	82.4%	61.5%

*Only disabilities with the largest number reported are shown in the table.

Delaware Positive Behavior Support Initiative

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

The Positive Behavior Support Initiative (PBS) has been working with schools to gather multiple sources and types of information related to improving student behavior. An evaluation comparing the improvement of PBS schools to non-PBS schools across numerous indicators (e.g., change in the number of suspensions/expulsions, attendance rates) is underway. During the spring of 2003, data were collected from a sample of schools using the School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd and Horner, 2001). The SET 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 SET is conducted by outside evaluators who, through interviews of staff/students and document review, determine a score across numerous domains. The report will be available during the fall 2003.

To emphasize the hard work of our first exemplary PBS schools, DOE recognized Harlan Elementary, Brandywine School District and North Laurel Elementary, Laurel School District as “Superstars in PBS” and presented each school with a banner. These Superstar Schools were able to reduce the number of office referrals and suspensions. Because of the growing awareness of the effects of PBS in these schools, the number of schools implementing school-wide PBS expanded from 2 to 12 in full implementation with 4 other schools at various levels.



From left: Martha Brooks from DE Department of Education; Jeff Roth, Anne Eitelman, and Ann Hilkert, from the Brandywine School District



From left: Brian Touchette from DE Department of Education; Gail Fowler and Cristy Greaves from the Laurel School District; and Martha Brooks from DE Department of Education

Implementation of SIP '02 – '03 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 on 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)

Strategies 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.
- ▲ Complete study of strengths and needs for behavioral health services for pre-school children and their families.

- ▲ Expand and refine the PBS Evaluation to measure progress toward improving student behavior for individuals, classrooms, and schools.
- ▲ Utilize CCMS process to assure improved student behavior as a focus at the district and building level.
- ▲ Explore dedicated unit funding for School Social Workers.

Evidence of Change – 12 Month Review

Positive Behavior Support Training Modules 1 through 7 that meet the PSB Standards for professional development are completed and approved.

There are two clusters within PBS. The first addresses school-wide implementation of PBS and the second focuses on PBS for the individual child. The first cluster addressing school-wide implementation is pending State Board approval in October 2003.

PBS technical assistance will assist in the coordination and delivery of training to 12 schools developing a School-wide PBS Program.

Technical assistance and training were provided to 14 schools across the state developing a school-wide program. These schools are at varying levels of implementation.

PBS technical assistance will assist in maintaining or improving suspensions/expulsion rates and office referral rates in schools with School-wide PBS Programs already in place.

Suspension /expulsion rates for schools with school-wide PBS will be compiled by late fall 2003. This information will be included in the PBS Evaluation Report.

Facilitate the development of a strategic plan to implement PBS in ECAP and Head Start programs.

Collaboration continues with the ECAP and Head Start programs. A strategic plan has been published and disseminated for analysis by stakeholders, LEAs, and the public. Other states working with Head Start programs have been identified and are available for consultation.

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 HB85 offenses in schools participating in School-wide PBS Program training, and establish targets for improvement.

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.)

Information for the Evaluation Report will be compiled by late fall 2003, and the report will be disseminated in 2003 - 2004.

The PBS Evaluation Report will show an improvement in School-wide Evaluation Tool (SET) scores for at least five schools in trained districts.

Information for the Evaluation Report will be compiled by late fall 2003, and the report will be disseminated in 2003 - 2004. The School-Wide Evaluation Tool (SET) was not available until mid-school year; therefore, SET scores will not show improvements this year. Baseline scores in numerous schools have been established and will be used to show improvement next year.

The PBS Evaluation Report documents a percentage of 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, 2002 unit count. Preliminary data show a high percentage of IEP's with behavior identified as a need had either accommodations/adaptations or goals to address the specific behavior, or a BSP. An accurate number of the September 30 count will be included in the PBS Evaluation Report. A limitation from the count is that the data does not show if the problem behavior was addressed by accommodations, goals, or a BSP. Next year, data collected will show the specific method used in order to establish a baseline for the percentage of BSP's being written.

Self Assessment Reports and Improvement Plans addressing improved student behavior are available for eight additional districts and two charter schools.

Eight districts were involved in the 2002 - 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.

Explore dedicated unit funding for School Social Workers.

Budget constraints have prevented any new initiatives during 2002 - 2003.

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.

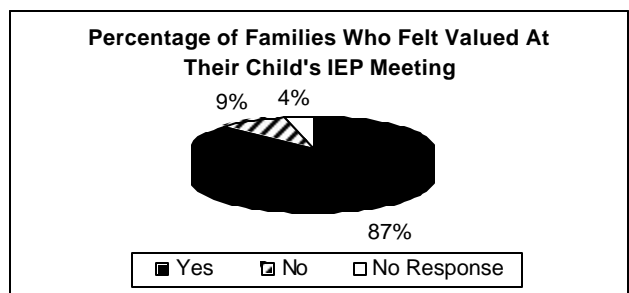
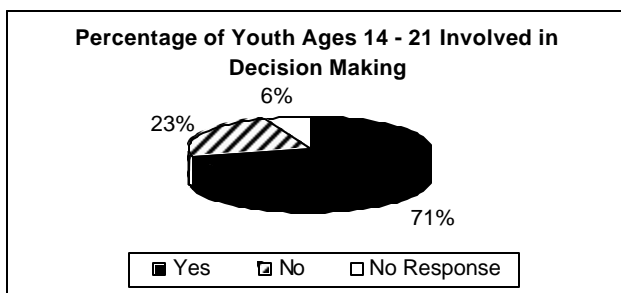
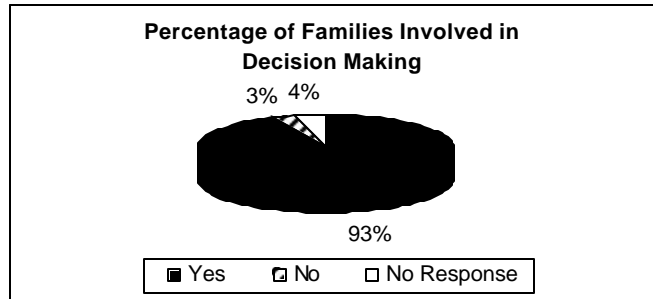
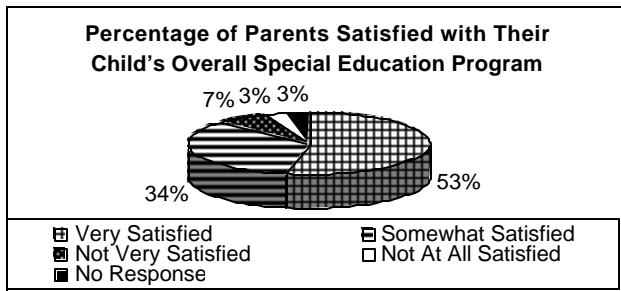
Targets and Benchmarks – Indicators A, B, C, and D

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.

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

In an effort to gauge various levels of family satisfaction, the second Family Satisfaction Survey was developed, disseminated, and analyzed by the Family Involvement Subcommittee of the PCCD through the University of Delaware, Center for Disabilities Studies (CDS). The survey was administered and results were shared with districts statewide. Districts involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) used these data as a self-assessment resource.

The total population of the Family Satisfaction Survey was 17,817 students’ families. Survey participants rated their overall satisfaction with special education services on a four-point scale: 1 = Not at all satisfied; 2 = Not very satisfied; 3 = Somewhat satisfied; and 4 = Very satisfied. The mean score of the Family Satisfaction Survey was 3.41. There were 2,860 respondents to the survey, which resulted in a 16.1% response rate. District and charter school response rates varied from 9% to 32.5%. County response rates were similar with New Castle County at 16%, Kent County at 16.9% and Sussex County at 16.9%. The charts below indicate responses to some of the satisfaction questions. The complete survey results and a comparison between the first and second survey can be found in the appendices of this report.



Family Involvement Subcommittee

The subcommittee is currently working on the development of a family-friendly packet of information to help inform families and make them full partners in the education of their children with disabilities.

Implementation of SIP '02 – '03 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 on in this section.

Goal VII

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

Strategies for Improvement

- ▲ Develop a biennial family satisfaction survey.
- ▲ Develop collaboratively a plan to support family training.
- ▲ Develop and disseminate family-friendly materials.

Evidence of Change – 12 Month Review

A system is in place and the second biennial family satisfaction survey is published by January 2003, and available for analysis by stakeholders, LEAs, and the public.

The Family Involvement Subcommittee of the PCCD updated and distributed the Family Survey in the 2002 – 2003 school year. Individual district data was shared with those districts involved in the self-assessment process of the CCMS this year. A state summary report was completed in June 2003, and is included in the appendices of this report.

Family satisfaction targets and benchmarks established by the PCCD.

The Family Involvement Subcommittee of the PCCD will make recommendations at the October 2003, PCCD meeting based on two years of survey data.

DOE, PIC, and other advocate groups align a data collection system around family technical assistance and training.

Pilot year is complete and preliminary analyses have begun. Recommendations will be made at the October 2003, PCCD meeting.

A baseline of parents receiving technical assistance and training through telephone calls, materials disseminated, etc. will be established.

A baseline, as a result of pilot data will be reported at the October 2003, PCCD meeting.

A packet of information about special education services is developed and disseminated to families, districts, and agencies.

The packet has been developed and reviewed. Dissemination will occur during the 2003 – 2004 school year.

Goal VIII

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

Strategies for Improvement

- ▲ Involve families as members of all working committees.
- ▲ Utilize the CCMS process to increase family involvement and family satisfaction in the education of their children.

Evidence of Change – 12 Month Review

A shared database of interested families is established with PIC.

Database has been established and the subcommittee will begin analysis.

Self Assessment Reports and Improvement Plans addressing family involvement and family satisfaction are available for eight additional districts and two charter schools.

Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.

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

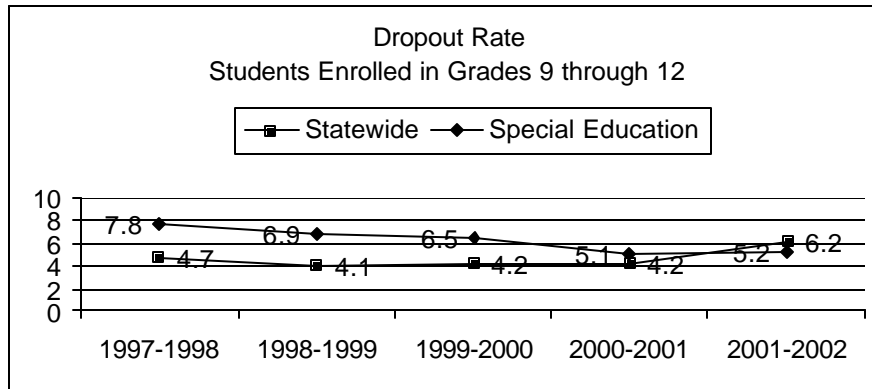
Targets and Benchmarks – Indicator B

By 2005, the annual dropout rate for youth in special education will decrease to 3.1. 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 per year to 3.1 in target year 2005, with a two year progress check point in 2003.

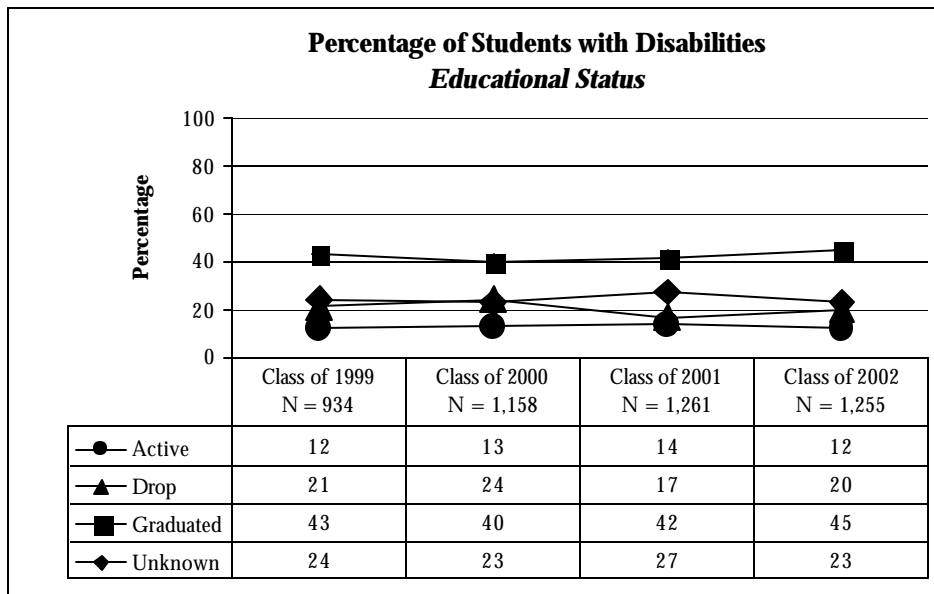
Present Levels of Performance – Indicators A and B

Increasing the number of youth in special education completing high school and decreasing the number dropping out at the secondary level are areas of concern. The charts on the following page indicate improvement in these areas; however, the first chart shows that the dropout rate for 2001 – 2002 has remained stable. This is due to a change in reporting of dropouts. Districts

can no longer report students as “unknown”. **All** students must be accounted for. The impact of this change will not be apparent until the Class of 2004 is reported.



The second chart below shows the educational status of cohorts of students. This educational status accounts for all youth in special education in the cohort, shows their educational status in four years, and enables districts to make data-based decisions around planning and programming.



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%; an increase of .75% per year (based on 2001 data) to 95% in target year 2005, with a two year check point in 2003.

Present Levels of Performance – Indicator C

	Diplomas	Certificates
Class of 1998	93%	7%
Class of 1999	91%	9%
Class of 2000	92%	8%
Class of 2001	92%	8%
Class of 2002	92%	8%

The percentage of youth in special education receiving a diploma compared to a certificate of performance has remained consistent over the last three years. The PCCD will closely monitor any changes in the percentages of diploma and certificate recipients due to statewide adoption of different diploma levels for the Class of 2004 and beyond.

Targets and Benchmarks – Indicators D and E

Indicators D and E are under development by the Secondary Transition Subcommittee of the PCCD. Data collection systems are being defined and enhanced in an effort to accurately report these data. This fall, the Secondary Transition Subcommittee of the PCCD will review recent post-school outcomes data for indicators D and E and make recommendations to the PCCD. During the coming year, targets and benchmarks will be established.

Student Connections

The Student Leadership Advisory Council held its first annual Youth Leadership Forum in May 2003. Over 65 people attended listening to students give their perspectives on improving their educational experience and making collaborative plans to support leadership activities in local high school programs. During the 2003 – 2004 school year, more local youth leadership student clubs will be formed with youth leaders from each club participating on the state council.

Implementation of SIP '02 – '03 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 on in this section.

Goal IX

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

Strategies for Improvement

- ▲ Develop and implement action plans to replicate successful LD/ED programs statewide.

- ▲ Improve student capacity for self-determination in transition planning through the IEP process.
- ▲ Expand Student Connections activities through Parent Information Center, DD Planning Council and other stakeholders.
- ▲ Utilize the CCMS process to ensure accountability at the district and building level for student:
 - Involvement in IEP/Transition Planning
 - Graduation rates
 - Drop out rates

Evidence of Change – 12 Month Review

National models will be identified. Action plans will be refined and will include timelines and strategies for improvement.

DDOE has written a federal grant application for \$450,000 over the next three years to provide technical assistance and training to 3 secondary ILC's to replicate national model practices for helping students with Emotional and/or Behavioral Disorders achieve better outcomes. The purpose of the grant is to achieve success in these programs, and encourage other ILC programs to adopt those successful models statewide. USDOE will identify grant awardees this summer. Regardless of whether DDOE receives the grant, DDOE has contracted to provide assistance to ILC programs this coming year using the national models.

Action plans including timelines were included in the grant proposal, and they will be followed regardless of whether DDOE receives the grant.

Student self-determination training modules developed and available for review.

A four-lesson self-determination training module has been developed and is available. Student-led IEP study groups were conducted during the last year, and teachers have identified materials to help students lead their own IEP meetings. All materials are available.

Meeting Transition Requirement Reports to LEAs document student participation in IEP/Transition planning and establish benchmarks for improvement.

Meeting Transition requirements reports were conducted with six school districts and 15 school programs this past school year. Each school district has received their reports and is using data in their self-assessments. DDOE has statewide data indicating that approximately 70% of 8th grade students attend their IEP meetings. About 80% of high school students are attending IEP meetings.

DOE, PIC, DD Planning Council and other stakeholders establish DE Youth Leadership Forum and three Student Connection Chapters.

A Student Leadership Advisory Council (SLAC) was established with over 50 students representing 17 high school programs participating. This group developed a youth forum, which was conducted on May 9. There is a commitment to continue the Student Leadership Advisory Council. Two Student Clubs were formed in the past year. DDOE, in cooperation with the Division on Career Development and Transition (DCDT), is providing minigrants to any high school program to develop student clubs over the next year. Five schools have already indicated

they will develop clubs. Representatives from each club will participate on the SLAC in the '03-'04 school year. The DD Council is in the process of developing a "Junior Partners in Policymaking" organization, offering youth with disabilities opportunities to develop self-advocacy and leadership skills. Planning will continue during the summer months.

Self Assessment Reports and Improvement Plans addressing student involvement in IEP/Transition Planning, graduation rates and drop out rates are available for eight additional districts and two charter schools.

Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.

Goal X

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

Strategies 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 – 12 Month Review

Training modules that meet the PSB standards for Professional Development, designed to provide teachers and counselors skills for career counseling and transition services, are completed and piloted.

DDOE is piloting a Transition-Driven IEP process and form. Included in the training and pilot is information about career counseling and transition services. The pilot, if successful, will lead to a secondary IEP process focusing the IEP on transition, and statewide training/technical assistance will continue. DDOE adopted Standards and Guidelines for Counselors in K-12 schools. Included in guidelines document are career development standards for all guidance counselors.

Follow-up surveys document an increase in students involved in postsecondary education, training and/or employment.

DDOE has contracted with Lifetrack, Inc. to conduct exit surveys with the Classes of '00 and '01. The results will be available early in fall 2003. Class of '02 surveys will begin during the summer months.

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 screening and/or evaluation for their children.

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

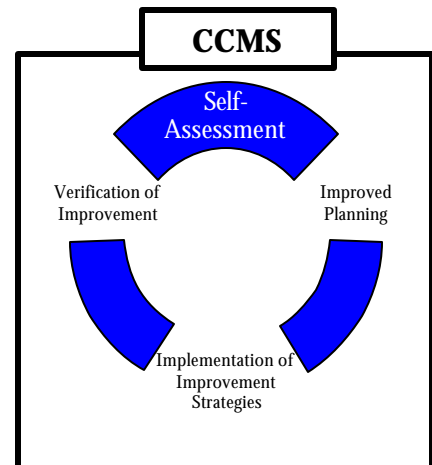
Indicator E: The state is able to ensure that FAPE is provided to all students in interagency programs including incarcerated youth with disabilities.

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

These data are under development based on district and charter school participation in the CCMS process.

Present Levels of Performance – Indicators A and B

Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.



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

Indicators C and D tie to the State Improvement Plan's Goals XII, XIII, and XIV and their Strategies for Improvement. Indicator E currently has no Goal or Strategy for Improvement. The General Supervision Subcommittee of the PCCD is responsible for monitoring all of these indicators and making recommendations to the PCCD for possible changes.

Implementation of SIP '02 – '03 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 on in this section.

Goal XI

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

Strategies for Improvement

- ▲ Implement the Continuous Improvement Compliance Monitoring System (CCMS) for LEAs and Charter Schools.
- ▲ 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) and the Department of Corrections (DOC).

Evidence of Change – 12 Month Review

Self Assessment Reports and Improvement Plans are available eight additional districts and two charter schools.

Eight districts were involved in the 2002 – 2003 Continuous Improvement Compliance Monitoring System (CCMS) cycle. Five have submitted self-assessment documents; and three are currently in the writing stage. Two improvement plans have been submitted for review.

CCMS process modified for DSCYF and DOC and available for review.

The CCMS process has been explored for DSCYF and DOC. This evidence of change will continue into the 2003 – 2004 State Improvement Plan and be reported on in June 2004.

Goal XII

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

Strategies for Improvement

- ▲ Develop 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.
- ▲ Develop Administrative Complaint Manual.

Evidence of Change – 12 Month Review

Training module(s) and schedules for training are refined and implemented.

New hearing officer training provided during 2002 – 2003, and refinement of the application and approval process continues. Due process procedures manual is currently being reviewed and updated.

Administrative complaint manual is available for review and widely disseminated.

The manual is complete and being used within the DOE.

Goal XIII

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

Strategies for Improvement

- ▲ Increase understanding of families and educators of the requirements for referral and initial evaluation for eligibility.

Evidence of Change – 12 Month Review

Family Survey and Parent TA data document a decrease in requests for information of referral and initial evaluation requirements.

Preliminary analyses of the Family Survey and other collected data have focused on referral and evaluation issues. Depending on final analyses, recommendations will be made at the October 2003, PCCD meeting.

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)

Strategies 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)
- ▲ Review all current MOUs (DSCYF, DDDS, DVR, DVI, Sussex ICT). Identify additional MOUs needed.

Evidence of Change – 12 Month Review

An evaluation system developed that includes reporting individual outcomes for students who are placed and progress made toward those outcomes. An evaluation system implemented for a sample population of ICT students.

DOE contracted with Human Systems and Outcomes, Inc. to develop a Coordinated Services Review (CSR) protocol to review students receiving services through the ICT. In December, 2002 staff were trained in the use of the CSR, and along with seven consultants reviewed a sample of 20 children. The CSR is designed to evaluate how the student is doing and how well services are coordinated for the student. A report has been issued and reviewed by all member agencies of the ICT.

All children were doing well in their programs although some may have been in more restrictive settings due to the lack of resources available in Delaware.

An evaluation system developed to indicate how well service systems functions are working for individual students.

The Coordinated Services Review also reviewed how systems work together for students. Improvements are needed in communication, collaboration and capacity of resources both in-home and residential.

MOUs updated and reviewed for DVI, DDDS, DVR, DSCYF, and DAP.

The MOU with DVI has been reviewed and updated. It is currently in the public comment period and will be signed in November, 2003. The MOU with DDDS has been drafted and is being reviewed. A meeting has been scheduled to review and update the MOU with DVR with a goal of completion by year's end. A meeting was held with DSCYF to review and update the MOU with a goal of completion by year's end.

MOUs are needed with member agencies of the ICT that will detail case management and funding responsibilities.

The first Delaware Autistic Program (DAP) agreement between the Christina School District and the Delaware Department of Education is currently in the public comment period. 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.

Priority Area Seven: Improve Availability of User Friendly Information

Indicator A: The percentage of families responding on the family survey indicating information is accessible and easily understood will increase.

Indicator B: Guides and brochures are developed by committees, which include parents/consumers.

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

Indicator D: Materials are available in Spanish.

Indicator E: Materials are available on the web.

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

This is an area of ongoing process development. Targets and benchmarks will be established as development and implementation progress.

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

The goal of this priority area is to increase the diversity of methods of sharing information with families, educators, and the general public. Some activities to achieve this goal are listed below:

- A packet of information for families is currently under development. This packet is designed to eliminate all the jargon in order for families to understand the special education system in Delaware and how to access special education services.
- Information and materials are available and up-to-date on the Delaware Exceptional Children web site at http://www.doe.state.de.us/exceptional_child/ececehome.htm

Implementation of SIP '02 – '03 Goals: Priority Area Seven

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

Goal XV

Increase the Diversity of Methods of Sharing Information with Families, Educators, and the General Public. (Family Involvement)

Strategies for Improvement

- ▲ Develop methods for dissemination (e.g., Internet) of Biennial Family Survey using family friendly language. (Links to Priority Area Four, Goal 7)
- ▲ Update DOE website to be more family friendly.
- ▲ Develop materials in Spanish.

Evidence of Change – 12 Month Review

A system is in place that increases access to methods and availability of survey.

A baseline of X number of families responding to the survey will increase.

A baseline of X number of families responding positively to the methods used for the survey will increase. (e.g., via Internet, via returned stamped postcard, etc.)

Family survey, contracted with the U of D, CDS was developed in a family-friendly format and disseminated with a self-addressed stamped envelope thus, increasing the response rate. A state summary report was completed in June 2003, and is included in the appendices of this report.

Family use of the DOE website increases.

DOE website made more user-friendly by changing the DOE homepage link from Exceptional Children to Services for Children with Disabilities. Information requests by email and telephone have resulted in an increase in staff referrals to the website.

System is in place so all forms are available in Spanish.

DOE is still awaiting feedback from districts regarding necessary forms. Some have already been translated into Spanish; others still remain.

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 align it with all state and federal initiatives. In 2003 – 2004 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 2001, 2002, and 2003 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.			
2001	1051	928	123	1027	6	*
2002	1073	987	86	1058	15	0
2003	1104	1050	54	1100	4	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)	
			All Students With Disabilities	Students With Disabilities Aggregated	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.	Agg.	Non-Agg.
2001	1022	634	9	2	18	8	162	128	151	95	294	155
2002	1058	577	9	7	22	21	212	207	106	105	228	141
2003	1098	471	10	22	18	26	180	303	94	154	169	122

Students with Disabilities With A Valid Score - Grade 3 Reading

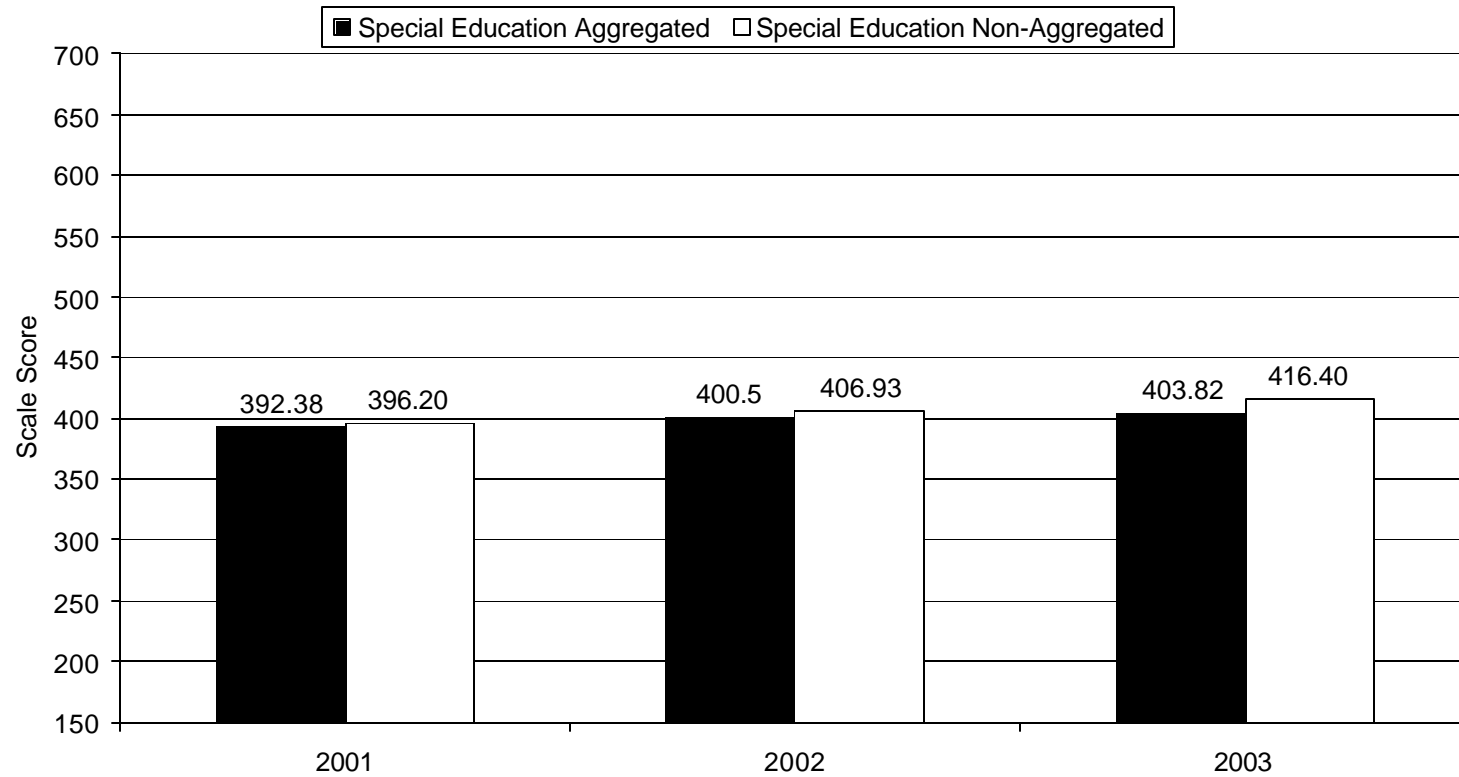
Target: 56% meeting/exceeding by 2005

Benchmark: 6% increase per year to target year 2005

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	634	29.81	70.19	577	42.11	57.89	471	44.16	55.84
Non-Aggregated	388	35.16	64.84	481	48.03	51.97	627	55.74	44.26

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	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	634	392.38	577	400.50	471	403.82
Special Education: <i>Non-Aggregated</i>	388	396.20	481	406.93	627	416.40

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

	2001 Aggregated N = 634 Non-Aggregated N = 388			2002 Aggregated N = 577 Non-Aggregated N = 481			2003 Aggregated N = 471 Non-Aggregated N = 627		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	216	27.78	72.22	195	39.49	60.51	173	43.35	56.65
<i>Male</i>	418	30.86	69.14	382	43.46	56.54	298	44.63	55.37
Non-Aggregated By Gender									
<i>Female</i>	111	30.00	70.00	148	49.07	50.93	193	55.72	44.28
<i>Male</i>	277	37.25	62.75	333	47.52	52.48	434	55.78	44.22
Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	2	-	-	3	-	-
<i>African American</i>	294	23.47	76.53	234	29.91	70.09	188	25.53	74.47
<i>Asian</i>	4	-	-	2	-	-	2	-	-
<i>Hispanic</i>	26	15.38	84.62	22	50.00	50.00	32	56.25	43.75
<i>Caucasian</i>	309	37.22	62.78	317	50.47	49.53	246	56.50	43.50
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	1	-	-	2	-	-
<i>African American</i>	165	28.22	71.78	186	40.56	59.44	242	49.47	50.53
<i>Asian</i>	2	-	-	0	0.00	0.00	4	-	-
<i>Hispanic</i>	44	19.93	80.07	49	33.26	66.74	74	51.16	48.84
<i>Caucasian</i>	177	45.77	54.23	245	57.01	42.99	305	62.29	37.71
Aggregated By Disability									
<i>Mental Retardation</i>	61	11.48	88.52	42	11.90	88.10	41	19.51	80.49
<i>Hearing Impairments</i>	5	-	-	13	-	-	7	-	-
<i>Visual Impairments</i>	2	-	-	4	-	-	2	-	-
<i>Emotional Disturbance</i>	26	38.46	61.54	16	50.00	50.00	19	52.63	47.37
<i>Orthopedic Impairments</i>	68	39.71	60.29	79	56.96	43.04	76	56.58	43.42
<i>Specific Learning Disabilities</i>	466	28.97	71.03	420	41.43	58.57	323	43.34	56.66
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	6	-	-	3	-	-	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>	72	8.33	91.67	86	20.55	79.45	85	26.77	73.23
<i>Hearing Impairments</i>	9	-	-	11	-	-	14	-	-
<i>Visual Impairments</i>	0	0.00	0.00	1	-	-	2	-	-
<i>Emotional Disturbance</i>	16	47.50	52.50	28	35.71	64.29	36	58.33	41.67
<i>Orthopedic Impairments</i>	28	32.14	67.86	46	43.48	56.52	71	60.56	39.44
<i>Specific Learning Disabilities</i>	258	41.36	58.64	299	59.03	40.97	405	61.75	38.25
<i>Deaf-Blindness</i>	2	-	-	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	3	-	-	9	-	-	14	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	1	-	-	0	0.00	0.00

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.			
2001	1051	927	124	1027	5	*
2002	1075	987	86	1062	13	0
2003	1106	1054	52	1103	3	0

*Special exemption regulations were established in 2001 – 2002.

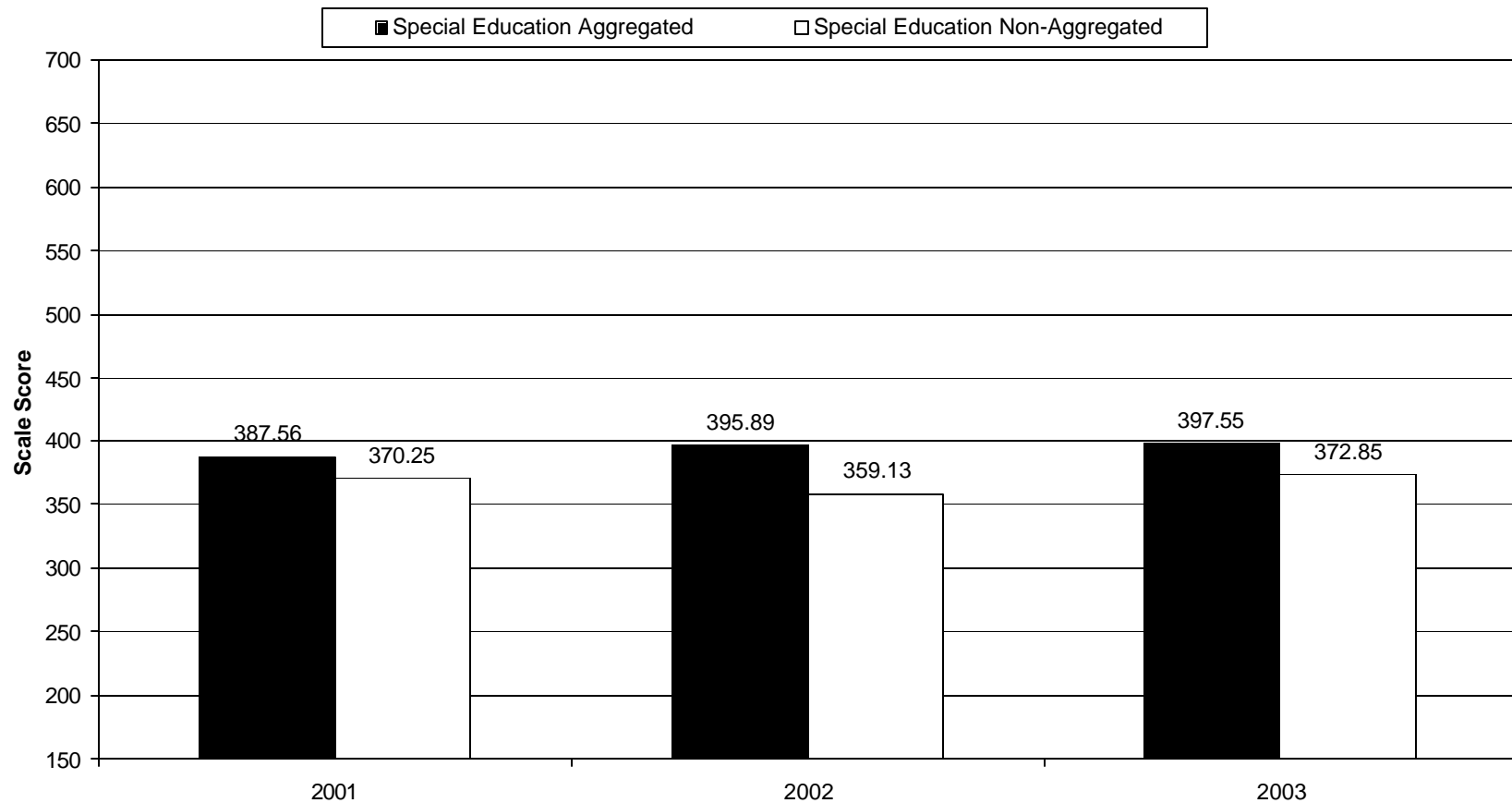
Performance

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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1023	941	3	0	35	1	223	12	234	15	446	54	
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	

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									
	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	941	27.74	72.26	971	37.18	62.82	1021	40.65	59.35
Non-Aggregated	82	15.85	84.15	91	11.46	88.54	81	16.05	83.95

**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	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	941	387.56	971	395.89	1021	397.55
Special Education: <i>Non-Aggregated</i>	82	370.25	91	359.13	81	372.85

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

	2001 Aggregated N = 941 Non-Aggregated N = 82			2002 Aggregated N = 971 Non-Aggregated N = 91			2003 Aggregated N = 1021 Non-Aggregated N = 81		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	307	23.45	76.55	322	31.68	68.32	349	34.38	65.62
<i>Male</i>	634	29.81	70.19	649	39.91	60.09	672	43.90	56.10
Non-Aggregated By Gender									
<i>Female</i>	20	10.00	90.00	22	0.00	100.00	18	11.11	88.89
<i>Male</i>	62	17.74	82.26	69	14.78	85.22	63	17.46	82.54
Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	3	-	-	5	-	-
<i>African American</i>	432	17.59	82.41	390	25.38	74.62	401	26.68	73.32
<i>Asian</i>	5	-	-	2	-	-	3	-	-
<i>Hispanic</i>	52	17.31	82.69	54	22.22	77.78	95	48.42	51.58
<i>Caucasian</i>	451	38.80	61.20	522	47.32	52.68	517	49.90	50.10
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>	27	11.11	88.89	31	6.45	93.55	31	9.67	90.33
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	3	-	-
<i>Hispanic</i>	18	0.00	100.00	18	20.51	79.49	11	-	-
<i>Caucasian</i>	37	27.03	72.97	42	15.48	84.52	36	22.23	77.77
Aggregated By Disability									
<i>Mental Retardation</i>	106	6.60	93.40	109	8.25	91.75	112	8.04	91.96
<i>Hearing Impairments</i>	7	-	-	16	68.75	31.25	11	-	-
<i>Visual Impairments</i>	2	-	-	5	-	-	4	-	-
<i>Emotional Disturbance</i>	35	31.43	68.57	26	34.62	65.38	43	34.88	65.12
<i>Orthopedic Impairments</i>	89	30.34	69.66	117	39.32	60.68	139	46.05	53.95
<i>Specific Learning Disabilities</i>	693	29.44	70.56	691	40.52	59.48	705	45.25	54.75
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	9	-	-	5	-	-	7	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	2	-	-	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	27	0.00	100.00	18	0.00	100.00	14	-	-
<i>Hearing Impairments</i>	7	-	-	8	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	7	-	-	19	21.05	78.95	11	-	-
<i>Orthopedic Impairments</i>	7	-	-	8	-	-	9	-	-
<i>Specific Learning Disabilities</i>	32	21.87	78.13	31	12.44	87.56	27	7.41	92.59
<i>Deaf-Blindness</i>	2	-	-	0	0.00	0.00	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 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.			
2001	1051	928	123	1027	16	*
2002	1071	976	95	1038	33	0
2003	1104	1050	54	1101	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	980	924	0	0	0	0	60	0	349	7	515	49	
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	

Students with Disabilities With A Valid Score - Grade 3 Writing

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	924	6.49	93.51	954	13.73	86.27	1007	9.73	90.27
Non-Aggregated	56	0.00	100.00	65	3.08	96.92	83	1.61	98.39

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

	2001 Aggregated N = 924 Non-Aggregated N = 56			2002 Aggregated N = 954 Non-Aggregated N = 65			2003 Aggregated N = 1007 Non-Aggregated N = 83		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	305	7.21	92.79	317	15.14	84.86	342	8.77	91.23
<i>Male</i>	619	6.14	93.86	637	13.03	86.97	665	10.23	89.77
Non-Aggregated By Gender									
<i>Female</i>	16	0.00	100.00	16	0.00	100.00	18	4.17	95.83
<i>Male</i>	40	0.00	100.00	49	4.08	95.92	65	0.77	99.23
Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	3	-	-	5	-	-
<i>African American</i>	423	3.55	96.45	382	8.64	91.36	395	7.09	92.91
<i>Asian</i>	6	-	-	2	-	-	3	-	-
<i>Hispanic</i>	51	0.00	100.00	54	11.11	88.89	93	6.45	93.55
<i>Caucasian</i>	443	10.16	89.84	513	17.54	82.46	511	12.52	87.48
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>	19	0.00	100.00	22	0.00	100.00	32	1.04	98.96
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	3	-	-
<i>Hispanic</i>	11	-	-	17	0.00	100.00	13	-	-
<i>Caucasian</i>	26	0.00	100.00	26	7.69	92.31	35	0.00	100.00
Aggregated By Disability									
<i>Mental Retardation</i>	101	0.00	100.00	104	3.85	96.15	106	6.60	93.40
<i>Hearing Impairments</i>	7	-	-	16	43.75	56.25	11	-	-
<i>Visual Impairments</i>	2	-	-	5	-	-	4	-	-
<i>Emotional Disturbance</i>	34	2.94	97.06	23	4.35	95.65	43	9.30	90.70
<i>Orthopedic Impairments</i>	86	6.98	93.02	114	16.67	83.33	137	12.41	87.59
<i>Specific Learning Disabilities</i>	685	6.57	93.43	686	14.29	85.71	699	9.59	90.41
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	9	-	-	5	-	-	7	-	-
<i>Traumatic Brain Injury</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
Non-Aggregated By Disability									
<i>Mental Retardation</i>	14	-	-	9	-	-	13	-	-
<i>Hearing Impairments</i>	7	-	-	7	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	5	-	-	13	-	-	12	-	-
<i>Orthopedic Impairments</i>	3	-	-	5	-	-	9	-	-
<i>Specific Learning Disabilities</i>	25	0.00	100.00	24	0.00	100.00	29	3.45	96.55
<i>Deaf-Blindness</i>	2	-	-	0	0.00	0.00	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, 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.			
2001	1257	1044	213	1232	13	*
2002	1168	1037	131	1150	18	0
2003	1256	1167	89	1252	4	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1219	832	5	0	4	3	149	66	195	80	479	238	
2002	1150	776	10	0	16	7	237	98	183	89	330	180	
2003	1252	664	10	5	16	19	209	204	174	149	255	211	

Students with Disabilities With A Valid Score - Grade 5 Reading

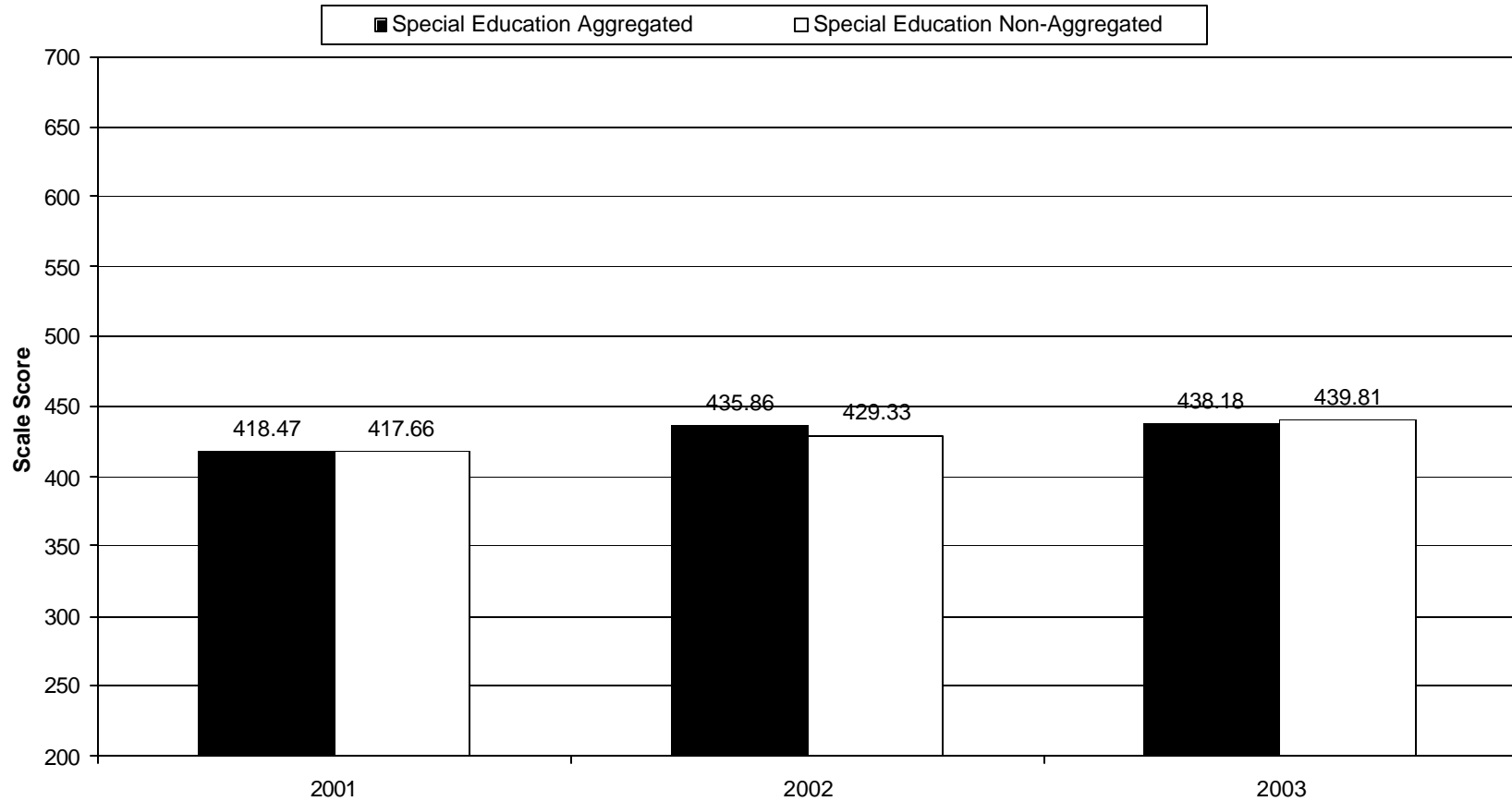
Target: 35% meeting/exceeding by 2005

Benchmark: 4% increase per year to target year 2005

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	832	18.99	81.01	776	33.89	66.11	664	35.39	64.61
Non-Aggregated	387	17.27	82.73	374	26.95	73.05	588	38.69	61.31

**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	N	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	832	418.47	776	435.86	664	438.18
Special Education: <i>Non-Aggregated</i>	387	417.66	374	429.33	588	439.81

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

	2001 Aggregated N = 832 Non-Aggregated N = 387			2002 Aggregated N = 776 Non-Aggregated N = 374			2003 Aggregated N = 664 Non-Aggregated N = 588		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	286	15.73	84.27	263	32.32	67.68	233	35.62	64.38
<i>Male</i>	546	20.70	79.30	513	34.70	65.30	431	35.27	64.73
Non-Aggregated By Gender									
<i>Female</i>	135	17.98	82.02	130	29.20	70.80	191	42.41	57.59
<i>Male</i>	252	16.90	83.10	244	25.77	74.23	397	36.89	63.11
Aggregated By Race/Ethnicity									
<i>American Indian</i>	1	-	-	2	-	-	1	-	-
<i>African American</i>	358	11.17	88.83	325	20.92	79.08	274	19.71	80.29
<i>Asian</i>	4	-	-	2	-	-	3	-	-
<i>Hispanic</i>	38	7.89	92.11	47	27.66	72.34	33	18.18	81.82
<i>Caucasian</i>	431	26.45	73.55	400	44.50	55.50	353	48.73	51.27
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	2	-	-	0	0.00	0.00	0	0.00	0.00
<i>African American</i>	188	9.36	90.64	182	23.18	76.82	274	30.66	69.34
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	2	-	-
<i>Hispanic</i>	40	12.04	87.96	32	24.80	75.20	68	19.12	80.88
<i>Caucasian</i>	157	28.13	71.87	160	31.61	68.39	244	53.28	46.72
Aggregated By Disability									
<i>Mental Retardation</i>	59	5.09	94.91	67	5.97	94.03	46	2.17	97.83
<i>Hearing Impairments</i>	7	-	-	10	-	-	7	-	-
<i>Visual Impairments</i>	4	-	-	4	-	-	3	-	-
<i>Emotional Disturbance</i>	42	38.10	61.90	49	48.98	51.02	40	30.00	70.00
<i>Orthopedic Impairments</i>	81	23.46	76.54	106	44.34	55.66	106	50.94	49.06
<i>Specific Learning Disabilities</i>	637	17.90	82.10	540	33.33	66.67	455	34.51	65.49
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	0	0.00	0.00	7	-	-
<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>	54	1.80	98.20	70	4.21	95.79	95	13.69	86.31
<i>Hearing Impairments</i>	8	-	-	6	-	-	9	-	-
<i>Visual Impairments</i>	1	-	-	0	0.00	0.00	1	-	-
<i>Emotional Disturbance</i>	19	21.05	78.95	33	39.39	60.61	32	34.38	65.62
<i>Orthopedic Impairments</i>	21	27.78	72.22	26	40.89	59.11	60	43.89	56.11
<i>Specific Learning Disabilities</i>	282	18.51	81.49	238	30.63	69.37	379	43.54	56.46
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	2	-	-
<i>Autism</i>	2	-	-	0	0.00	0.00	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, 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.			
2001	1257	1019	238	1232	14	*
2002	1168	1037	131	1151	17	0
2003	1259	1161	98	1255	4	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1218	1159	2	0	9	1	198	1	230	13	720	44	
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	

Students with Disabilities With A Valid Score - Grade 5 Mathematics

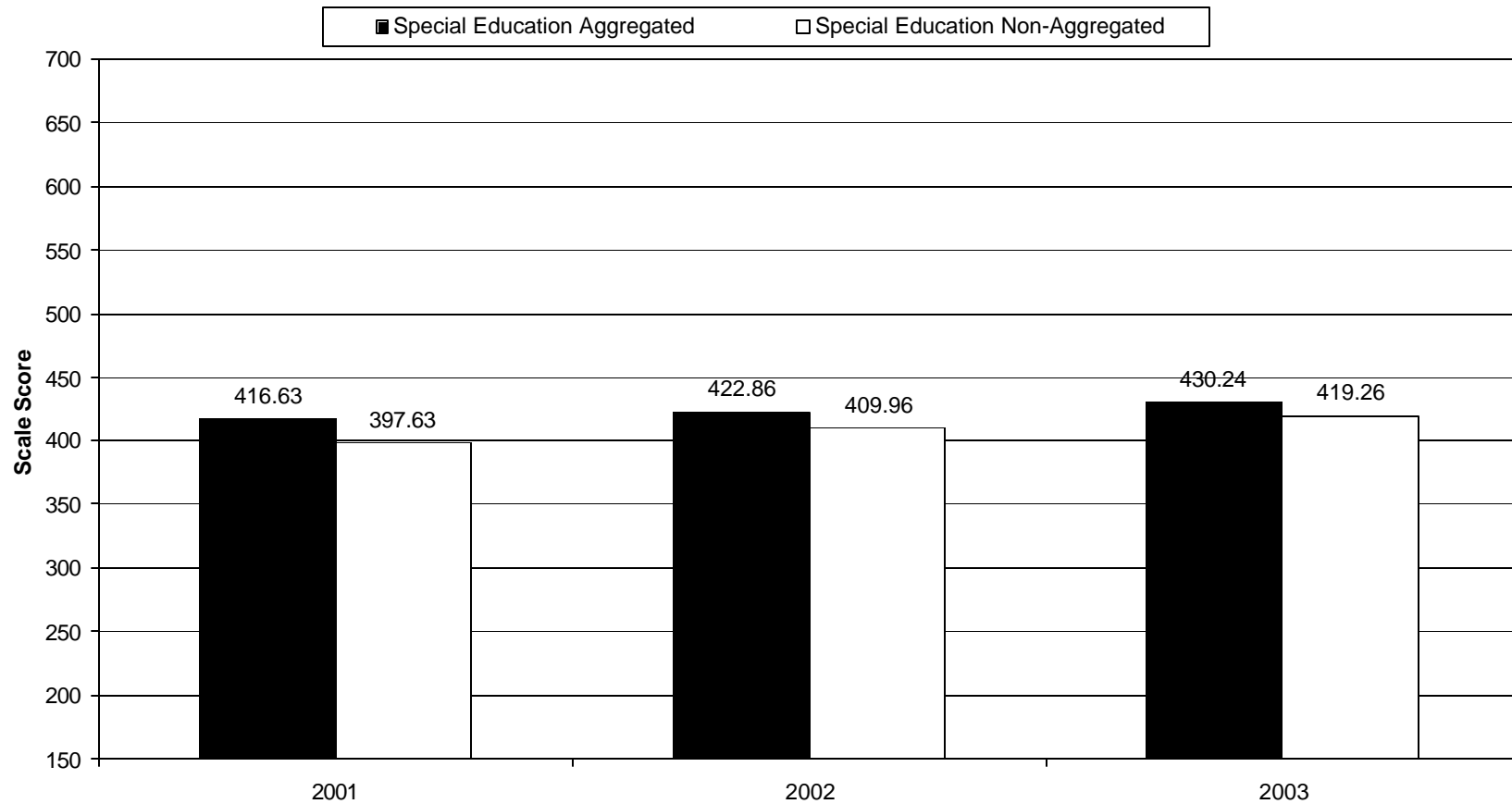
Target: 41% meeting/exceeding by 2005

Benchmark: 6% increase per year to target year 2005

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	1159	18.03	81.97	1069	23.76	76.24	1156	29.33	70.67
Non-Aggregated	59	3.39	96.61	82	9.62	90.38	95	17.33	82.67

**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	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	1159	416.63	1069	422.86	1156	430.24
Special Education: <i>Non-Aggregated</i>	59	397.63	82	409.96	95	419.26

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

	2001 Aggregated N = 1159 Non-Aggregated N = 59			2002 Aggregated N = 1069 Non-Aggregated N = 82			2003 Aggregated N = 1156 Non-Aggregated N = 95		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	406	12.07	87.93	371	21.29	78.71	407	27.76	72.24
<i>Male</i>	753	21.25	78.75	698	25.07	74.93	749	30.17	69.83
Non-Aggregated By Gender									
<i>Female</i>	12	-	-	22	3.22	96.78	17	11.76	88.24
<i>Male</i>	47	4.26	95.74	60	12.08	87.92	78	18.53	81.47
Aggregated By Race/Ethnicity									
<i>American Indian</i>	3	-	-	2	-	-	1	-	-
<i>African American</i>	519	7.13	92.87	462	12.77	87.23	507	14.99	85.01
<i>Asian</i>	4	-	-	2	-	-	5	-	-
<i>Hispanic</i>	64	18.75	81.25	70	24.29	75.71	87	20.69	79.31
<i>Caucasian</i>	569	27.94	72.06	533	32.83	67.17	556	43.71	56.29
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	4.54	95.46	44	6.06	93.94	39	7.69	92.31
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	14	-	-	10	-	-	14	-	-
<i>Caucasian</i>	23	4.35	95.65	28	19.29	80.71	42	30.95	69.05
Aggregated By Disability									
<i>Mental Retardation</i>	101	4.95	95.05	120	2.50	97.50	121	5.79	94.21
<i>Hearing Impairments</i>	10	-	-	11	-	-	9	-	-
<i>Visual Impairments</i>	4	-	-	4	-	-	4	-	-
<i>Emotional Disturbance</i>	49	20.41	79.59	61	29.51	70.49	57	21.05	78.95
<i>Orthopedic Impairments</i>	102	15.68	84.32	127	37.01	62.99	154	38.96	61.04
<i>Specific Learning Disabilities</i>	891	19.30	80.70	746	24.13	75.87	801	31.09	68.91
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	0	0.00	0.00	10	-	-
<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>	13	-	-	16	0.00	100.00	20	5.00	95.00
<i>Hearing Impairments</i>	5	-	-	5	-	-	7	-	-
<i>Visual Impairments</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	10	-	-	21	9.52	90.48	14	-	-
<i>Orthopedic Impairments</i>	1	-	-	5	-	-	12	-	-
<i>Specific Learning Disabilities</i>	27	0.00	100.00	34	10.19	89.81	33	3.03	96.97
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	2	-	-
<i>Autism</i>	2	-	-	0	0.00	0.00	7	-	-
<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.			
2001	1257	1044	213	1232	6	*
2002	1170	1020	150	1159	11	0
2003	1255	1169	86	1249	6	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1226	1170	0	0	1	0	128	2	356	4	685	50	
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	

Students with Disabilities With A Valid Score - Grade 5 Writing

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	1170	11.03	88.97	1080	11.30	88.70	1152	16.15	83.85
Non-Aggregated	56	3.58	96.42	79	6.33	93.67	93	10.18	89.82

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

	2001 Aggregated N = 1170 Non-Aggregated N = 56			2002 Aggregated N = 1080 Non-Aggregated N = 79			2003 Aggregated N = 1152 Non-Aggregated N = 93		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	413	14.29	85.71	376	14.63	85.37	406	21.92	78.08
<i>Male</i>	757	9.25	90.75	704	9.52	90.48	746	13.00	87.00
Non-Aggregated By Gender									
<i>Female</i>	12	-	-	20	5.00	95.00	17	5.88	94.12
<i>Male</i>	44	4.55	95.45	59	6.78	93.22	76	11.12	88.88
Aggregated By Race/Ethnicity									
<i>American Indian</i>	3	-	-	2	-	-	1	-	-
<i>African American</i>	527	8.16	91.84	467	7.07	92.93	507	9.66	90.34
<i>Asian</i>	4	-	-	2	-	-	4	-	-
<i>Hispanic</i>	65	6.15	93.85	70	14.29	85.71	87	9.20	90.80
<i>Caucasian</i>	571	14.36	85.64	539	14.29	85.71	553	23.15	76.85
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>	21	4.76	95.24	43	6.98	93.02	37	2.71	97.29
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	14	-	-	10	-	-	14	-	-
<i>Caucasian</i>	21	4.76	95.24	26	7.69	92.31	42	19.05	80.95
Aggregated By Disability									
<i>Mental Retardation</i>	101	2.97	97.03	122	3.28	96.72	121	4.96	95.04
<i>Hearing Impairments</i>	10	-	-	11	-	-	9	-	-
<i>Visual Impairments</i>	4	-	-	4	-	-	4	-	-
<i>Emotional Disturbance</i>	51	17.65	82.35	63	6.35	93.65	58	3.45	96.55
<i>Orthopedic Impairments</i>	103	15.53	84.47	128	13.28	86.72	153	24.84	75.16
<i>Specific Learning Disabilities</i>	899	10.57	89.43	752	12.50	87.50	797	16.81	83.19
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	0	0.00	0.00	10	-	-
<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>	12	-	-	16	0.00	100.00	18	5.56	94.44
<i>Hearing Impairments</i>	5	-	-	5	-	-	7	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	10	-	-	20	15.00	85.00	13	-	-
<i>Orthopedic Impairments</i>	1	-	-	5	-	-	13	-	-
<i>Specific Learning Disabilities</i>	26	0.00	100.00	32	0.00	100.00	33	0.00	100.00
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	2	-	-
<i>Autism</i>	2	-	-	0	0.00	0.00	7	-	-
<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.			
2001	1354	1065	289	1288	31	*
2002	1302	1046	256	1263	36	3
2003	1548	1351	197	1531	17	0

*Special exemption regulations were established in 2001 – 2002.

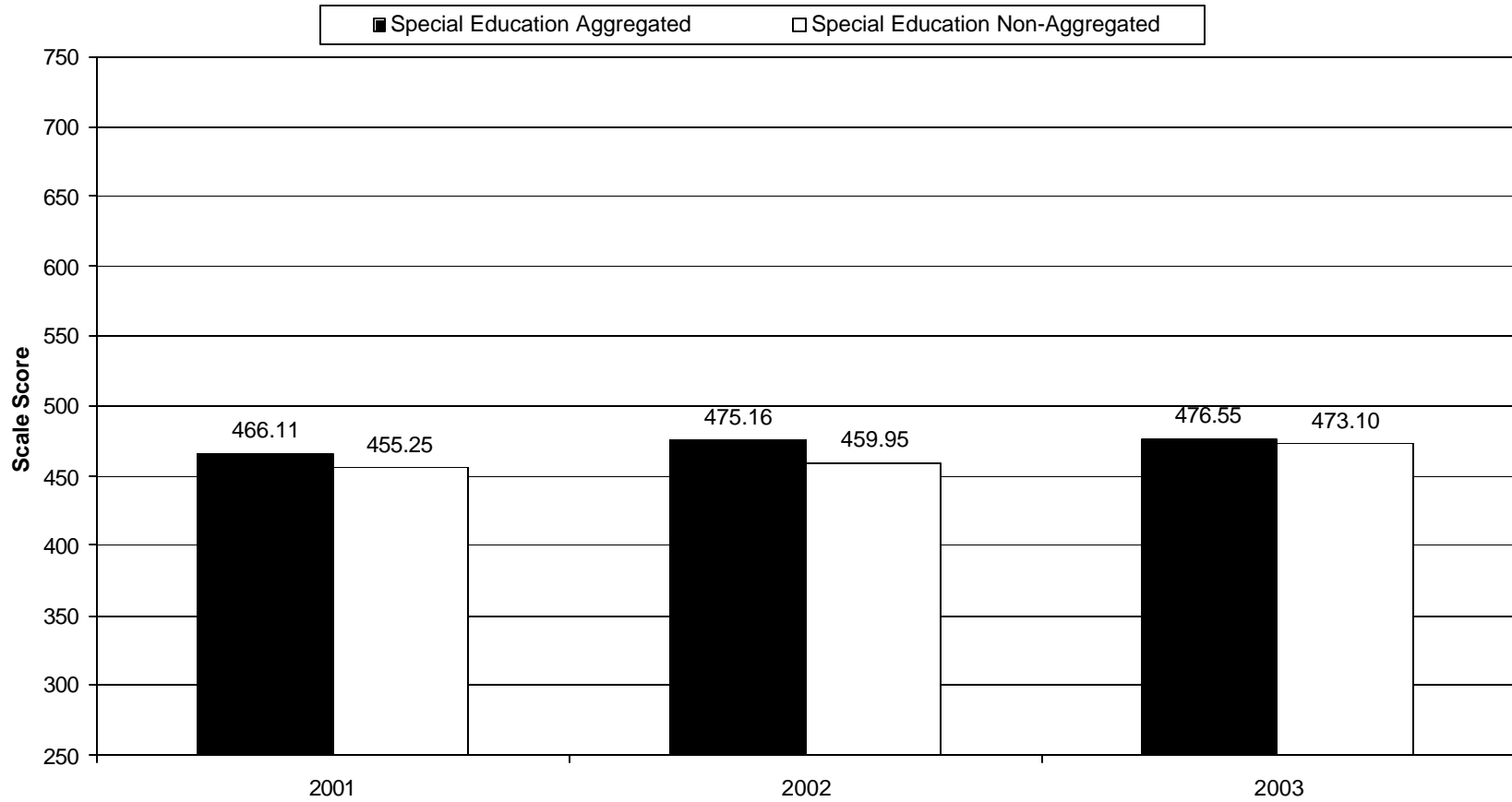
Performance

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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1256	994	1	0	0	0	173	27	230	47	590	188	
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	

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									
	2001			2002			2003		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	994	17.51	82.49	1030	22.04	77.96	1062	25.52	74.48
Non-Aggregated	262	9.36	90.64	232	12.63	87.37	459	21.07	78.93

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

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



Reading Scale Score Average	N	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	994	466.11	1030	475.16	1062	476.55
Special Education: <i>Non-Aggregated</i>	262	455.25	232	459.95	459	473.10

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

	2001 Aggregated N = 994 Non-Aggregated N = 262			2002 Aggregated N = 1030 Non-Aggregated N = 232			2003 Aggregated N = 1062 Non-Aggregated N = 459		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	368	16.85	83.15	358	24.58	75.42	379	27.97	72.03
<i>Male</i>	626	17.89	82.11	672	20.68	79.32	683	24.16	75.84
Non-Aggregated By Gender									
<i>Female</i>	86	4.03	95.97	64	5.89	94.11	144	25.69	74.31
<i>Male</i>	176	12.01	87.99	168	15.20	84.80	315	18.99	81.01
Aggregated By Race/Ethnicity									
<i>American Indian</i>	5	-	-	1	-	-	2	-	-
<i>African American</i>	448	9.15	90.85	435	13.79	86.21	433	16.17	83.83
<i>Asian</i>	3	-	-	4	-	-	2	-	-
<i>Hispanic</i>	52	11.54	88.46	40	27.50	72.50	69	24.64	75.36
<i>Caucasian</i>	486	26.13	73.87	550	28.00	72.00	556	32.91	67.09
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	2	-	-	2	-	-
<i>African American</i>	123	4.05	95.95	130	9.38	90.62	206	13.83	86.17
<i>Asian</i>	2	-	-	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	18	0.00	100.00	20	18.82	81.18	25	8.00	92.00
<i>Caucasian</i>	119	15.87	84.13	80	16.70	83.30	226	29.51	70.49
Aggregated By Disability									
<i>Mental Retardation</i>	71	8.44	91.56	74	8.11	91.89	87	5.75	94.25
<i>Hearing Impairments</i>	5	-	-	12	-	-	22	22.73	77.27
<i>Visual Impairments</i>	0	0.00	0.00	1	-	-	6	-	-
<i>Emotional Disturbance</i>	39	25.64	74.36	59	25.42	74.58	52	30.77	69.23
<i>Orthopedic Impairments</i>	62	19.36	80.64	102	30.39	69.61	109	38.53	61.47
<i>Specific Learning Disabilities</i>	817	17.50	82.50	782	21.87	78.13	783	25.67	74.33
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
<i>Autism</i>	0	0.00	0.00	0	0.00	0.00	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>	42	0.00	100.00	43	2.33	97.67	67	4.48	95.52
<i>Hearing Impairments</i>	7	-	-	1	-	-	13	-	-
<i>Visual Impairments</i>	0	0.00	0.00	1	-	-	1	-	-
<i>Emotional Disturbance</i>	27	10.19	89.81	27	3.71	96.29	35	31.43	68.57
<i>Orthopedic Impairments</i>	16	18.75	81.25	13	-	-	59	26.55	73.45
<i>Specific Learning Disabilities</i>	168	8.98	91.02	144	16.46	83.54	282	23.13	76.87
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	3	-	-	2	-	-
<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.			
2001	1354	1076	278	1288	35	*
2002	1303	1046	257	1265	38	0
2003	1549	1363	186	1526	23	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1252	1183	4	0	4	1	58	1	162	5	955	62	
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	

Students with Disabilities With A Valid Score - Grade 8 Mathematics

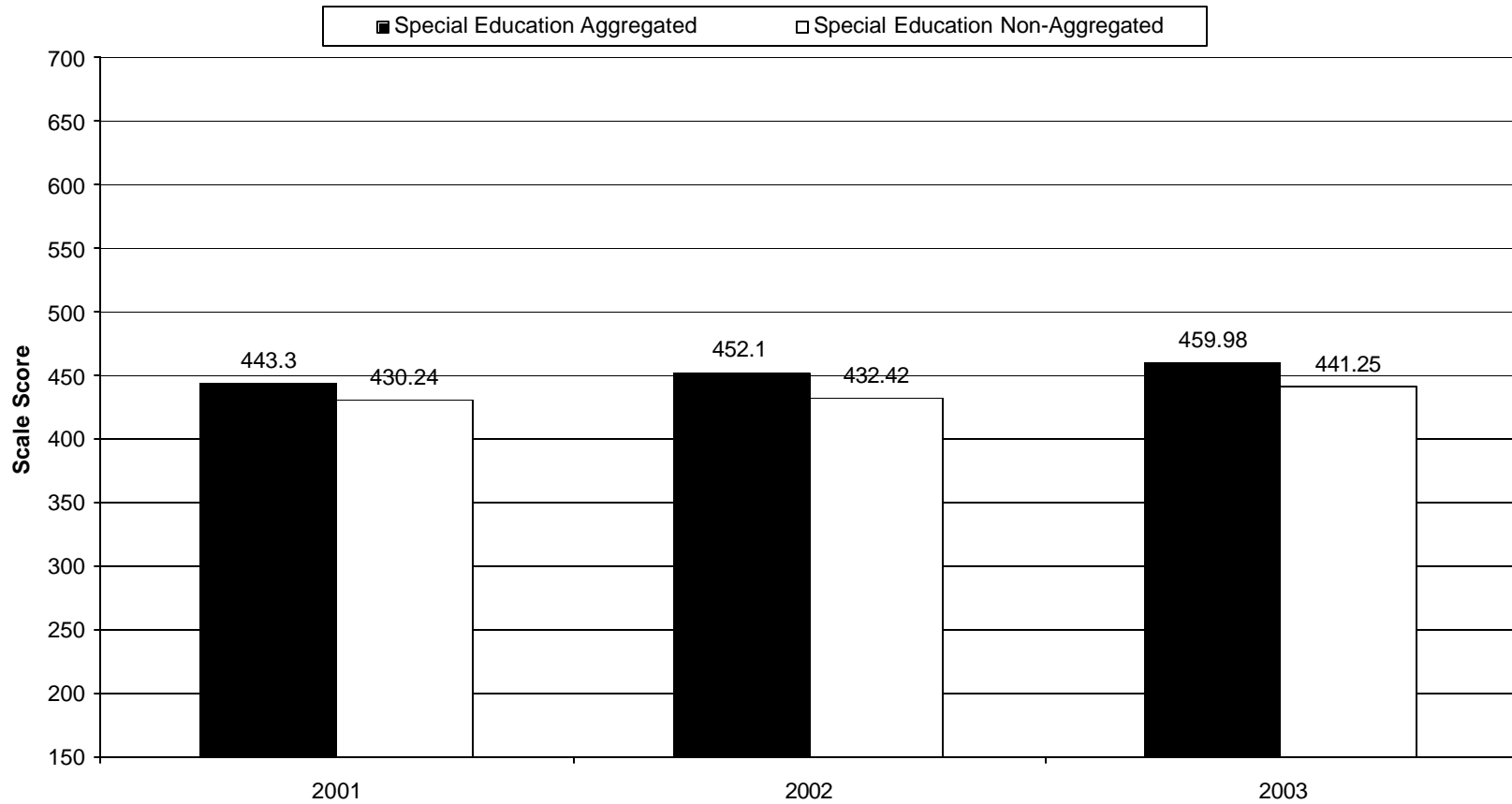
Target: 13% meeting/exceeding by 2005

Benchmark: 2% increase per year to target year 2005

	2001			2002			2003		
	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below	N	% Meets/Exceeds	% Below
Aggregated	1183	5.58	94.42	1158	8.12	91.88	1400	12.14	87.86
Non-Aggregated	69	2.90	97.10	102	0.47	99.53	120	0.83	99.17

**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	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	1183	443.30	1158	452.10	1400	459.98
Special Education: <i>Non-Aggregated</i>	69	430.24	102	432.42	120	441.25

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

	2001 Aggregated N = 1183 Non-Aggregated N = 69			2002 Aggregated N = 1158 Non-Aggregated N = 102			2003 Aggregated N = 1400 Non-Aggregated N = 120		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	436	2.75	97.25	403	4.96	95.04	492	11.59	88.41
<i>Male</i>	747	7.23	92.77	755	9.80	90.20	908	12.44	87.56
Non-Aggregated By Gender									
<i>Female</i>	16	0.00	100.00	19	3.01	96.99	32	0.00	100.00
<i>Male</i>	53	3.78	96.22	83	0.00	100.00	88	1.13	98.87
Aggregated By Race/Ethnicity									
<i>American Indian</i>	5	-	-	2	-	-	4	-	-
<i>African American</i>	528	2.27	97.73	499	2.61	97.39	577	5.37	94.63
<i>Asian</i>	4	-	-	4	-	-	2	-	-
<i>Hispanic</i>	70	2.86	97.14	56	7.14	92.86	79	8.86	91.14
<i>Caucasian</i>	576	8.85	91.15	597	12.90	87.10	738	17.89	82.11
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>African American</i>	38	0.00	100.00	63	0.00	100.00	62	1.62	98.38
<i>Asian</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	3	-	-	6	-	-	15	-	-
<i>Caucasian</i>	27	3.70	96.30	32	1.79	98.21	43	0.00	100.00
Aggregated By Disability									
<i>Mental Retardation</i>	102	0.98	99.02	97	3.10	96.90	129	1.55	98.45
<i>Hearing Impairments</i>	5	-	-	13	-	-	25	28.00	72.00
<i>Visual Impairments</i>	0	0.00	0.00	2	-	-	7	-	-
<i>Emotional Disturbance</i>	45	4.44	95.56	61	14.75	85.25	63	12.70	87.30
<i>Orthopedic Impairments</i>	75	6.67	93.33	107	8.41	91.59	151	11.26	88.74
<i>Specific Learning Disabilities</i>	956	6.07	93.93	877	7.87	92.13	1022	12.92	87.08
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
<i>Autism</i>	0	0.00	0.00	1	-	-	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>	13	-	-	18	0.00	100.00	23	0.00	100.00
<i>Hearing Impairments</i>	7	-	-	1	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	19	0.00	100.00	27	0.00	100.00	23	0.00	100.00
<i>Orthopedic Impairments</i>	2	-	-	8	-	-	18	0.00	100.00
<i>Specific Learning Disabilities</i>	26	0.00	100.00	46	1.19	98.81	44	2.28	97.72
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	2	-	-	2	-	-
<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.			
2001	1354	1047	307	1288	23	*
2002	1303	1056	247	1269	34	0
2003	1549	1341	208	1524	25	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	1264	1196	0	0	0	0	273	1	555	22	368	45	
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	

Students with Disabilities With A Valid Score - Grade 8 Writing

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	1196	22.83	77.17	1176	27.64	72.36	1382	37.48	62.52
Non-Aggregated	68	1.47	98.53	89	1.13	98.87	118	12.01	87.99

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

	2001 Aggregated N = 1196 Non-Aggregated N = 68			2002 Aggregated N = 1176 Non-Aggregated N = 89			2003 Aggregated N = 1382 Non-Aggregated N = 118		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	442	33.26	66.74	408	34.80	65.20	487	45.38	54.62
<i>Male</i>	754	16.71	83.29	768	23.83	76.17	895	33.18	66.82
Non-Aggregated By Gender									
<i>Female</i>	15	-	-	15	-	-	29	19.70	80.30
<i>Male</i>	53	1.88	98.12	74	1.35	98.65	89	10.11	89.89
Aggregated By Race/Ethnicity									
<i>American Indian</i>	5	-	-	2	-	-	4	-	-
<i>African American</i>	535	18.13	81.87	506	19.96	80.04	566	27.39	72.61
<i>Asian</i>	4	-	-	4	-	-	2	-	-
<i>Hispanic</i>	68	8.82	91.18	57	17.54	82.46	78	32.05	67.95
<i>Caucasian</i>	584	28.60	71.40	607	34.93	65.07	732	45.90	54.10
Non-Aggregated By Race/Ethnicity									
<i>American Indian</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>African American</i>	37	0.00	100.00	60	0.00	100.00	61	6.76	93.24
<i>Asian</i>	1	-	-	0	0.00	0.00	0	0.00	0.00
<i>Hispanic</i>	2	-	-	3	-	-	14	-	-
<i>Caucasian</i>	28	0.00	100.00	25	4.00	96.00	43	18.60	81.40
Aggregated By Disability									
<i>Mental Retardation</i>	103	12.62	87.38	97	11.34	88.66	120	14.17	85.83
<i>Hearing Impairments</i>	5	-	-	13	-	-	24	62.50	37.50
<i>Visual Impairments</i>	0	0.00	0.00	2	-	-	6	-	-
<i>Emotional Disturbance</i>	47	14.89	85.11	60	26.67	73.33	60	31.67	68.33
<i>Orthopedic Impairments</i>	76	19.74	80.26	109	35.78	64.22	151	42.38	57.62
<i>Specific Learning Disabilities</i>	965	24.25	75.75	894	28.08	71.92	1018	38.90	61.10
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
<i>Autism</i>	0	0.00	0.00	1	-	-	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>	12	-	-	18	0.00	100.00	23	0.00	100.00
<i>Hearing Impairments</i>	7	-	-	1	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	20	0.00	100.00	27	0.00	100.00	23	8.70	91.30
<i>Orthopedic Impairments</i>	3	-	-	7	-	-	17	23.53	76.47
<i>Specific Learning Disabilities</i>	24	0.00	100.00	34	0.00	100.00	43	11.63	88.37
<i>Deaf-Blindness</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Autism</i>	2	-	-	2	-	-	2	-	-
<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.			
2001	996	780	216	879	40	*
2002	1079	910	169	1023	51	5
2003	1014	879	135	974	40	0

*Special exemption regulations were established in 2001 – 2002.

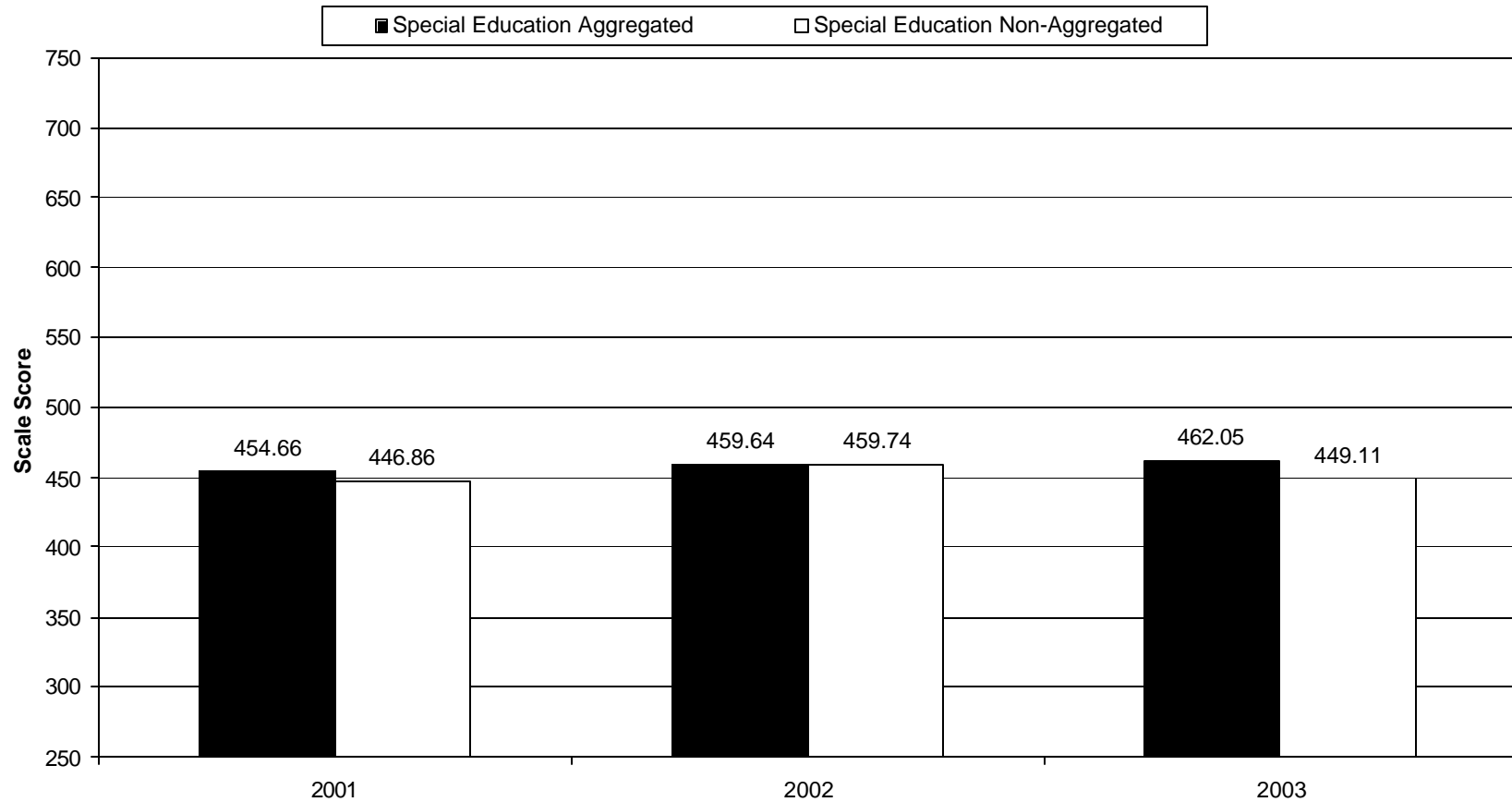
Performance

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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	843	687	0	0	0	0	76	13	107	14	504	129	
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	

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									
	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	687	11.06	88.94	862	13.92	86.08	809	13.10	86.90
Non-Aggregated	156	7.19	92.81	161	16.95	83.05	147	8.01	91.99

**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	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	687	454.66	862	459.64	809	462.05
Special Education: <i>Non-Aggregated</i>	156	446.86	161	459.74	147	449.11

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

	2001 Aggregated N = 687 Non-Aggregated N = 156			2002 Aggregated N = 862 Non-Aggregated N = 161			2003 Aggregated N = 809 Non-Aggregated N = 147		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	236	13.14	86.86	295	12.20	87.80	316	13.61	86.39
<i>Male</i>	451	9.98	90.02	567	14.81	85.19	493	12.78	87.22
Non-Aggregated By Gender									
<i>Female</i>	53	6.37	93.63	55	18.85	81.15	56	6.90	93.10
<i>Male</i>	103	7.62	92.38	106	15.89	84.11	91	8.54	91.46
Aggregated By Race/Ethnicity									
<i>American Indian</i>	3	-	-	6	-	-	4	-	-
<i>African American</i>	291	3.44	96.56	344	3.78	96.22	351	5.41	94.59
<i>Asian</i>	2	-	-	8	-	-	4	-	-
<i>Hispanic</i>	25	8.00	92.00	40	0.00	100.00	49	2.04	97.96
<i>Caucasian</i>	366	17.49	82.51	464	22.84	77.16	401	20.95	79.05
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	74	4.05	95.95	67	1.24	98.76
<i>Asian</i>	1	-	-	0	0.00	0.00	2	-	-
<i>Hispanic</i>	7	-	-	3	-	-	11	-	-
<i>Caucasian</i>	84	13.92	86.08	84	29.68	70.32	67	13.31	86.69
Aggregated By Disability									
<i>Mental Retardation</i>	58	3.45	96.55	71	1.41	98.59	49	0.00	100.00
<i>Hearing Impairments</i>	5	-	-	7	-	-	6	-	-
<i>Visual Impairments</i>	6	-	-	3	-	-	0	0.00	0.00
<i>Emotional Disturbance</i>	21	33.33	66.67	39	35.90	64.10	28	21.43	78.57
<i>Orthopedic Impairments</i>	28	21.43	78.57	62	24.19	75.81	53	26.41	73.59
<i>Specific Learning Disabilities</i>	569	10.19	89.81	679	12.52	87.48	672	12.65	87.35
<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	1	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
Non-Aggregated By Disability									
<i>Mental Retardation</i>	27	0.00	100.00	25	12.00	88.00	26	3.85	96.15
<i>Hearing Impairments</i>	8	-	-	8	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Emotional Disturbance</i>	12	-	-	20	20.00	80.00	21	4.76	95.24
<i>Orthopedic Impairments</i>	9	-	-	10	-	-	9	-	-
<i>Specific Learning Disabilities</i>	99	6.65	93.35	95	17.06	82.94	79	5.62	94.38
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Autism</i>	1	-	-	1	-	-	2	-	-
<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.			
2001	996	798	198	879	52	*
2002	1083	905	178	1017	66	0
2003	1012	890	122	966	46	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.	
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>											
2001	831	781	5	0	3	0	29	0	78	3	666	47	
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	

Students with Disabilities With A Valid Score - Grade 10 Mathematics

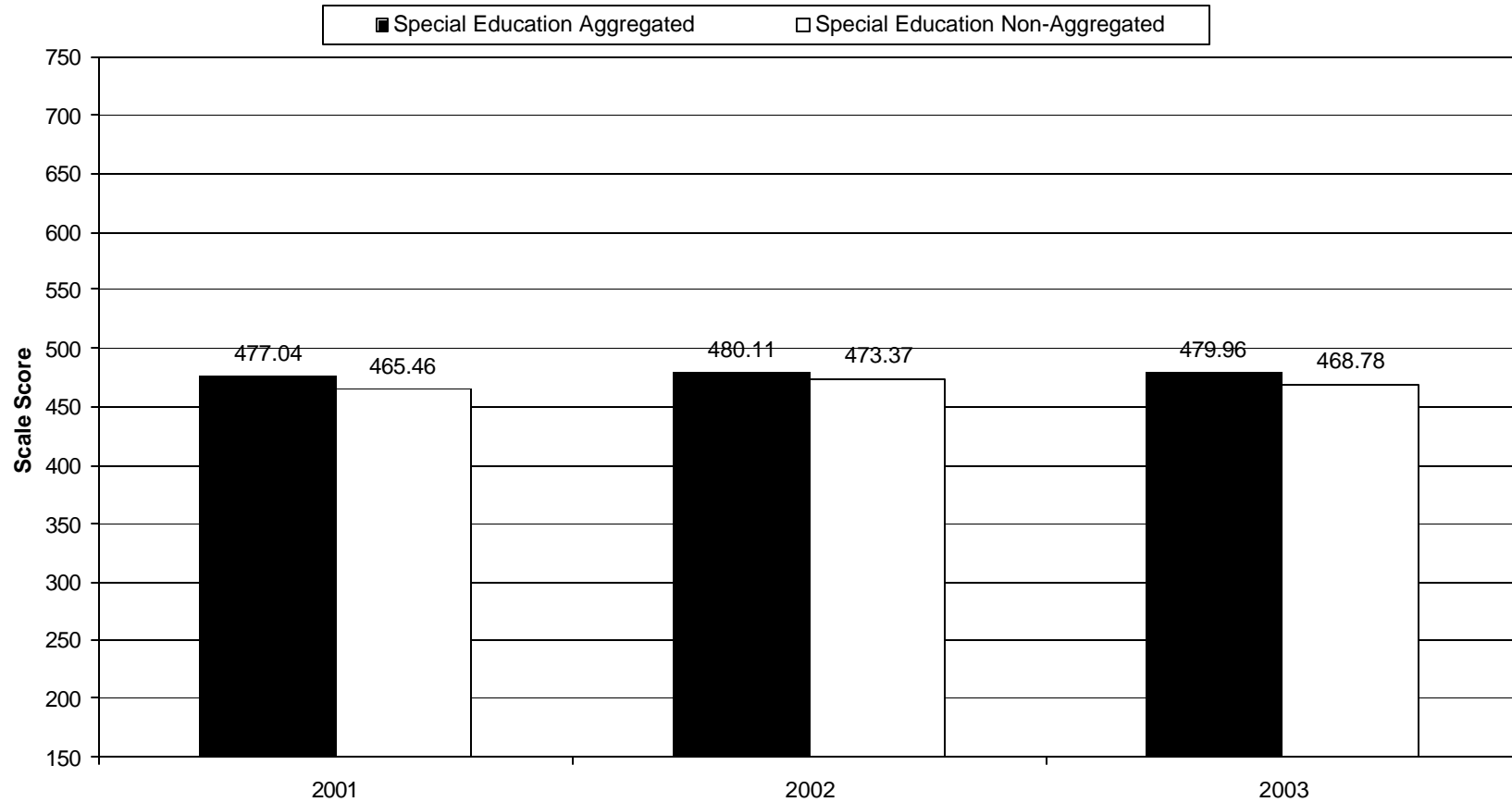
Target: 12% meeting/exceeding by 2005

Benchmark: 2% increase per year to target year 2005

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	781	4.74	95.26	908	6.72	93.28	874	5.49	94.51
Non-Aggregated	50	0.00	100.00	97	5.43	94.57	85	3.53	96.47

**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	2001	N	2002	N	2003
Special Education: <i>Aggregated</i>	781	477.04	908	480.11	874	479.96
Special Education: <i>Non-Aggregated</i>	50	465.46	97	473.37	85	468.78

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

	2001 Aggregated N = 781 Non-Aggregated N = 50			2002 Aggregated N = 908 Non-Aggregated N = 97			2003 Aggregated N = 874 Non-Aggregated N = 85		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	271	2.21	97.79	314	3.18	96.82	349	2.58	97.42
<i>Male</i>	510	6.08	93.92	594	8.59	91.41	525	7.43	92.57
Non-Aggregated By Gender									
<i>Female</i>	15	-	-	24	4.16	95.84	25	0.00	100.00
<i>Male</i>	35	0.00	100.00	73	6.39	93.61	60	5.00	95.00
Aggregated By Race/Ethnicity									
<i>American Indian</i>	4	-	-	6	-	-	4	-	-
<i>African American</i>	323	0.93	99.07	357	1.96	98.04	374	1.34	98.66
<i>Asian</i>	3	-	-	8	-	-	4	-	-
<i>Hispanic</i>	27	0.00	100.00	39	2.56	97.44	54	3.70	96.30
<i>Caucasian</i>	424	8.02	91.98	498	10.44	89.56	438	8.90	91.10
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>	26	0.00	100.00	52	1.92	98.08	46	0.00	100.00
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	2	-	-
<i>Hispanic</i>	3	-	-	3	-	-	5	-	-
<i>Caucasian</i>	21	0.00	100.00	42	11.19	88.81	32	6.25	93.75
Aggregated By Disability									
<i>Mental Retardation</i>	69	0.00	100.00	86	0.00	100.00	62	0.00	100.00
<i>Hearing Impairments</i>	6	-	-	7	-	-	6	-	-
<i>Visual Impairments</i>	6	-	-	4	-	-	0	0.00	0.00
<i>Emotional Disturbance</i>	22	4.55	95.45	41	7.32	92.68	30	10.00	90.00
<i>Orthopedic Impairments</i>	35	14.28	85.72	61	9.84	90.16	56	14.28	85.72
<i>Specific Learning Disabilities</i>	643	4.67	95.33	708	6.21	93.79	719	5.15	94.85
<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	1	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
Non-Aggregated By Disability									
<i>Mental Retardation</i>	11	-	-	11	-	-	10	0.00	100.00
<i>Hearing Impairments</i>	7	-	-	8	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	11	-	-	17	11.77	88.23	22	0.00	100.00
<i>Orthopedic Impairments</i>	2	-	-	7	-	-	8	-	-
<i>Specific Learning Disabilities</i>	18	0.00	100.00	52	0.78	99.22	33	0.00	100.00
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Autism</i>	1	-	-	1	-	-	2	-	-
<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.			
2001	996	783	213	879	33	*
2002	1075	916	159	1020	55	0
2003	1014	860	154	962	52	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.
	<i>All Students With Disabilities</i>	<i>Students With Disabilities Aggregated</i>										
2001	846	795	0	0	2	0	122	1	268	11	403	39
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

Students with Disabilities With A Valid Score - Grade 10 Writing

	2001			2002			2003		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated	795	15.60	84.40	940	9.57	90.43	879	23.78	76.22
Non-Aggregated	51	1.96	98.04	78	1.28	98.72	80	6.42	93.58

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

	2001 Aggregated N = 795 Non-Aggregated N = 51			2002 Aggregated N = 940 Non-Aggregated N = 78			2003 Aggregated N = 879 Non-Aggregated N = 80		
	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below	N	% Meets/ Exceeds	% Below
Aggregated By Gender									
<i>Female</i>	279	18.28	81.72	326	12.58	87.42	349	29.51	70.49
<i>Male</i>	516	14.15	85.85	614	7.98	92.02	530	20.00	80.00
Non-Aggregated By Gender									
<i>Female</i>	15	-	-	20	0.00	100.00	23	8.70	91.30
<i>Male</i>	36	2.78	97.22	58	1.72	98.28	57	5.72	94.28
Aggregated By Race/Ethnicity									
<i>American Indian</i>	4	-	-	6	-	-	4	-	-
<i>African American</i>	329	9.42	90.58	362	5.52	94.48	377	17.77	82.23
<i>Asian</i>	3	-	-	8	-	-	4	-	-
<i>Hispanic</i>	25	12.00	88.00	40	7.50	92.50	55	16.36	83.64
<i>Caucasian</i>	434	20.51	79.49	524	12.40	87.60	439	30.07	69.93
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>	27	0.00	100.00	51	0.00	100.00	40	0.00	100.00
<i>Asian</i>	0	0.00	0.00	0	0.00	0.00	2	-	-
<i>Hispanic</i>	3	-	-	2	-	-	5	-	-
<i>Caucasian</i>	21	4.76	95.24	25	4.00	96.00	33	12.80	87.20
Aggregated By Disability									
<i>Mental Retardation</i>	72	4.17	95.83	84	1.19	98.81	62	9.68	90.32
<i>Hearing Impairments</i>	6	-	-	7	-	-	6	-	-
<i>Visual Impairments</i>	6	-	-	5	-	-	0	0.00	0.00
<i>Emotional Disturbance</i>	24	20.83	79.17	42	9.52	90.48	30	26.67	73.33
<i>Orthopedic Impairments</i>	35	25.71	74.29	66	13.64	86.36	56	25.00	75.00
<i>Specific Learning Disabilities</i>	652	15.49	84.51	735	9.66	90.34	724	24.72	75.28
<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	1	-	-	0	0.00	0.00
<i>Traumatic Brain Injury</i>	0	0.00	0.00	0	0.00	0.00	1	-	-
Non-Aggregated By Disability									
<i>Mental Retardation</i>	12	-	-	12	-	-	11	-	-
<i>Hearing Impairments</i>	7	-	-	8	-	-	10	-	-
<i>Visual Impairments</i>	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
<i>Emotional Disturbance</i>	10	-	-	15	-	-	19	0.00	100.00
<i>Orthopedic Impairments</i>	2	-	-	6	-	-	7	-	-
<i>Specific Learning Disabilities</i>	19	0.00	100.00	35	0.00	100.00	31	6.45	93.55
<i>Deaf-Blindness</i>	0	0.00	0.00	1	-	-	0	0.00	0.00
<i>Autism</i>	1	-	-	1	-	-	2	-	-
<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 2002 Reading - Statewide

Grade	N Eligible	N Participated	Percent Meet/Exceed Standard	Percent Below Standard	Percent Exempted from DAPA
3	80	73	47.95	52.05	8.75
5	79	75	38.67	61.33	5.06
8	101	86	51.16	48.84	8.91
10	115	108	48.15	51.85	4.35

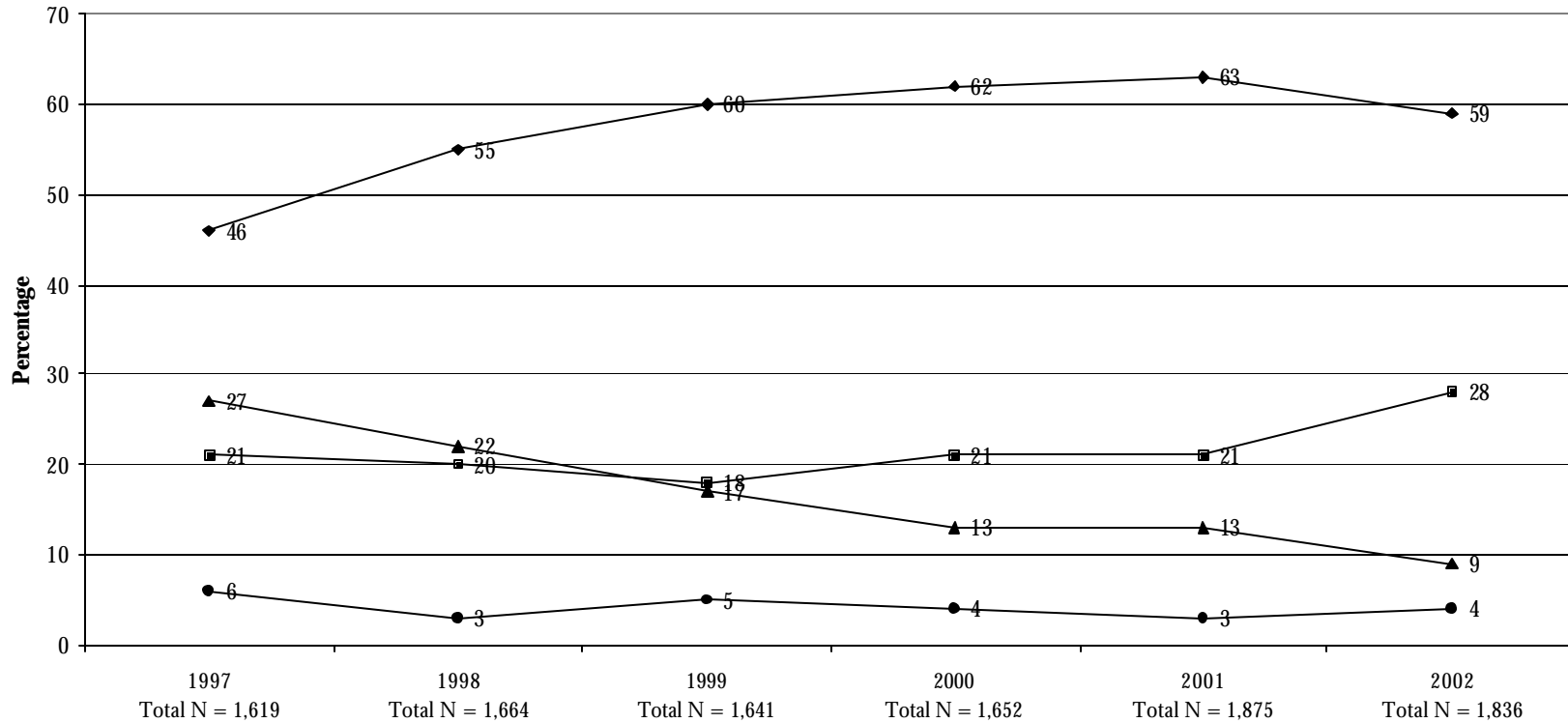
A dash (-) is printed when N is less than 15.

Test Year	Grade	Student Group	N Eligible	N Participated	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent Exempted from DAPA
Spring 2002	Grade 3	Female	24	22	59.09	40.91	8.33
		Male	56	51	43.14	56.86	8.93
	Grade 5	Female	26	25	24.00	76.00	3.85
		Male	53	50	46.00	54.00	5.66
	Grade 8	Female	44	37	40.54	59.46	11.36
		Male	57	49	59.18	40.82	7.02
	Grade 10	Female	46	45	44.44	55.56	2.17
		Male	69	63	50.79	49.21	5.80
Spring 2002	Grade 3	Educable Mentally Disabled	10	-	-	-	-
		Trainable Mentally Disabled	29	26	65.38	34.62	10.34
		Severely Mentally Disabled	7	-	-	-	-
		Physically Impaired	10	-	-	-	-
		PI - Sensory Impairment	6	-	-	-	-
		Autistic	17	17	35.29	64.71	.00
		Deaf and Blind	1	-	-	-	-
	Grade 5	Educable Mentally Disabled	10	-	-	-	-
		Learning Disability	2	-	-	-	-
		Trainable Mentally Disabled	19	18	50.00	50.00	5.26
		Severely Mentally Disabled	9	-	-	-	-
		Physically Impaired	5	-	-	-	-
		PI - Sensory Impairment	6	-	-	-	-
		Hard of Hearing - Partially Deaf	2	-	-	-	-
		Autistic	22	22	45.45	54.55	.00
		Deaf and Blind	4	-	-	-	-

Test Year	Grade	Student Group	N Eligible	N Participated	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent Exempted from DAPA
Spring 2002	Grade 8	Educable Mentally Disabled	9	-	-	-	-
		Learning Disability	6	-	-	-	-
		Trainable Mentally Disabled	39	28	71.43	28.57	15.38
		Severely Mentally Disabled	10	-	-	-	-
		Physically Impaired	5	-	-	-	-
		PI - Sensory Impairment	6	-	-	-	-
		Hard of Hearing - Partially Deaf	5	-	-	-	-
		Autistic	19	19	52.63	47.37	.00
		Deaf and Blind	2	-	-	-	-
	Grade 10	Educable Mentally Disabled	15	15	40.00	60.00	.00
		Learning Disability	3	-	-	-	-
		Trainable Mentally Disabled	41	38	55.26	44.74	4.88
		Severely Mentally Disabled	16	15	40.00	60.00	6.25
		Physically Impaired	4	-	-	-	-
		PI - Sensory Impairment	8	-	-	-	-
		Hard of Hearing - Partially Deaf	5	-	-	-	-
		Autistic	20	19	52.63	47.37	5.00
		Deaf and Blind	3	-	-	-	-
Spring 2002	Grade 3	African American	33	32	40.63	59.38	3.03
		Asian	1	-	-	-	-
		Hispanic	6	-	-	-	-
	Grade 5	Caucasian	40	35	54.29	45.71	12.50
		African American	27	26	42.31	57.69	3.70
		Asian	1	-	-	-	-
	Grade 8	Hispanic	2	-	-	-	-
		Caucasian	49	48	35.42	64.58	2.04
		African American	39	33	57.58	42.42	12.82
	Grade 10	Hispanic	4	-	-	-	-
		Caucasian	58	50	48.00	52.00	6.90
		African American	36	36	44.44	55.56	.00
		Asian	1	-	-	-	-
		Hispanic	6	-	-	-	-
		Caucasian	72	66	50.00	50.00	5.56

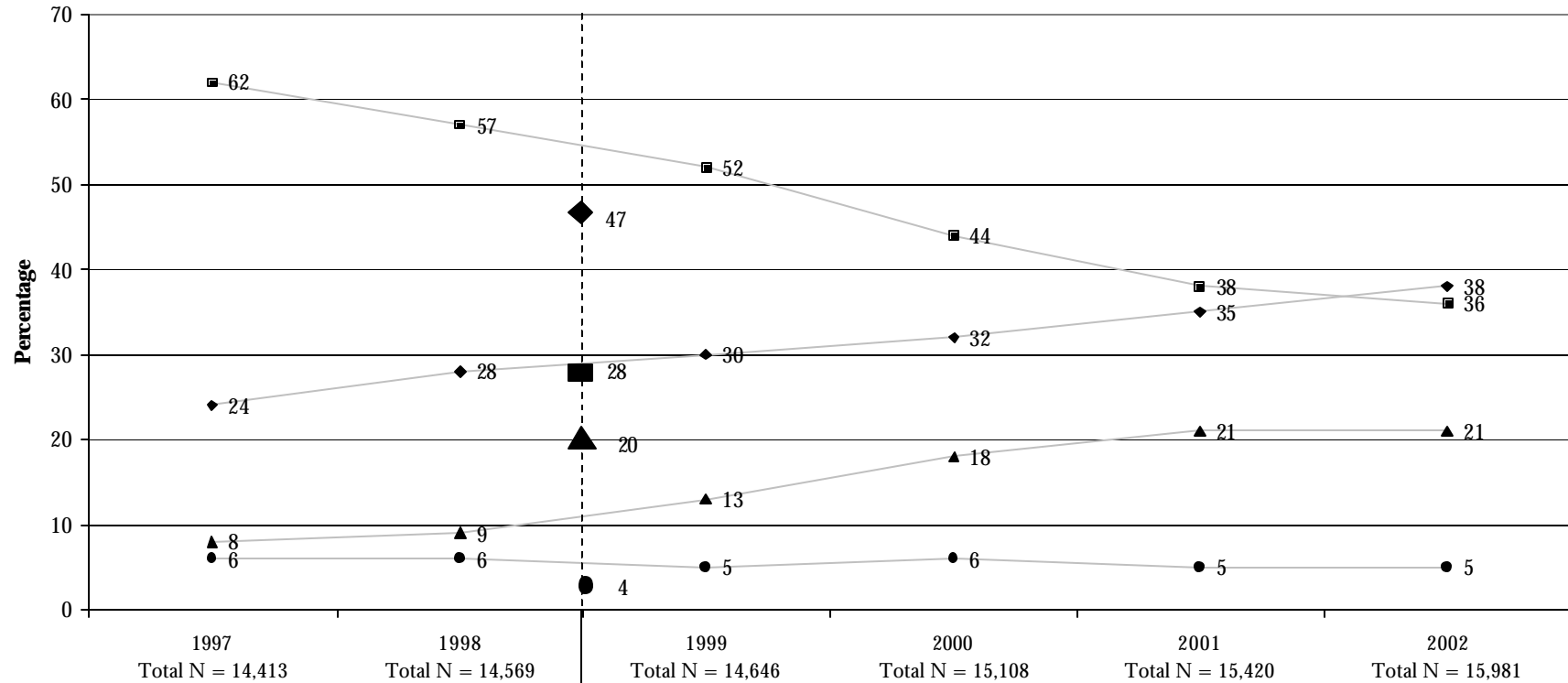
Disaggregated Data: Priority Area Two

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



<ul style="list-style-type: none"> ◆ Early Childhood Setting 1997 N = 747 1998 N = 918 1999 N = 972 2000 N = 1,027 2001 N = 1,178 2002 N = 1,084 	<ul style="list-style-type: none"> ■ Early Childhood Special Education Setting 1997 N = 352 1998 N = 325 1999 N = 301 2000 N = 339 2001 N = 393 2002 N = 516
<ul style="list-style-type: none"> ▲ Part-time Early Childhood/Part-time Special Education Setting 1997 N = 434 1998 N = 363 1999 N = 287 2000 N = 214 2001 N = 239 2002 N = 166 	<ul style="list-style-type: none"> ● Early Childhood Special Education In Other Separate Settings 1997 N = 86 1998 N = 58 1999 N = 81 2000 N = 72 2001 N = 65 2002 N = 70

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



◆ In the Regular Class > 80% of the Day		■ In the Regular Class 40 - 79% of the Day	
1997 N = 3,369	1998 N = 4,130	1997 N = 8,974	1998 N = 8,291
1999 N = 4,359	2000 N = 4,902	1999 N = 7,642	2000 N = 6,649
2001 N = 5,423	2002 N = 6,116	2001 N = 5,928	2002 N = 5,737
National Baseline (47)		National Baseline (28)	
▲ In the Regular Class < 40% of the Day		● Special Education In Other Separate Settings	
1997 N = 1,202	1998 N = 1,320	1997 N = 868	1998 N = 828
1999 N = 1,922	2000 N = 2,670	1999 N = 723	2000 N = 887
2001 N = 3,238	2002 N = 3,268	2001 N = 831	2002 N = 860
National Baseline (20)		National Baseline (4)	

Educational Placement of Children with Disabilities Ages 6 – 21 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
1997-1998	N = 14,413	N = 3,369	N = 8,974	N = 1,202	N = 868
Female	33.65	33.78	34.70	30.78	26.27
Male	66.35	66.22	65.30	69.22	73.73
1998-1999	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	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	15,981	6,116	5,737	3,268	860
Female	34.22	35.60	36.38	29.38	28.37
Male	65.78	64.40	63.62	70.62	71.63

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
1997-1998	N = 111,508	N = 14,413	N = 3,369	N = 8,974	N = 1,202	N = 868
American Indian	< 1	0.19	0.21	0.23	0	0
African American	30	40.64	35.62	41.25	48.09	43.55
Asian	2	0.5	0.42	0.48	0.42	1.15
Hispanic	5	4.45	3.65	4.4	6.82	4.84
Caucasian	63	54.21	60.11	53.63	44.68	50.46
1998-1999	N = 113,420	14,569	4,130	8,291	1,320	828
American Indian	< 1	0.21	0.19	0.24	0.08	0.12
African American	30	40.11	32.88	42.44	46.06	43.36
Asian	2	0.56	0.68	0.47	0.61	0.85
Hispanic	5	4.84	3.87	4.97	7.12	4.71
Caucasian	62	54.28	62.37	51.88	46.14	50.97
1999-2000	N = 112,423	N = 14,646	N = 4,359	N = 7,642	N = 1,922	N = 723
American Indian	< 1	0.22	0.16	0.24	0.21	0.41
African American	31	40.58	33.86	43.35	43.08	45.23
Asian	2	0.55	0.69	0.38	0.68	1.24
Hispanic	5	5.23	4.24	5.38	6.97	4.98
Caucasian	62	53.41	61.05	50.65	49.06	48.13
2000-2001	N = 114,281	N = 15,108	N = 4,902	N = 6,649	N = 2,670	N = 887
American Indian	< 1	0.26	0.2	0.26	0.37	0.34
African American	31	40.18	33.54	42.89	43.75	45.89
Asian	2.3	0.57	0.75	0.36	0.71	0.68
Hispanic	6	5.6	4.32	6.33	6.03	5.86
Caucasian	60.5	53.38	61.18	50.16	49.14	47.24
2001-2002	N = 115,955	15,420	5,423	5,928	3,238	831
American Indian	< 1	0.26	0.3	0.25	0.19	0.36
African American	31.4	40.14	33.03	42.58	45.55	48.01
Asian	2.4	0.58	0.65	0.44	0.68	0.84
Hispanic	6.7	6.17	5	7.42	6.02	5.42
Caucasian	59.2	52.85	61.04	49.31	47.56	45.37
2002-2003	N = 115,748	15,981	6,116	5,737	3,268	860
American Indian	< 1	0.2	0.28	0.3	0.15	0
African American	31.5	39.5	30.67	42.76	47.74	48.49
Asian	2.6	0.6	0.78	0.42	0.67	1.05
Hispanic	7.3	6.6	5.1	8.44	6.55	5.12
Caucasian	58.3	53.1	63.16	48.09	44.89	45.35

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
1997-1998	N = 14,413	N = 3,369	N = 8,974	N = 1,202	N = 868
Mental Retardation	13.24	2.79	11.60	40.27	33.29
Hearing Impairments	1.55	0.68	1.34	0.33	8.76
Speech or Language Impairments	10.91	24.81	8.06	0.42	0.92
Visual Impairments	0.42	1.16	0.18	0.17	0.35
Emotional Disturbance	4.24	1.45	3.52	7.82	17.51
Orthopedic Impairments	4.54	4.84	3.13	10.48	9.68
Specific Learning Disabilities	63.51	64.20	71.21	37.35	17.40
Deaf-Blindness	0.31	0.03	0.17	0.92	2.07
Autism	1.27	0.03	0.79	2.08	9.91
Traumatic Brain Injury	0.03	0.00	0.01	0.17	0.12
1998-1999	14,569	4,130	8,291	1,320	828
Mental Retardation	13.58	3.27	13.70	38.26	24.40
Hearing Impairments	1.45	0.85	1.28	0.15	8.21
Speech or Language Impairments	11.13	29.59	4.69	0.30	0.72
Visual Impairments	0.43	0.99	0.22	0.08	0.24
Emotional Disturbance	4.19	2.13	3.34	7.42	17.87
Orthopedic Impairments	5.12	4.70	3.78	10.91	11.47
Specific Learning Disabilities	62.31	58.31	72.21	35.61	25.72
Deaf-Blindness	0.32	0.02	0.16	1.06	2.29
Autism	1.44	0.10	0.60	6.14	9.06
Traumatic Brain Injury	0.03	0.05	0.02	0.08	0.00
1999-2000	N = 14,646	N = 4,359	N = 7,642	N = 1,922	N = 723
Mental Retardation	13.92	3.35	13.84	37.51	15.77
Hearing Impairments	1.60	1.10	1.40	0.47	9.82
Speech or Language Impairments	10.32	27.92	3.83	0.10	0.00
Visual Impairments	0.40	0.67	0.34	0.10	0.14
Emotional Disturbance	4.34	2.32	3.27	6.40	22.41
Orthopedic Impairments	5.87	5.23	4.75	10.56	9.13
Specific Learning Disabilities	61.56	59.35	71.55	40.27	25.86
Deaf-Blindness	0.28	0.00	0.18	0.94	1.24
Autism	1.69	0.07	0.82	3.59	15.63
Traumatic Brain Injury	0.01	0.00	0.00	0.05	0.00

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
2000-2001	N = 15,108	N = 4,902	N = 6,649	N = 2,670	N = 887
Mental Retardation	13.50	3.53	12.62	32.36	18.38
Hearing Impairments	1.45	1.39	0.98	0.60	7.89
Speech or Language Impairments	10.92	30.74	2.12	0.07	0.00
Visual Impairments	0.34	0.61	0.24	0.15	0.11
Emotional Disturbance	4.47	2.47	3.43	6.37	17.59
Orthopedic Impairments	7.40	6.26	6.71	8.50	15.56
Specific Learning Disabilities	59.90	54.69	73.11	47.30	27.51
Deaf-Blindness	0.28	0.00	0.18	0.45	2.03
Autism	1.74	0.31	0.60	4.19	10.82
Traumatic Brain Injury	0.01	0.00	0.02	0.00	0.11
2001-2002	15,420	5,423	5,928	3,238	831
Mental Retardation	13.52	4.00	12.97	29.77	16.25
Hearing Impairments	1.54	1.49	1.20	0.62	7.94
Speech or Language Impairments	10.65	28.47	1.62	0.06	0.00
Visual Impairments	0.32	0.59	0.15	0.25	0.00
Emotional Disturbance	4.66	2.69	2.90	7.54	18.89
Orthopedic Impairments	9.07	8.21	8.13	10.56	15.52
Specific Learning Disabilities	58.04	54.10	72.15	46.42	28.40
Deaf-Blindness	0.27	0.02	0.22	0.43	1.56
Autism	1.91	0.42	0.64	4.29	11.31
Traumatic Brain Injury	0.03	0.00	0.02	0.06	0.12
2002-2003	N = 15,981	N = 6,116	N = 5,737	N = 3,268	N = 860
Mental Retardation	13.50	3.11	13.39	31.90	16.16
Hearing Impairments	1.60	1.40	1.31	0.52	9.10
Speech or Language Impairments	10.80	26.31	2.00	-	0.00
Visual Impairments	0.30	0.60	-	-	0.00
Emotional Disturbance	4.80	2.91	3.10	8.00	17.70
Orthopedic Impairments	10.40	9.73	9.40	12.00	15.47
Specific Learning Disabilities	56.20	55.22	69.90	42.40	25.35
Deaf-Blindness	0.20	-	-	-	1.90
Autism	2.10	0.50	0.73	4.62	14.30
Traumatic Brain Injury	-	0.00	-	-	-

Disaggregated Data: Priority Area Four

The second Family Survey was disseminated to all districts to send to parents of children with disabilities in the fall of 2002. The same questions were asked in the 2002 survey as were asked in the original survey conducted in the fall of 2000. There were some minor changes made in language and the surveys were to be returned to the University of Delaware with a stamped addressed envelope.

There were approximately twice as many responses received in 2002 as were received in 2000. In 2000, the data were analyzed based on 1,398 surveys. In 2002, the analysis was done with 2,898 surveys, more than double the 2000 amount.

When parents were asked about their overall satisfaction with their child's program in 2000, 89% responded they were either very or somewhat satisfied. In 2002, 87% responded they were either very or somewhat satisfied. Generally, the rates of satisfaction parallel those in the 2000 survey.

Several items continued to be confusing or frustrating to parents. For example, many parents continued to check multiple boxes when identifying their child's disability. However, in general, the identified disabilities were representative of data collected by the state. As with the first survey, children identified as learning disabled were somewhat under represented. The results for questions about satisfaction with school services were comparable to the survey conducted in 2000.

The complete 2002 survey is as follows:

2002 Family Satisfaction Survey Report

A Family Satisfaction Survey was administered in the fall of 2002 as a follow up to the fall of 2000 conducted by the Family Involvement Cluster of Part B Self-Assessment Steering Committee. The data from this survey are to be used by the Partners' Council for Children with Disabilities in addressing Priority Area Four, Increase Family Involvement, of the State Improvement Plan. The same items from 2000 were used with a few minor changes. For the 2002 survey the text enlarged to expand to three pages, minor language changes were made to some items for simplification, and open-ended questions were added to the last section. A postage-paid envelope was stapled to each survey and they were sent home with students to give to their parents (this was the same method as the previous survey.) The envelopes were addressed to the Center for Disabilities Studies where the results were compiled. This was believed to encourage family members to be comfortable giving open and frank responses. Of course, the surveys were completely confidential and no information is available or used in any way that would identify respondents.

The surveys were distributed in the fall of 2002. 2,898 surveys were returned, more than double the amount reported in 2000 (1,398 surveys). The total population surveyed was 17,817 students' families. All of the information from the survey must be considered in this context.

The following is a break down of the data by each item and shows the number of missing responses per item.

Demographic Data

There were several items in this section that were confusing or frustrating for families. The first question regarding race/ethnicity question prompted some angry responses from individuals who either refused to answer or wrote in the margin that they did not agree with the wording of the question.

The category of eligibility was confusing to many respondents. Many parents checked multiple boxes or wrote in the margin that they were not sure. When multiple categories were checked, the first item checked in according the order listed below was recorded. These formal terms are not very “friendly” and are clearly not know by all the family members who responded. Somewhat less difficult, but still unclear to some was the type of educational placement. Respondents also checked multiple items in the placement section.

Age

Number with age missing -193 (6.7%)

5-7 years	8-10 years	11-13 years	14-16 years	17-20 years
16.5%	25.9%	24.4%	18.1%	8.2%

Race/Ethnicity

Caucasian	Hispanic	Asian	American Indian	African American	Unknown
61.9%	5.6%	1.0%	.7%	24.5%	6.2%

What school district does your child attend?

School District	Number Sent	Number Returned	Response Percentage
Appoquinimink	778	129	16.6%
NC Vo-Tech	446	101	22.6%
Capital	1055	109	10.3%
Caesar Rodney	1058	228	21.6%
Red Clay	2227	341	15.3%
Cape Henlopen	798	147	18.4%
Brandywine	1556	296	19%
Polytech	118	17	14.4%
Indian River	1401	152	10.8%
Christina	3101	434	14%
Colonial	1678	193	11.5%
Delmar	140	22	15.7%
Smyrna	613	169	27.6%
Seaford	531	84	15.8%
Campus Comm.	64	16	25%

Lake Forest	516	50	9.7%
Laurel	295	44	14.9%
Milford	671	222	33.1%
SC Vo-Tech	155	46	29.7%
Newark Charter	23	7	30.4%
Woodbridge	192	37	19.3%
Edison	68	12	17.6%
Positive	38	9	23.7%
Marion T. Academy	46	5	10.9%
Sussex Academy	8	4	50%
(Charter Schools)	247	53	21.5%

Category of Disability

Missing: 213 (7.4%)

Educable Mentally Disabled	5.5%
Trainable Mentally Disabled	1.6%
Severely Mentally Disabled	3.6%
Emotionally Disturbed	3.2%
Developmental Delay	12.7%
Learning Disabled	47.1%
Physically Impaired	4.6%
Deaf & Blind	.2%
Blind or Visually Impaired	.9%
Deaf or Hard of Hearing	1.7%
Autistic	4.8%
Speech/language	14.1%

Type of Educational Placement

Missing: 139 (4.8%)

Gen. Ed. Class	Team taught or TAM	Resource room or pull out	Self contained	Center based or special program	Private school
24.9%	25.1%	2.0%	8.8%	20.1%	19.1%

Years Receiving Special Education Services

Mean number of years – 4.98

Standard deviation – 3.59

Missing: 158

Satisfaction with School Services

The overall satisfaction question was answered by the vast majority of the families with only 3.2% missing, and had a mean score of 3.41 on a 1 to 4 scale. Missing responses for the specific items in the special education program section described below were between 336 and 915. Some responses may have been left blank because certain components were not applicable, but there was no category to capture this so it is difficult to interpret the exact meaning of the

missing responses. The percentages listed for the “yes” and “no” responses in this section are based only on the number of people who responded to that item and do not factor in the missing responses. The number of missing items are noted however in the far right column. These results are very comparable to the survey conducted in 2000.

How satisfied are you with your child’s overall special education program?

Mean – 3.41 (on a scale of 1 to 4)

Standard deviation - .76

Number missing – 94 (3.2%)

School Services Continued (this section heading stated “Please indicate whether you are satisfied with the special education program components that apply to your child.”)

Related Services

Yes	No	Number Missing
81.8%	18.2%	748

Quality of Personnel

Yes	No	Number Missing
87.7%	12.3%	417

Access to General Education

Yes	No	Number Missing
87.0%	13%	551

IEP Planning Development

Yes	No	Number Missing
87.9%	12.1%	336

Behavior Support Plan

Yes	No	Number Missing
81.4%	18.6%	843

Family Support Services

Yes	No	Number Missing
74.7%	25.3%	860

Extra-curricular Activities

Yes	No	Number Missing
71.5%	28.5%	860

Appropriateness of Evaluations

Yes	No	Number Missing
83.4%	16.6%	518

Appropriateness of Instruction

Yes	No	Number Missing
81.4%	18.6%	534

Access to Peers without Disabilities

Yes	No	Number Missing
85.4%	14.6%	679

Use of Accommodations

Yes	No	Number Missing
85.3%	14.7%	753

Use of Assistive Technology

Yes	No	Number Missing
79.7%	20.3%	915

Instructional Support Services

Yes	No	Number Missing
80.6%	19.4%	794

Access to Technology

Yes	No	Number Missing
81.6%	18.4%	818

Satisfaction with School Services

Does your local school district include you in the IEP decision-making process involving your child?

Yes	No	Number Missing
96.6%	3.4%	120

Does your local school district appropriately notify you of meetings regarding your child?

Yes	No	Number Missing
95.7%	4.3%	99

Does your local school district schedule meetings at times and places that are mutually agreed to?

Yes	No	Number Missing
94.1%	5.9%	97

Are you satisfied with the opportunity to be an active participant in your child's IEP meeting?

Yes	No	Number Missing
95.0%	5.0%	108

Do you feel your participation is valued?

Yes	No	Number Missing
90.4%	9.6%	134

Do you feel welcomed as part of your child's IEP team?

Yes	No	Number Missing
92.9%	7.1%	146

Does your child participate in his/her IEP meeting?

Yes	No	Number Missing
39.9%	60.1%	164

Child's IEP meeting participation broken down by age:

Age	# of Yes Responses	% of Reporting Yes	# Missing
5-7	122	26.9%	23
8-10	153	21.4%	37
11-13	219	32.3%	32
14-16	367	75.1%	36
17-20	177	77.6%	11

Are your concerns about your child addressed in the IEP meeting?

Yes	No	Number Missing
83.5%	16.5%	210

Dissemination of Information

Did your school district discuss having your child receive special education services in the regular class?

Yes	No	Number Missing
70.9%	29.1%	213

Were you provided with a copy of a Parental Rights in Special Education booklet?

Yes	No	Number Missing
94.0%	6.0%	78

Do you understand the special education process and your rights?

Yes	No	Number Missing
90.7%	9.3%	143

Does the school provide information about your child's program in your native language?

Yes	No	Number Missing
94.6%	5.4%	217

Have you attended any training sponsored by the Department of Education, the Parent Information Center, your local school district or any other group which addresses identified needs of parents, youth with disabilities, and staff?

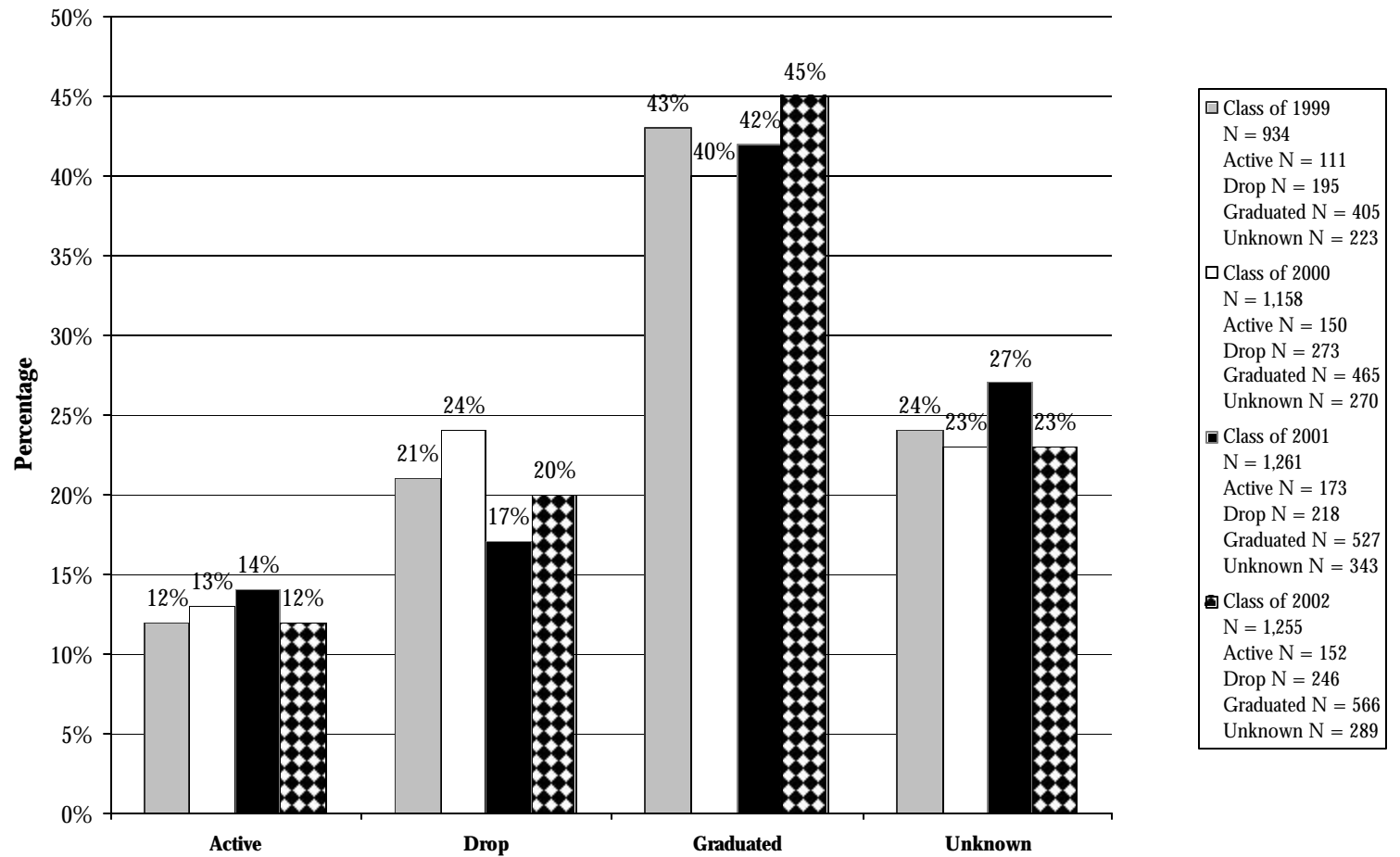
Yes	No	Number Missing
27.9%	70.1%	167

Recommendations

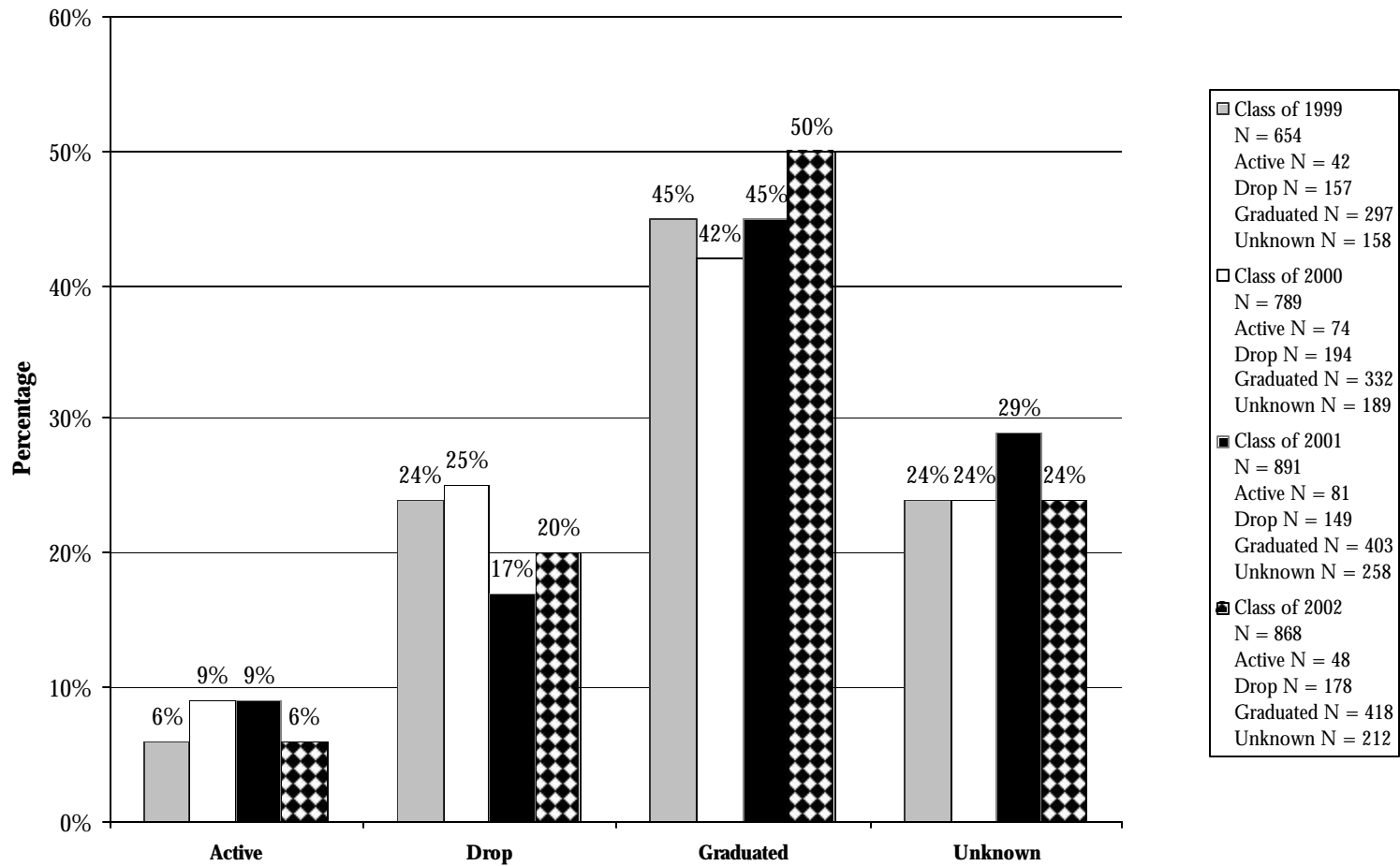
This survey clearly provides helpful information and was an opportunity to hear directly from Delaware families in a confidential manner. However, one of the limitations of this survey, and a common issue in paper and pencil type surveys, is the small sample size and the concern that those who did respond are not representative of the range of families whose children receive special education services in Delaware. Care should be taken for the next survey to sample representative groups of Delaware families and consider additional survey formats, such as focus groups, or a sampling of more in-depth interviews.

Disaggregated Data: Priority Area Five

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

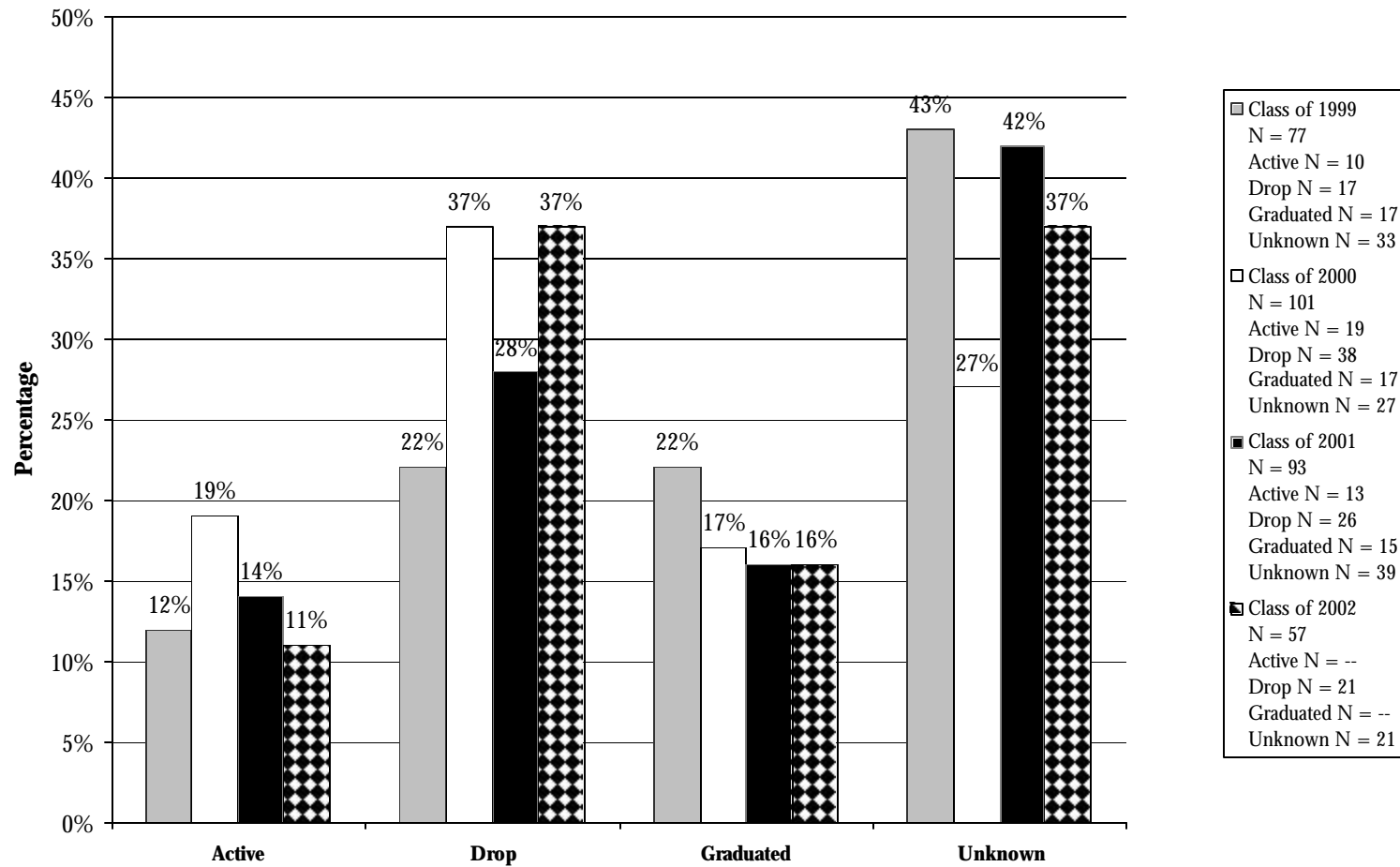


Students with Disabilities - Learning Disability Educational Status (Class of 1999, Class of 2000, Class of 2001, and Class of 2002)

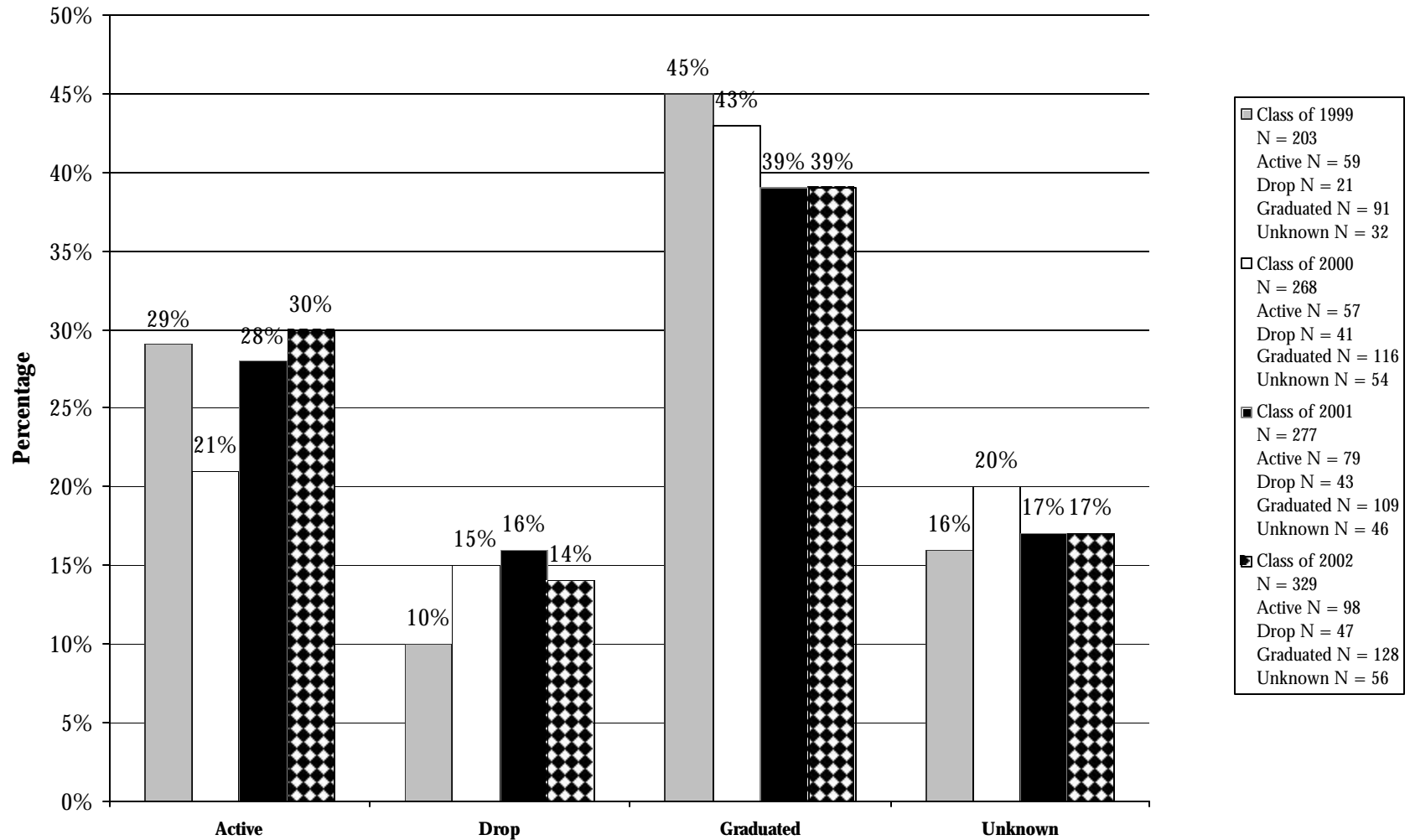


Students with Disabilities - Emotionally Disturbed Educational Status

(Class of 1999, Class of 2000, Class of 2001, and Class of 2002)



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



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Rosanne Griff-Cabelli	Birth to Three Program
Helenann Stimer	Child Development Watch
Robin Fantl	Child Development Watch
Pam Harper	Day Care Providers
Peter Doehring	Delaware Autistic Program
Martha Brooks	Delaware Department of Education
Martha Toomey	Delaware Department of Education
George Smith	Delaware Department of Education, Executive Secretary to the PCCD
Janet Cornwell	Delaware Early Childhood Center
Pat Maichle	Developmental Disabilities Planning Council/ Governor's Advisory Council for Exceptional Citizens
Nancy Colley	Division for Developmental Disability Services
Charlene Dolgos	Division for Visually Impaired
Roy Lafontaine	Division of Developmental Disabilities Services
Faith Moore	Education Surrogate Parent Program
Bernhard Greenfield	Governor's Advisory Council for Exceptional Citizens
Wendy Strauss	Governor's Advisory Council for Exceptional Citizens
Kathy Minke	Higher Education
Kim Beauchamp	Parent Information Center of Delaware
Maria Mendoza	Parent Information Center of Delaware
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Crystal Taylor	Parent/Charter Schools
Beth MacDonald	Parent/Interagency Coordinating Council
Beth Beitzel	Parents of Children with Disabilities
Kathie Cherry	Parents of Children with Disabilities
Lauren Padgett	Parents of Children with Disabilities
Robert Katz	Private Schools
Candace Bedrock	Reading Assist Institute
Carolyn Cotter	Related Services
Jeffrey Roth	School Administrators
Karen Lechner	School Administrators
Raquel Johnson	School Administrators
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Peggy Lashbrook	Statewide Deaf/Blind Program
Edward Bosso	Statewide Deaf/Deaf-Blind Programs
Kathy Gerstley	Teachers
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