

2004 Illinois Special Education Profile

Illinois State Board of Education
Department of Special Education



HINSDALE TWP H S DIST 86

HINSDALE, ILLINOIS

Member of LAGRANGE AREA DEPT SPEC ED-LADSE

Section One: Background Information

Student Population

	Total Enrollment	Students with Disabilities	
		Enrollment	Percent
District	4,239	429	10.1
Cooperative	29,206	3,915	13.4
All H.S. Districts	241,453	33,139	13.7
State	2,090,006	317,129	15.2

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian / Pacific Islander	Native American
District	All Students	77.8	4.3	4.5	13.1	0.3
	Students with Disabilities	83.4	8.2	3.7	4.4	0.2
Cooperative	All Students	80.0	4.3	10.3	5.3	0.1
	Students with Disabilities	81.4	7.0	9.5	2.0	0.1
State	All Students	57.4	21.2	17.7	3.6	0.2
	Students with Disabilities	62.0	23.1	13.5	1.4	0.1

Percent of Students in Each Disability Category

Disability Category	Percent of All Students				Percent of Students w/Disabilities			
	District	Coop	All H.S. Districts	State	District	Coop	All H.S. Districts	State
Autism	0.165	0.483	0.171	0.344	1.63	3.60	1.20	2.30
Deaf-Blindness	0.000	0.003	0.005	0.003	0.00	0.00	0.00	0.02
Developmental Delay	0.000	0.483	0.000	0.390	0.00	3.60		2.60
Emotional Disturbance	1.746	1.061	2.767	1.455	17.25	7.90	20.20	9.60
Hearing Impairment	0.118	0.164	0.163	0.189	1.17	1.20	1.20	1.20
Mental Retardation	0.708	0.565	1.508	1.356	6.99	4.20	11.00	8.90
Multiple Disabilities	0.071	0.041	0.036	0.036	0.70	0.30	0.30	0.20
Orthopedic Impairment	0.142	0.175	0.111	0.138	1.40	1.30	0.80	0.90
Other Health Impairment	0.637	0.678	0.904	0.821	6.29	5.10	6.60	5.40
Specific Learning Disability	6.299	5.547	7.664	6.796	62.24	41.40	55.80	44.80
Speech or Language Impairment	0.165	4.116	0.310	3.550	1.63	30.70	2.30	23.40
Traumatic Brain Injury	0.024	0.031	0.043	0.040	0.23	0.20	0.30	0.30
Visual Impairment	0.047	0.058	0.043	0.056	0.47	0.40	0.30	0.40

Section Two: Student Performance

In order to protect students' identities, test data for groups of fewer than 10 students (or five students for years prior to 2003) are not reported. A blank cell indicates no data was reported.

Participation Rate for State Assessments

As reported on the Illinois State Board of Education Report Cards.

		2002		2003		2004	
		Students with Disabilities**	All Students	Students with Disabilities**	All Students	Students with Disabilities	All Students
District	Enrollment*	81	944	96	994	100	1,003
	Reading	100.0	100.0	100.0	99.1	98.0	99.4
	Mathematics	100.0	100.0	100.0	98.8	98.0	99.2
State	Enrollment*	78,455	610,328	81,924	615,216	89,417	618,424
	Reading	99.1	97.4	100.0	99.8	97.6	99.1
	Mathematics	99.4	97.6	100.0	99.7	97.6	99.1

*Enrollment in the tested grades on the first day of testing.

**Prior to 2004 students with disabilities includes students receiving special education services and students with a Section 504 plan.

Overall Student Performance

The following table presents the overall percentages of test scores in the Meets or Exceeds the Illinois Learning Standards performance levels for state assessments. This combines all subjects for all grades tested. The **Illinois Standards Achievement Test (ISAT)** is used to measure achievement of students in grades 3, 4, 5, 7 and 8 for reading, mathematics, writing, science and social science. The **Prairie State Achievement Examination (PSAE)** is used to measure the same achievement for students in grade 11.

	2002		2003		2004	
	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities
District	36.8	84.9	35.2	84.0	37.1	82.9
All H.S. Districts	21.0	66.3	21.8	66.3	21.9	68.0

Illinois Alternate Assessment (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of students who scored in the Progressing or Attaining performance levels.

Grade		Reading	Math	Writing	Science	Social Science
3	District					
	State					
4	District					
	State					
5	District					
	State					
7	District					
	State					
8	District					
	State					
11	District					
	State					

Student Performance by Subject

The following tables show student performance by subject area for Reading, Mathematics and Science for the past three years. Each table displays the percentage of students who scored in the Meets or Exceeds performance levels. Grades 3 through 8 use the ISAT; grade 11 uses the PSAE. A blank cell indicates no data was reported.

Student Performance in Reading

Grade		2002		2003		2004	
		Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities
11	District	37.5	85.1	33.0	80.1	41.7	80.5
	State	16.9	62.2	15.3	60.8	16.1	61.4

Student Performance in Mathematics

Grade		2002		2003		2004	
		Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities
11	District	27.8	83.1	37.5	83.2	26.0	83.2
	State	13.7	57.5	12.8	57.6	12.2	57.7

Student Performance in Science

Grade		2002		2003		2004	
		Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities	Students with Disabilities	Students without Disabilities
11	District	40.3	81.7	33.3	80.6	38.5	79.9
	State	13.5	56.5	13.1	55.3	13.2	57.4

Section Three: Educational Environment

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with disabilities who are educated in the *least restrictive environment* show increased motivation, higher self-esteem, improved communication and socialization skills and greater academic achievement than those students in a more restrictive, or segregated, environment.

Educational environments can be generally classified into four settings:

1. Students receiving special education or related services outside the regular classroom less than 21% of the time,
2. Students receiving special education or related services outside the regular classroom 21% to 60% of the time,
3. Students receiving special education or related services outside the regular classroom more than 60% of the time, and
4. Students receiving special education or related services in a separate educational facility.

The following information is provided for students ages 6 through 21.

Percent of Students with Disabilities in Various Educational Environments

	2002				Separate Facility	2003				Separate Facility	2004				Separate Facility
	% of Time Outside the Regular Classroom					% of Time Outside the Regular Classroom					% of Time Outside the Regular Classroom				
	<21%	21-60%	>60%			<21%	21-60%	>60%			<21%	21-60%	>60%		
District	53.7	30.9	11.0	4.3	84.9	7.8	4.5	2.8	82.3	10.0	4.4	3.3			
Cooperative	53.0	24.0	20.5	2.5	59.5	23.3	15.5	1.8	61.8	21.6	14.5	2.1			
All H.S. Districts	22.1	33.8	31.6	12.5	26.1	31.7	29.8	12.5	29.2	30.5	27.9	12.3			

Educational Environments for Selected Disabilities

		Outside <21%	Outside 21-60%	Outside >60%	Separate Facility
Emotional Disturbance	District	64.9	20.3	2.7	12.2
	All H.S. Districts	16.2	19.5	26.9	37.4
Mental Retardation	District	13.3	40.0	40.0	6.7
	All H.S. Districts	1.6	9.9	66.9	21.6
Other Health Impairment	District	88.9	7.4	3.7	0.0
	All H.S. Districts	41.1	33.9	19.8	5.3
Specific Learning Disability	District	96.3	3.4	0.0	0.4
	All H.S. Districts	36.7	39.8	21.3	2.2
Speech or Language Impairment	District	100.0	0.0	0.0	0.0
	All H.S. Districts	70.5	16.7	11.6	1.2

Educational Environments by Race / Ethnicity

	Outside <21%	Outside 21-60%	Outside >60%	Separate Facility
White	82.7	9.2	5.0	3.1
Black	74.3	17.1	2.9	5.7
Hispanic	87.5	6.3	0.0	6.3
Asian / Pacific Islander	84.2	15.8	0.0	0.0
Native American	100.0	0.0	0.0	0.0

Section Four: High School Completion

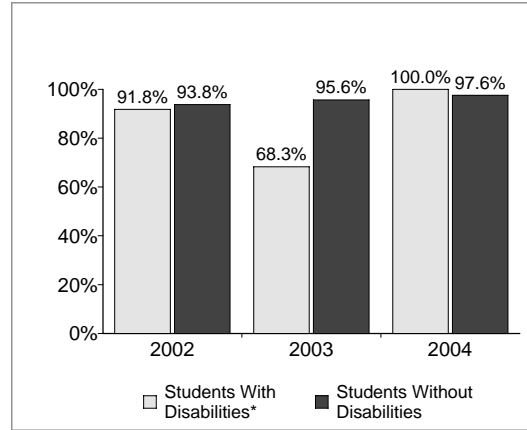
Progression through and completion of high school are significant in assessing the success of an educational system. Graduation rate is a critical indicator related to high school completion, reflecting the level at which students receiving special education services both remain in school and graduate with a standard diploma.

Graduation Rate

The **Graduation Rate** in Illinois is defined as the percent of the original freshman class who graduated with a standard diploma, adjusted for student transfers and deaths.

Graduation Rates for Students with Disabilities*

	2002	2003	2004
District	91.8	68.3	100.0
Cooperative	87.0	75.0	86.9
State	69.1	71.5	75.8



Compared to Students without Disabilities - 2004

	Students with Disabilities	Students without Disabilities	Disparity
District	100.0	97.6	2.4
Cooperative	86.9	95.6	-8.7
State	75.8	87.9	-12.1

*Prior to 2004, "students with disabilities" includes students receiving special education services and students with a Section 504 plan.