

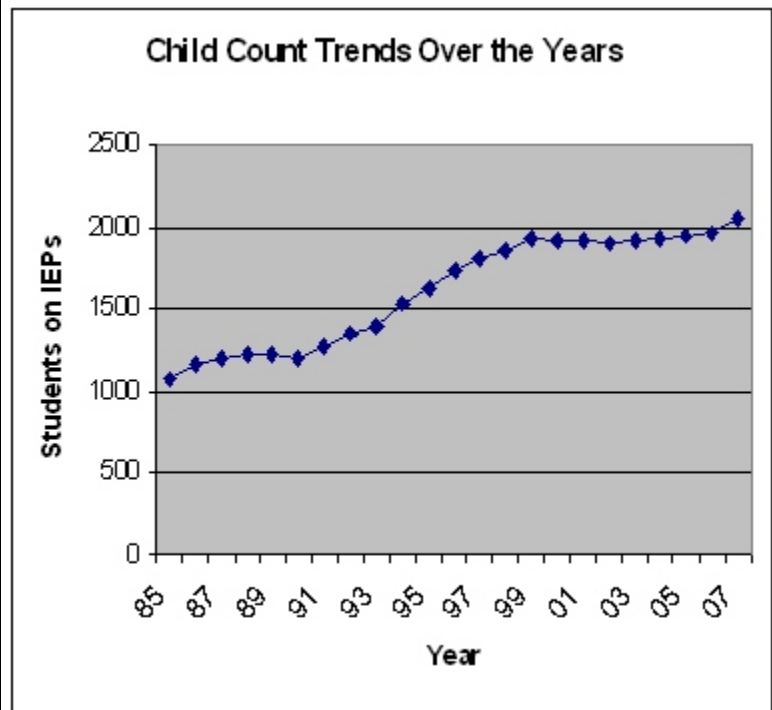
**ST CLOUD AREA SCHOOL DISTRICT 742
STUDENT SERVICES/SPECIAL EDUCATION DEPARTMENT**

**SUMMARY OF 2007 UNDUPLICATED CHILD COUNT DATA
December 1, 2007**

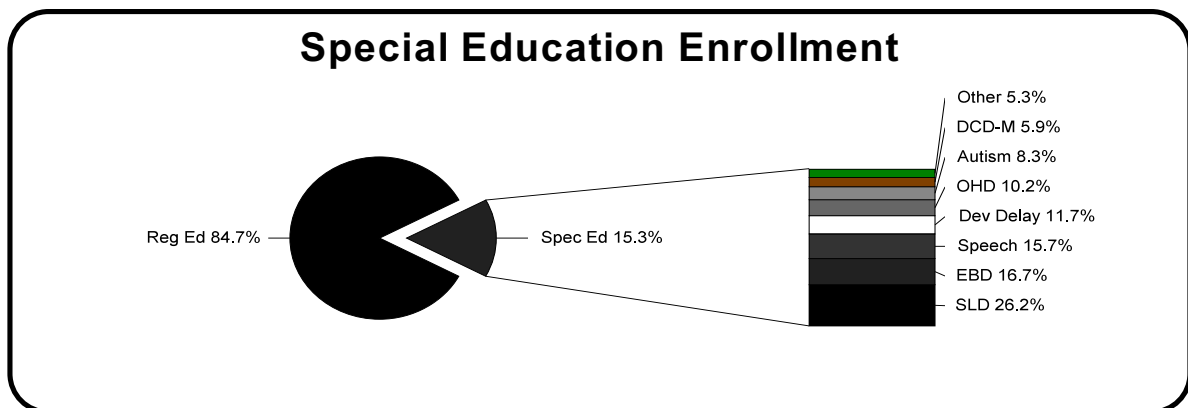
Change Over the Past Year & Trends Over the Years

1. The total December 1, 2007, Unduplicated Child Count equaled 2,048 students or 15.3% of the District enrollment. This is an increase of 89 students from last year's count.

Year	Unduplicated Child Count	Change from Previous Year
2007	2048	+89
2006	1959	+8
2005	1951	+17
2004	1934	+17
2003	1917	+14
2002	1903	- 13
2001	1916	- 5
2000	1921	- 19
1999	1940	+79
1998	1861	+ 58
1997	1803	+ 69
1996	1734	+ 112
1995	1622	+ 89
1994	1533	+ 144
1993	1389	+ 40
1992	1349	+ 75
1991	1274	+ 78
1990	1196	- 33
1989	1229	+ 7
1988	1222	+ 20
1987	1202	+ 44
1986	1158	+ 80
1985	1078	+ 4



2. The following graphic breaks down the 2007 Unduplicated Child Count by disability area. The largest disability categories are Specific Learning Disability (SLD), Emotional/Behavior Disorder (EBD) and Speech/Language Impaired (SP/L), which make up nearly 60% of the Child Count.



3. The most notable changes from last year's Unduplicated Child Count are increasing SPCH (+29), EBD (+24), and ASD (+22) populations. Over the past two years SPCH and OHD have increased by +58 and +38, respectively, while SLD has decreased by -32. These numbers reflect primary disability counts.

Public enrollment increased by 38 students while non-public enrollment decreased by 56 students, resulting in an overall enrollment decrease of 18 students.

**DECEMBER 1, 2007 CHILD COUNT
COMPARISONS WITH PREVIOUS YEARS' DATA**

PRIMARY DISABILITY	2007	2006	2005	2004	2003	2002	2005-07 Diff.	2006-07 Diff.
Autism Spectrum Disorders (ASD)	170	148	142	123	99	75	+28	+22
Deaf/Blind (D/B)	1	1	1	0	0	0	0	0
Developmental Delay (DD)	240	226	225	224	207	204	+15	+14
Emotional/Behavioral Disorder (EBD)	342	318	331	344	339	318	+11	+24
Deaf/Hard of Hearing (D/HOH)	25	27	27	33	34	34	- 2	- 2
Dev. Cognitive Disability–Mild/ Moderate (DCD-M)	121	130	136	135	131	139	- 15	- 9
Other Health Disabilities(OHD)	208	189	170	163	152	148	+38	+19
Physically Impaired (PHY)	28	28	31	35	41	38	- 3	0
Specific Learning Disability (SLD)	536	543	568	573	632	671	- 32	- 7
Speech/Language Impairment (SPCH)	322	293	264	249	229	224	+58	+29
Dev. Cognitive Disability–Severe/ Profound (DCD-S)	25	26	32	34	40	38	- 7	- 1
Traumatic Brain Injury (TBI)	5	5	5	3	2	4	0	0
Visual Impairment (VI)	8	8	5	7	5	5	+3	0
Severely Multiply Impaired (SMI)	17	17	14	11	6	5	+3	0
TOTAL	2048	1959	1951	1934	1917	1903	+97	+89
% OF ENROLLMENT	15.31%	14.63%	14.61%	14.39%	14.11%	13.60%	+ .70%	+ .68%

ENROLLMENT	2007	2006	2005	2004	2003	2002	2005-07 Diff.	2006-07 Diff.
PUBLIC	10,361	10,323	10,164	10,253	10,312	10,623	+197	+38
NON-PUBLIC	3,012	3,068	3,191	3,184	3,272	3,365	- 179	- 56
TOTAL	13,373	13,391	13,355	13,437	13,584	13,988	+18	- 18

Note: The 2007 enrollment figure reported here is slightly higher than the enrollment reported for District 742 by the State of Minnesota on the Federal Unduplicated Child Count Report, because it includes 220 home schooled children. Home schooled children were also included in the previous years' non-public totals.

Incidence Rates By Building—Public Schools Only

4. The mean incidence rate of students with disabilities per public school enrollment at the elementary level remains at 17.1%. Discovery, Clearview, Lincoln and Talahi have incidence rates above the mean. Westwood, Madison, Kennedy and Oak Hill have incidence rates below the mean. Discovery remains the school with the highest incidence rate (22.1%) and Oak Hill the school with the lowest incidence rate (12.0%). The schools with the most significant changes in incidence rates from last year are Kennedy, Discovery and Madison with incidence rate decreases of -1.8%, -1.5%, and -1.4%, respectively. Schools with the most significant increases in incidence rate were Westwood (+1.3%) and Clearview (+1.1%)
5. The mean incidence rate of students with disabilities per public school enrollment at the secondary level is 15.0%. This is an increase from last year's incidence rate of 14.1%. ALC programs remain the school setting with the highest incidence rate of 23.1%. ALC and North have incidence rates above the mean, while South, Apollo and Tech have incidence rates below the secondary mean. ALC, North, and Tech all had sizeable incidence rate increases from last year (+4.6%, +2.8%, and +1.4%, respectively), while South and Apollo had decreasing rates.
6. The non-public special education incidence rate increased slightly from 2.7% in 2006 to 2.8% in 2007. Home schooled students are included in both the non-public enrollment and non-public special education incidence rates.

INCIDENCE RATES BY BUILDING

*Schools Listed in Order of Incidence Rate
From Highest to Lowest within Elementary & Secondary*

SCHOOL	DEC 1 ST ENRLMNT	CHILD COUNT (All Disab)	INCIDENCE RATE						
			2007 Current	2006	2005	2004	2003	2002	2001
Discovery	655	145	22.1	23.6	24.0	24.5	19.2	20.3	19.2
Clearview	390	79	20.3	19.2	15.5	16.3	17.9	15.5	15.8
Lincoln	302	61	20.2	20.4	19.4	17.9	17.2	17.6	14.1
Talahi	680	130	19.1	18.9	19.4	20.1	19.0	15.5	14.4
Westwood	609	102	16.7	15.4	13.5	12.2	13.1	15.3	15.9
Madison	591	94	15.9	17.3	16.8	17.8	20.2	16.9	19.6
Kennedy	420	66	15.7	17.5	14.9	17.9	16.2	12.9	14.3
Oak Hill	1011	121	12.0	11.2	12.1	13.3	12.8	11.3	11.0
Total Pub Elem	4658	798	17.1	17.1	16.6	17.3	16.8	15.8	15.4
ALC	342	79	23.1	18.5	19.2	19.3	20.3	13.3	12.8
North	642	134	20.9	18.1	17.3	16.2	15.9	16.7	19.5
South	705	102	14.5	15.1	15.7	14.3	12.7	14.5	13.5
Apollo	1347	174	12.9	13.6	13.8	14.2	15.1	15.6	13.9
Tech	1546	200	12.9	11.5	11.6	10.8	12.5	10.9	10.6
Total Pub Sec	4582	689	15.0	14.1	14.3	13.8	14.4	13.8	13.4
Total Non-Pub	3012	85	2.8	2.7	2.9	2.1	2.1	2.2	2.7

Relationship Between Enrollment and Incidence Rate

7. The table below shows the public elementary, public secondary, and non-public K-12 enrollment, unduplicated child count, and resulting incidence rates over the past eight years. The public elementary enrollment increased by 114 students in 2007, which is one of the few years of increased enrollment across the last many years and certainly the largest for any of the eight years recorded here. The public elementary unduplicated child count increased by 19 students, which resulted in the public elementary incidence rate remaining at 17.1%. The elementary special education incidence rate has varied by less than a percent during the last five years.

The public secondary enrollment decreased again this year, which has been the trend for at least the last eight years recorded here. Enrollment dropped by 114 students in 2007, and the unduplicated child count increased by 25 students. This resulted in an increase in the secondary incidence rate of .9%--from 14.1% to 15.0%. This is the largest change in the secondary incidence rate that has occurred during the last eight years.

The non-public enrollment decreased by 56 students in 2007. The non-public unduplicated child count increased by three students. The resulting non-public incidence rate increased from 2.8% to 2.9% and is significantly lower than the public school incidence rate.

Relationship Between Enrollment and Incidence Rate

	2007	2006	2005	2004	2003	2002	2001	2000
Total Public Elementary Enrollment	4658	4544	4551	4654	4624	4802	4923	5053
<i>Change From Previous Year</i>	+114	-7	-103	+30	-178	-121	-130	- 206
Total Public Elementary Child Count	798	779	757	806	777	757	759	768
<i>Change From Previous Year</i>	+19	+22	- 49	+29	+20	-2	-9	- 60
Resulting Incidence Rate	17.1	17.1	16.6	17.3	16.8	15.8	15.4	15.2
Total Public Secondary Enrollment	4582	4696	4715	4768	4924	5263	5339	5538
<i>Change From Previous Year</i>	-114	-19	- 53	-156	-339	-76	-199	- 83
Total Public Secondary Child Count	689	664	674	659	709	726	717	702
<i>Change From Previous Year</i>	+25	-10	+15	-50	-17	+9	+15	+55
Resulting Incidence Rate	15.0	14.1	14.3	13.8	14.4	13.8	13.4	12.7
Total Non-Public Enrollment	3012	3068	3190	3184	3272	3365	3403	3365
<i>Change From Previous Year</i>	-56	-122	+6	-88	-93	-38	+38	+7
Total Non-Public Child Count	85	82	91	68	70	75	92	93
<i>Change From Previous Year</i>	+3	-9	+23	-2	-5	-17	- 1	- 3
Resulting Incidence Rate	2.8	2.7	2.9	2.1	2.1	2.2	2.7	2.8

Note: Preschool Early Childhood Special Education students, resident students receiving services outside the District or at the Sheriff's Youth Program or the St. Cloud Hospital Programs/Clara's House, Riverwoods students, and Inn-Step/CO2 students are not included in this analysis..

Unduplicated Child Count Totals By Building By Primary Disability

8. The total public elementary Unduplicated Child Count increased by 18 students from last year. Clearview and Oak Hill had the largest increases with +10 students each. The disability areas showing the greatest change since last year were Speech/Language Impairment (+16) and Developmental Delay (+13). SLD and OHD had the largest decreases, by -5 and -4, respectively. (EBD also decreased by -1.) SLD decreased by 46 students over the past four years at the elementary level

2007 Public K-6 Unduplicated Child Count By Building

District 742 Residents Only		Clearview	Discovery	Kennedy	Lincoln	Madison	Oak Hill	Talahi	Westwood	Total Public Elementary	2006-2007 Difference
Primary Disability	Year										
Speech/Language Impairment	2006	16	31	15	7	23	17	33	28	170	
	2007	24	38	15	5	19	23	32	30	186	+16
Dev Cognitive Disab - Mild/Moderate	2006	3	11	4	5	5	6	7	5	46	
	2007	4	10	5	6	5	6	5	3	44	- 2
Dev Cognitive Disab - Severe/Profound	2006	1	2	-	-	-	-	1	2	6	
	2007	1	3	-	-	-	-	2	1	7	+1
Physically Impaired	2006	2	5	2	1	-	2	1	1	14	
	2007	1	4	1	2	-	2	1	1	12	- 2
Deaf/Hard of Hearing	2006	-	7	1	-	1	1	1	1	12	
	2007	1	7	-	-	-	1	1	-	10	- 2
Deaf/Blind	2006	1	-	-	-	-	-	-	-	1	
	2007	1	-	-	-	-	-	-	-	1	0
Visual Impairment	2006	-	1	-	-	1	1	-	-	3	
	2007	1	1	-	-	-	1	-	-	3	0
Specific Learning Disability	2006	25	28	21	22	30	28	32	23	209	
	2007	22	26	19	18	37	28	32	22	204	- 5
Emotional/ Behavioral Disorder	2006	8	27	8	10	9	10	21	13	106	
	2007	6	25	8	10	5	10	20	21	105	- 1
Other Health Disabilities	2006	6	14	8	3	7	17	10	4	69	
	2007	7	11	4	3	10	17	8	5	65	- 4
Autism Spectrum Disorders	2006	3	8	7	7	5	20	10	12	72	
	2007	4	13	5	5	6	24	10	11	78	+6
Developmental Delay	2006	3	10	2	10	8	7	9	11	60	
	2007	6	6	7	12	11	9	16	6	73	+13
Traumatic Brain Injury	2006	-	-	-	-	1	1	-	-	2	
	2007	-	-	-	-	-	-	-	-	0	- 2
Severely Multiply Impaired	2006	1	-	2	-	-	1	3	2	9	
	2007	1	1	2	-	1	-	3	2	10	+1
TOTAL	2006	69	144	70	65	90	111	128	102	779	
	2007	79	145	66	61	94	121	130	102	798	+19
2006-2007 Difference		+10	+1	- 4	- 4	+4	+10	+2	0	+19	

9. The total public secondary Unduplicated Child Count increased by 25 students in 2007. The schools with the most significant changes were North (+18), Tech (+17), ALC (+13), and South (-14). The disability areas showing the greatest increases were OHD (+13), SPCH (+10), and EBD (+10). SLD decreased by -11 in 2007, and by -27 students over the past two years. Both SPCH and OHD increased by 25 students over the past two years.

2007 Public 7-12 Unduplicated Child Count By Building

District 742 Residents Only		North	South	Apollo	Tech	ALC/ West&Wilson	Total Public Sec	2006-2007 Difference
Primary Disability	Year							
Speech/Language Impairment	2006	8	7	4	8	-	27	
	2007	13	12	6	5	1	37	+10
Dev Cognitive Disab - Mild/Moderate	2006	12	5	22	14	1	54	
	2007	7	6	22	10	1	46	- 8
Dev Cognitive Disab - Severe/Profound	2006	2	-	2	5	-	9	
	2007	4	-	3	5	-	12	+3
Physically Impaired	2006	2	-	6	2	-	10	
	2007	4	-	4	1	-	9	- 1
Deaf/Hard of Hearing	2006	2	1	8	-	-	11	
	2007	6	-	4	2	-	12	+1
Visual Impairment	2006	1	-	-	3	-	4	
	2007	1	-	-	2	-	3	- 1
Specific Learning Disability	2006	48	47	66	82	22	265	
	2007	49	38	55	85	27	254	- 11
Emotional/ Behavioral Disorder	2006	16	23	38	30	34	141	
	2007	22	17	36	37	39	151	+10
Other Health Disabilities	2006	15	23	19	23	7	87	
	2007	15	20	24	33	8	100	+13
Autism Spectrum Disorders	2006	10	8	15	16	2	51	
	2007	13	7	16	19	3	58	+7
Traumatic Brain Injury	2006	-	1	-	-	-	1	
	2007	-	1	-	1	-	2	+1
Severely Multiply Impaired	2006	-	1	3	-	-	4	
	2007	-	1	4	-	-	5	+1
TOTAL	2006	116	116	183	183	66	664	
	2007	134	102	174	200	79	689	+25
2006-2007 Difference		+18	- 14	- 9	+17	+13	+25	

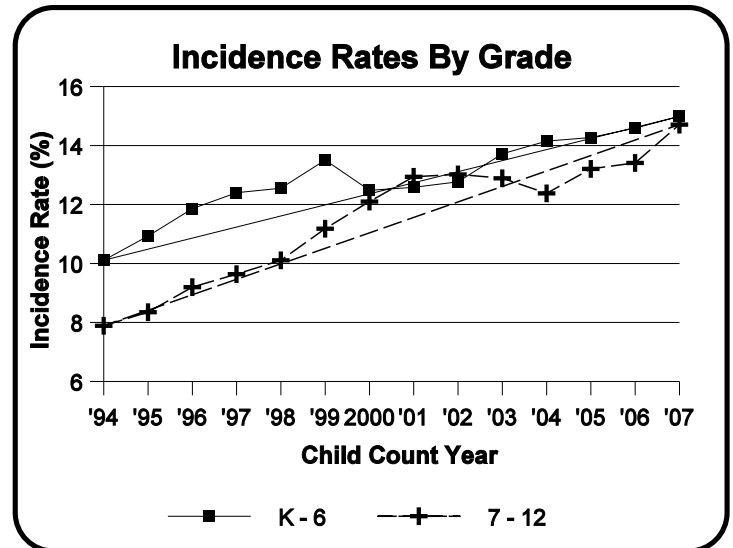
10. Overall, the number of special education students who attend other buildings/sites has increased by 45 students this past year. The two sites with the greatest change from last year are Out-of-District placements (+21), Roosevelt ECSE (+14), and Riverwoods/SYP/Hospital (+10). The disability areas with the largest changes are EBD (+15) and OHI (+10). District 742 has 199 resident students with IEPs who attend schools out-of-district. In comparison, 127 non-resident students with IEPs attend District 742 schools.

2007 Unduplicated Child Count – Other Buildings/Sites

District 742 <u>Residents</u> Only		Roosevelt ECSE	Inn-Step/CO2	Riverwoods/SYP/Hosp	Out-of-District	Non-Public	Total Other	2006-2007	Difference
		Primary Disability	Year						
Speech/Language Impairment	2006	35	-	-	25	36	96		
	2007	39	-	1	24	35	99	+3	
Dev Cognitive Disab - Mild/Moderate	2006	1	13	-	13	3	30		
	2007	-	13	-	15	3	31	+1	
Dev Cognitive Disab - Severe/Profound	2006	-	7	-	3	1	11		
	2007	-	3	-	3	1	7	-4	
Physically Impaired	2006	-	1	-	2	1	4		
	2007	1	1	-	3	2	7	+3	
Deaf/Hard of Hearing	2006	1	1	-	1	1	4		
	2007	1	1	-	-	1	3	-1	
Visual Impairment	2006	-	-	-	-	1	1		
	2007	1	-	-	-	1	2	+1	
Specific Learning Disability	2006	-	-	-	47	22	69		
	2007	-	-	9	46	23	78	+9	
Emotional/Behavioral Disorder	2006	-	-	27	43	1	71		
	2007	3	-	24	59	-	+86	+15	
Deaf-Blind	2006	-	-	-	-	-	0		
	2007	-	--	-	-	-	0	0	
Other Health Disabilities	2006	-	1	6	18	8	33		
	2007	1	1	8	23	10	43	+10	
Autism Spectrum Disorders	2006	6	5	-	11	3	25		
	2007	6	7	2	12	7	34	+9	
Developmental Delay	2006	150	-	1	10	5	166		
	2007	155	-	-	10	2	167	+1	
Traumatic Brain Injury	2006	-	-	-	2	-	2		
	2007	-	-	-	2	1	3	+1	
Severely/Multiply Impaired	2006	-	1	-	3	-	3		
	2007	-	-	-	2	-	2	-1	
TOTAL	2006	193	29	34	178	82	516		
	2007	207	26	44	199	85	561	+45	
2006-2007 Difference		+14	-3	+10	+21	+3	+45		

Incidence Rates By Grade

11. Incidence rates at individual grade levels fluctuate from year to year. In 2007, grade 4 had the highest incidence rate of identified special education students per enrollment at 19.56%, followed by grade 6 at 17.80%, and grade 7 at 17.68%. The lowest incidence rate is in Kindergarten where 11.06% of the students enrolled receive special education services.
12. The total K-12 incidence rate increased in 2007 from 14.00% to 14.85%. Both the K-6 and Grade 7-12 incidence rates increased, especially Grade 7-12, and are at an all time high according to the longitudinal data included.

**2007 INCIDENCE RATES BY GRADE***(Total Unduplicated Count - 12/1/2007)*

Grade	December 1 st 2007			Percent of Enrollment					
	Pub/NP Enrollment	# Special Ed	% of Enrollment	2006	2005	2004	2003	2002	2001
Pre-K		212							
K	958	106	11.06	10.37	9.61	10.57	9.00	7.72	8.23
1	916	111	12.12	9.87	11.49	9.91	10.67	10.22	10.36
2	898	110	12.25	14.21	13.59	13.77	12.89	12.81	13.47
3	927	155	16.72	15.86	14.22	15.47	14.64	16.35	12.33
4	854	167	19.56	16.63	18.45	16.31	18.14	13.31	15.28
5	887	142	16.01	18.47	16.90	17.30	15.25	16.08	13.86
6	871	155	17.80	17.28	15.95	15.66	15.25	12.82	14.18
7	871	154	17.68	14.88	14.67	14.45	11.53	14.20	15.11
8	945	149	15.77	14.99	13.86	12.01	14.35	13.75	15.79
9	971	153	15.76	14.37	12.55	13.57	13.38	15.10	14.61
10	1020	135	13.24	10.97	12.62	11.36	13.92	13.11	11.94
11	1058	124	11.72	13.10	10.47	12.05	12.34	11.32	10.67
12	1185	175	14.77	12.58	15.19	11.26	11.93	11.38	10.59
Total K-12	12,361*	1,836	14.85	14.00	13.74	13.26	13.31	12.90	12.76
Additional Non-residents		+127							
Elem K-6	6,311	946	14.99	14.59	14.27	14.15	13.72	12.77	12.58
Sec 7-12	6,050	890	14.71	13.41	13.21	12.38	12.89	13.02	12.94

* This figure is less than the enrollment figure reported on page 2. Early Childhood students are not included nor students in some of the off-site programs.

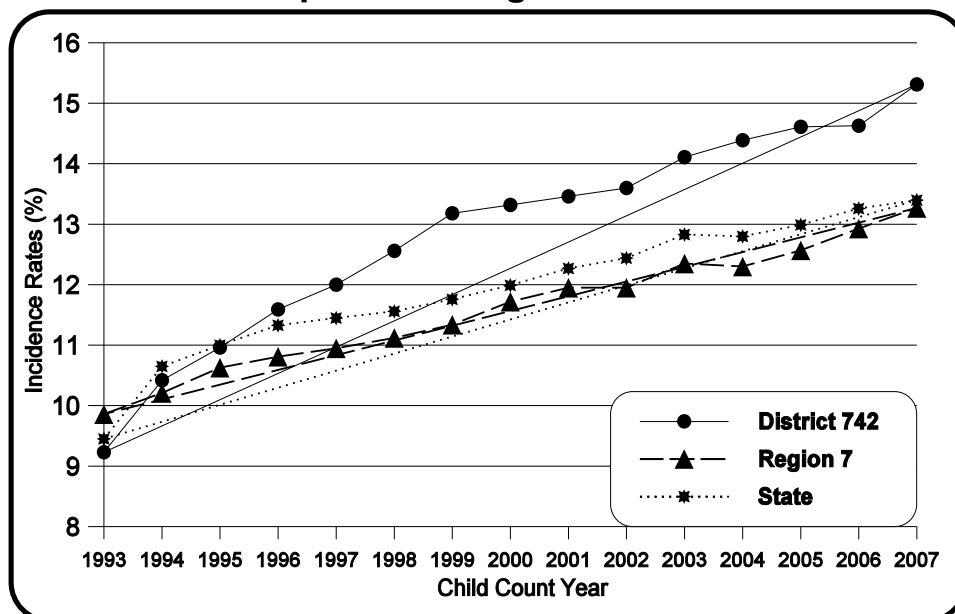
Comparison of District, Regional, and State Incidence Rates

13. The overall special education incidence rate for District 742 has increased from 14.63% in 2006 to 15.31% in 2007. This increase continues a trend of growth in the special education population for the past many years. District 742 has a higher incidence rate than either the State or Region 7. The 2007 State incidence rate is 13.40% and the Region 7 incidence rate is 13.27%. When comparing disability areas, District 742 has slightly lower incidence rates for the disability areas of Other Health Disabilities, Developmental Cognitive Disabilities –Severe/Profound and Traumatic Brain Injury than either the State or Region 7. District 742 has higher incidence rates for the disability areas of Visual Impairment, Physically Impaired, Emotional/Behavioral Disorders, Developmental Cognitive Disability–Mild/Moderate, Specific Learning Disability, Autism Spectrum Disorders, Developmental Delay and Severely Multiply Impaired.

Percent of Total Enrollment By Disability

DISABILITY	STATE 2007	REG 7 2007	DISTRICT 742						
			2007	2006	2005	2004	2003	2002	2001
Deaf/Blind	.01	.01	.01	.01	.01	.00	.00	.00	.00
Visual Impairment	.05	.05	.06	.06	.04	.05	.04	.04	.04
Physically Impaired	.18	.16	.21	.21	.23	.26	.30	.27	.30
Other Health Disabilities	1.57	1.66	1.56	1.41	1.27	1.21	1.12	1.06	.97
Deaf/Hard of Hearing	.26	.19	.19	.20	.20	.25	.25	.24	.28
Dev. Cogn. Disab.-Severe/Prof	.24	.21	.19	.19	.24	.25	.29	.27	.25
Emotional/Behavioral Disorder	1.81	1.92	2.56	2.37	2.48	2.56	2.50	2.27	2.26
Dev. Cogn. Disab. - Mild/Mod.	.74	.70	.90	.97	1.02	1.00	.96	.99	.98
Speech/Language Impairment	2.39	2.64	2.41	2.19	1.98	1.85	1.69	1.60	1.61
Specific Learning Disability	3.41	3.09	4.01	4.05	4.25	4.26	4.65	4.80	4.91
Autism Spectrum Disorders	1.23	1.05	1.27	1.11	1.06	.92	.73	.54	.39
Developmental Delay	1.38	1.45	1.79	1.69	1.68	1.67	1.52	1.46	1.43
Traumatic Brain Injury	.05	.05	.04	.04	.04	.02	.01	.03	.04
Severely Multiply Impaired	.09	.09	.13	.13	.10	.08	.04	.04	.01
TOTAL	13.40%	13.27%	15.31%	14.63%	14.61%	14.39%	14.11%	13.60%	13.46%

**DISTRICT 742 INCIDENCE RATES
Compared to Region 7 and State**



14. According to the Fall 2007 MARSS Report, over 22% of the students enrolled in District 742 are minority students. The minority population is up by 148 students this year which is a 6.7% increase as compared to the Fall 2006 MARSS Report. This is less than half of the percentage of increase from 2005 to 2006, which was 17.1%. The largest minority group remains Black (African American) students at 13.1% of the total District enrollment. Hispanic and Asian students make up 4.1% and 3.9% of the enrollment, respectively. American Indians make up the remaining 1.3% of the minority enrollment. The percentage of minority students who receive special education services increased by 1.0% in 2007. Over 34% of American Indian students receive special education services and have IEPs. Hispanic, Black and Asian students have incidence rates of 19.2%, 18.6%, and 11.7%, respectively – all of which are less than the special education incidence rate of White students which is 20.7%. The combined special education incidence rate for minority students is also less than the incidence rate for White students (18.5% vs. 20.7%).

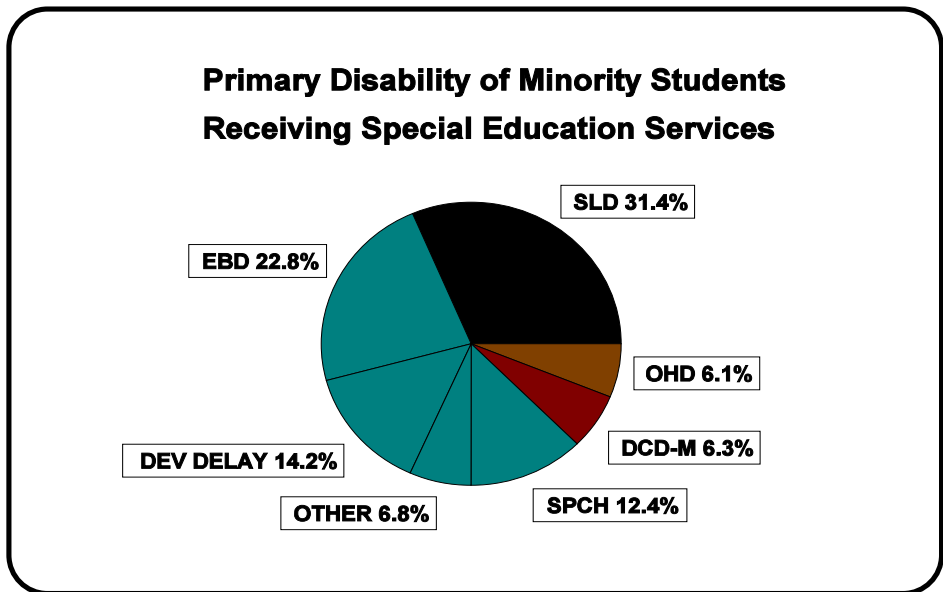
Note: These incidence rates may differ from those reported earlier in this report because MARSS data is cumulative, unlike the Unduplicated Child Count which looks at resident students receiving special education services and enrollment/attendance at one point in time (on December 1st). MARSS also does not include non-public enrollment.

MINORITY STUDENT DATA

(Taken from Fall 2007 MARSS Report–Not Child Count Data)–Non-Residents Included

A Race	B Total # Students (Current Status)	C # Who Are Residents	D % of Enrollment (Col B/Total Enroll)	E # Receiving Special Ed	F Spec Ed Incidence Rate (# Spec Ed/Race Enroll) i.e., Col E/Col B
Amer. Indian	139	125	1.3%	48	34.5%
Asian	409	388	3.9%	48	11.7%
Hispanic	427	411	4.1%	82	19.2%
Black	1,380	1,360	13.1%	257	18.6%
White	8,156	7,387	77.6%	1,690	20.7%
Total Enrollment	10,511	9,671		2,125	20.2%
Total Minority Population	2,355	2,284	22.4%	435	18.5%

15. The graphic to the right breaks down the minority special education population by primary disability area, within the 2007 Unduplicated Child Count. The two largest proportions of minority students with disabilities fall into the SLD and EBD categories, while the top two categories for non-minority students are SLD and SPCH.



16. The table below compares the incidence rates (percent of enrollment served) of minority students vs. non-minority students within each of the primary disability areas. This information was taken from the Fall 2007 District MARSS Report, and thus is not identical to the Unduplicated Child Count information. As mentioned earlier, this data would include all resident and non-resident students attending schools in District 742, and does not include resident students attending outside the District. The fact that there is an area learning center, a residential facility (Riverwoods), a Sheriff's Youth Program, and several educational program options connected with the St. Cloud Hospital/CentraCare Health Systems within the District increases the non-resident population receiving special education services within District 742. This probably has the greatest impact on the EBD population.

There is a great deal of similarity between the District minority and non-minority special education incidence rates. In five out of the eight primary disability categories listed in the table below, there is a less than one percent difference. The disability areas which show a larger than one percent discrepancy are Speech/Language Impairment, Other Health Disabilities, and Autism Spectrum Disorders. The minority incidence rate is slightly higher in the Developmental Cognitive Disability–Mild/Moderate, Specific Learning Disability, Emotional/Behavioral Disorder, and Developmental Delay categories; the non-minority incidence rate is slightly higher in the areas of Speech/Language Impairment, Other Health Disabilities, and Autism Spectrum Disorders. There is certainly no indication of over identifying minority students in general, as compared to their non-minority counterparts.

**Minority and Non-Minority Incidence Rates
by Primary Disability**

Primary Disability Area	Minority Incidence Rate	Non-Minority Incidence Rate
Speech/Language Impairment	2.3%	3.6%
Developmental Cognitive Disability–Mild/Moderate	1.4%	1.1%
Specific Learning Disability	5.5%	4.9%
Emotional/Behavioral Disorder	4.3%	3.5%
Other Health Disabilities	1.3%	2.4%
Autism Spectrum Disorders	.5%	1.9%
Developmental Delay	2.8%	2.5%
Other (Includes Developmental Cognitive Disability –Severe/Profound, Physically Impaired, Deaf/Hard of Hearing, Visual Impairment, Deaf/Blind, Traumatic Brain Injury, and Severely Multiply Impaired)	.7%	1.1%
Total – All Primary Disability Areas	18.9%	21.0%

17. Whereas the preceding tables draw information from the 2007 Fall MARSS Report, the following data is taken from the 2007 December 1st Unduplicated Child Count. The tables below break down the percent of the Unduplicated Child Count by minority group/ethnicity – both overall Child Count and by primary disability area, for both District 742 and the State of Minnesota. Just over nineteen percent (19.3%) of the District Unduplicated Child Count was made up of minority students as compared to 26.1% of the State Unduplicated Child Count.

_____ There are similar patterns between the District and State when looking at these comparisons.

2007 December 1st Unduplicated Child Count		
Race/Ethnicity	St. Cloud District 742 (% of Child Count)	State of Minnesota (% of Child Count)
American Indian	2.1%	3.5%
Asian	2.1%	3.8%
Hispanic	3.6%	6.4%
Black	11.6%	12.4%
White	80.7%	73.9%
Total Minority	19.3%	26.1%

2007 December 1st Unduplicated Child Count By Primary Disability Area				
Race/Ethnicity	St. Cloud District 742 (% of Child Count)		State of Minnesota (% of Child Count)	
	Minority	Non-Minority	Minority	Non-Minority
Autism Spectrum Disorders	2.8%	9.6%	5.5%	10.5%
Deaf/Blind	--	.1%	.02%	.05%
Developmental Delay	14.2%	11.1%	10.9%	10.0%
Dev Cognitive Disability-Mild/Mod	6.3%	5.8%	6.1%	5.3%
Dev Cognitive Disability-Sev/Profnd	.8%	1.3%	1.7%	1.8%
Deaf/Hard of Hearing	1.3%	1.2%	2.1%	1.9%
Emotional/Behavior Disorder	22.8%	15.2%	17.6%	12.1%
Other Health Disabilities	6.1%	11.1%	8.8%	12.8%
Physically Impaired	.8%	1.5%	1.0%	1.5%
Specific Learning Disability	31.4%	24.9%	30.8%	23.6%
Speech/Language Impaired	12.4%	16.5%	14.1%	19.1%
Severely Multiply Impaired	.5%	.9%	.6%	.7%
Traumatic Brain Injury	–	.3%	.4%	.4%
Visual Impairment	.8%	.3%	.3%	.4%
Total Child Count – All Disabilities	19.3%	80.7%	26.1%	73.9%

Male/Female Ratios Within Disability Areas

18. The students making up the December 1, 2007, Unduplicated Child Count are 69% male and 31% female. This ratio has been very consistent over the years. Males are even more prominent in the ASD, EBD and Deaf/Blind populations.

Male/Female Ratios Within Special Education Disability Areas December 1, 2007 Child Count

Handicap	Total #	Male		Female	
Speech/Language Impairment	322	203	(63%)	119	(37%)
Dev Cognitive Disab - Mild/Moderate	121	66	(55%)	55	(45%)
Dev Cognitive Disab - Severe/Profound	25	16	(64%)	9	(36%)
Physically Impaired	28	11	(39%)	17	(61%)
Deaf/Hard of Hearing	25	13	(52%)	12	(48%)
Visual Impairment	8	5	(62%)	3	(38%)
Severely Multiply Impaired	17	9	(53%)	8	(47%)
Specific Learning Disability	536	358	(67%)	178	(33%)
Emotional/Behavioral Disorders	342	262	(77%)	80	(23%)
Deaf/Blind	1	1	(100%)	0	--
Other Health Disabilities	208	148	(71%)	60	(29%)
Autism Spectrum Dis	170	151	(89%)	19	(11%)
Developmental Delay	240	171	(71%)	69	(29%)
Traumatic Brain Injury	5	3	(60%)	2	(40%)
TOTAL	2048	1417	(69%)	631	(31%)

Distribution by Federal Child Count Setting

19. Over 94% of District 742 students included in the 2007 Unduplicated Child Count receive their special education services in the regular classroom or in a resource room. Just over 64% receive the majority of their services in a regular classroom, while 30% receive the majority of their services in a resource room. Therefore, less than 6% of special education students receive services in the more restrictive settings (Settings 3-8).

The preschool or Early Childhood Special Education population is excluded from this analysis because of their separate definitions for Federal Child Count Settings.

**Percent of Special Education Population By Federal Child Count Setting
K-12 Population**

Federal Child Count Setting	Percent of Child Count
Setting 1: Regular Class: <i>Students receiving special ed services outside the classroom for <21% of the school day</i>	64.2
Setting 2: Resource Room: <i>Students receiving special ed services outside the classroom for 21-60% of the day</i>	30.1
Setting 3: Separate Class: <i>Students receiving special ed services outside the classroom for >60% of the day</i>	3.6
Setting 4: Public Separate Day School: <i>Students receiving special ed services for >50% of the day in a public separate day school facility</i>	1.5
Setting 5: Private Separate Day School: <i>Students receiving special ed services for >50% of the day in a private separate day school facility</i>	.1
Setting 6: Public Residential: <i>Students receiving their education program in public residential facility for >50% of the day</i>	--
Setting 7: Private Residential: <i>Students receiving their education program in private residential facility for >50% of the day</i>	--
Setting 8: Homebased/Homebound/Hospital: <i>Students receiving their education program in a homebound/hospital placement</i>	.5

20. The setting where special education services are vended is somewhat dependent upon the primary disability of the student. The following table breaks down Federal Child Count Setting by primary disability. Only students with DB or SMI as primary disabilities have more than 20% of their population receiving services in the more restrictive settings. The students who are served most often in the regular classroom or Setting 1 are those with the disabilities of SP/L (95.7%), PHY (74.1%), D/HOH (79.2%), VI (71.4%), SLD (56.9%), EBD (62.5%), OHD (71.0%), ASD (62.2%), and DEV (75.6%). DCD-M and DCD-S are most often served in the resource room or Setting 2.

**Federal Child Count Setting By Primary Disability
Percent of K-12 Special Education Population**

Federal Child Count Setting	SP/L	DCD-M	DCD-S	PHY	D/HOH	DB	VI	SMI	SLD	EBD	OHD	ASD	TBI	DEV
Setting 1	95.7	19.0	28.0	74.1	79.2	-	71.4	35.3	56.9	62.5	71.0	62.2	40.0	75.6
Setting 2	3.6	71.1	56.0	22.2	20.8	-	28.6	35.3	42.0	21.8	24.6	31.7	40.0	24.4
Setting 3	-	9.9	16.0	3.7	-	-	-	29.4	.6	7.4	2.9	6.1	-	-
Setting 4	.4	-	-	-	-	-	-	-	.2	7.4	.5	-	-	-
Setting 5	-	-	-	-	-	-	-	-	-	.3	-	-	-	-
Setting 6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Setting 7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Setting 8	.4	-	-	-	-	100.0	-	-	.4	.6	1.0	-	20.0	-

Analysis of Students Who Were New to the Child Count in 2007

21. Although the difference in the Unduplicated Child Count from December 1, 2006, to December 1, 2007, is 89 students, there are actually a total of 514 students who were part of the 2007 Child Count that were not included in the 2006 Child Count. This number represents 25% of the total Unduplicated Child Count. If one considers both the students new to the Child Count in 2007 and those no longer on the Child Count that were active on December 1, 2006, this would equal a change in population of 939 students. The following tables explain more fully the status of the 514 students new to the Child Count and the 425 students that did not continue on the Child Count from 2006 to 2007. This information may give us some insights into the dynamics of the special education population within our school district.

The largest portion of students new to the Unduplicated Child Count in 2007 were students coming in on initial IEPs. This accounted for 56% of the 514 students. Of these 288 initial IEPs, 129 or 45% were Early Childhood or Kindergarten students. Of the 159 remaining initial IEPs (those in grades 1-11), 29 or 18% were students who had transferred into the District within the last three years, 17 or 11% were students attending non-public schools in the District, and 5 or 3% were resident students attending out of the District. The leading primary disability areas represented in these initial IEPs were Developmentally Delayed (32%), Speech/Language Impaired (30%), Specific Learning Disabilities (16%), and Emotional /Behavioral Disorders (12%).

Almost 23% of the 514 students new to the Child Count were students who transferred into District 742 with active IEPs since December 1, 2006. The percent of the total District enrollment who transfer into the District in any given year is normally around 12% – (13.2% in 2005-06 and 10.9% in 2006-07). Thus, there is evidence that the percent of special education students that transfer into District 742 is considerably higher than the percent of non-special education students who transfer into the District. It should be noted that these percentages are different from the District Mobility Rate which also includes within District transfers.

The remaining 21% of students new to the Child Count in 2007 were students who reentered after previously moving out of the District, reentered after previously terminating services due to meeting objectives or due to parent request, students attending out-of-district who were not reported in 2006, students who became resident students since December 2006, and students who were not included in the 2006 Child Count and the reason why is unknown.

STUDENTS ON DEC 2007 UNDUPLICATED CHILD COUNT THAT WERE NOT INCLUDED ON THE DEC 2006 UNDUPLICATED CHILD COUNT

Reason	Pre Kdgn	Kdgn	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	#	% of Total
Initial IEP since Dec 1, 2006	96	33	27	27	25	28	12	10	7	7	9	1	6		288	56.0%
# Who Transferred into the District Within Last 3 Yrs			2	2	4	5	4	2	2	3	4		1		29	
# Attending Non-Public School within District			2	2	1	4	3	2		1	1		1		17	
# Attending Out-of-District Site (Open Enrolled)	1	3	1	1	1							1	1		9	
Transferred in with active IEP since Dec 1, 2006	14	9	6	7	12	9	8	4	9	6	11	7	11	4	117	22.8%
Student Reentered after moving out of District	1		3	1	2	2		4	3	3	3	1	4	7	34	6.6%
Student Reentered after terminating due to meeting objectives				1	2	2	1		3	1			2	3	15	2.9%
Student Reentered after terminating due to parent request	1				1				3						5	1.0%
Student attending out-of-district, wasn't reported in 2006	2	3	3	6	3	4	1		2	7	6	5	2	3	47	9.1%
Student attended last year, but was a non-resident and now a resident student												1	1	3	5	1.0%
Student attended last Dec but was not on Child Count –reason unknown											2	1			3	.6%
Total															514	

Analysis of Students From 2006 Child Count Who Were Not Included in 2007

22. The largest portion of students that were on the December 2006 Unduplicated Child Count but were not included in 2007, were the 132 students who were terminated during the last year due to meeting their IEP objectives; this accounted for 31% of the 425 students no longer on the Child Count in 2007. The next largest groups were students who moved out of the District since December 2006 (27%) and those graduating from high school prior to December 2007 (nearly 21%).

The remaining 21% of students no longer on the Child Count were not included for the following reasons: students who terminated IEP services due to parent request, student request, or student refusal; students who became non-residents since December 2006; resident students who were attending out of the District and were on IEPs last December, but were not reported by these Districts in 2007—probably due to termination, graduation, or moving; students no longer attending District 742 and whereabouts are unknown; students now attending and reported by a State academy; students now homeschooled or tutored and no longer on an IEP; and student deceased.

The remaining category are the 16 students who dropped out of school. These are students that have “drop codes” in MARSS and so may be considered “dropped” for a variety of reasons. The 7th grade student with a drop code left school for family environment reasons; the 8th grade student with a drop code withdrew after 15 days consecutive absence. Students with drop codes often return and continue their schooling.

STUDENTS ON DEC 2006 UNDUPLICATED CHILD COUNT THAT WERE NOT INCLUDED ON THE DEC 2007 UNDUPLICATED CHILD COUNT

Reason	Pre Kdgn	Kdgn	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	#	% of Total	
Student terminated due to meeting IEP objectives	15	15	13	7	5	14	17	15	5	7	10	5	3	1	132	31.1%	
Student terminated due to Parent Request	2		1			2	1	1	1				1		9	2.1%	
Student terminated due to Student Request														1	1	.2%	
Student terminated due to Student Refusal														1	1	.2%	
Student Graduated														87	87	20.5%	
Student Moved Out of District	19	11	7	10	8	8	8	7	4	8	8	11	5	2	116	27.3%	
Student Moved Out but Continued Service as a Non-Resident	5		1	2		2	1	1		4	2			1	19	4.5%	
Student Dropped Out										1*	1**		1	7	6	16	3.8%
* Student left school for family environment reasons																	
**Student withdrew after 15 days consecutive absence																	
Student Was Attending Out of District and reported in 2006, but not reported on 2007 Child Count--Reason Unknown	2	1	1	1	1	3		4	2		2	5	2	8	32	7.5%	
Student No Longer Attending District, Reason Unknown						1		1	1		2			1	6	1.4%	
Student Now Attending State Academy for Deaf											1				1	.2%	
Student Now Homeschooled and not on IEP								1		1	1				3	.7%	
Student Currently Tutored and not on IEP														1	1	.2%	
Student Died	1														1	.2%	
Total															425		