



# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Central Linn SD 552



SUPERINTENDENT: Brian Gardner | 32433 Hwy 228 Halsey 97348 | 541-369-2813  
DIRECTOR OF SPECIAL EDUCATION: Brian K. Gardner | 541-369-2813

### Students We Serve



# 99

Total Students in the Special Education Child Count

### REGULAR CLASS

Students placed inside regular class 80% or more of day.



# 81.82%

Students

Oregon target - **73.00% or more**

### SEPARATE CLASS

Students placed inside regular class less than 40% of day.



# 8.08%

Students

Oregon target - **10.60% or less**

### SEPARATE SETTINGS

Students served in separate public or private schools, residential placements, or homebound/hospital settings.



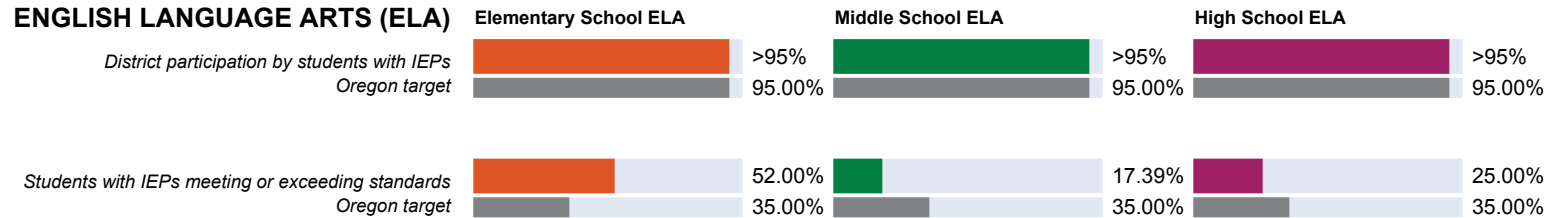
# 0.00%

Students

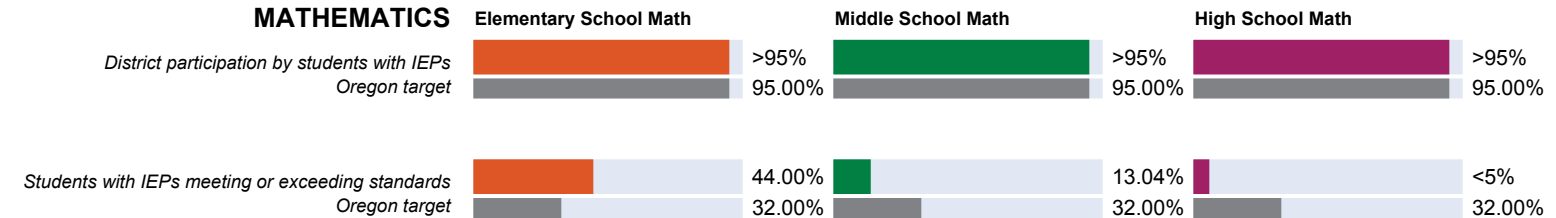
Oregon target - **1.80% or less**

### Academic Achievement

#### ENGLISH LANGUAGE ARTS (ELA)



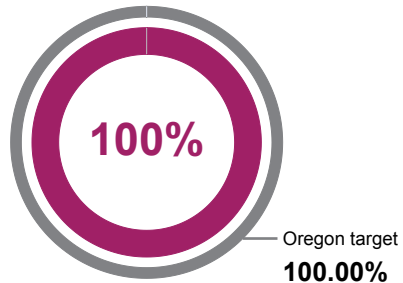
#### MATHEMATICS



### Eligibility Timeline

#### SPECIAL EDUCATION ELIGIBILITY

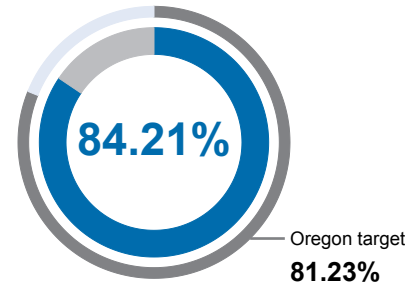
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



### Improving Services

#### PARENT SURVEY RESULTS

Parents who report schools facilitated parent involvement as means of improving services and results.



### Transition

#### SECONDARY TRANSITION

IEPs in effect when a student turns 16 that include post-secondary goals, transition services, and district evidence of IEP team meeting.



### Information Provided by District/Program

\*Information was not submitted for this section.



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### Equity and Disproportionality

#### DISTRICT IDENTIFICATION

##### Suspension/expulsion

Significant discrepancy in rate of suspension/expulsion for more than 10 days



**NO  
SIGNIFICANT  
DISCREPANCY  
FOUND**

Significant discrepancy, by race or ethnicity, for more than 10 days; and, policies, procedures, or practices contributed and do not comply with requirements relating to IEP development and implementation.



**NO  
SIGNIFICANT  
DISCREPANCY  
FOUND**

##### Students Receiving Special Education Services

Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



**NO  
DISPROPORTIONATE  
REPRESENTATION  
FOUND**

Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

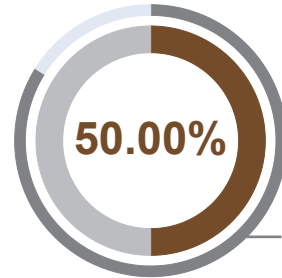


**NO  
DISPROPORTIONATE  
REPRESENTATION  
FOUND**

### Academic Success

#### FOUR-YEAR COHORT GRADUATION RATE

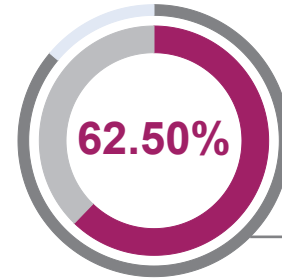
Students with IEPs earning a regular or modified diploma within four years.



Oregon target  
**84.0% or more**

#### FIVE-YEAR COHORT GRADUATION RATE

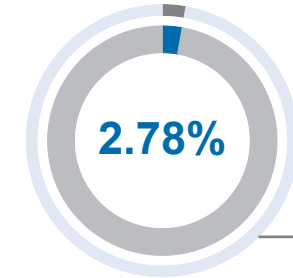
Students with IEPs earning a regular or modified diploma within five years.



Oregon target  
**86.0% or more**

#### HIGH SCHOOL DROPOUT RATE

Students with IEPs who drop out.



Oregon target  
**3.1% or less**

### Outcomes

#### HIGHER ED

Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target  
**31.00%**

#### HIGHER ED/EMPLOYED

Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



Oregon target  
**55.50%**

#### HIGHER ED/TRAINING/EMPLOYED

Students with an IEP who enrolled in higher education, enrolled in post secondary education/training or were competitively employed or had other employment within one year of leaving high school.



Oregon target  
**72.00%**

#### Individualized Education Program (IEP)

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

#### Special Education (SE)

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.